

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grade
<b>Lesson Title:</b>	What Is Anger?
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**  
None

### Opening

#### State the objective

In this lesson we will learn (1) Anger is a normal emotion (2) There are triggers or stimuli that may cause a reaction of anger.

#### Activate prior knowledge by asking students the following questions:

**Ask students:**

1. "What physical reactions happen when you get angry?" Anger can be seen in your body. (You breathe faster; your face turns red and feels hot; your muscles become tense; your skin feels tight)
2. Ask students to act out the physical responses of being angry.
3. "How do you feel when you are angry?" (Upset, annoyed, frustrated, agitated, resentful, irritated; you are losing control)

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

1. Read this fable from Aesop to the class.

#### The Frogs and the Well

Two frogs lived together in a marsh. But one hot summer the marsh dried up, and they left it to look for another place to live in, for frogs like damp places if they can get them. By and by they came to a deep well, and one of them looked down into it, and said to the other, "This looks a nice cool place. Let us jump in and settle here." But the other, who had a wiser head on his shoulders, replied, "Not so fast, my friend. Supposing this well dried up like the marsh, how should we get out again?"

**Moral:** Think twice before you act.

2. Discuss the moral, "Think twice before you act." How does it relate to being angry?
3. Ask students, "What is a trigger?" (A trigger is a stimulus that can cause us to react in anger.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

#### Student Practice ("You do")

1. Divide students into groups.
2. Provide each group with a scenario. Students talk about the action being a trigger.

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Depending on the circumstance, you get different results. Indicate the results for each sub-heading.

### 3. What Triggers personal Anger?

- You squeeze a toothpaste tube:
  - With the lid off
  - With the lid on
  - From the back
  - From the front
- You ride your bike:
  - Too fast
  - Too slow
  - In the street
  - Over a bump
  - In the hills
- You eat candy:
  - Before dinner
  - Before going to bed
  - Before going to the dentist
  - Before getting your picture taken
- You wear a sweater
  - On a cold day
  - On a hot day
  - Over a sweat shirt
  - Under your pajamas

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three “what” questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.

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- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

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<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Anger Prevention Strategies
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

### Opening

#### State the objective

In this lesson we will learn that there are options to controlling anger.

Few of us would be willing to ride a wild horse without a bridle. The purpose of a bridle is to get the horse to do what we want it to do. Using a bridle allows us to guide the horse in positive ways. Anger is like an unbridled horse. Unless we use the bridle (strategies for controlling anger), the horse (anger) is out of control.

#### Activate prior knowledge by asking students the following questions:

**Ask students:**

1. Have two students form a mini-debate. One student says that anger is a personal choice. The second student says that you do not have a choice about whether or not you get angry. Both sides try to convince the other side.
2. Discuss: "He or she made me angry!" Is anyone ever forced against their will to get angry?
3. Talk about: "Is anger a learned response? Does your environment teach you it is OK to become angry?"

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

1. Our first President, George Washington, said these words in 1745 when he was 14 years old: "Speak not injurious words, neither in jest or earnest. Scoff at none, although they give occasion." Here is a translation in modern language: "Do not say hurtful words, either while having fun or when angry. Make fun of no one, even when they deserve it."
2. Ask, "If these words were good enough for George Washington, are they good enough for us?"
3. Read the first verse of this poem:

#### Our Lips and Ears

If your lips would keep from slips  
 Five things observe with care:  
 Of whom you speak, to whom you speak,  
 And how and when and where.

4. What does this poem tell us about speaking to others? (Be careful who you talk about, who you talk to, how to speak to them, when you speak to them, and where you speak

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the

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to them.)	student become the teacher.
<p style="text-align: center;"><b>Student Practice (“You do”)</b></p> <ol style="list-style-type: none"> <li>1. Divide students into small groups.</li> <li>2. Refer to the Tips for Managing Anger in Lesson 2.</li> <li>3. Each group will select one or two tips.</li> <li>4. Choose a way to present your ideas from the list below. Practice your presentation. Be ready to present your skit, etc. to the class in Lesson 4.             <ul style="list-style-type: none"> <li>• Skit</li> <li>• Game</li> <li>• Song</li> <li>• Rap</li> <li>• Poster</li> <li>• Acrostic poem</li> <li>• Freeze frame</li> <li>• Ice breaker</li> <li>• Other</li> </ul> </li> </ol>	

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Questions

Ask the following three questions:

1. What was your best learning from this activity?
2. How did you get everyone to participate?
3. How did you handle different points of view when you discussed the topic?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

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<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Anger Is A Personal Choice
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**  
Dominoes

### Opening

#### State the objective

In this lesson students will present skits, songs, posters, raps, etc. to teach tips for managing anger. Students will learn ways to calm themselves so that the issue of anger can be resolved.

#### Activate prior knowledge by asking students the following questions:

**Ask students:**

1. "What are some ways to calm yourself?" (Vigorous exercise, take a deep breath, walk away)
2. "What does it mean to put yourself in another person's shoes?" (Look at the other person's viewpoint.)
3. "Is it possible to maintain respect and concern for one another during intense emotions?" (Prevention is the best solution. Talk ahead of time about ways to notice the triggers and how to implement coping strategies.)
4. "How can we express concerns constructively?" (Give emotions time to calm down. "Tell me why you are angry.")

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

1. Role Play with two or three students::
  - "I feel frustrated when . . ."
2. "I don't want to do . . ."

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

#### Student Practice ("You do")

1. Rehearse the portrayals from Lessons 2 and 3.
2. Remember that the purpose is to learn ways of reacting to the anger trigger.
3. Present the portrayals for the entire class.
  - Classmates may wish to ask questions of the groups when finished.
  - Freeze frame
  - Ice breaker
  - Other

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### **Liked Best, Next time (LBNT):**

In this simple debrief, students talk about the activity or the day.

1. What did you enjoy most?
2. What else would you have liked to do?
3. How can this learning be used in your everyday life?

#### **Reflection (Confirm, Tweak, Aha!)**

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

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<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	How Can You Respond to Anger?
<b>Focus:</b>	Strategies for Resolving Conflict

<b>Materials:</b> Dominoes
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### Opening

**State the objective**

In this lesson we will learn that pushing the first domino is like a trigger. Doing something to keep the dominoes from falling, is like doing something to keep from acting on the anger that you feel.

**Activate prior knowledge by asking students the following questions:**

**Ask students:**

1. Talk about thoughts you have, what you do or want to do when you feel angry.
2. Examples of angry thoughts include feelings of unfairness or that a person is “out to get me.” You may also feel a desire to order, threaten, hit or slap, scream, or punish.
3. What are signs of suppressed anger? (Silence, sarcasm, frustration, or a desire to get even)
4. What are destructive signs of anger? (Yelling, hitting, put-downs, smashing or destroying something, storming out of the room, or feeling like hurting another or yourself).

### Content (the “Meat”)

<p style="text-align: center;"><b>Instruction/Demonstration (“I do” – “We do”)</b></p> <ol style="list-style-type: none"> <li>1. Set up dominoes in a row, so if you were to push the first one, all other dominoes would fall.</li> <li>2. Ask students what will happen when the first domino is pushed. Demonstrate.</li> <li>3. Set the dominoes back up.</li> <li>4. Ask students what to do to keep the last domino from falling (Take out a domino, create more space between the dominoes, move away from the table, ask for someone to help by putting his or her hand in the way.)</li> <li>5. Demonstrate each of the scenarios.</li> <li>6. Explain how pushing the first domino is like a trigger. Doing something to keep the dominoes from falling, is like doing something to keep from acting on the anger that you feel.</li> </ol>	<p style="text-align: center;"><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Student Practice (“You do”)</b></p> <ol style="list-style-type: none"> <li>1. Divide students into small groups.</li> <li>2. Have students create a list of tips for managing anger. The following list is provided so you can add things that students don’t mention. <ul style="list-style-type: none"> <li>▪ Take a breath and count to 10</li> </ul> </li> </ol>	



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<ul style="list-style-type: none"> <li>▪ Go for a walk</li> <li>▪ Ask for help</li> <li>▪ Get a hug</li> <li>▪ Draw a picture, if words are hard to find</li> <li>▪ Take a time out</li> <li>▪ Express your anger AFTER you calm down</li> <li>▪ Get some exercise</li> <li>▪ Think before you speak</li> <li>▪ Identify possible solutions</li> <li>▪ Stick with “I” statements</li> <li>▪ Don’t hold a grudge</li> <li>▪ Use humor and laugh</li> <li>▪ Practice relaxation skills</li> <li>▪ Go for a run</li> </ul> <p>3. Provide students with a piece of paper. Fold the paper in half.</p> <p>4. On one half, ask students to draw the dominoes.</p> <p>5. On the other half, ask students to draw the domino strategy they will use to keep all the dominoes from falling, thus preventing them from acting out their anger.</p>	
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### WHI?

Ask the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
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