

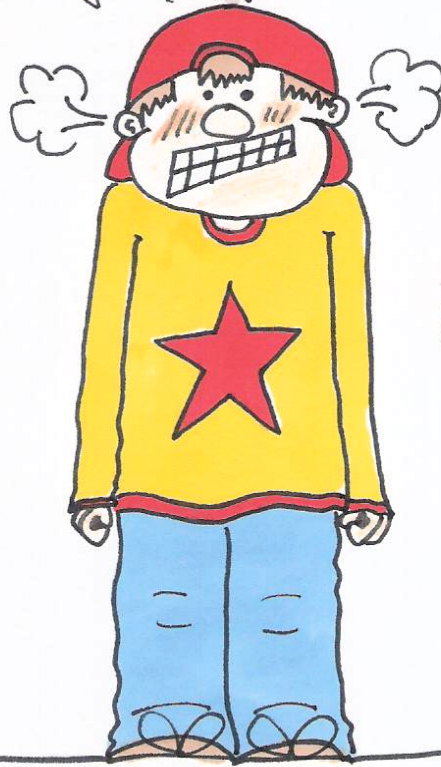
## Section 5

# The Anger Whirlwind

Helping children  
to deal with anger  
positively



**The**



**Anger**

**Whirlwind**

# Guidelines for using 'Anger'

The most important thing to convey to children while completing this worksheet is that anger is not a negative emotion. Everyone has the right to feel angry if they have suffered an injustice. It is what you do with your anger that determines whether it becomes a negative force. Indeed, many influential people only hold the position they do because they have got angry about their situation and channelled this anger positively to achieve success. It may be useful to discuss this fact with the child, using well-known people to illustrate this point.

The second part of the worksheet asks children to identify triggers to their own anger. There are examples of such triggers written around the edge of the worksheet. These can be used to stimulate the child's thoughts about their own triggers. In order to illustrate that anger is a 'normal' and natural emotion, it may be useful to let the child know that at least some of these triggers would be a potential trigger for you too.

Notes:

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# Anger

IS A WHIRLWIND THAT CAN QUICKLY  
GET OUT OF CONTROL AND HURT OR  
UPSET OTHERS AROUND US,  
INCLUDING OURSELVES.

PEOPLE HURTING ME

WE ALL FEEL  
**Angry**  
FROM  
TIME TO  
TIME

IT IS  
OK TO  
FEEL

**Angry**

SNATCHING

## It is not ok to hurt or upset others

WHAT MAKES YOU **Angry**?

DRAW OR WRITE ABOUT THEM ON THE WALL

FRUSTRATION



BEING LEFT OUT

NAME CALLING

PEOPLE BLAMING ME

# Guidelines for using 'Calming the Whirlwind!'

This worksheet helps children to become aware that calming strategies help prevent anger from becoming a negative emotion. They allow the 'whirlwind' to stop getting out of control by giving their mind a chance to calm down and think clearly about positive ways to respond and channel their anger. Again, there are ideas around the edge of the worksheet to help stimulate the child's thoughts about calming strategies. Some children will have no ideas at this point, so you may have to do a lot of directing.

It may also be useful to practise some of these strategies during the session with the child in order for them to become 'real' and to see how these skills work for them. Finding which skill works best may not occur during the session. It is more likely that children will develop this over time as they gain experience of using the skills in 'real-life' situations. As such it is important that the issues discussed in this worksheet are revisited.

Notes:

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# Calming the Whirlwind!



CAN YOU THINK OF WAYS TO  
**Calm**  
DOWN WHEN YOU GET  
**Angry?**

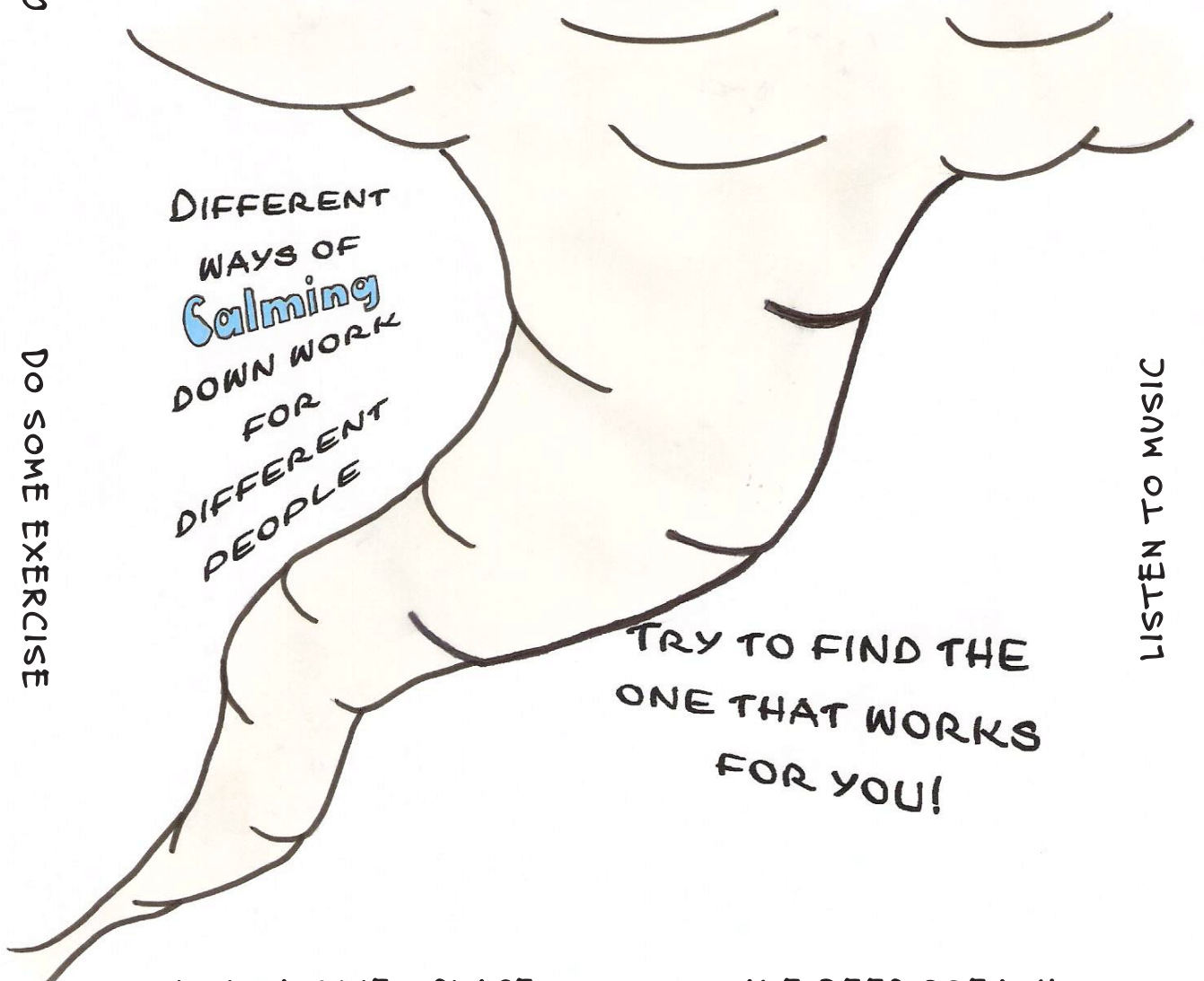
**Write them in the whirlwind.**

COUNT BACKWARDS FROM 10

DRAW A PICTURE

DO SOME EXERCISE

LISTEN TO MUSIC



DIFFERENT  
WAYS OF  
**Calm**  
DOWN WORK  
FOR  
DIFFERENT  
PEOPLE

TRY TO FIND THE  
ONE THAT WORKS  
FOR YOU!

SIT IN A QUIET PLACE

TAKE DEEP BREATHS

# Guidelines for using 'Calming Strategies'

This worksheet helps children to identify the differences between a state of calm and a state of anger. Children may not be able to identify the differences easily and, if so, it may be useful to try to induce a state of calm in the child.

This can be achieved by asking him or her to sit back in a chair with eyes closed and think about a happy experience while taking deep breaths.

Once the child has done this for a while, ask him or her to try to identify what is happening to the body. You could ask the child how his or her body will feel when angry by contrasting it with this feeling of being calm.

## Notes:





USING  
**Calming**  
STRATEGIES  
HELPS GET RID OF  
**Anger**

YOU KNOW WHEN YOU ARE  
**Calm** AGAIN  
BECAUSE YOUR BODY TELLS YOU.

WHEN YOU ARE **Calm**

YOU BREATHE SLOWLY

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YOUR MUSCLES ARE RELAXED

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YOUR BODY ALSO TELLS YOU  
WHEN YOU ARE GETTING

**Angry**

WHEN YOU BECOME **Angry**



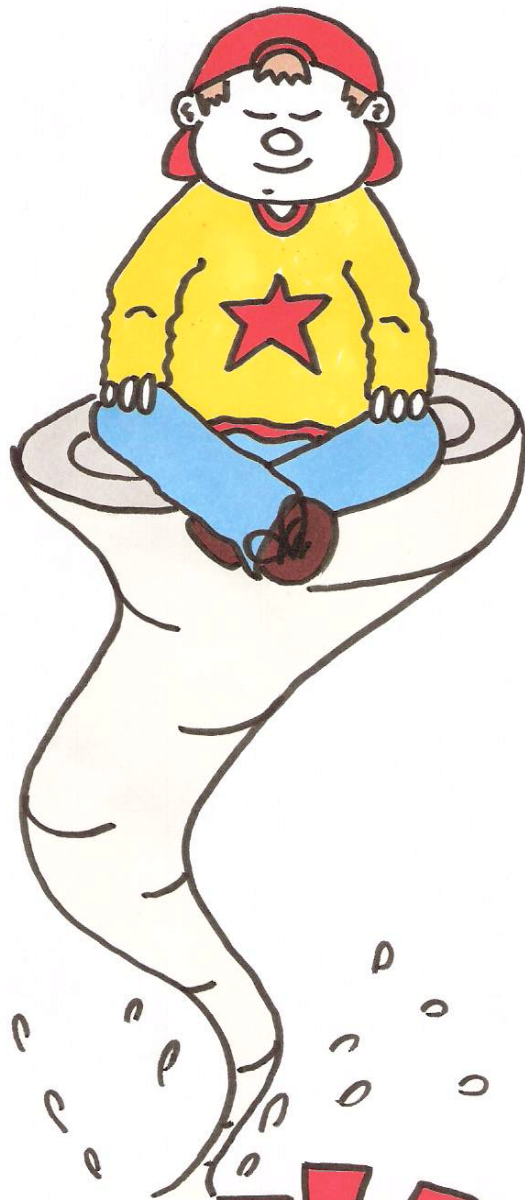
YOU BREATHE QUICKLY

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YOUR MUSCLES ARE TENSE

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I know how to  
Calm my



Whirlwind



# Transferring Skills

It is important that all significant adults in the child's life are aware of the skills that are being learnt and the language used. These significant adults will then be able to remind the child of the skills if a 'real-life' situation dictates this.

Opportunities to practise the skills learned within this section are essential in order to allow the child to become proficient in these skills and explore which ones work best for them.

Rewards (even for trying to use the skills) will allow the child to feel confident and motivated to use and practice these skills.

## Notes:

