

## Unit 3B: The Greatest Part of the Martial Artist



### Vocabulary:

**Sensei** - A Japanese term used in martial arts meaning "teacher."

Teacher's Notes:



## How To Begin and End Each Lesson

### Begin With a Breath Brake

Instruct students to stand at attention, repeat the hand motions and the mantra, **Power Peace Purpose**, and end with a bow. Ask students to take several breaths to clear their minds and prepare to watch the video.

#### Teacher Statement:



*The Breath Brake helps us clear our minds, relax and focus. Focused breathing stops the flow of stress chemicals from the brain. You can close your eyes if you want to. Follow along:*

- ★ *Breathe in through your nose, slowly and deeply. Think of each breath as a wave as it gently raises, holds, and then slowly lowers your body.*
- ★ *Hold it for three seconds.*
- ★ *Breathe out slowly and steadily from your mouth while you feel your body gently relax.*
- ★ *Breathe in and visualize that you are breathing in a powerful light.*
- ★ *Breathe out and imagine you are blowing out any darkness.*
- ★ *Breathe in, hold for 3 seconds, then breathe out. Repeat as needed.*

*Remember when you breathe, you are helping others who need your light. **Power Peace Purpose.***

*There are thousands of children around the world who spend a lot of time in the hospital. Sometimes, they feel very lonely. When you join the Heroes Circle, it makes them feel better. When you do your power breathing you are also teaching your family and friends around you. You are an amazing teacher and a good friend!*

### End with Power Peace Purpose:

Recite and review the Power Peace Purpose mantra with students at the end of each day's lesson. Then, the students bow.



*The Breath Brake helps you restore your power, brings you to a place of peace, and enables you to understand your purpose.*

# Unit 3B: The Greatest Part of the Martial Artist

## Day 1: WATCH



**Focus: Social Awareness**

Students will watch a video that shows how the most powerful part of every martial artist's body is the brain.

### Learning Objectives:

In this lesson, students will:

- Observe what happens to their brains in stressful situations.
- Recognize that the most powerful part of every martial artist's body is their brain.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Time Requirement:**

15 minutes



**Materials Needed:**

Video - [HeroesCircle.org/SupportMaterials3](https://HeroesCircle.org/SupportMaterials3)

### Lesson Process:

#### 1 Begin with a Breath Brake:

Begin the lesson with the mantra **Power Peace Purpose**. Then, students bow. Lead students through a Breath Brake.

#### 2 Introduce key concepts:



*The most powerful part of every martial artist's body is their brain. You control your brain; your brain does not control you. When you take control of your brain, you become very powerful. This week, we will learn how we can tap into that power and use it effectively.*

#### 3 Show the video:

Show Video – [HeroesCircle.org/SupportMaterials3](https://HeroesCircle.org/SupportMaterials3)

#### 4 Talk about key concepts:

**Use the following talking points to encourage discussion as a class, in small groups, or pairs:**

- What are some weak (negative responses to a stressful situation)? Responses may include:
  - Violence of any kind.
  - Keeping it inside, hurting yourself, using drugs or alcohol.
  - Starting rumors, harassing, bullying, or cyberbullying the person you are angry with.
- What are some powerful responses to a stressful situation? Responses may include:
  - Talking to a peer or adult.
  - Taking a Breath Brake.
  - Recognizing the feeling of tightness or tension in your body that leads to a stress response so that you can use a Breath Brake.
- How might one person's response to a situation affect another person's response to the same situation? Responses may include:
  - If one person responds to a stressful situation in a certain way, it could trigger a reaction from another person.



#### 5 End with Power Peace Purpose mantra:

**Power Peace Purpose**. Then, students bow.

## Day 2: THINK



### Focus: Responsible Decision Making

Students will be encouraged to think and talk about what a powerful tool the brain is and how students can use it to manage stress responses.

### Time Requirement:

15 minutes



Materials Needed: N/A

**Learning Objectives:** In this lesson, students will:

- Describe the brain as a powerful tool in managing responses.
- Recognize that they can control their response to stress.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Lesson Process:

#### 1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Then, students bow. Lead students through a Breath Brake.

#### 2 Review key concepts:



*Remember the example from the video. One of your friends makes a little joke at your expense. You feel disrespected, embarrassed, or angry. The joke is minor, but you feel it is serious and hurtful. The brain's stored memories are triggered and come flooding back, so it seemed like a bigger deal. Your brain remembers your pain and brings it up over and over.*

Ask students to share what they learned from this week's video.

#### 3 Think about key concepts:



*Today we will think and talk about how our brain works and how it sometimes tries to trick us into thinking something is worse than it really is. Remember that you control your brain – it does not control you.*

#### 4 Talk about key concepts:

**Use the following talking points to encourage discussion as a whole class, in small groups, or in pairs:**



*Remember, you control your emotions and how you respond to stressful situations. If someone trips you, calls you a name, or tries to fight you, you always have a choice about how to respond. You control yourself. Specific experiences might trigger your brain's automatic response, but you have control over your brain, body, emotions, and responses.*

- Give an example of a situation where you must stop the brain's automatic response and regain control before responding? Responses will vary:
- If everyone took control of their brain and how they respond during a difficult situation, how could it help the school community? Responses may include:
  - People might not respond so quickly or emotionally to situations.
  - There'd be fewer fights at school if people controlled their thoughts and emotions.
  - The school might be safer and kinder.
- When you are faced with a stressful situation, what should you consider before responding? Responses may include:
  - Is your response safe? Is your response powerful?
  - How might the other person feel?
  - What other choices do you have in responding?



#### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Then, students bow.



# Unit 3B: The Greatest Part of the Martial Artist

## Day 3: DISCUSS

### Focus: Relationship Skills

Students will be encouraged to discuss personal control and weak versus powerful ways of responding to stress.

### Learning Objectives:

In this lesson, students will:

- Identify aspects of their life they control, like thoughts, movements, and responses to situations.
- Analyze weak versus powerful ways to respond to stress.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed: 3B:

Collaborative Conversation Questions



## Lesson Process:

### 1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Then, students bow. Lead students through a Breath Brake.

### 2 Review key concepts:

*We learned that we have control over our brains as powerful martial artists. Today we will discuss how we can use that power to control our thoughts, movements, and responses to various situations. It is important to respond appropriately and responsibly to stressful situations. The brain wants you to react automatically, but you must retrain your brain to understand your stress response. Pay attention to when you feel muscle tension, tightness in your chest, and your heart beating faster. That's your stress response.*



*Let's imagine someone pushed you on the playground. You feel the automatic stress response in your body. You tense up, and your heart beats faster. You feel angry and not very powerful. You want to respond by pushing back. When you feel that tension and a fast heartbeat, you know that's your stress response. That's when you need to take a Breath Brake to become powerful.*

**[Take a Breath Brake with students; use the protocol on p. 2 of this lesson.]**

- How do you feel after using the Breath Brake technique?
- Do you feel your power once again? How does your body feel?

### 3 Discuss key concepts:

Use the following talking points to encourage discussion as a whole class, in small groups, or in partner pairs:

- How can a Breath Brake help you control your response to stressful situations with others?

Responses may include:

- The Breath Brake can make you feel powerful and not so angry.
- The Breath Brake can calm you down, so you don't feel as stressed in your body.
- The Breath Brake gives you time to think about what happened.

- How can inappropriate responses by one person affect others? Responses may include:

- When one person responds inappropriately to a stressful situation, it could start a chain reaction where other people respond inappropriately too.
- Inappropriate responses can start fights and conflicts.
- You or someone could get hurt.

### 4 End with Power Peace Purpose:

**Power Peace Purpose**. Then, students bow.

## Day 4: APPLY

### Focus: Self-Management

Students will work independently to apply the concepts from the video to a self-reflective activity about their personal stress responses.

**Learning Objectives:** In this lesson, students will:

- Recognize the feeling the tightness or tension in the body that indicates a stress response.
- Analyze how self-control can help people respond powerfully to stress.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 3B: *WHERE DO YOU FEEL STRESS?*

## Lesson Process:

### 1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

### 2 Review key concepts:



*We are learning that we all are powerful martial artists, and we can use our brains to control our responses to stressful situations. Today we will complete an activity that will help us remember some keywords about our real power and the brain. We will focus on recognizing the feeling the tightness or tension in your body that lets you know that you are beginning to experience a stress response.*

### 3 Personalize key concepts:

**Use the following talking points to encourage students to personalize the key concepts:**



- Have you ever overreacted to a situation before? What happened? Responses will vary.
- How could you be more mindful about your response to minor stress situations in the future? Responses will vary.
  - Examples: Pay attention to the feelings in your body that you are having a stress response.
  - Use the Breath Brake to clear your mind and relax so that you can think clearly.

### 4 Apply key concepts:

Distribute the ACTIVITY SHEET - 3B: *WHERE DO YOU FEEL STRESS?* Ask students to work independently to complete the activity sheet about how and where they feel the tension and tightness in their bodies when they experience a stress response.

### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Students bow.

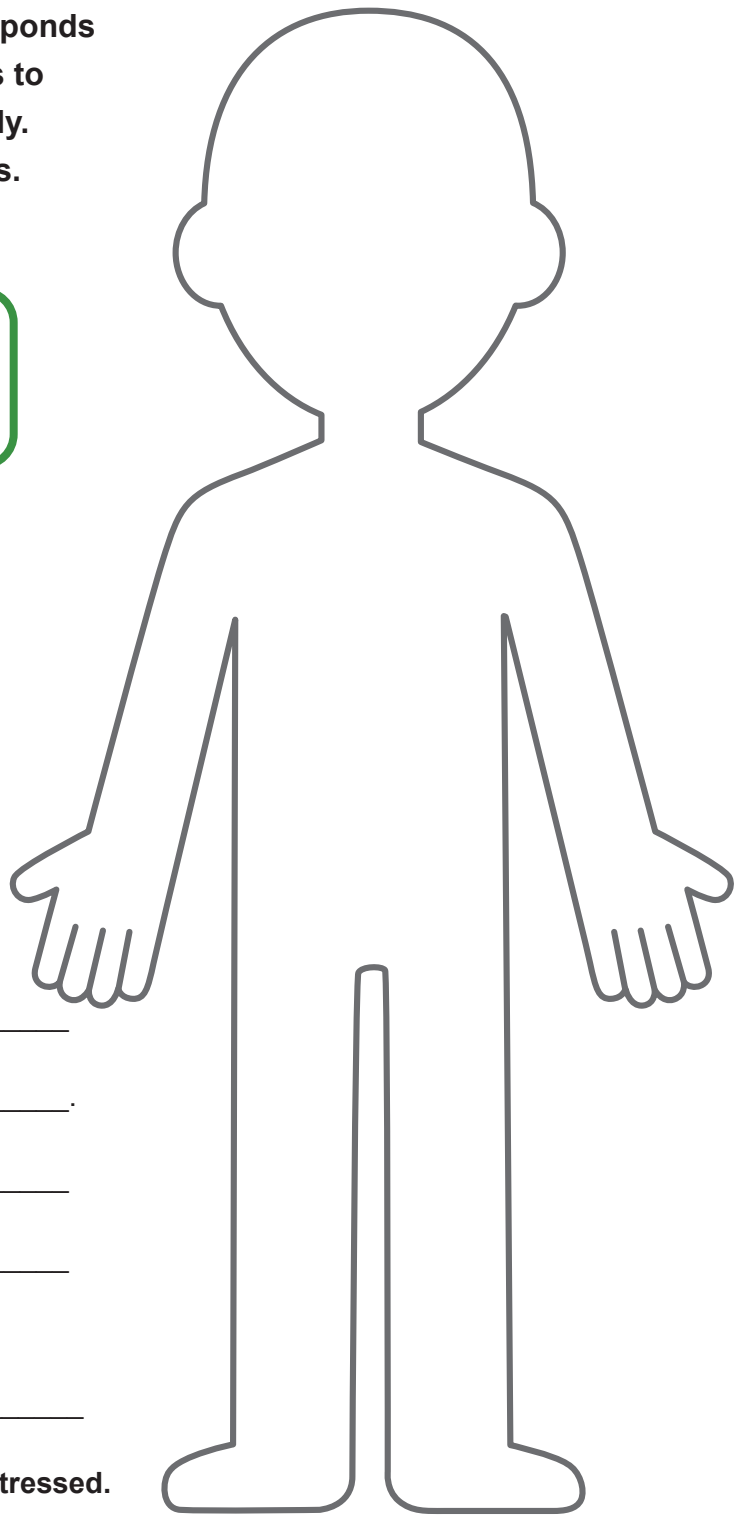


# Activity Sheet - 3B: WHERE DO YOU FEEL STRESS?

Name \_\_\_\_\_ Date \_\_\_\_\_

Think about how your body usually responds to stress. Use lines, shapes, and colors to show where you feel stress in your body. Then use words to describe how it feels.

**Tip: Recall the last time you were angry or upset about something.**



I feel stress in my

\_\_\_\_\_  
\_\_\_\_\_.

My stress feels like

\_\_\_\_\_  
\_\_\_\_\_.

My \_\_\_\_\_

\_\_\_\_\_

feel(s) tight and tense.

My heart \_\_\_\_\_

\_\_\_\_\_ when I am stressed.

Other ways I feel stress in my body: \_\_\_\_\_

\_\_\_\_\_

## Day 5: SHARE



### Focus: Self-Awareness

Students will share their learning about how to recognize feelings in the body that indicate a stress response.

**Learning Objectives:** In this lesson, students will:

- Describe feelings of tightness or tension in the body that indicate their stress response.
- Share where and how their stress response feels in their body.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 3B: *WHERE DO YOU FEEL STRESS?*

## Lesson Process:

### 1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

### 2 Review key concepts:



*This week we learned that the brain is our most powerful tool as martial artists. We also learned about stressful situations and how you can use your brain to control your response. We practiced martial arts techniques, like the Breath Brake, to show self-control during stressful situations. Yesterday, you thought more about your stress response and how you can recognize that in your body—paying attention to the feeling in your body can tell you when to take a Breath Brake and be powerful.*

### 3 Share the learning:

Ask a few students to share their learning. Ask them to use their completed activity sheet ACTIVITY SHEET - 3B: *WHERE DO YOU FEEL STRESS?* to show and describe their personal stress response.

**Use these talking points to encourage discussion as a class, in small groups, or student pairs:**



- **How does your self-control affect how you respond to stressful situations?**

Responses will vary.

- Self-control can help you respond more powerfully to stressful situations?

- **How can you show that you are aware and responsible for your own emotions and responses? Responses will vary.**

- You can recognize when your emotions are out of control and regain control.

- You can take a Breath Brake to relax and feel calm.

- You can take responsibility for your actions when you respond to stressful situations.

### 4 Summarize key concepts:



*This week, we learned that the brain is our most powerful tool as martial artists. You can use the Breath Brake to find your power and regain self-control during stressful situations. Remember, you control your brain - it does not control you.*

### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Students bow.