

Learning Module 1: Stop, Think, Go

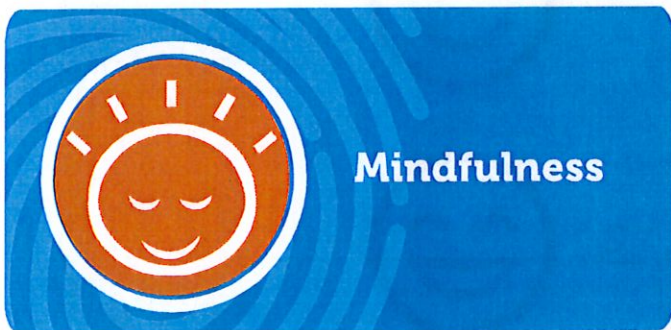
Possible script:

Just like Cookie Monster we all have a hard time waiting! Did you know that when we wait we are building our brain to do better in school? Waiting is a skill that we can all work on, including me! We are going to play a game that you will need to pay close attention to. This game and a few others we will play over the next few weeks are fun but also teach our brains to wait! Today I will hold up different shapes and depending on the shape you will either walk around the room slowly, quickly or, freeze. You will have to remember which shape directs you to do what. When I say STOP everyone needs to walk back to their desks.

After the activity, ask students to share whether it was hard to slow their bodies down. Remind students that the more they practice waiting and "slowing their bodies" the easier it will get. Have students think about which strengths can help them build and use self-control.

Extension

Create a freeze dance challenge: use a drum or music to dance together. Stop the music and call out "Freeze" while putting your arms in a different shape. Have the students mimic your position. This helps students, "Stop, Think, Act."



Mindful Strength Booster

The activity above and other games like this promote a special type of self-control. This is called "effortful" control. In effortful control a child is able to stop him/herself from a behavior and actively choose a second behavior that may have fewer negative consequences.

This is essentially impulse control. For example, the ability to focus attention when there are distractions, to not interrupt others, or to sit still in church or class, are all forms of effortful control.

Differentiation

1st and 2nd graders can take turns leading the activities above or leading Simon Says and other self-regulation games.

Feeling Thermometer 20 Minutes

Just like when we get sick and we use a thermometer to take our temperature, we can use the Feeling Thermometer to check our "feeling" temperature when we get angry, frustrated or upset. As our "feeling" temperature rises we tend to get more and more angry and have less ability to calm ourselves down. Hand out the Feeling Thermometer activity sheet and have your students write down a feeling word next to each number/picture. Alternatively, you can discuss each number and its descriptor as a group.

Discuss the Feeling Thermometer using the following questions as guides:

- What makes your temperature rise?
- What is your normal reaction when you have a "feeling" temperature of a 9 or a 10?
- What are some mindful activities or exercises that you have learned this year that might help lower your "feeling" temperature?

Extension

During science class, you can connect the Feeling Thermometer concept to boiling water with a lesson on what temperature causes the water to boil and what temperature causes water to freeze. You can then have the class talk about when it's helpful or important for water to boil and when it is important or helpful for water to freeze. Then connect this to your students' emotions: What causes their "temperature" to rise? What really cools them down?

Name _____

How Are You Feeling Today?

