

Overview

Students can learn to stop strong emotions like anger from creating problems for themselves and others. This involves learning to recognize when strong emotions threaten to take over, using techniques to calm down, and using critical thinking and reasoning processes.

**Objectives**

Students will be able to:

- Understand that out-of-control anger can result in destructive outcomes
- Understand what happens to their brains and bodies when they experience strong emotions
- Recognize the physical and mental signs that lead to strong emotions
- Identify and apply strategies for staying in control of their emotions

Lesson at a Glance**Part 1**

Partner exchange: Discussing how something constructive can come from angry feelings.

Video: “Emotions—Staying in Control,” Part 1. Information about the brain, body, and emotions.

Individual activity: Personal signs of anger. Pause and Think Twice Steps.

Class presentation: Steps for Staying in Control.

Part 2

Video: “Emotions—Staying in Control,” Part 2. Informational video about self-talk and emotions.

Partner activity: Changing negative self-talk to positive self-talk.

Video: “The Report.” Informational video about centered breathing.

Skill practice: Centered Breathing.

Supplies and Equipment

- DVD player and monitor or computer with projector and screen
- Clipboard and Observational Assessment Form if doing the observational assessment

Lesson Materials

- Grade 7 DVD, Lesson 8 segment
- Staying in Control poster
- Handout 8A: Staying in Control
- Handout 8B: Changing Negative Self-Talk to Positive Self-Talk
- Grade 7, Lesson 8 Family Letter
- Optional: “Tracking Your Anger” homework

Lesson Preparation

- Display the Staying in Control poster.
- Copy Handout 8A: Staying in Control, one per student.
- Copy and cut apart Handout 8B: Changing Negative Self-Talk to Positive Self-Talk, one half-page per pair of students.
- Copy the Grade 7, Lesson 8 Family Letter, one per student.
- Optional: Copy the “Tracking Your Anger” homework, one per student.

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Teaching Notes

Self-talk: To some students, the concept of self-talk may seem foreign. Use the example of self-talk that athletes might use, such as “Keep your eye on the ball. Stay focused. Relax. You can do it.” Acknowledge that new skills may feel uncomfortable at first just because they are new.

Taking a break: Sometimes calming-down techniques are easier if the person removes her-/himself from the aggravating situation. Introduce the idea of taking a break to gain composure. Provide motivation for taking a break by presenting it as an opportunity to regain control of oneself and retain a sense of personal power.

Using Lesson Content Every Day

When you feel frustrated or angry in class, talk out loud to model using the Steps for Staying in Control. “I am feeling really frustrated with the amount of talking in the class right now. I don’t want to have to yell. I need to calm down.” (Do some centered breathing.) “Okay, now let’s go on.”

Allow and encourage students (groups or individuals) to take a break when strong emotions begin to surface. Do this with an intentional statement about taking time to think about the Steps for Staying in Control.

The Steps for Staying in Control are important for self-regulated learning:

- **Forethought Phase:** Monitoring thoughts and feelings about the learning task.
- **Performance Phase:** Self-management of thoughts and feelings in order to stay motivated and on task.
- **Self-Reflection Phase:** Monitoring thoughts and feelings about how they performed during the learning task.

For more information about self-regulated learning, see the Applying *Second Step* Skills to Academics section at the front of this binder.

Why This Lesson Is Important

When emotions are intense, it is hard to think straight. Strong feelings of anger can lead to bad decisions, aggression, and violence. Students can also struggle to make good choices when they experience other intense feelings, such as sadness, jealousy, anxiety, and even happiness.

The goal of the emotion-management lessons is to teach students to recognize emotional pressure, name their feelings, and use strategies to control their actions. Emotions can help students appraise situations and provide energy to address injustice. For some, aggression is a tool for handling dangerous situations. This lesson stresses the importance of respectful, nonaggressive behavior for achieving success in school and the workplace.

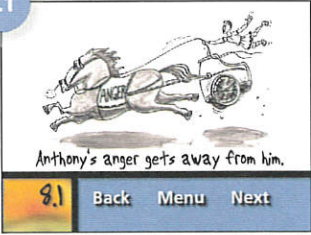
In this lesson, students learn ways to ensure that they are able to think through and react to emotional situations. Emotions are processed in different parts of the brain from language. When students use self-talk to calm down, language use can interrupt emotional escalation. This is further helped by “thinking twice,” when students ask themselves questions about the situation. Being able to think through an emotionally charged situation is a critical skill that enables students to get along with others and avoid acting impulsively.





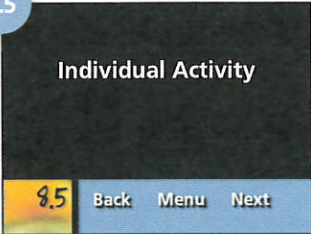


Total Time **25 minutes**

You will need:

- Grade 7 DVD, Lesson 8 segment
- Handout 8A: Staying in Control, one per student
- Staying in Control poster

Outline	Script and Instructions
<p>Select the Lesson 8 menu, then select "Begin."</p> <div data-bbox="199 590 239 621" style="background-color: #0070C0; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">8.1</div>  <p>Introduce and discuss the topic of anger.</p>	<p>Before class starts, display the introductory screen.</p> <div data-bbox="1401 561 1501 586" style="background-color: #0070C0; color: white; padding: 2px; text-align: right;">1 minute</div> <p>In the Stepping In program, we've been talking about how we can make positive changes in our school by being a part of the solution to bullying.</p> <p>Today we're going to shift focus to making positive changes within ourselves. One way we will do this is by examining how we can control strong emotions, like anger. Here you may refer to the introductory cartoon.</p> <p>Even though it is often viewed as negative, anger is just a common feeling that, in itself, is neither good nor bad. It's how you <i>act</i> when you are angry that is most important. Anger can have either good (constructive) or bad (destructive) results.</p>
<div data-bbox="199 1079 239 1110" style="background-color: #0070C0; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">8.2</div>  <p>Introduce the partner exchange.</p> <p>Have students do the partner exchange.</p> <p>Call on students at random to report ideas.</p>	<div data-bbox="1401 1052 1501 1077" style="background-color: #0070C0; color: white; padding: 2px; text-align: right;">3 minutes</div> <p>Take one minute to do a partner exchange about how something good or <i>constructive</i> can come from angry feelings. For example, if someone is angry about an unfair law, it might motivate them to do something positive to change that law.</p> <p>Give students one minute to complete the partner exchange.</p> <p>Possible responses: It can bring about positive social change. It can motivate us to stand up for what we believe is right. Being able to constructively and calmly tell someone you are angry might help resolve a problem.</p>

Outline	Script and Instructions
<p data-bbox="119 300 159 331">8.3</p>  <p data-bbox="135 590 422 621">Discuss angry behavior.</p>	<p data-bbox="1316 279 1420 300" style="text-align: right;">3 minutes</p> <p data-bbox="539 310 1236 372">So we agree that angry feelings can sometimes have constructive results. Repeat one of the examples they gave.</p> <p data-bbox="539 404 1356 528">Out-of-control, angry behavior is another story. What are some examples of out-of-control, angry behavior? (Physical violence like hitting, pushing, and punching. Hurtful words. Threats that escalate a problem. Breaking your own or others' belongings.)</p> <p data-bbox="539 569 1348 652">When emotions run out of control, like the horse in the cartoon, the result is often destructive to the person who is angry, other people, or property.</p> <p data-bbox="539 694 1356 818">What are some bad or destructive things that could happen because of out-of-control, angry behavior? (It can be the cause of fighting or even wars. Getting in trouble at school, at home, or with the law. Ruining friendships. Destroying someone's belongings.)</p> <p data-bbox="539 859 1308 922">Does this mean you have to try to stop yourself from getting angry? (No.)</p> <p data-bbox="539 953 1372 1046">No, being angry is part of being human, and you should definitely not keep your feelings bottled up. But you can't let the anger take control and prevent you from thinking clearly, either.</p>
<p data-bbox="119 1108 159 1139">8.4</p>  <p data-bbox="135 1398 406 1460">Introduce lesson topic and video.</p>	<p data-bbox="1316 1087 1420 1108" style="text-align: right;">5 minutes</p> <p data-bbox="539 1129 1380 1274">Today we are going to learn about what happens to our brains when strong emotions take over. We will learn to recognize the signs our bodies send to let us know we are beginning to lose control. And we will explore strategies for calming down and staying in control so strong emotions don't take over.</p> <p data-bbox="539 1315 1292 1336">First we're going to watch a video. Watch very carefully for:</p> <ul data-bbox="582 1346 1380 1533" style="list-style-type: none"> • What happens to your brain and body when you experience a strong emotion • What signs your body sends to let you know you are starting to lose control • What you can do when you realize you are in danger of losing control <p data-bbox="539 1564 1380 1667">Note: If your students had the <i>Second Step</i> program last year, they may remember a similar-looking video. Reassure them that although this video looks similar, it has new content. It focuses particularly on anger.</p> <p data-bbox="539 1699 1228 1730">Optional: Ask students to repeat what they are watching for.</p>


Outline	Script and Instructions
<p>Have students watch the video.</p> <p>Video length: 3:51 minutes</p>	<p>Play the video.</p>
<p>8.5</p>  <p>Individual Activity</p> <p>8.5 Back Menu Next</p> <p>Introduce the individual activity.</p> <p>Handout 8A: Staying in Control</p> <p>Have students complete Section 1 on their handouts.</p>	<p style="text-align: right;">3 minutes</p> <p> Distribute Handout 8A.</p> <p>Now you will do an individual activity that will help you think about how you might stay in control when you get angry.</p> <p>You will have two minutes to complete Handout 8A, Section 1. These questions will help you think about your own anger. If you can recognize when and how anger builds up in you, you can plan and practice in advance how to handle it.</p> <p>Give students two minutes to complete Section 1 of the handout.</p>
<p>8.6</p>  <p>Staying in Control</p> <p>8.6 Back Menu Next</p> <p>Present the Steps for Staying in Control.</p> <p>Staying in Control poster</p>	<p style="text-align: right;">10 minutes</p> <p>Refer to the Staying in Control poster as you present the steps.</p> <p>Let's walk through the Steps for Staying in Control that you saw in the video.</p> <p>Review the steps students learned in the video one at a time.</p> <p>The first Step for Staying in Control is to notice the physical and mental signs that let you know that you are having a strong emotion.</p> <p>Look at your handout. What are some of the signs that you notice?</p> <p>Call on students at random to respond with answers from their handouts.</p> <p>In the video, the host says "Now I'm getting angry." When you name an emotion, it activates the part of the brain that thinks, rather than just reacts.</p>

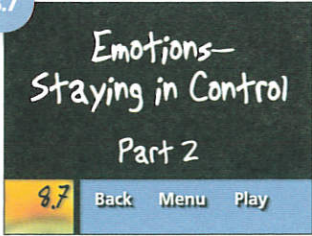

Outline	Script and Instructions
<p>Present "Pause. Use your signal," and have students complete the pause question on Handout 8A.</p>	<p>The next step after you notice the signs is to pause and stop the action for a moment. You can pause by sending a verbal, or "word," signal to yourself. This activates the thinking part of your brain.</p> <p>What word signal did the host use in the video? (Get a grip.)</p> <p>I might say something like "wait" or "hold on." You need to choose signal words you might really use.</p> <p>Give students a few seconds to write down their pause signal on Handout 8A, Section 2.</p> <p>What are some of the examples of pause signals you wrote down? (Students respond with answers from their handouts.)</p>
<p>Present "Think twice. Use your brain," and have students complete the think twice question on Handout 8A.</p>	<p>After you've sent a signal to yourself to pause the action, you need to think twice and ask yourself some questions.</p> <p>These questions should help you think about what's really going on in the situation, how you feel, and whether or not you need to calm down.</p> <p>For example, what did the host say in the video? ("Do I really know what the situation is? Do I need more information?")</p> <p>Give students a few seconds to write down their think twice question on Handout 8A, Section 2.</p> <p>What are some of the questions you wrote down that might help you think about a situation more clearly? (Students respond with answers from their handouts.)</p>
<p>End of Part 1. Conclude here, or continue on to Part 2.</p>	<p>Today we learned about anger and how it affects us. In the video, we learned about the first three Steps for Staying in Control of strong emotions, particularly anger.</p> <p>Who can remind us of those steps? (Notice, pause, and think twice.)</p> <p>Why is it important to pause and think twice? (The language/rational/thinking part of your brain is activated so that your emotions don't take control and you don't end up doing something you'll regret later.)</p> <p>Next time we will continue to explore how to stay in control of strong emotions, such as anger.</p>



Total Time **25 minutes**


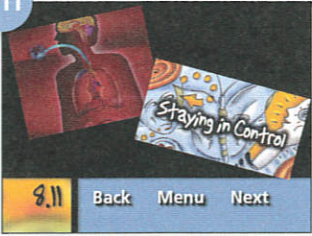
You will need:



- Grade 7 DVD, Lesson 8 segment
- Staying in Control poster displayed
- Handout 8B: Changing Negative Self-Talk to Positive Self-Talk, cut into half-pages, one half-page per pair of students
- Grade 7, Lesson 8 Family Letter, one per student
- Optional: "Tracking Your Anger" homework, one per student

Outline	Script and Instructions
<p>If presenting the lesson in two parts, select the Lesson 8 menu on the Grade 7 DVD, then select "Part 2."</p>  <p>Review the Steps for Staying in Control.</p>	<p>Refer to the Staying in Control poster.</p> <p>In the first part of the lesson, we learned about anger and how it affects us. In the video, we learned about the first three Steps for Staying in Control of strong emotions, including anger.</p> <p>Who can remind us of those steps? (Notice, pause, and think twice.)</p> <p>Why is it important to pause and think twice? (The thinking part of your brain is activated, so your emotions don't take control and you don't end up doing something you'll regret later.)</p> <p>Today we are going to continue to explore how to stay in control of strong emotions, such as anger.</p>
<p>Discuss the fourth Step for Staying in Control.</p> <p>Staying in Control poster</p> <p>Introduce the concept of "self-talk."</p>	<p style="text-align: right;">1 minute</p> <p>Refer to the Staying in Control poster.</p> <p>Once you have noticed your signs, paused, and thought twice about a situation that has made you angry, you can take the fourth Step for Staying in Control—calm down—if you are still in danger of losing control.</p> <p>There are things you say or think to yourself about a situation that can make you angrier or help you calm down. We call these thoughts <i>negative self-talk</i> and <i>positive self-talk</i>.</p>

Outline	Script and Instructions
<p>8.7</p>  <p>Introduce the video and viewing task.</p> <p>Have students watch the video.</p> <p>Video length: 1:24 minutes</p>	<p style="text-align: right;">2 minutes</p> <p>Let's look at an example of self-talk in action. We're going to revisit the host of our video and see what kind of self-talk is going on in his mind.</p> <p>Pay careful attention to the positive and negative things he says to himself.</p> <p>Play the video.</p>
<p>8.8</p>  <p>Debrief students about the video.</p>	<p style="text-align: right;">4 minutes</p> <p>What negative things did the host say to himself? (Jonathan is such a liar. How many people has he lied to? He's the one who messed around!)</p> <p>What might have happened if he had decided to continue on with negative self-talk? (He would have become angrier and angrier. He might have done or said something he later regretted. He could have lost a friend.)</p> <p>What positive things did he say to himself? (I don't really know what Jonathan said. I shouldn't jump to conclusions. I'm sure we can work things out. I'll talk to him today at lunch.)</p> <p>How did it help when he used positive self-talk? (It helped him calm down, control his emotions, and think clearly so he could decide what to do next.)</p> <p>Positive self-talk is a great strategy to use when you need to get control of your emotions and calm down. It can also help when you feel frustrated or overwhelmed with your schoolwork.</p>

Outline	Script and Instructions
<p data-bbox="204 285 240 319">8.9</p> <div data-bbox="225 302 539 534">  </div> <p data-bbox="225 571 464 665">Introduce and give instructions for the partner activity.</p> <p data-bbox="225 700 507 793">Handout 8B: Changing Negative Self-Talk to Positive Self-Talk</p>	<p data-bbox="1406 265 1517 292">10 minutes</p> <div data-bbox="635 306 735 437">  </div> <p data-bbox="767 302 1190 333">Distribute the halves of Handout 8B.</p> <p data-bbox="635 478 1406 540">Practicing changing negative self-talk to positive self-talk will make it easier to do when you really need to.</p> <p data-bbox="635 571 1445 634">In a partner activity, you will turn negative self-talk into positive self-talk using the situations that I handed out.</p>
<p data-bbox="225 872 491 934">Have students do the partner activity.</p>	<div data-bbox="635 855 735 1006">  </div> <p data-bbox="767 872 1469 934">Give students three minutes to complete the activity. Observe and coach as necessary.</p>
<p data-bbox="225 1089 560 1152">Have volunteers read their positive self-talk.</p>	<p data-bbox="635 1089 1453 1152">Ask for volunteers to read the scenario, the negative self-talk, then their positive self-talk.</p> <p data-bbox="635 1183 1150 1214">Make sure an example of each has been read.</p>

Outline	Script and Instructions
<p>8.10</p>  <p>Introduce the video.</p> <p>Have students watch the video.</p> <p>Video length: 1:59 minutes</p>	<p style="text-align: right;">2 minutes</p> <p>Now we're going to learn and practice a deep-breathing technique that is another great calming-down strategy for keeping control of your emotions. First we'll watch the video that shows how to do it, then we'll practice.</p> <hr/> <p>Play the video.</p> <p>Note: If students learned this technique in the program last year, ask them what they remember about it. Ask if they have used it in the last year.</p>
<p>8.11</p>  <p>Practice centered breathing.</p> <p>Present the "reflect" step.</p>	<p style="text-align: right;">5 minutes</p> <p>Let's stand up and take a moment to practice this together. It helps to close your eyes or to look down and focus on the floor.</p> <p>Lead students in centered breathing as it was described in the video. Say:</p> <ul style="list-style-type: none"> • Breathe in slowly through your nose into the lower part of your lungs. • Feel your stomach moving out as you breathe in. • Breathe out slowly through your mouth. <p>This is a great calming-down strategy because, just like positive self-talk, you can use it anytime and anywhere.</p> <hr/> <p>"Reflect" is the last Step for Staying in Control. Refer to the poster and point out the Reflect step.</p> <p>During this step you can ask yourself:</p> <ul style="list-style-type: none"> • What worked? • What didn't work? • What could I do next time? <p>Why do you think this step helps you stay in control? (You can learn what works for you. You can improve your ability to stay in control. You can plan ahead.)</p>

Outline	Script and Instructions
<p>8.12</p> <p>Understanding Anger</p> <ul style="list-style-type: none"> • Staying in control • Calming down <p>8.12 Back Menu</p> <p>Summarize the lesson.</p>	<p style="text-align: right;">1 minute</p> <p>We learned about anger and how it affects us.</p> <p>What are the first three Steps for Staying in Control of strong emotions, particularly anger? (Notice, pause, and think twice.)</p> <p>We also learned two useful techniques for calming down—positive self-talk and centered breathing.</p>
<p>Grade 7, Lesson 8 Family Letter</p>	<p> Send the Family Letter home via student mail, email, newsletter, or standard mail.</p>
<p>Optional: “Tracking Your Anger” homework</p>	<p> Distribute and explain the “Tracking Your Anger” homework.</p>
<p>Using Lesson Content Every Day</p>	<p>Remember to incorporate the Using Lesson Content Every Day suggestions into daily academic tasks.</p>



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Section 1

Describe a situation that makes you really angry each time it happens.

Notice your physical and mental signs.

The host described several physical and mental signs of anger. Check off any signs of anger that you've noticed you have, especially in the situation you described above.

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Feeling hot | <input type="checkbox"/> Feeling hot in the face | <input type="checkbox"/> Sweating palms | <input type="checkbox"/> Sick to stomach |
| <input type="checkbox"/> Heart racing | <input type="checkbox"/> Feeling flustered | <input type="checkbox"/> Feeling like you can't get your words out | |
| <input type="checkbox"/> Hard to breathe | <input type="checkbox"/> Tight muscles | <input type="checkbox"/> Breathing heavily, hyperventilating | |

Add other signs here: _____

Section 2

Pause. Use your signal.

Write a one- or two-word signal to use.

Think twice. Use your brain.

Write one question to help you think more clearly.



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History Grade

Milla received her midquarter grade in history. She found out she was earning a C-. She became very upset, thinking: "History class is stupid! Ms. Bates is so mean! I'm getting a bad grade because she hates me!"

Change her negative self-talk to positive self-talk. Write at least two positive statements:



Left Behind

Darius is walking home from school alone when he sees the group of his friends he usually walks with up ahead. He is angry that they didn't wait for him after school. He thinks, "Those guys are such jerks. They're always trying to ditch me. I don't want to be friends with them anyway."

Change his negative self-talk to positive self-talk. Write at least two positive statements:



The Basketball Game

Elena is riding home on the bus after her basketball team just lost the first game of the season. She had an opportunity to tie up the score in the last seconds of the game, but missed the free throw. She is thinking angrily, "I stink at basketball. My teammates probably think I shouldn't even be on the team. I always mess things up. I blew it for the whole team."

Change her negative self-talk to positive self-talk. Write at least two positive statements:



The Game

Charlie sees that his younger brother, Kevin, has borrowed one of his games and is playing it without asking. He gets very angry and thinks, "That little brat took something of mine without asking! I've told him a thousand times that he has to ask first. I'll bet Mom will take his side because he's younger. No one ever listens to my side of the story."

Change his negative self-talk to positive self-talk. Write at least two positive statements:





Dear Family,

Does living with a teenager ever leave you feeling short-tempered? Does the stress of managing work, family, and other commitments leave you worn out? You're not alone. Adults and teens are strongly affected by the demands of modern life. We all need strategies for managing strong emotions and dealing with stress.

This week we started our Stepping In lessons about managing emotions and coping with stress. When emotions are intense, it is hard to think straight, and students can make bad decisions. Strong feelings of anger can lead to aggression and violence. Students can also struggle to make good choices when they experience strong feelings of sadness, jealousy, anxiety, or even happiness.

Your student is learning the Steps for Staying in Control of strong emotions. Students are learning that emotions come from an automatic part of their brain, but that they also have a thinking part of their brain that helps them stay in control.

The Steps for Staying in Control are:

Notice. Recognize your physical and mental signs.

Pause. Use your signal.

Think twice. Use your brain.

Calm down if necessary. Use your calming-down strategies.

Reflect. How did you do?

Ask your student about the steps. Help your student remember to pause and think twice before doing something he or she might regret.

The strategies for calming down are useful for anyone, adult or teen. They are:

Doing something physically active

Doing something relaxing

Thinking about something else (like counting to ten)

Using centered breathing

Using positive self-talk

Ask your student to show you how these work! Staying in control helps students get along with others, cope with stressful situations, and focus on their schoolwork. These things help them be more successful in school. Thank you for your support in creating a successful learning environment for your student.

Sincerely,

P.S. Make sure to join www.secondstep.org with the activation key **SSP7 FAMI LY23** to watch videos about the *Second Step* program and get information about what your student is learning.



Go online today!

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Enter this activation key:

SSP7 FAMI LY23



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Name: _____

You feel hot. Your palms are sweating. It's hard to breathe. Your heart is racing. You're having a hard time talking. What's happening? It might sound like you're getting the flu—but these "symptoms" are also the physical and mental signs of anger. Just noticing these as signs of anger is your first step to staying in control.

Discuss all the Steps for Staying in Control with an adult family member. Together, think of a time when you were angry with each other. What was the situation? Is it a situation that happens again and again? Work together to identify which of the Steps for Staying in Control you want to try out next time tempers flare. Write a plan in the space provided.

**Are you feeling angry?
Remember!**

To stay in control:

- Notice.
- Pause.
- Think twice.
- Calm down.
- Reflect.

Describe the situation that made you angry.

Does this situation happen over and over? If so, when does it usually happen?

Which of the Steps for Staying in Control might help you in the future?

Write a brief plan for how you will use the Steps for Staying in Control the next time you are angry with each other.

This homework assignment was completed on _____ . _____
(date) [adult] signature



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Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

Why is it important to pause and use your signal when you experience a strong emotion?

What effect does negative self-talk have on your emotions?

Connecting to My Life

I usually handle strong emotions by _____

Now I'm going to try _____



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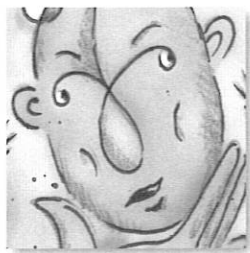
Instructions for Students

1. Work in pairs.
2. In one to three sentences, describe an emotional situation in which someone might use negative self-talk.

3. Write one negative self-talk sentence in response to the emotional situation.

4. Exchange your situation with your partner.

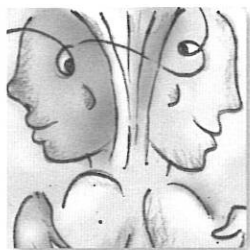
5. Turn your partner's negative self-talk statement to a positive self-talk statement.



Language Arts and Social Studies

What does this artwork mean to you?

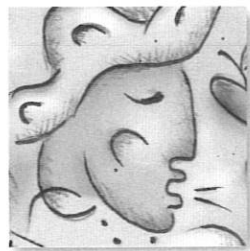
Have student groups look closely at the artwork on the Staying in Control poster. What do they think the artwork means? Encourage students to interpret the symbols and decide which lesson concepts they represent. Have the groups come up with words that represent elements of the program or elements suggested by the posters. Then have the groups report their words and what they mean to the class.



Health and Science

What are the physical effects of uncontrolled anger?

Have students work in groups to research the physiological response of the body to uncontrolled anger using preselected Web sites or search engines. Have groups report back their findings, then discuss the following questions: How might this response help us in some situations? How does this response hinder us? Have each group report their findings to the class.



Media Literacy

What makes you angry?

Preselect several print, TV, or Web-based advertisements that may make some people angry, such as fast-food chains targeting children, partisan political ads, tobacco and alcohol ads that appeal to teens, unrealistically thin models selling products, or sexually explicit ads. Have students work in groups. Have each group choose one of the ads, then discuss the following questions: Who might this ad make angry? What about the ad might anger someone? What are some possible negative responses to this ad by an angry viewer? How can an angry viewer control his or her anger? What are some possible responses to this ad by an angry viewer that could cause positive change? Have each group report their responses to the class.