

LIFE LESSONS SERIES
An emotional wellness series

WHEN I GET MAD

**VIDEO PRESENTATION
and
DISCUSSION GUIDE**

-Prepared By-
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&

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This skills based series is especially useful for reducing conflict in young lives and providing positive examples for learning to live together peacefully.

INTRODUCTION TO SERIES

The purpose of this skills based video series is to make useful psychological concepts accessible to elementary aged students. Students can find themselves in difficult situations, both emotional and circumstantial. This emotional wellness series hopes to provide them with some tools to handle these situations in a constructive and well thought out manner. By relying on several teaching methods to convey these “life Lesson,” the series will increase the viewer’s overall level of comprehension and absorption. The series is especially useful for reducing conflict in young lives and providing positive examples for learning to live peacefully together.

STRATEGIES FOR THE SERIES

Our first strategy is to humanize our messages via the use of a teen presenter. A youthful ;presenter can use accessible, friendly language that coming from an adult might be regarded as condescending (or even silly). Being able to see and to identify with the narrator is very important for a younger audience, especially when the presenter possesses compassion and self-awareness as in the series.

LYRICS

*When I get angry and blue
feels like there's nothing to do
but I learned I can talk about
My feelings of anger and work it out.*

*I don't yell or hit.
I find a better way you know.
Dealing with my anger is not so bad
talking it out makes me feel so glad
Yeah!*

Additional titles In The LIFE LESSONS Series

HURTFUL WORDS

MORE THAN MANNERS

THAT'S WHAT FRIENDS ARE FOR

Our second strategy is to make clever use of computer graphics. This multifaceted tool helps us lend clarity to abstract concepts. For example, to portray the loss of a relationship, we show two figures holding hands, surrounded by a heart, being suddenly broken apart. This use of colorful graphics also gives more personality to reviews and exercises. Graphics act as visual mnemonic devices to help viewers master the strategies we suggest.

Our third strategy is to highlight interview footage of the kids as they talk about their own experiences. Seeing peers talk candidly about their feelings encourages our young audience to take the risks involved in dealing with such personal subjects. These revealing interviews also validate our viewers' own feelings. We reassure them that their feelings aren't unusual, strange or shameful. This technique also allows us to effectively and concretely model self-expression for our viewers.

Our fourth strategy is to present viewers with voiced-over vignettes dramatizing the emotional challenges we are addressing. Many students learn by watching others. The use of dramatized, voiced-over vignettes allows viewers to observe how other children might respond to various emotional situations.

Through their identification with on-screen peers, they learn more about themselves, experiencing the feelings associated with confronting and overcoming challenging situations. Actually seeing an on-screen peer's triumphant smile, for example, is much more powerful than hearing a faceless voice talk about happiness.

All the videos in the series also contain a review that reinforces key terms and concepts. A pleasant, upbeat, original musical score adds pace and dimension while innovative transition effects help maintain continuity. All these elements come together to deliver a series of videos which are visually interesting and informative.

3. Have the viewers list what they think causes them to feel angry.

4. Have the viewers write down what they did to deal with that anger.

FOLLOW-UP ACTIVITIES

1. Have viewers discuss the last time they felt angry. Did they respond in a negative or positive way? If negative, role play the situation, allowing the viewer to now react in a positive manner.

2. Have viewers discuss things which make them angry. Write then down on a chalkboard / oversize pad. Then go down the list, asking suggestions for dealing with each situation positively.

3. Have viewers discuss the last time somebody else got angry. How did they react? Objectively, was that positive or negative? How might they have dealt with it?

4. Have viewers discuss how they think anger and violence may be related.

PROGRAM OBJECTIVES

After viewing this video the viewers should be able to:

1. Have a better understanding of what anger is and how it affects us.
2. List the steps in dealing with anger.
3. Give examples of ways we might ignore anger and discuss the possible consequences.
4. Give examples of ways we might deal with anger, both positive and negative.

CONTEXT FOR USING THE VIDEO

This program is recommended for use in any elementary grade classroom or group setting where discussion is directed towards emotional wellness, self-awareness, conflict resolution, physical differences or ethnic issues.

GUIDELINES FOR VIEWING AND DISCUSSING THE VIDEO

Before viewing the video we recommend the following:

1. Have the viewers write down what anger feels like.
2. Have the viewers write down the last time they felt angry.

WHEN I GET MAD

PURPOSE AND STRATEGIES

The purpose of WHEN I GET MAD is to help viewers find constructive ways to deal with the perfectly natural feeling of anger. This program uses a teen-aged narrator to lead the viewers through a discussion of what anger and other negative feelings are telling us and what we can do when we experience them. Interviews with students and dramatized vignettes help illustrate constructive and destructive ways people can react to anger.

DESCRIPTIONS OF PROGRAM

Emotions can be tough to deal with, and unfortunately, we don't come with an emotional owner's manual. Anger is one of the tougher emotions we have to with. But we **MUST** realize that our anger is telling us something about ourselves. It is telling us that something is wrong that we need to fix or change. When we're angry, we might hurt others as a reaction. This life lesson discusses what anger is, what makes us angry, how we can deal with anger in a constructive manner. We suggest a four step process in responding to anger.

1. IDENTIFYING OUR ANGER

We begin with thinking about our feelings. Feelings are very important signals. Signals which tell us something important is going on inside of us. To make use of these signals, we must first understand that they are all good, even if they don't make us feel that way.

Anger hurts. It makes us feel bad, yet it is still a good feeling, as are all feelings. We'd rather feel positive emotions like happiness, but negative emotions are just as important. We need to identify anger as a message that something is wrong and take steps to change the situation.

2. ACCEPTING ANGER

Although anger is a very uncomfortable feeling, we need to accept it in order to figure out what it's telling us. If we deny anger, it won't go away. Like a balloon which can only hold so much air, you can explode if you don't accept and deal with your anger. We won't go pop, but we may explode at others, by hitting them or acting out in other destructive ways. Or we can attempt to ignore our anger which can actually make us feel worse.

Anger is an important signal and one we should listen to. It's hard to hear it when we won't even

admit it exists. If we don't let ourselves feel our angry feelings, we will also have difficulty feeling our non-angry feelings.

3. UNDERSTANDING WHAT ANGER TELLS US

When we feel angry, we feel it for a reason. Finding out why we feel that way is the secret to understanding it. Why do we feel angry? Did somebody make us feel that way? What did they do to make us feel angry? Did anything else make feel angrier? We can even get angry at ourselves. Like when we do something wrong, we might feel angry that we didn't do it another way. Some situations or people always make us angry. Why is that? If we think about our feelings and figure out why we feel them we'll begin to learn the messages our feelings are trying to teach us.

4. TAKING ACTION

Once we figure out what makes us angry, we can take actions to deal with it. But this is where we must proceed with caution. The action we take can be potentially damaging to ourselves and others. Examining non-violent options is the best way to go about taking action.