

Activities on Coping with Emotions (Aggressive behaviour)

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Primary as well as middle school students are uncertain of their strengths and at times overwhelmed by competitive stress. They try to outshine each other by negative remarks that unknowingly insult their peer group. In group activities, this might lead to an unhealthy discussion without fulfilling the objectives of the task. Hence a rubric for self-assessment should be made with criteria detailing a list of ways to be an effective group member.

Procedure

- ✓ Instruct the class to sit in a circle. The teacher should also be a part of the circle.
- ✓ Inform the class that the activity is to try and figure out the factors that cause anger.
- ✓ Open the discussion by narrating an incident, wherein a child (without naming him/her) gets aggressive and the resultant consequences he/she has to face. Start as a story building game: *Rohan (a fictitious name) gets angry when someone deliberately puts him down. One day, while participating in a group activity in the English class.....* Allow students to add one sentence each to complete the story. End the story stating that Rohan gets angry and behaves rudely with his friends. He sits all alone brooding in a corner and cannot concentrate in his classroom learning.
- ✓ Ask them if they would like to help Rohan and others like him who get agitated and behave rudely with people. Allow them to respond. If they are quiet, let them think for a few minutes. If they are not responding, elaborate the discussion and start a brainstorming session using the following questions:
 - *Do you know anybody who doesn't get angry?*
 - *Do you feel good after behaving arrogantly and aggressively with someone?*
 - *Is it good to get angry?*
 - *Does it solve our problem or put us more into it?*
- ✓ Invite students to share their ideas. Act as a moderator and build on their ideas.
- ✓ Help them figure out the reason behind anger. This would enable them to cope with anger and understand other people's behaviour better.

- ✓ Distribute a self-assessment sheet.

Criteria	Yes/No	Additional comments on improvement, if any
Do I allow others to speak?		
Do I put forth my thoughts without blaming anyone?		
Do I bully my classmates at every available opportunity?		
Do my classmates feel happy to have me in the group?		
Do I praise my classmates when they put forth their thoughts?		
Do I land up in a conflict resulting in teacher-intervention?		

- ✓ Distribute the flip card with the following headings. Site the example of Rohan. Let them imagine that he has filled up the flip card this way.

Incident	How I felt after the incident?	It would have helped if....	What would have happened if I had reacted differently?
My friends tried to put me down during a group activity and forced me to be silent.	I felt dejected and angry. I got rude at them and used aggressive words. Later I was unhappy. I could not concentrate in the class.	I had got encouragement from my friends to share my ideas.	If I had kept quiet, they might have bullied me more and neglected me in the other activities.

Presentation

- ✓ Allow students to get into pairs and discuss the reasons for getting angry as well as the ways and means to handle aggressive behaviour.
- ✓ After they have shared their ideas, facilitate a group interaction on the best way to handle anger.
- ✓ Display the outcome of the discussion on the board as follows.

The best way to handle anger is: 1. 2. 3.

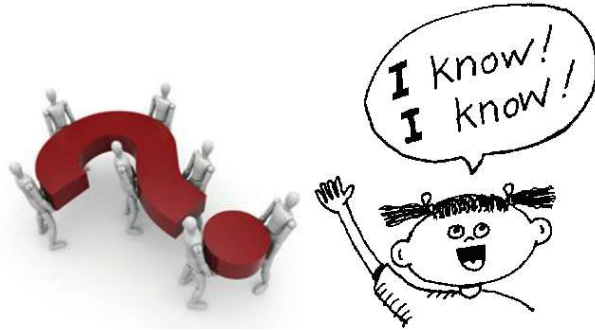
Reflection on the discussion

- ✓ Give the following reflection questions to each student after the class.
 - *How do my friends feel when someone annoys them?*
 - *What was the most surprising element in today's discussion?*
 - *How can I handle my anger from what I have learnt today?*
 - *What should I do when someone gets angry with me?*
- ✓ Use the following criteria to assess the reflection questions.

Name of student	Eagerness for good behaviour	Active listener	Can understand the reason for one's own anger	Able to analyse other's feelings and give respect accordingly	Comments on areas of enhancement

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Words Section



Savoir faire

Meaning ~ the ability to act or speak appropriately in social situations; practical knowledge, skill or *know-how*; expertise.
(*Oxforddictionaries.com*)

Origin (and additional information) ~ Origin: First known use in 1805–15. It is a French noun phrase that means being adaptable and adroit; the instinctive ability to know how to deal with any situation that arises. The term literally means *know how to do*. Some synonyms would be *adaptability*, *adroitness*, *diplomacy*, *discernment*, *skill*, *ability*. *Savoir faire* is something one gets with experience in life, so it refers to acquiring necessary life skills, being wise and capable, especially becoming more sensible about life, and improving one's decision-making skills.

Usage ~

- (i) This is a gracious occasion, so try to behave with a bit of savoir faire.
- (ii) I admire her sophistication and savoir faire.
- (iii) He handled the problem with his usual savoir faire.