I Need to Just Chill

<table>
<thead>
<tr>
<th>PILLAR Responsibility</th>
<th>MATERIALS</th>
<th>BEHAVIORS</th>
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</thead>
<tbody>
<tr>
<td>ILS: 5B, 24A, 24B SEL: 31A, 32D, 33A</td>
<td>list of responses from &quot;I’m So Mad I Could Scream!&quot;, action cards (1 per youth)</td>
<td>resolving conflict peacefully, self-awareness, self-discipline, uncontrolled anger</td>
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PROMISING PRACTICE
6.1 Use advisories, wellness programs, and other schoolwide strategies to promote a balanced, self-disciplined lifestyle.

PROCEDURE
1. Before doing this activity, the group must have done "I’m So Mad I Could Scream!" (p. 61). Make photocopies of Handout 8 (1 for every 2 youth); trim each photocopy to make two action cards.
2. Explain to the group that people have many choices in how to deal with anger issues. A worthy and constructive goal is to develop multiple positive ways they can respond to their own anger.
3. Post the responses saved from "I’m So Mad I Could Scream!" to remind youth of how they collectively respond to anger triggers. Note there are healthy (positive) and unhealthy (negative) ways to deal with anger.
4. Guide the group through a discussion of the posted list, and reach consensus on whether each item is healthy or unhealthy. Considerations when categorizing each item may include whether it causes harm to anyone, gets the person doing it into trouble, makes the situation worse, or costs money.
5. Once all responses are categorized, give each youth an action card to complete. Help the youth identify things they may need to do to increase their success.
6. Ask:
   • What or who influences your actions the most when you are angry?
   • Is it difficult or easy to respond in a healthy way to something that makes you angry? Why?
   • What can you do to increase how often you respond to your anger in a healthy way?
   • Is there a person in your life who usually responds to anger in healthy ways? What can we learn from that example?

HINTS
• If youth are slow in responding to the discussion questions, have them think about people in general. Once they begin to talk, guide the discussion back to themselves as individuals.
• Don’t allow anger responses to be categorized as both healthy and unhealthy—ambiguity limits the number of healthy responses identified. Remind youth that it takes a lot of practice to adopt new behaviors.
• Revisit the action cards after a week to see how the new strategies are working.