



Working Through Anger

DATE:

SOCIAL SKILLS OBJECTIVE: Students will share situations when they have been angry and discuss strategies to deal with anger. Instructors will read the book and do one of the following activities. For Pre-K students it's important to continuously use examples of language they have been learning: ie. Word bumping, blowing bubbles, personal space – constantly reinforcing.

MATERIALS: brown construction paper in the shape of a volcano, orange and red construction paper cut into strips, 11x13 white background paper, blue rain drop shaped construction paper pieces, glue sticks, markers, Play Dough, choices wheel and arrow pattern, cardboard backing, brads.

BOOKS: *Cool Down and Work Through Anger* by Cheri J. Meiners, M.Ed.; *When I Feel Angry* by Cornelia Maude Spelman; *When Sophie Gets Angry, Really, Really Angry* by Molly Bang; *Love You Forever* by Robert Munsch; *The Grouchy Ladybug* by Eric Carle; *The Way I Feel* by Janan Cain

ASCA NATIONAL STANDARDS: PS:A1.1, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A2.2, PS:A2.7, PS:A2.8, PS:B1.1, PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.1, PS:C1.10

SOCIAL TIMES: “Problem Solving” Volume 3, Number 3, p. 2 / “Explosive Behavior” Volume 3, Number.4. p. 2 / “Friendship” Volume 3, Number 7, p. 8 by Kari Dunn Buron

SOCIAL SKILLS EXPECTATIONS: When discussing specific behaviors that impact relationships, ask: Who, What, Where, When, Why, and How in relation to behaviors.

ACTIVITY 1: Students will share times when they have had a meltdown. What triggered it? What did it look like? How did others react? Instructors will guide students through ways to handle their anger using who, what, where, when why and how questions.

ACTIVITY 2: Students will create an “anger volcano” using pieces of brown construction paper that teachers have previously cut out in the shape of a volcano. On strips of orange paper students will write at least three triggers for their anger, and on three strips of red paper they will write down ways they react to those triggers. On the blue raindrops of paper they will write down at least 5 or 6 appropriate ways of handling their anger – gluing the raindrops above the “fire” from the volcano – which will calm the anger.

ACTIVITY 3: Using Play Dough students will create shapes on “placemat” paper. Remembering a time they became angry, and had an unexpected meltdown, students will “splat” their Play Dough objects, discussing how it felt when they ruined their hard work.



ACTIVITY 4: Students will make a Behavioral Choices wheel. Cut out the Behavioral Choices wheel and glue it to the cardboard. Place the arrow in the center and push the brad through. They can spin the arrow when they are angry to give them options instead of violence or inappropriate responses.

ACTIVITY 5: Pretend you are blowing bubbles, a breathing exercise. Students will breathe in through their nose and blow out through their mouth slowly since if they blow too quickly the bubble will break. Have students practice doing this at least 3 times.

ACTIVITY 6: Comfort Zone Instructors shared laundry basket and put in pillows, stuffed animals and books. This is their safety zone. They can go there when they are feeling angry or feel sad.

ACTIVITY 7: Calm Down Jar – Take an empty water bottle. Glitter glue, regular glitter and super glue, hot water. The teacher will help the child measure 1 tbs. blue glitter glue, pour into water bottle 1 cup hot water into water bottle and extra blue glitter to add to water bottle. Teacher will superglue lid to bottle, giving it a few minutes to adhere, then turn bottle upside down then back up and watch glitter fall like a snow globe, a calming effect. Blue, good for you. Red, hurts my head. Start new topic 5 senses.

GAME: Weathering the Storm

ACTIVITY 4



