

## Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- **IMPULSE CONTROL**
- **STRESS MANAGEMENT**
- **SELF-DISCIPLINE**
- **SELF-MOTIVATION**
- **GOAL SETTING**
- **ORGANIZATIONAL SKILLS**

## Red Light, Green Light:

It may not be a fancy, or glamorous game, but this has all the components of good activity for developing impulse control. The kid has to listen, has to choose to follow the rules, must have control of their body, and has to temporarily do something they don't want to (i.e.: stop at the "red light").



## Simon Says:

Another low-tech, no-prep impulse control activity for children that focuses on listening, body control, and the ability to physically restrain yourself (i.e.: "Simon Says to clap your hands")



## **Taking Control – Stress and the Body:**

On a flipchart, draw the shape of the human body and draw in different colors where stress affects the body i.e. tension in the neck, stomach aches, chest pains etc.

Invite others to do the same, it allows the participants to see what stress is doing to their bodies and how much they put themselves through. Also discuss what we like to do for ourselves and how we can build these things into our lives to help alleviate the stress.

## Role Play:

Kids and young adults love acting scenarios out, but it can also be a great way to practice skills for self-control.



Come up with your own scenarios



Have students act out the situation in partners or small groups, considering what they would do and why. You can even invite students to act out the situation at the front of the class.



It is most important to highlight the socially appropriate choices and why they matter. This can be a fun addition to any morning meeting or social group time.



## **I Do My Best:**



Help students understand when they learn best so that they can seek out and create situations to maximize their learning.

Have each student:

- Create a list that completes the phrase, “I focus best when...”
- Identify three things to seek and three things to avoid related to when they learn best.
- Have them keep a record of how often these situations occur and track their progress over time.

Note: Students may need additional support developing a list. Asking clarifying and guiding questions may be helpful.

## The Mindful Jar:

This activity can teach children how strong emotions can take hold, and how to find peace when these strong emotions feel overwhelming.

- Get a clear jar (like a Mason jar) and fill it almost all the way with water.
- Add a big spoonful of glitter glue or glue and dry glitter to the jar. Put the lid back on the jar and shake it to make the glitter swirl.
- Use the following script or take inspiration from it to form your own mini-lesson:



“Imagine that the glitter is like your thoughts when you’re stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That’s why it’s so easy to make silly decisions when you’re upset – because you’re not thinking clearly. Don’t worry this is normal and it happens in all of us (yep, grownups too).

[Now put the jar down in front of them.]

Now watch what happens when you’re still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you’re calm for a little while, your thoughts start to settle and you start to see things much clearer. Deep breaths during this calming process can help us settle when we feel a lot of emotions.”

This exercise not only helps children learn about how their emotions can cloud their thoughts, but it also facilitates the practice of mindfulness while focusing on the swirling glitter in the jar. Try having the kids focus on one emotion at a time, such as anger, and discuss how the shaken verse settling glitter is like that emotion.