

THE  
**13**  
LIFE HACKS



**Hack 5**  
**Taming Your Anger:**  
**Teacher Notes**

A project of



## Government Criteria Alignment Chart

Framework	Criterion / Theme	Covered in Hack 5
<b>PSHE (Health &amp; Wellbeing)</b>	H1: Recognise and talk about emotions	Recognising anger in yourself, naming it, identifying physical warning signs and emotional patterns.
	H2: Understand the impact of emotions on behaviour	Exploring how both aggressive and passive anger damage relationships and can lead to regret.
	H5: Managing change and pressure	Explaining brain changes in adolescence, HALTS triggers, and frustration caused by social and emotional pressure.
	H6: Strategies for maintaining mental wellbeing	Offering anger management tools like Terrible Scale, distraction, breathing, empathy, relabelling, and calm self-talk.
	H11: Strategies for resilience and confidence	Celebrating small emotional victories, encouraging reflection, self-compassion, and the ability to bounce back after outbursts.
<b>RSHE (Mental Wellbeing)</b>	Recognising unhelpful thinking patterns	Students learn to identify and challenge catastrophic thoughts, negative labelling, and rigid views on fairness.
	Positive thinking strategies	Promotes rational thinking: Terrible Scale, reframing labels, seeing the situation from another's perspective.
	Seeking support when needed	"Healthy Anger" section teaches when anger is a sign something is wrong and the importance of asking for help.
	Impact of challenges on wellbeing	Life challenge tasks, growth and strength themes
<b>RSHE (Respectful Relationships)</b>	Understanding boundaries and responsibilities	Encourages taking responsibility for one's own reactions rather than blaming others or situations.
<b>Safeguarding / KCSIE</b>	Recognising signs of emotional difficulty	Spotting early anger cues in oneself, understanding when anger becomes harmful to self or others.
	Knowing how and when to get help	Advises reaching out if anger feels overwhelming or unsafe; reinforces trusted adult support.

## Government Criteria Alignment Chart

Framework	Criterion / Theme	Covered in Hack 5
<b>British Values</b>	Individual Liberty – ownership of wellbeing	Reinforces message that anger is a choice, and emotional self-control builds strength and freedom.
<b>SMSC – Spiritual</b>	Emotional honesty and introspection	Encourages students to observe their own emotional patterns and inner triggers with honesty and growth.
<b>SMSC – Moral</b>	Handling conflict ethically and calmly	Tackles revenge, blaming, and harmful reactions by promoting thoughtful responses and moral restraint.
<b>SMSC – Social</b>	Maintaining positive relationships	Shows how unmanaged anger harms relationships and how reflection, empathy and calm actions can restore trust.
<b>SMSC – Cultural</b>	Respecting diversity and empathy	David's story teaches compassion for people with different backgrounds or behaviours, fostering social harmony.

## Learning Focus

This chapter teaches students how to understand, manage, and take responsibility for their anger — both explosive and bottled-up forms. It introduces the idea that anger is a natural emotion, but how we respond to it makes all the difference. Students are guided through early warning signs, emotional triggers (HALTS), calming techniques, and mindset-shifting tools such as the *Terrible Scale*, *Labelling Actions Not People*, and *Seeing Other Perspectives*. It empowers young people to become emotionally aware, more in control, and to protect their relationships through thoughtful, ethical, and calm responses to conflict.

## Key Themes

- Recognising different types of anger (explosive vs. bottled-up)
- The power of emotional self-awareness and self-talk
- Identifying triggers using the HALTS model
- Early physical signs and how to spot rising anger
- The Terrible Scale – reframing catastrophic thinking
- Labelling actions vs. labelling people
- Seeing things from other people’s perspectives
- Empathy for those who are different and coming from different cultures
- Emergency strategies: breathing, distraction, movement, and more
- Knowing when anger is healthy — and when to seek support
- Building emotional resilience and celebrating progress

## Discussion Prompts

### 1. Why Anger Matters

- How can anger damage relationships, even more than other negative behaviours?
- Why do you think anger is compared to a roaring lion?
- In your own words, what’s the difference between aggressive anger and passive anger?

### 2. Understanding Why Teens Feel Anger Strongly

- How do brain and hormonal changes in adolescence make emotions like anger more intense?
- Do you relate more to the “explosive” anger example or the “bottled-up” anger example? Why?

### 3. Taking Responsibility for Your Anger

- Do you agree with the idea that you *choose* whether to show your anger? Why or why not?
- How can thinking of anger management as a skill to practise help?

### 4. Preventing Anger Before It Starts – HALTS

- What are your personal top “HALTS” triggers- Hunger, Already Angry, Lonely, Tired, Stressed?
- How could you avoid these triggers or manage them better?

### 5. Spotting Early Warning Signs

- What physical signs tell you you’re starting to get angry?
- How can simply admitting “I’m angry” help you calm down?

### 6. Thinking Through Anger

- **Terrible Scale:** Why do we sometimes rate small annoyances as if they’re 100/100 terrible?
- Can you think of a recent situation where re-rating it on the scale might have reduced your anger?

## 7. Labelling Actions – Not People (or Yourself)

- Why do unfair labels (“liar,” “two-faced,” “dumb”) make anger worse?
- Can you reframe a recent annoyance by labelling the action instead of the person?
- How might noticing self-labels change how you feel about your own mistakes?

## 8. Seeing the Other Perspective

- Can you think of a time you were 100% sure you were right, but later realised the other person’s side made sense?
- How might this change the way you handle conflict?

## 9. Empathy

- How does empathy help reduce unfair judgements?
- In the Davidi and Ezra story, what made the biggest difference to Davidi’s experience?
- Can you think of someone in your life who might feel left out or judged unfairly?

## 10. What to Do in an Emergency (Quick Cool-Downs)

- Which quick techniques would work best for you: time-out, distraction, deep breathing, exercise, acting calm, or the “sweet trick”?
- Why might some of these work instantly while others need practice?

## 11. Healthy Anger

- When might anger be a *warning sign* that something is wrong?
- How can you tell the difference between anger you need to calm down and anger you need to act on?
- What steps can you take to deal with “healthy anger” calmly and safely?

## 12. Measuring Success

- Why is it better to judge success by how often you *calmed down* rather than how often you got angry?
- What’s one small anger victory you could celebrate from the last week or month?

## Imaginative Group Tasks

### 1. HALTS Check-Up Game (Identifying Triggers)

#### How it works:

Students are given “trigger cards” (e.g. “missed breakfast”, “left out by friends”, “pulled an all-nighter”) {See Appendix A for cards.}

In small groups, they:

- Match the trigger to the correct HALT
- Rank how likely each is to cause anger
- Brainstorm a prevention or coping idea

#### Why it works:

Links self-awareness to daily habits and encourages pre-emptive anger control.

### 2. Terrible Scale Sort Game (Reframing Reactions)

#### How it works:

Groups are given cards with various frustrating situations.

{For card examples See Appendix B}

They must:

- Rank them from 1–100 on a large Terrible Scale poster
- Justify their reasoning
- Reflect on which ones they personally overreact to

#### Why it works:

Visualises overreaction and trains cognitive flexibility around anger triggers.

## Imaginative Group Tasks

### 3. Labelling Flip Cards: Find the Opposite Version (Changing Your Thinking)

#### How it works:

Students work with two piles of cards — **Anger Labels** and **Fair Labels**.  
{See Appendix C for card examples.}

Shuffle and deal cards randomly to students or small groups.

If you get an **Anger Label**, create the matching **Fair Label**.

If you get a **Fair Label**, create the matching **Anger Label**.

Share answers and see if the class agrees on the match.

#### Example Play:

Card says: *He's a liar* → Student says: *He lied about something today, but that doesn't mean he lies about everything.*

Card says: *He acted selfishly today, but has helped me before* → Student says: *He's selfish.*

#### Extra Fun Twist:

**Speed Round** – 30–60 seconds per turn to come up with the opposite label.

**Points System** – 1 point for a good match, 2 points for a creative or especially compassionate reframe.

**Class Challenge** – Work together to pair all Anger Labels with their Fair Labels, then post them on the board as a “Before & After” anger display.

#### Why it works:

Encourages flexible thinking, empathy, and self-awareness. Students see how language shapes emotions and practise flipping between extreme and fairer perspectives.

### 4. Perspective Detective (Understanding Others)

#### How it works:

Students are given a brief conflict scenario.

{See Appendix D for example scenarios.}

Each group takes a role (e.g. parent, friend, sibling) and explains:

- What the person might be feeling
- Why they acted that way
- How the other person could have responded differently

#### Why it works:

Practices empathy, reduces “I’m 100% right” thinking, and helps cool anger.

### 5. Exploding or Escaping? (Managing Intense Anger)

#### How it works:

Students are given a dramatic anger scenario (e.g. “You’re wrongly accused of something in front of the class”).

{See Appendix E for example scenarios.}

In groups, they:

- Act out two versions — one where the person **explodes** (yells, slams, storms out), and one where they **escape the explosion** using tools (e.g. walk away, ice cube, breathing)
- Freeze the scenes and explain what each version led

#### Why it works:

Brings emotional overload to life, shows the damage of exploding — and models real alternatives in a creative, physical way.

## Torah Perspectives

Theme in Hack	Source	Hebrew & English (in same cell)	Use in Lesson
The destructiveness of anger	Shabbos 105b	הקורע את בגדיו בהמתו... זהו בעיניך כאלו עובד עבודה זרה – “One who tears his clothes in anger... consider him as if he performed idolatry.”	Illustrates the extreme harm anger can cause and why Judaism views it so seriously.
Anger causes deep suffering	Pesachim 113b	שלושה חיייהם אינם חיים... והקפדן – “Three people’s lives are not worth living... one who is easily angered.”	Highlights how anger destroys inner peace and wellbeing.
Self-control earns spiritual reward	Zohar, Tikkunim 69	השומר עצמו מפעם... דומה ביתו לבית המקדש – “One who guards himself from anger merits that his home resembles the Beis HaMikdash.”	Encourages restraint by showing the spiritual greatness of mastering anger.
Anger is a choice that reflects values	Nedarim 22b	הכועס – שכינה אינה חשובה כנגדו – “One who becomes angry shows the Divine Presence is not important to him.”	Reinforces personal responsibility for how we respond emotionally.
Recognising personal triggers	Eruvin 13b	יחפש במעשיו... יפשפש במעשיו – “Let a person search and examine their actions.”	Supports the anger triggers task and identifying personal patterns.
HALTS and emotional regulation	Rashi on Shemos 6:9	מקצר רוח – אין בו רוח להאריך נשימתו – “Shortness of breath under pressure shows the struggle to regulate emotions.”	Helps explain how physical states can lead to emotional loss of control.
Labelling calms emotions	Rabbeinu Bacheye, Devarim 29:18	השמחה והעצבות כולן תלויות במחשבות – “Happiness and sadness depend entirely on thoughts.”	Backs up the idea that naming and examining our thoughts can shift our emotions.
Gentle responses defuse anger	Mishlei 15:1	מענה רך ישיב חמה – “A gentle response turns away anger.”	Encourages calm, non-reactive responses to provocation.
Focus on behaviour, not identity	Bava Metzia 107b	קשט עצמך תחלה ואחר כך קשט אחרים – “Correct yourself first, then correct others.”	Supports relabelling exercise: criticise actions, not the whole person.
Anger often cools with time	Or HaChaim, Bereishis 27:44	אחר זמן... הפעם מתקרר מאליו – “With time, anger naturally cools down.”	Encourages walking away or delaying reaction when angry.
Actions shape emotions	Sefer HaChinuch, Mitzvah 16	האדם נפעל כפי פעולותיו – “A person is shaped by their actions.”	Emphasises behavioural practice to shift inner patterns.
See the good in others	Vilna Gaon, Shir HaShirim 5:2	ברצונך הטוב – כך תאהב אותם – “By recognising good qualities in others, you come to love them.”	Supports empathy and judging favourably.
Self-worth protects against destructive thoughts	Sanhedrin 37a	היב אדם לומר בשבילי נברא העולם – “A person must say: ‘The world was created for me.’”	Builds internal value to reduce anger rooted in shame or rejection.
Don’t give up — effort brings Divine help	Yuma 38b	הבא לטהור – מסייעין אותו – “One who comes to purify is helped from Above.”	Encouragement for students to persevere in taming their anger.
Practising anger control brings long-term change	Kitzur Shulchan Aruch 1:4	כשתרגיל עצמך בזה ארבעה או חמשה פעמים – לא יתנה קשה לך עוד – “Once you practise something four or five times, it no longer feels hard.”	Shows that self-regulation becomes easier over time with consistency.

## Suggested 5 lesson plan

### Lesson 1: Understanding Anger

#### Learning Focus:

- Identify different types of anger: aggressive vs. passive.
- Recognise how brain and hormonal changes affect teen emotions.

#### Key Themes Covered:

- Anger can damage relationships if left unchecked.
- Passive anger can be just as harmful as explosive anger.
- Awareness is the first step to change.

#### Discussion Prompts:

- Do you think you show anger more on the outside or inside?
- Why do you think teenagers often feel emotions more strongly?
- Can you think of a friendship or family example where anger caused lasting damage?

#### Group Activity:

- **Anger Mapping** – In pairs, draw or list physical signs of anger in the body. Share and compare.

#### Workbook Pages:

pp. 88–90

### Lesson 2: Triggers and Thinking Patterns

#### Learning Focus:

- Identify personal anger triggers using the HALTS method.
- Learn to reframe “terrible” thoughts using the Terrible Scale.

#### Key Themes Covered:

- Triggers can be people, situations, or moods.
- Overrating a small problem as “terrible” fuels strong anger.
- Perspective reduces intensity.

#### Discussion Prompts:

- Which HALTS trigger hits you most often?
- Can you think of a time you overreacted because you were tired, hungry, or stressed?
- How can rating a problem on the Terrible Scale help you cool down?

#### Group Activity:

- **Terrible Scale Sort Game** – Decide where everyday situations belong on the 1–100 scale.

#### Workbook Pages:

pp. 91–96

## Suggested 5 lesson plan

### Lesson 3: Changing Labels and Seeing Perspectives

#### Learning Focus:

- Replace negative labels with fairer, action-based labels.
- Build empathy by seeing conflict from multiple perspectives.

#### Key Themes Covered:

- Labelling people unfairly makes anger worse.
- Self-labelling fuels shame and frustration.
- Empathy helps prevent misunderstandings and conflict.

#### Discussion Prompts:

- How does it feel when someone labels you unfairly?
- Can you reframe “He’s selfish” into a fairer statement?
- What might change if you saw a disagreement from the other person’s point of view?

#### Group Activity Options:

- **Labelling Flip Cards: Find the Opposite** – Match angry labels with their fairer version.
- **Perspective Detective** – Students role-play different sides of a conflict and share what each person might be feeling.

#### Workbook Pages:

pp. 97–100

### Lesson 4: Emergency Temper Tools & Healthy Anger

#### Learning Focus:

- Practise quick anger cool-down strategies.
- Learn to recognise when anger is protective and should be acted on.

#### Key Themes Covered:

- Quick tools prevent damaging explosions.
- Healthy anger signals unfairness, danger, or crossed boundaries.
- Calm action keeps self-respect intact.

#### Discussion Prompts:

- Which emergency tool would work best for you?
- How can you tell when your anger is a warning sign, not just an overreaction?
- What’s a time you stood up for yourself calmly?

#### Group Activity Options:

- Exploding or Escaping? – Act out an anger scenario with both explosive and calm endings.
- Anger on Trial – Decide if a situation shows healthy or unhealthy anger, and plan the best response.

#### Workbook Pages:

pp. 101–104

## Suggested 5 lesson plan

### **Lesson 5: Reflection, Practice & Resilience**

#### **Learning Focus:**

- Apply Hack 5 strategies to realistic, mixed scenarios.
- Reflect on personal growth in handling anger.
- Celebrate progress and commit to future goals.

#### **Key Themes Covered:**

- Managing anger is an ongoing skill — small wins matter.
- Using multiple strategies together increases success.
- Reflection builds motivation to keep improving.

#### **Discussion Prompts:**

- Which Hack 5 activity or tool made the biggest difference for you?
- What's a moment in the last month where you handled anger better than before?
- How can you keep practising these skills outside class?

#### **Group Activity Options:**

- Anger Toolbox Challenge – In teams, pick three tools from Hack 5 that could help in a scenario and explain why.
- My Best Hack 5 Move – Each student writes down one skill or idea they'll take forward, then shares it with the group.
- Peer Shout-Outs – In a circle, give a positive comment to someone about their contribution or progress.

#### **End-of-Hack Activities:**

- Multiple Choice Recap Quiz (download from: [masteringyourmind.today](http://masteringyourmind.today))
- Wordsearch (optional calming task or early finisher activity — also available on the website)

#### **Workbook Pages:**

pp. 105–end

## Appendix A

### HALTS Trigger Cards

#### **H – Hungry**

- Skipped breakfast before a big test
- Ate only a chocolate bar for lunch
- Stuck in traffic and missed dinner
- No snacks available when coming home

#### **A – Already Angry**

- Teacher gave you extra homework when you're already stressed about exams
- Arguing with a sibling just before going out with friends
- Remembering something unfair that happened earlier in the week
- Thinking about someone who embarrassed you in class

#### **L – Lonely**

- Best friend busy all day and not responding
- Sitting alone at lunch for two days in a row
- Parents too busy to chat to in the evening
- No one inviting you to join a friends get-together

#### **T – Tired**

- Stayed up until 2 a.m chatting
- Had to wake up early for an event after only 4 hours' sleep
- Babysat younger siblings late into the night
- Couldn't sleep because of worrying thoughts

#### **S – Stressed**

- Multiple tests on the same day
- Sports competition and a school project deadline in the same week
- Forgetting about a homework assignment until the last minute
- Being asked to speak in assembly without preparation

## Appendix B

### Terrible Scale Sort Game- Example Cards

#### **Serious / 100-Level (“Truly Terrible”)**

- A close family member passes away
- A sibling or parent diagnosed with a serious illness
- Someone you know well is hit in a car accident and won’t recover

#### **Very Bad / 70-Level**

- Someone’s home is destroyed in a fire
- Someone is ill for along time
- You miss out on getting into the yeshiva/Sem that you were desperate to go to

#### **Bad / 40-Level**

- You lose your passport just before an important trip
- Your wallet is stolen
- You are unfairly blamed for something at school

#### **Mild Annoyance / 10-Level**

- You’re not invited to a party you hoped to attend
- Your team loses a game because someone cheated
- A friend cancels plans last minute

#### **Frustrating but Small / 5-Level**

- Someone takes the last snack you were saving
- Your phone battery is dying
- You spill a drink on your homework

## Appendix C

### Labelling Flip Cards

#### Card 1

- **Front:** *He's a liar*
- **Back:** *He lied about something today, but that doesn't mean he lies about everything.*

#### Card 2

- **Front:** *She's two-faced*
- **Back:** *She acted unkindly in this situation, but she's not always like that.*

#### Card 3

- **Front:** *I'm useless*
- **Back:** *I made a mistake this time, but I've done things well before and will again.*

#### Card 4

- **Front:** *He's selfish*
- **Back:** *He acted selfishly in this moment, but he has shared and helped before.*

#### Card 5

- **Front:** *She's so lazy*
- **Back:** *She didn't do her share this time, but that doesn't mean she never works hard.*

#### Card 6

- **Front:** *I'm a bad friend*
- **Back:** *I didn't handle this situation well, but I've been a caring friend in other times.*

#### Card 7

- **Front:** *He's hopeless at sports*
- **Back:** *He struggled in today's game, but he's improving with practice.*

#### Card 8

- **Front:** *She's rude*
- **Back:** *She spoke unkindly today, but she's usually polite.*

#### Card 9

- **Front:** *I'm stupid*
- **Back:** *I got this wrong today, but that doesn't mean I can't learn it.*

#### Card 10

- **Front:** *He's a troublemaker*
- **Back:** *He made a bad choice this time, but he's capable of behaving well.*

#### Card 11

- **Anger Label:** *He's so arrogant.*
- **Fair Label:** *He acted overconfident today, but he's not always like that.*

#### Card 12

- **Anger Label:** *I'm hopeless at everything.*
- **Fair Label:** *I struggled with this task, but I've done other things well before.*

#### Card 13

- **Anger Label:** *He's a show-off.*
- **Fair Label:** *He boasted about something today, but he's not like that all the time.*

#### Card 14

- **Anger Label:** *I'm a total failure.*
- **Fair Label:** *I failed at this one thing, but that doesn't mean I always will.*

#### Card 15

- **Anger Label:** *She's completely unreliable.*
- **Fair Label:** *She let me down this time, but she's been reliable before.*

## Appendix D

### Perspective Detective Scenarios

#### **Scenario 1 – The Forgotten Invite**

You discover a group of your friends did something without you. Later you hear one friend say, “I thought you were busy that night.”

#### **Scenario 2 – The Harsh Text**

A close friend sends you a short, snappy message that feels rude. You’re hurt and annoyed, wondering what you did wrong.

#### **Scenario 3 – The Strict Parent**

Your parent refuses to let you do a sleep-over, even though “everyone else’s parents are fine with it.” You feel embarrassed and frustrated.

#### **Scenario 4 – The Group Project Disaster**

You do most of the work on a group project, but the person you did it with gets the praise from the teacher. You feel ignored and unappreciated.

#### **Scenario 5 – The Sibling Blame Game**

Your younger sibling tells your parent you broke something in the house, but you didn’t. You feel wrongly accused and angry.

#### **Scenario 6 – The New Student**

A new student joins your class. They don’t talk much and sometimes ignore your attempts to chat. You start wondering if they dislike you.

#### **Scenario 7 – The Teacher’s Comment**

A teacher makes a joke in class that embarrasses you. You think it was unfair and unnecessary.

#### **Scenario 8 – The Cancelled Plans**

A friend cancels on you at the last minute, saying they “just don’t feel like going out.” You feel rejected.

## Appendix E

### Example Scenarios

**Scenario 1:**

You're wrongly accused of cheating on a test in front of the class.

**Scenario 2:**

A teammate blames you for losing the match.

**Scenario 3:**

Your phone is taken away without warning.

**Scenario 4:**

Someone pushes you in the lunch queue.

**Scenario 5:**

Your best friend shares a private message you sent them.

**Scenario 6:**

A teacher criticises your work harshly in front of everyone.

**Scenario 7:**

You spend hours on a project and your group mates laugh at it.

**Scenario 8:**

A sibling borrows your favourite hoodie without asking and spills something on it.

**Scenario 9:**

Someone mocks your accent or the way you speak.

**Scenario 10:**

You're left out of a game or activity you were looking forward to.