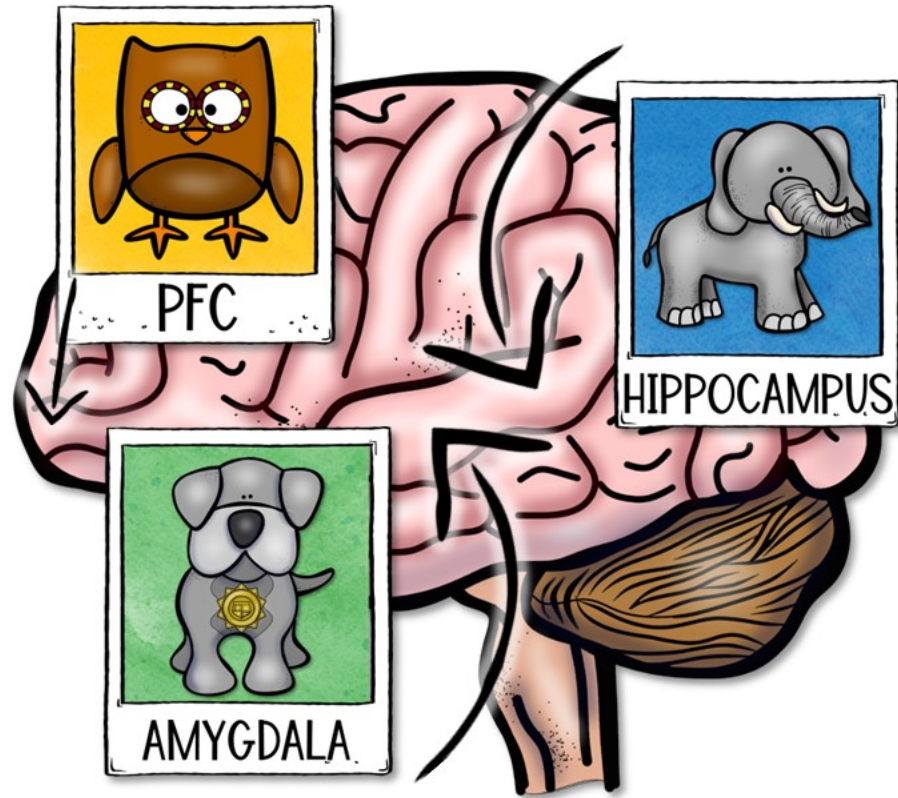


FLIPPING A LID



**used by over 9,700
educators + counselors!**

**lesson + activities
about stressed brains**

- For grades 2nd–5th
- Use in individual counseling, in small groups, or class lessons



notes to the counselor/teacher

- This resource was created to help children understand what happens in their brain when they experience intense anger or worry
- It validates and empowers while sharing information and giving multiple opportunities to review the information and become more self-aware
- Trauma-sensitive resource that can be used with all types of children



teachers, counselors, and therapists are saying...



"I am beyond satisfied with the results. I have watched students grow in their awareness, love, and care for one another. I will probably use this every single year! Thank you so much!"

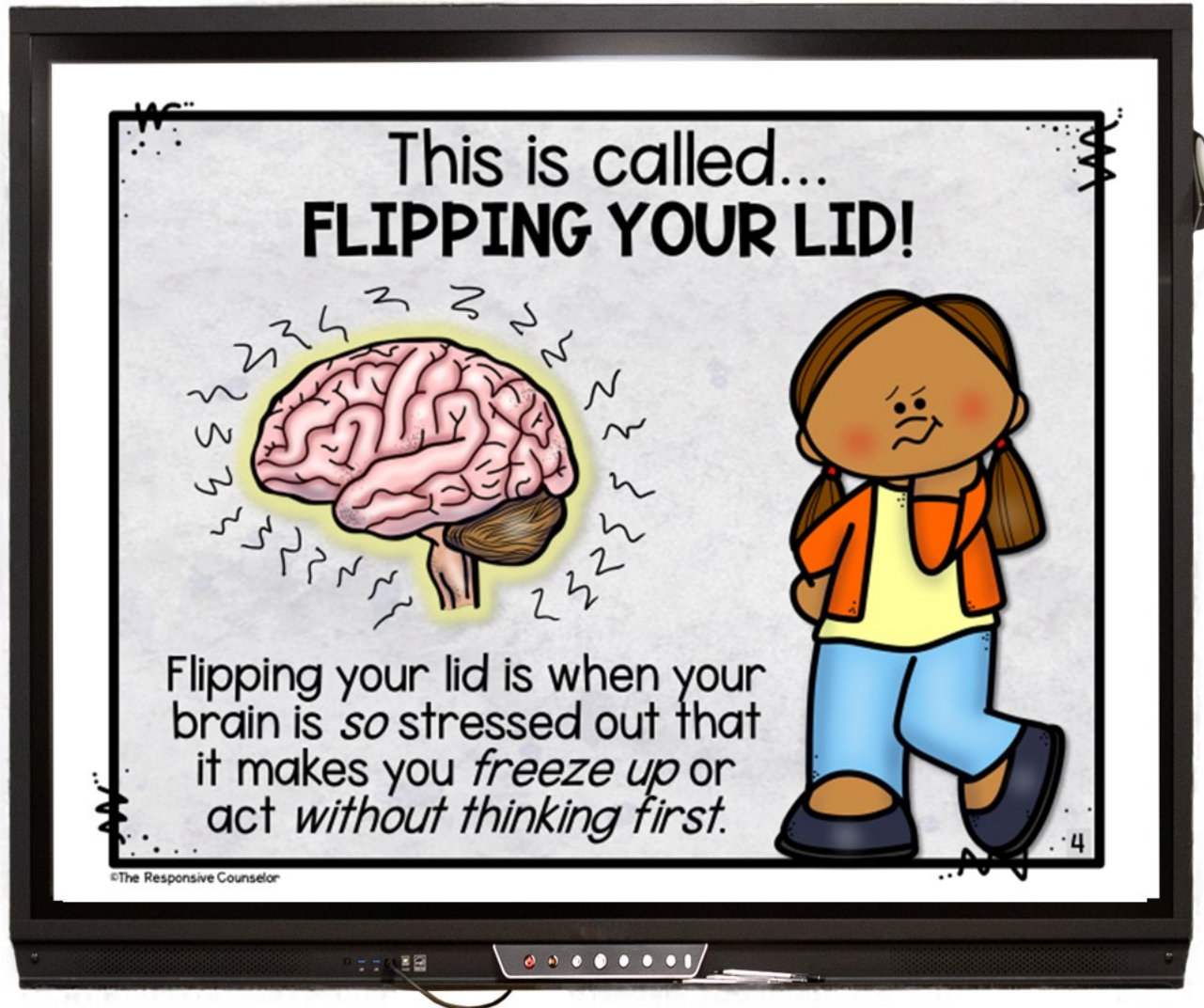
-Trechiondria L.

"I've used this every morning in morning meeting with my 1st graders. I was worried it would be too hard for them, but it has been perfect. They are doing so well with understanding the parts of their brains. They have been able to talk about their brains and feelings and relate it to what we are doing in class."

-Chelsea S.



teaching about the brain



Slideshow for teaching about:

- ▶ The amygdala
- ▶ The hippocampus
- ▶ The prefrontal cortex
- ▶ What it means to "flip our lids"

teaching about the brain

Meet your...



I am the **WISE OWL** of your brain. I help you do smart decision making, and I'm the part of your brain where you think before you act.

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8

Our amygdala helps keep us safe by making us act **FAST** in situations like...



...if your hand just touched a hot pan...

...or if a basketball gets hit out of bounds and is coming towards you.



...or a bear is walking in your path...

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19

(37 slides total)

teaching about the brain

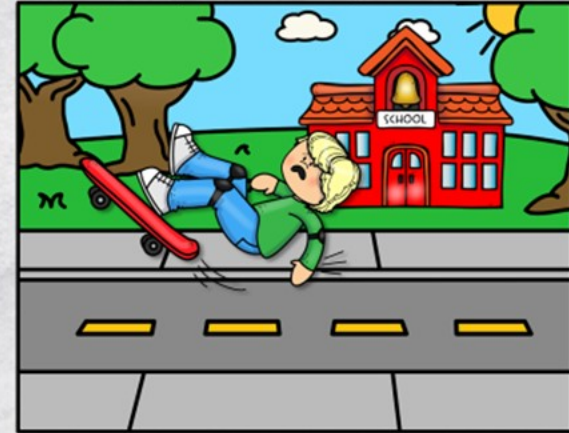
Imagine you're trying to leave for school, but you can't find the clothes you wanted to wear. You're starting to get stressed about being late. You can't remember where you last saw them and you start *shouting* at your little brother when he comes in your room.



That's FLIPPING YOUR LID!

.30

Or imagine you're outside of school, starting to skateboard home, when you fall. You get so embarrassed that you start yelling about the sidewalks being dangerous and it's the principal's fault and everything is unfair and nobody better laugh or else.



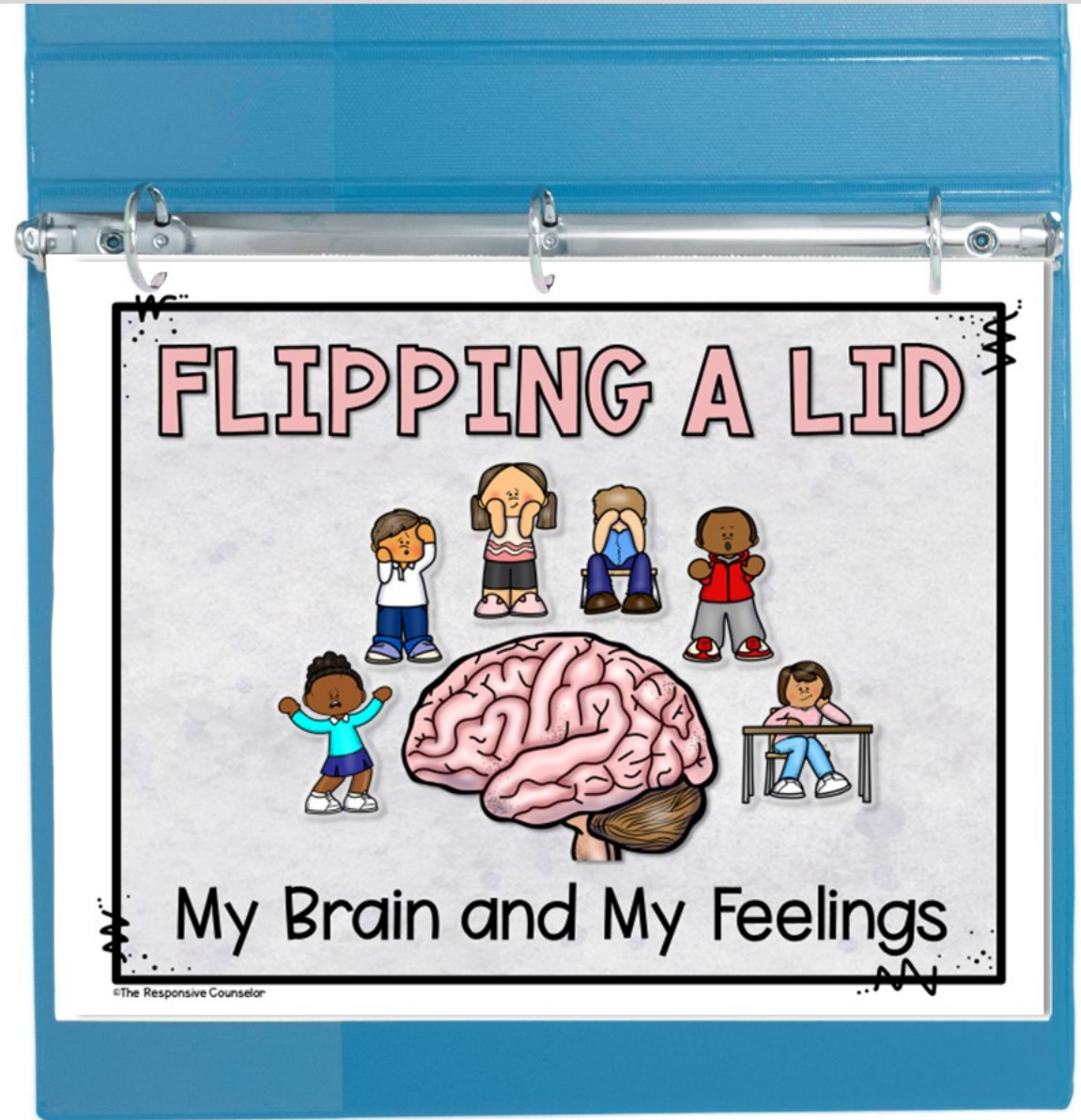
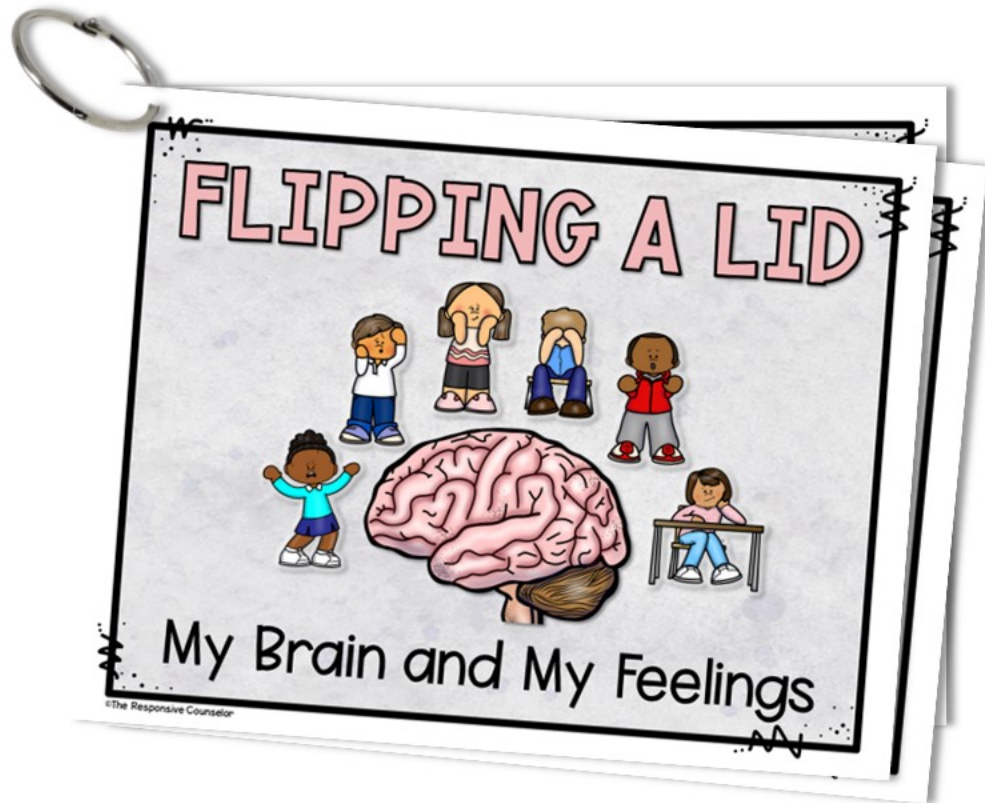
That's FLIPPING YOUR LID!

.32

(37 slides total)

printable book

Slideshow also included as a full-page and half-page PDF book (for a no-tech option!)



lesson plan

ASCA and
CASEL aligned
lesson plan

Outline breakdown
with different
activity options for
each part

CALMING YOUR BRAIN

OBJECTIVE(S) Students will identify the role of their amygdala, hippocampus, and PFC. Students will demonstrate what happens when they are stressed and how to calm themselves.

CASEL DOMAINS: Self-Awareness, Self-Management

OUTLINE:

- Identify the parts of the brain through the slideshow suggested/optional activities.
- Practice Identifying the parts of the brain.
 - ***Use any of the following activities:
 - "What part of the brain?"
 - "My Brain" fill in the blank
 - "Flipping a Lid" game
 - Color a black and white brain
- Teach What "Flipping a Lid" Means.
 - Go through the slideshow suggested/optional activities.
- Practice Understanding the concept of "flipping a lid."
 - ***Use one or both of the following activities:
 - Role plays / skits
 - "Who said it?" worksheet
- Develop Self-Awareness and Self-Management skills.
 - ***Use any of the following activities:
 - "What makes you feel stressed?"
 - "My Thoughts" worksheet
 - Coping skills cutouts
 - Emotional regulation activities

ASCA MINDSETS/BEHAVIORAL SKILLS: effective coping problem; Positivity and learning

MATERIALS: Story cards, part of the brain, etc.

Slide	Flipping a Lid Script
1	Our brains are SO important. Today we're going to learn some more about how our brains work.
2	Your brain is so incredible. It helps us to...talk, smell, decide, taste, run, create, feel, and see.

note to the counselor/educator

- This resource includes many different components for teaching about the roles of the prefrontal cortex, amygdala, and hippocampus when we are stressed and explains how sometimes we "flip our lids." It can be used in class lessons, group counseling, or individual counseling.
- You get to pick and choose which materials to use alongside the slideshow (or printed slides) based off of the needs of your students, whether using whole group vs. small group vs. individually, etc.
- You can break up the activities into multiple sessions/lessons if you want or need to spread things out. Here are some examples:
 - Lesson 1: Introduce the parts of the brain, practice identifying them.
 - Lesson 2: Introduce the concept of "flipping a lid," practice understanding what this looks like in different situations.
 - Lesson 3: Develop self-awareness through identifying personal guard dog amygdala triggers and ways to cope when it happens.
- Out of respect for the Navajo (and some other Native American cultures), there is a version of this resource that includes an eagle in place of the owl. Please find those files separately in the zipped folder you downloaded.

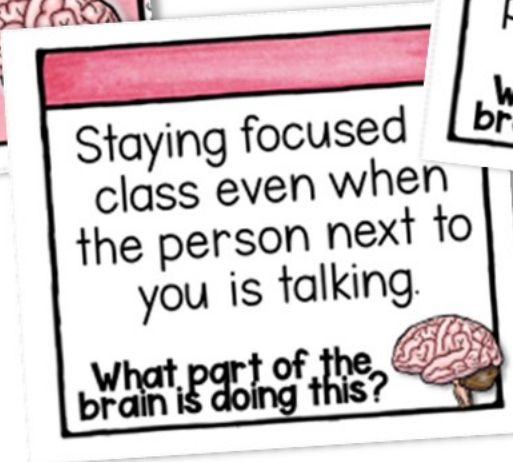
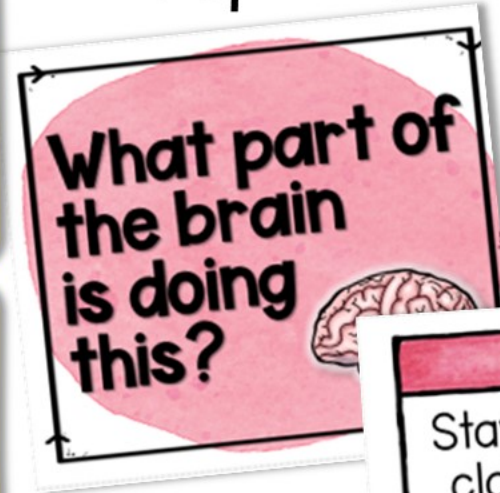
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Optional/
suggested
scripting to
go with the
slideshow

Suggestions for
breaking lesson
into shorter chunks

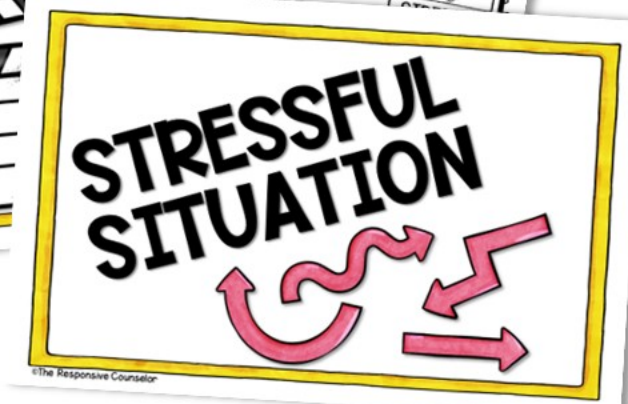
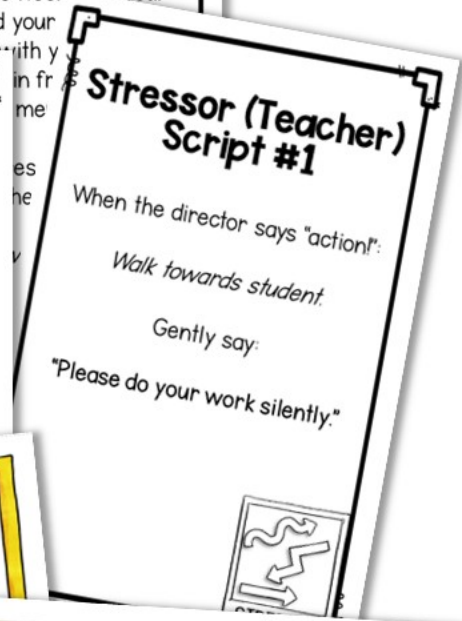
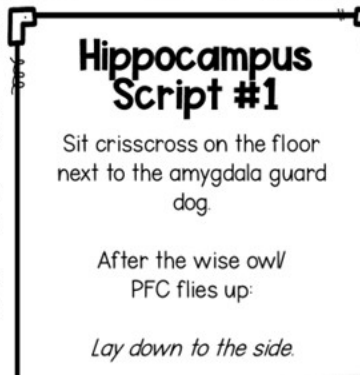
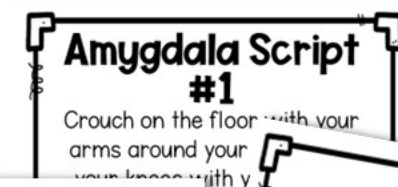
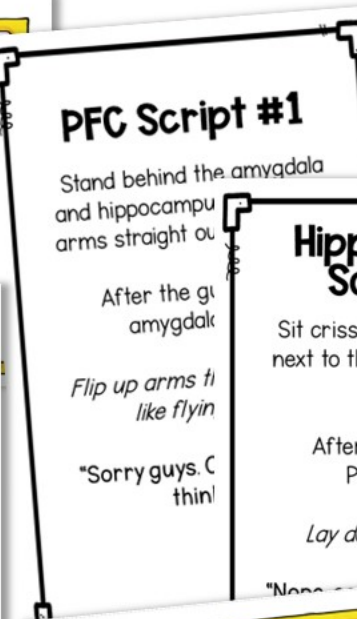
parts of the brain sort

Sorting cards for identifying which part of the brain is responsible for which actions.



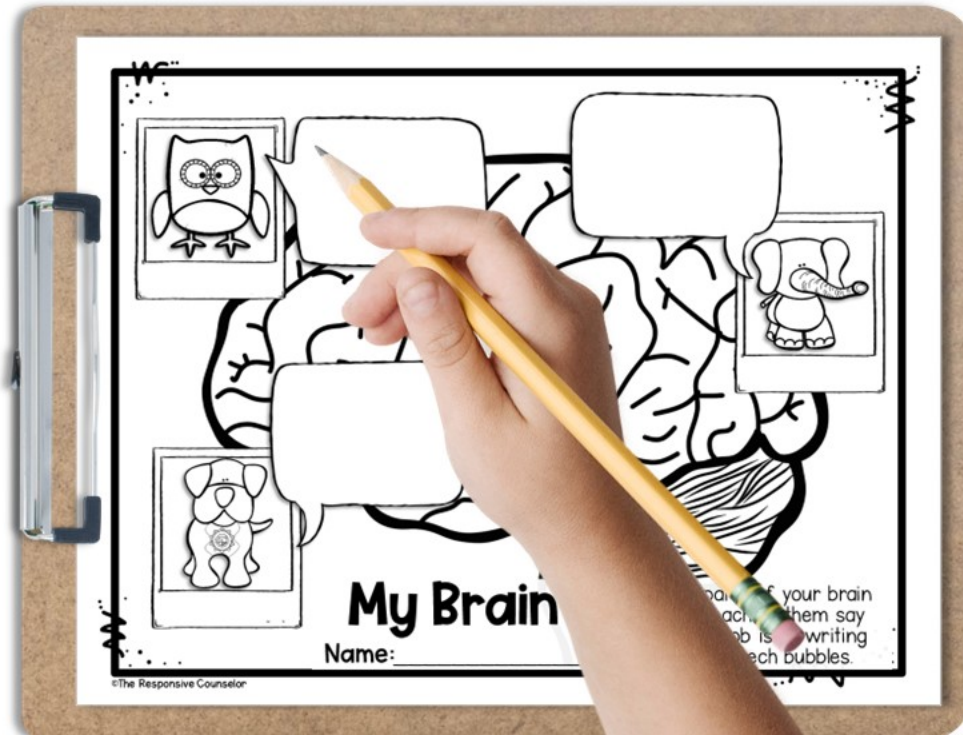
(worksheet option also included)

role plays/skits



Two role plays or skits for acting out what happens in our brains when we flip our lids (and when we choose to calm ourselves down!)

review worksheets



Flipping a Lid

Name: _____

When my brain is calm, my wise owl
PFC is in control. I can think, plan,
and make _____.

When my brain is stressed, my guard dog
amygdala is in control. It makes me want
to fight, flight, or _____. This is
called _____.

When I'm in _____, this is ok.

When I'm not in _____, this is a problem.

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When I'm _____, it's not good to
flip a lid. The good news is we can
close our lids by making the choice to
calm down our guard dog amygdalas.

I can calm myself down by....

- _____
- _____
- _____

"It's just my guard dog barking. I'm
safe. I can calm myself down and
keep my lid down."

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self-awareness + self-regulation

WHAT MAKES YOUR DOG BARK?

Name: _____

What are some different situations that put your amygdala into action? That means situations where you get super angry or worried, and your guard dog starts barking because it thinks you're in danger.

HOME	SCHOOL
<input type="checkbox"/> Loud noises like dogs barking, horns, or loud machinery outside	<input type="checkbox"/> When a teacher tells you that you did something wrong
<input type="checkbox"/> Someone yelling at you	<input type="checkbox"/> Someone calling you a mean name
<input type="checkbox"/> Sibling taking something that belongs to you	<input type="checkbox"/> Worrying about your family
<input type="checkbox"/> Getting in trouble	<input type="checkbox"/> Being late
<input type="checkbox"/> When you think someone cheated in a game	<input type="checkbox"/> Taking a test
<input type="checkbox"/> Something you own got broken	<input type="checkbox"/> Not understanding your teacher's directions
<input type="checkbox"/> Someone not listening to you	<input type="checkbox"/> Substitutes or new schedules
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Look at what you marked. Circle or highlight the ones that *really, really* flip your lid.

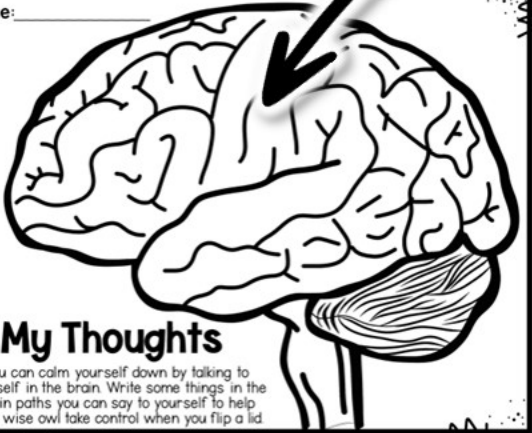
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Students identify their own personal triggers – the situations that make their guard dog amygdala bark.

Students come up with helpful self-talk they can use when they're upset; things they can say to themselves to help their guard dog calm down.

My Thoughts

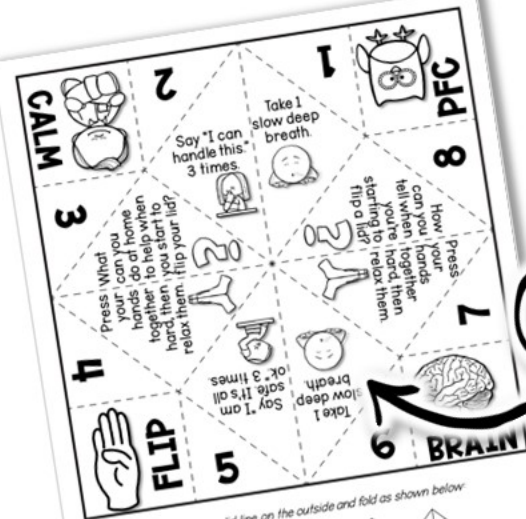
Name: _____



You can calm yourself down by talking to yourself in the brain. Write some things in the brain paths you can say to yourself to help your wise owl take control when you flip a lid.

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Coping skills fortune teller



1. Take 1 slow deep breath. **PFC**
2. Say "I can handle this" 3 times.
3. Press your hands together, do all home together, to help you relax them. **CALM**
4. Press your hands together, do all home together, to help you relax them. **FLIP**
5. Say "I am safe" 3 times. **5**
6. Take 1 slow deep breath. **BRAIN**
7. Press your hands together, tell you're hard them starting to relax them. **7**
8. How your hands can you tell when you're hard them starting to relax them. **8**


Cut along solid line on the outside and fold as shown below.

Coping skills fortune teller


Coping skills cut-and-paste

I can calm down my guard dog and help my wise owl think by...

Name: _____



What can you do when you're upset to help calm down your guard dog? What can you do when you flip a lid? Cut out 3-5 strategies you can use and glue them onto your wise owl. You can also write down strategies along the edges of the owl.



I feel...

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“who said it” sort

Sorting cards for identifying
where different thoughts in
the brain come from:
PFC vs. amygdala



(worksheet option also included)



teachers, counselors, and therapists are saying...



"Used this with students in grades 3-5 during classroom counseling lessons. Both the students and the teachers loved this lesson! The students really grasped the concept - especially because of the animals. Students even went home and shared what they learned with their parents. This is an excellent resource!"

—Alicia B.

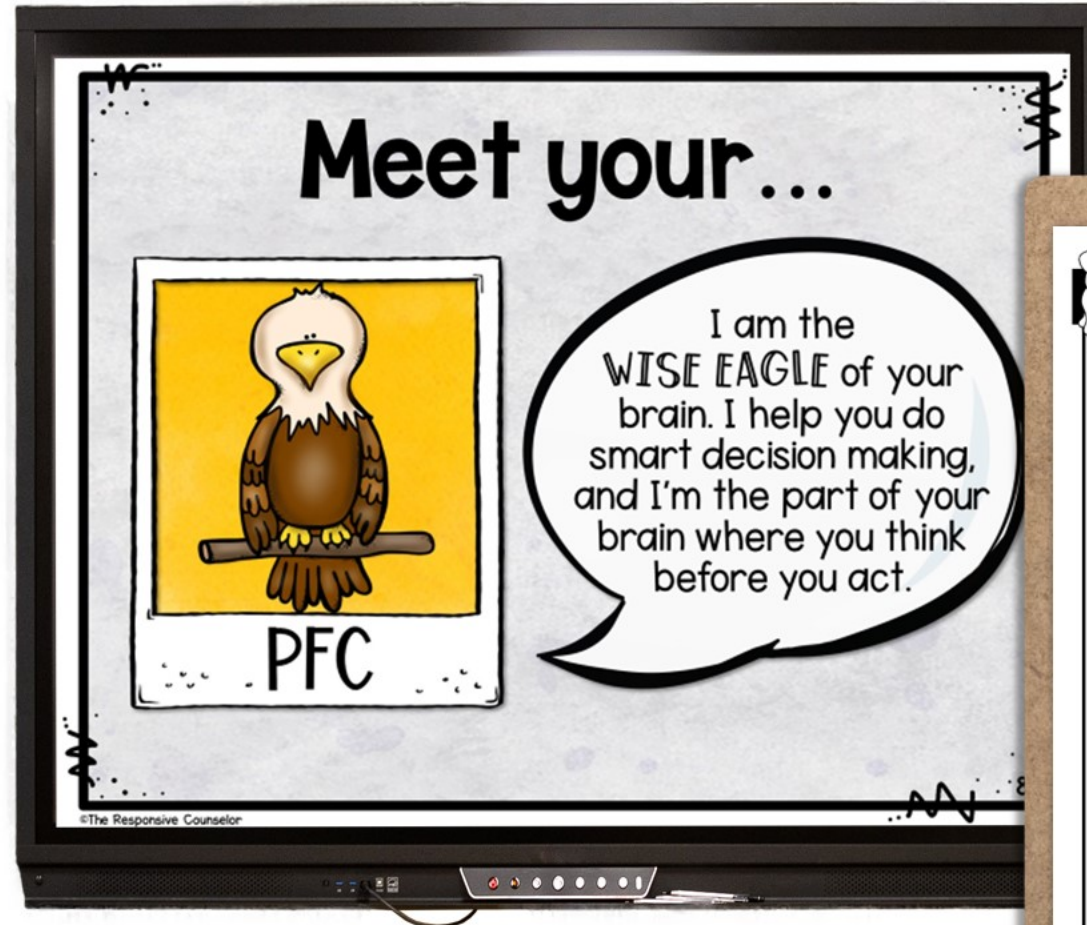
"I teach mindfulness to students at my elementary school. This product has been such a great addition to my lessons. The resources are easy to use and are definitely kid friendly. I would 100% recommend this product to any teacher looking for a great social emotional resource."

—Loni S.



eagle version

Out of respect for the Navajo (and some other Native American cultures), there is a version of this resource included (both slideshow and activities) that includes an eagle in place of the owl.



WHO SAID IT? PFC vs. AMYGDALA

Name: _____

Imagine your wise eagle PFC and guard dog amygdala as voices in your head talking to you. You should *always* listen to your wise eagle PFC, but you shouldn't always listen to your guard dog amygdala (remember: sometimes it barks even when you're not in danger!).

Read the statements below and decide who said them: PFC or amygdala? Mark them to show which is which.

<input type="checkbox"/> "You are in danger."	<input type="checkbox"/> "Someone you care about is in danger."
<input type="checkbox"/> "Everything will be okay."	<input type="checkbox"/> "You have lots of options."
<input type="checkbox"/> "You can handle this."	<input type="checkbox"/> "Nothing is the end of the world."
<input type="checkbox"/> "Something bad is going to happen."	<input type="checkbox"/> "Everyone is going to make fun of you."
<input type="checkbox"/> "You are safe."	<input type="checkbox"/> "No one is in danger."
<input type="checkbox"/> "You better protect yourself."	<input type="checkbox"/> "You better run or hide or freeze."
<input type="checkbox"/> "Act fast!"	<input type="checkbox"/> "You can ask for help."
<input type="checkbox"/> "You're going to get in trouble."	<input type="checkbox"/> "Stop and think about the best choice."
<input type="checkbox"/> "Let's be a problem solver."	
<input type="checkbox"/> "Take a breath first."	
<input type="checkbox"/> "Someone is trying to hurt you or be mean to you."	
<input type="checkbox"/> "Try talking it out."	

Look at the things the amygdala said. Circle the ones you know *your* amygdala says when something makes you worried or angry.

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Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the **RESPONSIVE**
counselor

Let's Connect:

