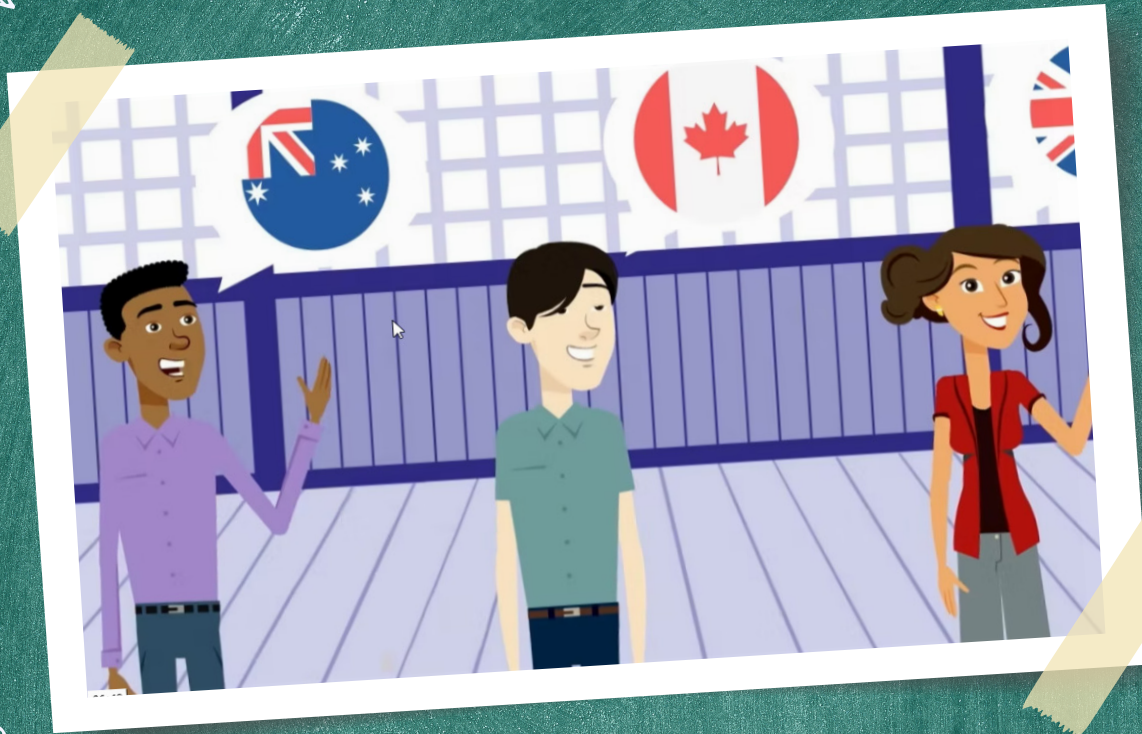


Unit 5D: Speaking of Accents



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 5D: Speaking of Accents

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about respecting differences in the self and others..

Learning Objectives: In this lesson, students will:

- Observe how new situations can highlight the differences in people.
- Identify differences in people that make each person unique and interesting.
- 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 respecting differences in yourself and others. The focus of this video is on differences in language or speaking but think about other differences you see in people. Pay attention to how Sensei Richard explains the best kind of response when we meet someone new or different.

3 Show the video:

Show the video – HeroesCircle.org/SupportMaterials5

4 Talk about key concepts:



In the video, we learned that each person in the world is different, making us all unique. Sensei Richard described what can happen when we meet someone who has an accent or doesn't speak English. We notice the person is different from us. Noticing the difference in someone because of how they speak, how they look, or what they are able or not able to do is natural. It is OK to notice. But sometimes, those differences can make us feel threatened and cause us to go into stress mode. The most important part of meeting someone new is that we respond to that person with kindness and respect. It's not easy being an outsider in a new situation. Everybody wants to feel like they belong.

Ask students to recall what they remember from the video.

Use the following talking points to encourage students to talk about respecting differences in the self and others.

- Have you ever been in a new situation where you felt like an outsider and just wanted to belong? Tell me about your experience. Responses will vary.
- When you meet someone new, how could you make that person feel welcome and accepted? Responses will vary.
- What unique traits do you want other people to know about you? 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 respecting differences between self and others.

Time Requirement:

15 minutes



Materials Needed: N/A

Learning Objectives: In this lesson, students will:

- Explain how your decision to respect others' differences can affect them.
- Analyze how differences may affect how you interact or respond to others.
- 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 respecting differences in ourselves and others. We heard Sensei Richard describe how new situations can emphasize the differences in people. He gave the example of how someone might be new to a team, a classroom, or some other group. This can be uncomfortable and stressful for the new person who feels like an outsider and just wants to belong. The new person might experience a stress response, making them feel more uncomfortable and less powerful. They may become upset or angry if people are staring, whispering, ignoring them, or worse yet, teasing them about the difference.



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

Think about key concepts:

Today we will talk more about the differences between ourselves and others. We will identify what we can do when we encounter differences or when we are the person who is different in a new situation. We always have a choice about how to respond to others who may be different from ourselves. As martial artists, we can decide to respond positively and powerfully. Our kind response can make the new person feel like they belong and let them know that they are accepted and respected. Remember, it's OK to notice these differences in others - differences make each person unique - but when we are kind and respectful in our response, we add to our power.



Ask students to recall key concepts or what they remember from the video.

4 Talk about key concepts:

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

- Describe a time when you were the new person or when you felt like an outsider. How did the other people treat you? Did they accept your differences? Did you feel like you belonged? Responses will vary.
- Describe a situation where you welcomed a new person. How did that go? What was different about the new person? Responses will vary.
- When you meet someone who is noticeably different from you, what should you consider as you respond to that person? Responses may include:
 - Consider the other person's feelings, remember that the person wants to feel accepted and respected, remember how you felt in a similar situation, consider your choice of words, and consider a kind response.
- Do you think your experiences help you to be more respectful and accepting of differences? Why or why not? Responses will vary.



5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Unit 5D: Speaking of Accents

Day 3: DISCUSS

Focus: Relationship Skills

Students will engage in discussions about respecting differences in the self and others.

Learning Objectives: In this lesson, students will:

- Identify the need to belong and how people can include others who are different.
- Analyze the importance of respecting differences in the self and others.
- 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:

Remember the video we watched. We learned that people are different in many ways, and each person is unique and awesome in their way. We also learned that everyone wants and needs to feel like they belong. Sometimes, a new person might feel uncomfortable if other people are staring, whispering, ignoring, laughing at them, or teasing them because of those differences. That is stressful. It's OK to notice differences in others, but it's always important to be respectful and kind in how you treat them.



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

3 Discuss key concepts:

Today, we will talk more about how it feels to speak a different language or with a different accent when you become part of a new group. When you are different in some way, it might feel uncomfortable, which can lead to a stress response. You might feel frustrated, angry, worried, or sad about not feeling like you belong. Nobody wants to feel like an outsider. Today, we'll talk about ways to respond when you notice someone is different from you. We will focus on the kind, respectful, and powerful way to respond to differences in others.



Use the following talking points to encourage discussion about respecting differences between self and others.

- **How can differences in people affect how they communicate with one another? Responses may include:**
 - Different accents and languages can make it difficult to communicate effectively.
 - People might not understand each other or might feel frustrated and give up trying.
 - People might avoid communicating with others who are different.
- **Give an example of a respectful and kind question you might ask a person who is different from you. Responses may include:**
 - How are you feeling about being new in the group?
 - What interesting things could you tell me about yourself?
 - How can I help you feel more comfortable?
- **How could you show respect to someone who is different from you? Responses may include:**
 - Ask or invite the person to sit with you.
 - Make eye contact, smile, and say hello.
 - Introduce yourself and ask the person about themselves.
- **How does respecting differences in others create calm and peace? 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 respecting differences in the self and others.

Learning Objectives: In this lesson, students will:

- Reflect on their unique heritage, family, qualities, and personality traits.
- Identify respectful/powerful responses to differences in others.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5D:
KIND CONNECTIONS

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 accents can affect how people communicate with one another and how other differences might interfere with relationships. We also talked about the importance of accepting and respecting others who are different. We can do this by welcoming them into a group. We can let them know that they belong. We can treat them with kindness – the same kindness we want from others.



3 Personalize key concepts:

Today, you will reflect on the unique qualities and traits that make you awesome. You will think about how you can choose respectful and powerful responses to others who are different. Think about your experiences. Think about how you would respond to these questions: What makes you different from other people? What are some of the groups you belong to? Do you feel like you fit in or not? Why? How were you different from the rest of the group? How did that feel for you? How did you come to feel like you belonged in the group? Did someone respond to you in a way that made you feel accepted or respected?



Use the following talking points to encourage students to reflect and personalize the key concepts.

- Recall a recent uncomfortable or stressful experience. Where did you feel muscle tightness or tension in your body? Responses will vary.
- When you face an uncomfortable situation where you are different from others, that can be stressful. Describe how the Breath Brake could help you respond more powerfully to that stress.
- How do you feel when you are different from others in the group or an outsider? Responses will vary.
- What could you SAY to help an outsider feel accepted and respected? Responses will vary.
- What could you DO to help others feel more comfortable in a group? Responses will vary.



4 Apply key concepts:

Distribute the ACTIVITY SHEET - 5D: KIND CONNECTIONS. Ask students to work independently to complete the activity sheet.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Activity Sheet - 5D: KIND CONNECTIONS

Name _____ Date _____

Accents and language differences can make communicating very challenging. Work with a partner to decode this list of kind connections you can make with someone who is different from you. Unscramble the letters in bold and rewrite the correct communication word on the line.

1. **COWLEEM** _____ or **EGRET** _____ the person.

Example: "Hi, I'm glad you joined the group." Or "Hello. It's nice to have you here."

2. **TRONDUICIE** _____ yourself, and **SKA** _____

for the person's name. Example: "I'm _____. What's your name?"

3. **TENIVI** _____ the person to **NOJI** _____ you.

Examples: "Would you like to sit with me/us?" or "Can I sit with you?" "Do you want to be in our group?"

4. **SORBEVE** _____ something unique and
give a **MOMPLICENT** _____.

Examples: "Your ____ is unique." "I've never seen _____ before." "I like how you _____."

5. **NEVSOCER** _____ about interests and
OVERDISC _____ similarities.

Examples: "What's your favorite _____?" "Do you like _____?" "Have you ever been to _____?"

6. **RESHA** _____ your uniqueness and
RAGENECOUC _____ a response.

Examples: "I like to _____." "I can _____." "I'd like to know more about you." "Tell me about _____."

7. **PEXSERS** _____ curiosity and **ESTNIQUO** _____ for fun.

Examples: "I'm curious about _____" or "I wonder why _____."

"What do you believe about _____?"

8. **QUINERI** _____ about the person's feelings
and **TELEAR** _____.

Examples: "How are you?" "How do you feel _____?" "I felt nervous when I was new to the group."

9. **NISTLE** _____ for understanding and
TEQUIRES _____ a repeat of what's unclear.

Example: "I didn't understand. Can you please say that again?"

Activity Sheet - 5D: KIND CONNECTIONS (ANSWER KEY)

1. **WELCOME** or **GREET** the person.

Example: "Hi, I'm glad you joined the group." Or "Hello. It's nice to have you here."

2. **INTRODUCE** yourself, and **ASK**

for the person's name. Example: "I'm _____. What's your name?"

3. **INVITE** the person to **JOIN** you.

Examples: "Would you like to sit with me/us?" or "Can I sit with you?" "Do you want to be in our group?"

4. **OBSERVE** something unique and give a **COMPLIMENT**.

Examples: "Your _____ is unique." "I've never seen _____ before." "I like how you _____."

5. **CONVERSE** about interests and **DISCOVER** similarities.

Examples: "What's your favorite _____?" "Do you like _____?" "Have you ever been to _____?"

6. **SHARE** your uniqueness and **ENCOURAGE** a response.

Examples: "I like to _____." "I can _____." "I'd like to know more about you." "Tell me about _____."

7. **EXPRESS** curiosity and **QUESTION** for fun.

Examples: "I'm curious about _____" or "I wonder why _____."

"What do you believe about _____?"

8. **INQUIRE** about the person's feelings and **RELATE**.

Examples: "How are you?" "How do you feel _____?" "I felt nervous when I was new to the group."

9. **LISTEN** for understanding and **REQUEST** a repeat of what's unclear.

Example: "I didn't understand. Can you please say that again?"

Day 5: SHARE



Focus: Self-Awareness

Students will share their learning about respecting differences between oneself and others.

Learning Objectives: In this lesson, students will:

- Share insights and observations about respecting differences in one's self and others.
- Share a personal plan to be more inclusive, accepting, and respectful of differences.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5D:
KIND CONNECTIONS

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 respecting differences in the self and others. We discovered that some people communicate differently, look different, or act in different ways, but that's what makes each person unique and interesting. If we can accept how we are different and respect how others are different, we can build positive and kind connections that help everyone feel like they belong. Everyone has a choice about how to respond to someone who is different. Responding with kindness means that everyone feels included, accepted, and respected.

3 Share the learning:



Today, you will share your learning about respecting differences in the self and others. You can share some of the phrases or actions you could use to make kind connections with others who are different.

Ask students to reflect on their completed activity sheet, ACTIVITY SHEET – 5D: KIND CONNECTIONS, and share their responses with the class, in small groups, or with a partner.

Use the following talking points to encourage students to share more about their learning.

- What is one strategy you will start using to connect with others who are different?
Responses will vary.
- When you feel uncomfortable, different, or stressed, how could the Breath Brake help you?
Responses will vary.
- How can your experiences of being different help you understand how others feel?
Responses will vary.
- How can your respect for differences help everyone? Responses will vary.



4 Summarize key concepts:



We learned about respecting differences in the self and others. We learned the importance of treating others with kindness and respect because we all want to belong and feel accepted. We talked about ways to make kind connections with others in what you say or do. As we move forward as powerful martial artists, let's focus on making kind connections with others, so we can all find peace, joy, and happiness.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.