

Rage rooms: can smashing stuff up really help to relieve anger and stress?

Level 1: Elementary

Article summary: This article discusses rage rooms, places where people pay to safely break or damage items. It explains that rage rooms are often marketed as a way for people to deal with stress or anger. The article also discusses both the pros and cons of rage rooms, with perspectives from business owners, psychologists and rage room users.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Parts of speech

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to encourage students to think about the many different ways that people can deal with stress. Explain that some activities have a positive impact – they help people feel less stressed and have benefits for both physical and mental health. Other activities are negative – they can make the person feel more stressed or create additional problems. Give some examples to support students, e.g. doing exercise is a positive stress-relieving activity. Remind students that 'positive' and 'negative' are sometimes a matter of opinion. An activity may be helpful for one person, but unhelpful for another. Have students decide if the activities are positive or negative. Explain that they can add their own ideas for the *Other* category. Students compare their lists with a partner. Then ask volunteers to share ideas. Write them on the board.

2. Key words

- a. Ask students to work individually or in pairs to complete the definitions and then find the words in the article. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. c
2. b
3. a
4. b
5. c
6. a
7. b
8. c
9. a
10. b

- b. Ask students to work individually or in pairs to complete the sentences using the words from the previous activity. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words. To extend the activity, have students make sentences of their own with the key words.

Key:

1. concerns
2. global
3. hands-on
4. challenges
5. relieve
6. destruction

3. Comprehension check

- a. Students can work individually or in pairs to read the sentences and decide whether they are true or false. Encourage students to underline the section in the article where they found the answers. As a class, have students take turns sharing corrected versions of the false sentences.

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Key:

1. True
2. False (They started the business to help their son with PTSD.)
3. False (Most of their customers are women in their 40s.)
4. False (She said that rage rooms can have negative effects.)
5. True
6. True

4. Key language

- a. Remind students that *part of speech* refers to the role that a word plays in the sentence. For example, a verb shows the action in the sentence, while a noun refers to a person, place, thing or idea. Explain that some words have related forms that show different parts of speech. Give an example: *communicate* is a verb and *communication* is a noun. Have students work individually or in pairs to look at the article to find the alternative forms of the words in the table. Check answers as a class.

Key:

1. *destruction*
2. *relieve*
3. *relaxation*
4. *behave*
5. *understanding*
6. *express*

- b. Have students work individually or in pairs to complete the sentences with the verbs from the table in task a. Check answers as a class. To extend, ask to students to write a sentence of their own with one of the words from the table.

Key:

1. *destroy*
2. *relieve*
3. *relaxation*
4. *behaviour*
5. *understand*
6. *express*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences or beliefs whenever possible. To extend the activity, read out quotes from the experts in this article. Ask students to hold up one, two or three fingers to show whether they agree with the expert, disagree with the expert or are undecided.

6. In your own words

- a. The purpose of this activity is for students to learn about stress-relieving opportunities in their own community. They should look online to find out what's available. For example, are there any rage rooms in their community? Does the community offer yoga classes, stress management lessons or other services? Encourage them to think about other places in the community that can help people reduce stress or anger. For example, a beautiful local park can give people a place to relax and enjoy nature when they are stressed. Tell them to make a pamphlet by folding a sheet of paper. The pamphlet should include at least two places in their community. Tell them to include a short description of each place. As a class, brainstorm the type of information they can include, such as the location, the price and the services offered. They can add photos or artwork to make their pamphlet more appealing.
- b. Have students share their pamphlets with the class. In larger classes, students can share their information in small groups instead. After each student presents, he or she can take a quick poll to ask the class which of the places in the pamphlet they liked the most. For example, the student can say, *Put up your hand if you like the rage room. Put up your hand if you like the yoga centre.* Keep track of the results to see which ideas are most popular in the class.