Who Is In Control?
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**Identify Problem:** Losing ones temper is often a control issue. If a youth is in control then typically they don’t lose their temper. Students often are not able to identify who is in control. If they are able to make this distinction then they are more likely to get angry and gain control.

**Exercise:** Using the “Who is in Control” activity, have each student complete the sheet by writing responses to each scenario. Leave time for group discussion while having each student read their responses.

**Identify Skills:** Recognizing loss of control. Identify who has control in stressful situations. Be able to gain control. Ability to avoid losing your temper. Ability to avoid losing control.
Who is in control?

The following sentences describe anger-causing situations. In each situation, someone is in control. Read each sentence. Then decide who is in control of the situation. Circle the correct answer. Discuss each answer and check for understanding from students. Have students come up with their own situation and identify who is in control.

John has just called Shannon a terrible name. Shannon reacted by walking away from John and ignoring his comment.

Who is in control?      John  or  Shannon

Elise is walking through the hallway when Tyler pushes her and knocks her books onto the floor. Elise sees that her papers are spread out on the floor and students are beginning to step on them. This is the third time Tyler has done this. Elise is frustrated and upset. She begins to cry.

Who is in control?      Elise  or  Tyler

Brandon has been teasing Sam about his haircut. Whenever Brandon does this, Sam loses his temper and curses at Brandon. Brandon laughs at him.

Who is in control?      Brandon  or  Sam

Write your own anger-causing situation. When you’re finished, tell who was in control of the situation and why.

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