1 Practice Controlling the Physical Reactions to Anger

TRANSITION OBJECTIVE

Students will practice controlling their physical reactions to anger to reduce tension and improve performance.

RELEVANCE TO SUCCESSFUL TRANSITION

Controlling our physical reactions is the first step in controlling our emotions. People who have successfully mastered anger control have a keen awareness of their body's physical reactions to unpleasant situations. They also know how to minimize adrenaline surges by training their bodies to relax before the adrenaline is released.

INSTRUCTIONAL SEQUENCE

□ STEP 1: Update Journal

When I am angry, I want to . . .

STEP 2: Convene Roundtable

"When I'm relaxed, I feel _____."

□ STEP 3: Advance Organizer

"Today we will practice a relaxation exercise to relieve tension and improve our performance."



STEP 4: Activity - 5 Minutes

To begin this lesson, you will raise students' level of concern and increase their adrenaline reaction by telling them they have a required test that will affect their grade. Tell students this is a hand-eye coordination test. Maintain a stern manner and give each student a set of **Puzzles**. Start with **Puzzle #1 — Pizza** and time students for one minute to complete the puzzle. Starting with 10 pieces and going to 0 pieces, record on the board, the number of pieces each student has left after one minute. Discuss student reactions.

AREER MANAGEMENT: Unit 1	LESSON 1			
Relaxation Exercise				
Speak in a smooth, relaxing vice, Pouse for 3 to 5 seconds offle enhance this exercise, play a selection from Macor or Weddl. For s staying on task during the relaxation, tell them to do as much as back of the room when they need to move. Seat these students will not bother others if they need to move.	tudents who may have a hard time possible; then quietly stand in the			
"Get into a comfortable position "				
"Close your eyes, if this makes you uncomfortable open them an until you are comfortable"	if this makes you uncomfortable open them and close for short periods of time infortable $\ldots .^{\prime\prime}$			
Breathe slowly. Take a breath, counting softly to five as you inho	th, counting softly to five as you inhale "			
Breathe out slowly, counting softly to five as you exhale. Continu	out slowly, counting softly to five as you exhale. Continue to breathe slowly "			
"Concentrate on your breathing. Think about each breath as you slowly inhale "				
"Now exhale until all of the air is out of your lungs. Breathe again deeply. Relax as you exhale."				
"As you continue breathing slowly, in and out, listen to the directions "				
"Make a tight fist with both hands and hold "	a tight fist with both hands and hold "			
"After two complete breaths, slowly relax your hands "	o complete breaths, slowly relax your hands"			
"Continue breathing slowly and think about how relaxed and he	reathing slowly and think about how relaxed and heavy your hands feel "			
"Clear your mind of everything but breathing "				
"Keeping your hands relaxed, raise your shoulders to your ears an with your shoulders tight for 5 seconds "	d keep them in this position			
'Breathe slowly as you release your shoulders and let them drop position possible \ldots ,"	to the most relaxed and limp			
"Think about how relaxed your hands and shoulders are"				
"Keeping your hands and shoulders in a relaxed position, continue breathing slowly"				
"Turn your head slowly to the right and hold"				
"Slowly turn your head to the left and hold "				
"Slowly roll your head to the center and let it relax "				
"Now, slowly open your eyes and lift your head "				
"Think about how relaxed you are right now "				
"Keep this feeling as we go into the next activity."				
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STEP 5: Activity - 15 Minutes

Review the facts about adrenaline from the last lesson, including causes of adrenaline (anger, fear, testing, public speaking, roller coasters, so forth); physical reactions from adrenaline (poor thinking, loss of control). Discuss ways to prevent an adrenaline reaction: breathe deeply, relax muscles, close eyes, stop talking, loosen fist, sit, lie down. Have the class practice a relaxation technique to be used in the future before tests and other stressful situations. For this exercise, play soft or classical music and use the **Relaxation Exercise** instructions. After the relaxation exercise is completed, give students one minute to put together **Puzzle #2 – Sandwich**. On the board, record the number of pieces they have left starting with 10 and going to 0 pieces. Discuss student reactions to this puzzle activity.



STEP 6: Activity - 25 Minutes

Next, pairs of students make a graph on the **Puzzling Statistics** worksheet, comparing the number of puzzle pieces they have left over from **Puzzle #1 – Pizza** with **Puzzle #2 – Sandwich**. Students use the information on the board to make a graph and draw at least one conclusion from the results. Ask pairs to discuss their conclusions and describe situations in which they can use the relaxation exercise.

STEP 7: Evaluate Outcomes

After the relaxation exercise, I felt "_____."

STEP 8: Connecting Activity

Practice the relaxation exercise at home before going to sleep. Find three people who are always calm and in control. How do they stay this way?

		KEY WORDS		
relaxation	calm		in control	energized

MATERIALS AND PREPARATION

- Student Handouts: Puzzles, Appendix A, page A8, Relaxation Exercise, Appendix A, page A9, Puzzling Statistics, page 36.
- Prepare to copy a set of **Puzzles** for each student and cut each puzzle into 10 pieces.
- Prepare for relaxation activity.
- Become familiar with the student handout.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Math
- Thinking Skills: Problem-Solving, Visualizing
- Personal Qualities: Responsibility