

# EMOTIONS ANGER

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reach  
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## ANGER

As we focus upon anger, we would love to help pupils become more aware of themselves when they experience anger and strong anger. Do they understand what is happening in their body, thoughts and feelings? Do they have tools to help them become calm to then process what they felt and implement any healthy actions? It is really important that pupils understand that they may be displaying anger, but that this is a messenger to other emotions. We would love students to become aware what their anger is their messenger for.

If you haven't already it might be good to check out our ['Self-Awareness' videos](#) - they massively complement this series. Some of the examples shared by our staff in ['Tools that Get You Through'](#) may compliment the topic well, or some of the videos on self-awareness.

## RESOURCES

[Online videos](#)  
Pens and large sheets of paper

## GOALS

Students will:

- build on their self-awareness of emotions by focusing upon anger.
- reflect on how they express or act when they are angry.
- discover that anger is a secondary emotion and think about how their anger is sign-posting (iceberg) to another emotion.
- engage with 'flipping your lid' explanation.
- consider strategies to process anger healthily so as not to be led by anger.

# Session 1

## INTRODUCTION

### **Mind-Map:**

Most of us are aware of our 6 basic emotions: anger, sad, happy, disgusted, surprised, fear. But what about the more complex emotions, ones we feel but maybe aren't aware of how they are different? Are we aware when we feel multiple emotions at the same? (Inside Out have some great clips that explore different emotions expressions.)

Mind-map each of the 6 basic terms of emotion and think of emojis/faces, sounds or phrases/slang associated with each. For example where would these go: Wohoo, yuck, tut, ugh, rolling eyes?

Take each of the 6 simple terms of emotion and explore other detailed emotions that may fit under that umbrella. In groups mind-map or use the [emotions wheel template](#) to think of other expressions of happy, anger, sad etc. Consider over the last week which emotions have they experienced?

[Watch the video](#)

Discuss is anger positive or negative?

# Session 2

## WHAT DOES ANGER LOOK LIKE?

We can each experience anger differently to each other and in different ways in ourselves. Help students become familiar with their anger behaviours. The goal isn't to shame/judge or judge others. The goal is to gain a better understanding of one's own expression of anger.

[Watch the video](#)

### **Mind-Map:**

What does it feel like in your body when you are angry? Mind-map, or label on body. Eg tension, lack of sleep, hitting, shouting, silence, lack of thought.

What types of thoughts do you think when you get angry? Are there words you use a lot?

How do you feel when you get angry? You can use sounds or words or colours to describe how you feel?

## ICEBERG

# Session 3

[Watch the video](#)

### **Individually- Iceberg:**

Consider the [iceberg image](#). As individuals think quietly or privately circle words (or write their own words) that might be often true for you at the moment. (This will change depending upon circumstances, eg going on holiday vs exams season.) This might be why the pupils get are getting angry or more angry at the moment

### **Mind-Map:**

Can you think of a time that you got very angry at a small thing but maybe you were actually feeling something else or frustrated about something else?

Why is this helpful to know?

## FLIPPING YOUR LID

# Session 4

[Watch the video](#)

### **Mind-Map:**

In groups discuss:

- What things do we say to describe that someone has 'flipped their lid'?
- What other ways could you describe this moment?
- What behaviours are associated with 'flipping your lid'?
- What do you do when someone (stranger/friend/family) gets angry?

# Session 5

## A CONVERSATION

[Watch the video](#)

### **Mind-Map**

Consider calming strategies in groups discuss a time you have been very angry (recently.) Share ways you try to become calm, or others might try to become calmer. What works or doesn't work?

Mind-map examples of:

- places that make you feel calm, or you were calm when you were there (could be a spot in the house, a location or an image you imagine)
- people who you noticed you are calmer when you hang out with them - or people you know who are calm even in difficult situations
- music that may help you feel calm

### **Individual - Quietly**

Practice some breathing exercise (see [Tools video 1](#) & [Tools video 2](#)).

Think to yourself- what calming strategies would you like to try next time you are feeling very angry?

# Session 6

## FORGIVENESS VIDEOS

Please note there are some additional videos around apologising and forgiveness.

- [Apologising](#)
- [5 ways to say "I'm sorry."](#)
- [Forgiveness](#)

Discussion or mind-map topics:

- When is it easy or hard to say sorry?
- What are the benefits for you and for others around you when you own your mess?
- Why can it be hard to forgive?
- When do you find it difficult to forgive?