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ABC READER'S OUTLINE

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

Topic	Details
Goals	<ol style="list-style-type: none"> 1. To identify, acknowledge and express feelings in safe, positive, healthy ways. 2. <i>Stop and think</i> and <i>choose how to react</i> when our emotions feel <i>out of control</i>. 3. Be able to <i>switch directions</i> and make positive choices. 4. <i>Be in charge of feelings</i>. 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 <i>steps to a genuine apology</i>.
Preparing for Lesson (45 minutes)	<p>Review lesson plan, collect materials needed, and read the book at least once.</p> <p>Contact Teacher</p> <ul style="list-style-type: none"> • Welcome feedback from last lesson (BIG) • Set time and date for next reading <p>Prepare Parent Letter</p> <ul style="list-style-type: none"> • 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)	<p>Have all students put on nametags</p> <p>Ask the students about last month's book. (BIG)</p> <ul style="list-style-type: none"> • 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 the noticed anyone else being BIG (i.e. classmate, parent) <p>Shake the Bottle</p> <p>Materials: 2 cans/bottles of carbonated beverage, basin, towels</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Open the can. What happens? Discuss the difference. • Ask students if they have ever felt like the shaken can. Then, ask if they <i>stopped and thought</i> before reacting. How did their reaction to the emotion change the outcome?
<p>Introduction to Book and Reading (5-7 minutes)</p>	<ul style="list-style-type: none"> • 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.
<p>Discussion Questions (5-10 minutes depending on grade level)</p>	<p>Materials: (optional) Steps to Calming Down (PDF from website)</p> <ol style="list-style-type: none"> 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.) <p>Review and practice these techniques for becoming the director of your emotions:</p> <ul style="list-style-type: none"> • 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. <p>Ask the students for their ideas to add to your list.</p>



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<p>Group Activity Option 1: Recommended Grades: K-8 (5-10 minutes)</p>	<p>Try coupling Deep Breathing and Rub Away Worries to help students calm down and choose how to stay “in control” of their behavior.</p> <p>Deep Breathing</p> <ul style="list-style-type: none">• 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. <p>Rub Away Worries</p> <p>Have the students practice the following to promote relaxation and encourage a release of stress and strain.</p> <p><u>Hands</u></p> <ul style="list-style-type: none">• 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. <p><u>Head</u></p> <ul style="list-style-type: none">• 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.
<p>Group Activity Option 2: Recommended Grades: 2-8 (15-20 minutes)</p>	<p>Managing my Anger Tool Kit</p> <p>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.)</p> <ul style="list-style-type: none">• If you did not do this already in discussion, brainstorm with students “steps to calming



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	<p>down". Write some of the ideas on the board.</p> <ul style="list-style-type: none"> • Categories may include: <ol style="list-style-type: none"> 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) <p>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.</p>
<p>Group Activity Option 3: Recommended Grades: 3-8 (10-15 minutes)</p>	<p>Temper your Temper Role-play</p> <ol style="list-style-type: none"> 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) 2. Facilitator says, "Freeze!" <ul style="list-style-type: none"> • 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, repeat. 3. Repeat the exercise. This time have the students pantomime a physical activity they would choose as a self-calming exercise. <ol style="list-style-type: none"> 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.
<p>Three Minute Huddle (3 minutes)</p>	<ol style="list-style-type: none"> 2. As the director of your emotions, you have the power to control how you react to strong, out-of-control emotions. 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.

When Sophie Gets Angry ***7/12/17 Lesson Plan***

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.

This book builds assets from 7 of the 8 categories:

- Social Competencies - Planning and Decision Making, Resistance Skills, and Peaceful Conflict Resolutions
- Positive Identity - #37 Personal Power
- Support - #2 Positive Family Communication
- Empowerment
- Boundaries and Expectations

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?

Kindergarten - 3rd grade readers

1. Use a balloon and inflate it a little at a time as you tell the story of a bad day (or solicit ideas of what makes the kids mad/angry/frustrated during their day)

We arrived as the bell rang and I was late to school. (Blow up the balloon.) Then at recess, someone cut in line and then the whistle blew and I didn't get a turn. (Blow up

the balloon.) When I arrived home, I found out that my sister let my pet frog out of the box and he was missing. (Blow up the balloon and pop it.)

2. After the balloon is big, ask the kids: what does this balloon look like? Is it ready to pop? What's its "body language"? What's your body language when you're angry? (rigid, tense, fidgety). Then, let go of the balloon. It'll blow all over the place - representing a chaotic response to our anger.

Now, retell the story, but add ways to Take 5! and calm down as the day goes on, blowing a little bit of air out of the balloon with the use of each calming strategy

Read the book.

Discussion: 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 page)
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.)

You can incorporate strategies from the "steps to calming down" handout into the discussion and try to brainstorm ideas on how to calm down with the kids.

Some ideas for handouts/activity:
Emoji page, cool off flower.



End the lesson with this fun video.

Sesame Street - Belly Breathe:

https://www.youtube.com/watch?v=_mZbzDOpylA

4th-5th grade readers

1. Start - balloon activity.
2. Read the book, discussion points - above. Older kids will tend to know how to define and explain their emotions and the causes. The discussion should focus on recognizing the emotion and the reason, and making a choice to clam down in a productive way so that the rest of the day looks better.

3. Talk about steps for calming down.
4. Digital citizenship **Extending the conversation:**

In the book, Sophie was busy playing when her sister grabbed Gorilla. That was the start of Sophie's red, hot ROAR. Online, we can be busy playing when something upsetting can start our own red, hot ROAR or cause another emotional reaction.

- How are intense emotions online the same/different than in person?
- What are some ways to handle intense emotional online situations?
- **Cyberbullies** often just want to get a reaction out of you. Don't let them know that their plan has worked. Instead, don't respond or retaliate. If you are angry and reply, then you might say mean things. Take time to *reconsider* before choosing how, or if, to react.

If something online really upsets you ...

Stop, Block and Tell

- **STOP!** Don't do anything. *Take 5!* to calm down or reconsider.
- **Block!** Block the cyberbully or limit all communications to those on your buddy list..If you get mean messages online, take the person who sent you the messages off your buddy or friends list. You can block their messages as a way to react and stay safe. You can also just delete messages without reading them.
- **Tell!** Tell a trusted adult (Grandma Rose). You don't have to face this alone
 - Save and print bullying messages. These could be important evidence to show your parents or teachers if the bullying does not stop.
 - Talk to a friend. When someone makes you feel bad, it can help to talk the situation over with a friend.
 - Tell a trusted adult. Telling an adult – like a parent, family member, teacher, or coach – isn't tattling. It's standing up for yourself.
 - Take advantage of opportunities to discuss Digital Citizenship with all grade levels. Discuss kindness, caring and support in face-to-face and digital environments.

FOR A ROLE PLAY SCENARIO - REFER TO PC LESSON PLAN (Huff website).



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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.
 - State, "Stop it! I don't like that."
 - Use a confident voice and say, "I feel mad when you _____."
 - 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.

name



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

When I get really, really angry, I feel like



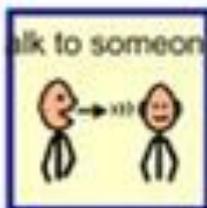
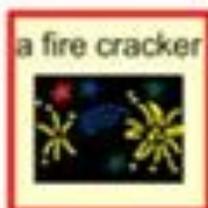
I know I can



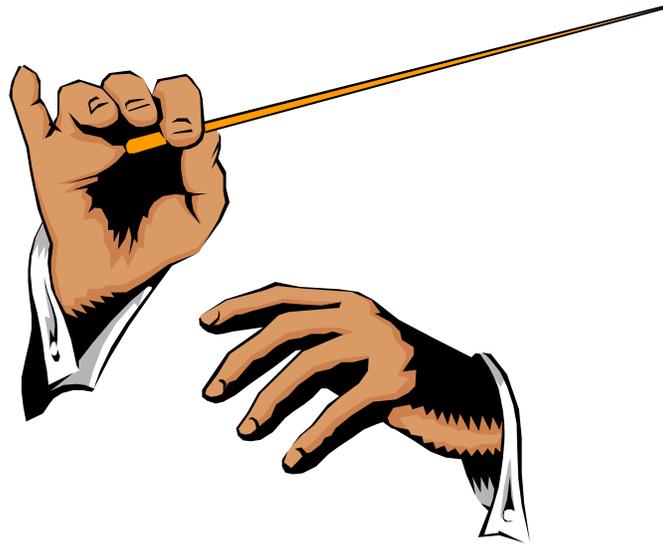
or



to help me calm down.



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.

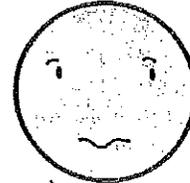


50 WORDS THAT DESCRIBE FEELINGS



happy
excited
eager
joyful
"on top of
the world"

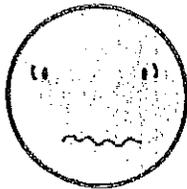
shy
bashful
helpless
lonely
unsure



sad
"down"
gloomy
miserable
tearful



confused
puzzled
mixed-up
distracted
tired



fidgety
anxious
tense
worried
restless

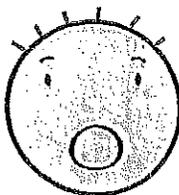
irritated
mad
angry
upset
furious



calm
content
satisfied
proud
relaxed

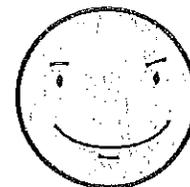


fearful
embarrassed
guilty
self-conscious
ashamed



surprised
startled
afraid
shocked
terrified

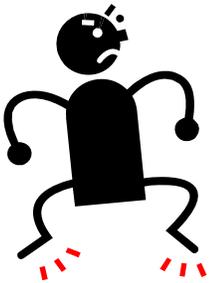
safe
secure
confident
hopeful
trusting





When

*Gets Angry-
Really, Really Angry...*



When I feel **mad**, I can:



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



When I feel ready to **explode**, I can:

