

SELF CONTROL

Objective: To stimulate thinking why we need to be self controlled

Key Words: self-control, quarrel, squabble, headache, disagreement, frustration

QUOTATION/THEME FOR THE WEEK

SILENCE IS GOLDEN



**BEFORE YOU TALK, THINK:
IS IT TRUE?
WILL IT HURT ANYONE?**

**IS IT NECESSARY?
IS IT KIND?
WILL IT IMPROVE ON THE SILENCE?**

Brainstorm and discuss

SILENT SITTING

Step 1 (See page 40 of the introduction)

Steps 2, 4 (Optional)

Step 5: Think of a time when you felt angry with someone ...

Feel the anger ...

Look carefully at what made you angry ...

Is it because you wanted something and did not get it? ...

Is it because there was some injustice involved? ...

Imagine yourself telling the person gently that you felt angry and why ...

Or if you think it would be better, just walk away from the situation.

Imagine yourself drinking a cool glass of water and the heat of anger leaving you..

You feel calmer ...

You were able to resolve the situation without shouting, insulting or hitting the person

So congratulate yourself on your self-control ...

You begin to feel more peaceful and happy.

Step 6.

STORY TELLING

ROBERT LOSES HIS TEMPER

by Tessa Hillman

My brother, Sam, and I did tend to quarrel over silly things sometimes. It was because we were both very strong willed, my mother said. We both wanted our own way and when the other would not agree, we would quarrel. My father did not allow us to squabble. He said it was bad for the whole family to have squabbling children. It made everyone feel bad. It gave my father a headache, frightened my sister and made my mother irritable. So we were not allowed to fight. We had to find better ways of sorting out our problems.

One day, Sam and I had a disagreement over my bat and ball. He wanted to take them to play with his friends. I said that he couldn't, because he might lose or break them. Gradually our discussion became more heated and we started to shout at each other. Sam said I was really mean and that I was never willing to lend him anything. I said that every time I did, he lost it, so I was not going to lend him anything again.

“Oh, yes you are!” he shouted and grabbing the ball, he ran off.

I chased after him with the bat. I was really angry.



Illustration
by Alan
Nisbet

In and out of the barns we ran, with him screaming in fright, and me yelling in anger. When I finally caught him I smacked the ball out of his hands very hard with the bat. I hit his hands in the process. This was too much for Sam. He jumped on my back and started to thump my head with his fists.

At this point my father appeared. He ducked his head under the low barn door and peered at us in the dim light.

“Come outside at once!” he said very sternly. “You boys have been told that you should not quarrel, but here you are, screaming and yelling, and even hitting each other! How do you manage to get into such a state? Is anything so important that you have to behave in this dreadful way? What could matter so much that you actually have to hit each other? And when you do hit each other, is the problem solved? I doubt it. You will just wait until the next opportunity to have another fight, upsetting the whole family, so that whoever was the loser can get his own back. No! Fighting and anger are *not* the way to solve problems. Hitting each other does *not* make for a fair decision. It is foolish behaviour. If you cannot solve things by discussion, then go off and think about it. Take the trouble to work out why you feel angry and why your brother does too. Try to put yourself in your brother’s shoes. Think what you have done to make your brother angry and what you might have done for things to turn out better.”

QUESTIONS:

- 1 What name shall we give this story?
- 2 How did you feel when you heard this story?
- 3 How did the brothers’ fighting affect the family?
- 4 Have you ever been angry and had a fight with someone?
- 5 How did you feel afterwards?
- 6 Did it solve the problem?
- 7 What could you do if you feel angry instead of fighting?

GROUP SINGING

PEACEFUL PATH

(music by Stuart Jones, lyrics by Nicky Gilbert)

Things happen within every day.
We may not like what comes our way.
But each of us possess a choice
We can lash out or hold our voice.
How we re-act can stop it all
Or simply help it to snowball.
Let’s ask, “How do the others feel?”
For that to them is very real.
Let’s look before we rush ahead
For a peaceful path that we can tread.

(Repeat)

GROUP ACTIVITY

1. Ask the children to find a partner whom they would like to work with. Then ask each pair to join with two other pairs forming groups of six to brainstorm the following questions:

In order to bring about more peace in myself, I need to ...

*In order to bring about more peace in my family, I need to ...
others need to*

*In order to bring about more peace in school, I need to ...
others need to*

*In order to bring about more peace in the community, I need to ...
others need to*

2. GAME: PEACE CATERPILLAR

One player is chosen as 'Peace Caterpillar' and has a soft cushion which represents a calm mind. When the 'Peace Caterpillar' touches another player with the cushion, they have to say one of the values relating or leading to Peace e.g. 'Patience leads to Peace'.

They then form a line behind the 'Peace Caterpillar' holding the waist of the person in front. As more players are brought to Peace, the 'Peace Caterpillar' gradually grows in size.

The 'Peace Caterpillar' must be intact when anyone is touched.

The group will quickly realise that the caterpillar's long tail can be brought around to encircle a player, who can then be touched by the 'Peace Caterpillar's' cushion. The last person to be encircled by the 'Peace Caterpillar' joins the head and the tail together to form a Circle of Peace.

The children sit down for two minutes' reflection on Peace.

Then volunteers are invited to say how they felt.

Extension exercise/Links to Other Subjects: During circle time, the children share an experience when they have lost their temper and the consequences that followed. What would they do differently now? Children can pass, if they wish.

Note: the teacher may find it easier to pass round a talking object e.g. a shell. This often helps shy children speak out.