

Includes 6 sessions focused on helping students learn self control skills!

Topics Include:

- What is self control?
- How can I control my words?
- How can I control my body?
- How can I control my feelings?

Session One: Self Control - Stop, Think, Go

Objective:

- Students will learn the Purpose of the group.
- Students will learn what self control means.

Materials:

- Foldable template from page 6
- Scissors
- Glue/Tape

Pre-Activity Discussion:

- Introductions: Name, grade, one thing you like.
- In this group, we will get together each week and how to use it.
- Who knows what self control means?
- Self control means being in control of our actions before we do it. Using self control is like a stoplight. We need to stop, think, and go.
- Why do you think it is important to stop before we do it? Using self control is like a stoplight. We need to stop, think, and go.
- When we are starting to get out of control, we need to stop. Then, we need to think. After we have done all of that, we can make a decision and go.
- Today we are going to make a stoplight foldable.

Activity: (10 minutes)

- Students will construct a stoplight foldable.
- Students will cut out each of the "stop" signs of the stoplight. Students will fold each circle tape on the back of the circle, above the fold.
- Students will create a flap that can be lifted up. Students will write information under each circle flap.
- "Stop"- Notice that I am not using self control.
- "Think"- Think about how to make a better decision.
- "Go"- Make a great decision!

For more clarity, look at the completed sample.

- *If you are choosing to use the survey form, do so before this session.*

Session Three: Think It Or Say It

Objective:

- Students will learn to think before they speak.

Materials:

- Cut and paste handouts from Pages 12-14
- Scissors
- Glue/Tape

Pre-Activity Discussion:

- Who remembers what we talked about last week?
- Last week, we talked about using self control with our voices this past week.
- Today, we are going to talk about using self control with our voices.
- What do you think it means to use self control?
- Sometimes, we don't think before we say the kinds of things we say - Positive or negative.
- Before we speak, it is important to ask ourself if it is kind, necessary, and appropriate for the situation.
- How will using self control before we speak around us?

Activity: (10-15 minutes)

- OPTION 1:** Students will look at the quote pieces and decide if they should think or say it. They will cut out the quote pieces and glue or paste them onto the page 13 or page 14.
- OPTION 2:** Cut out the quote pieces from the page 13, and where they can be easily seen, lay one out at a time. For each piece, students will place their hands on their heads and say the quote piece out loud. Then they will say the quote piece out loud one at a time. For each piece, students will place their hands on their heads and say the quote piece out loud one at a time. For each piece, students will place their hands on their heads and say the quote piece out loud one at a time.

Post-Activity Discussion:

- How can you remember to think before you speak?

Session Four: Controlling My Words

Objective:

- Students will learn to recognize when they are out of control.

Materials:

- Cards from page 16
- Stop signs from page 17 (black and white)
- Glue/Tape (optional)
- Popsicle sticks (optional)

Pre-Activity Discussion:

- Who remembers what we talked about last week?
- Last week, we talked about using self control with our voices.
- Today, we are going to talk about using self control with our words.
- What are some situations when you may be out of control?
- As we discussed in our first session, the goal is to recognize when we are out of control and stop.
- Today, we are going to practice noticing when we are out of control.

Activity: (15-20 minutes)

- Each student will receive a stop sign from the page 17.
- One student at a time will receive a card from the page 16.
- The rest of the students will see the student's stop sign when they see the student's stop sign.
- Repeat this exercise until all students have had a chance to be the performer.

Post-Activity Discussion:

- When doing this activity, how did you know that the performer was out of control?
- When you were the Performer, how did you use self control to control your body?

Session Five: When My Feelings Are Out Of Control

Objective:

- Students will identify the signs that their feelings are getting out of control.

Materials:

- Feelings level poster from page 20
- Puzzle Pieces from page 21
- Pens/Pencils
- Scissors

Pre-Activity Discussion:

- Who remembers what we talked about last week?
- Can anyone share how they used self control this past week?
- So far in this group, we have talked about using self control with our voices, words and bodies. Today, we are going to talk about using self control when we have strong feelings.
- Has anyone ever been so angry or upset that you do things without thinking?
- Why is it important to control your feelings?
- As we talked about last week, the first step is to recognize when we are out of control, and stopping what you are doing before we make negative choices.
- We experience feelings at different levels, and feelings before they get too intense. When we are out of control, it is easier to lose control. This is similar to when we are out of control, it is easier to lose control.
- Let's look at the different feelings levels. (Refer to page 20).

Activity: (15-20 minutes)

- Each student will fill out the Puzzle Pieces from the page 21.
- These are ways that students can recognize when they are out of control.
- If time permits, have students trade puzzle pieces with a partner and put together the pieces of someone else's feelings.

Post-Activity Discussion:

- How will stopping and recognizing your feelings help you?

Session Two : Controlling My Body

Objective:

- Students will learn self control strategies to use when they are out of control.

Materials:

- Flap book template from pages 9 and 10
- Scissors
- Glue/Tape
- Writing utensils

Pre-Activity Discussion:

- Who remembers what we talked about last week?
- Today we are going to talk about using self control with our bodies.
- Sometimes, we are in situations when we need to use self control.
- This can be difficult, but it is a time when we need to use self control.
- Name some situations when you may need to use self control.
- The first step of self control is to notice when you are out of control, and stop what you are doing. How can you do this?
- Once you know you are too loud, it is time to stop. Today we are going to learn three strategies to use when we are out of control.

Activity: (15-20 minutes)

- Students will learn three strategies to help them control their bodies.
- Students will record these strategies on a flap book.
- Directions for the activity are on page 8.

Post-Activity Discussion:

- Which of these three strategies do you think you will use most often?

Session Six: Self Control Strategies

Objective:

- Students will learn self control strategies to use.

Materials:

- Recording sheet from page 23 or idea sheet from page 24
- Cards from page 25
- Scissors
- Pens/Pencils

Pre-Activity Discussion:

- Who remembers what we talked about last week?
- Has anyone used self control with their feelings this week?
- We have talked in this group about how to notice that our bodies, voices, words, and feelings are out of control. It is very important to stop when we notice that we are out of control.
- The next step is to think about what our options are. Today we are going to talk about these options. We are going to talk about what we can calm our bodies and our brains down.
- If you notice that you are not using self control, what are some things that you can do?
- Record the answers on the recording sheet from page 23 or on a chalk/white board. If students are not able to identify ways to use self control, you can read through the idea sheet from page 24.

Activity: (15-20 minutes)

- Split the group into partnerships of two. Give a sheet of cards from page 25 to each partnership. The students in each group will copy down one of the coping skills that was listed in the group discussion in each of the cards.
- Once the coping skills are copied down, have students cut out the cards and fold them up. Students will place the cards in a pile.
- Students will take turns drawing a card from the pile and acting out a coping strategy without using words. The other student will have to guess which coping strategy is being acted out. Once the correct strategy has been guessed, the players will switch roles. This will continue until all cards have been played.

Post-Activity Discussion:

- Which two self control strategies are your favorite, and when do you think you could use them?




This resource also includes...

Bonus Activity: Self Control Roll and Respond

Objective:
-Students will further explore self control skills.
-Instructor will be able to assess student understanding during group.

Materials:
Dice

Activity: (15-20 Minutes)
Students will take turns rolling the dice. Each time a student rolls a number, they will respond to the corresponding number of scenarios. Points at the end wins. Setting, or in pairs.

 Name one thing you could use for self control.	My self control scenario: Zoey is talking in class instead of listening to her teacher.	My self control scenario: Josh is angry and wants to throw his pencil across the room.
 What does self control mean?	My self control scenario: Sadie is kicking the seat in front of her during the class lesson.	My self control scenario: Leo wants to tell his friend that his shirt is ugly.
 Name one strategy you can use when you are supposed to be quiet.		

2 bonus activities to further explore self control skills and to review the topics and skills your students have learned!

Name: _____

Please rate these questions based on to what extent they are true or false:

1- Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True

I know what self control means. 1 2 3 4 5

I think before I speak. 1 2 3 4 5

I think before I act. 1 2 3 4 5

I know when I am starting to lose control. 1 2 3 4 5

I am good at stopping when I am starting to lose control. 1 2 3 4 5

I can name three ways to use self control. 1 2 3 4 5

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A survey that students can complete before and after the group to help you collect data to prove that your group was effective!