Lesson 8 | Reset Function
Anger Management and Mindfulness

Rationale
Children who can self-regulate are better able to hold back impulses, delay gratification, and manage emotions in healthy ways. Self-control, coupled with anger-management skills, promotes resiliency reducing the likelihood of violence and other aggressive behaviors. Children who practice mindfulness are more likely to pay attention, calm down when upset, and make better decisions.

Character Education
This lesson promotes these character traits:

Self-discipline  Responsibility  Respect

Objectives
Following this lesson, the student will be able to:

• Describe the physical sensations of anger as warning signs of conflict
• Identify thoughts and events that can trigger angry responses
• Identify physical signals that indicate the presence and degree of angry feelings
• Differentiate angry feelings and aggressive actions
• Demonstrate ways to use self-control to manage angry feelings

Activities
1. Push Button Behavior ......................................................... 5 minutes
2. Anger Danger ................................................................... 10 minutes
3. Rewiring ............................................................................ 10 minutes
4. How Do You Show Self-Control? ...................................... 5 minutes

Before You Start
• Distribute the Student Workbooks at the beginning of the lesson.
• For Section 2: Anger Danger, invite student volunteers to the front of the classroom. Make nametags for each character using the Nametag Card, and write the characters’ names on the cards. Run twine or yarn through the card so the students can wear their nametags around their necks during the performance.
• Prepare the Dab of Vocab and Lesson Extenders from the Looking for More? Section. For more information about the Looking for More? Section see page 21 of the Teacher’s Manual.
• Prepare the Daily Workout activities. For more information about the Daily Workouts see page 150 of the Teacher’s Manual.
• Make a copy of Home Workout 8 for each student. Distribute at the end of the lesson.
Daily Workouts

Day 2 Activity:
What’s Appropriate? ................................................................. 10 minutes

Day 3 Activity:
Now That’s Funny! ................................................................. 10 minutes

Day 4 Activity:
Got Self-Control? ................................................................. 10 minutes

Day 5 Activity:
Calm Down and Turn it Around ........................................... 10 minutes

Additional Objective
Following this activity, the student will be able to de-escalate a conflict.
Lesson 8 Reset Function - Anger Management and Mindfulness

1. Push Button Behavior

Last week we talked about resolving conflict. Who can name one thing we can do to have a cooperative attitude so we can resolve a conflict peacefully? Talk it out, speak slowly, think about a positive outcome, respect the other person’s ideas, etc. That’s right; having a cooperative attitude helps us resolve conflicts peacefully.

Today we are going to talk about managing anger in difficult situations so we can remain calm and think through the best way to respond.

Show the class Otto’s remote control.

Otto’s remote control is going to help us understand who is responsible for managing our anger. What kinds of things can I make Otto do with this remote control? Move Otto forward and turn around.

How do we use the remote control to get Otto to move forward and turn around? You push the buttons.

Exactly; a remote control lets you control a machine from a distance. I can use the forward button to make him move forward and the turn button to make him spin.

Ask a student to stand next to his or her desk. As soon as the student is standing, aim the remote control at the student and start pressing a button in an attempt to move the student. Something must be wrong with this thing. I pushed the forward button, but you didn’t move.

Press another button and examine the remote control with a puzzled look. Frown and press it again. Glare at the remote control.

The turn button doesn’t work either. None of these controls work on ______________ Say the student’s name. Put the remote down and have student volunteer return to his or her seat.

Why won’t a remote control work on people? People aren’t robots or machines. People do what they want.

Teaching Tip
Turn Otto off before having a student volunteer stand.
That’s right; people aren’t robots or machines. You can’t control them with a remote control. People have self-control. What is self-control? Having control over yourself. That’s right; self-control is being mindful of your actions and behaviors.

Have you ever heard someone say, “He made me so mad. He really pushes my buttons”? Yes. When people say things like this, they must think they are like robots and other people can control them by pushing their buttons.

Sometimes people do or say things just to see if they can push you into getting angry or upset. Do they really have that kind of control over you? No.

2. Anger Danger

I want to tell you a story about a girl named Penny and her classmates who tried to push her buttons. This is not an ordinary story. It’s an action story. I need two volunteers to help me tell the story by quietly acting it out. Select two student volunteers to come to the front of the classroom.

Select one student volunteer to play the role of Penny. Give the volunteer the Penny nametag.

To the student volunteer: Whenever I say the name Penny, act out whatever I am saying. Don’t say a word, just pantomime. For example, if I say that Penny put one hand on her head, what should you do? The volunteer should act out the pantomime. If she doesn’t, demonstrate for her.

The other volunteer will play the role of Principal Franklin. Give the student the Principal Franklin nametag and paper towels.

To the student volunteer: Whenever I mention Principal Franklin, you should silently act out what the principal does. For example if I say Principal Franklin nodded, what should you do? The volunteer should nod. As soon as the volunteers understand what is expected of them, continue.
The rest of the class will also participate in this story. I’m going to assign each of you a group number. Assign students a group number 1, 2, or 3. Students do not need to move from their seats. Assign students near one another the same group number. Each group will stay in their seats and silently act out whatever I say the group number does.

For example, if I say the students in Group 2 wave to Principal Franklin, what should Group 2 do? Group 2 should act out the pantomime.

It’s story time.

This is a story about a girl named Penny who came walking into the cafeteria one day. The student acting the part of Penny should walk across the room. She picked up a tray… Allow a moment for her to do this… and put some food on it. First, she took a small plate of meatloaf. Penny should reach out and pantomime putting a dish on her imaginary tray. Then she picked up a dish of green beans. Penny should add another dish. Then she got a carton of milk. Penny should put an imaginary carton on her try.

As Penny carried her tray past the first group of students… Penny should walk past Group 1… they stretched their legs and Penny stumbled. The students in Group 1 should stick out their legs, and Penny should stumble. Penny almost spilled her tray.

Penny’s face began to feel hot, and she said to herself, “That makes me mad!” The students in the second group started to snicker, like this. Place your hand in front of your mouth and silently mime a stifled giggle. Point to the students in Group 2 to cue them to follow your example. Penny’s face turned red, and she said to herself, “That makes me really mad!”

The students in the third group started to point at her and whisper to each other… Mime this so students in Group 3 will see what to do. Penny’s heart beat faster. She said to herself, “That makes me furious!”
Penny was so angry that she grabbed the meat loaf off her tray and threw it on the floor. **Penny should pantomime throwing the meat loaf.**

Just at that very moment, Principal Franklin came into the lunchroom. He put his hands on his hips and asked Penny to explain her behavior. **The Principal should place his hands on his hips.**

Penny pointed at the other students in the cafeteria. **Penny should point to the class.**

Class, what do you think Penny told Principal Franklin?

- **The other kids made her do it.**

But the principal shook his head “no” and pointed his finger at Penny. **The principal should shake his head and point.** He handed her some paper towels. **The principal hands Penny the paper towels.**

What do you think happened next? **Penny had to clean up the mess she made.**

Exactly; Penny had to clean up the mess she made.

Good job everyone! Thank you volunteers you may return to your seat.

What was the first thing that happened to Penny to make her mad?

- **Some kids stuck their legs out, and she stumbled.** Some kids stuck out their legs. Penny almost fell, and that made her mad.

What did the other groups do to try to push Penny’s buttons?

- **They laughed at her; pointed at her; they whispered to each other about her.**

Who did Penny blame for her actions? **The other students.**

Exactly; she blamed the students for her actions.

We can control a robot by pushing buttons on a remote control. Who controls Penny? **Penny.** Did Penny demonstrate self-control? **No.**
What warning signs did Penny’s body give to tell her she was getting angry? 🗓️ Her face felt hot, her face turned red, and her heart beat faster.

Did Penny pay attention to her body’s physical signals? 🗓️ No.

Why should we pay attention to our body’s signals as emotions begin to develop? 🗓️ So we can think about what we feel and find the best way to manage our emotions and the situation.

That’s right; when we pay attention to our body’s physical signals, we can stop to think about what we feel. Then we can figure out the best way to manage the emotion.

Penny let herself fill up with anger until she was so mad she threw her meatloaf on the lunchroom floor. She lost control.

Taking your anger out on others or blaming others for your actions never solves anything. Instead, blaming others or lashing at them when we are angry can hurt our relationships. There are things you can do to keep your self-control and manage your anger.

3. Rewiring

Open your workbooks to page 14 to the section titled “Quieting Your Mind.” When Penny talked to herself about how the other kids were making her mad, she became even angrier. She wasn’t using any positive self-talk to help keep calm.

What do you think Penny could have said to herself to keep her self-control? Read each statement and circle the positive self-talk statements Penny could have used to keep her self-control.

🗹 Allow time for students to complete the activity.

Which statements did you circle? 🗓️ I’ll just laugh with them; I need to stop and think before I do something I’ll regret; I can stay calm; they can’t push my buttons; I have self-control; I just need to take a deep breath.

Very good! Pay attention to your body’s physical signals and use positive self-talk to calm yourself down. Then you won’t let your anger build the way Penny did.
Another way to keep your self-control is to count to ten. How does counting to ten help when you are angry? It gives you time to stop and think; it helps to release anger slowly instead of letting it build up.

That’s right; it gives you time to release your anger slowly. It also helps clear your mind so you can think of a positive response.

Let’s rewind Penny’s story and try it again. This time Penny keeps her self-control. She manages her anger and is better able to respond to the situation calmly instead of getting mad and throwing her meatloaf and blaming others.

Let’s see if you can identify three more self-control strategies that Penny uses to manage her anger. Who would like to be Penny? If you volunteer, you will need to be able to keep your self-control even when other people try to push your buttons.

Select a volunteer to come forward to get the first Rerun Cue Card. Whisper to the student, “After I say ‘Penny almost spilled her tray,’ do or say whatever is written on your Rerun Cue Card.”

Let’s rewrite Penny’s story.

Tell the beginning of Penny’s Story again, as follows:

As Penny carried her tray past the first group of students…

Penny should walk past Group 1… they stuck out their legs, and Penny stumbled.

The students in the first group should stick out their legs, and Penny should stumble. Penny almost spilled her tray.

Did Penny handle the situation better this time? Yes. What did she do differently? She laughed and said, “That was close. My meatloaf was almost toast.” That’s right; this time Penny used humor to stay calm and keep her self-control.

Look at the next section in your workbook titled “Take Two.” Write “use humor” on the line next to “Rerun 1.”

Have you ever tried using humor in a situation like that? Yes. Did laughing help? Yes.

Rerun Cue Card 1

“Ha! Ha! That was close. My meatloaf was almost toast!”
Who would like to play Penny in our next rerun? Select a volunteer to come forward to play Rerun Cue Card 2. Whisper to the student, “After I say ‘Penny almost spilled her tray,’ do or say whatever is written on your Rerun Cue Card.”

Let’s rewind again.

As Penny carried her tray past the first group of students…

ıkl Penny should walk past Group 1… they stuck out their legs, and Penny stumbled. ıkl The children in the front row should stick out their legs, and Penny should stumble. Penny almost spilled her tray.

Which self-control strategy did Penny use? She took a deep breath. That’s right; Penny took a deep breath and continued on her way to her seat. Write “take a deep breath” in your workbooks on the line next to “Rerun 2.”

Who would like to be Penny for our last rerun? Select a volunteer to come forward to play Rerun Cue Card 3. Whisper to the student, “After I say ‘Penny almost spilled her tray,’ do or say whatever is written on your Rerun Cue Card.”

Let’s rewind one more time.

As Penny carried her tray past the first group of students…

ıkl Penny should walk past Group 1… they stuck out their legs, and Penny stumbled. ıkl The children in the first group should stick out their legs, and Penny should stumble. Penny almost spilled her tray.

How did Penny keep her self-control this time? She left the cafeteria. Very good! Write “walk away” in your workbooks on the line next to “Rerun 3.” Penny walked away until she was sure she could control herself and not respond in a way she might regret.

Have you ever left a room until you felt in control of yourself again? Yes. Sometimes the best thing to do is walk away from the situation so you don’t do or say something you might regret.

Unfortunately, we can’t replay or rewind the moments when we let our anger get the better of us. Using the tools we learned today will help you manage your anger and keep your self-control.
4. How Do You Show Self-Control?

Let’s review what we have learned today. Look at the bottom section of your workbook titled “I’m in Control!” Answer the questions and be prepared to share your answers. Allow time for students to complete the activity.

Who is responsible for your feelings? I am. That’s right; you are responsible for your feelings.

Who is responsible for your actions? I am. Exactly, you are responsible for how you react and how you respond to a situation.

Walking away, using humor, and taking a deep breath are all ways to keep…? Self-control.

Is it helpful or hurtful to say to yourself, “That makes me really mad”? Hurtful. That’s right; when we say things like that to ourselves it just lets our anger build.

Is it helpful or hurtful to say to yourself, “I can handle this. I can stay calm”? Helpful. Good job!

You can manage your anger by counting to ten or using humor, positive self-talk, or take a deep breath. You can also walk away from a situation when you feel angry. With all of these strategies in your pocket, you can stay in control of yourself and manage your anger.

In our next lesson, we will talk about how to identify and respond to bullying situations.

Collect Student Workbooks.

Distribute Home Workout 8.