

Small Group Counseling Title/Theme: Anger Management

Grade Level: 3-5

Small Group Counseling Description: The group will focus on expressing and managing anger in an effective and healthy way. It is an opportunity to recognize physical and emotional responses to anger, explore thoughts/feelings and situations that lead to anger and develop strategies to manage anger in a positive manner.

Number of Group Sessions in Unit: 6 + Optional Follow Up Session

Sessions & Materials: (Note: *Handouts* and *Student Activity Pages* are included with each session)

Introduction: Establishing Small Group Norms (Establishing norms is important to the group process. This introduction should be used prior to session #1.)

Materials needed:

Chart Paper

Markers

[Small Group Counseling Guidelines \(Document 18\)](#)

Session # 1: How Does it Look and Feel to be Angry?

Materials needed:

Large sheet of paper for each group participant

Markers/crayons

[Small Group Counseling Guideline \(Document 18\)](#)

[Feelings Picture](#) (angry person)

Session 1 [Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

Session # 2: 4 Steps to Managing Your Anger

Materials needed:

[Small Group Counseling Guideline \(Document 18\)](#)

[4 Steps to Managing Your Anger](#) poster

[Safe and Healthy Ways to Manage Anger](#) poster

Student-made poster—[My Anger Management Strategies](#)

Session 2 [Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

Session# 3: Express Your Anger Through *I Messages*

Materials needed:

[Small Group Counseling Guideline \(Document 18\)](#)

[I Messages Have Three Parts](#) student activity page

Session 3 [Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

Session # 4: Positive Power Over Anger

Materials needed:

Poster board for each group member

Markers, crayons and pencils

[Small Group Counseling Guideline \(Document 18\)](#)

Session 4 [Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

Session # 5: Closure: Circle of Friends...Calm, Cool, and Collected

Materials needed:

[Small Group Counseling Guideline \(Document 18\)](#)

[How Do You Think These People Are Feeling?](#) (picture of happy children)
 Materials and items to celebrate the ending of the group (See Session 4)
 Session 5 [Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)
[Student Post-Group Perception Form \(Document 16\)](#)
[Group Certificate of Completion](#)

Unit Assessments (attached to the Unit Plan)

[Teacher Pre-Post-Group Perceptions Form \(2 samples\) \(Document 14\)](#)
[Parent/Guardian Post-Group Perception Form \(Document 15\)](#)
[Group Summary Form \(Document 17\)](#)

Optional Follow-up Session

Material needed:

[Small Group Counseling Guideline \(Document 18\)](#)

8 ½ x 11 piece of paper and markers for each student

Alternative Procedure: Complete the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#)

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

Personal and Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Show-Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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May 2015

Outcome Summative Assessment: acceptable evidence of student achievement

Summative assessment relates to the performance outcome for goals, objectives and (GLE) concepts. Assessment can be survey, student sharing, etc.

Summative Assessment of Student Achievement:

The students will identify via role play how anger affects each of them physically and emotionally. The students will generate group and individual lists of positive anger management strategies and demonstrate the three strategies that work best for them individually.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of session four and five; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [*Teacher Pre-Post-Group Perception Form \(2 samples\) \(Document 14\)*](#) for each student before the group starts and after the group ends. Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.

Parent Assessment:

- [*Parent/Guardian Post-Group Perception \(Document 15\)*](#)

Student Assessment:

- [*Post-Group Perception Form \(Document 16\)*](#)

Results Based Data Collection:

The counselor will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Placement section at the Missouri Department of Elementary and Secondary Education.

Follow Up Ideas & Activities

Implemented by counselor, administrators, teachers, parents, community partnerships

After each session, the PSC provides classroom teacher(s) and parents/guardians a written summary of the skills taught during the session. The summary includes suggestions for classroom and/or home reinforcement of the skills.

DOCUMENT 13:

STUDENT POST-GROUP FOLLOW-UP INTERVIEW FORM

Note: This document serves as an example of a way to follow students' success in maintaining changes. It may also be used as a means for gathering data about students' perceptions of the effectiveness of the group. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made. The Professional School Counselor (PSC) should make arrangements to talk with group members individually and hold at least one more group session 4-6 weeks after the group has ended. The follow-up session will enable the PSC to assess how students are doing on their goals and the successes they are experiencing as a result of the group. Follow-up sessions provide data that will demonstrate the proven effectiveness of small group counseling.

Follow-up Interviews/Session with Students

Potential Interview Questions:

How are things going?

What specific skills are you practicing now that the group is over?

What was the most useful thing you learned from the group?

What skills would you like to practice?

How are things different for you now?

What is better?

What is in need of improvement?

What progress have you made toward the goals you set for yourself at the end of our group meetings?

How are you keeping yourself accountable?

What suggestions do you have for future groups?

Rank your overall experience on a scale from 5 → 1 : _____

5 = Most positive activity in which I have participated for a long time

4 = Gave me a lot of direction with my needs

3 = I learned a lot about myself and am ready to make definite changes

2 = I did not get as much as I had hoped out of the group

1 = The group was a waste of my time

What contributed to the ranking you gave your experience in the group? What could have made it better?

DOCUMENT 14:

**TEACHER PRE/POST-GROUP PERCEPTION FORM
(SAMPLE 1 OF 2)**

Note: Samples 1 & 2 of Document 14 provide you with examples of two ways to gather data about teachers' post-group perceptions of the effectiveness of the group. **Sample 1** measures teachers' perceptions of the changes the student made as a result of the group experience. **Sample 2** measures the teacher's perceptions of the counseling group as a whole. An advantage to using form 2 is that it parallels [Document 15: Parent/Guardian Post-Group Feedback Form](#) and [Document 16: Student Post-Group Perception Form](#); thus, making it possible to compare teacher, parent and student perceptions of the group experience.

Note: The classroom teacher completes Part 1 of this document before students begin group sessions and completes Part 2 after the group has been completed. This process will provide the school counselor with follow up feedback about individual students who participated in the group.

**Sample 1: Individual Student Behavior Rating Form
(Adapted from Columbia Public Schools' Student Behavior Rating Form)**

STUDENT _____ GRADE _____ TEACHER _____

DATE: Pre-Group Assessment _____ Date: Post-Group Assessment _____

Part 1 - Please indicate rating of pre-group areas of concern in the left hand column.

Part 2 - Please indicate rating of post-group areas of concern in the right hand column.

Pre-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→ 1 = None)					Student Work Habits/Personal Goals Observed <i>Colleagues, please help evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with ALL students.</i>	Post-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→ 1 = None)				
5	4	3	2	1		5	4	3	2	1
					Academic Development					
					Follows directions					
					Listens attentively					
					Stays on task					
					Compliance with teacher requests					
					Follows rules					
					Manages personal & school property (e.g., organized)					
					Works neatly and carefully					
					Participates in discussion and activities					
					Completes and returns homework					
					Personal and Social Development					
					Cooperates with others					
					Shows respect for others					
					Allows others to work undisturbed					
					Accepts responsibility for own misbehavior (e.g., provoking fights, bullying, fighting, defiant, anger, stealing)					
					Emotional Issues (e.g., perfectionism, anxiety, anger, depression, suicide, aggression, withdrawn, low self-esteem)					
					Career Development					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					Add Other Concerns:					

DOCUMENT 14:

TEACHER PRE/POST-GROUP PERCEPTIONS

Note: This document measures the teacher's perceptions of the effectiveness of the group as a whole. The teacher could complete this form after the last group session has been completed.

(SAMPLE 2 OF 2)

TEACHER PRE/POST-GROUP PERCEPTIONS FORM

One or more of your students participated in a small counseling group about _____. We are seeking your opinion about the effectiveness of the group e.g., students' relationship with the professional school counselor and other participants in the group and your observations of students' behavioral/skill changes (positive or negative). We appreciate your willingness to help us meet the needs of all students effectively. The survey is anonymous unless you want us to contact you.

Teacher's Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

While students were participating in the group I noticed these changes in their behavior/attitude

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following

What do you think?	5=Strongly Agree				
	3= Neutral				
	1=Strongly Disagree				
Overall, I would rate my students' experience in the counseling group as positive.	5	4	3	2	1
Students enjoyed working with other students in the group.	5	4	3	2	1
Students enjoyed working with the counselor in the group.	5	4	3	2	1
Students learned new skills and are using the skills in school	5	4	3	2	1
I would recommend the group experience for other students.	5	4	3	2	1
Additional Comments for Counselor:					

DOCUMENT 15:

PARENT/GUARDIAN POST-GROUP PERCEPTION FORM

Parent/Guardian Feedback Form

Your student participated in a small counseling group about _____. Was this group experience helpful for your student? Following is a survey about your observations of changes (positive or negative) your student made at home while participating in the group at school and since the group ended. The survey will help us meet the needs of all students more effectively. The survey is anonymous unless you want to provide your name for the school counselor to contact you. We appreciate your feedback.

Professional School Counselor: _____ Date: _____

Small Group Title: _____

Before the group started, I hoped my student would learn _____

I've noticed these changes in my student's behavior and/or attitude as a result of participating in the group:

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree				
	3= Neutral				
	1=Strongly Disagree				
Overall, I would rate my student's experience in the counseling group as positive	5	4	3	2	1
My student enjoyed working with the other students in the group.	5	4	3	2	1
My student enjoyed working with the counselor in the group.	5	4	3	2	1
My student learned new skills and is using the skills in and out of school.	5	4	3	2	1
I would recommend the group experience to other parents whose students might benefit from the small group.	5	4	3	2	1
Additional Comments:					

DOCUMENT 16:

STUDENT POST-GROUP PERCEPTION FORM
(Sample 1 of 2)

Note: This student feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the secondary level form.

STUDENT FEEDBACK FORM

We want your opinion about the effectiveness of your group. We appreciate your willingness to help us make our work helpful to all students. The survey is anonymous unless you want us to contact you.

My Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I wanted to learn _____

Because of the group, I have noticed these changes in my thoughts, feelings, actions:

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree 3= Neutral 1=Strongly Disagree				
Overall, I would rate my experience in the counseling group as:	5	4	3	2	1
I enjoyed working with other students in the group	5	4	3	2	1
I enjoyed working with the counselor in the group.	5	4	3	2	1
I learned new skills and am using the skills in school	5	4	3	2	1
If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"	5	4	3	2	1
Additional Comments for the Counselor:					

DOCUMENT 16:

STUDENT POST-GROUP PERCEPTIONS
(Sample 2 of 2)

Note: This feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the elementary level form.

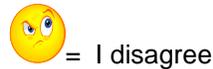
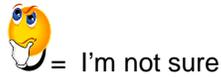
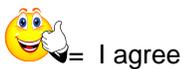
STUDENT FEEDBACK FORM

Directions: Please complete the Student Feedback Form after the last group session.

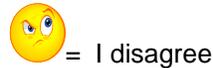
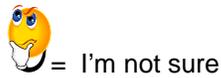
Name: _____ (optional) Date: _____

When I started the group, I wanted to learn about _____
Topic of Group

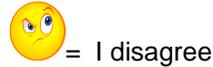
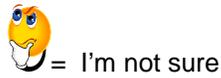
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



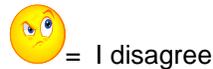
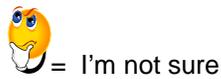
1. Overall, I would rate my experience in the counseling group as:



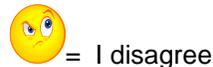
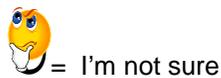
2. I enjoyed working with other students in the group



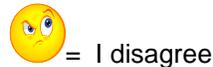
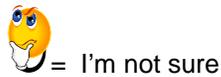
3. I enjoyed working with the counselor in the group.



4. I learned new skills and am using the skills in school.



5. If other students ask me if they should participate in a similar group, I would recommend that they give it a try



Additional comments you would like to share with the counselor:

DOCUMENT 17:

GROUP SUMMARY FORM

Note: This letter may be sent home with students after the last group session.

*(Print on **SCHOOL LETTERHEAD**)*
Comprehensive Guidance and Counseling Program

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear _____,

I have enjoyed getting to know your student in our small group counseling sessions. This week was the last session for our group. During the group sessions we shared information related to a variety of topics. Below is a list of topics discussed during the group sessions.

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Session 6: _____

Comments from the school counselor about your student's progress:

Thank you for your support. Please contact me if you have questions or concerns.

Sincerely,

Professional School Counselor

DOCUMENT 18:
ALL SESSIONS: POSTER

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants treat each other with respect.

Group Title: Introduction

This is a sample introduction session for establishing small group norms.

Session Title: Establishing Small Group Norms

Session # 1 of 1

Grade Level: K-12

Estimated time: 30 minutes

Small Group Counseling Session Purpose: To establish small group counseling guidelines, to discuss the purpose of the group, and to begin student self-evaluation process.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

Insert appropriate Strand/Big Idea(s) for the small group in this section.

Missouri Comprehensive Guidance and Counseling Concept(s):

Insert the associated Concept(s) in this section.

American School Counselor Association (ASCA) National Standard:

Insert the appropriate ASCA Standard.

NOTE: The overall purpose of the MCGCP small group counseling units and sessions is to give extra support to students who need help meeting specific Comprehensive Guidance and Counseling Program Grade Level Expectations (GLEs). This small group counseling unit provides a "template" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background and experiences of your students determine the depth and level of personal exploration required to make the sessions beneficial for your students.

INTRODUCTION Materials (include activity sheets and/ or supporting resources)

Chart paper

Markers

[Small Group Counseling Guideline \(Document18\)](#)

INTRODUCTION Formative Assessment

Share small group counseling guidelines and monitor personal behavior within the group, such as: waiting to speak, listening to what others have to say, and responding to others' statements without putting them down.

INTRODUCTION Session Preparation

Essential Questions: How do people communicate their ideas in a group? How do people treat each other in a group?

Engagement (Hook): What groups do you belong to? What groups would you like to belong to?

INTRODUCTION Procedures

Professional School Counselor Procedures:

1. Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together.” Introduce the [*Small Group Counseling Guidelines \(Document 18\)*](#). Students may wish to add additional guidelines suitable for their specific group.

When discussing the term *confidentiality*, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.

Post [*Small Group Counseling Guidelines \(Document 18\)*](#), including any additional guidelines the group develops, for the group to refer to during each group session. Remind students that they will be expected to follow the guidelines during each session.

2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. “What were some the positive things that made you feel good when you were with that group? Or, if you didn’t enjoy the group, what would have made the experience better for you?”

NOTE: This activity can be done in a number of ways:

- Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together.
- Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval.
- Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval.

3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next few weeks in the group. Record student responses

Student Involvement:

1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.

Students make suggestions for maintaining confidentiality.

2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:

- We treat others as we would like to be treated.
- Everyone gets a turn.
- Nobody gets left out.
- No put-downs.
- Take turns when speaking.
- Everyone has a chance to share.
- Listen when others are speaking.
- Put away equipment when you are finished.
- Respect each other’s differences.

3. Students share ideas about what they would like to learn or achieve.

<p>Professional School Counselor Procedures:</p> <p>for future reference.</p> <p>Closure/Summary: Review the Small Group Counseling Guidelines (Document 18) with the students. Give students time and date of the next session.</p>	<p>Student Involvement:</p> <p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>
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INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor Reflection Notes (completed after the session)

STUDENT LEARNING: How will students' lives be better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION # 1

Group Title: Anger Management

Session Title: How Does it Look and Feel to be Angry?

Session: 1 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students in the group will identify how their bodies look and feel when they are becoming angry.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
 Personal and Social Development: PS.3. Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION # 1 Materials (include activity sheets and/ or supporting resources)

- Large sheet of paper for each group participant
- Markers/crayons
- [Small Group Counseling Guidelines \(Document 18\)](#)
- [Feelings Picture](#) (angry person)
- Session 1 [Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

SESSION # 1 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Students will draw an outline of each other on the paper. Inside their outlines, they will identify how their bodies look and feel when they are angry by illustrating with words and/or pictures how and where they feel their anger.

SESSION # 1 Preparation

Essential Questions: How do people handle angry feelings in safe, healthy ways?

Engagement (Hook): Show the students the [Feelings Picture](#) (attached). Ask students, “How is this person feeling? Why do you think this person feels this way? When do you feel like this?”

SESSION # 1 Procedures

Professional School Counselor Procedures: Session 1

Student Involvement: Session 1

1. Review the [Small Group Counseling Guidelines](#)

1. Students review the guidelines by telling

<i>Professional School Counselor Procedures: Session 1</i>	<i>Student Involvement: Session 1</i>
<p>(Document 18) with the group. Emphasize <i>confidentiality</i> when you refer to the Small Group Counseling Guidelines (Document 18).</p> <p>2. Ask: What does anger mean? What are some other words used to describe anger? We will practice safe and healthy ways to manage our anger in this group.</p> <p>3. Introduce Session Activity: Distribute a large piece of paper to each group participant. Ask students to take turns laying on the paper and drawing around each other’s body. Each person has an outline of his or her body on a sheet of paper.</p> <p>4. Ask students to think about a time they were angry. What did your body look and feel like? (Elicit such feedback as: my face was red, my fists clench, my stomach feels tight, etc.). Explain that this is how we react when we are angry—these are our warning signs that we are getting mad and angry. Now look at the outline of your body. Draw how your body looks when it is angry.</p> <p>5. Closure/Summary: Give students an opportunity to tell other group members about their pictures, reminding them that this is what their bodies look and feel like when they are angry. Explain that it is important to learn to recognize how our bodies look and feel when we are angry so we can take care of our anger in a safe and healthy way. Next week we will begin learning safe and healthy ways we can manage our anger.</p> <p>6. Group assignment: Tell students to notice and remember body changes when they feel angry. Next week we will talk about what you learned about yourself.</p> <p>7. Distribute & Explain Classroom Teacher/Parent/Guardian Follow-Up Suggestions. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>what each one looks and sounds like.</p> <p>2. Students give other words to describe anger.</p> <p>3. Working in pairs, one student lies down on the paper and another student draws around his or her body, creating an outline of the body.</p> <p>4. Students share their emotional and physical responses to anger and draw these on the outlines of their bodies.</p> <p>5. Closure/Summary: Students explain how their pictures show what their bodies look and feel like when they get angry.”</p> <p>6. Group assignment: Over the next week, students review their bodies’ responses to anger.</p> <p>7. Students commit to giving their parents/guardians the handout.</p>

SESSION # 1 Follow-Up Activities

[Suggestions for Classroom Teachers & Parents/Guardians](#) (see attached)

1. Each day, provide reminders to monitor body reactions when students notice they are beginning to feel anger.
2. If students respond in unhealthy or unsafe ways to anger, help them put words to their feelings and identify ways their bodies reacted when they felt the anger (this may need to wait until they are able to cool down).
3. Remember that anger management is a learned process—and learning may take more time for some than others—be patient.
4. Acknowledge the use of safe and healthy ways of responding to anger—help students develop a vocabulary for expressing their anger by describing/naming safe and healthy behaviors.

SESSION # 1 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students' lives better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

DOCUMENT 18:
ALL SESSIONS: POSTER

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants treat each other with respect.

SESSION # 1

FEELINGS PICTURE



**ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION # 1: HOW DOES IT LOOK AND FEEL TO BE ANGRY?**

3-5 CLASSROOM TEACHER/PARENT/GUARDIAN FOLLOW-UP SUGGESTIONS

Session Purpose: Students in the group learned how to recognize the warning signs of becoming angry by identifying how their bodies look and feel when they are angry.

Group Activity: Students discussed different words to describe anger. Students drew an outline of each other on paper; inside the outline, each student drew what his or her anger looks or feels like.

Group Assignment: Throughout the week, students are to notice and remember how their bodies react when they feel angry.

Classroom/Home Follow-up: One of the first steps to managing anger is the recognition of physical changes when anger is triggered. Children who have difficulty expressing their anger in safe and healthy ways often have a limited vocabulary for self-expression. In addition, they usually see a cause and effect relationship between what triggers their anger and their actions: (e.g., she took my pen—that made me hit her!) You can help them incorporate new learning and behavior into their anger management skills by:

1. Each day, provide reminders to monitor body reactions when students notice they are beginning to feel anger.
2. If they respond in unhealthy or unsafe ways to anger, help students put words to their feelings and the ways their bodies reacted when they noticed they were beginning to feel anger. (this may need to wait until they are able to cool down).
3. Remember that anger management is a learned process—and learning may take more time for some than others—be patient.
4. Acknowledge the use of safe and healthy ways of responding to anger—help students develop a vocabulary for expressing their anger by describing/naming safe and healthy behaviors.

SESSION #2

Group Title: Anger Management

Session Title: 4 Steps to Managing Your Anger

Session # 2 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students in the group will learn four steps to managing their anger and be able to identify specific positive strategies that they can use to express their anger in a safe and healthy manner.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION #2 Materials (include activity sheets and/ or supporting resources)

[Small Group Counseling Guideline \(Document 18\)](#)

[4 Steps to Managing Your Anger](#) poster

[Safe and Healthy Ways to Manage Anger](#) poster

Student-made poster: [My Anger Management Strategies](#)

Session 2 [Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

SESSION #2 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

Students create an anger management mini-poster illustrating the 4 [Steps to Taking Care of Your Anger](#) with an emphasis on Step 4: doing something positive to gain power over their anger.

SESSION #2 Session Preparation

Essential Questions: How can people manage their anger in a safe and healthy ways?

Engagement (Hook): Last time we talked about different words we use to describe feeling angry.

Tell me one word that explains how you feel when:

- *You drop your lunch tray.
- *Someone steps on your foot in the hall.
- *Someone cuts in line

SESSION #2 Procedures

Professional School Counselor Procedures: Session 2

1. Following the “Hook,” review [Small Group Counseling Guideline \(Document 18\)](#) and Group Assignment from Session 1.
2. Discussion: When you are angry, do you ever feel like hitting, kicking or talking back? That’s because anger gives you extra energy. Today we are going to talk about how to turn this energy into positive power to help you take care of your anger in a safe and healthy way.
3. Introduce the [4 Steps to Taking Care of Your Anger](#) poster and talk through each step. Emphasize the inter-relationship of the four steps and the importance of applying each of the steps as they learn to take care of their anger.
4. Discuss step #4 (Do Something Positive) further with students by reviewing the [Safe and Healthy Ways to Manage Anger](#) poster. Students may add additional anger strategies to the poster during discussion.
5. Formative Assessment: Review the 4 Steps: PAUSE, COOL DOWN, THINK, DO SOMETHING POSITIVE. Explain to students that they will each have the opportunity to make an anger management poster for themselves. Distribute blank [My Anger Management Strategies](#) poster. Ask students to review the “4 Steps” and the [Safe and Healthy Ways to Manage Anger](#) poster and identify the strategies that work best for them. Students use the [My Anger Management Strategies](#) poster to create a mini-poster illustrating

Student Involvement: Session 2

1. Students indicate engagement and listening by asking questions/making comments about the guidelines. Two or three volunteers tell the group about what happened when they began to feel mad.
2. Students listen and discuss answers to questions.
3. Students apply the steps to managing their anger.
4. Each student contributes anger management strategies.
5. Each student creates a poster illustrating, in words and pictures, application of the “4 Steps” (anger management strategies) that work best for him or her.

Professional School Counselor Procedures: Session 2	Student Involvement: Session 2
<p>their application of the “4 Steps” with an emphasis on Step 4: Do Something Positive.</p> <p>6. Closure/Summary: Explain: Feeling angry is okay. Using the 4 Steps To Managing Your Anger that we discussed today help you have power over your anger and manage it in a safe and healthy way.</p> <p>7. Group assignment: Tell students to post their mini-posters in a place where they can see them daily. Ask students to use the “4 Steps” when they feel angry over the next week. The next session begins with telling each other about the safe and healthy steps they used to gain control of their anger or mad.</p> <p>8. Distribute and explain Classroom Teacher/Parent/Guardian Follow-Up Suggestions. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>6. Closure/Summary: Students comment and/or ask appropriate questions.</p> <p>7. Group assignment: Students decide where they want to place their mini-posters (on desk, table, etc.) and practice using the “4 Steps to Taking Care of Your Anger” strategies.</p> <p>8. Students commit to giving their parents/guardians the handout.</p>

SESSION #2 Follow-Up Activities

[Suggestions for Classroom Teachers & Parents/Guardians](#) (see attached)

Classroom/Home

- Help students apply the PAUSE, COOL DOWN, THINK, DO SOMETHING POSITIVE process when they begin to feel angry.
- Provide opportunities to tell the rest of the class/family members about their posters;
- Assist them in hanging their posters in a place where they can view them daily.
- Encourage them to refer to the posters throughout the week.

Classroom

- Provide opportunity for all students to make [My Anger Management Strategies](#) poster with the help of the students who are in the group.
- Provide students with an opportunity to make a copy or a second poster to take home.

SESSION #2 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students’ lives better as a result of this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

4 STEPS TO MANAGING YOUR ANGER

- 1. Pause! Accept that you are angry.**
- 2. Cool down so that you can calm down!
Breathe deeply, and count to ten.**
- 3. Think about what may happen if you lose control.**
- 4. Do something positive with your anger instead.**
 - Pick a healthy and safe way to manage your anger.**

SESSION # 2 POSTER

SAFE AND HEALTHY WAYS TO MANAGE ANGER

1. PAUSE AND THINK



2. Take deep breaths.



3. Count to 10 or more. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10...

4. Walk away.



5. Talk to a friend.



6. Talk to an adult.



7. Draw your anger out.



8. Read a book.



9. Exercise the anger out.



10. _____

11. _____

12. _____

SESSION 2 STUDENT-MADE POSTER

Name _____ Date _____

**MY ANGER MANAGEMENT STRATEGIES:
PAUSE! COOL DOWN! THINK!
DO SOMETHING POSITIVE!**

Applying the 4 Steps

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

**ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION # 2: FOUR STEPS TO MANAGING YOUR ANGER**

3-5 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

Session Purpose: Students in the group learned four steps to manage their anger and to identify specific positive strategies that they can use to express their anger in a safe and healthy manner.

Group Activity: Students created an anger management poster identifying positive ways to express their anger.

Group Assignment: Students placed their posters where they can see them daily. They committed to use at least one of their anger management strategies when they feel angry throughout the next week. Next week, they will talk with other group members about the safe and healthy ways they used to gain control of their anger.

Classroom/Home Follow-up: Our goal is to help group members understand that they can control their response to anger instead of their anger controlling them. Children benefit by having something concrete to do when they feel their bodies changing when their anger is escalating. The 4 step method—**PAUSE, COOL DOWN, THINK, DO SOMETHING POSITIVE**—is one way to help them understand that they can choose safe and healthy ways to respond when something triggers their anger. They slow down and are able to engage their own controls. The following ideas may be helpful as you help students use their new knowledge and skill about controlling their anger.

Classroom/Home

- Help them apply the **PAUSE, COOL DOWN, THINK, DO SOMETHING POSITIVE** process when they begin to feel angry.
- Provide opportunities to tell the rest of the class/family members about their posters.
- Assist them in hanging their posters in a place where they can view them daily.
- Encourage them to refer to the posters throughout the week.

- **Classroom**
- Provide opportunity for all students to make [*My Anger Management Strategies*](#) posters with the help of the students who are in the group.
- Provide students with an opportunity copy poster, or make a second poster to take home.

SESSION # 3

Group Title: Anger Management

Session Title: Express Your Anger Through *I Messages*

Session # 3 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students in this group will learn to express their angry feelings by using *I-Messages*.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
 Personal Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION # 3 Materials (include activity sheets and/ or supporting resources)

- [Small Group Counseling Guideline \(Document 18\)](#)
- [I-Messages Have Three Parts Student Activity Page](#)
- Session 3 [Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

SESSION # 3 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

The students will demonstrate how to use *I Messages* when interacting with others through role plays and other real life situations.

SESSION # 3 Session Preparation

Essential Questions: How do you feel when you express your anger in a safe and healthy way?

Engagement (Hook): Describe how you felt when you were angry this week. Describe how you felt when you were in control. What is the difference?

SESSION # 3 Procedures

Professional School Counselor Procedures: Session 3

1. Review [Small Group Counseling Guideline \(Document 18\)](#) and Group Assignment from Session 2—successes and challenges of following through with safe and healthy thoughts and behaviors.
2. Explain: Words are very powerful. Words can help or they can hurt. When you use words in a positive way by using an *I-Message* they can help you talk about your anger in a healthy and safe way. Discussion: What is a safe and healthy way to let people know you are angry by using your words? You can send an *I-Message*. An *I-Message* tells how you feel when something happens and why you felt that way.

Write the three parts of an *I-Message* on a wipe-off board or display on chart paper. Provide each student with student activity page, [I-Messages Have Three Parts](#) (be sure to help novice readers make connection between written and spoken word). Explain/practice each part: “*I feel _____ when you _____ because _____.*”

3. Let’s practice what an *I-Message* sounds like. Think about a time you were angry; raise your thumb if you would like to share this with the group. Choose a student to describe the situation and then assist him or her in putting the feelings into an *I-Message*.
4. Explain: We are going to practice using *I-Messages*. (Distribute a sheet of drawing paper to each student.) Write a paragraph or draw a picture of a time you were really angry about something another person did (or didn’t do) on your paper.
5. Formative Assessment: Go around the group giving each student the opportunity to practice an *I-Message* using the situation he or she wrote about or drew. Have students state one thing learned today about using *I-Messages* to put anger into words, “I learned _____.”
6. Group assignment: Direct students to practice using *I-Messages* over the next week

Student Involvement: Session 3

1. Students remind each other about the meaning of the group guidelines and tell about safe and healthy actions and thoughts they used from their [My Anger Management Strategies](#) Posters.
2. Students follow-along as each part of the *I-Message* is discussed and demonstrates understanding of components by giving examples of each part as it is introduced.
3. Students share a time they were angry and, with your help, put their feelings into an *I-Message*.
4. Students write or draw about a time they were angry with someone else.
5. Formative Assessment: Each student states an *I-Message* from the situation he or she wrote or drew. Each student tells one thing he or she learned.
6. Group assignment: Students practice using *I-Messages*.

<p>Professional School Counselor Procedures: Session 3</p> <p>7. Distribute and explain <u>Classroom Teacher/Parent/Guardian Follow-Up Suggestions</u>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>Student Involvement: Session 3</p> <p>7. Students commit to giving their parents/guardians the handout.</p>
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SESSION # 3 Follow-Up Activities

[Classroom Teacher/Parent/Guardian Follow-Up Suggestions](#) (see attached)

Help students practice using *I-Messages* to communicate their feelings to other students in a safe and healthy way. The three parts of an *I Message* are:

1. “*I feel* _____.” (A statement of how you feel)
2. “*When you* _____.” (A clear and description of the situation)
3. “*...because* _____.” (A clear statement of the connection between the situation and the feeling expressed)

Observe student behavior and reinforce the use of *I-Messages*.

SESSION # 3 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students’ lives better as a result of this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION 3 Student Activity Page



I-MESSAGES

Have Three Parts

I feel _____

when _____

because _____.



**ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION# 3: USE YOUR WORDS TO EXPRESS YOUR ANGER**

3-5 CLASSROOM TEACHER/PARENT/GUARDIAN FOLLOW-UP SUGGESTIONS

Session Purpose: Students in this group learned to express their anger by using three-part *I-Messages*.

Group Activity: Students wrote a paragraph or drew a picture of a time they were angry about what someone else did (or did not do) and described their feelings in that situation. With the help of the school counselor and other group participants, students learned to put their feelings into *I-Messages*.

Group Assignment: Students committed to practicing and using *I-Messages* over the next week.

Classroom/Home Follow-up: Students are learning to use *I-Messages* to communicate their feelings in safe and healthy ways. We stress that *I-Messages* may be used to express anger or frustration. Sending an *I-Message* is one of the strategies students can use during the fourth step of the [4 Steps to Managing Your Anger](#) process: DO SOMETHING POSITIVE. Individuals need extra help as they learn to express themselves in this new way. Learning to send honest *I-Messages* takes practice.

Scenario: Phillip and Susan are working on an assignment in the classroom science center. Susan has been using the microscope for more than half the time and Phillip is growing more and more frustrated because he is not able to finish his part of the assignment.

I Message:

Phillip: Susan, when you use the microscope for so long, I feel nervous because I am afraid I won't get my part of the assignment done. Will you please try to finish in two minutes so I can look at my insect?

Susan: I am already finished, Phillip. I didn't know you were ready to use the microscope. Here!

In the second instance, Phillip communicated his need in a safe and healthy way with an honest *I Message* because he did not threaten or blame Susan; she did not have to defend herself and was able to respond openly to Phillip's request.

With practice, students become more and more at ease with using *I Messages* to communicate their needs to other students without losing their tempers. The three parts of an *I Message* are:

1. "I feel _____." (A statement of how you feel)
2. "When _____." (A clear description of the situation)
3. "because _____." (A clear statement of the connection between the situation and the feeling expressed)

Some students may react negatively to *I-Messages*; this is an indication that more role-play and practice are needed in order to give the person more skill sending the *I-Message* or permission and power to turn away and seek other means for controlling my anger. In addition, it may be an indication of a deeper conflict. In either case, consult with the school counselor for suggestions to help all students use safe and healthy ways to control their anger.

SESSION #4

Group Title: Anger Management

Session Title: Positive Power Over My Anger

Session # 4 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students in this group will be able to state anger management strategies they can apply in order to have personal power over their anger.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.3. Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.3.A. Safe and Healthy Choices
PS.3.B. Personal Safety of Self and Others
PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:
Personal/Social Development

A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION #4 Materials (include activity sheets and/ or supporting resources)

Materials needed:

Poster board for each group member

Markers, crayons and pencils

[Small Group Counseling Guidelines \(Document 18\)](#)

Session 4 [Teacher/Parent Follow-up Suggestions](#)

SESSION #4 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Students will create *I Have Power Over My Anger* posters showing safe and healthy ways to manage anger.

SESSION #4 Session Preparation

Essential Questions: How can someone express anger in a safe and healthy way?

Engagement (Hook): Think back over the past week and in your mind complete the sentence: “When I got angry, I _____.”

SESSION #4 Procedures

Professional School Counselor Procedures: Session 4

1. Review the [Small Group Counseling Guidelines \(Document 18\)](#), especially post-group confidentiality. Tell students this is the next to the last regular session.
2. When I asked you to think back over the past week and what you did when you got mad, how many of you used an *I-Message*? On a scale of 1 (low)-10 (high) how you would rate your success. How did others respond when you used an *I-Message*?
3. Discussion: During our very first group meeting, I asked you to complete the sentence: “When I get angry, I _____.” We have learned a lot since that first meeting. I am going to ask you to complete the same sentence, but this time I want you to complete the sentence using one of the healthy and safe ways you have learned to take care of your anger. Ask students to complete the sentence: “When I get angry, I _____.” Listen for changes in responses since the first session.

Discussion: During our group time, we have talked about many safe and healthy ways to manage our anger. When we manage our anger in a positive way we have power over our anger. When we get angry and lose control, the anger has power over us. Taking control of your anger can prevent problems with friends, negative consequences at home and at school and legal consequences when electronic and social media are involved.

4. Let’s share what we have learned with the rest of the school. Each of you will make a poster showing how you have power over your anger. Think about a time you were angry. Now think about one of the safe and healthy ways you have learned to take care of your anger. On your poster, draw how you use your positive anger management strategy to express your anger in a safe and healthy way. Put a title on your poster such as *I Have Power Over My Anger*, to show that you know how to control your anger before it gets out of control. (Distribute poster board and markers to create posters.)

Student Involvement: Session 4

1. Students review with each other the meaning of the small group guidelines with an emphasis on post-group confidentiality.
2. Students report to the rest of group their success in the use of *I-Messages* and tell about what other people did when *I-Messages* were used.
3. Students complete the following sentence by using one of the safe and healthy ways they have learned to take care of their anger: “When I get angry, I _____.”
4. Each student creates a poster demonstrating a safe and healthy anger management strategy he or she can use to express and/or manage anger.

<i>Professional School Counselor Procedures: Session 4</i>	<i>Student Involvement: Session 4</i>
<p>5. Formative Assessment: The key to having power over our anger, instead of our anger having power over us, is to use our anger management strategies to express our anger in a safe and healthy way. The posters you just created show that each of you have strategies to take care of your mad in a positive way.</p> <p>6. Display the posters: When this session ends, help students hang their <i>I Have Power Over My Anger</i> posters in a pre-determined space in the hallway(s) of the school.</p> <p>7. Group Summary/Closure: Explain that the following week is the last regular meeting of the group and that the session will include a celebration of their successes. Ask group members to help you decide how to celebrate the completion of their group.</p> <p>8. If a follow up session is scheduled, tell students that the group meets again in 4-6 weeks to do a check-up and find out how they are doing on their own—what their successes and challenges have been.</p> <p>9. Group Assignment: Ask students to share anger management strategies they used on their posters with an adult.</p>	<p>5. Students respond and/or ask appropriate clarifying questions.</p> <p>6. Students help each other hang posters in the pre-determined place.</p> <p>7. Group Summary/Closure: The students decide how to celebrate the completion of their group (e.g. a small celebration, sharing information with their teacher).</p> <p>8. Students write the date of the follow-up session in their assignment books/planners (if a session is scheduled).</p> <p>9. Group assignment: Students commit to sharing anger management strategies that they used on their posters with an adult.</p>

SESSION #4 Follow-Up Activities

[Suggestions for Classroom Teachers & Parents/Guardians](#) (see attached)

Classroom/Home

- Watch for opportunities to acknowledge students’ use of their new anger management skills.
- If anger does occur, remind the individual about the 4 steps to controlling their anger and/or the safe and healthy ways to respond to their anger.
- Ask individuals to explain how the words/pictures on their posters help them take control of their anger.

Classroom

- Acknowledge the effort of the participants in the group by taking your class on a school trip to see the posters by their peers.
- Extend the strategy to the whole classroom by engaging all students in a discussion of anger and safe and healthy ways to take control of their anger. We all experience anger and frustration.

Counselor Follow-up: Call the parents or check with students to make sure the feedback forms are returned before the final session. Give the classroom teacher [Pre-Post Group Perceptions \(Document\)](#)

14): The teacher completes the [*Pre-Post Group Perceptions \(Document 14\)*](#) of the overall effectiveness of the group, including the Individual Student Behavior Rating Form after the group ends.

SESSION #4 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students' lives better as a result of this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

**ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION # 4: HAVE POWER OVER YOUR ANGER**

3-5 Classroom Teacher/Parent/Guardian Follow-up Suggestions

Session Purpose: Students in this group learned anger management strategies that they can apply to control their anger.

Group Activity: The students created *I Have Power Over My Anger* posters showing safe and healthy ways students manage their anger. Posters are on display in the hallway.

Group Assignment: Share anger management strategies that individuals used on their posters with an adult.

Classroom Follow-up: This is the next to the last session of the six-week sequence of sessions (The school counselor may hold a follow-up session 4-6 weeks after the last session). It is important that the adults in students' lives support and encourage the work begun in the group sessions. You are a powerful force in each individual's life. In order to continue taking control of their anger, students who participated in the group need support and encouragement from the adults in their lives. Help them help themselves with reminders and/or acknowledgement when they apply the skills in new situations. Students made posters showing the safe and healthy ways they use to control their anger. The posters are on display in the school hallway. Strengthen students' skills by asking them to explain their posters to others. Following are suggestions of ways you can help them continue to control their anger:

Classroom/Home

- Watch for opportunities to acknowledge students' use of their new anger management skills.
- If anger does occur, remind the individual about the 4 steps to controlling their anger and/or the safe and healthy ways to respond to their anger.
- Ask students to explain their posters. How do the words/pictures on their posters help them take control of their anger?

Classroom

- Acknowledge the effort of the participants in the group by taking your students on a school trip to see the posters created by their peers.
- Extend the strategy to the whole classroom by engaging all students in a discussion of anger and safe and healthy ways to take control of their anger. We all experience anger and frustration.

SESSION #5

Group Title: Anger Management

Session Title: Circle of Friends...Calm, Cool, and Collected

Session # 5 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will gain closure after practicing anger management skills in the group for six weeks. They will identify and discuss their feelings about the group and share with each other what they have learned from and about other people in the group, and celebrate their successes in the special way they selected during the last session.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
Personal Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

SESSION #5 Materials (include activity sheets and/ or supporting resources)

[*Small Group Counseling Guideline \(Document 18\)*](#)

[*How Do You Think These People Are Feeling?*](#) (picture of happy children)

[*Group Certificate of Completion*](#)

Session 5 [*Classroom Teacher/Parent/Guardian Follow-up Suggestions*](#)

[*Student Post-Group Perception Form \(Document 16\)*](#)

Materials and items to celebrate the ending of the group (see Session 4)

SESSION #5 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Students will identify the safe and healthy ways they will take control of their anger, share their feelings about the group, share with each other what they have learned from and about other people in the group, and celebrate their successes.

SESSION #5 Preparation

Essential Questions: How does it feel to have self control?

Engagement (Hook): Show students the page: [*How Do You Think These People Are Feeling?*](#) What makes people smile like this? Do they know a secret about being calm, cool and collected? Our session today will give you some clues to use to stay calm, cool, and collected.

SESSION #5 Procedures

Professional School Counselor Procedures: Session 5

1. Review [Small Group Guidelines \(Document 18\)](#); Emphasize post-group confidentiality. Remind participants that even though the group is over, other group members trust them not to tell other people about what another person said or did in the group. Remind students about your responsibility to protect their confidentiality, too.
2. Distribute [Parent and Student Feedback Forms](#). Set guidelines for return of forms.
3. Last week students hung their posters in the hall. Ask them what they thought, or how they felt, when they saw their posters hanging in a public place. Encourage sharing of comments/feelings about their posters—especially, their use of the posters as reminders to control their anger.
4. Ask members to share a word or sentence that describes their feelings about being a member of this group.
5. Show the group the page [How Do You Think These People Are Feeling](#) and ask students to share how they think the children in the pictures are feeling. What do you think the words calm, cool and collected mean? Do you think these students feel calm, cool and collected?
6. We are going to celebrate our last session together today in a *Calm, Cool, and Collected Circle*. That means we are going to practice friendship skills and self control in the circle. Ask students to put their chairs in a circle. One member sits in the *Calm, Cool, and Collected Chair* (empty chair placed in the middle of the circle).
7. Ask students to share something special they have learned about the student in the chair. They are to use words that can help keep the person in the chair calm, cool and collected.
8. Group Summary/Closure: Students complete the [Student Post-Group Perception Form \(Document 16\)](#). Give each student a [Group Certificate of](#)

Student Involvement: Session 5

1. Students participate in review by telling what post-group confidentiality means for them.
2. Students take home their forms and commit to the day they will return them.
3. Each student tells about the thoughts and feelings he or she had when seeing the posters hanging in the hall(s)
4. Students share their words or sentences and discuss their feelings.
5. Students share their ideas and discuss the meaning of calm, cool and collected.
6. Students move their chairs into a circle in preparation for sharing their ideas (e.g. in control, not mad, happy).
7. The students take turns sharing special things about friends. The person in the middle says, “thank you” or other appropriate words back in a calm, cool and collected manner.
8. Group Summary/Closure: Students complete the [Student Post-Group Perception Form \(Document 16\)](#). The

<i>Professional School Counselor Procedures: Session 5</i>	<i>Student Involvement: Session 5</i>
<p><u>Completion</u> for completing the group.</p> <p>9. Celebrate the closing of the group (see session #4).</p> <p>10. Distribute and explain <u>Classroom Teacher/Parent/Guardian Follow-Up Suggestions</u>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>11. If a follow-up session is planned, remind students that it will be held in 4-6 weeks.</p>	<p>students celebrate the closure of their group and accept their certificates.</p> <p>9. Students participate in the closing celebration.</p> <p>10. Students commit to giving their parents/guardians the handout.</p> <p>11. Students confirm that they have written the date of the follow-up session in their assignment books/planners</p>

SESSION #5 Follow-Up Activities

Suggestions for Classroom Teachers & Parents/Guardians (see attached)

1. Ask students to show you the Group Certificate of Completion.
2. Invite them to tell about the most important thing they learned about controlling their anger.
3. Help them create ways to remind themselves that they can control their anger.
4. If anger does occur, remind them to be patient with themselves and remember that they can control their anger.

Counselor Follow-up:

Give the classroom teacher the post assessments for the group. The teacher completes the Teacher Pre/Post-Group Perception Form (2 samples) (Document 14).

Follow up with the classroom teachers and the students to see if students are practicing their anger management strategies and provide additional strategies for students who may be having difficulty remembering they can control their anger.

SESSION #5 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students' lives better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #5

How do you think these people are feeling?



Why do you think they feel this way?
Do you think they feel calm, cool, and collected?



Have you ever felt like this?
When and why did you feel like this?

SESSION #5



Group Certificate of Completion

Student's Name

*has successfully completed the
I Have Power Over My Anger group on*

_____.

_____ *practices self-management by staying
CALM, COOL, AND COLLECTED
when angry feelings happen.*



WAY TO GO!

Professional School Counselor

ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION # 5: CLOSURE: CIRCLE OF FRIENDS...CALM, COOL AND COLLECTED

3-5 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

Session Purpose: Students gained closure to the group after practicing anger management skills in the group for six weeks.

Group Activity: Students identified and discussed their feelings about the group, shared what they learned from and about other people in the group, and celebrated their successes. Each student received a Certificate of Completion.

Group Assignment: Students are encouraged to continue using safe and healthy ways to control their anger. They made note of the date of the follow-up session (if a follow up group is scheduled).

Classroom/Home Follow-up: Your continued support and encouragement is critical as students apply their new skills to control their anger. With gentle reminders and acknowledgement from others in their lives, students find it easier and easier to be the best they can be when it comes to anger management. The following are suggestions for immediate follow-up related to the last small counseling group session:

- Ask students to show you the Group Certificate of Completion.
- Invite them to tell about the most important thing they learned about controlling their anger.
- Help them create ways to remind themselves that they can control their anger.
- If anger occurs, remind them to be patient with themselves and remember that they can control their anger.

Follow-up Session Date (Optional) _____

Thank you for patiently supporting these individuals as they learn to take control of their anger. I believe our collaboration makes a difference in their lives.

Sincerely,

Professional School Counselor

OPTIONAL FOLLOW-UP SESSION

Group Title: Anger Management

Session Title: How Are You Doing?

Session: Follow-up (4-6 weeks after last session)

Grade Level: K-2

Estimated time: 30-45 minutes

Small Group Counseling Follow-up Session Purpose: The Professional School Counselor (PSC) may facilitate one more group session 4 to 6 weeks after the group has ended. This session helps the PSC track students’ persistence and success in applying new skills and making changes in their lives. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made during the group sessions.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
 Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):
 PS.3.A. Safe and Healthy Choices
 PS.3.B. Personal Safety of Self and Others
 PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:
 Personal/Social Development
 A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

OPTIONAL FOLLOW-UP SESSION

Materials (activity sheets and/ or supporting resources are attached)

[Small Group Counseling Guideline \(Document 18\)](#)
 8 ½ x 11 paper for each participant; crayons/markers/pencils
 (Alternative Procedure: Complete the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#). Discuss after completing.)

OPTIONAL FOLLOW-UP SESSION Formative Assessment

This session does not require a formative assessment. It is a way for the PSC to measure students’ perceptions of the group’s effectiveness over time.

Alternative Procedure: Use the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#) as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

OPTIONAL FOLLOW-UP SESSION Preparation

Essential Questions: What does everyone have in common in this group?

Engagement (Hook): How are you different as a result of this group?

OPTIONAL FOLLOW-UP SESSION Procedures

Professional School Counselor Procedures: Optional Follow-up Session

Note for PSC: The group follow-up session will give participants a chance to celebrate each other’s successes over time.

1. Welcome students back to the group. Remind them again about the [Small Group Counseling Guideline \(Document 18\)](#) - they still hold true!
2. Invite each student to tell one thing he or she remembers from the group meetings. “I remember _____.”
3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4. Give the directions for the quadrants one at a time. When all quadrants have been completed, invite students to share one quadrant at a time; discuss responses before going to the next quadrant.

1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.
3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.

4. Alternative Procedure: An option for gathering student feedback during the follow-up session is to use the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#). Discuss with students after they have completed the form.

Student Involvement: Optional Follow-up Session

1. Students participate in the review of the guidelines by telling what they remember and by reminding each other of what the guidelines mean
2. Students contribute a concrete example of something they remember about the group.
3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. On-topic sharing will be acknowledged by school counselor. Young students need encouragement as they learn to stay focused.
4. Alternative Procedure: Students complete the form and discuss their responses.

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

If students completed the (optional) [Student Post-Group Follow-Up Interview Form \(Document 13\)](#), use the responses to prepare a data summary and report of group’s effectiveness.

OPTIONAL FOLLOW-UP SESSION Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students’ lives better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?