



# SELF-MANAGEMENT

## Promoting Teamwork



### TEACHER/FACILITATOR NOTES

Developing self-management skills is challenging for all children, and using them effectively under trying circumstances takes effort for people of all ages! Tying a really fun activity to the intentional, transparent development of Self-Management skills increases the chances that a child will stay engaged enough to master those skills.

The structure of this activity helps children focus on deliberately building encouraging language skills, empathy, and patience. Connecting those important ideas to laughter and excitement makes them more palatable, which may help children practice often enough to have the skills readily available under other circumstances.

This lesson is designed for a small group working as one team. Students/participants will practice intentional SEL skills with one another, while preparing for and playing a physically active game together. Choosing a team name helps to develop a sense of belonging and makes winning a group focus rather than a competition.

The power of this activity is twofold: Students/participants get to engage in a truly enjoyable activity while they are also explicitly practicing SEL skills, and the adult has the opportunity to observe them closely, noticing when they're showing strong social skills and making personal, immediate connection if difficulties arise. This strategy works well with other activities and content areas, for continued opportunities for practice.



**DURATION:** 30–45 minutes

**GOALS:** [Teacher/Facilitator and Student/Participant](#)

### MATERIALS:

- [Bowling Agenda](#)
- *Poster or board space for team rules (write ahead of time or record as describing)*
- *Game equipment (foam bowling pins and toy plastic bowling ball or decorated box or trash can with 3–5 soft, weighted tossing objects, such as Koosh balls)*




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**MAIN POINTS:** Introducing the teamwork game and purpose

- *Post the agenda and review it so participants can see that discussion of the SEL steps are building towards their game.*
- *Introduce the “[quick pick](#)” strategy of students/participants calling on one another, practicing respectful language.*



**GUIDING LANGUAGE** (3 minutes)

*Today we’re going to play a game! We’ll be bowling (or playing “Toss It”) and everyone will have at least two turns. We’re all going to be one team, and we’ll see how many points we can get, all together!*

*As you can see on the agenda, we’re going to start by choosing a team name. We’ll use the “quick pick” way of calling on each other. If you have an idea, raise your hand to add your suggestion to our list. The person who says their idea will then get to call on the next person, using their name. Remember that it’s nice to thank the person who calls on you. I’ll get us started. Raise your hand if you have an idea for a team name for our bowling game today.*



**MAIN POINTS:** Choosing a team name

- *Write down student/participant suggestions on the board or poster.*
- *Remind students/participants that when we vote, only one idea will win.*
- *Ask them to share ideas about what they can tell themselves if their suggestion doesn’t win this time.*



**GUIDING LANGUAGE** (4 minutes)

*We have a great list here! Is there anyone who hasn’t made a suggestion that would like to? If so, raise your hand so (name of the last speaker) can call on you. Pause. Next we’re going to vote, and of course only one idea will win this time. Think to yourself: What are some helpful things you can tell yourself if your idea doesn’t win this time? Take suggestions from the group, adding ideas as needed. Okay, let’s vote so we can get closer to time to play the game!*




# SELF-MANAGEMENT



## **MAIN POINT:** Teaching the team rules

Introduce the four rules:

- a. Help each other.
- b. Wait for our turn.
- c. Being safe.
- d. Use encouraging thoughts and words.



## **GUIDING LANGUAGE** (5 minutes)

*A. We're going to have four rules today to help make the game fun for everyone and to help us practice our self-management skills. The first is "Help each other." How can we help each other do the right thing in a polite, non-distracting way? If someone is distracted, we can use strategies such as a gentle touch (model a light hand on a shoulder), and also by modeling staying focused ourselves. The idea is to help each other get back on task in a kind, quiet way. If anyone needs more re-direction than that, I will help them. If you see students/participants getting off-task, remind them of the "Help each other" rule.*

*B. Our second rule is "Wait for our turn." What are strategies we can use to help ourselves wait patiently for our turn? Provide a few model suggestions, such as, "I can think to myself, 'I hope my friend Tory gets some pins down!' or 'I know my turn will come soon!'" Ask students/participants for other suggestions.*

*C. What are some general guidelines we need to remember to keep our game safe? The fewer the better is often a good rule of thumb. Sometimes when there are elaborate safety rules at the outset, it heightens students'/participants' awareness of possible infractions.*

*D. Draw a T-chart on the board with the headings "Discouraging" and "Encouraging." Our last rule is to "use encouraging thoughts and words." Remember that when we are learning something new, it's natural to feel confusion and to be unsure of how to do it. What thoughts or words might a person have during a game, or when they're trying something new, that would feel discouraging and make it harder to do? Record student responses. What are some thoughts and words a person could share that would encourage us from the inside, or would encourage our teammates? Record student responses. Possible student responses for "Discouraging": "I'm not good at this." "This is too hard." Possible student responses for "Encouraging": "Good job!" "I can ask a friend for help" "I've got this!"*

Remember to try to have encouraging thoughts and to call out encouraging words during the game. When a student/participant calls out an encouraging phrase during the game that wasn't previously recorded, add it to the list.




# SELF-MANAGEMENT



**MAIN POINTS:** Play the game!

- *Indicate the order for the game and where students/participants are to be while waiting their turns.*
- *Keep points only for the whole team (Yeah, Tory! You got six for the team!)*
- *Be alert for examples of encouraging language used during the game and add them to the group chart.*
- *Notice instances of discouragement or discouraging words, and address privately.*



**GUIDING LANGUAGE** (14 minutes)

This can be an excellent venue for helping students/participants notice their feelings. If a student/participant seems to feel discouraged, have a quiet side conversation asking them what they can do to help themselves when they are feeling this way.

Hopefully they'll be able to come up with something such as, "I can tell myself that if I keep trying, I'll get it." If not, then a suggestion such as *It sounds like you're getting stuck in discouraging feelings. Some things you can do are to take deep, soothing breaths, and try to think some encouraging thoughts. Is there any way I can help? I know that when I tell myself "Keep trying! I can do it!" it helps me feel better.*

**CLOSURE:** Sharing positives for self and others

Encourage each student/participant to say something they think they did well. For those who don't have a ready answer, you/they can ask for help from their teammates in remembering something they did well.



**GUIDING LANGUAGE** (4 minutes)

If appropriate to your group, begin the sharing with some general examples: *I noticed you encouraging each other, doing a good job of waiting for your turn, and handling your frustration well when you didn't get the pins down. Nice work!*

Have students/participants continue with examples of things they did well.



**EXTENSION**

Transparent, explicit attention to Self-Management skills during academic lessons supports an effective, cooperative working climate. Use these same steps to prepare for group interaction during other lessons, reinforcing that SEL skills are developed through practice, practice, practice!



# SELF-MANAGEMENT

## Teacher and Student Goals

*Self-Management includes being in control of our emotions and behaviors, accomplishing tasks, and succeeding in new and challenging situations.*

**My students/participants are able to:**

- Follow the designated steps for participating in an activity
- Demonstrate patience during turn-taking
- Use encouraging language toward self and others

**I am aware of my individual students'/participants' abilities to:**

- Be patient and take turns
- Use encouraging language with others

**The environment I create supports my students'/participants' growth related to:**

- Supporting self and others in using encouraging language
- Supporting self and others in developing patience and taking turns
- Using strategies for settling themselves in trying circumstances

**STUDENT/PARTICIPANT:** Self-Management goals and demonstrated behaviors

**Students/Participants will:**

- Participate in all aspects of a group game, rather than just taking their turn
- Demonstrate intentionally using encouraging language toward self and others
- Use strategies for settling themselves if unsuccessful at an aspect of game

**DESSA SELF-MANAGEMENT INDICATORS**

(Highlighted indicators are directly addressed in this lesson.)

I can:

Pay attention
Wait for my turn
Focus on a task despite a problem or distraction
Act comfortable in a new situation
Perform the steps of a task in order
Think before I act
Pass up something I wanted, or do something I did not like, to get something better in the future
Accept another choice when my first choice was unavailable
Stay calm when faced with a challenge
Adjust well to changes in plans
Adjust well when going from one setting to another

# Agenda

- 1. Choose team name.**
  
- 2. Team rules:**
  - a. Help each other.**
  - b. Wait for our turn.**
  - c. Be safe.**
  - d. Use encouraging thoughts and words.**
  
- 3. Play the game!**



# SELF-MANAGEMENT

## Quick Pick Strategy

*“Quick pick” is a strategy to engage participants in calling on one another. It’s particularly effective during sharing times, group discussions and when the teacher/facilitator is publicly recording on the board or a chart (writing responses to brainstorming; webbing ideas from the group, and so forth).*

### Among the many benefits of the quick pick strategy are:

- *Shared responsibility for the flow of group discussions*
- *Building a bond among participants as they use one another’s names to call on each other in a welcoming and respectful way*
- *Providing an alternative to “teacher/facilitator choice” for who speaks when*
- *Promoting healthy risk-taking and leadership opportunities*

### GUIDING LANGUAGE:

*During our discussion (or sharing time), you’ll be calling on one another. When you have something you’d like to contribute, please raise your hand. The person who shared last will call on the next speaker. Remember to give everyone a chance before calling on anyone for a second time.*

*Please be sure to use one another’s names when calling on each other. If someone raises their hand and you’re not sure of their name, it’s fine to go ahead and call on them and ask to be reminded of their name.*

*Also, it’s nice to say “Thank you” to the person who called on you to speak.*

*I’ll start...*

Give a topic of discussion or sharing. Ask who would like to contribute. Model calling on someone by using their name, making eye contact, and using a friendly, welcoming tone of voice.