

## Unit 3J: Stress And Self-Care



### Vocabulary:

**Self-Care** - Any activity that we do to take care of our mental, emotional, and physical health.

### 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 3J: Stress And Self-Care

## Day 1: WATCH



**Focus: Social Awareness**

Students will watch a video about stress and self-care.

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

- Describe how feeling overwhelmed with responsibilities and tasks can lead to stress.
- Identify the importance of a Breath Brake and self-care in managing stress.
- 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**. Students bow.  
Lead students through a Breath Brake.

#### 2 Introduce key concepts:

*Today we'll watch a video about stress and self-care. Everyone experiences stress.*



*Sometimes, it can feel like life is out of control, you have too many things going on, and you may feel overwhelmed with responsibilities. Life is stressful at times, but you can manage the stress effectively and keep yourself healthy, happy, and positive if you use self-care strategies every day.*

#### 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 in student pairs:**

- What are some stressors you experience every day? Responses may include:
  - Completing schoolwork and homework
  - Practicing sports, keeping up with clubs or after-school activities
  - Family issues, home chores, and responsibilities
- How can a Breath Brake help to manage the everyday stress you experience? Responses may include:
  - It can stop the flow of stress hormones from your brain to your body.
  - It can calm the mind and relax the body.
  - It can help you think clearly, so that you can prioritize responsibilities and self-care.
- What are some examples of self-care? Responses may include:
  - Eating a healthy and balanced diet
  - Getting enough rest and sleep at night
  - Balancing alone time and friend time



#### 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 stress and self-care.

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

- Recognize stressors and how their personal stress response feels in the body.
- Analyze how the Breath Brake and self-care can minimize the stress response.
- 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 that we watched yesterday. We learned about stress and self-care.*

*What were some of the important messages or points you remembered from video?*

Ask students to share what they remember about the video.

#### 3 Think about key concepts:



*Today we will talk more about stress and self-care. Everyone deals with stress. Daily tasks and responsibilities can feel overwhelming. Some of those everyday tasks that cause you to feel worried, nervous, or anxious are called stressors.*

Ask a few students to share examples of stressors.

Ask a few students to share where and how they experience stress in the body.

*When you experience stress, it's hard to quiet your brain and focus on what you need to do. Stress can make it hard to sleep at night and get up in the morning. You may not eat wisely, and your body could become tired and in a constant state of stress. Let's think about how the Breath Brake and self-care strategies can help you manage daily stress.*

#### 4 Talk about key concepts:

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

- Sometimes you must do certain tasks, but sometimes you get to decide. Before saying “yes” or “no” to a new activity, what should you think about? Responses may include:
  - Do I have time and energy for the activity?
  - Will I have to cut out or give up something to fit in the new activity?
  - Will the new activity add to my stress, or could it help with self-care?
- How do you know when you need a Breath Brake? Responses may include:
  - When you feel the stress, pain, and tightness in your body.
  - When you think about all the responsibilities and tasks you must do.
  - When you have trouble falling asleep at night because your brain is racing.
- How does the Breath Brake relax the tightness in the body? Responses may include:
  - When you breathe in the light, you stop the release of stress hormones.
  - When you focus on your breathing, you take back control over the stressful situation.
  - When you focus on breathing, it can relax your muscles and help you think clearly.



#### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Students bow.



# Unit 3J: Stress And Self-Care

## Day 3: DISCUSS



### Focus: Relationship Skills

Students will talk with each other about stress and self-care.

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

- Identify 2-3 self-care strategies that are important in the daily routine.
- Analyze how saying, “no” and prioritizing tasks can minimize your stress response.
- 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. What were some of the important messages that we learned about stress and self-care?*

Ask students to describe what they remember from the video.

#### 3 Discuss key concepts:



*Today we will talk more about stress and self-care. Remember that when you feel stressed, the first step is to take a Breath Brake so you can relax and think clearly. Next, remind yourself, “you cannot do everything.” It’s OK to say, “no” to an activity if it feels stressful or if you don’t have time to do it. When you have a lot of activities or responsibilities, it can help to make a list to prioritize what’s most important.*

**Ask students to describe which self-care strategies they remember from the video.**



*A healthy balanced diet and a good night’s sleep are important parts of self-care. Sleep helps your brain function at its best, and healthy food gives you the energy to accomplish everything you need to do.*

*Remember, self-care means you are taking care of your body, mind, and emotions. Self-care helps you to be a powerful martial artist - your most powerful YOU!*

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

- **Self-care also means choosing good people to be around. How would you describe good people?**

Responses may include:

- People who respect and appreciate you for who you are.
- People who help you and support you in being your best.
- People who listen to you and care about your feelings.

- **Saying “no” and communicating honestly with your friends is healthy – it’s part of self-care. Give an example of when you could show this kind of self-care. Responses may include:**

- When your friend wants you to do something dangerous or wrong.
- When your friend wants you to play a game and you don’t want to play.
- When you just need some alone time.

- **Give an example of each of the following: body, mental, emotional self-care?**

- Body self-care: exercise, rest/sleep, healthy eating, fresh air, sun, hydrating
- Mental self-care: positive self-talk, taking breaks, remembering you can’t do everything
- Emotional self-care: saying no, taking alone time, expressing/talking about your feelings

#### 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 stress and self-care.

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

- Identify how self-care strategies can stop stress hormones and recharge the brain for positivity.
- Create a self-care action plan focusing on the body, mind, and emotions.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 3J: MY SELF-CARE ACTION PLAN

## 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 stress and self-care strategies for your body, mind, and emotions. The Breath Brake can stop the release of the brain's stress hormones, relax the body, calm the mind, and refocus the brain to think more positively. Today we will apply what we learned and create a self-care action plan.*



### 3 Personalize key concepts:

**Use the following talking points to encourage reflection and discussion as a class, in small groups, or student pairs. Responses will vary from student to student.**



- Which self-care strategy do you already do well?
- Which self-care strategy would you like to start or improve upon?
- What kind of personal goal can help you focus on self-care?
- How can you and your friends support each other in prioritizing self-care?
- How can you use your strengths or interests in your self-care action plan?
- Who can support you in managing stress and caring for yourself?

### 4 Apply key concepts:

Distribute the ACTIVITY SHEET - 3J: MY SELF-CARE ACTION PLAN. Ask students to work independently to complete the activity sheet.

### 5 End with Power Peace Purpose:

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



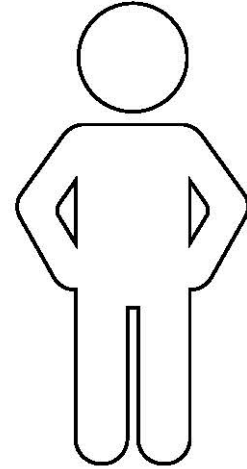
# Activity Sheet - 3J: MY SELF-CARE ACTION PLAN

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

To be your best you, it's important to take care of your body, mind and emotions. Think of some simple things that you can do to make sure you are practicing good self-care every day.

## I will take care of my body by

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## I will take care of my mind by

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## I will take care of my emotions by

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Day 5: SHARE



### Focus: Self-Awareness

Students will share their learning about stress and self-care.

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

- Describe their personal stress response and when they can use a Breath Brake.
- Share their self-care action plan focusing on the body, mind, and emotions.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 3J: MY SELF-CARE ACTION PLAN

## 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 stress and self-care. You understand your personal stress response a little bit more and where you feel it in your body. We talked about when and how the Breath Brake could help you in managing stress, and we learned strategies for emotional, physical, and mental self-care.*

### 3 Share the learning:



*Today we will review your self-care action plans and share your strategies.*

Ask students to reflect on their completed activity sheet, ACTIVITY SHEET – 3J: MY SELF-CARE ACTION PLAN.

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



- Which of the self-care strategies is difficult for you to do? Why do you think so?
- Which of the self-care strategies do you need to focus on? Why?
- Think about one of your biggest stressors. How could self-care help you manage your stress?
- How could you and your friends support each other as you implement your self-care action plans?
- Give an example of when you plan to use the Breath Brake.

### 4 Summarize key concepts:



*This week we learned about stress and the importance of self-care. You learned more about your personal stress response, and created a self-care action plan. As we move forward with our learning as martial artists, implement your action plan. Be sure to use the Breath Brake regularly and focus on self-care strategies that can help you manage stress.*

### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Students bow.