Unit Overview

For my final project I created a practical week-long unit on anger management and behavior education. The unit will encompass many of the philosophies and techniques studied during this course including (but not limited to): learning styles, inclusion students, reinforcements, social differences, cross-curricular learning, and social foundations. Included in the unit are the following materials: an interactive PowerPoint, worksheets, poster examples, parent connection, and five-day lesson plans. This unit is in conjunction with the behavior education lessons already established in the school Kindergarten through third grades by the physical education teacher.

After four and a half years of teaching in lower elementary grades I have noticed many situations where students need social behavior remediation and anger management skills. School is a unique environment where there are considerably more peers than adults. In order to promote a positive learning environment where students can feel open and comfortable learning and sharing they must learn to function in this unfamiliar setting. By using what I have learned about curriculum development and design, I plan to use this unit in my classroom as a more intense study to the character education plans already in place. I will share this unit with the other grade level teachers in my school district (all in the same building) and assist them in presenting this unit. The lesson will also be brought to the district curriculum director for review and approval.

Lesson One Summary

In lesson one the students are introduced to different scenarios that may in a typical day. Many of the scenarios, called scenes in the PowerPoint, are actual examples from my own teaching experience. The students will interact with a multimedia in order to make choices about how they would act in a certain situation. The multimedia is set up so struggling readers may listen to the story, rather than read it on their own. The students are also required to make choices. When there is an apparent “right” answer, the
outcome isn’t always to the readers’ favor. This will be discussed in a whole group setting.

Students are then placed into five smaller work groups. Smaller groups allow for more open expression of ideas, providing an increase of individual participation. Students are given one of the scenes from the PowerPoint and are asked to come up with a different choice that could be made and the possible outcome. This promotes collaboration and cooperation within a small group setting. The teacher should observe and conduct an informal assessment of any students that can not work cooperatively in a small group situation. The teacher should facilitate and intervene if a particular group is struggling, but only after the group has tried to solve the problem on their own. The groups are allowed a choice of presentation project, catering to different learning styles. A group may choose to do a poster (visual learners) and/or a short skit (artistic and kinesthetic learners). All students are expected to participate and the teacher should make sure that every student is given a fair opportunity within the group. Students on individual education plans and developmentally handicapped children in the classroom can participate easily in this assignment by helping make choices, creating artwork and providing solutions to problems from their own experiences.

Students will present their projects to the whole group. Listening students are encouraged to offer complements and positive suggestions. Tangible projects such as posters and books will be displayed in the class display area. Skits and readings can be recorded for the yearlong multimedia presentation and electronic portfolios. Students will be offered praise and positive comments for their hard work.

Lesson Two Summary

At the beginning each lesson the prior lesson will be reviewed in order to reinforce what was learned. Students will listen and follow along with a book, addressing audio learners. If multiple copies of the book can be obtained in the library students may follow along with their own copy, addressing visual learning. IEP students and DH students will be given a large print copy when available.

Students are asked to individually define a familiar word. The teacher uses modeling to demonstrate the lesson goal by creating an example in front of the whole
group. Students have the choice to write and/or draw what they feel the given word means. A short language arts lesson about the dictionary and definitions will be conducted incorporating English skills. Students will gather in small groups to share their work. Every student is expected to participate.

Students are asked to visualize a personal experience and write or draw about a time when they were very angry. Students will draw or write about how they worked through their anger, whether it was positive or negative. Homework is assigned to increase parent involvement in student learning.

**Lesson Three Summary**

Lesson three introduces a science component by adding a Venn diagram. Students are to complete some individually and some with a partner. Lesson three contains a very important literature lesson, using literature to explain a form of “reverse psychology” by showing students what NOT to do when making friends.

Students create a class book. This ties in literature response. IEP/DH students are allowed to create a picture only, while gifted students are challenged to think of a second scenario or help design the cover of the class book in the same style of the original artwork by the illustrator. The class book will be displayed with the original literature at open house and Artist’s and Author’s Night.

Any work that does not get completed during class time is taken home for homework and parent involvement.

**Lesson Four Summary**

Lesson four recognizes signs of anger in other people. Students list and create posters and skits showing signs of anger. Students get a brief introduction to personal anger control using the stop, say, solve method. Lesson four involves whole group instruction and small group cooperation. Giving students the opportunity to work together in small groups will provide practical application of skills being learned. The teacher should try to vary the groups from activity to activity exposing students to a wide range of peers and avoid placing good friends together in groups when possible.
Lesson Five Summary

Lesson five involves practical implementation of learning by using the “stop, say, solve” method. Students role play situations with assistance from the teacher. This is a very active and fun activity. A review of the unit is discussed. The whole group discusses how to use this information all year long and in their everyday lives.

OPTIONAL Unit extension:

As a reward for completing the unit students can watch the Elkind+Sweet Communications / Live Wire Media Popcorn Park Anger Management video while eating popcorn. These videos may be available at your school, local library, or media center. They are also available for purchase at [http://www.goodcharacter.com](http://www.goodcharacter.com). The videos include discussion questions and lessons that supplement this unit. This is the behavior education plan currently used in my district for grades K – 3 in conjunction with the physical education teacher. I have also included a list of valuable student literary works for this unit. These books may be used in conjunction with the lesson through individual reading, small group reading, homework, or however the teacher feels they are necessary and appropriate.