



Topic: Self-Regulation

Learning Objectives - Students will be able to:

- understand the difference between what they can and cannot control.
- identify specific examples of each in their own lives.

Lesson Plan

1. Warm-Up Discussion

- Ask students: Have you ever been really stressed or frustrated about something you couldn't change?
 - For example, Aaron sometimes gets frustrated with an umpire's call.
- Call on a few students to share their responses.

2. Activity

- Explicitly explain controllables vs. uncontrollables:
 - In My Control = my thoughts, actions, attitude, effort, how I respond
 - Out of My Control = other people's choices, the past, the weather, school rules, etc.
- Read the handout directions together as a class. Ask for a couple students to provide possible answers. Example:
 - In Aaron's control - how much he practices
 - Out of Aaron's control - whether people like him or not
- Give students time to complete the task independently.

3. Sharing & Reflection

- a. Students will share their responses with a partner.
- b. Students will answer debrief questions independently.

Debrief Questions

1. One thing I realized I can control is _____.
2. Next time I'm frustrated, I will try to focus on _____.

CIRCLE OF CONTROL



Directions: Write 5-7 things that you can control inside the circle. Outside the circle, write 5-7 things that are out of your control. For example, what I wear is in my control & what others say about my choices is out of my control.

A large, dark blue circle is centered on the page. The text "What is **in** my control?" is written in a dark blue, sans-serif font, following the curve of the top inner edge of the circle. The text "What is **out of** my control?" is written in a dark blue, sans-serif font, following the curve of the bottom inner edge of the circle. The interior of the circle is blank, intended for handwritten notes.