

STOP

Stop the bad habits
Look and listen instead



? What is the problem?
What are the feelings?

THINK

Think about options and consequences



? What could you try?
What might happen then?

DO

Choose option with best consequences
Fine-tune your body to do it



? What is the best option?
How would you do it?

Stop Think Do Lesson Ideas

Prep – 3

Introduction

- Often we will encounter problems throughout the day, and we need to know how to respond and react in order to best deal with these problems
- We can think of our traffic lights to help us Stop, Think and Do
- While traffic lights help flow the control of traffic, we can also use this process to help us control our feelings so that we can get along better with others, and we can do what we need to do at school (such as learning and playing) without big problems arising

Stop

- At this step we think about our feelings and the feelings of others. We also consider the problem – what is the problem exactly?
- Consider your own emotions and the many different feelings you have. All feelings are normal and OK
- What are our body cues that we are feeling a certain way? - facial expressions, tone of voice, body language (in the hands, arms, legs)
- Be a feelings detective and see if you can detect the emotions of your classmate. (Set up a situation where students display a particular emotion, or look at images online.) First look at their face. What do you notice about their feeling? How do you know they are feeling this way? Try another one, this time listening to their voice without looking at their body cues. (Get students to speak in a particular tone to depict an emotion.)
- When we stop, we look and listen for feelings, and we also think about the problem. Consider this problem:-
- *Simone and Alex are drawing together. Suddenly, Alex leans across the table and takes Simone's felt-tip pen without asking. Simone yells at Alex, grabs the pen back and*

scribbles over Alex's drawing. Both children end up crying and getting into trouble

- What are the feelings?
- If Simone had stopped to think about the problem when Alex took her pen without asking, what might she have noticed?
- *Simone may notice that Alex took her pen because he doesn't have that colour, and that she doesn't really need it at the moment anyway. So, Simone could just let Alex have her pen for now and when she needs it, she can ask Alex nicely for it. This will help them to get on with their drawing.*

Think

- Our brains love to think, and they can help us to come up with many ways to solve problems
- We can think of ways to solve problems in 3 ways:-
 - 1) Aggro - This is when we solve problems by being angry, hurting others, shouting at others, or destroying equipment. This leads to people being hurt, feeling unsafe or damage to equipment. This way of solving problems is not effective, and usually means someone gets hurt. Think of Simone and Alex and how it would have looked if they had acted in an aggro way.
 - 2) Weak - This is when we try to solve problems by getting very upset such as crying, whinging, sulking, wandering off. This way of solving problems doesn't work, as people think we are weak, and won't want to play with us or include if we keep getting upset. It's simply just not fun. Think of Simone and Alex and how the story would have looked if they had acted in a weak way.
 - 3) Cool - This is when we solve problems by talking it through and coming up with solutions in a calm way. We use a calm voice and a friendly face to solve problems. Think of Simone and Alex and how the story would look if they both acted in a cool way.
- Think of 3 different cool ways to respond to the following problems. (Students can act out possible solutions):-

- Lucy and Peter are playing in the sandpit. Peter is building a spaceship and both children are having fun. Suddenly, Lucy knocks over Peter's spaceship.
- Michael and Sofia are working hard on their letters to their grandparents. Michael draws a line through Sofia's work.
- Gemma, Luka and Maki are playing tiggy. Luka and Maki run away, leaving Gemma on her own.

Do

- At this step, we make a choice of the best solution
- We choose the solution that is best, not just for ourselves, but for others as well.
- We choose a solution that uses 'cool' thinking and behaviour – facial expressions, voice tone and volume, personal space
- We make a choice to ensure people are respected and included

Being a friend

1. You have just got a new bike. Your friend would love a bike. How can you be a friend to her?
2. You really loved going to your friend's party. How can you be a friend to him?
3. Your friend accidentally dropped your book in a puddle of water. How can you be a friend to him?
4. Your friend can't read very well. How can you be a friend to her?
5. Your friend's mother is very sick. How can you be a friend to him?