

# Angry Arthur

Written by Hyawim Oran

Illustrated by Satoshi Kitamura

Arthur is very angry about being told he can't watch more TV. This is a good story for talking about anger and proportionate responses



## 5 Objectives

This Unit covers the following 5 objectives

### Lesson 1:

I can tell you what appropriate and proportionate behaviour means.

### Lesson 2:

I can describe the 5-point scale for basic emotions.

### Lesson 3:

I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support.

### Lesson 4:

I can tell you the importance of giving my brain a rest and some ways I like to relax.

### Lesson 5:

I can tell you how I take responsibility for my school environment. Including toilets/ shared spaces.

### Lesson 6:

Reflection and Evaluation

## Tags:

Anger, emotions, reaction, relax, appropriate, brain

## Sensitive Content in This Story

This story focuses on Arthur's disproportionate reaction to anger and features many scenes of him destroying his home and the environment around him. You may find that children disclose information about arguments or angry situations they've had or witnessed at home. Teachers should be mindful of children who might be experiencing or witnessing domestic abuse at home.

Some children may relate to the way Arthur behaves, drawing on their own difficulties with managing anger. It is important to show children that this behaviour isn't condoned, but that they shouldn't feel judged or singled out by this story. Lots of people find managing anger difficult, for many different reasons. Give children the time to talk about this, if they wish.

Furthermore, some children may have experienced other difficult or traumatic situations which affect how they deal with emotions. Teachers should reflect on what emotions this might bring up and how to ensure the sessions still feel safe for these children.

## Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

Mental Wellbeing	Respectful Relationships (s):
<p>Simple self care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>(Lesson 3, 4)</b></p> <p>How to judge what they are feeling and how they are behaving is appropriate and proportionate <b>(Lesson 1, 2)</b></p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <b>(Lesson 3)</b></p>	<p>The conventions of courtesy and manners. <b>(Lesson 5)</b></p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>(Lesson 5)</b></p>
<p><b>Further Skill Coverage:</b></p> <p>All <b>Settle</b> activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>All <b>Training</b> activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	

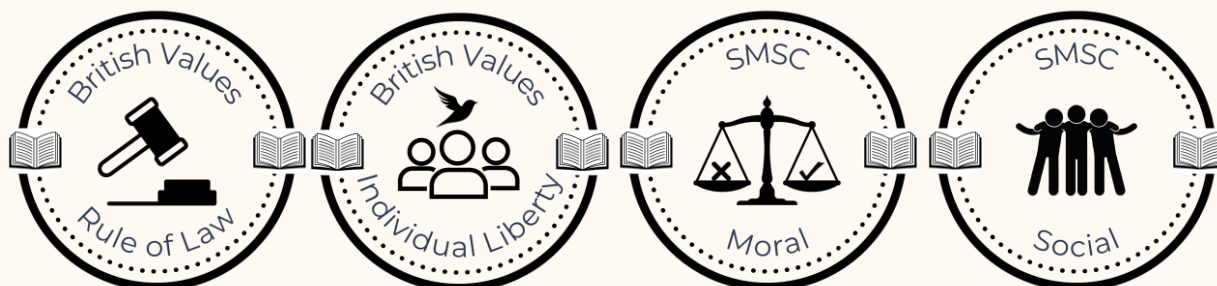
## Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.

Vocabulary:	Retrieval:	Inference:
<p>Talk about what words mean and learn new vocabulary in order to understand what has been read.</p> <p>Make links to words already known to help understand the text.</p>	<p>Check the text makes sense</p> <p>Retell familiar stories in the correct sequence</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Talk about characters' feelings</p>

## SMSC and British Values

Through this unit, children will explore themes within the following Social, Moral, Spiritual and Cultural and British Values areas:



# Lesson Content

All five of the lesson plans related to this book follow our STORY structure



S

**Settle:** Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T

**Training:** Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O

**Objective:** Introduce a wellbeing objective for children to focus on when they are listening to the story



R

**Read:** Read the story and discuss the following guided reading questions as a class.



Y

**You:** To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

## Further Resources

Some other stories we would recommend that are related to this story are:

- Ravi's Roar by Tom Percival
- The Cloud by Hannah Cummings
- Red by Britta Teckentrup
- The Emotional Menagerie: Feelings from A to Z by The School of Life

This guide for parents could be helpful if you have any children in your class who need more support with anger:

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/anger/>

