ARISE Work in Progress:
Anger Management

Table of Contents

ARISE Work in Progress:
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Table of Contents (cont.)

Learner's Worksheets

Quizzes, Assessments, Answer Keys and Bonus Material

Note to Instructors:
Please copy the Vocabulary List on pages 92 and 93 for the learners if you do not have the additional Learner's Workbook. Otherwise, they can find the Vocabulary List on pages 61 and 62 of the Learner's Workbook.

SECTION ONE
INTRODUCTION

No one is born angry or violent. This behavior is learned over the years. It's useful to understand anger when it happens. By understanding what is actually going on in a situation, people can begin to control their lives—instead of letting this emotion control *them*.

The goal for learners in this section is:

To understand different types of negative, aggressive behavior.

REMEMBER TO INCLUDE THE WONDERFUL INTERACTIVE RESOURCE MATERIAL BEGINNING ON PAGE **103** AS PART OF THIS EXCITING LEARNING EXPERIENCE.

INFORM LEARNERS:
THERE WILL BE A QUIZ FOLLOWING EACH SECTION.
IF THE YOUTH DON'T UNDERSTAND A WORD, ASK THEM TO REFER TO THE VOCABULARY LIST ON PAGES **92** AND **93** OF THIS MANUAL AND PAGES **61** AND **62** OF THE LEARNER'S WORKBOOK.

1 ARE WE NATURALLY AGGRESSIVE?

DIFFERENT TYPES OF AGGRESSION

Worksheet: *Pages 34 and 35*   **Learner's Workbook:** *Pages 3 and 4*

1. Explain this to learners: aggressive behavior means a forceful, direct action. Sometimes it can even be positive, but usually it has negative results.

2. Ask each person for examples of positive aggression. These can include *taking control of a situation, stepping in and solving a problem, or stopping a fight.* Write these where everyone can see them. Then ask for examples of negative aggression like *starting a fight, yelling, or losing your temper.*

3. Share the definitions on worksheet page 34 and page 3 of the Learner's Workbook as a group. Then have partners work together to complete worksheet page 35 and page 4 of the Learner's Workbook. Discuss responses as a group when everyone has finished.

ROLE-PLAY: IS ANGER LEARNED?

Worksheet: *Page 36*   **Learner's Workbook:** *Page 5*

1. Have learners role-play one of the situations on worksheet page 36 and page 5 of the Learner's Workbook.

2. When everyone is done, have the audience comment on what they saw. What would they do in each situation? Would they have acted differently?

ANGRY ENVIRONMENT COMIC STRIP

Worksheet: *Page 37*   **Learner's Workbook:** *Page 6*

1. Have learners select a cartoon character. In the first two squares, direct them to draw him in an angry situation. Example: 1) He crashed his car; 2) He punched a wall. In the last two squares, show how he could react more positively.

2. After everyone has finished, have each of them present and discuss their work. Then ask the group to think of changes that can be made in a home environment to reduce violence and negative aggression.

MASKS
Worksheet: *Page 38*   **Learner's Workbook:** *Page 7*

1.   Have learners turn to worksheet page 38 and page 7 in the Learner's Workbook. Inform them that many different tribes have used similar masks to pray for rain or crops, to celebrate important events, or to act out legends and other stories. They can represent emotions, such as anger, happiness, or fear and can stand for gods or animals. Tell them this is an anger mask. In the space below the mask, have them create their own anger masks.

2.   Then ask: When have you used an anger mask? Have them tell about situations that angered them. Are there times that you masked anger? *(Hid your feelings and pretended you were okay.)* Is it ever good to mask anger? *(No)* Why? *(When you hold anger in, it affects you physically.)*

HANDLING ANGER IN A POSITIVE WAY
Worksheet: *Page 39*   **Learner's Workbook:** *Page 8*

1.   Inform learners that anger is a normal emotion. Tell them that anger can be really good. It tells us that something is wrong. Explain that anger is usually a symptom of other emotions such as fear, frustration, dislike, or irritation. When you are angry, your thoughts, feelings and actions are involved in the anger.

2.   Have learners turn to worksheet page 39 and Learner's Workbook page 8. Tell them that by following these steps, they can deal with anger positively and avoid getting in trouble. Discuss each step.

ANGER SKIT SITUATION CARDS
Worksheet: *Page 40*   **Learner's Workbook:** *Page 9*

1.   Divide the group into six smaller groups. Each person will pick one skit and act it out for their small group.

2.   The groups will then come together and one person from each small group will act out one of the skits for the whole group. After the role-playing is over, discuss the following: How well do they think each person expressed anger? How many expressed anger positively and how many did it negatively? Talk about the results of each of the actions.

WRAP-UP
Worksheet: *None*

Encourage learners to think about the information discussed in this chapter. What was the most important part of this lesson? Why? How will it help them in their daily lives?

Different Types of Aggression

AGGRESSIVE:
Forceful and direct; quick to act.
Aggressive behavior can have positive results, but is more often negative.

PASSIVE:
Not active, not responsive, not showing resistance.

AGGRESSIVENESS

Answer the questions below. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.

1.   Do you think people are born angry? Why or why not?

_____

_____

_____

2.   Where and how do you think people learn harmful aggressive behavior?

_____

_____

_____

3.   Are people ever rewarded for positive aggressive behavior? What would those behaviors be?

_____

_____

_____

4.   What kinds of rewards come from acting in a positive aggressive way?

_____

_____

_____

Is Anger Learned?

1. John's dad gets angry when he comes home and his dinner is not ready. He starts throwing papers and chairs around the room. John is only 10 years old. He looks up to his father.

2. Beth is the youngest daughter in her family. Her mom works the graveyard shift at the hospital. When she gets home, she has a couple of mixed drinks to help her face the housework she has to do. She has little patience for her kids, who leave clothes and toys all over the place. Beth's mom slaps her whenever the room is a mess and screams at her for not being neat.

What would you have done in each case if you were the parent or the child? Do you think these children will treat their kids the same way?

> **"The best answer to anger is silence. Anger is never without a reason, but seldom with a good one."**
> —*Benjamin Franklin*

ANGRY ENVIRONMENT

Draw a comic strip which shows people acting aggressive in a harmful way. Not all of us are born great artists. Do the best you can to satisfy yourself.

MASKS

Draw your own anger mask below.

STEPS FOR HANDLING ANGER

1. Stop and examine your angry thought. Will angry actions such as insults, protests, sulking, frowning, punching, or slamming doors hurt others?

2. Say: *When you _____, I feel _____.*

3. Remove yourself from the situation.

4. Take deep breaths and count to 10 slowly.

5. Write what you were angry about. What were some of the feelings behind the anger? What do you want to do about the situation that made you angry?

He who conquers his anger has conquered an enemy.
—Daniel Webster

ANGER SKIT SITUATION CARDS

Pick one card and role-play how the anger situation makes you feel. Use only words —no actions or gestures — to show your emotions. Take a moment first to think about the words.

You catch your girlfriend or boyfriend cheating on you.

Your best friend talks badly about you in front of a group of strangers.

A police officer stops you because she thinks you look suspicious.

Your younger brother takes your favorite shirt without permission.

You go outside and discover that the tires on your car have been slashed.

Someone cuts in and takes the parking space you were waiting for.