

# **William Battles The Anger Squiggles**

**An Anger-Management Program For Grades 3-6**



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*I would like to extend a special thank you to Renata Chase, LCSW, for being the inspiration behind this book and for teaching me to be the social worker that I am today.*



*William Battles The Anger Squiggles*

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# Introduction

*William Battles The Anger Squiggles* is an effective tool for teaching anger-management and assertiveness skills. Its use of age-appropriate metaphors and terminology enables students to truly understand the concept of anger. Students who learn the curriculum will be able to clearly explain how people lose control of their anger and describe different ways to prevent this from happening. They'll become acquainted with assertiveness skills and other tools specifically designed to help rid them of their angry feelings. You may use this book in its entirety or divide the content into parts that address specific needs. Designed primarily for small-group instruction, this curriculum is also appropriate for use in whole-class lessons.

## How To Use

### *William Battles The Anger Squiggles*

*William Battles The Anger Squiggles* may be used in a variety of ways. The program includes:

- ▷ *William Battles The Anger Squiggles*, a storybook you may use independently and read to students. Each page includes text and an illustration. If you're using the storybook as an independent activity, you may wish to reproduce it, color each illustration, laminate the pages, and bind them into a book. You may also use this storybook as part of the anger-management program.
- ▷ The reproducible student version of *William Battles The Anger Squiggles* may be used with the adult storybook or with the anger-management program. It includes the same illustrations as the adult version, but abbreviated text. As the leader reads his/her version of the story, students can follow along with the booklet. Students may color the pictures in the booklet and keep their booklets for their personal libraries. The student version is also a component of the complete anger-management program, in which certain pages are presented to students during each session.

# William Battles The Anger Squiggles

## Student Booklet



**Allow me to introduce William.** He's an average kid, with average friends, who goes to an average school, and usually has pretty average days. But today will be different. Today will be anything but an average day.





# Today William will **explode!**



William was filling up with Anger Squiggles. There was hardly any room left in that body of his. If one more annoying thing happened, another Anger Squiggle would try to squeeze its way in, causing William to **EXPLODE!**



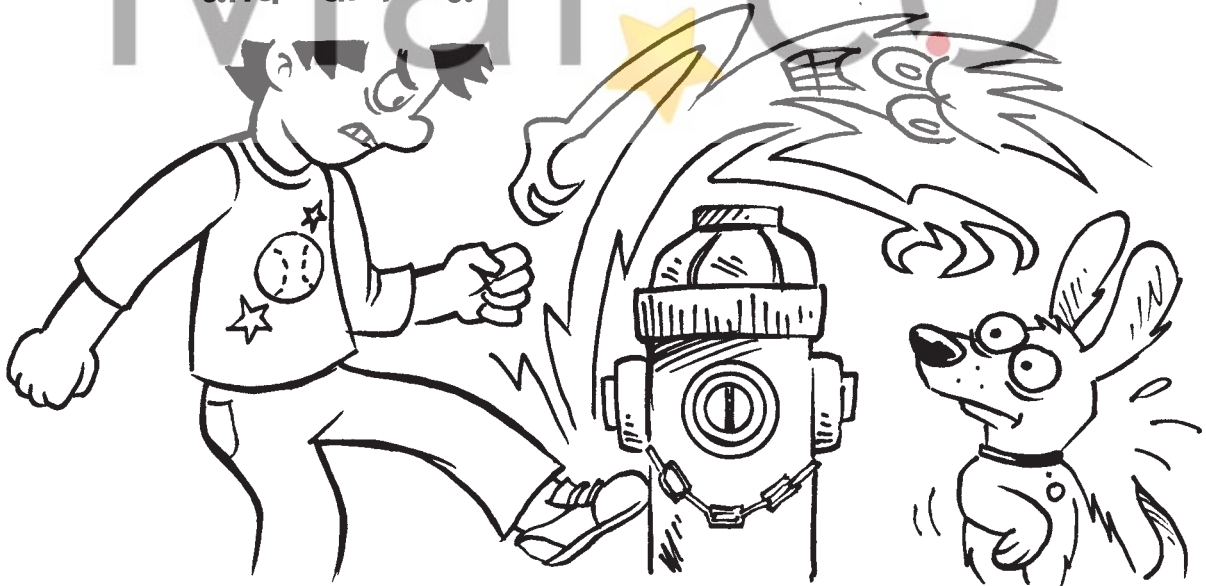




our hands,

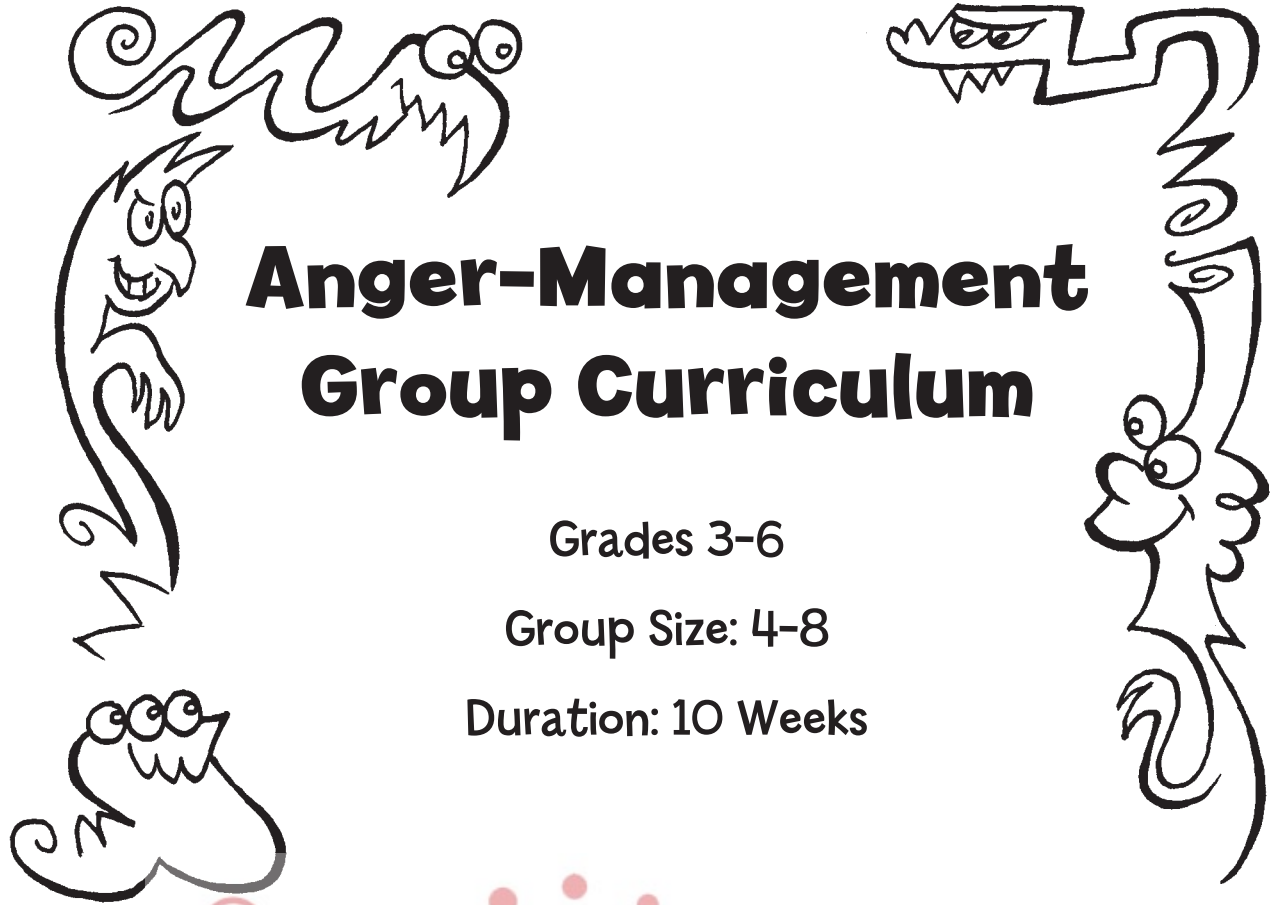


and our feet.



**William felt fantastic!** He no longer worried about those nasty Anger Squiggles or about losing control. He knew that he would still get angry, but he was prepared. His battle plan was ready! Now go and prepare yours!





# Anger-Management Group Curriculum

Grades 3-6

Group Size: 4-8

Duration: 10 Weeks

- ©
- Session 1: Introduction
  - Session 2: Introduction To Anger
  - Session 3: Recognizing How We Lose Control Of Our Anger
  - Session 4: Recognizing Body Cues For Angry Feelings
  - Session 5: Dealing Effectively With Anger
  - Session 6: Learning To Talk It Out
  - Session 7: Talking It Out: Assertiveness Skills
  - Session 8: More Assertiveness Skills
  - Session 9: Review/Wrap-Up
  - Session 10: Celebration (Optional)



# SESSION 1

## Introduction

### Purpose:

To explain the group's parameters, establish rules, and begin to build group cohesion

### Materials Needed:

#### For The Leader:

- Facilitator Handout #1* (page 72)
- Facilitator Handout #2* (page 73)
- 2 Large pieces of paper
- Tape
- Marker
- Chalkboard and chalk or chart paper and marker

#### For Each Student:

- Folder
- Pencil
- Crayons
- Piece of paper



### Presentation Preparation:

Write *True* on one large piece of paper and tape it to one wall. Write *False* on another large piece of paper and tape it to the opposite wall. Reproduce *Facilitator Handout #1* and *Facilitator Handout #2* for the leader.

### Lesson:

- ▷ Tell the students that they have joined this group to learn about *anger* and *conflict resolution*.
- ▷ Discuss/explore the meaning of *conflict resolution*. Suggest that conflict resolution is a method of resolving problems with others in a peaceful way.

- ▷ Discuss/explore *anger*: Emphasize that anger is not a bad emotion, but that what we do with our anger can sometimes be negative.
- ▷ Tell the students that everyone gets angry and that we all need to learn, at some point in our lives, how to control angry feelings.
- ▷ Lead a discussion on the importance of learning to control anger.

Talk about what would happen if an adult lost control of his/her temper at work, at home, with his/her spouse and kids, etc. Help the students reach a final conclusion (i.e., “An adult who lost his or her temper at work might hit someone. He or she would get fired, might get arrested, and then wouldn’t have enough money to pay the bills.”)

Ask the students what would happen to them if they lost control of their anger at school.

- ▷ Explain that in this group, the students will learn some “tricks” that will help them learn to control their anger and avoid the consequences of losing their temper.
- ▷ Discuss the group’s parameters: frequency and duration of meetings, etc.
- ▷ Distribute a folder, crayons, and a pencil to each student and explain that the students will be getting some very special handouts to keep in these folders. Have each student write his/her name on the folder. (*Note*: If there is enough time at the end of the session, allow the students to decorate their folders. The facilitator should keep the folders and send them home with students after the final session.)

### **Group Rules:**

- ▷ Have the students establish the group’s rules and the consequences of breaking those rules. Write the rules on the board or chart paper.
- ▷ Some important rules that must be included:
  - One person talks at a time.
  - Respect confidentiality.
  - Show respect to others.
- ▷ Distribute a piece of paper to each student and have the students copy the rules and consequences from the board or chart paper, sign the rule sheet (showing their agreement to follow each rule), and place it in their folders.

## Facilitator Handout #4

*(Students should **not** act out the background information. They should act out only the role-play.)*

**BACKGROUND INFORMATION:** A student stands with a group of friends and whispers, points, and laughs every time you walk by.

**ROLE-PLAY:** Act out how you would approach the student and behave assertively. Remember: Make sure you are calm, speak with the person in private, and use assertive sentences.

**BACKGROUND INFORMATION:** A classmate asks you for your snack every day. When you refuse to give it to him, he threatens to tell every kid in the class not to be your friend. You're afraid that this student will turn the class against you, so you give him your snack.

**ROLE-PLAY:** Act out how you would approach the student and behave assertively. Remember: Make sure you are calm, speak with the person in private, and use assertive sentences.

**BACKGROUND INFORMATION:** A student who sits three rows behind you on the bus throws paper wads at you every day. When you turn around, kids are giggling and acting like they have no idea who threw the paper. You know exactly who threw it.

**ROLE-PLAY:** Act out how you would approach the student and behave assertively. Remember: Make sure you are calm, speak with the person in private, and use assertive sentences.



## SESSION 9

# Review/Wrap-up

### Purpose:

To reinforce the *Four Steps To Acting Assertively* as well as to review all eight previous sessions

### Materials Needed:

#### For The Leader:

- Copy of *Facilitator Handout #2* (page 73)
- Scenario strips from Session 8
- Container
- Four Steps To Acting Assertively* posters from Session 8

#### For Each Student:

- Folder



### Presentation Preparation:

Place the scenario strips in the container. Turn the posters to the wall so the students cannot see what's written on them. Reproduce *Facilitator Handout #2* for the leader.

### Presentation—Numbers 0-10:

- ▷ Ask for volunteers to describe a time during the previous week when they felt a 1 or a 2. Then ask each student for his/her current number, following the same procedure as in previous sessions. Record the students' answers on *Facilitator Handout #2*.

### Lesson:

- ▷ Ask the students to recite the *Four Steps To Acting Assertively*. Keep the posters turned to the wall in order to test the group members' memories. If it seems necessary to show the students the posters in order to complete the task, turn them around so they can be seen.