Self-Control
Discussion Questions, Vocabulary and Activity
For Grades 3-5

Self Control Segment Summary
Students learn to deal with aggravating situations in a calm and friendly manner.

It is often difficult for students to avoid bumping into each other in the hallway, but they can control how they react when such an incident occurs. Many schools are now offering anger-management classes in order to teach children how to respond in a positive way when they encounter these types of aggravating situations. Students in these classes learn to identify the behaviors that make them angry and to utilize new skills to cope with the feelings they experience. More importantly, these children learn to solve their problems in a calm, friendly manner.

Discussion Questions:
1. What characteristics do the students in this CONNECT! video segment possess?
2. What kinds of events or behaviors make you angry or make you lose your self-control? Why do they affect you this way?
3. How do you react in aggravating or annoying situations? Is your reaction a positive way in which to respond? Explain.
4. How do you work through your anger?
5. Why do you think it is important to learn to control your anger and maintain self-control?
**Self-Control**

Vocabulary Words and Definitions

**Communicate (v.)**

*Definition:* to exchange information or conversation with other people by using words, signs, letters, etc.

*Context:* After Tracey moved to a different state, she communicated daily with her best friend by sending email.

**Manage (v.)**

*Definition:* to deal with a situation that needs to be controlled in some way

*Context:* Mia manages to control her temper by counting to 10 each time she feels angry.

**Self-control (n.)**

*Definition:* the state of being calm; the ability to behave calmly and sensibly even when a person feels very excited, angry, etc.

*Context:* Coach Gonzalez lost his self-control and screamed at his players after the team missed the field goal.

Self-Control Activity
Taking Control

Objectives:

Students will be able to
- Generate examples of self-control
- Read about various anger-management techniques
- Predict personal examples of times when anger-management techniques may be helpful
- Practice an anger-management technique for two weeks and journal the experience
- Conclude the effectiveness of practicing an anger-management technique

Materials:

- Pens, pencils, crayons, markers
- Paper, construction paper, card stock, poster board
- Chalkboard, overhead projector or chart paper
- Taking Control handout

Procedure:

1. Open this activity by drawing a concept web on the chalkboard, overhead projector or a piece of chart paper. In the middle of the web, write the word “Self-Control.” Ask your students to complete the web by providing examples of situations in which a person would need to exercise self-control.

   Examples: completing homework, deciding what foods to eat, feeling angry, being tempted to break the rules, experiencing peer pressure, etc.

2. After students complete the concept web, ask them to identify methods of exercising self-control that they could use in each of the examples they previously provided.

3. Explain to students that exercising self-control has several advantages. Ask students to offer some advantages of exercising self-control in the examples they provided in Step 1.

4. Distribute the Taking Control handout. Explain to your students that they will practice self-control for the next two weeks by selecting one anger-management technique. Ask your students to predict some of the benefits they may experience as a result of practicing an anger-management technique.

5. Allow time for students to read each of the suggested techniques outlined on the Taking Control handout, or read the techniques as a class.

6. Instruct your students to select one of the suggested techniques for managing anger and to practice the technique for the next two weeks. If a student wants to try a technique that is not listed on the Taking Control handout, you may use your discretion in approving it.

7. After students predict the benefits, direct them to predict what kinds of situations would require them to use their anger-management techniques and record their responses on the backs of their Taking Control handouts. Then, instruct students to describe how they will use the techniques to manage their anger.

8. Assign students to journal their experiences using the techniques they selected during the two-week period. At the end of the period, direct students to write a short conclusion about the effectiveness of the techniques they selected.
9. Allow time for students to share and discuss their conclusions with the class.

Related Vocabulary Words

communicate manage self-control
Taking Control

Name: _________________________

Directions: Select one of the anger-management techniques below to practice for two weeks. On the back of this handout, predict what kinds of situations would require you to use the technique and describe how you will use the technique to manage your anger. Then, journal your experience by recording times when you used the anger-management technique and the outcome. Finally, explain if you felt the technique helped you or if you should try a new technique.

Think Happy Thoughts:
Peter Pan says that happy thoughts can be helpful. When you’re angry, sometimes you begin to think negative thoughts. Try replacing these thoughts with more positive ones.

Change Your Environment:
Sometimes it’s where you are that makes you angry. When this happens, give yourself a break. Take a “time out” and just be by yourself for a few minutes.

Be a Better Communicator:
The first thing to do if you’re in a heated discussion is slow down and think through your responses. Don’t say the first thing that comes into your head; instead, think carefully about what you want to communicate. At the same time, listen carefully to what the other person is saying.

Practice Relaxation:
Simple relaxation tools, such as deep breathing, can help calm angry feelings. Try breathing deeply and repeating a calm word or phrase, such as “relax” or “take it easy.”

Stick Your Head in the Sand:
If your younger brother or sister’s messy room irritates you every time you walk by it, ask nicely if you can shut the door. Don’t make yourself look at what irritates you.

Research shows that the most successful character education programs are those that integrate character education throughout the school. Consider the following suggestions for bringing a school-wide emphasis to character education:

- **Student Newsletter:** Encourage your students to create a monthly or biweekly character education newsletter. Students could profile classmates who exhibit the qualities embodied in various character education words. They could also feature teachers and others in their school and community who demonstrate good character and who are committed to developing character in others.

- **Shadow Pals:** This program will match up student volunteers with students who have specific needs. (See examples of needs below.) Each class will submit a list of volunteers. As students with special needs are identified, the program coordinator will pair a volunteer from the same class with the student in need. The volunteer may offer to carry books for students on crutches, work individually with ESOL students to explain assignments or just be a pal for new students until they “learn the ropes” in their new environment.
Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.

2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.

3. The **Self-Control Evaluation** form serves as a guideline for assessing each student’s performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.

4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.

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**Self-Control**  
Assessment/Evaluation

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<th>Name ____________________</th>
<th>Class ______________</th>
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<td><strong>Self-Control Taking Control</strong></td>
<td>No participation</td>
<td>Participated in class discussion</td>
<td>Participated in class discussion and selected anger-management technique</td>
<td>Participated in class discussion, selected and practiced anger-management technique for two weeks and journaled experience</td>
<td></td>
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</tbody>
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Additional comments: