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Managing Angry Feelings

Session Plan

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| **Group Session Plan** | | |
| **Topic: Managing angry feelings**  **(1 hour)** | | |
| **Section** | **Details** | **Resources** |
| **Introduction**  (5 mins) | * If children/young people do not know each other already, encourage them to introduce themselves. * Explain that today’s session is about managing angry feelings. * Tell children/young people that feeling angry is totally normal and everyone does sometimes. So, this session is not about telling children/young people *not to get angry*, but how to deal with angry feelings safely and know how to feel calmer. | For **in person** or **online** delivery:   * PowerPoint slide 2 (to display on smartboard or screenshare). |
| **What is anger?**  (10 mins) | * Play the “Missing letter” game –show children/young people the sentence that tells them what anger is. * Explain that some of the letters in the words are missing. Ask them to have a go at guessing what the words should say. Click the slide to reveal each word, one by one. * The definition is: *“a strong feeling of being upset or annoyed”* * Explain that anger can be a **reaction** to something or **just something that we feel** but we don’t know why. * Ask children/young people to shout out words that link to anger e.g. furious, cross, etc. * Ask children/young people if they have ever felt like any of these words (thumbs up/thumbs down to show). Reassure them that everyone does and that anger is a normal human emotion that everyone experiences at times. | For **in person** or **online** delivery:   * PowerPoint slide 3 (to display on smartboard or screenshare). |
| **What makes us angry?**  (10 mins) | * **If using printed accompanying resources:** Give children/young people a “what makes you angry?” sheet. Ask them to write or draw some of the things that make them angry. * **If not using printed accompanying resources:** Ask children/young people to write or draw the things that make them angry on a sheet of paper * Ask children/young people to share their thoughts (if any of them would like to). Explain that sometimes, it can just help to share our feelings and get them out there. | For **in person** or **online** delivery:  **If using printed accompanying resources:**   * “What makes you angry?” ([click here](https://barnardossendiass.org.uk/media/4v1gp5zm/_resource-18-what-makes-you-angry.doc)) printed sheets. * Pens/pencils.   **If not using printed accompanying resources:**   * Blank paper. * Pens/pencils. |
| **How does it feel?**  (10 mins) | * Explain to children/young people that now we have looked at what anger is, and what makes us feel like that, we need to be able to recognise when we are feeling angry. This will help us to spot the signs and stop it before it gets out of control. * Explain that our body and our minds tell us when we are feeling angry. We need to be able to spot these clues. * Do a “true or false” quiz to get children/young people thinking about the clues that our bodies and minds give us to tell us that we are angry. Ask them to put their thumbs up for true, or down for false. * **Quiz statements:**   + Your heart is beating really fast (True)   + Your muscles feel nice and relaxed (False)   + Your brain is full of furious thoughts (True)   + Your breathing is slow and steady (False)   + You feel hot (True)   + Your stomach is swirling (True) * Remind children/young people that we all react differently when we are angry – we might only get some of these clues. However, these are the common ones that lots of people feel. * Ask children/young people if they get any other clues when they feel angry. Share ideas. * Explain that all of the above things happen as, when we feel angry, a hormone called “adrenalin” goes into our bloodstream. Adrenalin gets us ready to have the energy to “fight or run”. | * No resources needed. |
| **What should we do if we feel angry?**  (20 mins) | * Explain to children/young people that what we do next, once we realise that we are feeling angry, is really important. Stress that we can’t always control the things that make us angry (and we can’t stop the adrenalin from coming) but we can control our **reactions** to them. * Explain that there are positive and negative reactions. The **negative reactions** are things that we **should not do** when we are angry. Display slide 4 and ask children/young people for their ideas on these. Ensure that the following themes are all covered i.e. we should not:   + hurt ourselves.   + hurt other people (physically or with words).   + damage things/property. * Explain to children/young people that there are 2 **positive** things that they **should try to** do (display slide 5):   + Let our anger out safely.   + Feel calmer. * **If using printed accompanying resources:** Give children/young people “letting anger out safely and feeling calm” sheets. Ask them to fill them in, writing or drawing their ideas for how they could:   + let their anger out safely e.g. talking to someone, writing it down, hitting something soft and safe (like a pillow). ***Focus on this*** *if children/young people have already done the “feeling calm” segment in the Anxiety and Stress session.*   + feel calm again e.g. breathing deeply and slowly, listening to calming music. ***Use this as a reminder*** *if children/young people have already done the “feeling calm” segment in the Anxiety and Stress session.* * **If not using printed accompanying resources:** Ask children/young people to write down, or draw, on a piece of paper the above. * Ask children/young people to share their ideas (if they want to). Tell them that they might help other people by doing this! * Show children/young people the “5 simple steps to manage your anger” (4 minutes) to recap the session (on slide 6). | For **in person** or **online** delivery:   * PowerPoint slides 4-6 (to display on smartboard or screenshare).   **If using printed accompanying resources:**   * “Letting anger out safely and feeling calm” ([click here](https://barnardossendiass.org.uk/media/y1bjuwdb/_resource-19-letting-anger-out-safely.docx)) printed sheets. * Pens/pencils.   **If not using printed accompanying resources:**   * Blank paper. * Pens/pencils. |
| **How was that? (evaluation)**  (5 mins) | * Ask children/young people the evaluation questions. Children/young people to vote with their thumbs up (yes) in the middle (not sure) or down (no) for each question. Note the number for each response on the evaluation sheet. * **If using printed accompanying resources:** give children/young people a copy of the “Managing angry feelings information” sheet to remind them what they have learnt in the session. * **If not using printed accompanying resources:** tell children/young people where they can get a copy of the “Managing angry feelings information” sheet from e.g. you could email it to them or their parents/carers. * Remind children/young people that they can contact WESAIL for information and support. Contact details are on the last page of the “Managing angry feelings information” sheet. Or direct them to our phone number/email address/online information as detailed on page 5 of this pack. | For **in person** or **online** delivery:   * Evaluation sheet to note group responses on.   **If using printed accompanying resources:**   * “Managing angry feelings information” ([click here](https://barnardossendiass.org.uk/media/fxbdtst1/_managing-angry-feelings-information-sheet.docx)) printed sheets. |