

Educator Directions: Help Owlivia Practice Impulse Control

Materials:

- Picture of Owlivia the owl and her friends (one for each student)
- Large piece of paper for a group letter

Prompt: “Today, we have an important job that I’m excited to share with you!”

* Hand out sheet with Owlivia’s birthday picture *

“Owlivia the owl is having a birthday party with cupcakes with her friends at a special school called Zoo U.

Owlivia is SO EXCITED about the party and cupcakes she can barely sit still, but the party isn’t until the very end of the day.

Sometimes it can be hard to wait when we’re really excited, wouldn’t you agree?

Can you think of some ways for Owlivia to stay calm until the party?

* Allow a few minutes for students to take a look at the picture and ask any questions *

Today, we’re going to write down our ideas for how to help Owlivia and send her a letter. And maybe, she’ll write us back!

* On a large piece of paper at front of room start a letter *

Dear Owlivia,

Happy Birthday from [class or group at name of school]!

We know how fun birthday parties can be, and we know it can be hard to stay calm and focused thinking about all those yummy cupcakes. But we thought of a few ideas that might help.

[List student suggestions]

Sincerely,

[class or group at name of school]

IMPORTANT:

1. Take a picture of the letter
2. Post it on social media and tag us (@Centervention)
3. When we see your letter, Owlivia will write back to your students (reply on social media) with a thank you note.

Additional resources:

[Impulse Control Activities: Ready, Set, Go Game](#)

[Impulse Control Printable: Melt or Freeze](#)

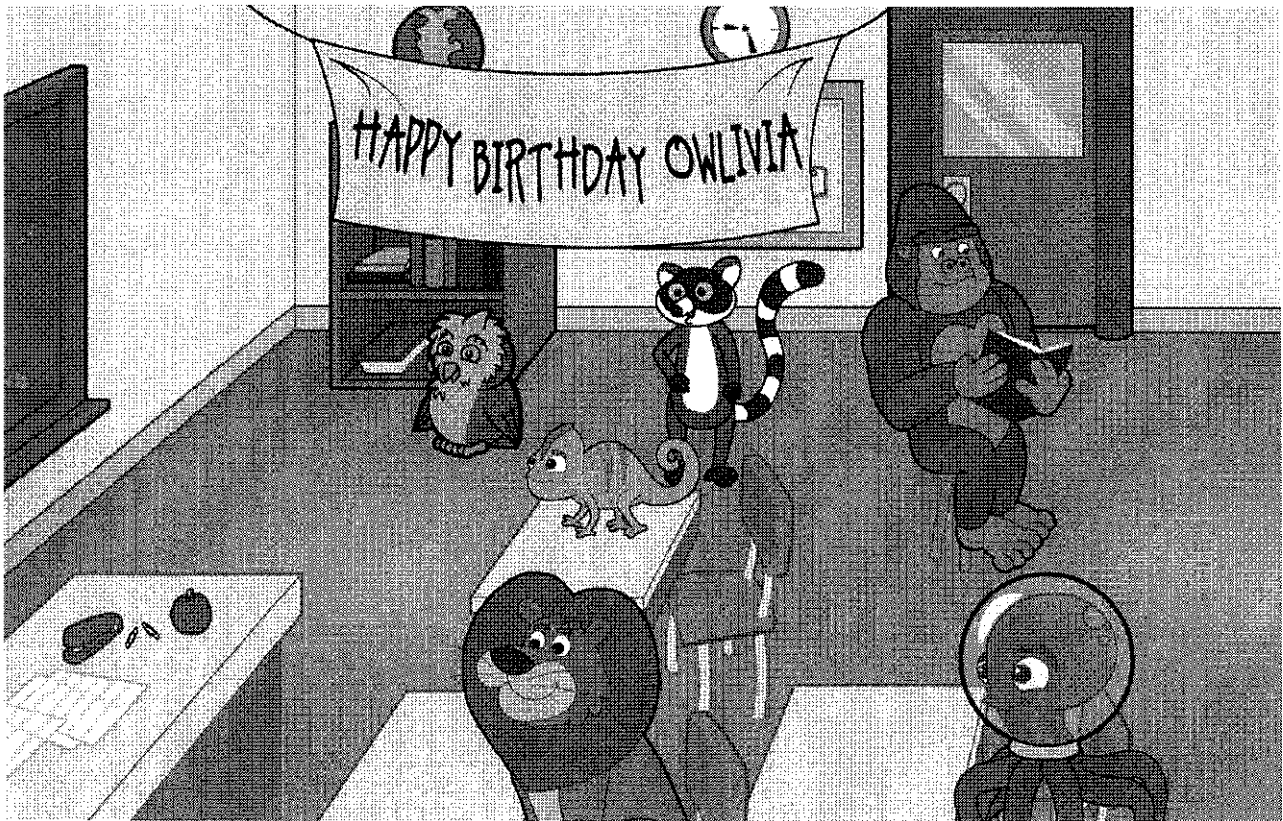
[Impulse Control Worksheets: A Stop and Think Activity](#)

Book Recommendations:

What Should Danny Do? *By Adir Levy*

What Were You Thinking? *By Bryan Smith*

Help Owlivia Practice Impulse Control



IMPULSE CONTROL: MELT OR FREEZE?



Impulse Control, or self-control, is the ability to control your behaviors and feelings. Think about the games Freeze Dance or Freeze tag — you freeze when you are using self-control. On this worksheet, you will think about how you could "freeze," or stop to make a good choice, in the real-life situations below. You'll also think about what the impulsive choice would be in that situation — when you "melt," or give in to your impulses.

Write your "MELT" or impulsive choice on the left, and your "FREEZE or responsible choice on the right.

1. Your teacher is reading a story to the class and it reminds you of a story that you read with your mom at home.

MELT

FREEZE

2. Your friend is talking to some kids about a video game you like. You beat the final level last night.

MELT

FREEZE

3. In music class, you are all singing a song when you get thirsty all of a sudden.

MELT

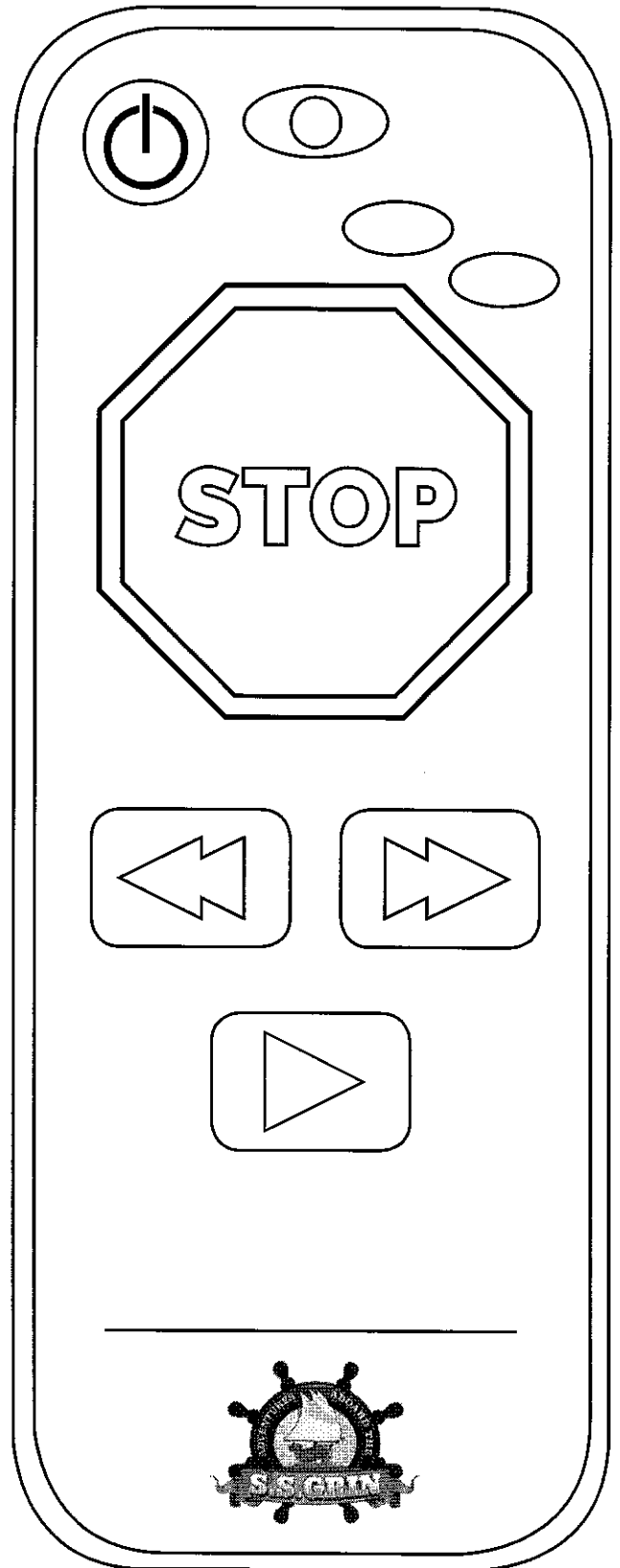
FREEZE

4. You are last in line for lunch, but you are extremely hungry.

MELT

FREEZE

STOP AND THINK REMOTE



Using **Stop and Think** helps us make good choices and avoid negative consequences.

You need to stop and think about consequences, especially when you're mad or upset. If you don't, you might do something you regret.

Stop and Think Girl's remote can stop and *fast forward*, or look ahead to see what the consequences of your choice might be.

It can also *rewind*, or make things stop and go back to try again. That way you can see what might have happened if you'd made a different choice.

If you stop and think about your choices, you can make a better decision.

Color in your own remote. Next time you're in a situation that makes you feel a big emotion, imagine pressing stop on your remote and thinking about your choice.

STOP AND THINK REMOTE

Explain to students that you will be reading a short story to them. Tell them that when it's time for the characters in the story to make a choice, students should press **STOP** on their Stop and Think Remote and say "STOP" outloud.

Next, have students recommend a choice for the character.

Based on that choice, have students press the **Fast Forward** button and think about what consequences that choice may have. Talk about if that's the best choice based on the consequences.

If that was not a good choice, have students press the **Rewind** button and make a different choice. Fast Forward again and think about the consequences. Repeat until students find a good choice.

Repeat this process as you continue through the story.

Stop and Think Read-Aloud

Michael wakes up in the morning to his alarm going off. It's 6:45am. The bus arrives at 7:15. Michael has the option to press snooze on his alarm clock and sleep until 7:00.

[STOP and THINK - If Michael hits snooze, he won't have time to eat breakfast and will be hungry until lunch. He may even miss the bus if he decides to eat breakfast anyway. Michael should get out of bed on time.]

Michael makes the bus on time. He sees a few seats open in the front of the bus. One seat is empty, and there's also an open seat next to a boy Michael doesn't know. There are some seats open in the back, too. Michael got in trouble on the bus last week for fooling around with the kids in back.

[STOP and THINK - Where should Michael sit? If he sits by himself, he may have the opportunity to sit with someone who gets on at the next bus stop. If he sits with the boy he doesn't know, he could make a new friend. If he sits in the back, he's likely to get in trouble again since he already got in trouble with those kids.]

Michael asks the boy he doesn't know if he can sit next to him, and they chat on the way to school.

During class, the girl behind Michael keeps kicking his chair. Michael ignores it for a while, but it's getting very annoying. He's having trouble focusing on what the teacher is saying. Michael starts to get angry that the girl's kicking is making him miss the instructions. Michael turns around and yells at the girl, "STOP KICKING MY CHAIR!!!"

[STOP and THINK - Students should have stopped you as soon as the girl started kicking his chair. If they didn't, have them rewind and see what could have happened if Michael had said something before he got really mad. Also talk about the consequences of Michael yelling during class.]



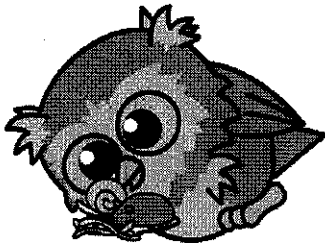
Name: _____



IMPULSE CONTROL: WHAT SHOULD I DO NOW?

Owlvivia needs to work on her behavior. Can you help her?
Read each sentence, then choose the best thing for Owlvivia to do next.

1. Owlvivia's mom told her to wait to eat her food until everyone has food on their plate.



Owlvivia should:

- A. Start eating
- B. Tell her mom she's hungry.
- C. Wait until everyone has food.

2. Owlvivia's teacher is helping another student, but she needs help.



Owlvivia should:

- A. Wave her hand until her teacher comes over.
- B. Raise her hand when her teacher is done.
- C. Call out to her teacher.

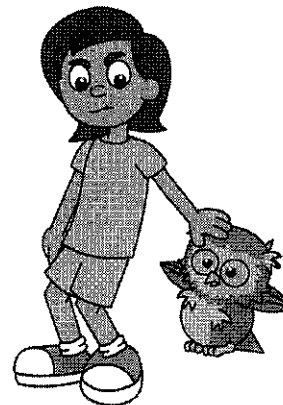
3. Owlvivia's mom said she can't have the candy bar she wants at the grocery store.



Owlvivia should:

- A. Cry and yell so her mom will buy it.
- B. Keep asking nicely for her mom to buy it.
- C. Be okay with not getting the candy.

4. Owlvivia's classmate pushed her.



Owlvivia should:

- A. Tell a teacher.
- B. Push her back.
- C. Yell at her.

WHAT'S IN MY CONTROL?

Inside the nest, write the things that you **can** control.
Outside the nest, write the things that you **cannot** control.



