



Vocabulary:

Body Language - Communication of how a person is feeling, usually through facial expressions or movements of the body. Those movements give others signals about how that person is feeling and how they need to be treated.

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 3G: Making New Friends

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about making friends.

Learning Objectives:

In this lesson, students will:

- Observe how one student tried to make new friends using different techniques.
- Identify several tips or techniques that could help you make new friends.
- 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'll watch a video about making new friends. This lifelong skill is important for everyone and requires knowledge and practice, just like anything else. Making friends can be intimidating, challenging, and stressful, but you can practice new skills to feel more confident about making connections. Pay attention to the tips and techniques Amira learned to make new friends.

3 Show the video:

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

4 Talk about key concepts:

Ask students to describe what they remember from the video. Use the following talking points to discuss as a class, in small groups, or in student pairs:

- What was Amira's experience like in making new friends at school? Responses may include:
 - She felt alone and had trouble making friends at first.
 - She practiced the tips her dad taught her and kept trying.
 - It took time, but she was able to make a new friend.
- How did Amira feel about trying to make new friends? Responses may include:
 - She felt nervous and then frustrated, but she didn't give up.
 - She felt lonely because she was new at school and the others already had friends.
- What were some of the tips and techniques Amira tried to make new friends?
Responses may include:
 - She talked to her dad, used eye contact, and used friendly body language.
 - She tried to start conversations with others about things she liked, such as pizza.
 - She noticed someone who was alone and reached out to her.

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 making new friends.

Learning Objectives: In this lesson, students will:

- Identify a person's thoughts and feelings about making new friends.
- Describe how the brain's stress response system can play a role in making new friends.
- 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 challenges related to making new friends. We watched Amira try to connect with others in her new school. When she was ignored or did not get the response from others she'd hoped, she felt frustrated. That triggered her brain's stress response system. She thought she might never make friends. She did not want to return to school the next day.

Ask students to share what they remember about the video.

3 Think about key concepts:



Today we will think more about how Amira felt, what she thought, why making new friends was stressful for her, and how the experience triggered her brain's stress response system.

4 Talk about key concepts:

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

- How did Amira feel when she was unable to connect with others? Responses may include:
 - She felt lonely, awkward, and stressed out.
- How did Amira feel the stress in her body? Responses may include:
 - She felt sick to her stomach.
- When Amira had trouble making friends in her new school, what did she decide to do? Responses may include:
 - She decided to talk to her dad about the problem.
 - She decided to keep trying because she wanted friends.
 - She practiced eye contact and welcoming body language.
- Amira decided not to give up. She tried again to make friends. What helped her decide? Responses may include:
 - She talked to her dad and learned some tips on how to make better connections.
 - She knew she didn't want to feel alone without friends forever.
 - She realized it would take time to make connections, so she did not give up.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Unit 3G: Making New Friends

Day 3: DISCUSS

Focus: Relationship Skills

Students will talk with each other about making new friends.

Learning Objectives: In this lesson, students will:

- Identify the importance of body language and facial expression in making new friends.
- Describe how body language and facial expressions affect how others see you.
- 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:



In this week's video, we watched how Amira used simple techniques to help make herself more approachable and likable to the kids in her class. What were her dad's tips and techniques?

How did she try to make new connections?

Ask students to describe how body language, facial expressions, and finding common interests helped Amira make friends.

3 Discuss key concepts:



Today we'll talk more about how to make new friends, even if you're not the new kid in school. Let's talk about the importance of friendly body language and facial expressions in making new friends. Communication is so much more than simply using your words. The way you look and act affects how others perceive you. If your face looks angry, upset, or sad, others might think you don't look very friendly. If your body is slumped down or your arms crossed, you could be giving others the signal that you don't want to connect. A simple smile, a relaxed stance, or a friendly gesture can go a long way in helping you discover and create new relationships.

Encourage students to pair up and face each other. Have pairs observe each other's facial expressions and body language. Does the person appear friendly and welcoming? Why or why not?

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



- **What kind of facial expression will show others that you are friendly? Responses may include:**
 - A smiling face shows that you are probably happy and friendly.
 - Eye contact – looking at the person - shows you are interested in what they have to say.
- **What kind of body language will show others that you are friendly? Responses may include:**
 - Standing tall shows that you are confident.
 - Facing the person with your whole body shows that you are focused and interested.

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 making new friends.

Learning Objectives: In this lesson, students will:

- Describe interesting or personal details that could help them make new friends.
- Explain how discovering common interests could help them make new friends.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 3G: GET TO KNOW ME

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 the importance of body language and facial expressions in making new friends. We practiced eye contact, smiling, facing the person, and standing confidently to appear more welcoming and likable.



Today, you will identify qualities or fun facts about yourself that can help you connect with others. Remember, making friends means being happy, kind, welcoming, and respectful to others. You do not have to be besties with everyone. When you make a new friend, you decide together how the friendship will grow.

3 Personalize key concepts:

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



- How do you feel about making new friends? Is it easy or difficult for you? Why? Do you think so? Responses will vary.
- What strengths or interests helped you make friends in the past, and how could you use those again? Responses will vary.
- In martial arts, push is weak, and pull is powerful. How could you use the Power of Pull to make a new friend? Responses may include:
 - You could invite a new friend to do something you like.
 - You can ask a new friend to join your game or activity.
- What small goal could you set to help yourself make a new friend? Responses will vary.

4 Apply key concepts:

Distribute the ACTIVITY SHEET - 3G: GET TO KNOW ME. Ask students to work independently to complete the activity sheet about their interesting qualities and favorites.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Activity Sheet - 3G: GET TO KNOW ME

Name _____ Date _____

**I would make a great friend –
Get to know me! Here are some interesting things about me...**

Words to describe me: _____

My birthday: _____

My best quality: _____

Favorite subject: _____

Favorite sport: _____

Favorite game: _____

Favorite food/meal: _____

Best candy ever: _____

Best song ever: _____

I have (or I wish I had) a pet: _____

My cure for boredom: _____

You wouldn't know by looking at me, but I can: _____

Fun fact about me: _____

Secretly I wish for: _____

I dream about: _____

One day I would like to: _____

One thing I believe in is: _____

If we became friends, we could: _____

Day 5: SHARE



Focus: Self-Awareness

Students will share their learning about making new friends.

Learning Objectives: In this lesson, students will:

- Share their own experiences and challenges with making new friends.
- Identify how the Breath Brake and other strategies can help manage stress related to making new friends.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

- ACTIVITY SHEET - 3G: **GET TO KNOW ME**

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 some stressors and challenges that come with making new friends. We learned some tips to help us connect with others, such as making eye contact and using friendly body language. We practiced the Breath Brake and repeated the mantra.

3 Share the learning:



Today we will review your activity sheets to learn more about what makes you an interesting person and potential friend. Share what makes you – YOU. Listen to others as they describe themselves. Think about what you and others have in common or who you'd like to know more about. Use the tips and techniques you've learned to make new friend connections.

Ask students to reflect on their completed activity sheet, ACTIVITY SHEET - 3G: GET TO KNOW ME. Encourage students to choose a favorite response to share with the class. Or pair students and have them share responses. Encourage them to deepen connections with peers: have them acknowledge commonalities and inquire about responses they find interesting.

4 Summarize key concepts:

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



- How do you feel about making new friends now that you have techniques like the Breath Brake, eye contact, and common interests? Do you feel more confident? Why or why not? Responses will vary.
- What did you find most interesting about your peer? Responses will vary.
- Did you discover anything about yourself that could help you make new friends? Responses will vary.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.