

BULLYING AND VIOLENCE PREVENTION

NINTH GRADE

LESSON 3

TITLE: Alternatives to Managing Anger

PURPOSE: To use assertion as a way of maintaining control over future situations that involve aggression.

OBJECTIVES: The student will be able to:

- demonstrate healthy ways of expressing one's feelings
- understand the impact of their feelings on others

SUNSHINE STATE STANDARDS: LA.910.1.6.1, 910.1.6.2, 910.1.7.4

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 1.5, 2.1, 3.6

VOCABULARY: alternatives

INSTRUCTIONAL TIME: 60 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- Xerox copies of handout 9-7 (one per student)
- Xerox copies of handout 9-8 (one per student)
- paper
- large notepad
- overhead projector or computer screen.

SPRINGBOARD ACTIVITY: Review previous lessons by discussing the definition of *bullying*.

ACTIVITY:

- 1) Divide the class into small cooperative groups of 4-5 students.
- 2) Distribute handout 9-7: Recognizing and Interpreting Threatening and Nonverbal Communication.
- 3) One representative from each cooperative group reports on the impact of the responses in the given situations.
- 4) Provide feedback to responses and allow students to discuss the following:

We cannot prevent anger from occurring, but we can prevent it from turning to aggression when we learn to communicate positively and effectively with others to reach mutual understanding. What does that mean?

ASSESSMENT: Teacher observation, class participation and completion of activity.

FOLLOW-UP ACTIVITY: Distribute handout 9-8: Alternatives. Discuss the importance of managing ones feelings of anger and frustration. Have students respond to the following prompt:

What is the impact of not managing ones feelings on self and others? Potential consequences?

RECOGNIZING AND INTERPRETING THREATENING NONVERBAL COMMUNICATION

Interpret the following body language that bullies use to intimidate and an appropriate response to the threatening behavior.

| | NONVERBAL GESTURES | WHAT DOES IT MEAN? | APPROPRIATE RESPONSES |
|----|--|--------------------|--------------------------|
| 1 | Rolling eyes | | |
| 2 | Clicking sound made by sucking air into the mouth (gum sucking sound) | | |
| 3 | Looking hard and staring | | |
| 4 | Throwing gang signs | | |
| 5 | Removing jewelry or clothing | | |
| 6 | Holding a hand up to his/her face | | |
| 7 | Shrugging shoulders back and tilting head forward | | |
| 8 | Making faces | | |
| 9 | Make up your own | | |
| 10 | Make up your own | | |

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ALTERNATIVES

Positive communication can make the difference when dealing in uncomfortable situations. Anger is a very real feeling, and it must be acknowledged in an effort to diffuse it. You can face the bully head on without escalating the situation. Remember- the world is not out to get you in such situations, and not every situation can be handled the same way. Some require outside assistance. However, in many cases, asserting your own feelings or using strategies to help get your mind off of the “reaction” track and onto the thinking response can be very helpful. Below you will find some tips for dealing with bullies in a positive manner. After you read this list, you will role-play some situations in which these statements and physical actions are applicable and realistic

- I. **VERBAL CUES** - Use sentences which begin with non-threatening ideas.
This will help the angry person to focus on the voice of assertive reasoning.

| Instead of Saying... | Try making a statement like... |
|----------------------|--------------------------------|
| I demand... | I would like... |
| I must have... | It would be a good idea if... |
| This is always... | This is frustrating because... |
| You never... | I am upset when... |

- II. **THINKING CUES** - One thing we must do when we are confronted or feeling defensive or angry is to take a moment to think before we act so that we can allow the reasoning brain to see beyond the emotional reaction.

| Instead of doing... | Stop ... | Try taking a moment to... |
|---------------------|----------|----------------------------------|
| Name calling | | breathe deeply. |
| Shoving | | repeat a calm word or phrase. |
| Jumping up | | visualize a pleasant experience. |
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| Clenching your fist or teeth. | | count to ten. |
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