

WORK THE ANGER OUT WITHOUT HURTING

Skillbuilding Songs for Recognizing and Expressing Anger Constructively
Managing Frustration and Anger · Appreciating Feelings · Strengthening Self-Worth ·
Communicating Effectively · Problem Solving

by Jack Hartman

TRACK # 1 - IT'S OK TO HAVE ANGRY FEELINGS

Prosocial Skill Component -
Appreciating feelings.

Objective - Develop awareness -
acceptance of angry feelings and encourage positive alternatives. Decrease
guilt, fear, shame and denial.

Skillbuilding Activity - Children asked to **think** and say something that makes
them feel angry. Encourage children to explain to a trusted adult how they
feel and think and what they could do to "work the anger out..." (talk,
breathing, time out, positive self-instruction). Help children understand
that something happens before a person gets angry—explain cause, effect
and possible consequences. Also, it's important to discuss that anger can be
channeled in a **positive way** to try harder, do better, correct or **improve** a
situation.

LYRICS

Everybody feels angry sometimes, you know it's really okay - boys and girls
feel angry sometimes, it's just a natural thing

Bridge You can be angry anywhere, with anyone at all
You can feel angry just a little, or angry very strong!

Chorus It's okay to have angry feelings
And you don't have to feel bad
It's okay to have angry feelings
It's a natural thing

It's like-feeling happy, feeling sad, feeling
frightened, feeling bad
being angry is a feeling, too, and it happens
to me and you

Everybody feels angry sometime, it's good to let someone know-boys and
girls and grownups feel angry sometimes it's good to let someone know!

Repeat Bridge & Chorus

Being angry is a feeling-it's true!
And it happens to me and you

TRACK # 2 NAME THAT FEELING

Prosocial Skill Component-Social Problem-Solving • Appreciating
Feelings • Enhancing Positive Sense of Humor

Objective-Develop ability to recognize and verbalize others' feelings
from facial expression, posture and gestures.

Skillbuilding Activity-Similar to charades, children follow lyrics-
participate in identifying feelings. Inform children of feelings verbally or in
writing depending on age-development. Children raise hands, one is selected
and gives an answer. Turns are given if response is incorrect. Warm-up
activity-show pictures of people expressing feelings. Have fun with this
upbeat song!

LYRICS

I've got a game that's really lots of fun
Let's play this game-it's for everyone!
Sit in your seat or have a seat in rows on
the floor

Look straight ahead, and wait until I tell
you more.

Someone come up, stand and face the class
Ask the leader for the feeling-do your
very best
Use your arms, your legs, your face and
your head
Show them that feeling-see if anyone can
guess (Introduce feeling)

Move your face, move your arms, move
your eyes, anything else
Show them feeling, I know you're
doing your best, yes!
Show them that feeling-see if anybody
can guess

Name that feeling! (Children raise hands
and name the feeling)

(Repeat lyrics & activity)

There are happy feelings; there are friendly
feelings, "hi!"
Angry feelings: there are funny, funny
feelings, "ha, ha, ha!"
Sad feelings; there are tired feelings

TRACK # 3 - I CAN CHANGE THE WAY I FEEL

Prosocial Skill Component-

Strengthening Self-Worth • Managing Frustration & Anger •
Positive Self Instruction

Objective-Develop positive independent thinking.

Skillbuilding Activity-Follow lyrics making happy, angry, unhappy facial

expressions and body language. Children say positive self-instruction ("I tell myself..."). The Leader models prosocial behavior and supports children's positive responses. Discuss difficult situations (name calling, etc.) where skills can be effective. Develop a variety of positive self-statements and behaviors and practice (i.e. one step at a time, making a mistake is not so bad, wait a little while.)

LYRICS

It was just the other day, when I had a
bad old day
And my mom and dad helped me learn...
Something special about myself

Chorus I learned-If I don't like the way
I feel
I can change the way I feel
If I don't like the way I feel
I can change, I can change,
I can change!
How I feel-yes, I can!

I'll show you what I mean-come join me

Sometimes I feel happy, and I've got a smile
on my face
I think about happy things, like horses and
swings
I'm happy all over the place
But, sometimes at school I feel angry, and
I've got an angry face on
Someone called me a name, someone said,
I can't play
I feel angry, I just want to go home!

Then I tell myself-calm down a little while
I can do a lot of things, and I want to have
a good day at school!

Repeat Chorus

Then sometimes, I feel unhappy when I just
can't do what I want
I make a face, an unhappy old face
And my eyes are just looking down

But, wow, I can change that! I can change
the way that I feel
I can wait a little while, I can think a little
while
And then try to do it again!

I tell myself-It's okay to make mistakes-
I'll learn-I won't feel bad-I can do it!

Repeat Chorus

TRACK # 4 - DO I LOOK AT YOUR TOES WHEN I SAY HELLO (The Good Eye-Contact Song)

Prosocial Skill Components-

Communicating Effectively (Developing good eye contact)-Enhancing good eye contact)-Enhancing a Positive Sense of Humor

Objective-Develop essential communication skill.

Skillbuilding Activity-Children stand together with partner, face leader and practice answers. After responses are learned, partners face each other and follow movement, "looking at each other's toes, hair, knees, etc." and respond. Encourage positive fun atmosphere! Follow lyrics-partners look at each other's eyes. Good eye-contact is looking at another person's eyes directly, but comfortably-fixed staring is not recommended.

LYRICS

Okay, is everyone ready for the Good Eye-Contact Song?-"Yeh!"

Verse Do I look at your toes when I say,

"Hello"? ("Oh, no!")
Do I look at your knees when I
ask you "Please"?
("Not me!")
Do I stare at your hair when I ask
to share?
(Don't dare!")

I wish someone would tell me

Do I look at the sky when I give
You a "Hi"? (Oh, my!)
Do I gaze different ways when I
turn to wave?
("No, way!")
Do I look at your toes when I say,
"Hello"? (No, no!)

And then my mom said to me

She said, "Show them that
twinkle, there in your eyes
Look straight at people, you can if
you try"

Chorus So I look at your eyes, I look at
your eyes
When I say, "Hello" or say,
"Good-bye"
I look into your eyes, when I'm
talking to you
And you look back at me

Repeat Verse & Chorus

I look at your eyes, I look at your eyes
When I shake your hand, and tell you, "Hi,"
("Hi!")

I look at your eyes, when I'm smiling at you
And you smile back at me.

Do I look at your toes when I say "Hello"?
("No, no!")

Now, look at your partner's face and eyes
And say the color of those eyes....

I look at your beautiful colored eyes!

TRACK # 5 - THE WORD IS...COOPERATE **(Rap Style)**

Prosocial Skill Component-
Cooperation and Togetherness

Objective-Encourage fun-positive group atmosphere and develop awareness of the word cooperate and its meaning.

Skillbuilding Activity-Children move to beat individually or in circular group of 3-5. Follow lyrics, children respond to "Cooperate" and clap hands. Direct a discussion how children can cooperate (i.e. sharing' taking turns, helping to complete group tasks.) Complete an activity that requires cooperation.

LYRICS

C-C-C C-C-C-C Cooperate

There's a special word that you may have
heard

At your school or 'round your house
Let me tell you now as I rap out loud
What that special word's about

Chorus The word is-Cooperate!
That's right-learning to work
together

Everybody say-Cooperate!
That's it-helping one another
All together now-Cooperate!
You've got it-learning to live
together. All right!

Now, put five fingers with the other five and
clap hands

C-C-C C-C-C-C Cooperate

Repeat Chorus

TRACK # 6 - SAY STOP

Prosocial Skill Component- Positive Self-Instruction

Objective-Develop ability for stopping, waiting and thinking before
impulsive acting out.

Skillbuilding Activity-Children standing in place-move freely to the beat.
Follow lyrics-children take one step ahead, physically stop and say "stop"
aloud. Continue sequenced positive self-instruction "stop" quietly, then
silently. Help children to use skill during frustrating-anger situations; say
stop to themselves and think "What's the best thing to do?" What is fair?
Also, leader can role-play acting-out situations and children answer **stop!**
when behavior should stop (before hitting, throwing, screaming, etc.)

LYRICS

Here's a little something that you can do
Something very simple, but it's up to you
When you feel real angry and you're movin'
fast
Just as you take one step-you stop and
stand

You say stop-"stop!" Right out loud
Say it like you mean it, say it right out loud

You say stop-"stop!" Right out loud
Say it like you mean it, say it right out loud

Once more-stop-"stop!" Count to five
Stop and count to five, before you make a move

Ready-1 2 3 4 5
Now move back to your place

It's a word that you can use any time or place
When you're feeling angry with an angry face
When you're feeling angry and you're movin' fast
Just as you take one step-you stop and stand

You say stop-"stop" quietly, say it very quiet-oh so quietly

You say stop-"stop" quietly
Say it in a whisper, say it quietly

Once more-stop-"stop" quietly
Say it in a whisper, say it quietly

Then count-1 2 3 4 5
Now move back in your place, move to the music!

You say stop-"stop" silently
Say it to yourself, say it silently

You say stop-"stop" silently
Say it to yourself, in your mind, you see

Then count 1 2 3 4 5
Now move to the beat, yeah!

So when you feel you're movin very, very fast!
Like a car on the road-you don't want to crash!
Put on your brakes-don't make a mistake

Just say-Stop, Stop, Stop!

TRACK # 7 - WORK THE ANGER OUT...WITHOUT HURTING

Prosocial Skill Component-Managing Frustration and Anger

Objective-Build effective verbal and nonverbal skills for expressing anger constructively

Skillbuilding Activity-Present three prosocial likeskills for managing frustration and anger.

1. talk it out
2. blow it out
3. take some time out.

Explain several specific frustrating situations and how using skills can help children.

Clearly emphasize that it's okay to have angry feelings, but that there are acceptable, constructive and unacceptable ways to express and handle anger.

LYRICS

I feel angry

Now, here's what you can do that's really good for you
When you feel angry all inside

Let's take it step by step, and then you won't forget
Listen carefully-come on and try

Chorus You can-talk it out, blow it out, take some time out

You can-talk it out, blow it out, take some time out

To work the anger out
You've got to work the anger out
Without hurting anyone

You can say, "I feel angry, I feel angry
And I want to let you know

I feel angry, I feel angry
And I want to let you know"
Tell a grownup you know-and trust

Or, there's another way that can help each
day to work the anger out

Put your hands on your stomach-take a big
breath slowly in
feel your stomach go out and then...

Blow it out, blow it out, blow the anger out

Slowly-take a big breath in-feel your
stomach go out-and then

Blow it out, blow it out, blow the air right out
You can blow the anger out

Let's try one more way that can help each day to work the anger out

Walk away-take time out, time out, someplace nice and safe

You can take time out, some time out
A place the teacher says is okay-give yourself a little break

Repeat Chorus

TRACK # 8 - LET'S BE FRIENDS

Prosocial Skill Component-Cooperation and Togetherness

Objective-Promote friendship and problem-solving together

Skillbuilding Activity-Follow movements pointing at themselves on the word "me" and pointing to a present or future friend on the word "you." Sway back and forth with music. Ask children to say other words that describe what friends do together (i.e. talk, laugh, share). Fill these words on the

da-da parts. Discuss why friends are important.

LYRICS

Do you want to take a chance, learn to sing and learn to dance?
We can learn so easily, I'll show you and you'll show me!

Chorus Let's be friends, me and you
Let's be friends
And we can learn to da-da-da-da-da-da-da-da

Day by day we carry on, try to see out work is done
We can work in harmony, I'll help you and you'll help me!

Repeat Chorus

Do you think you want to try, learn to run and learn to fly!
If you do, then you might see, I'll like you and you'll like me!

Repeat Chorus

Work and play, and work and play each day

Repeat Chorus

Laugh and sing, and laugh and sing each day

Da da-da-da-da-da-da-da-da

TRACK # 9 WHAT ARE FEELINGS?

Prosocial Skill Components-Appreciating Feelings

Objective-Develop ability to recognize, understand and appreciate feelings in self and others

Skillbuilding Activity-Present pictures of faces from magazines, books. Have children identify feelings. Ask children to create a story explaining why pictures are happy or sad, etc.

Children verbally respond where indicated. Participate in movements showing feelings "come from inside, there in your heart, there in your mind." Assist children relating feeling with preceding event-(she is sad because her friend told her she didn't want to play with her).

LYRICS

What are feelings, what do they mean
Where do they come from, do I have them in me?

What are feelings, I'd like to know
Please someone tell me, I want to know

Chorus Feelings are something that come from inside
There in your heart, there in your mind
Feelings can make you be happy or sad
Frightened or angry, silly or glad!
Yes, feelings are inside of you
And feelings are in others too-yes, they are

What are feelings, do they fly in the sky?
(children respond "No")
What are feelings, are they something you buy?
("No, no")
What are feelings, do they swim in the sea?
("mmm,mmm" shake head no)
What are feelings, can they climb up a tree?
("Oh,no!")

What are feelings, do they come from inside
Do they come from the heart, do they come from your mind?
("Yes")

What are feelings, are they happy or sad
Are they frightened or angry, silly or glad?
("Yes")

Repeat Chorus

Moms and dads and grandmas and grandpas have feelings
And so do our friends and neighbors
Every boy and girl and teenager has feelings
And teachers, policemen, and all grownups have feelings
Everyone has feelings! and you do too.

TRACK # 10 - LET SOMEBODY KNOW

Prosocial Skill Component-Communicating Effectively

Objective-Encourage and support expressing strong and difficult feelings to a trusted adult.

Skillbuilding Activity-Ask children: "If you were really scared/afraid or felt sad, who would be the grownup(s) to talk with you and help you? What could you say to someone who has made you angry? Why is it important to say how we feel?" (To share feelings; someone can help us out; improve friendship, etc.)

LYRICS

When you're really sad, feeling all alone
There's one thing to do, let somebody know

And when you're feeling scared, afraid what might happen to you
There's one thing to do, let somebody know

Chorus Let somebody know
Tell them how you feel
Let somebody know
Your feelings are so real

There may be a day when you feel something very strong
When you feel bad or angry or scared!
Or if someone treated you very wrong

Please remember-it's always good to let those feelings show!
So go to a grownup you really trust, and let that person know

Repeat Chorus

TRACK # 11 - SOMETIMES I NEED A PLACE OF MY OWN

Prosocial Skill Components-Managing Frustration and Anger

Objective-Develop ability to use self-directed time out to prevent negative impulsive acting-out.

Skillbuilding Activity-Explain when feeling angry, thinking of throwing something or possibly hitting someone, a positive alternative is to walk away for a short while. Children given secure, safe options where they can go. The song presents two opportunities to "go and find a little place of your own." Group separated in half and turns taken, or song played several times. Children walk to favorite place-return to their place as directed. Children can think what is best thing to do; breathe slowly and calm down at their little place and return to group.

LYRICS

I like to play with my friends every day
it's really lots of fun to be together
But, sometimes I feel afraid
Or, I feel angry and don't want to play
I just need for just a while-to be alone
Sometimes I need a place of my own
Sometimes I need a place of my own
Sometimes a little space of my own
Someplace where I can think, somewhere I like to be
A place that's very safe-a good place I can be

(In my house or at school-where my mom or dad or my teacher
says is okay)

Sometimes I need place of my own

Do you have a little place of your own
Do you have a little place of your own
A place where you can think
Somewhere you like to be
A place that's very safe-a good place you can be
Go and find a little place of your own. Right now!

(Children go to place and return)

Repeat

Then, after I go to my little place, and spend a little time away
I'll come back here together and do the best I can today

TRACK # 12 - TELL YOURSELF-CALM DOWN

Prosocial Skill Component-Managing Frustration and Anger, Positive Self-Instruction

Objective-Recognizing when feeling scared, angry, etc. Encourage children to use positive **calming self-statement**.

Skillbuilding Activity-Children follow lyrics-walking in one or several circles together. Then, stop walking, sing-a-long with chorus., count numbers and deep breathing. Follow-up activity - direct children to say "calm down" aloud - then silently to themselves when angry, scared.

LYRICS

Let's pretend you're playing in the park,
you're having lots of fun!
You're in a circle with your friends, walking
round and round again

Then suddenly a storm comes in
You stop and hear the thunder crash!
You try and think what you'll do next
You feel inside - you're movin very fast!

What can you do? What can you do?

What can you do to help yourself out?

You can- tell yourself - calm down, tell
yourself - calm down
Before you decide - stop - then count
to five
1 2 3 4 5 and then....

Tell yourself - calm down, tell yourself -
Calm down
Take a big slow breath in - then slowly
let it out
Move your shoulders and head, and then
tell yourself-calm down

Sometimes you may feel like there's a
storm inside of you
Your voice can shake, your head can ache
Your muscles are tight, your mouth is dry
And you just don't feel right - what can
you do?
You can - tell yourself - calm down,
tell yourself - calm down

When you're worried or scared, feeling
angry or bad
When you're shaking inside, or you just
want to hide!

You can help yourself - stop - take a big
slow breath in -
Then slowly let it out - move your shoulders
and head
And - tell yourself - calm down

TRACK # 13 - YOU CAN LEARN TO RELAX

Prosocial Skill Component-

Relaxation

Objective-Development self-produced cue-controlled relaxation

Skillbuilding Activity-Direct children in calm, comfortable setting. Hyperactive or highly tense children should be directed to avoid tight tensing of muscles. Following exercise children are informed of situations for using word "relax" and relaxation skills (i.e. feeling scared, angry). Relaxation provides a child a means to pause, avoid negative impulse actions and think of positive alternatives. Discuss positive alternatives, (walking away, talking, laughing)

LYRICS

Chorus You can learn to relax, you can
learn to relax
It's really not hard, just follow
each part
You can learn to relax

(Quietly follow relaxation activity)

You can learn to relax, you can
learn to relax
When you feel angry or scared,
you feel worried or bad
Help yourself and try to relax

You can learn to...., you can learn
to....,
When you feel angry or scared,
or you feel worried or bad
Help yourself and try to relax
Try to relax, you can do it-
Relax.



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