

Control or No Control

More Practice With I STOP'D (Stop and Think)

3 Cs

- I care about myself.
- I care about you.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
 - I have the responsibility to make smart choices when I care about myself.
 - I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.
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Preparation

Copies

Home Connection Worksheet: "Control/No Control" (see page 115)

Music

"Buckle Up" from the CD *Take a Stand* (see page 141)

Vocabulary

control

Lesson at a Glance

Introduction

1. Things I Cannot Control
2. Things I Can Control

Strategies

3. "Buckle Up"
4. "Control/No Control" worksheet

Conclusion

5. Lesson Review
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Core Curriculum Objectives and Standards

Objectives

Gain control over practices that promote physical and mental wellness.
Understand the difference between things we can and cannot control.

Standards

7030-06 The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.



Teacher Notes

Introduction

1. Things I Cannot Control

Discuss things around us that we cannot control

- We cannot control the processes of nature such as weather, earthquakes, tornadoes, floods, etc.
- We cannot control some other things such as inherited personal traits, behaviors of other people, etc.

2. Things I Can Control

Discuss things around us that we can control

- A person can control things in his or her life like what he or she wears, says, or eats.
- A person can control when he or she takes a bath, brushes teeth, buckles seat belts, etc.

Strategies

3. “Buckle Up.”

- Teach the song: “Buckle Up
- While the music is playing, play the game “Car and Driver.”
Divide into pairs. One person is the car and the other is the driver.
The “car” closes his or her eyes; holds up his or her hands in front of them to simulate bumpers and prepares to be guided around the classroom by the “driver.”
The driver stands behind the car and gently steers them around the classroom, avoiding other drivers and obstacles.
- A less-active role-play is to arrange chairs as if groups of students were riding in a car. Students buckle-up and take a ride while the music is playing.
The driver gets to determine the conditions of the car and road and responds as if the road is bumpy, smooth, swerves, or is straight. The car might slow down, speed up or turn a corner.
Passengers in the car mimic the drivers actions.
Switch drivers and let others determine the car and road conditions.

4. “Control/No Control” worksheet

- Distribute the “Control/No Control” worksheet.
- Have students stop and think about personal traits over which they have no control and write those traits in the “I Have No Control Over” column of the worksheet.
Natural hair color
Bone structure
Type of complexion
Color of eyes
- Have students stop and think about some personal traits over which they have control and write those traits in the “I Have Control Over” column of the worksheet.
Regular exercise
Diet
Tobacco and alcohol use
Hobbies and activities
Study time
Seat belt use
- Review worksheet and discuss student responses.

Conclusion

5. Lesson Review

- Putting our energy into things we can control, especially when those things help us be safe and feel good about ourselves.
- Worrying about things we cannot control causes stress.

Control or No Control

I Have Control Over

I Have No Control Over



