



Have children visit www.hlconline.org to play Ferox's *Cool It Down* video game.



Audio of many classical music compositions including Ludwig van Beethoven's Symphony No. 5 can be found at <http://www.classicsforkids.com/teachers/audio/music.asp>.



anger-a strong feeling of displeasure; to be mad
aggressive-forceful
conflict-a disagreement or a fight

VISUAL ARTS AND CRAFTS

Materials: Paper grocery bags, various art materials and markers or crayons

Using paper grocery bags with the edges rolled up, have children create anger hats. Have children decorate the hats to represent their anger. Have children practice taking the anger hats on and off and explain that we all wear the "angry hat" sometimes but it is important to remember how we act when wearing the hat. While wearing their angry hats, suggest some situations that may evoke anger such as "Suzy took your toy," or "Your dad picks you up late." Ask volunteers to share how they could respond in a positive way.

Materials: Variety of music that can be interpreted as "angry"

Have children move creatively to different types of music focusing on music that can be interpreted as "angry" such as Ludwig van Beethoven's Symphony No. 5. Explain to children that dancing and other physical activities are a great way to positively express their anger-without touching, hitting or hurting someone.

+Have children bring in samples of "angry" music

Note: If possible, play music from a wide variety of genres

MUSIC AND MOVEMENT

CONFLICT RESOLUTION



LESSON 3: ANGER MANAGEMENT

Key Message: *Anger is a normal emotion and can be handled in a positive way*

Lesson Objective: The learner will practice ways to positively express anger.

Introduction:

Ask children to define **anger**. Clarify their responses if necessary. What are some of the signs that someone is **angry**? How do you feel when you are **angry**?

Explain to children that it is normal to feel **angry** at times and often that



AGES 5-8



anger is directed at someone else. **Anger** that is directed at someone in a harmful or **aggressive** way can cause a **conflict**. Ask for volunteers to share experiences when their **anger** caused a **conflict**. Could the **conflict** have been avoided? How could you have expressed your **anger** in a positive way? Tell children that they can learn ways to redirect their **anger** and avoid confrontation. Remind children that feeling **angry** is okay but acting out that **anger** in a way that hurts themselves or someone else is not and will probably have negative consequences.

Closing:

At the end of the lesson revisit the key message with children. Ask several children to share their feelings about the key message.



DRAMATIC ARTS

Materials: None

Explain to children that anger is a very strong emotion and when they feel angry they may not act in a way that is appropriate. Tell children it is important to learn how to calm themselves down when they are angry before they act out. Tell children that you are going to teach them an exercise they can use to calm down, or "cool off," when angry. Have children pretend they are a big, round balloon floating in the air. Allow children time to move around the play space. Have them pretend to open the balloon and let all of the air out slowly. Now, pretend to inflate their balloon again. Continue having the children inflate and deflate themselves like a balloon allowing them time to float around the space. Ask the children how the exercise makes them feel. Do you think it will help you calm down when angry? Tell children to try repeating the balloon exercise 5 times when they are angry to calm down.

Materials: Resource 12: Animal Picture Cards, pages 1-4

Have children think about how they react when they are angry. Then, assign the labels, Bear, Snake, Turtle and Deer, to four different areas of the play space (Resource 12). Have children think about which one of these animals best reflects them when angry. Ask children if they are loud and aggressive when angry. Are you sneaky and mean? Are you upset and nervous? Are you peaceful and forgiving? If necessary, give them an example of a situation that would evoke an angry response such as "What would you do if Suzy took your toy?" and help children determine which animal they are most like. Ask children what animal they would most like to resemble when angry. Discuss with children ways to change their anger management style.

GAMES



Hands Are Not For Hitting by Martine Agassi
When Sophie Gets Angry-Really, Really, Angry by Molly Bang



Have children view *The Lion King* by Walt Disney Video and observe how the different characters handle their anger. After viewing, ask children for examples of anger expressed positively and anger that was not.

VISUAL ARTS AND CRAFTS

NUTRITION

AGES 9-12

DRAMATIC ARTS

WEB RESOURCES

Examples of famous jingles can be found at www.youtube.com.

HOME CONNECTION

Have children revise their family recipe from the VA activity to be healthier. Tell children to look for ways to reduce the fat and add more fiber to the original recipe.

VOCABULARY

habit-something that you do so frequently that you no longer stop to think about it, such as brushing your teeth

Materials: Computers with a publishing program such as Microsoft Publisher

Explain to children that their families were probably the earliest influence on their eating habits. Tell children that they most likely choose the same foods that their families like because those foods were, and probably still are, available in their homes and are a part of special family moments and celebrations. If possible, share an experience from your own family. Ask the children to name some other influences on their eating habits. Using the computer, have each child type and illustrate a popular recipe from his/her family. If possible, have children include a picture with a special family member. Compile children's recipes into a program cookbook.

Materials: Paper and pencils

Explain to children that jingles are a tool used by advertisers to promote their product. Ask children to share any jingles for food products with which they are familiar. Divide children into pairs. Have each pair write a jingle to promote their favorite fruit or veggie. Emphasize with children that jingles are usually short and catchy. Pairs can make up their own tune or use the tune of a popular jingle. Invite pairs to sing their jingles to the younger children. Have the younger children vote for their favorite. Ask children what other things influence their eating habits.

MUSIC AND MOVEMENT



LESSON 3: FOOD INFLUENCE

Key Message: *Your family, friends, media and culture influence what you eat*

Lesson Objective: The learner will examine factors that influence food choices.

Introduction: Discuss with children why they eat certain foods and not others. Ask children if they choose foods by the way they look, smell, or taste? Ask children if they always have a choice in what foods they eat or do they eat what their family provides. Have you ever said



you did not like a food without ever trying it? Why? Do you eat the same foods that you did when you were younger? Does everyone in your family have the same eating **habits**? Ask children to write on a small piece of paper three of their favorite foods. Collect the papers and quickly tally the results and report them to the class. Ask several volunteers to share why they like the foods indicated. Ask the children if the group has similar eating **habits** based on the poll. Why do you think you do or do not? (possible responses may include: they are from the same community, they are the same age, foods served at school, they are exposed to the same media, etc.).

Closing: At the end of the lesson revisit the key message with children. Ask several children to share their feelings about the key message.



Materials: Paper and pencils

Divide children into small groups. Have each group choose their favorite fruit or veggie and create a 30-second commercial promoting it. Invite groups to perform their commercials for the younger children. Ask children if they ever see commercials promoting eating fruits and veggies. Ask children what types of foods do they see advertised on television. Do you think television influences your food choices? Why or why not? If so, is the influence positive or negative? Name some other influences on your eating habits.

+Have groups create props and backgrounds for their commercials
+If possible, have groups film their commercials for viewing

Materials: None

Name a variety of foods and have children indicate whether or not they like each food by standing up if they like it. Name some commonly eaten foods and some less common foods. Ask children if they noticed that some of their responses were influenced by the reactions of others. Did anyone wait to vote until others had? Did you and the rest of the group mostly like and dislike the same foods? Ask children to share how their friends influence their food choices. Is the influence positive or negative? Give an example of a friend's positive influence on your food choices. A negative influence.

GAMES

DISCUSSION

Discuss with children how the decision-making skills they learned in Unit 1: Life Skills can help them resist the influence to make poor food choices.

HOME CONNECTION

Have children get their favorite family recipe from a family member for the VA activity and, if possible, take a picture with that family member for the cookbook.

FACT

Did you know that in 2000 obesity resulted in \$117 billion dollars in healthcare related costs?