

Finding Your Way: The Angry Alien: Y3

This series of lessons is aimed at a Year 3 class as a guide for using the book *The Angry Alien*, dealing with the core emotion of Anger. It is to be run over a single week. Suggested starting points and curricular links are included to integrate the text as far as possible across the LKS2 curriculum. Before each session ground rules should be established with the class concerning the discussion of emotions and the sharing of a sensitive subject matter.

Anger

Anger is the emotion that calls us to action, it helps us to assert ourselves and defend our basic rights as an individual, to fight for what we truly believe in and value. As in other species, we also need the capacity for anger or rage, to help us defend ourselves and/or those we love when needed. Without the ability to get 'angry' humans would be left vulnerable and unable to face down any would be oppressors or address any imbalance in power in their lives. In this way anger is vital to our survival, we learn throughout childhood how to display and manage emotions appropriately from the role models and attachment figures around us.

Before we feel anger, we might first feel fear, sadness, surprise and/or disgust which may then lead to anger to help us address or change the situation we are in. Children need the skills to recognise the emotion they are feeling and understand why we are feeling it. Also, guidance to help them take the necessary steps to deal with the situation they find themselves in appropriately. Without this help they may become stuck, confused or internalise the emotion on ourselves leading to low self-esteem.

Anger is often experienced physically as the body reacts chemically to the interpretation of the situation. Here are some common cues which may indicate that a person is becoming angry:

- Tensed body
- Clenched teeth
- Increased intensity of speech or behaviour
- Unkind words or the tone of voice changes to whining or yelling
- Restlessness, withdrawal, unresponsiveness, or being easily provoked
- Noises with the mouth like growls or deep breathing
- Pouting
- Squinting, rolling the eyes, or other facial expressions

Becoming aware of these kind of cues can help a person to identify that they are feeling anger and take the necessary steps to deal with it appropriately.

Overall aims:

- To understand that the emotion of anger can be triggered by many situations or stimuli.
- To express ideas and emotional physically, orally and through writing.
- To infer meaning from materials read.
- To predict events based on what has been read.
- To understand how a person's actions can have a positive and negative impact on others' emotions.
- To understand the personal role played in feeling anger.
- To develop strategies for dealing with 'big emotions'.

Session 1:

- To explore the emotion of anger
- To infer meaning from images
- To discuss character motivation and relate to personal experience.

Starting Point	Independent Exploration	Review
<p>With the children, look at the map of Lifeland and recap on the work undertaken with The Sad Skeleton. Discuss the map and how it represents the different core emotions that humans feel. Discuss with the children the next leg in the journey around Lifeland, the Anger Arches. Take some ideas on what character we might meet in the Anger Arches – highlight the alliteration. Read the text with the children and discuss what was making the Alien angry. Focus on the first spread of the book. How do we know the Alien is angry?</p>	<p>Using a child as a template, draw around a child. Discuss the fact that the Alien kept all of his anger inside him. In pairs children discuss what the key things were that made the Alien angry. What would he be saying to himself about his situation? Children scribe the Alien's 'thoughts' inside the template. If able encourage the children to use 'angry bold writing'.</p>	<p>With the children, sit around template and review the different Alien thoughts. How do you think you would be feeling if you were walking around with all of those thoughts going around inside you? Have the children discuss how the Alien could address his anger? What would you do if you were the Alien?</p>

Session 2:

- To sequence a story using role play.

<ul style="list-style-type: none"> To understand character actions and motivations. To understand how 'big emotions' can be managed. 		
Starting Point	Independent Exploration	Review
Using the images from the text and the work from the previous lesson, encourage children to discuss the plot of the story. On the board, sequence the story using images from the text only. Ask the children if at different points in the text the Alien's anger is more pronounced or if his anger is less obvious at other points. Give each image an anger rating from 1-10 (10 being extreme anger). Let the children justify and reason their scores.	In small groups, ask the children to come up with freeze frames for the sequence on the board. Children split the group and each mini group takes it in turns to freeze frame the sequences. Encourage children to act as all characters: Alien – Jel – Children on the beach – sea gull and the fish. Focus questions: What are the characters feeling in each freeze frame? Is it obvious to the audience which character is being portrayed? How?	Children share their freeze frame sequences with the class and receive feedback on the focus questions. Discuss the change in the Alien and how this might have come about.
Session 3: <ul style="list-style-type: none"> To understand that emotions have physical as well as mental manifestations. To describe the physical effects of anger. 		
Display different image of the Alien in his angry state. Ask the children to read the picture. What tell tale signs let us know that the Alien is definitely angry and not in a happy place. Look at zoomed in images of the Alien's physical displays of anger.	Independently, children compose poems about the physical effects of anger. Above national standard: Children can be encouraged to use similes to create their poem – <i>Anger is a fist clenched tighter than a rusted door.</i> Below National Standard: Children completing sentence starter of 'Anger is' with the physical effects of anger.	Poetry performance: If children want to, in a performance space, encourage children to share their poems. Model displaying the physical effects as the poem is read. Discuss with the children how they felt when they either read their poems or heard other children's poems? Why did the poems make you feel that way?
Session 4: <ul style="list-style-type: none"> To understand that sharing emotions can have a positive effect To make predictions based on understanding of a subject 		
With the children, compare the images of the children and the Alien and the image of the Jel and the Alien. Discuss the differences in the characters reactions to way the Alien is behaving. Recap on the way that emotions can be displayed though body language. Take some descriptions of the different characters reactions to the Alien in his angry state. With the children, discuss how Jel helped the Alien. <ul style="list-style-type: none"> Accepting him even though he was angry. Showing him that there was fun to be had Helping him to accept his situation 	In groups, children imagine the ending of the story without Jel in it. Have a series of prompt questions to help them think about how the story of the Alien might have turned out if Jel had not been washed up by the storm. Would the Alien have made friends with the children? Why? Why not? Do you think he would have learned to live with and accept his surroundings? Why? Why not? How do you think the Alien's cave would look by the end of the story if Jel had not arrived? Why? Would the Alien have continued to be hidden away not talking and alone underground? Why?	With the children, share how the story would have ended if Jel had not arrived. What difference did Jel make? How has the Alien's cave changed from the beginning of the story to the ending? End by considering the sentences – Hidden away, on his own but not free. and The arches became a more welcoming place. How does the cave represent the Alien's emotions?
Session 5: <ul style="list-style-type: none"> To consider personal responses to emotions. To develop strategies for coping with big emotions. 		
Recap on the previous session and what helped the Alien overcome his anger at his situation. Ask the children if they think that it was Jel who solved the Alien's problems or if it was the Alien himself. Perhaps it was a bit of both. Why could it be a combination of how Jel acted and the Alien himself that helped him overcome his anger. Look for evidence in the text. Discuss with the children what makes them angry and how they react sometimes. Ensure they understand that different things make different people angry. How could you cope?	Children given a range of strategies that they could use when they begin to feel angry. In groups, pairs or individually they think about what strategies they might have used in the past or the strategies that might work for them in the future. Can they come up with any different strategies of their own?	Have the children feedback on the different types of strategies that they discussed and came up with themselves. Try some of the techniques with the children. Finish by reiterating that there is nothing wrong with feeling angry and it is an emotion that everyone feels from time to time but it can be a very damaging emotion if you allow it to take over your body and feelings. If time, finish with the chocolate mindfulness exercise.