

## Resolving Conflicts Peacefully Unit Grade 6 • Ages 11-13

### TIME FRAME

Preparation: 10 minutes  
Instruction: 30 minutes

### MATERIALS

PBS My Life clip on Anger Management  
(3 min 26 sec): <https://www.youtube.com/watch?v=MzGdTsbC4pU>

[Kindness Concept Posters:](#)  
Assertiveness, Respect, Self-Discipline, Integrity

### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.  
SL.6.1, 2

Colorado: Comprehensive Health S.3,  
GLE.1, EO.c,d,g; Reading, Writing and  
Communicating S.1, GLE.1, EO.d.e

SEL: Self-awareness, Social awareness,  
Self-management, Relationship skills,  
Responsible decision making

[Learning standards key](#)

# Understanding Anger

Students will use a video to write and illustrate what makes them angry; what anger looks like, sounds like, and feels like; and ways to manage their anger.

## Lesson Background for Teachers

**Trigger warning:** Talking about emotions and situations where strong emotions arise can lead to students revealing personal information that might require follow-up by yourself or a school counselor. If a student reveals any worrisome information or reaction, please know your school protocol for providing support and resources. Before class, find out the school policy about reporting a concern about a student's mental health to a school counselor or administrator.

Like all emotions, anger is valid. We often discourage people from feeling or expressing anger when we need to encourage people to express their anger in productive ways. Suppressed anger can turn into depression or rage, so we want to find ways to move through this emotion.

## Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**RESPECT** Treating people, places, and things with kindness.

**ASSERTIVENESS** Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

**SELF-DISCIPLINE** Controlling one's words and actions for the benefit of self and others.

**INTEGRITY** Acting in a way you know to be right and kind in all situations.



The RAK paradigm is the framework for teaching and building kindness skills.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Working with a partner or in a small group to answer questions.
- Referencing the Ways to Respond to Anger and other Hurtful Feelings sheet from the Filling your Tank Lesson (Feelings and Emotions, 3rd Grade Unit).
- Charting their responses to questions 3-5 so they can visually follow the discussion in the following manner: they could write the words "Kid in the video" or "Self" in a circle. Then have them write "What Makes Me Angry" with responses in another circle and "What happens when people don't have a positive outlet for anger" in another circle.

## Resources

Article: The Right Way to Get Angry: [http://greatergood.berkeley.edu/article/item/the\\_right\\_way\\_to\\_get\\_angry](http://greatergood.berkeley.edu/article/item/the_right_way_to_get_angry)

Restorative Justice: Resources for schools: <http://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

Book: A "5" Could Make Me Lose Control by Kari Dunn Buron

### Share (3 mins)

*Anger is an emotion we all feel. Ask students to describe the last time they remember being angry. What were they angry about? What did they do to get over that anger? Did it work?*

### Inspire

#### What Is Anger? (5 mins)

*Anger is one of our emotions, which are natural ways to understand our own needs and comfort. What is anger? Why can it be good and bad?*

*What is anger good for? Ask students for ideas, then add the following:*

- It's natural
- It's tied to survival
- We need it to give us information – it tells us that what is happening is not OK
- It is motivating - it can help us get the things we need
- It can spark kindness and compassion

*When can Anger become unhelpful? How can we tell? Ask students for ideas, then add the following:*

- When it gets stuck and we can't move on from it
- When it hurts other people
- When it damages positive relationships through angry words or actions
- When it hurts us



## Empower

### Making Visual Supports and Discussion (15 mins)

Invite students to draw a circle in their RAK Journals or on a piece of paper and divide it into 3 areas labeled: What makes me mad? What I look like, sound like, feel like when I'm mad? How I can manage my anger in positive ways.

*As you watch the following video, fill in the three areas in your circle. Add pictures if you like. I'll also give you a couple minutes to reflect and write after the video.*

Watch PBS My Life clip on Anger Management (3 min 26 sec): <https://www.youtube.com/watch?v=MzGdTsb4pU>.

Then ask the following questions:

- What makes the students in the video angry? (Possible answers: When a sibling bothers them; when they can't do what they want or don't get their way; when others won't admit defeat; when they do more work than others; when they have to do things over.)
- What sometimes makes the students angry with themselves? (Possible answers: When they know they've done something wrong; when they freeze up in a test even though they studied; when they score low on tests because they didn't study.)
- According to the kids in the video, what can happen when someone doesn't have a positive outlet for anger? (Possible answers: The anger becomes "bottled up"; it can make you act different; it can lead to even more anger; it can make you act out or take out your anger on other people.)
- What makes you angry?
- What are some hurtful or **disrespectful** ways to respond to our own anger?
- What are some possible ways to calm down or deal with your anger?
- Which of the responses to anger used **self-discipline, integrity** or **respect**?

### Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

### Evaluation Questions

- *Do you think you have a quick temper or does it take a lot to make you angry?*
- *What types of things make you the most angry?*
- *What things bother other people, but not you?*
- *What things bother you but not other people?*

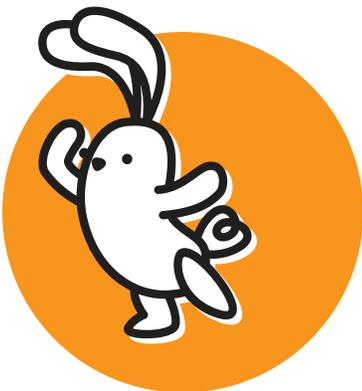
### Reflection

Have students respond to the following question in their RAK journals:

*"We all get angry but it's what we do with that anger that matters. When you are upset or angry, what are some ways that you can communicate how you feel in a healthy way?"*

### Summary

*There are times when all of us feel angry. Anger is a natural emotion that can be helpful to us, or can be hurtful to us. It is important to be kind to ourselves and others by using strategies that help us manage our anger effectively. Strategies may be different for different people and we each need to find strategies that work for us.*





## Act (2 mins)

### Kindness Minute

*It is important to recognize the signs of anger in ourselves and others. Turn to the person sitting beside you, look at their face and their body, and see if you can identify how they are feeling. Say, "You look like you're feeling \_\_\_\_\_. Am I right?" Being aware of someone else's feelings makes other people feel like someone cares.*

### Kindness in Action

*Practice being aware of other people's feelings. When you go home today, see if you can guess what each of your family members are feeling. Say, "You look like you're feeling \_\_\_\_\_. Am I right?" Ask them if they felt angry that day and what they were angry about. Ask them what they did to manage their anger. Did their strategy work?*

