

# Unit 3E: Having A Bad Dream



**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 3E: Having A Bad Dream

## Day 1: WATCH



### Focus: Social Awareness

Students will watch a video about how and why people experience bad dreams and what to do about them.

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

- Observe what happens in the brain when people experience bad dreams.
- Identify how stress and negative thoughts contribute to bad dreams.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

Video - [HeroesCircle.org/SupportMaterials3](https://www.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 bad dreams and how they are often a sign that our brain needs a break from the stress we are experiencing during the day. Our brains are very powerful and can hold on to stress from the day even while we sleep. We can use a Breath Brake to reset our brain and body to feel calm and relaxed so that we can sleep restfully, without bad dreams.*

### 3 Show the video:

Show Video – [HeroesCircle.org/SupportMaterials3](https://www.heroescircle.org/supportmaterials3)

### 4 Talk about key concepts:

*Sometimes, it's hard to fall asleep after having a bad dream. You may worry or feel afraid that you will have another bad dream. Those feelings of worry and fear are normal. But you need sleep to relax your body and rest your mind. Not sleeping can lead to more stress and more bad dreams, and worse yet, not sleeping zaps your energy and power. You need your power! The kids in the Heroes Circle need your power. Getting peaceful sleep restores your power so that you can be the most powerful martial artist possible.*

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

- Why do people have bad dreams? Responses may include:
  - Stressful events from the day can turn ordinary dreams into bad dreams.
  - Watching scary movies or events can lead to bad dreams.
  - Bad dreams are a clue that we are under stress and need a break.
- What are some examples of bad dreams a person might have?



### 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 bad dreams and stress.

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

- Identify the cause of bad dreams.
- Analyze the importance of resetting your brain to eliminate stress and bad dreams.
- 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:



*Think about the video we watched yesterday. We learned about bad dreams and how stress from the day can carry over into dreams when we sleep.*

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

### 3 Think about key concepts:



*Today we will talk about how you can control your overactive brain to better manage your stress.*

*Before going to bed, it's helpful to wind down and prepare your brain to rest with activities like meditating, light exercises, taking a warm bath, listening to soft music, or reading a book. Your brain needs time away from the tv or phone screens, so it is ready to rest. With a healthy nighttime routine, you can relax at night and sleep instead of having bad dreams.*

### 4 Talk about key concepts:

**Discuss the following talking points as a whole class, in small groups, or partner pairs:**

- What are examples of healthy nighttime routine behaviors? What do you do to wind down?  
Responses will vary.
- What are some daytime stressors that could keep you awake at night or lead to bad dreams?  
Responses may include:
  - arguments or fights with friends
  - the stress of schoolwork, tests, or big projects
  - family problems, deaths, illness
- How can you deal with stressors effectively, so your brain and body can relax and sleep?  
Responses may include:
  - You can use a Breath Brake to calm your body and relax your brain.
  - You can manage the stress during the day so it doesn't sneak into your dreams.
  - You can change your brain's negative thoughts into positive thoughts.

### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Students bow.

# Unit 3E: Having A Bad Dream

## Day 3: DISCUSS

### Focus: Relationship Skills

Students will talk with each other about bad dreams.

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

- Identify examples of stressors and how they carry over into bad dreams.
- Analyze how expressing stress and negative thoughts can minimize bad dreams.
- 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:

*What were some important messages we learned from the video about having bad dreams?*

*We learned that the brain is so powerful that it carries the stress of the day into a bad dream.*

*Stressors from the day can be anything that might cause you pain, anger, or upset. Stressors can be anything – it could be something little, like getting in an argument or taking a test, or something super stressful like witnessing violence or getting hurt. Even if there are many little stressors, those can add up - the powerful brain does not forget anything.*

Ask students to describe how the brain continues to work even while we sleep.

#### 3 Discuss key concepts:

*Today we will talk more about having bad dreams and what that feels like for you. We'll talk about some of the stressors that might lead to bad dreams. We will also recall strategies that you can begin using to help manage stress so that your nighttime sleep is restful.*

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

- **What are some ways you could deal with stress before it turns into a bad dream?**

Responses may include:

- Meditation or breathing techniques like the Breath Brake.
- Listening to calming sounds or music.

- **What are some friendship stressors that could lead to a bad dream? Responses may include:**

- Arguing or fighting with friends.
- Worrying about a problem with a friend, like if a friend still likes you.
- Being left out, ignored, uninvited, snubbed, or ghosted by a friend.

- **How might solving problems with friends help you avoid bad dreams? Responses may include:**

- If you solve problems as they happen, you won't carry the stress while you sleep. Your brain and body can relax and sleep.

- **Sometimes, when friends argue, one (or both) people behave stubbornly, so problems are difficult to solve. Are you a stubborn friend or a problem solver? What are some ways you solve problems? Responses may include:**

- Talk to the friend directly or write a note to the friend.
- Ask someone to help you talk to the friend.
- Ask an adult for advice.

#### 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 having bad dreams.

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

- Draw a picture to represent a bad dream, using lines, shapes, and colors.
- Write about a bad dream and transform the focus so that there is a positive outcome.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 3E: MY BAD DREAM

## 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 daily stress may lead to bad dreams, specifically with friends. Your brain is so powerful that it continues to process stress even while you sleep. Today we'll apply what we've learned about managing stress and negativity to dealing with bad dreams.*

### 3 Personalize key concepts:

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

- What did you learn about your bad dream that can help you in the future?

Responses may include:

- Managing stress effectively will let you relax and fall asleep peacefully.
- Using a Breath Brake can help you take control and reset your brain.
- You can use a Breath Brake to stop negative thoughts so that you can fall asleep faster.

- How can you use the power of your brain to deal with stressors before they become bad dreams? Responses may include:

- Tell your brain to think positively before you go to sleep so you don't have bad dreams.
- You can use a Breath Brake to calm and relax the brain and body before sleeping.
- You can use the Breath Brake when you feel stressed; this way, it doesn't carry over to your sleep.

- How do you manage your stress so it doesn't become a bad dream? Responses may include:

- writing, drawing, or expressing my feelings creatively
- doing something physical or active, dancing, moving
- using a Breath Brake, performing martial arts

### 4 Apply key concepts:

Distribute the ACTIVITY SHEET - 3E: MY BAD DREAM. Ask students to work independently to complete the activity. Ask them to recall a bad dream, describe what they remember, and write and/or draw about it.

### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Students bow.

# Activity Sheet - 3E: MY BAD DREAM

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

**Write about your bad dream. Focus on the main parts: where it took place, who (or what) was in it, what happened, and how you responded. Write as many details as you can remember. Try to use complete sentences.**

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**Draw your bad dream. Use lines, shapes, and colors to represent your bad dream. Express it with visual images!**



## Day 5: SHARE



### Focus: Self-Awareness

Students will share their learning about bad dreams.

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

- Share their expression (picture or words) of their bad dream with a peer.
- Identify how a Breath Brake can reset the brain to minimize bad dreams.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 3E: *MY BAD DREAM*

## 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 daily stress could lead to bad dreams if we don't deal with stressors effectively. We talked about how to use the Breath Brake to manage stress, stop the negative flow of thoughts, and reset the powerful brain so it can rest and relax at night when we sleep.*

### 3 Share the learning:



*Today we will look at your experience with stress and bad dreams and how you can manage stress better by resetting your brain so that you can rest and relax without bad dreams.*

Ask students to reflect on their completed activity sheet, ACTIVITY SHEET - 3E: MY BAD DREAM. Encourage students to imagine a positive outcome to their bad dream and transform the negative into a positive. On the back of the activity sheet, ask students to briefly write or draw the positive outcome. Ask a few volunteers to share their written responses or drawings with the class.

### 4 Summarize key concepts:



*This week, we learned about stress and how stressors from the day can lead to bad dreams. We learned some strategies for dealing with stress and winding down with a healthy nighttime routine so you can sleep peacefully. Let's practice using those techniques as we continue to learn about stress and how to manage it.*

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



- How can the Breath Brake help you avoid bad dreams? Responses will vary.
- How can you control your brain so that you can relax before going to bed? Responses will vary.
- How can you use your powerful light to transform the darkness of bad dreams? Responses will vary.

### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Students bow.