

Ollie Learns About Impulse Control

Lesson Objective:

Students will learn about impulse control and the concept of delaying gratification. They will explore how practicing impulse control helps them make better decisions and manage their emotions.

Materials Needed:



- Copy of Book 2, Chapter 2: Ollie and the Mystery of Emotions
- Whiteboard/Markers
- Paper and pencils
- S.T.A.R. Strategy poster
- Activity 1 -small treat (sticker, small toys)
- Activity 2 - S.T.A.R. Strategy Poster
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss the concept of self-control.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today, we're going to learn about something really important—how to manage our impulses. Have you ever wanted something right away, like a snack or a toy, but had to wait? That's called impulse control, and it's when you stop yourself from doing something right away, even though you really want to. We'll read a story about Ollie and his friends, and they're going to learn how to practice impulse control."
- Wait for the children to settle.

2. Discussion Starter

- "Can you think of a time when you really wanted something right away but had to wait? How did it feel to wait?"
- Allow students to share their experiences with waiting or controlling their impulses.

- "Today, we'll see how Ollie and his friends learn to manage their impulses and wait for something they want. By practicing impulse control, we can help our brains make better choices

Read the Chapter (15 minutes)

Story Time Outline:



- Read chapter 2 aloud. Encourage students to follow along. Ask questions during key parts in the story.

Story Time Teacher Script:

1. Prepare the Students for the Story:

- "This is the second chapter in Book 2 of our Ollie and Friends Chapter book series. Let's read the story *Ollie Learns About Impulse Control*. As we read, I want you to think about how Ollie and his friends learn to manage their impulses when they really want those cookies!"
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

2. Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
- Why does Ollie think it's hard to wait for the cookies?
 - Focus on the difficulty of resisting temptation.
- What does Grandma mean when she says the brain makes predictions about what will make you happy?
 - Discuss how the brain predicts that eating the cookies will feel good.
- How does Grandma explain impulse control?
 - Highlight the idea of stopping and thinking before acting.
- Why do you think Harriet had a hard time waiting at first?
 - Explore Harriet's challenge with waiting for something she really wants.
- What does Ollie suggest to help his friends wait for the cookies?
 - Focus on Ollie's idea to distract themselves to make waiting easier.
- How does telling a story help everyone forget about the cookies for a while?
 - Discuss how distraction helps manage impulses.
- Why do you think Grandma gave them two cookies if they waited?
 - Explore the idea of rewarding patience and delayed gratification.
- What did Ollie learn about impulse control by the end of the story?
 - Reinforce the lesson that waiting can lead to better outcomes.

- How does practicing impulse control help the brain make better predictions?
 - Discuss how waiting helps the brain adjust to new ways of thinking.
- Why is impulse control important in other situations, like when you feel angry or frustrated?
 - Help students connect impulse control to managing emotions in different situations.

Ollie's Odyssey: Chapter 2: Ollie Learns About Impulse Control

One sunny afternoon, Ollie and his friends were at the park for a special treat—Grandma had baked a batch of her famous chocolate chip cookies. The delicious smell filled the air as they sat around the picnic table, eagerly awaiting their snack.

"Now, hold on, everyone," Grandma said with a smile as she placed the cookies in front of them. "Before you dig in, I have a little challenge for you."

Ollie's eyes widened. "A challenge?"

Grandma nodded. "Yes, I'm going to leave the cookies here, but if you can wait ten minutes without eating one, I'll give you each two cookies instead of just one."

Harriet's foot began to tap nervously. "Wait ten minutes? But they smell so good!"

Buzz buzzed in excitement. "How can we wait that long?"

Ollie looked at the cookies, his mouth-watering. It seemed like such a long time to wait, but he also liked the idea of getting two cookies instead of just one.

Grandma smiled warmly. "This is called delaying gratification. It's when you wait for something you want right now because you know you'll get something even better later. It's a little hard, but it helps you practice impulse control."

"Impulse control?" Bennie asked, tilting his head.

"Yes," Grandma explained. "It's when you stop yourself from doing something right away, even though you really want to. Your brain makes a prediction that eating the cookie will make you feel happy, but if you wait, you'll feel even happier when you get two cookies instead of one."

The friends looked at each other, realizing this wasn't going to be easy.

Grandma continued, "Let me explain a little more. You remember how your brain makes predictions about what's going to happen next? Well, your brain also uses those predictions to tell you what to do. When you see something like these cookies, your brain predicts that eating them will make you feel good, so it gives you the impulse to grab one. But sometimes, you need to stop and think before acting."

Ollie nodded, remembering what Grandma had taught them about emotions. "So, if we stop and wait, we're helping our brains make better predictions?"

"Exactly," Grandma said. "By practicing impulse control, you're teaching your brain that it's okay to wait for something good, and sometimes waiting makes the reward even sweeter." Harriet sighed. "But it's really hard to wait!"

"Of course it is," Grandma said kindly. "Your brain is wired to want things right away, especially if it predicts that it will make you happy. But you can help your brain by distracting yourself or thinking about how great it will feel to get two cookies later."

The friends sat quietly, each staring at the cookies in front of them. The smell was tempting, but they all wanted to practice impulse control and earn their extra cookie.

"Let's try something," Ollie suggested. "Let's think about something else for a while. Maybe if we distract ourselves, we won't think so much about the cookies."

Harriet jumped up. "I'll time us with my watch! That way, we know how close we are to the ten minutes being up."

Betty added, "I'll tell a story while we wait! That way, we're not just sitting here staring at the cookies."

"Great idea," Ollie said, feeling more confident that they could do this.

As Harriet kept an eye on the time and Betty told a funny story about a bear who couldn't stop eating honey, the group began to relax. They were still aware of the cookies, but they weren't as focused on them.

"Hey, this isn't so bad," Buzz said. "I'm not even thinking about the cookies anymore!"

Bennie nodded. "Yeah, I think I can wait now."

Grandma watched them with a proud smile. "You see? By focusing on something else, you've helped your brain manage its impulses. You're showing yourselves that waiting is possible, and when you get your two cookies, you'll feel even better because you waited."

The ten minutes passed, and Grandma handed out the extra cookies. Everyone was thrilled, not just because they got two cookies, but because they had learned something important. As they munched on their cookies, Ollie reflected on what they had learned. "So, when we practice impulse control, we're helping our brain make better predictions about the future. Even though our brain tells us to act fast, sometimes waiting is the better choice."

"Exactly," Grandma said. "Impulse control is a skill that helps you manage your reactions. You can use it in lots of situations—like when you feel angry and want to yell, or when you're frustrated and want to give up. If you stop and wait, you might make a different choice that works out better for you."

Harriet, who had been listening carefully, spoke up. "So, it's like training our brain to wait for something better?"

"Yes!" Grandma said. "You're teaching your brain to think beyond the moment and consider what's best in the long run. That's how you can learn to delay gratification and make thoughtful decisions."

Ollie smiled, feeling proud of what they had learned. "Thanks, Grandma. I think we're getting better at this!"

As they finished their cookies and headed back to the playground, Ollie and his friends felt excited about the new skill they had discovered. They knew that practicing impulse control and delaying gratification wasn't always easy, but it made them feel stronger and more in control. And from that day on, whenever they faced a situation where they wanted something right away, they remembered the lesson of the cookies. They stopped, thought about their choices, and sometimes waited, knowing that good things often come to those who are patient.

3. Post-Chapter Teacher Script

- **Teacher:** “Hmmm Ollie and his friends certainly learned about the importance of self-control or impulse control.”

4. Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- Can you think of a time when you had to wait for something you really wanted? How did it feel?
 - Encourage students to reflect on personal experiences with delayed gratification.
- Why do you think it's sometimes hard to stop ourselves from doing something right away?
 - Help students explore the natural tendency to act on impulses.
- What are some things we can do to make waiting easier, like Ollie and his friends did?
 - Discuss strategies such as distraction, deep breathing, or thinking about the long-term reward.
- How do you think impulse control helps us in school and at home?
 - Guide students to connect impulse control to situations like waiting for their turn, finishing homework before playing, or managing frustration.
- Why do you think Grandma used cookies as an example to teach impulse control?
 - Explore how real-life examples make learning about emotions and self-control more relatable.
- How does impulse control help us make better choices in tough situations?
 - Discuss how stopping and thinking before acting can prevent regrets.
- What might happen if we always gave in to our impulses without thinking?
 - Encourage students to think about potential consequences of acting without self-control.
- How does understanding impulse control help us in friendships and teamwork?

- Discuss how patience, listening, and thinking before reacting are important in social situations.
- What emotions do you think people feel when they succeed in practicing impulse control?
 - Help students recognize the positive feelings that come from self-control, like pride and confidence.
- What advice would you give to someone who struggles with waiting or controlling their impulses?
- Encourage students to share their own ideas and strategies for managing impulses.

Do an Activity (20 minutes)

- Students will practice having self-control.

Please choose from the following 2 activities:

Activity 1: Cookie Challenge (15 minutes)

1. Introduce Activity

"Now, we're going to do our own version of the cookie challenge from the story! But don't worry—you won't have to wait for real cookies today. Instead, we'll practice waiting with a fun game that will help us build our impulse control skills."

● Activity Instructions

- Give each student a small treat (like a sticker or a small toy) and explain that if they can wait 5 minutes without touching it, they'll get two treats instead of one.
- While they wait, encourage them to distract themselves, partnering up and choosing one of the conversation starters below:

Here are five fun conversation starters for third graders to talk with a partner for five minutes while waiting for their treat:

1. "If you could have any superpower for a day, what would it be and how would you use it?"
 - Encourage kids to get creative and think of fun ways to use their powers!
2. "If you could go on an adventure anywhere in the world, where would you go and what would you do?"
 - Help kids imagine exciting journeys and dream up fun activities.
3. "What's the funniest thing that has ever happened to you?"
 - Get kids giggling by sharing funny stories from their own experiences.
4. "If you could design your own theme park, what rides and attractions would you have?"
 - Let kids be creative and describe their dream amusement park!
5. "If you could switch places with any animal for a day, which one would you choose and why?"
 - Encourage them to think about what life would be like as their favorite animal.

These **engaging and imaginative** conversation starters will help distract them while they wait and also **encourage fun discussions!** 🎉

- **Discussion:**

- After the 5 minutes have passed, discuss how it felt to wait and what helped them stay patient.

"Great job waiting! Just like Ollie and his friends, you practiced impulse control and got a bigger reward for waiting."

Activity 2: Impulse Control Role Play with S.T.A.R. Strategy (15 minutes)

2. Introduce Activity

"Now, we're going to practice impulse control using something very important that we've learned before—the S.T.A.R. strategy! Does anyone remember what STAR stands for? That's right, it stands for ****Stop, Think, Act, Reflect****. We're going to use this strategy in different situations to help us calm down and make better choices.

S.T.A.R. Strategy:

Stop: Take a deep breath and pause.

Think: Think about how you're feeling and what choices you have.

Act: Choose the best action to take.

Reflect: Afterward, think about how your choice worked out."



- **Activity Instructions**

- Divide students into pairs or small groups.
- Explain that each group will act out a situation where they need to practice impulse control using the S.T.A.R. strategy.
- After they act out the situation, they'll discuss how using S.T.A.R. helped them calm down and make a better choice.

***Scenarios:**

Provide the following role-play scenarios where students can use the S.T.A.R. strategy:

Scenario 1: You want to shout because someone accidentally bumped into you, but instead, you use S.T.A.R. to calm down and decide how to respond.

Scenario 2: You're really hungry, and lunch is still 20 minutes away. You feel like complaining, but you use S.T.A.R. to help you wait.

Scenario 3: You want to play with your friend's toy, but they're using it. Instead of grabbing it, you use S.T.A.R. to decide what to do.

Scenario 4: You're in line for a game, but someone cuts in front of you. You feel angry and want to yell, but you use S.T.A.R. to help you think of a better way to handle it.

Scenario 5: You feel frustrated because you can't solve a math problem right away. You want to give up, but you use S.T.A.R. to help you keep going.

Using S.T.A.R. in the Role Play:

- In each scenario, students will practice ****stopping**** to take a breath, ****thinking**** about their emotions and choices, ****acting**** by choosing the best option, and then ****reflecting**** on how their choice worked.

- **Discussion:**

After each role play, ask students:

- "How did using the S.T.A.R. strategy help you calm down?"
- Did it help you make a better choice?
- How did you feel afterward?"

Wrap Up the Lesson (5 minutes)



1. Review and Reflection Overview:

- Review what they learned about impulse control..
- Ask a few children to share when this might help them.

Review and Reflection Teacher Script

1. **Gather in a Circle for Reflection:**

- "Let's all come back together in a circle."
- "Great job practicing impulse control and using the S.T.A.R. strategy! By stopping, thinking, acting, and reflecting, you made better choices and learned how to manage your impulses. The S.T.A.R. strategy is a great tool to help you calm down and make thoughtful decisions, just like Ollie and his friends did."
- "Let's take a moment to think about one new thing you learned today about having impulse control. Who would like to share?"
- Listen to a few responses and provide positive reinforcement.

2. **Closing**

- "Great job today!"

Home Connection Letter

1. Sending Information Home:

- "Today, we learned that the S.T.A.R. strategy can help us stop and calm down when we feel like we need to act quickly, especially when we're frustrated, angry, or excited."
"When we take a moment to think before we act, we can make better decisions and avoid doing things we might regret."
- "I've got a letter for you to take home to share what we learned about today."
- Hand out the letters as the children prepare to leave

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson

Dear Parents/Guardians,

Today in class, your child learned about impulse control and the importance of waiting before making decisions. We read a story called “Ollie Learns About Impulse Control”, where Ollie and his friends learned that sometimes waiting for something can lead to a better outcome.

In class, your child:

- Practiced waiting and delaying gratification to see how it helps with decision-making.
- Participated in role-playing activities to explore different situations where impulse control is important and used the S.T.A.R. Strategy to help us calm down and make better choices.
- Learned how waiting and thinking before acting can help their brain make better predictions about how to feel and react.

We encourage you to ask your child about what they learned today and how they can practice impulse control at home!

Sincerely,
[Your Name]

S.T.A.R. Strategy



Stop -Take some deep breaths.

Think -What solutions are there?

Act -Pick the best solution.

Reflect -How did it go?



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