



Helping teachers work with children when they first return to education following major traumatic or life-changing events

Playing with Anger – Angry Animals

Designed for Ages	3 - 5 year olds
Adaptable for Ages	2 - 7 year olds
Learning Experience Description:	This is the first learning experience in the unit: Playing with Anger. This learning experience uses the picture book, <i>Anger is like Armour</i> , to help children explore anger. Children learn about the function anger can serve, how anger might feel in their bodies and healthy ways to express anger.
Te Whāriki (Aotearoa New Zealand Early Childhood Curriculum) Link:	Mana atua (Well-being) Mana reo (communication)
Te Whare Tapa Whā (Māori model for well-being):	Taha hinegaro (Mental & emotional)
Te Whare o Oro (Māori framework for understanding the brain):	Limbic system: emotional regulation, empathy, affiliation and tolerance.
Tapasā (Cultural competency resource for teachers working with Pacific learners):	Turu 1: Identities, languages and cultures
Materials: <ul style="list-style-type: none"> <input type="checkbox"/> A copy of <i>Anger is like armour</i> by Shona Innes Irisz Agócs. Or you can access a video reading of this book on YouTube. <input type="checkbox"/> <i>Optional</i> - Speaker x 1 <input type="checkbox"/> <i>Optional</i> - Audio of a tiger, dinosaur, magpie/crow and bee. Can be accessed via YouTube, cassette, CD, etc. 	
Things to consider: <p>This is the first learning experience in the unit – Playing With Anger. We encourage you to follow on with the second learning experience, Handling Our Anger. They do not need to both be facilitated on the same day.</p> <p>This learning experience has two parts. You can choose to facilitate both parts at the same time or spread them out over multiple sessions.</p>	
Prepare ahead: <p>This activity explores how anger feels, the role anger can play, and examples of how to express anger in a healthy manner. It can be helpful to model emotional regulation with students, but that means we need to understand our relationship with different emotions. Before facilitating this with children, it may be helpful for you to reflect on</p>	



your own relationship with anger – how it feels like for you, what purpose it serves, and how you express your anger in a healthy manner.

Instructions:

Part 1

1. Share with the children that we are going to be reading a book about anger. **Ask them to share if they know what anger is?**
2. **Read *Anger is like Armour*** to the children. You can provoke questions on each page. For example:
 - a. The page with the dragon that describes how anger can feel, ask the students what anger might feel like in their bodies.
 - b. The page where they are blowing bubbles, you could ask “Why do you think that the bubbles pop so easily? How could you make bubbles not pop? If we’re gentle with bubbles, can they last a little longer?”
 - c. The page that depicts the animals telling an adult and that ends with the line “and makes us do things that gets us in trouble,” you could ask “who is someone you could go to for help/who helps you when you are feeling angry?”
3. Stop reading on the page with the bears which states “As soon as we feel anger in our body we need to stop and watch. Sometimes we need to take a nice, calm, slow breath out.”
4. **Ask the children: “What are some ways that we can express our anger that do not hurt ourselves or anyone else?”** They may share examples of going for a run, hitting a pillow, talking to someone, jumping up and down.
5. Give the children an opportunity to collectively **practice the examples** they have shared. You can also suggest and practice the actions from the book i.e. scrunching their muscles and releasing them; breathing; exercise; telling someone.
6. Return to reading the book until the second to last page that states: “It can be hard when we are angry, but we can remind ourselves of all the good things about us and all the good things about other people.”
7. Read the last page of the book: “Every time we get angry we can learn a little bit more about ourselves.” **Share with the children how there’s nothing wrong with getting angry. There are things our anger can teach us.** We just need to make sure that we are expressing our anger and expressing it in a way that does not hurt ourselves or others.

Part 2

1. Show the book to the children: "Like it said in the story, anger can bring us lots of energy. It can make even small insects like bees strong and powerful."
2. Ask the children: **"What does a bee do when it is angry? Why might it sting someone?"** (i.e. Maybe stealing honey).
3. Share with the students: "It is okay to be angry from time to time. Anger is actually one of the ways that we can protect ourselves like armour." Read the first pages of the book about the bee.
4. Ask the children: **"How did the bee protect itself when it got angry or scared?"**
5. Ask the children: "Can you think of other examples of how other animals might protect itself?"
6. Let the children know that we are going to **play a game where we act out different animals**. The first animal we are going to act out is a tiger.
7. Ask the children: **"can you show me with your bodies how a tiger moves?"** Remark on how children are using their bodies to make the actions of a tiger. For example, "I see Sue spreading her fingers wide to make pretend claws."
8. Ask the children: "can you show me with your bodies how might a tiger move when it feels angry? How big are their movements when they are angry? What parts of our bodies can we use to show these movements? At what speed does a tiger move when it is angry?"
9. Ask the children: **"what sound may a tiger make if they are angry?"** Invite the students to act out the actions and sounds of an angry tiger.
(You may also want to remind students that in this game we are respecting each other's physical space by keeping our hands to ourselves).
10. **Repeat #2 & #3 for a dinosaur, magpie or crow, and a bee.**
11. Now that the children are familiar with how to act out the animals/insect, you can let the children know we are going to play a game where you (the teacher) will **play the sound of one of the creatures above (tiger, dinosaur, magpie and bee) and the children can freeze where they are and make the actions and sounds of that animal.** *Note: you can look up the sounds of these animals on YouTube. If you do not have access to play the sounds, you can say the name of the animal aloud or make the sound of the animal.*
12. Collect the children into a final discussion about why animals might make angry gestures and sounds. Example questions:
 - a. Why might the tiger make an angry roar?
 - b. How can we know when an animal might be feeling angry?
 - c. When might it be a good thing for an animal to get angry?
 - d. What are some things that we can do as people when we are angry?