

Circle of Control/No Control Lesson Plan (Part 1, The Personal)

Ronda Alley, RSU 24 Adult Education, Sullivan, Maine

Intention

The purpose of this project is to encourage students to become aware of the different stressors in their lives and to identify which stressors are out of their control and which stressors they are within their control to manage.

Population

Adult Diploma-Juggling Life and Learning students

Materials

- Scissors
- Markers, colored pencils
- Construction paper of various colors
- Glue sticks or other paper adhesives

Preparation

- Begin by brainstorming “what stresses you out?” Record answers on newsprint.
- With a different color marker have students identify the stressors from the list that they think are outside of their control. (Ex. Actions of others, weather, death of a loved one, being laid off from a job).
- Next, with a third color marker circle the items that students think are within their within their control. (Ex. Doing homework, too busy, too many appointments).
- Have a discussion as a class to explore different perspectives about what is and is not within a person’s control. Explore the difference between controlling (or changing) things alone and controlling (or changing) things as a community. What is the difference?

Implementation

- Instruct students to make two circles, one big circle and one smaller circle (you may use a template).
- Instruct students to glue the smaller circle into the center of the larger circle.
- Now ask students to list the stressors in their lives that they feel they cannot control around the edge of the outer circle and the stressors they feel they can control in the little circle.
- Facilitate a discussion about the learning and any insights student’s gained from this activity.

Follow Up

Ask students to choose one thing in the center circle and come to the next class prepared to share your experience.

Circle of Control/No Control Lesson Plan (Part 2, The Collective)

- Ask students to review their circles of “no control.” Explore these areas to see if any of these areas could move to the “control” circle if people worked together to make changes. Are there areas that show up in more than one students’ circles of no Control? Would it be possible for students to explore working together to change them?