




Using Circle Graphs to Depict Anger Buttons

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Lesson or Unit Plan Objective

This lesson helps students to become aware of their own anger buttons (triggers for anger), as well as those of their peers, as a first step in improving self-control to manage anger responses. Specifically, students will apply graphing skills to create circle graphs of their own and of their small group's anger buttons. The resulting graphs generated in this lesson can be used to discuss common triggers of anger and the diversity that exists within the classroom group.

 **Time** One 60 minute class

Materials

- Post-It Notes (five-six student)
- Manila poster paper, two sizes (8-1/2x11 for the individual graphs), (17x22 for the group's graph)
- Geometry sets, calculators, colour markers
- Student journals
- Large sheet of paper (Quartet lecture pad paper, 24x36) one per group

Getting Started

Knowledge Now

Discuss with the class that anger is normal and that there are many varied triggers (anger buttons) that may cause someone to react. We may recognize this by noticing physical signs, such as increased rate of breathing, raised voice, clenched fists and tight muscles.

The various triggers could be represented as data on a circle graph. Review the concept of circle graphs and how larger wedges in the graph represent an item of greater importance.

Engaging Interest

Provide each student with five Post-It Notes (stickies) and ask them to write the name of one of their anger buttons on each note. Have students initial each sticky. Allow about three minutes for this activity.

Learning Activities

Organize the class into groups of four.

Provide each student with a piece of manila paper (8-1/2x11) and ask them to create a circle graph to represent the anger buttons that they have listed on their stickies. This would be a non-numerical circle graph, where the most important anger button would be represented by the largest wedge. Each of the other four anger buttons would in turn be represented according to its importance to that student.

Encourage students to compare their anger buttons as they create their graphs.

Once completed, provide each group with a large sheet of paper (24x36) and ask them to write the following category headings across the top: Friends, School, Parents/Grandparents, Siblings, Chores and Other.

Ask each student to place each of their stickies under the appropriate heading.

Once completed, ask the group to proceed with the necessary calculations to generate a circle graph of the group's data. Depending on the class, it may be necessary to provide a sample calculation sequence for student referral.

To complete the calculations, randomly assign a specific category for each student in the group. Some students will be responsible for more than one category.

Distribute a manila sheet (18x24) to each group and ask them to create a circle graph of the group data. On the back of the sheet, ask them to write out, in detail, the calculations for each category.

Assessment/Analysis

Invite students to compare individual graphs and group graphs. With the class, discuss the similarities and differences in the various anger buttons that have been identified. What conclusions can be drawn about the frequency, type and patterns evident in the circle graphs? Invite discussion on the validity of using a circle graph to depict this information.

Application

As a Think-pair-share activity, ask students to discuss

- how knowing about their own personal anger buttons may help them increase their ability to control their anger and
- other methods that could be used to illustrate the data.

Activities for Extension and/or Integration

Students could write a journal entry and describe how this information could be incorporated into their daily lives, both in school and at home.

Subject and Level Learner Outcomes for Subject and Level

Strand: Statistics and Probability (Data Analysis)

Students will collect, display and analyze data to make predictions about a population.

Specific Outcomes:

1. Formulate questions for investigation, from a real world context. (C, CN, R)
4. Display data by hand or by computer in a variety of ways, including circle graphs. (C, T, V)
5. Read and interpret graphs. (C, E, PS, R)
8. Interpolate from data and make predictions. (E, PS, R)

Safe and Caring Topics and Concepts

Managing Anger

Understanding Anger

- Recognizing that anger is a normal, natural emotion
 - Naming physical signs of anger
 - Identifying actions and attitudes that serve as anger buttons for oneself
- Exploring Ways to Manage Personal Anger
- Describing strategies for managing anger

Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p>Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions</p>	<ul style="list-style-type: none"> • Think-pair-share 		<ul style="list-style-type: none"> • Demonstration

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
		<ul style="list-style-type: none"> • Anger management • Journalling 	<ul style="list-style-type: none"> • Creating posters • Brainstorming