

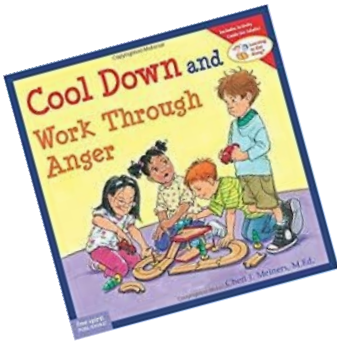


# ABC TK/Kindergarten

YEAR1

## Book of the Month

## Key Phrase



Title: Cool Down and Work Through Anger  
Author: Cheri Meiners  
Illustrator: Meredith Johnson  
Publisher: Free Spirit

Keep Your Cool



## BOOK SUMMARY

*Cool Down and Work Through Anger* helps children recognize the emotion of anger and its underlying feelings of frustration, anxiety, and worry. It divides anger management into three sections: understanding anger, processing anger, and resolving anger. This gives students the opportunity to identify what they are feeling, practice self-calming techniques, and to take steps to understand how someone else is feeling. It also introduces the concept of forgiveness and making an apology. Students will learn about the physical changes they may feel in their body when feeling angry and specific tools to help them *cool down* and cope with their anger in appropriate ways.



## FRAMEWORK

### Social and Emotional Learning (SEL):

Self-Awareness (identify emotions, self-perception/identity)

Self-Management (ability to harness one's emotions, thoughts, and behaviors effectively to achieve goals)

### Developmental Assets:

Support - #2 Positive Family Communication

Social Competencies - #32 Planning and Decision Making, #33 Interpersonal Competencies, #35 Resistance Skills, #36 Peaceful Conflict Resolutions

Positive Identity - #37 Personal Power

### Developmental Relationships:

Provide Support - Navigate, Set boundaries, Empower

Share Power - Respect Me, Collaborate



## GOALS

- Students will identify, acknowledge, and express feelings of anger in safe and controlled ways.
- Students will recognize the physical signs of anger.
- Students will learn tools to calm down and cope with their feelings of anger.
- Students will take steps to forgive and *offer second chances*.



## KEY IDEAS

Emotions are fundamental to successfully navigating the world. They give us information about what is happening inside of us. Emotions are messengers that deliver information about what we need. If we ignore them, they will return in a more chaotic way, so it is best to pay attention and respond to meet our needs. Feelings of anger indicate that something is unjust or wrong, in one's space, or something is being disrespected. In order to move through this emotion, a person needs to have boundaries, justice, change, agency, and respect. In this lesson, students will learn to experience anger, be in control of their responses, and feel successful with self-calming tools.



## CONVERSATION STARTER

Four- to five-year-olds love routine and consistency. Start your ABC lesson with the same opening:

- (Volunteer) Smile and say, "Hi, I am \_\_\_\_\_, your Project Cornerstone reader and I'm so happy to be back with you today. How do we start our lesson? Yes, that's right. We are going to chant *One Little Finger!*"
- *Put 1 finger of right hand and 1 finger of left hand and say:*
  - One little finger, one little finger
  - two little fingers tap, tap, tap (fingers tap each other.)
  - Wave them up high, wave them down low
  - Put them in your lap, lap, lap
  - Two little fingers, two little fingers, four little fingers, tap, tap, tap
  - Wave them up high, wave them down low
  - Put them in your lap, lap, lap
- (Volunteer) Bring out your puppet. "Do you remember \_\_\_\_\_, my puppet?"
- (Puppet) "Wow, you are wonderful singers, and that song is like magic, because I see hands in laps, and it looks like you are ready to listen! I missed you! Raise your hand if you did something to make a friend? Raise your hand if you smiled and said hi. Give me a thumbs up if you helped someone. That's great! I see a class full of friend makers!"
- (Volunteer) "Well, \_\_\_\_, today we are going to talk about what to do when we feel angry. Can you think about a time when you were angry?"
- (Puppet) "Hmm, well I got really angry at my little brother the other day. I was building a block tower, and it was getting really tall. I was so proud of it. I was about to break my own record for the tallest tower I've ever made and then my brother came flying by, way too close, even though I had already warned him sooo many times to be careful, and he knocked over my tower!"
- (Volunteer) "I bet you were angry after that."
- (Puppet) "I was really, really, mad! I yelled and screamed at him!"
- (Volunteer) "Wow, it seems like you are getting angry right now, just talking about it."

- (Puppet) "You're right! I am!"
- (Volunteer) "So, let's take a moment so you *can cool down*. Let's take some slow deep breaths. Breathe in, now exhale slowly. Everybody let's try this together. Let's try that again (repeat) and now one more time (repeat). How are you feeling now?"
- (Puppet) "Whew! I feel better. Deep breathing helps."
- (Volunteer) "It does help \_\_\_\_\_ and with our book today, we are going to learn about other ways that we can cool down when we're angry. We will also talk about how your body feels and changes when you get angry."
- (Puppet) "My face got really hot!"
- (Volunteer) "Yes, that is one of the ways your body may react when you get angry. It is a sign that you need to cool down and work through the anger. The book today is going to help us learn ways to do just that!"
- (Puppet) "I would like to learn some ways, because screaming at my brother just got me in trouble with my mom."
- (Volunteer) "Let's get to our story then. Say goodbye \_\_\_\_\_." Return your puppet to the bag or container.



## READ THE BOOK

Show students the book and read the title and the author's name.

- Say, "This book is about feeling angry, cooling down, and working through your anger. Look at the cover of this book. Someone is angry. What color shirt is the angry person wearing? How can you tell the person is angry?"
- Ask, "How do you feel when you start to get mad? What changes do you feel in your body?"
- Talk about how we all feel mad sometimes and being mad is a feeling everyone has.
- Say, "Sometimes when we get angry, we aren't sure what to do. Today we are going to learn some simple ways to manage our angry feelings."

As you read the book:

- Practice the cool down techniques with the students as you read them (breathing, counting to 10, simple yoga). Choose one for the TK students.
- Role-play the words to *making a genuine apology* with the students.
  - Model calming down, thinking about what happened, use an "I statement."
  - "I felt \_\_\_\_\_ when you \_\_\_\_\_."
  - Then listen to what the other person says.
  - End with the words, "I'm sorry I \_\_\_\_\_. I will \_\_\_\_\_."

After reading the book, if the TK students are showing signs of restlessness, go to the closing and end the lesson.



## DISCUSSION QUESTIONS

You can ask questions after you have finished the book or ask as you go along. Asking as you read the book can help keep students engaged if they are getting distracted.

1. How can you work through your anger?
2. What do you like to do to calm down?
3. Why is it important to say, "I'm sorry"?
4. What does it mean to forgive someone?
5. How does saying "I'm sorry" or forgiving someone help you get along with other people?



## ACTIVITY OPTIONS

TK

### Flower Candle

This is a breathing technique to cool down.

- Have the children hold one hand out in front of them.
- Say, "In this hand you are holding a beautiful flower. Imagine what it looks like, its shape and color. Hold it up and show me your flower."
- Say, "Now hold out your other hand. Imagine that in this hand you are holding a candle. Be very careful."
- Say, "I want everyone to take a nice, deep breath and smell the flower. Now, blow out the candle. Try it again. Smell the flower, blow out the candle."
- Remind them that when they are feeling angry, they can smell the flower and blow out the candle for some deep, calming breaths.

TK/K

### The Angry Balloon

Materials: A large balloon, *Cool Down Strategies* handout

1. Stand in front of the class with a deflated balloon. Ask the students for examples of what makes them angry (remind them of the no name rule).
2. With each answer blow some air into the balloon. As the balloon gets larger students will begin to react.
3. Ask, "What will happen with all this anger?" (It will pop. Just like you might "pop" and blow your top.)
4. Ask, "What can we do to calm this anger?" As students make suggestions you can release air from the balloon slowly with each response or after all the suggestions, let the balloon go.
5. If there is time, choose one of the strategies from the handout to practice as a group.
6. Send home the parent letter with the *Cool Down Strategies* handout attached. Have each student select one of the strategies that they will practice at home.

TK/K

### Ways to Keep Your Cool - Starfish Breathing

Materials: chimes, soothing music, darkened room

1. Play chimes to signify that it is time for a mindfulness activity.
2. Ask everyone to sit comfortably and remain quiet. You can play soft, soothing music if you choose. Turn down the lights.
3. Instruct, "Everyone hold up your hand, palm facing out (or palm facing me). Spread your fingers apart, like a starfish."
4. "With the pointer finger of your other hand, slowly trace your hand, up one side of your thumb and down the other and continue with each finger." Let them practice this.
5. "Now we will add our deep breathing. As you slowly trace up your finger, take a deep breath and as you trace down your finger, exhale slowly." Complete all the fingers, repeat if you like.
6. Remind students that this is a breathing technique they can use to help calm them when feeling angry, frustrated, or worried.



## CLOSING

- Today we talked about feeling angry and what we can do to work through the anger.
- Give me a thumbs up if you can think of one way to *cool down* your anger.
- Excellent! Now we are going to count to 3 and say, "Keep your cool."
- Wave goodbye, friends.



## SCHOOL WIDE EXTENSIONS

### **Cool Down Spot**

Set up a designated area in the classroom where students can go to cool down when they are feeling angry. Make the space inviting with a special rug, pillows, or soft seating. If space is available, have balls to squeeze, drawing materials, headphones for music, or other soothing objects to use. The more inviting an environment, the more students will be able to regulate and calm down in this space.