



# Anger Management Group

Grade: 1<sup>st</sup>

Dates: 11/9/18 – 12/14/18

Leader: Alexis Thompson

# Session 1: Introduction/What is Anger?

School Counselor: Alexis Thompson

Date: 11/9/18

Activity: Establish Norms; When Sophie Gets Angry, Really Really Angry

Grade(s): 1<sup>st</sup> (Anger Management Group)

ASCA Mindsets & Behaviors (Domain/Standard):

M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

B-SMS 1. Demonstrate ability to assume responsibility

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

Learning Objective(s) (aligns with competency):

1. Students will accept that anger is something that everyone experiences
2. Students will be able to reflect on times they felt angry
3. Students will be able to identify possible ways to calm down when upset

Materials:

Computer with Internet or When Sophie Gets Angry, Really Really Angry book

Paper

Pen

Procedure:

1. Introduce self to the group. Ask each group member to introduce themselves as well.
2. Introduce the purpose of the group: "The purpose of this group is to work together and improve how we handle our feelings, especially anger. Everyone feels angry at some point, and that's ok. What matters is what we do with that anger. We will talk about what makes us angry, what we can do to calm ourselves down, and what we can do to prevent anger."
3. Introduce norms: "In order for our group to be the best group possible, we are going to set some group rules, or 'norms' so all of us can do our best and be safe. Which rules would you like us to have in this group?" Examples include look at the speaker, hands and feet to yourself, one person talks at a time, keep the discussion relevant, stay in your seat, pay attention, inside voices, and only touch what belongs to you.
4. Emphasize the importance of confidentiality: "One rule that I'd like us to keep is 'what we say in here stays in here.' For example, if I mentioned in group that I get angry because I feel scared no one likes me, and you told your best friend as soon as we got back to class, I would feel pretty sad and embarrassed. In fact, I might not want to share in group anymore. So for all of us to have the best experience possible, let's respect what each person says and not tell other people. There is one exception to this rule: if you mention hurting yourself or hurting others or someone hurting you or someone else, I have to tell another adult so we can keep you safe."

5. Ask someone to repeat what that rule means.
6. Have a student read the norms to the group.
7. Today, I thought we could watch a video together. This is a read-aloud book called "[When Sophie Gets Angry, Really Really Angry](#)" In this book, a girl named Sophie gets really angry. Have you ever felt angry before? How many people know something you can do when you get angry?
8. Pause book at the 1:30 mark ("Then, she cries") Discuss: "What did Sophie do when she got angry? What do you do when you get angry?... Let's see what Sophie does about it." Finish playing the video.
9. After the video ends, start a discussion: What part of the book did you relate to? What could Sophie do instead? Did Sophie's actions impact her sister's behavior?
10. Now that we've discussed that nice story, how many people can name a way to calm yourself down when you get upset?

# Session 2: How Angry Am I?

School Counselor: Alexis Thompson

Date: 11/16/18

Activity: Anger Thermometer (from Coping Skills for Kids website)

Grade(s): 1<sup>st</sup> (Anger Management Group)

ASCA Mindsets & Behaviors (Domain/Standard):

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 6: Demonstrate ability to overcome barriers to learning
- B-SMS 7: Demonstrate effective coping skills when faced with a problem
- B-SMS 9: Demonstrate personal safety skills
- B-SS 1: Use effective oral and written communication skills and listening skills,
- B-SS 4: Demonstrate empathy
- B-SS 6: Use effective collaboration and cooperation skills

Learning Objective(s) (aligns with competency):

1. Students will be able to identify the different levels of anger
2. Students will be able to describe how they experience each level of anger
3. Students will develop and discuss other ways to cope with the anger experienced at each level

Materials:

- Anger thermometer worksheet
- Crayons (at least red, orange, yellow, and green)
- Clipboards
- Pencils

Procedure:

1. Review norms from Week 1. Ask students to name them. Then, have a student read the rest of the norms
2. Introduce the topic to the group: "Last week, we talked about how everyone gets angry. This week, we're going to talk about how angry we get. How many people have gotten angry because they lost a game? Ok, how about when someone else pushes you? Those are two different kinds of angry, right? If I lost a game, I might be a little made, but if someone is pushing me, I'll be more upset. Today, we're going to talk about those different levels of anger."
3. Pass out the Anger thermometer worksheets. This thermometer shows three levels of anger and a part marked calm. Inside the thermometer, I want everyone to color the bottom circle green. That's the circle that says 'calm.' Then, we are going to color the next one ('annoyed') yellow. The next one ('mad') is orange. Color the top one ('exploding!') as red as possible.
4. "Now that we're done coloring in the thermometer, we're going to fill it in. Let's look at the right side together to our yellow section. If I came into your classroom and saw you were annoyed, how would I know? What would you look like? What would you be doing? Keep in mind, everyone might have a different answer" Discuss what it would look like for each student and have them write that down and/or draw a picture of it.

5. “Next, we are going to look at the left side of the yellow section. What are some things we can do if we’re feeling annoyed?” (take a break, walk away, think about something else, focus on something else) Have them write down their answers and/or draw them.
6. “Moving on to the orange section. What does it look like for you to be mad? What would you be doing? How could people tell you were mad?” Discuss and write/draw it
7. “And what can we do about being mad? It’s important to think of good strategies to calm down when you’re mad because it’s easier to go back down to yellow and green before you get more upset and hit red. What strategies can you use?” (Go get some water, take deep breaths, count to 10, scribble on a piece of paper, go talk to some one about it, stress ball). Have them write and draw them.
8. “Ok, so finally, let’s look at the red section. If I came in and you were exploding, what would I see?” Write/draw it
9. “Finally, let’s go back down to the green section (‘Calm’). Why is it important to stay in the green zone?” Discuss. “Staying in the green zone helps us learn, helps us be safe, and helps us enjoy all parts of school, like recess!”
10. “What does the green zone look for you? What makes you feel calm? What are you doing when you’re calm? What helps you stay in the calm zone? Sometimes, someone around us might not be in the green zone. But we can’t let that pull us out of our green zone. Can anyone think of an example of when someone might try to pull us out of the green zone?” Let a student answer “What can we do to say no to that attempt and stay in the green zone?” Discuss strategies (ignore them, move to a different part of the room, calmly ask them to stop, etc.) Have them write/draw their answers.
11. Wrap up question: “What did you learn today? How do you plan to apply it?” Have them write down their answer on the back and keep their papers.

# Session 3: Where Do I Feel Angry?/Recognizing Signs

School Counselor: Alexis Thompson

Date: 11/30/18

Activity: Where I Feel Angry worksheet

Grade(s): 1<sup>st</sup> (Anger Management Group)

ASCA Mindsets & Behaviors (Domain/Standard):

M-1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 7: Demonstrate effective coping skills when faced with a problem

B-SS 1: Use effective oral and written communication skills and listening skills

Learning Objective(s) (aligns with competency):

1. Students will be able to identify their anger symptoms
2. Students will be able to discuss methods to address different anger symptoms
3. Students will develop strategies to respond to each anger symptom

Materials:

Where I feel angry worksheet

Crayons

Clipboards

Procedure:

1. Ask members what they recall from last week. Did they apply what they learned? Did it work?
2. "Last week, we recognized how we experience different levels of anger. This week, we're going to talk about how anger feels for each of us. Like I mentioned in our first session, everyone feels anger in a different way. Let's take a second and think about how we feel angry." Pause for members to think. "Think about where in your body you feel anger. Is it your head? Your stomach? Your shoulders? Your legs? Think about it and think what that feels like. Hot? Stiff? Dizzy? Something else? These are called 'symptoms.' A symptom is a feeling that lets you know something else is going on. When you're sick, your symptom might be coughing a lot, since coughing is a way you know you might be sick. Some symptoms of anger might be clenched fists or a red face or shaking."
3. "Can someone give me another example of a symptom for anger?"
4. "What symptoms do you experience?" Discuss
5. Hand out Where I Feel Angry worksheets.
6. "I have just given everyone a worksheet with a person on it. Today, we're going to draw out and color how we experience anger. Everyone experiences it differently. I am giving each of you some crayons. Using the crayons, I want you to color in the body parts where you feel anger when you're upset. For example, when I feel angry, I feel lightheaded, so I might color my

person's head pink. My face gets red too, so I might color my person's face red. What if my shoulder feel stiff? How would I show that on my person?" Once students understand the instructions, have them color in their person.

7. Now that we've colored in our people, let's talk about it with the group. Remember: What we say in here stays in here. Would anyone like to share and explain their worksheet?
8. After each student, ask: What could (name) do to go back to the green zone when (symptom) starts to happen? (For instance, "What might Billy do when he notices his hands start to clench into fists?")
9. Discuss the similarities and differences between students' worksheets.
10. Discussion: Why is it important to know how we experience anger? Now that we've talked about it, what can you do the next time you feel one of your anger symptoms start rising up?
11. Wrap up question: What did you learn today? How do you plan to apply it?
12. Over the next week, pick one time you notice a symptom happen. Next time, we'll talk about what we did when we noticed it.

## Session 4: Coping Strategies/What Worked Before?

School Counselor: Alexis Thompson

Date: (Skipped for lack of time)

Activity: Hulk – When I Got Angry (inspired by [Pencils Glue and Tying Shoes](#))

Grade(s): 1<sup>st</sup> (Anger Management Group)

ASCA Mindsets & Behaviors (Domain/Standard):

M-5: Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 7: Demonstrate effective coping skills when faced with a problem

B-SS 1: Use effective oral and written communication skills and listening skills

Learning Objective(s) (aligns with competency):

1. Students will be able to recognize situations where they were angry
2. Students will be able to identify healthy responses to anger that were previously successful
3. Students will discuss and recommend other ways to respond to anger

Materials:

Computer with Internet (<https://www.youtube.com/watch?v=YdcWFWm4n6g>)

When I Got Angry worksheet

Pencils

Clipboards

Crayons (Optional)

Procedure:

1. Ask members what they recall from last week. Who recognized one of their anger symptoms? What did you when you noticed them?
2. Introduce today's topic: Today, we're going to talk more about what you can do when you get angry.
3. "First, we are going to watch a clip of the Hulk. Watch carefully because I am going to ask you some questions about it."
4. Play the [clip](#).
5. Pause it at the 10 second mark and ask "What anger level do you think he's at right now? Remember, yellow is frustrated, orange is mad, and red is exploding." Discuss briefly
6. Continue clip and pause at the 44 second mark. Ask: "What did Bruce do to try to prevent going to the red zone. What could he have done differently or instead?"
7. Continue clip and pause at the 1:00 mark. Ask "What anger level do you think he's at now?"



8. “What happened when Bruce hit the red level and became the Hulk?” (he broke parts of the house, he threw people around, he got shot at, he kicked a car)
9. “What things should the Hulk have tried to prevent getting that angry?”
10. Pass out worksheets. “Now we are going to think of a time before when we exploded. What happened? What helped you calm down? Finish the sentence: When I got angry... And then write one sentence about what helped you calm down. You may draw a picture if you would like”
11. Have each member share their answers. After each person, ask “What else could (s)he have tried to calm down? What could (s)he have done to avoid getting that angry?”
12. Discuss: What is one thing you are going to try the next time you get angry?
13. Wrap up question: What did you learn today? How do you plan to apply it?

# Session 5: Additional Strategies/What Else Can I Try?

School Counselor: Alexis Thompson

Date: 12/7/18

Activity: Hulk Smash Poster (Inspired by [Pencils Glue and Tying Shoes](#))

Grade(s): 1<sup>st</sup> (Anger Management Group)

ASCA Mindsets & Behaviors (Domain/Standard):

M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M2. Self-confidence in ability to succeed

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 6. Demonstrate ability to overcome barriers to learning

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SS 6. Use effective collaboration and cooperation skills

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

Learning Objective(s) (aligns with competency):

1. Students will be able to classify which strategies are helpful and not helpful
2. Students will determine which strategies work best for them
3. Students will demonstrate a coping strategy

Materials:

Prepared poster

Cut-out Thumbs Ups

Cut-out Thumbs Downs

Cut out possible ways to handle anger

Tape or glue

Procedure:

1. Before group, prepare Hulk Smash poster (see this [link](#) for details)
2. Ask members what they recall from last week. When did we want to get angry this week? What did you do?
3. Introduce topic: Last week, we talked about strategies we have used in the past when we got angry. Some strategies work and some don't help as much. This week, we are going to look at some other strategies and rate whether they work well or not.
4. Ask the group: "How do we know a strategy works well?" Discuss
5. "Good strategies work out for everyone and make sure everyone is safe and happy, getting along. On this poster, I have a lot of possible strategies. We're going to work together to pick out which strategies are good ideas and which are bad ideas."
6. Have students come up, one at a time and choose a strategy from the poster. Decide together

whether that is a good strategy. Have the student tape/glue a thumbs up next to the good strategies, and a thumbs down if it is a bad one.

7. “So now that we see lots of different strategies we can use, let’s talk about them. Which ones do you think would work best for you? Why? Can you show the group what that would look like?”
8. “This week, I would like each of you to use the strategy you chose to help yourself calm down before getting upset or angry. Next week, we will talk about how it worked
9. Wrap up question: What did you learn today? How do you plan to apply it?

# Session 6: Applying Coping Skills/Now What?

School Counselor: Alexis Thompson

Date: (SKIPPED FOR LACK OF TIME)

Activity: Hulk fist activity (Inspired by Lisa Telford)

Grade(s): 1<sup>st</sup> (Anger Management Group)

ASCA Mindsets & Behaviors (Domain/Standard):

M1. Belief in development of whole self, including healthy balance of mental, social/emotional, and physical well-being

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 6. Demonstrate ability to overcome barriers to learning

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SS 6. Use effective collaboration and cooperation skills

Learning Objective(s) (aligns with competency):

1. Students will be able to identify times they got angry
2. Students will be able to reflect on strategies that could work for those times
3. Students will be able to share effective strategies with each other

Materials:

Green construction paper cut into shape of hands

Paper

Pens or markers

Clipboards

Procedure:

1. Ask members what they recall from last week. What strategies did you use when you got upset?
2. Introduce topic: Over the past few weeks, we have been discussing strategies for overcoming anger. Today, we are going to discuss how to apply those strategies to times we feel mad."
3. "I am handing out green papers shaped like hands. On the back of each finger, I want you to write something that makes you mad. On the paper that is attached to the green paper, I want you to write one thing you can do to calm down when you start feeling mad about that. Let's see how many strategies we can think of!"
4. Help students write out their triggers and check that their solutions/responses are positive.
5. "Would anyone like to share what they wrote?"
6. "What other things could (student) try when xyz makes them mad?" Have students discuss strategies and add them to their lists.
7. Wrap up question: "What did you learn today? How do you plan to apply it? Which strategies are you going to try out this week?"

# Session 7: Termination

School Counselor: Alexis Thompson

Date: 12/14/18

Activity: Dear Future Group Members

Grade(s): 1<sup>st</sup> (Anger Management Group)

ASCA Mindsets & Behaviors (Domain/Standard):

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

B-SS 4. Demonstrate empathy

Learning Objective(s) (aligns with competency):

1. Students will be able to identify their goals and growth edges moving forward from group
2. Students will be able to work independently toward their academic success independent of the group.
3. Students will be able to reflect on and utilize the study strategies that work best for them.

Materials:

Piece of paper

Writing utensil

Clipboard

Optional: treats for the group

Procedure:

1. Ask members what they recall from last week. Who used a strategy when they got upset? How did it go?
2. Today is our last session. We are going to focus this session on looking back, looking forward, and saying goodbye.
3. “To help us look back, I wanted to talk about our experiences together. What was one memory or activity that you enjoyed from this group?” Discuss.
4. After everyone has completed their surveys, ask the group: “what did you learn from this group? What are you taking with you moving forward?”
5. “Today, I hoped that we could write notes to future kids in a group like this. Let’s talk about some ideas together and I’ll write down what everyone says. What strategies might help someone when they get upset? What advice you would give someone who lets anger get the best of them?”
6. Now that our group has ended, is there anything else you would like to share about your experience?