

## Unit 4G: Seeing Scary Things in the News



### Vocabulary:

**News** - Information about recent events reported in a newspaper, magazine, television or radio broadcast, or online.

### 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 4G: Seeing Scary Things in the News

## Day 1: WATCH



### Focus: Social Awareness

Students will watch a video about seeing scary things in the news.

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

- Observe how scary things in the news can often trigger a stress response.
- Identify what kinds of stories in the news might trigger a stress response.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

Video - [HeroesCircle.org/SupportMaterials4](https://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 seeing scary things in the news. Sometimes scary stories will make us feel anxious, confused, or uncomfortable in some way. It's important to ask questions and clarify information from a trusted adult when you see or hear something on the news, on the radio, or on social media, that's confusing or frightening for you. There are so many sources that report on the news, and it's hard to tell what's real, true, and accurate. Some news and social media sources are not fair or accurate – they may only report what they believe or from their perspective. They just want readers to accept what they report as true. It's important to really think about what you see and ask questions of a trusted adult.*



### 3 Show the video:

Show the video – [HeroesCircle.org/SupportMaterials4](https://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:**

- What are some examples of scary stories you've recently heard? Responses may include:
  - News stories about the pandemic, violence, hurt animals, bad weather, etc.
- Where do you see or hear about scary things happening in the world? Responses may include:
  - On the radio, on social media, television, from friends, in a newspaper, or when people protest.
- How can you tell if the scary information you are seeing and hearing is true? Responses may include:
  - It's hard to tell what's true and what's not. It's important to gather information from different sources that explain what's happening. Some news sources only share information from a specific perspective, which may be inaccurate (They may only report their side of the story and don't give viewers the whole story.)
  - If you have questions or don't understand something, it's best to ask an adult you trust to answer your questions and give you the necessary information. It's even better to talk to several adults you trust, so you get different perspectives.
- Why does seeing scary things in the news often trigger a stress response? Explain. Responses may include:
  - Because you worry it might happen to you.
- When you see scary things in the news, how can you tell if you're having a stress response? Responses may include:
  - You feel tightness or tension in your body, specifically your muscles.
  - You might have trouble breathing, and your heart races.



### 5 End with Power Peace Purpose mantra:

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

## Day 2: THINK



### Focus: Responsible Decision Making

Students will be encouraged to think and talk about seeing scary things in the news.

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

- Identify the feelings and thoughts behind the fear of seeing scary things.
- Analyze the importance of each person's response to the news.
- 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 that news stories can often be scary or confusing and may trigger a stress response. We might see news stories from around the world or even in our neighborhoods. Sometimes people avoid or ignore stories because they think they don't affect them or don't want to believe it's happening. But the thing is, scary stories can be confusing, sad, and depressing for kids AND adults. Everyone responds differently to what they see in the news – what might be stressful for you might not be for someone else. Whatever you feel is okay. It's important to talk about and express your feelings to deal with your stress safely and effectively.*



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

#### 3 Think about key concepts:

*Today we will talk more about some scary news stories, including some of the questions you may have about what you've seen that might affect you and your family. When you see something that you don't understand or wonder about, find an adult you trust and ask them for help to understand. Think about some recent news stories you might have seen or heard, and let's talk more about them.*



#### 4 Talk about key concepts:

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

- Give an example of a news story you've recently seen or heard that may have frightened you.
- Did you express your feelings about what you saw? How?
- Did you ask someone questions to find more information? Was that person helpful?
- Do you think it's a good idea to watch the news consistently? Why or why not?
- What can you do when you see something on the news that scares or confuses you?

Responses may include:

- Turn off the tv.
- Take a Breath Brake to stop your stress.
- Do something you enjoy, like ride your bike, take a walk, or listen to music.
- Ask an adult to answer your questions about it.



#### 5 End with Power Peace Purpose:

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



# Unit 4G: Seeing Scary Things in the News

## Day 3: DISCUSS

### Focus: Relationship Skills

Students will engage in discussions about seeing scary things in the news.

#### Time Requirement:

15 minutes



 Materials Needed: N/A

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

- Identify the importance of talking to a trusted adult to clarify scary things in the news.
- Analyze why it's important to express your feelings about the news instead of keeping them inside.
- Practice the Breath Brake and repeat the **Power Peace Purpose mantra**.

### 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 the video, we learned that scary news stories could trigger a stress response, and it's important to talk to a trusted adult if you have questions about something you've seen or heard. What were some of the other important messages we learned from this week's video?*



Ask students to describe what they remember and what they've learned so far about news stories that might be scary.

#### 3 Discuss key concepts:

*Today we will talk more about the importance of talking to a trusted adult if you have questions about something you've seen or heard. Sometimes when you talk to friends, you might hear rumors or false information. Talking to a trusted adult is important when you don't understand something. Explain what your friends are telling you and ask the adult to clarify. You don't want to spread rumors or misinformation to others. Expressing your feelings can help bring understanding to the scary situation, and can help release the stress you may be feeling. We know that stress makes it hard to focus, manage relationships, and make decisions and can cause health problems.*



*Pay attention to how your body feels when you see or hear something scary in the news. Remember, the first thing you can do to stop your stress response is take a Breath Brake. That will help you think clearly about what to do next*

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

- **What can you do if you are confused about something you've seen or heard on the news, the radio, or on social media? Responses may include:**
  - Ask questions.
  - Talk to an adult you trust for more information and clarity.
- **Why is it important to communicate your feelings and understanding about a news story to a trusted adult? Responses may include:**
  - An adult can explain the situation to help your understanding, and they can answer questions.
  - If you don't communicate your feelings, you will be in a constant state of anxiety and stress.
- **How might a scary news story impact you - even if it's happening on the other side of the world? Responses will vary.**
- **What activities could you do with friends or family instead of watching the news? Responses will vary.**



#### 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 seeing scary things in the news.

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

- Describe one of the scary stories they've witnessed in the news recently.
- Analyze how they could use the power of positivity to transform the scary news story.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 4G:

TRANSFORMING SCARY

## 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 learned that when you see or hear something scary in the news, on the radio, or social media, it's important to talk to a trusted adult to find out more information and answer your questions. We also learned the importance of expressing your feelings about the news, so you don't keep the feelings and stress bottled up inside. That can lead to social, emotional, and health problems.*

### 3 Personalize key concepts:

*Some news may make you sad, scared, angry, or confused. Watching negative news over and over can be stressful. Remember, you can turn it off, do other activities, and take a Breath Brake to breathe in the light and blow out all the darkness and negativity. You can also use the power of positivity to transform 'the scary.' As a powerful martial artist, you control your thoughts - your brain does not control you. Today we will think about how we can transform scary things in the news into something positive.*



**Teacher Example:** *Let's say I saw a sad news story about plastic pollution that kills ocean animals when they eat it, and it destroys their habitat. Instead of focusing on the negative or saying, "It's not my problem," I could use the power of positivity and focus my energy on how I could help the situation. I have a human responsibility to do my part to make the world a better place for everyone. Maybe I could set a goal to use less plastic in my home, or reuse plastic bags or straws. I could even start a neighborhood garbage clean-up. That's how I could take a negative and turn it into a positive.*

Encourage students to identify recent news stories that made them feel scared, sad, angry, or confused. Write the topics on the board or a large piece of paper. Then ask students to think about how they could use the power of positivity to transform the negative into a positive. \*Remind students that they cannot control or change what happens in the world around them, but they can control how they respond and what they do. They can choose to make the world a better, kinder, safer, peaceful place.

### Use the following talking points to encourage students to think and then share ideas:

- How can your response and action help others when you see a scary news story? Responses will vary.
- What goal could you set to transform a negative news story into a positive? Responses will vary.
- Which personal strengths could help you turn a negative into a positive? Responses will vary.
- When you use a Breath Brake, what message are you sending to the children of the Heroes Circle around the world? Responses will vary.

### 4 Apply key concepts:

Distribute ACTIVITY SHEET - 4G: TRANSFORMING SCARY. Ask students to work independently to complete the activity sheet.

### 5 End with Power Peace Purpose:

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



# Activity Sheet - 4G: TRANSFORMING SCARY

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

**Think about a story that you've heard on the news, on the radio, or in social media that you found to be scary or upsetting. Write a headline for the story that you heard.**

Breaking News Headline:

\_\_\_\_\_

This news story makes me feel: \_\_\_\_\_.

Questions I have about this news story:

\_\_\_\_\_

\_\_\_\_\_

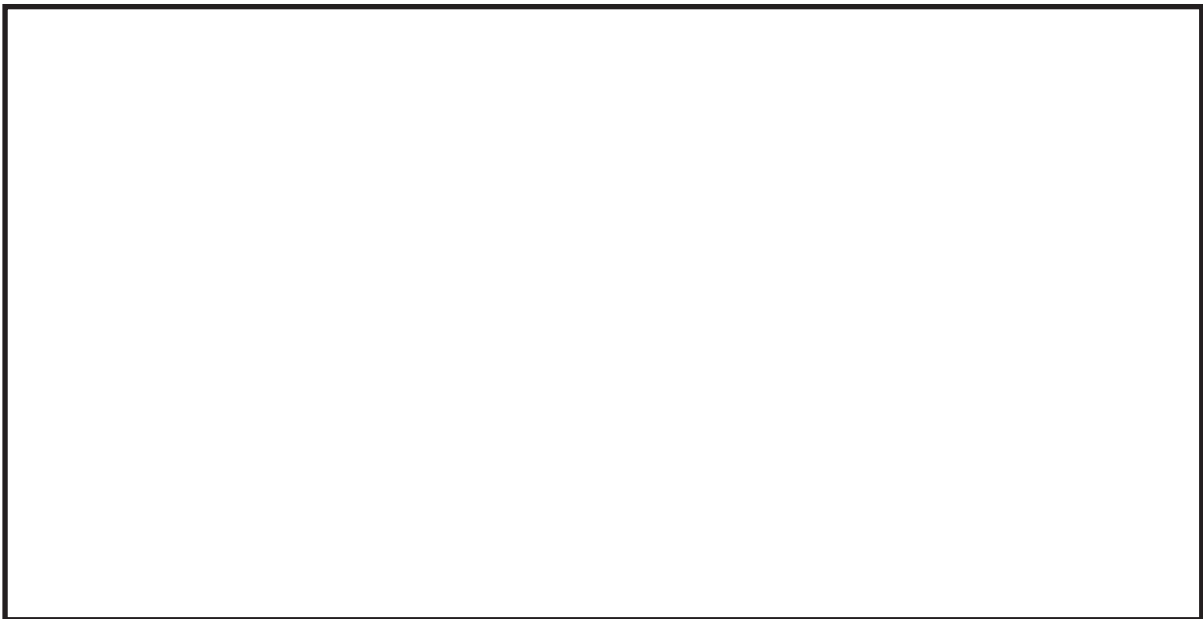
\_\_\_\_\_

**Use the power of positivity to transform negative news into positive news.**

Think about how you could make the world a better place and write a new headline. (e.g., Fourth Grader Starts Recycling Program!) Then draw a picture to go with the headline.

Breaking Positive News:

\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Day 5: SHARE



### Focus: Self-Awareness

Students will share their learning about seeing scary things in the news.

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

- Share a news story that affected them and how it made them feel.
- Explain how they used the power of positivity to transform negative news into positive news.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

- ACTIVITY SHEET - 4G:  
**TRANSFORMING SCARY**



## 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 how scary things in the news, on the radio, or social media can bring up different feelings that can indicate a stress response. Talk to a trusted adult about what you've seen or heard when you have questions or need more information. You can also turn off the television, put down your phone, and do something else*

### 3 Share the learning:



*Today we will share our learning about scary things in the news. You will have a chance to share how you used the power of positivity to transform negative news into something positive.*

**Ask students to reflect on their completed activity sheet, ACTIVITY SHEET 4G: TRANSFORMING SCARY. Ask students to share their responses with the class. Use the following talking points to facilitate sharing.**

- Why is the news story (or topic) you chose important to you? Responses will vary.
- What was your negative news headline? How did that news story make you feel? Responses will vary.
- What was your positive news headline? How does that news idea make you feel? Responses will vary.
- When you use the Breath Brake and the other tools you've learned, you are teaching the world. You are doing your part to help make the world a better place. How does that make you feel? Responses will vary.



### 4 Summarize key concepts:

*This week we learned that sometimes we see news stories that can be scary or confusing. Talking to a trusted adult and asking questions can help you understand the situation. We can use the power of positivity to transform the negative into a positive. Remember, we can all do our part to make the world a better place. As we move forward in our learning as powerful martial artists, let's use our power of positivity to help each other and improve the world in every way we can. The light starts with each of us.*

### 5 End with Power Peace Purpose:

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