



# About Impulse Control - Level 3

## Staff Activity Guide

### What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity guide, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity.

#### Viewing the Video

Without Student Video Viewing Guide - (6 minutes)  
With Student Video Viewing Guide - (8-10 minutes)

#### Student Activities

Activity #1 Write About It - (15 minutes)  
Activity #2 Group Activity - (15 minutes)  
Activity #3 Extended Learning Activity - (20 minutes)

#### Brain Quiz

(5-10 minutes)

### Student Video Viewing Guide:

#### Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning answering the question:
  - What is something that students at your school often do impulsively?
- Ask students to "pair and share" with a classmate what they think:
  - What are areas in your life that you'd like to be less impulsive?

#### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



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### Brain Quiz Answer Key: (5-10 minutes)

1. The part of the brain that seeks novel pleasure is called the \_\_\_\_\_. (Answer: c. Nucleus accumbens)
2. What research study was used to study impulse control? (Answer: d. The Marshmallow Test)
3. How does substance abuse contribute to poor impulse control? (Possible Answer: During the dopamine spikes that are caused by using substances, our limbic system lights up and our frontal lobe goes dark. The thinking and good judgment part of our brain is inaccessible during substance use and withdrawal.)
4. Self-control Techniques include all of the following EXCEPT: (Answer: b. Immediately acting on the urge)
5. Children who can delay gratification. (Answer: d. All of the above)

### Student Activity Options:

#### Activity #1 Write About It (15 minutes)

- a. Materials Needed: notebook/ paper and writing utensil.
- b. Directions: Write About It: Self-Control is a predictor of future success. Have students imagine they are 25 years old. Have students write about what life is like? Write a letter to their teenage self, listing all the ways that self-control helped them to enjoy the life that they are living now.
- c. Criteria for Success: students are able to identify what their life could be like at age 25 and identify 4-8 self-control techniques that have helped them.

#### Activity #2 Group Activity (20 minutes)

- a. Materials needed: scratch paper and writing utensil, role-play scenarios list.
- b. Directions: divide the class into groups of 3-5 students. Ask students to brainstorm situations/scenarios that require them to use impulse control. Have students take turns role-playing utilizing impulse control in each of the scenarios.
- c. Criteria for success: students are able to correctly act out ways to use impulse control in difficult situations.

#### Activity #3 Extended Learning Activity (15 minutes)

- a. Materials needed: chart paper and markers.
- b. Directions: divide class into groups of 3-5 students. Ask each group to brainstorm how drug and/or alcohol use may negatively affect impulse control. Have each group create a list and share examples with the class.
- c. Criteria for success: each group can identify 2-4 examples of how drugs or alcohol can impact impulse control.