

## Classroom Guidance

**Title of Lesson:** Using Self-Control

**Domain:** Personal Social

**Grade Level:** Second or Third

**Required:** 30 minutes

### **ASCA National Standard(s):** PERSONAL/SOCIAL DOMAIN

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

Competency A1 Acquire Self-Knowledge

PS:A1.6 distinguish between appropriate and inappropriate behavior

PS:A1.8 understand the need for self-control and how to practice it

PS:A1.9 demonstrate cooperative behavior in groups

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

Competency B1 Self-Knowledge Application

PS:B1.1 use a decision-making and problem-solving model

PS:B1.2 understand consequences of decisions and choices

PS:B1.3 identify alternative solutions to a problem

PS:B1.4 develop effective coping skills for dealing with problems

### **Essential Question:**

What is self-control? How can I remember to stop and show self-control?

### **Material/Resources:**

Howard B. Wigglebottom Learns Too Much of a Good Thing is Bad by Howard Binklow

Stop sign with the below acronym written in it

Attached vignettes

**Activity:** Read or watch the story Howard B. Wigglebottom Learns Too Much of a Good Thing is Bad. Discuss practicing self-control. The first thing you should do is **Stop! Think** about how this can affect you or someone else. Next, evaluate your **Options**. You now know the difference between a positive and a negative choice and how to weigh your choices. Now that you know the value of positive choices, you can make a **Positive Choice** that won't hurt you or anyone else. An easy way to remember how to practice self-control is to think of the acronym **STOP**. The letters stand for:

**S = STOP**

**T = THINK**

**O = OPTIONS**

**P = POSITIVE CHOICE**

**Activity:** Have the students work in pairs or small groups to use the four steps (STOP) to fill in the vignettes below. They can then act them out or talk about them with the class if time allows.

*At lunch, Chris sits next to Patrick. Patrick always has a fruit roll-up and Chris always has an apple. Chris really likes fruit roll-ups and his mom never buys them. One day Patrick goes to the restroom during lunch and leaves his fruit roll-up on the table. No one is looking.*

1. What do you think Chris would like to do? \_\_\_\_\_  
\_\_\_\_\_
2. What some of the choices Chris could make? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What would be the best choice Chris could make if he STOPS and uses self-control? \_\_\_\_\_  
\_\_\_\_\_

*Kyle and Vince are best friends. Kyle got a new scooter for his birthday and he wants to show it to Vince after school. Vince is supposed to go home right after school to clean up his room, his mom has to work late.*

1. What do you think Vince would like to do? \_\_\_\_\_  
\_\_\_\_\_
2. What some of the choices Vince could make? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What would be the best choice Vince could make if he STOPS and uses self-control? \_\_\_\_\_  
\_\_\_\_\_

*During silent reading, the teacher asks everyone to keep reading quietly while she runs to the office for a minute. When she leaves, some of the kids start talking, laughing and a few even get up.*

1. Is it o.k. to be noisy or get up when the teacher isn't looking? \_\_\_\_\_  
\_\_\_\_\_
2. How could the children show better self-control? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How will the children feel who kept reading quietly? \_\_\_\_\_  
\_\_\_\_\_

*Carrie forgot to do her math homework last night. Her best friend, Lori, did her homework and said that it takes about 20 minutes. On the bus, the girls sat together. Carrie has an idea how she can get her homework done before they get to school.*

1. What do you think Carrie would like to do? \_\_\_\_\_  
\_\_\_\_\_
2. What some of the choices Carrie could make? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What would be the best choice Carrie could make if she STOPS and uses self-control? \_\_\_\_\_  
\_\_\_\_\_

*On field day, Peter and Melissa are on the same team. Peter thinks that boys are better at throwing balls than girls. Peter keeps grabbing the ball away from Melissa and never lets her try. Melissa is getting really mad.*

1. What do you think Melissa would like to do? \_\_\_\_\_  
\_\_\_\_\_
2. What some of the choices Melissa could make? \_\_\_\_\_  
\_\_\_\_\_
3. What would be the best choice Melissa could make if she STOPS and uses self-control? \_\_\_\_\_  
\_\_\_\_\_

*Keaton is really excited because the class has earned a special treat, CANDY! When the teacher passes out the candy bars, she accidentally gives Keaton two. Keaton loves candy bars and no one notices she got an extra one.*

1. What do you think Keaton would like to do? \_\_\_\_\_  
\_\_\_\_\_
2. What some of the choices Keaton could make? \_\_\_\_\_  
\_\_\_\_\_
3. What would be the best choice Keaton could make if she STOPS and uses self-control? \_\_\_\_\_  
\_\_\_\_\_

*The class is learning about tornados. Ryan knows a lot about tornados because his uncle was in one a long time ago. Ryan wants to tell about his uncle. He raises his hand to share his story but the teacher doesn't call on him. He really, really wants to tell his tornado story to someone and he is starting to get frustrated that the teacher because she isn't calling on him.*

1. What do you think Ryan would like to do? \_\_\_\_\_  
\_\_\_\_\_
2. What some of the choices Ryan could make? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What would be the best choice Ryan could make if he STOPS and uses self-control? \_\_\_\_\_  
\_\_\_\_\_

There is a substitute bus drive one day. Some of the kids tell the bus driver that you don't have assigned seats even though you do. You have to decided if you should sit with your best friend, even though you are not allowed to.

1. What do you think you would like to do? \_\_\_\_\_  
\_\_\_\_\_
2. What some of the choices you could make? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What would be the best choice you could make if you STOP and use self-control? \_\_\_\_\_  
\_\_\_\_\_

*Lisa is at a sleepover with Dawn and Allison. The girls are all taking turns telling scary stories. Lisa tells her story and then it is Dawn's turn. Lisa thinks of another good story and wants to tell it right away before she forgets it. She has heard Dawn's story before and doesn't think it is very good. She is having a hard time waiting for Dawn to finish..*

1. What do you think Dawn would like to do? \_\_\_\_\_  
\_\_\_\_\_
2. What some of the choices Dawn could make? \_\_\_\_\_  
\_\_\_\_\_
3. What would be the best choice Dawn could make if she STOPS and uses self-control? \_\_\_\_\_  
\_\_\_\_\_

*Isobel's mother does not like it when she eats chocolate, she said it makes Isobel lose control and she always ends up getting in trouble. At a friend's house, there is a big bowl of Halloween candy. Isobel's friends mom says that Isobel can help herself. The candy looks really good to Isobel..*

1. What do you think Isobel would like to do? \_\_\_\_\_  
\_\_\_\_\_
2. What some of the choices Isobel could make? \_\_\_\_\_  
\_\_\_\_\_
3. What would be the best choice Isobel could make if she STOPS and uses self-control? \_\_\_\_\_  
\_\_\_\_\_