



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 4F: The Power of Yet

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about the Power of Yet or believing in yourself.

Learning Objectives:

In this lesson, students will:

- Identify how the Power of Yet and believing in yourself can help you reach your goals.
- Describe how the Power of Yet works to transform self-doubt into possibility.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

Video - HeroesCircle.org/SupportMaterials4

Lesson Process:

1 Begin with a Breath Brake:

Begin 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 the Power of Yet or believing in yourself. As you watch, pay attention to Sensei Richard's story about becoming a martial artist. He had to work hard and try his best to get where he wanted to be. Watch how he used the Power of Yet.

3 Show the video:

Show Video – HeroesCircle.org/SupportMaterials4

4 Talk about key concepts:

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

- How might people feel, think, and act if they do not believe in themselves?

Responses may include:

- He/she might feel stupid or ashamed of being unable to do something.
- He/she might think they will never succeed or that they are a failure.
- He/she might give up on trying or practicing, or you won't work so hard.

- Why is the power of Yet important for a martial artist? Responses may include:

- Martial artists understand the importance of practice to improve their skills.
- They understand that hard work and dedication are needed to achieve their goals.

- How does the Power of Yet change negative thinking into positive thinking?

Responses may include:

- The Power of Yet means you are working and determined to reach your goal.
- The Power of Yet removes what you can't do and makes everything possible.
- The Power of Yet is your mindset and encouragement to keep trying.

- How might your feelings about yourself change when you use the Power of Yet?

Responses may include:

- You might feel more confident and capable in your abilities.
- You might feel excited about the possibility of what you can do with hard work.

5 End with Power Peace Purpose mantra:

Power Peace Purpose. Then, students bow.



Day 2: THINK



Focus: Responsible Decision Making

Students will think and talk about the Power of Yet and believing in yourself.

Learning Objectives: In this lesson, students will:

- Identify decisions you must make when you set a goal for yourself.
- Analyze how your decisions impact your ability to reach your goal.
- 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. We learned about Sensei Richard's childhood experience with martial arts. His teachers said he wasn't very good and probably wouldn't be successful in reaching his goal of being a skilled martial artist. But Sensei Richard believed in himself. He knew there were things he couldn't do YET. He also knew that he would have to put in a lot of hard work, perseverance, and dedication to reach his goal

Ask students to share what they remembered or learned from the video.

3 Think about key concepts:



Today we will discuss the Power of Yet and believing in yourself. Those concepts are part of a positive mindset that can make or break your success. The Power of Yet works in a pretty simple way. It takes what you can't do and transforms it into what you can do. Three little letters Y-E-T turn the negative into a positive. You can do anything you want to do when you think about what you want and commit to your goal with hard work and perseverance.

4 Talk about key concepts:

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



As you work toward a goal, you must decide how and when to practice, which activities you must give up so you can focus on your goal, and how to manage all your responsibilities.

- Give an example of a tough decision you might face when working toward your goal.

Responses may include:

- Decide between studying for the test or going to the mall with friends.
- Decide between practicing your musical instrument or watching tv.
- Decide between eating healthy foods or snacking on chips and cookies.

- Recall Sensei Richard's experience as you respond to this question. Who decides if you will reach your goal and become successful? Explain your answer. Responses may include:

- You do. You have the Power of Yet and the power to believe in yourself.
- You decide on your goals, how much you practice, and how hard you work.

- As you work toward a goal, you decide if you listen to the 'haters' or if you believe in yourself.

How does that decision affect how you work toward your goal? Responses may include:

- If you believe in yourself, you will have the confidence to keep going.
- If you listen to 'haters,' you give them control over your thoughts and actions.
- If you believe in yourself, you can focus on yourself and your goal and ignore the 'haters.'



5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Unit 4F: The Power of Yet

Day 3: DISCUSS



Focus: Relationship Skills

Students will discuss the Power of Yet and believing in yourself.

Learning Objectives:

In this lesson, students will:

- Identify examples of tasks, activities, or skills they can't do yet.
- Describe examples of positive self-talk that reinforce positive beliefs in the self.
- 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**. Then, students bow.

Lead students through a Breath Brake.

2 Review key concepts:



Remember the video we watched about the Power of Yet and believing in yourself. Sensei Richard described his experience of wanting to be a great martial artist. Despite what people said, he set a goal and worked hard. He used the Power of Yet and positive self-talk to focus on his goal.

Ask students to describe what they remember from the video or Sensei Richard's experience.

3 Discuss key concepts:



Today we will discuss the Power of Yet and the importance of believing in yourself. We will think about examples of tasks, activities, or skills that you can't do yet but want to do someday. Think about a goal you want to achieve personally, socially, academically, or athletically.

Teacher example: Socially, I want to become better at communicating my feelings and needs to others.

Ask students to share examples of goals.

Teacher example: I would tell myself, "You can do this! You will be happier in your relationships if you communicate your feelings and needs. Keep practicing, and you will improve!"

Ask students to share examples of positive self-talk statements.

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

- **What could you do to make sure you focus on your goals and maintain your friendships?**

Responses may include:

- Ask your friends for patience and support as you work toward your goal.
- Assure your friends that you care about them and will make time for them.
- Use the Power of Pull to include your friend as you practice, study, or work on your goal.

- **How could you support a friend who is working toward a goal? Responses may include:**

- You can encourage your friend to stay focused and work hard.
- You can avoid making your friend feel guilty about choosing their goal instead of you.
- You can ask your friend to pick a convenient time to hang out around his/her schedule.

4 End with Power Peace Purpose:

Power Peace Purpose. Then, 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 the Power of Yet and believing in yourself.

Learning Objectives: In this lesson, students will:

- Identify a goal, why it is important to them, and identify a 2-3 step plan to reach it.
- Create 4-5 positive self-talk statements.
- Practice the Breath Brake and recite the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 4F:
THE POWER OF YET

Lesson Process:

1 Begin with a Breath Brake:

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

2 Review key concepts:



Yesterday we talked about the Power of Yet and believing in yourself as you work toward a goal. We identified how friends could support each other in reaching their goals, and we identified positive self-talk statements that could help you stay focused on your goal.

3 Personalize key concepts:

Today we will use what we've learned and apply the Power of Yet and believing in yourself to your life. Let's think about our ideas first, and then you can write them on your activity sheet.

Think about one of your goals. It can be academic, personal, social, or athletic/physical.

Think about why that goal is important to you and two or three steps you could take to reach your goal.

Now imagine you need a little pep talk. What positive statements could you tell yourself?

[Pause for students to think about their responses.]

Encourage a few students to share their ideas and/or use the following talking points to encourage discussion as a class, in small groups, or in student pairs.

- What goal did you set for yourself? Why is that goal important to you? Responses will vary.
- What steps could you take to reach your goal? Responses will vary.
- Which positive self-talk statement can help you reach your goal? Responses will vary.

4 Apply key concepts:

Distribute the ACTIVITY SHEET - 4F: THE POWER OF YET. Ask students to work independently to complete the activity sheet.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Activity Sheet - 4F: THE POWER OF YET

Name _____ Date _____

**Write your ideas and responses on the lines.
Then write your positive self-talk statements in the shapes below.**

I can't do this: _____ ...YET.

My goal is to _____.

It is important to me because _____

I can take these steps to reach my goal:

1. _____

2. _____

3. _____

I believe in myself! Here are some positive statements I can tell myself:

A collection of colorful shapes for writing self-talk statements. The shapes include: an orange rounded rectangle, a green rounded rectangle, a red rounded rectangle, a light blue rounded rectangle, a purple circle, a blue cloud-like thought bubble, a green starburst, and an orange starburst. A thumbs up icon is located at the bottom left. A red circle at the bottom center contains the text "I BELIEVE IN MYSELF".

Day 5: SHARE



Focus: Self-Awareness

Students will share their learning about the Power of Yet and believing in yourself.

Learning Objectives: In this lesson, students will:

- Share their learning by describing their goal, steps, and positive self-talk statements.
- Create a card for sick children, using their positive self-talk statements as encouragement.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

- ACTIVITY SHEET - 4F: *THE POWER OF YET*
- Paper, markers and/or crayons

Lesson Process:

1 Begin with a Breath Brake:

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

2 Review key concepts:



This week we have been talking about the Power of Yet and believing in yourself. You have completed an activity sheet about your goal, why it's important, and some steps you could take to reach it. You also identified some positive self-talk statements that could help you along the way.

3 Share the learning:



Today you will have a chance to share your goals and self-talk statements.

Ask students to reflect on their completed activity sheet, ACTIVITY SHEET 4F: THE POWER OF YET.

Ask students to partner and share their responses. Ask them to place a star next to their favorite self-talk statement.

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



- How do you feel knowing you are helping others? Responses will vary.
- How can sharing your positive words help others? Responses will vary.
- How do you think the sick children will feel when receiving your card? Responses will vary.

4 Summarize key concepts:

This week we learned about the Power of Yet and believing in yourself. We set a goal and identified positive self-talk that could keep you motivated and moving forward. Then we created cards for sick children who need our support. As we move forward in our learning as powerful martial artists, let's use the Power of Yet and positive words to support ourselves and others

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

CONNECTING WITH OTHERS IN THE HEROES CIRCLE

This week, you discovered another tool that makes you a powerful martial artist. As part of the Heroes Circle, your purpose is to share your knowledge, power, and light with others who need it – especially kids who are sick in the hospital with constant pain and feelings of loneliness. They need our support and encouragement to keep fighting. We can let them know we care and are rooting for them with a simple card. We will send them to kids who need them.

Provide students with paper and markers or crayons. Encourage them to use their starred positive self-talk statement to inspire their card's message.

(Example: If your positive self-talk statement is, "I believe in myself," your card message to the sick child might be, "Believe in yourself." Or "I believe in you.").



Invite students to add other encouraging messages and decorate the card in any way they choose.

