



Seeds to grow **MENTAL HEALTH**

Managing Emotions

FOR EDUCATORS VOLUME 2

EMOTIONS & SKILLS

The first newsletter, we helped support staff and students to identify the emotions they were feeling and provided ways they could better communicate their feelings. We discussed how our emotions and how the thoughts surrounding those emotions, lead to our behaviours.

An emotional emergency is when something tough happens in your life, and your thoughts cause your body to react to what you are feeling. Your emotions or behaviours might get out of control and you may not react the way you normally would.

The concept of “The FIZZ” and “What’s My Temperature” were introduced in the first newsletter, as a way of identifying when we are in an emotional emergency. Having skills and strategies ready for stressful emotions are very important so that we can help ourselves to cope and feel better. These skills are like a lifejacket that keeps us afloat in rough, emotional waters. Skills are survival strategies for emotional emergencies.



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The Decider Skills Manual 2019.

Each skill we learn will pump up our lifejacket and help keep us afloat during an emotional emergency. To help us pump up our lifejackets, we will focus on the first skill called STOPP. **This newsletter highlights ideas and activities to help you continue talking with your students about the emotions they are feeling, and how to talk about these feelings.**

In our next newsletter, we will start to talk about skills that can help children experience the present moment more fully. These mindfulness skills help to shift the focus away from stress from the past, or worries about the future, and instead encourages children to live in the moment by focusing on the present.



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 **WINDSOR-ESSEX COUNTY
HEALTH UNIT**
Bureau de santé de Windsor-comté d'Essex

wechu.org



WHAT IS "STOPP"?

Learning these skills can help children make sense of big problems by breaking them down into smaller parts. These skills can help children understand how thoughts and emotions affect their behaviour. This can help them to change their behaviour and the way they feel about situations. It is an effective way to achieve a better outcome when dealing with our emotions and behaviours.



*Always
use the
STOPP
skill first.*



The "STOPP" skill puts space between our emotions and how we act. It needs to be used as soon as you start to feel "The FIZZ" or the physical signs of emotion in your body. Watch this video to learn more about "STOPP" skill.



STOP

Stop and step back.

Don't act immediately.

Pause.



TAKE A BREATH

Take one slow, deep breath.

- IN through the nose
- Hold it
- OUT through the mouth.



OBSERVE

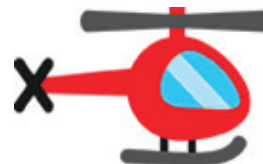
What am I thinking about?

What am I focusing on?

What am I reacting to?

What am I feeling in my body?

Am I feeling THE FIZZ?
What number am I on THE FIZZ scale?



PULL BACK

Zoom out! See the big picture.

Is this fact or opinion?

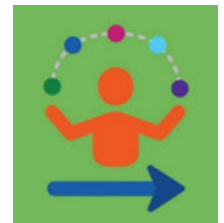
Is there another way of looking at it?

What would someone else say about it?

What advice would I give a friend in this situation?

What meaning am I giving this event for me to react in this way?

How important is it right now, and will it be important in 6 months?



PRACTICE

Practice what works. Proceed only when you are sure...

Do I have to act now? Can I wait and see?

Consider the results of any action.

Do what is BEST for this situation.



THE STOPP APP

The STOPP skill is a perfect example of an effective way to achieve a better outcome. The STOPP app, is a mobile app version of the skill, which gives users an accessible strategy anytime they need it to help manage thoughts, feelings and behaviours.

The STOPP app can be used to manage impulses; from self-harm mitigation, and suicide prevention to impulsive behaviours like over and under eating, gambling, etc.



*Available free
for iOS, Android,
and Windows
devices.*



Classroom Activities

School Mental Health Ontario and STOP, Think, Go



Similar activities to the STOPP skill that can be used in the classroom, can be found at the [School Mental Health Ontario website](#).

STOP, Think, Go



This activity introduces the concept of a traffic light to help develop problem-solving skills. Self-control and managing impulsivity are skills children develop gradually throughout their childhood and even small improvements in these skills have the potential for large impacts long-term for both the student and the classroom as a whole.

	RED = STOP!	YELLOW = THINK!	GREEN = GO!
Materials: A poster or picture of a traffic light	<ul style="list-style-type: none">Take a deep breath.What is the problem?	<ul style="list-style-type: none">Slow down.Brainstorm possible solutions.Think about what might happen for each of your possible solutions.	<ul style="list-style-type: none">Try out your solution.Talk about some problems your students might face and how the traffic light might help (e.g., fight with a friend, I want the toy, I want a snack now, I want to watch TV now).

Before accessing critical and creative thinking skills, it is important to develop self-regulation and calming skills in order to increase the former's effectiveness.

Consider adding a breathing prompt at the red light (i.e., Red = Stop! = Breath!) before determining what the problem is.

Post the traffic light somewhere easy to see in the classroom. Help your students use the traffic light and this skill when there is a problem or a conflict.

USING STOPP BY THE DECIDER IN THE CLASSROOM

Classroom and school activities increase students' awareness and opportunities to practice STOPP (Stop, Take a breath, Observe what is going on, Gain some Perspective, and Proceed).

DAILY ANNOUNCEMENTS INTRODUCING THE FIZZ AND STOPP SKILL.

- What is your FIZZ today?
- Don't forget when you're feeling Fizzed to Stop and Take a Breath.
- [What's Your Temperature?](#)

CREATE A CLASSROOM AND/OR SCHOOL BULLETIN BOARD INCORPORATING THESE SKILLS

Here are some ideas:

- What makes me FIZZ? What is your FIZZ today?
- Don't forget to STOPP.
- Stoplight for using the School Mental Health Ontario skill.

Classroom Activities

Calm Classroom End of Day

School Mental Health
Ontario (SMHO)

To help students focus their attention (RED), calm feelings of anxiety (Yellow), and manage stress (Green).

This can be done as a classroom or school wide activity.

Hallway “Manage” Messages

Ophea

Students brainstorm a list of coping strategies for dealing with feelings of stress or sadness. Students write these on posters and display them in common areas of a school.

Two-Minute Mindfulness

SMHO

During transition times throughout the school day, take two minutes for mindfulness. For example, encourage students to tune into their breathing, do a body scan activity to relieve tension, or engage in positive self-talk/affirmations.

Breathing Techniques

SMHO

Listed below are different breathing techniques to try out with students. It is important to give students a variety of skills and then they can pick which one works best for them.

Take Five Breathing – SMHO

Deep Belly Breathing - SMHO

Breathe with the Bell - SMHO

Breathing Balloon - Kids Help Phone (video)

