





<p><b>Brainstem:</b></p> 	<p>hard to use our problem solving skills.</p> <p><b>4. Reflection.</b> Ask students:</p> <ul style="list-style-type: none"> <li>• “Do you sometimes flip your lid or have you ever been with someone who flipped their lid?” Invite students to share (no names). “What did that look like?” “Feel like?”</li> <li>• “When you are really upset, have you ever done something and later thought, ‘Why did I do that?’ or ‘I really wish I hadn’t done that!’ or ‘What in the world was I thinking when I did that?’” (Allow some thought about why that might happen if the pre-frontal cortex is not working at that time.)</li> <li>• Explain, when you are “flipped” (hand with fingers straight), you can’t learn very well either. It really helps to calm back down so that you can solve problems.</li> </ul>
<p><b>Midbrain:</b></p> 	<p><b>5. A little more brain science: <i>Mirror neurons.</i></b> Our brains are built so that we learn by copying. When you see someone yawn do you notice that sometimes you feel like yawning? Even babies copy what they see. Our brains also mirror feelings. When we are with other people who are sad, we can feel their sadness. The nerves (neurons) that do this are called <i>mirror neurons</i>.</p> <ul style="list-style-type: none"> <li>• Holding up one hand as a “flipped lid” ask students what might happen to someone near that person because of mirror neurons. (They are likely to flip their lid too.)</li> <li>• Holding both hands in the “flipped lid” positions, ask students what might happen if two people approach each other like this. (They might get into a fight.)</li> <li>• What might students need to do to find their thinking brains and solve their problem? (Move away, calm down, unflip their lids).</li> </ul>
<p><b>Prefrontal cortex:</b></p> 	<p><b>6. Exploring self-regulation.</b></p> <ul style="list-style-type: none"> <li>• Invite the students to share what they have found helpful to calm or re-gather themselves. Make a list of some of the tools.</li> </ul>
<p><b>Flipped lid:</b></p> 	<p><b>7. Designing a space.</b></p> <ul style="list-style-type: none"> <li>• Explain that sometimes it is helpful in a classroom to have a place to calm down, to sort out feelings and to re-gather. This is not a place where students go as a punishment, but a place to calm down until the student feels better.</li> <li>• Either as a class or in small groups, invite students to brainstorm what kind of calming- down place could be created in the classroom. Ask them to think of some possible names for the area. (Common names include: the alone zone, Hawaii, Antarctica, the chill spot, calming quarter.)</li> <li>• Make a list of the ideas from the class (or from different groups). Invite students to think about the list for a day.</li> </ul>