

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.



copyright © 1996 mar*co products, inc.

Published by mar*co products, inc.
1443 Old York Road, Warminster, PA 18974
1-800-448-2197

All rights reserved including the right of reproduction in whole or in part in any form. The purchaser may reproduce the activity sheets, free and without special permission, for student use for a particular group or class. Reproduction of these materials for an entire school system is forbidden.



TABLE OF CONTENTS

UNDERSTANDING ANGER

1	I GET ANGRY WHEN	GRADES 1-3
2	THINGS PEOPLE DO THAT MAKE ME ANGRY	GRADES 3-6
3	WE ALL GET ANGRY	GRADES 2-6
4	ANGRY FEELINGS WORD FIND	GRADES 3-6
5	ANGRY FEELINGS CROSSWORD PUZZLE	GRADES 5-6
6	ANGER CONTINUUM LINE	GRADES 4-6
7	COLOR YOUR ANGER	GRADES 1-2
8	PERSONAL ANGER SCALE	GRADES 3-6
9	THINGS THAT MAKE YOU ANGRY CROSSWORD PUZZLE	GRADES 1-3
10	ANGRY REACTIONS	GRADES 3-6

ANGRY REACTIONS THAT DO NOT SOLVE THE PROBLEM

11	ANGER ERRORS MAZE	GRADES 1-3
12	ANGER ERRORS WORD FIND	GRADES 3-6
	<i>When finished, discuss why these reactions do not correct the situation that caused the person to be angry. Answer: They have not dealt with the situation, only with the anger.</i>	
13	WHEN PEOPLE GET ANGRY WORD FIND	GRADES 1-2
14	HOW ANGRY WOULD YOU BE?	GRADES 2-6
15	HOW ANGRY DO YOU FEEL?	GRADES 1-2

LEARNING TO LIVE WITH UNCHANGEABLE ANGRY SITUATIONS

16	THINGS I CANNOT CHANGE	GRADES 3-6
17	WHAT'S BEST FOR ME?	GRADES 3-6

*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:

What might Tina have done if she lost control of her anger?

What did Tina do?

How do you think the girls felt when they saw Tina walk away?

19 NAME-CALLING ----- GRADES 3-6

20 BROKEN PROJECT (DESTROYING PROPERTY) ----- GRADES 3-6

21 VISITING GRANDMOTHER (LYING) ----- GRADES 3-6

22 FIGHT! FIGHT! 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:

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?

If other kids saw Clark, what do you think they thought?

What could Clark do to try to prevent this from happening again?

23 TEACHER'S PET (TEASING) ----- GRADES 3-6

24 HALL SURVIVAL (PUSHING AND SHOVING) ----- GRADES 3-6

25 SILENT TREATMENT (BEING ISOLATED) ----- GRADES 3-6

26 LUNCH MONEY AND EARRINGS (STEALING) ----- GRADES 3-6

27 ANGER-CONTROL ROLE-PLAYS ----- GRADES 2-6

28 ANGER-CONTROL ACTIVITY SHEETS ----- GRADES 2-6

ANGER CONTROL (CONFRONTING)

29 LEARNING TO CONFRONT (STEPS 1 AND 2) ----- GRADES 3-6

30 LEARNING TO CONFRONT (STEPS 3, 4, AND 5) ----- GRADES 3-6

32 CONFRONTING SOMEONE TELLING LIES ----- GRADES 3-6

33 CONFRONTING A TATTLER ----- GRADES 3-6

34 CONFRONTING PUSHING AND SHOVING ----- GRADES 3-6

35 CONFRONTING A PARENT ----- GRADES 3-6

36 CONFRONTING A TEACHER ----- GRADES 3-6

37 CONFRONTATION ROLE-PLAYS ----- GRADES 3-6

SUPPLEMENTARY ANGER-CONTROL ACTIVITIES

38 WHICH WOULD YOU RATHER DO? ----- GRADES 3-6

39 COMPLETE THE STORY ----- GRADES 3-6

40 ANGER-CONTROL WORD FIND ----- GRADES 3-6

41 BAKER'S DOZEN ANGER-CONTROL SCRAMBLE ----- GRADES 4-6

Answers: Change Your Reaction, Confront, Ignore, Walk Away, Exercise, Change Subject, Drink Water, Breathe Deeply, Concerns Notebook, Daily Check-In, Think Calm Thoughts, Listen To Relaxing Music, Concentrate on Something Else

42 SECRET MESSAGE ----- GRADES 1-3

Answer: When I lose my temper and hit, yell, cry, or break something, I am not doing what is best for me.

43 FIND THE SECRET CODED MESSAGE ----- GRADES 3-6

Answer: Anger is only one letter away from danger.

44 THE PEOPLE GAME ----- GRADES 1-6

45 SOLVE THIS SITUATION ----- GRADES 3-6

47 SOLVE THE PROBLEM ----- GRADES 3-6

48 MY ANGRY DAY ----- GRADES 3-6

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.*

50 CONCERNS NOTEBOOK ----- GRADES 3-6

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.

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 _____

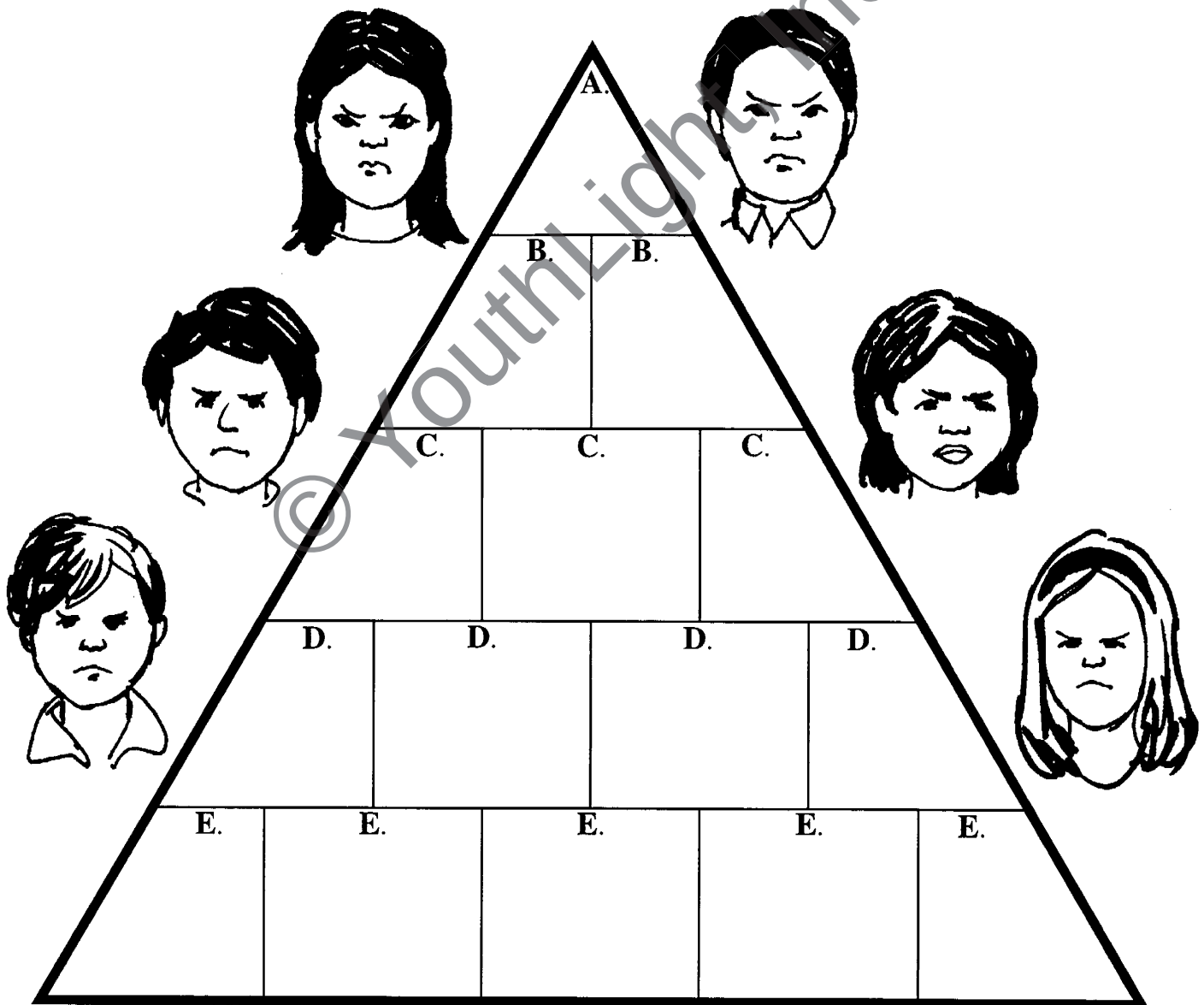


WE ALL GET ANGRY

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.

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

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

