

Lesson 1: What is Impulse Control?

CCSS

RI.9-10.1, SL.9-10.1, SL.9.10.2, W.9-10.10

TEKS

110.31.(b)(6), 110.31.(b)(24)-(26),
110.31.(b)(12), 110.31.(b)(13)

Approximate Time: One hour

Objective

You'll know this lesson is successful if students can:

- Students will be able to identify what impulse control is and why it is important.

Key Ideas

- Impulse control is stopping and thinking before acting upon a feeling or a sudden urge to do something.
- Impulse control helps us to stay in control of our body and mind and allows us to think about the potential consequences of our actions.
- Impulse control is important for social situations and allows us to have more effective interactions.

Vocabulary

Amygdala, executive functioning, impulsive, prefrontal cortex

Lesson 1 Steps:

1. **Give** students five minutes to complete the *Do Now* in their Student Workbook. At the end of the five minutes, ask student volunteers to share their responses.
2. **Build** SEL language by having students complete the *SEL Word Power!* activity in the Student Workbook.
3. **Introduce** content to students by showing the background building video in ONEder Academy.
4. **Guide** students through the ONEder Academy lesson.
5. **Check for Understanding** by having students complete the formative assessment in ONEder Academy.
6. **In pairs**, have students complete the *Partner Power!* activity in the Student Workbook after reading the comic strip aloud.
7. **Reflect** on learning using the End of Lesson *Journal* activity in the Student Workbook.
8. **Wrap Up** the lesson by having students review what they learned and get an introduction to the next lesson.



Differentiation Strategies

For struggling readers, encourage use of the **highlighted text** or **read aloud** function.

Using a **think aloud**, describe a time you had an impulse and the process you took to control that impulse.

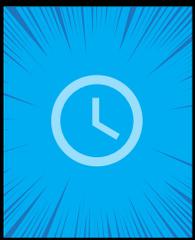
Pre-teach key vocabulary to students who may need additional exposure.



Educator Reflection

What are some areas in which you could use more impulse control? How can you model impulse control for your students?

LESSON 1: IMPULSE CONTROL



DO NOW:

How would you rate your ability to control sudden urges, such as grabbing things, interrupting, or not waiting your turn? Explain your rating.



1

I really need to work on this.



2

I do okay, but I could be better.



3

I'm great at this.

SEL WORD POWER!

AMYGDALA ...

UNIT 2: IMPULSE CONTROL

LESSON 1: IMPULSE CONTROL

EXECUTIVE FUNCTIONING...

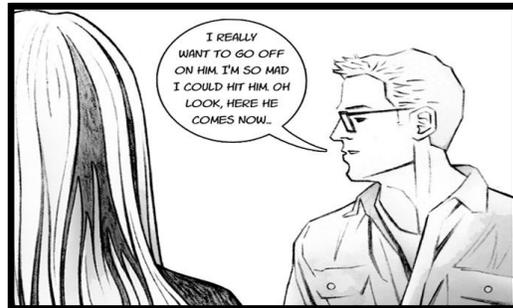
IMPULSIVE...

PREFRONTAL CORTEX...

LESSON 1: IMPULSE CONTROL

PARTNER POWER!

Directions: Work with a partner to complete the comic strip below.



LESSON 1: IMPULSE CONTROL

END OF LESSON JOURNAL...

Your ability to use impulse control can vary depending on the setting (e.g. home, school, out in the community, with friends etc). When do you find that you are best able to use impulse control? When are you least able to use impulse control? What helps you to have control? What gets in the way?



LESSON 1 CHECKLIST

Did you:

- Complete the *Do Now* in your Student Workbook?
- Finish the ONEder Academy activities?
- Collaborate on the *Partner Power!* activity?
- Write in your *End of Lesson Journal*?