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.

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

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.
Lesson 13: Control or No Control

Introduction
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
• 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

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