

### Procedure:

1. Begin the lesson with a discussion about what triggers your anger.  
Make a list on the board of some of the things – ask about both on and offline.
  - What are your anger triggers? How do your friends make you mad? How do ‘enemies’ make you mad? What about adults? Teachers? Parents? Society?
  - Now cyberbullying specifically – what triggers your anger online?
  - What do you do when you get angry with someone?
  - How easy is it to cyberbully someone?
  - When you are angry and sitting at the computer, how often do you see something that makes you upset? Could something upset you more if you saw it online when you were already mad?
  - What do you do when you get mad at someone? Do you always ‘act first, think later?’ Do you act on your impulse of anger or do you wait until you calm down and consider the consequences? Provide students with the definition of Instant Gratification.
  - Do you confront them in person? Online? Why one over the other?
2. Hand out the index cards to the class – not everyone will get one.
3. Draw a large circle on the board.
  - Ask the class – “What is this?”
  - Ask “What are the characteristics of a circle?”
  - Students should list characteristics. Make sure some of the following are included: cyclical, continuous, infinity, etc.
4. Now ask these same questions of the student with a low-level aggression behavior card or one of the non-aggressive cards like “Didn’t make the basketball team.”
5. Discuss the difference between Proactive and Reactive Aggression (see Appendix F). Label each action that goes onto the cycle as proactive or reactive.
6. Now, with one of those examples in one of the boxes, ask the students to add other actions to the boxes that complete the cycle of aggression.

*Challenge them to think about the unforeseen consequences of our actions, and the actions of others. What roles do anger and revenge play in the cycle? Have students come up to the board to put actions on the circle. Talk them through their cards. If you start with “Didn’t make the basketball team,” a logical next step is to be angry and yell at your brother or sister when you get home.*
7. Once all the cards are up, you should be back at the beginning of the cycle. Ask the students if they would change any of the locations.
8. Now, ask if there is any way to break the cycle of aggression. Can you ever stop a circular flow of events?