

ANGER- CONTROL ACTIVITIES



BY ARDEN MARTENZ

**REPRODUCIBLE
ACTIVITIES
TO USE IN
GRADES 1 - 6**



ANGER-CONTROL ACTIVITIES

By Arden Martenz

Anger-Control Activities is a packet of reproducible activities to use in grades 1-6. It is not an anger-control program, but a supplement for teaching this important concept.

Most of the activity sheets are either self-explanatory or include written directions. Some will have additional instructions in the Table of Contents. Appropriate grade levels are identified for each activity.



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Have each student choose one of the situations listed on his/her Things I Cannot Change activity sheet. Have the student write the situation in the center circle. Then tell the students:

Look at the four lines touching the circle. These lines have circles attached to them. In each circle, write one way you react to the situation. If you think of more than four ways, you can draw extra lines and circles and write your answers in the circles.

Now, pick one circle. Look at the reaction you wrote in that circle. Decide what could happen to you because you reacted that way. Draw a line from the circle, add a new circle to the line, and write what could happen to you because of your reaction. Ask yourself if this would be good for you. Write as many things as you can think of that could happen to you because of your reaction. Draw as many lines and circles as you need.

Now do the same with each of your original reactions. You will have a lot of lines and circles on your page. Look at what you have written. Which of the original reactions would be best for you? When you know what reaction would be best for you, remember it, and react that way whenever a situation you cannot change makes you angry. See the completed example on the Answer Key page.

ANGER CONTROL (ADAPTING REACTIONS)

- 18** WHAT'S BEST FOR TINA? DOT-TO-DOT ----- GRADES 1-4
Have the students complete the dot-to-dot picture. When the students have finished, ask them the following questions:
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Have the students complete the dot-to-dot picture. When the students have finished, ask them the following questions:
What could Clark have done if he didn't control his anger?
What did Clark do?
What do you think Mike thought when Clark walked away?
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ANGER CONTROL (CONFRONTING)

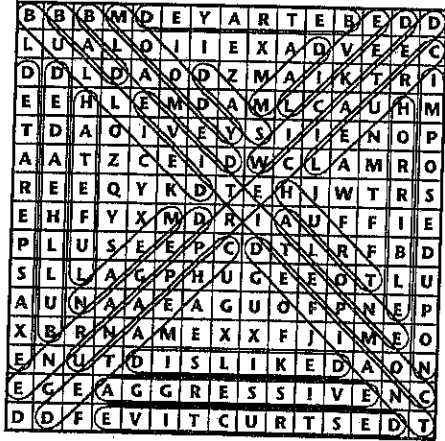
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SUPPLEMENTARY ANGER-CONTROL ACTIVITIES

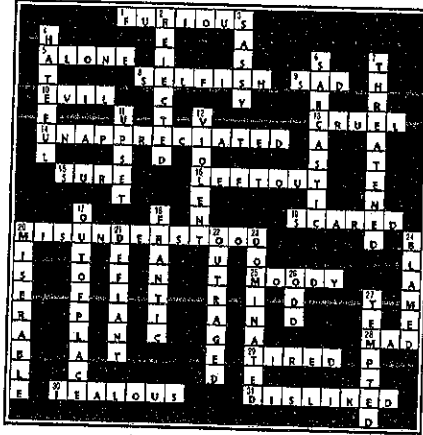
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- 43 FIND THE SECRET CODED MESSAGE** ----- GRADES 3-6
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- 49 ADD-ON ANGER** ----- GRADES 3-6
Give each student an activity sheet and a pencil. Read the directions together. Have them fill in the blank and finish the first sentence. Then give the students following directions:
- 1. Add a sentence that tells one person's side of the story.*
 - 2. Add a sentence that tells the other person's side of the story.*
 - 3. Add a sentence that tells how one person feels.*
 - 4. Add a sentence that tells how the other person feels.*
 - 5. Add a sentence with a "color" word in it.*
 - 6. Add a sentence that tells what one person is willing to do.*
 - 7. Add a sentence that tells of the reaction the other person has to what the first person is willing to do.*
 - 8. Add a sentence that tells how to solve the problem.*
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Reproduce as many sheets as necessary for each student. Answer any concerns expressed before you return the sheet to the student.
- 51 DAILY CHECK-IN** ----- GRADES 1-6
Reproduce the activity sheet for the student. At each day's check-in period, have the student sign the activity sheet, promising to practice anger control. If improvement is seen, put a sticker or star on the activity sheet when it is completed.
- 52 ANGER-CONTROL CONTRACT** ----- GRADES 1-6
Reproduce the contract for the students. Have the students identify how they will keep their anger under control and write that plan on the contract. Select a date and time for the next meeting. Both parties should then sign the contract.

ANSWER KEYS

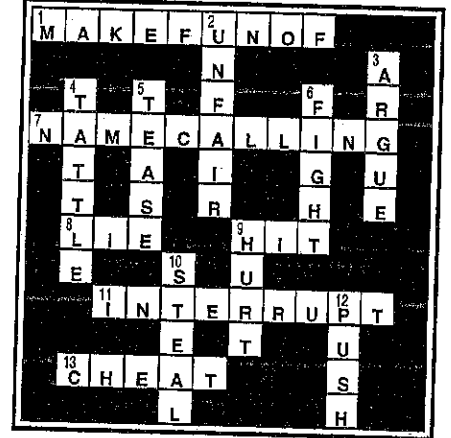
Answer to page 4



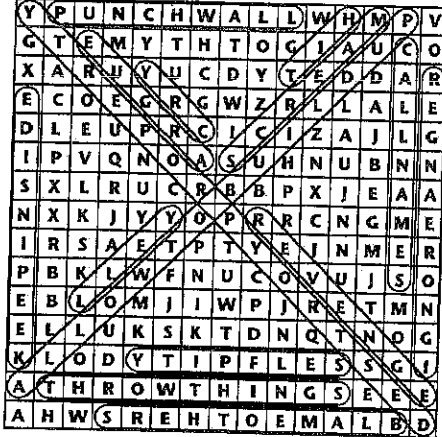
Answer to page 5



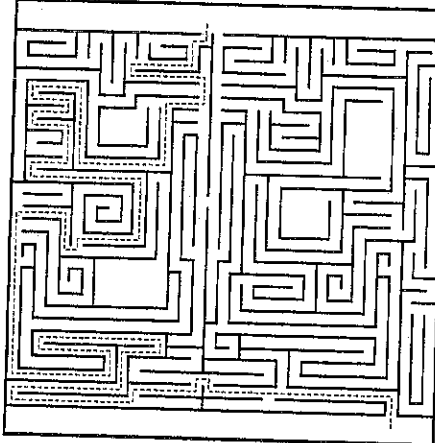
Answer to page 9



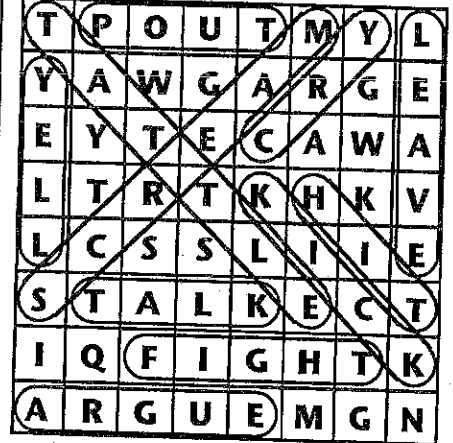
Answer to page 12



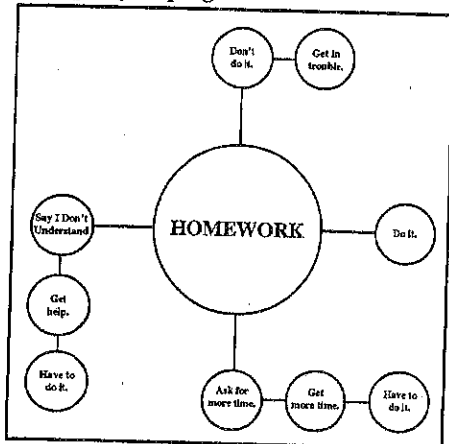
Answer to page 11



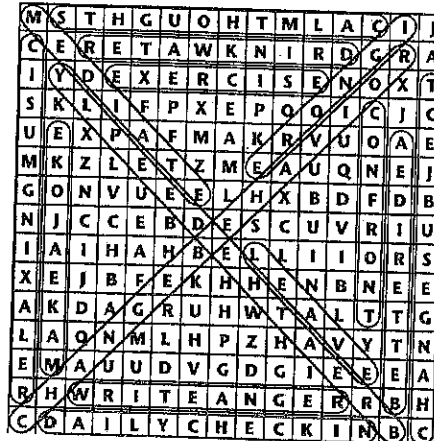
Answer to page 13



Sample for page 17



Answer to page 40



Name _____

Date _____

I GET ANGRY WHEN

Everyone gets angry. Think of four things that make you angry when they happen to you. Draw a picture of one of those things in each of the four boxes below. On the lines inside of the boxes, write what it is that makes you angry and who does each of these things to you.

MAKES ME ANGRY

DOES THIS TO ME

MAKES ME ANGRY

DOES THIS TO ME

MAKES ME ANGRY

DOES THIS TO ME

MAKES ME ANGRY

DOES THIS TO ME

THINGS PEOPLE DO THAT MAKE ME ANGRY

There are many people in my life. Sometimes they do things I do not like. When this happens, I get angry. Below is a list of things people do that make me angry. I have not written anything after the name of any person who does **not** make me angry.

I GET ANGRY WHEN MY:

MOTHER _____

FATHER _____

SISTER _____

BROTHER _____

GRANDMOTHER _____

GRANDFATHER _____

TEACHER _____

BEST FRIEND _____



I ALSO GET ANGRY WHEN SOMEONE:

IN MY CLASS _____

IN THE HALL _____

IN THE CAFETERIA _____

ON THE SCHOOL BUS _____

IN MY NEIGHBORHOOD _____

ON MY TEAM _____

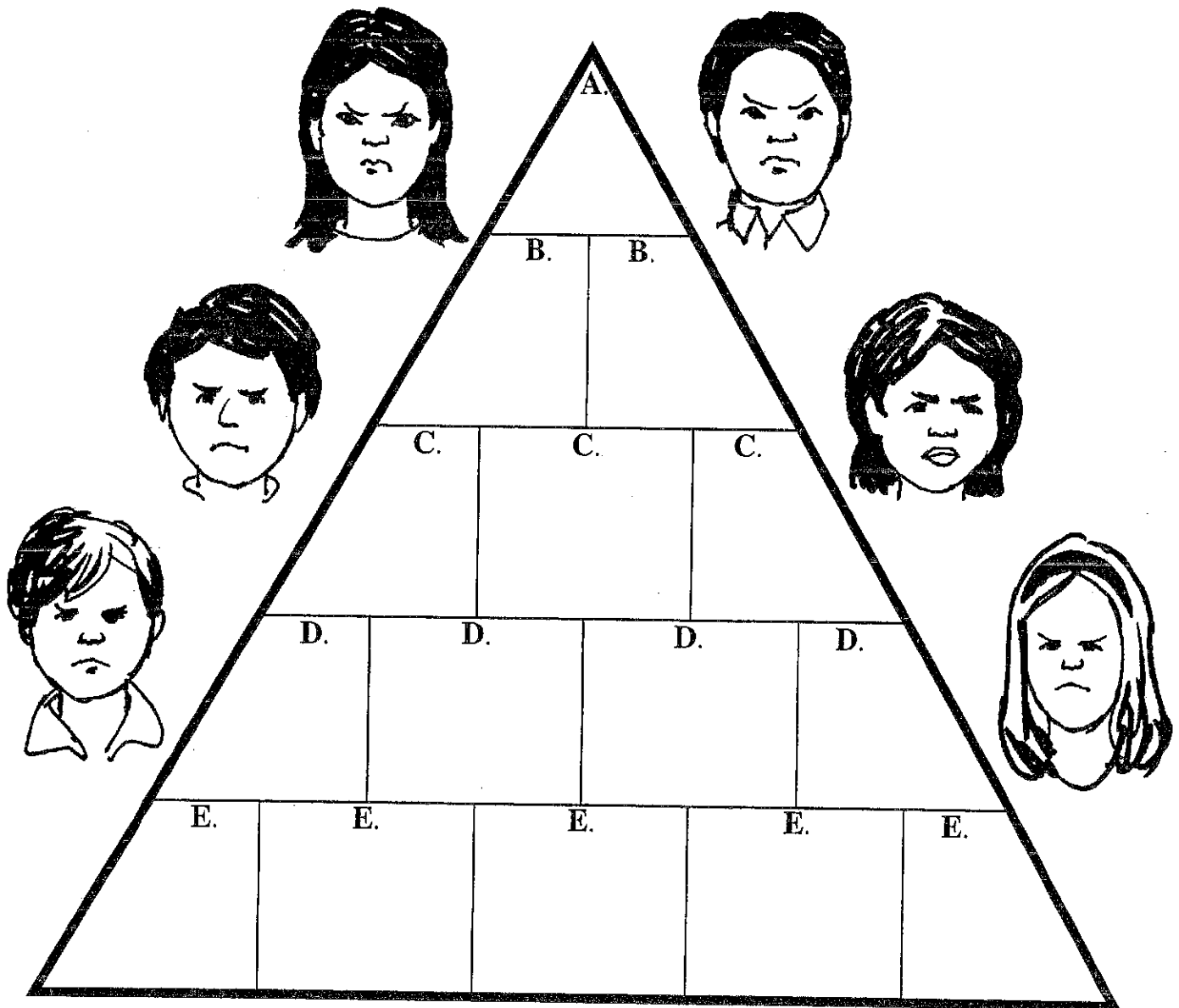


WE ALL GET ANGRY

Fill your triangle with things that make your classmates angry. Go around the room and have different classmates sign the appropriate squares in your triangle. There should be a different name in each square. When you have finished, you will know that we all get angry.

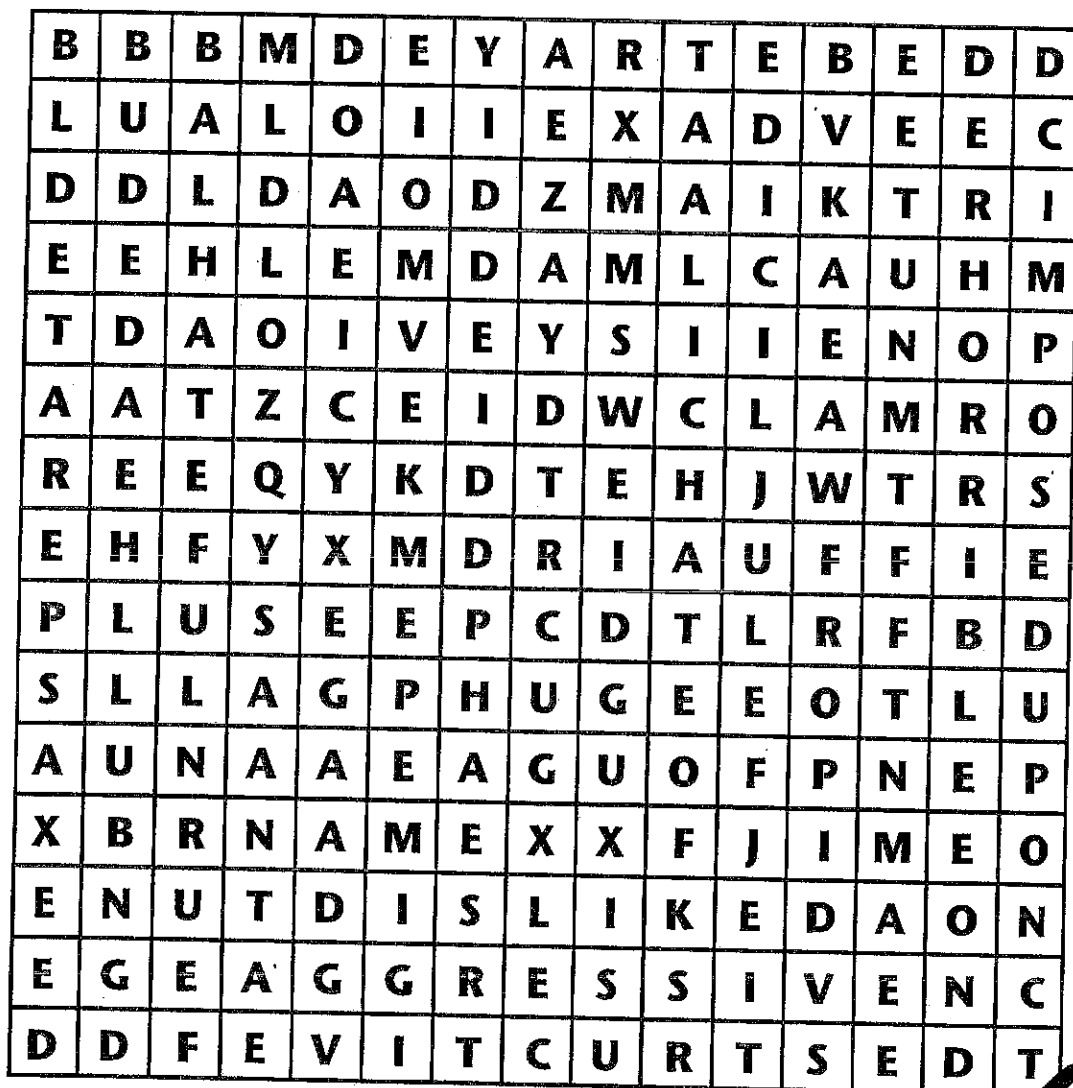
Find:

- A. 1 person who gets angry when asked to do something he/she does not like to do.
- B. 2 people who get angry when they are not included in a game or party.
- C. 3 people who get angry when they are pushed or shoved.
- D. 4 people who get angry when someone tattles on them.
- E. 5 people who get angry when they are teased.



ANGRY FEELINGS WORD FIND

When you are angry, you can also experience other feelings. Find the words hidden in the word find below. Circle each word you find. The words may be spelled horizontally, vertically, on the diagonal, forwards, or backwards. When you are finished, look at the word list. Circle each feeling that you have had when you have been angry.



AGGRESSIVE

ALONE

BAD

BETRAYED

BLAMED

BULLHEADED

BULLIED

CHEATED

COMPETITIVE

CRUEL

DEFIANT

DESTRUCTIVE

DISLIKED

ENRAGED

EVIL

EXASPERATED

HATEFUL

HORRIBLE

HURT

IMPOSED UPON

MAD

MEAN

MOODY

SAD

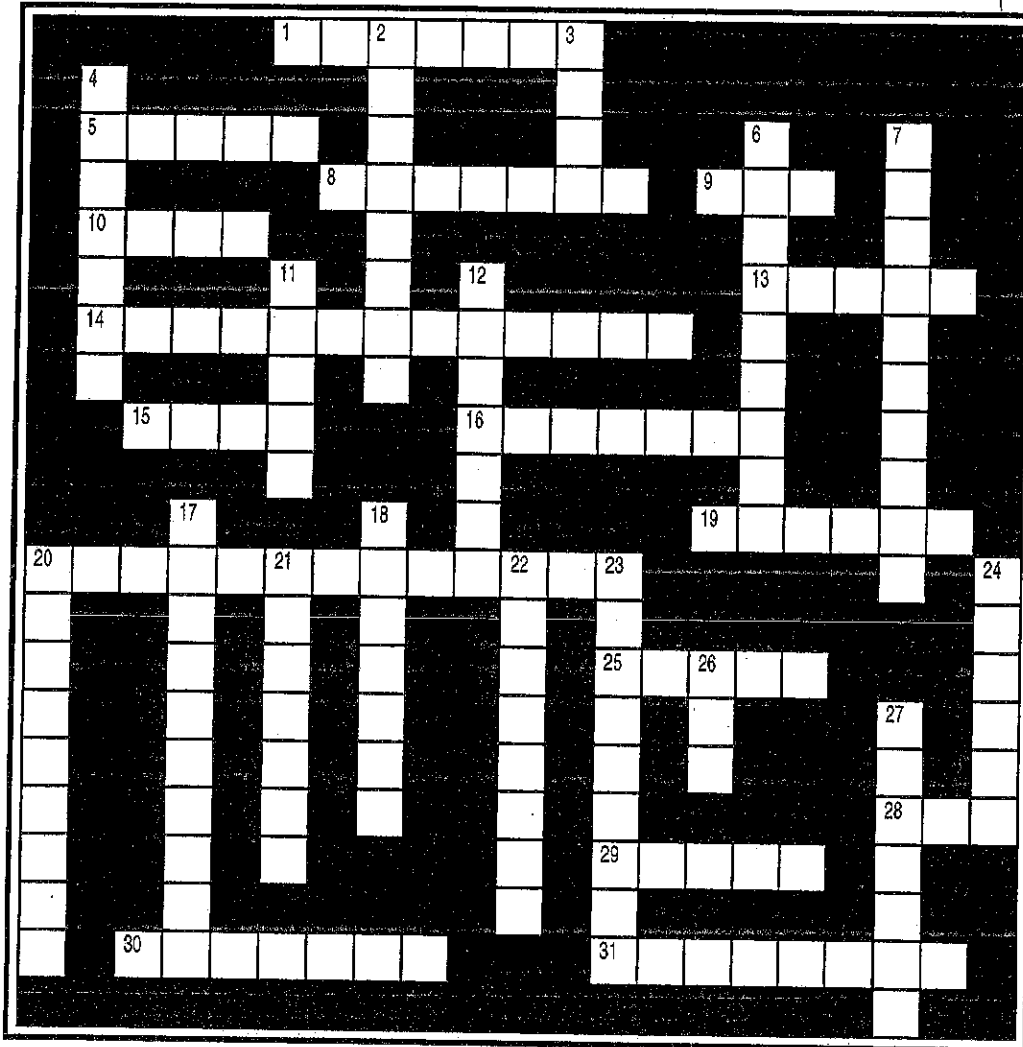
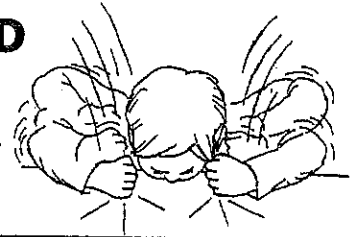
UNAPPRECIATED

WICKED



ANGRY FEELINGS CROSSWORD

There are many different feelings you can have when you are angry. Use the clues below to complete the crossword puzzle.



CLUES ACROSS

1. Very, very, very angry (Clue: begins with an F)
5. All by yourself
8. Not wanting to share
9. Feeling blue or down
10. Wicked, nasty
13. Mean to other people
14. Not appreciated
15. Positive you are right
16. Not included (2 words)
19. Frightened
20. Not understood
25. Happy, then sad, then happy
28. Angry
29. Worn out
30. Envious of something someone else has
31. Not liked

CLUES DOWN

2. Not accepted (Clue: begins with an R)
3. Smart back talk
4. Nasty, mean
6. Cutting, cynical talk
7. Bullied (Clue: begins with a T)
11. Distressed, troubled
12. Doing things that hurt people
17. Feeling not accepted (3 words)
18. Distraught
20. Very unhappy (Clue: 3rd letter is S)
21. Openly disobedient
22. Greatly offended (Clue: 3rd letter is T)
23. Controlled
24. Accused of something
26. Different
27. Enticed

Name _____

Date _____

ANGER CONTINUUM LINE

Look at the continuum lines below. Make a where you think you are today. Then make an where you would like to be.

When someone hits me,
I hit back.

1.....2.....3.....4.....5.....6.....7.....8.....9.....10 Leave the situation.

When people call me names,
I call them names.

1.....2.....3.....4.....5.....6.....7.....8.....9.....10 Ignore them.

When people tease me,
I yell back at them or cry.

1.....2.....3.....4.....5.....6.....7.....8.....9.....10 Don't look angry and leave.

When someone lies to me,
I argue with him/her.

1.....2.....3.....4.....5.....6.....7.....8.....9.....10 Don't bother with him/her anymore.

When someone steals from me,
I find a way to get back at him/her.

1.....2.....3.....4.....5.....6.....7.....8.....9.....10 Confront him/her.

When someone doesn't let
me be part of a group,
I feel really sorry for myself.

1.....2.....3.....4.....5.....6.....7.....8.....9.....10 Find something else to do.

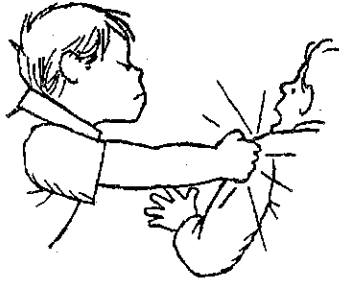
When someone destroys my property,
I destroy something of theirs.

1.....2.....3.....4.....5.....6.....7.....8.....9.....10 Move my things to a safer place
and have nothing to do with him/her.

What do you think you have to do in order to get from where you are to where you want to be? _____

COLOR YOUR ANGER

Finish each sentence by coloring in the box. Follow this color code to show how you feel about each of the things described below.



Color Code:
 Very—Red
 Some—Yellow
 Not much—Blue



I get angry when someone:

teases me.

yells at me.

bosses me around.

hits me.

takes my things.

lies to me.

won't let me play.

makes fun of me.

calls me names.

blocks my way.

beats me at a game.

doesn't share with me.

tattles on me.

breaks my toys.

tells a secret I told him/her.

hides my things.

won't let me choose what to play.

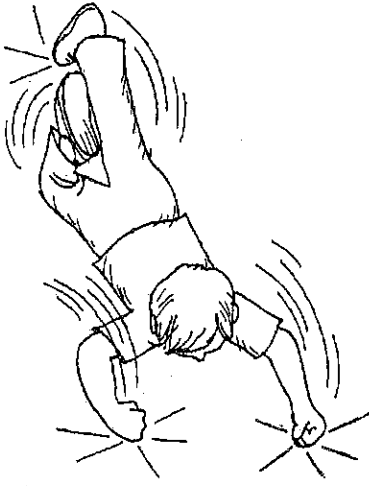

pushes me down.

PERSONAL ANGER SCALE

Finish each sentence by selecting the letter that best describes your feelings. Write that letter in the box beside each sentence.

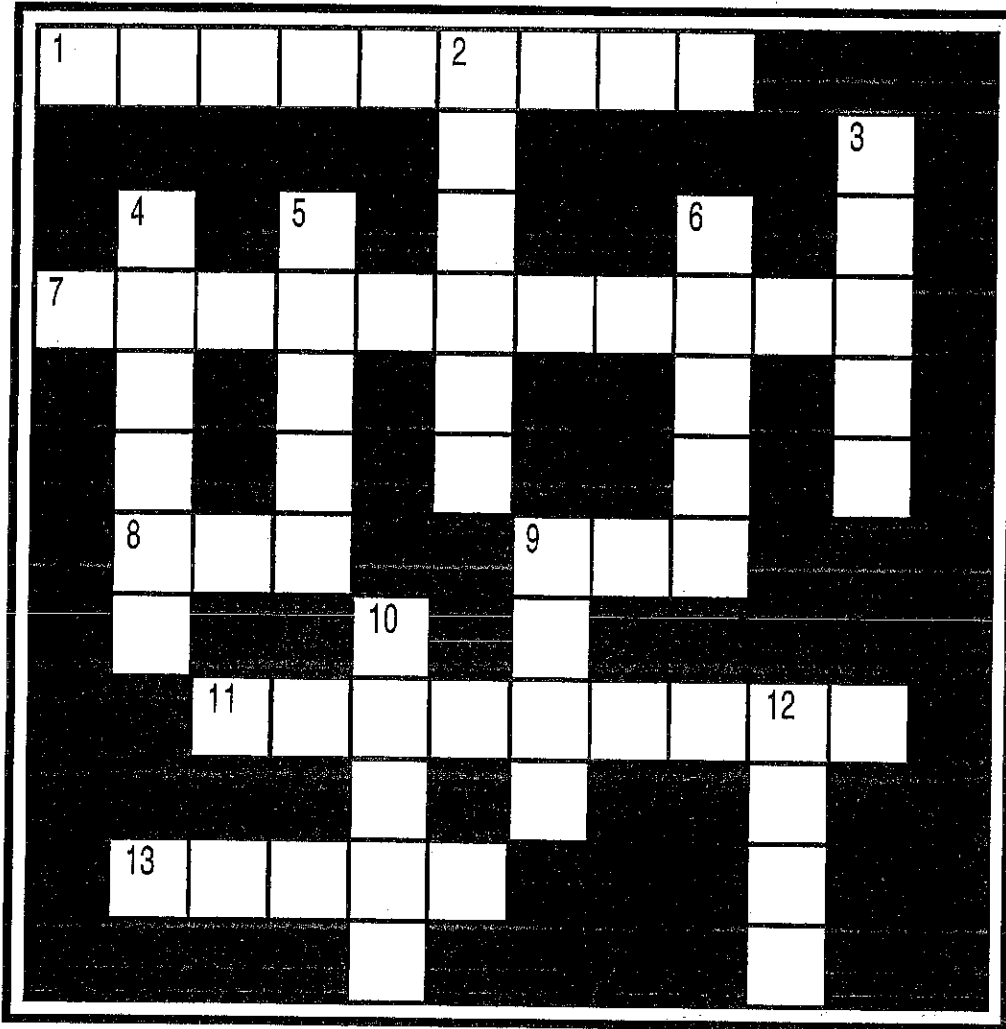
A = VERY MUCH LIKE ME B = A LITTLE LIKE ME C = NOT LIKE ME

I get angry when:

- | | | |
|--------------------------|---|--|
| <input type="checkbox"/> | 1. I get teased. |  |
| <input type="checkbox"/> | 2. someone copies from my paper. | |
| <input type="checkbox"/> | 3. I don't get my own way. | |
| <input type="checkbox"/> | 4. someone hits me. | |
| <input type="checkbox"/> | 5. kids call me names. | |
| <input type="checkbox"/> | 6. someone breaks something of mine. | |
| <input type="checkbox"/> | 7. someone yells at me. | |
| <input type="checkbox"/> | 8. kids make fun of me. | |
| <input type="checkbox"/> | 9. someone tells me a lie. | |
| <input type="checkbox"/> | 10. my friends won't help me pick up my room when we have finished playing. | |
| <input type="checkbox"/> | 11. someone pushes me down on the ground. |  |
| <input type="checkbox"/> | 12. I lose a game. | |
| <input type="checkbox"/> | 13. someone tattles on me. | |
| <input type="checkbox"/> | 14. kids won't share with me. | |
| <input type="checkbox"/> | 15. someone tells a secret that I told him/her. | |
| <input type="checkbox"/> | 16. no one will play with me. | |
| <input type="checkbox"/> | 17. someone hurts my feelings. | |
| <input type="checkbox"/> | 18. people try to boss me. | |
| <input type="checkbox"/> | 19. I make a careless mistake on my schoolwork. | |
| <input type="checkbox"/> | 20. I have to do extra work at home. | |
| <input type="checkbox"/> | 21. someone breaks a promise. | |
| <input type="checkbox"/> | 22. I have to do extra work at school. | |
| <input type="checkbox"/> | 23. I don't like the cafeteria food. | |
| <input type="checkbox"/> | 24. I get punished. | |
| <input type="checkbox"/> | 25. someone thinks I am not as good as he/she is. | |

THINGS THAT MAKE YOU ANGRY

Look at the clues below. Each of the answers is something that could make you angry.



CLUES ACROSS

1. When other kids laugh at you, they...you (3 words)
7. Weirdo, nerd, dummy, etc.
8. Something that isn't true
9. Slap
11. To start talking when someone is already talking
13. To not play fair

CLUES DOWN

2. Not fair
3. Talk loudly back and forth, disagree
4. To tell on someone
5. Make fun of
6. People hitting each other
9. Sometimes people ____ your feelings
10. Take something that belongs to someone else without permission
12. Another word for shove

ANGRY REACTIONS

Being angry is a stressful experience. When you are angry, your body can react in different ways. Below is a list of reactions you might experience when you are angry. Circle the reactions that apply to you. Write any other reactions you might have on the blank lines.



BEING IRRITABLE
 HAVING AN UPSET STOMACH
 OVEREATING
 BITING FINGERNAILS
 TIGHTENING LIPS
 NARROWING EYES
 BECOMING TIRED
 HAVING LOTS OF ENERGY
 TAPPING FOOT OR FINGER



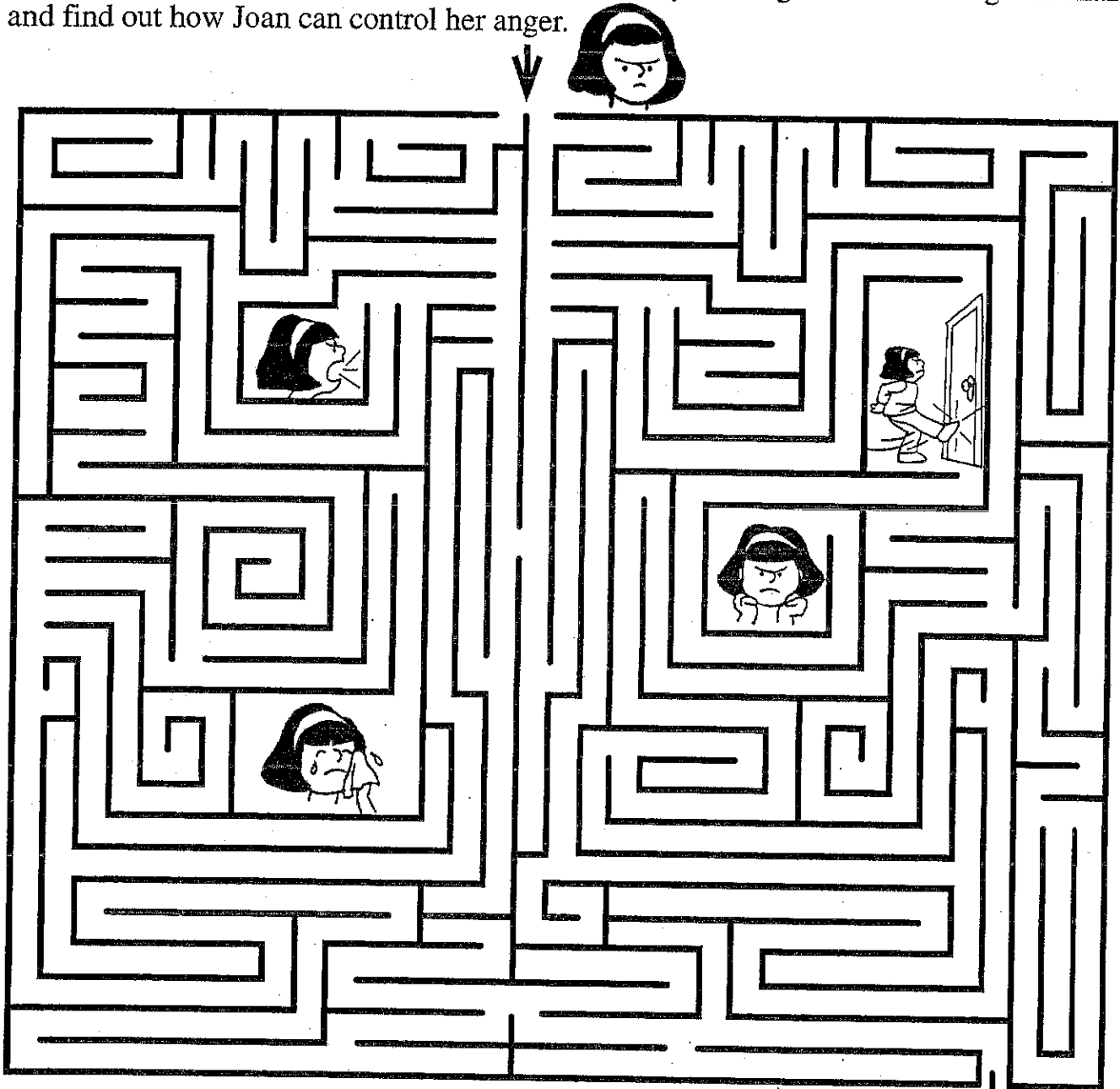
THINKING ABOUT THE ANGRY SITUATION AGAIN AND AGAIN

Insight Question:

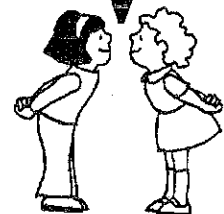
In each rectangle, write a description of one situation that makes you angry. On the lines below each rectangle, write your reaction to the situation you've described.

ANGER ERRORS MAZE

Joan is angry. Her best friend, Kesha, has broken a promise. As she moves through the maze, Joan is trying to decide what is best to do. She has several ideas, but when she does any of these things, she is caught in the maze. See if you can guide Joan through the maze and find out how Joan can control her anger.



What was the best way for Joan to solve her problem with Kesha?



ANGER ERRORS WORD FIND

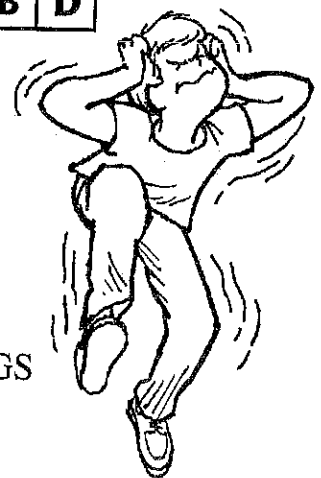
Hidden below are the names of 15 things that people do or feel when they are angry. When people do or feel these things, they may believe they feel better. However when they stop to think, they realize that these behaviors might have made them feel good for the moment, but have not solved their problem. The words may be hidden horizontally, vertically, diagonally, forwards, or backwards.

Y	P	U	N	C	H	W	A	L	L	W	H	M	P	V
G	T	E	M	Y	T	H	T	O	G	I	A	U	C	O
X	A	R	U	Y	U	C	D	Y	T	E	D	D	A	R
E	C	O	E	G	R	G	W	Z	R	L	L	A	L	E
D	L	E	U	P	R	C	I	C	I	Z	A	J	L	G
I	P	V	Q	N	O	A	S	U	H	N	U	B	N	N
S	X	L	R	U	C	R	B	B	P	X	J	E	A	A
N	X	K	J	Y	Y	O	P	R	R	C	N	G	M	E
I	R	S	A	E	T	P	T	Y	E	J	N	M	E	R
P	B	K	L	W	F	N	U	C	O	V	U	J	S	O
E	B	L	O	M	J	I	W	P	J	R	E	T	M	N
E	L	L	U	K	S	K	T	D	N	Q	T	N	O	G
K	L	O	D	Y	T	I	P	F	L	E	S	S	G	I
A	T	H	R	O	W	T	H	I	N	G	S	E	E	E
A	H	W	S	R	E	H	T	O	E	M	A	L	B	D



- ALLOW TO BUILD UP
- ARGUE
- BLAME OTHERS
- CALL NAMES
- CRY
- DESTROY PROPERTY
- HIT
- IGNORE ANGER

- KEEP INSIDE
- PUNCH WALL
- REVENGE
- SCREAM
- SELF PITY
- THROW THINGS
- YELL



WHEN PEOPLE GET ANGRY WORD FIND

Find the words hidden below. They are things people do when they get angry. The words may be hidden horizontally, vertically, or diagonally. When you have found all the words, circle the ones on the word list that describe anger control.

T	P	O	U	T	M	Y	L
Y	A	W	G	A	R	G	E
E	Y	T	E	C	A	W	A
L	T	R	T	K	H	K	V
L	C	S	S	L	I	I	E
S	T	A	L	K	E	C	T
I	Q	F	I	G	H	T	K
A	R	G	U	E	M	G	N



ARGUE
CRY
FIGHT
HIT

KICK
LEAVE
POUT
SCREAM

TALK
TATTLE
YELL



HOW ANGRY WOULD YOU BE?

Look at the pictures below. They show different stages of anger. The frowning boy is the least angry of all of the children. The girl with the angry-looking face is next, and the boy looking furious is the most angry. Read each sentence and draw a line to the face that shows how angry you would be if each of these things happened to you.

DRAW A LINE TO SHOW HOW ANGRY YOU WOULD BE IF:

you didn't get picked for a team.

your best friend lied to you.

a classmate copied from your paper.

your classmates teased you.

you were blamed for something you didn't do.

a classmate spread an untrue rumor about you.

an older kid pushed you down in the mud.

you got a low grade on a paper.

you got punished for not cleaning your room.

your friend told a secret you had told in confidence.

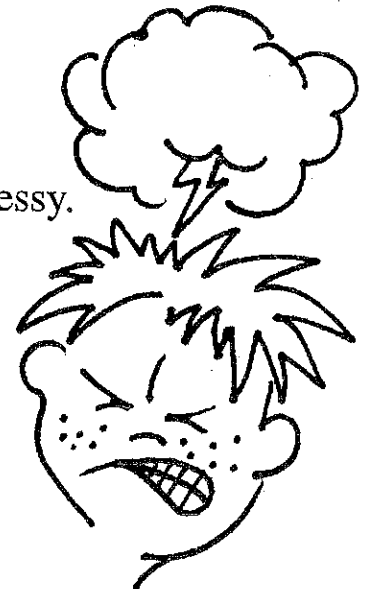
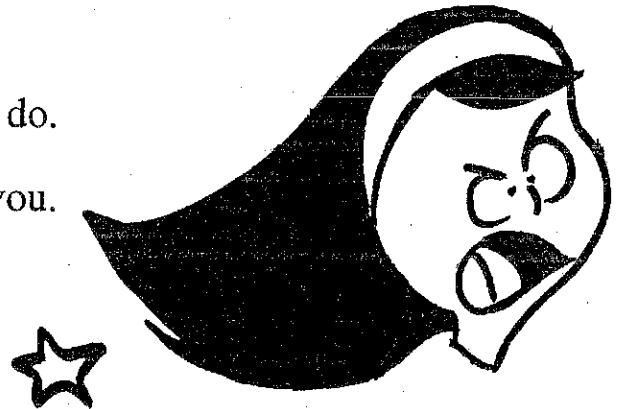
you had to recopy a paper because an adult thought it was messy.

you were told to clean up a mess made by someone else.

you were punched in the stomach.

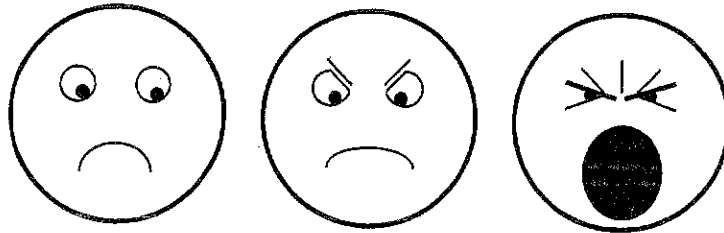
the kid in the next seat kept bothering you.

if someone deliberately tore up your homework.

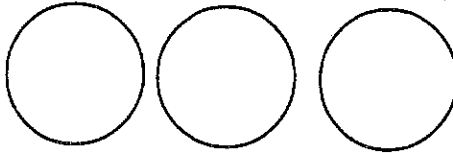


HOW ANGRY WOULD YOU FEEL?

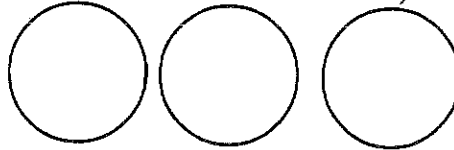
Look at the three pictures below. One of the pictures shows someone frowning. Another shows someone who is angry. The third picture shows someone who is very, very angry. Read the sentences above the circles and draw in the face that matches how you angry you would feel. Make your pictures like the examples drawn below.



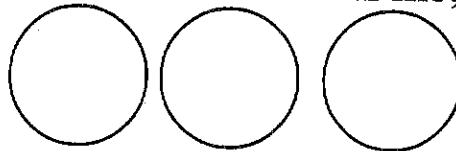
When someone calls me a name, I feel



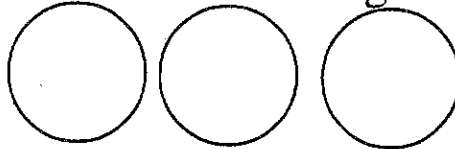
When someone hits me, I feel



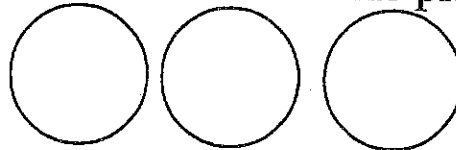
When someone tattles on me, I feel



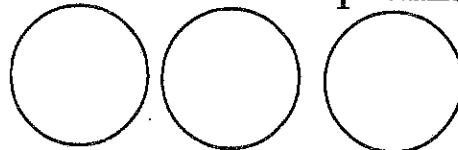
When I get blamed for something I didn't do, I feel



When someone won't let me play, I feel



When someone breaks a promise, I feel



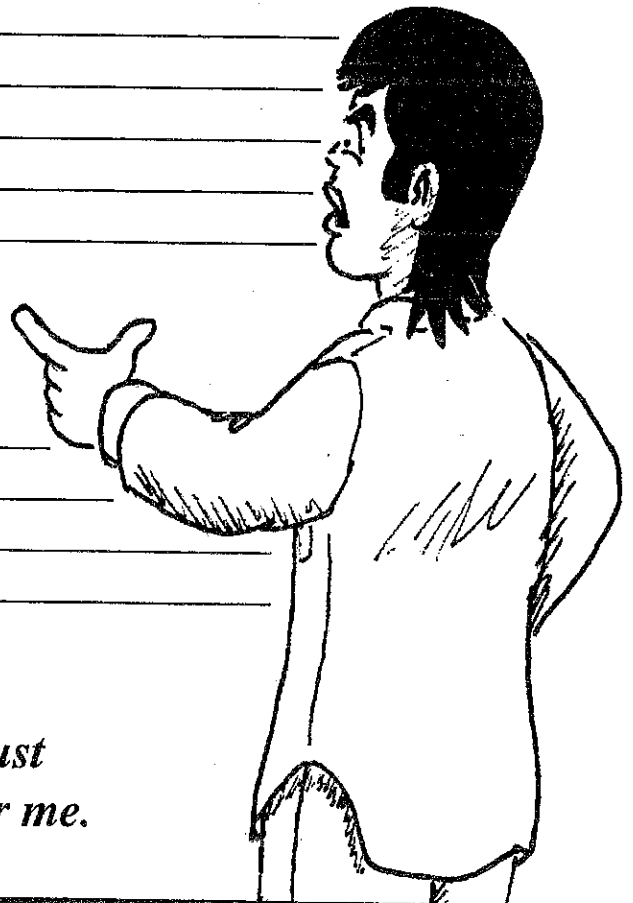
THINGS I CANNOT CHANGE

We all get angry at things we cannot change. This is a fact of life. Here is my list of things that make me angry, but which I cannot change.

At Home:

In School:

In My Neighborhood:

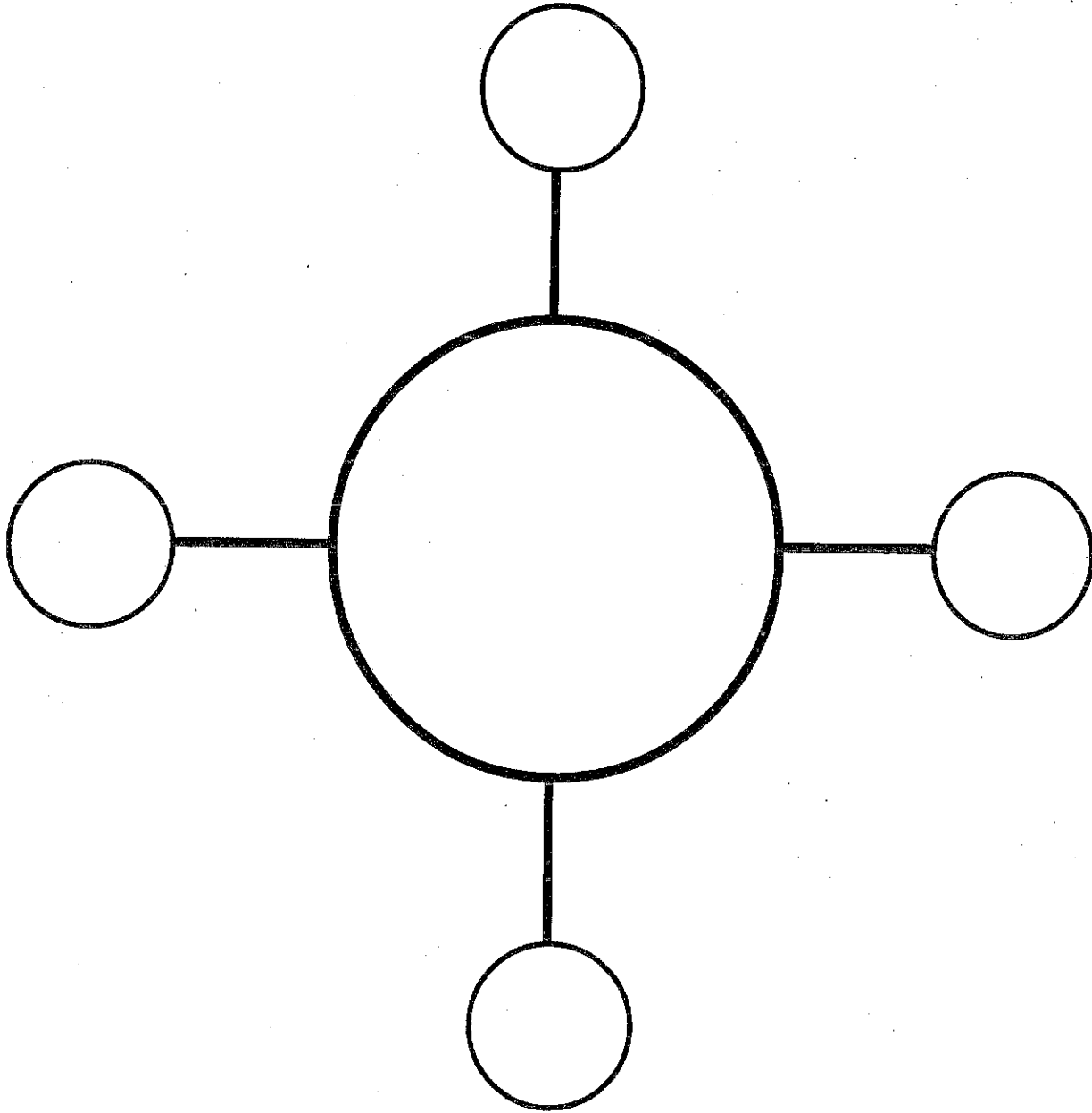


*I must learn to live with these things.
They may still make me angry, but I must
control my anger and do what's best for me.*

Name _____

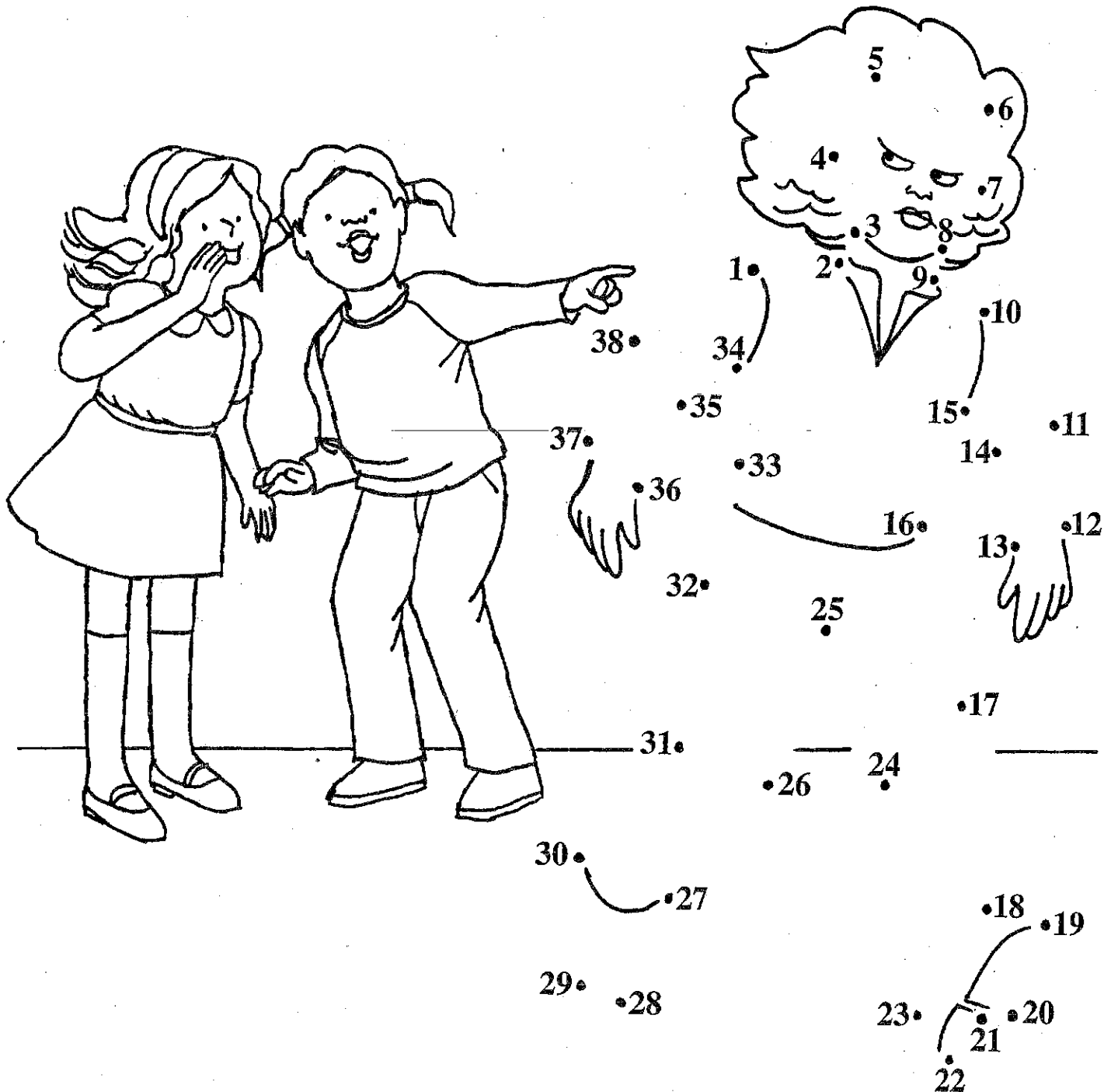
Date _____

WHAT'S BEST FOR ME?



WHAT'S BEST FOR TINA?

Tina is angry because her friends are teasing her. Follow the dots to see what Tina does to control her anger.



NAME-CALLING

Brad is in the shopping mall when a group of kids from school walk past him and call out: "Weirdo! Weirdo! Get lost, weirdo!" It's not the first time this has happened. They do it in the school cafeteria, on the bus, and on the playground.

Do you think this makes Brad angry? _____

Would it make you angry? _____

It's normal to be angry when someone calls you a name. Nobody likes to be called names. It's embarrassing, and it hurts your feelings.

What do most kids do when someone calls them a name? _____

Most kids would be so mad that their first reaction would be to call names too.

If this were you, what names would you call these kids? _____

If you called these kids names, would the name-calling stop? _____

Kids call other kids names to make them angry. They want them to lose their tempers. When you lose your temper, you are doing what they want you to do. They are in control of you.

What could Brad do that would not let other kids be in control of him?



BROKEN PROJECT

Heather's farm project was the most important assignment of the year. She had really worked hard on it, and she was proud of her work. When she came in from recess, she saw that some of the animals were missing and part of the fence was broken.

Do you think Heather was angry? _____

If this happened to you, would it make you angry? _____

It's normal to be angry when someone destroys your property. You feel as if nobody cares about things that are important to you. You feel hurt.

What do most kids do when someone destroys their property? _____

Most kids would be mad. Their first reaction would be to want revenge. That would mean destroying something that belonged to the other person.

If this had happened to you, would you feel like destroying something that meant something to the person who had wrecked your things? _____

What would happen if Heather wrecked the project of the person who had wrecked hers?

Kids destroy other kid's things to make them angry. They want them to lose their tempers. When you lose your temper, you are doing what they want you to do. They are in control of you.

What could Heather do that would not let the kids be in control of her ?

VISITING GRANDMOTHER

Cindy felt bad that she and Marla couldn't go to the mall together. Marla was Cindy's best friend, and she wanted Marla to help her pick out a sweater. But there was nothing Marla could do about having to visit her grandmother. Marla's mother had made the decision, and both Cindy and Marla had to live with it. Cindy's mom took her to the mall and said she would pick her up in an hour. Cindy really had to get a sweater, so she didn't want to waste time. As Cindy looked through the sweaters, she glanced out in to the mall and saw Marla. Marla was at the mall with Kelly, another girl in their class.



Do you think Cindy was angry? _____

If this happened to you, would it make you angry? _____

It's normal to be angry when someone lies to you. You feel as if you don't know who to trust. You feel betrayed and hurt.

What do most kids do when someone lies to them? _____

Most kids would be mad. Their first reaction would be to confront the person and argue with him/her for not telling the truth.

If this happened to you, would you want to tell the person what you thought of him/her? _____

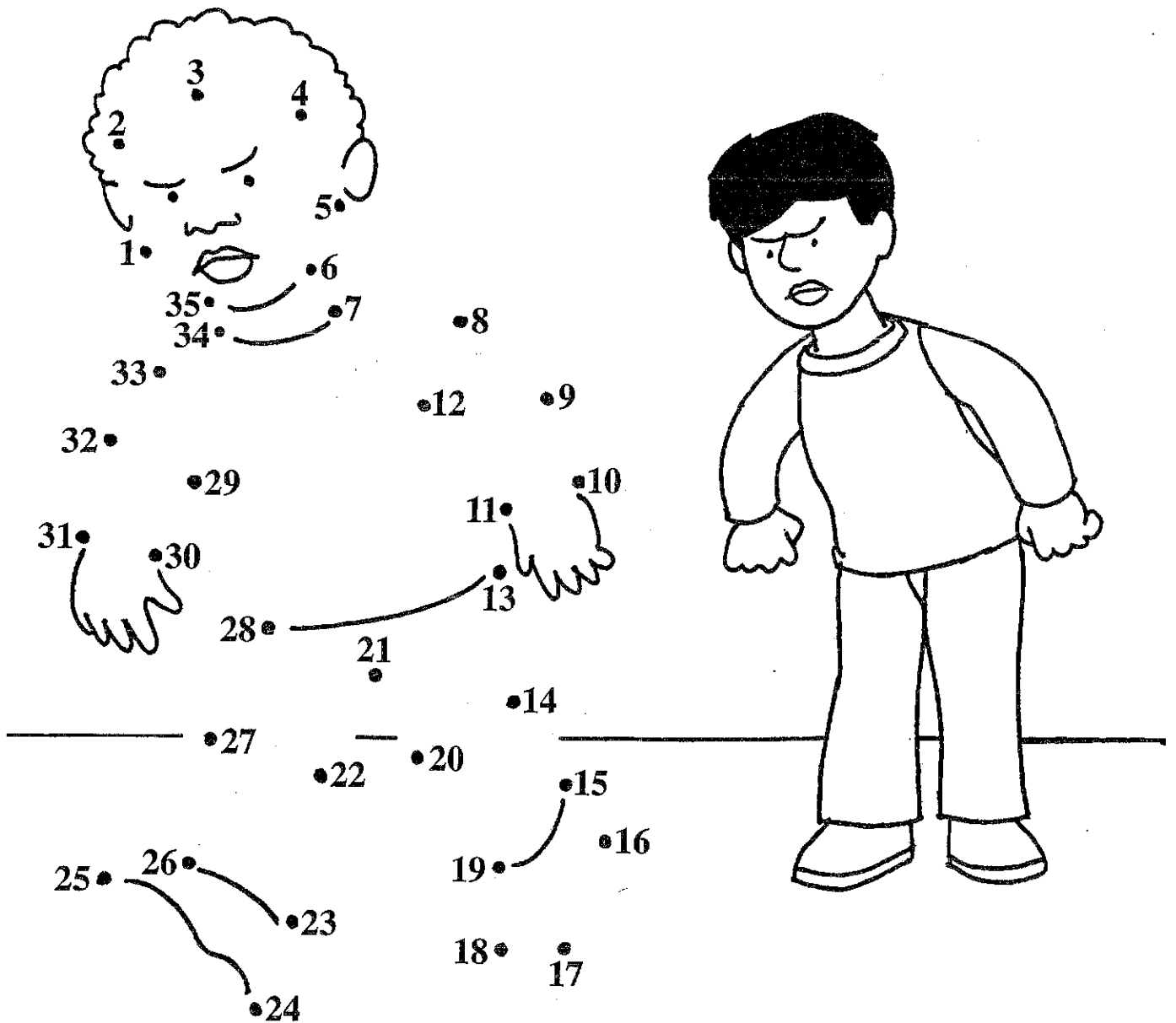
What would happen if Cindy confronted Marla about the lie she had told?

Kids lie to other kids because they believe they can get away with it. Marla and Cindy do not have an equal friendship. Marla thinks she can do anything she wants to Cindy and get away with it. If Cindy shows anger, Marla will get this message: "I am so important to Cindy that she gets angry. She'll get over it, because she wants to be my friend. I'll give her a few days to cool off." If Cindy lets this happen, Marla will probably lie to her again.

What could Cindy do to show Marla that it doesn't pay to lie and yet not show her anger? _____

FIGHT! FIGHT! DOT-TO-DOT

Clark is angry. Mike has just hit him and hit him hard. Clark has no idea why Mike hit him. Connect the dots to see what Clark does to control his anger.



TEACHER'S PET

"Teacher's pet! Teacher's pet! That's what you are. You always get to do special things for Mrs. Hall." Cliff likes Mrs. Hall. She must like him too, because she did always ask him to do things. That wasn't Cliff's fault, but the kids teased him about it on the playground, in the cafeteria, and on the bus. He didn't have a moment's peace.

Do you think Cliff was angry? _____

If this happened to you, would it make you angry? _____

It's normal to be angry when someone teases you. You feel embarrassed and confused because other kids hear the teasing and because you are not sure why this is happening to you.

What do you think most kids do when they are teased? _____

Most kids would be so mad that their first reaction would be to yell back at the kids teasing them, hit them, or even cry.

If this were you, would you feel like hitting, yelling, or crying? _____

What would happen if Cliff yelled back at the kids teasing him? _____

What would happen if Cliff hit the kids teasing him? _____

What would happen if Cliff started crying? _____

Kids tease other kids things to make them angry. They want them to lose their tempers. When you lose your temper, you are doing what they want you to do. They are in control of you.

What could Cliff do that would not let other kids be in control of him? _____

HALL SURVIVAL

Leon was about the same size as Kareem, and both boys were in the same grade. Whenever Kareem walked down the hall or was somewhere out of sight of a teacher, Leon would punch him in the arm, trip him, or shove him around.

Do you think this behavior made Kareem angry? _____

If this happened to you, would it make you angry? _____

It's normal to be angry when someone deliberately tries to hurt you. You feel as if you have to defend yourself. You don't want others to think you let people push you around.

What do most kids do when someone hits them? _____

Most kids would be so mad that their first reaction would be to hit back.

If this were you, would you feel like hitting, tripping, or shoving the other person? _____

What would probably happen if Kareem hit Leon? _____



Kids hit, shove, or trip other kids things to make them angry. They want them to lose their tempers. When you lose your temper, you are doing what they want you to do. They are in control of you.

What could Kareem do that would not let Leon be in control of him? _____



SILENT TREATMENT

Linda didn't want to get on the bus. When she did, nobody spoke to her. The kids all acted like she wasn't around. They didn't call her names or tease her. They just talked among themselves and acted as if Linda didn't exist.

Do you think Linda was angry? _____

If this happened to you, would it make you angry? _____

It's normal to be angry when people ignore you. You feel as if something is wrong with you, and you don't know what it is. You feel as if everyone is being mean to you.

What do most kids do when other kids ignore them? _____

Most kids would be so mad that their first reaction would be to feel sorry for themselves. They think the kids are being mean to them for no reason at all.

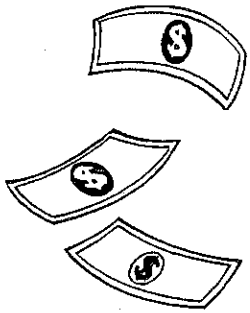
If this were you, would you feel like feeling sorry for yourself? _____

What would happen if Linda felt sorry for herself? _____

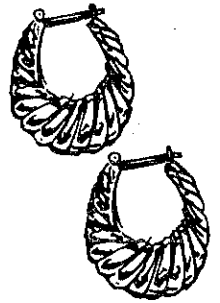
Kids ignore other kids to make them angry and make themselves feel powerful. They want to make the kids who are being ignored feel bad and lose their tempers. When you lose your temper, you are doing what they want you to do. They are in control of you.

What could Linda do that would not let the kids be in control of her? _____

LUNCH MONEY AND EARRINGS



Tina was looking everywhere for her lunch money. It was time for lunch, and her money was gone. She knew she had put her money in her purse that morning, but now it wasn't there. And it wasn't in her coat pocket or in her desk. It was gone. So were her earrings. They were in her purse, too, because her mother had told her not to wear them to school. Two days later, Tina saw Wendy. To Tina's horror, Wendy was wearing her earrings!



Do you think Tina was angry? _____

If this happened to you, would it make you angry? _____

It's normal to be angry when someone steals from you. You feel as if someone has invaded your personal space. You wonder who you can trust.

What do most kids do when someone steals from them? _____

Most kids would be so mad that their first reaction would be to try to get back at the person who has stolen from them.

If this had happened to you, would you feel like getting back at the person who took your things? _____

What would happen if Tina found a way to get back at Wendy? _____

Kids steal other kids' things to make them angry and to show them how powerful they are. They want other kids to lose their tempers and be fearful of them. When you lose your temper or act fearful, you are doing what they want you to do. They are in control of you.

What could Tina do that would show Wendy she wouldn't lose her temper or act fearful? _____

ANGER CONTROL ROLE-PLAYS

Cut the role-plays apart. Reproduce the *Anger Control Activity Sheet* (page 28). Assign students to play the parts of people in the role-plays. Give each student one activity sheet for each role-play. Have the students enact each role-play as it is written, reacting the way most kids would. Then have the students complete the *Anger Control Activity Sheet* for that role-play. Finally, have the students reenact each role-play using the anger-control techniques suggested by the students on their activity sheets.

ROLE-PLAY 1

Actors: Joan, Linda, Maria

Joan, Linda, and Maria are friends. Joan has had her hair cut and it didn't turn out the way she had planned. In fact, it looks awful. Linda and Maria are teasing her.

ROLE-PLAY 4

Actors: Judy, Emily, three other girls

Judy is one of the most popular girls in the class. She is having a birthday party and telling all the girls about it. When the invitations are passed out, every girl except Emily gets an invitation.

ROLE-PLAY 2

Actors: Grace, Mark

Grace is coming in from recess. She sees Mark going through her desk. When she looks in her desk, Grace sees her homework papers are torn and someone has scribbled her social studies book.

ROLE-PLAY 5

Actors: Gordon, Lenny

"Get out of my way," says Gordon, as he shoves Lenny out of his way. "Who do you think you're pushing around?" answers Lenny. "Want to make something of it?" Gordon threatens.

ROLE-PLAY 3

Actors: Tim, Luke, Luke's Mother

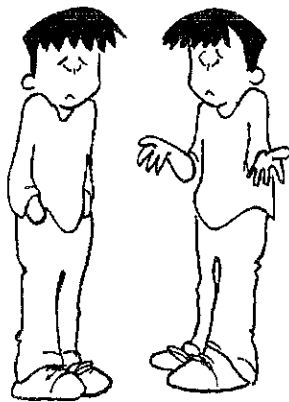
Tim and Luke are going to play basketball after school. Luke tells Tim that his mom has said he has to stay home. Tim decides to go to Luke's house to see if he and Luke can play there. When Luke's mom answers the door, she tells Tim that Luke is at Ron's house.

ROLE-PLAY 6

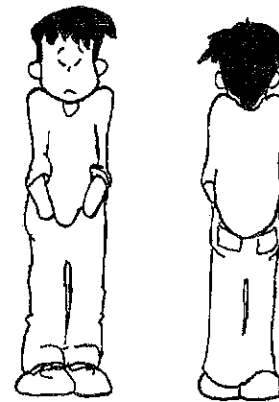
Actors: Cara, Tracy, Marcia

Cara is walking into the cafeteria. She is about to sit down at a table when Tracy sneers, "Pee You, what's the smell around here?" Then Marcia chimes in, "It's Creepy Cara. She never takes a bath." The girls continue the name-calling using a tone so low the teacher doesn't hear them.

ANGER-CONTROL ACTIVITY SHEET



ROLE-PLAY # _____



If you were the person in the role-play, how would you feel? _____

What do you think a person might do when this happens? _____

What do you think a person should do when this happens? _____

LEARNING TO CONFRONT: STEPS 1 AND 2

When you are angry, you feel hurt. This hurt can be inside (hurt feelings) or outside (being hit). The first step in confrontation is being able to identify the cause of the hurt. The second step in confrontation is identifying the person or people causing the hurt. Read the following situations and identify what the hurt is and who is causing it.

SITUATION #1

John is shorter than most of the boys in his class. Because of this, Ron and his group of friends are always calling John "Half Pint." Whenever John hears them, he is ready to punch them out.

Why is John hurt? _____

Who is the cause of the hurt? _____

SITUATION #2

Eva is never asked to play with the other girls. She has decided to get even with them by spreading lies about them to her mother.

Why is Eva hurt? _____

Who is the cause of the hurt? _____

SITUATION #3

Maria and Carmen are best friends. Carmen told Maria that her parents were getting a divorce. She asked Maria not to tell anyone. Maria meant to keep the secret, but she told her brother. He told the rest of the kids in the neighborhood. Carmen isn't sure she ever wants to speak to Maria again.

Why is Carmen hurt? _____

Who is the cause of the hurt? _____

SITUATION #4

Jake could not believe his eyes! Zach was showing the kids Jake's new baseball hat. It was a gift from Jake's dad, and Jake lost it out on the playground. Jake wanted his hat back and he wanted it back now!

Why is Jake hurt? _____

Who is the cause of the hurt? _____

SITUATION #5

Write a situation of your own. Write two or three sentences.

What is the cause of the hurt? _____

Who is the cause of the hurt? _____

LEARNING TO CONFRONT: STEPS 3, 4, AND 5

The next three steps are: telling the person who is making you angry to stop what he/she is doing, telling the person what you wish he/she would do instead, and telling the person what you will do if he/she does what you ask. Use the situations in *Learning to Confront (Steps 1 and 2)*. Put yourself in the role of the person who is causing the hurt. This may give you an idea about why that person is behaving the way he/she is. Then continue with *Steps 3, 4, and 5*.

SITUATION #1

Why do you think Ron and his friends like to call John names? _____

How could John tell the boys to stop what they are doing? _____

What could John ask the boys to do instead of what they are doing? _____

What can John tell the boys he will do if they do what he asks? _____

SITUATION #2

Why do you think the girls don't like to play with Eva? _____

How could Eva tell the girls to stop what they are doing? _____

What could Eva ask the girls to do instead of what they are doing? _____

What can Eva tell the girls she will do if they do what she asks? _____

SITUATION #3

Why do you think Carmen doesn't want to talk to Maria? _____

How could Maria tell Carmen to stop ignoring her? _____

What could Maria ask Carmen to do instead of what she is doing? _____

What can Maria tell Carmen she will do if Carmen does what she asks? _____

SITUATION #4

Why do you think Zach was showing Jake's baseball hat to the other kids? _____

How could Jake tell Zach to stop what he is doing? _____

What could Jake ask Zach to do instead of what he is doing? _____

What can Jake tell Zach he will do if Zach does what he asks? _____

SITUATION #5

In your situation, why do you think the person or people acted that way toward you? _____

How could you tell the person or people to stop what is being done? _____

What could you ask the person or people to do instead of what is being done? _____

What can you say you will do if what you ask is done? _____

CONFRONTING SOMEONE TELLING LIES

Jim could not believe his ears. Belinda had done it again! She was constantly telling stories about him that were not true. He had tried ignoring her, hoping she would stop. But this time, she had gone too far. She had said she saw Jim cheating on a test. It was time for Jim to confront her. Follow the *Steps of Confrontation* as if you were Jim.

~ STEP 1 ~

Identify the cause of the hurt.

What is the cause of the hurt? _____

~ STEP 2 ~

Identify the person causing the hurt. Make a commitment to confront him/her.

Who is causing the hurt? _____

Are you willing to confront this person? _____

~ STEP 3 ~

Tell the person to stop.

Write your idea of how Jim will tell Belinda to stop. _____

Write what you think Belinda will say when she hears what Jim has to say. _____

~ STEP 4 ~

Tell the person causing the hurt what to do instead of what is being done.

You cannot just tell a person to stop doing something and expect it to happen. You have to help by telling him/her what to do instead. Write what you think Jim would want Belinda to do instead. _____

~ STEP 5 ~

Tell the person causing the hurt what you will do if he/she does what you ask.

It is hard to change. If you want someone to change, you must give him/her a reason to do so. This usually involves you doing something for that person. Write down what you think Jim will be willing to do for Belinda, based on what Belinda answered in Step 3. _____

CONFRONTING A TATTLER

Maryann had run to the teacher again. The teacher was tired of Maryann's constant tattling. The girls Maryann was tattling on were so angry they could not even speak to her. Finally, the teacher told the girls that they would have to work it out with the Maryann. The teacher set up a time for the girls to confront Maryann and said she would stay in the room during the confrontation. Follow the *Steps of Confrontation* as if you were one of the girls.

~ STEP 1 ~

Identify the cause of the hurt.

Why are the girls hurt? _____

~ STEP 2 ~

**Identify the person causing the hurt.
Make a commitment to confront him/her.**

Who is causing the hurt? _____
Are you willing to confront this person? _____

~ STEP 3 ~

Tell the person to stop.

Write how you think the girls will tell Maryann to stop tattling. _____

Write what you think Maryann will say when she hears what the girls have to say. _____

~ STEP 4 ~

**Tell the person causing the hurt what
to do instead of what is being done.**

You cannot just tell a person to stop doing something and expect it to happen. You have to help by telling him/her what to do instead. Write what you think the girls would want Maryann to do instead of tattling.

~ STEP 5 ~

**Tell the person causing the hurt what
you will do if he/she does what you ask.**

It is hard to change. If you want someone to change, you must give him/her a reason to do so. This usually involves you doing something for that person. Write what you think the girls will be willing to do for Maryann, based on what Maryann answered in Step 3.

CONFRONTING PUSHING AND SHOVING

Tyrone was late for class again. He hadn't intended to be late, but he was busy picking up his books from the hallway floor. Now he was in trouble with the teacher, and it was Brent's fault. Brent was an okay guy. But when he came down the hall, he didn't care who he pushed out of his way. Tyrone had been in his way about six times now. It was time to talk to Brent. Follow the *Steps of Confrontation* as if you were Tyrone.

≈ STEP 1 ≈

Identify the cause of the hurt.

Why is Tyrone hurt? _____

≈ STEP 2 ≈

**Identify the person causing the hurt.
Make a commitment to confront him/her.**

Who is causing the hurt? _____

Are you willing to confront this person? _____

≈ STEP 3 ≈

Tell the person to stop.

Write how you think Tyrone will tell Brent to stop what he's been doing. _____

Write what you think Brent will say when he hears what Tyrone has to say. _____

≈ STEP 4 ≈

**Tell the person causing the hurt what
to do instead of what is being done.**

You cannot just tell a person to stop doing something and expect it to happen. You have to help by telling him/her what to do instead. Write what you think Tyrone would want Brent to do instead of what Brent has been doing. _____

≈ STEP 5 ≈

**Tell the person causing the hurt what
you will do if he/she does what you ask.**

It is hard to change. If you want someone to change, you must give him/her a reason to do so. This usually involves you doing something for that person. Write what you think Tyrone will be willing to do for Brent based on what Brent answered in Step 3.

CONFRONTING A PARENT

Joe really felt his parents were being unfair. He was the only kid in his class who had to be in bed by nine o'clock. It made him feel like a baby, and he was angry at his parents for not realizing that he was old enough to stay out later. In school, he learned about using confrontation to deal with anger. He decided to try it. Complete this activity sheet as if you were Joe.

~ STEP 1 ~

Identify the cause of the hurt.

Why is Joe hurt? _____

~ STEP 2 ~

**Identify the person causing the hurt.
Make a commitment to confront him/her.**

Who is causing the hurt? _____

Are you willing to confront this person? _____

~ STEP 3 ~

Tell the person to stop.

Write how you think Joe will tell his parents to stop making him come home at nine o'clock. _____

Write what you think his parents will say when they hear what Joe has to say. _____

~ STEP 4 ~

**Tell the person causing the hurt what
to do instead of what is being done.**

You cannot just tell a person to stop doing something and expect it to happen. You have to help by telling him/her what to do instead. Write what you think Joe would want his parents to do instead of making him come home early. _____

~ STEP 5 ~

**Tell the person causing the hurt what
you will do if he/she does what you ask.**

It is hard to change. If you want someone to change, you must give him/her a reason to do so. This usually involves you doing something for that person. Write what you think Joe will be willing to do for his parents, based on what they answered in Step 3. _____

CONFRONTING A TEACHER

Barbara was angry with the gym teacher. He was one of the most popular teachers in the school, but she didn't think he was being fair to her. She tried out for every team available to the girls and was never picked for any. She couldn't understand it because she always got A's in gym on her report card. Barbara had learned the steps for confrontation in another class so she thought she would try it out on him. Write the answers to this activity sheet as if you are Barbara.

~ STEP 1 ~

Identify the cause of the hurt.

Why is Barbara hurt? _____

~ STEP 2 ~

Identify the person causing the hurt. Make a commitment to confront him/her.

Who is causing the hurt? _____

Are you willing to confront this person? _____

~ STEP 3 ~

Tell the person to stop.

Write how the Barbara will tell her gym teacher why she is angry. _____

Write what you think the teacher will say when he hears what Barbara has to say. _____

~ STEP 4 ~

Tell the person causing the hurt what to do instead of what is being done.

You cannot just tell a person to stop doing something and expect it to happen. You have to help by telling him/her what to do instead. Write what you think Barbara would want her gym teacher to do instead of what he is doing. _____

~ STEP 5 ~

Tell the person causing the hurt what you will do if he/she does what you ask.

It is hard to change. If you want someone to change, you must give him/her a reason to do so. This usually involves you doing something for that person. Write what you think Barbara will be willing to do for her gym teacher, based on what he answered in Step 3.

CONFRONTATION ROLE-PLAYS ROLE-PLAYS FOR ADAPTING BEHAVIOR

Assign students to play the parts of the people in each role-play. Have the students enact the role-plays by following the *Steps of Confrontation*.

ROLE-PLAY 1

Actors: Blaine and Todd (initiators of confrontation process), Jack and Bo

Jack and Bo wanted to play ball on the field during recess. They had already started to play when Blaine and Todd came and started a game of their own. There wasn't enough room on the field for two games, and the boys started running into each other. This is not the first time this has happened. Last Monday, a fight almost broke out over who got the ballfield. All four boys became angry. Blaine and Todd suggested they use the *Steps of Confrontation* to work out their feelings of anger.

ROLE-PLAY 4

Actors: Lisa, Patty

Lisa could not hide her anger any longer. Patty had made her miserable for months, and she had never said anything. Now she was ready to explode. Patty criticized Lisa's clothes, made fun of her hair, the way she walked, and anything else she could find to taunt her. Lisa had tried to ignore Patty, but Patty just followed her around and would not leave her alone. Lisa now turned to confrontation.

ROLE-PLAY 2

Actors: Juan, Juan's Teacher

Juan is in a state of shock. He has just read his report card and he has a C. He knows he deserved a better grade than that. He has the papers to prove it. He is angry at his teacher and he wants the grade changed. He got a "C" last marking period, but didn't do anything about it then. He decides that the best way to approach the problem is to use the *Steps of Confrontation*.

ROLE-PLAY 5

Actors: Rick, Paul

Rick could not find the special baseball cards that he had brought to school to show the guys. It wasn't the first time things had been stolen from him, and he knew exactly where to look. Paul had been caught taking other kids' things, and Rick suspected Paul when his gloves disappeared last winter. Rick knew Paul would deny taking them, but he wanted those baseball cards back. He was furious with Paul and was ready to confront him.

ROLE-PLAY 3

Actors: Katie, Roger, Mother

"You're a pain." "I am not." These are the words used every day when Katie and Roger want to watch television. They can never agree on what show to see, so they argue and call each other names until Mother interrupts and stops them. Today, Mother is tired and makes up her mind that this is a problem Katie and Roger can solve. She tells Katie and Roger to sit down, confront each other with the problem, and come to a solution.

ROLE-PLAY 6

Actors: Tim, Jeff

Tim's leg ached. He rubbed it and rubbed it. He couldn't figure out why Jeff had kicked him. He was just standing there when for no reason, Jeff kicked him as hard as he could. This was the first time Jeff had attacked him. Jeff had hurt other kids, but not him. Tim decided he was going to find out why Jeff had kicked him.

WHICH WOULD YOU RATHER DO?

Below is a list of statements. Read each statement and circle the choice that is best for you. If neither choice is better than the other, circle both statements. If neither choice is good for you, put an **X** through the statement. If you choose to confront the person committing the action, it is acceptable to have an adult there to help you.

If you are being teased by a group of classmates, would you rather:

get away from the group

confront members of the group to find out why they are teasing you

If you are being bullied by older kids after school, would you rather:

find a different way to go home

confront the kids to find out why they are bullying you

If your friend breaks a promise, would you rather:

break off the friendship

confront him/her to find out why the promise was broken

If someone is constantly tattling on you and getting you in trouble, would you rather:

ignore the situation

confront him/her to find out why he/she is tattling

If you are frequently being goaded into a fight, would you rather:

walk away

confront the people to find out why they want to fight with you

If someone steals from you, would you rather:

tell the person you never want to speak to him/her again

confront the person to find out why he/she stole from you

If a classmate is constantly bothering you, would you rather:

ignore the action

confront the person to find out why he/she is bothering you

If you want to be part of a popular group at school, but members of the group keep making you do things that upset you, would you rather:

break off from the group forever

keep trying to convince the group members that they should not do the things they do

If a classmate trips you as you walk from your desk to the drinking fountain, would you rather:

Ignore the act and go on

confront him/her to find out what you are being tripped

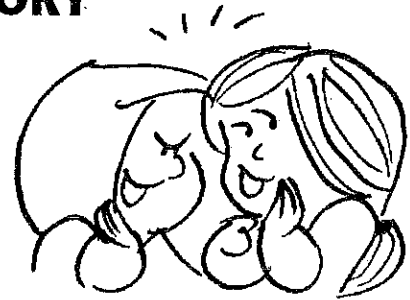
If a classmate destroys your art project, would you rather:

remember not to put your art project where it can be ruined

confront him/her to find out why your project was destroyed

COMPLETE THE STORY

Read each of the paragraphs below. Then write an ending to each story. When you write your endings, follow the directions given in the parenthesis at the end of each story.



EMILY'S DILEMMA

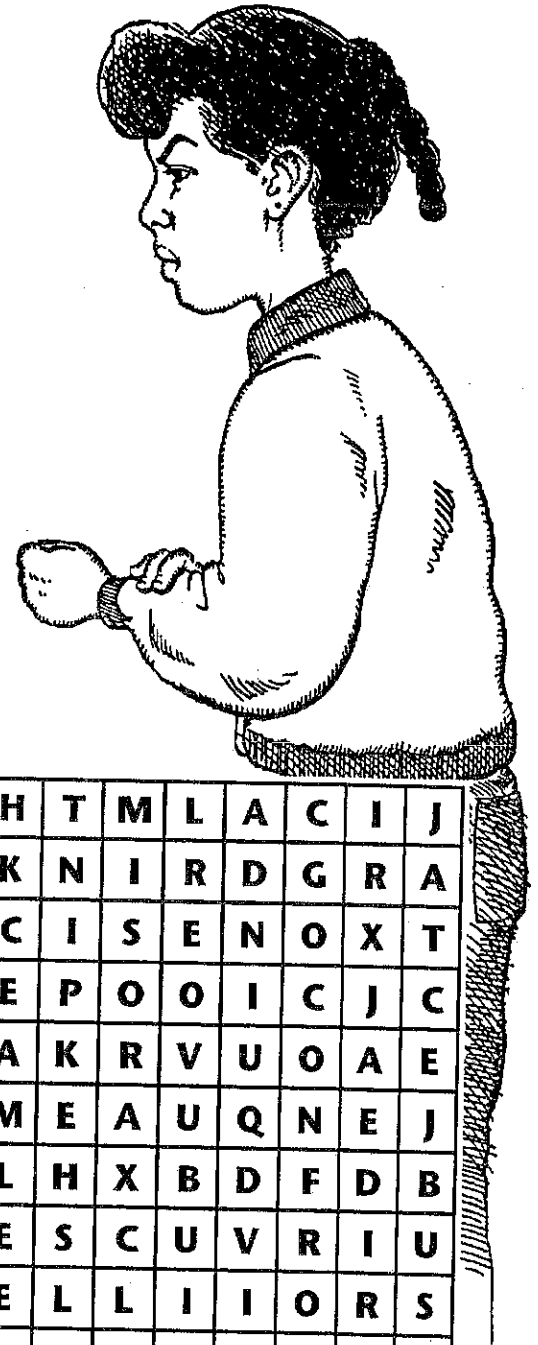
The teasing was awful. Emily didn't think she could stand it any longer. She had been listening to remarks made by a group of girls in her class for months. She heard them in class, in the hall, in the cafeteria, on the school bus, and at recess. At first, she ignored them. Then, with the help of the school counselor, she confronted them. Nothing has worked. (Finish the story by telling what Emily should do.) _____

NICK'S PROBLEM

Nick was tired of the fighting. He seemed to be involved in at least one fight every week. Sometimes he got caught and got in trouble. Other times, he got away with it. Sometimes he won, and sometimes he lost. It seemed the kids knew just what to do to get him angry enough to fight. They would tell him that someone said something about him, call his family names, or just plain let him know that he was a chicken if he didn't fight. (Finish the story by telling how Nick can stop fighting.) _____

ANGER CONTROL WORD FIND

Below are 15 things that people can do to control their anger. Some of these things can help prevent you from losing your temper. Others are good for discovering the cause of the anger. When you have finished, look at the word list and number from 1 (first thing) to 5 (last thing) the things you would do to control your anger.



BETTER IDEA

BREATHE DEEPLY

CALM THOUGHTS

CHANGE BEHAVIOR

CHANGE SUBJECT

CONFRONT

DAILY CHECK-IN

DRINK WATER

EXERCISE

IGNORE

LEAVE

MAKE A JOKE

MEDIATE

RELAXING MUSIC

WRITE ANGER

M	S	T	H	G	U	O	H	T	M	L	A	C	I	J
C	E	R	E	T	A	W	K	N	I	R	D	G	R	A
I	Y	D	E	X	E	R	C	I	S	E	N	O	X	T
S	K	L	I	F	P	X	E	P	O	O	I	C	J	C
U	E	X	P	A	F	M	A	K	R	V	U	O	A	E
M	K	Z	L	E	T	Z	M	E	A	U	Q	N	E	J
G	O	N	V	U	E	E	L	H	X	B	D	F	D	B
N	J	C	C	E	B	D	E	S	C	U	V	R	I	U
I	A	I	H	A	H	B	E	L	L	I	I	O	R	S
X	E	J	B	F	E	K	H	H	E	N	B	N	E	E
A	K	D	A	G	R	U	H	W	T	A	L	T	T	G
L	A	Q	N	M	L	H	P	Z	H	A	V	Y	T	N
E	M	A	U	U	D	V	G	D	G	I	E	E	E	A
R	H	W	R	I	T	E	A	N	G	E	R	R	B	H
C	D	A	I	L	Y	C	H	E	C	K	I	N	B	C

BAKER'S DOZEN ANGER-CONTROL SCRAMBLE

Unscramble the following words to learn thirteen different ways to control your anger.

1. NCEAHG RYUO TARONECI

2. FTOOCNNR

3. GNERIO

4. KAWL YAAW

5. SRECEXIE

6. NCEAHG TUBSEJC

7. NKIRD AREWT

8. EHRTEBA PELEDY

9. CSNECRNO OBNOTKOE

10. YILAD KHECC-NI

11. HKITN MALC GUHTSHTO

12. TLSINE OT GXLANEIR SMUIC

13. TCANCNETORE NO MONSGITEH SELE

Follow the instructions below. You may use the same anger-control method more than once if you wish.

1. Put a red circle next to the anger-control method you would use if someone were teasing you.
2. Underline in black the anger-control method you would use if someone were annoying you in class.
3. Put a green triangle next to the anger-control method you would use if someone were lying about you.
4. Put a blue square next to the anger-control method you would use if someone were tattling on you.
5. Put an orange check mark next to the anger-control method you would use if someone were pushing and shoving you.

SECRET MESSAGE

Find the Secret Message by using the code at the bottom of the page. When you have finished, put your paper in a place where it will remind you to do what the message says.

23 8 5 14 9 12 15 19 5 13 25

20 5 13 16 5 18 1 14 4 8 9 20

25 5 12 12 3 18 25 15 18

2 18 5 1 11

19 15 13 5 20 8 9 14 7

9 1 13 14 15 20 4 15 9 14 7

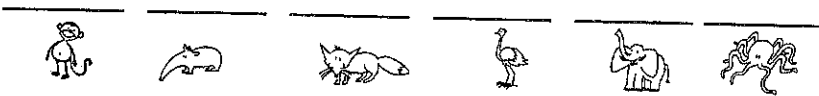
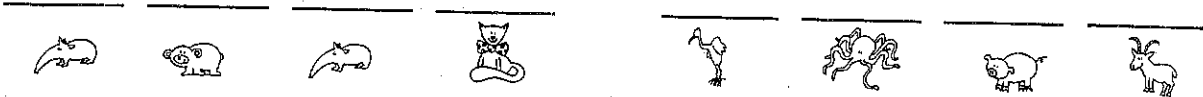
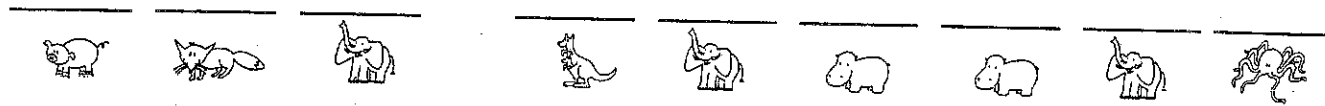
23 8 1 20 9 19 2 5 19 20



























6 15 18 13 5

1 = A	6 = F	11 = K	16 = P	21 = U
2 = B	7 = G	12 = L	17 = Q	22 = V
3 = C	8 = H	13 = M	18 = R	23 = W
4 = D	9 = I	14 = N	19 = S	24 = X
5 = E	10 = J	15 = O	20 = T	25 = Y
				26 = Z

FIND THE SECRET CODED MESSAGE

Decode the secret message by using the key at the bottom of the page. When you have finished, put the message in a place where it can remind you about the importance of controlling your anger.



 = A	 = F	 = K	 = P	 = U
 = B	 = G	 = L	 = Q	 = V
 = C	 = H	 = M	 = R	 = W
 = D	 = I	 = N	 = S	 = X
 = E	 = J	 = O	 = T	 = Y
				 = Z

THE PEOPLE GAME

This is a good introductory activity to help students realize that by changing the way they behave, they can change the way people will feel about them. Reproduce the activity sheet at the bottom of the page. Give each student a copy of the activity sheet and a pencil.

First ask the students to think of someone who doesn't make them angry. This person is always friendly and pleasant to be around. Tell the students not to say the person's name aloud or not to write it down. It is important to keep the name a secret. Then ask the students: "If you could change that person into food, what kind of food would that person be?" Have the students write the name of the food under the column, "Someone Who Does Not Make Me Angry." Ask each student to decide what animal, color, place, etc., that same person would be.

Ask each student to do the same activities, thinking of a person who does make them angry. Remind the students not to say who the person is.

When the charts have been completed, discuss the reasons for the students' choices. When discussing a person who makes them angry, emphasize that it is not the person that they dislike, but the way that person behaves. If the person behaved in a different way the student would feel differently.

SOMEONE WHO DOES NOT MAKE ME ANGRY

Food _____

Animal _____

Color _____

Place _____

SOMEONE WHO DOES MAKE ME ANGRY

Food _____

Animal _____

Color _____

Place _____

SOLVE THIS SITUATION

Cut apart the cards below and place them in a pile. If there are more than 20 students in the group, make duplicate copies of the cards. Each card describes an anger-provoking situation. Reproduce the *Solve The Problem* activity sheet (page 47) for each student. Have the students write solutions to the situations they draw. When they have finished, discuss their answers.

No one will play with me.	My homework was torn up on the way to school.
In the cafeteria, the kids put stuff in my food.	Someone took my lunch money.
In the hall, two bigger kids always push me up against the walls.	At recess, some kids took the ball I was playing with.
My friend just pushed me down.	When I am standing at the drinking fountain, I get pinched.
I was called a bad name.	My friend lied to me.

I forgot my homework, so I had to stay in during recess.	My classmates hide my books.
My neighbor let the air out of the tires on my bike.	When I have to speak in front of the class, several kids make faces at me.
A classmate tattled to the teacher about me.	My friend broke a promise.
I get teased.	A classmate broke my science project.
Every time I walk to the pencil sharpener, a classmate tries to trip me.	I am never chosen to be on a team.

SOLVE THE PROBLEM

Look at the card you drew. Read the card and decide two ways that you could handle the situation. Then write down what you think would happen in each case.

SITUATION # _____

1. What could I do? _____

alternative (a) _____

alternative (b) _____

2. What could happen if I chose alternative (a) _____

What could happen if I chose alternative (b) _____

SITUATION # _____

1. What could I do? _____

alternative (a) _____

alternative (b) _____

2. What could happen if I chose alternative (a) _____

What could happen if I chose alternative (b) _____

MY ANGRY DAY

Fill in the blanks to complete the story. Then share your story with your classmates.

I am angry. In fact, I am good and mad. This is the worst day of my life. It began like this:

The alarm clock went off at _____. I _____.
I went to the kitchen and ate breakfast. Would you believe that all there was to eat was _____?

That made me angrier. After breakfast, I _____.
Pretty soon, it was time for the bus to come and I had not left for the bus stop. I ran out the door and _____.

When I got to school, I found that _____.

What else can happen?

When the bell rang for recess, I went out to play. Then Bill _____.
So I _____.

After recess, the morning went quickly. It was time for lunch. Of course, I had left my lunch at home and had to borrow money to eat in the cafeteria. As if breakfast wasn't bad enough, for lunch they had _____.

I could have thrown up!

This afternoon, we had gym. I couldn't believe that I was put on Judy's team. She always loses. I wanted to be on Hank's team. But no! I got so mad that I _____.

Oh yes, of course we lost.

When it was time to go home, I had to sit next to some older kids. They started _____.
_____ . I was in no mood for this. So I _____.
_____ . Next thing I knew, the bus driver said she was going to report me. Well, let her. She's an old crab anyway. Besides, I'll get back at her. I can _____.

She'll be miserable.

Finally I got home. Mom was supposed to take me to the mall, but her car broke down so now we'll have to stay home. Now I can't get what I wanted. This was the last straw. I _____.
_____ . Mom was furious. She sent me to my room. That's where I am now and I will be glad when this day is over. Things might have been better if I had started the day off by _____.

What a great idea!

Name _____

Date _____

ADD-ON ANGER

You are going to make up a story according to what your teacher asks you to do. You will be given directions and asked to write a sentence that fits the directions. You can choose to have the characters be two boys, two girls, or one girl and one boy. Write the names you have chosen for your two characters on the blank line below and then wait for directions.

_____ and _____ did not like each other.

One day _____

Name _____

Date _____

CONCERNS NOTEBOOK

Name: _____

Date: _____

To: _____

My Concerns Are:

To: _____

My answer to you is:

DAILY CHECK-IN

I will do everything in my power to control my anger today.

Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____
Name _____	Date _____	Time _____

Anger-Control Contract

I will keep my anger under control by

I will do this for one week.

Yes No

DATE

STUDENT'S SIGNATURE

DATE

ADULT'S SIGNATURE

Date for Next Evaluation Meeting:
