

13 Control Your Anger on the Job

TRANSITION OBJECTIVE

Students will apply techniques for controlling anger in role-play situations.

RELEVANCE TO SUCCESSFUL TRANSITION

Learning to deal with anger in a mature way requires practice. Problem-solving situations through role-play provides students an opportunity to practice techniques to control anger.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

Controlling anger is . . .

❑ STEP 2: Convene Roundtable

"When I am angry, I ____."

❑ STEP 3: Advance Organizer

"In this lesson, you will practice controlling anger in real-life situations."

❑ STEP 4: Activity - 15 Minutes

Review the handout **Your Anger Can Work for You** from Lesson 12, using personal examples as needed. Lead the discussion into the next activity. Tell students to take three minutes to relax. Tell them to breathe deeply and relax their muscles. Play soft music for several minutes, letting the students practice relaxation without your guidance. Reinforce the idea that knowing how to relax will help them keep their anger under control.

❑ STEP 5: Activity - 30 Minutes

Have students practice their anger control skills using the **Handling Anger** role-play scenario, Pizza or Cornflakes? Read the set-up section and have a student or classroom assistant play the parts of Chris and Terry. After the role-play, ask students to identify the steps they saw from the handout **Your Anger Can Work for You**.

After a brief discussion, have students work in pairs to find a solution to the role-play


scenario **Anger on the Job #1** from the **Handling Anger** handout. Start by reading the role-play Set-Up to the class. Have pairs choose parts and take five minutes to role-play a solution to the conflict, using the steps from **Your Anger Can Work for You**, Lesson 12. Ask each pair to report to the class how they solved the problem. Compare different approaches and discuss other possible solutions.


Repeat the role-play activity with the second scenario, **Anger on the Job #2**. Students role-play again keeping the same character name, giving each student an opportunity to play parts for both the offender and the offended.



CAREER MANAGEMENT: Unit 1

LESSON 13

**Handling Anger**
Role-Play Scenarios
Pizza or Cornflakes?



Set up:
Your name is Chris. You just got home from work. All the way home you were thinking about the left over pizza you were going to eat. You had put it in the freezer with your name on it, just for tonight. When you reached into the freezer it was gone. You saw the wrapper in the wastebasket. Your roommate took your food again. Now all you have to eat is cold cereal. You are really angry with your roommate. You know you better relax because you are ready to yell at him. Should you talk about it or not? You decide to talk about it or it will happen again.

Role Play: (Demonstrate effective communication skills)

Chris: Terry, I'd like to talk to you if you have a few minutes.

Terry: Sure, Chris. What's up?

Chris: I was really hungry when I got home from work. I was planning to eat the pizza I had saved. I put it in the freezer with my name on it just for today. When I got home, it was gone and I found the wrapper in the wastebasket. I was really hungry and angry because I had to eat cornflakes for dinner.

Terry: I saw the pizza in the freezer. It looked pretty old, so I thought you probably forgot about it. I was out of food and money. I didn't think you would care.

Chris: I would like you to replace the pizza you ate. From now on, please do not eat anything with my name on it. If you aren't sure, just ask. I am willing to share, but I'm on a tight budget, too. I won't eat your food without asking either.

Terry: I'm sorry. I will get some pizza tomorrow and I'll stay out of your food.

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❑ STEP 6: Evaluate Outcomes

I can handle anger by “_____.”

❑ STEP 7: Connecting Activity

Review the log sheet **Staying in Control** and have students share an incident. Remind them to record on a cell phone or other device each time they feel angry and how they handle it for the next five days. Have students research “effective communication skills” online. Discuss this assignment at the beginning of class for the next four days.

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CAREER MANAGEMENT: Unit 1
LESSON 13

Handling Anger

Role-Play Scenarios (page 2)

Anger on the Job #1

Set Up (Mixed Gender Roles)
Terry and Chris work together at the Mr. Steak Restaurant. Last week Chris asked Terry to work for her next Saturday. She wanted to go to an out-of-town concert. Terry said yes. On Monday, Terry was invited to go on a ski trip that next Saturday. She said no because she had promised to work for Chris. She was really disappointed because she loved to ski.
Terry went to work on Saturday morning. When she saw Chris in the kitchen with her uniform on, she was surprised. She asked Chris why she was there. Chris told her that the concert had been canceled on Wednesday. Then she said, “Oops, I forgot to tell you.” Terry was angry. She missed the ski trip for that!

Role-Play
How will Terry deal with this situation? Choose roles and work out the situation, using the steps from the handout, *Your Anger Can Work For You*.

Anger on the Job #2

Set Up (Same Gender Roles)
Chris was walking toward the break room at work. He could hear his co-worker Terry, talking to the supervisor. They worked at a clothing store in the stock room. Terry was saying that he had no idea why five boxes of jeans were lost in the stock room for three days. He then said that he thought Chris had checked them in and was supposed to unpack them.
Chris knew he didn't check them in. If he had, they would have been unpacked immediately. He always put jeans out on the day they were delivered. That was store policy. Chris knew that this was not the first time Terry had made him look bad. He also knew that Terry would probably do it again. He was so furious he was ready to punch Terry.

Role-Play
How will Chris deal with this situation? Choose roles and work out the situation, using the steps from the handout, *Your Anger Can Work For You*.

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KEY WORDS

control**incident****solution****compromise****MATERIALS AND PREPARATION**

- Student Handouts: **Your Anger Can Work For You**, page 38; **Handling Anger**, pages 40-41; **Staying In Control**, page 39.
- Prepare for relaxation activity using classical music.
- Prepare discussion and role-play activity.

SCANS FOUNDATION SKILLS

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