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LESSON PLAN 13 SELF-CONTROL AND DAVID, AND JOHN WOODEN

PART A: LESSON METHODOLOGY

QUALITY	Self-control
<p>GENERAL DESCRIPTION OF THE QUALITY</p>	<p>According to Oxford dictionary definition of self-control is:</p> <ul style="list-style-type: none"> the ability to remain calm and not show your emotions even though you are feeling angry, excited, etc. <p>Self-control Self-control—or the ability to manage one's impulses, emotions, and behaviours to achieve long-term goals—is what separates humans from the rest of the living beings. Self-control is primarily rooted in the prefrontal cortex—the planning, problem-solving, and decision making centre of the brain—which is significantly larger in humans than in other mammals (<i>Psychology Today</i>).</p> <p>The richness of nerve connections in the prefrontal cortex enables people to plan, evaluate alternative actions, and ideally avoid doing things they'll later regret, rather than immediately respond to every impulse as it arises (<i>Psychology Today</i>).</p> <p>The ability to regulate one's emotions and behaviour is a key aspect of executive function, the suite of skills that allow an individual to plan, monitor, and attain goals. There is debate surrounding the degree to which self-control is an innate individual difference, versus a learned skill. Most experts believe that people who are disposed to lower levels of less self-control can still cultivate healthy habits and take counter-measures to control their behaviour (<i>Psychology Today</i>).</p>



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A person's level of self-control tends to wax and wane over the course of a day, suggesting that self-control is less like a mental capacity such as intelligence and more a fluctuating resource along the lines of physical energy (*Psychology Today*).

Self-control in Youth

As adults we practice self-control on a daily basis, it's a necessary part of being a responsible adult. Some young people are naturally disciplined and others need some coaching. But, self control for teens is a behaviour that can be learnt (*Reachout*).

Self-control has been shown to be a greater indicator of academic success than a student's IQ. Research shows that students who practice self-control do better at school generally and are happier. Teaching kids self control is worth it if you think that they could do with a little help (*Reachout*).

Role modelling is an effective way of showing why self-control for teens is important. The project MoPYL lesson plans are exactly meant to be role models for the young generation through its lesson plans.

Self-control in the Scripture

Biblical self-control means choosing to give up trying to control things on our own, surrendering to God for help, and working alongside Him for real change (*Gentle Christian Parenting*).

Self-control, according to Galatians 5:23, is a product of having the Holy Spirit. Being a product or fruit of the Holy Spirit, means having the Holy Spirit is a prerequisite (*Gentle Christian Parenting*).

If a person lacks self-control, it will be controlled by its whims. If he or she doesn't choose to rely on the Holy Spirit and aims to make the right choices, he or she can't become its best self (*Gentle Christian Parenting*).

See what youth themselves according to the research done by the project MoPYL team have to say about the self-control below in the chapter of "Dilemma".



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<p>GENERAL DESCRIPTION OF THE LESSON</p>	<p>The lesson consists of three parts – introductory part (~ 10% of the time), main part (~ 75% of the time), and final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</p>
<p>AIMS OF THE LESSON</p>	<p>1) to learn positive features of self-control, such as patience, self-motivation and responsibility; 2) to put into practice the positive features of gentleness through discussions – David’s and John Wooden’s stories.</p>
<p>NON FORMAL EDUCATION METHODS OF THE LESSON</p>	<p>1) theoretical training, 2) discussions, modelling self-control and the opposite in the debates, reflective thinking, learning to learn, observing, feedback, questions and answers, etc.</p>
<p>AGE GROUP</p>	<p>13-15 years old</p>
<p>EXPECTED OUTCOMES OF THE LESSON</p>	<p>1) positive features of self-control, such as patience, self-motivation and responsibility learned and perceived; 2) positive features of self-control through the story of the lesson put into practice by discussions.</p>
<p>PART B: LESSON DESCRIPTION</p>	
<p>SLOGAN</p>	<p><i>If you lose self-control everything will fall.</i></p> <p style="text-align: right;"><i>John Wooden</i></p>
<p>DILEMMA</p>	<p>Project qualities promoted by this lesson plan along with the self-control, are also self-motivation, patience and responsibility shown by David fighting Goliath. David, of course, could have fallen apart like a two-dollar suitcase when</p>



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	<p>he stood in front of Goliath and with no armour. Yet, David stayed calmed and self-confident in the dangerous situation because he was able to manage his senses by a good example of self-control. Lesson’s slogan told by John Wooden, who was not only an amazing basketball player, later a coach, but also a devoted Christian. He is famous for several things, including his Pyramid of Success that includes also self-control as one of the basement qualities for a successful, fulfilled life.</p> <p>Within the Research Report of the project MoPYL, self-control was not separately mentioned. Yet, taking into account previous other researches stating that this is a quality that should be taught to teenagers, it is understandable that teenagers have not put this value among the most favourite ones. We as grownups should still pay attention to the development of this quality as it may be crucial in their later lives in many situations. That is why the project MoPYL team was committed to develop at least one lesson plan on this value.</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values self-control to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project’s homepage www.mopyl.eu.</p>		
<p>MATERIALS NECESSARY FOR THE LESSON</p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet</p>		
<p>LESSON LENGTH</p>	<p>1 learning hour, i.e. 45 minutes</p>		
<p><u>INTRODUCTORY PART</u></p>	<p>Anticipatory set</p>	<p>3 minutes</p>	<ul style="list-style-type: none"> • greeting, blessing and engaging students • connection with prior learning – reflections, feedback, discussions • explanation of the current lesson’s material • explanation of tasks for the students

			<ul style="list-style-type: none"> • connection to the future learning
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> • direct instructions of the content • modelling of new skills – self-control • checking of students’ understanding
<u>MAIN PART</u>	Guided practice: youth leaders are given two options for this part: part A is a Christian lesson; part B is a secular lesson. Both lessons stand on equal qualities.	28 minutes	TITLE A SELF-CONTROL AND DVID <u>or</u> TITLE B SELF-CONTROL AND JOHN WOODEN
	<p><u>PART A</u></p> <p>David’s story, either told by the teacher itself following the 1 Samuel 17:1-25:7 of the Scripture. Or displayed in a Superbook episode 6 of season 1 HERE (episode 106) once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes.</p> <p>Free online registration to watch Superbook episodes throughout all seasons HERE.</p>		
GROUP PRACTICE PART A	10 minutes		
	<p>At first, the teacher asks if there are any questions related to the story of David and Goliath. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.</p>		

	<p>The teacher asks if the class can name a similar person or event of such self-control in a dangerous and crucial situation? Can they link David’s boldly controlled actions to any known occasion – somebody known, their parents, friends, relatives, etc., having shown such self-control of an action?</p> <p>If no one can mention anything, the teacher tells about John Wooden. The younger generation most probably would not know this person, yet J.Wooden has left significant footprints in the history of basketball and Christianity. His immense success in basketball – both as a player and coach, as he claimed himself, is due to his approach to all fields of life through prism of Christianity. John Wooden is also famous with this Pyramid of Success, where an integral part and one of the basic qualities is self-control. Moreover, this pyramid covers also a great deal of other values promoted by the project MoPYL.</p> <p>Questions to be discussed:</p> <ol style="list-style-type: none"> 1. Who was David? What was he doing for a living? – David was a shepherd boy of Israel. His job was tending sheep. 2. Who was Goliath? What did he do for a living? – Goliath was a giant soldier from Philistines. 3. Who challenged Goliath? – David. 4. How did David persuade the king? – He convinced the king by telling him his past experience when he killed a lion and a bear on his own. David said that God was with him and would help him fighting Goliath. 5. What were David’s weapons in the fight against Goliath? – Five smooth stones.
<p>SITUATION</p>	<p><u>Part B</u></p> <p>The life story of John Wooden either told by the teacher following the summary below or shown in the movie HERE (YouTube).</p> <p>Who was John Wooden and what is so special about him?</p>



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He was an American basketball coach and player. Nicknamed the Wizard of Westwood, he won ten National Collegiate Athletic Association (NCAA) national championships in a 12-year period as a head coach for the UCLA Bruins, including a record seven in a row. No other team has won more than four in a row in Division I college men's or women's basketball. Within this period, his teams won an NCAA men's basketball record 88 consecutive games. Wooden won the prestigious Henry Iba Award as national coach of the year a record seven times and won the AP award five times (*Wikipedia*).

As a 5'10" guard, Wooden was the first player to be named basketball All-American three times, and the 1932 Purdue team for which he played as a senior was retroactively recognized as the pre-NCAA tournament national champion by the Helms Athletic Foundation and the Premo-Porretta Power Poll. He played professionally in the National Basketball League (NBL). Wooden was inducted into the Naismith Memorial Basketball Hall of Fame as a player (1960) and as a coach (1973), the first person ever enshrined in both categories (*Wikipedia*).

One of the most revered coaches in the history of sports, Wooden was beloved by his former players, among them Lew Alcindor (later Kareem Abdul-Jabbar) and Bill Walton. Wooden was renowned for his short, simple inspirational messages to his players (including his "Pyramid of Success") many of which were directed at how to be a success in life as well as in basketball. Wooden's 29-year coaching career and overwhelming critical acclaim for his leadership have created a legacy not only in sports but also extending to business, Christianity, personal success, and organizational leadership (*Wikipedia*).

John Wooden died just four months shy of his 100th birthday, was most known and is now remembered as the greatest coach who ever lived. But perhaps he'll be best remembered as a mentor, a friend, a loving husband and father, and a source of endless wisdom and grace to hundreds of players, thousands of coaches, and millions of fans and admirers through the decades and around the world. Wooden has long said that his wisdom came primarily from two sources—his earthly father, Joshua Wooden, and from his heavenly Father (*Christianity Today*).

Wooden, a devout Christian, read his Bible daily. His favorite passage was 1 Corinthians 13—truths he has especially embraced since the death of Nellie, his wife of 53 years, on March 21, 1985. In the 25 years since, Wooden has written a

	<p>love letter to Nellie on the 21st of every month, stacking them on the pillow on which she slept through the five-plus decades of their marriage (<i>Christianity Today</i>).</p> <p>Wooden often spoke of the wisdom attained from his father: "When I graduated from our little three-room grade school in Centerton, Indiana, I got dressed up in clean overalls for the big event. My dad gave me something that day that would shape my entire life: my work, my marriage, my goals, my philosophy. It was a card on which he had written a few guidelines. I still carry it with me. On one side of the card, Dad had written out his creed. At the top of the paper, it said 'Seven Things to Do'" (<i>Christianity Today</i>).</p> <p>Those seven things:</p> <ol style="list-style-type: none"> 1. Be true to yourself. 2. Help others. 3. Make each day your masterpiece. 4. Drink deeply from good books, especially the Bible. 5. Make friendship a fine art. 6. Build a shelter against a rainy day. 7. Pray for guidance and give thanks for your blessings every day (<i>Christianity Today</i>). <p>Wooden would go on to expand on his dad's seven points, building his own famous Pyramid of Success, a "blueprint," so to speak, for living a life of excellence. Wooden defined success as "peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming." The Pyramid of Success in particular, and Wooden's wisdom in general, are the foundations for The John Wooden Course which is today used by corporations, coaches, and churches used for teaching principles of character, leadership, collaboration, sportsmanship, and more (<i>Christianity Today</i>).</p>
<p>SLOGANS BY JOHN WOODEN</p>	<ol style="list-style-type: none"> 1. <i>Success is never final, failure is never fatal, and it's courage that counts.</i> 2. <i>Never cease trying to be the best you can be.</i> 3. <i>The best competition I have is against myself, to become better.</i>



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GROUP PRACTICE PART B	10 minutes	
	Task: following the Pyramid of Success (<i>Wooden Effect</i>) by J.Wooden, make your own Pyramid of Success – think, what qualities you would include there, in what sequence and what would be your basic qualities and values as the foundation of the rest?	
<u>FINAL PART</u>	12 minutes	Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues. Feedback of learners for the best practices to be applied for future.
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