ANGER MANAGEMENT SMALL GROUP COUNSELING UNIT: K-2

Small Group Counseling Title/Theme: Anger Management **Grade Levels:** K-2

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 (Including Introduction) + 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:

Small Group Counseling Guidelines (Document 18) (Poster for all sessions)
Large sheet of paper for each group participant
Markers/crayons
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 Guidelines (Document 18) (Poster for all sessions)
4 Steps to Taking Care of Your Anger Poster
Safe and Healthy Ways to Manage Anger Poster
Taking Care of My Anger Student Activity Page & Mini Student-Made Poster
Session 2 *Classroom Teacher/Parent/Guardian Follow-up Suggestions*

Session# 3: Use Your Words to Express Your Anger

Materials needed:

Small *Group Counseling Guidelines (Document 18)* (Poster for all sessions)
Drawing paper for each group participant
Markers/Crayons
I-Messages Have Three Parts Student Activity Page (may be used as a poster)
Session 3 *Classroom Teacher/Parent/Guardian Follow-up Suggestions*

Session # 4: Be the Boss of Your Anger

Materials needed:

Small Group Counseling Guidelines (Document 18) (Poster for all sessions)
Poster board for each group member
Markers, crayons and pencils
Session 4 *Classroom Teacher/Parent/Guardian Follow-up Suggestions*

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

Materials needed:

Small *Group Counseling Guidelines (Document 18)* (Poster for all sessions)
Group Certificate of Completion
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 Perceptions Form (Document 16)
Unit Assessments (attached to the Unit Plan)
Teacher Pre/Post-Group Perception Form (Document 14) (2 Samples)
Parent/Guardian Post-Group Perception Form (Document 15)
Group Summary Form (Document 17)

Optional Follow-up Session (to be held 4 to 6 weeks after last group session)

Materials needed:

Small *Group Counseling Guidelines (Document 18)* (Poster for all sessions)
8 ½ x 11 piece of paper and markers for each student
Alternative Procedure: Complete the *Student Post-Group Perceptions Form (Document 16)* *or* *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

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:

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The following end-of-group perceptual data collection forms will be used as a part of Sessions 4 & 5; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the *Teacher Pre/Post-Group Perception Form (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.
- *Teacher Pre/Post-Group Perception Form (Document 14)* (2 Samples) (teacher completes at the end of the group).

Parent/Guardian Assessment:

- *Parent/Guardian Post-Group Perception Form (Document 15)* parents/guardians complete and return form with students.)

Student Assessment:

- *Student Post-Group Perception Form (Document 16)* (students complete during Session 5)

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 (all sessions)

Implemented by counselor, administrators, teachers, parents/guardians, community partnerships
After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills taught during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

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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?

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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** *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.*	**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:					

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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:					

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DOCUMENT 15:

PARENT/GUARDIAN POST-GROUP PERCEPTION FORM

Note: This cover letter and parent feedback form may be sent home with students after the last group session.

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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:					

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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.

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

2. I enjoyed working with other students in the group

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

Additional comments you would like to share with the counselor:

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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

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DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

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 will treat each other with respect.

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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):
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.

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 Guidelines (Document 18)

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?

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INTRODUCTION Procedures

Professional School Counselor Procedures: Introduction	***Student Involvement: Introduction***
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.	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. 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.	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. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next	3. Students share ideas about what they would like to learn or achieve.

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Professional School Counselor Procedures: Introduction	***Student Involvement: Introduction***
few weeks in the group. Record student responses for future reference.	
Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.	Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.

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?*

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Small Group Counseling Guidelines

1. All participants will observe confidentiality.
   a. Counselor
   b. Student

2. Everyone will be an active listener.

3. Everyone has an opportunity to participate and share.

4. Everyone will use positive language.

5. All participants will treat each other with respect.

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SESSION #1

Group Title: Anger Management

Session Title: How Does It Look and Feel to be Angry? **Session #**1 of 5

Grade Level: K-2 **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 (activity sheets and/ or supporting resources are attached)

Small Group Counseling Guidelines (Document 18) Poster for all sessions)
Large sheet of paper for each group participant
Markers/crayons
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 butcher paper. Inside their outlines, students will identify where they feel their anger.

SESSION #1 Preparation

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

Engagement (Hook): Show students the *Feelings Picture.* Ask, "How is this person feeling? What do you think made this person feel this way?"

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SESSION #1 Procedures

Professional School Counselor Procedures:	***Student Involvement:***
1. Following the Hook, welcome students to the group. Discuss the *Small Group Counseling Guidelines (Document 18)* with the group. Emphasize confidentiality and when you – as the counselor – might have to break confidentiality. Remind group members of any guidelines they have agreed upon. See poster example of *Small Group Counseling Guidelines (Document 18)*. Display the poster to reference during each group session.	1. Students review the guidelines by telling what each one looks and sounds like.
2. Present the following questions and statements to students. "What does mad mean? What does angry mean? We use both words to describe how we feel and act when something happens that we do not like." Discussion: "Who in this group gets mad or angry sometimes? With your hands, show how angry you get." Illustrate for students by holding hands together for just a little angry and far apart for very angry. "Being mad or angry is normal, just like being sad, happy or excited. Has your anger caused problems for you before?"	2. Students participate in discussion and anger activity by indicating how angry they get by putting their hands close together or far apart. Students indicate how mad they get by putting hands close together or far apart.
3. Discussion: "How we react when we are mad (angry) can sometimes cause us problems. When we recognize what our anger looks and feels like before we lose control, we can take care of our anger in a safe and healthy way. We will be practicing safe and healthy ways to manage our anger in this group." Introduce activity: Have students look at the feelings picture again and complete the following sentence: "When I get mad (angry) I _____."	3. Each student in the group completes the following sentence: "When I get mad (angry), I _____."
4. Introduce Session Activity: Distribute a large piece of paper to each group participant. Ask students to take turns lying on the paper and drawing around each other's body. Each person will have an outline of his or her body on a sheet of paper.	4. 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. Students take turns until each has an outline.
5. Ask students to think about a time they were mad or angry: "What did your body look and feel like?"	5. Students share their emotional and physical responses to anger and draw these on the

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Professional School Counselor Procedures:	***Student Involvement:***
Explain that this is how we react when we are mad or angry—these are our warning signs that we are getting mad or angry. Now look at the outline of your body. Draw how your body looks when it is mad or angry.	outline of their bodies.
6. Closure/Summary: Give students an opportunity to share their pictures, reminding them that this is what their body looks and feels like when they are mad or angry. Explain: "It is important to learn to recognize how our bodies look and feel when we are getting mad or angry so we can take care of our anger in a safe and healthy way. Next time we will begin to talk about some safe and healthy ways we can manage our anger."	6. Closure/Summary: Students share how their body looks and feels when they are angry by showing their pictures.
7. Group assignment: Over the next week, students are to notice and to remember how their bodies change when they feel mad. They are to be prepared to share what they have learned about themselves when the group next meets.	7. Group assignment: Over the next week, students will track their body responses to anger.
8. Distribute and explain *Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. Send a copy home with each student and provide a copy to the students' classroom teacher(s).	8. Students will commit to giving their parents/guardians the handout.

SESSION #1 Follow-Up Activities

Information from *Classroom Teacher/Parent/Guardian Follow-Up Suggestions:*

1. Each day, remind students to monitor body changes when they are becoming angry.
2. If (when) students respond in unhealthy or unsafe ways to their anger, help them put words to their feelings and describe how their bodies changed 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 children than others—be patient.
4. Acknowledge and praise students' use of safe and healthy ways of responding to anger—help them develop a vocabulary for expressing their anger by describing/naming safe and healthy behaviors.

The PSC will check with parents/guardians and classroom teacher to determine if the steps listed above are being followed when working with children who are participating in the anger management small group. The PSC may need to reinforce the importance of consistency as students are learning new coping skills. The PSC may also need to meet with individual students from the group if they are experiencing continued difficulty.

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?

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SELF EVALUATION: *How did I do?*

IMPLEMENTATION PROCEDURES: *How did the session work?*

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SESSION #1

FEELINGS PICTURE

How do you think I'm feeling?

What do you think might have made me feel this way?

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

K-2 CLASSROOM TEACHER/PARENT/GUARDIAN FOLLOW-UP SUGGESTIONS

Session Purpose: Students in the group learned to identify how their bodies look and feel when they are becoming angry.

Group Activity: Students discussed the words *mad* and *angry* and that we can use both words to describe how we feel and act when something happens that we do not like. 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 change when they feel mad or 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 truck—that made me hit her!" You can help them incorporate new learning and behavior into their anger management skills by:

1. Each day, remind students to monitor body changes when they are becoming angry.
2. If (when) they respond in unhealthy or unsafe ways to their anger, help them put words to their feelings and describe how their bodies changed 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 children than others—be patient.
4. Acknowledge and praise their use of safe and healthy ways of responding to anger—help them develop a vocabulary for expressing their anger by describing/naming safe and healthy behaviors.

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SESSION #2

Group Title: Anger Management

Session Title: 4 Steps to Managing Your Anger **Session #** 2 of 5

Grade Level: K-2 **Estimated time**: 30 minutes

Small Group Counseling Session Purpose: Students in the group will learn four steps to managing anger and identify positive strategies for expressing 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 Guidelines (Document 18) (Poster for all sessions)
4 Steps to Taking Care of Your Anger Poster
Safe and Healthy Ways to Manage Anger Poster
Taking Care of My Anger Student Activity Page & Mini Student-Made Poster
Session 2 *Classroom Teacher/Parent/Guardian Follow-up Suggestions*

SESSION #2 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLEs.
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. The *Taking Care of My Anger* student activity page provides the framework for the mini-posters they create.

SESSION #2 Preparation

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

Engagement (Hook): "All together now…show me…How does your body react when you begin to feel mad or angry? Use your fingers to show me: 1 finger is a tiny mad, 10 fingers are a great big mad, and if it is a somewhere-in-between mad hold up the number of fingers that show what size it is. For example, yesterday afternoon I dropped a stack of papers. That was a medium mad for me so I would hold up 5 fingers."

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SESSION #2 Procedures

Professional School Counselor Procedures:	***Student Involvement:***
1. Review *Small Group Counseling Guidelines (Document 18)* and Group Assignment from Session 1.	1. Students listen while school counselor reads the *Small Group Counseling Guidelines (Document 18)* and asks questions/make comments about guidelines. Two or three volunteers will tell the group about what happened when they began to feel angry.
2. "When you are mad 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."	2. Students listen and discuss answers to questions.
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 learning to apply each of the steps as they learn to take care of their anger.	3. Students discuss the steps to managing their anger as they review the poster.
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.	4. Each student contributes anger management strategies.
5. Review the 4 Steps: 1) Pause; 2) Cool down; 3) Think; 4) Do something positive. Explain to students that they will each have an opportunity to make an anger management poster for themselves. Distribute the *Taking Care of My Anger* student activity page. Ask students to identify the strategies that they think would work best for them. Using the *Taking Care of My Anger* student activity page as the format, students will create a mini-poster illustrating the four steps.	5. Each student creates a mini-poster illustrating in words or pictures the strategies for each of the four steps that work best for him or her.
6. Closure/Summary: Explain: "Feeling mad and angry is okay. Using the *4 Steps to Managing Your Anger* will help you have power over your anger and manage it in a safe and healthy way." If time allows, have students role play different situations	6. Closure/Summary: Students comment and/or ask appropriate questions. Students role play different situations.

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Professional School Counselor Procedures:	***Student Involvement:***
practicing the 4 steps.	
7. Group assignment: Tell students to post their mini-posters in a place where they can see them daily. Ask students to use the four steps whenever they begin to 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.	7. Group assignment: Students decide where they want to place their posters (on desk, table, etc.) and practice using the "4 Steps to Taking Care of Your Anger" strategies.
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.	8. Students commit to giving their parents/guardians the handout.

SESSION #2 Follow-Up Activities

Information from *Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*:

- Help students apply the "Pause-Cool Down-Think-Do Something Positive" process when they feel their anger is getting out of control.
- Encourage them to refer to the posters throughout the week.

The PSC will check with parents/guardians and classroom teacher to determine if the steps listed above are being followed when working with children who are participating in the anger management small group. The PSC may need to reinforce the importance of consistency as students are learning new coping skills. Furthermore, the PSC may need to meet with individual students from the group if they are experiencing continued difficulty.

SESSION #2 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?

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SESSION #2 POSTER

4 STEPS TO TAKING CARE OF YOUR ANGER

1. **PAUSE! Accept that you are mad or 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.**

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SESSION # 2 POSTER

SAFE AND HEALTHY WAYS TO MANAGE ANGER

1. I can count to 10 if I'm angry. That will help me to calm down.

   1 2 3 4 5 6 7 8 9 10….

2. I can read a good book.

3. I can take a walk to get rid of my anger.

4. I can talk to a friend.

5. I can walk and talk out my anger at the same time. and

6. I can take 7 deep breaths to calm down. **Breath…** **1,2,3,4,5,6,7**

7. I stop before I get mad. I close my eyes. I exercise my brain.

8. I can think happy thoughts.

9. I can play in the sand to calm down.

10. Once I calm down, I'm ready to do my work.

11. Other ideas …

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SESSION #2 STUDENT ACTIVITY PAGE/MINI-POSTER

Taking Care of My Anger

Name_____

When I am angry, I can take care of my feelings!

I have the **power**!

Step 1: I can tell when I am angry because **my body feels**:	**Step 2:** When I **pause,** I **cool down** by:

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Step 3: When I **pause** and **cool down**, I **think** by:	**Step 4:** When I **pause, cool down and think,** I **do something positive!** For example, I:

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

K-2 CLASSROOM TEACHER/PARENT/GUARDIAN FOLLOW-UP SUGGESTIONS

Session Purpose: Students in the group learned four steps to managing their anger:

1. **PAUSE! Accept that you are mad or 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.**

For each step, students identified positive strategies that they can use to express their anger in a safe and healthy manner.

Group Activity: Students created a *Taking Care of My Anger* mini-poster illustrating how they can apply the "4 Steps" as they learn to express their anger in positive ways.

Group Assignment: Students will place their posters where they can see them daily and practice using the "4 Steps" when they feel angry or mad throughout the next week. Next week, they will talk with other group members about the steps they took toward using safe and healthy ways to gain control of their anger or mad.

Classroom/Home Follow-up: Our goal is to help group members understand that they **can** control their responses to anger instead of their anger controlling them! Children benefit by having something concrete to do when they feel their bodies changing because they are beginning to feel angry. The *4 Step Method:* "1) Pause; 2) Cool Down; 3) Think; and 4) 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 *4 Step Method:* "1) Pause; 2) Cool Down; 3) Think; and 4) Do Something Positive" 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 *Taking Care of My Anger* posters with the help of the students who are in the Anger Management Group.
- Provide students with an opportunity to make a second poster or copy their poster to take home.

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SESSION #3

Group Title: Anger Management

Session Title: Use Your Words to Express Your Anger **Session** # 3 of 5

Grade Level: K-2 **Estimated time**: 30 minutes

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

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

Small Group Counseling Guidelines (Document 18) (Poster for all sessions)
Drawing paper for each group participant
Markers/Crayons
I-Messages Have Three Parts Student Activity Page (may be used as a poster)
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 Preparation

Essential Questions: How do other people feel when you express your anger?

Engagement (Hook): Share words and actions that describe how you felt when you were angry this week. **Show and tell me—**actions and words that describe how you felt when you were in control. What is the difference?

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SESSION #3 Procedures

Professional School Counselor Procedures:	***Student Involvement:***
1. Review *Small Group Counseling Guidelines (Document 18)*and Group Assignment from Session 2, including successes and challenges they experienced as they followed through with safe and healthy thoughts and behaviors. What were their most/least helpful strategies?	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 *Taking Care of My Anger* Posters.
2. Discussion: It is important to be able to use your words when you are mad or angry. Think about a time you were mad/angry. Show and tell me actions or words that tell how you were feeling (elicit responses such as grouchy, cranky, and out of control, etc.)?	2. Students demonstrate and then take turns sharing words that describe how they felt when they were mad or angry.
3. Discussion: Think about a time when you took care of your anger in a healthy and safe way. What words tell how you were feeling (elicit responses such as: in control, calm, proud, peaceful, etc.)?	3. Students take turns sharing with other members of the group words that describe how they felt when they were in control.
4. Write "I" and "eye" on the board, then say: • Sometimes people send messages with their eyes—for example, if your mom or dad is across the room from you, he or she may send you E-Y-E messages by winking to say "I love you!" • Who will tell the group other ways people send messages with their eyes? • Today, we are going to learn about sending *I- Messages* with our words. • You may use *I-Messages* to tell others about what makes you happy <u>or</u> you may use *I-Messages* to let people know you are not happy.	4. Students participate by listening and contributing ideas about eye messages.
5. Today, we are going to talk about how to let people know you are angry by sending an *I-Message* with your words. Remember the *4 Steps*? After you apply steps 1 through 3—*pause, cool down, think*—an *I-Message* can become step 4 of the *4-Step Method,* 'Do Something Positive'."	5. Students will demonstrate recollection of the *4 Steps* by naming the steps and/or by providing an example.
6. Explain: An *I-Message* tells how you feel when something happens and what you want from the other person involved. This is what an *I-Message* looks like."	6. Students follow along as you talk about each part of the *I-Message* and demonstrate understanding by giving examples of each part as it is introduced.

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Professional School Counselor Procedures:	***Student Involvement:***
Write the *I-Message* on a wipe-off board, display on chart paper, or use the Student Activity Page. Give each student a copy to keep, being sure to help novice readers make the connection between written and spoken word. Explain and practice each part: *"I feel ____ when ____ because _____."*	
7. "Let's practice what an *I-Message* sounds like. Think about a time you were angry; raise your thumb if you are willing to share this with the group." Choose a student to describe the situation and then assist him or her in putting feeling(s) into an *I-Message*.	7. Students share a time they were mad/ angry and, with the help of you and their peers, put their feelings into an *I-message*.
8. Explain: We are going to practice using *I-Messages*. (Distribute a sheet of drawing paper to each student.) Draw a picture of a time you were really angry about something another person did (or didn't do) on your paper.	8. Students draw a picture depicting a time they were angry about someone else's behavior.
9. Closure/Summary/Formative Assessment: Go around the group giving each student the opportunity to practice an *I-Message* using the situation he or she drew. Students practices putting feelings into an *I-Message*. Practice *I-Messages* as time allows. 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 feelings in a healthy and safe way.	9. Closure/Summary/Formative Assessment: Each student states an *I-Message* from the situation he or she drew.
10. Please tell me one thing you learned today about using *I-Messages* to put your feelings into words.	10. Each student tells one thing he or she learned.
11. Tell students that there will be two more meetings of the group (along with a follow-up session, if a follow-up is scheduled). Students may have something else they want to learn about anger. Provide an opportunity for them to address their concerns. Acknowledge that it will be both sad and happy to end the group.	11. Students will communicate concerns in a manner that is comfortable for them (e.g. to the group, in a note to you, or in private).
12. Group assignment: Direct students to practice using *I-Messages* over the next week.	12. Group assignment: Students practice using *I-Messages*.

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Professional School Counselor Procedures:	***Student Involvement:***
13. Distribute and explain *Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. Send a copy home with each student and provide a copy to the classroom teacher(s) of students in group.	13. Students commit to giving their parents/guardians the handout.

SESSION #3 Follow-Up Activities

Information from *Suggestions for Classroom Teachers & Parents/Guardians*:

Help students practice 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 and objective description of the situation)
3. "*Because* _____." (A clear statement of the connection between the situation and feelings expressed.)

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

The PSC will check with parents/guardians and classroom teacher to determine if the steps listed above are being followed when working with children who are participating in the anger management small group. The PSC may need to reinforce the importance of consistency as students are learning new coping skills. Furthermore, the PSC may need to meet with individual students from the group if they are experiencing continued difficulty.

SESSION #3 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?

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SESSION #3 STUDENT ACTIVITY PAGE

I-MESSAGES

Have Three Parts

I feel _____

when _____

because _____.

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

K-2 CLASSROOM TEACHER/PARENT/GUARDIAN FOLLOW-UP SUGGESTIONS

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

Group Activity: Students 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 will practice 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 stressed that *I-Messages* may be used to express happiness as well as anger or frustration. Sending an *I-Message* is one of the strategies students can use during the 4th step of the *Taking Care of My Anger* process—DO SOMETHING POSITIVE. Individuals will need extra help as they learn to express themselves in this new way. Learning to send honest *I-Messages* takes practice—to keep *I-Messages* from becoming blaming or threatening *You-Messages.* Following are examples of two ways of responding to the same situation—first, with a blaming and threatening *You-Message* second, with an *I-Message:*

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.

You-Message:

Phillip (in a loud voice}: I hate you, Susan! You never let anyone else use anything! (louder) No one likes you—you are a stupid idiot and a girl, too! (STOMPS off)

Susan (hatefully): Sticks 'n' stones may break my bones—but names will never hurt me, you stupid boy!

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 be able 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 will 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 and objective description of the situation)
3. "*because* _____." (A clear statement of the connection between the situation and feelings expressed.)

A caution is in order. Some students may react negatively to *I-Messages*. This may indicate that more role-play and practice are needed in order to give the child more skill when sending the *I-Message* or permission. He/she may need support in order to turn away and seek other means for controlling his/her 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.

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SESSION #4

Group Title: Anger Management

Session Title: Be the Boss of Your Anger **Session # 4 of 5**

Grade Level: K-2 **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 control their anger.

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

Small Group Counseling Guidelines (Document 18) (Poster for all sessions)
Poster board for each group member
Markers, crayons and pencils
Session 4 *Classroom Teacher/Parent/Guardian 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 Am the Boss of My Anger* posters illustrating in words and/or pictures their application of the *4 Steps* and specific safe and healthy ways to express and manage their anger.

SESSION #4 Session Preparation

Essential Questions: How can someone control their anger?
Engagement (Hook): Think back over the past week and in your mind complete the sentence: "When I got mad/angry I _____."

SESSION #4 Procedures

Professional School Counselor Procedures:	***Student Involvement:***

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Professional School Counselor Procedures:	***Student Involvement:***
1. Review *Small Group Counseling Guidelines (Document 18)*and Group Assignment from previous session and discuss successes and challenges of using *I-Messages*.	1. Students comment or talk with each other about the meaning of the small group guidelines.
2. When I asked you to think back over the past week, and what you did when you got angry, how many of you used an *I-Message*? On a scale of 1 (low) to 10 (high), show me how you well you think it worked. How did others respond when you used an *I-Message*?"	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. Tell students this is the next to the last regular session.	3. Students express feelings about the group ending.
4. "During our very first group meeting. I asked you to complete the sentence: 'When I get mad/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 mad/angry I _____.' See if the answer has changed since the first session.	4. 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 mad, I _____."
5. 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 are the boss of our anger**. When we get angry and lose control, the anger is the boss of us and causes us problems. Let's share what we have learned with the rest of the school. In the second session of our group, you made a mini-poster illustrating how you apply the *4 Steps of Managing Your Anger*: Pause, Cool Down, Think, and Do Something Positive! Today, each of you will make a larger poster showing how **you are the boss of your anger.**	5. Students share what they have learned about anger management.
6. Think about a time you were angry. Now think about the *4 Steps* and the safe and healthy ways you learned to take care of your anger. On your poster, illustrate with words and/or pictures how you use your positive anger management strategies to express your anger in safe and healthy ways.	6. Students create individual posters demonstrating a safe and healthy anger management strategy they will use to take care of their anger.

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Professional School Counselor Procedures:	***Student Involvement:***
Put a title on your poster such as *I Am the Boss of My Anger*, to show that you know how to control your anger before it takes control of you. You have the power! (Distribute poster board and markers to create posters.)	
7. The key to being the boss of our anger, instead of our anger being the boss of 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 anger in a positive way.	7. Using the posters they created in Step 3 above, students explain how they will be the *Boss of their Anger* even after the group is over. They may respond to and/or ask appropriate questions of each other.
Help students display *I Am the Boss of My Anger* Posters in the hallway(s) of the school.	They will hang their posters in the designated area.
8. Group Summary/Closure: Explain that the following week will be the last regular meeting of the group, and that session will include a celebration of their successes. Ask group members to help you decide how they would like to celebrate the completion of their group.	8. Group Summary/Closure: The students decide how they would like to complete their group (a small celebration, sharing information with their teacher, etc.).
9. **If a follow-up session is scheduled,** tell students that the group will meet again in 4 to 6 weeks (illustrate, using a calendar of some type) to do a check-up and find out how are they are doing on their own, and what their successes and challenges have been.	9. Students will commit to practicing their new skills.
10. Group assignment: Tell students to keep track of the situations in which they apply their newly learned skill of anger management. Encourage them to observe what other people do to be the boss of their anger. Do they use the *4 Steps*, or do they just get angry? If they observe one of the other group members using one of the *4 Steps* (e.g., an *I-Message*), encourage them to give a "thumbs-up" or an *I-Message* such as: "I noticed you were getting mad at Jane. You paused and cooled down before you told her you wanted to play with the soccer ball, too. Then you two started playing together. Way to go! I hope you will keep on using the *4 Steps!*"	10. Group assignment: Students will keep track of their use of "being the boss of my anger process." They will notice other people using (or not using) the *4 Steps* and encourage peers when they are "being the bosses of their anger."

SESSION #4 Follow-Up Activities

Information from *Suggestions for Classroom Teachers & Parents/Guardians*:

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Classroom/Home

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

The PSC will check with parents/guardians and classroom teacher to determine if the steps listed above are being followed when working with children who are participating in the anger management small group. The PSC may need to reinforce the importance of consistency as students are learning new coping skills. Furthermore, the PSC may need to meet with individual students from the group if they are experiencing continued difficulty.

SESSION #4 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?

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ANGER MANAGEMENT SMALL COUNSELING GROUP
SESSION # 4: BE THE BOSS OF YOUR ANGER

K-2 CLASSROOM TEACHER/PARENT/GUARDIAN FOLLOW-UP SUGGESTIONS

Session Purpose: Students in this group learned to identify anger management strategies they can apply in order to have personal power over their anger.

Group Activity: The students created *I Am the Boss of My Anger* posters showing safe and healthy ways students will manage their anger. Posters will be hung in the hallway.

Group Assignment: Students will keep track of the situations in which they apply their newly learned skill of anger management. They were encouraged to observe what other people do to be the boss of their anger, e.g.: using the 4 Steps. Students were urged to observe other group members using one of the "4 Steps (e. g., an *I-Message*) and to give a "thumbs-up" or an *I-Message* such as: "I noticed you were getting mad at Jane. You PAUSED and COOLED DOWN before you told her you wanted to play with the soccer ball, too. Then you two started playing together. Way to go! I hope you will keep on using the '4 Steps!"

Classroom Follow-up: This is the next to the last session of the five-week sequence of sessions (the school counselor may hold a follow-up session 4 to 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 your child's/student's life. In order to continue taking control of their anger, students who participated in the Anger Management 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 will use to control their anger. The posters are on display in the school hallway. Teachers are encouraged to strengthen students' skills by asking them to explain their posters to others.

Following are suggestions of ways you can help students continue to control their anger:

Classroom/Home

- Watch for opportunities to acknowledge students' use of their new anger management skills.
- If anger does appear, remind your child about the *4 Steps* to controlling his/her anger and/or the safe and healthy ways to respond to his/her anger.
- Ask students to explain their posters and how the words or pictures on their posters will help them take control of their anger.

Classroom

- Acknowledge the effort of the participants in the Anger Management 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 since we all experience anger and frustration.

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SESSION #5

Group Title: Anger Management

Session Title: Circle of Friends…Calm, Cool and Collected **Session** # 5 of 5

Grade Level: K-2 **Estimated time**: 30 minutes

Small Group Counseling Session Purpose: Students will gain closure practicing anger management skills in the group for five weeks. They will identify and discuss their feelings about the group, participate in a Friendship Circle to 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 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 #5 Materials (include activity sheets and/ or supporting resources)

Small Group Counseling Guidelines (Document 18) (Poster for all sessions)
Group Certificate of Completion
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 Feedback Form (Document 16)
Unit Assessments (attached to the Unit Plan)
Teacher Pre/Post-Group Perception Form (Document 14) (2 Samples)
Parent/Guardian Post-Group Perception Form (Document 15)
Group Summary Form (Document 17)

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SESSION #5 Session Formative Assessment/End-of-Group Perceptual Assessment

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will verbally identify 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.

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

Classroom Teacher Assessment:

- The classroom teacher will complete the *Teacher Pre-Post-Group Individual Student Behavior Rating Form (Document 14)* for each student before the group starts and after the group has been completed. 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/Guardian Assessment:

- *Parent/Guardian Post Group Perceptions Form (Document 15)*

Student Assessment:

- *Student Post-Group Perception Form (Document 16)* (students complete during Session 5)

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.

SESSION #5 Session Preparation

Essential Questions: How does it feel to have self control? How do others feel about being around you when you have self control?

Engagement (Hook): Show the picture of happy children (attached to this lesson). What makes people smile like this? Our session today will give you some clues to use.

SESSION #5 Procedures

Professional School Counselor Procedures: Session 5	***Student Involvement: Session 5***
1. Review *Small Group Counseling Guidelines (Document 18)* with an emphasis on post-group confidentiality. Remind participants that even though the group is over, other group members will 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.	1. Students participate in review by telling what post-group confidentiality means for them.

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Professional School Counselor Procedures: Session 5	***Student Involvement: Session 5***
2. Distribute parent/guardian feedback forms; make arrangements to get the completed forms from participants.	2. Students make a commitment to give forms to parents and bring them to you.
3. Last week students hung their posters in the hall. Ask them what they thought when they saw their posters hanging where everyone could see their work. Encourage other comments/feelings about their posters, especially, their use of the posters as reminders to control their anger.	3. Students tell about the thoughts and feelings they had when they saw their posters hanging in the hall
4. Invite group members to share one word or sentence that describes their feelings about being a member of this group.	4. Students share their word or sentence and discuss their feelings.
5. Show the picture of the happy children and invite students to tell how they think the children are feeling. What do you think the words *calm, cool,* and *collected* mean? Are the students in the picture feeling calm, cool, and collected? Why?	5. Students share their ideas, respond to the questions and discuss the meaning of *calm, cool,* and *collected*.
6. We are going to celebrate our last session together today in *Calm, Cool, and Collected Circle*. That means we are going to practice friendship skills and self-control in the circle. Tell students to put their chairs in a circle with an empty chair in the middle. One group member sits in the *Calm, Cool, and Collected Chair*.	6. Students share their ideas (in control, not mad, happy, etc.) The students move their chairs into a circle.
7. Invite each student to share something special he or she learned about the student in the chair. They are to use words that will keep the person in the chair calm, cool, and collected.	7. Students take turns sharing special things about friends. The person in the middle responds with "thank you" or other appropriate words in a calm, cool, and collected manner.
8. Group Summary/Closure: Students complete the *Student Post-Group Perception Form (Document 16).* Give students their *Group Certificate of Completion.* Provide an opportunity for students to celebrate the closing of the group.	8. Group Summary/Closure: Students complete the *Student Post-Group Perception Form (Document 16)* celebrate the closure of their group and accept their certificates.
9. **If a follow-up session is planned**, remind students that it will be held in 4-6 weeks.	9. Students indicate that they understand.
10. Group assignment: Explain the importance of getting feedback from their parents/guardians about	10. Students commit to giving their parents/guardians the follow-up

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Professional School Counselor Procedures: Session 5	***Student Involvement: Session 5***
the group. Give the students an envelope containing a *Group Summary Form (Document 17)* and *Parent/Guardian Post-Group Perception Form (Document 15).* Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing a cover letter explaining that the group will be ending and requesting feedback about the group.	suggestions handout.
11. 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.	11. Students commit to giving their parents/guardians the handout.

SESSION #5 Follow-Up Activities

Information from *Suggestions for Classroom Teachers & Parents/Guardians*:

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 angry feelings occur, remind them to be patient with themselves and remember that they can control their anger.

Counselor Follow-up:
The counselor gives the classroom teacher the post-group assessments. The teacher will complete the *Teacher Pre/Post-Group Perception Form (Document 14)* of the overall effectiveness of the group and the *Individual Student Behavior Rating Form* after the group ends.

The counselor will 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.

Call the parents/guardians, or check with students to make sure feedback forms are returned.

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?

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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?

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SESSION #5

Group Certificate of Completion

_____

Student's Name

successfully completed the "I'm the Boss of My Anger" group on _____.

_____ practices self-management by staying CALM, COOL, AND COLLECTED when anger sneaks up.

WAY TO GO!

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

K-2 CLASSROOM TEACHER/PARENT/GUARDIAN FOLLOW-UP SUGGESTIONS

Session Purpose: Students in this group will gain closure to the group after practicing anger management skills in the group for five weeks.

Group Activity: Students identified and discussed their feelings about the group, participated in a *Calm, Cool, and Collected Circle* to share 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. They have each received a certificate of completion.

Group Assignment: There is no formal group assignment; however, students are encouraged to continue using safe and healthy ways to control their anger. They wrote the date of the follow-up session in their assignment books/planners (if a follow up group session is held).

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 will 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 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 does occur, 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 will make a difference in their lives.

Sincerely,

Professional School Counselor

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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 Guidelines (Document 18) (Poster for all sessions)
8 ½ x 11 paper for each participant;
crayons/markers/pencils
(Alternative Procedure: Complete the *Follow-Up Feedback Form for Students or Student Post-Group Follow-Up Interview Form.* Discuss after completing.)

OPTIONAL FOLLOW-UP SESSION Formative Assessment

It is a way for the PSC to measure students' perceptions of the group's effectiveness over time.

Alternative Procedure: Use the *Follow-Up Feedback Form for Students or Student Post-Group Follow-Up Interview Form* 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?

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OPTIONAL FOLLOW-UP SESSION Procedures

Professional School Counselor Procedures:	***Student Involvement:***
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 Guidelines (Document 18)*. They still hold true!	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. Invite each student to tell one thing he or she remembers from the group meetings. "I remember _____."	2. Students contribute a concrete example of something they remember about the group.
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 1. With a picture or words, demonstrate what you learned from the 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. When all quadrants have been completed, invite students to share one quadrant at a time; discuss responses before going to the next quadrant.	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: An option for gathering student feedback during the follow-up session is to use the *Follow-Up Feedback Form for Students or Student Post-Group Follow-Up Interview Form*. Discuss with students after they have completed the form.	4. Alternative Procedure: Students complete the form and discuss their responses.

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

If students completed the (optional) *Follow Up Session Feedback Form* or *Student Post-Group Follow-Up Interview Form*, 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?

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IMPLEMENTATION PROCEDURES: How did the session work?

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