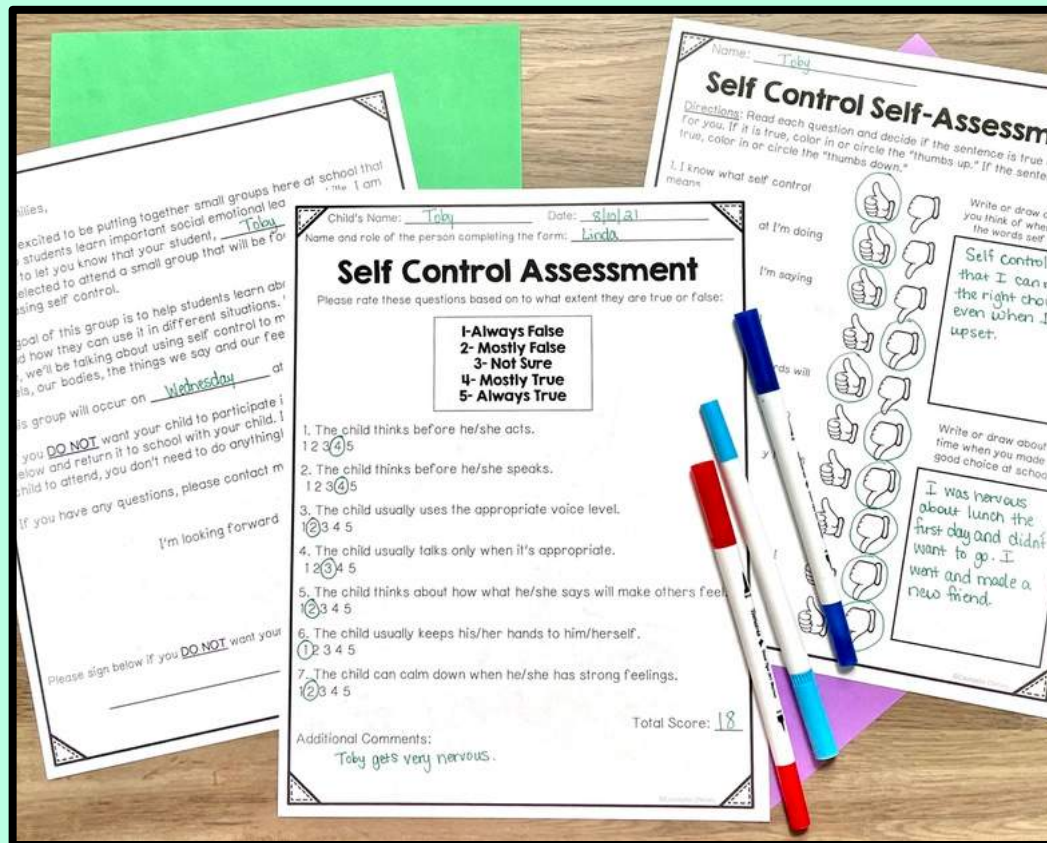


# Use this small group plan to help your students learn about what self control is, why it's important and how they can practice it!



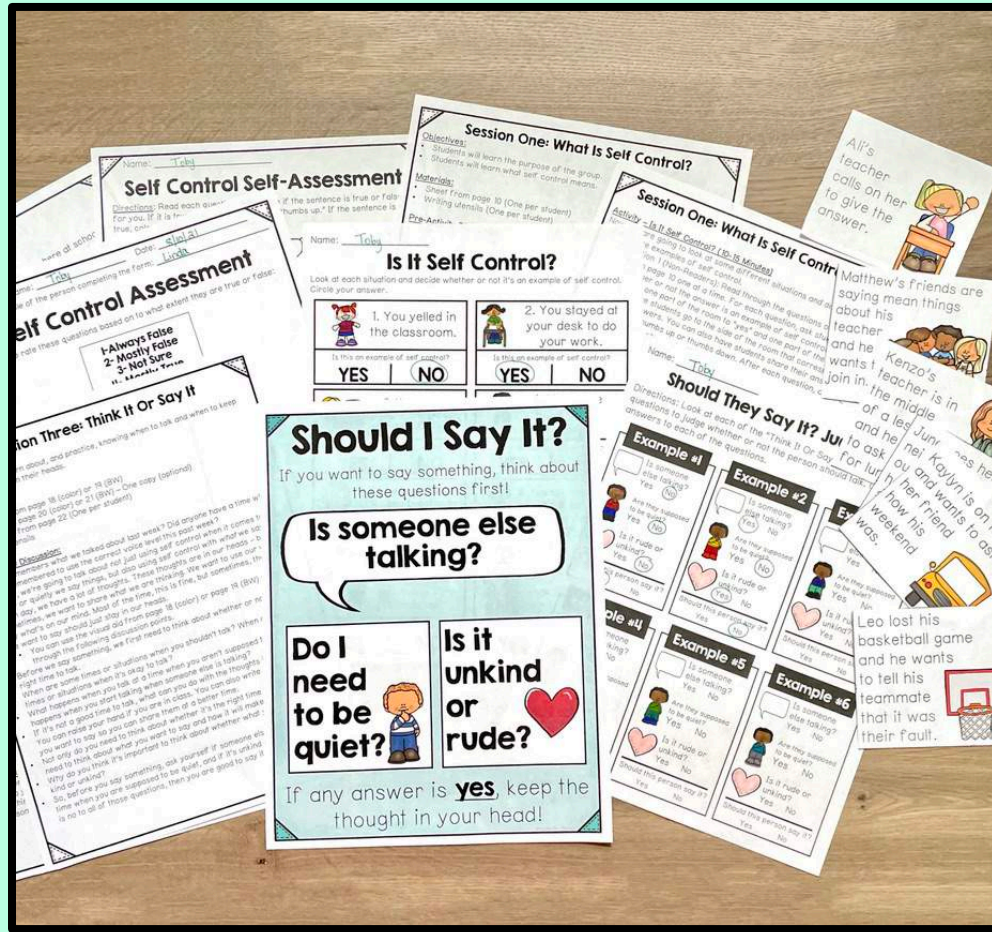
## WHAT'S INCLUDED:

- 6 No-Prep Lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

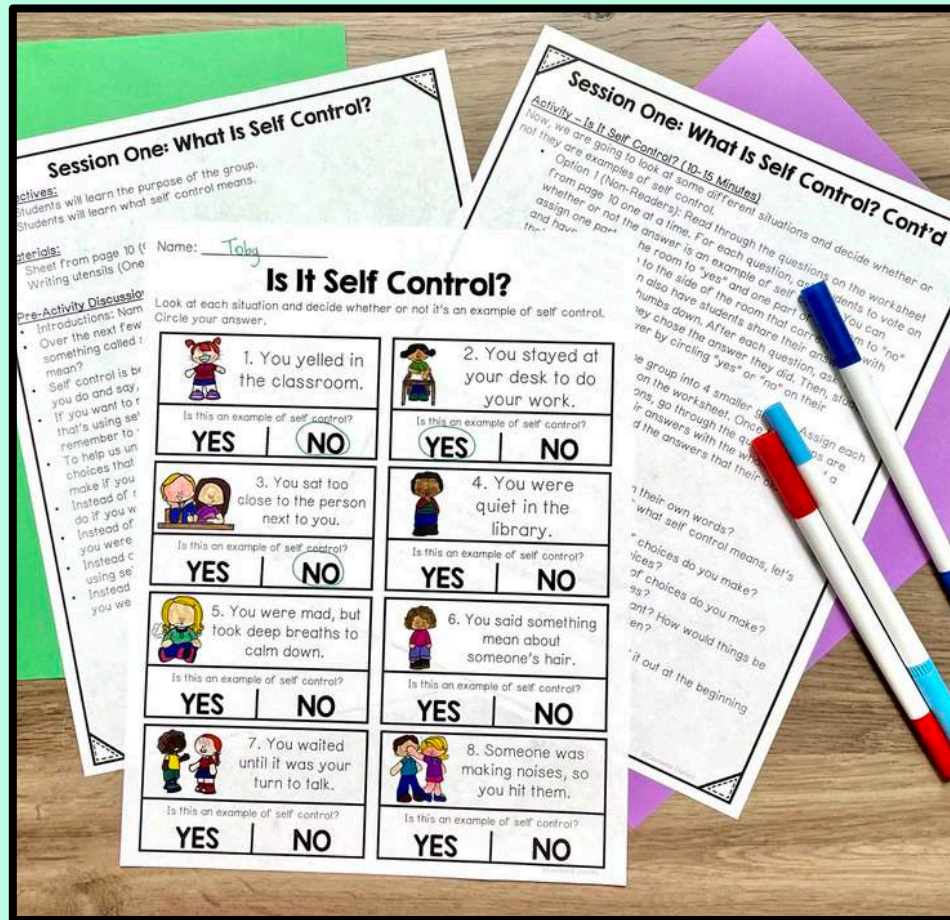
# 6 NO-PREP LESSONS

Each Lesson  
Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A picture book recommendation
- A follow up note to families



# LESSON 1: WHAT IS SELF CONTROL?



## THE OBJECTIVE:

- Students will learn what it means to use self control and what self control can look like in real life.

## THE ACTIVITY:

- Students will look at 8 scenarios and decide whether or not they are examples of self control. Instructions are included to make this activity engaging for readers and non-readers.

# LESSON 2: CONTROLLING YOUR VOICE LEVEL

## How LOUD Should I Be?



### Level I - Whisper

#### Session Two: Controlling Your Voice Level

##### Objectives:

- Students will acknowledge that different voice levels are appropriate in different settings.
- Students will practice using different voice levels.

##### Materials:

- Visual aid from page 13 (color) or page 14 (BW) - one copy (optional)

##### Pre-Activity Discussion:

- Who remembers what we talked about last week? Has anyone noticed any examples of self-control this past week?
- For the next few weeks, each time we meet together, we'll talk about how we can use self-control in different parts of our lives. Today, we are going to talk about controlling our voice levels. This means not being too loud or too quiet when we are talking. Why do you think this is important?
- Why can it be hard to control your voice level?
- The thing about voice levels is that how loud or quiet we should be depends on where we are and who we are with. For example, yelling in a grocery store would be too loud, but yelling at a football game would be just fine.
- So today, we are going to talk about 4 different voice levels and where we can use them.
  - Use the visual aid from page 13 (color) or page 14 (BW) to review the four different voice levels. Ask students to demonstrate each of the different levels. If your space doesn't allow for students to use their outside voices, they can pretend like they are using that voice level.
    - Please note that if your school already uses a voice level chart, it is recommended to refer to that chart instead of the one provided to give your students more consistency.
  - When talking about the whisper level, have students place their hands on their throats. When they are whispering, they should feel no vibrations on their throats. When they are talking more loudly, they should be able to feel the vibrations.
  - For each voice level, ask students to share one place where they could use that voice level, and one place where that voice level wouldn't be appropriate.

##### Activity - Using The Right Voice Level Game (10 Minutes)

- Now, we're going to practice controlling our voice level. Does anyone ever have a hard time remembering to not be too loud?
- Today, we're going to play a game that will help us practice using the right voice level.
  - Split the group into two smaller teams. Call one person from each team to the front. Give the two players a voice level. The players will have to respond with a place/situation that would be a good time to use that voice level. They also have to respond USING that voice level. For example, if you say level 3 - the students will have to share a situation when they would use the "crowd voice" level, and they have to answer in their "crowd voice." The first player to answer correctly, using the correct voice level, is the winner. Repeat this as time permits.
    - The purpose of this exercise is to give students practice using self-control with their voice levels, while also gaining a better understanding of what the voice levels are and when they are appropriate.
  - Then, repeat the activity from above, but count to 3 after you give the voice level. Students must wait the 3 seconds before they can answer.

##### Post-Activity Discussion:

- Was that game easy for you or hard? Why?
- Was it hard to control your voice level? What helped you?
- Did having 3 seconds to think about your answer help? Counting to 3 before you do something can be a great way to use self-control. When can you use this strategy in your life?

## THE OBJECTIVE:

- Students will understand which voice levels are appropriate where, and will practice using different voice levels.

## THE ACTIVITY:

- Students will play a game where they take turns identifying where they should use different voice levels, while practicing using that voice level.

# LESSON 3: THINK IT OR SAY IT

## THE OBJECTIVE:

Students will learn about, and practice, knowing when to talk and when to keep their thoughts in their heads.

## THE ACTIVITY:

Students will learn criteria to help them decide whether or not they should say certain things. They will look at 6 examples and practice deciding whether they should say or think each statement.

**Session Three: Think It Or Say It**

**Objectives:** Students will learn about, and practice, knowing when to talk and when to keep their thoughts in their heads.

**Materials:**

- Visual aid from page 18 (color) or 18 (BW)
- Cards from page 20 (color) or 21 (BW) – One copy (optional)
- Worksheet from page 22 (One per student)
- Writing utensils

**Pre-Activity Discussion:**

- Who remembers what we talked about last week? Did anyone have a time when they remembered to use the correct voice level this past week?
- Today, we're going to talk about not just using self-control when it comes to how loudly or quietly we say things, but also using self-control with what we say.
- Each day, we have a lot of thoughts. These thoughts are in our heads – but sometimes, we want to share what we are thinking. We want to use our words to say what's on our mind. Most of the time, this is fine, but sometimes, the things we want to say should just stay in our heads.

**Session Three: Think It Or Say It Cont'd**

**Activity – Think It Or Say It Judge Cards (20 Minutes)**

- How are we going to practice judging whether we should think it or say it?
- Option 1 (No Prep): Give each student a Judge Card from page 22. Read questions on their work sheets, and then decide whether the person or the 3 words should say what they are wanting to say or just keep it in their heads. Go over the answers to each question as a grade but.
- Option 2 (Low Prep): Cut out the cards from page 22 and have students work in pairs and read the cards to each other. They can take turns reading the cards to each other and then decide whether they should say it or just keep it in their heads.

**Should They Say It? Judge Cards**

Directions: Look at each of the "Think It Or Say It" examples. Use the 3 questions to judge whether or not the person should talk. Circle your answers to each of the questions.

**Example #1**

Is someone else talking? Yes No

Are they supposed to be quiet? Yes No

Is it rude or unkind? Yes No

Should this person say it? Yes No

**Example #2**

Is someone else talking? Yes No

Are they supposed to be quiet? Yes No

Is it rude or unkind? Yes No

Should this person say it? Yes No

**Example #3**

Is someone else talking? Yes No

Are they supposed to be quiet? Yes No

Is it rude or unkind? Yes No

Should this person say it? Yes No

**Example #4**

Is someone else talking? Yes No

Are they supposed to be quiet? Yes No

Is it rude or unkind? Yes No

Should this person say it? Yes No

**Example #5**

Is someone else talking? Yes No

Are they supposed to be quiet? Yes No

Is it rude or unkind? Yes No

Should this person say it? Yes No

**Example #6**

Is someone else talking? Yes No

Are they supposed to be quiet? Yes No

Is it rude or unkind? Yes No

Should this person say it? Yes No

**Should I Say It?**

If you want to say something, think about these questions first!

Is someone else talking?

Do I need to be quiet?

Is it unkind or rude?

answer is **yes**, keep the thought in your head!

Kenzo's teacher is in the hallway.



Ali's teacher is saying the meanest things to me.

Matthew's teacher is in the hallway.

Kaylyr and Leo lost their basketball game and he wants to give up.

Leo lost his basketball game and he wants to tell his teammate that it was their fault.

# LESSON 4: CONTROLLING YOUR BODY

**Slow And In Control**  **Fast And WILD** 

**Slow And In Control**

**Slow And In Control**

**Slow And In Control**

**Slow And In Control**

**Slow And In Control**

**Slow And In Control**

**Slow And In Control**

**Session Four: Controlling Your Body**

**Objectives:**

- Students will learn strategies they can use to control their bodies.
- Students will identify situations when it's especially important to have body control.

**Materials:**

- Cards from page 26 (color) or page 30 (BW) – One sheet per student
- Scenarios from pages 27-29 (color) or pages 31-33 (BW) One copy
- Scissors for students to cut their cards apart
- Writing utensils for students to write their names on their cards (optional)

**Pre-Activity Discussion:**

- Who remembers what we talked about last week? Can someone share about a time this past week when you wanted to say something but decided to keep it in your head instead?
- The past few weeks, we have talked about using self control with our voices – with what we say and how loudly or quietly we say it.
- Today, we are going to talk about controlling our bodies. Sometimes, when we get too excited or we aren't thinking, our bodies get out of control. We may be moving too fast and accidentally hit someone or knock something over. We may have a hard time staying in our own space. We may be touching things that we aren't supposed to.
- Does that ever happen to you? Who can share some examples of a time when their bodies were out of control?
- When our bodies are out of control, we are kind of like cheetahs – moving fast and wild! It can be super fun to be like a cheetah, but it's not always a good idea. Who can share some situations when having a wild and fast body might cause some problems? Instead, in those situations, it's better to be like a turtle. What do we know about turtles?
- They are slow! When we are in our classrooms, on the bus, etc. it's important for us to be slow and controlled like a turtle. We need to slow down and THINK about what we are doing.
- Turtles also have shells. They have their own space that they can get into. To make sure that we are respecting other peoples' space, we can pretend that we have a shell around us. Everyone, stand up. Hold out your arms and spin around. The space that you are taking up as you spin can be your pretend shell. It's a good idea to make sure that you don't get too close to other people's shells. If you aren't sure if you are too close to someone, think about your shell being an arm's length.
- Is it hard for you to stay in your own space? Why or why not?
- If your hands start to feel wild and you want to touch something or someone, you can try putting your hands in your pockets or sitting on them. Why do you think that'd be helpful?

## THE OBJECTIVE:

- Students will identify when it's important to control their bodies, and will learn strategies that will help them in this.

## THE ACTIVITY:

- Students will learn what it's like to be a "turtle" and a "cheetah." Then, students will look at scenarios and do an activity where they decide whether it's best to be a "turtle" or a "cheetah" in that situation.

# LESSON 6: SELF CONTROL REVIEW

**Self Control Review Game Spinner**

Place a paper clip in the center of the spinner. Place a pencil vertically, with the point in the center of the spinner, within the paperclip. Flick the paperclip so that it lands on one of the sections. Follow the prompt that it lands on.

Na  
y  
se  
The instructor will give you a voice level. Using that voice level, tell one place that you could use that voice level. (4 points)

Give an example of a time when you should keep your thoughts in your head. (3 points)

N  
wa  
use

**Session Six: Self Control Review**

**Objectives:**

- Students will review the skills they learned throughout the group sessions.

**Materials:**

- Spinner From page 42 (one copy)
- Paperclip
- Pencil/pen

**Pre-Activity Discussion:**

- Who remembers what we talked about last week? Can someone share about a time this past week when your feelings were starting to get too strong and you used self control? How'd it go?
- During the time we've had together, we have learned a lot about self control and how it can help us in different parts of our lives. We've talked about what self control is, and how we can use it to manage our voice levels, what comes out of our mouths, our bodies and our feelings.
- Over the past few weeks, has anyone remembered to use self control at school or at home? Tell us about it.

**Activity- Self Control Review Game (20-25 minutes)**

- Today, we are going to play a game to review the things that we've learned together.
  - Divide the group up into two teams.
  - Select one student at a time (alternating teams) to come up and spin the spinner. To do this, place the paperclip in the center of the wheel, and then place the pencil vertically in the center of the wheel so the tip of the pencil is in the paperclip. Then, flick the paperclip so it spins.
  - The student must answer the prompt that he/she landed on, and may not give a repeat answer. If he/she is able to do so, his/her team is awarded the points. If that student cannot complete the task, a student from the other team may "steal." The team with the most points at the end of the activity wins. Continue the activity as time permits.

**Post-Activity Discussion:**

- How will the things you've learned in this group help you to make better choices?
- What will happen if you start using self control to make better choices?
- If you had a friend who had a hard time using self control, what advice would you give them?

\*If you are using the self-assessment, have students fill it out at the beginning of this session.\*

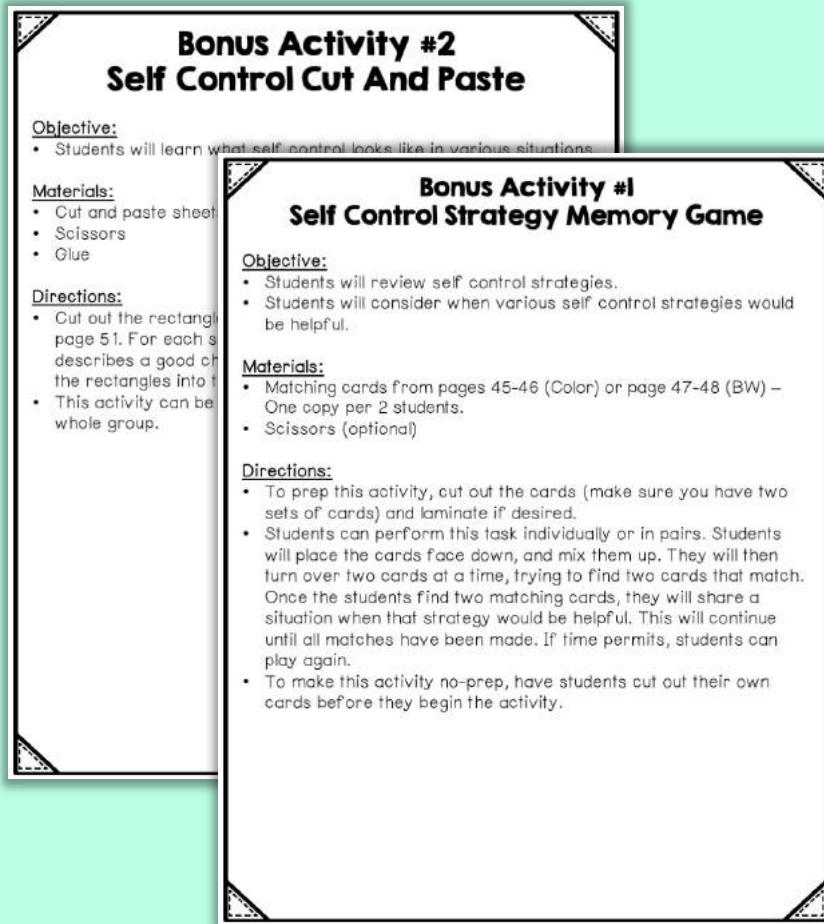
## THE OBJECTIVE:

- Students will review the skills they learned throughout the group sessions.

## THE ACTIVITY:

- Students will play a game as they reflect on the skills they have learned.

# 2 BONUS ACTIVITIES



These activities will help your students further explore self control skills and review the topics and skills your students have learned!

Activities Include:

- “Self Control Strategy Memory Game”
- “Self Control Cut And Paste”



# 2 ASSESSMENTS

Name: \_\_\_\_\_

## Self Control Self-Assessment

**Directions:** Read each question and decide if the sentence is true or false for you. If it is true, color in or circle the "thumbs up." If the sentence is not true, color in or circle the "thumbs down."

1. I know what the word self control means.
2. I think about what I'm doing before I do it.
3. I think about what I'm saying before I say it.
4. I only talk when I'm supposed to.
5. I think about how my words make others feel.
6. I don't talk too loudly or too quietly.
7. I am good at keeping my mouth to myself.
8. I am good at keeping my body calm.
9. I know how to calm down when I start to feel out of control.
10. I make good choices, even when I'm mad or upset.

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Name and role of the person completing the form: \_\_\_\_\_

## Self Control Assessment

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

<b>1- Always False</b>
<b>2- Mostly False</b>
<b>3- Not Sure</b>
<b>4- Mostly True</b>
<b>5- Always True</b>

1. The child thinks before he/she acts.  
1 2 3 4 5
2. The child thinks before he/she speaks.  
1 2 3 4 5
3. The child usually uses the appropriate voice level.  
1 2 3 4 5
4. The child usually talks only when it's appropriate.  
1 2 3 4 5
5. The child thinks about how what he/she says will make others feel.  
1 2 3 4 5
6. The child usually keeps his/her hands to him/herself.  
1 2 3 4 5
7. The child can calm down when he/she has strong feelings.  
1 2 3 4 5

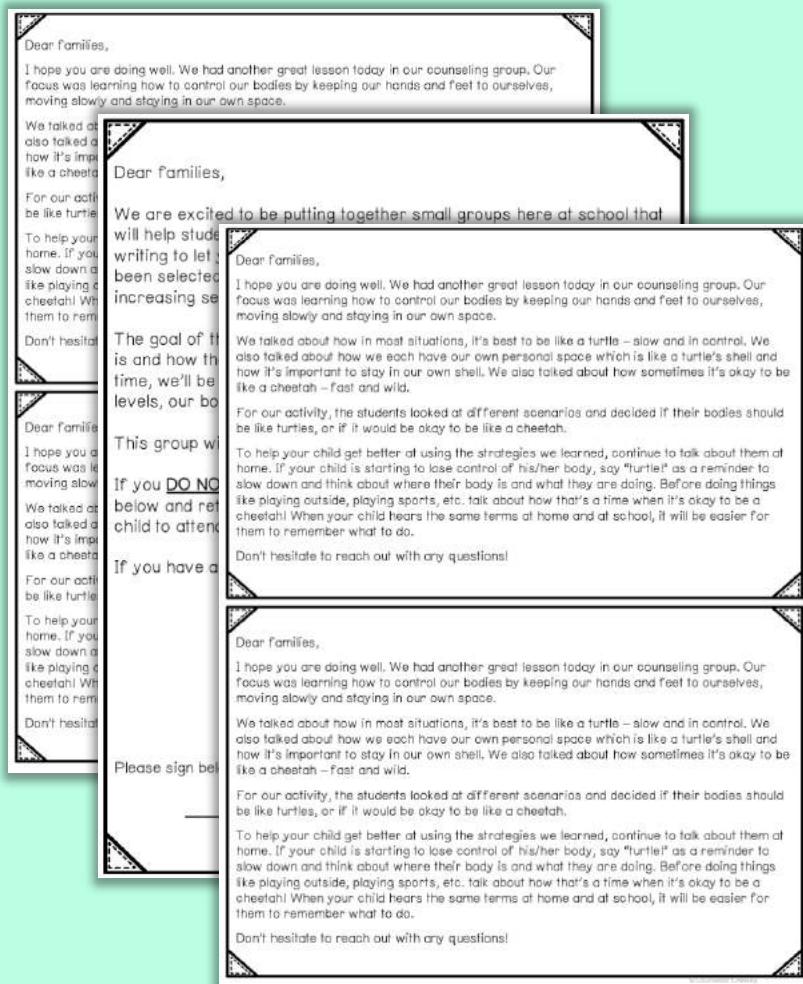
Additional Comments: \_\_\_\_\_ Total Score: \_\_\_\_\_

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There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

# NOTES TO FAMILIES



Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

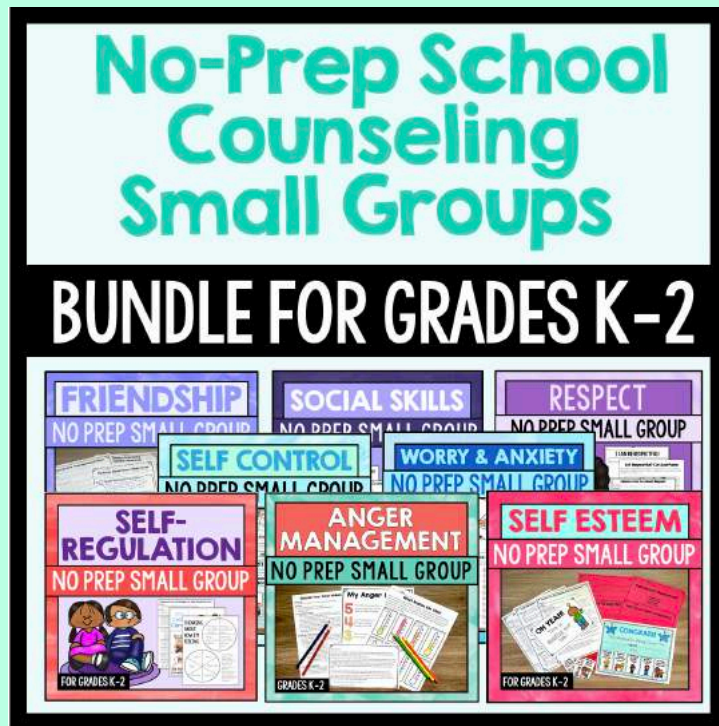
# WHAT PEOPLE ARE SAYING...

“This small group made a huge difference and gave a group of first graders tools to use in the classroom to be the best version of themselves!”  
Allie F.

“What a fabulous curriculum on self-control. SO easy to use, but still has great lessons and activities. I honestly use something from this resource on a daily basis. Thank you!” Allison D.

“This is just what I needed to work on with my K-2 self regulation group. This has great, structured lessons and activities that I prepped very little and saw the impact on my students.” Christa O.

# NEED MORE SMALL GROUPS? BUNDLE AND SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes K-2 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Respect
- Self-Regulation
- Social Skills
- Worry & Anxiety

## SEE THE BUNDLE HERE