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Programs for Youth  
Republic of Latvia



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# MOPYL

Mobile Program for Youth Learners



## LESSON PLAN 31 SELF-CONTROL AND POWER

### PART A: LESSON METHODOLOGY

QUALITY	Self-control
<p><b>GENERAL DESCRIPTION OF THE QUALITY</b></p>	<p>According to <a href="#">Oxford dictionary</a> definition of self-control is:</p> <ul style="list-style-type: none"> <li>the ability to remain calm and not show your emotions even though you are feeling angry, excited, etc.</li> </ul> <p><b>Self-control</b> 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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	<p>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 (<i>Psychology Today</i>).</p> <p><b>Self-control in Youth</b> 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 (<i>Reachout</i>).</p> <p>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 (<i>Reachout</i>).</p> <p>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.</p>
<p><b>GENERAL DESCRIPTION OF THE LESSON</b></p>	<p>The lesson consists of three parts - introductory part (~ 10% of the time), main part (~ 75% of the time), 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><b>AIMS OF THE LESSON</b></p>	<ol style="list-style-type: none"> <li>1) define self-control and lack thereof;</li> <li>2) to learn the positive features of self-control;</li> <li>3) to analyse examples of self-control and learn how to practice self-control;</li> </ol>
<p><b>NON FORMAL EDUCATION METHODS OF THE LESSON</b></p>	<ol style="list-style-type: none"> <li>1) theoretical training,</li> <li>2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.</li> </ol>

<b>AGE GROUP</b>	13-15 years old
<b>EXPECTED OUTCOMES OF THE LESSON</b>	<ol style="list-style-type: none"> <li>1) students learn definition of self-control;</li> <li>2) students understand the importance of self-control by practically reflecting on examples of situations where they should practice self-practice.</li> </ol>
<b>PART B: LESSON DESCRIPTION</b>	
<b>SLOGAN</b>	<p style="text-align: center;"><i>You have power over your mind - not outside events. Realize this, and you will find strength.</i></p> <p style="text-align: right;"><i>Marcus Aurelius</i></p>
<b>DILEMMA</b>	<p>Self-control was selected as one of the 13 values. Within the project life-time, 305 young people of age 14 – 15 years were questioned regarding the thirteen values promoted by the project MoPYL, which helped to see the focus of the young people and develop lesson plans taking into account needs and expectations of youth.</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>



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	See the full project MoPYL Research Report in the project's homepage <a href="http://www.mopyl.eu">www.mopyl.eu</a> .		
<b>MATERIALS NECESSARY FOR THE LESSON</b>	Projector, screen, computer, access to Wi-Fi or mobile internet, flipchart, white paper, markers, pens.		
<b>LESSON LENGTH</b>	1 learning hour, i.e. 45 minutes		
<b><u>INTRODUCTORY PART</u></b>	Anticipatory set	3 minutes	<ul style="list-style-type: none"> <li>greeting and engaging students</li> <li>connection with prior learning on the topic</li> <li>explanation of the current lesson's material</li> <li>explanation of tasks for the students</li> <li>connection to the future learning</li> </ul>
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> <li>direct instructions of the content</li> <li>modelling of new values – self-control</li> <li>checking of students' understanding</li> </ul>
<b><u>MAIN PART</u></b>	Guided practice	30 minutes	<b>TITLE:</b> Self-control and power
	<b>Genesis 3:24</b> After God created Adam and Eve and commanded to the man, 'You are free to eat from any tree in the garden'.		



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## **The fall:**

**3 Now the serpent was craftier than any of the wild animals the LORD God had made. He said to the woman, “Did God really say, ‘You must not eat from any tree in the garden’?”**

**<sup>2</sup>The woman said to the serpent, “We may eat fruit from the trees in the garden, <sup>3</sup>but God did say, ‘You must not eat fruit from the tree that is in the middle of the garden, and you must not touch it, or you will die.’”**

**<sup>4</sup>“You will not certainly die,” the serpent said to the woman. <sup>5</sup>“For God knows that when you eat from it your eyes will be opened, and you will be like God, knowing good and evil.”**

**<sup>6</sup>When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it. <sup>7</sup>Then the eyes of both of them were opened, and they realized they were naked; so they sewed fig leaves together and made coverings for themselves.**

**<sup>8</sup>Then the man and his wife heard the sound of the LORD God as he was walking in the garden in the cool of the day, and they hid from the LORD God among the trees of the garden. <sup>9</sup>But the LORD God called to the man, “Where are you?”**

**<sup>10</sup>He answered, “I heard you in the garden, and I was afraid because I was naked; so I hid.”**

**<sup>11</sup>And he said, “Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?”**

**<sup>12</sup>The man said, “The woman you put here with me—she gave me some fruit from the tree, and I ate it.”**

**<sup>13</sup>Then the LORD God said to the woman, “What is this you have done?”**

**The woman said, “The serpent deceived me, and I ate.”**

**<sup>14</sup>So the LORD God said to the serpent, “Because you have done this,**

**“Cursed are you above all livestock  
and all wild animals!**

**You will crawl on your belly**

**and you will eat dust**

**all the days of your life.**

**<sup>15</sup>And I will put enmity**

**between you and the woman,**



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**and between your offspring<sup>[1]</sup> and hers;  
he will crush<sup>[1]</sup> your head,  
and you will strike his heel.”**

**<sup>16</sup> To the woman he said,**

**“I will make your pains in childbearing very severe;  
with painful labour you will give birth to children.  
Your desire will be for your husband,  
and he will rule over you.”**

**<sup>17</sup> To Adam he said, “Because you listened to your wife and ate fruit from the tree about which I commanded you, ‘You must not eat from it,’**

**“Cursed is the ground because of you;  
through painful toil you will eat food from it  
all the days of your life.**

**<sup>18</sup> It will produce thorns and thistles for you,  
and you will eat the plants of the field.**

**<sup>19</sup> By the sweat of your brow  
you will eat your food  
until you return to the ground,  
since from it you were taken;  
for dust you are  
and to dust you will return.”**

**<sup>20</sup> Adam<sup>[k]</sup> named his wife Eve,<sup>[1]</sup> because she would become the mother of all the living.**

**<sup>21</sup> The LORD God made garments of skin for Adam and his wife and clothed them. <sup>22</sup> And the LORD God said, “The man has now become like one of us, knowing good and evil. He must not be allowed to reach out his hand and take also from the tree of life and eat, and live forever.” <sup>23</sup> So the LORD God banished him from the Garden of Eden to work the**

	<p>ground from which he had been taken. <sup>24</sup> After he drove the man out, he placed on the east side<sup>[m]</sup> of the Garden of Eden cherubim and a flaming sword flashing back and forth to guard the way to the tree of life. The teacher reads the Biblical passage to the students.</p>
<p><b>GROUP PRACTICE</b></p>	<p><b>10 minutes</b></p> <p>The teacher asks whether the students have any questions about the Biblical story of Adam and Eve. The teacher responds to the questions then proceeds to the group practice exercise. The teacher invites the students to reflect whether the story of Adam and Eve is a successful story of self-control. Then, the teacher invites the students to share their thoughts voluntarily.</p> <p>The teacher afterwards gives other examples of when self-control is practised by people and determines their success. For example, when one desires to lose weight and abstains from eating sweets, self-control from eating sweets for a longer period will result in the person significantly losing weight and reaching their goals. The teacher addresses then the following questions:</p> <ol style="list-style-type: none"> <li>1. What is self-control?</li> <li>2. What did the lack of self-control in the story of Adam and Eve generate?</li> <li>3. Can you give examples from real life when the lack of self-control in front of food, aesthetic beauty and other desires lead you or others into troubles?</li> <li>4. Why is self-control important?</li> <li>5. How often do you practice self-control?</li> </ol> <p>The teacher divides the student into 2 groups and proceeds to the situational, practical exercise.</p>
<p><b>SITUATION</b></p>	<p><b>Situation:</b> imagine that you find 100 euros extra in your pocket. These euros come as a blessing as you actually need them. Part of you knows that you should add it to your savings in order to pay the taxes as the deadline is approaching and you have already spent a lot of money on refurbishing your house. Another part of you wants to spend it on going out with your friend for dinner.</p>



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	<p><b>Task:</b> you are asked to reflect on the situation and make the right decision for you considering the consequences.</p> <ol style="list-style-type: none"> <li>1. Group number 1: you choose to add it to your savings. What do you win? What do you lose? Make your arguments around self-control.</li> <li>2. Group number 2: you choose to treat yourself and go for dinner. What do you win? What do you lose? Make your arguments around self-control.</li> <li>3.</li> </ol> <p>Both groups are asked to come in front of the class and present.</p>	
<p>MORAL</p>	<p><i>Self-control is one of the gifts of the Spirit which does not always come easy for the human beings but once mastered, the human being becomes a master over their own life and unruly desires.</i></p>	
<p><u>FINAL PART</u></p>	<p>12 minutes</p>	<p>Brief summarising 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.</p>
<p>REFERENCES</p>	<ol style="list-style-type: none"> <li>1. English standard Version Bible. Bible. Accessed: 03.10.2022. <a href="https://www.biblestudytools.com/esv/">https://www.biblestudytools.com/esv/</a>.</li> <li>2. Erasmus+ Project. 2022. Mobile Program for Youth Learners. MoPYL Research Report. Available at: <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</li> <li>3. Psychology Today. 2022. Self-control. Accessed: 03.10.2022. <a href="https://www.psychologytoday.com/us/basics/self-control">https://www.psychologytoday.com/us/basics/self-control</a>.</li> <li>4. Reachout. 2022. Help your teenager develop self-control. Accessed: 03.10.2022. <a href="https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-risk-taking/help-your-teenager-develop-self-control">https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-risk-taking/help-your-teenager-develop-self-control</a>.</li> </ol>	