**Anger/Conflict**

**(emotional regulation)**

**Group Lesson Plan**

**Session 1**

**Choices can HELP or HURT**

* Confidentiality
* Group rule: RESPECT (discuss: What will that look like?)

Conflict Activity

1. Using a large piece of butcher-block paper laid out on a table, have students write down (markers are best) several situations that cause conflict and anger at school or home. Take turns and allow them to vent about what bothers them.
2. Explain that these conflicts are NORMAL and that in each of these situations there are choices they can make that will either *help or hurt* the situation.
3. Write “Help? or Hurt?” on their conflict chart paper. Have each student choose one of the conflicts and share examples of choices that might *hurt* that situation (make it worse) and what choices could be made to *help* that situation get better.
4. Challenge each student to choose one of the helping choices and use it this week in order to HELP a situation.
5. Close out by teaching a self-regulation breathing technique. Save the chart paper.

**Session 2**

**Why Am I So Angry?**

* Confidentiality
* Group rule: respect
* Quick review of helping or hurting choices/ask about the strategy they tried

Anger Volcano Activity

Explain that today is about anger & what causes blow-ups.

1. Using a large sheet of butcher paper draw a wavy blue line down the middle from one side to the other. This is the sea and we only see what is above the sea line (at first).
2. Draw the top of a volcano coming out of the sea and write ANGER on it.
3. Draw several lines exploding out of the volcano and have students write on (or around) them what things you might see when someone is angry. Examples: cussing, hitting, crying, threats, fighting, throwing things, talking back, leaving class, etc…
4. Now draw in the part of the volcano that is under the sea (leave some ocean area on the sides). Ask the students to explain why real volcanoes erupt (look for them to say pressure under the earth). Ask them for examples of pressure and stress that can happen in a kid’s life that others may not see. Have them record answers on the part of the volcano that is underwater. Examples: divorce, death, abuse, moving, bullies, learning disabilities, rumors, ADHD, etc…

Discussion points:

* + Why might kids with the most hidden pressure have the most eruptions?
  + Some people do the opposite and “implode” or shut down. What might that look like?

1. Next, point out the areas of sea around the outside of the volcano. In this space (the calming sea) have students write down coping strategies that can help lessen pressure. Examples: Talking to an adult or friend, funny videos, breathing, counting, reading, sports, crying, playing, etc…
2. Play the YouTube clip “Inside-Out Angry Family Dinner”. Have the students compare what happens in the clip to the volcano drawing. Identify the explosions they saw in the clip, and what factors were causing the family pressure and stress (they just moved, she cried at school, no furniture, etc…) <https://www.youtube.com/watch?v=ZAL0nwCo0h8>
3. Teach students a self-calming technique such as a breathing activity. Challenge them to use either the breathing activity or one of the positive coping skills they wrote on the chart before the next session.

**Session 3**

**Circle of Control**

* Confidentiality
* Group rule: respect
* Hang up charts from the previous two sessions. Quickly review/ask what coping strategy or breathing technique they tried during the week.

Circle of Control Activity

1. On a new piece of butcher paper draw a large circle. Label it *“Can Control”.* Label the area outside of the circle *“Can’t Control”.*
2. Ask students if anyone can control the weather. When they say no, write “weather” in the “*Can’t Control”* area. Ask students to imagine how they might feel if they tried really hard to control the weather.
3. Next, ask the students what they *can* control if the weather is bad and write responses such as wearing a coat, putting on rain boots, using sunscreen, going to a storm shelter, etc… inside the circle.
4. After the students have an idea of what they *can* and *can’t control*, have them identify conflicts or pressures that they wrote on the previous charts that are **not** in their control and record it in the “Can’t Control” area.
5. Next, have a group discussion on what things are on the charts that they can control and record answers in “Can Control” circle.

Examples:

CAN’T CONTROL = School is hard

CAN CONTROL = Doing work, studying, going tutoring, etc…

CAN’T CONTROL = People talk about me

CAN CONTROL = Talk to them, ignore them, see the counselor for mediation, etc

CAN’T CONTROL = Parents fight

CAN CONTROL = Talk to counselor, don’t take sides, put on headphones, have a safe place, etc…

1. Teach students a self-calming technique and challenge them to make a commitment to try something from the “Can Control” circle this week.

**Session 4**

**Let's Practice!**

* Confidentiality
* Group rule: respect
* Ask students to share about using a self-calming technique or what they tried from the Can Control circle

Quick Review

* Choices can HELP or HURT conflicts
* Calming techniques from the sea outside of the volcano
* Things I CAN control

Scenario Game

One option is to use the “Social Problem Solving Task Cards” from Teachers Pay Teachers (be sure to use only age appropriate cards) <https://www.teacherspayteachers.com/FreeDownload/Social-Problem-Solving-Task-Cards-Journal-Prompts-Free-SEL-Activities-2026178> (or you could choose any anger/conflict type scenario cards you may have). Using a generic game board, play a game in which students roll, then draw a card and share what helping choices they could make in that scenario.

Closing

Give each student an opportunity to share something they learned from the groups that they never want to forget.

**Follow up**

If desired, conduct an individual follow-up session with each student. You may use it to discuss specific issues that came up in group, help them set a behavior goal to work on in class, or just to allow them an opportunity to individually process and internalize what they learned.



