

LESSON PLAN

GR K-1



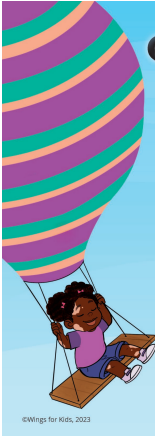
Learn to Control Yourself

Description

Supplies

- Book: *You Get What You Get* by Julie Gassman and Sarah Home
- Two balls that bounce

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**



Lesson

1. Show students the book, *You Get What You Get* by Julie Gassman and Sarah Horne, and tell them we are learning about ways to control ourselves when we don't always get our first choice.
2. Ask students to share what their first choice for a snack would be if they could pick anything.
3. Explain how sometimes we might have an idea of how things will go, but it doesn't always work out that way. Discuss how it can be frustrating or upsetting. The important thing to remember though, is we have the power to control those emotions and do the right thing.

4. Teach the [Control Check Skill Builder](#)

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.

5. Instruct students to interact during the read-aloud by balling their hands up into fists and knocking them down on the table or floor when they hear the word, “fit” and putting their index finger up and wiggling it back and forth when they hear the phrase, “you get what you get”. Read the story.
6. Ask follow-up questions after reading the story:

- What were some of Melvin’s initial reactions when he didn’t get the same cookie as his sister, win a game, or get a dinosaur backpack? What are some examples of what his reactions should have been if he were doing a control check?
- What was Melvin’s sister’s reaction when he chose the movie? What did she think, say, and do?
- What did Melvin want to think, say, and do when his parents wanted to enforce the same rule at home as his teacher?

Additional Resources

Read-Aloud on YouTube: [Link](#)

Activity-Control Challenge

1. Divide students into two teams.
2. Let them know they will be competing in different ball challenges.
3. Remind them throughout the contests they must make sure they are in control and they might need to do a control check.
4. Review the Control Check Skill Builder.
5. Explain that points will be awarded and taken away throughout the game.
 - Points are awarded to the team that finishes the challenge first
 - Points are taken away for any team that loses control of their emotions—not using gentle and kind words or not using calm and kind actions
6. Have each team stand in a circle and give each team a ball.

Ball challenges:

- Bounce the ball to each member of the team
- Kick the ball to each member of the team

- Pass the ball around the circle using only elbows
 - Balance on one foot and pass the ball around the circle
 - Pass the ball using only one hand, keeping the other hand behind your back
 - Jump in the air when catching and passing the ball
 - Underhand toss the ball across the circle
 - Line up and pass the ball over under down the line
 - Twist and pass the ball behind your back to the person next to you
7. Once the time is up, tell students which team had the most points and ask them to share how they remained in control throughout the activity.

Category

1. Lesson Plans
2. Self-Management

Sel-competency-lessons

1. Self-Management

Grade-level

1. Grades K-1