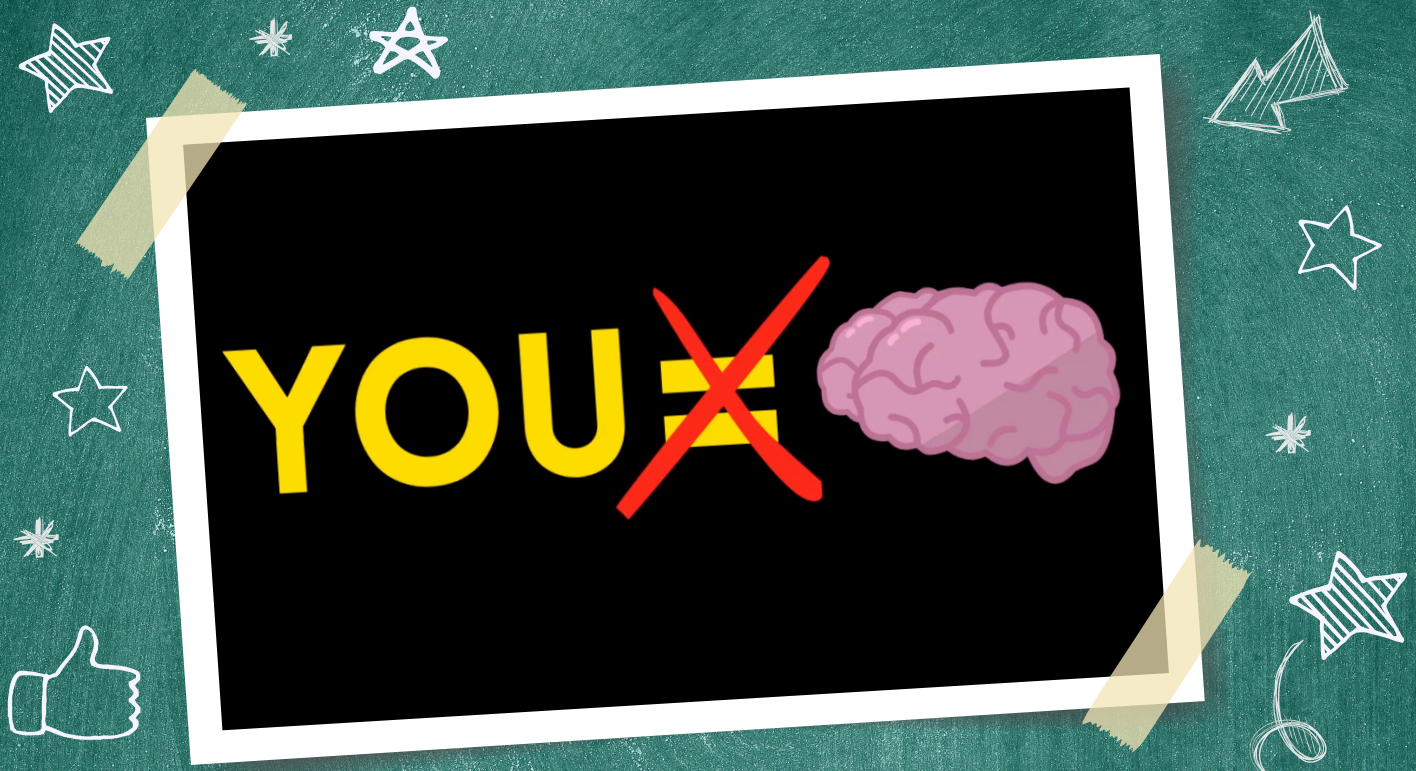


Unit 5B: The Greatest Part of the Martial Artist



Vocabulary:

Cell - Small particles of matter that join together to form all living things.

Synapse/Synaptic Connection - The place where a signal passes from one nerve to another in the brain.

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 5B: You Are Not Your Brain

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about how your brain controls your body, but YOU control your brain

Learning Objectives:

In this lesson, students will:

- Observe how the brain and body function normally.
- Identify how the brain and body respond to stressful situations.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

Video - HeroesCircle.org/SupportMaterials5

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 Introduce key concepts:



Today we will watch a video about the brain and how it controls many actions that your body does, like eating, drinking, walking, talking, learning, reading, and so on. You need your brain - it is important for many daily functions, but your brain does not control you. YOU control your brain. As a powerful martial artist, YOU control how your brain responds to stressful situations.

3 Show the video:

Show the video – HeroesCircle.org/SupportMaterials5

4 Talk about key concepts:



We learned that the brain is a powerful organ that collects information from the world around us, stores it, creates memories, and sends messages to various body parts to help us function. The brain controls most of the body's actions – thinking, reading, playing sports, moving, eating, and so on - with chemicals and synapses. Through our experiences, feelings, and thoughts, the brain controls how we naturally respond to stress. But YOU are in control. You do not have to let the brain control you – you can take control with a Breath Brake so you can think clearly and be more powerful

Use the following talking points to encourage students to think and talk about the brain and control.

- What are some body actions that your brain controls? Responses will vary.
- How does the brain naturally respond to stress? Responses will vary.
- Give an example of how or when you could use the Breath Brake. How could this powerful response help you gain control in a stressful situation? Responses will vary.
- Have you ever observed someone react to a stressful situation without thinking? What did the person do? What was the outcome of the situation? 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 how to recognize their stress responses and take control of their brains.

Time Requirement:

15 minutes



Materials Needed: N/A

Learning Objectives: In this lesson, students will:

- Describe how YOU control your brain; your brain does not control you.
- Analyze the effectiveness of the Breath Brake in retraining the brain to respond to stress.
- 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**. Then, students bow. Lead students through a Breath Brake.

2 Review key concepts:

Remember the video we watched about how the brain controls much of what you do, but you are not your brain. Instead, we learned that YOU control your brain.

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

3 Think about key concepts:

Today we will talk more about the brain's job in processing information that you experience with the five senses. The brain is powerful, but it's really just another organ, like your lungs or kidneys.

The brain's job is to protect you by processing information, storing it in your memory, and bringing the memories back when you experience something similar. Sometimes the brain overreacts to things around you, which triggers a stress response. When you recognize that stress response in your body, you can stop it and retrain your brain to respond calmly and mindfully. This is why the Breath Brake is an effective, powerful martial arts technique for managing stressful situations.

4 Talk about key concepts:

Discuss the following talking points as a whole class, in a small group, or in partner pairs:

- What makes the Breath Brake a safe, powerful, and easy way to manage stress, pain, anger, and fear? Responses may include:
 - It can bring you calm, peace, and joy. It can release pain, fear, and anger.
 - It relaxes muscles. It stops signals from the brain that tries to trick you into overreacting.
 - It helps you take control of yourself and respond to stress safely.
- How could your decision to use a Breath Brake help when you face a stressful situation? Responses will vary.
- Give an example of a stressful situation where someone responded poorly without thinking first. What happened? How could pausing to think and recognize the source of stress help the person respond more powerfully? Responses will vary.



5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Unit 5B: You Are Not Your Brain

Day 3: DISCUSS

Focus: Relationship Skills

Students will discuss the idea that the brain controls the body, but you control the brain.

Learning Objectives: In this lesson, students will:

- Identify how stress can interfere with thoughts and your ability to communicate mindfully.
- Analyze how your stress response can interfere with your ability to manage relationships.
- 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:

We've learned that the brain controls your body, but YOU control your brain. Your brain is constantly working, and when you face a stressful situation, it releases stress hormones to various parts of your body. Your brain automatically prepares your body to respond to stress with physical sensations you will feel, like a faster heartbeat, muscle tightness and tension. When someone has a stress response, they may not respond to a situation mindfully or powerfully. Without thinking first, a person might react, overreact, say something hurtful, or use physical violence.



Ask students to recall and describe other key concepts from the video.

3 Discuss key concepts:

Today, we will talk more about how to recognize the stress response in your body. When you experience muscle tightness, tension, or faster breathing, and are able to identify it as your stress response, you'll be able to control how your brain responds to it. You can choose mindful, powerful ways to respond to situations that build relationships rather than cause conflict and more stress



Use the following talking points to encourage discussion about the brain's stress response:

- **Everyone has a slightly different stress response. What are some common feelings of stress that you've experienced? Responses may include:**
 - Muscle tightness, trouble breathing, change in your voice, heart racing, sweating
- **How will recognizing your stress response help you control it? Responses may include:**
 - When you observe it, you can change it.
 - When you recognize you have a stress response, you can take a Breath Brake to stop it.
 - When you feel stressed, you can stop and think about how to respond mindfully.
- **How can being able to recognize when you're having a stress response and taking a Breath Brake help you communicate with others more mindfully? Responses may include:**
 - When you are calm and relaxed, you can thoughtfully communicate how you feel.
 - You can think about what the stress triggered so you can respond to the person powerfully.
 - You can think before you speak, so you don't say something hurtful.
- **When you feel stressed, and your family feels stressed, how does that affect your interactions? 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 their stress responses.

Learning Objectives: In this lesson, students will:

- Reflect on their personal stress response, including where and how they feel it.
- Identify how they can interrupt their stress response and retrain the brain.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5B:

OBSERVE IT, CHANGE IT

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 recognizing your stress response, so you can change how you respond to stressful situations. We talked about responses like muscle tightness, tension, trouble breathing, and a faster heartbeat. When you recognize where and how you feel stress response in your body, you can stop, think, and respond mindfully to stressful situations.

3 Personalize key concepts:



Today we will talk about how to recognize your stress response to manage stress effectively. As we talk about these ideas, think about how you would answer the questions. Then you will have a chance to apply your ideas to an activity sheet.

Then use the following talking points to encourage students to reflect on their stress experiences to personalize and apply the key concepts:



- Ask students to identify examples of stress triggers or stressful situations they might encounter. Provide the following examples: taking a test, getting called to the principal's office, facing a bully, a fire drill, a conflict with friends, or parents fighting at home.
- Where did you feel muscle tightness or tension in your body? What else do you feel?
Responses will vary.
- Once you feel your stress response, what thoughts flood your brain? Responses will vary.
- Describe how you typically manage stress. Are you quick to react? Do you shut down?
Responses will vary.
- Describe how the Breath Brake helps you respond more powerfully to stress.
Responses will vary.

4 Apply key concepts:

Distribute the ACTIVITY SHEET - 5B: OBSERVE IT, CHANGE IT. Ask students to work independently to complete the activity sheet.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Activity Sheet - 5B: OBSERVE IT, CHANGE IT

Name _____ Date _____

As you complete the activity sheet, consider your experiences with stress and your stress response.

My Top 5 Stress Triggers:

(These situations stress me out!)

1. _____
2. _____
3. _____
4. _____
5. _____



My Top 5 Stress Responses :

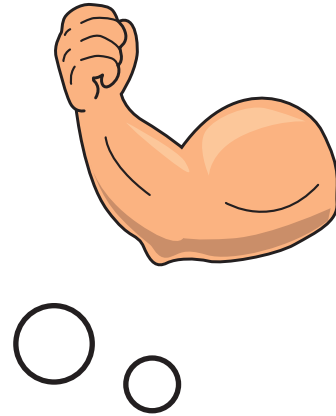
(This is how I feel stress in my body.)

1. I feel tension in my _____
2. My _____ feels tight.
3. My muscles _____
4. My heart feels _____
5. My stomach feels _____

My Top 5 Stress Thoughts:

(These thoughts flood my brain.)

1. I think _____.
2. I think _____.
3. I think _____.
4. I think _____.
5. I think _____.



My Top 5 Breath Brake Benefits:

(This is how the Breath Brake can help me change my stress response.)

1. _____
2. _____
3. _____
4. _____
5. _____



Day 5: SHARE



Focus: Self-Awareness

Students will share their learning about the brain's response to stress and your ability to control your brain.

Learning Objectives: In this lesson, students will:

- Share insights and observations about their own stress response.
- Share how observing your stress response can help you use mindful strategies to change it.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5B:

OBSERVE IT, CHANGE IT

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 that you are not your brain. Your brain controls your body, but you control your brain. When you experience a stress response and can recognize what that looks and feels like, you can change the way you respond. You can take control of the brain. You can stop the brain's natural response with a Breath Brake. Then you can think and respond more powerfully.

3 Share the learning:

Today, we will talk about your responses to the activity sheet, what you learned about the brain, your stress experiences, and how the Breath Brake can help.

Ask students to reflect on their completed activity sheet, 5B: ACTIVITY SHEET - OBSERVE IT, CHANGE IT, and share their responses with the class, in small groups, or with a partner.

Use the following talking points to encourage discussion about student learning:



- What did you learn about your stress response? Responses will vary.
- How do you feel about your ability to control your brain? Responses will vary..
- How can the Breath Brake help you manage your stress? Responses will vary.
- How can stopping to think about what's happening help you respond more mindfully? Responses will vary.
- How can taking control of your stress response help you and others? Responses will vary.

4 Summarize key concepts:



We learned about the brain and how it processes and stores information from the world around us. The brain is necessary and helpful, but it is another organ that should not control us. We can recognize the brain's role in the body's stress response, and once we do, we can take control with a Breath Brake. As we move forward as powerful martial artists, let's pay closer attention to the body's stress response. When we recognize stress, we can stop, use the Breath Brake, and respond powerfully to stressful situations.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.