

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 - Grades 4-6

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?
- We consider your own emotions and the many different feelings we have. All feelings are normal and OK
- What are our body cues that tell us we are feeling a certain way? - facial expressions, tone of voice, body language (in the hands, arms, legs)
- As feelings detectives we can detect the emotions of our friends. (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 some more, 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:-
- *Daniel liked to play soccer but his friend was away from school and he didn't have a partner. He wanted to join a game with*

some other children. Daniel approached the group to ask if he could play but they just ignored him. He yelled at them and tried to snatch the ball away.

- What are the feelings?
- If Daniel had stopped to think about the problem when the other children ignored him, what might he have noticed?
- *Daniel would have noticed that he was feeling angry all of a sudden. Daniel would have also noticed the problem. One possibility:- The other students weren't ignoring him, they were helping a student who have fallen and hurt themselves.*

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 coming up with solutions in a calm way. We use a calm voice and a friendly face to solve problems. Think of Daniel and how the story would look if he had acted in a cool way.

- Think of 3 different cool ways to respond to the following problems. (Students can act out possible solutions):-
- Your teacher doesn't choose you for a game
- Your friend chooses to play with another group at lunchtime
- You find your lunchbox on the ground beside your friends, when you left it on the seat

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

Act out these scenarios paying attention to the Stop, Think, Do steps

1. You have just got a new laptop. Your friend would love a laptop. How can you be a friend to her?
2. You thought you were really good friends with Jamie and he didn't invite you to his party. How can you deal with this situation?
3. Your friend accidentally dropped your assignment in a puddle of water. How can you be a friend to him?
4. Your friend can't read very well and she is in your group for a presentation. How can you be a good friend to her?