




LESSON PLAN - LEARNING TO CONTROL IMPULSIVITY

		2026										
		Term 1			Term 2			Term 3			Term 4	
		1	2	3	4	5	6	7	8	9	10	11
STAGE:	1	TOPIC:	Controlling impulsivity									
YEAR/S:	K-2	ACTIVITY:	Bubble Blowing									
OUTCOME/S:	This lesson is designed to support a student in growing awareness that their thoughts can help them to manage their emotions and provide practice in learning to control their behaviours.		CURRICULUM REFERENCE:	Personal and Social Capability Learning (F-10 Australian Curriculum) Self Management – Emotional Regulation								
FOCUS	I can control my body!			<ul style="list-style-type: none"> • Level 1b - Express emotions in familiar settings, demonstrating consideration for others • Level 2 -Describe ways to moderate emotions in familiar contexts 								
LEARNING INTENTION	We are learning to be in control of our bodies and actions.		SUCCESS CRITERIA	I can: <ul style="list-style-type: none"> • Wait and listen • Think before I speak or move • Stop my body before I act • Make good choices • Use my calm-down strategies 								
RESOURCE/S:	<ul style="list-style-type: none"> ✓ bubble blowing product OR ✓ dish washing liquid mixed with water + bubble blower wand (see images for ideas). You need one that will blow multiple bubbles at the same time. 		<div style="display: flex; justify-content: space-around; align-items: center;">    </div>									

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STEPS	TASK	RATIONALE
1	Inviting fun... Assemble whole class to gather at the front of the room, standing. As you, the educator, blow streams of bubbles, invite students to catch as many bubbles as possible. Educator to say the word 'CATCH' whilst bubbles are being released. Encourage enjoyment and noises of pleasure for a minute or so.	It is important to let students release their initial excitement. Read the group dynamic until you see that the initial excited wave has been expressed. The word 'CATCH' is to be used as a 'prompt' for movement.
2	When students are seated, show them images of statues and ask students to notice what it's like to be a statue... e.g. what if a bird lands on the statue, what happens? (i.e. Nothing, as statues don't move).	Assist students to get a feel for what it is like to be completely still.
3	Invite one student to model standing still 'like a statue' without making a sound as bubbles are blown. Student to just notice how many bubbles land on them and pop. Use the word 'WATCH' as you are blowing the bubbles and praise the modelling student for their stillness. (If the model student is unable to stay completely still, normalise that it takes practice).	Important to provide a visual model to set them up for success. The word 'WATCH' is to be used as a 'prompt' for stillness.
4	Now assemble the class into groups, e.g. 3 groups of 10 children. Each group takes turns catching bubbles while the other two groups observe. This can be done standing or sitting. (If there are many impulsive students, sitting first is best). <i>You can also add an element of competition between the 3 groups to see which group has the most silent statues.</i>	Splitting the large group reduces the risk of impulsivity. They are aware they are being watched and also watchers are having the modelling of impulse control reinforced.
5	Randomly wander from group to group blowing bubbles with either the instruction 'CATCH' or 'WATCH.' Noise is okay for 'catch' and silence is required for 'watch.' <i>If that's too hard, just do the first lesson where noise is okay for either then build on that for the next time.</i>	Introduce unpredictability as another level of managing impulsivity. The prompt words limit the students' need to talk - to avoid distraction.
6	After significant practice, the class can turn this into a game whereby you blow bubbles, calling out 'Simon says...' with either CATCH or WATCH. Students that 'catch' while they should be 'watching' sit down. The last student/s standing are the winners.	Game introduces another layer to impulse control. They need to not only control their bodies but listen for 'Simon says...' to get the action correct.
7	Teach the students to play 'What's the time Mr Wolf?' and encourage them to use this game at playtime.	Encourage students to practice outside the classroom context.

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STEPS	TASK	RATIONALE
8	<p>After the activity, actively praise the class/students for their super-powers of focussing their attention and controlling their actions when watching. You might create a mascot to display in the room who has these super-powers (see next page). Highlight that not everybody has these super-powers so they are special.</p> <p>Share with the children what types of things help you (the educator) to feel calm like a statue, such as helpful thoughts - thinking calm thoughts like imagining a big hug, floating on water or laying in bed, remembering a nice song that's calm, recalling a happy memory, counting to 10 (forwards then backwards), patting a pet, walking, taking deep breaths. Invite students to share what helps them to feel calm.</p> <p>Practice one of these activities, such as 3 belly breaths or box breathing as a group. You might even play a calm song in which they sing along then ask them to practise singing it in their mind without the music playing out loud.</p> <p>Ask where else they might be able to use these super-powers of being like statues who know how to watch and wait, e.g. when we put our hand up in class, waiting in the tuckshop line, watching a movie or television show or sitting and listening to someone.</p>	<p>This is crucial in helping students develop an awareness of a new skill they are practising and transferring it into other situations.</p> <p>Consciously using their minds to direct their attention is a skill that can improve their ability to focus their attention on helpful thoughts.</p> <p>Students benefit from regular practise and reminders in directing their thoughts so eventually they gain the skills and confidence to control their thoughts which determine their feelings which direct their actions.</p>

NOTE:	<ul style="list-style-type: none"> • When doing the game component in the 'Simon Says' be aware not to drag the game out for too long. If it is taking longer than anticipated, you can pause and have the children who are sitting down (not participating) to guess who will be the last person standing. This can assist in keeping their interest in the final outcome. • Children who get upset by having to sit and watch other groups or by having to sit out if they 'catch' instead of 'watch' are often the children who most need this practice. It is best to provide plenty of opportunities for them to practise this skill before introducing the game component where they may need to sit and wait. E.g. you might repeat the lesson several times without the 'Simon Says' component. • However, if after they have demonstrated the skill consistently over lessons yet still struggle when missing out or having to wait, you might consider a new lesson on 'fair play' in which they learn how to take turns and celebrate others' success. • This lesson can be used as a brainbreak activity as often as you deem it useful for students to practise impulse control.
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Consider your students' learning needs and language abilities when designing a mascot that is engaging, accessible, and meaningful for them. Below are some examples of possible mascot posters you can generate using AI.



This image was generated using the following instruction to ChatGPT:

“Create a colourful cartoon image of a mascot who has the super-powers of focussing their attention and controlling their actions and has the ability to wait. Make it suitable to use with 5-7 years olds.”



This image was generated using the following instruction to ChatGPT:

“Create a colourful cartoon image of a mascot who has super-powers of controlling their thoughts which help control their actions. Make it suitable to use with 5-7 years olds.”