



# MEET MR. ANGRY ANT

## Program and Teacher Guide – Stage 3 / 4



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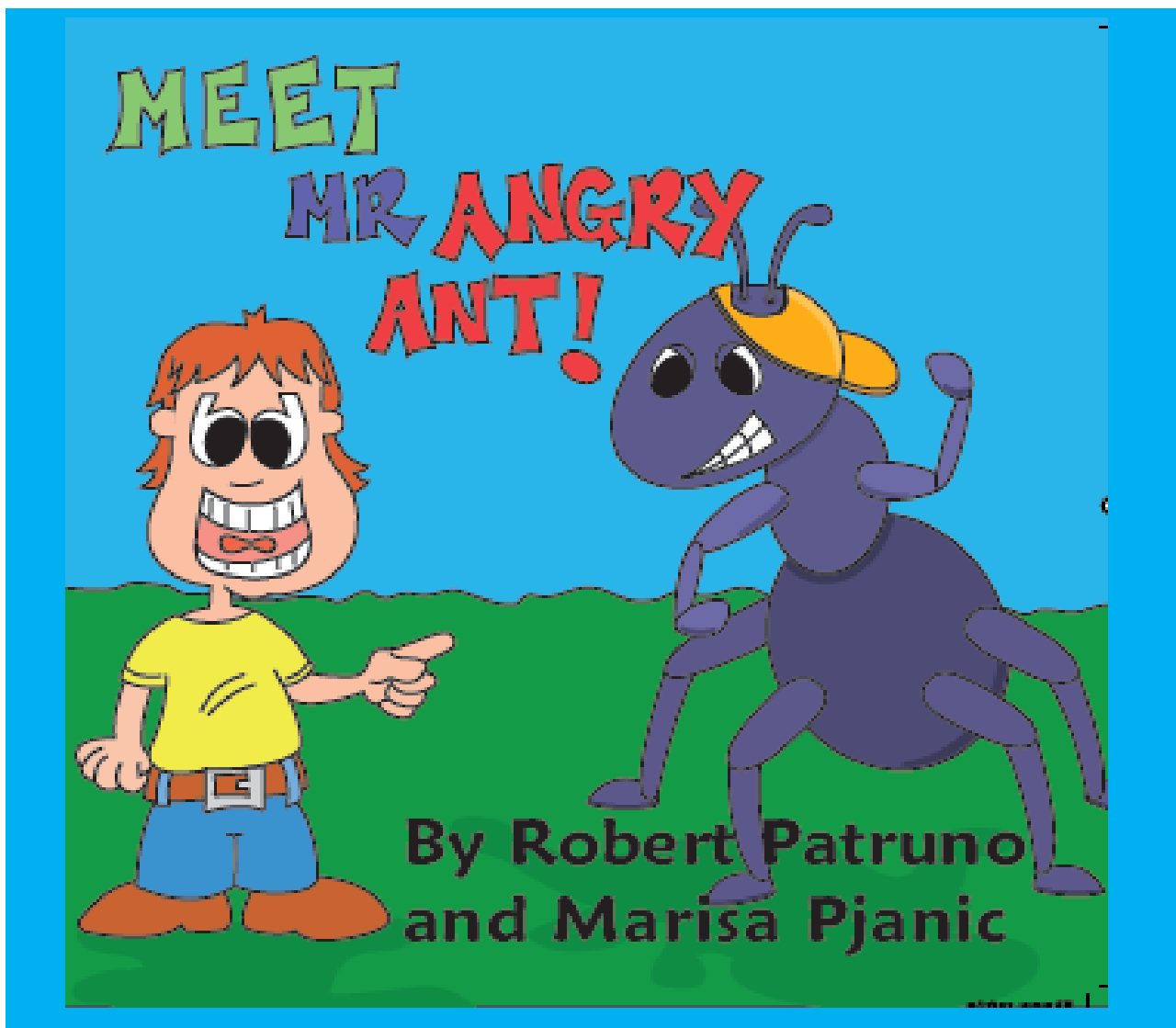
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# Meet Mr Angry Ant!

## Program and Teacher Guide



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## Program & Teacher Guide

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### **DISCLAIMER:**

While “Meet Mr Angry Ant!” was designed in consultation with educators and researchers, this program assumes no liability for the information provided. It is not intended to be a one-stop solution for anger-management issues experienced by individuals or groups and is meant for educational purposes only. It does not come with an express or implied warranty and assumes no liability for loss or damage. If the issues touched on in any of the program materials cause distress for anyone engaging with it, the following websites and contact numbers may be useful:

Beyond Blue	<a href="http://www.beyondblue.org.au">www.beyondblue.org.au</a>	Ph: 1300 22 4636
Helpline	<a href="http://www.sane.org">www.sane.org</a>	Ph: 1800 18 7263
Kids Helpline	<a href="http://www.kidshelp.com.au">www.kidshelp.com.au</a>	Ph: 1800 55 1800
Lifeline Australia	<a href="http://www.lifeline.org.au">www.lifeline.org.au</a>	Ph: 13 11 14
ReachOut.com	<a href="http://au.reachout.com">http://au.reachout.com</a>	

### **Acknowledgement:**

Jennifer Jones would like to acknowledge the influence of Dr Paul Dufficy, formerly a TESOL and Primary Education Lecturer at the University of Sydney, whose developing model of Engagement, Exploration, Transformation, Presentation and Reflection has informed significantly her own thinking about pedagogical staging and lesson design. These terms and general concepts are taken from handouts he provided to students in his TESOL Methodology classes offered as part of the Master of Teaching 1996-1997. Jennifer acknowledges that her own pedagogical and literacy and language teaching rationale is derived from Dr Paul Dufficy’s original framework.

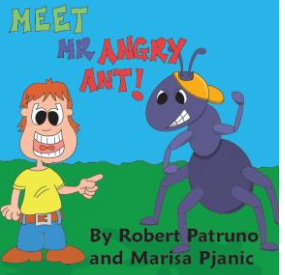
# Table of Contents

<b>1. Teaching &amp; Learning Program Overview</b>	<b>3</b>
<b>2. Options for Program Delivery:</b>	<b>12</b>
How the sections of the picture book correspond with the suggested sequencing of teaching/ learning activities & other options for program delivery	
<b>3. Detailed Teacher Guide, broken up by Section</b>	<b>17</b>
<i>Sections include:</i>	
▪ Key Focus	
▪ What is the Text doing?	
▪ Background Information for Teachers	
▪ Focus Questions	
▪ Pedagogical Staging	
▪ Suggested Activity Sequence	
▪ Related or Extension Activities	
▪ Word Bank	
▪ Suggested Resources/ Helpful Links/ References	
<b>Section 1: Orientation &amp; Complication</b> .....	<b>18</b>
<b>Section 2: Description</b> .....	<b>21</b>
<b>Section 3: Possible Explanations</b> .....	<b>25</b>
<b>Section 4: Suggested Strategies</b> .....	<b>29</b>
<b>Section 5: Reinforcing Coda</b> .....	<b>33</b>
<b>4. Questions for Facilitating Class Discussion of the Book:</b>	<b>35</b>
Page by Page breakdown	
<b>5. Main Activity Cards</b>	<b>42</b>
<b>Section 1: Orientation &amp; Complication</b>	
<b>1</b> Yes, No, Maybe: Reading & classification task	<b>43</b>
<b>2</b> Volcano of Emotions: Class poster and vocabulary task	<b>46</b>
<b>Section 2: Description</b>	
<b>3</b> Volcanic Eruption: When anger takes off (sequencing task)	<b>50</b>
<b>4</b> Mapping the Physiology of Anger: Class poster and reading task	<b>54</b>
<b>5</b> Making Anger Masks Part 1 (anger)	<b>59</b>
<b>Section 3: Possible Explanations</b>	
<b>6</b> Making Anger Masks Part 2 (underlying emotions)	<b>62</b>
<b>7</b> Maslow’s Hierarchy of Needs: Reading, matching & sequencing task	<b>67</b>
<b>8</b> Picturing Your Quality World: Visual representation task	<b>72</b>
<b>Section 4: Suggested Strategies</b>	
<b>9</b> Taking your Anger Outside: The effect of nature on calming you down	<b>77</b>
<b>10</b> Emotional Thermometer	<b>80</b>
<b>11</b> “Music Therapy”: Listening task	<b>86</b>
<b>12</b> Class Survey: What helps you manage your anger?	<b>90</b>
<b>13</b> Strategies Posters	<b>92</b>
<b>14</b> Hot-seat: Interviewing the Angry Ant	<b>97</b>

<b>15</b>	Mapping our Learning so far: Learning Map, Graphic Organisers & Story Cube	<b>104</b>
<b>16</b>	Designing and Making a Cooperative Board Game	<b>110</b>
<b>Section 5: Reinforcing Coda</b>		
<b>17</b>	Class Quiz Game	<b>122</b>
<b>18</b>	Self-Reflection Proformas	<b>129</b>
<b>Main Extension Activities</b>		
<b>19</b>	Mathematics Task: Relative & Brute Strength	<b>135</b>
<b>20</b>	Vocabulary Enrichment Task (Visual Arts & English): “Colours”	<b>141</b>
<b>6. Additional Activity Copy Masters</b>		
	<b>Print Master 1: Y-chart:</b> What does my school feel like/ look like/ sound like?	<b>148</b>
	<b>Print Master 2: Freeze Frame</b> – How do you know the ant is angry? & Musical Statues exercise	<b>149</b>
	<b>Print Master 3: Freeze Frame</b> – How is anger like a volcano?	<b>150</b>
	<b>Print Master 4: Text &amp; Unit Structure:</b> Poster of Picture Book textual organisation, student worksheet for understanding the sections of the book, Unit overview – with activities referenced to the book’s key sections	<b>151</b>
	<b>Print Master 5: Y-chart:</b> What does anger feel like/ look like/ sound like?	<b>154</b>
	<b>Print Master 6: Concept Map:</b> What is anger?	<b>155</b>
	<b>Print Master 7: Cause &amp; Effect Graphic Organiser:</b> Mapping the Angry Ant’s angry behaviour, its possible causes and consequences	<b>156</b>
	<b>Print Master 8: Scenarios Tables:</b> Outward reactions and underlying emotions	<b>157</b>
<b>7. Additional Tools and Resources</b>		
	<b>Emotional Regulation</b> (Source: Warby Behaviour Intervention Program)	<b>161</b>
	<b>List of Common Concerns</b> (Source: Warby Behaviour Intervention Program)	<b>163</b>

# 1. Unit Overview

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<b>PROGRAM TITLE</b>	<h1>“Meet Mr Angry Ant!”</h1> <p>This Program is based on the children’s picture book: <i>Meet Mr Angry Ant!</i> by Robert Patruno and Marisa Pjanic</p>	
<b>STAGE LEVEL</b>	<p>Pitched with Stage 3 and early Stage 4 outcomes in mind, this Program is designed for implementation with upper primary/ lower secondary students.</p>	
<b>DURATION</b>	<p>This Program has flexible delivery options. There are 20 Activity Cards, two of which are Extension Tasks, and all may be used selectively, although a suggested sequence for delivery is provided. Most of the core activities included suggestions for related activities. Most tasks have crossover with a number of KLAs such that the Unit as a whole could be delivered in an integrated curriculum approach across PD/H/PE, English, Science, Visual Arts, Mathematics and Music lessons.</p> <p>Some of the Activities are also suitable for delivery one-on-one with students.</p>	
<b>ORGANISATION</b>	<p>The Program is organised as a Teaching and Learning Kit, comprised of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Picture Book</u>: <i>Meet Mr Angry Ant!</i> by Robert Patruno and Marisa Pjanic</li> <li><input type="checkbox"/> <u>Teacher Program &amp; Guide</u>: with full teaching/learning program notes, background information, suggested activity sequence, Activity Cards and handouts, and other Print Masters</li> </ul>	
<b>BACKGROUND &amp; LINKS</b>	<p><b>Building Pro-Social Behaviours in School Communities:</b> The <i>Meet Mr Angry Ant!</i> picture book and accompanying Program were written as part of the “Every School Every Student” Project for Verona, Campbell House and Karringul Schools. <i>Meet Mr Angry Ant</i> follows on from the success of <i>Bigger than the Bully</i> (2012) by Robert Patruno and will be followed by another book and program <i>The Seed</i> by Robert Patruno and Marisa Pjanic, due for release late 2013.</p> <p><i>Meet Mr Angry Ant!</i> is launched as part of the “Changing Minds” Pro-Social Skills Education Conference, 8<sup>th</sup> August, 2013, a Professional Learning initiative of NSW DEC, Public Schools NSW, South West Sydney Region.</p>	
<b>UNIT FOCUS</b>	<p>The “Meet Mr Angry Ant!” Program utilises the picture book <i>Meet Mr Angry Ant!</i> by Robert Patruno and Marisa Pjanic in order to explore the issue of anger with a positive/strategic focus. The book initially describes what angry behaviour looks like, including some of its potential consequences, and also ponders some of its possible causes. However, the main emphasis is both simple and empowering, since it is centred on helping children to make positive choices, by developing appropriate strategies for anger management i.e. both preventing anger from building up and dealing with anger in the moment, before it becomes out of control behaviour. The framework for anger management used centres on the promotion of self-awareness as a key to self-regulation.</p> <p>The Unit is designed such that students will be engaged in:</p> <ol style="list-style-type: none"> <li>1. Exploring what the book is about at an analytical level, including fleshing out what angry behaviour looks like, its consequences and impact (direct and indirect), possible causes and triggers, and the concept of developing strategies that are going to best suit the needs of the individual in managing their own behaviour</li> <li>2. <i>Personal application</i>: exploring their own feelings and thinking about what happens for them when they get angry, including: possible triggers/ catalysts, other emotions that might be connected to anger, the physiology of anger, recognising the signals that anger might be building up, degrees of anger (the notion of an emotional thermometer) and exploring the concept of an escalation cycle. NB: This also includes an emphasis that it is healthy and valid to feel angry at different times.</li> <li>3. <i>Personal application</i>: Recognising and potentially applying individualised strategies which may support students to prevent and manage their anger – as opposed to repressing/</li> </ol>	

	<p>bottling up emotion or expressing anger in unhelpful and destructive ways.</p> <p>4. Representing what has been learned in a visual format via means of developing posters (individually), a chain of events map (in groups) and through this, a cooperative board game (also in groups).</p> <p>This Unit also works by giving students the opportunity to develop skills in cartooning while they explore the issues at stake, providing them both with an access point for the text but also a vehicle for both self-expression and visual representation of what they have learned.</p>		
<p><b>KEY CONCEPTS</b></p>	<p><b>The key concepts we want the students to learn:</b></p> <ul style="list-style-type: none"> <li>▪ knowledge and awareness about the emotional dynamics of behaviour, and angry behaviour specifically, including: direct and indirect outcomes of angry behaviour, the relationship between other emotions with anger, the importance of self-awareness and self-regulation and the notion of anger being controlled/out of control</li> <li>▪ developing skills in identifying/ locating angry emotions as they arise, via a focus on thinking about the physiology of anger, e.g. body language, muscle tension, heart-rate, facial expressions etc.,</li> <li>▪ developing awareness about stress and different levels of emotional intensity and conditions for increased susceptibility to “losing control”</li> <li>▪ knowledge and awareness about the importance of expressing how you are feeling through words to people who care for you, as well as the importance of friendship/ strong supporting relationships in building resilience</li> <li>▪ simple analysis of how emotions are conveyed through images/ cartoons from the picture book, and through language – including identifying some cartooning techniques and role-play</li> <li>▪ <u>Production Focus</u>: visual representation of information – through creating (i) a poster listing possible strategies for anger management; (ii) various learning maps and a “story cube” and (iii) a cooperative board-game with a resilience theme</li> </ul>		
<p><b>CONNECTED-NESS</b></p> <p><b>Why does this learning matter?</b></p>	<p><b>The learning matters because:</b></p> <p>Students are provided with simple strategies for reflecting on and managing anger.</p> <p>Exploring feelings and how to manage them, including expressing them in helpful ways, is a tool for the development of self-awareness, which promotes better emotional health and the development of resilience in children and young people.</p>	<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>▪ the emotional basis/dynamics of behaviour, especially angry behaviour</li> <li>▪ feelings - how to express and manage them in a positive way, and ways of managing negative emotions</li> <li>▪ elements of cartooning – as a medium for storytelling and expression</li> <li>▪ ways of organising ideas visually – concept maps, matrices, learning maps, graphic organisers</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>▪ identify the way feelings are represented and evoked in textual and graphic form</li> <li>▪ think reflectively about aspects of their emotional world</li> <li>▪ represent visually what they have learned about a topic in the constituent elements of a cooperative board-game</li> <li>▪ work independently and cooperatively in order to achieve work-oriented project goals</li> <li>▪ reflect explicitly on their own levels of engagement in learning and their progress in working towards explicit learning goals</li> </ul>



## SCOPE & SEQUENCE

The key point of engagement for the Unit is reading the picture book *Meet Mr Angry Ant!* The goal is that students explore and reflect on the issue of anger and anger management via analysis and discussion of this text but also alongside the opportunity to develop some skills in simple cartooning. These skills enable the students to access the ideas in the text more effectively at an analytical level but also equip them to be able to represent what they have learned in a form which combines cartoon graphics and text ie ultimately developing the cooperative board-game (a group task). The program is designed so that students will have lots of opportunity to practise and experiment with cartooning.

Students will look at how the text is organised structurally, with the primary focus of moving them through the stages of thinking about anger management presented there. Activities are thus designed to parallel the stages in the book's fable-like structure:

Stage in Book	Content Focus	Teaching/Learning Focus
<b>Orientation &amp; Complication:</b>	<ul style="list-style-type: none"> <li>What does it mean for anger to be "out of control"?</li> <li>What is "out of control" anger like?</li> </ul>	<b>Engagement/ Exploration</b> <i>Activities include:</i> <ul style="list-style-type: none"> <li>Semantic mapping</li> <li>Creating a collaborative class poster "the volcano of emotions"</li> </ul>
<b>Description:</b>	<ul style="list-style-type: none"> <li>What does it feel like to be angry?</li> <li>What does angry behaviour look like and sound like?</li> <li>What happens physiologically when you are angry?</li> <li>Who does it impact? How?</li> </ul>	<b>Exploration</b> <i>Activities include:</i> <ul style="list-style-type: none"> <li>Sequencing tasks: stages in an escalation cycle.</li> <li>Mapping the physiology of anger on a life-size poster of the human body</li> <li>Making anger masks (Part 1)</li> </ul>
<b>Possible Explanations:</b>	<ul style="list-style-type: none"> <li>Why do we get angry?</li> <li>What other emotions are connected to anger?</li> <li>Exploring theories about "human needs" as a way of understanding behaviour</li> <li>Antecedents and personal trigger points</li> </ul>	<b>Exploration/ Transformation</b> <i>Activities include:</i> <ul style="list-style-type: none"> <li>Scenarios: Identifying possible layers of emotion in situations</li> <li>Making anger masks (Part 2)</li> <li>Exploring Maslow's hierarchy of needs and Glasser's "Quality World"</li> <li>Exploring the impact of physical stress on the emotions, and identifying personal stress points</li> </ul>
<b>Suggested Strategies (towards a Resolution):</b>	<ul style="list-style-type: none"> <li>What are some potential strategies for anger-management?</li> <li>How effective are they?</li> <li><i>What do you need to do give yourself sufficient space to calm yourself down, take control and then effectively think things through?</i></li> </ul>	<b>Transformation/ Production</b> <i>Activities include:</i> <ul style="list-style-type: none"> <li>Bio-feedback – testing the relaxation effect of some suggested strategies</li> <li>Making an individual/ personalised "temperature chart"</li> <li>Class/school "Strategies" survey</li> <li>Making "Strategies" posters</li> <li>"Hot-seating" activity</li> <li>Making a "story cube"</li> <li>Creating a cooperative board-game</li> </ul>
<b>Reinforcing Coda:</b>	<ul style="list-style-type: none"> <li>Everyone can learn to manage their anger.</li> </ul>	<b>Reflection</b> <i>Activities include:</i> <ul style="list-style-type: none"> <li>Completion of quiz game (overview)</li> <li>Completion of key self-reflection &amp; feedback sheet</li> </ul>

The Unit thus moves through a number of activities designed to support students to access the key themes of the text as well as provide opportunity for skills practice – such as brainstorming, concept-mapping and visual representation of text (mind maps, “graphic organisers” etc.)

Finally, students will have the opportunity to bring together all that they have learned by working in small groups to develop a cooperative board game, featuring “Challenge” and “Strategies” cards. Students will work through a series of activities which will effectively scaffold them towards this work goal: “Strategies” class posters, “cause and effect” mapping, producing a story cube and then draft versions of the game itself.

At the culmination of the Unit, students will be given the opportunity to reflect on their own learning as well as their experience of the Unit as a whole, using a self-reflection tool (worksheets). This process will contribute towards the Unit’s evaluation.

## Target Outcomes

Stage 3 English	Stage 4 English	Stage 3/4 Science (National Curriculum)
<p><b>TS3.2</b> Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.</p> <p><b>RS3.5</b> Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.</p> <p><b>RS3.6</b> Uses a comprehensive range of skills and strategies appropriate to the type of text being read.</p> <p><b>WS3.9</b> Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p> <p><b>WS3.13</b> Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.</p>	<p><b>1</b> responds to and composes texts for understanding, interpretation, critical analysis and pleasure</p> <p><b>2</b> uses a range of processes for responding to and composing texts</p> <p><b>4</b> uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts</p> <p><b>5</b> makes informed language choices to shape meaning with accuracy, clarity and coherence</p> <p><b>6</b> draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts</p> <p><b>7</b> thinks critically and interpretively about information, ideas and arguments to respond to and compose texts</p> <p><b>9</b> demonstrates understanding that texts express views of their broadening world and their relationships within it</p> <p><b>10</b> identifies, considers and appreciates cultural expression in texts</p> <p><b>11</b> uses, reflects on and assesses individual and collaborative skills for learning.</p>	<p><b>Year 6 ACSU096:</b> Sudden geological changes or extreme weather conditions can affect Earth's surface</p> <p><b>Year 6 ACSIS103</b> With guidance, plan appropriate investigation methods to answer questions or solve problems</p> <p><b>Year 6 ACSIS108</b> Suggest improvements to the methods used to investigate a question or solve a problem</p> <p><b>Year 7 ACSIS125</b> Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed</p> <p><b>Year 7 ACSIS131</b> Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method</p>
Stage 3 PD/H/PE	Stage 4 PD/H/PE	
<p><b>DMS3.2</b> Makes informed decisions and accepts responsibility for consequences.</p> <p><b>INS3.3</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</p> <p><b>PSS3.5</b> Suggests, considers and selects appropriate alternatives when resolving problems.</p> <p><b>COS3</b> Communicates confidently in a variety of situations.</p>	<p><b>4.1</b> describes and analyses the influences on a sense of self</p> <p><b>4.2</b> identifies and selects strategies that enhance their ability to cope and feel supported</p> <p><b>4.7</b> identifies the consequences of risk behaviours and describes strategies to minimize harm</p> <p><b>4.11</b> selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations</p>	<p><b>4.12</b> assesses risk and social influences and reflects on personal experience to make informed decisions</p> <p><b>4.13</b> demonstrates cooperation and support of others in social, recreational and other group contexts</p> <p><b>4.15</b> devises, applies and monitors plans to achieve short-term and long-term goals</p> <p><b>4.16</b> clarifies the source and nature of problems and draws on personal skills and support networks to resolve them</p>
Stage 3/4 Mathematics		Stage 3 Visual Arts
<p><b>NS3.3</b> Selects and applies appropriate strategies for multiplication and division</p> <p><b>NS3.4</b> Compares, orders and calculates with decimals, simple fractions and simple percentages</p> <p><b>NS4.3</b> Operates with fractions, decimals, percentages, ratios and rates</p> <p><b>DS3.1</b> Displays and interprets data in graphs with scales of many-to-one correspondence</p> <p><b>DS4.1</b> Constructs, reads and interprets graphs, tables, charts and statistical information</p>		<p><b>VAS3.1</b> Investigates subject matter in an attempt to represent likenesses of things in the world</p> <p><b>VAS3.2</b> Makes artworks for different audiences assembling materials in a variety of ways.</p>
<p><b>Values and Attitudes Outcomes, apply across Stage levels, K-6:</b></p> <p><b>V1</b> refers to a sense of their own worth and dignity;</p> <p><b>V2</b> respects the right of others to hold different values and attitudes from their own;</p> <p><b>V3</b> enjoys a sense of belonging;</p> <p><b>V4</b> increasingly accepts responsibility for personal and community health</p>		

*NB: Unless otherwise specified, all Syllabus Outcomes are taken from NSW Board of Studies syllabus documents.*

## Special Needs:

### **Accessibility:**

This Unit is designed to be as hands-on and communicatively based as possible. There is lots of opportunity for students to explore concepts visually or through more concrete experiential learning, before they are required to complete any literacy-based tasks. However, these tasks can be further broken down to be made more accessible to students with low literacy or to students with intellectual disabilities. In many cases, whole activities could be left out if needed, in order to give more time to complete the more hands-on tasks.

### **Sensitivity of Content:**

In relation to the topic focus of the program itself, a number of potential areas of sensitivity should be explicitly noted:

1. **Students with anger issues:** Just as the *Meet Mr Angry Ant!* picture book tells us, it is not always immediately apparent what the underlying causes of anger might be. Indeed, when a child displays regular and ongoing uncontrolled anger, it can be symptomatic of any number of possible causes, eg: frustration due to inappropriate management of an existing special need (such as Autism Spectrum Disorders or a diagnosed/ undiagnosed learning difficulty), an underlying medical/physiological issue, bullying, exposure to trauma or abuse, as well as a combination of other complex mental health issues.

This picture book and accompanying Program have been developed because of the observed increase in outward displays of aggressiveness and anger amongst children and young people in school communities generally, suggesting the need for classroom resources to explicitly address this and to promote student development of self-awareness and effective self-management generally. However, it should be emphasised here that if an individual student is displaying ongoing issues with anger, it is vital that an appropriate referral process is followed, such that firstly the underlying causes can be identified but also that the student can begin to access the more specialised resources to which they are entitled. *In other words, this Program is not a replacement for expert intervention.*

2. **Students on the Autism Spectrum:** Since a key emphasis of this Program is on enabling students to become more aware about the emotional dynamics of their behaviour, including potentially recognising/ locating different feelings, this has certain implications for working with students with Autism Spectrum Disorders. In particular, the Unit involves activities which require students to both practise interpreting feelings from the way people are portrayed in cartoons and in graphics, and to practise representing/ portraying feelings through mime, role-play, and in cartoon drawing. These skills can be particularly difficult for students with this kind of developmental disability to achieve and so explicit and supported teaching is even more necessary. In this case, it would be strategic for students requiring additional support to be given supplementary one-on-support support, if possible outside of regular class time, as well as additional assistance from an SLSO to complete class activities – amended or adjusted as needed.

## Multicultural Perspectives:

There can be cultural variations in both perceptions about temperament and how/what is perceived to be appropriate in expressing emotions. Some cultures are seen to be more “fiery” than others, by cultural insiders as well as those outside the culture, and these “stereotypical” images might be worth exploring in terms of both what they say (oversimplification) but also what they don’t say (leaving out the complexity). In some cultures also, the cultural requirement to “save face” is deeply embedded and so open displays of emotion are more likely to be condoned socially. However, in this case, angry feelings are just as real and it doesn’t necessarily mean anger is always dealt with in ways that are healthy or sustainable long-term (i.e. won’t give way to outbursts at some later point, perhaps in the privacy of a home environment). Potentially, all these issues could be explored openly in the context of class discussion, particularly in sharing experiences and in talking through scenarios.

The key focus of the book *Meet Mr Angry Ant!* and the accompanying Unit is in helping students to take positive steps to manage their emotions, through developing self-awareness. In addition a theme which emerges here is the importance of building relationships which promote trust and a safe place, for individuals to be heard, valued and seen, i.e. the experience of genuine community. These issues are relevant to all children and young people regardless of their cultural background. In terms of further community contextualisation, Community School Liaison Officers should be a key point of contact to teaching staff in Implementing this unit.









## Aboriginal Perspectives:

Potentially one of the most powerful ways that students, both indigenous and non-indigenous, can engage with the issues raised in *Meet Mr Angry Ant!* is through appropriate sharing of stories or appropriate disclosure, particularly by adult facilitators. This would include sharing experiences or insights as to where they, as individuals, have gone wrong or what they have observed their own emotional triggers to be (tiredness, being sick etc.) and also how they have learned from their mistakes, or worked through things positively. Throughout the program there is opportunity through some of the suggested questions and also the activities themselves for this kind of more intimate discussion to occur, which potentially, will help build a culture in the class room where students feel safer to be themselves and to share more openly (appropriately) about their own experiences. With appropriate briefing and a shared understanding about the Unit goals, there is real place for Aboriginal elders and community leaders to be involved in this kind of classroom conversation alongside teachers and school counsellors.

The activities in this Unit are designed to be communicative and interactive, engaging students in the learning process together through exploratory talk as well as non-verbal hands-on tasks in order to make sense of and work out concepts for themselves, as individuals, in small groups and as a whole class. This is complementary to the 8 ways of Aboriginal learning also and some of these links are further outlined below.

As with other Units in this series, it is important that *Meet Mr Angry Ant!* be seen in terms of whole school processes of community engagement, whereby involvement of key stakeholders such as Aboriginal parents and elders is part of a wider and more systematic process, rather than a token link. This way, community participation in the class room will work to reinforce the key principles in the book in a way which is especially meaningful and empowering to indigenous students, but also help to foreground any possible points of sensitivity for the specific student grouping, ahead of lesson implementation.

## 8 ways of Aboriginal Learning

			
<b>Land Links</b>	<b>Story Sharing</b>	<b>Community links</b>	<b>Learning maps</b>
<ul style="list-style-type: none"> <li>School Y-chart: Increasing awareness of place; thinking about the environment of school as the setting for the picture book and the environment for learning</li> <li>Positive Strategies: Taking your anger outside</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate disclosure by adult facilitators</li> <li>Use of scenarios &amp; role-play</li> <li>Use of cartoon picture book (narrative/ fable text) as initial point of engagement – learning through story-telling</li> <li>Involvement of community elders, where possible</li> </ul>	<ul style="list-style-type: none"> <li>Involvement of community elders &amp; parents, where possible</li> <li>Emphasis on learning through cooperative based activity (pair work and small groups)</li> <li>All key production tasks of the Unit are cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>Use of graphic organisers including maps of where we have been and where we are going</li> <li>Use of mind maps on large sheets to document whole class learning</li> </ul>
			
<b>Non-Verbal</b>	<b>Symbols and Images</b>	<b>Deconstruct Reconstruct</b>	<b>Non-linear</b>
<ul style="list-style-type: none"> <li>Multi-modal classroom: emphasis on hands-on engagement with concrete/visual materials</li> <li>Making posters, drawing cartoons, representing information visually</li> <li>Emphasis on body language of emotions</li> </ul>	<ul style="list-style-type: none"> <li>Analysing cartoon graphics in picture book</li> <li>Representing ideas symbolically through visual recreation: volcano of emotions, temperature chart</li> <li>Key “literacy” tasks are also visual/ symbolic organisers of information (story-map and board-game)</li> </ul>	<ul style="list-style-type: none"> <li>Moving from: reading the picture book → to analysis and deconstruction, → to component/ related activities → to bringing everything together/ reconstructing via means of producing a cooperative board game</li> </ul>	<ul style="list-style-type: none"> <li>Cyclical process of engagement, exploration, transformation, production, reflection, re-engagement within lessons but also across the whole Unit</li> <li>Lots of themes and component parts brought together and then re-presented in a new format</li> </ul>

Numeracy Strategies Improve Targets	Literacy Strategies to Improve targets	ICT Strategies & Target Areas	
<ul style="list-style-type: none"> <li>▪ <u>Extension activity</u>: exploring the difference between brute strength and relative strength in animals, encompassing: rank order task, putting data into a table, accessing mathematical data from written descriptions, calculations and problem-solving</li> <li>▪ sequencing exercises</li> <li>▪ spatial organisation in regard to poster and board game production</li> <li>▪ peer scoring of student work</li> </ul>	<p><i>Student learning is supported by literacy-based worksheets which support basic skills development. However, the whole Unit design is underpinned by a Functional Grammar model of language and literacy teaching. This is reflected in:</i></p> <ul style="list-style-type: none"> <li>▪ Multi-modal language-based activities which build towards independent writing as a goal of the Unit</li> <li>▪ Activity design which facilitates the gradual recasting of everyday language for talking about anger into more technical and potentially more expressive communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of interactive whiteboard</li> <li>▪ Potential for students to produce a cooperative board game with ICT elements, incorporating interactive elements (interactive whiteboard or other technologies available)</li> <li>▪ Potential for graphics editing/ manipulation – taking photos of students acting out feelings, then editing/ sequencing on computer or transforming into cartoon interpretations</li> </ul>	
Assessment		Key Resources	
<ul style="list-style-type: none"> <li>▪ Formative assessment: ongoing completion of set class tasks</li> <li>▪ Key summative assessment task: production of a cooperative board game</li> <li>▪ Peer-led assessment as an integral part of the assessment of the key task</li> <li>▪ Student self-assessment proformas, in review of the Unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Copies of the book <i>Meet Mr Angry Ant!</i> by Robert Patruno and Marisa Pjanic</li> <li>▪ Data projector</li> <li>▪ Big screen</li> <li>▪ Interactive whiteboard</li> <li>▪ Access to PCs</li> <li>▪ Digital camera</li> <li>▪ Laminator &amp; lamination sheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Copies of Teacher Booklet</li> <li>▪ Copies of Student Activity Cards (laminated)</li> <li>▪ Copies of additional activity worksheets, including sequencing activities</li> <li>▪ Equipment to support role-play activities including props</li> <li>▪ Butcher's paper</li> </ul>	<ul style="list-style-type: none"> <li>▪ Materials for poster/ story cube production</li> <li>▪ Drawing materials – B, 2B pencils, erasers, coloured pens, textas, coloured pencils</li> <li>▪ Cardboard and other materials for making board game</li> </ul>

Intellectual Quality	Quality Learning Environment	Significance	Evidence of Learning
<p>Intellectually challenging tasks – the key assessment tasks for each Unit are Stage appropriate, as is the level of analysis required – all learning tasks are broken down so that explicit and systematic teaching is emphasised.</p>	<ul style="list-style-type: none"> <li>▪ Clearly articulated learning objectives – including moving towards a relevant and intellectually challenging production task, such that students know where they are going and why, with high expectations for success</li> <li>▪ Hands-on and play-based tasks to promote concrete experience with learning concepts, and as a means of creating and sustaining student engagement</li> <li>▪ Explicit assessment criteria – in which peer-assessment, based on shared understanding of those criteria, is integral to the assessment process</li> </ul>	<p>The book <i>Meet Mr Angry Ant!</i> is based on research about anger management, as well as in the authors' own knowledge and experience of working with students with behavioural problems in a specialised setting. It is recommended that the Unit be implemented in the context of a whole school approach to student welfare, such that it is contextualised as much as possible with the needs of the school community.</p> <p>Connections are made throughout the Unit between students' existing knowledge, the world of the text and "real life" experience.</p>	<ul style="list-style-type: none"> <li>▪ Engagement in class-based activities</li> <li>▪ Completion of various activities – individual, pair-based &amp; small group tasks</li> <li>▪ Assessment Tasks – satisfactorily completed</li> <li>▪ Presentation/ discussion of completed assessment tasks – one-on-one/ small groups</li> </ul>

## 2. Options for Program Delivery:

How the sections of the book correspond with the suggested sequence of activities & other options for program delivery

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## Options for Program Delivery

As outlined in the previous section of this Manual, this Teaching/Learning Program has been designed such that the sequence of activities and Activity Cards corresponds with the textual organisation of the picture book *Meet Mr Angry Ant!*

Thus, it is intended that although students will look at how the text is organised structurally, the primary focus is moving them through the stages of thinking about anger management presented in each Section of the book.

<b>How the sections of the book correspond with the suggested sequence of activities</b>			
<b>Textual Organisation of <i>Meet Mr Angry Ant!</i>, by Section</b>	<b>Broad Content Focus of Section</b>	<b>Teaching/ Learning Focus</b>	<b>Activity Cards</b>
<b>➊ Orientation &amp; Complication</b> pp3-8	Engaging with the book, its focus and the Program as a whole	Engagement → Beginning Exploration	1-2, Ext 19
<b>➋ Description/ Definitions of Anger</b> pp9-13	Applying a more technical lens to understanding anger	Exploration → Transformation	3-5
<b>➌ Possible Explanations</b> pp14-17	Exploring the emotional, motivational and situational dimensions of anger	Exploration → Transformation	6-8
<b>➍ Suggested Strategies (towards a Resolution)</b> pp18-31	Exploring strategies for anger-management & bringing together the key focuses for the Program as a whole	Exploration → Transformation → Production/ Presentation	9-16, Ext 20
<b>➎ Reinforcing Coda</b> pp32-33	Reviewing and reflecting on what has been learned in the Program and on the processes of learning	Reflection/ Review	17-18

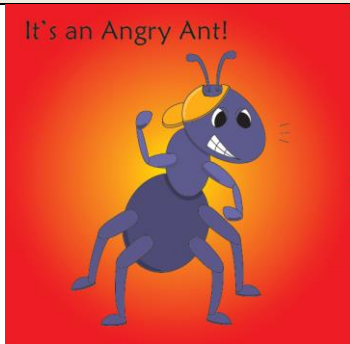
So, while the Activity Cards have been designed to fit together sequentially with a clear pedagogical rationale, it is worth emphasising that single Activity Cards can also be used selectively, either as single activities or in other combinations, in whatever form works best for the target students. The Program is designed to be a toolkit for teacher use and all the Activity Cards contain suggestions for either possible related activities, alternative versions or helpful links. Activity Cards can also be adapted so that they are suitable for implementation one-on-one, and many of the activities would work very well delivered with small groups as well as with a whole class.

**Nevertheless, a more detailed breakdown of the Unit’s organisation and suggested activity sequence is provided over the following pages.**

*NB: The key production/ presentation goals within the Unit, including the “Strategies Poster” (Activity Card 13), Story Cube (part of Activity Card 15) and Cooperative Board Game (Activity Card 16) are designed such that many of the preceding activities in the lesson sequence provide part of the scaffolding process for the task itself. This should be taken into account in teacher planning, when adapting the Unit.*



Picture Book Section	What the Text is doing...	Key Teaching/ Learning Focus and Activities
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pp3-8

### 1. Orientation & Complication

#### Orientation

- **Where?** – “at my school”
- **Who?** – at “my’ school (narrator is main character/narrator from Bigger than a Bully)
- **What?** – an Angry Ant

#### Complication

- **Problem is** ... more explosive than a volcano/ stronger than an elephant etc.
- **Additional Complication** . . . “no one knows why he does it”

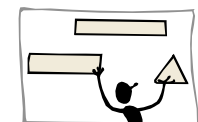
### 1. Engagement/ beginning Exploration

#### Content Focus

- **Q: What do we already know about anger?** – What have we seen & experienced, what have we felt and what do we know?
- Q: What does it mean for anger to be “out of control”?
- Q: What is “out of control” anger like?
- **Exploring the “Angry Ant” metaphor**
- **Semantic mapping (anger)**

#### Main Activities

- Pre-reading tasks: including Y-chart (my school)
- FREEZE FRAME: Q: How do you know the Ant is so angry? including taking digital photos of angry faces & body language
- FREEZE FRAME: Q: How is anger like a volcano?
- Brainstorming words/ phrases to describe anger
- Creating a collaborative class poster: Volcano of emotions (semantic classification/ cartooning/ visual organisation of information task)
- Text Type Analysis & Unit Overview
- Extension Task (Mathematics): Brute strength and relative strength



pp9-13

### 2. Description

#### Answering these questions about the Angry Ant:

- What does it look like when the Ant gets angry?
- What does he do?
- How does this affect others?
- How does this affect the Angry Ant?

#### Leading to a more technical discussion of anger:

- What does it feel like to be angry?
- What does angry behaviour look like and sound like?
- What happens physiologically when you are angry?

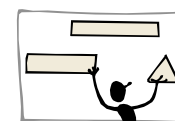
### 2. Exploration

#### Content Focus

- **Defining/ describing angry behaviour**
- Exploring stages in an escalation cycle
- Physiology of anger, including identifying noticeable physiological symptoms and also hidden effects of anger
- **Facial expressions and body language of anger**

#### Main Activities

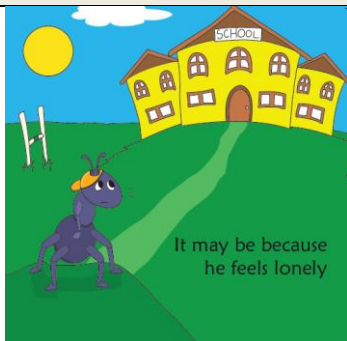
- Concept map: Anger
- Extending the volcano metaphor: sequencing activity (escalation process)
- Mapping the physiology of anger: life-size poster profile of the human body
- Cartooning practice: angry facial expressions
- Making “Anger Masks” (Part 1): mask of anger



## Picture Book Section

## What the Text is doing...

## Key Teaching/ Learning Focus and Activities



pp14-17

### 3. Possible Explanations

Answering these questions about the Angry Ant:

- So why might the Angry Ant be angry?
- What experiences may he have had?

Giving shape to more general implications:

- What other emotions can give rise to anger?
- What experiences/ situations might cause you to feel angry? Why?

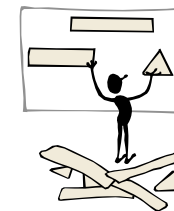
### 3. Exploration → Transformation

Content Focus

- Exploring some of the reasons why we get angry.
- Facial expressions and body language of emotions
- Emotions underlying or connected with anger
- Exploring Maslow's hierarchy of needs, including identifying potential points of susceptibility to anger

Main Activities

- Graphic Organiser: Cause & Effect
- Scenarios: outward reactions and underlying emotions
- Making "Anger Masks" (Part 2): underlying emotions (what lies beneath), including cartooning practice
- Sequencing Activity: Maslow's hierarchy of needs
- Visual representation Task: picturing your "Quality World" (William Glasser)



pp18-31

### 4. Suggested Strategies (*Towards a Resolution*)

- Putting forward the possibility of change
- Providing a way forward by suggesting positive steps which might help the Angry Ant to take control of his anger
- Emphasising that all individuals are different – and that a variety of different strategies are possible

### 4. Transformation/ Production

Content Focus

- Strategies for anger-management
- Bio-feedback
- Degrees of anger and emotion
- Cause and effect in dealing with anger
- **Bringing it altogether:** how do we demonstrate what we have learned? How do we make learning public?

Main Activities

- Taking your anger outside: Activity in thinking about the effect of nature on calming your body down.
- Making an "Emotional Thermometer"
- Exploring the effect of music on emotions
- Class survey: What helps you manage your anger?
- Making "Strategies" posters
- "Hot-seating": role play interviewing Mr Angry Ant (Q&A)
- Learning maps, cause & effect graphic organiser & "Story Cube"
- Creating a cooperative board game (in small groups)



## Picture Book Section

## What the Text is doing...

## Key Teaching/ Learning Focus and Activities



pp32-33

### 5. Reinforcing Coda

- Summarising the key point and the key implication:

**“Choices and actions, it’s all up to you!”**  
**“If Angry Ant can do it, you can too!”**

### Reflection

#### Content Focus

- Looking back on **what** we have learned
- Looking back on **how** we have learned
- Reflecting on where we have come from
- **Thinking about what this means for us as we look forward – applications and implications (for individuals, families, schools, communities)**



#### Main Activities

- Completion of class quiz game (reviewing content of Unit)
- Guided class discussion/ reflection
- Self-assessment/ personal reflection proformas

# 3. Background Information for Teachers & Teaching Guide

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## Section 1: Orientation & Complication i.e. “Meet Mr Angry Ant...”

At my school...



3

There is something smaller than a pebble.



4

Stronger than an elephant.



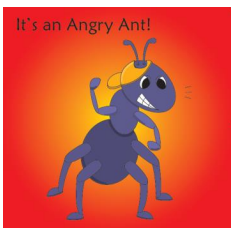
5

More explosive than a volcano.



6

It's an Angry Ant!



7

No one knows why he is angry.



8

Picture Book  pp3-8, Activity Cards 1-2, Ext. Card 19

### Key Focus (in a nutshell)...

- Although a single individual in your class or your school may have an anger problem, the impact can be significant and far-reaching.
- Like all behaviour, angry behaviour doesn't come with an explanation attached – i.e. as to the possible triggers or as to the underlying causes.

### What is the Text doing?

#### *Orientation & Complication*

**Orientation** to the setting and main characters, including the narrator, and what the story is going to be about:

**Where?** – “at my school”

**Who?** – at “my” school (narrator is main character/narrator from *Bigger than a Bully*)

**What?** – an Angry Ant i.e. this is about Mr Angry Ant and what is going on for him.

#### **Complication/Problem** is

... there is something more explosive than a volcano/ stronger than an elephant etc

**Additional Problem** . . . no one knows why he [Mr Angry Ant] does it (the implication is: not even Mr Angry Ant knows)

### Background Information for Teachers

It is possible for all of us to lose it from time to time, to a degree. We are not perfect! However, angry behaviour can range from inappropriate and uncomfortable, for those who are witnessing it, to aggressive and even highly destructive. Indeed when someone's behaviour is genuinely out of control, the potential impact can be far-reaching, and even devastating. “Mr Angry Ant” is small but mighty in terms of his capacity to impact those around him with his anger, projected unseeingly into his environment.

As described graphically in the book, an anger problem is characterised by explosiveness – strong, abrupt and out of control eruptions of emotion. However, as with all presenting behaviours, the challenge is that issues of anger do not come with an explanation attached. We don't know why “Mr Angry Ant” is angry, but he is.

Anger is often talked about as a secondary emotion. Underlying it, triggers might include feelings and experiences such as: grief, loss, hurt, frustration, embarrassment, loneliness and isolation, a sense of powerlessness, chronic stress and fear. The reality is however, when we see someone demonstrate uncontrolled anger, we don't really know what is going on for them. We can only guess. The additional implication in the book of “no one knows why he is angry” is that not even the Angry Ant understands why.

This is a key implication and theme within this the *Meet Mr Angry Ant!* picture book and accompanying Teaching/Learning Program. The development of self-awareness is integral to personal growth, and the development of resilience in children and young people, and in this case, specifically, to truly effective anger management. Out of control behaviour can become a habitual response. It is often all feeling and no thinking. Whilst we can't always control the emotional triggers and experiences which may lead to anger, we can learn to recognise when we are getting angry. This is a step

towards being able to stop and ask ourselves “why” and even to being able to locate the feelings which might underlie the anger itself, but it is also a way for us to take positive steps towards preventing anger from getting out of control, in the first place.



### Focus Questions

- What is anger? What does it look like?
- What does it feel like...?
  - ...to be angry?
  - ...to be on the receiving end of anger?
- What does it mean to be “an Angry Ant”?
- Why do you think the writers have chosen the character of an ant? (Cue: relative strength)
- How is anger like a volcano?
- Does anger always have to be out of control?



### Pedagogical Staging: Engagement/ Exploration

- *How can we get students involved and interested?*
- *How can we get them exploring the issues for themselves?*
- *How can we help students to make connections between what they already know and where we are going with this?*
- *Which activities will best support students to engage with this at a concrete level?*



### Suggested Activity Sequence

#### Setting up the students for reading the book:

1. **Pre-reading:** Y-chart: What does your school feel like/ look like/ sound like? (**Print Master 1**) Predictive Question: What do you think this book will be about?
2. **During Reading:** “Page by Page” guided questions **pp35-43**
3. **Post-reading:** 3 Level Guide (YES, PROBABLY, MAYBE) (**Activity Card 1**)

#### Follow on activities:

4. **“Freeze Frame: What does anger look like?”** (📖p7): Q: How do you know the ant is so angry? (body language, facial expression, use of colour) Q: Why do you think the ant is so angry? (**Print Master 2**)
5. **Semantic Brainstorm:** – words/ phrases used for anger (on the whiteboard)
6. **“Freeze Frame: How is anger like a volcano?”** (📖p6) (**Print Master 3**)
7. **Class Poster “Volcano of emotions”** (**Activity Card 2**)
8. **Poster of Book Structure/ Unit Overview:** Book structure analysis as way of previewing structure of the whole Unit and focusing on key learning focuses for the Unit (**Print Master 4**)
9. **Things to talk about:** Q: When do you get angry? (facilitated discussion/ quiet student reflection)



### Related or Possible Extension Activities

1. **Maths Activity** “Relative strength vs brute strength”– including rank order task, comparison matrix, doing the maths calculations (**Activity Card 19**)
2. **Science Activity:** Make a safe and simple “volcanic eruption” using non-toxic household chemicals.

INSTRUCTIONS: [www.weatherwizkids.com/experiments-volcano-baking-soda.htm](http://www.weatherwizkids.com/experiments-volcano-baking-soda.htm)

DEMONSTRATION: [www.youtube.com/watch?v=5aOd4cc9Mww](http://www.youtube.com/watch?v=5aOd4cc9Mww)



### Word Bank:

explosive, angry, irritated, annoyed, fuming, incensed, irate, livid, enraged, furious, mad, “pissed off”, indignant, provoked, shirty, outraged, steaming, upset, testy, raging, het up, uncontrolled, frustrated, cross, boiling, heated

blow up, get out of control, see red, lose it, wreak havoc, cross the line, hot under the collar, mad as hell, boil over, blow your top, erupt, snap



### Suggested Resources/ Helpful Links

There are a range of resources available on-line and in print to support anger management, although not all are designed with children and young people specifically in mind. Both of these resources feature ideas complementary to those in this Unit, and are particularly useful because the resources they provide are either fully “photocopiable” or free:

- **Galey, Paula** *Keep Cool: Strategies for Managing Anger at School*, published by User Friendly Resource Enterprises Ltd Book No 331, February 2003.
- **Sharon Lawton** is a performance coach based in Hertfordshire, UK, who amongst other things has put together a website focusing on anger-management. Her website contains quite a number of free resources including posters, information sheets and other tools as well as other helpful web links which are worth looking at, many designed with children in mind: [www.natural-flair.co.uk/Anger.html](http://www.natural-flair.co.uk/Anger.html)

## Section 2: Description



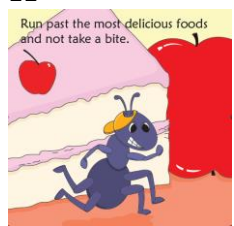
9



10



11



12



13



Picture Book  pp9-13, Activity Cards 3-5

Key Focus (in a nutshell)...

- Out of control angry behaviour can have various negative impacts, both for those on the receiving end (either directly or indirectly) as well as for the individual who is angry, especially when it is habituated.
- **Looking deeper:** What happens physiologically and neurologically when we get angry? How does understanding this help us to define and describe what anger is, as well as to lead us into thinking about ways to constructively manage our anger?

What is the Text doing?

Description

Answering these questions about the Angry Ant:

- What does it look like when the Ant gets angry?
- What does he do?
- How does this affect others?
- How does this affect the Angry Ant?

Pointing to a more technical discussion of anger via these questions:

- What does it feel like to be angry?
- What does angry behaviour look like and sound like?
- What happens physiologically when you are angry?

Background Information for Teachers

In this Section, students start by further exploring the “volcano of emotions” as a metaphor for understanding what happens when angry behaviour escalates as a response to a trigger. This allows students to begin to explore the notion that behavioural responses can escalate and to draw attention to the possible contributing factors.

In addition, the activities focus on understanding what happens neurologically and physiologically when we are angry. This scientific perspective is important because it gives students the tools to analyse anger at a different level again, and potentially to apply this in relation to their own self-regulation of emotions.

The text used as part of **Activity Card 4** (Mills, 2005; Edmonds, 2008; see References), tells us that as human beings, we are wired so that certain strong emotions such as anger and fear trigger a physiological response literally before the message of what has happened has reached our cortex, the part of our brain which is responsible for reasoning. The implication is that managing our own emotions, especially anger, is not something we as human beings do instinctively. Rather it is very much a learned process.

This physiological process does vary somewhat between individuals, in terms of the degree of intensity of physical symptoms (ibid.). However, like all of our emotional responses, how we respond when we are angry can become habituated, so if we don't learn to manage our anger constructively, and many people don't, we may get trapped in a cycle of angry behaviour along certain lines. In this cycle we react to various trigger-points without explicitly thinking through just what is shaping our response or reflecting on positive replacement behaviours. Largely our behavioural habits are formed and perpetuated because we are rewarded either internally or externally in some way, even if those rewards are dysfunctional. Indeed, according to the Warby



Behaviour Intervention Program notes on “Emotional Regulation” included in the “Additional Tools” Section of this Manual, people who are frequently angry and demonstrate strongly negative angry behaviours often do so as the result of thinking which has become distorted over time for a whole variety of reasons. This is where skills training as well as empathetic listening are vital (see **References/ Links**). Often, it is only with the support of others that we can begin to locate what is going on for us, to see things from a new or different perspective, as well as be supported to see alternative ways of behaving and make changes accordingly.

**NB:** Understanding the physiology of anger brings into focus the fact that ***the feeling of anger, in and of itself, is neither unhealthy nor inherently wrong***. It is a part of being human. Rather, the issue is with ***how anger is expressed***.

In this vein, UK psychotherapist Nick Luxmoore emphasises that low grade anger as an emotional response is sometimes used as an indicator of *good* mental health, because it is part of our natural survival response to a perceived threat. He says it is “the opposite of depression” in psychological terms because it means “being alive, committed, energetic and potentially creative” (Luxmoore, 2011). Amongst other things, Luxmoore talks extensively about how young people often have very good reasons to feel angry and these underlying reasons for anger should not be quickly dismissed or overlooked in the process of trying to “fix their anger problem” (this is discussed further in the next Section).

**Special Teacher Note:** In view of this perspective, it is important to point out here that when anger is not present, and it “should” be, that when there is evidence of disconnection or disassociation, depression or withdrawal, that this is an indicator for a young person being “at risk” in relation to mental health. Furthermore, children and young people who have experienced trauma at various levels may also actually exhibit these kinds of depressive behaviours ***in combination with*** outwardly destructive behaviour such as anger and aggression. As such, with children presenting any combination of these behaviours, we must emphasise that it is vital an appropriate referral process is followed.

### **NSW DEC Terminology: Understanding the Disability Codes for Mental Health**

There are three different types of disability categories for mental health recognised in the NSW public school system. The categories are:

1. **MH1: internalising (ED - Emotional Disorder):** This might be typically seen as mental health issues with a more inward focus, including depression, anxiety and self-harming behaviours.
2. **MH2: externalising (BD - Behavioural Disorder):** This kind of mental health issue is outwardly focused, and may be typified by strongly manipulative, inappropriate and aggressive/angry behaviours.
3. **MH3: internalising and externalising** (combination of both emotional and behavioural factors): This is where both kinds of behaviours are present.





## Focus Questions

- What does anger look like when it is out of control?
- What are the consequences when we “lose it”? How can our behaviour impact others/ ourselves?
- Who are the “winners” and “losers” when anger gets out of control? Are there any true “winners”?
- What happens, physiologically and neurologically, when we get angry?
- How does finding out what is happening for us from a scientific viewpoint help us to understand anger more effectively?
- Does anger always have to be out of control?
- Is anger always bad?
- What might anger look like when it is under control?



## Pedagogical Staging: Exploration

- *How can we get students exploring the issues for themselves?*
- *How can we support the students to analyse the issues?*
- *How can we keep the learning hands on at this key exploratory stage?*
- *How can we build on what we have already done?*



## Suggested Activity Sequence

1. Concept map/Y-chart: Anger (Print Master 5)
2. Re-visiting *Volcano of Emotions* poster: What do we remember?
3. Sequencing Task: Stages in Escalation Cycle matched with Stages in volcanic eruption to highlight the distinction between build-up or escalation and actual eruption (**Activity Card 3**).
4. Key Question (Towards Transformation): What about what happens next? Exploring the parallel further - What are the **outcomes** when a volcano erupts or someone “loses it”?
5. Mapping the Physiology of Anger: Drawing a life-size profile of human body and then labelling where anger is felt/ experienced as a sensation (eg stomach pains, increased heart-rate, sweaty palms, clenched jaw etc) (**Activity Card 4**)
6. Taking digital photos (or using photos from **Print Master 2 Freeze Frame activity** (last Section) of angry faces & body language of anger. Prints can be arranged around the human profile/ poster.
7. Making “Anger Masks” (Part 1): Mask of anger (**Activity Card 5**), including practising cartoon drawing of angry facial expressions



## Related or Extension Activities

Science Link: A useful web resource from ABCTV about volcanoes and volcanic eruptions, with suggested activities and questions, and additional useful web-links is found below:  
[splash.abc.net.au/media/-/m/30528/below-earth-s-crust?source=search](http://splash.abc.net.au/media/-/m/30528/below-earth-s-crust?source=search)



## Word Bank:

Escalation, crisis, trigger, internal, external, cause, explosion, background, surface, negative outcomes, impact

amygdala, adrenalin, arousal, optimum, cortex, reasoning, physiology, neurology, brain, reaction, noticeable symptoms, hidden responses, chemical, “fight or flight”, threat, wind-down



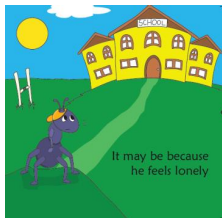
## Suggested Resources/ Helpful Links / References

- The text used in **Activity Card 4** and referred to here in relation to understanding the physiology of anger was adapted from two sources:  
**Edmonds, Molly.** "How Anger Works" 19 June 2008. HowStuffWorks.com.  
<http://science.howstuffworks.com/life/inside-the-mind/emotions/anger.htm>; and  
**Mills, Harry "Anger Management: Physiology of Anger" 25 June 2005 MentalHelp.net**  
[www.mentalhelp.net/poc/view\\_doc.php?type=doc&id=5805&cn=116](http://www.mentalhelp.net/poc/view_doc.php?type=doc&id=5805&cn=116)
- The notion of severe anger management issues being a skills deficit is referred to more in **Section 3: Possible Explanations**. This is referenced to the "Collaborative Problem Solving Model" (CPS) which is a cognitive/ behavioural approach to working with young people with challenging and aggressive behaviour, founded by **Ross Greene**.  
<http://www.livesinthebalance.org/>
- **Warby** Behaviour Intervention Program Notes "Emotional Regulation", from "Cognitive Behaviour Skills Training" for Dorchester SSP, 2013. See **Additional Tools, p163**
- **Luxmoore, Nick.** "The myth of 'anger management': Why listening to anger is what matters" March 27, 2011 in "Young People Up Close", PsychologyToday.com  
[www.psychologytoday.com/blog/young-people-close/201103/the-myth-anger-management](http://www.psychologytoday.com/blog/young-people-close/201103/the-myth-anger-management)
- Anglicare Southern Queensland has some useful background information about anger and anger management on its website, including distinctions between anger, hostility, aggressiveness, and the notion of anger as a habitual response:  
[www.betterrelationships.com.au/wellbeing/anger-management](http://www.betterrelationships.com.au/wellbeing/anger-management)
- This Section of the Program focuses more on the impact and experience of anger for the person who is angry, rather than on restorative processes for those impacted by that anger. Many specialised educational settings working with students with emotional and behavioural disorders do actually use a "Restorative Practice" model of working through conflict. The link for the Australian site is:  
<http://www.restorativepractices.org.au/index.htm>

## Section 3: Possible Explanations



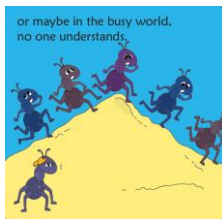
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### Picture Book pp14-17, Activity Cards 6-8

#### Key Focus (in a nutshell)...

- Like all behaviour, angry behaviour doesn't come with an explanation attached – i.e. as to the possible triggers or as to the underlying causes.
- However, various emotions and experiences may give rise to anger problems developing, such as ongoing loneliness, operating in survival mode, a sense of isolation & not being understood.

#### What is the Text doing?

##### Suggesting Possible Explanations

##### Answering these questions about the Angry Ant:

- So why might the Angry Ant be angry?
- What experiences may he have had?

##### Giving shape to more general implications:

- What other emotions can give rise to anger?
- What experiences might cause you to feel angry? Why?

#### Background Information for Teachers

In this Section, students explore further what actually underlies anger, i.e. the connected emotions, attitudes, experiences, human needs and motivations which may contribute to us feeling angry as a response to a given situation. As such, some attention is given both to Maslow's hierarchy of needs and William Glasser's similar focus on human needs, as it translates to his notion of how we as individuals might picture our "quality world".

In *Meet Mr Angry Ant*, variations of the line "No one knows why he is angry" appear twice. As previously mentioned, the implication here is that even the Angry Ant doesn't know. This is a key message of the text: that it is important that we take time to work out what is going on for us, and that the need to listen to ourselves and be listened to is instrumental in the development of self-awareness.

In writing about what he perceives to be some of the "myths of anger management" Nick Luxmoore, refers to the development of healthy self-regulation of emotion, which has its foundation in early childhood. However, he argues:

*But for young people who have never developed this capacity to recognise and think about their own feelings, there's no alternative to the experience of being well listened to by another person and then slowly, gradually developing an ability to regulate and listen to themselves.* (Luxmoore, 2011)

In this vein, Luxmoore (2011) is critical of models of anger-management which negate or minimise the need to support children and young people to explore what is going on for them when they are angry – to be so quick to address the behaviour that we don't take time to listen to what they have to say. He suggests that very often, young people do have very valid reasons to feel angry. Even if their reaction in a given moment may seem to be completely out of all proportion, what has led to that specific moment or even the behavioural tendency for out of control anger does warrant attention.

In the *Meet Mr Angry Ant!* picture book and accompanying program, the emphasis in

teaching anger-management strategies is very much on the development of self-awareness, which can only be realistically developed within healthy networks and connections of support. Listening and being listened to is very much about belonging, feeling valued and connected and having the space to just be “you”. The importance of connection at this level is referred to directly in the *Meet Mr Angry Ant!* picture book 📖pp15-17 and also as part of the “Strategies” focus in the book as well, 📖p26. It is important that this kind of emphasis and awareness informs the implementation of the Activities in this Program.

**So where does angry behaviour come from? Here are a few core issues and perspectives, which are worth reading about in more detail either in the listed references or via the other links provided.**

### Trauma and attachment

***Calmer Classrooms: A guide to working with traumatised children (2007)***, Child Safety Commissioner, Victoria: This manual is a comprehensive guide for educators on understanding the impact of trauma on children’s development, learning and behaviour. It outlines how the attachment difficulties associated with trauma and neglect in childhood impact on the development of self-regulation of emotions. It states, for example) that “among other things, such *affect dysregulation* leads to problems with controlling anger and impulses, and maintaining attention and connection.” (p3) This guide is a very valuable resource in understanding a broad range of issues related to trauma and its effect on children in the class room, including anger problems, and is strategic in its emphasis on the importance of strong teacher-student relationships in building quality learning environments which support children to grow and flourish.

### Collaborative Problem Solving Model: “Kids do well if they can”

More recent research and thinking about working with young people with severely challenging and aggressive behaviour is presented in what has become known as the “Collaborative Problem Solving Model” (CPS), founded by American academic and psychologist Dr Ross Greene. This CPS Model operates with the underlying philosophy that “kids do well if they can.” Marshall (2009) describes it in this way: “In essence it proposes that if young people have the capacity/ skills to cope with the demands of their environment they will adapt in a functional manner. CPS proposes that if the child lacks the capacity/ skills to cope with the demands placed upon them, they are more likely to display more maladaptive and problematic behaviours.” (p2). Viewing these kinds of behavioural issues as a skills deficit makes ways for impairments to be identified via assessment, and individualised skills training to be developed and implemented over time as a collaborative process. The CPS model identifies impairments in five different areas or pathways, which are not mutually exclusive: executive functioning, language processing, emotional regulation, cognitive flexibility, social skills (ibid., p3). For more information about CPS, see Keith Marshall’s article which provides a good overview. The “Emotional Regulation” notes from the Warby Unit at Dorchester SSP, included in the **Additional Tools** Section of this manual, are derived from a CPS model.

### Relationship between aggressive behaviour and language processing issues

The CPS Model identifies language processing as one of the possible pathways of impairment. Although the relationship between language impairment and aggression is not a given by any means, many young adults with conduct disorder do demonstrate difficulties stemming from language-processing (Warby, 2013). Language processing problems can be receptive (auditory), expressive or a combination of both. Expressive language is key in terms of helping us to not only express what is happening for us but to think things through, to organise thought, to locate words and name what is happening for us. Not being able to express yourself or to name what is going on can be extremely frustrating and even alienating and it is more likely that students with these kinds of language processing difficulties will resort to swearing or shouting or other aggressive behaviour when frustrated.

A useful tool for working through potential concerns with a student with a language processing issues one on one, developed by Dorchester SSP and adapted for use in a mainstream class context, is provided in the **Additional Tools** Section of this Manual.


## The impact of stress, tiredness and other factors

Generally speaking and as referred to more comprehensively as part of **Activity Card 7**, we are more likely to become angry when we are stressed and tired. This checklist of possible factors which can impact upon our general mood and susceptibility to let anger fly out in different directions might be helpful not only when thinking about student's behaviour, but when thinking about our own behaviour as teachers and educators, at what affects and shapes our own emotional responses in the class room:

- Tiredness (the effect of loss of sleep, physical exertion, illness or some medications)
- Feeling unwell or being in pain
- Feeling cold (being uncomfortable and having difficulty concentrating)
- Feeling hot (uncomfortable and "flustered")
- Dehydration headaches (having had enough water to drink)
- Feeling hungry
- Feeling on edge or hyper-alert (too much coffee/ anxiety/ the effect of some medications)
- Pressure/ chronic stress – deadlines, tests, performance pressures
- Relationship tensions, at home or at school
- Anxiety about something that just happened
- Anxiety about an upcoming event
- Ongoing frustrations
- Distractedness from other worries or concerns



### Focus Questions

- What does the picture book tell us about why the Angry Ant might get angry?
- How do you think feeling lonely might make you angry, or being in "survival mode" (see  p16 in the picture book)?
- What other emotions are connected to anger?
- What does it feel like when someone really listens to you and makes time for you?
- What do we need to *survive* as human beings? What are our basic physical needs?
- What do we need to thrive? What are our broader psychological needs?
- What might contribute to you being more susceptible to getting angry?

### Pedagogical Staging: Exploration/ Towards Transformation

- *How can we get students exploring the issues for themselves?*
- *How can we support the students to analyse the issues?*
- *How can we keep moving students towards exploring things from a new angle/ a more analytical perspective?*
- *How can we build on what we have already done and sustain momentum and engagement?*



### Suggested Activity Sequence

1. Cause & Effect Analysis (Graphic Organiser)(Print Master 7) – (teacher facilitated)  
As a bridge between the last section and this one, this involves naming and describing the Angry Ant's angry behaviours, the consequences of his actions, and now the possible causes (as identified in the book). Q: Why is the Angry Ant angry? Why do we get angry?
2. Scenarios Tables (as a class): differentiating between "outward reaction" and "possible underlying feeling", with each of the scenarios presented, with additional optional worksheets (**Print Master 8**)
3. Making Anger Masks (Part 2) – (**Activity Card 6**) as underlay to masks made as part of **Activity Card 5**); includes cartoon drawing practice
4. Facilitated discussion & Brainstorm: What do we need as human beings to survive? (What are our basic needs?) What do we need in order to thrive? (What are our wants or larger psychological needs?)
5. Matching & Sequencing Activity: Exploring Maslow's hierarchy of needs (**Activity Card 7**), including using this as a platform for thinking about how unmet needs may



contribute towards us feeling angry i.e unmet physical needs as trigger points, unmet or only partially met psychological needs as stressors.

6. **Visual Representation Task (Activity Card 8):** “Picturing my Quality World” – NB: this is a strongly personal and reflective task with more opportunity for creative expression, so has a slightly different focus to that of the previous activity.



### Word Bank:

primary emotion, secondary emotion, outward reaction, underlying emotions, connected emotions, disappointment, hurt, frustration, anxiety, confusion, intimidation, worry, jealousy, embarrassment, humiliation, shame

thriving, surviving, hierarchy, self-actualisation, motivation, self-esteem, belonging, connection, realising potential, personal growth, intimacy, fulfilment, recognition, achievement, security, stability, power, confidence, freedom, safety, physical, psychological

### A word of caution in using the terms “primary” & “secondary” emotions:

The terms “primary emotion” and “secondary emotion” are actually quite complicated when we come to look at “anger”, because depending on your use of terminology and analysis, anger can be both a primary and a secondary emotion.

**Primary emotion:** often refers to the emotion which is felt first, which may indeed be anger. However primary emotions might also be seen to be causative emotions, those underlying emotions which move us towards feelings of anger. These might include emotions such as disappointment, hurt, frustration etc.

**Secondary emotion:** often refers to the emotion which is felt second or subsequent to the primary emotion and usually as a result of the primary emotion.

In this Program, these terms have mostly been avoided in favour of expressions such as “outward reaction” and “connected” or “underlying” emotions for the sake of clarity.



### Additional Suggested Resources/ Helpful Links

- This article is excellent background reading for parents and teachers about supporting children to regulate their own emotions:  
[www.incredibleyears.com/ParentResources/helping-children-regulate-emotions.pdf](http://www.incredibleyears.com/ParentResources/helping-children-regulate-emotions.pdf)
- **Luxmoore, Nick.** “The myth of 'anger management': Why listening to anger is what matters” March 27, 2011 in “Young People Up Close”, PsychologyToday.com  
[www.psychologytoday.com/blog/young-people-close/201103/the-myth-anger-management](http://www.psychologytoday.com/blog/young-people-close/201103/the-myth-anger-management)
- *Calmer classrooms: A guide to working with traumatised children*, published by the Child Safety Commissioner, Melbourne, Victoria, 2007 can be found on-line:  
[www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer\\_classrooms.pdf](http://www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf)
- **Marshall, Keith.** Principal, Caldera School. “Collaborative Problem-Solving Model: ‘kids do well if they can’ a different way of understanding and working with young people with challenging behaviour”, Premier’s Education Scholarship, 2009. The link for this article relaying Marshall’s investigation of the CPS Model and its applications via his scholarship visit (as a Word document) is: [Keith Marshall's summary article](#)
- “Cognitive Problem Solving Skills Training” from **Warby Behaviour Intervention Program**, unpublished handout notes for staff professional development, Dorchester SSP, 2013. The “Emotional Regulation Notes” and “List of Common Concerns” developed as part of these internal staff notes are available in the **Additional Tools section of this Manual, pp163**



## Section 4: Suggested Strategies (Towards a Resolution)



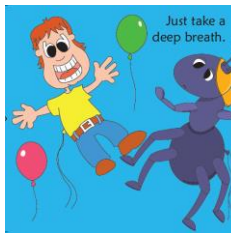
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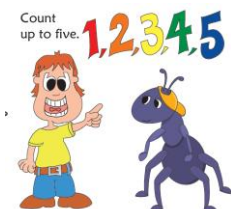
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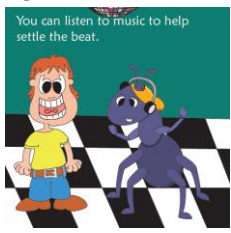
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Picture Book  pp18-31, Activity Cards 9-16, Extension Card 20

### Key Focus (in a nutshell)...

- Change is possible...if only we take the time to try...
- Trying various simple strategies is worth a go
- Everyone is different but strategies that work best give us time out to think things through, thus enabling us to make calm choices and take considered positive actions

### What is the Text doing?

#### Possible Strategies (Towards a Resolution)

- Putting forward the possibility of change
- Providing a way forward by suggesting positive steps which might help the Angry Ant (or anyone else) to take control of their anger
- Emphasising that all individuals are different – and that a variety of different strategies are possible

### Background Information for Teachers

This section has two main focuses:

- I. Investigating the strategies and possible action steps that can be applied to change angry behaviour habits
- II. Bringing together some of the key focuses of the Unit as students work towards several minor and then one larger presentation/ production task

Several different anger-management strategies are suggested in the *Meet Mr Angry Ant!* picture book: breathing exercises, counting to five, listening to music, going for a walk, talking to someone you trust and taking deliberate time out to think things through. Potentially there are any number of strategies and possible variations which can be applied here. However, there are **some key principles** which might be drawn out at this point:

- Because of the time delay between our physical reaction in the moment of being angry and when we start to recognise cognitively what is happening for us, all effective strategies for managing strong feelings of anger need to buy us time to calm down so that we can think things through. We will not be able to think clearly unless we allow ourselves the time to do so.
- We often need the help of someone we trust to be able to think things through. Talking to someone who actually listens can really support us to work out what is happening for us. (Not everyone we talk to will be helpful).
- Everyone is different. What works for one person may not be the preferred option of another person. Also different situations lend themselves to different strategies. Indeed different levels of emotional intensity require different strategies.
- Reflection and self-awareness is key in the development of self-regulation of emotion. Self-regulation of emotions prevents anger from getting out of control in the first place.
- Expressive communication is key i.e. being able to articulate what has happened and explore in words what might have motivated us, and thus explore possible





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alternative ways of behaving.

It almost goes without saying that some students are likely to need more support than others to apply anger-management strategies effectively.

**Activity Card 10** involves students in making an “Emotional Thermometer”. This can be personalised for individual student use and potentially used as a visual reference point for both teachers and students in talking about how the student is going and in helping each student to become more attuned to how they are feeling in any given situation. This may not be an anger-management strategy per se but it is a platform for increasing emotional awareness, potentially before anger takes off, and thus its use can provide cues for applying other emotional-regulation techniques.

### Emotional Regulation Techniques (SOURCE: Warby Behaviour Intervention Program)

Here are some emotional regulation techniques that can be used in relation to anger-management specifically or in terms of supporting students to become more aware generally of their emotions and how to regulate them:

- **Pay attention to your body:** Do you have any symptoms of stress such as muscle tension (e.g. tight shoulders) or a tight stomach. Give yourself a massage. Are you breathing really fast or hard? Try some deep calm breaths. Is your heart racing? Sit quietly and read or listen to music.
- **Distract yourself:** If you go over and over the same problem in your head it can seem worse than ever. Try to think about something else or do something different. You could try: reading, watching TV, talking with people about something else, playing games, doing some physical exercise or sport, counting backwards from 100 by 7.
- **Is it worth it?** When you are inside a problem it can seem really big, when it might not actually be that important at all. Ask yourself “Will I still care about this in a month’s time?” “Is it worth being upset about, really?” “Is it worth the consequences of “losing it”?”
- **Make a Plan:** Try to figure out exactly what the problem is. Is there anything you can do to fix it now? Can you do something later? How can you make sure it doesn’t happen again? Talking this over with a teacher could be really helpful. Two heads are better than one and together you might find a solution. This can be difficult to do when you are really upset, so try to do it after you have calmed down a bit.
- **Look after your body:** Are you tired, hungry or sick? All of these things can make you more stressed. What can you do about these things? Do you need to eat, have a rest or maybe see a doctor if you are unwell?
- **Traffic Lights:** Learn to recognise when you are getting angry or upset. Visualising a set of traffic lights may help to remind you to **STOP**, **THINK**, then **ACT**. When you get emotional say “STOP” to yourself or flick a rubber band on your wrist. If there is a teacher or other adult you trust you could ask them to say “STOP” when they notice you getting upset.
- **Stress Ball:** Ask a teacher for a stress ball.
- **Exercise:** It makes you feel good and burns off extra energy. Using recess or lunch time periods, as well as times before and after school, to run around or engage in different sports can be really important in keeping you calmer generally.

- **Opposites:** Emotions want to get **BIGGER**. Make them smaller by doing something that is the opposite of how you feel. You can try watching something funny on TV if you feel sad, or listening to calm music when you feel angry or worries. Here are some other ideas:

If I feel like....	I could try to be opposite by...
Yelling	Talking quietly or whispering
Pacing	Lying down or walking slowly
Hitting something/ someone	Touching something gently eg leaf, desk, book, carpet
Insulting someone	Saying something kind to them or someone else
Not talking to anyone	Talking to someone
Being angry with myself	Being kind to myself by doing something I enjoy like having a shower, watching TV, doing some art, playing a game etc.



### Focus Questions

- Can we take control of our anger? If so, how?
- What strategies can we use to take control of our anger?
- What strategies works best for me? Why?
- What happens when I get angry? How do I feel? What behaviours do I use?
- How can I know when I am starting to feel more stressed? What can I do to calm myself down before I actually get angry?
- What have we learned so far in this Unit, about anger and about anger management?
- How will we demonstrate what we have learned?

### Pedagogical Staging: Transformation/ Production & Presentation

- *How can we support students to analyse the issues for themselves?*
- *How can we support students towards achieving the key learning goals?*
- *How can we support students to demonstrate their learning?*
- *How can we provide an authentic context for demonstration of student learning?*
- *How can we make learning public?*



### Suggested Activity Sequence

1. **Review/ Overview:** If anger is something that happens in our bodies (as much as in our brains), what do we need to do to take control of ourselves? What can we do to manage our anger?
2. **Brainstorm:** Strategies for anger-management (including those mentioned in the picture book)
3. **Overview of this section of the unit:** including overviewing and pointing towards upcoming tasks, structures for completing them and their key rationale
4. **Bio-feedback Task: "Taking your anger outside" (Activity Card 9):** Activity in thinking about the effect of nature on calming your body down.
5. **Brainstorm:** If emotions could be measured on a thermometer, what would be



- “cool” and what would be “boiling point” and what would be in between?
6. Making an “Emotional Thermometer” (Activity Card 10): including vocabulary for degrees of emotion, analysing behaviours and events which might be happening for us at each “degree” of emotion, and identifying strategies which might be used to “bring down your emotional temperature”.
  7. Exploring the effect of music on emotions (Activity Card 11): This task involves listening to excerpts of music and reflecting on the emotions they evoke. Suggested pieces of music are provided (and their “YouTube” links).
  8. Class Survey Task: What helps you manage your anger? (**Activity Card 12**): Survey design and data collection/ analysis task.
  9. Making “Strategies” posters (Activity Card 13): Visual representation task.
  10. “Hot-seating” role play - interviewing Mr Angry Ant (Q&A) (Activity Card 14). Hot-seating allows role-playing as a means of engaging with the issues, with the focus neutrally maintained on the Angry Ant rather than on any real person or events.
  11. Learning Maps, “Cause & Effect” Graphic Organisers & Story Cube (Activity Card 15): This activity provides various options for visually representing key concepts and ideas from the Unit. It involves revisiting the graphic organiser used at the beginning of Section 3 (**Print Master 7**), completing a similar one from the perspective of the Ant who is no longer “angry”. The completed “story cube” contributes a component of the board game in the next activity.
  12. Creating and designing a Cooperative Board Game (main assessment task) (Activity Card 16), to be completed in small groups. This task is peer assessed and teacher assessed. Full guidelines, tools and suggestions for implementation are provided.

### Related or Extension Activities



**Activity Card 20:** This task is laterally related to **Activity Card 10**. It is a vocabulary enrichment task on “colour”, encompassing word connotations, dictionary use and classification of vocabulary. It is connected to making an “Emotional Thermometer”, because colour is used on the thermometer to parallel the different degrees of emotion, eg red and orange refer to more “heated” emotions and the cooler greens and blues refer to calmer emotions.



### Word Bank:

strategies, bio-feedback, observation, pulse, heart rate, relaxation, stress, cause, effect, consequences, choices, actions, behaviour, feelings, challenges

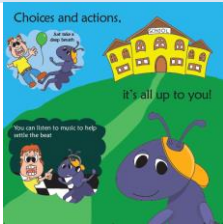
calm, furious, frustrated, happy, okay, confused, a bit stressed, very stressed, angry, mad, anxious, content, upset, pleased, nervous, enraged, worried, irritable, upset



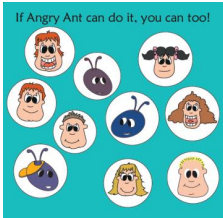
### Suggested Resources/ Helpful Links

- **Warby Behaviour Intervention Program**, unpublished handout notes for staff professional development entitled “Cognitive Problem Solving Skills Training”, Dorchester SSP, 2013. The techniques for emotional regulation included above are taken from this source. The “Emotional Regulation Notes” and “List of Common Concerns” developed as part of these internal staff notes are available in the **Additional Tools** section of this Manual, pp163.
- The resources mentioned in Section 1 provide lots of printable posters and worksheets which can support specifically the teaching of anger management strategies, *see p20 in this Manual for details.*

## Section 5: Reinforcing Coda



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Picture Book  pp32-33, Activity Cards 17 & 18

### Key Focus (in a nutshell)...

- Choices and actions: How successful we are at managing our anger is really up to us!
- Change is possible.

### What is the Text doing?

#### Reinforcing Coda

#### Summarising the key point and the key implication:

- “Choices and actions, it’s all up to you!”
- “If Angry Ant can do it, you can too!”

### Background Information for Teachers

This Section is primarily about review and reflection. Students and teachers are together given the opportunity to review where they have come from and what they have learned and to evaluate the overall effectiveness of the Unit, its activities and implementation. It is an opportunity to revisit key activities which may be displayed in various forms around the class room (volcano of emotions collage, mapping the physiology of anger poster, strategies posters, board games, learning maps, etc.) and to reinforce the key messages of the Program overall.

There are only two main activities. The first is a class quiz which is implemented in the form of a Quiz Game, played in teams. The second activity is a more personal reflection task, with opportunity for teacher feedback.

The goal is that students finish the Unit with a clear sense of what the Unit has been about, what they have learned, and a knowledge and awareness of some tools that are available to them in managing their own anger and emotions more effectively. The self-reflection task is designed to give students the opportunity to articulate their experiences and ideas in words and so is an important instrument for teachers in gauging how effective the whole process of teaching/learning has been.



### Focus Questions

- So, what have we learned overall, as we have worked through this Program?
- What have we done well?
- What haven’t we done so well?
- What has the main message of the Unit been?
- What have I gotten out of this process for myself personally?
- How relevant do you think this topic of anger-management is to our community generally?
- Where do we go to from here?

### Pedagogical Staging: Transformation/ Production & Presentation

- *How can we support students to reflect on their own learning?*
- *How can we reflect on where we have come from and what we have learned as a class?*
- *How can we facilitate an authentic evaluation process for the Unit?*
- *How can we draw explicit attention to each student’s role in the learning process?*





### Suggested Activity Sequence

1. Revisit learning map (from Activity Card 15), potentially referring to other key posters and displays around the class room, Q: What have we learned in this Unit?
2. Completion of class “Quiz Game” (Activity Card 17): as a review of key learning concepts from the Unit
3. Guided class discussion: Q: What, if anything, have you found helpful from this Program on anger-management? Q: How do you think these ideas might be useful in our school community, in our families, in the wider community?
4. Student completion of self-assessment/ reflection proformas (Activity Card 18); encompassing a Q&A section and an evaluation section
5. Teacher completion of student feedback sheets (part of **Activity Card 18**)





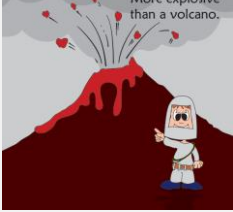










### Word Bank:

Reflection, review, teamwork, learning process, feedback, evaluation, personal application, identify, list, explain

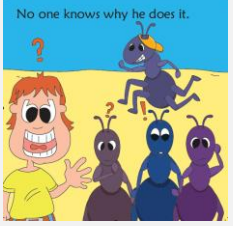


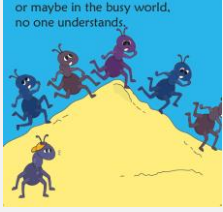
# 4. Questions for Facilitating Class Discussion of the Picture Book




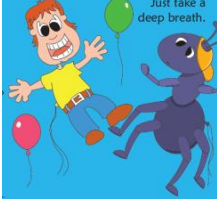



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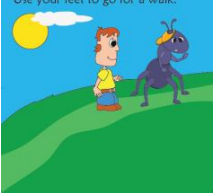





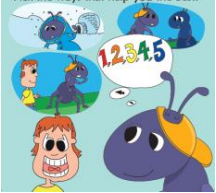
Section	Page	Question/ Suggested Activity/ Prompt
<p><b>Orientation &amp; Complication</b></p> <p> pp3-8</p>	<p>At my school...</p>  <p>3</p>	<p>Looking inside (behind closed doors)</p> <p><b>Q: What is life like at your school (behind closed doors)?</b></p> <ul style="list-style-type: none"> <li>• What does it sound like?</li> <li>• What does it look like?</li> <li>• What does it feel like?</li> </ul>
	<p>There is something smaller than a pebble.</p>  <p>4</p>	<p><b>BRAINSTORM:</b> What is smaller than a pebble?</p>
	<p>Stronger than an elephant.</p>  <p>5</p>	<p><b>BRAINSTORM:</b> What is stronger than an elephant?</p>
	<p>More explosive than a volcano.</p>  <p>6</p>	<p><b>BRAINSTORM:</b> What is more explosive than a volcano?</p> <p><i>Q: What has all three of these characteristics together?</i></p>
	<p>It's an Angry Ant!</p>  <p>7</p>	<p>Q: How does “an Angry Ant” have all three of these characteristics? (smaller than a pebble; stronger than an elephant; more explosive than a volcano)</p> <p>Q: Looking closely at this picture and how the Angry Ant is drawn, <b>how do we know that the Angry Ant is angry?</b></p> <p><b>[GO BACK TO p6: How is <u>anger</u> like a volcano?]</b></p>
<p>No one knows why he is angry.</p>  <p>8</p>	<p>Q: Who knows <u>why</u> he is angry? (A: No one knows.)</p> <p>IMPLICATION: Not even the ant knows why.</p> <p><b>THOUGHT TO PONDER:</b> What kinds of things make you feel angry? Do you know <i>why</i> they make you feel angry?</p>	




Section	Page	Question/ Suggested Activity/ Prompt
<p><b>Description of angry behaviour</b></p> <p> pp9-13</p>	<p>Sometimes, the Angry Ant would...</p>  <p>9</p>	<p><b>BRAINSTORM:</b> What have you seen people do or say when they are angry? How do they act or behave?</p> <p><i>Are they always in control of their anger?</i></p>
	<p>shout out loud, to watch others run away...</p>  <p>10</p>	<p>Q: Firstly, what is the Angry Ant doing here? How is his behaviour affecting others?</p>
	<p>bump into others without a care.</p>  <p>11</p>	<p>Q: What is the Angry Ant doing? What do think “without a care” means? What do think you think the book means here?</p>
	<p>Run past the most delicious foods and not take a bite.</p>  <p>12</p>	<p>Q: What is the Angry Ant running past? What is he missing out on?</p> <p>What do think you think the book means here? What are these “missed opportunities”? What could they be?</p>
	<p>When others saw him they got a fright!</p>  <p>13</p>	<p>Q: Why are the other ants frightened?</p> <p>How might it affect others, when a person “loses it”?</p> <p>What kinds of feelings might come up for them?</p>



Section	Page	Question/ Suggested Activity/ Prompt
<p><b>Possible Explanations</b></p> <p>📖 pp14-17</p>	 <p>14</p>	<p>Q: What do all the question marks and exclamation marks tell us here?!!!!???</p> <p><b>BRAINSTORM:</b> What makes you lose your cool or get angry? What kinds of things make anger to build up for you?</p>
	 <p>15</p>	<p>Q: What does it mean to feel lonely? Why might cause the Ant to feel lonely? How do you think that might make him angry?</p>
	 <p>16</p>	<p>Q: How would you feel if you were the Ant in this picture? What is happening to him? <i>What would happen if he just gave up?</i> Why do you think he looks so angry?</p>
	 <p>17</p>	<p>Q: How important do you think it is to have someone that knows what our life is like and understands/ loves us? Have you ever felt like no one understands? Or that people are too busy to take the time to listen?</p> <p><b><i>How might that make you feel angry?</i></b></p>

Section	Page	Question/ Suggested Activity/ Prompt
<p><b>Suggested Strategies</b> (Towards a Resolution):</p> <p>📖 pp18-31</p>	<p>I wish he could stop and just take the time to NOT be an Angry Ant.</p>  <p>18</p>	<p>Q: Do you think it's possible to STOP and take the time to control your anger? How hard do you think it is to do this?</p> <p>Would life be better for the Angry Ant if he wasn't angry all the time?</p>
	<p>There are some simple things that Angry Ant can do and you can try them too!</p>  <p>19</p>	<p><b>BRAINSTORM:</b> What do you do when you feel angry to help you take control of yourself and your actions? What do you do to calm yourself down?</p>
	<p>Learn to put a lid on the anger and not lose your cool!</p>  <p>20</p>	<p>Q: Do you think it's possible to put a lid on anger? What are we doing when we put a lid on it?</p>
	<p>Just take a deep breath.</p>  <p>21</p>	<p><b>Activity: deep breathing</b></p> <p>Q: How might this help you keep your cool?</p>
	<p>Count up to five. 1,2,3,4,5</p>  <p>22</p>	<p><b>Activity: counting</b></p> <p>Q: How might this help you keep your cool?</p> <p>Q: <i>What's happening with the colours on the numbers?</i></p>
	<p>Start to chill and make a choice.</p>  <p>23</p>	<p>Q: What does it mean to "chill" as opposed to being "red hot" with anger? (Notice the colours in this cartoon image.)</p> <p>How can being calm help you to make choices? <b>When you are really angry, are you able to make choices?</b> Why or why not?</p>
	<p>You can listen to music to help settle the beat.</p>  <p>24</p>	<p>Q: How might <b>listening to music</b> help you keep your cool? Would all kinds of music help, do you think?</p>

Section	Page	Question/ Suggested Activity/ Prompt
<p><b>Suggested Strategies</b> <i>(Towards a Resolution)</i></p> <p><b>(continued)</b></p>	<p>Use your feet to go for a walk.</p>  <p>25</p>	<p>Q: How might <b>walking</b> help?</p>
	<p>Go and talk to someone you trust.</p>  <p>26</p>	<p>Q: How might <b>talking</b> help?</p>
	<p>Take some time to think it out!</p>  <p>27</p>	<p>Q: How might <b>taking time to think things through</b> help?</p>
	<p>Be calm and patient until it becomes clear.</p>  <p>28</p>	<p>Q: Are we really being ourselves when we are very angry? Or is anger in control?</p> <p>Q: How easy is it to think things through when you are really angry? How does being calm help us to work stuff out?</p>
	<p>Remember, when you get angry and want to explode.</p>  <p>29</p>	<p>Q: Have you ever noticed anger building up inside of you? Have you ever noticed yourself wanting to explode?</p>
	<p>try to control your anger, don't let it take control of you.</p>  <p>30</p>	<p>Q: Would you prefer to control your anger OR to let your anger control you?</p> <p><i>Sometimes, in a particular moment in time, it might seem justifiable and even right to just let yourself explode, but how does it feel afterwards? Is it worth it?</i></p> <p><i>Have you ever noticed you were getting angry and chosen to hold back, stopping then to think things through? If so, how did that feel?</i></p>
<p>Pick the ways that help you the best.</p>  <p>31</p>	<p>Q: Which of these strategies listed would you go to first do you think?</p>	

Section	Page	Question/ Suggested Activity/ Prompt
<p><b>Reinforcing Coda:</b></p> <p> <b>pp32-33</b></p>	 <p>32</p>	<p><b>BRAINSTORM:</b> What are some of the <b>choices</b> that were talked about in the book?</p> <p>What are some of the <b>actions</b>?</p> <p>Q: How is it all up to “you”?</p>
	 <p>33</p>	<p>Think about everyone in your world. Have you seen your teacher get angry? What about other people? We all have valid reasons for being angry sometimes. However, what matters is how we deal with it.</p> <p><b><i>Do you want to let your anger control you? Or do you want to control your anger?</i></b></p>

# 5. Main Activity Cards

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**Title:** "Yes, No, Maybe"

**Activity:** Reading & classification task

**Goal:**

- To work in pairs to sort through and classify the provided statements into the correct groupings (categories)
- To think about, discuss and make sense of what the text is really saying

**Materials:**

- Copies of categories (on coloured paper)
- Copies of statements (these could be cut up into boxes prior the activity or the students could cut them out themselves)
- Scissors

**Student Instructions:**

1. Sort through the statements (in boxes) and group them according to whether they are:
  - TRUE** (because the book actually said so OR because you think this is something the writers would agree with)
  - FALSE** (clearly contradicted by something in the book)
  - MAYBE (TRUE)/ MAYBE NOT** (because maybe it's only partly true OR maybe it's not really talked about in the book so it's not clear)
2. Once you have sorted them and you are happy with what you have done, think about why? Can you give a reason for your decision?
3. Compare your answers with those in another group. Do you all agree?

**Possible Extension Task**

After sorting the statements, see if you can match each statement up with a page in the picture book which either **supports** it (if you think the statement is **TRUE**) or **contradicts** it (if you think the statement is **FALSE**). Do this physically with the picture book or copies of the pages.

**Teacher Information**

**Activity Components:**

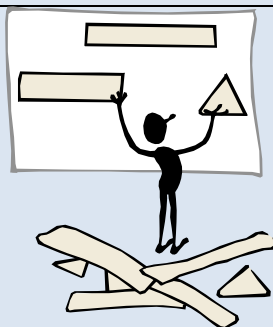
- Cooperative sorting and classifying activity
- Visual organisation of information (organising boxes under three headings)
- Reading comprehension (of both the book and the statements) – at a literal and inferential level

8 Ways of Aboriginal Learning



Deconstruct Reconstruct

Teaching/ Learning Focus



**Engagement and exploration:** Supporting students to explore the key concepts for themselves

- Keeping the learning hands on (physically manipulating the statements and headings)
- Exploratory talk – to clarify and work out what is meant
- Working out what the students know and understand
- Differentiating between our own opinions and what the book is actually about

## YES, this is TRUE

*because the book **actually** says it  
OR  
because it's something you think  
the writers would **agree** with*

## NO, this is FALSE

*(according to the book)*

## MAYBE / MAYBE NOT

***maybe**, this could be **partly** true  
OR  
**maybe** the book doesn't actually talk  
about this so...  
**it's neither clearly True /False***

<p>It is easy to know why someone might feel angry.</p>	<p>When we are angry, we see things really clearly.</p>	<p>Listening to people can make a real difference to them.</p>
<p>Sometimes we do things without really thinking about them.</p>	<p>Managing anger is as easy as counting to 10.</p>	<p>Feeling left out might make some people feel angry.</p>
<p>It is okay if we get angry a lot or easily.</p>	<p>Everyone is different.</p>	<p>Music calms people down.</p>
<p>The strategies we might use for managing our anger can be quite simple.</p>	<p>Sometimes people get so angry they can't see what might be good for them and they miss out on even the good opportunities.</p>	<p>There is nothing wrong with feeling angry sometimes. It's what we do with our anger that matters.</p>
<p>We can take control of our anger. We don't have to let it control us.</p>	<p>Thinking things through is not that important.</p>	<p>People who are angry may actually feel very hurt inside.</p>
<p>We should learn to ignore our angry feelings when they come up.</p>	<p>Time out from a problem helps us to forget our worries and that's a good thing.</p>	<p>Being out of control when you're angry can hurt others as well as yourself.</p>
<p>Anger can make you blind to other people's feelings.</p>	<p>People might feel afraid when someone is in a rage.</p>	<p>Bottling up our anger is a good way of keeping things calm.</p>
<p>We all hope that someone will make the effort to understand us.</p>	<p>It doesn't matter why you get angry.</p>	<p>When we get angry, our feelings run quicker than our thoughts.</p>





**Title:** *Volcano of Emotions*

**Activity:** *Collaborative Class Poster*

**Goal:**

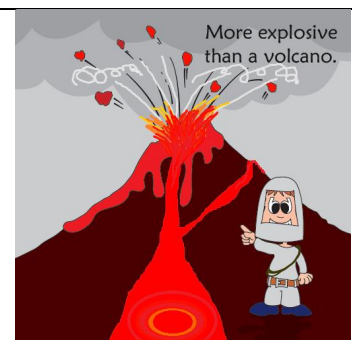
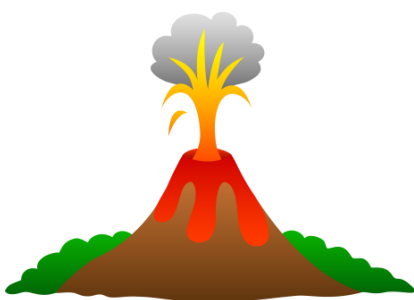
- To create a collage poster of a volcano, as a whole class
- To overlay “angry” words and phrases on the collage volcano, according to where they best fit in an “anger eruption” process

**Materials:**

- Several large pieces of cardboard or butcher’s paper (suitable for drawing volcano), to make a poster space approx. 1m x 1m (minimum)
- A4 paper (cut in half to make A5 size if working to a 1m<sup>2</sup> poster)
- Scissors & glue
- Textas, coloured pencils, crayons
- Crepe paper, cellophane, foil, other assorted scraps of coloured paper - in various colour shades suitable for a volcano eg black/brown (volcano sides), newspaper print, grey/white (ash plume), red/orange (magma)
- Copies of “angry” words/ phrases, printed out and cut into strips

**Student/Teacher Instructions:**

1. Draw an outline of the volcano on the cardboard. This can be done as a class or by the teacher ahead of time.
2. Fold your A5 paper into four equal sections and then cut to make 4 equal strips (individually).
3. Use the scraps of paper and cellophane to make a colour-coded collage on each strip, filling it completely. 2 strips: grey/white tones, 1 strip: black/grey tones, 1 strip: red/ orange tones (individually or in pairs).
4. Cut and paste (to fit) the completed collage strips onto the volcano outline. This can be done by your teacher or by individual students.
5. Fill in any gaps on the poster with additional collage strips of paper.
6. Work out where the words/ phrases belong (deep inside the volcano, bubbling up, exploding outwards). Paste them on the poster accordingly.



Free clip art by [www.sweetclipart.com/](http://www.sweetclipart.com/)

An artwork by a Year 4 student from Gors Community School, Swansea UK

An edited image from [Meet Mr Angry Ant](#)

## Teacher Information

### Activity

#### Components:

- Cooperative “jigsaw” activity
- Representing key ideas visually (metaphor of volcano)
- Visual re-organisation of information: grouping words in terms of strength and also stages in the process of escalating anger
- Vocabulary development: semantic classification of descriptive verbs and verbal groups
- Supporting students towards self-awareness/ expressive communication via thinking about degrees of anger and the language for expressing it
- Graphic representation of “anger” in the form of a “volcano”
- Science Links: Volcanic eruption

### 8 Ways of Aboriginal Learning

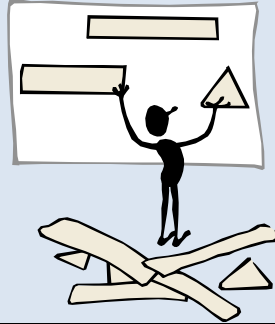


Symbols & Images



Non-verbal

### Teaching/ Learning Focus



**Exploration:** Supporting students to explore ideas for themselves

- Keeping the learning hands on
- Exploratory talk i.e. exploring concepts and ideas using familiar language whilst supporting students to talk in more expressive/ descriptive ways
- Representing ideas visually

*blow up*

*get out of control*

*see red*

*completely lose it*

*wreak havoc*

*cross the line*

*get hot under the collar*

*get mad as hell*

*boil over*

*blow your top*

*erupt*

*snap*

<i>explosive</i>	<i>angry</i>
<i>irritated</i>	<i>annoyed</i>
<i>fuming</i>	<i>incensed</i>
<i>irate</i>	<i>livid</i>
<i>enraged</i>	<i>furious</i>
<i>mad</i>	<i>pissed off</i>
<i>indignant</i>	<i>provoked</i>
<i>shirty</i>	<i>outraged</i>
<i>steaming</i>	<i>upset</i>
<i>testy</i>	<i>raging</i>
<i>het up</i>	<i>uncontrolled</i>
<i>frustrated</i>	<i>cross</i>
<i>boiling</i>	<i>heated</i>

**Title:** Volcanic Eruption: When anger takes off!

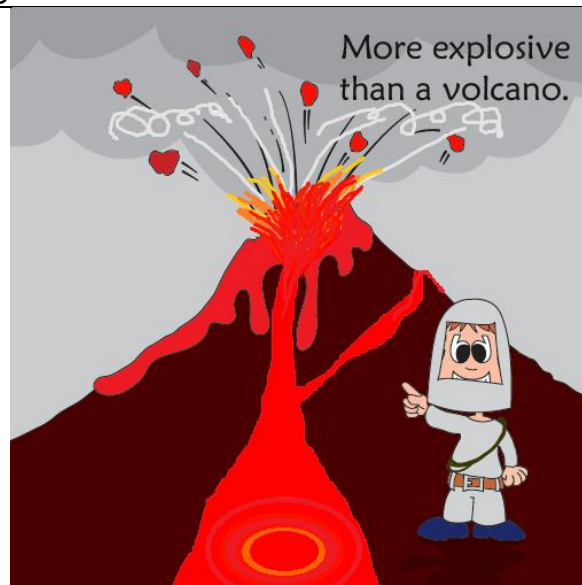
3

**Activity:** Sequencing Task

- Goal:**
- To match the stages in a volcanic eruption with the description of anger building up to explosion point
  - To label the “Volcano of Emotions” class poster with the correlating stages ie volcanic eruption, anger escalation (as a class)

- Materials:**
- Scissors & glue
  - Copies of stages, cut into strips:
    - Technical description of stages in a volcanic eruption (green)
    - Simplified stages of volcanic eruption (purple) (These can be used in addition or as a substitute for the green strips)
    - Escalating anger (yellow)

- Student Instructions:**
1. In pairs, put the strips of paper in the correct order, for each type of the three processes
  2. In groups of four, compare your answers.
  3. Think about the following question Q: How is escalating anger like a volcano? Nominate a group representative to explain your thoughts to the whole class.
  4. Label your “Volcano of Emotions” class poster with the relevant stages.
  5. SOMETHING TO THINK ABOUT: What is the effect or fallout of a volcanic eruption on the land area around it? What is the fallout of being angry? How do you feel after you have “lost it”? Is it worth getting so out of control?



## Teacher Information

- Activity Components:**
- Cooperative activity
  - Text-based sequencing activity
  - Reading for specific information, including looking for textual cues
  - Exploring the parallel between a volcanic eruption & anger at a different level
  - Science links: Volcanic eruptions

### 8 Ways of Aboriginal Learning

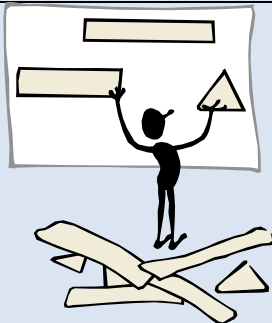


Deconstruct Reconstruct



Non-linear

### Teaching/ Learning Focus



**Exploration (towards “Transformation”):** Supporting students to explore ideas for themselves

- Keeping the learning hands on
- Generating exploratory talk
- Supporting students to see things from a new angle or in the light of more technical/analytical thinking
- Revisiting ideas from a new perspective

## Possible Extension Tasks & Helpful Links:

- Make a safe and simple “volcanic eruption” using non-toxic household chemicals.  
INSTRUCTIONS: [www.weatherwizkids.com/experiments-volcano-baking-soda.htm](http://www.weatherwizkids.com/experiments-volcano-baking-soda.htm)  
DEMONSTRATION: [www.youtube.com/watch?v=5aOd4cc9Mww](http://www.youtube.com/watch?v=5aOd4cc9Mww)
- Create a video animation of an erupting volcano. Here is a simple example to look at: [www.youtube.com/watch?v=6kwIviY\\_wlg](http://www.youtube.com/watch?v=6kwIviY_wlg)
- There is quite a bit written about the notion of a “cycle of aggression” or a “cycle of violence”, and a number of diagrams have been developed to visually represent this “cycle”. These diagrams are not included as core material in this Unit because of their relative complexity for students at Stage 3/4 level. However, it is worth looking at some of the theory behind notions of an escalation process, explosion or crisis point and post-explosion, before implementing this Activity Card with students. One such diagram with explanations is found on the Anglicare Southern Queensland website: [www.betterrelationships.com.au/wellbeing/anger-management/aggression-cycle](http://www.betterrelationships.com.au/wellbeing/anger-management/aggression-cycle)

Magma forms below the earth's surface. It rises to the surface and builds up in underground reservoirs, called magma chambers.

The gas pressure increases and gases begin to spew out.

The magma then swells up and explodes, inside the reservoirs. It moves more quickly now, making things very unstable and turbulent.

The magma pulsates and explodes as it leaves the crater.

Lava and ash are ejected onto the surface with tremendous force.

Everything seems okay on the surface. What is going on underneath however? (Magma is forming.)

Things start to build up inside.

Pressure is increasing even more.

There is an explosion inside, which can't be contained.

The volcano erupts when the magma and gas explodes through the surface of the earth.

**The Background Factors**: Everything seems okay on the surface. What is going on underneath however? There are things that might be in the background that we just don't know about.

**Triggering Event**: Something happens – some kind of trigger or event (it could be something big or something little). Emotions start to build up inside.

**Escalation**: Emotional pressure increases even more. The person is starting to feel really angry.

**Crisis (Internal snap)**: There is an explosion inside.

**Crisis (External snap)**: The person visibly loses control of their anger.



Lava and ash are ejected onto the surface with tremendous force.

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There is an explosion inside, which can't be contained.

Things start to build up inside.



**Crisis (External snap)**: The person visibly loses control of their anger.

**Crisis (Internal snap)**: There is an explosion inside.

**Escalation**: Emotional pressure increases even more. The person is starting to feel really angry.

**The Background Factors**: Everything seems okay on the surface. What is going on underneath however? There are things that might be in the background that we just don't know about.

**Triggering Event**: Something happens – some kind of trigger or event (it could be something big or something little. Emotions start to build up inside.



4

**Title:** Mapping the physiology of anger

**Activity:** Creating a labelled diagram

**Goal:** To create a life size “map” or labelled diagram of the human body, showing what happens physically when you get angry. You should differentiate between:

1. Noticeable effects of anger on the body
2. Hidden effects of anger (inside the body)

**Materials:**

- Several large pieces of cardboard or butcher’s paper (suitable for drawing an outline of the human body)
- Thick black texta, for drawing outline
- Textas, coloured pencils, crayons for marking on symptoms etc

**Teacher Instructions:**

1. Trace the outline of the human body on the butcher’s paper either by (i) having a student lie flat on the paper and another student loosely trace around their form OR (ii) projecting the provided human body outline onto the butcher’s paper using an overhead projector.
2. **Brainstorm** where you feel things in your body when you are angry
3. Record the “noticeable” effects of being angry on the left hand side of the diagram.
4. **Brainstorm** any known hidden effects of anger
5. Read the text Physical Effects of Anger
6. Record the “hidden effects” on the right hand side of the diagram.
7. **Additional Activity:** reading task (What happens after we get angry?)  
Apply a similar process to the reading of this text too.

**NB:** This activity can be done as a whole class or in small groups.

## Teacher Information

- Activity Components:**
- Cooperative/ collaborative activity
  - Graphic representation of physiological effects of anger
  - Skimming/ scanning for specific information – locating detail in a text
  - Science/ PD/H/PE Links: Physiology of stress; fight/flight response

### 8 Ways of Aboriginal Learning

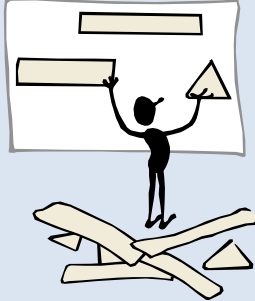


Symbols & Images



Deconstruct Reconstruct

### Teaching/ Learning Focus



**Exploration/ Towards Transformation:** Supporting students to explore ideas for themselves

- Keeping the learning hands on (ongoing engagement with the topic at a contextualised level)
- Exploratory talk – exploring through familiar language whilst supporting students to talk in increasingly technical ways
- Accessing decontextualized language with a concrete purpose in mind

## READING FOR SPECIFIC INFORMATION:

Can you find the following ideas in the text below? Use three different coloured pencils or highlighters to mark where these ideas are in the text.



- ❑ What things happen outwardly in your body when you are angry, i.e. NOTICEABLE SYMPTOMS
- ❑ What part of your body is controlling your reactions
- ❑ What things happen inside your body that are HIDDEN responses

## Physical Effects of Anger

### Text simplified and adapted from:

**Edmonds, Molly.** "How Anger Works" 19 June 2008. HowStuffWorks.com.  
<http://science.howstuffworks.com/life/inside-the-mind/emotions/anger.htm>; (1<sup>st</sup> & 2<sup>nd</sup> paragraph) and  
**Mills, Harry** "Anger Management: Physiology of Anger" 25 June 2005 MentalHelp.net  
[www.mentalhelp.net/poc/view\\_doc.php?type=doc&id=5805&cn=116](http://www.mentalhelp.net/poc/view_doc.php?type=doc&id=5805&cn=116) (remaining paragraphs)



When a cartoon character gets angry, steam comes out the ears, red creeps over the body from head to toe and there may even be an explosion or two. It's not as entertaining to watch in real life, but the state of anger causes physical effects in us as well.

The feeling of anger may differ from person to person. However physically speaking anger is very much like the body's response to a threat, known as "the fight or flight response". When you are angry, it's like your body is gearing up for a *fight* to survive a wrong that's been done against you.



Emotions begin inside the part of our brain called the **amygdala**. The amygdala is the part of the brain responsible for identifying threats to our well-being. It sends out an alarm when threats are identified, which results in us taking steps to protect ourselves. However, the amygdala is so efficient at warning us about threats, that it gets us reacting before the **cortex** (the part of the brain responsible for thought and judgment) is able to check on the reasonableness of our reaction. In other words, our brains are wired in such a way as to influence us to act *before* we can properly consider the consequences of our actions. This is not an excuse for behaving badly - people can and do control their aggressive impulses and you can too with some practice. Instead, it means that learning to manage anger properly is a skill that has to be learned, instead of something we are born knowing how to do instinctually.

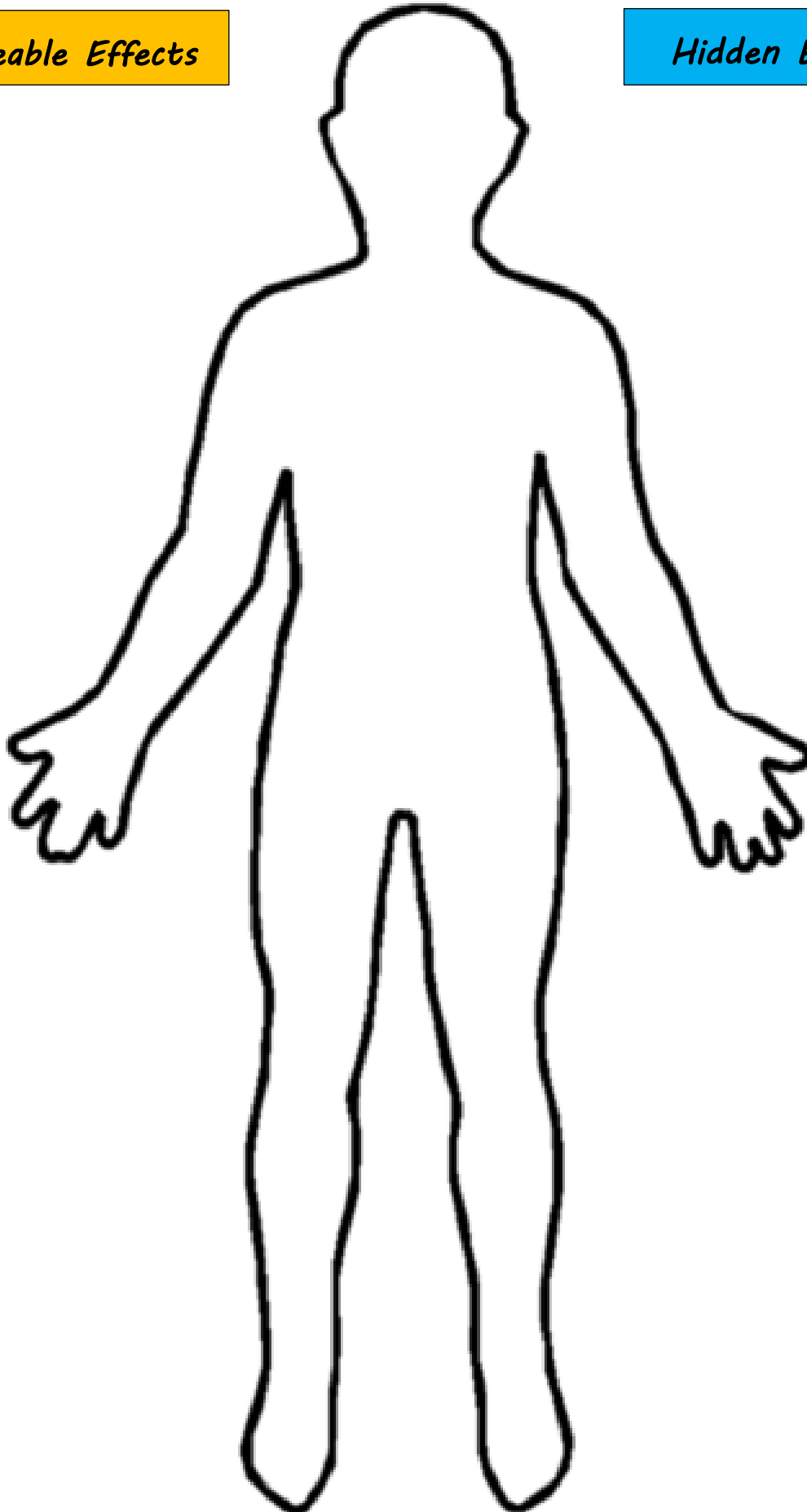


As you become angry your body's muscles tense up. Inside your brain, special chemicals are released causing you to experience a burst of energy that lasts several minutes. This burst of energy is what causes the common desire to take immediate protective action. At the same time your heart rate accelerates, your blood pressure rises, and your rate of breathing increases. Your face may flush as increased blood flow enters your limbs and extremities in preparation for physical action. Your attention narrows and becomes locked onto the target of your anger. Soon you can pay attention to nothing else. In quick succession, additional chemicals and hormones (among them adrenaline and noradrenaline) are released which trigger a lasting state of arousal or alertness. You're now ready to fight.

*What happens in your body when you feel angry?*

*Noticeable Effects*

*Hidden Effects*



### ***Additional Activity: READING FOR SPECIFIC INFORMATION:***

Can you find the following ideas in the text below? Use three different coloured pencils or highlighters to mark where these ideas are in the text.



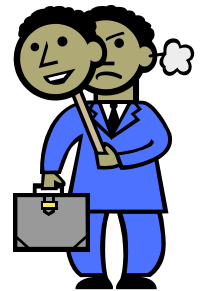
- What things happen outwardly i.e. **NOTICEABLE SYMPTOMS**
- What part of your body is controlling your reactions
- What things happen in your body that you might not notice or are **HIDDEN** responses

## **What happens after we get angry?**

### **Text simplified and adapted from:**

Mills, Harry "Anger Management: Physiology of Anger" 25 June 2005 MentalHelp.net  
[www.mentalhelp.net/poc/view\\_doc.php?type=doc&id=5805&cn=116](http://www.mentalhelp.net/poc/view_doc.php?type=doc&id=5805&cn=116)

So, what happens after we get angry? If the first part of anger is getting us wound up for a fight, the second part is a *wind-down* phase. We start to relax back towards our resting state when the target of our anger is no longer nearby or an immediate threat. It is difficult for us to completely relax from an angry state, however. The adrenaline-caused arousal that occurs during anger lasts a very long time (many hours, sometimes days). It also lowers our anger threshold, making it easier for us to get angry again later on. Though we do calm down, it takes a very long time for us to return to our resting state. During this slow cool-down period we are more likely to get very angry in response to minor irritations that normally would not bother us.



The same lingering arousal that keeps us on the alert for more anger also can interfere with our ability to clearly remember details of our angry outburst. Arousal is vital for efficient remembering. As any student knows, it is difficult to learn new material while sleepy. Moderate arousal levels help the brain to learn and enhance memory, concentration, and performance. There is an optimum or ideal level of arousal that benefits memory, however. When arousal goes above that optimum level, it makes it more difficult for new memories to be formed. High levels of arousal (which are present when we are angry) significantly decrease your ability to concentrate. This is why it is difficult to remember details of really explosive arguments.

***What does this imply when we think about  
ongoing issues with anger?***

***Think about: How does this help to explain why  
Mr Angry Ant gets angry often and quickly?***

**Title:** *Making Anger Masks (Part 1)*

**Activity:** *Visual representation task*

**Goal:** *To create a wearable “angry” mask, with eye holes, showing key identifiable features of an angry “facial expression”*

**Materials:**

- Copies of cartoon drawing practice sheets (angry/ frustrated faces)
- Lead pencils (variety of hardness eg B, 2B) & eraser
- Tracing paper
- Cardboard (for mask) or large paper plate
- scissors
- Thick black texta, for drawing outline
- Textas, coloured pencils, crayons or even paint
- Elastic & stapler OR or long paddle pop-stick & glue (for making the mask wearable)

**Student Instructions:**

1. Brainstorm what an angry face looks like, reviewing materials from previous activities, including digital photos if available
2. Make a list of features that might be included in the mask eg “cross” eyebrows and eyes, clenched jaw or tightened lips (Q: How do you draw these?)
3. Practise drawing “angry” cartoon faces, using practice sheets provided.
4. Roughly trace the shape of your face onto cardboard or adjust a paper plate to do the same
5. Sketch your angry face onto the cardboard until you are happy with the result.
6. Use coloured pencils etc to give colour to the image.
7. Use a black texta or felt-tip pen to give definition to your face.
8. Use scissors to cut out the shape of the face, and to make eye holes.
9. Attach a piece of elastic or a long paddle pop as a holder, to make the mask wearable.



Construction paper/popsicle stick faces from [Sunflower Storytime's blog](#)



Emotions Half Masks from [Oriental Trading Company](#)

## Teacher Information

- Activity Components:**
- Symbolic representation – making a mask, from sketching through to final product
  - Graphic representation of emotions
  - Cartooning practice
  - Individual non-verbal task (words not required for successful completion)

### 8 Ways of Aboriginal Learning

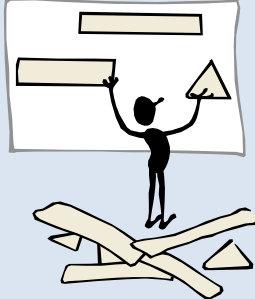


Symbols & Images



Non-verbal

### Teaching/ Learning Focus



#### **Exploration:** Supporting students to explore ideas for themselves

- Keeping the learning hands on (ongoing engagement with the topic at a contextualised level)
- The need to represent ideas visually
- The vocabulary of facial expressions and features including eye shapes, jawline, mouth, lips, brow, adjectives for describing e.g. furrowed, clenched, wrinkled, slanted, terse etc.

### Possible complementary tasks:

For a *list of strategies and activity ideas (and links) on teaching emotions and feelings to children on the autism spectrum*, see:

<http://consonantlyspeaking.com/posts/2012/08/abcs-4-slps-e-is-for-emotionsf-is-for-feelings>

NB: The pictures with links included on the flip side of this Activity Card are taken from this site.

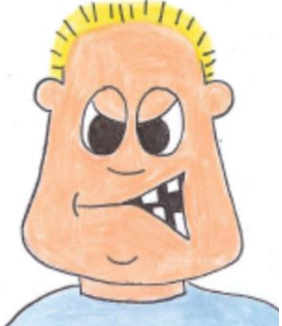





#### **Another activity suggestion for teaching emotions:**

[www.notimeforflashcards.com/2011/05/paper-plate-emotion-masks.html](http://www.notimeforflashcards.com/2011/05/paper-plate-emotion-masks.html)



# How to draw feelings faces - Practising cartooning

## Angry/ frustrated faces



## 6

**Title:** *Making Anger Masks (Part 2)*

**Activity:** *Visual representation task*

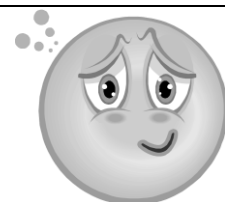
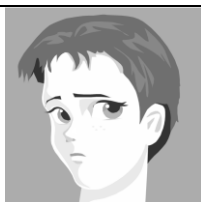
**Goal:** *To create a “underlying mask” to go under the existing “angry mask (from Activity 5), with eye holes, showing one possible primary emotion which can be the underlying reason for anger to be triggered*

**Materials:**

- *Copies of worksheets “How to draw feelings faces – practising cartooning” (primary/ underlying emotions)*
- *Lead pencils (variety of hardness eg B, 2B) & eraser*
- *Tracing paper*
- *Cardboard (for mask) or large paper plate*
- *scissors*
- *Thick black texta, for drawing outline (or felt-tip pen)*
- *Textas, coloured pencils, crayons or even paint/ paint brushes*
- *Elastic & stapler OR or long paddle pop-stick & glue (for making the mask wearable)*

**Student Instructions:**

1. *Practise cartoon drawing – various possible emotions (Worksheets provided)*
2. *Brainstorm the features you might highlight for the mask for each possible emotion a student might choose to represent graphically on this new mask e.g. embarrassment/ humiliation/ self-consciousness, confusion/ hurt, frustration, anxiety*
3. *Roughly trace the shape of your face onto cardboard or adjust a paper plate to do the same*
4. *Sketch your angry face onto the cardboard until you are happy with the result.*
5. *Use coloured pencils etc to give colour to the image.*
6. *Use a black texta, black paint & paintbrush or felt-tip pen to give definition to your face.*
7. *Use scissors to cut out the shape of the face, and to make eye holes.*
8. *Attach elastic or a long paddle pop as a holder, to make the mask wearable.*



## Teacher Information

- Activity Components:**
- Symbolic representation – making a mask, from sketching through to final product
  - Graphic representation of emotions
  - Analysis of emotions
  - Cartooning practice
  - Individual non-verbal task (words not required for successful completion of main task)

**8 Ways of Aboriginal Learning**

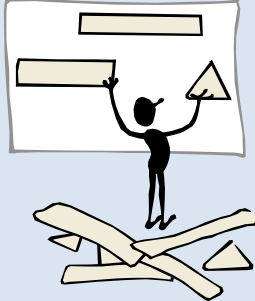


Symbols & Images



Non-verbal

**Teaching/ Learning Focus**



**Exploration: Supporting students to explore ideas for themselves**

- Keeping the learning hands on (ongoing engagement with the topic at a contextualised level)
- The need to represent ideas visually
- The vocabulary of emotions
- The vocabulary of facial expressions and features including eye shapes, jawline, mouth, lips, brow, adjectives for describing eg furrowed, clenched, downcast, etc

### Possible complementary tasks:

For a *list of strategies and activity ideas (and links) on teaching emotions and feelings to children on the autism spectrum*, see:







<http://consonantlyspeaking.com/posts/2012/08/abcs-4-slps-e-is-for-emotionsf-is-for-feelings>

**Another activity suggestion for teaching emotions:**

[www.notimeforflashcards.com/2011/05/paper-plate-emotion-masks.html](http://www.notimeforflashcards.com/2011/05/paper-plate-emotion-masks.html)








How to draw feelings faces - Practising cartooning: Worried, scared & overwhelmed faces



How to draw feelings faces - Practising cartooning: Hurt and confused faces



How to draw feelings faces - Practising cartooning: embarrassed faces

**Title:** Maslow's Hierarchy of Needs

**Activity:** Reading, Matching & Sequencing Task

**Goal:**

- To explore the concept of "Maslow's Hierarchy of Needs"
- To think about what motivates us as people, when we act in particular ways
- To create a labelled diagram of Maslow's Hierarchy of Needs (represented in pyramid form), by matching labels and then sequencing them on the pyramid
- To explore and discuss how **not having certain needs met** may impact on our behaviour, including contributing (potentially) to making our "fuse" shorter

**Materials:**

- Copies of attached worksheet/s about Maslow's Hierarchy of Needs
- Scissors and glue (optional) – (NB: It can be very helpful to many students to be able to manipulate the categories physically rather than just engage with them on the page, so it's strongly suggested that this is a cut and paste activity.)
- Data Projector/ interactive whiteboard – for using the additional worksheets as a starting point for facilitating class discussion about trigger points and what makes us more susceptible to "losing our cool"

**Teacher/ Student Instructions:**

**NB:** This activity should be preceded by a class brainstorm about:

- (a) what we need to survive as human beings and
- (b) what we need to thrive in life

**Worksheet 1:**

1. Match each of the five categories with its definition
2. Put the categories in hierarchical sequence, from the most basic need to the pinnacle motivation
3. Place the categories in correct order on the pyramid, with the most basic need at the base and the most sophisticated need at its tip.

Use the additional two worksheets provided as a tool to facilitate discussion and thinking about what makes us more susceptible to stress (that precursor to potentially "losing it") and to helping students to think more explicitly about their own personal trigger points.

## Teacher Information

- Activity Components:**
- Exploring the notion of a “hierarchy”
  - Visual representation of a hierarchy in pyramid form
  - Analysis of psychological needs
  - Personal reflection/ application of the psychology presented

*NB: The core part of this activity can be completed in pairs (for emphasis on cooperative exploratory talk)*

**8 Ways of  
Aboriginal Learning**

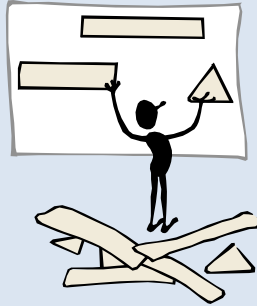


Symbols & Images



Story Sharing

**Teaching/ Learning  
Focus**



**Exploration/ Towards Transformation: Supporting students to explore ideas for themselves**

- Keeping the learning hands on (ongoing engagement with the topic at a contextualised level)
- The need to represent ideas visually
- Applying a technical/ scientific viewpoint to an issue, as opposed to a “common-sense” view
- The need for learning to be personally meaningful
- The need to explicitly teach tools for building self-awareness
- The need for some level of personal disclosure (safe and appropriate) as a way of drawing together students in a community and for genuine personal reflection to occur
- The vocabulary of motivation/ human needs: esteem, actualisation, survival, safety, social, security,

## Maslow's Hierarchy of Needs:

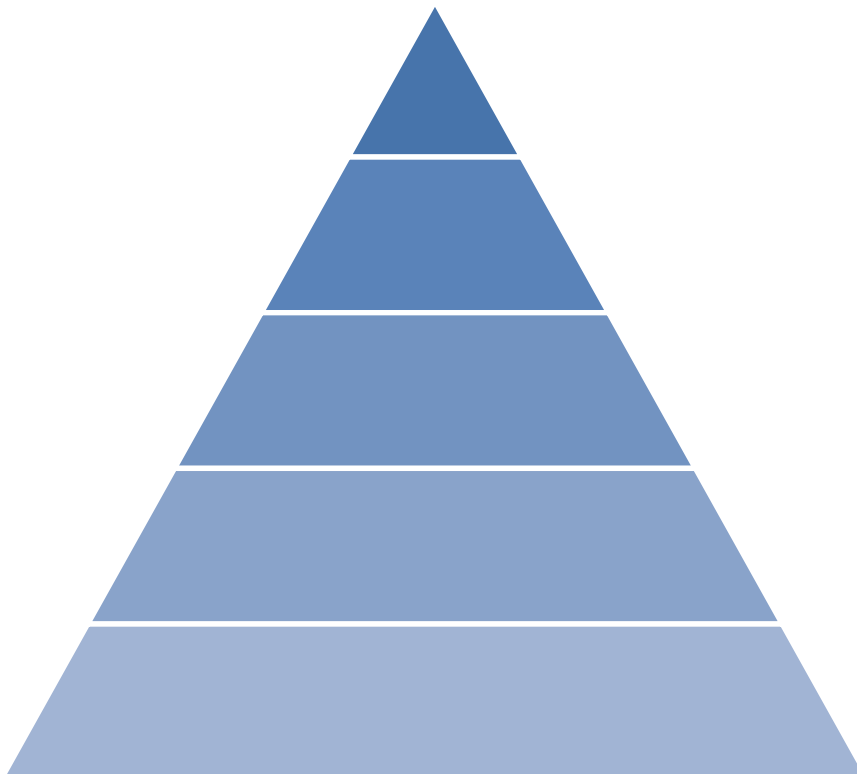


Abraham Maslow was an American psychologist who explored the role of motivation on the ways that human beings behave. His idea for a “hierarchy of human needs” was proposed in 1943. The theory suggests that once one need is satisfied, it stops being a motivator. Instead the next level of need becomes the motivator for our actions, until all our needs are fulfilled.

*Step 1: Mix and Match - Can you match the category with its definition?*

<b>Belonging - Love</b>	<i>security, stability, freedom from fear</i>
<b>Esteem</b>	<i>friends, family, intimacy and connection</i>
<b>Physical survival</b>	<i>creativity, realising potential, personal growth and fulfilment</i>
<b>Safety</b>	<i>food, water, shelter, warmth, breathing, sleep ...</i>
<b>Self-actualisation</b>	<i>confidence, achievement, recognition, respect</i>

*Step 2: Sequencing - Can you place the categories in order from the most basic (at the base of the triangle) to the “pinnacle” of having our needs met (top point of triangle)*



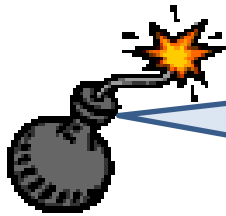


## SOMETHING TO THINK ABOUT:



*What begins to happen for us if our most basic physiological needs are not met?*

*food, water, shelter, warmth, breathing, sleep*



*What makes your fuse shorter? How so?*

*Can you think of any examples or stories?*

## Think about what happens when you feel:

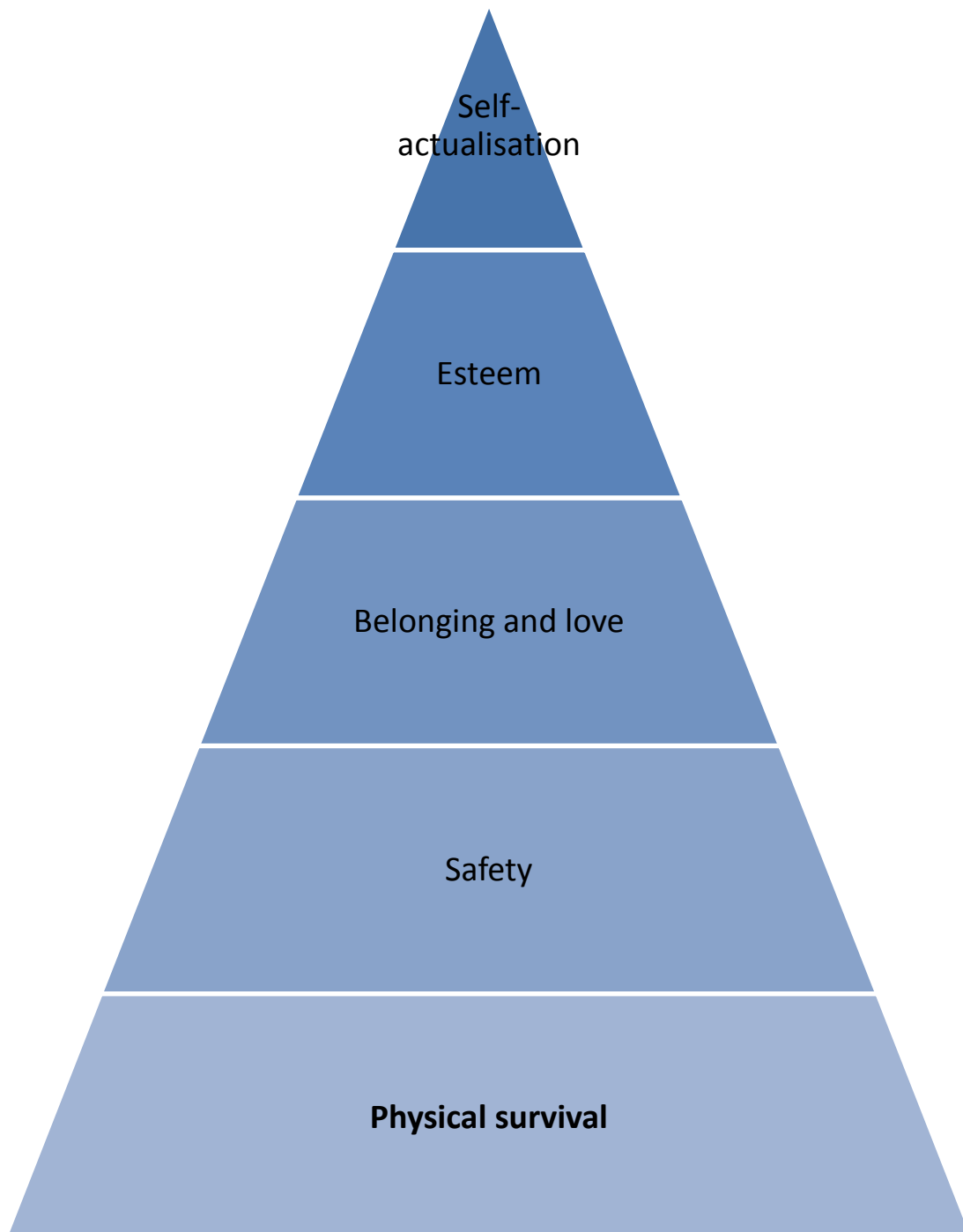


- sick/ unwell
- tired
- really hungry
- cold
- too hot
- thirsty/ dehydrated

*So what happens if any one of these other needs is not met?  
What kinds of feelings may this trigger? What is our response likely to look like?  
What will we become more susceptible to if this need is not being met?  
Can you think of any stories or experiences that relate to this?*

***What is it that really “pushes your buttons”?***

***Can you identify why?***





**Title:** Picturing Your “Quality World”

**Activity:** Visual Representation Task

- Goal:**
- To explore Glasser’s concept of our “Quality World”, from a personal perspective
  - To think about what motivates us as people, when we act in particular ways as well as what is important for us personally
  - For each student to create a graphic representation of the way they picture his/her own “Quality World”

- Materials:**
- Copy of “Psychological Needs” Table (this can be enlarged to A3 to make it easier to work with)
  - Copy of teacher template “Picturing your Quality World” – to project onto screen, to help students to know what to do (The teacher could complete one in advance as a model of what to do)
  - Copy of student template (blank) “Picturing your Quality World” or blank cardboard (enlarged to A3)
  - Magazines, photos and other materials for collage
  - Scissors and glue
  - Coloured pencils, textas, lead pencils, erasers, pens etc

- Teacher Instructions:**
- NB: This activity should be preceded by revisiting the class brainstorm about (a) what we need to survive as human beings and what we need to thrive in life. William Glasser can be presented as another psychologist who uses the notion of “human needs” as motivators for the choices we make.
1. Explore the four psychological needs presented in Glasser’s theory by getting students to complete the table provided. NB: This could be done partly in pairs, partly as a class and partly individually, depending on the needs of the students.
  2. Use the teacher “Picturing your Quality World” template to talk through the idea of the picture we might have in our heads of our own “Quality World” and how that might be represented visually.
  3. Students visually represent their own “Quality World” using either the provided “Picturing your Quality World” template or cardboard.
  4. Questions to think about:
    - What is the most important need? Why? How do you know?
    - Can you see any relationship between some of these needs and what the book tells us might be happening for Mr Angry Ant?

## Teacher Information

- Activity Components:**
- Graphic and symbolic representation of emotions and abstract concepts
  - Differentiating between needs, wants, ideals, values and feelings
  - Analysis of psychological needs
  - Personal application/ reflection of a psychological tool/ concept
  - Individual non-verbal task (words not required for successful completion of main task)

**8 Ways of Aboriginal Learning**

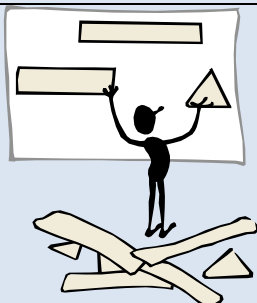


Symbols & Images



Non-verbal

**Teaching/ Learning Focus**

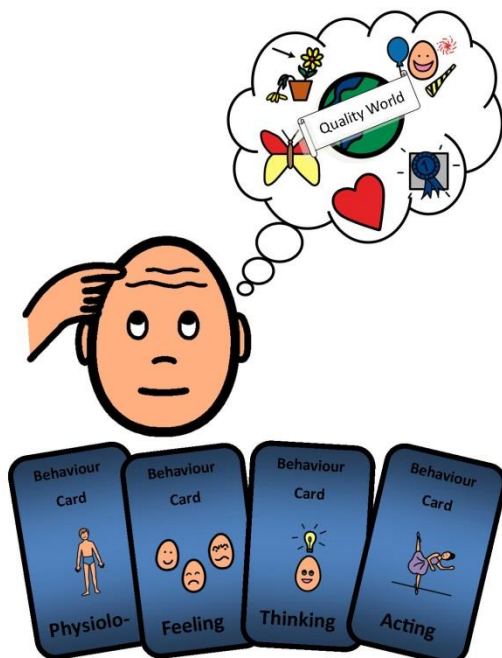






**Exploration/ Towards Transformation: Supporting students to explore ideas for themselves**

- Keeping the learning hands on (ongoing engagement with the topic at a contextualised level)
- The need to represent ideas visually
- Applying a technical/ scientific viewpoint to an issue, as opposed to a “common-sense” view
- The vocabulary of motivation/ human needs: esteem, actualisation, survival, safety, social, security,

### Additional Information/ Links for Understanding Glasser’s Choice Theory and the concept of “Quality World”

- There are lots of summaries of William Glasser’s “Choice Theory”, including its components “Quality World” and the “Five Basic Human Needs” available on the Internet. However one site which contains some video explanations (audio and visual) is located at: [www.quality-choices.com/choice-theory](http://www.quality-choices.com/choice-theory)
- For more information about William Glasser’s choice theory, you could also try The William Glasser Institute of Australia’s website, as a starting point: <http://www.wgia.org.au/>
- The picture below is used on the website: <http://blogs.ubc.ca/themindandeducationaltechnology/cognitive-behavioural-theories/>



<p><b><u>Psychological Needs:</u></b> Use a combination of words and pictures to complete this chart</p>		 <p><b>Belonging and Love</b></p>	 <p><b>Power</b></p>	 <p><b>Freedom</b></p>	 <p><b>Enjoyment, appreciation, fun</b></p>
<p><i>What does this mean? (Use the word bank below)</i></p>					
<p><i>What does this mean for you? When do you most feel this? What are you doing when this is strongest?</i></p>					
<p><i>Who/ which people in your life do you think of when you think of this?</i></p>					
<p><i>What happens when you feel like this part of your life is threatened in some way? Can you think of any examples?</i></p>					
friendships	feeling competent and able	family	doing things you enjoy	feeling like you matter	feeling like you are really involved with what you are doing
feeling proud	feeling like you have a say	acceptance	speaking up for yourself	belonging to groups	feeling a strong connection with other people
being respected	feeling like you have a choice	intimacy	learning and growing	sharing with others	making choices for your life and future
being recognised	getting along with others	love	achieving and doing well	laughing and playing	feeling like things are fair

**"Picturing your Quality World"**

**Belonging and Love**

*What kinds of feelings  
might arise if this part of  
your world is threatened?*

*Paste in drawings and  
pictures of what and  
who is important for  
you in terms of  
belonging and love*

**Fun, Appreciation &  
Enjoyment**

*What kinds of feelings  
might arise if this part of  
your world is threatened?*

*Paste in drawings and  
pictures of what and  
who is important for  
you in terms of fun  
& appreciation &  
enjoyment*

**Safety & Survival**

*What kinds of feelings  
might arise if this part of  
your world is threatened?*

*Paste in drawings and  
pictures of what and  
who is important for  
you in terms of  
"power"*

*Paste in drawings and  
pictures of what and  
who is important for  
you in terms of  
"freedom"*

*What kinds of feelings  
might arise if this part of  
your world is threatened?*

**Power**

**Freedom**

*"Picturing your Quality World"*

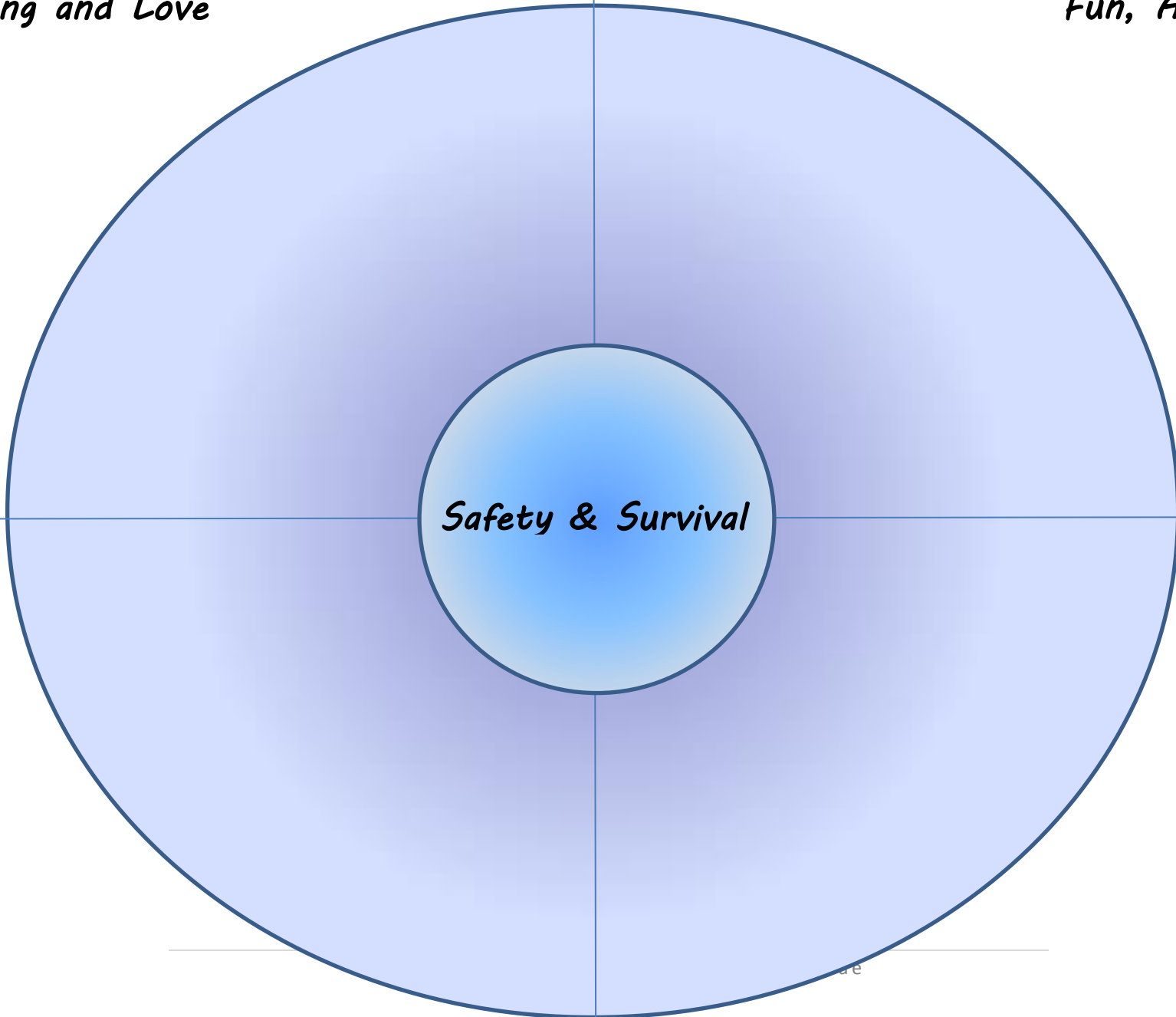
*Belonging and Love*

*Fun, Appreciation &  
Enjoyment*

*Safety & Survival*

*Power*

*Freedom*



**Title:** *Taking your Anger outside: The effect of nature on calming you down*

**Activity:** *Personal Reflection & Scientific Observation Task*

**Goal:**

- *To reflect on the impact of the natural environment on mood*
- *To observe the impact of a relaxation technique on heart rate and other observable physiology*

**Materials:**

- *Stopwatch or clock (or Biofeedback App Pulse rate)*
- *Copy of worksheet (provided) to record information*

**Teacher Instructions:** *NB: This activity should be conducted in a quiet natural environment, if possible within the school grounds. If there is nothing appropriate within the environment of the school, then a nearby park or public garden could be used, although obviously this is more challenging logistically.*

- 1. Have students measure and record their heart-rate and make any other observations about their feelings, thoughts and observations before heading outside.*
- 2. Set students up so that they each have a turn at spending a timed 10-15 minute period outside on their own doing “nothing”. This could be done as a whole class or with students individually or in small groups, taking turns. If you think any student/s is likely to find this task difficult, enlist the support of other staff/ community members. This could be done with the support of the School Counsellor, SLSOs, CLO, parents or other support staff.*
- 3. Have students complete the chart, including taking their pulse rate for a second time, once they re-enter the class room.*



## Teacher Information

<b>Activity</b>	▪ Relaxation exercise
<b>Components:</b>	▪ Collecting data (pulse-rate and other physiological observations)
	▪ Action-Reflection Task
	▪ Individual non-verbal task (words not required for successful completion of main task)

### 8 Ways of Aboriginal Learning

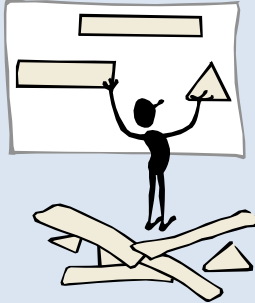


Land links



Non-verbal

### Teaching/ Learning Focus



### Exploration/ Towards Transformation: Supporting students to explore ideas for themselves

- Keeping the learning hands on (ongoing engagement with the topic at a contextualised level)
- The need for practical experimentation and to test out new ideas
- Applying a technical/ scientific lens
- The vocabulary of “Bio-feedback”

## Potential complementary activities/ variations

One possible variation of this task would be to incorporate the strategy of “using your feet to go for a walk” (p25 in *Meet Mr Angry Ant!*) as part of the investigation. This in particular might be more suited to those students who find sitting still and doing “nothing” more challenging.

**Relaxation Techniques:** <http://www.blackdoginstitute.org.au/docs/17.RelaxationSheetQuickRelaxationTechniques.pdf>

Your School Counsellor may have access to scripts which can be used to facilitate a relaxation activity with a group of students. Often Psychologists and School Counsellors are very practised at leading this type of activity and could be approached to facilitate something with your class. One possible script found on-line:




[www.innerhealthstudio.com/relaxation-scripts-for-children.html](http://www.innerhealthstudio.com/relaxation-scripts-for-children.html)

This link lists a number of **different factors which affect pulse-rate**, which might be interesting to reflect on as an additional focus: <http://www.activebeat.co/fitness/10-factors-that-affect-your-pulse-heart-rate/>

**Suggested activity:** Have students decide whether each of the factors listed are:

1. Mostly positive
2. Mostly negative
3. Neutral OR potentially negative/ positive

***There are a number of Bio-feedback “Apps” available which may assist in collecting data for “pulse-rate”, if this is a technology you can readily access in the class room.***

	<i>Before</i>	<i>During</i>	<i>Immediately After</i>
<i>Pulse rate</i> 		<i>N/A</i>	
<i>Mood/Emotions</i> 			
<i>What were you thinking?</i> 			
<i>Other things you observed</i> <i>e.g. muscle tension, body temperature, breathing etc</i>			

10

**Title:** *Emotional Thermometer*

**Activity:** *Self-Reflection & Visual Representation Task*

- Goal:**
- *To create a visual tool which can be used as a reference point for both reflection and communication about current state of emotion/ mood*
  - *To graphically represent variations in emotion and mood as a temperature scale on a thermometer*

- Materials:**
- *Copy of provided template/s, and access to provided links on the web, so that possible models can be shown to students*
  - *Coloured pencils, textas, lead pencils, erasers, pens etc*
  - *A4/ A3 size card or paper*
  - *Laminator/ laminating sheets (to give longevity to the finished product) so it can be used as a point of communication with teachers, or a point of self-reflection for students (for future reference)*
  - *Scissors (and glue)*

- Suggested Instructions:**
1. **Brainstorm:** *If emotions could be measured on a thermometer, what would be “cool” and what would be “boiling point” and what would be “in between”?*
  2. *Use the first template with students to facilitate a process of student reflection on (1) what the circumstantial triggers might be for them at each of the levels of emotion and (2) what their behaviours might look like at each point.*
  3. *Get the students to cut out the words from the word bank and match them to each emotional temperature mark on the scale.*
  4. *Encourage students to make up their own temperature chart, using one of the provided templates or creating their own version (using an alternative chart as a model)*
  5. *Encourage students to use their developing cartooning skills to draw the appropriate feelings faces themselves.*
  6. *Laminate the finished product and encourage students to keep it in their desks or close at hand.*
  7. *Encourage students to use the laminated product as a reference point and tool for reflection when thinking about their own emotions, anger and stress levels.*

## Teacher Information

- Activity** ■ Graphic representation of concept
- Components:** ■ Individual non-verbal task (words not required for successful completion of main task)

**8 Ways of Aboriginal Learning**

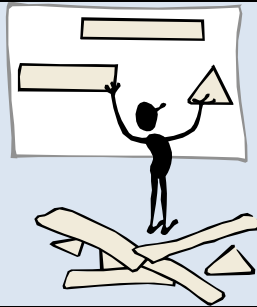


Story-sharing



Non-verbal

**Teaching/ Learning Focus**



**Exploration/ Towards Transformation:** Supporting students to explore ideas for themselves

- Keeping the learning relevant, personal, practical and reflective
- The need to represent ideas visually
- The vocabulary of emotion – semantic cline
- Thinking about and linking awareness between what we feel and how we act and also what we can do to manage/ prevent escalation of our emotions

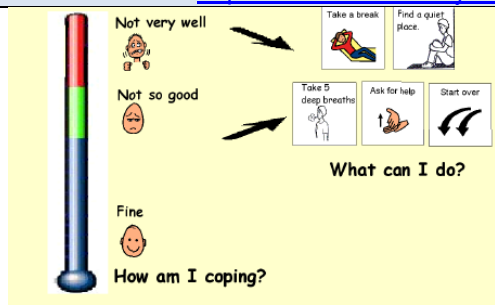
### Helpful Links:

The following links connect you to a mixture of alternative templates for an emotional thermometer and helpful worksheets and “printables” for teaching the gamut of emotions (vocabulary, differentiation between emotions and tools for developing self-awareness):

[http://www.setbc.org/pictureset/resources/mood\\_thermometer/mood\\_thermometer.pdf](http://www.setbc.org/pictureset/resources/mood_thermometer/mood_thermometer.pdf)

<http://pinterest.com/carden01/feelings-emotions/>

[http://autismcommunity.weebly.com/uploads/4/4/9/8/4498215/feelings\\_thermometer.pdf](http://autismcommunity.weebly.com/uploads/4/4/9/8/4498215/feelings_thermometer.pdf)



← This template comes from an excellent British Columbian website which provides Special Education Technology resources and support. [www.setbc.org/pictureset/resource.aspx?id=266](http://www.setbc.org/pictureset/resource.aspx?id=266)

This particular template provides an example of how the emotional thermometer might be used with students to reflect on their behaviour but also how it might be used as a communication pointer towards strategies for managing emotions. There are lots of additional very useful templates available on the website in PDF and “Boardmaker” format. If you have access to “Boardmaker” you can then edit them to adapt them for your own purposes. Some templates are particular to social skills training and others are for more general curriculum support.



### Possible Extension Activities:

Colours are often used to represent emotions. For a Visual Arts/ English link, see **Activity Card 20** for an activity on colours and their connotations and meanings, including a genuinely engaging dictionary task.

# Emotions Thermometer

*What events are happening?*

*What behaviours am I using?*



<i>calm</i>	<i>frustrated</i>	<i>happy</i>
<i>furious</i>	<i>okay</i>	<i>confused</i>
<i>a bit stressed</i>	<i>very stressed</i>	<i>angry</i>
<i>mad</i>	<i>anxious</i>	<i>content</i>
<i>upset</i>	<i>pleased</i>	<i>nervous</i>
<i>rage</i>	<i>worried</i>	<i>irritable</i>

# Emotions Thermometer

Feeling Words

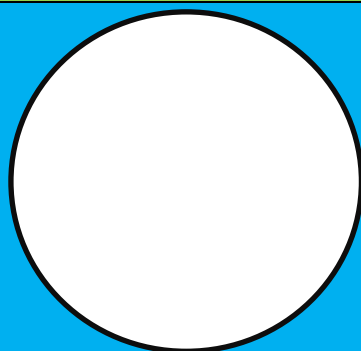
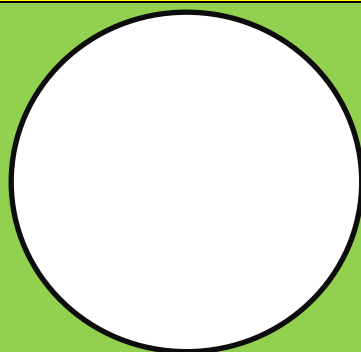
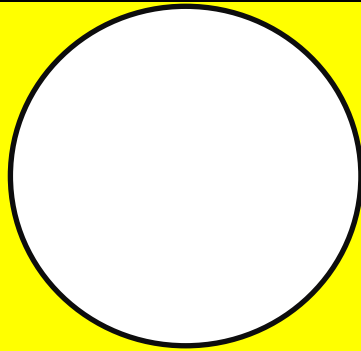
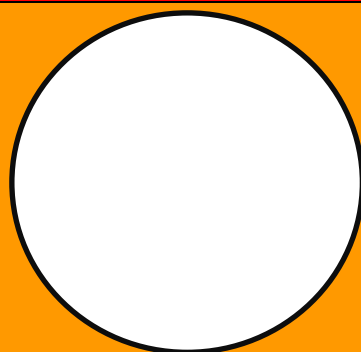
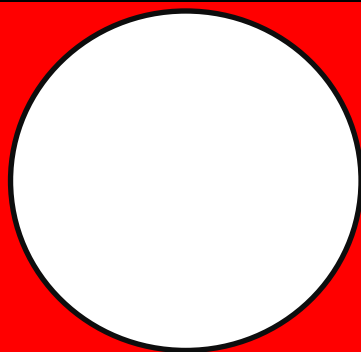
What strategies do I need to put in place here?



# Emotions Thermometer

*Feeling Words*

*What strategies do I need to put in place here?*





**Title:** *Music Therapy*

**Activity:** *Action/ Reflection Task*

**Goal:**

- *To reflect on and explore the impact of different types of music on our emotions*

**Materials:**

- *Copy of provided student worksheets*
- *Computer & speakers (for playing music) or CD player or other audio equipment (if you are using your own music)*
- *Pencils (B, 2B) for “doodling”*

**Suggested Instructions:**

1. **Brainstorm:** *In the Angry Ant book, it tells us “you can listen to music to help settle the beat”. Have you ever used music to help calm you down? What kind of music do you find most relaxing? Have you ever noticed yourself getting stressed by different kinds of music?*
2. *Play the students at least 2 minutes of 10 different music clips (some suggested tracks and their YouTube links are provided as part of the provided worksheet). Ask students to doodle what they feel as they listen. They should jot down any feelings words that spring to mind as they listen.*
3. **De-brief/ Class discussion:** *Here are some suggested questions:*
  - *Q: What music did you find the most relaxing?*
  - *Q: What did you find the most stressful?*
  - *Q: Were you surprised at the strength of any of the emotions you felt?*
  - *Q: Was there any particular music you found intense or sad or powerful in some way?*
  - *Q: What kind of music would you most likely choose to listen to relax? Would you choose any of the kinds of music played during the activity? Why or why not?*

## Teacher Information

- Activity Components:**
- Exploring/ testing out the strategies suggested in the Meet Mr Angry *Ant!* picture book.
  - Data collection – individual/ personal
  - Listening and reflection task
  - Individual non-verbal task (words not required for successful completion of main task)

### 8 Ways of Aboriginal Learning

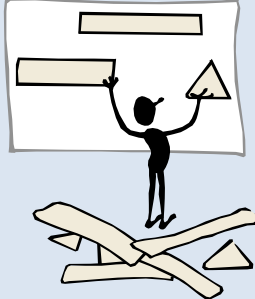


Non-verbal



Symbols and Images

### Teaching/ Learning Focus



### Exploration/ Towards Transformation: Supporting students to explore ideas for themselves

- Keeping the learning relevant, personal, practical and reflective
- The need to represent ideas visually
- The vocabulary of emotion/ mood – as it relates to music
- Thinking about and linking awareness between what we feel and how we act and also what we can do to manage/ prevent escalation of our emotions

## Suggested Complementary Activities

An additional “Bio-feedback activity” would be to collect data for students’ pulse rates before and after a class session in which instrumental “relaxation” music or Mozart/ Bach is played quietly in the background.

## Additional Pointers

- If you are using your own music selection, film music is often quite evocative and easily accessible.
- I have chosen mostly instrumental music for the selection provided in the worksheets because, for the purposes of this task, the focus is then on the music itself rather than the lyrics to evoke feeling.
- This activity could be done at the end of the day, with whole tracks (or longer excerpts of the tracks) being played, using textas and crayons, coloured pencils and art paper in order to turn the activity into a more extended Music/Visual Arts focus.
- Obviously, “YouTube” clips should be used without showing students the visual element so that the focus is entirely on the audio. NB: The disadvantage of using “YouTube” is that the clip is often preceded by a short “ad” which may interfere in the initial part of the playtime.
- Students could use their Emotional Thermometer (**Activity Card 10**) as a reference point and support for vocabulary and emotions, as they complete this task.

<b><i>Suggested Music Clips:</i></b>	<b><i>Drawing - "Doodle" with a pencil while you are listening</i></b>	<b><i>How does it make you feel? (Emotions/ Feelings words)</i></b>
<p>1. <b><i>"Towani" by Marth (orchestral instrumental)</i></b>  <a href="http://www.youtube.com/user/okanokumo?v=Z5BsLkDLOhc">http://www.youtube.com/user/okanokumo?v=Z5BsLkDLOhc</a></p>		
<p>2. <b><i>Adagio in G Minor (Albinoni)</i></b>  <a href="http://www.youtube.com/watch?v=XMbvc480Y4">http://www.youtube.com/watch?v=XMbvc480Y4</a></p>		
<p>3. <b><i>Harry Connick, Jr. playing "Stompin' At The Savoy"</i></b>  <a href="http://www.youtube.com/watch?v=qD8n7LNKGGI">http://www.youtube.com/watch?v=qD8n7LNKGGI</a></p>		
<p>4. <b><i>Music from The Piano soundtrack by Michael Nyman</i></b>  <a href="https://www.youtube.com/watch?v=hdWLwRexMRA">https://www.youtube.com/watch?v=hdWLwRexMRA</a></p>		
<p>5. <b><i>Mozart's "Requiem Mass in D Minor"</i></b>  <a href="https://www.youtube.com/watch?v=Zi8vJlMxQI">https://www.youtube.com/watch?v=Zi8vJlMxQI</a></p>		

<b><i>Suggested Music Clips:</i></b>	<b><i>Drawing - "Doodle" with a pencil while you are listening</i></b>	<b><i>How does it make you feel? (Emotions/ Feelings words)</i></b>
<p>6. <i>Mozart's Flute and Harp Concerto in C, K. 299</i>  <a href="https://www.youtube.com/watch?v=Xc6-KozGK3c">https://www.youtube.com/watch?v=Xc6-KozGK3c</a></p>		
<p>7. <i>Instrumental Hip Hop</i>  <a href="http://www.youtube.com/watch?v=akGSzTOke5Y">http://www.youtube.com/watch?v=akGSzTOke5Y</a></p>		
<p>8. <i>"Summertime" Charlie Parker (Jazz instrumental)</i>  <a href="http://www.youtube.com/watch?v=j1bWqViY5F4">http://www.youtube.com/watch?v=j1bWqViY5F4</a></p>		
<p>9. <i>Eric Clapton "Instrumental Blues Jams in A(1)"</i>  <a href="http://www.youtube.com/watch?v=IVVjOSuUPdA">http://www.youtube.com/watch?v=IVVjOSuUPdA</a></p>		
<p>10. <i>Ennio Morricone's "Gabriel's Oboe" from the soundtrack of The Mission</i>  <a href="http://www.youtube.com/watch?v=oaq1Dfa1e_E">http://www.youtube.com/watch?v=oaq1Dfa1e_E</a></p>		

**Title:** *Class Survey: What strategies work for you?*

**Activity:** *Data Collection or “Research” Task*

**Goal:**

- *To collect information (data) about what anger management strategies individuals in the class/ year grouping find the most helpful.*
- *To reflect on individual differences/ preferences*

*NB: This survey could be confined to just one class or conducted across a year group, if appropriate. It is up to the teacher as to what scale this survey is conducted. The survey questions should be kept short in order to retain simplicity i.e. to an absolute maximum of five questions.*

- Teacher Instructions:**
1. **Brainstorm:** *What do we want to find out as a class about people’s preferred strategies for anger management?*
  2. **Jointly construct (as a class) 1-5 questions to form your Survey.**  
*You could do this by getting students first to do this in pairs or small groups and then sharing it with the whole class, reviewing the questions and then reconstructing them to make a class-agreed on set of questions. An example of some suitable questions might be: Have you ever used one of these strategies for managing your anger? Which have you found to be the most effective or most helpful and why?*
  3. **Discuss** *the ethics of conducting surveys: anonymity and confidentiality, ensuring survey questions are neutral (not loaded or biased in any particular way) etc.*
  4. **Discuss/plan** *the process of data collection (including getting permission – if the survey is going to extend beyond the class grouping, and even include people in the school other than students)*
  5. **Plan** *the step by step process for conducting the survey (logistics).*
  6. *Have the students write out the survey questions and make copies (or set up the survey on-line. See Helpful Links in Teacher Information).*
  7. **Conduct the survey,** *including collecting back the survey forms*
  8. **Record and tally the data** *– it depends on how many students you have surveyed and how long the survey is as to how complex a task this will be.*
  9. **Reflect on/ interpret the data** *– What does the data mean? What do the results tell us? What do you notice?*
  10. **De-brief the process:** *What have we learned by doing this activity? What worked well? What would we do differently next time?*

## Teacher Information

- Activity Components:**
- Exploring/ testing out the strategies suggested in the Meet Mr Angry *Ant!* picture book.
  - Data collection, recording and analysis– simplified “research” task
  - Cooperative activity
  - Enquiry based learning

### 8 Ways of Aboriginal Learning

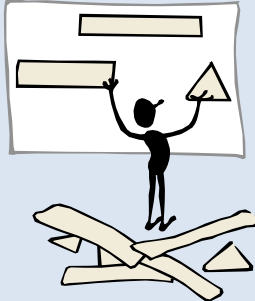


Deconstruct/ Reconstruct



Community Links (cooperative activity)

### Teaching/ Learning Focus



### **Exploration/ Towards Transformation: Supporting students to explore ideas for themselves**

- Keeping the learning relevant, personal, practical and reflective
- Engaging students in a process where they move towards a more analytical way of interpreting things
- Extending students beyond their current levels of thinking
- Helping students to take ownership of the learning process

## Helpful Links

<http://www.surveymonkey.com> – This website provides both a commercial grade and a basic free version of survey creation tools that can be used to conduct a survey on-line. If you decide to conduct a survey on a wider scale, or even if you still want something small and simple, this could be worth exploring.

**Title:** *Creating a “Strategies” Poster*

**Activity:** *Designing and making a poster to promote strategies for effective anger management*

**Goal:**

- *To design an A3 poster that can be displayed in the class room or around the school in order to encourage students to think about how they manage their anger and to implement strategies to keep their anger under their control.*
- *For students to be engaged in the design process – and put into practise their cartooning skills (with a more public product in mind)*
- *For students to engage with the concept of anger management strategies at a different level*

**Materials:**

- *Copies of provided templates (to project on screen for students)*
- *Copies of provided planning pages (for student use)*
- *A3/A4 paper – for practising and for final products*
- *Drawing pencils eg B, 2B*
- *Eraser*
- *Coloured pencils and textas*
- *Felt-tip pens*

*NB: This task could potentially be done on computer with students drawing initial sketches manually, scanning their images and then using a basic drawing program (e.g. Microsoft Paint) to edit their images e.g. making colours more vivid etc. This would require access to the relevant technology and a colour printer.*

**Teacher Instructions:**

1. *Outline the key goal using the templates provided.*
2. *Students should receive a copy of the planning worksheets (provided).*
3. *Brainstorm with the students about what they could do eg zone in one strategy and use it as the focus; present a more holistic picture of anger management and steps in breaking the cycle*
4. *Give examples of posters designed for similar purposes. What kinds of features do they have? How do they use colour? How do they use text? How are they organised visually?*
5. *Students should spend time planning and brainstorming ideas before making a rough draft (for teacher/ peer feedback)*

6. Students then produce their final version on A3 paper.

NB: Another teacher, staff member or even an AP/ Principal could be invited in to the class room to view the finished products and perhaps judge/ identify and publically acknowledge the best ones. The best posters could be copied, laminated, and displayed around the school.

## Teacher Information

- Activity Components:**
- Cartooning and design skills
  - Visual representation of ideas
  - Analysis/ exploration of what is an effective poster – through engaging in a design process
  - Making learning public

### 8 Ways of Aboriginal Learning



Deconstruct/ Reconstruct



Symbols and Images

### Teaching/ Learning Focus



### **Production and Presentation: Making learning public**

- The need to represent ideas visually
- The need for students to demonstrate what they have learned in a new format
- The need to position students as experts and provide a forum to demonstrate what they have learned (and be acknowledged)
- The need to think about and engage actively with how meaning is constructed (through words and visuals)
- The need to have an opportunity to explore different ways of representing meaning, without fear of criticism

## Helpful Links

A good example of an anger-management poster aimed at children, available as a free resource is

[www.natural-flair.co.uk/Resources/poster.jpg.jpg](http://www.natural-flair.co.uk/Resources/poster.jpg.jpg)

Other posters for individual strategies are also available as part of the same website: [www.natural-flair.co.uk/Resources](http://www.natural-flair.co.uk/Resources)

The **Bigger than the Bully Program (Stage 1 Unit)** has an anti-bullying poster as the main assessment task. This is another resource than could be used as a reference point here.



### Activity Card 13: Creating a Poster

*GOAL: To design an A3 poster to encourage students to think about how they manage their anger and to implement strategies to keep their anger under their control. The best posters will be displayed around the school to promote effective anger management.*

*Your poster could focus in on just one or a few of the different strategies that can be used as a way of managing anger. It could also present a “bigger picture” of managing anger eg how to break the cycle.*

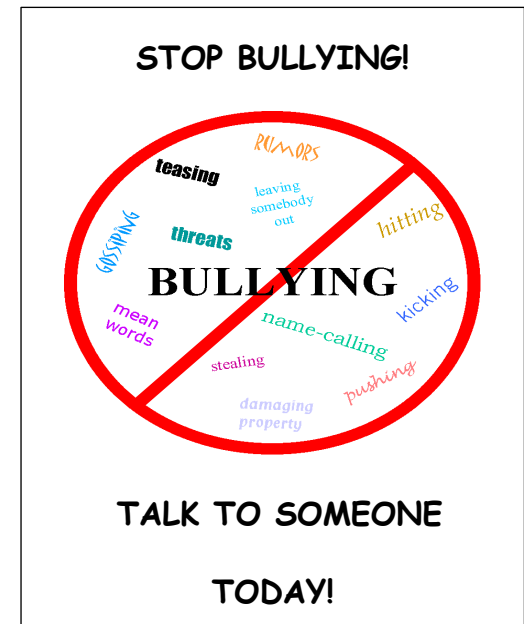
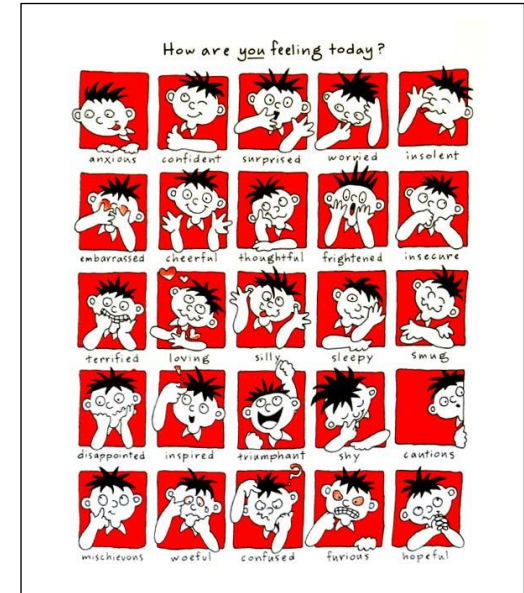
*You will need to use some of the ideas and drawing skills you have learned throughout the Meet Mr Angry Ant! activities and lessons. Here is an example of poster layout with an anti-bullying focus:*



**THEME: Anger management:  
strategies and ideas to  
manage/ control anger**

Your poster must include:

- Pictures and words which support the theme
- A title or key words
- Pictures which support the theme
- Eye-catching layout
- Colour



Poster Planning - To help you get started:

**THEME: Strategies to manage/ control anger**

<i>Picture ideas</i>	<i>Words you could use</i>

**Title:** *Hot Seat: Interviewing the Angry Ant*

**Activity:** *Q&A, interviewing, role-play, improvisations*

**Goal:**

- *To explore in more depth what the thinking/ feelings might be underpinning Mr Angry Ant's actions and choices at different stages of the picture book.*
- *For students to have a go at role-playing and asking questions within the frame of a "dramatic" set up.*

**Materials:**

- *Yellow baseball cap (like Mr Angry Ant's) (with antennae, if possible) (NB: This will help to signify that the student in the "hot seat" is no longer themselves but "in role")*
- *Additional props (if appropriate)*
- *Copy of "Hot Seat: Interviewing the Angry Ant" handout*
- *Paper and pens for writing questions*

**Instructions:** *The key focus of the drama activity "hot seating" is for the person "in role" to take on the role of a character in the very moment of the scenario or situation highlighted from the book. The questions students prepare in advance should also be specifically written with these particular moments in mind.*

1. *Brief the students, including providing them with the Task instructions, and talking through the picture book moments with them.*
2. *Discuss/ brainstorm what the Angry Ant's thought & feeling processes are likely to be:*
  - a) *at the beginning of the book (when he always gets angry); and*
  - b) *after trying out some simple strategies for anger-management.*

*NB: It is possible to track what his changing feelings/thinking might be by paying close attention to the way the character of the Angry Ant is drawn in the book (including facial expressions, body language etc).*
3. *Students should use the planning page to prepare their own written questions which will be put to the Angry Ant during the Q& A. This part of the task can be done in small groups (or pairs) or individually.*
4. *Early on, you will need to select students to take on the hot-seat role, and set them up to do this (you can use the additional planning table to support them in their preparation).*

*NB: It is important that if students are not used to doing this kind of activity already that they don't feel put on the spot or pressured to have a go when they are not ready. It may be useful to set a few students up to*

take the hot seat initially, and then ask for further volunteers, as you go. Once students see the process modelled, more students are likely to feel more comfortable to have a go themselves.

5. You will also need to **allocate** the role of MC and explain how the Q & A session is going to work (logistics of question-asking etc)
6. **Process for actual hot-seating:** Use the props as a support to setting up the students/teacher in their various roles (MC, Angry Ant etc) and to differentiate them from their regular selves/ identities.
7. **Move through each of the scenarios:** The MC should work to make sure different groups/ individuals have the chance to ask questions and that different questions are asked. This can be facilitated by asking "Does someone have a different question?" each time.
8. **De-brief/ review the process:** This should include ensuring that all students who were in the "hot-seat" at any point are formally acknowledged but also separated from that role/ identity, and introduced back to the class as themselves. Also take time to review what was interesting or revealing about the process.

## Teacher Information

<b>Activity Components:</b>	<ul style="list-style-type: none"> <li>▪ Writing questions</li> <li>▪ Reading prepared questions aloud</li> <li>▪ Structured improvisation/ role-play</li> <li>▪ Focus on characterisation in interpreting cartoons</li> <li>▪ Empathy task – for the students doing the role-playing</li> <li>▪ Debriefing</li> </ul>
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### 8 Ways of Aboriginal Learning

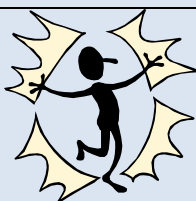


Story Sharing



Community Links (cooperative/ interactive element)

### Teaching/ Learning Focus



### **Exploration/ Transformation:** Supporting students to focus and reflect on the issues from a new angle

- The need for students to own new ideas for themselves by expressing those ideas in their own words
- The need to ask genuine questions
- The need for class activities which support students to "stretch" their language use
- The need to express/ shape meaning in new forms
- The need for learning to be in many different modes and forms (written, spoken, visual, listened to, interactive, acted out)

## Additional Variation

**Potential for other roles:** The character of the Angry Ant is the main character of the picture book. Other characters are peripheral, including that of the narrator. However, you could widen this "hot-seating" task to include these other characters.

**Potential for "Alter Ego" role:** The student playing the role of the Angry Ant could have their "deep thoughts," "alter ego," or "conscience" stand behind them to reveal their inner thoughts and feelings that the hot-seated character would not reveal in public. In this way, the hot-seated student says what the character would say, but the alter ego says what the character might be thinking and feeling behind the persona or "mask." SOURCE: <http://www.mcte.org/resources/hotseat.html>

## Hot Seat Activity: Q&A - The Angry Ant

**DRAMA CONTEXT:** Your class room is now the studio for a “Q & A Current affairs” television show. The special guest for the evening is Mr Angry Ant, who will be responding to questions from members of the studio audience, in specific reference to key situations and moments from his life (as depicted in the Meet Mr Angry Ant! picture book).

**For this task, you need:**



Someone to be in the “hot seat” by taking on the role of the Angry Ant (in each of the situations below). Different students could take turns at this role.

The person who is in the “hot seat” as the Angry Ant should put on a baseball cap to signal their having stepped into role.

To take on this role, you will need to try and imagine what the Angry Ant would be thinking and feeling at the highlighted point in the text. You will need to behave and answer questions in a way which would have the studio audience believe you are the Angry Ant. Think about how the Angry Ant would act, how he would talk and what he might say.



Someone to be the MC or facilitate the Q&A “Current Affairs” show. This could be the teacher or a class member.




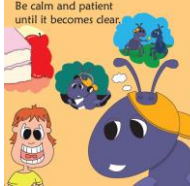



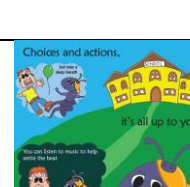

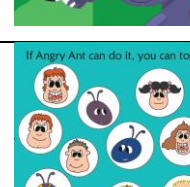
The person who is taking on the role of MC should wear something to help them step into the role of MC. This could be an item of clothing such as a scarf, hat, wig or a pair of sunglasses.



Different members of the “studio audience” ready with prepared questions to ask the Angry Ant, on cue, as led by the MC.








All students will be members of the “studio audience” at some point. So, you must prepare questions in advance that you would like to ask Angry Ant, about each of the specific moments in the book.




Here are the moments in the book, which will be the focus of the Q & A session:

 <p>shout out loud, to watch others run away...</p>	<p>❶ Sometimes the Angry Ant would... shout out loud to watch others run away.</p>	 <p>There are some simple things that Angry Ant can do and you can try them too!</p>	<p>❷ There are some simple things that Angry Ant can do and you can try them too!</p>
 <p>bump into others without a care.</p>	<p>❸ Sometimes the Angry Ant would...bump into others without a care.</p>	 <p>Be calm and patient until it becomes clear.</p>	<p>❹ Be calm and patient until it becomes clear.</p>
 <p>Run past the most delicious foods and not take a bite.</p>	<p>❺ Sometimes the Angry Ant would...run past the most delicious foods and not take a bite.</p>	 <p>Remember, when you get angry and want to explode,</p>	<p>❻ Remember, when you get angry and want to explode, try to control your anger, don't let it take control of you.</p>
 <p>When others saw him they got a fright!</p>	<p>❼ When others saw him they got a fright!</p>	 <p>Choices and actions, it's all up to you!</p>	<p>❼ Choices and actions, it's all up to you.</p>
 <p>I wish he could stop and just take the time to NOT be an Angry Ant.</p>	<p>❽ I wish he could stop and just take the time to NOT be an Angry Ant.</p>	 <p>If Angry Ant can do it, you can too!</p>	<p>❽ If Angry Ant can do it, you can do it too.</p>

<b>BRAINSTORMING &amp; QUESTION PREPARATION</b>	<i>Questions you would like to ask the Angry Ant at this point</i>
❶ <i>Sometimes the Angry Ant would... shout out loud to watch others run away.</i>	
❷ <i>Sometimes the Angry Ant would...bump into others without a care.</i>	
❸ <i>Sometimes the Angry Ant would...run past the most delicious foods and not take a bite.</i>	
❹ <i>When others saw him they got a fright!</i>	
❺ <i>I wish he could stop and just take the time to NOT be an Angry Ant.</i>	
❻ <i>There are some simple things that Angry Ant can do and you can try them too!</i>	
❼ <i>Be calm and patient until it becomes clear.</i>	
❽ <i>Remember, when you get angry and want to explode, try to control your anger, don't let it take control of you.</i>	
❾ <i>Choices and actions, it's all up to you.</i>	
❿ <i>If Angry Ant can do it, you can do it too.</i>	



<b>ROLE PREPARATION for those in the Hot Seat</b>		<i>What do you think the Angry Ant might be feeling or thinking? (using the cartoon graphics as well as what we have learned throughout this Unit)</i>
	<b>1</b> Sometimes the Angry Ant would... shout out loud to watch others run away.	
	<b>2</b> Sometimes the Angry Ant would...bump into others without a care.	
	<b>3</b> Sometimes the Angry Ant would...run past the most delicious foods and not take a bite.	
	<b>4</b> When others saw him they got a fright!	
	<b>5</b> I wish he could stop and just take the time to NOT be an Angry Ant.	
	<b>6</b> There are some simple things that Angry Ant can do and you can try them too!	
	<b>7</b> Be calm and patient until it becomes clear.	

<p><b>ROLE PREPARATION</b> for those in the <b>Hot Seat</b></p>	<p><i>What do you think the Angry Ant might be feeling or thinking?</i></p> <p><i>(using the cartoon graphics as well as what we have learned throughout this Unit)</i></p>	
	<p>⑧ Remember, when you get angry and want to explode, try to control your anger, don't let it take control of you.</p>	
	<p>⑨ Choices and actions, it's all up to you.</p>	
	<p>⑩ If Angry Ant can do it, you can do it too.</p>	

**Title:** Mapping our learning so far...

**Activity:** Visual Representation Tasks

- Goal:**
- **Learning Map:** to map visually what has been learned during the course of the whole Unit (whole class)
  - **Cause & Effect Graphic Organiser:** To focus in on key learning concepts such as choices, actions & consequences by using graphic organisers to visually map and represent them (whole class & in pairs)
  - **Story Cube:** To represent visually (in another form) the key ideas of the book (independent task)

**Materials:** Learning Map

- Butcher's paper/ whiteboard & pens (it is best if there is some way of keeping a record of the learning map so it can be used as a point of reference in the final activities)

**Cause & Effect Graphic Organisers**

- Copies of provided graphic organiser templates (or other similar template)
- OHP/ interactive whiteboard for teacher modelling/ joint construction

**Story Cube:**

- Copy of "Story Cube" template, as instructions/ guide for students
- Copy of blank cube template on A4 paper (suitable for students creating a draft version). A link to an appropriate template is: <http://www.mssscrafts.com/crafts/storybox/cube.htm>
- Copy of blank cube template printed on thicker A4 or A3 paper/ card
- Pencils, textas, coloured pencils etc.

**Guidelines**

**Learning Map**

**and**

**Pointers:**

- Work together with the class to create a map of the key ideas and activities of the Unit to date.
  - Two possible ways of starting/organising the mapping process are provided but if you are familiar with this kind of mapping, do whatever works for you.
- 'Cause & Effect' Graphic Organiser (Focus: Angry Ant picture book)**
- This template can be used either as a whole-class activity (joint construction) or given to students in pairs to have a go at working through themselves and then reviewed as a whole class. It links in with **Print Master 7**, used at the beginning of Section 3.

## Story Cube

- This task requires students to encapsulate and represent the key ideas from the book as 6 facets or sides of a cube. The exact focus for each “side” is provided on the “Story Cube” template.
- The task is a way of linking the more general focus on anger and anger management in more recent activities back with the key purpose and structure of the book itself, before bringing everything together in the final production/ reflection activities of the Unit.
- The completed “Story Cube” can double up as a die for the Board Game, for use as part of the board-game in **Activity Card 16**.
- You can revisit the Story Structure poster used at the beginning of the Unit to assist students in achieving this task
- Focus does not have to be on words but on visual representation – visually representing key concepts through cartooning and labelled graphics.
- In assessing what students produce, it is important to emphasise the thinking behind the cartooning and overall visual organisation, not the level of cartooning skill.

## Teacher Information

<b>Activity Components:</b>	<ul style="list-style-type: none"> <li>▪ Visual representation of ideas</li> <li>▪ Identifying cause and effect or choices and consequences in a chain of events</li> <li>▪ Exploratory talk together</li> <li>▪ Bringing together key ideas across a whole unit</li> <li>▪ Summarising and encapsulating</li> </ul>
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8 Ways of Aboriginal Learning



Deconstruct/ Reconstruct



Learning Maps

Teaching/ Learning Focus



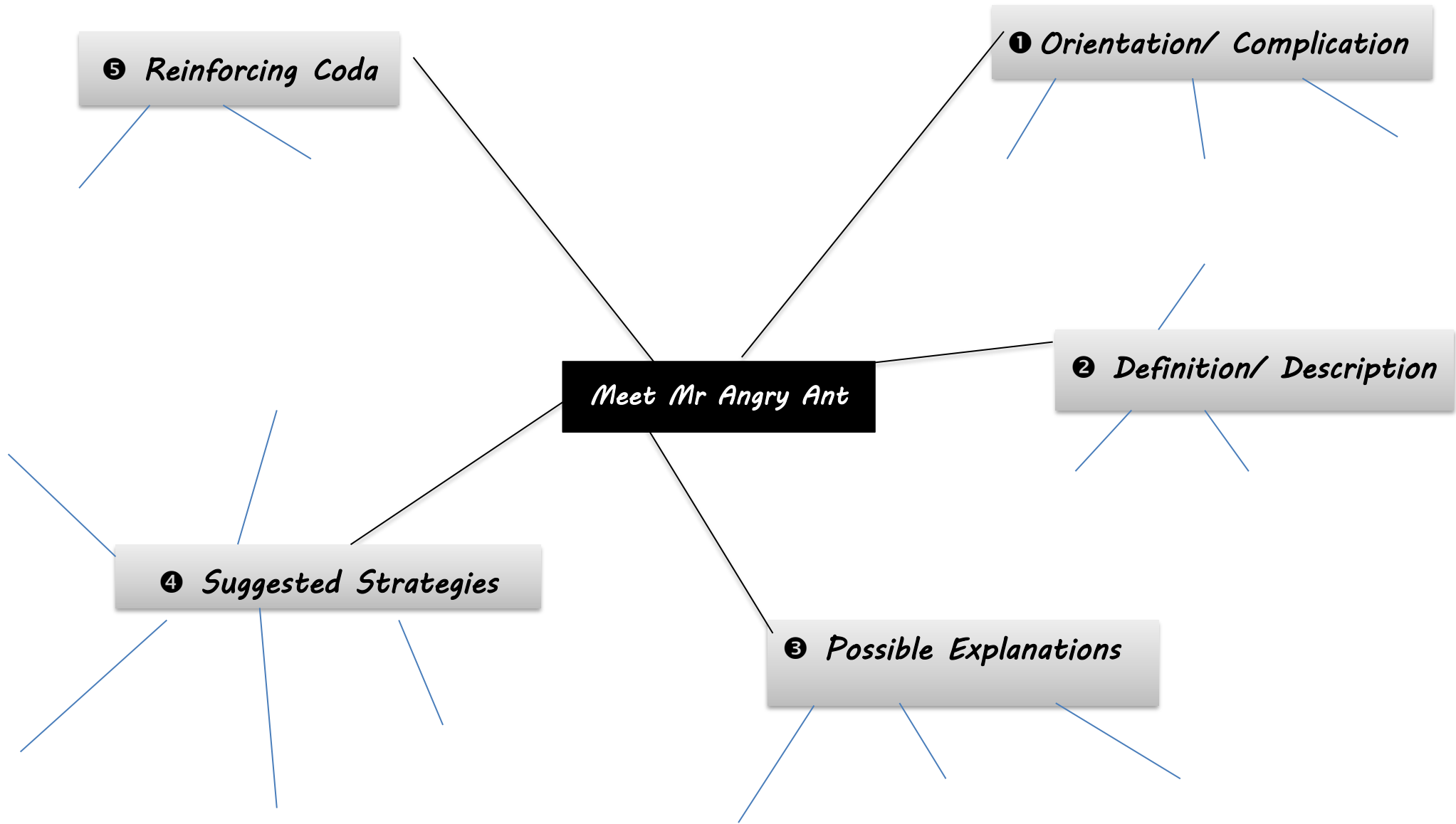
**Exploration/ Transformation/ Production:** Supporting student to explore things for themselves and to move into new areas of learning

- The need to represent ideas visually
- The need to analyse (deconstruct) and then reconstruct or put together in a new way
- The need to explore and engage with complex concepts while keeping things as concrete/ hands-on as possible
- The need to analyse the impacts of behaviour choices (as a process of developing self-awareness)
- The need to use exploratory talk
- The need to work together to achieve a common goal

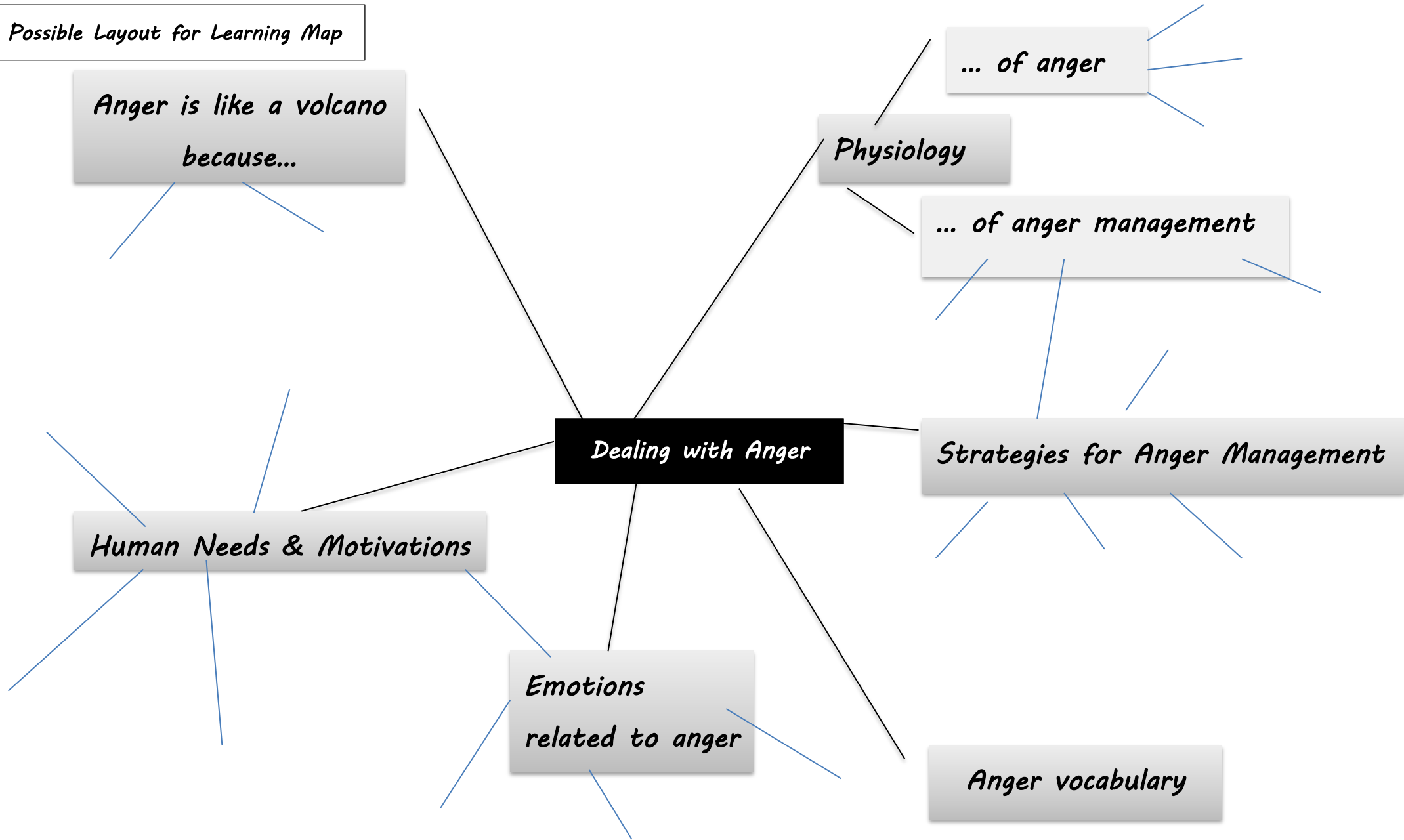
## Helpful Links

[http://www.educationoasis.com/curriculum/graphic\\_organizers.htm](http://www.educationoasis.com/curriculum/graphic_organizers.htm) There are a number of graphic organisers available on this website which might be useful in assisting students to think through cause and effect or choices and consequences. There are 11 different “Cause & Effect” templates as well as some “Chain of Events” templates, which might be helpful either to adapt or to use as is, for helping students to map triggers, causes, behaviour choices and outcomes.

Possible Layout for Learning Map



Possible Layout for Learning Map



## Mapping Cause & Effect...

Is he really the "Angry" Ant anymore?



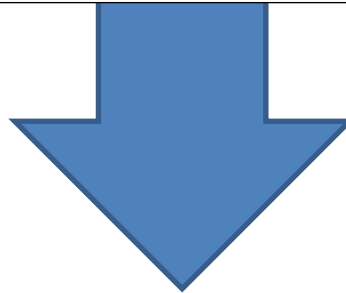
### Behaviour choices ...

*the thinking behind them  
&  
the possible consequences*

**Behaviour** Describe Mr Angry Ant's possible new behaviour choices:

*possibly he is  
now managing/  
expressing his  
anger this way  
because...*

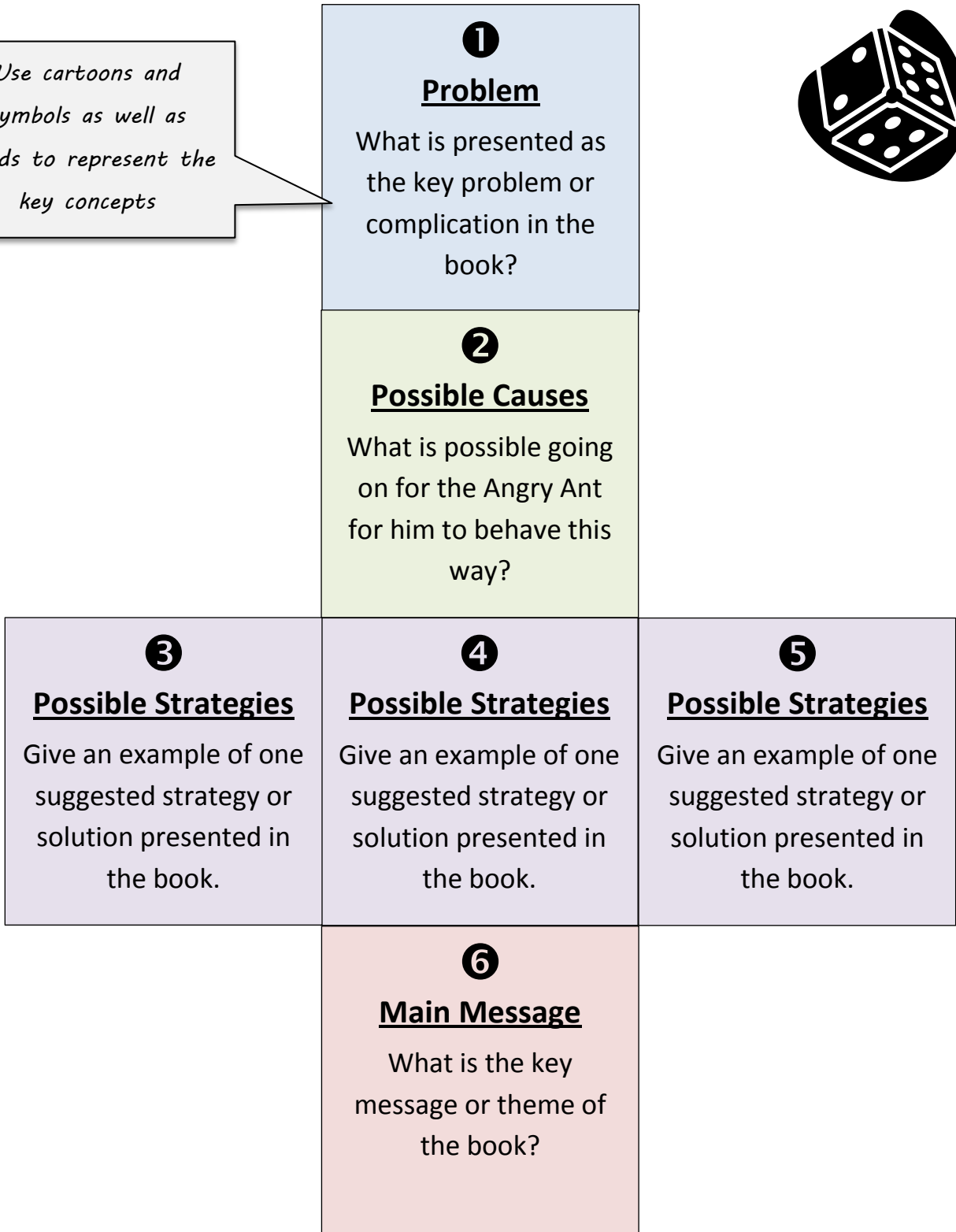
Three empty rectangular boxes stacked vertically, connected by blue horizontal bars. Three blue arrows point from the text on the left to the top, middle, and bottom boxes.



**Consequences** Describe the possible/ likely consequences of Mr Angry Ant's new behaviour choices:



*Use cartoons and symbols as well as words to represent the key concepts*



***What is the picture book Meet Mr Angry Ant! all about?***

*Make a “Story Cube” visually representing the key ideas or facets of the book. Your completed product can double up as a single “die” (dice is plural) which you can use as part of your Board Game (in the next activity). So make sure you number each of the sides too!*



**Title:** *Designing & Making a Board-Game***Activity:** *Designing and making a cooperative Board Game with all of its component features*

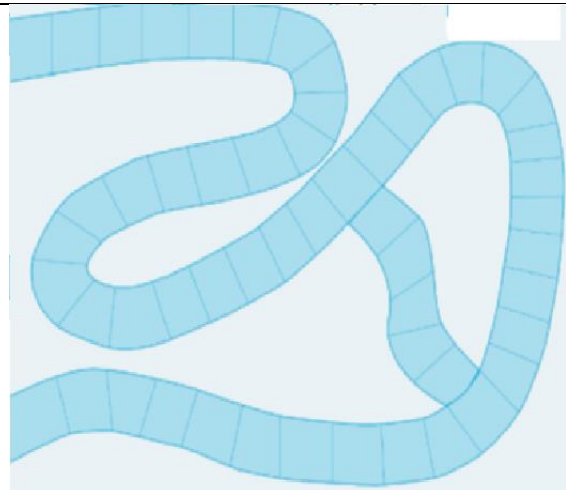
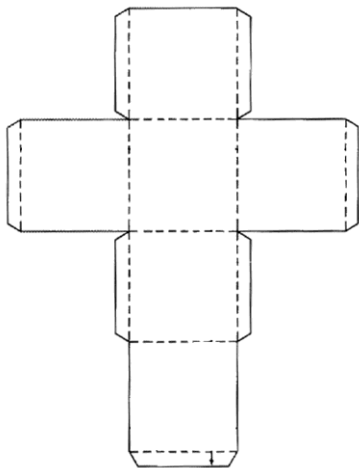
- Goal:**
- For students to work together in groups to design and produce a board-game, with all of its component features, which encapsulates and reflects key learning ideas from the Unit and promotes effective anger-management strategies and concepts
  - To bring together key learning outcomes in one key assessment task

- Delivery**
- To be completed in small groups of 3 or 4 students
- NB: Potentially students could work in pairs to complete the task, if this is more manageable, although this will increase the workload and as such the amount of class time which will need to be allocated to task completion.

- Materials:**
- Task Instructions
  - Assessment Task Proforma
  - Cardboard (for Board Game) or potentially you could recycle disused boards from commercially produced board games (such as Monopoly), by covering them with white contact.
  - Computer & data projector – this “YouTube” link advertises and explains a very simple cooperative board game for pre-schoolers with a similar key cooperative objective to the one suggested here. This link might prove helpful in explaining the concept of having a “full tank of calmness” on the “stress gauge”  
<http://www.youtube.com/watch?v=pACYdjOlsAA>

- Instructions:**
1. Explain the whole concept and goal of the task. Use a video such as the one suggested above as a concrete starting point for focusing on what is meant by a “cooperative game”. NB: At this point you could brainstorm with the students what the different components of the model game are, and also what they noticed about how the game was organised.
  2. Go through the **Task Guidelines** and **Board Game Rules** explicitly, using the various provided visual supports to explain the aim of the game clearly i.e. model game.
  3. Models are provided of several possible “Challenge” and “Strategy” cards, which students may use. Work with students to jointly construct at least two others, so that they get a clear idea of the appropriate content, style and format required for each.

- 
4. Explain the *Marking Guide*.
  5. Divide the class into small groups of 3-4 students
  6. Give each group a copy of the *Planning Guide*, which they should work together to complete. They may also start to draft a layout for the board game. At this point emphasis needs to be on communicating well and working together
  7. Encourage the groups to divide up the main components of the task so that students know what they are doing. Support students so that this is a fair process but also that tasks are matched well to student skills levels. At this point, for those students who need it, some task analysis can be done to ensure that they know clearly the steps they need to undertake to complete their particular task.
  8. Work with the groups to support them to initially draft, revise and review and then make their “public” version of each aspect of the board game.
  9. In the peer-evaluation process, student groups should have a chance to move around the room and have a “sample” play of each of the games produced. They could use the peer-assessment proforma as a part of a peer-marking process. A member of the school executive could be invited in to look at the work also. A proforma is provided for teacher assessment.
  10. The groups judged to have created the most effective board games might be given the chance to trial their work with another class.
- 



Suggested template from:

[www.msscrafter.com/crafts/storybox/cube.htm](http://www.msscrafter.com/crafts/storybox/cube.htm)

The link for this template can be located at

<http://cf.ltkcdn.net/boardgames/files/785-snaky-board-game.pdf>

Other links for websites for board game designs/ templates are found in the Teacher Information segment of this Activity Card.

## Teacher Information

- Activity Components:**
- Visual representation of ideas
  - Identifying cause and effect or choices and consequences in a chain of events
  - Writing scenarios
  - Creating and designing various components of a board-game
  - Problem-solving and analysis
  - Bringing together different design elements with one visual theme
  - Cooperative based learning and activity

### 8 Ways of Aboriginal Learning



Deconstruct/ Reconstruct



Non-linear



Community Links (cooperative activity)



Symbols and Images

### Teaching/ Learning Focus



### Transformation/ Production & Presentation: Making learning public:

- The need for students to demonstrate their learning
- The need to represent ideas visually
- The need to analyse/ interpret and represent the impacts of behaviour choices (as a process of developing self-awareness)
- The need to analyse (deconstruct) and then reconstruct or put together in a new way
- The need for learning to be fun
- The need to use exploratory talk
- The need to learn how to listen and work together
- The need to work together to achieve a common goal
- The need to position students as experts
- The need to create a genuine context/ forum for assessment
- The need to publically acknowledge learning outcomes

## Helpful Links

There are a number of websites which provide templates and ideas for board game layouts for printing/ adapting. A search engine will help you to locate these. However, one such link with a variety of useful tools is:

[http://boardgames.lovetoknow.com/Create\\_Your\\_Own\\_Printable\\_Board\\_Game](http://boardgames.lovetoknow.com/Create_Your_Own_Printable_Board_Game)

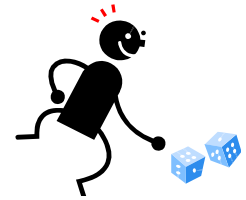
## Suggested Task Modifications

This activity and task is quite complex because of the cooperative edge, making the rules of the game a little more sophisticated than a traditional competitive board game. This activity is designed to be completed in small groups, so with careful teacher support, the degree of difficulty should be moderated somewhat by the fact that students of mixed ability will be working together. However, in some situations, modifications to the actual task may be required, in order that students be genuinely set up to demonstrate what they can do (with support) rather than what they can't do.

In this case, by taking out the cooperative element (the "Stress Gauge" and "keeping calm" symbols, and the sharing of "Strategy" cards), and simplifying the game to the level of a traditional competition between players to reach the FINISH first, much of the more sophisticated aspects of the task can be avoided. Student groups will still need to decide on a name for their board game, create the die and tokens, design the board game layout (reducing the number of spaces from START to FINISH also simplifies things) and write the CHALLENGE and STRATEGY cards.

In either instance, the steps in the main instructions and planning pages can be further broken down, in the form of a task analysis, so that students have a sequenced checklist of things they need to do to complete the task, step by step. This will further assist students with learning difficulties of various kinds.

# MAIN TASK:



## Designing & Making a Board Game

Now that you have finished exploring Meet Mr Angry Ant!, your task is to work in small groups of 3 or 4 to design and create a Board Game which brings together some of the key ideas in the book.

You do not have to make up the board game completely from scratch. The Game Rules are provided for you, and explained fully on the next page. This game has a cooperative edge and so it is a little more sophisticated than a simple board game.

**However, you will need to design and create the following components:**



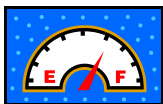
- The board game layout (on the actual board)



- A title or “name” for your game which is both positive and attractive, and captures what the game is about



- “Challenge” cards - details provided as part of the Game Rules
- “Strategy” cards - details provided as part of the Game Rules



- A “Stress Gauge”, and “keeping calm” symbols for filling it up - details provided as part of the Game Rules



- Game tokens or figurines (allowing for up to 4 players)



- A “die” (dice is plural) for rolling – This can be the Story Cube you have already created as part of **Activity Card 15**.

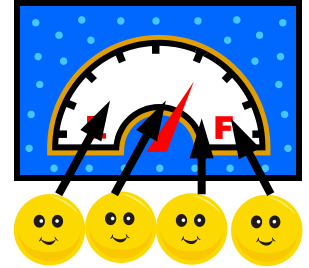
As you look at the Game Rules, and think about what you and your group will do, review the Learning Maps from Activity Card 15.

**How can you demonstrate what have learned during this Unit in this Board Game?**

# Board Game Rules

**This is a Board Game with a cooperative edge.**

**Objective:** for all players to together work to fill the “stress gauge” with “keeping calm” symbols i.e. a “full tank” means everyone wins.



To begin the game, every player chooses a token and places their token on the START space on the board. The game is for 2-4 players. Each player rolls the die in turn. The number on the die tells the player how many spaces to move forward.



1. If a token lands on a “Strategy” space, the player can pick up a “Strategy” card and keep it for future play.

2. If a token lands on a “Challenge” space, the player must pick up a “Challenge” card and read it aloud.

3. The player can only move forward from a “Challenge” space with her token if she has an appropriate “Strategy” card.

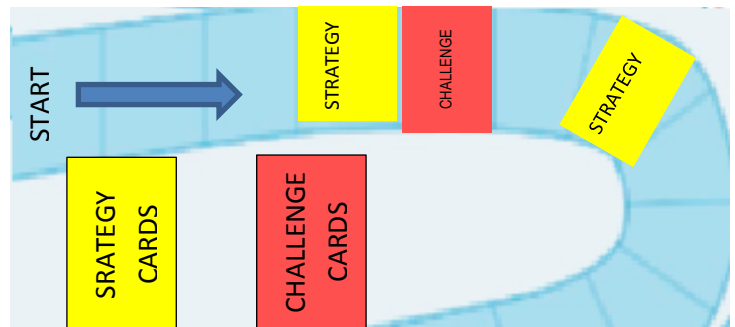
4. A player can obtain an appropriate “Strategy” card for the Challenge either by:

- landing on a “Strategies” space and picking up one from the pile herself OR
- when another player gives her one.

5. Whenever a “Strategy” card is applied to a “Challenge”, one “keeping calm” symbol can be added to the “Stress Gauge”.

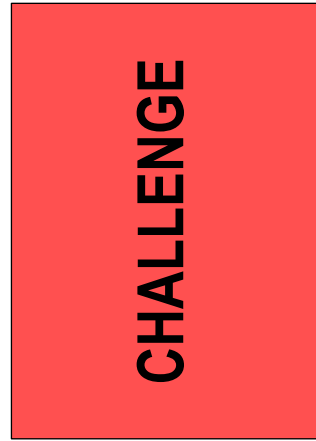
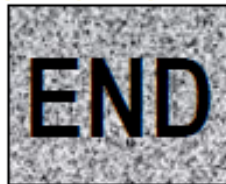
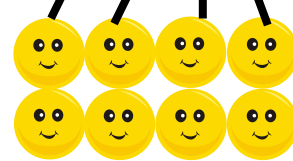
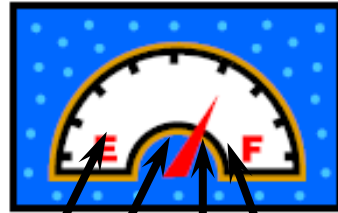
6. An individual “Strategy” card can only be used once.

7. The game is finished when all players have brought their tokens to the FINISH space.



**A very basic model of how the board game works (and might look) is provided.**

In this game, there are two players, the ladybug and the butterfly.



## Additional Information and Tips

**“Challenge” cards** should describe situations where a person might be expected to feel angry or stressed as a response. They may be short scenarios or even possible trigger points for anger or stressful circumstances. Examples are provided below:

<p>CHALLENGE:</p> <p>On the way home from school, your bus driver refuses to let you off at your normal bus stop and you have to walk an extra 500m.</p> <p>When you get home you find your brother playing on your Xbox.</p>	<p>CHALLENGE:</p> <p>You forget your lunch and leave your pocket money at home. By the time you get to lunchtime, you are feeling tired, cross and very hungry.</p>	<p>CHALLENGE:</p> <p>Things are really stressful at home. You get to school and find out you have a Maths test which you had forgotten about.</p>
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**“Strategy” cards** should describe possible strategies or supports that might assist a person to make positive choices as a response to feeling angry. They might be examples of anger management strategies or factors which might help a person to stay calm and deal with things by thinking them through, rather than reacting.

**TIP:** Try to make the “Strategies” cards more *general in nature* so they can be used in lots of different situations. You may also choose to include several copies of one strategy card in your set of cards.

<p>STRATEGY:</p> <p>You choose to listen to some music for a while, to give you space to calm down and think for a bit.</p> <p>Move forward TWO spaces.</p>	<p>STRATEGY:</p> <p>You ask a friend for some help.</p> <p>Move forward ONE space.</p>	<p>STRATEGY:</p> <p>You go and talk to someone who you know will listen to you.</p> <p>Move forward TWO spaces.</p>
---	--	---

Student Group:		Date:				
<b>Meet Mr Angry Ant! - Board Game Task</b>						
Chosen board game name:		Highly Achieved	Satisfactorily achieved	Effort apparent but not quite there	Needs much more work	
Performance Criteria for Task:						4
		<b>Marks</b>				
<input type="checkbox"/> Has a clear positive message which complements the anger management focus for the program						
<input type="checkbox"/> "Challenge" cards consist of clearly expressed, appropriate and meaningful scenarios and situations						
<input type="checkbox"/> "Strategy" cards consist of clearly expressed, appropriate and meaningful strategies etc						
<input type="checkbox"/> Shows awareness of the impact of emotions on action and communication						
<input type="checkbox"/> Includes references to and awareness of:						
▪ Physiology of anger _____						
▪ Impact of human needs on human behaviour _____						
▪ Potential trigger points for angry behaviour _____						
▪ Strategies for anger management _____						
<input type="checkbox"/> Uses some simple cartooning techniques to meaningfully convey emotions and feelings						
<input type="checkbox"/> Uses appropriate terms and vocabulary						
<input type="checkbox"/> All elements of the game are connected thematically (visually and conceptually)						
<input type="checkbox"/> Clear visual organisation						
<input type="checkbox"/> Overall visual presentation						
<input type="checkbox"/> Working together as a group to make decisions and to communicate ideas effectively						
<input type="checkbox"/> Working together to get the job done (a completed Board Game)						
		<b>SUB-TOTAL</b>				
		<b>TOTAL</b>				<b>/60</b>
<b>Comments</b>	<b>Strengths</b>	<b>Goals for Improvement (or next time):</b>				



## Planning your BOARD GAME ...

<b>THEME &amp; GRAPHICS</b>	What <b>name</b> will you give your board game?
	<p>Can you think of a <b>cartoon picture and colour theme</b> and that will go with your name?</p> <p>How will you carry this theme through to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Stress Gauge"</li> <li><input type="checkbox"/> "keep calm" symbols</li> <li><input type="checkbox"/> Tokens</li> <li><input type="checkbox"/> The actual board layout</li> <li><input type="checkbox"/> Colours for the two types of pick-up cards.</li> </ul>
<b>BOARD LAYOUT</b>	What <b>shape</b> will the board game "path" be?
	<p>How many <b>spaces</b> will you have on the path?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How many "Strategy" spaces will you have?</li> <li><input type="checkbox"/> How many "Challenge" spaces will you have?</li> <li><input type="checkbox"/> What will the other spaces look like? What colour will they be?</li> </ul>
	Where will you place the stack of " <b>Challenge</b> " cards?
	Where will you place the stack of " <b>Strategy</b> " cards?
	What will the " <b>Stress Gauge</b> " look like and where will it be on the board?
	How many " <b>keeping calm</b> " symbols will it take to fill it?
<b>PICK-UP CARDS</b>	How many different "Challenge" cards will you have?
	How many different "Strategy" cards will you have?

<p style="text-align: center;"><b>CHALLENGE:</b></p> <p>On the way home from school, the bus driver refuses to let you off at your normal bus stop and you have to walk an extra 500m. When you get home your sister is playing your Xbox.</p>	<p style="text-align: center;"><b>CHALLENGE:</b></p> <p>You forget your lunch and leave your pocket money at home. By the time you get to lunchtime, you are feeling tired, cross and very hungry.</p>

<p style="text-align: center;"><b>STRATEGIES:</b></p> <p style="text-align: center;">You choose to listen to some music for a while, to give you space to calm down and think for a bit. Move forward TWO spaces.</p>	<p style="text-align: center;"><b>STRATEGIES:</b></p> <p style="text-align: center;">You ask a friend for some help.  Move forward ONE space.</p>
<p style="text-align: center;"><b>STRATEGIES:</b></p> <p style="text-align: center;">You go and talk to someone who you know will listen to you.  Move forward TWO spaces.</p>	

## Peer Assessment - Meet Mr Angry Ant! - Board Game

Name of Board Game:				
Game created by:				
Assessed by:				
<b>What you are looking for:</b>	YES - fantastic!	YES - good work	It's okay	Not really
<b>Does this game have...?</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<input type="checkbox"/> a clear and positive message				
<input type="checkbox"/> strong visual organisation including a core visual theme and clear layout				
<input type="checkbox"/> good understanding of angry behaviour and anger management strategies				
<input type="checkbox"/> clear and well expressed "Challenge" and "Strategy" cards				
<input type="checkbox"/> some simple cartooning techniques				
<b>SUB-TOTAL</b>				
<b>TOTAL</b>	/20			

## Peer Assessment - Meet Mr Angry Ant! - Board Game

Name of Board Game:				
Game created by:				
Assessed by:				
<b>What you are looking for:</b>	YES - fantastic!	YES - good work	It's okay	Not really
<b>Does this game have...?</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<input type="checkbox"/> a clear and positive message				
<input type="checkbox"/> strong visual organisation including a core visual theme and clear layout				
<input type="checkbox"/> good understanding of angry behaviour and anger management strategies				
<input type="checkbox"/> clear and well expressed "Challenge" and "Strategy" cards				
<input type="checkbox"/> some simple cartooning techniques				
<b>SUB-TOTAL</b>				
<b>TOTAL</b>	/20			

**Title:** Quiz Game

**Activity:** Class quiz & Teams game

**Goal:**

- For students to engage in a fun review of the key information-based concepts from the Unit
- For students to work together in teams to achieve this task

**Materials:**

- Teacher Question Sheet (with answers)
- Team Answer Sheet
- Pencil/ pen (per team)
- A different coloured square of card for each team eg red, yellow etc
- A box with a lid and slot opening for inserting card
- Bell or buzzer, as a way of sounding one team is the first to finish.

**Teacher Instructions:** The class should be divided into no more than 5 or 6 groups for this task. Although the groups will as such be quite big, the idea is that there will be a fair bit of constructive chaos in the class room for this activity. Each group should have the following roles allocated:

- **Team captain** - to lead the team, be the spokesperson or to delegate a spokesperson for a particular question if relevant
- **Team scribe** (for completing the answer card - doesn't have to be a definitive record of team answers but should be sufficient to be submitted at game's final play)
- **Team runner/s** (different team members could take turns at this)

**Suggested Procedure for each Quiz Question**

1. The teacher reads out the question.
2. The team confers quietly and decides on a response, which is recorded by the scribe in an abbreviated form on the answer card.
3. When the team has agreed on an answer, a runner is sent to place their coloured square of card in the answer box and press the buzzer/ sound the bell.
4. The first team to press the buzzer is given the right to share their answer first. 5 points for a correct answer. (Teacher can score less than 5 points for a partially correct answer).
5. If the first team's answer is judged incorrect, then the teacher draws one of the coloured cards from the box, and a second team is given a chance to respond.

6. If the answer is again incorrect, the same process is repeated until a correct answer is given.
7. At the end of the game, the teacher collects the *TEAM ANSWER CARDS* and marks them. An additional 1-5 points can be awarded for each question answered correctly.
8. The team with the most points overall wins!

## Teacher Information

- Activity Components:**
- Cooperative activity – group quiz game
  - Fun “quiz” emphasis
  - Review of key information
  - Talking and listening

**8 Ways of Aboriginal Learning**



Community Links – Implemented in the suggested manner, this activity has a strong emphasis on team and working as a team. It should not single any one person out.

**Teaching/ Learning Focus**



**Reflection/ Re-engagement: Reflecting on where we have come from and what we have learned**

- The need for students to demonstrate their learning
- The need for review and reflection
- The need to make learning public
- The need to celebrate success

## Quiz Game Instructions

*GOAL: The team who gains the most points wins.*

*You win points by:*

- *Being the first team to answer correctly*
- *Getting answers right on your answer card*

### Procedure for each Quiz Question

1. *The teacher reads out the question.*
2. *Talk together quietly in your team and decide on a response.*
3. *The team scribe records the team's answer on the ANSWER CARD.*
4. *When the team has agreed on an answer, send a runner to place your coloured square of card in the answer box AND press the buzzer/ sound the bell.*
5. *The first team to press the buzzer is given the right to share their answer first. 5 points for a correct answer.*
6. *If the first team's answer is judged incorrect, then the teacher draws one of the coloured cards from the box, and a second team is given a chance to respond.*
7. *If the answer is again incorrect, the same process is repeated until a correct answer is given.*
8. *At the end of the Quiz, the teacher collects all the TEAM ANSWER CARDS and marks them. 1-5 additional points can be awarded by the teacher for each correct answer on the ANSWER CARD.*
9. *The team with the most points overall wins!*

<b>SCORE</b>	<b>Questions</b>	<b>Answers (possible or <u>definitive</u>)</b>										
	<p>1. Give two possible ways that anger could be said to be like a volcano.</p>	<ul style="list-style-type: none"> <li>• Explosive – can happen seemingly abruptly</li> <li>• Pressure builds up inside until eruption</li> <li>• We don't know exactly what is going on beneath the surface</li> </ul>										
	<p>2. Anger gets your body reacting before you have a chance to think. TRUE/ FALSE</p>	<ul style="list-style-type: none"> <li>• <u>TRUE</u>. In reaction to a perceived threat, the “amygdala” reacts before the message reaches our cortex, the source of reasoning in our brain.</li> </ul>										
	<p>3. What are three different possible physical symptoms of being angry?</p>	<table border="0"> <tr> <td><input type="checkbox"/> Increased heart rate</td> <td><input type="checkbox"/> Flushed face (caused by increased blood flow)</td> </tr> <tr> <td><input type="checkbox"/> Increased breathing rate</td> <td><input type="checkbox"/> Increased alertness</td> </tr> <tr> <td><input type="checkbox"/> (Increased blood flow)</td> <td><input type="checkbox"/> Increased energy</td> </tr> <tr> <td><input type="checkbox"/> Increased muscle tension, including jaw tension and clenched fists) – caused by increased blood flow (getting body ready for action)</td> <td><input type="checkbox"/> Terse lips (facial expression)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Furrowed brow/ eyebrows (facial expression)</td> </tr> </table>	<input type="checkbox"/> Increased heart rate	<input type="checkbox"/> Flushed face (caused by increased blood flow)	<input type="checkbox"/> Increased breathing rate	<input type="checkbox"/> Increased alertness	<input type="checkbox"/> (Increased blood flow)	<input type="checkbox"/> Increased energy	<input type="checkbox"/> Increased muscle tension, including jaw tension and clenched fists) – caused by increased blood flow (getting body ready for action)	<input type="checkbox"/> Terse lips (facial expression)		<input type="checkbox"/> Furrowed brow/ eyebrows (facial expression)
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	<input type="checkbox"/> Furrowed brow/ eyebrows (facial expression)											
	<p>4. Managing your anger is something that comes naturally. TRUE/ FALSE. Can you give a reason for your answer?</p>	<ul style="list-style-type: none"> <li>• <u>FALSE</u>: Our brains are wired to protect us from threat and as such we are wired to respond to a perceived threat very quickly as an instinctual response. We therefore have to learn to manage our anger.</li> </ul>										
	<p>5. Anger is always bad. TRUE/ FALSE – Can you give a reason for your answer?</p>	<ul style="list-style-type: none"> <li>• <u>FALSE</u>: Anger is a feeling not a behaviour. It is often quite a legitimate feeling response to a real threat/ unmet need/ injustice. How we act on our anger (or how we express/ manage our anger) can be either positive or negative.</li> <li>• NB: Sometimes our perceptions of the world can be a bit distorted – affected by our past experiences such that we react to things and see them as a threat when they aren't.</li> </ul>										
	<p>6. According to the book, why does Mr Angry Ant get angry?</p>	<ul style="list-style-type: none"> <li>• <u>The book doesn't tell us. It says “No one knows why he does it.”</u></li> </ul>										



<b>TEACHER PAGES</b>		<b>Quiz Game - 15 Questions</b>		
<b>SCORE</b>	<b>Questions</b>	<b>Answers (possible or <u>definitive</u>)</b>		
	7. What other feelings are often present (but perhaps less noticeable or immediately apparent to us) when we are angry? Can you name <u>two</u> ?	<ul style="list-style-type: none"> <li>• Frustration</li> <li>• Disappointment/ hurt</li> <li>• Feeling ashamed/ embarrassed/ humiliated</li> <li>• Loneliness/ disconnection to others / feeling left out</li> </ul>		
	8. What are <u>three</u> examples of human needs (from Maslow or Glasser)?	<table border="0"> <tr> <td> <b>Maslow:</b> <ul style="list-style-type: none"> <li>• Physical survival,</li> <li>• Safety</li> <li>• Esteem</li> <li>• Belonging and love</li> <li>• Self-actualisation</li> </ul> </td> <td> <b>Glasser:</b> <ul style="list-style-type: none"> <li>• Belonging and love</li> <li>• Power</li> <li>• Fun, appreciation &amp; enjoyment</li> <li>• Freedom</li> <li>• Physical needs</li> </ul> </td> </tr> </table>	<b>Maslow:</b> <ul style="list-style-type: none"> <li>• Physical survival,</li> <li>• Safety</li> <li>• Esteem</li> <li>• Belonging and love</li> <li>• Self-actualisation</li> </ul>	<b>Glasser:</b> <ul style="list-style-type: none"> <li>• Belonging and love</li> <li>• Power</li> <li>• Fun, appreciation &amp; enjoyment</li> <li>• Freedom</li> <li>• Physical needs</li> </ul>
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	9. Give <u>one</u> reason why having strong friendships and other good relationships are really important.	<ul style="list-style-type: none"> <li>• Belonging and love</li> </ul>		
	10. What are <u>three</u> examples of strategies mentioned in the book that can help you calm down when you are angry?	<ul style="list-style-type: none"> <li>• “Take a deep breath” – breathing exercises</li> <li>• Counting to five (to be calm &amp; cool, to think and choose)</li> <li>• “Listen to music to help settle the beat.”</li> <li>• “Use your feet to go for a walk.”</li> <li>• “Go and talk to someone you trust”</li> <li>• Give the problem some space and time to allow you to think it through properly.</li> </ul>		
	11. Give one good reason why it is worth counting to 10 when you get angry.	<ul style="list-style-type: none"> <li>• Our brain (amygdala) starts us reacting physically when we are angry before the message reaches the cortex (in our brains) allowing us to reason, so waiting makes sense if we want to be in a position to act rationally and make choices rather than just act out the symptoms of our anger.</li> <li>• Counting to 10 helps you to calm down enough to think things through.</li> </ul>		

**TEACHER PAGES**

**Quiz Game - 15 Questions**

<b>SCORE</b>	<b>Questions</b>	<b>Answers (possible or <u>definitive</u>)</b>
	<p>12. Can you think of <u>one</u> other strategy that isn't mentioned in the book, that you could use?</p>	<p>See Notes in Section 4 of Teacher Manual eg:</p> <ul style="list-style-type: none"> <li>• Doing some other specific activity that that helps you to relax and have space to process/ think eg drawing, sport</li> <li>• “opposites” See Warby notes in <b>Section 4</b>, p31</li> <li>• Muscle relaxation</li> <li>• Paying attention to your body – concentrating on body response and then acting to intervene/ counteract the physical symptoms of anger as a calming down mechanism</li> <li>• Distraction (by doing something deliberately to switch focus)</li> <li>• Stress ball</li> </ul>
	<p>13. List <u>two</u> possible things that might make us more likely to get angry more quickly?</p>	<ul style="list-style-type: none"> <li>• Feeling stressed already about something</li> <li>• Feeling tired</li> <li>• Feeling hungry</li> <li>• Dehydration/ thirst</li> <li>• Feeling unwell/ sickness</li> <li>• Feeling lonely/ disconnected/ unliked/ unseen/ not valued</li> </ul>
	<p>14. Give <u>one</u> reason why being listened to might help us manage our anger?</p>	<ul style="list-style-type: none"> <li>• Helps us to think through and reflect on what has been happening for us</li> <li>• Gives us space to talk</li> <li>• We feel seen and valued by another person</li> <li>• Sometimes the person who is listening to us can reflect back to us what has been happening so that we can see things from a new angle</li> </ul>
	<p>15. What are some of the other words/ phrases that we have encountered during the Unit for anger? Can you think of <u>five</u> synonyms for “angry”?</p>	<ul style="list-style-type: none"> <li>• Furious, enraged, pissed off, irritated (See <b>Word Bank, Section 1</b>)</li> </ul>

*Team Name:*

*Team Members:*

*Team Answers/Notes*

1  
①  
②

2 TRUE/ FALSE

3  
①  
②  
③

4 TRUE/ FALSE  
Reason:

5 TRUE/ FALSE  
Reason:

6

7  
①  
②

8  
①  
②  
③

9  
①

10  
①  
②  
③

11  
①

12  
①

13  
①  
②

14  
①

15  
①  
②  
③

④

⑤

**Title:** *Student Self-Assessment, Review & Reflection*

**Activity:** *Guided student reflection and evaluation (completed individually)*

**Goal:** *For students*

- *to express in words what they perceive to be the key concepts and ideas from the Unit*
- *to reflect on what they have learned and what this means for them personally*
- *to reflect on what they enjoyed/ didn't enjoy about the activities and experience of the whole Unit*
- *to be given a role in the evaluation of the Unit*
- *to be given the opportunity to reflect on their own learning behaviours: pro-social/ pro-learning or anti-learning*

*For teacher/s*

- *to have a record of what students have said about their experiences and their learning*
- *to collect student feedback as part of the evaluation process*
- *to evaluate the Unit – the effectiveness of activities and their implementation, levels of student engagement, as well as the Unit's overall cohesion*

**Materials:**

- *Copies of "Student Review & Self-Assessment" worksheets (for students to complete)*
- *Copies of "Teacher Assessment & Feedback Sheet" (for teacher to complete for each student in the class)*

**Teacher**

**Instructions:**

*This final activity is best preceded by a Unit de-brief and mind-mapping exercise in which the class together maps out what they have learned on the whiteboard. The teacher should facilitate as much as possible a reflective tone to this activity, where students are encouraged to share from their own experience and what mattered to them.*

1. *Students should be asked to complete this task in one sitting.*
2. *The teacher should complete the student feedback sheet and give it back to students as part of the overall debrief of the Unit.*

## Teacher Information

### Activity

#### Components:

- Reflection and review
- Putting ideas into writing
- Expressing feelings in words and visually
- Mind-mapping

### 8 Ways of Aboriginal Learning



Non-verbal



Story sharing

### Teaching/ Learning Focus



### **Reflection/ Re-engagement: Reflecting on where we have come from and what we have learned**

- The need for students to express what they have learned in various ways
- The need for review and reflection
- The need for personal reflection on learning processes
- The need to make learning public
- The need to celebrate success

# CONFIDENTIAL STUDENT REVIEW & SELF-ASSESSMENT

❶ What are **two** new things that you have learned about anger and anger management from completing this *Meet Mr Angry Ant!* Unit?



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

❷ Organise the statements below according to whether they are TRUE or FALSE:

1/ Getting easily angry can stop us from being at our best.	4/ When we are angry, our pulse rate increases.	7/ We can learn to think through our anger.
2/ We can control our anger.	5/ Anger is always a bad thing.	8/ Managing our anger is easy.
3/ Talking to someone who is a good listener can help us to work through what's wrong.	6/ Counting to 10 and taking a deep breath can be a good way to calm yourself down.	9/ Listening to music is the best way of calming an angry person down.

TRUE	FALSE

❸ What are some of the possible reasons people get angry?

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❹ While working through this Unit, have you become aware of anything that is more likely to make you feel angry quickly? If so, what is it?

---

---

5 What are some of the other emotions that might be connected to our anger when we get angry? Can you suggest **two**?

1. \_\_\_\_\_

2. \_\_\_\_\_

6 What are the anger-management strategies that work best for you? List **three** that might have helped you in the past or that you think you might try in the future:

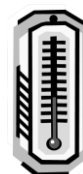
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

7 Have you used your "Emotional Thermometer" to reflect on your own levels of emotion at all (**Activity Card 10**)? How helpful do you think it has been? Circle the number that describes this best.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10  
Not at all helpful                      okay                      quite helpful                      really helpful



8 List at least one person you know you can trust to help you talk things through if you feel angry.

\_\_\_\_\_

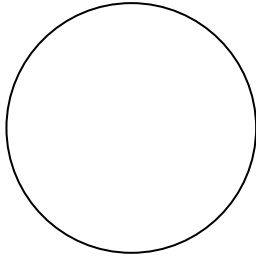


Two things I learned about myself through doing the activities in this unit:

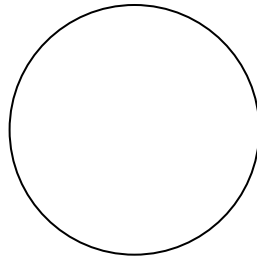
1. \_\_\_\_\_
2. \_\_\_\_\_

Draw in a face for each of the statements below.

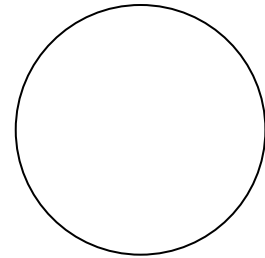
### My feelings about . . .



what I learned during this time







the kinds of learning activities we did



my behaviour in class during the last few weeks

How well did I . . .

1-----2-----3-----4-----5-----6-----7-----8-----9-----10  
terrible                      needs more effort                      getting there                      fantastic

-  participate in activities      \_\_\_ /10
-  listen to others      \_\_\_ /10
-  work in groups      \_\_\_ /10
-  work on my own      \_\_\_ /10



### Complete the following sentences . . .

1. I would like to learn more about \_\_\_\_\_
2. I would like to do more activities like \_\_\_\_\_
3. I learned best when \_\_\_\_\_  
\_\_\_\_\_
4. I found it difficult when \_\_\_\_\_  
\_\_\_\_\_
5. Overall I would describe my experience of doing this Unit as \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Week: \_\_\_\_\_

Date: \_\_\_\_\_



# TEACHER ASSESSMENT & FEEDBACK





**Student Name:** \_\_\_\_\_


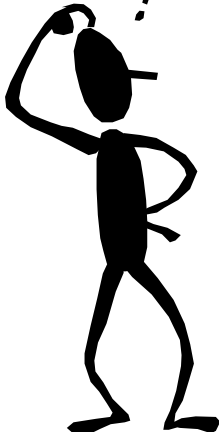
Three things I think you did well during this Unit:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Two things I think you can work on for next time:

1. \_\_\_\_\_
2. \_\_\_\_\_

How well do I think you...		1	2	3	4	5	6	7	8	9	10
		pretty poor	needing more effort			getting there			fantastic		
	participated in activities	___	/10								
	listened to others	___	/10								
	worked in groups	___	/10								
	worked on your own	___	/10								

Other Teacher Comments . . .

**Signature:** \_\_\_\_\_

Week: \_\_\_\_\_

Date: \_\_\_\_\_

**Title:** *Relative and Brute Strength*

**Activity:** *Mathematics Task*

**Goal:** *In the picture book, Mr Angry Ant is depicted as being “stronger than an elephant”.*

- *To understand the difference between brute and relative strength*
- *To locate specific mathematical data in written text and apply it correctly in mathematical calculations*
- *To organise mathematical/ scientific information visually in table information, and complete it using mathematical calculations*
- *To practise using Excel or another similar spread sheet format.*

**Materials:** ▪ *Copies of various worksheets (provided)*

*NB: The first animal rank order task should ideally be cut up into its component squares (animal name & picture) in advance, ready for one copy per student pair*

- Suggested Instructions:**
1. **Rank Order Task (animals & pictures sheet only)(in pairs):** *Which is the strongest animal? Can you number them from 1 -10? (The idea is to get students thinking about the difference between relative and brute strength as they work this out such that the teacher can elicit a definition after completion of the initial activity.)*
  2. **Rank Order Task (with information now provided):** *Looking at the information sheet, can you now re-organise the animals according to the following TWO ways:*
    - ❶ *List them from 1-10 (brute strength) – how much total weight they can pull or carry*
    - ❷ *List them from 1-10 (relative strength) – how much they can carry proportionally or relative to their size*
  3. **Student Page (Tabulated information):**
    - *Students should work together in pairs or individually in order to transfer the pertinent information from the written text into the correct cells in the table. Some supplementary information not provided in the written text has already been input in the Table (dark purple shading) to provide sufficient information for subsequent activities.*
    - *Using the information they now have, students (with teacher guidance) need to work out mathematically what they need to do to complete the Table.*
  4. **Spread sheet Applications:**

*Students can then create their own spread sheet using the same format as the provided Table, including use of the “Calculation” function.*

## Teacher Information

- Activity Components:**
- Rank Order Task – cooperative/ communicative activity
  - Reading for specific information – locating numerical data in written text and applying it correctly
  - Mathematical calculations
  - Spread sheets and tables

**8 Ways of Aboriginal Learning**

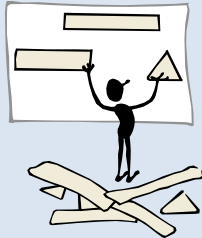


Non-verbal (individual completion of Tables, work on spread sheets)













Deconstruct/ Reconstruct

**Teaching/ Learning Focus**




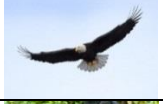


















**Exploration/ Transformation:** Supporting students to explore ideas for themselves and to think in new ways

- The need for exploratory talk
- The need to sort and classify
- The need to be taught how to read for specific information, including strategies for sifting through and identifying key ideas
- The need to recast ideas mathematically
- The need to extend students beyond what they already know

<b><i>Eagle</i></b>			<b><i>Ox</i></b>		
<b><i>Anaconda</i></b>			<b><i>Tiger</i></b>		
<b><i>Grizzly Bear</i></b>			<b><i>Gorilla</i></b>		
<b><i>Dung Beetle</i></b>			<b><i>African Elephant</i></b>		
<b><i>Rhinoceros Beetle</i></b>			<b><i>Leafcutter Ant</i></b>		

<i>Eagles are the strongest birds, sometimes able to lift something up to four times its own body weight during flight.</i>	<i>An anaconda snake can squeeze something the same as its own 250kg body weight to death.</i>
<i>A tiger can carry something 550kg, twice its own body weight ten feet up a tree.</i>	<i>When it comes to pure strength the Grizzly bear can lift over 500kg, 0.8 times its body weight.</i>
<i>A gorilla can lift something 2,000kg (as heavy as 30 humans), over 10 times their body weight.</i>	<i>An ox can pull and carry something 900kg, 1.5 times its body weight across rugged terrain.</i>
<i>In brute strength, elephants are the strongest mammals and the strongest land animals. African elephants can weigh up to 6,350kg and they can carry up to 9,000kg, the weight of 130 adult humans.</i>	<i>Tiny leafcutter ants can lift and carry in their jaws something 50 times their own body weight of about 500mg. That's the same as a human lifting a truck with its teeth.</i>
<i>Rhinoceros Beetles can lift something 850 times their own weight. To put this into perspective, if a human had the strength of the rhinoceros beetle, it would be able to lift a 65 ton object. If the mighty elephant had equal strength to the rhinoceros beetle it would be able to carry 850 elephants on its back.</i>	<i>A particular variety of male dung beetle is not only the world's strongest insect but also the strongest animal on the planet compared to body weight. They can pull 1,141 times their own body weight. This is the equivalent of an average person pulling six double-decker buses full of people. Now that's strong!</i>

<b>TEACHER PAGE</b>		<b>Mass (kg)</b>	<b>Capacity: What it can lift/ pull/ squeeze (kg)</b>	<b>Relative Strength (compared to mass)</b>	<b>RANK for RELATIVE STRENGTH</b>	<b>RANK for BRUTE STRENGTH</b>	<b>Comparisons/ Details</b>
<b>African Elephant</b>		6350kg	9000kg	1.4X	<b>8</b>	<b>1</b>	An elephant can lift the weight of 130 adult humans.
<b>Anaconda</b>		250kg	250kg	1.0X	<b>9</b>	<b>6</b>	Strength is measured in terms of this snake's capacity to squeeze.
<b>Dung Beetle</b>		Approx. 35-80g (0.08kg)	39.94-91.28kg	1141.0X	<b>1</b>	<b>8</b>	A human with relative strength would be able to pull six double-decker buses full of people.
<b>Eagle</b>		Approx. 4kg	16kg	4.0X	<b>5</b>	<b>9</b>	
<b>Gorilla</b>		200kg	2000kg	10.0X	<b>4</b>	<b>2</b>	A gorilla can lift the weight of 30 adult humans.
<b>Grizzly Bear</b>		400kg	500kg	0.8X	<b>10</b>	<b>5</b>	
<b>Leafcutter Ant</b>		500mg (0.5g) (0.005kg)	25g (0.025kg)	50X	<b>3</b>	<b>10</b>	
<b>Ox</b>		600kg	900kg	1.5X	<b>7</b>	<b>3</b>	Strength is measured in terms of the ox's capacity to pull a mass across rugged terrain.
<b>Rhinoceros Beetle</b>		Up to 120g	102kg	850.0X	<b>2</b>	<b>7</b>	A human with the strength of a rhinoceros beetle would be able to lift a 65 tonne object. An elephant with the same strength would be able to lift 850 elephants.
<b>Tiger</b>		225kg	550kg	2.0X	<b>6</b>	<b>4</b>	

<b>STUDENT PAGE</b>		<b>Mass (kg)</b>	<b>Capacity: What it can lift/ pull/ squeeze (kg)</b>	<b>Relative Strength (compared to mass)</b>	<b>RANK for RELATIVE STRENGTH</b>	<b>RANK for BRUTE STRENGTH</b>	<b>Comparisons/ Details</b>
<b>African Elephant</b>							An elephant can lift the weight of 130 adult humans.
<b>Anaconda</b>							Strength is measured in terms of this snake's capacity to squeeze.
<b>Dung Beetle</b>		Approx. 35-80g (0.08kg)					A human with relative strength would be able to pull six double-decker buses full of people.
<b>Eagle</b>		Approx. 4kg					
<b>Gorilla</b>							A gorilla can lift the weight of 30 adult humans.
<b>Grizzly Bear</b>							
<b>Leafcutter Ant</b>		500mg (0.5g) (0.005kg)					
<b>Ox</b>							Strength is measured in terms of the ox's capacity to pull a mass across rugged terrain.
<b>Rhinoceros Beetle</b>		Up to 120g (0.12kg)					A human with the strength of a rhinoceros beetle would be able to lift a 65 tonne object. An elephant with the same strength would be able to lift 850 elephants.
<b>Tiger</b>							

**Title:** *Colours and their Meanings*

**Activity:** *Vocabulary Enrichment Task*

**Goal:**

- *To be exposed to a wide variety of words used for describing colour*
- *To classify and sort these words within various categories*

**Materials:**

- *Copies of provided worksheets*
- *Coloured pencils, textas, pens, pencils*
- *Class set of dictionaries - or access to on-line dictionaries*
- *A variety of different colour swatches (optional) - for students to look at (and to see if they can match the various shades of colours with the correct colour word)*

**Suggested Instructions:**

1. **Review/ Reflect:** *What colour comes to mind when you think of:*
  - a) *anger*
  - b) *calm*
  - c) *jealousy*
  - d) *happiness*
2. **Worksheet 1** - *Match the colour to the description (get students to colour in the table cells in the correct colour once the table is complete, as per the teacher's page)*
3. **Worksheets 2 & 3:** *Sort the colour words provided under their main colour categories. At the same time, or as a separate task, sort the colour words under the four other categories provided. Get the students to use dictionaries to look up each word, as needed. The specific information they are looking for in the dictionary definition/s is: (1) the basic colour e.g. red, blue etc (2) the derivation (i.e. precious stone/ metal, from food, from birds/flowers/ nature or another category)*
4. *Encourage students to use coloured pencils as appropriate to bring life and colour to their work. Students could also cut out pictures from magazines or illustrate their worksheets in other ways.*



## Teacher Information

- Activity Components:**
- Semantic classification
  - Vocabulary development – descriptive language (colour)
  - Visual organisation of information (in charts and tables)
  - Dictionary practice (reading for specific information) i.e. locating specific information within the definitions provided

**8 Ways of Aboriginal Learning**



Non-verbal



Non-linear

**Teaching/ Learning Focus**



**Exploration: Supporting students to explore ideas for themselves**

- Allowing the opportunity to explore tangents and make links between subject areas
- The need to sort and classify
- The vocabulary of colour – including its connotations
- The need to learn to use a dictionary

**NB: Connotations and interpretations of colours do vary between cultures considerably.** For example black is the colour of mourning in western cultures but for many other cultures white is the colour of death. While acknowledging these differences in interpretation and culture, it is still important to look at colour vocabulary through the lens of the kind of task provided here ie the range of derivations and connotations present for each colour word in the English language. In the study of Visual Arts and subject English, it is an important skill to be aware of the connotation of colour both in the interpretation of graphics and paintings and other artworks, but also in terms of expressive communication.



The following link has an example of a more sophisticated colour wheel collage which could be adapted for an additional Visual Arts activity:










[www.flickr.com/photos/barefeetsarah/8108123672/](http://www.flickr.com/photos/barefeetsarah/8108123672/)

← Alternatively a simpler version is provided here:

<https://nettleknits.wordpress.com/tag/colour-wheel/>










## COLOURS AND THEIR MEANINGS

When we see a colour, we often think of certain things. Match the colour with its correct description: black, blue, brown, green, orange, red, violet, yellow, white

Colour	What is it associated with?	Positive Feelings	Negative Feelings
	Blood, fire 	<ul style="list-style-type: none"> <li>Passionate, loving, happy, energetic, excited,</li> </ul>	<ul style="list-style-type: none"> <li>Angry, violent</li> </ul>
	Flesh, warm hearth fire, flame 	<ul style="list-style-type: none"> <li>Approachable, joyful, warm, generous, compassionate, happy</li> </ul>	<ul style="list-style-type: none"> <li>Impatient</li> </ul>
	Sunshine, gold 	<ul style="list-style-type: none"> <li>Optimistic (positive), warm, upbeat, lively, heavenly (gold)</li> </ul>	<ul style="list-style-type: none"> <li>Too overwhelming, self-centred</li> </ul>
	Nature (trees, forests) 	<ul style="list-style-type: none"> <li>Restful, natural, quiet</li> </ul>	<ul style="list-style-type: none"> <li>Decaying, poisonous, jealous</li> </ul>
	Water, sky 	<ul style="list-style-type: none"> <li>Cool, calm, restful, peaceful, loyal</li> </ul>	<ul style="list-style-type: none"> <li>Depressed, sad</li> </ul>
	Royalty 	<ul style="list-style-type: none"> <li>Royal, powerful, creative, mysterious (dreams and fantasy)</li> </ul>	<ul style="list-style-type: none"> <li>Vain, mad, nightmarish</li> </ul>
	Night 	<ul style="list-style-type: none"> <li>Arty, “cool”, elegant, authoritative</li> </ul>	<ul style="list-style-type: none"> <li>Evil - death</li> </ul>
	Light 	<ul style="list-style-type: none"> <li>Innocent, pure, truth</li> </ul>	<ul style="list-style-type: none"> <li>Cold, death (in some cultures)</li> </ul>
	Earth 	<ul style="list-style-type: none"> <li>Warm, “motherly”, earthy, rich, bountiful, natural</li> </ul>	<ul style="list-style-type: none"> <li>Dirty, dull, filthy</li> </ul>

# COLOURS AND THEIR MEANINGS

When we see a colour, we often think of certain things. Match the colour with its correct description: black, blue, brown, green, orange, red, violet, yellow, white

Colour	What is it associated with?	Positive Feelings	Negative Feelings
<b>Red</b>	Blood, fire 	<ul style="list-style-type: none"> <li>Passionate, loving, happy, energetic, excited,</li> </ul>	<ul style="list-style-type: none"> <li>Angry, violent</li> </ul>
<b>Orange</b>	Flesh, warm hearth fire, flame 	<ul style="list-style-type: none"> <li>Approachable, joyful, warm, generous, compassionate, happy</li> </ul>	<ul style="list-style-type: none"> <li>Impatient</li> </ul>
<b>Yellow</b>	Sunshine, gold 	<ul style="list-style-type: none"> <li>Optimistic (positive), warm, upbeat, lively, heavenly (gold)</li> </ul>	<ul style="list-style-type: none"> <li>Too overwhelming, self-centred</li> </ul>
<b>Green</b>	Nature (trees, forests) 	<ul style="list-style-type: none"> <li>Restful, natural, quiet</li> </ul>	<ul style="list-style-type: none"> <li>Decaying, poisonous, jealous</li> </ul>
<b>Blue</b>	Water, sky 	<ul style="list-style-type: none"> <li>Cool, calm, restful, peaceful, loyal</li> </ul>	<ul style="list-style-type: none"> <li>Depressed, sad</li> </ul>
<b>Violet</b>	Royalty 	<ul style="list-style-type: none"> <li>Royal, powerful, creative, mysterious (dreams and fantasy)</li> </ul>	<ul style="list-style-type: none"> <li>Vain, mad, nightmarish</li> </ul>
<b>Black</b>	Night 	<ul style="list-style-type: none"> <li>Arty, “cool”, elegant, authoritative</li> </ul>	<ul style="list-style-type: none"> <li>Evil - death</li> </ul>
<b>White</b>	Light 	<ul style="list-style-type: none"> <li>Innocent, pure, truth</li> </ul>	<ul style="list-style-type: none"> <li>Cold, death (in some cultures)</li> </ul>
<b>Brown</b>	Earth 	<ul style="list-style-type: none"> <li>Warm, “motherly”, earthy, rich, bountiful, natural</li> </ul>	<ul style="list-style-type: none"> <li>Dirty, dull, filthy</li> </ul>




## COLOURS - DIFFERENT NAMES AND SHADES - MIX AND MATCH

<i>Red</i>	<i>Orange</i>	<i>Yellow</i>	<i>Green</i>	<i>Blue</i>	<i>Violet</i>	<i>Black</i>	<i>White</i>	<i>Brown</i>

*Organise the words below into the correct columns. Use a dictionary as needed. Where do the colours take their names from?*

<i>scarlet</i>	<i>lime</i>	<i>jet</i>	<i>crimson</i>	<i>indigo</i>	<i>pitch</i>	<i>navy</i>
<i>tangerine</i>	<i>rose</i>	<i>port</i>	<i>burgundy</i>	<i>chestnut</i>	<i>chartreuse</i>	<i>alabaster</i>
<i>snow</i>	<i>sky</i>	<i>henna</i>	<i>pearl</i>	<i>ink</i>	<i>coral</i>	<i>terracotta</i>
<i>saffron</i>	<i>gold</i>	<i>chocolate</i>	<i>toffee</i>	<i>azure</i>	<i>magenta</i>	<i>pumpkin</i>
<i>lapis</i>	<i>apricot</i>	<i>emerald</i>	<i>purple</i>	<i>apricot</i>	<i>lilac</i>	<i>ruby</i>
<i>jade</i>	<i>ebony</i>	<i>ivory</i>	<i>sapphire</i>	<i>lemon</i>	<i>lavender</i>	<i>cobalt</i>
<i>cherry</i>	<i>plum</i>	<i>ginger</i>	<i>olive</i>	<i>canary</i>	<i>buff</i>	<i>coffee</i>

Now re-organise the names into four different categories, according to where the name comes from.

<p><i>Fruits, nuts and other Foods</i></p> 	<p><i>Precious metals and stones</i></p> 	<p><i>Flowers &amp; Birds (or nature)</i></p> 	<p><i>Other materials</i></p>

# 6. Additional Activity Copy Masters

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Before you start reading...

How would you describe your school?  
What is it like?

feels like...



# My school...



looks like...



sounds like...

Print Master

1

## FREEZE FRAME: What does anger look like?

*How do you know  
the ant is so angry?*

It's an Angry Ant!

*Why do you think the  
ant is so angry?*



**Suggested Activity “Angry Musical Statues”:** Get students to move around the room in an “angry manner” to music and then to freeze in position when the music stops, holding their pose. Take digital photographs to record faces and body language, where appropriate, highlighting to the class where particular students have caught some aspect of anger particularly well eg clenched fists, tense jaw, furrowed brow etc. When printed off, these photos can be displayed in the class room, to be used as a reference point for later activities such as looking at the physiology of anger, drawing cartoons, making anger masks.



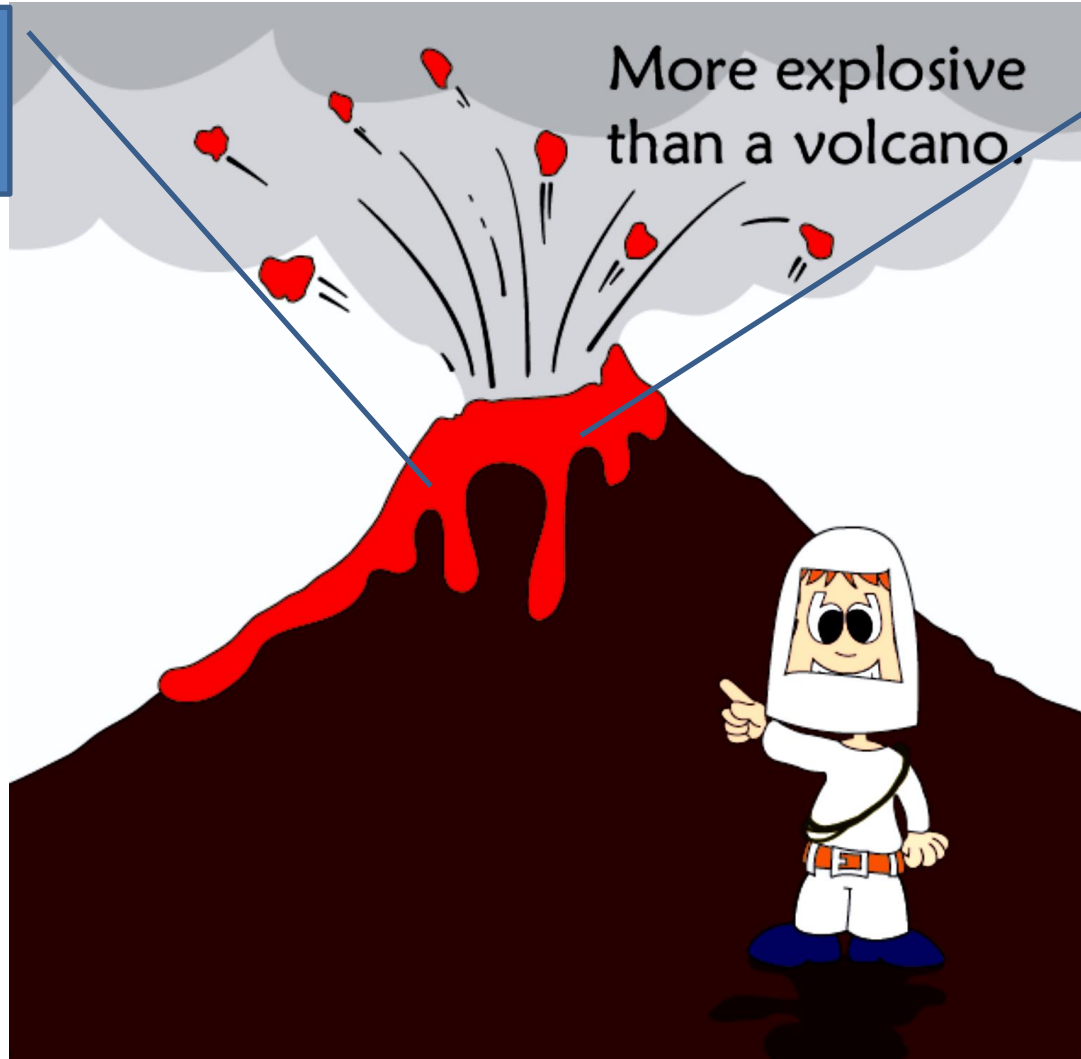
# FREEZE FRAME: How is anger like a volcano?

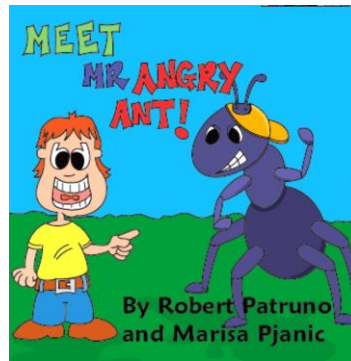
How is anger like a volcano?

More explosive than a volcano.

What do you think it means to be “explosive”?

Are there moments you feel like you could explode?





**Meet Mr Angry Ant!** is not simply a children's story. Neither is it just an information text about anger. It is a cartoon picture book which looks at angry behaviour, briefly suggests possibilities about why we might get angry and suggests some ways forward so that we can take control of our anger.

*The narrative or story structure of the book can be divided into five sections:*

**① ORIENTATION & COMPLICATION:**

Orientation to the key problem

**② DESCRIPTION:**

Describing the problem in more detail

**③ POSSIBLE EXPLANATIONS:**

Suggesting possible issues underlying the behaviour

**④ SUGGESTED STRATEGIES (*towards a Resolution*):**

Providing a way forward by suggesting specific strategies for change

**⑤ REINFORCING CODA:**

Reinforcing the main message

## Story Structure

What does this section specifically look like in *Meet Mr Angry Ant*?

**1 ORIENTATION & COMPLICATION:**  
Orientation to the key problem

*What is the key problem?*

**2 DESCRIPTION:**  
Describing the problem in more detail

*What does the problem look like (in more detail)?*

**3 POSSIBLE EXPLANATIONS:**  
Suggesting possible issues underlying the behaviour

*What are the possible reasons suggested as to why Mr Angry Ant gets angry?*

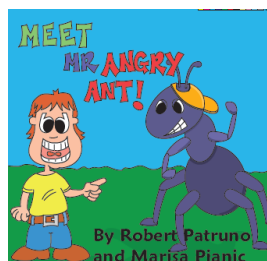
**4 SUGGESTED STRATEGIES (towards a Resolution):**  
Providing a way forward by suggesting specific strategies for change

*What is the book suggesting about what can be done to change things?*

**5 REINFORCING CODA:**  
Reinforcing the main message

*What is the main message that is reinforced here?*

Where are we going with this?



Why are we doing this?

## What is this Unit all about?

**In this Unit, we will be:**

**FOCUS:** exploring the issues in the book *Meet Mr Angry Ant!*

**UNIT ORGANISATION:** The Unit activities have been designed to complement the five different sections in the book's structure:

- Section 1: Orientation to the Problem
- Section 2: Describing Anger
- Section 3: Exploring Possible Explanations
- Section 4: A Way Forward: Possible Strategies
- Section 5: Reinforcing Coda – Looking back on the whole Unit

**PUBLISHING GOAL:** designing and making a cooperative Board Game with an anger management theme

### **WHY DO WE NEED TO LOOK AT ANGER & ANGER MANAGEMENT?**

- ... because everybody gets angry sometimes
- ... because it's not always easy to manage your anger
- ... because it's helpful to be able reflect on what is going on for us when we do get angry
- ... because we all need *strategies* to help us to know what to do

***Can you think of any other reasons?***

**Some of the things we will be doing ....**

#### **Learning about ...**

- What does angry behaviour look like?
- What happens physiologically when we get angry?
- Other emotions connected with anger
- Human motivations and needs (physical and psychological) and how these affect our emotional world
- Possible strategies for anger management

#### **Learning to...**

- do some simple cartooning
- think about and reflect on our feelings and reactions
- work with others to achieve a goal
- organise ideas on paper
- participate in role plays
- create a cooperative board game



feels like...

anger



looks like...



sounds like...

**1. Definition**

What is anger exactly?

**2. Characteristic**

What does angry behaviour look like?

**4. Synonyms:**



anger

anger

**3. Examples**

What are some examples of people being angry?

Mapping Cause & Effect...



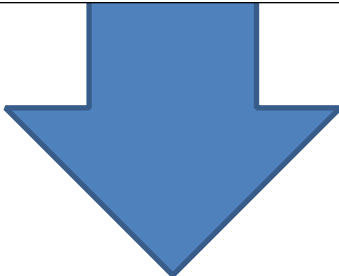
Behaviour ...  
possible causes  
&  
consequences

Behaviour Describe Mr Angry Ant's problem behaviour:

[Empty box for describing Mr Angry Ant's problem behaviour]

possibly he is  
expressing his  
anger this way  
because...

[Three stacked empty boxes for describing causes, with arrows pointing from the text on the left to each box]



Consequences Describe the consequences of Mr Angry Ant's problem behaviour (as portrayed in the book):

[Empty box for describing the consequences of Mr Angry Ant's problem behaviour]

<i>Scenario</i>	<i>Outward reaction</i>	<i>What is going on inside? What might you be feeling underneath the anger?</i>
1. <i>Things are really stressful at home.</i>		
2. <i>You have an argument with your best friend.</i>		
3. <i>You accidentally break something important to you.</i>		
4. <i>You have to do something you're not very good at.</i>		
5. <i>Your brother or sister breaks something belonging to you.</i>		
6. <i>A teacher yells at you.</i>		
7. <i>Someone laughs at you.</i>		
8. <i>You find out that you haven't been invited to a friend's party.</i>		



<b>Scenario</b>	<i>Outward reaction (obvious emotions)</i>	<i>Your cartoon practice drawing</i>	<i>Other connected emotions (What else is going on inside?)</i>	<i>Your cartoon practice drawing</i>
1. Things are really stressful at home.				
2. You have an argument with your best friend.				
3. You accidentally break something important to you.				
4. You have to do something you're not very good at.				

<b>Scenario</b>	<i>Outward reaction (obvious emotions)</i>	<i>Your cartoon practice drawing</i>	<i>Other connected emotions (What else is going on inside?)</i>	<i>Your cartoon practice drawing</i>
5. <i>Your brother or sister breaks something belonging to you.</i>				
6. <i>A teacher yells at you.</i>				
7. <i>Someone laughs at you.</i>				
8. <i>You find out that you haven't been invited to a friend's party.</i>				

# 7. Additional Tools & Resources

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# Emotional Regulation

**SOURCE:** “Cognitive Problem Solving Skills Training” from **Warby Behaviour Intervention Program**, unpublished handout notes for staff professional development, Dorchester SSP, 2013. *(With minor adaptations for mainstream use)*

Many challenging behaviours seen in custodial environments are due to problems with emotional regulation. Children get frustrated at being told what to do, don't like hearing “no”, may be scared about what is happening to them (being in custody for the first time) or may have had a bad phone call. There is a very important links between emotional regulation, challenging behaviours and thoughts.

## Thoughts

The way people think has a big influence on the way they feel and behave. Imagine your partner is two hours late getting home. What are some things you might be thinking? What might other people think? Some thoughts in this situation could include:

“She’s having an affair.”  
“I hope he’s okay.”

“She probably got busy at work and forgot to call.”  
“Maybe his car has broken down.”



People who are frequently aggressive tend to misinterpret the motivations of behaviour of others. They see hostility where there often isn't any. NB: This is where therapeutic models such as “Cognitive Behaviour Therapy” can be helpful.

## Emotions

Emotions can be hard to define. They are a combination of feelings and physical reactions often accompanied by particular thoughts or behaviour. Emotions occur as a response to a situation a person finds themselves in and how the person thinks about the situation. Some people are more emotional than others.

Managing your emotions is a skill. Have you see a small child get hyperactive with excitement when playing a game? An emotionally skilled adult can see that the child is getting over excited and start to calm them down by slowing down the game or taking a break. Likewise, if a child is sad, an emotionally sensitive adult will notice, and may talk to the child or give them a hug. Over time children learn ways to manage their emotions. Sometimes the ways they learn are helpful (e.g. writing, talking to friends) and sometimes they are destructive (aggression, withdrawal, substance abuse, self-harm). If your emotions are very strong they can make it difficult to act in a helpful way. If you are very angry, it is hard to be calm when discussing a problem. For boys, sometimes it is hard to admit they are scared, hurt or sad. Sometimes they have been put down by friends or family for being “weak” so they get angry instead.



Managing your emotions is a skill. Have you see a small child get hyperactive with excitement when playing a game? An emotionally skilled adult can see that the child is getting over excited and start to calm them down by slowing down the game or taking a break. Likewise, if a child is sad, an emotionally sensitive adult will notice, and may talk to the child or give them a hug. Over time children learn ways to manage their emotions. Sometimes the ways they learn are helpful (e.g. writing, talking to friends) and sometimes they are destructive (aggression, withdrawal, substance abuse, self-harm). If your emotions are very strong they can make it difficult to act in a helpful way. If you are very angry, it is hard to be calm when discussing a problem. For boys, sometimes it is hard to admit they are scared, hurt or sad. Sometimes they have been put down by friends or family for being “weak” so they get angry instead.

## Emotion Waves

Emotions come and go like waves. Sometimes there is a surprise tsunami, other times there is a slow build. If you are trying to teach someone to regulate their emotions, it is important to think about what would work at different intensities of emotion. If someone is screaming and swearing, they may not be able to have a talk about what is wrong. If they are only a little frustrated a talk might work. If someone is really angry they may need to go for a walk, punch a punching bag or take some deep

breaths until they are calmer. *Which emotional regulation techniques would work at different points on the wave?*

## Behaviour and Problem Solving

A behaviour is different from an emotion. Emotions are feelings, while behaviours are actions. Emotions can often drive behaviours or make them more likely (crying when sad, yelling when angry). People learn what behaviours work through trial and error and through watching others. Sometimes, people have not learned many ways of dealing with their emotions, so they can rely too heavily on a couple of behaviours like yelling, hitting, self-harm or taking drugs. This is especially likely to happen if they have been rewarded for those behaviours in the past. There are two main ways that behaviour gets rewarded: you get something good, or something bad goes away.

Examples of getting something good include a toddler at a supermarket screaming for lollies or a teenager who feels lonely and engages in self-harm and then receives a lot of loving attention. Examples of getting rid of something bad include a child who does not want to go to school throwing a tantrum and getting to stay home or a teenager who hits a peer who insulted him which results in the peer not teasing him anymore.

Using aggressive behaviour can be rewarding for the young person without an external reward because it can be a way of getting rid of unpleasant emotions or an adrenaline rush.

## Strengthening Behaviours over Time

If this pattern continues, the behaviours get to be very strong and the child will use them in more and more situations. If you try and stop the rewards, the child will initially show much more of the behaviour. What do you do when then button on the vending machine doesn't seem to be working? The same logic of press it again or press it harder applies to other behaviours too. Eventually the behaviour will stop if there is no reward (including no internal reward). If the child still finds being aggressive to be fun, there is still an internal reward.

If the child initially hears "no", escalates their behaviour then gets a "yes", they have just learned that they need to **MORE INTENSE** next time. If a previous behaviour that worked is now failing to get the desired outcome, the child may be very frustrated, confused or upset. This is when emotional regulation skills are very important.

Aggressive behaviours will often have negative side effects, such as suspensions from school, fights with peers, and so on. **But the child has not necessarily learned any other ways of getting what they want.** Children who are frequently aggressive often lack pro-social ways of getting what they want. Imagine the child's problem as a Rubik's cube. They can yell at the cube (getting rid of something bad). **Even if you reduce the aggressive behaviour, the child still does not know how to solve the cube.** They are unlikely to do any better next time without the skills to solve their problem.



**The goal of emotional regulation training is to help bring the child down to a level of emotional intensity where they can engage in more effective ways of problem solving. Otherwise you may get them to be calm for a while, but the problem (or a similar one) will come up again. If they don't have any new skills, the cycle will just repeat itself.**

## List of Common Concerns

**SOURCE:** "Cognitive Problem Solving Skills Training" from **Warby Behaviour Intervention Program**, unpublished handout notes for staff professional development, Dorchester SSP, 2013. *(With minor adaptations for mainstream use)*

1. I feel tired and irritable
2. I'm bored
3. A teacher has done something I don't like:
  - (a) Treated me unfairly
  - (b) Spoken to me rudely
  - (c) Hasn't stuck to the routine I was expecting
  - (d) I am not allowed something I want
4. I want to teach the teacher or another student a lesson, because of something they have done that I don't like.
5. Something has happened at home that is making me feel stressed.
6. One of the other students has done something that I don't like eg:
  - (a) Called me or my family a name
  - (b) Cheated in a game
  - (c) Stood over me
  - (d) Being too loud
  - (e) Talking garbage
7. I want to have a joke around with people
8. School work is too hard
9. Too much school work
10. Class work is too easy
11. Don't like asking people for help and will act out to avoid it
12. It's a habit – everyone I know does it.
13. Feeling misunderstood
14. Not feeling like people are listening to me