

	Repeat what the students say and make sure to say yet. ("You can't yet.") Give examples of your own, and make sure to say "yet," (I can't catch a fish yet, I can't win in pickleball yet.) Ask the students how they feel about themselves when they can't do something that is hard for them now. Say, "There have been times when I've felt upset because I couldn't do something yet, but you know what? I learned how to have self-control, and that made a big difference. Can you think of a time when you felt the same way?" Explain to the students that self-control is the ability to control one's emotions and behaviors, especially in difficult or upsetting situations. Tell the students they have self-control right now by following our learning-ready expectations (keeping your bodies in your own space, using your quiet voices, keeping your ears open, and using your brain).
WE DO Practice	Show students the remote-control picture. Ask the students what they see in the picture. (Let them call out "remote-control".) Ask what the remote-control does. (Let them call out "controls the TV", etc.) Tell the students the remote control has several buttons that all have a job to control a part of the TV. Tell the students they also have buttons in their brains that have a job to help them have self-control. Ask the students to raise their hands and name the buttons they see on the remote. Let them call out the buttons they see one at a time. Address the purpose of each button and how the students have the same button in their brains to help them have self-control. Buttons on the remote - how they have the same button and how they can use them. Ask students how the volume and mute buttons control the TV. Tell the students they sometimes must control their volume when their parents, teacher, or friends ask them to. Ask students to name when it is okay to be loud (outside, when singing), quiet (inside, when parents are on the phone), and silent (when someone is sleeping, during a test).

Ask students how the play button controls the TV (it starts the video). When we are in play mode, we are going, and we are safe. Ask students how the pause button controls the TV (it stops the video). Say, "Sometimes we have to pause what we are doing to make a different decision, take a break, or do something else first." "Sometimes, when you need to use the pause button in your brain, you like to take a deep breath before we press play again."

Teach the students how to flower/ candle breathe.

Flower Breathing:

Ask students to sit comfortably with both feet on the ground. Inhale deeply through their nose, imagining they are smelling a fragrant flower.

Encourage them to hold their breath for a few seconds.

Exhale slowly through their mouth, as if they are blowing out a candle.

Repeat this process a few times.

OR

Candle Breathing:

Have students visualize a flickering candle flame.

As they exhale, ask them to envision gently blowing out the candle.

Remind them to breathe in fresh, calming air through their nose during the "flower" phase.

Ask students how the power button controls the TV (it turns the TV on and off). Tell the students, "Sleeping is an important part of having the power to have self-control because sleeping makes our brains stronger." Ask the students how they feel when they don't get enough sleep.

Record to keep track of your things.

Ask students how the record button controls the TV (it records videos so you can watch them later). "When we use our brains' record button, we are responsible for what we do and have done. When someone asks you what happened, it is important to tell the truth. Sometimes, telling the truth is scary if it means we will get in trouble, but telling the truth is a power of self-control that helps keep everyone safe."

	Ask students how the rewind button controls the TV (it starts a part of the video over). Tell the students, "When we miss something the first time or can't do something yet, we start over and try again." "Sometimes you pause before you rewind so that you can take a deep breath before trying again, and this helps you to have self-control and not be angry." Ask students how the talk button controls the TV (you can ask the TV to do something). Tell the students, "Sometimes, when we use our powerful self-control, we just need to talk to someone, like an adult, a parent, or a good friend." Ask the students, "Who is someone they like to talk to when they need to have self-control?" Allow them to answer. Ask the students what happens when we use our self-control. Tell the students, "When they use self-control, they keep themselves and others safe. When you use self-control, people trust and respect you. When you use self-control, you also respect others. The community is safe because it has citizens who respect the law".
YOU DO Practice	Play the freeze dance game. Tell the students, "Now, let's practice self-control by playing one of my favorite games, freeze dance!" Ask the students if they know the rules to freeze dance. Let the students answer. Explain to the students you are going to play a song, and the kids get to dance and be silly! But when the music stops, they need to stop their bodies and stay super frozen until the music starts again. Play a few rounds of freeze dance. Tell the students, "That was a lot of fun, wasn't it? You all did so well freezing, but sometimes we're so excited and having fun that we forget to freeze when the music stops." Tell the students, "We have feelings that cause us to forget to use our powerful self-control. Like when we are super excited, sometimes, we forget to use self-control." Ask the students, "What other feelings can sometimes cause us to forget to use self-control." Let the students answer. Explain to the students, "It is

	very important to have feelings, but we need to know what to do when we have those feelings." Explain pause, rewind, play, and talk. Say, "We are going to learn some skills to help us remember how to use self-control when we have feelings that make us not want to." Explain to the students, "When we need to have self-control over our feelings, we can remember to pause, rewind, play, and sometimes talk. • Pause: When we need to have self-control, we can pause what we are doing and take a deep breath. Let us practice our deep breaths again. • Rewind: when we need to have self-control, we can start over and try again • Play: Once we take a deep breath and try again, we can press play and keep going! • Talk: Lastly, sometimes, we need to talk to an adult or friend about our feelings to help us feel better." Practice saying "pause, rewind, play, talk" together out loud. Tell the students that having self-control leads us to respect and keep ourselves and those around us safe. Say to the students, "Now let's try freeze dance again using our powerful self-control when it is time to freeze. This time when we freeze, I want everyone to take a deep breath!" Play freeze dance a few times again, taking deep breaths when you freeze. Tell the students "Great job showing self-control."
Conclusion	Have the students sit down again and ask, "Who can raise their hand and tell me what self-control means?" Say "Excellent job! Self-control is when you use your powers to control your body to keep yourself and those around you safe."

