

Character Education

April 2014

Self Discipline

Define Self Discipline

- a. Demonstration hard work and commitment to purpose.
- b. Regulating yourself for improvement and restraining from inappropriate behaviors.
- c. Being in proper control of your words, actions, impulses and desires.
- d. Doing your best in all situations.

Literature Selections

Choose a book to read aloud and discuss.

1. "Clean Your Room, Harvey Moon!" by Pat Cummings
2. "Pinkalicious" by Victoria & Elizabeth Kann
3. "The Berenstain Bears and the Homework Hassle" by Stan and Jan Berenstain
4. "Farmer Duck" by Martin Waddell
5. "Alexander, Who Used to Be Rich Last Sunday" by Judith Viorst

Activities

Worksheet/Activity "Ten Little Fingers"

"I can change me" worksheet

"Red Light, Green Light" *Variation on this- have the students create a stoplight...in the red have them write Stop, in the yellow Think, and in the green, Act.*

Simon Says game *Discuss how they had to have self control.*

Closing



Self-Discipline and Self-Control

controlling one's own thoughts and behavior

I Have Ten Little Fingers

Copy a class set of the poem "I Have Ten Little Fingers." Make an enlarged copy of the poem by writing it on chart paper or copying the reproducible onto an overhead transparency. Give each child a copy of the poem, and display the enlarged copy. Teach the poem and the fingerplay to the class to help children focus their attention, get ready to listen, and set the stage for self-discipline.

Materials

- ♥ "I Have Ten Little Fingers" poem (page 76)
- ♥ chart paper or overhead projector/transparency

Toss a Rule

Write a sentence about self-discipline or self-control (e.g., *I think before I do things, I keep my hands to myself, I choose healthy snacks*) on chart paper. Read aloud the sentence, and use a pointer to point to each word so all the children are familiar with the words in the sentence. Give a beanbag to a child. Ask him or her to say the first word in the sentence and then toss the beanbag to another child. Have the next child say the second word and toss the beanbag to someone else. Have children continue to read the rest of the sentence. Repeat this process with several sentences. This game reinforces positive behavior. It also helps children understand that each group of letters separated by white space is a word and reinforces one-to-one correspondence, which is an important print concept that is necessary as children learn to read. For more advanced children, have them say the word and how many syllables it has.

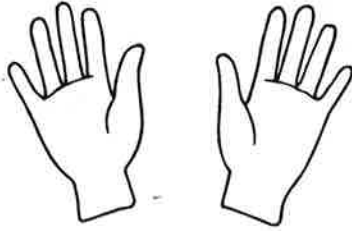
Materials

- ♥ chart paper
- ♥ pointer
- ♥ beanbag

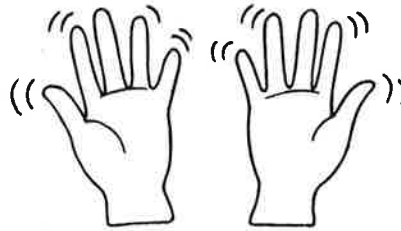


I Have Ten Little Fingers

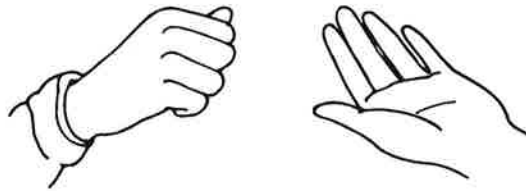
I have ten little fingers and they all belong to me.



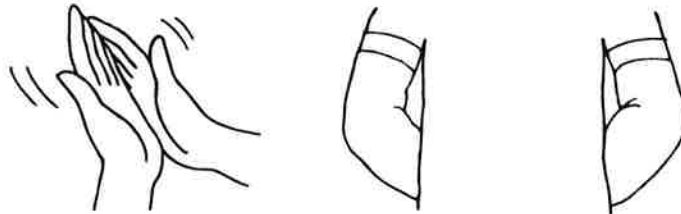
I can make them do things. Would you like to see?



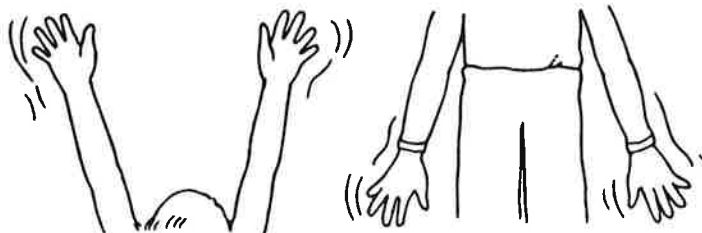
I can shut them tight. I can open them wide.



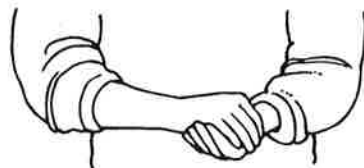
I can put them together. I can make them hide.

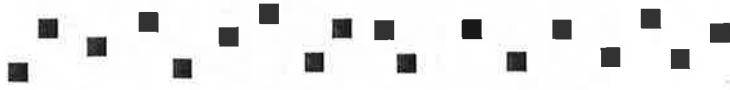


I can make them wave high. I can make them wave low.



I can fold them quietly and hold them just so.





Self-Discipline

Be Self-Disciplined by Changing Bad Habits

I Can Change Me

Think about an area in your life that you would like to improve. Set a goal for yourself. Then, complete the following information.

Name _____



One thing I would like to change about me is _____

I can achieve this by _____

To help me, I will ask _____ to ask me about my progress.

My goal is to _____

I would like to achieve my goal by (date) _____

Signed _____

Today's date _____

Witness _____

c. Red Light, Green Light from *Character First*

- i. Hold up a picture of a traffic light and discuss what each color on the traffic light means. (For this discussion—red=Stop, yellow=Caution, green=Go.) Talk with the students and explain why it is important for drivers to follow the colors on a traffic light and what would happen if someone did not follow the rules of the traffic light.

Relate the traffic light to how the students must also think prior to acting. For example, if they are angry, first you want them to stop (Red) and think. Next, the student can proceed with caution (Yellow). Finally, the student has the green light to react while using self discipline.

Students can create their own version of a traffic light by cutting out a black rectangle and three circles (red, yellow, and green). Students then add the corresponding word (stop, caution, and go) to each of the colored lights to help them remember to stop and think prior to acting.