

# BEAUFORT WIND



# STUDENT ANGER SCALE

WIND: MILES PER HOUR, OBSERVATIONS	SCALE	ANGER: LEVEL, BEHAVIORS, OBSERVATIONS
Calm: Less than 1mph. Calm, smoke rises vertically.	0	Student is calm, humming, smiling, patient, very cooperative, getting along well with others.
Light air: 1-3mph. Direction of wind shown by smoke but not by wind vanes.	1	A bit quiet, cooperative, still interacting well with teacher and classmates.
Light breeze: 4-7mph. Wind felt on face, leaves rustle; vanes moved by wind.	2	An occasional frown, tiny bit irritable, a little slow to cooperate with teacher and/or peers.
Gentle breeze: 8-12mph. Leaves and small twigs in constant motion; wind extends light flag.	3	Increase in irritability, keeping more to self, restless, attention and focus problems.
Moderate breeze: 13-18mph. Raises dust and loose paper; small branches are moved.	4	Mumbling, complaining, wants to be left alone, restless, more frowning, struggles to cooperate.
Fresh breeze: 19-24mph. Small leaves in trees begin to sway; crested wavelets form on inland waters.	5	Verbalizes his anger, "Leave me alone!" Squeezes fist, starts to shut down, sweating, flushness in face.
Strong breeze: 25-31mph. Large branches in motion; telegraph wires whistle; umbrellas used with difficulty.	6	Trouble sitting still, more complaining, very slow to cooperate, glares at others, calls other students "dumb" or "stupid."
Moderate gale: 32-38mph. Whole trees in motion; inconvenience in walking against the wind.	7	Begins to backtalk, disrespectful, rolls eyes at teacher, goes "face to face" with peers. Makes a fist or picks up something and pretends to throw.
Fresh gale: 39-46mph. Breaks twigs off trees; generally impedes progress.	8	Begins a meltdown, pounds fists on desk, hits wall, throws things on floor, disrupts class.
Strong gale: 47-54mph. Slight structural damage occurs; chimney pots and slates removed.	9	Appears ready to explode, threatens to hurt self or others, will not follow teacher's orders, says, "You can't make me," or "I don't care."
Whole gale: 55-63mph. Trees uprooted; considerable structural damage occurs.	10	Puts hands on others, pushes, shoves. Starts to hurt self, breaks and/or throws things.
Storm: 64-72mph. Very rarely experienced; accompanied by widespread damage.	11	Starts to hit/hurt others, seldom throws more than one or two punches. Teacher can pull him away.
Hurricane: 73+mph. Devastation occurs.	12	In a rage, totally out of control, will not stop hitting or stop throwing things, destroys room, takes more than one adult to restrain him.

*Adapted from the Beaufort Wind Scale developed by Admiral Sir Francis Beaufort in 1806.*



# GOT BOUNCE?\*

## TEN TIPS FOR TEENS TO BUILD RESILIENCE

### Socialize.

Don't be a loner. Talk with friends, parents, teachers and others in your community.

### Cut yourself some slack.

Accept the fact that bad things happen to everyone. Go easy on yourself and your friends.

### Create a hassle-free zone.

Select a private setting to be alone when you begin to get stressed. Go to your room, climb a tree, or sit by the river.

### Develop a plan.

What can you do when you get stressed? Develop a consistent plan or routine.

### Take care of yourself.

Get enough sleep, exercise regularly, and watch what you eat. Are you fit physically, mentally, and spiritually?

### Take control.

Even in the midst of tragedy, you can move toward goals one small step at a time. Bad times make us feel out of control. Grab some of that control back by taking decisive action.

### Express yourself.

If talking doesn't work, do something else to capture your emotions—start a journal or create art.

### Help others.

One of the best ways to forget about your problems is to help others.

### Put things in perspective.

Learn some relaxation techniques. Try meditation, yoga, or deep breathing. Don't let the little things get you down. Think of the real important things in life like friends, family, your religion, and community.

### Turn it off.

Stay informed—you may even have homework that requires you to watch the news, but try to limit the amount of news you take in, whether from newspapers, television, magazines, or the Internet.

\*This list is adapted from the American Psychological Association's brochure, "Got Bounce?" and the April, 2004 issue of *Spirituality & Health*.

# STUDENT STRESS SELF AUDIT

## *Exploring the 10 S's*

Directions: Rate yourself on each of the ten areas of stress.

Today's date \_\_\_\_\_

5- I'm doing great in this area

2- I could do much better in this area

4- Overall, I'm doing ok

1- I'm really hurting in this area, much room for improvement

3- Not too bad. I could do a better job

0- I've hit bottom here, doing poorly

AREAS	DESCRIPTIONS	RATING
<i>SLEEP</i>	I am getting enough sleep. I feel fresh and rested and energized. On most school nights I get at least eight hours of sleep.	_____
<i>STUDIES</i>	I can honestly say I'm doing the best I can. I'm doing quality work. I complete assignments and study for exams.	_____
<i>SUSTENANCE</i>	I watch what I eat, not too much junk food. I eat a good breakfast every morning. I eat enough fruit and vegetables.	_____
<i>SOLITUDE</i>	Almost every day I try to find quiet time for myself. I sit quietly in my room or go outdoors.	_____
<i>SPORTS</i>	I get plenty of exercise. I play a team sport or I exercise alone by running, walking, swimming, or biking.	_____
<i>SERVICE</i>	Every week I find time to help others. I volunteer through my school or church. I do things to improve my community.	_____
<i>SPIRITUALITY</i>	I find time to attend the religious institution of my choice. I take time to appreciate nature, the earth, and sun. I feel blessed.	_____
<i>SOCIAL LIFE</i>	I have several friends and at least one "real close" friend who is always there for me. I attend social events on a regular basis.	_____
<i>SUN</i>	I get outdoors often to soak up the valuable rays of the sun. I like going outside to read, play, relax, or exercise.	_____
<i>SUBSTANCES</i>	I limit my intake of caffeine. I avoid smoking, alcohol, and illegal drugs. I do not abuse prescription drugs.	_____
TOTAL POINTS:		<input type="text"/>

### Scoring \_\_\_\_\_

40-50 points: Stress level low.  
30-39 points: Stress level average.

20-29 points: A little bit high,  
monitor closely.

10-19 points: Stress level high.

Less than 10 points: Extremely high, seek assistance.

## Strategy #76

### LOAD UP THE BUS FOR A HEART TOUR

All of us today could do a better job of showing more compassion for others. We need to explore our hearts daily. Adolescents are often guilty of not showing compassion and they can become self-centered, cold, and even hostile to those who are different. Seldom do they take the time to examine their hearts. This strategy offers teachers a unique approach for working with these self-centered students. It involves taking students on Heart Tours. A Heart Tour is a three step program.

- Step 1: Teacher selects a group of people to study and students are asked to talk about their feelings concerning this group. For instance, the teacher opens a discussion about homeless people. Students are encouraged to explore their hearts and express honest feelings about the homeless. The teacher should not give his or her opinion at this time. Students should feel free to state their true feelings.

- Step 2: Teacher arranges a bus trip to the city to observe the homeless. Students are encouraged to take notes and, if allowed, interview a few of them.

- Step 3: On the following day the teacher asks the students to take another tour of their heart. The teacher may ask questions such as: Have your thoughts/opinions changed after the trip to the city? Are you more compassionate now? Are all the homeless lazy? Why are some people homeless? How do they survive, eat, and stay warm? Could you survive long on the streets? Do you plan on doing anything to help the homeless?

Skill Sheet #12 provides you with an outline to use on your Heart Tours.

## Strategy #77

### A THERMOS OF CHAMOMILE

For centuries people have discovered numerous beneficial uses of herbal teas. Chamomile is one such herbal tea that is often used to help calm and relax people. Why not let students with anger problems keep some in a container and let them have a swallow or two several times during the day, especially during stressful moments? Oh, by the way, don't let them drink too much because they might fall asleep!



# HEART TOUR FORM

Directions: This form should be distributed to each student before the actual bus trip. Students are encouraged to keep all these forms in a notebook so they can revisit them often to note changes in their thoughts/opinions.

## STEP #1:

- Who or what is to be studied/explored? (*i.e., homeless, prisoners, police officers, endangered animals, polluted rivers, etc.*) \_\_\_\_\_
- Today's date: \_\_\_\_\_
- Take a tour of your heart. What are your thoughts, feelings, opinions, likes and dislikes on this subject or group of people? Be honest! \_\_\_\_\_

## STEP #2:

- Date of tour: \_\_\_\_\_
- Location of tour. Where did you visit? \_\_\_\_\_
- What did you observe? \_\_\_\_\_
- Other notes and bits of information. \_\_\_\_\_

## STEP #3:

- Today's date: \_\_\_\_\_
- Likes and dislikes about the tour \_\_\_\_\_
- What did you learn? \_\_\_\_\_
- Take another tour of your heart. Have your thoughts and opinions changed since before the bus tour? \_\_\_\_\_  
How? \_\_\_\_\_



# HOW YOGA HELPS ADOLESCENTS CONTROL ANGER

by Jamie Allison

## ■ Yoga is experiential.

Literature on working with children with emotional difficulties such as anger often refers to changing negative thoughts or slowing down enough to control angry or reactive responses to situations. Standard “talking” therapies can fall short with some individuals because they have trouble generalizing what they learn in sessions with a counselor or psychologist to real world situations. The individual may know the information but has not had a chance to experience *feeling* a different way. Yoga can give adolescents a chance to experience how it *feels* to be relaxed both in the body and the mind.

## ■ Yoga calms the nervous system.

Yoga works to allow individuals to feel relaxation by directly impacting the nervous system, moving it from the sympathetic or “crisis” mode to the parasympathetic or “real” mode. Research has shown that participation in even one yoga class can temporarily diminish cortisol (a chemical released during times of stress) levels (“Yoga: An Ancient Practice,” Sept/Oct 2003).

## ■ Yoga releases tension in the body.

Anger automatically makes the body tense and tight. Over time, holding of tension becomes a chronic pattern that an individual may no longer even notice. Yoga poses can involve stretching of muscles, but also opening and release on a deeper level. For example, some poses involve twisting massage and move the internal organs. This can improve blood flow and impact bodily functions such as digestion (Iyengar, 1966). Breathing practices also provide movement for internal organs like the heart, spleen, stomach, and intestines as the diaphragm rises and falls. Even these subtle internal shifts can break up and release tension and held stress. (Farhl, 1996).

## ■ Yoga can be empowering.

Adolescents dealing with anger sometimes have little real control over difficult family or environmental situations. However, practicing yoga can give individuals a sense of empowerment with what they really *can* control—themselves. They may make noticeable physical gains related to balance, strength, or flexibility. They can learn that they have control over getting to a relaxed place in body and mind. They can learn how to be more aware of their physical, mental, and emotional states, and can then learn to tap into this when they need it. They can develop confidence about what they can do to help themselves.

\*Farhl, D. (1996). *The Breathing Book*. New York: Henry Holt and Company.

\*Iyengar, B.K.S. (1966). *Light on Yoga*. New York: Schocken Books.

\*Yoga: An Ancient Practice for Modern Ills. (Sept/Oct 2003), ACE Fitness Matters, p.5.

*Jamie Allison is a school psychologist for Orange County Schools in Hillsborough, North Carolina.*



# EXPLORING MY PERSONAL TRIGGERS

Directions: Anger is a normal emotion. Some people get angry quite often while others seldom do. Most anger episodes have a trigger. Triggers are happenings that can cause people to get upset. Do you know what your triggers are? Do your friends, family members, and teachers know your triggers? Take a few minutes to complete this activity. Your findings may surprise you!

- What are my triggers? What makes me get angry?

---



---



---

- Ask your friends these questions. "What do you think my triggers are?"  
"What gets me angry?"

---



---



---

- Go to three teachers that know you well. Ask them to identify your triggers.

---



---



---

- Do you have brothers or sisters? Ask them, "What do you think causes me to get angry?"

---



---



---

- Ask your parents or guardians to identify your triggers.

---



---



---

- Reflections: What did you learn from this activity?

---



---



---