

Learning Plan: Session 2

Time Allotment: 3.0 hours (180 minutes)

Time		References	Did It Work?		If no, what needed to be changed?
			Yes	No	
mins Objective:	Session Overview	Session 2 Learning Plan			
Activity:	Review Learning Plan				
mins Objective:	Developing Emotionally Self-Regulated and Kind Supporters- Claim Your Brain, Start Your Heart	CCS Slide Deck Session 2- Resource 1 slides 1-7 Session 2- Resource 1- Handout CCS Textbook (pg. 395)			
Activity:	- Explain that just as EMS personnel have their “go-to” steps in an emergency situation (A-airway, B-breathing, C-circulation), CCS also has a “go-to” process. - Review the 5 Step Conscious Care and Support Process - Catch - Calm - Clarify and Choose - Consciously Connect - Caring and Competent Services - The stages of the CCS 5 Step Process are organized qualities of being mindfully, emotionally self-regulated and mature. The process is explained in steps because there is a natural order to how we move through them; in practice, however, you will find that once you have mastered them they occur almost concurrently when you are called upon to respond to someone in				

	need. Through learning and understanding each step and the essential competency that it supports, practicing mindful exercises over and over again until they become second nature, you will find that even in an emergency or a crisis situation you will complete each step automatically and almost simultaneously. When this happens, you will also change your outcomes and the experience of both you and the person you are supporting.				
mins Objective:	The Four Personal Qualities of Mindful, Emotional Self-Regulation				
Activity:	- Describe the pyramid illustration and how each layer of the pyramid influences the next - Self-Awareness (which influences) - Self-Understanding (which influences) - Self-Management (which influences) - Self-Expression	CCS Slide Deck Session 2- Resource 1 slides 8 Session 2- Resource 1- Handout			
mins Objective:	Power Struggles Compromise Quality of Support				
Activity:	State that approximately 40 % of incidents are influenced by the supporter's loss of mindful, emotional self-regulation.	CCS Slide Deck Session 2- Resource 1 slides 9-10 Session 2- Resource 1- Handout			

mins Objective:	The 4 Outs- Diane's Story	CCS Slide Deck Session 2- Resource 1 slides 11-12			
Activity:	- Read <i>Diane and Me and My Four Outs</i> found on pg. 195-196 - Review how many of us mindlessly go through our day affected by the 4 outs: - Burn Out-e.g. unfulfilled, worried, anxious, depressed, irritable - Freak Out-e.g. emotional hijacks (passive or active), unkind - Tune Out-e.g. indifferent, bored, uncaring - Space Out-e.g. mindless, unaware - In the absence of staying dedicated to an internal growth process of mindful, emotional self-regulation, you will pretty much remain 'normal' and always be at significantly greater risk to the 4 Outs - Review potential outcomes from loss of emotional, self-regulation.	Session 2- Resource 1- Handout CCS Textbook (pgs. 195-196)			
mins Objective:	Understanding Life's Set Up	CCS Slide Deck Session 2- Resource 1 slides 13-15			
Activity:	- Review the various definitions to better understand the set-up using terms of consciousness - Unconscious - Semiconscious - Fully Conscious - Sub Conscious - State to be more mindfully, emotionally self-regulated and kind, we much strive to be more conscious.	CCS Slide Deck Session 2- Resource 1 slide 16 Session 2- Resource 1- Handout			

mins					
Objective:	Understanding the Main Sources of Our Loss of Emotional Self-Regulation				
Activity:	- Through evolution, our brain needs simple and quick responses. - We have 60 seconds of finite data processing energy. - Our brain doesn't like when things take time to organize, process and sort out because it takes up our data processing energy. - Our brain is hardwired to save as much energy as possible. - Through evolution, we therefore store data banks/ "files" to which we can semiconsciously access. - Have group divide into pairs. - One participant asks the other to count backwards from 100 by 10's. - Repeat the process but by counting backwards from 100 by 7's. - Demonstrates that new information (counting by 7's) doesn't match our pre-existing semiconscious file (counting back by 10's) therefore it doesn't carry as much value - Information that matches our "files" maintains our perceived sense of safety (mainly our ego). - Review our Ego's Primitive and Programmed Needs - State that being mostly semiconscious means that we;	CCS Slide Deck Session 2- Resource 1 slide 17-20 Session 2- Resource 1- Handout CCS Slide Deck Session 2- Resource 1 slide 18 CCS Slide Deck Session 2- Resource 1 slide 19-20			

	○ Have insufficient consciousness to consistently bring our “A-Game” ○ In crisis, we speed dial our “C” survival game as our ancestors have done for years.				
mins Objective:	What Do We Speed Dial?				
Activity:	• Review illustration of PFP Brain ○ Primitive Predispositions ▪ Inherited genetic make up ○ Filters ▪ Illogical beliefs from childhood conditioning ○ Primed Prompts ▪ Societal and cultural brain washing • State that the PFP brain is our prison of which we can identify and from which we can break free from its gripping power.	CCS Slide Deck Session 2- Resource 1 slide 21 Session 2- Resource 1- Handout			
mins Objective:	Inherited DATA Bank				
Activity:	• Explain the red bear, blue bear experiment ○ At 18 months old, a child is show a puppet show of a red bear and blue bear. A puppet of a duck is in a box and every time he struggles to try and lift the lid, the <i>blue</i> bear slams the lid down trapping the duck. ○ The show repeats itself with the duck again struggling to lift the lid. This time, the <i>red</i> bear sees	CCS Slide Deck Session 2- Resource 1 slide 22 Session 2- Resource 1- Handout			

	the duck and lifts the lid to the box to help open the box. ○ After the puppet show, the 18 month old is offered their choice of the bear. They are more often drawn to choose the red bear. ○ There is an inherited data bank of the tendency for us humans to “be good”. ● Explain the Red Card, Blue Card Example ○ You start this experiment connected to biofeedback equipment that measures your anxiety. ○ One stack of cards has better dollar payouts and lower claw-backs than the other. ○ You are given five minutes to earn as much money as you can by drawing cards from whichever deck you want. ○ On average, it will take you approximately seventy-five draws to determine that the blue deck is most profitable. ○ On average, when asked you would say that at forty-five cards you had a correct hunch about the blue deck. ○ Unknown to you, however, after drawing only ten cards the biofeedback meter read “danger,” signaling an increase in anxiety when you drew a red card. ○ Another demonstration of our Primitive Predisposition without us even realizing.	CCS Slide Deck Session 2- Resource 1 slide 23 Session 2- Resource 1- Handout CCS Textbook (pg. 308) CCS Slide Deck Session 2- Resource 1 slide 24			
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	Review More Examples of Primitive Predispositions				
mins Objective:	Understanding Our Filters	CCS Slide Deck Session 2- Resource 1 slide 25-29			
Activity:	- State that our filters are illogical beliefs that we created through our childhood conditioning up until the age of 10-12 yrs. of age - Review the filter's set up - Review "Becoming A Good Mind Reader" Card exercise 1st pair of cards (ace of spades and 7 of hearts) - Ask the group to quietly to themselves guess which card you are thinking of. Afterwards, announce you were thinking of the ace of spades. 2nd pair of cards (3 of diamonds and king of spades) - Repeat question. Announce you were thinking of the king of spades 3rd pair of cards (queen of spades and 6 of diamonds) - Repeat question. Announce you were thinking of the queen of spades. 4th pair of cards (8 of hearts and jack of spades) - Repeat question. Announce you were thinking of the jack of spades. - Review the blue rule line - To help you predict which card was the correct cards,	Session 2- Resource 1- Handout			

	the group began to formulate some rules ○ Ask the group for some examples of rules in this card scenario: ▪ All same suit ▪ All black cards ▪ Descending order ▪ Zig Zag pattern ▪ Highest card of the pair • State that as a child, we have created these perceived unwritten rules about the world around us hundreds of thousands of times in different situations. They have molded our belief systems including our own understanding of: ○ What I must be... ○ What women must be... ○ What men must be... ○ What the world must be... • Recognize that birth order has a huge influence on our illogical beliefs/ rules/ filters along with the likes of parenting style and heredity. • Review statements of illogical beliefs/filters	CCS Slide Deck Session 2- Resource 1 slide 28 Session 2- Resource 1- Handout			
mins Objective: Activity:	Exploring Effects of Primed Prompts • Rabbit or Duck Activity ○ Divide the group into pairs. ○ Have them number themselves as 1 or 2 ○ Have both partners close their eyes ○ Ask for partner 1 to open their eyes and look at the screen with picture of rabbit displayed. ○ Have them close their eyes. ○ Ask for partner 2 to open their	CCS Slide Deck Session 2- Resource 1 slide 30-33 Session 2- Resource 1- Handout			

	eyes and look at the screen with picture of duck displayed. ○ Have them close their eyes. ○ Have both partners open their eyes and look at displayed picture on screen and describe to one another what animal they see. ○ What you were primed to see before (either a rabbit or a duck) would influence what you saw afterwards (either a rabbit or a duck) • Review Farm Animal Priming Exercise ○ Have group look at slide at count how many farm animals they see ○ Change slide and ask them what animal they see first. ○ What you were primed to see before (farm animals) would influence what you saw afterwards (a donkey rather than a seal) • Review Priming of \$90 bottle of wine over \$10 ○ Under MRI, your brain would light up more in the pleasure regions if you tasted what you believed was a \$90 bottle vs. \$10...and yet both samples were from the \$10 bottle	CCS Slide Deck Session 2- Resource 1 slide 34 CCS Slide Deck Session 2- Resource 1 slide 35 CCS Slide Deck Session 2- Resource 1 slide 36			
mins Objective:	Primed Prompts and Priming Problems				
Activity:	• State that our brain make up much of our	CCS Slide Deck Session 2-			

	reality based on how our senses have been primed • Review Priming Problems • Review with group that PFP is our semiconscious selves that drives the show of how we connect with the world around us. • PFP is so deeply rooted and it isn't until we can identify and recognize its gripping power that we can begin to unpack "the human predicament" to become most conscious therefore providing most optimal supports to others.	Resource 1 slide 37-40 Session 2- Resource 1- Handout			
mins Objective: Activity:	Do We Have Limited Free Will? • Walk the group through the exercise on slide 41 RE: choosing a city and names. • As a wrap up, the answers would have popped into our minds through our PFP subconscious • Walk through with the group the limitations of thoughts on slide 43 • Ask the question might limited free will be compromising the supports we offer?	CCS Slide Deck Session 2- Resource 1 slide 41-44 Session 2- Resource 1- Handout			
mins Objective: Activity:	We Are Designed to Devalue Others • Review hypodermic needle example ○ If we identify with the hand that is stuck with a hypodermic needle, (e.g. skin colour, religion, gender), the parts of our brain that house empathy would light up far more brightly (as seen under MRI) than if we saw a hand that was stuck with a	CCS Slide Deck Session 2- Resource 1 slide 45-47 Session 2- Resource 1- Handout			

	needle with whom we did not identify. ○ Our brains are programmed to connect with “our herd”/ the “in group” and that different/ “the out group” is dangerous. • Review same principles as stated above for slides 48-49 RE: homeless people.	CCS Slide Deck Session 2- Resource 1 slide 45-47 Session 2- Resource 1- Handout CCS Slide Deck Session 2- Resource 1 slide 48-49			
mins Objective: Activity:	Managing Information Overload • Inattentional Blindness ○ Show the Monkey Business Illusion video that speaks to inattentional blindness and the 60 bits of finite data processing energy • Focus and Concentration ○ Remind the group that the people we support most often process information much more slowly than neurotypical people ○ Review that focus and concentration makes our brain feel safe. ○ Electronic communications are destroying our ability to focus and concentrate ○ Learning new information like best practices of CCS thoroughly requires slow, systematic repetition...which is contrary to how the brain is being trained with the quick electronic and social media addictions.	The Monkey Business Illusion Video CCS Slide Deck Session 2- Resource 1 slide 52-54 Session 2- Resource 1- Handout			

mins Objective:	How Our Brain Fills in Information That Isn't Even There- the Checkerboard Experiment				
Activity:	- Review Checkboard Experiment as outlined on CCS Textbook pg. 299. - Review that your PFP Brain is primed to think that the checkerboard should be complete so it, (not you) replaces the blank space with the pattern. - It does this without your knowledge or consent. - State that much of how we see the world is filled in for us subjectively and our PFP prevents us from seeing the world objectively.	CCS Slide Deck Session 2- Resource 1 slide 55 Session 2- Resource 1- Handout CCS Textbook pg. 299			
mins Objective	BREAK				
Activity:					
mins Objective:	Developing Emotionally Self-Regulated and Kind Supporters- Breaking Out of PFP Prison				
Activity:	State that now that we've identified the human predicament of PFP, we can break out of it...and the good news is that it is an inside job of becoming more mindful/ conscious.	CCS Slide Deck Session 2- Resource 2 slides 1-3 Session 2- Resource 1- Handout			
mins Objective:	B-FIT Mindfulness				
Activity:	Show the Happify Video <i>Why</i>	CCS Slide Deck Session 2- Resource 2 slides 4-5			

	<i>Mindfulness Is A Super Power</i> as an introductory to mindfulness ○ The ability to pay attention to what is going on with your body sensations, thoughts and feelings at the time that it is happening. • Review slides 4-5 in Slide Deck Session 2- Resource 2 • Review Our Human Predicament and Potential ○ We have the potential to be conscious, unlike other animals.	Session 2- Resource 2- Handout Happify Video Why Mindfulness Is A Super Power			
mins Objective: Activity:	Mindful Emotional Self-Regulation • Review Mindful Self-Regulation and development of the medial pre-frontal cortex (MPFC) ○ MPFC is the part of the brain that notices what is going on ○ MPFC is directly connected to the amygdala ○ MPFC connected with the vagus nerve and parasympathetic nervous system. • Review the functions correlated to the Medial Pre-Frontal Cortex	CCS Slide Deck Session 2- Resource 2 slides 8-9 Session 2- Resource 2- Handout			
mins Objective: Activity:	Write Your Signature Exercise • Firstly, have each person write their signature down how they normally would • Secondly, have them write their signature with their non-dominant hand • Thirdly, have them write their signature with their non-dominant hand and ask them to become aware of what they are	CCS Slide Deck Session 2- Resource 2 slide 10 Session 2- Resource 2- Handout			

	doing. - Encourage they say to themselves “I am aware of writing with my non-dominant hand” - Explain that this exercise parallels the action of becoming more mindful/conscious - Semiconscious (the auto pilot experience of writing the signature normally) - Beginner’s mind/ More conscious (writing with your non-dominant hand) - Fully Conscious (writing with non-dominant hand but also being aware that you were doing it)				
mins Objective: Activity:	BFIT Mindfulness Is... - Explain that B-FIT is a set of intrapersonal tools to help develop capacity to be conscious (more fully awake) as much as possible - Overview the skill set incorporating different areas of awareness: - Notice <i>What You Are</i> Saying/Doing - Notice <i>That You Are</i> Saying/Doing - Notice B- Body sensations - Notice F- Feelings - Notice I- Image Thoughts - Notice T- Talk Thoughts - Discuss subjective ahh-llowngness while we become aware. We still work passionately to change what we can objectively to make life better for	CCS Slide Deck Session 2- Resource 2 slide 11 Session 2- Resource 2- Handout CCS Textbook (pgs. 189-203)			

	ourselves and others. State that with the microscope of mindfulness, we can see a much more complete and accurate experience of our senses, perceptions and misperceptions.	CCS Slide Deck Session 2- Resource 2 slide 12			
mins Objective:	BFIT Mindfulness Exercise #2 Activity: - Walk group through a 5 minute BFIT Mindfulness exercise - Debrief exercise with group referring to slide 14.	CCS Slide Deck Session 2- Resource 2 slides 13-14 CCS Textbook (pgs. 266-267)			
mins Objective:	Five Ways We Can Accomplish Radical Changes to our PFP Activity: - Review the following of what mindfulness/ consciousness offers us: - A reminder of being in PFP prison - Awareness <u>right now</u> of more optimal responses - Review CCS 5 Step Process - Upgrade the Live Drive - Those Feelings Are Not Me - Wisdom and Authentic Kindness - Review Jack Kornfield Quote on slide 23 and review We Must Learn To...on slide 24. - Remind the group that the only way in which we can build our skills of mindful self-regulation is to practice the skill set of mindfulness.	CCS Slide Deck Session 2- Resource 2 slides 15-20 Session 2- Resource 2- Handout CCS Slide Deck Session 2- Resource 2 slide 23-24			
mins Objective:	Stages of Development of Mindful Emotional Self-Regulation				

Activity:	- Review the 5 stages of development - If we could bring our development to a level 3-4, we have significantly improved our quality of support that we offer to others and also enhanced our own quality of life. - The more that we practice mindfulness, the more the skill of emotional self-regulation builds.	CCS Slide Deck Session 2- Resource 2 slide 26 Session 2- Resource 2- Handout			
mins Objective:	Mindful Happiness Is:	CCS Slide Deck Session 2- Resource 2 slide 27-30 Session 2- Resource 2- Handout			
Activity:	- Review the wheel of: - Caring - Constructing - Catching and Correcting - Cultivating Consciousness - Review the Potential Accelerators to get up to Mindful Happiness				
mins Objective:	Summing It Up- The Basics	CCS Slide Deck Session 2- Resource 2 slide 32 Session 2- Resource 2- Handout			
Activity:	Review the BASICS illustration which overview the model both the hierarchy of needs and mindful, emotional self-regulation.				
mins Objective:	Growing Up With A Disability	CCS Textbook (pgs. 421-423)			
Activity:	In closing, especially for parents in the group, read the poem <i>Growing Up With a Disability</i>				
10 mins Objective:	Session Preparation and Learning Log	Session 2 Learning Log			
Activity:	Explain need for ID number				

	○ Allows for honest feedback for instructors ○ Logs can be audited by the University of Toronto so we like to keep it as confidential for you as possible • Review readings and homework found on Session 2 Learning Plan • Have each participant complete the Session 2 Learning Log				
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