

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**

10-DIGIT ISBN: 1-57543-183-1
13-DIGIT ISBN: 978-1-57543-183-3

COPYRIGHT © 2011 MAR*CO PRODUCTS, INC.

Published by mar*co products, inc.

1443 Old York Road, Warminster, PA 18974

1-800-448-2197

www.marcoproducts.com

Graphics adapted from: www.shutterstock.com

PERMISSION TO REPRODUCE: The purchaser may reproduce the activity sheets, free and without special permission, for participant use for a particular group or class. Reproduction of these materials for multiple group facilitators or an entire school system is forbidden.

ALL RIGHTS RESERVED. Except as provided above, no part of this book may be reproduced or transmitted in whole or in part in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without permission in writing by the publisher.

ASCA standards from: American School Counselor Association (2004). *ASCA National Standards for Students*. Alexandria, VA: © 2004 by the American School Counselor Association.

PRINTED IN THE U.S.A.

Contents

Staying Cool ... When You're Steaming Mad	5
Research-Based Information	5
Introduction	6
Making The Most Of This Book	7
Instructions For Using The CD	7
Using Staying Cool ... When You're Steaming Mad With The ASCA National Model.....	8
SECTION 1: Pre-Session.....	9
Identifying Candidates	10
Anger-Management Group Referral Letter	11
Screening Questionnaire	12
Anger-Management Parent/Guardian Letter	13
SECTION 2: Beginning The Group.....	15
Session 1: Ready, Set, Go!	17
Group Rules.....	19
Confidentiality: Let Them Know Sample Script.....	20
Group Calendar	21
Web Of Connection Activity	22
Healthy And Unhealthy Anger.....	23
Snapshot Of Anger	24
SECTION 3: Understanding Anger.....	25
Session 2: Anger Triggers	27
Button-Pushing Activity	30
Pushing My Buttons.....	31
Chill-Out Plan.....	32
Recognizing Your Physical Cues	33
The Faces Of Anger.....	34
Family Interview	35
Session 3: The Origin Of Anger	37
Roots Of Anger	39
Anger: Innate Or Learned?	40
It's All In The Family.....	41
The Fight Or Flight Response To Anger	42
Fight Or Flight Example	43
Anger Tracker Example	44
Anger Tracker	45
SECTION 4: Communicating Anger	47
Session 4: Communication Skills	49
Misinformation Leads To Miscommunication Activity	52
Communication Pictures.....	53
The Power Of Seeing And Believing	55
Listening To Others.....	56
Encouraging Versus Discouraging Messages	57
Practicing Communication Skills.....	58
Say What? Cards.....	59
Session 5: Working Through Anger	60
"I" And "YOU" Statements.....	62
Aggression.....	65

Assertion.....	66
The A's Of Communicating Anger Word Collage	68
Anger-Response Styles.....	69
Anger-Response Styles Cards	70
Conflict-Resolution Styles.....	72
SECTION 5: Expressing Anger	73
Session 6: Resolving Conflict	75
Communication Skills Quiz.....	77
Critics' Corner	79
Anger-Emergency Plan.....	80
SECTION 6: Thinking About Anger	81
Session 7: Toxic Thinking	83
Types Of Toxic Thinking.....	85
Toxicity Skits	86
Changing Thoughts	87
Twisting Thoughts.....	88
Toxic-Thinking Reality Check	89
Strategies For Toxic Thinking	90
Stop Toxic Thinking.....	91
Session 8: Needs And Wants	92
What Are Your Needs?	95
Basic Needs Cards	96
The Picture-Perfect World	97
Wheels of Change	98
WDEP Model: Choices In Anger Management.....	99
Choice Card Reminder	100
Key To Your Car.....	101
SECTION 7: Skills & Techniques For Coping With Anger	103
Session 9: Transforming Anger	105
Hidden Emotions Activity	107
Pent-Up Emotions Activity	108
Relaxation Skills	109
SECTION 8: Closing The Group.....	111
The Grande Finale.....	113
Putting It All Together Activity.....	115
Jigsaw Puzzle Template	116
Change	117
Group Evaluation	118
Supplemental Activities	119
The Name 1 Game	121
Changing Home.....	122
All Ears	123
Maze Of Words.....	124
"Out Of Control" Meets "The Cool One".....	125
Steps Of Problem Solving.....	126
Decision Making	127
"COOLage"	128
Bibliography.....	128

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

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

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

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*.

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.

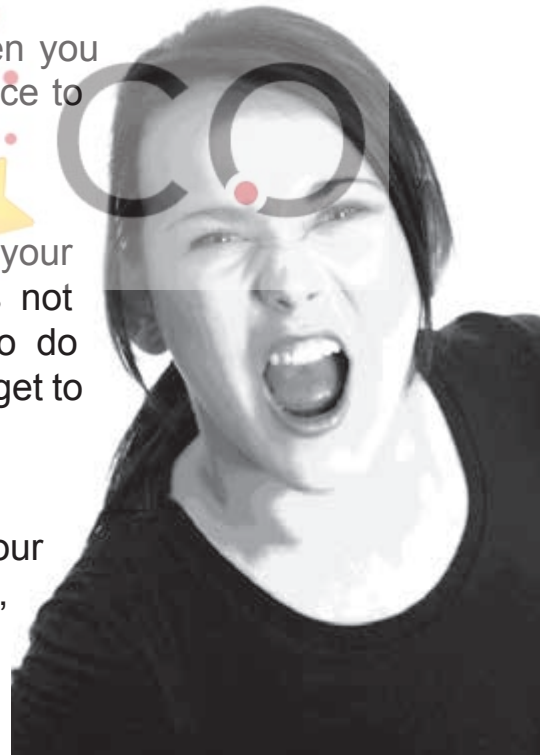
Trash-Talker You say bad things about people you're mad at. You give a tongue-lashing to anyone who gets in your way. You may curse to get your point across.

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-EMERGENCY PLAN

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

My anger is triggered when:

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

- | | | | |
|----------------------------------|---------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Slammer | <input type="checkbox"/> Yeller | <input type="checkbox"/> Complainer | <input type="checkbox"/> Trash Talker |
| <input type="checkbox"/> Whiner | <input type="checkbox"/> Hitter | <input type="checkbox"/> Pacer | <input type="checkbox"/> Breaker |
- Other _____

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

- | | | | |
|-----------------------------------|-----------------------------------|-------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Dominant | <input type="checkbox"/> Appeaser | <input type="checkbox"/> Mastermind | <input type="checkbox"/> 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:

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

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



THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

©
Mar^{co}


Snapshot Of



	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.				

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?



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





GRANDFATHER'S ANGER RESPONSE

YOUR GRANDMOTHER'S NAME





GRANDMOTHER'S ANGER RESPONSE


YOUR GRANDFATHER'S NAME






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

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:

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)

- | | | | |
|----------------------------------|---------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Slammer | <input type="checkbox"/> Yeller | <input type="checkbox"/> Complainer | <input type="checkbox"/> Trash Talker |
| <input type="checkbox"/> Whiner | <input type="checkbox"/> Hitter | <input type="checkbox"/> Pacer | <input type="checkbox"/> Breaker |
- Other _____

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

- | | | | |
|-----------------------------------|-----------------------------------|-------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Dominant | <input type="checkbox"/> Appeaser | <input type="checkbox"/> Mastermind | <input type="checkbox"/> 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:

_____	_____
_____	_____
_____	_____

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.



“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!