

Table of Contents

Preface	i
Section 1: Understanding Anger	1
What is Anger?.....	1
The Effects of Anger	2
The Causes of Anger	5
Roadblocks to Anger Management	10
Section 2: The 131 Creative Strategies and Suggestions	15
Level 1: Mild Anger (Strategies 1-32)	16
Level 2: More Challenging Anger (Strategies 33-65)	38
Level 3: Extreme Anger (Strategies 66-108)	58
Level 4: When Nothing Else Works (Strategies 109-130)	77
Tips For Parents Of An Angry Child (Strategy 131)	87
Appendices	95
Appendix A: Criteria For ADD/HD	95
Appendix B: Criteria For Conduct Disorder	96
Appendix C: Criteria For Oppositional Defiant Disorder	98
Appendix D: Anger Disorders.....	99
Appendix E: A Teacher's List of Do's & Don'ts On Medication	101
Appendix F: Recommended Resources On Anger and Related Topics.....	103
References	105

The 131 Creative Strategies

The following collection of strategies are grouped into four anger levels.



LEVEL 1: Mild Anger

(Strategies 1-32)

These strategies include simple reminders, preventive measures, anger management skills, classroom activities, and a few thoughts on taking a close look at ourselves and how we deal with anger.

LEVEL 2: More Challenging Anger

(Strategies 33-65)

This level provides ideas for working with the more challenging, easy-to-anger child.



LEVEL 3: Extreme Anger

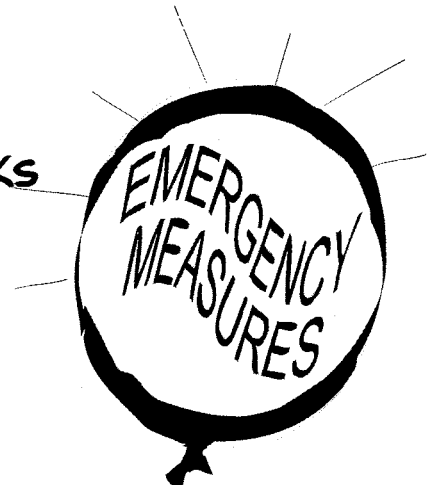
(Strategies 66-108)

Strategies in this level are aimed at the extremely angry child.

LEVEL 4: When Nothing Else Works

(Strategies 109-131)

Included are emergency measures to use with children when, "Nothing else seems to help!"



Strategy 32: Conflict Cards

(Note the Skillsheet: "The Six C's of Conflict Resolution" on page 37)

Have your students devise a Student Belief Statement. The statement will let everyone at school know how they should be treated and how school should be free of violence. It will also encourage fellow students to resolve conflict in a positive way. Provide conflict cards for all students to carry. On one side of the card print the Student Belief Statement. On the other side list a step by step plan for resolving conflict. Students will be encouraged to refer to their cards when conflicts occur. See the following Skillsheet for a sample. It shows the Six C's of Conflict Resolution.

- Concern** Is this issue really that big of a concern? Can you ignore it and move on? Some things you can learn to ignore, but if this issue/problem is a concern, then go to the next C.
- Confer** When you confer with someone you ask them politely to stop whatever they are doing that bothers you. For example: "Jerry, will you please stop saying those things about my brother?" Sometimes you may want to say something nice first, "Jerrell, nice shirt man! Hey when you get home tonight, see if you can find my CD and bring it back to me at school tomorrow."
- Consult** If you conferred with, say Jerrell, and he still didn't return your CD, then you need to consult with him. When you consult, you get a bit more assertive, but don't threaten. "Jerrell, I asked you to return my CD, but you didn't. Will you *please* bring it tomorrow?"
- Confront** So far you tried to confer and then consult with Jerrell, but still no CD. You must confront him if this issue is still a concern. When you confront someone you ask them to meet you somewhere so the two of you can talk alone. You *don't* confront others in public. At a snack bar you say to Jerrell, "If you don't bring my CD tomorrow, then I'm calling your dad." When you confront someone, you must state a consequence. Make sure you *can* follow through with the consequence.

Combat Combat simply means following through with the consequence. If Jerrell did not return the CD, call his dad. Keep your word. Don't feel bad. You gave him chances to return it before you took action.

Conciliate After a day or two you may want to make an effort to restore your friendship with Jerrell. Let him know you are not angry and let him know that you're sorry that you had to take action. Don't hold a grudge.

The Six C's of Conflict Resolution*

(for grades _____)

1. **Concern:** Is it really that big of a problem? Can I Ignore it?
2. **Confer:** Be polite and stay calm as you share your concern with the other person.
3. **Consult:** Be a bit more assertive. In private, share your concern again.
4. **Confront:** Once again, in private, share your concern using "I messages" and state a logical consequence.
5. **Combat:** If the conflict continues then you must follow through with your stated consequence.
6. **Conciliate:** Think about apologies, forgiveness, making restitution, and restoring friendships.

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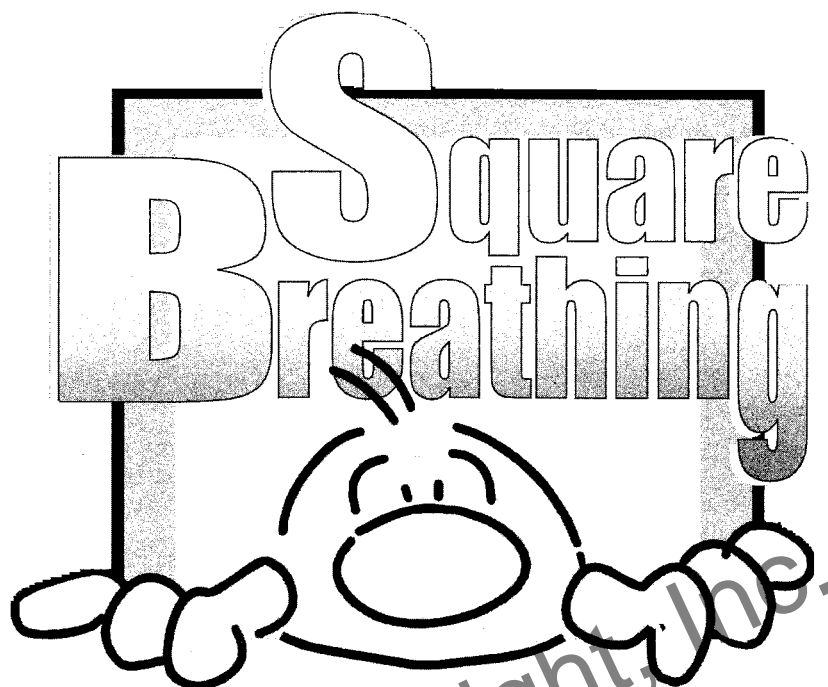
Student Belief Statement...

(name of school) students believe not to fight, but to solve it right. We try to be good citizens in every way, and to work together every day. With our teachers we must respect and obey. With their guidance they'll show us the way. In order to learn, school must be safe, and _____
(name of school) should be such a place.



Strategy #39
Skillsheet

Square Breathing



*Before you get too angry, try Square Breathing.
There are four steps, just like a square has four sides.
Each step takes four seconds.*

1

Breathe in for four seconds.

2

Hold it in for four seconds.

3

Take four seconds to let it out.

4

**Pause for four more seconds
before saying or doing anything.**