

## Unit 5J: Stress And Self-Care



### Vocabulary:

**Endorphin** - Endorphins are the body's natural feel-good hormones. They are naturally produced during pleasurable activities like exercise or laughing.

### 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 5J: Stress And Self-Care

## Day 1: WATCH



### Focus: Social Awareness

Students will watch a video about stress and self-care.

**Learning Objectives:** In this lesson, students will:

- Identify thoughts and feelings that can indicate a stress response.
- Describe their personal stress response, including how and where they feel it in the body.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

Video - [HeroesCircle.org/SupportMaterials5](https://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 stress and self-care. As you watch, think about your stress experiences and unique stress response. Think about how you manage your stress and some of the things you do to care for yourself. Pay attention to the self-care strategies in the video.*

### 3 Show the video:

Show the video – [HeroesCircle.org/SupportMaterials5](https://HeroesCircle.org/SupportMaterials5)

### 4 Talk about key concepts:



*We observed how different situations and experiences could lead to feelings and thoughts that cause a stress response. Everyone experiences stress differently. Some stress responses include muscle tightness, tension, a fast heartbeat, and even breathing trouble. Let's think about how you experience your stress response.*

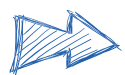
Ask students to describe where they feel stress in the body.

*Different situations can lead to a stress response. What stresses you out might not stress someone else out. Let's think about some situations, and you can decide how stressful it is for you. I will describe a situation. Raise your hand if you feel no stress in response to that situation. Raise your hand a little if you feel only a mild stress response to that situation. And keep your hand down if that leads to high stress for you.*

**Use the following situations, use your situations, and ask students for ideas, too:**

- You have homework in every subject.
- You have a big test or performance coming up.
- Your little brother keeps bugging you.
- You and your good friend aren't speaking.
- You have too many chores at home.
- You have a family member who is very sick.

**Day 1 continued on next page**



## Day 1: WATCH (continued)



**Focus: Social Awareness**

### Talk about key concepts:

**Use the following talking points to discuss as a class, in small groups, or student pairs:**

- What are some other experiences that might lead to your stress response?

Responses may include:

- A death in the family, your illness, worry about a friendship, fear of speaking in front of the class, dealing with conflicts at home, bullying, feeling lonely or left out, etc.

- When you have a stress response, what are some everyday tasks that become difficult to manage? Responses may include:

- You might have difficulty focusing on class, concentrating on a task, paying attention when people are speaking, or you may become forgetful.

- We know that sleep is an important part of self-care. When you feel stressed, you might have trouble falling asleep at night. How can a lack of sleep affect your feelings and thoughts the next day? Responses may include:

- You might feel like things are worse than they are, and you can't possibly manage everything.

- When you're tired, your brain does not work properly, and you can't think clearly.

- You might respond negatively to others because your brain needs to recharge and energize.

- When was the last time you took a Breath Brake? Describe what triggered your stress response and how you knew you needed a Breath Brake. Did the Breath Brake make you feel more powerful? Responses will vary.

## 5 End with Power Peace Purpose:

**Power Peace Purpose.** Then, students bow.





## Unit 5J: Stress And Self-Care

### Day 2: THINK



#### Focus: Responsible Decision Making

Students will be encouraged to think and talk about stress and self-care.

#### Time Requirement:

15 minutes



*scribble*  
Materials Needed: N/A

**Learning Objectives:** In this lesson, students will:

- Describe a self-care goal and plan that they will implement.
- Analyze how responsible self-care can help them manage their 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:



*Think about the video we watched about stress and self-care. We learned some of the best ways to manage stress. We learned about the importance of self-care and managing your thoughts and feelings. When practicing self-care, you set yourself up for calm, clarity, positive energy, and success.*

#### 3 Ask students to think and talk about what they learned from the video.

#### Think about key concepts:



*Today we will talk more about the importance of self-care. Remember, self-care includes taking care of your body by eating healthy, exercising, and getting enough sleep, but it also includes taking care of your emotional well-being. Today we will focus more on emotional self-care strategies. As we talk about today's lesson, think about an emotional self-care goal that could help you better care of your emotional needs.*

*Every day you must make decisions about what's best for you. It's not always easy to know what's right or healthy; those decisions can be difficult. When we learn more about feelings and how they affect us, we can understand what's good for our emotional well-being and what's not.*

Day 2 continued on next page



## Day 2: THINK (continued)



**Focus: Responsible Decision Making**



### **Talk about key concepts:**

**Use the following talking points to encourage discussion as a class, in small groups, or partner pairs:**



- We've talked about how you might feel when you're not included when you must talk to your adult about a difficult topic or prepare for a big test. What are some of the feelings you remember?

Responses may include:

- Lonely, embarrassed, ashamed, worried, confused, anxious, nervous, sad, disappointed, afraid, jealous, envious

- We learned that those feelings often lead to negative thoughts. Let's consider how feelings and thoughts are connected to how powerful you feel. Let's consider the following example:

When someone feels lonely, what are some negative thoughts they might have?

Responses may include:

- Nobody likes me. Nobody wants to be my friend; I'm too weird to have friends, something's wrong with me, I'm not good enough to have friends.

- It's not good for your emotional well-being when you feel lonely and have negative thoughts. You have a decision to make about how to respond. You can let the negative thoughts and feelings control you, or as a powerful martial artist, you can stop those feelings and thoughts with a Breath Brake. Then you can identify strategies that will help you feel less lonely and more positive about yourself. Choosing to deal with those uncomfortable feelings positively is showing self-care. What are some self-care strategies that could help someone who feels lonely or negative about the self? Responses may include:

- Positive self-talk statements, making new friends by joining a new group or club, using social skills to make stronger connections, inviting people to do an activity with you, calling a relative, etc.

As time allows, encourage students to identify thoughts and coordinate self-care strategies for the other feelings they identified.



### **End with Power Peace Purpose mantra:**

Power Peace Purpose. Then, students bow.



# Unit 5J: Stress And Self-Care

## Day 3: DISCUSS



### Focus: Relationship Skills

Students will engage in discussions about stress and self-care.

**Learning Objectives:** In this lesson, students will:

- Identify how your self-care strategies could help you manage stress.
- Analyze how friends can support one another with self-care goals.
- 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:



*Yesterday, we talked about how feelings and thoughts can lead to a stress response that is not healthy for your emotional well-being. Caring for yourself emotionally is just as important as caring for your body. We talked about how a Breath Brake stops the flow of negative feelings and thoughts, so you can identify self-care strategies that boost your emotional well-being and allow you to be powerful.*

Ask students to describe what they remember and learned about stress and self-care.

#### 3 Discuss key concepts:



*Today we will talk more about our emotional needs and how caring for yourself emotionally is necessary for your well-being and health for our relationships. Paying attention to self-care is critical because others don't always know what you need or how you feel. It's important to manage your self-care and ask for help when needed. As a powerful martial artist, you have learned to recognize your stress response and have used a Breath Brake to stop your stress response and clear your mind. You have also learned skills that can help you express your feelings and communicate effectively with others. Those critical tools can help you manage stress in relationships while caring for your emotional well-being.*

**Use the following talking points to encourage discussion as a class, in small groups, or pairs:**

- Conflicts and arguments are inevitable. As a powerful martial artist, you always have a choice about how to respond. It's important to consider the emotional well-being of the other person AND your own. In a conflict, both people want to be heard and understood. One strategy that helps tell how you feel without blaming the other person is to use an I-statement. Explaining how someone's words or actions make you feel helps them understand you better. Let's consider this example: A friend invites you to a football game. You are excited and agree. At halftime, he goes to get snacks and leaves you alone. He returns at the end of the game and says nothing. When you ask, he says, "Oh, I was hanging out with a friend by the snack stand." How do you feel? How could you respond powerfully to this situation? What could you say that shows emotional self-care? Responses may include:
  - I feel angry because you invited me and left me to be myself for half of the game.
  - I feel disrespected because you chose to hang out with your friend instead of me.
  - I feel annoyed because you did not even apologize for your inconsiderate behavior.
- What are some ways friends can help each other practice emotional self-care? Responses may include:
  - Invite your friend to talk about their feelings. Listen to understand. Validate how the person feels. Ask how you can help.
  - Respect each other's space and time so you can process feelings and calm down.
  - Recognize when your friend feels stressed and suggest a Breath Brake.

#### 4 End with Power Peace Purpose:

**Power Peace Purpose**. Then, students bow.

## Day 4: APPLY



### Focus: Self-Management

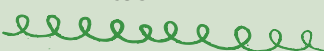
Students will work independently to apply the concepts from the video to a self-reflective activity about stress and self-care.

**Learning Objectives:** In this lesson, students will:

- Describe how emotional self-care strategies help them manage everything in life.
- Analyze the importance of emotional self-care and mental well-being.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 5J:

EMOTIONAL WELL-BEING

## 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 several strategies to help you manage emotional self-care with power, which is just as important as taking care of your body with healthy foods and enough sleep. Emotional self-care is especially important in relationships where feelings can lead to conflict if not managed effectively. You learned how to use an I-statement to express yourself when you have an uncomfortable feeling and stress response.*

### 3 Personalize key concepts:

*Today you will examine your emotional self-care. When you surround yourself with joy, happiness, and positivity, you activate endorphins in the feel-good part of your brain. When you feel good, you naturally feel less stressed. Think about all the things that activate your endorphins and make you feel good – experiences, people, activities, events, and places.*

Ask students to identify examples of endorphin activators.

**Use the following talking points to encourage students to think and then share ideas:**



- Which emotional self-care strategy do you do well? Responses will vary.
- What goal could you set for improving your emotional self-care? Responses will vary.
- Using a Breath Brake as part of your self-care helps everyone! Remember, sick children around the world are the heart of the Heroes Circle. What's the message your Breath Brake sends them? Responses will vary.

### 4 Apply key concepts:

Distribute the ACTIVITY SHEET – 5J: EMOTIONAL WELL-BEING. Ask students to work independently to complete the activity sheet.

### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Then, students bow.



# Activity Sheet - 5J: EMOTIONAL WELL-BEING

Name \_\_\_\_\_ Date \_\_\_\_\_

As a powerful martial artist, you must practice emotional self-care so that you can help others. You may have heard the phrase, "You can't pour from an empty cup." When your life is full of positivity, happiness, and joy, then you can share that with others. So, what's in your cup? Draw or write to show all the things that fill your cup.



## Day 5: SHARE



### Focus: Self-Awareness

Students will share their learning about stress and self-care.

**Learning Objectives:** In this lesson, students will:

- Share their learning about emotional wellness and self-care.
- Explain how you can activate (feel-good) endorphins with favorite activities.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 5J:

EMOTIONAL WELL-BEING



## 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 the importance of self-care, specifically, caring for our emotional needs. We learned that as powerful martial artists, we must care for ourselves to effectively manage feelings and stress. When we fill ourselves with joy, happiness, and positivity, we are more ready and able to help others find their joy.*

### 3 Share the learning:



*Today we will share our learning about emotional self-care and emotional well-being. You will have a chance to share what fills your cup – what activates your endorphins (or the feel-good chemicals in the brain). You can share your favorite activities, people, and places. When you share your ideas and listen to your peers, you may identify new ideas that you can add to your endorphin-activating lists.*

Ask students to reflect on their activity sheet, ACTIVITY SHEET – 5J: EMOTIONAL WELL-BEING. Ask students to share a few of their responses with the class, in small groups, or student pairs.

**Then use the following talking points to facilitate further reflection and sharing:**



- When you feel stressed, how can you activate your endorphins? Responses will vary.
- What did you realize about yourself and/or your emotional self-care this week? Responses will vary.
- What part of emotional self-care is most difficult for you and why? Responses will vary.
- How does your emotional self-care help others in the world, like the kids in the Heroes Circle? Responses will vary.

### 4 Summarize key concepts:



*This week we learned that emotional self-care is something we must do each day to manage feelings and stress effectively. We focused on self-care strategies that are essential for emotional wellness. As we move forward as powerful martial artists, let's remember the importance of emotional self-care and how we can activate our endorphins. When we do, we can be our best selves to do our best to help others.*

### 5 End with Power Peace Purpose:

**Power Peace Purpose.** Then, students bow.