

SCENARIO 8 OF 10

IN THE KINGDOM OF FEELINGS

ANGER

The Storm of Anger over the Kingdom



SCENARIO CARD

Diary entry

OBJECTIVE OF THE CLASS

Recognising and naming anger, coping with this feeling in oneself and in others

ACTIVITIES

- A letter from the queen – developing empathy.
- How do we experience anger? – talking about the symptoms of anger.
- How do we control anger and get used to it? – practising ways of controlling strong emotions.
- Controlled anger – a movement game and memory training activity.
- The seventh rule of the Kingdom of Feelings – introducing the principle: "We control our anger".
- Let's illustrate our anger – a movement game with a story about a dark cloud.
- Energy from anger – a conversation about how to transform anger into the energy to take a positive action.
- The ball of defeated anger – arts & crafts work.
- Mountain of Anger – putting a fingerprint on the flag and receiving a badge for the Resident's Card.
- How are we going to celebrate the Kingdom's birthday party? – brainstorming and stimulating creativity.



What is happening in this episode?

Heavy clouds are hanging over the Kingdom and a storm has broken out. A downpour has prevented the queen from returning home. The residents receive a letter from her, in which she expresses her anger and irritation at not being able to arrive in the Kingdom and meet the residents. The children talk about how they feel anger and try out six ways to deal with this unpleasant feeling. They also learn a poem that visualises the feeling of anger and makes it easier for them to return to balance. The residents establish the next rule of the Kingdom which is as follows: "We control our anger". They chase away the clouds of anger from the Kingdom and turn them into a ball to play with. They prove that anger can be transformed into the energy needed to take constructive actions. The residents, now calmer, propose and discuss ideas for celebrating the upcoming birthday of the Kingdom.

Preparation for the classes

TEACHING AIDS

- a letter from the queen
- flag template
- template of the badge "I know what anger is"
- a chest
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Cards

- a garbage bag or dark fabric
- an envelope
- a feather
- cushions
- sheets of paper
- crayons, markers
- dark clouds cut out of paper
- adhesive tape
- colour paper
- crêpe paper
- pieces of cloth and yarn
- ink and a sponge

Preparation of the scenery and props

Form a large cloud from a garbage bag or dark fabric and attach it to the scenery board so that it covers a part of the Kingdom (at least the mountains). Attach a slightly damaged envelope containing the letter from the queen to the board next to the residents' houses. Prepare sheets of paper and arts & crafts supplies.



LESSON PLAN

| A LETTER FROM THE QUEEN – INTRODUCTION

The children gather in the classroom and notice that their Kingdom is partly covered by a dark cloud and a letter is stuck near the residents' homes.

Ask the children what the dark cloud might mean. Point out that they were supposed to meet the queen today in the castle square and plan the celebration of the Kingdom's birthday, and she is not at the castle and a heavy cloud is hanging over the Kingdom.

Perhaps we can learn something from the letter that's probably in that slightly damaged envelope.

Read the letter to the children:

”

Dear Residents of the Kingdom of Feelings!

”

On the way back to the Kingdom, something terrible happened! A huge storm stopped me halfway down the road – there was a downpour, strong wind and lightning! Fortunately, my dog and I took shelter in the house of some good people who took us under their roof. Unfortunately, I can't get back on my way quickly because the storm has knocked over some trees which are blocking the road and I have no way of getting through at the moment. Although I know that the firemen will soon remove the trees from the road, I would very much like to be able to move them out of the way myself. I feel like kicking the branches that are standing in my way to you. I'd like to be with you so much! I keep shaking. I can feel my face burning, my cheeks are red. I was so eagerly looking forward to meeting you and planning our celebration! I've already thought of so many attractions, and here I have all these problems! I am even finding it difficult to write this letter, because I'm feeling so emotional that my hands are sweating. I feel so...! (The text is blurred here.)
Your Queen

Ask the children:

- What could have blurred the last words of the letter? What do you think, did a drop of rain fall on them or was it something else? And what words have been blurred out? What feeling was the queen writing about?

| HOW DO WE EXPERIENCE ANGER? – TALKING ABOUT THE SYMPTOMS OF ANGER

Invite the children to talk:

- Do you remember the last thing that made you angry? Tell me about this situation. What did you think then? What did you feel like doing, and what did you do?

After every volunteer has spoken, ask the children to think about it for a moment:

- What happens to us when we feel anger? How do you feel when you're upset, angry? How do you behave? What do you think? What do you want to do? Can you show me what you look like when you're angry?

| HOW DO WE CONTROL ANGER AND GET USED TO IT? – PRACTICING WAYS OF CONTROLLING STRONG EMOTIONS

Inform the children that the king was also angry when he found out that the queen and the dog could not return to him yet. Talk about your conversation with the king:

The king has shared some of his ways of dealing with anger with me. He uses them and that is why he managed to calm down and even went to take a nap! Would you like to know what methods of controlling anger the king told me about? How can we control anger?

Propose that the children start practising anger management immediately, in accordance with the rules of the Kingdom.

If necessary, you can once again discuss the rules of the Kingdom with the children before you start the exercises.

Present the next exercises, tell the students what they are about, and do them together with the children.

- **Deep breathing and counting to four** – take a deep breath and, breathing out the air, count in your head to four. You can show the numbers on your fingers. It slows down exhalation and calms the body down.
- **Keeping a feather in the air** – raise your hand high and release the feather from your hand, then hold it in the air only by blowing at it. In this way you focus on a specific activity that is not the source of anger, and you also regulate your breathing.
- **Releasing anger on a soft cushion** – show how to safely release anger on a cushion. Hit it with your hands when it is lying on the floor, then lift it, crush it and squeeze it tightly.
- **Crumpling a sheet of paper** – crumple a sheet of paper until it is a small ball of paper. Note that before crumpling, you have to make sure that no one needs it and that no important information is written on it.
- **Tear paper into pieces** – unroll some paper and tear it into small pieces, then throw them in the bin. You can also collect them, lift them up in your hands and let them go so that you can watch them fall slowly – as if they weren't carrying the anger with which they were torn apart.
- **Drawing anger** – take a large sheet of paper, draw shapes and patterns that come to your mind and tell the children that this is what your anger looks like – it is expressed through a drawing.

If the children in the group often get angry, you can propose that, as a form of play, they prepare a rescue kit against anger for themselves. Let each of them take a sheet of paper and draw a cross like on a first aid kit, then fold it and put it in their pockets. When they feel angry, they can take it out, crumple it or tear it without the fear of destroying an important piece of information or a document.

If possible, arrange a “corner of anger” in the classroom, which will be the space for experiencing and expressing anger. It should provide sheets of paper to tear or crumple, a dustbin, a soft cushion for hitting and crushing. In this place, the children will be able to express their anger without harming themselves or others.

| CONTROLLED ANGER – A MOVEMENT GAME AND MEMORY TRAINING ACTIVITY

Invite the children to recite a poem about anger together. As you recite, show gestures that the children are to repeat.

” Poem 1.

”

*When I am extremely mad, (tighten the body, curl up, clench your fists and purse your lips)
I fume, get red – it's really bad. (shake)*

” I want to break what’s within sight, (draw your clenched fists to the chest like a boxer) but I’ll resist with all my might. (loosen your hands, wag your finger to show you mustn’t and shake your head)
I take a breath – I am no fool, (take a deep breath)
I know how to get back my cool. (nod your head and show with a gesture that it’s a good idea) ”

” **Poem 2.** ”
When great fury fills my body, (shake)
I want to vent it on somebody. (pretend you’re getting ready to strike like a boxer)
But in spite of all this spite (tighten the body, purse your lips and clench your fists)
I’m gonna keep my head just right. (shake your head and relax)

| THE SEVENTH RULE OF THE KINGDOM OF FEELINGS – INTRODUCING THE RULE “WE CONTROL OUR ANGER”



Remove the Rules of the Kingdom of Feelings Card from the scenery board and start a conversation with the children:

Today I see that you are ready to agree on another rule applied in our Kingdom of Feelings. You have learned several ways of dealing with anger without harming yourself or others. This is a very important skill. We have the right to feel angry and nervous, but we have no right to show it in any way we can think of. That is why I propose that we write down the last rule applied in our Kingdom of Feelings: **We control our anger.**

Discuss with the children how they understand this principle. Give examples of how it can be followed and violated. Once you have made sure everyone understands the rule, write it down on the Rules of the Kingdom of Feelings Card and stick the Card back to the scenery board.

| LET’S ILLUSTRATE OUR ANGER – A MOVEMENT GAME WITH A STORY ABOUT A DARK CLOUD

Point out that the cloud has covered a part of the Kingdom. Say that sometimes it’s the same with anger – it covers our eyes and we stop seeing what’s around us. Invite the children to play:

Today we found so many ways of dealing with anger that the cloud can no longer stay over the Kingdom. We know what to do to make it go away.

Remove the cloud from the scenery board, give the children the clouds cut out of the paper and ask them to imitate you.

When we feel anger, it comes over us like a cloud (move the cloud taken off the scenery board so that it partially covers your face), we stop seeing well what’s around us. We get nervous, we feel our hands clenching on that cloud, we start stomping and finally we crumple the cloud into a ball (start stomping and crumple the cloud into a ball). And now we can see what’s around us. What are we holding in our hand? Can we do something about what’s left of the anger?

| ENERGY FROM ANGER – A CONVERSATION ABOUT HOW TO TRANSFORM ANGER INTO THE ENERGY TO TAKE A POSITIVE ACTION

Ask the children to sit in a circle, still holding the crushed paper in their hands. Start a conversation with them.

The queen became angry because her plan failed and the storm stood in her way. We, the residents of the Kingdom, got angry because we waited for the queen and were excited to plan the Kingdom's birthday with her, but it did not happen. Sometimes that is the case – we cannot do what we care about, what is important to us. When we get angry, we feel a flow of energy that turns into stomping, screaming, wanting to hit someone or something. That's normal because we're not as indifferent as the stones. It is therefore worthwhile to think about how to use this energy to take a positive action. Propose what the citizens of the Kingdom can do in this situation.

Guide the conversation so that the children propose planning the Kingdom's birthday celebration.

| THE BALL OF DEFEATED ANGER – ARTS & CRAFTS WORK

Suggest that the children start preparing for the Kingdom's birthday party by making a ball out of the crumpled clouds of anger. Bring adhesive tape, crêpe paper, colour paper, pieces of cloth and yarn. Help the children stick all the crumpled clouds of anger together into one ball, which they will then decorate to make it into a happy ball.

| MOUNTAIN OF ANGER – LISTENING TO THE ROYAL EDICT



While the children are creating the ball, remove the King's silhouette from the scenery board and animate it, praising the children for the effort they have put into coming up with a good way of dealing with anger so that the cloud no longer covers the Kingdom. Also express the satisfaction that the inhabitants did not wait idly for the queen, but have already started preparing for the celebration of the Kingdom's birthday. As a token of gratitude for your efforts, call one of the hills the Mountain of Anger and give the residents a flag on which they can put their fingerprints to confirm that they have also experienced anger. Plant the flag on top of the mountain and hand out the "I know what anger is" badges to stick to the Resident Card.

| HOW ARE WE GOING TO CELEBRATE THE KINGDOM'S BIRTHDAY PARTY? – BRAIN STORMING AND STIMULATING CREATIVITY

At the end of the class, ask the children to sit in a circle and say:

We have already allowed ourselves to express our anger and turn it into positive energy. We don't wait idly as if we were stones. We have already made a ball with which we can play during the Kingdom's birthday party. What else would you like to prepare for the celebration? Let's make a list of ideas.

Write down all the ideas, don't assess them. Tell the children that you will first make a list and then decide together what you can do at preschool and what you will have to postpone for other occasions, because now it is impossible to do.

In the next episode we have proposed a few activities that might be attractive for the children as an activity to sum up the series of classes and allowing them to return to what they learned while creating the story "In the Kingdom of Feelings". If you would like to implement one of them, you can tell the children about it as your idea for playing.

| OUR PLAN FOR THE KINGDOM'S BIRTHDAY – SELECTING IDEAS

Discuss all the suggestions you have written down with the children, explaining to them why some ideas need to be put aside for other occasions. Once the group has finished selecting with your support, make a list of ideas that you can implement and put them on the scenery board.

| THE RESIDENTS RETURN HOME – THE END OF CLASSES

At the end of the class, inform the children that the preparations for the Kingdom's birthday will begin soon.

Meanwhile, the adventures are over for today and the inhabitants of the Kingdom should return to their homes.

Attach the silhouettes of the residents and the king to the scenery board and put the Resident of the Kingdom of Feelings Cards in the chest.

After the class – information for parents and guardians

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).





| DEAR PARENTS, DEAR GUARDIANS!

Today, as part of the series "In the Kingdom of Feelings", during class we talked about anger. The Kingdom was covered by a storm cloud of anger, making it impossible for the queen to return home. It made her very angry. Also the children, who had ideas for celebrating the birthday of the Kingdom of Feelings, which the queen had asked them to think of, could feel regret and anger at the fact that what they had expected and had been announced to them had not happened. So we discussed several ways of dealing with anger – allowing them to feel this emotion, to name it, and to express it in an acceptable manner. Ask the children which of the ways they learned in class appealed to them the most.

Anger is an emotion that has a constructive role to play. It's an alarm signal. The child informs us that it is experiencing something difficult. The sooner an adult comes to the rescue, helps find the cause of the emotion, the sooner the child will calm down. Children often cannot name what is happening to them. The role of an adult is to teach children to name emotions and help them find a socially acceptable way of dealing with their anger and frustration, and of facing the consequences of their behaviour if they start behaving badly under the influence of their emotions.

We know that anger-related behaviour can be difficult to bear. But the feeling itself is very important because it indicates that the child cares about something, that something has not gone as planned or expected. We should not deny this feeling, but look for a way to safely express our anger at home, create a space to do so, e.g. an anger corner, where the child can stomp, shout, kick a pillow or draw what it is experiencing at the given moment. It is also important to separate the feeling from the behaviour through which it is expressed. Children should know that they cannot behave in a certain way, but should have the right to feel anger and talk about it. Just sit by the angry child and listen to what they say, replace the "Stop being angry" with "I can see you are angry," and then listen. It is enough to say a supporting "Aha", "Mhm", so the child can feel we're listening to them. The more you talk about what's annoying, the less powerful the feeling will be.

If we help children recognise this emotion and talk with them about why they became angry, it can also have far-reaching positive effects. Anger, if we become aware of it at the right time, may give the signal to put up a defence against people who violate our borders, inform us about a threat to our security, give us the strength to defend our own space, and release the energy to act when we want to change something in our life.

If it is not possible to counteract and the child explodes with anger, this should be understood as a loss of the child's self-control. It is then important to remember that the problem is not the child's feelings but the inappropriate behaviour which they have caused. It is good to tell the child that we can see that something has made them angry but you do not approve of behaviour that hurts others. When a child is enraged, do not try explaining and appealing to reason because they will not hear it under the influence of emotions. Emotions cloud judgement. Only when the child calms down, is it worth coming back to this situation calmly and talking about what they need, to show them that we understand, that we know that it was hard, yet at the same time consistently refusing to allow breaking the rules under the influence of emotions.

Above all, be a positive example for your child in your ways of experiencing anger. Your child is constantly observing you and it is more than certain that they will imitate you. Remember your lifebelts as soon as you start feeling angry. What helps you deal with this emotion? What's your anger corner? What would you like, dear Parent, for your child to learn from you, looking at your ways of dealing with this emotion?

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Although I know that the firemen will soon remove the trees from the road, I would very much like to be able to move them out of the way myself. I feel like kicking the branches that are standing in my way to you. I'd like to be with you so much! I keep shaking. I can feel my face burning, my cheeks are red. I was so eagerly looking forward to meeting you and planning our celebration! I've already thought of so many attractions, and here I have all these problems! I am even finding it difficult to write this letter, because I'm feeling so emotional that my hands are sweating.

I am feeling so...!

Your Queen