

Classroom Guidance

Title of Lesson: Howard B. Wigglebottom Learns its OK to Back Away **Domain:** Personal Social
Grade Level: K-3 **Time Required:** 30 minutes

ASCA National Standard(s):

STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Competency A1 Acquire Self-Knowledge

PS:A1.1 develop positive attitudes toward self as a unique and worthy person

PS:A1.2 identify values, attitudes and beliefs

PS:A1.5 identify and express feelings

PS:A1.6 distinguish between appropriate and inappropriate behavior

PS:A1.7 recognize personal boundaries, rights, and privacy needs

PS:A1.8 understand the need for self-control and how to practice it

Competency B1 Self-Knowledge Application

PS:B1.2 understand consequences of decisions and choices

PS:B1.3 identify alternative solutions to a problem

PS:B1.4 develop effective coping skills for dealing with problems

PS:B1.6 know how to apply conflict resolution skills

Essential Question:

How can I learn to listen to my body's warning signs about anger? How can I let out my angry energy in a healthy way?

Material/Resources:

Howard B. Wigglebottom Learns it's O.K. to Back Away book or video www.wedolisten.com

Paper with outline of a person

Chalkboard and chalk or chart paper and marker, drawing paper, crayons or markers, "Behavior" (Handout One) copy for each student "Anger Control" (Handout Two).

Instructions

1. Read or watch the story.
2. Afterwards, ask the children to tell you more about how Howard learned to listen to his body when it was angry. What were some of the things Howard learned to do when his body told him he was angry. Have students brainstorm what makes them angry. List on chalkboard or chart paper as the students name the causes.
3. Younger children, use the attached outline of a body. Ask students to draw a picture of their body when they are angry. Color in red the parts of the body where they feel anger.
4. Brainstorm ideas for preventing or handling anger in positive and negative ways. Draw two columns on chalkboard: "Helpful Ideas" and "Not Helpful Ideas". List all ideas in the appropriate column with the students help.

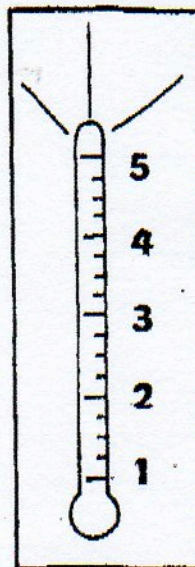
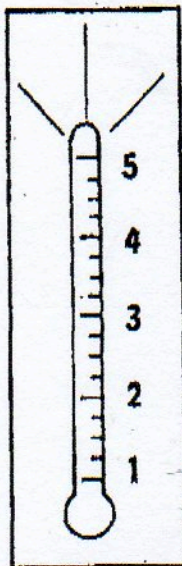
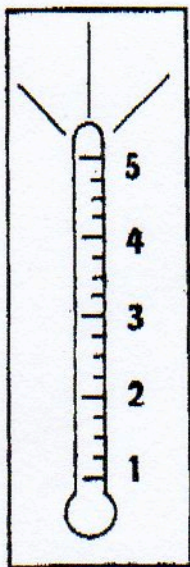
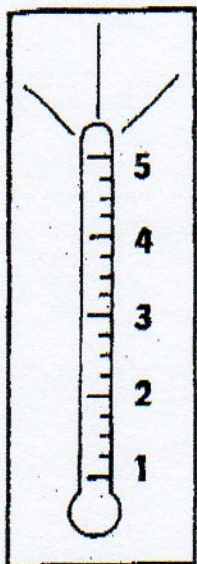
Older students to complete the handout marking their "Behavior" and then listing all of the helpful and hurtful things that they can do when they are angry.

Evaluation/Assessment of Student's Competency

Students will complete the worksheet below to identify appropriate/helpful things they will do the next time they get angry.

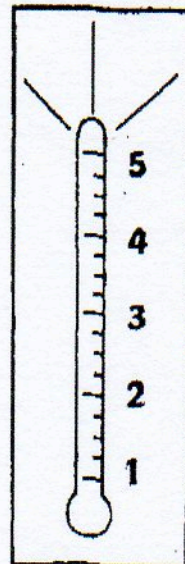
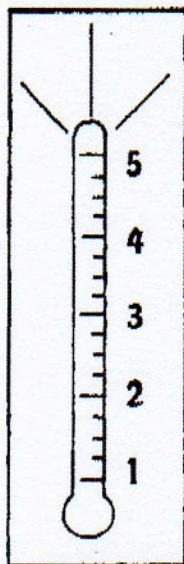
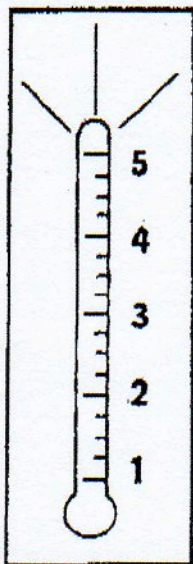
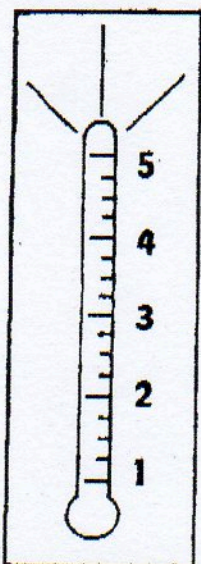
Anger Thermometers

I am mad about:



I can calm down by:

I am mad about:



I can calm down by:

BEHAVIOR

Directions: mark all behaviors that you usually do when you get angry.

- Pretend that I'm not angry
- Use the silent treatment
- Call people names
- Tease or make fun of others
- Insult and make smart remarks
- Talk behind someone's back
- Yell or scream
- Push, shove, kick, or hit
- Bite
- Say bad words
- Threaten to harm others
- Threaten to harm yourself
- Slam doors
- Throw things
- Run away or hide
- Cry
- Other, please list _____

ANGER CONTROL TECHNIQUES

Circle with your pencil, or highlight with a highlighter the ideas that will work for you.

Helpful Ideas

- Talk it out with someone
- Count to 50 by 5's
- Take a deep breath
- Find a place to be alone
- Listen to music
- Punch a pillow
- Clean or organize your room
- Scream
- Walk, jog, or run
- Write about what made you mad
- Talk to yourself
- Play with clay or PlayDoh
- Draw your feeling
- Play a sport

Not Helpful Ideas

- Eat a lot more (or less)
- Fight
- Threaten to hurt someone
- Hurt yourself
- Withdraw from everyone
- Blame it on someone else
- Take it out on an animal
- Destroy property
- Start a rumor
- Run away from home
- Laugh at the person
- Yell at the person
- Say bad things
- Throw things

Draw yourself in this picture. Make the parts of your body that feel angry red.

