

# SMALL GROUP Counseling

## ANGER

### MANAGEMENT CURRICULUM



 9 SESSIONS, PRE/POST SURVEY, ASCA STANDARDS

HEART and MIND  
  Teaching

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# ASCA MINDSETS & BEHAVIORS AND SEL COMPETENCIES ADDRESSED

SMALL GROUP  
Counseling   
**ANGER**



## ASCA Mindset Standards

- \*Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Sense of belonging in the school environment. (M 3)

## ASCA Behavior Standards

### Self-Management Skills

- \*Demonstrate self-discipline and self-control. (B-SMS 2)
- \*Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

### Social Skills

- \*Use effective oral and written communication skills and listening skills (B-SS 1)
- \*Create positive and supportive relationships with other students. (B-SS 2)
- \*Demonstrate ethical decision-making and social responsibility. (B-SS 5)
- \*Use effective collaboration and cooperation skills. (B-SS 6)
- \*Demonstrate social maturity and behaviors appropriate to the situation and environment. (B- SS 9)

## CASEL (Social-emotional Learning) Standards

### Self-awareness

- \*Identifying emotions
- \*Accurate self-perception
- \*Recognizing strengths

### Social-awareness

- \*Perspective-taking
- \*Appreciating diversity
- \*Respect for others

### Relationship skills

- \*Communication
- \*Social engagement
- \*Relationship building
- \*Teamwork

### Self-management

- \*Impulse control
- \*Stress management
- \*Self-discipline

### Responsible

### decision-making

- \*Identifying problems
- \*Analyzing situations
- \*Solving problems
- \*Evaluating
- \*Reflecting
- \*Ethical responsibility

# GROUP COUNSELING REFERRAL



SMALL GROUP  
Counseling   
**ANGER**

Small group counseling sessions will begin soon. Groups meet \_\_\_\_\_ for \_\_\_\_\_ minutes, for approximately \_\_\_\_\_ sessions during school hours. Please speak with the parent/guardian prior to making a recommendation to participate in a group. Explain that students benefit from social emotional learning, make friends in the group, and enjoy attending. Once I receive this paper, consent forms will be sent home. Please return them to \_\_\_\_\_.

**Group Type:** Anger Management– Exploring feelings of anger and cool down strategies.

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need

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Counseling   
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Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need

# PARENT CONSENT

## SMALL GROUP Counseling ANGER

Dear Parent/Guardian:

At \_\_\_\_\_, we offer small counseling groups to interested students. Small group counseling is a unique educational experience in which students work together to explore their ideas, attitudes, feelings and behaviors, especially as related to personal development and progress in school. Small group counseling teaches life skills and strategies to students that enhance their ability to succeed academically and socially as well as cope with stressful situations. Listed below are the types of groups offered and the one that was suggested to be beneficial for your child:

\*Anger Management (exploring feelings of anger and cool down strategies)

Students participating in small group counseling have been parent referred, teacher/ staff referred, or self-referred. Groups will meet for \_\_\_\_\_, \_\_\_\_\_, during school hours for approximately \_\_\_\_ weeks, starting \_\_\_\_\_.

Please return this form as soon as possible as there are a limited number of spaces available.

Sincerely,

### Parent Consent for Small Group Counseling Participation

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_



# CONSENTIMIENTO DE LOS PADRES

SMALL GROUP  
Counseling   
**ANGER**



Estimado Padre / Tutor:

En \_\_\_\_\_, ofrecemos pequeños grupos de asesoramiento a los estudiantes interesados. Consejería de grupo pequeño es una experiencia educativa única en la que los estudiantes trabajan juntos para explorar sus ideas, actitudes, sentimientos y comportamientos, especialmente en lo relacionado con el desarrollo personal y el progreso académico. Consejería en grupos pequeños enseña habilidades para la vida y estrategias para los estudiantes que mejoran su capacidad de tener éxito académico y social, así como hacer frente a situaciones de estrés. A continuación se enumeran los tipos de grupos que se ofrecen y el que sería beneficioso para su hijo:

\_\_\_\_\_ Control de la ira (explorar los sentimientos de ira)

Los estudiantes que participan en los grupos pequeños han sido referidos por sus padres, maestro, o auto referido. El grupo pequeño se reunirán durante \_\_\_\_\_, durante el horario escolar durante aproximadamente \_\_\_\_\_ semanas a partir de \_\_\_\_\_.

Por favor envíe este formulario tan pronto sea posible, ya que hay un número limitado de plazas disponibles. Si tiene alguna pregunta, por favor de comunicarse directamente con \_\_\_\_\_ al \_\_\_\_\_.

Atentamente,

Consentimiento de los Padres para Grupo Pequeño Participación Consejería

Nombre del Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_

Maestro: \_\_\_\_\_ Fecha: \_\_\_\_\_

Nombre del Padre / Tutor: \_\_\_\_\_

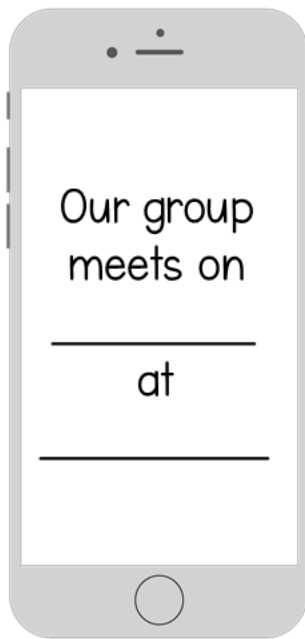
Firma del Padre / tutor: \_\_\_\_\_

# DESK REMINDERS

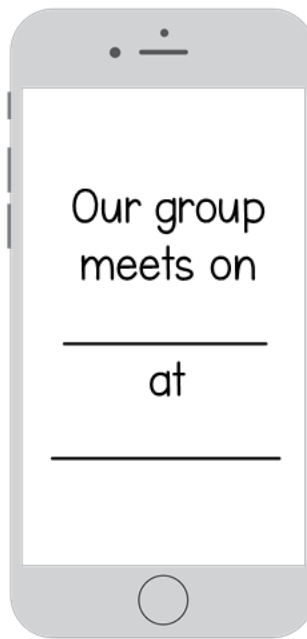
SMALL GROUP  
Counseling   
**ANGER**



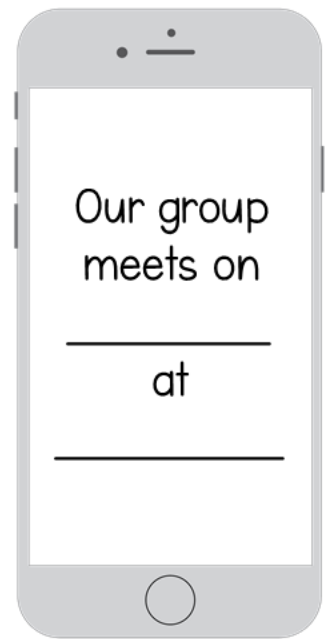
Fill out, cut out, and tape to student's desk.



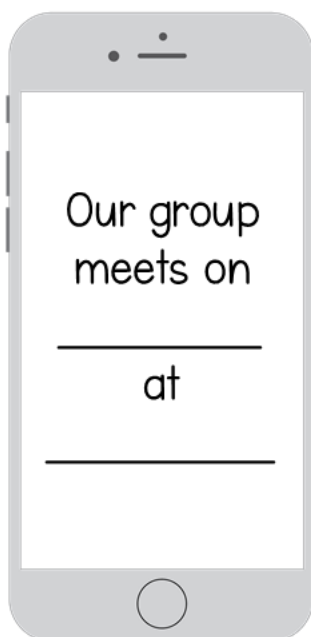
Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_



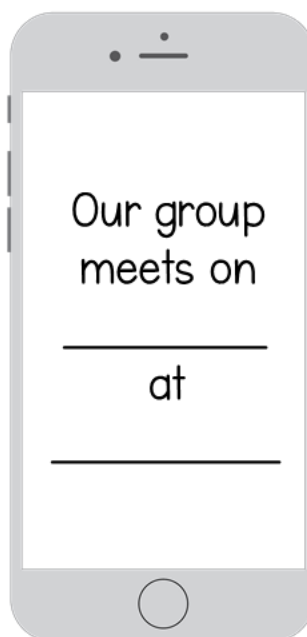
Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_



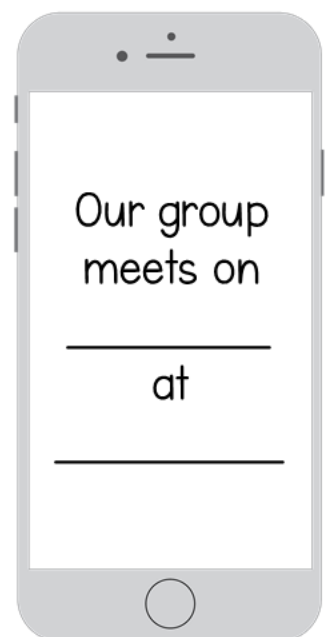
Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_



Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_



Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_





Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_

# ATTENDANCE

SMALL GROUP  
Counseling   
**ANGER**



DATE 								
NAME 								



# PRE SURVEY

This is how I am doing BEFORE group



Always



Sometimes

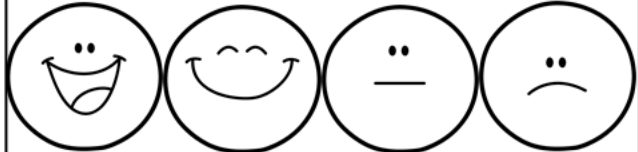


Hardly

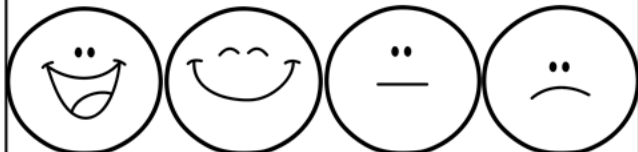


Never

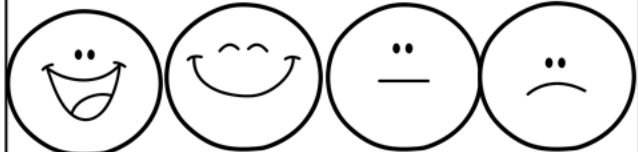
I know how to express my feelings in a calm way.



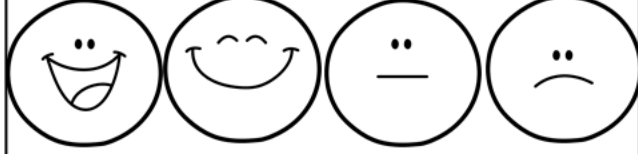
I can control my anger.



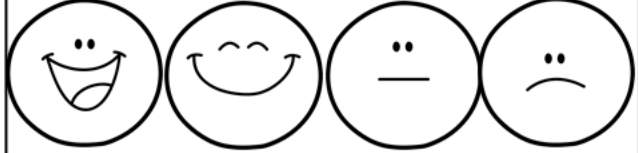
I can identify thinking and actions that will help to keep me calm.



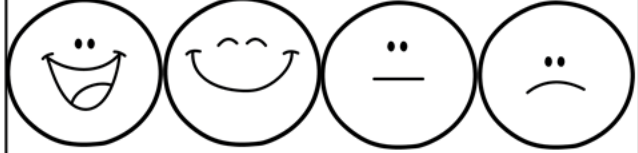
I know what triggers my anger.



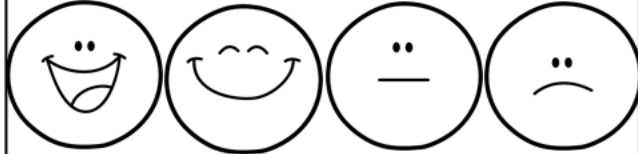
I can identify the difference between explosive and peaceful thinking.



I can identify how my body feels when I get angry.



I can identify thinking and actions that will make me angry.



# POST SURVEY

This is how I am doing AFTER group



Always



Sometimes

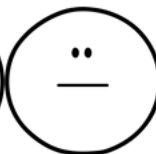


Hardly



Never

I know how to express my feelings in a calm way.



I can control my anger.



I can identify thinking and actions that will help to keep me calm.



I know what triggers my anger.



I can identify the difference between explosive and peaceful thinking.



I can identify how my body feels when I get angry.



I can identify thinking and actions that will make me angry.



# PASS TO SEE THE COUNSELOR



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Signed: \_\_\_\_\_

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# PASS TO SEE THE SOCIAL WORKER



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Signed: \_\_\_\_\_

© Heart & Mind Teaching

# PASS TO SEE THE PSYCHOLOGIST



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Signed: \_\_\_\_\_

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# HALL PASS FOR GROUP COUNSELING



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Signed: \_\_\_\_\_

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WHAT YOU SAY  
IN HERE STAYS  
IN HERE

Unless:

SOMEONE IS HURTING YOU.  
YOU WANT TO HURT SOMEONE.  
YOU WANT TO HURT YOURSELF.



# SESSION I

## Icebreaker & Rules

### SMALL GROUP Counseling ANGER



#### Session Objective:

- \*Students will participate in an icebreaker activity and answer personal questions.
- \*Students will work collaboratively to identify and create group rules.

#### Materials:

- \*Soft object (stress ball, bean bag, etc.)
- \*Music & Music Player
- \*Hot Potato game handout
- \*Group Rules handout

#### Guiding Questions:

- \*What is something you learned about someone else in the group?
- \*What are some of our similarities and differences?

#### ASCA Standards Alignment:

- \*Mindset: Sense of belonging in the school environment. (M 3)
- \*Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)
- \*Behavior: Social Skills: Use effective collaboration and cooperation skills. (B-SS 6)

#### SEL Competencies:

- \*Self-awareness: recognizing strengths.
- \*Relationship skills: relationship building, communication, social engagement, teamwork.
- \*Social-awareness: respect for others, appreciating diversity.

#### Session Details (about 30 minutes)

- \*Counselor will welcome students to the group. "Welcome to the group everyone, we are all here because we have something in common with each other, we all need a little help controlling our anger and emotions. We are going to work together as a team to get better in these areas."
- \*Icebreaker Activity: "Let's play a game to get to know each other better, I will participate too so you can get to know me. I am going to pass around a soft object, and play music, when the music stops the person holding the object has to answer a question that I ask. The questions are meant to get to know each other better and to have fun." Have students pass the object from person to person, going clockwise. Play music while they are doing this, stop the music randomly and whoever is holding the hot potato (soft object) has to answer a question. Make sure each student gets a chance to answer a question. Point out things in common.
- \*Creating Group Rules: "Now that we got to know each other, let's create some group rules together. Raise your hand if you can think of a rule that would help our group go smoothly." Guide the discussion to include being respectful of others, taking turns to speak, and confidentiality. Have students complete the pre-survey. Tell them to be honest, and that it's just for you to know what they want to work on.

# GROUP RULES

SMALL GROUP  
Counseling   
**ANGER**



Our group has agreed upon the following rules:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



# Hot Potato Game

Directions: Use anything soft (stress ball, hand sized bean bag, etc.) to pass around and play hot potato. Have students pass the object from person to person (going clockwise). Play music while they are doing this, stop the music randomly and whoever is holding the hot potato has to answer a question. Make sure each student gets a chance to answer a question.



What is your favorite food to eat?



What is your favorite school subject?



What is your favorite TV show or Movie?



What is your favorite game/sport to play with friends?

Name one person that is important to you and why?

What is one thing that people do that gets on your nerves?

# SESSION 2

## My Anger Monster

SMALL GROUP  
Counseling   
**ANGER**



### Session Objective:

- \*Students will identify how their body feels and looks when angry.
- \*Students will recognize different actions that make them angry.

### Materials:

- \*Pencils
- \*Crayons
- \*My Anger Monster handouts

### Guiding Questions:

- \*How do we look when we are angry?
- \*What are some things that make us feel angry?

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Social Skills: Use effective oral and written communication skills and listening skills (B-SS 1)

### SEL Competencies:

- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Responsible decision-making: identifying problems

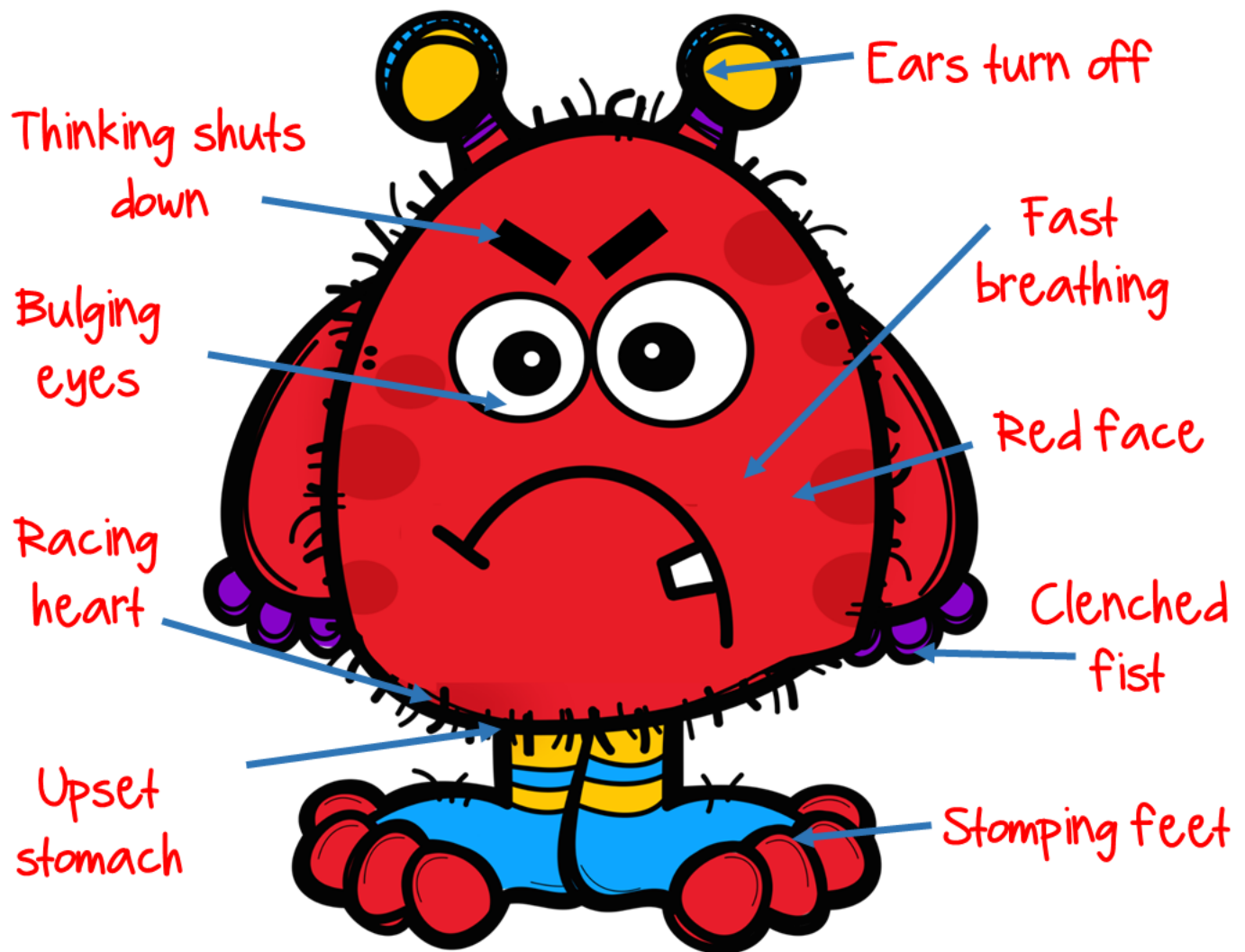
### Session Details (about 30 minutes)

- \*Counselor will welcome students back to the group. "Welcome back to the group everyone, let's quickly review our group rules...", "Last time we met, we got know each other, today we are going to talk about the way that our anger looks and find what brings our anger out."
- \*My Anger Monster activity: "Everyone's anger is expressed differently, some people get red in the face, some cry, some scream, some stomp their feet. It's important to identify how our anger looks so we know when we are starting to get angry, and can then do things to calm down before we explode." Pass out the anger monster handout. Show them the example of the one that is completed. "This is your anger monster, describe how you look or act when angry then share with the group. You will notice some of us express our anger in the same way." Pass out the color my monster handouts. "Now that we know how we look when angry, let's find out what makes us angry and what does not, color in the monster based on the color code and then we will discuss who has similar things that make them angry." Once everyone has completed their pages, go through each one and discuss why they put not angry, a little angry, or very angry. Next, give them the last two pages to complete about people and places that make them angry. "It's important to also determine what others do to bring out our anger and locations that cause frustrations to us."
- \*Thank everyone for their participation and get them excited for next session in which we will explore the things that bug us.

# My Anger



What happens to your body when you are angry?

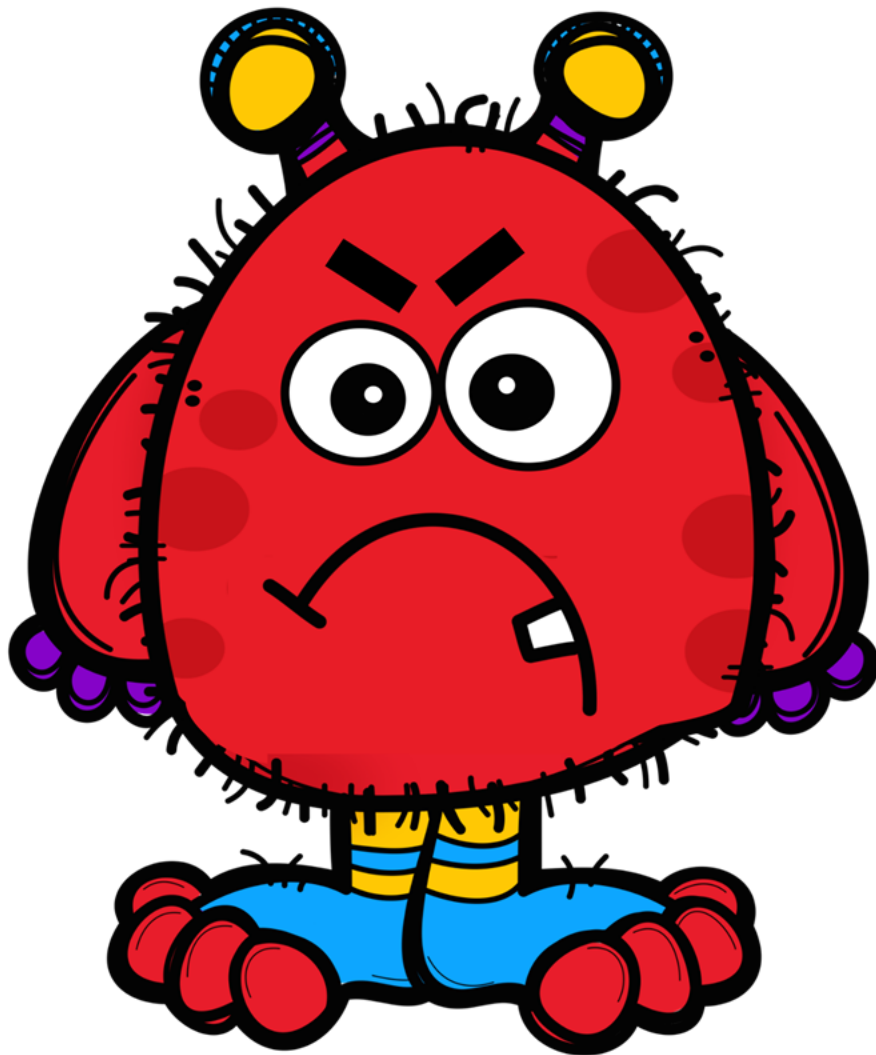




# My Anger



What happens to your body when you are angry?



# Color your Anger Monster



Not  
Angry



A little  
Angry



VERY  
Angry

Color the monsters using the color code above, based on how you would feel to each given situation.



Someone  
teases me.



Someone bosses  
me around.



Someone breaks  
my stuff.



Someone won't  
let me play.



Someone beats  
me at a game.



Someone bumps  
into me.



Someone gets in  
my way.



Someone  
tattles on me.



# Color your Anger Monster



Not  
Angry



A little  
Angry



VERY  
Angry

Color the monsters using the color code above, based on how you would feel to each given situation.



Someone calls  
me names.



Someone does not  
share with me.



Someone won't  
let me pick what  
game we play.



Someone gets  
in my face.



Someone yells at  
me.



Someone won't  
give me attention.



Someone lies to  
me.



Someone gives  
me a mean look.

# Color your Anger Monster



Not  
Angry



A little  
Angry



VERY  
Angry

Color the monsters using the color code above, based on how you would feel to each given situation.



Someone laughs  
at me.



Someone does not  
include me.



Someone makes  
me feel stupid.



I don't get what I  
wanted for my  
birthday.



Someone does  
not listen to me.



I get a bad  
grade.



Someone asks me  
to do something I  
don't want to do.



I get in trouble.



My



# Anger Monster

The people in our life sometimes bring out our Anger Monster, list what these people do that make you angry.

I get angry when my:

Mother

---

Father

---

Brother

---

Sister

---

Grandparent

---

Teacher

---

Coach

---

Friend

---





My



# Anger Monster

Some places cause our Anger Monster to show itself,  
describe what happens in these areas in your life.

*I get angry when this happens:*

In my classroom

---

In the hallway

---

In the cafeteria

---

At Recess

---

On the school bus

---

In my neighborhood

---

On the playground

---

At home

---

# SESSION 3

## Things that bug me

### SMALL GROUP Counseling ANGER



#### Session Objective:

- \*Students will identify actions that others do that bugs them.
- \*Students will work collaboratively to sort things that bother them and things that do not.

#### Materials:

- \*Jars and Bugs pages cut out in advance.

#### Guiding Questions:

- \*Why is it important to know what bothers us?
- \*Why is it important to understand what bothers others?

#### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Social Skills: Use effective collaboration and cooperation skills. (B-SS 6)

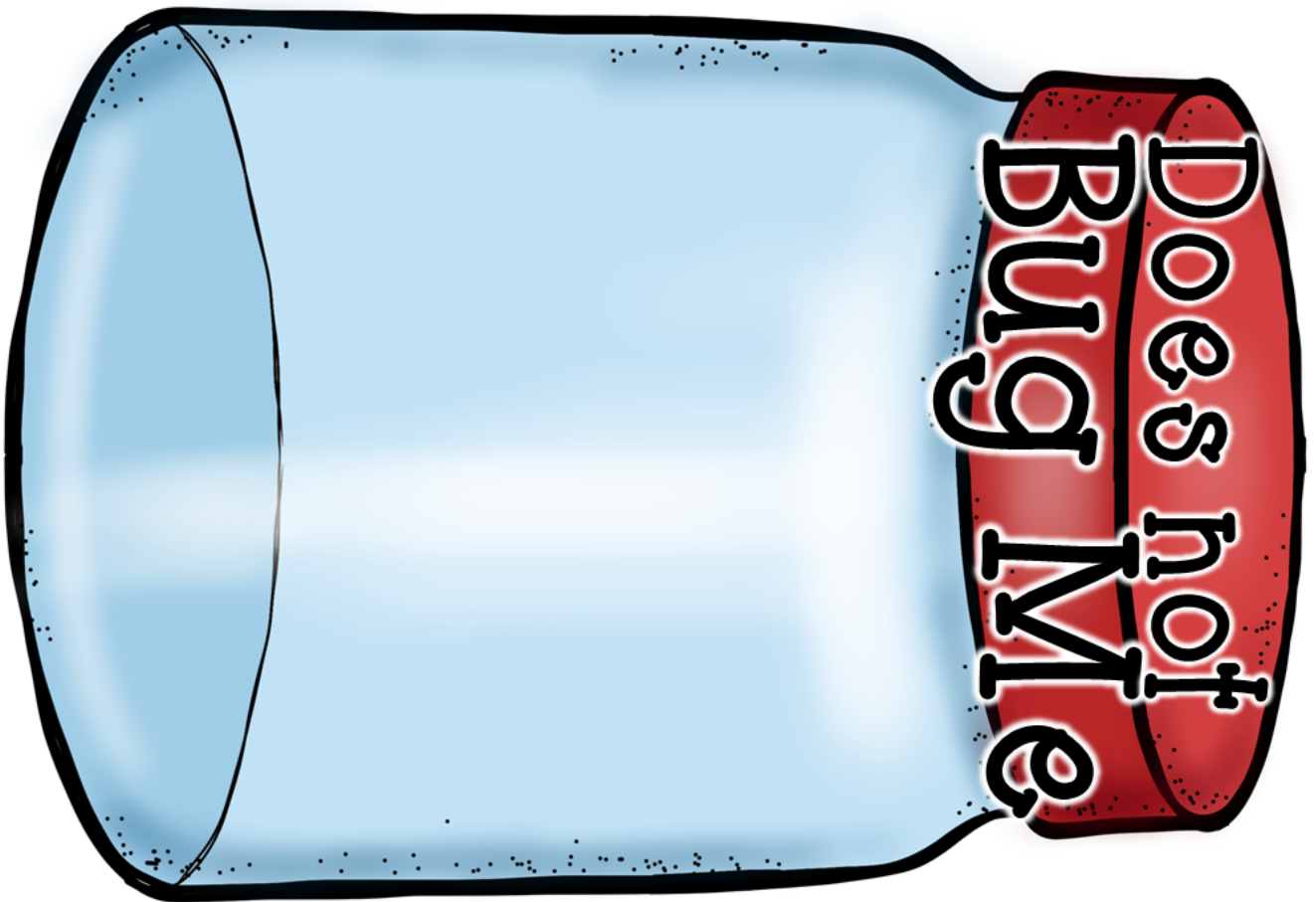
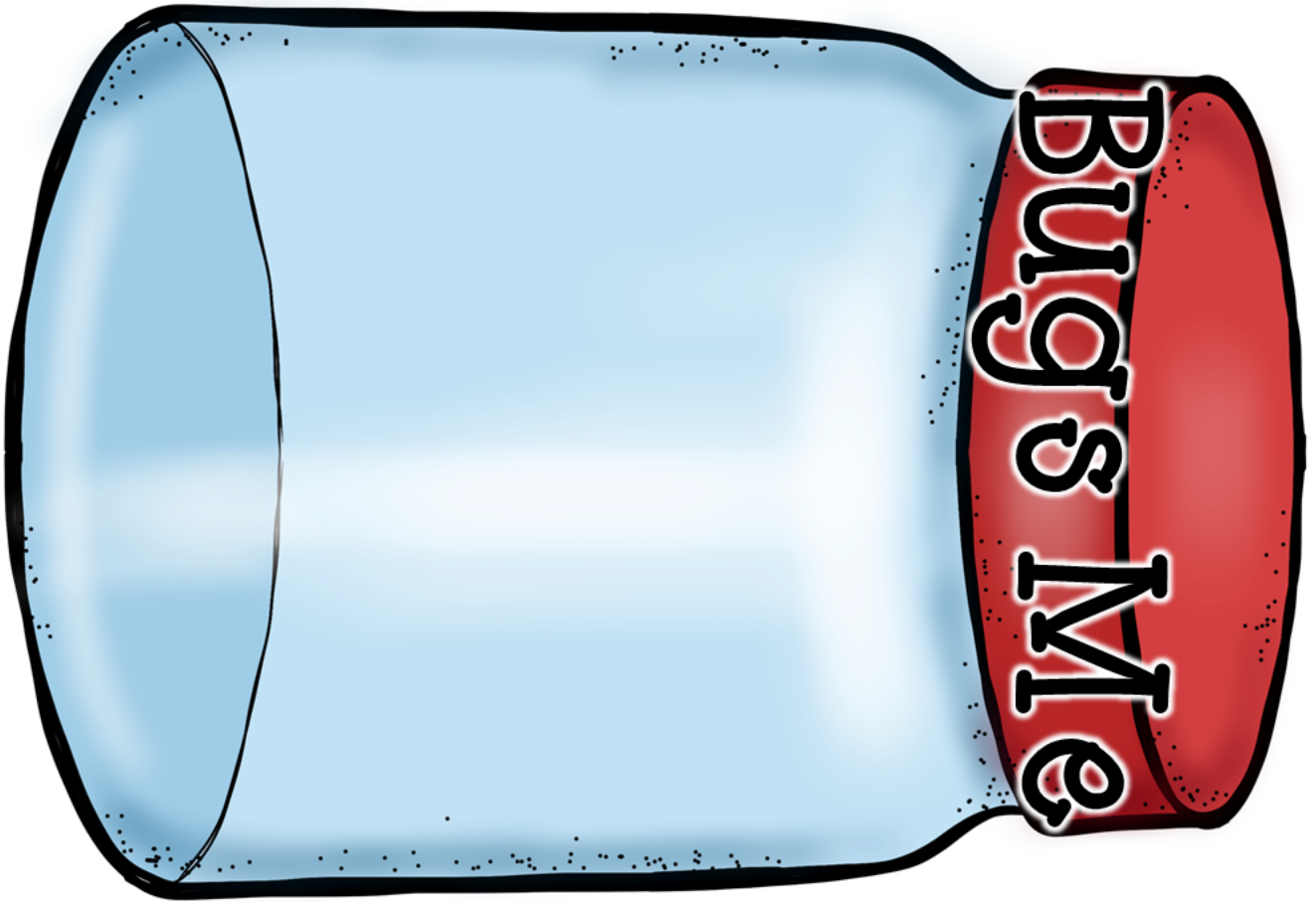
#### SEL Competencies:

- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Responsible decision-making: identifying problems

#### Session Details (about 30 minutes)

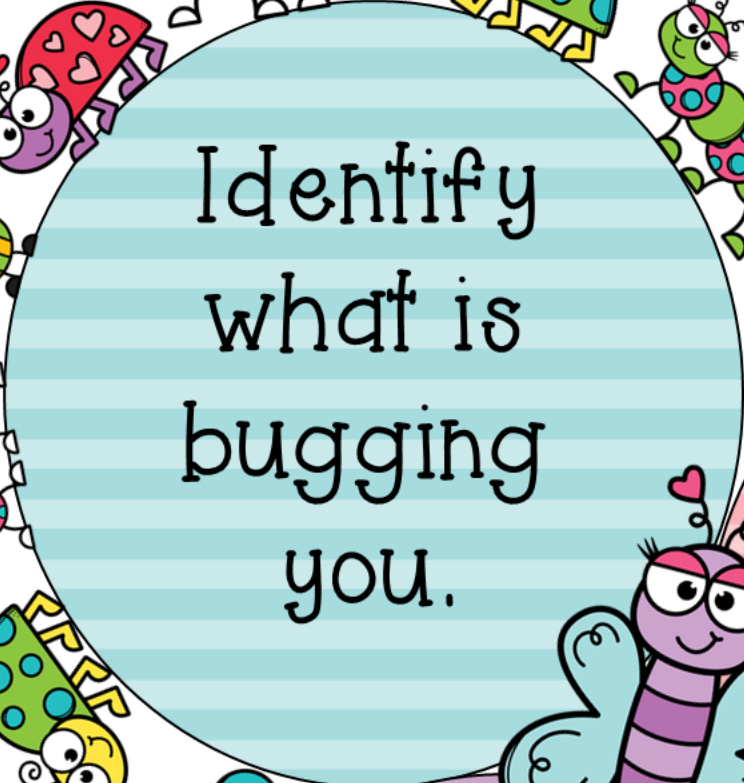
- \*Counselor will welcome students back to the group. "Who remembers our group rules?" Review group rules together. "Last session, we went over what our anger looks like, today we are going to talk about things that bug us."
- \*Things that bug me activity: "Have you ever been outside and a bug keeps buzzing around you and keeps irritating you? Sometimes people do things that are just like that bug, and can get on our nerves. Knowing what bothers us is part of being self-aware which helps us to be able to either prevent or minimize future problems."
- Pass out the cut out bugs, give a few to each group member. Put the jars page in the center of the table. "You each are getting a few bugs that have situations on them, when it's your turn read one of your bugs out loud to the group and place it on either the bugs me or does not bug me jar. Then, tell us why you chose that jar."
- Ask engaging questions during each turn:
  - "Do you have an example of when that happened to you?"
  - "Why does that bug or not bug you?"
  - "Could something be done differently to change your answer to the other jar?"
  - "Does this situation bug anyone else in the group?"
  - "Is there anyone in the group that this does not bug? Why?"
- \*Thank everyone for their participation and tell them in the next session you will be discovering what their anger animal is.






# Things that **BUG ME**

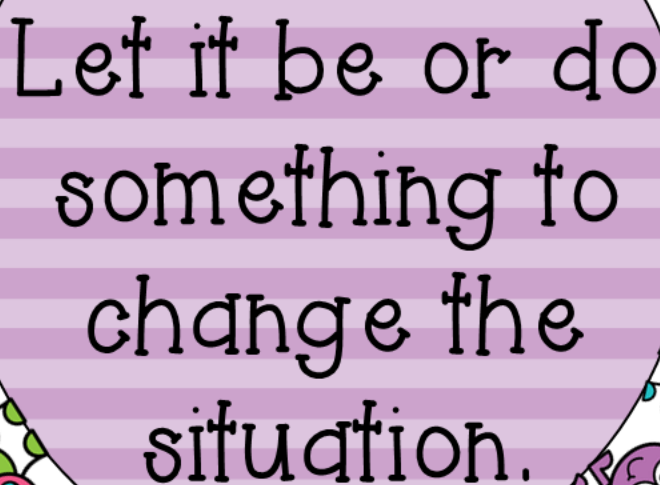
What to do when something bugs you.



Identify  
what is  
bugging  
you.



Think about  
why it is  
bugging you.



Let it be or do  
something to  
change the  
situation.

# Things that **BUG** ME

What to do when something bugs you.

What is bugging you:

Why it is bugging you?

What can you do?





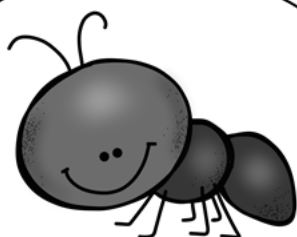
# Things that **BUG ME**



When my  
brother/sister  
touch my  
stuff.



When a  
classmate cuts  
in line.

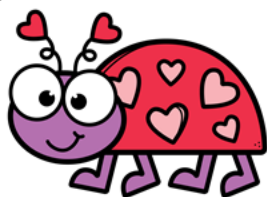


When someone  
interrupts me.

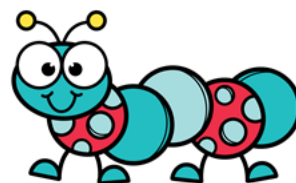


When a classmate  
is using the  
computer and I  
want to use it.

# Things that **BUG ME**



When my teacher  
does not call on me  
and instead calls on  
everyone else.



When someone  
bumps into me in  
the hallway.



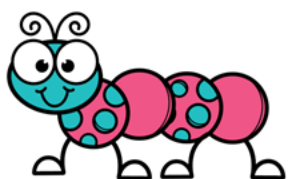
When someone  
tells me what  
to do.



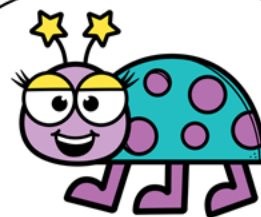
When I can not  
understand the  
work given in  
class.



# Things that **BUG ME**



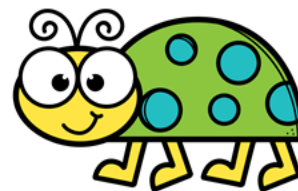
When my  
parents will not  
buy me the toy  
I want.



When I'm not  
getting along  
with a friend.



When I get  
in trouble in  
class.



When  
someone  
teases me.

# Things that **BUG ME**



When I get a  
bad grade  
on a test.



When I am left  
out of a group  
activity.



When I have a  
problem and do  
not know how to  
solve it.



When I forget  
to do my  
homework.

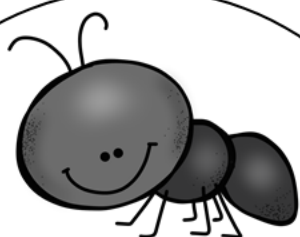
# Things that **BUG ME**



When someone  
tells me to be  
quiet.



When someone  
laughs at me.

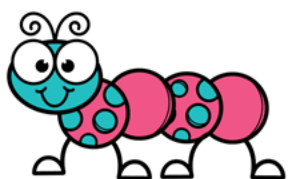


When someone  
rolls their eyes  
at me.

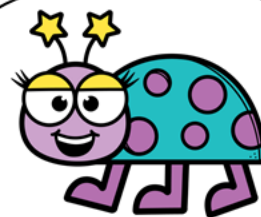


When people get  
in my personal  
space.

# Things that **BUG ME**



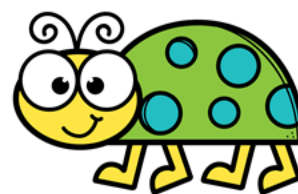
When someone  
blames me for  
something.



When my teacher  
asks me to do  
something I do not  
want to do.



When my teacher  
asks me to clip down  
or sends a note  
home to my parent.



When  
someone gives  
me a bad look.

# Things that **BUG ME**



When my  
friend does  
not text me  
back.



When my parent  
asks me to do  
chores.



When I am late  
for something.



When people  
are not listening  
to me.



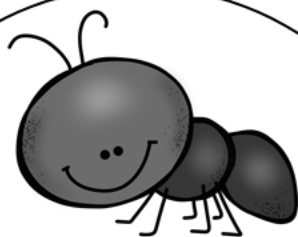
# Things that **BUG ME**



When my  
parent limits  
my screen  
time.



When I feel  
ignored.

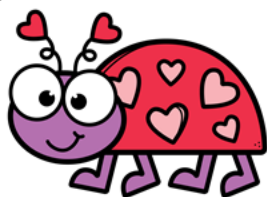


When someone  
gets something  
that I want.

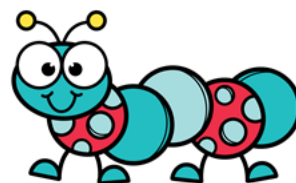


When someone  
looks at me for  
too long.

# Things that **BUG ME**



When my teacher  
asks me to stop  
talking.



When we don't  
play the game  
that I want to  
play.

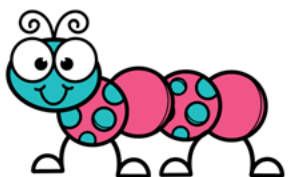


When my  
classmate won't  
stop talking.

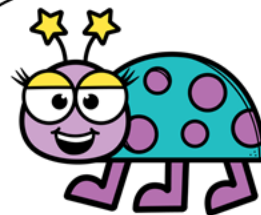


When someone is  
rude to me.

# Things that **BUG ME**



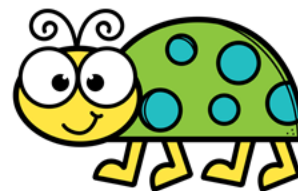
When someone  
is mean to my  
friend.



When someone  
is being a bully.



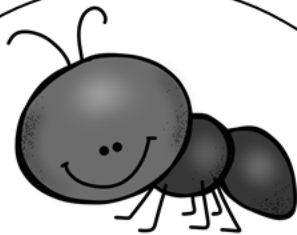
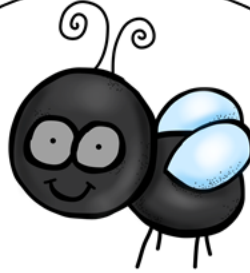
When I feel like  
I can't do  
something.



When I feel  
like I have too  
much I need to  
do.

# Things that **BUG ME**

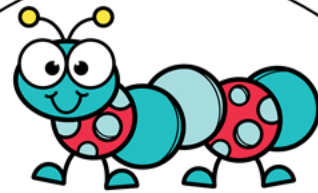
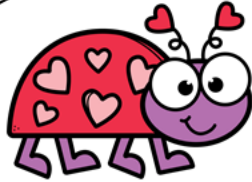
Create your own





# Things that **BUG ME**

Create your own



# SESSION 4

## My Angry Animal

### SMALL GROUP Counseling

## ANGER

#### Session Objective:

- \*Students will identify traits they have in common with angry animals.
- \*Students will recognize traits needed to be seen as a calm person.

#### Materials:

- \*My Angry Animal Journal (one for each student)
- \*Pencils

#### Guiding Questions:

- \*Why is it important to recognize traits that we exhibit that make us look angry?
- \*What are some behavior traits that are more socially acceptable?

#### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-Management Skills: Demonstrate self-discipline and self-control. (B-SMS 2)
- \*Behavior: Self-Management Skills: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

#### SEL Competencies:

- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Self-management: self-discipline
- \*Relationship skills: communication, social engagement.
- \*Social-awareness: respect for others, perspective-taking.
- \*Responsible decision-making: evaluating, reflecting, ethical responsibility.

#### Session Details (about 30 minutes)

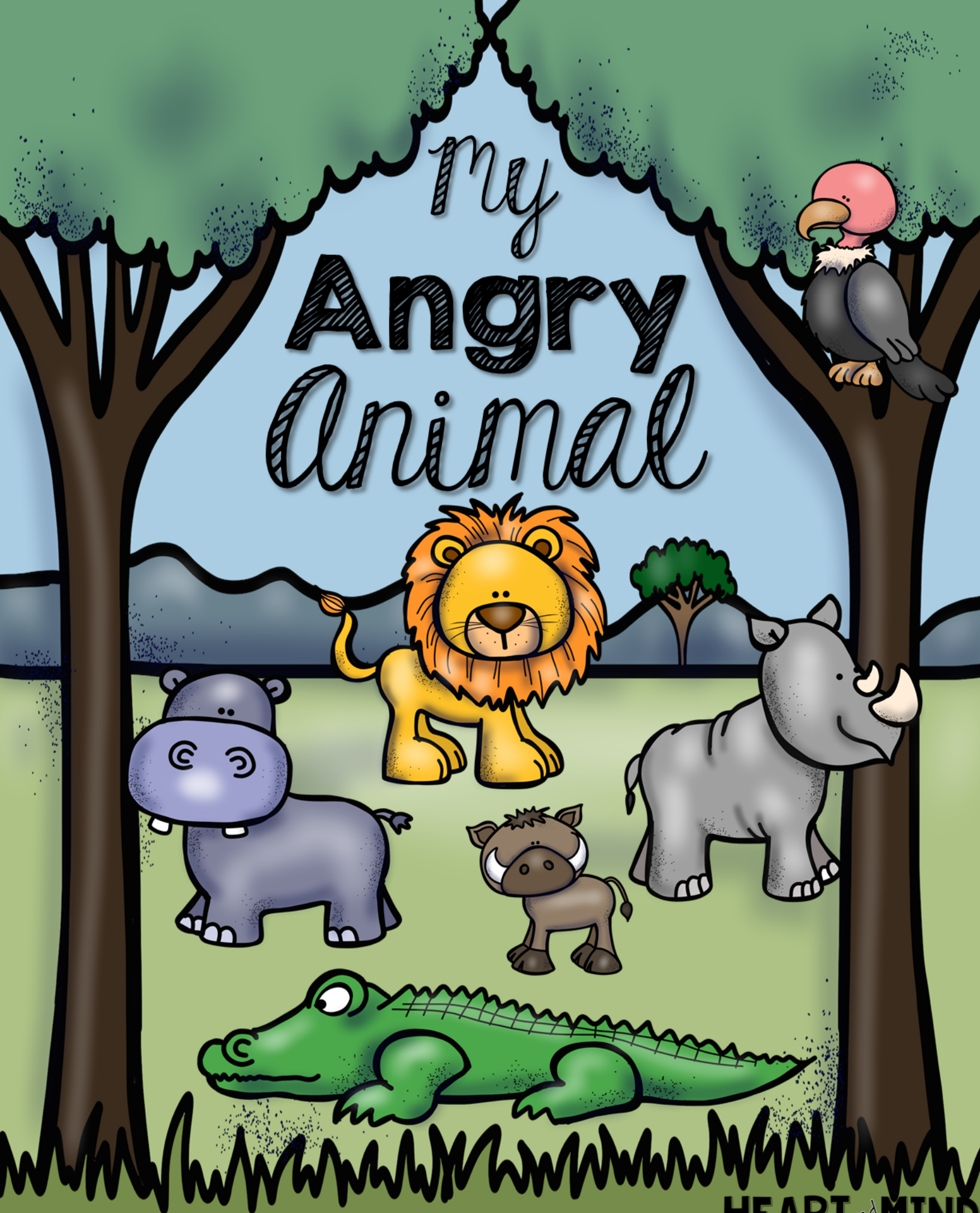
\*Counselor will welcome students back to the group. "Can each of you tell me a group rule?" Review group rules together. "Last session, we went over things that bug us, today we are going to discover an animal that we have our anger in common with."

\*My angry animal journal activity: Pass out an Angry Animal Journal to each student.

"Animals are just like us, they feel happiness, sadness and even anger. Each animal expresses their anger differently, just like each of you express your anger differently. Let's find out which animal we can relate to. Put a check on all of the descriptions that you think sound like you, be honest, no one here is perfect." Allow time for students to go through both pages of angry animals. "Now, find the animal that you have the most checks on and that is your angry animal. On the next page, circle your angry animal at the top of the page and answer the reflection questions." Ask each student what animal they got and what they had in common and not in common with the animal. Ask if there is a trait that you would want to change and why. "Now we are going to find our calm animal, check all of the descriptions that you want to describe you. Then find the animal you put the most checks for, that's your calm animal." Have students answer the reflection questions and have them share out. Ask how they are going to act more like this calm animal in their lives.

\*Thank everyone, tell them next week they will learn what fuels their anger fire.

# My Angry Animal





# My Angry Animal

Put a check on ALL of the descriptions you think sound like you.

☐

Protective

☐

Scares off others

☐

Makes mean faces

☐

Gets loud when threatened

☐

Prefers groups

☐

Prefers to be in charge/the boss.

☐

Often in verbal arguments

☐

Often hurts others feelings.

☐

Does not like to take the blame, even if at fault.

☐

Does not like physical fights.

☐

Only sees their point of view.

☐

Likes to be alone

☐

Gets Revenge.

☐

Intimidates others

☐

Frequently in physical fights

☐

Gets angry easily

☐

Threatens others.



# My Angry Animal



☐ Often alone.

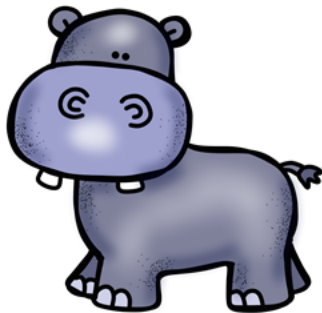
☐ Looks down on others.

☐ Others back down from them.

☐ Likes to look better than others.

☐ Watches what others are up to.

☐ Threatens others, rarely acts on the threat.

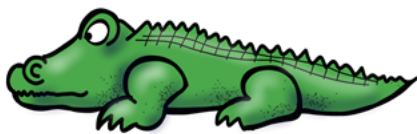


☐ Make a big deal of everything.

☐ Prefers small groups, close friends/family only.

☐ Often in fights.

☐ Very aggressive.



☐ Clenches jaw and muscles when angry

☐ Others stay away from them.

☐ Snaps at others with hurtful words.

☐ Appears calm by holding it in until they burst.

☐ Gets frustrated easily.

The animal that you have the most checks on is your Angry Animal.

# Circle your Angry Animal:



What traits did you have in common with this animal?

What traits did you NOT have in common with this animal?

What is one trait you and the animal both have that you would like to change? Why?

# Circle your Angry Animal:



Draw a picture of your anger animal when it gets angry:

Draw a picture of you when you get angry:



# My Calm Animal

Put a check on ALL of the descriptions you want to be like.

☐

Likes to be in groups.

☐

Open to the ideas of others.

☐

Quiet

☐

Helps to calm others down.

☐

Shares with others.

☐

Positive Leader

☐

Great problem solver.

☐

Gives compliments to others.

☐

Friendly and likeable

☐

Accepts others differences.

☐

Very social, has lots of friends.

☐

Protective of family and friends

☐

Helps others when in danger.

☐

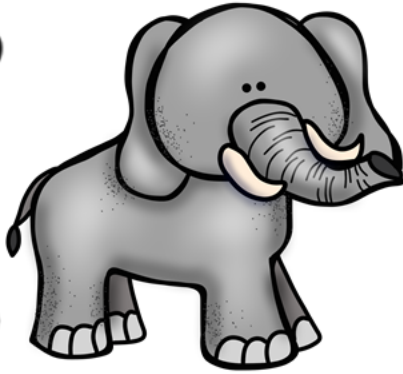
Easily talks to others.

☐

Unique.



# My Calm Animal

☐

Forgives others

☐

Gets along with others

☐

Calm, not easily angered

☐

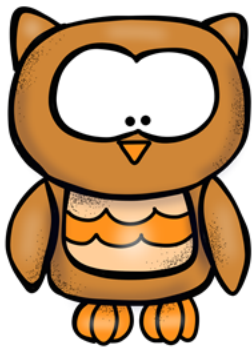
Lets small issues go

☐

Family oriented

☐

Avoids conflicts

☐

Wise

☐

Quiet, keeps to self

☐

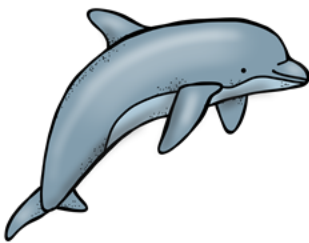
Sees others point of view

☐

Adapts to their environment.

☐

Respectful

☐

Loves large groups

☐

Very Social

☐

Competitive, but still a good sport.

☐

Accepts responsibility for actions.

☐

Views everyone as equals

☐

Smart

The animal that you have the most checks on is your Calm Animal.

# Circle your Calm Animal:



What traits do you want to have in common with this animal?

What traits do you NOT want have in common with this animal?

How can you show the traits that this animal has in your life?

Circle your Calm Animal:



Draw a picture of your animal when calm:

Draw a picture of YOU when calm:



# SESSION 5

SMALL GROUP  
Counseling   
**ANGER**

## Thinking that fuels my Anger Fire



### Session Objective:

- \*Students will identify thinking that increases their anger.
- \*Students will work collaboratively to sort examples of each of the 8 Anger Fuels.

### Materials:

- \*Fuels my Anger handout
- \*Cut out Fire/Fuels
- \*Cut out examples

### Guiding Questions:

- \*Why is it important to know ways of thinking that make us angry?
- \*How can some of these ways of thinking be problematic?

### Session Details (about 30 minutes)

- \*Counselor will welcome students back to the group. Review group rules together. "Last session, we found our angry and calm animals, today we are going to learn about ways of thinking that cause our anger to increase."
- \*Fuel my Anger fire activity: Show the group the fuels my anger fire handout. "If you have ever been camping and started a fire, you know that if you add certain things to the fire it will keep the fire going or fuel the fire. Just like a real fire, certain ways of thinking fuel our anger fire." Go over each of the 8 Fuels that increase anger. Place each of the 8 fires on the table (that list each fuel) with enough space to put the examples underneath them. "I will read out an example and I want us to work as a group to sort them under which fuel they belong to. This will help us identify some of the thinking we do in our own lives that lead us to being more angry" Read out loud each example and work as a group to sort the examples placing each one under one of the fuels that it coincides with. Ask engaging questions:
  - Can anyone relate to this way of thinking? Do you have an example?
  - Does this way of thinking sound like a person you would want to be friends with?
  - If you said that to someone what do you think they would think/feel/do?
  - If someone said that to you, what would you think/feel/do?
- \*Thank everyone for their participation and tell them in the next session they will be learning about explosive versus peaceful ways of thinking.

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Social Skills: Use effective collaboration and cooperation skills. (B-SS 6)
- \*Behavior: Social Skills: Demonstrate social maturity and behaviors appropriate to the situation and environment (B-SS 9)

### SEL Competencies:

- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Self-management: self-discipline
- \*Relationship skills: communication, teamwork.
- \*Social-awareness: perspective-taking.
- \*Responsible decision-making: analyzing situations, evaluating.



# Thinking that fuels My **ANGER** Fire



# Put out that **ANGER** Fire



Name calling



Use Kind Words.



Revenge



Forgive and let it go.



Blaming



Be accountable for your actions.



Look tough



Don't try to look a certain way to others, just be yourself.



I am better than you



We are both equal and important.



Everyone's against me



Think about what you are doing and how it looks to others.



Only one point of view



Be open to the perspectives of others.



Making a big deal



Take a deep breath and look at the situation for what it really is.





**NAME CALLING**



**LOOK TOUGH**



**BLAMING**



**REVENGE**



**I AM BETTER  
THAN YOU**



**ONLY ONE  
POINT OF VIEW**



**MAKING A BIG  
DEAL**



**EVERYONE'S  
AGAINST ME**

It is my way or the highway!	He made me do it.
He took my eraser!	Everyone hates me.
You are stupid.	I know I am right. I don't care what you say.
I am never the line leader. My life is not fair.	You are a crybaby
You did that on purpose	She started it!
I saw you whispering, I know you were talking about me	He cut in front of me, so I pushed him out of the way
I'm always the one to blame	She hit me, so I hit her back.
He should go back to where he came from.	I am better at this game than you are.



She won't play the game the way that I want to play.	She touched my backpack.
His desk is too close to my desk.	You are a jerk.
I shook my fist in her face.	I have my arms crossed and angry eyes.
My teacher blames me for everything!	I rolled my eyes when she was talking.
I hate having people like him in my class.	There is no way you can be right.
I am right and that's all there is to it.	If you don't like it, go back where you came from.
You can't boss me around! I make the rules.	You are such a loser.
You are crazy!	I am smarter than you.

I am tougher than you.	I asked him to do something, and he did not do it.
He took my pencil. I just know that he did!	I pushed my chest out at him.
I yelled at him because he was bothering me.	I get blamed for everything in this class.
I will get back at him for what he has done.	He kicked me so I kicked him back.
Oh yea? Make me.	Shut up!
Just try me!	I Dare you to try!
I will make you pay for that!	If you do that, you will regret it.
He did that on purpose.	I will never be able to fix it.

Who do you think you are?	I gave her a mean look because she upset me.
I got in his face when he made me mad.	I will make her sorry for doing that.
He can't get away with that!	I will show him, just wait and see.
If he hurts me, I will hurt him back.	My life is over because I got a bad grade.
The world is going to end because I am so embarrassed.	My way is the best way.
I won't ever forgive you if you do that.	I won't be your friend if you do that.
What are you going to do about it?	You ruined everything!
This is the worst day of my life.	There is nothing you can do to make it better.

# SESSION 6

## Explosive or Peaceful Thinking?

SMALL GROUP  
Counseling   
**ANGER**



### Session Objective:

\*Students will identify types of explosive and peaceful thinking.

### Materials:

\*Explosive or Peaceful thinking handout  
\*Explosive or Peaceful thinking examples (cut out)

### Guiding Questions:

\*Why is it important to be able to recognize explosive or peaceful thinking?  
\*How does explosive or peaceful thinking impact our anger?

### ASCA Standards Alignment:

\*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)  
\*Behavior: Self-Management: Demonstrate self-discipline and self-control. (B-SMS 2)  
\*Behavior: Social Skills: Demonstrate social maturity and behaviors appropriate to the situation and environment (B-SS 9)

### SEL Competencies:

\*Self-awareness: identifying emotions  
\*Self-management: self-discipline  
\*Social-awareness: perspective-taking.  
\*Responsible decision-making: analyzing situations, evaluating.

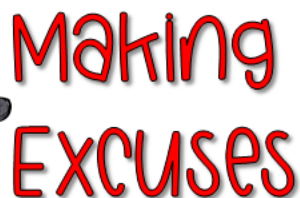
### Session Details (about 30 minutes)

\*Counselor will welcome students back to the group. Review group rules together. "Last session, we talked about thinking that fuels our fire, today we will continue to learn about thinking patterns by exploring explosive vs. positive thinking."

\*Explosive or Peaceful thinking activity: Show the group the Explosive/peaceful thinking handout. "Explosive thinking is a way of thinking that makes your anger increase. There are 4 types of Explosive thinking and 4 types of Peaceful thinking. Demanding is making demands of others or of yourself. For example, I can't make a mistake is demanding on yourself. Instead find a compromise, which is a peaceful way of thinking, such as I will try not to make a mistake, but if I do it's okay. Magnifying is making something bigger than it really is, for example, if I have to get up in front of the class it will be the end of the world, A Rational way of thinking about it is that the world will continue if you get in front of the class and it's probably not as big of a deal as you are making it. Negative outlook is seeing everything in a negative light, for example, I'm never going to pass math. If you study hard, you might pass, that's the positive way to look at it. Making excuses is when you always place the blame on anyone or anything but yourself. For example, I couldn't do my homework because my sister was watching TV loudly and it distracted me. Your sister may have distracted you from homework, but it's your responsibility to do the homework not your sister, that's called being accountable. Let's go through some examples and figure out if they are explosive or peaceful thinking." Give each student a few cards and have them read it aloud and try to answer it. Ask them why this way of thinking is helpful or not helpful.

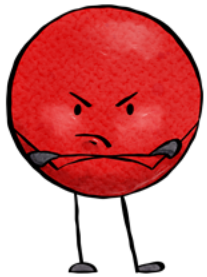
\*Thank everyone and tell them the next session will be working on their anger compass.





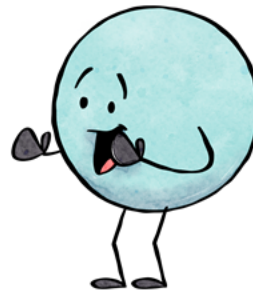
# EXPLOSIVE THINKING

# PEACEFUL THINKING



## Demanding

Making demands of others or of yourself



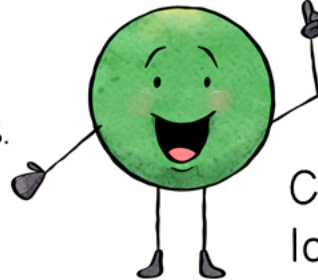
## Compromise

An agreement to accept something slightly different than what you want.



## Magnifying

Making something bigger than it really is.



## Think

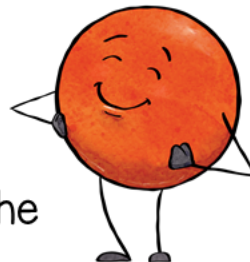
## Rationally

Consider facts and make logical conclusions.



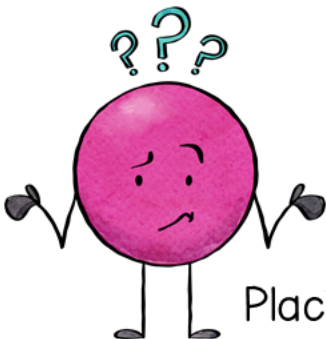
## Negative Outlook

Assuming the worst will happen, not looking for the brighter side.



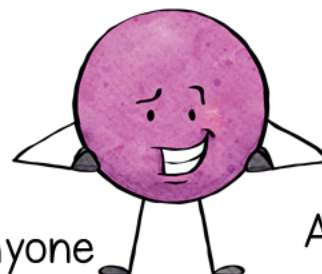
## Look for the positive

Focusing on the good in any given situation.



## Making Excuses

Placing the blame on anyone or anything but yourself.



## Be

## Accountable

Accept responsibility for your actions.



# EXPLOSIVE THINKING

# PEACEFUL THINKING

Identify the type of Explosive or Positive Thinking. Circle your answer.

"I could not get my homework done because my family was watching TV"



"I did not complete my homework, but I will next time"



"I can not make a mistake"



"It will be okay if I make a mistake"



"It will be the end of the world if I fail this test"



"I will be disappointed if I fail the test, but I will be okay"



"I always get in trouble"



"Today I made bad choices, tomorrow I will do better"



# EXPLOSIVE THINKING

# PEACEFUL THINKING

Identify the type of Explosive or Positive Thinking. Circle your answer.

"She gets all of the attention"



"I will work harder to get positive attention"



"He made me do it"



"I should not have done that"



"I just have to win"



"Maybe I will win next time"



"If I don't remember my lines for the play, it will be the worst thing ever"



"It might be embarrassing but I will survive"





































# EXPLOSIVE THINKING

# PEACEFUL THINKING

Identify the type of Explosive or Positive Thinking. Circle your answer.

<p>"He never has to help"</p>  <b>Demanding</b>  <b>Negative Outlook</b>  <b>Magnifying</b>  <b>Making Excuses</b>	<p>"I will help out no matter what others are asked to do"</p>  <b>Compromise</b>  <b>Look for the positive</b>  <b>Think Rationally</b>  <b>Be Accountable</b>
<p>"I would get a better grade if the teacher was not so mean"</p>  <b>Demanding</b>  <b>Negative Outlook</b>  <b>Magnifying</b>  <b>Making Excuses</b>	<p>"It's up to me to get a better grade"</p>  <b>Compromise</b>  <b>Look for the positive</b>  <b>Think Rationally</b>  <b>Be Accountable</b>
<p>"I have to be the first one in line"</p>  <b>Demanding</b>  <b>Negative Outlook</b>  <b>Magnifying</b>  <b>Making Excuses</b>	<p>"I would really like it if I was first in line, but I know I have to take turns"</p>  <b>Compromise</b>  <b>Look for the positive</b>  <b>Think Rationally</b>  <b>Be Accountable</b>
<p>"He gave me a bad look, so he must hate me"</p>  <b>Demanding</b>  <b>Negative Outlook</b>  <b>Magnifying</b>  <b>Making Excuses</b>	<p>"He gave me a bad look, maybe he is just having a bad day"</p>  <b>Compromise</b>  <b>Look for the positive</b>  <b>Think Rationally</b>  <b>Be Accountable</b>

# EXPLOSIVE THINKING

# PEACEFUL THINKING

Identify the type of Explosive or Positive Thinking. Circle your answer.

"He always wants to use the computer when I am on it"



"He wants to use the computer too, maybe we can share it"



"He hit me, so I hit him back"



"He hit me but I'm the one who will make a good choice and walk away"



"We have to play the game the way that I want to play it"



"It might be interesting to see how others play the game"



"I am so bad at math"



"I am not the best at math, but I am a great reader"





# EXPLOSIVE THINKING

# PEACEFUL THINKING

Identify the type of Explosive or Positive Thinking. Circle your answer.

"I want to use the toy now"



"Can we both share the toy and play together?"



"He called me a mean name first!"



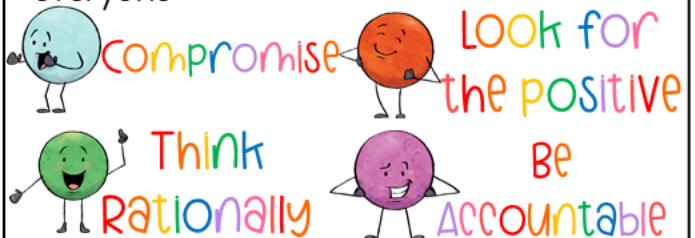
"He called me a mean name, but I will forgive him"



"Everyone else was talking during the lesson too, not just me"



"I am sorry for talking during the lesson, next time I will set a better example for everyone"



"I am the worst at drawing"



"I am working on improving my drawing"



# SESSION 7

## Anger Compass

SMALL GROUP  
Counseling   
**ANGER**

### Session Objective:

- \*Students will demonstrate changing the way they think about given situations.
- \*Students will identify things and memories that make them angry.

### Materials:

- \*Pencils
- \*Anger Compass handouts (one of each for every student)

### Guiding Questions:

- \*Why is it important to be able to control or change our thoughts?
- \*How is it helpful to look at something from another person's perspective?
- \*Why is it important to be able to control our anger?

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-Management: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)
- \*Behavior: Social Skills: Demonstrate social maturity and behaviors appropriate to the situation and environment (B-SS 9)

### SEL Competencies:

- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Self-management: self-discipline, impulse control.
- \*Social-awareness: perspective-taking.
- \*Responsible decision-making: analyzing situations, evaluating.

### Session Details (about 30 minutes)

- \*Counselor will welcome students back to the group. Review group rules together. "Last session, we talked about explosive vs. peaceful thinking, today we are going to practice controlling our thinking and changing it."
- \*Anger compass activity: Pass out the Anger compass handout. "Each of us control's our own anger, someone might make us mad but we have the ability to choose how we react. In order to do this, we have to control the direction of our thoughts. We want our anger compasses to direct our anger south and decrease the likelihood of us getting into trouble because of our anger. Look at the first page, let's start by first listing things that make us angry and thinking about memories that make us angry." Once everyone completes the first page, have them share theirs with the group. "Now let's go through different negative or anger fueling thoughts and try to control them and turn them to be positive." Complete the rest of the pages together, working through each statement one by one. Ask engaging questions:
  - Why is this a negative or anger filled statement?
  - What do you think a person would think if this was said?
  - What would you think if a person said this to you?
  - Would you want to be friends with someone that spoke like that?
- \*Thank everyone and tell them the next session we will be working on their anger shield.



# ANGER COMPASS



I control the direction of my Anger. I can change the way I think to make things better.

Last time I was angry I was doing/thinking this:

Things that make me angry:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

How I look when I'm angry:

A memory that makes me angry:



# ANGER

## COMPASS

I control the direction of my Anger. I can change the way I think to make things better. Change the statements below to be a positive way of thinking.



I will never be able to pass.



I will study harder next time.



My teacher blames me for everything.



The whole world is against me.



No one wants to be my friend.





# ANGER

## COMPASS

I control the direction of my Anger. I can change the way I think to make things better. Change the statements below to be a positive way of thinking.



She always gives me a bad look.



---

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I am so bad at reading.



---

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---



I can not do anything right.



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---



I am the worst at every sport!



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---

---





# ANGER

## COMPASS

I control the direction of my Anger. I can change the way I think to make things better. Change the statements below to be a positive way of thinking.



No one cares about me.



---

---

---

---



I can paint that better than you can.



---

---

---

---



I want that, give it to me!



---

---

---

---



Leave me alone!



---

---

---

---





# ANGER

## COMPASS

I control the direction of my Anger. I can change the way I think to make things better. Change the statements below to be a positive way of thinking.



He did that on purpose.



---

---

---

---



She gets me so angry.



---

---

---

---



Shut up!



---

---

---

---



I will never be able to fix it.



---

---

---

---



# ANGER

## COMPASS

I control the direction of my Anger. I can change the way I think to make things better. Change the statements below to be a positive way of thinking.



Get out of here!



---

---

---

---



Give it back to me!



---

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---

---



He thinks he is better than me.



---

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---

---



I am never going to get picked for the team.



---

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# SESSION 8

## Anger Shield

SMALL GROUP  
Counseling   
**ANGER**



### Session Objective:

\*Students will identify calming strategies that they will utilize for anger management.

### Materials:

- \*Calming Strategies handouts
- \*Example of Armor Shield
- \*Blank Armor Shield and cut out calming strategies (enough for each group member)
- \*Glue or Tape
- \*Scissors

### Guiding Questions:

- \*Why is it important to use calming strategies when we are upset?
- \*How do we look to others when we utilize calming strategies?

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-Management: Demonstrate self-discipline and self-control.
- \*Behavior: Self-Management: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

### SEL Competencies:

- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Self-management: self-discipline, impulse control, stress management.

### Session Details (about 30 minutes)

- \*Counselor will welcome students back to the group. Review group rules together. "Last session, we talked about using our anger compass to control our thinking, today we are going to learn calming strategies for our anger."
- \*Anger Shield activity: Show students the Calming Strategies handout. "There are many strategies that you can use to stay calm when you feel yourself getting angry, let's go over them" Go through each calming strategy. Pass out the blank anger shield and the calming strategy pieces. Show students an example of the completed Anger Shield. "A shield is something that protects us from things, we are going to make our anger shield to protect us from getting angry, each shield will be unique because we are only going to put the calming strategies on our anger shield that we would really use in our life." Students will cut out the calming strategy pieces (or you can have it cut out in advance) and glue or tape them to their shield. They should only put the strategies they would actually use. Have students present their shield when they are done.
- \*Thank everyone and tell them the next session we will be playing a game practicing to keep calm. To conclude the session, remind the students that next session is their last session together.



# CALMING Strategies



Count to 10

Count to 10 slowly (works well with slow/deep breathing). Allows you time to react appropriately.



Listen to music

Listening to calm music can distract you from the problem and help you relax.



Slow Deep Breathing

Force your body to calm down by controlling your breathing. Breathe in through your nose and out through your mouth.



Think happy thoughts

Imagine a peaceful place, think about something that makes you calm or happy.



Exercise

Get your anger out in a healthy way by exercising.



Talk it out

Talk to a trusted adult or friend, saying it out loud can feel like a relief.



# CALMING

## Strategies



### Drink Water

Take a break by drinking water, it will cool your body down and give you time to think.



### Go for a walk

Walk away from the problem until you are ready to deal with it calmly.



### Relax in cool down area

Have a safe place to go when you need to relax. Tell yourself to calm down.



### Squeeze stress ball

Use a stress ball, stuffed animal, or pillow to release some tension by squeezing the item.



### Read a book

Distract yourself by reading a story.

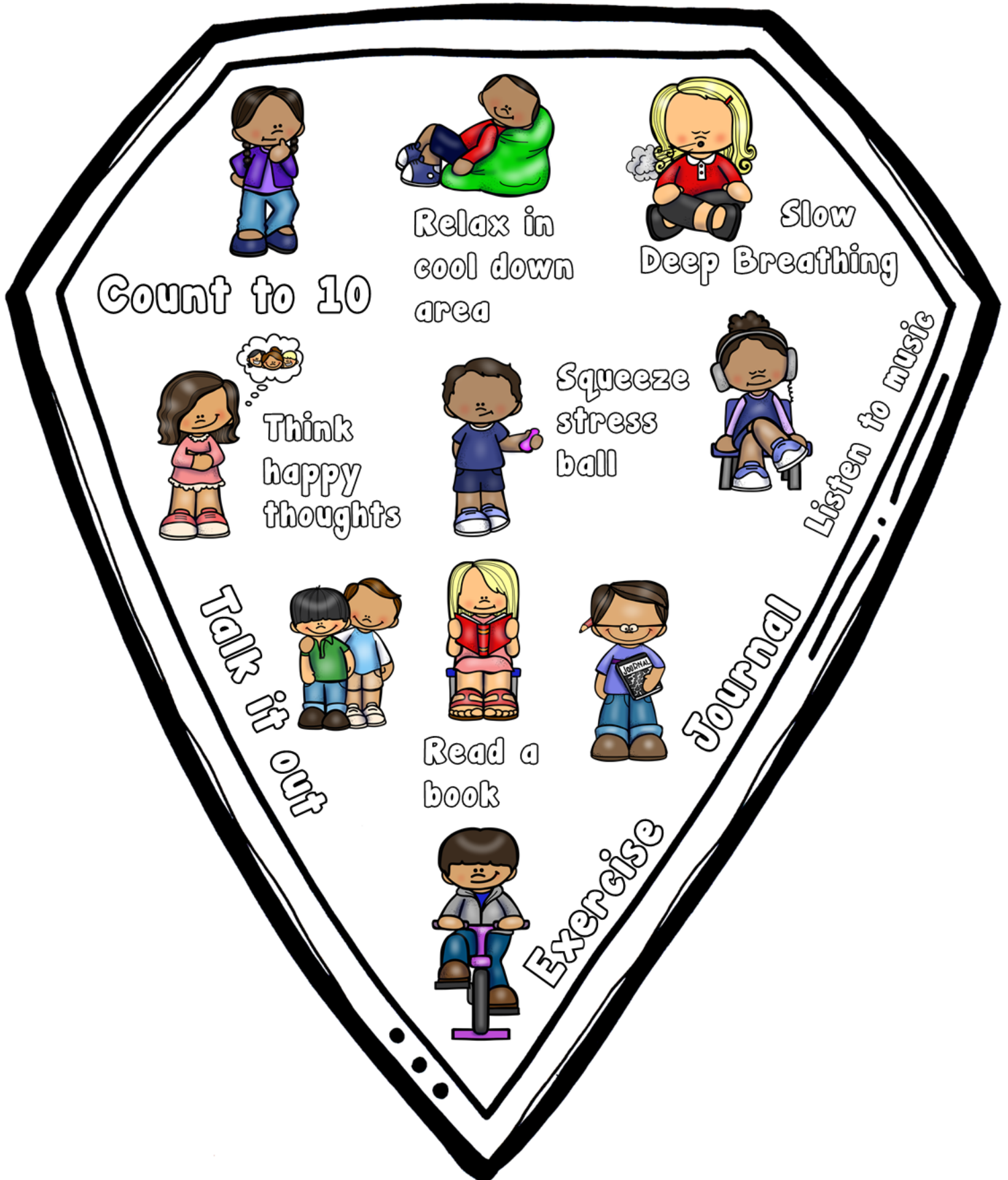


### Write/Draw in Journal

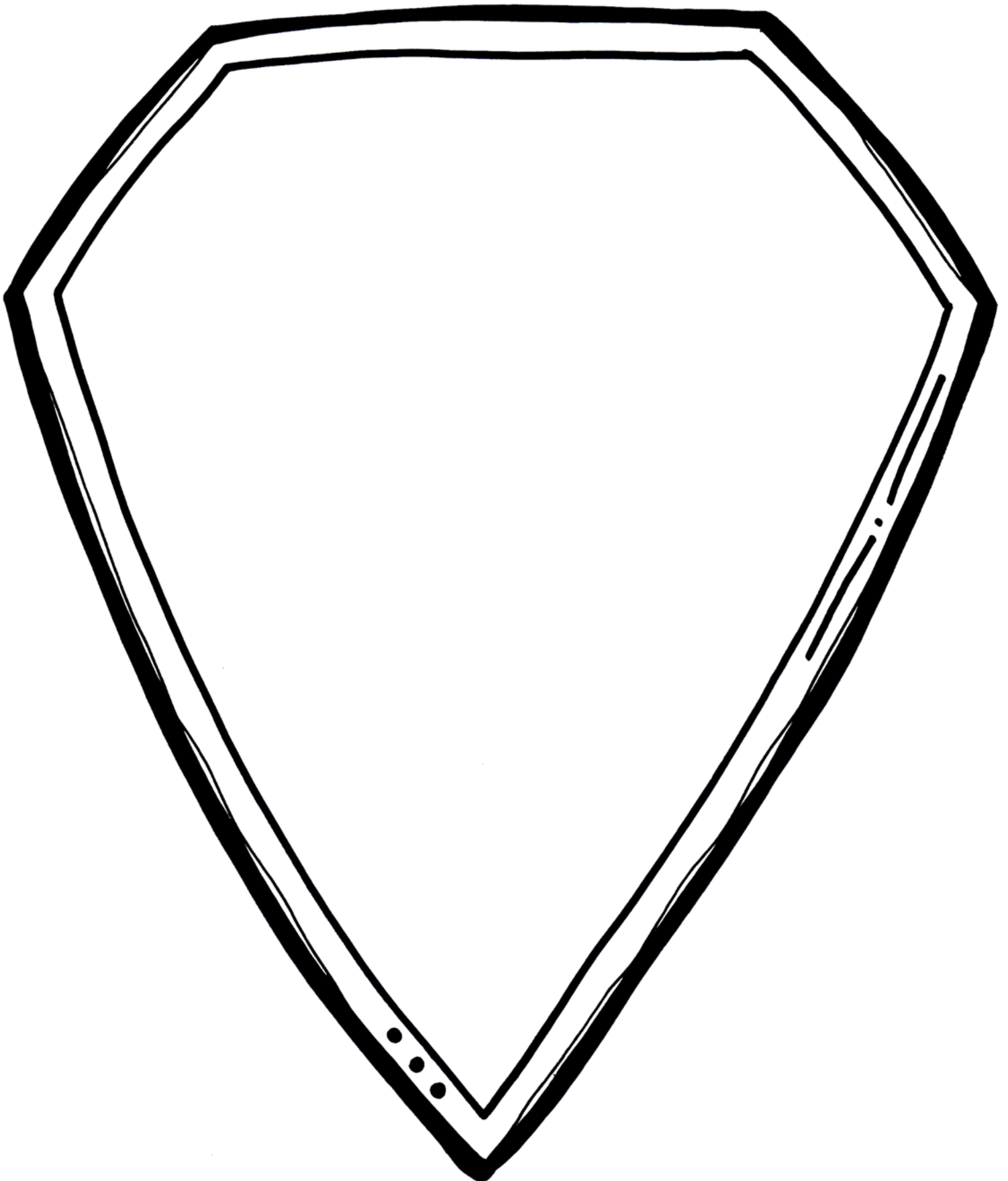
Write or draw what you are feeling, it helps to get it out.



# Anger Shield



# My Anger Shield





Count to 10



Slow  
Deep Breathing



Think happy thoughts



Listen to music



Talk it out



Exercise





Drink Water



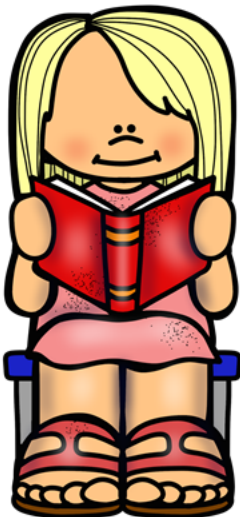
Go for a walk



Squeeze stress ball



Relax in cool  
down area



Read a book



Write/Draw in  
Journal

# SESSION 9

## The Keep Calm Game/Goodbye



SMALL GROUP  
Counseling   
**ANGER**

### Session Objective:

- \*Students will analyze given situations and solve the problem in a peaceful and calm way.
- \*Students will summarize content learned throughout the curriculum.

### Materials:

- \*Keep Calm Thermometer for each student (Laminated)
- \*Game Questions and Answers
- \*Dry erase markers and erasers.

### Guiding Questions:

- \*Why is it important to choose calm responses to problems?
- \*What are some things you have learned from being in this group?

### Session Details (about 30 minutes)

\*Counselor will welcome students back to the last session of the group. "Welcome back to the group everyone, as I mentioned in our previous session, today is the last session our group will be meeting for. We have learned so much together and I will miss meeting with all of you. For our last session, I wanted to re-cap all of what we have discussed and in a fun way, so we are going to play a game."

\*Keep Calm Game: Give everyone their Anger Thermometer (laminated so they can color on it with dry erase markers and erase). "The game is called the Keep Calm game and the goal is to answer questions that I give you in a way that would keep you calm. If your answer is something that would cause your anger to rise, you will have to color in your anger thermometer one or two spaces depending on the answer. If your answer is a calming one, you can either erase one space or if you don't have any than just stay where you are. Try to stay closer to calm at the bottom and not get near angry at the top which if you reach that would mean you lose the game." Counselor will read the questions to students and students will pick the answer they think is best. Answers are provided. The goal of the game is to have a discussion about anger management strategies and making good choices, to summarize what they have learned throughout the curriculum.

\*Have students complete the Post-Survey before they leave group.

### ASCA Standards Alignment:

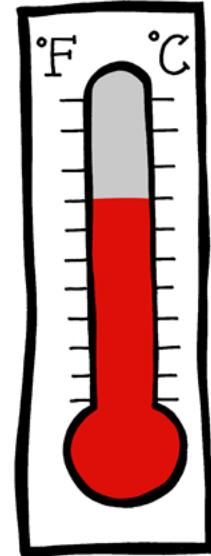
- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-Management: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)
- \*Behavior: Social skills: Demonstrate ethical decision-making and social responsibility. (B-SS 5)

### SEL Competencies:

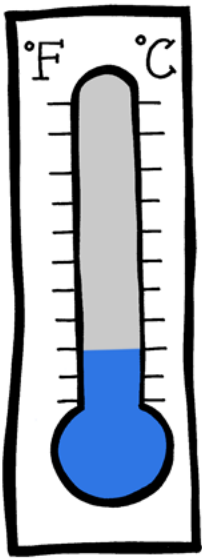
- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Self-management: self-discipline, impulse control, stress management.
- \*Social-awareness: respect for others.
- \*Relationship skills: communication.
- \*Responsible decision-making: analyzing situations, solving problems, ethical responsibility.

# Calm or ANGRY

Our Anger is just like a  
thermometer that rises  
when it's hotter



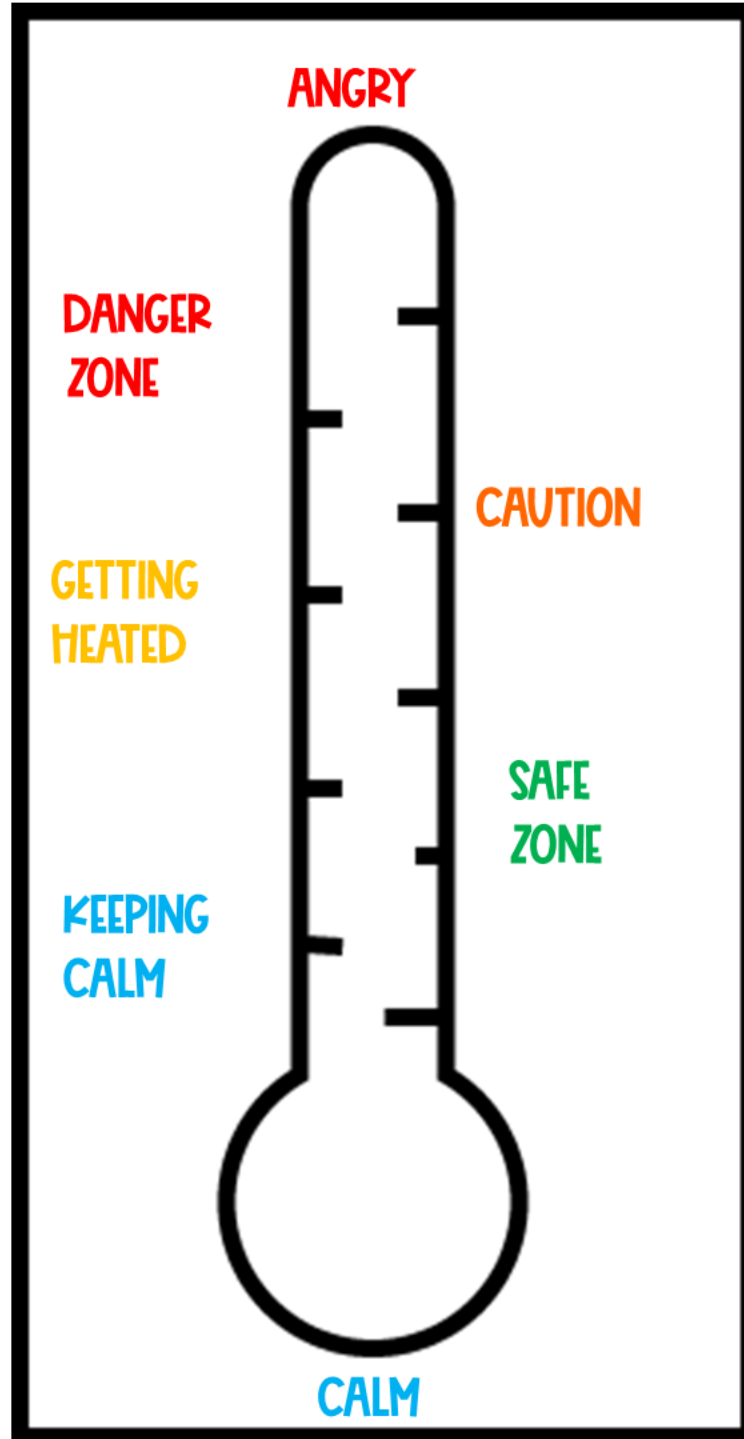
and lowers when it's  
cooler,



The choices we make determine if  
we get Angry or if we get Calm.

# KEEP CALM

## Anger Game





# Questions

# Answers

You were in a hurry to get in line and pushed past two other kids in line, they are upset.

- A) Apologize
- B) Say Nothing
- C) Tell them that they were in your way
- D) Say "Get over it"

- A) Apologize (Correct, erase one space)
- B) Say Nothing (Incorrect, color in one space)
- C) Tell them that they were in your way (Incorrect, color 2 spaces)
- D) Say "Get over it" (Incorrect, color 2 spaces)

Your little brother scribbled all over your homework.

- A) Scream at him
- B) Write an explanation to your teacher about what happened.
- C) Hit him.
- D) Go for a walk.

- A) Scream at him (Incorrect, color in 1 space)
- B) Write an explanation to your teacher about what happened. (Correct, erase 1 space)
- C) Hit him. (Incorrect, color in 2 spaces)
- D) Go for a walk. (Correct, erase 1 space)

A friend blames you for spilling milk on her at lunch, you did not have milk.

- A) Explain that you did not do it but are sorry it happened.
- B) Yell at her that it was not you.
- C) Help her clean it up
- D) Tell her she's not your friend anymore.

- A) Explain that you did not do it but are sorry it happened. (Correct, erase 1 space)
- B) Yell at her that it was not you. (Incorrect, color in 1 space)
- C) Help her clean it up (Correct, erase 1 space)
- D) Tell her she's not your friend anymore. (Incorrect, color in 1 space)

# Questions

Your parent says you have to clean your room before you can play video games.

- A) Clean your room
- B) Stomp your feet and complain.
- C) Wait them out to see if they give in.
- D) Refuse to clean your room

# Answers

- A) Clean your room (Correct, erase 1 space)
- B) Stomp your feet and complain. (Incorrect, color in 1 space)
- C) Wait them out to see if they give in. (Incorrect, color in 1 space)
- D) Refuse to clean your room (Incorrect, color in 2 spaces)

A classmate borrows your favorite pencil and loses it.

- A) Scream at him
- B) Tell him to buy you another one.
- C) Forgive him.
- D) Tell him its just a pencil and its not a big deal.

- A) Scream at him (Incorrect, color in 2 spaces)
- B) Tell him to buy you another one. (Incorrect, color in 1 space)
- C) Forgive him. (Correct, erase 1 space)
- D) Tell him its just a pencil and its not a big deal. (Correct, erase 1 space)

On the bus, someone sits in the seat you always sit in.

- A) Sit somewhere else.
- B) Tell them to move.
- C) Push them out of the seat.
- D) Count to 10 before doing anything.

- A) Sit somewhere else. (Correct, erase 1 space)
- B) Tell them to move. (Incorrect, color in 1 space)
- C) Push them out of the seat. (Incorrect, color in 2 spaces)
- D) Count to 10 before doing anything (Correct, erase 1 space)



# Questions

Your teacher clips you down for not following a class rule.

- A) Yell "Its not fair"
- B) Say "I hate this class".
- C) Use slow and deep breathing to relax
- D) Ask to go to a quiet cool down area.

# Answers

- A) Yell "Its not fair" (Incorrect, color in 1 space)
- B) Say "I hate this class". (Incorrect, color in 2 spaces)
- C) Use slow and deep breathing to relax (Correct, erase 1 space)
- D) Ask to go to a quiet cool down area. (Correct, erase 1 space)

Your friend is not sharing the computer and you want to use it, computer time is almost up.

- A) Ask him nicely if you can have a turn.
- B) Go do something else.
- C) Tell him to move now.
- D) Ask him if you can share the computer

- A) Ask him nicely if you can have a turn. (Correct, erase 1 space)
- B) Go do something else. (Correct, erase 1 space)
- C) Tell him to move now. (Incorrect, color in 1 space)
- D) Ask him if you can share the computer (Correct, erase 1 space)

At recess, 4 classmates are playing 4 square but you want to play even though they already have 4 players.

- A) Tell them you are better at the game than one of the players.
- B) Ask to play next round.
- C) Play something else.
- D) Tell the teacher

- A) Tell them you are better at the game than one of the players. (Incorrect, color in 2 spaces)
- B) Ask to play next round. (Correct, erase 1 space)
- C) Play something else. (Correct, erase 1 space)
- D) Tell the teacher (Incorrect, color in 1 space)

# Questions

# Answers

You get an "F" on a test even though you studied for it.

- A) Throw a chair
- B) Scream "I am so stupid".
- C) Use slow and deep breathing to relax
- D) Ask to talk to the teacher about how to do better next time.

- A) Throw a chair (Incorrect, color in 2 spaces)
- B) Scream "I am so stupid". (Incorrect, color in 1 space)
- C) Use slow and deep breathing to relax (Correct, erase 1 space)
- D) Ask to talk to the teacher about how to do better next time. (Correct, erase 1 space)

A classmate makes fun of your sneakers.

- A) Make fun of his sneakers.
- B) Tell people not to be his friend.
- C) Explain that he is hurting your feelings.
- D) Laugh it off.

- A) Make fun of his sneakers. (Incorrect, color in 2 spaces)
- B) Tell people not to be his friend. (Incorrect, color in 1 space)
- C) Explain that he is hurting your feelings. (Correct, erase 1 space)
- D) Laugh it off. (Correct, erase 1 space)

At recess, a kid falls into you when running and causes you to fall too.

- A) Tell him to "watch it next time"
- B) Take time out and relax.
- C) Count to 10
- D) Tell the teacher he caused you to fall

- A) Tell him to "watch it next time" (Incorrect, color in 2 spaces)
- B) Take time out and relax. (Correct, erase 1 space)
- C) Count to 10 (Correct, erase 1 space)
- D) Tell the teacher he caused you to fall (Incorrect, color in 1 space)



# Questions

Your parents blame you for the broken lamp even though your little sister broke it.

- A) Scream "You always blame me for everything"
- B) Write/draw in journal about your feelings.
- C) Break something else.
- D) Listen to music until calmer.

# Answers

- A) Scream "You always blame me for everything" (Incorrect, color in 1 space)
- B) Write/draw in journal about your feelings. (Correct, erase 1 space)
- C) Break something else. (Incorrect, color in 2 spaces)
- D) Listen to music until calmer. (Correct, erase 1 space)

A classmate tells the teacher you copied from their paper.

- A) Blame the classmate.
- B) Explain that the classmate is out to get you.
- C) Squeeze stress ball to relax.
- D) Punch the classmate.

- A) Blame the classmate. (Incorrect, color in 1 space)
- B) Explain that the classmate is out to get you. (Incorrect, color in 1 space)
- C) Squeeze stress ball to relax. (Correct, erase 1 space)
- D) Punch the classmate. (Incorrect, color in 2 spaces)

In the cafeteria, a student you do not know gives you a mean look.

- A) Ask him what his problem is.
- B) Look at it from his point of view, maybe he's just having a bad day.
- C) Get in the kids face.
- D) Give him a mean look back.

- A) Ask him what his problem is. (Incorrect, color in 1 space)
- B) Look at it from his point of view, maybe he's just having a bad day. (Correct, erase 1 space)
- C) Get in the kids face. (Incorrect, color in 2 spaces)
- D) Give him a mean look back. (Incorrect, color in 1 space)

# Questions

You need a green crayon to do an assignment and you do not have one. You are very frustrated.

- A) Throw the paper on the ground.
- B) Steal your classmate's crayon.
- C) Think of other ways to complete the assignment.
- D) Think happy thoughts until you feel calmer.

# Answers

- A) Throw the paper on the ground. (Incorrect, color in 1 space)
- B) Steal your classmate's crayon. (Incorrect, color in 2 spaces)
- C) Think of other ways to complete the assignment. (Correct, erase 1 space)
- D) Think happy thoughts until you feel calmer. (Correct, erase 1 space)

Your parents promised to take you to the water park and when you get there its closed.

- A) Cry and yell at your parents.
- B) Read a book in the car on the way home to distract yourself.
- C) Practice your slow deep breathing.
- D) Scream "its not fair"

- A) Cry and yell at your parents. (Incorrect, color in 1 space)
- B) Read a book in the car on the way home to distract yourself. (Correct, erase 1 space)
- C) Practice your slow deep breathing. (Correct, erase 1 space)
- D) Scream "its not fair" (Incorrect, color in 1 space)

In the lunch line, they don't have any food that you want to eat.

- A) Count to 10
- B) Throw a tantrum.
- C) Tell the lunch lady that you hate all the food today.
- D) Get a drink of water, then pick something even if you don't want it.

- A) Count to 10 (Correct, erase 1 space)
- B) Throw a tantrum. (Incorrect, color in 2 spaces)
- C) Tell the lunch lady that you hate all the food today. (Incorrect, color in 1 space)
- D) Get a drink of water, then pick something even if you don't want it. (Correct, erase 1 space)



# Questions

You did not win student of the month, you really want to win, and you never have.

- A) Make fun of the person who won.
- B) Tell everyone student of the month is stupid.
- C) Write goals in your journal to make it next month.
- D) Count to ten to calm down.

# Answers

- A) Make fun of the person who won. (Incorrect, color in 2 spaces)
- B) Tell everyone student of the month is stupid. (Incorrect, color in 1 space)
- C) Write goals in your journal to make it next month. (Correct, erase 1 space)
- D) Count to ten to calm down. (Correct, erase 1 space)

You were daydreaming and missed the directions for the assignment.

- A) Apologize to the teacher and ask for the directions.
- B) Quietly ask the person next to you what to do.
- C) Crumple up the paper and throw it on the floor.
- D) Say loudly "What are we doing?"

- A) Apologize to the teacher and ask for the directions. (Correct, erase 1 space)
- B) Quietly ask the person next to you what to do. (Correct, erase 1 space)
- C) Crumple up the paper and throw it on the floor. (Incorrect, color in 2 spaces)
- D) Say loudly "What are we doing?" (Incorrect, color in 1 space)

Someone beats you at a game, you really wanted to win.

- A) Call the winner a mean name.
- B) Demand a rematch
- C) Get a drink of water to cool down.
- D) Squeeze stress ball or soft item.

- A) Call the winner a mean name. (Incorrect, color in 2 spaces)
- B) Demand a rematch (Incorrect, color in 1 space)
- C) Get a drink of water to cool down. (Correct, erase 1 space)
- D) Squeeze stress ball or soft item. (Correct, erase 1 space)

This Certificate is awarded to

\_\_\_\_\_

for being a

KEEP CALM SUPERSTAR



Signature \_\_\_\_\_

Date \_\_\_\_\_



# GOOGLE CLASSROOM

Your resource comes with digital versions for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

**1** Click on each link  [Explosive or Peaceful Thinking](#)  
[My Angry/Calm Animal](#) [Anger Compass](#) [My Anger Monster](#)  
[Things that BUG me](#) [My Anger Fire](#) [Anger Shield](#) [Keep Calm Game](#)

**2** You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



**3** Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

**4** Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

**5** From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

**YOU HAVE TO MAKE A COPY FOR EACH STUDENT!**

Otherwise they will all be editing the same file.

Click “Assign” in the top right corner if you’re ready to post!

This product is meant to be used in “edit” mode (not “presentation” mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)



**Thank you for supporting my little shop!**

Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

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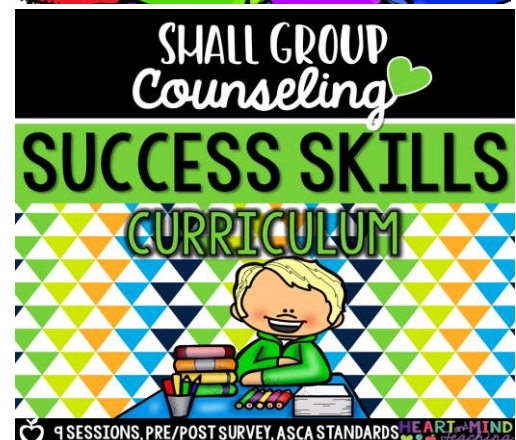
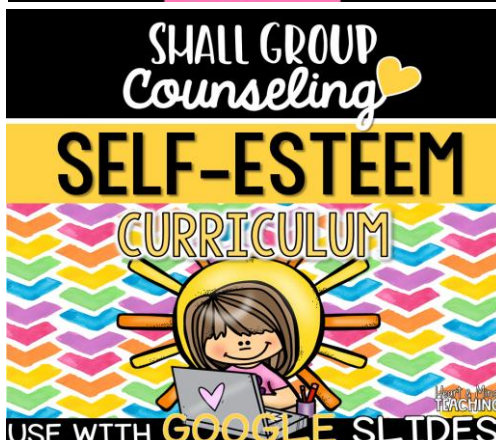
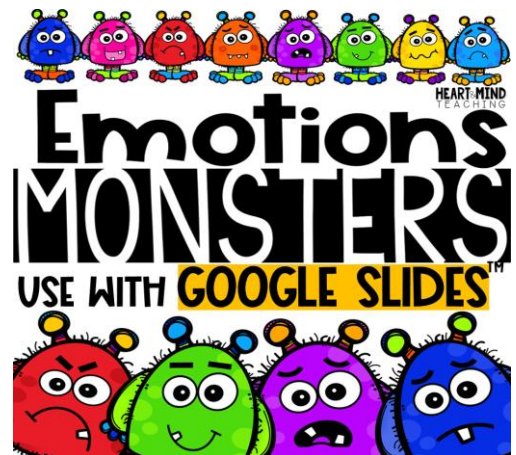
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