



Topics to teach: Sensing Anger Early, What Makes you Mad, & Managing Anger grades: K-2

Lesson: Activity Book, Pages 14,15,16

Length of lesson: 30 min

Goal: Teach students to sense their anger early, recognize what makes them feel mad, and manage anger.

Objectives:

- Learn how to sense anger early
- Identify what makes them mad
- Identify and practice tools to manage anger

Vocabulary:

Discuss these terms prior to the lesson:

Mad, Angry Manage
Coping Tools Senses

Materials:

1. "I Can" statement printed and cut out
2. Finding Feelings Activity book - Pages 14,15, & 16
3. Pencils and crayons
4. (Optional) Projection of lesson

"I Can" statement:

Display and read the "I Can" statements before and after lesson delivery.

I can sense anger early!
I can recognize what makes me mad!
I can manage my anger using tools!

Attention Grabber

Tell the students to listen very carefully to the story about Rocket. You will be asking what FEELINGS he felt in the story and talk about what coping tools were used.

Rocket was so excited about playing baseball in school. He couldn't wait to try out his new batting skills in a real game! He dreamed about it all night and popped out of bed ready to get to school right away! Rocket waited patiently in line when it was his team's turn to bat. One, two, three... out, out out! Rocket didn't get to bat... but he thought maybe he would get to bat the next time around. The gym teacher said time was up and it was time to get in line. Rocket felt his face get hot. His hands balled up and made fists. His heart was beating fast... what was happening? Then Rocket remembered his counselor talking to his class about being mad. He recognized these were signs of being mad, and he knew it was ok to feel this way, but it was time to manage it! Rocket picked a coping tool. He took 3 deep breaths. (Demonstrate 3 deep breaths) Rocket felt like he was in control of how he responded to his feelings. He was so happy he had coping tools to help him think clearly and stay calm!

Ask the students to show with their face and body how Rocket was feeling. (Mad/Angry)

Ask students to turn to a buddy and practice the coping tool Rocket used (taking 3 deep breaths). Tell students they will learn more about this tool in today's lesson

-2nd grade: Ask students to turn to a partner and share a time they used or could have used deep breaths.



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Lesson

Today we're going to learn about how important it is to sense anger early, recognize what makes you feel mad, and manage your anger when you do feel mad using coping tools. Everyone feels angry sometimes, it is not a bad thing

Teachers, police officers, adults, kids... and even Rocket! Anger doesn't feel good, but if you can recognize it when it first starts, you can manage it and start to get back to feeling happy and calm. Your body can feel or sense anger early. Follow what I do to help you remember what your body feels like when you start to get angry.

Your Face may start to feel hot. (Touch cheek/face) Your Heart may beat faster. (Use hand to "pump" on chest as if heart is beating quickly) Your Breathing may get faster. (Put hand in front of mouth while breathing quickly) Your Hands may make a fist. (Show hands in a fist at your side). (Complete page 14 in activity book)

If you know what makes you mad ahead of time, you can have coping tools ready when you need them! When I name a situation, raise your hand if it might make you mad. You didn't get to watch TV or play video games... You couldn't play outside with your friends... Someone took the book you wanted to read... Your favorite toy broke... Now turn to a buddy and tell them one thing that makes you mad. (Complete page 15 in activity book) To make sure we manage this feelings in a helpful way, let's practice Rocket's coping tools that can help you manage that feeling.

You could blow bubbles or take deep breaths. Let's pretend we are blowing bubbles. (Hold up imaginary bubble wand and pretend to blow bubbles) That's a good one if you are somewhere like your back yard where it is ok to blow bubbles! If you are in a classroom, you can always take deep breaths. Take a few with me! (Exaggerate breathing in heavily, hold up fingers to count to 3, then breathe out slowly, holding fingers up to count to 3). (Complete "bubbles" section of page 16)

You could also squeeze each of your fingers for 3 seconds each. This is one of my favorite ones because you can do it anywhere! Try it with me... ready? SQUEEZE one two three SQUEEZE one two three... (Count while squeezing each finger on each hand then complete this section of page 16). You could take a walk outdoors. Has anyone ever taken a quiet walk outside and just looked at the trees and plants? (Raise your hand. Respond to students, color Rocket outside)

One of Rocket's favorites is to draw something that makes him feel happy. You could do that too! (Complete drawing section of page 16) All of these can help you manage your anger without hurting anyone or making a bad decision.

When you can SENSE anger early, you can manage it with these tools! (Complete Sensing Anger Early & Managing Anger worksheets for appropriate grade level)

Extended Thinking

- Why is it important to recognize anger early? (So you can be ready to manage it with coping tools)
- What are some ways we can manage anger? (Deep breaths, bubbles, taking a walk, drawing, dots and squeezes)
- What is something that might make you mad? What is something that might make someone else mad?

2nd grade: How could you use coping tools differently if you are at school or home? At a store? At a playground?

Standards

CASEL Competency: Self Management

CCSS.ELA-RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-RI.1.4 Identify the main topic and retell key details of a text.

CCSS.ELA-RI.1.4 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.



Sensing Anger Early & Managing Anger

Read the passages. Look at the choices and color what the passage is **MOSTLY** about. This is called the **MAIN IDEA**.

This passage is mostly about...

You can sense anger.

Your hands may make fists.

You may breathe faster.

Your heart may beat faster.

Your face may feel hot.



Sensing anger



Feeling hot

You can use coping tools when you are mad.

You can take deep breaths.

You can take a walk.

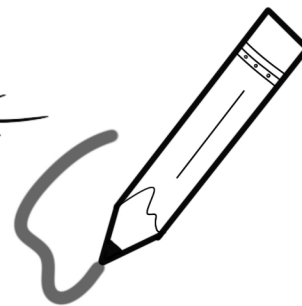
You can do dots and squeezes.

You can draw what you are thankful for.

This passage is mostly about...



Using coping tools



Drawing

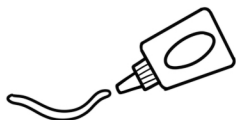
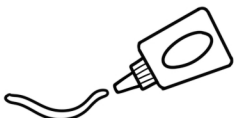


Sensing Anger Early & Managing Anger

Read the main idea and given details of each paragraph. Read the details at the bottom of this page, then cut out them out and glue them under the main ideas that they support.

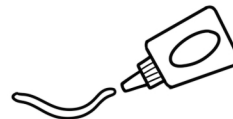
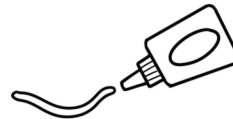
You can sense anger coming early.

Your hands may make a fist.



There are many tools you can use when you are mad.

You can write what you are thankful for.



You can take deep breaths.

Your heart may beat fast.

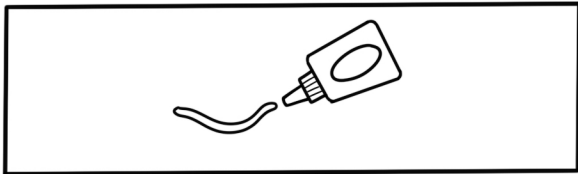
Your face may feel hot.

You can take a walk.

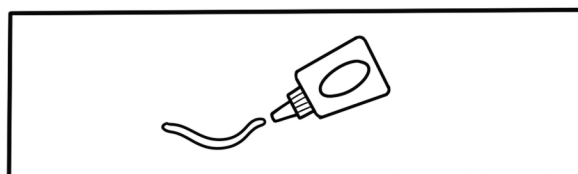
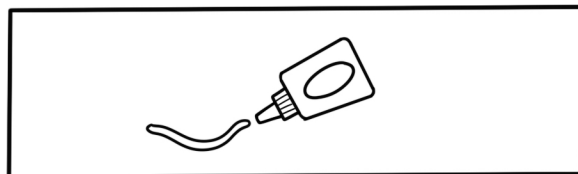


Sensing Anger Early & Managing Anger

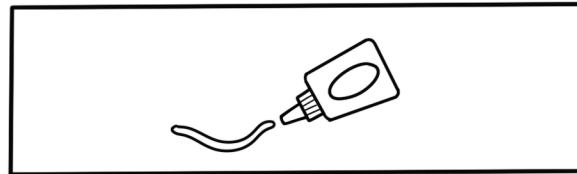
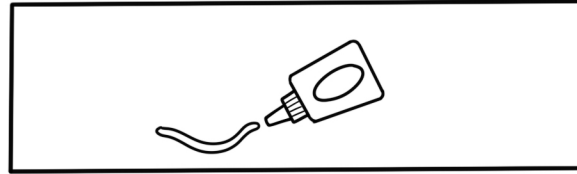
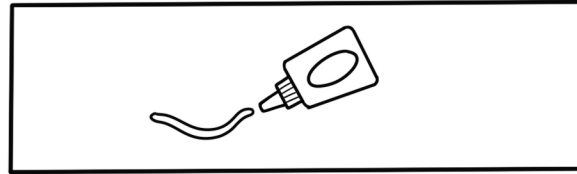
Use clues in each sentence to cut and glue the main ideas and details in the correct paragraphs in the correct order.



First, your hands may make a fist.



There are many tools you can use when you are mad.



First, you can write what you are thankful for.

Next, you can take deep breaths.

Last, your heart may beat fast.

You can sense anger coming early.

Next, your face may feel hot.

Last, you can take a walk.



I can sense
anger early!

VOCABULARY

Mad

Angry

Coping Tools

Manage

Senses



**I can recognize what
makes me mad!**



**I can manage my
anger using tools!**

Congratulations!



For Completing the lesson

**Sensing Anger Early, What Makes you Mad,
& Managing Anger**

**You're a Rocket Finding Feelings
Super Star!**

Instructor signature _____

Signature Rocket  **Date** _____