

Anger Management Group Curriculum

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Adapted from:

West Virginia Department of Education

<http://wvde.state.wv.us/counselors/group-lessons.html>

Missouri Center for Career Education

<http://www.missouricareereducation.org/for/content/guidance/>

Wellness Reproductions and Publishing

<http://www.gway.org/Websites/gway/images/Strategies%20for%20Anger%20Management.pdf>

Overall Purpose: Understand the events and thoughts that make us angry. Understand how our values have been affected by anger. Decrease and control negative angry emotions and behaviors.

GROUP	GOAL	ACTIVITIES
1	SWBAT: establish anger management goals	Check-in Self-assessment Anger: Myth or Not Worksheet
2	SWBAT: identify activating events and anger cues	Check-in Activating Events Group Share Anger Management Cues wrsht Discuss ABC Model
3	SWBAT: identify angry behaviors and the consequences of those behaviors	Check-in Thermometer wrsht Behaviors and Consequences Group Share Reexamine goals
4	SWBAT: take control of their anger and respond assertively	Check-in Discuss control and anger management techniques Non-assertion, Aggression, and Assertion wrsht
5	SWBAT: examine and understand the influence of role model's angry behavior	Check-in Early Anger Messages wrsht Sticking with My Values
6	SWBAT: examine and understand the influence of the media/ society's portrayal of gender specific angry behavior	Check-in Gender Roles and Anger wrsht Gender Roles Video (Miss Representation) Sticking with My Values
7	SWBAT: use anger management techniques to respond calmly to activating events	Check-in Recap Anger Management Techniques Role Plays
8	SWBAT: create an action plan for anger management	Check-in Action Plan wrsht Closing activity

Group 1: Introduction/ Overview

Goal: Establish anger management goals

- 1) Check-in: Welcome back/ discuss winter break
- 2) Recap norms
- 3) Anger Management Overview
 - a) Overall purpose
 - b) Today's goal
 - i) Develop anger management goals and understand anger management beliefs
- 4) Self-Assessment
- 5) Goals
- 6) Anger: Myth or not worksheet (if time)
- 7) HW: Over the next week, think about When/ What/ Where makes you angry?

Group 2: Angry Events and Cues

Goal: Id events that make you angry and your cues that you are feeling angry

- 1) Check-in
- 2) What events/ situations/ triggers make you angry- group share
- 3) Anger Management Cues Wrsht
 - a) Physical, behavioral, emotional, cognitive cues
 - b) Group share
- 4) ABC Model wrksht
 - a) Lies we tell ourselves wrksht
- 5) Process
 - a) Do your cues change depending on the level of anger you feel?
 - b) How does it feel to write down specific cues?

Group 3: Behaviors and Consequences of Anger

Goal: Id your behaviors when you're angry and the consequences of those behaviors

- 1) Check-in
- 2) Thermometer wrksht
 - a) Rate how angry each event makes you
 - b) Group share- events at 0, 5, and 10
- 3) What are your behaviors for each event on your thermometer?
 - a) Group share- behaviors for events at 0, 5, and 10
- 4) What are the consequences related to each behavior?
 - a) Positive and negative
 - b) For you and others
 - c) Group share
- 5) Re-examine goals
 - a) Are you accomplishing your goals?
 - b) Do you want to make any changes?
- 6) Process
 - a) What are the group's similarities and differences in angry behaviors?
 - b) What are the differences in the consequences for you and others?
 - c) How does it feel to identity your behaviors and the consequences of those behaviors?

Group 4: Controlled and Assertive Responses to Anger

Goal: Learn ways to take control of anger and react assertively

- 1) Check-in
- 2) Look at the events that make you angry. What can you control?
 - i) Can't control other people or negative events
 - ii) Can control your behavior and consequences
- 3) Steps to take control
 - i) STOP- recognize the event, triggers, and your cues
 - ii) COOL DOWN- develop an invisible cool down
 - (1) Ex: deep breath- we will discuss more next time
 - iii) Think of a calm response or not angry response
 - iv) Act on the calm response
 - b) Openly talk about feelings and communicate your wants and needs
 - c) Listen to what other's feelings and their wants and needs
 - d) Use I messages to avoid blaming
 - i) When you... I feel....
 - ii) I feel... when... because... and I want/need you to
 - (1) I feel
 - (2) Tell the person what made you feel that way- when
 - (3) Tell the person why you feel that way- because
 - (4) Tell the person what you want- I want you to/ I need you to
- 4) Introduce Anger Management Techniques
 - a) 5 Senses (Sight, smell, taste, hearing, and touch)
 - i) Anger can be reduced by activating a sense. The more senses used the better.
 - b) Group share-What can you do in the moment?
 - c) Group share-What can you do long term?
 - d) Practice a few techniques
- 5) Non-assertion, Aggression, and Assertion Worksheet
 - a) Read aloud worksheet and let group decide if the event is NON, AGG, or AST
 - b) Response Discrimination Test
- 6) Process
 - a) What communication style do you usually use?
 - b) What can you do to take control and respond assertively?
 - c) Do you think changing your communication style will be easy or hard?

Group 5: Effects of Role Model's Anger

Goal: Examine and understand the influence of role model's angry behavior

- 1) Check-in
- 2) Early Anger Messages wrksht
 - a) How did role model express anger?
- 3) Sticking with My Values Activity
 - a) Ask students to write down all of their learned anger values on sticky notes. 1/ sticky note
 - b) Stand in a circle with a trash can in the middle
 - c) Participants to take turns reading a sticky note and decide whether or not they want to keep the value
 - d) If they want to get rid of the value, they put it in the trash can. If they want to keep it, they stick it on their clothes to display their values.
- 4) Process
 - a) How do you think these influences have effected your beliefs and behaviors
 - b) How does it feel to decide on the values you want to keep?
 - c) What does keeping these values mean?

Group 6: Effects of Gender Specific Anger

Goal: examine and understand the influence of the media/ society's portrayal of gender specific angry behavior

- 1) Check-in
- 2) Gender Roles and Anger wrksht
- 3) Watch part of Miss Representation
 - a) Group discussion
- 4) Sticking with My Values Activity
 - a) Ask students to write down all of their learned anger values on sticky notes. 1/ sticky note
 - b) Stand in a circle with a trash can in the middle
 - c) Participants to take turns reading a sticky note and decide whether or not they want to keep the value
 - d) If they want to get rid of the value, they put it in the trash can. If they want to keep it, they stick it on their clothes to display their values.
- 5) Process
 - a) How do you think these influences have effected your beliefs and behaviors

Group 7: Role Plays

Goal: Practice anger management techniques and calm behaviors.

- 1) Check-in
- 2) Practice other anger management techniques
- 3) Role play
 - a) Each student will write down an activating event/ situation
 - b) Students will take turns acting out events
- 4) Process
 - a) How did it feel to actually act out triggering events?
 - b) What techniques worked for you?
 - c) What responses did you like and not like?

Group 8: Closing and Action Plan

Goal: Establish an action plan for anger management and close group

- 1) Check-in
- 2) Action Plan wrsht
- 3) Closing activity
 - a) Discuss how anger can be subsided by using the 5 senses
 - b) This activity will involve all 5 senses (sight, smell, taste, hearing, and touch)