



NIFA



United States Department of Agriculture

National Institute of Food and Agriculture

<https://nifa.usda.gov/program/4-h-positive-youth-development>

National Aeronautics and Space Administration

EXPEDITIONARY SKILLS FOR LIFE

A FEDERAL PARTNERSHIP FOR STEM EDUCATION

LESSON PLAN: ACTIVITY 2.2 KNOT ME

LESSON DETAILS

AGE/GRADE LEVEL

Middle School

PREP TIME

15 minutes

LEARNER OUTCOMES

Youth will gain a better understanding of the various situations and actions that make them feel angry. Youth will learn different ways to self-manage their feelings of anger.

ACTIVITY TIME

1 hour 20 minutes (all activities combined)

MATERIALS LIST

Long piece of rope (2 feet per youth),
Ball of yarn

SUCCESS INDICATORS

Youth will be able to identify things that make them angry and identify strategies that help them manage their anger.

SUGGESTED SPACE

The first activity will require an open space. The other activities are best suited to tables and chairs.

LIFE SKILLS

Self-awareness, self-management, flexibility, patience and respect for others

SUGGESTED GROUP SIZE

Any size

NATIONAL STANDARDS

21st Century Skills / Life and Career Skills / FLEXIBILITY AND ADAPTABILITY / adapt to change, be flexible

21st Century Skills / Life and Career Skills / LEADERSHIP AND RESPONSIBILITY / guide and lead others, be responsible to others

21st Century Skills / Learning and innovation Skills / CRITICAL THINKING AND PROBLEM SOLVING / reason effectively, use systems thinking, make judgements and decisions, solve problems

REFERENCES

It's My Life
<http://pbskids.org/itsmylife/emotions/depression/index.html>

Reflection Activity Ideas
<http://www.extension.umn.edu/b-assets/extyouth/driven-to-discover-citizen-science/Reflection-with-Youth-UWExtension.pdf>

INTRODUCTION

Angry, Mad, Furious. Ticked off. Peeved. Whatever you want to call it, it is one of the most common and basic human emotions. Have you ever made it through an entire day at something or someone? Probably not - and that is totally normal.

Just like other emotions such as happiness and sadness, there are many different levels and types of anger. "I'm so angry that I missed that question on the test" is different from "I'm so angry at my friend because they betrayed me."

Because we are all unique, each of us deals with our anger on our own terms. Sometimes we express it in a way that feels good in the moment, but causes more problems afterwards. Sometimes we keep our anger inside because we don't want to make trouble - but that just seems to make us feel worse.

As you can probably tell from looking at the adults in your life, everyone struggles with how and when to express anger. But anger is not something we should ignore or avoid, in fact, when we get to know our anger - what causes it and how we react to it - and then learn how to manage it, it is a chance to get to know ourselves a little better and improve our relationships with other people.

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EXPEDITIONARY SKILLS FOR LIFE

KNOT ME, CONTINUED

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ACTIVITY INSTRUCTIONS

ACTIVITY: KNOT ME (30 MINUTES)

Directions:

1. Take the piece of rope and tie a knot about every 2 feet. There should be one knot per youth.
2. Lay the rope out and have each youth stand by a knot.
3. Have each youth grab the rope with one hand, holding onto a side of a knot.
4. The youth have to use their free hand to untangle the knot. Youth have to work together to figure out how to untie the knots without letting go of the rope.

Variation:

Instead of having the rope pre-knotted, ask the youth to identify things that make them angry. Tie one knot for each issue that they identify. Tell them that being angry can make you feel like you are emotionally tied up in knots. Then process to step two in the directions.

DEBRIEF ACTIVITY: WEB OF SUPPORT (20 MINUTES)

Youth will answer reflection questions about the service activity as they pass a ball of yarn back and forth across the circle. A “web” is formed by the yarn which helps the youth see how they are all affected by each other and how together they can make a difference in the lives of others.

Gather the youth in a circle and explain the directions. “I am going to ask a series of questions to you. Two people will have an opportunity to answer each question. When you answer a question, you will be passed the ball of yarn. When you have the yarn ball, you should hold onto the end of the yarn and toss the ball – leaving a trail of yarn behind the ball. In this way, we will make a “web” of yarn between all of us.”

Ask the first question and, while holding onto the end of the yarn, toss the ball to a youth (preferably across from you). Ask them to answer the question. Depending on group size and the number of reflection questions you would like to include, you can change the question after each youth or allow multiple youth to answer each question.

Once the “web” is complete, ask the youth to pull the yarn taut, then pick up one section of the web and “pluck” it. Ask the youth if they all could feel that. Most likely, the vibration will be felt by all youth. Use this example to illustrate how we are all interconnected and our actions can positively or negatively affect many other people. Ask one person to drop their part of the yarn. This illustrates that if even one youth was not involved in the service activity, the result would have been different. Each person’s contributions make a big difference!

Here are some example questions:

- How difficult was this activity?
- How did you feel during this activity? (Some anger and frustration may occur during this activity.)
- What is another word for anger that can be used to describe your feelings?
- How did you manage those feelings?
- What did you learn from this activity?

APPLIED CHALLENGE (30 MINUTES)

Have students develop rules and guidelines for a specific situation that is important to them (class rules, club rules, house rules, etc.)

1. Divide the youth into small teams of 2-3 youth per team.
2. Assign or allow each team to select one scenario from the handout What Makes Me Angry.
3. Have the team discuss their scenario and identify what they might do to manage their anger in that situation.
4. Have each team share with the full group their scenario and their approach to reacting to the scenario. Ask them to explain why they think that approach will be helpful in that scenario.
5. Pass out the Managing My Anger handout.
6. Have each youth select the strategy that they think works best for them. Allow them the opportunity to write in their own strategy if they know of something else that works well for them.
7. Challenge the youth to practice that strategy any time they get angry during the next three days.



ACTIVITY 2.2: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I can identify the things that make me angry.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 I know what I can do to manage my anger.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q3 I try not to do things that will make someone else angry.

- Not at all like me
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