

CONTACT WITH AN ANGRY PERSON

THE GOAL



Everyone, at some point, will deal with a person who is angry. The outcome of this meeting will largely depend on our ability to maintain perspective, control our emotions, and react to this person in appropriately. The students need to understand how to communicate with a person who is obviously angry and minimize the negative that could come out of this meeting.

THE OBJECTIVE

This exercise will help the students understand how to deal with a person who is angry and is being aggressive with his or her anger.

• EXERCISE •

1

Ask the students to describe how someone looks when they are really mad. What does his or her face look like? What is happening with his or her eyes? Forehead? Mouth? Hands? Posture?

2

Help the students fully describe the appearance of someone who is angry. Help the students come up with a visual image of someone who is really mad.

3

After the students have fully described an angry person, model this description for them. Make an angry face and use angry posture to demonstrate what an angry person looks like. Say some things in an angry voice and help the students understand what an angry person looks and sounds like.

4

Maintain the angry posture and appearance until you have exhibited it for each of the students. Ask the students how they would feel if you really looked like this when you were talking to them.

5

After your demonstration laugh with the students about the faces you were making. Ask the students if they think you did a good of acting mad. Now ask some of the students to give their impression of an angry person.

6

As the students demonstrate an angry person make sure they give the same looks and posture that they identified earlier.

7 Explain to the students that we live in a crowded world and not everyone is going to get along. In fact, there will be people who will really be angry with them at some point in their lives.

8 Ask the students to describe a situation that might cause a person to become angry or upset with them. Help the students think of an example such as stepping on someone's toe or breaking someone's toy.

9 Help the students think of several examples of things that cause people to be angry with them.

10 After the students have thought of several anger provoking situations, put the students in the receiving role of each of these situations and have them to fully describe how they would react. For example, if it were their toe that was stepped on or their toy that was broken, how would they react?

11 After the students have given their response to each scenario, pick a couple of scenarios that would most likely lead to a confrontation and have the student again play the role of the person on the receiving end of the anger. Use the students' responses from #10 as the response of a person who is much larger and older and angrier than the students.

12 Ask the students how they are going to handle this situation when someone bigger, older, and angrier is now coming towards them with the same reaction they had to the situation.

13 Tell the students that they need to think quickly, because angry people do not tend to wait around until you are fully prepared to deal with them.

14 After the students have shared how they would deal with this person, whether right or wrong, tell the students that they will be in a situations someday when they will have to deal with someone who is angry, whether they should be or not.

15 Take the students back to the beginning of the scene that caused the anger. Walk through each participants' role and what brought about the anger, how did the angry person react, and what are the students now going to do.

16 Tell the students to look closely at their reaction to the angry person. Why are they reacting this way? Is their reaction thought out or is it just an emotional reaction?

17

Explain to the students that the right way to deal with an angry person is to think about how they want the situation to end and then act accordingly. In order to do this the students must:

- **THINK - Don't React:** a reaction will likely be an emotional response to an emotional response and very little good can come of this (explain emotional responses to the students)
- **LISTEN – Don't Talk:** when a person is angry enough to be confrontational you need to know why they are angry. The only way of finding out is to hear it from them.
- **UNDERSTAND YOUR ROLE -** If you have done something to cause or provoke this anger, you need to know it. If you are innocent, you need to know it.
- **TAKE A POSITION:** If you are at fault you need to know it and be prepared to address it. Nothing will calm an angry person faster than taking responsibility for your actions. If you are not at fault, then you need to be able to explain why.
- **TAKE ACTION:** If you are at fault, then you need to be personally accountable and take responsibility for your actions and be prepared to make it right. This may be a simple apology or it may involve a more direct action such as paying for something that is broken. Whatever the case, if you are at fault, be a strong enough person to admit fault and deal with it.

If you are not at fault then stand up for yourself in an appropriate manner and say so. However, arguing with an angry person is not the right approach. State your position, explain why you have taken your position, and if the person does not calm down, remove yourself from his or her presence.

18

Explain to the students that the best way of dealing with an angry person is from a position of honesty and responsibility and calmness. If you are wrong, then it is important to be sorry. If you are right then it is important to be calm and even tempered. The best way to calm down an angry person is to be calm yourself.

19

Ask the students to think back to the things that would make them angry and how they reacted. Now help the students work through each scenario using the process outlined above. Ask the students to notice the different outcomes and to determine which outcome they would rather have.

20

Finally, help the students identify people and places where they are most likely to deal with someone who might be confrontational and angry. Help them develop a plan for dealing with angry people that gives them the best opportunity for a good outcome.

THE SUMMARY



Few people like confrontations and no one likes to be on the receiving end of a person's anger. However, at some point in everyone's life he or she will face someone who is angry. Whether the person is right or wrong, the students need to know how to deal with this person to make sure that the outcome is good. They need to learn how to deal with an angry and confrontational person from a position of rationale rather than emotion, and from an outcome rather than reactionary stance.



DISCUSSION POINTS

Are there angry people and will we have to deal an angry person some day?

What does it mean to react emotionally to an angry person?

Why is it better to think about how to respond to someone who is angry rather than reacting emotionally?

What should you do if you cause someone to become angry with you?

THE PLEDGE

ASK THE CLASS TO EITHER READ OR REPEAT THE FOLLOWING:

I will be in control of myself. I will be prepared to deal with someone who is angry and I will stay calm and think about what I need to do and say.

COMPLIMENTS & BACK-PATS



- Thank the students for participating and tell them that you are proud of them.
- Tell the students that they are all good people and they deserve to feel good about themselves.
- Tell the students that even if someone gets angry with them that they are smart enough to know what to do.

RIGHT WAYS & NO WAYS

Ask the group to tell if the following is the “Right Way” or the “No Way”



- Jackie accidentally spilled Shane’s water but rather than telling him she ran off before he could get mad. (No Way)
- Randel broke Sharon’s notebook by accidentally stepping on it so he told her and apologized and offered to buy her a new one. (Right Way)
- Gracie’s friend Marie is really mad but rather than listening to her she tells her that she doesn’t want to hear about it. (No Way)
- BJ is late for class and when he gets there the teacher scolds him for being tardy. BJ listens to the teacher, apologizes for being late, and sits down at his desk. (Right way)

SKILLS LESSON RECAP

THE GOAL

Everyone, at some point, will deal with a person who is angry. The outcome of this meeting will largely depend on our ability to maintain perspective, control our emotions, and react to this person in appropriately. The students need to understand how to communicate with a person who is obviously angry and minimize the negative that could come out of this meeting.

... EXERCISE KEY POINTS ...

In this exercise you gave a detailed description of how someone appears when he or she is extremely angry. You were also involved in a role-play situation with the instructor involving the characteristics of an angry person.

You identified a number of anger provoking situations you might experience in every day life. Using those same examples the instructor led you through a role-playing exercise in order for you to see how you might react if you were the one who was upset.

You learned 5 key points that must be practiced when dealing with an angry person in order for you to have a chance at reaching your desired outcome.

You learned that no matter who was at fault for causing a negative outcome you must deal with the other person in a calm and mature manner.

CONSEQUENCES OF **NOT** USING THIS SKILL

By not utilizing the skills you learned from this exercise you might miss the opportunity to diffuse a hostile situation involving an angry person and run the risk of upsetting yourself and the other person in the process.



BENEFITS OF **USING** THIS SKILL

By using the skills taught within this exercise you are now able to develop a plan to help you manage difficult situations involving an angry person so that you may consistently achieve the best possible outcomes given the circumstances.

student exercise sheets

Contact with an Angry Person

anger & emotional management

In detail, describe the physical appearance of someone who is really angry.

Describe 3 situations where you might do something that makes someone else angry:

ANGER-PROVOKING SITUATIONS:	YOUR REACTION, IF PROVOKED	REACTION TO ANGRY PERSON
1.		
2.		
3.		

What are the five steps you should take when confronted with an angry person?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

How do honesty and responsibility help you deal with an angry person?

Student: _____ Facilitator: _____ Date: _____