



The Society for Safe & Caring Schools & Communities
11010 142 St Edmonton AB T5N 2R1 Phone (780)447-9487 Fax (780)455-6481 Email: office@sacsc.ca

Supporting a Safe and Caring School— Assembly Script 7 for Elementary Schools

Managing Anger



Note to Principals:

These scripts are designed to be used in assemblies as introduction to the topics in the Safe and Caring Schools Program. The Principal takes a key role in delivering the message in the assembly.

Please read over each script before implementing. You are welcome to adapt the script to suit your school audience.

Assembly Script 7—Topic 4A

Managing Anger in Ourselves

Objectives

This assembly script has the following outcomes:

- to develop in students an understanding of anger
- to demonstrate to students one method of managing anger
- to develop students' understanding of anger

Materials Required

- a sound system for CD of music (optional)
- an overhead projector and screen

Introduction

As students gather for the assembly an appropriate song may be played to introduce this month's topic. The Principal should welcome and greet the students as usual for assemblies.

The Principal should briefly review any activities that the school had last month to recognize the last topic —Preventing Prejudice

Say: So far this year we have looked at a variety of topics to help us build a safe and caring school community. We began by examining violence and skills for living respectfully. Next, we looked at the topic of self-esteem and talked about how to build our own and others a better self-image. In the last two months we examined the issues of prejudice and the importance of appreciating differences in people. For the next two months, we are going to work on two very important skills for building a safe and caring community—managing anger and dealing with bullying behaviour.

Put up OH 1

Say: Here are some examples of what happens when people feel angry. Anger is a normal part of life. We all feel anger or have had someone angry with us at some point in our lives. However, we can all learn how to control or manage our anger so that it doesn't hurt other people or ourselves.

Using OH 2 as a guide, and with the help of staff volunteers, go over the different reasons people have for feeling angry. One way to do this is to have a staff member give an example of anger as a result of one of the reasons. For example, "If I get stopped for speeding, I feel nervous when the police officer comes over. I might talk angrily just because I am feeling a little frightened because I know I did something wrong."

Go over the Reasons for Anger. Stress that if we understand the reasons, we can control our own anger a little better.

Demonstration

Say: To give us an idea of how anger can lead to more problems, we are going to show you a scene that might happen on the playground or in the gym.

You will need three staff members to play the roles in this scene. A basketball could be used as a prop.

Student #1 *is holding the basketball. Student #2 comes forward.*

Student #2: Can we have the basketball now? You guys have had it for the first half of the break and it's our turn.

Student #1: Get lost! We had it first and we're not done.

Student #2: But, we agreed in the classroom that we'd share the time. Stop being such a loser. *(grabs the ball)*

Student #1: Hey, give that back! *(a tussle starts)*

Teacher: *(coming forward to break up the fight).* Okay, both of you to the office, right now!

Say: Here's a situation that didn't work out very well for anybody involved. What did you notice went wrong? What could the students have done to manage this a little bit better?

If appropriate, invite student responses.

If possible, incorporate some of their responses into the next section.

Say: When people get angry, they often don't think very clearly. That's why it helps if we have learned and practiced some steps to take when we feel ourselves becoming angry. Then, we can use those steps to help us calm down and handle things better. Let's watch the same scene, but this time, the students get a little help.

Re-enact the scene, but this time an additional person reminds the students of the steps to follow in managing anger. You can have these steps displayed on a poster as you work through the scene a second time.

Student #1 *is holding the basketball. Student #2 comes forward.*

Student #2: Can we have the basketball now? You guys have had it for the first half of the break and it's our turn.

Student #1: Get lost! We had it first and we're not done.

Commentator: Step 1—Realize when you are getting angry. Stop and think about why you feel this way.

Student # 2: *(to the audience)* Those guys always hog the basketball. It's not fair and it really makes me mad.

Student #2: *(to Student #1)* But, we agreed in the classroom that we'd share the time. It's our turn.

Student #1: You're such a loser.

Commentator: Step 2: Stay calm. Take a deep breath, or just wait until you are calmer.

Student #2: *(takes a deep breath and looks away for a moment)*. I don't want to get into a fight over this. Can we have the ball or not?

Commentator: Step 3: Use positive self-talk. Remind yourself that you can handle this in a good way.

Student #2 *(to the audience)* I can do this. I won't get mad. I can settle this peacefully.

Student #1: If you want it, you're going to have to take it!

Commentator: Step 4—Take positive action. Ask an adult for help if you need it or walk away.

Student #2: There's Mr. _____ Let's ask him what the class rules were about this.

Student #1: Oh, never mind. Take it! *(Throws the ball to the student.)*

Commentator: Step 5: Move on. Let it go. Don't keep feeling angry once the situation is over.

Student #2: C'mon guys, let's go shoot some hoops.

Say: That's just one example of how managing anger can be done. It's a skill that takes practice—we need to be able to recognize our feelings, cope with them and look for a solution rather than letting impulse take over. These steps are called, "I Can Write My Own Script" because they remind us that we can control our actions. Your teachers will be going over these steps with you in classes. For the next month, we hope to keep working on developing skills to manage anger.

Thank the participants and close the assembly according to the usual procedure.

Follow-Up Classroom Activities

1. “The Apple Cries” activity (attached) is useful for helping students to understand the consequences of anger and hurtful words.
2. Teachers should review the steps to “I Can Write My Own Script”. Handouts are provided in this package. Teachers may want to make posters of the steps to post in classrooms and guide students through scenarios with the steps on a regular basis.
3. With Division 2 students, teachers may go over the additional information provided on “The Physiology of Anger”. This information is helpful for students to understand why they cannot always think clearly when angry.
4. Teachers could go over with students the examples of positive and negative self-talk and remind students how to use positive self-talk to defuse an angry situation or conflict.

Ideas for Student Leadership Groups

1. One way of reminding students that anger is a natural emotion that can be managed, is to create a display showing staff members or adults in the school stating what makes them angry and how they manage their anger. Pictures of staff members could be displayed along with their comments. For example, a coach might state that he/she gets angry when he/she feels a referee has made an unfair call. He/she might handle this anger by taking a deep breath, walking away, or positive self-talk.

Activity: The Apple Cries

This activity is designed to give a strong visual message to students about the effects of anger.

Materials:

Paper bags containing an apple or a Styrofoam ball and 6 —8 long nails.

(*Note:* You can do this activity in small groups or as a demonstration.)

Hand out paper bags with apples or Styrofoam balls and nails to each group. Tell the group you will read them some statements. When they hear an angry or hurtful statement, they should poke a nail into the apple/ball.

Say: (*use an angry tone*) **As long as I pay the bills in this house I'll decide how to spend money!**

Go to your room until you can behave like a decent person!

Are you out of your mind! Where did you get such a stupid idea!

You can't do anything right!

You have let me down again! I can't trust you!

Next, ask students to suggest positive statements that would heal a person. For every positive statement, they should take a nail out of the apple. If necessary, start with one of your own, such as, "I'm sorry".

Debrief

Ask students what this activity demonstrates about anger. Some responses that you might guide them to include the following:

- **the effects of anger, like the holes in the apple, cannot be totally erased**
- **the damage is not only on the surface, but deeper inside**
- **the nails, like anger, could be used for something useful, but here they are only used to damage**
- **we could repair the damage—cover the holes—but the apple will not be as strong**

Remind students that we often do not see the damage we cause when we say or do hurtful things. The old rhyme "Sticks and stones can break my bones/But names can never hurt me" is not really accurate. A better rhyme might be: "Sticks and stones may break my bones/But cruel words leave holes in souls."

I Can Write My Own Script

- 1. Realize your feelings and why you feel that way.**
- 2. Tell yourself to stop and calm down.**
- 3. Use positive self-talk.**
- 4. Take positive action**
 - **Ask for help if you need it.**
 - **Look for a solution**
 - **Walk away**
- 5. Move on. Don't stay angry.**

The Physiology of Anger

- **Blood leaves the brain and rushes to the large muscles to prepare for “fight or flight”.**
- **Heart rate doubles.**
- **Peripheral vision becomes less.**
- **Hearing may be blocked by pounding in the ears.**
- **Voice changes**
- **It takes 90 minutes to “cool down” —to get rid of the hormones released into the body.**
- **Rate of metabolism increases in preparation for action.**

Reasons for Anger

Often we feel angry because we are also feeling something else, such as:

- **fear**
- **frustration**
- **guilt**
- **embarrassment**
- **sadness**
- **disappointment**
- **confusion**
- **helplessness**

When we are angry, we are not as good at thinking clearly and solving problems.

Negative self-Talk

Over-reacting:

He has no right....

Who does she think she is?

I'll show you.....

Frightened:

I can't handle this!

I'm going to get...

What if I'm wrong?

Victim:

Why do I always....?

Here I go again.

No matter what I do...

Fix it:

I have to do something...

How can I make him happy?

Hurry up, think of something!

Blaming:

He's a fool/jerk/idiot!

How immature!

Don't blame me...

Positive Self-Talk

I can handle this...

I have the skills...

I know what to do...

Stop and think.

I need to listen...

He is not yelling at me, he is yelling at the problem.