

# Includes 6 sessions focused on anger management!

Topics Include:

- Recognizing anger
- Identifying anger triggers
- Developing positive coping skills
- Using positive self-talk

## Session One: All About Anger

**Objectives:**

- Students will gain a better understanding of anger.

- Materials:**
- True or False statements from page 9 (one copy)
  - Self-assessment from page 7 (optional - one copy per student)
  - Writing utensils so that students can complete the self-assessment

**Pre-Activity Discussion:**

- Help everyone! To start off our group time together, have their grade/teacher and one thing they enjoy.
- It sounds like we enjoy doing a lot of different things. Different, we are the same in a lot of ways too. Do you all experience feelings? We experience our own name some feelings?
- In our time together as a group, we are going to believe it or not, it's okay to feel angry. Did you all have experience at one time or another. What do you feel angry?
- There is nothing wrong with feeling angry, but we do have control and start to make negative choices you might make when your anger gets too strong. Then, once you make these choices, what happens around you then?
- In our group time together, we are going to work on positive ways to handle it. This will help us to make it easier to make good choices, even when we're angry.

**Activity: True Or False (10 Minutes)**

- To help us learn more about anger, I'm going to read to you and you decide whether or not you think it's true. Don't worry, the purpose of this game is just to learn!
- Read through the prompts from page 9. For each statement, you'll have to decide if it's true or false. If you think it's true, you'll have to give a thumbs up! If you think it's false, you'll have to give a thumbs down!

**Post-Activity Discussion:**

- Which statement and answer surprised you the most?
- Why do you think learning all of these things about anger is important?
- Over the next few weeks, we'll be learning even more about anger.
- If you are using the self-assessment, have students share their results.

## Session Two: What Makes Us Angry?

**Objectives:**

- Students will identify the things that make them angry.

- Materials:**
- Anger levels visual aid from page 10
  - "What Makes Me Most Worried" worksheet from page 13
  - Coloring utensils

**Pre-Activity Discussion:**

- Does anyone remember what we talked about last week?
- Today, we are going to talk about the things that make us angry. It's important to know what makes us mad?
- When we know what makes us mad, we can better avoid it if possible. For example, if you know that you are playing a game that isn't going so well, you can get angry and then take steps to feel more calm. Also, these feelings won't be as surprising to us, which means we can handle them better.

**Activity: My Anger Levels (15-20 Minutes)**

- To help us understand this, we're going to look at a different level of anger that we may feel. For each description, and then I want you to tell me what might cause that anger. Remember that everyone experiences anger differently, so it's important to know what makes you angry.
- Show students the chart from page 10. Read the descriptions and ask students to describe the facial expressions and body language.
- Now that we have an understanding of the different levels of anger, we're going to look at different situations and decide how angry they are. Give a worksheet from page 13 to each student and have them color the thermometer up until reaching the level of anger. Depending on the ability of your students, you can have them do this one at a time and then give them a chance to share.

**Post-Activity Discussion:**

- Looking at your "workbook", what are the things that make you most angry? How can it be helpful for you to know this about yourself?
- This week, I want you to pay attention to the things that make you angry. When you get mad, take time to think about what made you feel that way.

## Session Three: My Anger Warning Signs

**Objectives:**

- Students will learn to recognize what their bodies look and feel like when they are angry.

- Materials:**
- Worksheet from page 16
  - Stickers
  - Glue or tape

**Pre-Activity Discussion:**

- Does anyone remember what we talked about last week?
- Today, we are going to spend time talking about how we can tell when we're getting angry. We're going to talk about warning signs. When we're getting angry, we can tell by the way we feel. Examples include: When something is dangerous, we feel nervous. When we're getting angry, we feel like we're getting hot. Our bodies also give us warning signs about how we're feeling. Examples include: Your body feels slow, you get shaky, your heart races, you feel like you're going to throw up, you feel like you're going to cry, you feel like you're going to pass out.

**Activity: What Are Warning Signs (15-20 Minutes)**

- To help us better understand this, we're going to play a game. We're going to play a game that isn't going so well, you can get angry and then take steps to feel more calm. Also, these feelings won't be as surprising to us, which means we can handle them better.
- In this activity, we're going to talk about the things that make us angry. We're going to look at the things that make us angry and then we're going to talk about the things that make us angry.
- Give each student a worksheet from page 16. Have them write down the things that make them angry. They can use stickers to decorate their worksheet.

**Post-Activity Discussion:**

- Which warning signs did you include on your worksheet?
- Why can it be helpful to be able to recognize when you're getting angry?
- This week, I want you to try to pay attention to your warning signs. Tell yourself or someone else that you're getting angry.

## Session Four: All About Coping Skills

**Objectives:**

- Students will differentiate between positive and negative coping skills.

- Materials:**
- List of coping skills from page 19 (one copy)
  - Writing sheets from page 20 (color) or 21 (B/W) - 1 per student
  - Writing/coloring utensils

**Pre-Activity Discussion:**

- Does anyone remember what we talked about last week?
- Today, we are going to talk about coping skills. Coping skills are things that we do when we're angry to help us feel better. Some coping skills are good, and some are bad. We're going to talk about the good ones.

**Activity: Positive Or Negative Coping Skills (5-10 Minutes)**

- To practice telling the difference between positive and negative coping skills, we're going to play a game. We're going to play a game that isn't going so well, you can get angry and then take steps to feel more calm. Also, these feelings won't be as surprising to us, which means we can handle them better.
- Give a writing sheet from page 20 or 21 to each student. Have them write down the things that make them angry. They can use stickers to decorate their worksheet.

**Post-Activity Discussion:**

- What do you usually do when you're angry? Is this a positive or negative coping skill?
- Are there any other positive or negative coping skills you can think of?
- Why do you think it's important to use positive coping skills instead of negative coping skills?
- Which positive coping skills do you think will work best for you?

## Session Five: Using My Coping Skills

**Objectives:**

- Students will practice using different coping skills.
- Students will think about how they can use their coping skills in real world scenarios.

- Materials:**
- My Coping Skills Sheet from page 26 (one half sheet per student)
  - Writing/coloring utensils
  - Clay/play-doh (optional)

**Pre-Activity Discussion:**

- Does anyone remember what we talked about last week?
- Today, we're going to talk about some positive coping skills that we can use when we're angry.
- Do you think that the same coping skills will work for you? It's important to learn about and practice many different coping skills so we can use the ones we need when we get angry.

**Activity: The Coping Skills That Work For Me**

- Today, we are going to talk about 8 different positive coping skills that we can use when we're angry. We're going to talk about the things that make us angry and then we're going to talk about the things that make us angry.
- Give a half sheet of paper from page 26 to each student. Have them write down the things that make them angry. They can use stickers to decorate their worksheet.
- Now, let's talk about thinking happy thoughts. Why do you think thinking happy thoughts helps us to switch from thinking angry to things that can help us feel calm. These thoughts, memories, etc.
- What are some things you could think about that would help you think it would be helpful for you.

**Post-Activity Discussion:**

- At the end of your group time, give students a half sheet of paper from page 22 to complete as an exit ticket. This will help students better understand and apply the things they have learned. Depending on the ability level of your students, they can draw or write their responses.

## Session Six: Positive Self-Talk

**Objectives:**

- Students will understand how positive self-talk can help them cope with their anger.
- Students will practice applying positive self-talk and other coping skills to real-world scenarios.

- Materials:**
- Anger management scenarios from page 29 (one copy)
  - Positive self-talk bookmarks from page 30
  - Coloring utensils (optional)

**Pre-Activity Discussion:**

- Who can remember the coping skills we talked about last week?
- If no student can name all of the strategies, see if the students can work together to name all eight.
- Where did you put your coping skills sheet that we filled out last week?
- Did anyone use any of the strategies this week? How did it go?
- Today, we are going to talk more about those coping skills and learn about a new one too. The new coping skill we are going to learn about is called positive self-talk. Has anyone ever heard of that before? Any guesses about what it means?

**Activity: Practicing Positive Self-Talk**

- To help us better understand positive self-talk, we're going to think about how we could use it in real life. We're going to read different situations, and you will have to think about something positive you could tell yourself in that situation that will help you stay in control of your anger. For each situation, you'll also tell me another coping skill you could use to help you feel more calm.
- Option 1: Split students into groups of 2-3. Read the scenarios from page 29. Each group will work together to come up with a positive self-talk statement they can use in that situation.
- Option 2: As a whole group, have students share ideas for positive self-talk statements and other coping skills they can use in each scenario.

**Post-Activity Discussion Questions:**

- Was it hard or easy for you to come up with positive things to tell yourself in those situations?
- Have you ever faced any of these situations in real life? How did you handle them?
- How can using positive self-talk be helpful to you?
- If time allows, students can color the positive self-talk bookmarks from page 30. You can also cut out the bookmarks out before the lesson and give them to students to color at home.

\*If you are using the self-assessment, have students fill it out at the end of this session.\*

# Each session is NO PREP and includes:

- A lesson plan with objectives, pre-activity discussion points, an activity, and post-activity discussion points.
- Templates/worksheets needed for each activity.
- A follow up note to parents and families.
- A book recommendation for further exploration of the topic.

### My Anger Levels

**5** You are so angry that you are out of control and may not be safe. You need an adult to help you calm down.

**4** You feel angry, and are losing control of your feelings. You need to take a break from the situation.

**3** You are upset. You are still safe, but starting to lose control of your feelings.

**2** Something is bothering you a little, but you are still in control of your feelings.

**1** You feel calm and in control. You are not upset at all.

**SKILL**  
**Guiding**  
**POSITIVE**



**NEGATIVE**  
**Co**  
**SKILL**

Name: \_\_\_\_\_

### My Coping Skills

1. Deep breathing
2. Listening to music
3. Thinking happy thoughts
4. Walking away
5. Talking to an adult
6. Counting

Name: \_\_\_\_\_

### My Coping Skills

1. Deep breathing
2. Listening to music
3. Thinking happy thoughts
4. Walking away
5. Talking to an adult
6. Counting

I can make a good choice!

It's okay to feel mad, but it's not okay to be mean.

This will be okay!

I know how to calm down!

Name: \_\_\_\_\_

### What Makes Me Mad

When we know what makes us mad, we can feel more prepared when those situations come up. Look at each scenario below and color in the thermometer, stopping at the number that matches the anger level you experience in that situation. Then, put a star next to the thing(s) that make you the most mad.

Getting a bad grade	Being told "no"	When someone is mean to me	Making a mistake
Getting a bad grade	Being told "no"	When someone is mean to me	Making a mistake
When something is hard	Losing a game	Having to wait	Getting in trouble
When something is hard	Losing a game	Having to wait	Getting in trouble

# This resource also includes...

**Bonus Activity #1**  
**5 Senses Spinner**

**Objective:**

- Students will create a spinner they can use to reduce anger.

**Materials:**

- Spinner base from past student
- Spinner topper from student
- A broad (One per student)
- Scissors
- Coloring utensils (optional)

**Directions:**

- Give one spinner topper from these on colored paper from the back of the class.
- Students will cut out the topper on the back of the class.
- Stick a broad through the center of the topper and push the broad through the spinner to reattach the spinner to the spinner base.
- Instruct students to ground themselves by completing one of the spinner toppers to review their senses.

**Anger Management Review Game Spinner**

Place a paper clip in the center of the spinner. Place a pencil vertically, with the point in the center of the spinner, within the paperclip. Flick the paperclip, and follow the prompt that it lands on.

The spinner is divided into five sections:

- 1 point: Name one thing that makes you angry.
- 2 points: Tell about a time when you were angry and were able to calm down.
- 3 points: Name one way you can calm down at school.
- 4 points: Name one way that you can tell you're starting to feel angry.
- 5 points: Name one way that you can tell you're starting to feel angry.

2 bonus activities to further explore the topic of anger management and to review the topics and skills your students have learned!

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Name and role of the person completing the form: \_\_\_\_\_

**Anger Management Self-Assessment**

Please rate these questions:

- The child expresses their anger. 1 2 3 4 5
- The child's anger doesn't hurt anyone. 1 2 3 4 5
- The child can identify when they are angry. 1 2 3 4 5
- The child can identify when they are angry. 1 2 3 4 5
- The child is able to calm down when they are angry. 1 2 3 4 5
- The child has at least 3 coping skills. 1 2 3 4 5
- The child can use positive coping skills when they are angry. 1 2 3 4 5

Additional Comments: \_\_\_\_\_

**Anger Management Self-Assessment**

Name: \_\_\_\_\_

**Directions:** Read each question and decide if the sentence is true or false. For you: If it is true, color in or circle the "thumbs up." If the sentence is not true, color in or circle the "thumbs down."

- I think it's important to control my anger.  thumbs up  thumbs down
- I am usually in control of my anger.  thumbs up  thumbs down
- I like how I feel when I feel angry.  thumbs up  thumbs down
- I can name 3 things that make me mad.  thumbs up  thumbs down
- I can tell when I'm starting to feel mad.  thumbs up  thumbs down
- I know what "positive coping skills" are.  thumbs up  thumbs down
- I can name 3 positive coping skills.  thumbs up  thumbs down
- I can usually calm down when I'm feeling angry.  thumbs up  thumbs down
- I know what positive self-talk is.  thumbs up  thumbs down
- When I get mad, I remind myself of true and helpful things.  thumbs up  thumbs down

Write or draw about one thing that makes you angry.

Write or draw about something you can do to feel more calm when you're angry.

A self-assessment for students to complete, as well as an assessment that can be completed by teachers, family or other adults in the student's life.

There are also parent follow up notes for each session and a parent permission form that are all editable!