

Lesson 3: Cool Dude Gets Mad

Performance Objectives:

- K** Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings.
- V** Show why it is important to think before you act when you are mad.
- LS** Practice ways to talk things out or work things out nonviolently.
- TS** Compare and contrast healthy and unhealthy ways to behave when something or someone makes you mad.

Cross Curricular Areas: Fine Arts, Social/Emotional Learning

National Health Education Standards: **CC** **INF** **IC** **SM**

Materials Needed:

- THE GREAT BODY SHOP Student Issues
- [Your Feelings Are Showing!](#) (optional)

Lesson Outline

Explain the Performance Objectives. Review classroom rules. Then begin:

Lesson Script

Explain the Performance Objectives for this lesson to your class. Review rules for cooperative learning activities and classroom discussions. Begin as follows:

What Do We Know?

Best Practice Tips

SL L English Language Arts

Review the previous lesson.

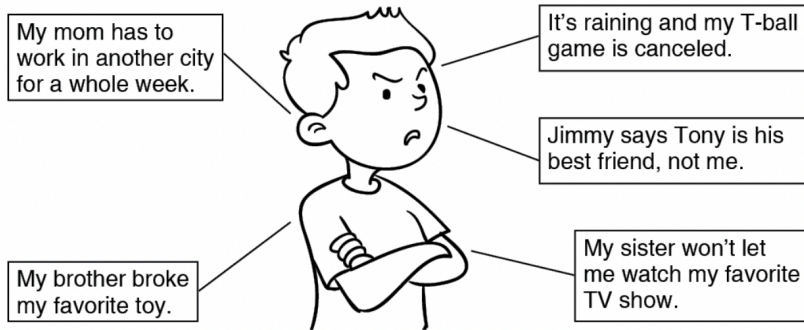
On the whiteboard, draw the face of someone who is very angry.

Remember to apply the following best practices:

- Guided discussion
- Mapping
- Vocabulary development

Explain: *In the last lesson, we discussed how sharing our feelings can help us to feel better. Sometimes, when we feel a certain way, we want to do something about it and we don't think before we act. But thinking before we act is a very important way to handle a situation when we are really mad.*

I am going to draw the face of someone who is really angry on the whiteboard. Think about times when you've felt really mad. I will list them all around the angry face and make a word web.



K Knowledge Objective

In a word web, identify situations that can evoke anger and discover helpful ways to deal with those events and feelings.

Define the term *violent* and talk about nonviolent ways to react to situations involving anger.

Allow time for students to brainstorm situations that evoke anger. If students are having trouble telling about feeling angry, you can offer suggestions.

Explain: *Now, let's think about ways that we can manage these situations without making things worse. In other words, let's see if we can solve the problem in a nonviolent way.*

Ask: *Who can tell me what "**violent**" means? Does violent mean we are acting as gentle as a lamb? (No.) Does violent mean we are talking things over? (No.) Does violent mean we are acting in a hurtful way and maybe even being dangerous to the point that we could physically hurt someone? (Yes.)*

Explain: *When we are angry, sometimes we just don't think before we act. Sometimes we might use our bodies or our words to hurt another person. This can create more problems. Let's take a moment and think before we react to the situations on the whiteboard.*

K Assessment

Ask: *What do you think would be a healthy way to handle each of these situations? (Elicit student responses.)*

Explain: *Telling your parent would be a healthy way to react to a situation which makes you angry. Talking to someone in a nonviolent way to react to a situation which makes you angry is another healthy strategy. There are other nonviolent ways to react to situations which make you angry too.*

Ask: *Can you think of others? (Elicit student responses.)*

What Do We Need To Learn?

Best Practice Tips

RL RF SL L English Language Arts

Read aloud the article “Cool Dude Gets Mad” on page 5 in the Student Issue.

Students identify negative and positive ways to handle the situation in the Student Issue.

Read the article, “Cool Dude Learns Patience,” located on page

Remember to apply the following best practices:

- Content reading
- Questioning strategies
- Cooperative learning
- Guided practice

Explain: The title of this lesson is “Cool Dude Gets Mad.” Let’s read it together to find out why Cool Dude is mad and how Cool Dude handles the problem.

Locate and discuss the article “Cool Dude Gets Mad,” on page 5 in the Student Issue.

Explain: Now, let’s look at the story. What is Cool Dude looking for? (his sunglasses)

How does he feel when he sees Pee Wee with them? (angry)

Ask: What do you think Cool Dude might want to do when he sees Pee Wee with his broken glasses? (He wants to yell and scream.)

What might happen if he yells and screams? (That won’t help him fix his glasses; it might scare Pee Wee.) What might happen if he called his brother a hurtful name? (It might hurt Pee Wee’s feelings; Cool Dude would get into trouble and feel badly when he cooled down.)

What could Cool Dude do? (He could talk to his dad.)

Do you think talking to an adult would be a healthy choice for Cool Dude? (Yes, it is a healthy choice because they can fix the glasses; an adult can talk with Pee Wee about not touching things that do not belong to him without permission.)

Ask: Does this situation sound familiar to you? How many of you get really angry or frustrated when you can’t find something that you want or need? (Show of hands.)

When you can’t find something you want immediately, how many of you throw things around, bang doors, pull everything out of your drawers, or accuse your brother or sister of taking it? (Show of hands.)

How many of you would handle it another way? A nonviolent way? How? (Answers will vary.)

Read the article, “Cool Dude Learns Patience,” located on page 5 in the Student Issue.

Students recognize that talking to another person was a good choice for Cool Dude.

V Value Objective

With a partner, students recognize and show why it is important to think before you act when you are mad.

Ask: What did Cool Dude do to help cope with his anger and frustration? (He sat down, calmed down, and talked with his brother.)

Explain: Hitting, yelling, name calling, or throwing things at someone are not healthy solutions to most problems. If Cool Dude had punched Pee Wee, Cool Dude would be in trouble with his Dad, Pee Wee might be hurt or cry, and three people would be affected, not just Cool Dude. This is a good example of why it is important to think before we act when we are angry. This is also a good example of why it can be important to talk things out before we react to our anger.

Ask: Why is it important to think before we act? Why is it helpful to choose a nonviolent way to manage our anger? (Elicit student responses.)

Ask: Let's look back at our angry face on the whiteboard. Find a partner and pick another angry situation from the whiteboard. Together with your partner, think of a way to react without being violent. In other words, no yelling or screaming or hitting.

Have students explain the benefits of choosing a nonviolent response to anger for each suggestion they present. Suggestions may include:

- talking things out to reach a peaceful solution
- getting help from someone else, like a parent or older family member or teacher
- counting to ten and walking away
- saying you are sorry
- coming to an agreement

V Assessment

Display and review the Compare and Contrast poster.

TS Thinking Skill Objective

Use graphic organizer to compare and contrast healthy and less healthy ways to behave when angry.

TS Assessment

- sharing or taking turns
- hitting a pillow

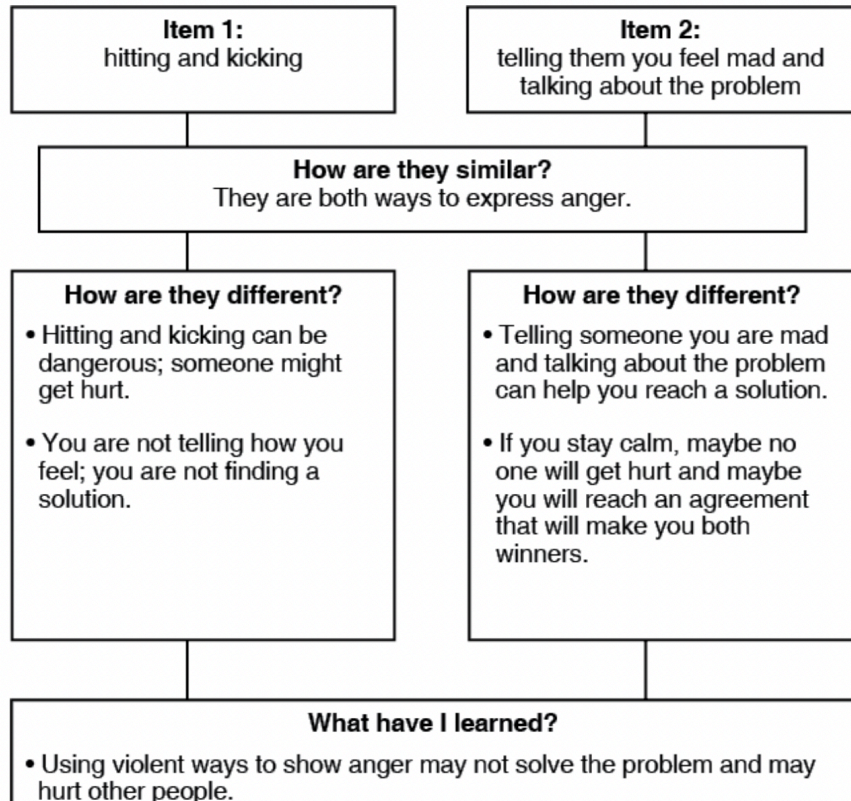
Ask: How is talking things out better than hitting? How is getting help from a parent or another trusted adult better than kicking? (Elicit student responses.)

Use the Compare and Contrast Graphic Organizer or Poster. Review the skill steps if needed.

Explain: We are going to compare and contrast a peaceful and violent way to react to something or someone who makes us mad. Look at the three Compare and Contrast Skill Steps on the poster. Let's Compare and Contrast hitting and kicking to telling someone you feel mad and talking about the problem.

Model Compare and Contrast Graphic Organizer

Reacting to someone who makes you mad by . . .



What Did We Learn?

Best Practice Tips

SL L English Language Arts

Review what students learned in this lesson.

LS Life Skill Objective

With a partner, students practice ways to talk things out or work things out nonviolently.

Discuss different active listening skills with students.

Remember to apply the following best practices:

- Review prior learning
- Cooperative learning
- Simulation/Role-play
- Collaborative conversations

Explain: Today, we talked about things that make us mad and what to do when we are mad. We learned that there are many ways to handle our anger instead of yelling, hitting, screaming, or throwing things at someone. We learned that a very important way to handle our anger is to talk things out and reach a peaceful solution.

Now, we are going to practice ways to talk things out. Find a partner. One of you is going to be the "Angry One;" the other is going to be the "Listener." I am going to give you a situation in a minute.

The "Angry One" is the one who is really mad about the situation; the "Listener" is the one who must remain calm and help him/her work through the feeling and find a solution to the problem.

Ask: If you are a "Listener," how can you show that you are really listening? (Responses will vary.)

Model active listening skills for students.

Present and model a situation in which a peaceful solution to an angry situation is found.

Introduce “I Messages.”

Provide guided practice.

LS Assessment

Check for understanding.

Explain: *Being a good listener is a very important skill and it takes a lot of practice. Today, we will all have a chance to practice this skill. When your partner is talking with you, look at him or her. This helps reassure your partner that you are paying attention. It is also important to give your partner some space, but not too much. Stay close enough so you can hear him or her. Be sure to face your partner. If you do not understand what your partner is saying, it is okay to ask a question to help you better understand.*

For the first scenario, ask for a student volunteer to play the “Angry One” while you take on the “Listener” to model the skill.

Model:

Your sister will not let you watch your favorite television show.

- **Angry One:** *My sister will not let me watch my favorite TV show and I am really mad. I could just scream. She does this to me all of the time. I just want to kick her.*
- **Listener:** *Maybe you could scream into your pillow until you are not quite so mad. Why don't you try asking her to listen to you? You might say: “You never let me watch what I want to watch and when you do that, I feel really angry. I think we should make a deal or a compromise. You watch your show today and I can watch my show tomorrow.”*

Ask: *Did I use good listening skills?* (Have students share what they observed.)

Explain: *The “Listener” in this story explained that it is important to talk about what is making you mad by saying things like, “When you do this, I feel really angry.” This is called an “I Message.” An “I Message” is a healthy way to express anger and frustration. It helps the other person better understand your feelings.*

Write the following sentence prompt on the whiteboard.

I feel (feeling) _____ when (describe behavior) _____ because (the effect) _____.

Practice using “I Messages” using the following scenarios. You may need to model several before students are ready to independently practice.

Suggested situations:

1. *My brother/sister borrowed my new bike and scratched the side of it.*
2. *My friend said something mean about me to someone else.*
3. *It's raining so I can't go to the water park.*
4. *My dad was going to take me to the movies and now he has to go to work.*

If instructional time allows, select a few classroom specific situations and have students practice using “I Messages.”

Provide the opportunity for students to ask questions about key details in the Student Issue or about the information presented in class. Remind students that asking questions for clarification and further explanation is an important skill to help ensure their understanding of the information presented.

How Does Simon Feel?

Name: _____

Date: _____

Dear Families: In THE GREAT BODY SHOP, we have been talking about feelings. Please read this story with your child. At the end of each paragraph, talk about the way Simon feels. Then, have your child draw Simon's expression in the blank face. After your child has completed the page, you may want to explain that our feelings can change many times during one day. Talk about the different things that cause Simon's feelings to change in this story.

Read the sentences. Draw the way that Simon feels.



1.

Simon's father says, "Look! I have two tickets to the baseball game!"



2.



Simon and his father get a flat tire.

3.

The tire is fixed! Simon and his father are on their way again!



4.



Simon eats popcorn and a hotdog. He has cotton candy and a soda too. Simon has a tummy ache.

Objective: To recognize feelings and how and why they might change

Copyright © 2022 The Children's Health Market, Inc.