

ESTIMATED TIME

1-2 class periods

PREREQUISITES

- The lesson is connected to *Conflict Resolution*, Lesson 21.

RESOURCES AVAILABLE

- *Communication Pragmatics Rubric*
- *Impulse Control Situations*
- *Personal Impulse Control Plan*

ACROSS THE CURRICULUM

This lesson applies across the curriculum. Students are constantly making decisions in classes, in the halls, and about how they spend their time. By thinking about their choices and behaviors, this lesson can help them to be aware of and implement impulse control strategies. Students who have thought through the consequences of their choices and actions will make more informed choices in all aspects of their lives, including during other courses, and after school when working on homework and projects.

LESSON GOAL

Identify and demonstrate decision-making responsibility and the need for impulse control.

Essential Question

How can I recognize and control impulsive decision making?

Student Expectations

1. Participate in discussions about decision making and impulse control.
2. Reflect and write about one's decision-making process and decision making history.
3. Identify impulsive behavior, possible consequences, and strategies to control impulses.
4. Write a reflection about decision making and impulse control.

LESSON OBJECTIVES

1. Understand the importance of impulse control.
2. Implement appropriate behavior guidelines.
3. Demonstrate well thought out behavior and implement impulse control techniques.
4. Identify the consequences of impulsive behavior.

RATIONALE

Adolescents can be logical and think critically but can sometimes lack the foresight and impulse control needed to think through the consequences of their actions. They can easily get caught up in and overwhelmed by the excitement and distractions of a busy environment, and quickly find themselves dealing with unwanted consequences from impulsive decisions.

At school or at a job site, students must make decisions that require calm and collected thinking, and draw upon experience and maturity to avoid behaving unprofessionally. This lesson will help students to slow down and think about their decision-making process so that they can make good choices and implement impulse control strategies.



Communication Pragmatics Rubric

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Communication Pragmatics Rubric* to introduce the lesson and explain how students will be evaluated. Then discuss the following.
 - a. Over the course of a lifetime, people make millions of decisions. Ask students, how many decisions they have made already today. Have them think about what time they woke up, what they wore, whether to bring a lunch or money, which seat to choose for this class. Have them write down that number, and show it to each other. Are they surprised?
 - b. At school and at work, decision making is especially important because it contributes directly to the amount of work that gets completed, how a customer is treated, how their mentor, boss, or teacher determines what he or she will say in their evaluation.
 - c. What are some of the significant decisions students have to make at school or at work?
 - d. How does deciding to talk at the wrong time affect what people think of a person at school or at work?
 - e. How does a decision to get to school or work on time affect one's work?

ASSESSMENT

Discussion Contribute to discussion to develop an understanding of how important decision making and impulse control are.

2. **INDIVIDUAL** Explain that understanding decision-making history can reveal patterns that need attention and rethinking. Explain your own decisions to go to a certain school, to pursue a certain career, to be on time, to speak up, or to establish some professional standards as examples for students. Then follow these steps.
 - a. Have students create a timeline of at least 10 decisions in their lives that connect to work ethic, time management, or professional relationships.
 - b. When they have thought of the decisions, have them also add the consequences to their timelines.
 - c. Then, have them review the timelines to consider how they typically make decisions and to consider the implications of those decisions.
 - d. Next, have them write a reflection on how they have or haven't taken responsibility for their own decisions and what has resulted from that.
 - e. Circulate the room to offer assistance and guidance.
 - f. Have students use the *Sakai* Assignments Tool to submit their timelines for evaluation.



ASSIGNMENT 1

ASSESSMENT

Timeline Identify and record significant decisions and their consequences over the period of one's life.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule.

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Ohio Academic Content Standards
English Language Arts Grade 10
Research

4. Evaluate and systematically organize important information, and elect appropriate sources to support central ideas, concepts and themes.

REFLECTION

Have students write a reflection on the following prompt. Have them use the *Sakai* Assignments Tool to submit their reflections.



ASSIGNMENT 3

Record, describe, and explain three items you feel are the most important to remember about impulse control.

ASSESSMENT

Reflection Demonstrate understanding of impulse control.

ASSESSMENT

Use the *Impulse Control Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results. In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students on IEPs should do well with the material presented in this lesson and the way it is presented. Where necessary, they should be given additional time or extra assistance from the advisor.

GIFTED AND TALENTED

Gifted students can be challenged in this lesson by acting as classroom leaders during the discussion. The material may be intuitive to them, but not to their classmates. Therefore, charge them with directing the discussion and giving encouragement to struggling participants. Other tasks could include doing some internet research on articles about impulse control and generating a list of stories to learn from.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Access these sites for additional information and strategies for communication pragmatics.

- This site is geared towards preventing teen pregnancy, but it offers information about the physiology of adolescents' brains: <http://www.teenpregnancy.org/resources/reading/pdf/brain.pdf>
- "Teens driven to distraction" article from the Chicago Tribune: <http://www.chicagotribune.com/news/nationworld/chi-0603240140mar24,1,1921180.story?page=2&track=rss>
- The Adolescent Brain – Learning Strategies & Teaching Tips: <http://spots.wustl.edu/zSPOTS%20Manual%204%20Learning%20Strategies.pdf>