Title:	*Telling a New Story: Envisaging anger management strategies in short film*

Activity:	*Technology-enhanced social skill instruction*

Rationale and Source

- As part of her keynote address at the Changing Minds Conference (2013) Dr Terry Cumming from the University of New South Wales presented on technology-enhanced social skills instruction, an approach to teaching social skills which combines a teaching sequence traditionally used in "Skillstreaming" (Goldstein & McGinnis) with a technology-component, in this case: "student-generated multimedia role-plays".

- Skillstreaming is a highly regarded research-based pro-social skills training program published by Research Press. "It employs a four-part training approach: modelling, role-playing, performance feedback, and generalization – in order to teach essential prosocial skills to children and adolescents." (Website: www.skillstreaming.com/). Part of the rationale in integrating a technology component as part of the social skills instruction is to increase student engagement i.e. motivation and ownership of the teaching/ learning process.

- The inclusion of this kind of activity as an additional option for this Unit would seem logical because of the research evidence of its effectiveness both in improving students' social skills and in improving student engagement with the instructional process.

NB: Following on from the Conference, teachers and students at Campbell House School have successfully applied the approach in their own context with a fair measure of fun!

Detailed Source Information:

- PowerPoint Notes (PDF): "Technology-Enhanced Social Skill Instruction" by Dr Terry Cumming (21st June, 2011). Click on the link to her Presentation notes via these pages: http://sydney.edu.au/education_social_work/professional_learning/teachers/2011/successful_learning_conference.shtml

These notes are sourced from the University of Sydney Faculty of Education & Social Work website, Office of Professional Learning (Resources section) and were originally contributed as part of Dr Terry Cumming's presentation for the University of Sydney's Successful Learning Conference, 2011.

Goals:	For students to work together in groups to script and produce a video/ short film sequence which depicts:
	(i) a problem situation which might lead typically to the problem behaviour being demonstrated (in this case, out-of-control anger);
	(ii) the demonstration of a replacement behaviour (the target social skill), in this case an example of applying a self-management/ self-regulation strategy (or preventative self-regulation strategy)
	▪ To bring together key learning outcomes in one key assessment task

- *For students to engage in a task in which "choices and actions" are clearly delineated and emphasised*
- *To provide opportunity for students to physically practise and demonstrate the target social skills repeatedly, as well as talking around and through any related issues in strong levels of engagement*

Suggested Delivery (including Timeframe): *(4-5 lessons at very minimum)*

- This activity should be conducted **over a series of lessons.**
- This activity brings together a number of key outcomes in the Angry Ant Unit, and meets various syllabus outcomes in PDHPE & English, as well as some elements highlighted in the National Curriculum as part of its focus on Personal & Social Capability, so it is well worth the investment of time.
- The production component of this task is designed to be conducted as a cooperative activity with small groups in mind. It could also be conducted as a whole class process if required, although in the case of larger mainstream classes,

Teaching Sequence:		
	1.	Recapping key anger-management strategies
	2.	Task briefing
	3.	Planning/ scripting the role-play: Scene 1: the problem behaviour Scene 2: an alternative or replacement behaviour (an anger-management strategy in action)
	4.	Script-editing and feedback
	5.	Role-play rehearsal and performance feedback
	6.	Additional script adjustments
	7.	Planning the production process: eg gathering the materials needed, planning the sequence of filming etc
	8.	Production process Step 1: Actual filming (including adjustments along the way)
	9.	Production process Step 2: (editing & piecing together the film, using computer)
	10.	Screening the final role play films for the whole-class
	11.	Performance feedback
	12.	Review

Materials:	
▪ Task Instructions & worksheets ▪ Paper/ pens for script-writing ▪ Peer Assessment Task Proforma ▪ Computer & data projector ▪ Props, costumes etc	▪ Video cameras or other technology with video capacity ▪ a simple video editing software program, access to PCs etc

Teacher Information

Activity Components:	▪ Putting "theory" into "practice"
	▪ Role-playing "anger" and "replacement behaviours" – i.e. role-playing the target social skills in action (strategies for self-regulation and anger-management)
	▪ Script-writing (writing with a tangible purpose/ context in mind)
	▪ Film-making: using a video camera, setting up for production, designing shots, acting/ role-playing, reading from scripts, rehearsing, other aspects of production
	▪ Using simple software to edit video footage together to make a cohesive whole
	▪ Peer feedback and review
	▪ Working together in groups to achieve a common goal
	▪ Negotiation and communication/ problem-solving (cooperative learning)

8 Ways of Aboriginal Learning	Deconstruct/ Reconstruct	Non-linear
	Community Links (cooperative activity)	Symbols and Images

Teaching/ Learning Focus	**Transformation/ Production & Presentation**: **Making learning public:**
	▪ The need for students to demonstrate their learning
	▪ The need to role-play and act things out (keeping things concrete and grounded)
	▪ The need to analyse/ interpret and represent the impacts of behaviour choices (as a process of developing self-awareness)
	▪ The need to analyse (deconstruct) and then reconstruct or put together in a new way
	▪ The need for learning to be fun
	▪ The need to explore and work things out as a part of learning and working together
	▪ The need to use exploratory talk
	▪ The need to learn how to listen and work together
	▪ The need to work together to achieve a common goal
	▪ The need to position students as experts
	▪ The need to create a genuine context/ forum for assessment
	▪ The need to publically acknowledge learning outcomes

Personal & Social Capability – National Curriculum
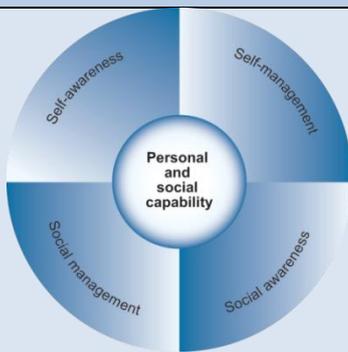
The rationale for the development of all the picture books and teaching Units in this "Changing Minds" Series (*Bigger than the Bully*, *Meet Mr Angry Ant!*, *The Seed*, *Caterpillar Steps* & *Me, See, Be*) is an explicit focus on building pro-social behaviours in school communities, i.e. building personal and social capability. As such the various Units in the series include activities designed to build skills and awareness such as:

- *Recognising and naming emotions, including degrees of emotion*
- *Reflecting on behavioural triggers and emotional responses, towards self-regulation of emotions (including self-calming strategies and anger-management)*
- *Identifying, recognising and valuing personal qualities, personal strengths and achievements in self and others*
- *Expressive communication and building self-confidence (including vocabulary for assertive communication and naming of emotions, and reflecting on the value of speaking up and being true to yourself, as well as listening to others)*

- *Social skills to support working independently and cooperatively to achieve goals e.g. listening (paying attention, being quiet, tuning in), turn-taking, putting forward ideas, sharing ideas, negotiating conflict*

In addition, positive psychology provides a key framework for activities, especially in *The Seed* unit, the focus of which is supporting students to reflect on their lives with a positive focus, in terms of daily happenings and events but also in terms of personal narrative, in order to build a sense of dignity and self-worth, which is integral to the development of student well-being, resilience and positive engagement in life.

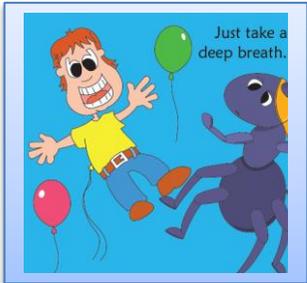Re-cap: What are some anger management strategies?

FOOD FOR **THOUGHT**

Q: Can we accidentally manage our anger or is it something we need to choose to do (on purpose)?

Q: How do anger-management strategies work?

Re-cap: What are some anger management strategies?

Just take a deep breath.

Count up to five. 1,2,3,4,5

Start to chill and make a choice.

You can listen to music to help settle the beat.

Go and talk to someone you trust.

Use your feet to go for a walk.

Take some time to think it out!

Be calm and patient until it becomes clear.

Other strategies...???

FOOD FOR THOUGHT

Q: Can we accidentally manage our anger or is it something we need to choose to do (on purpose)?

Q: How do anger-management strategies work?

<u>Task Briefing:</u>   Student-generated multimedia Role-Play

Creating your own Short Film!

Task: to be completed in pairs or small groups

Aim: to show an alternative to acting out your anger through film. This means role-playing an anger-management strategy at work.

<u>Step by Step Instructions:</u> Working as a team you should…

1. <u>Agree together</u> on which anger management strategy you want to focus on

2. <u>Think about</u> a problem situation in which you might get angry (NB: it has to be something you can act out)

3. <u>Brainstorm</u> how it could look different if you ❶ acted in anger OR ❷ calmed yourself down

4. SCENE 1 <u>Write a role-play together</u> (script) showing the problem situation happening and the key character losing their temper (what does anger look like?)

5. SCENE 2 Write a follow-on role play (script) showing the problem situation happening but this time with the key character putting an anger-management strategy or self-calming strategy into place

6. <u>Edit and re-draft</u> your role-play scripts (with input from your teacher)

7. <u>Add in information</u> onto your scripts about film direction eg types of shots, movement of the characters, body language etc

8. <u>Gather together</u> any props or equipment you will need.

9. <u>Practise</u> your role-plays (acting them out) with the props (and trying your best to remember the script etc)

10. <u>Peer review</u>: performance feedback opportunity (before filming starts)

11. <u>Final script review</u>: Q: Is there anything you need to change? (Check peer assessment proforma)

12. Start filming!

13. <u>Edit</u> your film (putting the different shots into sequence)

14. <u>VIEWING</u>: Show the rest of the class your finished film. (PEER ASSESSMENT)

15. REVIEW: How did you go (a) as a team; (b) as a class?

Peer Assessment – Meet Mr Angry Ant! – Anger Strategies Short Film

Name of Role-play/ Short film:

Film created by:

Assessed by:

What you are looking for: Does this film…?	MARKS	YES – fantastic!	YES – good work	It's okay	Not really
		4	3	2	1
▫ have a clear and positive message overall					
▫ clearly show what angry behaviour can look like					
▫ clearly show an alternative to acting out your anger (a strategy for managing anger/ calming down/ preventing angry behaviour)					
▫ have an effective, clear and appropriate script					
▫ use some basic film techniques to get the message across eg types of shot, cutting together shots					
SUB-TOTAL					
TOTAL					/20

Simple Storyboard (script-writing tool)

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