Self-Management is the ability to successfully adjust one’s emotions, thoughts, and behaviors in different situations. This is achieved by effectively managing stress, controlling impulses, and motivating oneself. In short, self-management is the ability to set and work toward personal, and of course musical goals, without losing focus.

For more information on this SEL component click the following link to hear from the experts at CASEL on Self-Management. (K-5)

According to 21st Century, mastering Self-Management requires the acquisition of the following skills:

- **Impulse Control**: student is in control of emotions and actions
- **Stress Management**: student recognizes when he or she is stressed and knows how to deal with it
- **Self-Discipline**: student understands he or she must stay focused and on track
- **Goal Setting**: student has short term and long-term goals; they enjoy accomplishing them
- **Motivation**: student knows he or she “can do this”
- **Self-Organization**: student can organize thoughts and work plan

Fun Games to Teach Self-Regulation will provide more information and fun activities that will aid in developing better self-managing skills.

**Home Activities:**

**Self-Management Party Games (K-5)**

There are plenty of popular children’s games that can teach students how to self-regulate their behaviors. Turn on some music, and the family can learn while having fun.

- Musical Chairs
- Red Rover
- Simon Says
- Mother May I
- Follow the Leader

After playing these games, discuss together “what did you learn about listening and being respectful to others”. These games will model self-management.
Control the Bubbles - For this fun game parents will need bubbles and a bubble wand. You will then blow bubbles to your child, allowing them to react naturally (giggling, catching, popping). Once the bubbles have stopped flying, wait to see if your child calms down. Tell your child you are going to blow bubbles again, this time however you want them to ignore the bubbles and sit still and quiet (even if a bubble lands on them!). Blow bubbles again. Now discuss with your child how hard it was not to giggle, pop, laugh, talk or catch the bubbles. Discuss the following questions with children:

- Was it hard or easy?
- Why did you want to play with the bubbles?
- What are some other things that are hard to not do?
- Define and discuss being impulsive.
- Can you control your behavior?
- Is it hard not to be impulsive? Why?
- What is self-control?

Learning to calm down is imperative to the success of all students and adults alike. Here are a few easy steps to mastering calming down.

- Identify the emotion you are feeling - angry, excited, embarrassed etc
- Use a self-calming strategy - for strategy details, see:
  - Activities to Help Kids Calm Down (K-5)
  - Create a Calm Down Kit (K-5)
  - Relax on Sesame Street (K-5)
- Practice or role play with your student - it only takes a few minutes a day to practice.

Kindergarten through third grade students can learn calm down techniques by watching the video "When Tucker Turtle Gets Too Excited." Discuss what Tucker does to get “calmed down”. Our older students will enjoy "Watch Bobby Calm Down" and listening to "Relaxing Mindful Music."

Finally, as Kids’ Orchestra students, playing your instrument can bring on a calming effect. In the event you are upset, we advise using one of the above strategies such as counting or breathing exercises before taking out your instrument. Once calm, using musical therapy will further relieve unwanted stress. The following links explain the benefits of learning to play an instrument: The Music in Me and Brain Benefits of Playing an Instrument.