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## ACTIVITY 1.1

# Volcano of Anger

### Description of Activity

*Students will build a volcano together and label emotional intensity as we collaboratively add a tower of lava bubbling up and discuss strategies for "cooling the lava flow" or calming feelings of anger.*

### Learning Objective(s)

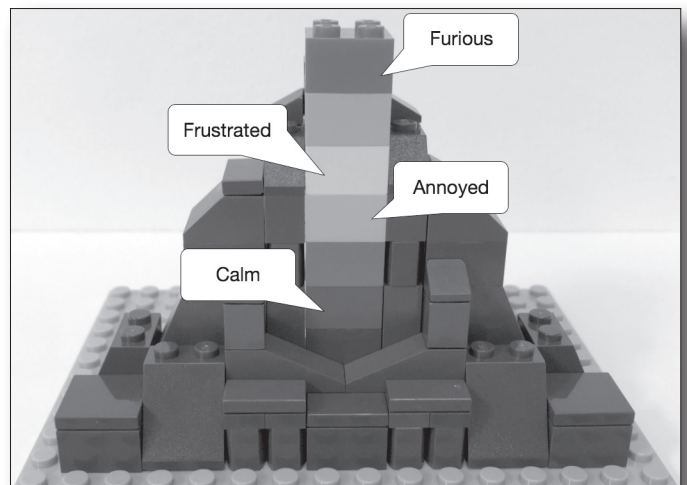
- Students will identify various degrees of anger using emotion vocabulary (e.g. annoyed, upset, frustrated, mad, furious)
- Students will identify strategies to cool down when they feel angry.

### Procedures

- Start by showing students a picture or short video clip of a volcano erupting. Next explain to the students that sometimes our anger can build up and erupt like a fiery volcano and that today we will be making a volcano with LEGO® materials to help us better understand different levels of anger.
- Next, students will work together to create a volcano using LEGO® bricks (this activity can be collaboratively or independently). As they are building discuss the different features their volcano will have such as shape, color, or size. You may wish to leave a space in the center to add a tower of bricks representing lava. Alternatively, you can build your tower of lava to the side of the volcano for discussion purposes.
- At this point, begin discussing different emotion vocabulary related to anger. You may wish to have students brainstorm a list before beginning to label the lava.
- Next, build the lava tower and label it with different levels of anger that increase in intensity as it gets higher. If your lava is inside the volcano, place your vocabulary words onto the volcano and continue labeling the lava tower as it erupts. You may wish to ask students to share experiences where they felt each emotion. Students can also rearrange vocabulary words if needed while building to more accurately reflect levels of intensity (e.g. if "furious" is on the bottom, you may wish to move it closer to the top).

### Discussion Questions

- What situations make your lava bubble up?
- What signs do you notice in your body when your anger or "lava" is rising?
- What happens when you erupt?
- What can we do afterwards if we do erupt and it negatively affects others?
- What is your favorite way to cool down?



## ACTIVITY 1.1

# Volcano of Anger

*Volcano featuring a tower of different colored bricks in the center to represent increasing emotional intensity*



### Follow-Up or Extension Activity

- Students will draw a volcano self-portrait and label it with strategies to keep from “blowing their top” or erupting. For older students, you can integrate science by looking at different types of volcanoes such as cinder cone, composite, shield, and lava dome volcanoes and relate it to erupting quickly, sideways, slowly, or even inwards.

## ACTIVITY 1.2

# Mood Map

### Description of Activity

*Students will create a map using LEGO® materials, paper, and colored pencils to show a pathway depicting events that may cause a rise in emotional intensity from calmness to a more elevated emotional state (e.g. relaxed to very frustrated).*

### Learning Objective(s)

- Students will be able to identify various levels of emotional intensity.
- Students will be able to identify events that trigger certain emotions.

### Procedures

- To begin this activity, I like to share a science video depicting rubber bands being continuously placed on a watermelon until it bursts from the pressure. After the video, discuss how each rubber band can represent different events that can put pressure on us or “squeeze” us, resulting in stronger emotions.
- Next, explain that we are going to be making a map to help us think about what events might cause us to feel strong emotions and eventually reach a point where we might “flip our lid”, lose our temper, or the emotions become very intense.
- To do the activity, students will receive a piece of paper and colored pencils. On one side of the paper, they can write the word “calm,” then on the opposite side, write a strong emotion they experience (It may help to have a list of emotion vocabulary to refer to). Then draw a line showing a pathway between the 2 emotions (I like to make it wavy with dashes like a treasure map).
- Then, students will build LEGO® structures to represent both emotions represented on their map. Next, students will add events along the pathway that lead to an increase in emotional intensity. Build a small LEGO® structure for each event and write the corresponding emotion. For example, a student who gets upset in class and is going from calm to feeling overwhelmed may have a sequence of:  
**Starting Point:** Calm, **a.** I don't understand the directions (confused), **b.** Classmates are distracting me (irritated), **c.** Others are finishing their work, but I need more time. (anxious), **Endpoint: Overwhelmed.**

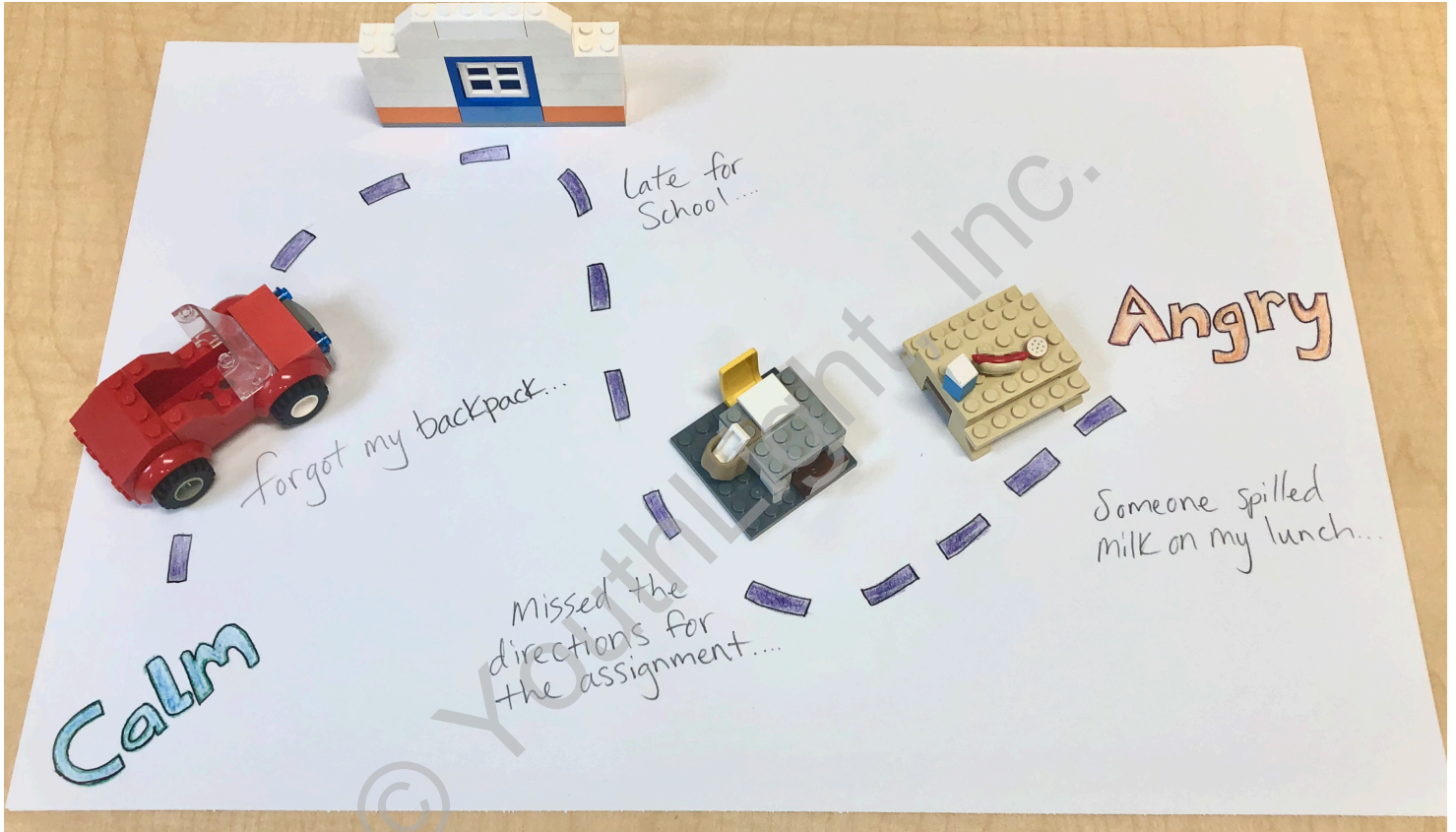
### Discussion Questions

- When you reach the final point on your map, how does that affect you?
- Which event on your map is most challenging for you?
- What are some ways you can recognize when your emotions are increasing?
- What are some strategies you can use to calm down or handle each event?
- How will learning ways to manage these situations help you be successful?



# Mood Map

Combination of brick structures with a hand drawn map



## Follow-Up or Extension Activity

- Students will build or draw a compass depicting calm-down strategies or solutions to cope with each of the events depicted on their map.