

LOSING AND FINDING SELF-CONTROL

Purpose: Learning self-control is an important developmental task. In this lesson, students learn the meaning of self-control and consequences, identify situations in which they might lose their self-control, and are introduced to the concepts of “personal responsibility”, “choice” and saying “NO” to themselves when they feel like they are losing their self-control or are tempted to do/say something unkind or hurtful to another person. This lesson provides a lead-in to learning skills to maintain self-control and/or anger management lessons.

Time: 45-50 minutes **Group Size:** whole class **Grade Level:** K-3

Materials: None

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

Big Idea: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences

Concept: PS.2.B. Respect for self and others









American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions set goals, and take necessary action to achieve goals.

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

1 st Grade	PS.2 Unit:	Elementary Interactions		
2 nd Grade	PS.2 Unit:	Individual and Group Differences		
2 nd Grade	PS.3.C Unit:	How Does One Cope with Life-Changing Events?		
3 rd Grade	PS.3 Unit:	Respecting Individual and Group Differences		

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	CA 6: Participating in...discussions of ideas/issues
Mathematics	
Social Studies	
Science	
X Health/Physical Education	HPE 2: Principles/Practices of...mental health.
Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect		Goal Setting	X	Patience

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

Student responses to the scenarios in **ASSESSMENT** step of Procedure will include words such as “choosing” “deciding” “saying ‘No’ to self when tempted”:

Lesson Preparation/Motivation

Essential Questions: What happens when someone loses control of his or her actions? How do people learn self-control? How can you find control of yourself when you lose it?

Engagement (Hook): See Procedures

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Systematically observe students as they engage in the processes of this activity, make special note of individuals who appear not to grasp the concepts related to personal responsibility and choice and/or appear to lack respect for self and other students.</i></p> <p><i>Hook:</i> Pre-arrange with one of the aspiring actors/actresses in the class to be your partner. When you enter the room, he or she flies into a (safe) rage (e.g., throwing a book on the floor—loudly or saying something angrily). Speak calmly to the student—“I think you’ve lost something!” Student stops and says “What?” To which you reply “Oh! Thank goodness!! You found it!” Ask other class members to guess what the actor/actress lost...and found. If no one says “self-control”, ask actor/actress to explain that he or she lost self-control and found it when you said “I think you’ve lost something!”</p> <ol style="list-style-type: none"> Following the <i>Hook</i>, write the term self-control on the board. Ask students to: <ul style="list-style-type: none"> Define the term “self-control”—write their response on board. Describe what “losing self-control” looks and sounds like. Explain how one might find self-control after losing it. Mention “prevention” as the best way to keep their self-control—but don’t elaborate at this point. Relate students’ responses to the <i>Hook</i> scenario. SHOW-ME...SHOUT OUT (all-at-once, inside shouts): Who was responsible for <u>(student’s name)</u> losing self-control? Explain that we are each responsible for everything that we do or say. Ask students for examples of times they observed someone else lose their self-control. What happened? 	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard spoken English.</p> <p><i>Hook:</i> During the <i>Hook</i> guess what your school counselor’s partner “lost”.</p> <ol style="list-style-type: none"> Volunteer to define “self-control”; describe what losing self-control looks and sounds like and how it might be found (different students respond to each of the questions). Participate in SHOW-ME...SHOUT-OUT (all-at-once; inside shouts). Volunteer to describe a time you observed someone lose self-control and what happened as a result. If you don’t volunteer, listen to and think about other’s contributions to discussion; compare your observations with theirs

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>4. Write “Consequences” on board. Ask students to define the word “consequences”. Ask: Are consequences “positive” or “negative” (good or bad)? Explain:</p> <ul style="list-style-type: none"> • Consequences result from our actions; • Depending on our actions consequences can be positive OR negative; long-term or short-lived. • When we lose our self-control, the consequences are usually negative. <p>5. Explain that when we feel angry, we have choices: we can say “yes” to losing self-control OR we can use self-control, by saying “NO” to ourselves when we feel like getting really, really angry or, even, when we feel like doing something that doesn’t seem so serious like, saying or doing unkind things to others or pushing or touching the person in front of you when lining up. Emphasize:</p> <ul style="list-style-type: none"> • Everything has a consequence. What might the consequence be if you said “yes” to losing self control in each of the following situations:: <ul style="list-style-type: none"> ○ Shoving in line ○ Calling someone a name behind his or her back ○ Stomping your feet and screaming when you don’t get your way ○ Hitting someone who grabs something from you • Replay the situations. What might the consequences be if you said “NO” to losing self-control (saying “NO” to your temptation to react in an unhealthy way). • Everyone has the choice of saying “NO” to self when tempted to give up control of self. <p>ASSESSMENT: Content: Use the whip-around process: Do a <i>half-whip-around</i>. Begin with a specific person and continue half-way around the group to the right (or left), each student defines “self-control.” Begin with the next person; complete the whip-around—this group of students gives their definitions of “consequences.”</p> <p>Remember: Pass-With-Responsibility option (ok to pass—student must say [something like] “I choose to pass for now”).</p> <p>(If time does not allow a complete whip-around, invite volunteers to define “self-control” and “consequences”.)</p> <p>ASSESSMENT: Personalization of Content: Present</p>	<p>4. Volunteer to define consequences. Contribute topic-relevant ideas to the discussion as appropriate.</p> <p>5. Contribute to conversation: Volunteer to:</p> <ul style="list-style-type: none"> • Identify the consequences that can result from your actions if you say “yes” to losing your self-control in each situation; • Identify the consequences that can result from your actions if you say “NO” to losing your self-control and “YES” to finding your self-control. <p>ASSESSMENT: Content: Participate in whip-around.</p> <p>Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Remember: Pass-With-Responsibility option (ok to pass—you must say [something like] “I choose to pass for now”).</p> <p>ASSESSMENT: Personalization of Content: Respond</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>as many of the following situations as time allows. For each situation, ask students to predict: What is your first impulse (what you want to do immediately)... You've found your self-control! What do you do? Student responses will include words such as "choosing", "deciding", consequences, "saying 'No' to self when tempted".</p> <p>When students have made oral predictions, invite demonstrations of finding (instead of losing) self-control in the same situations.</p> <ul style="list-style-type: none"> • Sitting on the floor in a group while the teacher reads a story you've heard before. • Wanting to swing and there are no vacant swings • Waiting in line to get lunch and the person behind shoves you. • Making the last out in a baseball game • Seeing someone trip and fall • Walking by other students' desks on the way to the pencil sharpener • Wanting to tell the teacher something when someone else is talking • Wanting to go home to play when your at-home-adult ignores you and keeps shopping. <p>Stress the importance of maintaining self-control in all situations—even though it is HARD!</p> <p>CLOSURE: Review major points of lesson and encourage students to monitor their self-control at school and at home. When is it easiest to use self-control and when is it the most difficult?</p>	<p>to scenarios with honest predictions of what you WANT to do (first impulse) and what you do when you find your self-control.</p> <p>Volunteer to demonstrate finding your self-control in each scenario.</p> <p>CLOSURE: Volunteer to tell the class one new thing you learned about "self-control. Agree to monitor your use of self-control at school and at home.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide classroom teacher with an overview of this lesson.</p> <p>Summarize your systematic observations: Identify students who persistently and consistently appeared to lack awareness of personal responsibility for self-control and/or demonstrated a lack of respect for self and peers.</p> <p>Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well?</p> <p>Collaborate with the classroom teacher: Identify the extent of a lack of awareness...is it evidenced in the classroom as self-control of anger directed at self or others, self-control in treatment of other students, e.g., bullying or mean-spiritedness. Collaboratively develop an intervention plan.</p> <p>If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?</p>
