

○ MUSIC  city COUNSELOR

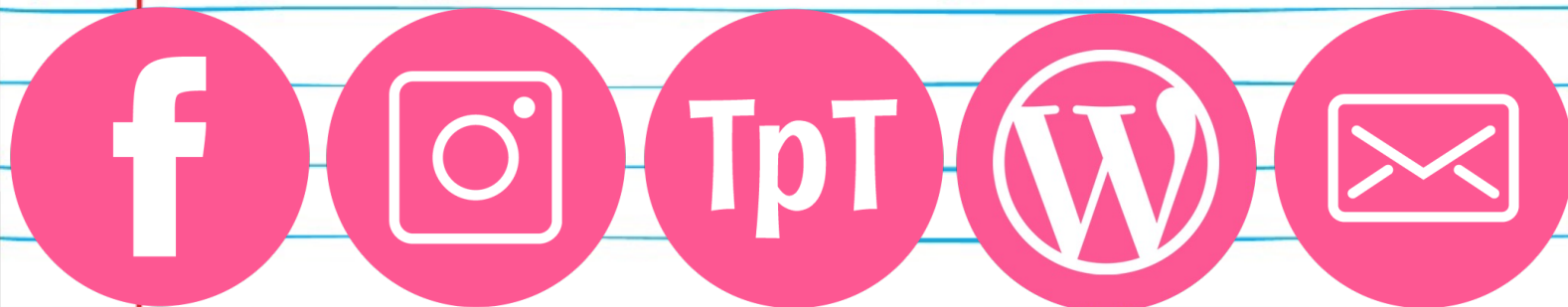
THANK YOU FOR YOUR
PURCHASE!



Hey y'all, Laura here! I so appreciate when you please take a moment to leave a review on my resources on my TpT Store. Thanks for your support! Enjoy the resource!

♥ *laura oathout*

LET'S CONNECT!



For helpful ideas, engaging resources, and freebies, please check out my website and membership!

○ ♥ **WEBSITE:** www.musiccitycounselor.com

♥ **MEMBERSHIP:** www.counselorcollab.com

ASCA MINDSETS & BEHAVIORS:

Category 1: Mindset Standards

- M 1: Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.

Category 2: Behavior Standards

- B-SMS 2: Demonstrate self-discipline and self-control.
- B-SMS 7: Demonstrate effective coping skills when faced with a problem.
- B-SS 2: Create positive and supportive relationships with other students.
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment.

DIRECTIONS PAGE I:

This lesson will take approximately 45 minutes to teach.

Recommended Sequence:

- Review the PowerPoint or digital for Google Slides™ presentation with students.
- Review (and display) the self-control posters with students.
- Play the in control vs. out-of-control sorting game with students.
- Choose a worksheet or coloring page to close the lesson.

Presentation:

Both a PowerPoint and digital for Google Slides™ presentation are included. This presentation teaches students all about **self-control**.

Students listen to a story about Mr. Thomas' class who need to learn an important lesson about how to control their thoughts, feelings, and actions. Mr. Thomas teaches his class the **definition of self-control** and **18 tips to stay in control**. The presentation closes with **3 discussion questions** about the self-control. This is a great time to ask students to "turn and talk" with a partner, then share out their ideas with the class.

Posters:

3 instructional posters are included. These are great for reviewing self-control with students, and for displaying in your space!

DIRECTIONS PAGE 2:

In Control vs. Out-of-Control Sorting Game

Full color and black/white materials are included for you so please print the pages that best match your printing needs! First, please print the sorting mat and scenario cards. Please cut out the scenario cards. If you are using this activity with a large group of students, I recommend displaying it on a document camera/projector so the whole class can see it. 24 scenario cards are included so in a standard elementary class you have enough cards for each child to have a turn. If playing with a whole class of students, I like to have students take turns coming up to the front of the room, choosing a scenario card, and showing it to the class.

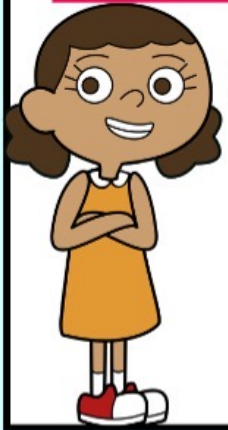
I suggest displaying their card on the document camera so everyone can see it. Then, I ask the child to read the card aloud. Next, the child places the card on the "In Control" side of the mat if the scenario shows a good choice that is practicing self-control, OR on the "Out-of-Control" side if the scenario shows a poor choice that is out-of-control. I like to process each scenario with my students and talk through why it is an "In Control" or "Out-of-Control" choice. If it's an "Out-of-Control" Choice, we discuss what the student could do better next time. If playing with a small group or individual student, the activity can be played the same way, without the need for the document camera.

Worksheets & Coloring Pages

Assorted worksheets and coloring pages are included to close the lesson. Please choose the ones that best fit the needs and abilities of your students, and the amount of time that you have!

POSTERS

How to Practice SELF-CONTROL



Keep your
hands
and feet
to
yourself.

A...

B!

Think
before you
speak.



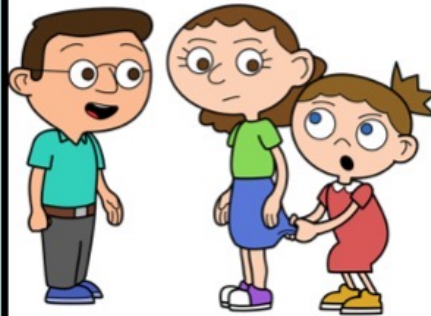
Raise
your
hand to
share.



Wait your turn to
talk.

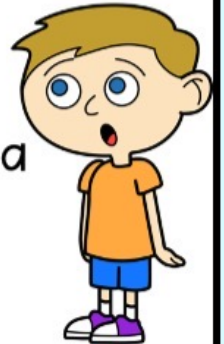


Do not interrupt.

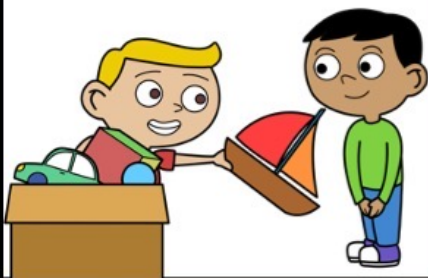


Think
before
you make a
choice.

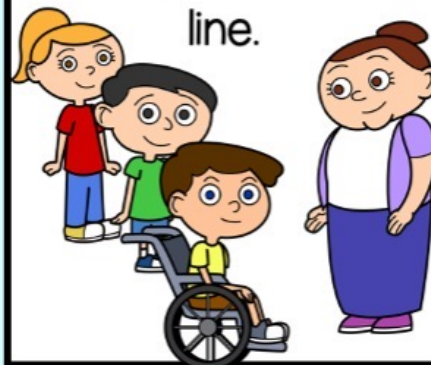
?



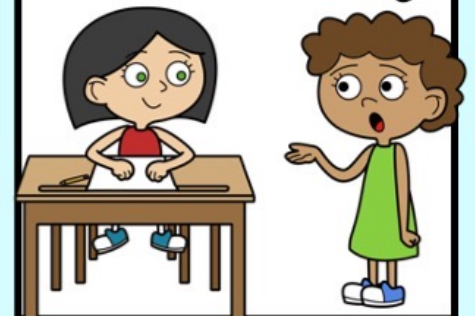
Share and take
turns.



Wait your turn in
line.



Ask politely to
borrow something.



How to Practice SELF-CONTROL

Wait your turn to play.



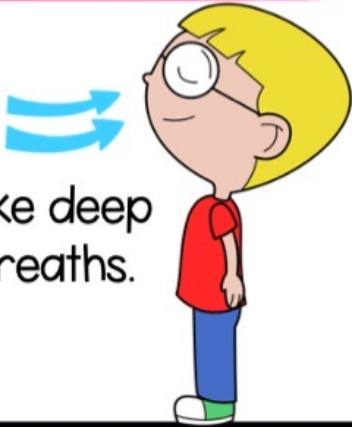
Ignore distractions.



Focus and try your best.



Take deep breaths.

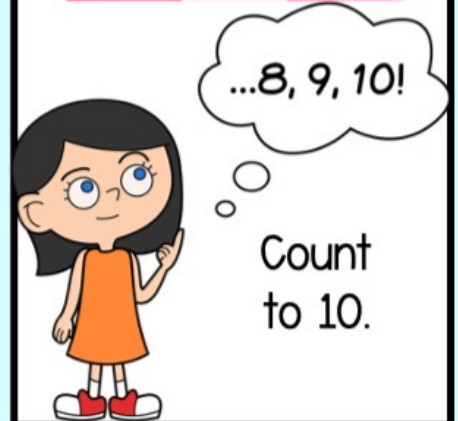


Use a fidget toy.



...8, 9, 10!

Count to 10.



Take a break.



Try being present.



Use a timer.



What is SELF-CONTROL?

The ability to manage your

THOUGHTS



FEELINGS



CHOICES

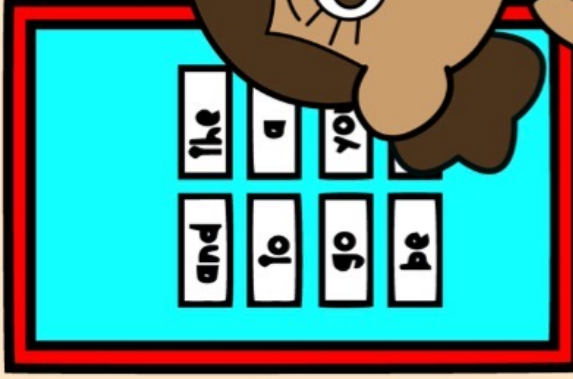


SELF-CONTROL SORTING GAME

Aa Bb Cc Dd Ee Ff Gg Hh Ii Mm Nn Oo
Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



0 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20



IN
CONTROL

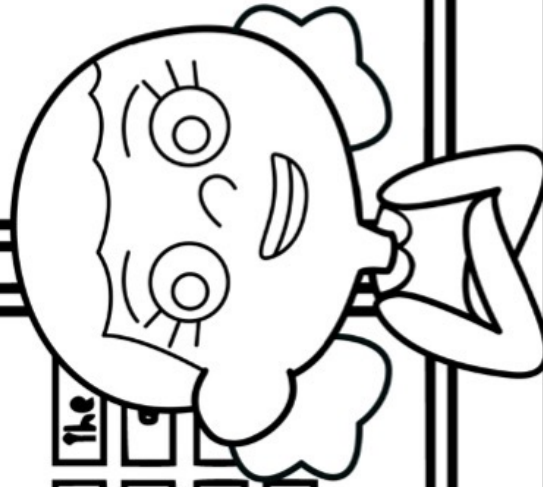
OUT-OF-
CONTROL

Aa Bb Cc Dd Ee Ff Gg Hh Ii Mm Nn Oo
Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



0 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

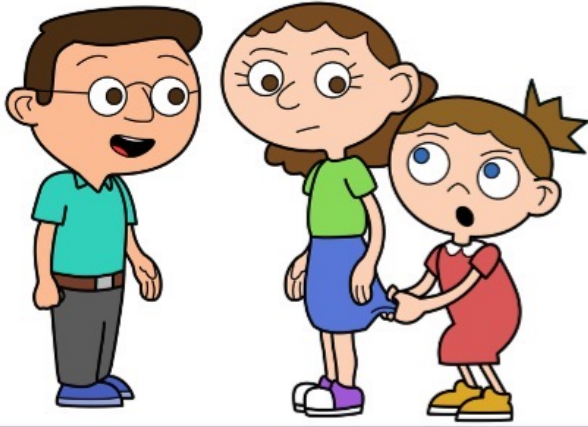
and to go be the a



IN
CONTROL

OUT-OF-
CONTROL

Carmen interrupted her
parents.



Laurel
caught a
bubble in
the hallway.



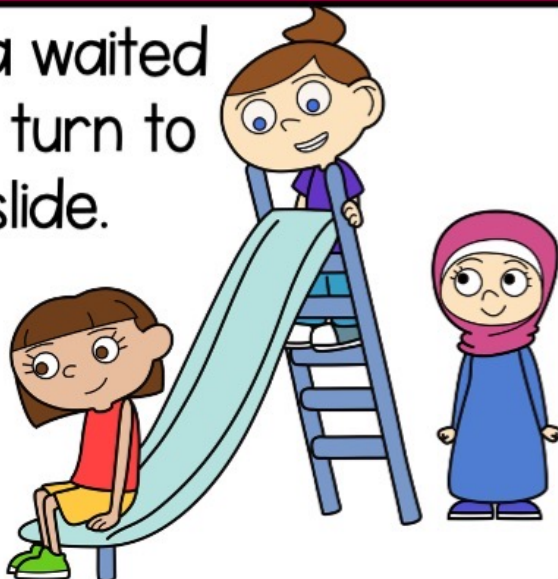
Veronica
kept her
hands and
feet to
herself.



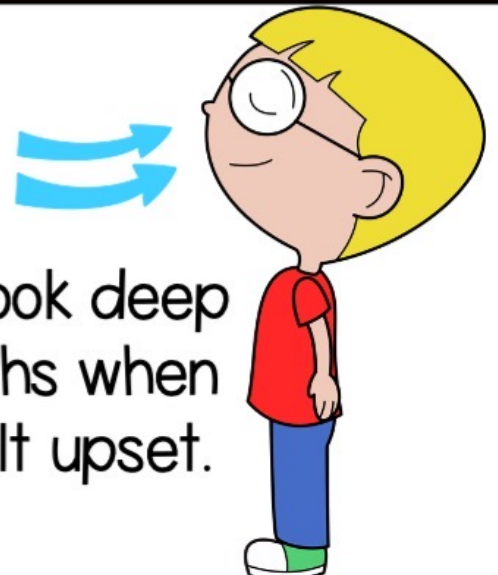
Kara raised her hand to
share in class.



Huda waited
her turn to
slide.



Finn took deep
breaths when
he felt upset.



Zaynab stayed present when she felt angry.



...8, 9, 10!



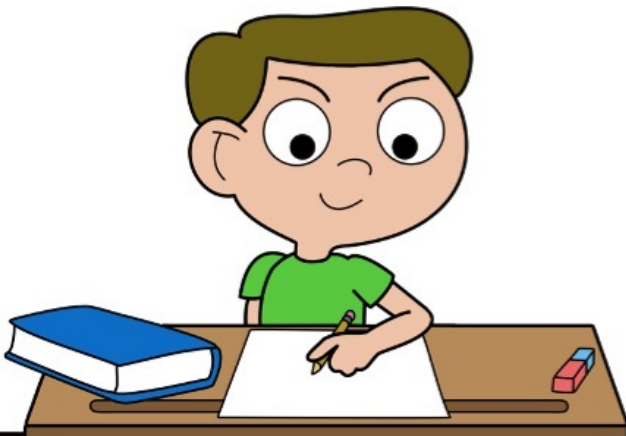
Kendall counted to 10 when she felt frustrated.

Mariah took a break in the Calm Corner.



Kate used a timer to help her manage her time.

Greg stayed on task and focused in class.



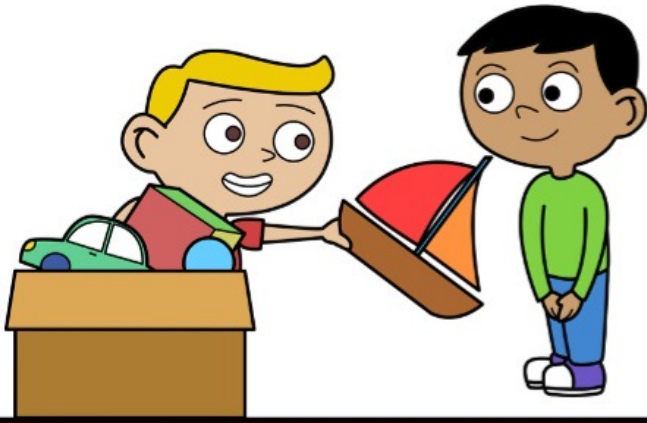
A...

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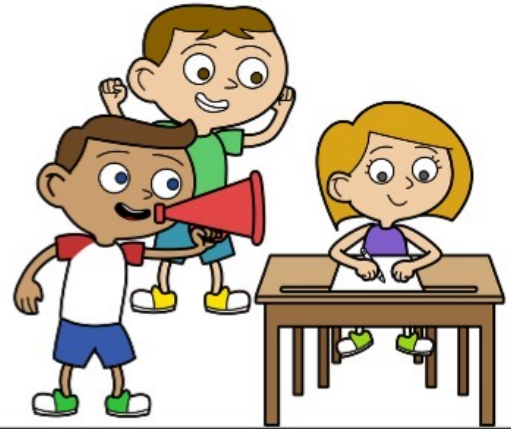
Mario thought it through before speaking.



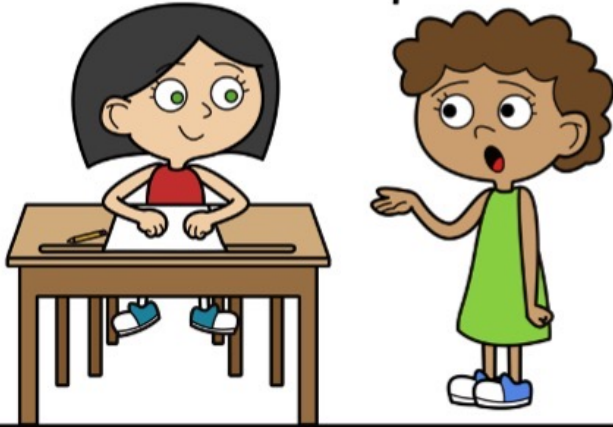
Kayden asked nicely for
a turn with the toy.



Carrie ignored
distractions and focused.



La'Tosha asked politely
to borrow a pencil.



Juan Carlos uses fidget
toys when he feels
nervous.



Brady waited his turn to
speak.



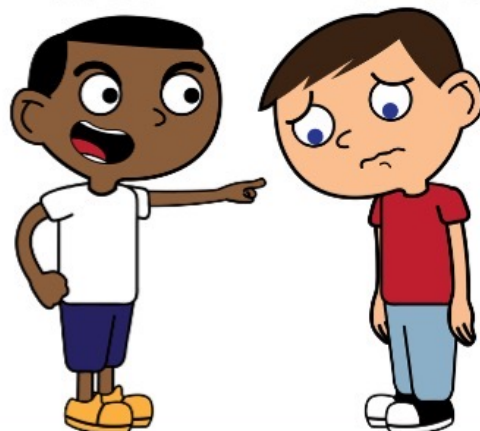
Corey, Jonny, and Katie
waited patiently in line.



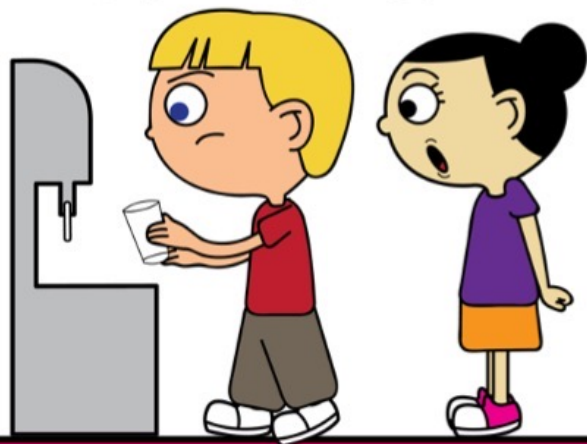
Jason blurted
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class.



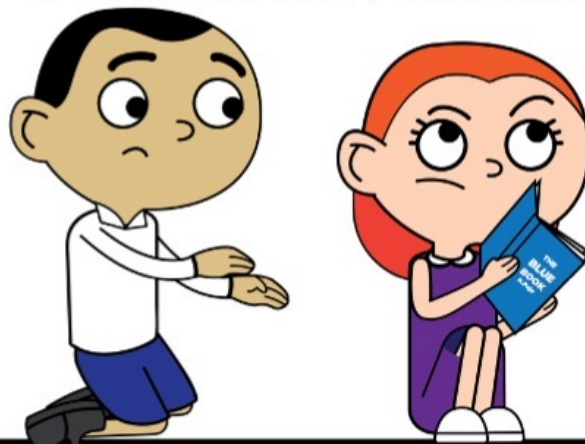
Sammy made fun of
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Finn skipped Patty in line
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Meredith wouldn't share
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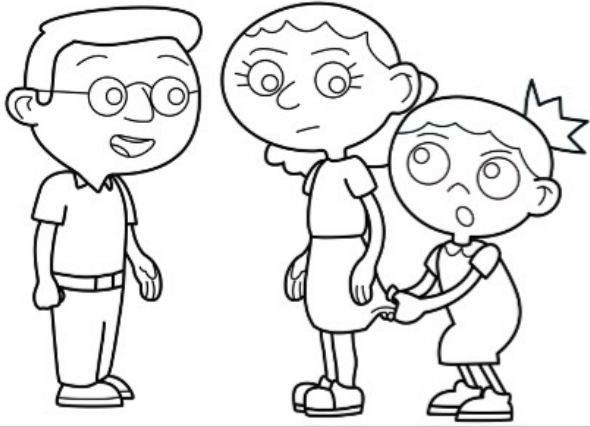
Brandon pushed Kailee
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Bennett
ran
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classroom
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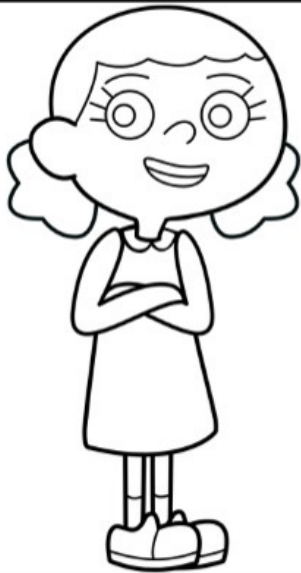
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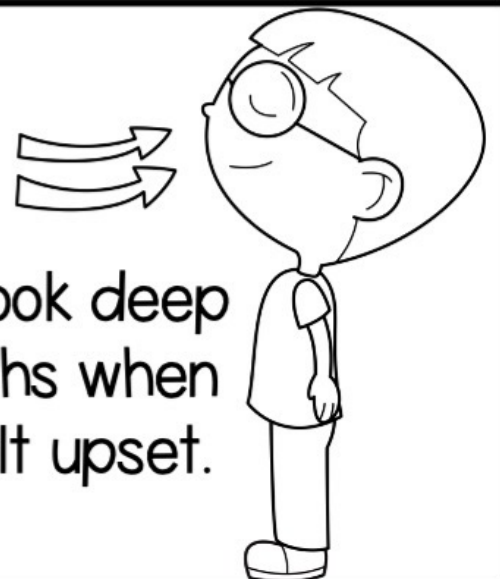
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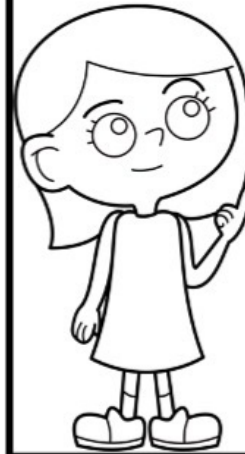
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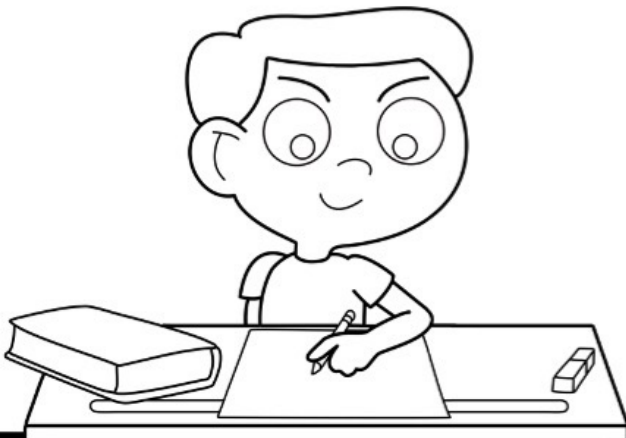
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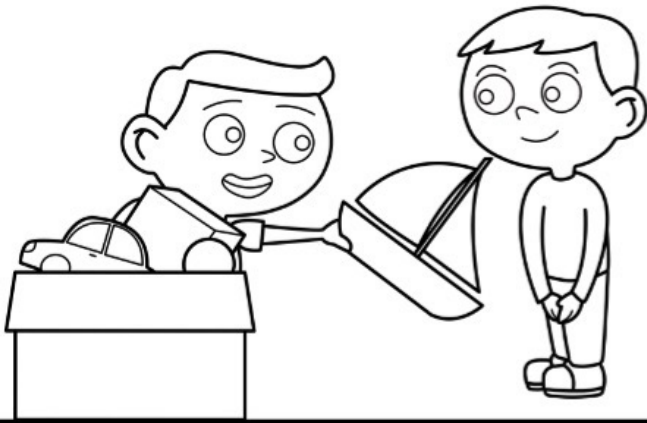
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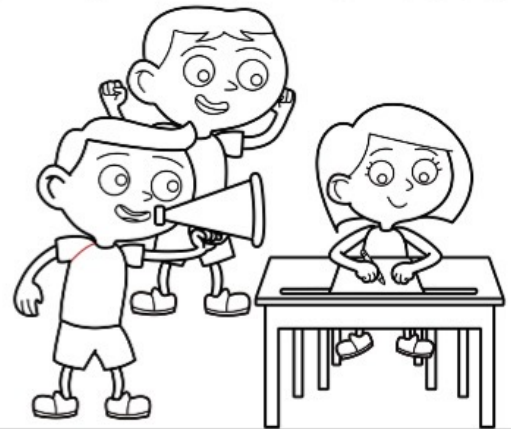
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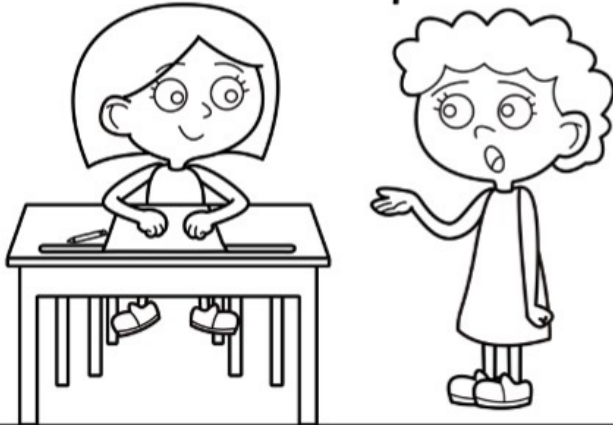
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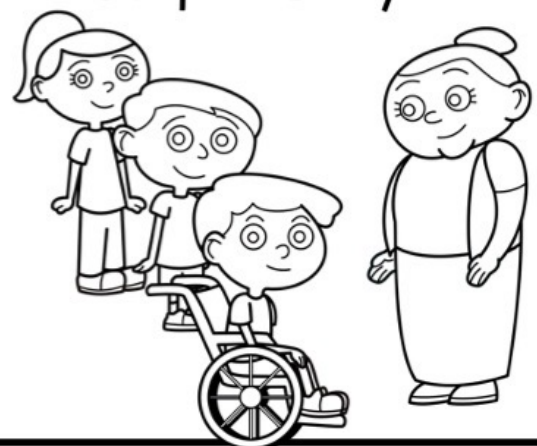
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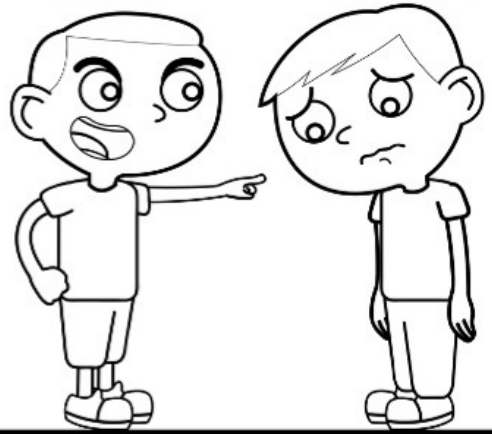
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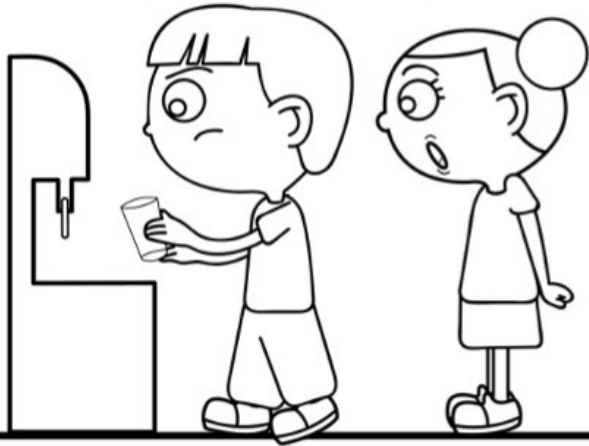
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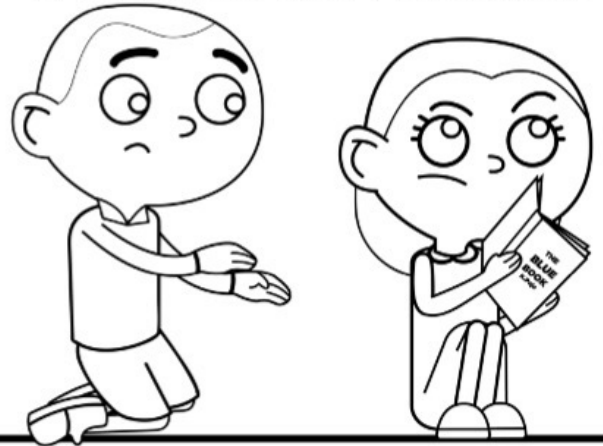
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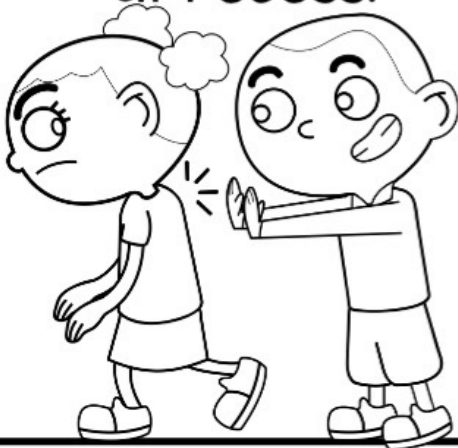
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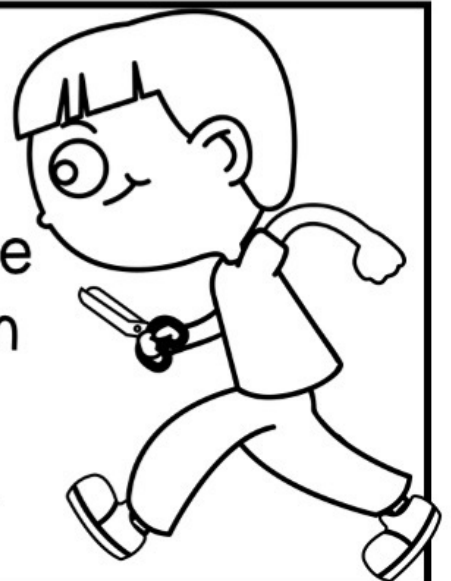
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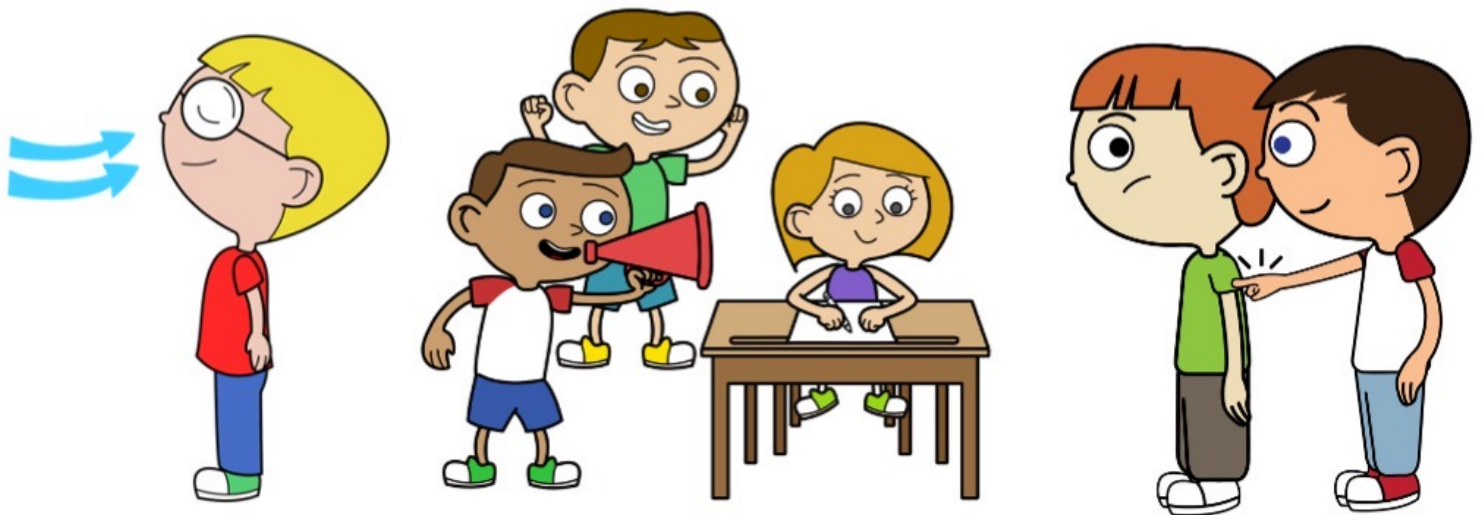
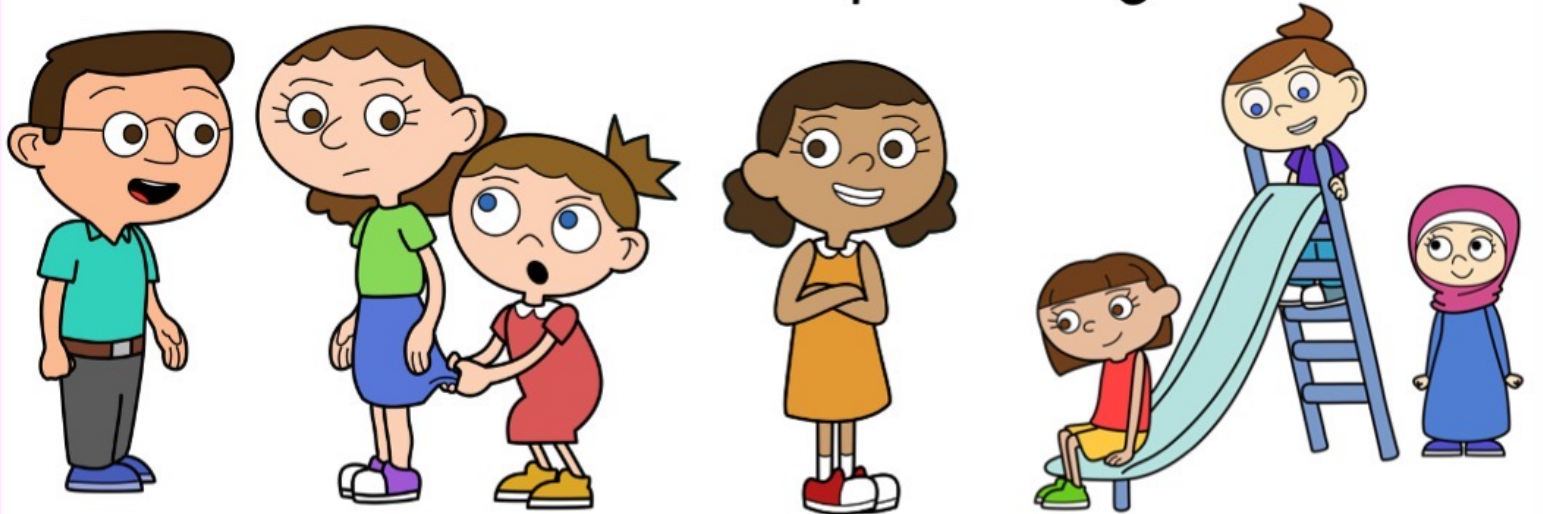


WORKSHEETS + COLORING PAGES

Name: _____

SELF-CONTROL

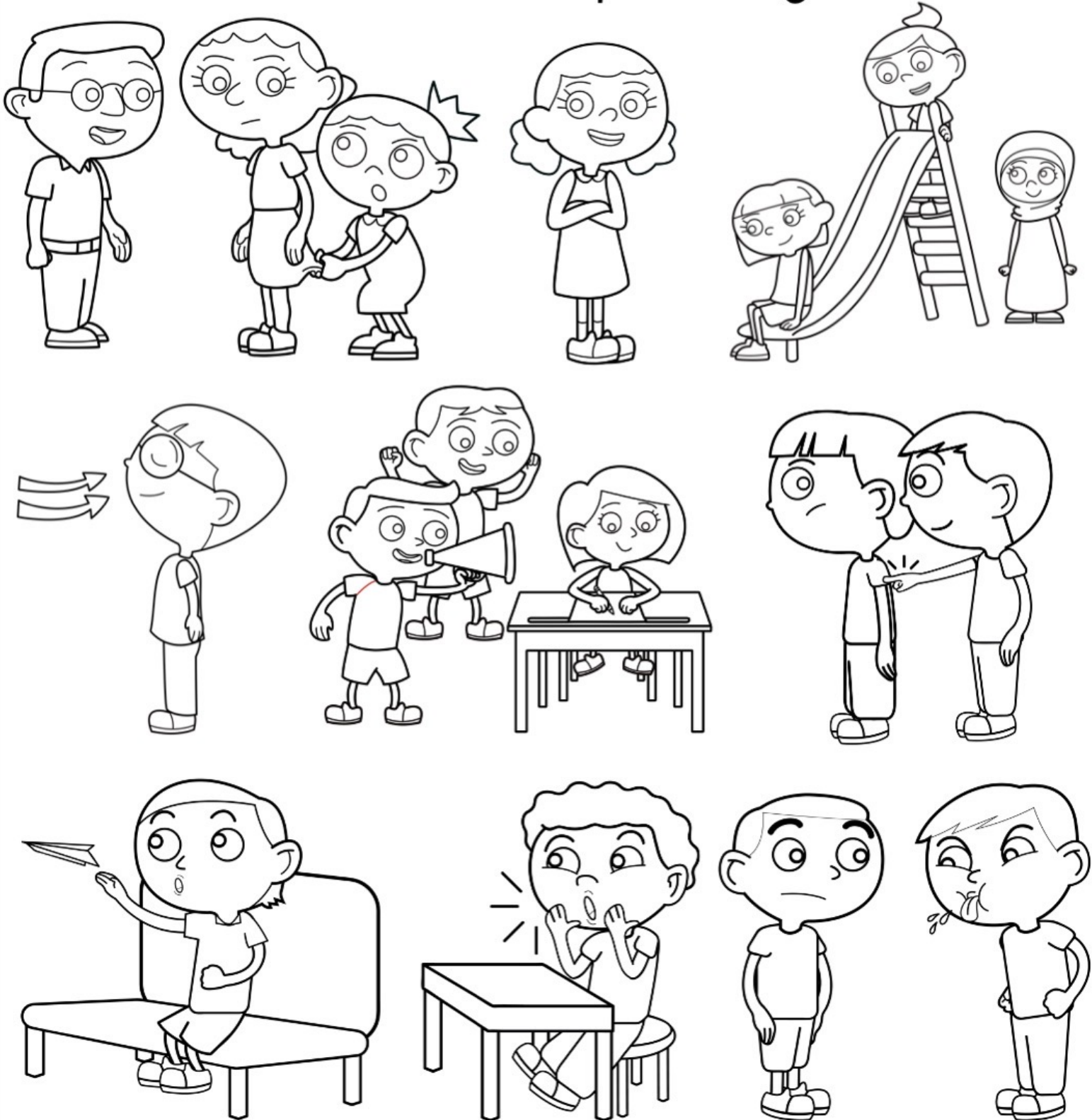
Circle the friends that are practicing self-control.



Name: _____

SELF-CONTROL

Color the friends that are practicing self-control.



Name: _____

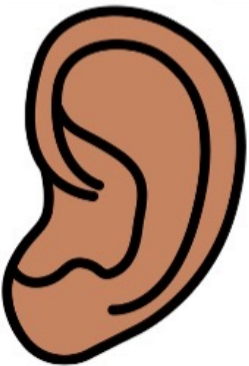
SELF-CONTROL

LOOKS LIKE



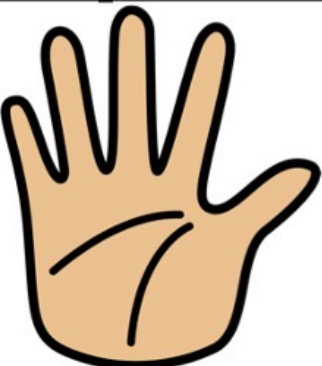
..

SOUNDS LIKE



..

FEELS LIKE



..

Name: _____

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SELF-CONTROL

LOOKS LIKE



..

SOUNDS LIKE



..

FEELS LIKE




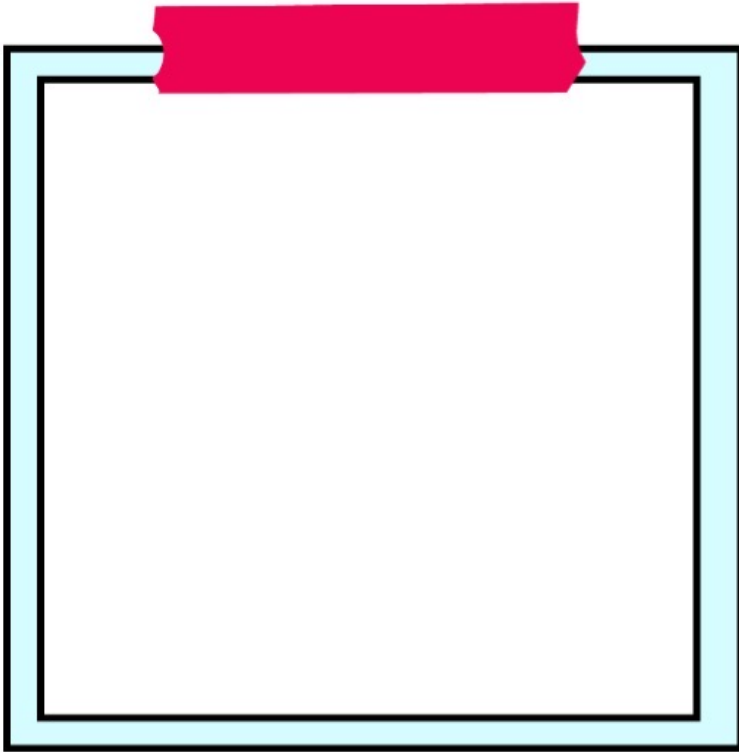
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Name: _____

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SELF-CONTROL


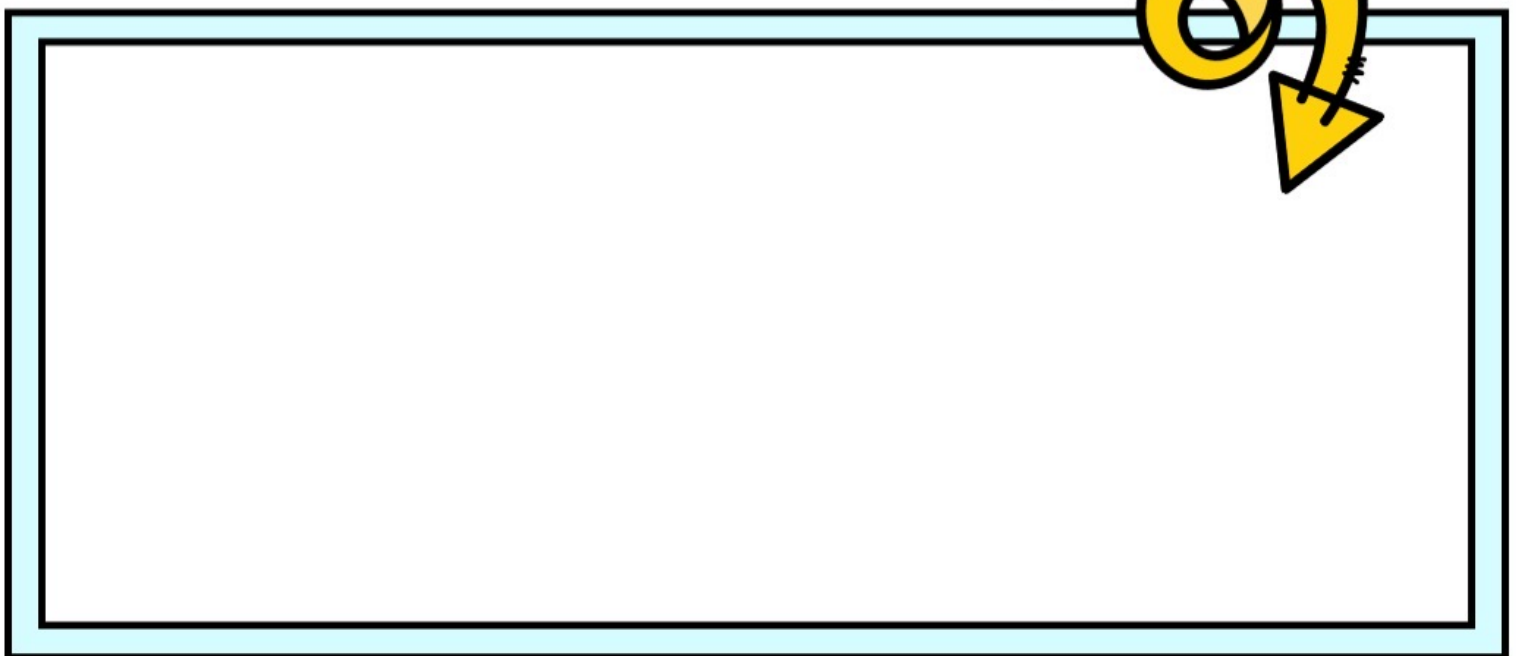
Self-control looks like:



3 tips to practice
self-control are:



Self-control means to me:

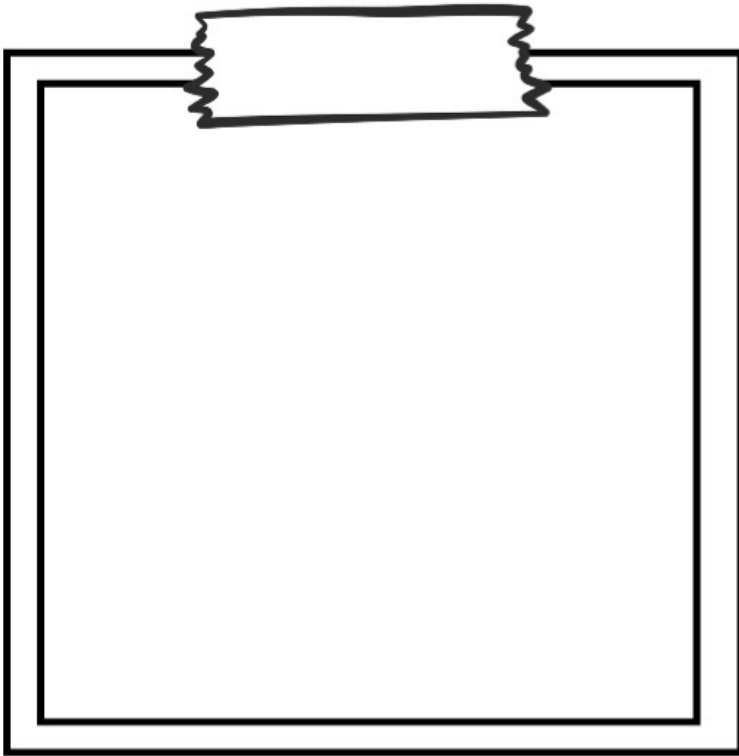


Name: _____

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SELF-CONTROL

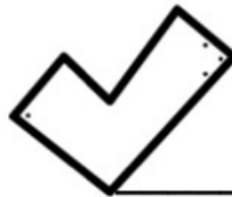
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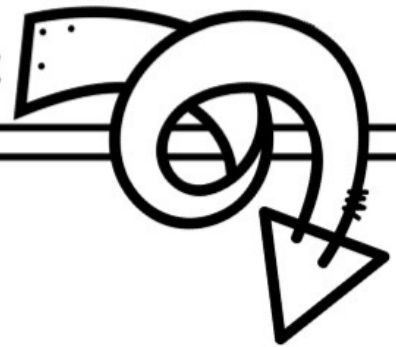
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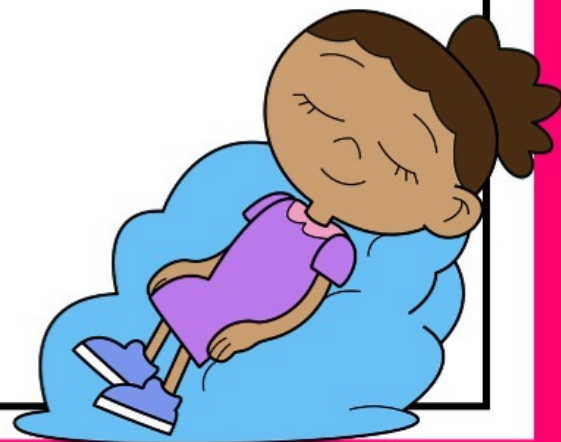
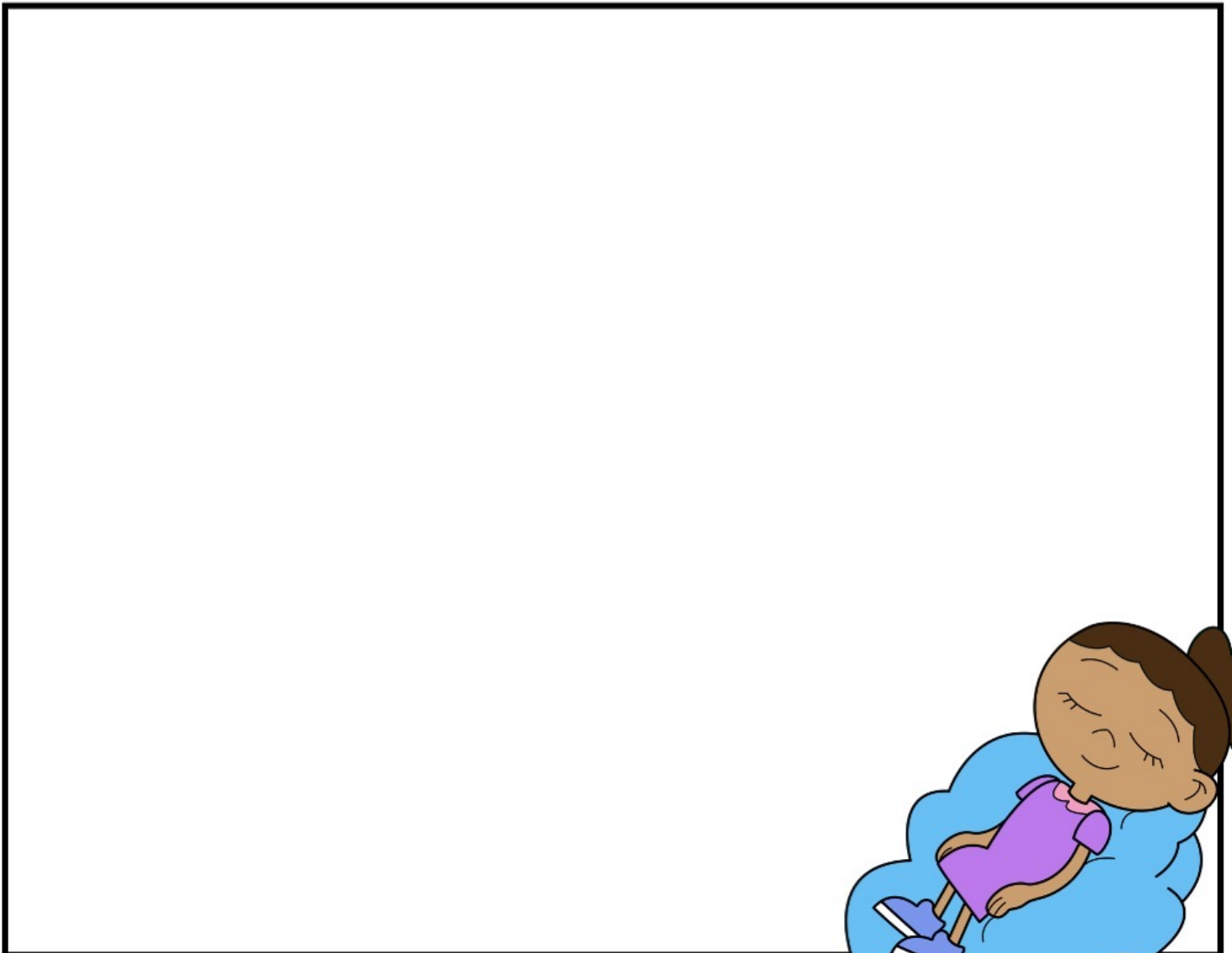
Self-control means to me:



Name: _____

SELF-CONTROL

Draw and write about a time when you practiced self-control.



Name: _____

SELF-CONTROL

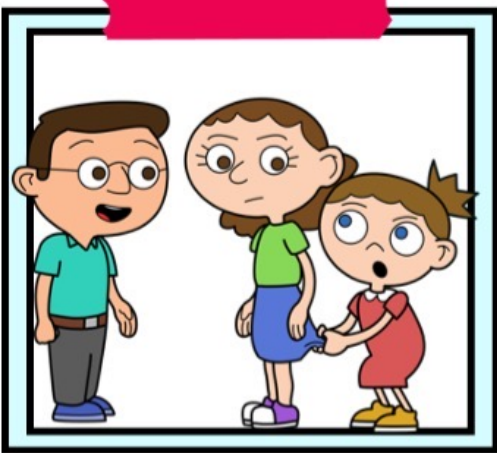
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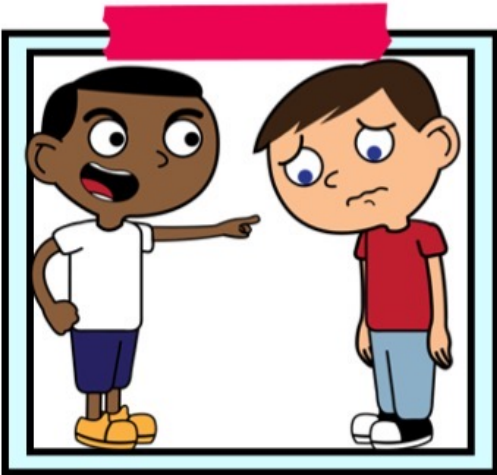
Name: _____

SELF-CONTROL

These friends have lost control of their choices.
What could they do to practice self-control?



Juliette keeps interrupting her
parents' conversation.



Jamal lost the game and started
yelling at Jimmy.



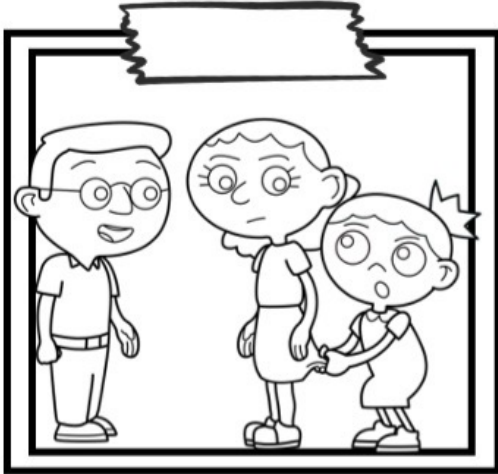
Carl skipped Maria in line at the
water fountain.

Name: _____

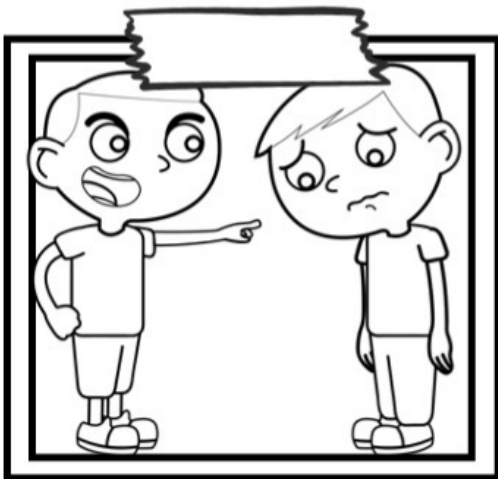
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SELF-CONTROL

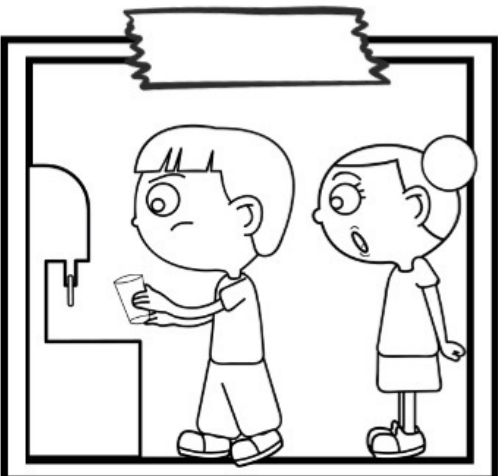
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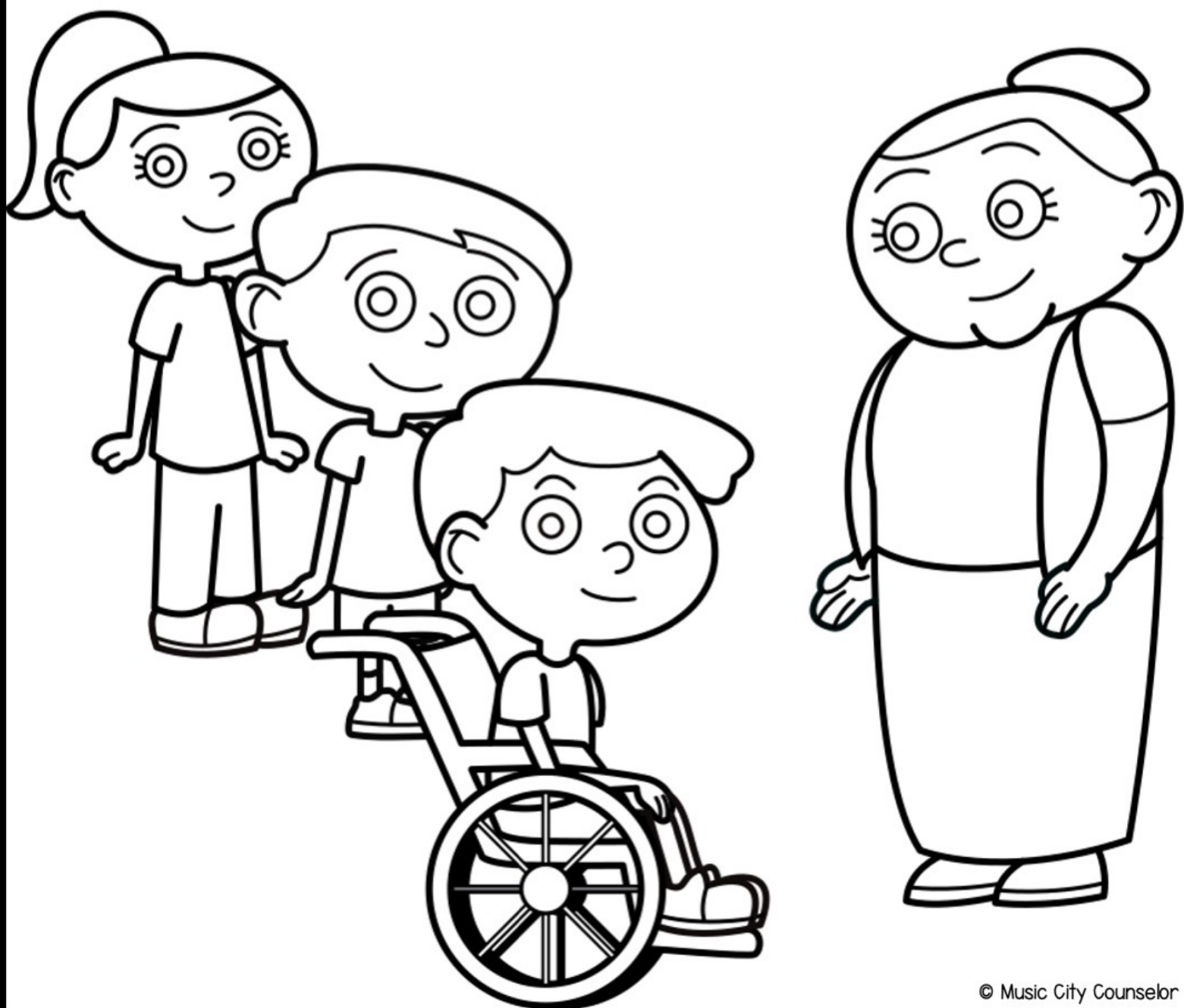
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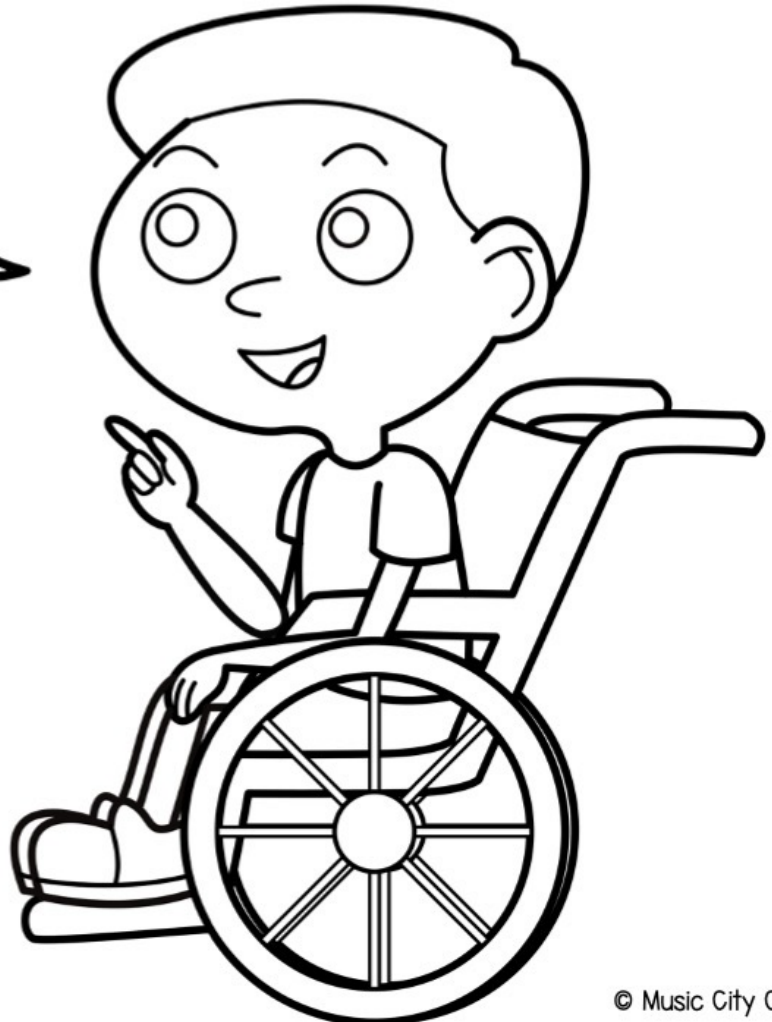
Name: _____

I can practice **SELF-CONTROL!**



Name: _____

I can practice **SELF-CONTROL!**



Name: _____

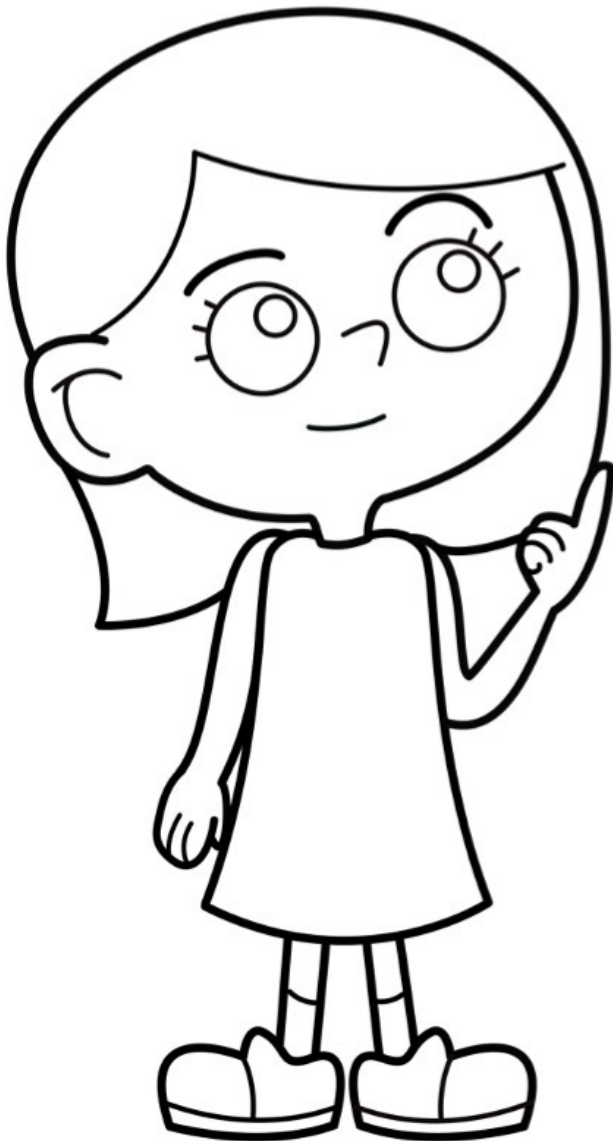
I can practice **SELF-CONTROL!**



Name: _____

I can practice
SELF-CONTROL!

...8, 9, 10!



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• YOU MAY NOT •



Please contact me any time at laura@musiccitycounselor.com with questions, suggestions, resource requests, or comments. I'm here to help and would love to hear from you!

♥ *laura oathout*

THIS RESOURCE WAS MADE POSSIBLE THANKS TO:

