



# **GAME DAY!**

**WITH COACH MACKAY**

## **SELF-CONTROL**

Doing what's right,  
even when you don't feel like it.

### WARM-UP - NEW YORK TRIVIA

1. Which country gave the Statue of Liberty to America?  
a) France b) Britain c) Canada
2. What is New York state's nickname?  
a) The Empire State b) The Apple State c) The Garden State
3. What was New York City's original name?  
a) Dutchland b) New Brunswick c) New Amsterdam
4. What professional basketball team plays in Madison Square Garden in NYC?  
a) The Knicks b) The Raptors c) The Celtics
5. What number did Jackie Robinson wear to play baseball?  
a) 56 b) 42 c) 13
6. What is the largest park in New York City?  
a) Washington Square Park b) Central Park c) Harlem Park
7. What is New York City's nickname?  
a) The Empire City b) Manhattan c) The Big Apple
8. What is the largest museum in New York City (which is also the largest museum in America)?  
a) The Metropolitan Museum of Art b) The Guggenheim c) The Louvre
9. The Ball drops where in New York City every New Year's Eve at midnight?  
a) Central Park b) Staten Island c) Times Square
10. Approximately how many different languages are spoken in New York City?  
a) over 400 b) over 600 c) over 800

### Answers:

1. A
2. A
3. C
4. A
5. B
6. B
7. C
8. A
9. C
10. B



# SELF-CONTROL FOR THE CLASS

## GAME INSTRUCTIONS: KNOCK IT OFF

### Required Materials:

2 Buckets or chairs, 2 Batting helmets (or other items to target), Baseballs or Tennis Balls

Number of Participants: Any

### Steps:

- Divide the class into even teams, each with a bucket of balls at a line on the floor at a reasonable distance from the bucket or chair with the helmet or other targeting item on top of it.
- Students will take turns trying to hit the target and knock it off the perch.
- Once a student knocks the target off, they will run to it and put it back for the next person on their team.
- Those who are finished will be the fielders collecting the balls behind the targets.
- The winner is the team who gets through their entire line up fastest, which will include the last person setting up the target again.

### Game Modifications

- To make knocking the target off easier or harder, move the bucket/chair closer or farther away.
- Another way to make the game easier is to have a lighter target to knock over.
- If there are many students, divide them into more than two groups (whatever works with your numbers, such as three teams of 7 or 8 students).
- For younger students, a larger ball like a softball or even a volleyball may be appropriate instead of baseballs/tennis balls.

## COOL DOWN - QUESTIONS

1. Do you think it's okay to be angry? Why or why not?
2. Why is it not okay to be disrespectful to others?
3. How do you remember to do what is right even when you don't feel like it?
4. How can you control your anger when you feel like you want to explode?
5. What can you do when others are disrespectful to you?



# SELF-CONTROL

## FOR THE CLASS - TEKS

### TEKS FOR POSITIVE CHARACTER TRAITS

Strand: Responsibility

Trait: Self-Control

### TEKS FOR PHYSICAL EDUCATION

*The following is a list of TEKS requirements relevant to the lesson and game, separated by grade level. Please refer to the referenced Subsections of section (b) Knowledge and Skills for each grade level for additional information.*

#### 3rd Grade:

- 1(A) - Demonstrate correct technique while hopping, galloping, running, sliding, skipping, and leaping
- 4(A) - Demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and open space
- 12(C) - Explain and demonstrate self-management skills to control personal impulses and emotions

#### 4th Grade:

- 3(A) - Practice the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during dynamic activities
- 6(B) - Practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group
- 12(C) - Demonstrate self-management skills to control personal impulses and emotions during dynamic activities and lead-up games

#### 5th Grade:

- 3(A) - Practice the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during dynamic activities
- 6(B) - Demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group
- 12(C) - Demonstrate self-management skills to control personal impulses and emotions during dynamic activities and lead-up games

### SEL COMPETENCY

**Self-Management:** This is our students' ability to manage their thoughts, emotions, and behaviors.

Self-control is the end goal of self-management as a social-emotional skill. It requires that students learn to manage their emotions and stress with techniques like those provided in the video lesson.



# SELF-CONTROL FOR THE COACH

## CORE TEACHING

*Self-Control: Doing what's right, even when you don't want to.*

Little is more foreign to children than containing their anger. Even when they grow out of giving regular tantrums, feelings like anger and frustration can make them lose their cool, complete with tears and flailing and stomping.

Our students don't have to be captives of their emotions like this. For the good of society and the benefit of their future success, we want to teach them techniques to handle their stress or negative emotions.

In this lesson, they learned a breathing technique to help them calm down when they're angry. For this technique, students take a deep belly-breath in while clenching their hands into fists, and then they release the breath from their lungs in a whoosh, opening their palms wide at the same time.

They also learned how to remain respectful even when they want to lash out at someone by learning about Jackie Robinson, the first African-American to play professional baseball. Robinson is a great example of respect and self-control in the face of injustice and disrespect. Students were asked to remember Robinson whenever they feel angry and how he changed the world through his self-control.

When students look like they are struggling with their emotions, remind them of this lesson—especially the breathing technique and the story of Jackie Robinson. These tools will help them to calm down enough to remain in control of their actions.

Self-control can be taught, just like any skill. While we're teaching them how to throw and run, we are also teaching them how to manage their thoughts and emotions.

### BE ON THE LOOKOUT FOR:

**Opportunities to REMIND students to use the breathing technique to calm down.** When their hands ball into fists or they get red in the face, pull them aside and remind them to breathe like Coach Mackey taught them.

**Opportunities to GIVE examples of people with great self-control.** Jackie Robinson is just one example of an inspiring figure whose self-control has inspired millions. Martin Luther King, Jr. is another, and so is Mahatma Gandhi.

**Opportunities to MODEL patient self-control.** When a student (or parent or colleague) is being difficult or causing us frustration, that's an opportunity to practice self-control. Students will recognize this when they see it, particularly if they see us doing the same breathing techniques that we've taught them.

## SELF-CONTROL FOR THE FAMILY

In this lesson, our kids learned that although it's okay to be angry, it's never okay to disrespect someone else. So when they feel angry, there are two techniques they learned to help them control themselves.

**Remember Jackie Robinson.** Robinson was a professional baseball player for the Brooklyn Dodgers. But more importantly, he was the first African-American man to play the sport professionally. He broke all kinds of barriers, and at the same time, he ruffled a lot of feathers. Through all the abuse Robinson received, he maintained his dignity and self-control. Even when others were disrespectful and unjust and hateful to him, Robinson retained control of his actions and emotions.

We want our kids to remember this example because it shows that even when life isn't fair and even when someone disrespects or wrongs us, we don't have to respond in kind. We can rise above it and employ self-control instead.

**Remember to breathe.** Our kids learned to take a deep breath in while clenching their fists and then release that breath in a big whoosh while opening their hands. It may take more than one breath like this for them to feel their anger recede, but breathing deeply is a sure way to find calm fast.

The technique of taking a deep breath while unclenching our fists can be done by anyone of any age. When our kids start to get red in the face or ball their hands into fists, remind them to take a deep breath.

As parents or guardians, we can help our kids remember these two techniques. So when they show signs of getting ready to yell or stomp their feet or otherwise be disrespectful, let's say "What do you remember about Jackie Robinson" or "Don't forget to breathe like Coach Mackey taught you."

### /// BEST 5 ///

#### THE BEST FIVE MINUTES OF THE WEEK

How do you know when you are getting angry?  
What does it feel like in your body?

How do you know that someone else is getting angry? What does it look like?

Who is someone you know or have heard of that has great self-control?

What other techniques do you know to help you (or someone else) calm down?

Why is it important to not disrespect others even if they disrespect you?