

## HOW TO USE REPRODUCIBLE SHEETS:

### ***Reproducible Worksheet 1.1***

**Impulse Control Drawing**, asks students to draw pictures representing *stop* and *think* and then to post the pictures in a place that will remind them to use the skills of *stop* and *think*. Students may draw whatever pictures they associate with these two concepts. Many children will use a stop sign or a hand held out in a stopping motion to represent *stop*. For think children often use a *think* bubble or a brain, but any picture is acceptable if students can explain how it reminds them of *stop* and *think*. Ask students to post this drawing in a place where they will see it often. This can be on a bedroom wall, on a bathroom mirror, on the refrigerator, etc. Be sure to remind them to ask permission from their parents before posting it (a good practice of impulse control!). This worksheet can be used for grades 1-5.

### ***Reproducible Worksheet 1.2***

**Stop and Think through a Maze**, asks the students to complete the maze carefully by beginning at the stop sign and ending at the thought bubble. Give students verbal reminders to *stop* and *think* while looking ahead. When each child has completed the maze, discuss how important it was to look ahead. Ask students if they made fewer mistakes if they completed it in a hurried manner or if they finished it in a slower way. Ask them how they used the skills of *stop* and *think* in order to be successful in getting through the maze. This worksheet can be used for grades 1-5.

### ***Reproducible Worksheet 1.3***

**Secret Message about Impulse Control**, asks students to find the hidden message by marking out the Zs and reading the words that are left. The message is, "Just because I feel it does not mean that I have to do it." Discuss with the students what they think this means. Ask them to give examples of this statement. (These examples can either be general examples or specific examples from their own lives.) Older students can be led in a discussion contrasting this statement with the Nike slogan "Just do it." Explain that many children are under the mistaken belief that if they have a feeling or impulse to do something that they need to do it. Explain that we all have the *power* to decide if we want to act on an impulse or not. This worksheet can be used for grades 2-5.

### ***Reproducible Worksheet 1.4***

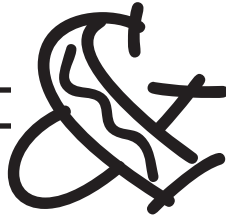
**Impulse Control Tic Tac Toe**, Ask the students to put Xs over the statements that describe impulsive behaviors (and might get them into trouble) and Os over the statements that describe behaviors that show good impulse control. Younger students will need these statements read to them, but they will enjoy the exercise in finding the tic-tac-toe (There are two tic-tac-toes, by the way!). This worksheet can be used for grades 1-5.

# IMPULSE CONTROL DRAWING

An ***impulse*** is the urge or feeling to do something. For example, I might have the impulse to interrupt someone if I have something to say or I might have the impulse to laugh at the class clown when the class is supposed to be doing work. Both of these are normal impulses. Everyone has impulses.

***Impulse control*** is the ability to control my impulses (urges and feelings). I have impulse control when I can boss my impulses, and they don't boss me. The way to be the boss of my impulses is to use the 2 steps of: *Stop* and *Think*. When I have an impulse (feeling/urge) to do something, I need to Stop myself and Think about whether the impulse is a good choice or a bad choice.

Draw a picture of *Stop* and then one of *Think* as a reminder for using impulse control!

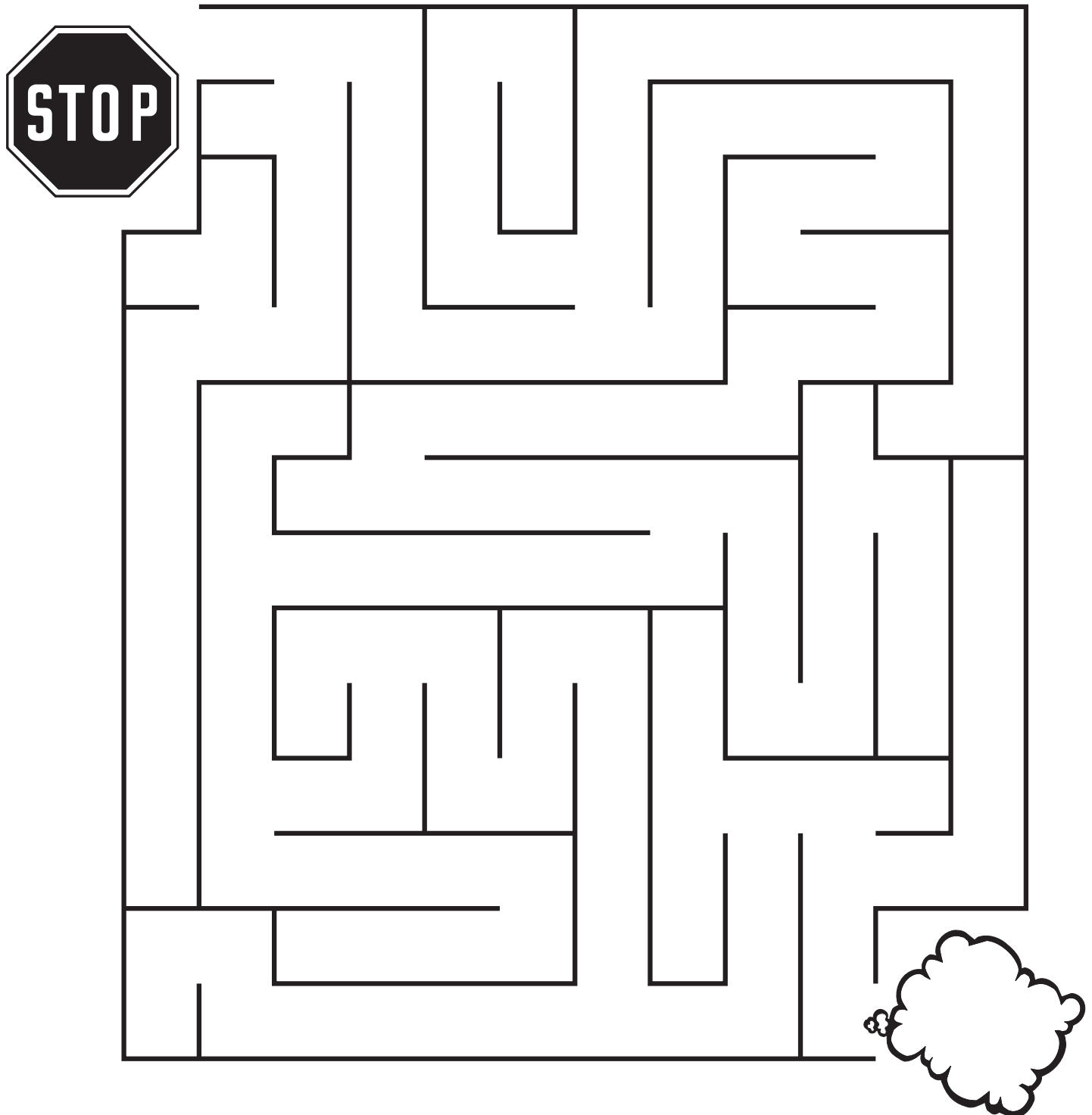


STOP

THINK

# STOP & THINK THROUGH A MAZE

In order to get through a maze, you have to *stop* and *think* and look ahead. One of the most important parts of impulse control is to think about the future. Where am I going? What will happen next if I do this? Complete the maze below while saying out loud, "I can go slowly and look ahead."



# SECRET MESSAGE ABOUT IMPULSE CONTROL

Mark through all the Zs at right. Each line should have letters left on it so that it makes a word. When you find the word on each line, write it on the space provided at the bottom of the page. When you have done this to each line, read the entire message. It gives you an important message about impulses!

Z Z J Z Z Z Z Z Z Z U Z Z Z Z Z S Z Z Z Z Z Z  
 Z Z Z Z Z Z Z Z T Z Z Z B Z Z Z E Z Z Z Z C  
 Z A Z Z Z Z U Z Z Z S Z Z Z Z Z Z Z Z Z Z Z  
 E Z Z I Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z  
 Z Z Z Z Z Z Z Z Z Z Z Z F Z Z Z Z Z Z Z Z  
 Z Z Z E Z Z E Z Z Z Z Z Z Z Z Z Z Z Z Z Z  
 Z L Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z  
 Z I Z Z Z Z Z Z Z Z Z T Z Z Z Z Z Z D Z Z Z Z  
 Z Z Z O Z Z Z Z E Z Z Z Z Z Z Z Z Z Z Z Z  
 Z Z S Z Z Z N Z Z Z Z Z Z O Z Z Z Z Z Z Z Z  
 Z T  
 Z Z Z Z Z Z M Z E Z Z Z Z A Z Z Z Z Z Z N  
 Z Z Z Z Z Z Z Z Z Z Z Z I Z Z Z Z Z Z Z Z Z  
 Z  
 Z Z H Z Z Z Z Z Z Z Z A Z Z Z Z Z V Z Z Z Z  
 Z Z Z E Z Z Z Z Z Z Z Z Z T Z Z Z Z Z Z Z Z  
 Z  
 Z O Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z D  
 Z O Z  
 Z Z Z I Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

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\_\_\_\_\_!

# IMPULSE CONTROL TIC-TAC- TOE

Put an X over the statements that describe impulses that might get you into trouble and put an O over the statements that show good impulse control. How many tic-tac-toes do you get?

**WALKING  
QUIETLY  
THROUGH  
THE HALLS**

**ACTING  
SILLY IN  
CHURCH**

**WAITING  
PATIENTLY  
FOR MY TURN  
AT THE  
COMPUTER**

**INTERRUPTING  
SOMEONE**

**RAISING MY  
HAND TO  
ANSWER A  
QUESTION**

**LISTENING  
WITH MY EARS  
AND BRAIN**

**GRABBING  
THE FIRST  
COOKIE**

**POKING  
SOMEONE  
WHILE  
THEY GET  
A DRINK**

**TAKING 3  
DEEP BREATHS  
WHEN FEELING  
ANGRY**