Anger Management Skills Group

**Standards:**

ASCA:
A:A1.5 Identify attitudes and behaviors that lead to successful learning  
A:A2.3 Use communications skills to know when and how to ask for help when needed  
PS:A2.2 Respect alternative points of view  
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior  
PS:B1.2 Understand consequences of decisions and choices  
PS:B1.3 Identify alternative solutions to a problem  
PS:B1.4 Develop effective coping skills for dealing with problems  
PS:B1.6 Know how to apply conflict resolution skills  
PS:C1.10 Learn techniques for managing stress and conflict

NC Essential Standards:
EI.SE.3.2 Use conflict management skills to achieve desired outcomes  
P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems

Common Core:
CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Learning Objectives:**

Students will verbally or visually express what causes them to feel angry.  
Students will identify the five steps to handling anger.  
Students will demonstrate conflict resolution skills through the use of “if-then” statements.  
Students will identify four strategies to calm themselves down when angry.  
Students will demonstrate the ability to use cool down strategies when they feel angry.

**Materials:**

- One journal for each group member  
- Group Rules contract  
- Anger Survey  
- Angry Birds worksheets  
- Plastic cups  
- One stress ball for each group member  
- Role play scenarios  
- Anger Solutions game  
- Basic art supplies (paper, markers, pens/pencils)
Session One
Introduction

Standards:
ASCA
A:A1.5 Identify attitudes and behaviors that lead to successful learning

Materials:
- Journals
- Pretest
- Pens/pencils
- Group Rules contract

1. Icebreaker
   - In a round format, have each student say their name, teacher, and answer a fun question

2. Establish group rules
   - Hand out Group Rules contract
   - Have students give input into what rules are appropriate for the group
   - Everyone signs the group contract, stating their agreement to follow the rules, and acknowledgment that if they aren't able to do so, they may be asked to leave the group.

3. Have students complete the Anger Survey, which will serve as the pretest and posttest for the group.

4. Hand out journals
   - Have students keep their journal at home until session two. Ask them to write down any thoughts or questions they have about anger over the next week. If they become angry, they can write down how they felt and what they did afterward. This will serve as a discussion point for the next session.

5. Closing Conversation
   - Ask students, why is it important to manage anger at school/home? How do feelings of anger affect your learning? Mood? Interactions with friends/siblings?
Session Two
Identifying Anger

Standards:
ASCA
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
Common Core
CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials:
- Journals (students need to bring them to this session)
- Paper
- Art supplies

1. Icebreaker: “Suddenly Story”
   - The counselor and group members will work together to create a wacky story! Each member gets to contribute a sentence, but it must end with “and suddenly....” The next person picks up where the previous person left off.
   - Review group rules and expectations.

2. Think/Pair/Share: What does anger look like? How can you tell when you're angry? Be sure to consider verbal and nonverbal communication of anger.

3. Hand out paper and art supplies to group members. Each student will individually express the feeling of anger through art. Students may share their drawings when they're done, if they feel comfortable.

4. Journal prompt: Describe a time when you felt angry. What did it feel like? What would it have looked like if you were playing an angry character in a movie? Be specific and use details! Feel free to draw a picture along with your description.
   Give students the last 5 minutes of group time to write in their journals.
Session Three
Strategies, Part 1

Standards:
ASCA
PS:A2.2 Respect alternative points of view
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.6 Know how to apply conflict resolution skills
PS:C1.10 Learn techniques for managing stress and conflict
NC Essential Standards
P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems

Materials:
- Plastic cups
- One stress ball per group member
- Starburst candy

1. Introduction
   - Review last week’s session... what does it look like when you’re angry? What is a situation that makes you feel angry? Share answers.
   - Students hand in journals (I wrote students mid-group feedback and returned them to students)
   - Game incentive: If the group stays on task, they will earn cups throughout the session to play a game for the last 5 minutes.

2. Today we are going to start talking about how to handle anger. Introduce the Fab 5:
   1. Stop
   2. Calm down (red)
   3. Think before you act (yellow)
   4. Consider the other person’s feelings (orange)
   5. Find a solution (pink)

   Each step is assigned a Starburst color. Students will choose a starburst from the pile, and will verbally give an example of a time they’ve used the step coordinating with that color.

3. Ask students what each of these steps looks like during conflict resolution. Some points to emphasize include...
   - Allowing each person to verbalize their perception of and feelings toward the issue
   - Thinking about what could have been done differently. Encourage students to use “if-then” statements. Ex: If I yell at my friend, then they will feel upset and I will get in trouble. If I ask them to stop, they will. If they don’t, then I could ask the teacher for help.
   - Asking why is it important to consider the other person’s feelings
   - Asking how can you find a solution that works for everyone?

4. If students made good choices throughout the group session, they may play an Angry Birds game as a reward. Set up six plastic cups in a pyramid. Each student will stand behind the toss line and (gently!!) slingshot their stress ball at the pyramid. The goal is to knock down all of the cups!
Session Four
Strategies, Part 2

Standards:
ASA
PS:A2.2 Respect alternative points of view
PS:B1.6 Know how to apply conflict resolution skills
PS:C1.10 Learn techniques for managing stress and conflict
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems

NC Essential Standards
EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

Common Core
CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials:
- Role play scenario cards
- Journals (students bring)

1. Introduction
   - Review the Fab Five from Session Three. Talk about how these five steps will help them with today’s activity.

2. Role Play Scenarios
   - Have students choose a card from the deck. Students will read the scenario and verbally describe a safe choice they could make to handle that situation. Students will practice their scenarios with a partner.

3. Journal prompt: One of your classmates is following you around on the playground at recess. You don’t want to play with them, so you tell them to leave you alone. They continue to follow you around. You both get mad and call each other unkind names. Describe what this situation might have looked like from the other person’s point of view.
Role Play Scenarios

A classmate makes a disrespectful comment about your family.

You are on the bus minding your own business and a kid two grades older than you makes fun of the shirt you’re wearing. You’re not allowed to move seats and he won’t leave you alone.

You’re at home watching your all-time favorite TV show. Your older sibling walks up and grabs the remote control without asking and changes the channel. No adult is home at the time.

You’re sitting in class quietly and the person next to you keeps making faces and rolling his or her eyes at you.

After lunch you go back to your classroom and open your desk. Your favorite pencil is missing. Two kids walk by and whisper, like they know what is going on.

You are a friend are talking in class. The teacher has asked you twice to be quiet. This time, it’s your friend who talks, but the teacher asks only you to leave and go to the office.
Session Five
Finding Solutions

Standards:
NC Essential Standard:
P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems

Materials:
- Anger Solution game
- Journals (students bring them)

1. Students hand in journals (I wrote individual feedback in each journal and handed them back for students to keep)

2. Play the Anger Solution Game
   Information about the Anger Solution Game can be found here:  
   http://www.amazon.com/The-Anger-Solution-Board-Game/dp/B002U1X5F4

3. Closing Conversation
   Point out that there are many different solutions that can be used when feeling angry. Discuss why students may want to use different solutions depending on the situation. Do they already do this? If so, why? Then, discuss why some solutions might not work, and what they could do if that happens.
Session Six
Review

Standards:
*ASCA*
A:A1.5 Identify attitudes and behaviors that lead to successful learning

Materials:
- Posttest
- *Knowledge is Power* worksheet
- Pencils
- Paper
- Art supplies

1. In a round format, have students talk about one thing they learned from group that will be helpful for them in the future

2. Now the students will make a book for future group members. They may draw a picture of their favorite group session, write a story about a time they used skills learned from group, etc… Encourage them to get creative by using any way they’d like to show future group members what this group is all about!

3. Complete the posttest and *Knowledge is Power* worksheet.

3. As a reward for completing the group, students may play the Angry Birds game for the final 5 minutes of group.
List three things you learned in this group:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

What was your favorite part of this group?
______________________________________________
______________________________________________
______________________________________________

Would you change anything about this group? If so, what would you change?
______________________________________________
______________________________________________
______________________________________________

Is there anything else you would like Ms. Frosch to know?
______________________________________________
______________________________________________
______________________________________________
Anger Survey

Please answer the following questions to the best of your ability.

1. I can recognize when I feel angry.

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<td>Never</td>
<td>Usually no</td>
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2. I know what situations make me feel angry.

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3. I can stay in control of my body when I feel angry.

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4. I can stay in control of my words when I feel angry.

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5. I know how to resolve conflicts with my friends.

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6. I ask adults at school for help when I feel angry.

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7. How many adults at school do you feel comfortable asking for help when you feel angry? ________
Who are they? ___________________________________________

8. I know techniques for calming myself down when I feel angry.
   Yes ___  No ___

7. If you do know techniques for calming yourself down when angry, what are they?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

8. What does it look like when you’re angry?
   Check all that apply.
   ___ I yell  ___ I’m quiet
   ___ I hit  ___ I cry
   ___ I throw objects  Other:____________________
   ___ I say mean things  ______________________