



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 5F: Helping A Friend Who Feels Down

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about helping a friend who feels down.

Learning Objectives: In this lesson, students will:

- Recognize signs that a friend is feeling down or sad.
- Describe what you can say to a friend who feels down.
- 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 helping a friend who feels down.



3 Show the video:

Show the video – HeroesCircle.org/SupportMaterials5

4 Talk about key concepts:

In the video, we learned that everyone experiences feelings of sadness or upset at different times.

As a friend, it's helpful to talk to your friend, ask if there's a way to help, and be available to listen.

You do not have to solve the problem, but you will let them know you care. Let's discuss how we can tell if someone is feeling upset, techniques for being supportive, and the importance of listening when they are ready to talk about their feelings.



Ask students to recall what they remember from the video.

Use the following talking points to encourage students to talk about helping a friend who feels down.

- How can you tell when someone is feeling down or sad? What are the signs you might see?

Responses will vary:

- Your friend might get angry quickly or might cry a lot.
- Your friend may spend more time alone or become more emotional than normal.
- Your friend might act differently from how they normally act; he or she is just not themselves.

- Sometimes it's hard to know what to say to someone feeling down. What were some of the ideas they gave in the video, or what ideas do you have? Response may include:

- I'm sorry you're going through a tough time.
- I feel sad that you are struggling with your feelings.
- I bet I would feel the same way if I was going through the same things as you.

- When you notice a friend is feeling sad or down, why is it important not to ignore or leave them alone? Responses may include:

- If they feel alone, they can end up in a dark spiral downward and become even sadder.
- If you care about them, it's important to let them know you are there for support.
- Ignoring them might make them feel like nobody cares. They may want to express how they feel when they are ready.

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 helping a friend who feels down.

Learning Objectives: In this lesson, students will:

- Explain the importance of talking to your friend, asking what's wrong, and offering support..
- Analyze how feelings of sadness can activate your stress response.
- 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 helping a friend who feels down. Sensei Richard described why it's important to talk to your friend, offer support, and tell an adult if you are concerned about a friend. When someone is feeling down, you might notice that they are spending a lot of time alone; they are very emotional, responding quickly with anger, or crying easily or often. We also learned that sometimes a friend is not ready to share their feelings with you, but it's still good to let them know you care, and when they're ready to talk, you'll listen. If you notice that their sadness is worsening, talk to an adult about your concerns.



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

3 Think about key concepts:

Today we will think and talk more about helping a friend who feels down. It is very powerful when you show that you care about another person. We will talk about some strategies of what you can say or do, how you can decide when the person needs some time and space, and how you can decide when you should talk to an adult for advice about your friend. Sometimes it's hard to decide what to say, what to do, or how much to "push" your friend to talk or do something fun when he or she is feeling down.



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:

- Sensei Richard explained that when your friend is feeling down, he or she might spend time alone and may not want to talk to you. What should you do in that situation? Responses may include:
 - Give the person some space and time, then check in with him or her again.
 - Respect what your friend tells you about what they want or need.
 - Tell an adult or ask for advice about what to do to help your friend.
- Think about a time when you felt sad, and someone tried to help. What did the person say or do that was NOT helpful? What would have been a more helpful response? Responses will vary.
- When a friend is feeling down, you have many decisions about how, when, how much, or how often you should try to help. What could help you decide? Responses will vary.
- How could a Breath Brake help your friend who is feeling down? Responses may include:
 - A Breath Brake can help your friend think clearly about his or her feelings and why they triggered stress response.
 - A Breath Brake can help your friend by emotionally resetting and clearing the mind. If your friend rejects any help, you may feel bad. Take a Breath Brake to stay powerful and focused.



5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Unit 5F: Helping A Friend Who Feels Down

Day 3: DISCUSS

Focus: Relationship Skills

Students will engage in discussions about helping a friend who feels down.

Learning Objectives: In this lesson, students will:

- Explain the importance of listening and offering support while respecting boundaries.
- Analyze ways you can be helpful or supportive to a friend who is feeling down.
- 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 when someone feels down, it is a natural response to want to help. Sometimes the friend does not want to talk or is not ready for your help or support. Your friend may not even know why he or she feels down and sad. Offer your friend the opportunity to talk when they are ready. Your job is to listen, respect your friend's response, offer support, and validate how your friend feels with a positive response. Sometimes, inviting your friend to join you in a fun activity can help alleviate sadness and stress – at least temporarily. Remember that it may be natural for your friend to sound angry at you. That is only a response coming from their place of hurt. You are a powerful martial artist, and you understand that it's not about you.

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

3 Discuss key concepts:

Today, we will discuss specific things you can say or do to help a friend who feels down

Use the following talking points to encourage discussion about helping a friend who feels down.

- What activities could you suggest to your friend who is feeling down? Responses may include: Listening to music, playing a game, watching funny videos, dancing, drawing, riding bikes, playing outside, etc.
- What positive comments could you say would support a friend who feels down? Responses may include
 - I could tell you were upset, but I wasn't sure why. Do you want to talk about it?
 - You haven't been acting like yourself lately. I miss you. Can we do something together?
 - I'm sorry you're feeling down. What do you think might help?
- What could happen if your friend does not communicate his or her feelings of sadness? Give a few examples of how keeping feelings inside could cause problems. Responses will vary.
- How could you respond powerfully if your friend snaps at you or ignores you because he or she is feeling down? Give an example. Responses will vary.
 - You can stop, take a Breath Brake, and recognize that your friend is lashing out as part of his or her stress response, and you can choose not to take it personally.
 - Validate your friend's feelings and say, "I can tell you are angry, so I will give you some space to calm down. I'm here when you are ready to talk."
- If your friend feels down, what could you say or do to help alleviate his/her stress? Responses May include:
 - "I'm here to support you when you need it. Let me know how I can help.
 - "Suggest a Breath Brake to alleviate stress, then do a Breath Brake with your friend..
 - "Encourage your friend to do something fun with you.

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 helping a friend who feels down

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5F: PICK-ME-UP POEM

Learning Objectives: In this lesson, students will:

- Reflect on their experience with helping a friend who feels down.
- Identify words of wisdom, support, and encouragement that could help a friend who feels down.
- 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:

Yesterday, we talked about helping a friend who feels down while respecting their boundaries, like if he or she just wants to be alone. Sometimes a friend may not be ready to talk about feelings, and it's important to respect that. Give the person time and space and respect their wishes and needs. If the friend does want to talk about feelings, there are things you can say and do to offer support and encouragement. You can validate how the person feels or invite them to join you in doing something fun to take their mind off what's bothering them.

Ultimately, it is up to the individual to navigate and manage his or her feelings. You can offer support, but the person can choose how to respond. The most important thing is that your friend knows that you care and are there to help when they want it.



3 Personalize key concepts:

Today you will reflect on your experience helping a friend who feels down. Helping others is a natural human instinct. It can be positive and rewarding, but it's important to make sure you are practicing self-care while you do.

Sometimes of friend's experience or sadness can affect you emotionally.

You may feel sad or become emotionally drained from the feelings and stress of caring for someone. Remember, it is not your job to solve your friend's problem or fix the sad feelings.

Your job is to listen and support.



Day 4 continued on next page 

Unit 5F: Helping A Friend Who Feels Down

Day 4: APPLY (continued)

Focus: Self-Management

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

- Describe a time when you helped a friend who was feeling sad. Tell what you said or did without saying names that was helpful and supportive. Responses will vary.
- Have you ever felt sad or down and received an offer of support from a friend? What did your friend say or do that helped? Responses will vary.
- If we know sadness can lead to a stress response, describe how the Breath Brake could help. Responses will vary.
- What are some words of wisdom, support, and encouragement that could help someone who is feeling down? Responses will vary.

Apply key concepts:

Some children in the Heroes Circle are battling an illness, sometimes they are alone in the hospital, and often feel very sad about their situation. They feel sad about missing out on everyday activities and opportunities. As a powerful martial artist, you can use your words and actions to help them! When you breathe in the light and blow out the darkness, you are helping them. You are sharing your light and your power. You are sharing peace, and you are teaching the world. You can share your happiness, joy, wisdom, energy, support, and encouragement – that can make a big difference in their lives!



CONNECTING WITH OTHERS IN THE HEROES CIRCLE®



Think back to some of the supportive phrases or helpful responses we've discussed this week that you could say to a friend who may be feeling sad, worried, or lonely. Use that inspiration to write a poem for someone who needs your support.

Distribute the ACTIVITY SHEET – 5F: A POEM OF ENCOURAGEMENT. Ask students to work independently to complete the activity sheet by brainstorming about phrases and then composing a poem of support. Let them know that their poems will be distributed to kids throughout the Heroes Circle.

End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Day 5: SHARE



Focus: Self-Awareness

Students will share their learning about helping a friend who feels down.

Learning Objectives: In this lesson, students will:

- Share insights and observations about helping a friend who feels down.
- Share their words of wisdom, support, and encouragement for a friend who feels down.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 3F:
A POEM OF ENCOURAGEMENT

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 helping a friend who feels down. We learned how we could offer support to a friend with various strategies such as asking how they feel, suggesting an enjoyable activity, offering words of encouragement, suggesting a Breath Brake, talking to an adult for advice about your friend, and validating what your friend is feeling with a supportive and respectful response.

3 Share the learning:



Today, you will share your learning about helping a friend who feels down. You can share what you remember most from the lessons or one of the strategies you plan to use to help a friend. You can share your words of wisdom, support, and encouragement, and/or you can share the poem you wrote with someone in the Heroes Circle.

Ask students to reflect on their completed activity sheet, 5F: ACTIVITY SHEET – A POEM OF ENCOURAGEMENT, 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:



- Think about a time when you felt down or sad. How did you express your sadness? Could your friends tell that you were upset? What changes did they notice about you? Responses will vary.
- How can focusing on breathing in the light and blowing out the darkness help YOU or a friend who is feeling sad? Responses will vary.
- As a powerful martial artist, you control your brain. How can you manage your sad feelings? Responses will vary.
- How can you recognize when you are feeling sad and stressed? What should you remember about helping a friend that could also help YOU? Responses will vary.

4 Summarize key concepts:



This week we learned about helping a friend who feels down or sad. As a powerful martial artist, you know that you have the power to use words and actions to help others who are feeling sad. You can suggest a fun activity and offer words of wisdom, support, and encouragement. You can use and suggest a Breath Brake - breathe in the light (happiness) and blow out the darkness (sadness). You can teach the world with your positive and supportive example!

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.