

LESSON PLAN

GR 4-5



## Learn to Control Yourself

### Description

### Supplies

- No supplies needed

### Skill Builder

**CONTROL CHECK**

**Control what I think**  
My mind is clear and focused.

**Control what I say**  
My words are gentle and kind.

**Control what I do**  
My actions are calm and kind.

**Learn to control yourself**

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### Lesson

1. Ask the group if anyone knows what Self-Management means.
  - Self-Management is being able to manage or control yourself
2. Explain impulses are the things you do without thinking first.
  - Examples: hitting someone back when they hit you, yelling mean things to someone who says something mean to you, taking something you see out of someone's desk because you want it

3. Let students know controlling ourselves can be hard, but not thinking before acting can cause bad things to happen, even to adults.
4. Ask students to brainstorm some things that might happen if they do something without thinking.
5. Share a time you lost control. Then ask students to share a time they lost control and it led to something bad happening.
6. Let them know we have a simple tip to help us remember to stay in control. Review the [Control Check Skill Builder](#).

Control what I think  
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7. Remind students there are going to be many times when they want to just do or say something, but it's important to first do a Control Check to make sure they are controlling themselves, so they'll have a much better day.

## Activity-Thirteen

1. Have students sit in a circle and tell them the goal is to count to 13 having each person in the circle take a turn.
2. Let them know the person who says, "13" must then pick a number to change to anything they want.
  - o Example: "Instead of saying number 5, say boogie-woogie"
3. Another round will be played, and the count starts over at 1 with the student whose turn it is next. Instead of saying 5 in the count, the person must now say "boogie-woogie" (or whatever the number has been changed to.)
4. Tell them the next student to say, "13" picks another number to change to something else and the game continues. The number can be changed to an action or a different word or phrase.
5. Instruct the group every time they count to 13, a number is changed until all numbers (1-12) have been changed to something new.
6. Inform them when someone says the wrong number or forgets what changes were made to the count, the count starts over at 1.
7. Remind them they are in control of themselves and can do a control check whenever needed throughout the activity. This will help them make sure they are:
  - o In control of what they are thinking and staying focused on the different number changes and when it is their turn
  - o In control of what they are saying and making sure they are saying the right thing on their turn

- In control of what they are doing and making sure they make the necessary changes in numbers when it is their turn
8. This game can continue until time is up or until the group has changed all the numbers and has successfully “counted” all the way through.

### **Category**

1. Lesson Plans
2. Self-Management

### **Sel-competency-lessons**

1. Self-Management

### **Grade-level**

1. Grades 4-5