

# Self-Control

*“I think the guys who are really controlling their emotions...are going to win.”*

—Tiger Woods

*“Education is the ability to listen to almost anything without losing your temper or your self-confidence.”*

—Robert Frost

**Theme: Keeping Your Cool**  
**Film: *Bend It Like Beckham***  
**(PG-13) 1:52**

In a girls' soccer match, Jess, a British player of Pakistani descent, is fouled by an opposing player who insults Jess by calling her something offensive.

## **Watch Video Clip – Channel 67 – after Channel 1**

**Teaser Question:** If someone called you a derogatory name, what would you do? Why?

**Going Deeper:** How can anger get in the way of helping you achieve your purpose? Can anger ever be helpful? How? How can you keep your head when everyone around you seems to be losing theirs? (cf. Rudyard Kipling's poem "If")

**Making Choices:** A popular kid confronts you outside school and accuses you of stealing something of his. This is the second time he has accused you of something you didn't do, and you wonder if this kid has something against you. You deny stealing anything. Soon you are calling each other names. You feel yourself getting angry. What would be the best way to end this encounter? How many different ways are there to solve this problem?

**Activity: “Count to 10”**

**Performance Objective:**

To identify times when we were able to control ourselves.

**Materials Needed:**

Pens and paper.

**Teachers' Instructions:**

- Divide the class into groups of three or four.
- Instruct the groups to create a list describing as many ways as possible to keep from blowing up, getting upset, angry, etc. (for example, to count to 10 before saying or doing anything). After about 3 minutes of brainstorming, the groups read off their lists, which are recorded on the board. Are there things that were mentioned by more than one group? Are there any ways that were listed by all groups?
- Ask the student to write down one way to keep from blowing up that was new to them, something that they would like to try for themselves. Each student should then write on

a separate sheet of paper the words, "The next time I feel like I am going to blow up or get upset, I will try to \_\_\_\_\_."

- Have your students return to their small groups, share what they wrote, and discuss what they intend to do the next time they feel they are about to blow up.
- Have the students create their own game to test self-control (for example, a staring contest or red light/green light).