I AM WORTHY Facilitator's Guide

Older Elementary

#7 | I Am Capable of Self-Control

Lesson Overview

This lesson (35–45 minutes) teaches children that they are responsible for their own actions and are capable of self-control. Students will learn how their bodies, feelings, and thoughts work together, and how self-control happens in the moment between thinking and responding. Through interactive activities and real-life scenarios, students will practice slowing down, thinking clearly, and choosing wise responses.

Learning Objectives

By the end of this lesson, students will:

- Understand what self-control means.
- Recognize that they are responsible for controlling themselves, not others.
- Identify how body, feelings, and thoughts influence behavior.
- Practice pausing and choosing a wise response in challenging situations.
- Build confidence that they are capable of self-control.

Supplies Needed

- Two cards: "self" and "control"
- Remote control car
- Card labeled "body"
- Card labeled "feeling" (with heart drawn around it)
- Picture of a brain
- Journals (if using)
- Paper bag with scenario cards

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Introduction Activity: Charades (5–7 minutes)

Lead Teacher

Say: “Today we are learning two powerful words: self and control.”

Charades — “Self”

Invite a student to act out “self” without talking. Allow students to guess.

Ask: “Who is ‘self’?”

Allow students to respond.

Say:

> “It’s YOU!”
>
> “Not the person on your right.” (Have students turn right and say hello.)
>
> “Not the person on your left.” (Have students turn left and say hello.)

Students repeat: “ME! SELF!”

Charades — “Control”

Invite another student to act out “control” without talking. Allow students to guess.

Activity 2: What Is Control? (5–7 minutes)

Lead Teacher

Use the remote-control car.

Ask:

- Why is it called a remote-control car?
- Who controls it?

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Then: Who controls YOU?

Explain:

- You are responsible for controlling yourself.
- You are capable of controlling yourself.
- You are NOT responsible for controlling others.

Table Leaders

Invite students to:

- Look left: “I am not responsible for controlling you.”
- Look right: “You are responsible for controlling yourself.”

Ask:

- Is self-control easy? (Thumbs up/down)
- Why can self-control be hard?
    - Wanting your way
    - Thinking you’re right
    - Not wanting to wait
    - Feeling more important

Activity 3: How Self-Control Works (8–10 minutes)

Lead Teacher

Explain:

1. Body (hold up “body” card)

- We receive information through our bodies.
- Ask: What do your eyes/ears/hands do?

2. Feelings (hold up heart card)

- When something happens, we feel something .
- Ask: What are some feelings? (happy, sad, angry, frustrated, excited, scared)

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3. Brain (show brain image)

- Your brain thinks about what's happening.

4. Response

- Your thoughts and feelings can influence how your body responds.

Activity 4: Interactive Example (5–6 minutes)

Lead Teacher

Say:

> "Imagine after today, we're all going to Disney World for a week!"

Ask:

- How did your body receive that?
- What did you feel?
- What did you think?
- How did your body respond?

Key Teaching Moment

Say: *"Self-control happens after your thoughts and before your response."*

Reinforce:

- It's okay to feel your feelings.
- It's okay to have thoughts.
- **Ask:**
  - "What am I feeling?"
  - "Do my thoughts match what is real and true?"
  - "What would be a wise response?"
- **Then <u>choose</u> a response**

Activity 5: Practice Scenarios (10–12 minutes)

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Lead Teacher

Pull one scenario from the bag at a time.

Scenario Cards:

- Your parents tell you to get off a device and clean your room.
- Your teacher tells you to stop talking and do your work.
- A friend acts mean to you.
- You have to take a big test.

For each scenario, ask:

1. “What might you feel?”
2. “What might you think?”
3. “Do those thoughts match what is real and true?”
4. “How could you show self-control?”
5. “What would a wise response look like?”

Practice a wise response together.

Important Teaching Point

Say:

“This process happens FAST, so we have to learn to pause and think before we respond.”

Journal Reflection (3–5 minutes)

Lead Teacher

Say: “Take a few quiet minutes to think about what you learned today.”

Journal Prompt:

> “What is one situation where I could practice pausing, thinking, and choosing a wise response?”

Middle School Prompt:

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“What situation or emotion makes self-control hardest for me, and what could help me pause before I respond?”

Closing & Affirmation (3–5 minutes)

Table Leaders

Review:

- You are not responsible for controlling others.
- You ARE responsible for controlling yourself.
- You ARE capable of self-control.

Affirmation (repeat together):

“I am capable of self-control. I can pause, think, and choose wisely.”

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Self-Control Scenario Cards – Older Elementary

Your parents tell you to get off a device and clean your room.	Your teacher tells you to stop talking and do your work.
A friend acts mean to you.	You have to take a big test.
Your sibling takes something of yours without asking.	You lose a game you really wanted to win.