

# 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**

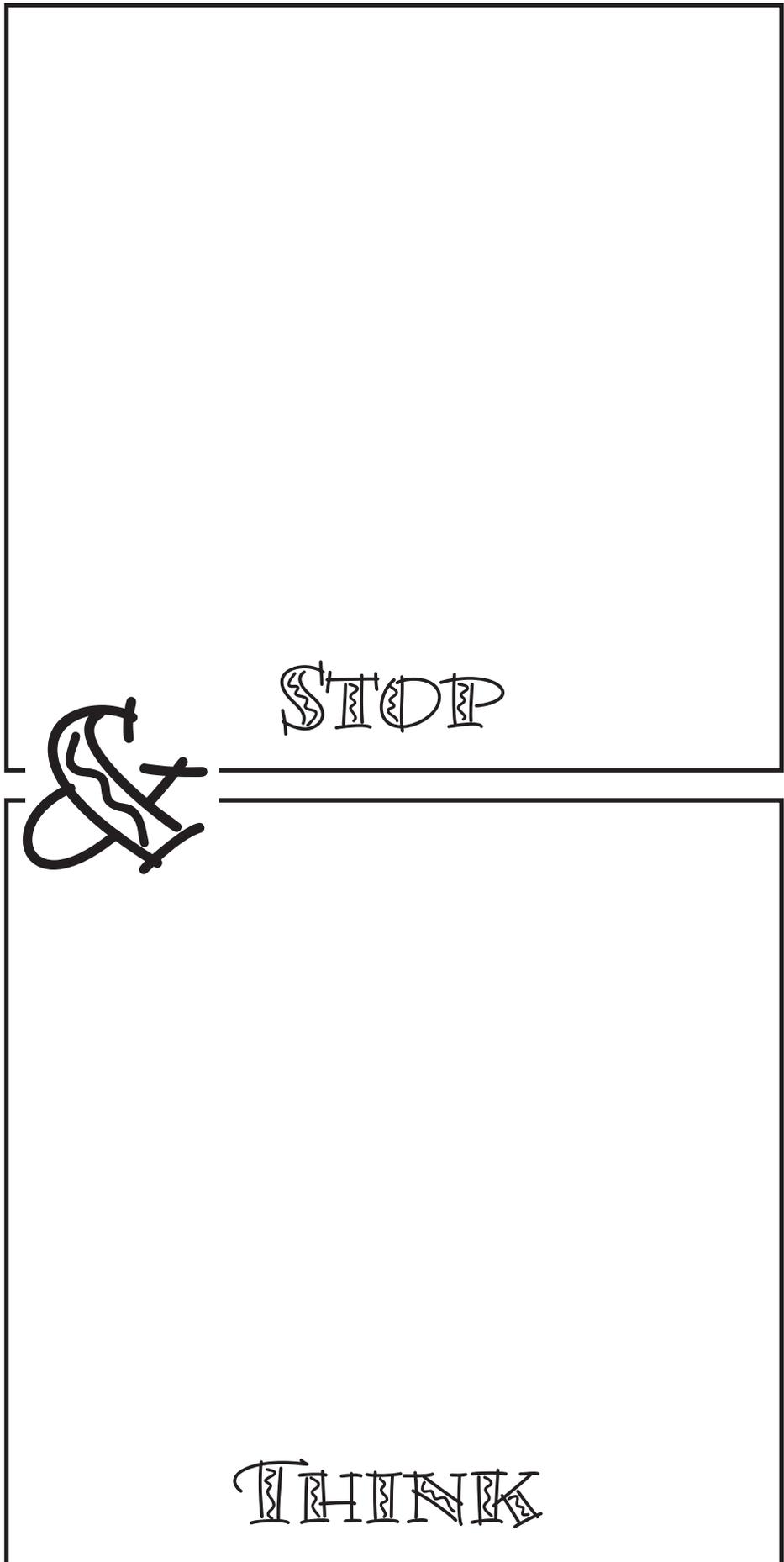
**Impulse Control Tic Tac Toe**, Ask the students to put Xs over the statements that describe impulsive behaviors (and might get them into trouble) and Os over the statements that describe behaviors that show good impulse control. Younger students will need these statements read to them, but they will 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!

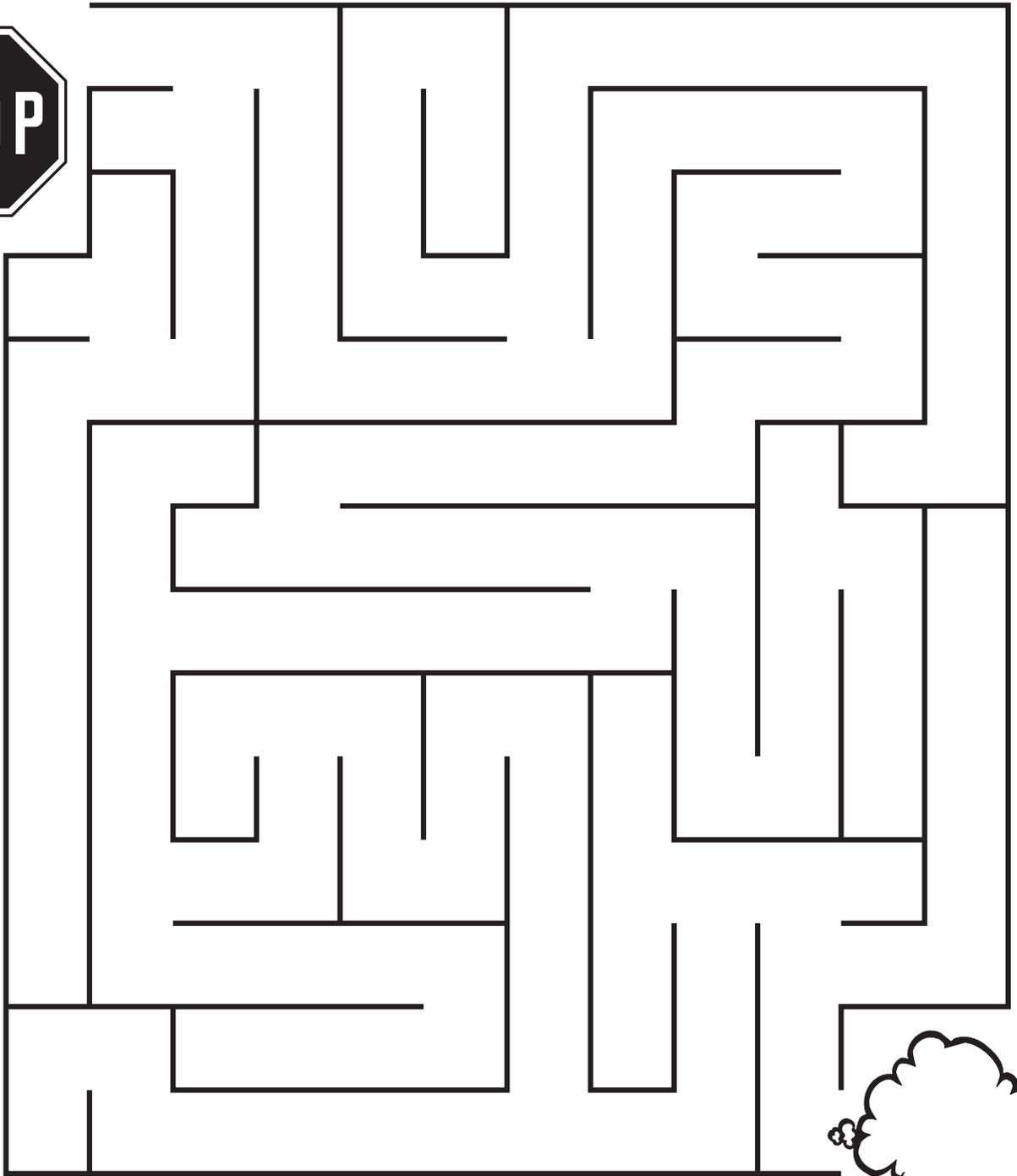


STOP

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!

ZZJZZZZZZZUZZZZZSZZZZZZ  
ZZZZZZZZTZZZBZZZEZZZZC  
ZAZZZUZZZSZZZZZZZZZZZZZ  
EZZZZZZZZZZZZZZZZZZZZZZ  
ZZZZZZZZZZZZZZFZZZZZZZZ  
ZZZEZZEZZZZZZZZZZZZZZZZ  
ZLZZZZZZZZZZZZZZZZZZZZZZ  
ZIZZZZZZZZZTZZZZZZZDZZZZ  
ZZOZZZZZEZZZZZZZZZZZZZZ  
ZZSZZZNZZZZZZZOZZZZZZZZ  
ZZZZZZZZZZZZZZZZZZZZZZT  
ZZZZZZMZEEZZZZAZZZZZZZN  
ZZZZZZZZZZZZZZZZZZZZZZZZ  
ZZZZZZZZZZZZZZZZZZZZZZZZ  
ZZHZZZZZZZZAZZZZZZVZZZZ  
ZZZEZZZZZZZZZZZZZZZZZZZZ  
ZZZZZZZZZZZZZZZZZZZZZZZZ  
ZOZZZZZZZZZZZZZZZZZZZZD  
ZOZZZZZZZZZZZZZZZZZZZZZZ  
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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

## HOW TO USE REPRODUCIBLE SHEETS:

### *Reproducible Worksheet 2.1*

**Evaluating Problems with Impulse Control**, asks students to check off the ways in which they have gotten into trouble for not using impulse control. Older students can complete this on their own but younger students will need assistance with reading. Discuss what these experiences were like for them. Would they like to learn ways in which to avoid these consequences? This worksheet can be used for grades 1-5.

### *Reproducible Worksheet 2.2*

**More Evaluation of My Impulse Control**, asks students to identify the environments in which they have strengths and weaknesses regarding impulse control. Again, older students can complete this on their own while younger students may need assistance with the reading. Facilitate a discussion around why it is that the students think they have better or worse impulse control in certain settings. Draw attention to any comments that describe the use of cognition (thinking), i.e. "I was afraid what the other kids would think of me." This worksheet can be used for grades 1-5.

### *Reproducible Worksheet 2.3*

**Rating My Impulse Control Behaviors**, examines, on a Likert scale, students' performance on specific behaviors that require impulse control. This is an excellent tool for self-evaluation and for helping students identify specific behaviors related to impulse control. Younger students may have some difficulty self-evaluating differentially on a Likert scale so use this on a case-by-case basis with younger students. A modification of this exercise would be to read the statements to the students and have them give a "thumbs up" if they are good at the particular behavior and a "thumbs down" if they are not good at the behavior. This worksheet can be used for grades 1-5.

### *Reproducible Worksheet 2.4*

**Impulse Control Grade Card**, is another self-assessment tool that examines discrete behaviors which require impulse control. The format of this worksheet is a rubric, so it may be difficult for the youngest students to follow. It can be used kinesthetically with these students, by reading the statements aloud and asking the students to rate themselves by (1) sitting on the floor if they have trouble with this behavior, (2) sitting in a chair if they are "so-so" with this behavior and (3) standing up if they are really good at this behavior. This worksheet can be used for grades 1-5.

# EVALUATING PROBLEMS WITH IMPULSE CONTROL

Impulses can get us into trouble if we don't control them. For example, if I follow my impulse to yell out an answer in class without raising my hand, the teacher might get angry with me. If I follow my impulse to hit my sister when I am angry with her, I might get grounded.

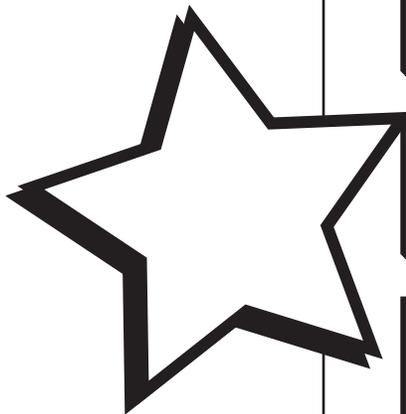
Have you ever gotten in trouble for not using your impulse control (for not *stopping* and *thinking* before you did something)?

Check the ways that you have gotten into trouble for doing things (because you didn't *stop* and *think* first):

- GROUNDED FROM TV** .....
- GROUNDED FROM COMPUTER GAMES** .....
- YELLED AT** .....
- SPANKED** .....
- TIME OUT** .....
- SENT TO THE PRINCIPAL'S OFFICE** .....
- PEOPLE GOT ANGRY WITH YOU** .....
- LOST FRIENDS** .....
- GOT DETENTION AT SCHOOL** .....
- MISSED RECESS** .....
- SENT TO YOUR ROOM** .....

# MORE EVALUATION OF MY IMPULSE CONTROL

Sometimes it is easier and sometimes it is harder to *stop* and *think* before doing certain things. Listed below are places and situations when some children have trouble using their impulse control. Draw a **stop sign** next to the situations in which you need to take more time to stop your impulses. Put a **star** by the situations in which you do a good job stopping and thinking.



AT SCHOOL

AT HOME

ON THE PLAYGROUND

IN THE NEIGHBORHOOD

WHEN I'M FEELING ANGRY

WHEN I'M FEELING SAD

WHEN I'M FEELING EXCITED

WITH MY PARENTS

WITH OTHER KIDS

WITH TEACHERS



# RATING MY IMPULSE CONTROL BEHAVIORS

Sometimes impulses are easier to control than at other times. Listed below are some impulsive behaviors. Read each one and rate your impulse control by circling one of the numbers next to it.

- 1 = *Excellent*
- 2 = *Good*
- 3 = *Fair*
- 4 = *Not So Good*
- 5 = *Poor*

**1. I ask permission to join in on others' games.**

1      2      3      4      5

**2. I stand patiently in line for my turn at the water fountain.**

1      2      3      4      5

**3. I think of several solutions to a problem before I try one.**

1      2      3      4      5

**4. I remember to raise my hand in class before speaking.**

1      2      3      4      5

**5. I stop myself from interrupting my parents' phone conversations.**

1      2      3      4      5

**6. I keep my hands to myself.**

1      2      3      4      5

*Now go back and put a star by the item that you are best at and circle the one that you most need to work on.*

# IMPULSE CONTROL GRADE CARD

Put an X in a box to the right of each statement that best describes how well you do each one.

	Excellent	Good	So So	Poor
I wait patiently for my turn in games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen to my teacher without talking to my neighbor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I calm myself down when I feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask to borrow things before taking them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I behave nicely in public places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I walk through the halls quietly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I speak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stop myself from laughing at others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## HOW TO USE REPRODUCIBLE SHEETS:

### *Reproducible Worksheet 3.1*

**Stop and Think about Consequences**, is a matching exercise. Typical childhood impulses are on the left side of the page and potential consequences are on the right side of the page. Ask the students to match up impulses with appropriate consequences. The reading level on this worksheet may be too difficult for younger students, but you can read the impulses on the left side of the page and ask the students to verbally describe what might be the potential consequence. Any appropriate response should be accepted. Students do not have to respond with the given consequence on the page. There are usually multiple consequences to a particular action. This worksheet can be used for grades 2-5.

### *Reproducible Worksheet 3.2*

**Consequences, Consequences**, helps students to continue thinking about the consequences of impulsive behaviors. Students draw pictures of the potential consequences of the impulses described. For younger students and for students who think more in pictures than in words, this is a good exercise to assist them in thinking about consequences. This worksheet can be used for grades 1-5.

### *Reproducible Worksheet 3.3*

**Building Blocks of Impulse Control's Benefits**, moves students' thinking from the negative aspect of what happens when they don't use impulse control to the more positive aspects of what happens when they do use impulse control. Ask students to color and cut out the "blocks" and to glue them on a string in order of importance. (This prioritizing exercise creates more complex thinking, which is an important exercise for impulsive persons.) If students completed the Impulse Control Drawing (Reproducible 1.1), they can now attach the Benefits Blocks to the bottom of that drawing. If they did not do the Impulse Control Drawing or no longer have it, they can still hang the Benefits Blocks as a stand-alone project. Younger students may need words read to them from the blocks but they can complete the project as described. This worksheet can be used for grades 1-5.

### *Reproducible Worksheet 3.4*

**Benefits of Impulse Control Scramble**, helps students continue identifying ways in which impulse control can improve the quality of their lives. Students are asked to unscramble each word and to read the phrase that describes a benefit of having impulse control. The five benefits that are listed are as follows: (1) Stay out of trouble, (2) Make more friends, (3) Feel good about yourself, (4) Make good choices and (5) Get better grades. Younger children may not be able to use this worksheet as it requires the unscrambling of some rather difficult words. This worksheet can be used for grades 3-5.

# STOP & THINK ABOUT THE CONSEQUENCES

A consequence is what happens after we do something. All of our actions have consequences. Good actions usually have positive consequences and poor actions usually have negative consequences. Its important to *stop* and *think* about the possible consequences of our actions.

## **DIRECTIONS:**

Read the descriptions of situations in the boxes on the left. Consider what might happen if a person does not *stop* and *think* about the consequences of doing the action. Then read the consequences described in the boxes on the right. Match the possible consequences on the right with the actions on the left by drawing a line to connect them.

Kenyatta is “starving” and has the impulse to sneak a cookie before dinner.

She might get hurt or the other kids might think that she is showing off.

Oscar has the impulse to interrupt his mother on the telephone because he thinks he has something really important to say.

The other kids might get mad and yell at him because he is interrupting the game.

Susan is swinging really high in a swing on the playground and has the impulse to jump out of the swing so the other kids can see.

Her mother might find out and she would get in trouble or she wouldn't be hungry for dinner.

John sees some other kids playing his favorite game and has the impulse to jump in to play.

People might think that she is a poor sport or make fun of her temper tantrums.

Maria struck out in the softball game and is feeling embarrassed and frustrated. She has the impulse to throw the bat down.

His mother might send him to his room for bothering her at the wrong time.

Bernardo sees Ricky's new haircut which he thinks looks silly and has the impulse to laugh at him.

Ricky's feelings might get hurt and he wouldn't want to be friends anymore.

## CONSEQUENCES,

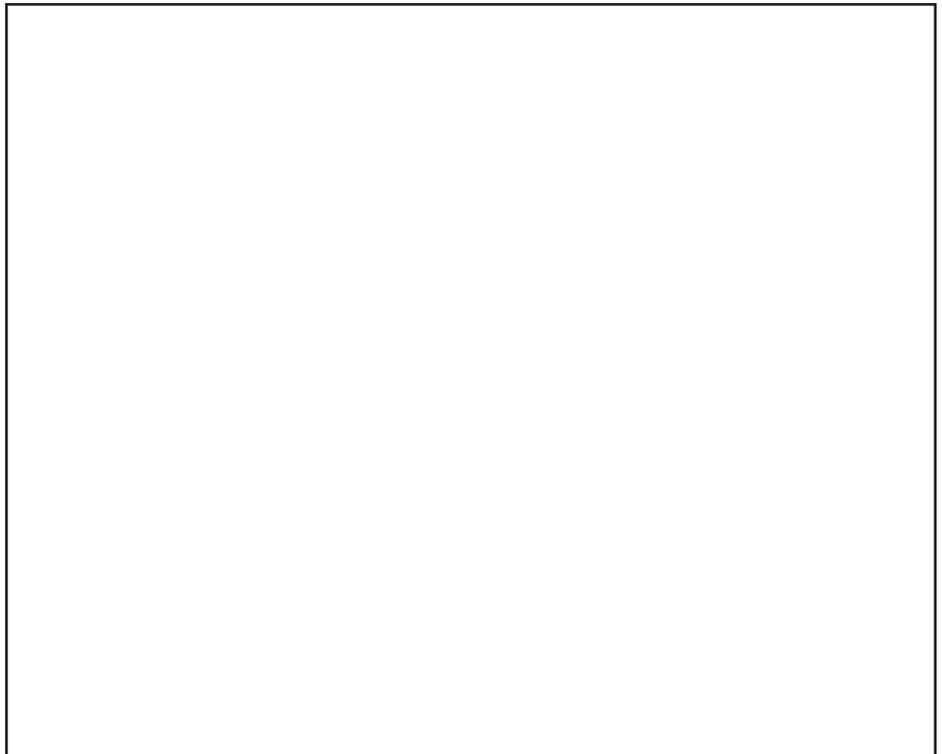
## CONSEQUENCES

Sometimes our impulses can get us into trouble. For example, if I follow my impulse to laugh at my friend's new haircut, I might hurt my friend's feelings. Hurting my friend's feelings is called a consequence. What are some possible consequences for the following situations? Draw a picture of it.

**You forgot to study for your social studies test and now you have the impulse to look on your friend's paper in order to copy her answers.**



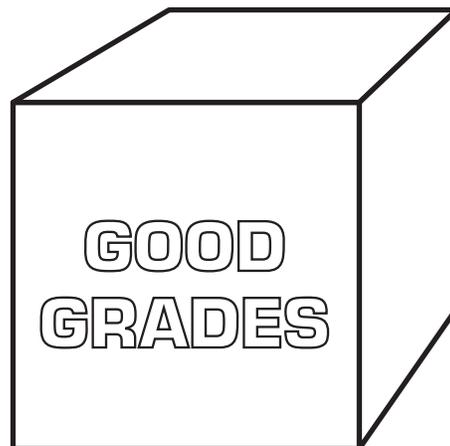
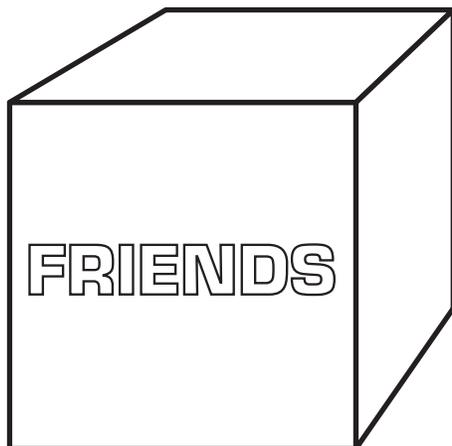
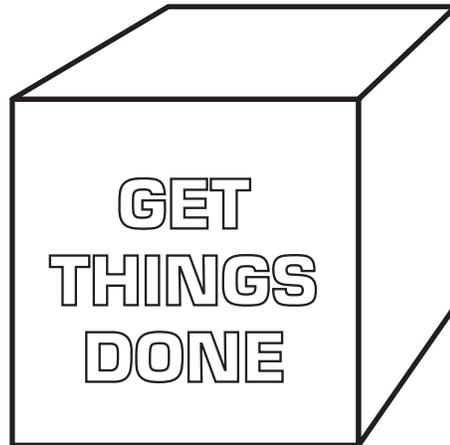
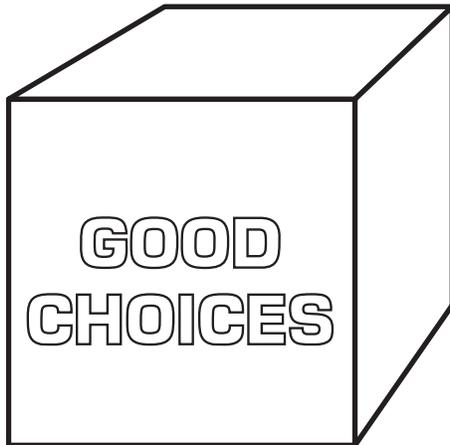
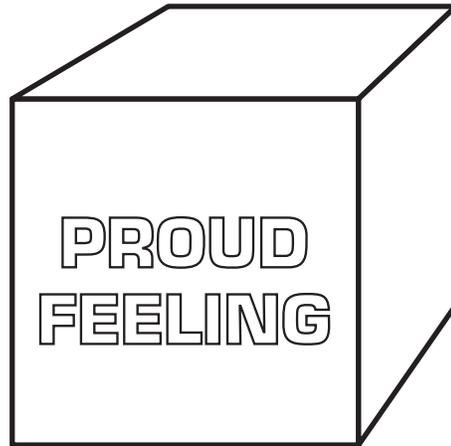
**You are angry at your computer for not working right when you are in the middle of your favorite computer game and now you have the impulse to hit it.**



# BUILDING BLOCKS OF IMPULSE CONTROL

There are many benefits of using impulse control. All of these benefits are considered the “building blocks” of self-esteem (feeling good about yourself). Color and cut out the blocks below. Then attach them to a string in the order that they are important to you with the most important one being on top. Hang this in your room.

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# BENEFITS OF IMPULSE CONTROL SCRAMBLE

Did you know that impulse control can really make our lives better? Unscramble the following phrases to find out the benefits of impulse control:

**(1) YTAS TOU FO BETUORL.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**(2) KEAM EMOR SDFINER.**

\_\_\_\_\_

\_\_\_\_\_.

**(3) LFEE GDOO BAOTU SYEOLUFR.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**(4) KEMA DOGO SCCOHIE.**

\_\_\_\_\_

\_\_\_\_\_.

**(5) TGE TTEEBR DEGRSA.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## HOW TO USE REPRODUCIBLE SHEETS:

### ***Reproducible Worksheet 4.1***

**Learning to Stop Yourself**, is another maze. As students move their pencils through the “pathways” instruct them to stop their pencils at each corner for 2 seconds. This is a forced delay technique that teaches students to slow themselves down in order to have time to think ahead. Ask the students to count how many times they remembered to stop themselves. This worksheet can be used for grades 1-5.

### ***Reproducible Worksheet 4.2***

**Good Thinking with Stop and Think**, is a worksheet that uses examples of internal language to identify impulsive vs. reflective self-talk. Ask the students to draw lines from the impulsive self-talk bubbles to the frowning face and lines from the reflective self-talk bubbles to the smiling face. Younger students may need some of the phrases read to them but this worksheet works well with students of all ages. It can be used for grades 1-5.

### ***Reproducible Worksheet 4.3***

**Impulse Control Helps You Think Ahead**, asks students to read some typical impulses and to write down the thinking that they should have before acting on the impulse. This exercise allows students to practice being reflective and projecting their thinking into the future. Younger students may do this exercise verbally if the facilitator reads the impulses to them. This worksheet can be used for grades 1-5.

### ***Reproducible Worksheet 4.4***

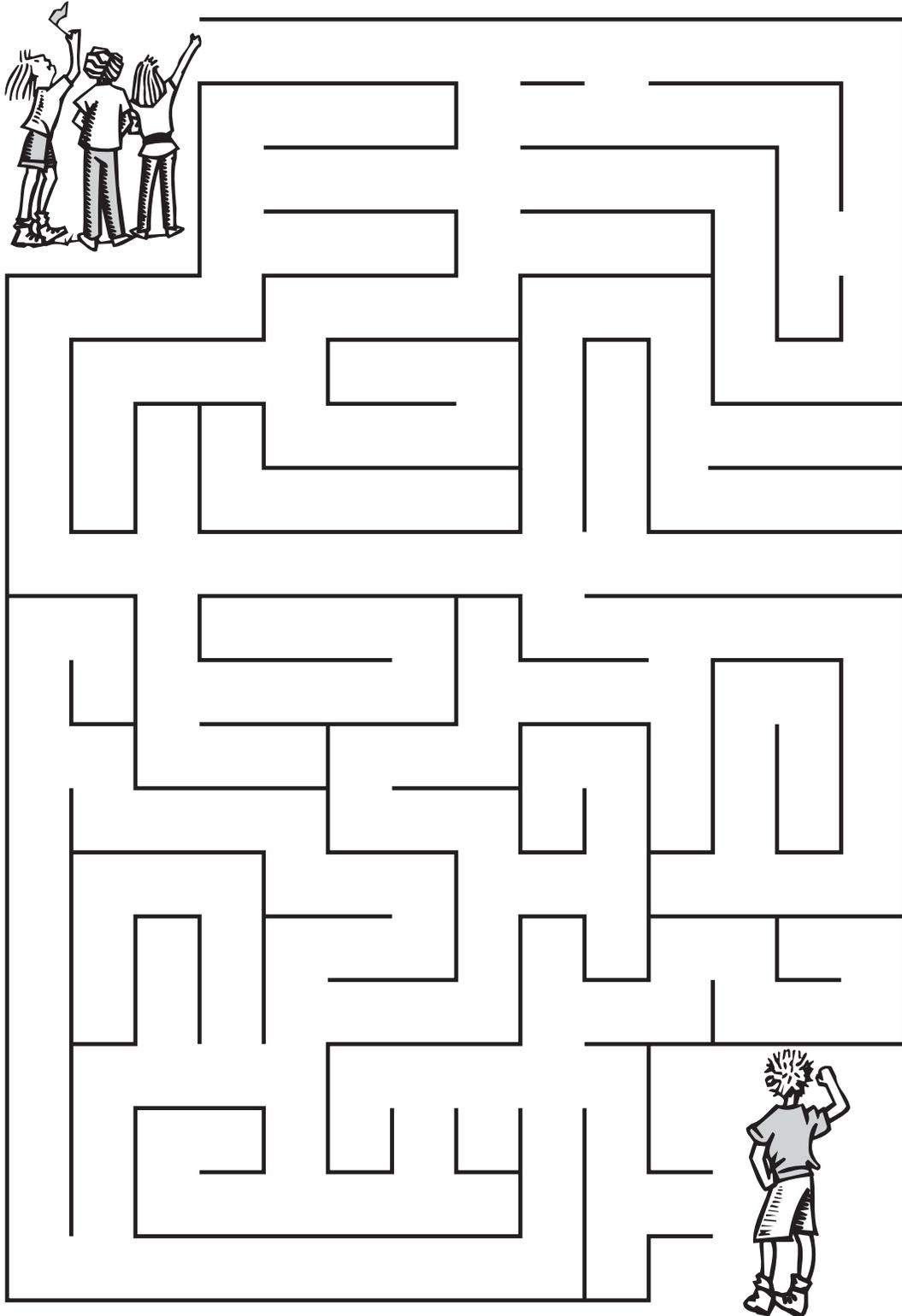
**Impulse Control Dice**, is cutout dice that can be used as a game. You may use one dice for the entire group or have each student make one of their own. Younger students will need assistance in cutting, folding and gluing. Have the students take turns rolling the dice and answering the challenges printed on the side that lands facing upwards. Students should be assisted with reading if the reading level is too difficult. If students need assistance thinking of times that they used their impulse control you can prompt them with questions such as, “Did you ever have the impulse to hit and stopped yourself?” “Did you ever have the impulse to speak out in class without raising your hand and stopped yourself?” “Did you ever have the impulse to leave your bike in the driveway but stopped yourself?” etc. Some children will need help identifying these times of impulse control success. This worksheet can be used for grades 1-5.

# LEARNING TO STOP YOURSELF

Help George find his way through the maze. But every time that you reach a corner *stop* yourself for 2 seconds before going on. Count the number of times that you remember to *stop* and the number of times that you forget to *stop*.

REMEMBERED: \_\_\_\_\_

FORGOT: \_\_\_\_\_



# GOOD THINKING WITH STOP & THINK

It may seem kind of silly but everyone talks to themselves inside their heads. This is called self-talk. What people say to themselves is very important because it guides their actions. Draw a line from the thoughts that show *good* impulse control to the smiling face and draw a line from the thoughts that show *poor* impulse control to the frowning face.



*OK. Slow down and think about this.*

*What is a good choice here?*

*Do it NOW!*

*How will I feel about myself if I do this?*

*Hurry!*

*Go!*

*Who cares?*

*Just do it.*



*What would the consequences be if I do this?*

*If I do this will I get in trouble?*

# IMPULSE CONTROL HELPS YOU THINK AHEAD

**DIRECTIONS:**

Read the following situations and impulses. Write down what you should tell yourself when you *stop* and *think* ahead.

You are getting ready to go out to dinner with your family and see that one of your favorite cartoons is on TV. You have the impulse to start watching. What should you tell yourself (think) about the situation?

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You and your family are all dressed up and walking from the parking lot into church. You see a cool puddle of water and have the impulse to jump over it. What should you tell yourself (think) about the situation?

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You are getting ready for school and are running a little late. You have the impulse to sit down and watch some cartoons on TV. What should you tell yourself (think) about the situation?

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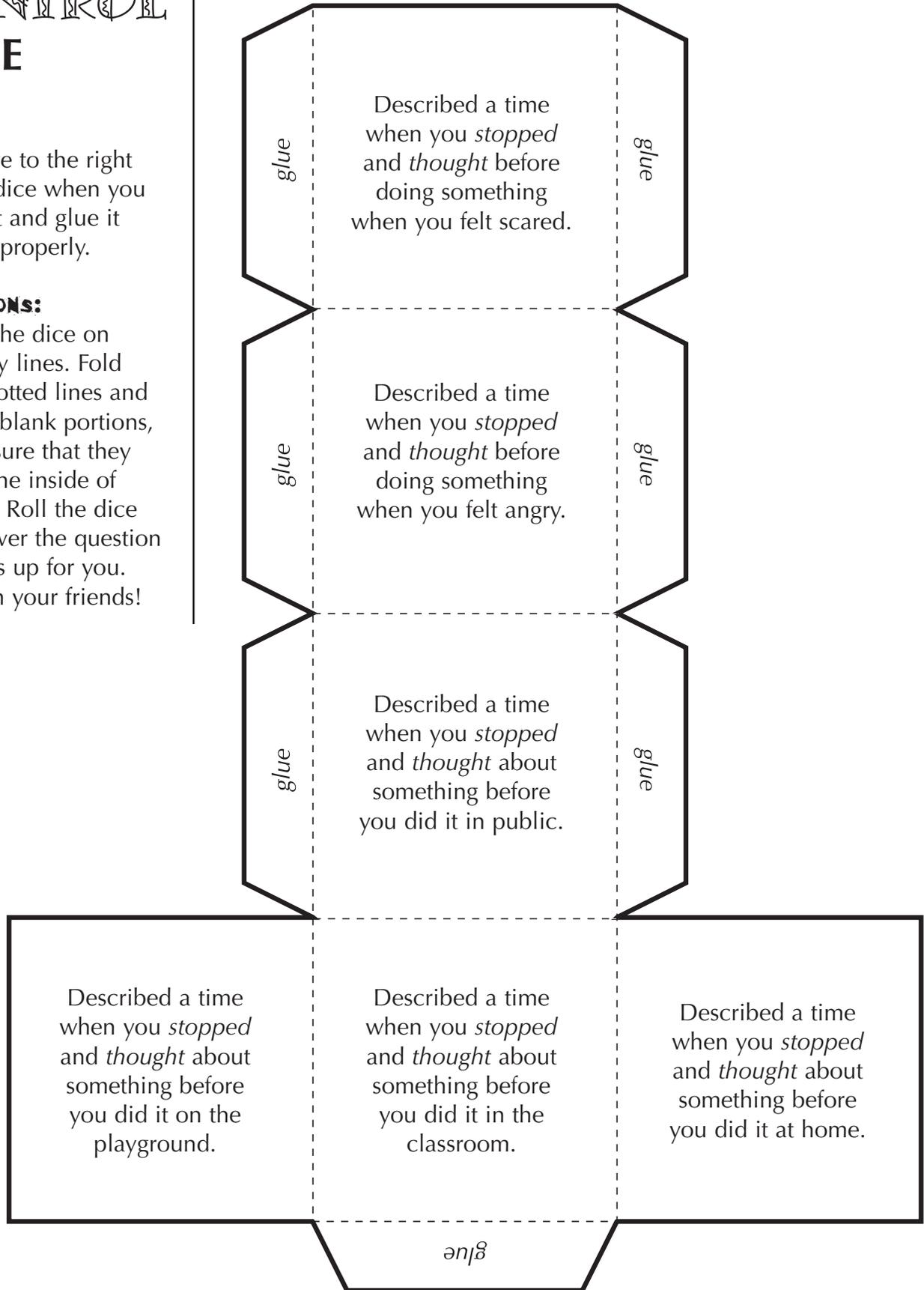
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# IMPULSE CONTROL DICE

The figure to the right forms a dice when you cut it out and glue it together properly.

## DIRECTIONS:

Cut out the dice on the heavy lines. Fold on the dotted lines and glue the blank portions, making sure that they go into the inside of the dice. Roll the dice and answer the question that turns up for you. Play with your friends!



# MY IMPULSE CONTROL JOURNAL

Sometimes we forget to give ourselves credit for the times that we do use impulse control. Keep a journal—each day write down the times that you used *stop* and *think*. Maybe you might even want to set a goal for yourself. How many successes do you want to have at the end of the week? 7? 10? 25? You set your own goal!

**MONDAY**

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**TUESDAY**

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**WEDNESDAY**

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**THURSDAY**

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**FRIDAY**

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**SATURDAY**

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**SUNDAY**

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## HOW TO USE REPRODUCIBLE SHEETS:

### ***Reproducible Worksheet 5.1***

**The Garden of Listening Importance**, is a coloring sheet that helps students recognize and prioritize some of the important reasons for active listening. They are asked to review the benefits of good listening (learn more in school, don't get into trouble, know what's going on, avoid danger, understand games and make more friends) and to color the ones that are very important to them red, the somewhat important ones orange and the less important ones yellow. This worksheet may be more appropriate for younger students but some older students may also enjoy the coloring. This worksheet can be used with grades 1-3.

### ***Reproducible Worksheet 5.2***

**Go Fishing for Listening Skills**, is a coloring sheet that helps students identify the skills that are needed in order to be an attentive, active listener. The written phrases help to reinforce the verbal discussion of active listening skills. This worksheet may be more appropriate for younger students but some older students may also enjoy coloring. This worksheet is recommended for grades 1-3.

### ***Reproducible Worksheet 5.3***

**My Listening Evaluation**, is a self-assessment of specific listening skills. This sheet asks students to assess discrete areas of active listening in their lives and to rate these as Excellent, Good, So-So and Poor. The format is another rubric, so it may be difficult for the youngest

students to follow. However, it can be used kinesthetically with these students by reading the statements aloud and asking the students to rate themselves by (1) sitting on the floor if they have trouble with this behavior, (2) sitting in a chair if they are "so-so" with this behavior, and (3) standing up if they are really good at this behavior. This worksheet can be used for grades 1-5.

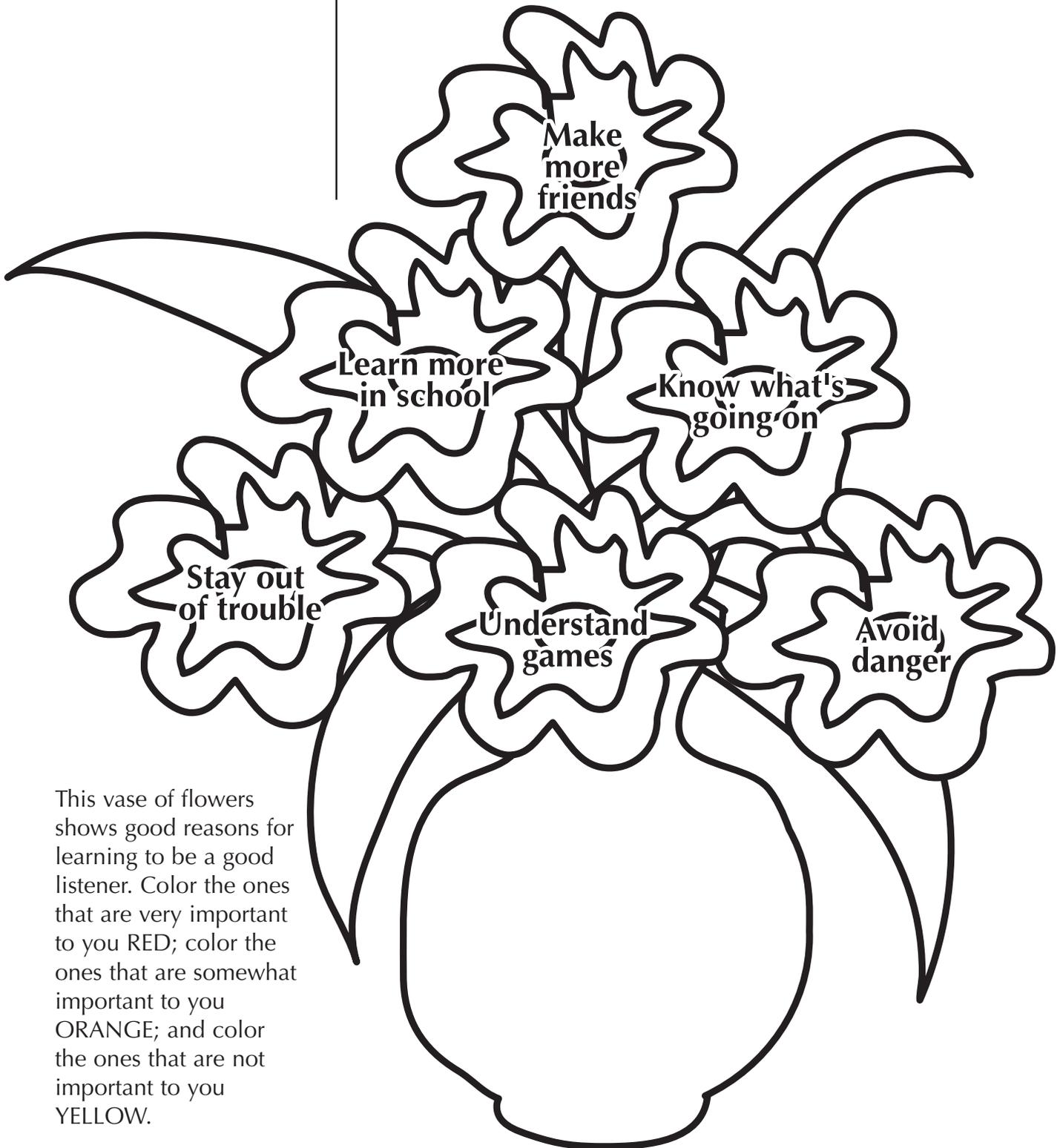
### ***Reproducible Worksheet 5.4***

**Listening and Feelings**, asks students to draw lines from the ear in the middle of the page to each of the words that describe how someone would feel if they were really listened to. This worksheet assists students in recognizing that listening affects how others feel and, consequently, the quality of relationships. Being a good listener is a positive social skill. Younger students may need some of the words read to them. This worksheet can be used for grades 1-5.

### ***Reproducible Worksheet 5.5***

**Listening Message in Code**, is a message about effective listening. Explain to the students that they will need to "decode" the message about listening. Point out the key at the bottom of the sheet. This is a fun activity that states the fairly obvious message of "Listening can only happen when your mouth is closed." Discuss with the students the impulses to talk too much or to interrupt. This worksheet may be a little difficult for the youngest students but it can be used for grades 2-5.

# THE GARDEN OF LISTENING IMPORTANCE

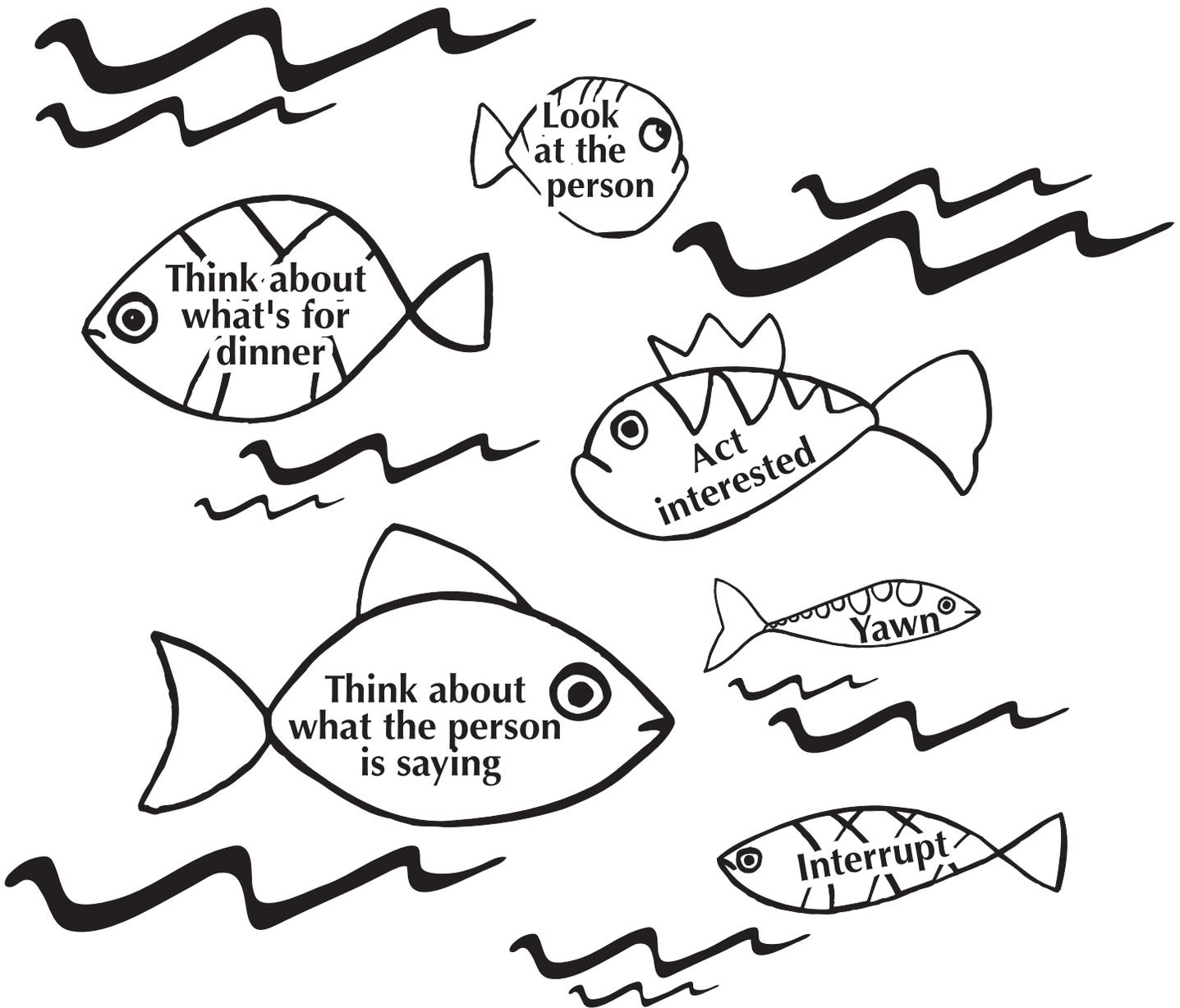


This vase of flowers shows good reasons for learning to be a good listener. Color the ones that are very important to you RED; color the ones that are somewhat important to you ORANGE; and color the ones that are not important to you YELLOW.

# Go FISHING FOR LISTENING SKILLS

Each fish below has a behavior on it. Color the ones that describe good listening skills and put an X over the ones that describe poor listening skills.

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# My LISTENING EVALUATION

Stop and think about your listening skills.

- (1) Read the statement in the left column. Stop and think how well you do what it says.
- (2) Put an ✕ next to each statement under either Excellent, Good, So-So, or Poor that describes how well you do what the statement says.
- (3) Then put a ☆ by the statement(s) that you are best at and a ✓ by the one that you most need to work on.



	<i>Excellent</i>	<i>Good</i>	<i>So-So</i>	<i>Poor</i>
I look at the person who is talking to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think about what the person is saying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facial expressions to show that I am interested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lean forward to show that I am interested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask questions about the speaker's topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stop myself from interrupting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I care about what others have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

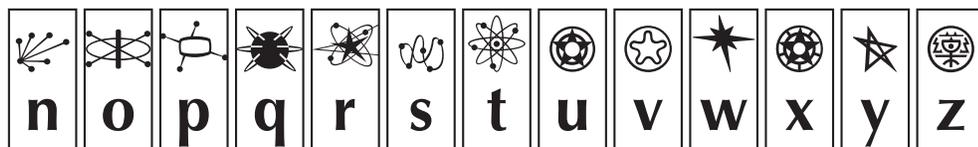
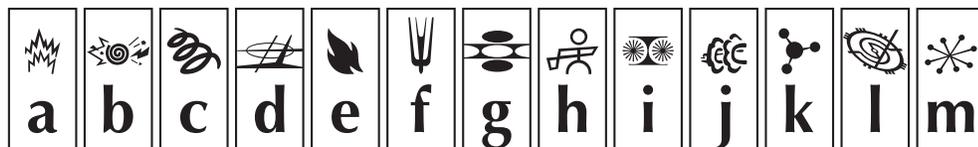
# LISTENING & FEELINGS

We all like being listened to. It makes us feel like we matter to the other person. Listening to others creates feelings in them. When we are good listeners, those talking to us feel pleasant feelings. When we are poor listeners, those talking to us feel unpleasant feelings. In the boxes below there are lots of feeling words. Draw a line from the ear in the middle of the page to the feeling words that good listening creates in others.

<b>cared for</b>	<b>happy</b>	<b>angry</b>
<b>content</b>	<b>afraid</b>	<b>heard</b>
<b>ignored</b>	<b>special</b>	<b>sad</b>
<b>valued</b>		<b>pleased</b>
<b>satisfied</b>		<b>important</b>
<b>ashamed</b>		<b>confused</b>
<b>disgusted</b>	<b>glad</b>	<b>silly</b>
<b>grumpy</b>	<b>hurt</b>	<b>pleasant</b>
	<b>open</b>	

# LISTENING MESSAGE IN CODE

Each of the symbols represents a letter in the alphabet. Look at the key at the bottom of the page and translate the message in order to find out an important message about good listening.



## HOW TO USE REPRODUCIBLE SHEETS:

### *Reproducible Worksheet 6.1*

**The Color of Feelings**, asks students to associate different colors with different feelings. There are no wrong answers on this sheet although it may be helpful to use a forced delay technique. Remind the students to stop and think (i.e. to examine all of the feelings words before impulsively grabbing a color). Younger children will need the words read to them but the instruction to think ahead is still an important one. This worksheet is appropriate for grades 1-5.

### *Reproducible Worksheet 6.2*

**Connecting Body Feelings with Emotional Feelings**, helps students better understand how to interpret the messages that their bodies send them regarding emotions. Ask the students if they have any other body sensations when feeling any of these particular emotions. Explain that people have to stop and think about what is going on inside their bodies before they can know their emotions. And knowing one's emotions adds to emotional intelligence! This worksheet requires quite a bit of reading, so it may not be appropriate for younger or nonreading students. Otherwise, it is appropriate for grades 2-5.

### *Reproducible Worksheet 6.3*

**Roll a Feeling**, is another dice game. However, this one is designed to help students associate feelings words with real life events. After cutting out, folding and gluing the dice together, ask students to roll the dice and then describe an event in their lives that caused them to feel the emotion that lands face up. Older students can also be asked to name a second feeling that they had with the event in addition to the one on the dice. This worksheet is appropriate for grades 1-5.

### *Reproducible Worksheet 6.4*

**Feelings Crossword Puzzle**, encourages students to stop and think about various feeling words along with related feeling words. Increasing students' emotional vocabulary can assist them in becoming more articulate about their own feeling states. This worksheet is slightly more difficult but is appropriate for grades 3-5.

# THE COLOR OF FEELINGS

People with impulse control can recognize and understand their feelings. They have the ability to stop and think about what is going on inside of them. Look at the feeling words at right and then think about what color each feeling reminds you of. Color the boxes the color that reminds you of the feeling.

**ANGRY**

SHY

EMBARRASSED

EXCITED

SAD

SCARED

WORRIED

HAPPY

**PROUD**

**CONFUSED**

# CONNECTING BODY FEELINGS WITH EMOTIONAL FEELINGS

On the left side of the page are descriptions of body feelings that are often related to emotional feelings. On the right side of the page are the names of the emotions. Draw a line from the description on the left to the feeling on the right.

---

Eyes wide open;  
eyebrows raised;  
body frozen

DISGUSTED

Head hung;  
mouth turned down

ANGRY

Eyes closed;  
arms drawn up  
close to chest

SURPRISED

Mouth turned up;  
body feels light

SCARED

Nose is wrinkled up;  
tongue sticks out;  
mouth turned down

SAD

Fists clenched;  
eyes narrowed;  
jaw tight

HAPPY

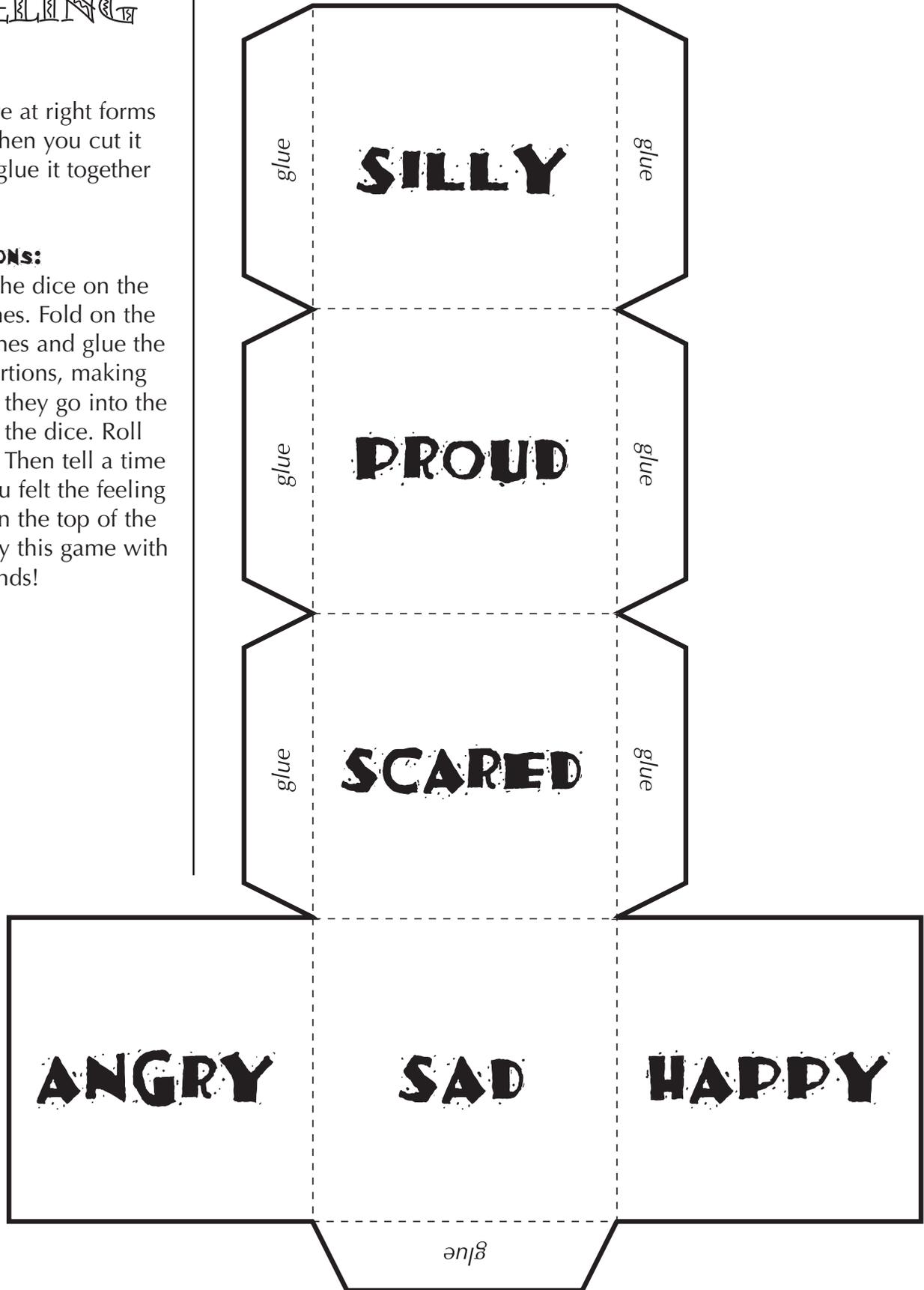
# ROLL A

## FEELING

The figure at right forms a dice when you cut it out and glue it together properly.

### DIRECTIONS:

Cut out the dice on the heavy lines. Fold on the dotted lines and glue the blank portions, making sure that they go into the inside of the dice. Roll the dice. Then tell a time when you felt the feeling shown on the top of the dice. Play this game with your friends!



# FEELINGS CROSSWORD

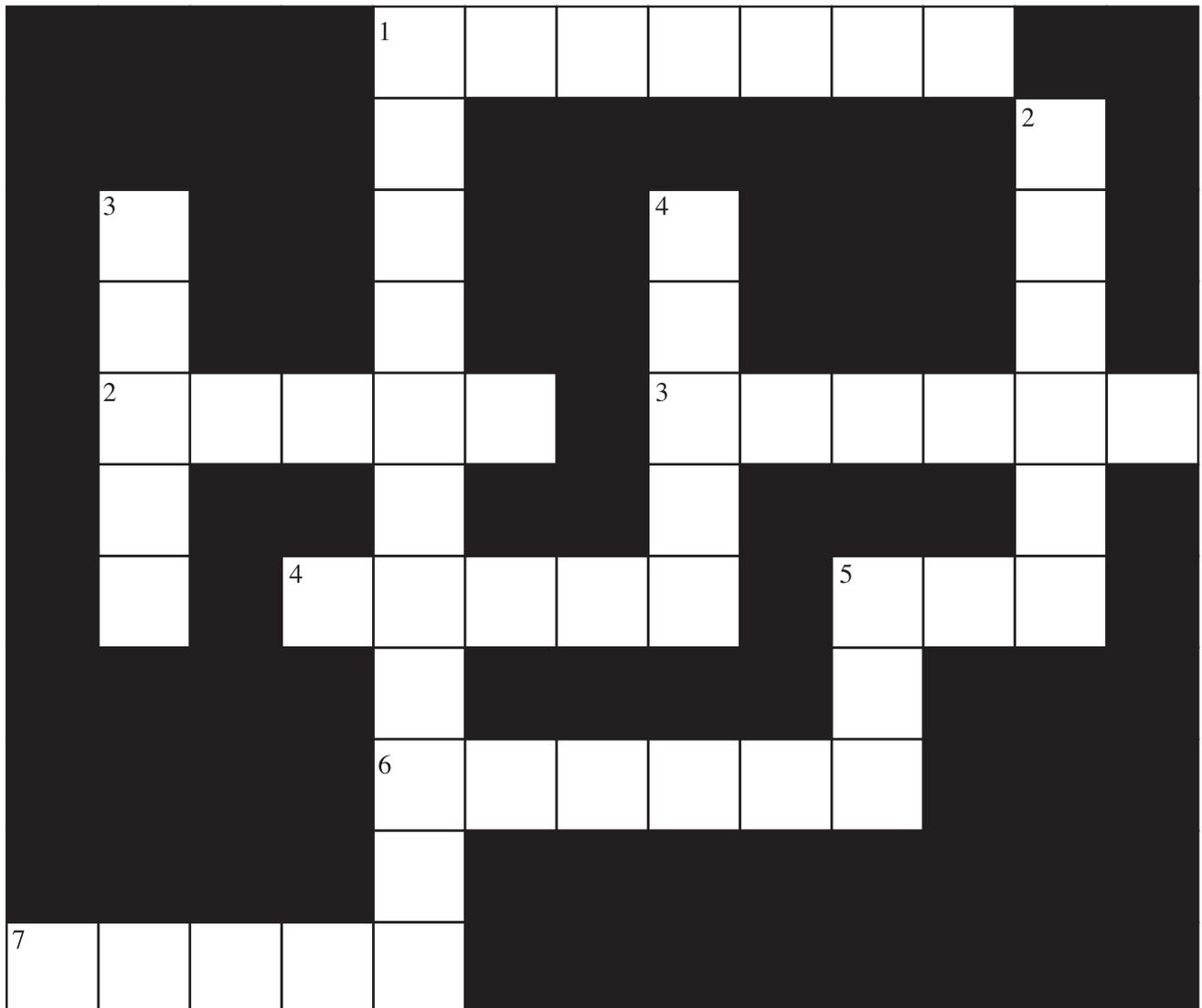
Complete the Feelings Crossword by reading the feeling words that describe another similar feeling. When you think you know what the word is, write it in the space on the crossword puzzle labeled with the across or down number of the feeling word.

## ACROSS

1. thrilled; extremely happy
2. mad; furious
3. lonesome; alone
4. glad; cheerful; pleased
5. bashful; timid
6. frightened; fearful
7. fulfilled; full of pride

## DOWN

1. self-conscious; shamed
2. remorseful; at fault
3. courageous; bold; heroic
4. goofy; crazy; hyper
5. gloomy; depressed



# HOW TO USE REPRODUCIBLE SHEETS:

## ***Reproducible Worksheet 7.1***

**Taking Temper's Temperature**, allows students to consider the varying degrees of angry feelings through the use of feeling words and a thermometer. Stopping and thinking about the levels of angry feelings can assist students in gaining increased self-awareness and in developing a better anger management plan. This worksheet has vocabulary that may be difficult for the youngest students but is appropriate for grades 2-5.

## ***Reproducible Worksheet 7.2***

**Angry Feelings Word Search**, continues the idea that there are different levels of anger and different descriptions of anger. Students are asked to find the angry words in a word search. This worksheet has vocabulary that may be difficult for the youngest students but is appropriate for grades 2-5.

## ***Reproducible Worksheet 7.3***

**What Makes You Feel Angry?** asks students to identify situations and conditions that create angry feelings for them. These can be called anger "triggers." Ask students to examine their anger triggers and determine if there are any themes. For example, maybe the anger triggers are primarily around a certain person or around a certain type of situation (i.e. losing). Understanding this can help the students to do some prevention work! This worksheet requires students to do quite a bit of writing. Facilitators can write for the younger students,

and older students can write for themselves. With modifications, this worksheet can be used for grades 1-5.

## ***Reproducible Worksheet 7.4***

**Impulse Control and Anger**, asks students to stop and think about the consequences of various angry behaviors at differing anger levels. It helps students to understand triggers and the degrees of angry feelings. This worksheet requires students to do quite a bit of writing. Counselors can write for the younger students, and older students can write for themselves. With modifications, this worksheet can be used for grades 1-5.

## ***Reproducible Worksheet 7.5***

**Decoding Impulse Control for Anger**, lists five ways to defuse angry feelings. They are written in a numeric code which the students must uncover. The five anger management strategies are:

- (1) walk away,
- (2) take three deep breaths,
- (3) count to ten,
- (4) say its going to be OK,
- (5) tense and relax your muscles.

This worksheet may be tedious for the youngest students. It works best with grades 2-5.

# TAKING TEMPER'S TEMPERATURE

We feel anger at different "temperatures". We can feel a little angry or really, really angry. Look at the following list of angry words and put them beside the thermometer in the order that you think they belong. Start with the least angry word at the bottom and the angriest word at the top.

**MAD**

**ANNOYED**

**FURIOUS**

**FRUSTRATED**

**ENRAGED**



# ANGRY FEELINGS WORD SEARCH

The feeling of anger is not wrong or bad—it's just a feeling. But it is important to be careful about what you DO with your angry feelings. If you don't stop and think before you let out your anger it can get you into trouble!

Anger is a strong feeling that has lots of different words to describe it. See if you can find the listed angry words in the Word Search at right.

**IRRITATED**  
**FRUSTRATED**  
**LIVID**  
**ENRAGED**  
**ANGRY**  
**FUMING**  
**MAD**

**ANNOYED**  
**UPSET**  
**IRKED**  
**FURIOUS**  
**IRATE**  
**BOTHERED**  
**AGGRAVATED**

S	I	R	A	T	E	I	P	L	N	B	V	R
G	R	E	A	N	N	O	Y	E	D	I	F	T
R	R	N	F	C	P	M	K	M	U	R	R	Y
D	I	R	L	W	E	A	V	B	K	K	U	L
I	T	A	I	F	V	D	R	O	U	E	S	I
F	A	G	G	R	A	V	A	T	E	D	T	V
U	T	E	S	U	B	C	N	H	L	K	R	I
M	E	D	S	S	E	V	G	E	N	R	A	D
I	D	U	P	S	E	T	R	R	N	M	T	G
N	P	A	R	R	R	T	Y	E	J	H	E	R
G	F	U	R	I	O	U	S	D	E	F	D	A

# WHAT MAKES YOU FEEL ANGRY?

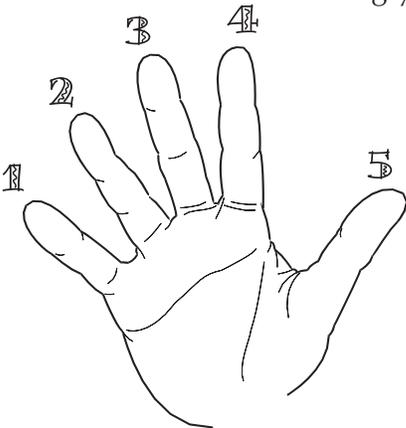


Angry feelings create lots of impulses. Some people have the impulse to hit or throw a thing when they are frustrated with it. Some people have the impulse to call another person a bad name or to say bad words if they are upset with someone.

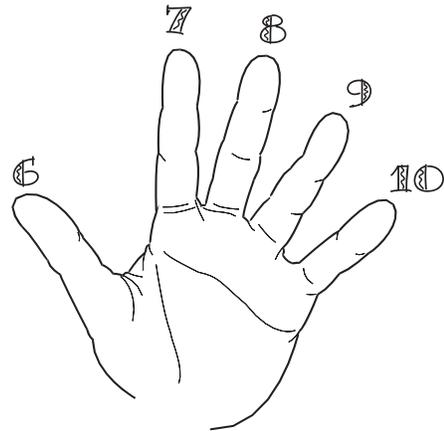
What are some of the things that make you feel angry?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

It is very important to use impulse control (stop and think) when you feel angry. Here are some ways to help you stop and think when you feel those angry impulses:



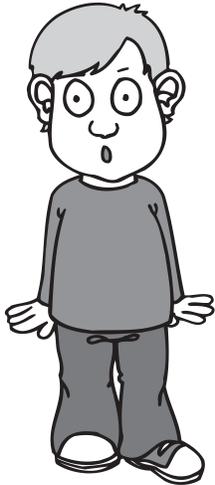
- Count to 10
- Take 3 deep breaths
- Tell yourself "Its going to be OK"
- Tense and relax your muscles
- Walk away



Can you think of some more ways to stop your angry impulses?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# IMPULSE CONTROL AND ANGER



*Stop and think* about what might happen if you did not use your impulse control in the following situations.

**You are feeling frustrated with your classmate for always borrowing things out of your desk without asking permission. You have the impulse to tell other students that he steals things. What might happen?**

---

---

---



**You are feeling aggravated with a classmate for pushing his way to the front of the line. You have the impulse to yell, "Get in the back of the line, you idiot!" What might happen?**

---

---

---



**You are feeling furious with your classmate for teasing you and calling you names. You have the impulse to punch him in the back when he's not looking. What might happen?**

---

---

---



## HOW TO USE REPRODUCIBLE SHEETS:

### ***Reproducible Worksheet 8.1***

**Anxiety Word Search**, allows students to consider the varying terms used for feelings of stress and anxiety. While completing the worksheet it is helpful to discuss the words and ask students to give examples from their own lives when they felt each of the feelings of anxiety. This worksheet may be difficult for the youngest students but is suitable for grades 2-5.

### ***Reproducible Worksheet 8.2***

**Coping Skills Read Backwards**, allows students to identify different coping strategies by rewriting each word backwards. The five coping skills are (1) think of a peaceful place, (2) take three deep breaths, (3) tense and relax your muscles, (4) exercise, and (5) do something fun. Younger children may not be able to use this worksheet as it requires the unscrambling of some rather difficult words. However, this worksheet can be used for grades 3-5.

### ***Reproducible Worksheet 8.3***

**No Stinkin' Thinkin'**, uses examples of internal language to identify self-talk that escalates anxiety and self-talk that deescalates anxiety. Ask the students to draw smiley faces on the positive, calming self-talk bubbles and to put an 'X' through the "stinkin' thinkin'" self-talk bubbles. Younger students may need some of the phrases read to them but this worksheet works well with students of all ages. It can be used for grades 1-5.

### ***Reproducible Worksheet 8.4***

**Thinking to Feel Better**, asks students to examine several anxiety producing situations and to think about what they could tell themselves in order to make themselves feel better. This approach is based on cognitive theory which suggests that we can change feelings by changing thoughts. This worksheet has writing that may be difficult for younger students. It is recommended for grades 2-5.

# ANXIETY

## WORD SEARCH

There are lots of feeling words to describe the tight, troubled feeling that we call anxious. Find and circle these words in the following word search:

**NERVOUS**  
**WORRIED**  
**TERRIFIED**  
**TENSE**  
**UPSET**  
**STRESSED**

**ANXIOUS**  
**SCARED**  
**EDGY**  
**JUMPY**  
**TROUBLED**

L	K	J	H	O	F	A	N	X	K
U	R	S	C	A	R	E	D	M	V
P	W	L	K	J	H	V	X	T	X
S	O	A	Z	O	P	F	Q	E	H
E	R	U	J	U	M	N	I	R	W
T	R	O	U	B	L	E	D	R	O
A	I	B	M	D	F	R	W	I	R
R	E	S	P	L	O	V	W	F	T
E	D	G	Y	A	M	O	H	I	E
Q	W	E	R	T	Y	U	B	E	P
A	N	X	I	O	U	S	P	D	S
B	S	T	R	E	S	S	E	D	L
B	H	O	I	T	Y	C	K	L	I

# COPING SKILLS READ BACKWARDS

There are lots of ways to calm those anxious, worried feelings. See if you can find them in the following phrases. Each word is written backwards so straighten out the words and then write them on the lines below.

1.                    KNIHT      FO      A  
                          — — — — —      — — — — —  
                          LUFECAEP      ECALP.  
                          — — — — —      — — — — —  
\_\_\_\_\_

2.                    EKAT      EERHT  
                          — — — — —      — — — — —  
                          PEED      SHTAERB.  
                          — — — — —      — — — — —  
\_\_\_\_\_

3.                    ESNET      DNA      XALER  
                          — — — — —      — — — — —      — — — — —  
                          RUOY      SELCSUM.  
                          — — — — —      — — — — —  
\_\_\_\_\_

4.                    ESICREXE.  
                          — — — — —  
\_\_\_\_\_

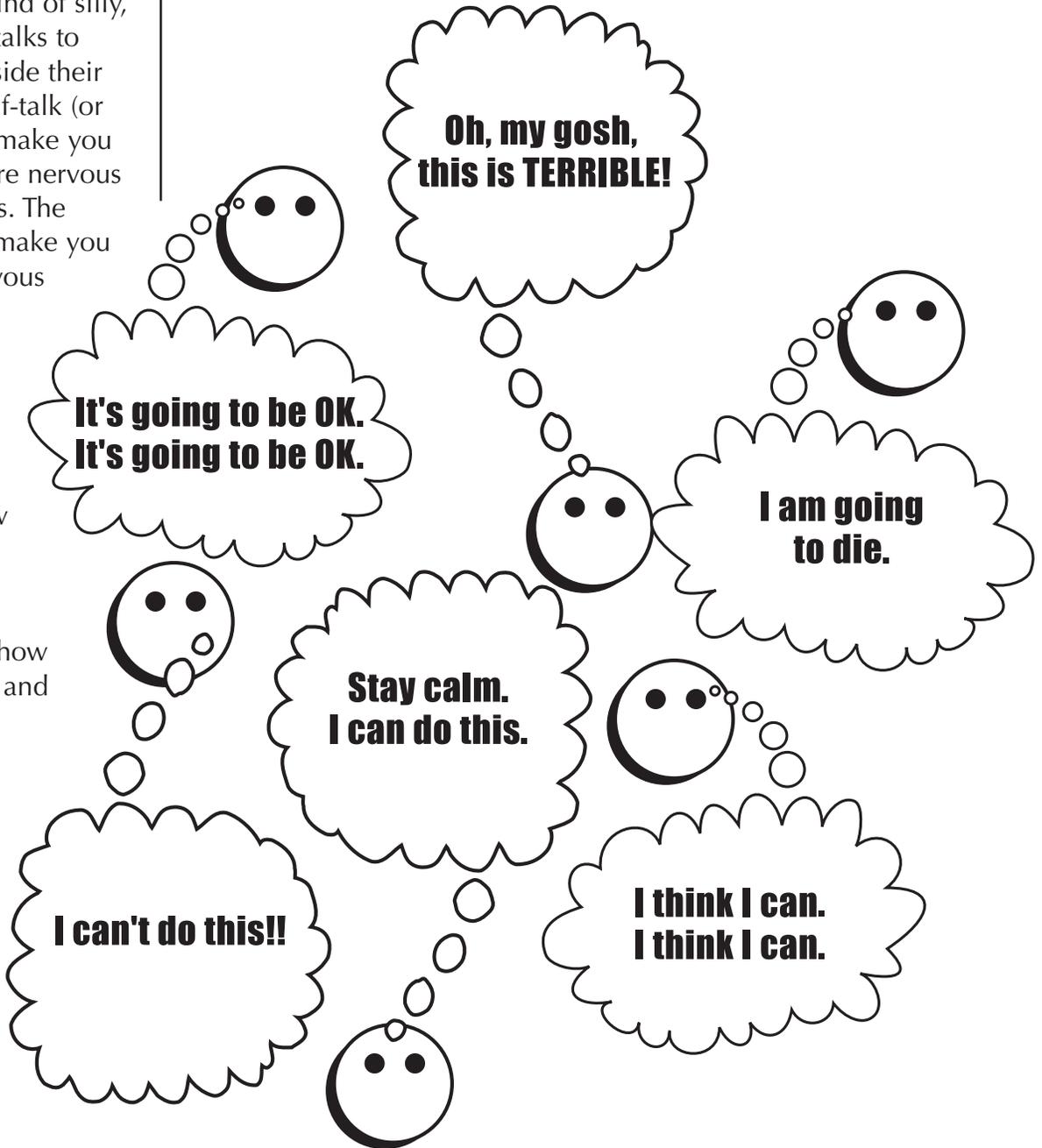
5.                    OD      GNIHTEMOS      NUF.  
                          — — — — —      — — — — —      — — — — —  
\_\_\_\_\_

# No

# STINKIN'

# THINKIN'

It may seem kind of silly, but everyone talks to themselves inside their heads. This self-talk (or thinking) can make you feel either more nervous or less nervous. The thoughts that make you feel more nervous are "stinkin' thinkin'." That is the thinking that you need to change to more positive thinking. Draw a smiley face beside the thought bubbles that show good thinking and draw an X through any "stinkin' thinkin'."



# THINKING TO FEEL BETTER

What we think about effects how we feel. For example, if you comb your hair in the morning and think that it looks horrible (and that no one has ever had such a bad hair day), you will feel embarrassed and annoyed. If you change your thoughts to "Oh well, everybody has a bad hair day once in awhile. I'm sure it will look better tomorrow," you will make yourself feel better. Look at these situations that might cause you to feel anxious or nervous. Write down what you could tell yourself in order to make yourself feel better.

**YOU GOT A "F" ON A SPELLING TEST.**

" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

**YOU LOST YOUR NEW COAT.**

" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

**YOU ARE GETTING READY TO MAKE AN ORAL  
PRESENTATION IN FRONT OF YOUR CLASS.**

" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

**YOU WATCHED A SCARY MOVIE ON  
TV AND NOW ITS TIME FOR BED.**

" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

## HOW TO USE REPRODUCIBLE SHEETS:

### *Reproducible Worksheet 9.1*

**Impulse Control and Good Decision-Making**, allows students to consider various choices for five (5) common childhood experiences. It is written in a multiple choice format with several of the alternative choices being ones that impulsive children often use. Because the worksheet requires some reading ability it may not be suitable for the youngest students. It is recommended for grades 2-5.

### *Reproducible Worksheet 9.2*

**Stop and Think about Right and Wrong Time and Place**, is a two (2) page worksheet that allows the student to consider when the right time and wrong time are to do certain behaviors (i.e. it is OK to chew gum at home but not at school). Students are asked to color the boxes with the wrong time/place red. After completing the two (2) pages side by side, the red squares create a large word which spells S-T-O-P (an important aspect of impulse control). These reproducible pages may be copied onto large cardstock in order to create a poster. Although this worksheet requires quite a bit of reading, it is a fun sheet to color. If boxes can be read aloud even the youngest students can complete these two (2) pages. It is recommended for grades 1-5.

### *Reproducible Worksheet 9.3*

**Decision-making Grid**, uses a grid for students to assign a score on various factors related what to do with \$5. It then gives students an open grid in which to use for the examination for factors related to a personal decision. Decision-making grids can assist impulsive students in stopping and thinking about important information which assists in decision-making. This worksheet requires some abstract thinking so is most useful with the older students. It is recommended for grades 3-5.

# IMPULSE CONTROL & GOOD DECISION- MAKING

Read each of the following situations. *Stop* and *think* about what would be the right response. Read the answers and then circle the one that shows good impulse control and good decision making.

- (1) **Your teacher asks you to take something to the principal's office for her/him.**
  - (a) You run down the hall to get it there as fast as possible.
  - (b) You stop by your friend's class, peak in the door, and wave at him.
  - (c) You step out into the hall and yell, "Yippee! I'm out of class!"
  - (d) You go straight to the principal's office, give her/him the item and come straight back to class.
  
- (2) **A new friend has just arrived at your house for a playdate.**
  - (a) You take her straight to your room and threaten your brother to leave you alone.
  - (b) You ask her why she was late.
  - (c) You invite her in and introduce her to your mom.
  - (d) You jump out on the porch and give her a big hug.
  
- (3) **After you have introduced your new friend to your mother, you take her up to your room to play.**
  - (a) You tell her exactly what the two of you are going to do for the rest of the afternoon.
  - (b) You ask her what she would like to play.
  - (c) You ask her all kinds of personal questions in order to get to know her better.
  - (d) You laugh at her shoes and ask her why she wears such ugly ones.
  
- (4) **You go to a classmate's house for a birthday party. It is now time to serve the cake.**
  - (a) You take 2 pieces because they are small.
  - (b) You grab a piece before anyone else to make sure that you get the biggest one.
  - (c) You yell out, "I want the one with the most icing!"
  - (d) You wait until other people have started taking their pieces and then take one.
  
- (5) **You find a ring on the playground.**
  - (a) You stick it in your pocket and think, "Finders, keepers; losers, weepers."
  - (b) You take it to the Lost and Found.
  - (c) You sell it to someone on the playground.
  - (d) You take it apart to see how it's made.

# STOP & THINK

## ABOUT RIGHT OR WRONG TIME AND PLACE

Stop and think about whether it is the right time/place to do something or the wrong time/place to do something. On the next two (2) pages color the squares with the right time/place *GRAY* and color the squares with the wrong time/place to do things *RED*. When you are finished you will see a secret word that helps you with impulse control!

<b>Yell in the library.</b>	<b>Chew gum in school.</b>	<b>Say, "Yes, sir" to a baby.</b>	<b>Make faces at a Police Officer.</b>	<b>Wear jeans to a wedding.</b>	<b>Brush your teeth in class.</b>
<b>Play cards in class.</b>	<b>Play cards in your room.</b>	<b>Say, "Yes, sir" to a store manager.</b>	<b>Do homework in your room.</b>	<b>Do homework at a movie.</b>	<b>Brush your teeth in the bathroom.</b>
<b>Play basketball in the house.</b>	<b>Play basketball in a church.</b>	<b>Play basketball in a restaurant.</b>	<b>Play basketball outside.</b>	<b>Clip your toenails at dinner.</b>	<b>Clip your toenails in the bathroom.</b>
<b>Whisper in the library.</b>	<b>Chase someone who wants to be chased.</b>	<b>Chase someone who tells you "no."</b>	<b>Interrupt because of an emergency.</b>	<b>Interrupt mom on the phone.</b>	<b>Wear jeans on a Saturday.</b>
<b>Open the refrigerator at a friend's house.</b>	<b>Tell a stranger he has bad breath.</b>	<b>Brush your hair at the table.</b>	<b>Brush your hair in the bathroom.</b>	<b>Tuck in your shirt on stage.</b>	<b>Tuck in your shirt in the bathroom.</b>

---

**Eat  
candy  
before  
dinner.**

**Turn off the  
TV while dad  
is watching  
a show.**

**Pick your  
nose  
in class.**

**Talk  
while the  
teacher is  
talking.**

**Eat food while  
it is still in  
the grocery  
basket**

**Walk into a  
friend's  
house without  
knocking.**

**Wrestle  
in the  
library.**

**Read in  
the  
library.**

**Play  
catch  
in the  
library.**

**Push  
someone  
in line.**

**Push  
someone  
on a  
swing.**

**Push  
someong  
when you  
are angry.**

**Play the  
radio in the  
den when o  
thers are  
watching tv.**

**Play the  
radio  
in your  
bedroom.**

**Play the  
radio  
during  
class.**

**Talk  
baby-talk  
to your  
teacher.**

**Laugh  
during the  
sermon  
in church.**

**Laugh when  
your dad  
is getting  
on to you.**

**Read a book  
while your  
mother is  
talking to you.**

**Read a  
book in  
your free  
time.**

**Read a  
book  
after  
bedtime.**

**Tell a  
secret  
to a  
stranger.**

**Tell a  
secret  
to a  
friend.**

**Tell a  
secret  
to a  
parent.**

**Jump into  
a game  
without  
asking.**

**Jump up  
and down  
when waiting  
impatiently.**

**Jump  
on  
the  
bed.**

**Jump  
on  
the  
sofa.**

**Jump  
on a  
trampoline.**

**Jump while  
playing  
jump  
rope.**

# DECISION MAKING GRID

Sometimes it is helpful to look at the different kinds of benefits that a particular decision can bring and how much those benefits mean to you. Pretend that you have \$5 and are trying to decide whether to buy candy or a small toy (you write in the name of the toy). Using the grid below rate each choice for each factor using numbers from 0 (very negative) to 3 (very positive).

	Frequency of its use	Ability to share with friends	Easy to find at the store	Money left over	TOTALS
Buy candy					
Buy toy					

Now create your own grid about a decision that you would like to make, placing your choices in the two spaces on the left and writing three factors across the top. Rate each factor like above:

					TOTALS

## HOW TO USE REPRODUCIBLE SHEETS:

### *Reproducible Worksheet 10.1*

**Brainstorming**, allows students to brainstorm several solutions to a typical classroom problem. This worksheet requires some writing so modifications need to be made for the youngest students (i.e. draw pictures of solutions rather than write solutions with words). This worksheet is appropriate for grades 1-5.

### *Reproducible Worksheet 10.2*

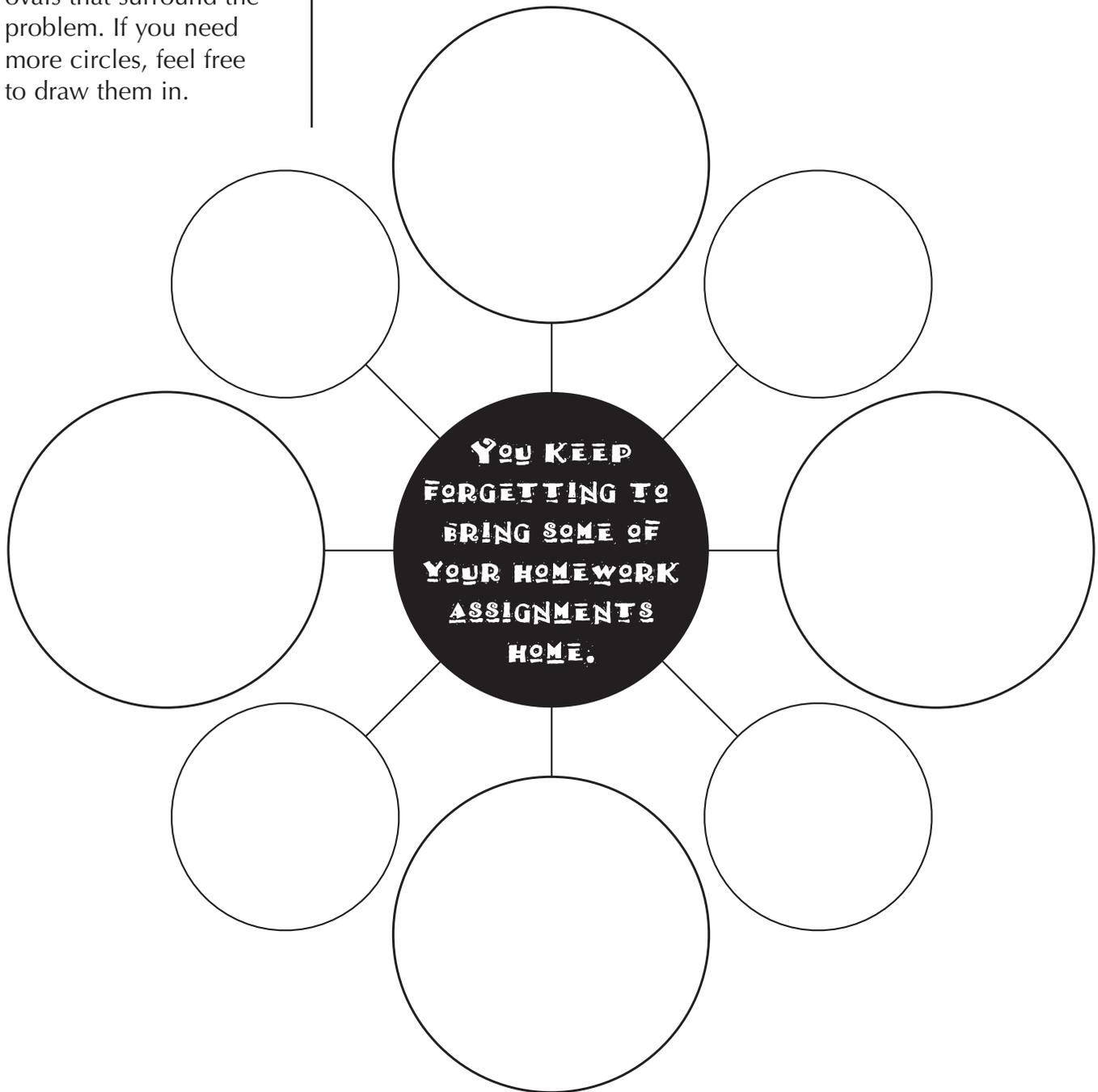
**Problem-solve This**, gives students a peer relational problem and asks them to generate three (3) solutions, to examine the pros and cons of each solution, and then to choose a solution. Writing is required so it may be too difficult for nonreading students. This worksheet is appropriate for grades 2-5.

### *Reproducible Worksheet 10.3*

**Problem-solve Your own Problem**, follows the same format as Problem-solve This except that it leaves a blank space for the student to identify his/her own problem. Individual students may do their own worksheets or students may work in pairs/small groups to help each other brainstorm solutions and the pros and cons of their solutions. This worksheet requires a lot of writing so, again, it may not be appropriate for nonreading students. It is recommended for grades 2-5.

# BRAIN- STORMING

Look at the problem in the circle in the middle of the page. Think of as many solutions as you can. Write them in the ovals that surround the problem. If you need more circles, feel free to draw them in.



# PROBLEM-SOLVE THIS

*Identify the Problem:*

**Your friend wants to play computer games  
and you want to go outside and play basketball.**

*Think of Several Solutions:*

Three empty rectangular boxes are arranged horizontally. Three grey arrows point downwards from the text 'Think of Several Solutions:' to the top center of each box.

*Examine the Pros and Cons of the Solutions:*

Three columns are arranged horizontally. Each column is a rectangle divided vertically into two sections. The top-left section of each column is labeled 'PROs' and the top-right section is labeled 'CONs'. Two grey arrows point downwards from the text 'Examine the Pros and Cons of the Solutions:' to the top of each column.

*Choose a Solution and Try It:*

A large empty rectangular box for writing the chosen solution and how to try it.

# PROBLEM-SOLVE

## YOUR OWN PROBLEM

*Identify the Problem:*

--

*Think of Several Solutions:*

--	--	--

*Examine the Pros and Cons of the Solutions:*

<b>PROs</b>	<b>CONs</b>	<b>PROs</b>	<b>CONs</b>	<b>PROs</b>	<b>CONs</b>

*Choose a Solution and Try It:*

--

## HOW TO USE REPRODUCIBLE SHEETS:

### ***Reproducible Worksheet 11.1***

Developing Patience with Stop and Think, allows students to examine the kinds of thoughts that produce patience and the kinds of thoughts that produce impatience. Students are asked to draw lines from the patient thoughts to the smiling face and a line from the impatient thoughts to the frowning face. If thought bubbles are read to nonreaders, this worksheet can be used for grades 1-5.

### ***Reproducible Worksheet 11.2***

Positive Thinking and Patience. continues examining how thoughts effect feelings. There are more patient and impatient thoughts shown in thought bubbles. Students are asked to identify these by coloring patient thoughts blue and impatient thoughts gray. If read to nonreaders, this worksheet can be used for grades 1-5.

### ***Reproducible Worksheet 11.3***

Finding Ways to Be Patient, invites students to use the letters in the word patient to write down ideas to distract themselves when feeling impatient. This activity serves to help students practice brainstorming as well as think of concrete activities that they can do while waiting. The writing in this worksheet may not be suitable for the youngest students but could be used with grades 2-5.

### ***Reproducible Worksheet 11.4***

Impulse Control and Tolerance, introduces the word tolerance and the idea of being patient with other people. It describes typical daily scenarios and asks students to identify the tolerant/patient behaviors by drawing a line from the tolerant behaviors to the picture of the children in the middle of the page. If read to nonreaders, this worksheet can be used for grades 1-5.

# DEVELOPING PATIENCE WITH STOP & THINK

Patience is the calmness and inner strength that it takes to wait without whining or complaining. But waiting can be really hard. It is important to *stop* and *think* how you might look and sound to others while you are waiting. Look at the thought bubbles below. Decide which thoughts show patience and which ones do not. Draw a line from the patient thoughts to the smiling face and draw a line from the impatient thoughts to the frowning face.



*Ugh...*

*I'll read while I'm waiting.*

*I should stay calm so Mom won't be embarrassed by my behavior.*

*Waiting isn't so bad. I can watch the people.*

*This is going to take all day!*

*This will be over soon.*

*This stinks!*

*I can practice my math facts while I wait.*



*I wish those guys would hurry up!*

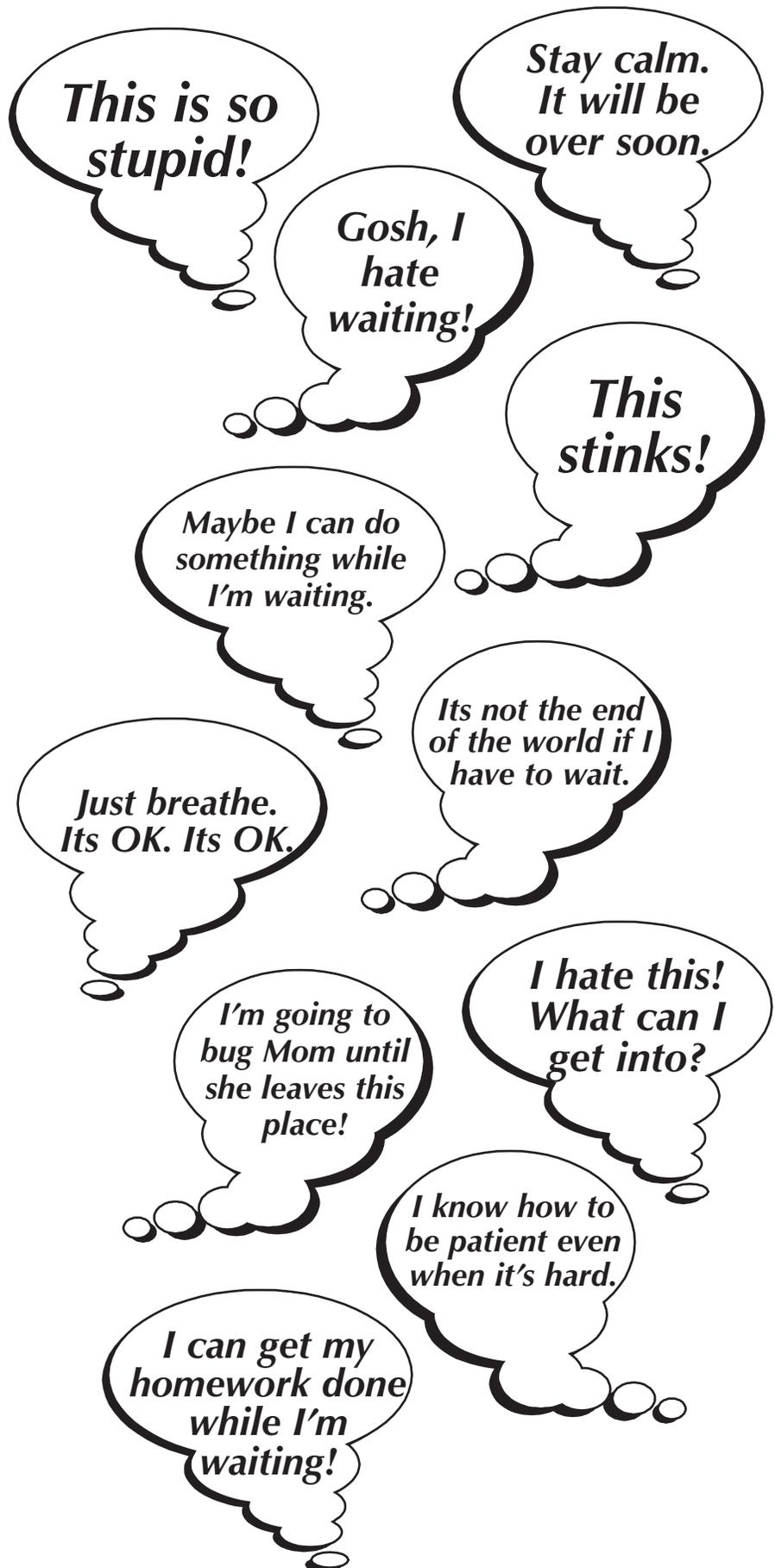
*I hate this!!*

# POSITIVE THINKING & PATIENCE

Positive thinking helps you to be patient.

## **DIRECTIONS:**

Look at the thoughts on the right. Color the thoughts that show patience light **BLUE** and color the thoughts that are not showing patience **GRAY**.



# FINDING WAYS TO BE PATIENT

Being patient while waiting for something takes impulse control. You have to *stop* and *think* about how you might look to others if you whine or complain. You have to *stop* and *think* about how acting impatiently might get you in trouble. But waiting can be a very difficult thing to do. Using the letters in the word PATIENT, write down some things that you can do to distract yourself from feeling upset while you are waiting. The "I" and the "E" are done for you as examples:

**P**

---

**A**

---

**T**

---

**wr** **I** **te down all**  
**the pet names**  
**you can think of**

---

**guess** **E**  
**other** **elings**  
**people's f**

---

**N**

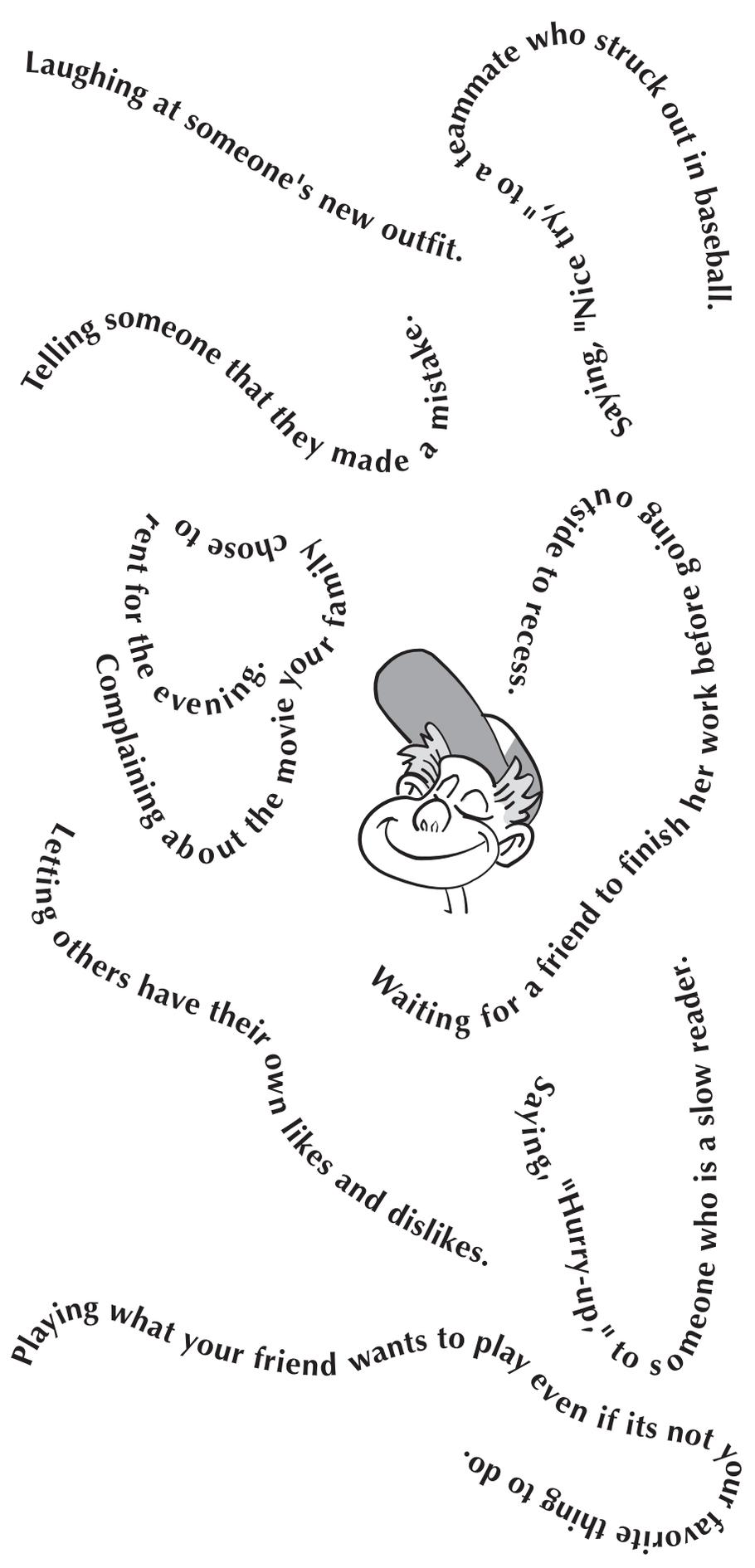
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**T**

---

# IMPULSE CONTROL & TOLERANCE

We also need to be patient with other people. This is called **tolerance**. Being tolerant with others takes impulse control because sometimes you might have the impulse to say mean things to people who are different from you. Its important to stop and think about how your behavior affects others. Draw a line from the boy's face in the middle to the sentences which describe patient and tolerant behavior.



Laughing at someone's new outfit.

Saying, "Nice try," to a teammate who struck out in baseball.

Telling someone that they made a mistake.

Complaining about the movie your family chose to rent for the evening.

Waiting for a friend to finish her work before going outside to recess.

Letting others have their own likes and dislikes.

Saying, "Hurry-up," to someone who is a slow repeater.

Playing what your friend wants to play even if its not your favorite thing to do.

## HOW TO USE REPRODUCIBLE SHEETS:

### *Reproducible Worksheet 12.1*

**Reading Others Feelings**, allows students to examine the facial expressions of five (5) children and to match a feelings word to the face. If the feelings words are read to the nonreading students, all students should be able to complete this sheet. This worksheet can be used for grades 1-5.

### *Reproducible Worksheet 12.2*

**Stop and Think about Body Language**, asks students to identify the meanings of certain body movements. They are presented with descriptions of typical types of body language and asked to identify what it means and how they should respond if they see this type of body language displayed. This worksheet requires a fair amount of writing so it may not be appropriate for nonreading students. It is recommended for grades 2-5.

### *Reproducible Worksheet 12.3*

**Stop and Think about Others**, presents students with several scenarios where they must stop and think about the situation and identify a feeling that the person in the scenario might be feeling. A list of feeling words is provided but students need not be limited to these words. If the scenarios are read aloud, even nonreading students can complete this sheet. This worksheet can be used for grades 1-5.

### *Reproducible Worksheet 12.4*

**Impulse Control and Empathy**, presents students with lengthier scenarios where they must, not only identify the feeling of the character, but also add a statement about what they might do or say in order to be supportive of the person. This worksheet could be used orally with nonreading students, but in the written form, it works best with grades 2-5.

### *Reproducible Worksheet 12.5*

**Rating My Empathic Behaviors**, asks students to examine a list of empathic behaviors and to think about the frequency with which they practice these. They are then to rank them 1-10 in the order with which they actually do them. This worksheet may be a little complex for the youngest students. It is recommended for grades 2-5.

# READING OTHERS' FEELINGS

*Stop and think* about what feelings look like on others. Match the feelings word on the left with the feelings face on the right.

**ANGRY**



**BORED**



**HAPPY**



**SAD**



**FRUSTRATED**



# STOP & THINK ABOUT BODY LANGUAGE

What people's bodies do says something about what they are feeling or thinking. Read the descriptions of body language on the right. Write down what you think the person is feeling or thinking. Then write what you would do or say in response.

***Someone rolls their eyes when you tell a joke.***

Person's thought or feeling:

---

What you would do or say:

---

***Someone keeps looking away while you are trying to tell them a story.***

Person's thought or feeling:

---

What you would do or say:

---

***Someone clenches their jaw and narrows their eyes when looking at you after you accidentally bumped them in the hallway.***

Person's thought or feeling:

---

What you would do or say:

---

# STOP & THINK ABOUT OTHERS

Stop and think how others might feel in the following situations. Using words from the word list (or any other words you can think of) write in one or two feelings for each situation.

HAPPY	SAD	ANGRY	SCARED
PROUD	SILLY	HURT	FRUSTRATED
NERVOUS	LONELY	WORRIED	EMBARRASSED

(1) *Jermaine was walking down the hall and slipped and fell. Lots of kids laughed at him. How might Jermaine feel?*

---

(2) *Jose's cat is sick and is having to stay over night at the vet's office. How might Jose feel?*

---

(3) *Maria just made the winning goal for her soccer team. How might Maria feel?*

---

(4) *Keiko studies really hard for her spelling tests but never makes a very good grade on them. How might Keiko feel?*

---

(5) *John just found out that his family won a free trip to Disney World. How might John feel?*

---

# IMPULSE CONTROL & EMPATHY

Empathy is the ability to “read” and feel others’ feelings with them. It is the foundation of good social skills. But you have to *stop* and *think* before you can feel empathy. Read the situations below and then identify the feeling that you think the person is feeling. Then write down what you could do or say to show empathy.

1. Cherika and her friend, Emily, were in the 4th grade and had been friends since preschool. They lived in the same neighborhood and went to the same school. This year they were even in the same classroom! They played dolls together, did gymnastics together, told each other their secrets, helped each other with homework and often slept over at one another's houses. One day when Cherika came back from some errands with her mother, Emily met her in the front yard. Emily told her that she and her family would be moving out of state for her dad's job. Cherika felt sick. She couldn't do her homework that night or enjoy her usual activities. What feeling(s) do you think Cherika had?

---

What could you do or say to show empathy to Cherika?

---

---

2. Mark was at his best friend's house building a fort out of some lumber that his best friend's dad had given them. The fort was looking great. The boys had built all 4 walls which included a window and a door with hinges. They were beginning to work on the roof when some bullies came by and started kicking at the fort. The bullies said they were “testing” its strength but Mark knew that they were really trying to ruin it. Mark asked them to go away but they only kicked harder. Finally the bullies succeeded in damaging one of the walls. Then they ran off laughing. Mark felt his whole body tighten up. What feeling(s) do you think Mark had?

---

What could you do or say to show empathy to Mark?

---

---

# RATING MY EMPATHIC BEHAVIORS

Showing empathy means that you have *stopped* and *thought* about what other people would like. Listed below are several empathic behaviors. Put ☆s by the two (2) behaviors that you do the most often. Put ✓s by the two (2) behaviors that you do the least often. What is a plan that you can use to increase the behaviors that you put ✓s by?

Telling someone  
that they are really  
good at something

Giving birthday gifts

Saying "I'm sorry"

Saying, "Great job"  
or "Congratulations"

Including people  
who get left out

Sending sympathy cards

Helping people

Waiting for people

Telling people that  
they look nice

Comforting people  
who are crying

## HOW TO USE REPRODUCIBLE SHEETS:

### *Reproducible Worksheet 13.1*

**Joining in with Impulse Control**, asks students to draw pictures of the three (3) steps of joining in. Be sure to explain to the students how to use speech bubbles if they do not already know how. Younger students may need assistance with the writing but can certainly do the drawings. This worksheet is a good visual reminder of how to slow down and consider others when feeling the impulse to jump in too quickly. This worksheet can be used for grades 1-5.

### *Reproducible Worksheet 13.2*

**Stop and Think about Peer Pressure**, asks students to stop and think about things that friends may want them to do. They must evaluate whether the friend's request is a good choice or a bad choice. If the friend's suggestion is a good choice, they write the name of the friend at the bottom of the page. If the scenarios are read to nonreaders, this worksheet can be used for grades 1-5.

### *Reproducible Worksheet 13.3*

**Thinking of Others**, asks students to stop and think about some of their own impulses as they may affect other people. They must choose which impulses and behaviors are thoughtful of others and which ones are not by coloring the thoughtful ones and putting an 'X' over the thoughtless ones. If the scenarios are read to nonreaders, this worksheet can be used for grades 1-5.

### *Reproducible Worksheet 13.4*

**Making Others Feel Special**, asks students to stop and think about four (4) of their friends and the things that they can do to make each particular friend feel special. Encourage students to differentiate each friend and not to simply write a generic response to all of the items. This worksheet requires some writing so it may not be appropriate for the youngest students. This worksheet is recommended for grades 2-5.

### *Reproducible Worksheet 13.5*

**Social Skills Evaluation**, has students evaluating themselves on important social skills. They are asked to rate themselves with 1-5 stars on the behaviors of sharing, saying "Hi," smiling at others, inviting others to play, letting others go first, letting others decide what to play, keeping friends' secrets and sticking up for friends. After students rate themselves, invite a discussion around social skill strengths and weaknesses. This worksheet can be used with nonreading students if items are read to them. This worksheet is recommended for grades 1-5.

# JOINING IN WITH IMPULSE CONTROL

It is important to use impulse control when you join in games so that you don't interrupt or mess up the game. To help you know how to use your impulse control when joining in, use these three steps:

***Stand back and watch to see what is going on.***

***Say something nice to the group.***

***Ask to join in.***

Draw pictures of yourself using these three steps:

***Me watching what's going on:***



***Me saying something nice to the group:***



***Me asking to join in:***



# STOP & THINK ABOUT PEER PRESSURE

Friends want you to do things with them. Sometimes these are good things that are OK to do; sometimes these are bad things that might get you into trouble. This is called **PEER PRESSURE**. Look at what these friends want you to do. *Stop* and *think* about which ones are using positive peer pressure. Put their names in the box below.

## JANICE

wants you to go to the mall with her and try to put some make-up in your pocket without paying for it.

## GREYSON

has an extra ticket to a professional basketball game and asks you to go with him.

## MARIA

knows that you are not supposed to be on the telephone after 8:00 at night but its now 8:00 and she keeps talking to you and won't hang up. She tells you to whisper so your parents won't hear you.

## ERIC

tells you to put some Play Doh® on the new student's seat.

## CAROL

asks you to study with her for the big science test.

## JUAN

asks you to help him pass out candy that he has brought for the class.



# THINKING OF OTHERS

Which of these behaviors shows that you are thinking about someone else and what they need? Color these in your favorite color. Put an X over the ones that do not show that you are thinking of others.

You let someone go ahead of you in the lunch line because he is late for class.

Your grandmother is not feeling well but you make sure that she knows what you want for your birthday.

You tell your friend what the two of you are going to play when he comes over.

Your room is a mess. You let your mother know so she can clean it up.

You laugh at your classmate's mistake.

You help someone pick up the books that they dropped in the middle of the hallway.

You listen to your friend who has a problem even though your other friends want you to come and play.

You go out to the car to help your mother bring in the groceries because you know that she is tired.

You wake up early on a Saturday morning and make lots of noise.

Your sister's computer games got stolen. You loan her some of yours.

# MAKING OTHERS FEEL SPECIAL

The secret to having lots of friends is finding ways to make others feel special. Some of the things that we do to make others feel special are compliment them, let them go first in games, help them, listen to their problems, invite them over, let them choose what to play, etc. Each person has things that make them feel special. Think of four (4) friends or classmates. What makes them feel special? Write their names and the behaviors that you do that makes them feel special below.

**(1)**

**MY FRIEND,**

*(name)* \_\_\_\_\_

**FEELS SPECIAL WHEN I**

*(action)* \_\_\_\_\_

---

---

**(2)**

**MY FRIEND,**

*(name)* \_\_\_\_\_

**FEELS SPECIAL WHEN I**

*(action)* \_\_\_\_\_

---

---

**(3)**

**MY FRIEND,**

*(name)* \_\_\_\_\_

**FEELS SPECIAL WHEN I**

*(action)* \_\_\_\_\_

---

---

**(4)**

**MY FRIEND,**

*(name)* \_\_\_\_\_

**FEELS SPECIAL WHEN I**

*(action)* \_\_\_\_\_

# SOCIAL SKILLS EVALUATION

Social skills are the behaviors that help us make and keep friends. They are the actions that motivate others to like us. Read the following social skills and rate yourself by coloring in the correct number of stars.



**POOR**

**NOT TOO GOOD**

**AVERAGE**

**GOOD**

**OUTSTANDING!**

<b>SOCIAL SKILL:</b>		<b>YOUR RATING:</b>
(1)	<u>Sharing</u>	☆ ☆ ☆ ☆ ☆
(2)	<u>Saying "Hi"</u>	☆ ☆ ☆ ☆ ☆
(3)	<u>Smiling at others</u>	☆ ☆ ☆ ☆ ☆
(4)	<u>Inviting others to play with you</u>	☆ ☆ ☆ ☆ ☆
(5)	<u>Letting others go first</u>	☆ ☆ ☆ ☆ ☆
(6)	<u>Letting others decide what to play</u>	☆ ☆ ☆ ☆ ☆
(7)	<u>Keeping friends' secrets</u>	☆ ☆ ☆ ☆ ☆
(8)	<u>Sticking up for friends</u>	☆ ☆ ☆ ☆ ☆

## HOW TO USE REPRODUCIBLE SHEETS:

### ***Reproducible Worksheet 14.1***

**Evaluating My Impulse Control Progress**, asks students to consider their “before” and “after” levels of impulse control in the areas of active listening, managing anger, problem-solving, patience, empathy and social skills. This allows students the opportunity to self-evaluate, an important skill often lacking in impulsive children. Discuss with the students where they have seen the most growth, the least growth, what areas they started off low in, high in, etc. This worksheet may be somewhat difficult for the youngest students. It is recommended for grades 2-5.

### ***Reproducible Worksheet 14.2***

**Impulse Control Mystery Flipper**, uses origami to create the classic children’s “fortune teller.”

**Directions:** (a) Cut out the large square, (b) Turn the square face down and fold each of the four (4) corners to the middle so that they all touch (you should only see colors and numbers), (c) Turn fortune teller over and fold the four (4) corners to the middle again (you should only see numbers), (d) Fold this small square in half with the numbers in the middle; open and fold in half the other way again with the numbers in the middle. Students should now be able to slip their fingers under the colors in order to manipulate it.

Working in pairs students ask their partner to choose a color. Spelling the color, the student opens and closes the “fortune teller” in the two (2) different directions with each letter. As the last letter of the color is spelled the student opens the “fortune teller” and asks the partner now to choose one of the visible numbers. After the partner has chosen a

number the student opens and closes the “fortune teller” in the two (2) different directions as s/he counts up to the number that the partner has selected. At the last count, the student opens the “fortune teller” and asks the partner to choose another visible number. At this point the student lifts the flap of the number that the partner has selected and asks whether s/he would like the number’s ‘a’ or ‘b’ portion. When the partner has selected ‘a’ or ‘b’ the student reads the question and the partner answers it. Partners should take turns manipulating the “fortune teller” and answering questions. Because this activity requires good fine motor skills as well as reading, and spelling, it is not suitable for the youngest students. It is recommended for grades 2-5.

### ***Reproducible Worksheet 14.3***

**Bossing Your Impulses**, allows students to give themselves credit for specific times and places where they used impulse control. They are asked to identify situations in the classroom, at recess and at home where they were confronted with an impulse but were able to stop and think about it and make a better choice. Reading and writing is required so it may not be appropriate for nonreaders. This worksheet is recommended for grades 2-5.

### ***Reproducible Worksheet 14.4***

**Impulse Control Word Search**, asks students to find words related to impulse control in a word search. This worksheet may be difficult for the youngest students but is appropriate for grades 2-5.

# EVALUATING MY IMPULSE CONTROL PROGRESS

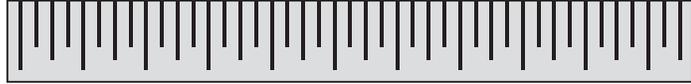
Stop and think about how your impulse control used to be before you started working on it. Then think about how it is now in the areas of active listening, managing anger, problem-solving, patience, empathy and social skills. Using the rulers draw lines measuring your before and after levels of impulse control, "0" being low and "10" being high.

## *Active Listening*

**BEFORE:**



**NOW:**



0

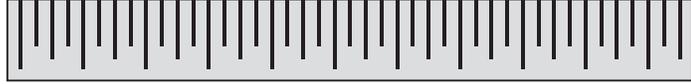
10

## *Managing Anger*

**BEFORE:**



**NOW:**



0

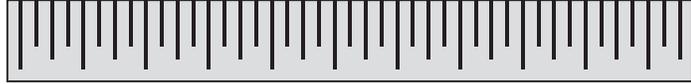
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## *Problem-Solving*

**BEFORE:**



**NOW:**

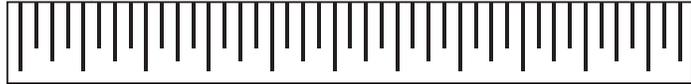


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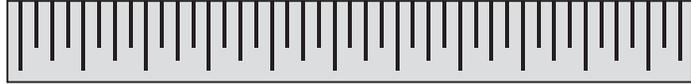
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## *Patience*

**BEFORE:**



**NOW:**



0

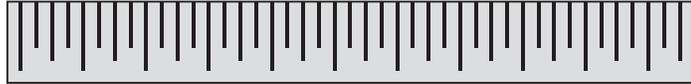
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## *Empathy*

**BEFORE:**



**NOW:**

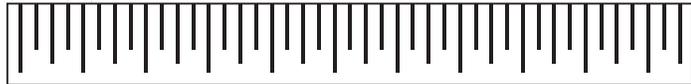


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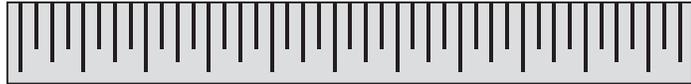
10

## *Social Skills*

**BEFORE:**



**NOW:**



0

10

# IMPULSE CONTROL MYSTERY FLIPPER

## DIRECTIONS:

Cut out the flipper on the heavy lines. Place it printed side down. Then fold up all four corners so that the points meet in the middle. Flip it over, keeping the folds in place. Fold all four of the new corners up so that the points meet in the middle again. Now fold it in half with the numbers on the inside. Open and fold in half the other way with the numbers in the middle again. Work your fingers into the four corners under the colors and push them to the middle.



<b>GREEN</b>	<b>5</b> 5a What might happen if you started being bossy to your friends?	<b>6</b> 6a What might happen if you called out an answer without raising your hand?	<b>RED</b>
<b>4</b> 4a What might happen if you cut in line?	5b Name a time that you used your impulse control at school.	6b Name a time that you used your impulse control at home.	<b>7</b> 7a What might happen if you played instead of doing your homework?
<b>3</b> 3a What might happen if you hit someone when you were angry?	3b How do you feel about yourself when you don't use impulse control?	7b Who do you know that uses good impulse control? What do you think of them?	<b>8</b> 8a What might happen if you played on the computer when you weren't supposed to?
<b>YELLOW</b>	2a What might happen if you borrowed something without asking?	1b How do you feel about yourself when you use your impulse control in a public place.	<b>BLUE</b>
<b>2</b> 2a What might happen if you talked to your friend during class?	1a Name a time that you used your impulse control on the playground.	8b Name a time that you used your impulse control when you were in a public place.	

# BOSSING YOUR IMPULSES

Even though everyone has impulses, it is important that you are the boss of them and they are not the boss of you! You can be the boss of your impulses if you *stop* and *think* before you act. List some of the times that you were the boss of your impulses:

**(1) IN THE CLASSROOM I HAD AN IMPULSE TO**

**BUT WHEN I STOPPED AND THOUGHT  
ABOUT IT, I DECIDED TO**

**(2) AT RECESS I HAD AN IMPULSE TO**

**BUT WHEN I STOPPED AND THOUGHT  
ABOUT IT, I DECIDED TO**

**(3) AT HOME I HAD AN IMPULSE TO**

**BUT WHEN I STOPPED AND THOUGHT  
ABOUT IT, I DECIDED TO**

**(4) OUT IN PUBLIC I HAD AN IMPULSE TO**

**BUT WHEN I STOPPED AND THOUGHT  
ABOUT IT, I DECIDED TO**

# IMPULSE CONTROL WORD SEARCH

Find the following words:

**IMPULSE**  
**STOP**  
**ANGER**  
**CONTROL**  
**THINK**  
**CHOICE**  
**RELAX**  
**ACT**  
**BEHAVIOR**  
**URGE**  
**SELF**  
**FEELING**  
**SMART**  
**MANAGE**

C A S M A R T B E H  
O H T H I N K I V W  
N C O J Y S X D U B  
T F P I M P U L S E  
R E W A C T R F E H  
O E Y K L E G T L A  
L L X V Z P E G F V  
Z I U R E L A X S I  
A N G E R O Q M R O  
P G M A N A G E N R

*Unscramble the following message:*

— — — — —  
I N A C O S P T N D A H N K I T.

Dear Parent,

Your child is going to be participating in an Impulse Control group. This is a wonderful opportunity for her/him to learn ways to **stop** and **think** before taking action. Although impulsive children can be wonderfully exuberant and creative, they can also struggle with social acceptance and academic success. This group is designed to assist your child in being more successful both at school and at home.

During our groups we will be having discussions about different topics related to impulse control as well as playing games and doing worksheets. We will be focusing on how to **stop** and **think**. I hope that you will ask your child about the groups and use the information s/he shares with you as a spring board to have your own discussions.

Listed below are some suggestions that you may wish to try at home in order to reinforce the skills learned in group:

- *Talk about impulse control. Just like you would discuss good grades or bathing or personal integrity, discuss impulse control as an important life skill.*
- *Talk about the right time and place to do things and the wrong time and place to do things. Behaviors such as chewing gum, running, shouting, etc. are not bad behaviors—they just need to be in the appropriate context.*
- *Establish a visual cue (such as touching your head or holding your hand up like a STOP sign) that you can use with your child in public which will remind her/him to stop and think*
- *Play games which teach thinking ahead or **stopping** and **thinking** such as chess, checkers, **Simon Says, Red Light/Green Light, Mother May I, Simon Says, Battleship**, etc. There are also some therapeutic board games which teach impulse control such as **Stop, Relax & Think** or **Look Before You Leap** or **The Angry Monster Machine**.*
- *Have your child work on mazes when waiting somewhere or traveling in the car. Mazes require **stopping** and **thinking** and looking ahead!*
- *Insist that your child have a savings plan. If s/he receives an allowance (or has a job and receives a paycheck) make sure that s/he saves part of it for larger purchases. This teaches delayed gratification – part of impulse control!*
- *Look for times when your child does use her/his impulse control and bring her/his attention to it!!! Say things like, “Wow, I really saw you using your impulse control when got angry with sister and just walked away instead of hitting her” or “Good job using your impulse control today when stopped yourself from running in the house when your friend did.”*

I hope that these suggestions are helpful. I’m looking forward to working with your child!

Sincerely,

Dear Parent,

Thank you for sharing your child with me for our Impulse Control group these last few weeks. During our time together we learned how impulse control is needed in order to stay out of trouble, make more friends, be a good listener, manage anger, be a good-problem-solver and feel good about ourselves. I hope that you have been able to discuss some of these areas with your child.

In order to further assist your child in her/his impulse control development I have some additional suggestions that I hope you will find useful:

- *Have family meetings (can also be done at meal times) where everyone (yes, parents, too!) reports in about how they used their impulse control that day. You can use the template of, "Today I had the impulse to \_\_\_\_\_ but I stopped and thought \_\_\_\_\_ and decided to \_\_\_\_\_ instead."*
- *Teach self-talk. Most impulsive children do not have well-developed internalized language. Teach your child how to talk to her/himself in order to self-soothe or in order to make good decisions.*
- *Teach forward or future thinking. Ask questions which invite your child to think ahead such, "What would happen if I spent all my paycheck the day I got it?" or "What would happen if I hit my computer when I got upset with it?"*
- *Role-play difficult situations which you know trigger your child's impulsive behavior. If shopping is a difficult place for your child to use impulse control, role-play going shopping. If conflicts are a difficult situation for your child to use impulse control, role-play conflict resolution.*
- *Teach your child how to use patience. Impulsive children have a difficult time waiting. Teach your child how to distract her/himself or how to use self-talk while waiting. You can either ask, "What could we do while we wait so that the time will go by faster?" or "What could you tell yourself right now that would help you feel better about this wait?"*
- *Teach problem-solving techniques. The 5 steps of good problem-solving include: (1) Identify the specific problem (2) Brainstorm several solutions (3) Examine the pros and cons of each solution (4) Choose a solution and try it and (5) Evaluate the outcome.*
- *Teach anger management strategies. Discuss with your child clearly defined OK and NOT OK ways to express anger. Be sure to let your child know what s/he can do when s/he feels angry—i.e. some physical outlets for anger that won't get her/him in trouble. Only give consequences for the NOT OK anger expressions.*

Thank you for encouraging your child to use impulse control.

Sincerely,



**ANGRY**



**SCARED**



**HAPPY**



**CONFIDENT**



**NERVOUS**



**DISGUSTED**



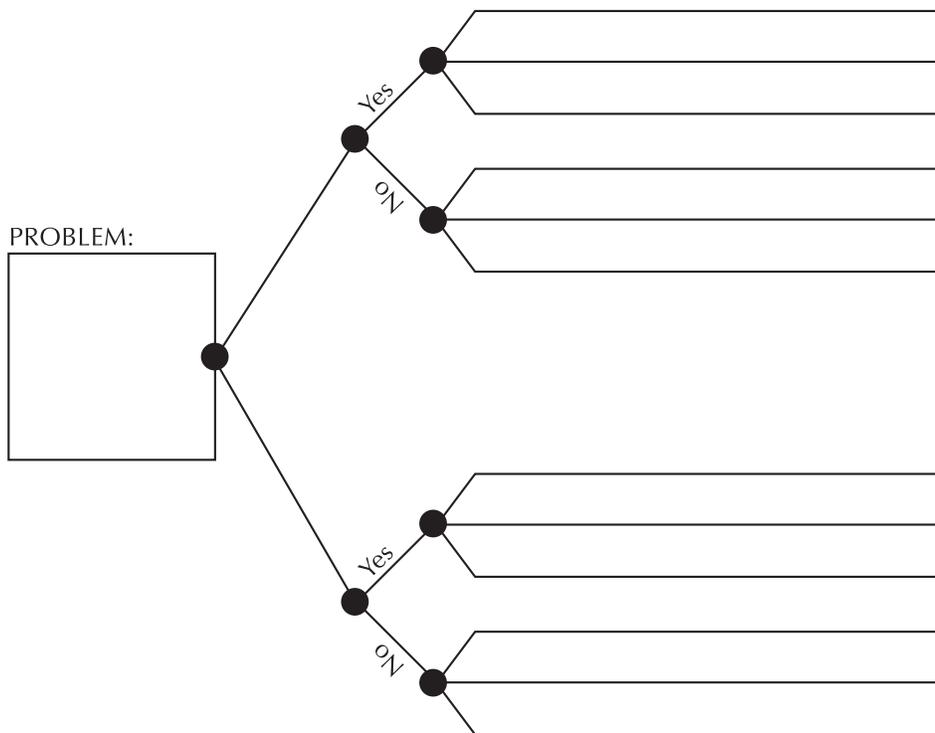
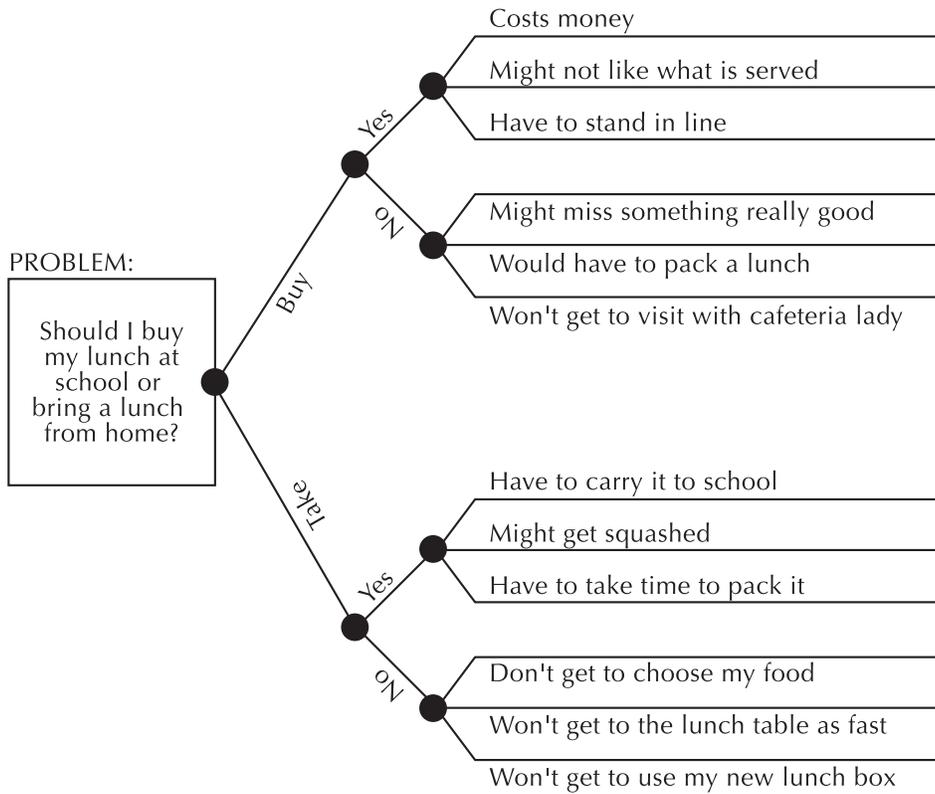
**SILLY**



**SURPRISED**



**FRUSTRATED**



You and your family are on your way to church. You see a mud puddle and have the impulse to jump over it.

**STOP and THINK.**  
*What might happen?*

You know the right answer to the question that your teacher just asked. You have the impulse to shout it out.

**STOP and THINK.**  
*What might happen?*

You have the impulse to sneak into the kitchen and grab a cookie before dinner.

**STOP and THINK.**  
*What might happen?*

You are so angry with your sister for taking your CD without asking. You have the impulse to hit her.

**STOP and THINK.**  
*What might happen?*

You are getting into line in order to get a drink of water. You have the impulse to cut in front of someone who is not paying attention.

**STOP and THINK.**  
*What might happen?*

You are in the movie theatre and can't see because of the lady in front of you. You have the impulse to say, "I can't see because of that lady's big, fat head."

**STOP and THINK.**  
*What might happen?*

You have a cold and your nose is running. You have the impulse to wipe it on your shirt sleeve.

**STOP and THINK.**  
*What might happen?*

You need to tell your mom something but she is on the phone. You have the impulse to interrupt her.

**STOP and THINK.**  
*What might happen?*

You and your friend are playing a game and have different ideas about the rules. You have the impulse to set her straight.

**STOP and THINK.**  
*What might happen?*

You are pouring yourself a glass of Kool Aide and have the impulse to pour it to the very top.

**STOP and THINK.**  
*What might happen?*

You see some friends playing a game. You have the impulse to jump on in.

**STOP and THINK.**  
*What might happen?*

You have a ton of homework but are not in the mood to do it. You have the impulse to just ignore it.

**STOP and THINK.**  
*What might happen?*

You are bored waiting in the dentist's office. You have the impulse to jump and climb on the chairs.

**STOP and THINK.**  
*What might happen?*

You have the impulse to pick up your mother's friend's little girl and swing her around.

**STOP and THINK.**  
*What might happen?*

You are at a restaurant with your parents. You have the urge to blow bubbles in your drink.

**STOP and THINK.**  
*What might happen?*

You have to go to bed early. You have the impulse to yell "This is so stupid!" to your parents.

**STOP and THINK.**  
*What might happen?*

In the middle of math you remember a cool joke. You have the impulse to tell it to the person sitting next to you.

**STOP and THINK.**  
*What might happen?*

You don't like the picture you are drawing in art class. You have the impulse to tear it up.

**STOP and THINK.**  
*What might happen?*

You have the impulse to laugh at someone who doesn't know what Nintendo is.

**STOP and THINK.**  
*What might happen?*

You need to go to the bathroom really bad and have the impulse to slip out of the classroom with out permission.

**STOP and THINK.**  
*What might happen?*

You have the impulse to go to school without brushing your teeth.

**STOP and THINK.**  
*What might happen?*

You are feeling bored shopping with your mom. You have the impulse to whine and complain.

**STOP and THINK.**  
*What might happen?*

You have the impulse to daydream while your teacher is giving instructions.

**STOP and THINK.**  
*What might happen?*

The person sitting next to you keeps tapping his pencil. You have the urge to grab the pencil out of his hand.

**STOP and THINK.**  
*What might happen?*

*How can impulse control make you a better listener?*

*How can impulse control help you to handle your feelings?*

*How can impulse control help you to show empathy to others?*

*How can impulse control help you make more friends?*

*How can impulse control help you to stay out of trouble?*

*How can impulse control help you to make better grades?*

*How can impulse control help you to feel good about yourself?*

*How can impulse control help you to make good choices?*

*How can impulse control help you to appear more grown-up?*

*How can impulse control help give you a good reputation?*

*How can impulse control help you with angry feelings?*

*How can impulse control help you to be a better problem-solver?*

*What would the world be like if no one had any impulse control?*

*What would the world be like if everyone had great impulse control?*

*Give someone in the group a compliment for something they did that showed good impulse control.*

*Say aloud, "I am the boss of my impulses—my impulses are not the boss of me."*

*Say aloud, "My impulse control helps me to be a good listener."*

*Say aloud, "My impulse control helps me to make and keep friends."*

*Say aloud, "My impulse control helps me to keep my anger in check."*

*Say aloud, "I can stop and think before I act."*

*Say aloud, "Just because I feel like doing something, doesn't mean I have to actually do it."*

*Name one of the ways that not using your impulse control has gotten you into trouble.*

*How do you think that your parents use impulse control?*

*How do you think that your teacher uses impulse control?*

# Certificate of Completion

Awarded to

\_\_\_\_\_

for learning how to

**STOP** and **THINK**

Signed \_\_\_\_\_

