

I Can Manage My Anger: Grade 1

Objective: Students will recognize the emotions anger and frustration, identify the strength of the emotion by matching it to a visual chart, and design a calming strategy.

Student Statement: “I can express my anger/frustration without hurting myself or others.”

Resources/Materials Needed:

- “When Sophie Gets Angry, Really, Really, Angry” by, Molly Bang.
- Chart Paper
- Markers
- 5-4-3-2-1 emotion level badge

Lesson Plan Part 1: Thinking About Anger

- **Essential Question 1: What makes you really angry? Think of a time when you were really angry.**
- Give students purposeful private reasoning time. Have them share with a partner.
- **Essential Question 2: How did the anger feel in your body?**
- Ask student volunteers to share out. Elicit responses that answer how it looked, sounded, felt etc. Add pictures/words to whole group chart paper.
- **Essential Question 3: What did you do about your anger?**
- Invite student responses and listen without comments. Students will evaluate their own actions after listening to the story.

Lesson Plan Part 2: Identifying the Strength of Anger/Evaluating Actions

- Read, “When Sophie Gets Angry.”
- Ask students to identify when Sophie begins to feel angry. What clues does she offer?
- Introduce the 5-4-3-2-1 emotion level badge. Teach students what each number means. Continue to read the story and ask students to identify the strength of Sophie’s anger by touching a number on the badge.
- Ask students to provide examples of how Sophie dealt with her anger. Were her actions appropriate? Did they help her get rid of her anger? Was anyone hurt by Sophie’s actions?
- Give students partner time to discuss these questions. Then, share out as a class.
- When did Sophie begin to feel better? What strategy did she use? (Discuss her walk to the tree and her choice to have alone time.)

Lesson Plan Part 3: Scenarios/Practice

- Read “anger scenarios” to the whole group. Ask them to identify the level of anger and come up with a plan of action for dealing with the anger. “What could this student do in the classroom?”
- Introduce the rocking chair/cave safe spot. Explain that while we can’t leave the classroom to go find a favorite tree, we do have areas in the classroom that are safe.

Lesson Plan Part 4: Make a Plan

Invite students to practice an anger management plan:

- Tell the teacher you are angry/frustrated and point to number on the badge.
- Choose a safe spot.
- Set the timer for 5 minutes.
- Goal: Return to level 1 or 2 by the end of 5 minutes.
- Discuss problem with the teacher/re-engage with the class.

<p>Evaluation:</p> <ul style="list-style-type: none">● Observe students correctly identifying anger, using the badge, and practicing appropriate actions with the safe spot.	<p>Refinements Post-Lesson:</p> <ul style="list-style-type: none">● This is more effective when broken into multiple class sessions.● Need to add explanation and plan for what happens if student cannot calm down in the allotted 5 minute period.● A sensory station next to the calming spot will be more effective for students who need to redirect their focus (geoboards), use a calming strategy (kinetic sand) or release tension (squeezing a ball or putty.)
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