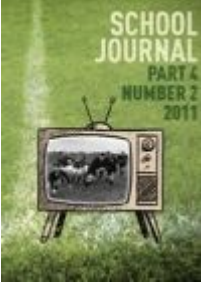



<p><b>Level 3 Choices</b></p> <p>Pt 4 No 2 2011      Level 3 Nov 2011</p>  	<p><b>Managing self</b></p> <p><b>Rep.</b> Pt 4. No 2. 2011. André Ngāpo Ricky is having trouble controlling his temper which is having an impact on his rugby playing chances.</p> <p><b>Smoke-free.</b> Level 3. Nov 2011 Feana Tu’akoi. Mum is giving up smoking again, much to her son’s annoyance. This will be seventh time; this time though it will be different.</p>
<p><b>Health Goals :</b> To know and use self-management strategies when facing challenges.</p> <p>Identify and evaluate relevant strategies that can be used to build self-management skills.</p>	<p><b>Literacy goal</b> Use clues in the text and draw on background experience to make inferences about what is unsaid about the characters.</p>
<p><b>Smoke-free:</b> <b>Specialised vocabulary:</b> acupuncture, helpline, hypnotherapy, nicotine patches. <b>Interest:</b> bonding, coughs, diesel engine, embarrassing, fidgety, grumpy, routines, splutters. <b>Idioms:</b> “going cold turkey”; “morning cuppa”; “pigging out.”</p> <p><b>Rep:</b> <b>Specialised vocabulary:</b> dribbles, half-back, mouth-guard, reserve, ruck. <b>Interest:</b> counselling, drills, penalty, representative, reputation, selectors, squad, tournament, tries, trophy. <b>Idioms:</b> “bread basket.” <b>Metaphor:</b> “little green fish hooks holding me back.”</p>	
<p><b>Purpose: To find out what it means to manage yourself.</b></p>	
<p><b>Task 1</b> <b>1a).Read these two situations below. Choose one to discuss with a partner.</b></p> <ol style="list-style-type: none"> <li>Someone in your class barges into the class line ahead of you. <ul style="list-style-type: none"> <li>What thoughts and feelings might be going through your head?</li> <li>How could you manage this situation without causing a fight or argument?</li> <li>What words could you use?</li> </ul> </li> </ol> <p><b>OR</b></p> <p>Picture in your mind, one of your favourite treat foods: it might be chocolate, an ice-cream, sweets, a piece of cake or a drink or something else you love.</p>	

2. You have just swallowed your treat now you want another one and maybe another after that.
- *You notice that there is another treat there reserved for another family member, not you! Do you leave it or take that too?*
  - *What could you do instead of eating this?*
  - *What do you say to yourself or do that helps you to stop?*

**b).Make a list** describing what you could do to help yourself make wise choices in either of the situations above.

- c).Share** your strategies with others.
- *What strategies have other pairs shared that you think would be good for you to try?*

**d).Add these strategies** to your list. We will return to your list later.

Both the situations in 1a require you to manage your thoughts, feelings and actions. **Think** of an example when you needed to manage yourself to do something or to stop yourself from doing something you knew wasn't a wise choice.

**Discuss** with your partner

**a).What do you think it means to *manage yourself*?**

**b).Write** an easy definition of what it means to manage yourself for others in your class to understand.

**Purpose: To find out about some self-management strategies.**

**Task 2.**

1a)Read "**Rep**" pp.28 -32

b).Ricky has issues.

**Locate** three examples in the text of Ricky losing his temper and becoming angry. See the examples in Action Fig 1. Add your examples into column 1

Fig 1	
1.Action	2.Consequence
I grounded it! I yell at the ref... I argue with the ref again, and he blows his whistle totally ignoring me.	The other side is awarded a penalty.

c.)What happens **after** Ricky loses his temper?  
 (Add this information to the second column  
 Consequence- Fig 1 alongside the quote) as in  
 the first example.

**2. Find clues** in the text to infer why Ricky has  
 had a tough year.  
*Name one reason that Ricky was behaving the  
 way he was?*

3a).If you were Ricky what things could you do to  
 help yourself make wiser choices that do not  
 hurt others, property or yourself?

**Think about** what anger feels like...

- Use words to describe how you feel  
 when you are angry.
- *What do you do to calm yourself down?*

If you are not sure here is a video of some  
 students [explaining how they feel](#) or refer to this  
 list on pg 7 of this task.

b).**Choose** four things you think Ricky might find  
 useful from the anger busters section [of this  
 webpage](#)

There are also other resources you could use in  
 the right hand column.

c) **Make** a separate list for yourself.  
*Which activities might you use to help you  
 manage your feelings of anger?*


To access this resource on Google doc click the  
 following link and make a copy

[https://docs.google.com/document/d/13P1Qg16CVMueAMS-KVXgrgUFWwVhmSYSNcOMN\\_Z0-fw/edit](https://docs.google.com/document/d/13P1Qg16CVMueAMS-KVXgrgUFWwVhmSYSNcOMN_Z0-fw/edit)

**Resources**

<https://drive.google.com/file/d/0B3ondZPpW1R Ra0NMVTd6bklyQW8/view>

This is a poster of 5 steps to managing big  
 emotions.

<https://www.thepathway2success.com/100-coping-strategies-for-anger-anxiety-and-more>

Scroll down to find 100 coping strategies to  
 manage anxiety and anger.

**Links already provided in the left hand column.**

<https://www.upworthy.com/what-we-can-learn-from-6-kids-who-are-masters-of-their-anger>

<https://kidshealth.org/en/kids/anger.html?WT.a=c=ctg#catemotion>

Fig 2		
Anger words	Four strategies that could help Ricky	Four strategies I could use when I am feeling angry

To access this resource on Google doc click the  
 following link and make a copy

<https://docs.google.com/document/d/1K8DV-DxVIUZK9xrrYmzTBoH6FCsiolyuSs-sltvJW5E/edit>

**Purpose: To find out other strategies that might help when facing a challenge.**

**Task 3**

Some people need to improve their health by making wiser choices.

**1a.)Read** “Smokefree.” Pp 44-48.

- *How does the reader know that this is not the first time Mum has tried to give up smoking?*

**Locate** clues in the text.

**Share** your ideas with a partner

**b).Locate and list 3** reasons why the narrator thinks it would be good if Mum gave up smoking.

**c).List** the solutions that the narrator of the story comes up with to help his Mum give up smoking.

**d). Identify** the decision that the narrator thinks is the *most important* he makes. Why will this time be different for Mum?

**Discuss with** your partner why you think working together to manage a challenge might help someone to successfully achieve their goal?

#### Task 4

**1.a)Discuss** with a partner

How could you **put the idea of working together to use** in the first scenario?

**Someone in your class barges into the class line ahead of you.**

How could you resolve this by gaining other people’s support without causing a large fight?  
or

**You have eaten or drunk your treat now you want another one and maybe another after that.**

How could get other people to help you not to eat the goodies?

#### Task 5

**1a).Think about** a time when you need to manage yourself

Eg.

- When you don’t think you can do something
- When you become stressed
- When you become distracted
- When you get mad

Fig 3

**Reasons for giving up smoking.**

Write or draw these

**Narrator’s possible solutions for giving up smoking.**

**Name the most important idea that the narrator comes up with**

To access this resource on Google draw doc click the following link and make a copy

[https://docs.google.com/drawings/d/18Q-WyL1duBMWu\\_eWNzeuxoBluCf5kbxwcBzDDNHGDZc/edit](https://docs.google.com/drawings/d/18Q-WyL1duBMWu_eWNzeuxoBluCf5kbxwcBzDDNHGDZc/edit)

<https://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1580>

**b).Add** the ideas from Fig 2 and 3 to the list you made in task 1 d. Check out any further ideas that you think could be useful [from here](#).

**Now read through** your list of strategies. Select the top 3 or 4 strategies that you think will work for the situation you have chosen.

**b)With a partner or in a small group**

**i).Plan** a short play showing someone in **one** of the situations above in Task 5. 1a)

- Show how the situation could go badly and then rerun the scene again; this time using some of the strategies you have learned about and recorded on your list.

ii).Alternatively, **create** a brochure: **Strategies you can use when**\_\_\_\_\_ (choose one of the situations in Task 5. 1a.)

Illustrate your brochure in a style that will attract other students' attention.

Select a font and layout that makes the brochure clear and easy to read. If you want more guidelines on how to create a [brochure click here](#)

You could place your brochure in the library for other students to read.

**2.) Think** about something you would like to improve or change. Eg *I want to stop fighting with my little sister*

Choose 1-2 of the strategies you have learned about.

**Set yourself a strategy to use.** When I get mad with my little sister, I need to stop and breathe deeply to stay calm.

**Try to practice** using the strategy regularly.

**Review** after a few weeks of using the new strategy to see whether it is working.

If it isn't working, then perhaps you could add to or change the strategy by thinking about what else you need to do that will help you. (See an

This webpage provides suggestions for ways to manage feelings. Scroll half way down the page to locate *Taking charge of your feelings*

**Examples of adding to the strategy**

EG. **First goal:** When I get mad with my little sister, I need to stop and breathe deeply and go to my room for a break.

**Now**

When I get mad with my little sister, I need to stop and breathe deeply and go to my room for a break. When I am calm I will talk to my little sister to say how I feel and what I want to happen.

example of adding to a strategy, in the right hand column.)	
<b>Review:</b> How effective was I in achieving my <b>health goals</b> ? <i>What did I do well?</i> <i>What do I still need to work on?</i>	Did I identify and select some self-management strategies to help me face a challenge?  Have I begun to apply those strategies that help me to better self-manage a challenge?
How effective was I in achieving my <b>literacy goal</b> ? <i>What did I do well?</i> <i>What do I still need to work on?</i>	Did I use clues in the text and draw on background experience to make inferences about what is unsaid about the characters?

<b>Fig 1 Possible answers</b>	
<b>Action</b>	<b>Consequence</b>
I grounded it! I yell at the ref... I argue with the ref again, and he blows his whistle totally ignoring me.	The other side is awarded a penalty.
I drop my shoulder and take him out. The whistle blows. "Aww what!" I shout.	"Penalty!"
"Get off the table," I yell, "you can't sit there." ...I tell him(Will) what I think of him	Will feels bullied.
"Give it, Will!" He runs, laughing. ...And even though he's crying. I can't stop yelling.	Ricky loses his place on the team.

<b>Fig 3</b>
<b>Reasons for giving up smoking</b>
<ul style="list-style-type: none"> <li>● She coughs and splutters in the mornings</li> <li>● It can take Mum more than an hour in the morning to get going.</li> <li>● She gets stressed and grumpy.</li> <li>● It is very hard to give up smoking. She has tried to give up before.</li> </ul>

**Possible solutions for giving up smoking**

Change Mum's routines to avoid smoking.

- Breakfast drinks together at the table
- Read near Mum because she never smokes near her son.
- Meet her friends in smoke-free places.
- Keep Mum busy so she doesn't get fidgety
- Get her to go on a bike ride rather than "pig out"
- Remind her why she wanted to give up.

**Name the most important idea that the narrator comes up with**

This time Mum and her son (the narrator) are both working together to help Mum give up smoking and make wiser choices for her health.

**Anger words**

<b>Extremely angry</b>	boiling enraged furious livid irate outraged seething storming raving	
<b>Getting angrier</b>	agitated disgusted exasperated frustrated grouchy grumpy mad resentful tense upset vexed	
<b>Becoming angry (mildish)</b>	annoyed dismayed displeased irritated petulant perturbed	

	touchy uptight	
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