



Vocabulary:

Endorphin - Endorphins are the body's natural feel-good hormones. The body naturally produces them during pleasurable activities like exercise or laughing.

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 4J: 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:

- Identify thoughts and feelings that can indicate a stress response.
- Describe their stress response, including how and where they feel it in the body.
- 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 stress and self-care. As you watch, think about your own stress experiences and your unique stress response. Think about how you manage your stress and some of the things you do to care for yourself. Pay attention to the self-care strategies in the video.

3 Show the video:

Show the video – HeroesCircle.org/SupportMaterials4

4 Talk about key concepts:

We observed how different situations could lead to feelings and thoughts that indicate a stress response. Everyone experiences stress. You might feel stressed when you have too much homework, aren't in control of the situation, have a test, or have a conflict with a friend.

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

- What are some experiences that might lead to a stress response? Responses may include:
 - Playing in a big game, too much homework, dealing with conflicts at home, bullying, feeling lonely, or being left out.
- When you have too much on your mind, you might have difficulty concentrating on a task in front of you. Thoughts can flood your mind, and responsibilities make it hard to quiet your brain. You might even have trouble falling asleep at night, making it harder to wake up in the morning. Stress and lack of sleep aren't good for your brain. If someone feels stressed and doesn't sleep well, what could happen? Responses may include:
 - The person might think there is no way to get rid of the stress or think about giving up.
 - The person might feel tired, hopeless, irritable, angry, overwhelmed, depressed, etc.
 - The person might behave negatively toward others, be rude, react quickly or overreact, etc.
- As a powerful martial artist, you have learned to recognize your stress response and then take a Breath Brake to calm your mind so you can think clearly. Think about a time when you observed someone so stressed out that you said to yourself, "Wow, that person needs to take a Breath Brake." What stress response features did you observe? Responses may include:
 - Red face, heavy or fast breathing, tapping, fidgeting, yelling, throwing a tantrum, shaking, balling up fists, tight muscles, etc.
- When was the last time you took a Breath Brake? Describe what triggered your stress response and how you knew you needed a Breath Brake. Did it help? Responses will vary

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 stress and self-care.

Learning Objectives: In this lesson, students will:

- Describe 2-3 decisions that can positively affect your self-care.
- Analyze how responsible decisions can help you manage your 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**. Then, students bow. Lead students through a Breath Brake.

2 Review key concepts:



Think about the video we watched about stress and self-care. We learned some of the best ways to manage stress. When you make responsible decisions about your self-care and manage your thoughts and feelings, you are setting yourself up for calm, clarity, positive energy, and success.

Ask students to think and talk about what they learned from the video.

3 Think about key concepts:



Today we will discuss how responsible decisions can positively affect your ability to care for yourself and manage your stress. Let's think about specific self-care strategies and some of the decisions you must make about what's best for you.

4 Talk about key concepts:

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

- Some of the important and tough decisions you make every day include: what to say, what to do, what to eat and drink, how much to study, how to respond to others, who to trust, and when to rest. What are some other decisions you make every day? Responses may include:
 - What to wear to school, which music to listen to, which game to play, what time to get up in the morning, how to style my hair, if I should raise my hand in class, if I should ask for help, which way to walk home, who I want to play with at recess, etc.
- Think about how those decisions could affect your ability to manage your stress effectively. When you understand how your choices can affect your stress level, it can help you make more responsible decisions. How could your decision about what to eat or drink affect your ability to manage stress? Responses may include:
 - You won't have enough energy if you eat sugary snacks and junk.
 - If you drink caffeine beverages, you may not sleep well, which affects your brain.
 - You need healthy foods and proteins to give your brain the best nutrients.
- How could your decision to stay up late watching a movie affect your ability to manage stress? Responses may include:
 - Staying up late means your brain has not gotten an adequate chance to rest and be more powerful.
 - You won't be able to think clearly, so you might react quickly or overreact.
 - Being tired might make you grouchy, easily angered, or more stressed about everyday stressors.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Unit 4J: Stress And Self-Care

Day 3: DISCUSS

Focus: Relationship Skills

Students will engage in discussions about stress and self-care.

Learning Objectives: In this lesson, students will:

- Identify how your self-care strategies could help you manage stress.
- Analyze how friends can support one another in managing stress and self-care.
- 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:



Yesterday, we talked about how the decisions you make every day affect how you can manage stress. We must practice self-care, including sleeping and eating healthy, to recharge our brains and rest the body. That will help us function at our best and manage stress.

Ask students to describe what they remember and learned about Stress and self-care.

3 Discuss key concepts:



Today we will talk more about the importance of self-care when managing feelings, relationships, and caring for our emotional needs. Your mental health is just as important as your physical health. As a powerful martial artist, you have amazing tools and techniques to help you manage your feelings and relationships. You have learned to recognize when you are feeling a stress response in your body and how to effectively use a Breath Brake to stop your stress response. You have also learned skills that can help you express your feelings more effectively with others, which will help prevent or manage conflicts. Communicating your feelings and needs is an important part of self-care.

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

- **How can communicating your needs and feelings to those around you be helpful when you feel stressed out? Responses may include:**
 - Expressing your feelings is better than bottling them up inside and becoming more stressed.
 - Expressing what you need can allow others to help you manage your responsibilities.
 - Expressing your feelings can help you release some of the stress.
- **How could you and your friends use your powerful martial arts techniques to manage stress?**
 - Practice taking a Breath Brake together.
 - Use the power of positivity to turn your stress into opportunities or positives.
 - Use Power of Pull to invite your friend to go for a walk, do yoga, or make a healthy snack.
- **What ways can friends help each other manage stress and remember to practice self-care? Responses may include:**
 - Listen to understand your friend's feelings. Ask how you can help.
 - Give your friend some space and time to process his or her feelings.
 - Recognize when your friend feels stressed and suggest he or she take a Breath Brake.

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 stress and self-care.

Learning Objectives: In this lesson, students will:

- Identify 3-5 specific emotional self-care strategies.
- Analyze how emotional self-care nourishes the brain to help us feel positive and energized.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 4J:
EMOTIONAL WELLNESS

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 discussed several strategies to help you manage stress and practice self-care. Everyone has different feelings, thoughts, and stress, but martial arts techniques and self-care strategies can work for everyone. We all need to manage stress. We all could benefit from following a healthy, balanced diet, getting enough sleep each night, and expressing our feelings effectively.

3 Personalize key concepts:



Today we'll look more closely at emotional self-care strategies and why they are so important. We all face stress every day. We all must manage stress every day. Similarly, we all must practice self-care every day. When we care for our emotional needs and participate in activities we like, we activate the feel-good part of the brain, which releases endorphins. Endorphins are natural chemicals or hormones that help us feel good. When we feel good, we feel less stressed.

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



- What are some activities that naturally make you feel good? Responses will vary.
- Which self-care strategy do you do well? Which self-strategy do you need to improve upon? Responses will vary.
- What goal could you set for improving your self-care? Responses will vary.
- Describe when and how you could use the Breath Brake as part of your emotional self-care plan. Responses will vary.
- Using a Breath Brake as part of your self-care helps everyone! Remember, sick children around the world are the heart of the Heroes Circle. What's the message your Breath Brake sends them? Responses will vary.

4 Apply key concepts:

Distribute the ACTIVITY SHEET 4J: EMOTIONAL WELLNESS. Ask students to work independently to complete the activity sheet.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Activity Sheet - 4J: EMOTIONAL WELLNESS

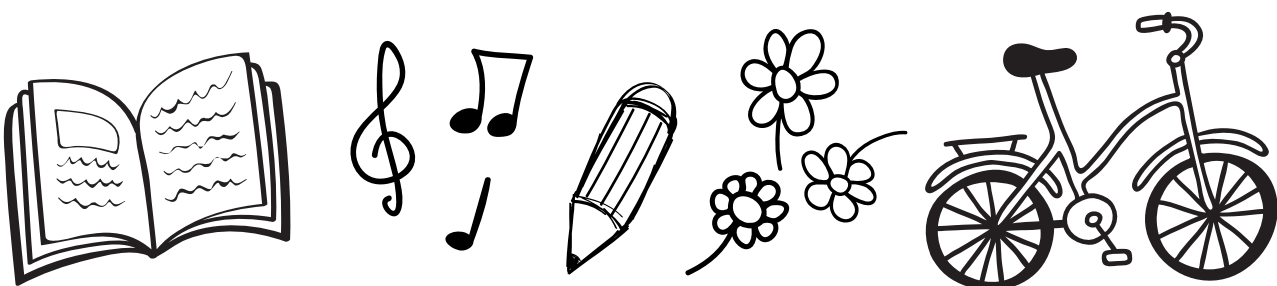
Name _____ Date _____

As a powerful martial artist, you can use your tools to add to your toolbox of self-care strategies. Activate those endorphins – the feel-good chemicals in the brain – by surrounding yourself with your favorites! Think about places where you feel good - calm, safe, and happy (e.g., my room, the park, grandma’s porch).

Write a list of your favorite places:

Think about people you truly enjoy being around (e.g., my friend, cousin, mom). Write a list of your favorite people:

Think about activities that make you feel good (e.g., exercising, baking, dancing, drawing, snuggling my cat). Write a list of your favorite activities:



Day 5: SHARE



Focus: Self-Awareness

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

Learning Objectives: In this lesson, students will:

- Share their learning about emotional wellness and self-care.
- Explain how you can activate (feel-good) endorphins with favorite activities.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 4J:
EMOTIONAL WELLNESS

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 learned about the importance of self-care, specifically, caring for our emotional needs. We learned that as powerful martial artists, we have many tools that we can use to manage stress and care for ourselves.

3 Share the learning:



Today we will share our learning about self-care and emotional wellness. You will have a chance to share some ways you can activate the endorphins (feel-good chemicals in the brain). You can share your favorite activities, people, and places. When you share your ideas and listen to your peers, you may identify new ideas that you can add to your endorphin-activating lists.

Ask students to reflect on their activity sheet, ACTIVITY SHEET 4J: EMOTIONAL WELLNESS. Ask students to share their responses with the class, in small groups or in student pairs.

Then use the following talking points to facilitate further reflection and sharing.

- What did you realize about yourself and/or self-care strategies this week?
Responses will vary.
- Which self-care strategy is hardest for you, and why do you think so? Responses will vary
- What is one activity you can do to activate your brain's feel-good hormones?
Responses will vary.
- How does your ability to show self-care help others in the world, like the kids in the Heroes Circle? Responses will vary.



4 Summarize key concepts:



This week we learned that self-care is something we must do daily to manage stress effectively. We identified self-care strategies, including the Breath Brake, healthy eating, and getting enough sleep. We also focused on self-care strategies that are essential for emotional wellness. As we move forward as powerful martial artists, let's use the self-care strategies we've identified and improve our emotional wellness to be our best selves.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.