

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

Level 2: Intermediate

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

Key:

1. *b*
2. *a*
3. *c*
4. *b*
5. *a*
6. *c*
7. *a*
8. *b*
9. *a*
10. *b*
11. *c*
12. *b*
13. *c*
14. *a*
15. *b*

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 complete the table and 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.

- b. Ask students to work individually or in pairs to complete the sentences using the words from the previous activity. Remind students to change the verb endings (e.g. to the past simple) if needed. 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. *consistently*
2. *promote*
3. *genuine*
4. *originated*
5. *approach*
6. *relieves*
7. *vent*
8. *venue*
9. *insights*
10. *constructive*

- c. Ask students to work individually or in pairs to write the sentences using the remaining words from task a. Remind students to change the form of the verbs as needed. Monitor closely and correct any mistakes. Clarify meaning when necessary.

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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 the corrected versions of the false sentences.

Key:

1. True
2. False (They started the rage room to help their son cope with PTSD.)
3. True
4. False (Most of her customers are women in their 40s with children.)
5. False (She says that venting is actually counterproductive.)
6. True
7. True
8. False (She says that they do not allow people to understand the causes of their anger.)

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. Then explain that sometimes the noun and verb forms are similar or identical. For example, *play* is both a verb and 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. relieve
2. destruction
3. help
4. break-ups
5. behave
6. relaxation

7. express
8. understanding

- b. Have students work in pairs to write their own sentences for the words in the table. Each person in the pair should write a sentence for a different part of speech. For example, Student A writes a sentence for *relieve*, and Student B writes a sentence for *relief*. Then have the pairs work in small groups to share their sentences. Ask the groups to choose their favourite sentences to share with the whole class.

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 to encourage students to develop their own business plans for a stress-relieving venue in their community. They should consider everything they learned in the article when they create their plans. For example, have them think about the experiences of the business owners and customers in the article. How do these experiences impact the students' own business plans? Encourage them to think about the experts' opinions as well. Does the business plan represent a healthy or destructive way to deal with stress and anger? Finally, have students think about their own community. How do the local culture and the community's needs and values impact the business plan?
- b. Have students share their business plans with the class. In larger classes, students can share their plans in small groups instead. Remind students of the meaning of *constructive*. Encourage them to ask their classmates for constructive advice or feedback on their plans.