**Welcome Club – Dealing with Anger – Self Control**

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| **Materials** | |
| **lesson** | [Anger Scale](https://worldrelief.sharepoint.com/:w:/s/Sacramento-Education/EaaWMmz6Z6JFt1M_7Fgmqw8Bb13oS93Zb58sgjL8Lj0vmw?e=0A8rRo) |
| **Activity 2** | Orbeez, Funnels, glitter, bottles, baby oil, pom poms, hot glue guns. |

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| **Objective** |
| Students should be able to….   1. Identify their anger 2. Practice healthy ways of expressing anger. |

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| **Welcome Students –** 20 *minutes* |
| Boys and girls will check-in at separate classrooms. (Boys-C4. Girls-C5).   1. **1 Coach** instructs students to line up outside and takes attendance. Be prepared to add new students to the roster. Ask the new student their ***first name, last name, grade* and *teachers name*** (if they do not know the teacher’s name that’s ok...the first 3 are a must). 2. **Remaining Coaches** unstack chairs and prep group tables. **Every table needs:** snacks/drinks, name tags, group’s-colored markers and hand sanitizer. Talk with students while they have their snacks. Use questions below to start conversation.   **Prompt Questions**: Do you remember what last weeks lesson was about? What does sincerity mean? What do you do when you are feeling angry?  **Materials**: name tags, sign in sheet, pens, chips, granola bar, fruit, drink |

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| **Activity:** Green Light, Red Light **–** *15 minutes* |
| Students will be able to release some energy and fun with each other.  *(10 minutes)* - When ‘it’ say red light, green light, or yellow light students must follow directions. If the student does not follow directions they must go back 2-5 big steps.  Green light- run  Yellow light- walk  Red light – stop   * When playing the game you can try to trick the students by saying things like blue light or saying blue light, pink light, yellow light, red light in quick order. * You can also try to trick the students if they are doing a good job by saying things like green banana or yellow lemons   Have a coach lead first then let the students take turns leading the group.  **Lead Coach:** *(2 minutes)* Explain the rules of the game to the students and ensure everyone understands the directions.  **Co-Coach:** Play with students and be their role model if playing. Ensure that no one is cheating, or harming each other.  **Materials:** N/A  *~3 for transition* |

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| **Lesson Topic – 25** *minutes* |
| This week’s lesson will allow students to understand how to deal with anger and have self-control with emotions. Students will listen to lead coaches and understand what it means to feel certain emotions and how to react to them. At the end of the lesson, students will be able to reflect on the lesson with their group and coaches and share what they learned and understand what emotions are.  **Lead Coach:***(20 Minutes)* 'Can you show me what an angry face looks like? Wow! what great faces.   * **When do you feel angry?**' pause to let students respond to times they feel angry. (when my friend doesn't want to play with me, when my school work is too hard, when my mom yells at me, or when my brother won't share his stuff) *pause to write what makes the students angry on the board.* * **What can we do to help our anger feel less big**? (go for a walk, hit a pillow, write how we feel on a paper, yell....) *pause to write what makes the students angry on the board. In a different section.* * Sometimes our anger can be small and sometimes it can be big. **What is something that makes you feel small anger?** We use words like annoy or irritated to say that we are feeling small anger. **What are some things that make you feel big anger?** We use words like outraged or furious for big anger. * Lets practice; 1 is a very small anger and 5 is super angry. What number do you feel when this happens:  1. You’re friends wont let you borrow their pencil. 2. You’re brother brakes your favorite toy. 3. You get in trouble for something you did not do. 4. Your homework is too hard and you don’t understand it. 5. Your friend is making fun of you.  * **How can we respond when are feeling angry?** If we are feeling little anger like a 1 or a 2 in anger we can tell people ‘please stop’ or ‘I feel sad/angry when’ or take a small break. If we are feeling big anger like a 4 or a 5 we might need to calm down. **What can you do to help you make your anger smaller?** *pause to write what makes the students angry on the board. In a different section.*   **Now we are going to practice with our table coaches**   1. First, you will pick something from this section of things that make you angry 2. Second, tell us what number it makes you feel 1-5. 3. Third, decide do you need to calm down? Yes, pick something from this section to calm down. Practice that thing. 4. Tell someone how you feel.   **Materials:** [**Anger Scale**](https://worldrelief.sharepoint.com/:w:/s/Sacramento-Education/EaaWMmz6Z6JFt1M_7Fgmqw8Bb13oS93Zb58sgjL8Lj0vmw?e=0A8rRo) |

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| **Craft/Activity:** water bottle ‘globe’ **–** 15 *minutes* |
| This activity will help students with stress by having an item to use. The goal for this activity is to allow students to find different ways to destress and calm down with objects.   1. Students first take their empty water bottle and add beads, glitter, and orbeeze, and up to 5 drops of food coloring. 2. Students then add ¼ cup of oil to the bottle. 3. Finally fill the bottle the rest of the way up with water. 4. A coach hot glues the lid onto the bottle. 5. After the glue cools students can play with their bottles.   **Lead Coach:** *(3-4 minutes) -* Explain the craft to students and explain how it can be helpful to them.  **Co-Coach:** Make sure students are listening. Help them with craft. Participate in craft to show example to students.  **Materials:** Orbeez, glitter, beads funnels (one per group (3-5 students)), empty bottles, hot glue, food coloring, baby oil, pompoms  [Be Brave, Keep Going: Preschool Skill Builder: Water Bottle "Snow Globe" (bebravekeepgoing.com)](https://www.bebravekeepgoing.com/2009/01/preschool-skill-builder-water-bottle.html) |

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| **Homework –** Up to *40 minutes* |
| Students will focus on working on their homework for the day.  **Coaches:** Give any help to students when asked. Help them work out any struggles they might have  **Tutor tip and resources:**   * Don’t give the answer to the students - help them work it out together. * For math, use visuals to help them see the problem clearer; Help them spot key words in word problems and how to solve it * For literature/English, help them sound out difficult words; if they are struggling and do not know the word, give them synonyms and give them a push to right direct |

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| **Clean Up– 5** *minutes* |
| Instruct students to pick up and throw away trash before they leave.   1. Pick up and throw away trash. 2. Sweep floor 3. Clean up WC supplies   **Coaches stay behind for a debrief**   * What was a high from today? * What was a low? * Did you have any special moments with the students? * Was everything clear in the curriculum? |