I’m So Mad I Could Scream!

**PILLAR**

**Caring**

<table>
<thead>
<tr>
<th>MATERIALS</th>
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<tbody>
<tr>
<td>list of responses from &quot;That Makes Me Mad!&quot;, newsprint, easel, markers, slips of paper, container</td>
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<th>BEHAVIORS</th>
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<tr>
<td>disrespect for property, honesty, listening, physical aggression, resolving conflict peacefully, uncontrolled anger</td>
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<th>OBJECTIVE</th>
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<td>Youth will state what they do when they are angry and realize others may respond differently to anger triggers.</td>
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**ILS:** 4B, 18B, 24A  
**SEL:** 31B, 33A

**PROMISING PRACTICE**

3.2 Foster positive peer relations.

**Procedure**

1. *Before doing this activity, the group must have done "That Makes Me Mad!" (p. 28).*
2. Explain that people deal with anger issues differently, and how one responds to anger determines whether conflict occurs.
3. Post the list of responses from “That Makes Me Mad!” to remind youth of their personal anger triggers.
4. Have participants list on paper what they do when they become angry—encourage them to name specific actions they take, ranging from when they are just a little mad all the way up to when they are furious.
5. If individuals are having trouble specifying their actions, suggest they think about the actions they see from other people who are angry and consider whether they behave in the same way.
6. After a majority have finished their lists, ask youth to place their responses in a container. Have youth draw slips of paper from the container and read the responses aloud; write them on the newsprint without allowing discussion. Ask youth not to repeat answers already given.
7. When there is a wide variety of responses listed or when youth stop sharing new ones, point out that how a person responds to the emotion of anger directly influences how he or she gets along with people.
8. Save the newsprint list of responses for future reference and use in the activity "I Need to Just Chill" (p. 34).
9. Ask:
   - What are some responses on the list that surprise you?
   - Without giving or using people’s names, what are some responses that you have witnessed in others?
   - What influences how you respond to your anger?
   - What are things you do now when you are angry that you probably won’t do when you are an adult?

**Hints**

- This activity focuses on what students do when they become angry, not on what makes them angry, which is addressed in "That Makes Me Mad!" (p. 28). This activity also does not focus on developing positive strategies to deal with anger; that skill is addressed in “I Need to Just Chill” (p. 34).
- Don’t let students debate or laugh at others’ answers. Stress that anger responses are learned, and there are many factors that influence how people deal with anger.
- This is a good topic for an introspective paper.