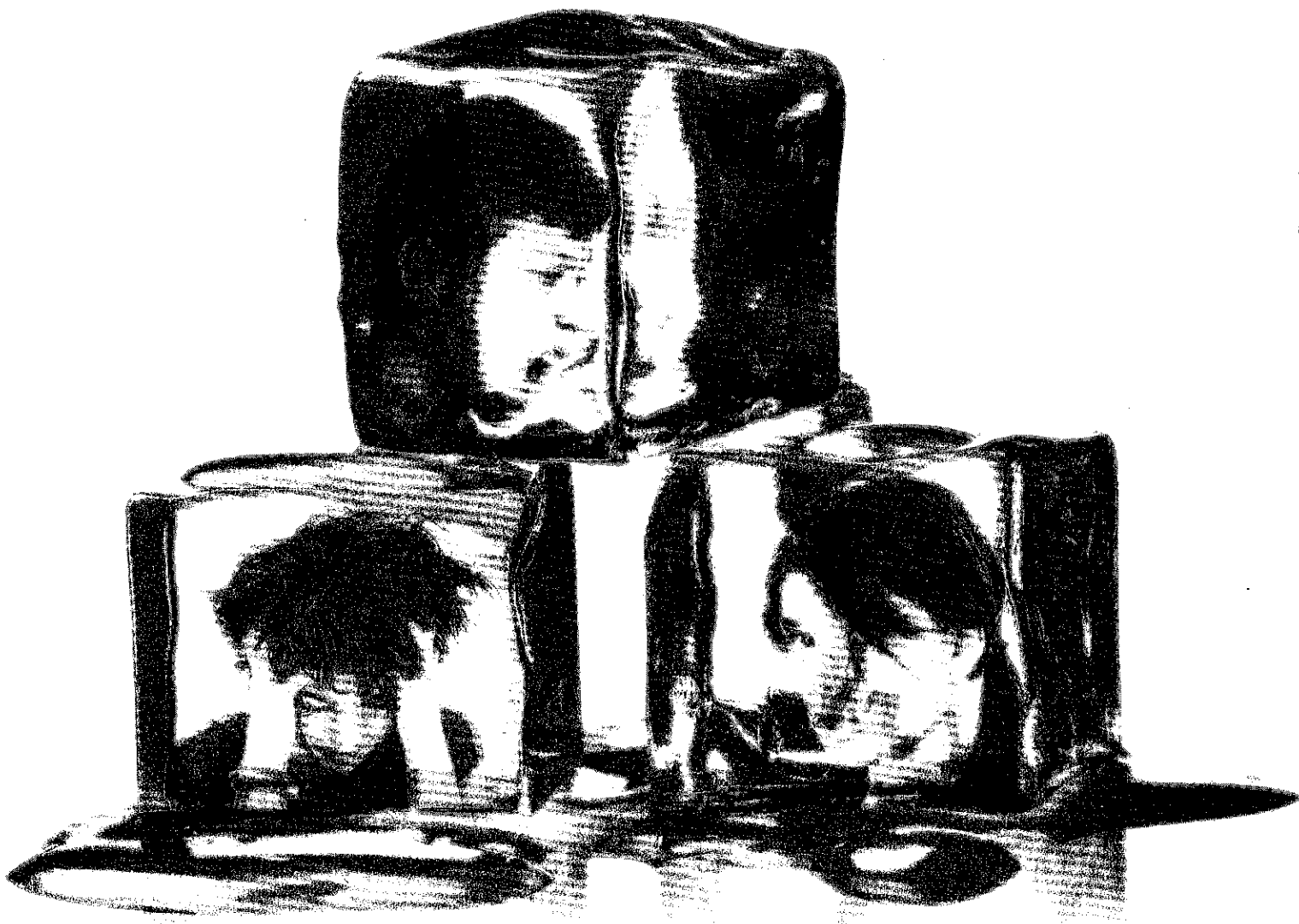


Staying Cool...

When You're Steaming Mad

**A Step-By-Step Guide For Teaching Adolescents
How To Effectively Work Through Anger**

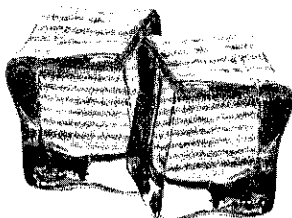


By Raychelle Cassada Lohmann, MS, LPC

About The Author

Raychelle Cassada Lohmann, MS, LPC, is the author of *The Anger Workbook for Teens*. She has done extensive research on anger and specializes in individual and group anger-management counseling. She received her undergraduate degree in psychology with a concentration in family counseling and a Master of Science in counselor education from North Carolina State University in Raleigh. Raychelle has worked as a counselor at both the middle and high school levels and has helped hundreds of teens effectively deal with frustration and anger.

The South Carolina State Department of Education's Office of Career and Technology Education (OCATE) named Lohmann the 2010–11 School Counselor of the Year.



Staying Cool ... When You're Steaming Mad **A Step-By-Step Guide For Teaching Adolescents How To Effectively Work Through Anger**

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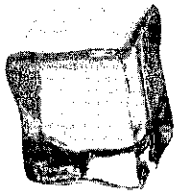
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Staying Cool ... When You're Steaming Mad

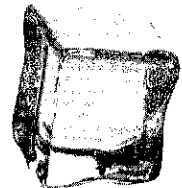
A Step-By-Step Guide For Teaching Adolescents How To Effectively Work Through Anger

Finally: a comprehensive guide to adolescent anger management! Everyone gets angry, but out-of-control anger can lead to big problems. *Staying Cool ... When You're Steaming Mad* is a step-by-step curriculum that teaches the anger-management skills teens need.

Staying Cool ... When You're Steaming Mad consists of enjoyable interactive activities, games, and handouts to help teens express anger constructively. This book is a valuable tool in group and individual counseling as well as in the classroom. Its user-friendly format is packed full of strategies, skills, and techniques to help students manage their anger.



Research-Based Information



Research-based and practical, *Staying Cool ... When You're Steaming Mad* presents specific activities to help educators teach students theoretical- and evidence-based anger-management skills. The American Psychological Association notes the following three strategies to treat anger:

- Using a cognitive behavioral approach
- Teaching relaxation skills
- Teaching skill development to learn new ways of responding to anger.

Along with skill development, *Staying Cool ... When You're Steaming Mad* uses both Cognitive Behavioral and William Glasser's Choice Theory to teach teens techniques to modify their response to anger. Both of these approaches have been proven beneficial in anger management. This book is one of a kind in that it incorporates all of the necessary skills to help students "stay cool when they're steaming mad."

Introduction

Everyone gets angry, but out-of-control anger can lead to big problems.

How many times have you had to calm an angry client or watch students be suspended because they took anger to the extreme? What about that student whose bottled-up anger is about to explode? *Staying Cool ... When You're Steaming Mad* can help you teach anger-management skills that will last a lifetime.

Teen anger is a growing problem in middle schools and high schools across the nation. Now more than ever, it is important to help teens learn appropriate ways to channel their anger. As a professional counselor, I needed a complete, practical, and effective anger-management guide that would help me help angry adolescents. I developed *Staying Cool ... When You're Steaming Mad* to help you do what you do best. Help others.

Staying Cool ... When You're Steaming Mad offers comprehensive, sequential activities for adolescents. One of the most challenging developmental stages, adolescence is uniquely marked by psychological and physical changes. Teens striving to become young adults face peer pressure, increased responsibility, and complex decisions that may have life-altering consequences.

Angry teens lack the coping skills to work through life's problems. How many times have you heard "I wish I had..." following an anger episode? It's time to help these adolescents think before they act. This step-by-step guide will help them:

- recognize their body's response to anger
- identify anger triggers
- use self-monitoring to change behavior
- use positive communication skills to work through problems
- change distorted thought patterns
- examine their basic needs
- use relaxation skills
- speak assertively, not aggressively
- change their anger response

Counselors play a vital role in helping adolescents learn appropriate anger-management skills. You and other dedicated professionals can make a positive difference in the life of angry teens.



Making The Most Of This Book

Staying Cool ... When You're Steaming Mad is a 10-session anger-management curriculum for use in individual or group counseling or in the classroom setting. This comprehensive book not only sets the stage for group formation, but also guides the facilitator through each fundamental step of anger management. The book is divided into 9 sections:

SECTION 1

Pre-Session: Identifying Candidates

SECTION 2: BEGINNING THE GROUP

Session 1: Ready, Set, Go!

SECTION 3: UNDERSTANDING ANGER

Session 2: Anger Triggers

Session 3: The Origin Of Anger

SECTION 4: COMMUNICATING ANGER

Session 4: Communication Skills

Session 5: Working Through Anger

SECTION 5: EXPRESSING ANGER

Session 6: Resolving Conflict

SECTION 6: THINKING ABOUT ANGER

Session 7: Toxic Thinking

Session 8: Needs And Wants

SECTION 7: SKILLS AND TECHNIQUES FOR COPING WITH ANGER

Session 9: Transforming Anger

SECTION 8: CLOSING THE GROUP

Session 10: The Grande Finale

SECTION 9: SUPPLEMENTARY ACTIVITIES

INSTRUCTIONS FOR USING THE CD

The CD found inside the back cover provides ADOBE® PDF files of the reproducible activity pages.

For example: *80_Staying Cool.pdf* is the same as page 80 in the book.

The PDF files are provided in color and/or black and white. These files cannot be modified/edited.

THIS CD MAY NOT BE DUPLICATED OR DISTRIBUTED.

PERMISSION TO REPRODUCE: The purchaser may reproduce the activity sheets, free and without special permission, for participant use for a particular group or class. Sharing these files with other counselors/faculty members or reproduction of these materials for an entire school system is forbidden. These files may *not* be placed on school/district digital content servers.

Staying Cool ... When You're Steaming Mad offers an easy-to-follow format. By following the book sequentially, each lesson builds upon the next, allowing students reap the full benefit of the curriculum.

Each session includes:

- Objectives
- Step-By-Step Instructions
- Materials
- Wrap-Up

Section 9's supplemental activities may be used during follow-up sessions or to help students who need additional skill-based practice.

Using Staying Cool ... When You're Steaming Mad With The ASCA National Model

Many school counseling programs throughout the United States are aligning with the American School Counseling Association's (ASCA) National Model. Focusing on the foundation, delivery, management, and accountability of the school counseling program, this model is designed to improve the efficiency, effectiveness, and accountability of increasingly data-driven counselors. The model highlights three primary areas of student development: Academic, Career, and Personal/Social.

Appropriate for use with the ASCA National Model and the ASCA National Standards for Student Competencies, *Staying Cool ... When You're Steaming Mad* outlines an anger-management program that supports the domain of Personal/Social Development. This book reflects the following extensive list of ASCA Model Standards and Domains.

PERSONAL/SOCIAL DEVELOPMENT

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

PS:A1 Acquire Self-Knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and non-verbal behavior
- PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-Knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events



SECTION 1
Pre-Session

Identifying Candidates

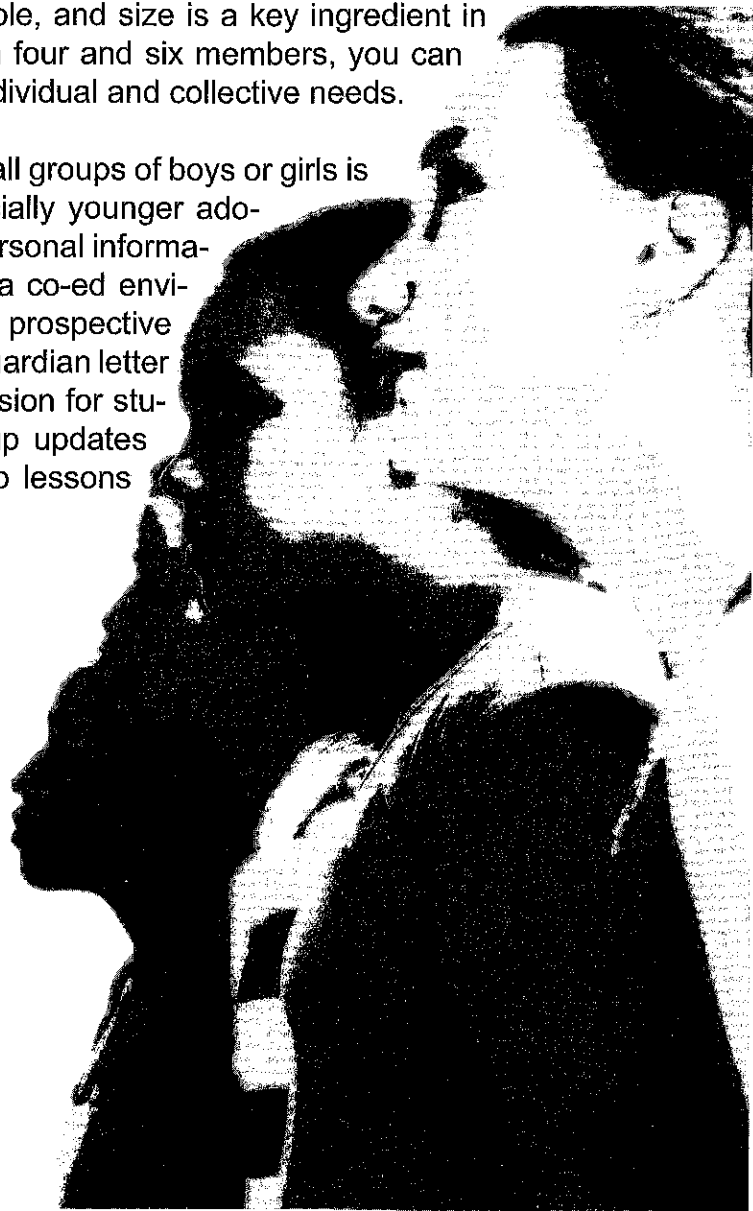
The first step in the group process is obtaining necessary referrals (see *Anger-Management Group Referral Letter*, page 11 or CD) from such sources as:

- community members
- courts
- counselors
- students' peers
- parents
- school administrators
- teachers

A *Screening Questionnaire* (page 12 or CD) is provided to help you identify potential candidates for group membership.

Group members must be compatible, and size is a key ingredient in group effectiveness. With between four and six members, you can adequately assess and address individual and collective needs.

In my experience, working with small groups of boys or girls is most productive. Students—especially younger adolescents—are more apt to share personal information in a single-sex group than in a co-ed environment. Once you have identified prospective group members, send the parent/guardian letter (page 13 or CD) to request permission for students to participate. Periodic group updates are a great way to reinforce group lessons at home.



Date: _____

Dear Colleague:

The Counseling Department is offering anger-management group counseling. We need your assistance in identifying students you believe, based on your experience, would benefit from participating in an anger-management group.

The program is designed to help students:

- recognize their body's response to anger
- identify anger triggers
- use self-monitoring to change behavior
- use positive communication skills to work through problems
- change distorted thought patterns
- examine their basic needs
- use relaxation skills
- speak assertively, not aggressively
- change their anger response

Please complete and return this form to _____ by _____.

NAME DATE

If you have questions or concerns, do not hesitate to call: (____) _____ - _____

Provide each student's name and reason for referral. Any information you can share about the student would be greatly appreciated. As always, thank you.

STUDENT NAME

REASON FOR REFERRAL

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Sincerely,

Screening Questionnaire

1. Have you ever been in a small group? _____
If yes, what kind of group was it? _____
What was one thing you liked about that group? _____

- What was one thing you disliked about that group? _____

2. Do you have trouble handling your anger? _____
If yes, in what way? _____

3. What do you usually do when you get angry (hit, scream, run away, cry)? _____

4. What kinds of things make you angry? _____

5. Has anyone ever told you that you have a bad temper? _____
6. Do you want to work on changing how you handle your anger? _____
7. In a week, how often do you get angry? _____
8. Does anyone in your family have an anger problem? _____
If yes, who? _____
How does this person handle his/her anger? _____

9. Do you think an anger-management group would benefit you? _____
If yes, how? _____

10. On a scale of 1 to 10, with 1 being "not really" and 10 being "I really want to," how much do you want to be in the group? _____ If the number is 5 or above, why?

Date: _____

Dear Parent/Guardian:

The Counseling Department will begin conducting small-group counseling sessions this month. The group of 4–6 students will focus on anger management and other skill development, and one or more faculty members has suggested that participation might benefit your child.

The group will meet for about one hour a week for 10 weeks. Participation will help your child:

- recognize his/her body's response to anger
- identify anger triggers
- use self-monitoring to change behavior
- use positive communication skills to work through problems
- change distorted thought patterns
- examine his/her basic needs
- use relaxation skills
- speak assertively, not aggressively
- change his/her anger response

Encouraging self-exploration in an enjoyable, interactive, non-threatening environment, this group will introduce anger-management skills that will last a lifetime.

If you are uncomfortable about having your child participate in the group or would like more information, please feel free to contact me at:

E-Mail: _____

Phone: _____

Best time to call: _____

Sincerely,

Counseling Department

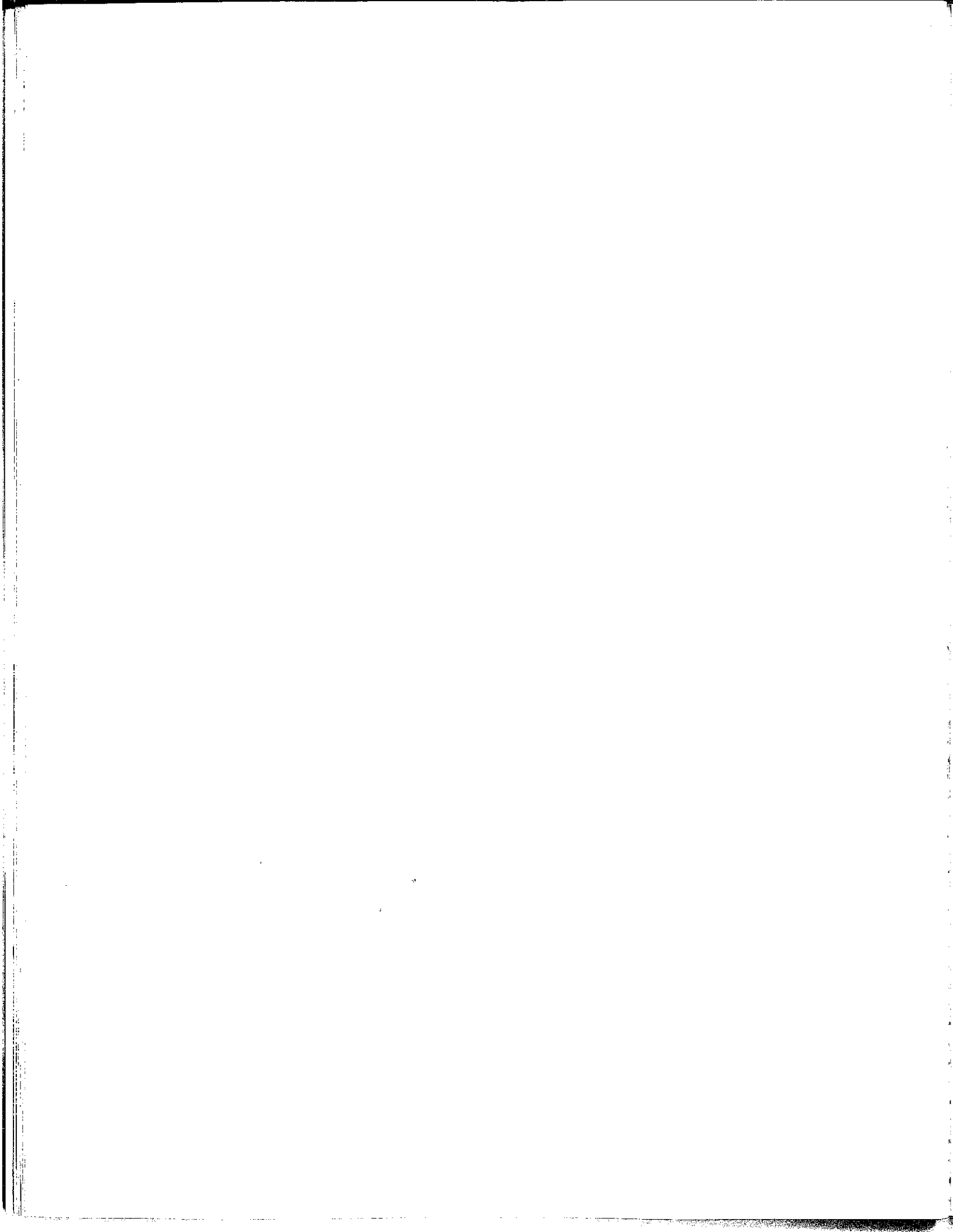
YES I would like my child to participate in the Anger-Management Group.

NO I would not like my child to participate in the Anger-Management Group.

Parent/Guardian Signature of Approval _____

Print Name of Student: _____

Comments or Suggestions: _____



SECTION 2

Beginning The Group



SESSION 1
Ready, Set, Go!

Beginning The Group

The first group session creates a framework for rapport, team-building, and trust. In this important session, you acquire the information you need to schedule meeting times, establish boundaries of confidentiality, and lay ground rules. Students become active group members and take ownership of the group by naming it. Instructive games and activities help members build a foundation for a positive group experience.

SESSION 1 Ready, Set, Go!

THE STEPS

STEP 1

First Things First

Group Rules

Confidentiality

Naming The Group

Group Calendar

STEP 2

Rapport-Building

Web Of Connection Activity

STEP 3

Is Anger Normal?

Healthy And Unhealthy Anger

STEP 4

Anger Pre-Assessment

Snapshot Of Anger

STEP 5

Folder And Journal

Decorating Your Folder And Journal

WRAP-UP

Reflections

Preparing For Session 2

Journal Prompt

Homework

Next Session



Ready, Set, Go!

Objectives:

Students will:

- understand group rules and boundaries of confidentiality
- assess their anger
- discuss situations that lead to anger
- understand the importance of self-reflection as a growth process

Materials:

For the leader and each student:

- Group Rules* (page 19 or CD)
- Healthy And Unhealthy Anger* (page 23 or CD)
- Snapshot Of Anger* (page 24 or CD)

For the leader:

- Confidentiality* (page 20 or CD)
- Scissors
- Web Of Connection Activity* (page 22)
- Ball of yarn
- Materials to decorate journals: glue, markers, glitter, stickers, etc.

For each student:

- Group Calendar* (page 21 or CD, cut apart—1 for each student)
- Pencil
- Journal
- Folder



STEP 1

First Things First

- **Group Rules**
- **Confidentiality**
- **Naming The Group**
- **Group Calendar**

You and students introduce yourselves. Explain why they have been chosen to participate in the group.

Distribute and discuss *Group Rules*. The space for additions is for anything you or group members would like to add. Each group member signs and dates his/her copy, indicating that he/she has read and agrees to follow the rules.

Review *Confidentiality*. A sample script has been provided.

Have the students choose a group name. Naming the group is a great way for students to buy into the group experience.

Distribute *Group Calendar*. Stress the importance of attendance and punctuality.

(*Note:* You may want to get e-mail addresses so you can send homework reminders, group times, and locations. If you have a Website, post notices there as well.)



STEP 2

Rapport-Building

- **Web Of Connection Activity**

Present the *Web Of Connection Activity*.



Step 3 Is Anger Normal?

→ Healthy And Unhealthy Anger

Distribute and discuss *Healthy And Unhealthy Anger*.

Students brainstorm about healthy and unhealthy effects of anger. Emphasize that they should not view anger as a negative emotion, but as normal and natural.

Emphasize this concept by saying:

Anger isn't the problem. How you handle anger can create a problem.



STEP 4 Anger Pre-Assessment

→ Snapshot Of Anger

Distribute *Snapshot Of Anger* and pencils. Students complete the activity sheet, then share and discuss their work.



STEP 5 Folder And Journal

→ Decorating Your Folder And Journal

Distribute students' folders and journals. Provide art supplies to decorate journals and folders.

Explain the purpose of folders and journals by saying:

Writing is a great way to express your inner thoughts and reflect on your behaviors and feelings. Each group ses-

sion will end with a journal prompt and a homework assignment. Items distributed during group sessions will be stored in your folder. Decorate your journal and folder and make them your own!



WRAP-UP Reflections Preparing For Session 2

→ Journal Prompt

→ Homework

Say:

Write your name, the number of this session, and today's date in your journal. Write the following statements in your journal, then complete each statement.

- *I want to learn to better handle anger because...*
- *The one thing I'd like to change about how I handle anger is...*
- *I can work on my anger by doing the following three things...*

Give students their homework assignment.

Say:

Your assignment is to name three things people do or say that make you feel good. Be prepared to share the finished assignment at the next group meeting.

Next Session: Anger Triggers



Group Rules

Everything you hear here, say here, see here, stays here when you leave here. It is important that we trust each other.



No put-downs.

Everyone respects everyone else's feelings.

No speaking out of turn.

Give whoever is speaking time to finish his or her thoughts before sharing yours.

Be on time for group sessions.

Attend all group sessions.

Participation in discussions during sessions is voluntary.

Complete assigned work.

Additions:

I have read and will follow the group rules.

SIGNATURE

DATE

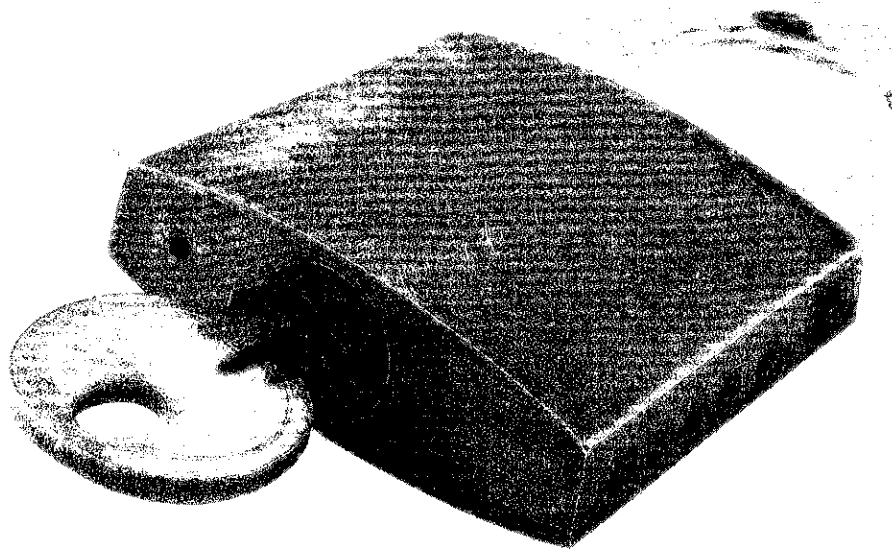
Confidentiality

Let Them Know Sample Script

You have been referred for membership in an anger-management group. I will be leading the group and received your name from someone who felt you would benefit from participating in it. Everything shared in the group will remain confidential except in four instances.

1. By law, I am required to get help for you if you feel like hurting yourself.
2. By law, I am required to report to the proper authorities if you tell me that you have plans to hurt another person.
3. By law, I am required to report any abuse of children or the elderly.
4. If you are under the age of 18 and share something with me that I feel a parent/guardian should know, I must share my concern with that person.

Does anyone have questions regarding confidentiality or my role as a counselor?



Group Calendar

Using cardstock, reproduce one card for each group member.



<p style="text-align: center;">ANGER MANAGEMENT Please Be Prompt.</p> <p>Location: _____</p> <p>Session 2: DATE _____ TIME _____</p> <p>Session 3: DATE _____ TIME _____</p> <p>Session 4: DATE _____ TIME _____</p> <p>Session 5: DATE _____ TIME _____</p> <p>Session 6: DATE _____ TIME _____</p> <p>Session 7: DATE _____ TIME _____</p> <p>Session 8: DATE _____ TIME _____</p> <p>Session 9: DATE _____ TIME _____</p> <p>Session 10: DATE _____ TIME _____</p>	<p style="text-align: center;">ANGER MANAGEMENT Please Be Prompt.</p> <p>Location: _____</p> <p>Session 2: DATE _____ TIME _____</p> <p>Session 3: DATE _____ TIME _____</p> <p>Session 4: DATE _____ TIME _____</p> <p>Session 5: DATE _____ TIME _____</p> <p>Session 6: DATE _____ TIME _____</p> <p>Session 7: DATE _____ TIME _____</p> <p>Session 8: DATE _____ TIME _____</p> <p>Session 9: DATE _____ TIME _____</p> <p>Session 10: DATE _____ TIME _____</p>
---	---



<p style="text-align: center;">ANGER MANAGEMENT Please Be Prompt.</p> <p>Location: _____</p> <p>Session 2: DATE _____ TIME _____</p> <p>Session 3: DATE _____ TIME _____</p> <p>Session 4: DATE _____ TIME _____</p> <p>Session 5: DATE _____ TIME _____</p> <p>Session 6: DATE _____ TIME _____</p> <p>Session 7: DATE _____ TIME _____</p> <p>Session 8: DATE _____ TIME _____</p> <p>Session 9: DATE _____ TIME _____</p> <p>Session 10: DATE _____ TIME _____</p>	<p style="text-align: center;">ANGER MANAGEMENT Please Be Prompt.</p> <p>Location: _____</p> <p>Session 2: DATE _____ TIME _____</p> <p>Session 3: DATE _____ TIME _____</p> <p>Session 4: DATE _____ TIME _____</p> <p>Session 5: DATE _____ TIME _____</p> <p>Session 6: DATE _____ TIME _____</p> <p>Session 7: DATE _____ TIME _____</p> <p>Session 8: DATE _____ TIME _____</p> <p>Session 9: DATE _____ TIME _____</p> <p>Session 10: DATE _____ TIME _____</p>
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Web Of Connection Activity

Purpose:

Web Of Connection is an icebreaker that helps group members get to know one another.

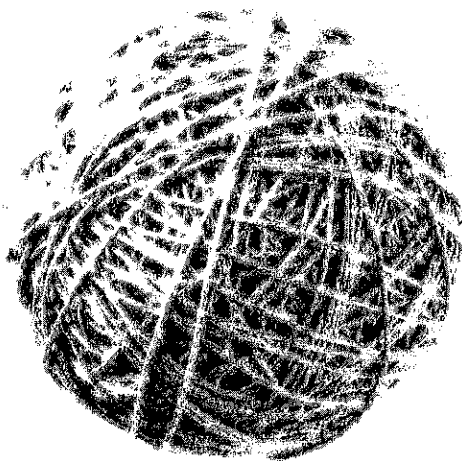
Objectives:

Students will:

- bond with group members
- establish rapport

Materials:

- Ball of yarn

**Activity:**

Students sit in a circle. The person holding the yarn must say at least one thing about him/herself, then toss the yarn to another member of the group. Suggest that students share information like answers to:

- What's the craziest thing you've ever done?
- What's one thing about you that no one would ever guess?
- What was your most embarrassing moment?
- What's the scariest thing that ever happened to you?
- What makes you really angry?

Continue until each person has held the yarn at least three times. (*Note:* Connect students by highlighting their similarities.)

Processing:

After completing the activity, discuss the importance of *rapport, trust, respect, and openness*.

(*Note:* If group members have trouble building rapport, *The Name 1 Game* in Section 9 [page 121] will encourage cohesion.)

Healthy And Unhealthy Anger

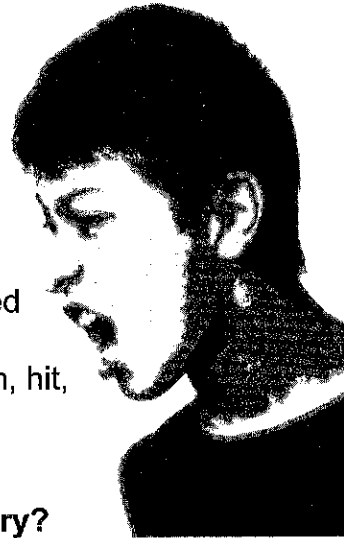
Has someone ever:

- accused you of doing something you didn't do?
- made fun of you and called you names?
- spread a vicious rumor about you?

Did you ever:

- have a teacher who constantly singled you out and nagged you in class?
- get so angry about little things that you wanted to scream, hit, cry, or run away?
- feel that your parents always take your siblings' side?

Have you ever felt that life isn't fair? Did this make you angry?
THAT'S NORMAL.



It's OK to feel anger. Expressed appropriately, anger helps us protect ourselves, express injustice, and fight for change. Unfortunately, anger's destructive side goes beyond what is safe and normal.

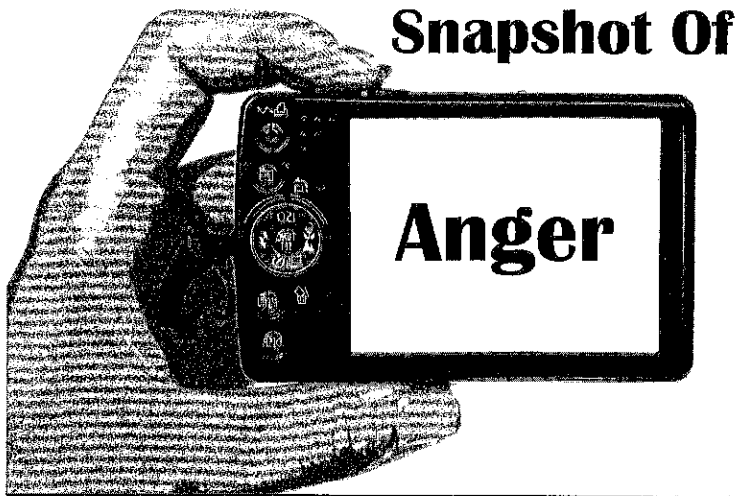
Anger is a problem if it:

- affects your relationships
- results in destructive behavior
- affects your health
- affects your education
- causes you to harm yourself or someone else
- is constantly getting you in trouble

You're here because anger is leading you down a path of self-destructive behaviors. You're here to learn skills to help you:

- recognize your body's anger response
- identify things that push your buttons and things to do when you get angry
- recognize situations that anger you and how you react when you're angry
- learn positive ways to express anger
- realize that life's not always fair and learn to handle injustice
- prevent anger from getting the best of you

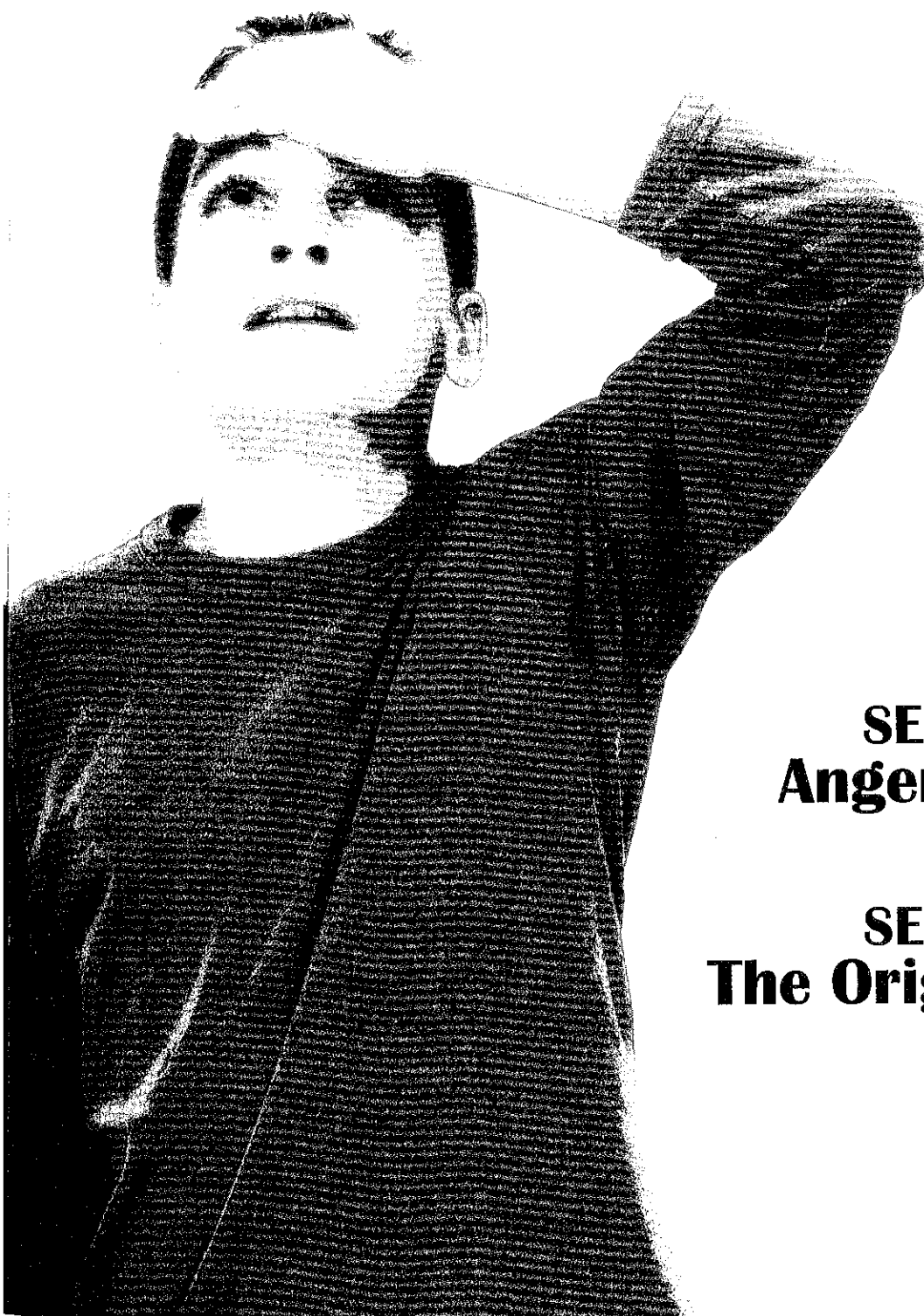
Changing your anger response won't be easy. It will take time. You'll need to learn a more appropriate anger response. The purpose of this group is not to prevent you from feeling anger, but to teach you skills that will help you cope with those feelings. You've taken the first step. You've acknowledged that you're letting anger get the best of you and that it's time to do something about that.



	OFTEN	SOMETIMES	RARELY	NEVER
I have trouble handling anger.				
I like to be right.				
Things in this world are unfair.				
I am accused of things I didn't do.				
Others have commented on my anger.				
My anger gets me in trouble.				
When someone does me wrong, I want to get even.				
I will do anything it takes to get my way.				
Minor things set me off.				
I will talk about others if they talk about me.				
I am quick to lose my temper.				
I blame others when things go wrong.				
I say mean things when I am mad.				
If someone hits me, I'll hit back.				
When I am angry, I do things I later regret.				
My anger has hurt people close to me.				
My anger has made me destroy things.				
My anger has resulted in trouble in school.				
My anger has resulted in trouble with the law.				
My anger has led me to hurt myself.				

SECTION 3

Understanding Anger



SESSION 2
Anger Triggers

SESSION 3
The Origin Of Anger

Understanding Anger

In this section, group members begin to explore how anger affects their life and relationships, identify anger triggers, and apply appropriate coping skills when they feel their buttons being pushed. Learning their body's anger response will increase self-awareness and enable them to implement strategies to ward off unwanted anger. Students will also explore anger as a *nature and nurture* event and learn self-monitoring as a method for keeping track of anger episodes.

SESSION 2: Anger Triggers

THE STEPS

STEP 1

Button-Pushers
Pushing My Buttons
Button-Pushing Activity

STEP 2

Cool-Down Skills
Cool Picture
Chill-Out Plan

STEP 3

Anger And Your Body
Recognizing Your Physical Cues
The Faces Of Anger

WRAP-UP

Reflections
Preparing For Session 3
Journal Prompt
Homework
Next Session

SESSION 3: The Origin Of Anger

THE STEPS

STEP 1

The Depths Of Anger
Roots Of Anger

STEP 2

Nature Or Nurture?
Anger: Innate Or Learned?
Family Interview
It's All In The Family

STEP 3

Fight Or Flight
The Fight Or Flight Response To Anger
Fight Or Flight Example

STEP 4

Monitoring Anger
Anger Tracker

WRAP-UP

Reflections
Preparing For Session 4
Journal Prompt
Homework
Next Session

Anger Triggers

Objectives:

Students will:

- identify their anger triggers
- become aware of situations that intensify their anger
- recognize how their body responds to anger
- explore appropriate ways to diffuse anger

Materials:

For the leader and each student:

- Recognizing Your Physical Cues* (page 33 or CD)
- The Faces Of Anger* (page 34 or CD)

For the leader:

- Button-Pushing Activity* (page 30)
 - 6–8 buttons for each student
 - Basket
- Board and chalk or marker

For each student:

- Student's folder
- Session 1's homework assignment
- Pushing My Buttons* (page 31 or CD)
- Pencil
- Drawing paper
- Crayons or markers
- Chill-Out Plan* (page 32 or CD)
- Student's journal
- Family Interview* (pages 35-36 or CD)



STEP 1

Button-Pushers

- **Pushing My Buttons**
- **Button-Pushing Activity**

Students take out their folders and will add any activity sheets completed during this session.

Discuss Session 1's homework. After students describe pleasing things that other people do, say it's time to switch gears from things that make them feel good to things that irk them.

Introduce the activity by saying:

Button-pushers are things and situations that easily frustrate or anger you. Some people call them pet peeves or anger triggers. We're going to perform an activity that lets you explore some of your personal annoyances. It's important to learn what your button-pushers are so you can avoid or diffuse anger-provoking situations.

Distribute *Pushing My Buttons* and pencils.

Then say:

You're going to play a game about button-pushing. On the handout, record some things that push your buttons. You'll also discuss what you do to diffuse your anger.

Give the following examples:

Button-Pusher:

When someone puts words in my mouth and says I said something I didn't.

Diffuser:

Stay away from people who talk about me and lie.

Button-Pusher:

Parents yelling at me to do something "Now" instead of letting me finish what I'm doing.

Diffuser:

Doing what they want will save time and prevent arguments.

Present the Button-Pusher Activity.

After completing the activity, say:

The next time one of your buttons is pushed, use some of the strategies you listed to keep your anger from escalating. You may want to keep your Pushing My Buttons worksheet in a readily accessible place to serve as a reminder of the things you can do when your buttons get pushed. Knowing what pushes your buttons will let you recognize what's happening and do something about it before anger strikes.



STEP 2 **Cool-Down Skills**

- Cool Picture
- Chill-Out Plan

Say:

It's important to know how to cool down when your anger has been triggered.

Putting a Chill-Out Plan in place is a great way to diffuse your anger.

Using drawing paper and crayons or markers, each student draws a Cool Picture of things he/she does to chill out when angry. Some students may list words rather than drawing. Students then share and discuss their Cool Pictures and lists with the group.

Distribute the *Chill-Out Plan*. Each student completes the plan, then shares his/her responses with the group.



STEP 3 **Anger And Your Body**

- Recognizing Your Physical Cues
- The Faces Of Anger

Distribute and discuss *Recognizing Your Physical Cues*. Students complete the handout, then discuss what anger does to their body.

Distribute *The Faces Of Anger*. Students complete the handout, then share their ideas with the group.

Conclude Step 3 by saying:

You have identified some things that happen to your body when you get angry. Anger affects everyone physically. When anger continues to escalate, it can cause major health problems. Prolonged episodes of anger can lead to:

- headaches
- heart problems
- high blood pressure
- depression
- premature death

It's important to deal with anger before it gets out of hand and affects your health.

Then say:

Write the number of this session and today's date in your journal. Write what you think Buddha meant by the quotation on the board.



WRAP-UP

Reflections

Preparing For Session 3

- **Journal Prompt**
- **Homework**

Distribute *Family Interview*. For homework, students complete the interview with three family members and will share their findings at next week's session.

Students take out their journals.

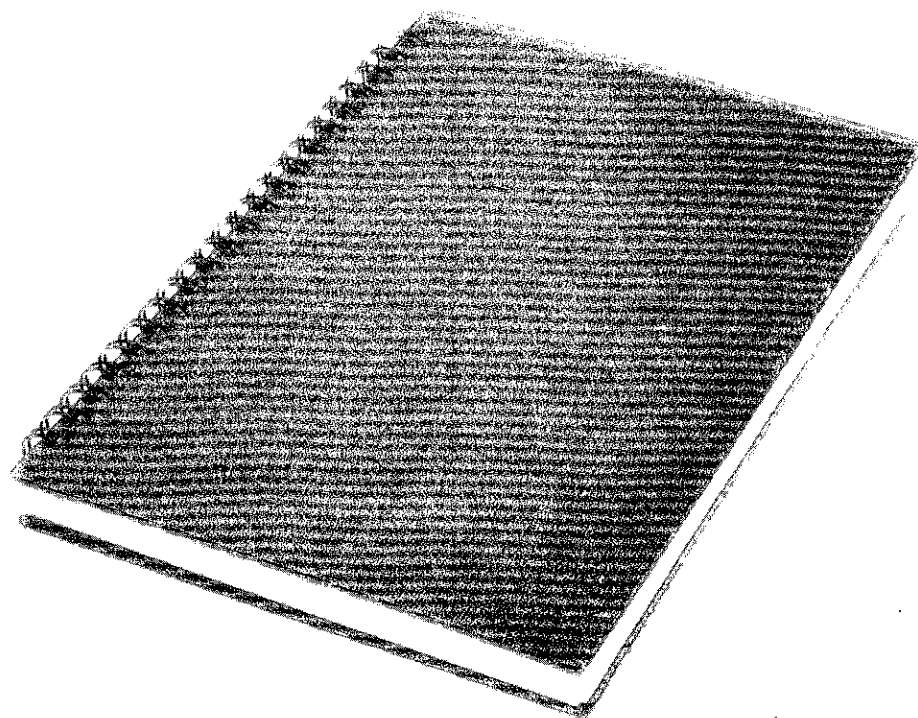
Write on the board:

Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned.

~Buddha

Next Session:

The Origin Of Anger



Button-Pushing Activity

Purpose:

The *Button-Pushing Activity* encourages group members to identify their anger triggers and learn about them.

Objectives:

Students will be able to:

- identify their anger triggers
- recognize situations that push their buttons
- bond

Materials:

- 6–8 buttons for each student
- Basket



Activity:

Students sit in a circle. Give students the same number of buttons and say that each button should remind them of one thing that really makes them angry. When a student shares an anger trigger, he/she puts a button in the basket.

Anger triggers may include:

- being falsely accused of something
- whining
- someone who constantly complains
- loud noises
- someone who insults your family
- a friend breaking your trust

Using the completed *Pushing My Buttons* handout, students name one coping skill they can use when their buttons are pushed. Each student who names a strategy removes a button from the basket. The goal is to empty the basket.

You may need to suggest such strategies as:

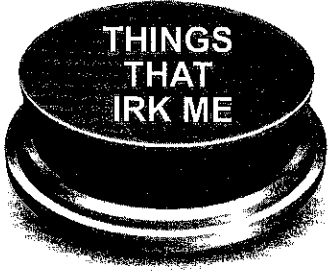

- taking deep breaths
- talking with a friend
- shooting hoops
- listening to music

Encourage students to record on their activity sheet new strategies that other group members mention.

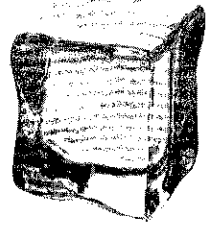
Processing:

At the conclusion of the activity, discuss the importance of recognizing anger triggers and knowing how to overcome them.

Pushing My Buttons

BUTTON-PUSHERS 	DIFFUSERS 

Chill-Out Plan





Now that you recognize what triggers your anger and how anger affects your body, you can develop a chill-out plan to calm you when you feel yourself getting angry.

List the top five things that push your buttons:

1. _____
2. _____
3. _____
4. _____
5. _____

On a scale of 0-10 (with 0 being things that somewhat irritate you to 10 being things that really anger you), rate each button pusher listed above.

	0	1	2	3	4	5	6	7	8	9	10	

List five proactive things that you can do to chill when you feel your anger on the rise:

1. _____
2. _____
3. _____
4. _____
5. _____

I pledge to work on managing my anger by using the strategies listed above.

SIGNATURE

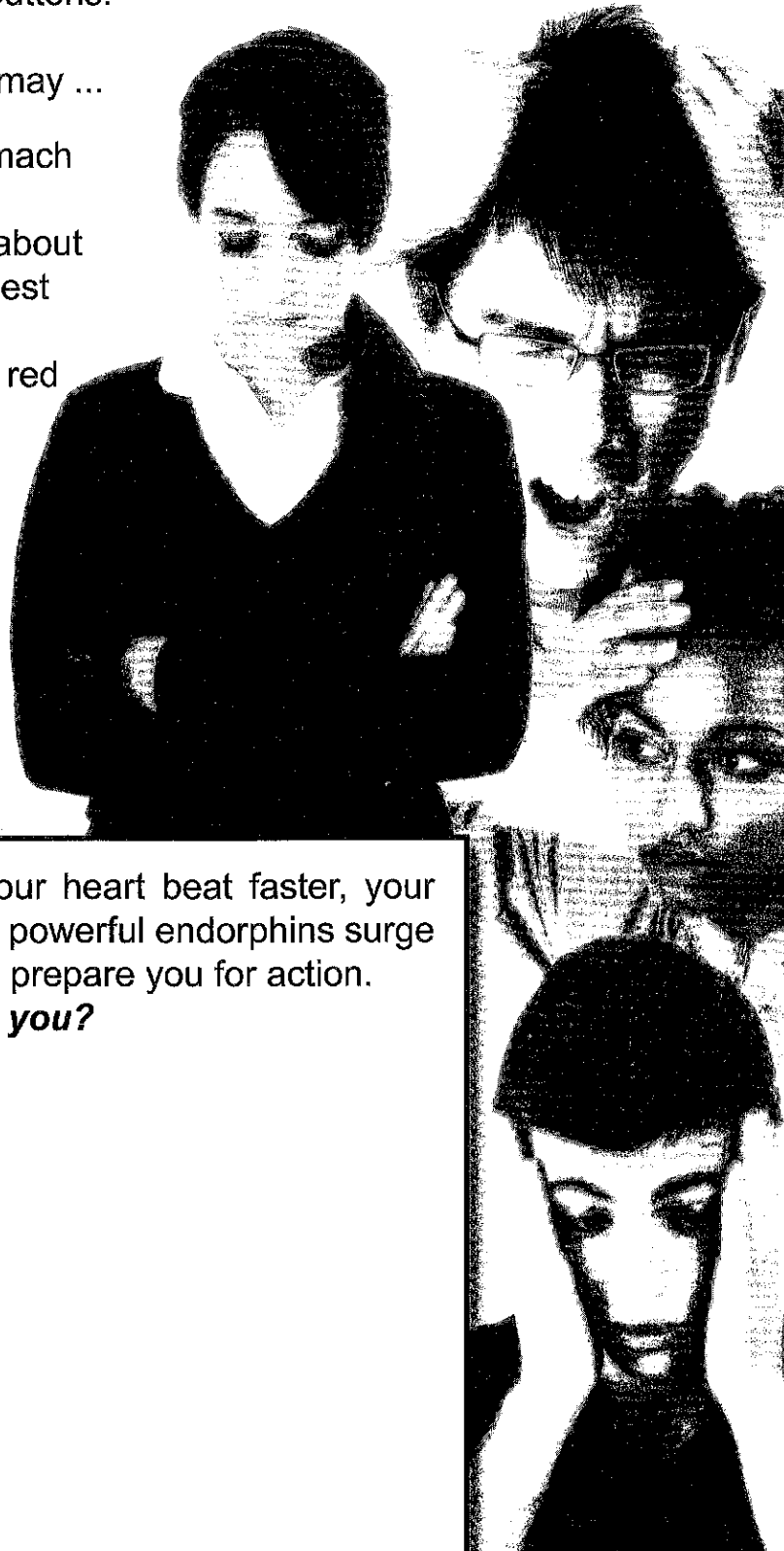
DATE

Recognizing Your Physical Cues

Understanding how your body responds to anger is as important as recognizing what pushes your buttons.

When you get angry, you may ...

- ⇒ get knots in your stomach
- ⇒ feel like your heart's about to beat out of your chest
- ⇒ feel your face getting red
- ⇒ get a headache
- ⇒ cry
- ⇒ grit your teeth
- ⇒ crack your knuckles
- ⇒ break into a sweat



Getting angry makes your heart beat faster, your blood pressure rise, and powerful endorphins surge into your bloodstream to prepare you for action.

How does anger affect you?

The Faces Of Anger

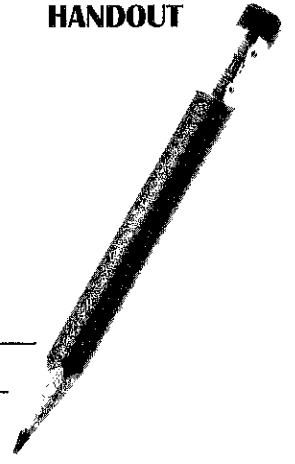
Directions: How do teens signal they are angry? How does anger affect them? What happens to **your** body when you're angry? Check those that apply to you.

- Scream into my cell phone
- Grit my teeth
- Shut my eyes
- Yell at someone
- Sweat
- Hit something
- Point my finger at someone
- Throw something
- Make angry gestures



Draw your *Face Of Anger*.
How do **you** look when you're angry?

Family Interview



Questions to ask three or more family members:

How would you describe my anger?

Person 1: _____

Person 2: _____

Person 3: _____

Which family member do you think responds to anger like you do? Why?

Person 1: _____

Person 2: _____

Person 3: _____

If possible, ask the family member most like you:

How do you respond to anger?

What pushes your buttons?

OVER →

How does your body respond to anger? Does your heart beat faster? Does your face get red?

What have you learned to do to handle your anger?

If you could change one thing about your anger response, what would it be?

Questions for you:

Explain why you agree or disagree with the comments about your anger response. Which comment do you agree with most? Why?

Describe traits you share with the family member said to be most like you.

What did you learn from your *Family Interview*?

The Origin Of Anger

Objectives:

Students will:

- learn how environment affects anger
- explore the role genetics plays in anger
- identify their anger-response style
- utilize self-monitoring as a means of changing behavior

Materials:

For the leader and each student:

- Roots Of Anger* (page 39 or CD)
- Anger: Innate Or Learned* (page 40 or CD)

For the leader:

- Board and chalk or marker
- The Fight Or Flight Response To Anger* (page 42 or CD)
- Fight Or Flight Example* (page 43 or CD)
- Anger Tracker Example* (page 44 or CD)

For each student:

- Student's folder
- Pencil
- Family Interview* (from Session 2)
- It's All In The Family* (page 41 or CD)
- Paper
- Anger Tracker* (2 copies, page 45 or CD)
- Student's journal



STEP 1 The Depths Of Anger

→ Roots Of Anger

Students take out their folders and will add any activity sheets completed during this session.

Distribute *Roots Of Anger* and pencils. Students complete and discuss the handout.

Brainstorm:

Where does anger come from?



STEP 2 Nature Or Nurture?

- **Anger: Innate Or Learned**
- **Family Interview**
- **It's All In The Family**

Distribute *Anger: Innate Or Learned?* Read and discuss the handout.

Ask:

Do you feel your anger response was learned or were you born with it?

On the board, make two columns. Write *Nature* above one column and *Nurture* above the other. List students' responses in the appropriate columns.

Ask:

If your anger response is learned, from whom did you learn it?

Discuss the *Family Interview* assignment, then distribute *It's All In The Family*. Students use information from the family interview to complete the diagram, then share and discuss their work.



STEP 3 Fight Or Flight

- The Fight Or Flight Response To Anger
- Fight Or Flight Example

Read *The Fight Or Flight Response To Anger*. Discuss the fight or flight response and times students have been in fight or flight situations.

Distribute paper. Read and discuss the *Fight Or Flight Example*.



STEP 4 Monitoring Anger

- Anger Tracker

Discuss the importance of anger. Say:

Keeping a record of anger episodes is a great way to become aware of how you handle anger-provoking situations. For the duration of this group, record your anger episodes. Research has shown that repeatedly documenting a behavior increases your awareness of how you're acting and leads to a change in that behavior.

Read the *Anger Tracker Example*. (You may want to record some of this information on the board.) Give each student two copies of *Anger Tracker*. Each student keeps a record of his/her anger outbursts for the duration of the group.



WRAP-UP Reflections Preparing For Session 4

- Journal Prompt
- Homework

Students take out their journals.

Write on the board:

Anger: an acid that can do more harm to the vessel in which it is stored than to anything on which it is poured.

~ Lucius Annaeus Seneca

Say:

Write the number of this session and today's date in your journal. Reflect on the meaning of the quotation on the board.

Give students their homework assignment.

Say:

We have discussed where anger comes from, how we respond to it, and the importance of recognizing situations that trigger it. For the next week, track your anger on the Anger Tracker. Look for an anger-provoking pattern. Is your anger triggered at a particular time of day? Do the same things push your buttons every time? When you get angry, does your body give signals you never notice at other times? Record your findings on the Anger Tracker and bring it to the next session to share.

**Next Session:
The Way We
Communicate With Others**

Roots Of Anger

Directions:
In each rectangle, write one thing that really provokes your anger. For example: I get angry when I don't get my way.

On the tree, write things you can do to manage your anger. For example: Practice patience.



Anger: Innate Or Learned?

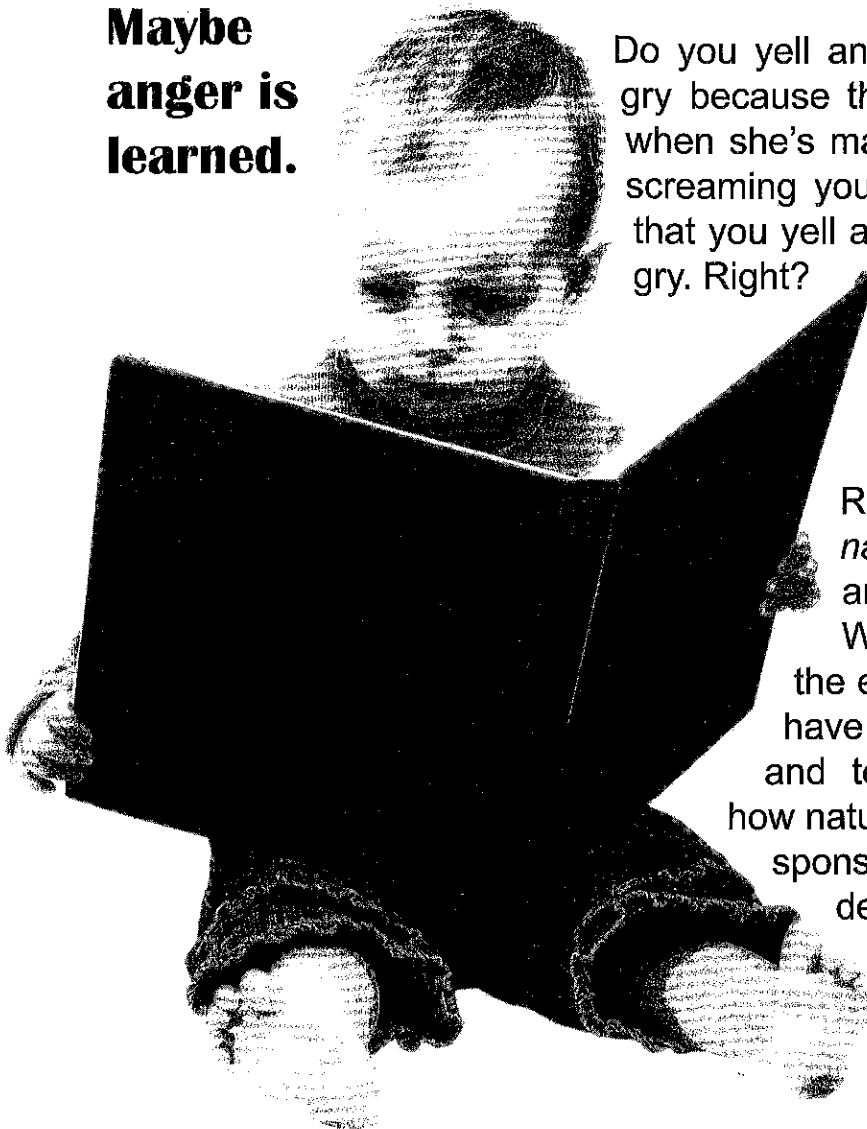
■ Innate:

Where does anger come from? Are you born with a certain anger response? Have you ever been told you get your temper from someone in your family? What does that mean? Could anger be genetic? Could you be wired to get angry? Think about how different our temperaments are: Some people are laid-back. Others are uptight. Some are generally in good moods, while others sulk. Genetics must have something to do with how we respond to things. Right?

■ Learned:

**Maybe
anger is
learned.**

Do you yell and scream when you get angry because that's what your mother does when she's mad? If she's been yelling and screaming your whole life, it makes sense that you yell and scream when you get angry. Right?



■ Nature And Nurture:

Research supports both the *nature* and *nurture* aspects of anger. It's the age-old question: Which came first, the chicken or the egg? Both nature and nurture have a great impact on personality and temperament. Understanding how nature and nurture affect your response to anger will help you understand why you do what you do when you're angry.

It's All In The Family

Directions: Complete the *Family Diagram*, using the information from your *Family Interview*. Do you notice any similarities in how you and your family members respond to anger?

Here are some examples of various **Anger Response Styles**. Which ones do your relatives use?

- Slammer • Yeller
- Complainer
- Trash Talker
- Hitter • Pacer
- Whiner • Breaker
- Crier • Sulker
- Another one?

YOUR NAME

↓

YOUR ANGER RESPONSE

↓

Circle the people in your family who have trouble handling anger.

Then draw a squiggly line connecting yourself to the person with whom you have relationship problems.

YOUR MOTHER'S NAME

↓

MOTHER'S ANGER RESPONSE

↓

YOUR FATHER'S NAME

↓

FATHER'S ANGER RESPONSE

↓

YOUR GRANDMOTHER'S NAME

↓

GRANDMOTHER'S ANGER RESPONSE

↓

YOUR GRANDFATHER'S NAME

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GRANDFATHER'S ANGER RESPONSE

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YOUR GRANDMOTHER'S NAME

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GRANDMOTHER'S ANGER RESPONSE

↓

YOUR GRANDFATHER'S NAME

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GRANDFATHER'S ANGER RESPONSE

↓

OTHER FAMILY MEMBER'S NAME

↓

HIS OR HER ANGER RESPONSE

↓

OTHER FAMILY MEMBER'S NAME

↓

HIS OR HER ANGER RESPONSE

↓

OTHER FAMILY MEMBER'S NAME

↓

HIS OR HER ANGER RESPONSE

↓

OTHER FAMILY MEMBER'S NAME

↓

HIS OR HER ANGER RESPONSE

↓

The Fight Or Flight Response To Anger

When we feel threatened, our body prepares for battle. Chemicals released into our bloodstream give us a powerful surge of energy. Our vision becomes sharper, our hearing becomes more acute, our muscles tense, and our heart rate accelerates. Every sense in our body is heightened to defend us if need be.

Anger is one emotion that can set fight or flight in motion. Others are *stress*, *fear*, and *anxiety*. It's important to know that your body's going into fight or flight mode so you can escape the situation. If you've ever been so mad that you felt out of control, you've experienced fight or flight.

**This response is our body's way
of protecting us from danger.**

Used in anger, it can be very harmful.



Fight Or Flight Example

As I read the following passage, list words that tell you the fight or flight response was activated.

James was on his way to class when Caleb called him a “snitch.” James hated being called a snitch. He’d never ratted anyone out, although Caleb had ratted *him* out many times. Caleb stared James up and down, letting him know he was ready to fight. James sucked his teeth, started breathing heavily, and clenched his fists. Caleb cracked his knuckles. That was the last straw for James. Stomping toward Caleb, James wondered, “Do I avoid trouble or take care of this once and for all?”

What words in the passage indicate that Caleb’s going into fight or flight?

As I read other examples of how fight or flight can be activated, be prepared to discuss what thoughts would run through your head and how your body might react in each situation.

1. You’re driving your mom’s car to practice. Another car pulls out in front of you. It looks as though you’re going to hit the car. What would you do?
2. You walk into class and realize you forgot all about today’s test. What do you do?
3. You’re in the mall when security guards chase a man out of a store. They’re running straight toward you! What are you going to do?

Think of a time that you were in a fight or flight situation. What thoughts were running through your head? How did your body respond? How did you react?”

Anger Tracker Example

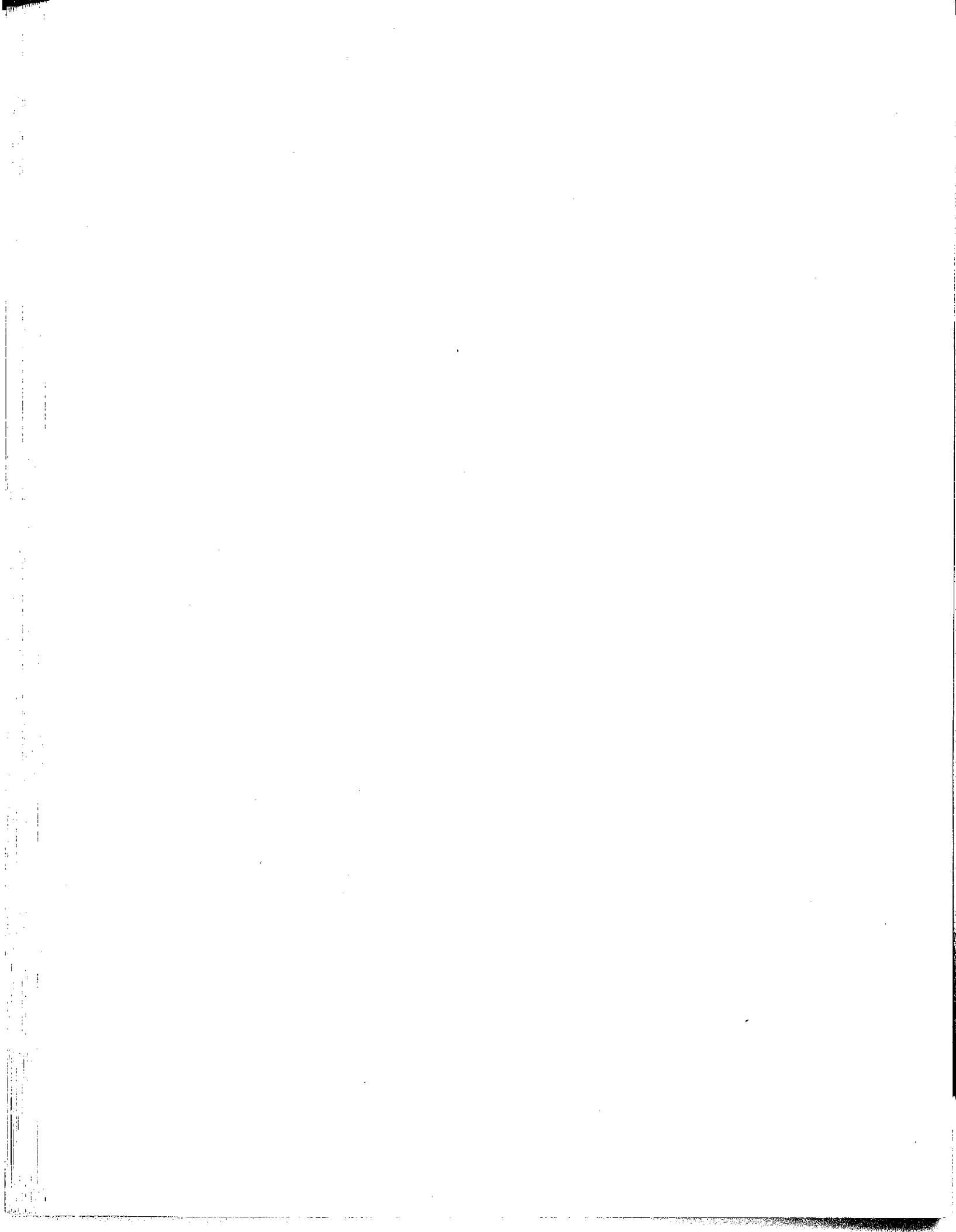
Example:

Jenny was tired of Tyshaun calling her names in the hall. Name-calling was one thing Jenny couldn't stand. Tyshaun loved to push Jenny's buttons. He came up behind her as she was on her way to the media center and asked, "What's up, loser?" Jenny rolled her eyes and kept walking. Tyshaun touched her shoulder and said, "I said: What's up, loser? Can't you hear?" Jenny took deep breaths, looked Tyshaun in the eye, and let him have it! The commotion caused such a disturbance that teachers left classrooms to see what was going on. Jenny and Tyshaun were escorted to the principal's office and received in-school suspension for the remainder of the day. "This is great," thought Jenny. "My parents will kill me when I get home!"

DAY DATE	BUTTON PUSHERS	BODY CUES	HOW I REACTED	BETTER THINGS I COULD HAVE DONE
Monday, September 15	Name-calling, touching me	Rolling eyes, breathing heavily	Freaked out in the hallway	Walked faster, escaped to the bathroom, calmly asked Tyshaun to grow up and leave me alone

Anger Tracker

DAY/ DATE	BUTTON-PUSHERS	BODY CUES	HOW I REACTED	BETTER THINGS I COULD HAVE DONE



SECTION 4

Communicating Anger



**SESSION 4
Communication
Skills**

**SESSION 5
Working
Through Anger**

Communicating Anger

Communication is a fundamental anger-management skill. Learning to express oneself effectively can help diffuse a tense situation. In this section, students explore perception's role in conflict and how miscommunication occurs. They practice active listening and using encouraging words and "I" Statements to express their feelings.

SESSION 4: Communication Skills

THE STEPS

STEP 1

Miscommunication

Misinformation Leads
To Miscommunication Activity

STEP 2

Perception

What Is Perception?
The Power Of Seeing And Believing

STEP 3

Listening

Listening To Others

STEP 4

Encouraging And Discouraging Messages

Encouraging Versus Discouraging Words
Practicing Communication Skills

STEP 5

Nonverbal Communication

The Power Of Silence
Say What? Activity

WRAP-UP

Reflections

Preparing For Session 5

Journal Prompt
Homework
Next Session

SESSION 5: Working Through Anger

THE STEPS

STEP 1

"I" And "You" Statements
Practicing "I" Statements

STEP 2

Aggression And Assertion

Aggression

Assertion

The A's of Communicating

Anger Word Collage

Anger-Response Styles

Conflict-Resolution Styles

WRAP-UP

Reflections

Preparing For Session 6

Journal Prompt

Homework

Next Session



Communication Skills

Objectives:

Students will:

- understand how miscommunication and communication barriers affect their ability to correctly perceive situations
- learn the importance of perception and its role in anger
- become aware of what they say when they're angry.

Materials:

For the leader and each student:

- The Power Of Seeing And Believing* (page 55 or CD)
- Listening To Others* (page 56 or CD)
- Encouraging Versus Discouraging* (page 57 or CD)

For the leader:

- Misinformation Leads To Miscommunication Activity* (page 52)
- Communication Pictures*, cut apart (pages 53-54 or CD)
- Scissors
- Say What? Cards*, cut apart (page 59 or CD)

For each student:

- Student's folder
- Session 3's homework assignment
- Paper
- Black crayon or marker (that will not bleed through paper)
- 2 copies of *Practicing Communication Skills* (page 58 or CD)
- Pencil
- Student's journal



STEP 1

Miscommunication

→ Misinformation Leads To Miscommunication Activity

Students take out their folders and will add any activity sheets completed during this session.

Discuss Session 3's homework. Then ask:

After reacting to a situation, have you ever found out you had the wrong information?

Present the *Misinformation Leads To Miscommunication Activity*. Discuss how important it is to have complete information before reaching a conclusion.



STEP 2

Perception

→ What Is Perception?

→ The Power Of Seeing And Believing

Introduce the concept of *perception* by saying:

Perception is the process of acquiring, interpreting, and organizing information. It's how we see events around us. Each time we face a dilemma, we collect information, interpret what's going on, and reach a conclusion. Many problems have more than one solution. Have you ever heard "it's in the eyes of the beholder"? What do you think that

means? Is there more than one solution to our problems? Is there more than one way of looking at a situation? If so, who's to say who's right or wrong?

Distribute *The Power Of Seeing And Believing*. Discuss who's right and who's wrong and that there's often more than one way to resolve a conflict.



STEP 3 Listening

→ Listening To Others

Distribute *Listening To Others* and pencils. Review the worksheet, discussing what it means to be a *good listener*. Students identify five listening skills they will try to improve. Discuss their responses.



STEP 4 Encouraging And Discouraging Messages

- Encouraging Versus Discouraging Words
- Practicing Communication Skills

Distribute and review *Encouraging Versus Discouraging Messages*. Discuss how encouraging messages make students feel and how they feel when someone says something discouraging to them. Students share and discuss compliments and put-downs they've received.

Students pair up to play the *Communication Game*. Distribute *Practicing Communication Skills*. Talking with each other for

five minutes about any topic, pairs practice the learned communication skills and use the handout to keep track of skills used during their conversation.

(Note: Circulate and listen to how students are speaking.)

After five minutes, students discuss the communication skills they and their partner used and list things they noticed about themselves and want to change.



STEP 5 Nonverbal Communication

- The Power Of Silence
- Say What? Activity

Say:

Did you know that communication is more than just talking? We use our body to express a lot of what we feel and think. In fact, communication researcher John Borg (2008) concluded that over 90% of our communication takes place nonverbally.¹ So, that old saying "Your actions speak louder than your words," may actually be true.

Discuss the importance of verbal and nonverbal communication. Students describe *nonverbal communication* and give examples.

Play the *Power Of Silence*. Give each pair of students a *Say What? Card*. One student is the speaker. The other follows the cue on the card. The speaker observes

1. Borg, James. *Body Language: 7 Easy Lessons to Master the Silent Language*. Upper Saddle River, NJ: Prentice Hall Life, 2008.

and reports what he/she believes the other person is trying to communicate. Then students switch roles, receive another *Say What? Card*, and repeat the process.

Cues and answers may include:

- Cross your arms: You're freezing or angry
- Roll your eyes: Your contacts are bothering you or you can't believe what you're hearing
- Rub your hands together repeatedly: You just applied hand lotion or you're cold
- Put your hands on your hips: Your side hurts or you're annoyed
- Tap your foot: Your foot's asleep or you're tired of waiting
- Take deep breaths and sigh: You're out of breath or bored

Conclude the activity by saying:

The best way to make sure you understand what someone's saying is to ask!



WRAP-UP **Reflections** **Preparing For Session 5**

- Journal Prompt
- Homework

Students take out their journals.

On the board, write:

I can live for two months on a good compliment.

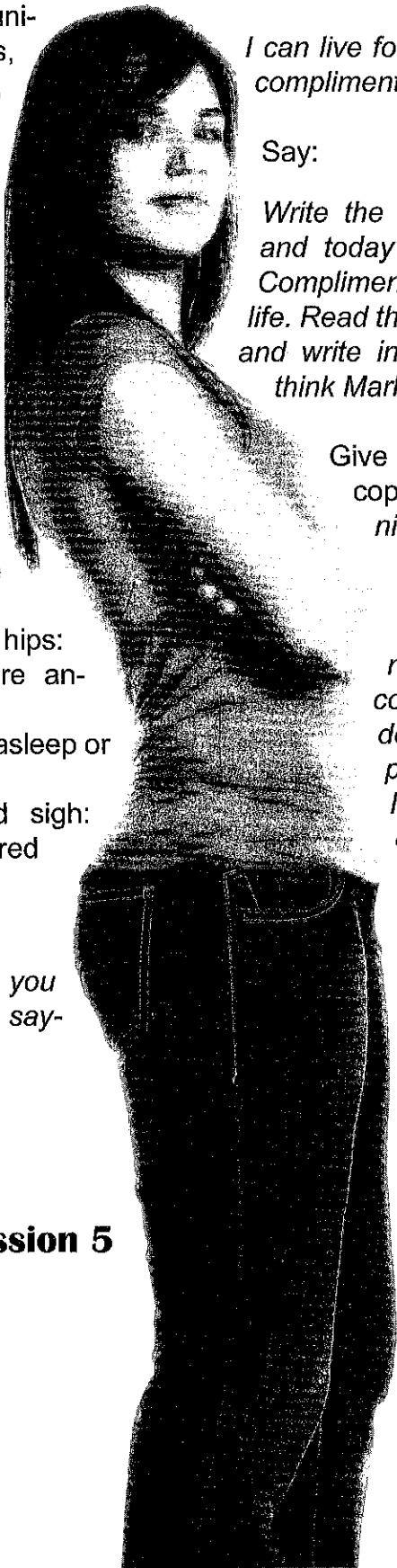
~ Mark Twain

Say:

Write the number of this session and today's date in your journal. Compliments can go a long way in life. Read the quotation on the board and write in your journal what you think Mark Twain meant.

Give each student another copy of *Practicing Communication Skills*. Then say:

For the next week, pay close attention to your nonverbal and verbal communication skills. Jot down things you never paid attention to before. Make notes about others' communication styles. We will share your findings during the next session.



Next Session:
Working
Through Anger

Misinformation Leads To Miscommunication Activity

Purpose:

This activity is designed to encourage group members to identify how misinformation and pieces of information may be misconstrued.

Objectives:

Students will be able to:

- understand the importance of effective communication.
- understand how non-verbal communication may be misinterpreted.
- apply skills learned from participating in the game to real-life situations.

Materials:

- Paper for each student
- Black crayons or markers (that will not bleed through paper) for each student
- Communication Pictures, cut apart* (pages 53-54 or CD)
- Scissors

Activity:

(Note: This activity requires three or more participants.)

Say:

We are going to learn how miscommunication occurs.

Distribute paper and black crayons or markers. Students form a line but may not look at the person behind them.

Show the student in the back of the line a *Communication Picture*. Then say:

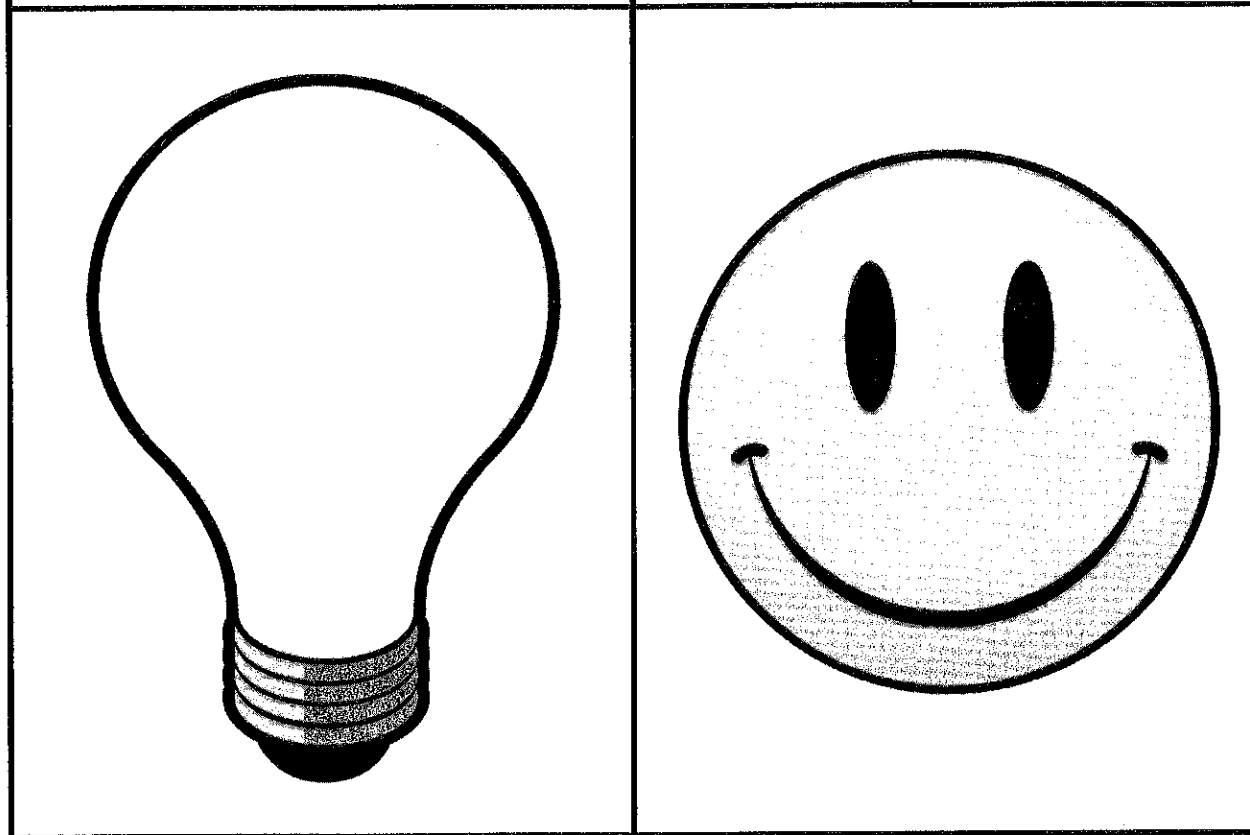
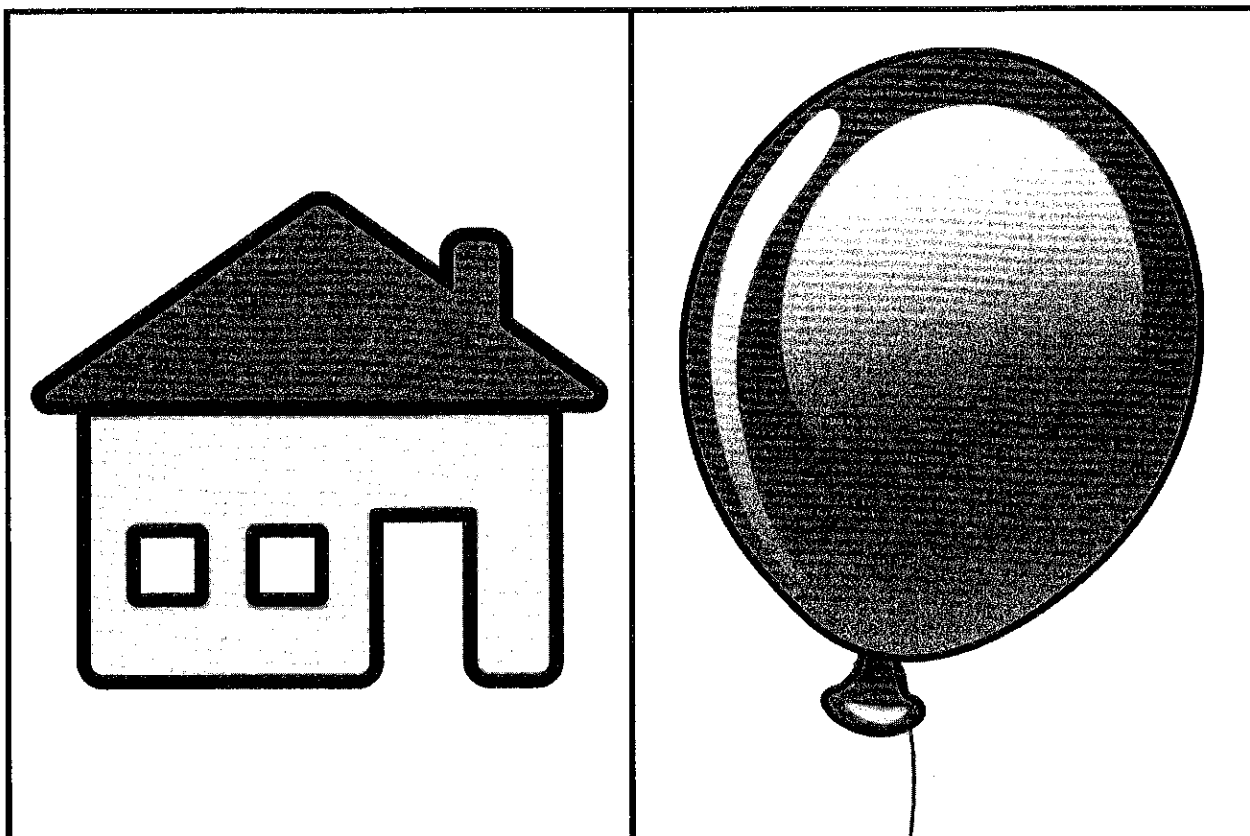
On the back of the person in front of you, draw on your paper the picture you just looked at. Don't say anything. The student in front of you will lean on the back of the student in front of him/her and try to draw the picture he/she felt you draw. Continue until the person at the head of the line draws what he/she believes is the original picture.

Display the original picture. Then ask:

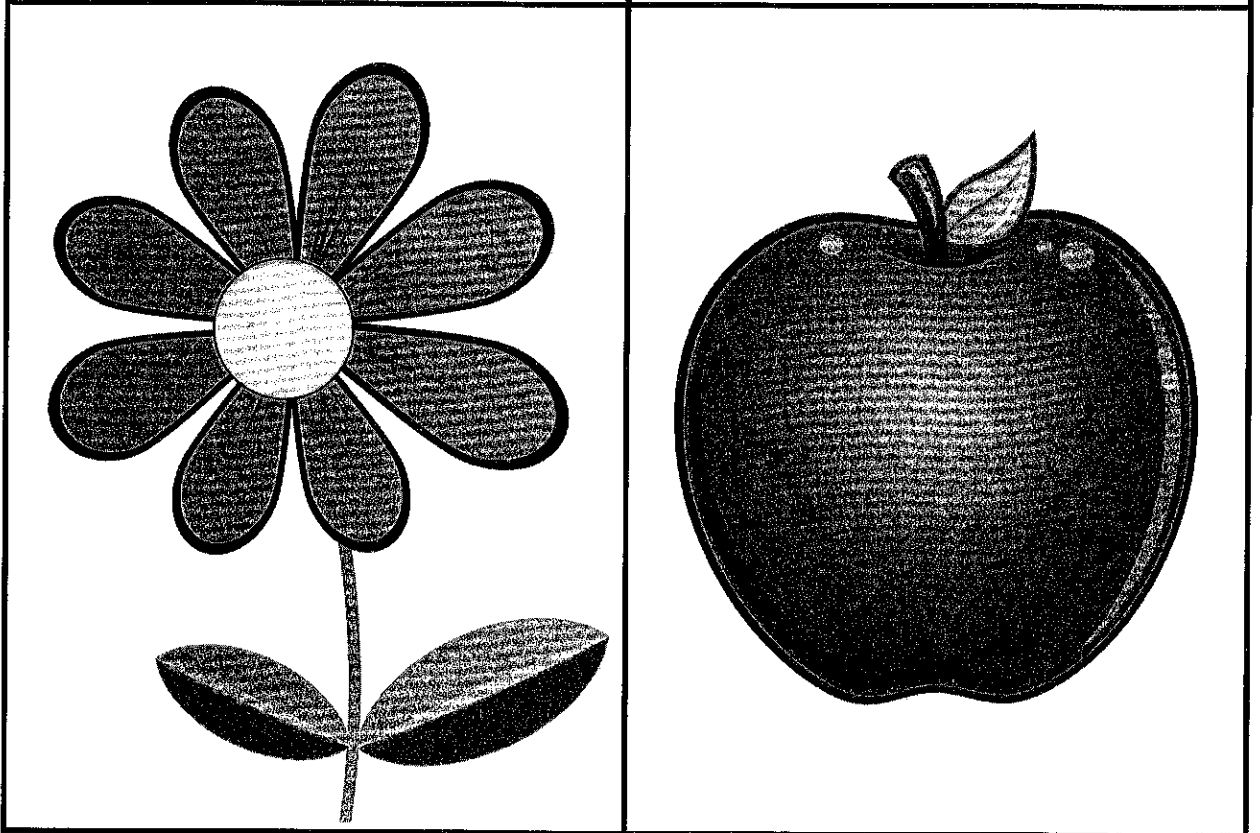
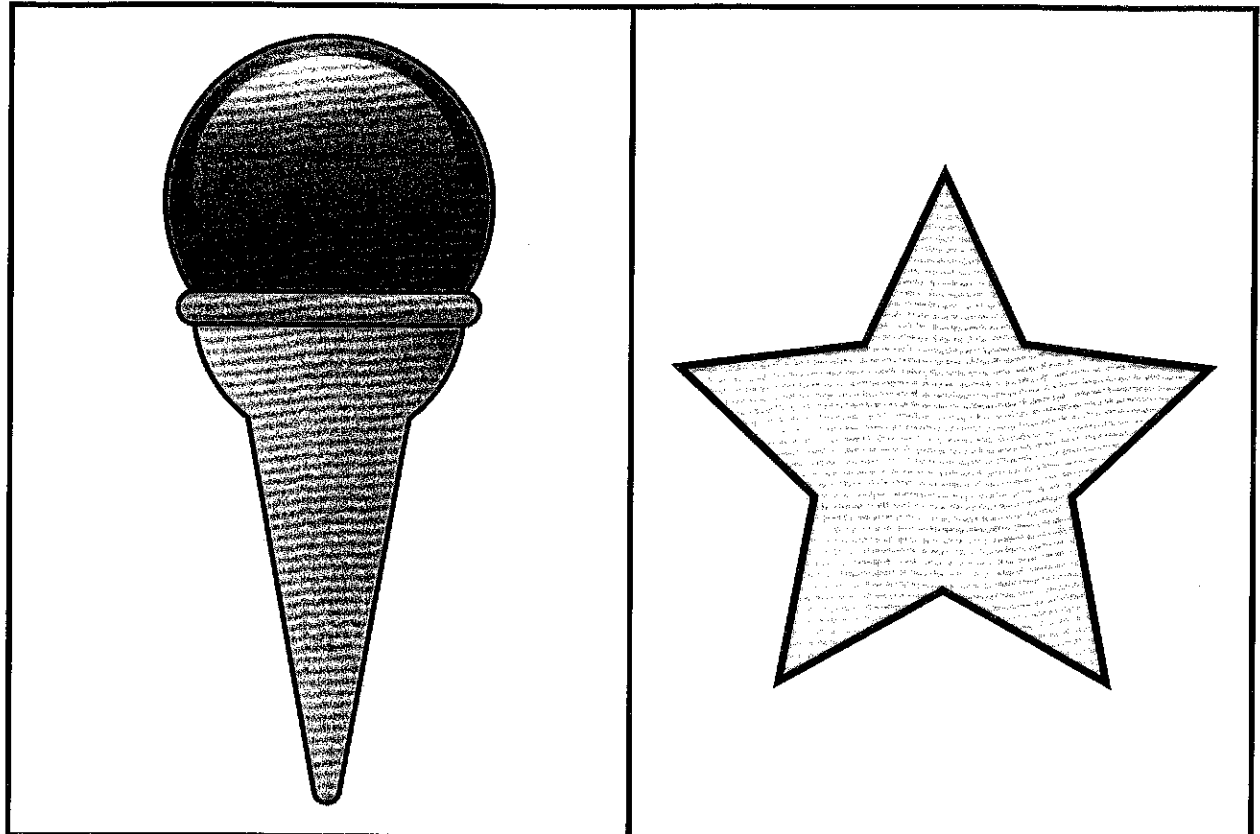
Is yours the same?

Continue playing until students understand that things that are unclear become distorted when passed along. Ask students to imagine what could happen when more than a few people get involved. Explain that this activity shows why it's important to get all the facts before reacting.

Communication Pictures

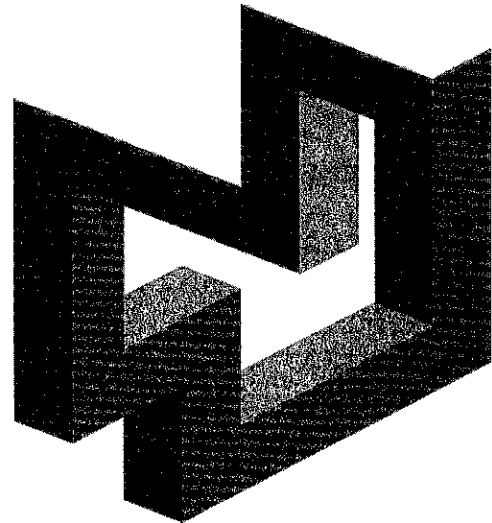
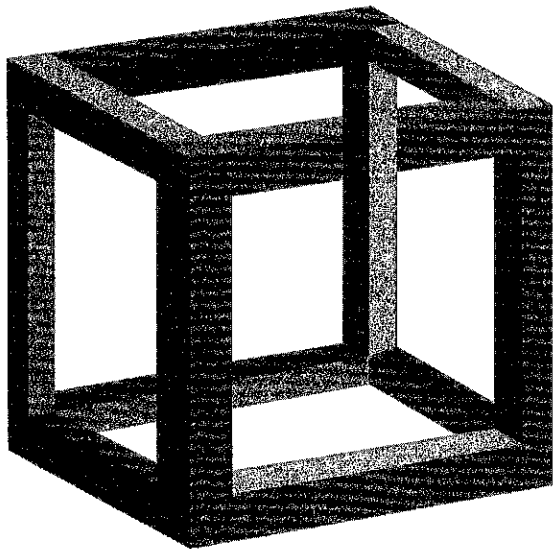
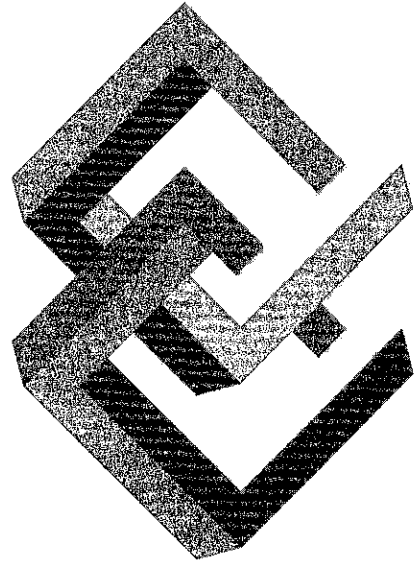
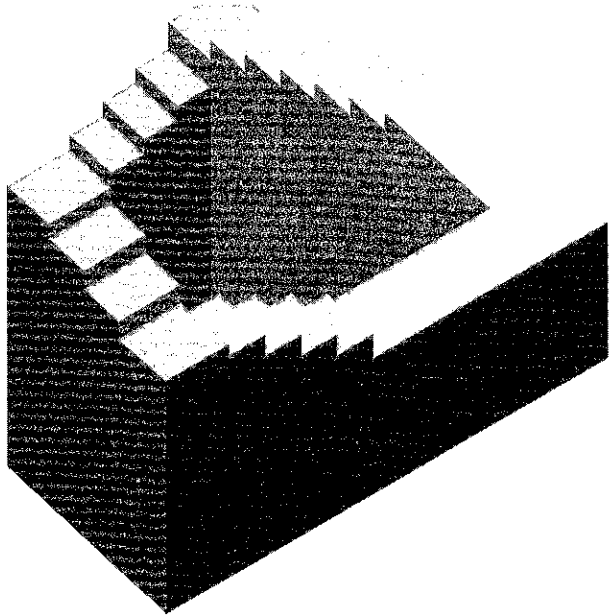


Communication Pictures

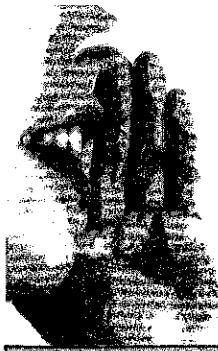


The Power Of Seeing And Believing

Directions: It's neat how your mind can play tricks on you! Have you ever had an argument about something that you saw one way and someone else saw another way? The pictures below show different ways to see the same thing. Check them out!



Listening To Others





Listening is an important anger-management skill. *Good listening* occurs when you can paraphrase or repeat what another person is saying. This shows that you heard the person, are interested in what he/she has to say, and want to learn more. Characteristics of good and poor listeners are listed below. Think about which skills you need to work on.



A GOOD LISTENER...	A POOR LISTENER...
<ul style="list-style-type: none"> • maintains eye contact • asks questions to clarify what the other person is saying • paraphrases • pays close attention to the other person • does not interrupt • lets the other person finish his/her thoughts • reacts positively • affirms understanding with nods, smiles, and comments • shows concern for the other person • Add one: 	<ul style="list-style-type: none"> • interrupts • gets off subject • does not respond to the speaker • tries to ignore or deny what the other person is saying • does not maintain eye contact • is busy doing something when the person is talking • is impatient • loses his/her temper • responds with the same words over and over again • speaks without thinking • Add one:

Encouraging Versus Discouraging Messages

Encouraging messages are pick-me-ups that make us feel appreciated. They show caring and respect. *Discouraging* messages are negative responses and actions that make us feel disrespected and disliked. Which of the messages below do you use most often?

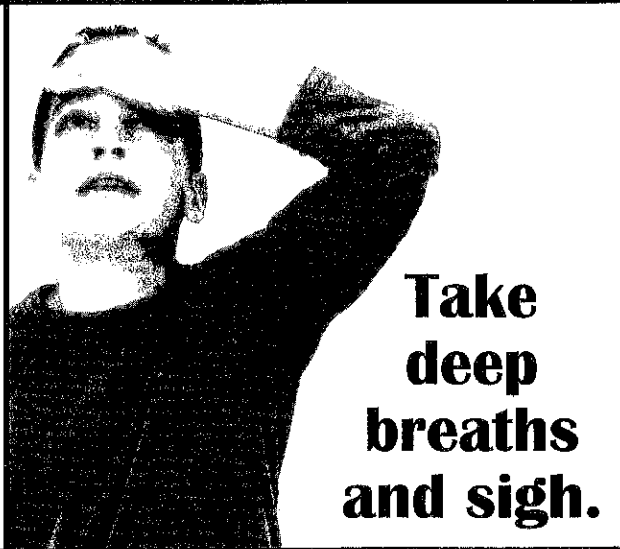
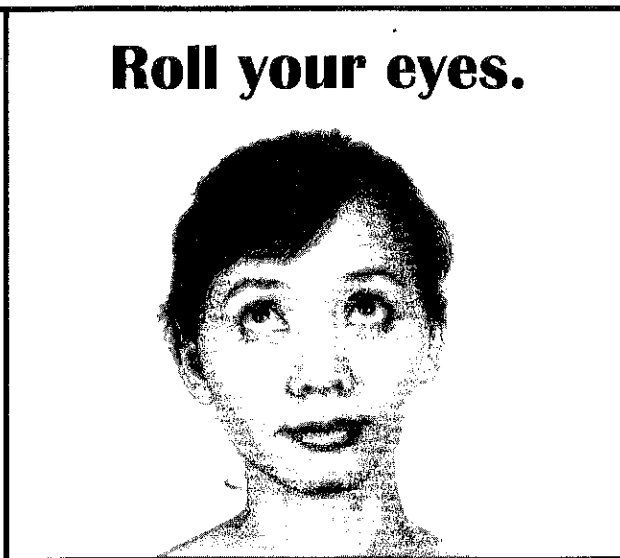
ENCOURAGING	DISCOURAGING
<ul style="list-style-type: none"> • is attentive • smiles • maintains eye contact • uses "I" Statements • leans forward • waits his/her turn • shows interest with facial expressions • treats the other person with respect • is approachable • nods to indicate he/she is listening 	<ul style="list-style-type: none"> • wanders off the topic • criticizes • complains and gripes • puts others down • is a know-it-all • is rude • lectures • interrupts • looks away when someone is talking • fidgets when someone is talking • uses "You" Statements 

Practicing Communication Skills

Directions: Keep track of the skills you and your partner use in your conversation. At the end of the activity, see if your answers match.

GOOD LISTENING	POOR LISTENING	ENCOURAGING WORDS	DISCOURAGING WORDS	THINGS TO WORK ON

Say What? Cards



Working Through Anger

Objectives:

Students will:

- use "I" Statements when expressing feelings
- understand the difference between *aggression* and *assertion*
- practice being assertive
- speak up for themselves without getting angry
- learn how *aggression* damages relationships

Materials:

For the leader and each student:

- "I" And "You" Statements (pages 62-64 or CD)
- Aggression* (page 65 or CD)
- Assertion* (pages 66-67 or CD)
- Anger-Response Styles* (page 69 or CD)
- Conflict-Resolution Styles* (page 72 or CD)

For the leader:

- The A's Of Communicating Anger Word Collage* (page 68 or CD)
 - 2 pieces of poster board
 - markers
 - magazines
 - scissors
 - glue sticks
- Anger-Response Style Cards*, cut apart (pages 70-71 or CD)

For each student:

- Student's folder
- Session 4's homework assignment
- Pencil
- Student's journal



STEP 1 "I" And "You" Statements

→ Practicing "I" Statements

Students take out their folders and will add any activity sheets completed during the session.

Reflect on listening, encouraging words, and nonverbal communication. Ask who would like to share what he/she learned from monitoring his/her communication skills during the past week. Discuss students' observations.

Distribute "*I*" And "*You*" Statements and pencils, then discuss the handout and the importance of "I" Statements. Students practice using "I" Statements.



STEP 2 Aggression And Assertion

- Aggression
- Assertion
- *The A's Of Communicating Anger Word-Collage*
- *Anger-Response Styles*
- *Conflict-Resolution Styles*

Distribute *Aggression*. Discuss when students have been aggressive and what the consequences were.

Distribute *Assertion*. Discuss how people can stand up for themselves and get better results from using *assertion*, not *aggression*.

Present *The A's Of Communicating Anger Word Collage*. Divide students into two groups. Give each group poster board, markers, magazines, scissors, and glue sticks. One group writes *Aggression* on its poster board. The other writes *Assertion*. Using the assigned word, each group designs a word collage. Completed collages are shared with the entire group.

Distribute *Anger-Response Styles*. Explain that we all respond to anger differently. Review the list of anger-response styles.

Ask:

Which style do you use most often?

Give each student an *Anger-Response Styles Card*. He/she writes on the back of the card a description of a situation exemplifying the anger-response style printed on the front of the card. Collect the cards for the next session.

Distribute and review *Conflict-Resolution Styles*.



WRAP-UP **Reflections** **Preparing For Session 6**

- Journal Prompt
- Homework

Students take out their journals. Say:

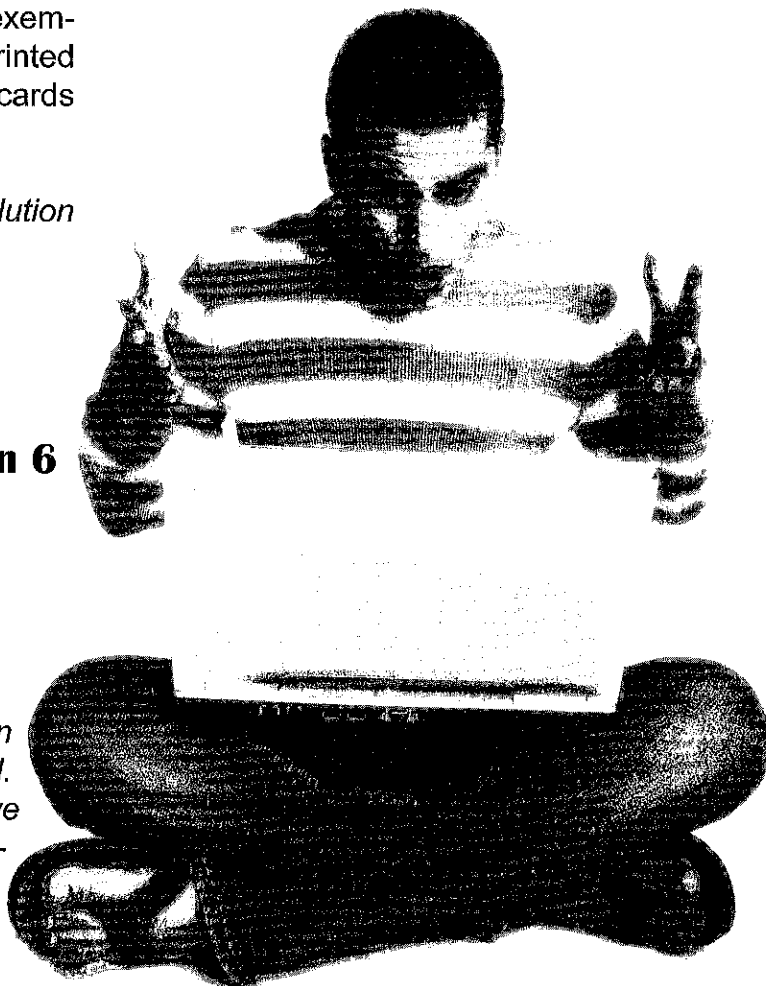
Write the number of this session and today's date in your journal. During the past two sessions, we have explored how we communicate and the importance of using good communication skills. Write

in your journal what have you learned about yourself and your communication style and what you are willing to work on.

Give students their homework assignment. Say:

Take the Anger-Response Styles and Conflict-Resolution Styles handouts home. Ask close friends and family members which styles they think you use most often. Come prepared to share your findings at the next group meeting.

Next Session: **Expressing Anger**



“I” And “YOU” Statements

Want to improve your communication skills and get into fewer arguments? Use “I” Statements instead of “You” Statements! “I” Statements express how you feel without making others feel they are to blame.

“You” Statements make people feel they’re being blamed for something.
“You” Statements make people argumentative and defensive.
“You” Statements are put-downs and usually lead to frustrating, angry outcomes.

QUICK TIP 1: Never begin a sentence with *You* when you’re angry.

QUICK TIP 2: When you’re angry, don’t say *you never*, *you should*, or *you always*.

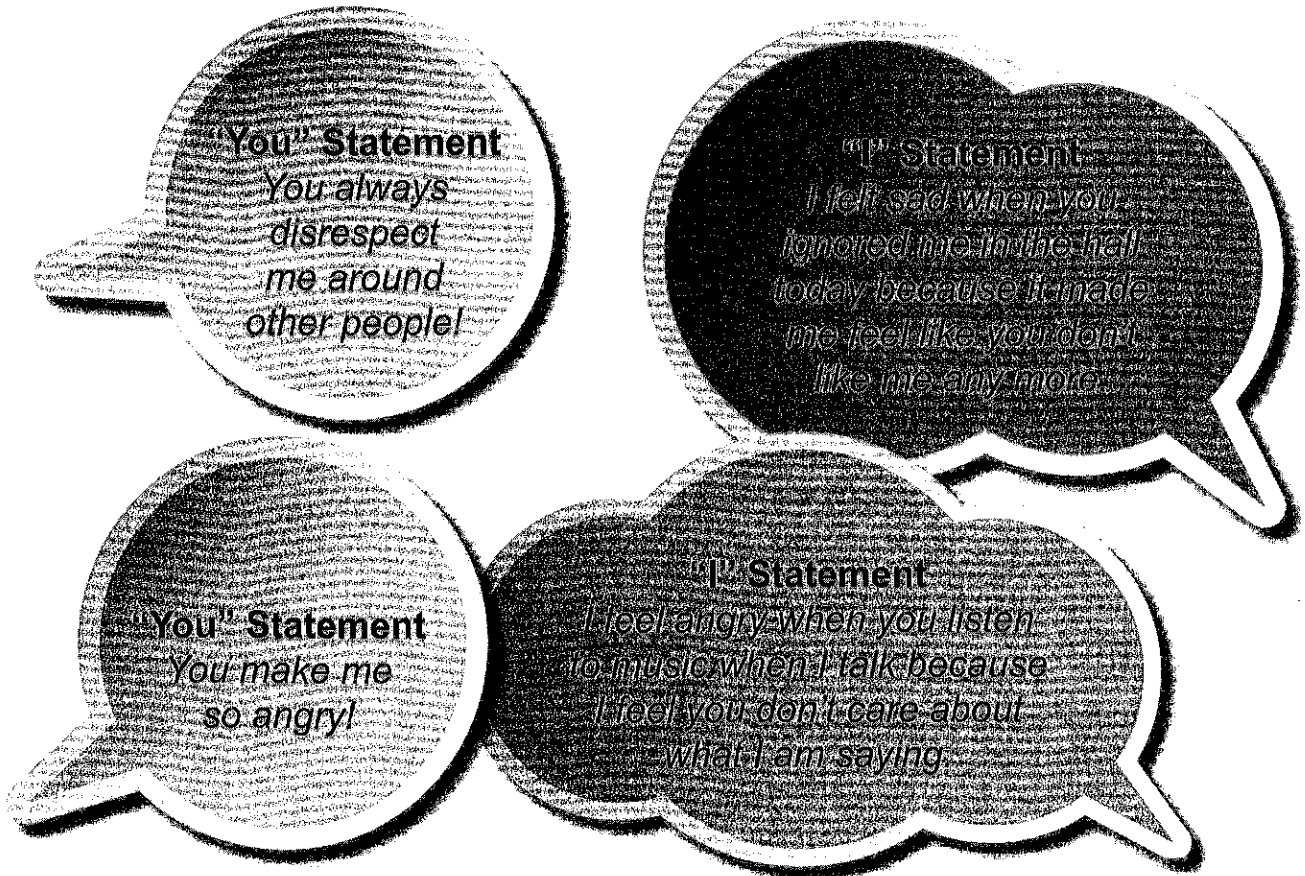
Here’s how it works:

I feel _____ when you _____

FEELING BEHAVIOR

because _____

HOW DOES IT AFFECT YOU?



OVER →

Jason borrowed your new game and refuses to return it.

You _____

I feel _____ when you _____
FEELING **BEHAVIOR**

because _____
HOW DOES IT AFFECT YOU?

You told Brandon that you like a girl and he asked her out.

You _____

I feel _____ when you _____
FEELING **BEHAVIOR**

because _____
HOW DOES IT AFFECT YOU?

Write 2 more examples:

1. _____

You _____

I feel _____ when you _____
FEELING **BEHAVIOR**

because _____
HOW DOES IT AFFECT YOU?

2. _____

You _____

I feel _____ when you _____
FEELING **BEHAVIOR**

because _____
HOW DOES IT AFFECT YOU?

Aggression

Aggression is deliberately causing physical or emotional harm.

Aggression can include hitting, punching, or scratching or aggression can manifest as rage, blame, hostility, intimidation, complaining, griping, criticism, gossip, or sarcasm. Angry words can hurt more than actions. Have you ever used aggression to get your way?

There are two primary types of aggression: *open* and *passive*.

Examples of open aggression include:

- telling someone off
- pushing
- screaming in anger
- tripping someone intentionally
- hitting
- bullying
- name-calling



Describe a time you used open aggression:

Passive aggression is using manipulation to hurt or harm someone. Even though passive aggression is not expressed as rage, it is a force to be reckoned with. Passive aggressors may be aware of their anger, but deny its existence. Beware! The passive aggressor can be tricky and manipulative.

Examples of passive aggression include:

- teasing with the intention of hurting someone's feelings (You may say, "I'm just kidding." But you're not. You send out mixed messages in passive aggression, leaving the victim unsure what to think.)
- bitterness and resentment toward others
- sarcasm
- intentionally excluding someone because you're angry

Describe a time you used passive aggression:

Assertion

Assertion is the art of standing up for yourself without violating the rights of others.

You have the right to:

- Choose and judge your actions
- Have different beliefs/viewpoints than other's
- Stand firm in your beliefs
- Understand other's perspectives
- Be responsible for your decisions
- Change your mind on an issue
- Disagree
- Agree
- Make mistakes
- Own up to your mistakes
- Care about other's feelings
- Protect your rights
- Respect the rights of others while remaining true to yourself



Being assertive means:

- ▶ speaking up for yourself
- ▶ appropriately expressing how you feel
- ▶ being self-confident
- ▶ being honest
- ▶ accepting compliments as well as giving them
- ▶ not letting others impose their feelings on you
- ▶ not letting others impose their beliefs on you

Each of us has our own perceptions, beliefs, and values. We don't have to see eye to eye, but it is important to respect each other's feelings, views, and differences.

OVER →

Respect The Rights Of Others!

Avoiding a difficult situation only prolongs your dread. Get it over with. Things might not go the way you think they will!

Don't be afraid of your own voice! It's a powerful thing!

Here are some tips for using assertion:

Use "I" Statements:

Say:

"I don't agree with your opinion."

Not:

"You're wrong!"

Use clear messages when you speak:

Say:

"That's an interesting idea, but I feel that..."

Use active-listening skills:

To make sure others understand, ask:

*Does this make sense to you?
How do you see the situation?*

Not:

"That's stupid!"

Be sure to face the person with whom you're speaking. Maintain good eye contact to ensure that your ideas are being communicated effectively.

Practice being assertive!

The more you practice, the easier it will become.

The A's Of Communicating Anger Word Collage

Divide students into two groups. Give each group poster board, markers, magazines, scissors, and glue sticks. Tell one group to write *Aggression* on its poster board and the other to write *Assertion*.

Each group looks through the magazines to find words and pictures that illustrate *assertion* or *aggression* and creates a collage based on the assigned word. Each group shares and discusses its completed collage.

EXAMPLES OF AGGRESSIVENESS:

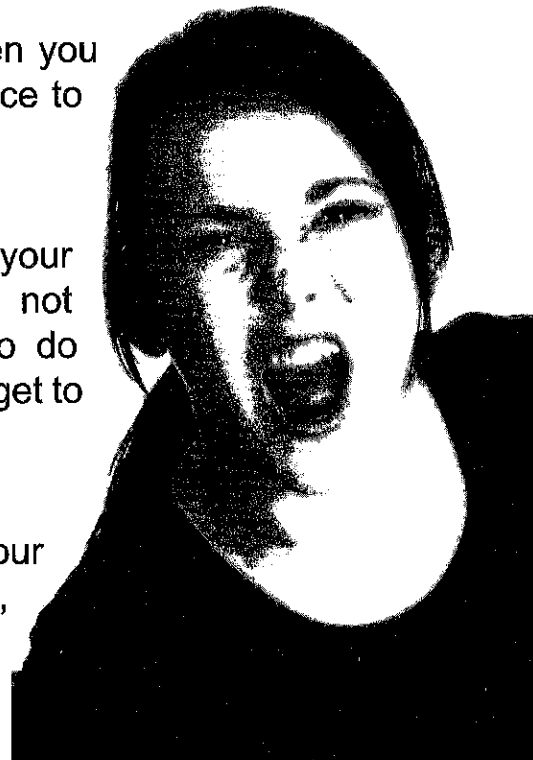
Yelling
Hitting
Pushing
Threatening
Name-Calling
Insulting
Taunting
Fighting
Harassing
Slamming/Breaking Things
Being Judgmental

EXAMPLES OF ASSERTIVENESS:

Apologizing
Compromising
Listening
Respecting
Cooperating
Empathizing
Using "I" Messages
Being Confident
Setting Boundaries
Being Non-Judgmental
Being True To Yourself

Anger-Response Styles

- Slammer** Doors, dishes, books, cabinets, drawers, and anything else that gets in your way when you get mad gets slammed.
- Yeller** You rant, rave, yell, and scream at anyone who comes near you when you're angry. The louder, the better!
- Complainer** When you're angry, you gripe, complain, and gripe some more. Nothing is right unless it's your way. You are sarcastic about everything.
- Trash-Talker** You say bad things about people you're mad at. You give a tongue-lashing to anyone who gets in your way. You may curse to get your point across.
- Hitter** Anything, person, or object that's in your path when you're angry is going to get hit.
- Pacer** You're on the move when you get angry. You need space to pace.
- Whiner** When things don't go your way, you whine, "That's not fair!" "You always get to do what you want!" "I never get to go anywhere!"
- Breaker** Tearing things up is your forte. You've broken, torn, and demolished things out of anger. Your anger is expensive!



Anger-Response Styles Cards



Slammer



Yeller



Complainer



Trash-Talker



Anger-Response Styles Cards



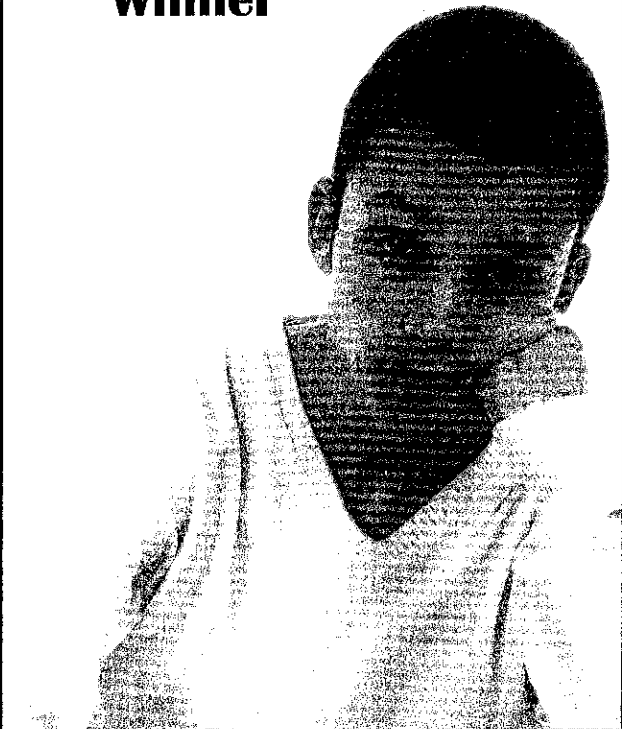
Hitter



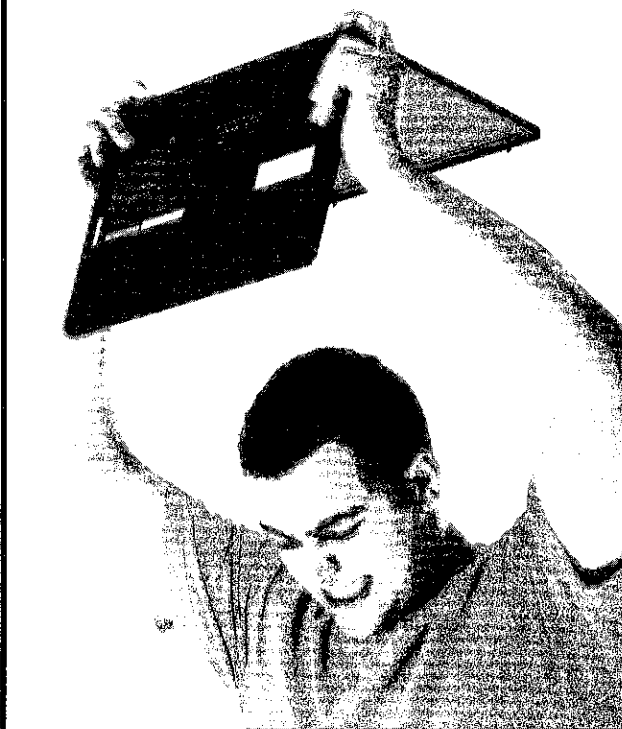
Pacer



Whiner



Breaker



Conflict-Resolution Styles

Dominant

You like to be in the driver's seat. Winning is very important to you. You need to have the last word in an argument, and you'll do whatever it takes to win! Competition and winning are what life's all about.

Mastermind

You have perfected the art of manipulation. You use and deceive people to get what you want. It doesn't matter whom you hurt as long as you get your way!

Appeaser

Your main goal is for everyone to like you. You frequently give up what you really want in order to please others. It makes you angry that people often take advantage of you. But because you're afraid of what others think, you rarely say what you feel.

Problem-Solver

You realize that anger requires a lot of energy and often results from misunderstanding and miscommunication, and you'll do whatever it takes to find a win/win solution. You can usually reach a solution if you listen and try to understand the other person's perspective. You express your feelings in a non-confrontational manner and are willing to listen to how others feel.



SECTION 5

Expressing Anger

SESSION 6 Resolving Conflict



Expressing Anger

Anger is often confused with jealousy, greed, embarrassment, hurt, and other emotions. In this section, students learn to sort through their emotions before acting out in anger. They will learn calming strategies as well as safe outlets for releasing anger. The final step is developing an anger-emergency plan that students can use when they find themselves in an explosive situation. They will be encouraged to share this plan with people who are important to them and who can help them implement it when necessary.

SESSION 6: Resolving Conflict

THE STEPS

STEP 1 Putting Communication To Work

Communication Quiz

STEP 2 Resolving Conflict

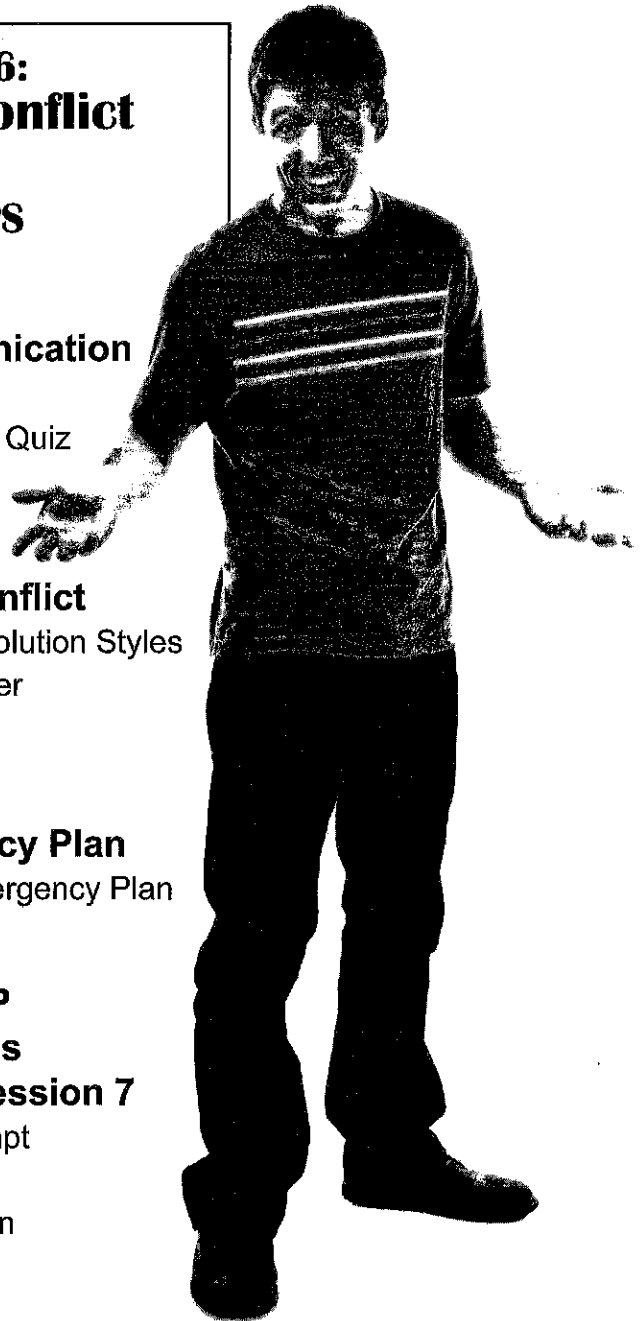
Anger And Conflict-Resolution Styles
Critics' Corner

STEP 3 Anger-Emergency Plan

Creating An Anger-Emergency Plan

WRAP-UP Reflections Preparing For Session 7

Journal Prompt
Homework
Next Session



Resolving Conflict

Objectives:

Students will:

- identify their anger-response style
- learn about conflict-resolution styles
- learn how they express anger
- learn alternative ways to handle difficult situations
- reinforce their understanding of communication barriers
- role-play alternative styles of communication
- learn cool-down techniques

Materials:

For the leader and each student:

- Anger-Response Styles* (from Session 5)
- Conflict-Resolution Styles* (from Session 5)
- Critics' Corner* (copies for each role-play, page 79 or CD)
- Anger-Emergency Plan* (page 80 or CD)

For the leader:

- Anger-Response Styles Cards* with students' scenarios (from Session 5)
- Optional: Video camera to record skits

For each student:

- Student's folder
- Session 5's homework assignment
- Communication Skills Quiz* (pages 77-78 or CD)
- Pencil
- Student's journal



STEP 1 Putting Communication To Work

→ Communication Quiz

Students take out their folders and will add any activity sheets completed during this session.

Review the communication-skills handouts from Sessions 4 and 5.

Distribute *Communication-Skills Quiz* and pencils. Students complete the quiz, then discuss their answers with the group while reinforcing positive communication skills.



STEP 2 Resolving Conflict

→ Anger And Conflict-Resolution Styles → Critics' Corner

Ask what students learned about their anger-response style when they interviewed people close to them.

Place the last session's *Anger-Response Styles Cards* on a desk.

Review *Anger-Response* and *Conflict-Resolution Styles*.

Students form pairs. Distribute *Critics' Corner*. Select one pair of students to draw a card and role-play the described situation using one of the conflict-resolution styles.

Then they role-play the same scenario using a more appropriate way to handle the situation. The rest of the students complete the *Critics' Corner* handout, noting good and poor communications skills used in the role-play.

Continue this process until every pair of students has participated in a role-play.

Discuss the completed *Critics' Corner* activity sheets.

(*Note:* It's fun to tape this activity and show the video at the final group session!)

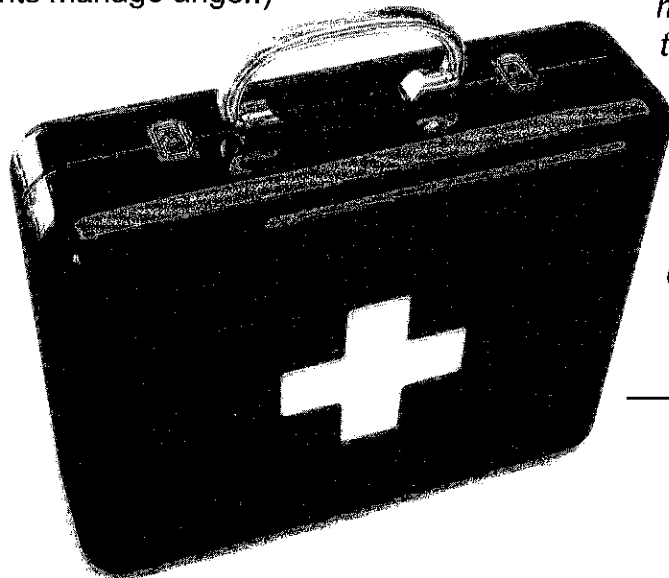


STEP 3 Anger-Emergency Plan

→ Creating An Anger-Emergency Plan

Distribute *Anger-Emergency Plan*. Students complete and discuss the activity sheet.

(*Note:* You may want to copy students' *Anger-Emergency Plans* for your personal records. They may be used in behavioral-intervention plans or with staff to help students manage anger.)



WRAP-UP Reflections Preparing For Session 7

- Journal Prompt
- Homework

Students take out their journals. Say:

Write the number of this session and today's date in your journal. Answer the following questions:

What anger-response styles do you use most?

Are you happy with the way you respond to anger or do you want to change the way you respond?

How would you like to respond to anger?

Give students their homework assignment. Say:

Make copies of your Anger-Emergency Plan for teachers, family members, friends, or others close to you. Tell these people that you are working on managing your anger and have identified some things that will help you.

People close to you will want to help when you need them. And just like dieting or breaking any bad habit, you're going to need a support system as you learn to control your anger. Choose your team.

**Next Session:
Toxic Thinking**

Communication Skills Quiz



List 5 active-listening skills:

List 5 encouraging messages:

List 5 positive nonverbal skills:

What is the difference between an "I" Statement and a "You" Statement?

Give an example of an "I" Statement.

OVER →

Why is perception an important part of anger management?

What are 3 examples of aggression?

What is *assertion*?

Why are communication skills an important part of anger management?

List 3 things you learned from the *Communication Skills* sessions:

1.

2.

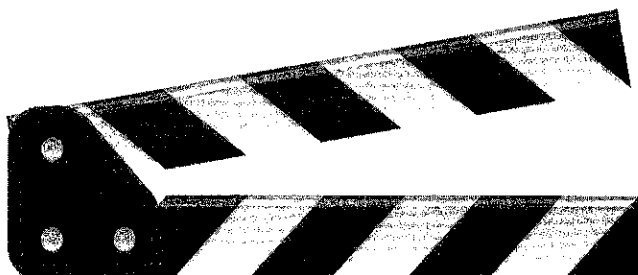
3.

Critics' Corner

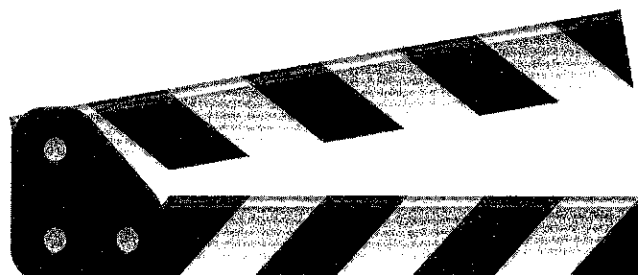
Role-Play # Performers

Which conflict-resolution style was used in *Take I*?

Which communication style was used in *Take II*?



GOOD SKILLS USED



POOR SKILLS USED

Overall communication skill review:

ANGER-EMERGENCY PLAN

I, _____, am working on my responses to anger.

My anger is triggered when:

My anger response style is: (CHECK THOSE THAT APPLY)

- Slammer
- Yeller
- Complainer
- Trash Talker
- Whiner
- Hitter
- Pacer
- Breaker

Other _____

My conflict-resolution style is: (CHECK THOSE THAT APPLY)

- Dominant
- Appeaser
- Mastermind
- Problem Solver

Other _____

I would like to change how I respond to anger. I can react in these ways instead:

I can do the following things to calm myself:

To help me when I get angry, you can:

I really appreciate you helping me learn to manage my anger.

I will not abuse this anger-emergency plan.

I will use it only when I feel I need to escape a situation.

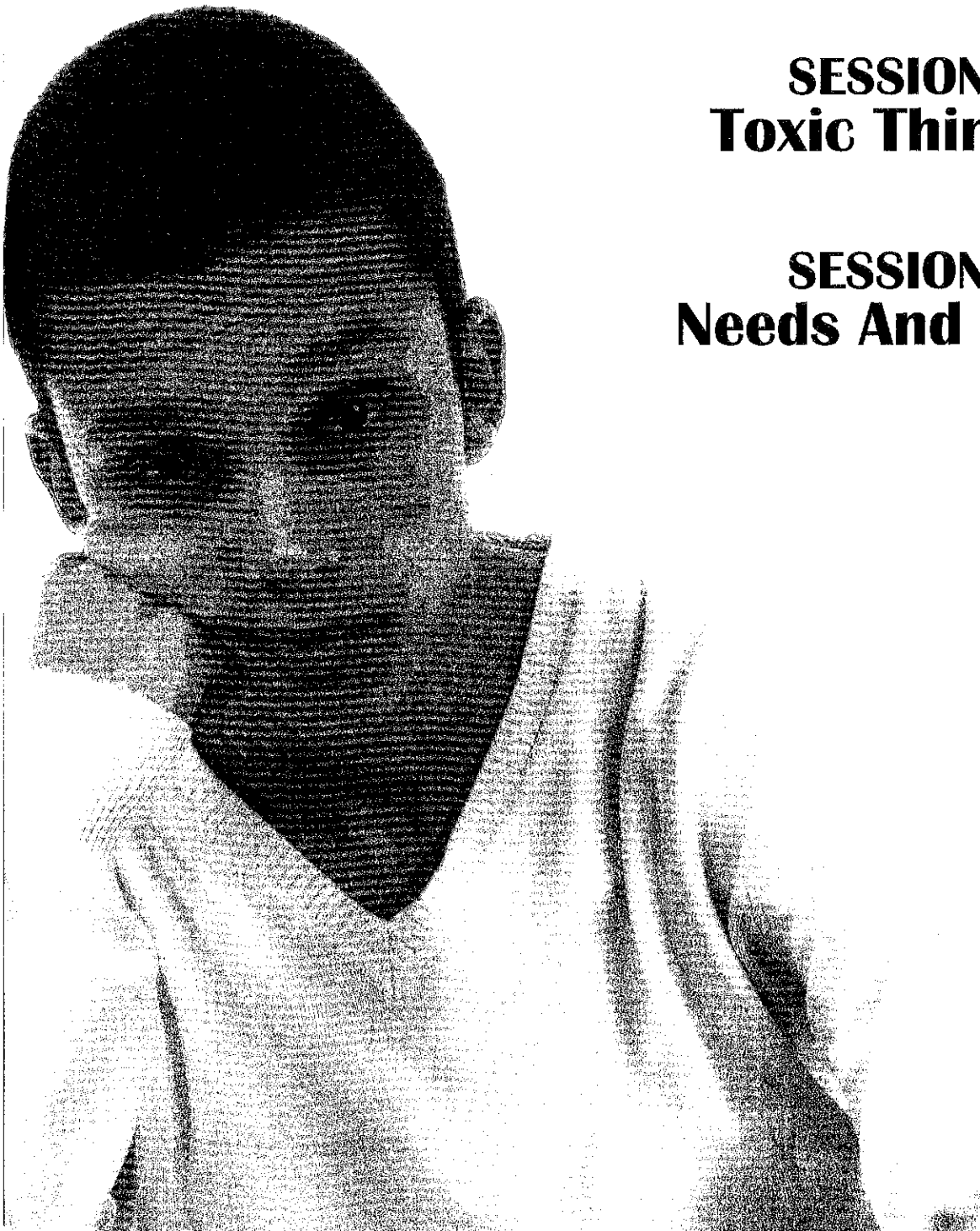
List the people who will receive this plan:

SECTION 6

Thinking About Anger

**SESSION 7
Toxic Thinking**

**SESSION 8
Needs And Wants**



Thinking About Anger

This section focuses on the principles of *cognitive behavioral* and *reality therapy*. Students will learn to identify and change toxic thinking and explore their *needs* and *wants* in relation to their behavior. The *WDEP* (Wants, Doing, Evaluating, and Planning) model in *Choice Theory* will be used to help students learn to cope effectively with anger.

SESSION 7: Toxic Thinking

THE STEPS

STEP 1

Toxic Thinking

Defining Toxic Thinking
Types Of Toxic Thinking
Toxicity Skits
Changing Thoughts
Twisting Thoughts

STEP 2

Reality Check

Toxic Thinking Reality Check
Toxic Thinking Strategies
Stop Toxic Thinking

WRAP-UP

Reflections

Preparing For Session 8

Journal Prompt
Homework
Next Session

SESSION 8: When Your Needs And Wants Don't Match

THE STEPS

STEP 1

Needs And Wants

What Are Your Needs?
Basic Needs Cards
The Picture-Perfect World

STEP 2

WDEP For Anger

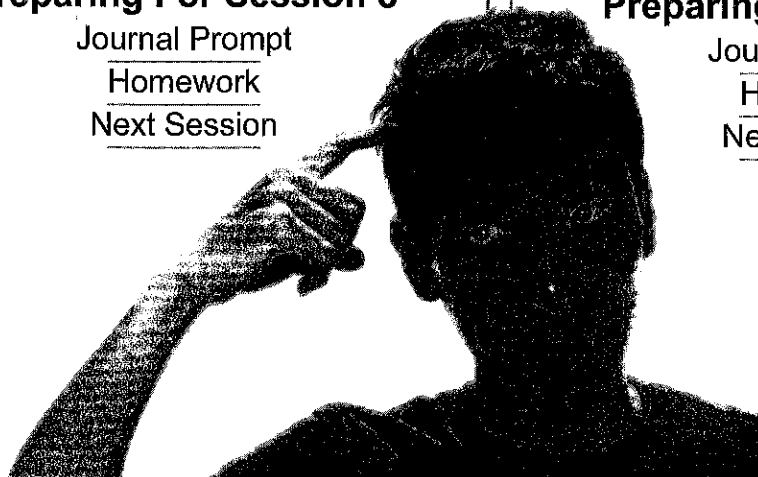
Wheels Of Change
WDEP Model In Anger Management
Choice Card Reminders
Key To Your Car

WRAP-UP

Reflections

Preparing For Session 9

Journal Prompt
Homework
Next Session



Toxic Thinking

Objectives:

Students will:

- learn how toxic thinking affects behavior
- identify the types of distorted thinking and recognize distorted thinking
- frame negative thoughts as positive thoughts
- replace negative thinking with constructive thinking
- identify ways to stop negative and toxic thinking

Materials:

For the leader and each student:

- Types Of Toxic Thinking* (page 85 or CD)
- Toxic Thinking Reality Check* (page 89 or CD)
- Strategies For Toxic Thinking* (page 90 or CD)

For the leader:

- 2 copies of *Toxicity Skits*, cut apart (page 86 or CD)
- Scissors
- Board and marker or chalk

For each student:

- Student's folder
- Paper
- Pencil
- Changing Thoughts* (page 87 or CD)
- Twisting Thoughts* (page 88 or CD)
- Stop Toxic Thinking* (page 91 or CD)
- Scissors
- Storage bag or envelope
- Student's journal



STEP 1 Toxic Thinking

- Defining Toxic Thinking
- Types Of Toxic Thinking
- Toxicity Skits
- Changing Thoughts
- Twisting Thoughts

Students take out their folders and will add any activity sheets completed during this session.

Have each student name one person they shared their anger-emergency plan with and why he/she chose that person.

Introduce the session by saying:

Toxic thinking is when you continually sabotage yourself with negative thoughts and beliefs. It's when you tell yourself that you're not good enough or no one will ever like you. Feeding yourself this poison will only tear you down. But there's good news! You can learn to detoxify your thoughts. In this session, you'll learn skills that help put a stop to toxic thinking and keep it from effecting your life.

Distribute *Types Of Toxic Thinking*, pencils, and paper. Review the handout. Students rank types of distorted thinking from those they use most to those they use least. Discuss the results.

Choose two students to role-play a *Toxicity Skit*. Give each student a copy of the skit. As the two students perform, students watching the skit write down each type of

toxic thinking used. Discuss students' answers and record them on the board. Continue the activity with new students and new skits until every student has had an opportunity to perform in a skit.

(Note: It's fun to tape this activity and show the video at the final group session!)

Distribute *Changing Thoughts* and *Twisting Thoughts*. On *Changing Thoughts*, students read the quotations, fill in the blank bubbles with their own negative thoughts and, when finished, discuss which type of toxic thinking each quotation reflects. On *Twisting Thoughts*, students frame negative thoughts as more positive ones and discuss their answers.



STEP 2 Reality Check

- ➔ Toxic-Thinking Reality Check
- ➔ Toxic-Thinking Strategies
- ➔ Stop Toxic Thinking

Distribute and discuss *Toxic-Thinking Reality Check* and *Strategies For Toxic Thinking*. Talk about how important it is to catch yourself using toxic thinking and to stop or replace poisonous thoughts.

Distribute *Stop Toxic Thinking*, scissors and storage bags. Students list techniques they will use the next time they catch themselves thinking negatively, cut out the stop signs labeled with their strategies, and place them in the storage bag/envelope. Posting signs where they

will see them often will help students remember skills they learned today.



WRAP-UP Reflections Preparing For Session 8

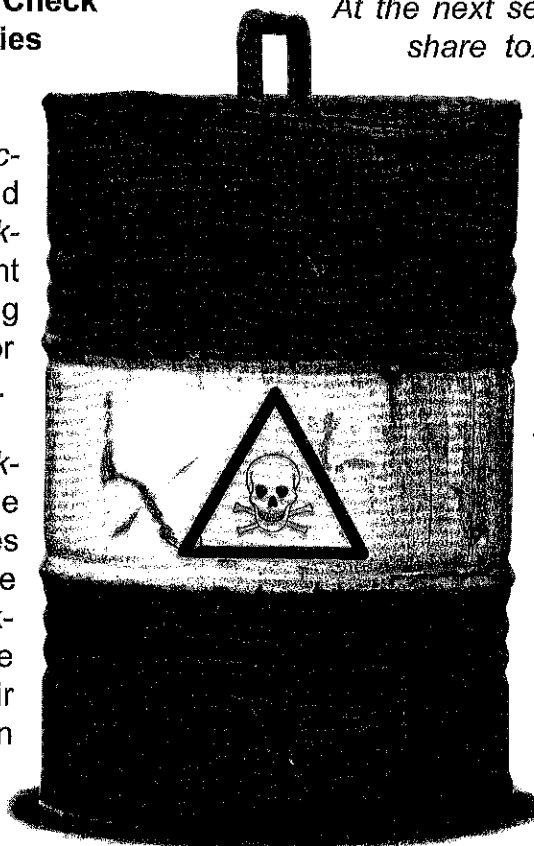
- ➔ Journal Prompt
- ➔ Homework

Students take out their journals. Say:

Write the number of this session and today's date in your journal. Write what you think "You are your own worst enemy" means. Do you agree with the statement? Why or why not?

Give students their homework assignment. Say: *For the next week, keep a diary of your toxic thoughts. Try to catch yourself using them and frame them more constructively.*

At the next session, be prepared to share toxic thoughts you had during the week and the strategies you used to change them to positive thoughts.



**Next Session:
When Your
Needs And
Wants
Don't Match**

Types Of Toxic Thinking

Blaming

You blame everyone else for your problems. You hold other people responsible for the negative things that happen in your life. Life's not fair, and everyone's out to get you. You assume no responsibility for your role in a situation.

Ask yourself: *What's my role in what's going on?*
Is it really all their fault?
If I were they, how would I see the situation?

Catastrophizing

When something negative happens, you blow it out of proportion. You magnify any situation until it seems worse than it really is.

Ask yourself: *What's the worst that could happen?*
Am I blowing things out of proportion?
Do I have all the facts?
How can I get more information?

My Way Or The Highway

You assume that you're right and others don't know what they're doing. If people don't act as you think they should, you get frustrated and cut them out of your life.

Ask yourself: *Is there more than one way to solve this?*
Am I being arrogant by believing my way is the only way?
What are some other solutions to this dilemma?

Jumping To Conclusions

You frequently make wrong assumptions that get you in trouble. You're quick to draw conclusions about others even though you have no evidence to support your feelings.

Ask yourself: *Am I assuming I know everything?*
Do I have all the information I need to form a conclusion?
How can I get more information?

Personalization






Everything happens because someone's out to get you. Others are teaming up on you, but you did nothing wrong. People just won't get off your back.

Ask yourself: *Are they really talking about me?*
Am I being too sensitive about this?
How can I learn not to take everything so seriously?

Toxicity Skits






GIRLS' SKITS:



<p>The Set-Up: A girl you don't like is always talking about you and spreading nasty rumors.</p>	
<p>The Set-Up: You tell your best friend something and swear her to secrecy. You later find out that she told your secret to others.</p>	
<p>The Set-Up: You're planning to go to a big party. Everyone in the class is invited. Then you get a bad grade on a project and get grounded. If you don't show up at the party, everyone in school's going to notice and talk about you!</p>	
<p>The Set-Up: You find out your boyfriend's been cheating on you with one of your friends.</p>	
<p>The Set-Up: You find out that you didn't qualify for the regional track and field meet.</p>	

BOYS' SKITS:



<p>The Set-Up: You find out the girl you want to go out with likes one of your friends.</p>	
<p>The Set-Up: You find out that you didn't make the basketball team but all your friends did.</p>	
<p>The Set-Up: When you walk into class, a guy you don't like starts talking trash about you.</p>	
<p>The Set-Up: You skipped class and the principal's calling your parents.</p>	
<p>The Set-Up: You just found out that your friend set you up with a girl you don't like.</p>	

Changing Thoughts

1
Everything's ruined!

2
You're always wrong!

3
It's always my fault!

4
Write your own.

5
That's not fair!

6
I know they're talking about me.

7
I demand to know the answer!

8
I can never trust him.

9
Everyone is always making fun of me.

10
I'll be careful next time.

11
You have to do it my way!

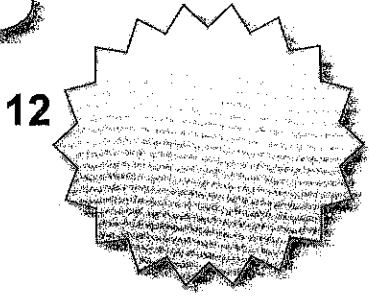
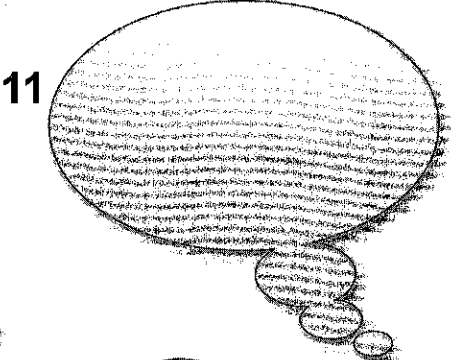
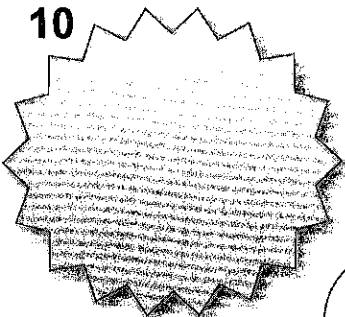
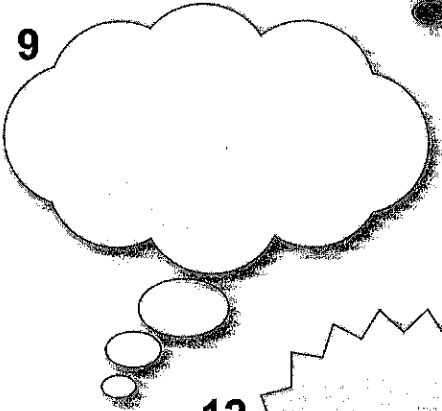
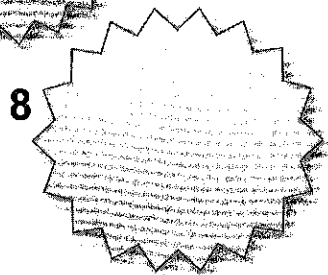
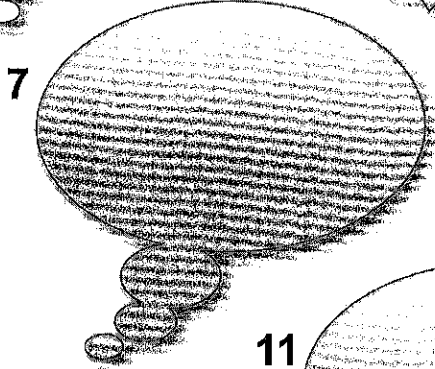
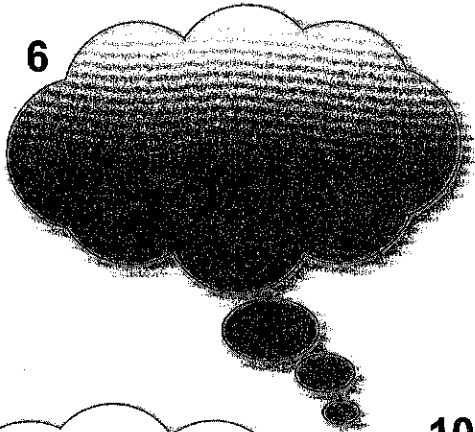
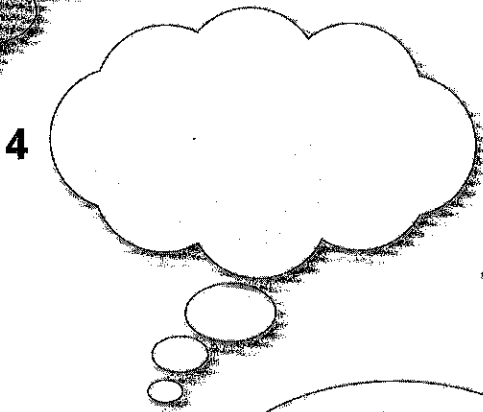
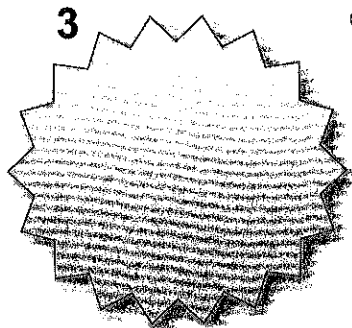
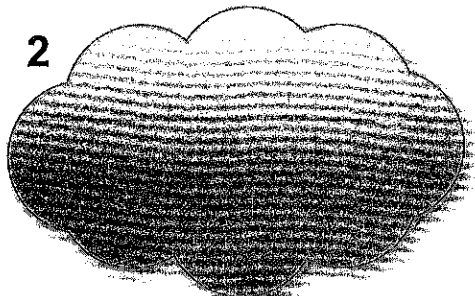
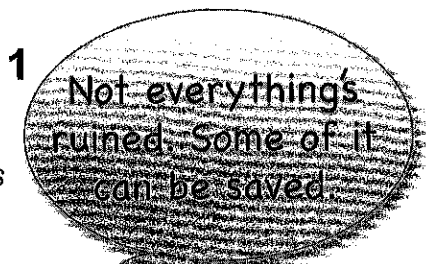
12
That's horrible!

13
Write your own.

Twisting Thoughts

Directions:

Rewrite each toxic thought on the *Changing Thoughts* worksheet to make it seem less toxic.



Toxic-Thinking Reality Check

THINGS TO DO WHEN YOU'RE HAVING TOXIC THOUGHTS

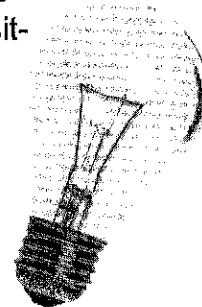
Say:  every time you catch yourself thinking negatively.

DON'T THINK DOOM AND GLOOM ... BE BRIGHT AND POSITIVE!

Negative thoughts are emotionally draining. Try putting a positive spin on the situation—you'll be surprised at how positive thinking can improve your mood!

DON'T MAKE ASSUMPTIONS.

Assuming you know everything will only lead to trouble. Be open to other people's viewpoints.



DON'T THINK EVERYONE'S OUT TO GET YOU.

It may feel, for example, that your teacher sometimes doesn't like you and wants to make your life miserable. Odds are the teacher is only trying to help you succeed.

DON'T GET ALL WORKED UP.

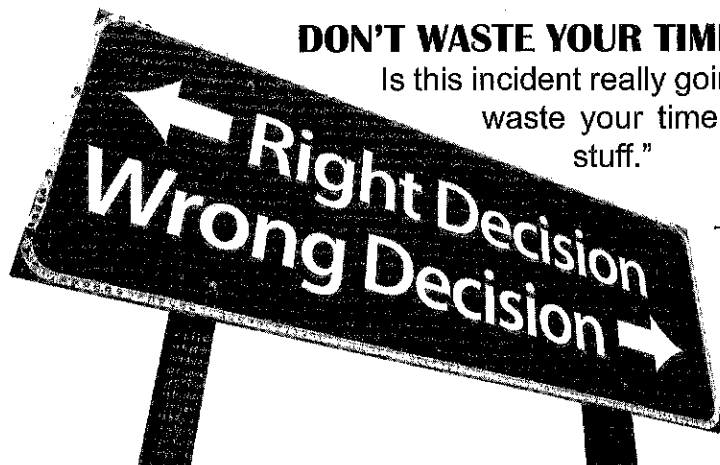
Before drawing a conclusion, make sure that you have all of the information.

DON'T GET MORE PEOPLE INVOLVED.

Deal only with the person with whom you have a conflict. Running back and forth between friends only adds fuel to the fire. Conflict is a two way street. Go directly to the source of your problems.

DON'T WASTE YOUR TIME.

Is this incident really going to matter in a year from now? If not, don't waste your time and energy on it. "Don't sweat the small stuff."



THINK OF SOLUTIONS!

Is there a way that you can work this situation out so it's a win/win? If not, can you agree to disagree and go your own way?

Strategies For Toxic Thinking

Here are some things you can do to change toxic thinking into positive thoughts.

Wear a bracelet or rubber band on your wrist.

When you catch yourself having toxic thoughts, switch it to your other wrist. This will help you realize how frequently you have negative thoughts and motivate you to change them.



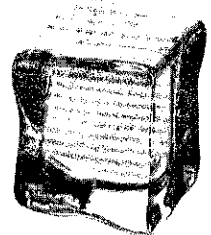
Write it down.

Whenever you have a toxic thought, jot down what you're thinking. Then put a more constructive twist on it.



Grab an ice cube.

If you're focused on anger or toxic thoughts, hold an ice cube as long as you can. Your attention will quickly turn from your frustration to the coldness in your hand. This is a quick way to chill!



Substitute a behavior.

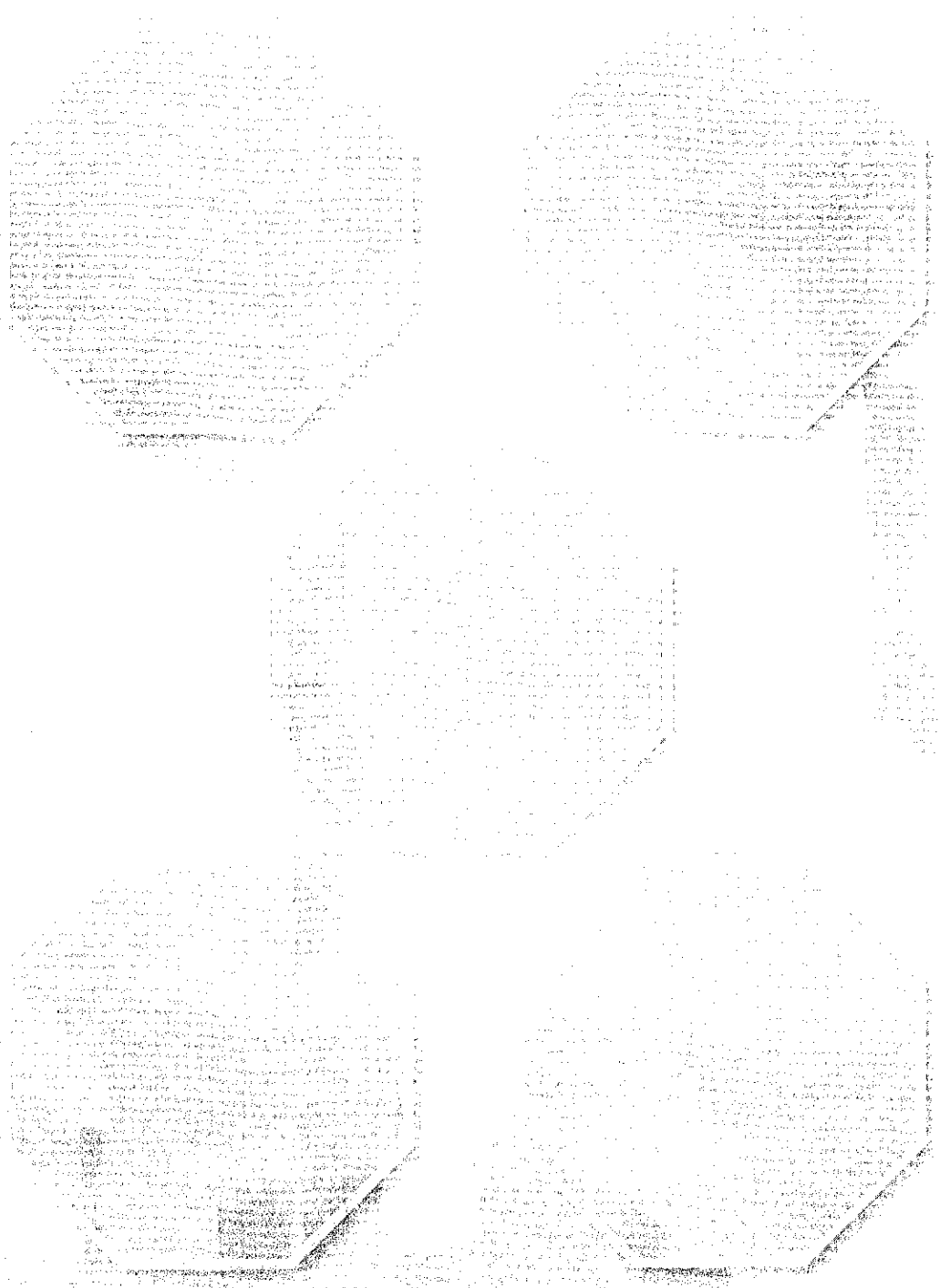
Discover a new behavior you can substitute for the toxic one. What can you do when you catch yourself thinking toxically?

What are you going to substitute for *your* toxic thinking?

What strategy are you willing to try?

Stop Toxic Thinking

Directions: In each stop sign, write techniques you will use to change toxic thinking. Cut out each stop sign and post it where you will see it often. These stop signs will be visual reminders to stop toxic thinking in its tracks.



Needs And Wants

Objectives:

Students will:

- be introduced to *Choice Theory*
- identify their basic needs
- apply the thinking, feeling, doing, and physiology model to conflict
- work through the WDEP model
- explore the consequences of their actions

Materials:

For the leader and each student:

- What Are Your Needs?* (page 95 or CD)
- Wheels Of Change* (page 98 or CD)
- WDEP Model* (page 99 or CD)

For the leader:

- Scissors (Cut apart the *Basic Needs Cards*, *Choice Cards*, and keys from *Key To Your Car*.)
- Board and marker or chalk

For each student:

- Student's folder
- Session 7's homework assignment
- Set of *Basic Needs Cards* (page 96 or CD)
- Pencil
- The Picture-Perfect World* (page 97 or CD)
- 1 *Choice Card* (page 100 or CD)
- 1 key from *Key To Your Car* (page 101 or CD)
- Storage bag or envelope
- Student's journal



STEP 1

Needs And Wants

- ➔ **What Are Your Needs?**
- ➔ **Basic Needs Cards**
- ➔ **The Picture-Perfect World**

Students take out their folders and will add any activity sheets completed during this session.

Discuss Session 7's homework assignment. Each student shares one of his/her five toxic thoughts and how he/she changed it.

Say:

Life is about choices and consequences.

You choose what to wear, who your friends are, whether to do your chores, whether to get up when the alarm goes off, whether to do your homework, whether to fight the kid who keeps talking about you. The list goes on. You may be thinking, "My parents don't like my friends and tell me I can't hang out with them." "If I don't do my chores, I'll be grounded for life." Parents, teachers, and others can try to steer or influence your decisions. But, ultimately, you make the call.

Fact:

Everything you do in life is a choice.

Fact:
All your behavior serves a purpose
(good or bad).

Fact:
You choose your behavior based on
meeting your needs.

Distribute *What Are Your Needs?* Define and discuss *survival, power, love and belonging, freedom, and fun.*

Give each student a set of *Basic Needs Cards* and a pencil. Students number the cards from 1 (most important need) to 4 (least important need) in their lives. Explain that because *survival* is the state of being alive, it is not included in the cards. Students discuss how they ordered their cards and why. If a student ranked *freedom* first, for example, ask what makes him/her feel free or empowered. On the board, make a column for each of the four basic needs. List each student's name under the column he/she ranked highest. Tally the order in which students ranked their basic needs.

Distribute *The Picture-Perfect World.* Students complete and discuss the activity sheet.



STEP 2 **WDEP (Wants, Doing, Evaluate, Plan) For Anger**

- **Wheels Of Change**
- **WDEP Model In Anger Management**
- **Choice Card Reminders**
- **Key To Your Car**

Distribute *Wheels Of Change.* Discuss *reality therapy's* theory of total

behavior. Students apply the model to their life by completing the handout.

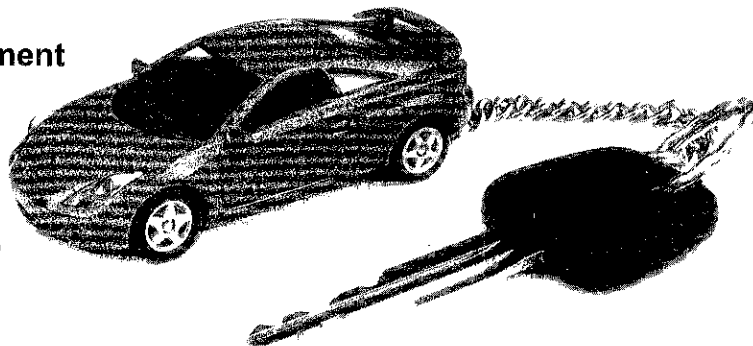
Explain that you're going to teach the *WDEP Model*, a quick way for students to change direction when they're heading down a wrong road or into a head-on collision.

Distribute *WDEP Model.* Students complete and discuss the activity sheet. Review the example each student wrote on *Wheels Of Change* and apply the examples to the *WDEP Model.*

Conclude:

*In every situation, you have a choice.
The direction you choose is entirely up
to you. Make the best decisions possible.*

Distribute a *Choice Card* reminder, the key from *Key To Your Car*, and a bag or envelope to each student. Tell the students the key is a symbolic reminder that they are in the driver's seat of their life and responsible for each choice they make and its consequences. The *Choice Card Reminder* represents the needs, behaviors, and choices learned in this lesson. Students put their keys and cards in the bags/envelopes to take home.





WRAP-UP **Reflections** **Preparing For Session 9**

- Journal Prompt
- Homework

Students take out their journals. Say:

Write the number of this session and today's date in your journal. Describe one major decision you've made recently.

- *How did you decide what to do?*
- *How did it turn out?*

- *What were the consequences of your decision?*
- *If you had it to do over again, what would you do differently?*

Give students their homework assignment. Say:

Bring to the next group music, pictures of a special place or person, your favorite gadget or trinket, or another item that relaxes you. Be prepared to tell the group why you picked this item.

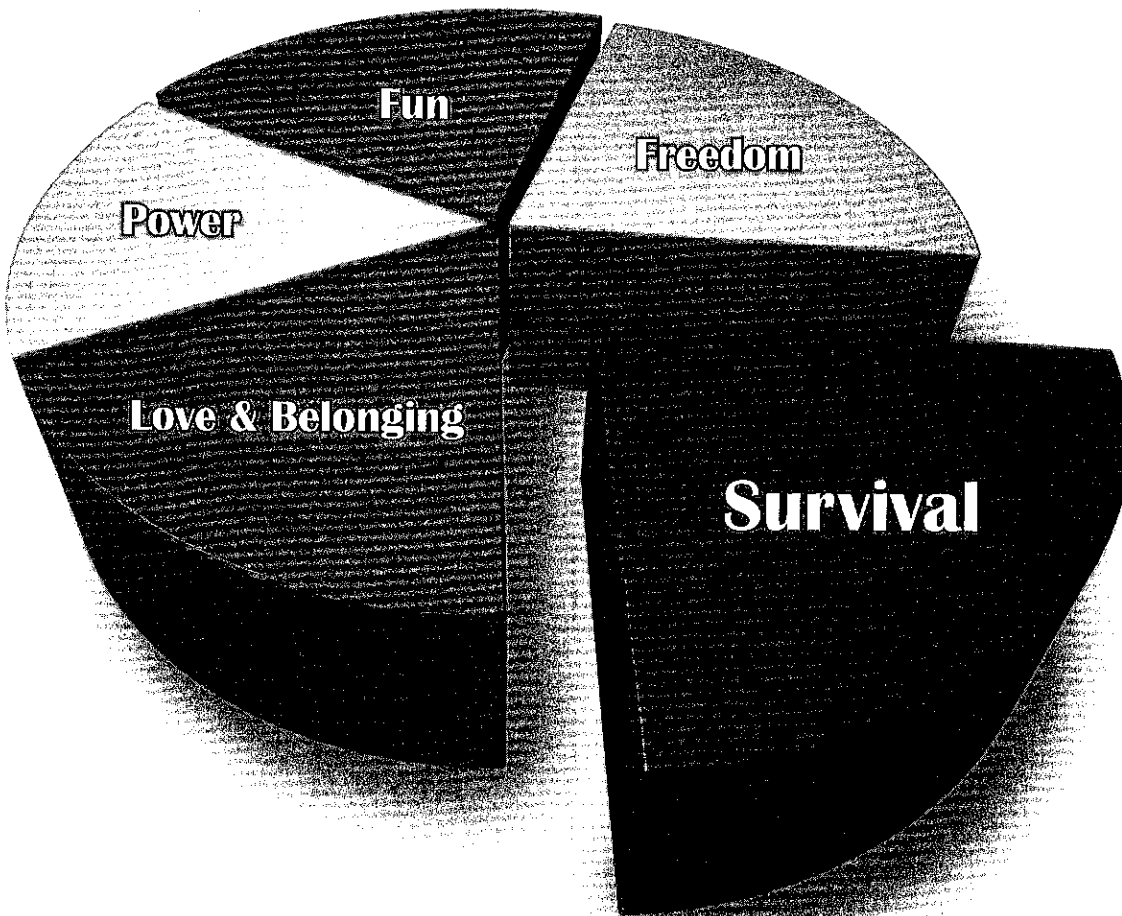
Next Session:

Transforming Your Anger



What Are Your Needs?

According to *Choice Theory*, every human has five basic needs.



Survival is our most basic need. We must eat, have shelter, and be safe and secure.

Power is the need to feel confident about who we are. We want someone to appreciate us and the work we do. We like compliments. Receiving them means we're doing a good job and are appreciated. A person who values power will strive to grow and recognize and improve his/her talents.

Love & Belonging is the need to feel wanted and accepted.

Fun is the need to entertain and be entertained. Laughing, playing, finding the highlights, and enjoying each moment enrich life.

Freedom is the need to feel independent and able to make your own decisions and do as you like, not be trapped by what others want you to do.



Power	Love & Belonging
Fun	Freedom



Power	Love & Belonging
Fun	Freedom



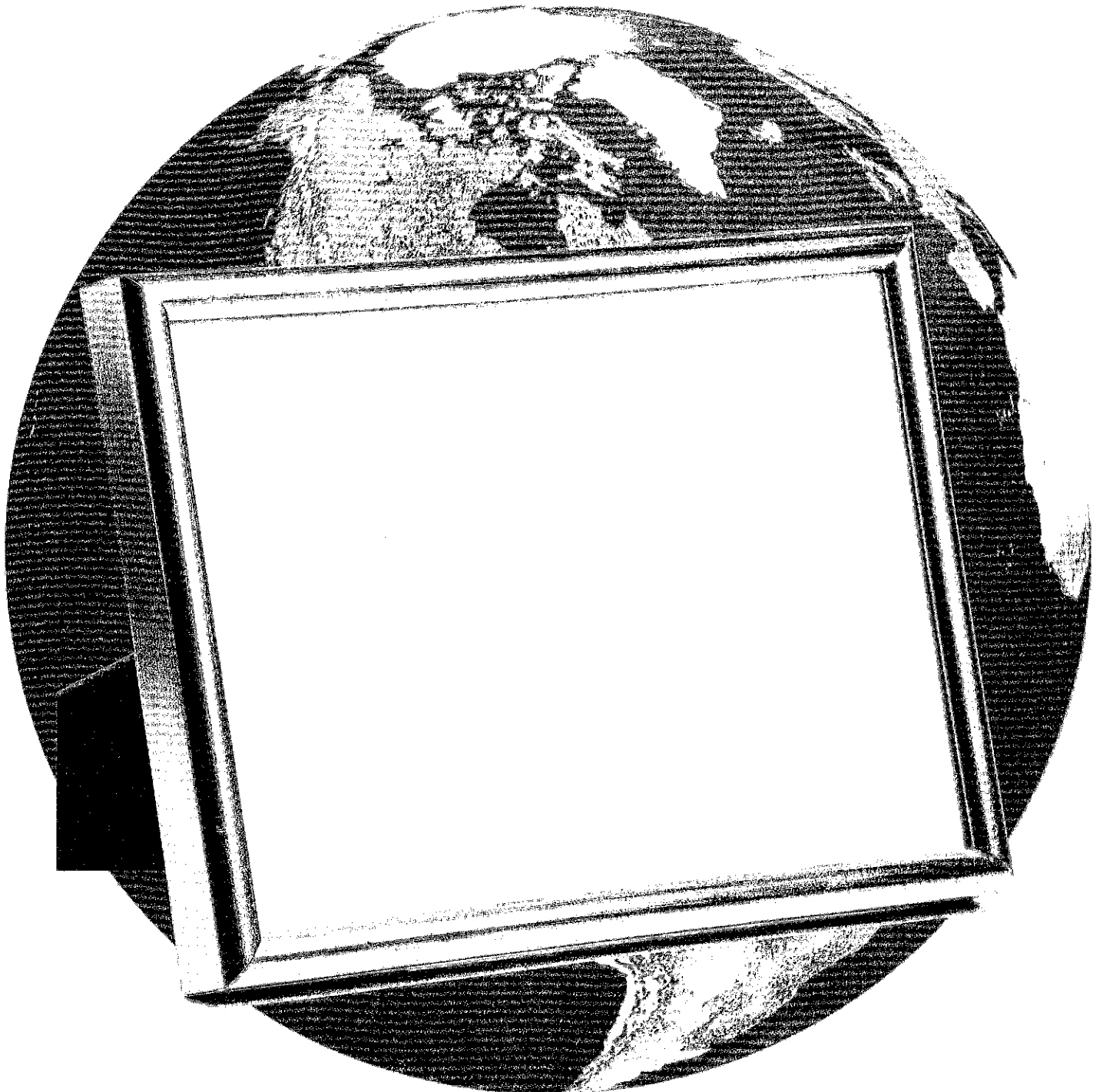
Power	Love & Belonging
Fun	Freedom



Power	Love & Belonging
Fun	Freedom

The Picture-Perfect World

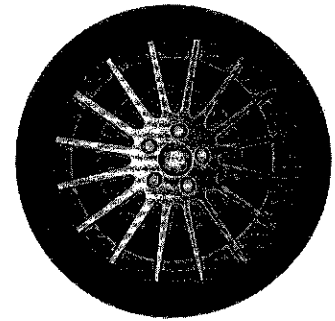
Directions: Think of your basic needs: survival, power, fun, love and belonging, and freedom. Survival is essential. Which of the others is most important in your life? Write that need inside the picture frame, then draw or write some things that help you meet that need. If you choose fun, for example, you may draw a mall, a movie theater, a beach scene, or something else you enjoy.



Wheels of Change

TOTAL BEHAVIOR

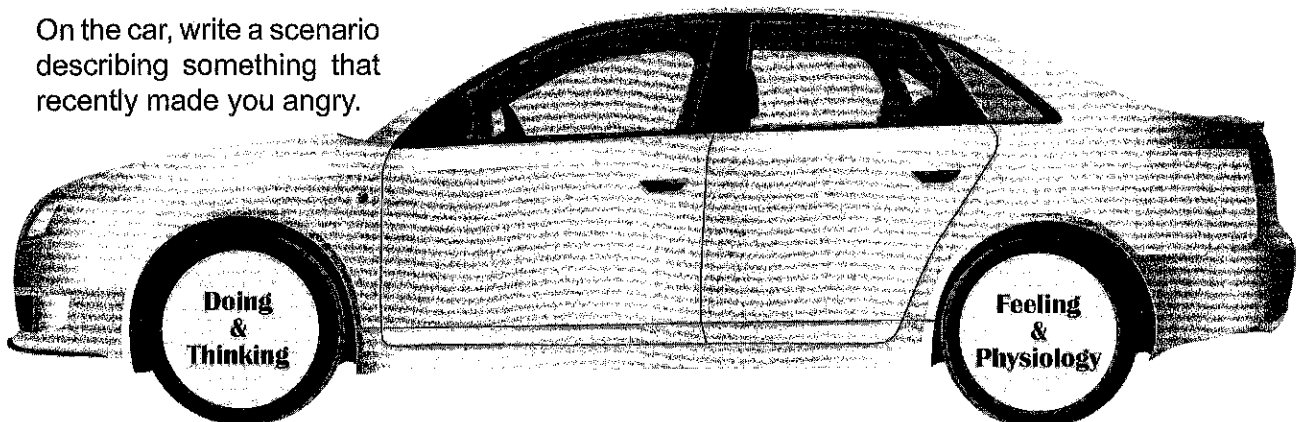
Now that we've explored *Choice Theory's* five basic needs, we'll review the four components of behavior:



- **DOING** (what you are doing in the situation)
Screaming and slamming things around
- **THINKING** (what you are thinking about the situation)
"He's so stupid." "What a jerk!" "I should never have trusted him!"
- **FEELING** (what you are feeling in the situation)
Frustration, hurt, anger
- **PHYSIOLOGY** (how your body is reacting to the situation)
Sweating, rapid breathing, muscle tension

Each component of behavior is like a wheel on a car. When the wheels are moving in the same direction, life's good. One or two wheels sometimes get stuck or pull against you. When the back wheels are moving and the front wheels are spinning, you're not going anywhere. You experience conflict. All your wheels must be grounded and moving in the same direction in order for you to reach your destination. Are your wheels moving in the same direction?

On the car, write a scenario describing something that recently made you angry.



The front wheels steer your car. The back wheels follow the front ones. That means your feelings and your body's response are based on what's happening and what you're thinking about it.

Using the scenario you wrote on the car, write what/how you were:

Doing:

Thinking:

Feeling:

Reacting:

WDEP Model

Choices In Anger Management

W **Want.** What do you **want** from the situation? Example: I want them to listen to me instead of screaming and accusing me of things I didn't do.

D **Doing.** What are you **doing** to get what you want from the situation? Example: I am screaming and slamming things around so they will pay attention and know I am mad!

E **Evaluate.** Take a good look at and **evaluate** your behavior. Is it getting you what you want? Example: No, we're just in a screaming match and nothing's being accomplished.

P **Plan.** Develop an action **plan** to get what you want. Example: We could talk after we've had time to chill, or I can write a letter explaining how I feel.

Review your *total behavior* example on the *Wheels Of Change* handout. Apply it to the WDEP Model. Work through each step.

W _____

D _____

E _____

P _____



Needs
Survival
Power Freedom
Love & Belonging
Fun
Freedom

Total Behavior
Doing
Thinking
Feeling
Physiology

WDEP
Want
Doing
Evaluate
Plan

Needs
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Power Freedom
Love & Belonging
Fun
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Total Behavior
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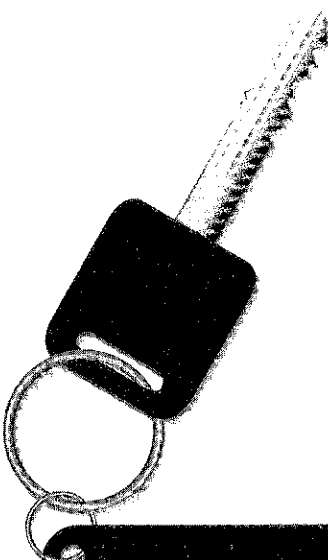
WDEP
Want
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Evaluate
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Needs
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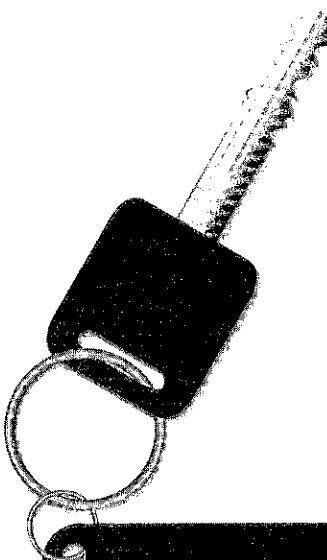
Total Behavior
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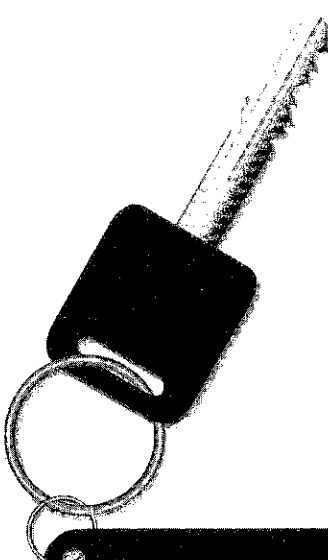
Key To Your Car



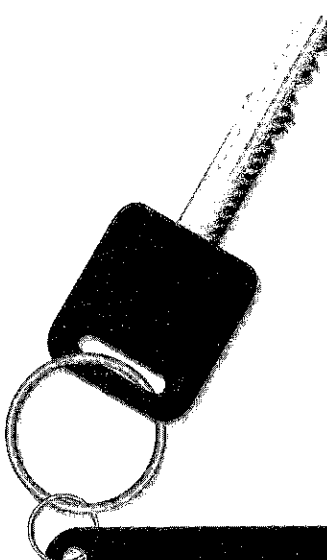
**You are responsible
for the choices
you make in life.**



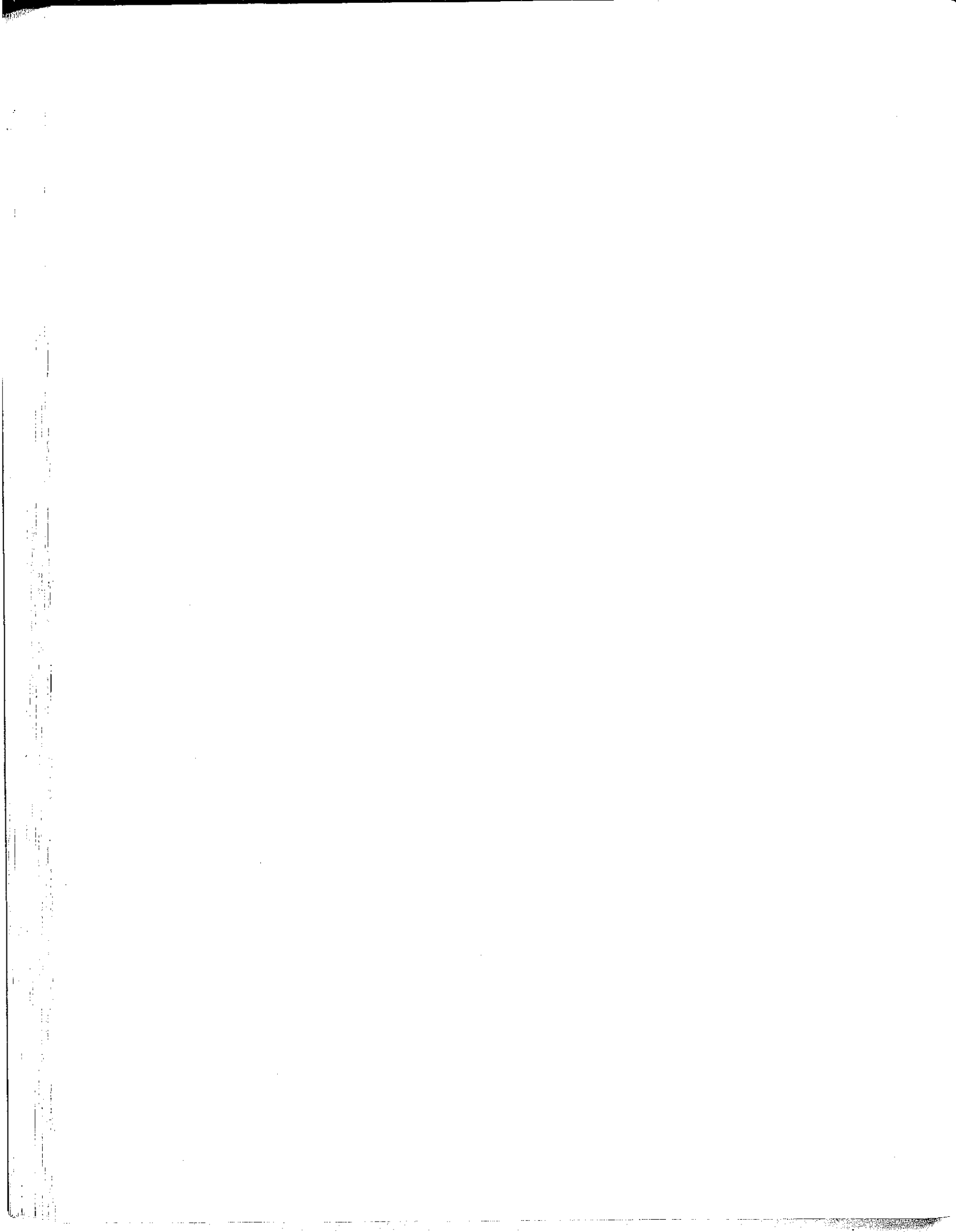
**You are responsible
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**You are responsible
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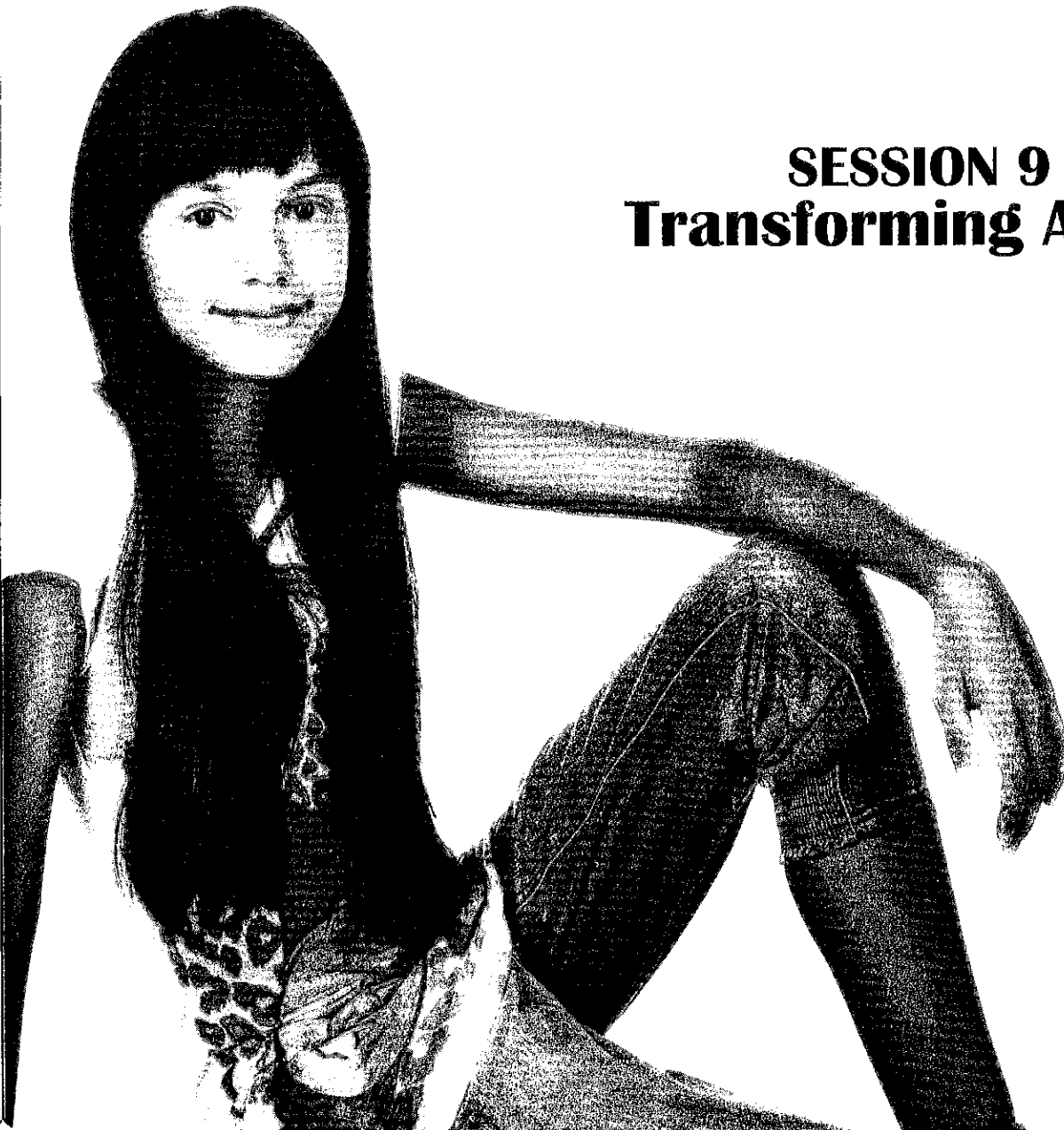
**You are responsible
for the choices
you make in life.**



SECTION 7

Skills & Techniques For Coping With Anger

SESSION 9 Transforming Anger



Transforming Anger

From sorting out emotions to mastering relaxation skills, students will learn about physical outlets that let them safely let off steam. Interactive activities from designing a mask to creating a geyser demonstrate how pent-up anger can explode if not released.

SESSION 9: Transforming Anger

THE STEPS

STEP 1

Masked Emotions

Hidden Emotions Activity
Pent-Up Emotions Activity

STEP 2

Learning To Relax

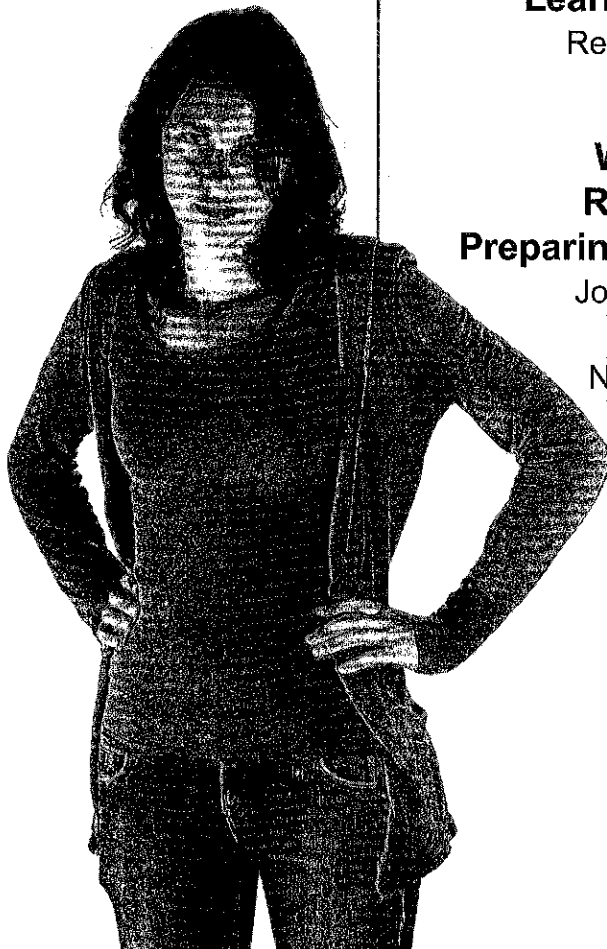
Relaxation Skills

WRAP-UP

Reflections

Preparing For Session 10

Journal Prompt
Homework
Next Session



Transforming Anger

Objectives:

Students will:

- learn anger-decreasing techniques
- explore how anger is confused with other emotions
- learn to identify and separate anger from other emotions
- understand how holding onto anger can lead to destructive behaviors

Materials:

For the leader and each student:

- Relaxation Skills* (page 109 or CD)
- CD of relaxing music, CD player
- Index cards

For the leader:

- Hidden Emotions Activity* (page 107)
A variety of materials for creating masks:
 - Construction paper
 - Paper plates
 - Modeling clay that air dries
 - Markers
 - Paint and paintbrushes
 - Scissors
 - String
 - Glue
- Pent-Up Emotions Activity* (page 108)
 - 1 2-liter bottle of diet soda at room temperature
 - 1 roll of mint Mentos®

For each student:

- Student's folder
- Session 8's homework assignment
- Pencil
- Student's journal



STEP 1

Masked Emotions

- **Hidden Emotions Activity**
- **Pent-Up Emotions Activity**

Students take out their folders and will add any activity sheets completed during the session.

Discuss how anger is frequently confused with stress, fear, pain, and other emotions. Explain that anger can build until it explodes.

Introduction:

Today, you will learn how to handle your anger by identifying the emotions you are really feeling. For example, anger can mask other emotions such as hurt or stress. It's easier to be mad at someone than admit your feelings are hurt. What emotions have you hidden with anger? (Allow time for the students to respond.)

In this session, you will learn about your hidden emotions, and how to get to the root of what you're really feeling. You'll also learn about relaxation and how to unwind when you get angry.

Present the *Hidden Emotions Activity*.

Explain how masking emotions and holding feelings in can lead to destructive behavior. Present the *Pent-Up Emotions Activity*.



STEP 2 Learning To Relax

→ Relaxation Skills

Follow-up with last session's homework assignment. Allow the students to share their chosen items. Discuss why they chose the items, how the items make them feel, and the importance of the items in their lives.

Distribute *Relaxation Skills* and pencils. Review the ways students can calm down in the heat of anger. Students practice calming techniques and answer the questions.

At the end of the session, play relaxing music. Students close their eyes or put their head on their desk and envision a calm place away from life's problems.

Give each student one fewer index cards than the number of students in the group.

Give students their homework assignment. Say:

On each card, write the name of someone in the group and one nice thing about that person. Do not write your name on the card. Bring the cards to the next session.

Next Session: The Grand Finale

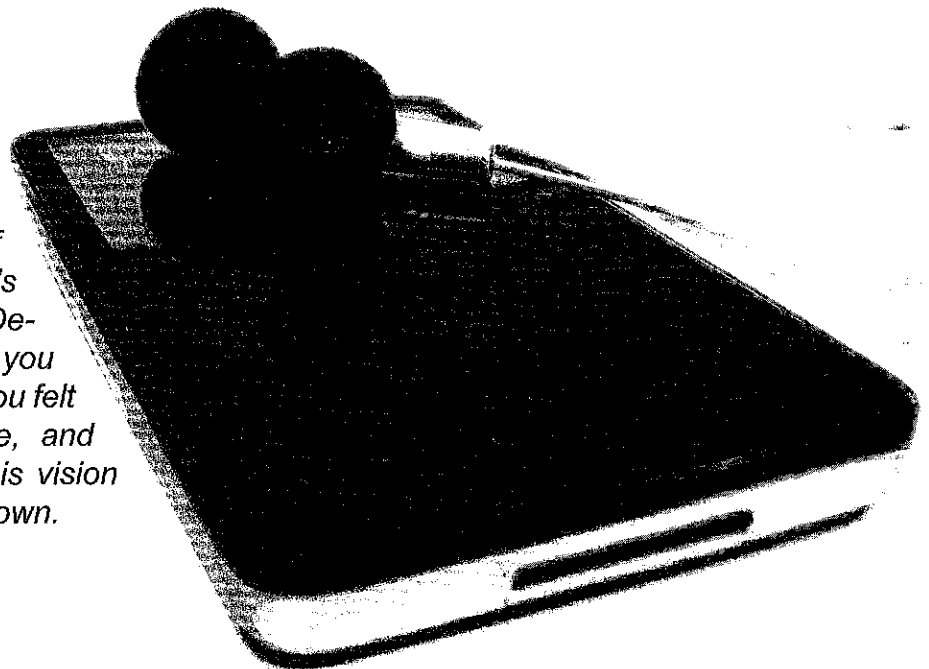


WRAP-UP Reflections Preparing For Session 10

- Journal Prompt
- Homework

Students take out their journals.

Write the number of this session and today's date in your journal. Describe the secret place you just envisioned, how you felt when you went there, and how you can apply this vision when things get you down.



Hidden Emotions Activity

Purpose:

This activity is designed to help students identify their true feelings and the primary emotion their anger conceals.

Objectives:

Students will:

- be able to identify emotions that are often confused with anger
- understand which emotions their anger masks
- learn to deal with primary emotions and not mask them with anger

Materials:

- Construction paper
- Paper plates
- Modeling clay that air dries
- Markers
- Paint and paintbrushes
- Scissors
- String
- Glue

Activity:

Point out the art materials. Then introduce the activity by saying:

Using the art materials, design a hidden emotions mask that represents the emotion you most often conceal with anger. For example, do you hide your feelings of hurt, depression, worry, jealousy, stress, or anxiety with anger? After you complete your masks, we'll share them with the group.

As each student shares his/her mask with the group, the other group members guess which emotion he/she most often expresses to mask anger.

Ask:

Do you mask your true emotions?

When was the last time you concealed your anger with the hidden emotion expressed on your mask?

How will recognizing your hidden emotions help you deal with your anger?

Pent-Up Emotions Activity

Purpose:

This activity helps students identify their true feelings. They will interact with others to demonstrate how anger can build until it releases itself in destructive ways.

Objectives:

Students will:

- be able to identify emotions that are often confused with anger
- understand how holding anger in can be destructive
- identify alternate ways to cope with anger and relax

Materials:

- 1 2-liter bottle of diet soda at room temperature
- 1 roll of mint Mentos®

Activity:

The Geysers:

1. Go outside, far away from vehicles or buildings. Have students stand far away from you.
2. Place the bottle of soda on the ground.
3. Drop a mint into the bottle and immediately move far away from it. The soda will bubble up and form a geyser.

Discuss how this demonstration is like pent-up anger. Ask what happens if you repress your anger. Relate students' responses to this activity. Discuss why it's important to release anger before you explode. Students describe when they exploded and what happened. Discuss appropriate ways to release anger.

Conclude the activity by saying:

Like the geyser, anger can build until you explode. As we've discussed, it's important to work through your anger so you don't get to this stage. Imagining your body being that geyser is a great example of how anger can affect your health. Think about things you are holding on to that make you angry. It's important to learn to release steam so you don't end up like that geyser. After an explosion, there's always a mess to clean up. And who likes cleaning up messes? Next, we'll explore relaxation skills that will help when anger's getting the best of you.

Relaxation Skills

Here are some things you can do to relax.

Meditate. Meditation is the ultimate relaxation skill. Find a quiet place, make yourself comfortable, close your eyes, breathe deeply, and focus on positive things. Meditating is a great way to relax and regroup when you're stressed. Try it.

Breathe. Slow, deep breaths fill your lungs and release oxygen to your brain. Breathing becomes shallow when you're angry, narrowing blood vessels and decreasing the amount of oxygen that flows through your body. This is one reason anger can increase blood pressure and cause tension headaches. Focusing on breathing when you're angry will improve your health and keep you from getting so worked up. Try it.

Escape. When you're angry, try to escape from the anger-provoking situation. If you can't get to your special place, relax and think of being where all your worries disappear. Where's *your* special place?

Exercise. Running, shooting hoops, riding your bike, kickboxing, walking, pumping iron, or punching a heavy bag: Whatever physical activity you enjoy is a great way to relax. Working out is good for your health *and* a great way to blow off steam. What activity do you like best? _____

Humor. Ever tried to laugh and be angry at the same time? You probably haven't been successful. Humor can diffuse anger faster than any other technique. Some perks of a good laugh are the polar opposites of anger:

- Anger increases blood pressure. Laughter decreases blood pressure.
- Anger suppresses the immune system. Laughter strengthens the immune system.
- Anger causes muscle tension. Laughter relaxes the muscles.
- Anger is a negative emotion. Laughter is a positive emotion.

The next time anger starts to take hold, add some humor to your life! What makes you laugh?



SECTION 8

Closing The Group

SESSION 10 The Grande Finale



Closing The Group

Connecting all the pieces is the theme of this session. Students make a puzzle connecting skills learned throughout the group. Reviewing their personal goals and following with a post-assessment (accountability tool) will help them appreciate their personal growth.

SESSION 10: The Grande Finale

THE STEPS

STEP 1

Pieces To The Puzzle

Putting It All Together Activity

Change

STEP 2

Closure

A Snapshot Of Your Anger

Compliment Cards

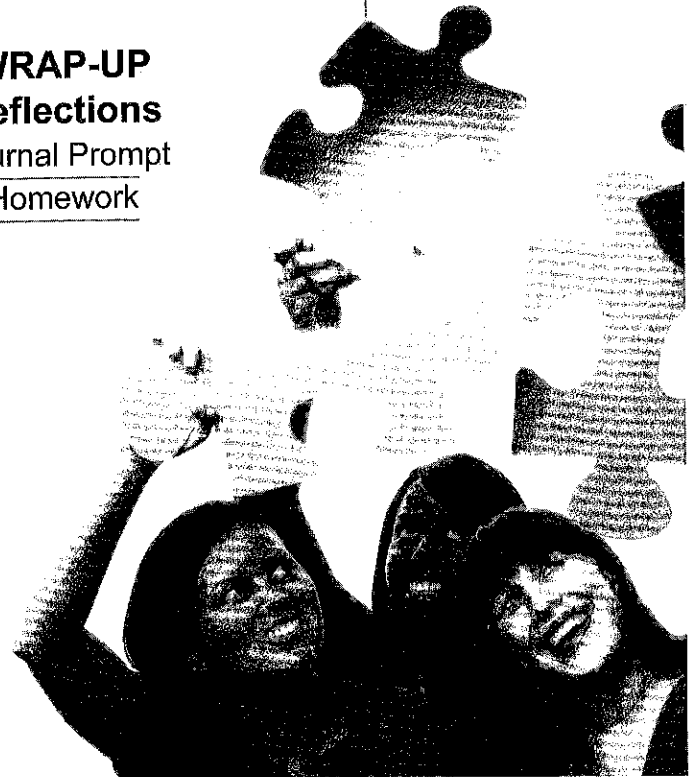
Group Evaluation

WRAP-UP

Reflections

Journal Prompt

Homework



The Grande Finale

Objectives:

Students will:

- assess their growth in the anger-management program
- evaluate their personal goals
- understand that *change* is a process
- learn ways to empower themselves to change
- understand how to connect anger-management skills and techniques

Materials:

For the leader and each student:

- Change* (page 117 or CD)

For the leader:

- posters and collages from previous sessions
- tape
- Putting It All Together Activity* (page 115)
 - Poster board cut into 2–3" puzzle shapes
 - Permanent markers
 - Scissors
- Optional: TV or computer to watch previously recorded skits

For each student:

- Student's folder
- Session 9's homework assignment
- Permanent marker
- Optional: *Jigsaw Puzzle Template* (page 116 or CD) and scissors
- A Snapshot Of Your Anger* (page 24 or CD)
- Pencil
- Group Evaluation* (page 118 or CD)
- Storage bag
- Student's journal



STEP 1

Pieces To The Puzzle

- **Putting It All Together**
- **Change**

(Note: Display all previous sessions' posters and collages to help students see how the pieces of anger management fit together.)

Students take out their folders and will add any activity sheets completed during the session. At the end of this session, they take their journals and folders home.

Present the *Putting It All Together Activity*. Divide puzzle shapes as evenly as possible among the students. Using a permanent marker, each student writes on the puzzle pieces things he/she learned in the group.

Distribute *Change*. Discuss the concept of *change* as a process that takes time and patience.



STEP 2

Closure

- **A Snapshot Of Your Anger**
- **Compliment Cards**
- **Group Evaluation**

For a post-assessment, distribute *A Snapshot Of Your Anger* and pencils. Compare students' pre- and post-assessments and discuss what they've learned and changed about their anger response.

(*Note:* Keep the pre- and post-assessments for your records. They show accountability and data-driven results for your school's counseling model.)

Discuss what students have learned or gained from the group experience. Ask if they met their goals.

Collect the *Compliment Cards* from the previous session's homework assignment. Give each group member his/her cards. Distribute storage bags so students can take their cards home.

If you recorded the skits performed in Sessions 6 and 7, watch them with the students.

Tell the students to place their puzzle pieces from the *Putting It All Together Activity* in their storage bags. This is a great way to reinforce the skills they've learned.

Distribute *Group Evaluations* for students to complete. Save students' completed evaluations for your records.



WRAP-UP Reflections

→ **Journal Prompt**

→ **Homework**

Students take out their journals.

Write the number of this session and today's date in your journal. Think about some things you learned in group. Write down what this experience has taught you about yourself.

Students take home all folders and journals.

Give students their homework assignment. Say:

Keep journaling! It's a great anger-management strategy.

Putting It All Together Activity

Purpose:

Putting It All Together is a closure activity designed to reinforce learned skills and tie all the sessions together.

Objectives:

Students will:

- understand how to apply what they've learned in real life
- reflect on the anger-management skills learned throughout the group
- bring closure to the group experience

Materials:

- Poster board cut into 2–3" puzzle shapes
- Scissors
- Permanent marker
- or
- 1 copy of the template provided on page 116 reproduced on heavy-weight paper, scissors, and a marker for each student

Activity:

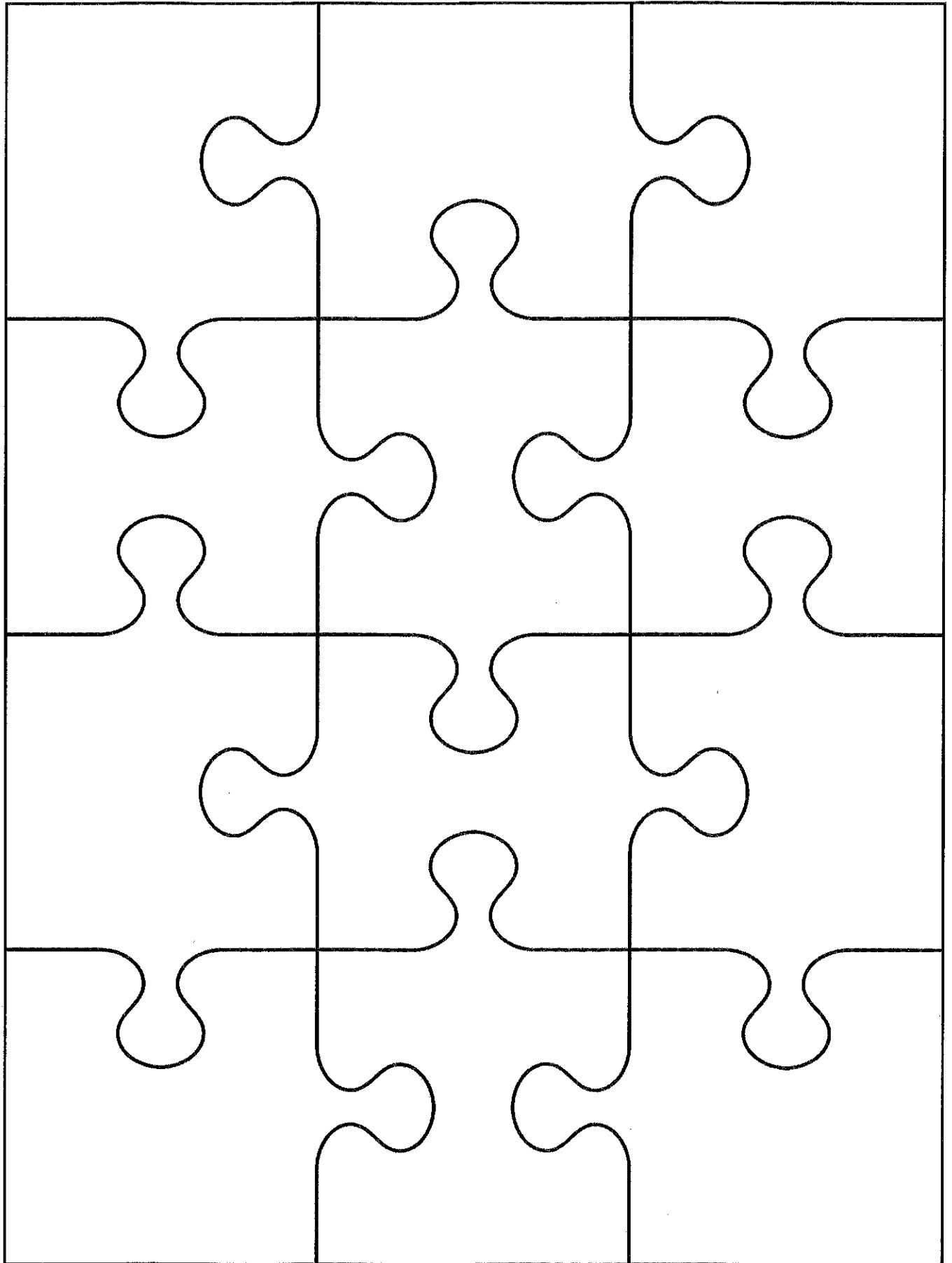
Distribute jigsaw puzzle pieces as evenly as possible or give each student a template and scissors and have them cut the puzzle pieces apart. Distribute permanent markers. On the puzzle pieces, students write things they learned in the group. These can include such things as:

- breathe
- relax
- change thinking
- *fight or flight*
- make good decisions
- balance emotions
- listen
- use "I" Statements

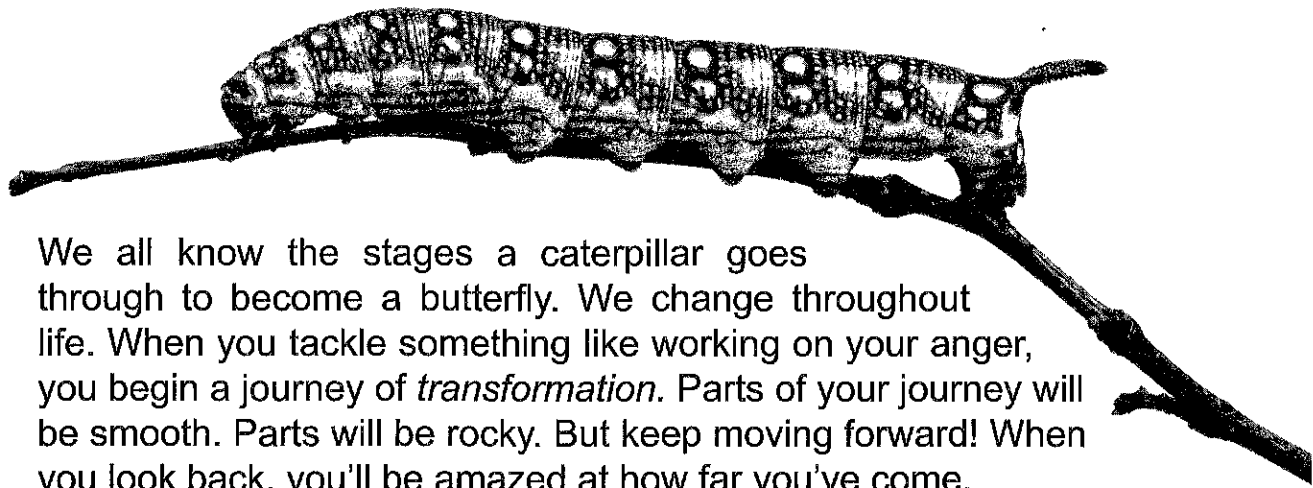
After the students finish writing, they put the puzzle together.

Processing:

Discuss what the students wrote. Use the puzzle to illustrate how these important pieces connect to help students manage their anger.



Change



We all know the stages a caterpillar goes through to become a butterfly. We change throughout life. When you tackle something like working on your anger, you begin a journey of *transformation*. Parts of your journey will be smooth. Parts will be rocky. But keep moving forward! When you look back, you'll be amazed at how far you've come.

You can change your anger if you:



recognize that anger is a problem



are willing to explore ways to change negative anger responses



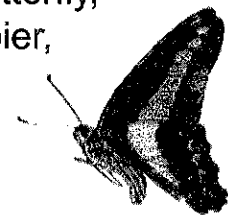
use the techniques and coping skills learned in these sessions

HOW LONG WILL IT TAKE TO CHANGE?

Research has shown that it can take two to four months to change a behavior (Lally et al. 2010)¹. Anger management is a *process*. Incorporating it into your life will take time. You didn't start acting this way overnight, and you're not going to change your behavior overnight. ***Be patient with yourself.***

PATIENCE IS A VIRTUE.

Just as the caterpillar completes its journey and becomes a butterfly, you can free yourself from the grasp of anger and have a happier, healthier, more meaningful life.



1. Lally, Phillippa, Cornelia H.M. van Jaarsveld, Henry W.W. Potts, and Jane Wardle.. How are habits formed: Modelling habit formation in the real world. *European Journal of Social Psychology*. 2010. 40 (6): 998–1009.

Group Evaluation

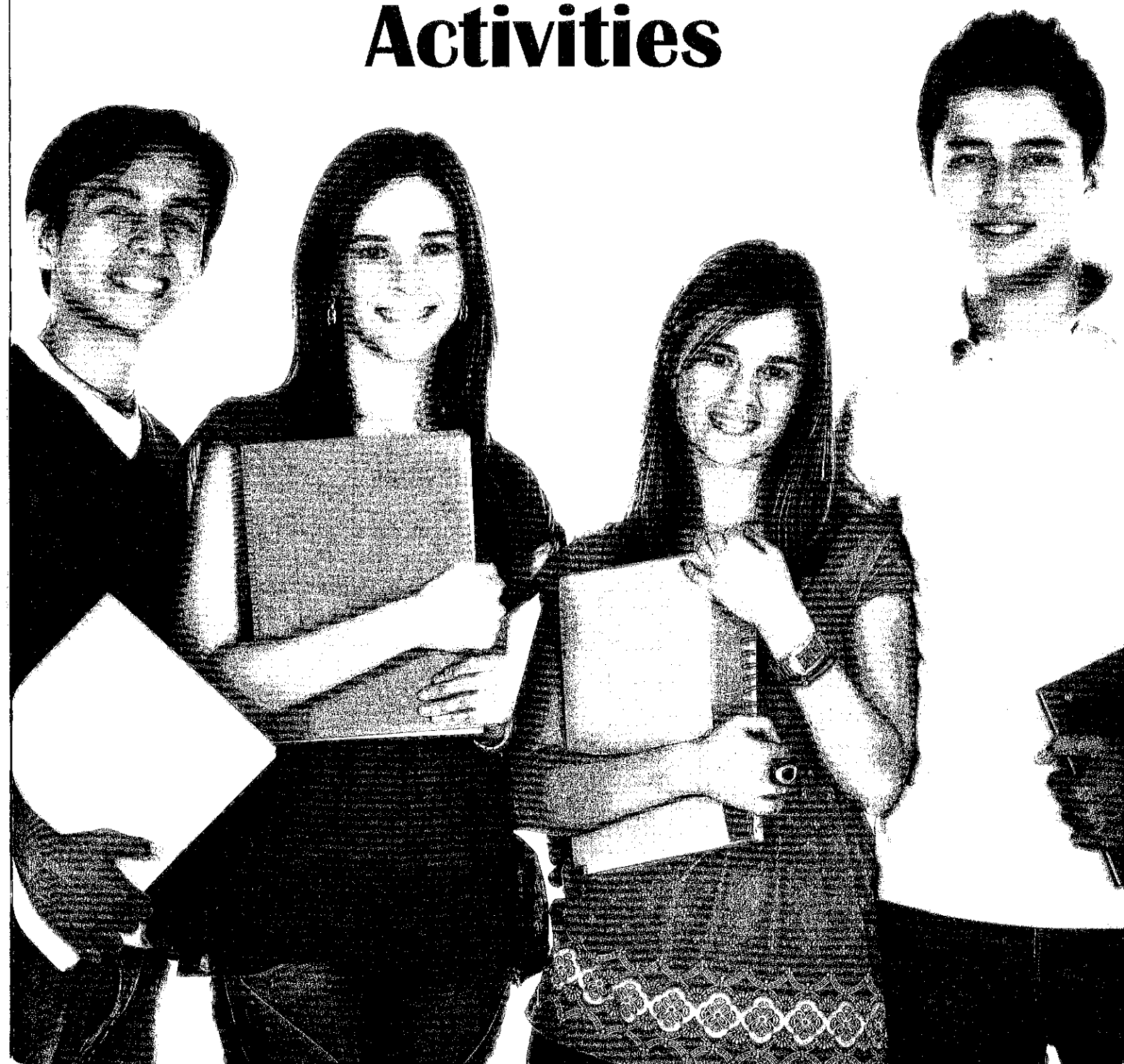
	OFTEN	SOMETIMES	RARELY	NEVER
I learned a lot from this group.				
I will be able to apply what I have learned in real-life situations.				
I would recommend this group to a friend.				
I had fun in this group.				
I have noticed a positive difference in my behavior since I began this group.				
Others have noticed a positive difference in my behavior since I began this group.				
I would attend another group led by this counselor.				

List things about the group that you enjoyed.

List things about the group that you would change.

SECTION 9

Supplementary Activities



Supplemental Activities

This section augments individual, group, or follow-up sessions. The group experience is a powerful thing. Conduct periodic follow-up sessions to help students apply new skills in various settings. Groups advance at different rates, and some groups may need to spend more time on the development of a skill than other student groups. Use this section at your discretion to help students get the most out of the anger-management counseling experience.

Activities

Beginning-The-Group Activity

The Name 1 Game

Understanding Anger Activity

Changing Home

Communicating Anger Activities

All Ears

Maze Of Words

Expressing Anger Activity

"Out Of Control" Meets "The Cool One"

Thinking About Anger Activities

Steps Of Problem-Solving

Decision Making

Transforming Anger

"COOLage"

The Name 1 Game

Purpose:

The *Name 1 Game* is an icebreaker designed to encourage group members to share information in a safe, interactive way. After members answer questions about themselves, detailed questions are added. Playful and personal questions acquaint the facilitator with each member's personality and personal difficulties.

Objectives:

Students will:

- bond
- establish rapport

Materials:

- 1 ball

Activity:

Read a prompt aloud. Participants toss the ball to each other. As each student catches the ball, he/she answers the prompt, then throws the ball to another student. Continue playing the game until everyone has an opportunity to answer a question and all prompts have been answered.

Processing:

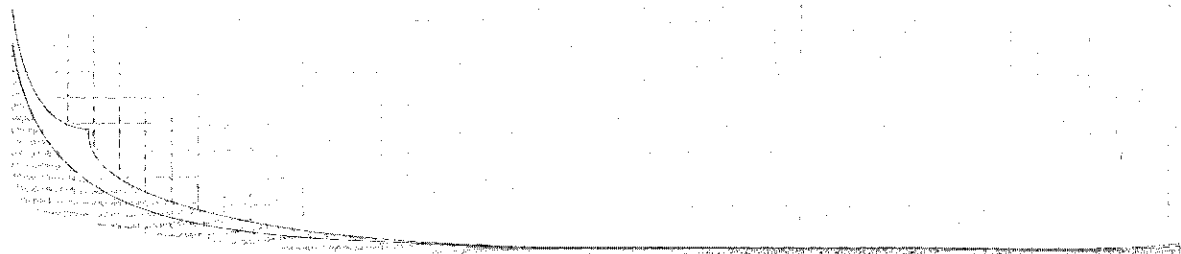
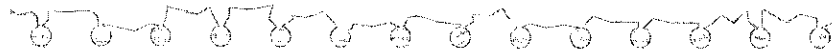
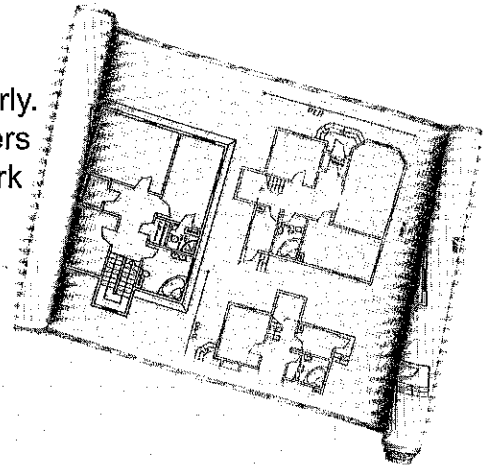
After completing the activity, discuss the importance of *connectedness* to the group experience.

Prompts:

1. One unique thing about yourself
2. One person who means a lot to you and why
3. One of your favorite movies
4. One of your favorite sports
5. One thing someone does that makes you mad
6. One thing you do to "cool it" when you're mad
7. One thing you love to do
8. One thing you can't stand
9. One thing you'd change about the world
10. One thing that would make your life easier
11. One thing you love to eat
12. One thing you'd like to change about your family
13. One thing you'd like to change about your friends
14. One thing you'd like to change about school
15. One thing you'd like to change about yourself
16. One thing you hope to gain from this group
17. One thing you did when angry that got you in big trouble

Changing Home

Directions: Draw a blueprint of your home. Mark rooms clearly. Using a different-colored marker, indicate where most members of your household usually hang out. With a third color, mark your favorite room.



Who lives with you?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

What would you like to change about what happens in your home?

<hr/>
<hr/>
<hr/>
<hr/>

All Ears

Good listening and communication skills help you express how you feel and understand how others feel. By expressing your feelings and understanding others' feelings, you can ward off anger-provoking situations.

Directions: Look inside the ear. Circle the 11 words that describe good listening and communication.

- Nods
- Smiles
- Patient
- Concerned
- Clarifies
- Cares
- Responds
- Interested
- Focused
- Attentive
- Trusting

O D V Q A S P O L I
 X E W T D O D S P N A
 D S D S O K I J W A T O
 J O M N C L A E S N E X
 B O D I F W O V E X R K
 N O D S L S X I I X E T
 D O D S X E T T F P S Y
 L E S S X A S N I A T P
 D O S D P V B E R T E L
 F D D U N X X T A I D G
 W E D S C O X T L M X S
 J N D P X O P A C G X O
 G R D H A Q F S X Q L
 N E D S G I M T E P Z
 I C D S C A N T V R
 T N S N G E S D C A
 S O N E I S M B U
 U C E T R G I U O
 R O A S Y A X K
 T P T A T K C
 D Y A O B

Maze Of Words

Directions: Enter the maze at *Encourage Circle* and follow the path of encouraging and discouraging phrases to *Feel Good Road*.

Encourage Circle

ENTER →

YOU'RE SO LAZY.

HURRY UP, SLOW POKE!

I AM VERY PROUD OF YOU.

YOU ACED THE TEST.

YOU ALWAYS LISTEN.

I COULDN'T HAVE DONE THIS WITHOUT YOU.

YOU SCREW UP ALL THE TIME.

GREAT JOB!

YOU CAN'T DO ANYTHING RIGHT!

I APPRECIATE ALL YOU DO.

THAT'S STUPID!

YOU'RE HOPELESS.

YOU'RE A GREAT FRIEND.

STOP WHINING!

SHUT UP!

YOU'RE A LIAR!

THANK YOU FOR HELPING.

YOU'RE REALLY NICE.

EXIT ↑

Feel Good Road

“Out Of Control” Meets “The Cool One”

Introduce the activity by saying:

Have you ever thought about how your anger looks to someone else? Anger is not a very attractive emotion.

An angry person is disheveled. Harmful words and unpleasant gestures or facial expressions may make him or her look wild and out-of-control. Compare that image with a person who's cool, composed, articulate, and able to ignore destructive words.

Are you out of control when you're angry? Or are you “The Cool One”?

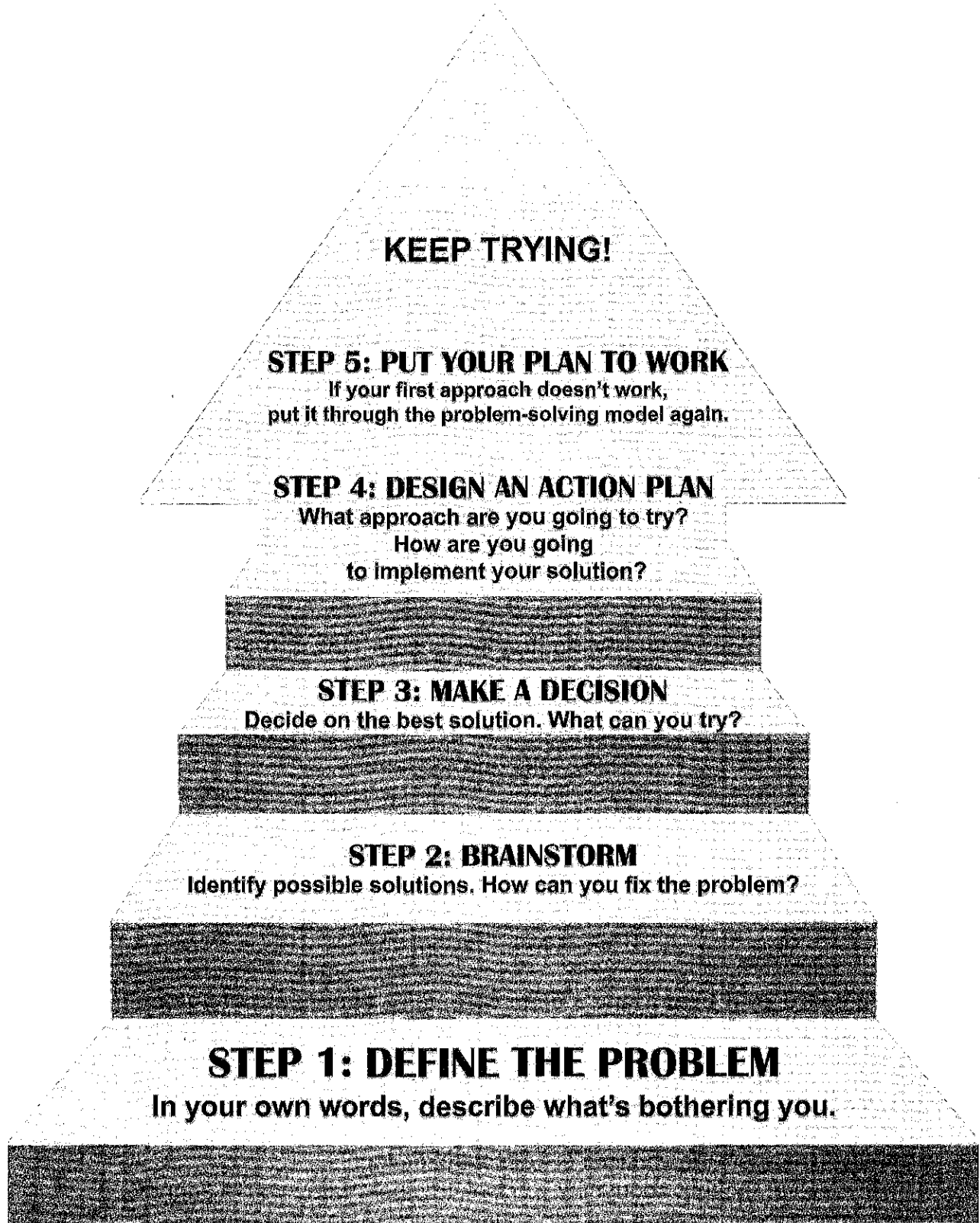
Students form pairs. In the following assigned scenarios, one member of each pair plays the “out-of-control” person and his/her partner plays “the cool one.” Students process their thoughts after each skit.

<p>Your older sibling just broke your new phone. (Older sibling's role: “the cool one”)</p>
<p>Your dad's nagging you to clean your room. (Dad's role: “the cool one”)</p>
<p>You confront your teacher who nags you constantly. (Teacher's role: “the cool one”)</p>
<p>You confront a peer you don't like who is gossiping about you. (Peer's role “the cool one”)</p>
<p>You heard your best friend's been spreading rumors about you online. (Best friend's role: “the cool one”)</p>

Group Processing Questions:

1. When you're angry, do you look out of control or cool?
2. Have you ever thought about how you look to others when you're angry?
3. Does your anger transform you into someone you're not? Explain.
4. How can you prevent this transformation?

Here's a tip: If you're not sure what you look like when you're angry, have a friend or relative snap a picture of you having an angry moment. What you see may surprise you!



STEPS OF PROBLEM SOLVING

Decision Making

Students role-play the decision-making process. Students read aloud each scenario and discuss how the person can work through his/her dilemma. (Note: Students may start sharing personal problems. This is a great way for them to get valuable feedback about how to handle their situations.)

Situation #1:

It seems that every time your parents talk, they argue. And the argument is usually about you! How does that make you feel? How can you confront the situation?

Situation #2A:

You've had the same best friend for a long time. Lately, she's been mad at you because you've been doing "stupid stuff" that could lead to big trouble. Your friend wants you to stop putting yourself in harm's way. She said she will stop being friends unless you get your life together. You apologized and promised you'd work on your behaviors, but screwed up and smoked in the school bathroom. Your friend said she is fed up and until she sees a change, she won't be your friend! You miss hanging out with her. What can you do?

Situation #2B:

You've had the same best friend for a long time. Lately, he's been mad at you because you've been doing "stupid stuff" that could lead to big trouble. Your friend wants you to stop putting yourself in harm's way. He said he will stop being friends unless you get your life together. You apologized and promised you'd work on your behaviors, but screwed up and smoked in the school bathroom. Your friend said he is fed up and until he sees a change, he won't be your friend! You miss hanging out with him. What can you do?

Situation #3:

You were walking to lunch one day when an assistant principal accused you of skipping class. You weren't, but she wrote you up! What do you do?

Situation #4:

Whenever you spend time with your divorced parents, they each ask you about the other. How can you spend time with both parents without playing this game?

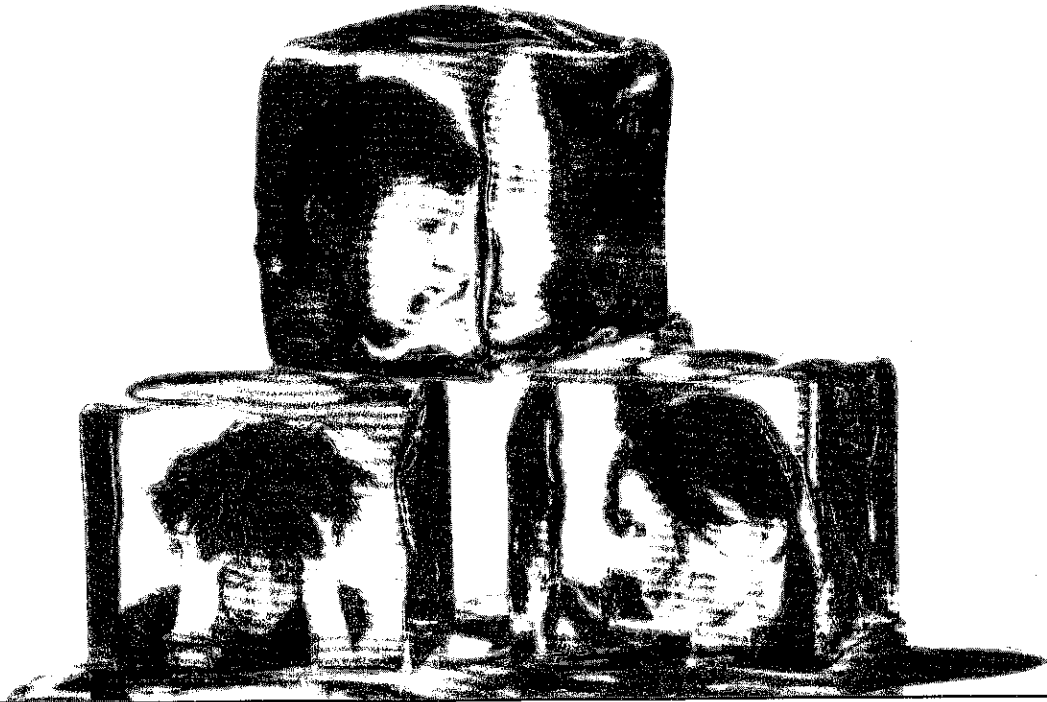
Situation #5:

You're supposed to visit your mother and stepfather over spring break. You don't get along with your stepfather, who is constantly nagging you and making new rules. You aren't accustomed to such rules at home. Locking yourself in your room is not an option. What do you do?

“COOLage”

Provide magazines and scissors. Say:

We've discussed a Chill-Out Plan and developed a Cool-Down Plan. Think of things you enjoy doing that help you relax when you're angry. We're going to create a group poster. Look through the magazines and cut out pictures and words to create a "COOLage" collage of things you do to chill when you're mad.



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