MUSIC city COUNSELOR

THANK YOU FOR YOUR PURCHASE!

Hey y'all, Laura here! I so appreciate when you please take a moment to leave a review on my resources on my TpT Store. Thanks for your support! Enjoy the resource!

♥ laura oathout

LET'S CONNECT!

TpT

For helpful ideas, engaging resources, and freebies, please check out my **website** and **membership**!

♥ **WEBSITE**: www.musiccitycounselor.com

♥ **MEMBERSHIP**: www.counselorcollab.com

ANGER

SMALL GROUP CURRICULUM

MIDDLE SCHOOL 6TH - 8TH

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BINDER SPINES

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.

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GENERAL DIRECTIONS:

- I recommend having **6-8 students participate in group.**
- I recommend meeting **weekly for 10 weeks for 30-minute sessions.**
- This group is **flexible** to meet the needs and developmental level of your students. You can implement all 10 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, test scores, 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 the forms are included in a separate file in the zip folder.
- **Hall passes, reminders, and an attendance chart** are provided.
- A **student workbook** is included that students will work from in each session. Please provide one to each student. Both full color and black/white versions are included.
- A detailed **session plan** is included for each session as well as all the instructional materials you will need. 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 10. Use this data to show student growth and progress.
- **Questions?** Please contact me any time at laura@musiccitycounselor.com. I'm here to help!

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SESSION OUTLINE:

- Session 1: Introductions & Icebreakers
- Session 2: Anger & the Amygdala
- Session 3: Anger Feels Like...
- Session 4: Anger Triggers
- Session 5: The 5 Levels of Anger
- Session 6: Rating Anger Triggers
- Session 7: Under My Anger Mask
- Session 8: Calm Looks & Feels Like...
- Session 9: Using Coping Skills
- Session 10: 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.*

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GROUP FORMS

NOTE: Editable versions of these forms are included in the zip folder.

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TEACHER REFERRAL FORM

group counseling

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called "The Cool Down Club." We will focus on coping with anger. 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 work best for your classroom schedule.

Thank you for your time and effort! Please contact me any time with questions or suggestions. I'm here to help!

_____

- School Counselor

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

© Music City Counselor

TEACHER REFERRAL FORM

group counseling

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called "The Cool Down Club." We will focus on coping with anger. 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 work best for your classroom schedule.

Thank you for your time and effort! Please contact me any time with questions or suggestions. I'm here to help!

_____

- School Social Worker

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

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TEACHER REFERRAL FORM

group counseling

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called "The Cool Down Club." We will focus on coping with anger. 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 work best for your classroom schedule.

Thank you for your time and effort! Please contact me any time with questions or suggestions. I'm here to help!

_____

- School Psychologist

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

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TEACHER REFERRAL FORM
group counseling

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called "The Cool Down Club." We will focus on coping with anger. 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 work best for your classroom schedule.

Thank you for your time and effort! Please contact me any time with questions or suggestions. I'm here to help!

_____

- School Counselor

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

TEACHER REFERRAL FORM
group counseling

Teacher Name: _____

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- School Social Worker

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

TEACHER REFERRAL FORM
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Thank you for your time and effort! Please contact me any time with questions or suggestions. I'm here to help!

_____

- School Psychologist

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

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 Cool Down Club." This group will focus on coping with anger.

Our group will meet for a total of 10 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn:

- The brain science behind anger
- The physical manifestations of anger
- How anger feels
- To identify and understand their anger triggers
- To effectively cope with and manage 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 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: _____

© Music City Counselor

FROM THE DESK OF THE school social worker

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Social Worker called "The Cool Down Club." This group will focus on coping with anger.

Our group will meet for a total of 10 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn:

- The brain science behind anger
- The physical manifestations of anger
- How anger feels
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- To effectively cope with and manage anger

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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 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: _____

© Music City Counselor

FROM THE DESK OF THE school psychologist

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Psychologist called "The Cool Down Club." This group will focus on coping with anger.

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- To effectively cope with and manage anger

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Thank you so much,

_____
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: _____

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Thank you so much,

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School Counselor

Student Name: _____
Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.
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Caregiver Signature: _____

© Music City Counselor

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Thank you so much,

_____
School Social Worker

Student Name: _____
Caregiver Name: _____

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

Caregiver Signature: _____

© Music City Counselor

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Dear Caregiver, _____

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Thank you so much,

_____
School Psychologist

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: _____

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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 Cool Down Club." Este grupo se centrará en el manejo del enojo.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

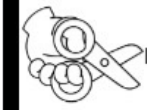
Los estudiantes aprenderán:

- La ciencia del cerebro detrás del enojo
- Las manifestaciones físicas del enojo
- Cómo se siente el enojo
- Identificar y comprender sus detonantes del enojo
- Aprender a manejar y afrontar el enojo de manera efectiva

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: _____

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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 que se llama "The Cool Down Club." Este grupo se centrará en el manejo del enojo.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

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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: _____

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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 Cool Down Club." Este grupo se centrará en el manejo del enojo.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

- La ciencia del cerebro detrás del enojo
- Las manifestaciones físicas del enojo
- Cómo se siente el enojo
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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: _____

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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 Cool Down Club." Este grupo se centrará en el manejo del enojo.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

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- Aprender a manejar y afrontar el enojo de manera efectiva

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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: _____

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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 que se llama "The Cool Down Club." Este grupo se centrará en el manejo del enojo.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

- La ciencia del cerebro detrás del enojo
- Las manifestaciones físicas del enojo
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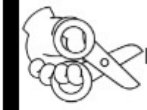
Muchas gracias,

_____
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: _____

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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 Cool Down Club." Este grupo se centrará en el manejo del enojo.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

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- Aprender a manejar y afrontar el enojo de manera efectiva

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,

_____
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 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 Cool Down Club." Este grupo se centrará en el manejo del enojo.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

- La ciencia del cerebro detrás del enojo
- Las manifestaciones físicas del enojo
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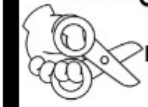
Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

_____

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: _____

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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 que se llama "The Cool Down Club." Este grupo se centrará en el manejo del enojo.

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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: _____

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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 Cool Down Club." Este grupo se centrará en el manejo del enojo.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

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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: _____

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DESDE EL ESCRITORIO DEL trabajador social

Queridos Padres de Familia, _____

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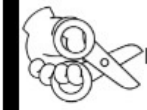
Muchas gracias,

_____
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: _____

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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 que se llama "The Cool Down Club." Este grupo se centrará en el manejo del enojo.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

- La ciencia del cerebro detrás del enojo
- Las manifestaciones físicas del enojo
- Cómo se siente el enojo
- Identificar y comprender sus detonantes del enojo
- Aprender a manejar y afrontar el enojo de manera efectiva

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: _____
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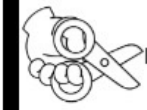

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© Music City Counselor

COOL DOWN CLUB reminder

Hi _____!

I'm looking forward to seeing you for group on _____ at _____.

- _____

School Counselor

© Music City Counselor

COOL DOWN CLUB reminder

Hi _____!

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COOL DOWN CLUB reminder

Hi _____!

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School Social Worker

© Music City Counselor

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School Social Worker

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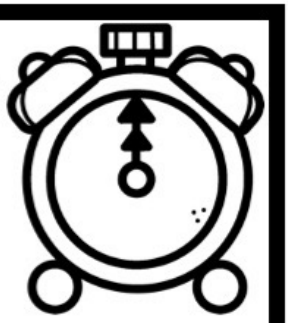

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© Music City Counselor

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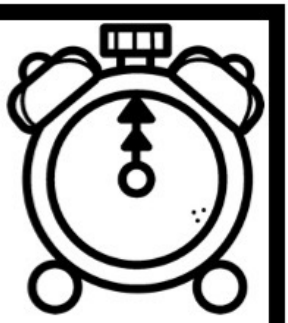

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© Music City Counselor

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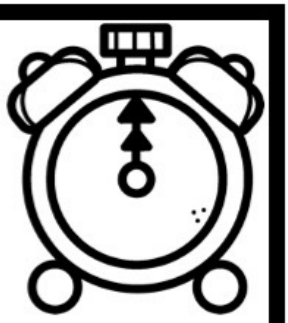

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© Music City Counselor

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School Psychologist

© Music City Counselor

COOL DOWN CLUB

hall pass

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COOL DOWN CLUB

hall pass

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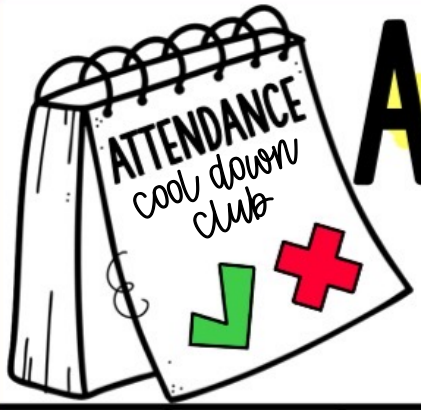

ATTENDANCE CHART

cool down club

Week	Student Name _____	Student Name _____	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								

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© Music City Counselor

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cool down club

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Week 8								
Week 9								
Week 10								

FULL COLOR WORKBOOK

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© Music City Counselor

Student Name: _____

Counselor Name: _____

COOL DOWN CLUB

workbook

FEELINGS

check-in

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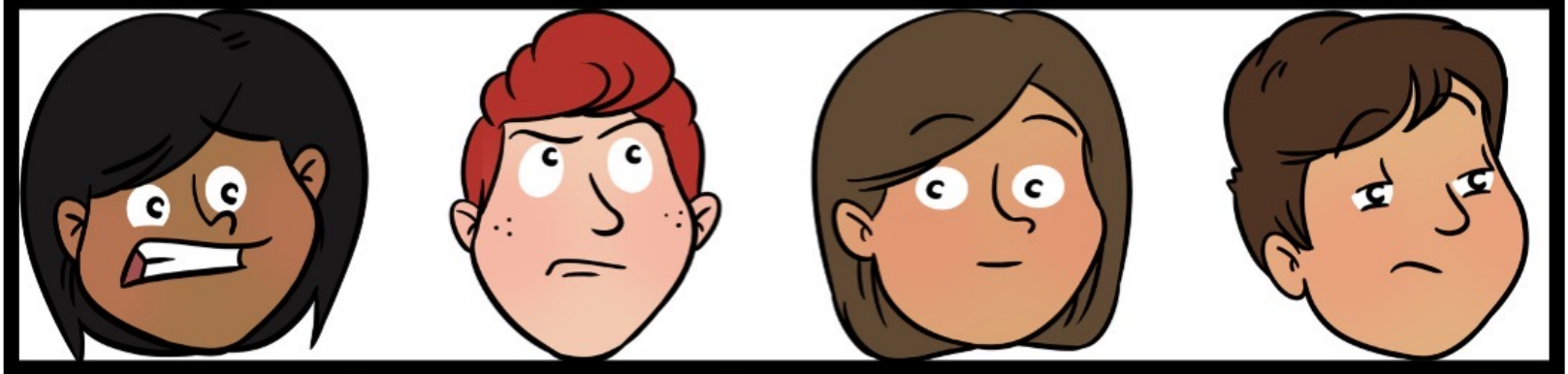
Happy Sad Angry Calm

Tired Anxious Hurt Excited



Stressed Annoyed Content Bored

ALL ABOUT me

My name is

Favorite ice cream

Favorite school subject

When I grow up...

Favorite sport

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Pets

Favorite season

Favorite book

PASSPORT

Places I'd like to travel

Favorite hobby

Favorite snack

My family

Name:_____

SMALL GROUP pre-survey

I can define anger.			
I can explain how anger works in the brain.			
I can identify the physical signs of anger.			
I can describe how anger feels in my body.			
I can define anger triggers.			
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I can define coping skills.			
I can explain why coping strategies are helpful.			
I can practice and use coping skills.			

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SMALL GROUP: the deets

GROUP PURPOSE

This is a safe, supportive place where you can share about anger and practice skills to grow your confidence and sense of calm. One of the hardest parts of anger is feeling like you're the only one struggling. Here in group, you'll see others have similar troubles, feelings, and experiences as you do! You'll learn practical tools you can use right away! The goal isn't to get rid of anger, but to learn to manage and control it.

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- You give me permission to share.

GROUP GOALS

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2. To understand how anger is processed in the brain.
3. To learn and practice coping skills.
4. To build self-confidence and self-awareness.

GROUP RULES

1. **What's shared here, stays here.** We respect privacy. Personal stories shared in group are not repeated outside this room.
2. **Respect others.** Be kind, accepting, and supportive. Do not judge.
3. **One person talks at a time.** Listen when someone is speaking. Do not interrupt.
4. **Everyone belongs.** Different feelings, identities, thoughts, and experiences are welcome here.

IN GROUP, YOU'LL FEEL

This group will make you feel:

- Understood
- Supported
- Equipped
- Confident
- Capable

WHAT IS ANGER?

DEFINITION

Anger is a strong feeling when something feels unfair, frustrating, or out of your control. It's a signal that something is wrong. Anger is a normal feeling that is part of the human experience. What matters most is how you choose to handle it.

MANIFESTS IN YOUR THOUGHTS

Your mind may race or get stuck on one idea. You might think, "This is not fair," "They did that on purpose," or "I have to do something right now." It can feel hard to see other options and calm down.

MANIFESTS IN YOUR BODY

Your body often notices anger first. Common physical signs include a fast heartbeat, tight muscles, feeling hot or flushed, clenched teeth, heavy breathing, a tight stomach, shaky hands, sweaty palms, and restlessness.

MANIFESTS IN YOUR CHOICES

Anger can push you to act quickly. You might yell, slam things, walk away, or say something you later regret. You may also shut down and refuse to talk. These choices happen because anger wants a fast release.

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ANGER PHYSICAL manifestations

- A fast heartbeat
- Tight muscles in your jaw, shoulders, or fists
- Feeling hot and flushed in your face or chest
- Clenched teeth
- Grinding your jaw
- Heavy, shallow, quick breathing
- A tight stomach
- Nausea
- Shaky hands or legs
- Sweaty palms
- A feeling like you need to move or explode
- Restlessness

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BODY MAP

DIRECTIONS >>>

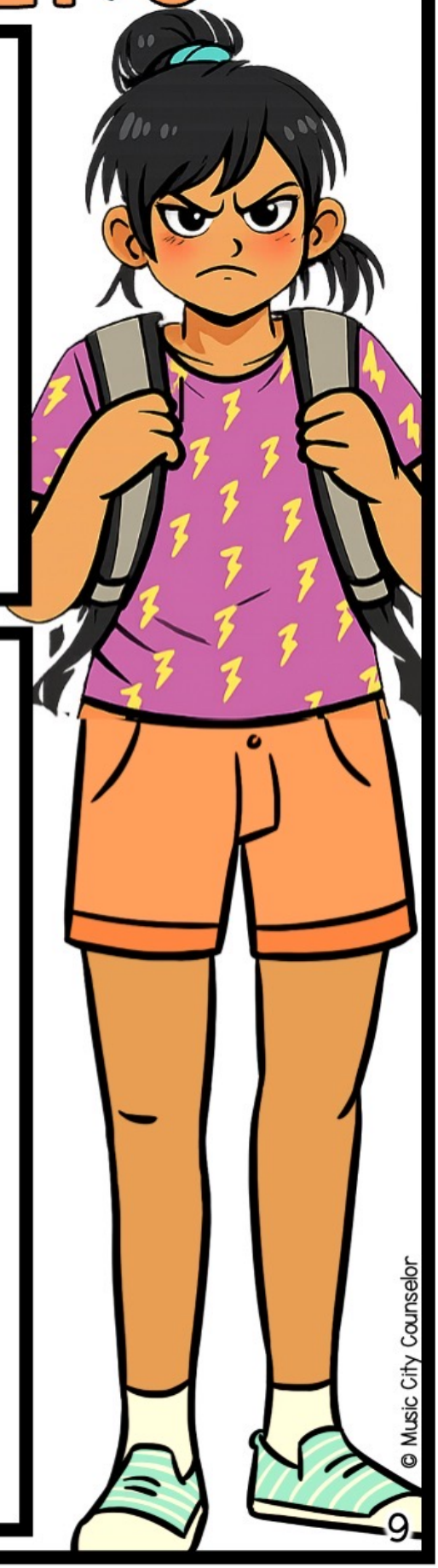
Choose the objects that represent your anger. Cut and paste them onto the parts of the body where you feel them most.

© Music City Counselor

ANGER TRIGGERS

DEFINITION

An anger trigger is something that sets off your anger. It "pushes your buttons." It can be a person, situation, thought, or feeling that makes your body and brain react *fast*. Anger triggers are different for everyone. What bothers one person might not bother another person at all! Knowing your triggers helps you notice anger *early* so you can pause and choose how to thoughtfully respond.



COMMON TRIGGERS

- Being teased or made fun of
- Feeling disrespected by peers or adults
- Getting blamed for something you didn't do
- Losing a game or competition
- Being told "no" or having limits set
- Feeling left out by friends
- Being interrupted or not listened to
- Feeling embarrassed in front of others
- Someone imposing unfair rules or consequences
- Struggling with schoolwork
- Changes in plans or routines
- Sibling or family conflicts
- Being rushed or feeling pressured
- Feeling misunderstood

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MY TRIGGERS

DIRECTIONS

Glue your top 4 anger triggers onto the rectangles.

MY #1 TRIGGER

MY #2 TRIGGER

MY #3 TRIGGER

MY #4 TRIGGER

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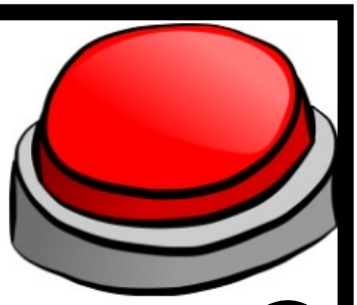
WHAT PUSHES your buttons?



DIRECTIONS »»

Draw and write about 4 triggers that "push your buttons."

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LEVELS OF ANGER

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OUT OF CONTROL	5	I am exploding with BIG feelings I can't control. I may make bad choices or say things I regret.
ANGRY	4	My heart is beating fast and my hands are in fists. I'm overwhelmed and starting to lose control.
FRUSTRATED	3	I feel bothered and upset. My breathing is getting faster. My body is starting to sweat.
ANNOYED	2	Something is bugging me. I feel irritated. My body is starting to feel tense.
CALM	1	I am peaceful and relaxed. My body feels comfortable. Everything is okay.

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MY LEVELS OF ANGER

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DIRECTIONS

Draw and write about what each level feels like and looks like.

	Feels like:	Looks like:
OUT OF CONTROL 5		
ANGRY 4		
FRUSTRATED 3		
ANNOYED 2		
CALM 1		

MY LEVELS OF ANGER

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DIRECTIONS

Rate the anger triggers on the cards. Then, glue one onto each level.

	I feel...when...
5. OUT OF CONTROL	
4. ANGRY	
3. FRUSTRATED	
2. ANNOVED	
1. CALM	

MY ANGER MASK

ANGER MASK EXPLAINED

Anger can be like a mask you wear to hide what you're really feeling inside. Sometimes it's easier to show anger than to show more vulnerable feelings like hurt, sadness, fear, or embarrassment. When you wear an anger mask, others only see the yelling, scowling, or attitude...not the *real* reason behind it. Your anger mask can protect you when you feel uncomfortable or unsure how to talk about your feelings. Under the mask, there is usually a feeling that needs understanding, support, and help. Learning to notice when you're wearing an anger mask can help you take it off and express what you truly need.

WHAT'S UNDER THE MASK?

- Hurt
- Sadness
- Embarrassment
- Fear
- Disappointment
- Misunderstanding
- Isolation
- Unfairness
- Overwhelm
- Stress
- Shame
- Guilt
- Lack of control
- Feeling judged
- Need for attention
- Need for comfort
- Need for help
- Need to be heard

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WHAT IS CALM?

DEFINITION

Calm is when your body and mind feel steady and relaxed, your breathing is slower, and you're able to think clearly and handle what is happening around you without getting overwhelmed.

MANIFESTS IN YOUR THOUGHTS

Your thoughts are slower, clearer, and more balanced. You're able to focus, think through problems, and remind yourself that you can handle what is happening. Instead of jumping to worst-case scenarios, your mind stays grounded in the present.

MANIFESTS IN YOUR BODY

Calm shows up as a feeling of ease and balance. Your breathing is slower and deeper, your muscles feel loose, and your heart rate is steady. Your shoulders drop, your jaw unclenches, and your hands relax. You feel comfortable and ready for anything!

MANIFESTS IN YOUR CHOICES

You pause and think before acting. You can make thoughtful decisions, listen to others, and solve problems instead of reacting quickly or emotionally. Calm helps you choose kind words, ask for help, and handle challenges appropriately and effectively.

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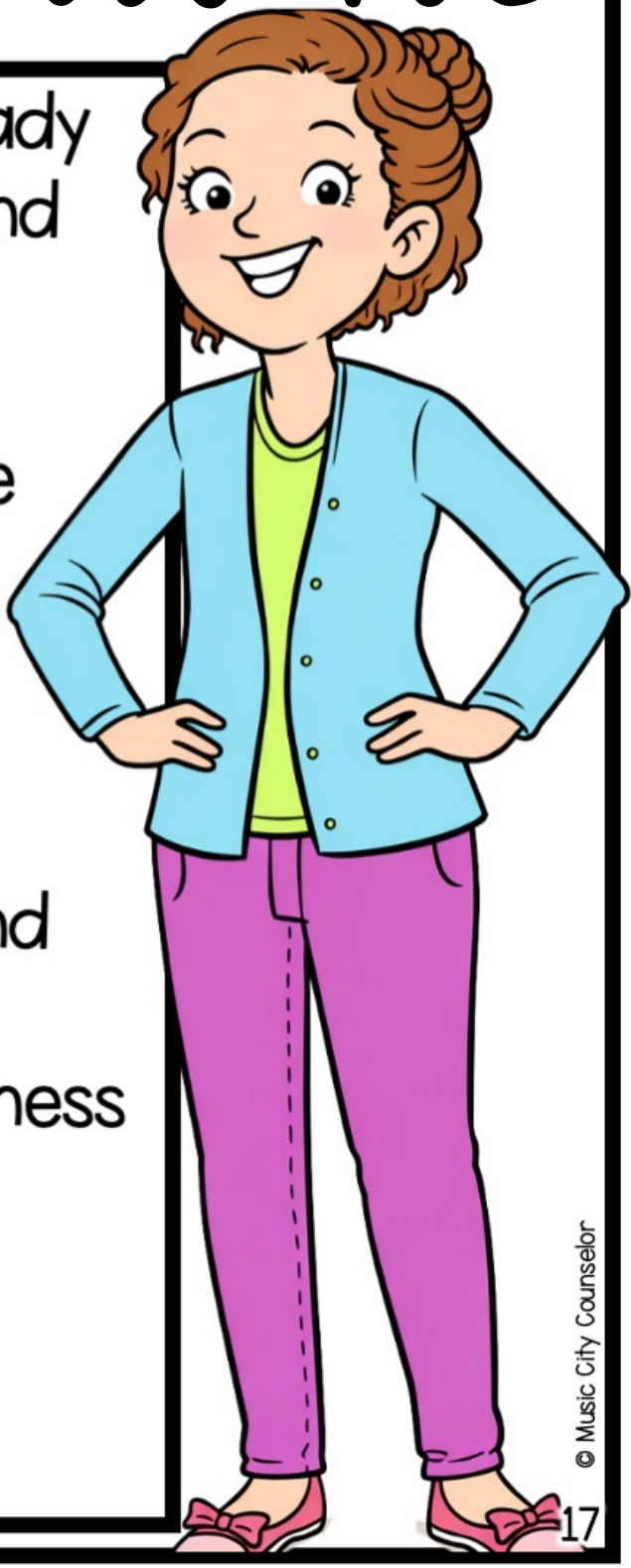
CALM PHYSICAL manifestations

- Breathing is slow and steady
- Heartbeat feels normal and even
- Shoulders are relaxed
- Jaw and face muscles are loose
- Hands feel steady
- Muscles are relaxed
- Stomach feels settled
- Body feels comfortable and safe
- Less fidgeting or restlessness
- Head feels clear
- Posture feels natural and upright
- Energy feels balanced



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FINDING MY CALM

DIRECTIONS

Draw what calm feels like to you in the frame.

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CONTROLLING ANGER

WHEN YOU LISTEN TO YOUR BODY

AND UNDERSTAND YOUR TRIGGERS.

THEN, YOU CAN CONTROL YOUR ANGER BEFORE YOU LOSE CONTROL!

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COPING SKILLS

WHAT ARE COPING SKILLS?

Coping skills are tools and strategies you can use to handle big feelings, stress, and tough situations in a healthy way.

HOW ARE COPING SKILLS HELPFUL?

Coping skills help you calm your body, clear your mind, and make good choices. They prevent you from reacting in ways you might regret. Coping skills do not make problems disappear, but they help you manage how you feel and get through challenges more effectively.

EXAMPLES OF COPING SKILLS:

- Count to 10
- Breathe
- Listen to music
- Talk it out with a friend or grown-up you trust
- Read a book
- Journal, draw, or write
- Practice yoga
- Go for a walk
- Use tools (i.e. fidgets, stress balls)
- Find a cozy spot to relax
- Think positive thoughts
- Ask for a hug

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COPING SKILLS

COUNT TO 10

LISTEN TO MUSIC

READ

DRAW, WRITE

TALK IT OUT

PRACTICE YOGA

THINK POSITIVE

ASK FOR A HUG

BREATHE

FIND A COZY SPOT

USE TOOLS

GO FOR A WALK

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MY TIME IN GROUP

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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:_____

SMALL GROUP post-survey

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BLACK LINE WORKBOOK

Please print one of these workbooks for each student and have it available to them at each session.

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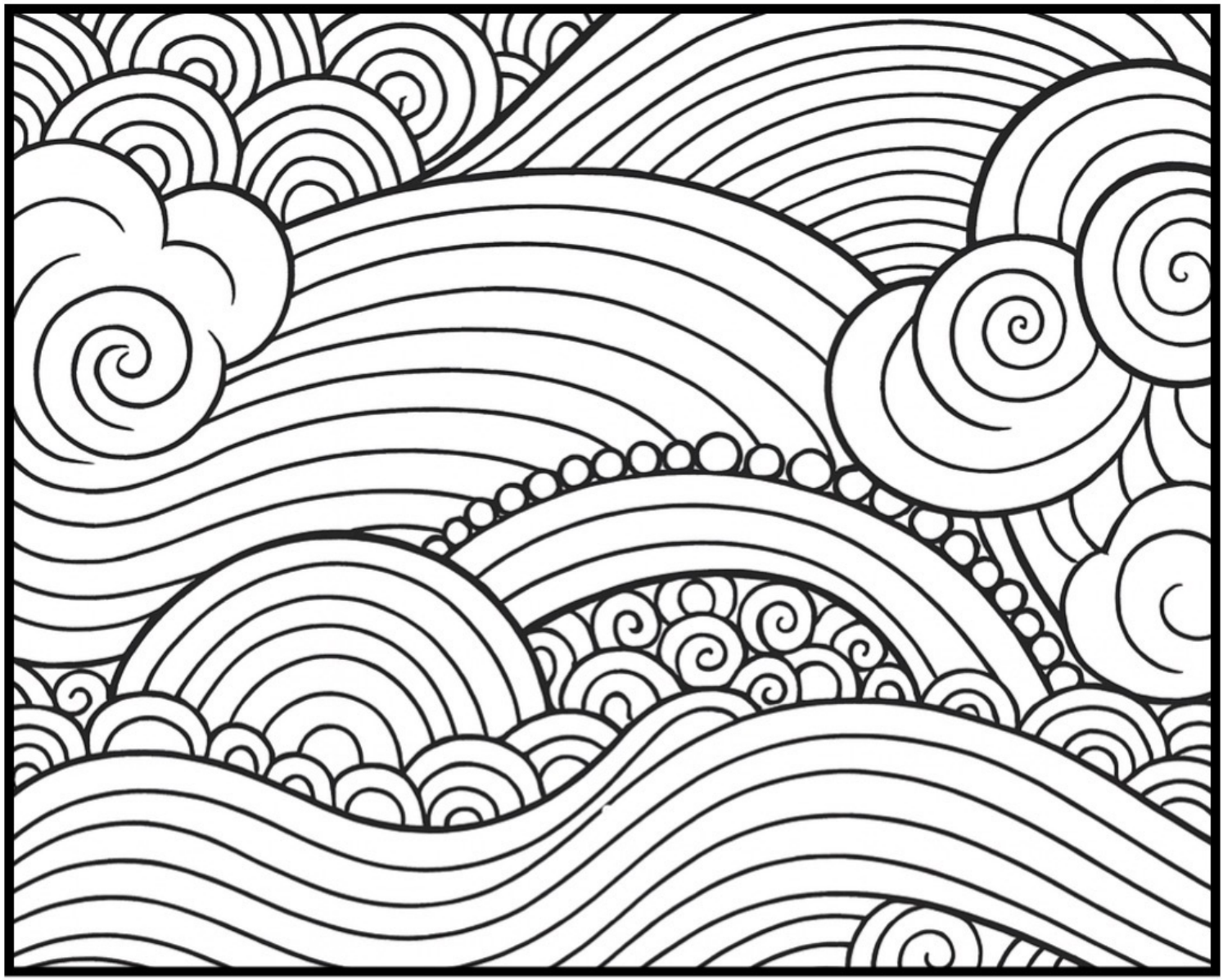

Student Name: _____

Counselor Name: _____

COOL DOWN CLUB

workbook

FEELINGS check-in

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Happy Sad Angry Calm

Tired Anxious Hurt Excited

Stressed Annoyed Content Bored

ALL ABOUT me

My name is

Favorite ice cream

Favorite school subject

When I grow up...

Favorite sport

© Music City Counselor

Pets

Favorite season

Favorite book

PASSPORT

Places I'd like to travel

Favorite hobby

My family

Favorite snack

Name:_____

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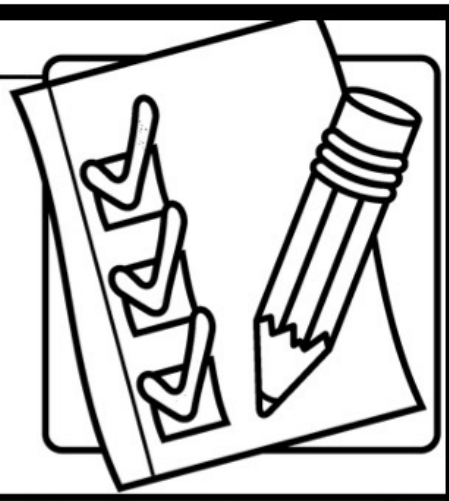

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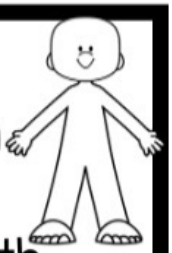

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© Music City Counselor

MY TRIGGERS

DIRECTIONS

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MY #1 TRIGGER

MY #2 TRIGGER

MY #3 TRIGGER

MY #4 TRIGGER

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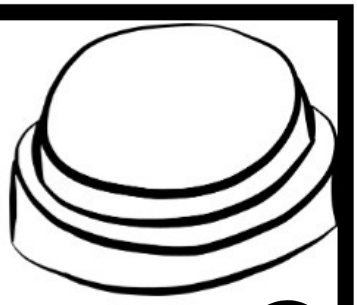
WHAT PUSHES your buttons?



DIRECTIONS >>>

Draw and write about 4 triggers that "push your buttons."

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LEVELS OF ANGER

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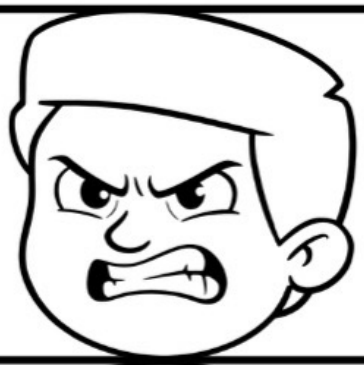
OUT OF CONTROL	5 	I am exploding with BIG feelings I can't control. I may make bad choices or say things I regret.
ANGRY	4	My heart is beating fast and my hands are in fists. I'm overwhelmed and starting to lose control.
FRUSTRATED	3	I feel bothered and upset. My breathing is getting faster. My body is starting to sweat.
ANNOYED	2	Something is bugging me. I feel irritated. My body is starting to feel tense.
CALM	1	I am peaceful and relaxed. My body feels comfortable. Everything is okay.

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MY LEVELS OF ANGER

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DIRECTIONS

Draw and write about what each level feels like and looks like.

	Feels like:	Looks like:
OUT OF CONTROL 5		
ANGRY 4		
FRUSTRATED 3		
ANNOYED 2		
CALM 1		

MY LEVELS OF ANGER

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DIRECTIONS

Rate the anger triggers on the cards. Then, glue one onto each level.

	I feel...when...
5. OUT OF CONTROL	
4. ANGRY	
3. FRUSTRATED	
2. ANNOYED	
1. CALM	

MY ANGER MASK

ANGER MASK EXPLAINED

Anger can be like a mask you wear to hide what you're really feeling inside. Sometimes it's easier to show anger than to show more vulnerable feelings like hurt, sadness, fear, or embarrassment. When you wear an anger mask, others only see the yelling, scowling, or attitude...not the *real* reason behind it. Your anger mask can protect you when you feel uncomfortable or unsure how to talk about your feelings. Under the mask, there is usually a feeling that needs understanding, support, and help. Learning to notice when you're wearing an anger mask can help you take it off and express what you truly need.

WHAT'S UNDER THE MASK?

- Hurt
- Sadness
- Embarrassment
- Fear
- Disappointment
- Misunderstanding
- Isolation
- Unfairness
- Overwhelm
- Stress
- Shame
- Guilt
- Lack of control
- Feeling judged
- Need for attention
- Need for comfort
- Need for help
- Need to be heard

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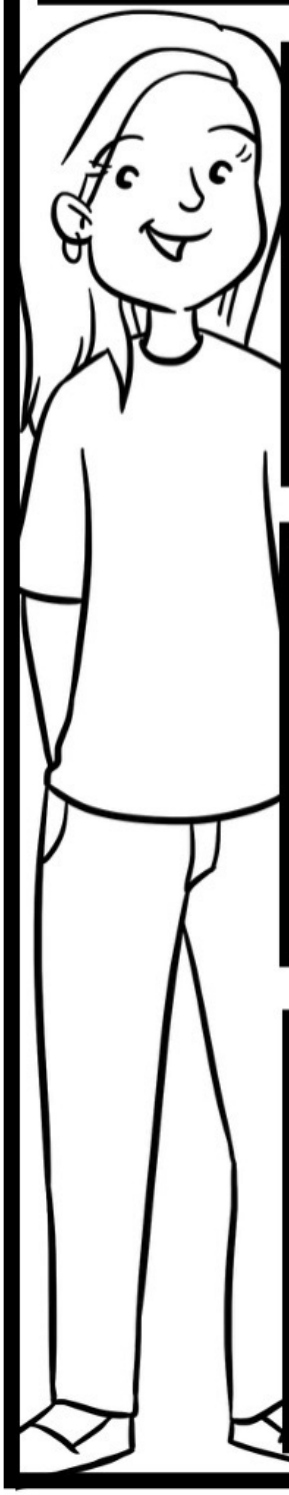
WHAT IS CALM?

DEFINITION

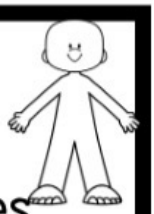
Calm is when your body and mind feel steady and relaxed, your breathing is slower, and you're able to think clearly and handle what is happening around you without getting overwhelmed.



MANIFESTS IN YOUR THOUGHTS

Your thoughts are slower, clearer, and more balanced. You're able to focus, think through problems, and remind yourself that you can handle what is happening. Instead of jumping to worst-case scenarios, your mind stays grounded in the present.

MANIFESTS IN YOUR BODY



Calm shows up as a feeling of ease and balance. Your breathing is slower and deeper, your muscles feel loose, and your heart rate is steady. Your shoulders drop, your jaw unclenches, and your hands relax. You feel comfortable and ready for anything!

MANIFESTS IN YOUR CHOICES

You pause and think before acting. You can make thoughtful decisions, listen to others, and solve problems instead of reacting quickly or emotionally. Calm helps you choose kind words, ask for help, and handle challenges appropriately and effectively.

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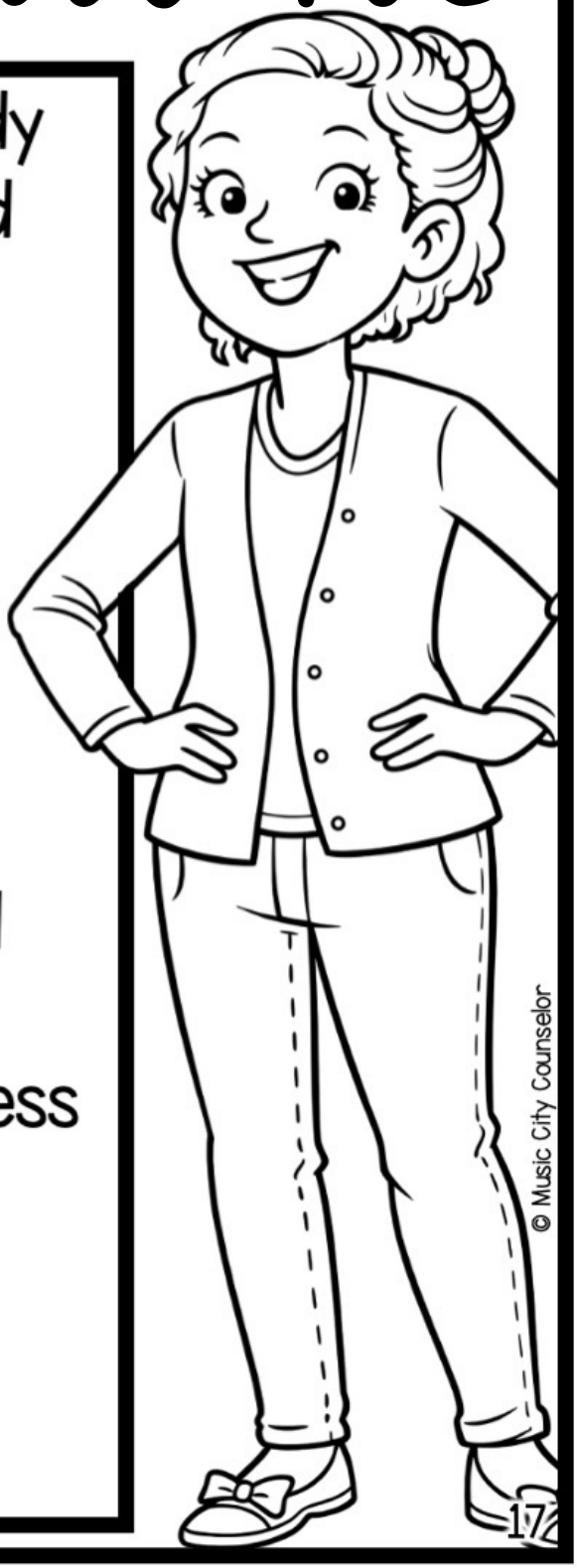
CALM PHYSICAL manifestations

- Breathing is slow and steady
- Heartbeat feels normal and even
- Shoulders are relaxed
- Jaw and face muscles are loose
- Hands feel steady
- Muscles are relaxed
- Stomach feels settled
- Body feels comfortable and safe
- Less fidgeting or restlessness
- Head feels clear
- Posture feels natural and upright
- Energy feels balanced



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FINDING MY CALM

DIRECTIONS

Draw what calm feels like to you in the frame.

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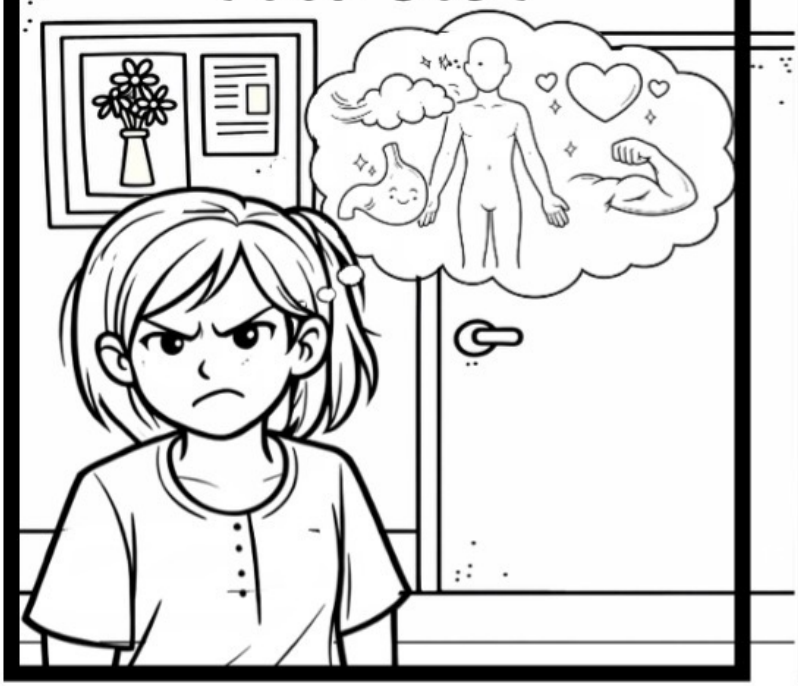
CONTROLLING ANGER

WHEN YOU LISTEN TO YOUR BODY



AND UNDERSTAND YOUR TRIGGERS.

THEN, YOU CAN CONTROL YOUR ANGER BEFORE YOU LOSE CONTROL!

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COPING SKILLS

WHAT ARE COPING SKILLS?

Coping skills are tools and strategies you can use to handle big feelings, stress, and tough situations in a healthy way.

HOW ARE COPING SKILLS HELPFUL?

Coping skills help you calm your body, clear your mind, and make good choices. They prevent you from reacting in ways you might regret. Coping skills do not make problems disappear, but they help you manage how you feel and get through challenges more effectively.

EXAMPLES OF COPING SKILLS:

- Count to 10
- Breathe
- Listen to music
- Talk it out with a friend or grown-up you trust
- Read a book
- Journal, draw, or write
- Practice yoga
- Go for a walk
- Use tools (i.e. fidgets, stress balls)
- Find a cozy spot to relax
- Think positive thoughts
- Ask for a hug

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COPING SKILLS

COUNT TO 10

LISTEN TO MUSIC

READ

DRAW, WRITE

TALK IT OUT

THINK POSITIVE

PRACTICE YOGA

ASK FOR A HUG

BREATHE

FIND A COZY SPOT

USE TOOLS

GO FOR A WALK

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MY TIME IN GROUP

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IN GROUP I LEARNED:

MY FAVORITE MEMORY IN GROUP

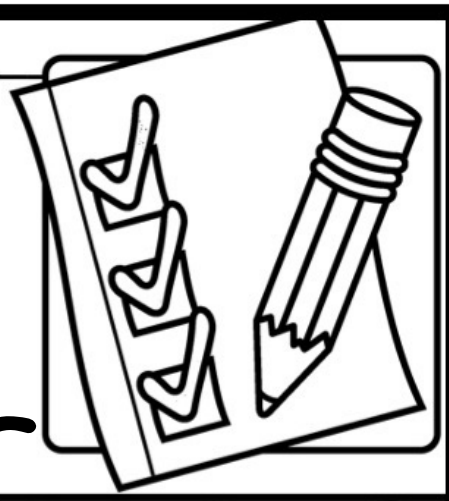
MY FAVORITE ACTIVITY WAS:

I WILL KEEP PRACTICING:

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

Name:_____

SMALL GROUP post-survey



I can define anger.			
I can explain how anger works in the brain.			
I can identify the physical signs of anger.			
I can describe how anger feels in my body.			
I can define anger triggers.			
I can name my anger triggers.			
I can describe and identify the 5 levels of anger.			
I can explain how anger is like a mask.			
I can define calm.			
I can identify the physical signs of calm.			
I can define coping skills.			
I can explain why coping strategies are helpful.			
I can practice and use coping skills.			

SESSION PLANS & ACTIVITIES

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SESSION 1: INTRODUCTIONS & ICEBREAKERS

SESSION GOALS:

- Students will introduce themselves and get to know their peers.
- Students will assess their knowledge of anger with a pre-survey.
- Students will learn the rules of group.
- Students will learn the definition and limits of confidentiality.
- Students will understand the purpose, goals, 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 workbook per student
- Pencils
- Markers or crayons

DIRECTIONS:

- **Before students come to group, print a workbook for each student.** Choose either the full color or the black line version. Staple it in the top left-hand corner.
- Start by welcoming students to "The Cool Down Club" group and giving them a **workbook**. They can write their name and counselor's name on the blank lines on the cover page.
- Tell students that we are going to do a little icebreaker activity to help them get to know each other. Ask student to turn to **page 3 in their workbook, "All About Me."** This page is full of fun doodles that let students express their favorite things, hobbies, dreams, etc. Students can start by writing their name where it says, "My name is" and drawing a picture of themselves in the picture frame. Then, they can write words and draw little pictures for each category. Once they're done, ask students to share their page with the group.
- Ask students to turn to **page 4 in their workbook, "Small Group Pre-Survey."** 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" ☹️ faces.
- Ask students to turn to **page 5 in their workbook: "Small Group: The Deets."** This page explains the purpose, rules, and goals of group, as well as confidentiality and how group will make them feel. Read through each section and spark a discussion with students:
  - What do you hope to learn in group?
  - What goals do you have for group?
  - What rules would you add to this list?
  - Why is confidentiality important?
  - What does the group purpose mean to you?
- **Close** by saying that next week we will explore what anger means and what it looks like.

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SESSION 2: ANGER & THE AMYGDALA

SESSION GOALS:

- Students will learn the definition of anger.
- Students will learn the 3 manifestations of anger (thoughts, body, choices).
- Students will learn the brain science behind anger (the amygdala and fight-or-flight response).
- Students will learn about the physical signs of anger.
- 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:

- 1 workbook per student
- 1 printed craft per student (4 versions included)
- Google Slides or PowerPoint
- Pencils
- Markers or crayons
- Scissors
- Glue sticks

DIRECTIONS:

- Greet students and explain that today we will dive headfirst into learning about anger. Learning about where anger comes from and what it looks like (how to identify it) it is the first step in coping with it!
- Feel free to start each session with a **feelings check-in (page 2 in the workbook).**
- Ask students to turn to **page 6 in their workbook, "What is Anger?"** Ask a different volunteer to read each of the 4 sections: the definition of anger and the 3 places that it manifests (our thoughts, bodies, and choices). Spark a discussion around:
  - How would you define anger? What does the provided definition mean to you?
  - How does anger manifest in your thoughts?
  - How does anger manifest in your body?
  - How does anger manifest in your choices?
- Pull up either the brief **PowerPoint or** Google Slides presentation. Go through the presentation and teach students the brain science behind anger (the amygdala, fight-or-flight response, danger alarm, and the thinking brain). Spark a discussion around:
  - What is the amygdala's job? How does it help us? How can it hurt us?
  - Explain what happens when the amygdala sends a, "DANGER!" alarm to the body.
  - Explain the fight-or-flight response. How is it adaptive/helpful? How is it maladaptive/unhelpful?
  - How can you calm your amygdala? Which strategies work best for you?
- Ask students to turn to **page 7 in their workbook, "Anger Physical Manifestations."** Review the physical manifestations of anger. Relate these back to the fight-or-flight response and the amygdala preparing us for danger (real or not real!) Spark a discussion around:
  - Where in your body do you notice the FIRST signs of anger?
  - Which of these physical signs of anger do you experience most?
  - Which of these physical manifestations of anger do you NOT experience?
  - Do any of these common physical signs surprise you?
- Give each student a **printed flip book craft. 4 different versions** are included in full color and black/white. Please let students choose the version that looks the most like them. This craft reviews the information about the brain learned in the presentation. Students can cut out the circle on the "Anger & the Amygdala" cover page and cut out the circle and shoulders on the second page. Then, students can place some glue where it says, "Glue Here" and glue the cover page onto the shoulders page. This creates a little flip book. If students are using the black/white version, they can color it. Please see the **sample** on the next page.
- **Close** by saying that next week we will learn what anger feels like.

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SAMPLE

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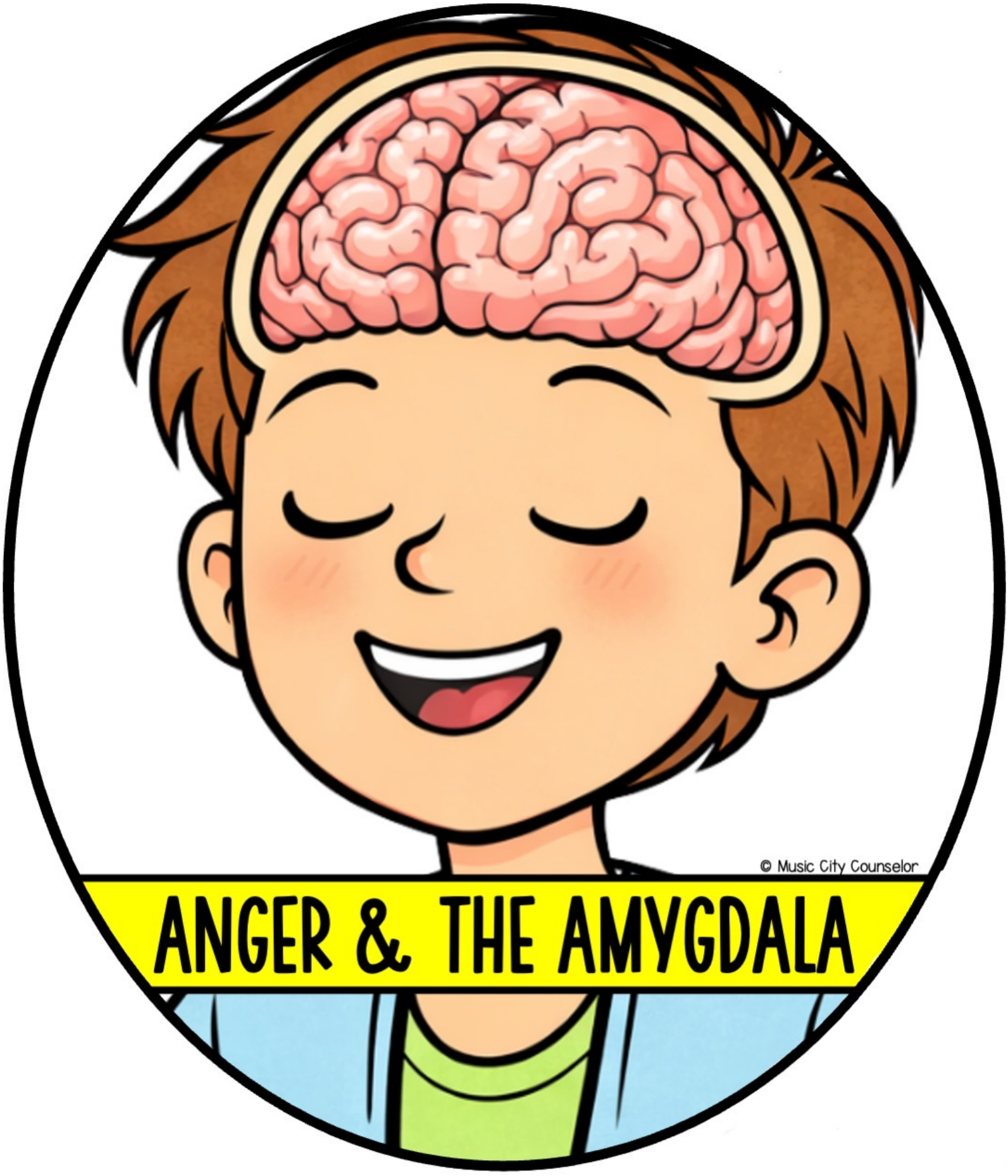
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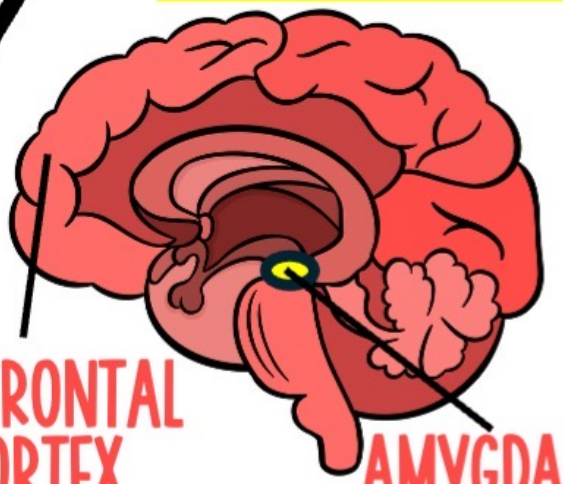
ANGER & THE AMYGDALA

GLUE HERE

THE BRAIN



PREFRONTAL CORTEX

AMYGDALA

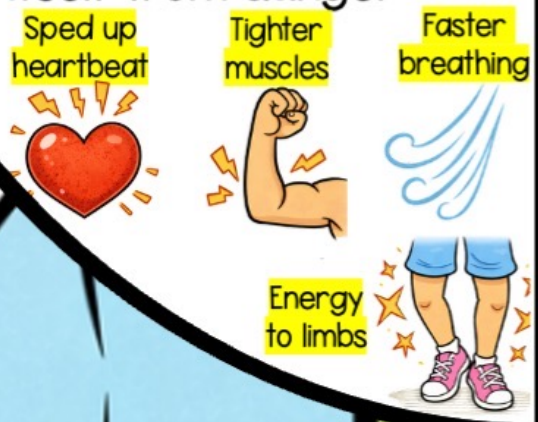
The amygdala is the brain's alarm system. When it senses danger, it turns on the fight-or-flight response.

DANGER!

The alarm is SO fast that it turns on your body *before* your thinking brain has time to catch up. The amygdala doesn't know the difference between real danger and a situation that is just frustrating or uncomfortable. This can cause you to overreact and act out in anger.

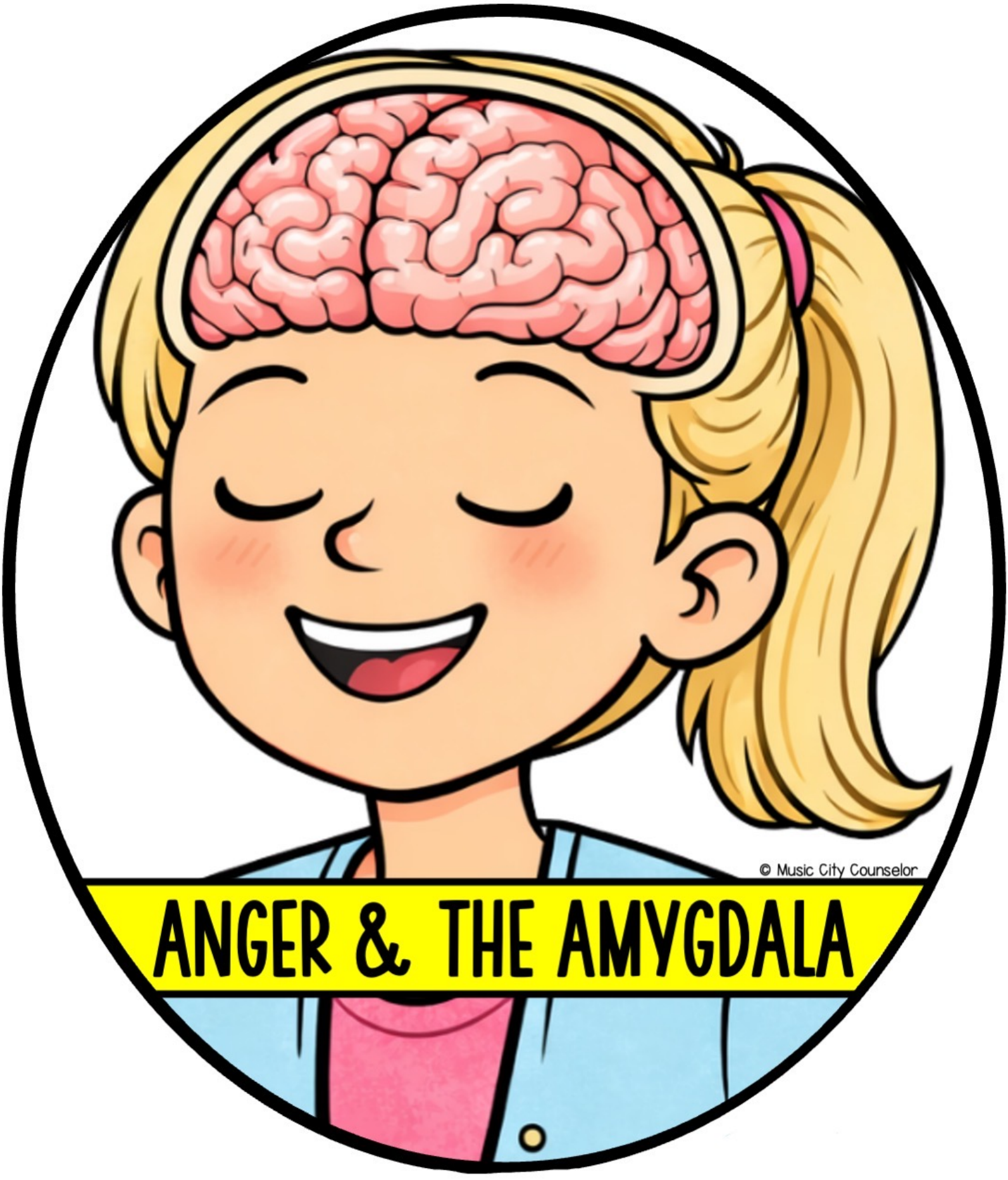
FIGHT-OR-FLIGHT

Preps your body to protect itself from danger:



FINDING CALM

You cannot "turn off" your amygdala, but you can calm it.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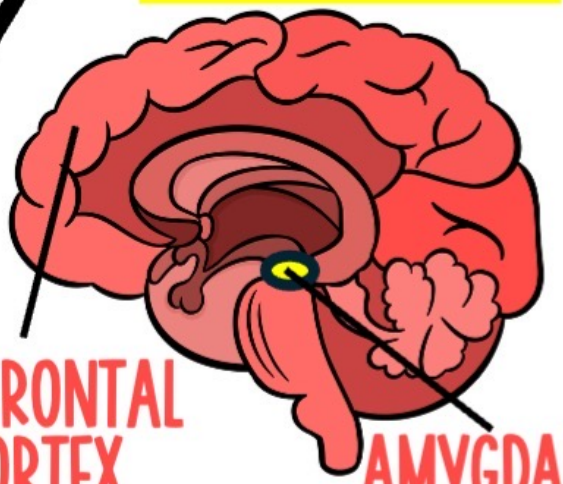

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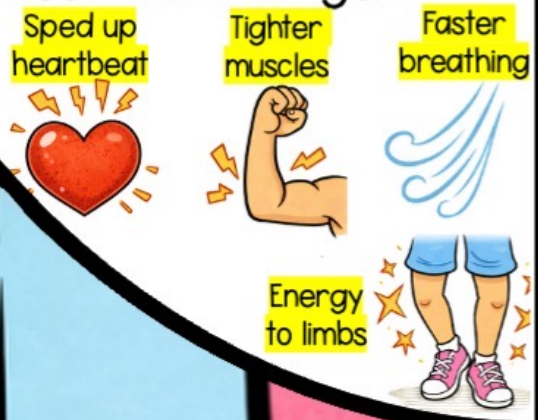

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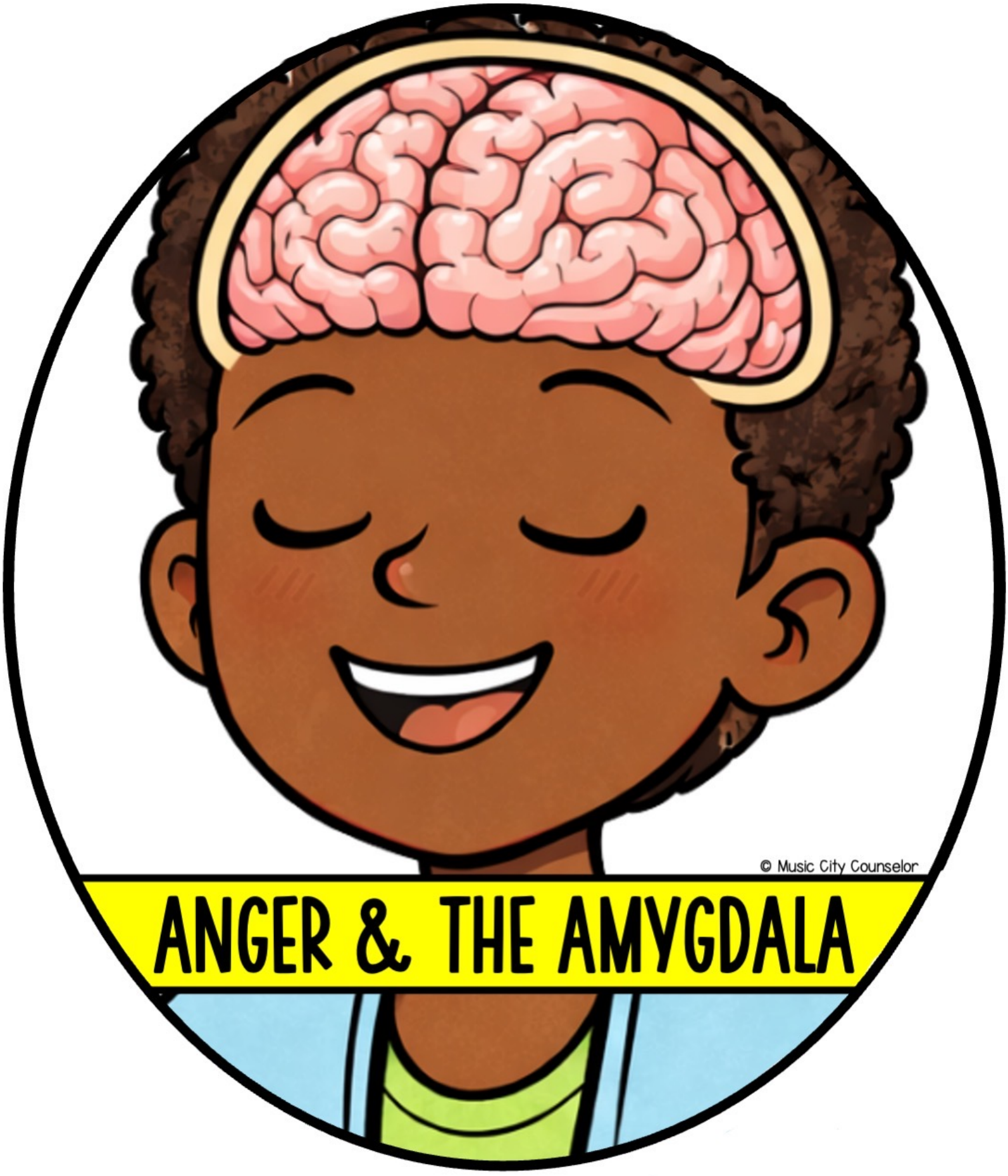
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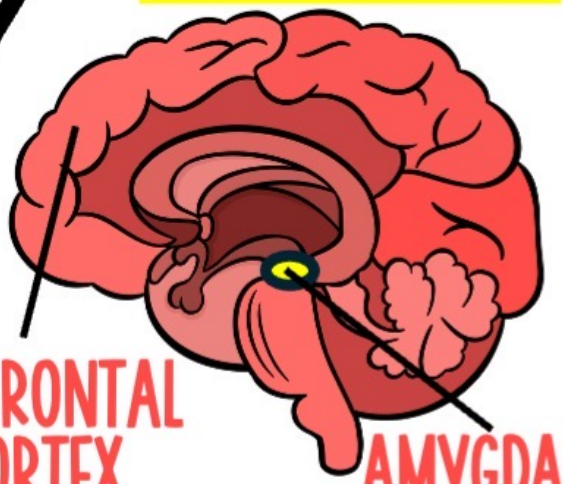

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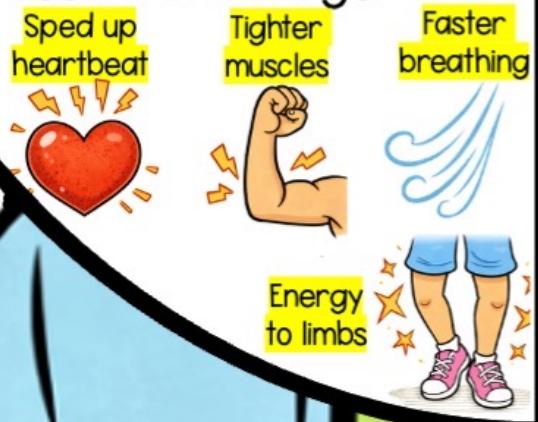

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ANGER & THE AMYGDALA

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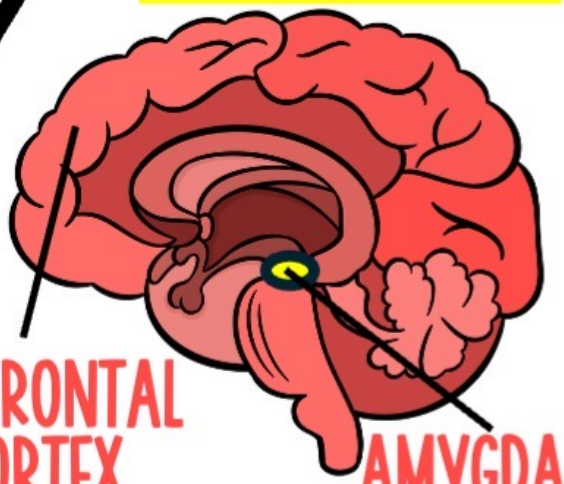

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FIGHT-OR-FLIGHT

Preps your body to protect itself from danger:

Sped up heartbeat

Tighter muscles

Faster breathing

Energy to limbs

FINDING CALM

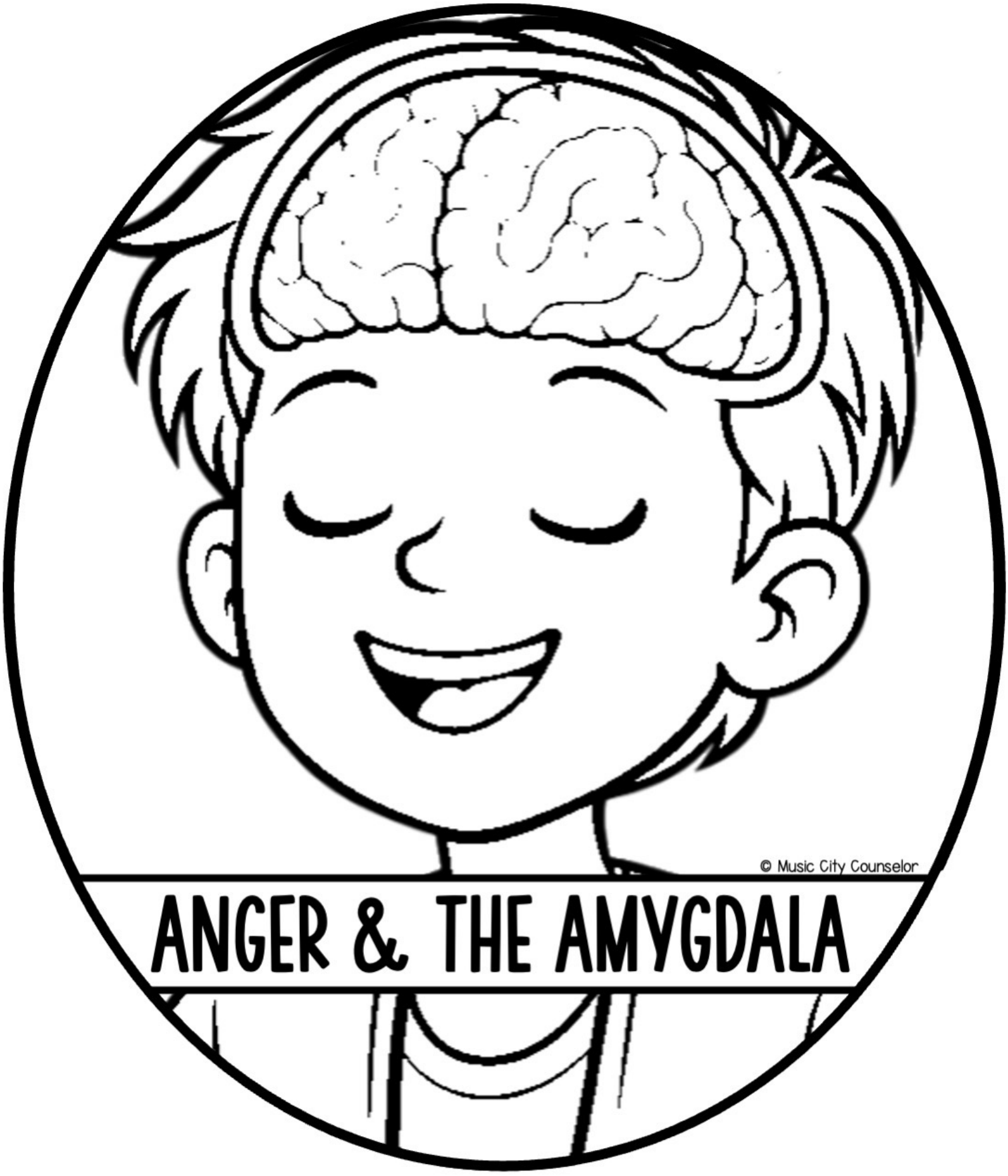
You cannot "turn off" your amygdala, but you can calm it.

Take a break

Think positive

Breathe

Count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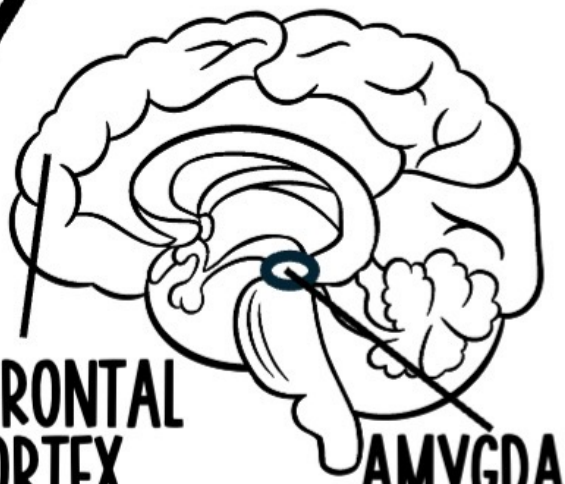

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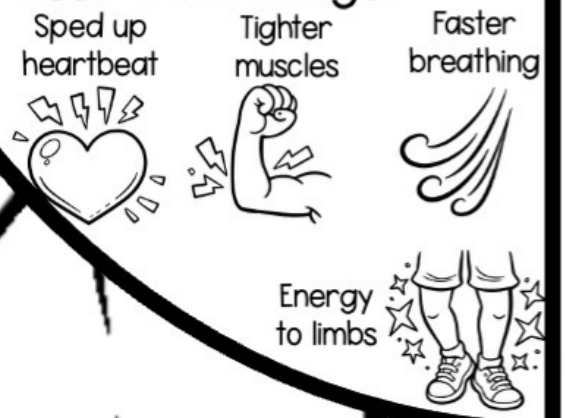

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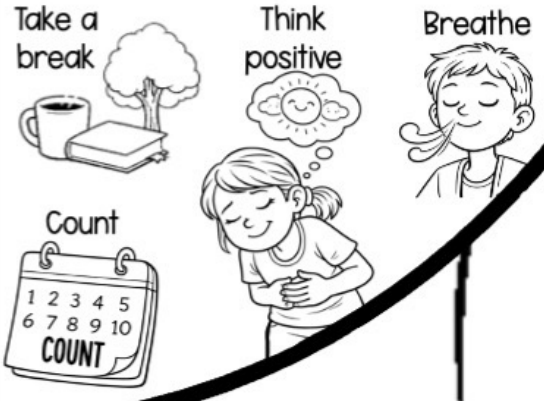

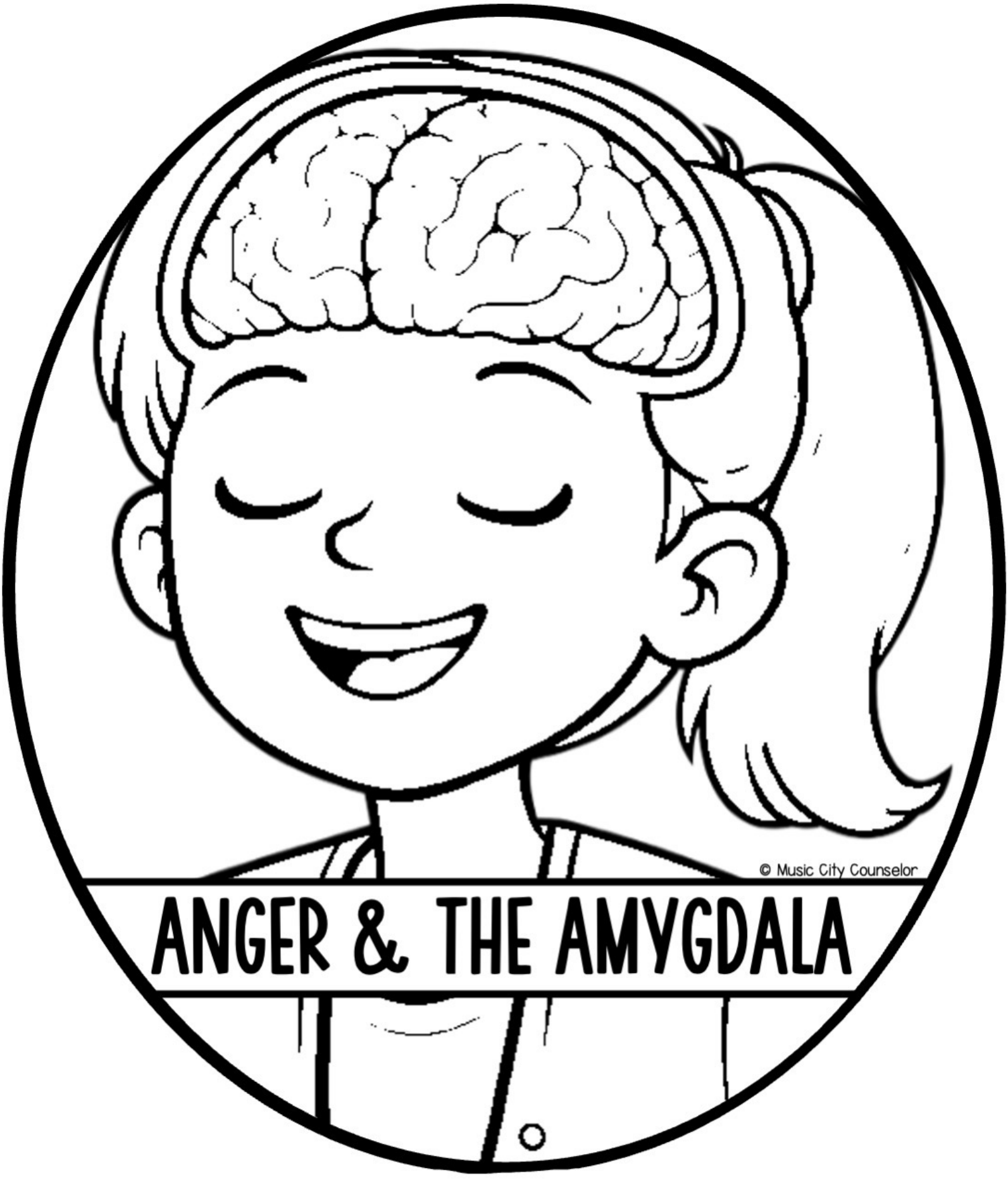
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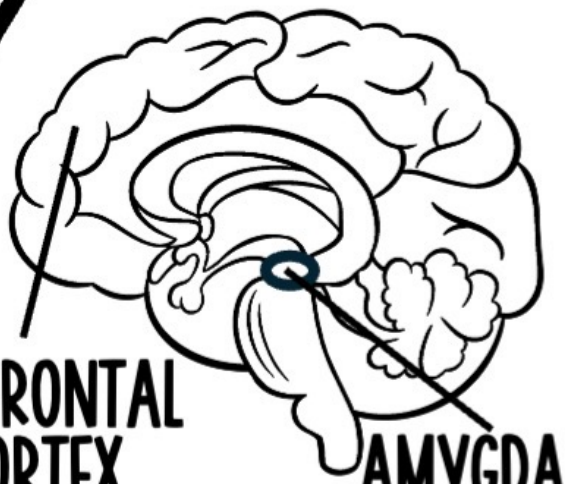

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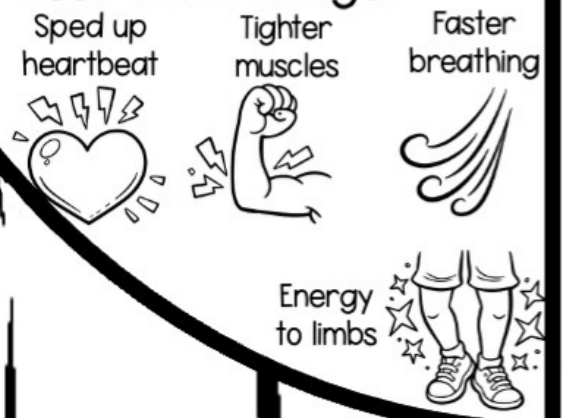

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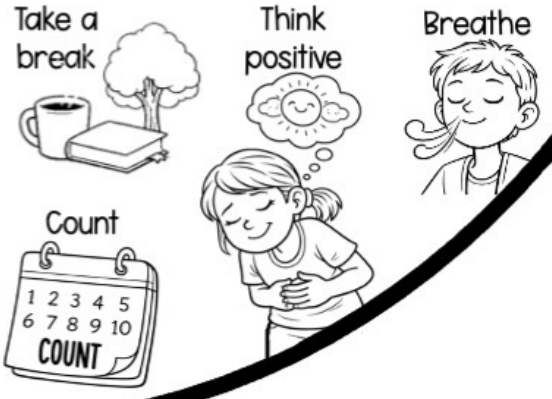

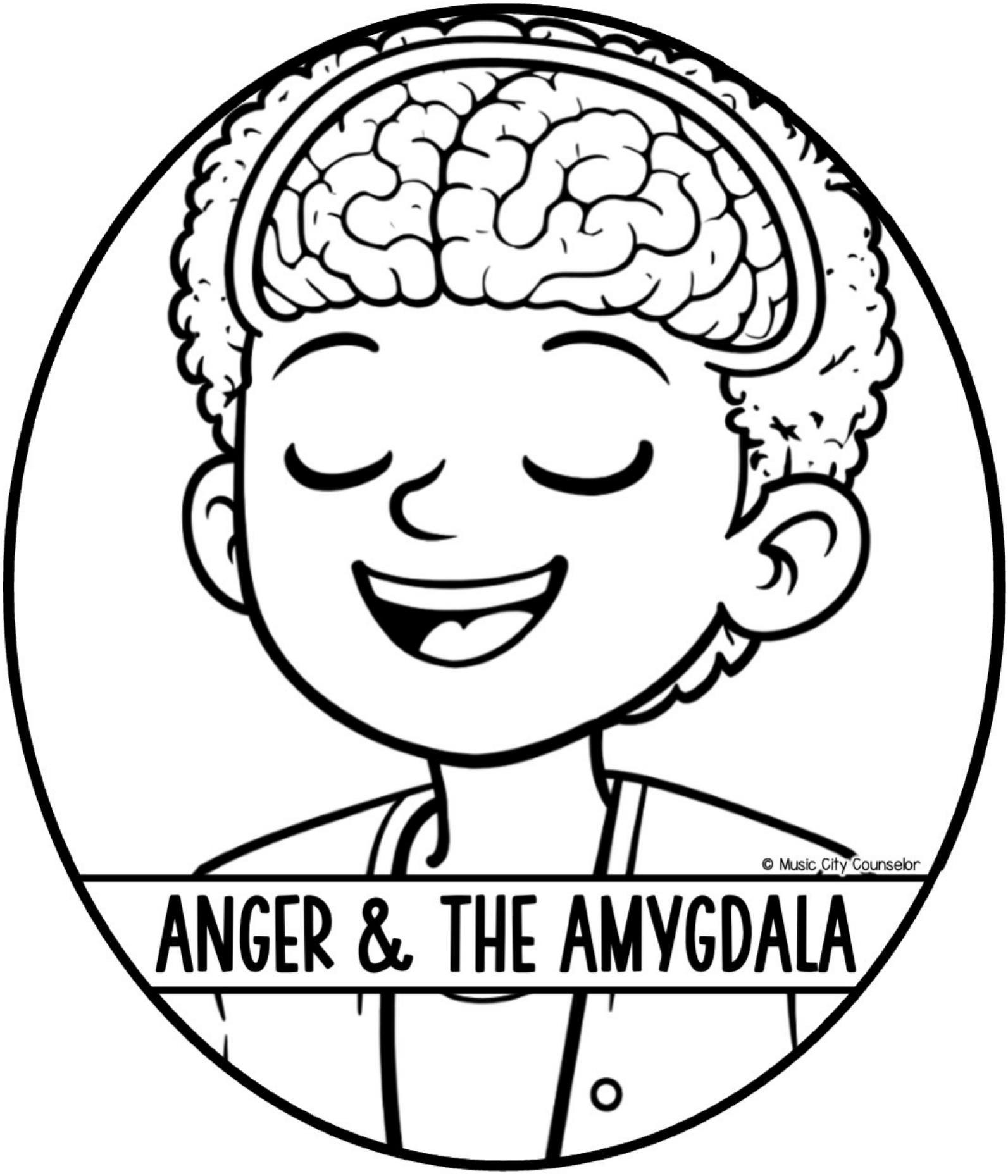
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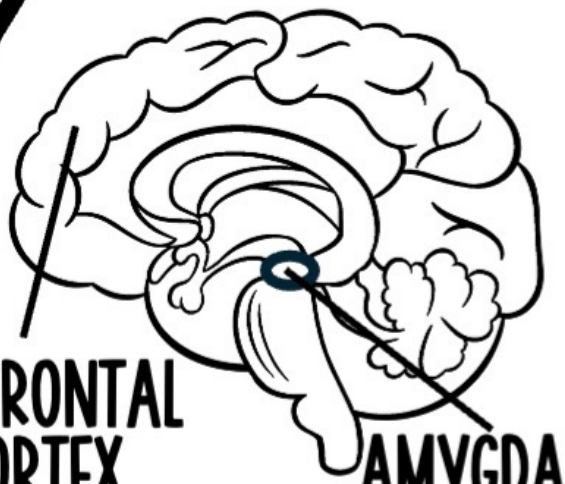

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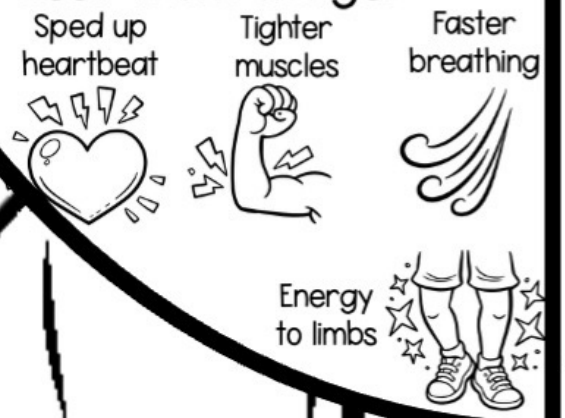
DANGER!

The alarm is SO fast that it turns on your body *before* your thinking brain has time to catch up. The amygdala doesn't know the difference between real danger and a situation that is just frustrating or uncomfortable. This can cause you to overreact and act out in anger.

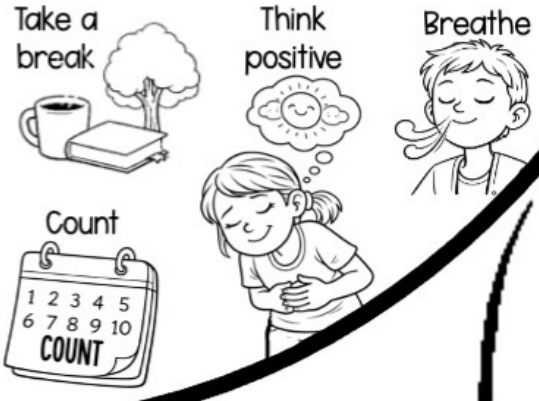
FIGHT-OR-FLIGHT

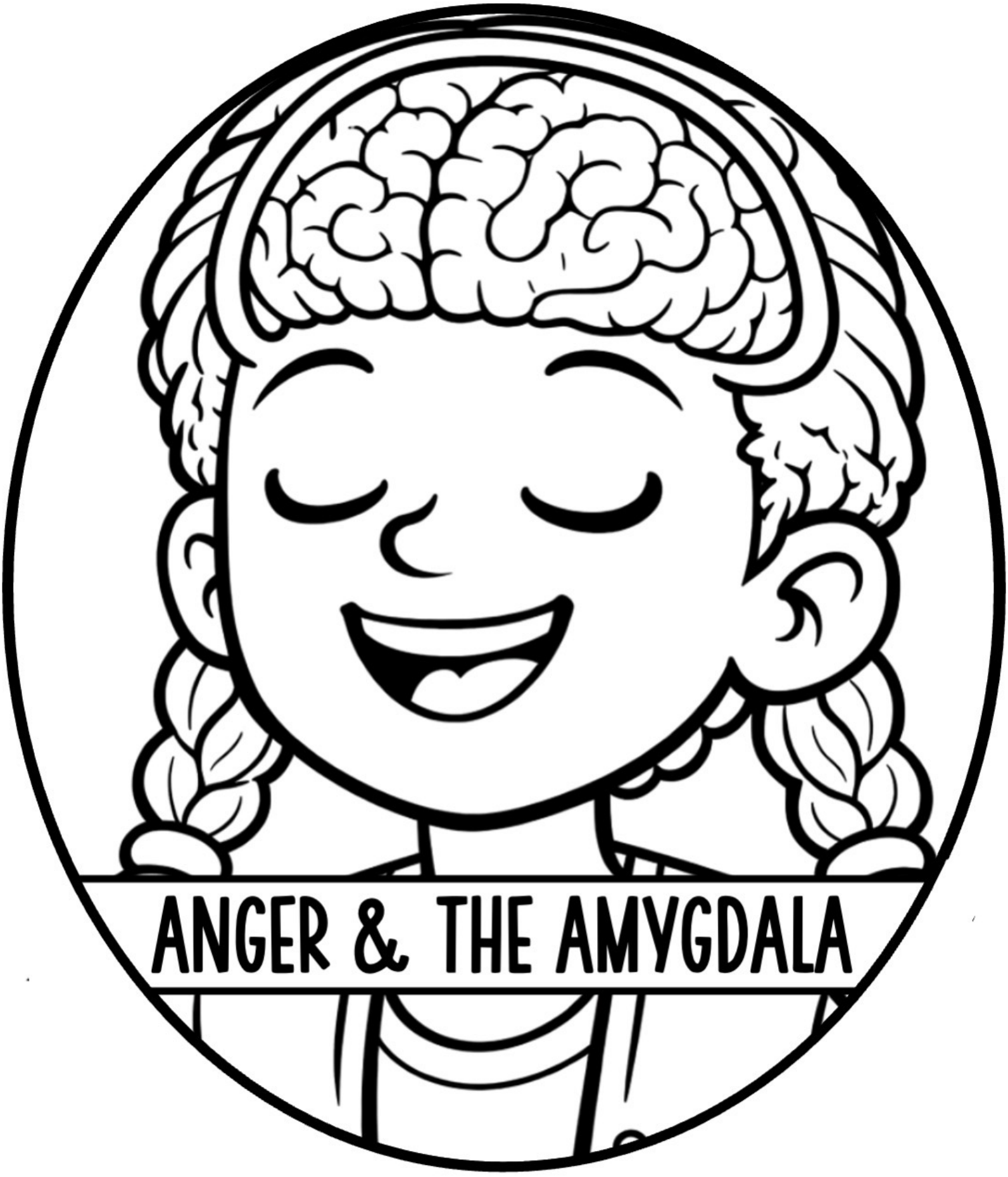
Preps your body to protect itself from danger:



FINDING CALM

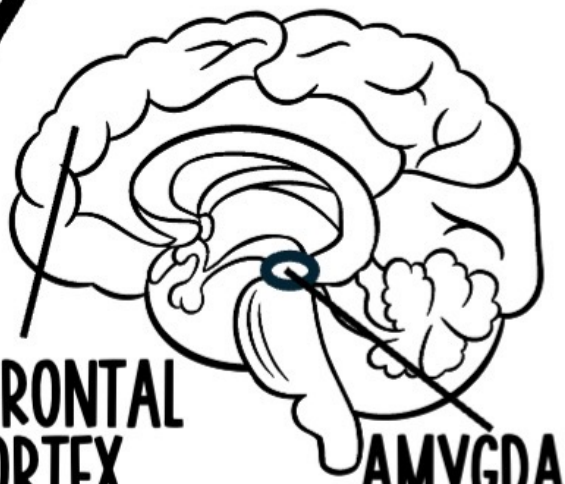
You cannot "turn off" your amygdala, but you can calm it.




ANGER & THE AMYGDALA

GLUE HERE

THE BRAIN



PREFRONTAL CORTEX

AMYGDALA

The amygdala is the brain's alarm system. When it senses danger, it turns on the fight-or-flight response.

DANGER!

The alarm is SO fast that it turns on your body *before* your thinking brain has time to catch up. The amygdala doesn't know the difference between real danger and a situation that is just frustrating or uncomfortable. This can cause you to overreact and act out in anger.

FIGHT-OR-FLIGHT

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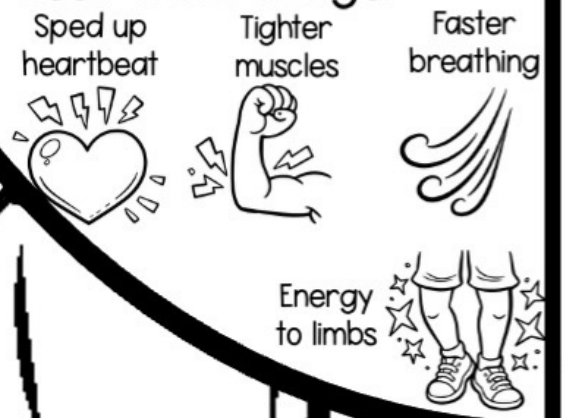

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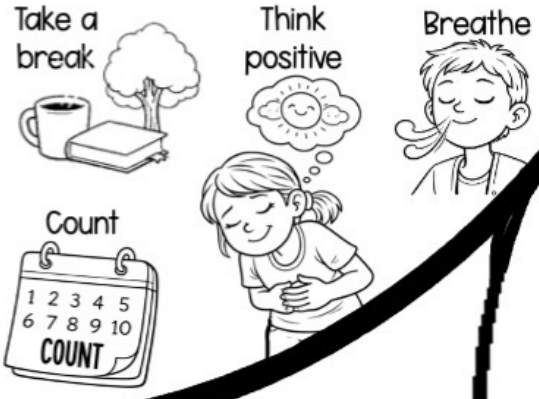
You cannot "turn off" your amygdala, but you can calm it.



SESSION 3: ANGER FEELS LIKE...

SESSION GOALS:

- Students will explore metaphors for what anger feels like in their bodies and brains.
- 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:

- 1 workbook per student
- Printed and cut-out "Anger Feels Like" cards
- Printed, cut-out, and taped together "Body Map" outline and pieces
- Scissors
- Glue sticks

DIRECTIONS:

- Greet students and explain that last week we focused on what anger *looks like* and today we're going to explore what **anger *feels like*.**
- Feel free to start each session with a **feelings check-in (page 2 in the workbook).**
- **Explain** that anger is not a weakness – it is a normal part of the human experience. Even though we all have the same kind of brain and body systems, they react in different ways. **Anger shows up differently for each person. It does not feel the same for everyone.** Some people feel anger in their bodies, like tight muscles, a fast heartbeat, or a hot face. Others feel it in their thoughts, such as wanting to argue, thinking unfair thoughts, or replaying what happened over and over again. Some people feel *loud* anger and want to yell, while others feel *quiet* anger and shut down or feel heavy inside. Anger can show up as frustration, irritation, sadness, and even tears. Because anger looks and feels different for each person, there is no single *"right"* way to feel it. The most important piece is learning how *your* own anger shows up so you can choose safe and healthy ways to control it.
- Tell students that we are going to explore some common **metaphors** for what anger feels like in our bodies and brains. Give each student a couple of **"Anger Feels Like..." cards.** Have students take turns sharing their cards with the group. Generate a discussion around:
  - Explain what you see on your card. How might anger feel this way?
  - Have you ever experienced anger feeling this way? If so, when? Explain.
  - Which one of these cards most accurately explains how anger feels to you?
  - Do any of these cards surprise you? Which ones, and why?
- Explain that next we will do an exercise called **"Body Mapping."** (Please see the **sample** on the next page). This exercise helps us understand how anger feels and where in our body we feel it. Place the outline of the body on the table. Place the little red cards around the body. Ask students to take turns choosing a red card, showing/explaining it to the group, and placing it on the body outline where they have experienced anger feeling that way. For example, they may put the soda can on the chest or the beehive on the brain. There are no right or wrong answers! Talk through and process each card as you play.
- If there's time, ask students to turn to **page 8 in their workbook, "Body Map."** This is a miniature version of the exercise you just completed. Ask students to cut out each of the boxes that represent how anger may feel in their body. Then, students can glue them onto the part of the body where they most feel it.
- **Close** by saying that next week we will learn about anger triggers.

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SAMPLE

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ANGER FEELS LIKE...CARDS

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A VOLCANO READY TO ERUPT

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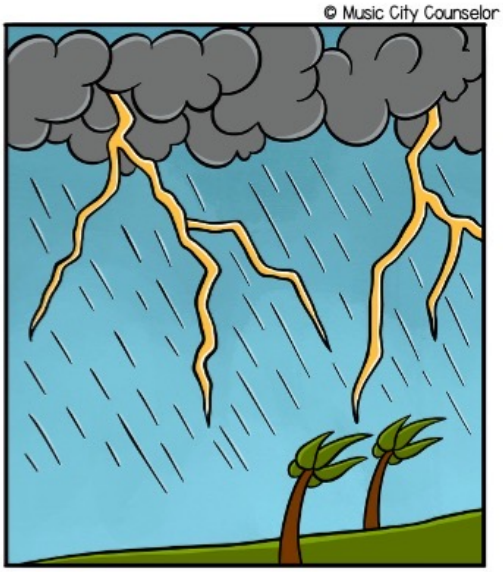

A THUNDERSTORM ROLLING IN

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A POT OF WATER BOILING OVER

© Music City Counselor

A FIRE SPREADING IN YOUR CHEST

© Music City Counselor

A SHAKEN SODA ABOUT TO POP

© Music City Counselor

A BUZZING BEEHIVE IN YOUR HEAD

ANGER FEELS LIKE...CARDS

A DRUM BEATING FAST

A CLENCHED FIST

A THUNDERCLAP INSIDE YOU

A RED LIGHT FLASHING, DANGER!

A TIGER TRAPPED IN A CAGE

A TIGHT KNOT IN YOUR STOMACH

ANGER FEELS LIKE...CARDS

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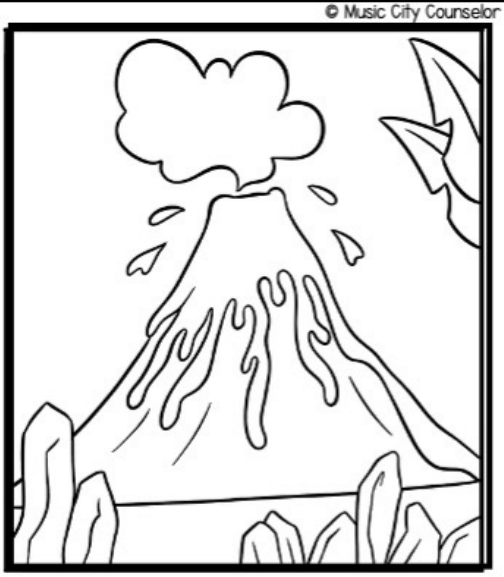

A VOLCANO READY TO ERUPT

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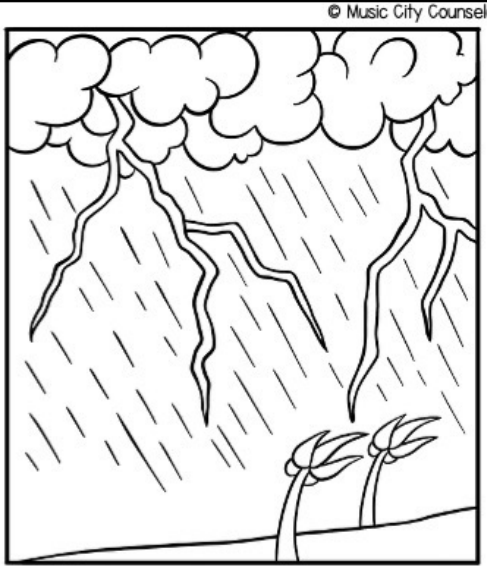

A THUNDERSTORM ROLLING IN

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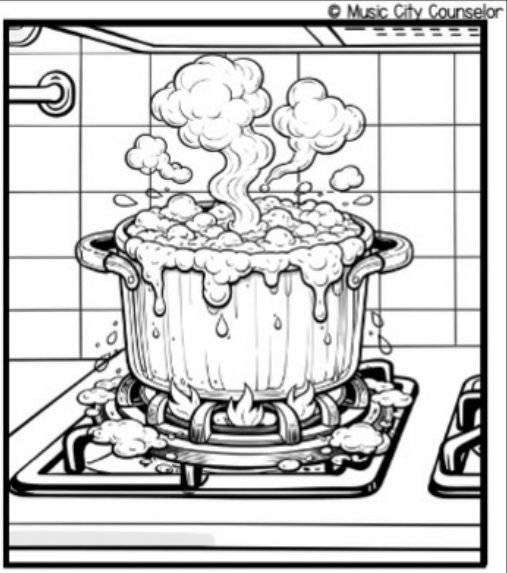


A POT OF WATER BOILING OVER

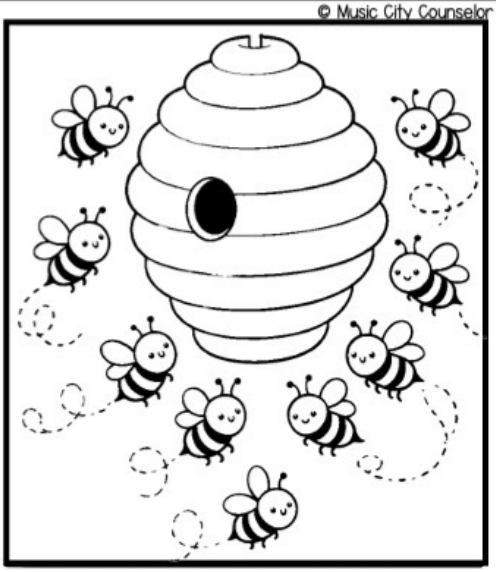
© Music City Counselor

A FIRE SPREADING IN YOUR CHEST

© Music City Counselor

A SHAKEN SODA ABOUT TO POP

© Music City Counselor



A BUZZING BEEHIVE IN YOUR HEAD

ANGER FEELS LIKE...CARDS

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A DRUM BEATING FAST

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A CLENCHED FIST

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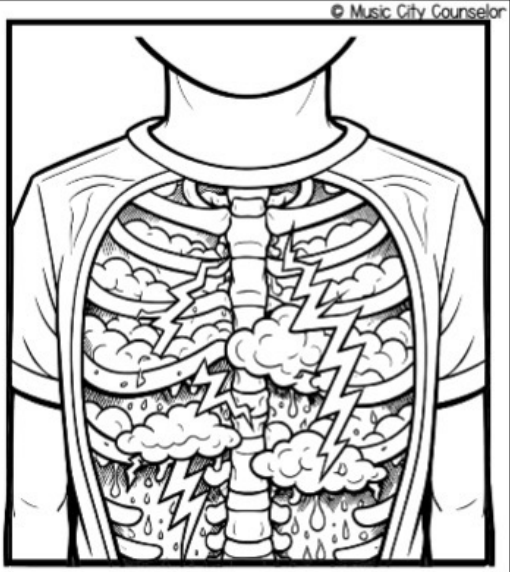

A THUNDERCLAP INSIDE YOU

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A RED LIGHT FLASHING, DANGER!

© Music City Counselor

A TIGER TRAPPED IN A CAGE

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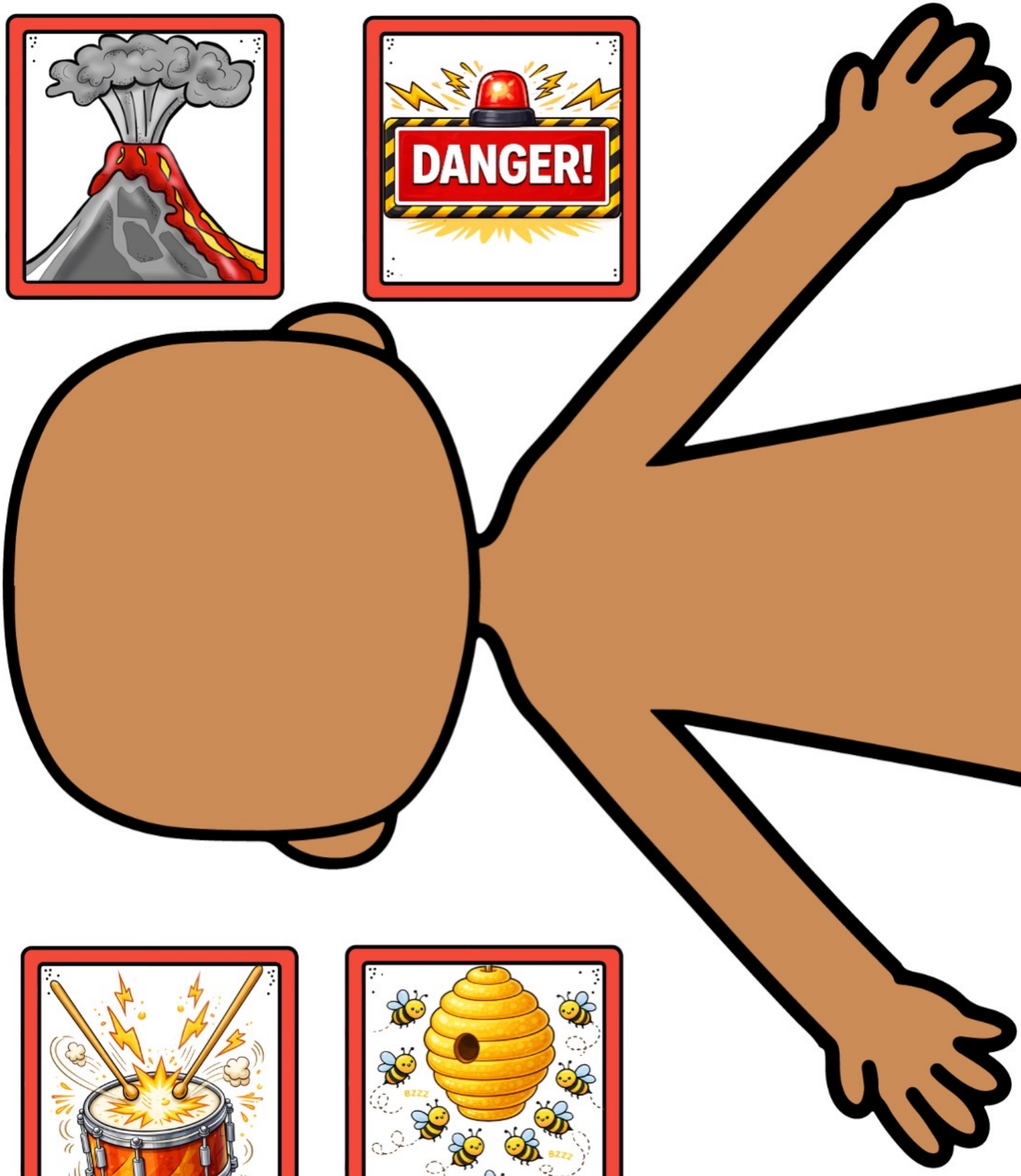
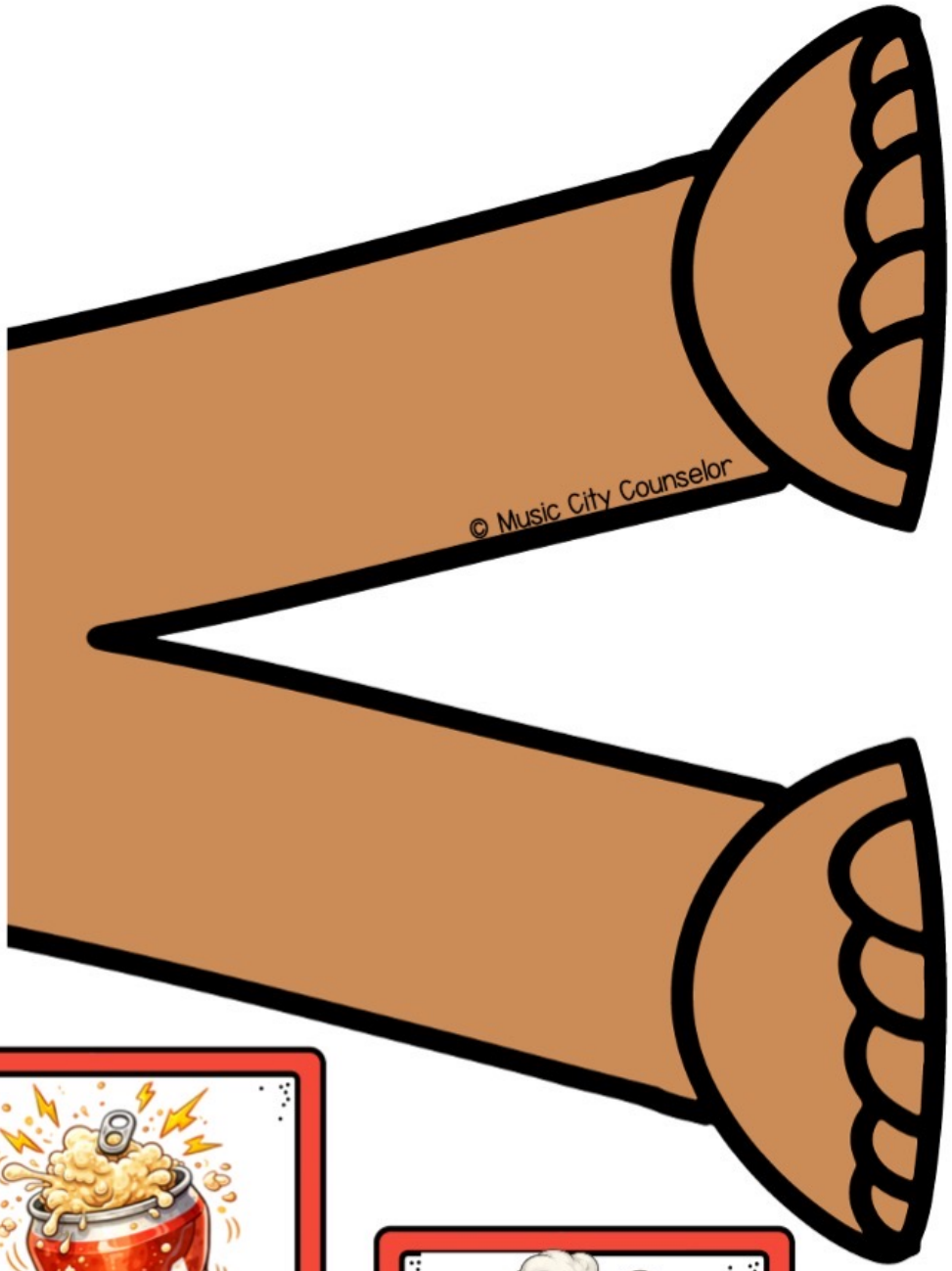
A TIGHT KNOT IN YOUR STOMACH

DANGER!



BZZZ
BZZZ

SODA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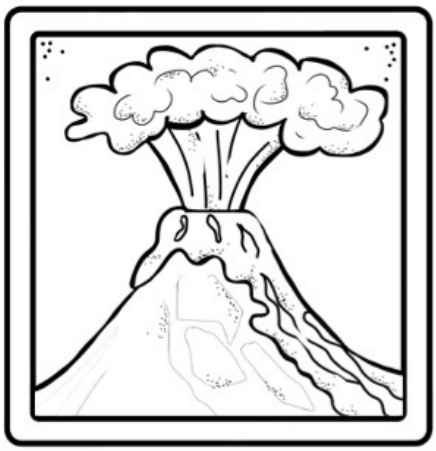
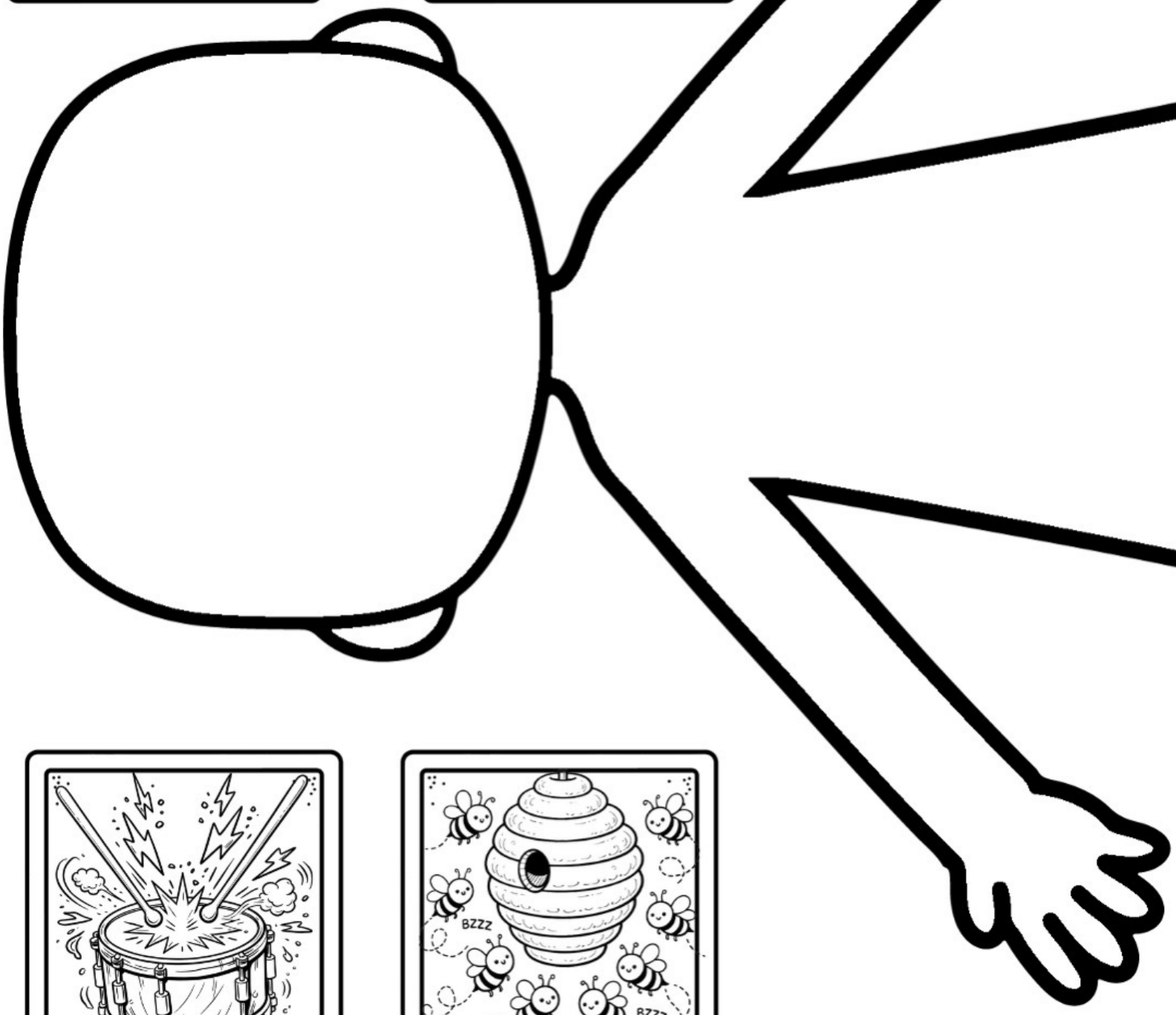
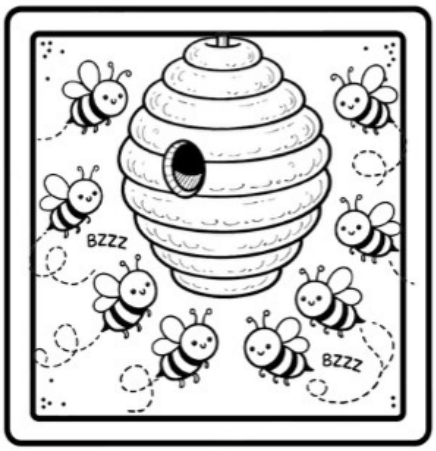


DANGER!




BZZZ
BZZZ

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SESSION 4: ANGER TRIGGERS

SESSION GOALS:

- Students will learn the definition of "anger triggers."
- Students will explore common anger triggers.
- Students will identify and sort anger triggers as "mild," "moderate," or "severe."
- Students will identify their top 4 anger triggers.

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:

- 1 workbook per student
- Printed and cut-out anger triggers cards (2-3 sets)
- Printed and cut-out mild, moderate, and severe labels
- Pencils
- Markers or crayons
- Scissors
- Glue sticks

DIRECTIONS:

- Greet students and explain that last week we focused on what anger *feels like* and today we're going to explore our **anger triggers.**
- Feel free to start each session with a **feelings check-in (page 2 in the workbook).**
- Ask students to share what they think **"anger triggers"** means. Then, ask them to turn to **page 9 in their workbooks: "Anger Triggers."** Ask a volunteer to read the definition of anger triggers aloud. Then, ask another volunteer to read the examples of common anger triggers.
- Lay the **anger triggers cards** face up on the table so all students can see them. Place the **"mild anger triggers," "moderate anger triggers," and "severe anger triggers" labels** in a row on the table. (Please see the **sample** on the next page). Leave space below each label for students to place the cards. Ask students to take turns choosing a card and reading it aloud/showing it to the group. Generate a discussion around each card (questions below). Then, the student places the card under the appropriate label.
  - What does your card show?
  - Has this situation/thing ever triggered you? If yes, explain what it feels like.
  - Does this trigger "push your buttons?" Why or why not?
  - How does this trigger make you feel? What physiological signs would you notice?
  - Would you consider this trigger to be mild, moderate, or severe FOR YOU?
- Continue playing until you have run out of cards. Then, ask students to turn to **page 10 in their workbooks: "My Triggers."** Depending on how many students are in group, you will want to pull out an extra set or two of the anger triggers cards for this part. Ask students to choose the 4 cards that trigger them MOST and glue them onto their "My Triggers" page, in order. Once they're done, students can share their page with the group.
- If there's time, students can write/draw more about their triggers on **page 11 in their workbook: "What pushes your buttons?"** Once they're done, they can share with the group.
- **Close** by saying that next week we will learn about the 5 levels of anger.

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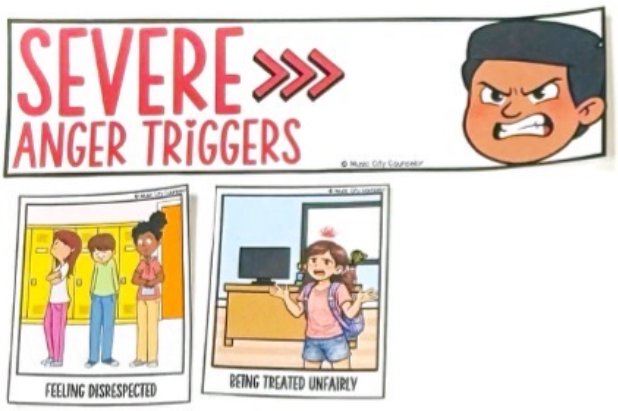
SAMPLE



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MILD >>>
ANGER TRIGGERS

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MODERATE >>>
ANGER TRIGGERS

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SEVERE >>>
ANGER TRIGGERS

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MILD >>>
ANGER TRIGGERS

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MODERATE >>>
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SEVERE >>>
ANGER TRIGGERS

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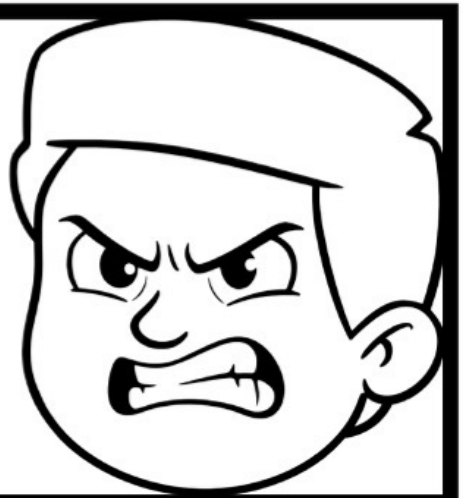


ANGER TRIGGERS CARDS

BEING TEASED OR MADE FUN OF

FEELING DISRESPECTED

BEING BLAMED FOR SOMETHING

LOSING A GAME OR COMPETITION

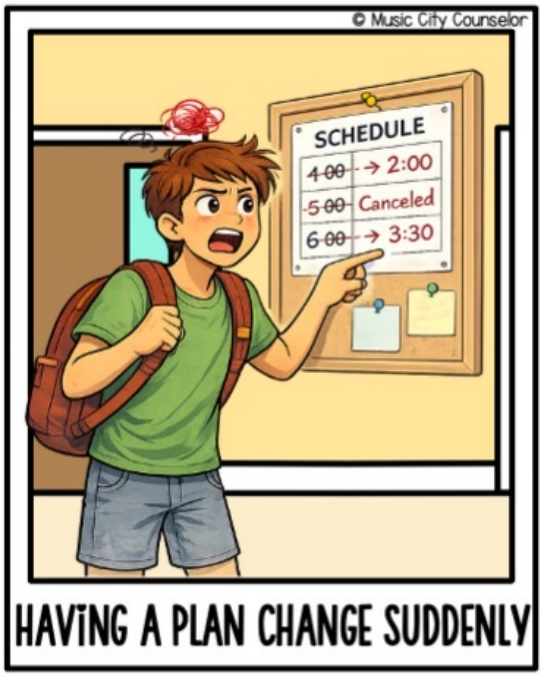
BEING IGNORED

FEELING EMBARRASSED

ANGER TRIGGERS CARDS

BEING TREATED UNFAIRLY

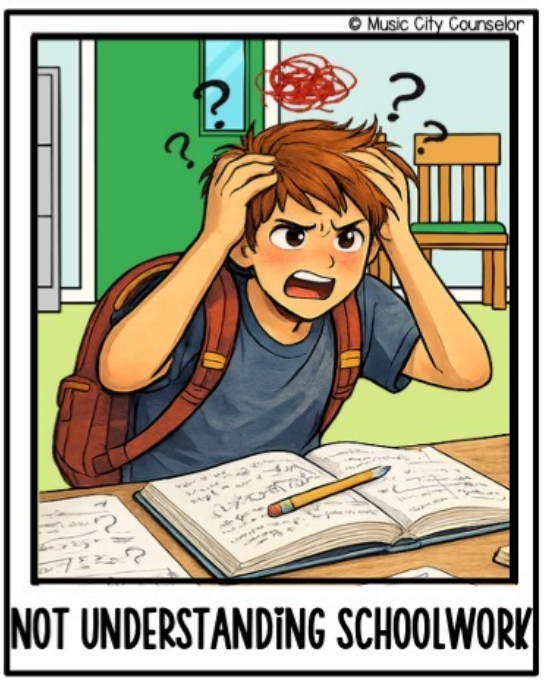
GETTING IN TROUBLE



HAVING A PLAN CHANGE SUDDENLY

FEELING EXCLUDED BY FRIENDS

BEING COMPARED TO OTHERS



NOT UNDERSTANDING SCHOOLWORK

ANGER TRIGGERS CARDS

FEELING RUSHED OR PRESSURED

BEING TOLD, "NO"

HAVING PERSONAL SPACE INVADED

FEELING MISUNDERSTOOD

BEING TIRED OR HUNGRY

HAVING DEVICES TAKEN AWAY

ANGER TRIGGERS CARDS

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BEING TEASED OR MADE FUN OF

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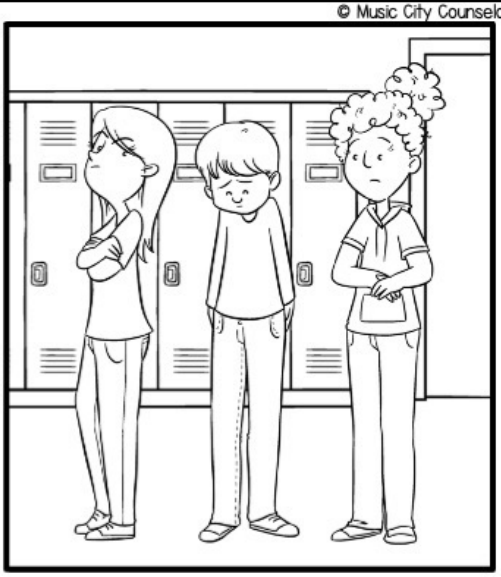

FEELING DISRESPECTED

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BEING BLAMED FOR SOMETHING

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LOSING A GAME OR COMPETITION

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BEING IGNORED

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FEELING EMBARRASSED

ANGER TRIGGERS CARDS

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BEING TREATED UNFAIRLY

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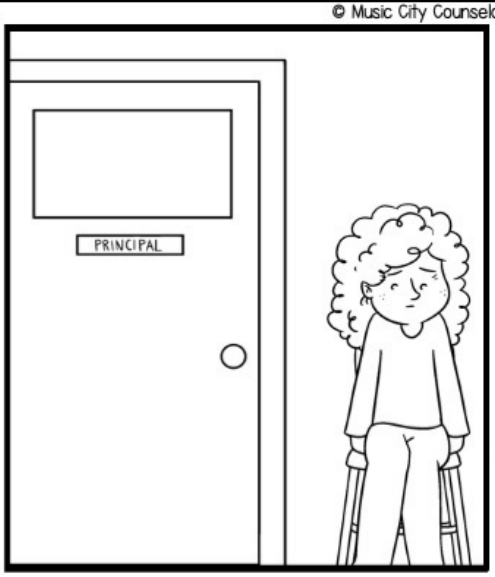

GETTING IN TROUBLE

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HAVING A PLAN CHANGE SUDDENLY

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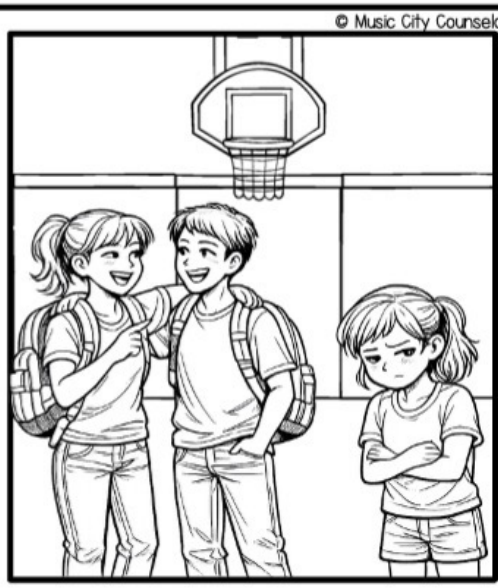

FEELING EXCLUDED BY FRIENDS

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BEING COMPARED TO OTHERS

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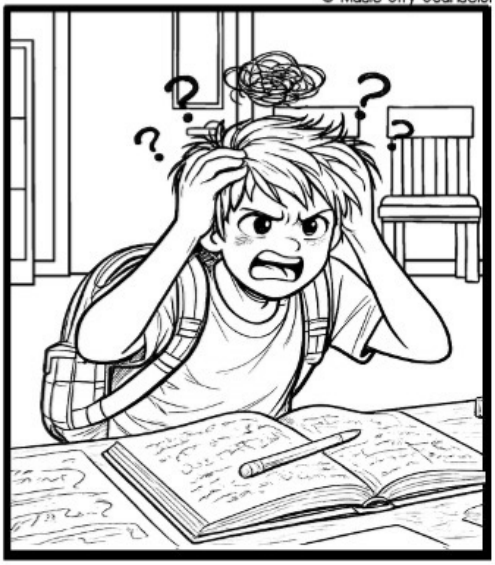

NOT UNDERSTANDING SCHOOLWORK

ANGER TRIGGERS CARDS

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FEELING RUSHED OR PRESSURED

© Music City Counselor

BEING TOLD, "NO"

© Music City Counselor

HAVING PERSONAL SPACE INVADED

© Music City Counselor

FEELING MISUNDERSTOOD

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BEING TIRED OR HUNGRY

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HAVING DEVICES TAKEN AWAY

SESSION 5: THE 5 LEVELS OF ANGER

SESSION GOALS:

- Students will describe the 5 levels of anger.
- Students will describe what each level of anger looks and feels like in their 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:

- 1 workbook per student
- Printed and cut-out discussion cards
- Pencils
- Markers or crayons

DIRECTIONS:

- Greet students and explain that last week we focused on anger triggers. This week we're going to explore the **5 levels of anger**.
- Feel free to start each session with a **feelings check-in (page 2 in the workbook)**.
- Ask students if they think there are different "levels" of anger. If so, what might they be?
- Ask students to turn to **page 12 in their workbooks: "Levels of Anger."** Ask volunteers to read aloud each of the levels of anger, starting with level #1: calm. Then, generate a discussion around:
  - Which level are you in right now?
  - Which level are you in most of the time?
  - What makes you feel a level #1, level #2, level #3, etc.?
  - Describe a time when you were a level #1, level #2, level #3, etc.
  - Describe how level #1, level #2, level #3, etc. feels in your body.
- Optional **discussion cards** are also included that let students talk in detail about each level.
- Ask students to turn to **page 13 in their workbooks: "My Levels of Anger."** They can write and draw in each box what each level of anger feels like and looks like for them. After they're done, they can share their work with the group.
- **Close** by sharing that next week we will be talking about triggers (situations, people, and problems) that make us feel each of the 5 levels of anger.

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ANGER levels

What does out of control look like and feel like to you?

OUT OF CONTROL

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ANGER levels

What does angry look like and feel like to you?

ANGRY

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ANGER levels

What does frustrated look like and feel like to you?

FRUSTRATED

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ANGER levels

What does annoyed look like and feel like to you?

ANNOYED

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ANGER levels

What does calm look like and feel like to you?

CALM

© Music City Counselor

ANGER levels

What does out of control look like and feel like to you?

OUT OF CONTROL

ANGER levels

What does angry look like and feel like to you?

ANGRY

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ANGER levels

What does frustrated look like and feel like to you?

FRUSTRATED

© Music City Counselor

ANGER levels

What does annoyed look like and feel like to you?

ANNOYED

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ANGER levels

What does calm look like and feel like to you?

CALM

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SESSION 6: RATING ANGER TRIGGERS

SESSION GOALS:

- Students will rate anger triggers according to the 5 levels of anger.
- Students will identify triggers (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:

- 1 workbook per student
- Printed and cut-out anger triggers cards (1 set per student)
- Printed and cut-out anger scale labels
- Cut-out discussion cards
- Scissors
- Glue sticks

DIRECTIONS:

- Greet students and explain that last week we focused on the 5 levels of anger. This week we're going to continue talking about the 5 levels **and "rate" different triggers** on a scale from 1 to 5.
- Feel free to start each session with a **feelings check-in (page 2 in the workbook).**
- Give each student a **set of 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 (calm), 2 (annoyed), 3 (frustrated), 4 (angry), or 5 (out of control) on the anger scale to them. It is okay (and expected) for students to have different ratings than their peers because we all experience anger differently. There are no right and wrong answers! As you go through each card, ask students to place the card under the corresponding label 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, ask students to **turn to page 14 in their workbooks: "My Levels of Anger."** Students can choose one card from each pile/label and glue it onto the correct space on the workbook page. Once they're done, students can share their page with the group. Generate a discussion on:
  - What similarities do you notice between group members' ratings of their triggers?
  - What differences do you notice between group members' ratings of their triggers?
  - Why did you label that trigger as a 1, 2, 3, etc.?
  - Which trigger angers you the most?
  - Which trigger doesn't bother you, and do you feel calm about?
  - How did you decide how to label each trigger?
- If there's time, give each student a **discussion card.** Ask them to share their thoughts, feelings, and experiences with the group.
- **Close** by saying that next week we will discuss how anger can be like a mask.

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SAMPLE

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SAMPLE

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CALM >>>

1

© Music City Counselor

ANNOYED >>>

2

© Music City Counselor

FRUSTRATED >>>

3

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ANGRY >>>

4

© Music City Counselor

OUT OF CONTROL >>>

5

CALM

1

© Music City Counselor

ANNOYED

2

© Music City Counselor

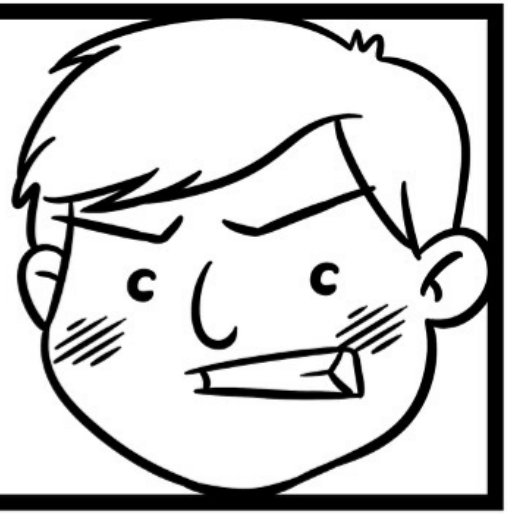
FRUSTRATED

3

© Music City Counselor

ANGRY >>>

4



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OUT OF CONTROL >>>

5

Maya's group took credit for the work she did on their science fair project.

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Jordan's teacher accused him of cheating on the test, when he didn't.

© Music City Counselor

De'Mario felt his face heat up when a classmate made fun of his presentation.

© Music City Counselor

Callie's friend shared a secret with others she had trusted her with.

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Ben's team blamed him when they lost the game.

© Music City Counselor

Harriet's parents took away her phone without listening to her side of the story.

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Taylor clenched his fists when a classmate skipped him in the lunch line.

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Ethan studied so hard and tried his best but still failed the math test.

© Music City Counselor

Jason's little brother played with his tablet without asking.

© Music City Counselor

Someone spread an embarrassing rumor about Carson and his family.

© Music City Counselor

Every boy in Thomas' class was invited to the party except for him.

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A substitute teacher came in and changed all the rules in Carlos' class.

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Carly's neighbor posted an embarrassing picture of her online.

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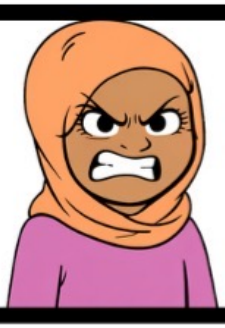

Asha's dad said she isn't allowed to go to the school dance.

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Martin's best friend invited him on a family vacation and his mom said, "No."

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Draymond's coach yelled at him in front of everyone.

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Juan's mom yelled, "Why can't you just be as good as your brother?"

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ANGER levels

Share about a time when you felt out of control.

OUT OF CONTROL

© Music City Counselor

ANGER levels

Share about a time when you felt angry.

ANGRY

© Music City Counselor

ANGER levels

Share about a time when you felt frustrated.

FRUSTRATED

© Music City Counselor

ANGER levels

Share about a time when you felt annoyed.

ANNOYED

© Music City Counselor

ANGER levels

Share about a time when you felt calm.

CALM

© Music City Counselor

ANGER levels

Share about a time when you felt out of control.

OUT OF CONTROL

ANGER levels

Share about a time when you felt angry.

ANGRY

© Music City Counselor

ANGER levels

Share about a time when you felt frustrated.

FRUSTRATED

© Music City Counselor

ANGER levels

Share about a time when you felt annoyed.

ANNOYED

© Music City Counselor

ANGER levels

Share about a time when you felt calm.

CALM

© Music City Counselor

SESSION 7: ANGER MASKS

SESSION GOALS:

- Students will learn about how anger is oftentimes a "mask" for other more vulnerable emotions.
- Students will learn about various emotions that "hide under anger masks."
- Students will identify emotions that lie under their "anger mask."

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:

- 1 workbook per student
- 1 printed "mask" per student, front and back
- 1 Popsicle stick per student
- 1 set of emotions cards per student
- Scissors
- Glue sticks
- Markers or crayons

DIRECTIONS:

- Greet students and explain that last week we focused on rating our anger triggers. Today, we're going to learn about how anger can be a **"mask"** that hides other emotions we're not as comfortable sharing with the world.
- Feel free to start each session with a **feelings check-in (page 2 in the workbook).**
- Ask students to **turn to page 15 in their workbook, "My Anger Mask."** Ask a different volunteer to read aloud each of the 2 sections: "Anger Mask explained" and "What's under the mask?" Spark a discussion around:
  - Explain the concept of an "anger mask."
  - What is the purpose or function of the anger mask? What does it do for us?
  - Why is it "easier" to show anger than other emotions?
  - What are some of the emotions that commonly "hide" under the anger mask?
  - Which emotions often hide under YOUR anger mask?
- Ask students to choose the **anger mask** that looks the most like them (4 options are included in full color and black/white). Give each student both anger mask pages: the front angry face and the back outline of the face that says, "Under My Anger Mask." Students can cut them out and them glue them together, back to front. Please see the **sample** on the next page. If students use the black line version, they can color the mask to look like them. Next, give each student a set of **the 8 emotions cards** that represent feelings that often hide under their anger mask. Students can choose the 4 cards that they feel most often hide under their anger mask, cut them out, and glue them onto the blank squares on the back side of their mask. Finally, students can glue or tape a Popsicle stick to the bottom of the mask so they can hold it up to their face. Once they're finished, students can share both sides of their mask with the group.
- **Close** by saying that next week we will focus on coping strategies.

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SAMPLE

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SHAME

FEAR

DISAPPOINTMENT

CONFUSION

HURT

SADNESS

OVERWHELM

LACK OF CONTROL

SHAME

FEAR

DISAPPOINTMENT

CONFUSION

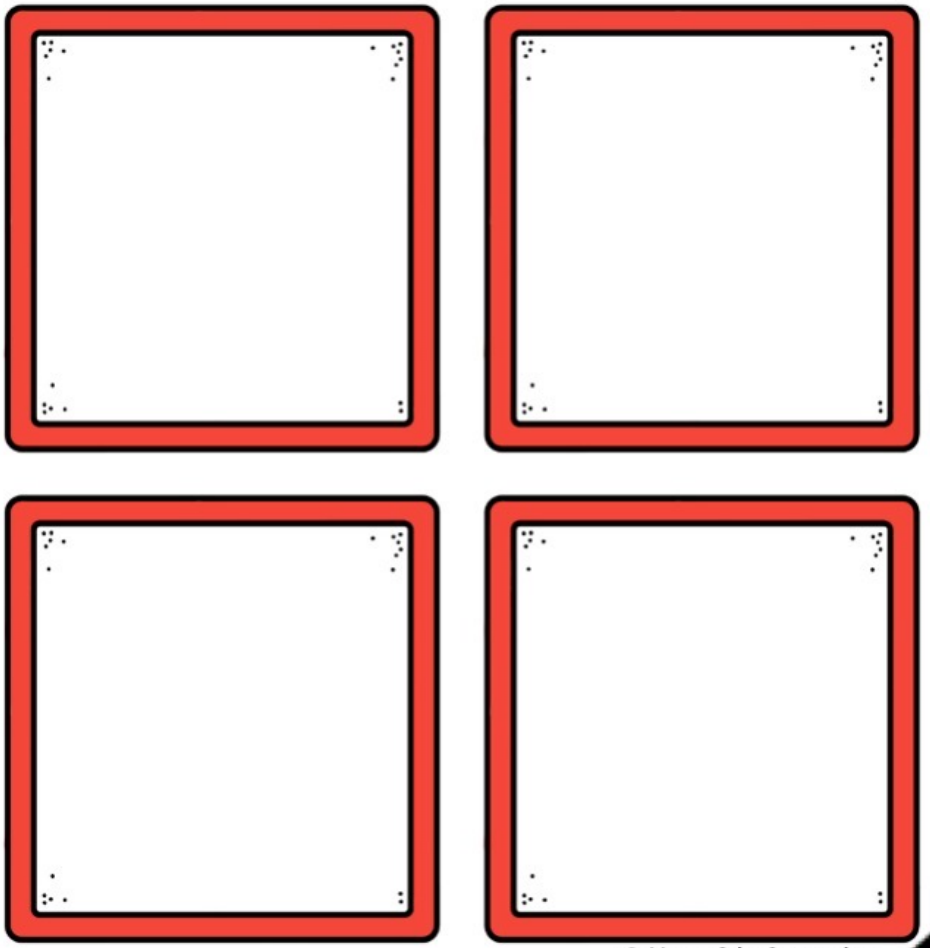
HURT

SADNESS

OVERWHELM

LACK OF CONTROL

UNDER MY ANGER MASK



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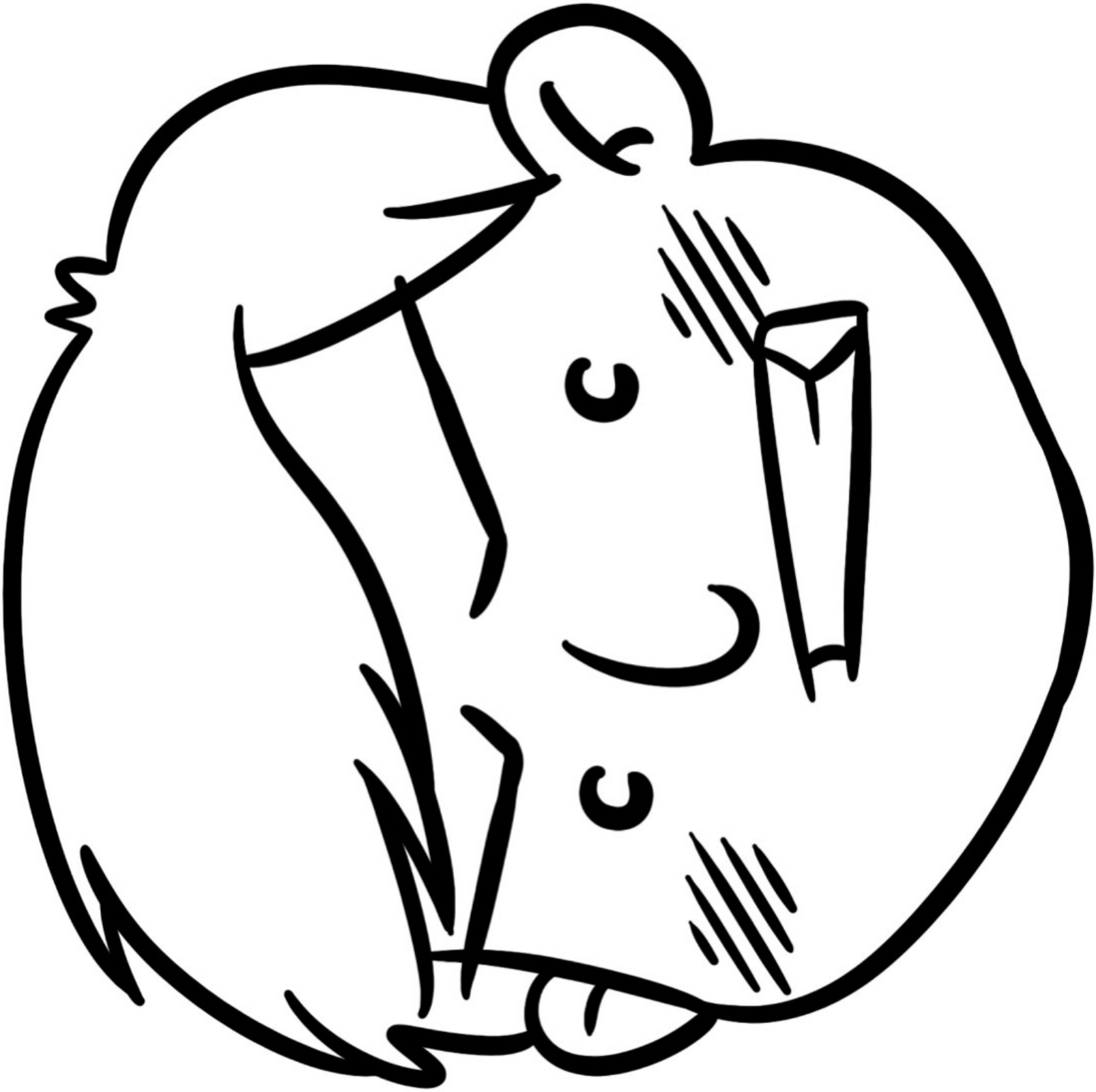
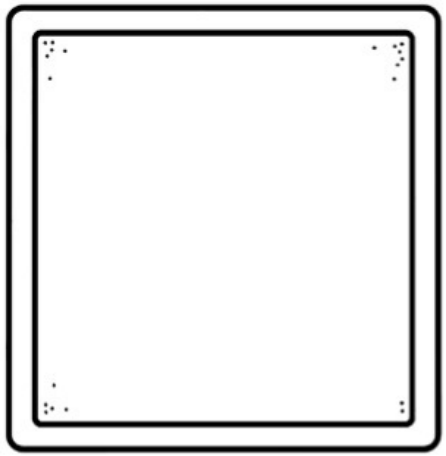
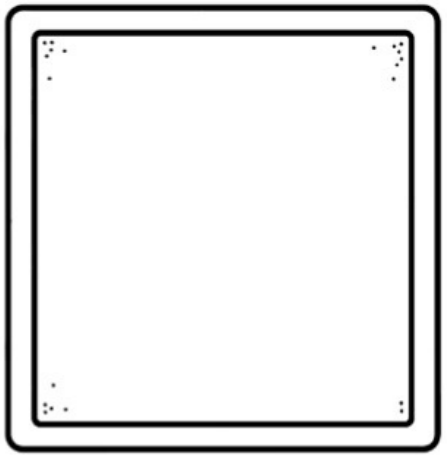
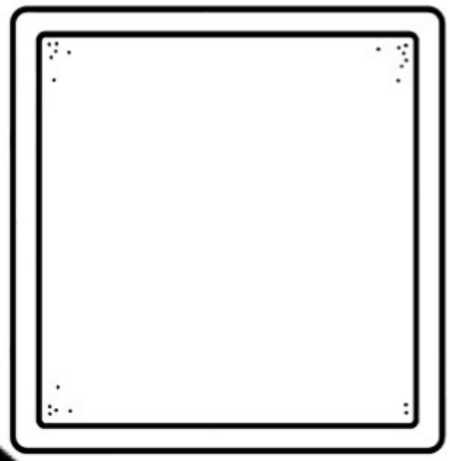
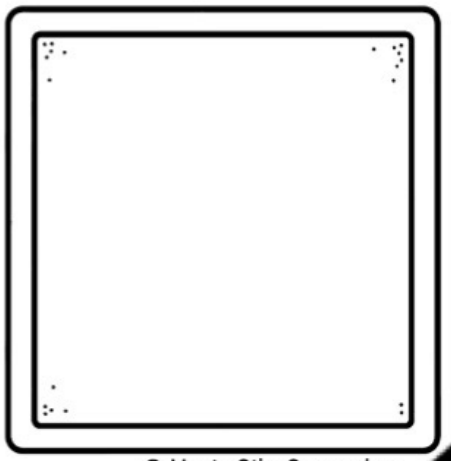


UNDER MY ANGER MASK









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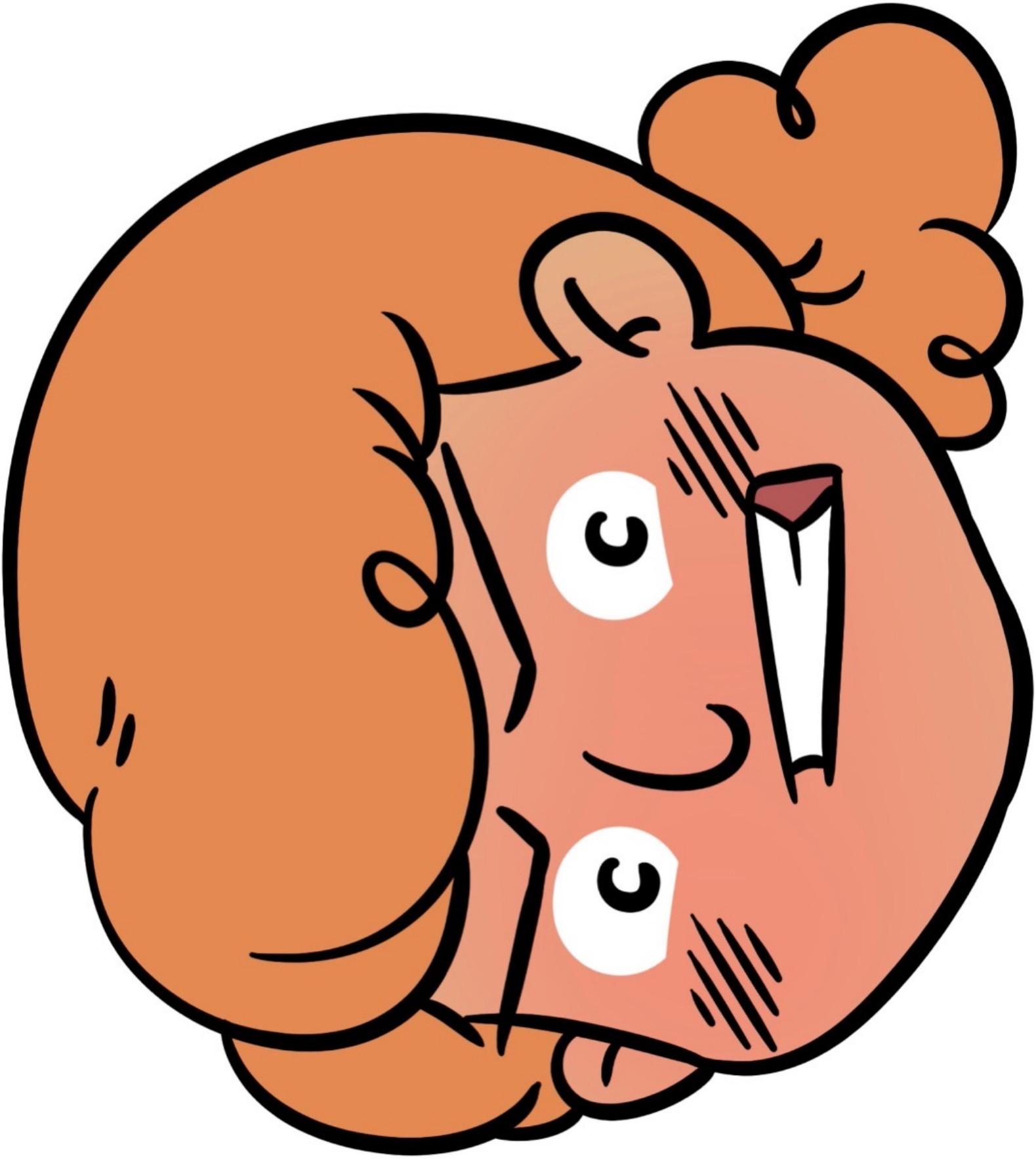

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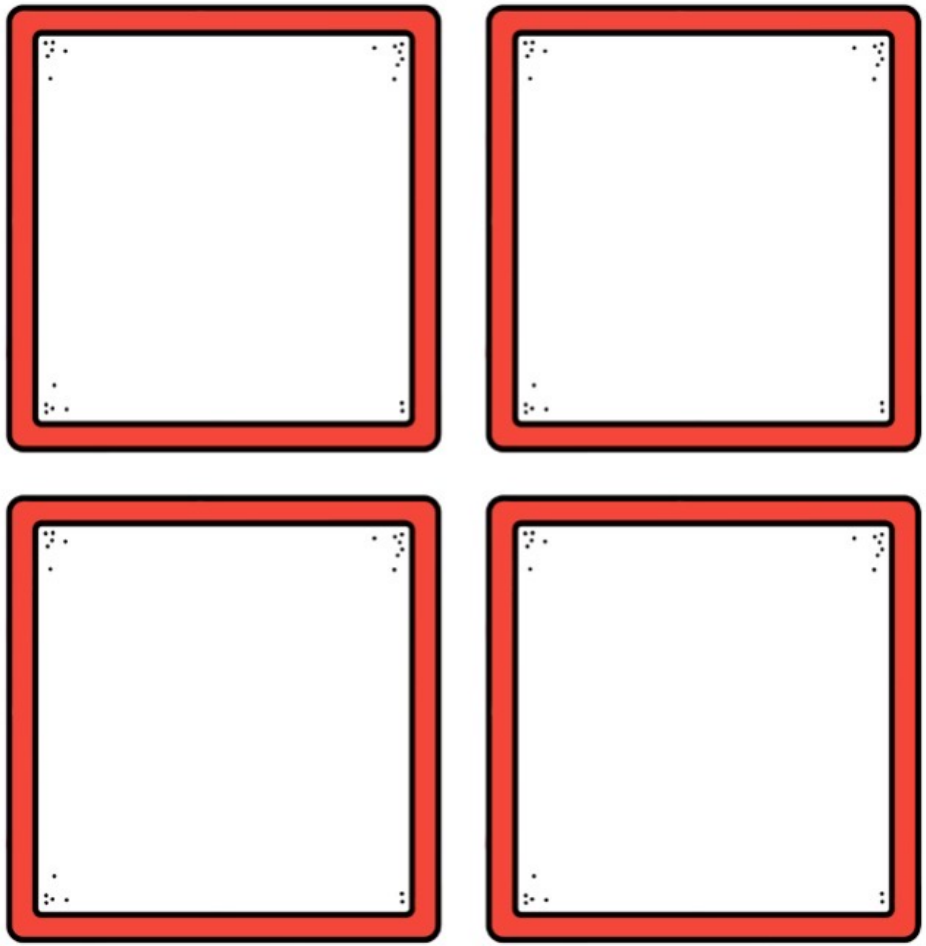

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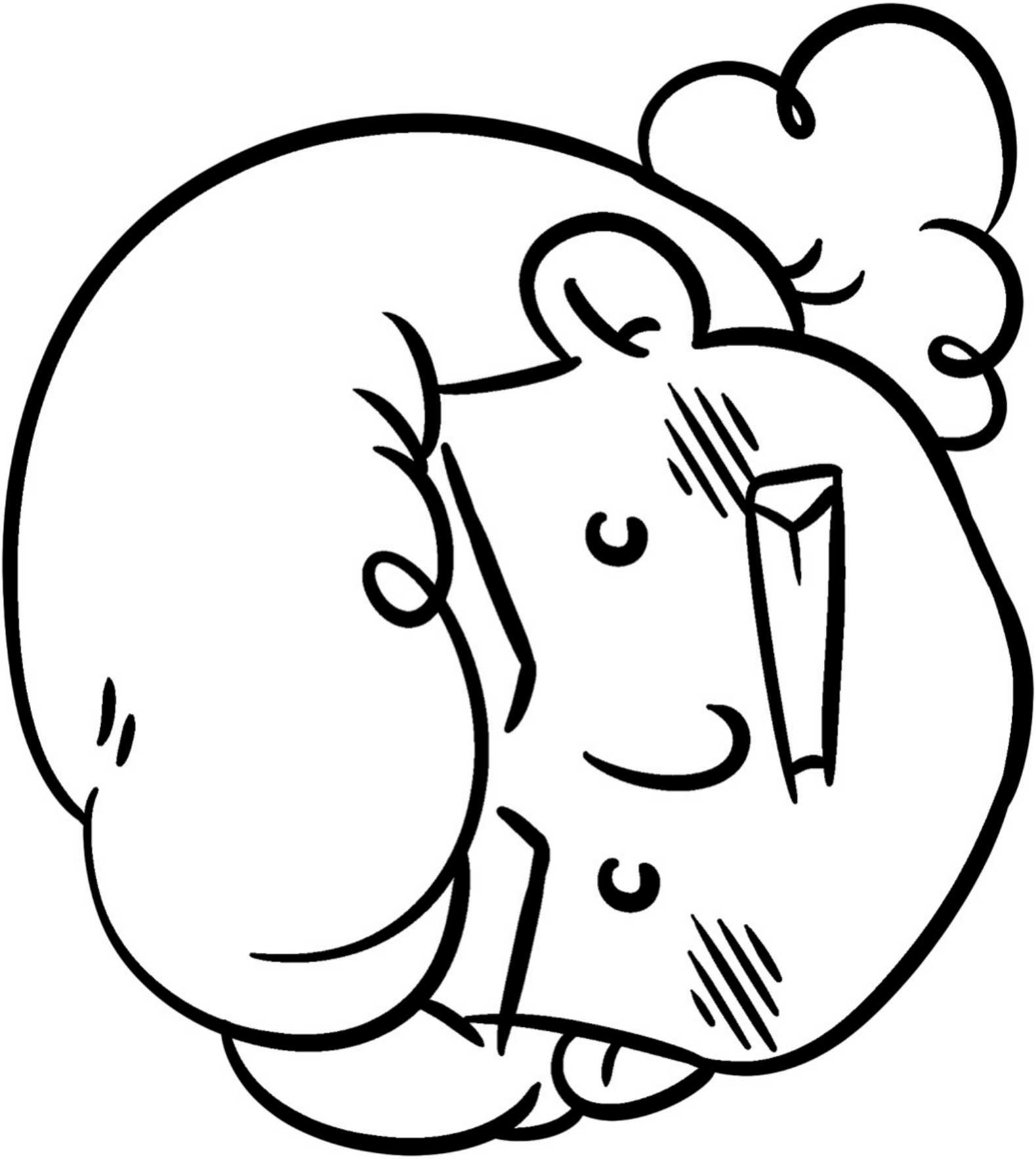
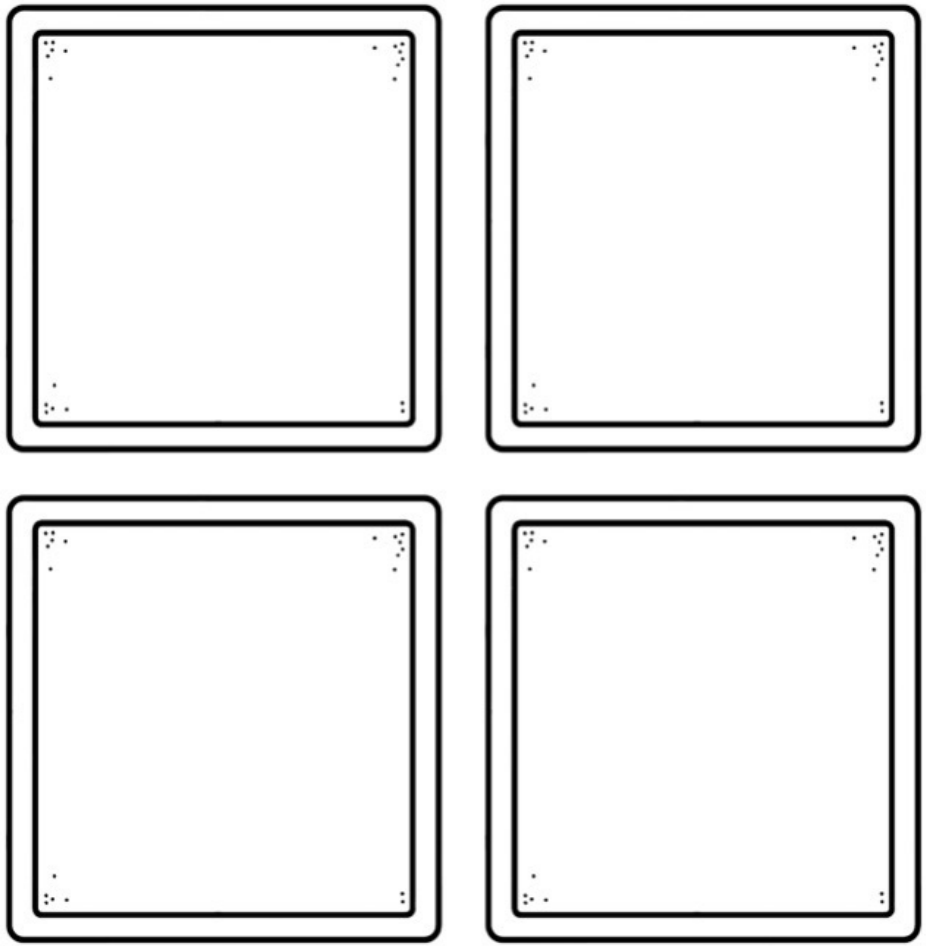


UNDER MY ANGER MASK



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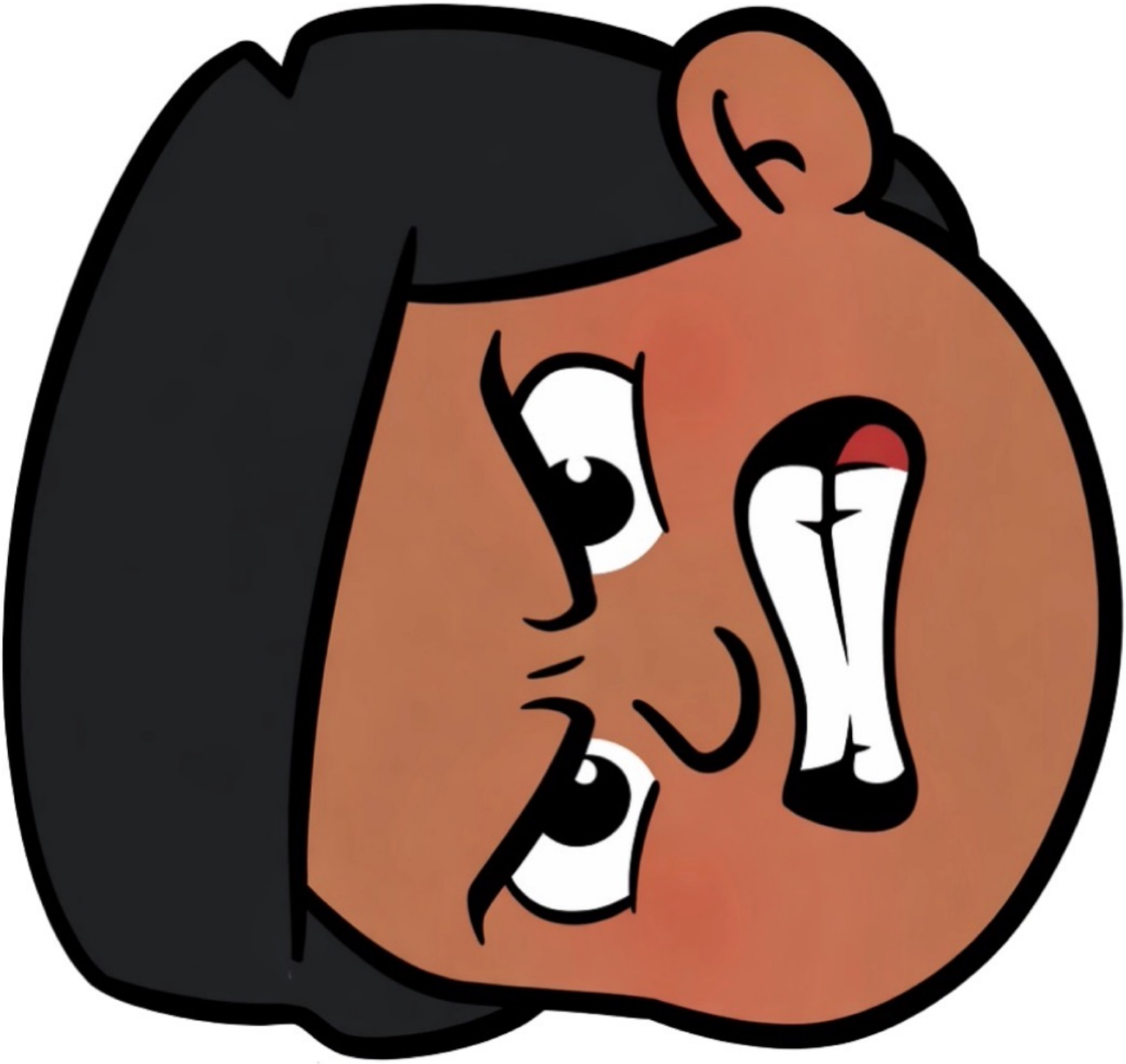

UNDER MY ANGER MASK

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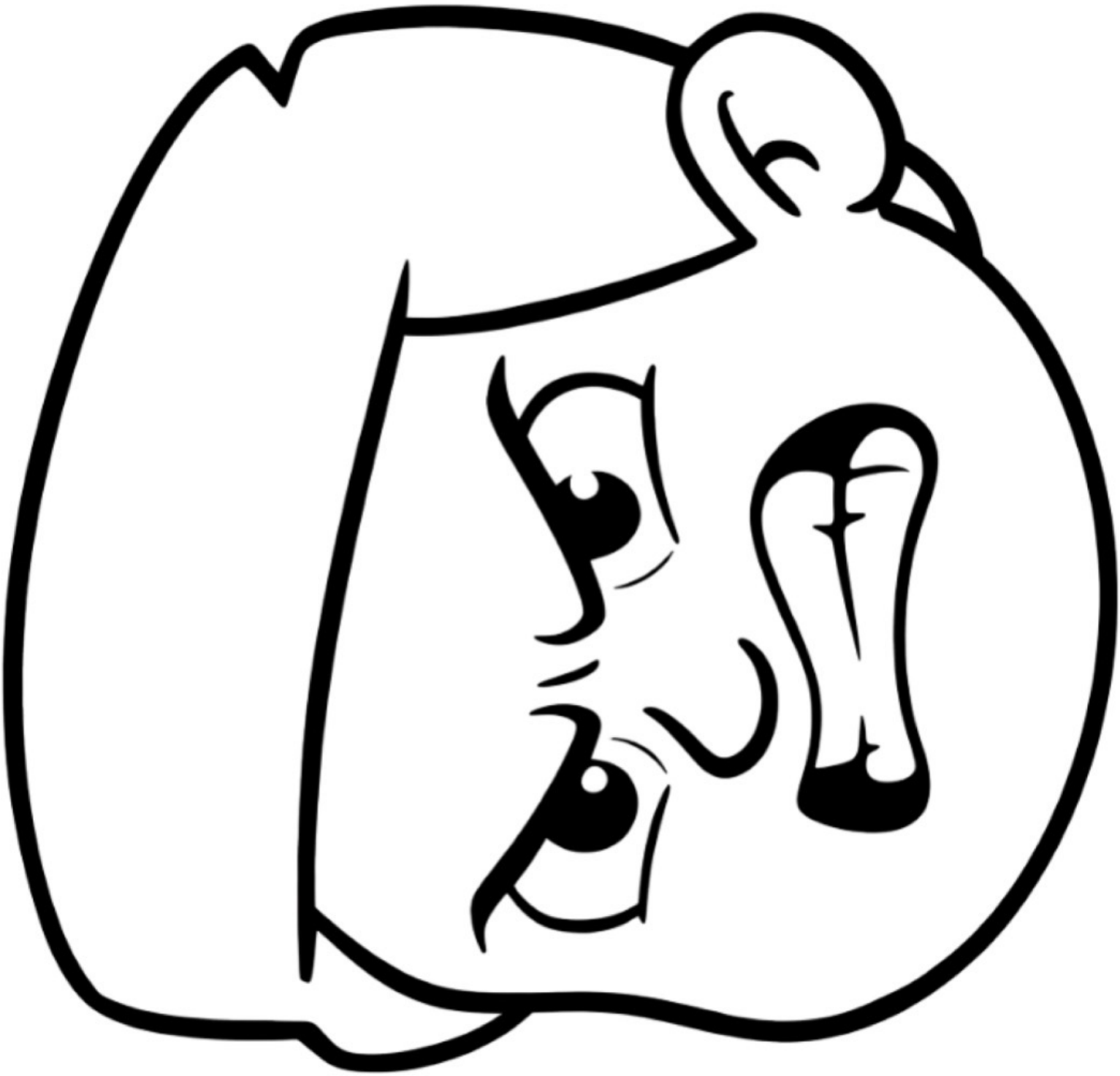

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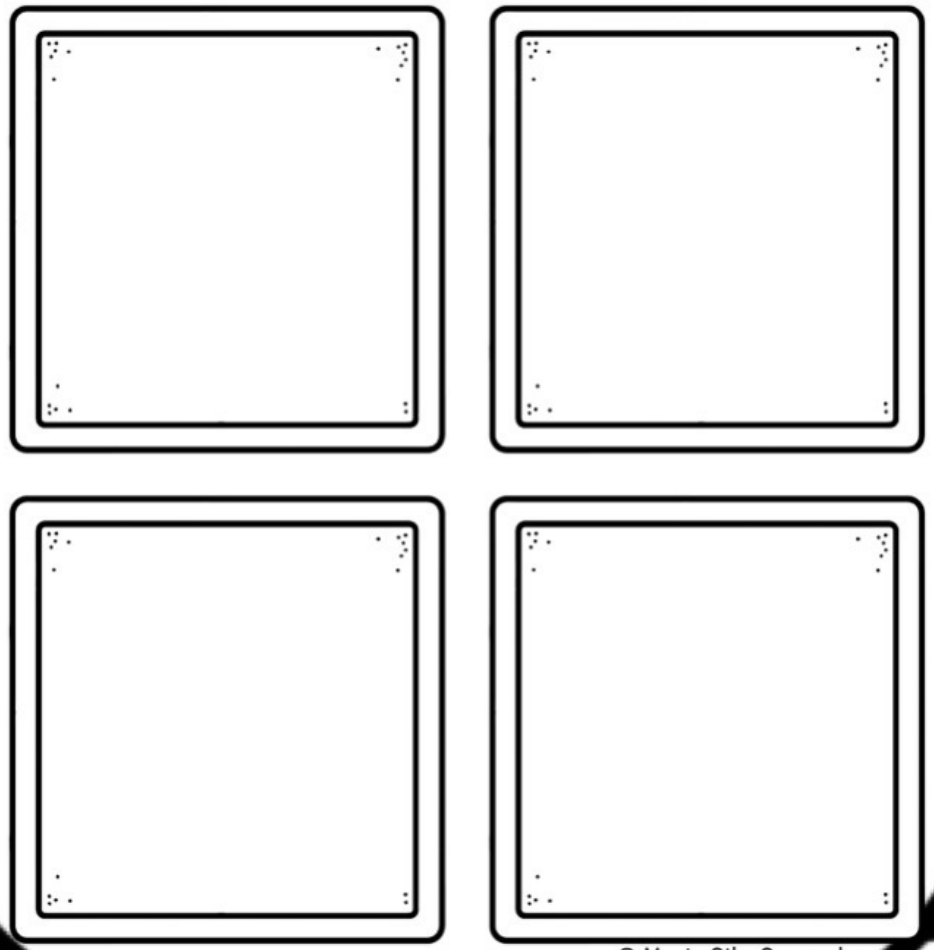

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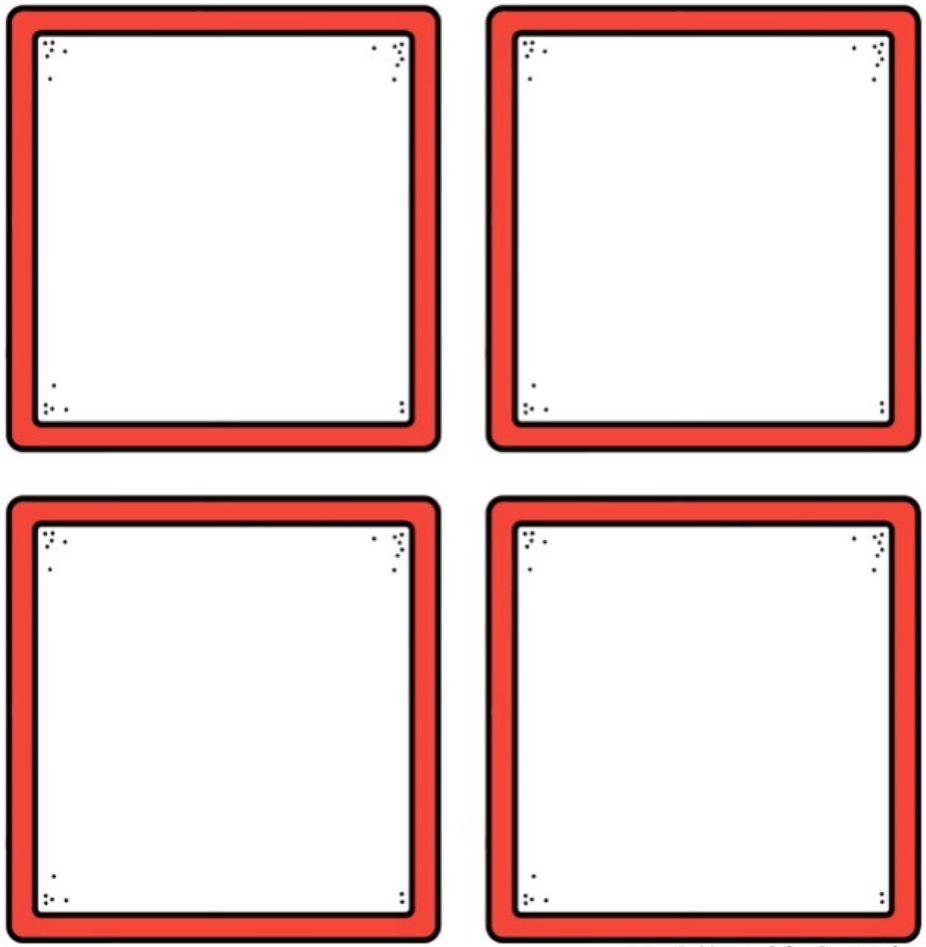

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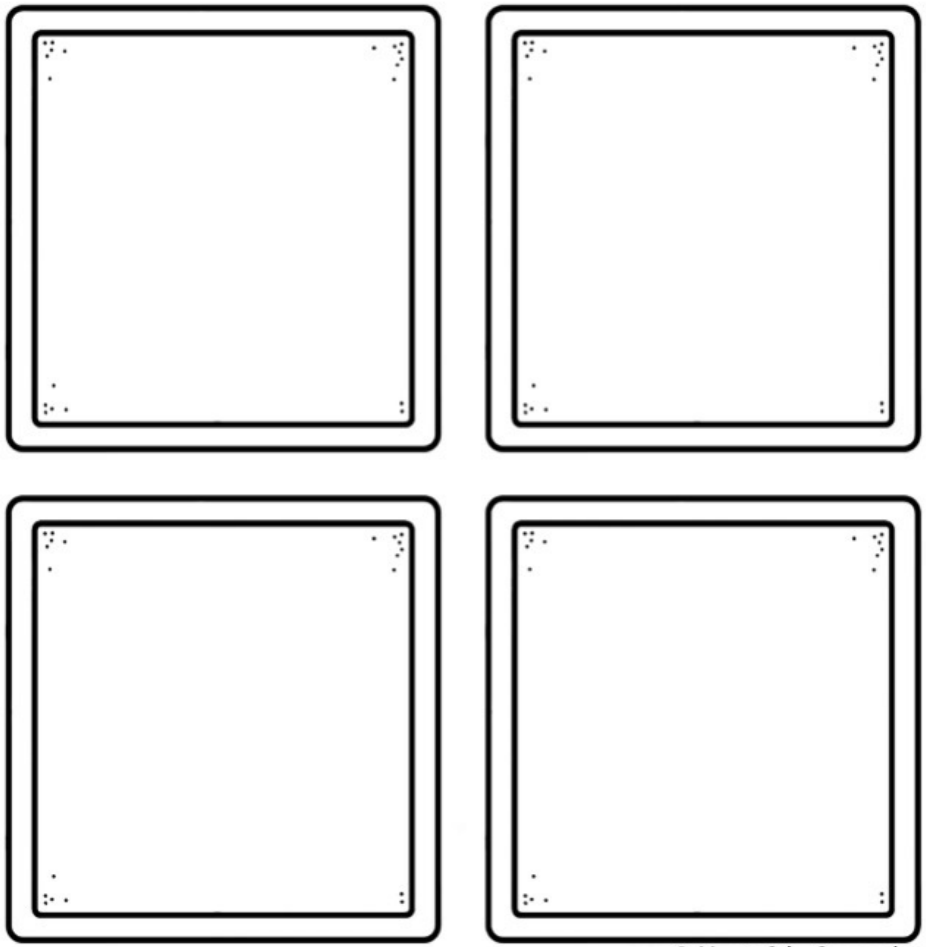

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SESSION 8: CALM LOOKS + FEELS LIKE...

SESSION GOALS:

- Students will learn the definition of calm.
- Students will learn the 3 manifestations of calm (thoughts, body, choices).
- Students will learn the physical signs of calm.
- Students will explore metaphors for what calm feels like in their bodies and brains.
- 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:

- 1 workbook per student
- Printed and cut-out "Calm Feels Like" cards
- Pencils
- Markers or crayons

DIRECTIONS:

- Greet students and explain that last week we learned about how anger can mask other emotions. Today, we're going to shift gears a bit and start focusing on how to *cope* with anger. We'll explore **what calm looks like and feels like in our bodies and brains**.
- Feel free to start each session with a **feelings check-in (page 2 in the workbook).**
- Ask students to **turn to page 16 in their workbook, "What is Calm?"** Ask a different volunteer to read each of the 4 sections: the definition of calm and the 3 places that it manifests (our thoughts, bodies, and choices).
- Ask students to **turn to page 17 in their workbook, "Calm Physical Manifestations."** Review the physical manifestations of calm. **Explain** that calm is what it feels like when your body knows you are safe. When you are calm, your breathing is slow and steady instead of fast or shallow. Your shoulders feel relaxed, not tight or scrunched up. Your hands and legs feel loose and still, not shaky or fidgety. Your heart beats at a normal, comfortable pace instead of racing. You might notice your stomach feels settled, not jumpy or tight. Your muscles feel softer, and your face feels relaxed instead of tense. Your body has more energy to think, listen, and move smoothly because it is not in "emergency mode." Calm means your body is regulated, grounded, and ready to handle whatever comes next. Spark a discussion around:
  - Where in your body do you notice the FIRST signs of calm?
  - Which of these physical signs of calm do you experience most?
  - Which of these physical signs of calm do you NOT experience?
  - Did any of these physical signs of calm surprise you?
- **Explain** that **calm looks and feels different for everyone**. For some people, calm feels quiet, like their thoughts slow down and their body feels still. For others, calm feels steady, like they can move, talk, and focus without feeling rushed or overwhelmed. Some people feel calm when they are alone, while others feel calm when they are with people they trust. There is no "right" way for calm to feel. What matters most is noticing your own calm. When you learn how calm feels in your body, thoughts, and choices, it becomes easier to recognize it and come back to it when things feel stressful.
- Tell students that we are going to explore some **common metaphors for what calm feels like in our bodies and brains.** Give each student a couple of **"Calm Feels Like..." cards.** Have students take turns sharing their cards with the group. Generate a discussion around:
  - Explain what you see on your card. How might calm feel this way?
  - Have you ever experienced calm feeling this way? If so, when? Explain.
  - Which one of these cards most accurately explains how calm feels to you?
  - Do any of these cards surprise you? Which ones, and why?
- If there's time at the end, ask students to **turn to page 18 in their workbooks: "Finding My Calm."** They can draw what calm feels like to them. They can choose one of the metaphors on the cards or create their own. Once they're done, students can take turns sharing their drawings.
- **Close** by saying that next week we will focus on coping strategies.

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CALM FEELS LIKE...CARDS

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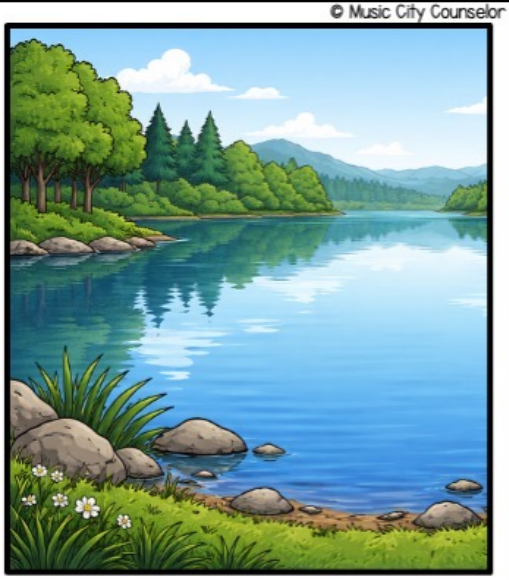

A SMOOTH, SERENE LAKE

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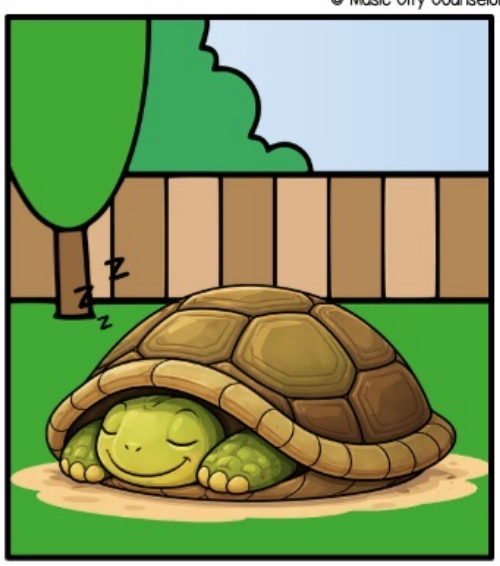

A TURTLE RESTING INSIDE HIS SHELL

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A CAT LAYING IN THE SUN

© Music City Counselor

A LIGHTHOUSE GUIDING SHIPS

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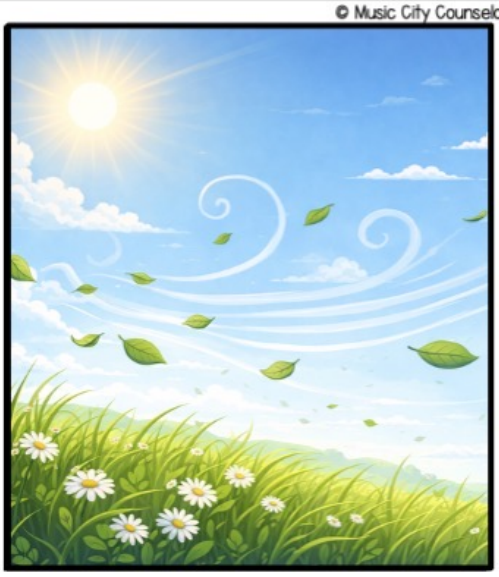

A SOFT BREEZE ON A WARM DAY

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A COZY BLANKET

CALM FEELS LIKE...CARDS

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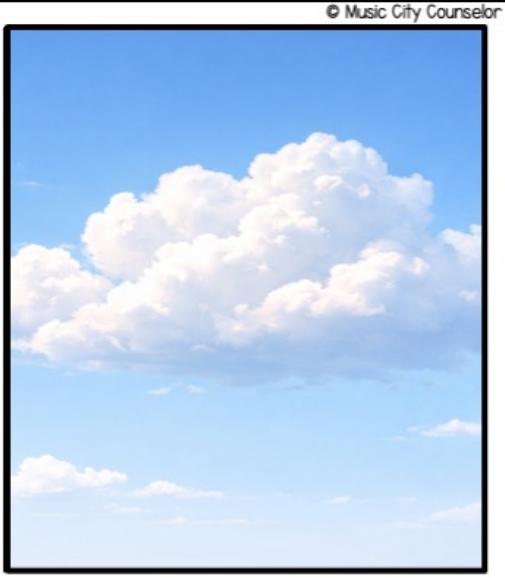

A SLOW-MOVING CLOUD

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A QUIET LIBRARY

© Music City Counselor

A TREE WITH STRONG ROOTS

© Music City Counselor

A ROCKING CHAIR ON A PORCH

© Music City Counselor

A WARM MUG OF COCOA

© Music City Counselor

GENTLE WAVES ROLLING IN

CALM FEELS LIKE...CARDS

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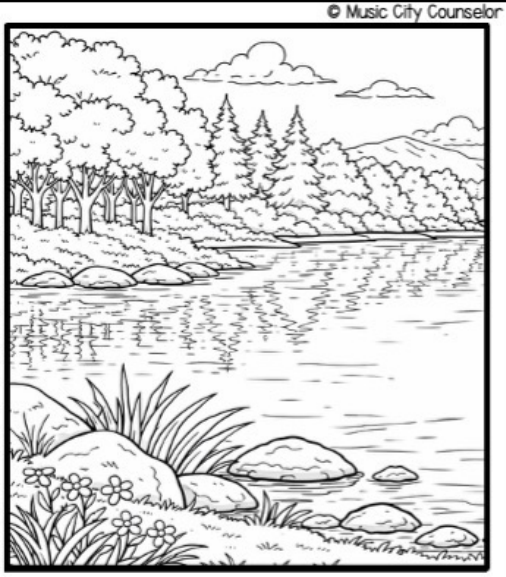

A SMOOTH, SERENE LAKE

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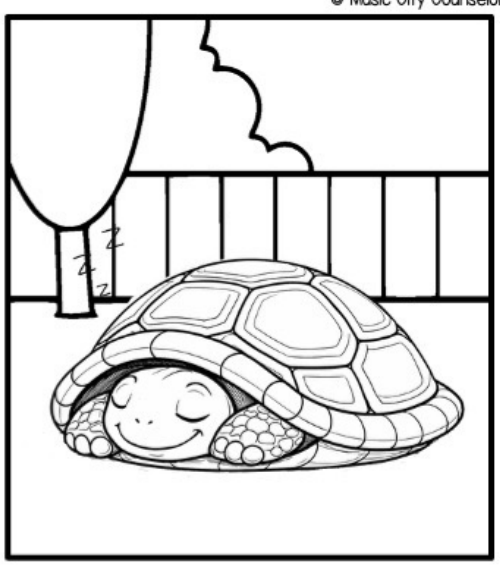

A TURTLE RESTING INSIDE HIS SHELL

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A CAT LAYING IN THE SUN

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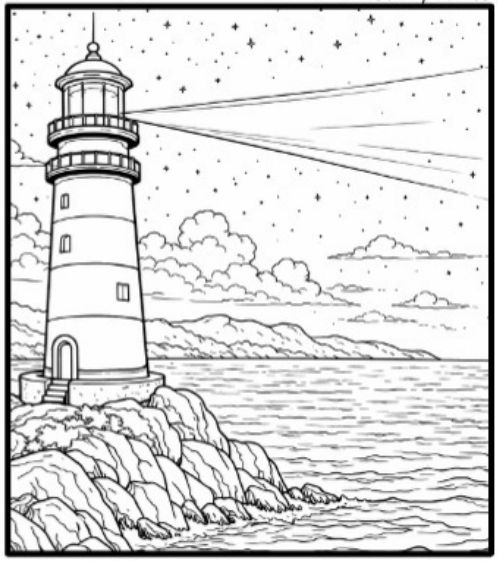

A LIGHTHOUSE GUIDING SHIPS

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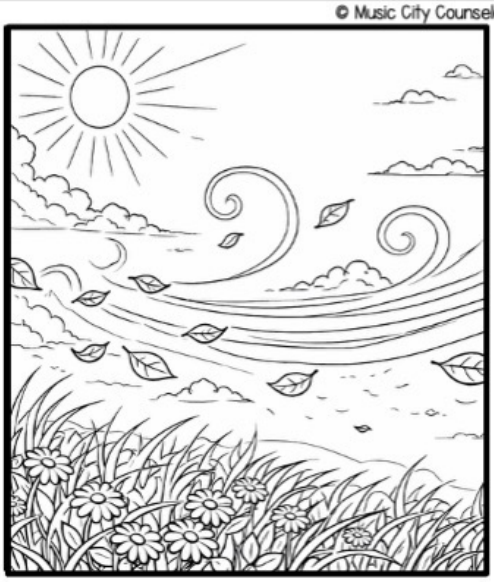

A SOFT BREEZE ON A WARM DAY

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A COZY BLANKET

CALM FEELS LIKE...CARDS

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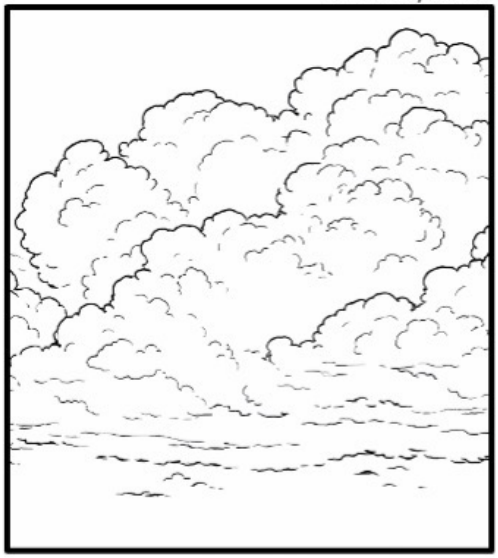

A SLOW-MOVING CLOUD

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A QUIET LIBRARY

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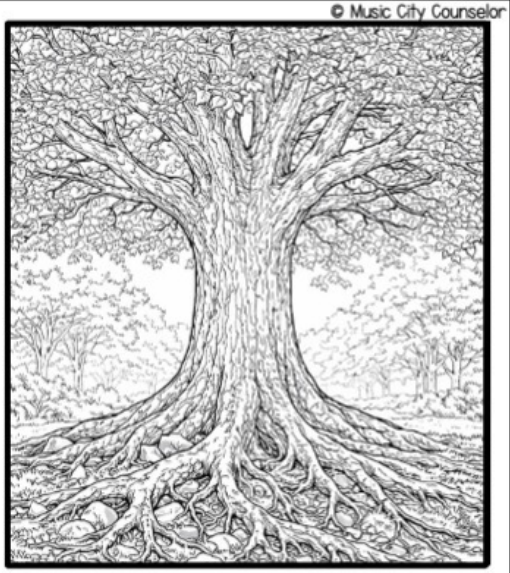

A TREE WITH STRONG ROOTS

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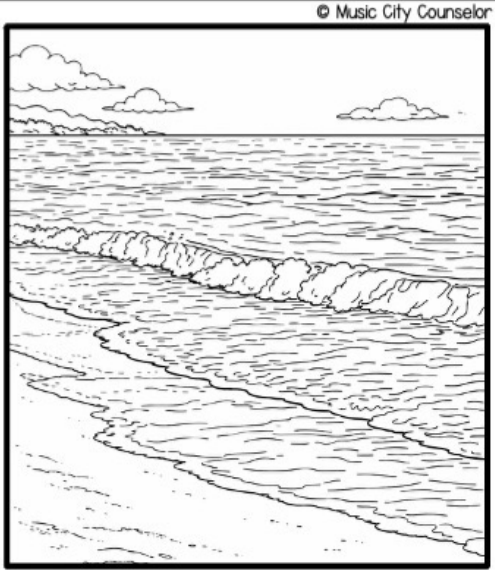
A ROCKING CHAIR ON A PORCH

© Music City Counselor

A WARM MUG OF COCOA

© Music City Counselor



GENTLE WAVES ROLLING IN

SESSION 9: USING COPING SKILLS

SESSION GOALS:

- Students will learn the definition of "coping skill."
- Students will learn how and why coping skills are helpful.
- Students will learn and practice 25 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:

- 1 workbook per student
- 1 BINGO Board per student (a total of 14 are included)
- Printed and cut-out calling cards
- BINGO chips

DIRECTIONS:

- Greet students and explain that this week we are going to learn **25 ways to cope with anger.**
- Feel free to start each session with a **feelings check-in (page 2 in the workbook).**
- Ask students to turn to **page 20 in their workbooks.** Ask volunteers to take turns reading each section of the page: "What are coping skills?" "How are coping skills helpful?" and "Examples of coping skills."
- **Explain** that coping skills do not work the same way for everyone, and that's okay! People are different, so what helps one person feel calm might not work as well for someone else. For example, one person might feel better talking it out, while another feels calmer being alone and reading or listening to music. Also, different coping skills can help in different situations. Some skills work best when you're feeling sad, while others help more when you're feeling angry. A skill that helps at home might not be the best choice at school, and a skill that works one day might not work as well the next. The goal is to learn and practice *many coping skills* so you can choose the one that fits you and the situation. Having more coping skills in your "toolkit" gives you more ways to handle challenges and take care of your feelings. Now, let's **learn and practice 25 of them!**
- Give each student a **BINGO board and set of BINGO chips.** Place the calling cards face down in a pile. Grab one calling card at a time and read it aloud. Talk through that coping strategy with students. If it's one that they can act out in that moment (i.e. breathe, count, think positive), model it and practice it with students! Then, students can place a chip on that space on their BINGO board. The first student to get 5 in a row wins! As you pull each card, feel free to generate a discussion around:
  - Have you tried this coping skill before? If yes, when? Was it helpful or not helpful?
  - Does this coping skill seem helpful to you? Why or why not?
  - Is this a coping skill that you use often? Why or why not?
  - Would you like to learn more about this coping skill? Why or why not?
  - Which are your favorite, go-to coping skills?
  - Which coping skills don't seem to help you?
- **Page 21 in their workbooks** also shows 12 coping strategies if they need a review or a page to refer back to later!
- **Close** by saying that next week will be our final week of group!

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SING A SONG

Sing a song quietly in your head, hum, or sing out loud. This helps slow your breathing, distract your mind, shift your mood, and release stress in a healthy way.

© Music City Counselor

PLAY MUSIC

Music gives you a safe way to express feelings without using words. Focus on notes, rhythm, and sound to help you reset, feel more in control, and calm your mind and body.

© Music City Counselor

PAINT

Use colors and brush strokes to express your emotions in a calm and creative way. Let your feelings out on the paper. This can slow your thoughts and relax your body.

© Music City Counselor

BE IN NATURE

Fresh air, sunlight, and nature can reduce stress and clear your head. Walk, sit, and pay attention to what you see, hear, and smell around you.

© Music City Counselor

BE PRESENT

Pay attention to what is happening right now instead of worrying about the past or future. Notice your breathing, your surroundings, and how your body feels.

© Music City Counselor

TAKE A NAP

Take a short nap to help your body and brain reset. Strong emotions can feel bigger when you are tired, and rest can help them feel more manageable.

© Music City Counselor

HEALTHY SNACK

Hunger can make feelings like anger and stress feel bigger than they really are. Nutritious snacks help give your brain energy and improve focus.

© Music City Counselor

TAKE A BATH

Warm water helps relax your muscles and slow your breathing. Bath time can give you a quiet space to think, breathe, and calm your feelings.

© Music City Counselor

PRACTICE YOGA

Yoga uses gentle movement and breathing to calm your mind. Stretching and holding poses releases built-up energy and frustration to help you feel balanced and in control.

© Music City Counselor

WATCH A MOVIE

Watching a movie can distract your mind and give your brain time to relax. Funny or comforting movies can help improve your mood.

© Music City Counselor

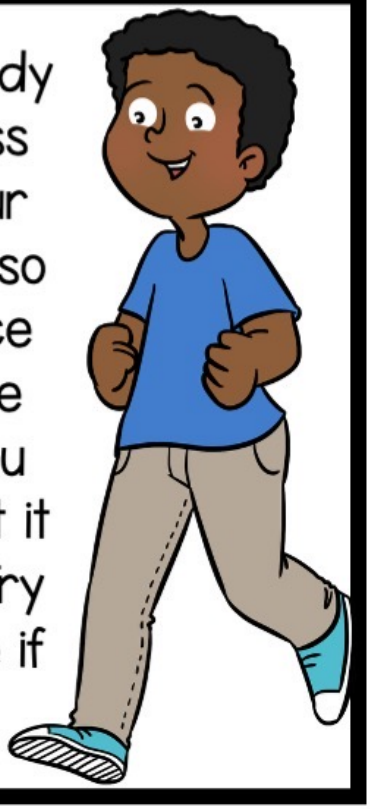
BE MINDFUL

Pay attention to the present moment. Practice grounding: notice your breathing, your thoughts, and what you see and hear around you.

© Music City Counselor

GO FOR A WALK

Moving your body releases stress and calms your mind. A walk also gives you space away from the situation so you can think about it more clearly. Try to walk outside if you can!



© Music City Counselor

WRITE, JOURNAL

Put your feelings on paper to let them out and help you understand them better. Writing can help you feel calmer and more in control.

© Music City Counselor

USE TOOLS

Use fidget tools and stress balls to release nervous energy. Fidgets give your hands something to do and help you stay focused and calm.

© Music City Counselor

ASK FOR A HUG

A safe hug from someone you trust can help your body feel calm and supported. Hugs can reduce stress and remind you that you're not alone.

© Music City Counselor

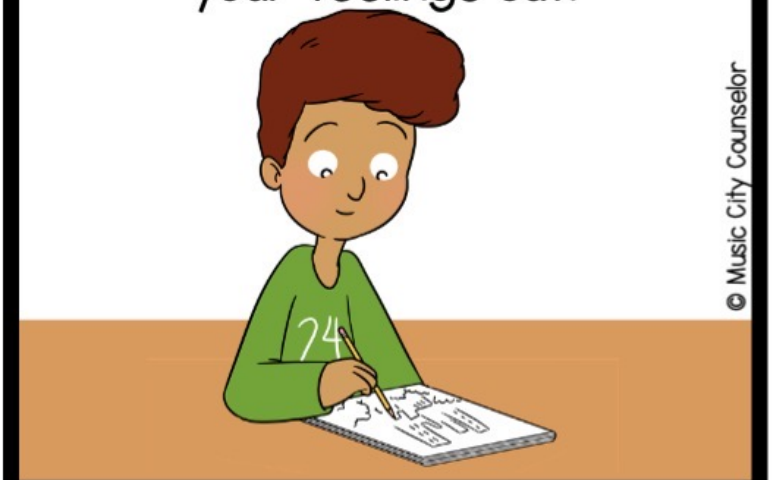
BREATHE

Slow, deep breaths calm your body and slow your heart rate. Focusing on your breathing can quiet racing thoughts. Breathing sends the message to your brain that you are safe. It helps you feel more in control and relaxed.

© Music City Counselor

DRAW

Drawing lets you express your feelings through pictures, lines, and shapes. There is no right or wrong way to draw. Just let your feelings out!



© Music City Counselor

TALK iT OUT

Share your thoughts with someone you trust to help you feel heard and supported. Talking can help you understand your feelings and find solutions.

© Music City Counselor

READ A BOOK

Reading is a nice break that distracts your mind and gives you time to relax. Stories can help you feel less alone and help you escape into a different world for a while.

© Music City Counselor

LiSTEN TO MUSiC

Music can calm your body, change your mood, and help you feel understood. Choose music that matches how you feel and makes you feel calm. Music is a great way to relax and reset.

© Music City Counselor

PLAY SPORTS

Move your body to release stress and frustration. Being active can help you feel calmer and more confident. Being part of a team also offers a sense of belonging and camaraderie.

© Music City Counselor

EXERCISE

© Music City Counselor

Move your body to release stress and boost your mood. Exercise can help you feel more focused and energized. Even a short workout can help you feel calmer and more in control.

THINK POSITIVE

Remind yourself of helpful, encouraging thoughts instead of putting yourself down. Positive thinking can change how you feel about a situation. It can grow your confidence and sense of hope.

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COUNT TO 10

Counting to 10 gives your brain time to pause before reacting. It calms your body and slows your breathing. This can help you make better choices.

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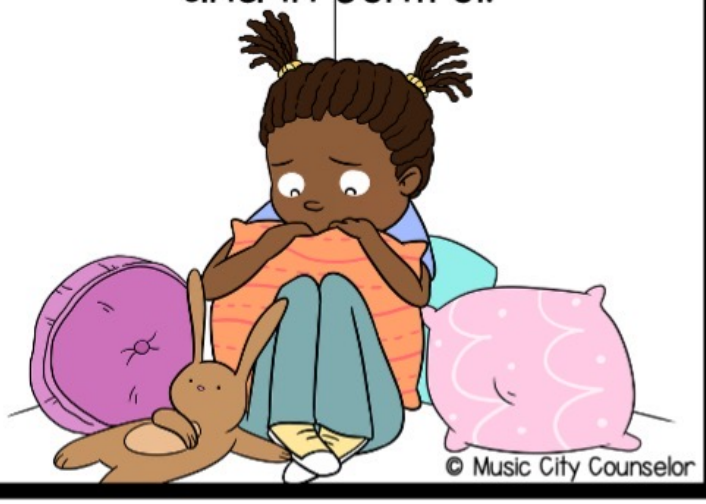
COZY SPOT

Taking a break in a quiet, comfy space can relax your body and mind. It can reduce stress and help you feel safe, balanced, and in control.



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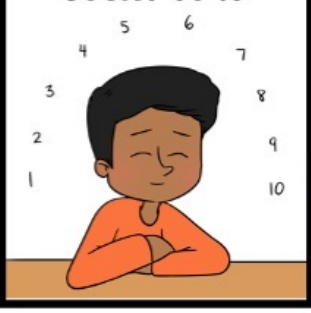
COPING SKILLS BINGO

SING A SONG	PLAY MUSIC	PAINT	BE IN NATURE	BE PRESENT
TAKE A NAP	HEALTHY SNACK	TAKE A BATH	WATCH A MOVIE	BE MINDFUL
PRACTICE YOGA	GO FOR A WALK	USE TOOLS	ASK FOR A HUG	BREATHE
WRITE, JOURNAL	DRAW	TALK IT OUT	READ	LISTEN TO MUSIC
PLAY SPORTS	EXERCISE	THINK POSITIVE	COUNT TO 10 	COZY SPOT

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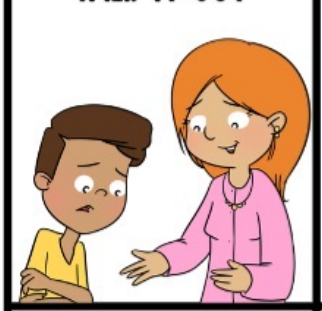
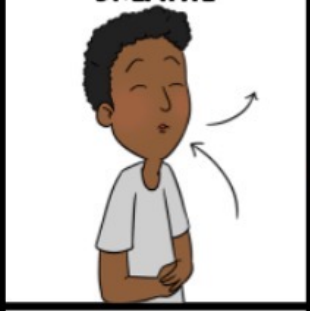
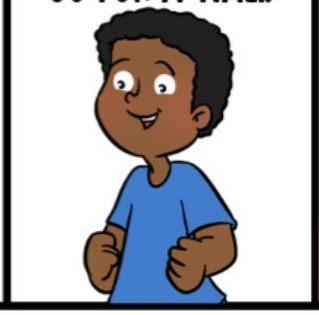
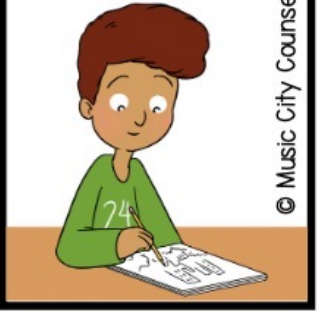
COPING SKILLS BINGO

TAKE A NAP	PRACTICE YOGA	BE MINDFUL	THINK POSITIVE	BE PRESENT
WRITE, JOURNAL	SING A SONG	BE IN NATURE	COZY SPOT	PLAY MUSIC
USE TOOLS	TAKE A BATH	COUNT TO 10	READ	PAINT
TALK IT OUT 	BREATHE 	WATCH A MOVIE	LISTEN TO MUSIC	HEALTHY SNACK
EXERCISE	ASK FOR A HUG	PLAY SPORTS	GO FOR A WALK 	DRAW 

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COPING SKILLS BINGO

GO FOR A WALK	SING A SONG	EXERCISE	BE MINDFUL	COUNT TO 10
USE TOOLS	COZY SPOT	PRACTICE YOGA	DRAW	WATCH A MOVIE
BREATHE	HEALTHY SNACK	ASK FOR A HUG	TAKE A NAP	THINK POSITIVE
BE IN NATURE	READ	PAINT	WRITE, JOURNAL	PLAY MUSIC
TAKE A BATH	LISTEN TO MUSIC	PLAY SPORTS	BE PRESENT	TALK IT OUT

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COPING SKILLS BINGO

USE TOOLS	PAINT	TAKE A NAP	ASK FOR A HUG	WATCH A MOVIE
PRACTICE YOGA	READ	EXERCISE	TALK IT OUT	BE MINDFUL
SING A SONG	COUNT TO 10	BE IN NATURE	HEALTHY SNACK	WRITE, JOURNAL
COZY SPOT	LISTEN TO MUSIC	BE PRESENT	GO FOR A WALK	TAKE A BATH
PLAY MUSIC	BREATHE	DRAW	PLAY SPORTS	THINK POSITIVE

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COPING SKILLS BINGO

ASK FOR A HUG	WATCH A MOVIE	TAKE A NAP	TAKE A BATH	BE PRESENT
BREATHE	BE IN NATURE	GO FOR A WALK	SING A SONG	TALK IT OUT
USE TOOLS	PAINT	COZY SPOT	HEALTHY SNACK	PLAY SPORTS
DRAW	COUNT TO 10	EXERCISE	PLAY MUSIC	WRITE, JOURNAL
PRACTICE YOGA	READ	BE MINDFUL	LISTEN TO MUSIC	THINK POSITIVE

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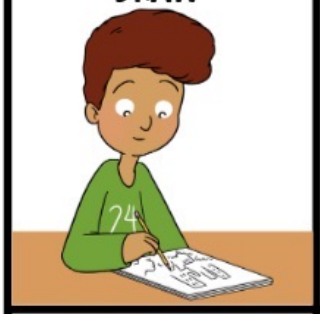
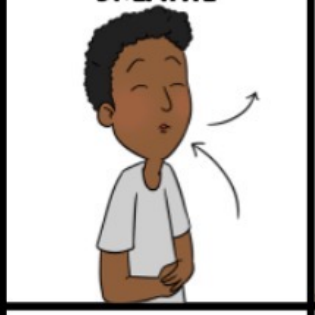
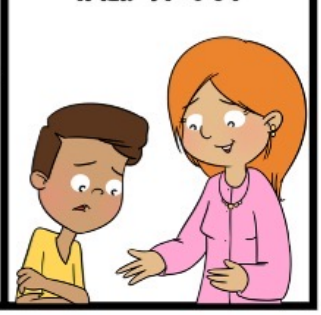
COPING SKILLS BINGO

DRAW 	GO FOR A WALK	WATCH A MOVIE	READ	THINK POSITIVE
PLAY SPORTS	BE IN NATURE	TAKE A BATH	LISTEN TO MUSIC	PRACTICE YOGA
BE MINDFUL	TAKE A NAP	HEALTHY SNACK	COZY SPOT	PLAY MUSIC
ASK FOR A HUG	BREATHE 	WRITE, JOURNAL	USE TOOLS	PAINT
COUNT TO 10	EXERCISE	BE PRESENT	SING A SONG	TALK IT OUT 

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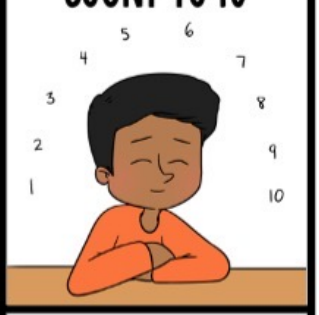
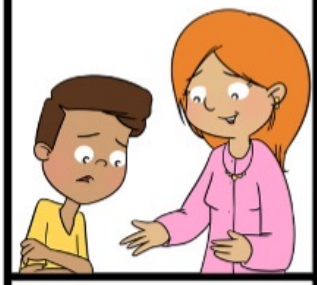
COPING SKILLS BINGO

PRACTICE YOGA	TAKE A BATH	WRITE, JOURNAL	SING A SONG	READ
PLAY MUSIC	WATCH A MOVIE	BE MINDFUL	GO FOR A WALK	COUNT TO 10 
TALK IT OUT 	COZY SPOT	BREATHE	DRAW	ASK FOR A HUG
BE PRESENT	THINK POSITIVE	BE IN NATURE	PLAY SPORTS	USE TOOLS
TAKE A NAP	LISTEN TO MUSIC	HEALTHY SNACK	PAINT	EXERCISE

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COPING SKILLS BINGO

WRITE, JOURNAL	TALK IT OUT	PAINT	TAKE A NAP	USE TOOLS
HEALTHY SNACK	GO FOR A WALK	BREATHE	COUNT TO 10	EXERCISE
BE IN NATURE	PLAY SPORTS	THINK POSITIVE	LISTEN TO MUSIC	TAKE A BATH
BE MINDFUL	ASK FOR A HUG	BE PRESENT	COZY SPOT	SING A SONG
PRACTICE YOGA	DRAW	READ	PLAY MUSIC	WATCH A MOVIE

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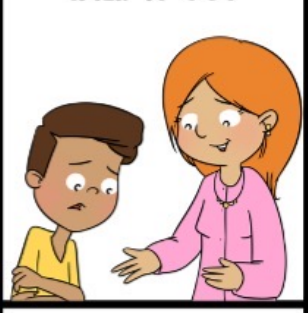
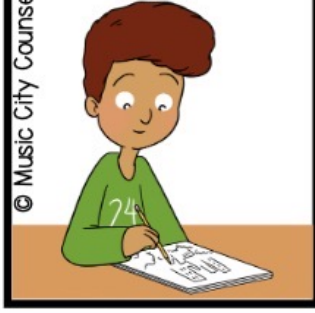
COPING SKILLS BINGO

BE MINDFUL	TAKE A BATH	EXERCISE	BE IN NATURE	LISTEN TO MUSIC
BREATHE	HEALTHY SNACK	PLAY SPORTS	PRACTICE YOGA	WRITE, JOURNAL
BE PRESENT	SING A SONG	READ	ASK FOR A HUG	PAINT
TAKE A NAP	GO FOR A WALK	COUNT TO 10	TALK IT OUT 	WATCH A MOVIE
DRAW 	PLAY MUSIC	THINK POSITIVE	USE TOOLS	COZY SPOT

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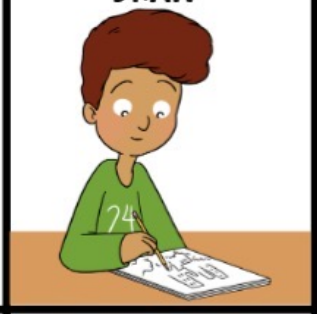
COPING SKILLS BINGO

USE TOOLS	DRAW 	LISTEN TO MUSIC	BE MINDFUL	THINK POSITIVE
WATCH A MOVIE	TAKE A BATH	ASK FOR A HUG	PLAY MUSIC	TAKE A NAP
PRACTICE YOGA	READ	COZY SPOT	PAINT	TALK IT OUT
COUNT TO 10	BE IN NATURE	BREATHE	HEALTHY SNACK	BE PRESENT
EXERCISE	WRITE, JOURNAL	PLAY SPORTS	GO FOR A WALK	SING A SONG

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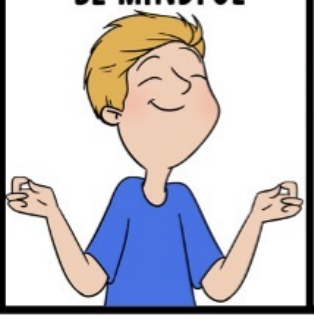
COPING SKILLS BINGO

PAINT	TAKE A BATH	COUNT TO 10	DRAW	READ
PRACTICE YOGA	TAKE A NAP	PLAY MUSIC	THINK POSITIVE	USE TOOLS
HEALTHY SNACK	TALK IT OUT	WATCH A MOVIE	BE IN NATURE	ASK FOR A HUG
BE PRESENT	PLAY SPORTS	EXERCISE	LISTEN TO MUSIC	GO FOR A WALK
COZY SPOT	BE MINDFUL 	SING A SONG	WRITE, JOURNAL	BREATHE

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COPING SKILLS BINGO

TALK IT OUT	GO FOR A WALK	BREATHE	PLAY MUSIC	SING A SONG
BE MINDFUL	WRITE, JOURNAL	USE TOOLS	COUNT TO 10	TAKE A NAP
TAKE A BATH	PRACTICE YOGA	BE IN NATURE	READ	BE PRESENT
WATCH A MOVIE	PLAY SPORTS	DRAW	HEALTHY SNACK	LISTEN TO MUSIC
ASK FOR A HUG	PAINT	EXERCISE	COZY SPOT	THINK POSITIVE

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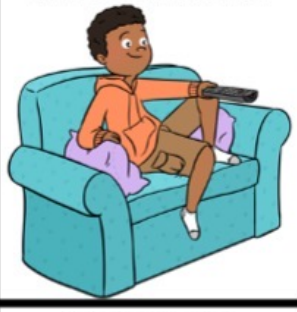
COPING SKILLS BINGO

TALK IT OUT	PLAY SPORTS	TAKE A BATH	BREATHE	USE TOOLS
BE IN NATURE	LISTEN TO MUSIC	WATCH A MOVIE 	SING A SONG	PLAY MUSIC
BE MINDFUL	BE PRESENT	COZY SPOT	COUNT TO 10	TAKE A NAP
PRACTICE YOGA	DRAW	PAINT	HEALTHY SNACK	THINK POSITIVE
WRITE, JOURNAL	READ	GO FOR A WALK	ASK FOR A HUG	EXERCISE

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COPING SKILLS BINGO

WATCH A MOVIE	BE MINDFUL	PLAY SPORTS	USE TOOLS	GO FOR A WALK
BE PRESENT	READ	LISTEN TO MUSIC	BE IN NATURE	TALK IT OUT
ASK FOR A HUG	TAKE A BATH	PLAY MUSIC	PAINT	HEALTHY SNACK
SING A SONG	DRAW	THINK POSITIVE	PRACTICE YOGA	BREATHE
COUNT TO 10	EXERCISE	COZY SPOT	TAKE A NAP	WRITE, JOURNAL

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SESSION 10: GROUP CLOSURE & REFLECTION

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: >>>

- 1 workbook per student
- Pencils
- Printed + cut-out "Pass the Ball Reflections" cards
- Beach ball or similar ball
- 1 printed certificate per student

DIRECTIONS: >>>

- Before group, write up a **certificate** for each student.
- Greet students and explain that this is our **final group session**. Today we're going to **reflect** on what we learned and experienced in group.
- Feel free to start each session with a **feelings check-in (page 2 in the workbook).**
- Ask students to turn to **page 22 in their workbook, "My Time in Group."** They can write in each box about their experiences, memories, favorites, and lessons learned in group.
- Ask students to turn to **page 23 in their workbook, the post-survey.** 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" 😐, and "not yet" ☹️ faces.
- With your remaining time, play **"Pass the Ball Reflections."** Place **the 20 cards** in a pile on the table, face down. Have students sit in a circle on the floor or in chairs. Explain that the ball will be gently tossed or passed around the circle. To start the game, toss the ball to a student and choose a card. Read it aloud. The student who catches the ball answers the prompt. After responding, they gently pass the ball to someone else and choose a card. They read it aloud and the student they passed the ball to answers the question. Continue playing until everyone has had at least 2 chances to play or until time runs out. If a student doesn't feel comfortable answering the question on the card, they can pass the ball to another student at any time.
- Thank each student for participating in group. Give them a **certificate** for successfully completing group!

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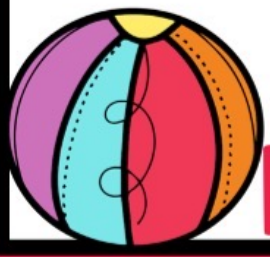
ONE COPING SKILL THAT HELPS ME CALM DOWN



PASS THE BALL REFLECTIONS

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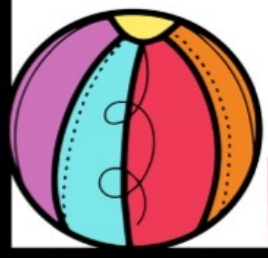
ONE THING MY BODY DOES WHEN I FEEL ANGRY



PASS THE BALL REFLECTIONS

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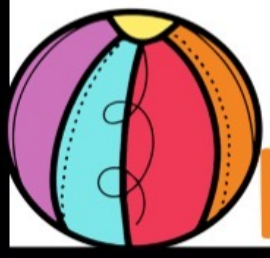
ONE FEELING THAT HIDES UNDER MY ANGER



PASS THE BALL REFLECTIONS

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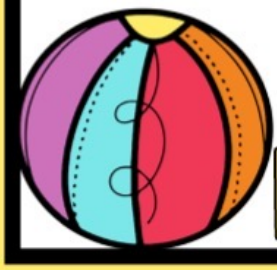
ONE THING I LEARNED ABOUT MYSELF IN GROUP



PASS THE BALL REFLECTIONS

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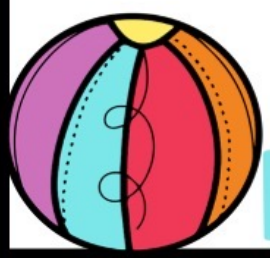
ONE WAY I CAN COOL DOWN AT SCHOOL



PASS THE BALL REFLECTIONS

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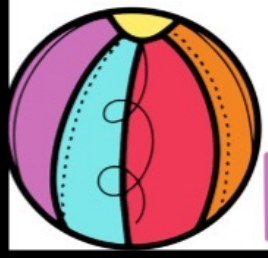
ONE HELPFUL THOUGHT I CAN USE WHEN I'M UPSET



PASS THE BALL REFLECTIONS

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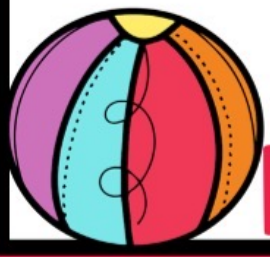
ONE SIGN THAT TELLS ME I NEED A BREAK



PASS THE BALL REFLECTIONS

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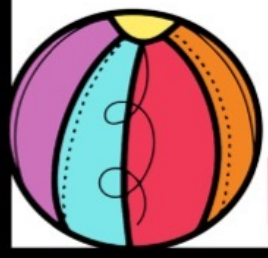
ONE PLACE I FEEL CALM AND SAFE



PASS THE BALL REFLECTIONS

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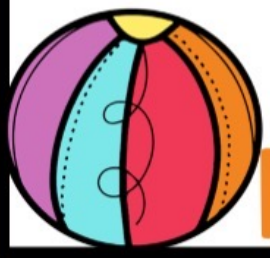
ONE COPING SKILL I WANT TO PRACTICE



PASS THE BALL REFLECTIONS

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ONE THING THAT MAKES ANGER WORSE FOR ME

PASS THE BALL REFLECTIONS

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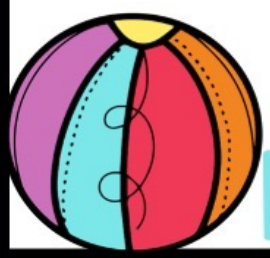
ONE THING THAT HELPS ME FEEL UNDERSTOOD



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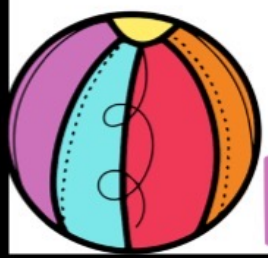

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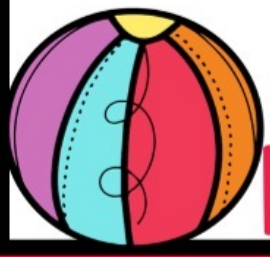

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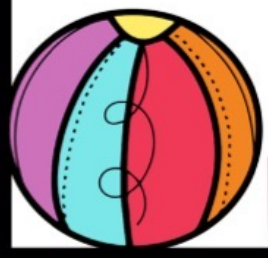

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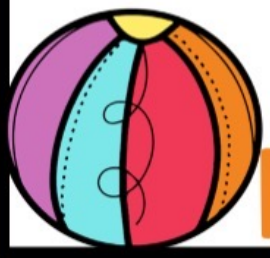

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ONE BODY CLUE THAT TELLS ME I'M OVERWHELMED

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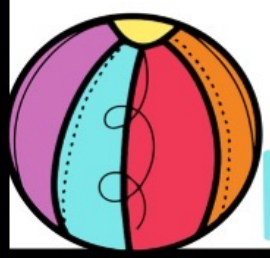
ONE WAY THIS GROUP HELPED ME GROW



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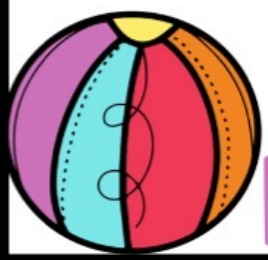
MY FAVORITE MEMORY FROM GROUP



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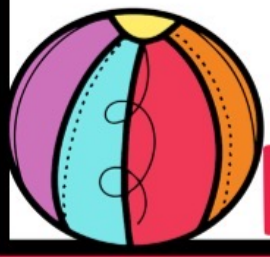

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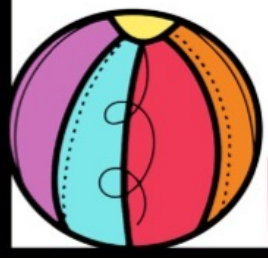

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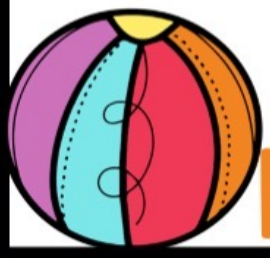

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ONE SKILL I WANT TO REMEMBER FROM GROUP

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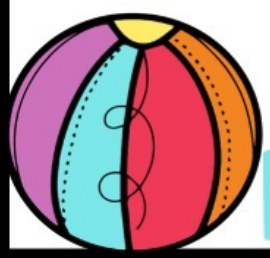
ONE WAY I CAN CALM DOWN AT HOME



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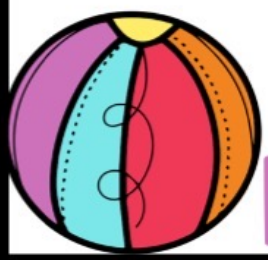
MY FAVORITE COPING STRATEGY



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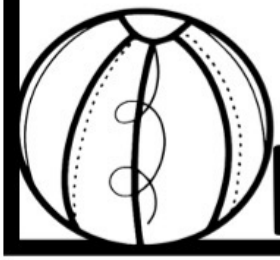
ONE COPING SKILL THAT HELPS ME CALM DOWN



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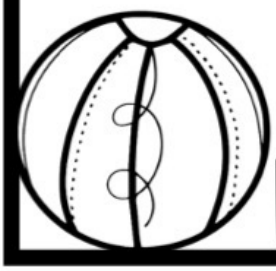
ONE THING MY BODY DOES WHEN I FEEL ANGRY



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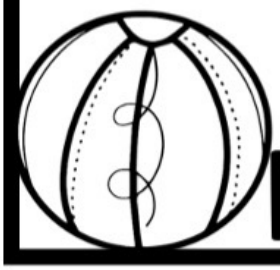
ONE FEELING THAT HIDES UNDER MY ANGER



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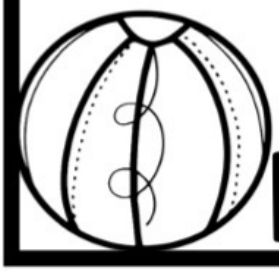
ONE THING I LEARNED ABOUT MYSELF IN GROUP



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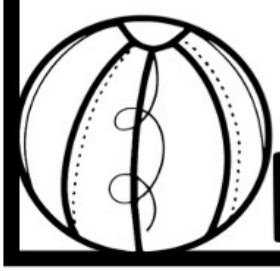
ONE WAY I CAN COOL DOWN AT SCHOOL



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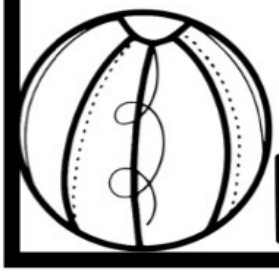
ONE HELPFUL THOUGHT I CAN USE WHEN I'M UPSET



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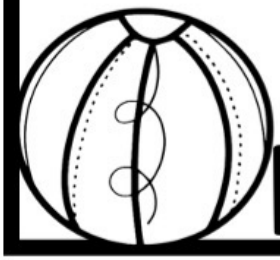
ONE SIGN THAT TELLS ME I NEED A BREAK



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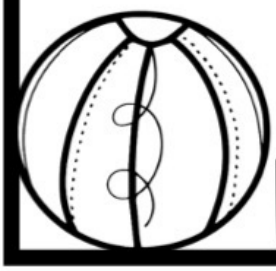
ONE PLACE I FEEL CALM AND SAFE



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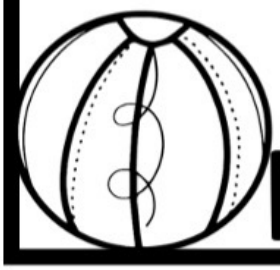
ONE COPING SKILL I WANT TO PRACTICE



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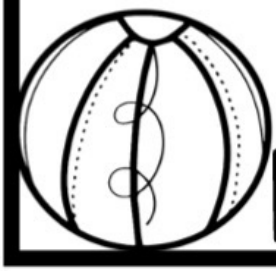
ONE THING THAT MAKES ANGER WORSE FOR ME



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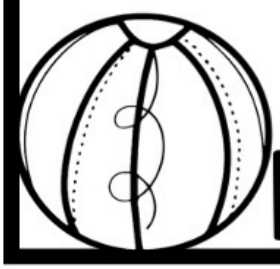

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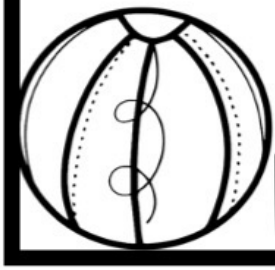

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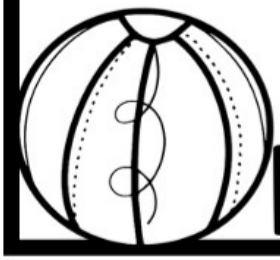

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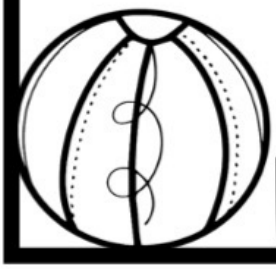

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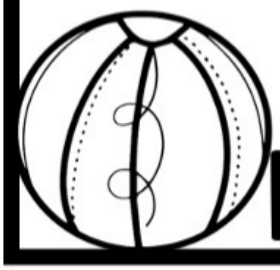

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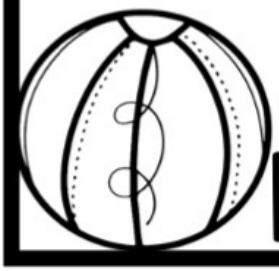

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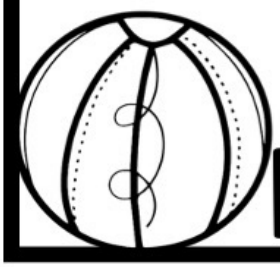

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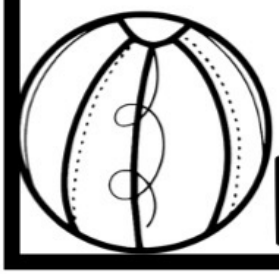

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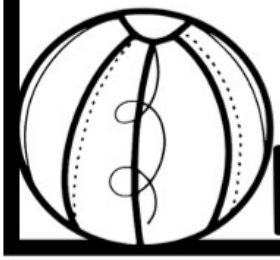

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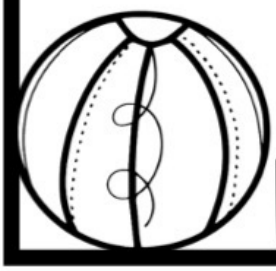

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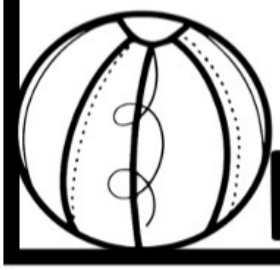

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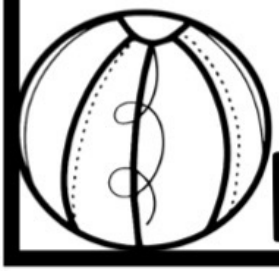

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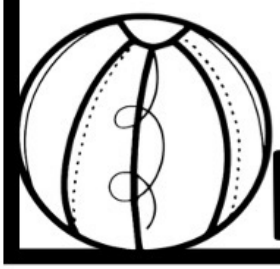

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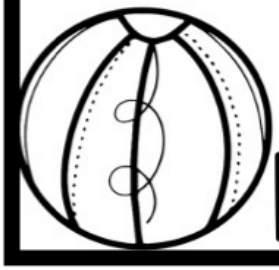

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