

Time Required: 30-45 minutes



Content Standards:

Students will understand safety and survival skills and apply coping strategies.

Indicators (Students will...):

Identify stressors common to young adults and describe appropriate stress management techniques.

GOAL: Students will recognize and understand the effects of anger.

Activity Statements:

Young people realize that they are responsible for their own well-being and that only they can control their feelings. This exercise is not an examination of the causes of anger, but rather its effects.

Materials:

- White Board or Flip Chart Paper and Markers

Procedures and Discussion:

1. Start a discussion about anger and its consequences.
 - a. Say: We all get upset sometimes. What are some of the things you get angry about?
 - b. What are some of the ways we express anger?
2. Ask students to help you explain what it means when we say someone or something “makes” us angry.
 - a. Discuss how this can happen.
 - b. Ask: Is it really true that other people have control over our emotions?
 - c. Suggest: We can’t control what other people do and say. But we can control ourselves. Our anger is our own problem, a problem we alone can solve. There is no way to live a happy, constructive life - a life of good character - without self-control, and that means controlling our anger.

3. Say:
 - a. Anger does not give you energy. It does not keep people from taking advantage of you.
 - b. Anger is a response to fear, psychologists say. You have to learn to deal with that fear to be free of it.
 - c. We make problems worse when we react in anger. You need to deal with problems calmly, without making them worse by destroying your well-being and relationships.
 - d. Anger does not help you get your own way.
 - e. Anger makes you suffer.
 - f. What are some ways we can diffuse anger to keep it from controlling us?
 - g. Explain this statement “It’s not that we get angry that matters, but how we react as a result of our anger that really matters.”
 - h. You almost always lose more than you gain when you get angry, regardless of the way it seem to you at the moment. Name some ways we lose as a result to poor management of anger.
4. Ask students to brainstorm positive ways to respond to anger. Write down ideas on the board or flip chart paper. **Keep up for next exercise.**
5. Direct the students to come up with a plan to recognize and deal with anger (including responding to other people’s anger).
6. Instruct student to write down:
 - a. a list of challenges and ideal ways to respond;
 - b. a list of excuses for getting angry
 - c. ways to take responsibility for our feelings
7. Encourage them to creatively write about dealing with anger in such forms as poetry, acronyms, advertising slogans, etc.
8. It is important of the students to come up with something that works for them. (It can be simple, but it should show evidence that thought has been invested in the topic.)
9. After everyone has finished, ask students to share ideas.

Additional Resources:

Strategies for Anger Management: Reproducible Worksheets for Teens and Adults
by Kerry Moles (2003, Wellness Reproductions)

Hot Stuff to Help Kids Chill Out: The Anger Management Book
by Jerry Wilde (1997, LGR Publishing)