

Unit 5H: Talking To Your Parents



***Note to Educators:** *This lesson is about a theme that can be very sensitive to students. While the lesson is “Talking to Your Parents,” we understand that you may have students with unique family situations in your class. A parent could be a mom, a dad, an older sibling, a grandparent, another relative, a family friend, or some other type of caregiver. You know your students and their situations. Feel free to adjust the language as you see fit. For simplicity, we will use the phrase “your adult” consistently throughout this lesson about the primary caregiver.*

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 5H: Talking To Your Parents

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about talking to their adult.

Learning Objectives: In this lesson, students will:

- Observe examples of difficult conversations to have with parents or another adult..
- Identify the role of parents or another adult in your support system.
- 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 talking to your adult. We know that everybody's family situation is different, and you may not have two parents or a mom and a dad. You may have someone else who takes care of you.



Sometimes we experience difficult feelings and need someone to talk to but talking to your adult can be stressful. You might feel embarrassed about what you must tell them or worry that they will respond with anger. Those feelings can lead to a stress response. Consider Sensei Richard's strategies for making difficult conversations easier with parents or another adult.

3 Show the video:

Show the video – HeroesCircle.org/SupportMaterials5

4 Talk about key concepts:

In the video, we learned about the importance of open communication with your adult. When you have regular conversations about important things, the challenging topics will be easier to talk about with your adult. It's important to share meaningful conversations with someone who cares about you and can help support you in whatever way you need.



Ask students to recall what they remember from the video.

Use the following talking points to encourage students to share their ideas about talking to your adult.

- Give an example of a conversation that would be difficult to have with your adult. Responses will vary.
- What thoughts and feelings might someone have when they need to talk to their adult? Responses will vary.
- Sometimes, kids assume that their adult won't understand or won't be helpful about a personal situation. Is this a reasonable assumption? Explain. Responses will vary.
- Why might someone not want to share personal information with their adult? 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 talking to their adults.

Learning Objectives: In this lesson, students will:

- Explain feelings and thoughts related to talking to their adult.
- Analyze what to consider as they prepare to speak with their adult.
- 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:

In the video, we learned that talking to parents or another adult about personal stuff is often difficult. We discovered some feelings and thoughts about why it's difficult or uncomfortable and how that can lead to a stress response. You may not want to share something personal, feel embarrassing, or worry that your adult may be upset with you. It's important to include them in your life, and the more you communicate about the everyday stuff, the easier it will be to talk about the tough stuff.



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

Think about key concepts:

Today we will discuss the feelings and thoughts you might have when you must have a difficult conversation with your adult. You may have to tell them something embarrassing or about something you did or said that was wrong. You may worry that they will feel angry and that you may get in trouble. But remember, they probably experienced the same things you had when they were younger and had the same unsure feelings about talking to their adult.



It's important to remember that when you admit to or own a mistake, you are showing them that you are maturing and are becoming more responsible. Sharing personal information or having emotional conversations with your adult can bring you closer together and strengthen your relationship. It might take some time, but open communication helps you feel less stressed and more powerful.

Ask students to recall key concepts or describe what else is important to remember from the video.

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Unit 5H: Talking To Your Parents

Day 2: THINK (continued)



Focus: Responsible Decision Making

4 Talk about key concepts:

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

- The teacher will describe a personal experience with talking to parents or another adult about a difficult experience.
- Describe a time when you had to talk to your adult about something uncomfortable or difficult. What feelings and thoughts did you have? What made you decide to tell them?
Responses will vary.



When you need to talk to your parent about something serious, personal, difficult, or uncomfortable, there are some things to consider that will make the situation easier. As a powerful martial artist, you know that a Breath Brake can relieve some stress and clear your mind, so you can communicate effectively. Next, you must decide who, when, where, and how to communicate with your parents or adult.

1. Decide who you want to talk to about the situation and select a time and place to allow privacy.
2. Decide on a time and place when your parent can focus on the conversation with you without too many distractions.



3. Decide on the perfect conversation starter:

- “Mom, can we talk about something?”
 - “Dad, I need to talk to you about a problem I’m having.”
 - “Auntie, I need your advice about something. Can we talk?”
 - “Mom and Dad, I’m worried about _____.
Can you help me figure out what to do?”
 - “Grandpa, I did something wrong. You might be mad after hearing it, but I want you to know. I plan to fix it. Can I tell you what happened?”
- After talking to your adult, how do you know if you made the right decision? How do you feel after expressing yourself to them? What is your after-conversation stress level?
Responses will vary.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Day 3: DISCUSS



Focus: Relationship Skills

Time Requirement:

15 minutes



Materials Needed: N/A

Students will engage in discussions about talking to your adult.

Learning Objectives: In this lesson, students will:

- Analyze their relationship and communication style with their parent.
- Identify strategies for approaching their adult with a difficult topic.
- 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:



Remember the video we watched. We learned that it isn't always easy to converse with your adult. You may feel embarrassed, ashamed, or guilty about something, which can be stressful. It's important to remember that they love you and want to support you in making good decisions. They want to be involved in your life and share their advice with you. They may not like what you must tell them, or they may even respond with anger, but over time they will likely understand what you are going through and will continue to support you. Open communication can help relieve some of your stress, give you the support you need, and strengthen your relationship.

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

3 Discuss key concepts:



Today, we will discuss strategies for approaching your adult with a difficult topic. It's important to plan and prepare for the conversation so you can communicate with them calmly and effectively. Think about your adult and answer the following questions in your head as I ask them:

- How would you describe your daily interactions with your adult?
- What kind of conversations do you have? What do you talk about?
- How do you and your parent communicate?
- Do you hear, listen, and understand each other?
- Do you respond positively and powerfully to each other?
- What's one thing you've noticed about conversations with your adult?

Use the following talking points to encourage discussion about talking to your adult.



- How can a Breath Brake help you prepare for tough conversations with your adult?
Responses will vary.
- Which conversation starter would you use with your parent? Why did you choose that one?
Responses will vary.
- When you have to talk to your adult, which positive communication skills can help?
Responses may include:
 - You can take a Breath Brake to clear your mind and communicate powerfully.
 - You can use eye contact and a calm voice to express your feelings.
 - You can explain how you feel and ask for what you need from them, then listen.
 - You can put down your phone.

4 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Unit 5H: Talking To Your Parents

Day 4: APPLY



Focus: Self-Management

Students will work independently to apply the concepts from the video to a self-reflective activity about talking to your adult.

Learning Objectives: In this lesson, students will:

- Reflect on their own experiences with talking to parents or another adult.
- Describe the importance of open communication with parents or another adult.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5H: MY SUPPORT SYSTEM

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 feelings and thoughts you might experience when you have to talk to your adult about something difficult. You thought about your relationships and interactions with them and described your communication style.

3 Personalize key concepts:



Today, you will reflect on your experiences talking to your adult about something personal or uncomfortable.

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



- Recall a time when you had to have a tough or uncomfortable conversation with your adult. Describe what you had to tell them, how you felt, and how they responded. Responses will vary.
- Where did you feel your stress response? Where did you feel muscle tightness or tension in your body? What other body sensations did you experience as part of your stress response? Responses will vary.
- When you have to talk to your adult about something serious or uncomfortable, what are some of the negative thoughts you might have? How can you transform negative thoughts into a positive thoughts? Give one example. Responses will vary.
- What strategies or tips could help you in talking to your adult? Responses will vary.
- Who else can you count on for support when dealing with something uncomfortable? Responses will vary.

4 Apply key concepts:

Distribute the ACTIVITY SHEET – 5G: MY SUPPORT SYSTEM.

Ask students to work independently to complete the activity sheet.

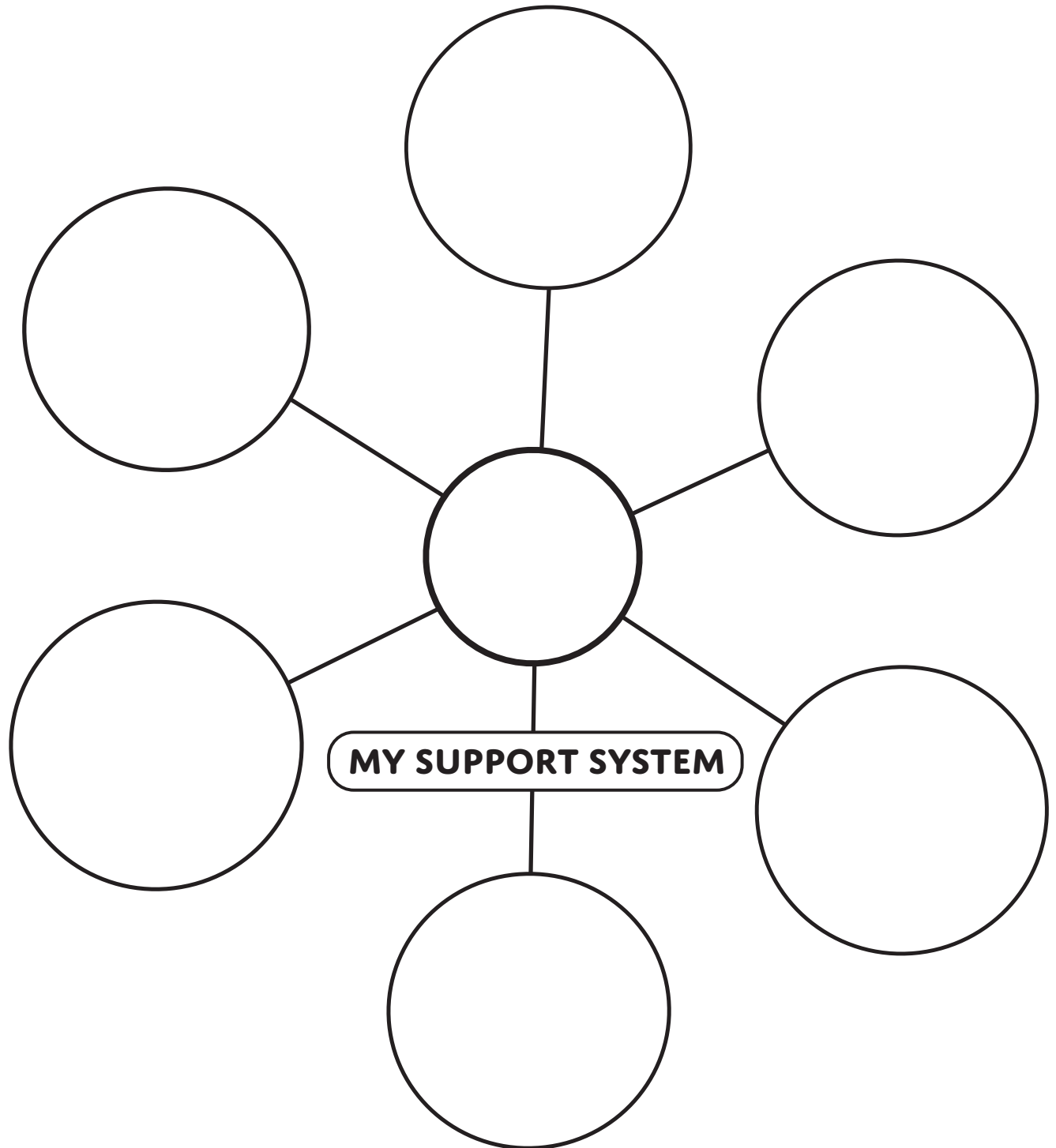
5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Activity Sheet - 5H: MY SUPPORT SYSTEM

Name _____ Date _____

Write your name in the center circle, then add the names of adults you have in your support system. Think about adults who care about you, are good listeners, offer good advice, or make you feel comfortable. Feel free to add more bubbles if you need them.



Suggestions: Mom, Dad, aunt or uncle, a sibling, a cousin, a family friend, a neighbor, a friend's Mom or Dad, a minister/priest/rabbi/imam, a grandparent, a doctor, a counselor, a coach, a teacher or principal

Unit 5H: Talking To Your Parents

Day 5: SHARE



Focus: Self-Awareness

Students will share their learning about talking to parents or another adult.

Learning Objectives: In this lesson, students will:

- Share insights and observations about talking to parents or another adult.
- Share strategies for managing stress about talking to parents or another adult.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5H:
MY SUPPORT SYSTEM



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 the ins and outs of talking to your adult about something difficult or uncomfortable. We talked about how we might feel in those situations and how that could trigger a stress response. Finally, we learned some strategies for managing that type of stressful situation.

3 Share the learning:



Today, you will share your learning about talking to your adult about uncomfortable or tough topics. Think about how you described your relationship with them and what you learned about your communication style that would be helpful as you move forward.

Think about how you communicate and what you could improve upon. Think about the strategies for starting difficult conversations.

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

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Day 5: SHARE (continued)



Focus: Self-Awareness

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



- What is one strategy you can use when talking to your adult? Responses will vary.
- When you feel nervous, worried, embarrassed, or stressed about talking to your adult, how could a Breath Brake help you prepare? Responses will vary..
- Who are some of the adults in your support system? What qualities do you value in those people? Responses will vary.
- Can you think of anything YOU could do to improve your communication with your adult? Responses will vary.

4 Summarize key concepts:

We learned about talking to your adult, how that feels, how it can lead to a stress response, and how to manage that situation. It's important to remember communication skills and the strategies you've learned this week as you take on difficult conversations.



As we move forward as powerful martial artists, remember that you may have many adult who are an important part of your support system. They can listen, give advice, offer help, and support you differently. Remember, you may count on one adult for some things and a different adult for other conversations. Don't give up finding support because someone is always there to help. Sometimes you will have to talk to a few adult before getting the help you need.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

