**Defense Mechanisms Online Lesson Plan**

**Lesson Objective(s):**

* Students can identify a defense mechanism as either positive or negative.
* Students can identify times in their own life when they use defense mechanisms.
* Students can explain how positive defense mechanisms will help them solve problems rather than create them.
* Students can choose positive defense mechanisms and put them into practice.

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| **Slide** | **Self-Paced Suggestions** |
| Slide : Attention Getter - What is the most intense movie you have ever seen that had you feeling anxious, scared, nervous or something like that? | 1. For attention getter questions, encourage students to share their answer with a family member. |
| Slide 2: Name Writing Activity   * Say   + We’re going to play a short game. When I say “Go,” you will have 30 seconds to write your complete name -- first, middle, and last -- as many times as you can. * Start music and Say “Go!” * Start Timer * When timer expires say, “Times up.” * How did it go? How many times did you write it? * Say   + Okay, I’m going to give you another chance. When I say “Go,” You’ll have 30 seconds to beat your record from last time. * Set timer to 30 seconds and start music. * Say “GO!” and start timer. * When timer runs out, stop music and say “Stop.”   + Congratulations to everyone who improved! * Say   + Now switch the pen or pencil to your other hand.   + The same rules apply -- let’s see how many times you can write your complete name in 30 seconds. * Set timer to 30 seconds and start music. * Say “GO!” and start timer. * When timer runs out, stop music and say “Stop.” * Ask   + Did any of you get as many names as you did last time? (Pause for responses). Would you agree that it was harder when we switched hands? (Pause for responses) Why was it harder when we switched hands? (Pause for responses.) * Say   + Today we’re going to talk about how we respond in pressure situations.   + Most of the time, when we have pressure situations, we do what comes natural – what we’re used to doing – just like writing your name with your dominant hand.   + Unfortunately, in most pressure situations, our natural response is often a negative one.   + For us to do something different and do something positive, it usually requires us to do something we’re not used to doing.   + Just like writing your name with your opposite hand.   + Maybe you noticed this – When I write my name with my opposite hand, I have to think about each and every letter.   + It’s almost like I’m learning to write all over again. | 1. This activity can be done with self-based almost exactly as it is done in a live online setting. You will only need to film yourself doing the activity, speaking to your students, and then have them process the activity questions by putting up a slide of the questions or create a separate assignment within your delivery platform. |
| Slide 3: Walkthrough of Defense Mechanisms: Point 1: What is a defense mechanism?   * Say   + Let me show you a picture.   + What is this guy wearing? (Pause for responses - point out shield if they don’t mention it.)   + Why would he be wearing these things? (Pause for responses)   + What would he be trying to protect himself from? What kind of weapons would be effective against that type of armor? (Pause for responses.)   + Have any of you ever seen a suit of armor in real life? What do they look like? (Pause for responses.)   + On average, a suit of armor is very heavy and will weigh around 100 pounds. Imagine trying to fight hand to hand combat wearing 100 pounds of armor. Seems like it would slow you down and make it more difficult to fight.   + It doesn’t seem very smart, but there was clearly a benefit.   + Do soldiers today wear armor? What kind of armor? (Pause for responses - might include bullet-proof vests with Kevlar, helmets, or other types of body armor.)   + In all of these situations, the armor and shield are being used to protect themselves from attack. In a similar way, we all do things to protect ourselves when we’re in situations where we feel like we’re being attacked. | 1. For the entire metaphor walkthrough, film yourself going slide by slide.  2. Every time a question appears in the script, instead you need to explain the question by asking it and then answering it for yourself or give examples to the students.  3. For the online lesson plan, the metaphor walkthrough is split with a video in the middle. We would suggest for the self-based putting the video at the start or end of the metaphor. |
| Slide 4: Walkthrough of Defense Mechanisms: Point 2: Situation   * Say:   + I want to share with you a few situations. Tell me how you might respond in some of these pressure situations. * Show a slide with just the shield (The shield should be split in half with the words “Negative” on one side and “Positive” on the other side. * Say   + How do you respond or act when you’re disrespected? (Pause for responses.) * Pick one or two and put them on either the positive or negative side of the shield using the Whiteboard Text tool. * Say   + How do you respond or act when yelled at, put down, laughed at, etc.? * Go through two or three more items in the list of situations and complete the same exercise as above. * NOTE: If you are not doing a live classroom, you will have to modify your question and answer portion. * Say   + Most of the responses ending up? (Pause for responses - will usually be on the negative side.)   + In pressure situations, we usually do what comes naturally.   + This response is usually negative.   + I want to show you something now that many people around you tend to struggle with.   + You may see it in teachers, parents, other adults, and a lot of kids your age.   + If you can understand and apply this, you will gain an advantage in life. |  |
| Slide 6: Walkthrough of Defense Mechanisms: Point 3: Feeling   * Say:   + Everyone has pressure situations, right? As a result of pressure situations, we have feelings.   + What kind of feelings do you have when you’re under attack? (Responses could include fear, frustration, anger, anxiety, scared, etc.)   + Most of us hate those feelings and will immediately react to protect them by doing what comes natural.   + As you see on this shield, most of our responses in pressure situations end up being negative. |  |
| Slide 7: Walkthrough of Defense Mechanisms: Point 4: Choice   * Say:   + Here’s the important thing: You don’t HAVE to respond just by doing what you’re used to.   + You actually have a choice. You can choose a positive response. |  |
| Slide 8: Walkthrough of Defense Mechanisms: Point 4: Choice Part II   * Say:   + Doing the positive thing will often be more difficult, but it gives you self-respect.   + Think about that for a minute: Why does doing the positive, or harder, thing give you self-respect? (Pause for responses.)   + If someone tries to pick a fight with you, they normally want you to fight back.   + So if you do fight back, you’re just giving them what they want and allowing them to control you.   + It’s important that we maintain control of our own emotions and behaviors and don’t let others control us.   + That is one of the main reasons why we feel more self-respect when we are in control. |  |
| Video: Let’s watch this video of two woman that become upset with each other in a parking lot. Pay attention to which one of them is able to control their defense mechanisms.  <https://www.youtube.com/watch?v=OqqKEgrPhHo>   * Processing Quiz Questions: Ask (using your chat tool - Tip: if this is a live online delivery encourage the chat responses to be visible to all participants to give it more of a classroom feel):   + Who was in control of their defense mechanisms? * Who ultimately won the situation? * What was the result of not keeping their defense mechanisms under control? * How can not controlling our defense mechanisms get us in trouble? * Additional Emotional Check-In Question (For live delivery you may want to convert the Emotional Check-In piece to a Google Form, or Journal Activity that they return to you to protect their response)   + Fill in the blank: My day is going \_\_\_\_\_\_\_\_\_ today. Why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Create a clip of you framing the video using the suggested intro from the live instructions.  2. Share the video with students.  3. Put processing questions in a quiz or journal entry for students to respond to. |
| Slide 9: Walkthrough of Defense Mechanisms: Point 5: Defense   * Say   + “How do you know when you’ve selected a positive defense mechanism? (Pause for responses - might be focused on the consequences or the way you feel) |  |
| Slide 10: Walkthrough of Defense Mechanisms: Point 5: Defense Part II   * Say   + The simplest way to know whether you’ve chosen a positive defense mechanism is to determine whether your response helped or hurt yourself or others.   + In a few weeks we’ll talk about defense mechanisms again and focus on what we can do to control our defense mechanisms. (note: you may want to plan a future lesson covering the 4 steps of controlling your defense mechanisms.) |  |
| **Journal Art Activity:** Draw a picture that represents a positive Defense Mechanism that you have recently used in a pressure situation. | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |
| **Journal Prompt Reflection:** Make a list of at least three situations this week where you used defense mechanisms.  Write down how you responded and whether it was negative or positive. | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |
| **Journal Prompt Get Plugged In:** Talk to a parent, guardian or older sibling about defense mechanisms. Explain to them the metaphor of the armor. Ask them how they respond when they feel they are being attacked. Ask them the following question: Why is it important to learn to control how you react in pressure situations? | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |