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 be aware of how we act when wearing the hat. While wearing their angry hats, suggest some situations that may evoke anger such as “Dusty trample 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 with a wide variety of genres.

Anger: \textit{an} strong feeling of displeasure; to be \textit{mad}

Aggressive: \textit{forceful conflict} a disagreement or a fight

Audio of many classical music compositions including Ludwig van Beethoven’s Symphony No. 5 can be found at http://www.classicalforkids.com/teacheraudiotoclip.asp

\textbf{CONFLICT RESOLUTION}

\textbf{LESSON 3: ANGER MANAGEMENT}

\textbf{Key Message: Anger is a normal emotion and can be handled in a positive way}

\textbf{Lesson Objective:} The learner will practice ways to positively express anger.

\textbf{Introduction:} Ask children to define \textit{anger}. Clarify their responses. If necessary, ask which of the signs that someone is \textit{angry}? How do you feel when you are \textit{angry}? Explain to children that it is normal to feel \textit{angry} at times and often that 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 \textit{anger} caused a conflict. Could the conflict have been avoided? How could you have expressed your \textit{anger} in a positive way? Tell children that they can learn ways to redirect their anger and avoid confrontation. Remind children that feeling \textit{angry} is okay but acting out that \textit{anger} in a way that hurts themselves or someone else is not and will probably have negative consequences.

\textbf{Closing:} At the end of the lesson review the key message with children. Ask several children to share their feelings about the key message.

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.

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.

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

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.

Hands Are Not For Hitting by Martine Agnus

When Sophie Gets Angry—Really, Really, Angry! by Molly Bang

Dramatic Arts

Music and Movement

Games

Visual Arts and Crafts

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NUTRITION

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

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

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 voted? 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.

FACT

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