

“Stop-Think-Choose” Self-Control Group

Tallwood Elementary School

Presented by Jasmine Hewlett, School Counseling Intern & Tamara Schubart, School Counselor

Intended Audience:

Grade 2

ASCA Mindset and Behavior Standards to be met:

M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 1. Demonstrate ability to assume responsibility

Goal:

Introduce key concepts of self-control in an effort to help the establish ways these students can work towards improving self-control skills in the school setting and beyond through group discussion and creative media.

Session 1: Introduction; ‘Don’t sabotage your self-control’

Objective:

- Students will learn the purpose of the group.
- Students will establish their goal they would like to work towards

Materials:

- Marshmallows
- Self-control placemat

Pre-Activity Discussion:

- Explain the purpose of the group
- Introductions: Brief intro.
- Group Rules: establish group rules and allow them to add to them.
- Administer pre-test
- Brain storm definitions/ concepts:
 - o Have students identify and define what is self-control
 - o Have students brainstorm why is it important to use self-control?
 - o What are some actions we partake in that sabotages our self- control?
 - Have students write some ways on sticky notes and attach it to a board/ poster labeled “Don’t sabotage your self-control.”
 - Examples: Not waiting your turn, cutting in line, blurting out, touching or taking things that don’t belong to you, saying inappropriate comments
- Identify one area you are able to exercise self-control and at least one area where more self - control is needed
 - o What are sometimes you lose control?
 - o What happens when you lose self-control?

Activity:

- Marshmallows (place mat) -
 - Explain the game. Students earn a marshmallow on their placemat each time they display self-control during our discussion. The more self-control you have the more marshmallows they earn
 - *This game can be completed throughout the duration of the group. Tracking the amount of marshmallows they earn can serve as a form of perception data.*
- Sticky Notes – Stick to the goal don't sabotage my self-control: Self control
- Have students identify how they can show self-control and things that may sabotage their self-control
- Have students fill out entrance/ exit ticket

Session 2: Choices & Consequences

Objective:

- Students will learn how their choices result in a consequence
- Student will identify positive and negative choices and consequences

Materials:

- Marshmallows

Pre-Activity Discussion:

- For every action there is a reaction
- Choices & consequences can be positive and negative
 - Examples
- Identify the Importance of stop-think-choose
- Activity
- Stop think choose- stop light
 - There are safe and unsafe ways to solve every problem
 - 1 Stop: Ask yourself what is the problem?
 - 2 Think
 - What choices do I have?
 - How will this action affect others?
 - Is this safe?
 - What will be the consequence of my actions?
 - 3. Choose
 - Am I exercising self-control?
 - GO!
 - Ask students to identify thoughts they should consider before acting
 - Go over common scenarios that occur in the school setting that could cause a disturbance and have the students go through stop-think-choose process when coming to a decision.

Session 3: What is in your control?

Materials

- Bubbles
- Color paper

Activity

- Self-control bubbles activity
 - Students will stand on pieces of paper and brainstorm answers for self-control while bubbles are blown around them. They are to exercise self-control by not popping the bubbles. (Connect this activity to the following activity: they are not in control of where the bubbles may land but they are in control of how they react.)
- Self-control circles (in my control out of my control)

- Students will identify things that are in their control and out of their control and some ways to manage their feelings when that they are in control of when things happen to or around them that is out of their control

Session 4: Recap and reflect

Objective:

- Students can identify self-control and ways to exercise self-control

Materials

- Self-control card came

Activity

- Students will play self-control card came and reflect on things they learned by answering game prompts with active use of the concepts we discussed throughout our sessions.
- Students will take the post-test