

## CONFLICT RESOLUTION- LEVEL 2

<b>Description:</b>	Learners will practice ways to deal with conflicts in a healthy way, learn to manage their own feelings and identify those of others to develop healthy relationships and emotional intelligence.
<b>Leading question:</b>	Can I express myself effectively and with empathy during conflicts?
<b>Age group:</b>	8-10 years old
<b>Subjects:</b>	Social-emotional learning, Literacy
<b>Total time required:</b>	7 hours over 5 days
<b>Self-guided / Supervised activity:</b>	Supervised
<b>Resources required:</b>	- Notebook/ Paper - Pencil/ pen
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Identify causes and effects of conflict</li> <li>- Practice different strategies to diffuse or resolve conflict situations</li> <li>- Understand empathy through imagining and describing the feelings and motivations of people in challenging situations.</li> <li>- Explore different perspectives to understand an issue better.</li> <li>- Read a story to infer the characters' feelings and thoughts.</li> <li>- Write a diary entry from a different perspective.</li> <li>- Produce an informal letter.</li> </ul>

### Day 1—

**Today, you will learn what conflict means and reflect on your reaction to conflicts. Also, you will be able to identify parts of a sentence.**

Time	Activity and Description
5 minutes	<ul style="list-style-type: none"> <li>● Learners will discuss what conflict means: <ul style="list-style-type: none"> <li>- What comes to your mind when you hear the word “conflict”?</li> <li>- What does it mean?</li> <li>- What are some other words that mean the same in your language?</li> </ul> </li> <li>● <i>Conflict is when people have a serious disagreement because they have different points of view. Conflict can last for a long time and be difficult to solve. At some point in our lives, we all come into conflict with people. Learning how to resolve (end) conflict is an important life skill.</i></li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>● <b>Think &amp; Discuss:</b> Can you think of examples of conflicts you were involved in or know about? Why do you think conflicts happen?</li> <li>● <i>Conflict can be caused by lots of things. Some of them include:</i> <ul style="list-style-type: none"> <li>▪ <i>Not respecting differences (for example different beliefs, such as religious beliefs).</i></li> <li>▪ <i>stubbornness – refusing to see things from someone else’s point of view;</i></li> </ul> </li> </ul>

20 minutes

- past arguments that haven't been sorted out.
- Have learners tick (✓) next to the boxes to show how they would typically handle conflict with friends and family.

My Response	Usually	Sometimes	Never
Raise my voice or yell			
Blame the other			
Ignore or walk away			
Apologize			
Suggest solutions			
Complain to someone			
Forgive			
Threaten			
Look for a win-win solution			
Call others names			
Get upset or cry			
Ask an adult to help			
Use humor			
Let others have their way			

- Reflect:** What patterns do you observe in the way you respond to conflict? Why do you think you respond in that way? Give examples.
- Share the following story with learners:** Mohsin and Ruby are good friends. However, Ruby does not like it when Mohsin raises his voice when they fight. She feels scared and keeps quiet. She wants to share her ideas but when he yells, she feels disrespected.
    - In the example, identify the **cause** of the conflict.
    - If you were Ruby, what would you do?

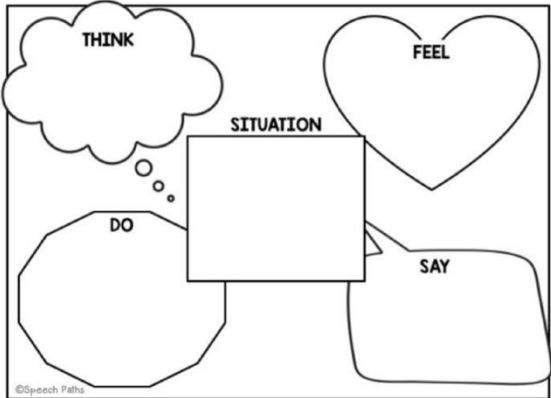
15 minutes	<p><b>How we react during conflicts:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Conflict is part of life. We can't wish it away or pretend it's not happening. It occurs in families, friendships, school, work, and our society in general. It can often make us angry and frustrated, but if <b>managed properly</b>, it can also strengthen relationships.</i></li> </ul> <p><b>Think-Pair-Share:</b> Learners think about the following questions then share their reflections with a partner before they share their observations with the rest of the class.</p> <ul style="list-style-type: none"> <li>▪ Think of a challenging conflict you were involved in recently.</li> <li>▪ How did you react during this conflict? How did you feel?</li> <li>▪ How do you usually react when confronted with a conflict?</li> <li>▪ Does your reaction make things better or worse?</li> </ul> <p><i>(In conflicts, we might feel mad and want to shout, say unkind words, kick and fight. This usually makes the situation worse).</i></p> <ul style="list-style-type: none"> <li>▪ How can you recognize if you are feeling really angry or upset in a conflict? <i>(heavy breathing, closed fists, tone, voice, etc.)</i></li> </ul>
15 minutes	<p><b>Ways to calm down:</b></p> <ul style="list-style-type: none"> <li>▪ <i>A big part of resolving a conflict is managing our emotions. Feelings like anger or frustration can make us do or say things we don't mean or will most probably regret later. There are lots of ways to help us manage these emotions. <b>Can you think of any?</b></i></li> <li>▪ Have learners think of ways to calm themselves down in such situations.</li> </ul> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>▪ Counting to ten. You could count loudly or in your head.</li> <li>▪ Find your happy place. Close your eyes and let your mind take you to a happy memory.</li> <li>▪ Counting items in a room is a great way to help us when we feel angry.</li> <li>▪ Give your feelings a color and explain to someone why you picked this color.</li> <li>▪ Breathing in and out. Imagine you are blowing into a balloon. Take a big deep breath in and slowly breathe out the air as if you are blowing into a balloon.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>● Tell learners to explain their conflict to a partner and role-play it. Discuss how you think the other person in the conflict felt. How could you guess? How would you react differently if the person reacted in a different way?</li> </ul> <p><b>Activity: (Purpose: Let's put ourselves in someone else's shoes)</b> Read the following scenario (<i>Suggestion: learners could role-play this scenario. You need a narrator and two actors</i>):</p>

	<p>Salma made her best friend Haya a drawing of the two of them. Haya was very happy with the drawing and thanked Salma, but Salma was very upset because Haya didn't give her anything in return or make her a drawing.</p> <p>"Why didn't you make me anything?" asked Salma angrily.</p> <p>"I didn't think you would like something in return," said Haya sadly.</p> <p>"You are not my friend anymore!" said Salma, who snatched off the drawing from Haya's hand and left.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How do you think Haya feels when Mary gives her a drawing of the two of them?</li> <li>▪ Why do you think Salma is upset when she doesn't get something in return from Haya?</li> <li>▪ What do you think of Salma's reaction? Do you think she considered Haya's feelings?</li> <li>▪ Do you think Haya is going to forgive Salma if she apologizes? Justify.</li> <li>▪ What do you think happens after Salma walks off on her?</li> <li>▪ If you were Salam and you could have the conversation again, what would you do/ say differently?</li> </ul>
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## Day 2

Today, you will learn about empathy and write a diary entry.

Time	Activity and Description
10 minutes	<p>1. Learners think about a time when they felt sad just because someone close to them was sad or when they were excited because of someone else's excitement.</p> <p><i>That is empathy! <b>Empathy</b> is being able to understand and share how someone else is feeling, even when you aren't in the same situation.</i></p> <p><b>(Suggestion: You could have the learners discuss if empathy and sympathy are the same thing and help them differentiate between sympathy and empathy. Sympathy is when you have feelings of pity for someone's misfortune.)</b></p> <ul style="list-style-type: none"> <li>● Spark a discussion with learners on the following: <ul style="list-style-type: none"> <li>- Do you think empathy is important during conflicts? Why or why not?</li> <li>- List 5 ways in which we can show empathy to someone? <i>(Eg: listen carefully, be open and honest, ask questions, appreciate differences, etc.)</i></li> </ul> </li> </ul>

<p>20 minutes</p>	<p><b>Creating an Empathy Map:</b></p> <ol style="list-style-type: none"> <li>Revisit your conflict from Day 1. <ul style="list-style-type: none"> <li>Now, imagine you are the other person in the conflict. In your notebook/ piece of paper, create an <b>Empathy Map</b> for the same situation, but from the other person’s perspective.</li> <li>Draw the following map, identifying the situation from the other person's perspective and what the other person said, felt, thought and did.</li> </ul> </li> </ol>  <p>The diagram shows an Empathy Map template. It consists of a central square labeled 'SITUATION'. Surrounding it are four shapes: a thought bubble labeled 'THINK' at the top left, a heart labeled 'FEEL' at the top right, a speech bubble labeled 'SAY' at the bottom right, and an octagon labeled 'DO' at the bottom left. A small copyright notice '©Speech Path' is visible at the bottom left of the diagram.</p> <p><b>Discuss with your peers:</b></p> <ol style="list-style-type: none"> <li>How has your view of the conflict changed from Day 1?</li> <li>Now that you understand the other person’s point of view, do you think you displayed empathy?</li> <li>If not, discuss what you would have done differently during the conflict. Why?</li> </ol>
<p>5 minutes</p>	<ul style="list-style-type: none"> <li><b>Imagine that you are the other person in your conflict.</b></li> <li><b>Ask:</b> Do you know what a diary is? Do you have one? What do you write in it?</li> </ul> <p><b>Diary Entry Format</b></p> <p>September 11, 2022 ← <b>Date</b>  Monday ← <b>Day</b>  3.00 PM ← <b>Time</b>  Dear Diary, ← <b>Salutation</b>  ..... ← <b>Body</b>  Name  Signature</p>
<p>25 minutes</p>	<ul style="list-style-type: none"> <li>Using your <b>Empathy Map</b>, write a diary entry to explain your perspective of the conflict. Remember to use first person (<i>I, me, we, etc.</i>)</li> <li>Use the four different tenses – present/ past simple and present/ past continuous.</li> <li>Exchange the diary entry with a partner. Underline the verbs in their entry and identify the tense of each verb. Have they been used correctly?</li> </ul>

	<ul style="list-style-type: none"> <li>Once you identify the tenses and correct each other's mistakes, ask your partner what they think of the diary entry you wrote.</li> <li>Use the following prompts when you give <b>feedback</b>: <ul style="list-style-type: none"> <li>The diary entry is easy to read</li> <li>It provides relevant information</li> <li>There is an orderly flow of ideas</li> <li>There are few or no errors in: grammar, spelling, capitalization, punctuation</li> </ul> </li> </ul>
20 minutes	<p><b>Literacy/ Reading a Story:</b></p> <ul style="list-style-type: none"> <li>Have learners read <b>Angry Akku</b> (find it in the Appendix if you cannot access the link) <a href="https://storyweaver.org.in/stories/12433-angry-akku">https://storyweaver.org.in/stories/12433-angry-akku</a></li> <li><b>Learners discuss:</b> <ul style="list-style-type: none"> <li>What made Akku angry?</li> <li>What made her anger go away?</li> <li>Did something similar ever happen to you? What happened? How did you feel/react?</li> <li>What do you think of Akku's father? Do you like the way he dealt with Akku? Justify.</li> <li>What did you like and dislike about the story?</li> </ul> </li> <li>Pair learners up and ask them to find out what makes their partner angry. Give them a chance to share what they find out too. For example, Priya gets angry when someone ignores her or interrupts her.</li> <li>Have learners discuss how they would feel if they were in Akku's shoes and how they would react.</li> <li>Have learners work in groups to enact what happened to Akku and their reaction.</li> </ul>

### Day 3 -

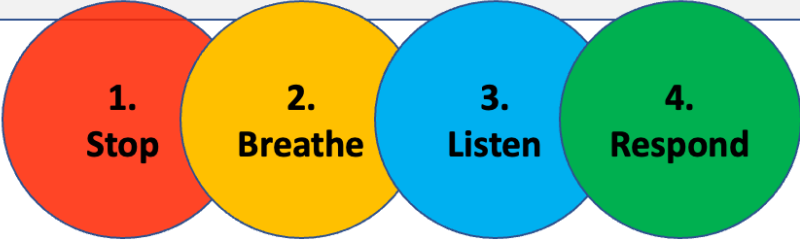
**Today, you will learn about how to resolve a conflict and write an informal letter.**

Time	Activity
30 minutes	<p><b>Drawing activity:</b></p> <p>In this activity, each learner draws on a piece of paper then switches the sheet with their partners.</p> <ul style="list-style-type: none"> <li>Each learner gets a piece of paper and draws on it for 1 minute. After 1 minute, learners switch the sheet with their partners.</li> <li>Have every two learners continue each other's drawing for another minute and switch again. Do 4 rounds of this.</li> </ul> <p>● <b>Discuss:</b></p>

	<ol style="list-style-type: none"> <li>Does the final drawing match what you initially thought the drawing would be? How did you feel when you built off your partner's drawing?</li> <li>How does this apply to two people working together to solve an issue?</li> </ol> <ul style="list-style-type: none"> <li>It's okay when people have different ideas from us. Each one of us sees the world differently and although this could cause arguments, it's also what makes each one of us unique. To reach common ground, sometimes we need to <b>compromise</b>.</li> <li>Ask learners if they know what it means to compromise and if they can give examples.</li> <li><i>Compromise is when people agree to give up on a bit of something they might want to meet somewhere in the middle and find a fair solution to a problem.</i></li> <li>Do you compromise? Why is it important to compromise?</li> </ul>
15 minutes	<p><b>Communication matters!</b></p> <ul style="list-style-type: none"> <li><b>An important part of showing empathy and understanding the other person during a conflict lies in the way we listen to them.</b></li> </ul> <ol style="list-style-type: none"> <li>Have learners tell a partner about their day. They should pretend to be disinterested.</li> <li>Then, have learners tell another person about their day. They should be active listeners by maintaining eye contact, asking questions, etc.</li> </ol> <p><b>Discuss with learners:</b></p> <ul style="list-style-type: none"> <li>How did you feel in each case?</li> <li>What observations did you make about your partner's body language each time?</li> <li>List 3 ways we can become active listeners while someone speaks.</li> </ul> <ul style="list-style-type: none"> <li><b>To manage your emotions, use calming strategies, I-statements and be an active listener.</b></li> <li>Reenact your conflict, using the following statements:</li> </ul> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="border: 1px solid blue; padding: 5px; width: 45%;">I sense that you're feeling emotional about this topic. Is that right?</div> <div style="border: 1px solid blue; padding: 5px; width: 45%;">Tell me more - I want to understand</div> <div style="border: 1px solid blue; padding: 5px; width: 45%;">Let's take a breather before we think this through.</div> <div style="border: 1px solid blue; padding: 5px; width: 45%;">Thank you for your honesty — I appreciate your feedback</div> <div style="border: 1px solid blue; padding: 5px; width: 45%;">Let's see what we can do to make sure it doesn't happen again.</div> <div style="border: 1px solid blue; padding: 5px; width: 45%;">How can I help you in solving this issue?</div> <div style="border: 1px solid blue; padding: 5px; width: 45%;">Yes, you're completely right / Yes, I am with you on that!</div> <div style="border: 1px solid blue; padding: 5px; width: 45%;">What can we do to change the situation?</div> </div>

	<ul style="list-style-type: none"> <li>Have learners discuss if the above sentences are helpful or not. (they help you be an active listener and be empathetic to the person you are having a conflict with.)</li> </ul> <p><b>I' Statements</b></p> <ul style="list-style-type: none"> <li>To communicate effectively and respectfully, we can use I-statements, which focus <b>on your own</b> feelings and experiences. It does not focus on what you think the other person has done. Here is a model you can use:</li> </ul> <table border="1" data-bbox="378 600 1375 1100"> <tr> <td data-bbox="378 600 781 695"><b>How you feel</b></td> <td data-bbox="781 600 1375 695"><b>I feel</b> angry...</td> </tr> <tr> <td data-bbox="378 695 781 793"><b>What you have that feeling about</b></td> <td data-bbox="781 695 1375 793"><b>About</b> the way you speak to me</td> </tr> <tr> <td data-bbox="378 793 781 926"><b>Why you feel this way</b></td> <td data-bbox="781 793 1375 926"><b>Because it makes me feel like</b> you do not respect me.</td> </tr> <tr> <td data-bbox="378 926 781 1100"><b>What you would like to see instead</b></td> <td data-bbox="781 926 1375 1100"><b>I would prefer</b> that you calm yourself down before saying anything to me in a fight.</td> </tr> </table> <p><b>Apply:</b> Have learners think about their own conflict, or a situation when someone made them upset, either with a classmate or a sibling, and use the 'I' statement to share how they feel, then share the statements with their partner or with the class. <i>(Suggestion: use the feelings cards used in <b>Emotion Charades in Day 2.</b>)</i></p>	<b>How you feel</b>	<b>I feel</b> angry...	<b>What you have that feeling about</b>	<b>About</b> the way you speak to me	<b>Why you feel this way</b>	<b>Because it makes me feel like</b> you do not respect me.	<b>What you would like to see instead</b>	<b>I would prefer</b> that you calm yourself down before saying anything to me in a fight.
<b>How you feel</b>	<b>I feel</b> angry...								
<b>What you have that feeling about</b>	<b>About</b> the way you speak to me								
<b>Why you feel this way</b>	<b>Because it makes me feel like</b> you do not respect me.								
<b>What you would like to see instead</b>	<b>I would prefer</b> that you calm yourself down before saying anything to me in a fight.								
30 minutes	<p><b>Active Listening:</b> <i>After learners are able to express their feelings respectfully, it's time they learn how to actively listen to others and engage in meaningful conversations to help resolve a conflict.</i></p> <p><b>Presentation:</b></p>								




	<div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <h3>Active Listening in a Conflict</h3> </div>  <ul style="list-style-type: none"> <li>● Learners take enough time to observe the figure carefully and express their thoughts about it.</li> <li>● Educator goes over the 4 steps of active listening and explains them in a simplified language:             <ol style="list-style-type: none"> <li>1. To be empathetic and actively listen to someone, you first need to <b>stop</b> what you're doing (watching tv or texting), and be fully present with those who are in need.</li> <li>2. To focus, you need to <b>breathe</b> in so you slow down and concentrate with them.</li> <li>3. Once you're fully present, it's time you allow your friends to say what's on their mind. All you need is to really just <b>listen</b>. You might say something like "<b>tell me more</b>" to get your friend to really talk about whatever is upsetting them.</li> <li>4. Finally, try to <b>respond</b> in a kind and compassionate way. One great question to ask is: "<b>How do you feel about it?</b>" or "<b>What can I do to help you?</b>" or "<b>You are right, I agree with you.</b>"</li> </ol> </li> </ul>
20 minutes	<p><b>Apply: Snow Fight</b></p> <p>Learners build up on the previous conflict they shared with their classmates (the I-statements).</p> <ul style="list-style-type: none"> <li>- Help learners remember the last conflict they talked about.</li> <li>- To make it a fun pairing, every learner writes his/her name on a piece of paper, they fold or crumple it into a small ball.</li> <li>- Ask them to gently snow-fight using the crumpled papers. After 30 seconds of snow fighting, everyone picks a ball and pairs up with the learner whose name is on the paper.</li> <li>- Later everyone shares his/her conflict/I-statements to his/her partner, and the one who listens tries to apply the 4-step process of active listening.</li> <li>- <b><i>Learners don't have to actually solve the conflict; instead, they listen with empathy and without judgement.</i></b></li> </ul> <p><b>Reflect:</b></p>

	<p>Ask learners about the class, what they learnt, what they liked and didn't.</p> <p><b><i>(Keep note of the different techniques you learned. You will use them to show how to resolve conflicts in your skits).</i></b></p>
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## Day 4 -

**Today, you will learn how to apologize sincerely and effectively.**

Time	Activity and Description
30 minutes	<p><b>Apologies:</b> <i>During conflicts, we may realize we did something wrong. It is important to apologize, ask for forgiveness, and promise not to repeat that mistake in the future.</i></p> <ul style="list-style-type: none"> <li>● <b>Discuss with learners:</b> <ul style="list-style-type: none"> <li>▪ <b>How do you usually apologize to someone?</b></li> <li>▪ <b>How do you know if an apology is sincere or not?</b></li> </ul> </li> <li>● Think about your conflict. Is there anything you would like to apologize for (<i>a mistake, the way you reacted, the words you said, etc.</i>)? <b>OR</b> think about any other person you want to apologize to.</li> <li>● Have a look at the following format to say 'sorry' to them,</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>1. I'm sorry for <i>Be specific and recognize what you did that was wrong</i></p> <p>2. This was wrong because <i>Show you understand how you hurt the other person</i></p> <p>3. In the future I will <i>Find a positive statement for what you can do instead</i></p> <p>4. How can I make it better? <i>Make an offer of how you could make amends</i></p> <p>5. Will you forgive me? <i>Ask for the other person's forgiveness</i></p> </div> <div style="text-align: right; margin: 10px 0;">  <p><b>If you can, give the note to the person!</b></p> </div> <p>sincerely.</p> <ol style="list-style-type: none"> <li>1. <b>I'm sorry for:</b> Be specific and recognize what you did that was wrong.</li> <li>2. <b>This was wrong because:</b> show you understand how you hurt the other person.</li> <li>3. <b>In the future I will:</b> Find a positive statement for what you can do instead.</li> <li>4. <b>How can I make it better:</b> Make an offer of how you could make amends.</li> <li>5. <b>Will you forgive me?</b> Ask for the other person's forgiveness.</li> </ol>

	<b>Have learners act out scenarios of sincere apology and use the different strategies they learned.</b>
1 hour	<p><b>Prepare for the final event</b></p> <ul style="list-style-type: none"> <li>● For Day 5, you are going to invite your community members (including family and friends) to watch you perform!</li> <li>● Now that you have learned what causes conflicts and how to resolve/ deal with conflicts, you need to work in groups to perform skits or plays to act out a scenario where there is a conflict: <ul style="list-style-type: none"> <li>→ Every skit/ play should present a different conflict (4-6 skits).</li> <li>→ Make sure you show different reactions to each conflict (positive and negative reactions) and ways to calm down.</li> <li>→ Use 'I statements' in responding to conflicts.</li> <li>→ Employ active listening.</li> <li>→ Use different format to say sorry/ apologize sincerely.</li> <li>→ One of the skits could be to play 'tug of war' to show the audience that there can be multiple 'winners' in conflict resolution.</li> </ul> </li> <li>● You are going to encourage participation from the audience and ask them to discuss the conflict and what can be done to resolve it.</li> <li>● Some of the plays could have an open-end and you could have the audience members step into the play and act out the potential solutions.</li> </ul>

### Day 5-

**Today, you will invite your family and friends to see you perform conflicts, employing all the techniques you have learned in conflict resolution.**

Time	Activity and Description
20 minutes	<ul style="list-style-type: none"> <li>● Learners take this time to practice their skits before the arrival of family and friends.</li> </ul>
30 minutes	<p><b>Performing Conflicts:</b></p> <ul style="list-style-type: none"> <li>● Invite your community members (including family and friends) to watch you perform!</li> <li>● Start with sharing a brief summary of what you have learned during the week and how it has helped you change your approach to conflicts.</li> <li>● Start the show!</li> <li>● Encourage participation from the audience.</li> <li>● Discuss the conflict and what could be done to resolve the situation.</li> <li>● Suggest that audience members step into the play and act out the potential solutions.</li> </ul> <p><b>Collect feedback on:</b></p> <ul style="list-style-type: none"> <li>- Performance: What went well and what could be improved?</li> <li>- What could be better overall?</li> </ul>

15 minutes	<p><b>(Purpose: Reflection)</b></p> <p>This is your time to reflect on what we have learned and done during the past few days. Use the following questions as a guide for your response:</p> <ul style="list-style-type: none"> <li>- Which part was the most interesting?</li> <li>- Which part was the most challenging or difficult?</li> <li>- What are some of the questions that popped into your head, and you are still thinking about and would like to explore?</li> <li>- How do you plan to use what you have learned?</li> </ul>
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<b>Additional enrichment activities:</b>	<ul style="list-style-type: none"> <li>- <b>Empathy scenario cards:</b> Show or ask learners to read different scenarios on <b>cards</b> and think about how the people would feel and what they could do to help the person feel better. <b>Follow the model here:</b> <a href="https://www.teachstarter.com/us/teaching-resource/a-walk-in-my-shoes-empathy-task-cards-us/">https://www.teachstarter.com/us/teaching-resource/a-walk-in-my-shoes-empathy-task-cards-us/</a></li> <li>- <b>For more fun activities on reported speech, check the following resources:</b> <a href="https://www.teach-this.com/grammar-activities-worksheets/reported-speech">https://www.teach-this.com/grammar-activities-worksheets/reported-speech</a></li> <li>- <b>For more fun activities on present simple and continuous tenses, check the following resource:</b> <a href="https://www.tefl.net/elt/ideas/grammar/present-simple-continuous/">https://www.tefl.net/elt/ideas/grammar/present-simple-continuous/</a></li> </ul>
<b>Modifications for simplification</b>	<ul style="list-style-type: none"> <li>- If learners are not familiar with tenses in English, you could only explain present and past simple only or any two tenses you think they would be able to understand at their level.</li> <li>- If reported speech is too difficult for your learner's level, you could instead practice making sentences in present/ past simple and present/ past continuous.</li> <li>- If the learner is unable to write their own letters, then encourage them to verbally share what they would include in their letters.</li> </ul>

## 1. Writing - composition

Learners should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and subheadings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

## Angry Akku



### Angry Akku

Author: Vinayak Varma  
Illustrator: Vinayak Varma

Level 2



When the last school bell rang, all the children laughed and screamed with joy.

All, except Akku. **Akku was ANGRY!**





"Akku! Akku! Look at the pretty sunflowers!" said Appa, as they rode through a field.

"GRRMPH! They're TOO YELLOW! They're making my eyes hurt!" said Akku.

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"Akku! Akku! Look! Look at all the monkeys!" said Appa, pointing at the roof of their house.

"CHEEE!" said Akku. "SHOOO! Go AWAY! SHOOO!"



4/17



"Here, drink some buttermilk," said Appa. "It'll cool you down."

"HRRRM!" said Akku. "I DON'T WANT ANY!"

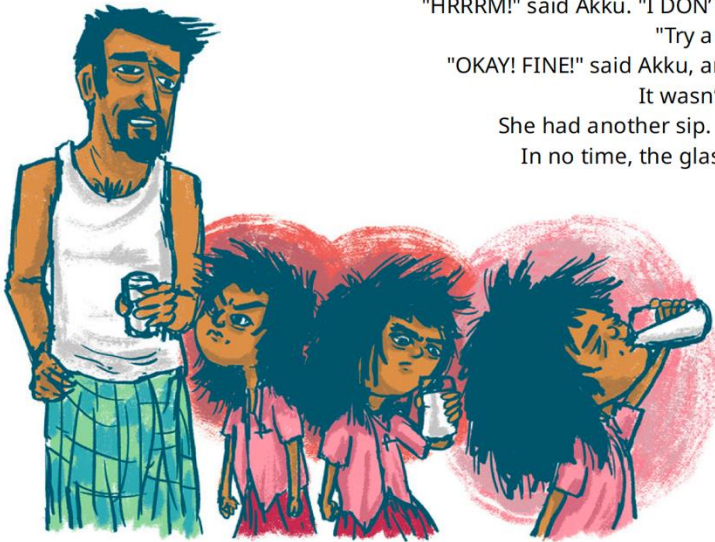
"Try a sip, at least?"

"OKAY! FINE!" said Akku, and tried a sip.

It wasn't all that bad.

She had another sip. And another.

In no time, the glass was empty.







"Would you like a vada?" asked Appa.

"FFEHH!" said Akku.

"Just one little bite?"

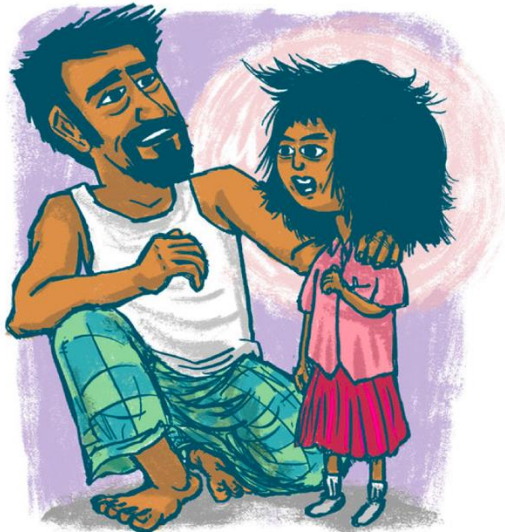
"Okay, FINE!" said Akku, and took a bite. It was quite good.

She took another bite.

And another.

In no time, the plate was empty.

7/17



"Good girl," said Appa. "Now will you tell me why you're so angry?"

"NO!" said Akku.

"Was it something I did?"

"NO!"

"Was it something Amma did?"

"NO!"

"Did something bad happen in school today?"

"MAYBE!"

"Oho."

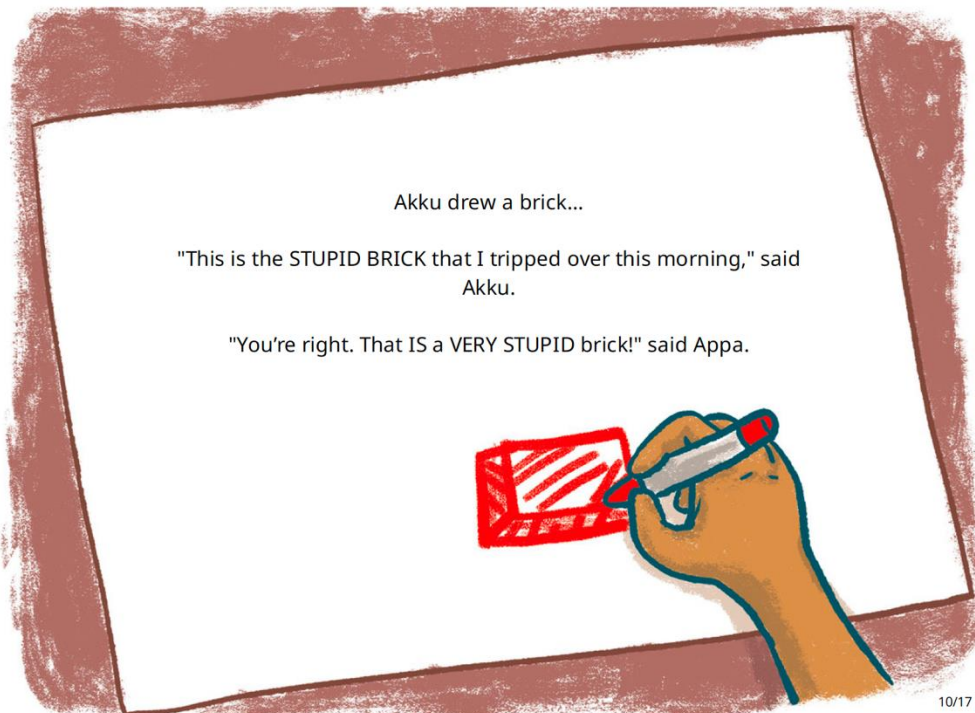
8/17



"Would you like to draw it?" asked Appa. "Here's a nice sheet of paper and some crayons."

"Okay, FINE!" said Akku.

9/17



Akku drew a brick...

"This is the STUPID BRICK that I tripped over this morning," said Akku.

"You're right. That IS a VERY STUPID brick!" said Appa.

10/17



And Akku drew a boy...

"This is Bikku, a VERY BAD BOY! He laughed when I fell down!" said Akku.

"You're right," said Appa. "He shouldn't have laughed at you."

11/17



And Akku drew an idli...

"This is my idli," said Akku. "It fell out of my lunch box when I tripped over the STUPID BRICK!"

12/17



And Akku drew a crow...

"This is the VERY BAD CROW that flew off with my idli," said Akku.

"The crow must have been very hungry," said Appa.

13/17



And Akku drew her teacher...

"This is my teacher, Amala Miss," said Akku. "She helped me up when I fell down. And then she hugged me."

"That's nice of her," said Appa.

"And then she pinched my cheeks. I DON'T LIKE IT when my cheeks are pinched."

"Oho! That must have HURT, no?"

"A little bit. But I'm okay now."

"That's good."

14/17





"See how well you draw, Akku?" said Appa.

"You're a real artist! Will you draw something for Amma too?"

"OH-kay!" said Akku, and started drawing some more. "This is a little white mouse... and this is a boat... and this is a coconut tree..."

15/17



"And this is a sunflower... and this is your cycle, Appa... and this is a dog... and this is a frog..."

In no time, Akku had forgotten all about the STUPID BRICK that made her trip and fall. And about the BAD BOY who laughed at her. And about the IDLI-STEALING CROW.

**And Akku even forgot about being ANGRY.**

16/17



### **10 Things to Do If You Feel ANGRY like Akku:**

1. Laugh loudly and jump around with your arms in the air!
2. Slowly - very, very slowly - breathe in, and breathe out!
3. Drink some water! Or buttermilk!
4. Eat a piece of fruit! Or a vada!
5. Tell a grown-up about how you're feeling!
6. Write about how you're feeling!
7. Draw it out! Paint it!
8. Play with a pile of clay!
9. Make up a song about your anger! Sing it aloud!
10. Dance like a monkey!

17/17