MESSAGE TO ABC READERS

The focus of this lesson is on acknowledging and choosing how to behave when we feel complicated emotions. Students will name and understand that experiencing a wide variety of feelings is normal. Feelings help us relate to others and feel good about ourselves. Students will also learn to choose how they can safely respond to difficult and out of control feelings. The book focuses on the emotion of anger. Anger is a powerful and important emotion. Getting angry is a normal part of life. Some of the questions this book addresses are: What feelings do we have and how do we respond to them. What is anger? Why do we get angry? What can we do to stay in control when we get angry? How can we resolve conflict after our actions get out of control?

Asset Information:
This book builds assets from 7 of the 8 categories:

- **Social Competencies** - #32 Planning and Decision Making, #35 Resistance Skills, and #36 Peaceful Conflict Resolutions
- **Positive Identity** - #37 Personal Power
- Support - #2 Positive Family Communication
- Empowerment
- Boundaries and Expectations
- Commitment to Learning
- Positive Values - #31 Healthy Lifestyles

**In our lesson today, our goals are:**
- To identify, acknowledge and express feelings in safe, positive, healthy ways.
- Stop and think and choose how to react when our emotions feel out of control.
- Be able to switch directions and make positive choices.
- Be in charge of feelings. Know you have personal power and control over how you respond to your strong emotions and the emotions of others.
- Use peaceful conflict resolution to resolve conflict and the steps to a genuine apology.

**Types of Bullying Addressed:**
Out of control feelings such as anger can be scary for young people. Students who have angry feelings may express them inappropriately through physical, verbal, and relational mistreatment of others. Learning how to release angry energy by engaging in healthy physical activity can help prevent development of unhealthy patterns of hostility and violence.
LESSON

Conversation Starter:
Materials: 2 cans/bottles of carbonated beverage, basin, towels

1. Shake a can-bottle of a carbonated beverage. Ask students to describe what happens when their emotions get mixed-up and they feel like they are about to explode! In a basin or a carefully covered area, open up the can of beverage (be prepared for a fizzy mess!).
2. Shake-up a second can and calmly set it down, unopened. Ask students to describe what happens when we Take 5 (take deep breaths or count to 10) when we feel like we are about to fizzle out of control? Lead the class in a few deep breaths.
3. Open the can. What happens? Discuss the difference.
4. Ask students if they have ever felt like the shaken can. Then, ask if they stopped and thought before reacting. How did their reaction to the emotion change the outcome?

OR

Materials: Symphony music-Peter and the Wolf, Nutcracker, Yo-Yo Ma’s Good, Bad, Ugly, Titanic, Mozart, CD player or tape recorder
Put on your choice of beautiful, calming music for a few minutes.
• Ask the students if they have ever heard a symphony or an orchestra.
• Ask them what instruments they heard in the recording.
• How did the music sound to them? (There are many answers. Key in to a response like: the instruments are all working together.)
  o Each of the instruments in the orchestra plays an important part in creating the beautiful music. Some days, the strings may play stronger than the brass and we hear beautiful music. Other days, the trumpets may take the lead and we hear a different, beautiful song.
  o However, if one of the instruments is played too loudly or is out of tune with the rest of the orchestra, the music sounds chaotic and out of balance.
  o When working together with balance, individual instruments in the orchestra join to create a masterpiece.
  o “The Director” is in charge of making adjustments so the music will be in balance.
• We each have many kinds of emotions. Like the orchestra needs each instrument, we need each emotion. All of your emotions contribute to the masterpiece of “You”.
• Have the students name some emotions.
• You are the director of your emotions.
  o It is your job to make adjustments so that all of your emotions contribute to the masterpiece of “You”.
  o If your emotions make you feel out of control, you can switch directions to bring yourself back in balance.
  o Remember to be in charge of your emotions. You have power and control over how you react when you feel strong emotions.

Read the Book:
Show the students the cover of the book. What does her face reveal about her feelings? Have them notice her eyes. They reflect her feelings. Point out the use of “Really” twice in the title.

Project Cornerstone, ABC Year 3, Lesson 4, When Sophie Gets Angry—Really, Really Angry...
Tell the students to listen to this story and see if they notice Sophie’s emotions getting out of control. Watch what Sophie does, and note the way she handles her strong emotion of anger. Watch how the anger escalates in the story. Pay special attention to the illustrations.

**Discussion:**

**Materials:** Sign-Steps to Calming Down

1. Why did Sophie get angry? Feelings are normal. Even highly emotional feelings like anger, sadness and grief are normal. However, we can choose how to behave in a way that is safe for you and for others, even when we have intense, emotional feelings.

2. How did she take control over her anger?
   - Make it clear to younger students that Sophie isn’t running away, she is choosing to remove herself from the situation until she feels better and is calmer.
   - Sophie chooses how to take control of her angry emotions by running, crying, and feeling all of her emotions in a safe way that does not hurt herself or others.

3. What did the author do to show how angry Sophie felt?

4. How did she calm herself down? What did she do?

5. What makes you really, really angry?
   - Make a list of student suggestions.

6. How do you know when you are angry? What physical signs do you feel? (Rapid heart rate, flushing, rapid breathing)

7. What can you do to calm yourself down? (Review the Steps to Calming Down Sign)

8. What are some ways you can become the director of your emotions? How can you choose to respond to strong emotions in a way that is safe for you and others? (Look at the list in question 5 and talk about strategies for dealing with emotions in self and others.)

Review these techniques for becoming the director of your emotions:

- **Stop.** Take 5. Take a few deep breaths.
- **Count to 10... SLOWLY.**
- **Think,** and choose how to respond in a way that is safe for you and for others.
  - Remove yourself from the situation.
  - Stay calm and in control.
  - **Get active!** Do something physical to use up your energy.
- Talk about how you feel with a friend, or caring adult.
- Ask the students for their ideas to add to your list.

**GROUP ACTIVITIES:**

Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.

**Deep Breathing**

Ask Students if they have ever watched babies/puppies/kittens breathe. They breathe with their whole body. Today they are going to practice deep breathing. You can do this anytime you feel you need to gain in control of your emotions. It can be when you are mad, worried, feeling stress from life etc.
- Sit so that you are comfortable.
- Close your eyes.
- Take a few deep, conscious breaths beginning with the exhale.
- Inhale a deep breath, pause, and exhale the full breath and pause. Repeat.
- For next few minutes breathe. Listen to your breath. Hear the rhythm of your calm, deep breaths.
- Imagine yourself as calm, safe, and in control.

Ask the students how they feel after doing this.

**Rub Away Worries**

Have the students practice the following to promote relaxation and encourage a release of stress and strain.

**Hands**
- Rub your palms together in a circular motion, like a movie villain hatching an evil plot.
- Lace your fingers together and knead the backs of your hands with your fingertips.
- Use your thumbs to knead your palms.

**Head**
- Move your hands from your chin to your cheeks, using circular motions as though you’re washing your face.
- Guide your fingers to your temples and rub gently.
- Move to the back of your head and massage, working your fingers upward to the top of your head.

Try coupling *Rub Away Worries* and *Deep Breathing* to help students calm down and choose how to stay “in control” of their behavior.

**Sing If You’re Angry and You Know It**

Materials: Song sheet

Most students will know the song and tune to *If You’re Happy and You know It*. Get everyone in the mood by singing the first stanza of this version. Then introduce the new version of the song. You can teach the song stanza by stanza and give the students the words. Or you can pass out the song sheet and have the students sing along. This is an easy way to reinforce tools to handling anger. Ask students to act out the actions named in the song.

**Managing my Anger/Feeling Tool Kit**

Materials: a copy of the tool kit booklet for each student, Steps to Calming Down or List of Feelings

Using the list you made during the discussion, students make a booklet of tools that can switch directions and turn anger into calm. Have students think of a title for their book. Have the students complete the sentence, “When I get angry, I can _________” on each page.

For the feelings tool kit brainstorm different types of feelings. They can be positive and negative feelings. Refer to the list of feelings.

**Temper your Temper Role-play**

Students practice tools to manage their feelings.

Pair the students with a partner and ask them to role play the following:
1. The ball bounces on the line at the ball wall game. The oldest one of the pair teases the youngest one. The youngest one is so mad, because s/he knows s/he is out, and does not like the teases.

*Project Cornerstone, ABC Year 3, Lesson 4, When Sophie Gets Angry—Really, Really Angry...*
2. Facilitator says, “Freeze!”
   • Stop talking. Put your hand on your heart.
   • *Practice deep breathing.* Breathe deeply, in and out.
   • Imagine yourself as calm, safe and in control.
   • Think of a memory. Something calming- a sunset, a good book, your mom/dad saying, “I love you.”
   • Ask yourself, “What can I do to be the director of my orchestra of emotions?”
   • While you are thinking, breathe in and pause, exhale and pause, breathe in and pause.
3. Repeat the exercise. This time have the students pantomime a physical activity they would choose as a self-calming exercise.
4. If time allows, use a new scenario and new partner. Have the students practice with your guidance. If they are able to follow the steps, let them try the last one without step by step directions. Help individual pairs as needed.

 escalator and Deescalating Role-Play for Older Students
Materials: Script of Role-Playing (2 copies), chart paper or white board, role-play cards with scene

Distribute 1 script to each “actor”. Have them act out the following scene for the whole class:
Two friends have just had an argument. They’re both angry and should use body language and gestures to convey this.
   Friend 1: “Why did you play with those other people?”
   Friend 2: “Sometimes, I like to play with different people.”
   Friend 1: “Fine! Then, you’re not invited to my birthday party!”
   Friend 2: “I don’t care. I didn’t want to go, anyhow. We’re done. I don’t want to be your friend!”
   Friend 1: “Fine. We’re not friends anymore!”

Following the role play:
1. Say: “I heard tension and conflict rising until it was out of control!”
   • What did you see that told you the tension was rising?
   • What did you hear that told you the tension was rising?
2. Ask the group:
   • Have you ever been in a situation like this?
   • Can anybody tell me what an escalator is? Maybe you have seen one of these in a two-story store, like Target. If they are unfamiliar with escalators, explain that an escalator is a set of stairs that moves either up or down.
3. Draw an escalator with four steps to it on the board.
4. Explain that when a conflict gets worse we say that it escalates (moving up the escalator). Usually a conflict gets worse step by step. When a conflict gets worse, we say it is escalating.
   • A conflict might begin when someone says or does something that makes you a little upset. And then you might say something back (now that you’re upset) that makes the other person even more upset. Before you know it, both of you are very angry.
   • Sometimes being in a conflict can feel like taking a ride on an escalator—once it starts escalating, you’re on your way to the top!
5. Next, have the actors redo the same conversation.
• Look at the student’s body language and facial expressions.
• Watch how closely they stand to each other and listen to their words.
• Listen to their words.
• Ask: What do you see that causes the conflict to escalate?

6. Now, ask for suggestions to replay the scene so that the argument does not escalate, but the tension in the conflict actually goes down.

7. Ask: What can they do to stay calmer? Ways to de-escalate include:
   • Changing one’s tone of voice
   • Not getting “in someone’s face”
   • Listening to the person who is upset
   • Saying how one feels without being mean
   • Walking away
   • Not taking things personally
   • Finding a peer or adult to listen to you or help de-escalate the conversation

Digital Citizenship Role-Play Ideas:
Materials-cut up the role-play ideas below
Basic Role Play Guidelines for Activities
• Place students in groups of 2, 3, or 4 or keep the class together as one large group.
• Give one person one of the ideas. Have students “type” a message into a pretend keyboard or pretend cell phone.
• Ask students to read the message out loud before they hit send. Then hit the pretend “send” button.
• The receiver or receivers should pretend to sit at their computer or open their cell phone and read the message and respond appropriately.
• Remind students how important it is to never respond out of anger.
  o Make sure they include one of the steps to calming down when role-playing.
  o Respond as UPstanders and say or do something to support the target.

Scenario 1
DID YOU SEE THE SWEATER JAIME WAS WEARING AT SCHOOL TODAY?

Scenario 2
Everyone says that you have to go to detention after school all week because your were swearing at recess.

Scenario 3
If you play with Sam at recess, then you can’t sit with us at lunch.

Scenario 4
I saw your spelling test today. You are such an idiot!

Possible Responses to Scenarios 1-3
Take 5 before choosing how to respond.
• Put down the mouse or phone.
• Step away from the computer or phone.
• Practice deep breaths to cool down before you choose how to react.
• Use your resources: trusted adults; peers; your own experiences solving problems in the past, to help you choose how to react.
• Resist the urge to be a bucket-dipper. Keep your responses to cyberbullying safe for you and for others.
• Save the communication to tell and make a report to adults.

Stop, block and tell
1. STOP!
   Don't do anything. Take 5 to calm down.
2. Block!
   Block the cyberbully or limit all communications to those on your buddy list.
3. Tell!
   Tell a trusted adult. You don't have to face this alone. Caring adults can help you develop a plan to handle the situation.

Discuss ways to find an adult or trusted friend to help with cyberbullying. Have students identify a caring adult they can trust to help them solve the problem. Specifically remind students that you are an adult they can trust to help. No one should deal with cyberbullying alone.

For more information on the Cyberbullying click on this link to access Commonsense Media lesson on the power of words: [http://www.commonsensemedia.org/educators/lesson/power-words-4-5](http://www.commonsensemedia.org/educators/lesson/power-words-4-5)

*Colors of My Emotions*

Materials Needed: paint chips, color samples, crayons, pastels, or paints, white construction paper

Look at the illustrations in the book again. Notice the colors the illustrator has chosen to show how Sophie is feeling. Show students different colors and talk about how colors can be associated with different feelings. Accept all responses as right answers. Colors may resonate differently with each child based on their own experiences. You can have students make a collage with different colors of tissue paper, construction paper, or paint. Have them write what feelings they have that go with each color.

or

Pass out the paper and have the students fold it in half. On the first half write “angry” and have them draw or paint an angry picture. Have them write, “I feel angry when ________.” On the second side, write “calm” and have them draw a physical activity they could do to calm themselves down with the cooler colors. They can write, “I can calm myself by ______.”

Older Students Option

Materials-Worksheet for each student When ____Gets Angry—Really, Really Angry

Talk with the students about intensity of emotions. Be sure to state that this is normal. Remind them of the Blue Day Book for Kids and feeling sad. Discuss ways they can deal with these emotions. Have them fill out the worksheet with simple ways they can handle the different levels.
**Identifying Feelings**  
Materials: Negative/Positive Feelings Handout, index cards

Preparation: Choose words from the handout that work with your students. Write each word on individual cards.  
Play a feelings game with the students. Put the cards in a pile and have the students choose one. Have them read the feeling and tell of a short story of when they felt this feeling. This works well if you can divide the class into smaller groups. Have an adult work with each group.  
- Younger kids: Choose a card for the group. Ask for student volunteers to pantomime the feeling. Discuss how our face and our body language can show how we are feeling.  
  - Sometimes, it can be difficult to guess the feelings of others, without being able to ask for more information. Practice check-ins like, “You look angry. How can I help you calm down?”  
- Older kids: Read the feeling aloud. Allow some think time. Then, ask for volunteers or ask pairs to share a short story of when they felt this feeling. Acknowledge the feelings with a group response like: “I am an Upstander. I am here for you when you need support.”

**CLOSING**

**Three Minute Huddle** (Led by ABC Volunteer)  
As the director of your emotions, you have the power to control how you react to strong, out-of-control emotions. Ask everyone to close his or her eyes for a moment. Ask them to think about ways Sophie directed her anger into calmer, controlled feelings. Have them open their eyes and pair-share with someone sitting next to them one way they will be in charge of their feelings. Ask two or three volunteers to share their ideas with the class.

**SCHOOL WIDE EXTENSIONS**

**Staff Training**  
Make all school staff aware of the conflict resolution techniques, anger management tips, and steps to cooling down. A purposeful, intentional approach to coaching kids through the complex emotions we all feel will help create a safer and more caring school climate.

**Cool Down Spot**  
Set up designated areas of school and classrooms, where students can go to calm down when they are upset. Involve students in designating these Cool Down Spots. Place signs on campus to designate the area. Assign student peace monitors or conflict managers check in with students to offer help. An adult should be assigned to monitor the student patrol or designated as the go-to adult when needed by students or other adults.

**Peace Stations**  
Set up areas where students involved in a conflict can go to use peaceful resolution skills to deal with their conflict. Student conflict managers can assist at Peace Stations. This can be an area on the playground. If students are not calm enough, redirect them to a Cool Down Spot.
EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)
Reinforce becoming the director of your emotions by making the stop and think technique a regular part of your classroom. This will allow the students time to pause and consider what they are about to do, or what they are already doing, in order to make a safe behavior choice.

1. Tell your students that they have the power to stop and think before they speak or act. Tell them that whenever you say, "stop and think," they are to freeze immediately. Stop what they are doing or saying and think about what they are going to do. Have the students practice this as a role-play.
2. As the days go by, ask the students to join you and practice this technique when they see an emotional situation escalating. Upstanders can say the phrase in a calm, neutral voice to remind classmates to stop what they are doing or saying and think about what they are going to do, next. Upstanders can support classmates by reminding them of safe ways to choose to respond when they feel out of control.
3. As a caring adult on campus, help students brainstorm safe options for responding in intense situations. Offer a private moment to walk and talk about safe behaviors that can reduce intense emotions.
4. Identify a safe area in the classroom that the students can use when they need to cool off. Allow kids to use the space without fear of judging from others.

Classroom Enrichment

Stop and Think Sign
Materials: worksheet for each student, (glitter glue, sequins, dot stickersoptional)

Have students color in the stop sign and thought bubble. Then cut along the dark solid line. Fold along the dotted line. Tape or staple the top together. The words can be decorated with any of the materials above.
Younger students can turn these signs into necklaces or pins to wear. Older students can put the signs on their desks or in their pockets.
One class attached signs to craft sticks and put them in clay-holders on their desks. This visual reminder helped students switch directions on their out of control emotions and focus on safe behaviors they can use to be director of their emotions.

Orchestra of Emotions
Materials: recording of a symphony and manner to play the music

Have the students listen to a piece of your favorite symphony. Ask them to identify the individual instruments and how they sound. Tell them that they are going to make up our own orchestra using just our bodies to make music.
• For example, how would happy sound? What could we do to make happy sounds? (whistle, hum, sing)
Continue to offer suggestions for emotions. Ask for ideas of how to make the sounds (snap fingers, stomp feet, pound desks, pat legs, vibrate hand to lips, rub hands together, etc.). Provide instruction on making a steady beat for each action, if desired. After you practice as a group, you can divide the class into sections of emotions (parts of the orchestra) and have them create a symphony. Ask for guest directors (students) to play director of the orchestra!
**Anger Synonyms**
Materials: paper for each student, crayons, pencils

Write the word “anger” on the board. Ask the students to tell you different words that mean the same thing: mad, upset, infuriated. Pass out crayons and paper. Have them fold the paper into 4 or 6 squares. Ask them to think about angry feelings. Ask them to choose 4 or 6 words of anger from the board and write a word in pencil at the top of each square. Have them think of one physical activity to do to as a self-calming technique they could choose to respond with for each angry square.

Try this:
- They can write one get active solution in each box (write the action using hard strokes of pencil).
- Next, have them choose a calming color that illustrates the calming effect their get active solution will promote.

**Homework**
Send home the feelings page. Have the students and their family play the feelings game together.
RESOURCES

Books:
- *Bully Free Classroom* by Allan L. Beane, PH.D and *How To Be Bully Free Workbook*
- *The Mad Family Gets Their Mads Out* ($9.95 +$3 s&h from Talk, Trust and Feel Therapeutics * 1120 Buchanan Avenue * Charleston, IL 61920 * 217-345-2982)). Text and illustrations are copyright 1995 Lynne Namka.
- *Anger Management: Mad Me* an activity guide to help students identify and deal with anger. Grades K-2, 9 NIMCO 1-800-962-6662 www.nimcoinc.com
- *Anger Management from Mad to Worse.* An activity book that teaches students positive ways to handle anger. Grades 3-4 9 NIMCO 1-800-962-6662 www.nimcoinc.com
- *Student Workshop: Handling your Anger.* A hands-on workshop designed to teach anger management. Grades 5-9 NIMCO 1-800-962-6662 www.nimcoinc.com

Websites:
- This website has free articles about peace-building skills and ways to deal with anger. www.angriesout.com
- www.mvparents.com go to Idea Bank and click on Fit Fun Fabulous Families
- www.shapeup.org/10000steps.html talks about walking 10,000 steps to a healthier family
- www.commonsensemedia.org for information on navigating the digital world.

21st Century Skills:
Here is a key to the 21st Century skills used in this lesson:

<table>
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<tr>
<th>21st Century Learning Skills</th>
</tr>
</thead>
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<td>Collaboration</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Creativity</td>
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</tbody>
</table>
50 WORDS THAT DESCRIBE FEELINGS

happy
excited
eager
joyful
"on top of the world"

shy
bashful
helpless
lonely
unsure

sad
"down"
gloomy
miserable
tearful

confused
puzzled
mixed-up
distracted
tired

fidgety
anxious
tense
worried
restless

irritated
mad
angry
upset
furious

calm
content
satisfied
proud
relaxed

fearful
embarrassed
guilty
self-conscious
ashamed

surprised
startled
afraid
shocked
terrified

safe
secure
confident
hopeful
trusting
Becoming the Director of Your Orchestra of Emotions

- Learn to recognize your feelings.
- Stop and Take 5!
- Remove yourself from the situation.
- Take a few deep breaths.
- Count to 10...SLOWLY.
- Think and choose a safe way to behave.
- Stay calm and in control.
- Get active! Do something physical to use up your energy.
- Talk about how you feel with a friend or caring adult.
If You're Angry and You Know It

If you're angry and you know it, tell a friend.
If you're angry and you know it, tell a friend.
If you're angry and you know it, then your face will surely show it,
if you're angry and you know it, tell a friend.

(because just talking to someone about your feelings or problems sometimes helps
make you feel better. A friend might also have helpful, healthy suggestions for how
to deal with the problem.)

If you're angry and you know it, count to ten.
If you're angry and you know it, count to ten.
If you're angry and you know it, then your face will surely show it,
if you're angry and you know it, count to ten.

(Counting to 10 or 20 or 100 gives your body the opportunity to calm down so you
don’t hurt someone. It also keeps your mouth busy so you can’t use mean words to
hurt someone.)

If you're angry and you know it, take a deep breath.
If you're angry and you know it, take a deep breath.
If you're angry and you know it, then your face will surely show it,
if you’re angry and you know it, take a deep breath.

((Let it out slowly. This helps you to relax and calm down. When you are angry you
feel like you have lots of energy and need to move around.)

If you're angry and you know it, take a nap.
If you're angry and you know it, take a nap.
If you're angry and you know it, then your face will surely show it,
if you’re angry and you know it, take a nap.

(Sometimes when we are tired things seem worse than they really are. A nap or a good
night’s sleep seems to wash away anger.)

If you're angry and you know it, hug an adult.
If you're angry and you know it, hug an adult.
If you're angry and you know it, then your face will surely show it,
if you’re angry and you know it, hug an adult.

( Maybe a hug from one of your favorite adults will help make you feel better.)
Managing My **Anger Tool Kit**

**Materials**
- 3 sheets of 8-1/2” x 11 paper
- Ruler/pencil
- Stapler
- Markers, crayons

**Instructions for Making the Book**

1. Overall the three paper sheets of paper, leaving a 1” margin at the bottom of each page. You may use more sheets if you want more pages in your book.

2. Fold the pages securely so they remain overlapped, and fold as shown. The book now has six pages.

3. Staple thoroughly all layers next to the fold.

4. Write the title on the outside of the top page.

5. Write on each step and illustrate under each flap.

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*Project Cornerstone, ABC Year 3, Lesson 4, When Sophie Gets Angry—Really, Really Angry*
My Feelings Tool Kit

Materials

- 3 sheets of 8-1/2” x 11 paper
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My Feelings Tool Kit

When I feel__________

- I can...
- I can...
- I can...
- I can...
- I can...
- I can sing.
RULES FOR GETTING YOUR MADS OUT

- Check your tummy, jaws and your fists. See if the mads are coming.
- Breathe! Blow your mad out!
- Gather your control. Feel good about getting “In Control”.
- Stop and think; make a good choice.
- People are not to be hurt with your hands, feet or voice. You can’t hurt people just because you are mad.
- Remember to use your firm words, not your fists.
- Use a strong voice and talk your mads out. Say “I feel mad when you ____.”
- Sometimes you need to take a time out to get your control back. Take a walk, give yourself some space while you calm down.
- Take yourself to a safe place and calmly talk to yourself.
- Pat yourself on the back for getting your mad out, nicely.

Things for Parents To Say To Help A Child Ward Off A “Mad Attack”

- Stop and think. Make a good choice.
- Remember to breathe when your tummy gets tight. Let’s breathe together.
- Use your words, not your fists. People are not for hurting.
- You can do it. I know you can get your mads under control.
- I understand, right now you are feeling mad. Still, you can't hurt people, things or yourself.
- You are the kind of kid who can take care of his own mad feelings.
- Go to a safe place and draw out your mads.
- You have a choice: Talk out your feelings or go to time out and get your mads under control.
- Well, I’m feeling mad right now myself. I’m going to go cool off, then we’ll talk.
- I know how you feel. Sometimes I get mad myself. Then I tell myself, It's OK to be mad if you are nice about it.
- Thanks for sharing your angry feelings. Good choice in using your words!
- “I believe in you. Sometimes it's tough, isn’t it?”
- “You are one terrific kid!”

This information is from the book, The Mad Family Gets Their Mads Out ($9.95 +$3 s&h from Talk, Trust and Feel Therapeutics * 1120 Buchanan Avenue * Charleston, IL 61920 * 217-345-2982)). Text and illustrations are copyright 1995 Lynne Namka.
When I feel **mad**, I can:

When I feel **frustrated**, I can:

When I feel ready to **explode**, I can:
# ABC READER’S OUTLINE

### When Sophie Gets Angry- Really, Really Angry
By Molly Bang

<table>
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<th>Topic</th>
<th>Details</th>
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| **Goals**      | 1. To identify, acknowledge and express feelings in safe, positive, healthy ways.  
2. *Stop and think and choose how to react* when our emotions feel *out of control*.  
3. Be able to *switch directions* and make positive choices.  
4. *Be in charge of feelings*. Know you have control over how you respond to your strong emotions and the emotions of others.  
5. Use peaceful conflict resolution to resolve conflict and the *steps to a genuine apology*. |

### Preparing for Lesson (45 minutes)

**Review lesson plan, collect materials needed, and read the book at least once.**

**Contact Teacher**
- Welcome feedback from last lesson (BIG)
- Set time and date for next reading

**Prepare Parent Letter**
- Make copies and sign parent letter for every child in classroom
- Create a short personal email to send to every parent and attach parent letter (Send this out as soon as the classroom lesson is over.)

### Conversation Starters (5-7 minutes)

**Have all students put on nametags**
**Ask the students about last month’s book. (BIG)**
- Ask if students remember what being BIG means
- Consider telling a *personal story about how you did something BIG* since the last class meeting (i.e. helped environment, helped a friend, exercised)
- Ask students if anyone tried anything to be BIG since the last meeting
- Ask students if they noticed anyone else being BIG (i.e. classmate, parent)

**Shake the Bottle**
Materials: 2 cans/bottles of carbonated beverage, basin, towels
- Shake a can-bottle of a carbonated beverage.
- Ask students to describe what happens when their emotions get mixed-up and they feel like they are about to explode!
- In a basin open up the can of beverage (Be prepared for a fizzy mess!).
- Shake-up a second can and calmly set it down, unopened.
- Ask students to describe what happens when we *Take 5* (take deep breaths or count to 10) when we feel like we are about to fizzle out of control? Lead the class in a few deep breaths.
| Introduction to Book and Reading (5-7 minutes) | • Open the can. What happens? Discuss the difference.  
• Ask students if they have ever felt like the shaken can. Then, ask if they *stopped and thought* before reacting. How did their reaction to the emotion change the outcome?  

Introduction to Book and Reading (5-7 minutes)

| Discussion Questions (5-10 minutes depending on grade level) | Show the students the cover of the book.  
What does the girl’s face reveal about her feelings? Have them notice her eyes.  
Point out the use of “Really” twice in the title.  
Tell the students to listen to this story and see if they notice Sophie’s emotions getting out of control.  
Watch what Sophie does, and note the way she handles her strong emotion of anger.  
Watch how the anger escalates in the story. Pay special attention to the illustrations.

Discussion Questions (5-10 minutes depending on grade level)

| Materials: (optional) Steps to Calming Down (PDF from website) | 1. Why did Sophie get angry? (Feelings are normal. Even highly emotional feelings like anger, sadness and grief are normal. However, we can choose how to behave in a way that is safe for you and for others, even when we have intense, emotional feelings.)  
2. How did she take control over her anger?  
3. Sophie chooses how to take control of her angry emotions by running, crying, and feeling all of her emotions in a safe way that does not hurt herself or others.  
4. What did the author do to show how angry Sophie felt?  
5. How did she calm herself down? What did she do?  
6. What makes you really, really angry? (Make a list of student suggestions.)  
7. How do you know when you are angry? What physical signs do you feel? (Rapid heart rate, flushing, rapid breathing)  
8. What can you do to calm yourself down? (Review the Steps to Calming Down Sign)  
9. How can you choose to respond to strong emotions in a way that is safe for you and others? (Look at the list in question 6 (above) and talk about strategies for dealing with emotions in self and others.)

Discussion Questions (5-10 minutes depending on grade level)

| Review and practice these techniques for becoming the director of your emotions: | **Review and practice these techniques for becoming the director of your emotions:**  
• Stop. Take 5. Take a few deep breaths.  
• Count to 10... SLOWLY.  
• Think, and choose how to respond in a way that is safe for you and for others.  
• Remove yourself from the situation.  
• Stay calm and in control.  
• **Get active!** Do something physical to use up your energy.  
• Talk about how you feel with a friend, or caring adult.

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Discussion Questions (5-10 minutes depending on grade level)

| Ask the students for their ideas to add to your list. | Ask the students for their ideas to add to your list. |
| Group Activity Option 1: Recommended Grades: K-8 (5-10 minutes) | Try coupling Deep Breathing and Rub Away Worries to help students calm down and choose how to stay “in control” of their behavior. **Deep Breathing**  
- Ask Students if they have ever watched babies/puppies/kittens breathe. They breathe with their whole body.  
- Today they are going to practice deep breathing.  
- You can do this anytime you feel you need to gain in control of your emotions. It can be when you are mad, worried, feeling stress from life, etc.  
- Sit so that you are comfortable.  
- Close your eyes.  
- Take a few deep, conscious breaths beginning with the exhale.  
- Inhale a deep breath, pause, and exhale the full breath and pause. Repeat.  
- For next few minutes breathe. Listen to your breath. Hear the rhythm of your calm, deep breaths. (You can put your hand on your stomach to feel it moving in and out).  
- Imagine yourself as calm, safe, and in control.  
- Ask the students how they feel after doing this. **Rub Away Worries**  
Have the students practice the following to promote relaxation and encourage a release of stress and strain. **Hands**  
- Rub your palms together in a circular motion, like a movie villain hatching an evil plot.  
- Lace your fingers together and knead the backs of your hands with your fingertips.  
- Use your thumbs to knead your palms. **Head**  
- Move your hands from your chin to your cheeks, using circular motions as though you’re washing your face.  
- Guide your fingers to your temples and rub gently.  
- Move to the back of your head and massage, working your fingers upward to the top of your head. |
| --- | --- |
| Group Activity Option 2: Recommended Grades: 2-8 (15-20 minutes) | **Managing my Anger Tool Kit**  
Materials: Colored paper and stapler for older students OR a pre-made copy of the “tool kit” booklet for each student (see Managing My Anger Toolkit on website for instructions for folding this simple book.)  
- If you did not do this already in discussion, brainstorm with students “steps to calming
down”. Write some of the ideas on the board.

- Categories may include:
  1. Quiet activities (bath, read, nap, breathing)
  2. Physical activities (run, walk, jump rope, basketball)
  3. Creative activities (paint, sing, play piano)
  4. Talk it out (with a friend, parent, pet)

Have students title the book, “When I get Angry”.

Have the students complete the sentence, “I can _______” on each page.

Illustrate each page.

Have students pick different ideas from different categories.

Student can pair share, small group share, or large group share some of their ideas.

Students can keep these booklets in their desks and refer to them as needed.

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<tr>
<th><strong>Group Activity</strong></th>
<th><strong>Option 3:</strong> Temper your Temper Role-play</th>
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<tbody>
<tr>
<td><strong>Recommended</strong></td>
<td>1. Pair the students with a partner and ask them to role play the following: The ball bounces on the line at the ball wall game. The oldest one of the pair teases the youngest one. The youngest one is so mad, because s/he knows s/he is out, and does not like the teases. (or chose another relevant example)</td>
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<td><strong>Grades: 3-8</strong></td>
<td><strong>2. Facilitator says, “Freeze!”</strong></td>
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<td><strong>(10-15 minutes)</strong></td>
<td>- Stop talking. Put your hand on your heart.</td>
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<td>- Practice deep breathing. Breathe deeply, in and out.</td>
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<td>- Imagine yourself as calm, safe and in control.</td>
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<td>- Think of a memory. Something calming - a sunset, a good book, your mom/dad saying, “I love you.”</td>
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<td>- Ask yourself, “What can I do to be the director of my orchestra of emotions?”</td>
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<td>- While you are thinking, breathe in and pause, exhale and pause, repeat.</td>
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<td><strong>3. Repeat the exercise. This time have the students pantomime a physical activity they would choose as a self-calming exercise.</strong></td>
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<td>1. If time allows, use a new scenario and new partner. Have the students practice with your guidance. If they are able to follow the steps, let them try the last one without step by step directions. Help individual pairs as needed.</td>
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<th><strong>Three Minute Huddle</strong></th>
<th><strong>(3 minutes)</strong></th>
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<td>2. As the director of your emotions, you have the power to control how you react to strong, out-of-control emotions.</td>
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<td>3. Have them open their eyes and pair-share with someone sitting next to them one way they will be in charge of their feelings. Ask them to share their ideas with the class.</td>
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Dear Parent/Guardian:

Today in your child’s classroom, I read the book *When Sophie Gets Angry—Really, Really Angry* by Molly Bang. In the book, Sophie becomes very angry one day and releases her angry energy by removing herself from the situation. This story helps children understand that anger is one of many emotions that everyone experiences.

In the lesson, the class learned ways to control their response to intense emotions like anger. As directors of their emotions, students practiced how to take 5 and to stop and think about how to react to intense emotions in a way that will keep themselves and others safe. Identifying, acknowledging and choosing how to react to intense emotions helps youth switch directions and take control of their behavior.

When you notice signs of escalating feelings, remind your child and others in a calm, neutral voice that they have the power. Help them notice and acknowledge their feelings. Empower youth by allowing them to choose a safe and calm response to intense emotions. Some suggestions are:

- Help your child identify and acknowledge how they are feeling with words. “You are frowning, is that puzzle frustrating? Can I help?” “You are using a loud, angry voice. Are you mad? Tell me about it.”
- Help your child chose safe ways to calm themselves:
  - Do physical activity. Put on music and dance away the anger.
  - Take deep breaths.
  - Count to 10. If still angry, count to 10 again and add deep breaths.
  - Remove yourself from the situation. Take a break in a safe, quiet place.
  - Use art materials such as markers, paint, or other art materials to express feelings.
  - Use toys, stuffed animals or action figures to role play feelings.
  - Put out play dough, pillows or punching bags to pound and twist intense feelings away.
- As a caring adult, notice and acknowledge your own feelings. Role model the techniques you use to stay calm and in control. Share your successful strategies with youth.
- Help youth use *I* messages to state how they feel. “I feel ______ when you ______.”
- In a calm emotional state, discuss past experiences with out of control feelings.
  - Ask about emotional triggers and what we notice as our emotions start feeling out of control? What actions and activities help us feel better? Share ideas for identifying and acknowledging intense emotions before they spin out of control. Celebrate successes.
  - Remind youth of the temporary nature of setbacks and frustration.

Finding safe and constructive ways to deal with powerful emotions is an essential life skill. Thank you for taking the time to help your child practice these skills at home.

Sincerely,

ABC Volunteer

Telephone/Email

**PS.** Please sit down with your child and review the *Steps to Calming Down* listed on the back.
 STEPS TO CALMING DOWN

Learn to recognize your anger signs.
• Check your breathing, tummy, jaws, fists and pulse for tension.

Stop and take control.
• Take 5!
• You are in control of your own behavior, no matter what you are feeling!

Remove yourself from the situation.
• Give yourself a calming time-out.

Deep Breathing
• Slowly, take 5 deep breaths. Blow your anger out!

SLOWLY count to 10.
• Count to 10 in your head, and then count backwards from 10 back to zero.

Stay calm and in control.
• Imagine yourself as calm, safe and in control.
• Think calm, peaceful thoughts until you feel more relaxed and cooled down.

Think, and choose a safe way to behave.
• You are the director of your emotions. You choose how to behave.
• Keep yourself and others safe.
• Use your words.
  o State, “Stop it! I don’t like that.”
  o Use a confident voice and say, “I feel mad when you _________.
  o Tell others when you need time and space to calm down.

Do something physical to use up your energy.
• Listen to music.
• Sing and dance along to the beat.
• Run, jump, and skip yourself to a calmer self!

Talk about how you feel with a friend or caring adult.
• Ask for wise advice from trusted people. Find an UP-stander to help you.
• Remember ways you have stayed safe by being the director of your emotions in the past.
• Be an UP-stander when others need support.

Project Cornerstone, ABC Year 3, Lesson 4, When Sophie Gets Angry—Really, Really Angry...