



TOPIC

Caring & Compassion

LEVEL

Fourth Grade

THEME

Emotional Regulation

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Understand emotional regulation and how to apply it in their daily lives.
- Recognize the value of regulating their emotions.

MATERIALS

- Coloring Supplies
- STOP Shield (one per student)

ESSENTIAL QUESTIONS

- What is the STOP skill?
- How do we use it to help with our big feelings/emotions?

CHECK-IN / WELCOME (5 MINUTES)

Welcome students to another Little Aavidum lesson.

Ask: "On a scale of 1 to 5, how calm do you feel today?"

- Ask students to share why they chose their number.

Ask: "What do you usually do when you are feeling upset, sad or frustrated? Have you ever done something you wish you hadn't done when you were upset?"

- Example: yelled at someone when you were frustrated.

Say: "Those big feelings are normal. But today we're going to learn a tool to help us slow down and make wise choices instead of choices we might regret."

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Say: "We all have big feelings, but we can learn how to PAUSE and choose a better way to respond. We'll practice the STOP steps together. STOP is a special tool to help you remember what to do."

Teach the STOP steps one by one with call-and-response and motions:

- S – STOP. (Hold your hand out like a stop sign.)
 - Say: "When I say 'STOP,' you say it back and do the motion!"
 - Practice 2–3 times together.
- T – TAKE a breath. (Everyone take one deep breath together.)
 - Say: "Let's do it together. Inhale slowly... exhale slowly."
 - Repeat twice for fun.
- O – OBSERVE. (Tap your head and your heart.)
 - Say: "Ask yourself: What's happening inside me? What's happening around me?"
 - Students repeat and tap head + heart.
- P – PROCEED mindfully. (Step forward slowly.)
 - Say: "Now we make a wise choice."
 - Students take a small step forward and say it with you.

Group Practice: Do the full STOP sequence together, with motions, 2 to 3 times in rhythm like a cheer.

ACTIVITY: STOP SHIELD (20 MINUTES)
STOP Practice Instructions:

- Say: "Let's practice using STOP in some real-life situations that might cause big emotions."
- Examples:
 - Someone cuts in front of you in line.
 - Your little brother/sister takes your toy/game.
 - A friend says something unkind.
- Walk through STOP:
 - Students act out "Stop" with a hand signal.
 - Everyone takes a breath together.
 - Students say what they notice inside ("I feel mad") and outside ("My friend is teasing me").
 - Students takes a step forward and say a better choice ("I can walk away" or "I can use kind words").
- Group reflection: Ask: "How did STOP change what happened?"

STOP Shield Instructions:

- Say: "Now we're going to make something to help us remember STOP. Think of a shield, something that protects you. We're going to make our own STOP shields to protect us when big feelings come up."
- Hand out STOP Shields.
- Decorate your shield with colors, stars, hearts, or symbols that remind you to stay calm and make wise choices.
- Optional Sharing: Invite a few students to hold up their shield and share one drawing or word they added.

WRAP-UP (5 MINUTES)
Ask:

- "How does STOP help you slow down?"
- "Which part of STOP do you think will help you the most?"

Challenge: "This week, when you feel frustrated or upset, your challenge is to take 3 deep breaths before responding. See how it changes your choices."

Say: "Remember, everyone has big feelings sometimes. STOP helps us take control, calm down, and choose wisely. That's how we've got each other's backs. Aavidum!"