

# What Do You Do with the Mad That You Feel?

Healthy emotional outlets are important to your child's social and emotional development. Learn how you can help your child recognize and appropriately express his or her emotions.



# What Do You Do with the Mad That You Feel?

Learn how to strengthen your child's developing abilities to manage and control anger by helping him or her create healthy physical outlets for coping with anger as part of their social and emotional development. One of the most important messages we can give our children is that it's okay to be angry, but it's not okay to hurt anyone or anything. This class emphasizes that controlling anger is a developmental issue and not a moral issue. This workshop is based on the professional training workshop, "What Do You Do with the Mad That You Feel?" developed by Family Communications Incorporated/The Fred Rogers Company © 2005–2010 and is used with permission.

## This workshop includes the following sections:

Learning Triangle Activity Sheet  
What Can I Do for My Child?  
Activities

Why Is This Important to My Child?  
Book List  
Additional Resources



## Special Thanks

KBYU Eleven gratefully acknowledges the following individuals and organizations that contributed to the design and creation of this workshop and the thousands of workshop participants whose questions and suggestions inspired our work: Stephanie Anderson, Carrie Allen Baker, Barbara Leavitt, Aubrey McLaughlin, Theresa Robinson, Public Broadcasting Service, and United Way of Utah County.

# KBYU Eleven Ready To Learn<sup>®</sup> FAQs

## What Is KBYU Eleven Ready To Learn?

Children are born equipped for learning. Parents and caregivers can help children enter school with the essential skills and knowledge they need to be ready to learn. KBYU Eleven provides children and parents with three related services:

1. **Quality educational television programs.** Children who consistently watch these programs enter school better prepared to learn, and once in school they perform at a higher level.
2. **A safe and fun online environment** offering engaging activities, games, and videos that teach and reinforce key skills and concepts.
3. **Online video workshops** that provide insights into how children develop and demonstrate how to combine media with reading and hands-on activities to greatly enhance children's learning.



## What Is the Purpose of the KBYU Eleven Ready To Learn Workshops?

The 12 KBYU Eleven Ready To Learn workshops help parents become their child's first and best teacher. The workshops were created over several years by experts in early childhood education and offered in partnership with schools, libraries, and community organizations throughout Utah. In creating these workshops KBYU Eleven built on the national Ready To Learn initiative sponsored by the U.S. Department of Education, the Corporation for Public Broadcasting (CPB), PBS, and the Ready To Learn Partnership (RTLTP). You can learn more about the national Ready To Learn effort at [pbskids.org/read/about](http://pbskids.org/read/about).

# What Are the 12 KBYU Eleven Ready To Learn Workshops?

1. Benefits of Media and the Learning Triangle
2. Rhymers Are Readers: The Importance of Nursery Rhymes
3. Music Is a Must!
4. Storytelling: You Can Do It!
5. The Brain: How Children Develop
6. The FUNdamental Powers of Play
7. What Do You Do with the Mad That You Feel?
8. Who Is My Child? Understanding Temperament
9. Math Is Everywhere!
10. Learning Through the Early Years: The Benefits of Repetition and Variation
11. Shared Reading: Tools to Bring Literacy to Life
12. Building Blocks: The Sequence of Emergent Literacy Skills

## How Can I Participate in a KBYU Eleven Ready To Learn Workshop?

Video versions of the workshops are available online at no charge. While they are sequentially based—with each workshop building on the previous one—they can also be viewed independently. To watch a workshop, visit [kbyueleven.org](http://kbyueleven.org) and click on Ready To Learn under the Kids & Family section.

## What Are the Four Areas of Child Development?

1. **Cognitive development** includes thinking, information processing, problem solving, remembering, decision making, understanding concepts, and overall intelligence.
2. **Physical development** is rapid following birth as children learn to control large and then small muscle groups. The sequence of stages is important, and providing an environment children can physically explore while they are growing is critical to all ages.
3. **Language development** is most intensive during the first three years while the brain is developing rapidly and is stimulated most by exposure to sights, sounds, and being talked to.
4. **Social/emotional development** is critical to all other areas of development, because how children perceive their world (their ability to give and accept love, be confident and secure, show empathy, be curious and persistent, and relate well to others) affects how the brain physically develops and how they learn and process information.

# What Is the PBS Learning Triangle®?

The Learning Triangle is a three-part learning pattern that helps reach all types of learners by teaching through a variety of activities. The three points of the Learning Triangle are **View**, **Read**, and **Do**.



**VIEW** with your child an educational program that teaches a concept or skill.

**READ** with your child age-appropriate books that reiterate the new concept or skill.

**DO** an activity that reinforces a concept or skill that allows your child to practice what she or he has learned.

As you use the Learning Triangle you will see how each point reinforces the others. The workshops provide suggested Learning Triangle activities, but more important, they teach you how to build your own learning triangles to best meet the needs of your child.

## How Do Children Learn?

The Learning Triangle is built on how we learn. Using our senses we gather information and then process it into our memory. Some learners rely more on one sense than another.

- **Auditory learners** use their sense of hearing. They process information better when they can hear the information.
- **Visual learners** use sight as a key tool for processing information.
- **Kinesthetic (or hands-on) learners** process information best by physically performing a task that incorporates the new information.

While learners can have a strong affinity to one type of learning, it is more effective to teach using a combination of all three. As a parent or caregiver, it is important to understand what types of learning work best for your child so that you can guide them to become better learners. For young children, ages 0–3, learning is holistic, meaning that they use all three types of learning. PBS developed the Learning Triangle to help reach all types of learners and enhance their learning through repetition. According to Dr. Bruce Perry, repetition is key to the development of a child’s brain. Repetition leads to skill mastery, which increases confidence and builds self-esteem.

# What Do You Do with the Mad That You Feel?

## Learning Triangle Activity Sheet



Make flash cards with positive words, like *fantastic*, *stupendous*, or *superb*, and negative words, like *awful*, *irritating*, or *glum*. Make a pathway of 10 stepping stones that is big enough for your children to stand on. Have the children line up behind the first stone. Mix the flash cards and randomly choose one. The first child has to decide if it is a positive or negative word. If it is positive, he or she moves one space forward. If it is negative, he or she moves one space backward. The first child to reach the last space is the winner!

Everyone gets angry sometimes—children and grownups—but we can find controls and healthy outlets for our angry feelings. This message is a gift that will be important for your children throughout their lives in all their future relationships—in family life, friendships, and the workplace. It is hard for little children to learn not to hit or hurt when they are angry or frustrated. They develop controls only little by little, and they do that best with the caring help of loving parents.

# What Do You Do with the Mad That You Feel?

## Why Is This Important to My Child?

### Language Development

The first language for an infant is crying. Parents and caregivers can listen closely and understand the signals a child gives when he or she cries. Make sure to respond quickly when a baby cries. Remember to NEVER shake a baby. Crying is how a child communicates and at seven months may increase for several weeks.

Toddlers do not know many words and resort to their first language, crying, when emotions are high. Sign language or simple signs can help a child communicate their needs, which reduces frustration.

When young children are expressing their feelings, be patient with their words. They don't always know how they are feeling, so they may call their toys stupid or may yell. Try to talk quietly and ask or make open-ended questions or statements to help children express their feelings. Make sure to give words to their feelings, such as, "Are you frustrated that the toy is broken?"

### Cognitive Development

An important part of children's cognitive development is how well they are able to understand and interpret emotions. In this sense, cognitive and social/emotional development are closely related. Below are some signs of social and emotional development that also show that your child's cognitive processes are working.

- Shows affection to familiar adults.
- Responds differently to familiar adults than to strangers.
- Expresses feelings of interest, pleasure, excitement, warning, and complaint.
- Plays comfortably in a small group of children with a familiar adult nearby.
- Calms self with support.
- Enjoys experiences that cause an effect or reaction, such as turning lights on and off.
- Tries to attract attention by making sounds or smiling.
- Attempts to comfort others in distress.
- Imitates familiar actions of adults.
- Makes positive statements about self.

### References

- Ojose, B. (2008). Applying Piaget's theory of cognitive development to mathematics instruction. *The Mathematics Educator*, 18:1, 26–30. Retrieved from [math.coe.uga.edu/tme/issues/v18n1/v18n1\\_Ojose.pdf](http://math.coe.uga.edu/tme/issues/v18n1/v18n1_Ojose.pdf)
- [www.nctm.org/about/content.aspx?id=12590](http://www.nctm.org/about/content.aspx?id=12590)
- [journal.naeyc.org/btj/200301/MathGames.pdf](http://journal.naeyc.org/btj/200301/MathGames.pdf)

# What Do You Do with the Mad That You Feel?

## Why Is This Important to My Child?

### Physical Development

Parents and caregivers need to give infants physical comfort and respond to their needs when they cry. You cannot spoil a child by holding and touching him or her. In fact, physical contact for an infant sets the foundation for healthy attachment.

When toddlers lose control, a parent or caregiver needs to be physically present to help calm them. Provide many opportunities for stop-and-go activities for children to help them feel the ability to stop.

Young children usually need physical outlets to help release their emotions. Provide large amounts of time for free play.

### Social/Emotional Development

Responding to infants when they are in need is the foundation of trust. Infants can expect that parents and caregivers are dependable and that the foundation of social and emotional development is strong. It is good to remember that when an infant has healthy attachments, he or she will cry when important people leave.

Toddlers with healthy emotional and social development feel safe to explore their world and experience new things. They will look to make sure a parent or caregiver is close by and may come back for a quick hug or word of encouragement.

It is important for young children to feel success in their tasks and daily play. Parents and caregivers can use sincere praise and be accepting of a child's efforts.

Older children need hobbies and activities to provide self-worth and healthy relationships within the community. Their activities can be symbolic to work out their feelings and give support for their self-esteem.

### References

- Ojose, B. (2008). Applying Piaget's theory of cognitive development to mathematics instruction. *The Mathematics Educator*, 18:1, 26–30. Retrieved from [math.coe.uga.edu/tme/issues/v18n1/v18n1\\_Ojose.pdf](http://math.coe.uga.edu/tme/issues/v18n1/v18n1_Ojose.pdf)
- Rover, Cybele. Young children's emotional development and school readiness. *Educational Resources Information Center*. Retrieved from [www.education.com/reference/article/Ref\\_Young\\_Childrens](http://www.education.com/reference/article/Ref_Young_Childrens)



# What Do You Do with the Mad That You Feel?

## What Can I Do for My Child?

### For Babies to Toddlers (0–2 years)

- To help develop a sense of self and body, do simple touching games, like “Pat-a-cake” or “This Little Piggy,” or say, “Here’s your nose!” while touching your baby’s nose.

Recommended books:

*The Grouchy Ladybug* (Eric Carle)

*I Was So Mad* (Mercer Mayer)

*Mean Soup* (Betsy Everitt)

*On Monday When It Rained* (Cherryl Kachenmeister)

*When I’m Angry* (Jane Aaron)

*And My Mean Old Mother Will Be Sorry, Blackboard Bear* (Martha Alexander)

*The Chocolate-Covered-Cookie Tantrum* (Deborah Blumenthal)

*The Temper Tantrum Book* (Edna Mitchell Preston)

*Let’s Be Enemies* (Janice May Udry)

### For Toddlers (2–4 years)

- To develop a sense of self and body, trace their hands or bodies, do finger plays, give them back rubs, or play clapping games.
- To develop impulse control, play stop-and-go games, find things to stack and pour, or keep trains and cars on tracks.
- To help them find physical outlets for their feelings, play with clay, throw soft balls or bean bags, scribble with crayons, run races, or dance.

Recommended books:

*Andrew’s Angry Words* (Dorothea Lachner)

*Barbie: I Got So Mad!* (Jean Bay)

*Franklin’s Bad Day* (Paulette Bourgeois)

*I Was So Mad!* (Norma Simon)

*The Quarreling Book* (Charlotte Zolotow)

*Some Days, Other Days* (P. J. Petersen)

*Sometimes I Get Angry* (Jane Werner Watson)

*When Emily Woke Up Angry* (Riana Duncan)

*When I Feel Angry* (Cornelia Maude Spelman)



# What Do You Do with the Mad That You Feel?

## What Can I Do for My Child?

### For Older Children (4–5 years)

- To develop impulse control and the ability to stop, let them do an obstacle course, draw connect-the-dot pictures, or play with snap-together toys.
- To help them find physical outlets for their feelings, let them try hammering or other woodworking activities or structured games, like throwing at a target.
- To help children develop the use of physical outlets, let them try easel painting, building with blocks, drawing, dramatic play, or storytelling.

Recommended books:

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* (Judith Viorst)

*Daniel's Duck* (Clyde Robert Bulla)

*How Do I Feel About Being Angry* (Julie Johnson)

*Smoky Night* (Eve Bunting)

*Don't Throw Another One, Dover!* (Beverly Keller)

*My Father Always Embarrasses Me* (Meir Shalev)

*The Berenstain Bears Get in a Fight* (Stan and Jan Berenstain)

*No Fighting, No Biting!* (Else Holmelung Minarik)

*Spinky Sulks* (William Steig)

*Angel Child, Dragon Child* (Michele Maria Surat)

*Arthur's Great Big Valentine* (Lillian Hoban)

*Football Friends* (Jean, Dan, and Dave Marzollo)

*Housekeeper of the Wind* (Christine Widman)

*Rollo and Juliet, Forever!* (Marjorie Weinman Sharmat)

*Rosie and the Yellow Ribbon* (Paula DePaolo)

*That Makes Me Angry!* (Anthony Best)

*Lilly's Purple Plastic Purse* (Kevin Henkes)

Thanks to Sara Palmer and DT: Margaret Kimmel, Department of Library and Information Science, University of Pittsburgh, for developing this expanded booklist.

# What Do You Do with the Mad That You Feel?

## Book List

### Title:

*Alexander and the Terrible, Horrible,  
No Good, Very Bad Day*  
*Another Perfect Day*  
*Bad Case of Stripes, A*  
*Bootsie Barker Bites*  
*Buzz Said the Bee*  
*Can Anyone Be as Gloomy as Me?*  
*Chester's Way*  
*Chrysanthemum*  
*Corduroy*  
*Ella Sarah Gets Dressed*  
*Frederick*  
*Good-bye Book, The*  
*Good Night, Gorilla*  
*Goodnight Moon*  
*Grumpy Morning, The*  
*Guess How Much I Love You*  
*How About a Hug?*  
*How Leo Learned to be King*  
*How to Be a Friend*  
*I Love You as Much . . .*  
*I Love You Because You're You*  
*I Was So Mad*  
*If You're Angry and You Know It!*  
*Jessica*  
*Julius, the Baby of the World*  
*Just the Way You Are (Sesame Street)*  
*Kisses*  
*Lilly's Purple Plastic Purse*  
*Love You Forever*  
*New Baby, The*  
*Owen*  
*Pigsty*  
*Rain Came Down, The*  
*Sheila Rae, the Brave*  
*Sometimes I'm Bombaloo*  
*Stand Tall, Molly Lou Melon*  
*Tacky the Penguin*

### Author:

Judith Viorst  
Ross MacDonald  
David Shannon  
Barbara Bottner  
Wendy Cheyette Lewison  
Nick Toczek  
Kevin Henkes  
Kevin Henkes  
Don Freeman  
Margaret Chodos-Irvine  
Leo Lionni  
Judith Viorst  
Peggy Rathmann  
Margaret Wise Brown  
Pamela Duncan Edwards  
Sam McBratney  
Nancy Carlson  
Marcus Pfister  
Laurie Krasny Brown  
Laura Krauss Melmed  
Liza Baker  
Mercer Mayer  
Cecily Kaiser  
Kevin Henkes  
Kevin Henkes  
Kara McMahon  
Nanda Roep  
Kevin Henkes  
Robert Munsch  
Mercer Mayer  
Kevin Henkes  
Mark Teague  
David Shannon  
Kevin Henkes  
Rachel Vail  
Patty Lovell  
Helen Lester

### Subject:

Sequence of Bad Things  
Crisis/Stress  
Sequence of Bad Things  
Frustration/Upset  
Love and Warmth  
Frustration/Upset  
Crisis/Stress  
Crisis/Stress  
Crisis/Stress  
Frustration/Upset  
Love and Warmth  
Crisis/Stress  
Love and Warmth  
Love and Warmth  
Sequence of Bad Things  
Love and Warmth  
Love and Warmth  
Crisis/Stress  
Love and Warmth  
Love and Warmth  
Frustration/Upset  
Frustration/Upset  
Crisis/Stress  
Crisis/Stress  
Love and Warmth  
Love and Warmth  
Crisis/Stress  
Love and Warmth  
Crisis/Stress  
Crisis/Stress  
Crisis/Stress  
Sequence of Bad Things  
Crisis/Stress  
Frustration/Upset  
Crisis/Stress  
Crisis/Stress

# What Do You Do with the Mad That You Feel?

## Book List

**Title:**

*These Hands*  
*Way I Feel, The*  
*Weekend with Wendell, A*  
*Wemberly Worried*  
*What Mommies Do Best/  
What Daddies Do Best*  
*When I Feel Angry*  
*When Sophie Gets Angry—Really,  
Really Angry*  
*Where Do Kisses Come From?*  
*Where the Wild Things Are*  
*Will You Forgive Me?*  
*You're Just What I Need*

**Author:**

Hope Lynne Price  
Janan Cain  
Kevin Henkes  
Kevin Henkes  
  
Laura Numeroff  
Cornelia Maude Spelman  
  
Molly Bang  
Maria Fleming  
Maurice Sendak  
Sally Grindley  
Ruth Krauss

**Subject:**

Love and Warmth  
Frustration/Upset  
Crisis/Stress  
Crisis/Stress  
  
Love and Warmth  
Frustration/Upset  
  
Frustration/Upset  
Love and Warmth  
Frustration/Upset  
Love and Warmth  
Love and Warmth

*This is a small reference sample of books that can be found at your local library.*

# What Do You Do with the Mad That You Feel?

## Activities

### For Parents

#### Think of a Time You Were Angry

- What physical changes happened to you?
- How did you behave when you were angry?
- What helped you calm down and deal with the situation?

#### Plan for Warm and Caring Times Together

One of the best ways parents help children learn to handle angry feelings is by building a warm and trusting relationship with them. When there is a close bond, children are more likely to try to please their parents. It is with a loving family that we all learn to control our behavior.

- Spend quiet time together reading a book or sharing stories.
- Make up a simple song about how your child might be feeling.
- Ask your child about his or her day: “What was the best thing that happened to you today?”

#### Talk About Angry Feelings

When children know their parents care deeply about them and about whatever they are feeling, they are more likely to talk about their feelings than act them out in hurtful ways.

- When you have had a frustrating day, you can say, “I am really angry today because . . .”
- At a quiet time, talk about things children can do when they are angry so they won’t hurt anyone or anything.

#### Help Develop Controls

It takes time for children to learn to stop doing something that will hurt others.

- Toddlers who are very upset need to have adults firmly and caringly hold them or take them away from the situation.
- Praise your child when he or she shows control.
- Help your child practice starting and stopping by playing games like Red Light, Green Light.
- Children also learn self-control when they do activities that need careful concentration, like stringing beads, moving toy cars along a path, or using snap-together toys.

# What Do You Do with the Mad That You Feel?

## Activities

### For Parents (continued):

#### Find Healthy Outlets

When children have some controls, they are more able to channel their energy when they are angry. Parents can encourage healthy outlets by offering things like

- crayons and paper for drawing a picture of their angry feelings.
- clay for kneading and pounding.
- musical instruments like a drum or a xylophone.
- construction paper to tear and make a collage.
- puppets to act out their feelings.

### How to Intervene When Children Lose Control

#### Stop Them

Physically hold back children from hurting themselves or others. Be aware of what situations may cause a child to be angry. Stop children before they lose control.

#### Say No

While stopping a child physically, say, “No,” clearly and firmly. You can be specific and say, “No biting” or “No hitting.” Offer positive alternatives.

#### Get Physically Close

Especially with younger children, it helps to get close and use gentle touch. Get down at the child’s eye level rather than calling across the room.

#### Stay Calm Yourself

Don’t get caught in the emotion of the moment when children are crying or hitting. Your calmness is reassuring to your child and will help him or her settle down.

#### Allow the Anger, Not the Hurting

Tell them, “It’s okay to be angry, but it’s not okay to hit.”

#### Problem Solve

When things calm down, talk about what happened and how they could manage better next time. Children won’t hear you if you try to talk to them while they are upset.



# What Do You Do with the Mad That You Feel?

## Activities

### For Parents (continued):

#### Use Words

Encourage children to use words to tell others what is making them angry. Young children may need you to help them use the right words.

#### Time Away

Sometimes children simply need time away from the activity. Tell them that since they can't play without hitting, they need to go play somewhere else.

#### Make the Environment Safe and Caring

Remember that these strategies work best in an environment with

- a caring relationship with a nurturing adult.
- clear and consistent limits.
- a sense of safety, physically and emotionally.
- a chance for children to have some sense of autonomy.

# What Do You Do with the Mad That You Feel?

## Activities

### What Do You Do with the Mad That You Feel?

By Fred M. Rogers

What do you do with the mad that you feel,  
When you feel so mad you could bite?  
When the whole world seems oh, so wrong . . .  
And nothing you do seems very right?

What do you do? Do you punch a bag?  
Do you pound some clay or some dough?  
Do you round up friends for a game of tag?  
Or see how fast you go?

It's great to be able to stop  
When you've planned a thing that's wrong,  
And be able to do something else instead  
And think this song:

I can stop when I want to,  
Can stop when I wish.  
I can stop, stop, stop any time.  
And what a good feeling to feel like this  
And know that the feeling is really mine.  
Know that there's something deep inside  
That helps us become what we can.  
For a girl can be someday a woman  
And a boy can be someday a man.

©1968 Fred M. Rogers

[Watch the Video: www.pbskids.org/rogers/songLyricsWhatDoYouDo.html](http://www.pbskids.org/rogers/songLyricsWhatDoYouDo.html)

# What Do You Do with the Mad That You Feel?

## Activities

### *From Mister Rogers' Plan & Play Book*

#### **Stage 1 (Infancy): Establishing a Sense of Self and Body Boundaries**

In order to have self-control, a child needs a physical sense of self. During this stage, children learn where their bodies begin and end. Many teachers find that children who don't have a clear sense of their body boundaries tend to bump into furniture, take things that aren't theirs, eat off each others' plates, etc. These are indications that they don't know where they begin and end.

##### **Body Outlines**

Trace the outline of your child on a large sheet of paper or on several sheets taped together. Have your child draw in his or her own face and details. This activity can help children understand and accept individual differences as well as the difference between real and pretend.

##### **Simon Says**

Acting as the leader, give the children simple directions, starting with the phrase "Simon says." Have the children follow the commands. These should be things like "Touch your nose," "Stand on one foot," or, for older children, "Put one knee on the floor and two hands on your head." Occasionally give a command without using the phrase "Simon says." Children should not follow these commands.

#### **Stage 2 (Toddlerhood): Managing Impulses and Being Able to Stop**

Once children begin to gain a sense of self and body boundaries, they need to learn what it feels like to control oneself. During this stage, they learn what it feels like to stop and to control their impulses. They also learn to name feelings and use the word "no." Many teachers find that preschoolers who don't have good impulse control can't stop their bodies when playing games like Red Light, Green Light, or they say no to themselves and still continue to do something they know they should not.

##### **Trolley Tracks**

Spread an old sheet on the floor, or tape several pieces of paper together. With a marker, draw a set of trolley tracks. Use boxes or blocks as the trolleys and let children drive them along the tracks.

##### **It's Too Noisy**

Before you start, everyone needs to agree on the "stop" signal. Allow children to talk loudly for several seconds. Then give the stop signal, and the children must stop. Then have them clap loudly until you signal for them to stop. Other ideas could be singing, stamping their feet, etc. Finally, let them do all these things at once until you signal a stop. Then ask the children to be as quiet as possible for several seconds.

# What Do You Do with the Mad That You Feel?

## Activities

### *From Mister Rogers' Plan & Play Book*

#### **Stage 3 (Early Preschool Years): Finding Alternative Physical Outlets**

Once children have some self-control, they can be encouraged to work through their angry feelings in a physical and controlled way that won't hurt anyone. They can use an activity as an emotional release, but they won't have the emotional control to do constructive activities when they are angry. At this stage, children begin to use words to substitute for aggressive actions.

##### **Let's Dance!**

Allow children to dance to music to express themselves and develop coordination. If they need encouragement, you could suggest that they hold scarves while they move, pretend to be animals, or make up their own dances.

##### **Beanbag Toss**

Place a basket in the middle of the room, and put a piece of masking tape on the floor about three feet away from the basket to mark the spot from where the children will toss their beanbags. Tell the children that no one makes it into the basket every time, and talk about games that people play that take practice. Let younger children stand closer if they need to in order to make it into the basket.

#### **Stage 4 (Later Preschool Years): Channeling Angry Feelings in Symbolic, Constructive, and Organized Ways**

Children can now channel their anger into something they produce, like drawing a picture or playing an angry song on a xylophone. Aggressive play is often at its peak at this time, but it provides an outlet—as long as adults help children know they must not hurt other people or things (though they still may not be clear about what is pretend and what is real).

##### **Making Up Songs**

Ask the children to make up a song about what they are thinking. They can use a familiar tune or make up their own. Ask them questions to prompt them about their feelings, questions like “Can you think of a time when someone didn't have time to play with you? How did you feel? What did you do about your feelings?”

##### **Puppet Plays**

If you have puppets to play with, first introduce each puppet to the children. Talk about what it is and what it is made of. Then put the puppet on your hand and talk to it about the children or things that have been happening. As children become more interested in the puppet's reactions than in what you're saying, begin talking for the puppet. Have it answer questions you ask it, and turn its head so it can talk to the children as well. Then let the children play with the puppets and pretend to be different characters.

# What Do You Do with the Mad That You Feel?

## Activities

### I Spy

Choose easy household items for your child to name. For example, “I spy something green to sit on.” Your child can then run to a green chair and either sit on it or say, “Chair!” If your child is right, he or she can call, “Again, again!” for another clue. Then it’s your child’s turn to choose something for you to find. You’ll probably want to give a few silly answers before giving the right one to make the turn last longer. End the game with a big hug. Recognizing and naming objects—and talking about them—is an important part of learning about the world around us.

### Watch and Do

Watching PBS is a time for creative play rather than just passive watching. Encourage your child to join in with the fun, especially with dancing, moving, and singing. Later you can talk about what you have watched and re-create some of the activities, such as reading a story together, singing songs, or playing hide-and-seek. When the program ends, give each other a big hug.

### Mirror, Mirror

Children love to see themselves in a mirror and always smile at their reflections. You can turn this into a game. When looking into a mirror with your child, ask him or her to touch his or her nose. Then ask, “Where is my nose?” Repeat the game with lips, ears, tongue, teeth, and eyes. Older children can also try making different facial expressions. You could ask, “Show me how you look when you feel happy or tired or when something tastes good.” End the game with a big hug.

### I Can Do That, Too!

Like PBS characters, children love to play “Follow the Leader.” Do simple movements for your child to copy, such as touching your nose, shaking your foot, or clapping your hands. If your child is quick to respond, speed up your movements until you both fall down laughing because it gets to be too much to follow! You might also do a series of actions, but you will want to keep it simple: a nod, a wiggle, and two steps to the side, for example. Let your child have a turn as the leader, then end the game with a big hug.



# What Do You Do with the Mad That You Feel?

## Additional Resources

### The Fred Rogers Company

The legacy lives on. Providing parenting and professional resources.

[www.fci.org/mad.html](http://www.fci.org/mad.html)

### PBS Parents

PBS Parents is a trusted resource that is filled with information on child development and early learning. It also serves as a parent's window to the world of PBS KIDS, offering access to educational games and activities inspired by PBS KIDS programs.

[www.pbs.org/parents](http://www.pbs.org/parents)

### The Parent's Journal

*The Parent's Journal* provides expectant parents and parents of infants, toddlers, preschoolers, and older children with the best available information to promote a healthy, happy childhood right from the start!

This is not a program that dispenses “quick-fix” solutions or one-size-fits-all parenting advice. Rather, it is a resource that helps parents understand and nurture their individual child's physical, intellectual, social, and emotional development.

*The Parent's Journal* features interviews with America's best pediatric, child development, and pregnancy experts.

For episodes specific to dealing with anger, enter “anger” in the search box.

[www.parentsjournal.com](http://www.parentsjournal.com)