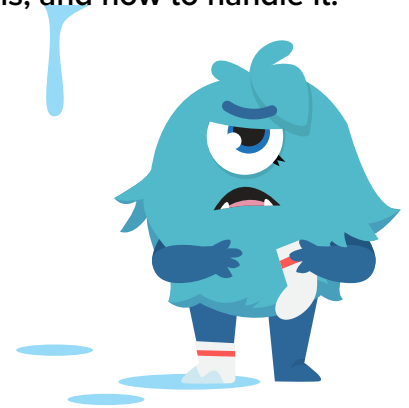




FLIPPING YOUR LID

Teach and model for students what it means to “flip their lid” and experience intense emotions, why it happens, and how to handle it.



PREPARATION

- A** Download and print copies of the Instruction Sheet and Activity Sheets (enough for each student)
- B** Computer with the video ready to play. <https://youtu.be/3bKuoH8CkFc> (Youtube: **Kids Want to Know** - Why Do We Lose Control of Our Emotions?)
- C** Make a T Chart with: “Flipping your lid” on one side and “Calm Down Choices” on the other side on chart paper, or whiteboard.
- D** Print the Calm Down Choices poster and hang it up in your classroom **AFTER** the lesson

ACTIVITY

- 1** Start by asking students what they think it means to “*Flip your lid.*” Have them turn and talk with a partner or in small groups. (2-3 min).
 - Have students share their thoughts to the whole class. (Do not tell them what it means, yet!)
 - Play video Flipping Your Lid (7 min).
(Youtube: **Kids Want to Know** - Why Do We Lose Control of Our Emotions?)
- 2** Ask students the question again: “What do you think it means to “*Flip your lid.*”
 - Example Definitions:
 - Flipping Your Lid, also known as getting triggered, experiencing a strong emotion, losing it, getting your buttons pushed.
 - Sometimes, our brains can cause some trouble when we get super angry or anxious. When we experience these emotions with intensity and temporarily lose control of our actions, this is called “flipping a lid.”
 - Remind students the key thing to remember is that when our “lids are flipped,” we are not able to think clearly. These reactions are perfectly normal and are designed to keep us safe from danger. However, when we experience such strong emotions, we are not always in danger. Many times, this results in acting without thinking, which can get you in trouble or result in being more upset.

ACTIVITY (continued)

- 3** As a class or in small groups, have students discuss or act out some triggers for flipping their lid and record them on your T-Chart under “Flipping your lid.” (5-10 min.)
 - Examples: lack of sleep, not feeling heard, hunger, stress, large crowds.
 - You can also ask students how their body feels/ or does when they are able to flip their lid: Tightness in chest, Hot face, Clenched fists, Yelling.

- 4** Independent work time (10-15 minutes).
 - Read and explain directions for the activity sheet.
 - Have students work independently.
 - Tell them to be prepared to share some calming strategies.

- 5** Bring the class back together to discuss/act out their calming strategies.
 - Record the responses on the T Chart under Clam Down Choices.

- 5** Hang up the Calm Down Choices Poster in a place students can utilize the poster every time they feel like they are going to “*Flip their Lid.*”



FLIPPING YOUR LID

Please answer the following questions in complete sentences;

1. What does it mean to “Flip your lid”?

.....

.....

2. Write about a time you “flipped your lid.” What happened? What could you have done differently to stay calm?

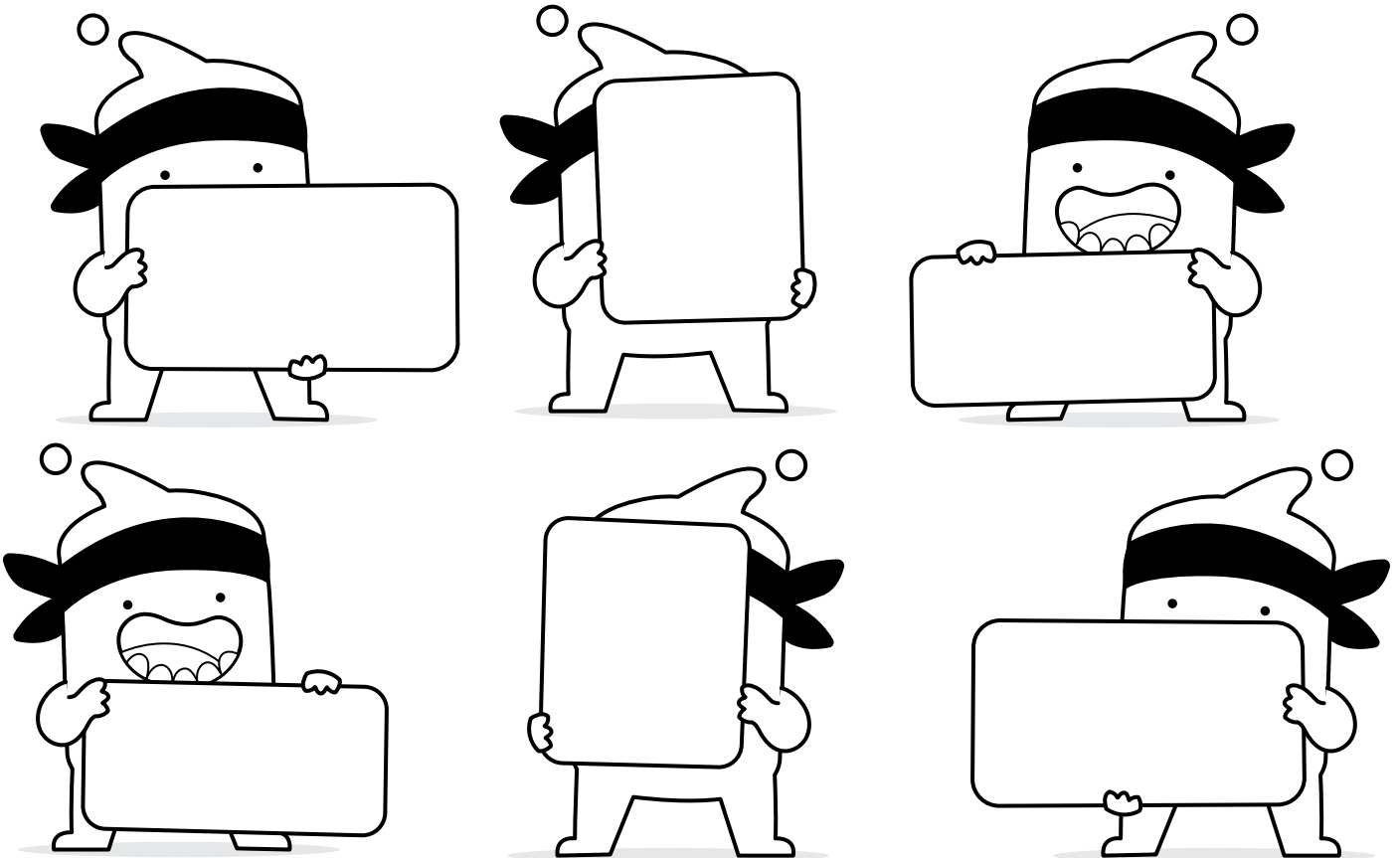
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3. What emotions or feelings were you having when your lid flipped? (circle the emotion).

- | | | | | |
|--------------------|----------------------|---------------|----------------|------------------|
| Anger | Embarrassment | Scared | Nervous | Surprised |
| Frustration | Sadness | Unsafe | Other | |

4. What calming strategies have you used that you know work for you when you experience big emotions? (Write them down in Mojo’s boxes below).



Name:



Color or write in a journal



Squeeze your stuffed animal



Listen to music



Move your body in a safe way; dance, run, jump



Count to ten



Take 5 belly breaths



Ask for a hug

Calm Down Choices in _____'s Classroom