

12 Learn a Process for Controlling Your Anger

TRANSITION OBJECTIVE

Students will learn a five-step process for handling anger.

RELEVANCE TO SUCCESSFUL TRANSITION

To be healthy and successful it is important to deal with anger in a mature, active way. This does not mean that feelings of anger should be set aside or stuffed inside. This can cause problems physically and mentally. Following the steps for handling anger outlined in this lesson will promote positive health and a successful and happy life.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

When I'm angry, I . . .

❑ STEP 2: Convene Roundtable

"When someone is angry with me I ____."

❑ STEP 3: Advance Organizer

"In this lesson, you will learn ways to respond when you are angered by something someone says to you."

❑ STEP 4: Activity - 25 Minutes


Using a screen image, go over the guide **Anger Incident**. Students have five minutes to prepare their story and then five minutes to share it with a partner. Tell them to share examples of anger that was out of control (i.e. screamed at someone, used threats or physical aggression, threw things, called other people names). Talk about the impact that these incidents had (harmed someone, damaged property, destroyed their reputation, etc.). Bring into the discussion the severe results of uncontrolled anger, (Prison, loss of life, fines or other penalties, damage to future opportunities, such as employment or credit). Point out that we give our personal power away when our anger is out of control.

❑ STEP 5: Activity - 20 Minutes

Remind students of the relaxation exercise from the last class, pointing out that using a relaxation technique will help them control their anger. Explain that they must begin

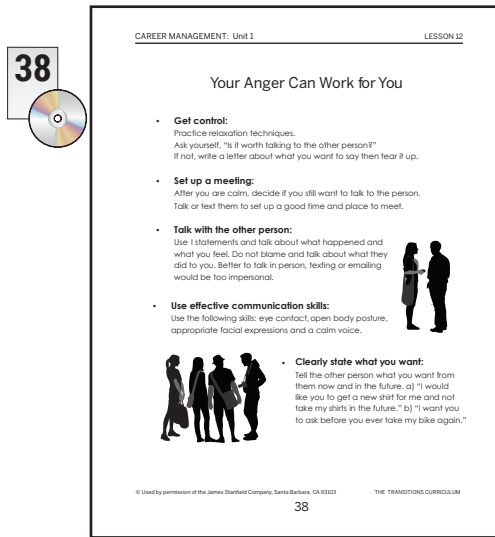
to relax within 20-30 seconds or the anger will increase and be even more difficult to control. Tell students, "To control anger you must use your thinking skills instead of your physical skills." Go over the handout **Your Anger Can Work For You** using personal examples as needed. Have pairs take turns solving this problem by following the steps on the handout: "You are working in a department store. One of your co-workers is constantly saying things like, 'Better call for help, there's no way you'll ever figure it out by yourself'." This embarrasses and angers you. How will you handle the situation?



CAREER MANAGEMENT: Unit 1	LESSON 12
Anger Incident	
	
Think about one time when you were in a situation that involved anger. This could be a time when you were personally angry or were with a person who was angry. Describe this situation to your partner and include the following details. Use this guide to make notes about your story.	
Who was involved in the situation?	
Who was angry?	
Why was this person angry?	
Was the anger out of control or in control?	
How could the situation have been handled differently?	
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<small>THE TRANSITIONS CURRICULUM</small>	

❑ STEP 6: Evaluate Outcomes

One way to handle anger is “_____.”



❑ STEP 7: Connecting Activity

Using the log sheet **Staying in Control** students complete the log by recording each time they feel angry and how they handled it. Discuss this assignment for the next five days.

KEY WORDS

self-control

responsibility

conflict

apologize

MATERIALS AND PREPARATION

- Student Handouts: **Anger Incident**, page 37; **Your Anger Can Work for You**, page 38; **Staying in Control**, page 39.
- Prepare a discussion about handling anger. Make a screen image of the handout.
- Prepare a discussion about the steps for dealing with anger.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking, Decision-Making, Problem-Solving
- Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty