
EMOTIONS AND THE BRAIN

TEACHERS PACK FOUR-PART LESSON PLAN

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WHO WE ARE

Cyrenians is a national charity **tackling the causes and consequences of homelessness**. Our values-led, relationship-based approach ensures we are able to offer person-centred support to those in need of our services. By reacting to both the consequences of homelessness and working to prevent homelessness occurring in the first instance, we are proud of our history of delivering life-changing support in our communities.

Cyrenians has always worked to ensure children and young people feel **loved, safe and respected**, so that they can reach their **full potential**. With a range of projects supporting families and professionals, including working in communities and schools, we strive to support individuals to get the most out of their education and lives to feel included and part of society. We work with individuals to support their self-transformation at any point in their journey across six themes: **Home, Family, Food, Health, Community and Work**. Our way of working is built on four core values: **Compassion, Respect, Integrity and Innovation**.

This pack has been developed by **Cyrenians Scottish Centre for Conflict Resolution (SCCR)**. The SCCR specialises in conflict resolution with a focus on **relationships and emotional health and wellbeing** as a means of early intervention to prevent youth homelessness. Currently, in Scotland, roughly 5,400 young people become homeless every year as a result of conflict at home¹. We aim to provide knowledge and **support to young people, parents/carers and professionals** to help **resolve conflict** in a positive way, **improve relationships and wellbeing**, and **develop life skills, coping strategies and resilience**.

WHY IS THIS WORK IMPORTANT?

Over the last decade there has been a significant decline in the mental health and wellbeing of children and young people. This is reflected in the increase in CAMHS referrals with roughly 10,500 children and young people being referred in Scotland in the first quarter of 2023 (January-March)².

The mental health and wellbeing of young people has been significantly affected by the Covid-19 pandemic, with increased levels of anxiety, depression and loneliness. Key factors contributing to a decline in mental health and wellbeing included disruptions to education and hobbies/activities, social isolation and loneliness, strained family life, and anxiety around illness (or illness of a loved one)³.

Furthermore, adolescence is a particularly vulnerable age group as it coincides with the onset of many mental health conditions. Research states that the majority of mental health problems develop before the age of 24, with 50 percent developing by the age of 14⁴. This, along with the multiple life changes and developmental changes experienced by young people during these years, indicates a greater need for support from services working with this age group.

As outlined in the Mental Health Strategy and other government documents⁵, there is a need for increased emotional health and wellbeing support for children and young people in schools. This programme contributes to increasing education around emotional health and wellbeing for young people and teaching staff and facilitates learning around coping strategies and key life skills. Conflict, regardless of setting has a significant affect on mental health. Learning emotional regulation, communication and conflict resolution skills helps young people build better relationships at home, in school and in the community. These skills are lifelong and are transferable across all aspects of life.

By adopting an early intervention approach to improving emotional health and wellbeing⁶, we aim to prevent the decline of young people's mental health where possible, and reduce conflict situations that have the potential to result in relationship breakdown or further emotional distress.

WHO IS THE PACK FOR?

The four-part lesson pack has been developed with S3 pupils in mind and has been designed to be delivered by PSE teachers. However, we believe that the content of these sessions is relevant to all age groups and can be adapted by teachers for the needs of the pupils. The lessons are best delivered as a whole series. However, they can also be delivered as stand-alone sessions if preferred. Individual aspects or activities can be incorporated into other lessons or used in one-to-one work with pupils. The accompanying workbook has been designed so that it can be completed as part of the lesson, with a parent/carer or support worker, or independently by the young person at home.

The aim is for all the resources in this education pack to be downloadable on the [SCCR website](#) and accessible for teachers through key resource platforms such as [Twinkl](#), [Conduit](#) and [Glow](#).

PURPOSE OF PACK

This pack tells the story of how our brains interpret the world around us and how this translates in our bodies, emotions and behaviours. **If we can understand and recognise emotions in ourselves and others we can develop skills to help process difficult emotions, respond to our emotions when needed, and improve our relationships with others.** We cover a range of topics over four lessons: **My Brain**, **My Emotions**, **My Wellbeing** and **Our Relationships**.

Lesson One introduces the science of brain chemistry and development. The aim is to learn about what is going on in our brain and body in different emotional states and how this affects our decision making and behaviour. We also look at the different things that affect brain chemistry and activity.

Lesson Two looks at the importance of emotions and how to recognise them in ourselves and others. We look at what happens when we are unable to regulate our emotions and the difference between primary and secondary emotions.

Lesson Three teaches practical coping skills for responding, expressing and processing emotions as well as looking at challenging negative thoughts.

Lesson Four looks at conflict in relationships and teaches communication and conflict resolution skills.

Grounded in a **strengths-based** and **solution-focused** approach, this pack aims to empower young people to find ways of improving their wellbeing that work for them. We teach a range of skills that draw on elements of **Cognitive Behavioural Therapy (CBT)**, **Mindfulness**, **Grounding Techniques**, and **Acceptance Commitment Therapy** and provide a space for young people to come up with their own coping strategies. By teaching key communication skills, we provide young people with the tools to express their emotions and needs and improve relationships at home, in school and in the community. These skills are lifelong, building resilience that support young people to cope with difficult circumstances, improve and build meaningful relationships, and thrive in all aspects of life.

For young people to achieve their greatest levels of wellbeing, we realise it requires a whole-society approach, which is why we work with parents, teachers and other professionals to support young people and families. Our ambition remains, however, to provide young people with basic lifeskills that allow them to build confidence and agency in shaping their own lives and future.

¹ [The Scottish Government Youth Homelessness Tables 2021/22](#)

² [Public Health Scotland \(2023\). Child and adolescent mental health services \(CAMHS\) waiting Timesquarter ending March 2023](#)

³ [Bell, I. H., Nicholas, J., Broomhall, A., Bailey, E., Bendall, S., Boland, A., Robinson, J., Adams, S., McGorry, P., & Thompson, A. \(2023\). The impact of COVID-19 on youth mental health: A mixed methods survey. *Psychiatry research*, 321, 115082.](#)

⁴ [Kessler RC, Berglund P, Demler O, Jin R, Merikangas KR, Walters EE. \(2005\). Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication](#)

⁵ [SPICe Briefing \(2022\), Children and young people's mental health in Scotland](#)

⁶ [Early Intervention Foundation. \(2020\). What is early intervention?](#)

MAPPING OUR RESOURCE OUTCOMES

The lesson plans have been mapped against the current Curriculum for Excellent for S3⁸. In line with the current Curriculum for Excellence, the overall aim of this programme is to promote learning around health and wellbeing. The majority of the learning points fall within the organiser title of Mental, Emotional, Social and Physical Wellbeing. Some learning points also focus on health relationships which fall under the organiser title of Relationships, Sexual Health and Parenthood. Codes are mapped against each step in the lesson plans. The table below provides a summary of all the codes that the lessons contribute to.

	Learning Aim	Code
Lesson 1	To increase understanding of brain development, emotional states and neurochemicals and how these affect our behaviours.	HWB 3-02a HWB 3-04a HWB 3-15a HWB 3-16a HWB 3-44a
Lesson 2	To increase understanding of emotions and emotional regulation.	HWB 3-01a HWB 3-02a HWB 3-04a
Lesson 3	To learn practical skills to respond, process and express emotions and other coping skills.	HWB 3-03a HWB 3-06a HWB 3-07a
Lesson 4	To increase understanding of conflict in relationships and learn communication and conflict resolution skills.	HWB 3-05a HWB 3-44a HWB 3-44b HWB 3 - 46c

THE CURRICULUM FOR EXCELLENCE HEALTH AND WELLBEING

HWB 3-01a

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 3-02a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 3-03a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 3-04a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 3-05a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 3-06a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 3-07a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

HWB 3-15a

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

HWB 3-16a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

HWB 3-44a

I understand the importance of being cared for and caring for others in relationships, and can explain why.

HWB 3-44b

I understand and can demonstrate the qualities and skills required to sustain different types of relationships.

HWB 3-46c

I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

The SCCR work in consideration and advocacy for the GIRFEC principles⁹. The table below highlights the relevance of each GIRFEC principle in relation to the education packs.

GIRFEC Principle	Our Approach
Placing the child or young person and their family at the heart, and promoting choice, with full participation in decisions that affect them.	Our work aims to empower young people and families to take control of their wellbeing by gaining knowledge and learning coping strategies that also allow them to resolve their own conflict.
Working together with families to enable a rights respecting, strengths-based, inclusive approach.	We work in line with the UNCRC and aim to support young people to understand their rights. We adopt a strengths-based approach, especially when it comes to talking about emotions. No emotions are bad/wrong; we normalise anger and conflict and focus on how we can resolve it positively.
Understanding wellbeing as being about all areas of life including family, community and society.	We understand that conflict at home can have a massive impact on other areas of our life and can affect our wellbeing and relationships in school. Wellbeing underlies our ability to thrive in all areas of life and it is vital to learn skills to promote this.
Valuing difference and ensuring everyone is treated fairly.	When we learn about emotions, we emphasise that our experiences of emotions are unique to us. They can feel differently to everyone and are closely linked to our life experiences. We encourage young people to come up with coping strategies that work for them personally.
Considering and addressing inequalities.	We aim to offer universal education around emotional regulation, conflict resolution, and relationship building. We believe that these life skills are important for all young people to learn, regardless of their circumstances. We make the packs as flexible as possible so that they can be adapted by teachers for the needs of the class. We hope to get feedback from young people with specific learning needs to make sure the resources are as accessible as possible. In our other work, the SCCR target specific groups through youth services that may fall outwith the education system.
Providing support for children, young people and families when they need it, until things get better, to help them to reach their full potential.	This programme will be available online for young people, parents and teachers to download anytime, anywhere. The workbook has been designed so that young people can work through it at their own pace and go back to it whenever they need to.
Everyone working together in local areas and across Scotland to improve outcomes for children, young people and their families.	We work in partnership with schools and education services, local authority and charities to deliver workshops and training to young people

MENTAL HEALTH STRATEGY PRINCIPLES

Under prevention and early intervention summary of actions, the Mental Health Strategy 2017-2027¹⁰ aims to:

- Review Personal and Social Education (PSE), the role of pastoral guidance in local authority schools, and services for counselling for children and young people (Action 1).
- Roll out improved mental health training for those who support young people in education settings (Action 2).

Our aim is to provide a four-part education pack around emotions, the brain, conflict and relationships that fills a gap in the current PSE curriculum. We hope to work with Education Scotland to ensure this need is being met.

⁹ [The Scottish Government . \(2022\). Getting it right for every child: Policy statement - 2022](#)

¹⁰ [The Scottish Government. \(2017\). Mental health strategy: 2017-2027](#)

HOW TO USE THE PACK

Lessons include a range of teaching tools and activities. The pack includes four elements: **Lesson Plans**, **Student Activity Workbooks**, **PowerPoints**, and **Class Activity Printed Resources**.

LESSON PLANS

In this document there are four lesson plans that break down the lessons into tasks with estimated times and relevant CfE codes. Each lesson has an overall aim as well as learning objectives that are introduced at the beginning of the lesson and recapped at the end to assess learning. Key learning points are highlighted next to each task. At the end of the lesson plan there are instructions and answers for the class activities.

PUPIL WORKBOOK

The pupil workbooks have been designed to capture all of the information covered in class so that pupils can also work through them independently. Activities ask the pupils to reflect on their own experiences and brainstorm ideas. Exercises have specific answers that are provided at the back of the workbook. Some pages of the workbook have QR codes that can be scanned to access additional resources or the SCCR website.

POWERPOINTS

Each lesson has an accompanying PowerPoint. Key learning points are detailed in the notes under each slide. Slide numbers are matched to each task in the lesson plan. PowerPoints display when to complete an activity.

CLASS ACTIVITY PRINTED RESOURCES

Class activities involve group work and interactive activities. These are accompanied by some printed resources that are not included in the student workbook. All printed resources are available in a downloadable folder. Details of what printed resources are needed and how to use them are included in the lessons plans.

OVERVIEW

LESSON 1		LESSON 2		LESSON 3		LESSON 4	
Introduction	2-5 mins	Introduction	2-5 mins	Introduction	2-5 mins	Introduction	2-5 mins
Warm up activity	2 mins	Presentation	1-3 mins	Presentation	2 mins	Presentation	2 mins
Video	10 mins	Class Activity	5 mins	Class Activity	5 mins	Optional Activity	2 mins
Optional Activity	2-5 mins	WB Activity	5 mins	Presentation	2 mins	Class Activity	10 mins
Class/WB Activity	5-10 mins	Presentation	1 min	Optional Activity	2-5 mins	Presentation	1 min
Presentation	5 mins	WB Activity	2-5 mins	Presentation & Discussion	2-5 mins	Class Activity	10 mins
Optional Activity	2-5 mins	Optional Activity	2 mins	Class Activity	10-15 mins	Presentation	1 min
Class Activity	10-20 mins	Presentation	3 mins	Presentation & Discussion	5 mins	WB Activity	5 mins
Summary	2-5 mins	Optional Activity	5 mins	Class Activity	10 mins	Presentation	1 min
		Presentation	1 min	Presentation & Video	5 mins	Class/WB Activity	5-10 mins
		Optional Activity	2 mins	WB Activity	5 mins	Summary	2-5 mins
		Presentation	1 min	Summary	2-5 mins		
		Optional Activity	2 mins				
		Class Activity	10 mins				
		Summary	2-5 mins				

LESSON 1: MY BRAIN

MATERIALS

- Powerpoint and Screen/projector and speakers
- Student workbook (p1-10)
- Optional: Access to the SCCR website

To print:

- » Class Activity A1 Worksheets (+ Scissors)
- » Class Activity A2 (Emotional State Cards; Brain Chemicals Cards, Scenario Cards)

LESSON AIM

To increase understanding of brain development, emotional states and neurochemicals and how these affect our behaviours.

LEARNING OBJECTIVES

1. Name the parts of the brain and describe their roles.
2. Explain how and why they respond to conflict differently.
3. Name the five emotional states.
4. Explain the importance of chemicals in the brain.

Task	Content	CfE
Introduction (2-5 mins) Slide 1	<ul style="list-style-type: none"> • Four part series developed by The Scottish Centre for Conflict Resolution. Link to the website found in workbooks for more online resources. • Session structure: <ul style="list-style-type: none"> » Week 1: My Brain - Learning about brain development, chemicals and emotional states. » Week 2: My Emotions- Learning about emotions and recognising them in ourselves and others. » Week 3: My Wellbeing - Learning different coping skills for responding to, expressing and processing emotions. » Week 4: Our Relationships: Learning communication and conflict resolution skills to help improve relationships. 	
Slide 2	Go through Learning Objectives .	
Warm-up Activity (2 mins) Slide 3	<ol style="list-style-type: none"> 1. Ask pupils to stand up. 2. Read the scenario on the slide. Explain that there are lots of ways to respond in scenarios like this but ask them to pick one of the two options. 3. Ask them to sit down if they would do option A and stay standing if they would do option B. 4. Explain that everyone sitting down just used their Lizard Brain, and everyone standing up just used their Monkey Brain to respond. 	
Video (10 mins) Slide 4	<p>(Video content)</p> <ul style="list-style-type: none"> • Explanation of evolution and function of different brain parts. • Explanation of responses to conflict. • Exploration of things that effect our brain development. 	<p>HWB 3-04a</p> <p>HWB 3-15a</p>
Discussion	<p>Discussion:</p> <ul style="list-style-type: none"> • What are the pros and cons of monkey and lizard responses? • Monkey: uses problem solving and empathy. Good in a conflict situation as we can stop and process how we are feeling, empathise with others, and come up with solutions to resolve the conflict. • Lizard: Quick, instinctive, emotion-driven reactions. Good in dangerous situations but can make it difficult to see the other person's point of view in a conflict situation. 	<p>HWB 3-16a</p> <p>HWB 3-38a</p>
OR		
Optional Activity (2 mins)	<p>Optional Activity</p> <ul style="list-style-type: none"> • Workbook Activity 1a 	<p>HWB 3-44a</p>

Activity (5-10 mins) Slide 5	Class Activity A1 - Monkey Vs Lizard Matching. OR Workbook Exercise 1.1 - Monkey Vs Lizard Matching (workbook version)	HWB 3-15a HWB 3-04a
Presentation (5 mins) Slide 6 Slide 7 Slide 8-12	Emotional states Emotional states can drive how we act and react. They are affected by the chemicals in our brain and our past experiences. <ul style="list-style-type: none"> • Five states: Rest and Digest, Alert and Engaged, Anxious and Afraid, Fight or Flight, Freeze and Shutdown. • We move through different emotional states throughout the day. • Emotional states are different to individual emotions. For example, we can be in our Fight or Flight emotional state, but we are feeling a range of emotions such as fear, anger, and rejection. Go through each state and discuss: <ol style="list-style-type: none"> 1. What happens in the body? 2. When you might be in that state? 3. How are we positioned to respond to conflict in that state? When we are in Fight or Fight and Freeze or Shutdown we have little or no control over our emotions and reactions – it’s our Lizard Brain kicking in.	HWB 3-02a HWB 3-04a HWB 3-15a
Optional Activity (2 mins)	Workbook Activity 1b- My Emotional States	HWB 3-04a
Activity (15-20 mins) Slide 13	Class Activity A2 - What’s in the Brain OR Workbook Exercise 1.2 - What’s in the Brain (workbook version)	HWB 3-02a HWB 3-04a HWB 3-15a
Summary (2-5 mins) Slide 14	<ul style="list-style-type: none"> • We have a Lizard Brain (Limbic system + brainstem) and a Monkey Brain (Prefrontal Cortex). • Lizard Brain is responsible for automatic, emotion-driven responses, good in dangerous situations. Monkey Brain is responsible for evaluating, reflecting, problem solving and empathising, which can help resolve conflict. • Most of the time the Monkey Brain is in control of the Lizard Brain. In a conflict situation, the Monkey Brain can help us see the other person’s point of view and solve the problem. However, if the Monkey and Lizard Brain lose connection and the Lizard Brain takes over, we are overwhelmed with emotion and can go into Fight or Flight or Freeze and Shutdown states leading to more impulsive actions. • The Emotional States are: Rest and Digest, Alert and Engaged, Anxious and Afraid, Fight or Flight, and Freeze and Shutdown. • We have lots of different brain chemicals that drive our emotional states and guide our behaviour. 	HWB 3-02a HWB 3-04a HWB 3-15a HWB 3-16a HWB 3-38a HWB 3-44a

CLASS ACTIVITY A1:

MONKEY VS LIZARD MATCHING

PURPOSE:

To encourage pupils to think about how the different brain parts affect response styles in everyday life situations.

PREPARATION:

Print matching activity and use scissors to cut along the lines.

INSTRUCTIONS:

1. Split class into small groups (can also be done individually) and hand out matching activity.
2. Read through the scenarios as a class.
3. Ask pupils to sort the responses into monkey responses on the left of the worksheet and lizard responses on the right.
4. Discuss the answers.

Alternative:

Read the scenarios and responses to the class and ask them to write their answers on a mini-whiteboard/paper and hold them up, OR move to the left of the classroom if the answer is Lizard and the right if it is Monkey.

SCENARIOS:

Scenario 1

Sammy has fallen out with their friend. They have had an argument over something that was said in a group chat. Sammy is feeling angry, so Sammy...

Scenario 2

Sammy is having an argument with their parent/carer about school work. This is not the first time they have had this argument so Sammy...

Scenario 3

The teacher gives Sammy back their test result. In front of the rest of the class, the teacher says Sammy is not working hard enough. Sammy...

ANSWERS:

	RESPONSE	ANSWER
SCENARIO 1	Avoids them in school	L (flight response)
	Talks to them about how they are feeling	M (reflection)
	Considers their friend's side of the story	M (empathy)
	Gets in a physical fight	L (fight response)
	Comes up with a cunning plan to get back at them	M (uses planning)
SCENARIO 2	Goes to their room and slams the door	L (flight response)
	Pretends that they can't hear what their parent/carer is saying	L (flight/ freeze response)
	Takes some time to think about why they feel angry	M (reflection and evaluation)
	Gets upset and starts to cry	L (flight response)
	Tries to make their parent/carer feel guilty	M (reflection and evaluation)
SCENARIO 3	Explains that they are going for a walk to clear their head first	M (reflection and evaluation)
	Rips up the test paper	L (not in control)
	Stays after class to explain why they hadn't studied	M (problem solving)
	Argues with the teacher	L (fight response)
	Go through the feedback to see where they went wrong	M (reflection, evaluation and problem solving)
	Plans a trick on the teacher for next lesson	M (planning)
	Says nothing at the time but becomes snappy with friends later	L (flight/ freeze response)
	Keeps their head down in class and hopes the teacher doesn't bring it up again	L (freeze/shutdown response)
Arranges a meeting with the teacher to get help with the areas they are finding difficult	M (planning and problem solving)	

Note: The answers may vary depending on how we think about the scenario. E.g. "pretends they can't hear" is generally an instinctive avoidance behaviour (lizard). However, if it is done with the specific intention of winding up the other person, this would be a monkey response.

CLASS ACTIVITY A2: WHAT'S IN THE BRAIN

PURPOSE:

To learn what different brain chemicals do and which brain chemicals are associated with the different emotional states.

PREPARATION:

Print two sets of: emotional state cards, brain chemical cards and scenario cards.

INSTRUCTIONS:

1. Split the class into two groups and give each group a set of emotional state cards and brain chemical cards.
2. Place two sets of scenario cards (shuffled) at the front of the class.
3. Divide the brain cards within the groups and ask the pupils to read through their card - they are the expert on that brain chemical.
4. Assign a runner for each group to come and collect a scenario from the front of the class and bring it back to their group.
5. As a group, pupils need to decide which state and brain chemicals match the scenario.
6. Experts can tell the rest of the group what their chemical does and if they think it matches the state.
7. Once a decision has been made, the runner takes the scenario, state card and brain chemical cards back to the front of the class for the teacher to check.
8. If they have the right combination the runner takes the next scenario. If they got it wrong the runner takes back the wrong cards until they get the right answer.
9. The first team to complete all the scenarios wins.
10. Go over the answers at the end.

ANSWERS:

SCENARIO 1: ALERT AND ENGAGED

Dopamine	Gives us a sense of anticipation and excitement
Adrenaline	Gives us energy and heightens our senses to perform at our best
GABA Glutamate	Helps maintain the balance between awareness and concentration.

SCENARIO 2: FREEZE AND SHUTDOWN

Cortisol	Released in response to stress. Low levels of other chemicals in the brain
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SCENARIO 3: REST AND DIGEST

Endorphins	Gives us a sense of satisfaction and relaxation
Oxytocin	Helps us to feel safe and loved and reduces anxiety
Serotonin	Enhances the effects of Oxytocin and Endorphins as well as boosting mood and motivation.

SCENARIO 4: ANXIOUS AND AFRAID

Adrenaline	Increases to prepare for danger
Cortisol	Released in response to stress.
GABA Glutamate	Helps maintain tries to sooth and calm whilst at the same time increasing awareness and focus in anticipation of stress.

SCENARIO 5: FIGHT OR FLIGHT

Adrenaline	Continues to increase to help you react quickly and instinctively.
Cortisol	Increases in response to stress.

LESSON 2: MY EMOTIONS

MATERIALS

- Powerpoint and Screen/projector
 - Student workbook (p11-23)
 - Soft ball
- To print:
» Class Activity B2 Worksheet

LESSON AIM

To increase understanding of emotions and emotional regulation.

LEARNING OBJECTIVES

1. Name three elements that make up an emotion.
2. Describe how you recognise emotions in yourself and others.
3. Explain why emotions are important.
4. Describe the Window of Tolerance.
5. Name the five stages of the emotional arousal cycle.
6. State the difference between primary and secondary emotions.

Task	Content	CfE
Introduction (2-5 mins) Slide 1	Recap last lesson: <ul style="list-style-type: none"> • Name the parts of the brain and describe their roles. • Explain how and why they respond to conflict differently. • Name the five emotional states. • Explain the importance of chemicals in the brain. 	
Slide 2	Go through Learning Objectives.	
Presentation (5 mins) Slide 3	<ul style="list-style-type: none"> • There are many different types of emotion and we can experience more than one at once. • They are different from emotional states and we can feel multiple emotions in one emotional state, or sometimes be in different emotional states when we experience one emotion. It is a fluid process. <p>Discussion: Ask the class how they would describe emotions.</p>	HWB 3-02a
Slide 4	<ol style="list-style-type: none"> 1. Subjective Experience: experiences of emotions are personal to us. They are affected by past experiences and present context. 2. Physiological Response: sensations in the body. 3. Behaviour Response: automatic action or expression in response to emotion. 	HWB 3-04a
Slide 5-6	Go through examples of physiological and behavioural responses to happiness, sadness, worry and anger.	
Activity (5 mins) Slide 7	Class Activity B1 – Emotion Ball	HWB 3-02a HWB 3-04a
Activity (5 -10 mins) Slide 8	Workbook Activity 2a -Draw how you feel	HWB 3-02a
Presentation (1 min) Slide 9	<ul style="list-style-type: none"> • As well as using some of the physiological and behavioural responses to identify other people's emotions, you can also use facial expressions. • Although we all experience emotions uniquely, research has found that there are seven primary emotions that have universal facial expressions that look the same regardless of race, culture, nationality, gender, religion, or any other variable. • These facial expressions are called micro-expressions. They are automatic and we can't control them. They can happen very quickly and sometimes they are difficult to spot. 	HWB 3-02a HWB 3-04a

Activity (5 mins) Slide 10-11	Workbook Ex2.1 - Facial Expression Quiz OR Complete as a class using PowerPoint	HWB 3-02a HWB 3-04a
Optional Activity (2 mins) Slide 12-13	Activity 2b– Emotion Words Discuss any new words	HWB 3-01a
Presentation (3 mins) Slide 14	Discussion question: Why are emotions important? <ul style="list-style-type: none"> Emotions carry information to the brain, like messages. Often, they are making us aware of a need that is not being met. Emotions make us aware of what is important to us in a situation and help guide our actions and decision making. 	HWB 3-02a
Optional Activity (5 mins) Slide 15	Workbook Activity 2c -Emotions, Messages and Actions	HWB 3-04a
Presentation (5 mins) Slide 16	<ul style="list-style-type: none"> When we are able to cope with our emotions in a healthy way we are in our Window of Tolerance. Red zone = under-regulation and no longer able to cope. Blue-zone = over-regulation, numbness. 	HWB 3-04a
Slide 17	<ul style="list-style-type: none"> Emotions also give us behavioural urges; these are different than the automatic behavioural responses, as urges are in our control. Anger = a healthy emotion that we can choose to release and express in a positive way. Aggression = an unhelpful behaviour that can come from anger, often involving force or violence. 	HWB 3-02a
Slide 18	<ul style="list-style-type: none"> The Emotional Arousal Cycle shows a pattern that often happens when we become overwhelmed by our emotions. In the Crisis phase we struggle to control behavioural urges. 	
Optional Activity (5-10 mins) Slide 19	Workbook Activity 2d - Triggers and Warning Signs	HWB 3-04a
Presentation (1 min) Slide 20	<ul style="list-style-type: none"> Primary emotions = The first emotion we feel when something happens; raw, instinctive emotion; usually accompanied with a sensation in the body and behaviour response. Secondary = Felt after in response to the primary emotion; usually learnt or experienced out of habit; can mask the primary emotion. Sometimes we only see the secondary emotion and we have to go back and figure out what our primary emotions were to understand how we are feeling. Like an iceberg, we can only see what's on the surface but there is much more going on underneath. 	HWB 3-02a HWB 3-04a
Optional Activity (5 mins) 21	Workbook Activity 2e– Emotion Iceberg	HWB 3-02a
Activity (10-15 mins) Slide 22	Class Activity B2 – Sammy and Kerry	HWB 3-05a 3-01a
Summary and Recap (2 mins) Slide 23	<ul style="list-style-type: none"> Emotions are made up of: the subjective experience, the physiological response, and the behavioural response. Sensations in the body like breathing, heart rate, sweating, temperature and muscle tension can help us recognise our own emotions. Behavioural responses such as facial expressions, body language and movements can help us recognise others' emotions. Emotions are like messages to the brain carrying important information about what we need. They help guide our actions. When we are in our Window of Tolerance we are able to cope with our emotions. Emotions can be unhelpful if we move into our red zone (under-regulation) or blue zone (over-regulation). In the Emotional Arousal Cycle we go through five stages: Trigger, Escalation, Crisis, De-escalation, Depression. Primary emotions are the raw emotions. They can lead to secondary emotions which are often learnt emotions. Secondary emotions can mask primary emotions. 	

CLASS ACTIVITY B1:

EMOTION BALL

PURPOSE:

To learn the three different elements of emotions: subjective experience, physiological response and behavioural response.

To understand that there are no right or wrong emotions and that we all experience them differently in different contexts and in relation to past experiences.

PREPARATION:

Think of some scenario examples or use the ones provided. You will need a softball suitable for throwing in the classroom

INSTRUCTIONS:

1. Ask the class to stand up and spread out so there is space to pass the ball.
2. Give a scenario and then pass the ball to a pupil. Ask them to say an emotion they would feel in that scenario and then pass it back to you.
3. Pass it to a second pupil and ask them to say a physiological response (body reaction) they might have to that emotion and then pass it back.
4. Pass it to a third pupil and ask them to say an instinctive behaviour they might do if they were feeling that emotion and had that physiological response.
5. Continue until everyone has had a chance to catch the ball and answer a question.
6. Use the example scenarios, come up with your own, or ask pupils to make suggestions.

EXAMPLE PROMPTS:

- » **You get a good mark in your test that you weren't expecting.**
- » **You have an exam tomorrow.**
- » **Your sibling steals your favourite hoodie without asking.**
- » **Someone is bullying your friend.**
- » **Your best friend moves to a different school.**
- » **Your mum reads your private text messages.**
- » **Your friend posts a picture of you that you told them you didn't like.**
- » **You are going to your favourite concert .**
- » **You're told you have to sing in front of the class.**
- » **You drop your phone and it smashes.**
- » **You're about to go on a rollercoaster.**
- » **You watch a horror film.**
- » **You lose something you really care about.**
- » **You lose a sports match.**
- » **Someone is 20 minutes late to pick you up and it's raining.**
- » **Your favourite song comes on.**
- » **You step out into the road and a car rushes round the corner towards you.**

CLASS ACTIVITY B2: SAMMY AND KERRY

PURPOSE:

To think about primary and secondary emotions.

To learn that emotions are complex and that there are many possible causes and different factors affecting our emotions.

To think about how we can empathise with others and communicate our emotions during conflict.

PREPARATION:

Print Class Activity B2 worksheet (the document contains both the Sammy and Kerry worksheet so print one copy to do as a class activity, or one between two for a pairs activity).

Encourage pupils to use the feeling wheel in their workbook for ideas of different emotions

INSTRUCTIONS:

1. Split the class into 2 groups and assign each group a character (Sammy and Kerry)
2. Give each group a copy of their characters worksheet.
3. Read the main scenario to the class.
4. Ask the groups to read through their character's backstory.
5. Then ask the groups to fill in the first worksheet and think about what other emotions are behind the argument and how they might express their feelings to the other person.
6. Assign 1 pupil from each group as the character. They are going to explain to the other group: what is going on in their life, how it is making them feel and how they think it has affected the argument (use worksheet as prompt).
7. Facilitate a roleplay and encourage the groups to offer suggestions of how to resolve the argument.
8. Back in groups, ask pupils to complete the second worksheet and reflect on the roleplay (or discuss this as a whole class).

Note: encourage pupils to use the Feelings Wheel on page 16 of their workbook for emotion ideas.

MAIN SCENARIO:

Sammy has got home from school and is playing on their phone.

Kerry (Sammy's mum) comes in without knocking and asks why Sammy hasn't done done dishes like she asked her to.

Sammy and Kerry are both angry at each other.

DISCUSSION PROMPTS:

- How might Sammy/Kerry start the conversation?
- Where might they have this conversation?
- Do we think the anger is just to do with this argument or a combination of things?
- How might Sammy/Kerry resolve the argument?

KEY POINTS:

- Emotions are complex. It is important for us to think about where our emotions come from and what other emotions are going on behind our anger.
- Being considerate of what others might be going through and their emotions can help us resolve arguments.
- Practising saying how we feel can help resolve arguments in a positive way.
- Often we argue about things that might seem small. Sometimes these little things can be resolved easily if we talk about them. Other times, there is more to the argument than meets the eye and we need to think about what's really going on and how we really feel.

LESSON 3: MY WELLBEING

MATERIALS

- Powerpoint and Screen/projector
 - Student workbook (p24-32)
 - Post-it Notes
 - Pens/paper
- To print:
» Class Activity C2 (optional)

LESSON AIM

To learn practical skills to respond, process and express emotions and other coping skills.

LEARNING OBJECTIVES

1. Describe what coping skills are.
2. Know the difference between emotion, thought and problem focused approaches.
3. List some things you can try to help soothe your emotions and boost your mood.
4. Explain why it might be important to “sit with” an emotion.
5. Describe what is meant by unhelpful thinking and intrusive thoughts.

Task	Content	CfE
Introduction (2-5 mins) Slide 1	Recap last lesson: <ul style="list-style-type: none"> • Name three elements that make up an emotion. • Describe how you recognise emotions in yourself and others. • Explain why emotions are important. • Describe the Window of Tolerance. • Name the five stages of the Emotional Arousal Cycle. • State the difference between primary and secondary emotions. 	
Slide 2	Go through Learning Objectives .	
Presentation (2 mins) Slide 3 Slide 4 Slide 5 Slide 6	<ul style="list-style-type: none"> • Coping skills are things we do to deal with difficult situations and feelings. • When choosing a coping skill, we might take a problem-focused approach, or an emotion-focused approach. • We can either respond, express, or sit with our emotions. • We might use coping strategies to respond to our emotions to get out of our red or blue zone and back into the Window of Tolerance. 	HWB 3-06a
Activity (5 mins) Slide 7	Class Activity C1 - Post- It Notes	
Presentation (2 mins) Slide 8	<ul style="list-style-type: none"> • Breathing increases oxygen levels and lowers blood pressure, heart rate and cortisol levels. • Grounding techniques help bring you attention away from negative thoughts and memories. They often focus on our senses to bring our attention to the present moment. • Exercise releases endorphins, dopamine and serotonin which boosts our mood. • Distractions such as puzzles or other hobbies helps engage the thinking brain allowing us to stay in control of our emotions. 	HWB 3-06a HWB 3-07a
Optional Activity (2-5 mins) Slide 9	Workbook Activity 3a - Grounding Technique Practice	HWB 3-07a
Presentation (2-5 mins) Slide 10	<ul style="list-style-type: none"> • There are helpful and unhelpful coping strategies. Unhelpful coping strategies often are not effective in the long term and can have a negative impact on our wellbeing, even if they seem like they are helping at the time. • Sometimes healthy coping strategies can become unhealthy if we do them too much. 	HWB 3-07a

Slide 11	<p>Discussion topic (in pairs): Think of an example of an unhelpful coping strategy and discuss why it is unhelpful .</p> <p>(Note: any coping strategy can be unhelpful if used in excess e.g exercising, eating, sleeping. Encourage pupils to consider if the strategy is helpful immediately or long term, temporarily or permanently. Ask if the strategy just helps them to “cope”, if it has a wider positive impact on their wellbeing, or if it helps them to address the root cause of the problem.)</p>	
Activity (10 min) Slide 12	Class Activity C2 OR Workbook Activity 3a - Coping Activities	HWB 3-07a
Presentation (5 mins) Slide 13	<ul style="list-style-type: none"> • There are different ways to express emotions, we might write them down, talk about them, or express them through movement or creativity. 	HWB 3-06a
Slide 14	<ul style="list-style-type: none"> • Sometimes it is not possible to change how we are feeling and it is important to process our emotions and feel them fully. If we don't, they might be expressed in unhelpful ways. • Sitting with an emotion means letting yourself feel the emotion fully and accepting it. • A good example of this is processing loss or grief. 	HWB 3-03a
Slide 15	Discussion question (in pairs): Name a time when we might need to sit with our emotions and explain why it is important.	
Slide 16	<ul style="list-style-type: none"> • To sit with emotions we can use five steps - Notice, Name, Accept, Explore, Allow . 	
Presentation (5 mins) Slide 17	<ul style="list-style-type: none"> • Difficult emotions can come from the way we think and we may need to challenge our thoughts or learn how to separate thoughts from facts. 	HWB 3-06a
Video Slide 18	<ul style="list-style-type: none"> • Unhelpful thinking styles include all-or-nothing thinking, catastrophising, having a mental filter, jumping to conclusions, over personalising, or setting overly high expectations. 	HWB 3-07a
Slide 19	<ul style="list-style-type: none"> • One way of challenging negative thoughts is by separating opinions from facts. We can then focus on the facts and allow ourselves to consider more positive opinions. 	
Activity (5 mins) Slide 20	Workbook Activity 3c - Fact vs Opinion (complete as a class or in workbook)	
Presentation (2 mins) Slide 21 Slide 22	<ul style="list-style-type: none"> • Intrusive thoughts are thoughts that feel out of your control and might cause distress. • Similar to determining the difference between fact and opinion when dealing with a negative thought, we can acknowledge that intrusive thoughts are there, but we can accept that they are just thoughts and pay them less attention if they are not helpful to us. 	HWB 3-06a
Summary and Recap (2 mins) Slide 23	<ul style="list-style-type: none"> • Coping skills are things we can do to deal with stress or other difficult situations and emotions. • We can take an emotion-focused approach by responding, expressing or sitting with our emotions. A problem-focused approach targets the situation or trigger that is causing the emotion. A thought-focused approach aims to change the way we are thinking about the problem and challenge negative thoughts that are causing distress. • There are lots of things we can do to soothe our emotions or boost our mood such as breathing and grounding techniques, exercising, hobbies that we enjoy, hanging out with friends and family, journaling, or talking to someone about how we feel. • Sometimes we need to “sit with” emotions so that we are able to process and feel them fully. If we ignore our emotions they may come out in less healthy ways. Sitting with emotions builds self-awareness. • Unhelpful thinking styles include: All or nothing thinking, having a mental filter, catastrophising, jumping to conclusions, overusing should/must, and over personalising. Being aware of these and challenging them can change the way we think about a situation, reduce stress and improve mood. • Intrusive thoughts are thoughts that we can't control. They pop into our head and cause distress. We can acknowledge that they are just thoughts and not facts and we do not need to act on them. 	HWB 3-03a HWB 3-06a HWB 3-07a

CLASS ACTIVITY C1: POST-IT NOTE

PURPOSE: To share coping strategies for responding to difficult emotions.

PREPARATION:

Optional: Print Activity C1 Additional Resource - coping strategy ideas. This can be used as inspiration.

INSTRUCTIONS:

1. Hand out two post-it notes to each pupil (ideally using two different colours).
2. Ask pupils to write down something that boosts their mood on one colour post-it note and something that helps calm them down on the other.
3. Ask pupils to display these on the board.
4. Discuss some of the answers or common themes.

Note: If pupils have written down what we might consider an “unhelpful” coping strategy such as punching a wall or smoking/vaping, try to open up a discussion about how these strategies might feel like they help initially but could have unhelpful consequences in the future. Can you think of any alternatives that might have a more positive effect long term? This leads into the next part of the presentation.

CLASS ACTIVITY C2: COPING ACTIVITIES

PURPOSE: To come up with new coping strategies for responding to emotions.

PREPARATION:

Optional: Print Activity C2 Additional Resources - Breathing Exercises, Journal Templates

INSTRUCTIONS:

1. Give pupils the option to either (1) make a playlist to boost their mood/calm them down, (2) make a short workout they can do to release anger, (3) design a template for daily journalling.
2. Assign an area of the room as a work station for each activity.
3. Pupils can complete the activity independently or in groups.
4. Optional: If there is time pupils can move around stations and try all three activities.

Note: You do not need to stick to music, exercise and journalling. Other possibilities could be:

- Draw a doodle template
- Make a bedtime relaxation routine
- Practice breathing exercises (ideally with the support of the teacher)
- Write a script for a guided “safe space” visualisation

LESSON 4: OUR RELATIONSHIPS

MATERIALS

- Powerpoint and Screen/projector
- Student workbook (p33-40)
- Pens/paper

To print:

- » Class Activity D4
- » *Optional: Class Activity D2 Additional Resource; Class Activity D5 Additional Resource*

LESSON AIM

To increase understanding of conflict in relationships and learn communication and conflict resolution skills.

LEARNING OBJECTIVES

1. Describe the difference between constructive and destructive conflict and their impact on relationships.
2. Name the five approaches to conflict.
3. List some things that are important to consider when resolving conflict.
4. Describe what makes a good listener.
5. Describe the difference between Passive, Assertive and Aggressive communication styles.

Task	Content	CfE
Introduction (2-5 mins) Slide 1	Recap last lesson: <ul style="list-style-type: none"> • Describe what coping skills are. • Know the difference between emotion- focused, thought-focused, and problem-focused approaches. • List some things you can try to help soothe your emotions and boost your mood. • Explain why it might be important to “sit with” an emotion. • Describe what is meant by unhelpful thinking and intrusive thoughts 	
Slide 2	Go through Learning Objectives.	
Presentation (2 mins) Slide 3	<ul style="list-style-type: none"> • Relationships are all the connections we make with the people around us. Some relationships mean more to us than others and they may change over time. 	HWB 3-05a
Slide 4	<ul style="list-style-type: none"> • We experience conflict in all our relationships sometimes. It can be anything from a big argument to a slight difference of opinion. Conflict can be a positive thing if we approach it constructively and with empathy. 	HWB 3-44a
Slide 5	<ul style="list-style-type: none"> • Conflict is often caused by misinformation, differences in values, or a need not being met. Understanding our needs and the needs of others can help resolve conflict. 	
Optional Activity (5 mins) Slide 6	Class Activity D1 - Causes of Conflict	
Activity (10 mins) Slide 7 Slide 8	Class Activity D2 .1- Arm Wrestling <ul style="list-style-type: none"> • There are five different approaches to conflict: Accommodating, Avoiding, Collaborating, Competing and Compromising. They all have benefits and different situations require different approaches. 	HWB 3-44b
Slide 9	Class Activity D2 .2 (part two)- Conflict Approaches OR Workbook Activity 4a	
Presentation (1 min) Slide 10	<ul style="list-style-type: none"> • Being in conflict can be uncomfortable. Communication is really important when resolving conflict. Before starting a difficult conversation think about what might make it easier. 	HWB 3-44b
Slide 11	<ul style="list-style-type: none"> • One of the most important communication skills is listening. It helps to build trust, increase knowledge, empathise with others, and increase understanding. 	
Activity (5 mins) Slide 12	Class Activity D3 - What makes a good listener OR Workbook Activity 4b	HWB 3-44a

Presentation (1 min) Slide 13	<ul style="list-style-type: none"> Choosing the right time and place to have a conversation can make it more comfortable and productive. We want to make the setting as comfortable as possible e.g. is it neutral ground? Does it allow for privacy? Sometimes we might want to deal with conflict when it happens to stop it becoming a bigger problem. Other times we might need time to calm down and think about how you feel before having the conversation. 	HWB 3-44b HWB 3-05a
Activity (5 mins) Slide 14	Class Activity D4 - Where, When, How?	HWB 3-44b
Presentation (1 min) Slide 15	<ul style="list-style-type: none"> As well as listening, it is also important to be able to express our needs clearly. One good way to do this is by using I-statements where we replace “you” with “I” or “we”. It focuses on expressing how an action of experience makes us feel rather than blaming others. By not using blaming language, it encourage the other person to be empathetic and express their feelings and needs in return instead of becoming defensive. 	HWB 3-46c HWB 3-44b
Activity (5 mins) Slide 16	Workbook Exercise 4.1 and Activity 4c - I- Statements	HWB 3-44b
Presentation (1 min) Slide 17	<ul style="list-style-type: none"> There are three main communication styles: Passive, Assertive and Aggressive. Passive communication involves withdrawn body language, being tentative or apologetic and often results in your needs not being met. On the other hand, aggressive communication can often seem threatening and involve using disrespectful language. Aggressive communication can damage relationships as it does not use empathy. Assertive communication shows empathy and understanding of the other person’s point of view but ensures that your need is met. A good assertive statements includes acknowledgement of the other person’s emotions, and an explanation of your need or intention (e.g. I understand that ... but this has to happen because...). 	HWB 3-46c
Activity (5 mins) Slide 18	Class Activity D5 - Communication Styles OR Workbook Activity 4d	HWB 3-46c
Summary and Recap (2 mins) Slide 19	<ul style="list-style-type: none"> Conflict can be constructive or destructive depending on how we approach it. Interpersonal conflict can be any kind of disagreement or tension between two or more people. It is often caused by a difference in values, a misunderstanding, or a need not being met. The five approaches to conflict management are: Avoiding, Accommodating, Competing, Compromising, and Collaborating. They are all useful in different situations. The trick is to adjust our approach to get the best outcome. Sometimes resolving conflict involves having difficult conversations. To make it easier we can consider where, when and how we start the conversation. It can be helpful to take turns speaking, use respectful language and calm voices, keep an open mind, and focus on finding a solution. Listening is an important communication and conflict resolution skill. A good listener shows genuine interest and attention, uses open and encouraging body language, aims to understand the other person’s feelings and views, and clarifies their understanding There are different communication styles. Passive communication involves a quiet voice, shrinking body language and over agreeing or apologising. Aggressive communication uses tense or threatening body language, a loud voice, and hostile or blaming language. Assertive communication is being respectful of the other person while ensuring your needs are met and often involves I-statements. 	HWB 3-05a HWB 3-44a HWB 3-44b HWB 3-46c

CLASS ACTIVITY D1: CAUSES OF CONFLICT

PURPOSE: To explore common causes of conflict.

INSTRUCTIONS:

1. Hand out a piece of paper and some pens (this can be done individually or in small groups).
2. Ask pupils to draw a line down the centre of the page and write the things that cause conflict in one setting (e.g. school) on one side and things that cause conflict in another setting (e.g. at home) on the other.
3. Ask pupils to compare what they have written for the two settings and discuss if there are any differences/ themes.
4. Optional: Discuss the difference between needs and wants. Ask pupils to write down the underlying needs or wants next to each cause of conflict.

Example: If the cause of conflict is over what is for dinner, the WANT is to enjoy the food. If the conflict is over dinner not being provided, the NEED might be to be fed, or to feel cared for.

Alternatively, pupils could use three different coloured pens to circle conflict caused by (1) misinformation, (2) differences in values/beliefs, and (3) a need not being met.

CLASS ACTIVITY D2.1: THE ARMWRESTLE

PURPOSE: To demonstrate the different approaches to conflict.

PREPARATION:

Set up a desk at the front of the class with two chairs facing each other.

INSTRUCTIONS:

1. Ask for two volunteers to take part in the armwrestle (you can repeat this a few times with different volunteers or you can get the whole class to do it in pairs)
2. Explain that hypothetically, they will get £1 for every time the back of the other person's hand touches the desk.
3. Start the armwrestle but do not tell pupils how to position their hands. Run this for a few minutes.
4. Observe how they approach the armwrestle, do they compete, give up, or come up with a system?
5. Using Slide 8 go through the different approaches and what they would look like in the armwrestling scenario.
 - **Avoiding:** If you refused to take part in the armwrestle. This could be because you were worried about getting hurt or don't like competing. In this situation no one gets any money.
 - **Accommodating:** You let the other person win because you know they need the money more.
 - **Competing:** You both try to win to get the money. Usually you both end up with little money.
 - **Compromising:** You decided to take it in turns. You both get the same amount and more than you would if you were competing.
 - **Collaborate:** You come up with a new way of doing it to get as much money as possible. If you both straighten your arms flat on the desk you can touch the back of your hands much faster than if your elbows are on the desk.

CLASS ACTIVITY D2.2: CONFLICT APPROACHES

PURPOSE: To explore the different approaches to conflict and their pros and cons.

PREPARATION:

Write each of the conflict response styles (Avoid, Accommodate, Compromise, Compete, Collaborate) in large letters on separate pieces of paper.

INSTRUCTIONS:

1. Assign a desk for each conflict approach and ask pupils to move to the desk with the approach they think they use most commonly (you may need to reorganise groups if the class is not spread across all approaches).
2. Ask the small groups to discuss when their approach is good and when it is not so good.
3. Go round the groups and share the pros and cons of each approach.

POSSIBLE ANSWERS:

Avoiding: Useful when you might be in physical danger, such as conflict with a stranger. Less useful when the conflict needs to be resolved as avoiding it can lead to further conflict in the future.

Accommodating: Useful when the other person's needs are greater and you care about them a lot (such as allowing a baby sister to win a game). Less useful when it is something that is really important to you and your need is greater.

Competing: Useful when your need is high, such as a job interview. Less helpful when the relationship is important to you and could be damaged.

Compromising: Helpful when you both have equal needs but want different things. Less helpful if a specific decision needs to be made. When you compromise nobody's needs are fully met.

Collaborating: Helpful when you have different ideas that you both can learn from. Unhelpful if a decision needs to be made quickly or there are only set options to choose from.

Note: Pupils can complete a quiz to see which approach they tend to use (Class Activity D2 Additional Resource)

CLASS ACTIVITY D3: LISTENING ROLEPLAY

PURPOSE: To explore what makes a good listener

INSTRUCTIONS:

1. Ask for 2 volunteers. One volunteer is going to tell the other a story (this can be anything they can talk about for about 3 minutes such as what they did at the weekend).
2. Out of earshot, instruct the listener to:
 - Start by showing good listening
 - This should include open and encouraging body language (eye contact, nodding, smiling) and showing genuine interest (offering encouragement, asking questions, not interrupting)
 - When the teacher gives a subtle signal (this could be picking up a pen or moving to the other side of the room) the listener should switch to showing poor listening skills
 - This should include interrupting with an unrelated topic, looking around, getting out their phone (or other distraction), showing disengaged body language etc.
3. Start the roleplay and run it for a few minutes before giving the secret signal to start demonstrating poor listening.
4. Run the session for a few more minutes to demonstrate poor listening.
5. Start by asking the storyteller how they found the experience then open up a class discussion about what they noticed in the roleplay.

POSSIBLE PROMPTS:

- What did the listener do to make the storyteller feel listened to?
- How did this change when they stopped listening?
- How do you think the storyteller felt?
- How do you think good/bad listening affects relationships?

CLASS ACTIVITY D4: WHEN, WHERE, HOW

PURPOSE: To consider the importance of time and place before having a difficult conversation.

PREPARATION: Print Class Activity D4 and cut along the lines to separate the scenarios.

INSTRUCTIONS:

1. Organise the class into small groups.
2. Hand out a scenario to each group.
3. Ask pupils to answer the following questions:
 - Where would be the best setting to resolve this conflict?
 - When might be a good time to resolve this conflict? (Immediately or after having some time to think about it?)
 - How might you approach the conflict? (Pick a conflict management style)
 - How might you start the conversation.
4. Give the groups roughly 5 minutes to discuss this.
5. Ask groups to feedback their answers to the class.

KEY POINTS

- Sometimes it is useful to take time before approaching a conflict to think about how you are feeling and get into a calm state.
- Other times it can be more important to address the situation straight away so that things don't build up and become worse, especially if it is something that is really bothering you.
- It can be easier to resolve conflict when both people feel comfortable, so choosing the right setting is important. Consider the privacy of the setting and if it is a neutral local location.

CLASS ACTIVITY D5: COMMUNICATION STYLES

PURPOSE: To practice telling the difference between passive, aggressive and assertive communication.

INSTRUCTIONS:

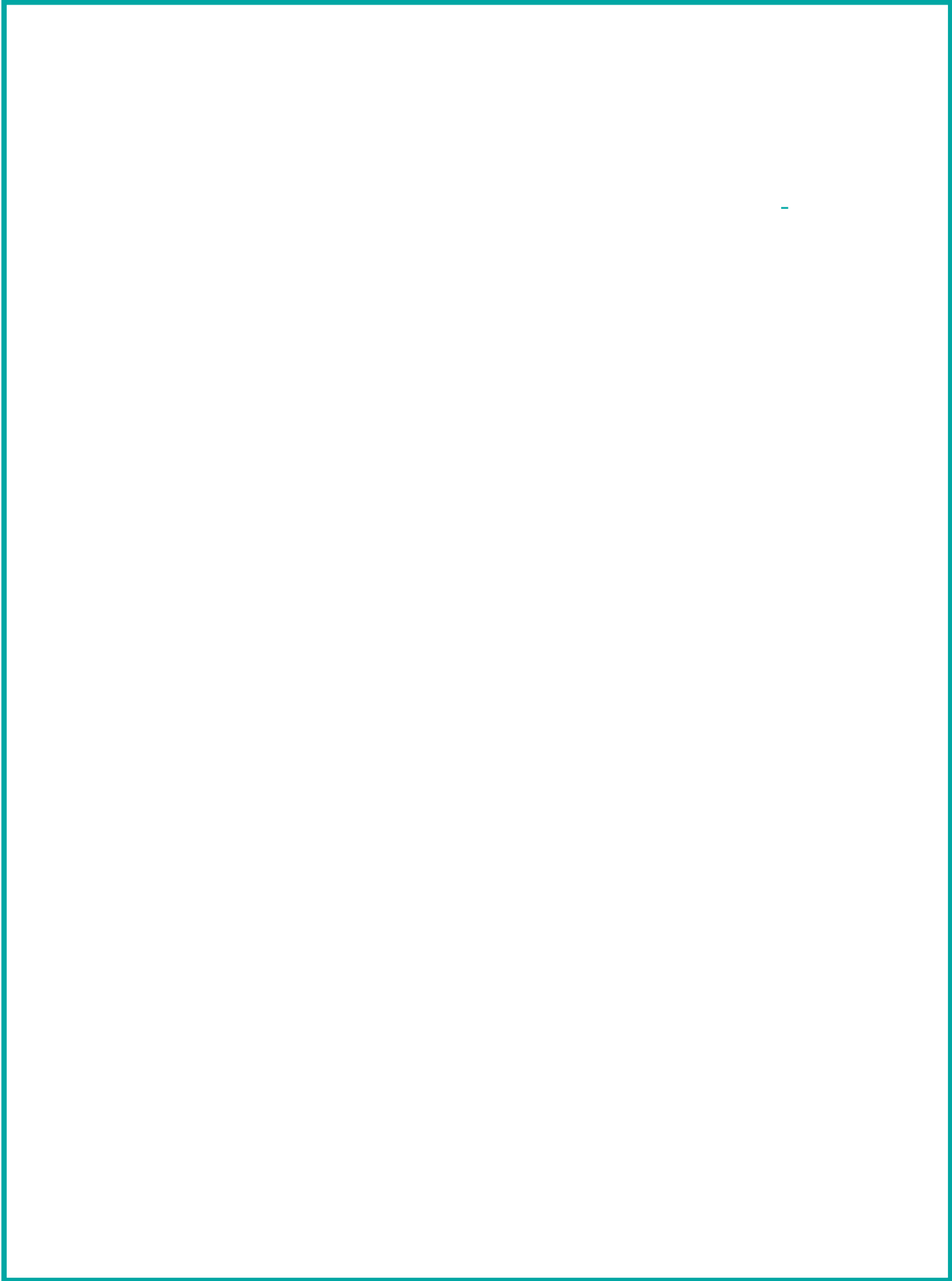
1. Clear a space in the classroom
2. Ask the class to stand in a rough line in the middle of the room
3. Read out the statements one at time from the table below and ask pupils to move to the left if they think the statement relates to passive communication, the right if it relates to aggressive communication, or stay in the middle if it relates to assertive communication.
4. Go through the answers as you go.

Note: these are examples, you can also use made up scenarios and statements.

STATEMENT	ANSWER
Speaking in a loud raised	Aggressive
No eye contact and body facing away	Passive
Thinking your feelings are not important	Passive
Clear, level voice	Assertive
Not respectful of other people's space	Aggressive
Thinking you are both important	Assertive
Clenched fists, tensed body	Aggressive
Expressing how you feel clearly	Assertive
Excessive head nodding and agreeing	Passive
Thinking the other persons feelings are not important	Aggressive
Using insults and swear words	Aggressive
Not showing how you feel	Passive
Criticising or humiliating others	Aggressive
Showing empathy	Assertive
Over apologising	Passive
Listening to others and showing respect	Assertive

ALTERNATIVE: Print Class Activity D5 (Additional Resource), cut along the lines and ask pupils to separate statements into passive, aggressive and assertive piles (answers the same as above)

TEACHER'S NOTES:



Cyrenians Scottish Centre for Conflict Resolution (SCCR) offers a range of resources to better support young people, families and the people who work with them to deal with family conflict.

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