



# About Anger Management - Level 3 Staff Activity Guide

## What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity Guide, and a Brain Quiz with an Answer Guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity.

## Viewing the Video:

Without Student Video Viewing Guide - (7 minutes)  
With Student Video Viewing Guide - (10 minutes)

## Student Activities:

Activity #1 Skit - (15 minutes)  
Activity #2 Write About It - (5-10 minutes)  
Activity #3 Group Chat - (10 minutes)

## Brain Quiz:

(5-10 minutes)

## Student Video Viewing Guide Strategies:

### Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning on the following question:
  - While it is normal to feel anger, it's important to have strategies to manage anger. What strategies do you have?
- Have students "pair and share" with a classmate on the question "How do you think being angry may affect your behavior and decision making?"

### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.



For more information and resources on this topic, please visit [BrainAbouts.Org](https://www.brainabouts.org).

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## Brain Quiz Answer Key: (5-10 minutes)

1. The amygdala does a better job at \_\_\_\_\_ than the frontal lobe.  
(Answer: B. reacting)
2. We have a fully developed \_\_\_\_\_, but only a partially developed \_\_\_\_\_ by the time we are in middle school.  
(Answer: E. a. and c. Accelerator/ Brake and Amygdala/ Frontal Lobe)
3. When you are very angry or afraid, the frontal lobe (shuts off or is highly active).  
(Answer: shuts off)
4. When reading emotions from others, adults rely more on the \_\_\_\_\_, while teens rely more on the \_\_\_\_\_.  
(Answer: D. frontal Lobe, amygdala)
5. The \_\_\_\_\_ is the healthiest anger type.  
(Answer: A. confronter)



## Student Activity Options:

### Activity #1. Skits (15 minutes)

- a. Materials needed: Slips of paper to write scenarios.
- b. Directions: Prior to class, write anger management strategies on slips of paper and put them into a container. Divide the class into groups of 3-5 students. Have each group pick a strategy and create a skit that demonstrates the student becoming angry, then utilizing the identified strategy to manage the anger.
- c. Criteria for success: Students are able to demonstrate anger management strategies.

### Activity #2 Write About It (5-10 minutes)

- a. Materials needed: Journal or paper and writing utensil.
- b. Directions: Have the students write about:
  - In which situations do you find yourself feeling angry?
  - What is your anger style?
  - Which of the anger management skills will you utilize the next time you are angry?
- c. Criteria for success: Students are able to identify anger management skills and situations where they may use the skills.

### Activity #3. Group Chat (10 minutes)

- a. Materials needed: None.
- b. Directions: Ask students:
  - Have you identified your own anger management style?Divide the class into 3-5 students. Have groups discuss different anger management styles and identify examples of each style from TV, movies, or real life.
- c. Criteria for success: Students are able to identify their own and other's anger management styles.