

GRADES  
K - 5<sup>th</sup>

# ANGER

.....

## Small Group Counseling Curriculum



# THE CALM CREW

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# BINDER SPINES



Music City Counselor

## ANGER SMALL GROUP



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## ANGER SMALL GROUP



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## ANGER SMALL GROUP

# ASCA MINDSETS & BEHAVIORS

## Category 1: Mindset Standards

- **M1:** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- **M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **M 3.** Positive attitude toward work and learning.

## Category 2: Behavior Standards

- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

# GENERAL DIRECTIONS:

- Due to the nature of this group, I recommend having 4-6 students participate.
- These materials are **differentiated** for use with K-5<sup>th</sup> graders. Please choose the activities that best fit the needs and abilities of your students and the amount of time you have.
- I recommend meeting **weekly for 11 weeks for 30-minute sessions**.
- This group is **flexible** to meet the needs and developmental level of your students. You can implement all 11 sessions in the order presented. Or you may change the order of sessions, pick and choose certain sessions, or add in your own materials.
- To select students for group, use your **data**! Use your [needs assessment data](#), teacher referrals, parent referrals, and school data (i.e. discipline referrals, progress reports, etc.)
- Give the included **teacher referral form** to your teachers.
- Once you have selected your students, send home the **parent letter**. Some districts require parent permission to participate in group and others do not. Both an **English and Spanish version** are included.
- **Editable versions** of all of the forms are included in a separate file in the zip folder.
- **Hall passes, reminders, and an attendance chart** are provided.
- A detailed **session plan** is included for each session as well as all of the instructional materials you will need. Worksheets and student activities are provided in **full color and black/white**.
- Each session is aligned to the **ASCA Mindsets & Behaviors**.
- A **pretest** is included in Session 2 and a **posttest** is included in Session 11. Use this data to show student growth and progress.
- **Questions?** Please contact me any time at [laura@musiccitycounselor.com](mailto:laura@musiccitycounselor.com). I'm here to help!

# GROUP OUTLINE:

- Session 1: Introduction to Group & Get to Know You
- Session 2: What is Anger & What Does it Look Like?
- Session 3: What Does Anger Feel Like?
- Session 4: What Are Anger Triggers?
- Session 5: The 5 Levels of Anger
- Session 6: My Anger Volcano
- Session 7: What is Calm & What Does it Look Like?
- Session 8: What Does Calm Feel Like?
- Session 9: Using Coping Skills
- Session 10: Group Review Folder Game
- Session 11: Group Closure & Reflection

**\*IMPORTANT NOTE:** This group is flexible. You may change the order of sessions, pick and choose certain sessions, or add in your own materials.\*



# FOLDER COVERS

Riley Winston  
**THE CALM CREW**  
**FOLDER**



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# THE CALM CREW

# FOLDER

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# THE CALM CREW

# FOLDER

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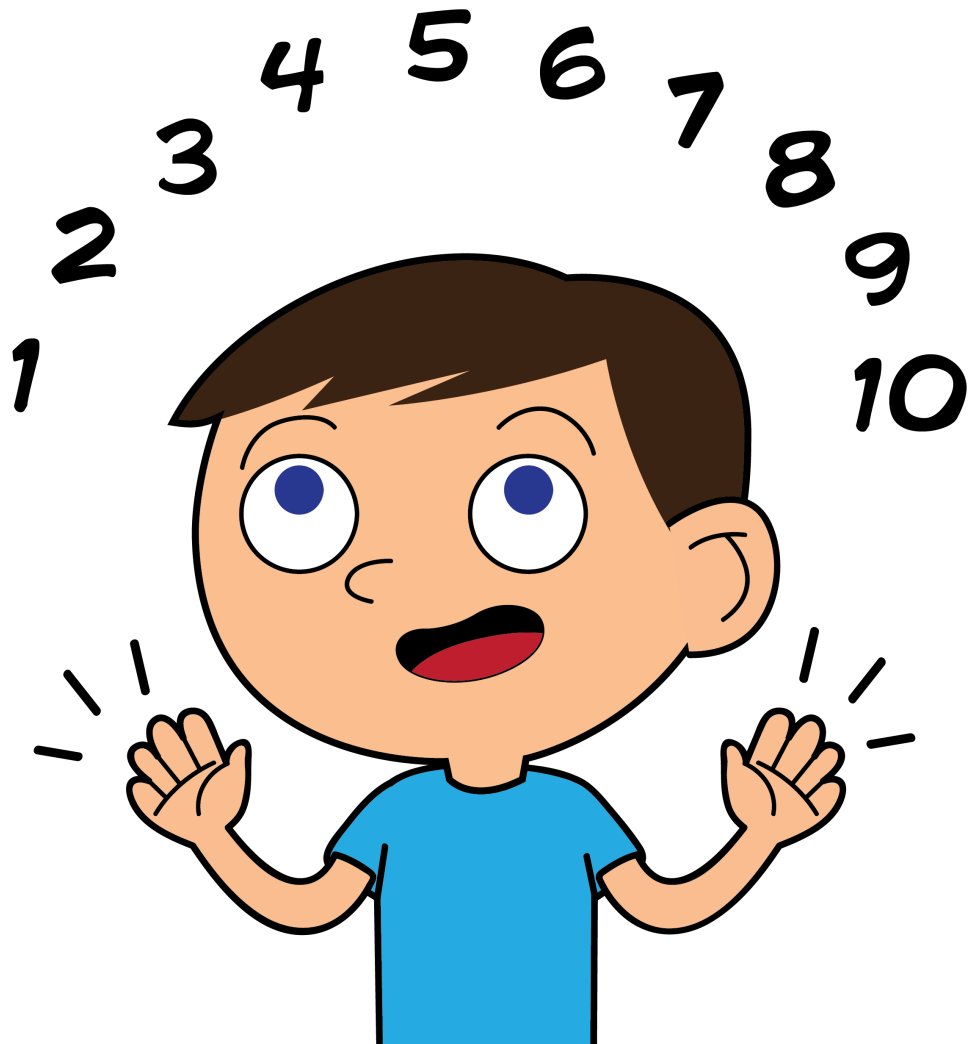
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# THE CALM CREW

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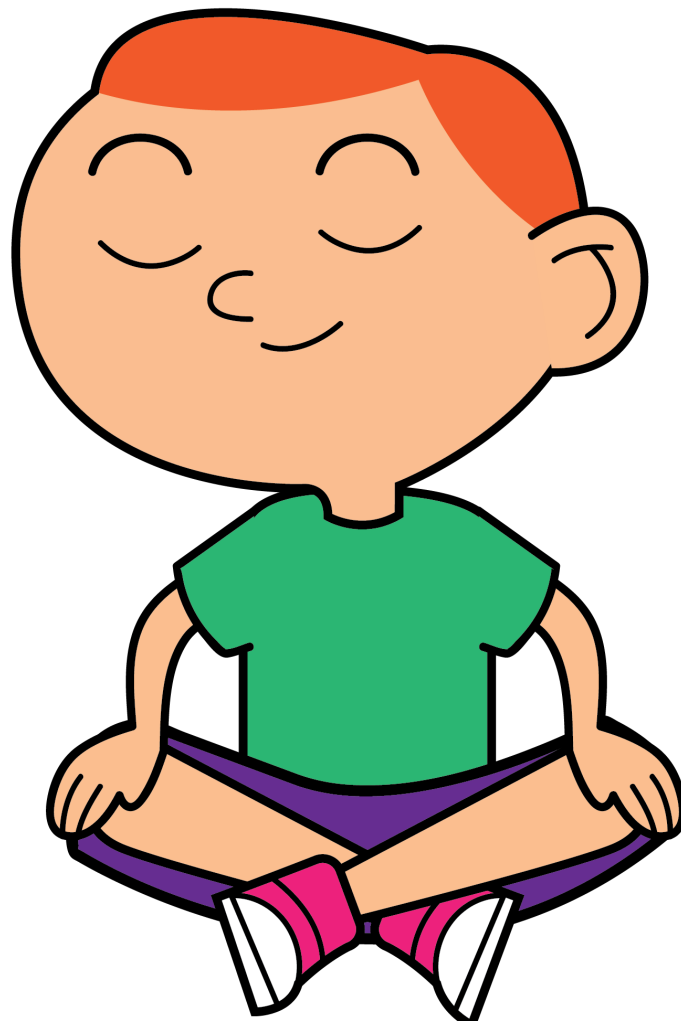


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# FOLDER

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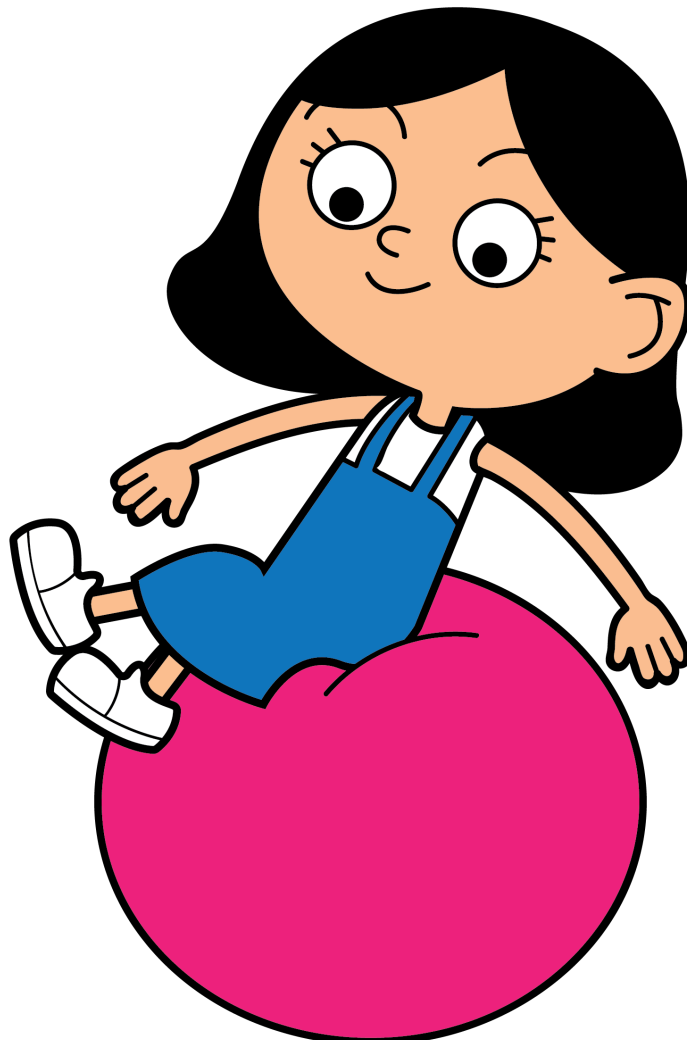


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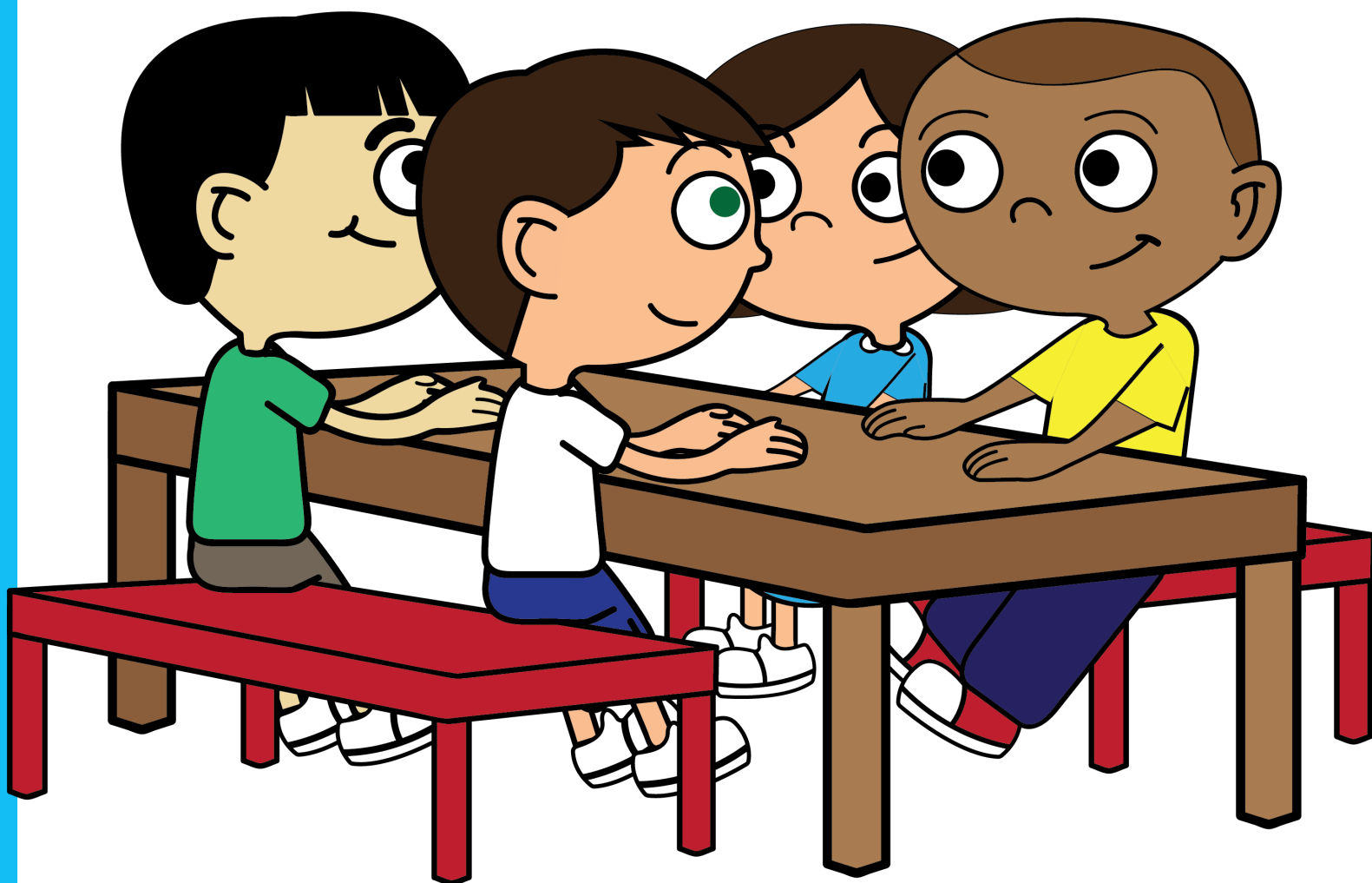


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# THE CALM CREW

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# THE CALM CREW

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# THE CALM CREW

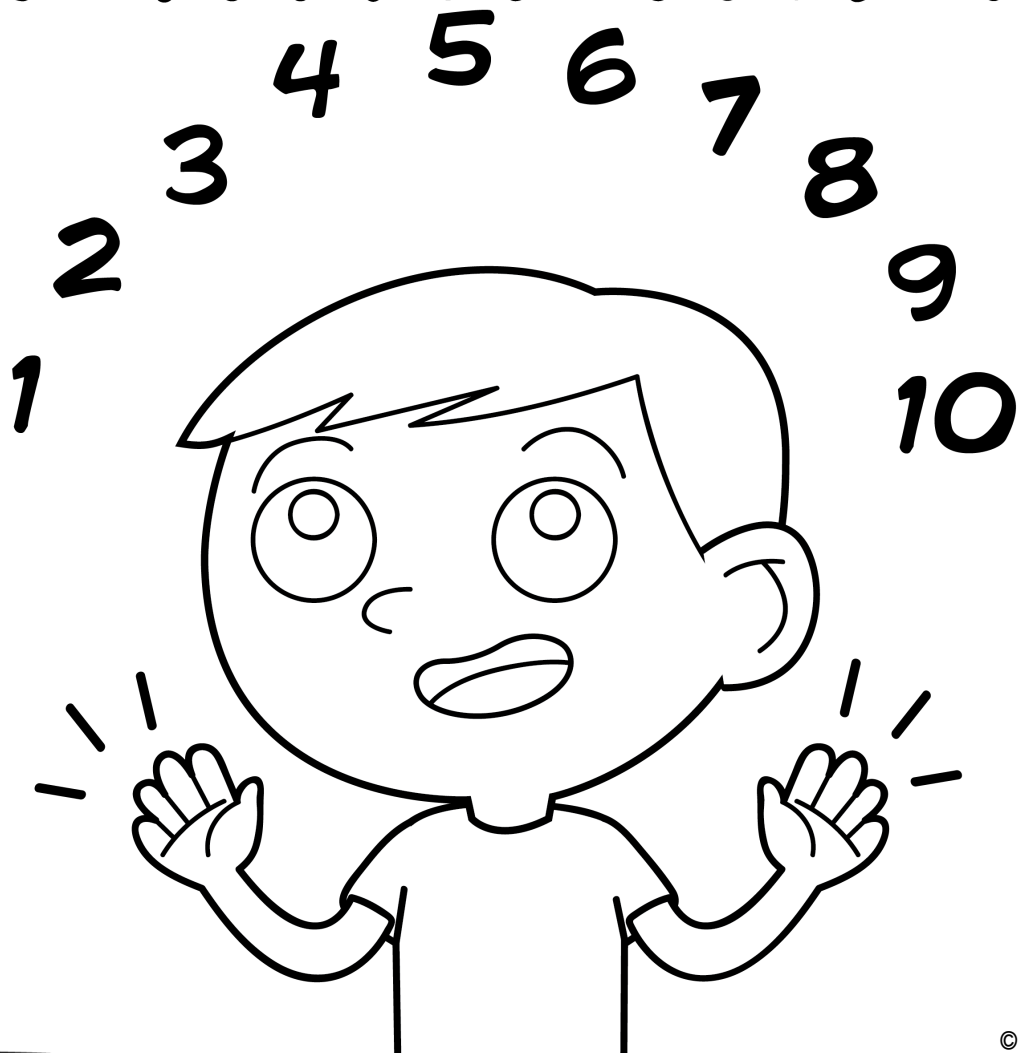
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# FOLDER

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# THE CALM CREW FOLDER

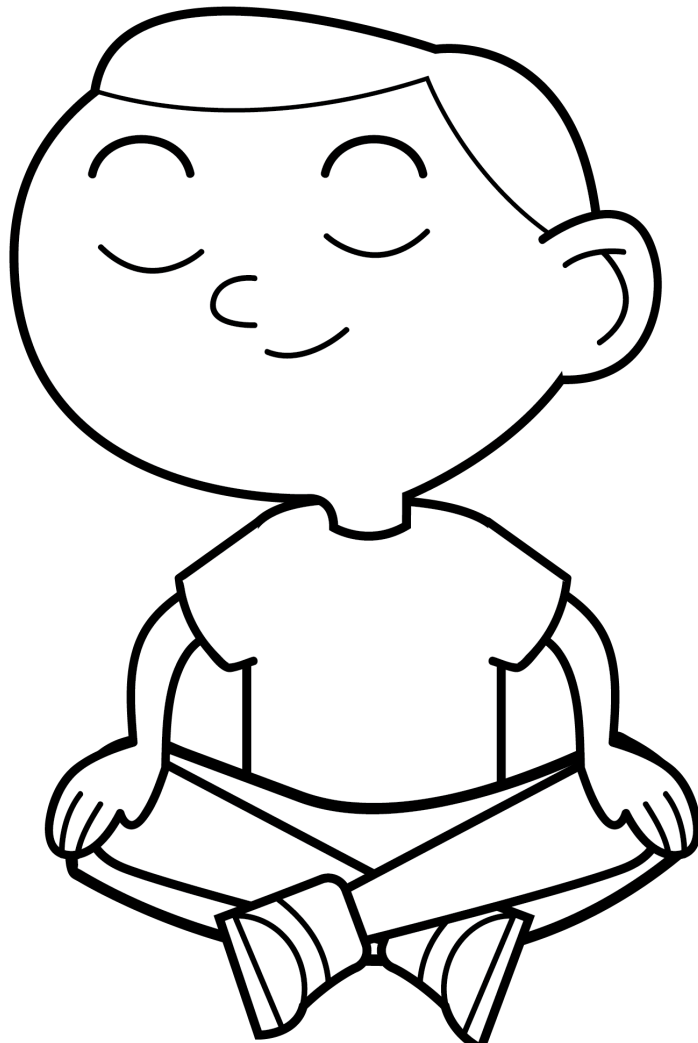


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# THE CALM CREW

# FOLDER

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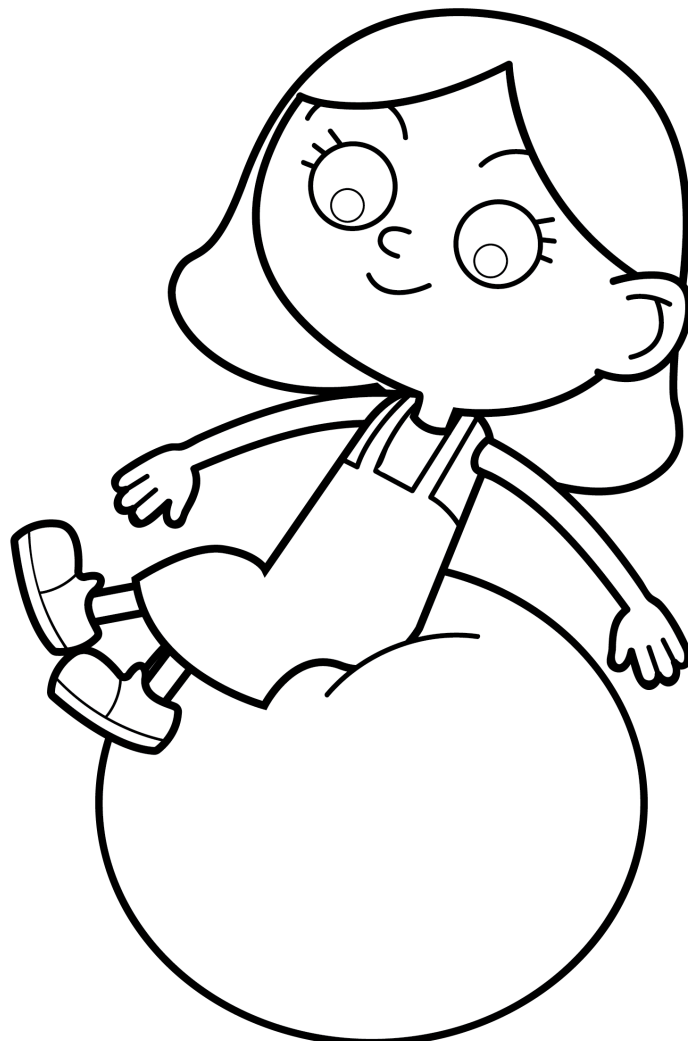
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# THE CALM CREW

---

# FOLDER

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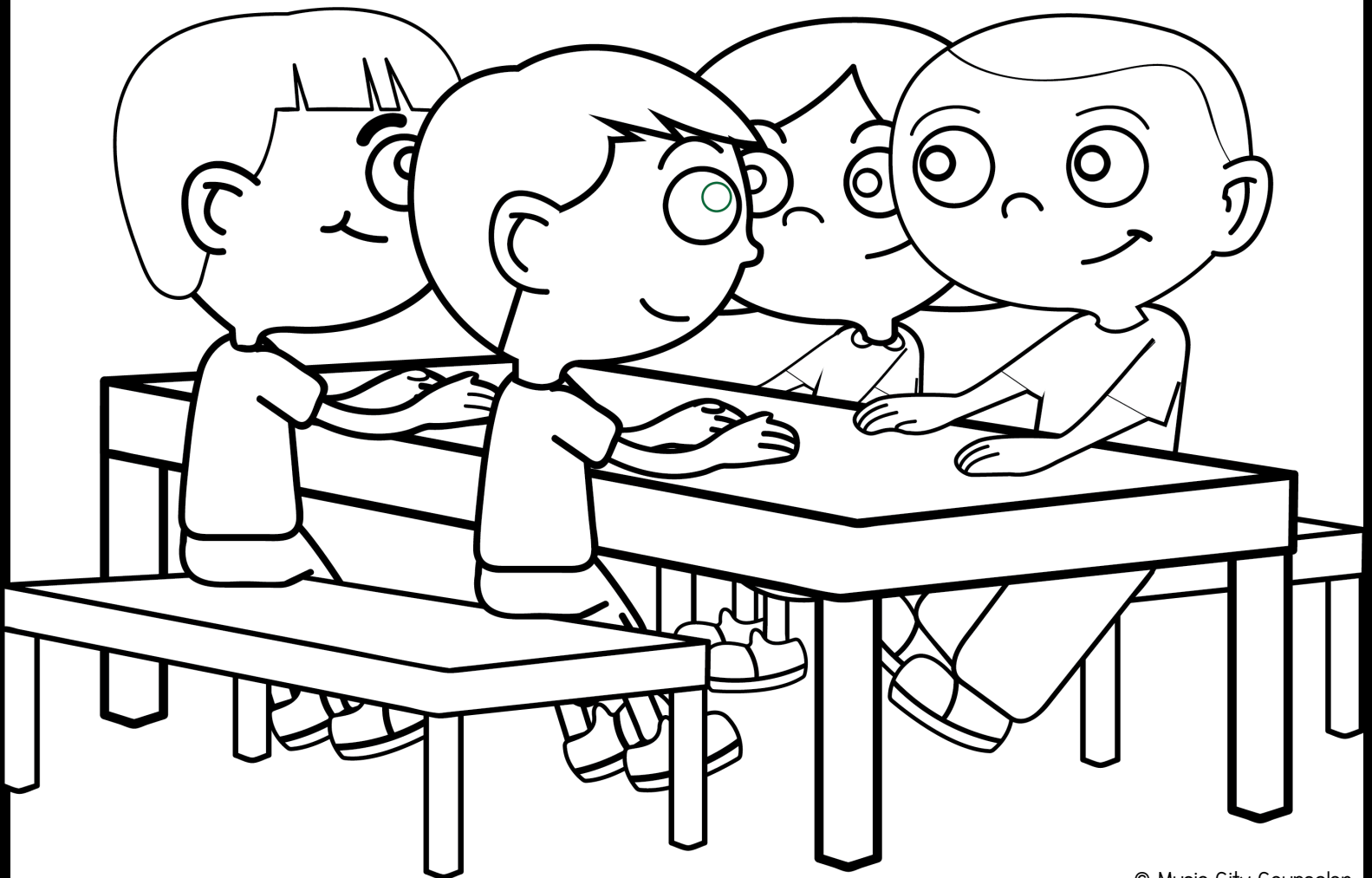


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# THE CALM CREW

# FOLDER

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# FORMS

## From the Desk of the SCHOOL COUNSELOR

Dear Caregiver, \_\_\_\_\_

Your child \_\_\_\_\_ has been referred to participate in a small group with their School Counselor called "The Calm Crew." This group will focus on anger management and coping with big feelings.

Our group will meet for a total of 11 weeks starting on \_\_\_\_\_  
We will meet for 30 minutes on \_\_\_\_\_ at \_\_\_\_\_.

Students will learn skills such as:

- What is anger?
- What does anger look like?
- What does anger feel like?
- What are my anger triggers?
- How do I cope with my anger?

This group is optional, but highly recommended. Please fill out the form below and return it to your child's teacher.

Please don't hesitate to contact me any time at \_\_\_\_\_ questions, comments, or suggestions! I'm here to help!

Thank you so much,

\_\_\_\_\_  
School Counselor

• • • • •  
Student Name: \_\_\_\_\_

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

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_

## Teacher Referral Form GROUP COUNSELING

© Music City Counselor

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

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

I will be facilitating an 11-week small group called "The Calm Crew." We will focus on anger management and coping with BIG feelings. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time works best for your classroom schedule. Thank you for your time and effort! Please contact me any time with questions or suggestions!



\_\_\_\_\_  
School Counselor

Student Name:	Preferred Day/Time to Meet:	Comments:

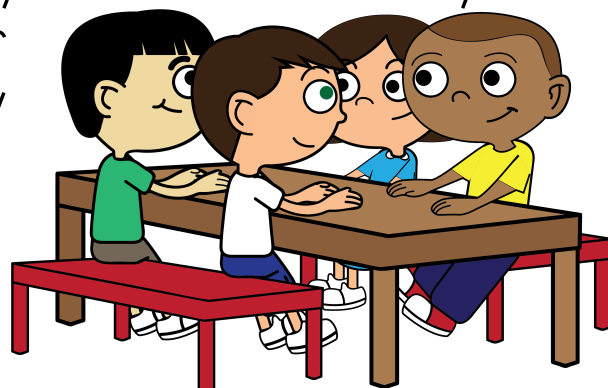
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## GROUP COUNSELING

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

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

I will be facilitating a small group called "The Calm Crew." We will focus on anger management and coping with BIG feelings. We will meet once/week for 30 minutes for 11 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule. Thank you for your time and effort! Please contact me any time with questions or suggestions.



\_\_\_\_\_  
School Counselor

Student Name:	Preferred Day/Time to Meet:	Comments:

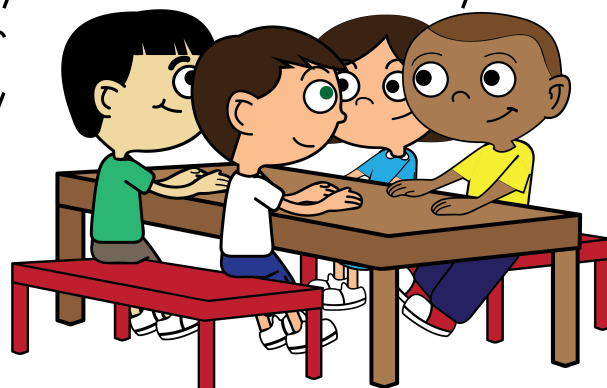
# Teacher Referral Form

## GROUP COUNSELING

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

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

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\_\_\_\_\_  
School Social Worker

Student Name:	Preferred Day/Time to Meet:	Comments:

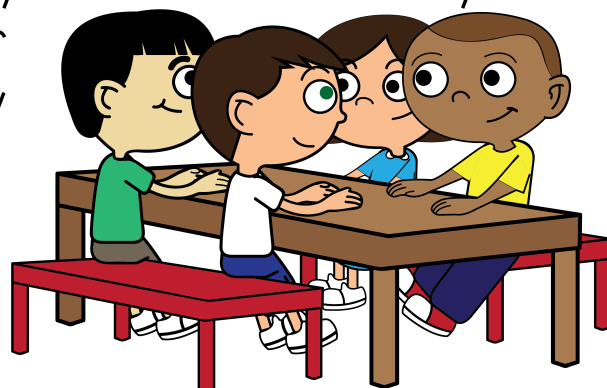
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\_\_\_\_\_  
School Psychologist

Student Name:	Preferred Day/Time to Meet:	Comments:



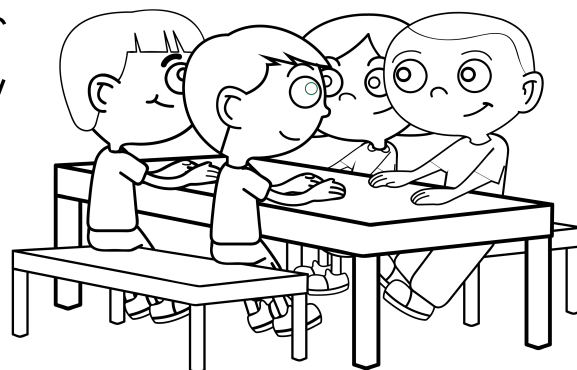
# Teacher Referral Form

## GROUP COUNSELING

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

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

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School Counselor

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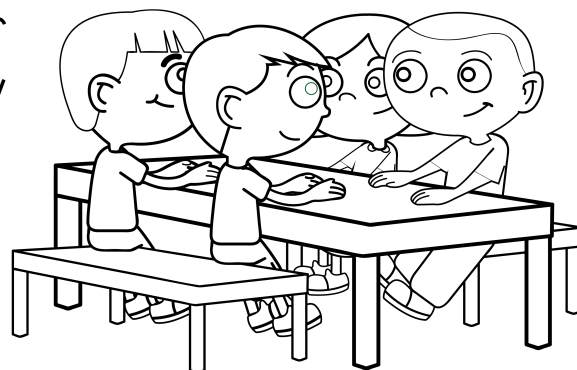
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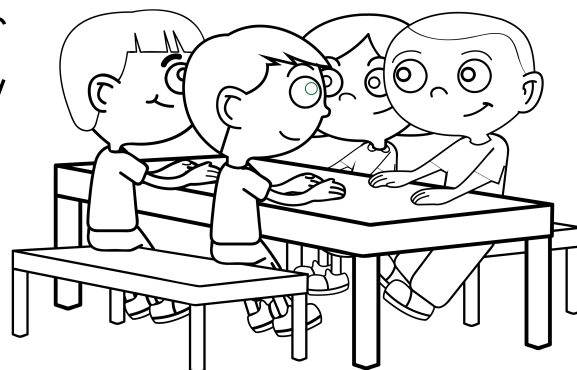
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\_\_\_\_\_  
School Psychologist

Student Name:	Preferred Day/Time to Meet:	Comments:

© Music City Counselor

\_\_\_\_\_

Our group will meet for a total of 11 weeks starting on \_\_\_\_\_.

Students will learn skills such as:

- ## School Social Worker

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

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

- ☐ Yes, I give permission for my child to participate in group.
- ☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_

# From the Desk of the SCHOOL PSYCHOLOGIST

Dear Caregiver, \_\_\_\_\_

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- What is anger?
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- What are anger triggers?
- How do I cope with anger?

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at \_\_\_\_\_ with questions, comments, or suggestions. I'm here to help!

Thank you so much,  
\_\_\_\_\_

School Psychologist

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

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

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\_\_\_\_\_

School Counselor

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

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

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☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_



\_\_\_\_\_

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School Psychologist

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

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

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☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_

# Desde el Escritorio de la CONSEJERA ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su consejera escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Los estudiantes aprenderán habilidades como:

- ¿Qué es la ira?
- ¿Cómo se ve la ira?
- ¿Cómo se siente la ira?
- ¿Cuáles son los desencadenantes de mi ira?
- ¿Cómo hago frente a mi ira?

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

\_\_\_\_\_  
Consejera Escolar

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# Desde el Escritorio del CONSEJERO ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su consejero escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

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Muchas gracias,

\_\_\_\_\_  
Consejero Escolar

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# Desde el Escritorio de la TRABAJADORA SOCIAL

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su trabajadora social. que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Los estudiantes aprenderán habilidades como:

- ¿Qué es la ira?
- ¿Cómo se ve la ira?
- ¿Cómo se siente la ira?
- ¿Cuáles son los desencadenantes de mi ira?
- ¿Cómo hago frente a mi ira?

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

\_\_\_\_\_  
Trabajadora Social

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# Desde el Escritorio del TRABAJADOR SOCIAL

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su trabajador social que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Los estudiantes aprenderán habilidades como:

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- ¿Cómo se siente la ira?
- ¿Cuáles son los desencadenantes de mi ira?
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Muchas gracias,

\_\_\_\_\_  
Trabajador Social

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# Desde el Escritorio de la PSICÓLOGA ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar. Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_. Nos reuniremos el \_\_\_\_\_ a las \_\_\_\_\_.

Los estudiantes aprenderán habilidades como:

- ¿Qué es la ira?
- ¿Cómo se ve la ira?
- ¿Cómo se siente la ira?
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Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

\_\_\_\_\_  
Psicóloga Escolar

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# Desde el Escritorio del PSICÓLOGO ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_.  
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Muchas gracias,

\_\_\_\_\_  
Psicólogo Escolar

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

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# Desde el Escritorio del CONSEJERO ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su consejero escolar. Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Los estudiantes aprenderán habilidades como:

- ¿Qué es la ira?
- ¿Cómo se ve la ira?
- ¿Cómo se siente la ira?
- ¿Cuáles son los desencadenantes de mi ira?
- ¿Cómo hago frente a mi ira?

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

\_\_\_\_\_  
Consejero Escolar

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# Desde el Escritorio de la TRABAJADORA SOCIAL

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su trabajadora social. Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Los estudiantes aprenderán habilidades como:

- ¿Qué es la ira?
- ¿Cómo se ve la ira?
- ¿Cómo se siente la ira?
- ¿Cuáles son los desencadenantes de mi ira?
- ¿Cómo hago frente a mi ira?

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

\_\_\_\_\_  
Trabajadora Social

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# Desde el Escritorio del TRABAJADOR SOCIAL

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su trabajador social. Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

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Muchas gracias,

\_\_\_\_\_  
Trabajador Social

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# Desde el Escritorio de la PSICÓLOGA ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar. Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Los estudiantes aprenderán habilidades como:

- ¿Qué es la ira?
- ¿Cómo se ve la ira?
- ¿Cómo se siente la ira?
- ¿Cuáles son los desencadenantes de mi ira?
- ¿Cómo hago frente a mi ira?

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

\_\_\_\_\_  
Psicóloga Escolar

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# Desde el Escritorio de la PSICÓLOGO ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar. Este grupo se centrará en el manejo de la ira y cómo afrontar los sentimientos grandes.

Nuestro grupo se reunirá por un total de 11 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Los estudiantes aprenderán habilidades como:

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Muchas gracias,

\_\_\_\_\_  
Psicólogo Escolar

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

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# THE CALM CREW REMINDER

Hi \_\_\_\_\_!  
I'm looking forward to  
seeing you for group on

\_\_\_\_\_

at \_\_\_\_\_.

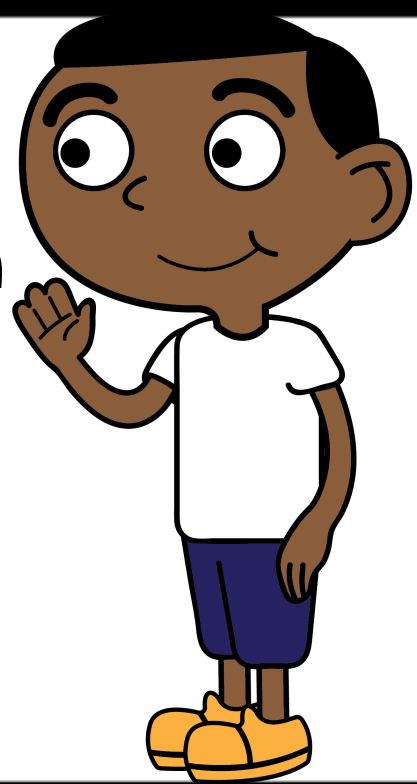
See you soon, friend!

—

\_\_\_\_\_

School Counselor

© Music City Counselor



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I'm looking forward to  
seeing you for group on

\_\_\_\_\_

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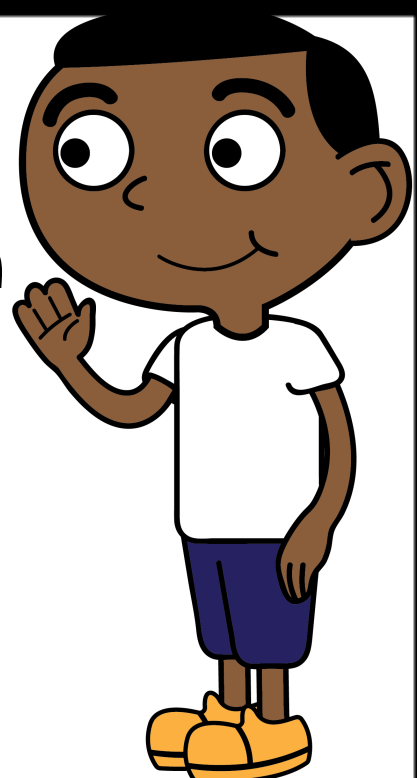
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—

\_\_\_\_\_

School Counselor

© Music City Counselor





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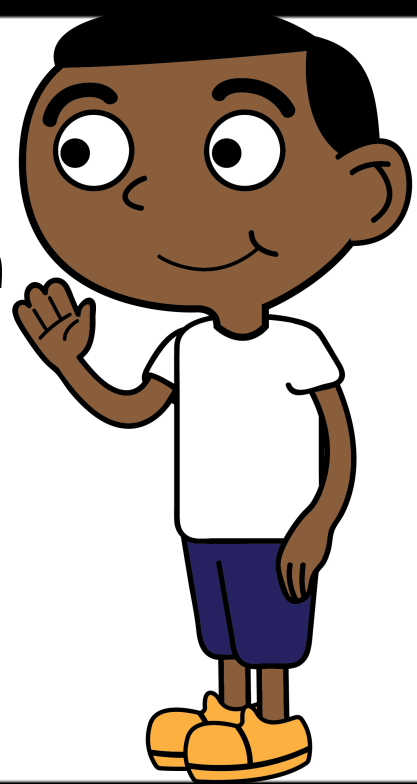
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—

\_\_\_\_\_

School Social Worker

© Music City Counselor



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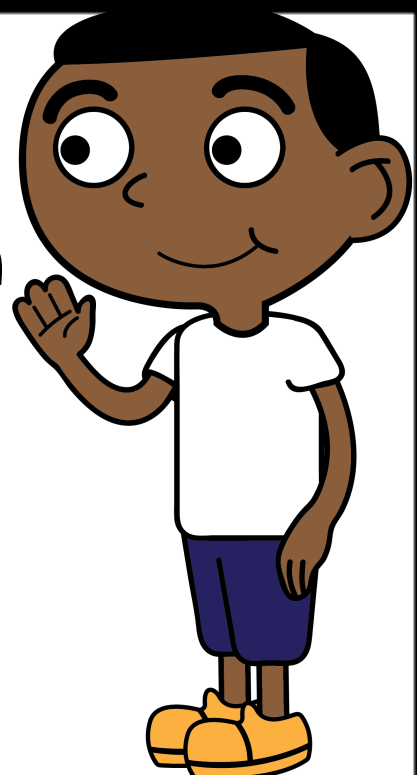
See you soon, friend!

—

\_\_\_\_\_

School Social Worker

© Music City Counselor



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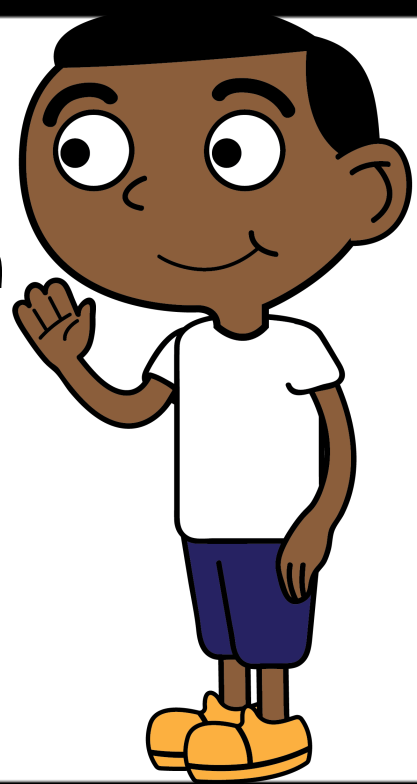
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—

\_\_\_\_\_

School Psychologist

© Music City Counselor



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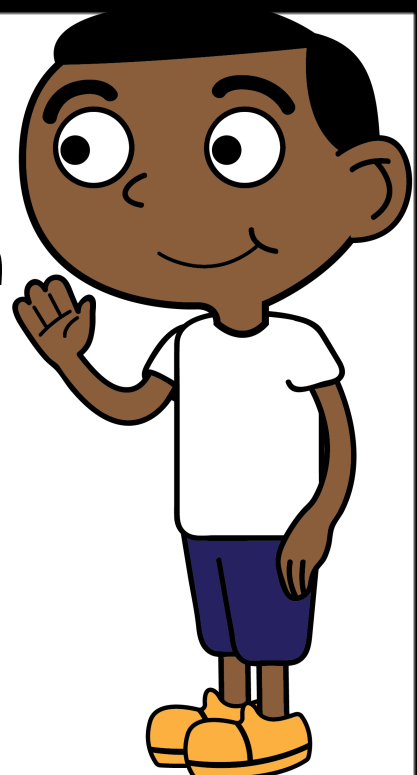
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—

\_\_\_\_\_

School Psychologist

© Music City Counselor



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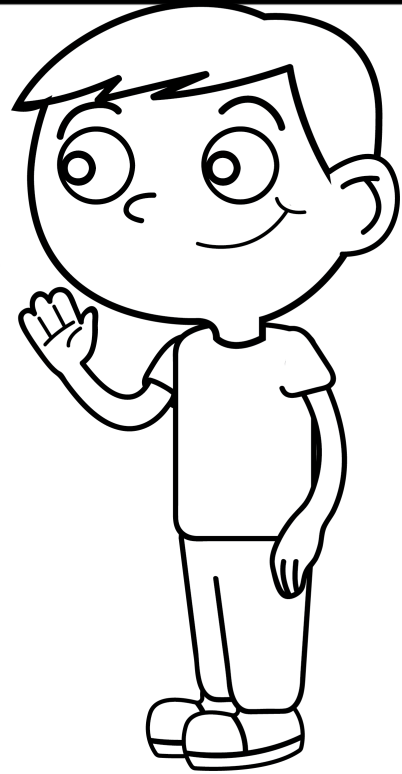
See you soon, friend!

—

\_\_\_\_\_

School Counselor

© Music City Counselor



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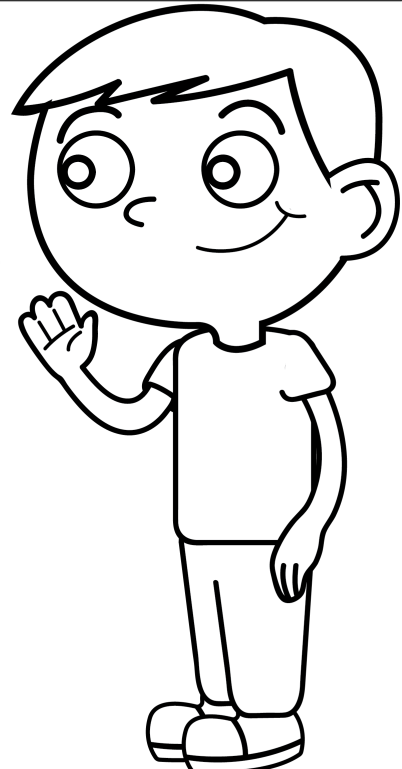
See you soon, friend!

—

\_\_\_\_\_

School Counselor

© Music City Counselor



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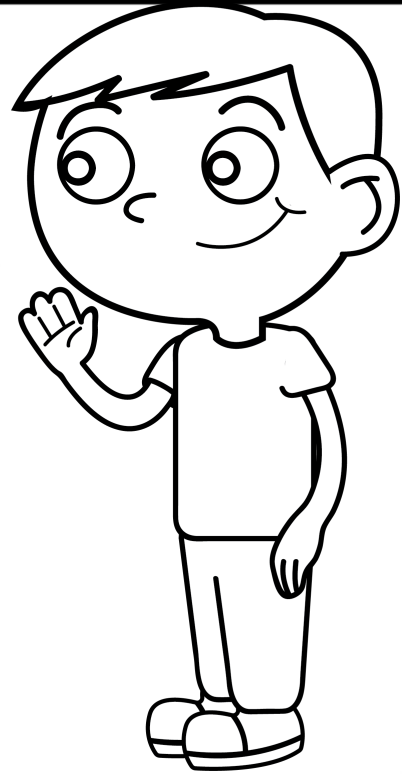
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—

\_\_\_\_\_

School Social Worker

© Music City Counselor



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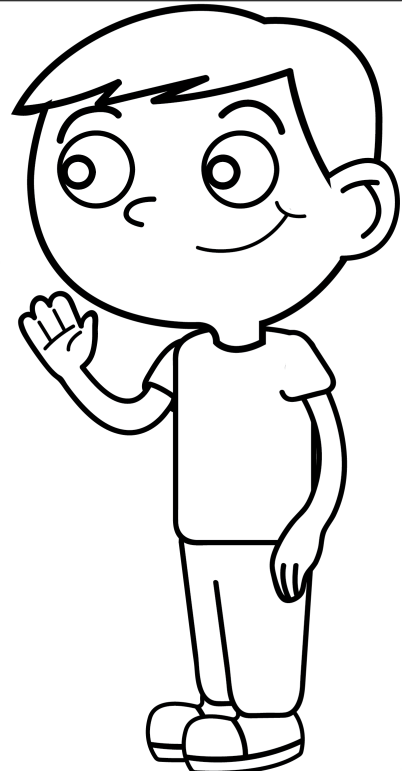
See you soon, friend!

—

\_\_\_\_\_

School Social Worker

© Music City Counselor



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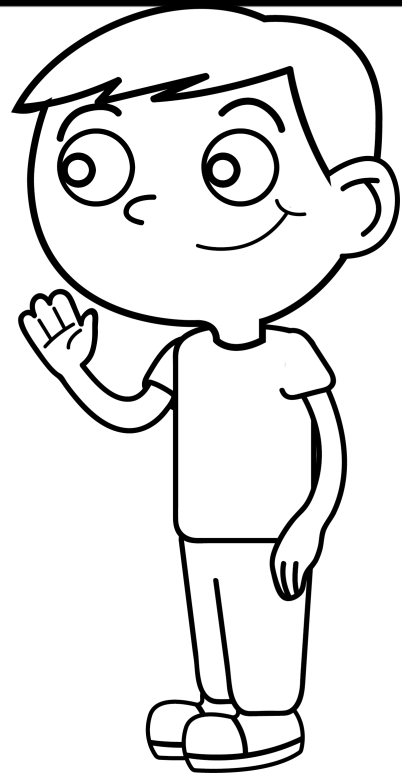
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—

\_\_\_\_\_

School Psychologist

© Music City Counselor



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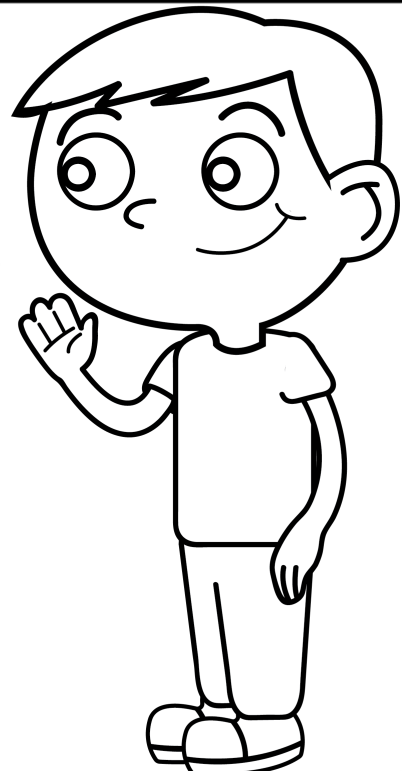
See you soon, friend!

—

\_\_\_\_\_

School Psychologist

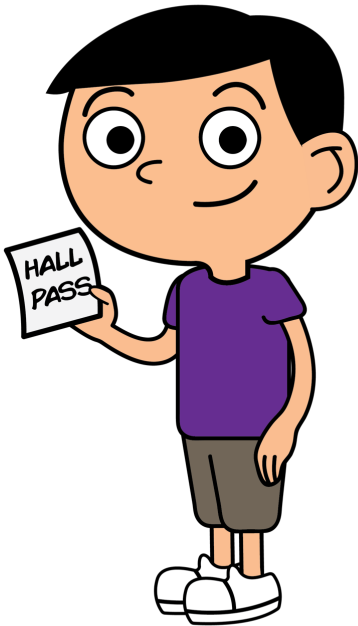
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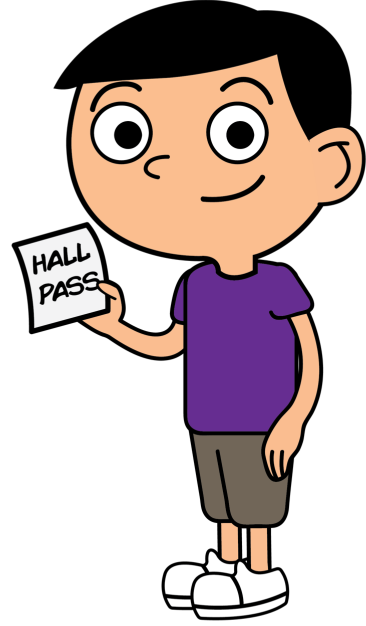


to see the  
School Counselor

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# HALL PASS

© Music City Counselor

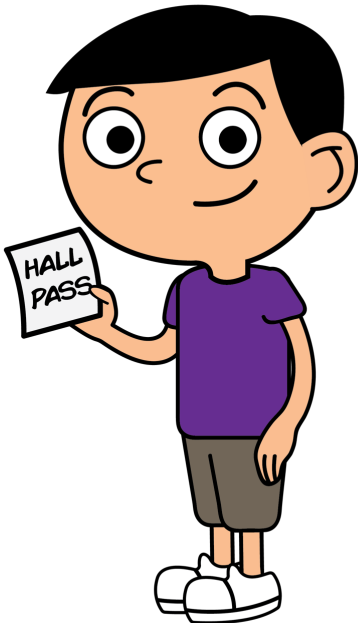


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# HALL PASS

© Music City Counselor

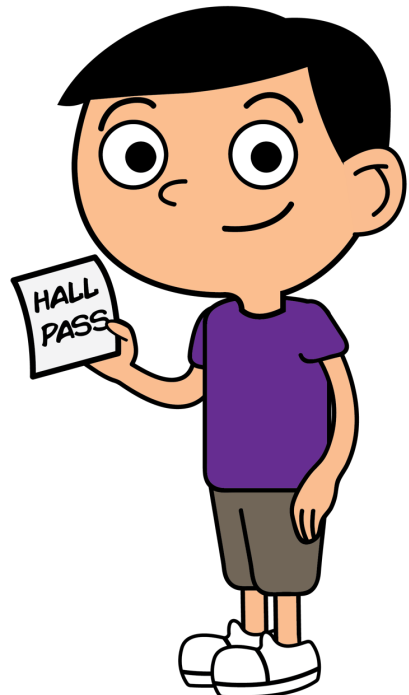


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© Music City Counselor

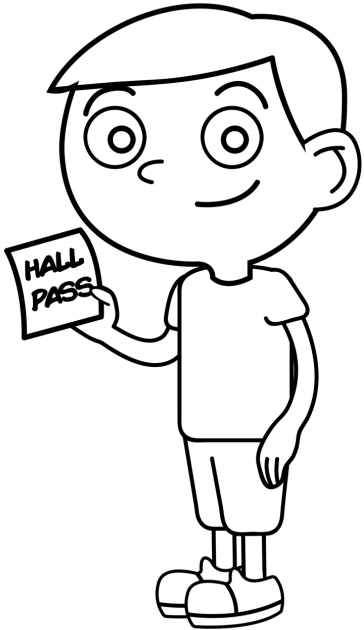


for Small Group

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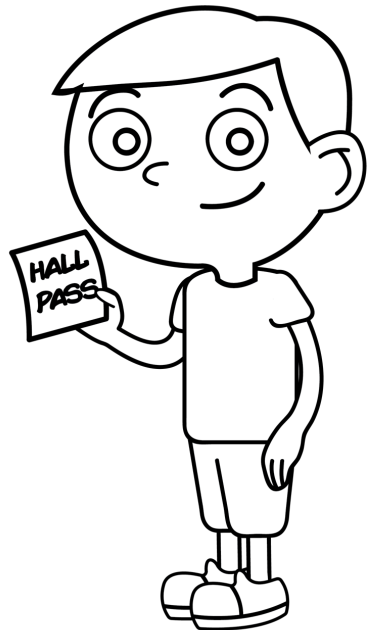


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School Counselor

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# HALL PASS

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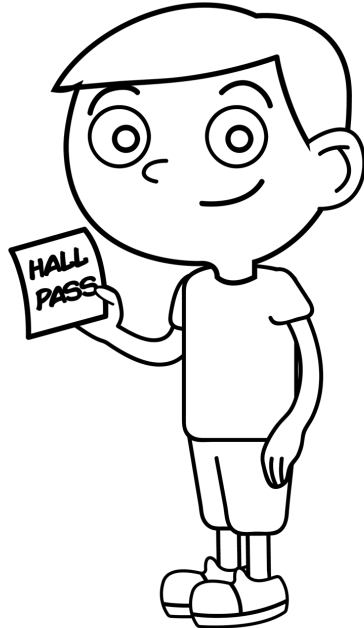


to see the  
Social Worker

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# HALL PASS

© Music City Counselor

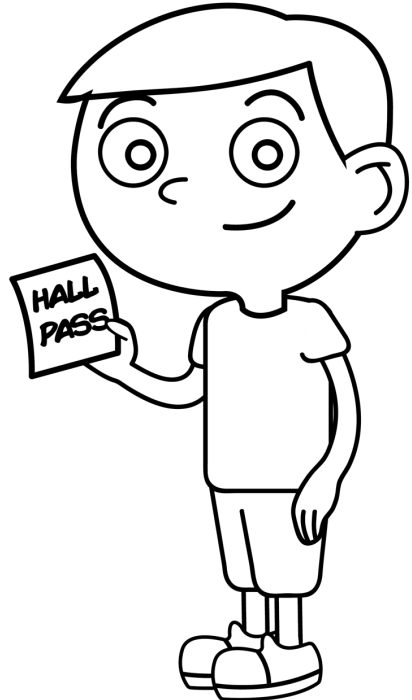


to see the  
School Psychologist

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# HALL PASS

© Music City Counselor



for Small Group



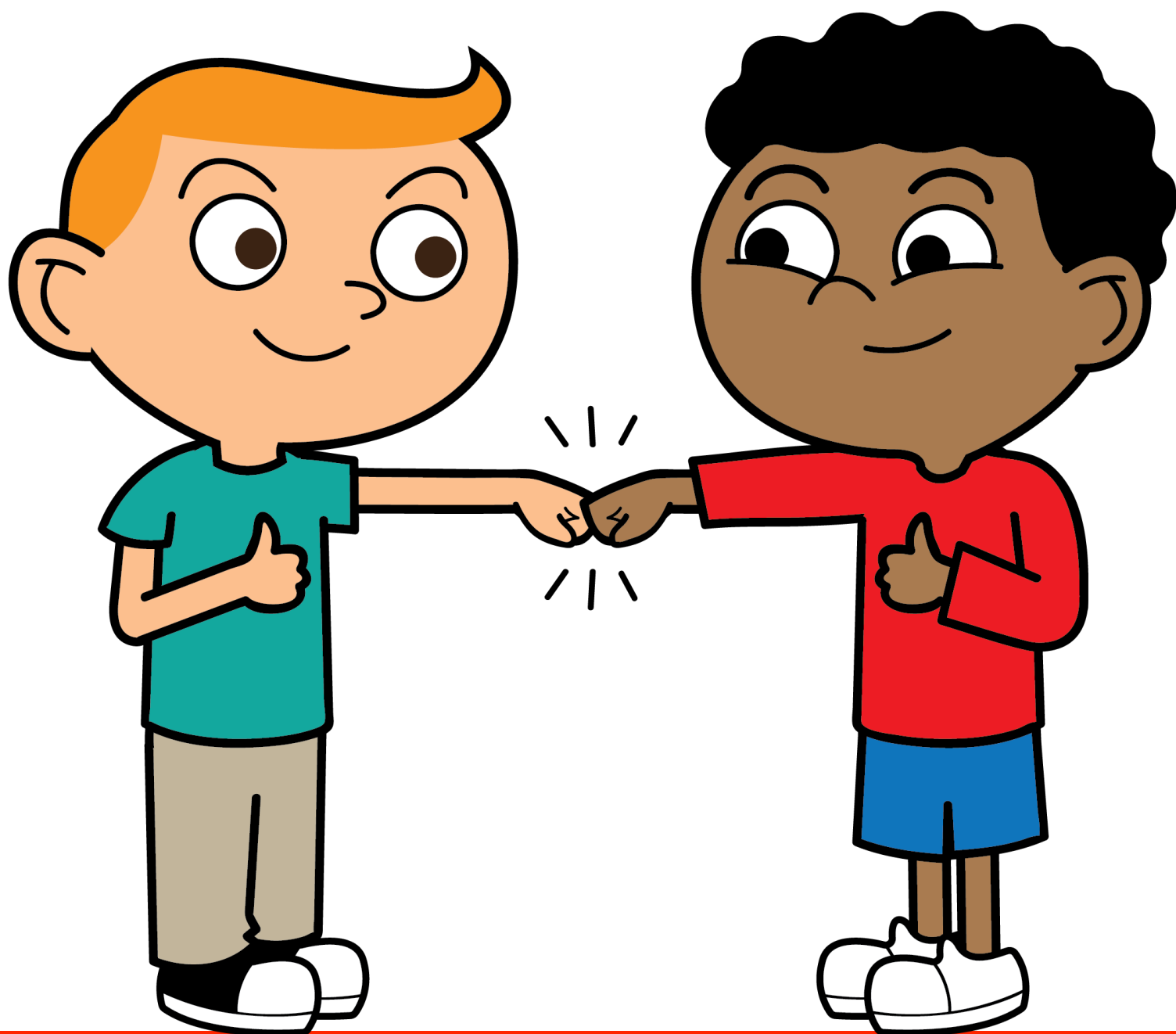
# Attendance Chart

## THE CALM CREW GROUP

Week	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						

# SESSION 1:

## Introduction to Group & Get to Know You



# SESSION 1: Introduction & Get to Know You

## SESSION GOALS:

- Students will introduce themselves and get to know their peers.
- Students will assess their knowledge of anger and coping skills with a pre-survey.
- Students will learn the rules of group.
- Students will learn the definition and limits of confidentiality.
- Students will reflect on and share how they are feeling today.
- Students will understand the purpose and content of group.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **M 3.** Positive attitude toward work and learning.

## MATERIALS NEEDED:

- 1 folder per student
- 1 folder cover per student
- 1 "Meet Me Tee" activity per student
- 1 small group pre-survey per student
- "Our Group Rules" poster
- "Confidentiality" poster
- "In this Group We Will Learn" poster
- Scissors
- Pencils
- Markers or crayons

## DIRECTIONS:

- Before students come to group, glue a **folder cover page** onto the front of a **two-pocket folder** for each student. Students can decorate these at any time.
- Start by **welcoming** students to "The Calm Crew" group and giving them a two-pocket folder. They can write their name on the blank line on the cover page. They can keep their group materials in this folder.
- Tell students that we are going to do a **fun activity** to help us get to know each other. Give each student a **"Meet Me Tee"** activity sheet. Students can use markers, crayons, and pencils to decorate each section of the tee. Then, they can cut it out. After they are done, each student can share their tee with the group.
- Give each student a **small group pre-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they make in group. It's okay if they don't know the answers now – they'll learn as we go! Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" circles.
- Review the **group rules poster** with students. Ask them if they'd like to add any rules to the list. You may want to keep a copy of the rules in each students' folder.
- Review the **confidentiality and its limits** poster with students.
- Review the **4 concepts** that we will learn in group poster with students.
- **Close** by saying that next week we will learn what "anger" means and what it looks like.

# MEET ME TEE

Decorate the shirt to help us get to know you. Then, cut it out.

Name

Favorite food

Favorite activity

Favorite sport

Favorite school subject

Favorite place

Favorite song

© Music City Counselor

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

# Small Group PRE-SURVEY

Let's see what you know BEFORE group begins!

Circle your answers to the questions below.

Yes



Maybe



Not yet



I can define "anger."			
I can describe what anger looks like in my body.			
I can describe what anger feels like in my body and brain.			
I can define "anger triggers."			
I can identify my anger triggers.			
I can define "coping skills."			
I can use and practice coping skills.			
I can control my BIG feelings. I am proud of my choices.			

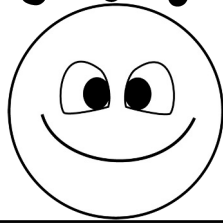
Name: \_\_\_\_\_

# Small Group PRE-SURVEY

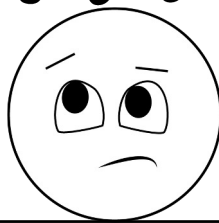
Let's see what you know BEFORE group begins!

Color your answers to the questions below.

Yes



Maybe



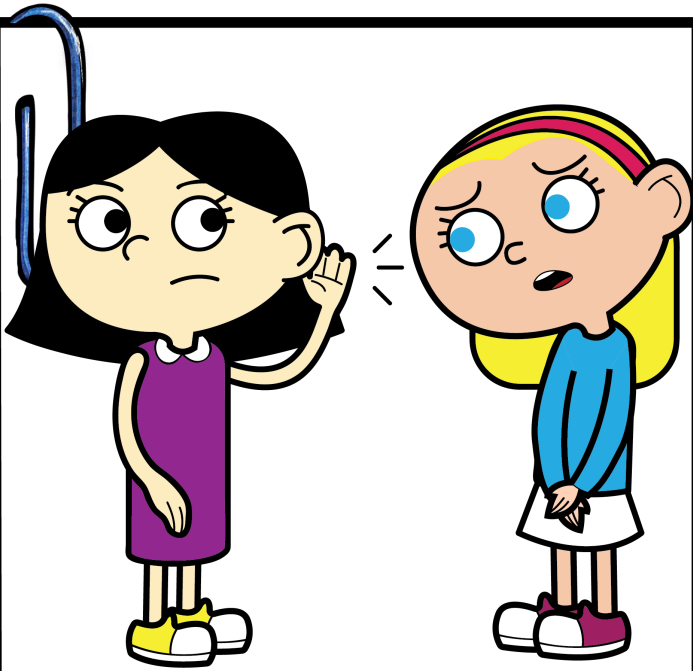
Not yet



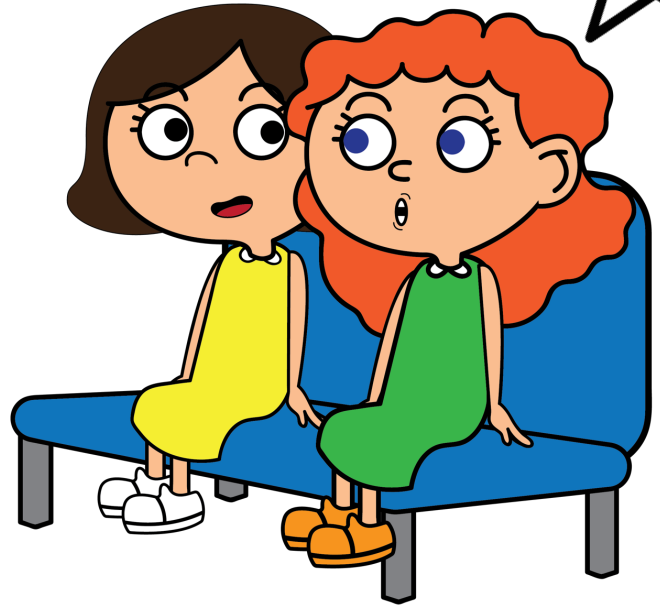
I can define "anger."			
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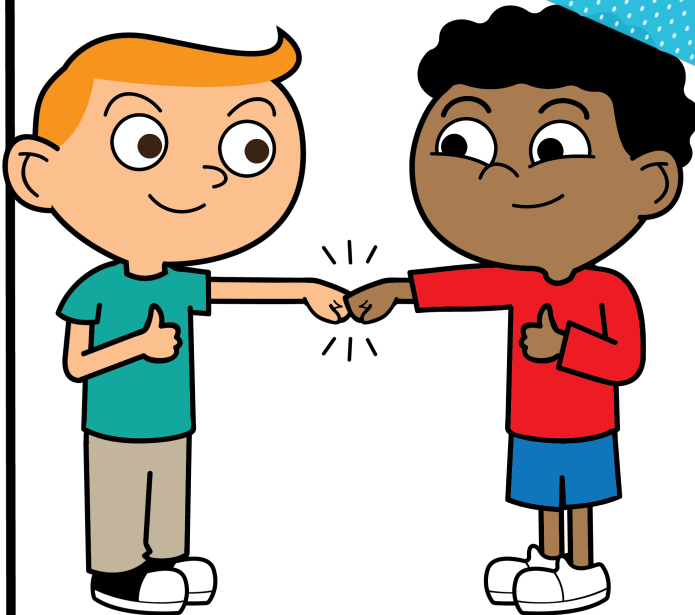
# OUR GROUP RULES



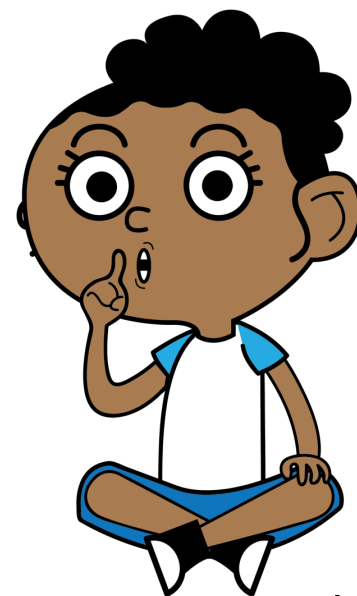
We listen and pay attention to each other.



We take turns speaking and sharing.



We are respectful.  
We disagree peacefully.



We respect confidentiality.



# CONFIDENTIALITY — Agreement —

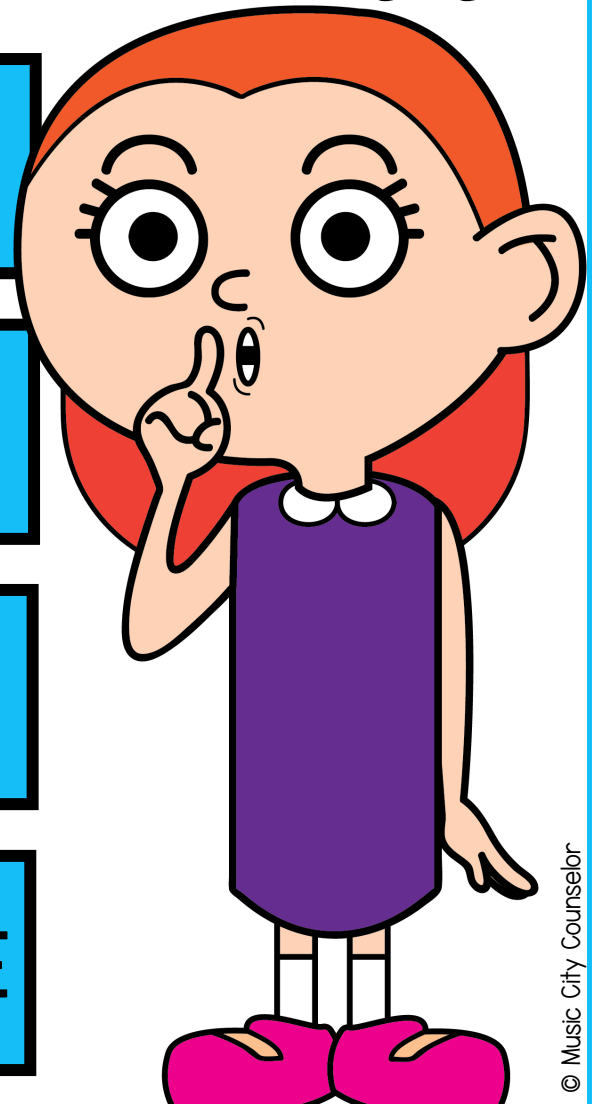
WHAT YOU SAY IN HERE,  
STAYS IN HERE. UNLESS:

SOMEONE IS HURTING YOU

YOU ARE HURTING SOMEONE ELSE

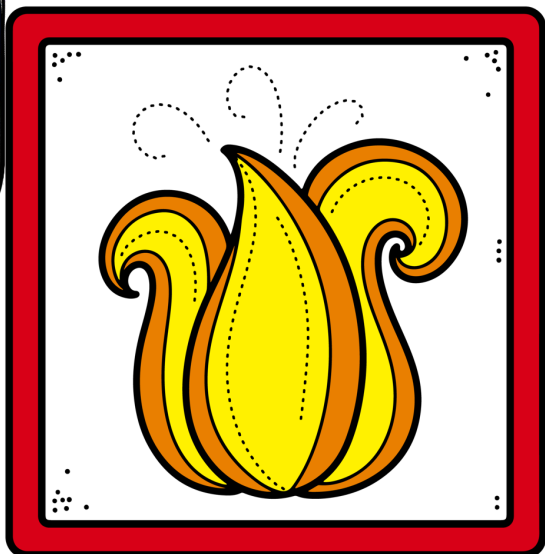
YOU ARE HURTING YOURSELF

YOU GIVE ME PERMISSION TO SHARE

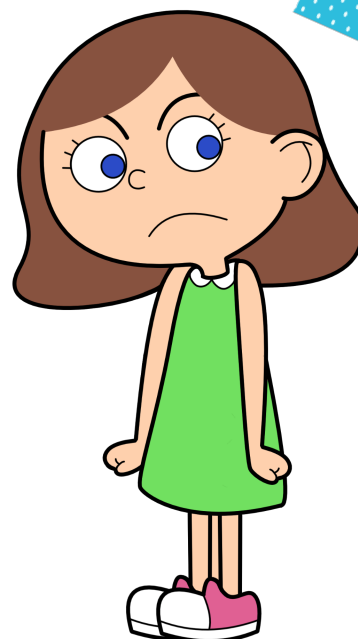


# In this Group

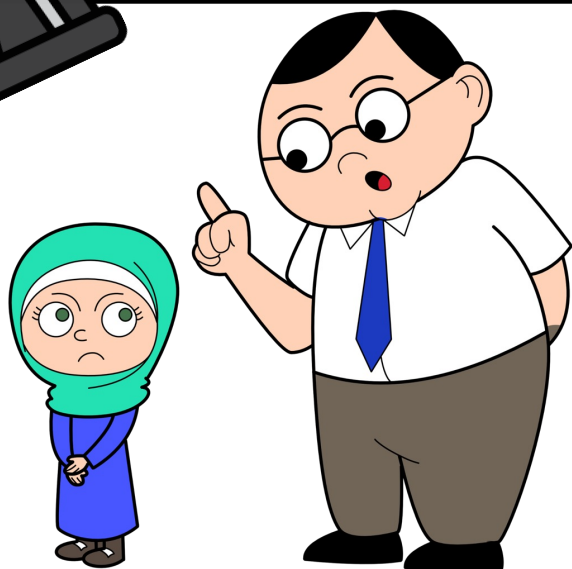
## WE WILL LEARN:



What anger feels like.



What anger looks like.



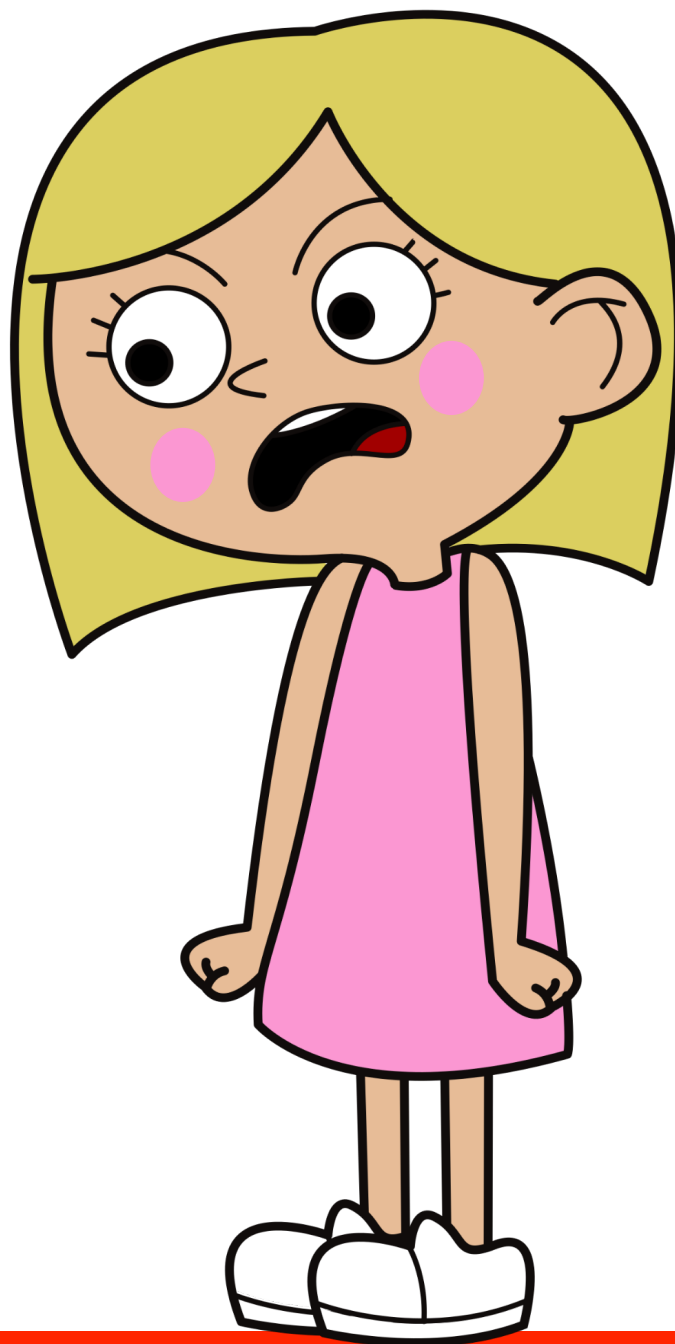
To identify our anger triggers.



To cope with anger.

# SESSION 2:

## What is Anger & What Does it Look Like?



# SESSION 2: What is Anger & What Does it Look Like?

## SESSION GOALS:

- Students will learn to identify their feelings.
- Students will learn the definition of "anger."
- Students will learn 6 facts about anger.
- Students will learn what anger looks like in the body.
- Students will reflect on what anger looks like in their own body.

## ASCA ALIGNMENT:

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

## MATERIALS NEEDED:

- Group folders
- "How do you Feel Today?" poster
- "What is Anger?" poster
- "Facts about Anger" poster
- "What Does Anger Look Like?" poster
- **K-1:** 1 "What Does Anger Look Like" coloring page per student
- **2-5:** 1 cut-and-paste activity sheet per student
- 1 "My Anger Looks Like" worksheet per student
- Scissors
- Glue sticks
- Pencils
- Crayons or markers

## DIRECTIONS:

- Start with a **feelings check-in**. You can use the color "How do you feel today?" poster and ask students to share with the group how they are feeling. I suggest keeping a color copy of this page in each student's folder. Or, you can give each student the black/white version of the page and ask them to color how they are feeling today.
- **Explain** that today we will learn the definition of "anger," 6 facts about anger, and what anger looks like in our bodies.
- **Ask students** to share with the group what they think "anger" means. Then, teach them the definition on the **"What is Anger?" poster**.
- Teach students 6 facts about anger using the **"Facts about Anger" poster**. Discuss each one.
- **Ask students** what they think anger looks like in their bodies/how they express anger. Then, show them the **"Anger Looks Like" poster**. Discuss each physiological sign of anger.
- **K-1<sup>st</sup> Grade:** Students can color the **"What Does Anger Look Like?" coloring page**.
- **2<sup>nd</sup> – 5<sup>th</sup> Grade:** Give students the **"What Does Anger Look Like?" cut-and-paste activity**. Students can cut out each of the signs of anger and glue them onto the corresponding spaces on the page.
- **K – 5<sup>th</sup> Grade:** Give students the **"My Anger Looks Like" worksheet**. Students can write and draw about what anger looks like to them and how they express anger in their faces and bodies.
- **Close** by sharing that next week we will be talking about what anger feels like.

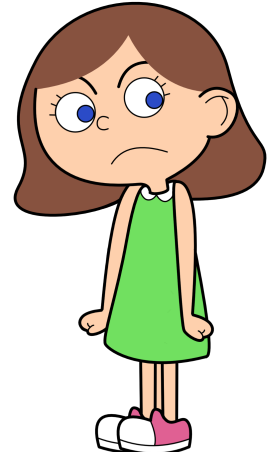
# How do you FEEL TODAY?



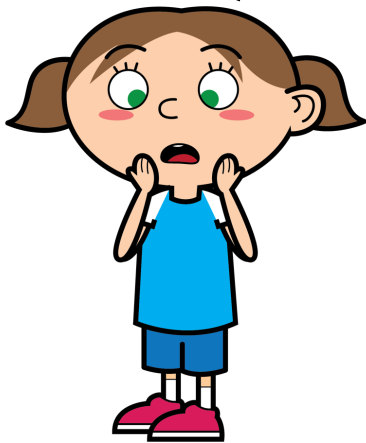
Happy



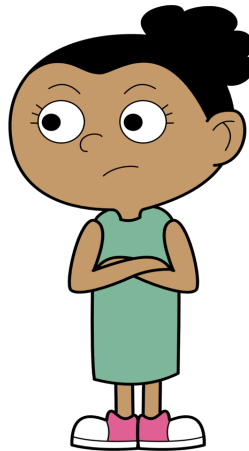
Sad



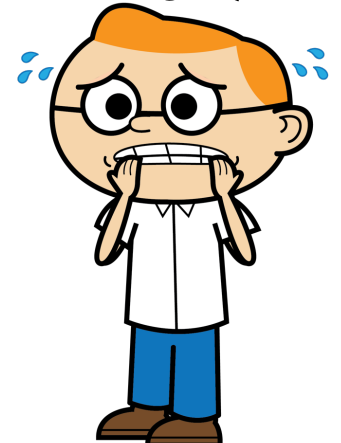
Angry



Embarrassed



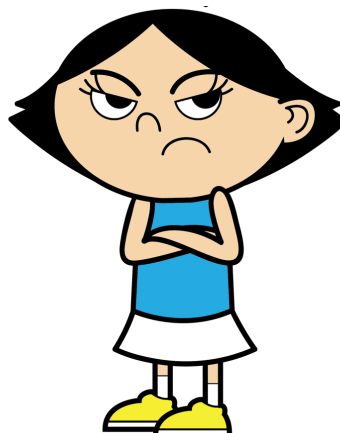
Frustrated



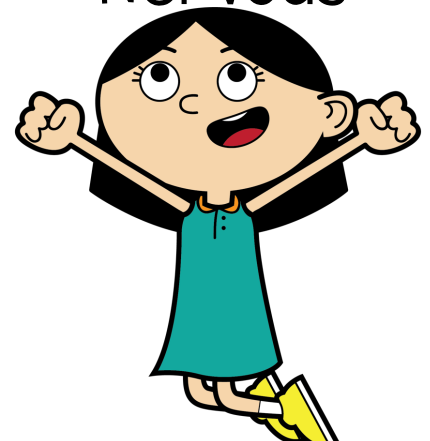
Nervous



Scared



Annoyed



Excited

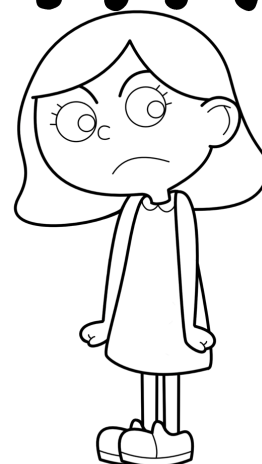
# How do you FEEL TODAY?



Happy



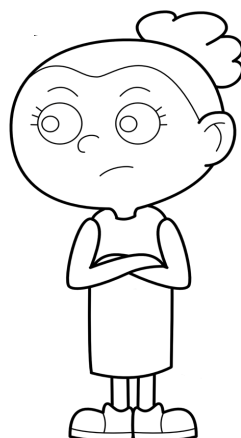
Sad



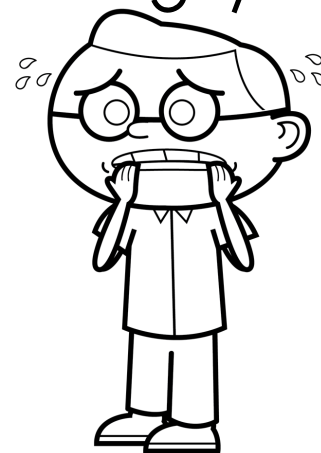
Angry



Embarrassed



Frustrated



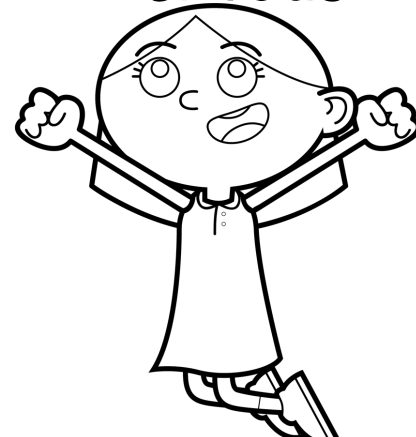
Nervous



Scared



Annoyed



Excited



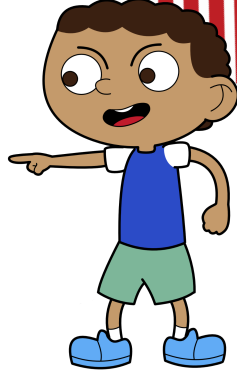
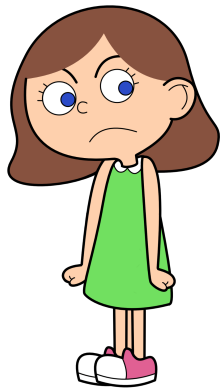
# What is **ANGER?**

A BIG, strong feeling when something doesn't go your way..

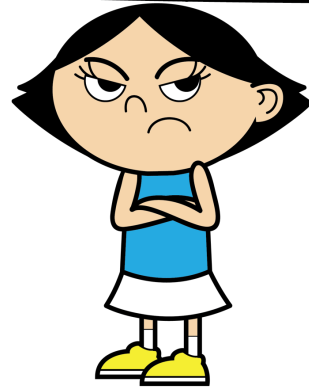




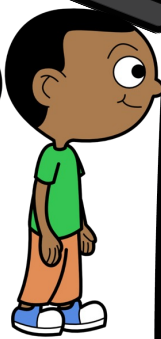
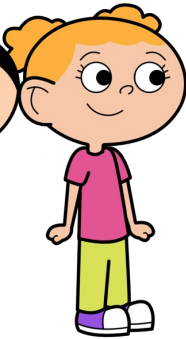
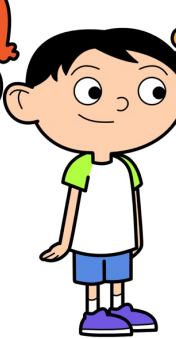
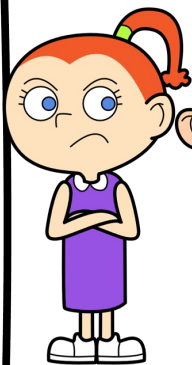
# Facts About ANGER



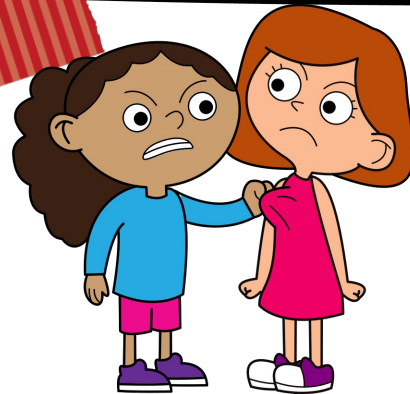
We all feel angry  
sometimes.



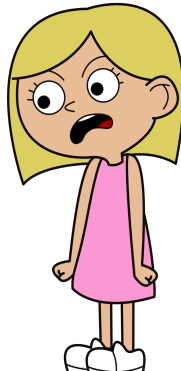
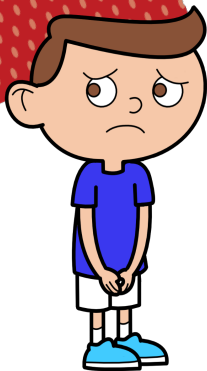
It's okay to feel angry.  
It is a natural emotion.



Different things make  
different people angry.



Anger can make us act  
out or make bad choices.



Anger looks different in  
different people.



It's important to learn  
how to cope with anger.

# What Does ANGER LOOK LIKE?

Furrowed  
eyebrows

Rosy  
cheeks

Quick,  
short  
breaths

Clenched  
teeth

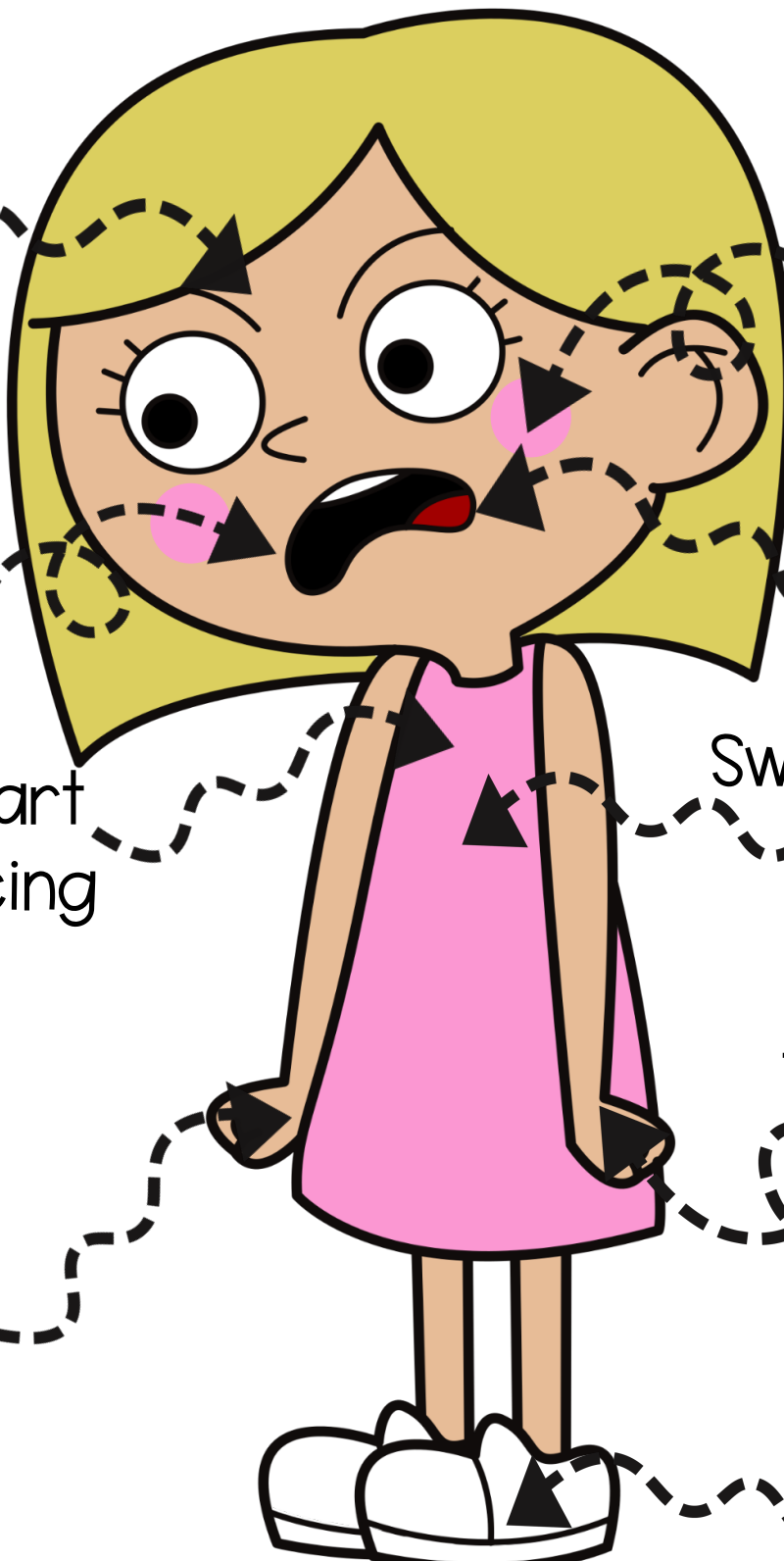
Heart  
racing

Sweaty, tense  
body

Sweaty,  
clammy  
hands

Tight fists

Stomping  
feet



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

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# What does ANGER LOOK LIKE?

Color the girl and the signs of anger.



Furrowed  
eyebrows

Rosy  
cheeks

Clenched  
teeth

Quick,  
short  
breaths

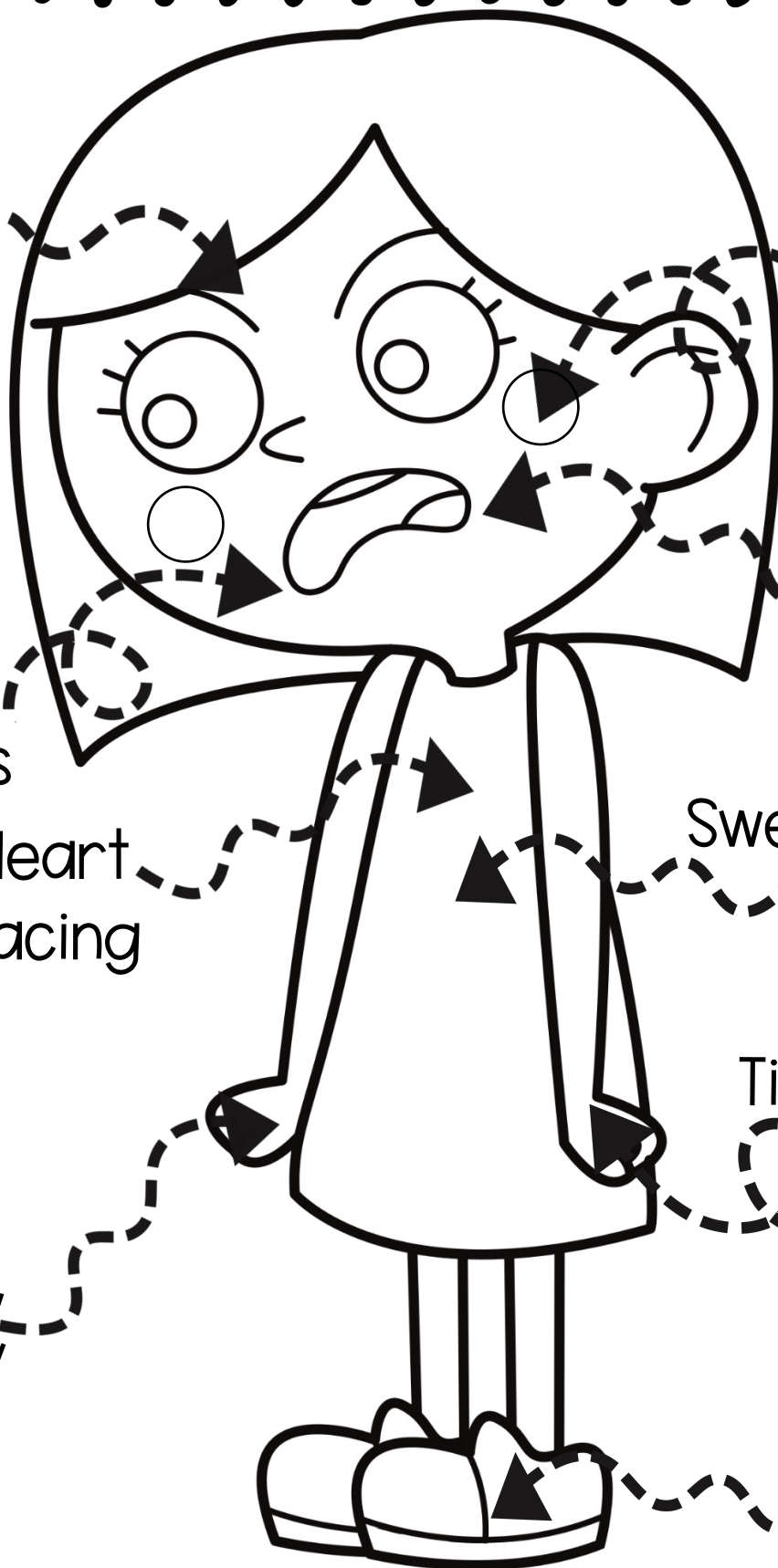
Heart  
racing

Sweaty, tense  
body

Tight fists

Sweaty,  
clammy  
hands

Stomping  
feet



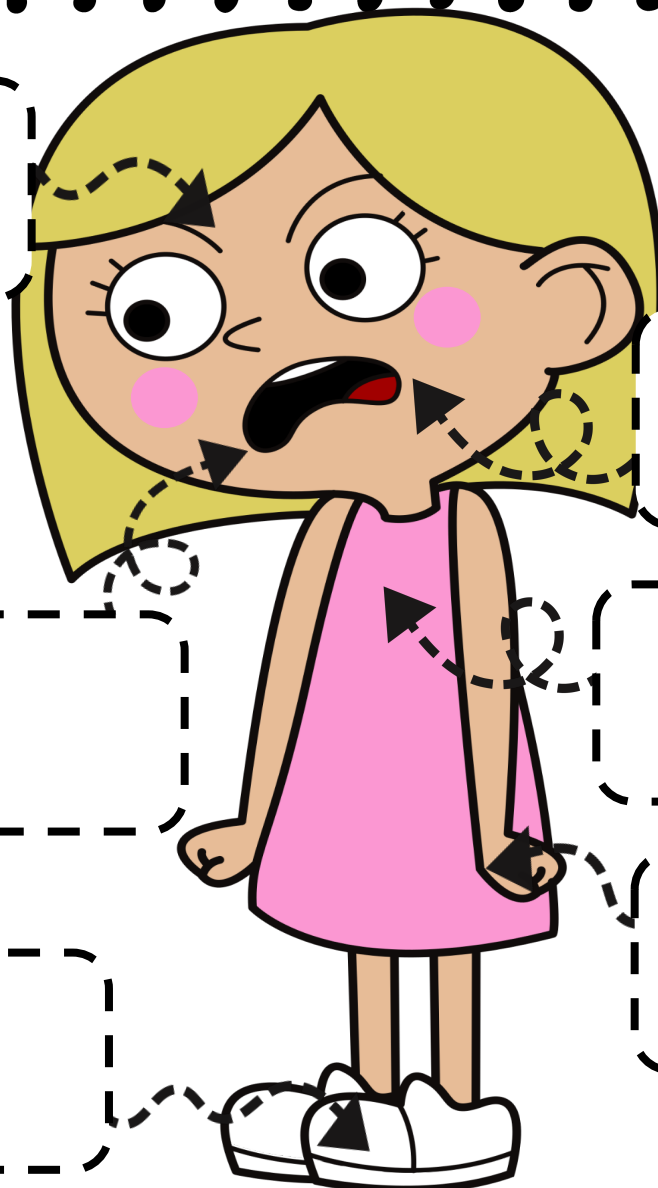
Name: \_\_\_\_\_

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# What does ANGER LOOK LIKE?

Cut and paste the signs of anger.

.....



Furrowed  
eyebrows

Quick, short  
breaths

Heart  
racing

Clenched  
teeth

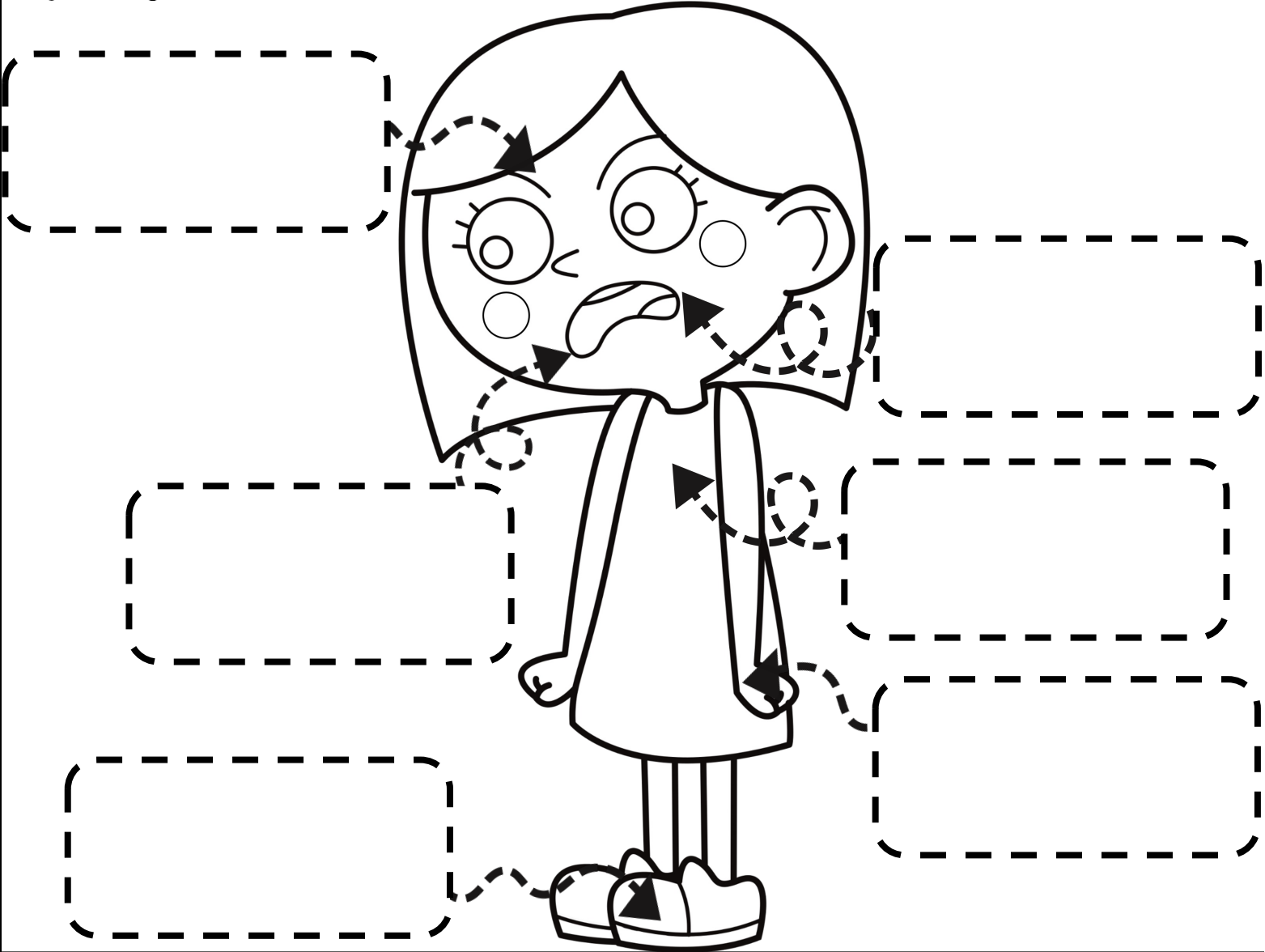
Stomping  
feet

Tight  
fists

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

# What does ANGER LOOK LIKE?

Cut and paste the signs of anger.



Furrowed  
eyebrows

Quick, short  
breaths

Heart  
racing

Clenched  
teeth

Stomping  
feet

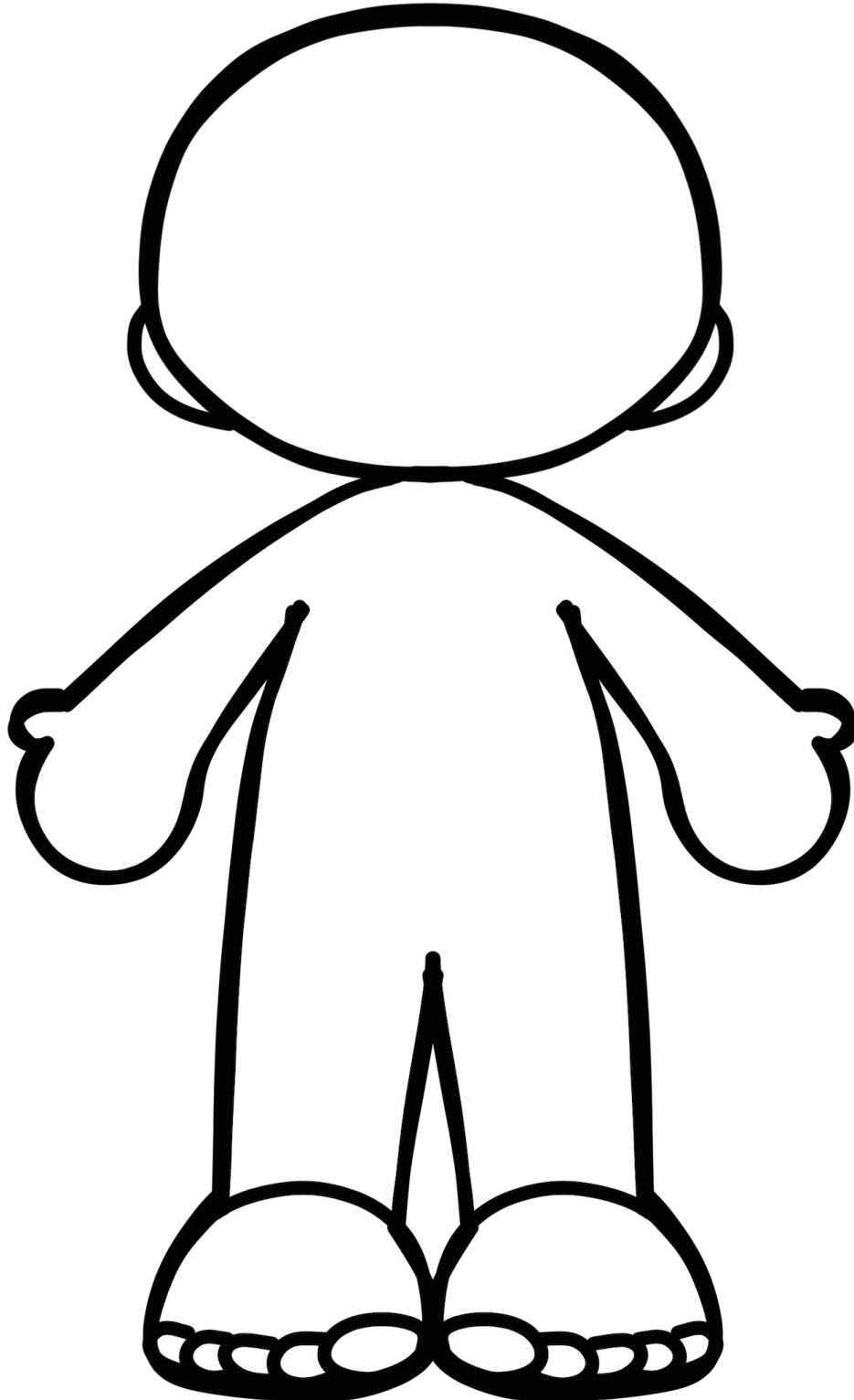
Tight  
fists

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

# MY ANGER Looks Like

What does anger look like in your body?

Draw and write on the body what your anger looks like.

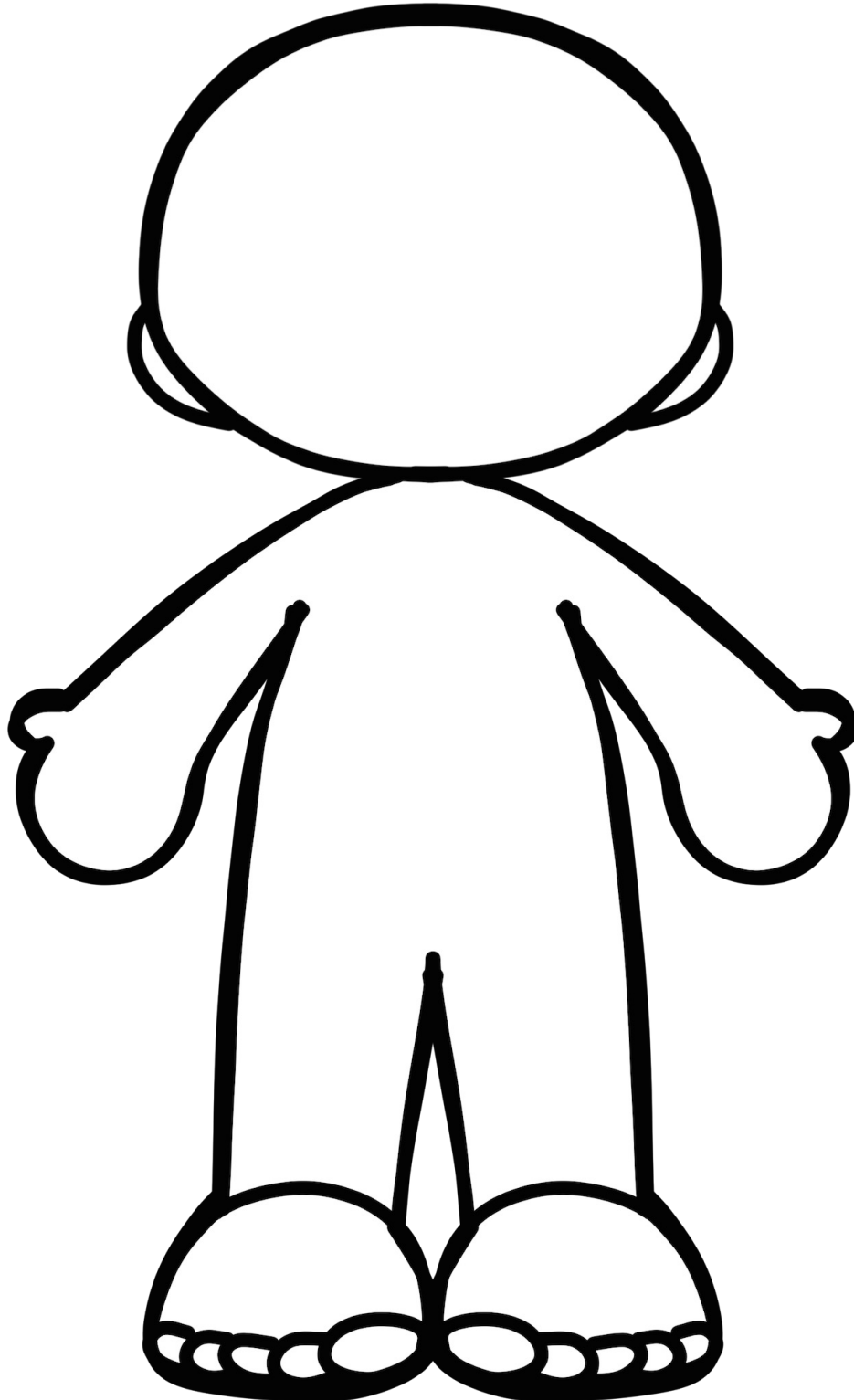


Name: \_\_\_\_\_

# MY ANGER Looks Like

What does anger look like in your body?

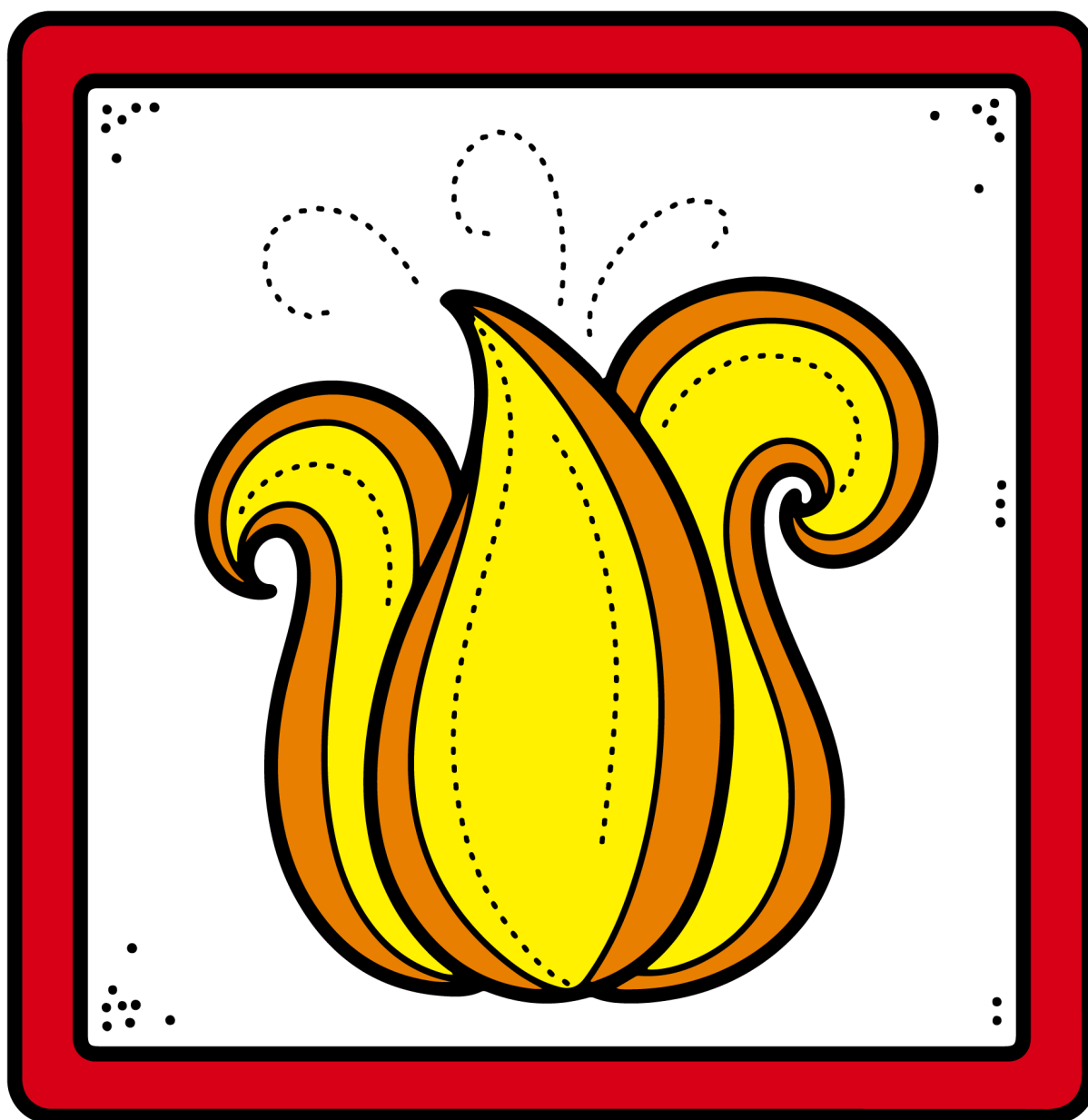
Draw and write on the body what your anger looks like.





# SESSION 3:

## What Does Anger Feel Like?





# SESSION 3: What Does Anger Feel Like?

## SESSION GOALS:

- Students will learn what anger feels like in their bodies and brains.
- Students will learn about common times when they may feel angry.
- Students will reflect on what anger feels like to them.

## ASCA ALIGNMENT:

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

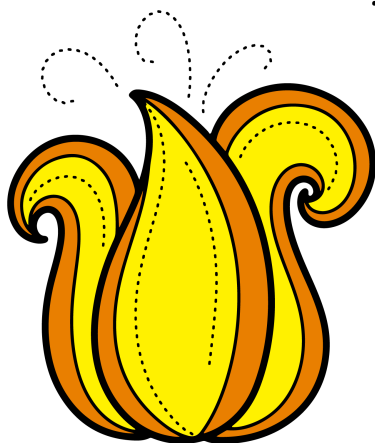
## MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- "What Does Anger Feel Like?" poster
- "When Might We Feel Angry?" poster
- 1 "My Anger Feels Like" worksheet per student
- Pencils
- Crayons or markers

## DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about what anger feels like in our bodies and brains, and common times when we might feel angry.
- **Ask students** to share what anger feels like in their bodies and brains.
- Share the **"What Does Anger Feel Like?" poster** with students and discuss each one. Has anger felt like this to them before? Why or why not? Which one(s) do they most relate to?
- **Ask students** to share what kinds of situations, people, or things typically make them feel angry.
- Share the **"When Might We Feel Angry?" poster** with students and discuss each one. Have any of these situations made them feel angry before? Why or why not? Which one(s) tends to upset them the most? The least?
- Give students the **"My Anger Feels Like" worksheet**. Students can write and draw what anger feels like to them. They can use any of the examples discussed in group or create their own.
- **Close** by sharing that next week we will be talking all about anger triggers.

# What does ANGER FEEL LIKE?



A fire burning.



A tornado brewing.

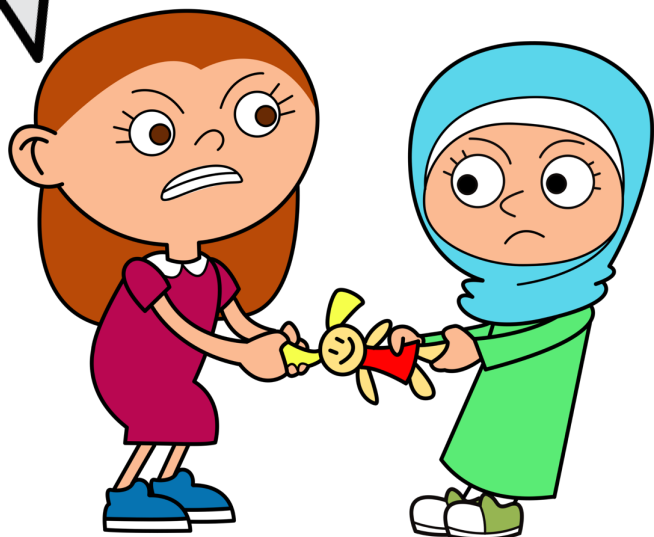


A fizzy soda can.

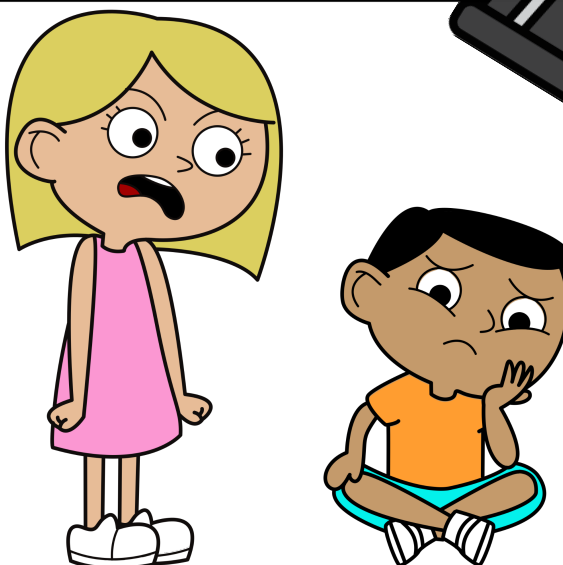


A volcano.

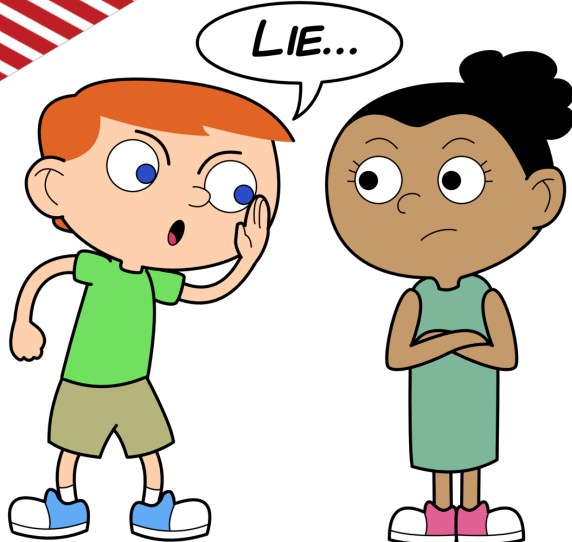
# When might we **FEEL ANGRY?**



When something feels  
unfair or unjust.



When we feel out of  
control or powerless.



When someone breaks  
our trust or hurts us.



When we feel  
frustrated that we  
can't do something.

# What does anger feel like to you?

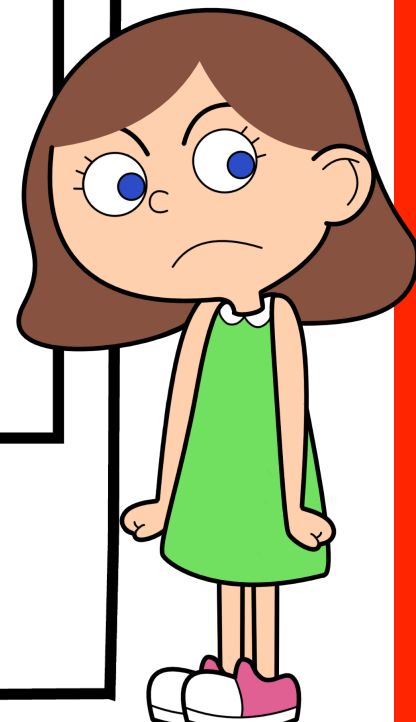
Draw and write about how anger feels to you.



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

# MY ANGER Feels Like

What does anger feel like to you?

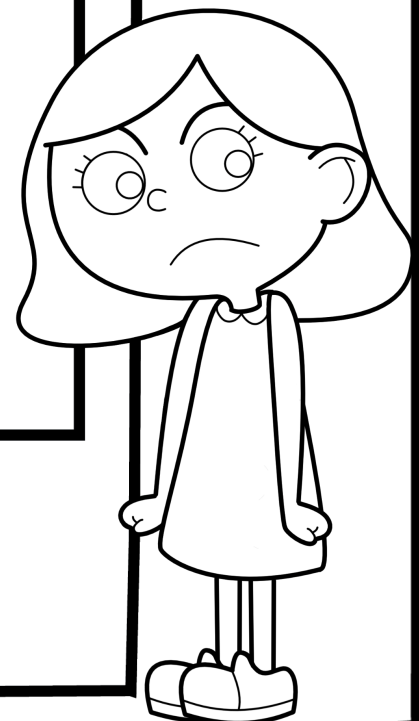
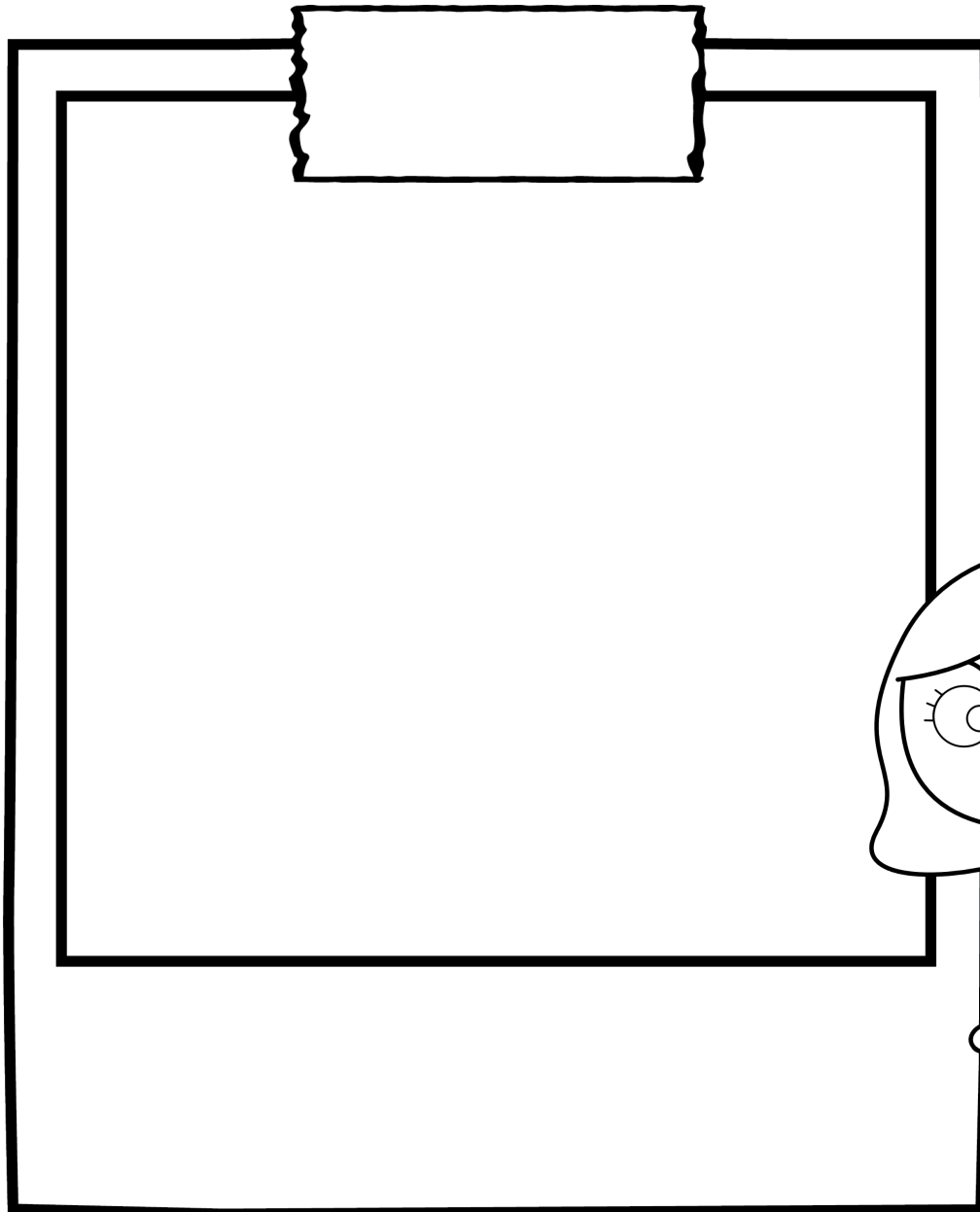
Draw and write about how anger feels to you.



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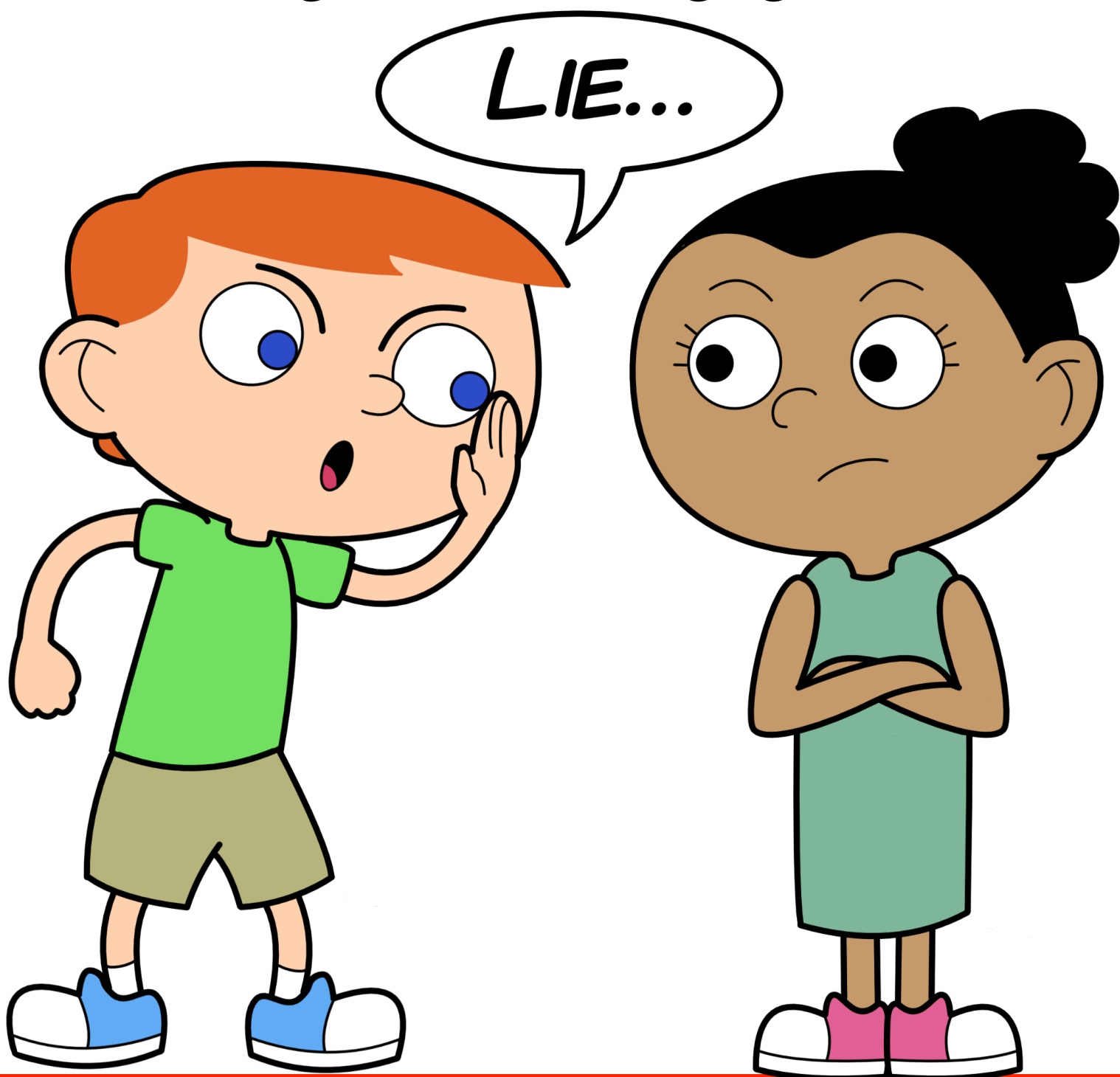
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# SESSION 4:

## Anger Triggers



# SESSION 4: Anger Triggers

## SESSION GOALS:

- Students will learn the definition of anger trigger.
- Students will learn 4 facts about anger triggers.
- Students will identify 6 of their own anger triggers.
- Students will describe 4 people, situations, or problems that "push their buttons."

## ASCA ALIGNMENT:

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

## MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- "What is an Anger Trigger?" poster
- "Facts About Anger Triggers" poster
- 1 "My Anger Triggers" cut-and-paste activity page per student
- 1 set per student of the 18 anger triggers cards
- 1 "What Pushes your Buttons?" worksheet per student
- Scissors
- Glue sticks
- Pencils
- Crayons or markers

## DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about "anger triggers" and about people, situations, or problems that "push our buttons."
- **Ask students** if they have heard of an anger trigger, and what they think it might mean.
- Share the **"What is an Anger Trigger?" poster** with students and discuss the definition. Ask them to share examples of common anger triggers or their own triggers.
- Teach students the 4 facts about anger triggers using the **"Facts About Anger Triggers" poster**. Discuss each of the facts.
- Give each student a **"My Anger Triggers" cut-and-paste activity page** and a **set of the 18 anger triggers cards**. Ask students to cut out each card. Review and discuss each card with students. Then, ask them to choose the 6 triggers that bother them the most and glue them onto the blank spaces on the "My Anger Triggers" page. Once they're done, students can share the 6 triggers they chose with the group.
- Give each student a **"What Pushes your Buttons?" worksheet**. Ask students to write and draw about 4 of their anger triggers in the blank spaces. Once they're done, students can share with the group.
- **Close** by sharing that next week we will be talking all about the 5 levels of anger.



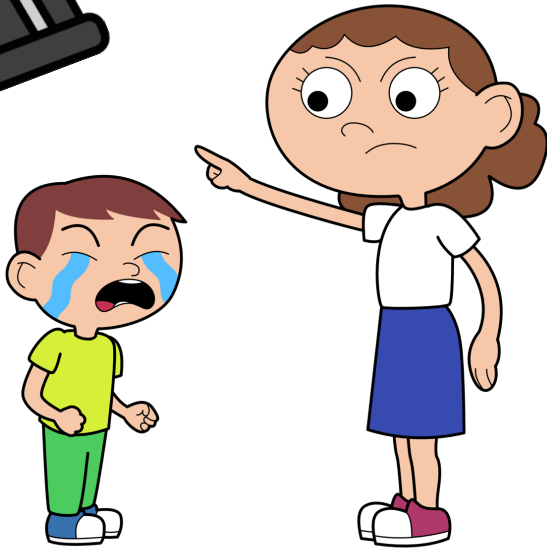
# What is an **ANGER TRIGGER?**

Something that causes  
you to feel angry.

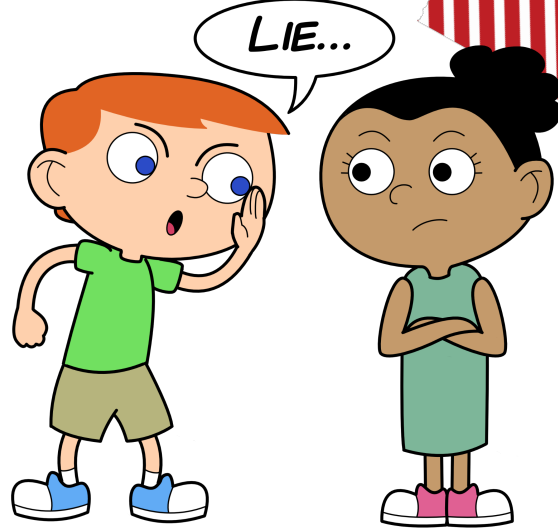




# Facts About ANGER TRIGGERS



A sensitive area in our feelings.



A person, problem, or situation that upsets us.



Feels like a "button that gets pushed."



Different things "set off" different people.

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

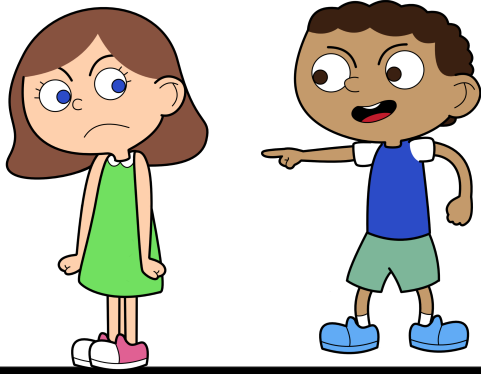
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# My ANGER TRIGGERS

Cut out these anger trigger cards. Glue the 6 that "push your buttons" the most to the "My Anger Triggers" page.

### ANGER TRIGGERS

When others tease me.



### ANGER TRIGGERS

When I don't understand.



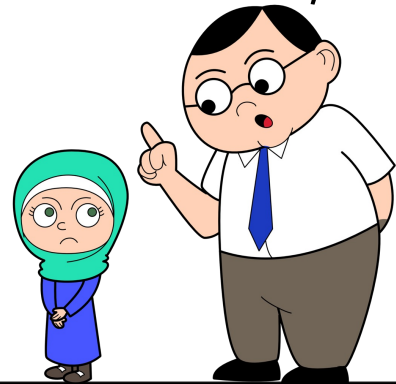
### ANGER TRIGGERS



When I'm  
left out.

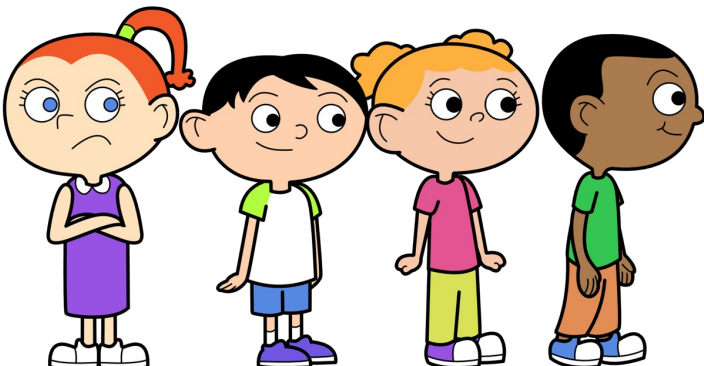
### ANGER TRIGGERS

When I'm told, "No."



### ANGER TRIGGERS

When I can't be first.



### ANGER TRIGGERS

When I lose.



Cut out these anger trigger cards. Glue the 6 that "push your buttons" the most to the "My Anger Triggers" page.

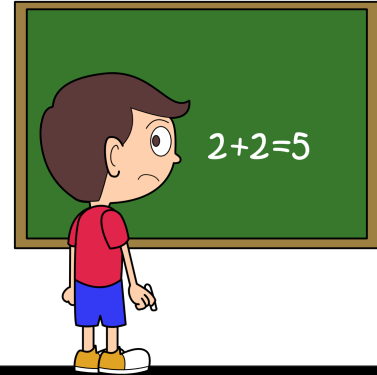
### ANGER TRIGGERS

When I get in trouble.



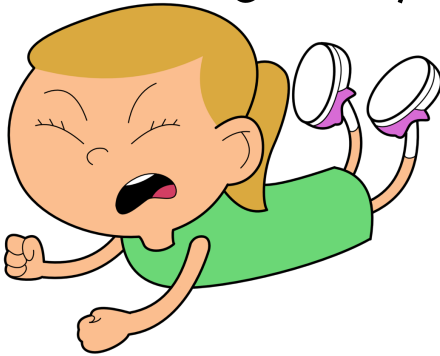
### ANGER TRIGGERS

When I make a mistake.



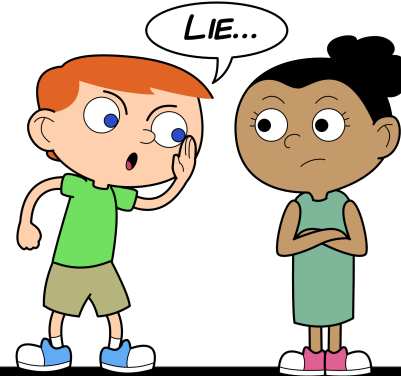
### ANGER TRIGGERS

When I don't get my way.



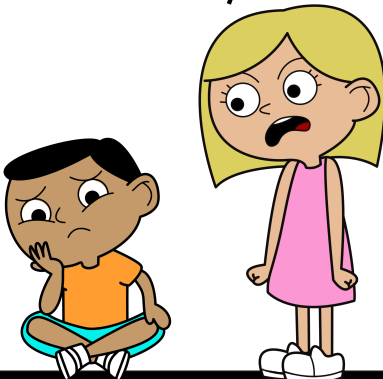
### ANGER TRIGGERS

When someone lies to me.



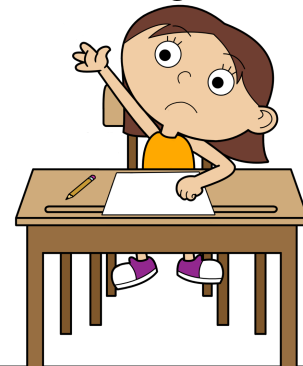
### ANGER TRIGGERS

When I'm yelled at.



### ANGER TRIGGERS

When I don't get called on.



Cut out these anger trigger cards. Glue the 6 that "push your buttons" the most to the "My Anger Triggers" page.

### ANGER TRIGGERS

When someone invades my personal space.



### ANGER TRIGGERS

When someone hurts me.



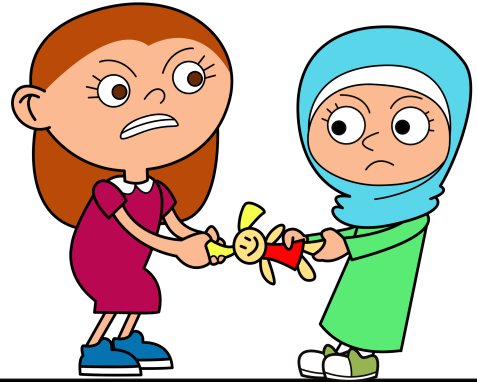
### ANGER TRIGGERS

When work is too hard.



### ANGER TRIGGERS

When someone won't share.



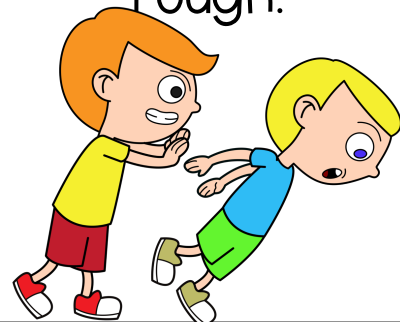
### ANGER TRIGGERS

When no one wants to play.



### ANGER TRIGGERS

When someone plays too rough.



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

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# My ANGER TRIGGERS



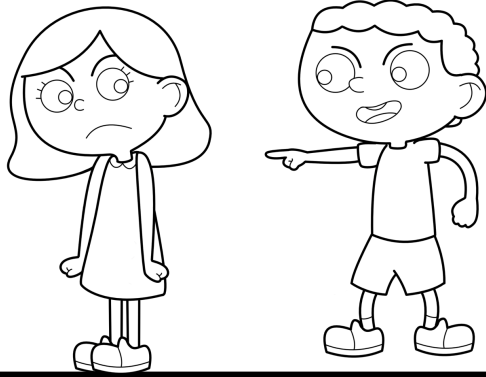




Cut out these anger trigger cards. Glue the 6 that "push your buttons" the most to the "My Anger Triggers" page.

### ANGER TRIGGERS

When others tease me.



### ANGER TRIGGERS

When I don't understand.



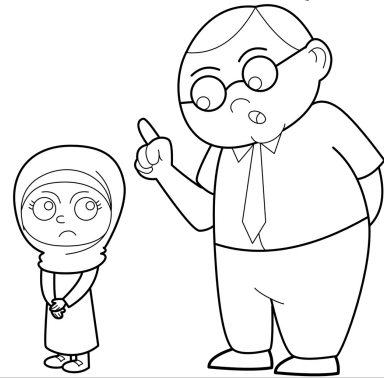
### ANGER TRIGGERS



When I'm  
left out.

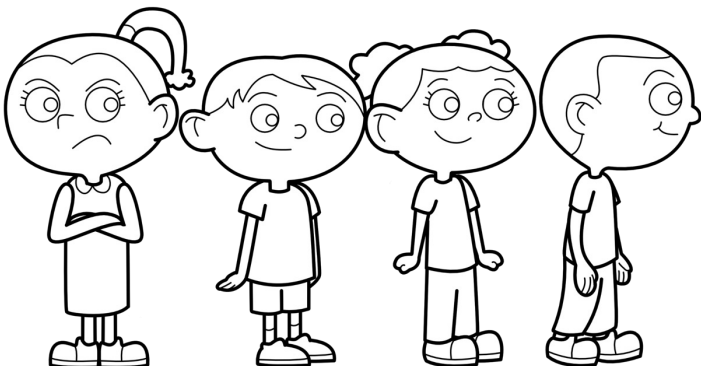
### ANGER TRIGGERS

When I'm told, "No."



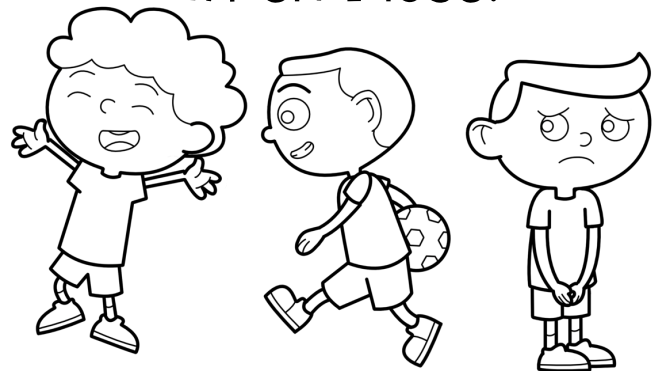
### ANGER TRIGGERS

When I can't be first.



### ANGER TRIGGERS

When I lose.

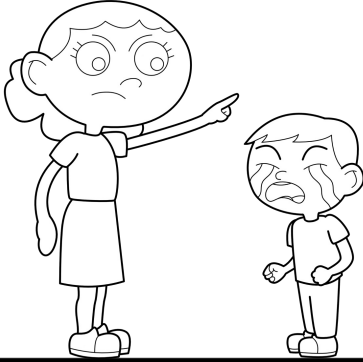




Cut out these anger trigger cards. Glue the 6 that "push your buttons" the most to the "My Anger Triggers" page.

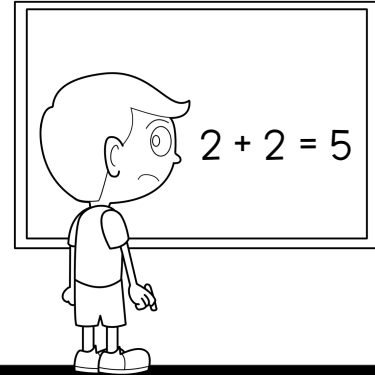
### ANGER TRIGGERS

When I get in trouble.



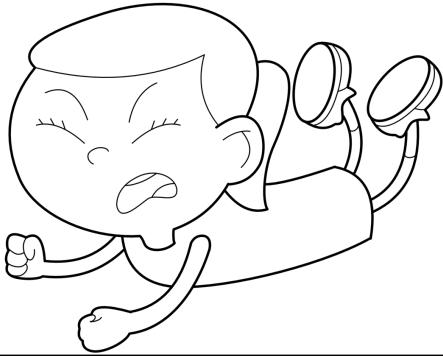
### ANGER TRIGGERS

When I make a mistake.



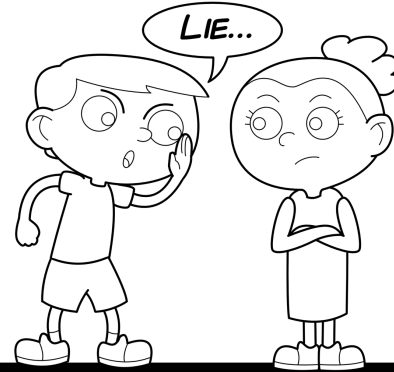
### ANGER TRIGGERS

When I don't get my way.



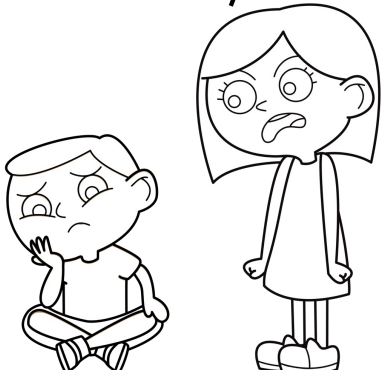
### ANGER TRIGGERS

When someone lies to me.



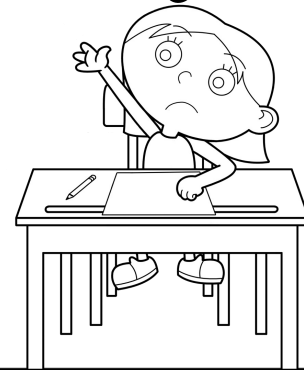
### ANGER TRIGGERS

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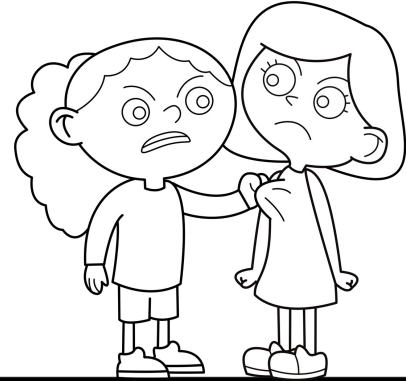
### ANGER TRIGGERS

When someone invades my personal space.



### ANGER TRIGGERS

When someone hurts me.



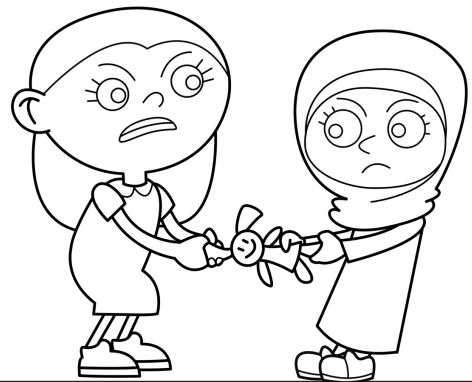
### ANGER TRIGGERS

When work is too hard.



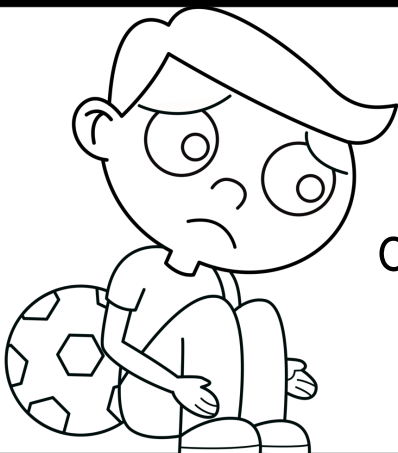
### ANGER TRIGGERS

When someone won't share.



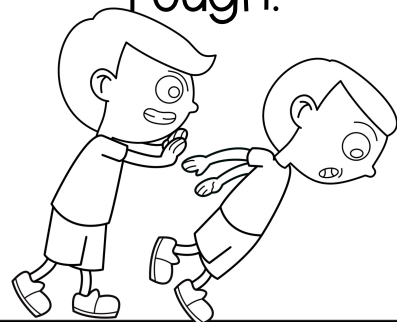
### ANGER TRIGGERS

When no one wants to play.



### ANGER TRIGGERS

When someone plays too rough.



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

# My ANGER TRIGGERS

What pushes your buttons?

Write and draw about your anger triggers.

A square box with a thick black border. The top portion is a solid red horizontal bar. The bottom right corner features a 3D-style red button with a grey base.A square box with a thick black border. The top portion is a solid red horizontal bar. The bottom right corner features a 3D-style red button with a grey base.A square box with a thick black border. The top portion is a solid red horizontal bar. The bottom right corner features a 3D-style red button with a grey base.A square box with a thick black border. The top portion is a solid red horizontal bar. The bottom right corner features a 3D-style red button with a grey base.

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

© Music City Counselor

# My ANGER TRIGGERS

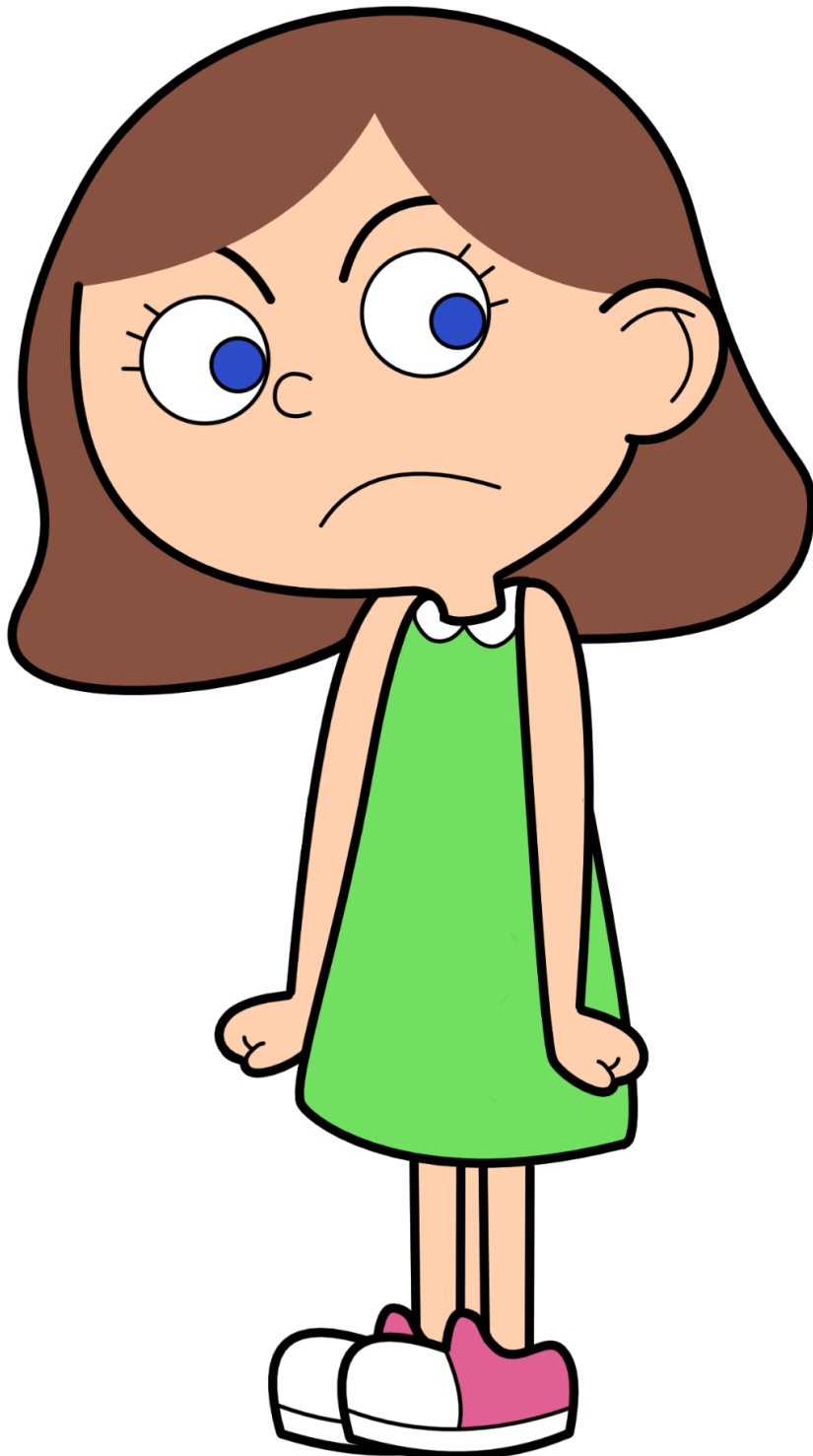
What pushes your buttons?

Write and draw about your anger triggers.

A large rectangular box for drawing, with a small stack of coins at the bottom right corner.A large rectangular box for drawing, with a small stack of coins at the bottom right corner.A large rectangular box for drawing, with a small stack of coins at the bottom right corner.A large rectangular box for drawing, with a small stack of coins at the bottom right corner.

# SESSION 5:

## The 5 Levels of Anger



# SESSION 5: The 5 Levels of Anger

## SESSION GOALS:

- Students will learn to describe each of the 5 levels of anger.
- Students will learn to describe what each level of anger looks and feels like in our bodies and brains.

## ASCA ALIGNMENT:

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

## MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- "My Anger Volcano" poster
- 1 "My Anger Volcano" worksheet per student
- 6 cut out discussion cards
- Pencils
- Crayons or markers

## DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about the 5 "levels of anger" and what each one feels and looks like in our bodies and brains.
- **Ask students** if they think there are different "levels" of anger. If so, what might they be? Brainstorm and discuss.
- Share the **"My Anger Volcano" poster** with students. Explain that our anger can feel like a volcano. It starts off calm/small, but if we don't learn to control it, it grows and grows until it explodes! Describe each of the 5 levels of anger. Ask students to share which level(s) they experience the most and the least often.
- Give each student a **"My Anger Volcano" worksheet**. Ask students to write or draw about what each level feels and looks like in their bodies and brains. Once they're done, they can share with the group.
- Give each student a **discussion card**. Ask them to read it aloud to the group and share their thoughts and feelings with the group.
- **Close** by sharing that next week we will be talking about situations, people, and problems that make us feel each of the 5 levels of anger.

# My ANGER VOLCANO

**OUT OF  
CONTROL**



I am exploding with BIG feelings I can't control. I may make bad choices or say things I regret.

**ANGRY**



My heart is beating fast and my hands are in fists. I'm overwhelmed and am starting to lose control.

**FRUSTRATED**



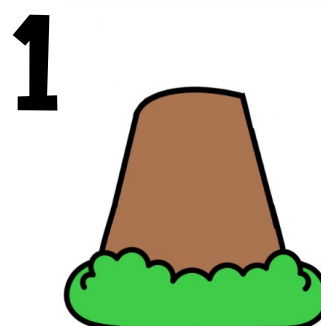
I feel bothered and upset. My breathing is getting faster. My body is starting to sweat.

**ANNOYED**



Something is bugging me. I feel irritated. My body is starting to feel tense.

**CALM**







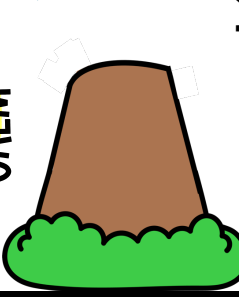
I am peaceful and relaxed. My body feels comfortable. Everything is okay.

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

# My ANGER VOLCANO

Feels like:

Looks like:

<p>OUT OF CONTROL</p> <p>5</p> 		
<p>ANGRY</p> <p>4</p> 		
<p>FRUSTRATED</p> <p>3</p> 		
<p>ANNOYED</p> <p>2</p> 		
<p>CALM</p> <p>1</p> 		

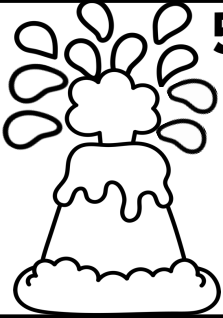
Name: \_\_\_\_\_

# My ANGER VOLCANO

Feels like:

Looks like:

OUT OF CONTROL



5

ANGRY



4

FRUSTRATED



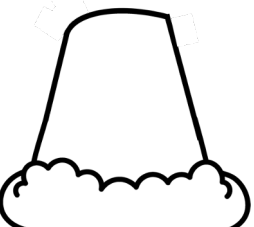
3

ANNOYED



2

CALM



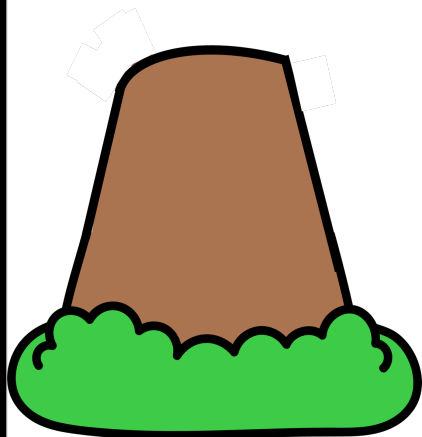
1



# Discussion Cards

LET'S SHARE!

1

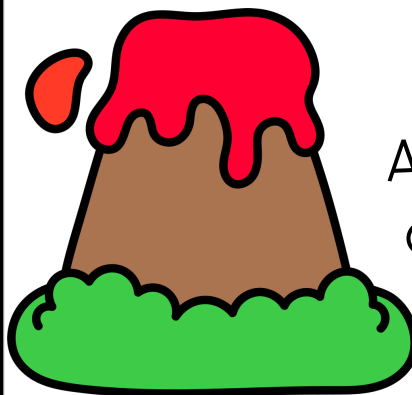


**CALM**

What does  
CALM look  
and feel like  
to you?

LET'S SHARE!

2



**ANNOYED**

What does  
ANNOYED look  
and feel like  
to you?

LET'S SHARE!

3



**FRUSTRATED**

What does  
FRUSTRATED look  
and feel like to  
you?

LET'S SHARE!

4



**ANGRY**

What does  
ANGRY look and  
feel like to you?

LET'S SHARE!

5



**OUT OF  
CONTROL**

What does OUT  
OF CONTROL  
look and feel  
like to you?

# SESSION 6:

## My Anger Volcano



# SESSION 6: My Anger Volcano

## SESSION GOALS:

- Students will learn to rate anger triggers according to the 5 levels of anger.
- Students will identify people, situations, and problems that make them feel each of the 5 levels of anger.

## ASCA ALIGNMENT:

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

## MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- "My Anger Volcano" poster from last week
- 1 "My Anger Volcano" cut-and-paste activity sheet per student
- 1 set of cut out anger scale labels
- 1 set of 15 anger triggers cards per student
- 6 cut out discussion cards
- Scissors
- Glue sticks
- Pencils





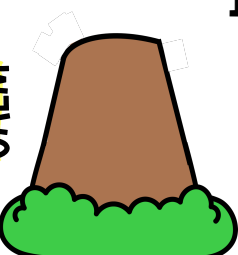
## DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week (especially the 5 levels of anger on the "My Anger Volcano" poster).
- **Explain** that today we will learn how to "rate" our anger triggers according to the 5 levels of anger.
- Give each student a **"My Anger Volcano" cut-and-paste activity sheet** and the **set of 15 anger triggers cards**. Ask students to cut out the anger triggers cards.
- Lay out the **anger scale labels (1 – 5)** on the table so all students can access them. Discuss each anger trigger card with students and ask them to "rate" whether that trigger feels like a 1, 2, 3, 4, or 5 on the Anger Volcano scale to them. It is okay (and expected) for students to have different ratings than their peers because we all experience anger differently. As you go through each card, ask students to place the card under the corresponding label card that shows how they would rate that trigger. Each student can form their own pile under each label.
- After you have gone through and rated each anger trigger card, students can choose one card from each pile/label and glue it onto the correct space on the "My Anger Volcano" activity sheet.
- Give each student a **discussion card**. Ask them to read it aloud to the group then share their thoughts and feelings with the group.
- **Close** by sharing that next week we will be talking about what "calm" looks and feels like.

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

# My ANGER VOLCANO

I feel...when...

<p>OUT OF CONTROL</p> <p>5</p> 	
<p>ANGRY</p> <p>4</p> 	
<p>FRUSTRATED</p> <p>3</p> 	
<p>ANNOYED</p> <p>2</p> 	
<p>CALM</p> <p>1</p> 	

# Anger Scale Rating Labels for Trigger Cards

MY ANGER VOLCANO



CALM  
1

MY ANGER VOLCANO



ANNOYED  
2

MY ANGER VOLCANO



FRUSTRATED  
3

MY ANGER VOLCANO



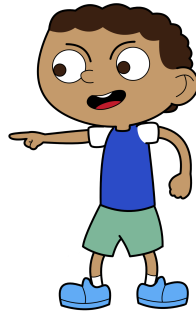
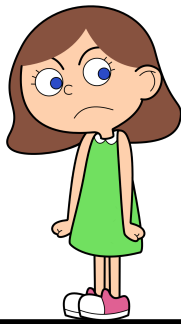
ANGRY  
4

MY ANGER VOLCANO



OUT OF CONTROL  
5

# Anger Trigger Cards



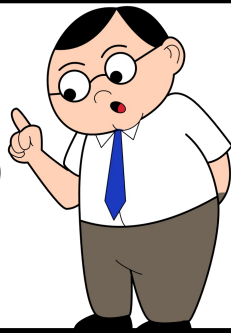
Kenneth teased you  
about the new dress  
your grandma gave  
you.



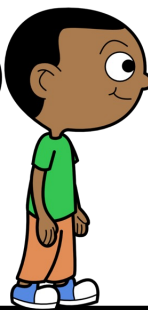
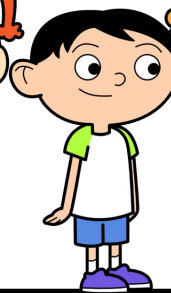
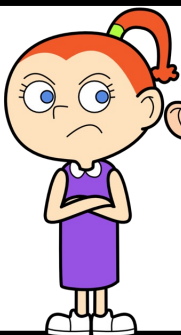
Your math test is just  
too hard!



Jay'Quan and Roger left  
you out of the soccer  
game.

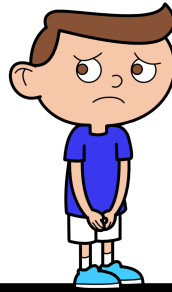


You got in trouble in  
Social Studies class.

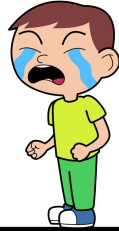
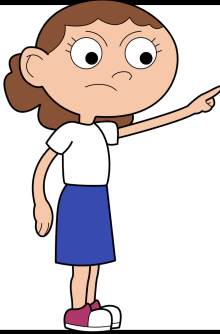


You can't be  
first in line.

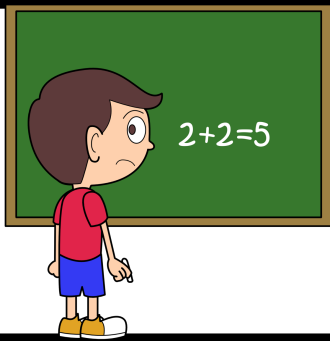
# Anger Trigger Cards



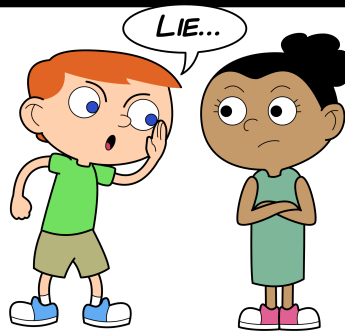
You lost the soccer game.



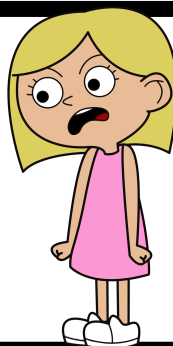
Your mom said "no" when you asked to play with a friend.



You got the answer wrong.



Corbin lied to you.



Holly yelled at you.



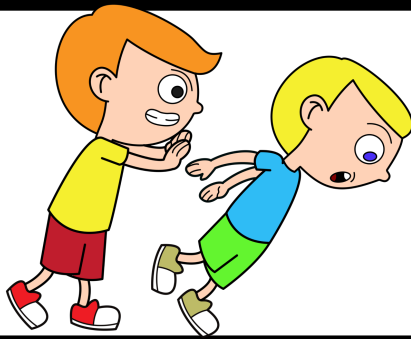
# Anger Trigger Cards



The teacher  
didn't call on you.



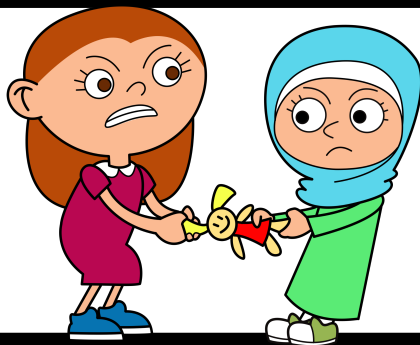
Wyatt got in your  
personal space.



Westin pushed  
you at recess.



You don't understand  
the writing assignment.

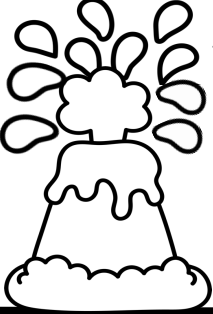


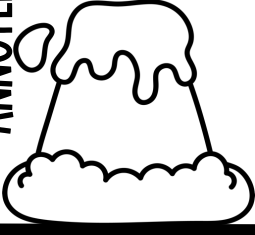
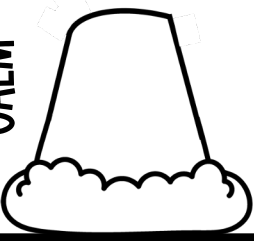


Brianna won't  
share.

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

# My ANGER VOLCANO

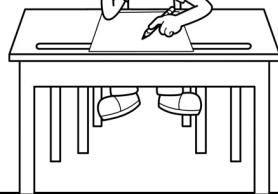
I feel...when...

<p>OUT OF CONTROL</p> <p>5</p> 	
<p>ANGRY</p> <p>4</p> 	
<p>FRUSTRATED</p> <p>3</p> 	
<p>ANNOYED</p> <p>2</p> 	
<p>CALM</p> <p>1</p> 	

# Anger Trigger Cards



Kenneth teased you  
about the new dress  
your grandma gave  
you.



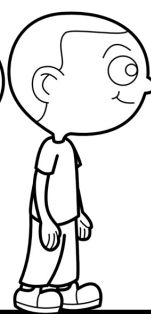
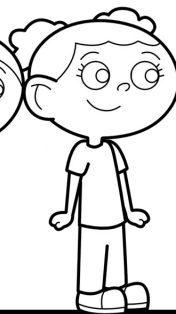
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you out of the soccer  
game.

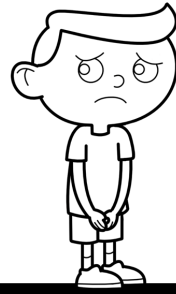


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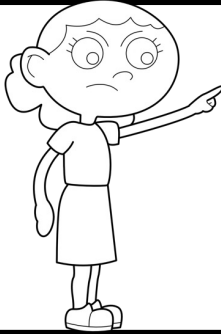


You can't be  
first in line.

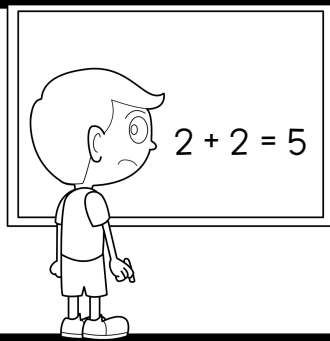
# Anger Trigger Cards



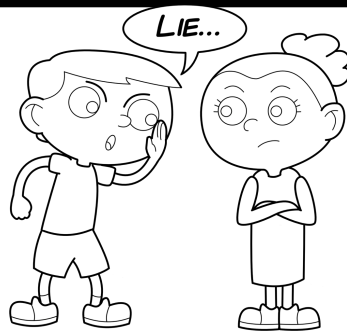
You lost the  
soccer game.



Your mom said "no"  
when you asked to play  
with a friend.



You got the  
answer wrong.

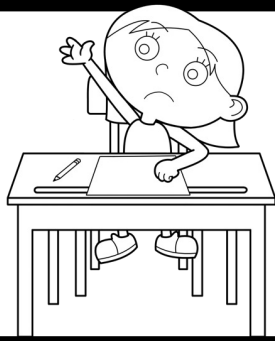


Corbin lied  
to you.



Holly yelled  
at you.

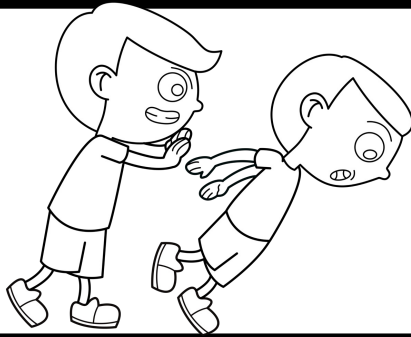
# Anger Trigger Cards



The teacher  
didn't call on you.



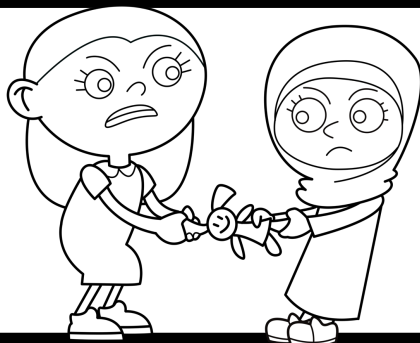
Wyatt got in your  
personal space.



Westin pushed  
you at recess.



You don't understand  
the writing assignment.



Brianna won't  
share.

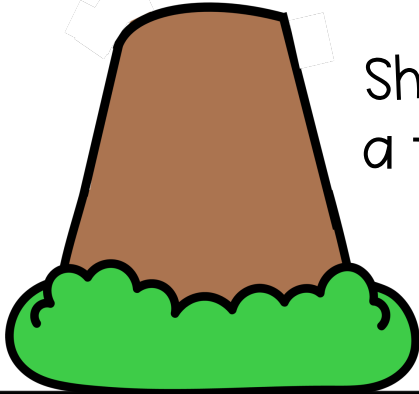
# Discussion Cards

LET'S SHARE!

1

**CALM**

Share about a time when you felt calm.

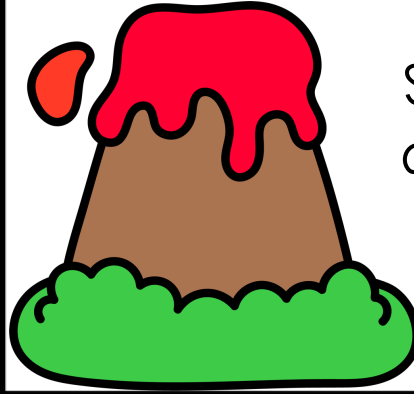


LET'S SHARE!

2

**ANNOYED**

Share about a time when you felt annoyed.



LET'S SHARE!

3

**FRUSTRATED**

Share about a time when you felt frustrated.



LET'S SHARE!

4

**ANGRY**

Share about a time when you felt angry.



LET'S SHARE!

5

**OUT OF CONTROL**

Share about a time when you felt out of control.



# SESSION 7:

## What is Calm & What Does it Look Like?





# SESSION 7: What is Calm & What Does it Look Like?

## SESSION GOALS:

- Students will learn the definition of "calm."
- Students will learn what calm looks like.
- Students will reflect on what calm looks like in their own body.

## ASCA ALIGNMENT:

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

## MATERIALS NEEDED:

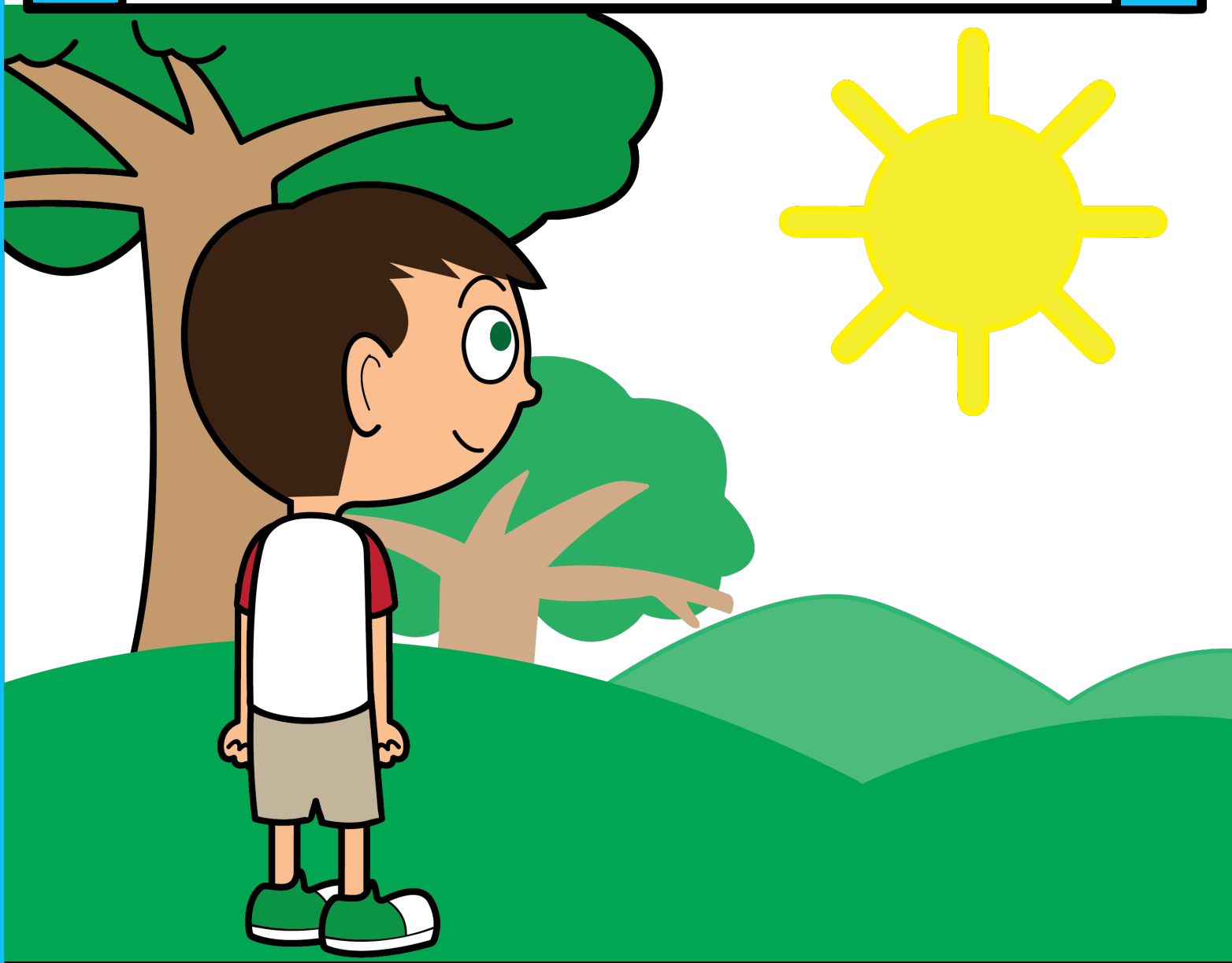
- Group folders
- "How Do You Feel Today?" poster
- "What is Calm?" poster
- "What Does Calm Look Like?" poster
- K-1: 1 "What Does Calm Look Like?" coloring page per student
- 2-5: 1 "What Does Calm Look Like" cut-and-paste activity sheet per student
- "1 My Calm Looks Like" worksheet per student
- Scissors
- Glue sticks
- Pencils
- Crayons or markers

## DIRECTIONS:

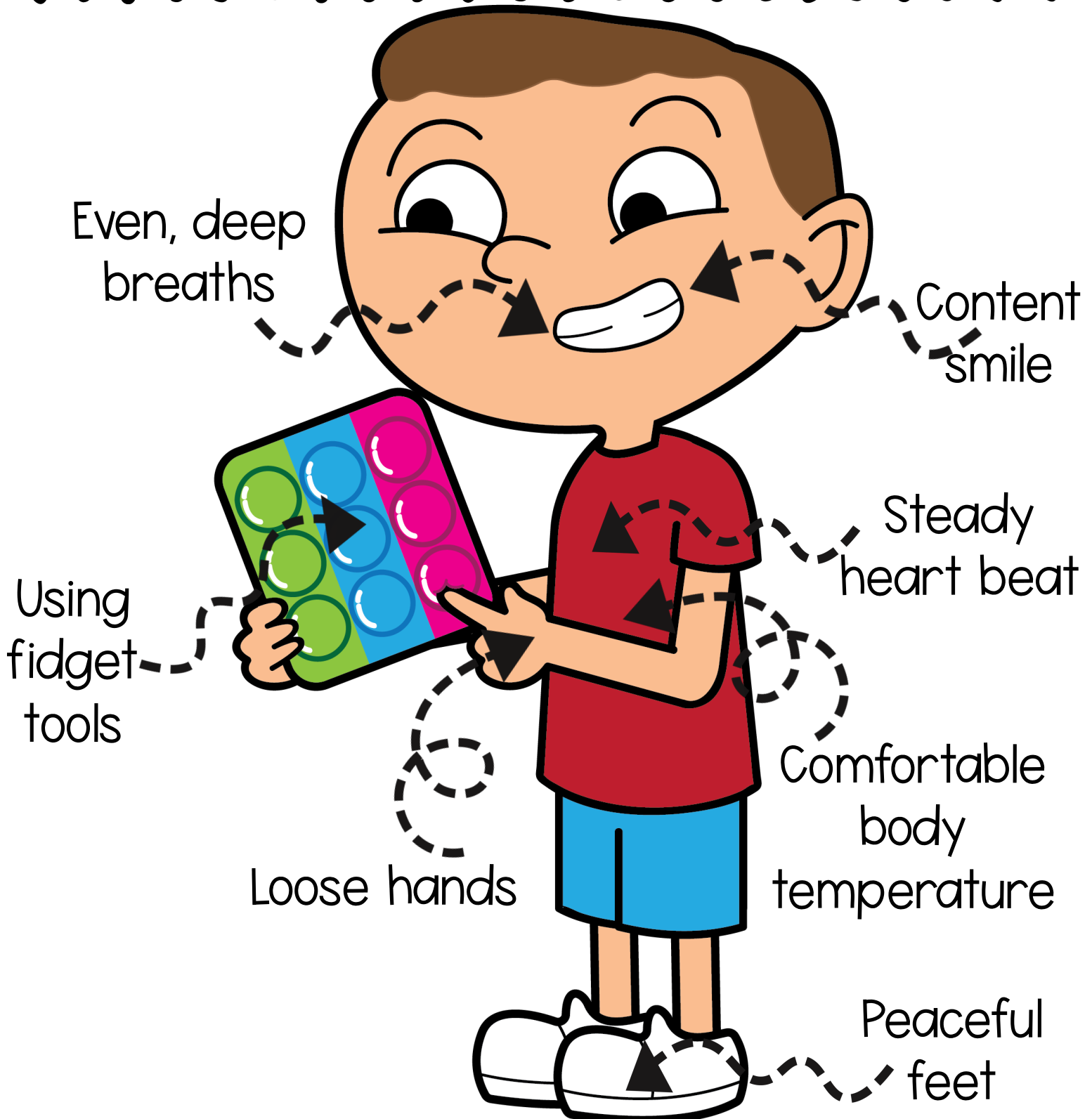
- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about what "calm" means and what it looks like in our body.
- **Ask students** to share with the group what they think "calm" means. Then, teach them the definition on the **"What is Calm?" poster**.
- **Ask students to share** what they think calm looks like in their bodies/how they express calm. Then, show them the **"What Does Calm Look Like?" poster**. Discuss each sign of calm in our bodies.
- **K-1<sup>st</sup> Grade:** Students can color the **"What Does Calm Look Like?" coloring page**.
- **2<sup>nd</sup> – 5<sup>th</sup> Grade:** Give students the **"What Does Calm Look Like?" cut-and-paste activity**. Students can cut out each of the signs of calm and glue them onto the corresponding spaces on the page.
- **K – 5<sup>th</sup> Grade:** Give students the **"My Calm Looks Like" worksheet**. Students can write and draw about what calm looks like to them and how they express calm in their faces and bodies.
- **Close** by sharing that next week we will be talking about what calm feels like.

# What is CALM?

A peaceful and relaxed feeling  
when everything is okay.



# What does CALM LOOK LIKE?

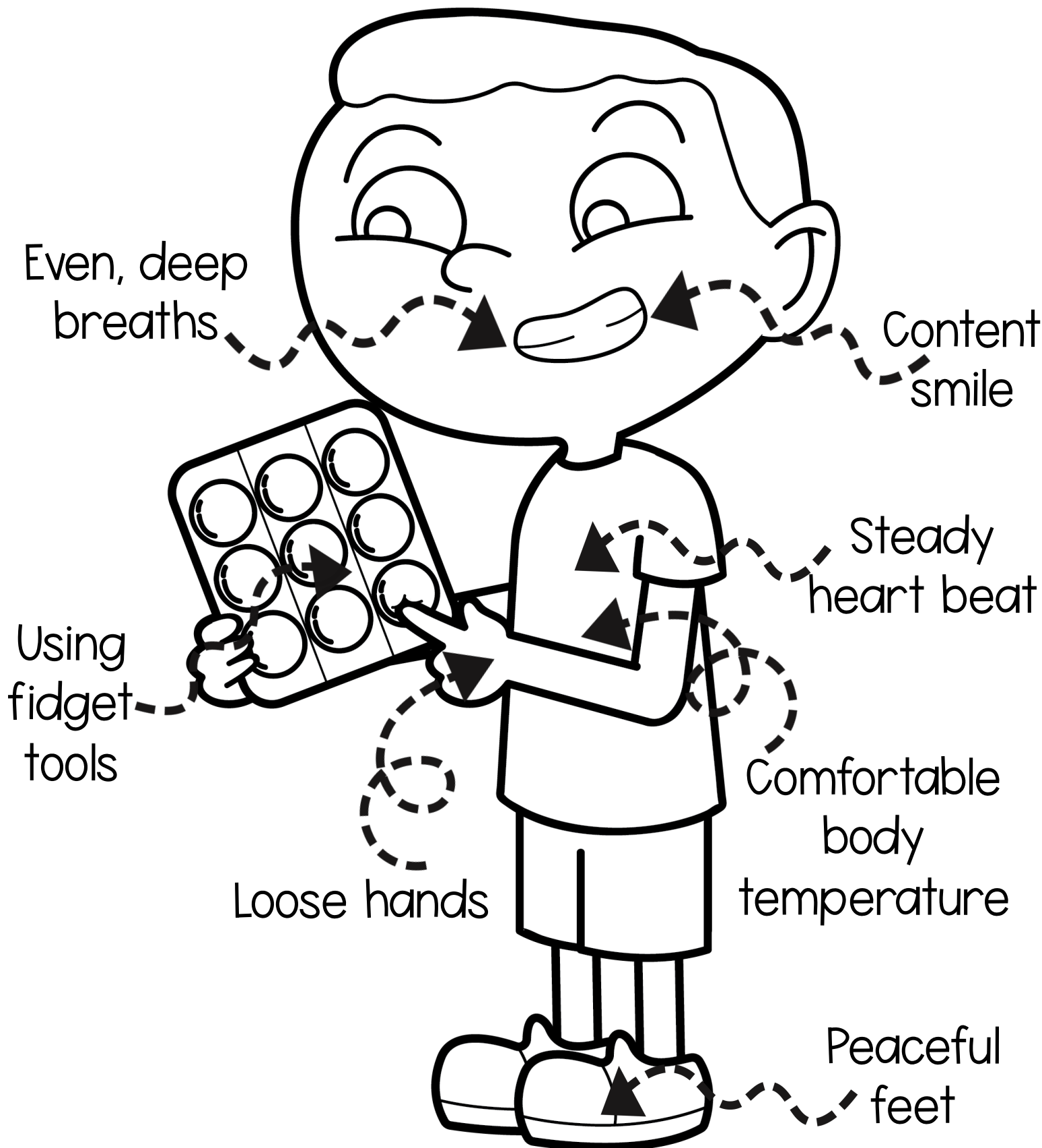


Name: \_\_\_\_\_

© Music City Counselor

# What does CALM LOOK LIKE?

Color the boy and the signs of calm.



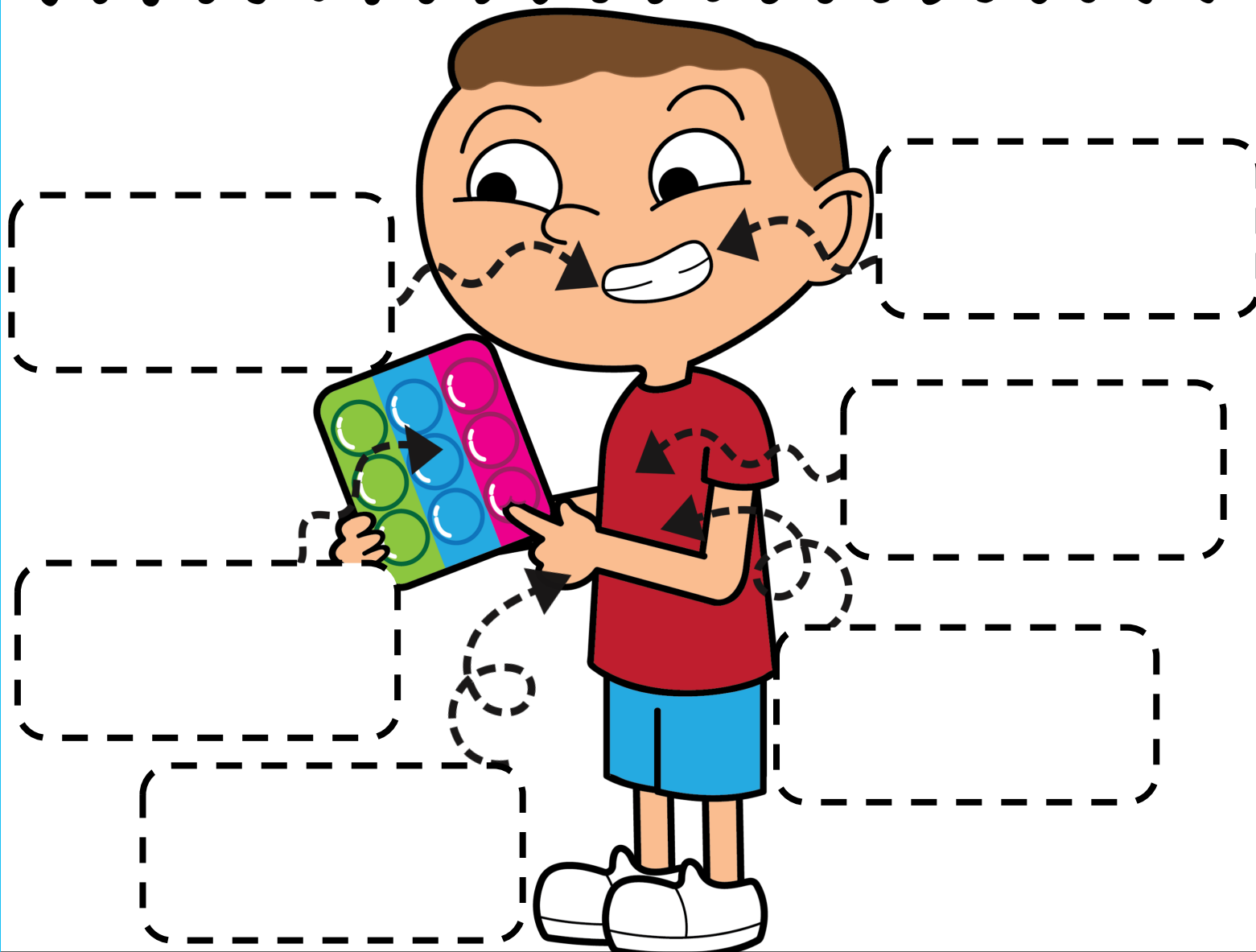
Name: \_\_\_\_\_

© Music City Counselor

# What does CALM LOOK LIKE?

Cut and paste the signs of calm.

.....



Even,  
deep breaths

Comfortable  
temperature

Content  
smile

Loose  
hands

Using fidget  
tools

Steady heart  
beat

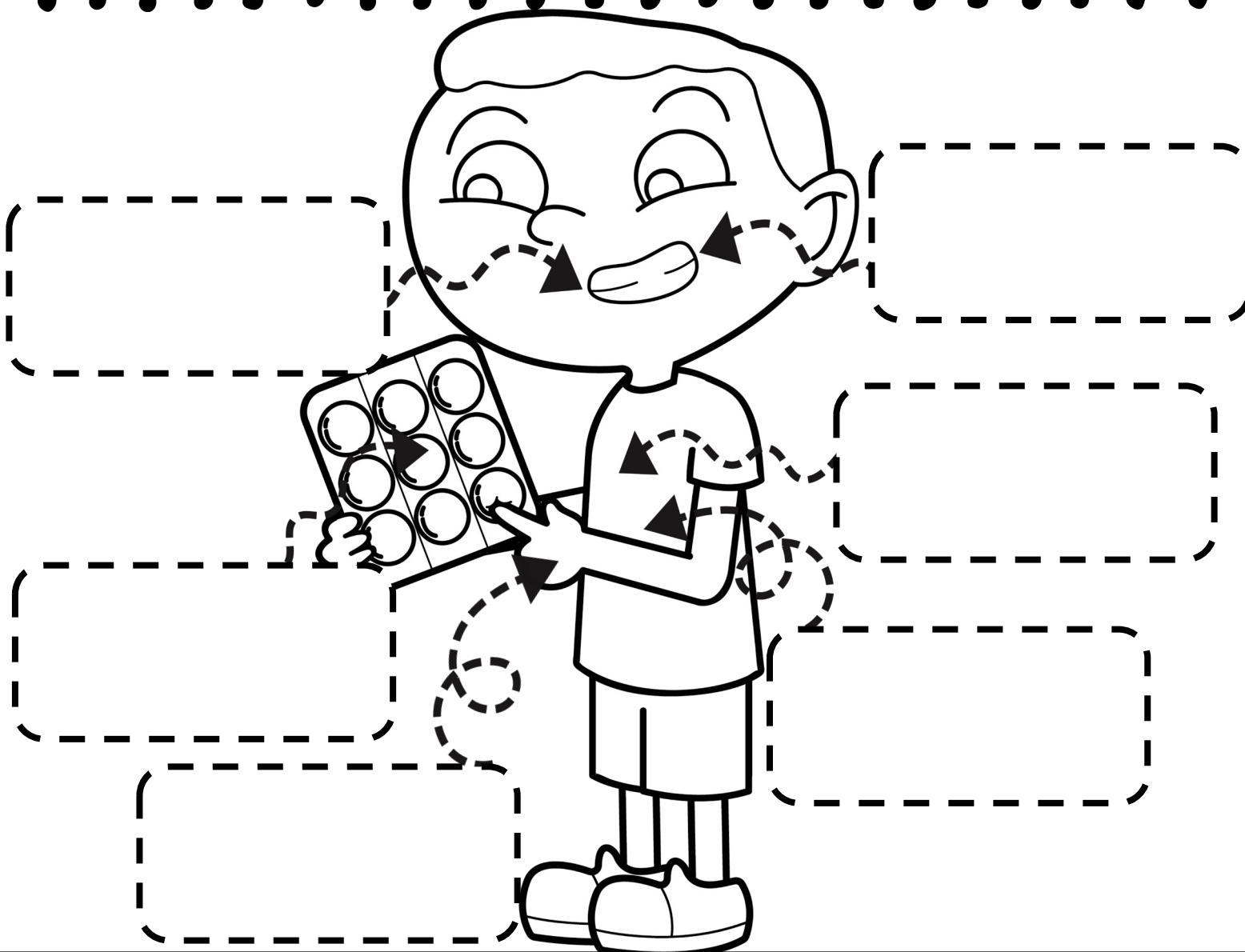
Name: \_\_\_\_\_

© Music City Counselor

# What does CALM LOOK LIKE?

Cut and paste the signs of calm.

.....



Even,  
deep breaths

Comfortable  
temperature

Content  
smile

Loose  
hands

Using fidget  
tools

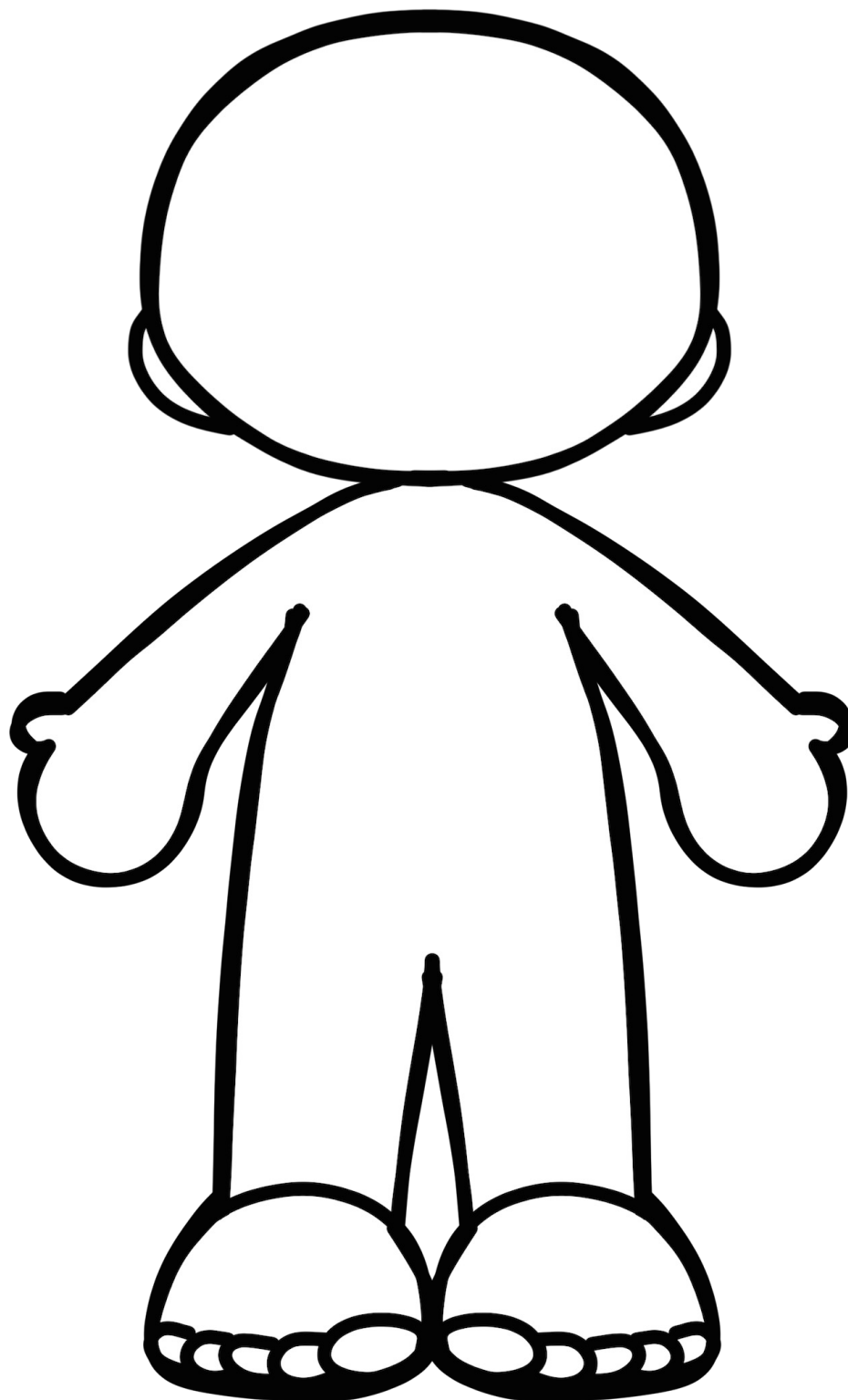
Steady heart  
beat

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

# MY CALM Looks Like

What does calm look like in your body?

Draw and write on the body what your calm looks like.



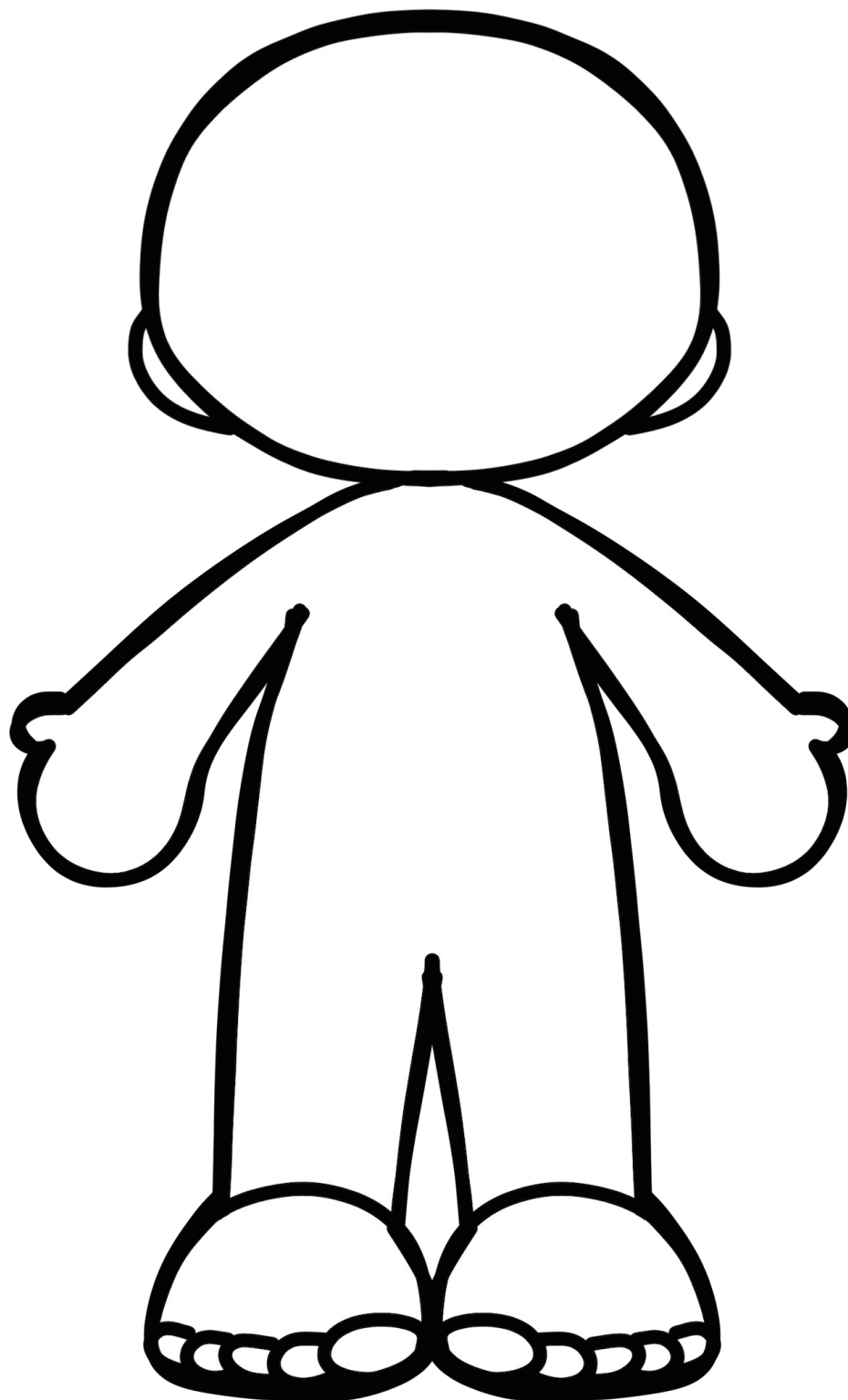


Name: \_\_\_\_\_

# MY CALM Looks Like

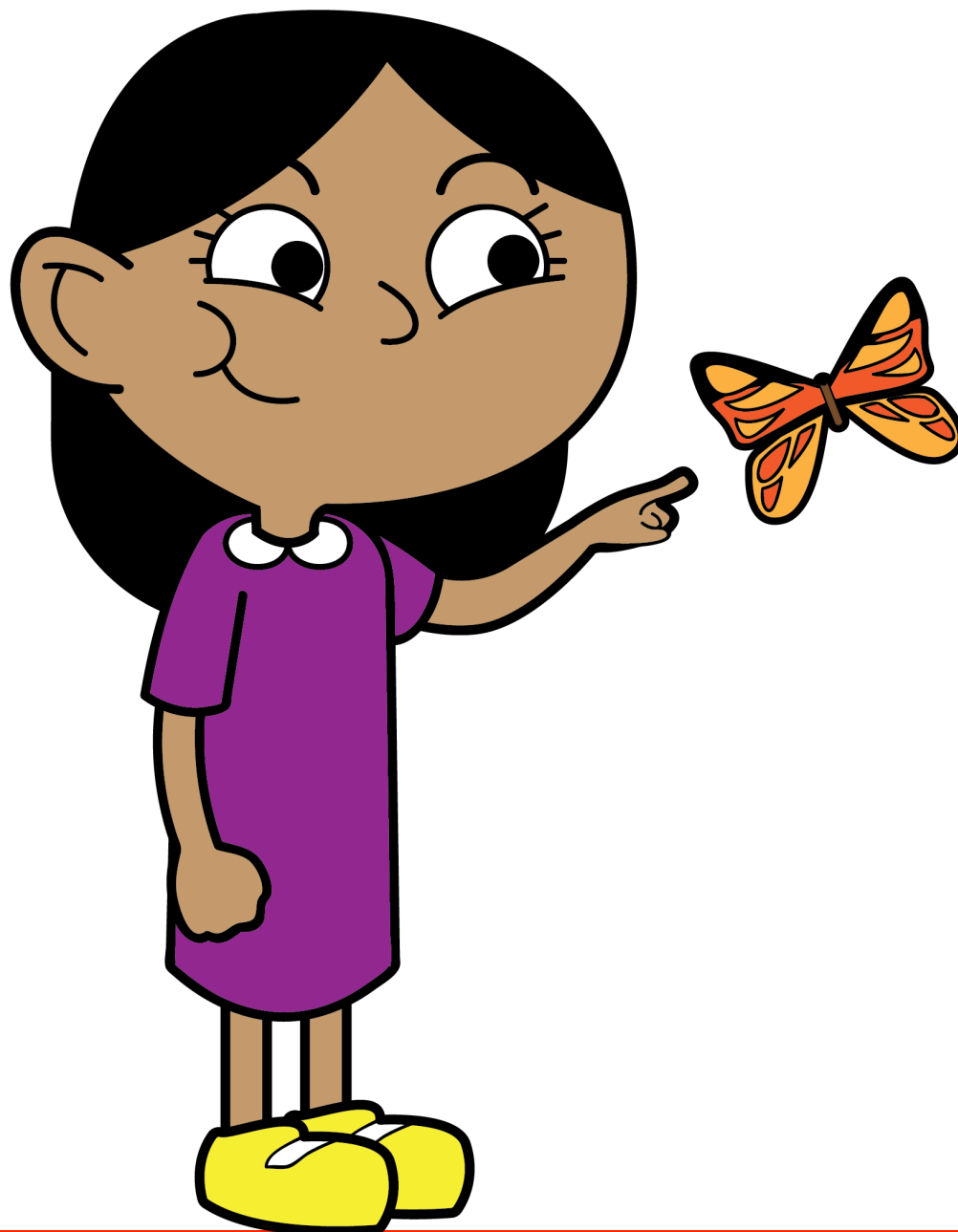
What does calm look like in your body?

Draw and write on the body what your calm looks like.



# SESSION 8:

## What Does Calm Feel Like?



# SESSION 8: What Does Calm Feel Like?

## SESSION GOALS:

- Students will learn what calm feels like in their bodies and brains.
- Students will learn about common times when they may feel calm.
- Students will reflect on what calm feels like to them.
- Students will learn that when we listen to our bodies and understand our anger triggers, we can control our anger *before* we explode.

## ASCA ALIGNMENT:

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

## MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- "What Does Calm Feel Like?" poster
- "When Might we Feel Calm?" poster
- 1 "My Calm Feels Like" worksheet per student
- "Controlling our Anger" poster
- Pencils
- Crayons or markers

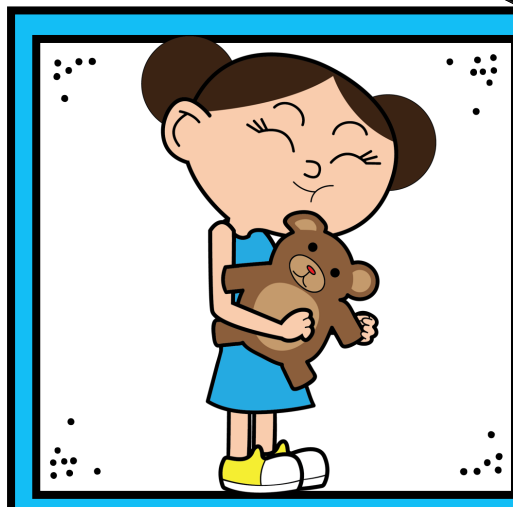
## DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about what calm feels like in our bodies and brains, and common times when we may feel calm.
- **Ask students** to share what calm feels like in their bodies and brains.
- Share the **"What Does Calm Feel Like?" poster** with students and discuss each one. Has calm felt like this to them before? Why or why not? Which one do they most relate to?
- **Ask students** to share what kinds of situations, people, or things typically make them feel calm.
- Share the **"When Might We Feel Calm?" poster** with students and discuss each one. Have these situations made them feel calm before? Why or why not? Which one tends to make them feel the most calm? The least? Explain.
- Give students the **"My Calm Feels Like " worksheet**. Students can write and draw what calm feels like to them. They can use any of the examples discussed in group or create their own.
- Share the **"Controlling our Anger" poster** with students. Explain that when we listen to our bodies and understand our anger triggers, we can control our anger *before* we explode.
- **Close** by sharing that next week we will be talking all about coping skills and how to control our anger/big feelings.

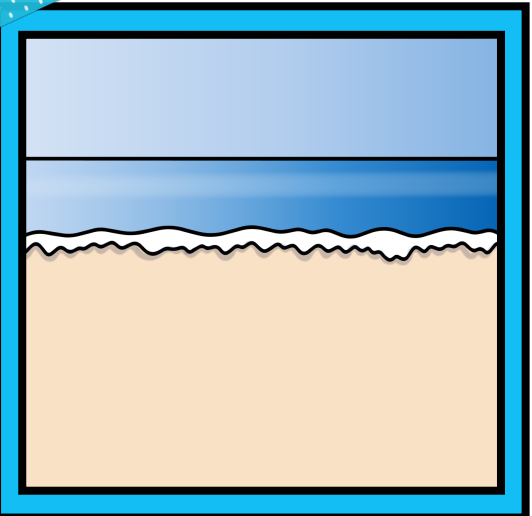
# What does CALM FEEL LIKE?



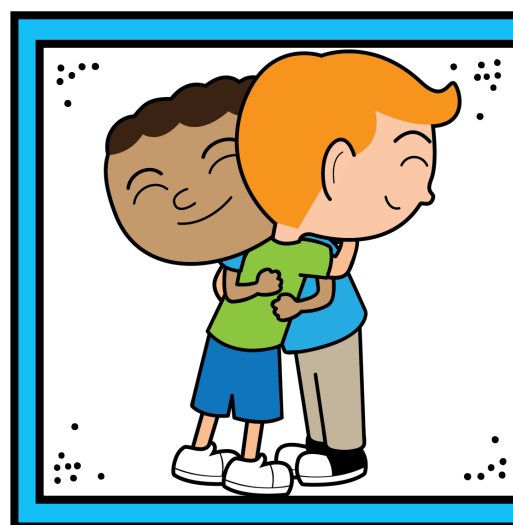
A quiet pond on a sunny day.



A cozy, soft blanket or stuffed animal.

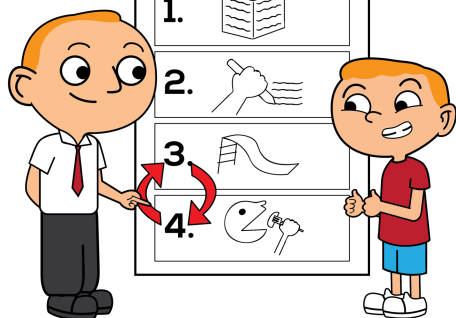


A gentle breeze on the beach.

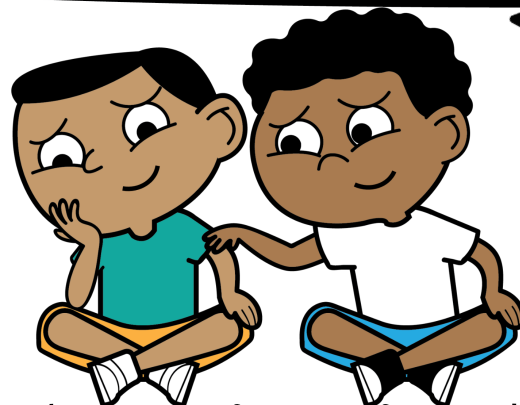


A warm hug from someone you love.

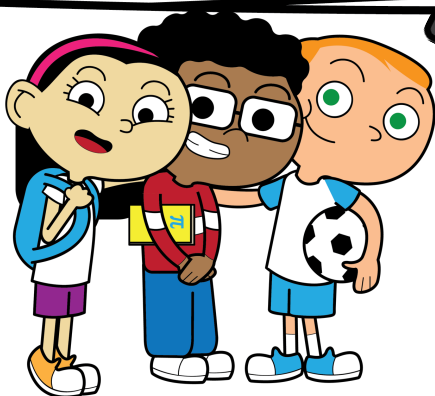
# When Might We FEEL CALM?



When we have a predictable, structured routine.



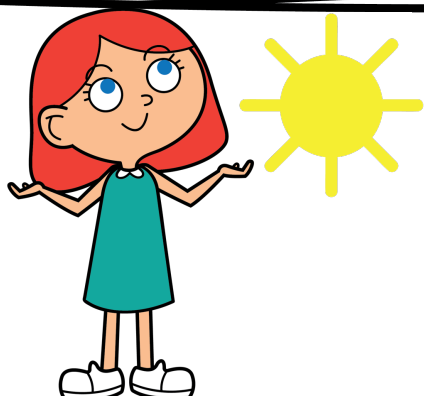
When we feel safe and supported.



When we spend quality time with family and friends.



When we are active and exercising.



When we are outside in nature.



When we sleep and eat well.  
When our needs are met.

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

# MY CALM Feels Like

What does calm feel like to you?

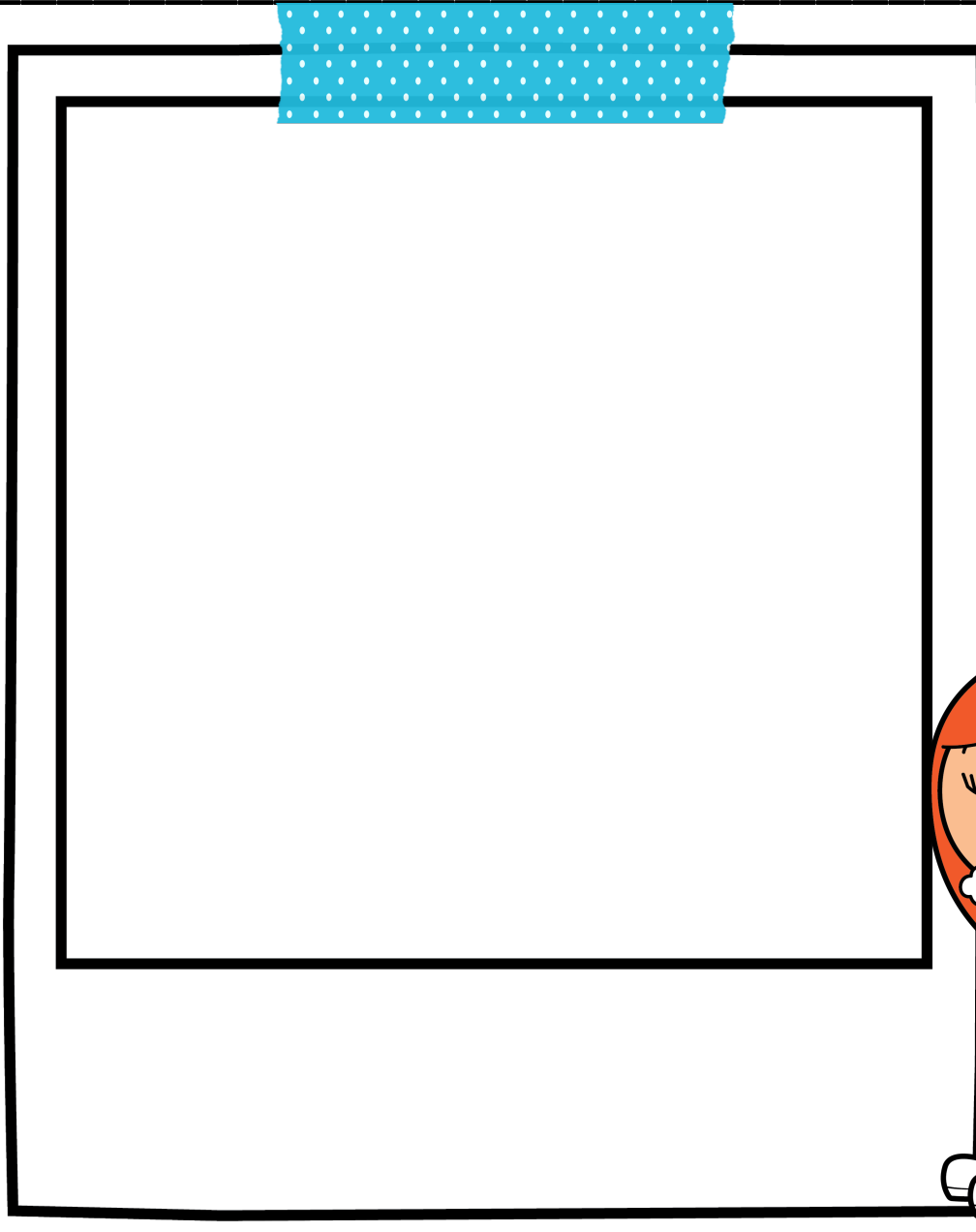
Draw and write about how calm feels to you.



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

# MY CALM Feels Like

What does calm feel like to you?

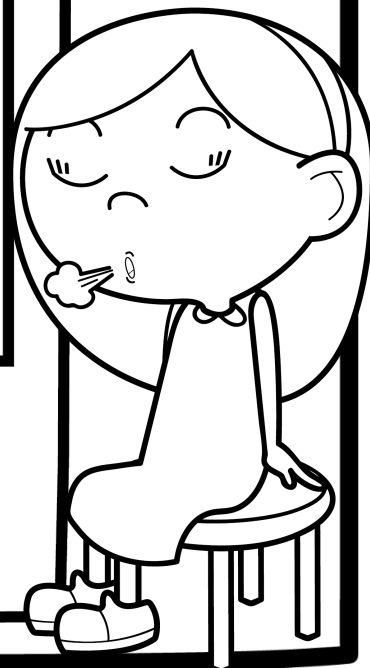
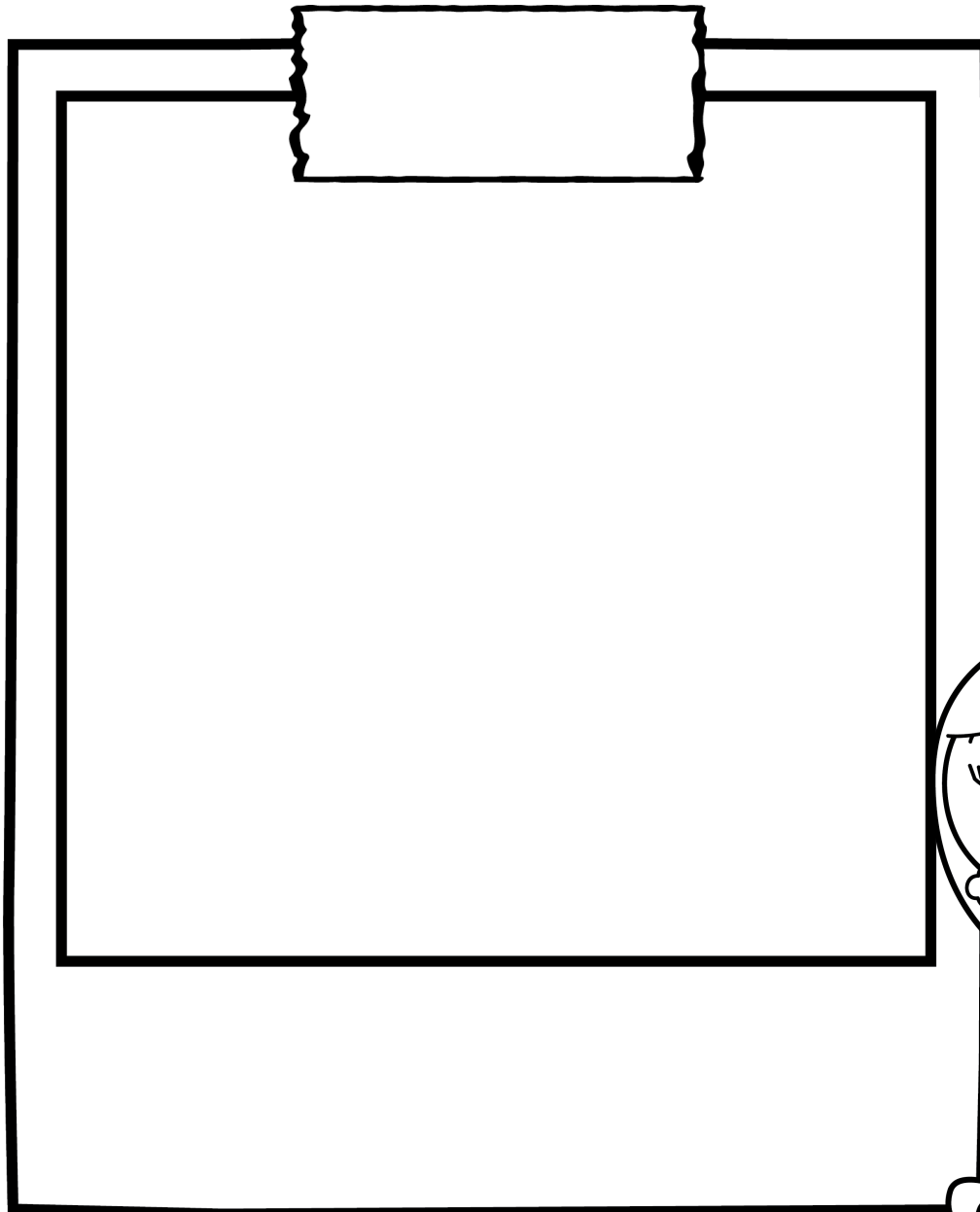
Draw and write about how calm feels to you.



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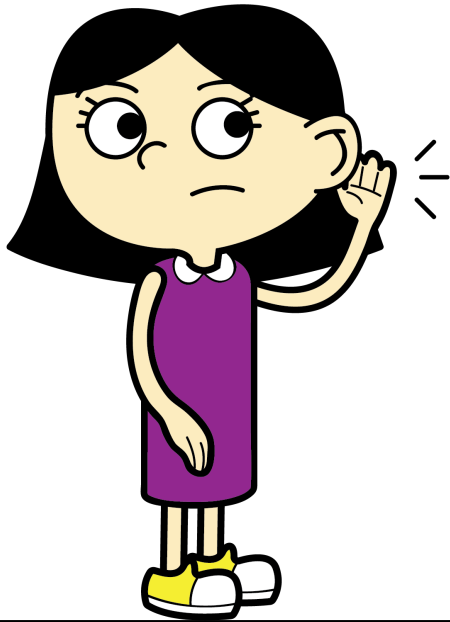




# CONTROLLING our ANGER

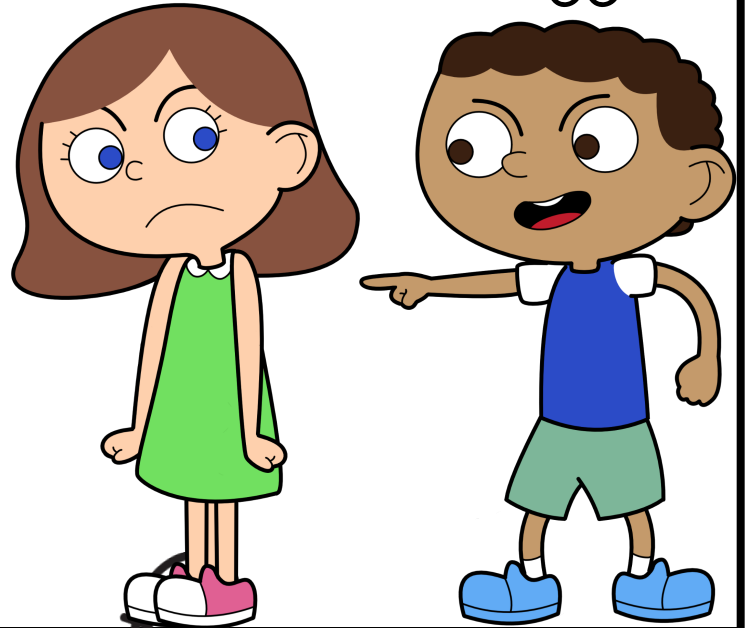
## WHEN WE

listen to our bodies



## AND

understand our triggers,



## THEN WE CAN...

control our anger before we explode!





# SESSION 9:

## Using Coping Skills



# SESSION 9: Using Coping Skills

## SESSION GOALS:

- Students will learn the definition of "coping skill."
- Students will learn 4 facts about coping skills.
- Students will learn and practice 18 coping skills.
- Students will reflect on and identify which coping skills they like best.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

## MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- "What is a Coping Skill?" poster
- "Facts About Coping Skills" poster
- "18 Coping Skills" poster
- 1 "My Coping Skills" cut-and-paste activity page per student
- 1 set per student of the 18 coping skills cards
- 1 "My Coping Skills" coloring page per student
- Scissors
- Glue sticks
- Pencils
- Crayons or markers

## DIRECTIONS:

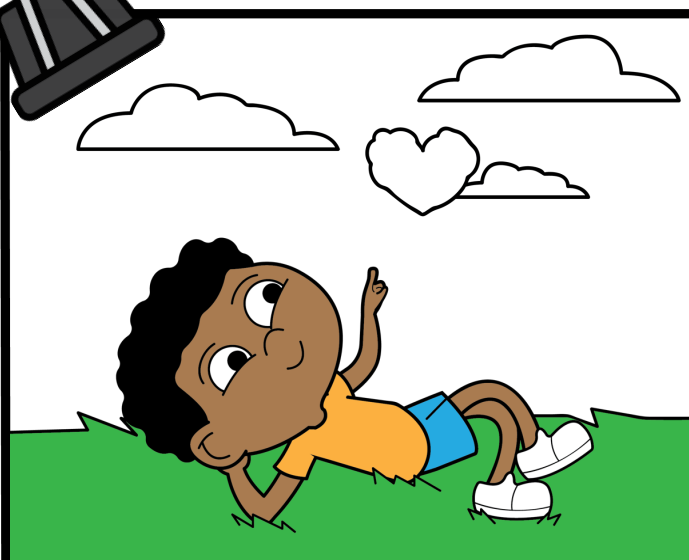
- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about coping skills.
- **Ask students** if they have heard of coping skills. If so, what are coping skills? And how can they help us?
- Share the **"What is a Coping Skill?" poster** with students and discuss the definition. Ask them to share examples of coping skills they may know and/or use.
- Teach students the 4 facts about coping skills using the **"Facts about Coping Skills" poster**. Discuss each one.
- Review the **"18 Coping Skills" poster** with students. Discuss each skill with students and practice/model it, if possible.
- Give each student a **"My Coping Skills" cut-and-paste activity page** and a **set of the 18 coping skills cards**. Ask students to cut out each card. Then, ask them to choose the 6 coping skills that help them the most/they want to learn and practice and glue them onto the blank spaces on the "My Coping Skills" page. Once they're done, students can share with the group.
- Give each student a **"My Coping Skills" coloring page**. Ask them to color their favorite coping skills/the ones they want to learn and practice.
- **Close** by sharing that next week we will be playing a game to review everything we learned.

# What is a COPING SKILL?

Tools and strategies to calm  
your body and mind.



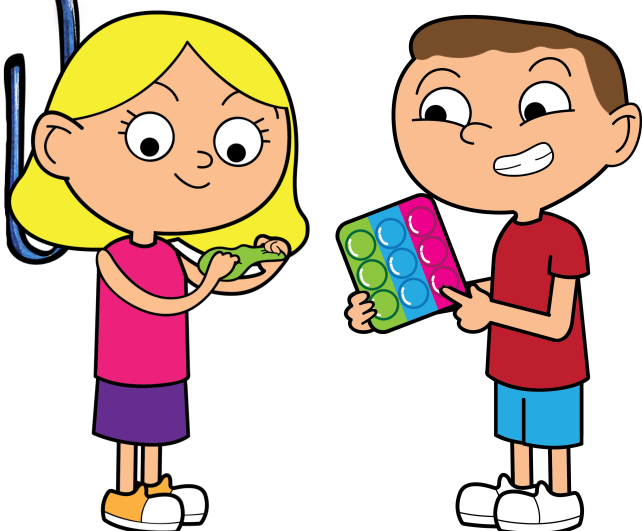
# Facts About COPING SKILLS



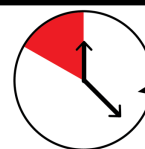
Help us control our feelings.



Help us think clearly and make good choices.

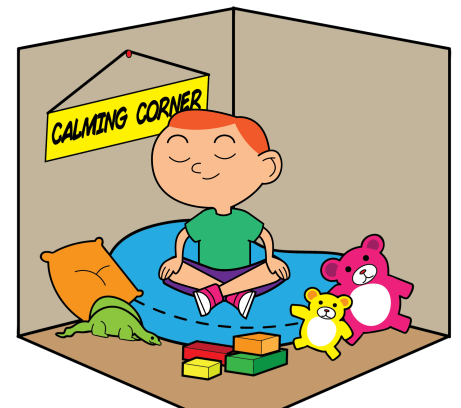
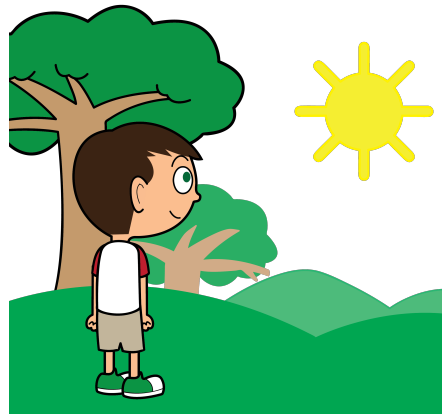
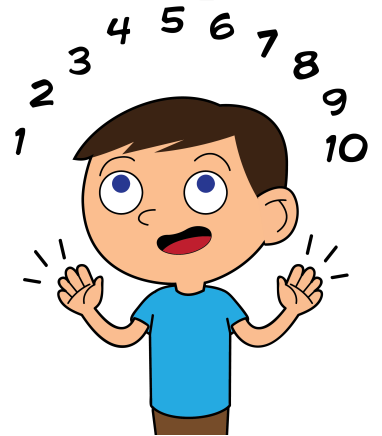
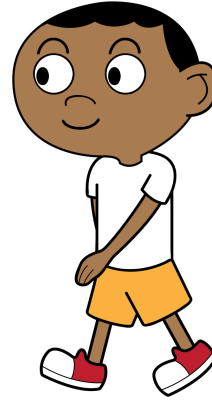
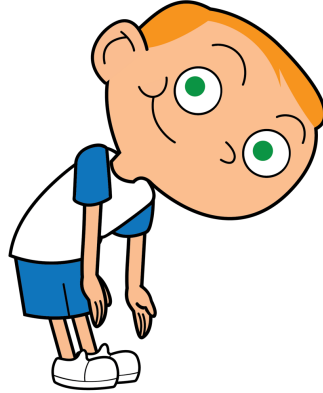


Different people prefer different strategies.



Take practice, time, and effort to learn.

# 18 COPING SKILLS






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

# My COPING SKILLS

Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

COPING SKILLS

Take a break




COPING SKILLS

Take deep breaths



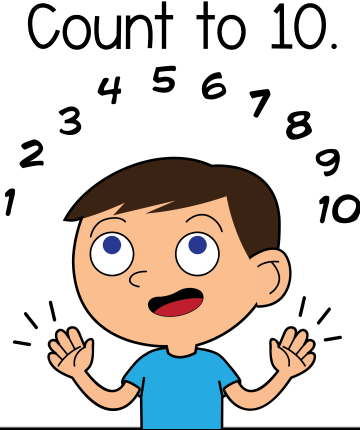
COPING SKILLS

Go to the Calm Corner



COPING SKILLS

Count to 10.



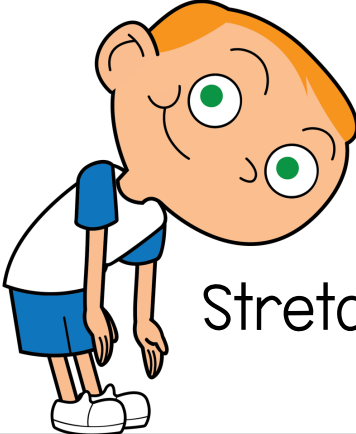
COPING SKILLS

Drink water



COPING SKILLS

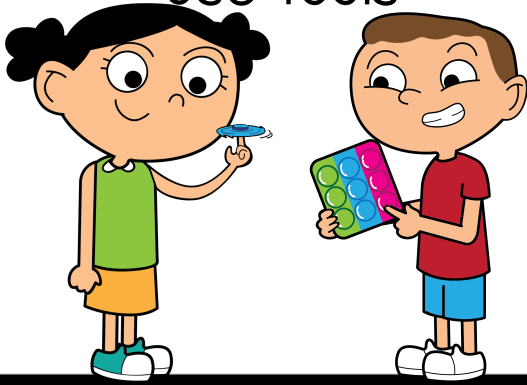
Stretch



Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

## COPING SKILLS

Use tools



## COPING SKILLS

Seek support from friends



## COPING SKILLS

Imagine a  
happy  
place



## COPING SKILLS

Hug a stuffed  
animal



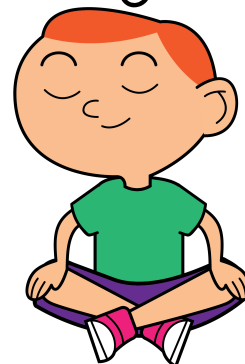
## COPING SKILLS

Listen to  
music



## COPING SKILLS

Practice grounding





Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

### COPING SKILLS



Draw or  
paint

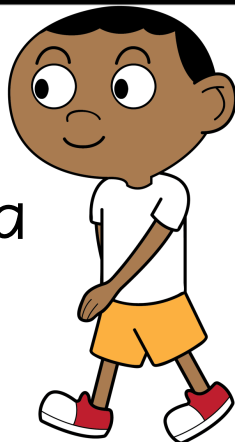
### COPING SKILLS

Play with  
dough



### COPING SKILLS

Take a  
walk



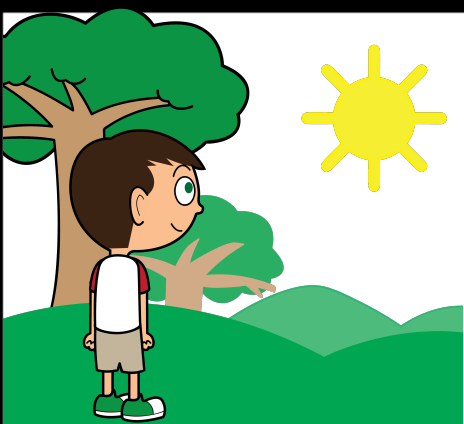
### COPING SKILLS

Read a  
book



### COPING SKILLS

Spend  
time  
in  
nature



### COPING SKILLS

Write or journal



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

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# My COPING SKILLS







Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

COPING SKILLS

Take a break



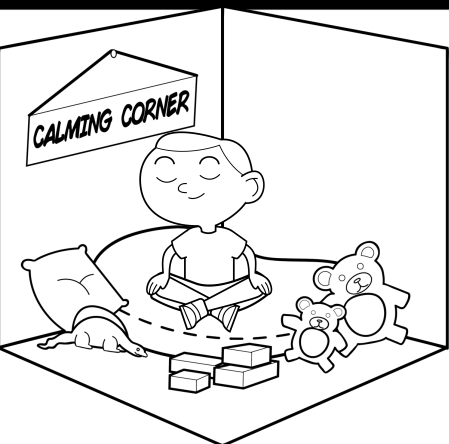
COPING SKILLS

Take deep breaths



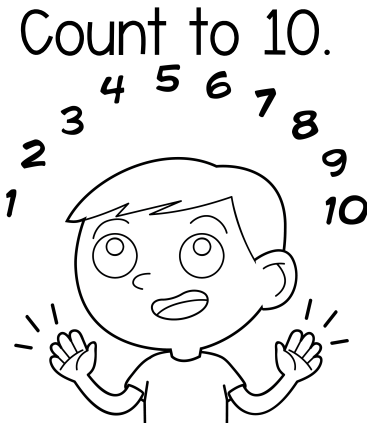
COPING SKILLS

Go to the Calm Corner



COPING SKILLS

Count to 10.



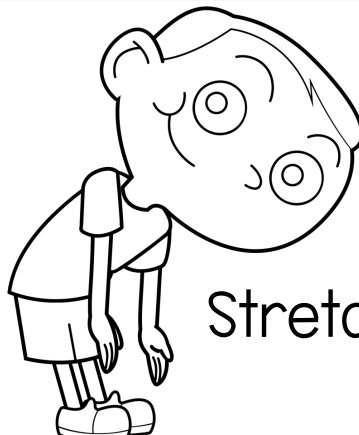
COPING SKILLS

Drink water



COPING SKILLS

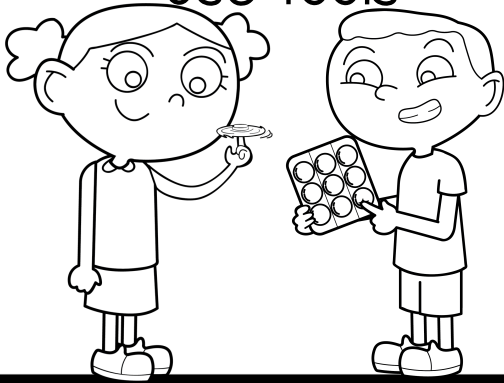
Stretch



Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

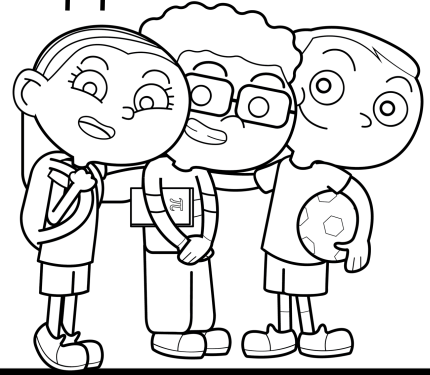
### COPING SKILLS

Use tools



### COPING SKILLS

Seek support from friends



### COPING SKILLS

Imagine a  
happy  
place



### COPING SKILLS

Hug a stuffed  
animal



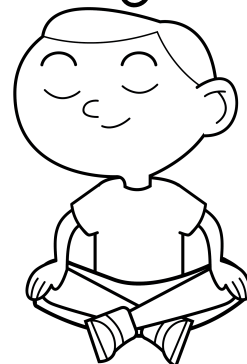
### COPING SKILLS

Listen to  
music



### COPING SKILLS

Practice grounding



Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

### COPING SKILLS



Draw or  
paint

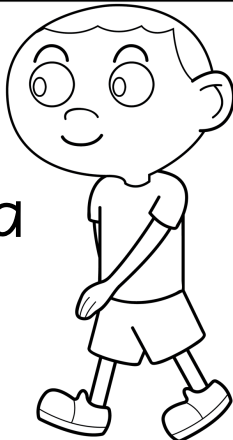
### COPING SKILLS

Play with  
dough



### COPING SKILLS

Take a  
walk



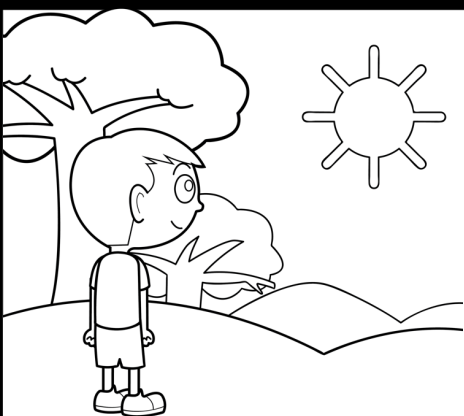
### COPING SKILLS

Read a  
book



### COPING SKILLS

Spend  
time  
in  
nature



### COPING SKILLS

Write or journal

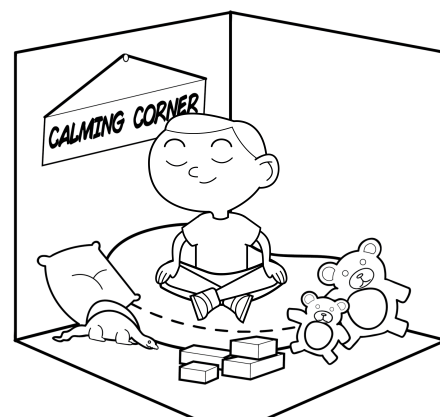
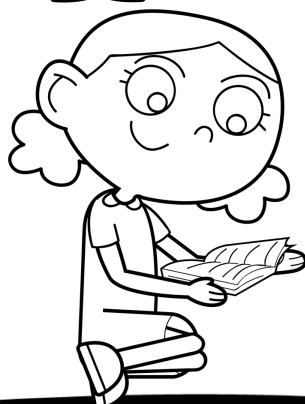
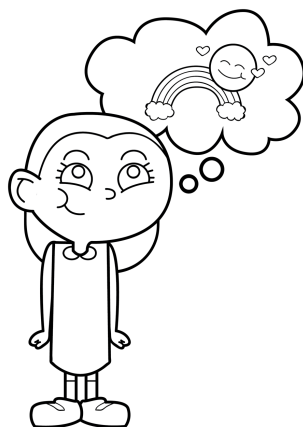
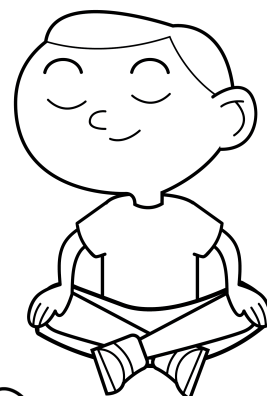
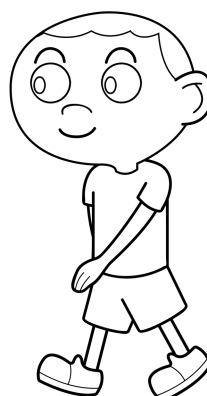
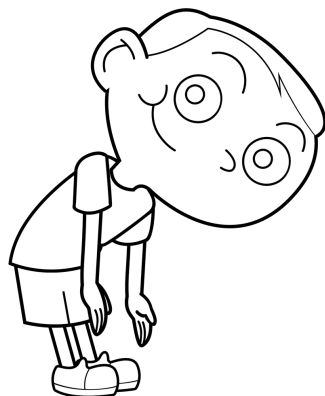


Name: \_\_\_\_\_

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# My COPING SKILLS

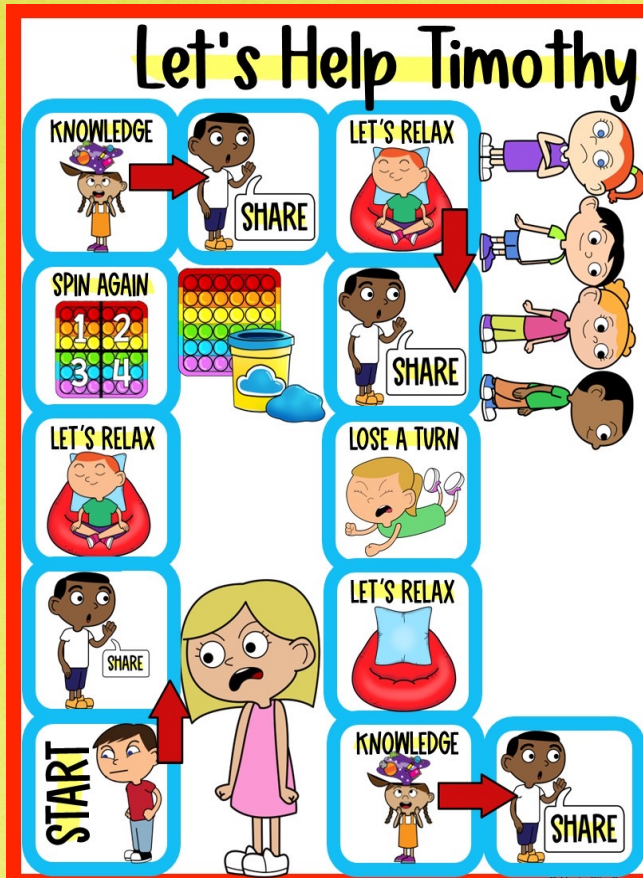
Color your favorite coping strategies.





# SESSION 10:

## Group Review Folder Game





# SESSION 10: Group Review Folder Game

## SESSION GOALS:

Students will review:

- What is anger?
- What are anger triggers?
- What does anger look and feel like in the body?
- What are the 5 levels of anger, and what do they look and feel like?
- What is calm?
- What are coping skills?
- What does calm look and feel like in the body?

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment

## MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- Printed "How to Play" page
- Printed game pages
- Printed cut out game cards
- Printed cut out game pieces
- Printed cut out spinner
- Plastic spinner attachment that can be purchased here: <https://amzn.to/3hPx7YN> or you can use a brad or paper clip
- 4 small binder clips
- Manila folder
- Scissors
- Glue stick
- Color printer and paper (cardstock recommended)
- Ziploc bag to store your materials

## DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- Explain that this **folder game** will let students review the material learned in group – while having fun!
- Please see the following pages for **assembly and play directions**.

# To Set Up the Game:

## Materials Needed:

- Plastic spinner attachment that can be purchased here: <https://amzn.to/3hPx7YN> or you can use a brad or paper clip
- 4 small binder clips
- Manila folder
- Scissors
- Glue stick
- Color printer and paper (cardstock recommended)
- Ziploc bag to store your materials

## Steps to Assemble the Game:

- Please see the sample images of the assembled game.
- Please glue the "How to Play" page on the front cover of the Manila folder.
- Then, open the Manila folder and glue the 2 board game pages next to each other in the inside.
- Next, please cut out the spinner (that is shaped like a Pop-It). Please attach the plastic spinner, brad, or paper clip to the center of the spinner so it can spin.
- Next, cut out the 4 game pieces and place them in a binder clip so they are standing up straight.
- If you have double-sided printing available, print the RELAX CARDS, KNOWLEDGE CARDS, and SHARE CARDS front-back with the cover on the front and the question on the back. Please cut out each card. If you do not have double-sided printing available, please either print the front and back of the cards separately and glue them together OR just print the question side.
- Arrange the RELAX, KNOWLEDGE, and SHARE cards with the questions facing down in 3 separate piles in front of you.

# Explaining the Game to Students

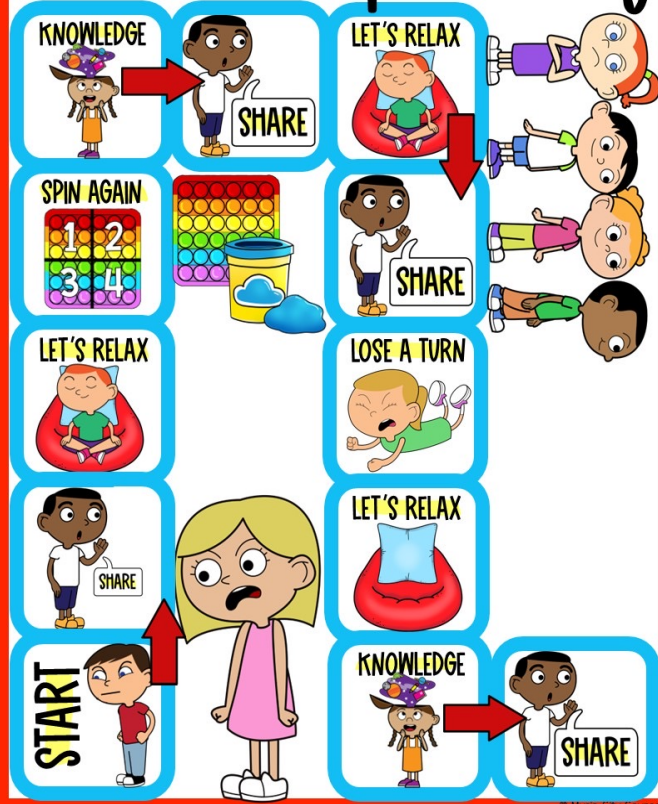
- This game was designed for 2-4 players.
- It focuses on understanding and coping with anger.
- Emerging readers can play the game with support, with the educator reading the questions aloud.
- Fluent readers can play the game on their own once they learn how to play.
- Start by reading the "How to Play" page aloud to students. It explains that a boy named Timothy is feeling very angry and needs their help to cope with his big feelings. Their mission is to show him their knowledge about anger, share their experiences with anger, and practice coping skills to help him calm down. The first player to get to the END space (and help Timothy) wins!
- Explain what the SHARE, RELAX, KNOWLEDGE, SPIN AGAIN, and LOSE A TURN spaces mean.
- Each child can choose the game piece they would like to use.

# To Play the Game:

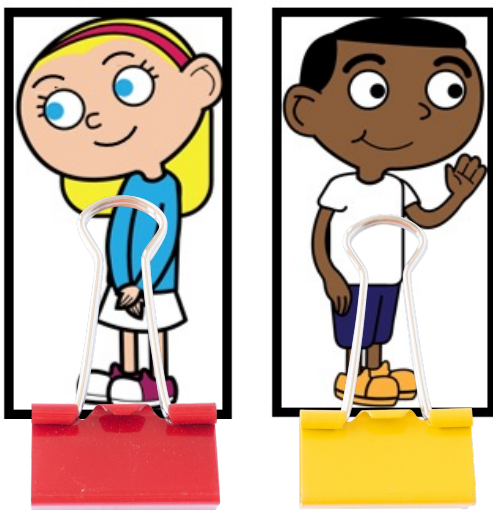
- Each player begins the game by placing their game piece on the START space. On the START space, they can see Timothy feeling very angry.
- The youngest player goes first, then play moves clockwise.
- Players take turns spinning the spinner and moving the amount of spaces on the board that the spinner tells them to move.
- If they land on a RELAX space, they pull a RELAX CARD. RELAX CARDS ask students to practice coping skills.
- If they land on a SHARE space, they pull a SHARE CARD. SHARE CARDS ask students to share about their own experiences with anger and coping skills with the group. Students read the question aloud to the group and answer it.
- If they land on a KNOWLEDGE space, they pull a KNOWLEDGE CARD. KNOWLEDGE CARDS ask students to share what they know/have learned in group about anger and coping skills. Students read the question aloud to the group and answer it.
- If they land on a LOSE A TURN space, they lose a turn.
- If they land on a SPIN AGAIN space, they spin again.
- The first player to arrive at the "END" space will help Timothy calm down and win the game!



# Let's Help Timothy

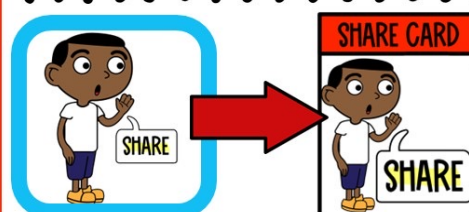


# TAME HIS TEMPER!

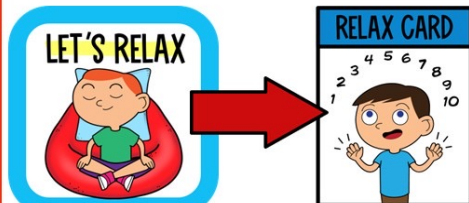


## HOW TO PLAY:

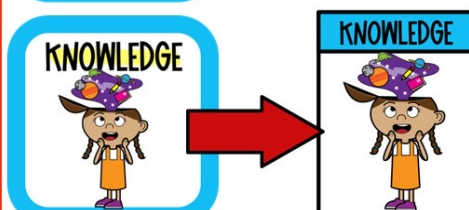
Timothy is feeling very angry! Your mission is to help him cope with his BIG feelings. To help Timothy feel calm, show him your knowledge about anger, share your experiences with anger, and practice coping skills. The first player to get to the END space wins!



**PULL A SHARE CARD!**  
Share your personal experiences with anger and coping skills.



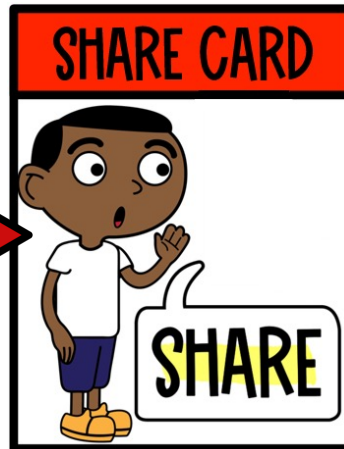
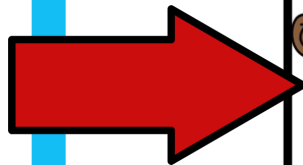
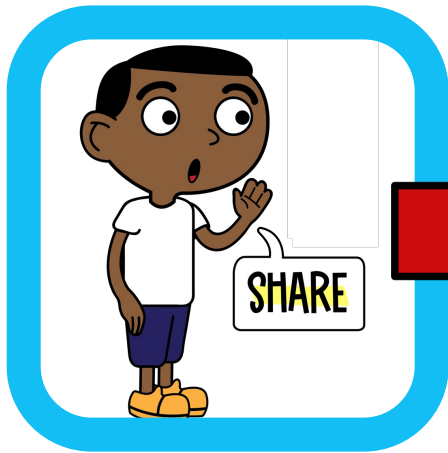
**PULL A RELAX CARD!**  
Practice a coping skill.



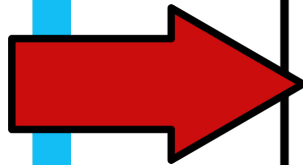
**PULL A KNOWLEDGE CARD!**  
Share what you know about anger and coping skills.

# HOW TO PLAY:

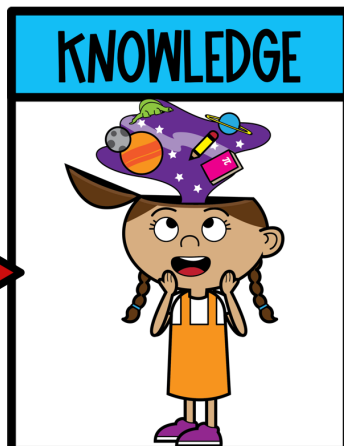
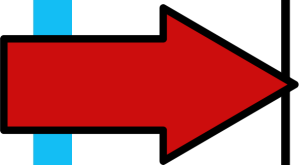
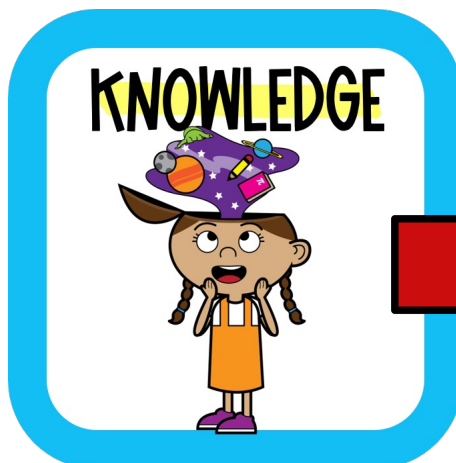
Timothy is feeling very angry! Your mission is to help him cope with his BIG feelings. To help Timothy feel calm, show him your knowledge about anger, share your experiences with anger, and practice coping skills. The first player to get to the END space wins!



**PULL A SHARE CARD!**  
Share your personal experiences with anger and coping skills.



**PULL A RELAX CARD!**  
Practice a coping skill.



**PULL A KNOWLEDGE CARD!**  
Share what you know about anger and coping skills.



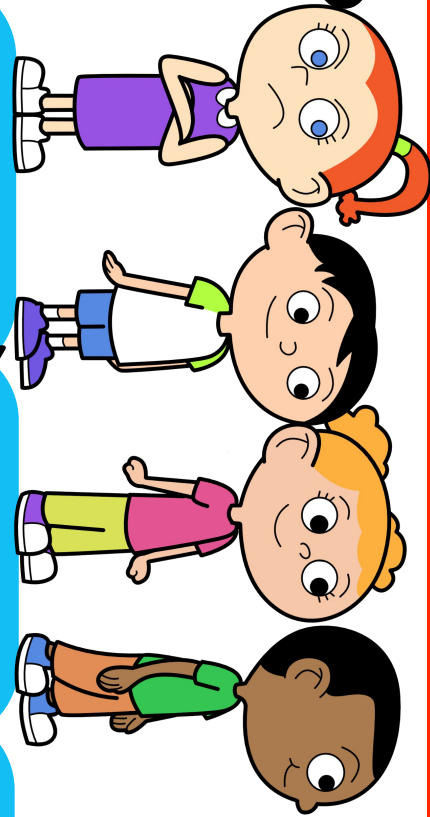
# Let's Help Timothy

KNOWLEDGE



SHARE

LET'S RELAX



SPIN AGAIN

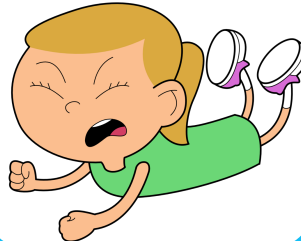


SHARE

LET'S RELAX



LOSE A TURN



LET'S RELAX

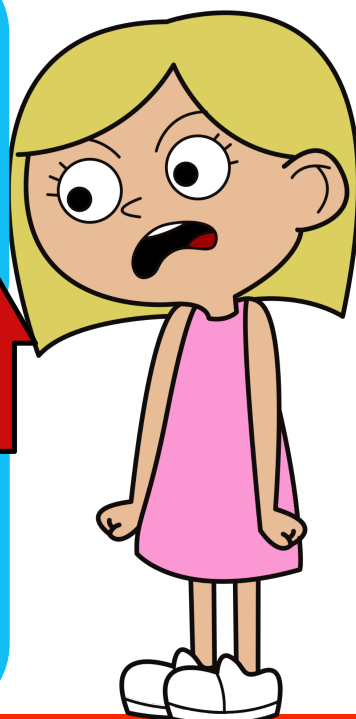
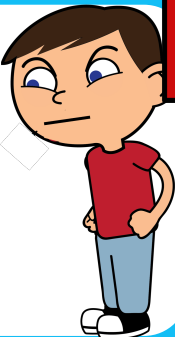


KNOWLEDGE



SHARE

START





# TAME HIS TEMPER!

© Music City Counselor

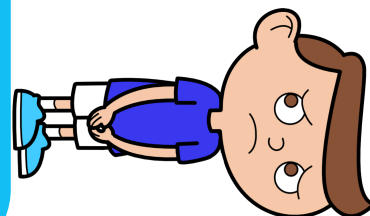
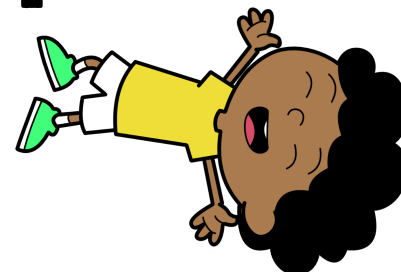
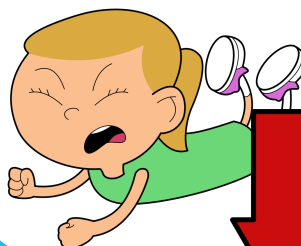
LET'S RELAX



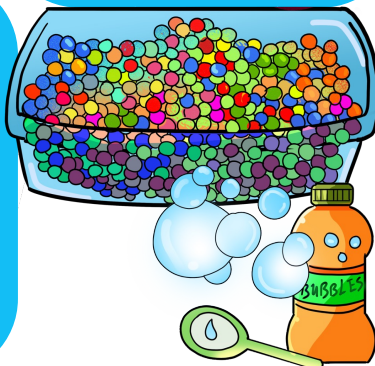
KNOWLEDGE



LOSE A TURN



SHARE



KNOWLEDGE



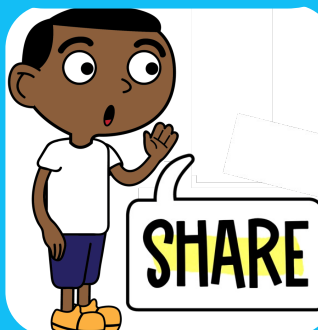
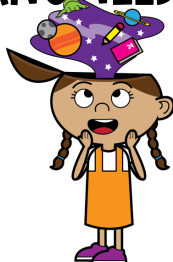
SPIN AGAIN



LET'S RELAX



KNOWLEDGE



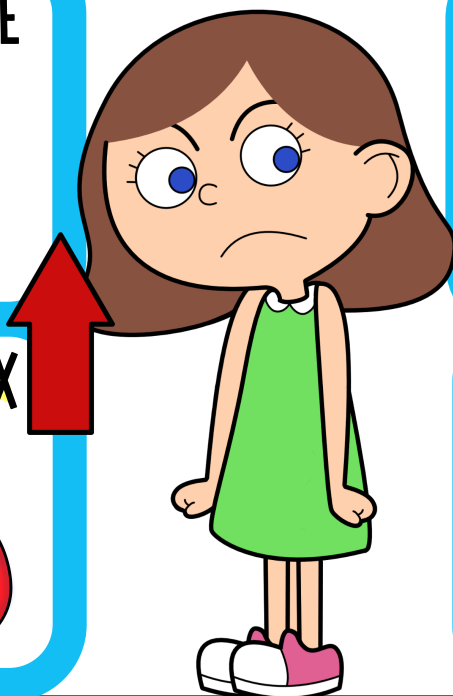
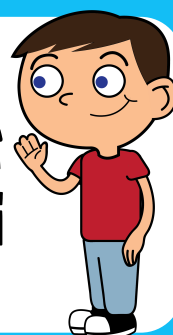
LET'S RELAX



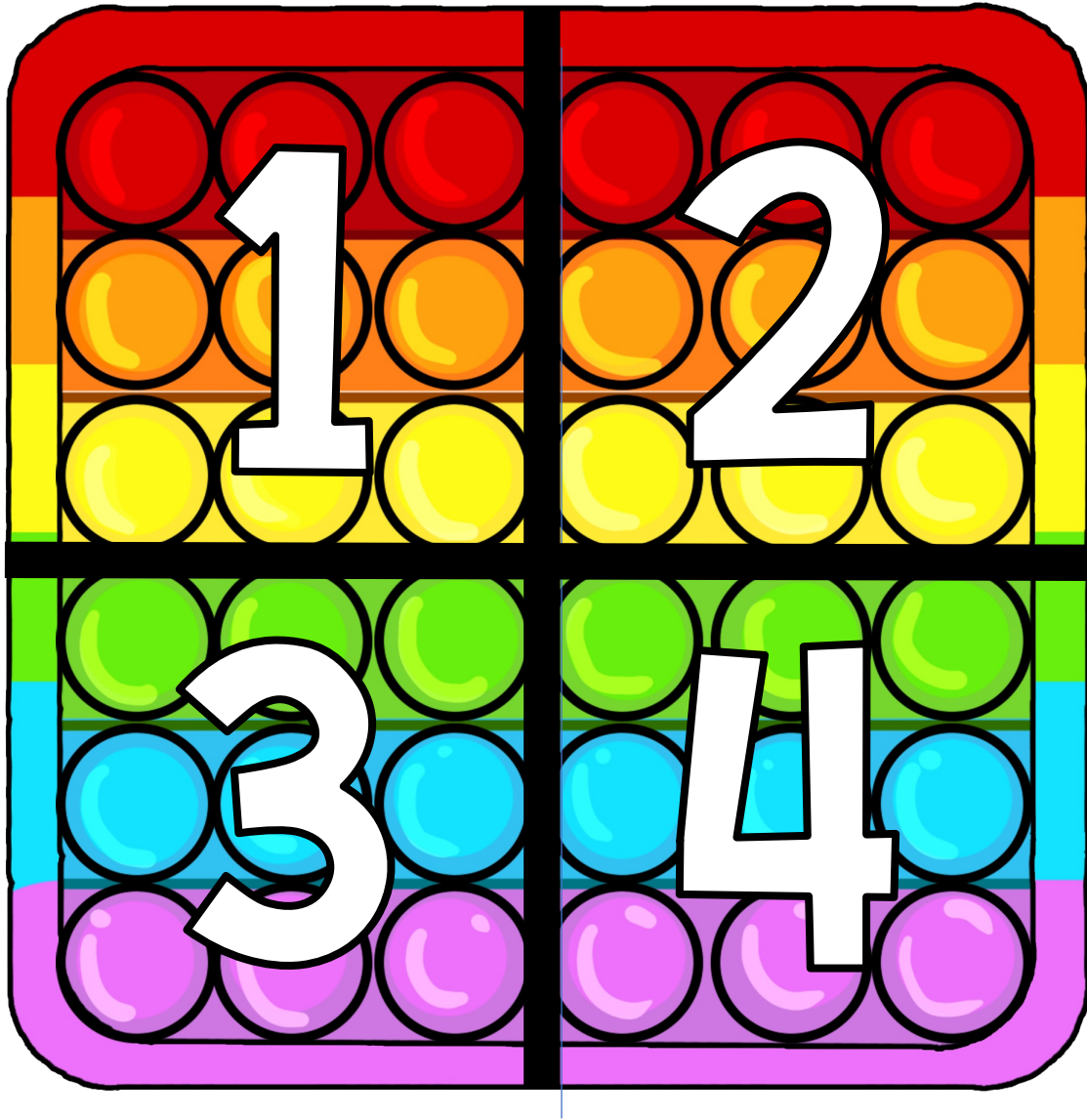
KNOWLEDGE



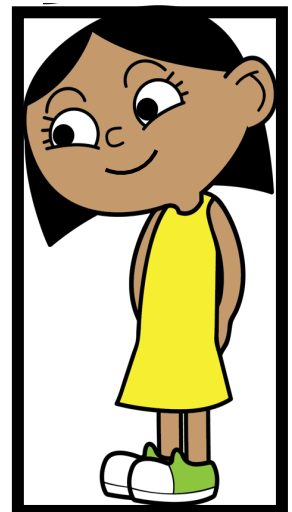
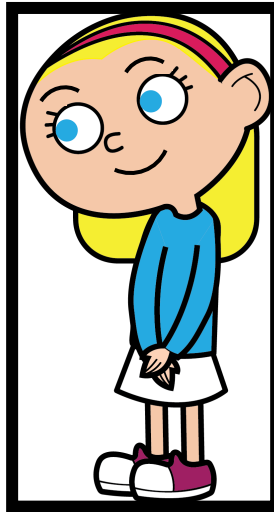
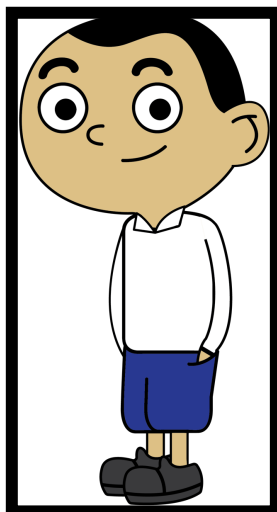
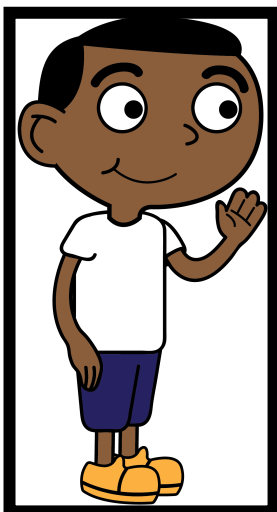
END



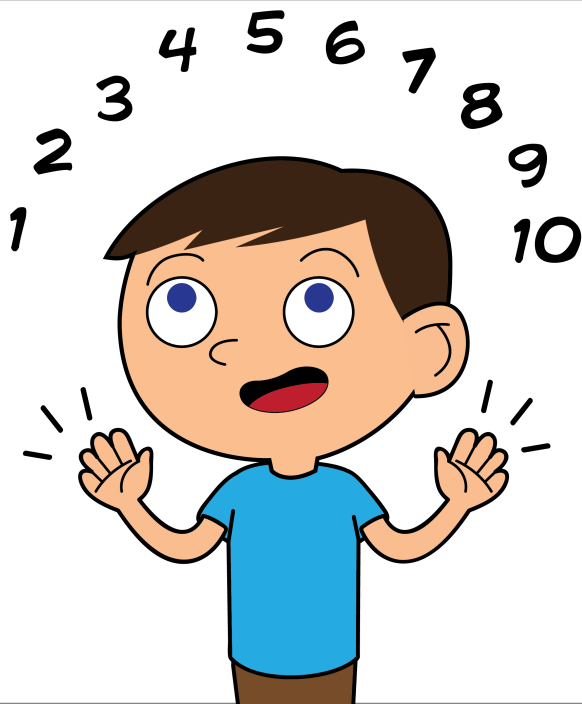
# Spinner



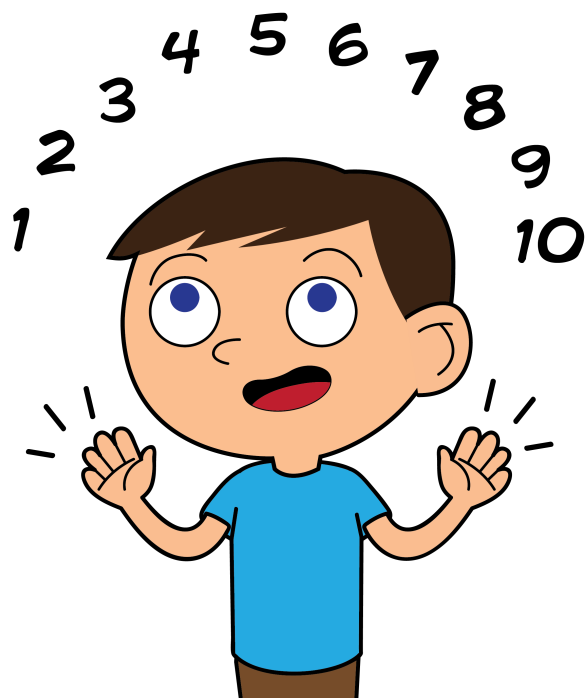
## Game pieces



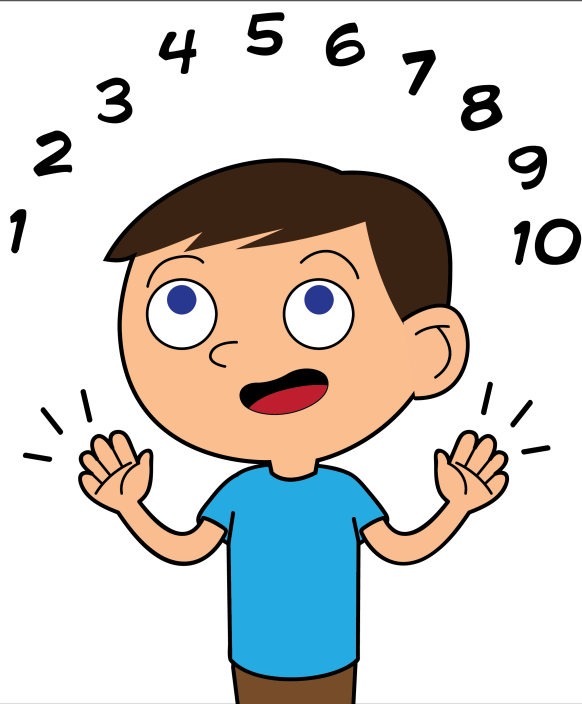
# RELAX CARD



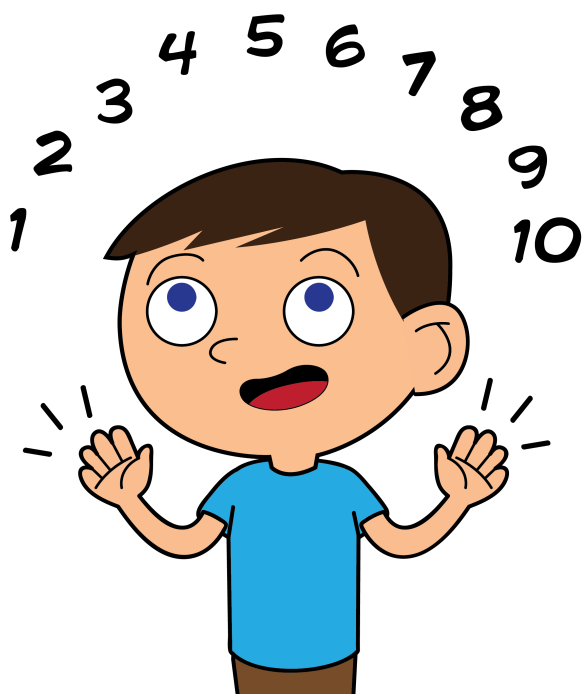
# RELAX CARD



# RELAX CARD



# RELAX CARD



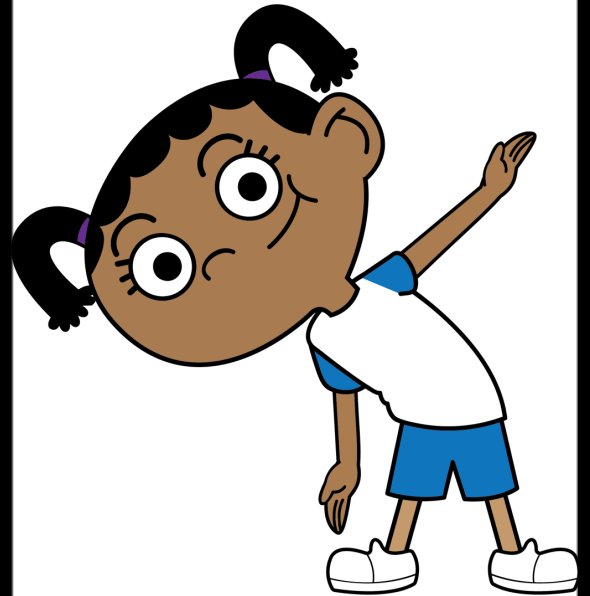
RELAX CARD

Take 3 deep breaths in your nose and out your mouth.



RELAX CARD

Get up and lead the group in a few stretches!



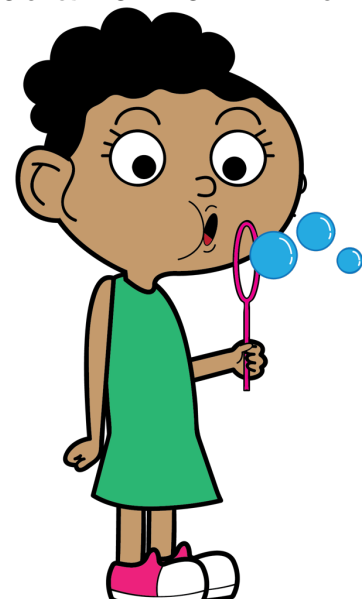
RELAX CARD

Close your eyes and think of 3 happy thoughts.



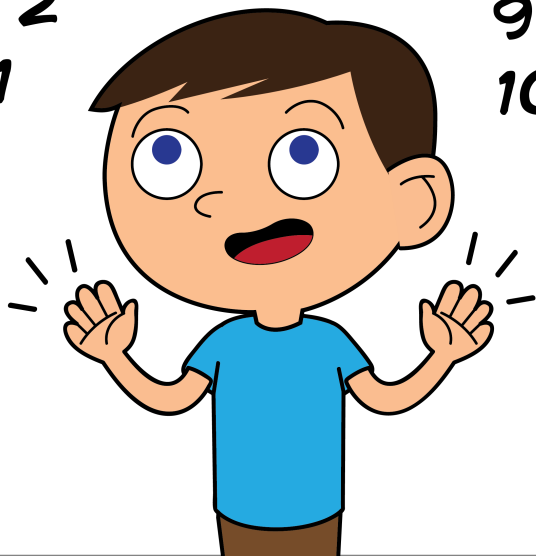
RELAX CARD

Pretend you are playing with bubbles. Take a deep breath in. Then, take a long gentle breath out like you would to blow a bubble.



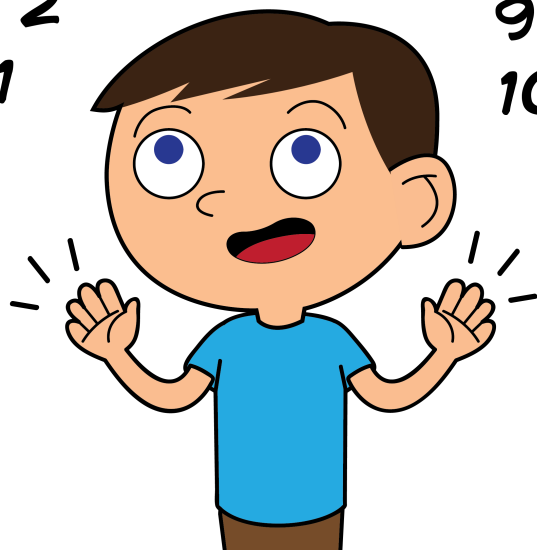
# RELAX CARD

1 2 3 4 5 6 7 8 9 10



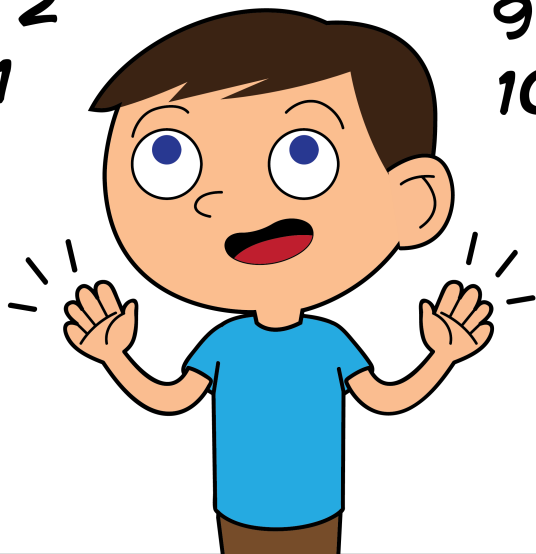
# RELAX CARD

1 2 3 4 5 6 7 8 9 10



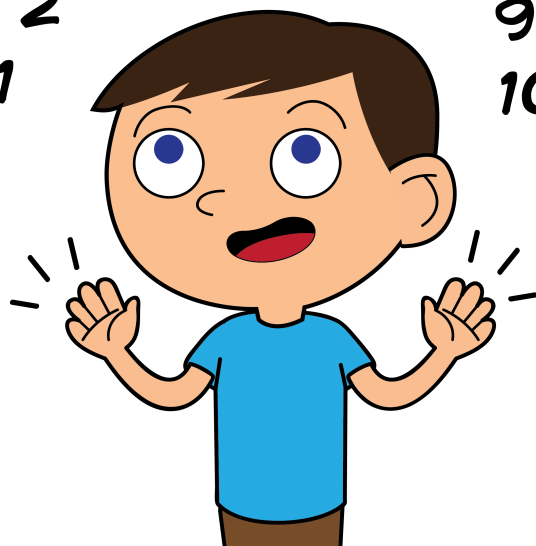
# RELAX CARD

1 2 3 4 5 6 7 8 9 10



# RELAX CARD

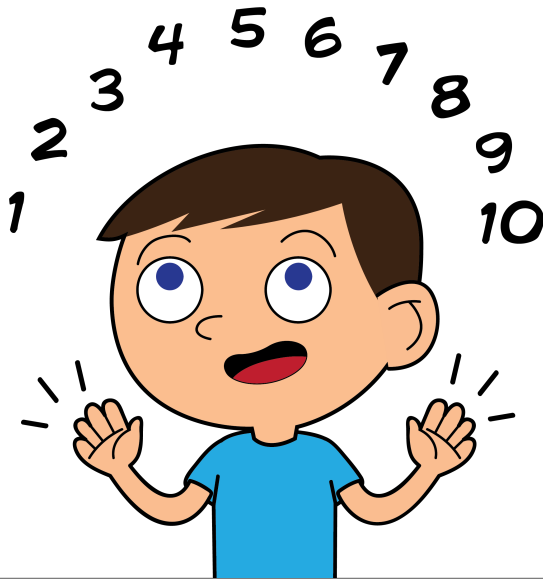
1 2 3 4 5 6 7 8 9 10





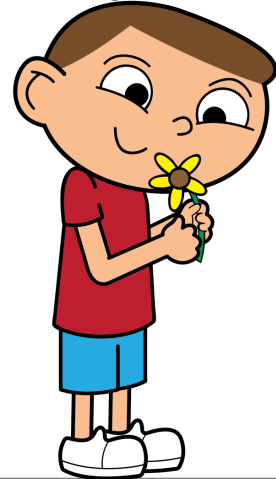
# RELAX CARD

Take a deep breath in. Count to 10. Then take a deep breath out.



# RELAX CARD

Pretend that your pointer finger is a dandelion. "Smell" the flower and take a deep breath in. Then, take a long gentle breath out to "blow the seeds" through the air.



# RELAX CARD

Stand up and put your arms at your sides. Pretend your arms are butterfly wings. Take a deep breath in and "flap your wings" up. Then, take a deep breath out and "flap your wings" down.



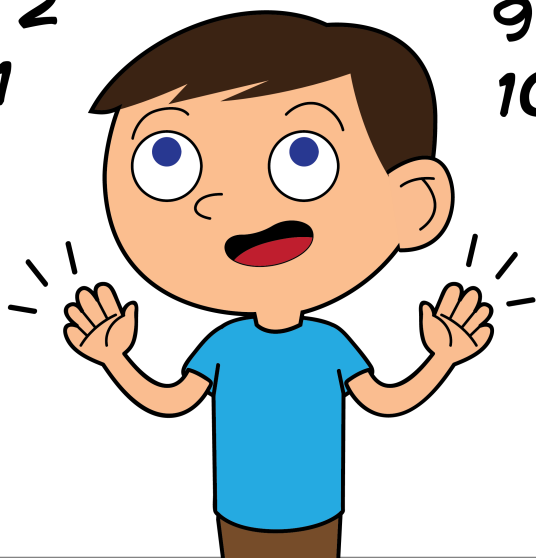
# RELAX CARD

Trace the lines of the star with your finger. As your finger traces a line, breathe in. As your finger traces the next line, breathe out.



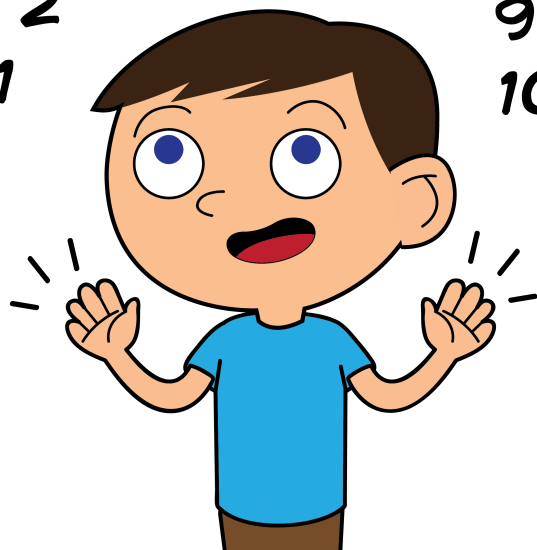
# RELAX CARD

1 2 3 4 5 6 7 8 9 10



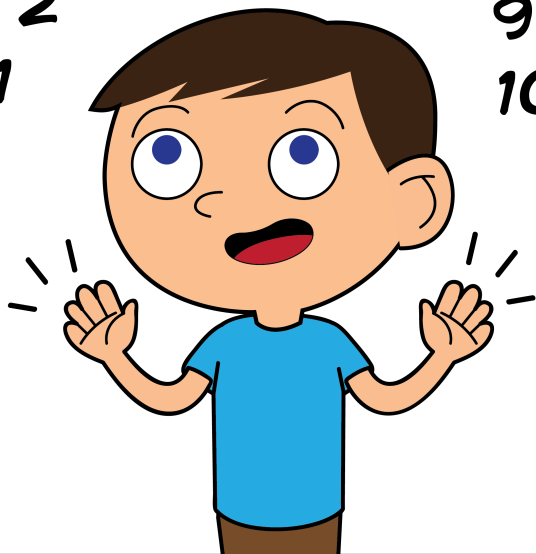
# RELAX CARD

1 2 3 4 5 6 7 8 9 10



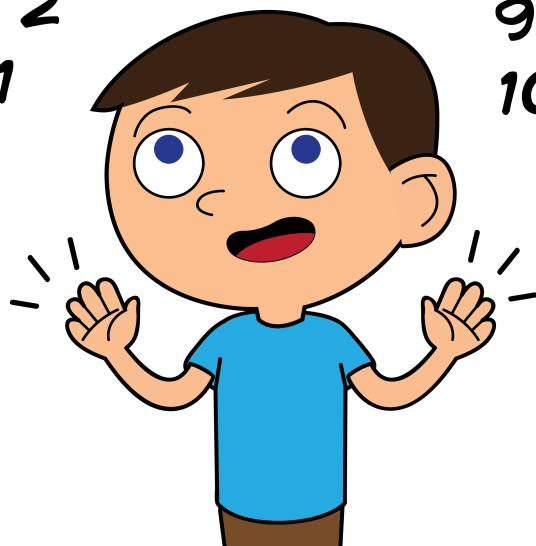
# RELAX CARD

1 2 3 4 5 6 7 8 9 10



# RELAX CARD

1 2 3 4 5 6 7 8 9 10





# RELAX CARD

Pretend that you are hugging your favorite stuffed animal. Give it a good squeeze!



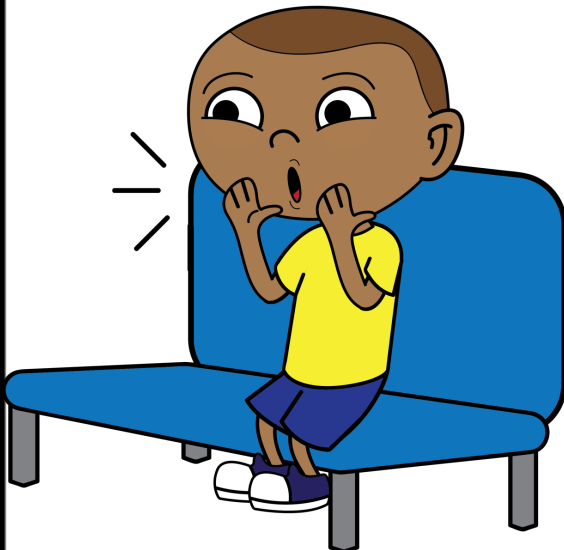
# RELAX CARD

Pretend that your finger is a lit candle with your favorite scent. "Smell" the candle and take a deep breath in. Then, "blow" out your candle with a deep breath out.



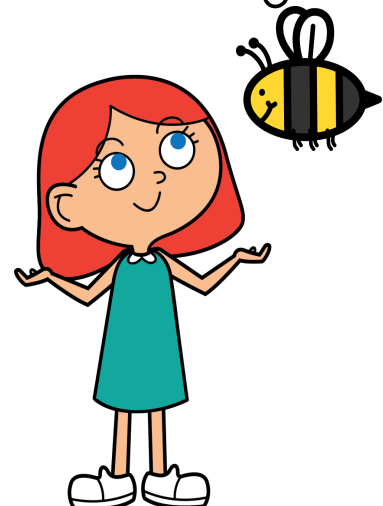
# RELAX CARD

Pretend you are a lion. Let out a big, "ROAR!" to let your big feelings out.

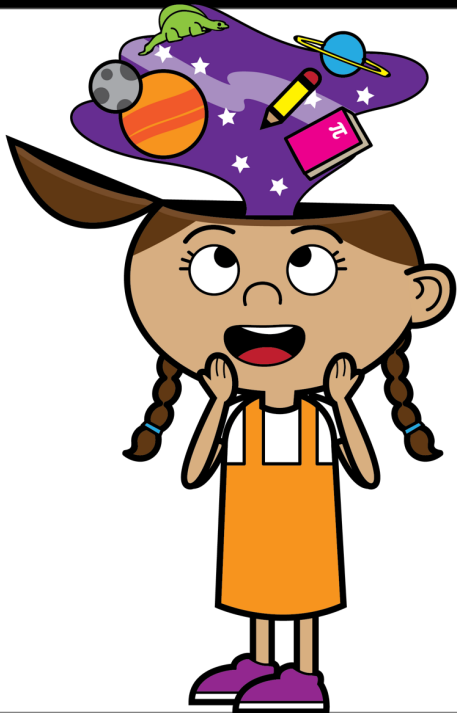


# RELAX CARD

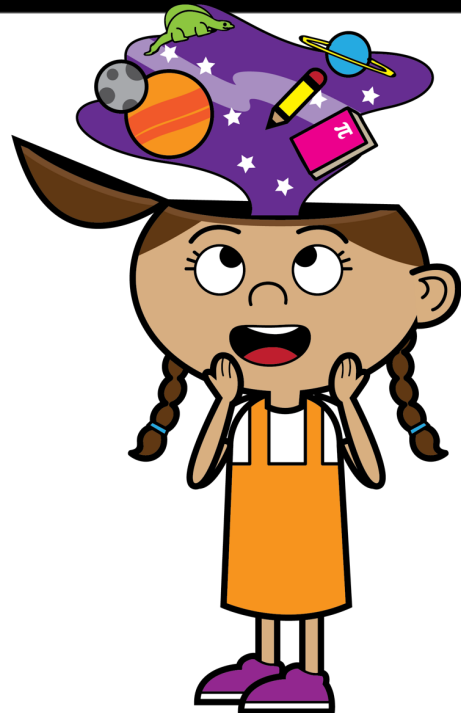
Pretend you are a bee. Take a deep breath in and hold it for 5 seconds. Then, as you breathe out slowly, make a buzzing sound.



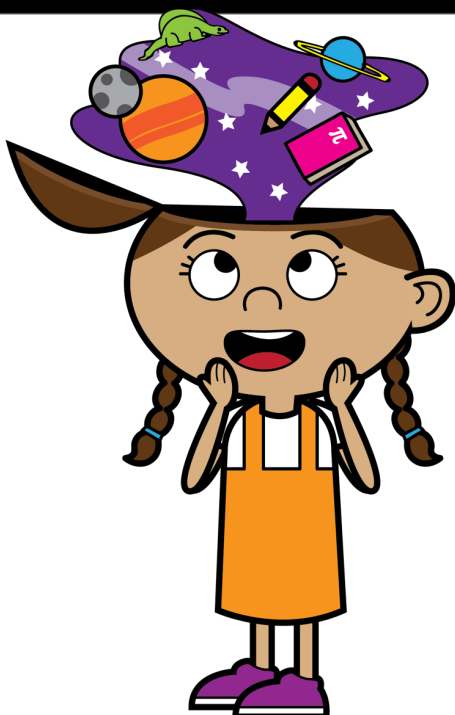
# KNOWLEDGE



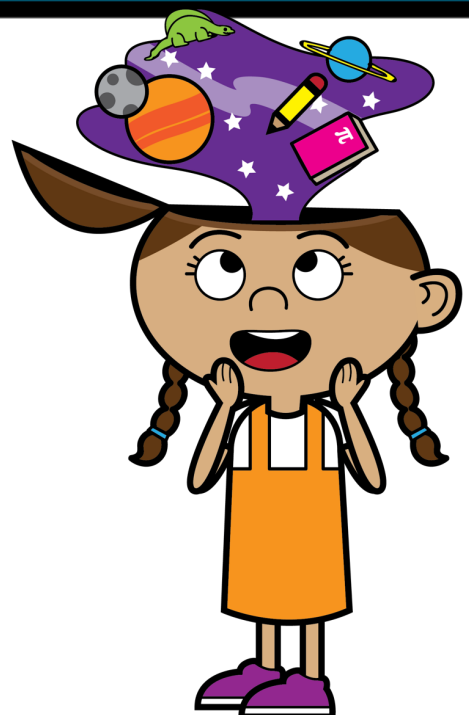
# KNOWLEDGE



# KNOWLEDGE

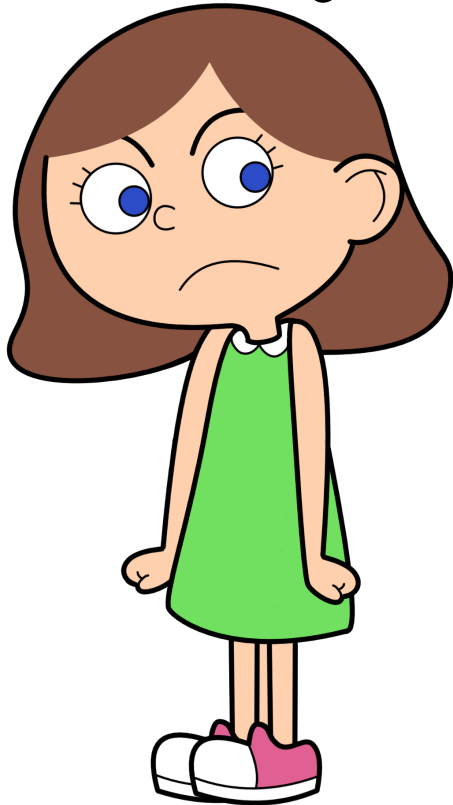


# KNOWLEDGE



# KNOWLEDGE

What is anger?



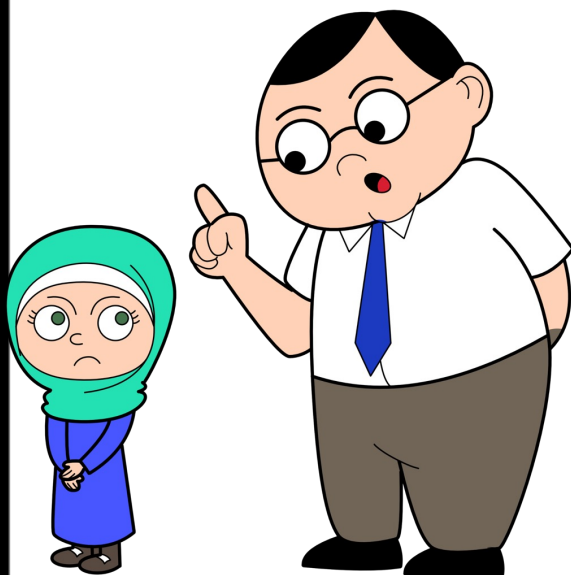
# KNOWLEDGE

What is an anger trigger?



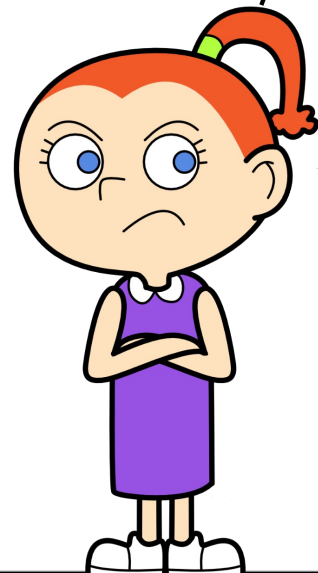
# KNOWLEDGE

What is an example of an anger trigger?

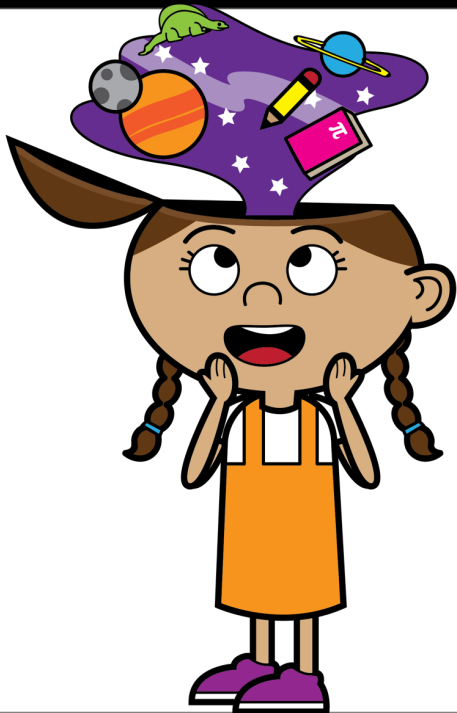


# KNOWLEDGE

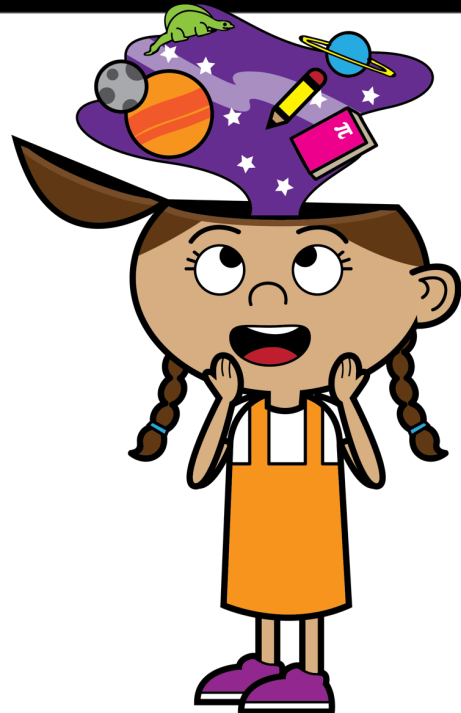
What are two examples of what anger looks like in the body?



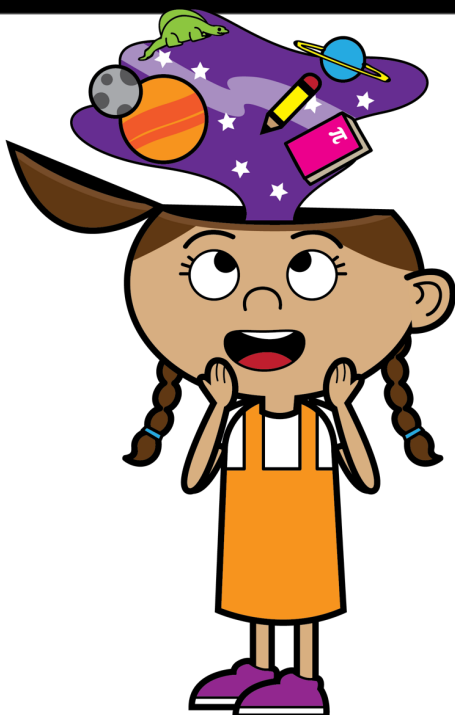
# KNOWLEDGE



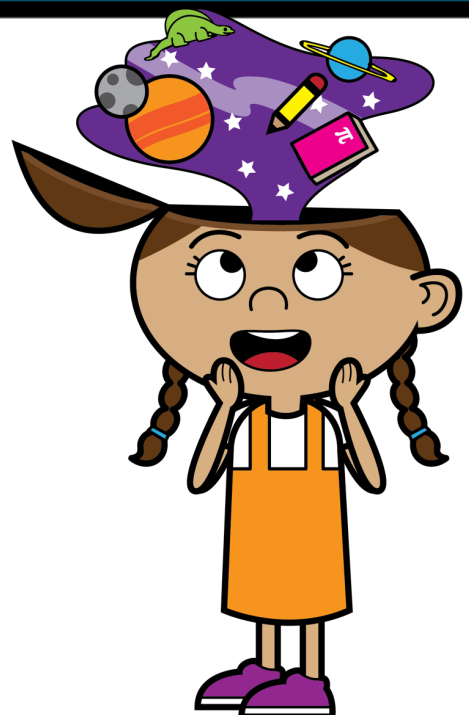
# KNOWLEDGE



# KNOWLEDGE



# KNOWLEDGE



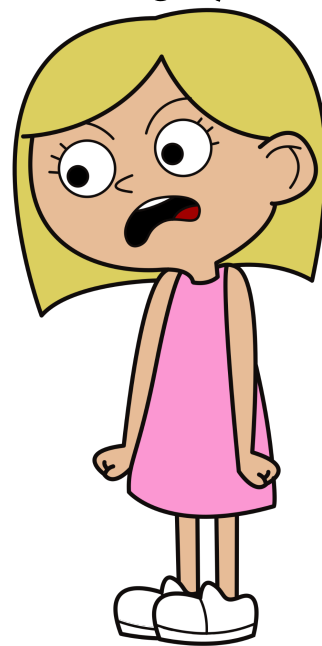
# KNOWLEDGE

Are there different levels of anger?  
How many?



# KNOWLEDGE

What may cause someone to feel angry?



# KNOWLEDGE

What is a healthy way to control our anger?

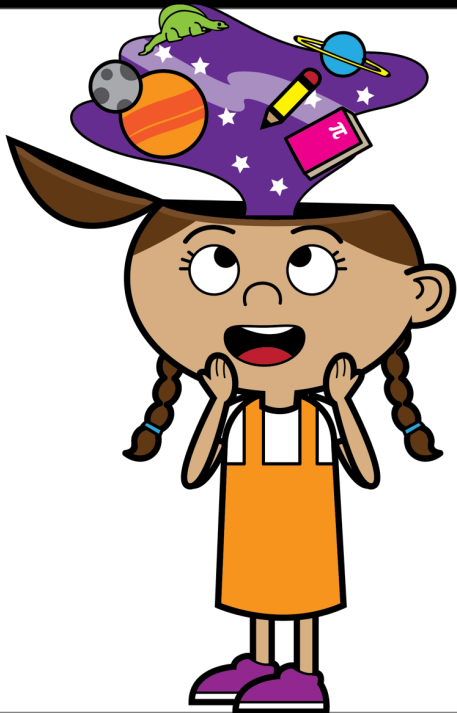


# KNOWLEDGE

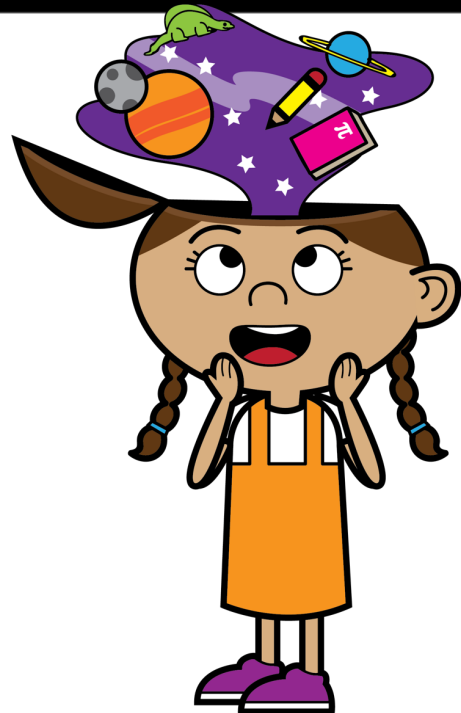
What do you think happens in your brain when you get angry?



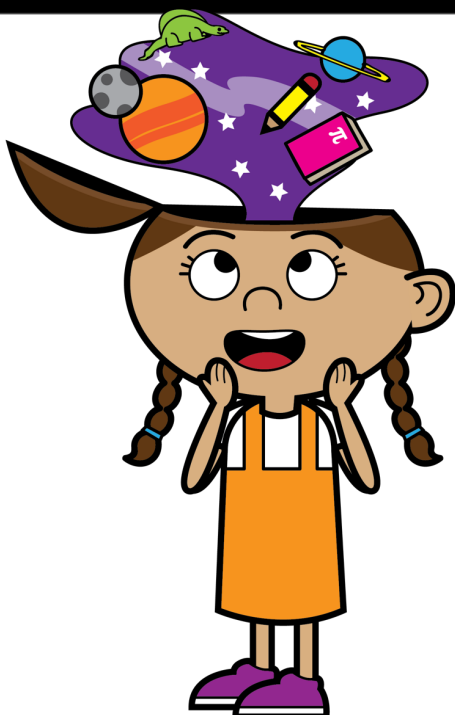
# KNOWLEDGE



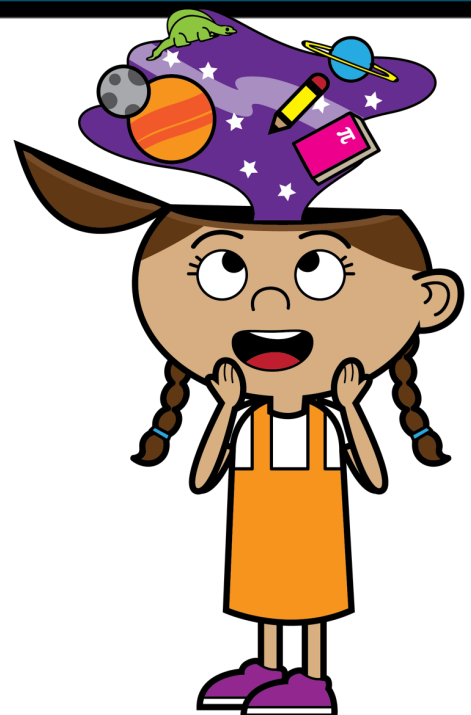
# KNOWLEDGE



# KNOWLEDGE

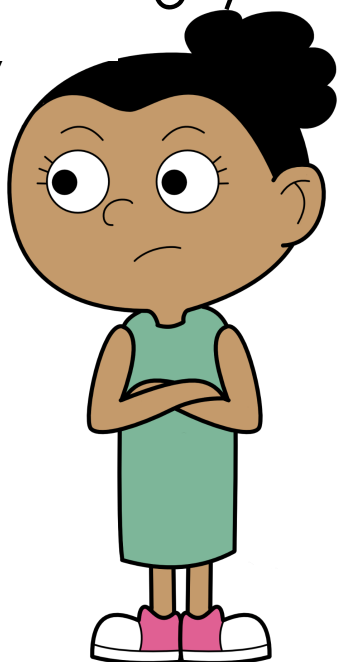


# KNOWLEDGE



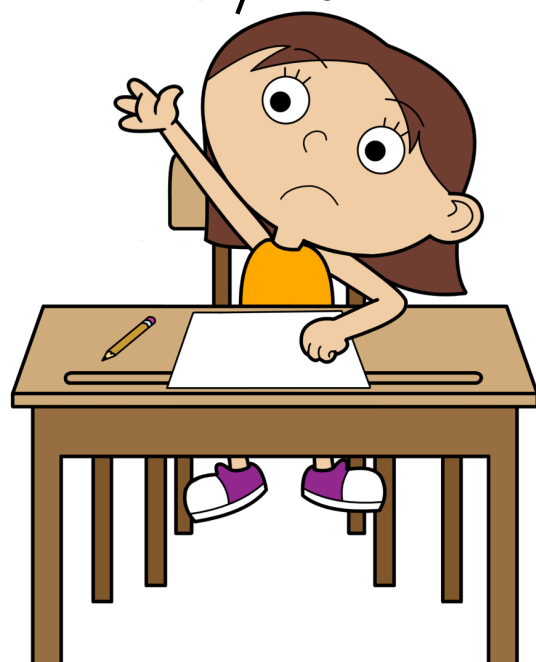
# KNOWLEDGE

How do you know when someone is angry?



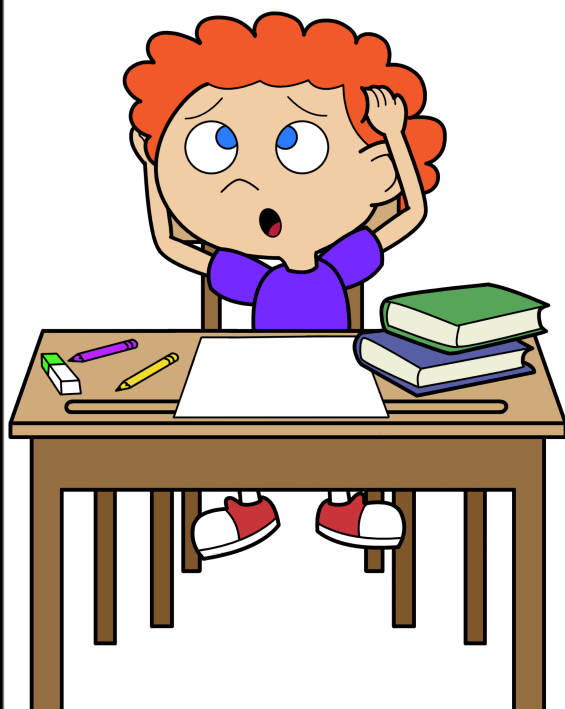
# KNOWLEDGE

Is anger a "normal" emotion? Why or why not?



# KNOWLEDGE

Do we all feel anger? Explain.



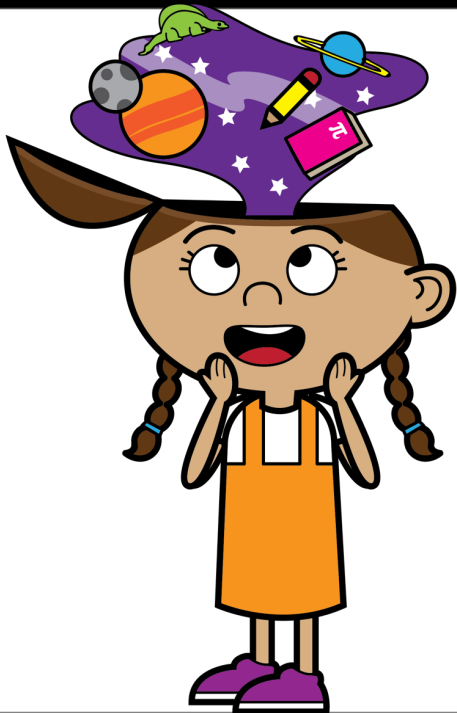
# KNOWLEDGE

What can happen if we don't learn to control our anger?

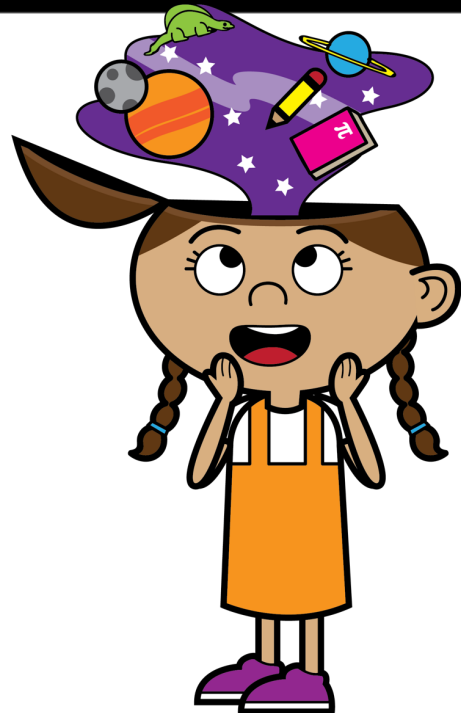




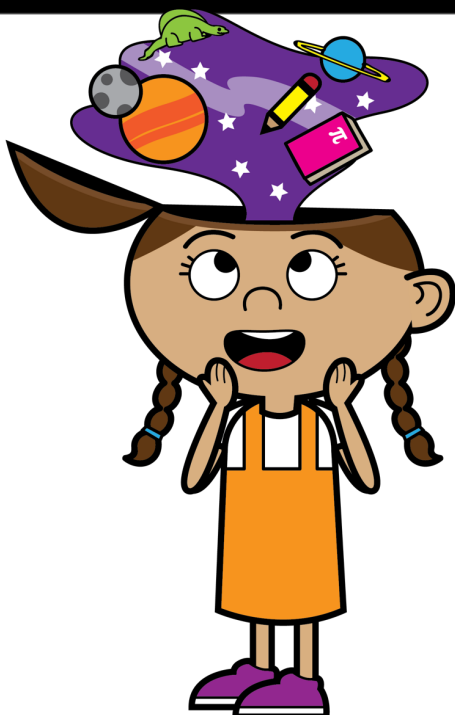
# KNOWLEDGE



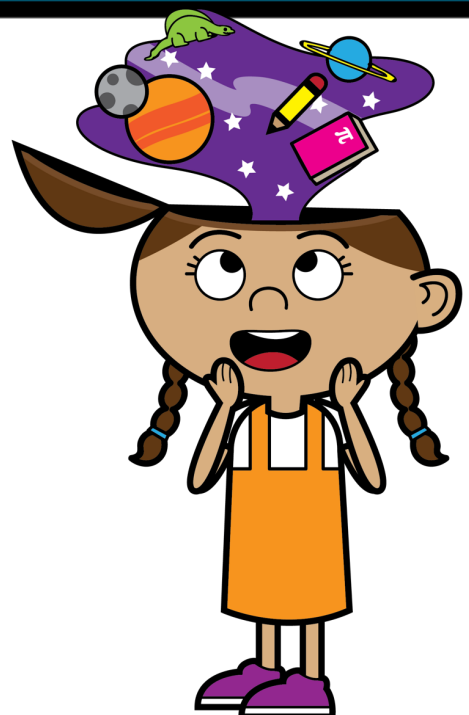
# KNOWLEDGE



# KNOWLEDGE



# KNOWLEDGE



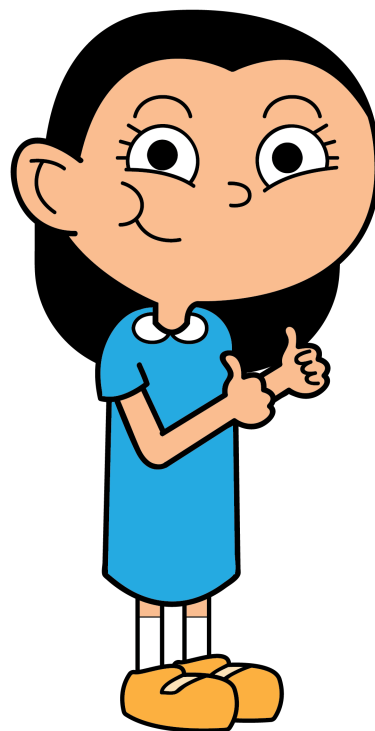
# KNOWLEDGE

What does calm look like?



# KNOWLEDGE

What does calm feel like?



# KNOWLEDGE

What does anger feel like?

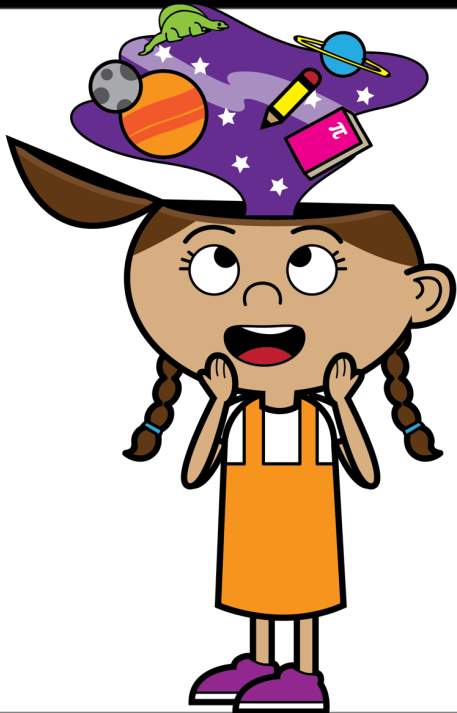


# KNOWLEDGE

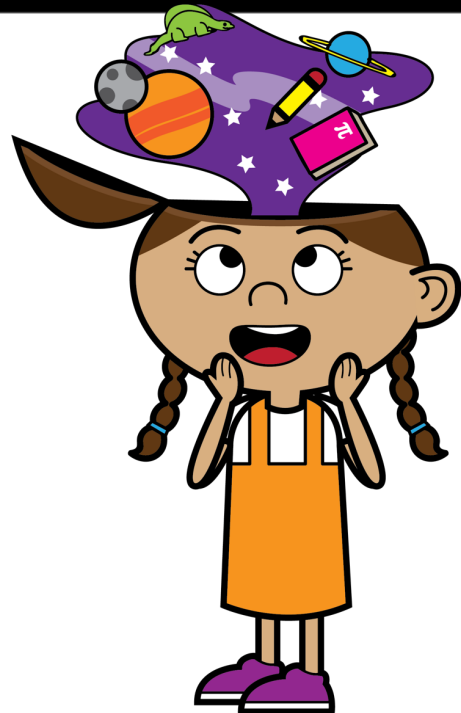
What is something that could make someone lose control and "explode?"



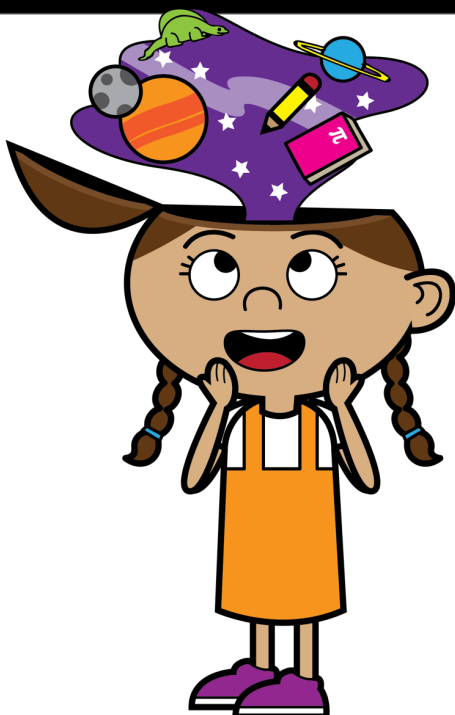
# KNOWLEDGE



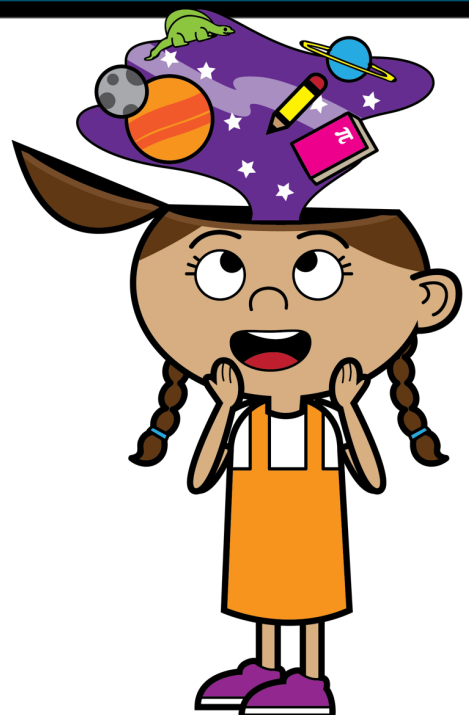
# KNOWLEDGE



# KNOWLEDGE

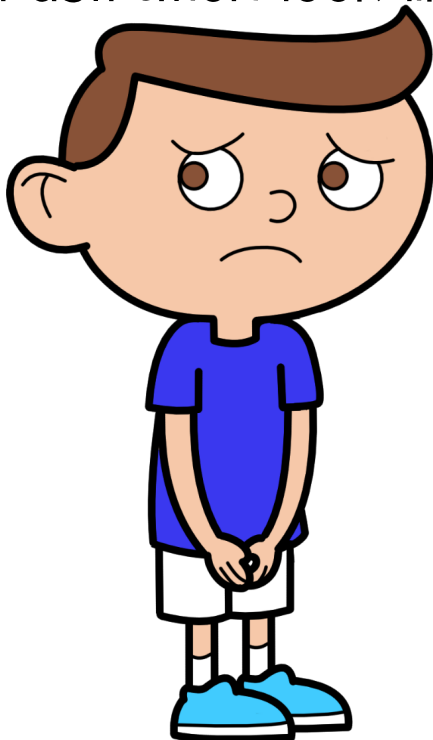


# KNOWLEDGE



# KNOWLEDGE

What does frustration look like?



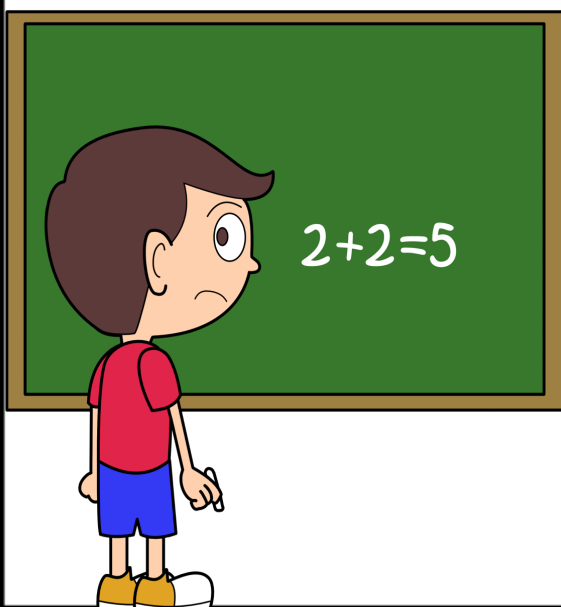
# KNOWLEDGE

What is something that could make someone feel frustrated?



# KNOWLEDGE

Why is important to understand our anger triggers?

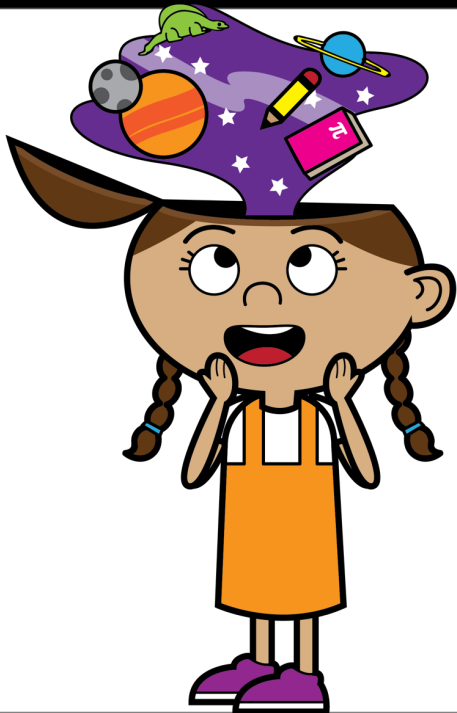


# KNOWLEDGE

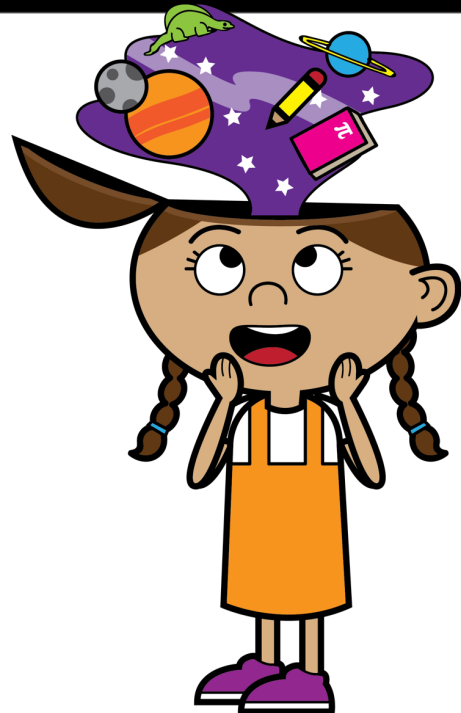
Why is important to learn and practice coping skills?



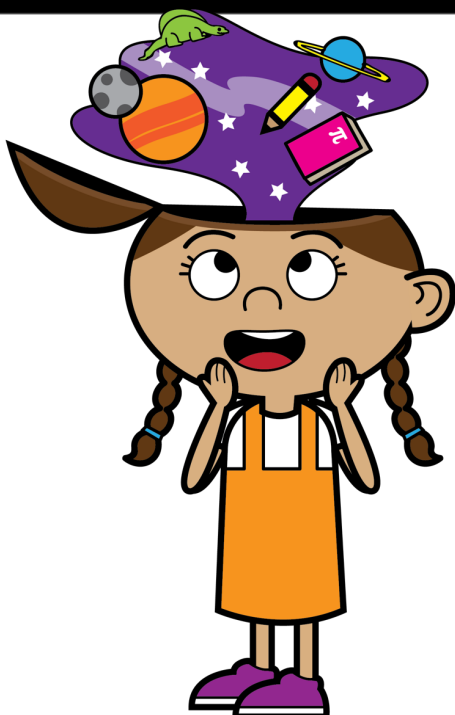
# KNOWLEDGE



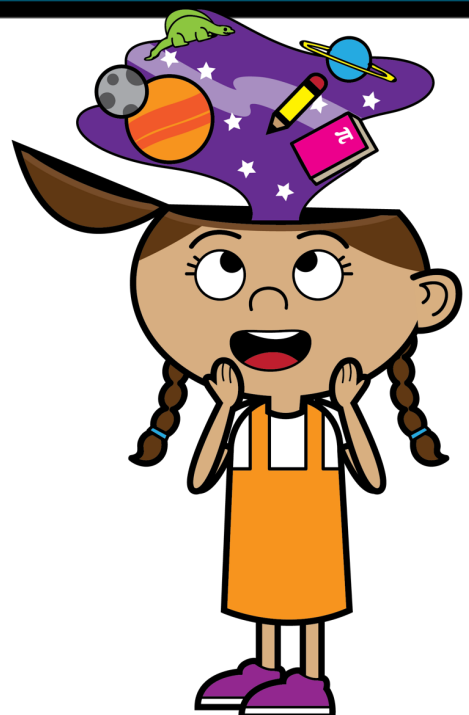
# KNOWLEDGE



# KNOWLEDGE



# KNOWLEDGE



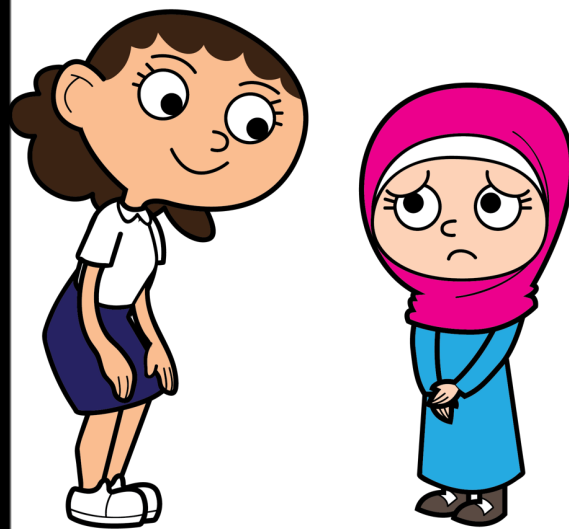
# KNOWLEDGE

Why is it important to let our angry feelings out, rather than keep them inside?



# KNOWLEDGE

Who is someone at home that you can talk to about your feelings?



# KNOWLEDGE

Who is someone at school that you can talk to about your feelings?



# KNOWLEDGE

How does taking deep breaths help us cope with anger?



**SHARE CARD**



**SHARE CARD**



**SHARE CARD**



**SHARE CARD**





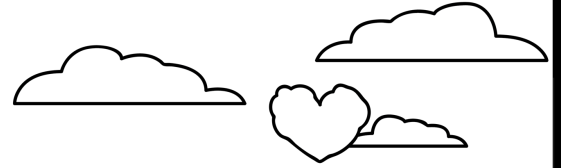
S  
H  
A  
R  
E  
C  
A  
R  
D

How are you  
feeling today?



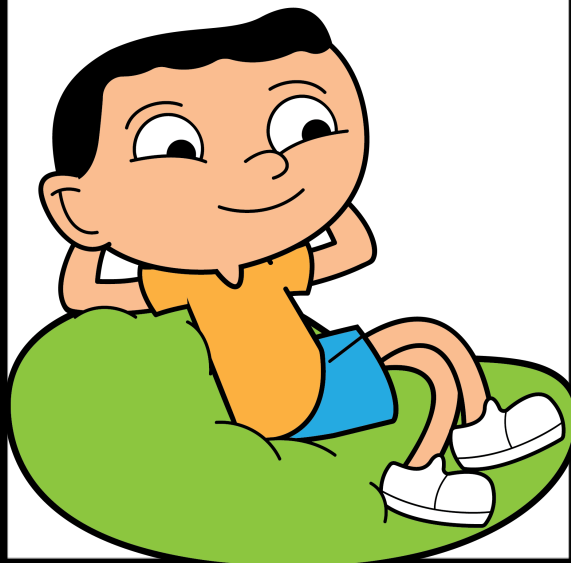
S  
H  
A  
R  
E  
C  
A  
R  
D

What is your  
favorite coping  
skill?



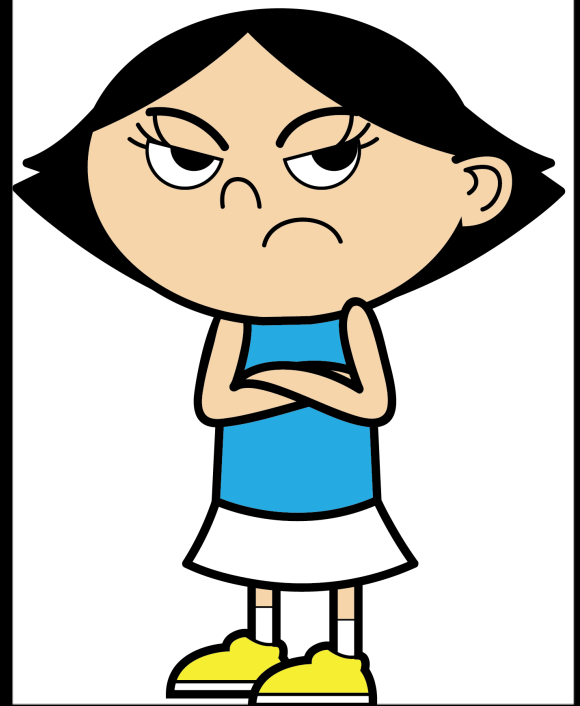
S  
H  
A  
R  
E  
C  
A  
R  
D

What makes you  
feel calm?



S  
H  
A  
R  
E  
C  
A  
R  
D

What makes you  
feel angry?



**SHARE CARD**



**SHARE**

**SHARE CARD**



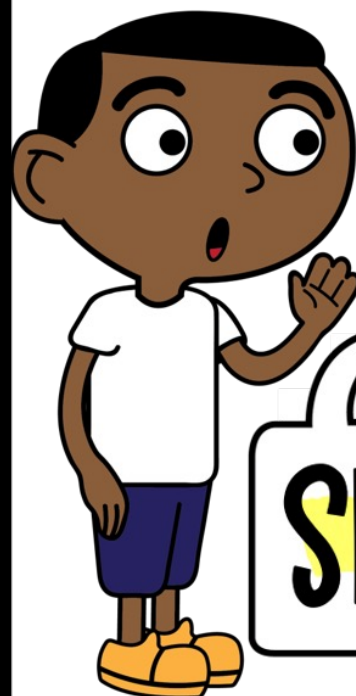
**SHARE**

**SHARE CARD**



**SHARE**

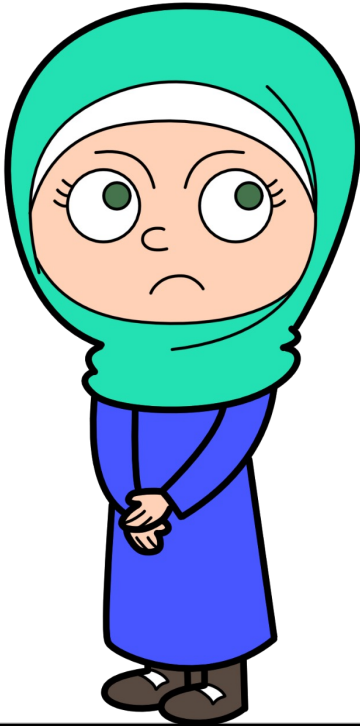
**SHARE CARD**



**SHARE**

S  
H  
A  
R  
E  
C  
A  
R  
D

What makes you  
feel frustrated?



S  
H  
A  
R  
E  
C  
A  
R  
D

What makes you  
feel angry at  
home?



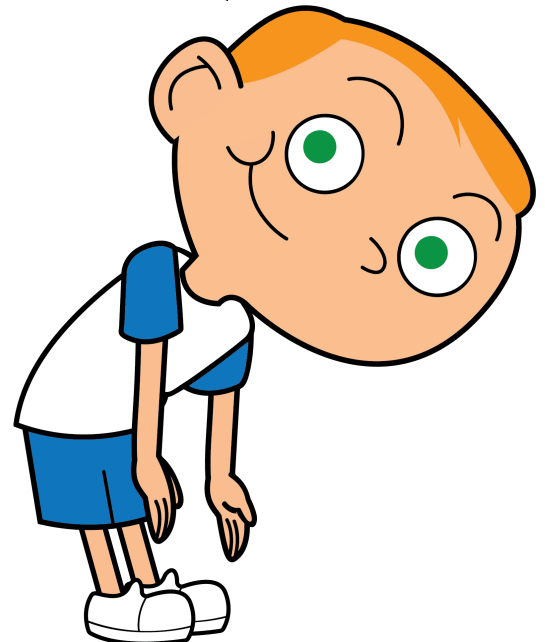
S  
H  
A  
R  
E  
C  
A  
R  
D

Have you ever  
"exploded" and been  
out of control? What  
happened?



S  
H  
A  
R  
E  
C  
A  
R  
D

Which coping skills  
don't work well for  
you?



**SHARE CARD**



**SHARE CARD**



**SHARE CARD**

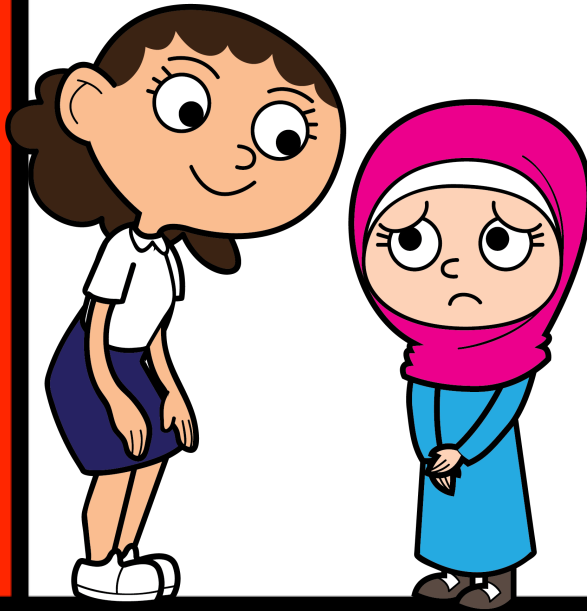


**SHARE CARD**



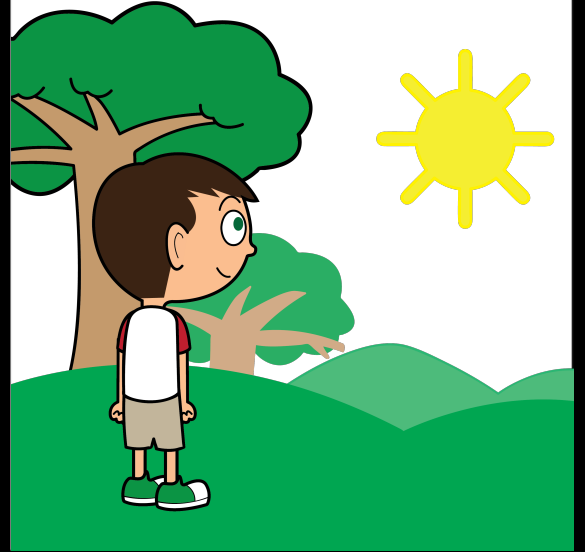
S  
H  
A  
R  
E  
C  
A  
R  
D

Which grown-ups  
can support you  
with your feelings?



S  
H  
A  
R  
E  
C  
A  
R  
D

How does being in  
nature make you  
feel?



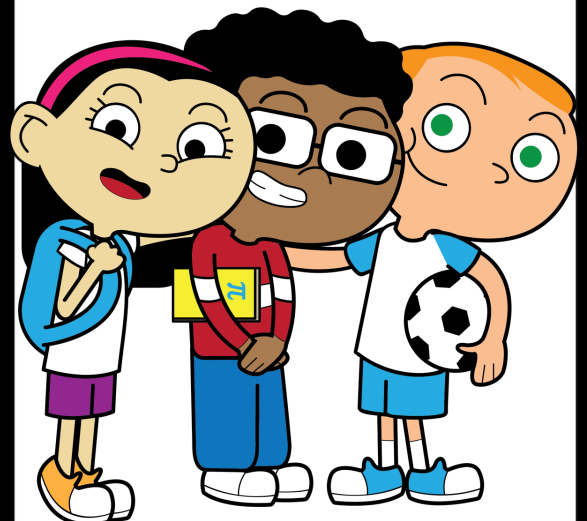
S  
H  
A  
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E  
C  
A  
R  
D

Which is your  
favorite fidget  
tool? Why?



S  
H  
A  
R  
E  
C  
A  
R  
D

Which friends can  
support you with  
your feelings?





**SHARE CARD**



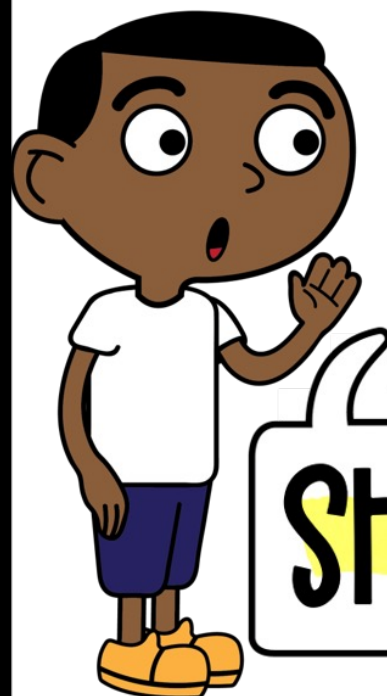
**SHARE CARD**



**SHARE CARD**



**SHARE CARD**



S  
H  
A  
R  
E  
C  
A  
R  
D

What is a favorite  
song or singer  
that makes you  
feel calm?



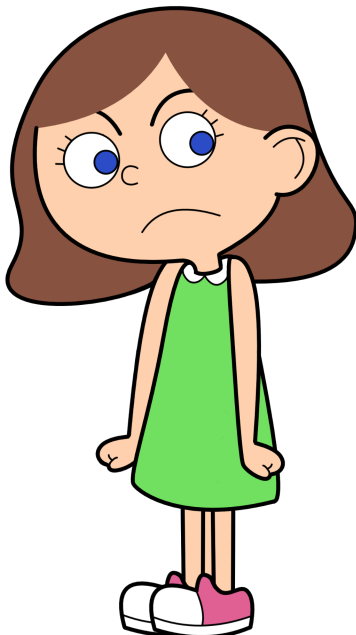
S  
H  
A  
R  
E  
C  
A  
R  
D

What is your  
"happy place" that  
makes you feel  
calm?



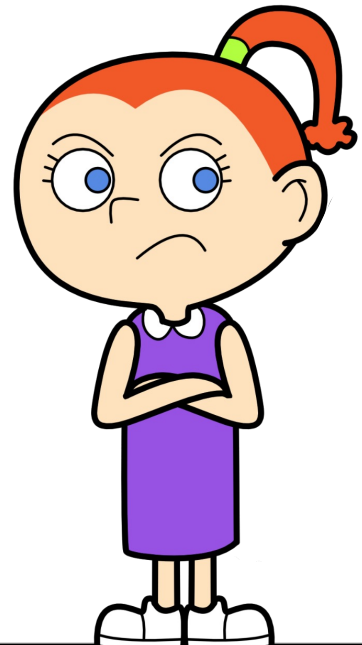
S  
H  
A  
R  
E  
C  
A  
R  
D

What does the  
word "anger" mean  
to you?



S  
H  
A  
R  
E  
C  
A  
R  
D

How does your  
body feel when  
you're angry?





**SHARE CARD**



**SHARE**

**SHARE CARD**



**SHARE**

**SHARE CARD**



**SHARE**

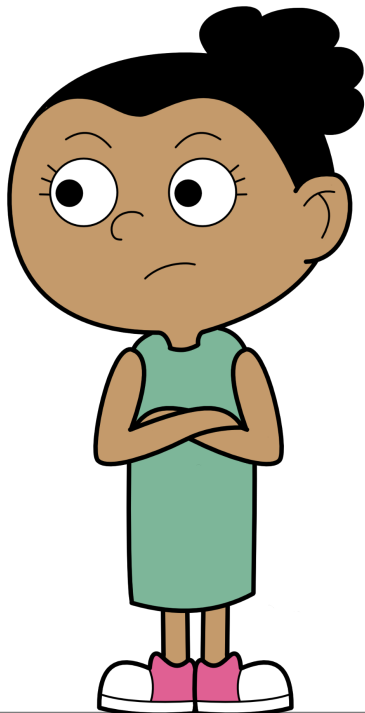
**SHARE CARD**



**SHARE**

S  
H  
A  
R  
E  
C  
A  
R  
D

What does anger  
look like to you?



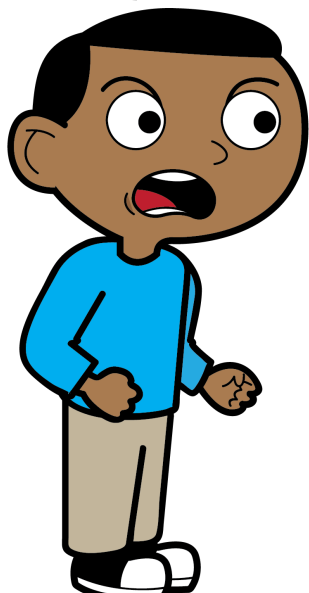
S  
H  
A  
R  
E  
C  
A  
R  
D

Do you think it's  
important to talk about  
anger with others?  
Why or why not?



S  
H  
A  
R  
E  
C  
A  
R  
D

Are there times  
when anger is a  
helpful emotion?  
Explain.



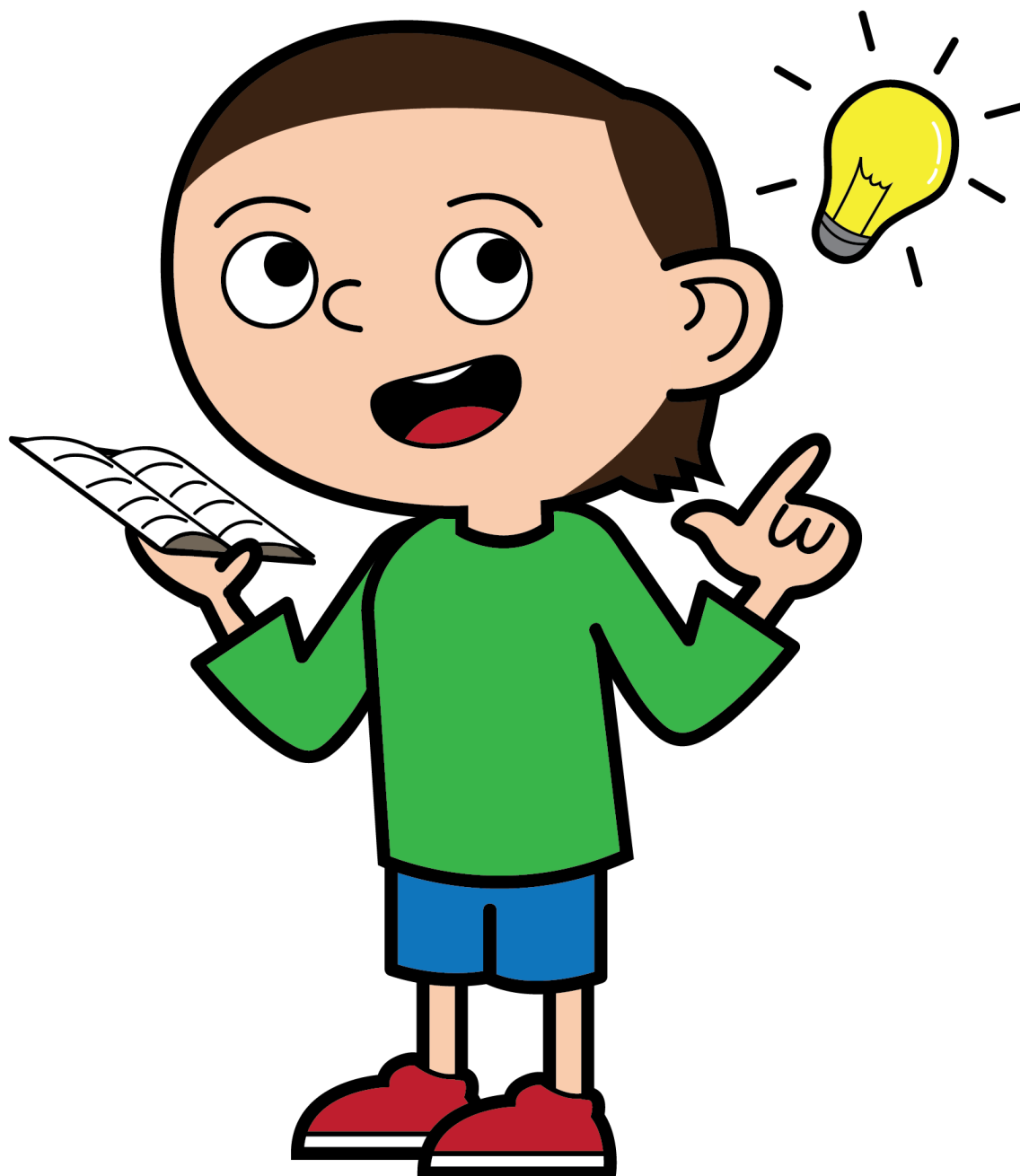
S  
H  
A  
R  
E  
C  
A  
R  
D

What makes you  
feel angry at  
school?



# SESSION II:

## Group Closure & Reflection



# SESSION II: Group Closure

## SESSION GOALS:

- Students will assess their knowledge of anger and coping skills learned in group with a post-survey.
- Students will reflect on their experiences, memories, and lessons learned in group.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment

## MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- 1 Small Group Post-Survey per student
- 1 "My Time in Group" worksheet per student (choose either option)
- Printed and cut out discussion cards
- 18 cut out Coping Skills Charades cards
- 1 certificate for each student, with their name written on it
- Pencils
- Markers or crayons

## DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will reflect on what we learned and experienced in group.
- Give each student a **small group post-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they have made in group. Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" circles.
- **K - 1<sup>st</sup> Grades:** Give each student a **"My Time in Group" worksheet**. Students can write on the lines and draw a picture in the frame about what they learned in group. Once they're done, students can share with the group.
- **2<sup>nd</sup> - 5<sup>th</sup> Grades:** Give each student a **"My Time in Group" worksheet**. Ask them to fill in the boxes with writing and drawings about their experiences in group. Once they're done, students can share with the group.
- Give each student a **discussion card**. Ask them to read it aloud (or you can read it aloud for them) and share their responses with the group.
- Place the **18 Coping Skills Charades cards** in a pile on the table, face down. Students can take turns grabbing a card and placing it face down in front of them. Students act out the coping skill on their card using only gestures/without speaking. Group members can guess which coping skill they are portraying.
- Give each student a **certificate** for successfully completing group!

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

# Small Group POST-SURVEY

Let's see what you learned in group!

Circle your answers to the questions below.

Yes



Maybe



Not yet



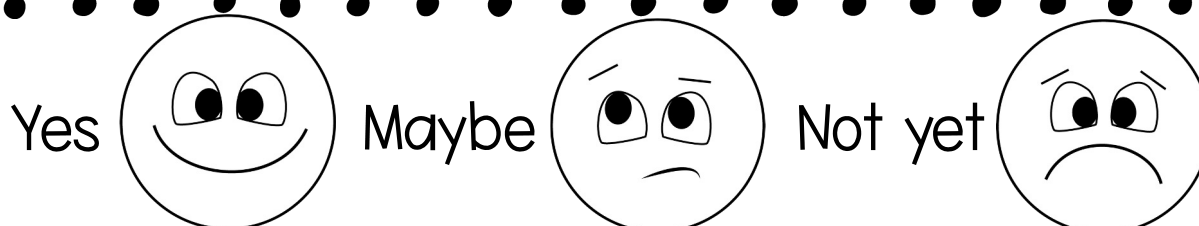
I can define "anger."			
I can describe what anger looks like in my body.			
I can describe what anger feels like in my body and brain.			
I can define "anger triggers."			
I can identify my anger triggers.			
I can define "coping skills."			
I can use and practice coping skills.			
I can control my BIG feelings. I am proud of my choices.			

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

# Small Group POST-SURVEY

Let's see what you learned in group!

Color your answers to the questions below.



I can define "anger."			
I can describe what anger looks like in my body.			
I can describe what anger feels like in my body and brain.			
I can define "anger triggers."			
I can identify my anger triggers.			
I can define "coping skills."			
I can use and practice coping skills.			
I can control my BIG feelings. I am proud of my choices.			



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

# My TIME IN GROUP

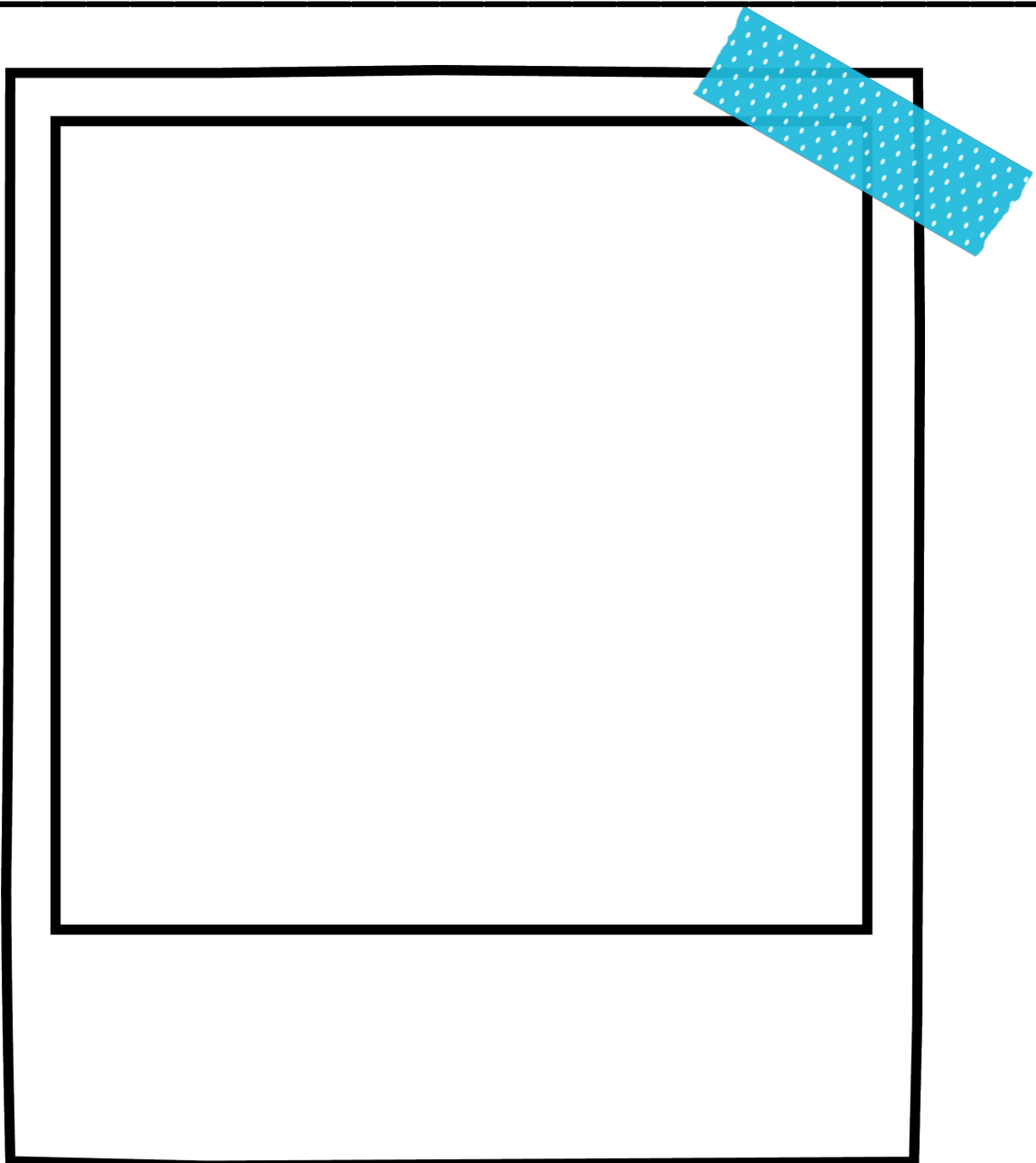
Write and draw about what you learned in group.



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

© Music City Counselor

# My TIME IN GROUP

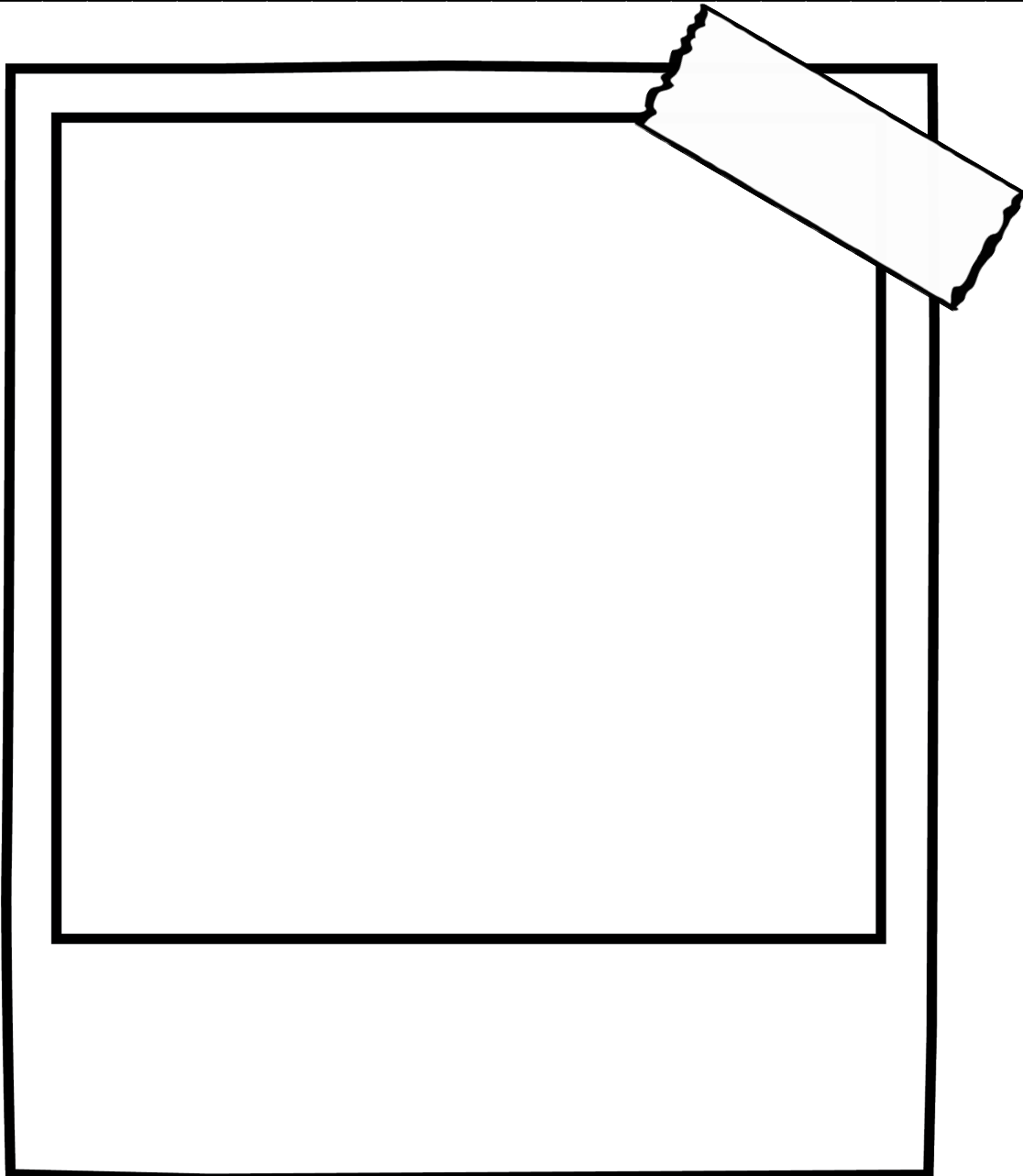
Write and draw about what you learned in group.



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

# My TIME IN GROUP

Write and draw about your experience in group.

IN GROUP I LEARNED:

MY FAVORITE MEMORY  
IN GROUP

MY FAVORITE ACTIVITY WAS:

I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:

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

© Music City Counselor

# My TIME IN GROUP

Write and draw about your experience in group.

IN GROUP I LEARNED:

MY FAVORITE ACTIVITY WAS:

MY FAVORITE MEMORY  
IN GROUP

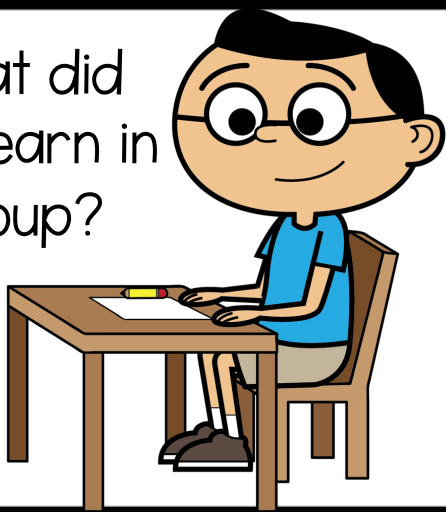
I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:

# Discussion Cards

## LET'S SHARE!

What did you learn in group?



## LET'S SHARE!

If you could change one thing about group, what would it be?



## LET'S SHARE!

What was your favorite memory from group?



## LET'S SHARE!

What is something that you learned in group that you want to keep practicing?



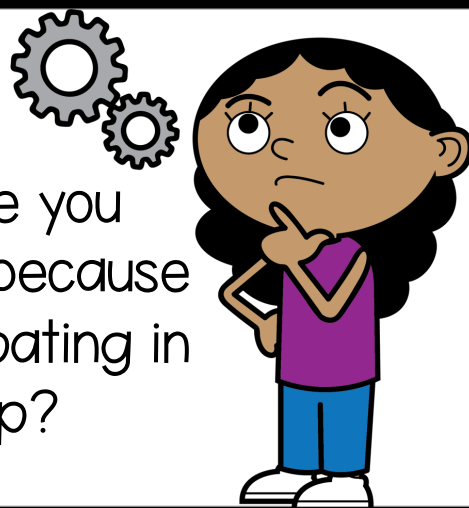
## LET'S SHARE!

What was your favorite activity from group?



## LET'S SHARE!

How are you different because of participating in group?



# Coping Skills Charades Cards

**TAKE A BREAK**



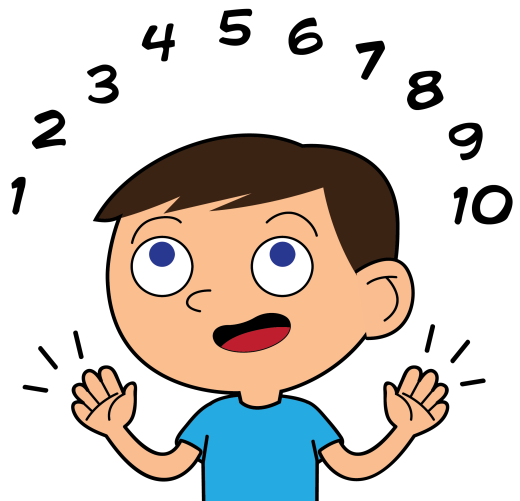
**TAKE DEEP BREATHS**



**GO TO THE CALM CORNER**



**COUNT TO 10**

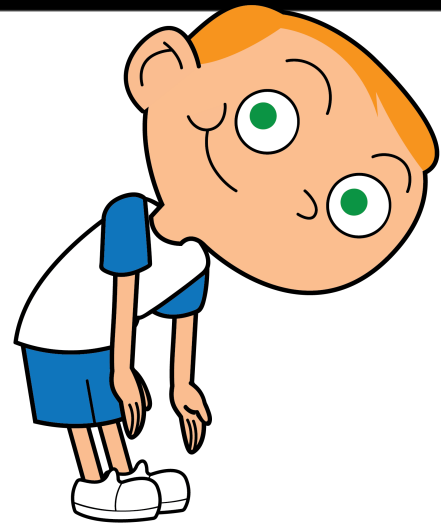


# Coping Skills Charades Cards

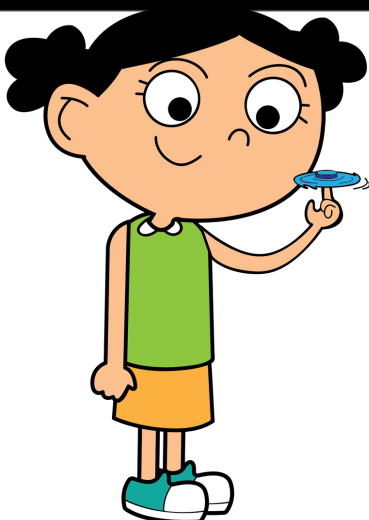
**DRINK WATER**



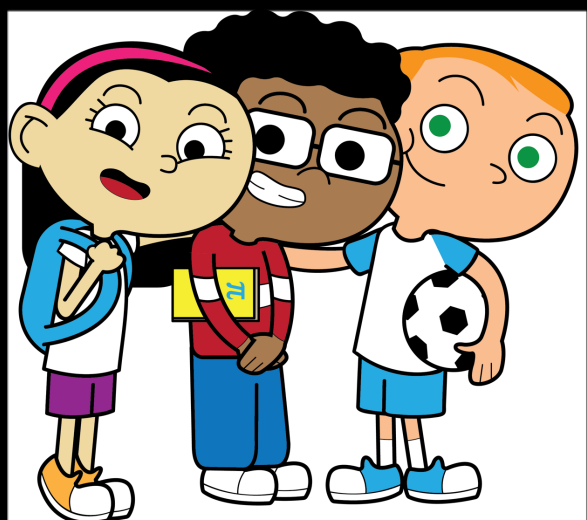
**STRETCH**



**USE TOOLS**



**SEEK SUPPORT  
FROM FRIENDS**



# Coping Skills Charades Cards

**IMAGINE A  
HAPPY PLACE**



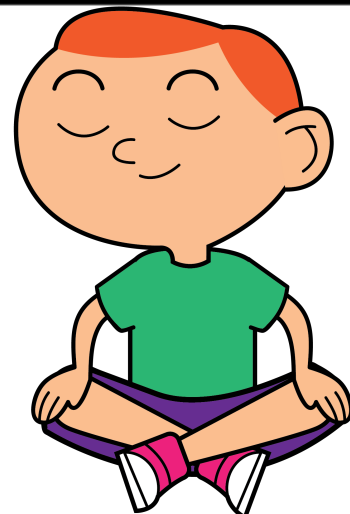
**HUG A STUFFED  
ANIMAL**



**LISTEN TO MUSIC**



**PRACTICE  
GROUNDING**





# Coping Skills Charades Cards

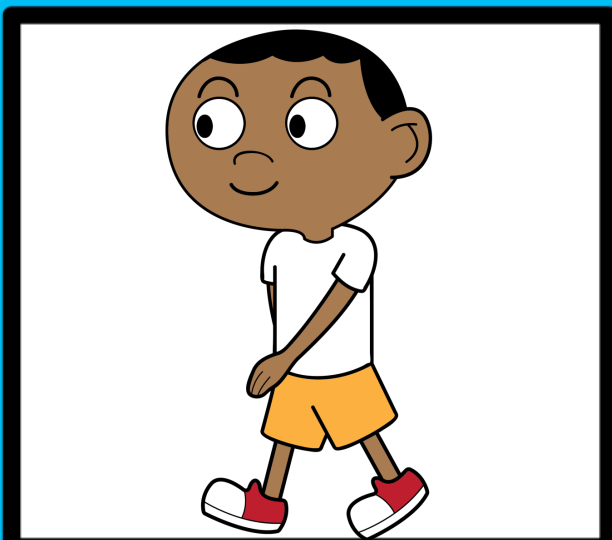
**DRAW OR PAINT**



**PLAY WITH DOUGH**



**TAKE A WALK**

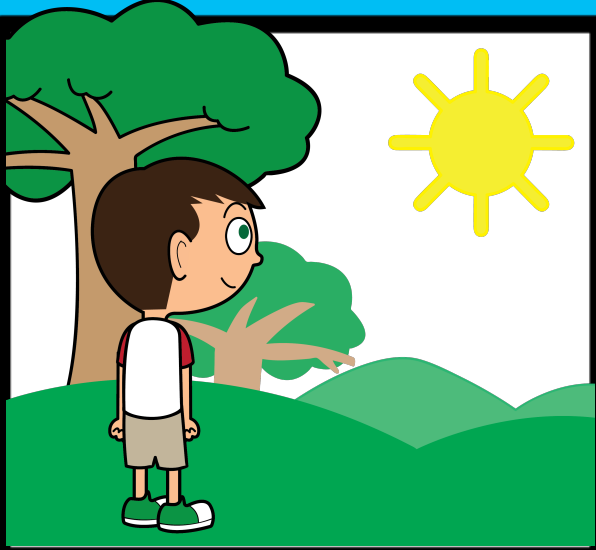


**READ A BOOK**

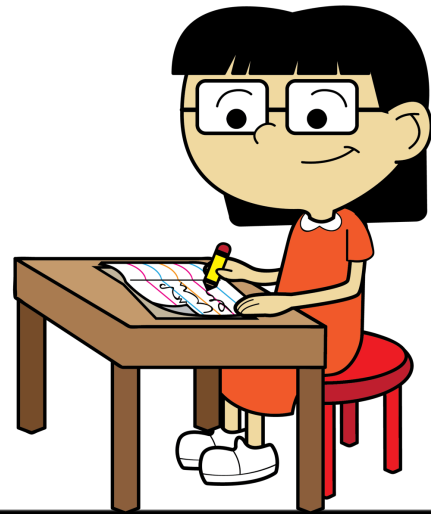


# Coping Skills Charades Cards

**SPEND TIME IN  
NATURE**



**WRITE OR  
JOURNAL**



# CONGRATULATIONS!

---



You have successfully completed  
"The Calm Crew" small group!  
We are so proud of you!

---

School Counselor

---

Date

# CONGRATULATIONS!

.....

---



You have successfully completed  
"The Calm Crew" small group!  
We are so proud of you!

---

School Counselor

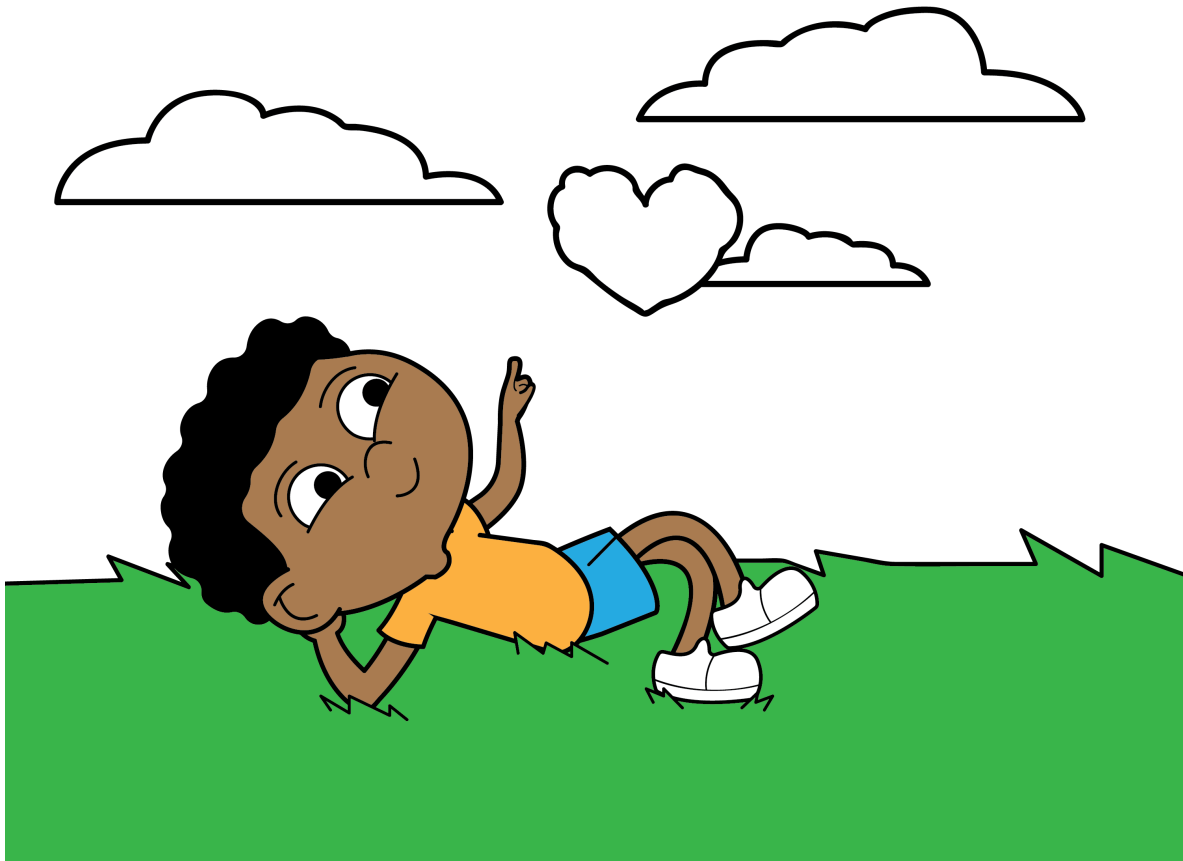
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Date

# CONGRATULATIONS!

.....

---



You have successfully completed  
"The Calm Crew" small group!  
We are so proud of you!

---

School Counselor

---

Date

# CONGRATULATIONS!

---



You have successfully completed  
"The Calm Crew" small group!  
We are so proud of you!

---

School Psychologist

---

Date

# CONGRATULATIONS!

.....

---



You have successfully completed  
"The Calm Crew" small group!  
We are so proud of you!

---

School Psychologist

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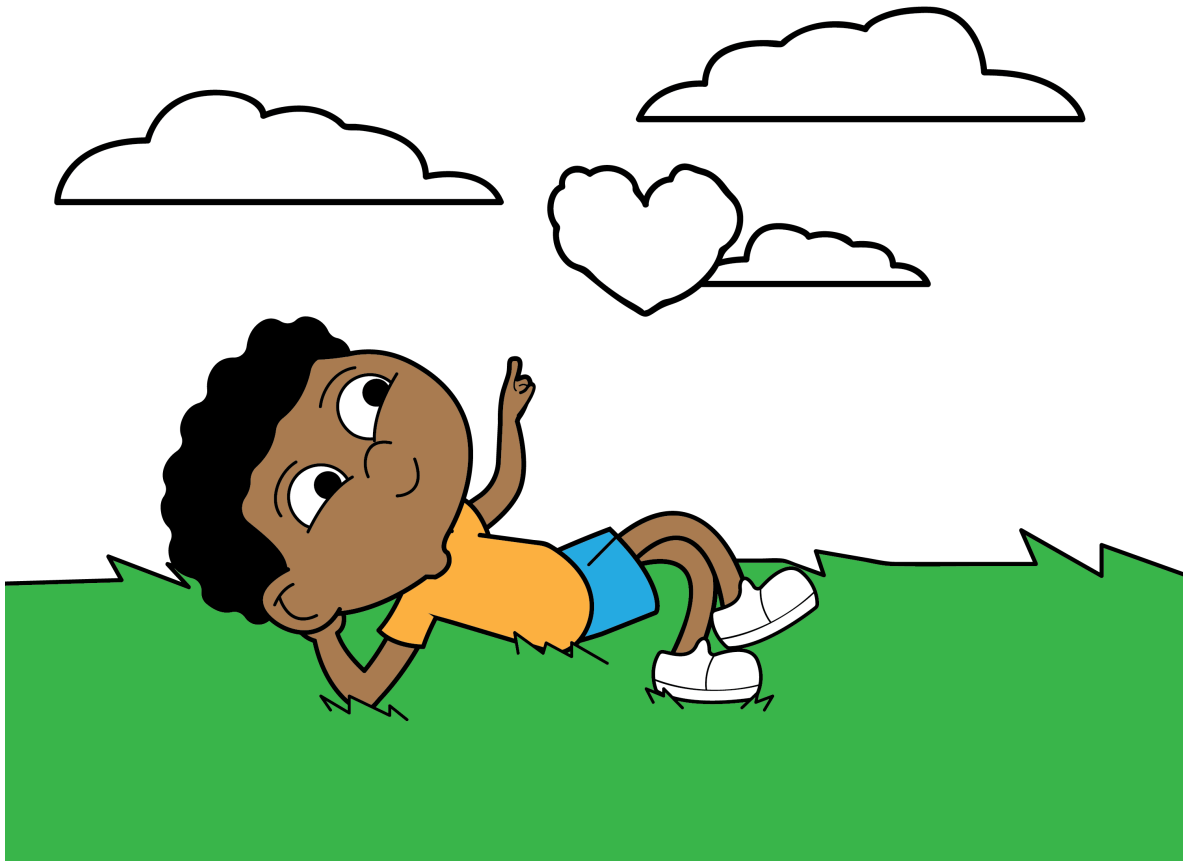
Date



# CONGRATULATIONS!

.....

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You have successfully completed  
"The Calm Crew" small group!  
We are so proud of you!

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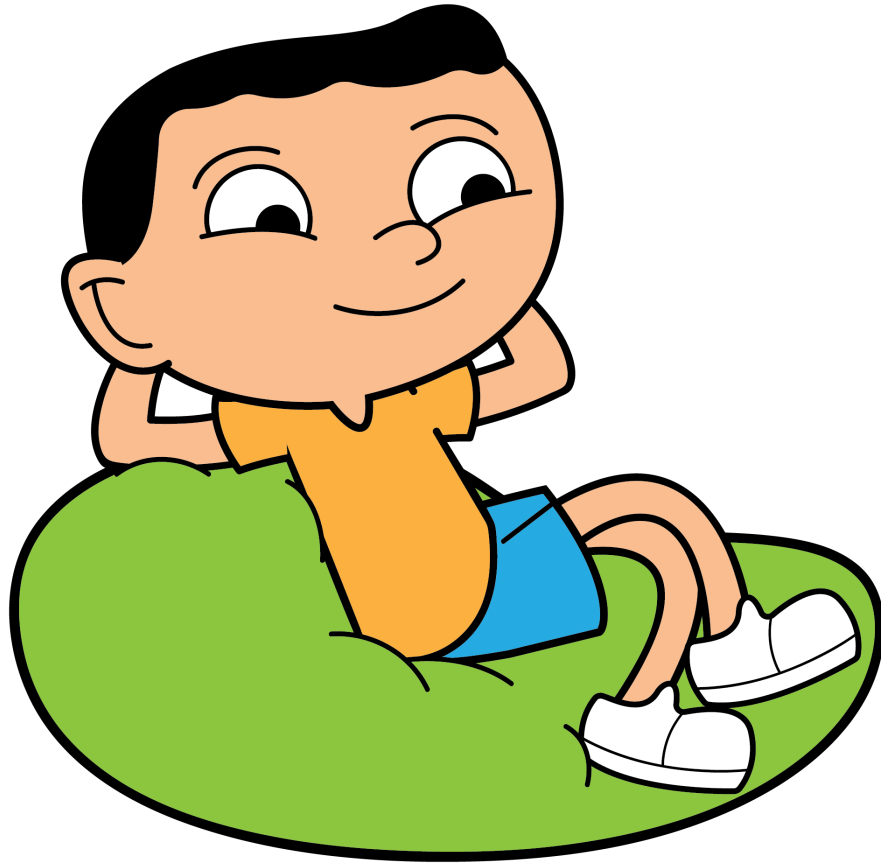
School Psychologist

---

Date

# CONGRATULATIONS!

---



You have successfully completed  
"The Calm Crew" small group!  
We are so proud of you!

---

School Social Worker

---

Date

# CONGRATULATIONS!

---



You have successfully completed  
"The Calm Crew" small group!  
We are so proud of you!

---

School Social Worker

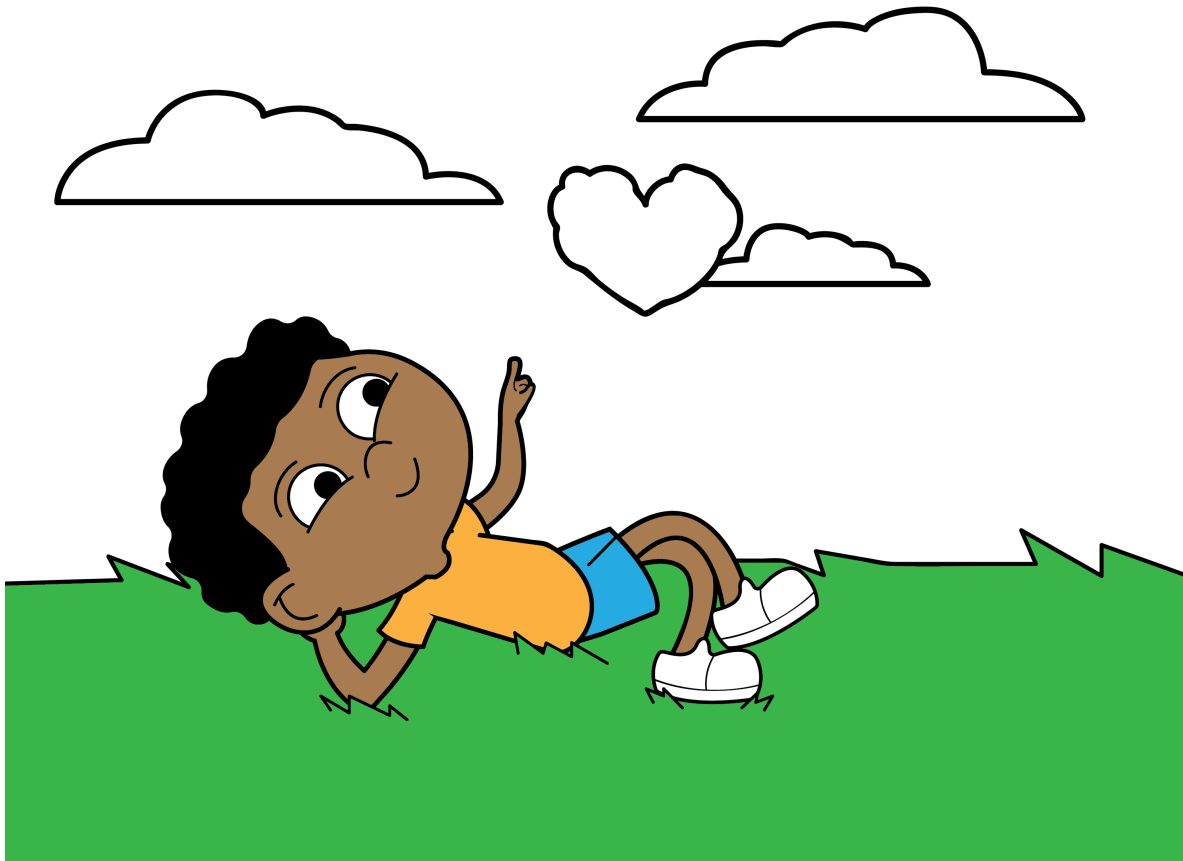
---

Date

# CONGRATULATIONS!

.....

---



You have successfully completed  
"The Calm Crew" small group!  
We are so proud of you!

---

School Social Worker

---

Date