



**I Want it Now!!! (🌍 An Emotional Health Story)  
(3<sup>rd</sup> Grade – 8-9 yrs.)  
Drawing: Tip of the Iceberg**



**STORY CONNECTION – SLIDE 3 (Approx Time: 15-20 mins)**

Most of us have either seen or had a temper tantrum. Temper tantrums are unreasonable behaviors that people exhibit when they want something, and they cannot have it. When a person wants “something” and is not getting it, this can cause them to be impulsive because of the “feelings” they are having. They may be feeling frustrated, angry, or sad. They also may be feeling all these emotions at the same time. In response to their emotions, either they cry or scream. They may throw things or bang their fists. They may just pout. Temper tantrums are examples of impulsive behaviors that are not pretty, and they rarely end up with the person getting what they want. In a lot of cases, temper tantrums are caused by the brain not being developed enough to handle the situation. The person having the temper tantrum is not thinking clearly.

**Materials needed:**

- Paper (1 per student)
- Pencils
- Crayons, markers, colored pencils, etc.

**Preparation needed:**

- Create an example or be prepared to model each step with student(s).

**Instructions:**

1. In this activity, student(s) will learn that often anger and temper tantrums are a result of other emotions. They will use an iceberg to help demonstrate this. They will also learn that while there are no “right or wrong” emotions there are “right or wrong” actions and reactions to anger.
2. Begin by asking student(s) the following questions and having them respond out loud.
  - What is an iceberg is?
  - What do you know about them?
    - Be sure to include (if they do not say it), that the part of the iceberg that is seen above the surface of the water is usually about 10% the total size of the iceberg. Most of the iceberg is hidden beneath the surface of the water.
3. Next, give each student a piece of paper.
4. Have them draw an iceberg. (See the example below.)
  - Most of it is below the surface and a small portion of it above the surface of the water.
  - A boat and ocean animal can be added if desired to differentiate between above and below the surface.
5. They should label the tip of the iceberg as “ANGER” or “TEMPER TANTRUM.”

6. Explain to the student(s) that sometimes emotions are like an iceberg. In this case, the part of the anger people see, like the temper tantrum, is the tip of the emotions someone might be feeling. There might be many other emotions under the surface causing anger or tantrums.
7. Ask student(s) about other emotions that might come out in the form of anger. Student(s) might say humiliation, guilt, fear, jealousy, anxiety, frustration, worry, insecurity, rejection, helplessness, and feeling disrespected.
8. Have them think about emotions that they often are feeling beneath the surface that come across as anger.
9. Have them label the iceberg **below** the surface with a few of those emotions.
10. If anyone feels comfortable sharing an example of when one of these other emotions surfaced as anger, allow them to do this. If not, that is okay.
11. Next, talk to student(s) about being able to realize and/or talk about their emotions before it erupts into a temper tantrum for all to see. As stated in the story, temper tantrums are rarely pretty sights and usually nothing good comes out of them. They now have their iceberg as a visual reminder about what emotions might really be causing the anger so they can work through that before a temper tantrum erupts.
12. In closing, review with student(s) that they sometimes have temper tantrums because their brains are not fully developed yet, and they might be experiencing other emotions. Asking for help and realizing what is causing the anger will help them stay in control of their anger/emotions.



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