



Stay Cool!



'Staying Cool' Course – Session 1.(aprox. time 30 – 45 mins)

Date:

Assistant:

Aim: To help the children to identify positive aspects of behaviour and consider how they can develop such behaviour to help others to feel good. Pupils will also identify negative aspects of their behaviour and consider the effects on others.

With a group of 6 children sit around a table (ideally this should be circular).

Refer to the circle time rules – explain/remind them of these.

* Only 1 person speaking at a time.

* You may pass if you wish.

* Only speak when you are holding the special object.

* No one must laugh at another person's contribution.

Using the special object go round the group and introduce yourself – my name is.....

Follow on with the statement – I am good at.....

Do a quick mix up game.

Go on to put the children into pairs and ask them to find out off each other 1 thing that a friend does that makes them feel happy – each must then report back to the group.

Go on to things that relations do to make us happy etc.

Play another mix up game before going on to things that teachers do and finally things that other people do.

Using this information or their own ideas ask them to complete the work sheet 'things that people do to make me happy'.

Repeat the same process with things that makes us sad/unhappy, as before remembering to do a mix up game in the middle to ensure interaction between all group members.

Again go on to complete the worksheet.

Show the large feelings pictures and ask "which feelings are being expressed"?

Give out the feelings diaries and explain their task for the week – they must choose 1 day in the coming week and fill in the diary, 4 separate incidents/activities etc for the morning/afternoon and at home. The face should be filled in to express the appropriate feeling, they should also state where they were and what they were doing
IT IS IMPORTANT that you tell the children not to include names at this point.

Theses should be brought in for the next session.

End the session with a lighter circle time game – if I won the lottery I would.....

Materials needed:

'Special' object.

'Things that people do that make me happy' worksheets x 6.

'Things that people do that make me sad' worksheets x 6.

Large feelings pictures.

Feelings diary x6.

Pencils x6.



'Staying Cool' Course – Session 2.(approx. time 30 – 45 mins)

Date:

Assistant:

Aim: To help children to identify potential 'triggers' that may cause anger and to help them to understand that anger has consequences – anger costs.

With a group of 6 children sit around a table (ideally this should be circular).

Refer to the circle time rules – explain/remind them of these.

- * Only 1 person speaking at a time.
- * You may pass if you wish.
- * Only speak when you are holding the special object.
- * No one must laugh at another person's contribution.

Using the special object go round the group and do a general 'greeting':

good morning /afternoon

Play a quick game of I went to the market and I bought..... (this will focus upon their listening skills).

Ask who has remembered their feelings diaries and praise as appropriate – go on to give every child the opportunity to share some of their diary and open up for discussion within the group.

Play a quick mix up game and then introduce the 'angry' picture – go round the group and ask for an instance when they felt angry recently, adults join in as well !

Go on to put the children into pairs and ask them to find out off each other 1 thing that a friend does that makes them feel angry – each must then report back to the group.

Play another mix up game.

Go on to things that relations do to make us angry etc.

Using this information or their own ideas ask them to complete the work sheet 'things that people do to make me angry'.

Introduce the thermometer and ask the children to choose 3 of the things that made them angry (from previous sheet) and help them to mark on the thermometer, with a red pencil, how mad they think they might get in that situation. Choose an incident that scores high and DISCUSS – why does 1 situation make them angrier than another? etc. As a group then decide what else might have been done other than getting angry.

Go on to introduce the concept that anger costs – showing the 'Anger Pie' and explain that every time we get angry an area of our life is affected, encourage the children to think of an instance when they really got angry and what happened to them and things / people around them. Help them to fill in their own Anger Pie using this information.

Finish with a game of – instead of getting angry next time I will.....

Materials needed:

'Special' object.

'Things that people do that make me angry' worksheets x 6.

Thermometer worksheets x 6.

Angry pies x 6

Pencils x6.



'Staying Cool' Course – Session 3.(approx. time 30 – 45 mins)

Date:

Assistant:

Aim: To help children understand that anger has consequences and to learn that actions may act as 'triggers'. To explore ways of defusing their anger.

With a group of 6 children sit around a table (ideally this should be circular).

Refer to the circle time rules – explain/remind them of these.

- * Only 1 person speaking at a time.
- * You may pass if you wish.
- * Only speak when you are holding the special object.
- * No one must laugh at another person's contribution.

Using the special object go round the group and do a general 'greeting':

good morning /afternoon

Play a quick mix up game.

Ask the children to think of 1 thing that they have done during the week that has been helpful to someone, put the group into pairs and ask them to find out what that thing was, from their partner and relay it back to the group.

Introduce the 'bomb' and 'match' picture – explain that the bomb represents their anger and that the match is their trigger (the thing that causes them to 'explode').

Discuss what happens when the match lights the fuse – it / they explode!

Using the bomb and match worksheet ask each of the children to write inside the match 1 thing that they think triggers their anger or lights their fuse. In the bomb ask them to describe what happens when they do explode – how do they feel? what do they say? etc.

Discuss the work within the group and encourage them to fill in their sheets if they haven't yet been able to do so.

Talk in general about the concept of preventing the 'bomb' going off once it has been lit, or the concept of the match not reaching the fuse in the first place.

Go round the group and ask for suggestions of how they can put out the fuse – adults contribute as well; go around as many times as you feel necessary.

With this information ask them to complete the worksheet 'someone has lit your fuse' – look at and discuss some of the answers –

Has anyone tried them?

Do they work?

Would anyone try them next time they feel themselves becoming angry?

Finish with a circle game of....next time my fuse is lit I will.....

Materials needed:

'Special' object.

Pencils x6.

Bomb and match worksheet x 6.

Bomb and fuse worksheet x 6.



'Staying Cool' Course – Session 4.(approx. time 30 – 45 mins)

Date:

Assistant:

Aim: To assess the effectiveness of strategies suggested / explored. To recognise and understand own body's reaction in relation to anger.

With a group of 6 children sit around a table (ideally this should be circular). Refer to the circle time rules – explain/remind them of these.

- * Only 1 person speaking at a time.
- * You may pass if you wish.
- * Only speak when you are holding the special object.
- * No one must laugh at another person's contribution.

Using the special object go round the group and do a general 'greeting':
good morning /afternoon

Intro game – I got angry when..... (ask them to recall 1 instance when they have been angry during the week), do this in pairs and ask them to feedback to rest of the group.

Play a quick mix up game – again in pairs ask them to find out what their partners did in these instances, relate back to group.

Pick out a couple of these incidents and open up to a group discussion – did they work? What were the consequences of how they acted? etc.

Introduce 'Stay Cool' booklet and ask them to illustrate P.1 and then go on to complete P.2 from discussion in previous lessons.

Brainstorm using a large piece of paper how do they know when they are getting angry? E.g. go red, grit teeth, shake, raise voice, etc.

With this information fill in P.3 and explain that these are our warning signs and encourage them to look out for these signs – in themselves or others.

Remind them of some of the strategies to defuse anger and ask them to try some of them out again.

End with 'pass a compliment' – each person must think of something nice to say about the person on his or her right and left.

Materials needed:

- 'Special' object.
- Stay cool booklets x 6.
- Coloured pencils or felt tips.
- Pencils x 6.



'Staying Cool' Course – Session 5.(approx. time 30 – 45 mins)

Date:

Assistant:

Aim: To encourage the group to explore more acceptable ways of dealing with anger. To introduce a fictitious 'problem', giving them the responsibility of resolving it.

With a group of 6 children sit around a table (ideally this should be circular). Refer to the circle time rules – explain/remind them of these.

- * Only 1 person speaking at a time.
- * You may pass if you wish.
- * Only speak when you are holding the special object.
- * No one must laugh at another person's contribution.

Using the special object go round the group and do a general 'greeting': good morning /afternoon

Go around the group and encourage them to state an instance since the last session where they became angry – what strategy did they use / what was the result? etc.

Introduce the letter (to the agony aunt /uncle) – read through it with them and split into 2 groups, give each group a copy of the letter, a piece of paper and a pencil. Ask the 2 groups to work at writing a response to the letter, remind them of responsibilities of being an agony aunt / uncle.

Ask each group to choose a spokesperson to feed back – open up the suggestions to discussion.

In the 'stay cool' booklets complete P.4 & 5.

Play a mix up game and play 'pass the compliment' – to the left and to the right.

Give out the stay cool bookmarks and encourage them to continue with different strategies to control their anger.

Materials needed:

- 'Special' object.
- Pencils x 6.
- Stay Cool booklets.
- Coloured pencils or felt tips.
- Stay Cool bookmarks x 6.
- 'Agony aunt/uncle letter x 2.
- 'Dear angry girl' sheet x 2.



'Staying Cool' Course – Session 6.(approx. time 30 – 45 mins)

Date:

Assistant:

Aim: To evaluate work / things taught in previous sessions and to complete their own 'stay cool' booklet.

With a group of 6 children sit around a table (ideally this should be circular). Refer to the circle time rules – explain/remind them of these.

- * Only 1 person speaking at a time.
- * You may pass if you wish.
- * Only speak when you are holding the special object.
- * No one must laugh at another person's contribution.

Using the special object go round the group and do a general 'greeting':
good morning /afternoon

Go around the group and encourage them to state an instance since the last session where they became angry – what strategy did they use / what was the result? etc.

In the 'stay cool' booklets talk through P.6 and go on to illustrate P.7.

On P.9 ask them to draw or write in their favourite place in the thought bubble.

Illustrate P.9 & 10 and ask them to fill in their own answer (P10).

Brainstorm how controlling our anger makes us feel – pleased, proud, surprised, relieved, happy, etc.

Using these answers go on to fill in P.11.

Suggest they fill in P.12 on their own – it may be something they want to share with parents/teachers etc.

Go around the group and ask for each persons view on what they feel they have learned throughout the course – has it helped?

Congratulate them for completing the course – give out booklets, certificates etc.

Encourage each person to continue with the strategies learned.

Materials needed:

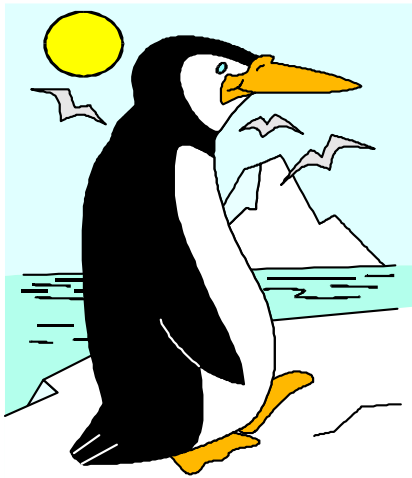
- 'Special' object.
- Pencils x 6.
- Stay Cool booklets.
- Coloured pencils or felt tips.
- Stay Cool certificates x 6.



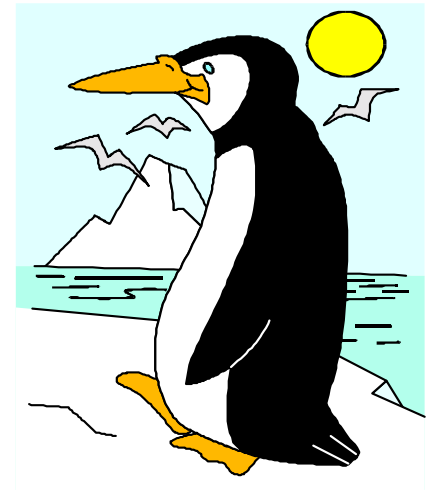
This is to certify that

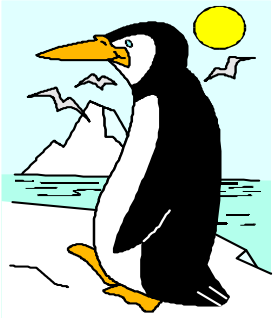


has successfully completed the
'Stay Cool' course.



Congratulations!





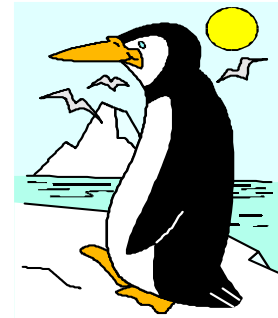
**To stay cool I
will.....**

- 1. Count to 10**
- 2. Think of something nice.**
- 3. Walk away.**
- 4. Talk about it.**
- 5. Take a deep breath.**



**To stay cool I
will.....**

- 1. Count to 10**
- 2. Think of something nice.**
- 3. Walk away.**
- 4. Talk about it.**
- 5. Take a deep breath.**



**To stay cool I
will.....**

- 1. Count to 10**
- 2. Think of something nice.**
- 3. Walk away.**
- 4. Talk about it.**
- 5. Take a deep breath.**