

Anger as a Secondary Emotion

Purpose



There are things in our students' days that can cause them to feel angry. Another child may have taken their seat, they got in trouble, someone called them a name, they were bumped into during recess, they got a problem wrong during math. Anger is a secondary feeling that layers on top of other uncomfortable feelings, such as fear, frustration, disappointment, embarrassment, worry, loneliness, and jealousy. In my experience, kids have limited success working on managing their anger unless they are able to identify and address the feelings that underlie it. This lesson has children practice identifying the initial emotion, so they are better able to communicate what they are feeling.

Teacher Work

Gather the students in a circle or meeting place. Use the talking piece to spend time talking about a time they were angry. It is worth spending more time on this talking piece round in order to gather lots of examples for the upcoming lesson.

Show or print the iceberg image that's at the end of this lesson.

"Did you know that icebergs show only a small amount above water, and below the water they can be huge? Most of it is hiding beneath the water's surface. We can use this image to think about something we've all experienced, anger. Anger is typically what we see other people feeling, (motion to the top of the iceberg) but a lot of times, there is another emotion that makes them feel uncomfortable and upset that we don't see (motion to the part of the iceberg under the water)."

This is a great time to be vulnerable with your kiddos. Think of a story you can share with them, based on the iceberg images where you were acting angry, but really feeling something else.

Student Work

Distribute the scenarios (provided below) to the class. The students can work in partners to identify what underlying feelings people are experiencing when they are acting mad. (Pre-made scenarios are below.) We end the class with everyone sharing the feelings they have identified. Have students think back to the beginning of the lesson when they shared about a time they were angry. Do they know what other underlying feelings they had that caused them to react in an angry way?

Closing

Today we learned that sometimes when we are angry, there are other emotions under the surface. Once we are able to recognize that other emotion, we can start solving our problem and use calming techniques. We also can use more accurate words to communicate or ask for help. Understanding how we're feeling can help us solve conflicts with one another, which is very important for our classroom community.



What's Behind the Anger?

frustrated disappointed embarrassed lonely/left out worried scared jealous

1. Jim cuts in line right in front of Jamar.

Jamar looks mad. He feels _____.

2. You and your best friend usually play together at recess, but for the last four days you have been playing with another group of kids.

Your friend looks mad. She/he feels _____.

3. During math you ask a question. Julie says out loud, "I can't believe you don't know how to do that! It's so easy."

You look mad. You feel _____.

4. You and several other kids are playing a board game during indoor recess. Jeff cheats and takes an extra turn.

You look mad. You feel _____.

5. Anya has to stay in for recess because she didn't do her homework.

She looks mad. She feels _____.

6. You are playing tag at recess. A kid tries to tag you by grabbing your hood and you feel like you are choking.

You look mad. You feel _____.

7. You and Josie both really like to play with Katie, but Josie says she and Katie are going to play alone.

You look mad. You feel _____.





resource courtesy of *Lead Teacher*