

## Unit 3F: Feeling Lonely



### Vocabulary:

**Solitude** - When someone chooses to be alone.

**Loneliness** - When someone wants to be connected to others but feels alone.

**Power of Pull** - Connecting with others by initiating and engaging in positive interactions.  
In the martial arts, strength lies in the Power of the Pull.

### 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 3F: Feeling Lonely

## Day 1: WATCH



### Focus: Social Awareness

Students will watch a video about feeling lonely.

### Learning Objectives:

In this lesson, students will:

- Analyze how feeling lonely and being alone are different experiences.
- Identify how feeling lonely can lead to stress, frustration, and anger.
- 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 feeling lonely versus being alone. Sometimes people choose to be alone because they enjoy solitude, peace, and quiet. Sometimes people don't choose to be alone – they want to be connected to others. They may not feel connected for different reasons, so they feel lonely, which can be stressful.*

### 3 Show the video:

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

### 4 Talk about key concepts:

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

- How can you tell if someone is feeling lonely? What might a lonely person do or say or show?

Responses may include:

- The person might look sad or depressed.
- The person might behave negatively to try to get attention.
- The person might ask you to play, beg you to play, or follow you.

- How can loneliness lead to frustration, anger, and stress? Responses may include:

- Loneliness can lead to negative thoughts.
- A lonely person might feel frustrated if they try to connect with others and nobody responds.
- A lonely person might feel frustrated because they don't like to be alone.

- What could a person do if they are feeling lonely? Responses may include:

- Take a Breath Brake to stop the stress response.
- Talk to someone who can help you feel less lonely.
- Find a fun activity to do and invite people to join you.

### 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 feeling lonely, emotional pain, and the brain's stress response.

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

- Identify how emotional pain can activate the brain's stress response.
- Describe additional examples of emotional pain that can lead to a stress response.
- Practice the Breath Brake and recite 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 that we watched yesterday. We learned about the difference between feeling lonely and being alone. When someone feels emotional pain, like loneliness, it can activate the brain's stress response. Loneliness is a sad, stressful, uncomfortable emotional experience.*

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

#### 3 Think about key concepts:



*Today, we will discuss how the brain processes pain – both physical and emotional pain. Physical pain is the kind you feel in your body, but emotional pain happens when you have stressful or painful feelings. We will think and talk more about experiences of emotional pain, specifically loneliness.*

#### 4 Talk about key concepts:

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



*Some people feel lonely around others who are different. You might feel lonely when you are the only kid at an adult party, when you are different from others on your team, or when you are the new kid in any situation.*

- What are some situations where you feel lonely? Responses may include:
  - When family comes over, and I don't get to do what they do because I'm too little.
  - When I am not as skilled as my teammates, I sit on the bench the whole game.
- What are some other emotional pain experiences? Think about emotions like anger, sadness, fear, jealousy, shame, or guilt. Responses may include:
  - Being criticized, teased, insulted, or punished around a group.
  - Witnessing or experiencing trauma or violence.
- What are some decisions you get to make during an emotional experience? Responses may include:
  - You get to decide to be powerful.
  - You get to decide what kind of messages your brain tells you (positive or negative thoughts).
- When you are alone because you have been left out, not invited, not included, or ignored, what other emotions might you experience? Responses may include:
  - I might feel sad, uncomfortable, frustrated, angry, or stressed out.
  - I might feel ashamed, like something is wrong with me, or I am unlovable.

#### 5 End with Power Peace Purpose:

**Power Peace Purpose.** Students bow.

# Unit 3F: Feeling Lonely

## Day 3: DISCUSS

### Focus: Relationship Skills

Students will talk with each other about feeling lonely, other emotional pain, and stress.

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

- Identify and describe their own experiences with feeling lonely.
- Analyze how their own experiences with feeling lonely can lead to frustration, anger, and stress.
- 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 of the important messages we learned from the video about feeling lonely?*



*We learned that some people choose to be alone because they like peace and quiet or need to focus on a task. On the other hand, some people want to connect with others, but they cannot do so due to various factors. That's when feelings of loneliness creep in and can lead to stress.*

Ask students to describe how choosing to be alone and feeling lonely are very different.

#### 3 Discuss key concepts:

*Today we will talk more about your personal experiences with loneliness and other kinds of emotional pain that can lead to stress.*



*What's an example of a time or situation when you felt lonely? Did you ever want to connect with others, but you couldn't seem to fit in?*

*How did your body feel inside? What other emotions did you feel besides loneliness?*

*Were you angry, frustrated, or sad?*

**Encourage students to form groups (of 3-4) or partner pairs. Guide them in using the following talking points to discuss the key concepts.**

- **Imagine you feel lonely. What could someone say to help you reconnect? Responses may include:**
  - "I understand. I feel that way sometimes, too."
  - "Do you want to do something together?"
  - "How can I help?"
- **In martial arts, Pull is strong, and Push is weak. You can use the Power of Pull when you notice someone who looks lonely. How could you use the Power of Pull to help that person reconnect? Responses may include:**
  - Encourage the person to talk about what they are feeling.
  - Invite the person to join you in an activity or conversation.
  - Ask the person if they choose to be alone, are okay, or if they need anything.
  - How can your smile be an important tool in your Power of Pull?
- **Imagine a person you don't really know (or like) feels lonely. What might you say or do? Do you have a responsibility to help? Why or why not? Responses will vary.**

#### 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 using positivity and Pull Power to reconnect during times of loneliness.

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

- Identify positive aspects of the self: personal strengths, skills, interests, and qualities.
- Describe how the Power of Pull can help reconnect with others during times of loneliness.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 3F: USING PULL POWER TO CONNECT

## 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 we experience loneliness and how we can respond to others who might be feeling lonely with the Power of Pull. Pull is strong, and we can use that power to bring people together. We can help a person feel included, welcome, accepted, and less lonely.*

*Today, we will use what we learned to identify different strategies for dealing with the stress of emotional pain, including how the Breath Brake, positivity, and the Power of Pull can help. Remember, when we experience stress, the Breath Brake can stop the automatic release of stress hormones that interfere with our thinking and feeling. That way, we can think clearly to transform our negative thoughts into positive thoughts. We can also use strategies like making eye contact, finding common interests, using body language, and the Power of Pull to connect. In martial arts, push is weak, and pull is strong. We can use the Power of Pull to connect - by inviting them to join us in an activity, welcoming them, and drawing them in with eye contact, body language, a smile, friendliness, and kindness.*

### 3 Personalize key concepts:

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

- How might focusing on one of your goals help you deal with feelings of loneliness? Responses will vary.
- How can a Breath Brake help you when you feel lonely? Responses will vary.
- How can the Power of Pull help you manage loneliness? Give an example. Responses will vary.

### 4 Apply key concepts:

Distribute the ACTIVITY SHEET - 3F: USING THE POWER OF PULL TO RECONNECT. Ask students to work independently to complete the activity sheet.

### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Students bow.



# Activity Sheet - 3F: USING THE POWER OF PULL TO RECONNECT

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

When you feel lonely, take a **Breath Brake** to stop the negative feelings and thoughts. Then use positivity (your strengths) and the Power of Pull.

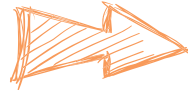
**What are your favorite activities?**

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**Choose one of these activities and ask someone to join you.**

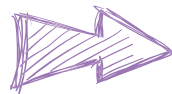
**What activity, game, or sport would you like to learn?**

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**Look for someone who knows and ask that person to teach you.**

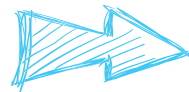
**What skills do you have?**

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**Offers to help someone who needs your skills.**

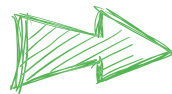
**What are the best qualities about you?**

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**Show people your best qualities with words and actions.**

## Day 5: SHARE



### Focus: Self-Awareness

Students will share their learning about feeling lonely and reconnecting with the Power of Pull.

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

- Create cards to connect with children who are sick and feeling lonely in the hospital.
- Identify how they could use positivity and Pull Power when they feel lonely.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

- ACTIVITY SHEET - 3F: USING PULL POWER TO RECONNECT
- Paper, markers or crayons

### 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 how feeling lonely can lead to a stress response. We learned how the Breath Brake can stop negative thoughts and feelings that happen with emotional pain. We identified strategies for connecting with others, including the Power of Pull. Can someone explain how the Power of Pull works or give an example of how you could use it? How can the Power of Pull and positive thinking help you when you feel lonely?*

#### 3 Share the learning:

Ask students to reflect on their completed activity sheet, ACTIVITY SHEET - 3F: USING THE POWER OF PULL TO RECONNECT. Pair students and have them share their responses to the activity sheet.

#### 4 Summarize key concepts:



*This week, we learned about the difference between feeling alone and lonely, how loneliness can trigger a stress response, and how to manage that kind of stress, including the Breath Brake, the Power of Pull and positive thinking. We used that new knowledge and created cards for children who need our support. As we move forward with our learning as martial artists, let's use our power to think positively and help others!*

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



- How does it make you feel to know that you are helping someone who may be sick and needs your support? Responses will vary.
- How do you think the child will feel when they read your card? Responses will vary.
- How could you use your power to help someone who feels lonely? Responses will vary.
- How can you use positivity and the Power of Pull to connect with others when you feel lonely? Responses will vary.

#### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Students bow.





# CONNECTING WITH OTHERS IN THE HEROES CIRCLE®

You are a powerful martial artist in the Heroes Circle. You may feel lonely from time to time, but you are never alone. Remember, the Heroes Circle includes children battling illness and may be physically isolated in the hospital. We can use the Power of Pull to help them feel connected!



*Let's make cards for some of the Heroes Circle children in hospitals to let them know that we are thinking about them and remind them that they are not alone. Let's show them that we support them in their healing journey and send them the power to keep fighting. Think about what you learned this week about the power of positivity. What are some important and helpful messages we could send to children who need us?*



Encourage students to identify positive messages and words of encouragement. Ask them for illustration ideas and give suggestions as needed (e.g., hearts, martial artists, flowers, nature imagery, smile faces, designs, cute animals). Provide students with paper and crayons or markers. Ask them to write a positive message (or many messages) on the card. Invite them to draw a picture to illustrate the message and decorate the card as they choose. They can also sign their name.

