Counselor Name: Karen Ward
Title of Lesson: Tools to Control Anger
School: TUSD Counseling Dept.
Quarter: Anytime
Audience: Classroom √ Small Group
Level: Primary (K-2) √ Intermediate (3-5)
Target Grade: 5th

COUNSELING STANDARDS

ACADEMIC
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Students will employ strategies to achieve future career goals with success and satisfaction.
6. Students will understand the relationships between personal qualities, education, training and the world of work.

PERSONAL/SOCIAL
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
8. Students will make decisions, set goals, and take necessary action to achieve goals.
9. Students will understand safety and survival skills.

COUNSELING COMPETENCY(IES)
Demonstrate skills in resolving conflicts with peers and adults.

ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

MATERIALS/RESOURCES:
Second Step Materials, handout, books on anger, a prepared bag with one tool to use to control anger written on each card. Pre-K and K literature Hands Are Not for Hitting by Martine Agassi. Grades 1,2,3 When Sophie Gets Angry-Really, Really Angry by Molly Bang. Grades 4-8, Don't Rant and Rave on Wednesday by Adolph Moser. Grades 4-8, How to Handle Bullies, Teasers and Other Meanies by Kate Cohen-Posey. (This book is not a story so you would need to select parts to read or do.)

ACTIVITY:
You could start this lesson by reading any of the books listed above. These books provide stimulus for good discussion. Discuss with students...
what they have learned about anger from the Second Step Program and/or from the literature. If you haven’t used the Second Step, just find out what the students think about anger. Some possible questions: How do you know when you are angry? How do you know when someone else is angry? What have you noticed about how others handle anger? Do you think anger is just a feeling or is all anger bad? What makes you angry? Pass out the worksheet called “Anger”. Have older students complete the sentences. You may want to have them fold the paper in half so they are looking at one set at a time. Younger students can use the blank sheet and draw pictures. On the board or butcher paper write ideas the students give you from their worksheet about how to calm down or how to control anger. Use an analogy with “Tools in a Toolbox”. Let students tell what tools different professions use, i.e. doctors, carpenters, plumbers, electricians. Then have students select a tool from your tool kit. (A paper bag would work or you can make it fancy.) Have students read what they selected from the bag and tell the class what the tool is. Continue until all tools have been read. What tool(s) would work for you to carry with you to control your anger?

**EVALUATION:**
Pretest/Postest: attached

**How did the student change as a result of this lesson?** Students will have tools to make a better choice.

**Information/Comments/Follow-up:** You may want to address the issue of how the family deals with people being angry. Students need to be safe. Sometimes it is okay to say you are angry and sometimes it is not. The most important learning is to be able to identify their feelings for themselves.

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Pretest and Post test for Tools to Control Anger

Name______________________________

1. Is the feeling of anger okay or not okay? ______________

2. Who controls your anger? ___________________________

3. List three safe things you can do to calm your anger:
   
   • _____________________________________________
   
   • _____________________________________________
   
   • _____________________________________________
   
   • _____________________________________________
ANGER

Name

I get so angry when

I can control my anger by

Other people seem to get angry
With me when

I can calm an angry situation
by