

SELF MANAGEMENT LESSON PLAN 1 – SELF CONTROL

Duration: 20–25 minutes

Characters: Selin, Whisper, Max, Lola

Objective: Kids will practice stopping their bodies, taking one breath, and moving safely when excited.

LEARNING GOALS

By the end of the lesson children should learn:

- “Self-control means I can stop my body.”
- “I can use a slow body.”
- “Slow body = safe and kind.”

MATERIALS

- Selin’s Sweets video (Self-Control)
- Open space
- Optional visual cue (recommended): a simple sign/card you hold up:  **STOP**  **SLOW**  **KIND**

LESSON STEPS

1) Hello & Warm-Up (2 minutes)

Teacher greets the class:

“Hi sweet friends! Today we’re learning self-control.”

“Self-control means... I can stop my body.”

(Children repeat: “I can stop my body.”)

“Let’s practice!”

“Show me a slow body.” (Model slow arms, slow steps)

“Show me a freeze body.” (Freeze like a statue)

2) Story (2 minutes)

Play the Selin Sweets Video: "Self Control"

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3) Discussion (4–6 minutes)

Keep questions short. Ask one at a time. Give either/or choices when needed.

1. “Were Max and Lola going fast or slow?”
2. “Did they bump or hug?”
3. “What did Whisper want them to do — stop or run?”
4. “Show me what a slow body looks like.” (Kids demonstrate)
5. “When do we need a slow body at school — running inside or walking in line?”
6. “If you really want something, what can you say?”
Offer choices: “Can I have a turn?” / “Please?” / “Help me?”

4) Main Activity (10 minutes)

Game: “STOP – BREATH – GO (Slow Body Game)”

Step A: Teach the 3-step chant (1 minute) Teach it like a cheer with motions:

- STOP! (hands up)
- ☁ BREATH! (one big breath in/out)
- 🐢 GO SLOW! (slow motion walking)

Practice it 2 times together.

Step B: Play the game (6–7 minutes) Teacher says and models:

- Walk! (kids walk)
- RUN! (kids jog lightly—safe space)
- STOP! (freeze)
- ☁ BREATH! (one breath)
- 🐢 GO SLOW! (slow walk)

Repeat 4-5 times

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Add fun variations (choose 2):

- “Tip-toe like a kitten... STOP... BREATH... GO SLOW”
- “Reach for a cookie sloooooowly... STOP... BREATH... GO SLOW”
- “Clean-up hands... gentle... STOP... BREATH... GO SLOW”
- “Line-up feet... slow... STOP... BREATH... GO SLOW”

Step C: Quick real-life practice (2 minutes)

Do a “school moment” rehearsal:

- “Pretend we are lining up for the door.”
- “Uh oh—everyone is excited!”
- “What do we do?”
- Kids respond: **“STOP—BREATH—GO SLOW!”**

5) Closing (3–5 minutes)

Self-Control Promise

Teacher: “Put your hand on your heart.”

“Say: I can stop. I can breathe. I can go slow.”

(Repeat once)

One final question

“Where will you use a slow body today?”

Offer choices: “Line up? Cleanup? Playground? Sharing?”

Teacher closing line:

“When we use a slow body, we stay safe and we stay kind—sweet choices!”

Teacher Reflection

- Did most children copy freeze when I said STOP?
- Could they do one breath?
- Did they understand fast can cause bumps/hurts?
- Did they practice stopping and slowing their bodies?