



Master of Educational Technology

Lesson Topic: *Fight, Flight, Freeze & Fawn: Introduction to the Window of Tolerance* (Lesson 3)

Grade: 7

Subjects: Physical and Health Education 7, ADST 7

Duration: 120 minutes (+ over multiple sessions)

Number of Students: 25-30

Big Ideas:

- We experience many changes in our lives that influence how we see ourselves and others (PHE 7)
- Healthy choices influence our physical, emotional, and mental well-being (PHE 7)
- Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment (Science 6)

Curricular Competencies:

Students are expected to be able to do the following:

Social and Community Health

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitative situations. (PHE 7)

Mental Well-being

- Explore strategies for promoting the health and well-being of the school and community. (PHE 7)
- Describe and assess strategies for promoting mental well-being, for self and others. (PHE 7)
- Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence. (PHE 7)

Applied Design, Skills & Technologies

- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed. (ADST 7)
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies. (ADST 7)

Applying and Innovating & Communicating

- Contribute to care for self, others, and community through personal or collaborative approaches. (Science 6)
- Communicate ideas, explanations, and processes in a variety of ways. (Science 6)

Content Objectives:

Students are expected to know the following:

- The basic structures and functions of the body's nervous system - the brain interprets the signals received and reacts. (Science 6)
- Signs and symptoms of stress, anxiety, and depression. (PHE 7)
- Influences of physical, emotional, and social changes on identities and relationships - how to manage and respond to impulses and intense feelings. (PHE 7)

<p>General Objectives:</p> <ul style="list-style-type: none"> ● Recognize the signs and symptoms of stress, anxiety, and depression in themselves as well as others. ● Understand the physical, emotional, and social changes that occur when the body responds to trauma, stress, or anxiety. ● Develop skills and strategies that allow them to counteract the flight, fight, freeze, and fawn response. 	<p>Specific Objectives:</p> <ul style="list-style-type: none"> ● Recognize their personal response to trauma, stress, or anxiety while in a safe space. ● Understand how the emotions in the Zones of Regulation relate to the body's natural stress response (fight, flight, freeze & fawn). ● Demonstrate everyday scenarios that can cause a stress response and brainstorm strategies on how to counteract them. ● Demonstrate their understanding of the Window of Tolerance through an abstract model.
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21st CENTURY COMPETENCIES:

"I can..." statements from a student self-reflection of the Core Competencies:

Thinking

- I can reflect on and evaluate my thinking. (Analyze & Critique)
- I can analyze my own assumptions and beliefs. (Analyze & Critique)
- I can make choices that will help me create my intended impact on a situation. (Develop & Design)
- I can ask open-ended questions and gather information. (Question & Investigate)
- I can develop creative work. (Novelty & Value)

Communication

- I can recognize different points of view. (Connect & Engage with Others)
- I can present information and ideas to an audience. Acquire, Interpret, and Present Information)
- I can recount experiences and activities and tell something I learned. (Explain/Recount & Reflect)

Personal and Social

- I can take ownership of my behaviour. (Self-Regulation & Self-Determination)
- I can participate in activities to improve the classroom, school, or community. (Community & Environment)
- I can identify when others need support and provide it. (Relationships)
- I am aware of how others may feel and take steps to help them feel included. (Relationships)

LEARNING GOAL(S)

- I can recognize the signs and symptoms of stress, anxiety, and depression in themselves as well as others.
- I can understand what happens to the human body when it responds to trauma, stress, or anxiety - fight, flight, freeze, and fawn.
- I can describe the Window of Tolerance and how it relates to our body's response to trauma, stress, or anxiety. I can develop skills and strategies that will help me respond to the flight, fight, freeze, and fawn response.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

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- Define Mental Health at a simple level and how it has a significant impact on us.
- Reflect on self-identity, privileges, and biases that come with who they are.
- Identify and understand the impact of trauma on a person
- Understand the Zones of Regulation and be able to articulate under which zone they are currently feeling.
- Navigate their digital device and understand how to use basic applications such as Google for Education products.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
 - Fostering a safe and inclusive classroom environment is a crucial part of my practice. Conversations and interactions throughout the school year will ensure students feel the community that we build together is one where everyone has a voice and is welcome.
 - The EDIDA Framework will be applied and considered as stated in the overall unit plan.
- *What materials will you use?*
 - School laptops and tablets will be provided for the students who are unable to provide their own devices. Materials for no-tech will be provided by myself, staff members, and those able to donate to the classroom makerspace. Low- and high-tech tools and resources will be provided when available. Students will have the freedom to choose what suits their needs and abilities when creating the challenge project.
- *How will you ensure all voices are included and heard?*
 - Opportunities to share will include small and large group discussions, as well as partner shares, one-on-one conversations with the teacher, and written self-reflection. For those that do not wish to share, they can give me or another student permission to share their experiences anonymously. Students will have the choice to share with just me or a small selection of people and can request that their experiences not be shared with the class at large.
- *From what lens will the content be delivered?*
 - This lesson will be delivered from a trauma-informed and EDI lens. As part of the lesson is reflecting on past scenarios that caused negative responses, it is important to be sensitive to the impact of trauma on the students as well as myself. We will be learning to understand our natural reactions and begin to find ways to support ourselves and each other as we navigate through difficult emotions.
- *How will you present and implement the content in a way that is culturally responsive and relevant?*
 - I will be cognitive of the cultural differences within the classroom and the beliefs that some people may have on the impact of stress on students. Therefore, students will have the choice to share their personal beliefs on emotional regulation with the understanding that we are in a respectful and inclusive space. I will continue to educate myself on social-emotional learning and implementations within a classroom environment, and take care of my own mental health and well-being.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Materials - School-provided devices will be available for students for the duration of this lesson, as will maker materials and handouts. Volunteers (parents, siblings, former students) will be invited to join the class during maker workblocks to provide assistance to students.

Delivery - Information will be delivered multimodally to ensure all learners are able to access the material. This includes videos, read-aloud audio, images, texts (that can be translated), and hands-on activities. Additionally, students will have the opportunity to learn from their peers and strengthen their own understanding during class discussions, activities, and presentations.

Outcome - A rubric is provided with the handout to ensure students understand what the criteria for assessment are prior to starting the project. An example(s) will also be available, created by the teacher and/or past students who have completed the assignment, for the duration of the work blocks. Students will be able to choose the mode in which they present their final project - a physical representation or a digital one, and at whatever level of technology they are most comfortable working with. Students are able to choose to work alone or with a partner.

Accommodations:

Accommodations are available for everyone to promote equity and inclusion.

- Multimodal delivery and activities (visual aids, auditory aids, hands-on activities, etc.)
- One-on-one support.
- Devices for:
 - Dictionaries and thesauruses.
 - Translations.
 - Dictation/Voice-To-Text and other accessibility features.
 - Resource and information collection.
- Translated material and resources (where available).
- Simplified instructions (chunked into manageable portions or reduced)
- Extensions/additional workblocks.
- Optional group work.
- Flexible seating.

****Please see the IEP of students and consult with case managers/EAs on further adaptations and modifications.****

MATERIALS: *paper, pencil, 4F Animal Poster, Zones of Regulation Emotion cut-outs or handouts, markers (red, blue, yellow, green), devices (laptops or tablets), props (if needed), maker material, list of websites for digital creations (see project handout), final project handout.*

PLEASE NOTE: *It is recommended that this lesson be done over multiple blocks, not in one sitting.*

INTRODUCTION/MINDS-ON (~15 minutes)

- Introduce the idea of natural reactions to students - watch this video with students once - <https://youtu.be/XeAClxSYQc8?t=10> (Ellen's Backstage Scares features Kris Jenner, Ciara, and her staff)
 - *This video is of a prank that scares people, eliciting the natural response to a scary moment. It is the flight, freeze, flight response in an extreme case and is just a jumping-off point to further discussions.*
- Ask students to take out a piece of paper and a writing utensil/device to record with. Watch this video again, but this time, have students start to note the reactions that they see in people. *What emotions are you seeing demonstrated in the people who are being scared? What are their bodies doing?*
- **Think, Pair, Share** - *Have you ever been scared like this? What was your reaction to it?*
- Brainstorm with the class what they saw in the video. Try to steer the students into naming emotions and physical reactions.

CRITICAL GUIDING QUESTIONS:

What does it feel like when you get scared?

ACTION-LEARNING EXPERIENCES:

- A) Provocation - 4Fs Animals & the Zones of Regulation (~20 minutes)**
- Ask the students: *"When you hear the term "Fight, Flight, Freeze", what comes to mind?"*. Give the students time to think and share out loud.
 - Watch the Fight, Flight, Freeze explanation video on OpenParachute or equivalent.
 - Explain "Fawn" - *This reaction often relates to those who have experienced trauma in their life. When a person goes into "fawn", they want to make the person they perceive (or is) a threat feel calm, so they will become submissive to them.*

CRITICAL GUIDING QUESTIONS:

What emotions do we associate with our stress, anxiety, and depression?

- Break students into groups of 3-4. Hand out “4Fs Animal Poster” - the page is divided up into four sections (fight, flight, freeze, and fawn with an associated animal) - and the Zones of Regulation emotions. Students will organise the emotions into whichever rectangle they think they belong under.
 - If writing on the posters, students will need red, yellow, blue, and green markers. Write the emotions in the associated colour.
 - If cutting & pasting for this activity, provide the Zones of Regulation as images rather than words.
 - If sorting online, have students make a copy of the 4Fs Animal Poster for their group.
- Go through each group's organisation of emotions and make a class example. If there is a discrepancy between the groups, have a discussion and come to a consensus as a class.
 - “Which Zone was least used in describing these reactions?” - The Green zone should not have been used to describe any of the four rectangles. This is because when a person is in the green zone, they are less likely to be experiencing stress and anxiety at that moment.

- **Challenge - OpenParachute’s “Fight, Flight, Freeze” (~45 minutes)**

- Class discussion prompt: *“If one of your friends or peers is upset, and their parents are unaware of how they are feeling, how might that child try to make them notice?”*
 - On a sticky note, each person writes one example and sticks it to the whiteboard at the front of the class. This can be something that they have witnessed or something that they have experienced themselves. They do not need to put their name on the sticky note, this can be completely anonymous.
 - eg. Yell at their parents, hide their tears, look for reassurance on social media, push their friends away, etc.)
 - As a class, organise the sticky notes under the four headings:
 - Fight (acting with aggression)
 - Flight (Avoiding or running away from situations)
 - Freeze (hiding our emotions or not knowing what to say in a situation)
 - Fawn (Pleasing others, submissiveness)
- Say: *“These are all normal reactions when we are facing stressful situations, and are part of our mental health. Now we are going to look at some practical examples of these reactions”*
 - Watch Examples of Fight/Flight/Freeze video on OpenParachute, or equivalent video.
- **Create your own example:** *“Something that helps us when we are in fight, flight, or freeze reaction is to do the opposite of what we usually do. This takes practice.” Exclude the fawn reaction as this is typically a trauma response and the scenarios that surround that reaction can be triggering to survivors.*
 - In groups of 3-4, students will create their own storylines that they are going to share with the class. They will narrate what they might want to do and then demonstrate the opposite reaction. This can be a live or recorded skit, a Plotagon cartoon, or an equivalent presentation. Scenario examples:
 - **Fight:** You want to yell and scream at your parents when they won’t let you do something but instead you say “Ok”, take a deep breath, and walk away.

How can I help myself if I am reacting to challenges?

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Flight: You want to give your friend the silent treatment when they exclude you but instead you approach your friend to have a difficult conversation about how you are feeling. ■ Freeze: You want to avoid going to school because there is a test coming up that you are not ready for but instead you take out your notes/homework and go over them for a bit, or you go as your teacher or peers for help. <ul style="list-style-type: none"> ● They can use AnxietyCanada's article on Fight, Flight, Freeze to find physical reactions to stress and anxiety to incorporate into their presentations. ● Knowledge Check - this can be completed online through OpenParachute or print out an exit ticket <p>C) Challenge - The Window of Tolerance (~45+ Minutes)</p> <ul style="list-style-type: none"> ● Watch "Fight, Flight, Freeze - Anxiety Explained for Teens" ● By themselves or with a partner, have students look over the KidsHelpPhone page on the Window of Tolerance. Use the reflection questions provided to help students understand their window: <ul style="list-style-type: none"> ○ What physical sensations tell you that you are above, within, or below your Window of Tolerance? ○ What can help you to get back to your window if you're above it? ○ What can help you get back in your window if you are below it? ○ Remember a time when you were "in" your window. How did that feel? ● Hand out the Window of Tolerance Project - Task students with creating a representation of a Window of Tolerance. They can work alone or with a partner. <ul style="list-style-type: none"> ○ This can be a small project created in a short amount of time or something that can take several blocks to complete. ● Once projects are complete, have a Gallery Walk where students share their representation of the Window of Tolerance. <ul style="list-style-type: none"> ○ In-Class: half the students observe, half the students share. ○ Grade Group/School Community: Invite other classes to come in and the students can present to small groups. This can challenge students to demonstrate their understanding to a variety of age groups. 	<p>How do our brains react when we are stressed, anxious, or depressed?</p>
<p>CONSOLIDATION/CONCLUSION:</p> <ul style="list-style-type: none"> ● Self-Reflection Journal entry: <ul style="list-style-type: none"> ○ What is something that you learned that you will take with you into your everyday life, and how will you incorporate it into your daily routines? ○ What is something that you learned and are still curious about? Will you continue exploring it? Why or why not? ● Encourage students to share their Window of Tolerance with their families and discuss what they have learned about it and self-regulation. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>How will you apply what you have learned to your daily life?</p>
<p>ASSESSMENT STRATEGIES AND TOOLS</p>	

Diagnostic <ul style="list-style-type: none"> ● Video Observation Discussion <ul style="list-style-type: none"> ○ <i>Recognizing emotions and reactions in other people</i> ● Think, Pair, Share <ul style="list-style-type: none"> ○ <i>What is your reaction to being scared?</i> 	Formative <ul style="list-style-type: none"> ● 4Fs Animal Poster & the Zones of Regulation ● Mindfulness Journals (ongoing) ● Small Group & Class Discussions ● Exit Ticket <ul style="list-style-type: none"> ○ <i>Fight, Flight, Freeze: True or False & Self-Reflection</i> 	Summative <ul style="list-style-type: none"> ● Window of Tolerance Project ● Window of Tolerance Gallery Walk
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EVALUATION OF THE LESSON

Full evaluation of the lesson will take place once it has occurred.

- Were students able to make connections to past or previous experiences?
- Were there any issues relating to the stress/anxiety response that made students feel uncomfortable?
- Were students able to understand their own emotions and physical reactions to stress and anxiety?
- Were students able to recognize where they may be experiencing in their lives?

REFLECTION:

Reflection of the lesson will take place once it has occurred using the following prompts as a guide.

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently...
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

LESSON RESOURCES

- Ellen's Backstage Scares featuring Kris Jenner, Ciara, and Her Staff - <https://youtu.be/XeAClxSYQc8?t=10>
- Zones of Regulation Resources - <https://rb.gy/vnon6>
- Fight, Flight, Freeze article from Anxiety Canada - <https://www.anxietycanada.com/articles/fight-flight-freeze/>
- Open Parachute: Mental Health & Well-being Program - <https://www.openparachute.ca/>
- Fight, Flight, Freeze - Anxiety Explained for Teens - <https://youtu.be/rpolpKTWrp4>
- Understanding your window of tolerance for stress - <https://kidshelpphone.ca/get-info/understanding-your-window-of-tolerance-for-stress>

HANDOUTS:

- **4Fs Animal Poster:** https://drive.google.com/file/d/1c0CvZBgtha-W7l_qfVau6cG5Poogb21T/view?usp=sharing
- **4Fs Exit Ticket:** https://drive.google.com/file/d/1M6UiccahbZiQtZXLu4fYFD_hDBV1IQm7/view?usp=sharing
- **Window of Tolerance Project:** https://drive.google.com/file/d/1rUMghFsPFsbmDZQP1basvq_vf2PATGeL/view?usp=sharing

REFERENCES:

- BC Curriculum - <https://curriculum.gov.bc.ca/>
- EDIDA Framework - <https://inclusivemakerspace.met.ubc.ca/edida-frameworks/>
- APA Equity, Diversity, and Inclusion Framework - <https://www.apa.org/about/apa/equity-diversity-inclusion/framework.pdf>
- SVG Inclusion Guide (UBC Canvas Link) - https://canvas.ubc.ca/courses/121318/pages/st-vincent-inclusion-guide?module_item_id=5585443