

Topic: SELF CONTROL

Objective: To encourage introspection and awareness of inner feelings of anger.
Being prepared to reconsider existing views.
History/peace - Self control, Northern Ireland/anger.
Being prepared to acknowledge bias and prejudice in oneself.
Careful consideration of others' views. Ability to see world through the eyes of others.
Willingness to consider evidence and argument.
Weighing respective claims of self-interest.
Distinguishing between opinion, belief and fact.
Appreciation that others' religious convictions are often deeply felt.
Respecting those who have different beliefs/customs.
Ability to draw meaning from art, poetry, symbolism.

Curriculum Links: Art, Citizenship, Drama, English, History, Music, PSHE, RE

Key Words: allegiance, Catholic, conflict, Protestant

Materials needed: The Manual or copy of lesson plan
Page 36 and/or 37 of the Introduction Manual
Board chalks
CD/Tape player
CD/Tape with music for silent sitting
CD/Tape with music for the song
Materials for art work and writing
Pages of the drama for 4 pupils

QUOTATION/THEME FOR THE WEEK

I was angry with my friend;
I told my wrath,
My wrath did end.



I was angry with my foe;
I told it not,
My wrath did grow.

*A Poison Tree
(William Blake)*

Discuss what this means.

What do you think the poet means by a poison tree?

How can you talk about feeling angry without making someone else the victim of your anger?

What else can you do to find inner peace when you are angry and are beginning to lose your self control?

SILENT SITTING

Step 1 (*See page 36 of the Introduction Manual*)

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.

DRAMA

NORTHERN IRELAND

by Tessa Hillman

The scene is set in Belfast, N. Ireland

*Characters: Narrator
Patrick
Patrick's father
Patrick's mother*

Patrick: I like living here on the outskirts of Belfast. I was born here and have lived in the same house for fifteen years - all my life, in fact. In some ways, it's a strange place to live. There are years when everything seems fairly calm and peaceful and years when bombings make life here very hard. The police are looked upon as protectors by some people and as the enemy by others.

Father: Our family are neither Protestant, nor Catholic, in that we don't go to church and don't even believe in God. However, because we live in a row of houses which are considered to be in Catholic territory, we are thought to be Catholic by those around us.

Mother: That's how it is in Belfast at present. You are either Orange or Green, either Protestant or Catholic. We have no time for such nonsense. There's been enough suffering already in Ireland. We don't want to add to it in any way.

Father: I work in a pharmaceutical factory.

Mother: And I work as a secretary in a small local business.

Patrick: Why do the bombings happen? I can't understand why people who live so close to each other and who speak the same language and have the same sort of names, could just shoot each other, or bomb each other for no apparent reason.

Father: (patiently) It's just how it is, Patrick. There is no good reason for it, just a lot of old history and old hatred. People don't seem to understand how they are harming themselves when they create so much fear in their own communities.

Patrick: But what are they trying to do, Dad? What do they hope to gain by shooting and bombing?

Father: You know, Son, I've asked myself that a thousand times and I still can't come up with an answer.

Mother: I don't know either. Perhaps it may have something to do with false pride.

Patrick: What do you mean, false pride?

Mother: Well, you know what it's like when you've decided that something is right, perhaps an idea you've had, and someone questions it? For example, that time your Dad said that Manchester United were rubbish that year, and couldn't possibly win the cup.

Patrick: (blushing) Yes, I remember. I said he was talking rubbish and I stormed off, didn't I?

Mother: You did, and they lost the game against Liverpool and didn't even make it to the quarter final, and you still kept insisting they were the best team. You had made up your mind and nothing would make you change it - not even the blinding truth. Well, I think a lot of struggles are like that. And here people come from long lines of Catholic or Protestant families. Some of them still feel they owe an allegiance to their particular side. They can't see that they're actually all the same. Some of the troublemakers have never even seen the inside of a church - Catholic or Protestant - except perhaps to attend the funeral of one of their friends. When they see good things going on for people on the opposing side, they feel jealousy in their hearts. They envy everything that the other side has.

Father: They have long and painful memories of past wrongs. There are a relatively small number of these people in the community, but enough to keep the problem rumbling on for years and years. I think they are the kind of people who enjoy getting angry and shouting the odds. They haven't learnt about self-control. When they feel anger, they don't question it and try to control it, they fuel it. They spread hatred and malice, suspicion and fear. They are actually their own worst enemies. It's a great shame. I hope by the time you are an adult things will be different. We shall see, Son. We shall see. But whatever happens, we all have a part to play. We can question our own anger, and we can choose to transform it rather than to act on it. That might seem a little thing, but it is difficult.

Mother: But if we do it, we will be helping the world in a much bigger way than we can imagine.

Key words: Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.

QUESTIONS:

1. What can we do when we feel very angry?
2. Which places in the world can you think of that have neighbourhood conflicts?
3. How did you feel when you heard about Patrick's life?
4. Did it remind you of anything in your own life?

GROUP ACTIVITY

1. **Brainstorm and discuss:**

It is hurtful when adults

It is hurtful when young people

Why do people do hurtful things to others sometimes?

2. **In fours, discuss:**

What can we do when we feel

angry ...

jealous ...

bored ...

so that we no longer need to hurt people or property?

See page 51 of the Introduction Manual for practical ideas which can then be discussed.

Discuss with the pupils the idea that conflict often arises when we are not able to feel how it is for the other person. Feeling how it is for others is called empathy. It is often useful to listen carefully to what is troubling the other person and understand how they see the situation to be.

For this to happen a third party can help. It is useful to talk to each person separately to allow them to explore their own feelings first.

3. **Write down what you can remember of a time when you were really angry.**

- a) **Think:**

How did you feel?

How did you react?

Was there a better way you could have handled this situation?

- b) Volunteers can then tell the class about it, or act out the angry situation. Brainstorm other ways in which you might have dealt with the situation.

4. Make a mobile on values related to Peace

The purpose of this exercise is to generate a better understanding of the values by exploring the related values (See list of 30 values related to Peace on page 29 of the Introduction Manual).

Each pupil takes one value. Write the value on a card and decorate it to hang on the mobile.

Extension: 1. Write the drama in your own words identifying the main points, processes or ideas in the text.

2. a) Write a poem or paint a picture that means 'peace' to you.

Bring your poem or picture to school to explain it to the rest of the class.

b) Write a poem or paint a picture expressing your anger.

Having spoken about your anger and expressed your anger in a picture, reflect on how you feel.

Display the posters/pictures/poems illustrating ANGER and PEACE in the classroom.

Art Link

Citizenship Link: Unit 11 Citizenship and history: Why is it so difficult to keep the peace in the world today?

Programme of study:

1b the diversity of national identities in the UK and the need for mutual respect and understanding.

1g the importance of resolving conflict fairly.

3a use imagination to consider other people's experiences.

English Link: Spelling 7: Spelling key words;

Vocabulary 15: use a dictionary;

Reading 7: identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;

Drama 15: develop drama techniques.

History Link: 3a page 20: What are the historical origins of the problems in Northern Ireland?

PSHE Link:

1b respect the differences between people;

1c recognise how others see them, and be able to give and receive constructive feedback and praise.

3a the effects of stereotyping;

3h to recognise that goodwill is essential to positive and constructive relationships.

RE Link: Experiences of having been forgiven and forgiving.

GROUP SINGING

KEEP CALM!

*(lyrics by Deirdre West and Nicky Gilbert
music by Stuart Jones,)*

“She had no right to say that!”
“He made a fool of me!”
“They kept me waiting far too long!”
“They cheated me, you see!”
Such things arouse one’s anger,
Resentment, hate and pride.
But do you know what dreadful things
Are going on inside?

*Chorus: You are not your temper! You are not your pride!
Don’t allow your anger to steal the peace inside.*

Who’s the one that’s suffering
Because you lost your cool?
Who’s really lost their dignity,
And looks the perfect fool?
It’s you, and not the others.
They’re sometimes unaware
Of how their words or actions
Made your temper flare.

Chorus: You are not your temper ...

Anger’s your worst enemy,
So let’s learn to control
The heat that’s rising up inside,
Just like a red-hot coal:
Drink some cooling water
And go and be alone;
Breathe deeply, let the anger go,
Don’t throw it at someone.

Chorus: You are not your temper ...

We always have a choice
And there is power within you.
Don’t waste it all on getting mad
To your real Self be true.
It takes some strength to walk away
But stronger you will be.
Anger eats away at you;
Release it and be free.