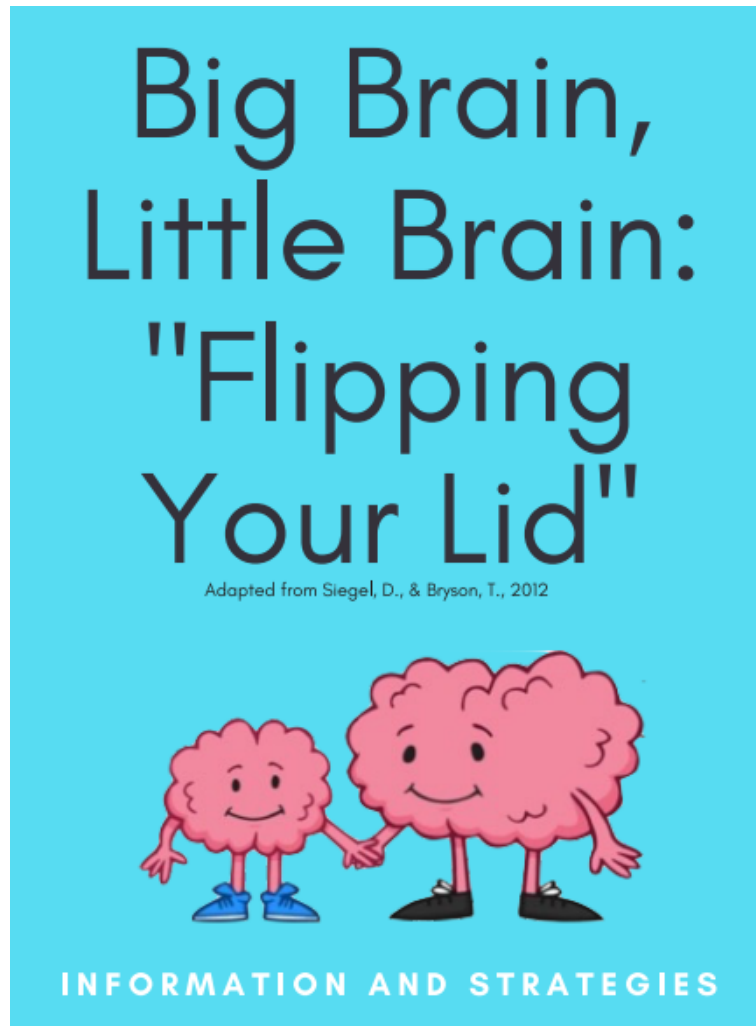


# Flipping Your Lid



### NISD GT Process Standards

GT Process Standards provide guidance on what GT students should know, understand, and do as part of GT program services. Each lesson makes a connection to specific standards; however, teachers are encouraged to incorporate every standard where applicable.

- |   |  |
|---|--|
| <p><b>I. Creative Thinking</b><br/>Ability to look at problems or situations from a unique perspective through the use of imagination and/or innovative ideas</p> <p><b>II. Critical Thinking</b><br/>Ability to demonstrate clear, rational, open-minded thinking, informed by evidence</p> <p><b>III. Depth &amp; Complexity</b><br/>Ability to dig deeper into a concept and to understand that concept with greater complexity</p> <p><b>IV. Scholarly Inquiry &amp; Research</b><br/>Ability to interpret information that leads to new understandings and connects to the world beyond the classroom</p> <p><b>V. Effective Communication</b><br/>Ability to convey new learning through the use of written, spoken, and technological media</p> <p><b>VI. Leadership &amp; Responsibility</b><br/>Demonstrates initiative, task commitment, and the elements of compromise and diplomacy</p> |  |
|---|--|



Language of  
the Discipline

amygdala

prefrontal cortex

brain stem

fight

flight

freeze

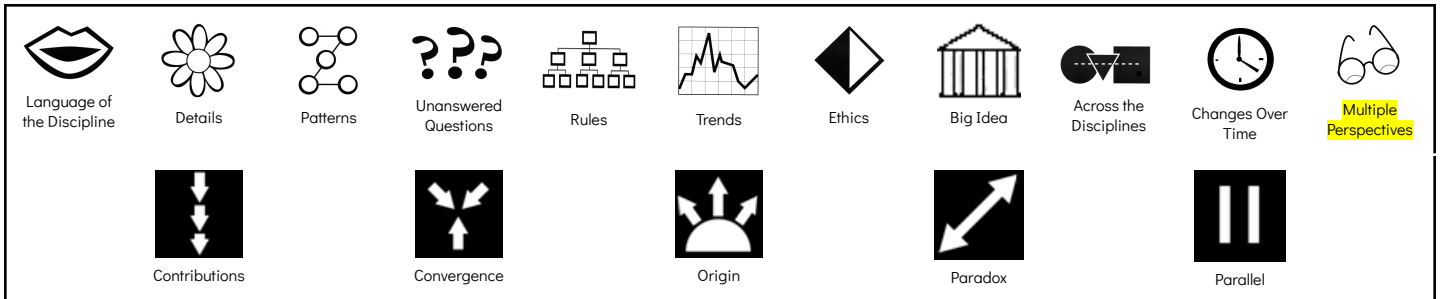
coping skills

self regulation

### Scholarly Habits

- |  |
|--|
| <ul style="list-style-type: none"><li>● Scholars utilize varied resources</li><li>● Scholars exhibit curiosity</li><li>● Scholars demonstrate academic humility</li><li>● Scholars save ideas</li><li>● Scholars ponder the big idea</li><li>● Scholars see from different perspectives</li><li>● Scholars are always prepared</li><li>● Scholars display perseverance</li><li>● Scholars set goals</li><li>● Scholars take intellectual risks</li></ul> |
|--|

## Depth and Complexity & Content Imperatives



## Thinking like a Disciplinarian

Thinking like a *psychologist* (someone who studies the mind and behavior and helps people learn to cope more effectively with their emotions).

## Universal Generalizations

- Systems have parts that work to complete a task
- Systems are composed of subsystems
- Part of systems are interdependent upon one another and form symbiotic relationships
- A system may be influenced by other systems
- Systems interact
- Systems follow rules

## Essential Questions

- What is a system?
- How are the parts of a system related to the entire system?
- How are system models used to predict and understand real world situations?

## Supported TEKS

### RLA

3.1C, 4.1C (speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively)

3.1E (develop social communication such as conversing politely in all situations)

3.12B, 4.12V (compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft)

3.13H, 4.13H (use an appropriate mode of delivery, whether written, oral, or multimodal, to present results)

### Character Traits

3.AB (describe how feelings impact decision making and behaviors; identify and practice interpersonal skills, including showing consideration and compassion through listening, sharing, and cooperating with others)

### Health

3.3B, 4.3B, 5.3B (describe strategies for assessing thoughts and applying calming and self-management practices)





3.3G (discuss how others may experience situations differently than oneself)

3.5D (describe and practice healthy behaviors that reduce stress)

4.3C (discuss and explain how brain plays a role in behavior)

4.5E (identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult)

5.5B (discuss and explain how brain affects emotion and decision making)

<b>Instructional Plan</b>	<b>Date:</b>
Growth Mindset (1 week)	
<b>Objectives:</b> Students will understand... <ul style="list-style-type: none"> <li>• what happens in their brains when they start feeling big emotions</li> <li>• how to develop strategies to reset their senses when feeling overwhelmed.</li> </ul>	
<b>Learning Experiences</b>	<b>Resources/Materials</b>
<p><b>Skill Stations (Slide 2)</b></p> <p><b>Let's Get Curious (Slide 3)</b> Finding Nemo: Barracuda Attacks Scene</p> <ul style="list-style-type: none"> <li>• What did you notice?</li> <li>• What do you wonder?</li> </ul> <p><b>Skill Focus: Self-Regulation (Slide 6)</b> Tell the students we are going to focus on self-regulation. Self-regulation is the ability to understand and manage your behavior and your reactions to feelings, when you feel overwhelmed or flooded with emotions.</p> <p><b>Review the Parts of the Brain (Slide 7)</b> Ask students to use their hippocampus (part of the brain that controls memory) and remember what are the main parts of the brain, and what are their functions? Encourage them to use their notes from last week's lesson, because scholars save ideas.</p> <p><b>Fight, Flight, Freeze (Slides 8-9)</b> Ask the students what is the function of the amygdala, and what happens when it is damaged? Allow time for responses. Tell them the amygdala is like an alarm in your brain, it is always checking to see if you are safe. If you get worried, stressed or scared then it turns on the alarm and it gets hard to think clearly.</p> <p>Our bodies can respond by going into <i>fight, flight or freeze</i>. The amygdala is a part of your brain that turns on the alarm to go into freeze, flight and fight. To understand how this works you need to know that our bodies respond just like a car does when you press the gas pedal or the brakes. When our amygdala sounds the alarm, it sends out signals that tell</p>	<p> BI_Flipping Your Lid Lesson Slides</p> <p> Finding Nemo Barracuda Attacks S...</p> <p> </p> <p>One way to remember the amygdala is to give it a name. Amy G. Dala. A fun way to help kids remember is: Amy G. Dala loves the drama</p>

our bodies to “put on the gas”. When this happens we go into flight or fight. But if you can’t get away, then the brakes come on really strong WHILE the gas is still on. Imagine what happens in a car when pressing the gas and brake pedal at the same time. This is how our bodies go into freeze mode. Watch the video for examples of Fight, Flight, Freeze responses.

### Anxiety (Slide 10)

Show Brain Basics video. This video teaches you about your stress response and how it affects you in everyday life.

 Brain Basics: Anxiety (for kids) Part ...

### Lets Act It Out (Slide 11-13)

Tell the students we are going to think in the perspectives of animals who are experiencing fight, flight, or freeze. Invite students to stand up and close their eyes while acting out this activity. For any “running” movements encourage them to run in place. Make sure they are spread out throughout the classroom to ensure they are safely away from others.



### Flight (Slide 11)

Start with a rabbit. Say “Imagine you are a rabbit that is being chased. How would you run? How would your breathing be? Is it fast? Slow? How do your muscles feel? All these changes are normal. Have you ever felt like this before? If you were the rabbit, when would you feel safe? How do your muscles feel now? Sometimes our muscles feel shaky, hot, sweaty or tingly? Do you notice any of those feelings? We are no different than a rabbit. When we get stressed or scared, sometimes we want to run too.”

### Fight (Slide 12)

“Now we are tigers. Another tiger came into your territory and you need to protect yourself. How would your legs run? What would your claws do? Would you roar? Notice your breathing. Is it fast or slow? How do your muscles feel? Can you notice your heart beating fast? What about how your muscles feel? Have you ever noticed them before? Like the tiger. These feelings are normal when we are stressed or scared. Sometimes our bodies want to fight. There are different ways we may show “fight”. Our bodies also fight by being argumentative or defiant. Defiant means we are choosing to not listen or participate during an activity. One way to help settle our bodies is to take a breath in and then breathe out slowly.”

### Freeze (Slide 13)

“Imagine you are a mouse that is being chased by a cat. How would your breathing be? Is it fast? Slow? How do your muscles feel? Sometimes our muscles feel shaky, hot, sweaty or tingly? Do you notice any of those feelings? All these changes are normal. Have you ever felt like this before? If you mouse hid and pretended to be like a statue, where would it go? It can’t run or fight, so it freezes. When the mouse starts to feel safe, he starts to cool down. How do your muscles feel now? We are no different than a mouse. When we get stressed or scared, sometimes we want to freeze too.”

### Flip Your Lid (Slide 14)

Tell the students we are going to use our hand to model what happens in our brains when we “flip our lids”. Walk them through each step:

1. Pretend your hand is your brain and your wrist is your brain stem.
2. Place your thumb inside your palm and make the number 4. Your thumb is your “little brain” and is where emotions, memories, and senses are stored. What part of the brain is this? The Amygdala.
3. Put your four fingers over your thumb to make a fist. This is your “big brain”. This is your prefrontal cortex. It helps you think, reason, problem solve, and have self control.
4. When you start getting big emotions your “little brain” or your amygdala is exposed (open 4 fingers leaving your thumb in your palm). This is when you go into a fight, flight, or freeze response. Your big brain is no longer in control. Now your thoughts are being triggered by your emotions. Amy-G-dala brings the drama. Your amygdala also triggers your brain stem (wrist). It feels you are in danger and you may start feeling your heart and breathing speed up, you may feel warmer, or get a stomach ache.
5. When your “lid is flipped” that means your little and big brain stopped communicating with each other. In order to have all three parts communicating again you need to calm your big emotion.

Explain to students there many reasons why people may flip their lids. We are all different and we handle emotions and stress in different ways.

Teacher Resources:

 [The Hand-Brain Model! | Self-Regu...](#)

[Flip Your Lid Infographic](#)

As a class, discuss things that may cause you to flip your lid.  
Guide the students to things like:

- difficult problems
- illness
- tests
- frustration
- lack of sleep
- disagreements
- hunger

### Resetting Your Brain (Slides 15-16)

Explain to the students there are ways to reset their brains when they have “flipped their lids” or when they feel flooded with emotions. Before watching the video, ask students what are some strategies they already know about resetting brains. It could be from their guidance lessons, teachers, parents, etc. After viewing the video, ask students what new ideas they have for resetting their brains.

Breathing is a great tool to use when our brains are flipped or flooded with emotions. Take a little brain break and encourage the students to do a breathing exercise with you. Like they mentioned in the video before, change the environment for the students. Have them go to another place in the room and turn off a light while doing this breathing exercise.

### Systems Test (Slide 17)

Using the systems test, have students reflect about how our emotions are considered a system.

- How do your emotions affect your behavior and actions?
- How can understanding emotions as a system help us better manage our emotions?

### Infographic (Slide 18)

Design a 8x11 poster that teaches other students how to handle frustration. Posters can be made from poster board, [Canva](#), Google Slides, etc. Consider placing these around the school as a school service project.

Our surroundings and experiences can play a huge role in shaping our brain function. By creating a supportive and positive environment, we can boost brain health.

[Byrdseed: Resetting Your Brain When You're Flooded](#)

[GoNoodle: On & Off](#)



**Reflection/Metacognition (Slide 19)**

1. Are there any emotions that are particularly difficult for you to manage?
2. How can you use your understanding of the emotional system to help you cope with those emotions?
3. How can we use our understanding of fight, flight, and freeze to be more empathetic and compassionate towards others who might be going through a difficult time?