Defusing Anger

Bell Ringer

What types of situations trigger you to feel angry? Write at least three on the blank piece of paper provided, then scrunch it into a “snowball.”

How We Fuel Anger — Megan’s Story

Follow Megan’s story as it is read aloud in class, starting at “cool” at the bottom and reading up toward “extremely hot.” Write in the last column what Megan could have said or done to keep in the “cool” range.

| Extremely Hot: Megan blocks Donna’s path and tells her she looks trashy. Donna is surprised. | How could Megan have stayed in the cool range? |
| Very Hot: Megan slams her locker, storms down the hall, bumping people as she goes. | |
| Hot: Megan thinks, She thinks she’s better than me, just because I can’t afford clothes like hers! | |
| Very Warm: Megan thinks, If I don’t do something about this, everyone will think I’m a chump. | |
| Warm: Megan perceives the comment as a putdown. | |
| Slightly Warm: Donna tells Megan she looks “retro” today; Meghan feels a little stunned. | |
| Cool: Megan is wearing her older sister’s | |

Notes

What is the difference between being proactive and reactive?

Reflection/Application

Write about a time when you felt really angry. What could you have done to de-escalate your anger? How might this have affected the situation or outcome? How might you apply these techniques in the future?
What’s Happening?

Read the following situations, answer the questions, and pair/share with a partner.

Selma just learned a new dance routine, and her team is performing it tonight at the football game. She is the youngest member of the team, and it takes her longer to learn the routines than it takes the other girls. She has been biting her nails all week. When Selma asks the team captain at practice to show her one of the steps again the girl snaps, “What? You don’t know it yet? You ought to know it by now.” Selma storms off into the locker room, hitting lockers on the way. She thinks, “These seniors think they’re so hot. Why are they against me?” When her mother arrives five minutes late to pick her up from practice, Selma snaps “Why are you always so late?”

What triggered Selma’s anger?

Besides anger, what underlying emotions might Selma be feeling?

How did she fuel her anger?

How did she respond to the situation?

Was it an effective response? Why or why not?

What is residual anger?

How might she reframe the situation?

In history class, Joshua is assigned to a group to work on a big project. His teacher lets other students switch out of their groups but tells Joshua he must stay in his group. None of Joshua’s friends are in his group. When he complains, his teacher tells him to get busy on the project. Joshua mutters, “That is so unfair,” and sits apart from the group. His teacher gives him a detention slip for his attitude. Some other students try to cover their laughter. Joshua stomps out of the room and slams the door.

What triggered Joshua’s anger?

What emotions is Joshua probably feeling?

How did he fuel his anger?

How did he respond to the situation?

Was it an effective response? Why or why not?

How might he reframe the situation?