



# AGES 14-18 MENTAL HEALTH SKILLS PROGRAMME

Week: 8

50 minutes  
in total  
approx.  
per week.



## Learning Outcomes:

1. To be able to describe what the term 'fight or flight' means
2. To be able to describe the changes that happen in our bodies during fight or flight
3. To be able to describe the differences between the Sympathetic Nervous System and the Parasympathetic Nervous System
4. To be able to recall the mnemonic TIP and explain when and how to use the TIP skills

## Materials Needed in addition to slides:

### PRINT/SEND:

- "TIP" Skills handout
- Homework worksheet: "TIP" Skills

GET: Ice packs / bags of ice  
Paper towel

### Homework:

"TIP" skills sheet recording use of the skills in stressful situations.

Differentiation: During more physical parts of the lesson, especially the Intense Exercise TIP skill, students who may find this challenging can engage in an appropriate accommodation, such as a brisk walk.

## Activities and Main Teaching Points:

1. Introduce Learning Outcomes on slide.
2. Mindfulness activity (5 mins) - Sound Throw - to practise Participating, Non-judgmentally and One-mindfully skills. This is the same activity that they did in lesson 5. One person "throws" a sound as if it were a ball, using their voice and body to throw the sound to another person. That person "catches" the sound by repeating the sound and body movement. The person who caught the sound now throws a new sound and movement to another person, and the exercise continues. Discuss students' experiences using prompts on PPT.
3. Review homework in partners, with teacher providing input as required, and then as whole class.
4. Tell students that when their emotional thermometer gets to about 6 or 7 out of 10, they should use their Distress Tolerance skills.
5. Introduce Fight or Flight mode, and briefly mention that there are also Freeze and Fawn modes.
6. Tell students that there can be times when our emotions are so intense that our ability to use skills such as distracting or self-soothing breaks down. At these times, the TIP skills are helpful to use.
7. Explain that the TIP skills are short-term skills which usually only calm us down for 5-20 minutes, so they are not a long-term solution or answer. They will just buy us enough time, in a calmer state, to mindfully determine which additional skills to use. Tell them that we are going to be focusing on skills that will activate the Parasympathetic Nervous System (PNS for short).
8. Use PPT slides to further explore Fight and Flight responses, and the Sympathetic and Parasympathetic Nervous Systems, including the physiological changes that are caused by each, for example increased heart rate and decreased heart rate respectively.
9. Explore how sometimes our fight or flight response is not useful, as it can cause us to over-react.
10. Outline TIP skills (Temperature, Intense Exercise, Paced Breathing). Students try out different TIP skills in line with prompts on PPT. **Health & Safety: Temperature skill should not be used by anyone with a heart condition.**
11. Go through main points of lesson on two summary slides.
12. Briefly go through TIP skills homework activity and explain worksheet as needed.
13. Review Learning Outcomes together.
14. Plenary in pairs or whole class: What happens to our bodies when the fight or flight response starts? Describe 3 changes. What does TIP stand for? When should we use TIP skills? What is your preferred TIP skill & why?

## Teacher Evaluation of lesson, and any follow-up needed:

Got questions?  
Post in the Online  
Community Forum  
for advice from  
us!