

Potential Integration:

ELA

Health
3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks.
3.MEH.1.2 Classify stress as preventable or manageable.

Materials:

Balloon

Book, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Judith Viorst.

Poster board or stock paper (one per pair of students)

Crayons

Focus:

Teacher should blow up a balloon in the front of class; do not tie a knot. Ask students if they know what the word “self-control” means. Let students share their ideas then tell them that self-control is the ability to manage one’s emotions, impulses and behaviors. Tell them that an untied balloon is a good way to understand poor self-control. Let the balloon go and ask students to share their observations. These may include: it was unpredictable; it was loud; it was surprising; it could have hit someone. People don’t feel safe around a balloon that is untied.

Now tell students that a knot in a balloon is like self-control (blow up the balloon again, tie a knot in it). It’s a lot more fun long-term, it’s fun, it’s predictable. People enjoy being around being who are in control of the emotions and behaviors.

Statement of Objectives:

Today we are going to explore how self-control can be a good skill for keeping us healthy. We will also look at some causes and label them as preventable or manageable. By the end of the lesson, you can use these resources to help manage your health.

Teacher Input:

The teacher should read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* aloud to the class. At the conclusion, ask students to share an example of why Alexander had such a bad day.

Possible responses:

Gum in his hair; trips on skateboard; get sweater wet, no prize in the cereal; doesn’t get the window seat; his art project, the invisible castle; singing too loud; no dessert; cavity; elevator door closes on his foot; pushed in the mud; called a crybaby; punished for punching Nick; plain white sneakers; mess in dad’s office; lima beans; kissing on tv; bathtime; train pajamas; nightlight burns out and he bites his tongue; cat won’t sleep with him.

What is Alexander’s solution for his very bad day?

Correct answer: move to Australia.

Now ask students for some whether these examples could be prevented or managed (make them less stressful).

What were some examples of Alexander lacking self-control?

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Possible responses:

Sleeping with gum in his mouth; not completing his drawing; fight with best friend; singing too loud; not brushing teeth well; making a mess in dad's office.

Might these examples help Alexander better manage his stress?

Assessment:

Tell students they will present ways to cope with having a bad day that also demonstrates self-control. In pairs, have the students create a two-sided poster about different ways to cope with a bad day. On one side have them draw/write about positive ways to cope, and on the other side have them draw/write about negative or inappropriate ways to cope with a bad day. After they have finished with their drawing and writing, ask students to circle actions that demonstrate self-control. Pairs can take turns presenting them to the class. Some ideas that students might have as being positive are:

- listening to music
- watching their favorite TV program
- playing with friends
- talking with an adult
- playing on the computer
- taking a walk, doing other physical activities

Some negative/inappropriate ways are:

- hitting
- being mean towards others
- slamming doors or items
- yelling or shouting

Be sure to have students explain why the inappropriate ways don't work and can be hurtful.

Closure:

Today we read about Alexander's Terrible, Horrible, No Good, Very Bad Day. We examined what causes us stress and how we can manage or prevent many of these things. One way to do so is through self-control. Your posters provide a reminder for us all that can cope with very bad days in a positive way.