

## Class Activity A1: Monkey Vs Lizard Reactions

### ***Instructions:***

Below there are three scenarios where Sammy is in conflict. Read through the scenarios and sort all the possible responses into responses that are driven by our Monkey Brain and those driven by our Lizard Brain. Place all the Lizard responses to the left and all the Monkey responses to the right of this sheet as indicated by the arrows.

The responses are colour coded to match the scenario. Blue are responses to conflict with a friend, yellow are responses to conflict with a parent/carer and green are responses to conflict with a teacher.

The responses are hypothetical and we are not looking for you to decide what the best response is. The purpose of this exercise is to get us thinking about different response styles and how they relate to different parts of the brain.

Remember, the Monkey part of our brain is good at problem solving and empathising while the Lizard brain is more instinctive and driven by raw emotion.

← LIZARD

MONKEY →

Scenario 1: Sam has fallen out with their friend. They have had an argument over something that was said in a group chat. Sam is feeling angry so Sam ...

← LIZARD

MONKEY →

Scenario 2: Sam is having an argument with their parents about school work. This is not the first time they have had this argument so Sam...

← LIZARD

MONKEY →

Scenario 3: The teacher gives Sam back their test result. In front of the rest of the class, the teacher says Sam is not working hard enough. Sam...

Avoids them in school	Talks to them about how they are feeling
Shouts at them	Comes up with a cunning plan to get them back
Gets into a physical fight with them	Considers their friends side of the story
Pretends that they can't hear what their parents are saying.	Takes some time to think about why they feel angry
Goes to their room and slams the door	Explains that they are going for a run to clear their head and can talk later
Gets upset and starts to cry	Tries to make their parents feel guilty.
Argues with the teacher about the test	Stays after class to explain the reason they couldn't study for the test
Rips up the test paper	Arranges a meeting with the teacher to get help with the areas they are finding difficult
Leaves the classroom during the lesson	Reads through the feedback to see where things went wrong
Keeps their head down in class and hopes the teacher doesn't bring it up again	Stays after class to tell the teacher how they felt when the comment was made in front of the class
Says nothing at the time but becomes snappy with friends later.	Plans a trick on the teacher for next lesson