



## Intermediate + or Advanced

### Dealing with Anger

#### Lesson Goal

- Students will practice new vocabulary in conversations concerning anger issues.
- *Teachers will be observing the reactions of students to the issue of anger in order to better pray for them (for teacher's eyes only).*

#### Classroom Learning Activities

##### Activity 1 – Conversation Starter

#### Resources Needed:

- (Activity 1-A Poster) with conversation starter question “Anger is one letter short of danger.”
- (Activity 1-B Poster) with definition of anger or write on board.
  - *A strong feeling of being upset or annoyed because of something wrong or bad* (Miriam-Webster Learner’s Dictionary).
- (Activity 1-C Poster) List of synonyms for anger.
  - *Fury, hatred, indignation, rage, outrage, ire, exasperation, wrath, infuriation*

#### Procedure:

- Introduce the lesson by asking the conversation starter question (Activity 1-A Poster) “Anger is one letter short of danger.”
  - Let 2 or 3 students respond to this.
- Show them the anger definition poster (Activity 1-B) for a dictionary definition of anger.
- Ask the students to come up with 4-5 synonyms for anger. Refer to the synonym list (Activity 1-C Poster) for additional synonyms to share as needed.
- **Time limit of 3-5 minutes for this activity.**

## Activity 2 – Phrasal Verbs Describing Anger

### Resources Needed:

- Phrasal Verb Poster
- Phrasal Verb Strips (10 sets needed)
- Fill-in-the-blank Poster for Phrasal Verbs

### Preparation for Teacher:

- Become familiar with the different phrasal verbs and how they are used and be ready to use them in sample sentences and in different tenses.
- Verb List and Sample Sentences
  - **calm down** - He was angry at first but he eventually calmed down.
  - **blow up** - I hope she doesn't blow up when I tell her how I feel.
  - **lash out at** – She lashed out at her neighbor because her dog barked all night.
  - **walk out on** - In the middle of conflict I want to walk out on the situation.
  - **chew out** - Dima was late to work and the boss really chewed him out.
  - **cool off** - She was so angry after the fight with her friend, she needed to cool off.
  - **freak out** – My mother freaked out over the music I was listening to.
- Phrasal Verb Strips
  - **calm down** - Become more relaxed, less angry or upset
  - **blow up** - To become very angry very quickly
  - **lash out at** – To speak in sudden extreme anger
  - **walk out on** - Leave somebody angrily
  - **chew out** - Criticize or accuse someone angrily
  - **cool off** - Let your anger calm down
  - **freak out** – To react in an extreme way to a situation or behavior

### Procedure:

- Display the Phrasal Verb Poster
- Hand out Phrasal Verb Strips to each group of 2-3 students (no more than 4 in a group). Give them 3-4 minutes to go over the definitions and practice using them in a sentence (teacher rotates between groups listening and helping as needed).

- Display fill-in-the-blank poster. In large group call on less talkative students to fill in the blanks.
  - He was angry at first but he eventually \_\_\_\_\_ (calmed down).
  - I hope she doesn't \_\_\_\_\_ when I tell her how I feel (blow up).
  - She \_\_\_\_\_ at her neighbor because her dog barked all night (lashed out at).
  - In the middle of conflict I want to \_\_\_\_\_ the situation (walk out on).
  - Dima was late to work and the boss really \_\_\_\_\_ out (chew out).
  - She was so angry after the fight with her friend, she needed to \_\_\_\_\_ (cool off).
  - My mother \_\_\_\_\_ over the music I was listening to (freak out).
- **Time limit for this activity is 15-20 minutes.**

### **Activity 3 – Anger Triggers**

#### **Resources:**

- Definition of an anger trigger: the events and situations that make you angry.
- List of six anger triggers on a poster (examples are for teachers only).
  - 1. Being treated unfairly**
    - a. Someone cuts in front of you in a line.
    - b. A teacher gives you what seems clearly to be an unfair grade.
    - c. Your boss gives you an inaccurate evaluation at work.
  - 2. Responding to time pressure and frustrations**
    - a. Leaving a bit late to work and running into a huge traffic jam
    - b. Running late for a plane and getting selected for extra screening by security
    - c. Being placed on hold for 45 minutes and then having your call suddenly disconnected
  - 3. Experiencing dishonesty or disappointment**
    - a. Your partner or spouse cheats on you.
    - b. Your boss fails to promote you or give you a raise as promised.
    - c. A close friend forgets your birthday.
  - 4. Encountering threats to self-esteem**
    - a. Receiving a bad grade or evaluation
    - b. Getting insulted or disrespected
    - c. Making a mistake in front of other people

## **5. Running into prejudice and discrimination**

- a. Racial or ethnic differences
- b. Disability
- c. Religious beliefs
- d. Appearance (such as height and obesity)

## **6. Getting attacked**

- a. Partnership or domestic violence
- b. Child abuse
- c. Rape or sexual abuse
- d. War trauma

### **Procedure:**

- Explain what anger triggers are and show the students the list of anger triggers that are fairly common to most people. You might highlight some of the triggers by using some of the examples.
- Put students in groups of 3-4 to discuss situations that trigger anger.
- Ask each group to share 3 examples of their anger triggers with the class.
- **Time limit for this activity is 15 minutes.**

### **Activity 4 – Ways to Diffuse Anger**

#### **Resources:**

- Question: What are ways to diffuse anger?

#### **Procedure:**

- Within groups of 3-4 ask: “What are ways you can diffuse anger? Have each group come up with 5 ways to diffuse their anger
- **Time limit for this activity is 12-15 minutes.**

### **Activity 5 – The Positive and Negative Side of Anger**

#### **Resources:**

- Anger quote printed on a poster.

- Anger arises for specific and understandable reasons, just like any other emotions, such as happiness and sadness. Emotions are an essential part of being a human being, so if your goal is to completely eliminate anger from your life, forget it! First of all, this would be an impossible task. Second, you wouldn't want to do that, even if you could, any more than you would want to eliminate love, joy, or fear. All emotions have their proper place in a man's life; the experience of emotion is what makes life rich. And there are times when anger is an appropriate reaction to events and people. THOMAS HARBIN, *Beyond Anger*

### Procedure:

- Pair students for non-stop talking.
- Read the quote about anger to the students, clarifying any vocabulary as needed. You could even have the quote printed out for groups to read.
- Ask students if they agree with the author that anger is both positive and negative.
- **Time limit of 5 minutes for this activity.**

### Extra Activity 6 – Anger Idioms

#### Resources:

- Print 5 sets of idiom cards using three different colors of card stock. These are for use in a matching activity.
- Idioms with definitions:
  - **To see red** – to become infuriated
  - **Hot under the collar** – angry
  - **Make one's blood boil** – enraged
  - **The last straw** – final irritation or problem in a chain of events
  - **To fly off the handle** – to suddenly become very angry
  - **Blow one's top** – to react furiously
  - **To lose one's temper** – to lose self-control
- Idioms with sample sentences:
  - She \_\_\_\_\_ when her boss refused her request for a pay raise. (saw red)
  - Noisy children make the teacher \_\_\_\_\_. (hot under the collar)
  - Being disrespected \_\_\_\_\_. (makes one's blood boil)

- Being placed on hold on the telephone for 45 minutes was \_\_\_\_\_! (the last straw)
- She \_\_\_\_\_ when someone cut in front of her in the supermarket line. (flew off the handle)
- I \_\_\_\_\_ when my boss gave me an inaccurate evaluation at work. (blew my top)
- I \_\_\_\_\_ when my teacher gave me an unfair grade. (lost my temper)
- Idiom Definitions Chart to display after the matching activity is completed.

**Procedure:**

- Depending on class size, set up idiom cards and definition cards on number of surfaces needed. Groups of 3 gather around the cards and match. Teacher circulates around to help as needed.
- When matching is completed, students return to large group. Teacher hands each group of 3 students a set of fill in the blank cards to complete. Teacher checks each group's work as they finish.
- **Time limit of 5-6 minutes.**

saw red

hot under  
the collar

makes one's  
blood boil

the last straw

flew off  
the handle

blew my top

lost my temper

to become infuriated	angry
enraged	final irritation or problem in a chain of events
to suddenly become very angry	to react furiously
to lose self-control	

<p>She _____ when her boss refused her request for a pay raise.</p>	<p>Noisy children make the teacher _____.</p>
<p>Being disrespected _____.</p>	<p>Being placed on hold on the telephone for 45 minutes was _____!</p>
<p>She _____ when someone cut in front of her in the supermarket line.</p>	<p>I _____ when my boss gave me an inaccurate evaluation at work.</p>
<p>I _____ when my teacher gave me an unfair grade.</p>	

# Idiom Definitions

**To see red** – to become infuriated

**Hot under the collar** – angry

**Make one's blood boil** – enraged

**The last straw** – final irritation or problem in a chain of events

**To fly off the handle** – to suddenly become very angry

**Blow one's top** – to react furiously

**To lose one's temper** – to lose self-control