

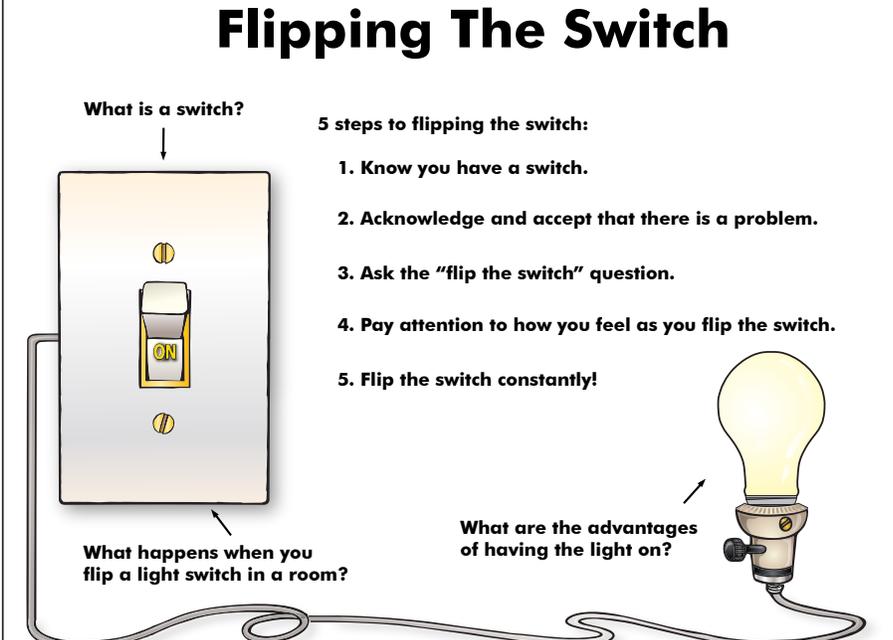
# Flip the Switch

Resilience for Youth - Unit 2

## Definition:

When you flip the switch, you stop for a moment, realize that you can turn pain into power, and move forward, committed to being resilient.

## Flipping The Switch



**What is a switch?**

**5 steps to flipping the switch:**

1. Know you have a switch.
2. Acknowledge and accept that there is a problem.
3. Ask the "flip the switch" question.
4. Pay attention to how you feel as you flip the switch.
5. Flip the switch constantly!

**What happens when you flip a light switch in a room?**

**What are the advantages of having the light on?**

## Vocabulary

- Flip the Switch
- Human condition
- Acknowledge
- Accept
- Assess
- Productive outcome
- Think outside the box

## Secondary Concepts:

- Someone who flips the switch recognizes that they have the power to see their challenges differently and convert anger into fuel to be better.
- People who understand this concept are trying to be greater instead of giving up.

## Personalize your Lesson:

- In what situations have you personally had to flip the switch today?
- Do you regularly strive to look at your problems differently? How has this benefited you in life?
- In what ways do your students have to flip the switch on a regular basis?

## Introducing Flip the Switch

### Discussion

Ask and discuss the following with students:

- What is a switch? (The dictionary defines a switch as an electronic component that can divert an electrical current.)
- What are some examples of different kinds of switches?

You may turn this into a group activity, having students brainstorm individually or in small groups all the different kinds of switches they can think of. Responses might include:

- Railroads
- Vacuum cleaners
- Blenders
- Computers
- Toggle switches
- Breaker switches
- RC switches
- Airplane panels
- Power tools
- Car ignition
- Stereo
- Trigger
- Nuclear missile switch

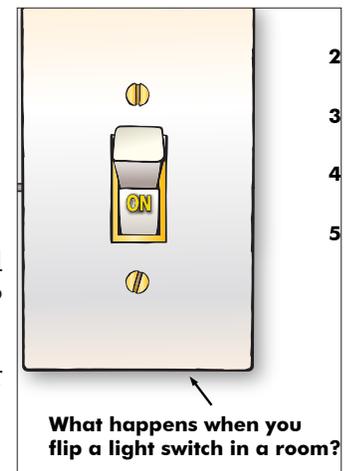
## Visual Analogy Walkthrough

### Discussion Point 1: The light switch

#### Discussion

Ask and discuss the following:

- When you think of a switch, what type most often comes to mind?
- What's the advantage/purpose of a light switch in a room?
- Have you ever walked into a dark room you've never been in before and struggled to find the light switch? What can go wrong in this situation? What are the advantages of having the light on?
- Have you ever heard the figure of speech "The light bulb went on in their brain"? Why do we use a light bulb to depict someone getting an idea?



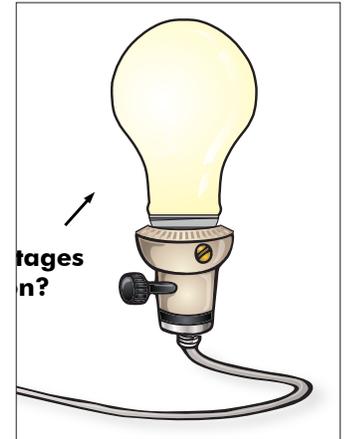
Discuss how a light bulb allows us to see things better. It illuminates options that we hadn't noticed or thought of before. Explain that today we're going to look at how we can do that in life.

## Point 2: Flipping your own switch

### Discussion

Explain to students that we all have a switch inside of us that we can choose to turn on or off. Give students the following scenario to illustrate:

Two kids are in the same school and have the same math teacher. Both are pretty bad at math and do pretty poorly on the first exam. The first kid gives up. He throws up his hands and says, "Math isn't for me!" He stops going to class because he sees no point in trying. He's sure he'll never get better than an F anyway. The second kid uses that failed test as fuel. She works as hard as she can to make sure she passes the next test. She goes to after-school tutoring, double-checks all her work, and she studies. When the next test comes along, she's ready.



Discuss how, when challenges arise, some people will take that challenge and give up. Others will have a different perspective, seeing the challenge as fuel and a reason to try harder and move forward.

## Point 3: 5 steps to flipping the switch

### Discussion

Explain that flipping the switch is a moment-by-moment decision to look at a problem or a challenge differently. Here's how we do that.

*Step 1: Know you have a switch.*

Ask and discuss the following:

- Do you believe you have a switch? Do you believe in your ability to flip it?
- Can you think of a situation where flipping the switch would be impossible?

### 1. Know you have a switch.

Explain to students that you can flip the switch in any situation. There's really not a circumstance in which you can't flip the switch - no matter how difficult. This is what we call the human condition. From the beginning, humans have always been resilient. (That's why we're still around today!)

Ask and discuss the following:

- How does knowing about the switch give you an advantage?
- What small (or big) actions have you taken today to flip the switch?

Help students come up with examples of some ways they may have flipped the switch today. These could include getting out of bed this morning even though they wanted to sleep in, attending a class they didn't want to attend, or being kind to someone who was annoying them.

*Step 2: Acknowledge and accept that there is a problem.*

## **2. Acknowledge and accept that there is a problem.**

*Discussion*

Ask and discuss the following:

- What do you think it means to acknowledge the problem?

Explain to students that when we acknowledge something, we don't deny it, but are able to recognize it for what it is. When we deny a problem, it's like keeping the light turned off.

Ask and discuss the following:

- What do you think it means to accept that there is a problem?

Explain that when you've accepted that there is a problem, you have a complete awareness that there is a problem and know what it looks like. You are willing to take the next steps necessary to move forward, rather than wallowing in the problem.

*Step 3: Ask the Flip the Switch Question.*

*Discussion*

Share with students the Flip the Switch Question: *How can I use this challenge or emotion to better my circumstances or create a productive outcome right now?*

## **3. Ask the "flip the switch" question.**

Explain that finding the answer to this question often requires creativity, doing the opposite of what you would normally do, and thinking outside the box. It's not always easy during particularly challenging times to come up with a productive outcome. Give a few examples to help students understand what this could look like. In parents' divorce, for example, a productive outcome might be trying to be a positive support and example for siblings. In a boring class, you could try to participate more, go the extra mile on homework, and ask more questions to decrease boredom.

*Step 4: Pay attention to how you feel as you flip the switch.*

## **4. Pay attention to how you feel as you flip the switch.**

Explain that paying attention

to your emotions is always a good way to know whether the choice you're making is worth making again. When you flip the switch, do you feel better than you did before you made the choice to flip it?

*Step 5: Flip the Switch constantly!*

Explain that flipping the switch is a moment-to-moment decision -- not something we can just do once and be done with it. During difficult times, it is important to remember that the switch is there, and make the decision to flip it!

**5. Flip the switch constantly!**

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**Remember: Flipping the switch helps you look for productive outcomes and find them. When you flip the switch, you stop for a moment, realize you can turn pain into power, and move forward, committed to being resilient.**