

Managing My Anger Learning Experience 25

[Self-Management Skills Module](#)

Grade Level Range: Middle School - Adult

To Teachers:

Managing anger and other unpleasant feelings requires first being aware of what we feel and why we feel that way. It also requires that we accept the way we are feeling. Anger and other unpleasant feelings can be a catalyst to change ourselves, our situation, our environments, and our relationships. Our feelings can be vague, and a feeling like anger may only be a secondary feeling that masks deeper feelings. Feelings such as anger may only be the tip of an iceberg and not reveal deeper feelings that exist below the water line. We may have other feelings first before we experience anger, and these feelings may then trigger anger. What is important is that we identify all of our feelings in a given situation and determine why we feel that way. Only then can we consider how we want to manage those feelings. When we are angry, it is especially important to stop and identify the primary feelings that triggered the anger before we react and say or do something that makes the situation or a relationship worse. In addition, if we want to communicate our feelings to others, we have a choice of whether to share the secondary feeling of anger or the primary feelings (e.g., disappointment, hurt, frustration, etc.).

This learning experience can be done as a stand-alone learning experience. Still, it will be more effective as a follow-up learning experience to the Managing Anger Poorly Cases Learning Experience ([Self-Management Skills Module](#)).

Before having students participate in this learning experience, it is helpful if they are skillful at identifying their feelings and why they feel that way. See the learning experiences in the [Self-Awareness Module](#).

The purpose of this learning experience is for students to understand how ineffectively managing and coping with their feelings in the past affected them and to begin exploring ways they can manage and cope with unpleasant feelings more effectively in the future.

If you have not already done so, please review the How To Teach SES Skills ([How To Teach SES Module](#)) for suggestions on teaching SES Skills, processing learning experiences, and applying skills in real-life situations.

Procedure/Directions

1. Review the concepts in Managing Anger and Other Unpleasant Feelings: Background Information for Students below.
2. Distribute the Managing My Anger Log ([Self-Management Skills Module](#)).
3. Have students select a recent time when they acted on their anger in an ineffective and/or hurtful way, making the situation and/or relationship worse for them. Complete one example on the Managing My Anger Log. Using the “Processing Questions below, ask for volunteers to share.
4. Have students keep their Managing My Anger Log at least four additional times when they experience anger.
5. Explain the grading procedures. Outlined below are different ways to assess and grade this learning experience.
6. At the end of the assigned time, distribute and have students complete the Managing My Anger Summary Questions below.
7. Have students bring their Managing My Anger Log and their Managing My Anger Summary Questions to class. See the Procedures for Grading outlined below.
8. At the end of the learning experience, and before they turn in their work, have a whole class discussion using the questions on the Managing My Anger Summary Questions below.

Possible Assessment & Grading Procedures:

1. Teacher grade and student self-evaluation of the completeness of student answers on their Managing My Anger Log and the answers on the Managing My Anger Summary Questions. See the Generic Rubric For Assessing Self-Awareness below.
2. At the end of the project, have students bring all required work to class. It may be easier to go through the assessment process in class to avoid confusion.
3. Using the Generic Rubric For Assessing Self-Awareness, have students evaluate their work and place the grade in the appropriate space on the Managing My Anger Grade Summary below.
4. Collect all the documents in an order that will make it most manageable for you to review and grade.
5. See How To Assess & Grade SES Skills in the [Assessment & Grading Module](#) for additional information on evaluation and grading.

Possible Documents That Students Submit at the End of the Learning Experience

1. Managing My Anger Log
2. Managing My Anger Summary Questions
3. Managing My Anger Grade Summary”

Managing Anger and Other Strong Emotions: **Background Information for Students**

Managing anger and other unpleasant feelings requires first being aware of what we feel and why we feel that way. It also requires that we accept the way we are feeling. Anger and other unpleasant feeling can be a catalyst to change ourselves, our situation, our environments, or our relationships. Our feelings can be vague, and a feeling like anger may only be a secondary feeling that masks deeper feelings. Feelings such as anger may only be the tip of an iceberg and not reveal deeper feelings that exist below the water line. We may have other feelings first before we experience anger, and these feelings may then trigger anger. What is important is that we identify all of our feelings in a given situation and determine why we feel that way. Only then can we consider how we want to manage those feelings. When we are angry, it is especially important to stop and identify the primary feelings that triggered the anger before we react and say or do something that makes the situation or a relationship worse. In addition, if we want to communicate our feelings to others, we have a choice of whether to share the secondary feeling of anger or the primary feelings (e.g., disappointment, hurt, frustration, etc.).

Processing Their Personal Examples:

When students have been given ample time to complete their Managing My Feelings Log, ask for volunteers to share using the questions on the log. Those questions include:

1. What happened to trigger your unpleasant feelings?
2. What were all the feelings you experienced?
3. Why did you feel this way?
4. What did you say and/or do?
5. What happened as a result?
6. Do you find yourself responding in the same or similar ineffective or hurtful ways in similar situations or with specific people? If so, what are those situations, and who are those people? What is it about those situations or those people that trigger your anger?
7. How do you want to respond to similar situations or specific people that are more effective for you and your relationships in the future?
8. How could you have acted more effectively?

Attribution/Source: This learning experience is an adaptation of Feelings Can Cause Us to Behave in Strange Ways in *Self-Discovery: Developing Skills* by Gilda Gussin and Ann Buxbaum

Managing My Anger Summary Questions

Review your Managing My Anger Log and answer the following questions:

1. What situations, activities, environments, or relationships triggered your anger? Why did you feel this way?
2. What, if any, were the similarities in the activities, environments, or relationships that triggered your anger? Are there specific people who seem to trigger your anger more than others? If so, what about them or what they do or say that triggers your anger?
3. What, if any, were the similarities in the feelings that triggered your anger? For example, feelings such as frustration, disappointment, worry, or hurt, to name a few, may trigger anger.

4. How did you usually respond to these feelings, and what happened?

5. Explain how your responses made situations and relationships better or worse for you.

6. How do you want to respond to your anger in the future to make situations and relationships better for you?

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade, but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show **Deep & Complex** Insight: I Thought Very Deeply About The Answers to **Each** Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show **Significant Insight**: I Thought Deeply About The Answers to **Most** of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show **Incomplete** Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a **Lack** of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

Managing My Anger Grade Summary

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric For Assessing Self-Awareness.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Managing My Anger Log

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Managing My Anger Summary Questions.

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness.

_____ Teachers Grade For The Completeness & Depth of Students Answers on the Managing My Anger Log

_____ Teachers Grade For The Completeness & Depth of Students Answers Managing My Anger Summary Questions.

(Student signature indicates all the self-evaluation information is
a complete, accurate, and an honest assessment!)