



Grade 4 Sample Lesson Plan: Circle of Control with a Kiss

Objectives/Goals

- The student will be able to
 - identify areas in their life that self-control should be practiced
 - implement a strategy that can be utilized to make healthy decisions

Materials

- [Circle of Control with a Kiss Slides/Presentation](#)
- [Circle of Control with a Kiss Worksheet](#)
- Hershey Kisses (2-3 per student)
- *Lastly, these SOLs should be addressed in concert with the other SOLs, - e.g., healthy relationships and violence prevention, ATOD, and health promotion - that address components of social and emotional development of students – i.e., their ability to experience, express and manage their emotions; to communicate, collaborate, resolve conflicts; and to otherwise develop and maintain positive, supportive relationships with others.*

Steps

Step 1

- With the first slide of from the Circle of Control with a Kiss Slide presentation ask the students “How do you define control?” “What does control have to do with a Hershey Kiss?”
- At this point give each student a Hershey Kiss and ask them to just leave it on their desk until everyone has been given one.

Step 2

- Slide 2 Have the students go through the suggested actions on this slide. Tell them to take their time and look at, assess what it looks like. For example, it’s shaped like a rounded pyramid and is shiny.
- Smell it – is it similar to anything you’ve smelled before?

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- Pull the little white paper slip out – be careful and see if you can pull it out without tearing it.
- Unwrap the silver covering – try to unwrap it as a perfect square
- Bite the tip off – only the tip. Did you bite off more than your neighbor?
- Now place it on the wrapper on the corner of your desk.
- Ask the students if it was easy or hard to control themselves and follow the directions.

Step 3

- Slide 3 Don't explain too much, just tell them "it's your choice...eat the Hershey Kiss now or save it for later" and MOVE ON

Step 4

- Slide 4 Pass out the Circle of Control with a Kiss Worksheet and have the students look at the two circles with "things I can't control" and "things I can control" written inside of them.
- Give them an example of each. You can't control your "friends' happiness" but you can control if you "help someone."
- Have them come up with 4 more examples that they can write in each circle within a small group.

Step 5

- Slide 5 Ask them to share aloud what they do have control over and reveal what the slide has – some may be the same or different, but they may all be correct.
- Slide 6 Ask them to share aloud what they can't control. Again reveal the slide answers and compare to what the students shared.

Step 6

- Slide 7 Ask them to consider the two lists you provided. Ask them "What did you notice about the 2 lists?" "Was there a common theme?"
- Point out and discuss that you CONTROL THE MY'S BUT CAN'T CONTROL OTHERS.

Step 7

- Slide 8 Remind them about the Hershey Kiss. Ask the students who ate the Hershey Kiss why they ate it already and then ask the students who saved it why they saved it.
- Those who saved it give them another Hershey Kiss to eat.
- Explain that when you are able to control your own actions positive things happen.

Step 8

- Show the video of a similar activity with younger children and marshmallow.
- Ask students to watch and pay attention to how the kids react.

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- Were they able to control themselves? What did they do to distract themselves? What are ways they worked through the 'problem?'

References

- Bronson, M.H. (2007). Glencoe Teen Health Course 1
- <http://www.teachinginbluejeans.com/blog-swap-sunday-with-corrina/>
- <http://www.clevelandmetroschools.org/Page/12257>
- Stacy Adams, Shaler Area Elementary School