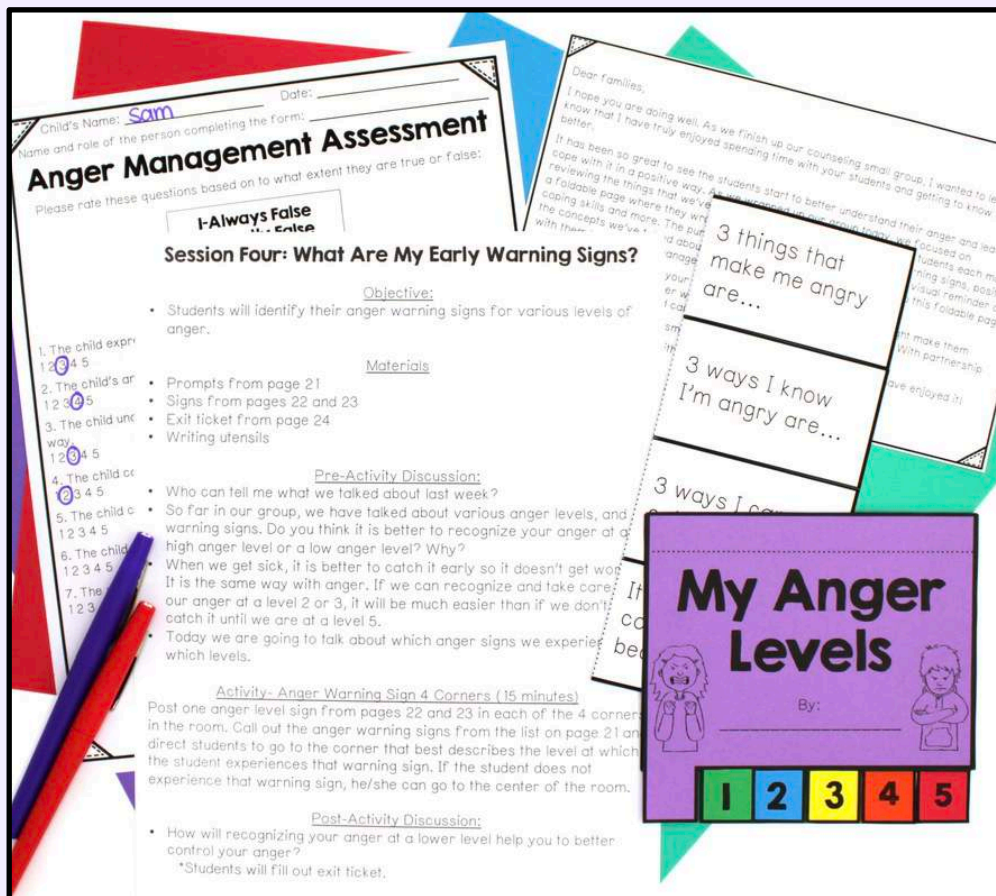


Use this small group plan to help your students learn about and cope with their anger.



WHAT'S INCLUDED:

- 6 No-Prep Lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

6 NO-PREP LESSONS

Session Four: What Are My Early Warning Signs?
Objective: Students will identify their anger warning signs for various levels of anger.

Session Six: I Can Control My Anger!
Objective: Students will recap the skills they have learned in the group.
Materials: Scissors, Writing utensils, Foldable from page 31, Colored paper (optional), Coloring utensils (optional).

Pre-Activity Discussion:
• Who can tell me what we talked about last time?
• Did anyone use any of the coping skills we talked about?
• How are the coping skills we have talked about different from the ways you used to handle anger?
• Today we are going to make a foldable to record our coping skills in this group.

Activity- Coping Skill Alphabet (10-15 minutes)
• Have students complete the foldable on page 31.
• Optional: For added flare, print out the foldable and have the students color the foldable.

Post-Activity Discussion:
• What is one thing that you learned from this group?
• How will the things you learned from this group help you improve?

My Anger Levels
By: _____
1 2 3 4 5
Name: _____
"Anger warning sign" means: _____
Why is it important to recognize anger at a lower anger level? _____
One of my warning signs for level two is: _____
One of my warning signs for level three is: _____

3 things that make me angry are...

3 ways I know I'm angry are...

3 ways I can calm down are...


It is important to control my anger because...

Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families

Lesson 1: How Does My Anger Affect Me?

WHEN I GET ANGRY, I...



Session One: How Does My Anger Affect Me?

Objective:

- Students will understand that when they don't control their anger, they make poor choices resulting in negative consequences.

Materials:

- Writing utensils
- Sheet from page 9
- Post-it notes (optional)

Pre-Activity Discussion:

- Introductions: Name, grade, one thing you like to do.
- Who here has ever been angry?
- Is it okay to be angry?
- It is okay to be angry! All of the feelings that we have are okay. However, we need to handle our feelings in ways that are appropriate and safe. This group is to help us handle our anger in positive ways.
- Before we learn how to control our anger, we need to figure out why it is important. To do this, we will look at what normally happens when we become angry.

Activity- Consequences of My Anger (5-10 minutes):

- Option # 1: Use the sheet from page 9. Ask students what they do when they are angry, and what happens after they make that choice. Record the students' answers in the appropriate spaces on the sheet.
- Option #2: On a white board/ chalkboard, write "When I get angry..." and then leave some space and write "And then..." Give each student 2 post-it notes. On one post-it note, the students will write what they do when they are angry, and on the other post-it note, they will write what the consequence of that choice is. Students will then put their post-it notes in the appropriate space on the board.

Post-Activity Discussion:

- When we get angry, do we generally make positive choices or negative choices?
- When we make these choices, do good things happen or bad things?
- If we could better control our anger, how would our answers be different?

If you are choosing to use the survey, have students fill it out before this session

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THE OBJECTIVE:

- Students will reflect on the choices they make when they are angry.

THE ACTIVITY:

- Students will work together to brainstorm the things that they do when they feel angry, and then the consequences of those actions.

Lesson 2: What Makes Me Angry

My Anger Levels

5
4
3
2
1

Session Two: What Makes Me Angry?

Objective:

- Students will identify what makes them experience various levels of anger.

Materials:

- Dice
- Poster from page 12

Pre-Activity Discussion:

- Who can tell us what we talked about last week? Why is it important to control our anger?
- One important step to controlling our anger is figuring out what makes us angry.
- Why do you think it is important for us to know what makes us angry?
- If we know the things that make us angry, we can try to avoid those situations. If we can't avoid the situation, we can at least anticipate the anger and take steps to control it.
- Some things make us very angry, and some things make us a little angry. There are different levels of anger.
 - Show the students the poster from page 12.
- Today we are going to talk about what makes us experience these different levels of anger.

Activity- Consequences of My Anger (5-10 minutes):

- Students will take turns rolling a die. Students will say one thing that makes them experience the level of anger that corresponds with the number they rolled. For example, if a student rolls a 3, he/she will say one thing that causes them to feel anger at a level 3. Students will receive as many points as they rolled if they can successfully answer the prompt.
- If a student rolls a 6, there are 2 options for play:
 - Option #1- That student loses all of their points. This is great to work on anger management if the students have strong enough skills to handle the disappointment.
 - Option #2- The student receives no points, and does not have to answer a question.
- This activity can be done in the large group, or by splitting the group into smaller groups.

Post-Activity Discussion:

How will knowing what makes you angry help you to better control your anger this week?

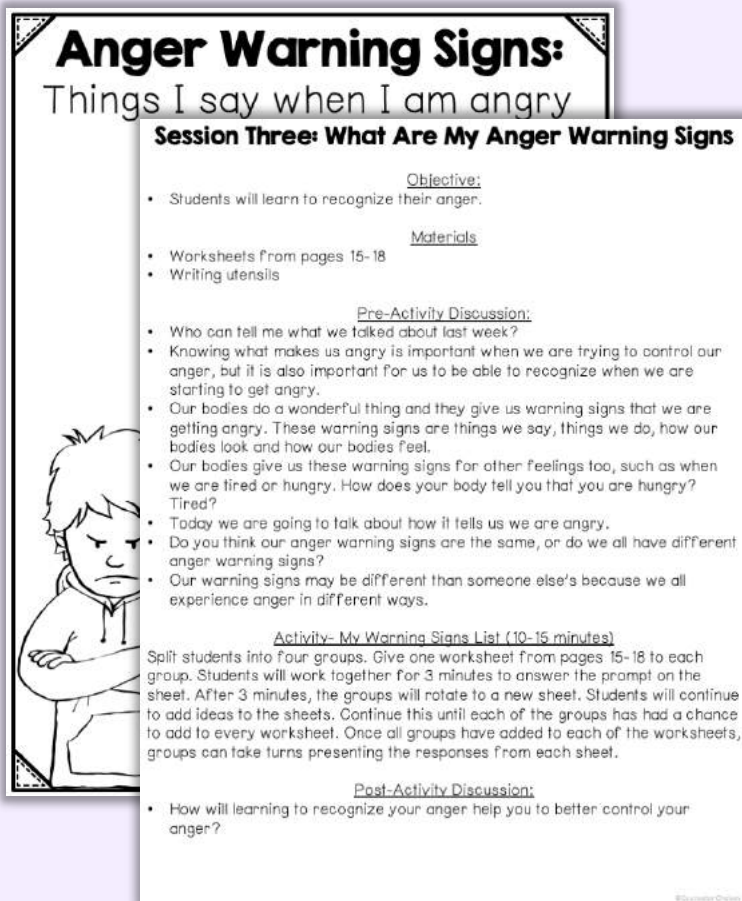
THE OBJECTIVE:

- Students will consider what makes them angry.

THE ACTIVITY:

- Students will play a dice game to help them identify what makes them experience different levels of anger.

Lesson 3: What Are My Anger Warning Signs?



Anger Warning Signs:
Things I say when I am angry

Session Three: What Are My Anger Warning Signs

Objective:

- Students will learn to recognize their anger.

Materials:

- Worksheets from pages 15-18
- Writing utensils

Pre-Activity Discussion:

- Who can tell me what we talked about last week?
- Knowing what makes us angry is important when we are trying to control our anger, but it is also important for us to be able to recognize when we are starting to get angry.
- Our bodies do a wonderful thing and they give us warning signs that we are getting angry. These warning signs are things we say, things we do, how our bodies look and how our bodies feel.
- Our bodies give us these warning signs for other feelings too, such as when we are tired or hungry. How does your body tell you that you are hungry? Tired?
- Today we are going to talk about how it tells us we are angry.
- Do you think our anger warning signs are the same, or do we all have different anger warning signs?
- Our warning signs may be different than someone else's because we all experience anger in different ways.

Activity- My Warning Signs List (10-15 minutes)

Split students into four groups. Give one worksheet from pages 15-18 to each group. Students will work together for 3 minutes to answer the prompt on the sheet. After 3 minutes, the groups will rotate to a new sheet. Students will continue to add ideas to the sheets. Continue this until each of the groups has had a chance to add to every worksheet. Once all groups have added to each of the worksheets, groups can take turns presenting the responses from each sheet.

Post-Activity Discussion:

- How will learning to recognize your anger help you to better control your anger?

THE OBJECTIVE:

- Students will learn to recognize their anger.

THE ACTIVITY:

- Students will work together to brainstorm their “anger warning signs,” which are the things they do and say when they feel angry, as well as how their bodies look and feel.

Lesson 4: What Are My Early Warning Signs?

Anger Warning Signs

Read the following instructions with the students. Instruct each student to go to the corner that best describes their experience.

Session Four: What Are My Early Warning Signs?

Objective:
Students will identify their anger warning signs for various levels of anger.

Materials:
Prompts from page 21
Signs from pages 22 and 23
Exit ticket from page 24
Writing utensils

Pre-Activity Discussion:
Who can tell me what we talked about last week?
So far in our group, we have talked about various anger level warning signs. Do you think it is better to recognize your anger at a high anger level or a low anger level? Why?
When we get sick, it is better to catch it early so it doesn't get worse. If we can recognize our anger at a level 2 or 3, it will be much easier to catch it until we are at a level 5.
Today we are going to talk about which anger sign is best for each level.

Activity: Anger Warning Sign 4 Corners
Post one anger level sign from pages 22 and 23 in each corner of the room. Call out the anger warning signs from the signs. Direct students to go to the corner that best describes the student experiences that warning sign. If the student experiences that warning sign, he/she can go to the corner.

Post-Activity Discussion:
How will recognizing your anger at a lower level help you control your anger?
*Students will fill out exit ticket.

Level 5

Level 4

Level 3

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

Name: _____

"Anger warning sign" means: _____

Why is it important to recognize anger at a lower anger level?

One of my warning signs for level two is: _____

One of my warning signs for level three is: _____

THE OBJECTIVE:

- Students will identify their anger warning signs for various levels of anger.

THE ACTIVITY:

- Students will get up and moving as they think about different anger warning signs and then decide which anger level they are at when they experience that warning sign.

Lesson 5: How Can I Cope With My Anger?

Name: _____

My Coping Skills

Session Five: How Can I Cope With Anger?

Objective:

- Students will learn positive ways to cope with their anger.

Materials:

- Worksheet from page 27
- Writing utensils

Pre-Activity Discussion:

- Who can tell me what we talked about last week?
- So far in our group, we have talked about knowing what makes us angry, and being able to recognize our anger. Today, we are going to talk about coping skills.
- Does anyone know what a coping skill is?
- A coping skill is something we can do to cope with, or handle, our strong feelings such as anger. They are things that help us calm down.
- Why do you think coping skills are important to controlling our anger?
- What is a coping skill you have used or learned before?
- Today we are going to try to come up with coping skills for every letter of the alphabet.

Activity- Coping Skill Alphabet (15 minutes)

- Split students up into smaller groups of 2 or 3. Give each group a worksheet from page 27. Give students 5 minutes to fill out the worksheet, coming up with a coping skill for each letter. When students are finished, go through each letter as a whole group.
- For added fun, give each group a point for each answer that they have that no one else has. The group with the most points wins.
- This can also be done by individual students.

Post-Activity Discussion:

- Pick 3 coping skills that we talked about that you think would be really helpful to you.
- How do you think choosing to use these coping skills will help you to better handle your anger and have better behavior?

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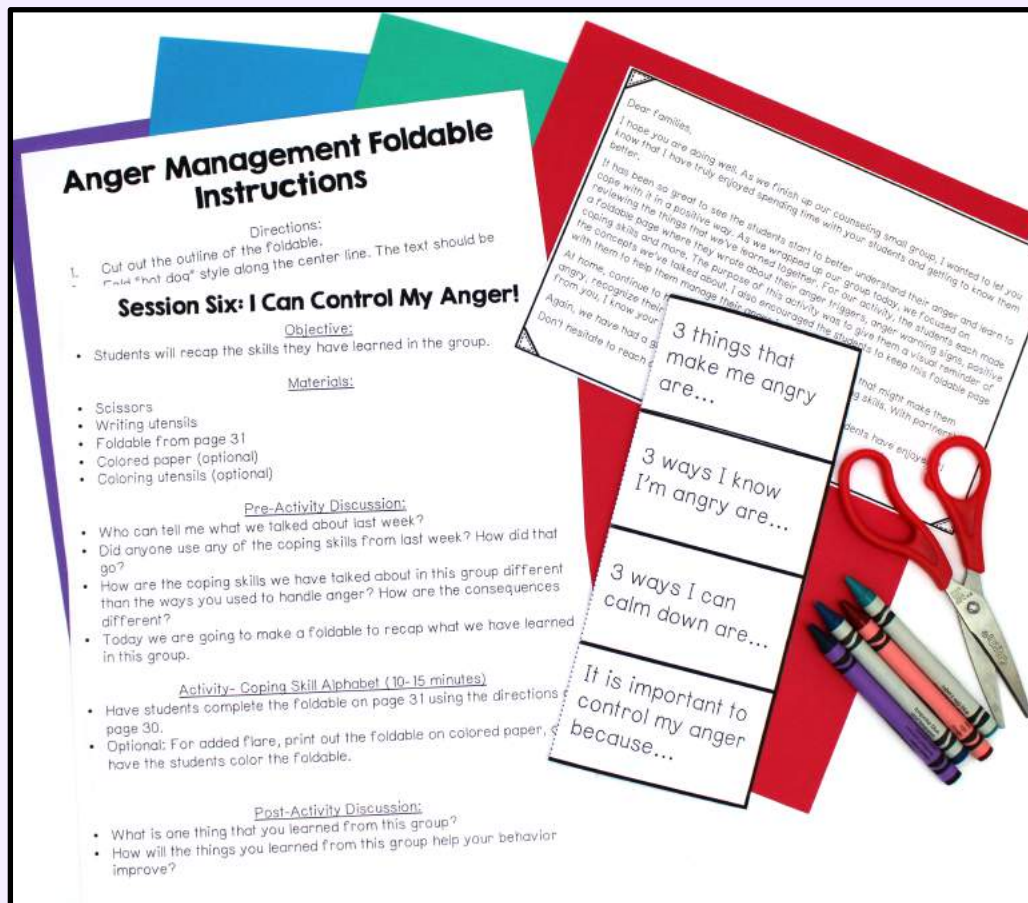
THE OBJECTIVE:

- Students will learn positive ways to cope with their anger.

THE ACTIVITY:

- Students will work together to try to identify a coping skill for each letter of the alphabet. Directions are also included to make this activity into a game.

Lesson 6: I Can Control My Anger!



THE OBJECTIVE:

- Students will recap the skills they have learned in the group.

THE ACTIVITY:

- Students will create a foldable page to sum up the skills and information they have learned in the group.

2 BONUS ACTIVITIES

Bonus Activity #2: Anger Levels Booklet

Objective:

- Students will understand their triggers, warning signs and coping skills for various levels of anger.
- Students will review the information they learned in the group.

Bonus Activity #: Anger Level Dice Game

Objective:

- Students will understand their triggers, warning signs and coping skills for various levels of anger.
- Students will review the information they learned in the group.

Materials:

- Scissors
- Glue/Tape
- Dice from pages 34 and 35
- Anger levels poster from page 12

Directions:

- **Prep:** Cut out the outline of the dice from the following two pages. Fold the dice, and glue or tape the flaps to create a cube. The square closest to the bottom is the bottom of the die, the one above that is the front, the one above that is the top and the one above that is the back. The squares on the sides are the sides of the dice.
- **Activity:** Players will roll each die. The player must answer the prompt that is facing up. Die one has anger levels on it and die two has prompts for the students to answer.
 - EX: If a player rolls "How does your body look at a" and "Level 3," the student must describe how his/her body looks at a level 3.



These activities will help your students further explore the topic of anger management and to review the topics and skills your students have learned!

Activities Include:

- "Anger Level Dice Game"
- "Anger Levels Booklet"

2 ASSESSMENTS

The image shows two overlapping forms. The top form is titled 'Anger Management Self-Assessment' and includes a 'Name:' field. The bottom form is titled 'Anger Management Assessment' and includes fields for 'Child's Name:', 'Date:', and 'Name and role of the person completing the form:'. It features a legend for the rating scale: 1-Always False, 2- Mostly False, 3- Not Sure, 4- Mostly True, 5- Always True. The assessment consists of seven statements, each with a rating scale from 1 to 5. The statements are: 1. The child expresses their anger in a positive way. 2. The child's anger doesn't interfere with their daily life. 3. The child understands why it's important to manage their anger in a positive way. 4. The child can identify what makes them angry. 5. The child can identify when they are feeling angry. 6. The child is able to calm down when they are angry. 7. The child has at least 3 coping skills they can use to calm down. At the bottom of the form, there is a section for 'Additional Comments:' and a 'Total Score: ____' field. A small copyright notice '©Counselor Gateway' is visible in the bottom right corner of the form.

Name: _____

Anger Management Self-Assessment

Please rate these questions based on to what extent they are

Child's Name: _____ Date: _____

Name and role of the person completing the form: _____

Anger Management Assessment

Please rate these questions based on to what extent they are true or false:

1- Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True

I think it is important to express anger in a positive way.
1 2 3 4 5

I am good at controlling my anger.
1 2 3 4 5

I don't usually get angry.
1 2 3 4 5

I know what makes me angry.
1 2 3 4 5

I can tell when I'm angry.
1 2 3 4 5

I know how to calm myself down when I'm angry.
1 2 3 4 5

1. The child expresses their anger in a positive way.
1 2 3 4 5

2. The child's anger doesn't interfere with their daily life.
1 2 3 4 5

3. The child understands why it's important to manage their anger in a positive way.
1 2 3 4 5

4. The child can identify what makes them angry.
1 2 3 4 5

5. The child can identify when they are feeling angry.
1 2 3 4 5

6. The child is able to calm down when they are angry.
1 2 3 4 5

7. The child has at least 3 coping skills they can use to calm down.
1 2 3 4 5

Additional Comments: _____

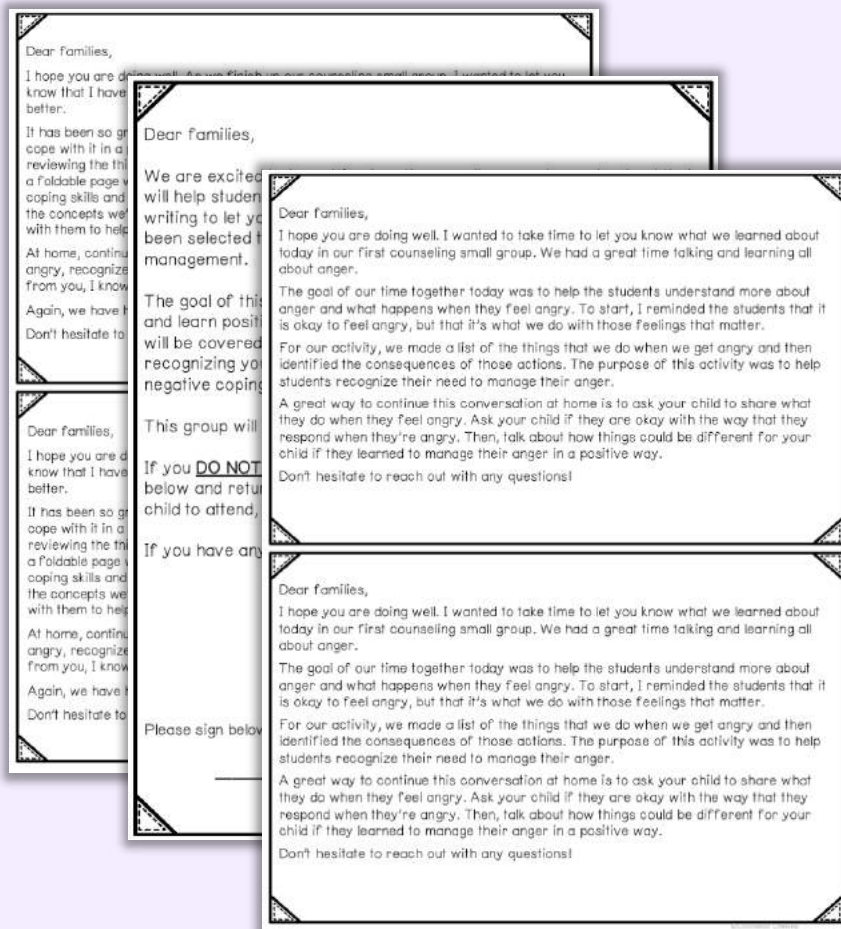
Total Score: ____

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There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

NOTES TO FAMILIES



Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

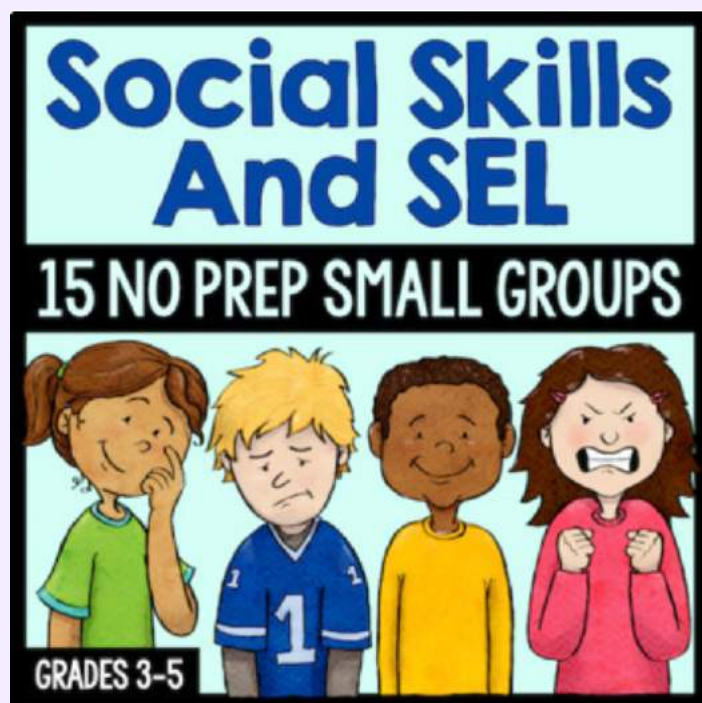
WHAT PEOPLE ARE SAYING...

"I used this resource for 4th and 5th small group and really appreciated that there was no preparation involved. For the materials provided, they were rather engaging lessons but required little time to get them ready. I also liked how the activities gave students specific skills to use in their lives."
– Megan M.

"These no prep small group resources never disappoint! Building student's self esteem is a big focus goal for me going forward and this is a great resource for small groups with students who need a little extra." – Jessica M.

"I am using this with 4th and 5th grade girls. They've really enjoyed the activities and it makes it so much easier for me because it is not time consuming and I don't have to stress over group content." – Sara C.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes 3-5 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety
- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

SEE THE BUNDLE HERE