

EMOTIONS

AND THE BRAIN

ACTIVITY WORKBOOK

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5. ANSWERS19

Activity 1a

Instructions: In the table, write down some of the pros and cons for the monkey and lizard responses to conflict. Think about times when the different parts of the brain might be useful.



I respond to conflict automatically and instinctively. I'm driven by emotion.

I use empathy, planning, evaluation and reflection to respond to conflict. I'm driven by thinking.



LIZARD		MONKEY	
Pro	Con	Pro	Con

Exercise 1.1

Instructions: Read the scenarios and draw a line to sort the responses into Monkey or Lizard response.

Sammy has fallen out with their friend over something that was said in a group chat. Sammy is feeling angry so Sammy...

Avoids them in school.

Talks to them about how they are feeling.

Considers their friend's side of the story.

Shouts at them.

Gets into a physical fight.

Comes up with a cunning plan to get them back.

Sammy is having an argument with their parent /carer about school work so Sammy...

Goes to their room and slams the door.

Pretends that they can't hear what their parent/carer is saying.

Takes some time to think about why they feel angry.

Gets upset and starts to cry.

Tries to make their parent/carer feel guilty.

Explains that they are going for a walk to clear thier head and can talk later.



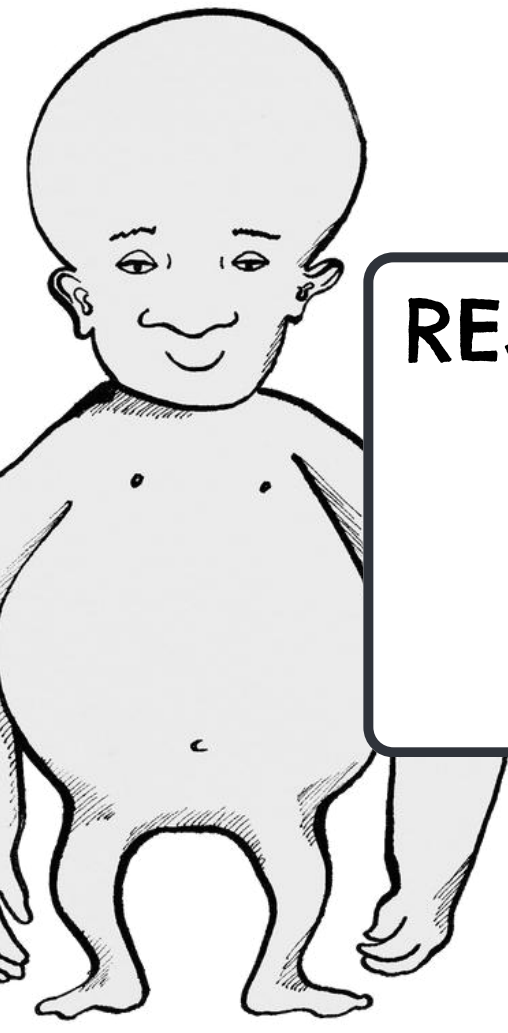
LIZARD



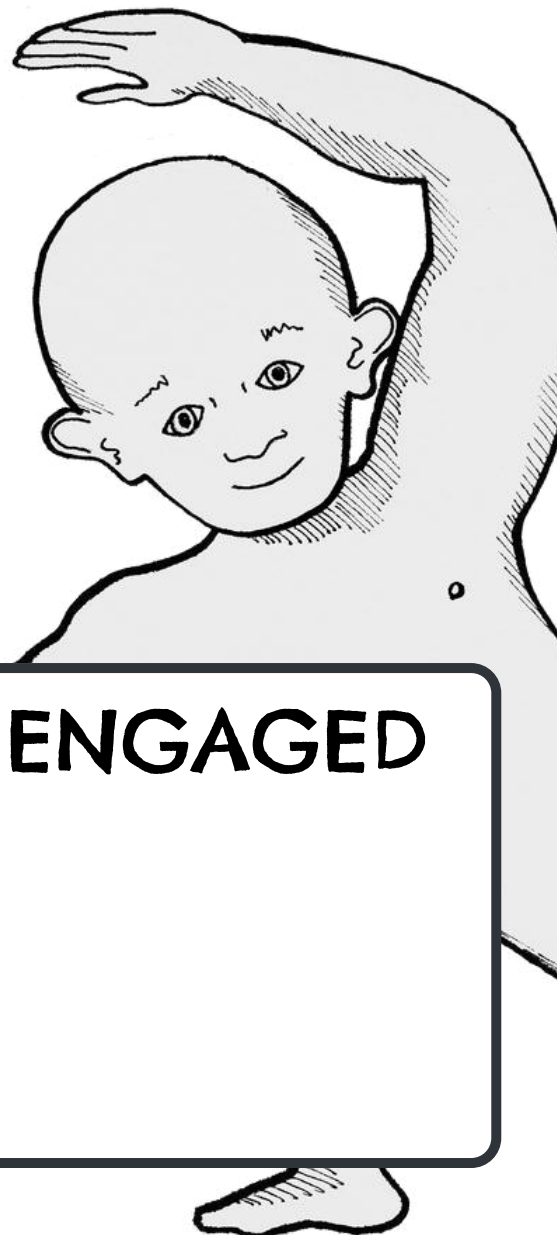
MONKEY

Activity 1b

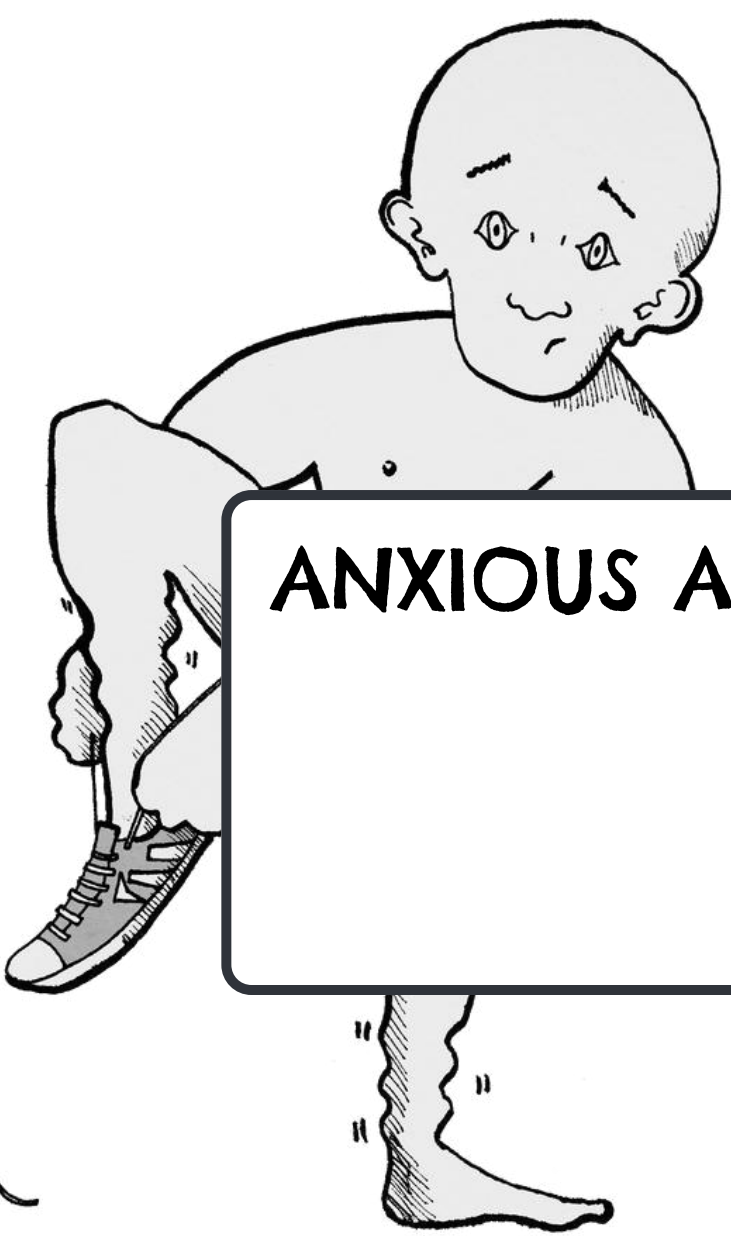
Instructions: Can you think of an example of when you have been in each of the emotional states?



REST AND DIGEST



ALERT AND ENGAGED



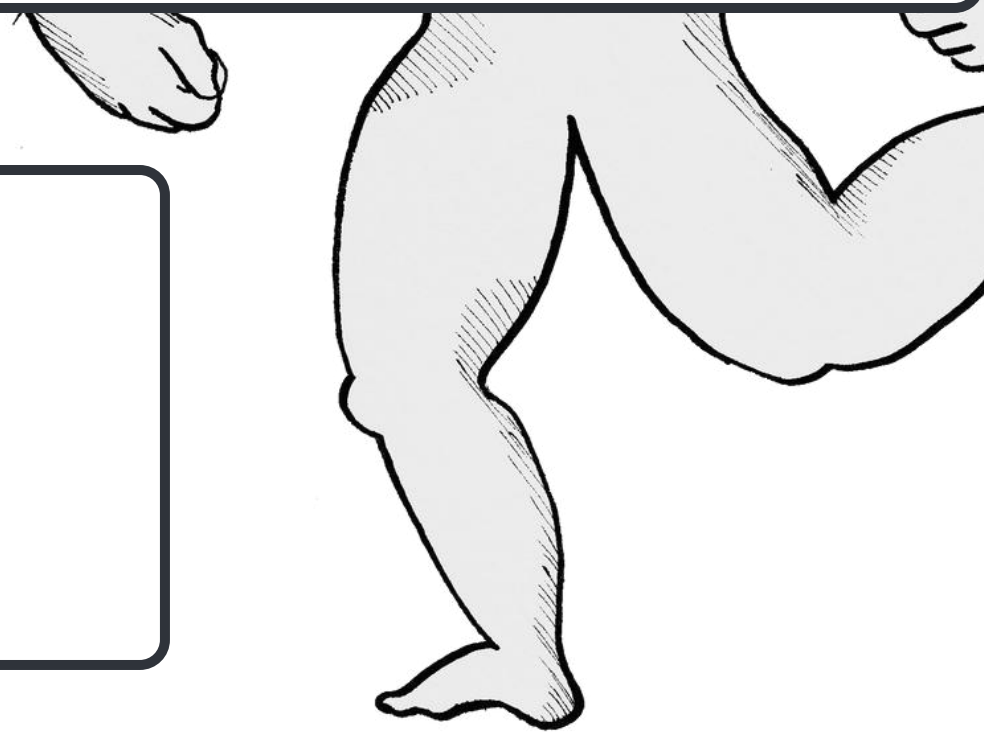
ANXIOUS AND AFRAID



FIGHT OR FLIGHT



FREEZE AND SHUTDOWN



Exercise 1.2

Instructions: Draw a line to match each scenario to an emotional state. Then guess what chemicals make up that state. Some chemicals are in more than one state.



1. _____
2. _____
3. _____

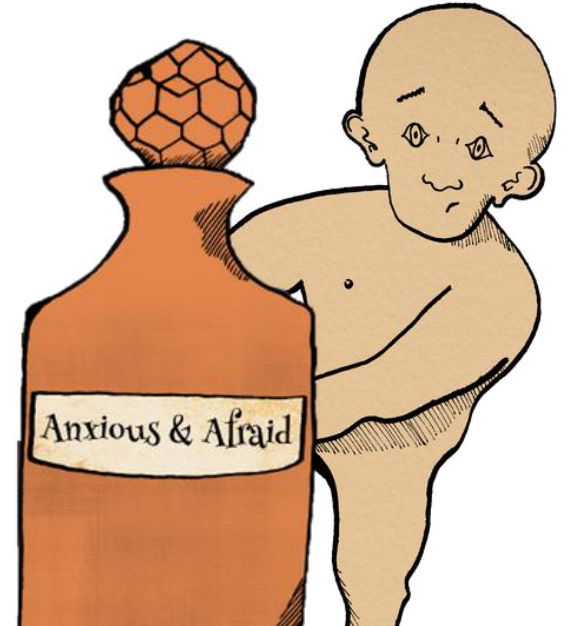
You're about to go for a run or walk in your favourite place, the sun is shining and you feel energised but relaxed.

You have just opened your exam paper and your mind goes blank. You can't think. You can't even pick up your pen to start.

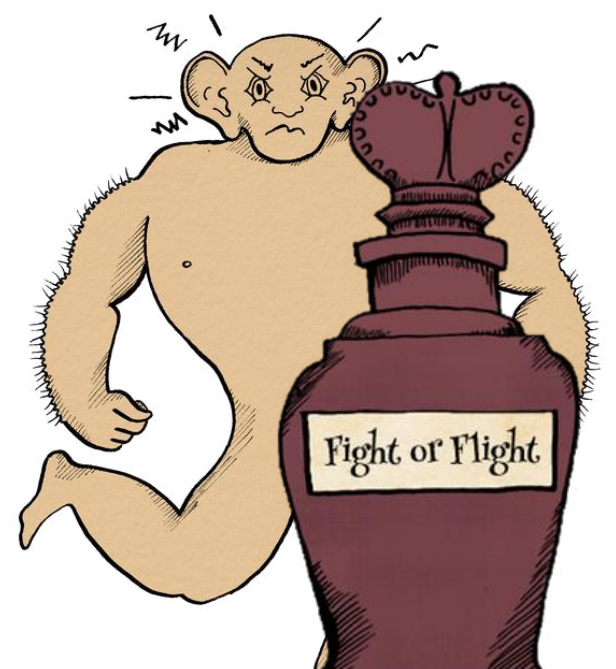
You're about to start a rugby match. Last time you played you got injured and the other team look really big. This could go badly.

You're chilling watching your favourite movie with your best friend. You feel comfortable around them and can trust them with anything.

Someone says something offensive about someone in your family. You begin to feel really angry, like you're ready to punch them.



1. _____
2. _____
3. _____



1. _____
2. _____



1. Dopamine
2. _____
3. _____



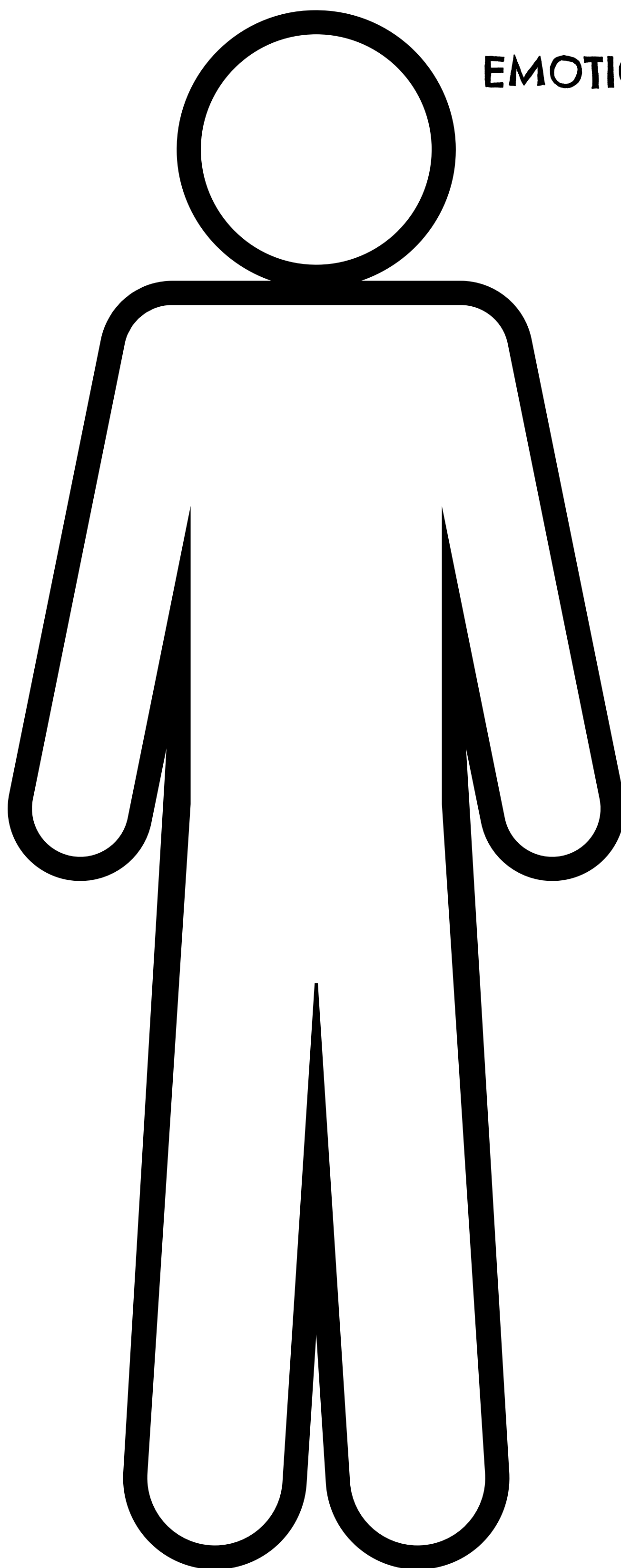
1. _____

CHOOSE FROM:
 Adrenaline, Cortisol,
 Dopamine,
 Endorphins, GABA
 Glutamate, Oxytocin,
 Serotonin

Hint: Melatonin isn't included as it links to daylight rather than emotional state

Activity 2a

Instructions: Choose an emotion (anger, worry, sadness or happiness) and draw/label how it feels in your body. HINT: Think about your heart rate, temperature, breathing and facial expression.



EMOTION: _____

Exercise 2.1

Instructions: Match one of emotion words in the box to each facial expression picture.



1.



2.



3.



4.



5.



6.

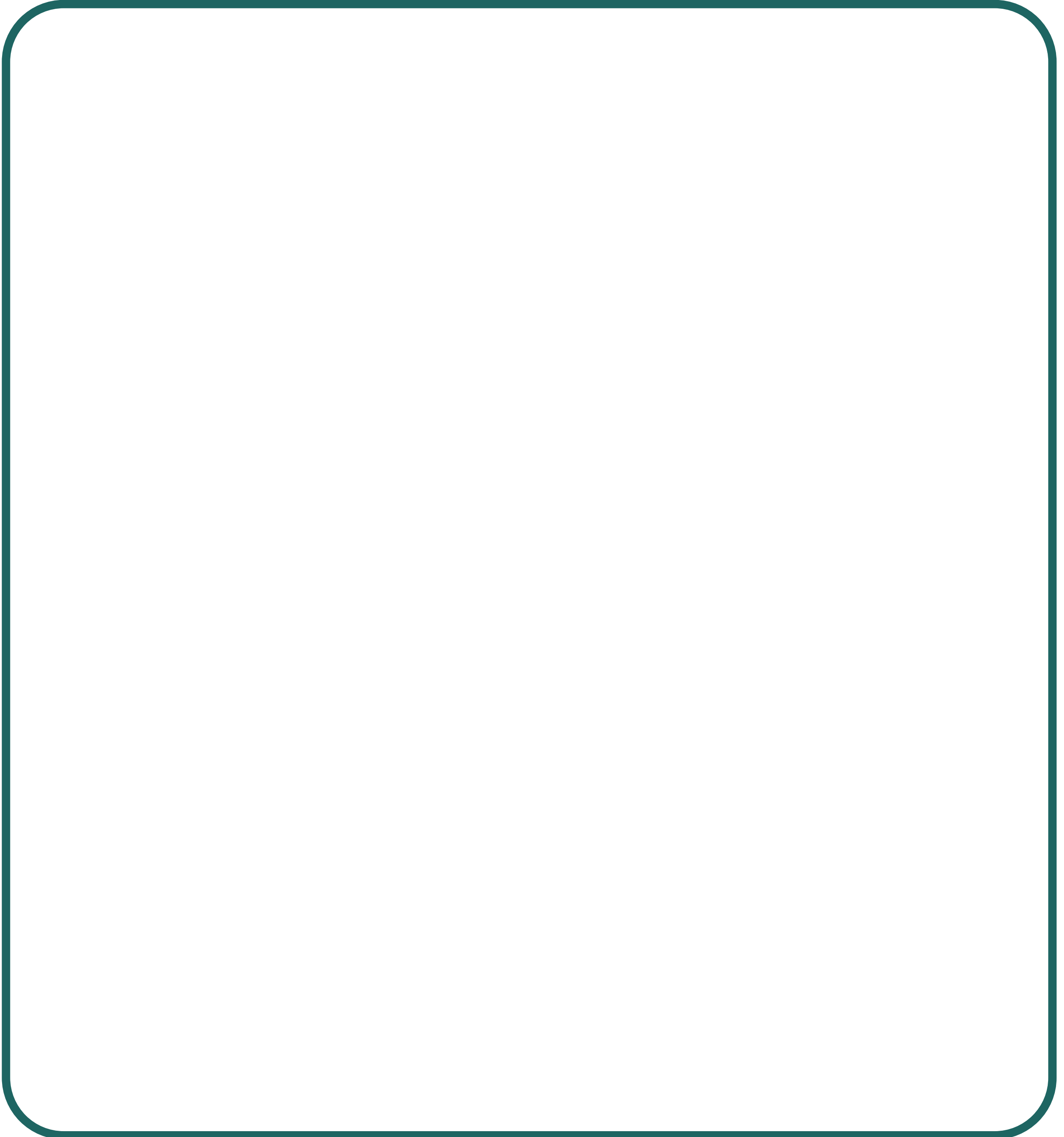


7.

Happiness Anger Fear Sadness
Contempt Surprise Disgust

Activity 2b

Instructions: in the box below, write down as many different emotion words as you can in 1 minute.



Activity 2c

Instructions: Fill in the box to complete the emotion, message or action.

EMOTION

Happiness

Worry

Shame

Anger

Sadness

MESSAGE

I need to enjoy this moment.

I need to feel better about myself.

I need to explore and learn.

I need comfort.

I need safety.

ACTION

Show gratitude.

Talk to a friend.

Ask a question.

I will resolve the problem.

Remove myself from the situation.

Activity 2d

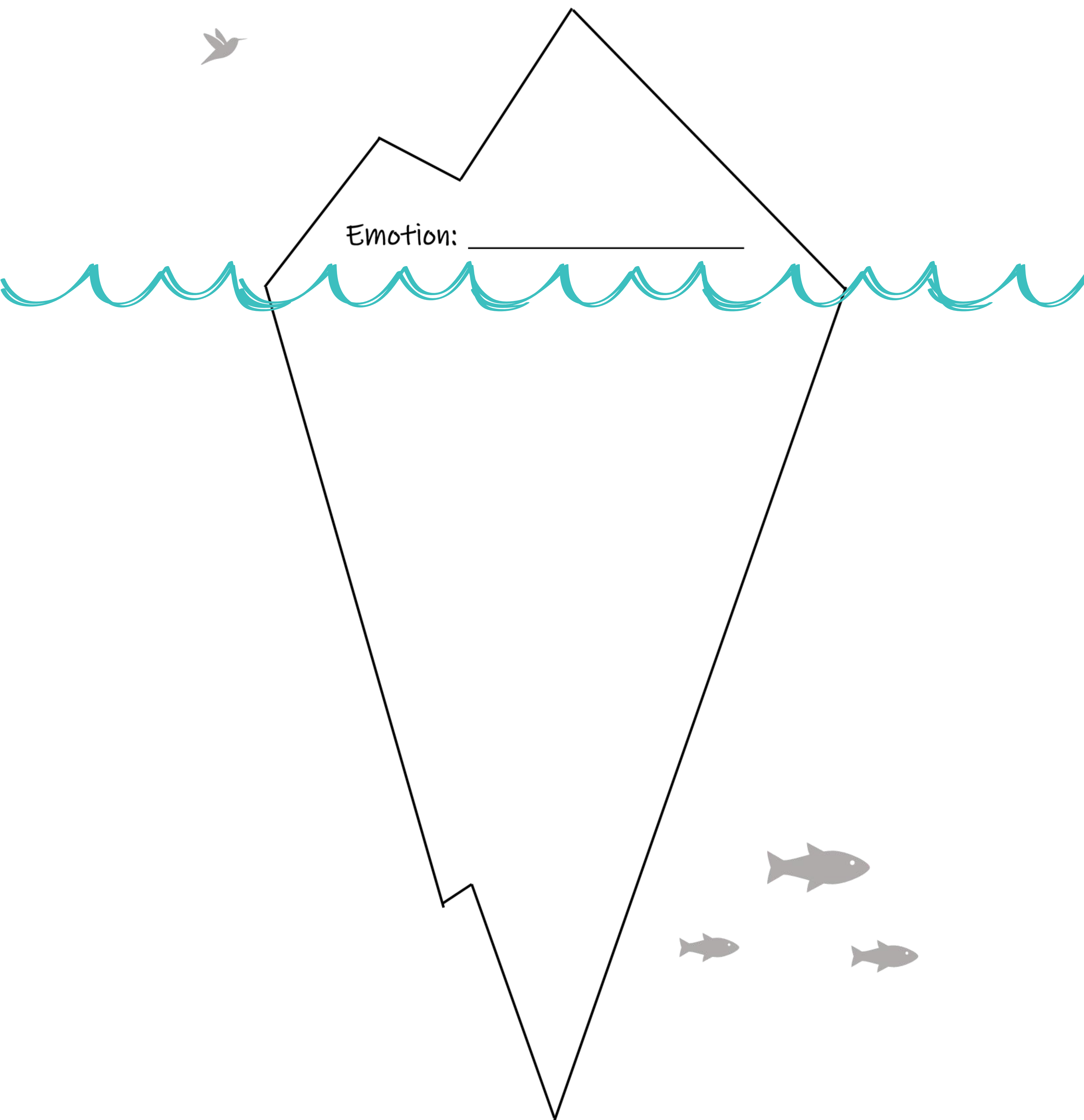
Instructions: Write down some of your triggers in the green box. Then for each stage, write down how you feel (emotions and body sensations) and some behaviours you might show.

MY TRIGGERS:

	ESCALATION	CRISIS	DE-ESCALATION	DEPRESSION
Feelings				
Behaviours				

Activity 2e

Instructions: Choose a secondary emotion and write it in the tip of the iceberg. This is the emotion that others might see. Now think about everything that is going on underneath and write down all the primary emotions under the surface

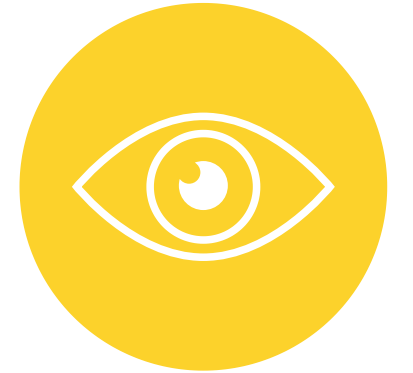


Activity 3a

Instructions: Complete the 5-4-3-2-1 grounding exercise below, focusing on your senses. This helps us feel calm and present in the moment.

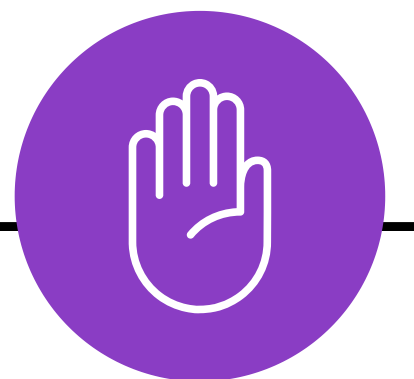
5

Things you can see:



4

Things you can touch:



3

Things you can hear:



2

Things you can smell:



1

Thing you can taste:



Activity 3b

Instructions: Make a list, or draw all the things you can think of that boost your mood and help calm you down. Try coming up with a playlist to boost your mood or a quick exercise routine to release stress.

THINGS THAT MAKE ME HAPPY

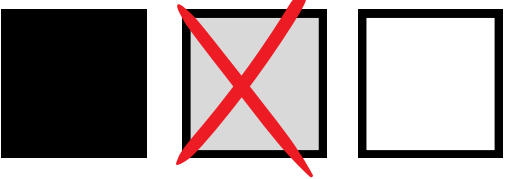
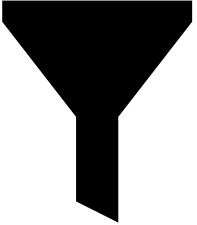

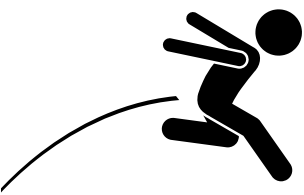

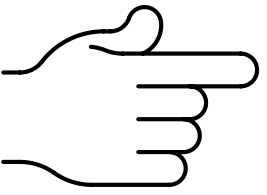
THINGS THAT CALM ME DOWN

MY PLAYLIST

MY WORKOUT

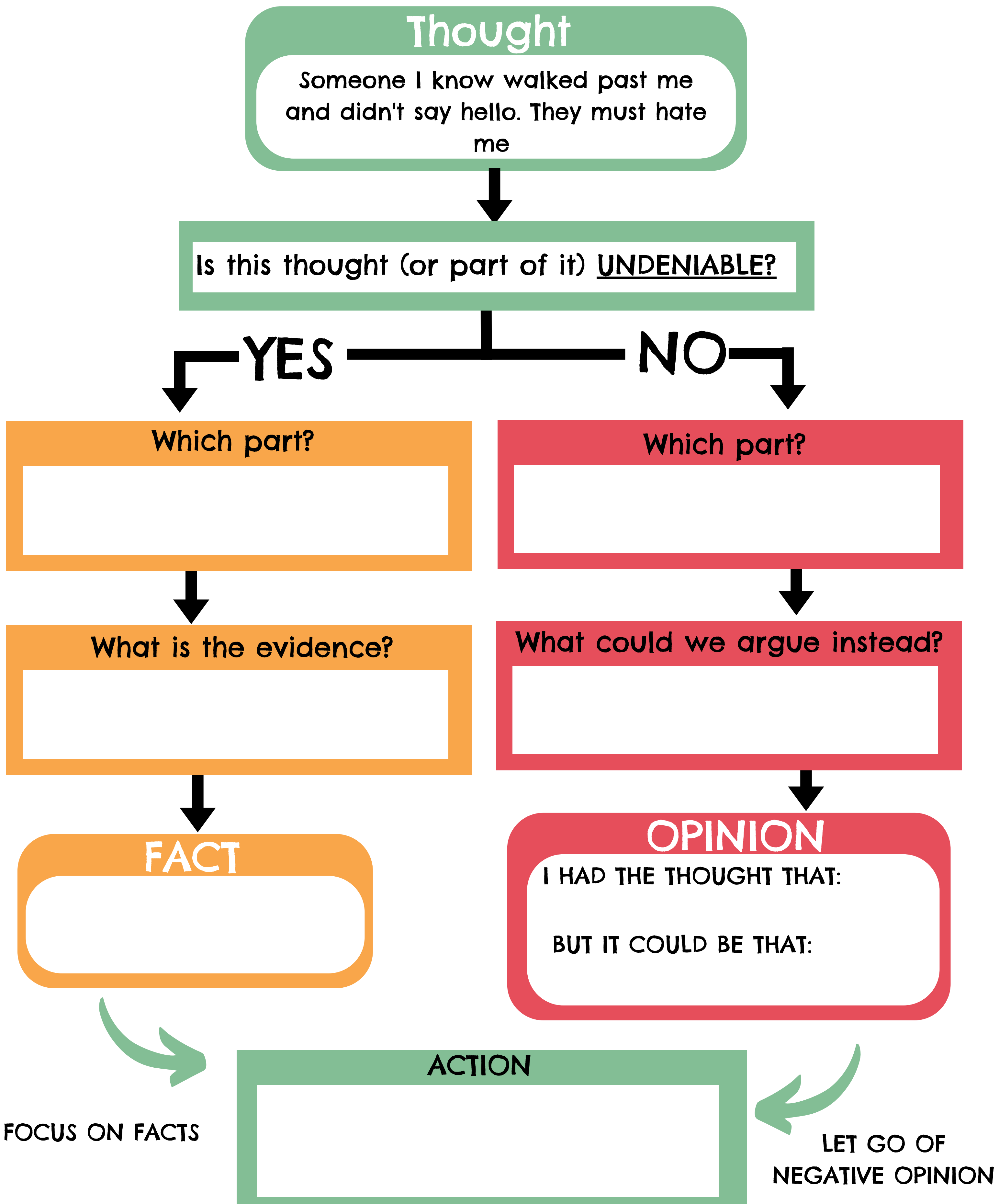
Activity 3c

Instructions: Read through the unhelpful thinking styles below and tick the ones that might apply to you. Think about how you could challenge these unhelpful thinking styles

Unhelpful Thinking Style	Description	Solution	✓
All or Nothing 	<p>“It’s either perfect or I’ve failed” Extreme thinking can cause us to be overcritical or give up easily.</p>	List alternatives that fall between the extremes.	
Mental Filter 	<p>“Everything is terrible” Focusing on the negatives and discounting the positives.</p>	Gratitude and affirmation journal, challenge negative thoughts.	
Catastrophising 	<p>“This is the worst thing ever” Imagining and worrying about the worst possible outcome.</p>	Decatastrophising thought challenge, set worry time.	
Jumping to Conclusions 	<p>“I know what’s happened” Making assumptions (often negative) without evidence.</p>	Write down all the evidence or do a fact vs opinion check (p31).	
Should/Must 	<p>“I must do this” Setting unrealistic expectations of yourself which may decrease self-esteem.</p>	Set realistic expectations and avoid overcriticising.	
Personalisation 	<p>“It’s all my fault” Over personalising situations or assuming responsibility or involvement without reason.</p>	Challenge negative thoughts about yourself, write down alternatives.	

Activity 3d

Instructions: Follow the chart below to see how we can separate facts and opinions when we have negative thoughts.



Exercise 4.1

Instructions: Draw two lines connecting each conflict approach to one pro and one con.

Pros

- Helps you learn, come up with new ideas, and improve relationships.
- Protects you or gives you more time to think
- Ensures your need gets met over someone else's
- Ensures both your needs are at least partly met.
- Shows empathy and can improve relationships by helping someone else.

- Avoid
- Accommodate
- Compete
- Compromise
- Collaborate

Cons

- Risks damaging the relationship
- Neither person's needs are met FULLY
- Your needs are not met
- Risks the issue not being resolved
- Not always possible if there are a set number of options and can take time.

Activity 4a

Instructions: Think of a time when each approach would work well and a time when it might NOT work so well. Fill in the boxes below.

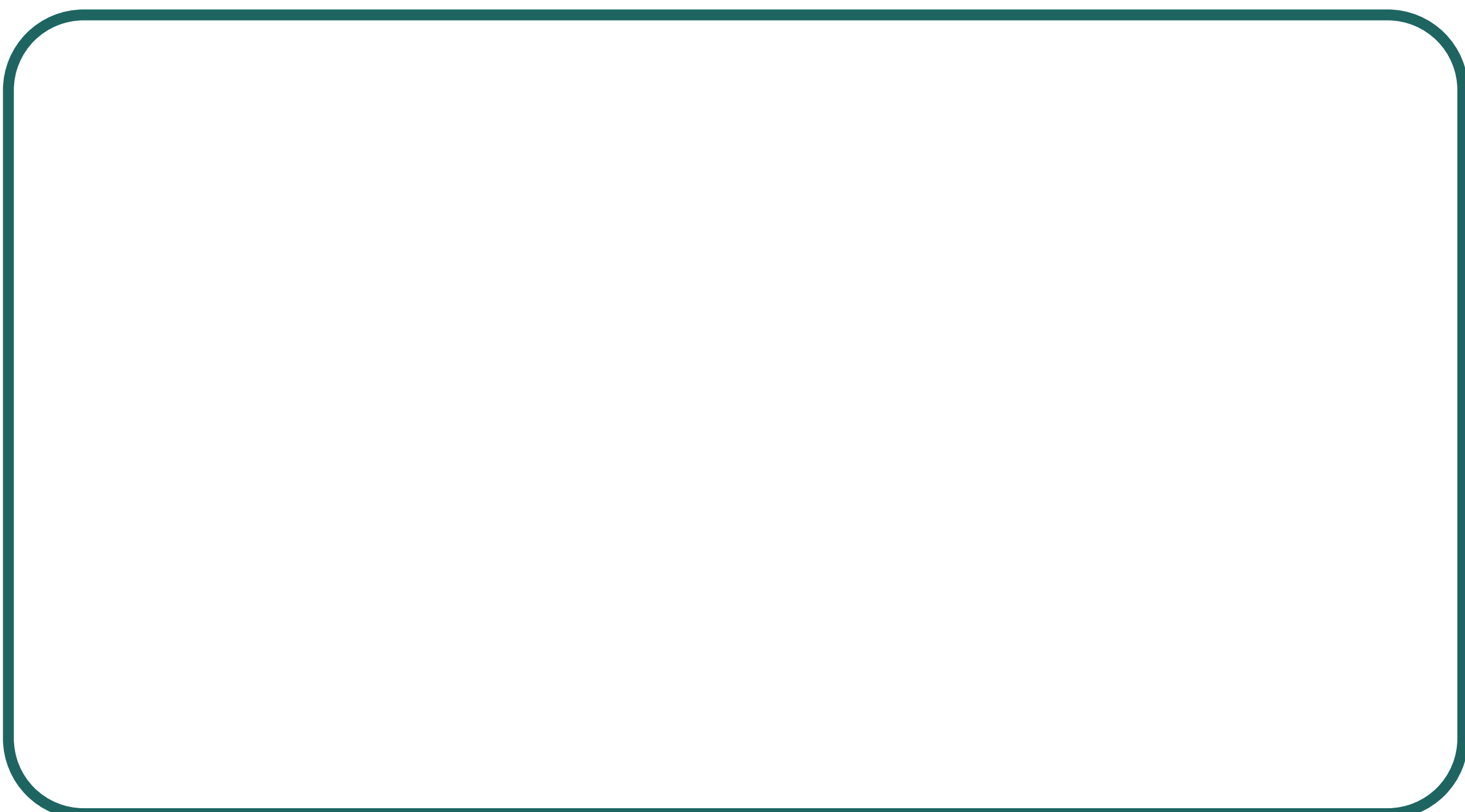
	AVOID	ACCOMMODATE	COMPETE	COMPROMISE	COLLABORATE
GOOD	When a stranger starts a fight with you				
NOT SO GOOD	When something is bothering you				

Activity 4b

Instructions: What makes a good listener? Write down some ideas in the box below. Hint: Think about where the listening takes place and the listener's body language and actions.



Instructions: Now ask yourself what is hard about listening? Write down some ideas in the box below.



Exercise 4.2

Instructions: Match the YOU-Statements to the I-Statements

YOU never listen to me! I might as well talk to the wall.

I FEEL overwhelmed WHEN the house is cluttered and i can't find what I need.

YOU'RE always late.

I FEEL frustrated WHEN we can't communicate.

YOU'RE always telling me what to do. YOU don't own me!

I FEEL undervalued and powerless WHEN my voice isn't heard.

YOU always leave your stuff everywhere YOU'RE so messy.

I FEEL stressed WHEN there is lots to be done. I am struggling and could use some help.

YOU always ignore me, YOU'RE so rude.

I FEEL unimportant WHEN we don't meet on time.

YOU'RE so lazy, YOU never help!

I FEEL hurt and underestimated WHEN I am not trusted to make my own decisions.

Activity 4c

Instructions: Now try writing your own I-Statements:

YOU-Statement	I-Statement
You never call or text. You don't care about me!	I feelwhen
You're always in my space! Back off!	I feelwhen
You're always shouting for no reason! It's not fair!	I feelwhen

Activity 4d

Instructions: Rewrite these responses in an assertive communication style.

SCENARIO	Someone keeps interrupting while you are explaining something.
Passive	Sorry, you go first.
Assertive	

SCENARIO	The waiter at a restaurant brings you the wrong order.
Aggressive	You got it wrong you idiot!! Change it now!
Assertive	

Website Links



My Brain
Webpage



My Emotions
Webpage



My Wellbeing
Webpage



Our Relationships
Webpage

Video Links



Parts of the
Brain Video



Teenage
Brain Video



Emotional
States Video



Brain Chemicals
Video



Coping Skills
Video



Unhelpful
Thinking Styles
Video



Intrusive
Thoughts
Video

Exercise Answers

Exercise 1.1

1. Lizard - Flight response.
2. Monkey - reflection & problem solving.
3. Monkey - empathy.
4. Lizard - Fight response.
5. Lizard - Fight response.
6. Monkey - planning.
7. Lizard - Flight response.
8. Lizard - Flight/Freeze response.
9. Monkey - reflection.
10. Lizard - physical response.
11. Monkey - planning.
12. Monkey - reflection & problem solving.

Exercise 1.2

1. Alert and Engaged: Dopamine, Adrenaline, GABA Glutamate.
2. Freeze and Shutdown: Cortisol.
3. Anxious and Afraid: Adrenaline, GABA Glutamate, Cortisol.
4. Rest and Digest: Serotonin, Oxytocin, Endorphins.
5. Fight and Flight: Adrenaline, Cortisol.

Exercise 2.1

1. Anger
2. Disgust
3. Fear
4. Surprise
5. Happiness
6. Sadness
7. Contempt

To learn more visit the Paul Ekman Group website.

Exercise 4.1

Avoid: Pro 2, Con 4
Accommodate: Pro 5, Con 3
Compete: Pro 3, Con 1
Compromise: 4, Con 2
Collaborate: 1, Con 5

Exercise 4.2

1. You never listen - I feel undervalued and powerless...
2. You're always late - I feel unimportant...
3. You're always telling me what to do - I feel hurt and underestimated...
4. You always leave your stuff everywhere - I feel overwhelmed...
5. You always ignore me! - I feel frustrated...
6. You're so lazy - I feel stressed...

Activity Example Answers

NOTE: All activities are open to interpretation. The below answers may be used as a guide but there are no correct answers as activities are based on personal experiences. Not all activities have example answers.

Activity 1a

Lizard Pros: keep us safe, emotionally honest, reacts quickly.

Lizard Cons: Doesn't consider full picture or others emotions.

Monkey Pros: Considers all options and other's feelings.

Monkey Cons: Takes longer, we can sometimes hide our emotions.

Activity 1b: No Answers

Activity 2a: No Answers

Activity 2b: See page 16

Activity 2c

1. I need reassurance.
2. Show self-compassion.
3. Curiosity.
4. I need to address an injustice.
5. Self-soothe or seek help.
6. Fear.

Activity 2d Example Answers

Escalation feelings: temperature and heart rate rising, sweaty palms.

Escalation behaviours: tapping, fidgeting, standing up, clenching fists and jaw.

Crisis feelings: fast heart, anger, hotness.

Crisis behaviour: crying, shouting, running away, swearing.

De-escalation feelings: heart rate and temperature falling, muscles relaxing.

De-escalation behaviour: calming down, slow movement, lowering voice

Depression feelings: tiredness, sense of guilt, slow heart rate and breathing

Depression behaviours: shrinking body posture, withdrawal, thinking more clearly.

Activity 2e Example Answers

Emotions that might underlie anger include: rejection, disappointment, betrayal, disrespect, guilt, jealousy, embarrassment, sadness, shame, hurt, frustration, impatience, bitterness, isolation, loneliness, tiredness etc.

Activity 3a: No Answers

Activity 3b: No Answers

Activity 3c

Undeniable = "They walked past. I did not HEAR them say hello".

Evidence = I saw them and recognised them. I did not hear them say hello.

Fact = Some one I know walked past me and I didn't hear them say hello.

Deniable = They hate me.

Argue instead = They don't hate me they just didn't see me.

Opinion: I HAD THE THOUGHT THAT: They must hate me.

BUT IT COULD BE THAT: They didn't see me.

Action: I will message them and ask if they want to hang out.

Activity 4a

Avoid: good when in physical danger, not so good when a decision needs to be made.

Accommodate: Good when their needs are greater, not so good when your needs are greater.

Compete: Good when your need is greatest, not so good when it could damage a relationship.

Compromise: good when you have equal needs, not so good when it doesn't meet either need fully.

Collaborate: Good when there are many possible solutions, not so good in a right or wrong situation.

Activity 4b Example Answers

Trust, genuine interest, open body language, encouragement, nodding, no judgement, kindness, eye contact, asking questions, not interrupting, not getting distracted etc.

Activity 4c Example Answers

- I feel isolated and hurt when we don't communicate.
- I feel overwhelmed and stressed when I don't have time to myself.
- I feel confused and upset when an argument escalates before we have time to talk.

Activity 4d Example Answers

- Please allow me to finish my answer, then I am interested to hear what you think.
- I understand that it is busy tonight and you may not have heard my order. When you have time please could you change this for *correct order*.

Cyrenians SCCR - Emotions and
the Brain Workbook



Tell us what you
thought of the
workbook



For advice on where
to get help scan here

FIND OUT MORE ABOUT OUR WORK

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