

Unit 3D: Combating Negative Thoughts



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 3D: Combating Negative Thoughts

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about how martial arts techniques can help students remove themselves from the stuck pattern of negative thoughts.

Learning Objectives: In this lesson, students will:

- Observe how the brain stores negative memories and replays them in times of stress.
- Identify how negative thinking can lead to stress, anxiety, and illness.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

Video - HeroesCircle.org/SupportMaterials3

Lesson Process:

1 Begin with a Breath Brake:

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

2 Introduce key concepts:



Today we will watch a video about combating negative thoughts. We will learn how the brain stores memories and replays them in times of stress. This is the brain's way of trying to control our thinking, but we can take back control and turn negative thoughts into positive ones.

3 Show the video:

Show Video – HeroesCircle.org/SupportMaterials3

4 Talk about key concepts:

Use the following talking points to encourage discussion in small groups or student pairs as a class.

- Why is it important to have a positive mindset? Responses may include:
 - It can help you respond to stress more effectively.
 - It can help you break the pattern of negative thoughts.
 - It can help other people see that you control your brain and the way you think.
- How can a positive mindset help you deal with stress? Responses may include:
 - When you can think clearly and calmly, you can make better choices about what to do.
 - Thinking positively can help you control your body's response to stress.
- How does the Breath Brake work to disrupt the pattern of negative thinking?
Responses may include:
 - The Breath Brake allows you to breathe in the light and blow out the darkness, including negative thinking.
 - When you feel angry, in pain, or negative, the Breath Brake can help you stop the flow of negative thoughts and turn them into positive ones.

5 End with Power Peace Purpose mantra:

Power Peace Purpose. Students bow.

Day 2: THINK



Focus: Responsible Decision Making

Students will be encouraged to think and talk about how the brain works to maintain a negative thinking pattern and how we can train our brains to respond with positive thinking.

Time Requirement:

15 minutes



Materials Needed: N/A

Learning Objectives: In this lesson, students will:

- Identify how negative thinking can lead to frequent frustration and upset.
- Analyze how their thoughts affect how they respond to challenging situations.
- 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**. Students bow. Lead students through a Breath Brake.

2 Review key concepts:



Think about the video that we watched yesterday. We learned that the brain processes negative thoughts and stores them in our memory, then replays them repeatedly. We also learned that you do not have to let the brain control you or how you think. You own your brain. You can acknowledge the negative thoughts, and you can turn them into positive ones.

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

3 Think about key concepts:



Today we will talk more about negative thoughts, negative thought patterns, and how the brain saves negative thoughts in our memory and replays them repeatedly, which can create bad habits of responding in difficult situations. When a person tends to see only the negative side of a situation, it can lead to common and frequent feelings of frustration and anger. It can rob us of our real power. We must train our brains to think positively.

4 Talk about key concepts:

Use the following talking points to encourage discussion in small groups or student pairs as a class.

- When a person allows darkness or negativity to take over, how does that affect their decisions?
Responses may include:
 - The person might decide not to try because it seems too hard or hopeless.
 - The person might respond negatively because they can't see a positive.
- What kinds of negative decisions might someone make when they have a negative mindset?
Responses may include:
 - A negative person might use negative methods, like violence, to try to solve a problem.
 - A negative person might not even try to solve a problem – ignore it, give up, or avoid it.
- Imagine you have a test coming up. Give an example of how negative thinking can affect how you prepare. Responses may include:
 - If you think you stink at math, you might not study.
 - If you believe you will fail or perform poorly, you might study and give up.
 - If you think studying won't help you improve, you might goof off while studying.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Unit 3D: Combating Negative Thoughts

Day 3: DISCUSS

Focus: Relationship Skills

Students will talk with each other about how a positive mindset can impact relationships.

Learning Objectives: In this lesson, students will:

- Identify how positive thinking can affect how you respond to challenging situations.
- Analyze how their positive thoughts can impact others to think and act more positively.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed: N/A

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:

Yesterday we learned that negative thinking could become a habit, which can impact your decisions and stress levels. The good news is that you are in control, and you can train your brain to think positively.



Ask students to describe how positive thinking can improve your mindset, decisions, relationships, and feelings about yourself.

3 Discuss key concepts:

Today, we will discuss how positive thinking can impact us and others. For example, imagine I must give a presentation in front of the whole school. That would be stressful for me. I might have negative thoughts like, "I will probably be so nervous that I'll mess up or say something wrong. Then the whole school will laugh at me, and everyone will probably think I am dumb." How do you suppose my presentation would go if I thought like that?



[pause for student responses]

What if I trained my brain to have positive thoughts like, "You can do this! If I focused on positives, how might my presentation go?"

[pause for student responses]

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

- In the video, Sean and Brian were going to meet at the park. When Brian was late, Sean had many negative thoughts. How could those negative thoughts and feelings affect their relationship? Responses may include:



- Sean might feel angry with Brian and might not want to be Brian's friend anymore.
- Brian might feel upset that Sean was angry with him.

- How can friends support each other in training their brains to think positively? Responses may include:

- When you hear a negative statement, help identify it for your friend.
- Remind each other to use a Breath Brake.
- Help your friend change that negative thought or statement into a positive.

4 End with Power Peace Purpose:

Power Peace Purpose. 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 combating negative thoughts.

Learning Objectives: In this lesson, students will:

- Identify examples of negative and positive thinking.
- Practice how to take a negative thought and turn it into a positive thought.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 3D: *NEGATIVE NATHAN AND POSITIVE PATRICE*

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:



Yesterday we talked about how negative thinking can impact relationships between friends like Brian and Sean. Today we will think more about our own experiences with negative thoughts and how we can turn them into positive ones.

3 Personalize key concepts:

Encourage a few students to share their negative and positive responses with the group. Use the following talking points to encourage discussion in small groups or student pairs as a class.



- What is one way that turning your negative thinking into positive thinking can help you?
Responses will vary.
- What is one skill or strength you have that could help you think more positively?
Responses will vary.
- Who can support you in changing your thoughts from negative to positive?
Responses will vary.

4 Apply key concepts:

Distribute the ACTIVITY SHEET - 3D: *NEGATIVE NATHAN AND POSITIVE PATRICE*. Ask students to work independently to write their responses in the thought/word bubbles.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Activity Sheet - 3D: NEGATIVE NATHAN & POSITIVE PATRICE

Name _____ Date _____

Negative Nathan is always thinking negatively when something happens. Positive Patrice has trained her brain to think positively when something happens. Read the scenario. Imagine what Negative Nathan might think to himself and write it in his thought bubble. Imagine what Positive Patrice might think to herself and write it in her thought bubble.

The teacher called on me when I wasn't ready.

Negative Nathan

Positive Patrice

I'm stuck on a challenging math problem.

Negative Nathan

Positive Patrice

My friend is ignoring me.

Negative Nathan

Positive Patrice

A classmate laughed at me.

Negative Nathan

Positive Patrice

Day 5: SHARE



Focus: Self-Awareness

Students will share their learning about combating negative thoughts.

Learning Objectives: In this lesson, students will:

- Share their understanding of how training their brain to think positively can change how they respond to stress.
- Demonstrate how to use martial arts and the Breath Brake to combat negative thinking.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 3D: *NEGATIVE NANCY AND POSITIVE PATRICE*

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 about negative thinking, negative thought patterns, and how the brain may try to control how we think. We also learned that you are in control of your brain, you can train your brain to respond to stress with positive thinking, and the Breath Brake can help us stop the flow of negative thoughts so we can retrain the brain to think positively.

3 Share the learning:



Today we will review your examples of negative and positive thinking.

Have students share responses from ACTIVITY SHEET - 3D: *NEGATIVE NATHAN AND POSITIVE PATRICE*. Ask volunteers to use feeling and voice that matches the tone of the statement (as if they are Nathan or Patrice).

Use these talking points to encourage discussion as a class, In groups, or pairs.



- **What is a difficult situation that leads you to think negatively? Responses may include:**
 - When I am about to take a test
 - When someone teases me
 - When others fight around me
- **Which powerful martial artist statement could you tell yourself when you need to think positively? Responses may include:**
 - 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 stress or challenges.
- **How could your positive thinking impact others and the whole school community? Responses may include:**
 - My positive thinking could encourage others to think positively, too.
 - It will be a kind and happy place if the school thinks positively.

4 Summarize key concepts:



This week we learned about negative thoughts and how they can lead to our stress responses. We learned some ways to combat negative thoughts and how thinking positively can affect our stress response and the outcome of the situation. Let's continue to practice recognizing our negative thoughts and changing them into positive ones.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.