Lesley Hayman’s Character Education Week Long Unit
DAY 4 – WARNING SIGNS OF ANGER

Objectives:
Students will recognize anger signs and begin formulating ideas about how to handle angry situations.

Materials needed:
• Markers, crayons, colored pencils for each student
• Drawing Paper
• Note cards
• Literature connection *Enemy Pie* by D. Munson, C. King

Time: Approximately 45 minutes

Procedure:
1. Review yesterday’s lesson by sharing the class book with the students. Congratulate them on working together to achieve a valuable classroom resource. Ask the student how they feel we, as a class, could use the book. Make the book accessible to all students.

2. Picture walk and read the book *Enemy Pie* to the class. Be sure to have prereading and postreading discussions on the illustrations and story line. Discuss why the boy thought Jeremy was going to be an enemy. Talk about signs a person can see when telling if someone is going to be their enemy, or if someone is very angry. Discuss that sometimes even friends can get angry, not just enemies.

3. Make a class list of signs that a person is angry. Discuss looking at a person’s body and at a person’s face (from a prior character education lesson). Examples may include, red face, frowning, slanted eyebrows, clenched teeth, clenched fists, stomping, shaking head, etc. Teacher should record these on note cards.

4. Divide the students into groups of 3. Each group is to have a note card with an anger sign. The group is in charge of completing three tasks involving their anger sign. The group is to come up with:
a. A physical portrayal of the sign (acting it out)
b. A mini-poster (on drawing paper) of the sign for display
c. A short written (2 or 3 sentences) and illustrated solution to how a person can handle a situation with someone who is showing the anger sign.

Give students about 20 - 25 minutes to complete the tasks. Make sure to have the 3 expectations clearly posted for all groups to see. Teacher should walk around and intervene when necessary, making sure all students are on task and participating.

5. Have each group share their work with the rest of the class, acting out their anger sign, sharing the mini-poster, and reading their solution. Invite other suggestions from listening students as well.

6. Introduce the STOP, SAY, SOLVE method (mini-posters included at the end of this lesson plan). Hang these up and inform student that they will be discussed in the next lesson. Students should look over them and think about what they could mean.

7. Display all student work in the classroom.

Reflections: Reflect on the lesson after it has been presented to the class.

POSITIVES:
NEGATIVES:
WHAT TO CHANGE:
WHAT TO KEEP:
When you start to feel angry, STOP what you’re doing.

Take a deep breath.

Count to 10.

Walk away if you need to.
#2 - SAY!

SAY what you’re angry about.

Tell others why you’re angry.

Use kind but firm words.

“ I don’t like…”
“ It’s not fair when…”
“ I’m angry because…”
#3 - SOLVE!

SOLVE the problem by letting others know what you want changed.

"Can’t we do ... instead?"
"I have an idea..."

Be open! Others may have ideas, too. Listen to them.

If it’s not getting solved, get a teacher to help.