

Learning Plan: Session 6

Time Allotment: 3.0 hours (180 minutes)

Time		References	Did It Work?		If no, what needed to be changed?
			Yes	No	
mins Objective: Activity:	Session Overview Review Learning Plan	Session 6 Learning Plan			
mins Objective: Activity:	Clarify and Choose- CCS Process- Step 3 - Lead the participants in the activity of identifying their emotional self-regulation in two different relationships. - Note and draw the differences between the quadrants of both relationships using a flip chart. - This process helps the participants identify where they may experience blockages in their relationships. Through mindful awareness, we can improve our odds on experiencing better relationship as we can also understand “what we bring to the plate” and how we can mindfully process it. - Have each participant complete the Plan of Action to address a relationship that is in need of some development can some care: - Identify 3 benefits of why you should approach the person - Identify the challenges to change - Identify planned changes to move the relationship into a more positive trajectory. - Review the importance of using speech that is Useful, Truthful, Timely and Kind and engaging the Stress Rehearsal mindfulness practice when approaching uncomfortable situations.	CCS Textbook (pgs. 382-385) Flip Chart CCS Textbook (pg. 386)			

mins Objective: Activity:	Clarify and Choose - Review the 5 Cs: - Catch - Calm - Clarify and Choose - Consciously Connect - Caring and Competent Services - Explain the importance of the clarify and choose stage as when we can clarify our emotional state, the emotional state of the person we are supporting and the needs of the situation, we then know what actions to take. - Things to consider as we clarify: - What safety measures are absolutely necessary at this moment? - What are the person's needs and desires at this moment? - How can I meet those needs? - How can I increase their feelings of safety, security and trust? - Am I emotionally hijacked- impatient, indifferent, agitated or anxious? - How can I enrich this person's life? - Explain the work of Daniel Goleman- when our limbic system is activated, our ability to be logical and rational are compromised. This speaks to the importance of keeping our "upper brain" online so that we can effectively make a choice about what to do. - Explain the importance of being able to Calm and Calm	CCS Textbook (pg. 403-408)			
mins Objective: Activity:	Review the Rules of Clarifying: - Never assume that challenging behavior or moods are primarily situational and functionally motivated (just for attention or task avoidance). - The behaviour has purpose and meaning at that time - However they may not know the	CCS Textbook (pgs. 405-408)			

	purpose or the payoff- may be one of the 7 unmet needs. 2. Respond in ways that have been helpful in the past. Staying aware of the criteria for optimal interactions and interventions. a. Is it respectful, yet effective? b. Is it patient, yet efficient? c. Is it kind, yet practical? d. Is it safe for all persons involved? e. Ensures best possible experience for the person. 3. When responding to a special need or challenging behavior, follow the individual's personal "Difficult Feelings and Challenging Behaviours Response Plan". a. What has worked before? b. What made it work? c. What more should we be trying to do? d. What can we do differently or better? 4. Use "logical consequences" for crisis intervention rarely and only to the extent that they have been helpful to stabilize the individual in a similar situation. a. During time of crisis, taking away comfort needs can add "gas on the fire" for anxiety and agitation. b. Do no harm!- including creating a greater level of anxiety during a critical time of stress. c. Using fear consequence has limited effectiveness. 5. Use appropriate and compassionate speech and actions a. Useful, Truthful, Timely, Kind and Authentic				
mins Objective: Activity:	PFP Brain Summary- So What to Do? • Review, illustration How PFP is in Charge Until You Become Mindful • Overview Transforming PFP Brain to a Mindful	OCS Textbook (pg. 321)			

	Mind: awareness and labelling. • Explain the Human Predicament's role in hurtful behavior due to gene primes, filters and programming. What or who is really to blame? • Explain how without being mindful, we are unconsciously driven by PFP mindless reactions met by the poor interpretations of our own programming.				
mins Objective: Activity:	BREAK				
mins Objective: Activity:	Explain Transforming the Roots, Risks and Rules of PFP • Understand the Setup ○ Recognize PFP Brain vs. Mindful Mind • Hijack the Hijack with Mindfulness ○ When B-FIT is infused with insights, awareness and ahh-lowness, the evolutionary chemical reactions that are at the root of an emotional hijack slow down and more readily stop. The feelings lose their gripping power and fade away • Realize that PFP Cheats ○ It rationalizes events to fit its own preferences and beliefs. It denies evidence that would influence you to change your views. • Be B-FIT Mindful ○ Practice B-FIT and "there is" vs. "I am" • Clarify Thinking ○ Stay committed to B-FIT to better manage PFP • Outgrow the Outs ○ Realize PFP is on speed dial and rules much of your life and to conserve energy, will not default to creating a	OCS Textbook (pg. 322) (pgs. 325-326)			

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	new file of understanding and processing data in a new way. It will often default to “burn out”, “tune out”, “freak out” and “space out”. • Reframe Faulty Filters • Stop Blaming ○ Everyone in unknowingly trapped in PFP • Discover Most Prevalent Difficult Feelings ○ What are these feelings? ○ What is their source? ○ Payoffs and purposes? ○ What are prevention and recovery best practices? ○ Mindfulness will lessen the gripping power of these feelings. • Complete Difficult Feelings Self-Assessment				
mins Objective: Activity:	Complete Difficult Feelings Self-Assessment • Have each participant complete the self-assessment.	CCS Textbook (pg. 327)			
mins Objective: Activity:	Review Strategies for Working Skillfully with Difficult Feelings • Anatomy of the Emotional Hijack ○ Stay aware of the amygdala’s responsibility as the “watchdog” • Difficult Feelings have purpose and payoff ○ Importance of catching ourselves to determine what is the purpose and payoff • Mindfully label feelings ○ Simply labelling can begin to move towards a more positive feeling ○ Suppressing feelings don’t work- they can back fire on you! • Be Grateful ○ Gratitude activates dopamine and serotonin- happy and calming	CCS Textbook (pgs. 328-331)			

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	neurotransmitters • Make That Decision ○ Making decisions lowers amount of worry and anxiety ○ Boosts pleasure ○ Make “good enough” decisions not always having to be the best. • B-FIT Mindfulness ○ Includes labelling ○ Shape, size and intensities of sensations ○ Renew intentions • Touch People and Pets ○ Oxytocin and serotonin boosts • Use Minor Irritations to Learn How to Manage the Majors ○ Practice for the big leagues! • Develop Skills of Emotional Self-Regulation and Kindness ○ Non attachment to outcomes ○ 20 minutes of cardio, 20 minutes of mindfulness, 20 minutes of reflection ○ “Being Here Now”				
mins Objective: Activity:	B-FIT Mindfulness Exercise # 4- Stress Rehearsal • Lead the participants through the exercise for 20 minutes.	CCS Textbook (pg. 271-272)			
mins Objective: Activity:	Awakening • Review illustration, The Path to Awakening • Read Awakening Poem	CCS Textbook (pg. 324) (pg. 335)			
mins Objective: Activity:	Session Preparation and Learning Log • Review readings and homework found on Session 6 Learning Plan • Have each participant complete the Session 6 Learning Log	Session 6 Learning Log			