



# **We All Get Mad (sometimes)**

TEACHER'S GUIDE



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## Lessons & Activities

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### What Makes Me Mad?

**Subjects:** Social  
**Grades:** pre K - 3  
**Style:** Visual/Auditory/Experiential/Kinesthetic

#### Concepts:

Children will identify what makes them mad.

#### Lesson:

##### Measuring Mad

In this lesson plan children explore what makes them feel mad. By understanding what makes them feel mad, children can identify and learn the signals that precede it and take control faster.

#### Mad Meter

1. Pass out the worksheet below.
2. Have children write the three things that make them mad on the top three lines.
3. Have children write the three things that are the most relaxing to them on the bottom three lines.
4. Have the children color the thermometer using their favorite calm colors and angry colors.

#### Mad Maze

As an additional activity have the children navigate the maze from angry to calm.



## Lessons & Activities

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### The I feel ... Chart

**Subjects:** Social  
**Grades:** pre K - 3  
**Style:** Visual/Auditory/Experiential/

**Concepts:**  
Children will identify their emotions.

**Materials:** The worksheets The Emotion Chart for Girls and The Emotion Chart for Boys.

**Lesson:**

Pass out the charts (boy charts to boys and girl charts to girls) and have your students record how they feel each day, for one week. Ask them to write one thing they did because of that feeling. At the end of the week talk about how they felt during the week. What emotions were the strongest?

**Hints:**

It may be helpful to attach the charts inside of a daily journal.

Use the charts like weather charts. Collect data about emotions and make a classroom emotion chart using the results of the individual charts. On a field trip everyone may have been happy, but on a rainy day many children may have felt sad, frustrated or angry. Make correlations between events and emotions and what can be done when children feel unhappy.








In circle time for pre-k students ask students to hold up their charts and tell how they felt today.

**Special Education:**

For SPED students with difficulty understanding facial expressions, check the facial expression. Be sure it matches the emotion experienced.



# Feelings Chart for Girls








	sunday	monday	tuesday	wednesday	thursday	friday	saturday
What I felt							
What I did							

This week I felt mostly: \_\_\_\_\_

\_\_\_\_\_



# Feelings Chart for Boys

	sunday	monday	tuesday	wednesday	thursday	friday	saturday
What I felt							
What I did							

This week I felt mostly: \_\_\_\_\_

\_\_\_\_\_



## Lessons & Activities

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### Breathing Exercises

**Subjects:** Social  
**Grades:** pre K - 3  
**Style:** Visual/Auditory/Experiential/Kinesthetic

**Concepts:**

Children will identify how to identify an angry feeling in themselves and in others.

**Lesson:**

In this lesson plan children will learn how to breathe deeply and practice relaxation.

**Directions:**

1. Collect things that smell good.

IDEAS:

- A cotton ball with vanilla extract.
- Pine cones.
- Peppermint candy.
- Scented candles.
- Scratch and sniff stickers.
- Orange or lemon zest.
- Air freshener sprayed onto a paper towel.

2. Ask the children to choose a scent they like and then take 5 deep breaths through their nose. With each breath silently count to three then exhale. The smell will encourage the children to take deep breaths through the nose.
3. Have the children exhale slowly each time they take a deep breath.
4. Additionally; you can use candles as a way to practice breathing out. Have the children hold unlit candles in front of them and pretend to blow out the flame.
5. Next have the children close their eyes and think about something that makes them calm. Create a picture of the idea or thing that makes them calm.





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In circle time for pre-k students ask students to hold up their charts and tell how they felt today.

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## **Discussion Questions**

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*After watching the video, ask students to write their answers to the following questions on a separate piece of paper or discuss the questions in a group or one on one setting.*

*Learning Styles:* Auditory, Verbal

*Intelligences:* Verbal/Linguistic, Interpersonal

### **Catch Your Anger, Then Cool Off**

1. Can anger make you do or say things that are hurtful?
2. What are a few of the ways Katie can tell she is feeling angry?
3. What happened differently when Katie caught her angry feelings?
4. What are some ways that you can tell that you are getting angry?
5. How did Katie cool off? Can you think of other ways to cool off?

### **Move Your Body**

1. How did walking away help Anthony at the playground?
2. How did Anthony cool off?
3. What are some other ways you can move your body to cool off?
4. Have you ever felt angry at someone like Anthony did? What did you do? What did you learn by watching Anthony handle his anger?

### **Talk About Your Angry Feelings**

1. What happened to Sue when her brother and friend came into the room?
2. When Sue told her friend about her angry feelings what happened?
3. Why is it a good thing to tell a grown up about your angry feelings?

### **General discussion:**

Name one way you will try to catch your anger the next time you get angry.

Tell a friend how it made you feel the last time your were angry.

Listen to your friend tell you what it was like when they got angry

Does your body feel different when you are angry? Look in the mirror and make an angry face then count to ten. How did counting to ten make you feel?

What are some words you use to describe feeling angry?





## DISCUSSION QUESTIONS ANSWER KEY:

### Catch Your Anger, Then Cool Off

1. Can anger make you do or say things that are hurtful?

**Yes. It can lead to hurting others physically and mentally.**

2. What are a few of the ways Katie can tell she is feeling angry?

**Her tummy hurts, her muscles get tight, she breathes fast.**

3. What happened differently when Katie caught her angry feelings?

**She was able to say what happened, and while she was still angry, no one else was hurt with words or hands.**

4. What are some ways that you can tell that you are getting angry?

**This is subjective. Let children express how they know they are getting angry.**

5. How did Katie cool off? Can you think of other ways to cool off?

**She counted to ten. Say the alphabet. Allow children to answer in any way they see fit within reason.**

### Move Your Body

1. How did walking away help Anthony at the playground?

**He was able to avoid saying or doing anything hurtful.**

2. How did Anthony cool off?

**He walked away and then did chin ups.**

3. What are some other ways you can move your body to cool off?

**This is subjective. Let children express how they can cool off.**

4. Have you ever felt angry at someone like Anthony did? What did you do? What did you learn by watching Anthony handle his anger?

**This is subjective. Let children express answers one at a time.**

### Talk About Your Angry Feelings

1. What happened to Sue when her brother and friend came into the room?

**Sue got angry at her brother and friend because they bossed her around and took the tv.**



(continued)

2. When Sue told her friend about her angry feelings what happened?

**When Sue explained how she felt, she calmed down and caught her anger.**

3. Why is it a good thing to tell a grown up about your angry feelings?

**Sometimes grown up can resolve a situation that made you angry. It also helps you to cool down.**

**General discussion:**

Name one way you will try to catch your anger the next time you get angry.

Tell a friend how it made you feel the last time you were angry.

Listen to your friend tell you what it was like when they got angry

Does your body feel different when you are angry? Look in the mirror and make an angry face then count to ten. How did counting to ten make you feel?

What are some words you use to describe feeling angry?

**These questions have no specific answers. Allow for expression and where groups are called for, keep them small.**

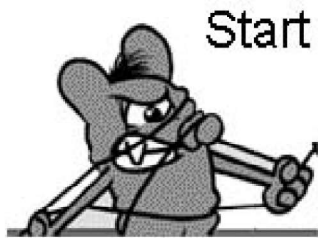


## Mad Maze

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

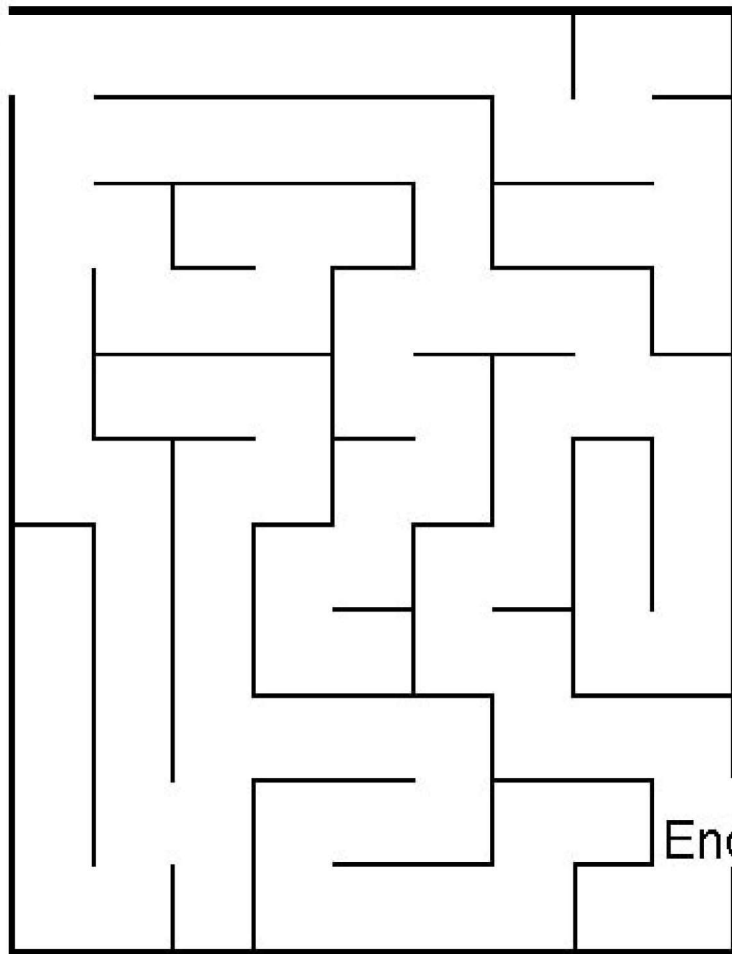
### DIRECTIONS:

Help the monsters go from angry to calm by finding your way through this maze.



Start

When you  
feel mad  
and angry...



remember to  
breathe deep  
and stay calm

End





**DIRECTIONS:** Color in the thermometer with calm colors at the bottom and angry colors at the top. List three things that make you mad, and then list three things that make you calm.

Things That Make Me Mad

MAD

CALM

Things That Help Me Relax