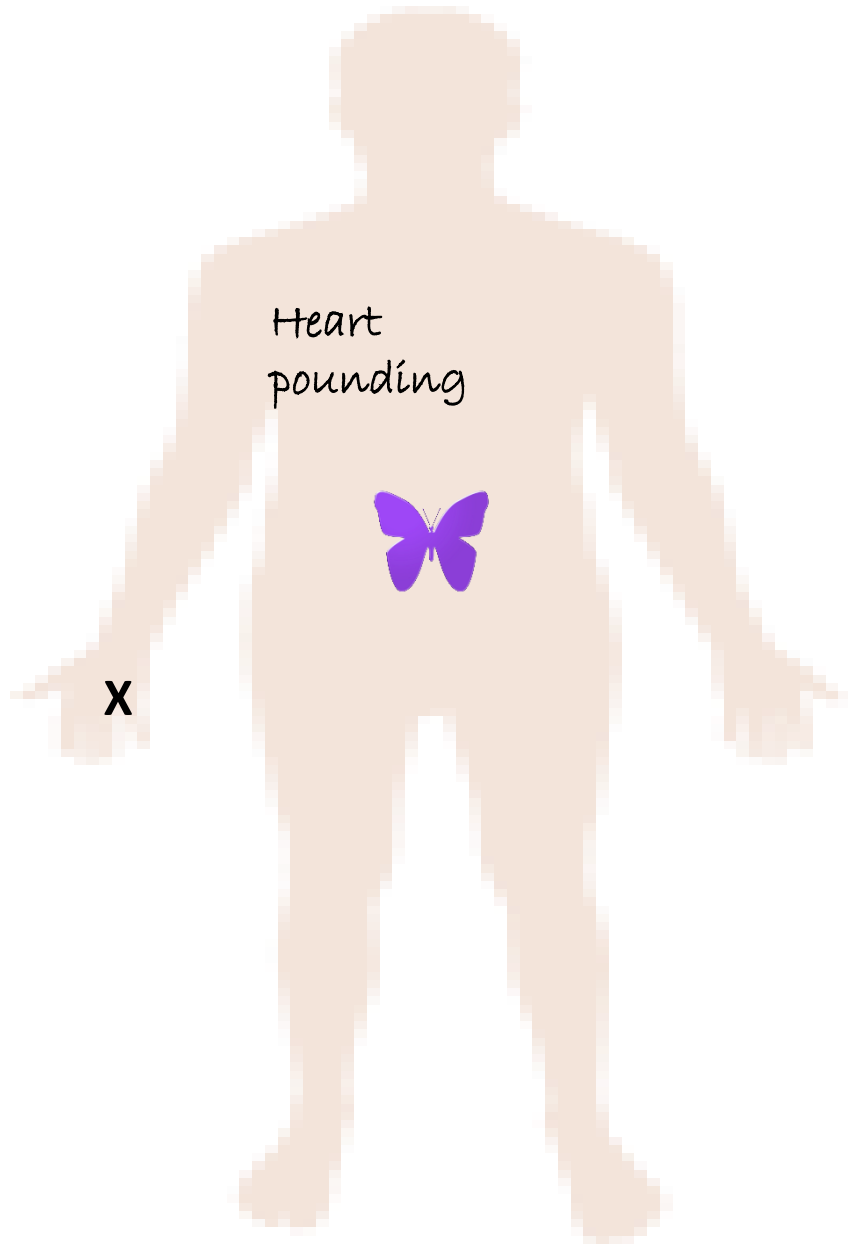
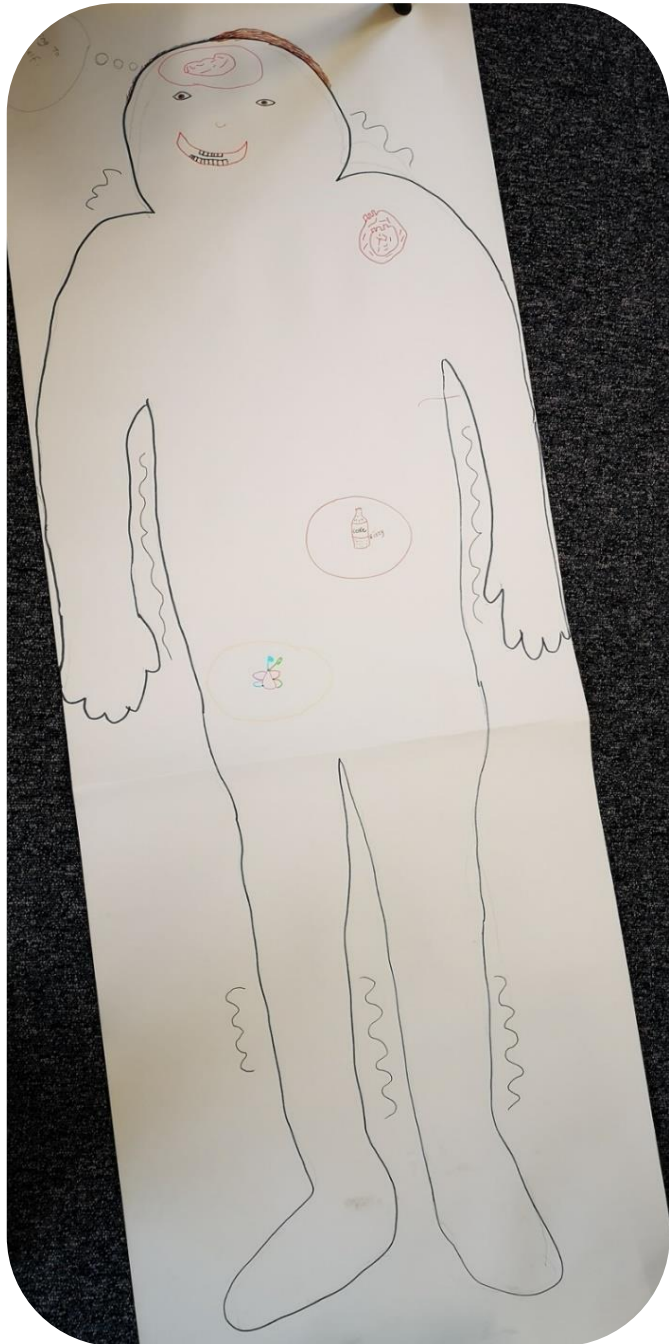


# Body map



When the child is calm draw or print out the outline of a body. Ask the child to think about a time when they felt angry, if they cant think you may want to give them an example. Ask them to think about what happens to their bodies when they feel angry? What do they feel and where? Ask the child to write on the body, mark it with a X or even draw the sensation. This helps children to connect the physical feelings to the emotion of anger. This will help the child to identify that they are starting to feel angry meaning they could take appropriate steps to clam themselves down or express the anger emotion in a positive way.

If you like you can do this to scale, get some large paper and draw round you child (old rolls of wallpaper work well).



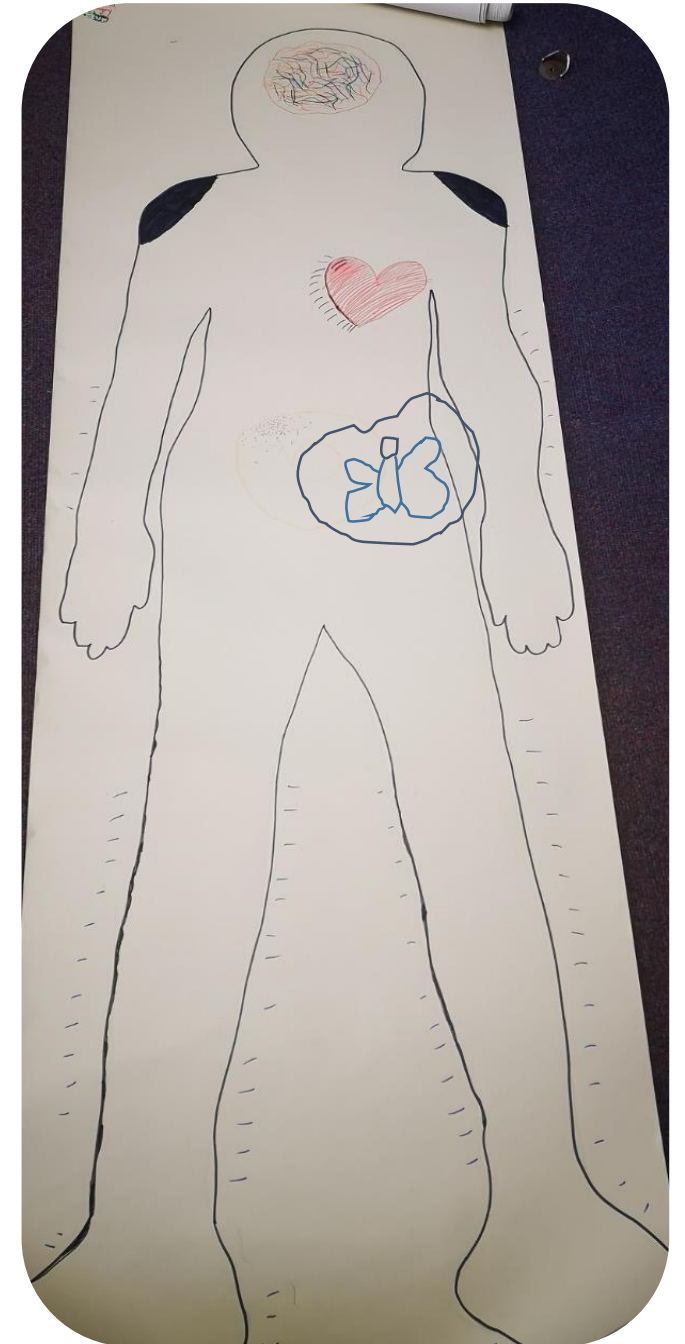
This really is a great way to explore anger in a fun way.

Children will often identify feelings such as butterflies in their tummy, heart pounding and muscles shaking or feeling tense. If your child needs some help ask them

“do you feel anything in your tummy”

“what about your hands?”

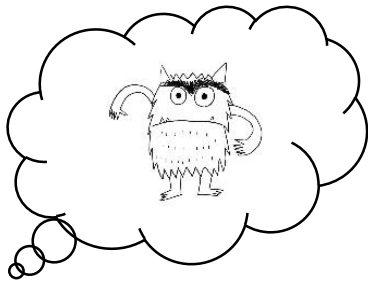
“when I'm angry my heart beats super fast what about you?”



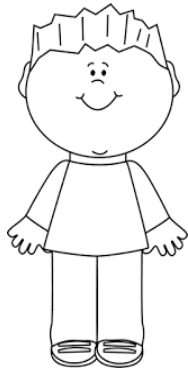
Other ways to help a child explore and understand anger. Look at the work sheet below

## Anger Monster

Ben is often visited by his anger monster, he sometimes calls him 'Captain Cranky Pants' as he makes him feel cranky and frustrated! Ben knows when Captain Cranky Pants visits as he gets hot in the face, feels knots in his belly and his arms and legs feel wobbly.



Do you have an anger monster that visits you?  
What is your monster's name?



How do you know when your monster is visiting you?

What changes happen in your body?

How does your anger monster make you feel?

What does he/she make you do?

What is life like when your anger monster is in it?

# Anger escalator



lots of things will move us up the anger escalator. Such as falling out with a friend, being told you cant play a certain computer game or even being tired or hungry. If you keep climbing the steps you will reach the top!



## Going up

- My friend told me I was stupid.
- The teacher told me off for not listening.
- My brother took my toy.



## Going down

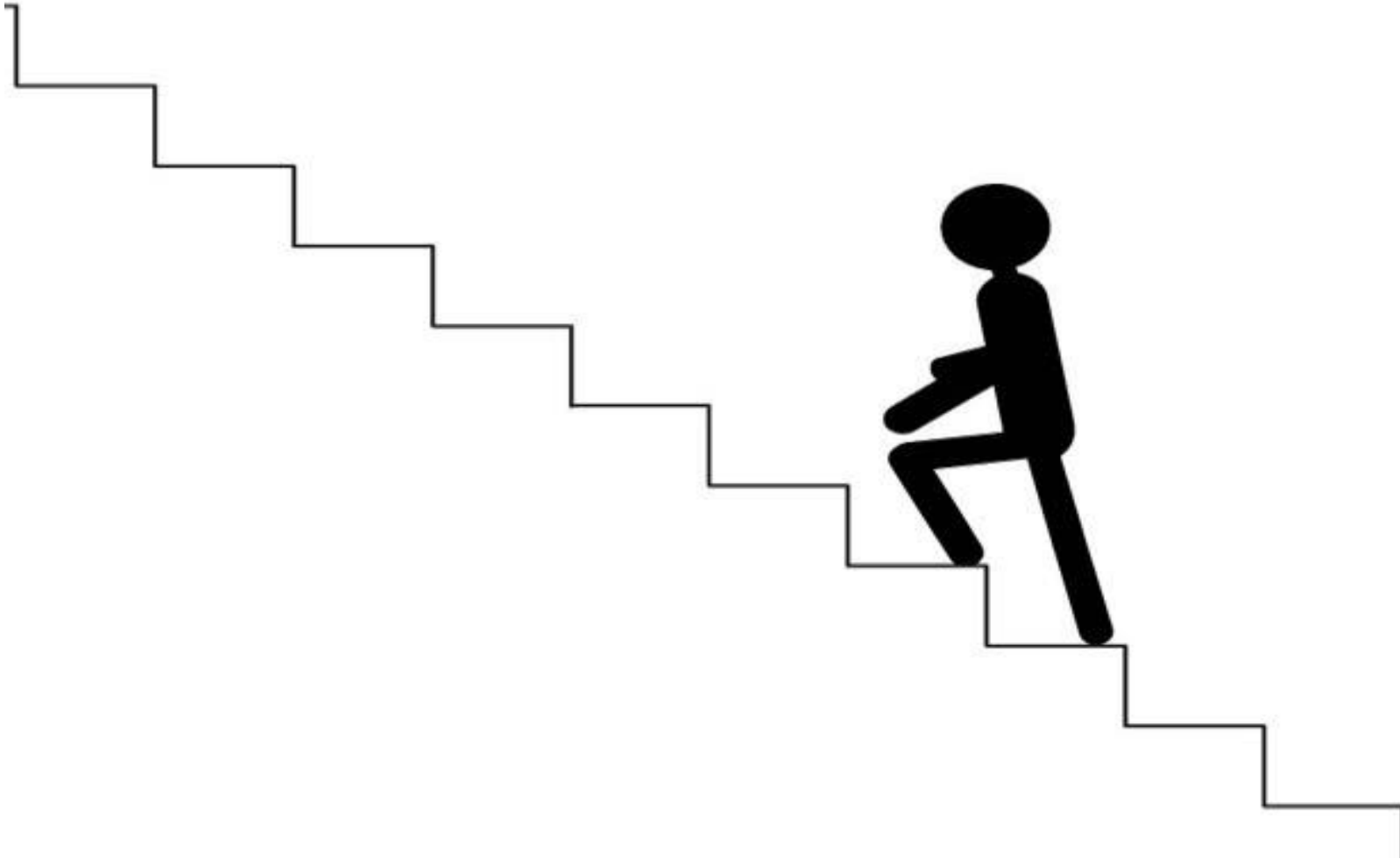
- Take 10 deep breaths
- Play with my fidget toy
- Play outside, kick a football jump on trampoline



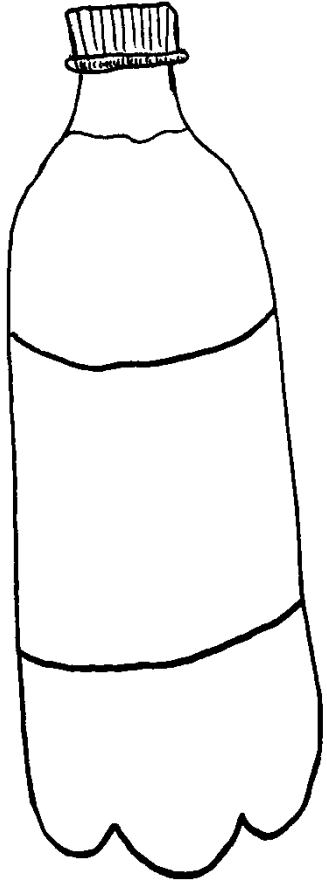
You need to do things throughout the day to bring you back down the steps, and to help you feel ok. This can include things like taking deep breaths, talking a walk, telling a friend how you feel or just some time out.



Have a go at your own anger escalator. Note on the steps the things that move you towards the top and then think of and note things that help to calm you and bring you back down. We all move up and down the escalator every day, but with move awareness it helps to prevent us reaching the top.



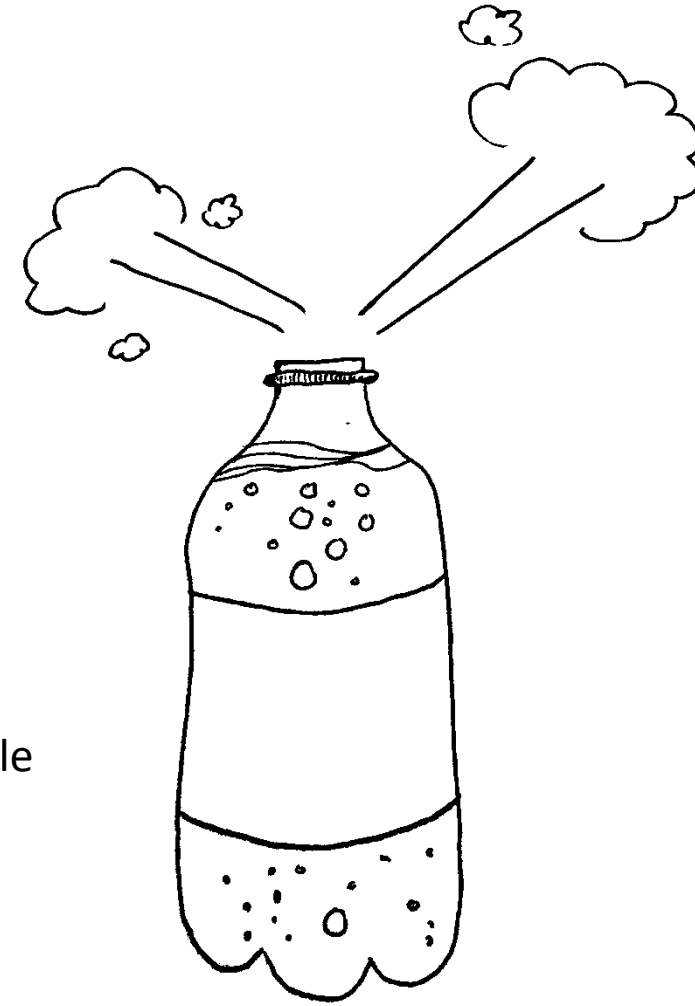
## The POP bottle



You will need to do this activity outside.

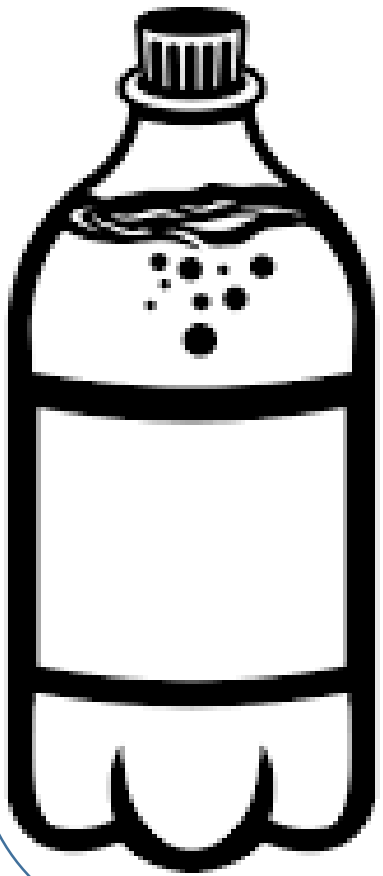
- Take a bottle of pop (smaller ones are easier)
- Have the child list things that made them feel angry today, or things that make them feel angry in general.
- For each thing they list give the bottle a shake
- After listing between 4 – 6 things with your help hold the bottle safely away from the body and face and open the lid!!
- The pop should overflow and spill every where.

You repeat the activity but after each shake open the lid slowly to let out the gas to prevent the pop from exploding. Each time you open the lid ask the child to think of something they would do that would help them to feel calm, or less angry.



Here the child can write the things that “shake up their anger” and also the things that let the “anger gas” out.

## The bottle of Pop



5

4

3

2

1

# How these activities help...

- ✓ Children knowing what happens to their bodies will give them an increased awareness.
- ✓ Further conversations can happen around what they can do when they start to feel their heart beat fast, when they feel their hands getting hot and sweaty, when they feel a butterfly or a knot in their tummy and other feelings.
- ✓ Children will start to feel some control and responsibility of their body, thoughts and actions, which will increase their confidence.
- ✓ Paves the way for other strategies.



Although anger is a normal emotion children can at times express it in hurtful or negative ways.

Scream

Hurt  
themselves

Throw things

Hit, push, punch others

bite

Break things near to them

Here are some ways to support your child in expressing anger, some are helpful (clean) and some are unhelpful (dirty)

Scream into  
a pillow

Hit my head  
against the wall

Jump on my  
trampoline

Stamp your feet  
or jump up and  
down

Bite my arm

Hit, kick, or  
punch someone

Breathing  
activities (page)

Go for a walk  
or run

Trash your  
bedroom

Rip up  
some paper

Scream I hate  
you at someone

Throw a safe object  
or toy on the floor



Cut these out and use the next page to decide if these are clean or dirty anger. These are just some examples of behaviours you may like to add some of your own.

# Clean anger

These are behaviours that **DON'T** hurt yourself or others, or break or damage items that are important.

# Dirty anger

These are behaviours that **DO** hurt yourself or others, or break or damage items that are important.

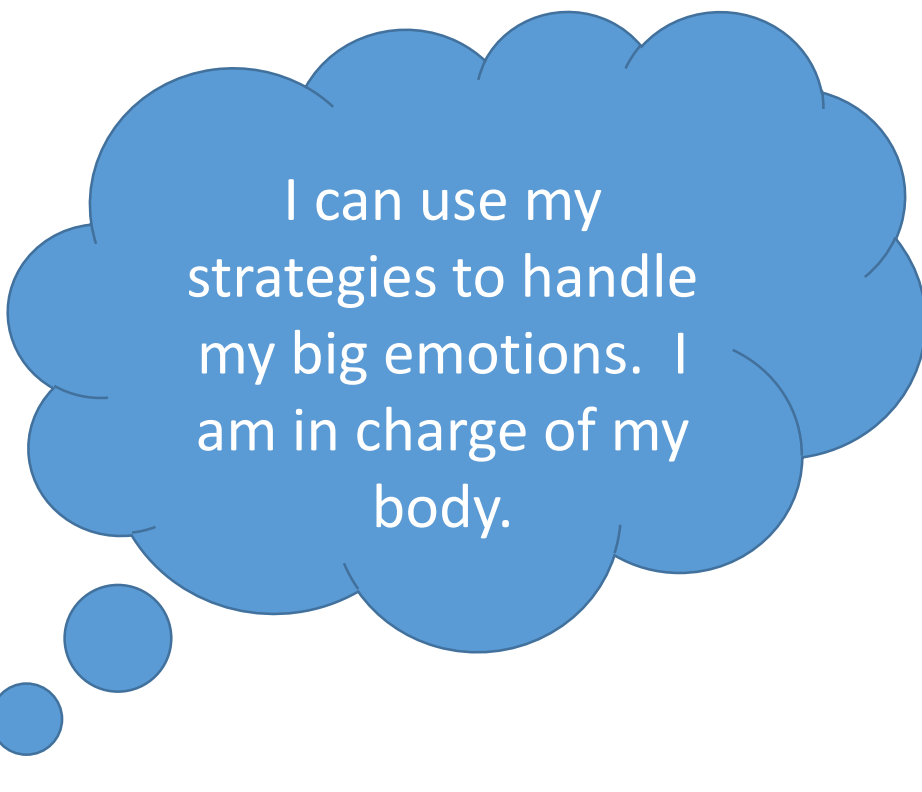
# Our anger rules

Thinking about “clean and dirty anger” it can help to have anger rules for your house. This would included the positive ways to show and express your anger. It is ok to be angry but it is not ok to show your anger by hurting yourself, others or breaking things.

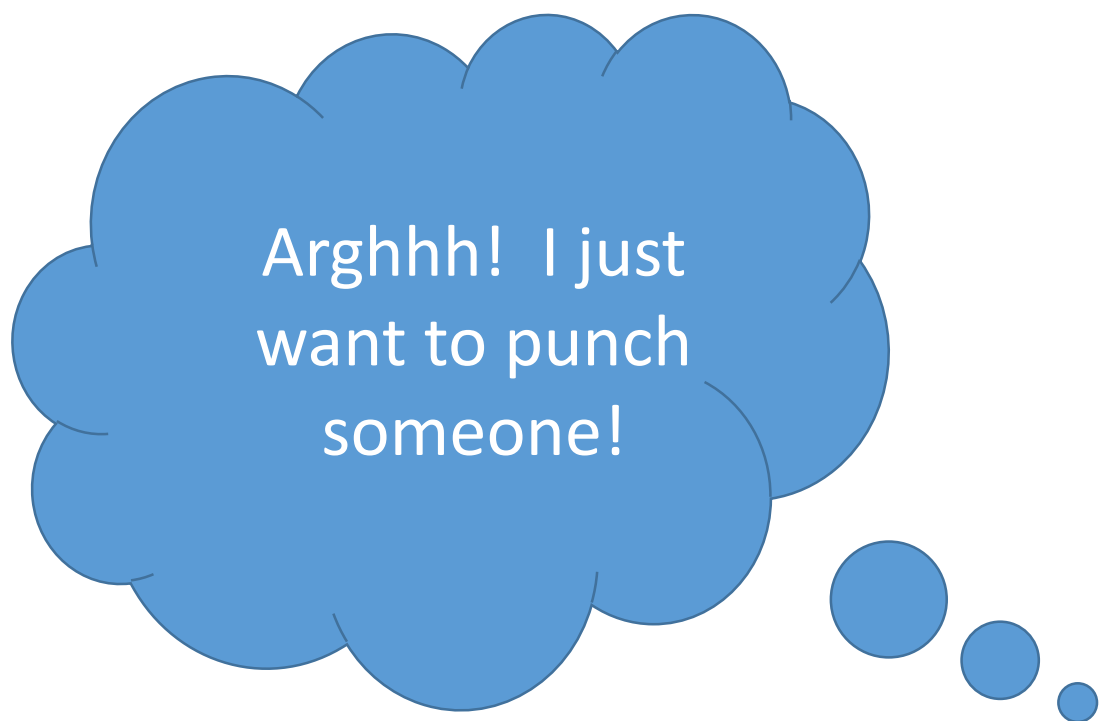


## THE ANGER RULES FOR OUT HOUSE

# positive self talk V negative self talk



I can use my strategies to handle my big emotions. I am in charge of my body.



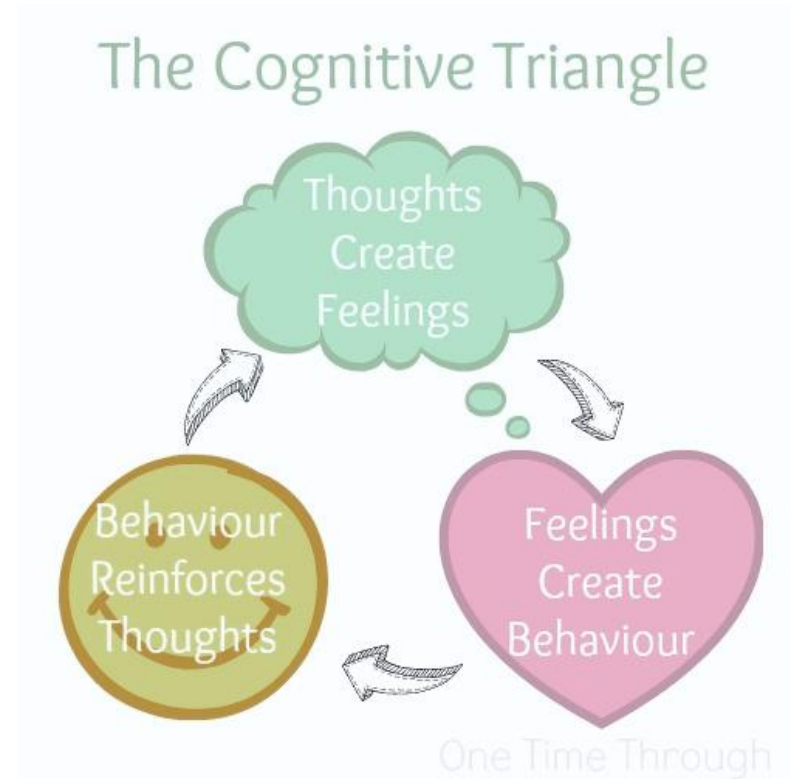
Arghhh! I just want to punch someone!

# Thoughts, Feelings & Behaviour



Thoughts, feelings and behaviour are closely linked.  
Sometimes they all get muddled up!

It is sometimes good to separate them,  
talk about them to see where we can make  
changes to help us.



# An Activity

## The Rollercoaster

Tom and Noah visit a theme park. Tom runs to queue up for the biggest rollercoaster, jumping around and smiling. Noah walks much more slowly and reluctantly to the queue, looking down at the ground.

Think about the possible emotions Tom maybe feeling  
Think about the possible emotions Noah maybe feeling.

Is the rollercoaster making them feel this way, or is it possible that there is something else that makes them feel this way? The situation is the same however; Tom's thoughts and feelings are different to Noah's thoughts and feelings. Why might this be?



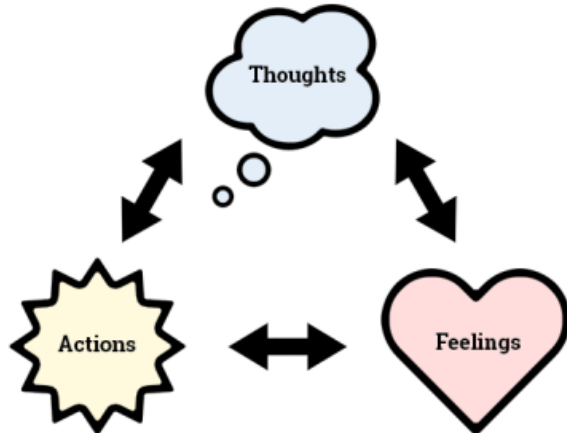
This will help to separate thoughts feelings and actions using situations where anger has been displayed  
Resource: Therapistaid.com

## Thoughts Feelings Actions

Everyone has problems, both big and small. To better solve your big problems, it helps to learn how your **thoughts**, **feelings**, and **actions** are connected.

Imagine you have an upcoming test, and you think "I'm going to fail". Because of this thought, you start to worry. You are so worried that you feel sick just thinking about the test. Because it's so uncomfortable, you decide not to study.

The thought ("I'm going to fail") led to a feeling (worry), which led to an action (not studying). What might have changed if you had a different thought?



**Thoughts** are the words that run through your mind. They're the things you tell yourself about what's going on around you. There are many different thoughts you could have about a single situation.



**Feelings** come and go as different things happen to you. You might feel happy, angry, and sad, all in one day. Some feelings are uncomfortable, but they are not bad. Everyone has these feelings from time-to-time.



**Actions** are the things you do, or the way you behave. Your thoughts and feelings have a big impact on how you act. If you feel happy, you are likely to do nice things. But if you feel angry, you might want to act mean.



# Thoughts Feelings Actions

## What happened?

My friend Emma hasn't spoken to me as much as usual over the past week.

### My Thoughts

I thought: "Emma hasn't talked to me much this week. She must be mad at me."

Because I was upset I ignored Emma and avoided her at school.

### My Actions

I felt sad and hurt.

### My Feelings




Just because you have a thought doesn't mean it's true. Your thoughts are guesses about why something happened, or about something that might happen. Coming up with new thoughts will help you see a situation differently.

An example.  
Print out the next page to try out your own example

### New Thoughts

### New Feelings


### New Actions

	 New Thoughts	 New Feelings	 New Actions
<b>1</b>	"Emma might be upset with me, but maybe not. I don't know."	Concerned that Emma <i>might</i> be upset, but I'm not as sad as I was.	Ask Emma if she is mad at me, or if she has another problem.
<b>2</b>	"Emma has probably been busy with school or something else."	Disappointed I haven't talked to Emma, but understanding.	I'll stay friendly with Emma, as usual. I'll be sure to say "hi" anyway.
<b>3</b>	"Maybe Emma is upset about something unrelated to me."	Worried about how Emma is feeling.	Ask Emma what's going on, and if she needs help.

# Thoughts Feelings Actions

What happened?

 My Thoughts

 My Actions

 My Feelings

# Thoughts Feelings Actions



New Thoughts



New Feelings



New Actions

	New Thoughts	New Feelings	New Actions
1			
2			
3			