

# HeartSmarts<sup>®</sup> Adventure

for ages 4-6+



## Leader's Guide

 HeartSmarts<sup>®</sup> Adventure

# HeartSmarts® Adventure

## Program for Ages 4-6+

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# HeartSmarts® Adventure

## Acknowledgments

Many people helped in the creation of the HeartSmarts Adventure program. This abundance of talent was required to manifest this multi-faceted program. Included are writers, editors, videographers, graphic artists, artists, scientists, health professionals, educators, parents, musicians, software coders, numerous support staff and an anonymous donor whose generosity supported the creation of this online learning program. Thank you so much to all of you. You dedicated valuable time and heart in making this program evolve from an idea to an actual e-learning program. We believe HeartSmarts Adventure will eventually inspire hundreds of thousands of children around the world.

Special thanks goes to Kim Bent of Science Bug. She adapted the program's core content from Early HeartSmarts, a predecessor to HeartSmarts Adventure. She recreated many of its ideas and practices and then piloted them with hundreds of young children. Her direct involvement led to the creation of numerous videos and a splendid array of ideas for the many support activities. On top of that was her valuable role as the main program host. We are indebted to cardiologist, Mimi Guarneri of Pacific Pearl La Jolla. She took valuable time to share her expertise on the health and well-being of children. Her spark and love for children were so welcomed. Videographer Mike Savino used his technical and digital expertise to create wonderful videos and digital inserts to make everything come alive. Thanks to musician, Summer Mencher, for her writing and production of a rich variety of catchy songs. Thanks to Patti Pellerito of the Center of Sound for creating a simple but elegant meditative sound through her playing of metal singing bowls. Melisa Dubé used her editing expertise to help improve the quality of the writing and grammar.

Numerous educators field tested and offered critical feedback on the program ideas and developmental appropriateness including Mary Hegge, a teacher of young children, Mary Telep, a Colorado K-2 counselor, Lindsay Tasse, another teacher of young children, Jason Carnes, a West Virginian preschool teacher, Kaysha Davis, Program Manager at Redding Rancheria Head Start and Child Care and many parents including Alicia McNerlin and Lauren Prodouz. There is not enough space to mention all of the help we received, but you know who you are. We thank you for your care and expertise.



# HeartSmarts® Adventure Introduction

Welcome to HeartSmarts Adventure, a new online program for children ages 4-6+. This digital curriculum introduces important ideas and practices on health and emotional well-being. Life-affirming habits are shared to help support healthy choices and smart behaviors. Not surprisingly, what constitutes good health is evolving. Best health practices such as regular exercise, a nutritious diet and sound sleep are now connected to emotional health. Former Surgeon General Vice Admiral Vivek H. Murthy, says it well: “Happy people live longer, are less stressed, and have lower levels of inflammation and heart disease. Happiness can change health in ways we never even imagined.” Our moods and emotions directly affect our choices and behaviors as well as impact our physiology.

## Based Upon an Earlier Evidence-Based Program

In HeartSmarts Adventure, many of the core ideas and techniques came from an earlier evidence-based program called Early HeartSmarts®. The effectiveness of this boxed-kit curriculum was documented in a 2012 peer-reviewed study named “Efficacy of an Emotion Self-regulation Program for Promoting Development in Preschool Children,” Bradley RT, et al, *Global Advances in Health and Medicine*, 2012.

In 2013, this study and, consequently Early HeartSmarts, were independently validated as evidence-based by a team from SAMHSA’s National Registry of Evidence-Based Programs and Practices (NREPP). Copies of these reports can be found in the Resource Library under the Research section.

GLOBAL ADVANCES IN HEALTH AND MEDICINE  
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**ORIGINAL RESEARCH**

**Efficacy of an Emotion Self-regulation Program for Promoting Development in Preschool Children**

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**ABSTRACT**  
This work reports the results of an evaluation study to assess the efficacy of the Early HeartSmarts (EHS) program in schools of the Salt Lake City, Utah, School District. The EHS program is designed to guide teachers with methods that support young children (4-6) in learning emotion self-regulation and key-age-appropriate socioemotional competencies with the goal of facilitating their emotional, social, and cognitive development. The study was conducted over one school year using a quasi-experimental longitudinal field research design with 3 measurement points (baseline, post-intervention, and a follow-up measurement).

**RESUMEN**  
Este trabajo informa los resultados de un estudio de evaluación de la eficacia del programa Early HeartSmarts (EHS) en las escuelas del Distrito Escolar de Salt Lake City Utah. El programa EHS está diseñado para orientar a los maestros respecto de métodos de enseñanza a niños pequeños (entre 4 y 6 años de edad) en el aprendizaje de técnicas de autorregulación emocional y competencias socioemocionales fundamentales, adecuadas para su edad, con el fin de fomentar su desarrollo emocional, social y cognitivo. Este estudio se realizó durante un año escolar, conforme un diseño de investigación de campo cuasi experimental y longitudinal, diseñado con tres puntos de medición (punto de partida, intervención previa e intervención posterior), en la que se utilizó una Evaluación del Currículo Creativo (TECCA, por sus siglas en inglés), un instrumento validado por el maestro de 50 puntos para medir el crecimiento de los estudiantes en áreas del desarrollo social y emocional, físico, cognitivo y desarrollo del lenguaje. Los niños de los 79 salones de clase de nivel preescolar en el Distrito Escolar de Salt Lake City, se analizaron de manera funcionada según muestras de intervención y de control de grupo de 46 y 30 niños, respectivamente, edad promedio=5.4 años). Las clases de intervención fueron seleccionadas específicamente para constituir a niños de bajo nivel socioeconómico y perteneciente a minorías étnicas. En general, existieron pruebas convincentes de la eficacia del programa EHS para fomentar el desarrollo psicológico real. Respecto de cada una de las 4 áreas de desarrollo que fueron medidas por la TECCA, los resultados de una serie de análisis de la covarianza mostraron un patrón sólido y consistente de diferencias positivas y significativas en las medidas de desarrollo que favorecen a los niños de menor nivel socioeconómico y minorías étnicas que recibieron el programa EHS, respecto de aquellos del grupo de control.

**NREPP SAMHSA's National Registry of Evidence-based Programs and Practices**

**Early HeartSmarts Program for Preschool Children**

The Early HeartSmarts Program for preschool Children is designed to facilitate the social, emotional, physical (i.e., motor skills), cognitive, and language development of children ages 3-6. The program is based on over a decade of research on the role that positive emotions play in the functioning of the body, brain, and nervous system and the subsequent positive impact of these emotions on cognitive development.

Teachers deliver the curriculum-based program, which is composed of 11 core lessons intended to help children recognize and better understand basic emotional states, self-regulate their emotions, strengthen their expression of positive feelings, improve peer relations, and develop problem-solving skills. Each lesson lasts 15-20 minutes and is delivered twice weekly, with different examples and responses incorporated into the lesson's second delivery. Lessons focus on the heart, both physically and symbolically, and lesson content is based on psychophysiological coherence (i.e., the facilitation of emotional self-regulation by making an intentional shift to a specific psychophysiological state), neurobiology, and heart-brain communications. Objectives of lesson activities include caring for others, ability to express the span of emotions, development of empathy, and cooperative play. A puppet (Dear Heart), heartbeat dance, stethoscopes, puzzles, singing and drawing, acting out of dramatic roles, photographs, and picture cards are used in the lessons.

Implementation of the program requires a teacher who has a preschool or primary school teaching certificate, license, or permit and a teaching assistant who supports lesson activities within the classroom.

The study reviewed for this summary was designed to assess the effectiveness of the intervention with preschool youth who were ethnic minorities and were of lower socioeconomic status.

Descriptive Information	
<b>Areas of Interest</b>	Mental health promotion
<b>Outcomes</b>	Review Date: April 2012 1: Social and emotional development 2: Motor skills 3: Cognitive development 4: Language development
<b>Outcome Categories</b>	Education Social functioning
<b>Ages</b>	0-5 (Early childhood)
<b>Genders</b>	Male Female
<b>Races/Ethnicities</b>	American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or other Pacific Islander White Race/ethnicity unspecified
<b>Settings</b>	School
<b>Geographic Locations</b>	Urban
<b>Implementation</b>	Since fall 2008, more than 500 schools in Arizona, California, Colorado, Florida, Hawaii, Illinois, Michigan, New

## How To Use The Program

HeartSmarts Adventure is a blended learning program. It has the capacity to combine teacher-led or parent-led instructions using a Leader's Guide with the fully developed online program for children to navigate on their own. This live-streaming program can be shown on a variety of screens including a classroom smart board, Chromebooks, individual tablets, desktop computers or a laptop.

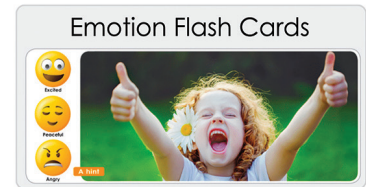
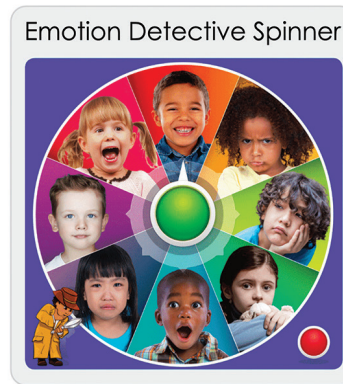
- 1) **Log-In** opens the **Enter Course** page. Press **ENTER** to launch the program. This takes you to the **Course Index Page** where your adventure begins. Click on 6 **Adventures** to gain access to **Course Home Page** and the **Journey Map**.

- 2) Click on **My Adventures** to gain access to the course content. After opening My Adventures, this program features six thematic adventures. Here you can access any adventure or unit of instruction.

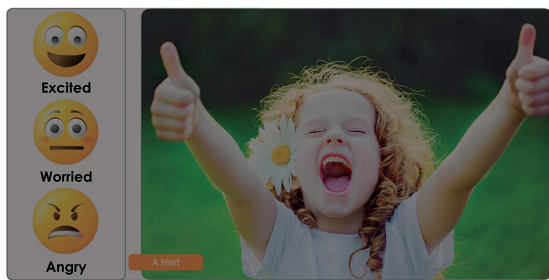
- 3) Or click on the home button to go back and review the Adult Resources, Kids Resources and Training videos sections to deepen your understanding of the course instructional aides.
- 4) Within each adventure is an easy-to-use menu of 5 types of activity: **Videos, Activities, Art/Music, Kids Talk and What Do You Know** (an assessment).

## Opening An Activity

There are 63 activities within this program. How you operate this program may differ depending on your type of technology and your Wi-Fi access. Most activities will launch with a simple click or tap. However, iPads will not play unless you click on the navigation or arrow buttons and then the activity might take a few seconds to download before playing.



Click or tap on any activity to launch it.

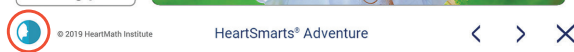


## Narrator Instructions



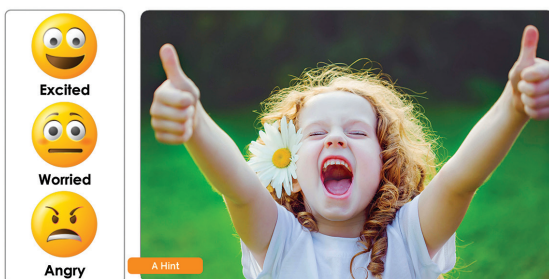
### Narrator/Instructions **Active**

The screen will be grayed out at first as the narrator automatically gives you instructions.



### Narrator/Instructions **Replay**

When the screen brightens, the activity is ready to play. You have 4 seconds to click on the narrator icon to replay instructions.



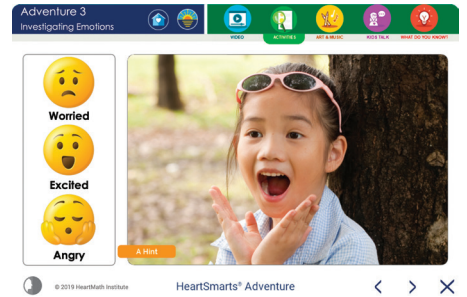
### Narrator/Instructions **Inactive**

When the narrator icon becomes gray, the narrator instructions are not accessible. When you restart the activity, you have the option of replaying the instructions.

## Navigation Icons



On each activity screen, a user can click on the **Home** page icon to go to the home page.



The **Home** page includes 3 sections.



### My Adventure Map

By clicking on My Adventure Map, a colorful map of all 63 activities shows up, including which ones have been completed (highlighted squares) and which ones remain to be done (faded squares). It is a good way to track user progress.

### My Adventures



### My Adventures

Clicking on the Index page icon takes the user to the six adventures. Most of the time, the adventures section is where students will spend their time.



### My Art Room

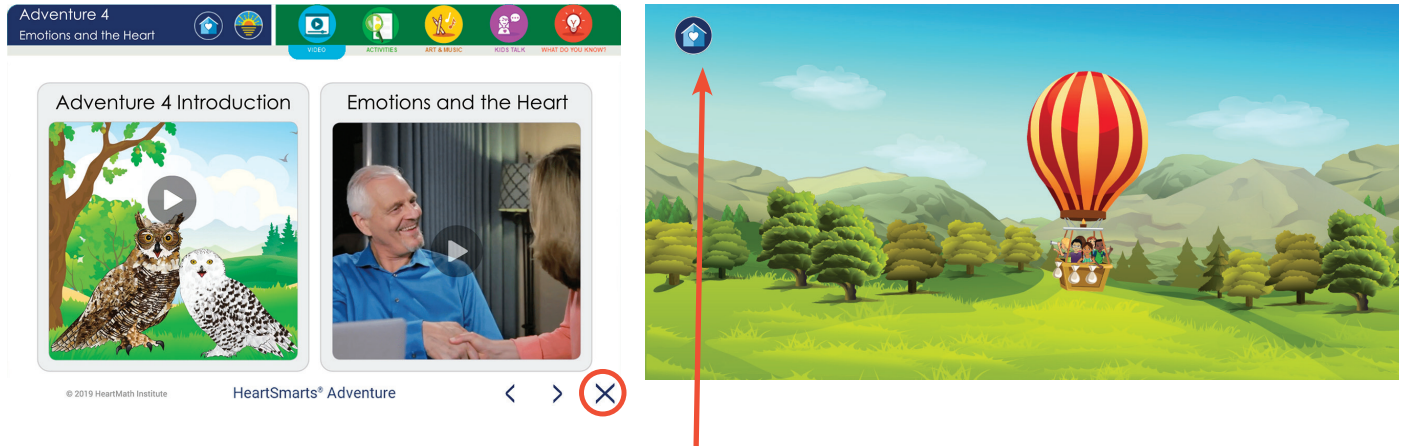
This is where all the student drawings are stored.

### My Art Room

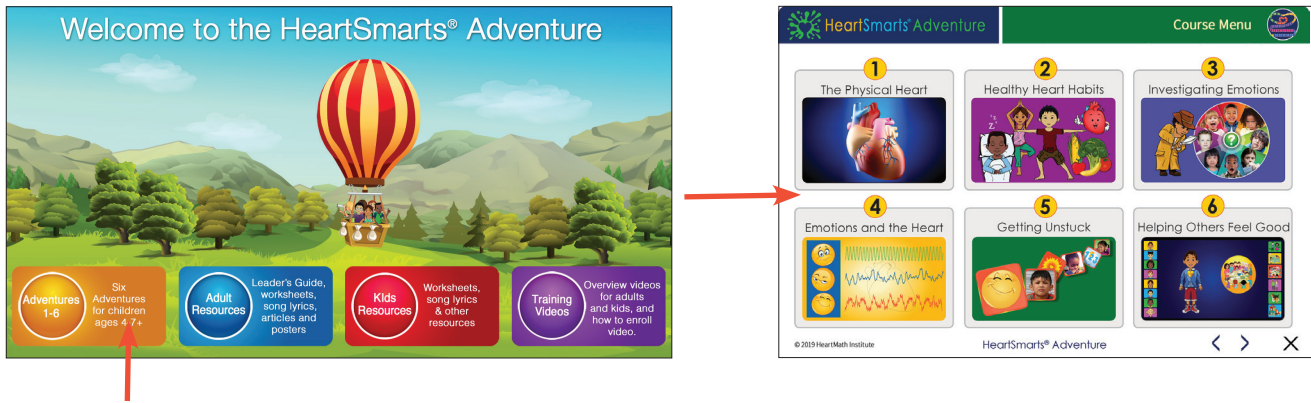


# Accessing the Resource Center

Clicking on the X button in the bottom right corner of any activity takes the user back to a page which leads to the home page icon.



Clicking on the home page icon in the upper left opens up the **Course Menu** page.



Clicking on **Adventures 1-6** opens the Course Menu Index Page



**Clicking on Adult Resources** opens up the Leader's Guide, technique steps, coloring pages, a parent letter and the Emotion Detective Card.



**Clicking on Kids Resources** opens up the song and song lyrics.




**Clicking on Training Videos** includes an overview video and the separate enrollment guides, one for educators and the other one for parents.




# Resource Center Contents


Teachers and parents will want regular access to the Resource Center. Within it are 3 sections: Getting Started, Resource Library and the HeartSmarts Adventure program. These sections include multiple documents, articles and instructions to help guide your experience. Most can be printed for your convenience.



**Getting Started**  
Instructional videos to help you get started with the HeartSmarts Adventure e-learning program. Setup and manage users in your family and view reports.  
[Visit Getting Started...](#)



**Resource Library**  
Helpful preparation and instructional resources for leaders, as well as printable materials for the family to help you guide your children through the program.  
[Visit Resource Library...](#)



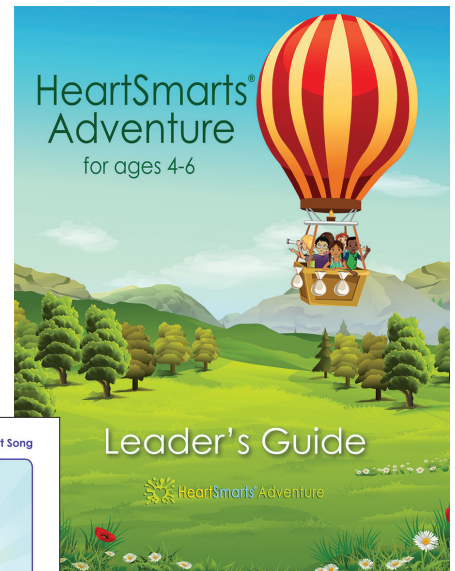
**HeartSmarts Adventure**  
All set! You are now ready to start using the HeartSmarts Adventure e-learning program with your family. Enjoy!  
[Start My HeartSmarts Adventure...](#)

- Leader's Guide
- Onboarding Video
- How to enroll users
- Technique steps
- Song lyrics
- Coloring sheets
- The Emotion Detective Identification Card
- Parent support letter
- HeartMath Institute Education Catalog
- Research articles

## The Emotion Detective Identification Card

After a user has gone through all 63 activities within the program, they can then receive the Emotion Detective Identification Card. It is located in the Resource Center where it can be printed out and filled in.

**NOTE:** Users are strongly encouraged to complete all 63 activities to be able to access the Surprise Ending video with Prescott and Zoey where they will receive their Emotion Detective Identification Card.



## How the Leader’s Guide is Organized

Within this Leader’s Guide are the written instructions on how to guide children through the HeartSmarts Adventure. It is organized in a basic format.

- **Background Information** – essential information on each adventure’s content.
- **Adventure Overview** – a simple summary of the unit’s activities.
- **Unit Objectives** – what the learner is expected to learn.
- **Activity Grid** – an overview grid and short description of all the activities within an adventure.
- **Activity Instruction** – more detailed instruction for each activity.

Although the program has the capacity to be self-guided, it is ultimately a blended learning experience. There are supplemental discussions and activities that will naturally surface in the context of the learning experience. Included are pre- and post-activity questions to facilitate student reflection and learning.

### Time Availability

Today’s busy educators and parents need options on how to spend their valuable time with children. Below are suggested implementation plans to help guide teachers and parents on how to use this program, including introductory, intermediate and advanced levels. Implementation time will vary depending on the number of participating children and depth of discussion and follow up. Naturally, educators and parents should anticipate the real possibility that they or the children they oversee will want to revisit favorite activities again. Some of you will choose to bypass any scheduling recommendations and randomly explore many of the program activities before finally settling on a few favorites.

### Introductory

The simplest implementation plan includes the first four adventures with participation in four types of activity within each unit:

- Main video
- One support activity
- One song
- The Kids Talk video

That translates to a total of sixteen activities in the most basic content. Each activity is estimated to take approximately 3-6 minutes depending on discussion and follow up.

**Time Estimate: An estimated total time of 1½ hours spread out over 4-6 weeks.  
One adventure per week or every ten days.**

## Intermediate

The next level of implementation embraces all six adventures with twice the amount of participation time compared to the introductory level. All five categories of activity are experienced but with selective involvement within each unit:

- Main video
- One support activity
- One song
- The Kids Talk video
- One assessment activity from “What Do You Know?”

That translates to a total of thirty activities, with each activity taking approximately 3-6 minutes depending on discussion and follow up.

**Time Estimate: An estimated total time of 3 hours spread out over 8-12 weeks.  
One adventure every two weeks or every ten days.**

## Advanced

The final level of implementation is comprehensive. All sixty-three activities within the entire program are to be completed, with each activity taking approximately 3-6 minutes depending on the depth of discussion and follow up. When children complete the entire program, they are eligible to receive an **Emotion Detective Identification Card**. A template of the card is located in the Resource Center.

**Time Estimate: An estimated total time of 5½ hours spread out over 10-16 weeks.  
One adventure every 2-3 weeks.**

# The Registration Process

In Getting Started, there is a step-by-step instruction on how to enroll child users. Refer to the Enrollment Guides in Adult Resources.

Depending on the type of license you have – single, family, classroom, Multi-Class and Site – you have the option to enroll users so they can participate in the HeartSmarts Adventure at school or home, by themselves or with their parents.

The screenshot shows the 'ADD STUDENT' registration form in the HeartSmarts Adventure interface. The form is titled 'ADD STUDENT' and indicates 'TOTAL USER LICENSES: 5 (1 USED)'. Below the title, there is a breadcrumb trail 'Students / Add'. The form contains several input fields: 'Email address \*', 'Student ID', 'First name \*', and 'Last name \*'. There is also a 'Password \*' field with a 'Generate Password' link below it. A 'Status' toggle is set to 'Active'. At the bottom right of the form, there are 'Cancel' and 'SAVE' buttons. The interface includes a green sidebar with navigation options: Home, Students (highlighted), Notifications, Packages, and Support. The top right corner shows the user's profile information: '041352 Family' and a profile icon.



# HeartSmarts® Adventure

## Program for Ages 4-6

### Introducing the HeartSmarts Adventure (HSA) Program

#### Overview of Program

Introduce the name of the program and its goal of helping students develop healthy heart practices.

#### Objectives

By the end of this short introduction, students will be able to:

- 1) Understand the program's purpose about promoting the heart's health and well-being.

### Activity Grid: Introducing the HeartSmarts Adventure (HSA) Program to Your Students

Activity	Objective	Time	Teaching Action
<b>Introducing HeartSmarts Adventure</b>	To introduce the overall program to the students.	3-4 minutes	<ol style="list-style-type: none"><li>1. Show the program's online home page on a Smart Board, computer or tablet.</li><li>2. Use the leader-led spoken overview and the owl narrator-led video to introduce the program.</li></ol>

### Introducing the HeartSmarts Adventure Program to Your Students

*(Show the online home page on a Smart Board, computer or individual tablet.)* The HeartSmarts Adventure is a new program that teaches us about an amazing part of our body named the heart. We will have some fun adventures over the next few weeks/months as we learn about the heart using the HeartSmarts Adventure program (on our Smart Board, computer, tablet, etc.). We are all going to learn how to be *heart smart*. Let's all say that together, "*heart smart!*" Heart smart means taking care of our heart so we stay healthy and happy. We are being heart smart when we eat the right foods, get plenty of exercise and sleep and experience healthy emotions that are healthy for the heart, such as love, care and appreciation. *(If appropriate, give a short tour of some of the fun games and activities.)* Are you ready to get started?

# ADVENTURE 1: The Physical Heart

## Background Information

The physical heart is an extraordinary organ with remarkable properties and functions. At the most basic level, we know that the heart is vital to our health and influences much of what goes on in our body. More widely, however, we are learning that the heart is a sophisticated, intelligent organ with capabilities that far exceed our earlier beliefs.

Located just behind and slightly left of the breastbone, the heart is the hardest working muscle in our body, laboring nonstop every second of every day to keep us healthy and alive. The average adult heart beats 72 times a minute, while the average preschooler heart beats about 80 times per minute. That equals 115,200 times a day, and more than 42 million times a year. And with each beat, the body receives life-sustaining nutrients and oxygen from the blood that flows through a network of arteries and veins called the cardiovascular system. Though merely the size of a fist, a healthy heart pumps 2,000 gallons of blood through 60,000 miles of blood vessels each day. The amount of blood pumped during an average lifetime has been compared to a [kitchen faucet](#) that would need to be turned on at full force for at least 45 years to match that volume.

With growing research into the heart's amazing abilities, we have learned that it is more than a pumping mechanism. The heart is increasingly recognized by scientists as a highly complex system, with its own [functional "brain"](#). In fact, the heart communicates with and influences the cranial brain via the nervous system, hormonal system and other pathways. Research in the new field of Neurocardiology (the nervous system of the heart) shows that the heart is a sensory organ and a sophisticated hub for receiving and processing information, which means that the heart has the ability to acquire information, remember it and make independent functional decisions based upon it. Not only does the heart communicate with the brain through major nerve pathways in our body, it has the capacity to communicate outside of the human body as well.

To appreciate this fairly abstract notion, it is important to understand that the heart generates the strongest and most extensive magnetic field in the body. Every time our heart beats, electricity is created, which in turn creates a magnetic field. This [magnetic field](#) penetrates every cell in our body and extends several feet beyond the physical body, as detected by sensitive magnetometers. Research at the HeartMath Institute suggests that the information about a person's emotional state is also communicated via the magnetic field of the heart. Since the heart's magnetic field is measurable and is the same type of field used by cellphones, radios and televisions to carry information, it is believed that our emotions are carried through our heart's magnetic field and beyond our body, impacting those in close proximity to us.

Simply put, understanding the physical heart begins with recognizing its vital functions at keeping us healthy and alive, and ends with the appreciation for the more newly understood nuances of how our heart processes and shares our emotions with others.

## Overview of Adventure 1

This adventure begins with a short introductory video to Adventure 1 narrated by Prescott and Zoey. Afterward, students will watch a 5 ½ minute video facilitated by program host, Kim Bent of Catch the Science Bug, and a cardiologist named Dr. Mimi Guarneri. Dr. Guarneri discusses the main functions and structures of the heart. With the many learning-supported activities that follow, students will better understand what the heart looks like, how big it is, what it sounds like and how it pumps blood throughout the body to provide life-giving nutrients.

## Adventure 1 Objectives

By the end of this adventure, students will:

- 1) Understand the basic structures (heart, blood, vessels) and functions (pumping blood) of the physical heart.
- 2) Identify the sound made by a human heart.
- 3) Demonstrate the size of one's heart by using the fist as an approximate model.
- 4) Demonstrate understanding of basic heart vocabulary (blood, blood vessels, pump, oxygen, circulation, heart beat) by completing the adventure activities.

<b>HeartSmarts® Adventure 1 – The Physical Heart</b>			
<b>Video Section</b>	<b>Objective</b>	<b>Time</b>	<b>Teaching Action</b>
<b>1. Owl led Adventure 1 Introduction Video</b>	To introduce students to Adventure 1	1 ½ minutes	Explain that owls, Prescott and Zoey, will do a short introduction video to each Adventure, beginning with the Physical Heart. Then play the Adventure 1 Introduction video.
<b>Video Section</b>	<b>Objective</b>	<b>Time</b>	<b>Teaching Action</b>
<b>2. Introducing the Physical Heart Video</b>	To prepare students for viewing the Adventure 1 main video.	1-15 minutes	Share the Physical Heart overview to introduce the first main video. As an option, ask warm-up questions, introduce new vocabulary words (see below: blood, blood vessels, pump, oxygen, circulation, heart beat) or have students draw a picture of a heart.
<b>Video Section</b>	<b>Objective</b>	<b>Time</b>	<b>Teaching Action</b>
<b>3. The Physical Heart Video</b>	To teach children about the structure and function of the physical heart.	5-10 minutes	Play the Physical Heart video. Afterward, ask follow up questions.

## HeartSmarts® Adventure 1 – The Physical Heart

Activities Section	Objective	Time	Teaching Action
<b>1. The Sound of the Heart</b>	To identify the sound of the human heart.	2-5 minutes	Play the short animation. Ask questions afterward to assess student's understanding. As an option, instruct students to try and feel the beats of their hearts by placing their hand over their heart, or to model the sound of the heart by gently tapping their heart region.
Activities Section	Objective	Time	Teaching Action
<b>2. How Big Is Your Heart?</b>	To determine the size and strength of one's heart.	2-4 minutes	Play the short animation. Then instruct students to make their hands into a fist and then open and close 10 times to model the pumping action and approximate size of the heart. Ask questions afterward.
Art & Music	Objective	Time	Teaching Action
<b>1. Color the Heart</b>	To color in an anatomical model of the heart.	4-6 minutes	Using either a printed pdf, a tablet or a Smart Board, instruct students to begin coloring in the Color the Heart drawing. Tell students that they can use a variety of colored markers and different thicknesses of pens to complete their drawings. They can create a total of two online heart drawings and have them stored in My Heart Room where all online artwork will be stored. The drawings of the colored-in PDFs can be stored in a folder.
Art & Music	Objective	Time	Teaching Action
<b>2. How the Heart Works Song</b>	To learn about the functions of the heart through music.	2-4 minutes	Play the song about the functions of the heart, using the animated lyrics on the screen to guide student singing.
Art & Music	Objective	Time	Teaching Action
<b>3. Heart Rhythm Dance</b>	To move and dance to the different speeds of music to simulate changes in a heart rhythm.	1-2 minutes	Play the short video. Instruct students to move their bodies to the music with the dancing animated stick figures.



## HeartSmarts® Adventure 1 – The Physical Heart

Kids Talk	Objective	Time	Teaching Action
1. Kids Talk	To hear the view-points of other children explaining the heart.	3-4 minutes	Play the short Kids Talk video. Afterward, ask students a few questions to hear their understanding about the heart.
What Do You Know?	Objective	Time	Teaching Action
1. Heart Puzzle	To demonstrate a visual understanding of what the heart looks like.	1-2 minutes	Instruct students to drag and drop the six puzzle pieces of the physical heart to assemble a complete picture.
What Do You Know?	Objective	Time	Teaching Action
2. Location of the Heart	To demonstrate an understanding of where the heart is located in the body.	1-2 minutes	Instruct students to drag and drop the heart icon to the correct location of the heart in the body.
What Do You Know?	Objective	Time	Teaching Action
3. Identify the Sound of the Heart	To demonstrate an understanding of the correct rhythm of the different heartbeat sounds, including the human heartbeat sound.	3-6 minutes	This activity has two parts. In the first screen display, instruct students to listen to the different heartbeat rhythms (whale, human, cat, owl, hummingbird). In the second screen display, instruct students to listen to each unique heartbeat sound and then click on the creature it best matches. Repeat until all 5 heartbeat sounds are correctly identified. As an option, ask questions afterward.
What Do You Know?	Objective	Time	Teaching Action
4. Identify Liquid in the Heart	To identify what blood looks like.	1 minute	Instruct students to click on the object to the right that best matches the fluid that the heart pumps through the body ( <i>blood</i> ).

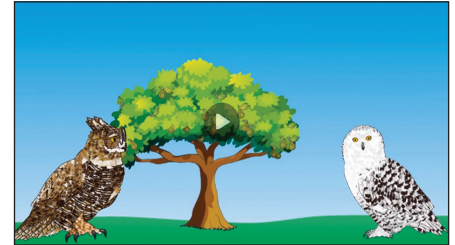
# ADVENTURE 1: The Physical Heart

## VIDEO 1: Owl-led Introductory Video

**Objective:** To help prepare students for viewing the first main video, The Physical Heart.

**Time:** 1 ½ minutes

**Suggested Teaching Action:** Play the short Introduction Video of Prescott and Zoey.



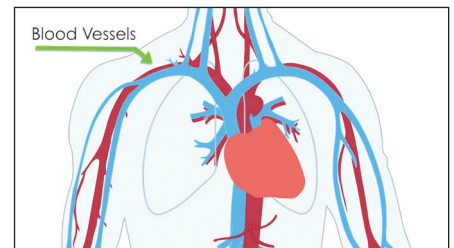
**Teacher Instruction:** Explain that Prescott and Zoey will do a short introduction to each Adventure, beginning with The Physical Heart.

## VIDEO 2: Teacher Introduction and Overview of The Physical Heart Video

**Objective:** To prepare students for viewing the first main video.

**Time:** 1-15 minutes

**Suggested Teaching Action:** Share the Physical Heart overview to introduce the first main video. As an option, ask warm-up questions, introduce new vocabulary words (see below: blood, blood vessels, pump, oxygen, circulation) or have students draw a picture of a heart.



**Teacher Instruction:** In the Physical Heart video, Kim Bent, your HeartSmarts Adventure host, along with her online student friends, will meet Dr. Guarneri (*Gwa-nar-i*) to learn more about the heart. Dr. Guarneri is a cardiologist (a heart doctor) at Pacific Pearl, La Jolla, California and the author of *The Heart Speaks*. In this video, Dr. Guarneri helps us to learn about the heart: what it looks like, what it does for the body, how a heartbeat sounds, and more!

### Warm-up Questions:

Here are several warm-up questions to ask *before* the video presentation. Pick and choose the questions that are most appropriate for your group. As an option, instruct students to draw a picture of the heart.

- 1) What does your heart look like?
  - a. **Pre-Video Drawing Option.** If time permits, instruct children to draw what they think their hearts look like on a piece of paper before watching the video. After seeing the video, student drawings can be used to compare and contrast what they believed the heart was shaped like before watching the video with what they learned after seeing the video.

- 2) Can you point to the location of your heart in your body?
- 3) What does the heart do for your body?
- 4) Does the heart make a noise? If so, what does it sound like?

### Vocabulary

- **Blood:** Blood is needed to keep us alive. It is a liquid in the body that carries nutrients and oxygen through blood vessels to all of our cells and transports waste products away from those same cells.
- **Blood vessels:** These are elastic tubes that carry blood throughout your body.
- **Pump:** When the heart beats, it pumps like a muscle. It pumps blood to the lungs to pick up oxygen and then pumps blood throughout the body to deliver that oxygen.
- **Oxygen:** This is air. It is what we breathe in, and what our body needs to survive. Our heart pumps oxygen through blood vessels to the whole body.
- **Circulation:** This means to move through. Blood moves from our heart through our body every minute.
- **Heart Beat:** When the heart pumps blood to the body, it makes a beat. It beats around 70-100 beats per minute.

### VIDEO 3: The Physical Heart Video

**Objective:** To teach children about the structure and function of the physical heart.

**Time:** 5 ½ minutes, plus 1-5 minutes for questions that follow.

**Suggested Teaching Action:** Play the Physical Heart Video.

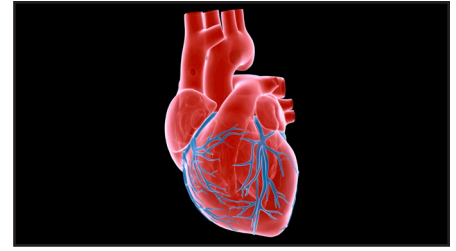
**Teacher Instruction:** Now, I am going to play the Physical Heart Video. Afterward, I will ask you a few questions.



### Follow-up Video Questions:

- 1) **After seeing the video, what do you think your heart looks like now?** *(If time permits and the children drew a pre-video heart shape, go back to their earlier drawings to compare and contrast.)* Your heart looks like an upside-down pear more than a Valentine's Day card.
- 2) **Can you point to the location of your heart in the body?** *(Children should now be able to point to the center of their chest.)* The **heart** is located under the ribcage in the center of the chest between your right and left lungs.
- 3) **What does your heart do for your body?** Your heart pumps blood throughout the body.
- 4) **Does the heart make a noise?** If so, what does it sound like? The heart makes what

doctors call a lub-dub noise. (*Children will probably describe it differently.*) We will hear an actual human heart beat sound shortly. (*Remind them that a whole bunch of heartbeats in a row is a heart rhythm, and that is what they will be hearing.*)



- 5) How many times do you think your heart beats in one minute?** Heartbeats per minute are known as heart rate. Heart rate varies depending on age and activity level. In the video we just saw, an adult's heart rate ranges from 60 to 100 heartbeats per minute. A child's resting heart rate can be slightly faster. A person's heart rate can go as high as 220 beats per minute during physical activity.

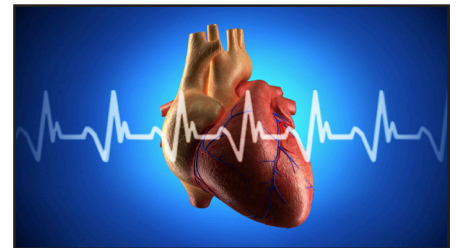
*To give children a sense of these numbers, have the children either place a hand over their heart or place finger on the wrist for one minute. Next, practice counting the number of heartbeats in a minute. If children are not able to count that high, make a comparison by repeatedly counting to 10 until one minute is reached. Put eight to ten number "10s" on a white board. Cross off a "10" every time you count to ten.*

## ACTIVITIES 1: The Sound of the Heart

**Objective:** To identify the sound of the human heart.

**Time:** 2-5 minutes, including questions that follow.

**Suggested Teaching Action:** Play the short animation. Ask questions to draw out student's understanding. As an option, instruct students to try and feel the beats of their hearts by placing their hand over their heart, or to model the sound of the heart by gently tapping their hearts.



**Teacher Instruction:** Now, I am going to play the Sound of the Heart Video. Afterward, I will ask you a few questions.

**Follow-up Questions:**

- 1) Why does the heart make a sound? *The sound of a heartbeat is caused by the heart opening and closing as it pumps blood through the body. The heart makes what doctors call a lub-dub noise.*
- 2) Does the heart beat at the same speed all the time? *No, the heartbeat has different rhythms. Sometimes the heart sound speeds up when we are playing or active. At other times, like when we are sleeping, the sound of the heart will slow down.*

**Optional Activity**

*(Instruct students to place their hands on the middle of their chests.)*

**What do you feel?** You probably feel some bones, right? These are your ribs. The center of these

ribs is called the breastbone. Your heart is underneath your ribs. Try to feel your heart beating under your ribs by placing your hands on your heart. As an option, model the sound of the heart by gently tapping your hearts.

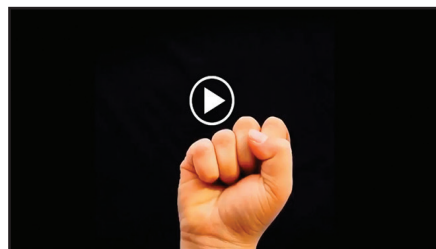
## ACTIVITIES 2: How Big Is Your Heart?

**Objective:** To determine the size and strength of one’s heart by using the fist as a model that opens and closes.

**Time:** 2-3 minutes

**Suggested Teaching Action:** Play the short animation. Afterward, instruct students to make their hands into a fist to show the approximate size of the heart. Then open and close it 10 times to model the pumping action of the heart.

**Teacher Instruction:** Your heart is about the size of a closed fist. (*Model with a closed fist.*) Now let’s try to see what that feels like by making one of our hands into a fist and then opening and closing it. Do it 10 times. How does that feel? Now, for those who wish to do so, open and close your fist 20 more times.



### Follow-up Question:

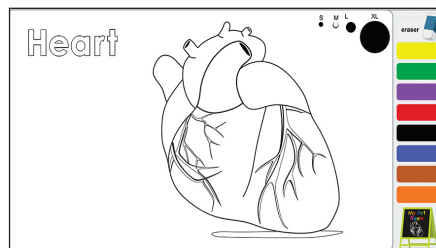
- 1) How tired would your hand become if you had to do that for 24 hours without a break or rest?
- 2) How strong do you think your heart is to be able to open and close itself to pump blood for 24 hours per day for your entire life?

## Art & Music 1: Color the Heart

**Objective:** To color in an anatomical model of the heart with different colors.

**Time:** 4-5 minutes

**Suggested Teaching Action:** Using either a printed pdf, a tablet or a Smart Board screen, instruct students to color in the Heart-Coloring drawing. Tell students that they can use colored markers and (with the online drawing) different thicknesses of pens to complete their drawings. If appropriate, share drawings afterward. *Up to 2 drawings can be saved for each Adventure in “My Art Room.”*



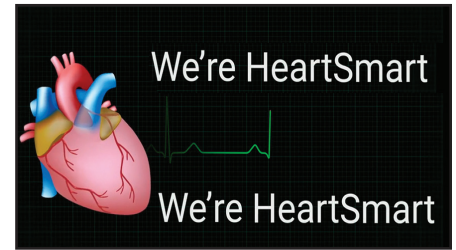
## Art & Music 2: How the Heart Works Song

**Objective:** To learn about the functions of the heart through music.

**Time:** 2-4 minutes

**Suggested Teaching Action:** Play the rap song about the functions of the heart, using the written lyrics on the screen to help guide student singing. Replay the song so students can better learn the lyrics.

**Teacher Instruction:** Now, I am going to play a song about the functions of the heart. Over time, we will play this song several times to get to know the words better.



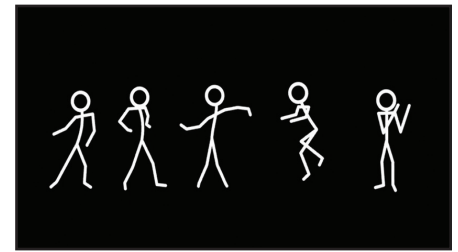
## Art & Music 3: Heart Rhythm Dance

**Objective:** To move and dance to the different speeds of a heart rhythm.

**Time:** 2 -3 minutes

**Suggested Teaching Action:** Instruct students to move their bodies to the dancing animated stick figures.

**Teacher Instruction:** As we know, the heart has different speeds. Sometimes the heart beats fast, sometimes it beats slow. We are going to watch some dancing stick figures on the screen now. I want you to move your bodies and try and match the movement and speed of the dancing stick figures. *(Play the animation.)*



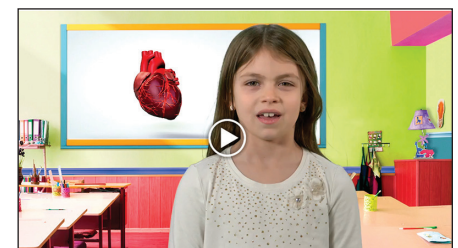
## KIDS TALK Video

**Objective:** To hear the viewpoints of other children explaining the heart.

**Time:** 3-4 minutes

**Suggested Teaching Action:** Play the short Kids Talk Video. Afterwards, ask students questions to hear their viewpoints explaining the heart.

**Teacher Instruction:** Let's listen to what other children think about the heart. Afterward, I will ask you some questions. *(Play the Kids Talk Video.)*



### Follow-up Questions:

- 1) Do you have any questions about the physical heart?
- 2) What is something new you learned about the heart?
- 3) Did you know that the heart pumps blood throughout your entire body, from the head all the way to your toes?
- 4) Can you feel your heart beating inside your chest?
- 5) Can you tell when your heart is speeding up and slowing down?

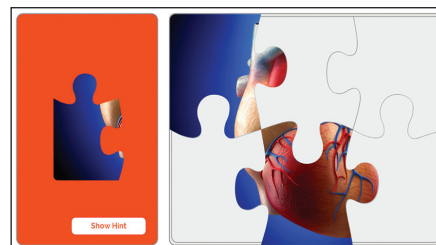
### What Do You Know? 1: Heart Puzzle

**Objective:** To demonstrate a visual understanding of what the heart looks like by assembling an online puzzle.

**Time:** 1-2 minutes

**Suggested Teaching Action:** Using a Smart Board or individual tablets, instruct students to drag and drop the puzzle pieces of the anatomical heart to assemble a complete picture.

**Teacher Instruction:** Using a blank puzzle, drag and drop pictures of the pieces of the anatomical heart to assemble a complete picture. There is a hint button if you get stuck.



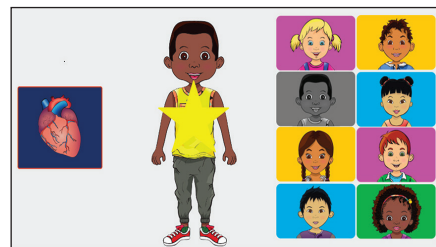
### What Do You Know? 2: Location of the Heart

**Objective:** To demonstrate an understanding of where the heart is located in the body.

**Time:** 1 minute

**Suggested Teaching Action:** Instruct students to first choose a character by clicking on a figure to the right. Then drag and drop the heart icon to the correct location of the heart in the body.

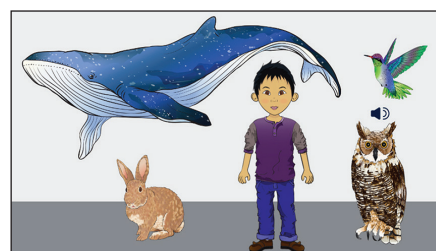
**Teacher Instruction:** With this activity, choose and then click on a character to the right. Then drag and drop the heart to its correct location on the body.



### What Do You Know? 3: Identify Sound of the Heart

**Objective:** To demonstrate an understanding of the correct sound of the human heartbeat and other creature's heartbeat sound.

**Time:** 3-6 minutes



**Suggested Teaching Action:** This activity has two parts. On the first screen, instruct students to listen to the different heartbeat sounds (whale, owl, rabbit, human, hummingbird) and then on the next screen, have them correctly identify each creature's unique heartbeat sound. As option, ask questions afterward to gauge student understanding.



**Teacher Instruction:** This activity has two parts. In the first screen display, click on the picture of the different creatures to hear their unique heartbeat rhythms (a whale, human, cat, owl, and hummingbird). Next, on the second screen display, click on the speaker on the left to listen to each unique heartbeat sound and then click on the creature to the right that it best matches. Repeat until all 5 heartbeat sounds for all 5 creatures have been correctly identified.

### Follow-up Questions

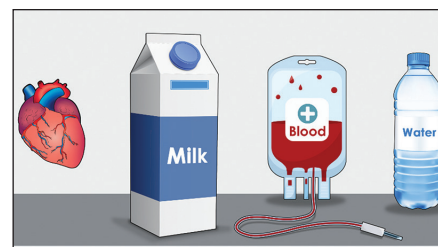
- 1) Which creature's heartbeat is the fastest? *Hummingbird: Approximately 600 -1200 beats per minute depending on whether they are resting or in flight.*
- 2) Which creature's heartbeat is the slowest? *Whale: Approximately 8-10 beats per minute.*
  - a. Whale – Approximately 8-10 beats per minute
  - b. Human – Approximately 60-80 beats per minute
  - c. Rabbit – Approximately 120-150 beats per minute
  - d. Owl – Approximately 185-215 beats per minute
  - e. Hummingbird – Approximately 600-1200 beats per minute depending on whether they are resting or in flight.
- 3) Why do you think the whale's heartbeat is so slow and the hummingbird's is so fast?
- 4) Can you ever feel your heart beating real fast? If so, when?
- 5) Can you ever feel your heart beating real slow? If so, when?

## What do You Know? 4: Identify the Liquid in the Heart

**Objective:** To demonstrate an identification of the liquid that the heart pumps throughout the body.

**Time:** 1 minute

**Suggested Teaching Action:** Instruct students to drag and drop the correct liquid icon that the heart pumps throughout the body to the heart.



**Teacher Instruction:** With this activity, click one of the pictures on the right of the heart that best matches the liquid that the heart pumps throughout the body.



# ADVENTURE 2: Healthy Heart Habits

## Background Information

The importance of good nutrition, regular exercise, sound sleep and renewing emotions are now well established as important building blocks for a strong heart, healthy development and lifelong well-being. Ages four-to-six are a great developmental period to introduce and support these behaviors. Unit 2, Healthy Heart Habits, addresses these essential lifestyle habits.

Because we live in a relentlessly busy and increasingly fast-paced world, where addictive technology and the seduction of sedentary behavior can draw us in like magnets, these kind of healthy heart habits take on even more significance for children. The statistics bear this out. Compared to a generation ago, children are not getting enough exercise – only 30 percent of children (ages 6 to 17) participated in 60 minutes of vigorous physical activity on a daily basis. It is recommended that children get as much as an hour of [exercise on a daily basis](#). Nor are they eating enough healthy food – an estimated one in three children are overweight and about one in six (ages 6 to 17) are obese. They are sleeping less and perhaps not so surprising, new research is suggesting that a lack of sleep may contribute to obesity ([Growing consequences of not enough sleep](#)). Adding to these health issues is the fact that children are more stressed out. When children experience stress, sedentary behavior and screen time go way up (TVs, smartphones, tablets, and other devices). All of these influences can have a domino effect, where one neglected healthy habit adversely affects another one.

In a [study](#) of 437 children aged 5-12 highlighted in the journal *Appetite* (2012) research found a link between stress and kids eating an unhealthy diet. When dealing with a problem, kids ate more foods with sugar and fat. The researchers suggested that this could lead to an unhealthy weight and future problems with emotional eating. They recommend children learn stress-reduction techniques, problem solving and how to verbalize their need for help instead of seeking comfort and solace in food.

The encouraging news is that there is a huge surge of interest from educators, parents, health advocates and consumers eagerly wanting and [promoting healthy lifestyles](#). This momentum is partly fueled by the internet where there is much easier access to educational material and strategies to meet the varied needs of most parents and educators.

## Overview of Adventure 2

Healthy Heart Habits begins with a short introductory video narrated by Prescott and Zoey. Then students will watch a lengthier video that focuses on some of the most important habits to help

take care of the heart. The main video features several healthy heart habits including exercise, sleep, and nutritious food and then ends with a brief mention from Dr. Guarneri of a special secret that is important contribution to heart health -- feeling good emotionally. A number of support activities follow to help students better comprehend and internalize these key ideas and practices.

### Adventure 2 Objectives

By the end of this adventure, students will:

- 1) Identify four ways (eat well, get enough sleep, exercise, and experience positive emotions) in which they can support the health of their hearts.
- 2) Understand how exercise and movement improve heart health.
- 3) Identify ways to ensure a good night's sleep so the heart can slow down and rest.
- 4) Identify those foods which increase heart health.
- 5) Be introduced to the importance of healthy emotions for heart health.

#### HeartSmarts® Adventure 2 – Healthy Heart Habits

Video Section	Objective	Time	Teaching Action
<b>1. Owl led Adventure 2 Introduction Video</b>	To introduce students to Adventure 2 and prepare them for viewing the Healthy Heart Habit's video.	1 ½ minutes	Explain that Prescott and Zoey are going to introduce another adventure. Then play the Adventure 2 introduction video.
Video Section	Objective	Time	Teaching Action
<b>2. Introducing the Healthy Heart Habits Video</b>	To prepare students for viewing the Adventure 2 main video.	3-4 minutes	Share the overview of the Healthy Heart Habits video. Then ask warm-up questions to help prep students for the main video.
Video Section	Objective	Time	Teaching Action
<b>3. Healthy Heart Habits Video</b>	To introduce important healthy habits for students to better take care of their hearts.	7-10 minutes	Play the Healthy Heart Habits video. Afterward, ask follow-up questions.

## HeartSmarts® Adventure 2 – Healthy Heart Habits

Activities Section	Objective	Time	Teaching Action
<b>1. The Exercise Spinner</b>	To get children moving and to build exercise as part of a daily routine.	3-4 minutes	Click the spinner on The Exercise Board to randomly guide students into one of three short exercise routines guided by a narrator and the movements of a stick figure.
Activities Section	Objective	Time	Teaching Action
<b>2. Healthy Sleep</b>	To educate children in helpful ways to improve sleep quality.	2-6 minutes	Instruct students to click on the five objects in a bedroom that need changing to improve sleep quality. As an option, ask students questions afterward.
Activities Section	Objective	Time	Teaching Action
<b>3. Healthy Heart Food Shopping Cart</b>	To have students choose those foods which are helpful to heart health.	3-5 minutes	Instruct students to drag and drop those foods which are heart healthy into a shopping cart.
Art & Music	Objective	Time	Teaching Action
<b>1. Healthy Heart Habits Coloring</b>	To color in healthy heart habits.	4-5 minutes	Instruct students to color in three of the healthy heart habits or use pdf print-outs as an option to the online coloring.
Art & Music	Objective	Time	Teaching Action
<b>2. Healthy Heart Habits Song</b>	To learn about healthy heart practices.	1-2 minutes	Play the song about healthy heart practices, using the lyrics on the screen to guide student singing.
Kids Talk	Objective	Time	Teaching Action
<b>1. Kids Talk Video</b>	To hear the viewpoints of other children explaining the importance of healthy heart habits.	3-4 minutes	Play the short Kids Talk video. Afterward, ask students a few of the questions from the video to hear their viewpoints.
What Do You Know?	Objective	Time	Teaching Action
<b>1. Healthy Heart Habits Puzzle</b>	To demonstrate a visual understanding of healthy heart habits.	1-2 minutes	Instruct students to drag and drop the eight puzzle pieces of healthy heart habits to assemble a complete picture.

## HeartSmarts® Adventure 2 – Healthy Heart Habits

What Do You Know?	Objective	Time	Teaching Action
2. <b>Sorting Fruits and Vegetables</b>	To demonstrate a visual understanding of healthy heart habits.	3-4 minutes	Instruct students to separate fruits and vegetables by dragging and dropping them into the shelves for the fruits (left cabinet) or vegetables (right cabinet).
What Do You Know?	Objective	Time	Teaching Action
3. <b>Dr. Guarneri's Secret</b>	To introduce the importance of healthy emotions for heart health by hearing Dr. Guarneri's secret.	2-3 minutes	Click the play button to hear Dr. Guarneri's Secret. Ask questions afterward to gauge student understanding.

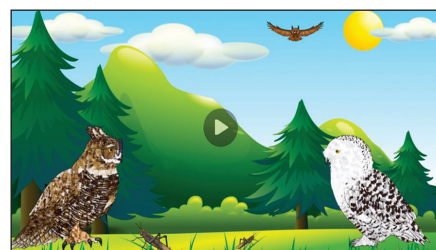
## ADVENTURE 2: Healthy Heart Habits

### VIDEO 1: Owl-led Introductory Video

**Objective:** To introduce students to the second unit, Healthy Heart Habits, and help prepare them for viewing the main video.

**Time:** 1 ½ minutes

**Suggested Teaching Action:** Play the Adventure 2 introduction video of Prescott and Zoey.



**Teacher Instruction:** Explain that Prescott and Zoey will do a short introduction to the Unit 2 main video. You will hear some important ideas that help with the health of your heart.

### VIDEO 2: Introducing the Healthy Heart Habits Video

**Objective:** To prepare students for viewing the second main video.

**Time:** 3-4 minutes

**Suggested Teaching Action:** Share the Healthy Heart Habits overview below to introduce the second main video. As an option, ask warm-up questions.



**Teacher Instruction and Overview:** In the Healthy Heart Habit's video, Kim Bent, your HeartSmarts Adventure host, along with her online student friends, will once again meet the heart doctor, Dr. Guarneri (Gwa-nar-i), to learn more about healthy heart habits. In this video, Dr. Guarneri shares several habits that help make the heart healthy: exercise, sleep, nutritious food and then a secret habit at the end.

### Warm-up Questions:

Here are several warm-up questions to ask *before* the video presentation. Pick and choose the questions that are most appropriate for your group.

- 1) What are some healthy habits of the heart that you have in your lives?
- 2) What does exercise do to help your heart's health?
- 3) What does sleep do to help your heart's health?
- 4) What does eating nutritious food do to help your heart's health?

### Vocabulary

- **Nutritious**— a kind of food that a person eats to be healthy and grow properly.
- **Vitamins**— a natural substance or ingredient that is usually found in foods and that helps a person's body to be healthy.

## VIDEO 3: The Healthy Heart Habits Video

**Objective:** To introduce important healthy habits for students to better take care of their hearts.

**Time:** 4 1/2 minutes, plus 3-6 minutes for the questions that follow (optional).

**Suggested Teaching Action:** Play the Healthy Heart Habit's video.

**Teacher Instruction:** Now, I am going to play the Healthy Heart Habit's video. Afterward, I will ask you a few questions.

### Follow-up Video Questions

- 1) Why is exercise important to your heart?
  - a. Exercise helps to make your heart stronger. The heart is a muscle. During exercise the heart muscle is made to work a bit harder by speeding up during exercise. This helps the heart to become stronger, just like bicep curls can help your arms get stronger.
- 2) Do you exercise or get active physically such as playing a sport or an outdoor game? If so, when and what kind of exercise or activity?



- 3) Why is sleep important to your heart?
  - b. When you sleep your heart slows down, and this gives your heart some valuable rest. Remember, your heart never stops beating. Not only does your heart get a chance to slow down when you sleep, but your brain can rest as well and your body can grow and repair itself.
- 4) How easy or hard is it for you to fall asleep at night?
- 5) What are some habits that help you get a good night's sleep?

#### Sleeping Tips

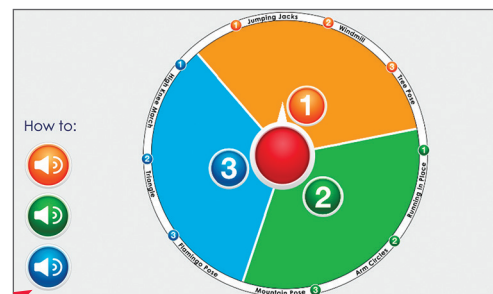
- a. Go to bed and rise in the morning at the same time every day.
  - b. Avoid bright lights and too much mental stimulation one-half hour before going to bed. This includes not using technology devices with a screen such as a tablet, TV, gaming device or computer. Turn to reading or looking at a book for your entertainment.
  - c. Avoid big meals right before bedtime.
  - d. Exercise during the day.
  - e. Keep your room dark and quiet.
  - f. Practice Heart-Focused Breathing™ to help yourself feel calm and peaceful. We will learn this simple technique shortly.
- 6) What vegetables and fruits do you eat regularly?
  - 7) Why are eating fruits and vegetables important for your heart?
    - a. Your heart needs vitamins and minerals found in certain foods to function properly. Vegetables and fruits contain high amounts of vitamins and minerals to help you grow, build muscles and give you energy.

## ACTIVITIES 1: The Exercise Spinner

**Objective:** To get children moving and to build exercise as part of a daily routine.

**Time:** 3-4 minutes

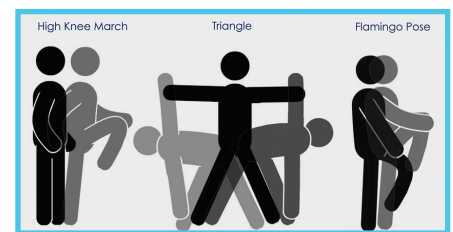
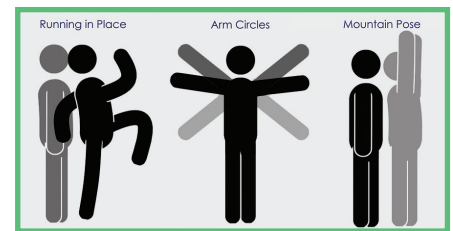
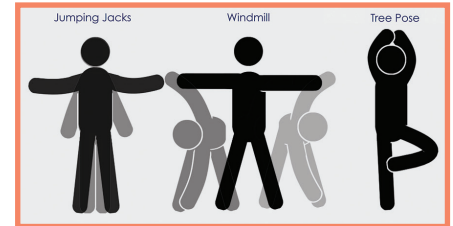
**Suggested Teaching Action:** Click the spinner on The Exercise Spinner to randomly guide students into one of three short exercise routines guided by the movements of a stick figure.



As an option, click on the How To buttons to the left before spinning The Exercise Spinner to learn instructions on how to do each exercise.

## Teacher Instruction

Very shortly, I am going to click on The Exercise Spinner. As you can see, there are three different exercise routines to guide us in exercise. When the Exercise Spinner stops spinning, one set of exercises will randomly show itself. That is the exercise routine we will do for today. On other days, different routines will show up. All you have to do is to follow the movements of the stick figure. Each exercise routine has different types of movement beginning with the most active one such as running in place and then followed by some stretching and balancing. It will take around 3-4 minutes. Are you ready to have some fun? (Click on red button to start The Exercise Spinner.)



- 1) Routine #1 Jumping Jacks/Windmill/Tree Pose
- 2) Routine #2 Running in Place/Arm Circles/Mountain Pose
- 3) Routine #3 High Knee March/Triangle/Flamingo Pose

## Optional Activities:

- Click on the How To buttons to the left before spinning The Exercise Spinner to learn instructions on how to do each exercise.
- Instruct them to practice as a way of bringing more focus and calm to themselves. *In Adventure 4, the children will learn Heart-Focused Breathing. You can revisit this exercise so students can practice their breathing while stretching and balancing.*
- With the High Knee March, instruct children to place either their right or left hands on the opposite knee when that knee is lifted (left hand placed on right knee lifting and then reversed).

## ACTIVITIES 2: Healthy Sleep

**Objective:** To educate children in helpful ways to improve sleep quality.

**Time:** 2-6 minutes

**Suggested Teaching Action:** Instruct students to click on the five objects in the bedroom (on screen) that need changing to improve sleep quality. If they struggle with identifying all five items, suggest that they click on the hint button for a helpful clue. As an option, ask students follow-up questions afterward. A printable pdf worksheet is available as a handout and take home activity.



## Follow-up Questions

- 1) How many hours of sleep do you get every night?
- 2) What kind of things make it hard for you to have sound sleep?
- 3) When you don't have enough sleep, how does that affect your day? Your energy? Your mood?
- 4) When you have enough sleep, how does that affect your day? Your energy? Your mood?

## ACTIVITIES 3: The Healthy Heart Food Shopping Cart

**Objective:** To have students choose those foods which are helpful to heart health.

**Time:** 3-5 minutes

**Suggested Teaching Action:** Instruct students to drag and drop those foods which are heart healthy into a shopping cart. When an incorrect choice is made, the choice will be rejected with an X and buzzer sound. That tells the students to try another choice. A printable pdf worksheet is available as a handout and take home activity.



## Art & Music 1: Healthy Heart Habits Coloring

**Objective:** To color in healthy heart habits.

**Time:** 4-5 minutes

**Suggested Teaching Action:** Instruct students to color in the healthy heart habits or use the pdf print outs.



## Art & Music 2: Healthy Heart Habits Song

**Objective:** To learn about healthy heart practices.

**Time:** 1-2 minutes

**Suggested Teaching Action:** Play the song about healthy heart practices, using the lyrics on the screen to guide student singing. A pdf of lyrics can be printed out.

**Teacher Instruction:** Now, I am going to play the song about healthy heart habits. We will play this song several times to get to know the words better.

I keep my heart healthy,



I keep my heart strong,



## KIDS TALK Video

**Objective:** To hear the viewpoints of other children explaining the importance of healthy heart habits.

**Time:** 3-4 minutes

**Suggested Teaching Action:** Play the short Kids Talk Video. Afterward, ask students similar questions found on the Kid's Talk video to hear their viewpoints explaining the healthy heart habits.



**Teacher Instruction:** Let's listen to what other children think about the healthy heart habits. Afterward, I will ask you some of the same questions. (Play the Kids Talk Video.)

## What Do You Know? 1: Healthy Heart Habits Puzzle

**Objective:** To demonstrate a visual understanding of healthy heart habits.

**Time:** 1-2 minutes

**Suggested Teaching Action:** Using a Smart Board or individual tablets, instruct students to drag and drop each of the six puzzle pieces on the left to assemble a complete picture on the right.

**Teacher Instruction:** Drag and drop single puzzle pieces of healthy heart habits on the left until you have assembled a complete picture on the right.



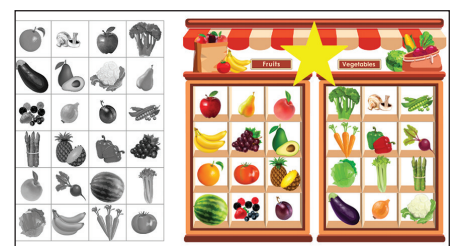
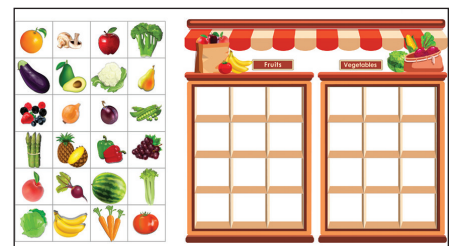
## What Do You Know? 2: Sorting Fruits and Vegetables

**Objective:** To differentiate between fruits and vegetables.

**Time:** 3-4 minutes

**Suggested Teaching Action:** Instruct students to separate fruits and vegetables by dragging and dropping them into the shelves for the Fruits (*left cabinet*) or Vegetables (*right cabinet*).

**Teacher Instruction:** Drag and drop individual fruits and vegetables into their correct cabinet shelves. Some fruits and vegetables might be new to you. Try and guess the ones you don't know. The game will let you know whether you are right or not.



## What Do You Know? 3: Dr. Guarneri's Secret

**Objective:** To introduce the importance of healthy emotions for heart health by listening to Dr. Guarneri's secret.

**Time:** 2-3 minutes

**Suggested Teaching Action:** Listen to the audio narration of Dr. Guarneri's Secret and then ask questions afterward to better understand her message.



### A Note from Dr. Guarneri:

Hello Friends,

In the video, I let you in on the secret that feeling good is good for your heart. Another part of that secret that I did not have time to mention is this:

*Your heart cares for you very much and that it knows whatever feelings you have are important. So creating happy feelings is another way to keep your heart healthy!*

Make sure to thank your heart for its love and help and send it appreciation for caring about you every day!

*Be Healthy, Dr. Guarneri*

### Follow-Up Questions to Dr. Guarneri's Secret

- 1) When Dr. Guarneri says, "Feeling good is good for your heart," what does she mean?
- 2) Why do you think feeling good is good for your heart?
- 3) What are some happy feelings you have sometimes?

# ADVENTURE 3: Investigating Emotions

## Background Information

If we look at the Latin origin of the word emotion, it offers a simple explanation on how we experience emotions. The word *emotion* comes from the Latin word *emovere*, in which “e” means “out” and “movere” means “move.” When we experience an emotion, we are emoting or “moving out” a feeling into the world. Of course, we all experience a range of emotions every day in varying degrees of intensity. Often, our emotions are moving so fast we are unaware of them. If our typical focus is largely on the world around us, our interior experience fades to the background. Because emotions are subjective experiences and deeply personal, they can be hard to explain let alone identify.

Both the comfortable emotions and the uncomfortable ones are normal. An event happens and we are quick to respond emotionally, activating our physiology. Is this event we are experiencing familiar or unfamiliar? Is it something we like or dislike? Does it feel comfortable or uncomfortable? Simply put, emotions drive attention, propelling our brain to focus on what feels interesting, threatening or comforting. That information can drive us into an active response. Some emotions are pleasant—like feeling happy, excited, appreciative or calm. Other emotions are unpleasant—like feeling angry, guilty, sad or worried. If we pay attention to our emotions, they tell us something important about ourselves and our situation.

In children’s development, emotional awareness and self-regulation play a big role in how well they are able to focus, learn, get along with others and make decisions. If children are experiencing stressful emotions, it is hard for them to focus and learn. Their higher brain functions get turned off because of a perceived threat. That can easily translate into misbehavior or withdrawal. Enabling them to be aware of their emotions and apply some kind of self-regulation strategy empowers children to gain greater self-control and develop more resilience. They are more present in the learning process and in social environments, and they become more aware that some uncomfortable emotions can lead to unpleasant consequences. For young children, the process begins at the simplest level with basic words for their feelings and emotions. Using simple language, such as angry, sad, happy or frightened, is a great starting point. Over time, more sophisticated language can be introduced, such as lonely, excited, hungry, frustrated and thankful. When children gain an understanding of how to accurately label their emotions, they can better understand how they feel and begin to grow emotional intelligence.

Investigating Emotions helps children begin to identify different emotions that they and other people feel. Using the cues of facial expressions and body language, children develop an emotional vocabulary over time. Through a series of fun reflective activities, art and song, children begin to establish a new baseline of emotional awareness and self-regulation.

## Overview of Adventure 3

This emotion-detective themed adventure begins with a short introductory video narrated by Prescott and Zoey. After some preliminary discussion and questions, students will watch a four-minute video on investigating emotions facilitated by program host, Kim Bent of Catch the Science Bug, and Christiana Bishop, the training manager at HeartMath Institute. Through a number of learning-supported activities, children will become more aware of their different emotions and the emotions of others.

### Adventure 3 Objectives:

By the end of this adventure, students will be able to:

- 1) Identify the different emotions experienced by themselves and others.
- 2) Recognize emotions in others through facial expressions and body language.
- 3) Identify emotions that they or other people might feel in specific situations.
- 4) Begin to develop the ability to communicate one's own feelings or emotions.
- 5) Expand their emotion vocabulary over time.

HeartSmarts® Adventure 3 – Investigating Emotions			
Video Section	Objective	Time	Teaching Action
1. Owl led Adventure 3 Introduction Video	To introduce students to Adventure 3 and prepare them for viewing the Investigating Emotions video.	1 ½ minutes	Explain that Prescott and Zoey are going to introduce another adventure. Then play the Adventure 3 introduction video.
Video Section	Objective	Time	Teaching Action
2. Introducing the Investigating Emotions Video	To prepare students for viewing the Adventure 3 main video.	3-4 minutes	Share the overview of the Investigating Emotions video. Ask warm-up questions to help prep students for the main video.
Video Section	Objective	Time	Teaching Action
3. Investigating Emotions Video	To help students become more aware of different types of emotions.	5-10 minutes	Play the Investigating Emotions video. Afterward, ask follow-up questions ( <i>optional</i> ).

## HeartSmarts® Adventure 3 – Investigating Emotions

Activities Section	Objective	Time	Teaching Action
1. <b>The Emotion Detective Spinner</b>	To help students build their understanding of different emotional states through recognition of facial expressions and simple vocabulary building.	3-8 minutes	Click on the green button in the center to spin the spinner to land on one of 8 unique emotion faces. The narrator asks several open-ended questions about students' experiences with that emotion. As an option, students can make a face that represents that emotion. For educators who wish to focus on a specific emotion face, click on the red button in the lower right corner to enable manual control.
Activities Section	Objective	Time	Teaching Action
2. <b>Emotion Detective Flash Cards</b>	To help students strengthen their ability to identify different emotional states through recognition of facial expressions and body language.	3-8 minutes	A series of 7 Emotion Detective Flash Cards show a range of emotion faces, one emotion at a time. Click and drag one of three faces on the left that best matches the emotional face shown on the flash card. Click the arrow at the bottom ➤ to move on to the next card. If students are unable to identify a specific emotion, they can click on the hint button for help.
Activities Section	Objective	Time	Teaching Action
3. <b>What Might You Feel?</b>	To help students become more aware of potential emotional states in response to different everyday situations.	3-8 minutes	Each of the 5 cards shows an everyday situation that can evoke potential emotional responses. Click and drag one of the 3 emotion faces on the left that best matches what a child might feel in that circumstance. Click the arrow at the bottom ➤ to move on to the next situation. If students are unable to identify a specific emotion, they can click on the hint button for help.

## HeartSmarts® Adventure 3 – Investigating Emotions

Art & Music	Objective	Time	Teaching Action
1. Draw A Face	To draw facial expressions on a blank face to create a picture of a specific emotion.	5-7 minutes	Instruct students to click on one of four blank faces on the left as models for their emotion faces. They are to draw different facial features, including eyebrows, mouth and nose to show an emotion. The 8 emotion faces at the top can be used as references. Two faces can be saved by clicking on My Art Room icon at the bottom right.
Art & Music	Objective	Time	Teaching Action
2. Look Inside Heart Song	To help students learn about the world of emotions through music.	2-3 minutes	Play the song about emotions. The fun visuals and catchy tune will soon have the kids singing along. The lyrics are available as a pdf.
Kids Talk	Objective	Time	Teaching Action
1. Kids Talk	To hear the viewpoints of other children explaining emotions.	3-4 minutes	Play the short Kids Talk video. Afterward, ask students a few questions to hear their understanding of and experiences with emotions.
What Do You Know?	Objective	Time	Teaching Action
1. Name That Face	To identify which emotion face best matches the narrator's description.	3-6 minutes	Instruct students to click on one of 3 child faces on the left to hear the story of that child. Then click on an emoticon on the right that best matches how you think that child might have felt during that story. All 3 faces have to be matched up before the activity is completed. A hint button can be used to help in the identification process.

## HeartSmarts® Adventure 3 – Investigating Emotions

What Do You Know?	Objective	Time	Teaching Action
2. <b>The Emotion Dice Game</b>	To learn, review and further explore different emotions.	3-6 minutes	Click on the green button to roll the emotion dice. When an emotion face shows up, students will be asked to make one of two choices: show a face or tell a story of when they experienced that emotion. Students can click the green button again to skip to the next dice roll to choose another emotion.
What Do You Know?	Objective	Time	Teaching Action
3. <b>The Emotion Meter</b>	To have students identify and share what emotion they are currently experiencing or have recently experienced.	3-8 minutes	Students can move the slider at the bottom to choose an emotion face or click a face on the emotion meter to identify and share what emotions they are currently experiencing or have recently experienced. Students are encouraged to share the backstory of what triggered the emotion. They can choose to click on the “Not Sure” icon, top right, if they are unsure or uncomfortable sharing.

# ADVENTURE 3: Investigating Emotions

## VIDEO 1: Owl-led Introductory Video

**Objective:** To help prepare students for viewing the third main video, Investigating Emotions.

**Time:** 1 ½ minutes

**Suggested Teaching Action:** Play the Adventure 3 introduction video.

**Teacher Instruction:** Explain that Prescott and Zoey are going to introduce another adventure. Then play the Adventure 3 Introduction Video.



## VIDEO 2: Teacher Introduction and Overview of the Investigating Emotions Video

**Objective:** To prepare students for viewing the third main video.

**Time:** 3-4 minutes

**Suggested Teaching Action:** Share the Investigating Emotions overview to introduce the third main video. As an option, ask warm-up questions.



**Teacher Instruction:** In the detective-themed Investigating Emotions video, Kim Bent, your HeartSmarts Adventure host, along with Christiana Bishop, a training manager at HeartMath Institute, help students learn about emotions. Included is a discussion of the kind of emotions children experience every day and how they can show up on your faces and in your bodies.

### Warm-up Questions:

Here are several warm-up questions to ask *before* the video presentation. Pick and choose the questions that are most appropriate for your group.

- 1) What is an emotion? Have you ever heard that word before?
  - a. *An emotion is a feeling such as angry, sad, happy or peaceful. Emotions come and go. Sometimes, they are really strong, at other times not so strong. We can usually feel them inside our body. It helps us a lot when we are able to identify what emotion we are experiencing. When it is an upsetting emotion, it can be helpful to share it with someone. Later, we will learn a simple tool called Heart Warmer™ to help us better manage those uncomfortable emotions like anger or fear.*
- 2) What are some everyday emotions that you experience?
  - a. *Happy, sad, angry, afraid, bored, love, excited.*
- 3) What happens when our emotions are too strong (like when we get too angry or too frustrated and want to hit someone or say something mean and hurtful)? How do these kinds of emotions affect other people?
  - b. *We can hurt other people and even ourselves. We might be in a really bad mood for a long time.*

## VIDEO 3: Investigating Emotions Video

**Objective:** To help students become more aware of different types of emotions.

**Time:** 4 minutes, plus 1-6 minutes for follow up questions.

**Suggested Teaching Action:** Play the Investigating Emotions video.





**Teacher Instruction:** Now, I am going to play the Investigating Emotions video. Afterward, I will ask you a few questions.

**Follow-up Video Questions:**

- 1) What is a detective?
  - a. A person whose job is to find truthful information about something or someone.
- 2) Is it hard for you to tell what you are feeling? How can you tell when you're experiencing an emotion?
  - a. You can feel it in your body and also tell by how you feel inside.
- 3) How can you tell when someone else is experiencing an emotion?
  - a. It shows up on their face and, sometimes, you can tell by their voice and what their body language is saying.
- 4) Is there a specific emotion you experience a lot? Maybe you experience frustration when you have to go to bed and you don't want to. Or maybe you experience excitement when you are having pizza for dinner.
- 5) When you are really upset, what do you do to feel better?
  - a. Some of you might tell someone or maybe some of you might do something fun. There is another way we can better manage our strong emotions. We will learn the Heart Warmer technique in the next adventure.

**ACTIVITIES 1: The Emotion Detective Spinner**

**Objective:** To help students build their understanding of different emotional states through recognition of facial expressions and simple vocabulary building.

**Time:** 3-8 minutes

**Suggested Teaching Action:** Spin the spinner to land on one of 8 unique emotion faces. The narrator then asks several open-ended questions about children's experiences with that emotion. In response, children can make a face or tell a story about when they experienced that emotion. For educators who wish to focus on a specific emotion face, click on the red button in the lower right corner to enable manual control. This option enables the educator to click on the specific emotion face that you wish to discuss. Turn off the audio button if you wish to silence the narrator.



**Teacher Instruction:** Are you ready to play the Emotion Detective Spinner game? Here is how it works. I will click on the spinner. The spinner arrow will land on a specific emotion. The narrator will say the name of that emotion and ask a few questions. Then you will choose to either tell of a time when you experienced that emotion or make a face that best matches the emotion face.

## ACTIVITIES 2: Emotion Detective Flash Cards

**Objective:** To help students strengthen their ability to identify different emotional states through recognition of facial expressions.

**Time:** 3-8 minutes

**Suggested Teaching Action:** The Emotion Detective Flash Cards show a range of emotional faces, one emotion at a time. After the flash card of an emotion appears, students drag and drop one of three faces on the left that best match the emotion face shown on the right. If students struggle identifying a specific emotion, they can click on the hint button for help.

**Teacher Instruction:** It's time to be a detective. Here's how this activity works. I will click on the Emotion Detective Flash Cards that show different faces with different emotions. After you see the emotion on the flash card, drag and drop one of three faces on the left that best match the emotion face shown on the right. If you have trouble identifying the emotion, click the hint button for help. Are you ready to be an emotion detective?



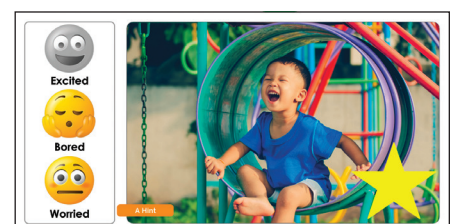
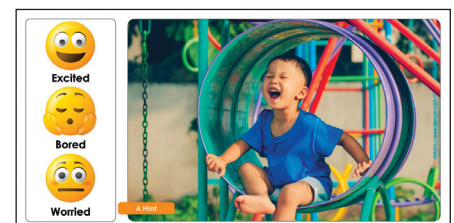
## ACTIVITIES 3: What Might You Feel?

**Objective:** To help children become more aware of potential emotional states in response to different everyday situations.

**Time:** 3-8 minutes

**Suggested Teaching Action:** Click on a card to activate a series of 5 everyday situations that can evoke a potential emotional response. After each situational card is shown, students drag and drop one of three emotion faces on the left that best match what they might feel in that circumstance on the right. If students are unable to identify a specific emotion, they can click on the hint button for help.

**Teacher Instruction:** Now we're going to play What Might You Feel. Here is how it works. I will show you an everyday situation which might make you or another child feel a specific emotion. After you see the card, ask yourself what you might feel in that kind of situation. Then drag and drop one of three emotion faces on the left that best match what you think you or another child might feel in that circumstance. If you don't know, you can click on the hint button for help.



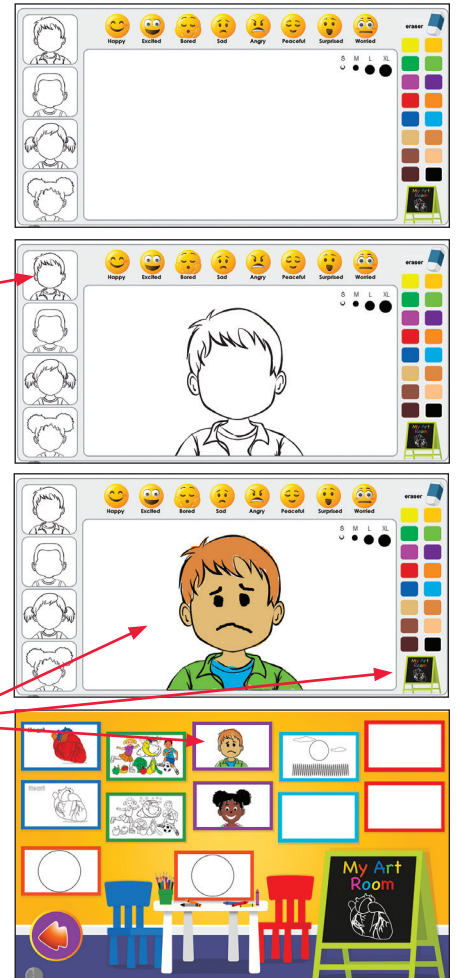
## Art & Music 1: Draw A Face

**Objective:** To draw facial expressions on a blank face to create a picture of a specific emotion.

**Time:** 5-7 minutes

**Suggested Teaching Action:** Instruct students to click on one of four blank faces on the left as models for their emotion faces. They are to draw different facial features, including eyebrows, mouth and nose to portray an emotion. There are 8 emotion face emoticons at the top of the page that can be used as references. Two faces can be saved to My Art Room by clicking on the icon at the right.

**Teacher Instruction:** Here is a fun drawing activity where you can draw some facial features on blank faces to show an emotion. Here is how it works. Click on one of four blank faces on the left to draw your emotion face. You will draw in different facial features, including eyebrows, mouth and nose to show an emotion. Use the 8 emoticons above to help guide you. When you are done with one face, you can choose to draw another face or wait and do it at a later time. Two faces can be saved to My Art Room by clicking on the icon at the right.



## Art & Music 2: Look Inside Heart Song

**Objective:** To learn about the world of emotions through music.

**Time:** 2-4 minutes

**Suggested Teaching Action:** Play the song about emotions. A pdf of the lyrics is available to download.

**Teacher Instruction:** Now, I am going to play a song about emotions. We can play this song several times to get to know the words better.

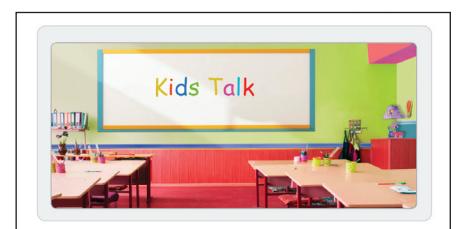


## KIDS TALK Video

**Objective:** To hear the viewpoints of other children explaining emotions.

**Time:** 3-4 minutes

**Suggested Teaching Action:** Play the short Kids Talk video.



Afterward, ask students a few questions to hear their understanding of and experiences with emotions.

**Teacher Instruction:** Let's listen to what other children think about emotions. Afterward, I will ask you some questions.

**Follow-up Questions:**

- 1) Do you ever feel like some of the children in the video? If so, which ones?
- 2) How can you tell what emotion you are experiencing?
- 3) How can you tell what emotion another person is experiencing?
- 4) Is it easy or hard to talk about your emotions?



## What Do You Know? 1: Name that Face

**Objective:** To be able to identify which emotion face best matches a narrator's description.

**Time:** 3-6 minutes

**Suggested Teaching Action:**

Three different emotions faces are presented. Students click on a specific child face which activates a brief narrative told by a narrator. Students then click on an emoticon to the right that best matches the narrative and the emotion shown on the chosen face. A red X will appear when the choice is incorrect while a gold star shows up when a correct match has been made. All three human faces have to be matched before the next activity begins.

**Teacher Instruction:** For this activity, you will see three faces of children showing different emotions. Click on one of the faces to hear a short story about that child as told by the narrator. You will then click on one of the yellow emoticons to the right whose facial expression best matches the narrative and the emotion shown on the chosen human. A red X will appear when a choice is incorrect while a gold star shows up when a correct match has been made. All three human faces have to be matched before the next round begins.



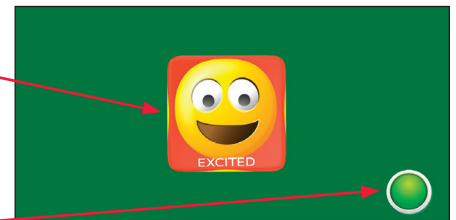
## What Do You Know? 2: Emotion Dice

**Objective:** To learn, review and further explore different emotions.

**Time:** 3-6 minutes

**Suggested Teaching Action:** This activity is best done with the participation of two or more people. Click on the green button to roll the emotion dice. Each face will help to assess students' emotional awareness, vocabulary and understanding. Student responses can be shared with someone else. Just click on the green button again to skip to the next dice roll.

**Teacher Instruction:** Let's play the Emotion Dice Game. Here is how this game works. Click on the green button to roll the emotion dice. When an emotion face shows up, the narrator will ask you to make one of two choices: 1) to show a face of that emotion; 2) tell a story of when you might have experienced that emotion. You can click the green button again to skip to the next dice roll to choose another emotion.



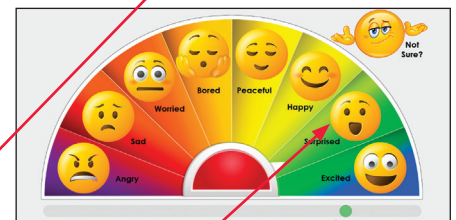
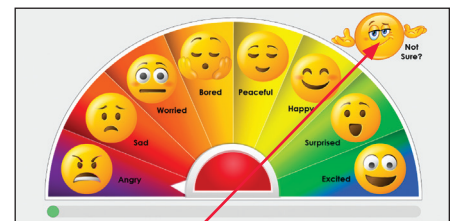
## What Do You Know? 3: Emotion Meter

**Objective:** To identify which emotion face best represents what emotion a student is currently experiencing or has recently experienced.

**Time:** 1 minute

**Suggested Teaching Action:** Instruct students to click on one of the emotion faces on the meter they currently feel or have recently experienced. Students are encouraged to share the backstory of what triggered their emotion. If students are experiencing another emotion not seen on the meter or can't identify what they are experiencing, they can click on the "Not Sure?" emoticon.

**Teacher Instruction:** In this activity, you will click on one of the emotion faces on the meter that best represents the emotion you may be feeling right now or have recently experienced. If you feel comfortable, I might ask you to share what event led to the experience of that emotion. If you are experiencing another emotion not seen on the meter such as worry or surprise or you can't identify what emotion you are experiencing, click on the "Not sure?" emoticon. Please feel free to say no if it is too uncomfortable or private.





## ADVENTURE 4: Emotions and the Heart

### Background Information

Until recently, “self-regulation” was a phrase used mostly in the world of clinical psychologists dealing with mental health issues. Today, however, it has become an important skill that is increasingly valued by teachers and organizations such as the YMCA, Head Start, and the Boys and Girls Club. It has been proven that children who can self-regulate are more engaged with classroom activities, get along better with others, sustain greater focus and manage their emotions. Some schools, in fact, are even including this important skillset on student report cards. Additionally, young students who maintain high levels of self-regulation score better in math and reading, giving them an advantage in school and in life.

What exactly is self-regulation? Researchers at York University estimated that there are 447 possible interpretations for self-regulation, making the term rather difficult to precisely define (“On the Meanings of Self-Regulation,” 2015). With so many possible interpretations, it is understandable why there is no widely-agreed upon definition of self-regulation. There is, however, one that meshes well with the HeartSmarts Adventure program, but it is long. In *Child Development*, Burman et al. (2015) acknowledge that “learning ‘self-regulation’ involves learning how to monitor and manage your internal states, understanding what it feels like to be calm and alert, and also learning to recognize when certain activities help you to return yourself to those states most easily, as well as what pulls you out of them.”

Put more simply, self-regulation is the ability to manage our emotions and behavior in response to the circumstances of any situation. It includes being able to calm oneself down when upset, as well as adapting to change. Clearly, there are many scenarios in which the opportunity plays out for children to self-regulate: sharing with others, making or losing friends, seeking approval, dealing with disappointment, following rules and learning new tasks. When children learn to self-regulate at an early age, they become better able to deal with their emotions in a healthy manner.

In Adventure 4, students build on the emotional awareness introduced in Adventure 3: Investigating Emotions. Using several engaging instructional animations, students learn to apply two basic self-regulation techniques, Heart-Focused Breathing™ and Heart Warmer™. These techniques enable students to access a place of greater calm and self-control whenever needed. Evidence suggests that children who use these techniques repeatedly show gains in areas such as social and emotional development, motor skills, and cognitive and language development (Bradley, et al., 2012). With plenty of hands-on practice and engaging animations, students will gain better self-awareness, control of their emotions, and improved focus.

## Overview of Adventure 4

Once again, the unit begins with a short introductory video narrated by Prescott and Zoey. After some preliminary discussion and questions, students will watch a 4-minute video on how emotions affect the heart. This video is facilitated by our HeartSmarts Adventure host Kim Bent, HeartMath Institute Director of Education Jeff Goelitz, and 11-year-old Luca. Through a number of learning-supported activities that follow, students will become more aware of how different emotions change the patterns of their heart rhythms. And with this awareness, students then learn two important techniques to better manage their emotions, Heart-Focused Breathing and Heart Warmer. This unit includes a series of fun activities including art and music to help students learn about appreciation and its application to the above techniques.

### Adventure 4 Objectives:

By the end of this adventure, students will be able to:

- 1) Identify the differences in heart rhythm patterns.
- 2) Match an emotion to the corresponding heart rhythm.
- 3) Follow the steps and practice Heart-Focused Breathing™ and Heart Warmer™, two self-regulation techniques.
- 4) Identify several sources of appreciation.

<b>HeartSmarts® Adventure 4— Emotions and the Heart</b>			
<b>Video Section</b>	<b>Objective</b>	<b>Time</b>	<b>Teaching Action</b>
<b>1. Owl led Adventure 4 Introduction Video</b>	To introduce students to Adventure 4 and prepare them for viewing the Emotions and the Heart video.	1 ½ minutes	Explain that Prescott and Zoey are going to introduce another adventure. Then play the Adventure 4 introduction video.
<b>Video Section</b>	<b>Objective</b>	<b>Time</b>	<b>Teaching Action</b>
<b>2. Introducing Emotions and the Heart Video</b>	To prepare students for viewing the Adventure 4 main video.	2-7 minutes	Share the overview of the Emotions and the Heart video. Ask warm-up questions to help prep students for the main video.
<b>Video Section</b>	<b>Objective</b>	<b>Time</b>	<b>Teaching Action</b>
<b>3. Heart Rhythms and Emotions Video</b>	To help students understand how emotions affect heart rhythm patterns, and to introduce two self-regulation techniques.	4-10 minutes	Play the Emotions and the Heart video. Afterward, ask follow-up questions (optional).



## HeartSmarts® Adventure 4– Emotions and the Heart

Activities Section	Objective	Time	Teaching Action
1. <b>Heart Rhythms and Emotions</b>	To ask students to match emotion faces to heart rhythm patterns.	2-4 minutes	Instruct students to drag and drop each emotion face to the blank yellow circle representing a unique heart rhythm pattern. If correct, the emotion face will stick to the gold circle for that heart rhythm pattern and make a chime noise. If it is not correct, continue until completed. A hint button is available to help if needed.
Activities Section	Objective	Time	Teaching Action
2. <b>Heart-Focused Breathing™ Technique</b>	To help students learn Heart-Focused Breathing, a basic self-regulation technique that fosters greater self-control and the feeling of calm.	2-5 minutes	Using a guided animation, students are led through the steps of the Heart-Focused Breathing Technique. Instruct students to click on one of the eight faces on the left to help model the technique. As an option, ask review questions afterward to assess student understanding and experiences.
Activities Section	Objective	Time	Teaching Action
3. <b>Appreciation Board</b>	To help students strengthen their ability of appreciation by identifying those people, places or things for which they are grateful.	3-5 minutes	Instruct students to click on the people, pets or things they truly appreciate and then drag them one at a time to the larger Appreciation Board. This activity helps set up the Heart Warmer instructions which follow. As an option, ask review questions afterward to assess student understanding and experiences.
Activities Section	Objective	Time	Teaching Action
4. <b>Heart Warmer™ Technique</b>	To help students learn Heart Warmer, a basic self-regulation technique that fosters greater self-control and the experience of an uplifting feeling.	2-5 minutes	Using a guided animation, students are led through the steps of the Heart Warmer technique. Instruct students to click on one of the eight faces on the left to model the technique. As an option, ask review questions afterward to assess student experiences.

## HeartSmarts® Adventure 4– Emotions and the Heart

Art & Music	Objective	Time	Teaching Action
1. <b>Draw A Heart Rhythm and Matching Face</b>	To reinforce the idea that different emotions have different heart rhythms.	5-7 minutes	Instruct students to click on a face on the left that represents a heart rhythm and then draw that face and color in both the face and the heart rhythm. They can click on the My Art Room icon to save up to two drawings.
Art & Music	Objective	Time	Teaching Action
2. <b>Remember to Breathe Song</b>	To reinforce the practice of Heart-Focused Breathing™ through music.	2-4 minutes	Play the Remember to Breathe song about Heart-Focused Breathing. Song lyrics are found below and also available as a pdf.
Kids Talk	Objective	Time	Teaching Action
1. <b>Kids Talk</b>	To hear the viewpoints of other children explaining their applications of Heart-Focused Breathing™ and Heart Warmer™ Techniques.	3-4 minutes	Play the short Kids Talk video. Afterward, ask students a few questions to hear their understanding of and experiences with the two self-regulation techniques.
What Do You Know?	Objective	Time	Teaching Action
1. <b>Mix and Match</b>	To assess student's knowledge of Adventure 4 content.	1-2 minutes	From a range of three image choices on the left, students will drag and drop each image to the correct matching image on the right.

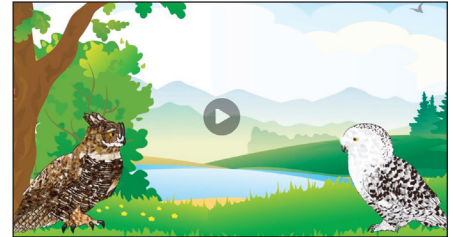
# ADVENTURE 4: Emotions and the Heart

## VIDEO 1: Owl-led Introductory Video

**Objective:** To help prepare students for viewing the fourth main video, Emotions and the Heart.

**Time:** 1 ½ minutes

**Suggested Teaching Action:** Play the Adventure 4 introduction video.



**Teacher Instruction:** Explain that Prescott and Zoey are going to introduce another adventure. Then play the Adventure 4 Introduction video.

## VIDEO 2: Teacher Introduction and Overview of the Emotions and the Heart Video

**Objective:** To prepare students for viewing the fourth main video.

**Time:** 2-7 minutes

**Suggested Teaching Action:** Share the Emotions and the Heart overview below to introduce the fourth main video. As an option, ask warm-up questions.



**Teacher Instruction:** In the Emotions and the Heart video, your HeartSmarts Adventure® host Kim Bent, HeartMath educator Jeff Goelitz, and 11-year-old Luca, show us how our emotions can affect heart rhythms using a technology called the emWave® Pro on a computer. Then they introduce two simple techniques or skills on how we can have more control over our emotions and become calmer. We will practice those techniques in the coming weeks.

### Warm-up Questions:

Here are several warm-up questions to ask *before* the video presentation. Pick and choose the questions that are most appropriate for your group.

- 1) Let's review again what we mean by the word, emotion? What is an emotion?
  - a. *An emotion is a feeling such as angry, sad, happy or peaceful. Emotions come and go. Sometimes, they are really strong, at other times not so strong. We can usually feel them inside our body. Today, we will learn a simple tool called Heart Warmer™ to help us better manage those uncomfortable emotions like anger or fear and warm up our hearts with other people.*

- 2) How do you think an emotion affects your heart? For example, if you were to make a drawing on what your heart might look like when you are happy or when you are feeling angry, what might that look like? (As an option, hand out blank paper and colored markers. Invite students to draw a color and shape of what a happy heart might look like and what an angry heart might look like.)
- a. Happy might mean a bright sunny color and a beautiful shape. Angry might mean a darker color and a not so pretty shape.*
- 3) When you feel happy, what does that feel like inside? When you are angry, what does that feel like inside?
- a. Happy feels fun, good, peaceful, or cheerful. Anger can feel heavy, dark, unhappy, and not good. Sometimes, we can't help feeling angry or frustrated when life does not go our way. That is normal. But if we experience too much anger, that is not good for our hearts and does not help us.*
- b. Again, we are going to feel different emotions at any time. Emotions are not good or bad. But they do affect us differently. We can think more clearly with more uplifting emotions such as happy, peaceful or calm. This is why we are taking the time to talk about our emotions.*
- 4) What do you do when you are feeling upset? When you are feeling upset, how do you behave?
- a. Some of you might have these kind of experiences when you are upset: you don't get along with the people around you, you can't focus, you want to withdraw, you get angry and want to throw things or you don't want to play and have fun. Very shortly, we will learn a couple of techniques to help us better manage our emotions so we have more control.*

### VIDEO 3: Emotions and the Heart Video

**Objective:** To help students understand how emotions affect heart rhythm patterns, and to introduce two self-regulation techniques.

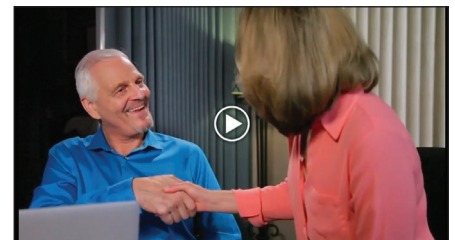
**Time:** 4-10 minutes

**Suggested Teaching Action:** Play the Emotions and the Heart video.

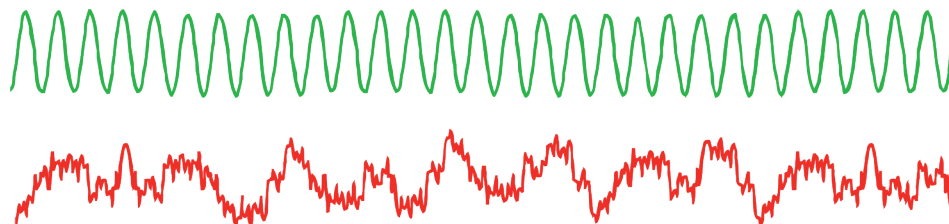
**Teacher Instruction:** Now, I am going to play the Emotions and the Heart video. Afterward, I will ask you a few questions.

**Follow-up Video Questions:**

- 1) What did you learn from watching this video?



- 2) What is the difference between these two shapes?  
 (Draw these two patterns on a board: 1. Ordered and 2. Chaotic.)  
 How would you describe the difference?



- a. *One is messy, disorganized and chaotic. The other is neat, organized, ordered and has a peaks and valley shape.*
- 3) Have you ever practiced something like Heart-Focused Breathing™? Are you interested in learning how to do it?
- 4) Are there times or situations when you wish you could practice Heart-Focused Breathing or Heart Warmer™?
- a. *Maybe when you need to calm down or when you are really mad or really sad.*

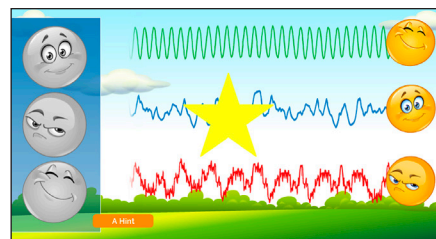
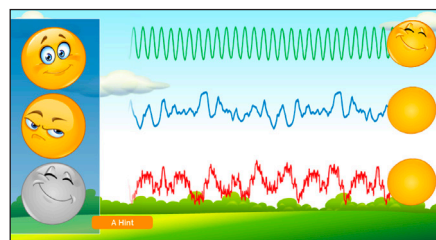
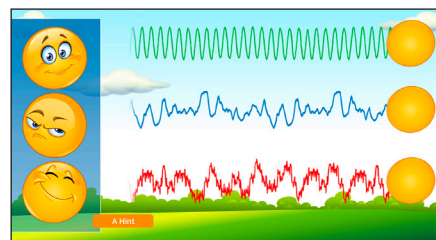
## ACTIVITIES 1: Heart Rhythms and Emotions

**Objective:** To help students match emotion faces to heart rhythm patterns.

**Time:** 2-4 minutes

**Suggested Teaching Action:** Instruct students to match the emotion faces with heart rhythm patterns. A hint button is available to help if needed.

**Teacher Instruction:** Now we are going to try a sorting and matching activity. What you are being asked to do is match the emotion face on the left with the correct heart rhythm pattern on the right. Drag and drop the emotion face to the blank yellow circle on the right that represents the correct heart rhythm (see image). If it is correct, the emotion face will stick to the gold circle for each heart rhythm and make a chime noise. If it is not correct, it won't stick. Continue until you are done. A hint button is available to help if needed.



## ACTIVITIES 2: The Heart-Focused Breathing™ Technique

**Objective:** To help children learn Heart-Focused Breathing, a basic self-regulation technique that fosters greater self-control and the feeling of calm.

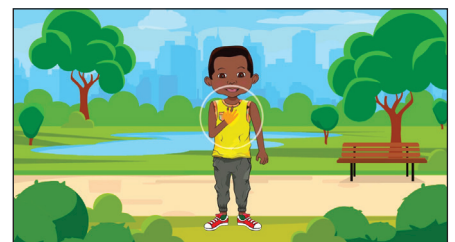
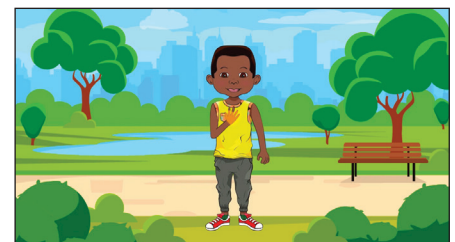
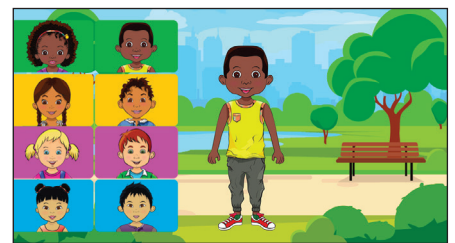
**Time:** 2-5 minutes

**Suggested Teaching Action:** Using a guided animation, students are led through the steps of the Heart-Focused Breathing technique. Instruct students to click on one of the eight faces on the left to help model the technique. Ask review questions afterward to assess student understanding and experiences.

**Teacher Instruction:** It's time to try out the first technique called Heart-Focused Breathing. Can you say with me, "Heart-Focused Breathing?" That means we are putting our attention on the center of our chest or our heart area while we breathe a little deeper and slower. Imagine you are breathing through your heart area. Let's point at this spot on our body (point to the center of your chest to model that instruction). Here's how this activity works. Click on one of the eight faces to the left. That face will model how to do the technique. This guided experience led by a narrator is only one and ½ minutes long. We will talk about it afterward. Are you ready to start?

### Follow-up Questions:

- 1) What was your experience doing the Heart-Focused Breathing technique? Was it easy to follow along or did you find it difficult?
- 2) Did any of you close your eyes during the experience? In the future, you can choose to keep your eyes open or closed during this experience. Sometimes, people close their eyes to help them focus more.
- 3) When can you practice the Heart-Focused Breathing technique?
  - a. *When you are upset about something, when you have to do something such as a chore or going to bed and you don't want to, when you are riding in the car, before you do a school assignment, before you play a game and right before you go to bed to calm yourself down.*

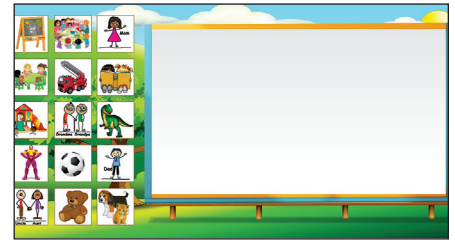


### ACTIVITIES 3: Appreciation Board

**Objective:** To help children strengthen their ability of appreciation by identifying those people, places or things for which they are grateful.

**Time:** 3-5 minutes

**Suggested Teaching Action:** The Appreciation Board asks students to identify several people, pets or things they truly appreciate. They click on objects of appreciation on the left and then drag them one at a time to the larger Appreciation Board. This activity helps set up the Heart Warmer™ instructions which follows. As an option, ask review questions afterward to assess student understanding and experiences. Objects of appreciation can be saved on each technology device by printing or doing a screen shot.



**Teacher Instruction:** I want to introduce you to the Appreciation Board. What is appreciation? Appreciation means to be thankful or grateful for the good things we have in our lives. That includes family, friends, pets, favorite places or favorite things to do. Can we say “appreciation” together? *(As an option, share your objects of appreciation.)* Here is how the Appreciation Board works. We click on our objects of appreciation on the left one at a time, including people, pets or things. Then we drag each one of them to the larger Appreciation Board. This activity helps set up the Heart Warmer technique instructions which follows. I will ask you some questions afterward.



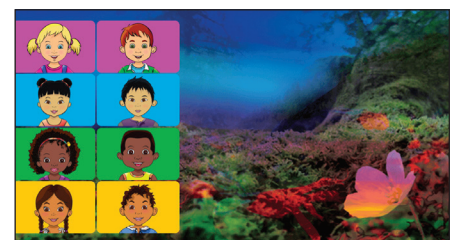
#### Follow-up Questions:

- 1) What does appreciation mean to you?
- 2) What do you appreciate?
- 3) Even if those objects of appreciation are not here right now, can you visualize that object of appreciation right now?
- 4) Is it hard to appreciate when you are upset? If so, why is that?
  - a. *Because we are focused on something that is wrong or upsetting.*

### ACTIVITIES 4: Heart Warmer™ Technique

**Objective:** To help children learn Heart Warmer, a basic self-regulation technique that fosters greater self-control and the experience of an appreciative feeling.

**Time:** 2-5 minutes



**Suggested Teaching Action:** Using a guided animation, students are led through the simple steps of the Heart Warmer technique. To begin, instruct students to click on one of the eight faces on the left. The face they choose will model the technique on the main screen. Next, click the arrow to start this approximately two-minute-long session. As an option, ask review questions afterward to assess student experiences.



**Teacher Instruction:** Are you ready to learn the Heart Warmer technique? Here is how it works. We will click on one of the eight faces on the left. The face you choose will model the technique on the main screen. I will click the arrow to start this approximate 2-minute-long session. Afterward, we will discuss your experiences. Are you ready to begin?



**Follow-up Questions:**



- 1) What was your experience doing the Heart Warmer technique? Was it easy to follow along? Did you experience your heart warming up?
- 2) Did any of you close your eyes during the practice of Heart Warmer? In the future, you can choose to keep your eyes open or closed during this experience.
- 3) When can you practice the Heart Warmer technique?
  - a. Before bed, when you are waking up, when you are riding in the car, when you are about to eat your dinner or lunch and want to appreciate the food or when someone is having a hard time and you want to send them some love and care.



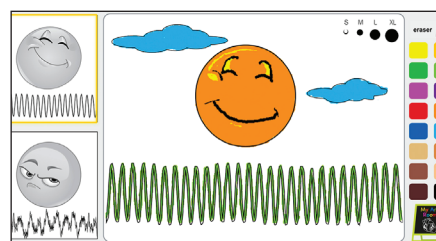
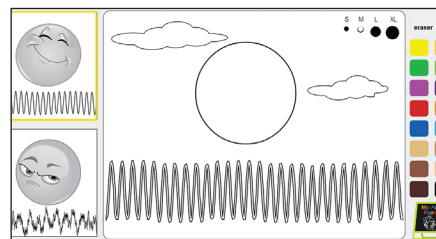
**Art & Music 1: Draw A Heart Rhythm and Matching Face**

**Objective:** To reinforce the idea that different emotions have different heart rhythms.

**Time:** 5-7 minutes

**Suggested Teaching Action:** Instruct students to click on a face that shows a heart rhythm. Then draw that face and color the face and heart rhythm. They can click on the My Art Room icon to save up to two drawings.

**Teacher Instruction:** It is drawing time. For this activity, we will click on a face to the left that represents a heart rhythm and then





draw that face and color both the face and the heart rhythm. As we discussed earlier, different emotions can affect our heart rhythms differently.

Afterward, we can click on the My Art Room icon to save up to two drawings.



## Art & Music 2: Remember to Breathe Song

**Objective:** To reinforce the practice of Heart-Focused Breathing™ through music.

**Time:** 2-4 minutes

**Suggested Teaching Action:** Play the Remember to Breathe Song about Heart-Focused Breathing.

**Teacher Instruction:** I am going to play a song called Remember to Breathe. It can help us strengthen our practice of Heart-Focused Breathing. Over time, we will learn the words of the song: *Breathe out from the heart ... A really good feeling ...*



## KIDS TALK Video

**Objective:** To hear the viewpoints of other children explaining how they use Heart-Focused Breathing or Heart Warmer™.

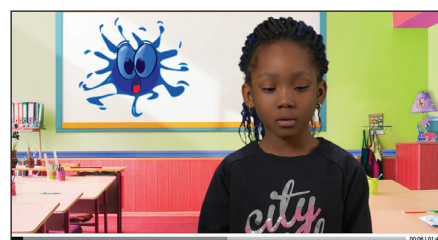
**Time:** 3-4 minutes

**Suggested Teaching Action:** Play the short Kids Talk video. Afterward, ask students a few questions to hear their understanding of and experiences with using Heart-Focused Breathing and Heart Warmer.

**Teacher Instruction:** Let's listen to what other children think about using Heart-Focused Breathing and Heart Warmer. Afterward, I will ask you some questions.

### Follow-up Questions:

- 1) Did any of the children's explanations of how they use Heart-Focused Breathing or Heart Warmer speak to you? Did you have a favorite? If so, why was it your favorite?
- 2) How would you explain to someone how to do Heart-Focused Breathing or Heart Warmer?



- 3) When do you plan on using Heart-Focused Breathing and Heart Warmer? In what kind of situations?
- 4) Is it easy or hard to practice Heart-Focused Breathing and Heart Warmer?

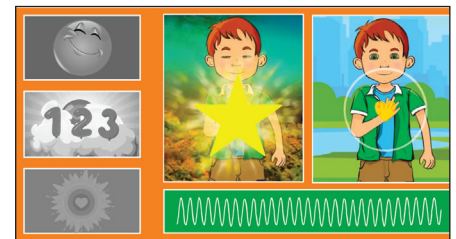
### What Do You Know? 1: Mix and Match

**Objective:** To assess student's knowledge of the Adventure 4 content.

**Time:** 1-2 minutes

**Suggested Teaching Action:** From a range of three image choices on the left, instruct students to drag and drop each image on the left to the correct image on the right.

**Teacher Instruction:** Now we are going to see what you learned in Adventure 4. Look at the 3 images on the left. Drag and drop one of the images on the left to the correct matching image on the right. You will know whether you did a correct match by the chime sound immediately afterward and whether a star shows up.



# ADVENTURE 5: Getting Unstuck

## Background Information

A helpful way of explaining *getting unstuck* is to liken it to resilience. When we are unsticking ourselves from something that is emotionally uncomfortable, we are pulling on inner resilience or some source of strength to decide on a more favorable approach. Rather than lingering on an upsetting experience, we are choosing to turn things around and shift our focus away from an unpleasant or unproductive experience to a place that is constructive. It does take practice and plenty of experience to get good at this skillset. HeartSmarts® Adventure Five introduces students to some simple strategies to help grow this ability.

Resilience is commonly thought of as the ability to bounce back after a challenging situation. It's important to be able to bounce back, but there is much more to resilience than bouncing back. The definition is evolving with the times we live in. The HeartMath definition of resilience captures a newer and broader understanding of resilience. *Resilience is the capacity to prepare for, recover from and adapt in the face of stress, challenge or adversity.*

Students will need this capacity over and over during their lifetime. How well can they bounce back from disappointment or challenging events? Have they developed enough depth of character to sustain their focus and motivation through thick and thin? Can they transform adversity into a depth of hardiness and even purpose? Being more fleet-footed with one's emotions—having the awareness and ability to unstick oneself from a depleting emotion or circumstance to a place of greater dignity and heart—will help grow students into more productive and active participants in their future lives.

There is one other relevant part of resilience that warrants consideration—capacity. Capacity is a key term that is fundamental to understanding resilience. Capacity is how much of something you can have. What is remarkable is that we can increase our capacity and accumulate or store resilience. We can draw on it when we need it. Again, today's young students will need this power to function well in their future lives. The HeartSmarts® Adventure strives to help cultivate more capacity in children through its many enrichment activities and skillsets.

## Overview of Adventure 5

HeartSmarts Adventure Five focuses on some simple ways to help plant the seeds of resilience in young students. That includes more practice with the two self-regulation techniques, Heart Warmer and Heart-Focused Breathing. These simple tools offer a clear path to greater self-control and behavior management. Layered in this process is self-awareness of whatever emotion a student is experiencing. Alongside these strategies is the time-honored approach of asking someone for help. Becoming more familiar with this strategy will help students gain perspective and strengthen relationship bonds with important people.

### Adventure 5 Objectives:

By the end of this adventure, students will be able to:

- 1) Identify times when they are experiencing upsetting situations or have feelings that are not helpful to their well-being.
- 2) Demonstrate the knowledge and practice of Heart-Focused Breathing and Heart Warmer.
- 3) Identify several adults whom they can seek out for guidance when upset.

HeartSmarts® Adventure 5 – Getting Unstuck			
Video Section	Objective	Time	Teaching Action
1. Owl led Adventure 5 Introduction Video	To introduce students to Adventure 5 and prepare them for viewing the Getting Unstuck video.	1 ½ minutes	Explain that Prescott and Zoey are going to introduce another adventure. Then play the Adventure 5 introduction video.
Video Section	Objective	Time	Teaching Action
2. Introducing The Getting Unstuck Video	To prepare students for viewing the Adventure 5 main video.	2-7 minutes	Share the overview of the Getting Unstuck video. Ask warm-up questions to help prep students for the main video.
1. Video Section	Objective	Time	Teaching Action
2. Getting Unstuck Video	To help students understand how unhappy or unhelpful emotions can get in the way of them being their best selves.	4-10 minutes	Play the Getting Unstuck video. Afterward, ask follow-up questions (optional).

## HeartSmarts® Adventure 5 – Getting Unstuck

Activities Section	Objective	Time	Teaching Action
<b>1. Identify an Upsetting Situation or Feeling</b>	To ask students to choose an upsetting situation and an emotion face(s) that might accompany such an experience.	2-5 minutes	Instruct students to click on a stressful situation from the six scenarios and then drag and drop an emotion face(s) that best matches what a student might experience in that situation. The narrator explains each scenario. As an option, ask questions to appropriately draw out student experience.
Activities Section	Objective	Time	Teaching Action
<b>2. The Singing Bowls: Practicing Heart-Focused Breathing™</b>	In combination with the calming sound of metal “singing bowls”, students will calm themselves using Heart-Focused Breathing.	3-4 minutes	Instruct students to practice Heart-Focused Breathing while listening to the sounds of singing bowls to help calm themselves. Ask several follow up questions to gauge student experiences.
Activities Section	Objective	Time	Teaching Action
<b>3. Heart Warmer™ Practice</b>	To help students practice Heart Warmer.	2-5 minutes	Using a guided animation, students are once again led through the steps of the Heart Warmer technique. Instruct students to click on one of the eight faces on the left to model the technique. As an option, ask review questions afterward to assess student experiences.
Activities Section	Objective	Time	Teaching Action
<b>4. Seeking Help</b>	To encourage students to seek out help from adults or peers in their lives when they are upset.	2-7 minutes	Instruct students to click on one of six challenging situations where a narrator will explain the situation. Then click on an adult or peer image below who might be potential people to seek guidance when experiencing an upset feeling or a challenging situation. Ask questions afterward to help frame different ways students can ask for help from adults or their peers.

## HeartSmarts® Adventure 5 – Getting Unstuck

Art & Music	Objective	Time	Teaching Action
1. <b>Draw Getting Unstuck</b>	To reinforce the idea that students who are experiencing stressful situations and upsetting feelings have options on how to help shift their emotions.	5-7 minutes	Instruct students to color a series of pictures to reinforce the practice of Heart-Focused Breathing™ and Heart Warmer™ or to seek out help.
Art & Music	Objective	Time	Teaching Action
2. <b>Song About Getting Unstuck</b>	To reinforce the practice of Heart-Focused Breathing through music.	2-4 minutes	Play the song about Heart-Focused Breathing.
Kids Talk	Objective	Time	Teaching Action
1. <b>Kids Talk</b>	To hear the viewpoints of other children explaining how they use the self-regulation techniques to help them deal with upsetting situations and emotions.	3-4 minutes	Play the short Kids Talk video. Afterward, ask students a few questions to hear their understanding of and experiences with the two self-regulation techniques.
What Do You Know?	Objective	Time	Teaching Action
1. <b>Roll and Respond</b>	To assess student's knowledge of the two techniques, Heart-Focused Breathing and Heart Warmer, and other helpful strategies to get unstuck.	1-2 minutes	Students will click on a green button to roll the dice. One of six sides on a dice surface will show up with visuals and a narrator question to guide students through each assessment activity. Students will answer in response. Where appropriate, seek out other responses from other students.

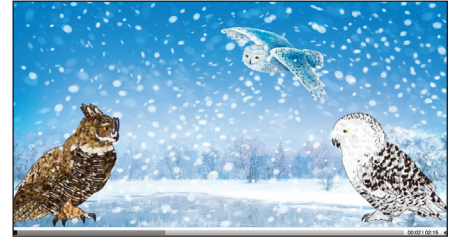
# ADVENTURE 5: Getting Unstuck

## VIDEO 1: Owl-led Introductory Video

**Objective:** To help prepare students for viewing the fifth main video, Getting Unstuck.

**Time:** 1½ minutes

**Suggested Teaching Action:** Play the Adventure 5 introduction video.



**Teacher Instruction:** Explain that Prescott and Zoey are going to introduce another adventure. Then play the Adventure 5 introduction video.

## VIDEO 2: Teacher Introduction and Overview of the Getting Unstuck Video

**Objective:** To prepare students for viewing the fifth main video.

**Time:** 2-7 minutes

**Suggested Teaching Action:** Share the Getting Unstuck overview to introduce the fifth main video. As an option, ask warm-up questions.



**Teacher Instruction:** In the Getting Unstuck video, your HeartSmarts® Adventure host Kim Bent, and Christiana Bishop, the training manager at HeartMath Institute, share ways students can overcome upsetting emotions. They talk further about Heart-Focused Breathing™ and Heart Warmer™ as ways we can have greater control over our emotions and become more calm.

### Warm-up Questions:

Here are several warm-up questions to ask *before* the video presentation. Pick and choose the questions that are most appropriate for your group.

- 1) What does unstuck mean? *It means to free yourself from being stuck. Imagine a piece of paper that is stuck to another piece of paper with glue but then you pull the two pieces of paper apart. They are no longer stuck together. For Adventure Five, we are talking about when our emotions get stuck. Maybe we are in a bad mood for a long time. Unstuck means letting go of that upsetting feeling as best as you can.*
- 2) What is an upsetting feeling you experienced recently? *Again, this is not a bad thing. We all have challenging moments—that is life—and we can grow from these experiences. But before we*

*practice Heart Warmer, it is helpful to identify an upsetting emotion. (As an option on modeling how students might share, communicate appropriately your own experience as an adult of when you might have experienced an upsetting emotion.)*

- 3) When you experience an upsetting emotion such as anger or frustration, in what ways can such an emotion not be helpful? How does such an emotion affect your mood, how well you get along with other people or your level of fun?

### VIDEO 3: The Getting Unstuck Video

**Objective:** To help students understand how unhappy or unhelpful emotions can get in the way of them being their best selves and what are some ways they can change the feeling.

**Time:** 4-10 minutes

**Suggested Teaching Action:** Play the Getting Unstuck video.

**Teacher Instruction:** Now, I am going to play the Getting Unstuck video. Afterward, I will ask you a few questions.

**Follow-up Video Questions:**

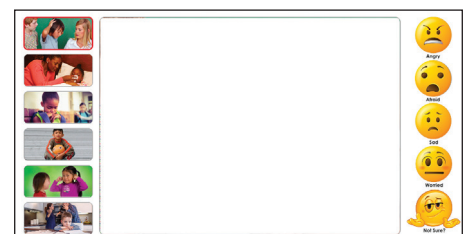
- 1) What did you learn from watching this video?
- 2) Again, what does unstuck mean to you?
- 3) What does it mean when the speakers say some emotions are not helpful?
- 4) When are sometimes or situations when you need to practice Heart-Focused Breathing or Heart Warmer?
  - a. *Maybe when you need to calm down or when you are really mad or really sad.*
- 5) What is something that makes you feel good?
  - a. *A parent, a pet, a friend, or a favorite activity.*
- 6) What is the difference between Heart-Focused Breathing and Heart Warmer?
- 7) What does it mean when the narrator says you can practice Heart-Focused Breathing or Heart Warmer anytime, anyplace?



### ACTIVITIES 1: Identify an Upsetting Situation or Feeling

**Objective:** To ask students to identify an upsetting situation or a feeling where they felt stuck, unhappy or upset.

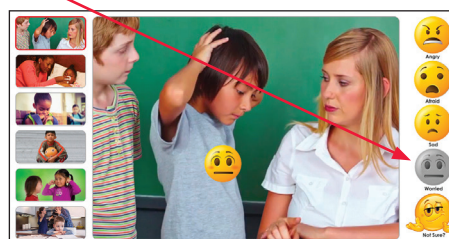
**Time:** 2-5 minutes





**Suggested Teaching Action:** Instruct students to click on a stressful situation from the six scenarios on the left. The narrator explains that scenario. Then have students drag and drop an emotion face(s) from the right that best matches what they or someone else might experience in that situation. As an option, ask questions to appropriately draw out students' perception and experience.

**Teacher Instruction:** Now we are going to click on one of six stressful situations on the left. The narrator will explain what that person is experiencing in that challenging situation. Then drag and drop an emotion face(s) from the right that best matches what you or someone else might experience in that situation. There might be more than several emotions in response to that stressful situation.



**Follow-up Questions:**

- 1) Does anyone want to share what upsetting experience they chose and what emotion(s) they felt?
- 2) Is it easy for you to identify what you are feeling?
- 3) Can you tell when someone else is experiencing an upsetting feeling? If so, how? Do you see it on their face?
- 4) What do you usually do when you experience an upsetting feeling?

**ACTIVITIES 2: The Singing Bowls: Practicing Heart-Focused Breathing™**

**Objective:** In combination with the calming sound of metal “singing bowls”, students will calm themselves using Heart-Focused Breathing™ (refer to HeartSmarts Adventure 4.)

**Time:** 3-6 minutes

**Suggested Teaching Action:** After an introductory explanation about the activity, click on the arrow button to begin the guided instruction. Using the calming sound of metal “singing bowls”, students will practice the steps of the Heart-Focused Breathing Technique. Ask review questions afterward to assess student understanding and experiences.



This series of sounds comes from the creative artistry of Patti Pellerito at <https://www.centerofsound.com/>

**Teacher Instruction:** Now we are going to listen to the calming sound of metal “singing bowls” while practicing the steps of the Heart-Focused Breathing technique. Do you know what a singing bowl is? A singing bowl is a type of bell that vibrates and



produces a rich, deep tone when played. By listening to the special sounds of a singing bowl, it helps people feel more peaceful. When we practice Heart-Focused Breathing with this sound along with the beautiful accompanying videos, it helps us calm down even more. As you will see in the video, the sound is made by someone gently striking a mallet against the bowl or rubbing the mallet in a circular motion against the bowl's outside edge or rim. As the sound carries for a short time, keep practicing Heart-Focused Breathing. Afterward, we can talk about your experience. Are you ready to begin?

### Follow-up Questions:

- 1) What was your experience listening to the singing bowl while doing the Heart Focused Breathing technique? Was it fun?
- 2) Why do think we say singing bowls? Are the bowls actually singing?
  - a. *The bowls keep vibrating after being struck by the mallet. They keep making a sound afterward although the sound gets quieter over time. It is like they are singing a high-pitched ringing sound for a short time.*
- 3) Did any of you close your eyes during the experience? In the future, you can choose to keep your eyes open or closed during this experience. Sometimes, people close their eyes to help them focus more.
- 4) With each singing bowl sound, did you hear how long the sound kept going even after the beginning singing sound began? There were three different singing sounds. Could you tell the difference between each singing sound? How would you describe the different sounds?

## ACTIVITIES 3: Heart Warmer™ Practice

**Objective:** To help students practice Heart Warmer.

**Time:** 2-5 minutes

**Suggested Teaching Action:** Using a guided animation, students are once again led through the steps of the Heart Warmer technique. Instruct students to click on one of the eight faces on the left to model the technique. As an option, ask review questions afterward to assess student experiences.



**Teacher Instruction:** Using a guided animation, students are once again led through the steps of the Heart Warmer technique. Instruct students to click on one of the eight faces on the left to model the technique. As an option, ask review questions afterward to assess student experiences.

### Follow-up Questions:

- 1) What was your experience doing the Heart Warmer technique a second time?

Was it easy to follow along? Did you experience your heart warming up?

- 2) Did any of you close your eyes during the Heart Warmer? Again, you can choose to keep your eyes open or closed during this experience.
- 3) Have any of you practiced the Heart Warmer technique when at home or when you are away from school?
  - a. Possible answers: *Before bed, when you are waking up, when you are riding in the car, when you are about to eat your dinner or lunch and want to appreciate the food or when someone is having a hard time and you want to send them some love and care.*



## ACTIVITIES 4: Seeking Help

**Objective:** To encourage students to seek out help from adults or peers in their lives.

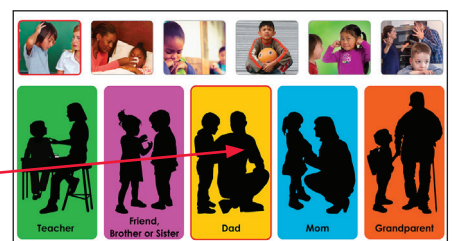
**Time:** 2-7 minutes

**Suggested Teaching Action:**



Instruct students to click on one of six challenging situations at the top of the screen where a narrator will explain that situation. Then click on an adult or peer image below who might be potential people to seek guidance when experiencing an upset feeling or a challenging situation. Ask questions afterward to help frame different ways students can ask for help from adults or their peers. As an option, have students role play asking questions (see *Follow-up Questions next page*) seeking help in various situations.

**Teacher Instruction:** Everybody needs help sometimes, including yourself. When you are upset, besides using Heart-Focused Breathing™ or Heart Warmer™, you can also talk to someone and ask for help. Maybe a person can give you some helpful advice or help comfort you when you are upset. Just sharing it can help lessen the upset feeling. Sometimes it is hard to ask for help. We might think asking for help means we are a failure or a bad person. That is not true. Everyone makes mistakes or has upsetting experiences. Everyone needs some kind of support from someone. (If appropriate, share a story of when you needed help or advice from someone.) For this activity, click on one of six challenging situations at the top of the screen where a narrator will explain that situation. Then click on an adult or peer image below who might be a potential people to seek help when experiencing an upset feeling or a challenging situation.



## Follow-up Questions:

- 1) Is it easy or hard to ask for help or advice from someone?
- 2) When you want help, can you ask one of your fellow students (or a sibling) as well as ask an adult?
- 3) What are some questions that we might use when asking for help?
  - a. Do you have time to talk? *I am frustrated from (name the situation). What is something I can do to help me feel better?*
  - b. Can you help me? *I am sad from (name the situation).*
  - c. Can I ask you a question? *I am nervous about (name the situation). What can I do so I won't be so nervous?*
  - d. Can I get your advice? *I feel frustrated when I am with (name the person). What is something I can do to feel better?*
- 4) Does anyone want to volunteer to role play and practice asking questions? (*Pair share as an option.*)

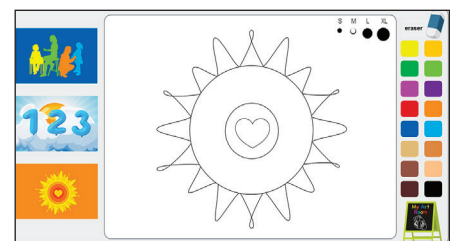
## Art & Music 1: Draw Getting Unstuck

**Objective:** To reinforce the idea through drawing that students who are experiencing stressful situations and upsetting feelings have options on how to help shift their emotions.

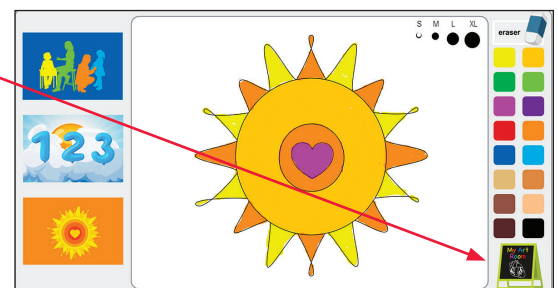
**Time:** 5-7 minutes

**Suggested Teaching Action:** Instruct students to color in a series of pictures to reinforce the practice of Heart-Focused Breathing™, Heart Warmer™ and seeking help from others as ways to calm themselves down when they are experiencing stressful situations and upsetting emotions. As an option, print out PDFs of the forms so students can color them.

**Teacher Instruction:** It is drawing time again. For this activity, color in the pictures that tell us different ways we can get unstuck.



Afterward, we can click on the My Art Room icon to save up to two drawings.



## Art & Music 2: Song About Getting Unstuck

**Objective:** To reinforce the practice of Heart-Focused Breathing and other ways to get unstuck through music.

**Time:** 2-4 minutes

**Suggested Teaching Action:** Play the song about Getting Unstuck.



**Teacher Instruction:** I am going to play a song called Getting Unstuck. It can help us strengthen our practice of Heart-Focused Breathing™ and other ways to get unstuck. Over time, we will learn the words of the song.

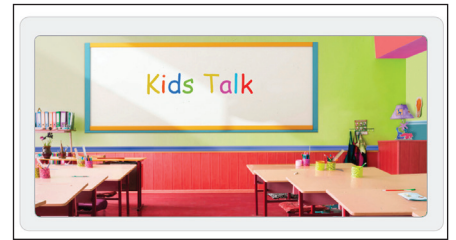
## KIDS TALK Video

**Objective:** To hear the viewpoints of other children explaining how they use the self-regulation techniques to help them deal with upsetting situations and emotions.

**Time:** 3-4 minutes

**Suggested Teaching Action:** Play the short Kids Talk video. Afterward, ask students a few questions to hear their understanding of and experiences with getting unstuck.

**Teacher Instruction:** Let's listen to what other children think about how they get unstuck from upsetting feelings or situations. Afterward, I will ask you some questions.



### Follow-up Questions:

- 1) Did any of the children's explanations of how they get unstuck speak to you? Did you have a favorite? If so, why?
- 2) Can anyone share a story of when they used Heart-Focused Breathing and Heart Warmer™? In what kind of situations?
- 3) Can anyone share a story of when they asked for help from someone?

## What Do You Know? 1: Roll and Respond

**Objective:** To assess student's knowledge of the Adventure 5's content.

**Time:** 1-2 minutes

**Suggested Teaching Action:** Instruct students to click on the green button to roll the dice. One of six images on a dice surface will show up with a narrator question to guide students through each roll of the dice. Students will answer in response. Where appropriate, seek out other responses from other students.

### Dice Instruction

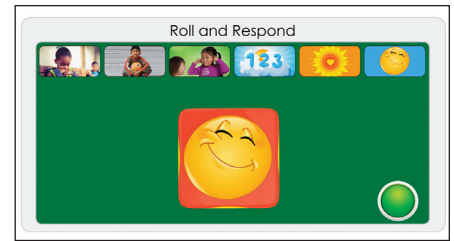
- 1) If one of your classmates is being picked on at school, what would you suggest to help her deal with the problem?
- 2) If someone is feeling lonely, what could you say or do to help him feel less lonely?
- 3) If one of your classmates is being screamed at by her little sister, what would you suggest to help her deal with the problem?
- 4) How would you explain the Heart-Focused Breathing™ Technique to someone?
- 5) How would you explain the Heart Warmer™ Technique to someone?
- 6) What things make you feel good or feel sunny on the inside?

**Teacher Instruction:** Now we are going to see what you learned in Adventure 5.

Click on the green button to roll the dice.

One of six images on a dice surface will show up asking you to answer the narrator's question.

Click on the green button if you wish to skip the question.



# ADVENTURE 6: Helping Others Feel Good

## Background Information

Throughout the ages, some of the wisest people have talked about the benefits of helping others. Happiness and well-being are more easily experienced when we do caring or loving acts for others.

*Those who are happiest are those who do the most for others. –Booker T. Washington*

*For it is in giving that we receive. –Saint Francis of Assisi*

*The sole meaning of life is to serve humanity. –Leo Tolstoy*

*We make a living by what we get; we make a life by what we give. –Winston Churchill*

*I've learned that you shouldn't go through life with a catcher's mitt on both hands.*

*You need to be able to throw something back. –Maya Angelou*

To plant these seeds early on in a child's development is an important life-affirming habit. It opens up the heart and sets up a model of behavior that hopefully can be reinforced throughout a person's life. One of the biggest benefits behind helping others is that being pro-social bolsters our sense of connection to others. This speaks to one of our most fundamental human needs. Caring for others helps bring a sense of belonging and reduces a feeling of social isolation. This behavior will serve youth well in many ways as they engage in their future family and work lives.

Helping others is not just some feel-good idea. In fact, helping or serving others can be hard work, especially if the recipients are suffering or unpleasant. But the act of leaving behind our self-interests to support someone else, in whatever way that might unfold, shines a light on a part of ourselves that is dignified and noble. We are more uplifted as human beings.

Science is beginning to quantify the benefits of behaviors such as compassion and service that only confirms what sages have been saying for millennium. For instance, the benefits of [volunteering](#) have been shown to boost well-being and lower depression. Even when it comes to money, spending it on others increases our feeling of happiness compared to spending it on ourselves. Remarkably, through fMRI technology, it has been shown that serving others activates the same parts of the brain that are stimulated by food and sex. Further fMRI neural studies show the link between [generosity and happiness](#). So helping others not only helps us feel good but also live a life that is healthier and meaningful.

## Overview of Adventure 6

For this final unit, the big emphasis is on helping others feel good. Children learn a simple technique called Heart Shine™ that strengthens their innate feeling of love and care for other people. With practice, this tool becomes a healthy way of not only bonding with people (even when they are not physically present) but also a proactive way to alleviate conflict between people. They are then encouraged to identify those people whom they wish to express specific acts of love and care towards. For young children, this takes practice and reinforcement. The culmination for the entire program ends with a series of short assessments on key learnings from HeartSmarts Adventure. Completion of these simple assessments earns a child an Emotion Detective Card whose template is found in the resource section.

### Adventure 6 Objectives:

By the end of this adventure, students will be able to:

- 1) Identify people to whom they can send or offer love and care.
- 2) Practice a new technique, Heart Shine, as one way of sending love and care.
- 3) Carry out several acts of love and care towards people.
- 4) Earn their emotion detective identification card by completing a simple multiple choice test.

### HeartSmarts® Adventure 6 – Helping Others Feel Good

Video Section	Objective	Time	Teaching Action
<b>1. Owl led Adventure 6 Introduction Video</b>	To introduce students to Adventure 6 and prepare them for viewing the Helping Others Feel Good video.	1 ½ minutes	Explain that Prescott and Zoey are going to introduce another adventure. Then play the Adventure 6 Introduction video.
Video Section	Objective	Time	Teaching Action
<b>2. Introducing Helping Others Feel Good Video</b>	To prepare students for viewing the Adventure 6 main video.	2-7 minutes	Share the overview of Helping Others Feel Good video. Ask warm-up questions to help prep students for the main video
Video Section	Objective	Time	Teaching Action
<b>3. Helping Others Feel Good Video</b>	To help students understand the importance of helping others feel good.	4-10 minutes	Play Helping Others Feel Good Video. Afterward, ask follow-up questions (optional).



## HeartSmarts® Adventure 6 – Helping Others Feel Good

Activities Section	Objective	Time	Teaching Action
1. <b>Sending Love and Care</b>	To ask students to identify several people they wish to send love and care.	2-5 minutes	Explain to students the value of sending out love and care to others. Instruct the students to click on one of the circles around the heart of someone they wish to send love or care... the gold heart will shine love to that person. (A maximum of two people can be chosen.) As an optional activity, ask follow up questions to draw out whom they chose to send love and care.
Activities Section	Objective	Time	Teaching Action
2. <b>Heart Shine™ Practice</b>	To help students practice Heart Shine.	2-5 minutes	Using a guided animation, students are led through the steps of the Heart Shine technique. Instruct students to click on one of the eight faces on the left to model the technique. Then click on an image on the far right who will be receiving their love and care. As an option, ask review questions afterward to assess student experiences.
Activities Section	Objective	Time	Teaching Action
3. <b>Acts of Love and Care</b>	To strengthen the practice of love and care among students.	2-5 minutes	Instruct students to click one of 6 boxes representing different people. Then a page pops up with four images. Click one of the images to activate the narrator's description of a particular act. Then help students choose which specific acts of love and care they will do in the coming week.
Art & Music	Objective	Time	Teaching Action
1. <b>Helping Others Coloring</b>	To strengthen acts of love and care among students.	5-7 minutes	Instruct students to select one of two images on the left to color acts of love and care. Up to two drawings may be saved to My Art Room. Blank pdf's are available as an option.

## HeartSmarts® Adventure 6 – Helping Others Feel Good

Art & Music	Objective	Time	Teaching Action
2. <b>Helping Others Feel Good Song</b>	To reinforce the practice of helping others feel good.	2-4 minutes	Play the song about helping others. Song lyrics are found as a pdf in the Resource Section.
Kids Talk	Objective	Time	Teaching Action
1. <b>Kids Talk</b>	To hear the viewpoints of other children explaining how they try to help others feel good.	3-4 minutes	Play the short Kids Talk video. Afterward, ask students a few questions to hear their understanding of and experiences on helping others.
What Do You Know?	Objective	Time	Teaching Action
1. <b>Earning an Emotion Detective Identification Card</b>	To award students an emotion detective identification card based upon their recognition of key ideas and practices found in the program.	4-15 minutes	Explain to students that they need to complete four activities to earn a card. When they have completed these activities, a fun surprise will show up. Afterward, they will be awarded an Emotion Detective Identification Card. But they must complete all of the activities within the program to be eligible. <i>(If available, print the cards and show them in advance. A template of the cards can be found in the Resource Center.)</i>
What Do You Know?	Objective	Time	Teaching Action
2. <b>Liquid in the Heart</b>	To demonstrate an identification of the liquid that the heart pumps throughout the body.	1 minute	Instruct students to drag and drop the correct liquid icon that the heart pumps throughout the body to the heart.
What Do You Know?	Objective	Time	Teaching Action
3. <b>Healthy Heart Habits</b>	To demonstrate knowledge of healthy and unhealthy heart habits.	1-2 minutes	Instruct students to drag and drop the healthy face icon to those images on the right which support good heart health and drag and drop the unhealthy looking face to those images on the right which support poor heart health.

## HeartSmarts® Adventure 6 – Helping Others Feel Good

What Do You Know?	Objective	Time	Teaching Action
4. <b>Emotion Faces</b>	To demonstrate knowledge of different emotional states as seen in the faces of different children.	1-2 minutes	Instruct students to drag and drop the different yellow emoticons to the correct matching faces on the right. Each emoticon on the left has two matching faces on the right.
What Do You Know?	Objective	Time	Teaching Action
5. <b>Heart Techniques</b>	To demonstrate knowledge of program's techniques.	1-2 minutes	From a range of choices on the left, instruct students to drag and drop each image to the correct matching image on the right.
What Do You Know?	Objective	Time	Teaching Action
6. <b>Surprise Ending Video with Prescott and Zoey</b>	To complete students' experience of the HeartSmarts Adventure program.	2-10 minutes	Play the final Surprise Ending video. Afterward, ask follow up questions to gauge student understanding and experience. As an option, Emotion Detective Identification cards can be passed out.

# ADVENTURE 6: Helping Others Feel Good

## VIDEO 1: Owl-led Introductory Video

**Objective:** To introduce students to Adventure 6 and prepare them for viewing the Helping Others Feel Good video.

**Time:** 1½ minutes

**Suggested Teaching Action:** Play the Adventure 6 introduction video.



**Teacher Instruction:** Explain that Prescott and Zoey are going to introduce another adventure. Then play the Adventure 6 introduction video.

## VIDEO 2: Teacher Introduction and Overview of the Helping Others Feel Good Video

**Objective:** To prepare students for viewing the sixth main video.

**Time:** 2-7 minutes

**Suggested Teaching Action:** Share the Helping Others Feel Good overview to introduce the sixth main video. As an option, ask warm-up questions.



**Teacher Instruction:** In the Helping Others Feel Good video, your HeartSmarts® Adventure host Kim Bent, and Christiana Bishop, the training manager at HeartMath Institute, share ways that students can help others feel good. They talk further about a new technique named, Heart Shine™, as a way of sending love and care to important people in their lives.

### Warm-up Questions:

Here are several warm-up questions to ask before the video presentation. Pick and choose the questions that are most appropriate for your group.

- 1) Do you ever do caring or loving things for people you care about? What are some examples?
- 2) Do people do caring or loving things for you? What are some examples?
- 3) What does it feel like to do something loving or caring for someone?
- 4) What does it feel like when you receive love or care from someone?

## VIDEO 3: Helping Others Feel Good Video

**Objective:** To help students understand the importance of helping others feel good.

**Time:** 4-10 minutes

**Suggested Teaching Action:** Play the Helping Others Feel Good video.



**Teacher Instruction:** Now, I am going to play the Helping Others Feel Good video. Afterward, I will ask you a few questions.

### Follow-up Video Questions:

- 1) What did you learn from watching this video?
- 2) Why is it important to love and care for people?

- 3) Why does it make people feel good when they receive love and care from someone?
- 4) Do you have any people to whom you would like to send some love and care?
- 5) What are some ways we can express love and care to our family members?
- 6) What are some ways we can express love and care to our classmates or friends?

## ACTIVITIES 1: Sending Love and Care

**Objective:** To ask students to identify several people to whom they want to send or offer love and care.

**Time:** 2-5 minutes

**Suggested Teaching Action:** Explain to students the value of sending out love and care to others. Sending love and care makes people feel good and also makes us feel good. Instruct the students to click on one of the circles around the heart of someone to whom they wish to send love or care... the gold heart will shine love to that person. (A maximum of two people can be chosen.) In the coming days, there will be discussion on different actions students can take to express their love and care. As an optional activity, ask follow up questions to draw out to whom they chose to send or offer love and care.

**Teacher Instruction:** Now we are going to choose some people we wish to send love and care. Click on a person inside a circle (it could be your mom, a grandparent, a teacher, a brother or sister, your dad, or a friend) and the gold heart will shine love to that person. You can choose up to two people to receive your love and care.

In the coming days, we will talk about different actions we can take to express our love and care. Afterward, I will ask you a few questions.

### Follow-up Questions:

- 1) Who are some people to whom you wish to send love and care?
- 2) Can you send out love to people even when we are not in the same place as they are?
- 3) Why is it a good thing to send out love and care to other people?
- 4) What are some different ways we can express our love and care to someone?



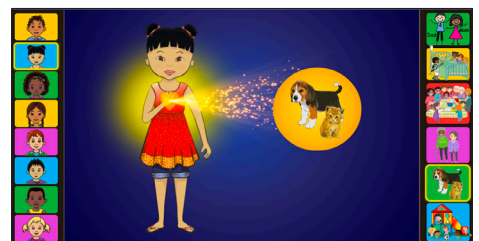
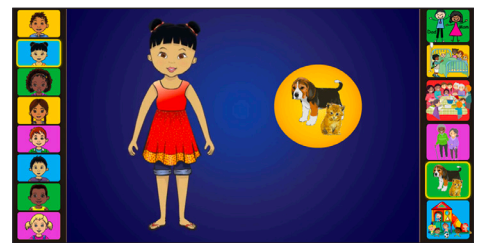
## ACTIVITIES 2: Heart Shine™ Practice

**Objective:** To help students practice Heart Shine.

**Time:** 2-5 minutes

**Suggested Teaching Action:** Using a guided animation, students are led through the steps of the Heart Shine Technique. Instruct students to begin by clicking on one of the eight faces on the left to model the technique. Then click one of the figures on the far right who will be receiving their love and care. As an option, ask review questions afterward to assess student experiences.

**Teacher Instruction:** For this activity, click on one of the eight faces on the left who will model a new technique we are learning called Heart Shine. You will then decide who you wish to send love and care. Click one of those figures on the far right who will be receiving your love and care. Then the narrator will guide us through this experience.



### Follow-up Questions:

- 1) Who did you send your love and care to?
- 2) What was your experience like sending love and care to someone?
- 3) Were you able to stay focused sending out that love and care or were there times when you forgot and became distracted?
- 4) Are there times during the day when you would want to send out love and care to someone? At the start of the day, at lunch time, before bed?
- 5) Do you think there is another person in your life who would join you in sending out love and care to someone? Parent? Sibling? Friend? Neighbor?

## ACTIVITIES 3: Acts of Love and Care

**Objective:** To strengthen the practice of love and care among students.

**Time:** 2-7 minutes

**Suggested Teaching Action:** Instruct students to click one of 6 boxes representing different people. Then a page pops up with four images. When students will click on one of the images, the narrator will explain what



each picture means. Help students choose which specific acts of love and care you they will carry out. As an option, ask questions afterward to draw out student choices.

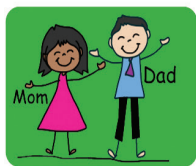
**Teacher Instruction:** This activity asks you to identify an act of love or care and then in the coming days, to carry out that action. To begin, click on one of the six boxes of people who will receive your love and care. It could be your teacher, mom or dad, a grandparent, a brother or sister, some member of your bigger family such as a cousin or uncle or a friend.

When you click on one of those boxes, 4 boxes of actions will come up to help you choose which act of love and care you will do. When you click on one of those boxes, the narrator will explain what each picture means. This should be fun and it is good for your heart.



### For Your Teacher

Do a chore such as taking out the trash, say something nice, send out love and care using the Heart Shine™ Technique or give a small gift.



### For Your Mom or Dad

Send out love and care using the Heart Shine Technique--you can even agree to send love and care to each other at the same time, say something nice, give a small gift or card, or help out with a chore such as cleaning up the floor.



### For a Grandparent

Give a small gift, send out love and care using the Heart Shine Technique, say or do something nice, or do a chore such as cleaning.



### For a Friend/s

Help out a friend or classmate who is having a hard time, do a chore such as taking out the recycling, share some food with a friend or classmate, or be kind and respectful to other classmates or friends while playing a game.



### For an Extended Family Member Such as an Aunt or Uncle

Do a chore such as washing the dishes, play and have fun with another family member, say something nice, or send out love and care using the Heart Shine Technique.



### For Your Brother and Sister

Help out a brother or sister who is having a hard time, share some food, say or do something nice, or send out love and care using the Heart Shine Technique.

## Follow-up Questions:

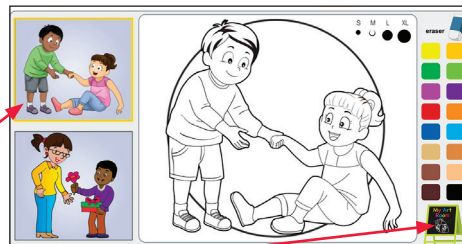
- 1) What is a loving or caring action you wish to do over the next few days? Who will be the receiver of this act of love and care?
- 2) How will you remember to do this act or care?
- 3) Do some of you want to do more than one person? To begin, let's see how we do with one person. Then we can add more people later on.

## Art & Music 1: Helping Others Coloring

**Objective:** To strengthen acts of love and care among students.

**Time:** 5-7 minutes

**Suggested Teaching Action:** Instruct students to select one image on the left to color acts of love and care. Up to two drawings may be saved to My Art Room.



**Teacher Instruction:** Select one of the two images in the boxes of people on the left who are involved in acts of love and care and that picture will pop up for you to color. Up to two drawings may be saved to My Art Room.

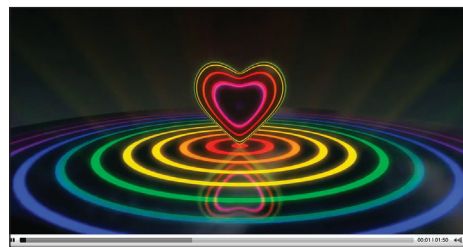
## Art & Music 2: Helping Others Feel Good Song

**Objective:** To reinforce the practice of helping others feel good through music.

**Time:** 2-4 minutes

**Suggested Teaching Action:** Play the song about helping others feel good.

**Teacher Instruction:** I am going to play a song called Helping Others Feel Good. We can learn the song lyrics over time.





## KIDS TALK Video

**Objective:** To hear the viewpoints of other children explaining how they try to help others feel good.

**Time:** 3-4 minutes

**Suggested Teaching Action:** Play the short Kids Talk video. Afterward, ask students a few questions to hear their understanding of and experiences with helping others feel good.

**Teacher Instruction:** Let's listen to what other children think about how to help others feel good. Afterward, I will ask you some questions.

### Follow-up Questions:

- 1) Did any of the children's explanations of helping others feel good speak to you? Did you have a favorite? If so, why was this child your favorite?
- 2) Did any of the children's actions on ways of helping others make you want to do the same thing in your life? If so, what was the act of care and love?



## What Do You Know? 1: Earning An Emotion Detective Identification Card

**Objective:** To award student's an emotion detective identification card based upon their recognition of key ideas and practices found in the program.

**Time:** 2-5 minutes

**Suggested Teaching Action:** Explain to students that the completion of this series of four drag and drop activities will earn them an Emotion Detective Identification Card. Have prepared, in advance, a copy of the Emotion Detective Identification Card (found in the Resource Center). Instruct students to drag and drop the correct answers from a series of multiple-choice pictures onto the thematic image(s). When they have completed these activities, they will click on and watch the surprise ending video with Prescott and Zoey and then be awarded an Emotion Detective Identification Card. *(These awards can either be printed out with the option of a protective laminated cover or sent via email in digital form. A template is provided in the Resource Center.)* Optional questions can be asked afterward to assess the students' overall experience with HeartSmarts® Adventure.



**Please note:** All activities within HeartSmarts® Adventure must be completed to earn an Emotion Detective Identification Card. (All activities, if completed, will show up highlighted on the HeartSmarts Adventure Map.)

**Teacher Instruction:** By completing these four activities, you will get a fun surprise and be awarded an Emotion Detective Identification Card. (Show the card if possible.) These activities show how well you learned some of the key ideas and practices found in HeartSmarts Adventure program. Here is how these activities work. Drag and drop the correct matching picture(s) from the images on the left to the correct images on the right. Then another activity window will show up on the screen until you have completed all four drag and drop activities.

After you have completed all activities, you get this fun surprise – **A Surprise Ending Video with Prescott and Zoey** and you will be awarded an Emotion Detective Identification Card (pass out the cards if appropriate after the final Prescott and Zoey video is shown.) As an option, we will answer some questions afterward on your experience with the program.



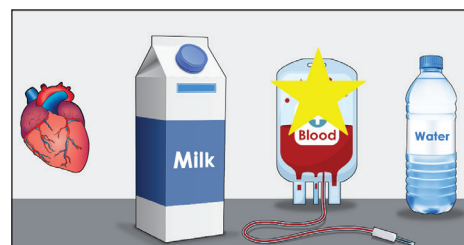
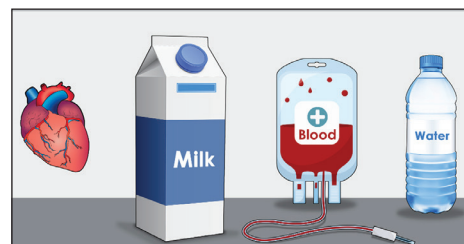
## What Do You Know? 2: Liquid in the Heart

**Objective:** To demonstrate an identification of the liquid that the heart pumps throughout the body.

**Time:** 1 minute

**Suggested Teaching Action:** Instruct students to drag and drop the correct liquid icon that the heart pumps throughout the body to the heart.

**Teacher Instruction:** With this activity, click on one of the pictures of liquid on the right that best matches what the heart pumps throughout the body.



## What Do You Know? 3: Healthy Heart Habits

**Objective:** To demonstrate knowledge of healthy and unhealthy heart habits.

**Time:** 1-2 minutes

**Suggested Teaching Action:** Instruct students to drag and



drop the healthy face icon to those images on the right which support good heart health and drag and drop the unhealthy looking face on the left to those images on the right which support poor heart health.

**Teacher Instruction:** For this activity, drag and drop the smiling healthy-looking face from the left to those images of heart healthy habits on the right. Do the same with the unhealthy heart habits. Drag and drop the unsmiling unhealthy-looking face from the left to those images of unhealthy heart habits on the right.



### What Do You Know? 4: Emotion Faces

**Objective:** To demonstrate knowledge of different emotional states as seen in the faces of different children.

**Time:** 1-2 minutes

**Suggested Teaching Action:** Instruct students to drag and drop the different yellow emoticons to the correct matching child faces on the right. Each emoticon on the left has two matching faces on the right.

**Teacher Instruction:** This activity is about recognizing the emotion on children's faces. Drag and drop the yellow emoticon on the left to the correct emotion matching face on the right. Each emoticon has two matching faces on the right.



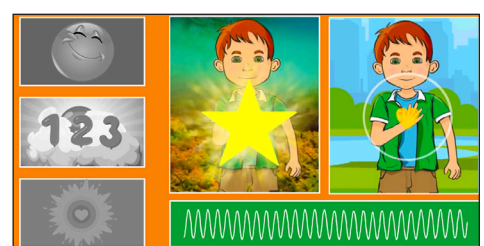
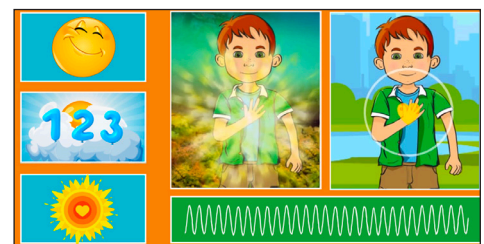
### What Do You Know? 5: Heart Techniques

**Objective:** To demonstrate knowledge of the program's techniques.

**Time:** 1-2 minutes

**Suggested Teaching Action:** From a range of choices on the left, instruct students to drag and drop each image to the correct matching image on the right.

**Teacher Instruction:** For this mix and match activity, drag one of three image choices on the left to the correct matching image on the right.



## What Do You Know? 6: Surprise Ending Video with Prescott and Zoey

### Optional Activity

**Objective:** To complete students' experience of the HeartSmarts® Adventure program.

**Time:** 2-10 minutes including the option of asking questions at the end of the short video to gauge student understanding of the program and what benefits they gained.

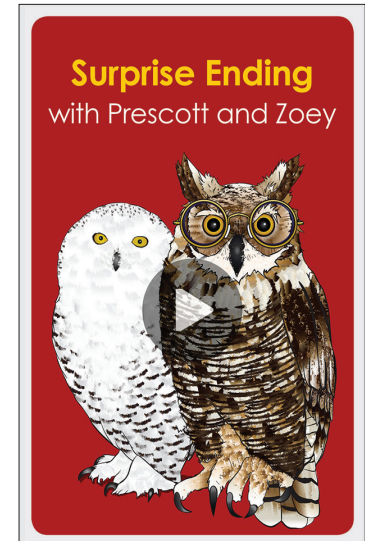
**Suggested Teaching Action:** Play the final Surprise Ending video. Afterward, ask follow up questions to gauge student understanding and experience. As an option, Emotion Detective Identification cards can be passed out.

### Teacher Instruction:

Now that we have completed the program, we are going to watch a final Prescott and Zoey video. Afterward, I will ask you some questions to hear what you have learned from the program.

### Follow-up Questions:

- 1) What did you learn from this program?
- 2) What were some of your favorite activities? Which activities did you enjoy the most?
- 3) Which activities were challenging to do?
- 4) Which activities did you not enjoy so much?
- 5) Which activities would you like to do again?
- 6) Have you been using any of the techniques such as Heart-Focused Breathing™, Heart Warmer™ or Heart Shine™? If so, when do you use them?
- 7) Does anyone want to share any final stories from your experience with HeartSmarts Adventure?



## More HeartMath Programs/Products for Children

### **Sunshine™ Secret (Pre-K – 1st Grade)**

The Sunshine Secret® Interactive e-Learning Classroom Program, Ages 3-6+

This award winning interactive e-learning program is fun and engaging and educational. This science-based program for the home or classroom teaches children to recognize, express and self-regulate their emotions and behavior. It features a delightful story and characters, fun songs and lots of activities that help children build a solid emotional foundation, positive relationships with family, friends and classmates and self-awareness.

### **Smart Brain Wise Heart™ (Grades 4-10)**

Blended Online & Classroom Social and Emotional Learning Program – Ages 9-16

This Blended learning program combines 8 unit online course, pre- and post-assessment and printed and digital leader materials for enhanced learning. Leaders can enroll up to 30 students for use in class or at home. Smart Brain Wise Heart draws on the best of young peoples' hearts and brains, empowering them to make smarter decisions and improve self-control, academic success and social skills.

### **emWave® Pro for Building Self-Regulation Skills (Grades 2-12)**

Students Enjoy Experiencing the Shift in Attitudes and Behaviors

The emWave helps students reduce learning and performance blocks such as test anxiety, poor memory recall, low motivation and behavioral issues caused by peer pressure, anxiety and overstimulation such as from today's media devices.

### **Transforming Stress for Teens (Book)**

The HeartMath Solution for Staying Cool Under Pressure

A simple-to-use skill set, invaluable for today's teenagers who face tremendous pressures in today's world. Thousands are thriving with the widely acclaimed solutions in HeartMath's new book, Transforming Stress for Teens. After learning powerful techniques, they are tapping into the uplifting and renewing emotions of hope, appreciation, joy, confidence and courage.

### **Teaching Children to Love (e-Book)**

80 Games & Fun Activities for Raising Balanced Children in Unbalanced Times

New perspectives and building blocks for new levels of intelligence, emotional management, deeper communication and self-security that are helping children feel positive and hopeful. This e-Book includes an explanation of the physiology of heart intelligence, instructions for three of HeartMath's core techniques and easy-to-use, entertaining games and activities. Each activity has a learning purpose, step-by-step instructions and variations. *For parents, childcare providers, counselors and everyone who is responsible for loving, educating and caring for children.*

### **Wild Ride to the Heart™ (Board Game for Ages 4 and up for Home or Classroom)**

First player to the "heart" wins in this board game, which is loaded with fun for the entire family. It makes you feel good in your heart. Wild Ride teaches children about recognizing, expressing and balancing their emotions. Lucky players will have a smooth ride to the finish, but not without making some funny faces on the way. Ages 4 and above.



HeartSmarts® Adventure  
*Ages 4-6+*

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