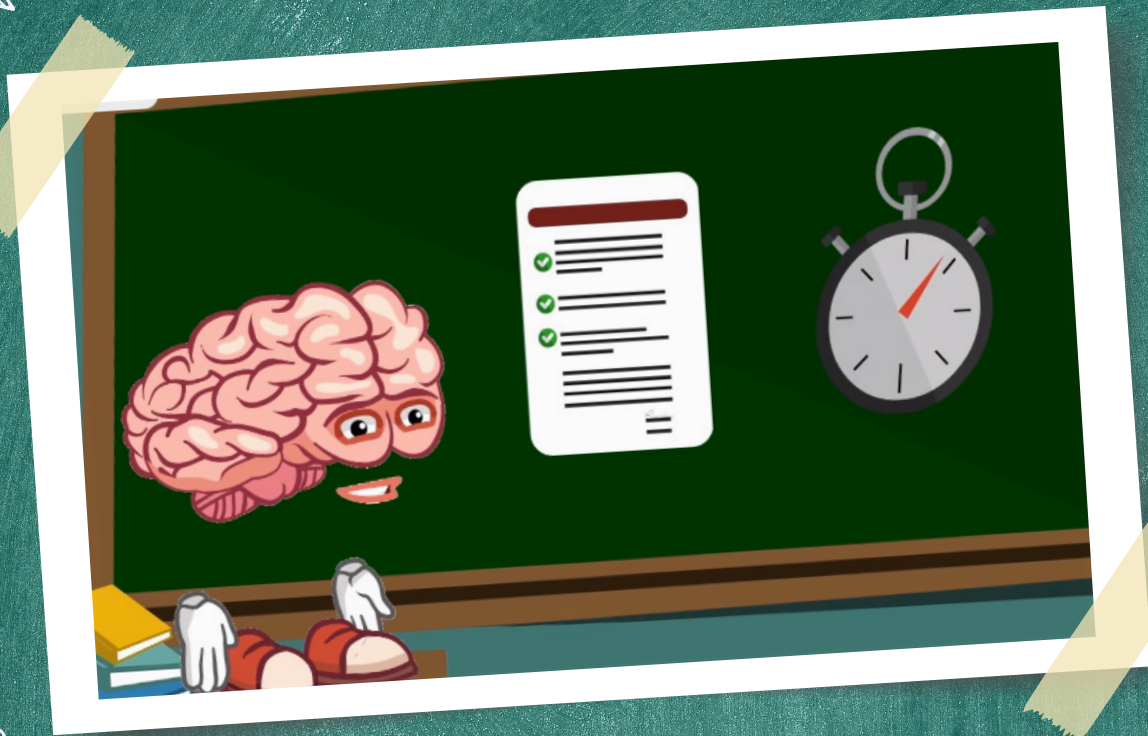


Unit 5I: The Big Test



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 5I: The Big Test

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about taking a big test.

Learning Objectives: In this lesson, students will:

- Observe examples of feelings and thoughts people might have about taking a big test.
- Identify how those feelings and thoughts might lead to a stress response.
- 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 the lesson 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 preparing for a big test. We will learn about some self-regulation tools that can help you manage feelings and thoughts about taking a big test. Pay attention to the strategies you observe. As you watch the video, think about your thoughts and feelings about taking a big test.

3 Show the video:

Show the video – HeroesCircle.org/SupportMaterials5

4 Talk about key concepts:

In the video, we learned about preparing for a big test. We learned that the idea of a big test could make some people feel nervous, worried, and have feelings of self-doubt about their abilities or knowledge. Ironically, the more stress you feel, the harder it is for your brain to recall what you studied. We also learned about some strategies for coping with those feelings and thoughts as we prepare for a big test. We can practice those strategies, and over time, we will better manage our stress response to taking a big test.

Ask students to recall what they remember from the video.

Use the following talking points to encourage students to share their ideas about the big test.



- What feelings might someone have about taking a big test? Responses will vary.
- What thoughts might someone have about taking a big test? Responses will vary.
- When someone knows a big test is coming up, what kind of stress response might they have? Responses will vary.
- What does your body feel like when you begin taking a test? Responses will vary.
- What do commitment, dedication, and perseverance do with taking a test? Describe the connection. Responses will vary.
- How might believing in yourself make a difference in preparing for a big test? 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 preparing for a big test.

Learning Objectives: In this lesson, students will:

- Describe important decisions they must make as they prepare for a test.
- Analyze the importance of self-care in preparing for a big test.
- 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.

2 Lead students through a Breath Brake.

Review key concepts:

In the video, we learned that preparing for a big test requires focus, practice, and self-care while we study for a big test. Sometimes while preparing, you may have to give up things you like to do so that you can spend time studying. Remember, Sensei Richard talked about his commitment to becoming a powerful martial artist. He made many choices and decisions along the way, which helped him succeed. The decisions you make along the way as you prepare for a big test can significantly impact your performance, and you're a success.



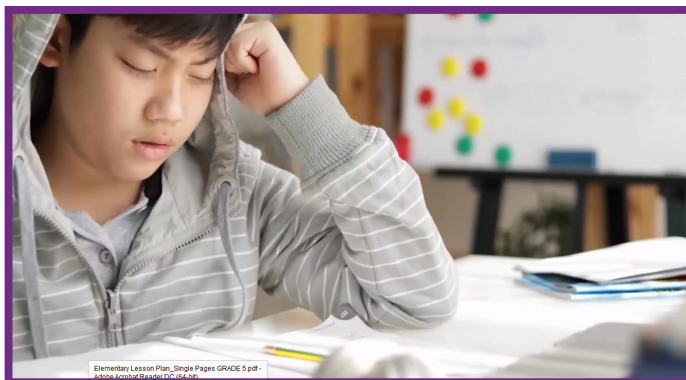
Ask students to share what they remember or learned from the video.

3 Think about key concepts:

Today we will discuss some of the important decisions you will have to make as you prepare for a big test. Sometimes you will have to give up things you normally enjoy so you have time to study. You may have to give up spending time with friends or family so you can focus and study. Those are not easy decisions, and the frustration you feel about having to decide can lead to a stress response. Let's discuss those decisions and how we can manage the stress as we prepare for a test.



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



Day 2 continued on next page



Unit 5I: The Big Test

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:

- When you make time to study for a test, what are some things you might have to give up?
Responses may include:



- You may have to give up events or fun activities.
 - You may have to give up time with family or friends.
- Imagine you are preparing for a test. Give an example of a decision you would have to make. Describe the responsible choice and the alternatives. Responses may include:
 - You might decide to study instead of watching TV, playing video games, hanging out with friends, or doing other fun things you normally would like.
 - You might decide to get some rest instead of staying up late to watch a movie.
 - You might choose a healthy snack instead of chips, cookies, and candy.
 - Sensei Richard talked about the importance of self-care as you prepare for a big test. He talked about the importance of quality sleep and healthy eating. What are some responsible decisions you must make about those things as you prepare for a test? Give examples. Responses may include:
 - You must decide to cut off the TV or video games so that you can get enough sleep.
 - You must decide which foods and meals are the healthiest for your body and brain.
 - You must remember to use the Breath Brake and brain breaks when you feel stressed.
 - How could the decisions you make before a test affect the outcome and your success? Give an example or two. Responses may include:
 - If you decide not to study, that decision can lead to poor performance or failure.
 - If you make a plan to study and stick to it, that decision can lead to success.
 - If you make good decisions about self-care as you prepare, you will be able to respond to the challenge with power.
 - After the big test, how do you know if you made the right decisions about studying and self-care? Responses may include:
 - You might feel a sense of relief, confidence, and power knowing that you did your best on the test.
 - If you made the right decisions, you would feel energized, powerful, and successful.
 - If you made poor decisions, you might feel tired, stressed, worried about your performance, or regretful that you did not do more to prepare.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Day 3: DISCUSS



Focus: Relationship Skills

Time Requirement:

15 minutes



Materials Needed: N/A

Students will engage in discussions about taking a big test.

Learning Objectives: In this lesson, students will:

- Describe who can support you in preparing for a big test and what they can do to help.
- Identify strategies to help them combat stress and prepare for a big test.
- 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 in the video we watched about taking a test, we learned about some valuable skills that can help you prepare for a test effectively and combat stress that you might be feeling.

When you feel prepared and ready, you can enter the test confidently and positively.

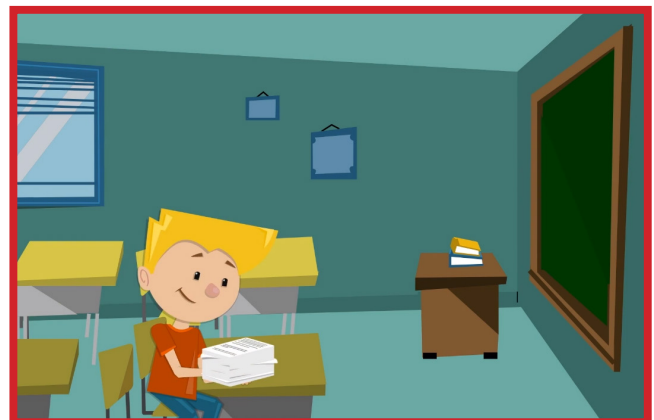
Ask students to recall and describe other key concepts from the video.

3 Discuss key concepts:



Today, we will talk more about strategies for preparing for a big test, including studying and self-care that can help you be successful. Think about your experiences with taking tests and answer the following questions in your head as I ask them:

- How would you describe your general confidence level about taking a test?
- Who, if anyone, helps you study for a test, and how does the person help you?
- How can your family help create a positive environment where you can study at home?
- How might your siblings help you relieve stress when you take a break from studying?
- Does your family respect your privacy and time when trying to prepare?
- How can you effectively communicate that you need time and space to study?
- What are some ways your parents try to help you be successful?



Day 3 continued on next page



Unit 5I: The Big Test

Day 3: DISCUSS (continued)



Focus: Relationship Skills

Use the following talking points to encourage discussion about Preparing for a big test:

- How can a Breath Brake help you as you plan your study strategy, as you study, the night before the test, and at the test itself? Describe how breathing can help you manage your stress response. Responses will vary.
- When you have to talk to your friends or family about your study goals, which positive communication skills can help? Identify a conversation starter that could help you effectively communicate your feelings and needs.
- Give an example of how test stress could lead to conflict between friends if not managed correctly. Responses may include:
 - If you are stressed about a test, and your friend doesn't understand, they might get angry with you for being unavailable. Then you might respond negatively. Misunderstanding could lead to conflict.
 - If you and a friend are stressed about a test and aren't managing it well, you might snap at each other or argue over little things.
- How could family and friends show support as you prepare for a big test? Responses may include:
 - They could give you time, space, and quiet so you can study.
 - They could help quiz you or help answer questions that you don't understand.
 - They could help you choose healthy foods and snacks and respect your rest/sleep time.
- What could family or friends say to show your support as you prepare for a test? Responses may include:
 - They could say, "You're doing a great job studying. I know you'll be successful on the test."
 - They could say, "Keep going. You got this. You can do this."
 - They could say, "I noticed your commitment and perseverance. That will pay off on a test."



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 the big test.

Learning Objectives: In this lesson, students will:

- Reflect on their own experiences with preparing for a big test.
- Describe self-care and stress-relieving strategies that help in preparing for a big test.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5I: A BLUEPRINT FOR TEST SUCCESS

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 family and friends can show their support as we prepare for a big test. We talked about how to communicate our needs for time, space, and quiet so we can study effectively. We talked about self-care and how parents and friends could be supportive of how you eat and sleep before a test, And even how your siblings could help relieve your stress when you need a break from studying. And we talked about the importance of the Breath Brake in managing stress related to preparing for a big test.



3 Personalize key concepts:

Today, you will reflect on your experiences with taking a big test. Think about your own experiences with tests. Think about how you feel about taking tests in general, how you prepare, what your stress response feels like, and how successful you typically are with tests. It's helpful to evaluate how well you study and practice self-care leading up to a test. Reflecting on your past experiences can help you prepare for the next test.



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

- Recall a time when you had to take a test. Do you remember how you felt or what you thought about it? Responses will vary.
- Do you often feel a stress response when you know there is a test approach? How would you rate your stress response on a scale of 1 to 10 (where ten is incredibly stressed and one is not stressed)?
- 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 take a test, what are some negative thoughts you might have?
- How can you transform negative thoughts into positive thoughts? Give one example. Responses will vary.
- What strategies or tips do you plan to use to prepare for your next big test? Responses will vary.
- Which self-care strategy could you improve upon? How could you do that? Identify a simple plan. Responses will vary.

4 Apply key concepts:

Distribute the ACTIVITY SHEET – 5I: A BLUEPRINT FOR TEST SUCCESS. Ask students to work independently to complete the activity sheet.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Activity Sheet - 5I: A BLUEPRINT FOR TEST SUCCESS

Name _____ Date _____

1. _____
is NOT a typical stress response.
 - a. Fast heartbeat
 - b. Fast breathing
 - c. Tight muscles
 - d. Tight pants
2. The worst possible thing that could happen during the test is _____.
 - a. I pass out.
 - b. I blank out.
 - c. I get sick.
 - d. A meteor falls on my head.
3. The best possible thing that could happen during the test is _____.
 - a. I know every answer.
 - b. I know my name!
 - c. I stay focused.
 - d. I stay awake.
4. The one thing I worry about most is _____.
 - a. Failing miserably
 - b. Getting stuck on one hard question
 - c. Running out of time
 - d. Forgetting everything I studied
5. As a powerful martial artist I can _____.
 - a. Take a Breath Brake.
 - b. Fight the test.
 - c. Tell the test how I feel.
 - d. Give up.
6. On the morning of the test, I should _____.
 - a. Whatever I want
 - b. Pancakes, definitely pancakes
 - c. Something healthy and nutritious
 - d. Marshmallows
7. The night before the test, I should _____.
 - a. Iron my lucky underwear
 - b. Get plenty of sleep
 - c. Watch scary movies about killer tests
 - d. Have a pajama party
8. On the day of the test, my brain should feel _____.
 - a. Mushy and soft
 - b. Energized and focused
 - c. Happy for me
 - d. A stress response
9. If I get stuck during the test I can _____.
 - a. Peel myself off the chair.
 - b. Put on the antenna to see if I can get the right answer from outer space.
 - c. Take a Breath Brake.
 - d. Just zone out.
10. After the test, I should _____.
 - a. Worry until I get the results.
 - b. Keep studying.
 - c. Dance or do something fun.
 - d. Promise myself not to take any more tests.



Day 5: SHARE



Focus: Self-Awareness

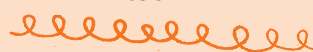
Students will share their learning about talking to parents.

Learning Objectives: In this lesson, students will:

- Share insights and observations about taking a big test.
- Share strategies for managing stress about preparing and taking a big test.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5I: A BLUEPRINT FOR TEST SUCCESS

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 feelings and thoughts you might have about taking a big test. We discussed some of the best strategies for preparing your brain and body for the test. We focused on study strategies and self-care strategies that are important to your success, like healthy eating, a good night's sleep, and using humor when you need a break from your stress response.

3 Share the learning:



Today, you will share your learning about preparing for a big test and what you learned about your own experience with taking a test. You will have a chance to describe your stress response to taking a big test, and you'll talk about the strategies you use, how they work for you, and the ones you can improve upon.

Ask students to reflect on their completed activity sheet, ACTIVITY SHEET – 5I: A BLUEPRINT FOR TEST SUCCESS, 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 learned that you could use when you have to prepare for a big test? Responses will vary.
- When you learn that you have a big test coming up, describe your stress response. How do you feel, what do you think, and where do you feel it in your body? Responses will vary.
- Describe a few times when a Breath Brake would help you as you prepare and take the test? Responses may include:
 - When you feel stressed while you're studying.
 - Right before the test to clear your mind.
 - During the test, when you feel like you're stuck on a question or problem.

4 Summarize key concepts:



We learned about preparing for a big test, how it can lead to a stress response, and how to manage that kind of stress. It's important to remember that if you prepare your body and mind for the test and practice self-care strategies, you can succeed on the test. As we move forward as powerful martial artists, remember that you have many powerful tools that can help you be successful. You know how to set goals, work hard, commit to what you want, persevere, and practice. You also have many self-care strategies to help yourself the Breath Brake that can help you gain control whenever you feel your stress response.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.