



Curriculum Resource Packet: *High*

Month: *March*

Trait: *Self-Discipline*

Outline for Character Trait Lessons

Plan Details:

- ❖ Curriculum will be made accessible each month (via intranet link and email) to all schools.
- ❖ Curriculum is segmented into 3 different levels – elementary, middle and high school.
- ❖ A parent newsletter will be provided for each level.
- ❖ Since we have purchased the licensing rights to distribute within our county, curriculum can be shared and distributed anywhere in Orange County.
- ❖ Schools will use this resource and implement classroom and school-wide activities/lessons based on the monthly character trait of the month.

Curriculum Packet Details

Pg #	Title	Description & Suggested Use
2	<a href="#"><u>Definitions</u></a>	<ul style="list-style-type: none"> <li>• Post character trait &amp; definition around the school campus.</li> <li>• Teachers use definitions/related terms to help students understand the meaning of the character development trait.</li> </ul>
3	<a href="#"><u>Quotations</u></a>	<ul style="list-style-type: none"> <li>• Display a quote each week. Share on morning announcements.</li> <li>• Teachers post quotes in classrooms. Allow students to create their own 'quote' that promotes monthly trait.</li> </ul>
4	<a href="#"><u>Book List</u></a>	<ul style="list-style-type: none"> <li>• In media center, designate a character trait "Featured Readings" section where books promoting the month's theme are displayed and available for checkout.</li> <li>• Have students read books, then depict how the book exemplified the character trait.</li> </ul>
5-9	<a href="#"><u>School-wide &amp; Classroom Ideas</u></a>	<ul style="list-style-type: none"> <li>• Use suggested school-wide ideas to create a culture of character and address your school's need for a RTI Tier 1–universal strategy.</li> <li>• Classroom ideas can be incorporated by any teacher or staff member that works with students.</li> </ul>
9	<a href="#"><u>Service Learning</u></a>	<ul style="list-style-type: none"> <li>• Promote school-wide service learning initiative/campaigns using provided ideas. (Do a 'service day', encourage classes to do random service acts of kindness to other classes/staff, etc).</li> <li>• Engage school clubs/student council to lead service projects.</li> </ul>
10	<a href="#"><u>Family Newsletter</u></a>	<ul style="list-style-type: none"> <li>• Insert content into your school's newsletter, website, etc. and/or print &amp; send home to families.</li> <li>• Display on bulletin board.</li> <li>• Leave copies in the front office for parents to take, etc.</li> </ul>

*Character Theme:*  
**Self-Discipline**

**Definitions**

*Ideas on How to Use This Page:*

- Post character trait & definition around the school campus.
- Teachers use definitions/related terms to help students understand the meaning of the character development trait.

**What is Self Discipline?**

Behaving according to what you have decided is best, regardless of how you feel in the moment.

Decide what behavior best reflects your goals and values and do it.

The ability you have to control and motivate yourself, stay on track and do what is right.

Control of one's emotions, desires, or actions by one's own will.

Having the ability to control yourself and to make yourself work hard or behave in a particular way without needing anyone else to tell you what to do.

Companion of willpower

Synonymous with self-control - which is the ability to avoid unreasonable excess of anything that could lead to negative consequences.

Self-discipline appears in various forms, such as endurance, perseverance and restraint, and as the ability to carry out one's decisions and plans, in spite of inconvenience, hardships or obstacles.

One of the main characteristics of self-discipline is the ability to forgo instinctive and immediate gratification or pleasure, in favor of some greater gain or more satisfying results, even if this requires effort and time.

Ability to force yourself to do something you know you should do, whether you want to do it or not.

Habits which allow you to delay immediate gratification, endure hardships, ignore temptation, fear, cynicism, criticism and judgment long enough to complete the necessary work which moves towards your goal.

Choosing not to put off until tomorrow what needs to be done today.

It's listening to your conscience and actually doing what it tells you to do.

# Self-Discipline

## Quotations

### Ideas on How to Use These Quotes:

- **Display a quote each week. Share on morning announcements.**
  - **Teachers post quotes in classrooms. Allow students to create their own 'quote' that promotes monthly traits.**
- 

Self-discipline begins with the mastery of your thoughts. If you don't control what you think, you can't control what you do. Simply, self-discipline enables you to think first and act afterward. - Napoleon Hill

If you take responsibility for yourself you will develop a hunger to accomplish your dreams. - Les Brown

Self discipline is when your conscience tells you to do something and you don't talk back. - W. K. Hope

Hold yourself responsible to a higher standard than anybody else expects of you. Never excuse yourself. Never pity yourself. Be a hard master to yourself-and be lenient to everybody else."  
— Henry Ward Beecher

A journey of a thousand miles must begin with a single step. - Chinese Proverb

If we don't discipline ourselves, the world will do it for us. - William Feather

Talent without discipline is like an octopus on roller skates. There's plenty of movement, but you never know if it's going to be forward, backwards, or sideways. - H. Jackson Brown, Jr.

Leaders aren't born they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal. - Vince Lombardi

Self discipline is that which, next to virtue, truly and essentially raises one man above another. - Joseph Addison

With self-discipline most anything is possible. - Theodore Roosevelt

If we don't discipline ourselves, the world will do it for us. - William Feather

We are what we repeatedly do; excellence then is not an act, but a habit. – Aristotle

It is discipline that makes one feel safe, while lack of discipline has destroyed many people before now. - Xenophon

# Self-Discipline

## Booklist

### Ideas on How to Use This Page:

- In media center, designate a character trait “Featured Readings” section where books promoting the month’s theme are displayed and available for checkout.
- Have students read books, then depict how the book exemplified the character trait.

### PREVIEW ALL BOOKS!

#### Another Way to Dance - Martha Southgate

Vicki goes off to the prestigious school of American Ballet in New York. She is expecting hard work but isn't ready for the racism she finds. The friends she makes while at the school, especially a teenage boy from Harlem, help pull Vicki out of her narrow views. She begins to face her daily frustrations realizes she cannot ignore the issue of race any more than her unhappiness with her parents' divorce.

#### Handbook for Boys: A Novel - Walter Dean Myers

Jimmy is about to be assigned to a youth facility for six months, until Duke offers to take him into his "community mentoring program." Jimmy joins another kid named Kevin that is also in Duke's mentoring program. Jimmy works at the shop everyday to sweep, hang old photographs on the wall and polish spittoons. He finally begins to absorb Duke's advice. Jimmy attitude changes and his tenuous friendship with Kevin takes an unexpectedly poignant turn when Kevin falls back into trouble.

#### The 6 Most Important Decisions You'll Ever Make - Sean Covey

The challenges teens face today are tougher than at any time in history: academic stress, parent communication, media bombardment, dating drama, abuse, bullying, addictions, depression, and peer pressure, just to name a few. And, like it or not, the choices teens make while navigating these challenges can make or break their futures.

#### Don't Sweat the Small Stuff for Teens: Simple Ways to Keep Your Cool in Stressful Times -

Richard Carlson

Offers teenagers simple, helpful wisdom for coping with everyday issues

#### What Do You Really Want?: How to Set a Goal and Go for It! A Guide for Teens (Dream It! Do It!) - Beverly K. Bachel

The next time you hear a teen complain, 'There's nothing to do!' give him or her a copy of this book." - Psychology Today

"An excellent book for any teen seeking to set or meet a goal." – Youth worker

"An approachable volume to assist teens in defining their real interests, formulating and systematically pursuing workable goals, and celebrating their achievements." - Booklist

# Self-Discipline

## School-wide & Classroom Ideas

### Ideas on How to Use This Page:

- Use suggested school-wide ideas to create a culture of character and address your schools need for a RTI Tier 1 universal strategy.

### ACTIVITY 1

Handout 1 - [Self-Control and Self-Discipline](#)

- Distribute **Handout One: Self-Control and Self-Motivation** and explain that self-discipline can take two forms: using self-control **not to do something**, or using self-motivation to voluntarily **do something** that may not be easy or pleasant or convenient to reach a desired goal.
- Ask the students to share their examples of self-discipline and then add them to the chart on the handout. Discuss how each example relates to self-control and self-motivation. Complete the columns on the chart. This may be done as a class, as a small-group assignment, or as individuals.
- Ask the students to brainstorm three goals they might like to set using self-control to NOT do something and/or using self-motivation to DO something.

### Lesson Developed By:

Barbara Dillbeck  
Director  
Learning to Give

### ACTIVITY 2

Handout 1 - [Profiles of Self-Discipline](#)

Handout 2 - [Profiles of Self-Discipline Discussion Questions](#)

*Teacher: When you think of someone who is self-disciplined, who comes to mind? Name a few people who you think are self-disciplined and tell why you think that.*

- Write the names as the students suggest them and encourage them to give a rationale for their opinion.
- To the list, add the names of the people from **Handout One: Profiles of Self-Discipline**.
- Two choices for using this Handout:

Option 1: Arrange the class into four groups. Assign each group to read the profile of one of the people in Handout One. Ask each group to read their article and underline the words and phrases that describe that person's characteristics of self-discipline, then discuss and answer the questions in Handout Two. Be sure to explain to the class that in addition to noting the words in the profile, they will need to "read between the lines" to infer how their person understood and exercised self-discipline to achieve success. Have the groups select one person to represent their thinking by reporting back to the class during the next class period.

Option 2: Select two of the people profiles in Handout One to read and discuss using the questions in Handout Two as a whole class activity.

### **ACTIVITY 3**

#### **Brief Description:**

Students read several extended definitions from a text, newspaper, or current periodical and the teacher leads them in identifying strategies to write an extended definition.

Anticipatory set for writing: draw a word map on the board and ask students to respond to each branch (antonyms, synonyms, sentence using the word, associations, metaphors, example, literal definition) in thinking about SELF-DISCIPLINE, SELF-CONTROL, WILL-POWER. Students choose a character trait to define, plan a word map or formal outline, write a draft with audience in mind, and edit with peers and revise as well as completing a self-evaluation. Students find a venue for sharing polished essays (demonstration).

### **ACTIVITY 4**

#### **Supporting Concepts:**

- A. Discipline
- B. Values
- C. Socialization
- D. Guidance
- E. Logical and natural consequences
- F. Punishment
- G. Positive reinforcement

1. Think about why discipline is important to children. Is it to control the behavior of the moment or to help them become better able to direct their own behavior and lives as they mature? Reflect on your own experiences in relation to discipline. What are your motivations and frustrations?
2. What do you think is the teenager's attitude about discipline? Why do adults take the actions they do in regard to teenage behavior?

1. "Discipline-What is it?" To help students clarify their own ideas about the meaning and purpose of discipline, have them each write down a definition of discipline on a 3" x 5" card. (They do not have to put their names on the cards.) Collect the cards and share some of the definitions with the class. Analyze the definitions and try to find common themes in all of them. Compare their definitions with the dictionary definition of discipline, which includes the elements of instruction and "disciple," (someone who follows the teachings of another). After the discussion, ask if they believe there are rules developed in the name of discipline or that are unnecessary and ineffective on children. Ask the students to reflect on rules that have been set by schools when they were in grade school, middle school, and high school, and analyze why they think the school authorities might have set these rules.

- Do they feel they were, or are reasonable?
- How can high school students have a role in setting rules for the school?
- How does a parent know what are appropriate limits for a child?
- What considerations would be involved in limit setting?
- What is the result of a lack of discipline? Give some examples in your school setting.

Have student think about the school setting they are in now and the results when people act in an undisciplined manner. It would be important to help students see that the purpose of some rules is to protect children from harm and that some rules are set for young children because

they do not have the judgment or have not reached a developmental level where they can make all these decisions for themselves. They lack experience to understand the consequences of their actions. The discussion should include strategies for helping young children learn to self control. As children mature there will be a need for fewer externally imposed limits as they begin to internalize the standards set for them and become more able to make their own decisions. (Student resources for this activity include a brochure called "Helping Children Learn Self-Control: A guide to discipline", put out by the National Association for the Education of Children (1988.) and the article, "Especially for Parents: Disciplining Preschoolers," (Straatman, 1986) A Pacific Northwest Extension Publication. Corvallis, Oregon: Oregon State University.

Note: For additional lesson plan ideas that work well with middle school and high school students, contact: Oregon Department of Education, 700 Pringle Parkway SE, Salem, Oregon 97310-0290. Ask to order the Parenthood Education Curriculum. See section 3 under the High school: Parenting concerns.

### **ACTIVITY 5**

Three pieces of chart paper, each labeled with a title:

Self-Discipline Looks Like:

Self-Discipline Feels Like:

Self-Discipline Sounds Like:

#### **Instructional Procedure(s):**

*Anticipatory Set:*

*Ask the students to brainstorm a list of the excuses or rationales people use for not using self-discipline.*

*Teacher: What is the wildest excuse you have ever heard or used? (Does anyone know a dog that actually eats homework?)*

*Write the list in a display area.*

- Teacher: You have developed a good picture of what self-discipline doesn't look like. Now let's brainstorm what it does look like, feel like, and sound like. Organize the class into three groups. Lay the prepared chart papers (see **Materials**) in three different locations in the classroom. Give each group a different colored marker and assign them a chart location. Tell the groups they are to read the chart title and legibly write their ideas in response to the title. After about 3 minutes, ask the groups to rotate to the next chart, taking their same colored marker with them. They should read the title, the comments from the previous group, and add any additional ideas. After about 3 minutes, ask the groups to again rotate to a new chart and repeat the same procedure. Rotate the groups one more time so that they can read all the ideas on their original chart.
- Assign the students to observe and record at least three incidents of people using self-discipline. Tell them to bring three examples to class.

### **ACTIVITY 6**

#### **Materials:**

- Two blank mind maps or concept maps, consisting of a large central circle with rays extending outward, drawn on chart paper or in a display area. In the center circle of



each mind-map write, "What is \_\_\_\_\_?" (Save the completed charts for the next lesson.)

- A T-Chart for brainstorming positive and negative aspects of discipline (Save the completed chart for the next lesson.)

### **Instructional Procedure(s):**

#### **Anticipatory Set:**

*Tell the students that they will be playing a "Jeopardy" style game -- you will supply the answers and they guess the question that goes in the center of the concept map (see **Materials**).*

*Read some of the "answers" found below (or develop ones that are more appropriate to your school/class). As you say each "answer," write it on the concept map (add more rays as needed). After each one is added, give the students the opportunity to complete the question in the center of the concept map.*

**Answers:** *time-out, in-school suspension, loss of allowance, being grounded, curfew time, scolding, loss of privilege (i.e., participating on a sports team), grade dropped, sent to **principal**, added responsibilities or jobs, writing "lines"*

*Students may guess "What is punishment?" If so, through discussion lead them to the bigger idea of "What is discipline?"*

*Once the question is guessed, ask them to supply additional examples of "discipline" to add to the rays.*

- Ask the students to share their feelings and opinions about **discipline** [training to act according to rules]. Challenge the students to brainstorm the positive and negative aspects of discipline, considering when and why discipline has been a good experience or a bad experience for them. Create a T-Chart labeled with a + and - sign. Ask a student **volunteer** to list the student responses under each sign.

**Teacher:** Is discipline for children and young people only, or does discipline apply to adults also? If so, in what ways? How are adults disciplined? Allow time for discussion; list examples.

**Teacher:** How is "discipline" an important part of a **civil society** and the **common good**

### **ACTIVITY 7**

#### **Brief Description:**

Day 1: Teacher will post quote by Arthur Schopenhauer:

**"We seldom think of what we have but always of what we lack".**

Teacher challenges students to go 24 hours without complaining about anything. They predict their own success rate and that of classmates. They brainstorm things people tend to complain about to ensure understanding of what they are to avoid. They spend next 24 hours not complaining and recording their success. If they slip up and complain, they are to record what they complained about and how many hours they had gone successfully before slipping and start over.

The next class session, they predict how many classmates made it 24 hours without complaining, then share their own results, report what they complained about when they slipped, compare this to brainstormed list of previous day, and discuss outcomes of group, typically identifying that most things we complain about are not important.

Second part of Day 2 is to complete a blank worksheet identifying people, things and "other" (things like friendship, freedom, peace) they are grateful for. Share list.



End with quote from H. Stanley Judd:

**"Don't complain because you don't have...Enjoy what you've got".**

Assignment for next day's discussion is to keep your list and read it to self at least 4 times before next class session (at dinner, before bed, before school, before class).

Day 3-class discussion-ask students if they read their list 4 times, how do they feel. Discuss that being thankful is a habit and it must be developed. Learn that it is a good habit that improves quality of life.

### **ACTIVITY 8**

Display this anonymous poem:

*Watch your thoughts; they become words.  
Watch your words; they become actions.  
Watch your actions; they become habits.  
Watch your habits; they become character.  
Watch your character; for it becomes your destiny!!!*

Teacher: Do you agree or disagree with the poet? Why or why not? How does the poem relate to self-discipline? Allow time for discussion.

- Display these quotes and ask the students to choose one to reflect on
- "Self-Discipline is a form of freedom. Freedom from laziness and lethargy, freedom from the expectations and demands of others, freedom from weakness and fear and doubt. Self-Discipline allows a pitcher [person] to feel his individuality, his inner strength, his **talent**. He is master of, rather than a slave to, his thoughts and emotions." --*The Mental ABC's of Pitching* by H.A. Dorfman
- "Self-discipline is when your **conscience** tells you something and you don't talk back." --W.K. Hope
- "The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will." --Vince Lombardi
- "The big secret in life is that there is no big secret. Whatever your **goal**, you can get there if you're willing to work." --Oprah Winfrey

# Self-Discipline

## Service Learning

### Ideas on How to Use This Section:

- *Promote school-wide service learning initiative/campaigns using provided ideas. (Do a 'service day', encourage classes to do random service acts of kindness to other classes/ staff, etc).*
- *Engage school clubs/student council to lead service projects.*

Below you will find several organizations that are recognized during the month of MARCH. Contact one, or several, of these organizations to see how you and your school can be of support. Think of projects you can do around your school!

### National MS Education and Awareness Month

National MS Education and Awareness Month is an effort by the Multiple Sclerosis Foundation (MSF) and affiliated groups to raise the public's awareness of multiple sclerosis. The vital goals of this campaign are to promote an understanding of the scope of this disease, and to assist those with MS in making educated decisions about their healthcare.



### American Red Cross Month

Since its founding in 1881 by visionary leader Clara Barton, the American Red Cross has been the nation's premier emergency response organization.

Today, in addition to domestic disaster relief, the American Red Cross offers compassionate services in five other areas: community services that help the needy; support and comfort for military members and their families; the collection, processing and distribution of lifesaving blood and blood products; educational programs that promote health and safety; and international relief and development programs.



### National School Breakfast Week



The School Nutrition Association (formerly American School Food Service Association) is a national, nonprofit professional organization representing more than 55,000 members who provide high-quality, low-cost meals to students across the country. Recognized as the authority on school nutrition, the School Nutrition Association (SNA) has been advancing the availability, quality and acceptance of school nutrition programs as an integral part of education since 1946.

The Association works to ensure all children have access to healthful school meals and nutrition education by:

# Self-Discipline

Family  
Newsletter

*Reflections for High School Parent*  
Helping Families Teach Good Character

Dear Parents:

A study done by Angela L. Duckworth and Martin E.P. Seligman at the Positive Psychology Center, University of Pennsylvania reported that “highly self-disciplined adolescents outperformed their more impulsive peers on every academic-performance variable, including report-card grades, standardized achievement-test scores, admission to a competitive high school, and attendance.” Self-discipline not only seems to be related to academic success, but it also makes a child less likely to have problem behaviors that can interfere with their life. They also have lower rates of substance use.

Parents can help their teens understand that their choices influence not only their lives, but other’s lives as well. Here are some suggestions for raising self-disciplined children:

**Adolescents are much more likely to respect, listen to, and act like the adults whom they care about and respect.** Children are more likely to follow guidelines, rules and boundaries when they think that they are clear, fair, and not overly harsh. Children are more likely to think that rules are fair when they participate in the development of the rules and agree to them. Agreement is not always possible and shouldn’t always be expected.

**Emphasize responsibility for one’s own actions.** Whenever possible, allow students to “fix” their mistakes, including damage to property or others’ and hurt feelings.

**Sincere praise or a surprise reward** are often more effective than a reward that students perceive as controlling.

**View all negative situations as a teaching opportunity.** Understand that children often learn from their mistakes. Focus on what they should have done differently and how they should react in a similar situation in the future.

Adolescents who develop self-discipline show desirable qualities: they understand right and wrong, act in a morally responsible manner, are empathetic and concerned about the well-being of others, and assume responsibility for their actions.

## **Dinner/Car Topics**

When is self-discipline hardest for you?

In what areas of your life do you use self-discipline?

What happens when you are not disciplined in the areas that are important (health, school, etc.)?

What is it like when you are with someone that has difficulty with self-control?

*We are what we repeatedly do; excellence then is not an act, but a habit. - Aristotle*