

Grade: Five	Lesson: 2	Topic: Self-discipline and self-respect
Virginia Standards of Learning	English 5.1, 5.2 Health 5.1, 5.2, 5.3	
Virginia School Counseling Standards		
Materials Needed	• Whiteboard or chart paper and markers • Scenario cards (prepared in advance)	
Learning Objectives	• Define self-discipline and self-respect. • Explain why self-discipline and self-respect are important for goal setting. • Demonstrate self-discipline by creating a plan to achieve a personal goal. • Evaluate how self-respect influences the setting and achievement of goals. • Assess the impact of self-respect on personal well-being and goal attainment. • Construct a personal code of conduct that integrates principles of self-discipline and self-respect to guide goal-setting and decision-making.	
I DO	Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example: Your favorite ice cream flavor, your favorite food, or your favorite color.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, “We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will:	
Learning-Ready Reminders	• Respect personal space - Be aware of your surroundings, respect others’ space, and stay in your own area. • Use volume control - Use indoor voices and be mindful of noise levels. • Show active listening - Eyes and ears open! Ready to participate! • Have sharp minds - Be prepared to problem solve, ask questions, and contribute to the lesson.”	
Content	Introduce the concepts of self-discipline and self-respect.	

"Today, we're going to review two important concepts, self-discipline, and self-respect, and how they relate to setting goals for ourselves. Let's start by discussing what self-discipline and self-respect mean. Self-discipline is when you control your actions and emotions to achieve a goal, even if it's difficult. Self-respect is treating yourself and others with kindness and dignity. Can you recall a time when you had to put in significant effort to achieve something important?" (Allow a few students to share their experiences.) "Now, consider why these are important for setting and achieving goals. Can anyone share their thoughts?" (Allow students time to respond.) "That's right! Having self-discipline helps us stay focused and motivated, while self-respect reminds us to set goals that align with our values and treat ourselves kindly along the way."

Lead a brief discussion on why self-discipline and self-respect are important for setting and achieving goals. Encourage students to share their thoughts and insights.

"Now, I will show you an example of how to apply self-discipline and self-respect to goal setting. Imagine I want to improve my math grades. First, I'll create a study schedule and stick to it (self-discipline). Then, I'll make sure to give myself breaks and positive affirmations to stay motivated (self-respect). Let's write down this example together."

Provide an example of applying self-discipline and self-respect to a personal goal, such as improving grades or learning a new skill. Explain how each principle plays a role in achieving the goal. Throughout the example, encourage student participation by asking questions and inviting them to share their thoughts and experiences about self-discipline and self-respect. Emphasize the importance of perseverance and resilience in achieving goals and encourage students to apply these principles in academics and other areas of their lives.

"Let's consider an example of applying self-discipline and self-respect to a personal goal. Our goal is to improve our grades in a challenging subject like math."

	"Self-discipline involves controlling our actions and emotions to achieve our goal, while self-respect reminds us to treat ourselves kindly and with dignity as we work towards improvement." Discuss how to apply self-discipline. "Let's discuss how self-discipline can help us improve our grades. Self-discipline means creating a study schedule and sticking to it, even when we'd rather do something else. For example, we can set aside specific times each day for studying, and during those times, we focus solely on our schoolwork without distractions like phones or TV. This requires discipline because sometimes we might feel tempted to procrastinate or give up when the work gets tough, but by staying committed to our schedule, we can make steady progress." Discuss applying self-respect. "Now, let's consider how self-respect plays a role in achieving our goal. Self-respect means treating ourselves kindly and acknowledging our efforts and progress along the way. For example, while studying, we should also remember to take breaks and practice self-care. It's important to give ourselves credit for the hard work we're putting in, even if we don't see immediate results. Instead of being overly critical of ourselves for mistakes or setbacks, we should show ourselves the same kindness and understanding that we would offer to a friend." Summarize. "In summary, by applying self-discipline, we create a structured plan and stick to it, even when it's challenging. And by practicing self-respect, we treat ourselves with kindness and acknowledge our efforts, which helps us stay motivated and resilient. Together, these principles can help us achieve our goal of improving our grades." "Remember, setting and achieving goals takes time and effort, but with self-discipline and self-respect, you can overcome obstacles and succeed. Can you think of an example?" Write down the example on the board or screen, emphasizing the application of self-discipline and self-respect.
WE DO Practice	Brainstorm. Present a scenario to the class, such as a student wanting to make new friends. Guide students through a discussion on how self-discipline and

self-respect can help set and achieve this goal. Encourage students to brainstorm ideas together. "Now, let's work on another example together. I'll give you a scenario, and we'll brainstorm how to apply self-discipline and self-respect to achieve a goal: Sarah wants to improve her soccer skills to join the school team next year." Facilitate a discussion with students, guiding them to identify ways Sarah can apply self-discipline and self-respect to her goal. "Great job, everyone! You came up with some fantastic ideas. Now, let's summarize our discussion and write down the key points on the board."

Group activity: apply self-respect and self-discipline to scenarios.

Divide the class into small groups and assign each group a different scenario related to goal setting. Provide prompts to guide their discussion, focusing on how self-discipline and self-respect can be applied. Circulate among the groups to offer guidance and support as needed.

"Alright, class, it's time for a group activity! We will explore different scenarios related to goal setting and discuss how self-discipline and self-respect play a role in achieving these goals. I'll divide you into small groups, and each group will receive a scenario related to goal setting. You'll have some time to discuss within your groups and develop ideas on how self-discipline and self-respect can be applied to tackle the given scenario."

Assign scenarios.

"Group 1, your scenario is about academic improvement. Group 2, you'll be discussing health and fitness goals. Group 3, your scenario is about time management. Group 4, you'll be exploring personal development goals. Group 5, your focus will be on social relationships. And Group 6, your scenario deals with emotional regulation."

"I'll provide some prompts to guide your discussion. Think about how self-discipline can help you stay focused and motivated and how self-respect can guide your actions and decisions along the way. Remember, there are no right or wrong answers, so feel free to share your thoughts and ideas with your group members. I'll be circulating among the groups to offer guidance and support as needed. If you have any questions or need clarification, don't hesitate to ask me."

"Work together as a team, and make sure everyone has a chance to share their ideas. Take this opportunity to learn from each other and devise creative solutions to the scenarios. I'll give you [insert time frame] minutes to discuss within your groups. Let's get started!"

"After [insert time frame] minutes, we'll reconvene as a class to hear some of the ideas and solutions each group came up with. Use this time to finalize your thoughts and prepare to share with the class." Ensure that each group has an equal opportunity to share their ideas during the class discussion following the group activity. Encourage active participation and ensure that all students feel included in the discussion.

- **(Scenario 1) Academic improvement:** Sarah wants to improve her grades in math. She struggles with the subject but is determined to do better. How can Sarah apply self-discipline and self-respect to achieve her goal of improving her math grades?
- **(Scenario 2) Health and fitness:** Jack wants to become more physically fit. He enjoys playing video games and spending time indoors but realizes the importance of being active for his overall health. How can Jack apply self-discipline and self-respect to establish a regular exercise routine and improve his fitness level?
- **(Scenario 3) Time management:** Emily often finds herself overwhelmed with homework and extracurricular activities. She wants to manage her time more effectively to reduce stress and improve her academic performance. How can Emily apply self-discipline and self-respect to develop better time management skills and achieve a balance between her responsibilities and leisure activities?
- **(Scenario 4) Personal development:** Alex is interested in learning a new skill, such as playing a musical instrument or speaking a foreign language. He knows it will require dedication and practice but is excited about the prospect of mastering something new. How can Alex apply self-discipline and self-respect to stay motivated and committed to his goal of acquiring this new skill?
- **(Scenario 5) Social relationships:** Maria wants to strengthen her friendships and build deeper connections with her peers. She tends to be shy and reserved but recognizes the importance of nurturing her social relationships for her overall well-being. How can Maria apply self-discipline and self-respect to step out of her

	comfort zone, initiate conversations, and actively engage with others to achieve her goal of building stronger friendships? • (Scenario 6) Emotional regulation: Tom struggles with managing his anger and often reacts impulsively in frustrating situations. He wants to develop healthier coping mechanisms and control his emotions more. How can Tom apply self-discipline and self-respect to cultivate self-awareness, practice mindfulness, and constructively respond to challenging emotions to achieve his goal of emotional regulation?
YOU DO Practice	Set a goal. "Now it's your turn to put what you've learned into action. On your handout, I want you to think about your personal goal. It could be academic, social, or extracurricular. Then, jot down how to use self-discipline and self-respect to achieve that goal. You have a few minutes to brainstorm and write down your ideas." Circulate the room, offering support and guidance as needed. Make a plan. "Now that you've thought about your goal and how to approach it, let's take the next step. I want you to create a plan for achieving your chosen goal. Think about specific actions you can take and how you'll apply self-discipline and self-respect throughout the process." Encourage them to be detailed and thoughtful, considering how self-discipline and self-respect will contribute to their success.
Check for Understanding	"Alright, time's up! I'd like a few volunteers to share their goals and how they plan to apply self-discipline and self-respect. Remember, there are no right or wrong answers - just thoughtful reflections." Allow students to share their goals and strategies with the class.
Conclusion	"Fantastic work, everyone! You understand how important self-discipline and self-respect are in achieving our goals. Keep up the great work and remember to apply these principles daily."

Scenario Strips for Activity

Scenario 1: Academic improvement

Sarah wants to improve her grades in math. She struggles with the subject but is determined to do better. How can Sarah apply self-discipline and self-respect to achieve her goal of improving her math grades

Scenario 2: Health and fitness

Jack wants to become more physically fit. He enjoys playing video games and spending time indoors but realizes the importance of being active for his overall health. How can Jack apply self-discipline and self-respect to establish a regular exercise routine and improve his fitness level?"

"Scenario 3: Time management

Emily often finds herself overwhelmed with homework and extracurricular activities. She wants to manage her time more effectively to reduce stress and improve her academic performance. How can Emily apply self-discipline and self-respect to develop better time management skills and achieve a balance between her responsibilities and leisure activities?"

"Scenario 4: Personal development

Alex is interested in learning a new skill, such as playing a musical instrument or speaking a foreign language. He knows it will require dedication and practice but is excited about the prospect of mastering something new. How can Alex apply self-discipline and self-respect to stay motivated and committed to his goal of acquiring this new skill?

"Scenario 5: Social relationships

Maria wants to strengthen her friendships and build deeper connections with her peers. She tends to be shy and reserved but recognizes the importance of nurturing her social relationships for her overall well-being. How can Maria apply self-discipline and self-respect to step out of her comfort zone, initiate conversations, and actively engage with others to achieve her goal of building stronger friendships?"

"Scenario 6: Emotional regulation

Tom struggles with managing his anger and often reacts impulsively in frustrating situations. He wants to develop healthier coping mechanisms and control his emotions more. How can Tom apply self-discipline and self-respect to cultivate self-awareness, practice mindfulness, and constructively respond to challenging emotions to achieve his goal of emotional regulation?"