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## Lesson 1

# Introduction to the Heroes Circle



## Theme

This lesson will introduce the Heroes Circle and Senseis Richard Plowden, Peter Davenport, and Michael Hunt.

## Key Message

Hard work, dedication, and perseverance will help you accomplish the goals that you set for yourself.

## Lesson 1: Vocabulary

### Sensei

A Japanese term used in martial arts meaning "teacher"

### Goal

Something that you hope to achieve in the future

### Dedication

A feeling of very strong support or loyalty to someone or something

### Taekwondo

A martial arts style that originated in Korea and that use kicks and punches but no weapons

### Perseverance

The quality that allows someone to continue trying to do something even though it is often hard

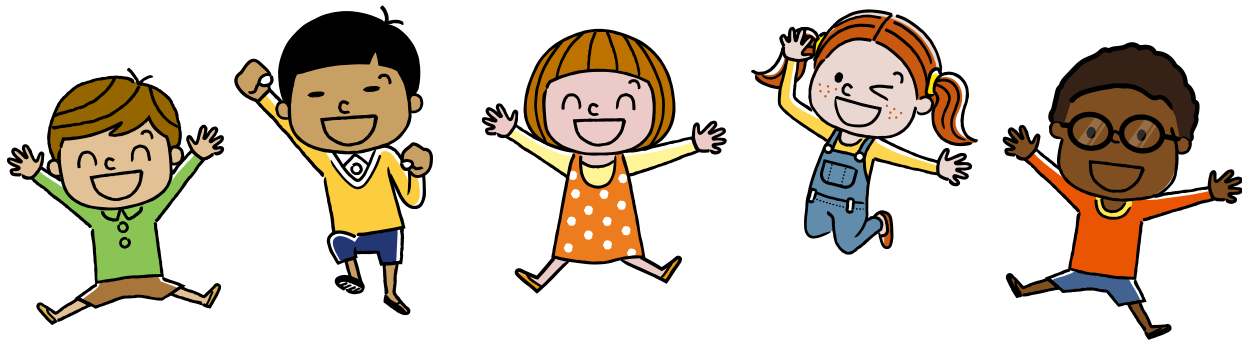
### Mantra

A word or phrase that is repeated to express a person's basic beliefs.  
**Power Peace Purpose**



## Monday: Theme Introduction and Video

- Introduce the Heroes Circle to the students: Today we are going to join the Heroes Circle. The Heroes Circle is made up of children from all over the world who use the power of martial arts breathing and movements to feel super strong in all sorts of situations in life. This week we will focus on the importance of hard work, dedication and perseverance when working on a goal that you set for yourself.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-1/>
- After watching the video, lead discussion on this week's theme:  
**Hard work, dedication, and perseverance helps you reach the goals that you set for yourself.**



## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Recall Sensei Richard's examples from the video. The teacher will discuss the importance of having goals in life. When you have a goal that you are working toward, hard work and dedication will help you reach that goal.
- Ask students to share their examples from a time that they had to work hard to achieve a goal.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the video: Hard work, dedication, and perseverance help you to reach the goals that you set for yourself.
- Recall yesterday's discussion that focused on the importance of hard work, dedication, and perseverance. Discuss how these three ideas help people reach the goals that they set for themselves.
- **Discussion:** What does it mean to set a goal for yourself? What goal did Sensei Richard set and achieve? The teacher will share a story of a time when he/she set a goal and what he/she did to reach that goal.
- Ask students to spend some time thinking about a goal that they would like to set for themselves. It can be an academic, physical, personal or social goal.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 1**
- **Activity: My Goals.** Students will set a personal goal and a learning goal that they would like to work toward this year for entitled "My Goals."

## Friday: Sharing

- Students will complete their writing for yesterday's Goal-Setting Activity.
- Ask for volunteers to share their goal and their plan to reach their goal from this week's activity, "My Goals."
- **Wrap-Up Weekly Key Message:** Remember you are becoming a powerful martial artist. Three of the most important ways you can reach any goal is by working hard, being dedicated to be the best you can be and never giving up on your goals.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 1: Extensions — Michigan Health Standards

**These extensions incorporate activities aligned to the Michigan Health and Social Studies standards. For each grade level, supplementary guidance is included to broaden the scope of the lessons and integrate additional subject area standards. Action statements for each health standard are in bold for easy identification and clarity.**

### 2nd Grade

- After students have set a goal, discuss the steps necessary to achieve that goal. Allow students time to create a step-by-step plan to work toward and achieve their goal, including appropriate time frames (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.6).
- During Friday's discussion time, encourage students to actively listen and engage while others are presenting. Have all students sit facing the presenter with quiet bodies and hands. Model and encourage students to clap after each student presents (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.8).

### 3rd Grade

- If students select a physical goal, encourage students to develop a plan personalized to meet their goal (Strand 1: Nutrition and Physical Activity; Standard 5 - Goal Setting; 1.6).

### 4th Grade

- During Friday's discussion time, encourage students to discuss who they can turn to when they need help making decisions and solving difficult problems. Ask students to list the characteristics of people they would consider in these times (Strand 4: Social and Emotional Health; Standard 2 - Access Information; 4.2).
- As students identify and set goals, discuss the importance of motivation to work toward and achieve their goal. Be sure to discuss the benefits of positive self-talk to manage feelings of discouragement and setbacks (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3).
- After students have identified a goal, discuss the steps necessary to achieve that goal. Allow students time to create a step-by-step plan to work toward the achievement of that goal and achieve their goal, including steps to evaluate the success or failure of their plan (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.6).

## Lesson 1 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, 4th Grade

- During Friday's discussion time, after student volunteers have presented, allow for a group conversation about the different goals and strategies students employed. Ask students what differences they observed in the goals shared and what outcomes might result as students work to achieve those goals (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- Encourage goal setting at the classroom or school level. Ask students to identify areas in the classroom (or school) they want to see improved. Allow the class to vote on and select one measurable goal. As a class, create an "action plan" outlining the steps necessary to achieve that goal. Consider creating a visual of the goal and developing an "action plan" to be displayed in the classroom, so students are reminded to continue working toward that goal.

## Lesson 1 Modifications

### Kindergarten / First Grade

- To enhance the retention of novel vocabulary in younger students, take a few moments each day to reinforce the terms "goals," "perseverance," and "dedication." Ask students to provide real-life examples of each concept (CCSS.ELA-Literacy.SL.K/1.2).
- Allow students to converse with partners through activities such as turn and talk or think-pair-share as they develop an oral fluency of key Week terms (CCSS.ELA-Literacy.SL.K/1.1).
- During Thursday's and Friday's lessons, provide students with a blank sheet of paper rather than the Lesson 1 Activity Sheet. Help students divide their paper into four sections. In the first section, ask students to draw something that they are already very good at doing. In the second quadrant, students may draw one thing that they would like to try doing for the first time. In the third section, students should draw and label someone who may help them try the activity that they have indicated in the second quadrant. Finally, ask students to draw how they believe they will feel after attempting the activity (CCSS.ELA.Literacy.SL.K/1.4, K/1.5).

### Fifth Grade

- Engage students in a collaborative discussion in order to define and outline behavioral norms and expectations for daily meetings (CCSS.ELA-Literacy.SL.5.1).
- With students, discuss the short- and long-term implications of defining goals. Brainstorm challenges that may arise when working towards achieving goals (CCSS.ELA-Literacy.SL.5.3).
- On the back of the Lesson 1 Activity Sheet, ask students to list three challenges they may face as they attempt to reach their goal. Next to each challenge, students should indicate methods or actions which may be utilized to meet or overcome the challenges. Ask students to share their strategies (CCSS.ELA-Literacy.SL.5.4).

# **I can reach my goals!**

I'm very good at \_\_\_\_\_

I'm still working on \_\_\_\_\_

One thing I've never done before but would like to try

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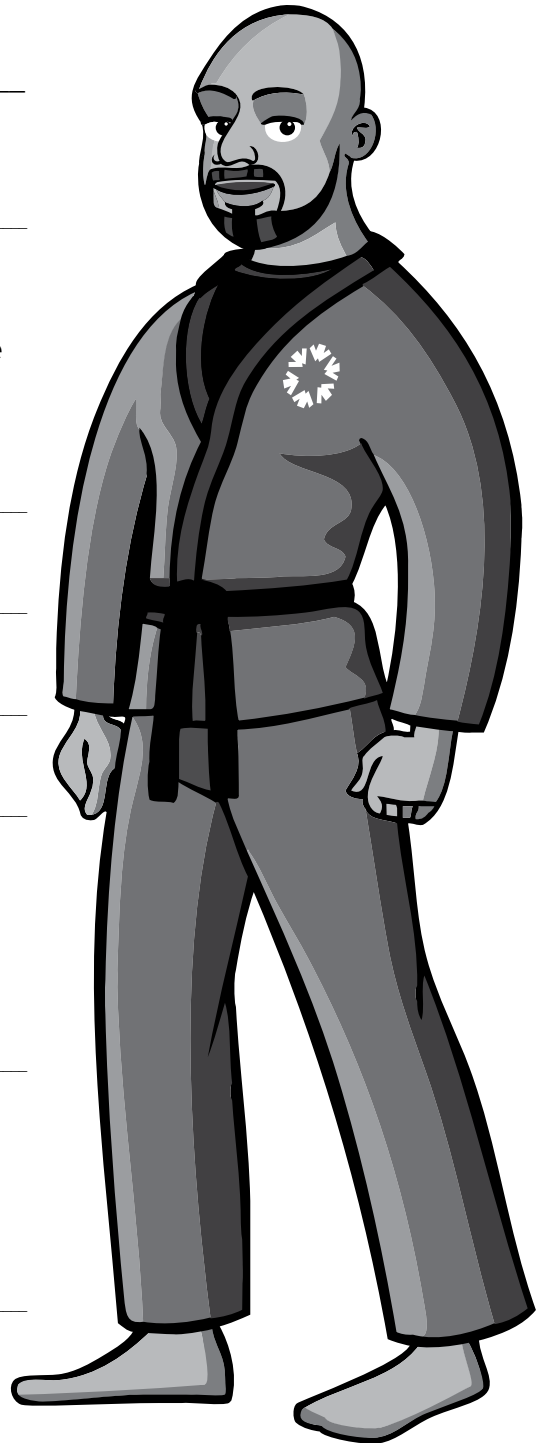
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If I need help, the person I can ask is

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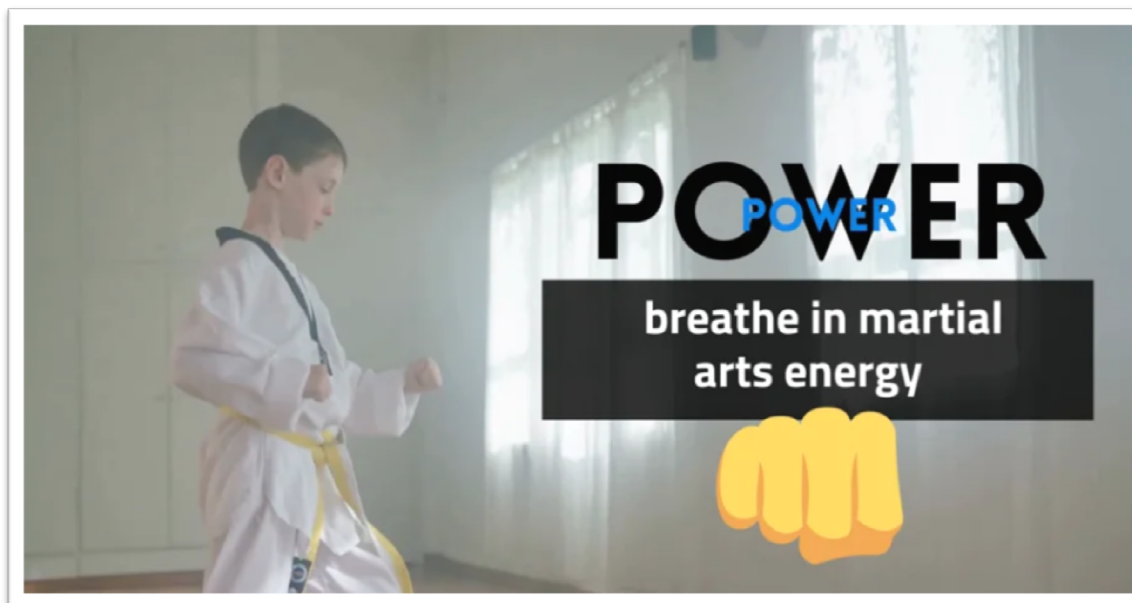
When I finally do it, I think I'll feel

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## Lesson 2

# The Greatest Part of the Martial Artist



## Theme

This lesson will teach students about the most powerful part of every martial artist's body: The brain.

## Key Message

When you take control of your brain, you become VERY powerful.

## Lesson 2: Vocabulary

### Sensei

A Japanese term used in martial arts meaning "teacher"





## Monday: Theme Introduction and Video

- Introduce this week's theme: The most powerful part of every martial artist's body is their brain.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-2/>
- After watching the video, lead a discussion on this week's theme:  
**You control your brain, your brain does not control you.**  
**When you take control of your brain, you become very powerful.**

## Tuesday: Teacher-Led Discussion

- Begin the session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Recall Sensei Richard's example from the video. Discuss the fact that our brain is our most powerful tool. The teacher will give real world examples of their own. Give examples that show how we tell our brain how to control physical movement and how to control the way that we react with our words. We must think before we react physically and verbally in all situations.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Wednesday: Collaborative Conversations

- Ask students to recall Monday's video and this week's theme: We control our brain; our brain does not control us.
- Recall yesterday's discussion that focused on the idea that we control our brain, our brain does not control our actions or our words. When we control our brain, we become very powerful.
- Have a discussion with students about things that they can control (example: their thoughts, the way they respond in positive or negative situations, body movements, etc.)
- Discussion: Focus on student's physical movement and self-control, discuss with students appropriate versus inappropriate ways to respond to everyday situations (someone accidentally steps on your foot, a ball hits you during recess, someone spills milk on you during lunch, etc.). Guide discussion on how to use our brain to stop, breathe, think, and THEN respond appropriately.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 2**
- Recall yesterday's discussion about how we control of our brain.
- **Activity: How Many Words Can You Find?** a word search with several relevant terms that students will hear throughout the series.
- Give students time to complete the activity.

## Friday: Sharing

- Ask for volunteers to share a time when they showed control of their brain in a stressful situation. Later, we will refer to these as "Power Moments" or the "Heroic Response."
- **Wrap-Up Weekly Key Message:** When we are in control of our brain and when we control how we react in situations, we become very powerful martial artists.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Lesson 2: Michigan Health Standards Extensions

### 2nd Grade

- During sharing time, encourage a class discussion about the importance of recognizing, identifying, and expressing emotions. Ask students to explain how and why expressing feelings in a healthy way promotes healthy relationships (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2).
- As the lesson is wrapping up, ask students to describe situations in life or school that may elicit mixed emotions. Discuss how the martial arts movements learned on Monday can help students work through those emotions in a healthy, positive way (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- During Friday's discussion time, encourage students to actively listen and engage while others are presenting. Have all students sit facing the presenter with quiet bodies and hands. Model and encourage students to clap after each student presents (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.8).
- During Wednesday's discussion time, model and have students practice recognizing and expressing their personal feelings appropriately. Describe a tense or negative situation and have students demonstrate the emotional reaction they may experience and a positive way to express that emotion. (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9).

### 3rd Grade

- During Wednesday's discussion time, model and have students practice recognizing and expressing their personal feelings appropriately. Describe an annoying behavior or situation to the group. Then have students demonstrate positive and appropriate ways to confront that behavior (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.10).



## Lesson 2: Michigan Health Standards Extensions

### 4th Grade

- During the discussion time on Thursday and Friday, ask students about everyday ways they may deal with and pay specific attention to potential bullying behaviors. Lead a short discussion describing how you have witnessed students encounter bullying in or around school. Have students discuss the effects teasing and bullying can have on others (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.1).
- As students discuss difficult/stressful/tense situations, explain how positive self-talk can help manage those difficult feelings. Ask students to practice those techniques as they work through difficult situations (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3).
- Students may describe situations that are upsetting or frustrating. Discuss strategies that can help students manage those strong feelings. Make sure to discuss the importance of managing anger in a healthy, positive way (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).
- As you outline and discuss the various difficult situations students may encounter, explain the decision making and problem-solving steps they will need to use to navigate those experiences. Help students understand the importance of using these steps to resolve difficult situations in an appropriate and positive manner. Allow time for students to practice and apply these steps to various situations they have or may encounter (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6).
- After discussing the various negative, daily interactions, ask students to describe the steps of conflict resolution. Additionally, ask students to describe the necessary characteristics needed to resolve daily conflict in a positive manner (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7).
- During Wednesday's discussion time, ask students to partner or group up and apply the steps of conflict resolution to a situation they have encountered. Students should reenact a negative situation they experienced and resolve it using conflict resolution (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.8, 4.9).

## Lesson 2 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- During Friday's discussion time, after student volunteers have presented, allow for a group conversation about the different strategies students employed. Ask students what differences they observed and what outcomes might result as students work to achieve those goals (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- not applicable to this lesson

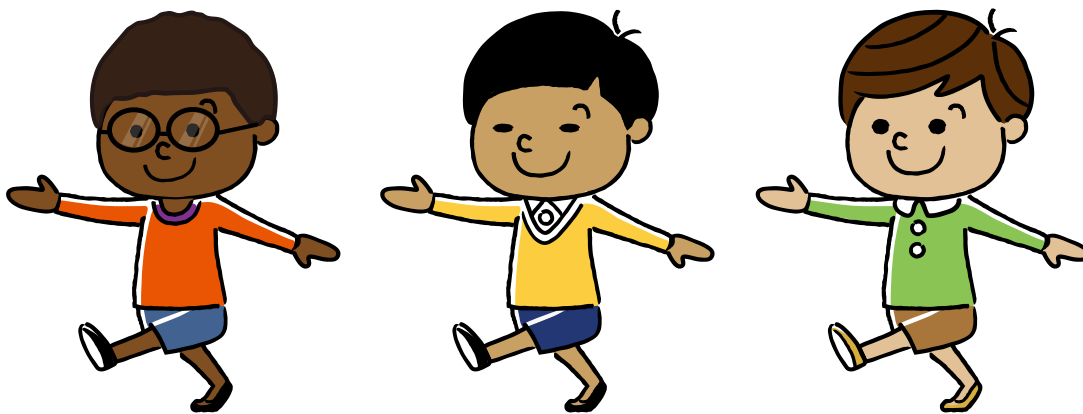
## Lesson 2 Modifications

### Kindergarten / 1st Grade

- Compare and contrast physical and verbal responses. Prompt students to provide real-world examples of both. Discuss potential positive and negative results that may lead from utilizing each type of response (CCSS.ELA-Literacy.SL.K/1.1).
- Through student-led discussion, define the words “power” and “powerful.” Guide students to understand that being powerful does not always indicate possessing power in a physical sense (CCSS.ELA-Literacy.L.K/1.5).
- Prior to completing the Lesson 2 Activity Sheet, review the terms “purpose,” “stress,” “control,” and “sensei.” Project the Lesson 2 Activity Sheet onto the board and allow students to locate words together. Check for student understanding and retention of vocabulary by asking students to use each word in a sentence (CCSS.ELA-Literacy.SL.K/1.6).

### 5th Grade

- On Tuesday, after asking students if they have ever reacted inappropriately in a stressful situation, guide a student-led discussion about appropriate responses. Provide theoretical situations in which individuals responded inappropriately to stress. Allow students to suggest alternate, more appropriate responses. If willing, students may present personal examples and ask for peer input through small or whole-group discussion (CCSS.ELA-Literacy.SL.5.1).
- Use the Week Four Activity Sheet as a graphic organizer for student writing. After students identify emotions which they are currently feeling, students should describe why they believe each emotion is present. Ask students to elaborate on how these emotions are affecting their overall frame of mind, reactions to external stimuli, and relationships with others (CCSS.ELA-Literacy.W.5.2).
- While wrapping up the week, ask students to collaboratively summarize the lesson by providing a claim with key details and supporting evidence (CCSS.ELA-Literacy.SL.5.3).



# How many words can you find?

powerful  
purpose  
stress  
control  
peace

darkness  
light  
brain  
sensei  
power



p	p	o	w	e	r	b	n	d	i
u	l	i	g	h	t	r	j	a	d
r	c	p	j	y	k	a	a	r	d
p	u	g	o	z	l	i	b	k	c
o	s	s	k	w	r	n	x	n	o
s	t	p	e	a	e	g	w	e	n
e	r	h	e	n	a	r	e	s	y
b	e	x	l	a	s	r	f	s	r
e	s	x	m	b	c	e	r	u	o
h	s	h	w	v	j	e	i	v	i



## Lesson 3

# Stress and the Brain



## Theme

This lesson will help students understand that although their brains control their bodies, they are in control of their brains.

## Key Message

When your brain is stressed, it can make you experience many different negative feelings. It's easy for these feelings to control your life and make you—and everyone around you—miserable.

When you use your breath to relax your body, you are telling your brain that YOU are taking control.

## Lesson 3: Vocabulary

### Stress

A state of mental tension and worry caused by problems in your life or work.

### Stress Response

The human body's reaction to anything that throws it off balance including injury, infection, fear, exercise, or pain.

### Breath Brake®

A tool that we can use when we feel our body reacting to something that makes us feel scared, angry, sad, or anxious.

## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will help students understand what happens to their brains in stressful situation and will remind them that they can control their response.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-3/>
- After watching the video, lead a discussion on this week's theme:  
**What happens to our brains in stressful situations?**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Recall Sensei Richard's example from the video. One of your friends makes a little joke at your expense. You feel disrespected, embarrassed, or angry. What they said is minor, maybe a level 2, which isn't so bad, but to you feels serious and hurtful, more like a level 8 or 9.
- What's really happening is that all the memories that are stored in your brain can be triggered by your friend's joke. Those negative feelings—like when your mother yelled at you last night or when you felt embarrassed in front of your friends last week—all come flooding out and make that level 2 comment add up to a much bigger deal. Your brain remembers all your pain and brings it up over and over.
- The teacher will give real-world examples of their own and then ask students if they have ever overreacted to a simple comment or action made by a friend or family member. Maybe they made a very big deal over something that was minor because they had some other negative things on their mind from another time (earlier in the day, yesterday, or even last week).
- End the lesson by having students stand at attention, bow, and repeat our mantra:  
**Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from Monday's video focusing on how stress affects our brain.
- Recall yesterday's discussion that focused on how sometimes a small gesture or comment can become a big deal if we have other things on our mind that are bothering or hurting us. The brain remembers all those negative feelings and pain and brings it up again and again. This can sometimes cause a minor offense to feel like a very big one.
- **Discussion:** Today we are going to talk about the **Stress Response**. The stress response is the body's reaction to anything that throws off the balance inside—injury, infection, fear, exercise, or pain. Feeling **ANGER** is a great indicator of the **STRESS** response and it's completely natural. Everything in our world changes when we are under stress and so does the way we respond to our world and those around us.



## Wednesday: Collaborative Conversations

- Students may have experienced the Stress Response to a personal situation, or they may have witnessed the stress response from a family member or friend. Example: A parent/grandparent who is ill may be very short tempered and quick to overreact. They may yell a lot. This is a stress response to the pain, worry, and fear that they may be experiencing. The teacher may share their own experience and students are invited to share their own experiences.
- Remind students that in Monday's video, Sensei Richard said that when you use your breath to relax your body, **YOU** are telling your brain that you are in control. You put yourself in a place of power by using your breath to stop the stress signals in your body by using this tool, anytime and anyplace. It's called a Breath Brake. We call it a Breath **B-R-A-K-E** because a Brake **STOPS** the stress signals in your body and tells your brain that **YOU** are in control and that is very powerful.
- Practice taking slow, deep breaths with the students.
- End by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 3**
- Recall yesterday's discussion about helping ourselves control our response to stress by taking control of our brain. We use our breath to relax our bodies which tells our brain that WE are in control.
- **Activity: I Am in Control.** On the activity sheet, students will write a paragraph about something that causes them to feel stressed (visiting the doctor's office, taking a test, meeting new people, going to a new school, making a presentation, etc.). Encourage students to explain exactly what causes the stress (fear, pain, rejection, etc.) and ask them to explain the strategy that they will use the next time they are in a similar situation. Guide students to write how they can use the breathing strategy.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work from the "I Am in Control" activity sheet.
- **Wrap-Up Weekly Key Message:** When your brain is stressed, it can make you experience many different negative feelings. It's easy for these feelings to control your life and make you and everyone around you miserable. **As a powerful martial artist, when you use your breath to relax your body, you are telling your brain that YOU are taking control.**
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Lesson 3 Extensions: Michigan Health Standards

### 2nd Grade

- As students share their own experiences with the stress response, discuss the benefit and importance of identifying the feelings they are feeling. Take the discussion a step further and ask students how expressing these emotions can help their relationships in a healthy and positive manner (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2).
- If, during the discussion time, students are describing situations that elicit similar emotions, describe additional situations that bring up other emotions — surprise, frustration, sadness, etc (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- When students share their experiences, ensure students can and do recognize the emotion each situation brings up. Discuss strategies to express these emotions appropriately - i.e. open communication, body language, etc (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9).
- A common response to stress is anger. During Thursday's discussion time, lead a discussion about strategies to manage and overcome strong feelings, like anger. Lead students through these strategies, allowing them the chance to practice these strategies (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.10).

### 3rd Grade

- Some of the situations students describe will include annoying behavior. Discuss appropriate ways and strategies to confront that type of behavior (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.10).

### 4th Grade

- Discuss the importance of positive self-talk in handling and navigating difficult situations. Have students practice this technique when working through daily situations (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3).
- Students may describe situations that are upsetting or frustrating. Discuss strategies that can help students manage those strong feelings. Make sure to discuss the importance of managing anger in a healthy, positive way (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).

## Lesson 3 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- During Friday's discussion time, after student volunteers have presented, allow for a group conversation about the different strategies students employed. Ask students what differences they observed and what outcomes might result as students work to achieve those goals (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- not applicable to this lesson

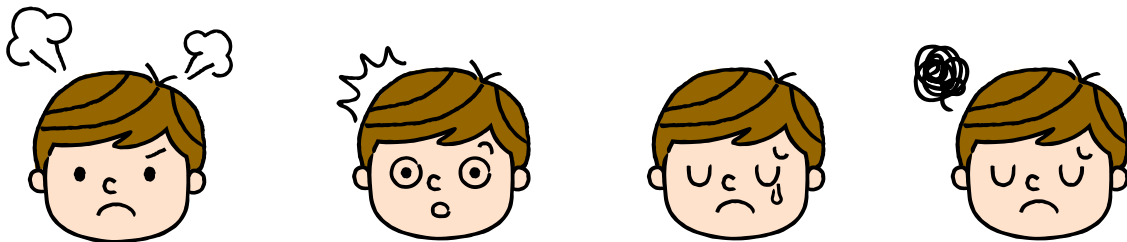
## Lesson 3 Modifications

### Kindergarten / First Grade

- To understand “stress,” students must understand the concept of mental tension. Provide examples of mental tension while allowing students to collaborate. Differentiate between mental tension and the resulting physical response (CCSS.ELA-Literacy.L.K/1.5).
- Use a visual to facilitate student understanding of the “levels” of negative thinking. Pause at 00:35 in Tuesday’s video. Draw a vertical number line on the board which includes the numbers zero to ten. While referencing the number line, initiate a conversation by providing real-world examples and student input to solidify understanding of the varying degrees of negative thoughts. For each example, ask students to come to the board and point on the number line to indicate how they would feel in each scenario (CCSS.ELA-Literacy.SL.K/1.1).
- After watching the video, define the terms “clarity” and “focus.” Recall that clarity and focus may be achieved by utilizing centering techniques such as purposeful breathing. Elaborate on the ways that clarity and focus make overcoming stress achievable (CCSS.ELA-Literacy.L.K/1.5).
- On Thursday, provide students with a blank sheet of paper rather than the Lesson 3 Activity Sheet. Ask students to divide their paper in half. In the first half, students should draw something that causes them stress. Brainstorm as a class to create a list of strategies for coping with stress. On the second half of their papers, ask students to draw a strategy from the list which they feel they could utilize the next time they are confronted by stress (CCSS.ELA-Literacy.SL.K/1.4, K/1.5).

### Fifth Grade

- After discussing the short-term effects of stress-induced reactions, ask students to provide concrete examples of ways that redundant negative thoughts and long-term stress may manifest a sense of powerlessness and frustration. Create a cause and effect chart to record student responses (CCSS.ELA-Literacy.SL.5.1).
- On the back of the Lesson 3 Activity Sheet, ask students to elaborate on their response. How will successfully identifying stressors and utilizing coping techniques improve clarity and focus? How will this be useful in overcoming challenges? (CCSS.ELA-Literacy.W.5.2).



## I am in control



Write about something that causes you to feel stressed.

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Explain exactly what causes the stress.

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Next time I am feeling stressed I can...

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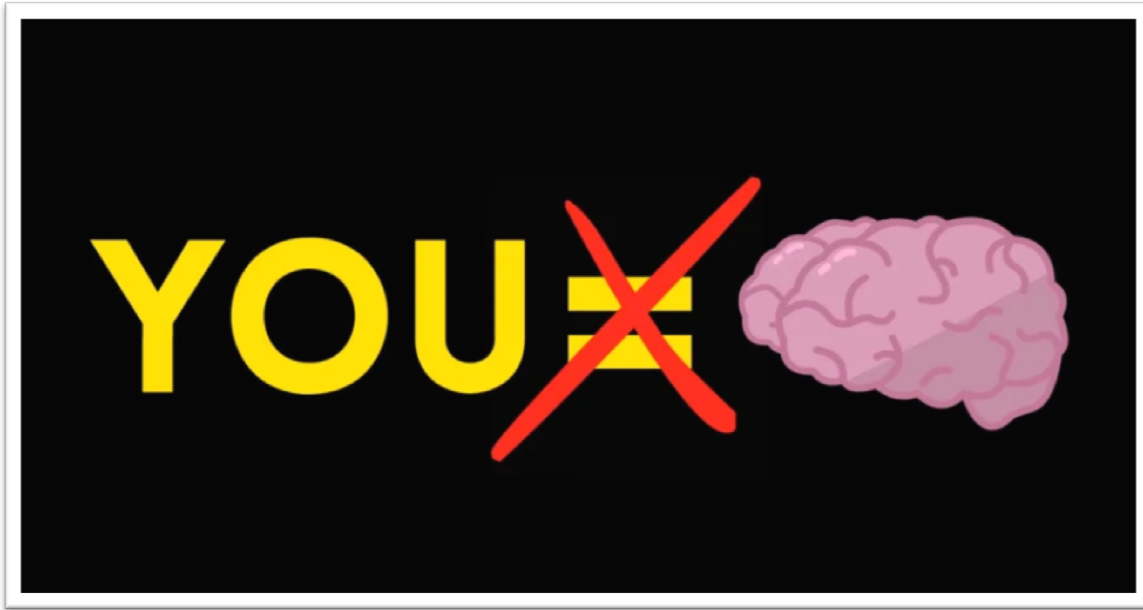
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## Lesson 4

# You Are Not Your Brain



### Theme

This lesson will help students understand that although their brains control their bodies, they are in control of their brains.

### Key Message

Your brain controls your body, but YOU control your brain. By recognizing stressful situations, we can control the way our brains respond to stress.

## Lesson 4: Vocabulary

### Cell

Any one of the very small parts that together form all living things

### Synapse / Synaptic Connection

The place where a signal passes from nerve cell to another in the brain

## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will help students understand that although their brains control their bodies, they are in control of their brains.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-4/>
- After watching the video, lead a discussion on this week's theme:  
**Your brain controls your body, but you control your brain.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Recall what The Brain said in the video, "The truth is, your brain is just another organ of your body like your liver, lungs or kidneys. YOU ARE NOT YOUR BRAIN. You are your SOUL, the amazing light that is inside of you. Your choice in life is to find the power to reach inside of yourself and respond to the challenges of the moment with the light inside of you and not just your body."
- **Discuss:** If we control our brain, then we control our thoughts and all the ways that we respond to situations. We can choose to respond in stressful situations with anger, fear, or sadness, OR we can reach down to our soul and take the first step; recognize the stress.
- The teacher will give real world examples of their own. Give an example that demonstrates a time that a person responded poorly to a situation. Instead of pausing, recognizing the source of the stress, and addressing it, the teacher simply reacted without much thought.
- Ask students if they have ever reacted without thinking in a stressful or difficult situation. Was the reaction appropriate?
- End the lesson by having students stand at attention, bow, and repeat our mantra:  
**Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week: Your brain controls your body, but you control your brain.
- Today let's talk about how we can teach our bodies to recognize that we are having a stress response. The first step is to recognize that you are experiencing it. Listen to your voice and notice that your muscles are tightening. Locate the area of tightness. Noticing and locating the tightness is the first step to controlling our response.
- Discussion: Ask students to think about a time when they felt stress. Say to students: "Stop and really think about how you felt. When you are upset, how does your body feel? Describe your breathing."
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 4**
- Recall yesterday's discussion.
- Today students will focus on what is on their mind. Have students take a couple of moments of quiet, reminding them to breathe and really focus on what is on their mind. Are they happy? Excited? Worried? Sad?
- **Activity: What's On Your Mind?** Students will fill in thought bubbles with statements such as:
  - Today I am...
  - I feel...
  - I'm excited because...
  - I was mad this morning because...
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** Your brain controls your body, but you control your brain. By recognizing stressful situations, we can control the way our brain responds.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 4 Extensions: Michigan Health Standards

### 2nd Grade

- Tuesday's discussion time will include an explanation of the decision making and problem-solving steps needed to navigate stressful situations. Help students understand the importance of using these steps to navigate difficult emotions - i.e. fear, anger, sadness. Allow time for students to practice and apply these steps to various situations they have or may encounter. As students describe their own experiences, ask them to stop and employ the strategies you discussed (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.5, 4.6).
- During Wednesday and Friday's lessons, students will be sharing their own thoughts and experiences. Students will use effective listening and attending skills to participate (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.8).
- As students share their experiences, ask students to stop and recognize the response of their brain. The techniques discussed in this week's lesson will help students express these emotions appropriately and positively (Strand 4: Social & Emotional Health; Standard 7 - Social Skills; 4.9).
- The "pause, recognize, and address" technique outlined in this week's lesson will give students the ability to manage strong feelings, including anger. Students will practice these techniques by revisiting past experiences (Strand 4: Social & Emotional Health; Standard 7 - Social Skills; 4.10).

### 3rd Grade

- Students will be given techniques to use in order to positively confront annoying behaviors. These behaviors can cause a stress response in the brain and students will know how to combat that natural response (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.10).

### 4th Grade

- The activity planned for Thursday's lesson will encourage students to identify positive moments or experiences. This is a technique—i.e. positive self-talk—students can use to combat negative emotions and thoughts when their brain may be responding negatively (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3).
- The techniques in this lesson will help students combat the natural stress response in the brain. This will allow students to manage strong feelings, including anger, and respond in a more positive manner (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).

## Lesson 4 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- During Friday's discussion time, after student volunteers have presented, allow for a group conversation about the different strategies students employed. Ask students what differences they observed and what outcomes might result as students work to achieve those goals (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- not applicable to this lesson

## Lesson 4 Modifications

### Kindergarten / 1st Grade

- During a class discussion on Tuesday, reiterate that a physical response is the result of your brain telling your body to react. Partner students to converse about physical responses that they have to stress. Ask individual students to share with the class by acting out examples. Remind students that identifying these physical responses is the first step in choosing to respond to stress appropriately (CCSS.ELA-Literacy.SL.K/1.1).
- Provide scaffolding for younger students as they complete the Week Four Activity Sheet. Identify and describe each of the six answer choices. Ask students to draw and label their emotions in the provided thought bubbles (CCSS.ELA-Literacy.W.K.2).

### 5th Grade

- On Tuesday, after asking students if they have ever reacted inappropriately in a stressful situation, guide a student-led discussion about appropriate responses. Provide theoretical situations in which individuals responded inappropriately to stress. Allow students to suggest alternate, more appropriate responses. If willing, students may present personal examples and ask for peer input through small or whole-group discussion (CCSS.ELA-Literacy.SL.5.1).
- Use the Week Four Activity Sheet as a graphic organizer for student writing. After students identify emotions which they are currently feeling, students should describe why they believe each emotion is present. Ask students to elaborate on how these emotions are affecting their overall frame of mind, reactions to external stimuli, and relationships with others (CCSS.ELA-Literacy.W.5.2).
- While wrapping up the week, ask students to collaboratively summarize the lesson by providing a claim with key details and supporting evidence (CCSS.ELA-Literacy.SL.5.3).



## What's on your mind?

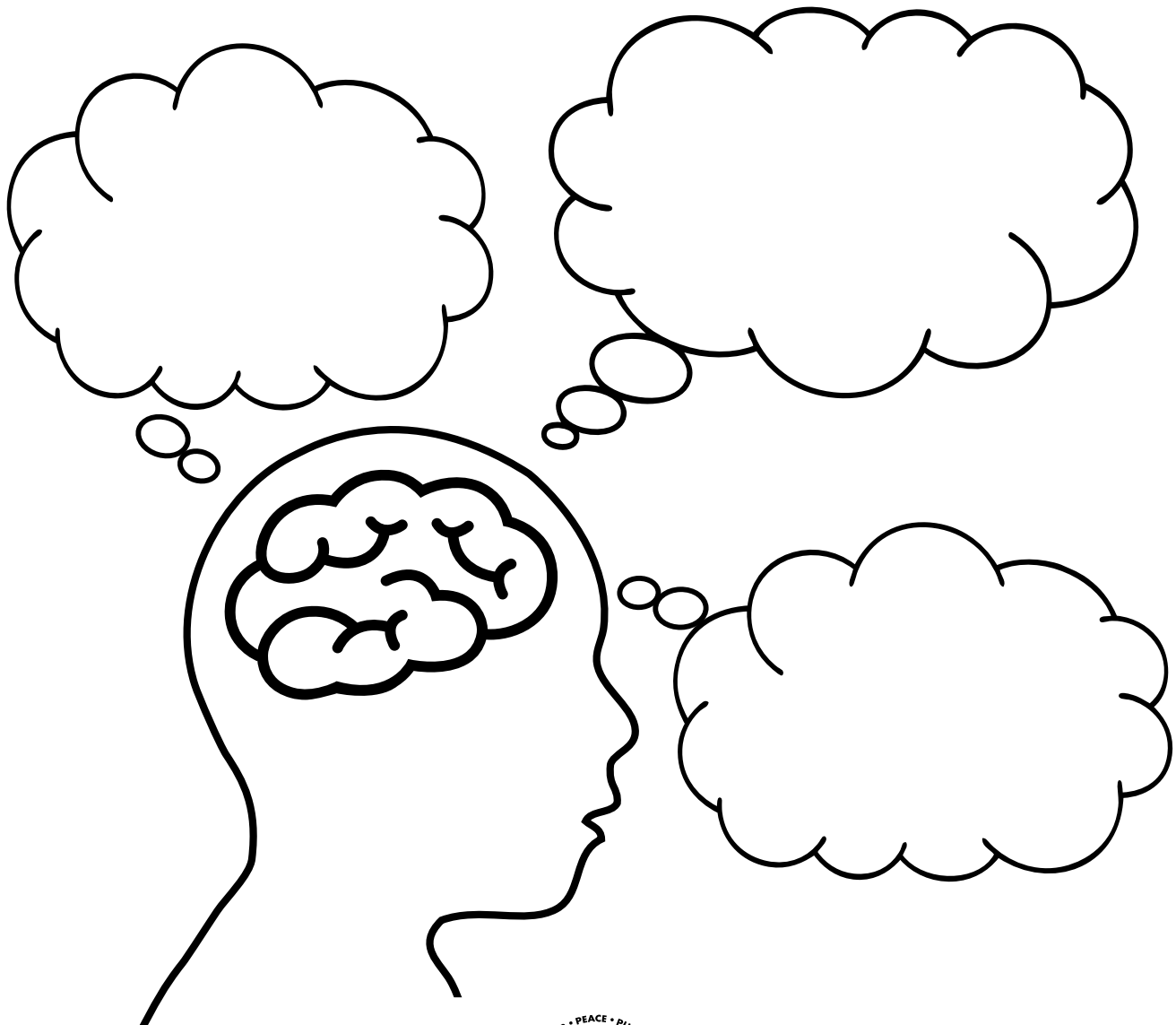
Choose three words from the word bank and write about what you have been thinking in the thought bubble.

### Word Bank

happy  
sad

excited  
proud

worried  
nervous



## Lesson 5

# Power Peace Purpose



### Theme

This lesson will remind students of the meaning of the mantra **Power Peace Purpose**

### Key Message

Students will learn to locate the tightness in their body by closing their eyes and paying attention to their bodies. Once the tightness has been located, the student will use the Breath Brake to relax that part of the body.



## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will remind students of the meaning of the mantra **Power Peace Purpose**.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-5/>
- After watching the video, lead a discussion on this week's theme: **Using our breathing strategies to breathe in light and push out the darkness of pain and fear.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Remind students that the children they just saw in the video are **POWERFUL**. They have learned to take control of their darkness with light. Everyone has challenges in their lives and it's natural to respond to life's ups and downs with stress, anger, and pain. What is important is that we can learn to respond to those challenges with light, power, and focus. By using our breathing effectively, we can stop the stress signals in our bodies. By using your breath, you are telling your brain that **YOU** are in control. Let's give it a try.
- Play the video once again, starting at 1:09 and stopping at 2:49. Encourage students to practice the Breath Brake along with the video.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose**.



## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week, using the Breath Brake to breathe in the light and push out the darkness of pain and fear.
- **Discussion:** The teacher will lead a discussion with students about the importance of being able to take control of strong feelings by breathing in the positive light and pushing out the darkness.
- Ask students: Could you use the strategy of identifying the stress signals in your body during the day at school or when you are home with your family and then practice breathing to help get rid of the stress and pain? Have students give some examples.
- Practice the Breath Brake. Replay the video from 1:09-2:49 if necessary.

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 5**
- Recall yesterday's discussion.
- **Activity: Power Peace Purpose.** Today students will demonstrate their understanding by creating a poster to teach others that when you breathe in the light to relax your muscles and blow out the darkness, you can teach everyone around you that there's a way to defeat anger, fear, and pain.
- Students should create a mini poster that shows something that brings them peace, calm, and joy. Encourage students to use colors that are calming and happy.
- Help students by providing keywords that they may want to include on their posters: Power, Peace, Purpose, Breathe, Stress, Relax, Focus, Calm, Quiet, Control, Brain.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** The teacher and students will recap this week's theme on using the Breath Brake to breathe in the light and blow out the darkness of pain and fear. As a powerful martial artist, when you breathe in the light to relax your muscles and blow out the darkness, you can teach everyone around you that there is a way to defeat anger, fear, and pain
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 5 Extensions: Michigan Health Standards

### 2nd Grade

- Students will learn to find and release any tension in their bodies through a variety of techniques. The discussion of these techniques and their benefits will show the importance of identifying/expressing feelings to maintain healthy relationships (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2).
- The video planned for Tuesday's lesson will highlight the techniques students will use to stop the stress signals in their bodies. Students will follow the video to practice those skills (Strand 4: Social and Emotional Health; Strand 6 - Decision Making; 4.6).
- Wednesday's discussion will encourage students to practice the breathing techniques from earlier in the week. These techniques help students recognize the body's natural stress response and how to circumvent it for a more positive response. Through practice and discussion students will be able to implement these techniques in a variety of situations (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9, 4.10).

### 3rd Grade

- Thursday's theme application encourages students to illustrate things that bring them personal calm, peace, and joy. For some students that may include physical activity. If that is the case, students can describe the elements of a physical activity plan that they can utilize the next time they have a stress response (Strand 1: Nutrition and Physical Activity; Strand 1 - Core Concepts; 1.2, 1.5).
- Annoying or difficult behaviors can cause a natural stress response in the body. When those situations arise, students can use breathing techniques when confronted with annoying behaviors at school or at home. Group students and ask them to work through a few prepared "role-playing" scenarios. Move between groups coaching and encouraging students to use the breathing techniques previously discussed (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.10).

### 4th Grade

- During this week's lesson, students will learn to use the mantra of breathing in light and breathing out darkness. When difficult situations arise students will use these techniques to control and manage their emotions (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).
- During Thursday and Friday's discussion times, encourage students to apply these breathing techniques to stressful or difficult situations (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6).

## Lesson 5 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- The “mini poster” students create will act as a graphic/illustrative form of expression. Other students will be able to view this poster and learn the importance of breathing in light and breathing out darkness (P1 Reading and Communication - Read and Communicate Effectively; P1.3).
- During Friday's discussion time, after student volunteers have presented, allow for a group conversation about the differences students noticed. Ask students what outcomes might result as students use these breathing and relaxation techniques (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- not applicable to this lesson

## Lesson 5 Modifications

### Kindergarten / First Grade

- Help students recall from Lesson 2 that there are differences between being physically powerful and mentally powerful. Conduct a pyramid discussion then come back together whole-group to describe ways that students have learned to be mentally powerful (CCSS.ELA-Literacy.L.K/1.5).
- Verbally practice key vocabulary (purpose, stress, focus, control) by providing students with examples and non-examples of each word (CCSS.ELA-Literacy.L.K/1.4).
- While allowing students to provide real-life examples, elaborate on how we all teach others through our actions (CCSS.ELA-Literacy.SL.K/1.1).

### Fifth Grade

- On Tuesday, extend the lesson by asking students to explain why it is important to control stress and to respond to challenging situations with calm focus. Guide students to include key concepts learned in previous lessons (CCSS.ELA-Literacy.SL.5.30).
- Thursday, list key vocabulary on the classroom board. After students have completed Week Five Activity Sheet, ask students to write a short essay about their poster while incorporating key vocabulary words (CCSS.ELA-Literacy.W.5.4).

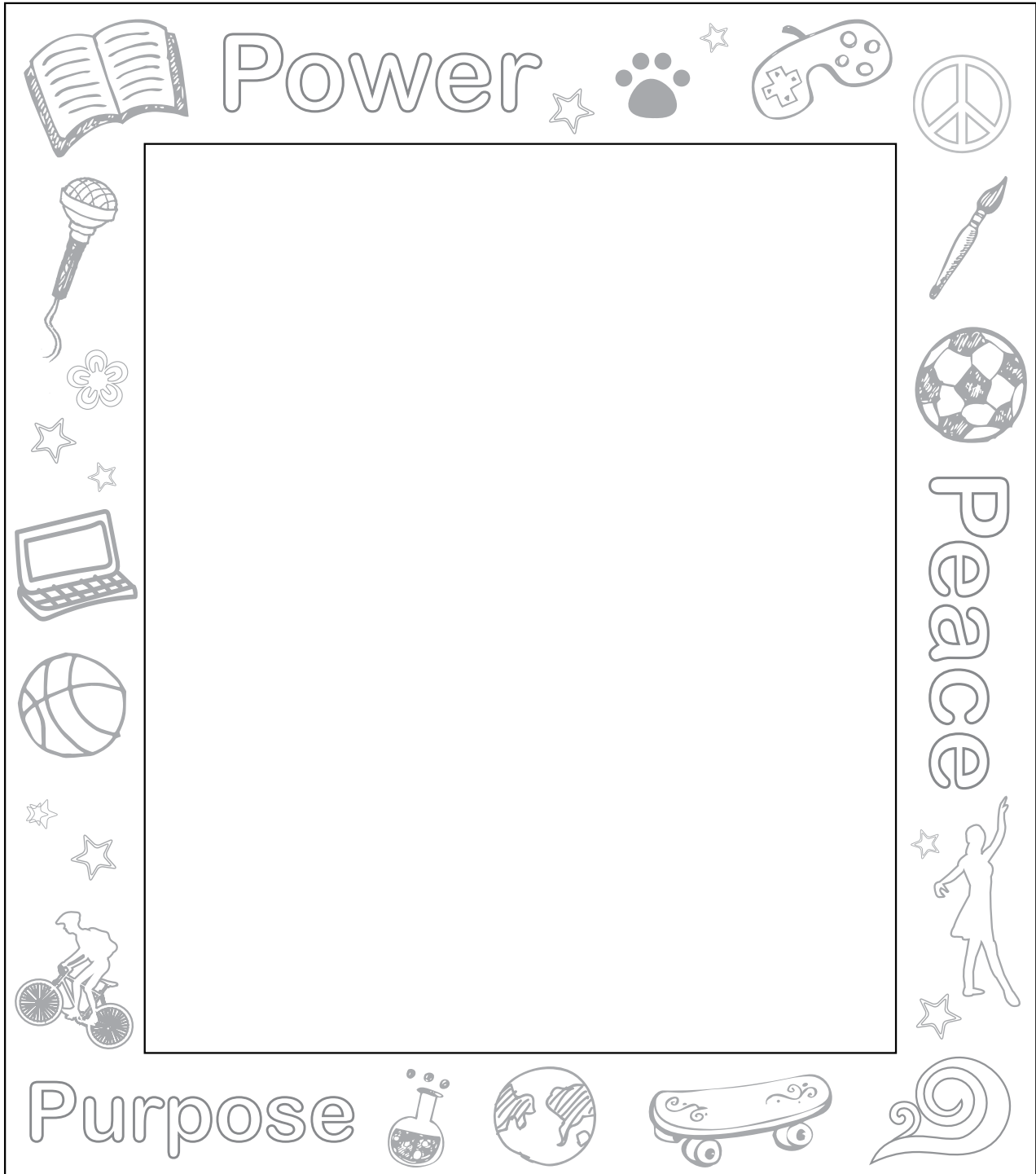


## Lesson 5 Activity

NAME: \_\_\_\_\_

**Draw a picture of something that brings you peace, calm, and joy.**

**Be sure to use colors that are calming and happy**



## Lesson 6

# Major Brain Parts



### Theme

This lesson will introduce students to the three major parts of the brain: the cerebrum, the cerebellum, and the brain stem.

### Key Message

Your brain works for you. You control your brain and it is your most powerful tool.

## Lesson 6 Vocabulary

### Supercomputer

A very large, very fast computer

### Cerebellum

Located at the back of the brain behind the cerebrum; controls balance, movement, and coordination

### Brain Stem

Automatically controls the basic functions that keep you alive, like a heartbeat, breathing, and digestion

### Neuron

A cell that carries messages between the brain and other parts of the body; the basic unit of the nervous system; also known as a nerve cell

### Cerebrum

The largest part of the brain that oversees voluntary muscles as well as thoughts, senses, and imagination; anything you see, taste, touch, smell, hear, think, or imagine is processed here



## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will introduce students to the three major parts of the brain: the cerebrum, the cerebellum, and the brain stem.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-6/>
- After watching the video, lead a discussion on this week's theme: **Your most powerful tool is your brain.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Recall Sensei Richard's example from the video that discussed how your brain works. "It's so complicated that it can process more information more accurately than the biggest, fastest supercomputer. Think about this: Your brain processes information based on what you see, hear, touch, taste, smell, and think all the time. Usually at the same time. While all that is happening, your brain is controlling everything from your blood pressure to your breathing and sending chemical signals that set off all kinds of functions in your body. All this information travels through neurons in your brain." Wow! Your brain is an amazing organ!
- Guide a discussion that encourages students to think about all the functions our brain controls that we don't even have to think about (our beating heart, processing what we see, digestion, etc.)
- Remember, your brain is not you. Your brain works for you.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week: Your brain is your most powerful tool.
- Recall yesterday's discussion that focused on how your brain helps your body function by sending signals, very quickly, to all parts of your body.
- Today, hold a discussion with students about the jobs that are carried out by the cerebrum, cerebellum, and the brain stem (you may want to rewatch the video from 1:09-3:09 minute mark).

## Wednesday: Collaborative Conversations

- **Discussion:** So how can we take care of this important organ? Discuss things that we all can do in order to have the healthiest brains possible.
  - Eat healthy foods. They contain potassium and calcium, two minerals that are important for the nervous system.
  - Get a lot of playtime (exercise).
  - Wear a helmet when you ride your bike or play other sports that require head protection.
  - Don't drink alcohol, take drugs, or use tobacco.
  - Use your brain by doing challenging activities like puzzles, reading, playing music, creating art, or anything else that gives your brain a workout!
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 6**
- Recall yesterday's discussion about all the jobs that our brain does for us and ways to keep our brains healthy.
- **Activity: I Am.** Today students will write a poem entitled "I Am." Write words Power, Peach and Purpose on the board and discuss words and actives for each word. (ex. **Power.** Name something gives you power: self-control, physical strength, eating healthy foods; **Peace.** Take a Breath Brake, pray, remain calm; **Purpose.** Your belief, hopes, dreams, etc.)
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** Your brain is not you; your brain works FOR you. You control your brain, and it is your most powerful tool. It controls how your body functions by sending signals quickly to all parts of your body. Take care of this powerful tool by following the steps to healthy living that we talked about this week.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 6 Extensions: Michigan Health Standards

### 2nd and 3rd Grade

- Wednesday's discussion will highlight the importance of eating a variety of foods to keep their brains and nervous systems healthy. Pair students and ask each pair to list examples of healthy food choices (Strand 1: Nutrition and Physical Activity; Standard 1 - Core Concepts; 1.1).

### 4th Grade

- After learning about and studying the major parts of the brain, Wednesday's discussion will highlight the positive benefits of not using alcohol (Strand 2: Alcohol, Tobacco, and Other Drugs; Standard 1 - Core Concepts; 1.1).

## Lesson 6 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- During Friday's discussion time, after student volunteers have presented, allow for a group conversation about the differences students noticed in the "I Am" poems. Ask students what outcomes might result as students use these techniques (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- As a class, create a poster campaign spreading awareness about the brain. Have students create posters that outline healthy habits to take care of our brains. Hang these posters around the classroom or school building.

## Lesson 6 Modifications

### Kindergarten / First Grade

- Teach students a simple “cha-cha slide.” On Tuesday, reiterate in simple terms while dancing the cha-cha slide that neurons are carrying messages from the brain and throughout the nervous system to control movement. On Wednesday, delve deeper by briefly specifying that the cerebrum is controlling muscle movements, the cerebellum guides movement and balance, and the brainstem controls breathing and heart rate. Review terms and functions on Thursday and Friday while dancing (CCSS.ELA-Literacy.L.K/1.4).
- As a class, create a poster that details ways to keep the brain healthy (CCSS.ELA-Literacy.SL.K/1.5).
- Complete the Week Six Activity Sheet as a class. Read the poem after completion and check for student understanding through constructive conversation. Provide students with a blank piece of paper. Instruct students to title their page, “I am.” Ask students to draw a picture that elaborates on the title (CCSS.ELA-Literacy.SL.K/1.5).

### Fifth Grade

- Before watching the video on Tuesday, create a KWL chart. Utilize student responses to fill in the “Know” and “Want to Know” columns. After watching the video, allow students to take turns entering items in the “learned” column. Include a simple, labeled illustration of the brain which includes the cerebrum, cerebellum, and brainstem (CCSS.ELA-Literacy.W.5.8).
- While renewing and summarizing the week’s lessons on Friday, create a Venn diagram that includes sections for the cerebrum, cerebellum, and brainstem (CCSS.ELA-Literacy.SL.5.2).



## **“I Am” Poem**

### **power**

I am \_\_\_\_\_

I am \_\_\_\_\_

I am not \_\_\_\_\_

I never \_\_\_\_\_

I am \_\_\_\_\_

### **peace**

I am \_\_\_\_\_

I need \_\_\_\_\_

I know \_\_\_\_\_

I always \_\_\_\_\_

I am \_\_\_\_\_

### **purpose**

I am \_\_\_\_\_

I believe \_\_\_\_\_

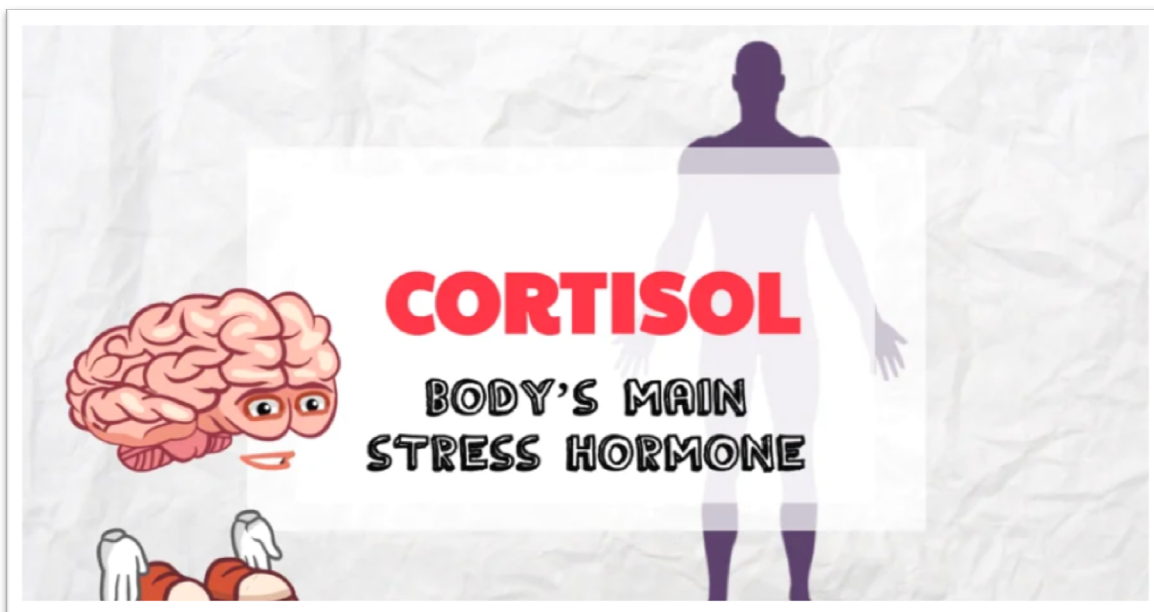
I hope \_\_\_\_\_

I dream \_\_\_\_\_

I am \_\_\_\_\_

## Lesson 7

# The Brain's Stress Response System



### Theme

This lesson will help students understand what's happening in their brains when they experience stress.

### Key Message

When your brain experiences stress, it releases hormones that travel to different areas of your body. Those hormones tell your body how to respond.

## Lesson 7: Vocabulary

### Hormones

Chemical messengers produced in the body that give the body's cells instructions on what to do

### Adrenal Glands

Small glands located on top of each kidney that produce necessary hormones, including cortisol

### Cortisol

A hormone that helps the body respond to stress sometimes called the "stress hormone;" levels of cortisol spike during times of high stress

### Kidneys

Two organs in your body that remove waste products from your blood and make urine

## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will help students understand what's happening in their brains when they experience stress.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-7/>
- After watching the video, lead a discussion on this week's theme: **How your brain responds to stressful situations.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- **Teacher-Led Discussion:** Your brain helps you do everything! Right now, it's helping you watch me, hear my voice, and understand what I am saying. Recall Sensei Richard's example from the video, "Sometimes your brain can play tricks on you. Like, when something stressful happens to you. At times like that, your brain might make you think that something is a big deal when really it is nothing to worry about. That's what we'll talk about today: What happens as your brain reacts to stress."
- There are two ways that our body naturally reacts to stressful situations: It is called the **Fight or Flight Response.**
- Long ago when people were facing a dangerous animal or enemy, in that moment of fear the body sent energy to the large muscles in the arms, legs, and shoulders that let them either fight or run (that's the flight part).
- Our bodies can't always tell the difference between real and imagined threats. Here's an example: Plenty of people have anxiety or are afraid when they meet someone new, or when they must speak in front of other people. Their bodies respond as though the situation is dangerous or threatening when it isn't actually dangerous.
- **Classroom Discussion:** The teacher will share a real-world example of their own about a time that they reacted to a stressful situation. **Was your brain tricking you into thinking it was a more serious situation than what it really was?**
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on how your brain reacts to stressful situations.
- Recall yesterday's discussion on the Fight or Flight Response. Ask students to share what they remember.
- **Discussion:** Today, the teacher leads a discussion on how hormones send signals all over your body, telling you how to react to stressful/painful situations. Sometimes the fear and anxiety that we feel are from situations that are imagined, not situations that can cause real harm.



## Wednesday: Collaborative Conversations

- These messages of fear and anxiety are coming from a hormonal response. Your body responds in stressful situations by having your pupils dilate or become larger so you can see more, your muscles tighten up, and your heart rate quickens. This is caused by the hormone **cortisol**, the body's main stress hormone.
- So, how do we train our brains to respond to stress differently? We need to train our brains to respond with calmness, light, and focus.
- **Turn and Talk:** Think about a time that you were nervous (example: maybe it was right before you took a big test or had to sing in front of people). Turn and talk to your neighbor and describe how you were feeling. Describe some of the actions you were doing with your body (example: tapping a pencil, tapping foot, sweating). Allow a few students to share their experiences with the class.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 7**
- Recall yesterday's discussion about the way we feel and how we react when feeling nervous, worried, or scared.
- **Activity: When I'm Feeling...** Today students will identify something that causes them to feel nervous, scared, or worried and write about it. Encourage the students to use details to describe what causes the feeling and to write about how they physically respond when feeling that emotion.
- The goal is to draw the student's attention to those responses so that they will recognize when they are feeling stress so that they can begin training their brains to react by breathing in light, self-calming, and focusing.
- When we feel our body responding to a stressful situation, it's important to stop, find a quiet place and take a Breath Brake. Breathe in the light and positive, warm thoughts and blow out the negative, upsetting, scary thoughts. The Breath Brake is a very helpful and powerful tool that you can use anytime. This takes practice and patience to become good.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** When we begin to recognize what causes stress in our lives, we can train our brain to react differently. We can train our brains to respond to pain, fear, and anger with light, calmness, and focus. This takes practice and patience to become good.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Lesson 7 Extensions: Michigan Health Standards

### 2nd Grade

- Thursday's activity asks students to identify situations that cause them to feel nervous or scared. The goal is to help students identify those times and express those feelings in a positive way. This expression helps students create and maintain healthy relationships with themselves and others (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2, 4.3).
- The goal of this lesson is to help students identify their natural response to scary situations or experiences. As students work to recognize their responses, they can learn healthier and more positive ways to manage and express those feelings (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9, 4.10).

### 3rd Grade

- A goal of this lesson is to help students understand the effects of the fight or flight response. Students will learn to identify the reality of their situations rather than the exaggerated situation our brains can cause when we feel threatened. Through this process, students will feel empowered to confront behaviors and situations they may face (Strand 4 Social and Emotional; Standard 7 - Social Skills; 4.10).

### 4th Grade

- As students learn to identify the stress response, they will be able to employ more positive techniques to combat their body's natural response (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3, 4.4).
- This lesson helps students understand the natural response that takes place in their brain and body when they feel threatened or uncomfortable. As that understanding develops, students will be able to better evaluate their choices of response (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5,4.6).



## Lesson 7 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- During Friday's discussion time, after student volunteers have presented, allow for a group conversation about the differences students noticed in what causes each student to feel nervous or scared. Ask students to discuss what outcomes might result as students use the breathing techniques (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- not applicable to this lesson

## Lesson 7 Modifications

### Kindergarten / First Grade

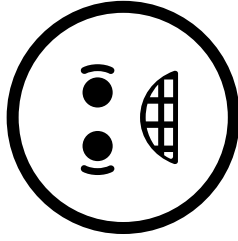
- Emphasize the terms "hormones" and "cortisol" while very briefly explaining where and what the adrenal glands are (CCSS.ELA-Literacy.L.K/1.4)
- During Tuesday's lesson, ask students to provide examples of times when they wanted to run away from something. Emphasize that this was their body having a "flight" response. Use this opportunity to reinforce the vocabulary words "cortisol" and "hormone." (CCSS.ELA-Literacy.L.K/1.4, K/1.5).
- Connect visual cues to help students understand cortisol's effects on the body—open eyes wide and encircle with hands to show dilation, tap your heart quickly to represent a rapid heart rate, and flex bicep muscles to show muscle tension.
- Work through the first part of the Lesson 7 Activity Sheet as a collaborative group. Rather than asking students to write what they will do the next time they are scared, worried, or nervous, instruct students to turn their paper over and draw their response (CCSS.ELA-Literacy.W.K/1.8).

### Fifth Grade

- Provide students with a variety of stress responses to theoretical or real-world experiences. Encourage collaborative discussion to determine if the provided responses represent a fight response or a flight response. Record responses on a graphic organizer. Allow students to volunteer personal examples for analysis. Include some common but tricky responses such as foot stamping (fight) and crying (flight) (CCSS.ELA-Literacy.SL.5.1).
- Extend the weekly wrap-up by reviewing the differences between authentic threats and imagined stressors (anxiety). Ask students to reiterate methods that may be utilized to reduce or cope with anxiety (CCSS.ELA-Literacy.SL.5.1).

# When I'm Feeling...

**Scared**



My body does this

I feel

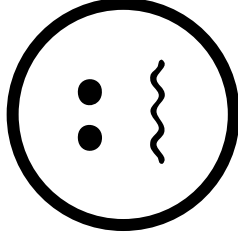
**Worried**



My body does this

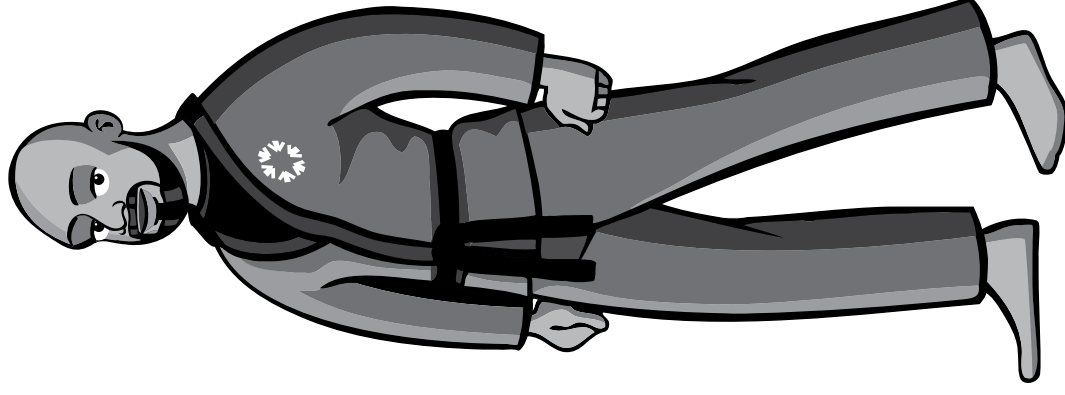
I feel

**Nervous**



My body does this

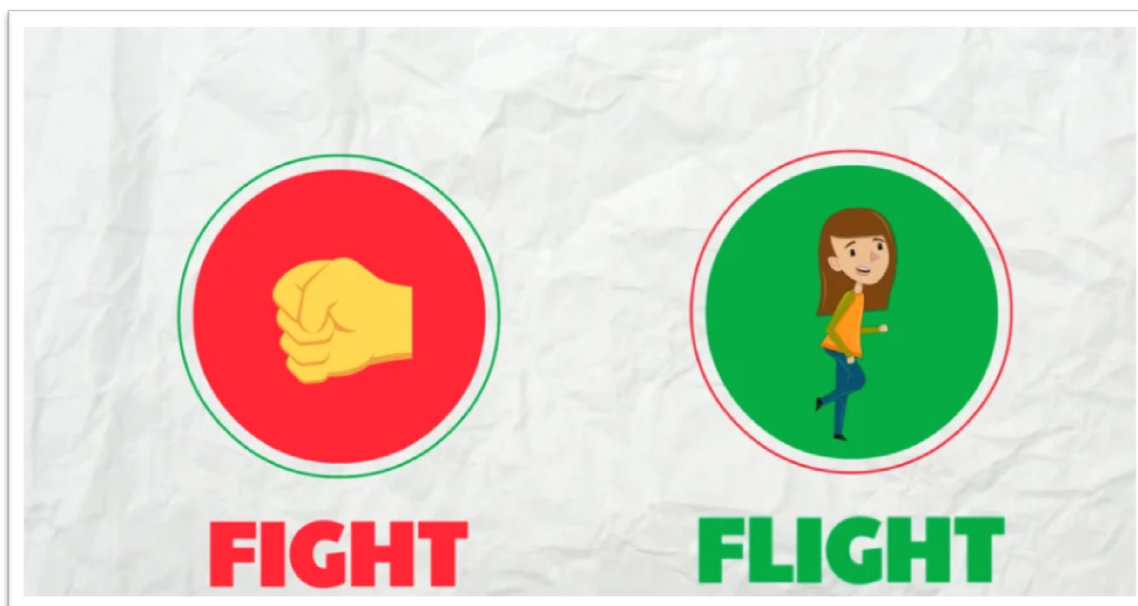
I feel



Next time I feel scared, worried or nervous, I can

## Lesson 8

# The Fight or Flight Response



### Theme

This lesson helps students understand what happens when the Fight or Flight response is activated too frequently and how they can override this response to take control of their stress.

### Key Message

You can take control of any stressful situation. When you breathe in the light, you become focused and powerful. When you blow out the darkness, you let go of the stress inside of you.

## Lesson 8: Vocabulary

### Fight or Flight Response

A chemical response to stress that begins when the brain sends signals to the adrenal glands to release cortisol

### Cortisol

A hormone that helps the body respond to stress

## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson helps students understand what happens when the Fight or Flight response is activated too frequently and how they can override this response to take control of their stress.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-8/>
- After watching the video, review last week's lesson: Last week we learned that we feel stress, our brain sends signals that tell our adrenal glands to release cortisol throughout our body. This cortisol changes our breathing and heart rate, tightens our muscles so that we are ready for some sort of action. Remember, this is called **Fight or Flight**.

## Tuesday: Teacher-Led Discussion

- Begin by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- This week we are going to focus on how to recognize the triggers that set off our Fight or Flight Response. Recall Sensei Richard's example from the video. Imagine walking down the street when suddenly you see a tiger. Your brain immediately releases hormones that tell the rest of your body that you are in danger. You are tense, your heart is beating fast, and your muscles are tight. Your body is ready to protect itself. After something like that happens, your body needs to rest and relax.
- Now that was an extreme example. Most of us won't run into a tiger while we are walking down the street. But we might get into a fight, get yelled at, or feel scared or overwhelmed with too much homework. Those feelings can set off the Fight or Flight Response. In fact, for many of us, our Fight or Flight Response system is triggered many times a day.
- When the Fight or Flight Response system is activated over and over it goes from being helpful to very harmful. Remember, when we feel stressed, the hormone cortisol is sent throughout our bodies. A little bit of cortisol may be helpful, but too much cortisol can damage our health.
- Today, let's talk about situations that are stressful. The teacher will provide a couple of examples and then ask students to respond.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week.
- Recall yesterday's discussion that focused on recognizing stressful situations. Recall some of the examples that students shared.
- **Discussion:** Today, let's talk about things that we can do to control or avoid stressful situations. Remember, as a martial artist, you control how you respond.
- The teacher will create a few scenarios with class and then elicit responses from students so that they can share how they would handle the stressful situation. (It may be helpful to share situations that have occurred recently in the classroom.)
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 8**
- Recall yesterday's discussion focused on ways that we can control or avoid stressful situations.
- As powerful martial artists, we know that when we are feeling scared, nervous or worried we can always take a moment, find a quiet place, and take a Breath Brake, breathe in the light, and push out the darkness. It's important to listen to your body. When you notice your breathing is faster, your muscles are tight, your stomach feels upset and you start to sweat, that is an excellent time to breathe in the light and blow out the darkness. The Breath Brake is a very helpful and powerful tool that you can use anytime.
- **Activity: Blowing Through the Darkness.** Today students will demonstrate their understanding by completing the "Blowing Through the Darkness" illustration. They will create a mini poster that shows something that causes them to feel sad, angry, or frustrated.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their illustrations.
- **Wrap-Up Weekly Key Message:** When we can recognize the triggers that set off our Fight or Flight Response, then we can train our brains to respond to pain, fear and anger with light, calmness and focus. Remember, as powerful martial artists, you can take control over any stressful situation by taking a Breath Brake. When you breathe in the light, you become focused and powerful. When you blow out the darkness, you let go of the stress inside of you. The Breath Brake is a very helpful tool that you can use anytime..
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 8 Extensions: Michigan Health Standards

### 2nd Grade

- Students will describe situations that may activate their fight or flight response, causing mixed emotions (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- Students will actively participate in group discussions and share time. They will use effective listening and attending skills (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.8).
- Students will reflect on past experiences and identify moments of fear, anger, sadness, etc. (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9)

### 3rd Grade

- Students will learn techniques to help them combat their natural response in stressful or difficult situations (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.10).

### 4th Grade

- Students will learn how the “blow through the darkness” technique will help them in situations that cause overwhelming or strong feelings (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3, 4.4).

## Lesson 8 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- Students will create their own poster illustrating how the technique discussed this week can help them combat something that makes them feel upset, angry, or frustrated. The individual nature of this project will encourage discussion about differences and possible outcomes (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- not applicable to this lesson



## Lesson 8 Modifications

### Kindergarten / First Grade

- Review visual cues to assist student recall of cortisol's effects (pupil dilation, rapid heart rate, and muscle tension).
- After completing the Lesson 8 Activity Sheet, practice blowing through the darkness. Guide students through a visualization in which they imagine themselves blowing through the stressor which is illustrated on their activity sheet. Reiterate how this imagery reflects utilizing peace-power-purpose to cope with stress (CCSS.ELA-Literacy.L.K/1.5).

### Fifth Grade

- On the back of the Week Eight Activity Sheet, ask students to compose a poem about blowing through the darkness. Allow time for any volunteers to share their poems (CCSS.ELA-Literacy.W.5.4).



# **Blowing Out the Darkness**

What is the darkness that you imagine and can blow out?

**MY DARKNESS**

## Lesson 9

# The Heroic Response



### Theme

This lesson focuses on the moment when we can choose between the body's natural stress response and the Heroic Response.

### Key Message

By training ourselves to react to stressful situations using the Heroic Response, we are making the choice that says, "I am in control."

## Lesson 9: Vocabulary

### Heroic Response

An alternative to the natural response of the brain and body to stress, which reduces the impact of stress on the body



## Monday: Theme Introduction and Video

- Introduce this week's topic: This lesson focuses on the moment when we can choose between the body's natural stress response and the Heroic Response
- Show the video: <https://heroescircle.org/schools/activity-sheets/lesson-9/>
- After watching the video, lead a discussion on this week's theme: **It's important to be aware of the signs that indicate that you are becoming stressed.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Recall what Sensei Richard described in the video: "We've been learning a lot about our brains and what happens in the brain when we feel stress. Those feelings of stress are all a matter of how you perceive a challenge. If you see something as a big deal, your brain can make you feel stressed out. When you feel that way, it's easy to become overwhelmed or even act out. As a powerful martial artist, your greatest strength is your ability to take control of your brain. When you breathe in the light and blow out the darkness, you aren't just relaxing your muscles. You're also telling your brain that YOU are in control and that it's time to STOP sending stress chemicals to the rest of your body."
- When you feel yourself starting to breathe faster and when you feel your body begin to tighten up because something that causes you stress is starting to occur, your body's natural response is to choose **Fight or Flight**.
- When you train yourself to become aware of what is happening in your brain during these times, you will be able to decrease the number of stressful situations in your life. You'll be able to send a message to your brain that communicates that you have a choice. This ability to choose how you respond is called the **Heroic Response**.
- **Discussion:** The teacher will share something that causes them to feel stress. Share with students how it makes their body feel and what are some techniques that they use to help take control.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week: The **Heroic Response**.
- Recall yesterday's discussion that focused on understanding how our bodies typically respond in stressful situations (maybe we clench our fists, breathe faster, or tighten up our bodies). Understanding the way our body naturally responds to stress is called the **Stress Response**. When we understand how our bodies naturally react, we can then train ourselves to react by using our focus and breath to breathe in the light. That's called the **Heroic Response**.

## Wednesday: Collaborative Conversations

- Breathing helps you to rally the energy inside and gives you the power to win any fight.
- Today, let's practice the Heroic Response. Have students think about something that causes them to feel stress. Keeping the class quiet so that everyone is focused within, have students stand. Guide students through this exercise.
  - Step 1 - Recognize the way your body reacts to stress. (Maybe your body becomes tight, your breathing becomes quicker, or your heart beats faster.) Really think about how you usually feel during those stressful times in your life.
  - Step 2 - Now focus on your breath. Take a deep breath in through your nose, hold it for three seconds, and then blow it out through your mouth. (Repeat 3 times.) Feel your muscles begin to relax as you regain control. Move your body like a wave.
- **Discussion:** Have a discussion with students about how they can begin to train their brain to use the Heroic Response. Ask: "What are the triggers that typically make you upset or feel stressed throughout your day?" (Being late to school, forgetting homework, getting pushed in line, little sister breaks your toy, etc.) Allow students to respond.
- Reinforce the Heroic Response: In all these stressful situations that you just shared, from now on you have the tools to control your response. By recognizing your body's reaction and by focusing your brain and your breath, your response will be much more in control and you will feel better.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 9**
- Recall yesterday's discussion about how to apply the Heroic Response. Review the steps to follow when feeling stress enter our life. By learning how to recognize the signs, focusing our breath and breathing in the light and pushing out the darkness, we are telling our bodies and the world that we are in control.
- **Activity: My Heroic Response.** Teacher will introduce/assign activity.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their responses to yesterday's activity.
- **Wrap-Up Weekly Key Message:** By training ourselves to react to stressful situations using the Heroic Response, we are making the choice that says, "I am in control." By choosing the Heroic Response you will feel healthier and it will help improve relationships with those around you.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 9 Extensions: Michigan Health Standards

### 2nd Grade

- Students will learn the steps to take to develop and apply a “heroic response.” Students will apply those steps to scary situations of their own (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6).
- Through this lesson, students will evaluate past experiences of their own and learn how to respond in a healthy, positive manner through the “heroic response” (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9, 4.10).

### 3rd Grade

- Students will learn techniques to turn their natural response, which they may find annoying, into a “heroic response” in stressful or difficult situations (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.10).

### 4th Grade

- The “heroic response” will help students identify and manage strong feelings—i.e. anger, sadness, frustration, and fear. This technique will teach students to identify the natural response of their body, stop and breathe, then face the situation feeling happier and more in control (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3, 4.4).
- The “heroic response” is a multi-step technique to help students reset their natural response to stressful situations. This lesson will model the technique and encourage students to practice it extensively (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6).

## Lesson 9 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- Students will learn techniques to identify the perspective of their brain—fight or flight versus heroic response (P1 Reading and Communication - Read and Communicate Effectively; P1.4).
- Students will complete and share their own “heroic response.” Students will be able to compare strategies and outcomes (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- not applicable to this lesson



## Lesson 9 Modifications

### Kindergarten / First Grade

- Help students recall that “you are not your brain.” Differentiate between the brain/body natural responses (fight or flight) and the soul’s responses (the heroic response); brain/body reactions occur automatically while the heroic response involves making a conscious choice (CCSS.ELA-Literacy.SL.K/1.1).
- Relate the heroic response to the mantra: Power (the power to choose the heroic response) - Peace (the resulting calm from utilizing the heroic response regularly) - Purpose (using the heroic response to reduce the circulation of cortisol in the body) (CCSS.ELA-Literacy.L.K/1.5).
- Utilize student input and provide additional scaffolding to complete most of the elements of the Week Nine Activity Sheet as a class. Then, allow students to draw their heroic response to stress on the back of the page (CCSS.ELA-Literacy.W.K/1.2).

### Fifth Grade

- Extend the discussion to include how utilizing the heroic response could improve interactions and relationships with classmates, friends, and family. Then, revisit the idea from previous lessons that we all teach through our choices and actions (CCSS.ELA-Literacy.SL.5.1).

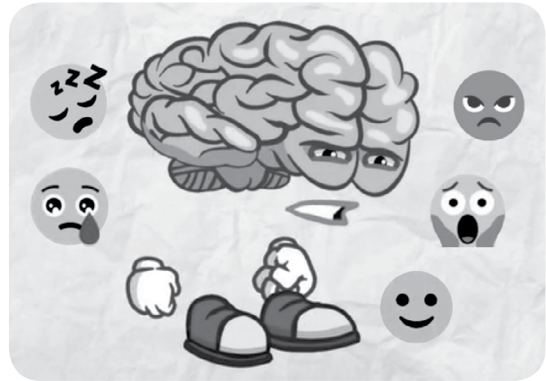




# My Heroic Response

Sometimes when people feel angry, sad, worried, or frustrated, their body may feel

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



This is called a 








 response.

Two things that people can do to stop their brain from sending stress chemicals throughout their body are

1. \_\_\_\_\_
2. \_\_\_\_\_

This is called a 








 response.

Because I am a powerful martial artist, next time I begin to feel stressed, my heroic response will be

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## Lesson 10

# Combating Negative Thoughts



### Theme

This lesson helps students understand that they can get stuck in a pattern of negative thinking. It then helps them see a way out of that pattern.

### Key Message

You can train your brain to think positively. When you stop and think positive thoughts, you are wiring your brain for positive thinking. With practice, you will train your brain to automatically look at situations with a positive attitude.



## Monday: Theme Introduction and Video

- Introduce this week's topic: This lesson helps students understand that they can get stuck in a pattern of negative thinking. It then helps them see a way out of that pattern.
- Show the video: <https://heroescircle.org/schools/activity-sheets/lesson-10/>
- After watching the video, lead a discussion on this week's theme: **Changing the negative messages that our brain tells us helps us think more positive thoughts.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Recall The Brain's example from the video, "With all of the thoughts that you have during the day, it's very normal to have a few negative thoughts. But these thoughts can take over if you focus on the darkness in your life—like pain, fear or anger—instead of the light. The way you think will affect how you react to different situations."
- The teacher asks students, "What are some thoughts that you are having right now?" "What are some thoughts that you had this morning before school?"
- The teacher will give his/her own examples. After students have shared, generalize some of the feelings into categories of positive and negative attitudes (Note: do not use student names when generalizing the thoughts that were shared).
- Negative thinking can become a bad habit. Instead of being open minded to positive outcomes, some people have trained their brain to always see the negative and that can lead to becoming frustrated and upset often throughout the day. We must train our brains to think positively.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week: **Training our brain to think positive thoughts.**
- Recall yesterday's discussion that focused on how negative thinking can cause us to become frustrated and upset very quickly throughout the day. Show students a clip from the video (0:34-1:50).
- **Discussion:** Have a discussion with students. "Have you ever had a situation like the one Sean and Brian had? Did you notice that Sean's first thoughts were very negative?" Allow students to respond.
- Ask students, "Did you notice how quickly he became angry and frustrated? Have you ever been in a similar situation? Maybe in the lunchroom or when choosing groups during gym class or getting together with a friend in your neighborhood? What was your first thought or response when something didn't go the way you wanted it to go? Were your first thoughts negative?" Allow students to respond.

## Wednesday: Collaborative Conversations

- A few weeks ago, we learned that negative thoughts cause a stress chemical to be released throughout your body, causing your heart to beat faster, your breathing to become faster, and your body to feel tight. Stress can also REDUCE the chemicals in your brain that make you feel happy. Over time, the stress from all this negative thinking can damage your immune system and give disease an opportunity to settle into your body. Thinking negatively can make you unhappy and sick. Negative thinking can cause you to feel sick! We need to take control of our thoughts and train our brains to think positively. When you stop and try to think positively, you can wire your brain for positive thinking. This is the **HEROIC RESPONSE** to the situation. You are in charge of your brain and how you respond to situations.
- The teacher leads a discussion on how to change negative comments that are commonly heard throughout the day into positive comments. For example, change “I don’t get this” into “Could I please have some help to understand?” or change “Don’t cut!” into “Could you please step behind me?”
- Remember in the video when Sensei Richard told us some of the positive statements that martial artists say in the Heroes Circle:
  - “I am very powerful.”
  - “I can focus my mind beyond pain, fear, and anger.”
  - “I can connect to an incredible light within myself.”
  - “I use my power to fight any stress or challenge.”
- Class Activity: Throughout the day today, let’s make a real effort to use positive statements when we speak.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 10**
- Recall yesterday’s discussion about how we are in control of our thoughts and responses. We need to train our brains to look at situations with a positive attitude. When we do this, we feel better, we have less stress, and others will find us more pleasant to be around.
- **Activity: Thinking Positive Thoughts.** Today students will demonstrate their understanding by completing a chart entitled “Thinking Positive Thoughts.” The teacher should do the first two examples with the students, let the students do the next two with a partner, and then come together to discuss their answers as a class. Assign the last 2 statements for students to complete independently.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** Negative thinking causes us to feel stress and anxiety. We can train our brains to look at situations in a positive way. This training will take some work. Try to remember to stay away from phrases like: "I can't..." "I hate..." "I never..." etc. Remember to use positive statements that martial artists in the Heroes Circle use every day.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 10 Extensions: Michigan Health Standards

### 2nd Grade

- Students will learn to recognize negative thoughts early on in order to change them into more positive comments (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9, 4.10).

### 3rd Grade

- As students learn about the power of positivity, they can identify people in their own life or experiences who model this behavior well. Students can discuss the characteristics of people who maintain a positive outlook in many challenging situations (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2, 4.3).
- The changing of negative thoughts to more positive comments will help students express appreciation for the changes or challenges in their life (Strand 4: Social and Emotional Health; Strand 7 - Social Skills; 4.8).

### 4th Grade

- Students will see this technique in practice as the teacher models combating negative thoughts with positive comments. Students will learn the necessary characteristics to accomplish this task and how to identify those techniques in others should they need help (Strand 4: Social and Emotional Health; Standard 2- Access Information; 4.2).
- Students will learn about the impact of positive self-talk and comments to take on difficult or challenging situations and feelings (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3, 4.4)

## Lesson 10 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- Students will identify difficult situations that lead to negative thoughts. Students will be challenged to think more positively about those situations, combating negative thoughts that can hold them back (P3 Public Discourse and Decision Making; P3.4).
- Each student will have different strategies to create positive thoughts in difficult situations. The discussions and activity of this week will help students address those differences and see different results (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- not applicable to this lesson

## Lesson 10 Modifications

### Kindergarten / First Grade

- To help students differentiate between positive and negative thinking, model it for them with correlational examples. Before ending Tuesday's lesson, explain to students that you are going to voice a negative thought. Then you will voice a positive alternative. For example, a negative thought is, "I am sick and tired of the cold and snow." A positive thought is, "It is nice and cozy to be inside on a snowy day." After modeling with several examples, it is the students' turn to provide positive spins on negative thoughts that you voice (CCSS.ELA-Literacy.SL.K/1.1).
- During Wednesday's lesson, check for student understanding of key concepts. As you read through the bulleted list of Sensei Richard's positive statements, ask students to clarify the meaning of each. If students struggle to paraphrase, scaffold by recalling key details from previous lessons (CCSS.ELA-Literacy.SL.K/1.2).
- Utilize think-pair-share to complete the second and third sections of the Week Ten Activity Sheet (CCSS.ELA-Literacy.SL.K/1.1).

### Fifth Grade

- Extend Wednesday's lesson to include how using positive statements will affect others. Ask students to consider how their own words may help reduce negative thinking and stress responses in the people they interact with. Also refer to teaching others by example (CCSS.ELA-Literacy.SL.5.1).
- On the back of the Week Ten Activity Sheet, ask students to work with a different partner to generate two additional negative thoughts and their corresponding positive thoughts (CCSS.ELA-Literacy.SL.5.1).

# Negative Thinking vs. Positive Thinking

	NEGATIVE	POSITIVE
Do With Teacher	I don't get this problem.	<b>I need to ask my teacher for help to understand</b>
	My friend is acting like they don't like me anymore.	<b>Maybe he/she is having a bad day</b>

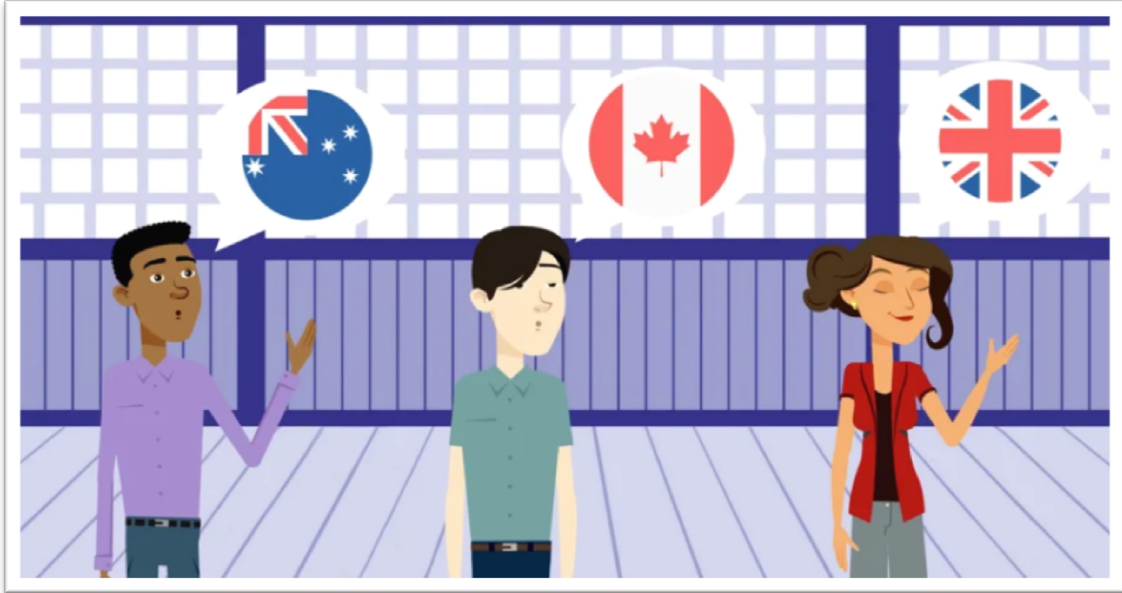
	NEGATIVE	POSITIVE
Do With Partner	The teacher corrected me. I think she hates me.	
	This math problem is too hard for me. I give up!	

	NEGATIVE	POSITIVE
Do On Your Own	My friend is a better dancer than me.	
	I'll never be able to hit a home run.	



## Lesson 11

# Speaking of Accents

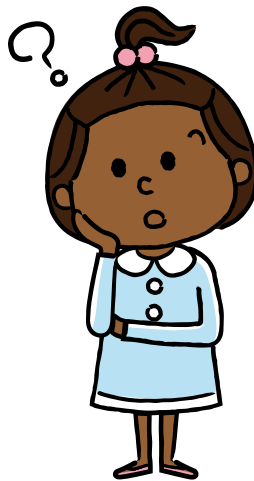
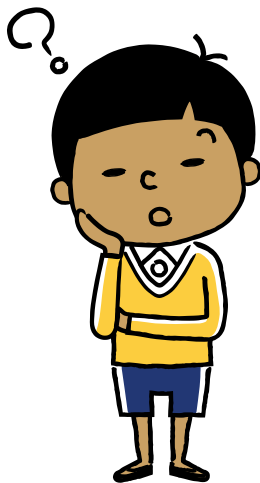


### Theme

This lesson teaches students to recognize and accept differences in ourselves and in others.

### Key Message

What makes you different from the crowd is what makes you unique and that's awesome!



## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson teaches student to recognize and accept differences in ourselves and others.
- Show the video: <https://heroescircle.org/schools/activity-sheets/lesson-11/>
- After watching the video, lead a discussion on this week's theme: **Accepting and recognizing differences in ourselves and others.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Recall Sensei Richard's example from the video. He talked about meeting someone who has an accent or who doesn't speak English. It's very easy to notice that they are different from us simply because of the way they speak. Noticing that someone is different by the way they speak, the way that they look, or what they are able or not able to do is natural. It is also okay to notice. The way that we respond to that person's difference is what is most important.
- Each person in the world is different. That is what makes us all unique. Being unique is awesome because no one else is exactly like you.
- Being the person who speaks a different language, looks different from the group, or is differently abled can make that person feel like an outsider. Sometimes that person may have a stress response because they feel so uncomfortable. They may become upset or angry if people are staring, whispering, or ignoring them.
- Everybody wants to and needs to feel like they belong. So, how can we help make the person who is different from the group feel welcome and comfortable? We may want to comment or ask questions when we first meet that person but it's important to be respectful and kind.
- **Discussion:** Teacher gives real world examples of their own from a time that they felt different from the group. Explain how it felt.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week: Recognizing and accepting differences in ourselves and in others.
- Recall yesterday's discussion that focused on being unique and understanding how uncomfortable it can be if you feel different from the group, especially when you are new to the group.
- **Discussion:** Think about a time when you were a new person or the person who was different from the group. Maybe you moved to a new school, joined a new team, or met a group of kids in your neighborhood. When you walked in, could you feel everyone looking at you? How did you feel? Allow children to share their experiences with the class.

## Wednesday: Collaborative Conversations

- Think about that first day when you were an outsider... What were some things that people said or did that made you feel welcome and helped you to relax? What were some things that made you feel uncomfortable and stressed?
- **The teacher guides a conversation on some strategies we can use to help an outsider feel welcome.**
- If we are the person who is feeling like an outsider and begin feeling stressed, we know as a powerful martial artist we can take a Breath Brake:
  - Breathe in the light of joy, happiness, and pride in ourselves.
  - Blow out any feelings of anger and frustration.
  - Remember, your differences are what make you unique!
- **Turn and Talk:** Being unique is what makes you, you. Ask students to share with a neighbor one fact that makes them unique. The teacher may model by telling 2-3 things that make them unique. Give students 3-5 minutes to talk to their neighbors.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 11**
- Recall yesterday's discussion about being unique.
- **Activity: Uniquely You.** Today students will create a mini poster entitled "Uniquely You." For this activity, teachers should explain to students that no two people have the same fingerprints. Each person has their own pattern which makes them unique.
- Students fill in the lines of the thumbprint with sentences that tell all about themselves (Example: I have 3 siblings, I go to gymnastics 3 nights per week, I live in a townhouse, I can speak 2 languages, I am allergic to peanuts, etc.). See the included example of a completed thumbprint.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** It is important to be open minded and accepting of what makes each person unique. When you notice someone who is new or different from the group be the person who introduces themselves, invites them to join in the game, sits with them at lunch or simply smiles and says, "Hi!"
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 11 Extensions: Michigan Health Standards

### 2nd Grade

- Students will learn the importance and value of differences among people. Additionally, students will learn to celebrate those differences through mutual respect for feelings, rights, and property (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7).
- Students will demonstrate effective listening skills when participating in group discussions and activities throughout the week (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.8).

### 3rd Grade

- Students will take part in discussions and activities that highlight differences in people. Those differences should and will be celebrated (Strand 1: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- During Wednesday's discussion time, students will identify and share something that makes them unique and different. In order to celebrate that uniqueness, students will create a poster that highlights and describes their uniqueness. Students will be given the opportunity to share their completed posters with the class, celebrating each difference (Strand 4: Social and Emotional Health; Strand 3 - Health Behaviors; 4.5, 4.6).

### 4th Grade

- Students will discuss how their own differences—perceived or real—can make it difficult to fit in with new people. During discussion time, students will examine past experiences in which they are new and/or different. Students will learn and apply techniques to calm feelings of stress or sadness, this may include positive self-talk (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3).

## Lesson 11 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- Students will create a poster identifying the ways in which they are unique and different. (P1 Reading and Communication - Read and Communicate Effectively; P1.3).
- Students will learn to appreciate and respect the different points of view of others. (P1 Reading and Communication - Read and Communicate Effectively; P1.4).

## Lesson 11 Extensions: Michigan Social Studies Standards

### 3rd, & 4th Grade

- Students will create a poster identifying the ways in which they are unique and different (P1 Reading and Communication - Read and Communicate Effectively; P1.3).
- Students will learn to appreciate and respect the different points of view of others (P1 Reading and Communication - Read and Communicate Effectively; P1.4).
- The video planned for Tuesday discusses the differences in how people speak – accents. The video explains how to respond to that difference in a positive manner. This can be taken a step further and students can research different accents around the world (P2 Inquiry, Research, and Analysis; P2.3).

### Whole Group/Project Extension

- To better celebrate differences, students can create posters to hang around their classroom or school. These posters should encourage appreciation and respect for differences in the people around them. Classes could discuss the implementation of a yearly, school-wide celebration of diversity and differences (P4 Civic Participation; P4.2).

## Lesson 11 Modifications

### Kindergarten / First Grade

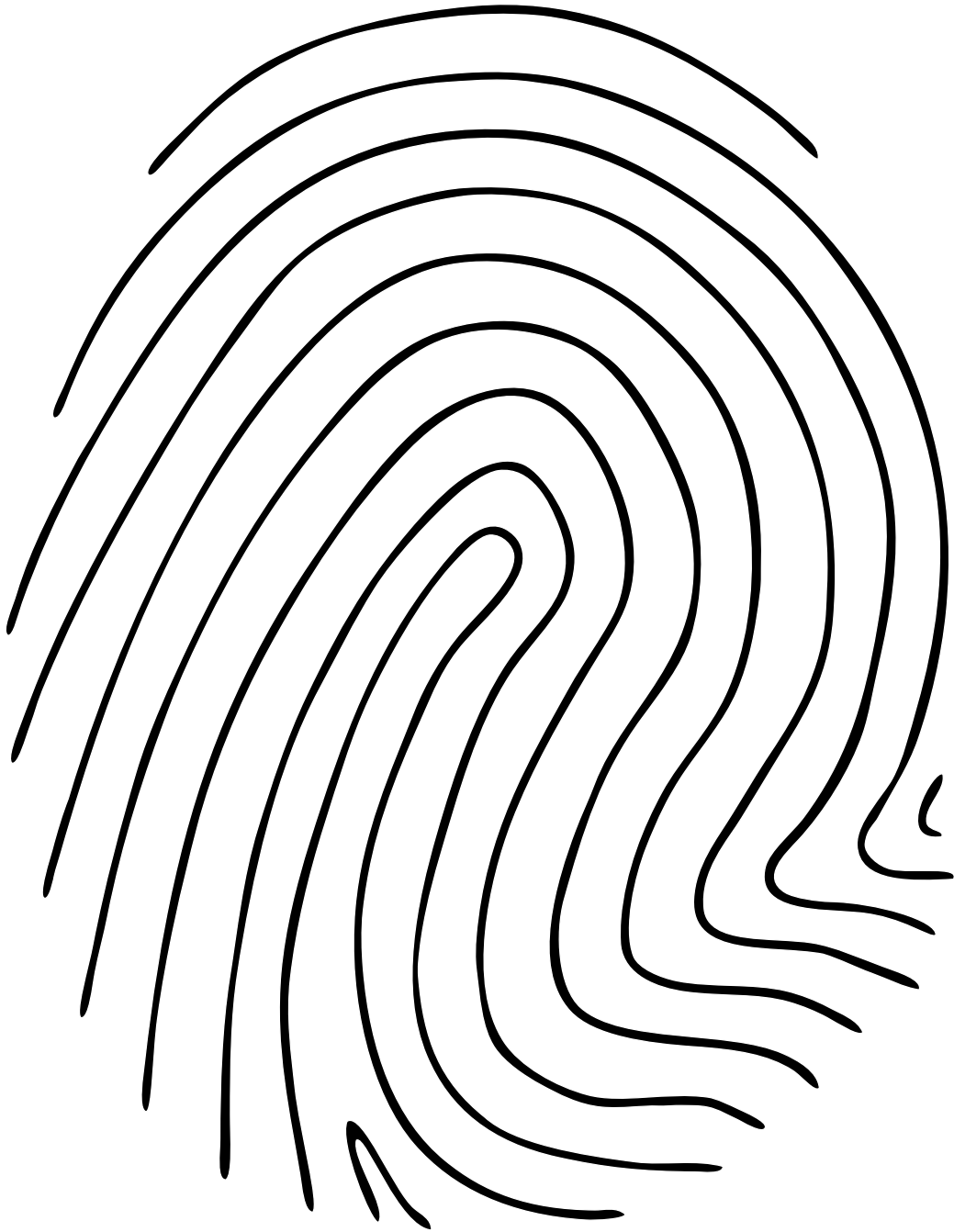
- On Tuesday, use think-pair-share to engage students in exploring why being different, or unique, is a good thing (CCSS.ELA-Literacy.SL.K/1.1).
- Instruct students to turn over their Week Eleven Activity Sheet. Each student should draw at least three things that make them unique. Help students generate sentences to describe each picture. Encourage students to share their work and model using positive language to respond to each volunteer's presentation (CCSS.ELA-Literacy.W.K.2, CCSS.ELA-Literacy.SL.K/1.4,5).

### Fifth Grade

- During Tuesday's lesson, instruct students to think about someone who they look up to. Guide students to consider what characteristics make that individual unique. Ask for volunteers to share why those unique traits make the individual exceptional (CCSS.ELA-Literacy.SL.5.1).
- Using student input, discuss how embracing our own uniqueness can actually bring peace to our lives by minimizing stress responses. Guide students towards an understanding that it is often more stressful to try to change to conform to the norm. Ask volunteers to share ways in which they can embrace their differences. Extend the lesson by engaging students in a conversation about how they can reduce stress in their peers by being non-judgemental and accepting of differences (CCSS.ELA-Literacy.SL.5.1).
- If time allows, permit students to illustrate the back of their Week Eleven Activity Sheet. Encourage students to draw something that is personally meaningful (even though no one else may find it to be special or extraordinary).

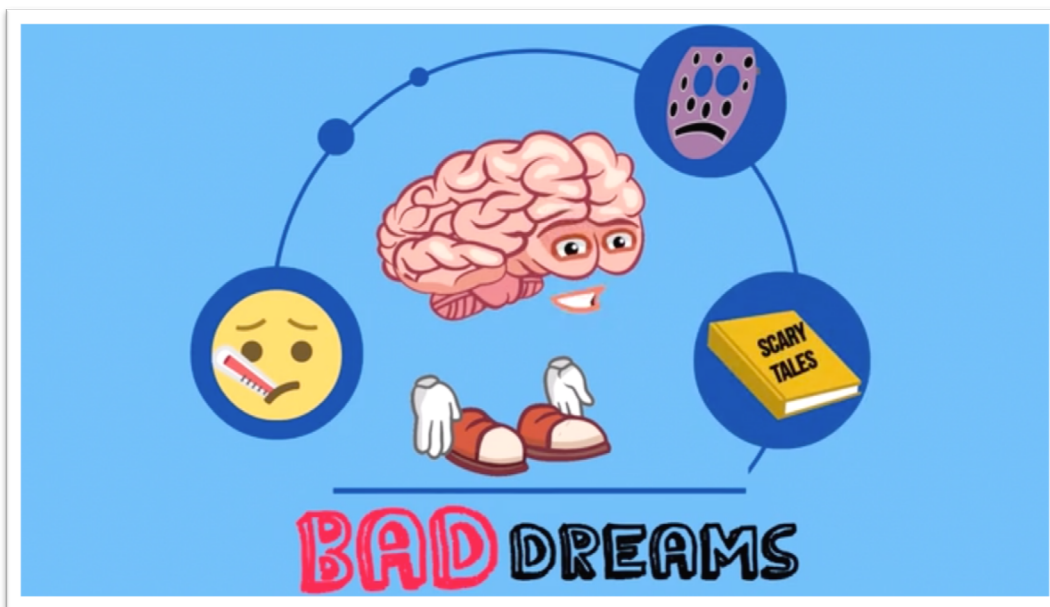
# What Makes Me Unique?

Fill in the lines of the thumbprint with sentences that tell all about yourself.



## Lesson 12

# Having a Bad Dream



### Theme

Stressful things that happen during the day can turn ordinary dreams into bad dreams. This is a sign that our brain needs a break.

### Key Message

When we have a bad dream, a Breath Brake is an excellent tool to use to help our brain and our bodies feel calm and relaxed.





## Monday: Theme Introduction and Video

- Introduce this week's theme: Stressful things that happen during the day can turn ordinary dreams into bad dreams. This is a sign that our brain needs a break.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-12/>
- After watching the video, lead a discussion on this week's theme: **Having bad dreams.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday
- Recall The Brain's discussion about dreams from the video. One of the reasons we have bad dreams is because we have such powerful brains. Stressful things that happen to us during the day can set off the Stress Response. Sometimes our bodies hold onto that stress, even when we are sleeping. When we are sick, scared of something that we have seen on the television, or angry at a friend from school, sometimes we hold that stress inside. When we go to sleep, our brain is still thinking about the stress-causing issue. Dreams and images can be created by the brain, sometimes seeming so real it can be difficult to tell if they are real or imagined.
- The teacher gives real-world examples of their own. Explain how you feel after waking up from a bad dream.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week.
- Recall yesterday's discussion that focused on the power of our brain to control our thoughts, even when we sleep.
- **Discussion:** We've all had bad dreams but how many of you have ever had a night where you lie in bed and toss and turn? You try and you try but you can't fall asleep because you have too many thoughts running through your brain? Give students an opportunity to share about a time they struggled to fall asleep.
- Let's discuss a way that we can help our bodies and brains relax before going to bed. As powerful martial artists, we have learned that taking a Breath Brake is an excellent way to help our bodies relax and focus.

## Wednesday: Collaborative Conversations

- Lead students through a Breath Brake.
  - Find a quiet place.
  - Focus on breathing in the light.
  - Take a slow, deep breath in through your nose. Breathe in positive thoughts of love, joy, of all the things that make you feel happy. Hold that for three seconds.
  - Blow out through your mouth. Blow out the darkness, all of things that make you sad and angry.
- Practice the Breath Brake technique as a class.
- This is an excellent exercise to do when you are feeling angry, worried, sad, or scared. If you have had a difficult day, try taking a Breath Brake before going to sleep.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 12**
- Recall yesterday's discussion about the techniques we can use to take control and redirect our brains to think more positive thoughts.
- **Activity: My Amazing Light.** Today students will demonstrate their understanding by creating an illustration that shows what it means to "breathe in the light." Breathing in the light can be interpreted to mean anything that brings a person to a calm, relaxed, peaceful place in their brain. For this exercise, encourage students to create an illustration and to use colors that they find to be calming and peaceful.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** Sometimes stress can cause us to have trouble falling asleep and even cause us to have bad dreams. This is a sign that our brain needs a break. As powerful martial artists we know that when we are feeling angry, nervous, worried, or any kind of stress, one technique that all martial artists use to help relax and calm down is by taking a Breath Brake. If you are feeling stress before bed, try taking a Breath Brake before you go to sleep.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 12 Extensions: Michigan Health Standards

### 2nd Grade

- Bad dreams can bring up a lot of different emotions. Students will discuss those emotions and how to work through them with different techniques—i.e. breathing, a quiet place to relax, etc. (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3. Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.10).

### 3rd Grade

- Just as students have different fears and bad dreams, students will use different techniques to relax their bodies and focus their minds. Students will be able to share and discuss the different skill sets and techniques of each individual (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).

### 4th Grade

- The strategy in this lesson, “breathing in the light,” includes positive self-talk and other techniques to help students work through strong emotions after having a bad dream (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3, 4.4).

## Lesson 12 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- As students share their illustrations from Thursday, they will notice how each student interprets “breathing in the light.” The class can discuss how those different strategies help each individual address bad dreams (P4 Civic Participation; P4.3).
- Students will learn to appreciate and respect the different points of view of others (P1 Reading and Communication - Read and Communicate Effectively; P1.4).

### Whole Group/Project Extension

- As a class, discuss a time or place to set aside as to create space for students to “breathe in the light.” Maybe there is a time during the day that students struggle most frequently. Set aside time for the class to “breathe in the light.” Maybe a corner of the classroom can be dressed as a space to “breathe in the light” if students find themselves struggling throughout the time.

## Lesson 12 Modifications

### Kindergarten / First Grade

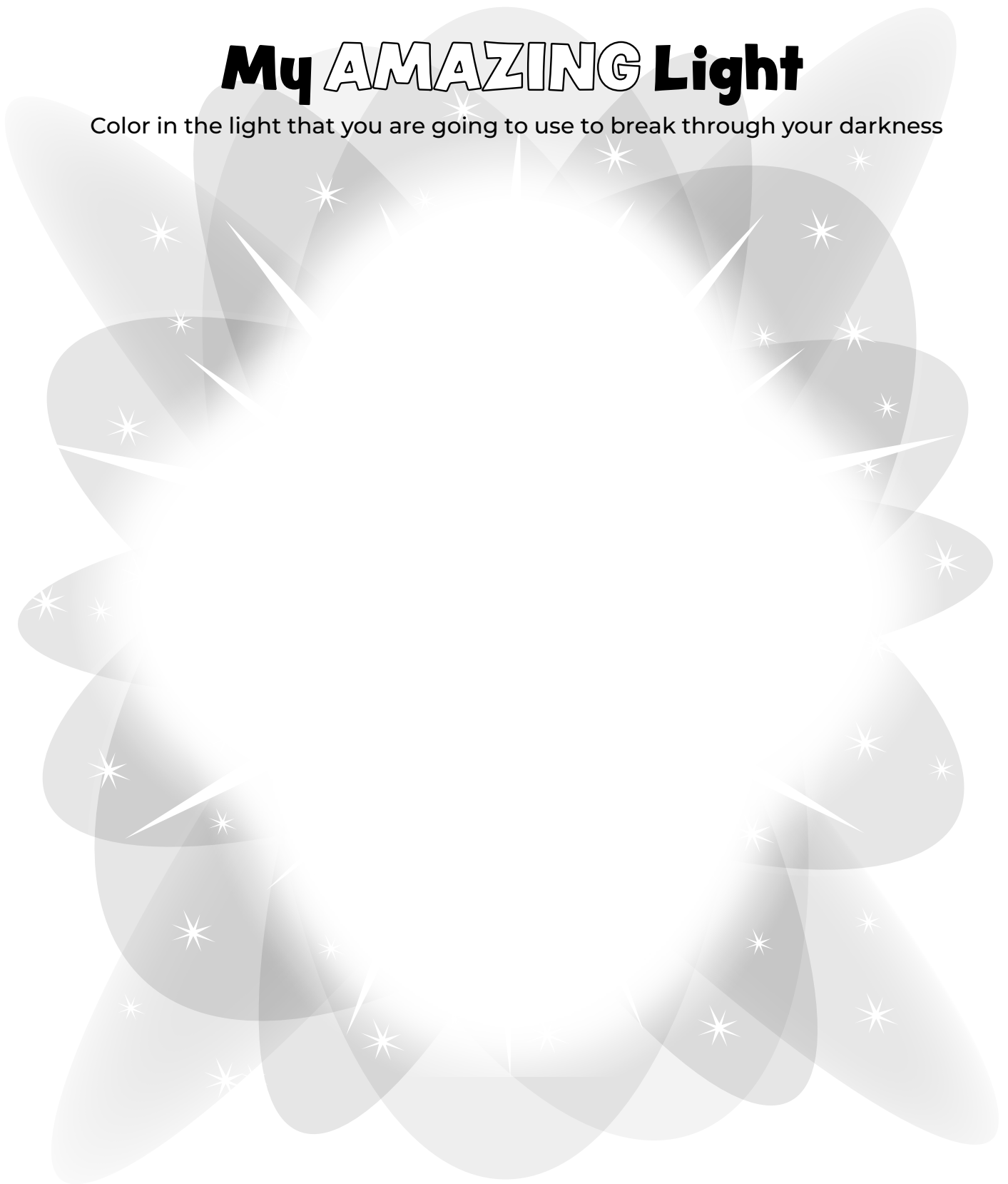
- Utilize a technique provided by Sensei Richard in the video. Provide students with a black sheet of paper. Have students illustrate a recent bad dream (or something else that has frightened them). Allow students to tear their illustrations over the trash can, being careful to provide an opportunity for students to do so individually in case they want to keep their illustration private (CCSS.ELA-Literacy.W.K/1.2).
- After explaining how you feel after having a bad dream (in Tuesday's lesson), share a technique with students for relaxing after a bad dream. If space allows, have students lie flat on their backs with their arms at their sides and their palms facing upwards (if space does not allow, ask students to sit cross-legged with their hands on their knees). Have students close their eyes and take a deep breath. Guide students through progressive muscle relaxation: relax one major muscle group at a time until the entire body is in a relaxed state. If available, provide quiet, calm music to minimize distracting background sounds. Gently pull students out of their relaxed states by asking them to take a deep breath before opening their eyes.
- On Thursday, revisit the mantra, Power Peace Purpose. Explain that through breathing in the light, we are building up our mental power while finding peace from negative thoughts. This allows us to focus on our purpose (CCSS.ELA-Literacy.L.K/1.5).

### Fifth Grade

- When identifying the theme of this week's lesson, expand on the statement that bad dreams are a sign that our brains need a break. Ask students to identify specific stressors that may result in their brains needing a break then invite students to share healthy ways that they utilize to calm their brains (CCSS.ELA-Literacy.SL.5.1).
- On the back of the Week Twelve Activity Sheet, encourage students to outline tools that they may use to calm their brains and find peace (CCSS.ELA-Literacy.W.5.8).

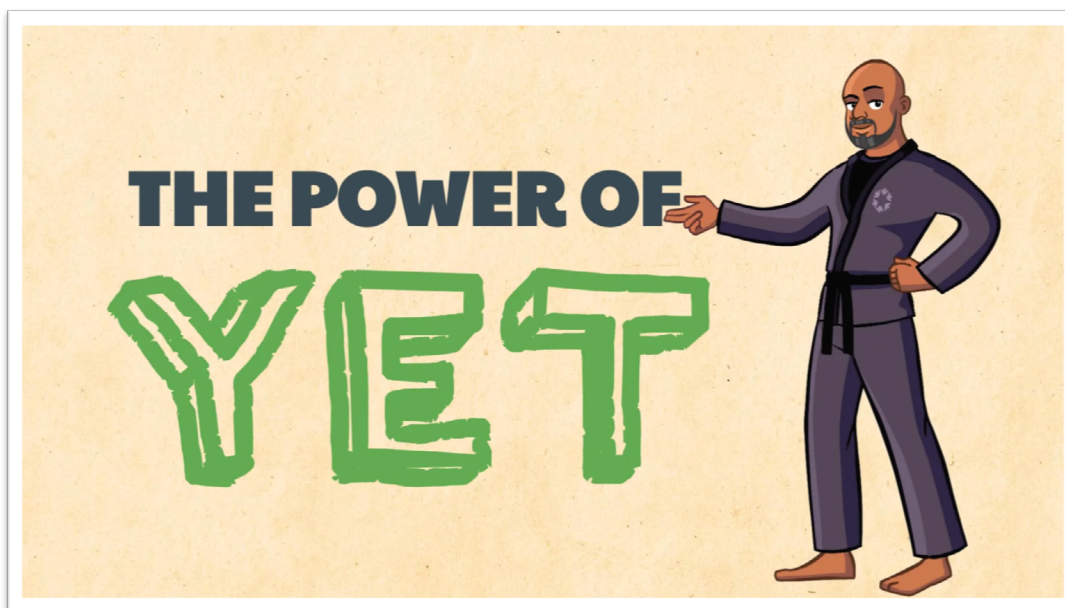
# **My AMAZING Light**

Color in the light that you are going to use to break through your darkness



## Lesson 13

# The Power of Yet



### Theme

This lesson will teach students about the power of believing in yourself.

### Key Message

If you work hard and try your best, you can reach your goals. The “Power of Yet” is about believing in yourself!





## Monday: Theme Introduction and Video

- This week's theme introduction: This lesson will teach students about the power of believing in yourself.
- Show the video: <https://heroescircle.org/schools/activity-sheets/lesson-13/>
- After watching the video, lead a discussion on this week's theme: **Believing in yourself and working toward a personal goal.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Recall Sensei Richard's example from the video. When Sensei Richard was young, he wanted to learn the martial arts even though his parents were told that he wasn't very good. Sensei Richard really, really wanted to learn so he worked hard. He knew that there were lots of things that he couldn't do... **YET**. He believed in himself.
- **Discussion:** The teacher shares something that they have had to work hard to do in order to become better. Talk about times that you may have felt discouraged and where you found the strength and encouragement to keep trying.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week.
- Recall yesterday's discussion that focused on working hard and staying focused in order to achieve a goal and the importance of believing in yourself. Let's talk about the importance of positive self-talk. Watch Lesson 13 video from 0:26-2:04.
- **Discussion:** Recall the lesson we had during Lesson 10 where we discussed how to change our negative thoughts into positive thoughts. In this week's video, The Brain talked about the importance of thinking positive thoughts. Positive thoughts help set us up for success. They tell our brain that success is likely to happen and therefore often does. When we look at things in our life with a negative attitude, we are giving our brain a message that says that failure is likely to happen and acceptable.
- Today we will think about things that we may not be good at... **YET**. Using the word **YET** sends a message to our brain to let go of the shame and uncertainty. You understand that you will be successful because you believe in yourself and know that you are going to work hard to achieve your goal.



## Wednesday: Collaborative Conversations

- Ask students to think of something that they feel that they could get better at doing. Have students share with the class, making sure to add on the word **YET** at the end. For example, "I don't know my multiplication facts... **YET**" or "I haven't scored a goal in soccer... **YET**."
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose**.

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 13**
- Recall yesterday's discussion about using YET tells our brain that we shouldn't feel shame and uncertainty for something that we are still struggling to become good at doing. The "Power of Yet" is about believing in yourself!"
- **Activity: Dear Future Me.** Today students will write a postcard to themselves. On the back of the postcard, students will write about one thing that they want to become better at doing. They should explain why this goal is important to them and describe their plan for improving. The postcard should be addressed to themselves. On the front, students should draw a picture of how they believe they will look achieving their goal. For example, if a child wants to work on their gymnastics skills, their picture on the front may show them standing on a podium with a gold medal. If their goal is to work on getting a better math grade, the picture may show them holding up an A+ test paper.
  - \*\* Please note that if you are making a copy of this activity for your students, please be sure to make the copy front to back
- Give students time to complete the activity.
  - \*\* Teachers, we encourage you to collect your students' postcards and keep them until the end of the year. In late May or June, pass them back and allow students to see if they have met their goal.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** By thinking positive thoughts and believing in ourselves, we set ourselves up for success. As powerful martial artists we know that we can't be good at everything we try at first, but if we know that, we are more likely to succeed.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose**.

## Lesson 13 Extensions: Michigan Health Standards

### 2nd Grade

- Students will be tasked to write a letter to their future selves describing goals they want to achieve and how they plan to achieve them. These letters will be kept to be handed back so students can evaluate how close they are to achieving their goals. (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6).

### 3rd Grade

- Some students may set a goal that has a physical component. In doing that, students will develop a personal plan to reach and maintain that goal (Strand 1: Nutrition and Physical Activity; Standard 5 - Core Concepts; 1.6).

### 4th Grade

- Some students may set a goal that will require the emotional or mental techniques discussed in previous lessons, including techniques like positive self-talk to manage or overcome strong feelings (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3, 4.4).
- As discussed in the 2nd-grade section, the letters students write will contain personal goals and action plans to work toward and achieve those goals (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6).

## Lesson 13 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- Each student will produce a letter written to their future self discussing the goals they have set for themselves. Some students will share their work, and the group can discuss the different strategies used and results they might expect (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- not applicable to this lesson

## Lesson 13 Modifications

### Kindergarten / First Grade

- At the beginning of Tuesday's lesson, define what it means to achieve a goal. Provide several examples to enhance student understanding of the vocabulary words, "achieve" and "goal" (CCSS.ELA-Literacy.L.K/1.4).
- Elaborate on how Sensei Richard did not allow negative thinking to prevent him from working towards his goal of becoming a martial artist. Engage students in a conversation about how he may have utilized positive thinking to encourage himself to keep trying despite the discouragement of others (CCSS.ELA-Literacy.SL.K/1.1).
- On Thursday, provide Kindergarten students with only the first page of the Lesson 13 Activity Sheet. When volunteers share their work, have them utilize the phrasing from the lesson: "I am not very good at \_\_\_\_\_ YET." Engage the entire class in chorally, emphatically saying "YET" with the student who is sharing. Ask the student why the goal is important to them. If the student is comfortable, engage them in a conversation about their plan to achieve their goal (CCSS.ELA-Literacy.W.K/1.2, CCSS.ELA-Literacy.SL.K/1.1, SL.K/1.5).

### Fifth Grade

- Help students differentiate between personal goals and the goals that others may have for them. While both types of goals may overlap, it is important to set goals for yourself. Allow volunteers to provide examples of both types of goals (CCSS.ELA-Literacy.SL.5.1).
- As volunteers share their completed Lesson 13 Activity Sheets, have them utilize the phrasing from the lesson: "I am not very good at \_\_\_\_\_ YET." Engage the entire class in chorally, emphatically saying "YET" with the student who is sharing (CCSS.ELA-Literacy.SL.5.4).

## Lesson 13 Activity

NAME: \_\_\_\_\_

**Write about one thing that you want to become better at doing. Explain why this goal is important to you and describe your plan for improvement**

[illegible]

**Draw a picture of how you believe you will look when you achieve your goal.**



## Lesson 14

# Feeling Lonely



### Theme

This lesson will teach students about the difference between feeling alone and having feelings of loneliness. It will also help them understand how to use the Breath Brake to help with feelings of stress associated with loneliness.

### Key Message

Feeling lonely can sometimes make us feel uncomfortable and stressed. It's easy to become frustrated, which leads to anger, which can make us feel even lonelier. When you feel this frustration it's important to stop, find a quiet place, and calm yourself by using the Breath Brake.

## Lesson 14: Vocabulary

### Solitude

When someone makes a choice to be alone

### Loneliness

When someone wants to be connected to others

## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will teach students about the difference between feeling alone and having feelings of loneliness. It will also help them understand how to use the Breath Brake to help with feelings of stress associated with loneliness.
- Show the video: <https://heroescircle.org/schools/activity-sheets/lesson-14/>
- After watching the video, lead a discussion on this week's theme:  
**Feeling lonely versus being alone.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday
- Today we are going to talk about the difference between being alone and being lonely. Being alone means that you are by yourself, often because you choose to be alone. You may choose to be alone if you must study for a test, finish homework, or just want some quiet time.
- **Discussion:** The teacher will ask students if there are ever times when they enjoy being alone. If so, where do you go? How do you communicate to others that you'd like to be alone for a while?
- Loneliness is different. We feel lonely at those times when we really want to be part of a group but for some reason are not. Loneliness makes us feel uncomfortable, sad, and stressed. You may have felt lonely when you were the new player on a team or when you were the new kid in school. You can feel lonely if you look different from the other kids, or something stops you from being able to do all the things that the others in the group can do.
- **Discussion:** The teacher shares an experience about a time they felt left out of a group. Describe your feelings and strategies that you used to try to gain acceptance into the group (if you used any).
- Ask students if there has ever been a time when they felt lonely. Talk about the situation. Describe how you felt. Ask students if they have tried any strategies to become part of a group?
- End the lesson by having students stand at attention, bow, and repeat our mantra:  
**Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week: Being alone versus loneliness.
- Recall yesterday's discussion that focused on understanding the difference between being alone and feeling lonely.
- Today were going to talk more about the feeling of loneliness. Did you know that you can feel lonely even when you are in a room full of people? You may be in a class with 25 other children and still feel very alone. If you don't feel connected or part of the group, you might feel very alone and that is hurtful.

## Wednesday: Collaborative Conversations

- **Discussion:** Yesterday we shared some of our experiences of being lonely. Think back to a time when you felt lonely. How did your body feel? In yesterday's video, The Brain told us that when we feel emotional pain, our brain reacts the same way it does when we have physical pain, like when we fall off our bike. We may experience the Fight or Flight Response. When we feel lonely, we may feel stressed, frustrated, or may become angry with others. Our body may become tense and our breathing may become faster. That is our body's way of reacting to stress.
- Yesterday we learned that this loneliness, frustration, and anger is your brain playing a cruel trick on you. Loneliness leads to frustration which leads to anger, which just leads to more loneliness. The key is to recognize that your brain is making you go around in circles. You are powerful, and you have the power to stop this cycle.
- When you feel frustration and anger rising, stop. Find a quiet place and calm yourself by taking a Breath Brake. This will help calm your brain and tell it to stop sending stress chemicals to your body. You may need to do this more than once. These are powerful emotions, but you are also powerful. You can calm your brain and blow out feelings the frustration and anger that come from loneliness.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 14**
- Recall yesterday's discussion.
- **Activity: Uniquely Me.** Today students will create a mini poster that encourages them to share some information about themselves. The goal is for students to discover some new information with each other in order to find common interests and to make connections.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask students to share their posters with the people in their group. At the end, ask students the following question, "Did you learn something about someone in class that you didn't know?" Example: "I didn't know that Jalen has been to 15 states." or "I learned that Sophia and I both take piano lessons."



## Friday: Sharing

- **Wrap-Up Weekly Key Message:** We can learn a lot about each other by listening and observing. When someone is new to your group and you notice that they look sad or worried or even become angry, be kind and try to include them. Invite them to play or ask them a question. Be sure to introduce yourself.
- If you are the person who feels left out and lonely, remember to stay calm. Getting to know others takes time. If you are beginning to feel frustrated and stress, remember to breathe, blow out the feelings of frustration and anger. As Powerful Martial Artists we know that when we begin to feel frustrated and stressed, we can take a Breath Brake and blow out the feelings of frustration and anger.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 14 Extensions: Michigan Health Standards

### 2nd Grade

- Students will learn the very important difference between the desire for solitude and the feeling of loneliness. With a better understanding of these two emotions, students will be able to work through situations that cause mixed emotions (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2, 4.3).
- Students will learn that some people, including themselves, may want solitude at times. Students will also learn how to respect those feelings in themselves and friends (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7, 4.8).
- In this lesson, students will learn to recognize and express the desire for solitude and feeling of loneliness. Each of these emotions is valid but requires a different mode of expression. Students will learn techniques to use to manage these strong feelings (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9, 4.10).

### 3rd Grade

- Students will learn the benefits of positive friendships to combat feelings of loneliness in others and ourselves (Strand 4: Social and Emotional Health; Strand 1 - Core Concepts; 4.1).
- This lesson will examine the ways people can help others who may be struggling with feelings of loneliness. It will outline different techniques to use when inviting someone into a group (Strand 4: Social and Emotional Health; Strand 3 - Health Behaviors; 4.4).
- Students will learn how to help friends and acquaintances when they struggle with feelings of loneliness. This lesson will emphasize the positive influence friends can have on others' behavior (Strand 4: Social and Emotional Health; Strand 4 - Influences; 4.7, 4.11).

### 4th Grade

- Loneliness can make students feel very strong or overwhelming feelings about themselves. This lesson will help students develop skills and techniques to manage those feelings—i.e. positive self-talk (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3, 4.4).

## Lesson 14 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, & 4th Grade

- Students will learn to identify the “bias” of their feelings. Students will learn the difference between loneliness and a desire for solitude (P1 Reading and Communication - Read and Communicate Effectively; P1.4).
- Students will share the posters they make that share personal, unique information about themselves. Students will be able to identify new information about each other and make deeper connections (P4 Civic Participation; P4.3)..

### Whole Group/Project Extension

- As a class, create an “inclusion plan.” Create a way for students who are struggling with loneliness to signal for help. When this signal is noticed by another class member, the student feeling lonely will be included in the activity or group. This signal could be a seat in the classroom, a token or post-it note on a desk, or whatever fits your classroom and students best.

## Lesson 14 Modifications

### Kindergarten / First Grade

- Foster a sense of community to help students who may have had feelings of loneliness arise during the lesson. Ask students to sit in a circle. Play games to encourage fellowship and inclusion. Some suggested games include “Would You Rather?” (model this by asking simple but silly questions such as, “Would you rather be a unicorn or a hamster?” or “Would you rather swim in a pudding or fly through a shower of jellybeans?”; I-Spy; and Storytelling Round Robin (you provide the first sentence of a story then students take turns adding the next line) (CCSS.ELA-Literacy.SL.K/1.1).
- Instead of distributing the Lesson 14 Activity Sheet, provide students with a large sheet of blank paper. At the top of the paper, instruct students to add the title, “Me.” Students should divide the paper into four sections and provide the following illustrations: their favorite game or sport to play, the weirdest thing that they have ever eaten, something they wish they could do, and something that makes them happy. Ask first-grade students to label their drawings (CCSS.ELA-Literacy.W.K/1.2).
- After volunteers share their posters on Friday, address the “Have you ever been...” questions on the Lesson 14 Activity Sheet. Ask students these questions and allow them to answer through a show of hands or a thumbs-up. If time allows, ask additional questions such as, “Have you ever seen...” or “Have you ever eaten...” (CCSS.ELA-Literacy.SL.K/1.1).

### Fifth Grade

- For older students, utilize community-building games such as “Blind Artist,” “Minefield,” or “Snowball Toss.”
- Extend the lesson by encouraging students to reach out to people who appear to be feeling lonely. As a group, create a graphic organizer that lists student-provided suggestions for encouraging and including people who are feeling isolated and alone (CCSS.ELA-Literacy.SL.5.1).

# Uniquely Me

Things I like to play:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

My favorite subject in school is

\_\_\_\_\_

Have you ever been

on a Train ☐ Yes ☐ No

on a Sled ☐ Yes ☐ No

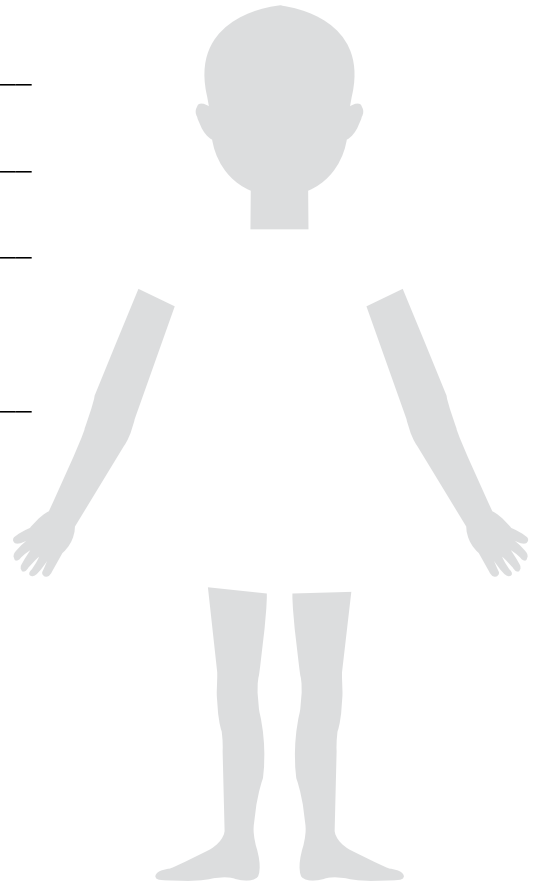
in an Airplane ☐ Yes ☐ No

on a Ship ☐ Yes ☐ No

on a Bike ☐ Yes ☐ No

in an Uber/Taxi ☐ Yes ☐ No

on a Bus ☐ Yes ☐ No



If I could do anything, I would \_\_\_\_\_

\_\_\_\_\_

The weirdest thing that I have ever eaten is \_\_\_\_\_

Something you may not know about me is \_\_\_\_\_

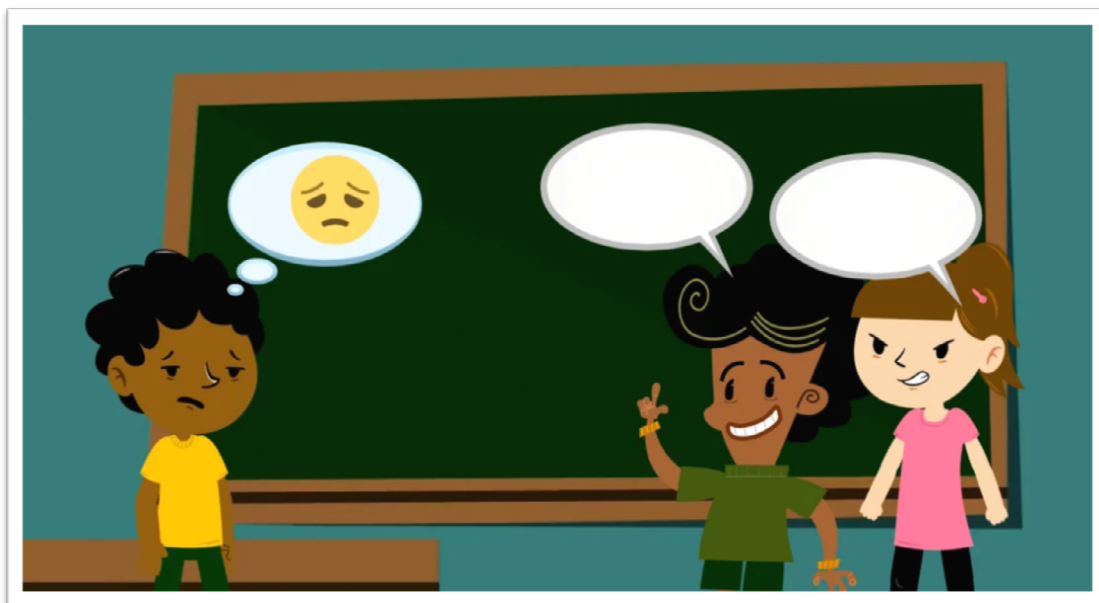
\_\_\_\_\_

I feel happy when \_\_\_\_\_

\_\_\_\_\_

## Lesson 15

# Feeling Picked On



### Theme

This lesson will teach students to understand the difference between mean behavior and bullying behavior. It will also provide some tools that students can use when they are being bullied.

### Key Message

When you're in a stressful situation, even one as stressful as being bullied, you can choose how to respond. You can use a Breath Brake to help you manage the situation with calm control.

## Lesson 15: Vocabulary

### Bullying

A person who behaves in a mean, unwanted manner toward others either physically or socially



## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will teach students to understand the difference between mean behavior and bullying behavior. It will also provide some tools that students can use when they are being bullied.
- Show the video: <https://heroescircle.org/schools/activity-sheets/lesson-15/>
- After watching the video, lead a discussion on this week's theme: **Bullying**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Today we are going to talk about bullying. **There is a big difference between someone who is a bully and someone who is mean.** When someone does something intentionally hurtful **one time**, that is mean. When someone does something intentionally hurtful and they **keep doing it** even after you've told them to stop or have shown them that you are upset, that's bullying
- Being bullied can make you feel hurt, scared, lonely, embarrassed, or sad, and the stress of dealing with it can make you feel sick. It's hard to keep your mind on schoolwork when you're worried about how you're going to deal with the bully in your class, in the lunchroom, or on the playground.
- Bullies often try to pick on kids who get upset easily or who have trouble sticking up for themselves. They might pick on someone who's smarter than they are, or who's different from them somehow. Or sometimes, they just pick on a kid for no reason at all. Usually what bullies want is a big reaction, like crying or yelling. As strange as it may sound, that kind of reaction can make bullies feel like they have power.
- **Discussion:** Guide a discussion with the students to make sure they understand the difference between those who are mean versus those who bully. Students often have many misconceptions about what bullying is. The definition above may help clarify. Ask, "How many of you have ever experienced being bullied?" The teacher should listen carefully and help determine if the child's experience was from someone who was being mean or bullying.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week.
- Recall yesterday's discussion that focused on understanding the difference between mean behavior and bullying behavior.
- Today we're going to talk about some of the reasons why some people bully and things that you can do to try to stop them.

## Wednesday: Collaborative Conversations

- Yesterday in the video, Sensei Richard and The Brain taught us that sometimes people bully because they are unsure of themselves or are unhappy in their life. Sometimes, bullies come from families where everyone is angry and shouting all the time. They may think that being angry, calling names, and pushing people around is a normal way to act. Sometimes, bullies are copying what they've seen someone else do. They may have even been bullied themselves.
- Remember, often when people bully, they are looking to get a reaction out of you. They like to make others feel sad, scared, or angry. Try not to give the reaction that they are looking for. It may be hard to do. Remember that **You are Powerful**. Use your power to take control of your stress response. Make the choice to respond heroically to the situation.
- **Discussion: Your Reaction:** So how should you respond when someone is bullying you? Your response is the key to stopping the bully. Remember, bullies like to make you feel bad, make you angry, and like to upset you. Don't let them know that they are affecting you!
  - When someone is bullying you, you can tell them to stop. Tell them that you don't like what they are saying. Leave the area if possible.
  - If the bullying continues, especially if it is physical, be sure to let an adult know what is going on immediately.
  - **YOUR REACTION:** Don't react! Instead, take a moment to take a Breath Brake. The bully may continue to say things. If you can focus on yourself and on your ability to breathe in the light and blow out the darkness, you will be able to remain calm and to think clearly.
- There may be times when you notice someone else being bullied. When you witness bullying, you have a choice. If you ignore the situation or walk past without saying anything to the bully, the message that you are sending is, "It's ok to bully others." If you try to stop the bully by standing up for the person being bullied, the message that you are sending is, "Bullying is not acceptable."
- Bullies are often picking on others for the approval of their friends and those around them. When bullies know that other people don't think it's funny or cool to bully, they will sometimes stop.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- Recall yesterday's discussion about bullying.
- Today students will demonstrate techniques for stopping someone who is bullying them.

\*\*Teachers please note: In lieu of an activity sheet this week, students will complete an in-class activity today and Friday.\*\*

## Thursday-Friday: Activity

- **Activity:** The goal of this activity is for students to differentiate between mean behavior and bullying behavior. After presenting each scenario, ask students if it is an example of mean or bullying behavior. The teacher may have to clarify.
  - Scenario 1- Maria trips on her shoelace. Kelsey laughs at Maria.(Mean)
  - Scenario 2- Jalen always throws the ball hard at Steven when they play dodgeball in gym class. (Bullying)
  - Scenario 3- Katrina, Marin, and Sophie always sit together at lunch. Janelle asks if she can join them. The girls say, "No!" and begin whispering and giggling while looking at Janelle. (Mean)
  - Scenario 4- Every time DeMarcus walks by Brandon's desk, Brandon tries to trip him. (Bullying)
- The teacher may choose to add additional scenarios based on situations that have been occurring in their classroom.





## Friday: Sharing

- Ask for volunteers to discuss some of the scenarios that were shared yesterday.
- This week we have been discussing bullying. You learned the difference between mean behavior and bullying behavior. When you're in a stressful situation, even one as stressful as being bullied, you can choose how to respond. As a powerful martial artist, you can take a Breath Brake when you need help to manage the situation with calm control.
- **Class Activity:** Today we are going to work on appropriate ways to react when we are in a bullying situation.
- **Teacher Directions:** The teacher will strategically choose students to roll play. You may want to select different children for each scenario. You will have to have a quiet conversation with those who have been chosen so that they understand their roles in the scenario. Students should act out the scenario two times. The first time the victim responds incorrectly, perhaps pushes back, becomes angry or is very over reactive. The second time, the victim should respond appropriately. Stay calm, use words, take a Breath Brake, and tell an adult if necessary.
  - Scenario 1- Jeffrey and Ronnie are walking down the hall. Bonnie is walking toward them and purposely walks into Jeffrey. This is the fifth time that Bonnie has purposely walked into or bumped Jeffrey this week. After walking into him, Bonnie says, "You better not be in my way again!"
  - Scenario 2- The teacher calls the class to sit on the carpet several times throughout the day. Every time Michael sits down, Leo, Samuel, and Robin make a face and try to scoot as far away from him as possible.
  - Scenario 3- Kacey's mom always sends a bag of chips and 2 chocolate chip cookies in Kacey's lunch. For the past 2 weeks, Lisa and Tommy have tried to convince Lisa to give them her snacks, even though Lisa doesn't want to give them up. Each day they are becoming a little more forceful by taking them without asking, hiding them when she gets up to throw something away, or by saying things like, "If you don't give us your snacks, we won't be your friend," or "If you don't give us your snacks, we're going to tell everyone in class not to talk to you."
- After each scenario is acted out, the teacher should guide the discussion with the class. Allow the students to point out the problem and suggest ways for the student victims to handle the situation.
- **Wrap-Up Weekly Key Message:** Bullies like to make their victims angry, sad and like to see them react. By staying calm and in control, you can help defuse their behavior.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 15 Extensions: Michigan Health Standards

### 2nd Grade

- Students will learn how to confront bullying using positive techniques and decision-making skills (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6).
- Students will learn how to stop bullying in and around their school by showing respect for each person they encounter. (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7, 4.9).
- Situations that involve bullying can be intense emotionally. Students will learn techniques to manage strong feelings and will be able to use those techniques in future situations (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.10).

### 3rd Grade

- Students may not always be the recipients of bullying, but they may see it in their school. Students will learn techniques to stop the bullying of others (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4, 4.10).

### 4th Grade

- Students will learn about the various effects teasing or bullying can have on others (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.1).
- Because bullying can cause people to have strong and overwhelming feelings, students will learn strategies to manage them in a healthy and positive manner (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).
- Students will learn how to identify and combat bullying behaviors by following a set of strategies and techniques based on their evaluation of the situation they encounter (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6).
- During this lesson, students will learn the steps they can take to work through conflict, like bullying. Students will participate in a number of scenarios to practice these new skills (Strand 4: Social and Emotional Health; Strand 7 - Social Skills; 4.7, 4.8, 4.9, 4.10, 4.11, 4.12).

## Lesson 15 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- Students will learn how to identify bullying behaviors (P1 Reading and Communication - Read and Communicate Effectively; P1.4).
- During the class activity, students will participate in different scenarios detailing different situations. Students will work through those scenarios using different strategies and techniques learned throughout the week (P4 Civic Participation, P4.3).

### Whole Group/Project Extension

- Have the class create a poster campaign advertising a “safe space” to report bullying. Take it a step farther and create a “game plan” and outline the steps to follow if a student is experiencing bullying. For example, create a box to be placed in the classroom. Students can put an anonymous note in when they feel they are being bullied.

## Lesson 15 Modifications

### Kindergarten / First Grade

- During Tuesday’s discussion, before asking if students have personally experienced being bullied, first ask if students have seen someone else being bullied. This will enhance students’ understanding of the differences between someone being mean and someone being a bully and will help students who have been bullied to feel less alone in their experience (CCSS.ELA-Literacy.SL.K/1.1).
- In Wednesday’s lesson, remind younger students that telling an adult is always the right thing to do whether they are being bullied themselves or they see someone else being bullied. Ask students to share examples of adults that they can approach to report bullying (CCSS.ELA-Literacy.SL.K/1.4).

### Fifth Grade

- Present a scenario in which someone has witnessed another person being bullied but is hesitant to intervene. Using student suggestions, make a list of people who the witness could turn to for help and a list of discrete methods that the witness could use to inform an adult (CCSS.ELA-Literacy.SL.5.1).
- If there are bullies in the classroom, initiate a conversation (without identifying individuals) about some of the reasons people may be bullies. Guide students towards an understanding that bullies are often struggling emotionally too. Allow students to suggest ways that bullies could utilize the tools provided in these lessons to control their own negative thoughts and stress responses (CCSS.ELA-Literacy.SL.5.1,2,3).

## No printed Activity Sheet for Lesson 15



## Lesson 16

# Feeling Jealous



### Theme

This lesson will teach students how to manage their emotions and reactions when they feel jealous or envious of others.

### Key Message

When you feel jealous, you have the power to turn those negative thoughts around. Focus on what you really want and how you'll work to achieve it, and you can create positive thoughts that help you reach your goals.

## Lesson 16: Vocabulary

### Jealousy

A feeling of envy of what another person has or can do

### Envy

Feeling or showing unhappiness over someone else's good fortune and a desire to have the same



## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will teach students how to manage their emotions and reactions when they feel jealous or envious of others.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-16/>
- After watching the video, lead discussion on this week's theme: **Jealousy.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Define the difference between jealousy and envy. Give examples of situations that occur in the classroom: A classmate comes to school with a cool, highly desirable new pair of shoes (envy); a new student joins the class and immediately becomes friends with your best friend (jealousy); everyone passes the ball to one student during a basketball game so that he can score (jealousy). It's natural to feel jealousy and envy from time to time, but it can become a problem if these feelings start to take over your thinking.
- **Recall:** When you're jealous, your brain can make you feel like you're under attack. It's very unsettling when you feel like someone is better than you are because they have something that you don't. When we feel like we are under attack, we often experience the "fight or flight" response. We may become angry, say hurtful things, try to turn others against that person, or even feel sick when we feel jealous toward someone.
- Remember, when you are feeling jealous, the person who has the problem is YOU. The person who has the new shoes, got a part in the play, or has a lot of friends, hasn't done anything wrong. YOU are the person who wants what the other person has. It is wrong to take out your anger and frustration on that person. Rather, you have to use some techniques to help yourself refocus your emotions.
- **Discussion:** Give real-world examples of times she's/he's experienced jealousy or examples of times she/he has noticed it occur in the classroom. Give examples that show how you were able to manage your feelings in order to get over the negative feelings toward that person.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on jealousy.
- **Review:** Yesterday we talked about the meaning of jealousy and envy. Today we're going to continue our discussion on jealousy and envy as it relates to social media. Yesterday in our video, The Brain told you that it's hard not to feel jealousy and envy when you're scrolling through your social media feed. Social media is a bottomless pit of jealousy triggers. It lets you see only the good in other people's lives. Social media can make you believe that someone else's life is much easier or more comfortable than yours, and that makes your brain fire stress chemicals that make you feel miserable.
- **Discussion:** Have you ever felt jealous after scrolling through your social media feed? Maybe you saw a picture of two friends hanging out together. Maybe you saw a picture of a friend who went somewhere that you wanted to go. Perhaps your friend posted a comment that hurt your feelings. (Give students an opportunity to share experiences.)
- When we are experiencing feelings of jealousy, what can we do? As powerful martial artists, we know that we are in control of our brain, and we control how we react to situations. When we are feeling angry, sad, or frustrated due to these jealous feelings, it's important to take a moment to step away from the situation. Put down the phone or device. Find a place that feels calmer, safer. Settle yourself and take a moment to breathe in the light and blow out the darkness. Think about things that bring you joy, peace, and love. Try to replace your dark feelings of jealousy, envy, and fear.
- **Practice:** A Teacher-Guided Breath Brake
  - If it works for your classroom, ask students to stand up. Guide them to think about a time when they had feelings of jealousy or envy. Ask them to think about how they were feeling. Did they become angry or sad or irritable?
  - Now, ask students to take a moment to think about something that makes them feel happy, safe, and loved. Take a deep breath. Breathe in the light.
  - Blow out the dark feelings of sadness, anger, and jealousy.
- When we experience these feelings of jealousy and envy, taking a moment to take a Breath Brake can help us reset our feelings.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Thursday: Applying the Theme

### ■ Activity Sheet – Lesson 16

- Recall yesterday's discussion on experiencing jealousy and envy when using social media.
- As powerful martial artists, we know that staying positive and taking Breath Brake will help us to manage our emotions and reset our feelings. Breathe in the light and blow out the darkness. The Breath Brake is a very helpful and powerful tool that you can use anytime.
- On Tuesday we said that people often feel jealous when others have what they want. Today let's think about ways we can work toward achieving the things that we really want and desire. We can start by really focusing on what we want. Some examples may include becoming better at a sport or in school, working on your friendships, and becoming a healthier you by eating healthier foods and being more active.
- **Activity: If I Believe it, I can Achieve It!** The students will identify something that makes them have feelings of jealousy or envy. Teachers may help students by reminding them of some of the discussions and examples that have been shared this week. Next, students will identify things that they can do to acquire things they want.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** When we feel jealous, we are actually feeling upset because someone has something that we want. When we identify what we want and work toward achieving it on our own, those jealous feelings will go away. What is left is a feeling of happiness and pride of having worked hard to get what we wanted. As powerful martial artists we know that we have the power to turn those negative thoughts around even when you are feeling jealous. Focus on what you really want and how you'll work to achieve it, you can create positive thoughts that help you reach your goals. Setting a goal for yourself and reaching it will teach others. For example, if your friend received an A on a spelling test and you received a C, you might feel jealous. Stay positive and set a goal for the next spelling test to get an A. Your goal could be to study 10 minutes every day then get an A on the spelling test the following week.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**





## Lesson 16 Extensions: Michigan Health Standards

### 2nd Grade

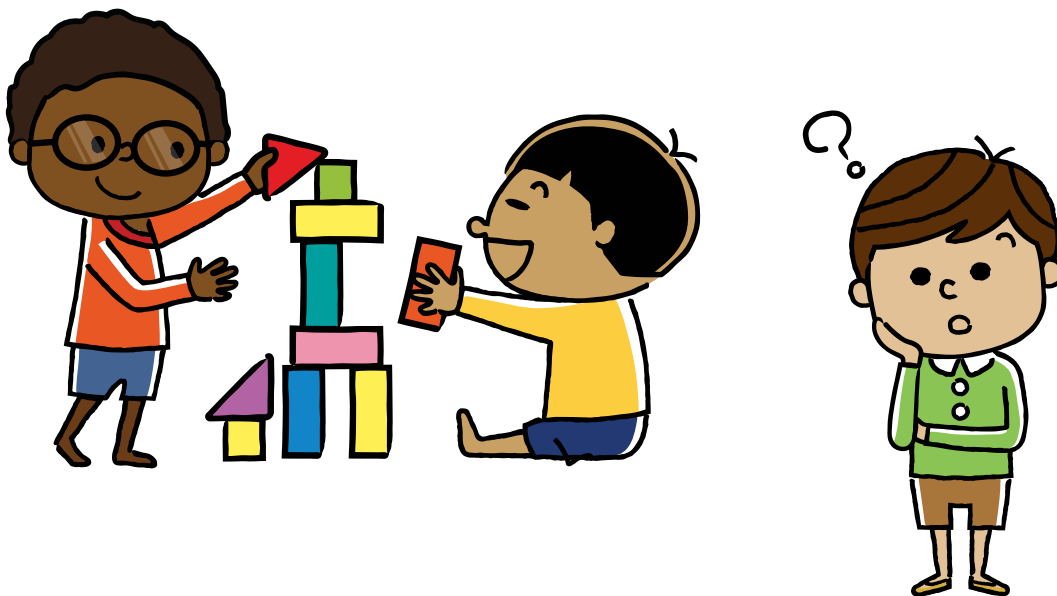
- Students will learn the difference between jealousy and envy and how different situations bring up those emotions (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- Students will learn techniques that will help them work through and combat feelings of envy and jealousy (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.6).
- Students will discuss situations that can make others, and themselves, feel envious or jealous. Students will then learn techniques to recognize and combat those feelings (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7, 4.9, 4.10).

### 3rd Grade

- Because feelings of envy and jealousy are common among friends, students will learn how to maintain healthy friendships when these feelings arise (Strand 4: Social and Emotional Health; Standard 4 - Influences; 4.7, 4.9).

### 4th Grade

- During this lesson, students will learn to recognize that people are unique in their talents, abilities, and situations. Students will learn to combat feelings of envy or jealousy with a celebration of differences (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- Students will learn different strategies to help manage strong feelings, like anger, jealousy, and envy (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).



## Lesson 16 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- Students will identify something that makes them feel envious or jealous of others. They will then implement the strategies and techniques they learned throughout the lesson. When sharing their work, students will be able to discuss the different strategies and outcomes that will result (P4 Civic Participation; P4.3).

### Whole Group/Project Extensions

- To encourage a positive and inclusive environment, have students compliment each other. Have one student sit on a chair/stool with their back to a whiteboard/chalkboard/big piece of paper. Ask the rest of the group to write something nice about that student on the writing surface. Have each student sit in the “hot seat.”

## Lesson 16 Modifications

### Kindergarten / First Grade

- Remind younger students that one way to stop feeling jealous is to be grateful for what you already have. Model this by listing several things that you feel grateful for. Instruct students to turn and talk about things in their lives that they feel grateful for. Ask for volunteers to share some examples (CCSS.ELA-Literacy.SL.K/1.1).
- On Tuesday, ask students to recall examples of techniques that they have learned for managing their negative emotions (CCSS.ELA-Literacy.SL.K/1.1).
- Rather than giving younger students the Lesson 16 Activity Sheet, initiate a conversation. As a group have students share times when they felt jealous. You may want to jot these on the board in general terms. Next ask the students to draw a picture that represents a time when they felt jealous. Once the students have completed their drawings, work with them to determine what they really wanted when they felt jealousy, translating this into their wish or goal. Ask students to incorporate this into their drawings. On Friday, when volunteers share their work, ask students what steps they can take to achieve what they want. When students show difficulty in listing steps, instruct the rest of the class to think-pair-share suggestions (CCSS.ELA-Literacy.W.K/1.2,5; CCSS.ELA-Literacy.SL.K/1.1,3,5,6).

### Fifth Grade

- Throughout the week, instruct students to keep a physical or digital (written or in photographs) gratitude journal. If volunteers would like to share, allow them to take turns daily or at the end of the week (CCSS.ELA-Literacy.W.5.4).
- Utilize classroom discussion to generate alternatives to spending a lot of time on social media. Create an anchor chart composed of student ideas (CCSS.ELA-Literacy.SL.5.1).

# **If I Believe It, I Can Achieve It**



Sometimes I feel jealous when

---

---

---

When I feel this way, it's because I really want

---

---

---

## **My plan for getting what I really want**

**I will** \_\_\_\_\_

**I will** \_\_\_\_\_

**I will** \_\_\_\_\_

## Lesson 17

# Stuck in the Middle



### Theme

(Weeks 17 & 18)

This lesson will teach students about the importance of open and honest communication with friends, even under difficult circumstances.

### Key Message

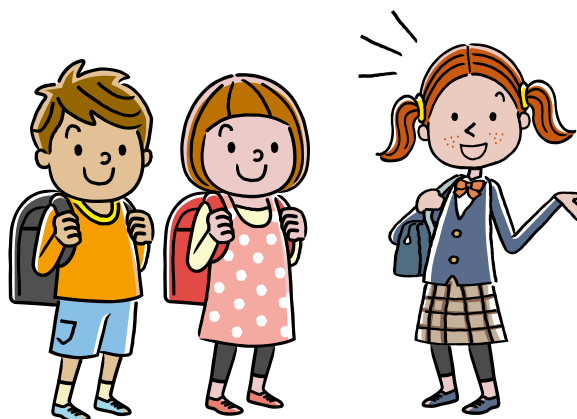
(Weeks 17 & 18)

You have the power to communicate openly and honestly with your friends, even when it seems hard.

## Lesson 15: Vocabulary

### Communicate

Using words, sounds, signs or behaviors to communicate information to someone else



## Monday: Theme Introduction and Video

- Introduce this week's theme : This lesson will teach students about the importance of open and honest communication with friends, even under difficult circumstances.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-17/>
- After watching the video, lead discussion on this week's theme: **Being Stuck in the Middle Between Friends.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Yesterday we watched a video about being stuck in the middle. Being stuck in the middle can be very stressful. It can sometimes mean that your friends are trying to influence you to see things their way. They may say things about your friend that are or aren't true, just to get you to take their side. Being in the middle is stressful and can make you feel trapped. It's painful to know that your friends are angry with each other and can't seem to stop fighting.
- One of the things that you can do when you feel trapped and stressed by our friends is to step away from our friends and take a moment to calm yourself by taking a Breath Brake. Breathe in the light and blow out the darkness. Once you've returned to a state of calm control, you can manage this challenge with a clear head. The Breath Brake is a very helpful and powerful tool that you can use anytime.
- The teacher will create a scenario or give a real-world example from their own experience of being stuck in the middle of a friends' disagreement. Give examples that show how one friend may have tried to influence your thinking to be negative toward the other friend.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Wednesday: Collaborative Conversations

- Ask students to recall information from the video focusing on the main theme of the week.
- Recall yesterday's discussion that focused on how friends will sometimes try to influence your thinking to be negative toward another friend just so that you are on their side. Today we are going to talk about ways that the friend in the middle can try to help the situation between friends.
- It is very common for friends to have disagreements. A disagreement simply means that one person does not agree with or like something that another person is doing or saying. That's natural! We all have our own thoughts and beliefs. When we are friends with someone, we may not always agree with them. If we are truly friends, we should be able to talk to each other. **Communication is so important!** Let the other person know what you are thinking so that they can explain themselves and possibly have a chance to apologize.
- Your friends may not realize that, by putting you in the middle of their disagreement, they are making you uncomfortable, sad, or stressed. They only see the situation from their point of view. Telling them how you feel probably won't solve the problem, but it may cause them to stop putting you in the middle. Sharing your feelings can also help relieve some of your stress.
- As the friend in the middle, it's important to stay neutral. Don't take sides. Give each friend an opportunity to talk. Your role is to listen. Don't give your opinion. Sometimes it's helpful for someone to say out loud what is bothering them. They may even realize after saying it that it's really not such a big deal. Remind your friend of the things that make that person a great friend. You may say something like, "I'm sure he didn't mean to say that."
- **Discussion:** After hearing both sides, encourage your friends to talk to each other and share what is bothering them. You may or may not stay for the conversation. If you do stay, remember to stay neutral.
  - If the discussion gets too heated, remind your friends to take a moment to step away. Take a moment to calm down. Remind them to take a Breath Brake. The problem can't be solved if those involved are angry and frustrated.
  - If taking a moment to calm down isn't working, help from an adult may be needed.
- Once the problem has been solved, try not to talk about it anymore. You've been a good friend by encouraging them to work through a problem and remain friends.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

### ■ Activity Sheet – Lesson 17

- Recall yesterday's discussion about the importance of honest communication between friends.
- **Activity: Stuck in the Middle.** Today students will apply their understanding by reading and reacting to "Stuck in the Middle," a play about three friends who are struggling with an issue commonly experienced between friends.
  - Prior to reading on their own, students may need assistance with understanding that the words in italics are meant to help the readers understand the characters' emotions and actions. Explain that there are discussion breaks throughout the play where students should stop and discuss the topic with their partners.
  - Break students up into groups of three and give them time to read through the play a couple of times and discuss.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to take a role. Have students act out the play, "Stuck in the Middle." Remember to stop to discuss key ideas when appropriate.
- The teacher may also choose to ask how this scenario may be different if it were between three boys.
- Teacher will have class discussion on the following questions:
  1. Should Megan have played with only Lea? Explain your reason.
  2. How could Megan have handled the situation differently?
  3. What would be the best thing for Lea to do if she is upset with Tamia?
  4. What Tamia notices that Lea seems upset with her, what could she have done?
  5. Megan is stuck in the middle between her two best friends, What could she do to help the situation?
- **Wrap-Up Weekly Key Message:** Being the friend who is stuck in the middle is very difficult. It can make you feel sad, frustrated, torn, and stressed. Communication is the key! Communicating your feelings and encouraging your friends to communicate their feelings can help everyone to feel heard and understood. This will help relieve the stress that can build up between friends.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 17 Extensions: Michigan Health Standards

### 2nd Grade

- Students will learn about the importance of voicing their thoughts and feelings to maintain healthy, positive relationships, especially among friends (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2, 4.3).
- Students will learn techniques and strategies that will help them show respect for friends especially when friends are caught in a disagreement (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7, 4.8, 4.9).

### 3rd Grade

- Students will explore the benefits of positive friendships, especially during times of disagreement (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.1)
- Students will learn how friends can influence each other in positive, healthy ways (Strand 4: Social and Emotional Health; Standard 4 - Influences; 4.7).
- Students will work through situations that will help them use the strategies discussed throughout this week. These strategies will help students develop deep and positive friendships (Strand 4: Social and Emotional Health: Standard 7 - Social Skills; 4.9).

### 4th Grade

- This lesson highlights the importance of non-violent conflict resolution between friends in times of disagreement. Students will be able to describe, apply, and demonstrate the steps of conflict resolution (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7, 4.8, 4.9).

## Lesson 17 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- Students will learn how to recognize and empathize with different points of view, especially in situations of disagreement among friends (P1 Reading and Communication - Read and Communicate Effectively; P1.4).
- Students will learn different techniques that can be used when friends disagree or argue. Students will be analyzing different situations and how those situations can be navigated in a positive manner (P3 Public Discourse and Decision Making; P3.4).
- Students will be able to explain and apply different strategies to alleviate fights or disagreements among friends (P4 Civic Participation; P4.3).

### Whole Group/Project Extensions

- As a class, create an “escape plan” for students to follow if they find themselves in an argument or disagreement between friends. This plan will help students remain calm and diffuse the situation in their friend group.

## Lesson 17 Modifications

### Kindergarten / First Grade

- Throughout the lesson, define key terms such as “communication,” “conversation,” “influence,” and “neutral.” Enhance student retention of novel vocabulary by asking volunteers to paraphrase definitions or use words in a sentence (CCSS.ELA-Literacy.L.K/1.4).
- During Thursday’s lesson, ask older students in the school to come into the classroom and perform the play. Pause at discussion points to maintain student engagement and check for understanding. Allow students to ask questions about the events of the play. Encourage students to contribute and elaborate by utilizing turn and talk, think-pair-share, and/or pyramid talk. If the conversation carries over into Friday’s lesson, read the play to remind students of key details from the text (CCSS.ELA-Literacy.SL.K/1.1, 2, 3).

### Fifth Grade

- On Wednesday, extend the lesson by conducting a class-wide discussion about why it is sometimes acceptable or necessary to “agree to disagree.” Ask students to provide examples of when this strategy has been successful (CCSS.ELA-Literacy.SL.5.1).
- Assign students roles in the play and conduct a read-through. Have fifth-grade students perform the play for younger students on Thursday (see Kindergarten / First Grade Modifications above) (CCSS.ELA-Literacy.SL.5.1).
- On Friday, reread the play then divide students into five groups. Each group will work together to answer the five discussion questions at the end of the play. Call on groups to report an answer to one of the five questions (CCSS.ELA-Literacy.SL.5.1,4).

# Stuck In the Middle

## A Play About Three Friends



When you see the Talking Icon logo, stop and discuss that point or question in your group

**Character 1: Lea**

**Character 2: Megan (the middle friend)**

**Character 3: Tamia**

**Background:** Lea, Megan and Tamia live in the same neighborhood and have been friends with each other since they met on the first day of kindergarten. They are always together.

**Scenario:** It's Friday. Lea is angry at Tamia because Tamia was hanging out with only Megan during lunch recess, playing a 2-person game. Lea also found out that Megan went over to Tamia's house after school and that made her even more upset because she wasn't invited.



**Discussion:** Why do you think Lea might be upset with Tamia?

*Setting: (Monday morning during the snack break in class)*

**Lea:** Hey Meg, come on over to my desk, I've got some cookies that I my mom baked yesterday that I'll share.

**Megan:** *(rubbing her tummy)* Mmmmmmmm...chocolate chip cookies, my favorite!!!

**Lea:** Here you go...3 for you and 3 for me. I'll save these others for later *(the extras are in a bag on Lea's desk)*

**Tamia:** I love cookies. Can I have one too? *(Tamia starts to pull her chair near the girls as she is asking for a cookie)*

**Lea:** No, I only have enough for Megan and me

**Tamia:** *(she looks at the bag of cookies and then at the girls, she is sad and her feelings are hurt)* Oh, but....

**Lea:** Sorry Tamia *(Lea turns her head so that she's not looking at Tamia)* Yeah, so anyway Megan, do you want to play with me at lunch today?

*(At this point, Megan can tell that there is something going on between Lea and Tamia. She notices that Lea is leaving Tamia out on purpose but doesn't understand why.)*



**Discussion:** What could Megan do at this point?



**Megan:** Sure, what should we play? Got any ideas? Maybe Tamia can think of something. I'm so tired of playing the same thing all of the time!

**Lea:** Well, maybe you and I could just play tag, you know, just the two of us.

**Megan:** And Tamia too, right?

**Lea:** How about just you and me? She's getting on my nerves lately.



**Discussion:** What should Megan say at this point?

*(After lunch, all of the kids go outside for recess. Lea sees Megan and Tamia walking out to the playground together. She runs over to Megan and grabs her arm.)*

**Lea:** C'mon Megan, let's play our game now. Remember, you said you were only going to play with ME today.

*(Tamia is really confused and sad. She doesn't understand what is wrong but she can tell that Lea is upset with her for something. Megan leaves to play with Lea but feels really bad about leaving her good friend out of the group.)*



**Discussion:**

1. Should Megan have played with only Lea? Explain your reason for your answer.
2. How could Megan have handled the situation differently?
3. What would be the best thing for Lea to do if she is upset with Tamia?
4. When Tamia notices that Lea seems upset with her, what could she have done?
5. Megan is stuck in the middle between her two best friends, What could she do to help the situation?



## Lesson 18

# Arguing with Friends



### Theme

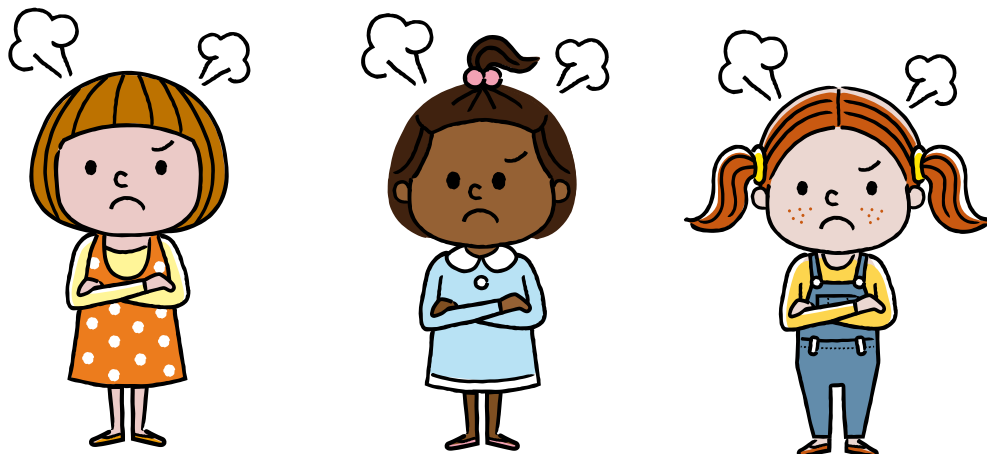
(Weeks 17 & 18)

This lesson will teach students about the importance of open and honest communication with friends, even under difficult circumstances.

### Key Message

(Weeks 17 & 18)

You have the power to communicate openly and honestly with your friends, even when it seems hard.





## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will teach students about the importance of open and honest communication with friends, even under difficult circumstances.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-18/>
- After watching the video, lead a discussion on this week's theme: **Arguing with Your Friends.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday
- Today we are going to talk about friendship. Having a friend is a great thing! A friend is someone who you like to hang out with. You share common interests, you laugh at the same things, and you like their personality. Most friendships have times when the friends get along great and occasional times when they argue. People argue when they don't share the same point of view or when their opinions are different. When we feel upset with our friends, it's usually because they've said or done something that has hurt our feelings. When we feel hurt or sad, we also feel stress. When you are feeling that way, it's important to be able to take a moment to step back and think about the situation. Ask yourself, "Is there a reason why your friend said or did that? Have I done or said something wrong, too?"
- The teacher may give an example from their own experience of a time when they argued with a friend. What was the problem? How did it make you feel inside? How did you handle the situation?
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Recall yesterday's discussion that focused on friendship. Occasionally, in our relationships with our friends, there are times that we argue. Yesterday we said that arguments can happen when we don't agree with what someone said or did. A friend may do something or say something and not even realize what they did hurt your feelings. You may do something that makes your friend mad, and they may want to get back at you for hurting their feelings; that's often how arguments start.
- Today, let's talk about how we can manage those times when we are having an argument with a friend and how we can help make the situation better so that you can get back to getting along:

## Wednesday: Collaborative Conversations

- When you're feeling angry or hurt by a friend, take a moment to think, "Have I done or said anything that would have caused this argument to start?"
- Take steps to help the situation. Try this: Say, "I'm sorry. I really didn't mean to hurt you," and then listen to what your friend has to say without interrupting. Most people feel better when they feel like someone is really listening to them. Just letting your friend tell you how they feel can go a long way.
- Next, be honest with them about how you feel. You may need to use a Breath Brake to stay calm in this moment, but it's important to talk about your own thoughts and feelings. When you talk about the misunderstanding, you might find that what seemed like a big deal really isn't. Maybe your friend had a bad day and took things out on you. Maybe they genuinely thought they were saying something helpful, but because you were feeling sensitive, you took it personally.
- **Discussion:** Students should turn and talk to a partner about a time when they had an argument with a friend, sibling, or family member. Remind students to include how they addressed the situation with the person and how the problem was solved. The teacher may ask a few students to share their experience with the entire class, emphasizing how the situation was resolved.
- Honest, open communication is so important. When you are feeling upset or angry with someone, talk to them. The situation can improve if both people know how the other is feeling and both have an opportunity to explain themselves.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 18**
- **Audio File - Lesson 18**  
<https://heroescircle.org/schools/activity-sheets/lesson-18/>
- Recall yesterday's discussion about the importance of open and honest communication between friends.
- **Activity: Talking It Out With Friends.** Today students will listen to "Talking It Out With Friends" After, students should review the questions found at the end of the Activity for Lesson 18.
- If time permits, begin a discussion on the friendship between the two characters.

## Friday: Sharing

- Teacher and students will continue yesterday's activity.
- Listen to "Talking It Out With Friends" with the students. Ask for volunteers to help others recall/retell what happened in "Talking it Out With Friends."
- **Discussion Questions:** Teacher will lead a class discussion.
  - Why is Anthony so angry in the beginning of the story?
  - After Tim listens to Anthony explain what's wrong, what does he do to try to help?
  - How did Anthony react to Tim's help?
  - Do friends have to enjoy doing all of the same things together? How can having different interests make a friendship stronger?
  - Do you think Keven realized that Anthony was mad when he called and asked him to ride up to the park?
  - Do you think Tim was taking Kevin's side in the situation?
  - What could Anthony have done differently at the end of the story?
  - What is the life lesson on friendship that you learned from this story?
- Wrap-Up Weekly Key Message: Open and honest communication between friends, even under difficult circumstances is most important in any friendships.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Note to Teachers:

**Please play the audio file of the story, "Talking It Out With Friends" while students follow along with the Lesson 18 Activity sheet.**

## Lesson 18 Extensions: Michigan Health Standards

### 2nd Grade

- Arguments between friends happen, but it's important to work through and express the feelings that come along with those disagreements to maintain healthy relationships. Students will learn just how important that is throughout this week's lesson (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2, 4.3).
- Students will learn strategies and techniques to respect the feelings of friends and themselves when arguing. Students will practice listening skills, as well as ways to manage strong feelings such as anger and frustration (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7, 4.8, 4.9, 4.10).

### 3rd Grade

- Students will learn how to express appreciation for their friends even when there is a disagreement or fight (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.8).
- Students will learn how to maintain positive friendships through conflict resolution and open communication (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9).
- Students will learn skills and techniques to use when they are annoyed or frustrated with a friend (Strand 4: Social and Emotional Health; Standard 7 - Social Skills, 4.10).

### 4th Grade

- This week's lesson outlines different strategies to use when students feel strong feelings, like anger or frustration (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).
- Students will learn the steps of conflict resolution and how to use them to maintain healthy, positive friendships (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7, 4.9).

### Whole Group/Project Extensions

- As a class, create a poster campaign that outlines the steps of conflict resolution. Students can hang these posters around the school to raise awareness and encourage healthy, positive friendships.

## Lesson 18 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- The reading activity on Thursday and Friday will encourage a deeper discussion about the strategies learned throughout the week (P4 Civic Participation; P4.3).

### Whole Group/Project Extensions

- not applicable to this lesson

## Lesson 18 Modifications

### Kindergarten / First Grade

- Remind students that they are not their brains—they choose how to respond. Discuss how utilizing the heroic response will help students cope with and clear up misunderstandings or hard feelings. Allow students to explain why using the heroic response may be more successful than giving in to “fight or flight” feelings (CCSS.ELA-Literacy.SL.K/1.1).
- To promote student engagement during the read-aloud, pause to discuss real-life connections, predictions, and story elements (CCSS.ELA-Literacy.SL.K/1.1, 2, 3).

### Fifth Grade

- Utilize tools from previous lessons to enhance student understanding of how to manage negative feelings during arguments with friends. Help students to gain perspective by reminding them of the “levels” of negative thinking (Lesson 3); remind students to check in with themselves to determine if any additional stressors caused them to overreact to something their friend said. With input from students, generate ideas for keeping external forces from negatively impacting relationships (CCSS.ELA-Literacy.SL.5.1).
- Discuss strategies for coping with negative emotions that will arise throughout the duration of the disagreement. Ask students for suggestions of how to minimize the impacts of the disagreement on other aspects of their lives (CCSS.ELA-Literacy.SL.5.1).
- When answering the final discussion questions on Friday, allow students to turn and talk. Ask for volunteers to report answers (CCSS.ELA-Literacy.SL.5.1, 2, 4).



# Talking It Out With Friends

**Characters:** Anthony and his older brother, Tim, Kevin

**Anthony:** *(Anthony is very frustrated and throws his tablet onto the couch)* AAAAGH! That's it! I am SO done! I am not playing with him anymore!

**Tim:** What's going on?

**Anthony:** I was playing Martian Invasion with Julius, right? He has no idea how to play – he's terrible, but I can't get anyone else to play. Whenever he gets eaten by aliens, he whines like a crybaby. It's SO annoying! Like every single time. So, finally, I just said, "You stink! I wish you'd get eaten by aliens in real life!"



**Tim:** *(giggling)* What did he say?

**Anthony:** Get this, he said that the game was stupid and that he only played because he felt sorry for me! Then he said that Kevin doesn't like hanging out with me because I'm boring.

**Tim:** Seriously? Woah. That's rude

**Anthony:** *(clearly upset)* I know, right?!?! Why would he say that? You know what, I don't even care – I don't need them.

**Tim:** *(Tim knows that Anthony doesn't mean that)* Wait, hold on, you have known them forever. I thought you guys were good friends.

**Anthony:** *(Sarcastically)* "I thought so, too, but apparently not.

**Tim:** C'mon, I know you have fun with them. You're always riding bikes, hanging out at the pool or the park, and playing random made-up games together. I remember when you were super sick, and they came to check on you – with cards and popsicles! That was so cool. They came to your birthday party and our summer picnic, too. Plus, whenever they sleepover, I hear you guys laughing all night about who-knows-what. That sounds like fun to me.

**Anthony:** *(Not convinced)* Not really. For one thing, we never want to do the same things. They always want to go bike riding to the park and then just sit there and do nothing. I go but it is so boring! When I ask them to play my game, they refuse because they only play sports games.

**Tim:** *(Trying to be convincing)* My friends and I like different activities, but we can still be friends. We talk on the phone, hang out during lunch, help each other with homework, and talk through arguments.

**Anthony:** *(Feeling angrier by the minute)* That's **YOU**. Those are **YOUR** friends. My friends aren't like that. At all! To be honest, I'm not sure they know how to have a normal conversation."

*(Phone rings. It is Kevin. Anthony rolls his eyes and shakes his head when he sees the caller ID.)*

**Anthony:** *(reluctantly)* Hello

**Kevin:** Hey man, wanna ride up to the park and hang out with me and Julius?

**Anthony:** *(Confused and speechless)* "Hold on."

*(Anthony mutes the phone and quietly explains the situation to Tim)*

**Anthony:** "I can't believe it. Kevin and Julius want me to ride to the park with them. I'm confused. First of all, I thought Julius was mad at me. Second, I thought Kevin didn't want to hang out with me because I'm boring. So, why are they asking me to go? It doesn't make sense..."

**Tim:** *(Interrupts Anthony's rambling)* "Maybe you misunderstood what Julius said when he was upset. Why don't you just go? It would give you a chance to talk to them about why you're upset and work things out. In my opinion, you should apologize to Julius, too.

**Anthony:** *(Misunderstands Tim's good intentions and shouts)* "Oh, great! Now my **OWN** brother is taking **THEIR** side! Thanks for nothing!"

**Anthony:** *(Unmuting the phone and hollers)* "I don't feel like going to the park today! Bye!"

*(After hanging up on Kevin, Anthony stormed up to his bedroom and slammed the door.)*



### Class Discussion

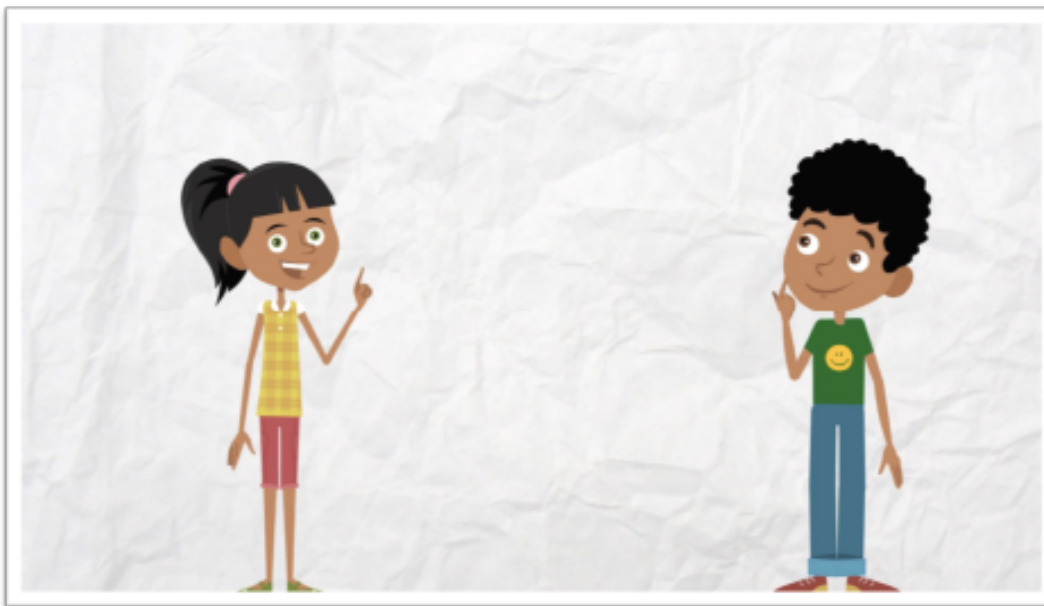
1. Why is Anthony so angry in the beginning of the story?
2. After Tim listens to Anthony explain what's wrong, what does he do to try to help?
3. How did Anthony react?
4. Do friends have to enjoy doing all of the same things together? How can having different interests make a friendship stronger?
5. Do you think Kevin realized that Anthony was mad when he called and asked him to ride up to the park?
6. Do you think that Tim was taking Kevin's side?
7. What could Anthony have done differently at the end of the story?
8. What is the life lesson on friendship that you learned from this story?





## Lesson 19

# Making New Friends



### Theme

Making new friends can be challenging. This lesson will teach children how to approach others with empathy and calm confidence in order to make a new connection.

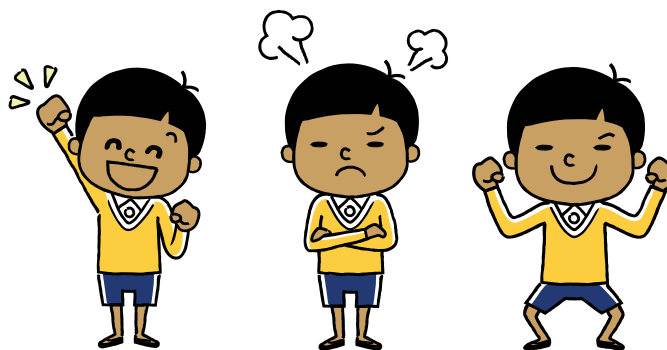
### Key Message

You can do all kinds of powerful things when you share your amazing light with others. You can even use it to make a new friend.

## Lesson 19: Vocabulary

### Body Language

A communication of how a person is feeling, usually through facial expressions or movements of their body. These movements give others signals about how that person is feeling and how they need to be treated.



## Monday: Theme Introduction and Video

- Introduce this week's lesson: Making new friends can be challenging. This lesson will teach children how to use a Breath Brake to approach others with empathy and calm confidence in order to make a new connection.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-19/>
- After watching the video, lead discussion on this week's theme: **Making New Friends.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday
- Making new friends can be very scary. Today we're going to talk about what it's like to be the new person in school or in any other group that you may join. In the video today, sensei Richard introduced Amira, a new girl at school. Amira was excited to make friends, but all the kids already knew each other. What was worse, no one seemed to notice her or notice that she didn't have anyone to talk to in class or at lunch. She felt really lonely, awkward, and even sick to her stomach. She was feeling very stressed. Amira didn't want to come back to school the next day.
- Teacher will ask students the following questions: "How many of you have ever been the new person at school or in any other situation? How did you feel the first time you walked in as the new person?" Give students an opportunity to share their experiences.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Recall yesterday's discussion that focused on being the new student.
- Replay the video, "Making New Friends," from 0:49 to 2:50.
- You noticed that Amira really wanted to make friends at her new school. She talked to her dad about her problem and decided to do some things to help make herself seem more approachable and likeable the next day at school. She practiced standing tall and making eye contact when she talked. The way that you stand and the expression that is on your face is called body language. Your **body language** says a lot to others without using a single word. If you have an angry or mad look on your face, others may stay away from you. If you are smiling and have your hands at your side or in your pockets, you'll seem happy and welcoming to others.

## Wednesday: Collaborative Conversations

- **Demonstration and Discussion:** The teacher will give additional examples of positive and negative body language. Ask students to interpret your body language as you demonstrate. Give students an opportunity to demonstrate positive body language versus body language that says, “I’m mad,” or “I’m scared,” or “I don’t care.”
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- Recall yesterday’s discussion on what our body language says to others.
- Today we are going to talk about ways that we can welcome someone who is new into the group. On Tuesday we talked about times when we were the new student in school or new to a group. Many of you said that you felt scared and even lonely. Let’s talk about some things that we could do when someone joins our class, team, or a group that you are in. Ask students to share their ideas.
- Possible answers may include the following:
  - Introduce yourself and others in the group.
  - Smile at the person and shake their hand.
  - Ask the new person to sit next to you at lunch.
  - Ask your teacher if you could help the new student by showing them around the classroom or school.
  - Ask the new person to play during recess.
- **Activity: Role Play Activity.** Teacher will select students to participate in each scenario. For each scenario, students should first act out the incorrect way to welcome someone new to the group based on the scenario. When finished, the teacher should ask the rest of the class about things that the new student and the kids in the group did that were correct and incorrect. After discussing, have students act out the same scenario but in a more welcoming and kinder way. When finished, the teacher should ask the rest of the class about things that the new student and the kids in the group did that were better and more welcoming.
 

**Scenario #1, New Student in the Class:** Six students are needed. One student should be the new student in class, and the other four should be the current students in the class. One student is the teacher who introduces the new student.

**Scenario #2, Lunchtime:** Four students are needed. One new student and three students who are sitting together and eating lunch.

**Scenario #3, Recess:** Three students are needed. One new student and two students who are playing a game together.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Friday: Sharing

- Yesterday we acted out different ways that we can welcome others into a new situation, and we talked about things that we can say and do when we are the new person.
- **Wrap-Up Weekly Key Message:** When you are trying to make new friends, do your best to relax. Take a moment to look around and understand the space that you are in. Introduce yourself to someone who looks friendly and tell them your name. Ask that person their name. If you can't introduce yourself right away because the teacher is teaching or there is an activity that is happening, relax and breathe. Think about your body language and wait. You will have the opportunity to introduce yourself to others soon.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Lesson 19 Extensions: Michigan Health Standards

### 2nd Grade

- Students will discuss what it might be like to be a new student in a class or school. Students will determine the different emotions that come along with that experience (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- Students will learn how to respect the feelings of students who are new and how to consider their concerns/feelings (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7, 4.8).

### 3rd Grade

- This lesson will help students understand the benefits of positive friendships, especially in difficult or new situations (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.1).
- Students will learn different ways and techniques to help new students feel comfortable in their class or school. These techniques can and will include showing acceptance of differences among both old and new students (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).
- Students will learn the power and benefit of positive friends and relationships (Strand 4: Social and Emotional Health; Standard 4 - Influences; 4.7).

### 4th Grade

- Students will learn the importance of, and how to implement positive self-talk in new and difficult situations (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3).

## Lesson 19 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- Students will learn to recognize and appreciate the point of view of new students at school (P1 Reading and Communication - Read and Communicate Effectively; P1.4).
- Students will participate in activities and discussions that highlight different strategies for making new friends (P4 Civic Participation, P4.3).

### Whole Group/Project Extension

- The class could create a policy/strategy to encourage the making of new friends. This policy can be implemented at the classroom or school level and involve a number of administrators and counselors (P3 Public Discourse and Decision Making; P3.4).



## Lesson 19 Modifications

### Kindergarten / First Grade

- Foster and reinforce friendships and the sense of community in your classroom by revisiting or trying out the games from the “Modifications” section of Lesson 14. Use this opportunity as a teachable moment by asking students for examples of how doing fun things with other people can lead to making new friends (CCSS.ELA-Literacy.SL.K/1.1).
- On Wednesday, ask students to give examples of how people, and even animals, communicate with one another. Explain that when communication does not involve speaking, it is called “body language.” Elaborate by explaining that people use body language while they are speaking. Provide examples by gesturing, slouching, staring into space, etc. and ask students to describe what each movement means (CCSS.ELA-Literacy.SL.K/1.1, L.K/1.4).
- Provide scaffolding during Thursday’s role-play activity. Prior to students acting out the incorrect way to treat a new student, brainstorm with the class to determine methods that the “actors” may use. Model if necessary (CCSS.ELA-Literacy.SL.K/1.1, 2, 6).

### Fifth Grade

- Extend the lesson by developing a plan for welcoming new students. With student input, generate an anchor chart detailing the plan (CCSS.ELA-Literacy.SL.5.1).



## Note to Teachers:

**Students will participate in a teacher-led role play activity. There is no printable activity sheet for Lesson 19.**

## Lesson 20

# When Your Friends Don't Include You



### Theme

This lesson will teach students about the difference between inclusive and exclusive group behaviors. It gives them tools to assess the situation and manage their emotions when they feel excluded.

### Key Message

You deserve to be treated with kindness and respect. If others are treating you poorly, you can take control of the situation and find new friends who treat you the way you deserve to be treated.

## Lesson 19: Vocabulary

### Clique

A small group of friends who are not friendly to others. Those in the clique often choose who is in and who is not allowed to be part of the group





## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will teach students about the difference between inclusive and exclusive group behaviors. It gives them tools to assess the situation and manage their emotions when they feel excluded.
- Show the video: <https://heroescircle.org/schools/activity-sheets/lesson-20/>
- After watching the video, lead the discussion on this week's theme: **Being Left Out of the Group.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Today Sensei Richard and The Brain talked about how it feels to be left out. Being left out by your friends can be confusing and very disappointing. Your brain has a powerful need to feel connected with other people. Some of the most important connections that you have are with your family, friends, or people who like to do the same things that you do. These relationships help you feel cared for and valued. They're important for your emotional health, and your brain functions better when you're interacting with people who care about you. That's why, when it feels like you've been left out, you might notice that you experience a stress response in your body. Your stomach might start to hurt, or you may find that you're clenching your muscles tightly without even realizing it. Those are signs that your brain is reacting to the situation by sending stress chemicals all through your body. When your friends have excluded you on purpose, it could mean something's going on -- or not! If you're feeling left out, the obvious answer is to talk it out with your friends.
- The teacher will give an example of a time when they felt left out by their friends. Discuss the feelings involved and how the situation was handled.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from Monday's video focusing on being left out of a group of friends.
- Yesterday we talked about the way it makes us feel to be left out of the group by our friends. It can make us feel sad, confused, and very stressed. We all want to be included.
- When you are left out, take a minute to stop and really think about the situation and your relationship with those who are leaving you out. It can be easy to assume that you're good friends with someone when you haven't known them that long or to expect that when you become friends with someone, they will invite you to everything. Sometimes, you can get so excited about a new friendship that you assume that he or she is instantly your best friend. You might even get annoyed when that friend talks about another friend.

## Wednesday: Collaborative Conversations

- In some cases, the people who are leaving you out are your best friends. You simply may not be able to figure out why you are being left out. The reason may be that some of your friends have created a “clique” or a group of people that only allows certain people to be a part of it. Cliques can be very hurtful. Kids in cliques usually go along with what the other group members are doing, even if they know it’s not right. Some of them might even feel bad about the way they treat other kids, but they just can’t figure out how to be nice to their friends and be part of their new group. Their need to be a part of the group is stronger than their need to be a good friend to you.
- If you are the friend who is being left out, it can make you very upset. You may get a headache or stomachache due to the stress. If this happens, remember you are a powerful martial artist. Find a quiet place and take a Breath Brake. Think about something that makes you feel happy and safe and breathe in the light. Blow out the darkness and the thoughts that make you angry or sad. Maybe it’s time to start thinking about your friends. If they are leaving you out, are they really your friends?
- **Discussion:** Have a discussion with students about cliques. What is the difference between a clique and a group? Have you felt left out by your friends?
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 20**
- Recall yesterday’s discussion about cliques and how hurtful they can be to those who are left out.
- Today students will demonstrate their understanding of the difference between how friends treat each other and how cliques treat others.
- **Activity: Cliques Are Hurtful.**
- Give students time to complete the activity.

## Friday: Sharing

- Students may need time to complete yesterday’s activity.
- Go over the statements from the top of the page with the class. Select willing students to share their writing from the bottom of the page.
- **Wrap-Up Weekly Key Message:** Being left out of a group by your friends is hurtful. If this happens, try talking to your friend. Ask them why you can’t be a part of the group. Listen to the reason that they give. If it is something you’ve said or done that hurt your friend’s feelings, apologize. If you are being left out because your friends have created a clique, it may be time to think about who your friends are. As powerful martial artists, we know that if others are treating you poorly, you can take control of the situation and find new friends who treat you the way you deserve to be treated.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 20 Extensions: Michigan Health Standards

### 2nd Grade

- This lesson discusses how friends can feel left out of the group. Students will learn why it is important to identify and express those emotions to maintain healthy friendships (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2, 4.3).
- Students will learn how to show respect for others' feelings and emotions, including effective listening skills (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7, 4.8).
- During Thursday and Friday's discussion time, students will learn techniques to help manage negative emotions. Students will discuss possible situations that develop among friends and how to express those emotions in a positive, healthy manner (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9, 4.10).

### 3rd Grade

- This lesson highlights the benefits of positive friendships and how to maintain them (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.1).
- Students will learn how to accept differences among friends and how those differences strengthen healthy relationships (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.6).
- This lesson also highlights the influence of friends on others. Students will learn techniques and strategies to use that influence in positive, healthy ways to strengthen friendships (Strand 4: Social and Emotional Health; Standard 4 - Influences; 4.7).

### 4th Grade

- This lesson will provide students with different techniques to use when feeling left out, angry, or frustrated. Students will practice how and when to implement these strategies (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).

## Lesson 20 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- Students will complete an activity and discussion about cliques. Students will then discuss different strategies that can be used to diminish cliques and develop an atmosphere of inclusion (P4 Civic Participation; P4.3).

### Whole Group/Project Extension

- Similar to the previous lesson, the class could create a policy/strategy to encourage the inclusion of different people. This policy could be implemented at the classroom or school level and involve a number of administrators and counselors (P3 Public Discourse and Decision Making; P3.4).

## Lesson 20 Modifications

### Kindergarten / First Grade

- Clarify the meaning of the word, “connected.” Explain that to be connected does not always mean that objects or people are physically attached to one another. Connections happen in your brain too when you are part of a family, make a friend, or participate in a team. Provide examples of connections that you have with other people then ask students to give examples of connections that they have (CCSS.ELA-Literacy.SL.K/1.1, L.K/1.4).
- On Wednesday, replay the video, beginning at 01:56 before discussing why a best friend may choose to leave you out of a group. Provide examples and non-examples of cliques and ask students to identify when you are talking about a clique (CCSS.ELA-Literacy.SL.K/1.1, L.K/1.4).
- On Thursday, discuss the statements provided on the Lesson 20 Activity Sheet as a whole group then answer accordingly. Ask volunteers to describe how they would feel if they were excluded from a group (CCSS.ELA-Literacy.SL.K/1.1, 3; L.K/1.4).

### Fifth Grade

- Extend the lesson. After completing the prompt at the end of the Lesson 20 Activity Sheet, instruct students to turn over their papers and list options for what to do when you are excluded. Encourage students to consider emotional coping methods as well as actionable steps. Allow volunteers to share (CCSS.ELA-Literacy.SL.5.2, 4).

# Cliques Are Hurtful

We all want to feel like we belong to a group. We need to feel included, loved and accepted by our friends. Sometimes a group of friends can change from a group that includes everyone into a group that becomes closed off, exclusive and mean spirited. This is called a clique (pronounced click).

Below are some statements.  
Circle the statement that illustrates friendship in yellow.  
Circle the statement that illustrates a clique in red.



1. I like your new shoes.
2. Only people on the Timberwolves can play soccer at lunch.
3. "Don't talk to Jamar. He isn't in our class!"
4. Let's go play at the park after school.
5. Marianne doesn't have the backpack we all like. Let's not hang out with her.
6. Let's invite the new girl to play with us during recess.
7. It's so fun hanging out together!
8. Only the girls on the cheer team can come to the sleepover.
9. Cameron invited everyone from his class to his birthday party.
10. Alan told Marcus and Eli not to talk to William because he doesn't like to play football at recess.

It is natural for people to want to be part of a group. Explain how you might feel if you were excluded from a group.

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## Lesson 21

# Talking to Your Parents



### Theme

This lesson will teach students how to initiate conversations with their parents or another trusted adult. This is an essential part of a child's support network, and students should feel empowered to open a conversation with adults who are there to support them.

### Key Message

Every kid should have at least one adult they can talk to. This is someone who wants to help you celebrate the good things and help you with the difficult things that happen in your life. When you find someone you trust, here's how you can get a conversation started.

**Note to Educators:** This lesson deals with a theme that can be very sensitive to your students. While the lesson is entitled, "Talking with Your Parents," we understand that you may have students in your class with family situations that can vary greatly. You know your students best. Therefore, when discussing the lesson, feel free to insert adult references that are appropriate for your students.

## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will teach students how to initiate conversations with their parents or another trusted adult. This is an essential part of a child's support network, and students should feel empowered to open a conversation with adults who are there to support them.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-21/>
- After watching the video, lead a discussion on this week's theme: **Talking to Your Parents.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Today we're going to talk about the importance of talking to your parents.
- Ask, "Have you ever wanted to talk to your parents but just didn't know how?" In yesterday's video, Sensei Richard talked about the fact that some kids have great relationships with their parents. These kids can talk about anything and everything with their parents, and it doesn't feel awkward. But not everyone is that lucky. He said that even if you have a good relationship with your parents, it can sometimes be hard to talk to them. Of course, it's easy to say, "Hi, Mom," or "Hi, Dad, can you pass the potatoes?" It can be harder to start talking about things that are more personal.
- Talking about personal stuff can be embarrassing. Just remember that your parents were once your age, and they probably had some of the same feelings and some of the same things happen to them that are happening to you.
- There might be times when you need to talk to your parents about something that you think will make them mad. It might be something that you've done or said that you know is wrong. This is hard to do, but letting your parents hear it from you will let them know that you realize you've made a mistake. After you have had this tough discussion with your parents, you are going to feel so much relief.
- Remember, your parents love you and want what is best for you. They want to know what's on your mind so that they can offer help and support to you. Talking things over with a parent can help you feel less stressed. Together, you can think of ways to cope, solve the problem, and feel better. Just knowing your parents understand and care about what you're going through can reduce your stress a lot.
- The teacher will share a story about a time when they had a difficult or embarrassing conversation with their own parents or with their own child. Let students know how you were feeling before the conversation and how you felt after.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Wednesday: Collaborative Conversations

- Ask students to recall information from the video focusing on the importance of talking to your parents when something is on your mind.
- Yesterday we talked about the importance of talking to your parents about things that are on your mind. Today we will discuss ways to start those hard, sometimes scary, conversations. In the video, Sensei Richard and The Brain told you that the more you talk to your parents in everyday situations, the easier it will be to talk to them when you need help with a difficult situation. This kind of easy communication doesn't just happen; it takes practice. You are a young person who is getting more and more mature every day, and your parents are very interested in what is happening in your life. Be sure to talk to them about all sorts of things that you are thinking and feeling. Let them know how excited you felt when you got an A on your math test. Let them know that you and your friend had a disagreement at lunch and how the two of you talked out the problem. Tell them how great dinner is that night. When you practice having all sorts of conversations with your parents and other adults, it can make having difficult conversations easier.
- So, how could you begin a conversation that you know is going to be a difficult one? Remember, you are a powerful martial artist and know that before you start talking it would be a good idea to take a Breath Brake.
  - Breathe in the light. Think about something that makes you happy or how great you are going to feel when your problem is behind you and know that your parents will be there to love and support you.
  - Blow out the darkness. Release the worry, anger, or guilt that you are feeling.
- When you are ready to talk about what is on your mind, there are a few things to think about:
  - Decide who you want to talk to. Do you want to talk to just your mom or just your dad or both together?
  - Pick a good time and place. It can be any place you are together. Your conversation could happen while you are in the car, watching something on television, washing the dishes, or while you are settling down before bedtime.
  - Think about what you will say. You might want to start the conversation by using one of the following conversation starters:
    - "Mom, can we talk about something?"
    - "Dad, I need to talk to you about a problem I'm having."
    - "Mom, I need your advice about something. Can we talk?"
    - "Mom and Dad, I'm worried about \_\_\_\_\_. Can you help me figure out what to do?"
    - "Dad, I did something that was wrong. You might be mad after you hear about it, but I want you to know what I did so that I can fix it. Can I tell you about it?"
- Once you take the first step in getting the conversation started, you'll notice that talking about your problem will become easier. Remember, your parents care about you and want to help.
- If you can't talk to your parents, find another adult you can trust. It can be an aunt, uncle, cousin, grandparent, or older brother or sister. It can also be a teacher, coach, or counselor who believes in you and will listen and encourage you.

## Wednesday: Collaborative Conversations

- **Discussion:** The teacher will give students an opportunity to share with the class. Without going into the details of what they actually talked about, ask students to tell how they began a difficult conversation with a parent or other adult. Encourage them to share what their feelings were before and after the conversation. Hopefully, students will share that after discussing with their parent, they felt a sense of relief.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Thursday: Applying the Theme

- **Activity Sheet - Lesson 21**
- Recall yesterday's discussion about ways we can start a difficult discussion with a parent.
- **Activity: Who Can You Talk To?** Please read over the worksheet with students prior to assigning. Give students a few minutes to really think about their answers before completing the worksheet.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity if additional time is needed.
- Teachers, read each question, asking for volunteers to share their thoughts after each question.
- **Wrap-Up Weekly Key Message:** Finding the person who you are comfortable talking to is important. As you grow, there are going to be things that happen to you, and you'll want to share them with an adult. There will also be things that you will need help with from an adult. Remember, The Brain said that the more you talk to your parents in everyday situations, the easier it will be to talk to them when you need help with a difficult situation.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 21 Extensions: Michigan Health Standards

### 2nd Grade

- Students will identify and discuss the emotions that may arise when discussing difficult or sensitive topics with parents. This lesson will help students understand the importance of expressing those feelings and emotions to maintain healthy relationships (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2, 4.3).
- Students will learn how to identify people they can have difficult conversations with, including parents and other positive adult role models (Strand 4: Social and Emotional Health; Standard 2 - Access Information; 4.4.).
- Students will learn how to express various personal feelings in a positive manner to maintain and strengthen their own personal health (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9).

### 3rd Grade

- This lesson will help students identify and describe the characteristics of a positive role model. In doing so, students will be able to have difficult or sensitive conversations with those role models (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2).

### 4th Grade

- Students will learn how to identify and describe the necessary characteristics of people who can help them make positive decisions (Strand 4: Social and Emotional Health; Standard 2 - Access Information; 4.2).
- Students will be able to describe and use strategies and techniques to manage strong and overwhelming feelings, like anger and frustration (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).

## Lesson 21 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- Students will be encouraged to discuss more sensitive topics and their experiences related to those topics. As a group, students will be able to discuss the challenges they have faced in such situations and how those challenges may be overcome (P3 Public Discourse and Decision Making; P3.4).
- Students will discuss different strategies to use when discussing tough topics with parents or parental figures. This will vary greatly, so encourage a deeper discussion about the possible outcomes students can expect (P4 Civic Participation; P4.3).

### Whole Group/Project Extensions

- not applicable to this lesson

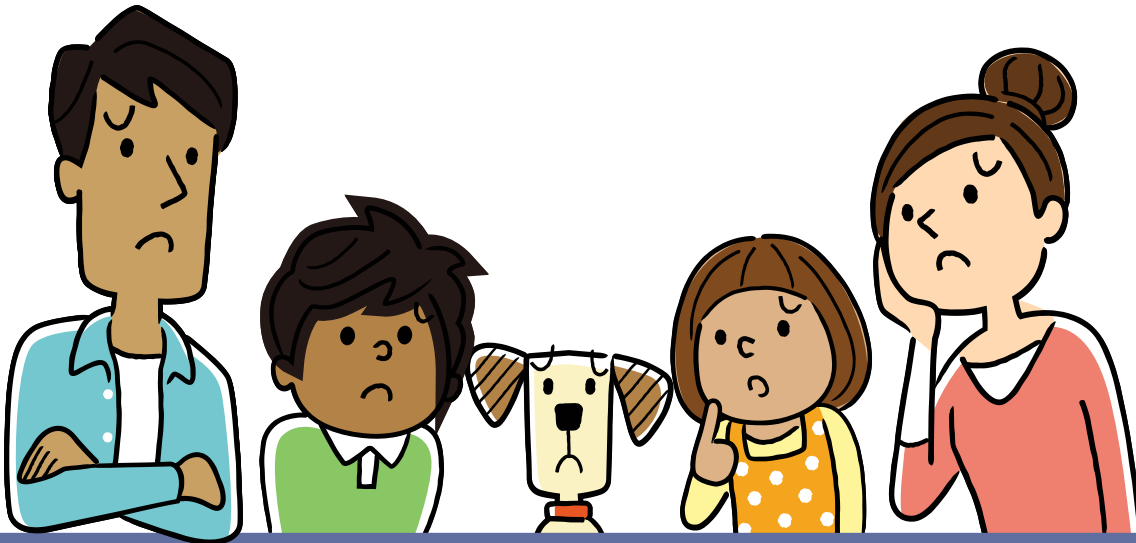
## Lesson 21 Modifications

### Kindergarten / First Grade

- On Tuesday, use think-pair-share to brainstorm why it is important for children to talk to their parents. Afterward, allow students to ask questions or express concerns (CCSS.ELA-Literacy.SL.K/1.1,2).
- On Wednesday, while discussing conversation starters, provide volunteers with the opportunity to practice through roleplay either while speaking to you or to a partner (CCSS.ELA-Literacy.SL.K/1.1, 6).
- On Thursday, do not distribute the Lesson 21 Activity Sheet. Instead, discuss the prompt, "I think it's important to talk to an adult when I'm feeling sad, upset or worried because..." as a group, allowing students to recall information from the week's lesson to share with the class (CCSS.ELA-Literacy.SL.K/1.1, 2, 6).
- On Friday, provide students with a blank sheet of paper. Instruct students to draw and label an adult who they feel comfortable talking with. Allow volunteers to share and explain why they chose this person (CCSS.ELA-Literacy.SL.K/1.1, 4, 5).

### Fifth Grade

- On Wednesday, model two or three conversation starters and then ask for student suggestions. List student responses on an anchor chart. Brainstorm ways which students could encourage friends who need help to talk with a trusted adult (CCSS.ELA-Literacy.SL.5.1).



# Talk It Out

When you are feeling sad, confused, angry, worried, excited, or happy, it's important to have someone to talk to. This should be a person or some people with whom you feel comfortable sharing how you are feeling or asking for help or advice.

Some of the people that I am comfortable talking to if I need a good adult listener are:

- |   |  |
|---|--|
| <input type="checkbox"/> My Mom               | <input type="checkbox"/> My Friend's Mom or Dad        |
| <input type="checkbox"/> My Dad               | <input type="checkbox"/> My Minister/Priest/Rabbi/Imam |
| <input type="checkbox"/> My Aunt or Uncle     | <input type="checkbox"/> My Grandmother or Grandfather |
| <input type="checkbox"/> My Sister or Brother | <input type="checkbox"/> My Doctor                     |
| <input type="checkbox"/> My Cousin            | <input type="checkbox"/> My Principal                  |
| <input type="checkbox"/> My Family Friend     | <input type="checkbox"/> My Coach                      |
| <input type="checkbox"/> Someone Else _____   |  |

Who is the person or the people who you are most comfortable talking to when you are feeling sad, confused, angry, worried, excited, or happy?

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I like to talk to \_\_\_\_\_ when something is on my mind because

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I think it's important to talk to an adult when I'm feeling said, upset, or worried because

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## Lesson 22

# Fitting In Versus Belonging



### Theme

This lesson will remind students that, while being part of a group can feel good, what's more important is to stand up for who they are and what they believe.

### Key Message

If you ever feel pressured to choose between following the group and doing what you know is right, make the powerful choice: Be true to yourself.





## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will remind students that, while being part of a group can feel good, what's more important is to stand up for who they are and what they believe.
- Show the video to students. <https://heroescircle.org/schools/activity-sheets/lesson-22/>
- After watching the video, lead discussion on this week's theme: **Fitting In Versus Belonging.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Today we're going to talk about our group of friends and our feelings about fitting into the group. In the video, Sensei Richard told us that feeling like you're part of a group is important. It's one of our basic social needs. It can feel good to be liked by other people and being part of a group of friends can be a lot of fun, but there's a difference between fitting in and belonging. Let's talk about that feeling when you have a group of friends that you like to hang out with. "Fitting in" can feel like you're twisting yourself into a pretzel to say the right things, dress the right way, like the right music, or eat the right foods to make sure that you're accepted into the group. Just trying to keep up with it all is stressful and exhausting.
- When you feel like you truly belong in your group, it's much less stressful because you can just be yourself. That's because belonging isn't about fitting in; it's about being accepted for who you are. When you truly belong, you feel accepted and connected.
- The teacher will give a real-world example of their own of trying to fit into a group. If the teacher can't recall that experience, perhaps he or she has witnessed it among students in the classroom experience. The teacher will give examples that show how they or others may have tried too hard to fit in.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from Monday's video focusing on the main theme of the week.
- Recall yesterday's discussion that focused on fitting in rather than belonging to a group.
- Yesterday we talked about how difficult it can be to try to fit yourself into a group of friends. While trying too hard, you may end up doing or saying things that you don't really agree with. Sometimes we may think, "If I say or do what everyone else is doing, they will think I'm cool." That may make you feel accepted at that time, but do you belong? Maybe you don't.
- Belonging means that your friends like you for the person you are. You and your friends' opinions may be different, but real friends accept each other for who they are. Belonging means that you don't have to prove yourself to anyone. You feel accepted and connected, and that is much less stressful.
- You will sometimes hear adults talk about being true to yourself. What does this mean? (Give students an opportunity to respond.) Being true to **you** means that **you** stand up for what **you** believe in; **you** do what you feel is right to **you**. You don't always have to do the same things that your friends do. You are smart, and you know what is right for you! You have an inner voice that helps guide you to do what you believe is right. Listen to your inner voice.
- Finally, making good choices when deciding who to choose as your friends is very important. The right group of friends won't ask you to do things that make you feel bad. Look for people who you like being around and who like you for who you are.
- As powerful martial artists, we have the confidence to know that when we truly belong, we will feel accepted and truly connected. We are not afraid of not being accepted.
- Discussion: The teacher will ask students to turn and talk to a neighbor about a time they felt like they had to really work to fit into a group of friends or tell about a time that they felt comfortable disagreeing with what a friend said or did because they didn't feel like it was a good choice. After students have had a few minutes to talk to a neighbor, ask for volunteers to share their experience with fitting in or feeling safe enough to disagree with a friend.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

### ■ Activity Sheet - Lesson 22

- Recall yesterday's discussion about belonging to a group of friends. When you belong, it means that your friends accept you for who you are. We also talked about how important it is to be true to yourself. Stand up for what you believe in. Tell your friends what is on your mind. Be respectful toward your friends and their opinions, and you can expect them to be respectful toward you and yours.
- **Activity: The One and Only Me.** Today students will create a mini poster that will give them the opportunity to celebrate who they are and share it with the world.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity if additional time is needed.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** When you feel like you truly belong in your group, it's much less stressful because you can just be yourself. That's because belonging isn't about fitting in, but it's about being accepted for who you are. When you truly belong, you feel accepted and truly connected.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 22 Extensions: Michigan Health Standards

### 2nd Grade

- This lesson will help students understand the benefit of identifying and expressing personal emotions to build and maintain healthy relationships (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2, 4.3, 4.9).

### 3rd Grade

- This lesson explores the difference between fitting in and belonging. Students learn to identify the difference in those feelings and explain the benefit of belonging to a friend group (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.1).
- Students will examine different ways to show acceptance of differences and create lasting relationships through those differences (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.6).
- Students will also learn how friends can influence each other. That influence has the potential to be a very positive force to others' behavior and well-being (Strand 4: Social and Emotional Health; Standard 4 - Influences; 4.7).

## Lesson 22 Extensions: Michigan Health Standards

- Students will learn different strategies to build and maintain positive friendships (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9).

### 4th Grade

- Friendships can bring up difficult emotions, but these emotions can be expressed in a healthy way. This lesson will help students develop and use strategies to manage strong or overwhelming feelings in positive ways (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).

## Lesson 22 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- This lesson will encourage group discussions about fitting in versus belonging. Students will develop and share different strategies to better support acceptance among friends (P4 Civic Participation; P4.3).

### Whole Group/Project Extensions

- not applicable to this lesson

## Lesson 22 Modifications

### Kindergarten / First Grade

- Provide students with several examples of fitting in and belonging without letting them know which category the examples belong in. Allow students to turn and talk after each example is provided. Ask volunteers to report if examples show fitting in or belonging. Discuss as a group why each example is categorized the way it is (CCSS.ELA-Literacy.SL.K/1.1,2).
- Instead of providing younger students with the Lesson 22 Activity Sheet, pass out large sheets of plain paper. Instruct students to complete the sentence, "My name is \_\_\_\_ and I am \_\_\_\_ years old." Ask students to draw and label several of their favorite things then share with the class (CCSS.ELA-Literacy.SL.K/1.4,5).
- On Friday, allow younger students who did not complete the Lesson 2 Activity Sheet to share their answers to the provided prompts. Complete the "Which do you like better?" prompts orally, asking students to answer by raising their hands or giving a thumbs up. Engage students in a discussion to answer the prompts regarding what makes a good friend (CCSS.ELA-Literacy.SL.K/1.1).

### Fifth Grade

- Facilitate a conversation about how trying to fit in is stressful. Guide students towards understanding that not being true to yourself as you try to fit in causes stress. Then, talk about how belonging to a group may relieve stress (CCSS.ELA-Literacy.SL.5.1).
- If your classroom utilizes social media, allow volunteers to post pictures of their posters (CCSS.ELA-Literacy.W.5.6).

# The One and Only Me

My name is \_\_\_\_\_ and I am \_\_\_\_ years old.



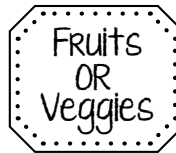
**3** things that I want  
you to know about  
me are

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

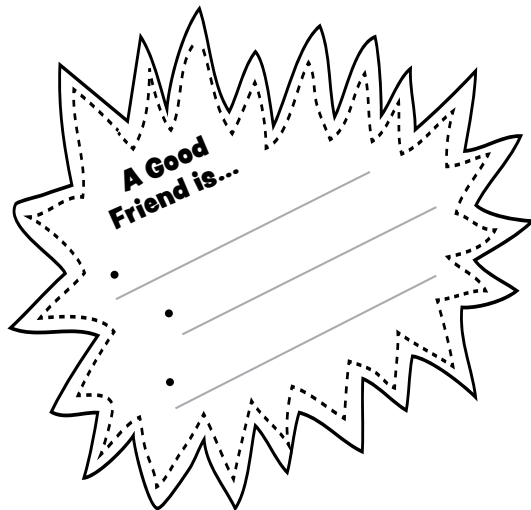


TV show \_\_\_\_\_  
Food \_\_\_\_\_  
Snack food \_\_\_\_\_  
Book \_\_\_\_\_  
Game to play \_\_\_\_\_  
Subject in school \_\_\_\_\_  
Sport to play \_\_\_\_\_

☆ Which do you like better? Circle one ☆



My friends think I'm a great friend because \_\_\_\_\_  
\_\_\_\_\_



☆ When I'm not at school, I really like to

☆ Something that really makes me happy is

☆ Something that really bugs me is

☆ When I grow up, I'd like to

## Lesson 23

# Stress and Self-Care



### Theme

This lesson will teach students that they can use a Breath Brake as part of a lifelong self-care practice.

### Key Message

What you're learning now is powerful, and a very important part of establishing a routine to take care of your overall health.

## Lesson 23: Vocabulary

### Self-Care

Any activity that we do in order to take care of our mental, emotional and physical health



## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will teach students that they can use the Breath Brake as part of a lifelong self-care practice.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-23/>
- After watching the video, lead a discussion on this week's theme: **Stress.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Today we're going to talk about stress. A person of any age can feel stress. Stress is that feeling that you experience when you feel like you aren't in control of a situation in your life. You can feel stressed when you have too much homework, when you have a big math test coming up, when your little brother is bugging you, or when you're not getting along with your best friend. All these things can cause you to feel very stressed.
- You may have so much on your mind that you find it hard to concentrate on the task that's right in front of you. Those thoughts and responsibilities can make it hard to quiet your brain. You might notice that it's hard to fall asleep at night, which only makes it harder to wake up in the morning. Having to face day after day with too much stress and too little sleep isn't good for you or your brain.
- When you are feeling overwhelmed with stress, it's important to take a moment to STOP. As powerful martial artists, you know when you have these feelings, it's important to stop and take a moment to take a Breath Brake. Focus on your breathing. Feel the coolness of the air as you breathe in and the warmth as you breathe out.
- Teacher will share an experience of a time when they were feeling a lot of stress. Let students know how you handled the stress. Now that you know about the positive effects of the Breath Break, if you have used it in your own life, let students know that you use this technique during stressful moments in life, too.
- Ask students if they ever stop to take a Breath Brake? If so, when?
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Wednesday: Collaborative Conversations

- Ask students to recall information from the video focusing on the main theme of the week, stress.
- Recall yesterday's discussion that focused on some of the causes of stress and the use of the Breath Brake to help ourselves manage stressful moments in life.
- Taking a Breath Brake is the first step in helping yourself to manage the stress in your life. There are some other strategies that you can use, too:
  - After taking a minute for a Breath Brake, the next step is to recognize that you can't do everything. Every time you say yes to something, you have to say no to something else. Taking on more than we can handle can be very stressful. It's okay to say no when something doesn't feel right or when you know that you really don't have the time to do the task.
  - If you have a lot of activities that you have to do after school and activities that you want to do in your free time, you might find it helpful to make a list. Put the things that are most important at the top of the list. Sprinkle some of the fun things into your list. Taking frequent breaks helps manage the stress that you are feeling.
  - Getting a good night's sleep every night and eating healthy foods are important parts of self-care. Self-care is a skill that you'll use for the rest of your life, and now is a great time to start. It means that you are purposefully taking time to take care of your body, mind, and emotions so that you can be your best YOU.
  - Self-care starts with a healthy diet and sleep. Eating regular, healthy meals provides the brain with the nutrients and energy it needs to function at its best. Just make sure that you're eating a healthy mix of protein, fruits, and vegetables. Eating too much junk food might fill your stomach, but it won't give your brain and body the energy they need to help you study well and stay balanced.
- **Discussion:** Have a discussion with students about some of the things that they do to practice good self-care. You will probably have to help the conversation along. Below are some ideas that you may want to share with students. Focus on all three areas
  - Body self-care may include playing basketball for 30 minutes every day, walking to school, riding your bike more often, eating more veggies at dinner, and/or taking an apple for a snack.
  - Mental self-care may include taking some time for yourself, trying to relax and laugh more, doing something creative, playing a sport, hanging out with your friends, and/or listening to some good music.
  - Emotional self-care may include saying no more often, hanging out with people who respect and appreciate you and make you laugh, asking for help when you need it, believing in yourself, and/or taking a Breath Brake when needed.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 23**
- Recall yesterday's discussion about some of the strategies that can be used to help manage stressful times in our life.
- **Activity: My Self-Care Action Plan.**
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity if additional time is needed.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** This lesson taught students that they can use the Breath Brake as part of a lifelong self-care practice.
- Everyone is busy. Whether you are a child who tries his best to get good grades, have good friendships, and be the best player on the team or an adult who has a full-time job, three children, an elderly parent, and a house to take care of, stress is a very real part of everybody's life. If you can learn techniques that help you manage those stressful times while you are young, you will have skills to turn to for the rest of your life.
- As powerful martial artists we know that when you are feeling stressed, take a moment to stop and take a Breath Brake. Learn to take on tasks that you truly have time to do well. Saying no is okay; it means that you know your own limits. Finally, practice good self-care. Eating well and getting plenty of sleep are very important for overall health.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 23 Extensions: Michigan Health Standards

### 2nd Grade

- Students will learn that what they eat can help to reduce stress and keep them healthy (Strand 1: Nutrition and Physical Activity; Standard 1 - Core Concepts; 1.1).
- Students will describe different situations that may induce stress and other overwhelming emotions (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- This lesson will help students develop problem-solving skills to help them combat stress in their life. On Thursday, students will create their own “self-care action plan” to follow during times of stress (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6, 4.7).

### 3rd Grade

- Some student “self-care action plans” will include a physical component. This lesson will explain and describe the benefits of staying physically active to reduce stress (Strand 1: Nutrition and Physical Activity; Standard 1 - Core Concepts; 1.1, 1.2).
- This lesson outlines the benefits of physical activity when reducing stress. Students will be encouraged to add a physical component to their “self-care action plan” (Strand 1: Nutrition and Physical Activity; Standard 5 - Goal Setting; 1.7).

### 4th Grade

- This lesson highlights the relationship between physical activity and rest.  
Students will discuss this relationship during Wednesday’s discussion time and add these components to their “self-care action plan” (Strand 1: Nutrition and Physical Activity; Standard 1 - Core Concepts; 1.2, Strand 1: Nutrition and Physical Activity; Standard 3 - Health Behaviors; 1.3).
- After analyzing and discussing the importance of self-care when feeling stressed, students will create their own “self-care action plan” to use in times of stress (Strand 4: Social and Emotional Health; Standard 6 - Decision Making; 4.5, 4.6).

## Lesson 23 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- This lesson outlines different strategies and benefits of self-care. Students will enter into discussions about their own self-care and different strategies to use (P4 Civic Participation; P4.3).

### Whole Group/Project Extensions

- Create a plan to add in a “self-care” time each week. This can simply be a time set aside each week for each student to work through their own “self-care” plan, or it can be a group activity as self-care.

## Lesson 23: Modifications

### Kindergarten / First Grade

- Review with students what stress feels like and allow students to share how they can recognize when they are stressed (CCSS.ELA-Literacy.SL.K/1.1).
- Use visuals to enhance student understanding. On Wednesday, while discussing ways that students practice self-care, create a graphic organizer: use the headings “body,” “mind,” “feelings/emotional” and draw simple sketches of student-generated ideas (CCSS.ELA-Literacy.SL.K/1.1, 4).
- On Thursday/Friday, provide students with a sheet of blank paper on which they can create their own graphic organizers. Instruct students to choose their favorite ways to take care of themselves physically, mentally, and emotionally. If students are able, encourage them to label their drawings (CCSS.ELA-Literacy.SL.K/1.4, 5; W.K/1.2).

### Fifth Grade

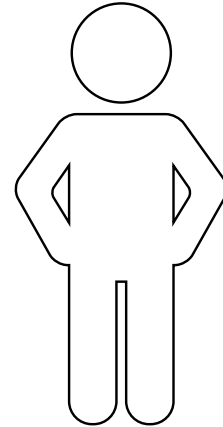
- Ask volunteers to share what stress feels like to them. Discuss whole-group the negative effects that stress can have on your mind, body, and relationships (CCSS.ELA-Literacy.SL.5.1).
- Generate a graphic organizer which details student suggestions for self-care (CCSS.ELA-Literacy.SL.5.1).
- Fix a healthy snack together and have a conversation about how eating right is a critical aspect of self care (CCSS.ELA-Literacy.SL.5.1).
- Instruct students to schedule the self-care practices that they have listed on the Lesson 23 Activity Sheet. They may add to the sheet provided or utilize a digital calendar (CCSS.ELA-Literacy.W.5.4, 6).

# My Self-Care Action Plan

To be your best you, it's important to take care of your body, mind, and emotions. Think of some simple things that you can do to make sure you are practicing good self-care every day.

## I will take care of my body by

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## I will take care of my mind by

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## I will take care of my emotions by

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





## Lesson 24

# Seeing Scary Things In The News



### Theme

This lesson will teach students how to manage feelings of anxiety or confusion, and guide them to seek information and clarification from a trusted adult when they see or hear something in the news that frightens them.

### Key Message

When you see or hear something in the news or on the internet that is scary or confusing, it's best not to keep that feeling to yourself. Ask your parents or an adult that you trust to explain the situation.

## Lesson 24: Vocabulary

### News

Information about recent events that is reported in a newspaper, magazine, on a television or radio broadcast, or on the internet





## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will teach students how to manage feelings of anxiety or confusion and guide them to seek information and clarification from a trusted adult when they see or hear something in the news that frightens them.
- Show the video: <https://heroescircle.org/schools/activity-sheets/lesson-24/>
- After watching the video, lead discussion on this week's theme:  
**Seeing Scary Thing in the News.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Listening to or watching the news can be very scary and confusing. The stories that are on the news are things that are taking place all over the world and even in our own back yards. News stories are often about things that are violent. News stories, usually, are very dramatic.
- You may see or hear something on the news and wonder, "What does that mean? Is someone going to do that to me or my family? Why would someone do that?" Those are all very real questions that any young person would ask. So, who can you talk to when you hear something scary in the news?
- The best people to talk to are your parents or someone you trust. Ask them to help you understand more about what you've heard on the news.
- The teacher will give real-world examples of their own about a time they heard or saw something scary on the news. Recall how you reacted to the news. How did you feel? Who did you talk to? Give examples.
- End the lesson by having students stand at attention, bow, and repeat our mantra:  
**Power Peace Purpose.**

## Wednesday: Collaborative Conversations

- Ask students to recall information from yesterday's video focusing on the main theme of the week.
- Recall yesterday's discussion that focused on seeing and hearing scary information in the news.
- The job of television and internet news shows is to report what is happening in your community, region, country, and world. When you turn on the news throughout the day or over a couple of days, you may hear information about the same story repeatedly. It's important to understand that the incident isn't happening over and over again. News channels show video footage many times. When very serious news stories happen, news stations may talk about them and show video for hours and hours. This doesn't mean that the same event is happening multiple times.

## Wednesday: Collaborative Conversations

- Remember, if you see something in the news that you don't understand or that is scary or confusing, talk to an adult about it. Also, don't spend your time watching the same news stories repeatedly. Turn off the television or put down your device. Take a break from the news by going outside to play, reading a good book, or shooting some baskets.
- As a powerful martial artist, you know that when your body is feeling stressed, a Breath Brake is an effective way to help manage the way you feel. Take a moment to find a quiet place away from the television, radio, or other electronic devices. Get that positive energy flowing. Now, breathe in the light, and blow out the darkness. Let your body rise and fall with each breath like waves in the ocean.
- Discussion: Teacher will ask students about a time that they may have heard some news that caused them to feel scared or confused. When they heard the news, how did it make them feel? Ask who they talked to in order to understand.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 24**
- Recall yesterday's discussion about seeing scary things in the news.
- **Activity: Seeing Scary Things in the News.** Today students will color and illustrate a mini poster that reinforces what children should do when they hear scary news.
- Give students time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** News stories are happening all of the time. Some stories are about happy moments, and some are about very serious and often scary moments. When you watch the news, try to watch with an adult. You may see or hear something that causes you to have questions. When you hear or see something on the internet or news that is scary or confusing, it's best not to keep that feeling to yourself. Ask your parents or an adult that you trust to explain the situation.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 24 Extensions: Michigan Health Standards

### 2nd Grade

- This lesson will help students understand the different emotions they may experience when seeing something on the news that scares or frightens them (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- This lesson will outline who students can and should talk to when things on the news scare them. Those people will help students overcome some of the fears and worries they may have (Strand 4: Social and Emotional Health; Standard 2 - Access Information; 4.4).
- Students will learn that it is healthy to express personal feelings, especially when those feelings are overwhelming or strong (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9, 4.10).

### 3rd Grade

- Students will learn how people can help each other work through scary or emotional situations (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.4).

### 4th Grade

- This lesson outlines the characteristics to look for in people who can help make big decisions or solve problems. Students will be encouraged to identify those people in their own lives (Strand 4: Social and Emotional Health; Standard 2 - Access Information; 4.2).



## Lesson 24 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- Students will learn and discuss different strategies to use when frightened by things in the news (P4 Civic Participation; P4.3).

### Whole Group/Project Extensions

- not applicable to this lesson

## Lesson 24 Modifications

### Kindergarten / First Grade

- On Tuesday, discuss with students that although the news may be real, their bodies and minds may react to it the same way that they react to a bad dream (revisit Lesson 12 if needed). Guide students through practicing progressive relaxation or “breathing in the light” and remind them that this practice may help them to cope with scary news.

### Fifth Grade

- On Thursday, ask students to recall previously learned methods for reducing stress. Discuss how these may be utilized when something on the news is overwhelming (CCSS.ELA-Literacy.SL.5.1).
- On the back of the Lesson 24 Activity Sheet, instruct students to create an action plan which they can refer to when they are confronted by different types of stress (CCSS.ELA-Literacy.W.5.4).

# Seeing Scary Stories in the News



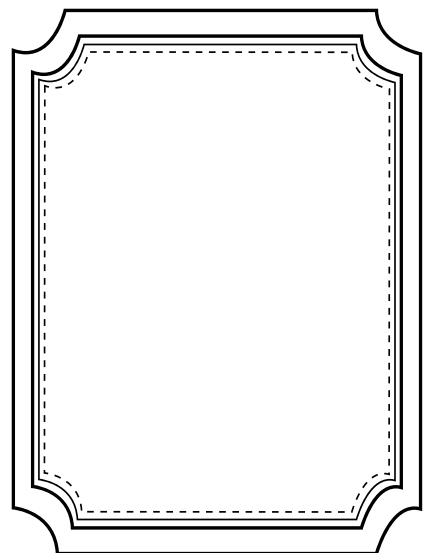
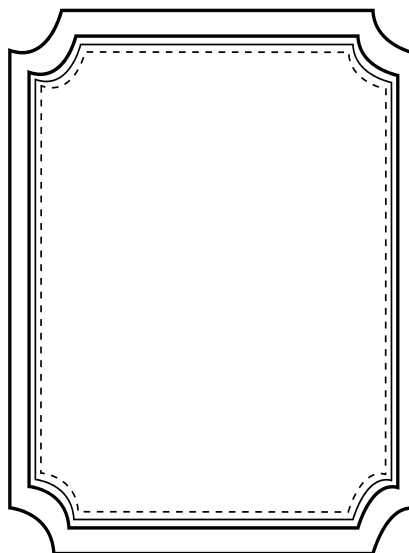
You can see and hear news in a lot of places. When you see or hear about something in the news that is scary or confusing, ask an adult that you trust to explain the situation. Here are some ways to start that conversation:

- I heard about something that was scary/confusing at school today. Can we talk about this?
- I saw a scary/confusing picture on a magazine cover. Can you explain this to me?
- I was playing on my phone/tablet and saw something really scary/confusing. Can we talk about this?
- The radio was playing music and then someone said something really scary/confusing. Can you explain this to me?

Don't listen to or watch the same bad news over and over again. Turn off the T.V., or put down your device and go do something FUN!!!



WHEN I WANT TO DO SOMETHING FUN, I LIKE TO...



## Lesson 25

# Helping a Friend Who Feels Down



### Theme

This lesson will teach students how to be supportive to a friend who is sad or upset.

### Key Message

When you notice a friend is sad or upset, take time to talk with them. Ask if there is some way you can help, and be available to listen. You may not be able to solve their problem, but you'll let them know that you care.





## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will teach students how to be supportive to a friend who is sad or upset.
- Show the video to students. <https://heroescircle.org/schools/activity-sheets/lesson-25/>
- After watching the video, lead discussion on this week's theme: **Helping a Friend Who is Feeling Sad.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Begin today's lesson with a short class discussion.
  - Raise your hand if you've ever felt sad. (Teachers, the intent of this discussion is to have students identify their feelings and behavior during a time they felt sad. This is not an opportunity for students to tell a story about a time they were sad that includes the who, what, where, etc.)
  - Ask students to explain how they felt when they were sad. Did they want to be alone? Did they like being around others to help forget the sadness? Did they just want to be quiet or talk it out? Allow students to respond.
- Say, "After listening to all of you share your experiences with sadness, it seems like everyone seems to handle sadness a little differently."
- In today's video, Sensei Richard told us that when someone we know is sad, we might notice that they are spending a lot of time by themselves, or maybe they've been very emotional lately. They might get angry quickly or feel sad and cry a lot. Maybe they just aren't acting like themselves. Have you ever noticed any of these behaviors in yourself or in a friend?
- When we notice these behaviors in a friend, it's just natural to want to help them. So, what can we do?
- The teacher will give real-world examples of their own from a time when they noticed a friend was sad and how they attempted to help them out. Give examples that show how you knew that they were sad or upset about something. What were they doing or saying that indicated that they were upset?
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**



## Wednesday: Collaborative Conversations

**Ask students to recall information from the video focusing on the main theme of the week.**

- Recall yesterday's discussion that focused on noticing when a friend is sad.
- Yesterday we talked about the things people do when they are sad. You may notice that your friend may become angry quickly or may not be acting like themselves; they may want to be alone. Maybe they are crying. When we notice these behaviors in a friend, it's just natural to want to help them. So, what can we do?
- Today we are going to talk about ways that we can try to help a friend who is sad.
  - When you notice the signs that tell you that your friend is sad about something, it's natural to wonder why. If you ask your friend what is wrong and they tell you that they don't want to talk about it, it's important that you respect their request. Don't keep asking. Instead, let your friend know that when they are ready to talk, you'll be there to listen. Your friend will appreciate your offer and, in time, may talk to you about the problem.
  - If your friend wants to talk about the problem, be a good listener. You may not be able to solve the problem that is making your friend sad, but you can support them. You may say things like the following:
    - "I feel so sad for you having to go through this."
    - "I'm really sorry that this is happening."
    - "Is there anything I can do to help you?"
    - Once you and your friend have had time to talk, try to help your friend take their mind off the problem for a little while. Ask them to play a game, listen to some music, watch some funny videos, or go outside to play.
  - Finally, if your friend is sad about something that you think is serious, talk to your parents or to an adult you trust and share your concern with them. They may be able to help.
  - Being a good friend means that you are there for them during the good and bad times. When your friend is sad, make sure to let them know that you are there to listen. However, sometimes friends can go through periods when they are very sad, maybe even often angry. It is okay for you to take a step back and take a break from the situation. It's not your job to solve your friend's problem.
- **Discussion:** The teacher will ask students to share experiences in which they had to lend support to a friend who was sad or upset about something. Explain how they helped the friend.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Thursday: Applying the Theme

- **Activity Sheet - Lesson 25**
- Recall yesterday's discussion about ways we can help a friend who is sad or upset.
- **Activity: Helping A Friend Who Feels Down.** Students will write a story using the framework provided, or they may write their own original story. The focus of the story should be about two friends. One friend is sad or upset about something, and the other friend is supportive. Please encourage your students to include traditional narrative writing conventions (establish setting, characters, problem, events, solution). Additional paper may be needed for older students.
- Give students ample time to complete the activity.

## Friday: Sharing

- Students will complete yesterday's activity.
- Ask for volunteers to share their work.
- **Wrap-Up Weekly Key Message:** This week we talked about ways that we can help a friend who is sad. Supportive friends are good listeners who are willing to help solve the problem if they can and know that sometimes one of the best things for a friend who is sad or upset is to simply ask them to play or do something to take their mind off of the problem for a while. You may not be able to solve their problem, but you'll let them know that you care.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 25 Extensions: Michigan Health Standards

### 2nd Grade

- Students learn the importance of expressing tough or negative emotions to maintain healthy friendships (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.2).
- This lesson also outlines ways students can respect the feelings of friends, even when those feelings are more negative (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.7).

## Lesson 25 Extensions: Michigan Health Standards

### 3rd Grade

- Students have discussions about ways they can help friends who are experiencing tough emotions (Strand 4: Social and Emotional Health; Standard 3; 4.4).
- This lesson highlights the ways friends can and do influence each others' behavior in positive, healthy ways (Strand 4: Social and Emotional Health; Standard 4; 4.7).
- Students will learn different strategies to support and respect people who are struggling with tough emotions, like sadness (Strand 4: Social and Emotional Health; Standard 8; 4.11).

### 4th Grade

- Students will learn techniques, such as positive self-talk, to help them manage strong feelings (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3, 4.4).

## Lesson 25 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- This lesson will outline different strategies students can use to help a friend who is feeling down, or blue (P4 Civic Participation; P4.3).

### Whole Group/Project Extensions

- not applicable to this lesson

## Lesson 25 Modifications

### Kindergarten / First Grade

- Paraphrase or summarize the information provided in Wednesday's lesson (see bulleted list). Intersperse these summaries in your discussion with students. Use key details as prompts for asking students how they have supported a friend in the past (CCSS.ELA-Literacy.SL.K/1.1).
- Complete the Lesson 25 Activity as a class. Use chart paper to create a story about a child who notices that their friend is sad. Utilize student input to create the characters, setting, and events of the story. Be sure to include several ways in which the child helps his friend to feel better (CCSS.ELA-Literacy.SL.K/1.1; W.K/1.3, 8).

### Fifth Grade

- After completing Lesson 25 Activity Sheets on Thursday, instruct students to work with an editing partner. On Friday, provide students the opportunity to revise their work and add illustrations. Insert student work into a physical or digital binder and include in the classroom library (CCSS.ELA-Literacy.W.5.3, 4, 5, 6).

# Helping a Friend Who Feels Down

This week, we talked about ways that we can help a friend who is sad. Supportive friends are good listeners and willing to help solve a problem if they can. Supportive friends know that sometimes the best thing is to simply ask your sad friend to play, because playing can help take their mind off of their problem and cheer them up.

Today, we would like you to write a story that is about two friends, Jake and Jenna. Lately, Jenna has seemed more quiet than usual, she hasn't wanted to play during lunch, and she seems to want to be by herself.

*Write a story that shows how Jake tries to help his friend Jenna when she is sad.*

TITLE \_\_\_\_\_.

[illegible]

## Lesson 26

# The Big Test



### Theme

This lesson will reinforce self-regulation tools to help students focus as they prepare for events that may arouse feelings of nervousness and self-doubt – like a big test.

### Key Message

You can always take a Breath Brake to help focus your mind as you prepare for any situation, even a big test. You have the power to take control of negative feelings of doubt, and turn them into the positive steps that will lead you to success.



## Monday: Theme Introduction and Video

- Introduce this week's theme: This lesson will reinforce self-regulation tools to help students focus as they prepare for events that may arouse feelings of nervousness and self-doubt—like a big test.
- Show the video to students: <https://heroescircle.org/schools/activity-sheets/lesson-26/>
- After watching the video, lead a discussion on this week's theme: **Preparing for a Big Test.**

## Tuesday: Teacher-Led Discussion

- Begin today's session by asking students to recall what they learned from the Heroes Circle video that they watched yesterday.
- Remind students that Sensei Richard is an 8th-degree black belt. In order to achieve that success, he has been practicing Taekwondo several hours every week and by competing many, many weekends since he was 13 years old. He has earned his success through hard work, being prepared, and his commitment to being the best he can be.
- You have a big test coming up. Don't worry! You've got this!
- Preparing for a big test isn't very different from preparing to become a skilled martial artist. You can't do it all in one day. You have to work on it a little at a time, day after day. And if you prepare by studying and doing your homework every day, you'll have done a lot of the hard work well before the test. Going into a test feeling prepared and completely ready is the BEST feeling!
- Teacher, take a couple of moments to help students realize all of the things they have been doing to prepare for the test that is coming up. Help students to realize that the whole class has spent a lot of time preparing.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Wednesday: Collaborative Conversations

Recall yesterday's discussion that focused on being prepared for a big test.

- Yesterday we talked about preparing for a test. We said that if you practice every day, and if you are committed to doing your best, you should be able to walk into the test feeling ready to do a great job!
- Some of the other things that you can do to help ensure you will do your best on a test are the following:
  - Ask someone to quiz you for a few minutes every night during the week leading up to the test.
  - Get a good night's sleep the night before the test. It's important for your brain to have time to rest and recharge.
  - Pack your backpack and lay out your clothes the night before so that you are prepared to get up and go in the morning without any problems.
  - Eat a healthy breakfast on the morning of the test and take a healthy snack with you; these will give you the energy you need to stay focused. Look for foods that will give you a steady stream of nutrients. Avoid foods that will give you a quick rush of sugar followed by a crash.
  - Believe in yourself! **YOU CAN DO THIS!**
- **Discussion:** The teacher will ask students to describe some of the ways they prepare for a test.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**





## Thursday: Applying the Theme

- Recall yesterday's discussion about ways that we prepare for a test.
- Today we will focus on those few short moments right before the test begins. You may feel nervous. Your pulse may be a little faster, you may have butterflies in your stomach, and/or your breathing may be a little faster; that's all okay. Stress can actually help sharpen your focus while you're taking the test, but too much stress can be a distraction.
- As powerful martial artists, you know how to take a Breath Brake to keep your stress levels under control. You can take a Breath Brake any time during the test if you choose. This is an excellent strategy!
- While you're taking the test, it's okay to stop occasionally to give your brain a break. Look around, stretch your arms, and relax. After a minute or two, return to the test.
- **Discussion:** The teacher will ask students to share some of their concerns or worries regarding the upcoming test. Allow students to respond to peer concerns when appropriate. Reassure students that they are ready to take the test.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Friday: Sharing

- **Wrap-Up Weekly Key Message:** The best way to prepare for any test is to take the time to learn and practice the skills that are being tested. Also, success comes to those who are committed to doing their best and who believe in themselves.
- End the lesson by having students stand at attention, bow, and repeat our mantra: **Power Peace Purpose.**

## Lesson 26 Extensions: Michigan Health Standards

### 2nd Grade

- Students will discuss the different feelings that come with big tests or projects (Strand 4: Social and Emotional Health; Standard 1 - Core Concepts; 4.3).
- Students will learn how to recognize and work through strong, overwhelming feelings (Strand 4: Social and Emotional Health; Standard 7 - Social Skills; 4.9, 4.10).

### 3rd Grade

- One strategy discussed on Wednesday is getting help from other people to prepare for the big test. Students will participate in a discussion to analyze how other people—parents, siblings, etc—can help students prepare for a big test (Strand 4: Social and Emotional Health; Strand 3 - Health Behaviors; 4.4).

### 4th Grade

- This lesson will outline different strategies to manage strong feelings, including positive self-talk. These strategies will help students succeed on their next big test (Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors; 4.3, 4.4).

## Lesson 26 Extensions: Michigan Social Studies Standards

### 2nd, 3rd, and 4th Grade

- Students will participate in discussions that outline different strategies to use when a big test is approaching. These strategies will be different for each student and will encourage deeper discussion (P4 Civic Participation; P4.3).

### Whole Group/Project Extensions

- not applicable to this lesson

## Lesson 26: Modifications

### Kindergarten / First Grade

- Take a dance break. Afterward, allow students to describe how they feel. Guide students towards understanding that brief moments of fun and physical activity help to clear the mind, reduce stress, and promote feelings of well-being (CCSS.ELA-Literacy.SL.K/1.1).
- Revisit healthy versus unhealthy foods on Wednesday. Provide students with examples and non-examples to identify and then allow students to take turns providing additional healthy options. Emphasize that healthy foods are fuel for the brain and ask students which options they might eat the night before and the morning of the test (CCSS.ELA-Literacy.SL.K/1.1).
- Combat negative thoughts by revisiting Lesson 10 concepts and encouraging students to use positive phrasing. Utilize turn and talk to generate positive statements about the upcoming test (CCSS.ELA-Literacy.SL.K/1.1).

### Fifth Grade

- Partner students with study buddies to quiz one another.
- Prepare chat stations where grouped students address prompts which you have provided in order to discuss and review key concepts (CCSS.ELA-Literacy.SL.5.1, 2).
- Combat negative thoughts by revisiting Lesson 10 concepts and encouraging students to use positive phrasing. Utilize “turn and talk” to generate positive statements about the upcoming test (CCSS.ELA-Literacy.SL.5.1).