

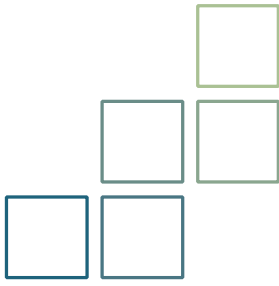
Grade 5 HOPE



LEARN LESSON
Don't Flip
Your Lid!



terrace  metrics



HOPE

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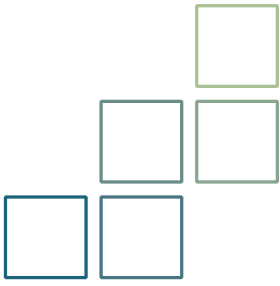
Grade 5 - LEARN

INDICATOR OVERVIEW

Hope is one of the most researched resiliency indicators and one of the biggest predictors of academic achievement and personal/social outcomes in students. The scientific concept of hope describes a structured process where what is “hoped” for is transformed into a tangible goal to pursue. Once the goal is formulated, the individual then considers the best cognitive strategies (i.e., pathways) need to attain that goal, and they increase their motivation (i.e., agency) to pursue them. Both pathways and agency are necessary to attain a goal: Having pathways but no agency leads to wishful thinking, while having agency but no pathways lead to hopelessness. It is rare to attain a goal without first confronting some obstacle. In some cases, the obstacle is big enough that the initial goal, or “Plan A” cannot be met or needs to be revised. Hope describes how individuals can either work around the obstacle or choose to pursue a reasonable “Plan B”. Among students, those with low hope either give up after realizing their Plan A cannot be met, or they can’t formulate a Plan B, but they have difficulty generating pathways or agency to pursue it.

Icon Guide





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FACILITATOR OVERVIEW

This is the second Grade 5 Hope lesson in a series of 3 lessons. The first lesson was the LAUNCH lesson, this second lesson is the LEARN lesson and the final lesson is the LIVE lesson where the students will be applying what they have learned about Hope.



GOALS:

The learning goals for this lesson are:

- Students will identify reasons for losing control of their emotions (when they allow their button(s) to get pushed).
- Students will identify de-escalation strategies to use when their buttons are pushed, so that they can think through their problem.
- Students will utilize the **3 STEPS TO SUCCESS** problem-solving process to solve a problem (and lessen frustration).



ACTIVITY #1:

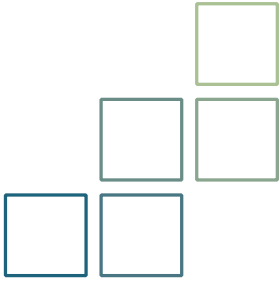
For Activity #1, show the video "[Why Do We Lose Control of Our Emotions?](#)" to reinforce how strong emotions can sever the connection between the upstairs and downstairs brain. When this happens, it is hard to develop strategies that allow one to solve the problem that is causing frustration. Distribute the completed **What are My Buttons** handout (from the previous Launch lesson) and review what "buttons" are (situations that can lead to strong emotions).



ACTIVITY #2

In Activity #2, distribute the **Don't Flip Your Lid!** handout, which sequentially walks students through (a) understanding the situation and why it is pushing their button, (b) selecting one or more self-calming strategies, and (c) formulating solutions/strategies to solve a problem. A completed **Don't Flip Your Lid** handout has been provided if students need additional instruction or are having difficulty completing the handout independently.

It is important to emphasize that all solutions/strategies should be considered, even those that are not realistic. Once strategies/solutions are listed, the students will identify the strategies/solutions that are realistic.



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Close the lesson by summarizing the lesson activities and reminding students that they are practicing “hope” by using calming strategies, so they can generate solutions to solve a problem, even when their button is being pushed. Remind students to use the ***Don’t Flip Your Lid*** handout whenever they feel their button being pushed.

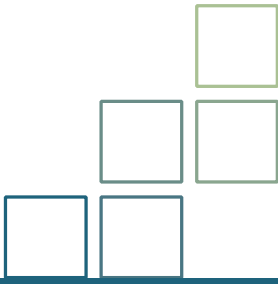


MATERIALS: Completed ***What Are My Buttons*** handout (completed by the students in the Launch lesson and collected at the end of the lesson)

[Why Do We Lose Control of Our Emotions? Video](https://youtu.be/3bKuoH8CkFc)
(<https://youtu.be/3bKuoH8CkFc>)

Activity #1 Handout – Don’t Flip Your Lid

OPTIONAL: Activity #1 Handout – Don’t Flip Your Lid TE
Completed Handout



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LEARN LESSON PLAN: Don't Flip Your Lid

Introduction (3 minutes)

Review the learning from the Launch lesson and set the stage for the new learning for the current lesson.



SAY:

“Let’s briefly review the concept of “hope”, which you may remember learning about in the last lesson.”



ASK:

“So, what is hope?” [Accept student responses]



SAY:

“Hope is a positive outlook—but it’s more than that. Hope is a goal we have control over, and it is realistic. Hope can be learned and developed.”



ASK:

“So, what is the difference between having hope and having a wish?” [students can volunteer their answers; the difference between a “wish” and a “hope” is that a wish is often out of our control and may not be realistic. On the other hand, hope is a goal we have control over, and it is realistic. Hope can be learned and developed].

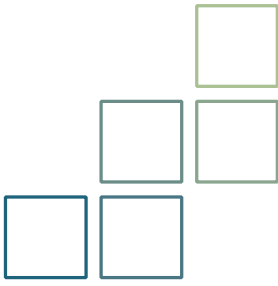


SAY:

“In the last lesson, we learned that when we allow our “buttons” to be pushed, it can be hard to think of ways to solve our problems, which lead us to becoming frustrated and lose hope.

“We also learned that we have two different parts of the brain: the “upstairs brain” and the “downstairs brain”. The upstairs brain [point to the forehead] is our thinking brain. What is 2+3? [wait for the answer]. You just used your upstairs brain to come to that answer. But we also use our upstairs brain to make good decisions, learn new things and think of ways to reach a goal.

“The downstairs brain is where our emotions are stored. This part of the brain is responsible when we feel strong emotions such as fear, anger, sadness, joy, and disgust.”



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“Let’s focus on our downstairs brain a bit. In today’s lesson we are going to learn what happens if we let our emotions get control of us and we will learn some skills to use if your buttons get pushed, so that you are better able to think through a problem instead of getting frustrated.”

“Let’s watch this brief video to see what happens if we let our emotions get control of us.”



ACTIVITY #1: [Why Do We Lose Control of our Emotions? \(15 minutes\)](#)



MATERIALS: [Why Do We Lose Control of Our Emotions? Video](#)



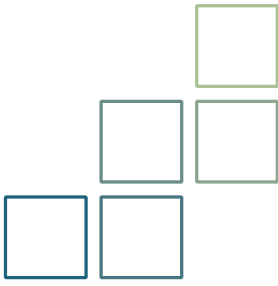
VIDEO: Show the [Why Do We Lose Control of our Emotions?](#) video and write down key terms and concepts on the board as the video presents them, including:

- “Flipping our Lid”
- Upstairs Brain
- Downstairs Brain



ASK: At the conclusion of the video, ask questions to ensure that the students understood the concepts (and correct errors or clarify the concepts). Questions that can be asked are:

- **What does “flipping our lid” mean?** *[losing control]*
- **Who “flips their lid”?** *[Anyone who loses control. Not just children]*
- **What is the upstairs brain responsible for?** *[controls more complicated actions like good decision making, self-understanding, and empathy (which is being able to feel what others feel). We use our upstairs brain to make good decisions, learn new things and think of ways to reach a goal.]*
- **What is the downstairs brain responsible for?** *[The downstairs brain is where our emotions are stored. This part of the brain is responsible when we feel strong emotions such as fear, anger, sadness, joy, and disgust.]*



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- What part of our brain is responsible for “fight, flight, or freeze”? [downstairs]
- What happens when our upstairs brain can’t communicate with our downstairs brain?
- Can you remember one strategy that the video showed that can help us not flip our lid?

Distribute the ***What Are My Buttons?*** Handout that was completed by the students in the Launch lesson and collected at the conclusion of the lesson.



SAY:

“In the Launch lesson you completed this handout called “What are My Buttons?”. We all get frustrated and each of us have different reasons for getting frustrated We call these “buttons” because when they get pushed, we get frustrated. Sometimes when these buttons get pushed our downstairs brain may take over.”



ASK:

“Would anyone like to share what their buttons are?” [students can volunteer what they listed on their sheet]

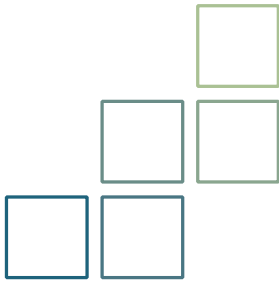
“Would anyone like to share how they react when their button is pushed?” [students can volunteer what they listed on their sheet]



SAY:

“Sometimes, when our buttons get pushed, we get angry or frustrated. We call this “flipping our lid”. When we flip our lid, our upstairs brain is not working, and we can’t think of ways to solve our problem.”

“Once you know some of your buttons, which you listed on this handout, you can use some strategies that will help you stay in control when your buttons are getting pushed. If you do these strategies step by step, it will help prevent you from flipping your lid. Let’s do another activity to learn more about these strategies.”




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 **ACTIVITY #2:** [Don't Flip Your Lid \(15 minutes\)](#)

 **MATERIALS:** *Don't Flip Your Lid* handout for each student (copied two sided)

 **OPTION:** [Don't Flip Your Lid TE completed handout](#)
(This handout can be used for additional instruction or to be used as an example for students who may be having difficulty independently completing the blank handout).

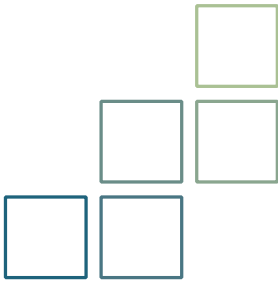
Distribute a ***Don't Flip Your Lid!*** handout to each student. Direct students to page 1 of the handout, which instructs students to list a situation that has caused their button to be pushed and to identify why this situation pushed his/her button. The final question on page 1 provides self-calming strategies that the student can use when their button is pushed. (It may be helpful for the facilitator to demonstrate some of these self-calming strategies to the students). **Students can also add their own additional strategies that may work for them.**

Direct students to page 2 of the handout, which guides students through the **THREE STEPS TO SUCCESS** problem solving process. Allow students enough time to complete the handout.

 **OPTION:** If students need additional instruction on the problem-solving process, lead the class through the ***Don't Flip Your Lid completed handout***. Or for students who are having difficulty completing the handout independently, provide them with the completed handout to use as an example.

It is important to emphasize that all solutions/strategies should be considered, even those that are not realistic. Once strategies and solutions are listed, the students will identify the strategies and solutions that are realistic.

(If time permits). Ask student volunteers to share their responses.



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SAY:

“Remember that everyone gets their buttons pushed. Sometimes, when we get our buttons pushed, we let some strong, and often negative emotions take control. This is not helpful; we can end up saying or doing something that does not help us.”

“Whenever you start feeling that your button is being pushed, drop everything, and ask for a blank ‘Don’t Flip Your Lid’ handout. You can complete the handout on your own and share with me if you wish. I will help you think about ways to solve your problem without flipping your lid.”

Complete the ***Don’t Flip Your Lid*** handout together as a class exercise at least twice a week for the next 4 weeks.

Look for opportunities to distribute a blank ***Don’t Flip Your Lid*** handout whenever student(s) display frustration or are having difficulty coming to solutions. If possible, extra credit/points or any reinforcer should be given for a student who completes a handout. These reinforcers should be doubled if the student, on their own initiative, asks for a handout and completes it on his/her own. Help the student process through his/her responses when the sheet is handed in.

Have blank ***Don’t Flip Your Lid*** handouts available in the classroom for students to use at will.



CLOSING:

Summarize the lesson by reminding students that they are practicing “hope” by using calming strategies, so they can generate solutions to solve a problem, even when their button is being pushed. This will help them to stay in control and avoid getting frustrated. Remind students to use the ***Don’t Flip Your Lid*** handout whenever they feel their button being pushed.