

WiseHeart™

For Ages 7-10



Leader's Guide

A Heart-Based Social and Emotional Learning Program

WiseHeart™

Program for Ages 7-10

HeartMath® Institute
14700 West Park Avenue
Boulder Creek, California 95006
(831) 338-8500 • Fax (831) 338-8504
www.heartmath.org

Published by HeartMath Institute
© Copyright 2023 HeartMath Institute
All rights reserved. No part of this publication may be reproduced
without the prior written permission of HeartMath Institute.

The content, tools and techniques of this program were made possible by the research completed at HeartMath Institute (HMI) Research Center. This work is made possible by the generosity of our donors. HeartMath Institute is a nonprofit, charitable organization founded in 1991.

This Leader's Guide is a work prepared in conjunction with programs offered by HeartMath Institute (HMI). In no event shall HMI have any responsibility or liability for any consequences of any use, misuse, inability to use, or reliance upon the information contained herein.

©2023 HeartMath Institute. All rights reserved. HeartMath is a registered trademark of Quantum InTech, Inc. For all HeartMath trademarks, go to: www.HeartMath.com/trademarks. Heart-Focused Breathing is a registered trademark of Doc Childre.

Acknowledgements

The creation of the WiseHeart program came from the collective handiwork of many caring and talented individuals. The list is long and varied.

Numerous educators offered their sage advice to suggest content-related changes that would meet the needs of their students, including Laura Lopez-Arenas, a veteran school teacher and now HeartMath Institute employee; Jennifer Fischer, a third grade teacher; Brittany Bauman, a reading specialist; Geri Cumo, elementary school counselor; Stephanie Ustinov, a Canadian elementary teacher; and Karen Jenkin, an Australian elementary school principal. VoicesNow and Jenna Moniz provided high-quality professional narration that played such an important part in Wiseheart. University of Toledo psychometricians, Christine Fox and Svetlana Beltyukova, worked with some of the same educators listed above to create the pre- and post-trackers for each of the 5 units of instruction.

Nicole Williams and Kofi Hill contributed their respective musical talents that wove in core content in fun and compelling ways.

Eight school children allowed Laura Lopez-Arenas to interview them in the Kids Talk section of the program and tell their stories and applications.

Video Explainers, Nliven, and the LHT group crafted many of the animations and designed the infrastructure behind the learning management system that is hosting this online program. Sandy Royall created and produced layout design and art along with Liz Muir, graphic artist.

Technical editors, Christiana Bishop and Jackie Waterman, proofed the program for typos and grammar. HeartMath founder, Doc Childre, offered his wisdom and content refinements.

We were blessed to have this pool of talent put their hearts and minds into this project. Much thanks to everyone.

Table of Contents

Introduction to WiseHeart	i
Introducing the WiseHeart Program – Overview and Objectives	1
Poster–Am I being the best version of myself?	2
Unit 1 Healthy Habits for a Super You	
Overview and Objectives	3
Activity Lessons.....	8
Worksheets (Visual Representations).....	23
Unit 2 Inner Weather	
Overview and Objectives	24
Activity Lessons.....	29
Worksheets (Visual Representations).....	44
Unit 3 Self-Regulation	
Overview and Objectives	46
Activity Lessons.....	51
Worksheets (Visual Representations).....	71
Unit 4 Communication	
Overview and Objectives	72
Activity Lessons.....	77
Worksheets (Visual Representations).....	93
Unit 5 Decision Making	
Overview and Objectives	94
Activity Lessons.....	98
Worksheets (Visual Representations).....	112

Introduction to WiseHeart™

Welcome educators, youth specialists and families to WiseHeart. We believe this blended-learning program has something for everyone! There is plenty to choose from within each of the 5 units of instruction and their 5 categories of activity.

Contributing to the Well-Being of Students

In this remarkable era of change and uncertainty, today's students and the staff or adults who serve them need practical skills and strategies to offset the effects of depleting stress and promote greater resilience. Drawing on the 5 competencies from the CASEL model (*on the right*), these abilities are proving indispensable for our youth as they navigate through our increasingly complex, discordant world. Their ability to self-regulate, get along with others and grow their aptitude in decision-making go a long way in helping them succeed in today's educational and home environments. Alternatively called self-efficacy, resilience, mindfulness, growth mindset or grit, all of these capabilities speak to students' motivation and belief in their own capacity to learn and be the best they can be.



Research Based

WiseHeart is based upon years of best practices and educational research across a wide age span of youth. Numerous studies document the effectiveness of these tools and strategies in independently-validated, peer-reviewed journals.

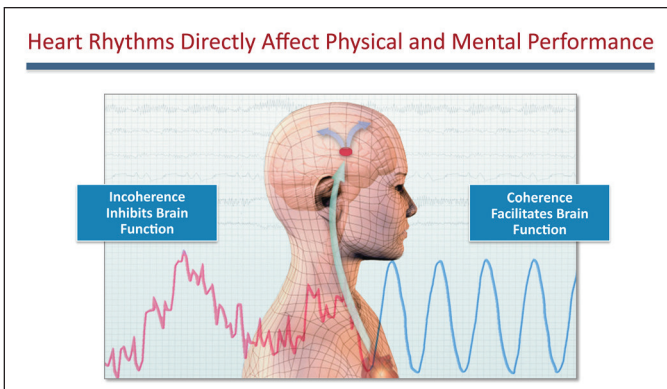
<https://www.heartmath.org/research/research-library/>

Neuroscience

Neuroscience findings have pinpointed distinct areas of the brain that govern our social and emotional skills. These areas of the brain influence the way that we process information, react to emotionally charged events, and show empathy and compassion toward others. Negative emotional states, such as fear, anger, or anxiety, are linked to less activity in the prefrontal cortex or the thinking part of the brain. Positive emotional states demonstrate more activity in the prefrontal cortex part of the brain. HeartMath published research has shown that the neural signals coming from the nervous system of the heart can deeply influence our brain activity.



These heart rhythms affect the brain centers involved in decision-making, social awareness and the ability to self-regulate. In particular, depleting emotions such as frustration or anxiety inhibit brain activity, whereas renewing emotions such as appreciation or care facilitate brain activity. Simply put, when our bodies, our minds, and our emotions are more in sync, we are better able to deploy learned social and emotional competencies. Not surprisingly, this coherence influences student engagement in academic learning.



Short Training Videos

There are 3 short instructional videos to help explain the program. They are located on the Home Page inside the Training Videos section.

- 1) A **student instructional video** that introduces the content and range of program activities to students.
- 2) An **adult instructional video** that highlights some of the specific program activities, features and options.
- 3) A **how to register and enroll video** provides an overview of the registration and enrollment processes.



In addition, within the Adult Resources section are 3 registration and enrollment guides in pdf form that guide users in detail through three different types of licenses and roles: Single Classroom Educators, Parents and Family Members and Administrators who can assign educators to multiple classrooms.

Registration and Enrollment for WiseHeart – The Basic Steps

Adult		Student
Option 1	Option 2	Automatic Option
<p>If purchased course, follow these steps:</p> <ol style="list-style-type: none"> 1) Register on Portal 2) Login to Portal 3) Add WiseHeart Course 	<p>If added by an administrator, registration is automatic:</p> <ol style="list-style-type: none"> 1) Login to Portal 2) Enter WiseHeart Course 	<p>If added to course by an adult, registration is automatic:</p> <ol style="list-style-type: none"> 1) Login to WiseHeart Course

1 +❤️ HeartMath Institute
HeartMath Institute eLearning Center

Register

First Name * Last Name *

BillyEducator Bob

E-Mail Address *

instituteheartmath+395@gmail.com

Password * Confirm Password *

WiseHeart007! WiseHeart007!

The minimum password length is 8 characters and must contain at least 1 lowercase letter, 1 capital letter, 1 number, and 1 special character. Special characters allowed in the password # \$ % ! & * ? ~ : ; ' = + -

Register

Already have an account? Login

1 +❤️ HeartMath Institute
HeartMath Institute eLearning Center

Email

Password

Login

Forgot Password?

1

WiseHeart

Email

Password

Login

Forgot Password?

2 +❤️ HeartMath Institute
HeartMath Institute eLearning Center

First time visitors Register here

Register

Returning visitors Log In here

instituteheartmath+429@gmail.com

Login

Forgot Password?

2

WiseHeart™
Age 7 to 10 years

A heart-based social and emotional learning program that helps children learn skills in self-regulation, communication, and decision-making.

> Learn More

> Enter Course

3 HeartMath Institute eLearning Center

HeartMath® for Parents
Balancing Stress While Deepening Family Connection and Communication

Solution-focused guidance to help you in your quest for building connection, self-regulation, resilience and communication in your family.

> Learn More

> Add Course

WiseHeart™
Age 7 to 10 years

A heart-based social and emotional learning program that helps children learn skills in self-regulation, communication, and decision-making.

> Learn More

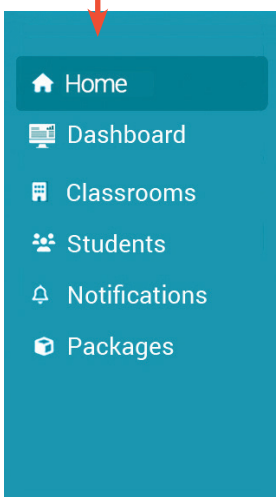
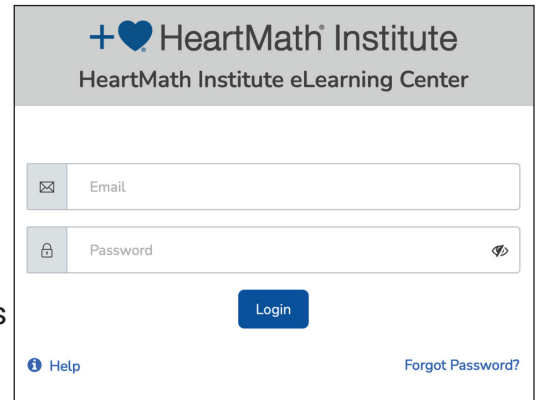
> Add Course

Navigating the WiseHeart Program

WiseHeart 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 online program can be shown on a variety of screens, including a classroom smart board, individual tablets, desktop computers or laptops.

Adult Home Page

After an **Adult** logs in and enters the course, they will have access to the Adult Home Page. Teachers and parents will want regular access to this resource page. Included are the units of instruction, resources for adults, resources for kids, and the 3 training videos highlighted earlier. Importantly, within the Adult Resources are pdfs for the Leader's and Registration and Enrollment Guides, 5 articles, worksheets in pdf-print forms, pre-and post-trackers, song lyrics, posters and a course navigation map. The interactive worksheets are located within the articles and Kids Resources.



On the **sidebar** are a series of other resources or points of access.

Home—Adult Home Page (4 buttons as seen above)

Dashboard—View word clouds, pre- and post-trackers, and interactive worksheets

Classrooms—Import, create and edit students and classrooms

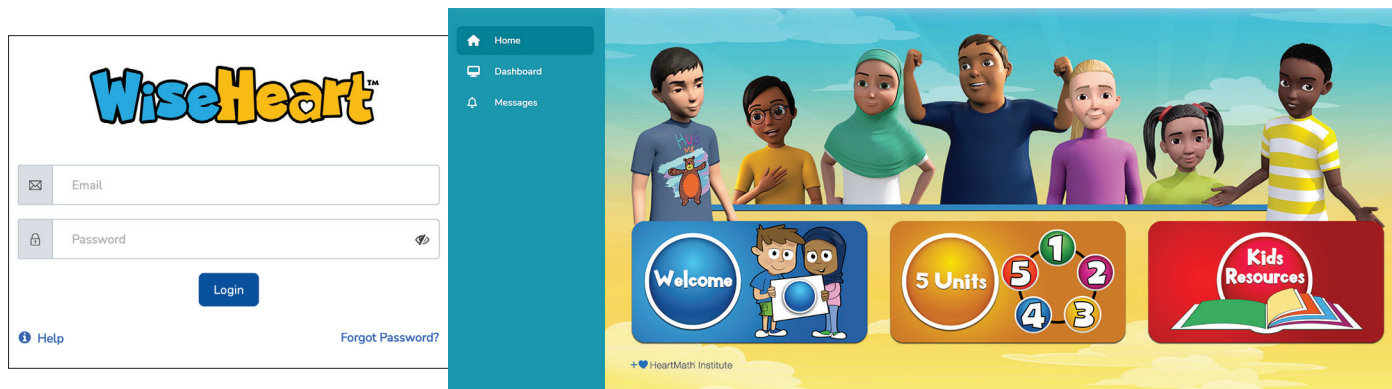
Students—Add and edit students and their classroom designations, send messages and assignments to students

Notifications—Important communications and system updates

Packages—License ID and license type

Student Home Page

After **students** login, they will have access to the Sidebar Navigation, Welcome Page, 5 Unit Course and Kids Resources.



Sidebar Navigation

Home

Student Home Page includes Welcome page, 5 Units and Kids Resources.

Dashboard

View word clouds, pre- and post-trackers, and interactive worksheets.

Messages

Students can view important communications and assignments from educators and parents.

The Student Home Page includes three sections.



Welcome

The Welcome section includes Introduction Video, and the Welcome article.



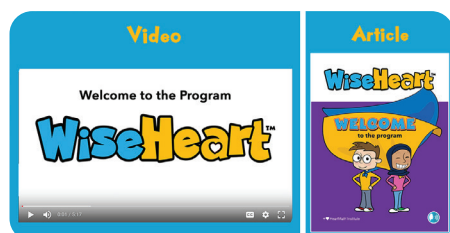
5 Units

This section takes the user to the 5 units of content.



Kids Resources

This section includes interactive worksheets, trackers and 5 rap song lyrics.





Navigation Icons

A student can click or tap the **Home Page** icon to go to the **Student Home Page**.



Click on the **5 Units** button to open the program content.

On each unit's **Index Page**, you can click to access all activities.



Within each unit is an easy-to-use side menu of 5 program options: Click or tap to open the activity.



Clicking on an activity will open it on a separate page.



Video



Video



Activities



Activities



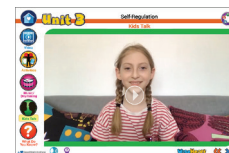
Music/Drumming



Music/Drumming



Kids Talk



Kids Talk



What Do You Know



What Do You Know

Overview of Student Activities

For in-depth instructions, review the activities that follow within this Leader's Guide.

Each of the 5 units begin with students filling out a short pre-tracker that does a pre-assessment of various healthy habits or thematically-related skills. Afterward, a rich 3D animation video plays using a fun and interesting cast of student and adult characters to portray the main learning themes.

What follows is a colorful infographic article that can either be read or listened to with a professional voiceover expert narrating the pages. The Did You Know and Fun Challenge sections within the article keep the content interesting and participatory. Numerous online enrichment activities support the core learning objectives in fun and dynamic ways. Dozens of colorful activity worksheets, both in digitally interactive and pdf-print forms, help children reflect on what they have learned and then put those learnings into practice.



**Drumming instructor,
Nicole Williams**

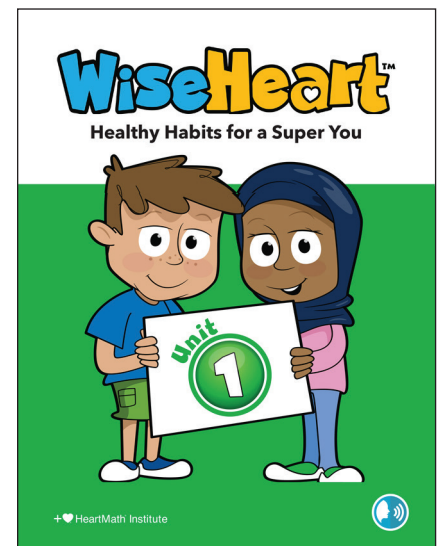
Then it moves into a drumming and music section. The wonderful drumming instructor, Nicole Williams, leads students in short but thematically-relevant drumming sessions for each unit. Afterward, rapper Kofi Hill, sings a series of short rap songs accompanied by a wonderful display of catchy videos that will engage and entertain students. The songs speak to the core content of the program.

Kids Talk follows. Numerous children speak openly and candidly about their applications of the healthy habits and self-regulation techniques woven throughout the program.

In the What Do You Know category of activities, students will participate in a group word cloud. They will be able to see overall class opinions and results in a group word cloud form. The program ends with a post-tracker that assesses the same habits and skills the pre-tracker measured. Statistical results will reveal the degrees of progress between the two assessments.

Healthy Habit	It's a habit!	I started working on it.	I plan to work on it.	I want to work on it but I can't right now.	It's not important to me right now.
Sleeping about 10 hours every day					
Avoiding junk food					
Drinking 7 cups of water during the day					
Eating at least 1 piece of fruit every day					
Eating at least 1 vegetable every day					
Having healthy drinks instead of sugary drinks, such as soda					
Staying active for almost an hour (for example, did sports, walked, played outside)					
Practicing Heart-Focused Breathing					

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.



Each Unit Begins with a Pre-Tracker

Each unit begins with students filling out a short pre-tracker that pre-assesses various healthy habits or thematically-related skills (located within the Video section). The filled-in trackers will be stored in the dashboard.

Opening an Activity

There are dozens of activities within this program. How you operate this program may differ depending on your type of technology. Most activities will launch with a simple click or a tap on a touch screen.

Many tablets or Chromebooks use a touch screen as the main way to interact with the Wiseheart program.

Unit 1 Healthy Habits for a Super You

Pre-Tracker
Healthy Habits for a Super You

Healthy Habit	It's a habit!	I started working on it.	I plan to work on it.	I want to work on it but I can't right now.	It's not important to me right now.
Sleeping about 10 hours every day					
Avoiding junk food					
Drinking 7 cups of water during the day					
Eating at least 1 piece of fruit every day					
Eating at least 1 vegetable every day					
Having healthy drinks instead of sugary drinks, such as soda					
Playing active for almost an hour (for example, did sports, walked, played outside)					
Practicing Heart-Focused Breathing					

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

Unit 1 Healthy Habits for a Super You

Exercise Spinner

Activities shown on the spinner: jumping jacks, windmill, tree pose, running in place, arm circles, mountain pose, marching, triangle stretch, flamingo pose.

Unit 1 Healthy Habits for a Super You

Exercise Spinner

The Narrator/Instructions icon (a blue circle with a white sound wave) is highlighted with a red circle.

Narrator Instructions

All activities have accompanying instructional narration to help explain what each activity is about.



Narrator/Instructions
Active

The narrator screen is activated when clicked or tapped. The sound wave shows up when the narrational instruction for each activity begins.



Narrator/Instructions
Inactive

The narrator screen sound wave is inactive—the sound wave disappears—until clicked or tapped.

Unit 1 Healthy Habits for a Super You

Exercise Spinner

The Narrator/Instructions icon (a blue circle with no sound wave) is highlighted with a red circle.

Creative Ways to Use WiseHeart in Your Classroom Schedule

Starting Your Class

As students enter the classroom, ask them how they are feeling (stormy, cloudy or sunny). Reference the Inner Weather chart. Acknowledging and encouraging children to identify their emotions creates a safe and more open-hearted environment. As an option, place your hand on your heart to model the love and respect you feel for each student.

Morning meeting

Begin the morning meeting with the practice of one of several self-regulation techniques, such as Heart-Focused Breathing or Get in Sync, to launch the day with more calm and positivity. During discussions, reinforce the practice of listening skills to help build compassion and understanding in student relationships. When any issues or conflicts arise, selectively use the Freeze Frame Technique to strengthen important decision-making and problem-solving skills.

Throughout the day

There are many opportunities to practice Heart-Focused Breathing or Get in Sync during the day: at home, after recess, before a test, when a conflict arises, after lunch, before a pair share, or before any kind of event.

Learning moments

Any kind of conflict or issue can be turned into a learning moment. Pause, practice Heart-Focused Breathing, or use a Freeze Frame worksheet to draw out the wisdom and intelligence of students on how to best handle a situation.

Weaving SEL in with Academic Content

When reading books, ask children to identify those characters who are experiencing challenges but who then practice CASEL competencies to help resolve their own issues. Ask students to identify new emotion words that can be added to the Inner Weather chart. In math (or other academic-related topics), this is another opportunity to pull out the Inner Weather chart! As students work in pairs, complete worksheets or discuss math as a class, discuss the range of emotions they experience. Then practice Heart-Focused Breathing and listening skills to help them be more proactive in response to whatever challenges they might face.

Check-Ins

Throughout the day, when a transition moment happens, check in with the students. Where are they on the Inner Weather chart right now? Can they take a little brain break, stand up and practice Heart-Focused Breathing, or use the Exercise Spinner?

Practicing the Techniques

Program leaders who practice the various tools and techniques in WiseHeart are likely to have more authenticity, understanding and confidence. Not only will your guidance to students or children be based on personal experience, but you also will know where your personal practice needs improvement.

“Things rarely go as planned in my world! When I take a few minutes of time from my busy ‘preparation’ periods, before school and during my lunch break, to stop and use the HeartMath tools, my ability to be flexible increases. I use Prep in the mornings, and Reset throughout the day when I have breaks. The time I spend getting coherent on the inside, helps me to respond with more ease and care and even maintain a sense of humor and lightness when faced with challenges in the classroom.”

– Diana Govan, teacher, Carmel, Calif.

Annual Licensing Fee

One year after your purchase date of WiseHeart, you will have the option to renew your eLearning program license. An email will be sent to you asking whether you wish to renew your license for another year. The licensing fee pays for the website’s maintenance by software specialists, program upgrades, the expenses to rent the extra server space that hosts the curriculum, and customer service personnel to help clients successfully navigate the elearning platform.

Support

We are here to support you in your experience with Wiseheart. Within the program you have access to a support email if you have questions or needs. Otherwise, please contact customer support at (800) 711-6221.

Privacy Policy

HeartMath Institute commits to protecting all personal information used in WiseHeart and will not share or sell this information to any website or other organization. [Privacy Policy](#).

WiseHeart™

Program for Ages 7-10

Introducing the WiseHeart Program

Overview of Program

Introduce the name of the program, play the Welcome Video, share the Am I being the best version of myself? poster, and ask students to read the Welcome article.

Objectives

Students will be able to identify 1-2 goals or benefits from taking the Wiseheart program.



Activity Grid: Introducing the WiseHeart Program to Your Students

Activity	Objective	Time	Teaching Action
Introducing WiseHeart	Students will be able to identify 1-2 goals or benefits from taking the Wiseheart program.	4-6 minutes	<ol style="list-style-type: none">1. Show the program's online home page on a classroom smart board, computer or tablet.2. Read the overview below to introduce the program, then play the Welcome Video.3. Share online narrated version of the poster, Am I being the best version of myself?4. Ask this follow-up question for the poster: "Here is a poster that talks about some of the goals of WiseHeart. Do any of these goals or pictures speak to you?"5. Instruct class to read the Welcome article.

Introducing the WiseHeart Program to Your Students – Teacher Instruction

(Show the online home page on a Smart Board, computer or individual tablet.) I am introducing a new program to you called WiseHeart. This is a skill-based program with a lot of support activities that can help you become the best version (side, form, model) of yourself. We will have some fun adventures as we learn about the WiseHeart program (on our smart board, computer, tablet, etc.). We are all going to learn about our *wise heart*. Let's all say that together, *"WiseHeart!"*. Wise heart means taking care of ourselves so we can be healthy and happy. We are using our wise heart when we get plenty of exercise, sleep well, eat healthy food and try to manage our emotions. *(If appropriate, give a short tour of some of the fun games and activities.)*

Practice Heart-Focused Breathing™



Control your emotions



Stay active



Be kind to others



Be a good listener



Am I being the best version of myself?

Make good decisions



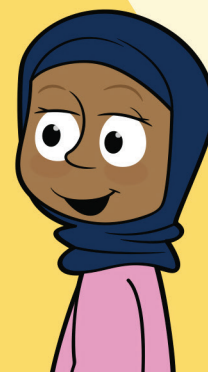
Eat healthy foods



Get plenty of sleep



Get along with people





Healthy Habits for a Super You



Overview of Unit 1

After students have been introduced to WiseHeart and its purpose and scope of activity, they will take a short Unit 1 pre-tracker assessing how well they are doing with a range of healthy habits. The main healthy habits include sleep, nutrition, hydration, exercise, and emotional health. What follows is the main video, a 3D animation featuring a lively cast of students and adults shown in both a school and home setting. Afterward, there are a variety of enrichment activities that further educate students in fostering healthy habits within their lives. An end-of-the-unit word cloud and post-tracker help assess individual growth and offer a class's pulse of healthy habits.



Unit 1 Objectives

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

- 1) Identify the five healthy habits that are part of having a WiseHeart.
- 2) Identify one habit in which they wish to improve.
- 3) Assess how well they are practicing the healthy habits.
- 4) Identify what are the best practices for each of the healthy habits.

WiseHeart Unit 1 – Healthy Habits for a Super You

Pre-Tracker/Video	Objective	Time	Teaching Action
1. Introduce the Pre-Tracker	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the purpose of the pre-tracker. 2. Analyze their responses to determine areas in which they can improve their overall health. 	5-10 minutes	<p>Introduce the first pre-tracker to the students. Explain that the tracker is a way to measure how well students are practicing the healthy habits. Pass out a copy of the tracker to each student. As an option, they can use the digital interactive form. Model how to fill out the tracker on a screen. After completing the tracker, the students will determine which healthy habit they would like to improve by circling that particular habit or highlighting the habit if using the digital tracker. Use follow-up questions to evaluate their comprehension. Collect the trackers and save them as a baseline to compare to the unit's post-assessment.</p>
Video	Objective	Time	Teaching Action
1. The Healthy Habits for a Super You	<p>The students will be able to identify the five healthy habits that are part of WiseHeart.</p>	7-10 minutes	<p>Introduce the video as the first animated video found in each of WiseHeart's five units of instruction. Show the video and then ask follow-up questions.</p>
Activities Section	Objective	Time	Teaching Action
1. Article	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the importance of practicing Heart-Focused Breathing. 2. Plan how to utilize the healthy habits to improve their overall health. 3. Recognize the negative effects sugar has on the body. 4. Explain the importance of physical activity in maintaining a healthy body. 	<p>10-15 minutes per reading session. Entire article may require 3 or more readings or the use of audio narration. Activity worksheets will add more time.</p>	<p>Introduce the article by accessing the digital version found in Activities or print the pdf copy for students.</p> <p>The article can be read or heard in audio narration form. Decide on how many pages to cover for the first session.</p> <p>Review vocabulary words found in the back of the article.</p> <p>Choose from 7 activity worksheets for students to use to further support learning and practice.</p> <p>Worksheets can be accessed in the article's Fun Challenge section and in Resources.</p>

WiseHeart Unit 1 – Healthy Habits for a Super You

<p>2. Heart Rhythm Dance</p>	<p>Students will be able to distinguish between the different heart rates.</p>	<p>2-3 minutes</p>	<p>Play the Heart Rhythm Dance video. Students will stand up and move their bodies, trying to match the movement and speed of the dancing stick figures. Follow-up questions help evaluate the student experience.</p>
<p>3. Exercise Spinner</p>	<p>The students will be able to identify and practice a variety of active exercises to improve strength, flexibility and balance.</p>	<p>4-5 minutes</p>	<p>Click on the narrator button to hear a short introduction to this activity. For specific instructions on how to do each exercise, click on the name of the exercise on the outer white circle. Click on the gold spinner in the middle of the screen to activate a randomly-selected exercise. Instruct students to follow the movement of the unique child figure demonstrating the exercise. Follow-up questions help assess the student experience.</p>
<p>4. Dice Game</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Recall information about the healthy habits. 2. Explain how they are practicing the healthy habits. 	<p>3-5 minutes</p>	<p>Click on the narrator button in the bottom left corner to hear a short introduction. Afterward, click on the bottom right green button to randomly activate one of six dice roll. When the dice rolls, the name of the habit and the face of one of the healthy habits will show up. Students will be asked either to share what they know about the healthy habit or share how well they are doing with that particular habit. Follow-up questions help assess the student experience.</p>
<p>5. Heart-Focused Breathing™ Technique</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Recall the two steps of Heart-Focused Breathing. 2. Explain why Heart-Focused Breathing is an important tool to practice. 	<p>3-5 minutes</p>	<p>To activate the guided Heart-Focused Breathing Technique, click the narrator button in the bottom left corner to hear instructions. Afterward, click on one of the six animated characters or avatars on the left to help lead the activity, along with the voice of the narrator. Follow-up questions help assess the student experience.</p>

WiseHeart Unit 1 – Healthy Habits for a Super You

Music	Objective	Time	Teaching Action
1. Drumming Video	The students will be able to recognize and repeat resting and active heartbeat patterns.	5-10 minutes	Click on the narrator button in the bottom left corner to hear a short instruction for each of the three drumming sessions. Proceed, showing the videos in segments. Follow-up questions for each of the three drumming sections help students assess their experience of key unit themes.
2. Listen to My Heart Rap Song	The students will be able to explain how a wise heart helps improve aspects of our physical and emotional health.	4-6 minutes	As an option, click on the narrator button in the bottom left corner to hear a short introduction. Then play the rap song, Listen to My Heart. Use the lyric sheet for this song as a reference found in the Resource section. After playing this short 1:06 minutes video, review with students some of the main themes.
Kids Talk	Objective	Time	Teaching Action
1. Kids Talk Video	The students will be able to compare and contrast their responses to the responses of others kids their age.	7-10 minutes	Click on the narrator button in the bottom left corner to hear a short instruction. Afterward, show the video to the students. Then, ask some of the follow-up questions to assess students' experience and practice using the healthy habits in their daily life.
What Do You Know?	Objective	Time	Teaching Action
1. Word Cloud	Students will be able to: <ol style="list-style-type: none"> Determine which of the five healthy habits is their strongest. Examine the data collected to determine which habit was strongest in their class. 	5-10 minutes	Click on the narrator button to hear a short instruction. Ask students if they have heard of a word cloud. Explain its purpose (<i>in the Teacher Instruction</i>), adding that the class will contribute to the creation of a word cloud for each unit. Ask the students, one by one, which of the five healthy habits is the strongest for them. Add each answer to the word cloud by clicking on the plus sign (<i>upward arrow</i>) next to the selected healthy habit. When all student entries have been added, the group word cloud will be created. After the class word cloud appears, ask follow-up questions to evaluate student responses.

WiseHeart Unit 1 – Healthy Habits for a Super You

What Do You Know?	Objective	Time	Teaching Action
2. Post-Tracker	The students will be able to analyze their results to determine if they made any improvements with the healthy habits.	7-10 minutes	<p>Click on the narrator icon in the bottom left of the screen to activate a short instructional narration. Explain that the tracker is a way to measure how well they are practicing the healthy habits. Pass out a copy of the pre-tracker and the blank post-tracker to each student so they can compare and evaluate any progress they made in their healthy habits. As an option, they can use the digital interactive form.</p> <p>Model how to fill out the post-tracker. Allow them to complete one row at a time, comparing their current status using the post-tracker to their previous status with the pre-tracker results.</p> <p>After completing the post-tracker, the students can assess how well they did in the habit or skill they wanted to improve. Ask follow-up questions to get a pulse of student progress.</p> <p>Instruct students to hand in the paper forms or to submit the digital forms.</p>



Healthy Habits for a Super You

1

Introduce the Pre-Tracker

Objective: The students will be able to understand the purpose of the pre-tracker and analyze their responses to determine areas in which they can improve their overall health.

Time: 5-10 minutes

Procedure:

Introduce the first pre-tracker (located in the video section) to the students and its purpose. Use the narrator to help explain the differences between the scoring criteria (it's a habit, I started working on it, etc.) or explain it directly to the students. Explain that the tracker is a way to measure how well they are practicing the healthy habits. Model how to fill out the tracker on the screen or with a handout. Pass out a copy of the tracker to each student. As an option, they can use the digital interactive form located in the video section or in Kids Resources. Ask them to complete one row at a time.

After completing the tracker, the students will determine which healthy habit they would like to improve by circling that particular habit or bolding the habit if using the digital tracker. Use their responses to provide support in the unit one article, worksheets and various enrichment activities. Remember to collect the trackers and save them as a baseline to compare to the unit's post-assessment. Ask follow-up questions afterward.

Teacher Instruction:

A big goal of the WiseHeart program is to help us grow into our healthiest selves. One way to help us is by using a simple tracker. It tells us how well we are doing with a skill or habit and where we might need to grow. To begin, we will complete a short pre-tracker that tells how well we are doing with the healthy habits. Here is the online version (*show the online version or pass out a paper version*). As you can see, there are many healthy habits. Your goal is to start practicing some of them so that you will become healthier. When filling out the form, please know that there are no right or wrong answers. I want you to answer each statement honestly. (*Review the tracker scoring criteria with students.*)

The screenshot shows a digital interface for a 'Pre-Tracker' titled 'Healthy Habits for a Super You'. On the left side, there is a vertical menu with icons for 'Video', 'Activities', 'Music/Drumming', 'Kids Talk', and 'What Do You Know?'. The main area contains a table with the following columns: 'Healthy Habit', 'It's a habit!', 'I started working on it.', 'I plan to work on it.', 'I want to work on it but I can't right now.', and 'It's not important to me right now.'. The table lists several habits such as 'Sleeping about 10 hours every day', 'Avoiding junk food', 'Drinking 7 cups of water during the day', 'Eating at least 1 piece of fruit every day', 'Eating at least 1 vegetable every day', 'Having healthy drinks instead of sugary drinks, such as soda', 'Staying active for almost an hour (for example, did sports, walked, played outside)', and 'Practicing Heart Focused Breathing'. Below the table, there are instructions: 'Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.' The interface also includes a 'WiseHeart' logo and social media icons.

Healthy Habit	It's a habit!	I started working on it.	I plan to work on it.	I want to work on it but I can't right now.	It's not important to me right now.
Sleeping about 10 hours every day					
Avoiding junk food					
Drinking 7 cups of water during the day					
Eating at least 1 piece of fruit every day					
Eating at least 1 vegetable every day					
Having healthy drinks instead of sugary drinks, such as soda					
Staying active for almost an hour (for example, did sports, walked, played outside)					
Practicing Heart Focused Breathing					

Now that you have completed the tracker, please select and circle one healthy habit you want to improve (or bold it if using a digital form). In the first unit of WiseHeart, you will learn some information and skills to help you improve that healthy habit.

Note: Some students might find certain healthy habits difficult to practice because of their home life. For those students, guide them to find creative ways to practice a healthy habit that is more suitable for their situation. We want to discourage students from thinking that healthy change is not possible for them. All students can at least practice Heart-Focused Breathing.

Healthy Habit	It's a habit!	I started working on it.	I plan to work on it.	I want to work on it but I can't right now.	It's not important to me right now.
Sleeping about 10 hours every day			X		
Avoiding junk food	X				
Drinking 7 cups of water during the day					
Eating at least 1 piece of fruit every day	X				
Eating at least 1 vegetable every day					
Having healthy drinks instead of sugary drinks, such as soda			X		
Staying active for almost an hour (for example, did sports, walked, played outside)	X				
Practicing Heart-Focused Breathing			X		

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

Evaluation: Follow-up Questions

- 1) What habit did you choose to work on?
- 2) Why did you select this habit?
- 3) Do any of you want any extra help working on a particular habit?

Video: Introducing Healthy Habits for a Super You

Objective: The students will be able to identify the five healthy habits that are part of WiseHeart.

Time: 7-10 minutes

Procedure:

Watch the first video in advance. Write down any follow-up questions which can be added to the ones below. Introduce the video as the first animated video found in each of WiseHeart's five units of instruction. Show the video and then ask the follow-up questions.



Clicking on the **Narrator icon** in the bottom left of the screen activates the short instructional narration. Clicking anywhere on the screen activates the video play as well as stops the video play.

Teacher Instruction:

As you know, we are launching a new program called WiseHeart. This is a skill-based program with a lot of support activities that can help you become the best version of yourself. To begin, I am going to show you the first of five animated videos found in the WiseHeart program. The first video takes place in an imaginary classroom with imaginary student characters. It identifies healthy habits such as exercise, nutrition and sleep that help us become our best selves. Sometimes, it can be difficult to strengthen all of these healthy habits, but over time, we can improve one or two of these habits. When watching the video, try to pay attention to the five healthy habits shown in the video. After I show the video, I will ask you some follow-up questions.

Evaluation: Follow-up Questions

- 1) Does anyone remember the main healthy habits?
(Sleep, nutrition, drinking water, exercise and emotional health.)
- 2) Which habits are strongest for you?
- 3) Which habits are difficult for you?
- 4) Can you identify one healthy habit that you would like to improve?
- 5) Why is staying calm an important healthy habit?

Activities 1: Article

Objective: The students will be able to recognize the importance of practicing Heart-Focused Breathing, plan how to utilize the healthy habits to improve their overall health and recognize the negative effects sugar has on the body.

Time: 10-15 minutes each day, depending on the use of worksheets.

Procedure:

Review the article in advance. The article comes in two forms: an active digital flip book with audio narration and a pdf form. To open the flipbook version, click on the Activities menu button and then click on the article to access the article and then finally, click one more time to open it up. This will open up the flipbook and allow the students to use the arrow buttons located on the right side of the screen to move through the pages. Clicking on the narration icon located on the



upper right part of the screen activates the reading of the page.

To pause the audio, simply click the narration button located in the top right corner of the page and click again to continue. The audio will pick up from where it left off.

There are 7 worksheets (or assignments) in unit 1 for students to engage in and grow their healthy habits. The **worksheet icons** are placed on selective pages. The interactive worksheets inside the digital article can be opened by clicking on the icon to access an interactive version. Otherwise, pdf handouts are available in the Adults Resources. Where appropriate, have pairs of students complete individual worksheets together. Share answers afterward.

New vocabulary words at the end of the article can either be defined in advance or defined as they arise on each page. They are highlighted in blue for easy reference and defined at the back of the article.

Teacher Instruction:

Now we are going to read the article (or listen using the **narration button** feature), Healthy Habits for a Super You. There is a lot of helpful information in this article, including two interesting sections. The **Did You Know** section has interesting facts, and the Fun Challenge section will give you a chance to do some fun activities that grow our healthy habits. When you see the worksheet icon in the **Fun Challenge** section, if using the digital or flipbook version, you can click on that icon to open up an interactive worksheet. *(Show the article to model how to navigate the article and access the worksheets as an option.)*

Evaluation: Use worksheets to assess student knowledge and comprehension.

Vocabulary

- **Artificial:** Not natural. Foods such as soda, cookies, most potato chips and candy are artificial foods.
- **Carbohydrate:** A main source of energy for our bodies. Carbohydrates are found in most foods. They give us energy to do things. Fruits, vegetables and whole grain breads are a healthy source of carbohydrates.

Listening to Your Body 

Your body is a great source of information, and it tells you many things. A feeling of tightness in your chest, butterflies in the stomach, tension in your neck, or a headache are signals in your body that are telling you something is going on that needs your attention. For example, some people get an upset stomach when they are worried. Learning to listen to and understand these messages can help you make wiser choices for your health and be your super best self.

Did you know?

-  When the heart pumps blood, it takes one minute for the blood to travel throughout the body.
-  Humans are the only animals that cry when upset.
-  The heart sends blood through your body about **1,000** times each day.
- The strongest muscle in the human body is the tongue and the hardest bone is the jaw bone.

Your fingernails grow four times as fast as your toenails.

Fun Challenge 

Draw a picture of feelings you notice in your body.

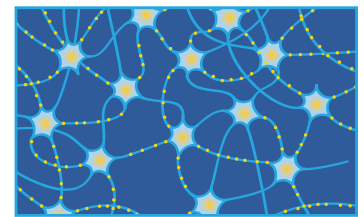
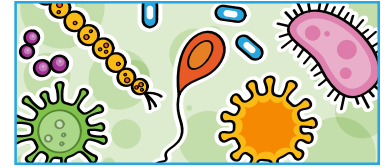
- **If you are hungry**, what would hunger look like if you could draw it?
- **If you are excited**, where in your body would you feel excited? How would you draw that?
- **If you are worried**, what part of your body would tell you that you are worried? What color or shape would describe your worry?



I'm ANGRY. Angry is red and spikey!!

© 2022 HeartMath Institute 4 WiseHeart Article-Unit 1

- **Germ:** A tiny living thing that gets inside our body. We can catch germs from others that can make us sick with the flu or a cold.
- **Dopamine and Endorphins:** Brain chemicals that help you feel positive emotions.
- **Heart-Focused Breathing™:** A simple way to strengthen your wise heart.
- **Hydrated:** Being hydrated means drinking plenty of water. We need water to help our bodies do well.
- **Muscle:** The human body has more than 600 muscles. Muscles allow us to move and give us the strength to do things.
- **Natural:** Something that comes from nature, not something that is made by humans. A plant is natural. A cell phone is man-made.
- **Neuropathways:** These are pathways between cells in your body and brain. If you do the same thing enough times, your brain, body, and heart build a new pathway.



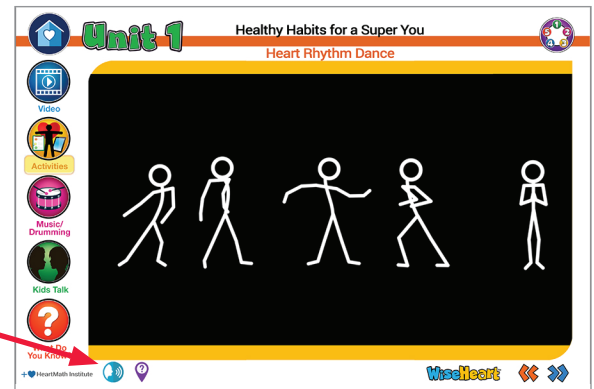
Activities 2: Heart Rhythm Dance

Objective: Students will be able to distinguish between the different heart rates.

Time: 2-3 minutes

Procedure:

As an option, click on the **narrator button** in the bottom left corner to hear a short instruction before beginning the activity. Then click to play the Heart Rhythm Dance. The students will notice their heart rate speed up and down as their movements change pace. Ask follow-up questions afterward.



Teacher Instruction:

Did you know that the heart beats at different speeds? Sometimes the heart beats fast when doing activities such as exercise, and sometimes it beats slowly when doing activities such as sleeping. We are going to watch some dancing stick figures now. I want you to stand up and move your bodies, trying to match the movement and speed of the dancing stick figures. Dancing is a great way to make exercising fun. *(Play video).*

Modeling the Strength of the Heart: 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.

Evaluation: Follow-up Questions

- 1) What happened to your heart as you moved faster?
- 2) What happened to your heart as you moved slower?
- 3) What are some other ways you can have fun while exercising?
- 4) The heart beats all day long. After opening and closing your fist a couple of times, what does that tell you about the strength of your heart?

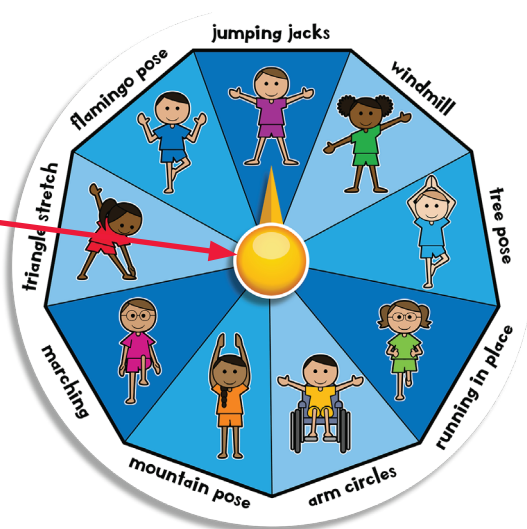
Activities 3: Exercise Spinner

Objective: The students will be able to identify and practice a variety of active exercises to improve strength, flexibility and balance.

Time: 4-5 minutes

Procedure:

The Exercise Spinner is a healthy way for students to expend energy, strengthen their bodies, and calm their minds. As an option, click on the **narrator button** in the bottom left corner to hear a short instruction. Click on the names of each exercise located on the outer rim of the circle to hear specific audio instructions for how to do each exercise. When ready to exercise, click on the **gold spinner** in the middle of the screen to activate a randomly-selected exercise. Ask the students to follow the movement of the unique child figure. Activate the Exercise Spinner regularly to help reinforce this particular healthy habit. This is a wonderful way to take a break from sitting.



Teacher Instruction:

Now we are going to use the Exercise Spinner. Exercise is an important healthy habit, and this activity will give us a chance to work on being healthy. To begin, I will click on the names of each

exercise on the outer rim of the circle to hear audio instructions. As you can see, there are a total of 9 children to guide us in the exercises. To play, I will click on the gold button to spin the Exercise Spinner. After it stops spinning, one exercise is randomly selected. Together, we will follow the movement of the figure.

Evaluation: Follow-up Questions

- 1) Did you have fun doing a specific exercise?
- 2) What did you like about it?
- 3) Was there a part of the exercise that you found challenging to do?
- 4) How can exercise help us be our best selves?

Activities 4: Dice Game

Objective: The students will be able to recall information about the healthy habits and explain how they are practicing the healthy habits.

Time: 3-5 minutes

Procedure:

The Dice Game is a fun way to review healthy habits.

As an option, click on the **narrator button** in the bottom left corner to hear a short instruction. Afterward, click on the bottom right green button to randomly activate one of six dice rolls. After the dice roll, the students will see the name and face of one of the healthy habits. They will be asked either to share what they know about the healthy habit or share how well they are doing with that particular habit. Students can choose to skip a particular healthy habit dice by clicking on the green button to activate another dice roll.



Teacher Instruction:

Now we are going to play the Dice Game. As you can see, there are six different habits or dice. To play, I will **click the green button** to roll the healthy habit dice. When a specific healthy habit dice shows up, you will be asked either to share what you know about a healthy habit or share what you did or will do today to practice this healthy habit. You can choose to skip a



particular healthy habit by asking to re-click on the green button to activate another dice roll.

Evaluation: Follow-up Questions

- 1) Which healthy habits are easier to practice?
- 2) Which healthy habits are more challenging to practice?
- 3) Why is it important to practice healthy habits?

Activities 5: Heart-Focused Breathing™ Technique

Objective: The students will be able to recall the two steps of Heart-Focused Breathing and explain why Heart-Focused Breathing is an important tool to practice.

Time: 3-5 minutes

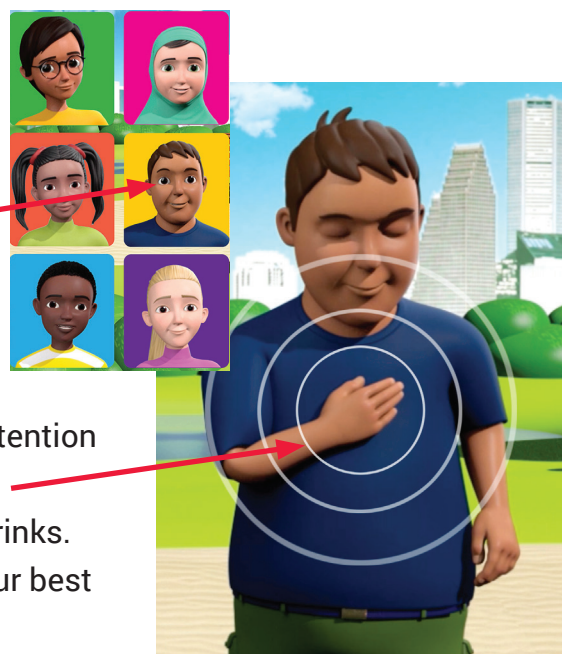
Procedure:

To activate the guided Heart-Focused Breathing technique, click on the narration button in the bottom left corner to hear instructions. Afterward, have a student click on one of the six animated characters or avatars on the left who will then help lead the activity along with the voice of the narrator. As a suggested option, do this guided activity at regular times: when the school day begins, after recess, after lunch, before tests or other times where needed.

Teacher Instruction:

We are now going to practice a simple breathing technique that helps us to feel calmer. This is a practice we will do frequently as one of the healthy habits.

To begin, we will **choose a child face** on the left to help guide us. The narrator will then speak and guide us through the experience. If it feels comfortable, you can place your hand over your heart to help you focus your attention there. You can follow the lead of the **white breathing ring** to breathe in when it expands and breathe out when it shrinks. Your eyes can be open or closed when you do this. Do your best to follow the ring.



As a suggested option, do this guided activity at regular times throughout the week – when the school day begins, after recess, after lunch, before tests or at other times where needed.

Evaluation: Follow-up Questions

- 1) Was it challenging to keep your focus during the practice of the Heart-Focused Breathing Technique?
- 2) What did you like about the activity?
- 3) Do you feel any different after practicing?
- 4) Was it helpful to place your hand on your heart while practicing the Heart-Focused Breathing Technique?
- 5) Did you find using the white breathing ring helpful when breathing in and out?
- 6) When can you use the Heart-Focused Breathing Technique during the day to help you be your best self?

Music / Drumming

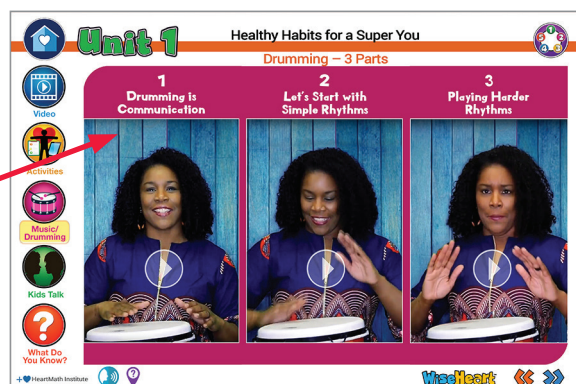
Objective: The students will be able to recognize and repeat resting and active heartbeat patterns.

Time: 5-10 minutes

Procedure:

Preview the **three drumming videos** of Unit 1. As an option, click on the narrator button in the bottom left corner to hear a short instruction for each of Unit 1's three drumming sessions. Then proceed with showing the videos in segments. Questions follow each section to help students anchor their experience of key unit learnings. These three short drumming videos help build a foundation of practice and contextualization around each unit's main themes.

The Introduction video provides an overview and a how-to procedure, including three kinds of drumming sources—students can drum on a thigh, desk or chest – and the sequence of when to drum following the lead of Nicole Williams, the drumming instructor.



The second video, **Let's Start with Simple Rhythms**, asks students to recreate a simple rhythm. Included is a modeling of the heart rate and how running or physical activity speeds up the heart rate while sleeping or napping slows down the heart rate.

The third video, **Playing Harder Rhythms**, asks students to recreate a more difficult rhythm. At the end of the third video, students are asked to play both an in-sync and an out-of-sync sound.

Teacher Instruction:

As part of each unit, I will show you a short drumming instruction video. The video will instruct you to either drum on your thigh, desk or chest and the sequence of when to drum following the lead of Nicole Williams, the drumming instructor. This will make sense when

we start. I want you to have fun but also respect the noise levels of the classroom so everyone can be heard. The first unit has three short videos to help explain how to drum, play a simple rhythm or beat, and how to do a more difficult beat. After each video is played, I will ask you some follow-up questions.

Evaluation: Follow-up Questions

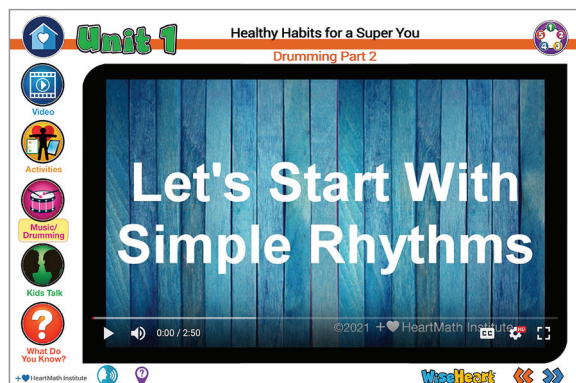
First Video

- 1) What kind of drumming do you prefer? On your thighs, on your desk or drumming on your chest?
- 2) How is drumming like communication?

Second Video

- 1) Do you ever hear that heart sound (lub dub) inside your chest?
- 2) Can you tell when your heart is speeding up and slowing down?
- 3) What kind of activities speed up the heart? What kind of activities slow down the heart?
- 4) Why is it important for the heart to speed up and slow down? Or said another way, why are exercise and sleep important to your health?

The more sleep children get, the healthier their brain becomes, which allows them to stay more alert and focused during the day. And the more a child is active during the day, the better sleep a child gets during the night.



Third Video

- 1) What was challenging when you played a more difficult drumming rhythm?
- 2) In what ways was the out-of-sync drumming like popcorn popping?
- 3) What was your experience playing an out-of-sync drumming rhythm?
- 4) When are moments during your day when you are out-of-sync?
- 5) What was your experience playing an in-sync drumming rhythm?
- 6) When are moments during your day when you are in-sync?

Music: Listen to My Heart Song

Objective: The students will be able to explain how a wise heart helps improve aspects of their physical and emotional health.

Time: 4-6 minutes

Procedure:

As an option, click on the narrator button in the bottom left corner to hear a short instruction. Then play the first rap song, Listen to My Heart Song. Use the **lyric sheet** for this first song as a reference which is found in the Kids Resource section. After playing this short video lasting 1:06 minutes, review with students what were some of the main themes.

Teacher Instruction:

As part of WiseHeart, we have a rap song for each unit. Now I am going to play the first song, Listen to My Heart. It is short, lasting only 1:06 minutes. Afterward, we will review what was said during the song.

As a suggested option, do this guided activity at regular times throughout the week – when the school day begins, after recess, after lunch, before tests, or at other times where needed.



Listen to My Heart Song

Listen to My Heart ... Listen to My Heart ... I Listen to My Heart

A wise heart makes our bodies much stronger

Fruits & Veggies help us feel good longer,

A wise heart helps me behave calmly

A wise heart helps me listen to my body.



I listen to my heart to make a smart choice

Quiet my mind so I can hear my heart's voice...

I choose not to feel angry and sad

I choose to feel strong and happy instead.

I need fruits and veggies, exercise and sleep.

Cause clean food is what my body needs to eat

Doing good habits powers up my body, and Listening to my heart helps me care for everybody.



A wise heart makes our bodies much stronger

Fruits & Veggies help us feel good longer,

A wise heart helps me behave calmly

A wise heart helps me listen to my body.



Evaluation: Follow-up Questions

- 1) What were some of the main ideas or themes of this short rap song?
What healthy habits were mentioned?
- 2) Why did the rapper put so much importance on the wise heart?
What does that have to do with the practice of healthy habits?

Kids Talk

Objective: The students will be able to compare and contrast their responses to the responses of other kids their age.

Time: 7-10 minutes

Procedure:

Play the five-minute-long video. After showing the video to the students, ask some of the follow-up questions below to assess students' experience and practice using the healthy habits in daily life.



Teacher Instruction:

Now, I am going to show you a video where kids talk about their experiences using the healthy habits. As you watch the kids talk, ask yourself how well you are doing with putting some of the healthy habits into daily practice. Of course, we are all just learning about some of these healthy habits, and it would be very difficult to do all of them well. Our goal is to make progress with at least one healthy habit. After you watch this 5-minute-long video, I will ask you some of the same questions the students are answering.



Evaluation: Follow-up Questions

- 1) How do you stay physically active?
- 2) What does it mean to have a wise heart?

- 3) Which healthy habit is easiest for you to follow and why?
- 4) What are some of your favorite healthy foods?
- 5) How do you feel when you don't get enough sleep?
- 6) Which healthy habit is the hardest for you to follow and why?
- 7) When can you use Heart-Focused Breathing?
- 8) How does your body feel when you have lots of energy?

What Do You Know? Word Cloud

Objective: Students will be able to determine which of the five healthy habits is their strongest and examine the data collected to determine which habit was strongest in their class. *Note: Word Clouds are best created with 5 or more people*

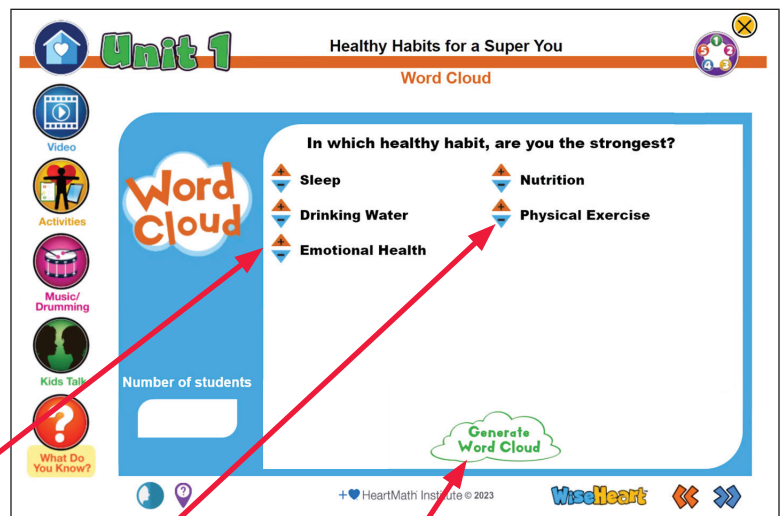
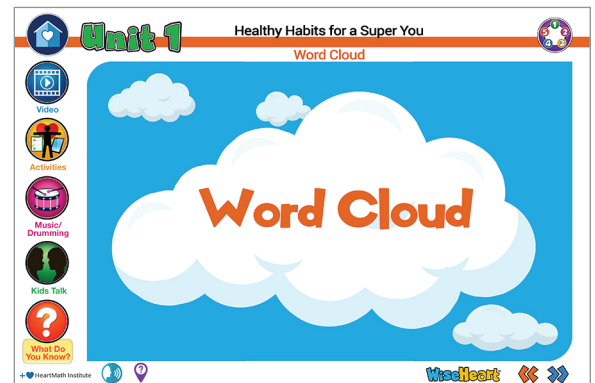
Time: 5-10 minutes

Procedure:

To begin, ask the students if they have ever heard of a word cloud, explain the purpose and then add that they will help contribute to the creation of a classroom word cloud for each unit.

For the first word cloud, ask the students, one by one, which of the five healthy habits is the strongest for them. With each answer, add it to the Word Cloud by clicking on the **plus sign** inside the upward arrow next to the selected healthy habit.

If a mistake is made, click on the **negative sign** inside the downward arrow to deduct the submission. When all student entries have been added, click on the **Generate Word Cloud** to create the group word cloud. Moments later, a class word cloud will appear. The **bigger** and **bolder** the word, **the more students voted** for that answer.



Teacher Instruction:

Have you ever heard of or seen a word cloud? A word cloud is a collection of words shown in different sizes and colors. The bigger and bolder the word, the more people voted for that answer. Word clouds are a fun way to show what our class really thinks about something. All of you will help contribute to the creation of a classroom word cloud for each unit.

For the first word cloud, I am going to ask you, one by one, which of the five healthy habits is the strongest for you. In other words, which habit do you practice the most? With each answer, I will click on the plus sign inside the upward arrow next to the selected healthy habit. You will see the number next to each healthy habit grow. If a mistake is made or you change your mind, I will click on the negative sign inside the downward arrow to subtract that answer. When all your choices have been added, I will click on the Generate Word Cloud to create the group word cloud. Moments later, a class word cloud will appear. The larger the healthy habit word, the more common that response is. There are no right or wrong answers. Each of these habits is important by itself. Are you ready to get started?

Evaluation: Follow-up Questions

- 1) Which healthy habit was the most commonly practiced?
- 2) Why do you think _____ (*name the habit with the most votes*) got the most votes?
- 3) Which healthy habit needs more attention?
- 4) Why do you think _____ (*name the habit with the least votes*) is the most challenging for the class to practice?
- 5) What are some ways we can strengthen this healthy habit?

What do You Know? Post-Tracker

Objective: Students will be able to analyze their results to determine if they made any improvements with the healthy habits.

Time: 5-7 minutes

Procedure:

By this time (depending on how the course has been implemented), the students have been given approximately 3-4 weeks to practice at least one healthy habit. Introduce the post-tracker to the students and its purpose. As an option, click on

Unit 1 Healthy Habits for a Super You

Post-Tracker
Healthy Habits for a Super You

Healthy Habit	It's a habit	I started working on it.	I plan to work on it.	I want to work on it but I can't right now.	It's not important to me right now.
Sleeping about 10 hours every day					
Avoiding junk food					
Drinking 7 cups of water during the day					
Eating at least 1 piece of fruit every day					
Eating at least 1 vegetable every day					
Having healthy drinks instead of sugary drinks, soft or soda					
Staying active for almost an hour (for example, did sports, walked, played outside)					
Practicing Heart-Focused Breathing					

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

© 2023 HeartMath Institute

the narrator icon at bottom left of the screen to activate a short instructional narration. Explain that the tracker is a way to measure how well they are practicing the healthy habits. Pass out a copy of the post-tracker to each student. As an option, they can use the digital interactive form.

Model how to fill out the tracker. Allow them to complete one row at a time. After completing the post-tracker, the students can assess how well they did in the habit or skill they wanted to improve. Ask follow-up questions to get a pulse of student progress. Instruct students to hand in the paper forms, otherwise request that the digital forms be submitted.

Some students might find certain healthy habits difficult to practice because of their home life. For those students, guide them to find creative ways to practice a healthy habit that is more suitable for their situation. We want to discourage students from thinking that healthy change is not possible for them. All students can at least practice Heart-Focused Breathing.

Teacher Instruction:

Earlier, you filled out a pre-tracker for this first unit, Healthy Habits for a Super You. If you remember, it asked you how well you are doing with a skill or habit and where you might need to grow. You were asked to select and then circle one healthy habit that you wanted to improve (or bold the text when using the digital form).

Now we are going to fill out the post-tracker to help us see in which habits we showed progress. *(Distribute post trackers if using a paper form, otherwise, request that students use the digital form.)* Keep in mind, when filling out the form, that there are no right or wrong answers. Even if you made a little improvement in one habit, that is something to celebrate. We are all growing together but in different ways.

After completing the post-tracker, you will assess how well you did in the habit or skill you wanted to improve. I will ask follow-up questions to get a pulse of your progress.

When we are done, please hand in the paper forms or submit the digital forms.

Name: _____ Date: _____

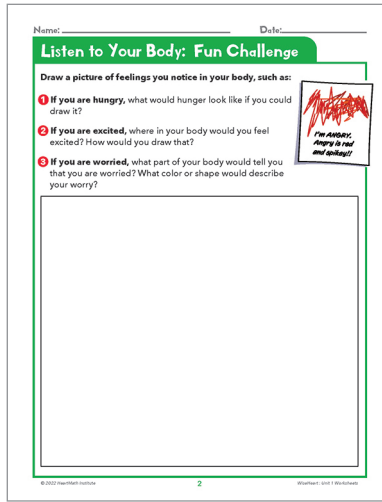
Evaluation: Follow-up Questions

- 1) Were there any habits in which you showed improvement?
- 2) Were there habits that were more challenging to show improvement?
- 3) What have you learned from trying to practice healthy habits?

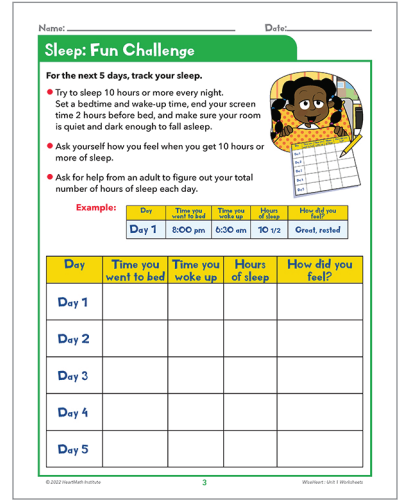
Unit 1 Healthy Habits for a Super You: Worksheets



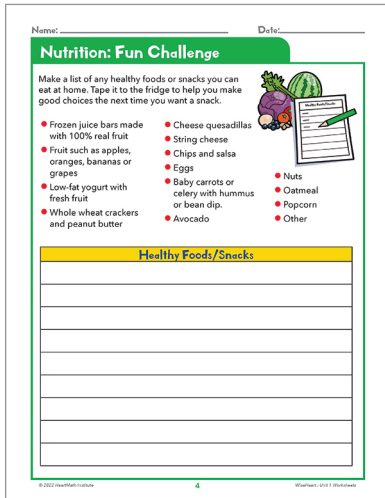
Healthy Habits for a Super You Worksheet Cover



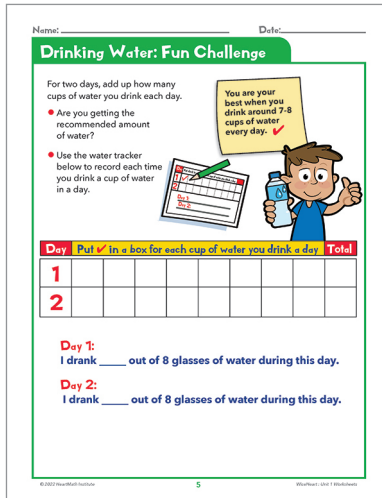
Listen to Your Body: Fun Challenge Print and Interactive



Sleep: Fun Challenge Print and Interactive



Nutrition: Fun Challenge Print and Interactive



Drinking Water: Fun Challenge Print and Interactive



Physical Exercise: Fun Challenge Print and Interactive

Unit 1 Healthy Habits for a Super You: Worksheets

Name: _____ Date: _____

Emotions: Fun Challenge

For two days, write down the different emotions you felt.

• Try to come up with at least 5 different emotions each day such as happy, sad, angry, excited, or nervous and when you felt them. See a list of emotions in the blue box below.

Example:

Day	List the emotions	When you felt them
Day 1	1. excited	seeing my dog after school

Day	List the emotions	When you felt them
Day 1	1.	
	2.	
	3.	
	4.	
	5.	
Day 2	1.	
	2.	
	3.	
	4.	
	5.	

Happy	Jealous	Annoyed	Worried	Joyful
Sad	Brave	Cheerful	Proud	Guilty
Angry	Disgusted	Silly	Grumpy	Excited
Afraid	Mad	Tired	Confident	Anxious
Embarrassed	Frustrated	Loving	Shy	Peaceful
Disappointed	Surprised	Hopeful	Bored	Lonely

© 2022 HeartMath Institute 7 Worksheet: Unit 1 Worksheets

Emotions: Fun Challenge
Print and Interactive

Name: _____ Date: _____

Heart-Focused Breathing™ Challenge

For 3 days, practice Heart-Focused Breathing three times during each day.

DAY 1

- Before my spelling test
- I did it after lunch
- I did it on the ride

Day	When did you use it?
DAY 1	
DAY 2	
DAY 3	

© 2022 HeartMath Institute 8 Worksheet: Unit 1 Worksheets

Heart-Focused Breathing: Challenge
Print and Interactive

Name: _____ Date: _____

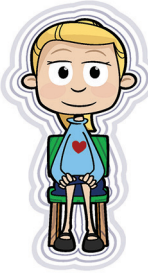
Heart-Focused Breathing™

Practicing Heart-Focused Breathing is one way to create a wise heart. A wise heart helps us be calm on the inside so we make smarter decisions. When we use our wise heart, we are better able to practice healthy habits for our mind and body. It allows us to understand how the choices we make affect ourselves and others.

How to do Heart-Focused Breathing™

Heart-Focused Breathing is a simple activity you can do anytime, anywhere. You can do it with your eyes open or closed.

- To begin, put your attention on the center of your chest or heart area. You can even place your hand on your heart if you feel comfortable doing so.
- Breathe a little deeper and slower. Imagine you are breathing through your heart area. Practice for 1-2 minutes.



© 2022 HeartMath Institute 9 Worksheet: Unit 1 Worksheets

Heart-Focused Breathing
Print

WiseHeart™

Inner Weather



Overview of Unit 2

Inner Weather helps children begin to identify different emotions that they and other people experience. Using cues from facial expressions, body language, and everyday experiences, children develop an expanded emotional vocabulary over time. Through video, numerous enrichment activities, music, drumming, and other children talking about emotions, they improve their baseline of emotional awareness and emotional intelligence. Reinforcement of the Heart-Focused Breathing™ Technique further strengthens emotional self-regulation. A pre- and post-tracker help measure their progress.



Unit 2 Objectives

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

- 1) Identify a range of emotions they experience daily.
- 2) Define the amygdala as the main brain center involved in emotions.
- 3) Distinguish between two different heart wave patterns representing frustration and calm.
- 4) Match heart-to-brain vocabulary words to the correct areas in the brain and body.
- 5) Identify and practice the steps of Heart-Focused Breathing.

Prior to sharing the program with students, make sure to preview each unit's materials, worksheets, videos, and activities so that you are familiar with the content.

WiseHeart Unit 2 – Inner Weather

Pre-Tracker	Objective	Time	Teaching Action
1. Introduce the Inner Weather Pre-Tracker	Students will be able to: <ol style="list-style-type: none"> 1. Understand the purpose of the pre-tracker. 2. Analyze their responses to determine areas where they can improve their overall emotional awareness and intelligence. 	5-10 minutes	<p>Introduce the Inner Weather pre-tracker to the students. Model how to fill out the tracker. Pass out a copy of the tracker to each student. As an option, they can use the digital interactive form. Guide the students as they complete one row at a time.</p> <p>After completing the tracker, the students will determine which habit or skill they would like to improve. Ask them to circle the habit they wish to improve, or if using a digital form, they can highlight that particular habit. Use their responses to provide support in the Unit 2 article, worksheets and various activities.</p> <p>Use follow-up questions to evaluate their comprehension.</p> <p>Collect the trackers and save them as a baseline to compare to the unit's post-assessment.</p>
Video	Objective	Time	Teaching Action
1. Inner Weather Video	The students will be able to identify emotions experienced by children in the video and provide examples of frequently-experienced emotions as shown in the Inner Weather worksheet or poster.	6-9 minutes	Show the video and then ask follow-up questions. If available, use the Inner Weather poster as an instructional option when discussing emotions during follow-up questions.

WiseHeart Unit 2 – Inner Weather

Activities	Objective	Time	Teaching Action
1. Inner Weather Article	Students will be able to explain or describe: <ol style="list-style-type: none"> How emotions are similar to the weather. What is the amygdala? Their recent experience of emotions using each of the 4 grids in the Inner Weather chart. How they used Heart-Focused Breathing. 	7-15 minutes per reading session. Entire article may require 3 or more readings or the use of audio narration. Activity worksheets will add more time.	The article comes in two forms: an active flip book with audio narration and a pdf. If you prefer to have your students listen to the audio, click the audio button located on each online flip book page. Review the definitions of new vocabulary words found at the back of the article. There are 10 worksheets (activity assignments) available for students to engage in during and after reading the article. Click the worksheet icon to view and complete the worksheet that corresponds to the content on that page. Share answers. Afterward, ask follow-up questions.
Activities	Objective	Time	Teaching Action
2. Emotion Spinner	Students will be able to make a face that matches the emotions shown on the Emotion Spinner and describe an experience with a particular emotion.	4-5 minutes	As an option, click on the narration button in the lower left corner of the screen to provide instructions. By clicking on the yellow circle spinner, the dial spins until it lands on a unique emotion face. When it lands on a specific emotion face, students can do one or both of the following: <ol style="list-style-type: none"> Make a face that matches the emotion. Tell of a time when they felt that particular emotion. Afterward, ask follow-up questions.
3. What Might You Feel?	Students will be able to draw an emotion face in response to 5 different scenarios.	10-20 minutes	What Might You Feel asks students to draw an emotion face in response to 5 different scenarios. Instruct students to draw what they might feel in response to the situations. Afterward, ask follow-up questions.

WiseHeart Unit 2 – Inner Weather

Activities	Objective	Time	Teaching Action
4. My Inner Weather	Students will be able to identify a range of emotions experienced over the last few days and place them within the 4 grids of the Inner Weather chart.	6-10 minutes	To begin, ask volunteers to click on an emotion word they recently experienced for each of the 4 grids. Start with the top left box and work around the grid in a U direction. Afterward, ask students to do it on their own, whether using an interactive form or a pdf. Afterward, ask follow-up questions.
5. Match the Word to the Emotion Face	Students will be able to match emotion words to the correct emotion faces.	5-7 minutes	Ask students to match each of the 12 emotion words to pictures by dragging and dropping them under the correct face. Then review each face and emotion word to evaluate which facial qualities led to the match between the face and word. Afterward, ask follow-up questions.
Music	Objective	Time	Teaching Action
1. Drumming Video	The students will be able to recognize and repeat specific drumming patterns that match the feeling of different emotions.	5 minutes	Show the drumming video from the Inner Weather unit. Invite students to participate after each demonstration. Afterward, ask follow-up questions.
2. iBreathe Rap Song Video	Students will be able to recognize several main themes within the rap song and explain how using Heart-Focused Breathing creates a feeling of more calm.	5 minutes	Click on the narration button for a short instruction. Play the second rap song, iBreathe. Pull out the lyric sheet for this second song as a reference which is found in the Resource section. After playing this short video, review with students what were some of the main themes.
Kids Talk	Objective	Time	Teaching Action
1. Kids Talk Video	The students will be able to compare and contrast their responses to the responses of other kids their age.	7-10 minutes	Show the second Kids Talk video called Inner Weather, where kids talk about awareness and management of their emotions and other fun, related topics. Afterward, ask follow-up questions.

WiseHeart Unit 2 – Inner Weather

What Do You Know?	Objective	Time	Teaching Action
1. Word Cloud	Students will be able to identify from a list of emotions which 2 emotions they experience the most.	5-10 minutes	<p>For the second word cloud, ask the students, one by one, which two emotions they feel the most?</p> <p>With each answer, add it to the word cloud by clicking on the plus sign inside the upward arrow next to the selected emotion word.</p> <p>If a mistake is made, click on the negative sign inside the downward arrow.</p> <p>Ask follow-up questions.</p>
2. Post-Tracker	The students will be able to analyze their results to determine if they made any improvements with the healthy habits.	5-10 minutes	<p>Introduce the second post-tracker to the students. Pass out a copy of the post-tracker to each student. As an option, they can use the digital interactive form.</p> <p>Model how to fill out the tracker. Allow students to complete one row at a time. After completing the post-tracker, the students can assess how well they did in the skill they wanted to improve.</p> <p>Afterward, ask follow-up questions.</p>



Inner Weather

2

Introduce the Pre-Tracker

Objective: Students will be able to understand the purpose of the pre-tracker and analyze their responses to determine areas in which they can improve their overall emotional awareness and intelligence.

Time: 5-10 minutes

Procedure:

Introduce the Inner Weather pre-tracker to the students. Model how to fill out the tracker. Pass out a copy of the tracker to each student. As an option, they can use the digital interactive form. Guide the students as they complete one row at a time. After completing the tracker, the students will determine which habit or skill they would like to improve. Ask them to circle the habit they wish to improve or if using a digital form, use a bold font to highlight that choice. Use their responses to provide support in the unit two article, worksheets and various activities. Remember to collect the trackers and save them as a baseline for the post-assessment.

Teacher Instruction:

A big part of the WiseHeart program is to help us grow into our best selves. We're going to use a simple tracker again to identify a skill or habit where we might need to grow. I will walk you through this new pre-tracker, line by line. Each line asks you how well you are doing practicing these healthy habits. This time, the topic is our Inner Weather or our awareness and ability to manage our emotions.

As you can see, there are eight lines of healthy habits in the Inner Weather unit. When filling out the form, please know that there are no right or wrong answers. I want you to answer each statement honestly. We are all learning and growing into our best selves.

Healthy Habit	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
I can tell when I am upset.				
When I am upset, I know how to calm myself down.				
I have empathy. I can understand how someone else is feeling.				
When I feel an emotion, I can name it.				
I notice that I have different emotions throughout the day.				
I notice that my emotions affect other people.				
I use the Inner Weather chart to check in on what I am feeling.				
I use Heart-Focused Breathing to pause and calm down.				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

Name: _____ Date: _____

Pre-Tracker Inner Weather

Healthy Habit	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
I can tell when I am upset.				
When I am upset, I know how to calm myself down.				
I have empathy. I can understand how someone else is feeling.				
When I feel an emotion, I can name it.				
I notice that I have different emotions throughout the day.				
I notice that my emotions affect other people.				
I use the Inner Weather chart to check in on what I am feeling.				
I use Heart-Focused Breathing to pause and calm down.				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 2 Pre-Tracker

After the students have completed the tracker

Now, I want you to circle one healthy habit that you want to improve. (If using a digital interactive form, use a **bold** font to highlight that choice.) In the second unit of WiseHeart, you will learn some information and skills to help you improve these healthy habits.

Evaluation: Follow-up Questions

- 1) What habit did you choose to work on?
- 2) Why did you select this habit?
- 3) Do any of you want any extra help working on a particular habit?

Video: Inner Weather

Objective: The students will be able to identify emotions experienced by children in the video and provide examples of frequently-experienced emotions as shown in the Inner Weather worksheet or poster.

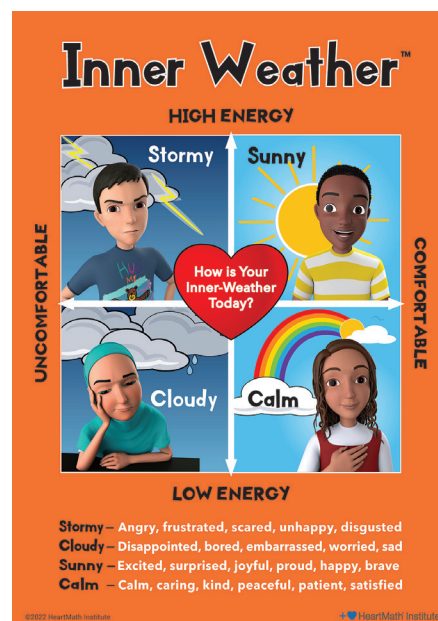
Time: 6-9 minutes

Procedure:

Watch the second video in advance. Write down any follow-up questions which can be added to the ones below. Introduce the video as the second animated video in WiseHeart's five units of instruction. Show the video and then ask follow-up questions. Use the Inner Weather poster in Adult Resources as an instructional option when discussing emotions during follow-up questions.

Teacher Instruction:

Now we're going to watch the second animated video in the WiseHeart program. This one begins on a school playground. As you watch the main characters interact with one another, ask yourself if you have ever seen situations like this at our school. After their playground experience, notice how the teacher, Mrs. Gibson, talks to the students. She introduces the Inner Weather exercise and then guides them through the Heart-Focused Breathing technique as a way to manage emotions. We will talk about the video afterward.



Evaluation: Follow-up Questions

- 1) How are emotions like the weather?
- 2) Do you see situations like the playground experience at our school?
- 3) If so, what kind of emotions show up? (Use the Inner Weather poster as an instructional option.)
- 4) What are examples of stormy emotions? Cloudy emotions? Calm emotions? Sunny emotions?
- 5) How well can you identify the emotions you are experiencing?
- 6) Do you think you have control over the emotions you experience? How do you know if you have control over your emotions or if you have trouble controlling your emotions?
- 7) Would you feel comfortable teaching Heart-Focused Breathing to a family member (like Alice did with her mother) if they were interested? How much practice would you need before sharing with a family member?

Activity 1: Article

Objective: Students will be able to explain or describe: how emotions are similar to the weather, what the amygdala is, their recent experience of emotions using each of the 4 grids in the Inner Weather chart, and how they use Heart-Focused Breathing.

Time: 7-15 minutes each day, depending on the use of worksheets

Procedure:

The article comes in two forms: an active digital flip book with audio narration and a pdf. If you prefer to have your students listen to the audio, click the audio button located on each flip book page. Definitions of new vocabulary words are listed at the back of the article.

There are 10 worksheets (activity assignments) available for students to engage in during and after reading the article. Click the worksheet icon to view and complete the worksheet that corresponds to the content on that page. If appropriate, have pairs of students complete individual worksheets together. Share answers afterward.





Teacher Instruction:


Over the next few days, we are going to read the article called Inner Weather. Again, there is a lot of helpful information in this article, including two interesting sections. One is called Did You Know which has interesting facts. The other section is Fun Challenge. Here we will do some fun challenges or activities together to grow our healthy habits. When you see the worksheet icon, you can click on that icon to open up a worksheet. *(Show the article as an option.)*

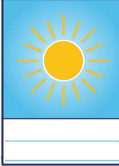





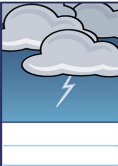

Evaluation: Use worksheets at the end of this unit.

Vocabulary

- **Amygdala**—The part of the brain that experiences emotions.
- **Cortex**—The thinking part of the brain that makes decisions, plans and learns.
- **Emotion**—A feeling such as happiness, love, fear, anger, or anxiety.
- **Emotional Awareness**—Being able to identify the emotions you're experiencing at any given time.
- **Empathy**—Being able to understand how someone else is feeling.
- **Facial Expressions**—A way of communicating what you are thinking and feeling as seen on your face.
- **Neuron**—A nerve cell that carries electrical impulses. Neurons are the main working units of the brain, but they are also found in the heart.
- **Pause**—Taking time to slow down on the inside and check our inner weather so we can respond to people, work, and tasks with our best self.
- **Resilience**—Tapping into our inner strengths to be able to handle challenges and overcome stress.
- **Thalamus**—The part of the brain that sends signals to the cortex. It acts like a traffic cop.

 **Match the Emotion with the Weather Picture** 

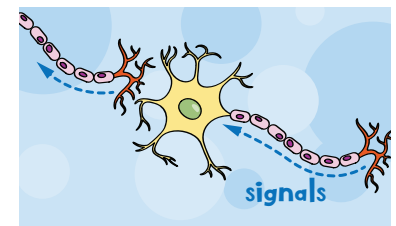
 Look at the weather pictures and the emotion words below. Write the emotion word that you think best matches each weather picture.

Emotion Words

cheerful	friendly	unhappy	bored
excited	happy	discouraged	worried
patient	peaceful	irritated	frustrated
brave	caring	sad	hopeless
playful	joyful	angry	scared

© 2022 HeartMath Institute 16 WiseHeart Article-Unit 2



Activity 2: The Emotion Spinner

Objective: Students will be able to make a face that matches the emotions shown on the Emotion Spinner and describe an experience with a particular emotion.

Time: 4-5 minutes

Procedure:

Introduce the emotion spinner to the class. As an option, play the narration button in the lower left corner of the screen to provide instructions. By clicking on the yellow circle spinner, the dial spins until it lands on a unique emotion face. When it lands on a specific emotion face, an audio narration is automatically activated. There will be a brief description of that emotion with some occasional thought-provoking questions. Once an emotion is selected, the students can do one or both of the following:

- 1) Make a face that matches that emotion.
- 2) Tell of a time when they felt that particular emotion.

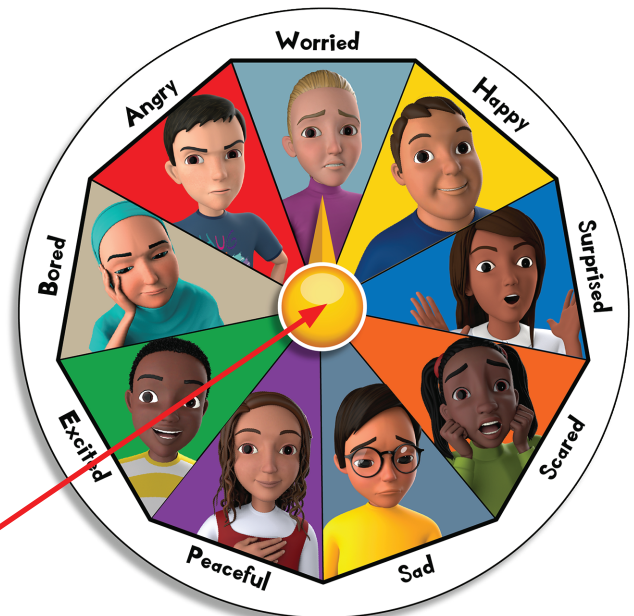
More than one student can volunteer to respond to each emotion face the spinner lands on. Share that students can skip a particular emotion face and request that the emotion spinner be clicked again to land on a different emotion.

An instructor can choose to share an appropriate example of the different emotions they experienced to help model the activity. Another option is to manually click on an emotion face and exclusively focus on that particular emotion, if a more in-depth discussion is required.

Teacher Instruction:

Now we're going to use the Emotion Spinner as one way to become more aware of the different emotions we experience. Everyone is invited to participate. By now, you are beginning to know some of the characters from the WiseHeart program. Do you recognize any of these characters?

Here is how this activity works. I will **click on the yellow spinner**. Then, the dial spins until it lands on



a unique emotion face. When it lands on a unique emotion, I will ask a volunteer to do one of the following:

- 1) Make a face that matches that emotion.
- 2) Tell of a time when you felt that particular emotion.

Evaluation: Follow-up Questions

- 1) Do you notice the different emotions you experience every day?
- 2) How can you tell when you experience _____ (insert an emotion from the spinner)?
What does your body tell you?
- 3) Why is it hard at times to identify the emotions we are experiencing?
- 4) Are some emotions easier to talk about more than others?
For example, it is easier to share about a time when you felt bored compared to a time when you felt scared.

Activity 3: What Might You Feel?

Objective: Students will be able to draw an emotion face in response to 5 different scenarios.

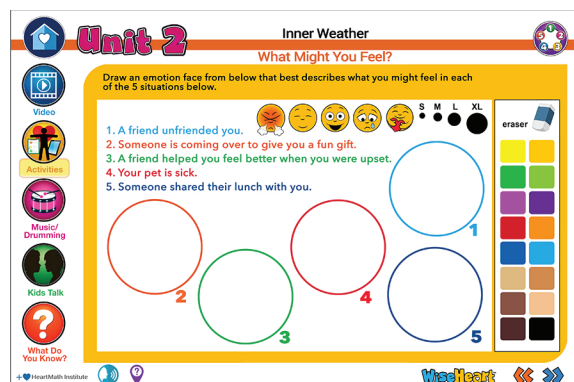
Time: 10-20 minutes

Procedure:

What Might You Feel asks students to draw an emotion face in response to 5 different scenarios:

- 1) A friend unfriended you.
- 2) Someone is coming over to give you a gift.
- 3) A friend helped you feel better when you were upset.
- 4) Your pet is sick.
- 5) Someone shared their lunch with you.

To begin, ask for a volunteer, one at a time, to draw what they might feel in response to one of the situations. The emojis at the top of the screen can help model what a student's drawing might look like. More volunteers can come up after the first drawing is completed to respond to other scenarios.



Along with drawing on the Smart Board, students can also draw at their desks (depending on what is available – a Chromebook or a pdf handout). Afterward, volunteers can share their drawings. When students share their drawings, ask them to name the particular emotion they might have felt in response to the scenario.

Teacher Instruction:

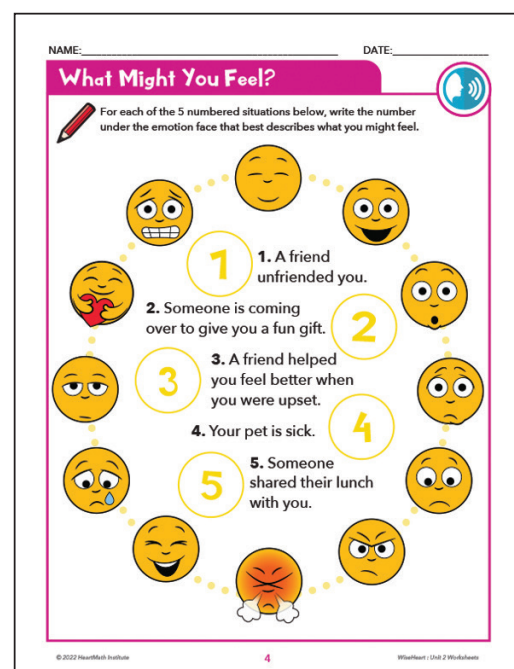
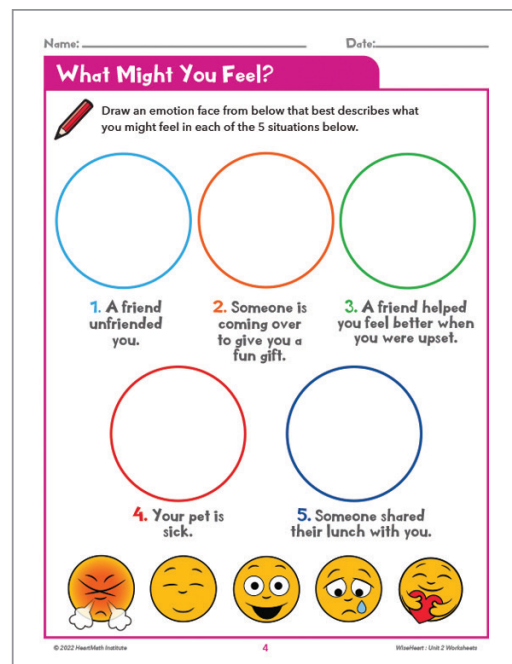
We are learning to name our emotions as part of the Inner Weather unit. What Might You Feel asks you to draw an emotion face in response to 5 different scenarios. To begin, I will read the different scenarios aloud, so you are familiar with the situations:

- 1) A friend unfriended you.
- 2) Someone is coming over to give you a gift.
- 3) A friend helped you feel better when you were upset.
- 4) Your pet is sick.
- 5) Someone shared their lunch with you.

Think about how these situations might make you feel. Who would like to come to the board and share the emotion they might experience in response to a specific scenario?

Evaluation: Follow-up Questions

- 1) Why is it important to be able to identify the emotions we are experiencing?
- 2) From the article, there is the phrase; *if you can name it, you can tame it?* What does that mean to you?
- 3) Do you believe all students will have the same emotional response to the same scenario? Explain your answer.



Activity 4: My Inner Weather

Objective: Students will be able to identify a range of emotions experienced over the last few days and place them within the 4 grids of the Inner Weather chart.

Time: 6-10 minutes

Procedure:

My Inner Weather is another emotional awareness activity that asks students to remember a different range of emotions they experienced over the last few days using a grid-like structure. Seven emotion words are listed in each box to help prompt responses, but other emotions can be added (but only with the pdf form). Each of the 4 boxes represent a different kind of emotional experience. Everyone naturally experiences a spectrum of emotions in response to life events. Curiously, behind every emotion is usually a story of something that happened that triggered an emotion and a response. If appropriate, allow students to share their stories.

Explaining the Grid

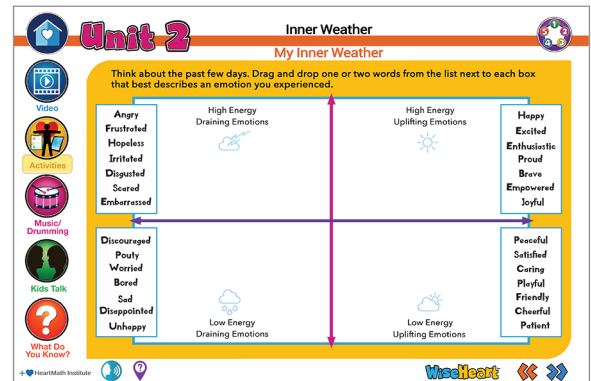
The top left, high-energy draining emotion represents those emotions that are high intensity, such as anger, frustration or fear. Those emotions drain our energy *over time* such that we can't focus very well.

The lower left, low-energy draining emotion represents those emotions that are lower in intensity, such as discouraged, bored, unhappy or worried. Less noticeable, nonetheless, these lower intensity emotions will also drain our energy, our focus and our motivation *over time*.

The top right, high-energy uplifting emotion represents those emotions that are high intensity such as excitement, joy or happy. Those emotions uplift our energy and give us greater focus and well-being.

The lower right, low-energy uplifting emotion represents those emotions that are lower in intensity, such as peaceful, patient, caring or satisfied.

To begin, gather a few student responses for each of the 4 grids. Start with the top left box and work around the grid in a U direction by clicking on each chosen word. Afterward, ask students to do it on their own, whether using an interactive form or a pdf form. There are no right or wrong emotions. But with practice, students can learn to manage their emotions better. However, it takes practice. As a regular practice, ask students what emotion they are experiencing right now.



Teacher Instruction:

Now we will try to remember your inner weather or emotional states from the last few days. We are going to fill in these boxes. Each of the 4 boxes represents a different kind of emotional experience you had. Everyone naturally experiences different emotions in response to life events. (*Share any appropriate examples from your own life that help model the responses for children. For example, I felt frustrated driving in traffic because I was late for an appointment, or I felt joy when I played soccer with my friends last weekend.*)

Explaining the Grid

If using the online version, click on the student answers for each box.

The top left, high-energy draining emotion

represents those emotions that are high intensity such as anger, frustration or fear. Those emotions drain our energy *over time*, such that we can't focus very well. **Did anyone experience anger, frustration or fear over the last few days?**

The lower left, low-energy draining emotion represents those emotions that are lower in intensity, such as discouraged, bored, unhappy or worried. **Did anyone experience boredom, worry or sadness over the last few days?** Less noticeable, nonetheless, these lower intensity emotions will also drain our energy, our focus and our motivation *over time*.

The lower right, low-energy uplifting emotion represents those emotions that are lower in intensity, such as peaceful, patient, caring or satisfied. **Did anyone experience peacefulness, patience or a feeling of care over the last few days?**

The top right, high-energy uplifting emotion represents those emotions that are high intensity, such as excitement, joyful or happy. Those emotions uplift our energy and give us greater focus and well-being. **Did anyone experience happiness, excitement or bravery/courage over the last few days?**

Now that we are clear on how to use the My Inner Weather grid, please fill in your own forms. When you are done, turn and talk to the person next to you and share your responses. Over time, we can add more emotional vocabulary words to show the range of emotions we experience.

Name: _____ Date: _____

My Inner Weather

Think about the past few days. Write one or two words from the list next to each box that best describes an emotion you experienced.

High Energy Draining Emotions Angry Frustrated Hopeless Irritated Disgusted Scared Embarrassed	High Energy Uplifting Emotions Happy Excited Enthusiastic Proud Brave Empowered Joyful
Low Energy Draining Emotions Discouraged Pouty Worried Bored Sad Disappointed Unhappy	Low Energy Uplifting Emotions Peaceful Satisfied Caring Playful Friendly Cheerful Patient

© 2022 HeartMath Institute 7 WiseHeart: Unit 2 Worksheets

Evaluation: Follow-up Questions

- 1) Was it easy to remember what emotions you experienced?
- 2) Do you find it challenging to identify what emotions you are experiencing?
- 3) What kind of things in the body can tell you what you are feeling?
- 4) How do your emotions affect your academic work?
- 5) How do your emotions affect your communication with others?

Activity 5: Match the Word to the Emotion Face

Objective: Students will be able to match emotion words to the correct emotion faces.

Time: 5-7 minutes

Procedure:

Match the Word to the Emotion Face is a vocabulary exercise coupled with face recognition that helps increase emotional awareness. Using the online digital version or a pdf worksheet, ask students to match each of the 12 emotion words listed at the bottom to the top pictures. Some emotion faces can seem ambiguous and require more attention to match correctly.

When done, review each face and emotion word to evaluate which facial qualities led to the identification of a unique emotion word. Universal facial qualities that communicate what emotion someone is feeling include the eyebrows (raised, lowered, tightened), mouth (open, dropped jaw, raised corners, lowered corners), and eyes (wide open, looking away or distant, staring intently, frequent blinking).

Teacher Instruction:

Now we are going to do an activity called Match the Word to the Emotion Face. This is a fun vocabulary exercise that asks you to match the emotion word at the bottom of the page to each emotion face or emoji up above. Some matches will be simple; others will be more challenging.

Unit 2 Inner Weather
Match the Word to the Emotion Face

Drag and drop each of the emotion words listed below under the emotion face it best matches.

angry	happy	unhappy	bored
frustrated	surprised	sad	peaceful
scared	worried	excited	caring

Drag and drop each of the emotion words listed below under the emotion face it best matches.

angry	happy	unhappy	bored
frustrated	surprised	sad	peaceful
scared	worried	excited	caring

The challenging ones will require more focused attention and studying the face to find the best match. Afterward, we will review together each face and emotion word and talk about why we linked them together.

Evaluation: Follow-up Questions

- 1) Which emotion words and faces were easiest to match?
- 2) Which emotion words and faces were hardest to match?
- 3) What parts of the face helped you figure out the matching emotion?

MUSIC / DRUMMING

Objective: The students will be able to recognize and repeat specific drumming patterns that match the feeling of different emotions.

Time: 5 minutes

Procedure:

Show the drumming video from the Inner Weather unit. Invite students to participate after each demonstration. To begin, the drummer models calm, excited, sad and care. After each emotion is drummed, pause by clicking on the online screen to invite students to copy the rhythm using either their thighs, desk (softly) or chest. Next, the drummer models anger and anxiety. Pause accordingly. Finally, the drummer models Heart-Focused Breathing.

Teacher Instruction:

I am going to show the next drumming video. This one is about our inner weather or our emotions. After each demonstration, I will invite you to participate. To begin, the drummer models calm, excited, sad and care. After each emotion is drummed, I will pause the video and invite you to copy the rhythm using either your thighs, desk (softly) or chest.

Next, the drummer models anger and anxiety. Again, you are invited to copy each drumming rhythm. Finally, the drummer models Heart-Focused Breathing. Are you ready to start?



Evaluation: Follow-up Questions

- 1) Could you follow the drumming rhythm for each emotion?
- 2) Which one was easiest to play?
- 3) What drumming rhythm was the most difficult to play?
- 4) Is the unique drumming rhythm for each emotion what that emotion feels like inside your brain and body?
- 5) Are there any other emotions that have a unique drumming rhythm that you would like to create? If so, which emotion?

Music: iBreathe – Rap Song

Objective: Students will be able to recognize several main themes within the rap song and explain how using Heart-Focused Breathing creates a feeling of more calm.

Time: 5 minutes

Procedure:

Play the second rap song, iBreathe. Pull out the lyric sheet for this second song as a reference which is found in the Resource section. After playing this short video lasting 1:06 minutes, review with students what were some of the main themes.

Teacher Instruction:

As part of WiseHeart, we have a rap song for each unit. The second song is called iBreathe. Let's listen. Afterward, we will review what was said during the song to see what you learned.

Evaluation: Follow-up Questions

- 1) What were some of the main ideas or themes of this second rap song?
- 2) How does a tool like Heart-Focused breathing help us calm down?
- 3) When can you use Heart-Focused breathing?



iBreathe - Rap Song

Hook: My heart is smart and I know this,
sometimes it's hard stay focused,
I'll never quit or give up,
when life gets hard I'll keep going!
And now I shift my focus
and breathe - breathe - breathe
(deep breath in and out-1 time) iBreathe

Verses: I Wake up feeling nervous,
bad grades have me discouraged
but I won't be hard on myself!
because - life's - not - always - perfect,
and I have been dealing with strong emotions,
that bad ones throw off my focus,
so I practice good heart tools
they help me calm myself then I notice
I'm just a child dealing with some pressure,
I wonder how I can feel better?
I know my heart has a whole lot of strength!
All it takes is a little effort.
Sometimes I get upset,
And sometimes I get sad,
but we all go through those emotions
but I ... promise they won't last.

Hook: My heart is smart and I know this,
sometimes it's hard stay focused,
I'll never quit or give up,
when life gets hard I'll keep going!
And now I shift my focus
and breathe - breathe - breathe
(deep breath in and out-1 time) iBreathe

© 2023 HeartMath Institute 1 WiseHeart - Unit 2 Worksheets

Kids Talk

Objective: The students will be able to compare and contrast their responses to the responses of other kids their age.

Time: 7-10 minutes

Procedure:

Kids Talk represents the viewpoints of different students sharing about their inner weather. After showing the video (the length is 5:35 minutes) to the students, ask some of the follow-up questions below to assess students' experience and practice cultivating more emotional awareness and emotional management.



Teacher Instruction:

Now, I am going to show you the second Kids Talk video called Inner Weather where kids talk about their awareness and management of their emotions and other fun, related topics.

It can be difficult to identify what kind of emotion we are feeling, let alone manage our emotions. Listen to these children as they talk about emotions. After you watch this 5½-minutes-long video, I will ask you some of the same questions the students are answering.



Evaluation: Follow-up Questions

- 1) How do you feel when you get upset?
- 2) When you get upset, how do you calm down?
- 3) Tell about a time you had empathy for someone (when you felt what someone else was feeling).
- 4) Tell about a time you felt sunny (proud, calm, excited, caring, warm-hearted).
- 5) Tell about a time you felt stormy (angry, frustrated, impatient, worried).
- 6) What did you notice when you did the smile challenge?

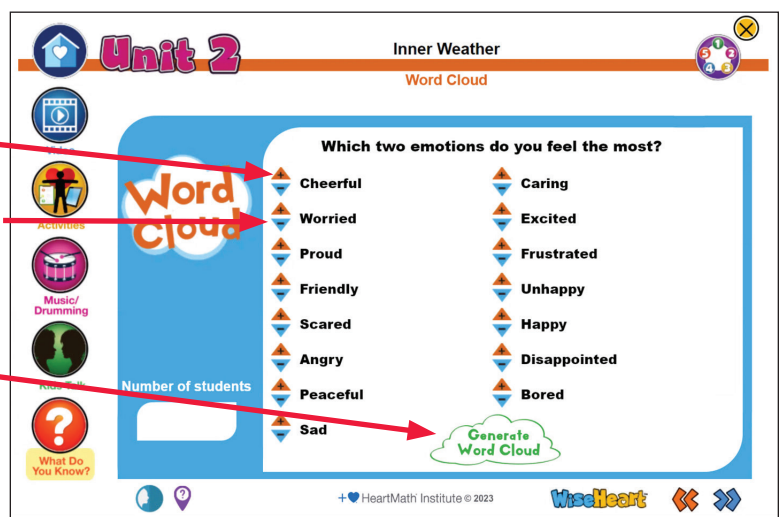
What Do You Know? Inner Weather Word Cloud

Objective: Students will be able to identify from a list of 15 emotions which 2 emotions they experience the most.

Time: 5-10 minutes

Procedure:

For the second word cloud, ask the students, one by one, which two emotions they feel the most. With each answer, add it to the word cloud by clicking on the **plus sign inside the upward arrow** next to the selected healthy habit. If a mistake is made, click on the **negative sign inside the downward arrow** to deduct the submission. When all student entries have been added, click on the **Generate Word Cloud** to create the group word cloud. Moments later, a class word cloud will appear. The **bigger and bolder** the word, the more students voted for that answer.



Teacher Instruction:

For our second word cloud, I am going to ask you one by one, which two emotions you feel the most. With each answer, I will click on your response. You will see the number next to each emotion grow. When all of your choices have been added, I will click on the **Generate Word Cloud** to create the group word cloud.

Shortly after, a class word cloud will appear. The larger the emotion word, the more common that response is. There are no right or wrong answers, by the way. Are you ready to get started?

Evaluation: Follow-up Questions

- 1) Were you surprised by any of the answers?
- 2) Before we did the word cloud, which emotion words did you think would be the most common for the class?



- 3) Which emotion words did you think might be the least common?
- 4) What are some experiences that might contribute to _____ being the most common emotion and _____ being the least common emotion?

What Do You Know? Post-Tracker

Objective: The students will be able to analyze their results to determine if they made any improvements with the healthy habits.

Time: 5-10 minutes

Procedure:

By this time (depending on how Unit 2 has been implemented), the students have been given approximately 3-4 weeks to practice. Introduce the post-tracker to the students and its purpose. As an option, click on the narrator icon in the bottom left of the screen to activate a short instructional narration. Explain that the tracker is a way to measure how well they are practicing the healthy habits. Pass out a copy of the post-tracker to each student. As an option, they can use the digital interactive form.

Model how to fill out the tracker. Allow them to complete one row at a time. After completing the post-tracker, the students can assess how well they did in the habit or skill they wanted to improve. Ask follow-up questions to get a pulse of student progress. Instruct students to hand in the paper forms, or request that the digital forms be submitted.

Teacher Instruction:

Earlier, you filled out a pre-tracker for this second unit, Inner Weather.

If you remember, it asked you how well you are doing with a skill or habit and where you might need to grow. You were asked to select and then circle one healthy habit that you wanted to improve (or bold the text when using the digital form).

Healthy Habit	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
I can tell when I am upset.				
When I am upset, I know how to calm myself down.				
I have empathy. I can understand how someone else is feeling.				
When I feel an emotion, I can name it.				
I notice that I have different emotions throughout the day.				
I notice that my emotions affect other people.				
I use the Inner Weather chart to check in on what I am feeling.				
I use Heart-Focused Breathing to pause and calm down.				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

Name: _____ Date: _____

Healthy Habit	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
I can tell when I am upset.				
When I am upset, I know how to calm myself down.				
I have empathy. I can understand how someone else is feeling.				
When I feel an emotion, I can name it.				
I notice that I have different emotions throughout the day.				
I notice that my emotions affect other people.				
I use the Inner Weather chart to check in on what I am feeling.				
I use Heart-Focused Breathing to pause and calm down.				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 2 Pre-Tracker

Now we are going to fill out the post-tracker to help us see in which habits we showed progress. *(Distribute post trackers if using a paper form, or request that students use the digital form.)* Keep in mind, when filling out the form, there are no right or wrong answers. Even if you made a little improvement in one habit, that is something to celebrate. We are all growing together but in different ways.

After completing the post-tracker, the students can assess how well they did in the habit or skill they wanted to improve. Ask follow-up questions to get a pulse of student progress. Instruct students to hand in those paper forms, or request that the digital forms be submitted.


Evaluation: Follow-up Questions

- 1) Were there any skills in which you showed improvement?
- 2) Were there skills that were more challenging to show improvement?
- 3) What have you learned from using the inner weather chart?

Name: _____ Date: _____

Post-Tracker

Inner Weather

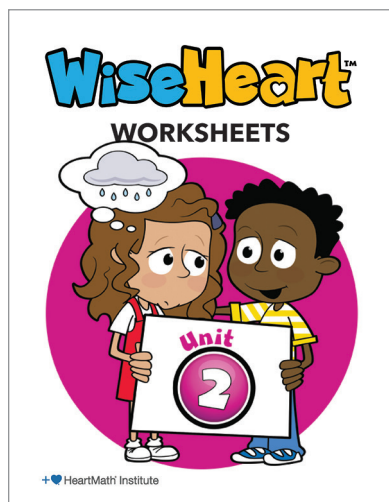


Healthy Habit	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
I can tell when I am upset.		X		
When I am upset, I know how to calm myself down.				X
I have empathy. I can understand how someone else is feeling.				
When I feel an emotion, I can name it.			X	
I notice that I have different emotions throughout the day.	X			
I notice that my emotions affect other people.		X		
I use the Inner Weather chart to check in on what I am feeling.		X		
I use Heart-Focused Breathing to pause and calm down.		X		

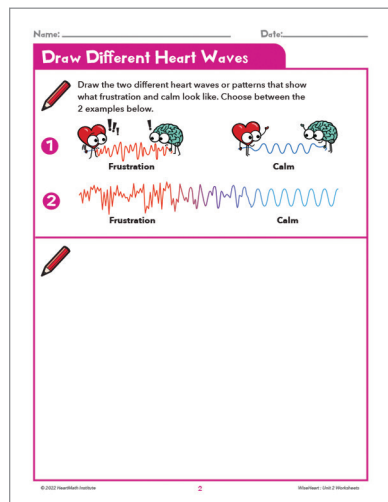
Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 2 Post-Tracker

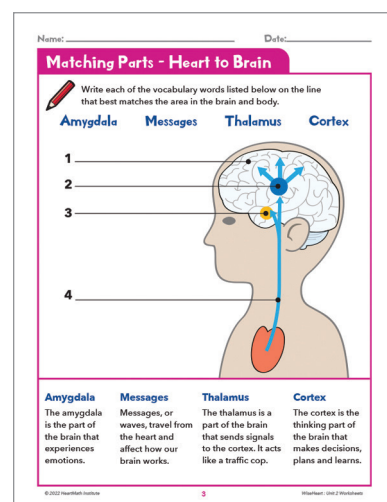
Unit 2: Inner Weather Worksheets



Inner Weather Worksheet Cover



Draw Different Heart Waves Print and Interactive



Matching Parts – Heart to Brain Print and Interactive

Unit 2: Inner Weather Worksheets

Name: _____ Date: _____

What Might You Feel?

Draw an emotion face from below that best describes what you might feel in each of the 5 situations below.

1. A friend unfriended you.

2. Someone is coming over to give you a fun gift.

3. A friend helped you feel better when you were upset.

4. Your pet is sick.

5. Someone shared their lunch with you.

© 2022 HeartMath Institute 4 Worksheet: Unit 2 Worksheet

What Might You Feel
Print

Name: _____ Date: _____

What Might You Feel?

For each of the 5 numbered situations below, write the number under the emotion face that best describes what you might feel.

1. A friend unfriended you.

2. Someone is coming over to give you a fun gift.

3. A friend helped you feel better when you were upset.

4. Your pet is sick.

5. Someone shared their lunch with you.

© 2022 HeartMath Institute 4 Worksheet: Unit 2 Worksheet

What Might You Feel
Interactive

Name: _____ Date: _____

Count the Smiles

For three minutes, count the number of smiles you see during one of the activities listed below.

- recess on the playground
- eating lunch
- during a fun class
- eating dinner
- watching TV
- playing with a friend
- playing a game with a family member

Put a check mark in a box for each smile you see.

Total Number of smiles...

© 2022 HeartMath Institute 5 Worksheet: Unit 2 Worksheet

Count the Smiles
Print and Interactive

Name: _____ Date: _____

Match the Words to the Face

Write each of the emotion words listed below under the emotion face it best matches.

Emotion Words

angry	happy	unhappy	bored
frustrated	surprised	sad	peaceful
scared	worried	excited	caring

© 2022 HeartMath Institute 6 Worksheet: Unit 2 Worksheet

Match the Words to the Face
Print and Interactive

Name: _____ Date: _____

My Inner Weather

Think about the past few days. Write one or two words from the list next to each box that best describes an emotion you experienced.

<p style="font-size: x-small; font-weight: bold;">High Energy Draining Emotions</p> <p style="font-size: x-small;">Angry Frustrated Hopeless Irritated Disgusted Scared Embarrassed</p>	<p style="font-size: x-small; font-weight: bold;">High Energy Uplifting Emotions</p> <p style="font-size: x-small;">Happy Excited Enthusiastic Proud Brave Empowered Joyful</p>	<p style="font-size: x-small; font-weight: bold;">Low Energy Draining Emotions</p> <p style="font-size: x-small;">Discouraged Poofy Worried Bored Sad Disappointed Unhappy</p>	<p style="font-size: x-small; font-weight: bold;">Low Energy Uplifting Emotions</p> <p style="font-size: x-small;">Peaceful Satisfied Caring Playful Friendly Cheerful Patient</p>
---	---	--	--

© 2022 HeartMath Institute 7 Worksheet: Unit 2 Worksheet

My Inner Weather
Print and Interactive

Name: _____ Date: _____

Which Emotions?

Write 1 or 2 emotion words into each of the boxes below that answer the questions.

Which emotions help you be your best self?

👍

Which emotions get in the way of you being your best self?

👎

Emotion Words

cheerful	enthusiastic	unhappy	bored
excited	happy	discouraged	worried
patient	peaceful	irritated	frustrated
brave	caring	disappointed	hopeless
playful	proud	sed	scared
friendly	joyful	angry	embarrassed

© 2022 HeartMath Institute 8 Worksheet: Unit 2 Worksheet

Which Emotions?
Print and Interactive

Name: _____ Date: _____

Match the Words to the Picture

Write one of the vocabulary words from below on the line that best matches each picture.

Empathy
Being able to understand how someone else is feeling.

Emotional Awareness
Being able to identify the emotions you're experiencing at any given time.

Pause
Slowing down on the inside.

Facial Expressions
A way of communicating what we are thinking and feeling as seen on our face.

© 2022 HeartMath Institute 10 Worksheet: Unit 2 Worksheet

Match the Words to the Picture
Print and Interactive

Name: _____ Date: _____

Match the Emotion and Weather

Look at the weather pictures and the emotion words below. Write the emotion word that you think best matches each weather picture.

Emotion Words

cheerful	friendly	unhappy	bored
excited	happy	discouraged	worried
patient	peaceful	irritated	frustrated
brave	caring	sad	hopeless
playful	joyful	angry	scared

© 2022 HeartMath Institute 9 Worksheet: Unit 2 Worksheet

Match the Emotion and Weather
Print and Interactive

WiseHeart™

Self-Regulation



Overview of Unit 3

Self-regulation is introduced as an important skill to gain better self-control in situations. Students learn about the fight, flight or freeze response, which without greater self-regulation, gets in the way of clearer thinking and better decision-making. They will gain greater practice in Heart-Focused Breathing™ before being introduced to the Get-in-Sync tool.

Students will be able to identify helpful problem-solving strategies in response to 4 challenging scenarios.

A variety of support activities reinforce more skills in self-regulation.

The pre- and post-tracker and Word Cloud help assess growth and learning.



Unit 3: Self-Regulation Objectives

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

- 1) Distinguish among the fight, flight or freeze responses to stress.
- 2) Determine how they can utilize Heart-Focused Breathing during the day.
- 3) Identify two sources of appreciation in their lives.
- 4) Create a plan to practice Get in Sync 3 times during the day.

WiseHeart Unit 3 – Self-Regulation

Pre-Tracker	Objective	Time	Teaching Action
1. Introduce the Pre-Tracker	Students will be able to understand the purpose of the pre-tracker and analyze their responses to determine areas in which they can improve their self-regulation.	5-10 minutes	<p>Introduce the Self-Regulation pre-tracker to the students.</p> <p>Explain that the tracker is a way to measure how well students are practicing self-regulation. Pass out a copy of the tracker to each student. As an option, they can use the digital interactive form located in the Resource section. Model how to fill out the tracker.</p> <p>After completing the tracker, students will identify which self-regulation skill they would like to improve.</p> <p>Use follow-up questions to evaluate their comprehension. Collect the trackers and save them as a baseline to compare to the unit's post-assessment.</p>
Video	Objective	Time	Teaching Action
1. Self-Regulation Video	The students will be able to identify the steps of the Get in Sync tool and provide examples of when they can practice.	7-10 minutes	<p>Show the video and then ask follow-up questions.</p> <p>Use the Inner Weather poster as an instructional option when discussing emotions during the follow-up questions.</p>
Activities	Objective	Time	Teaching Action
1. Article	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the steps of the Get in Sync tool. 2. Define the differences between the fight, flight or freeze responses. 3. Identify different problem-solving responses to challenging scenarios. 4. Identify times when they can practice Get in Sync. 	<p>10-15 minutes per reading session.</p> <p>The entire article may require 3 or more readings or the use of audio narration.</p> <p>Activity worksheets will add more time.</p>	<p>Introduce the article by accessing the digital version found in Resources or print a pdf copy for students.</p> <p>Review vocabulary words found in the back of the article.</p> <p>The article can be read or heard in audio narration form. Decide on how many pages to cover for the first session. Choose from 5 activity worksheets for students to use, which are found in the Fun Challenge sections or in Resources to further support learning and practice.</p>

WiseHeart Unit 3 – Self-Regulation

Activities	Objective	Time	Teaching Action
2. Fight, Flight or Freeze	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify how they might respond to 4 different, potentially challenging situations with either the fight, flight or freeze response. 2. Identify the differences between the fight, flight or freeze responses. 	4-5 minutes	<p>Use the optional instructional narration to explain the activity. Using either the computer screen or a worksheet to track responses, ask students to put a check in the appropriate box on how they might respond to 4 different, potentially challenging situations with either the fight, flight or freeze response.</p> <p>Ask review questions afterward.</p>
3. How Would You Respond?	<p>Students will be able to identify helpful problem-solving strategies in response to 4 challenging scenarios.</p>	10-20 minutes	<p>This activity asks students to make a smart choice about how they would respond to four challenging situations. Using the online digital form, the teacher or a student will click on one of the 4 situations. Then, the student chooses the best way to handle the problem by clicking on one of eight smart responses.</p> <p>Ask review questions afterward.</p>
4. Practice Heart-Focused Breathing	<p>Students will be able to choose 3 specific times when they can practice Heart-Focused Breathing.</p>	5-12 minutes	<p>Ask students for times when they can practice Heart-Focused Breathing 3 times during the day. Using analog clocks, students will move the clock hands to chosen times.</p> <p>Ask review questions afterward.</p>
5. What Do I Appreciate?	<p>Students will be able to identify several sources of appreciation.</p>	6-10 minutes	<p>Using the online What Do I Appreciate? activity as a demonstration, ask students if any of the visual icons in the left part of the screen trigger a personal feeling of appreciation.</p> <p>Then ask students to drag and drop those pictures of appreciation into the main white screen.</p> <p>Ask review questions afterward.</p>

WiseHeart Unit 3 – Self-Regulation

Music	Objective	Time	Teaching Action
1. Drumming Self-Regulation Video	Students will be able to replicate the drumming rhythms modeled by the drumming instructor.	5-8 minutes	Play the drumming video on the topic of self-regulation. Ask review questions afterward.
Music	Objective	Time	Teaching Action
2. Self-Regulation Rap Song Video	Students will be able to identify several main themes within the rap song.	4-5 minutes	Play the rap song, Self-Regulation. Pull out the lyric sheet for this song as a reference which is found in the Resource section. After playing this short video, review with the students some of the main themes using follow-up questions.
Kids Talk	Objective	Time	Teaching Action
1. Kids Talk video	Students will be able to compare and contrast their responses to the responses of other kids their age.	9-12 minutes	After showing the video (<i>the length is 7.07 minutes</i>) to the students, ask some of the follow-up questions to assess the student's experience and practice cultivating more self-regulation.
What Do You Know?	Objective	Time	Teaching Action
1. Word Cloud	Students will be able to identify a time when they can practice Get in Sync.	5-10 minutes	Click on the Narrator icon to hear a short instruction. Ask the students, one by one, from a menu of the 9 time options when they can practice the Get-in-Sync tool. Add each answer to the word cloud by clicking on the plus sign (<i>upward arrow</i>) next to the selected self-regulation. When all student entries have been added, the group word cloud will be created. After the class word cloud appears, ask follow-up questions to evaluate student responses.

WiseHeart Unit 3 – Self-Regulation

2. Post-Tracker

Students will be able to analyze their responses to determine in which areas of self-regulation they improved.

7-10 minutes

Click on the Narrator icon in the bottom left of the screen to activate a short instructional narration.

Pass out a copy of the pre-tracker and the blank post-tracker (*or online option*) to each student so they can compare and evaluate any progress they made in their healthy habits.

After completing the post-tracker, the students can assess how well they did in the habit or skill they wanted to improve.

Ask follow-up questions to get a pulse of student progress.

Instruct students to hand in the paper forms or to submit the digital forms.



Self-Regulation

3

Introduce the Pre-Tracker

Objective: The students will be able to understand the purpose of the pre-tracker and analyze their responses to determine areas in which they can improve their self-regulation.

Time: 5-7 minutes

Procedure:

Introduce the Self-Regulation pre-tracker to the students. Model how to fill out the tracker.

Pass out a copy of the tracker to each student. As an option, they can use the digital interactive form. Model how to fill out the tracker and re-explain the rating scale: very often or most of the time, sometimes, rarely or never, I am not sure. Guide the students as they complete one row at a time.

After completing the tracker, the students choose one habit they wish to improve.

Remember to collect the trackers and compare the pre- and the post- assessments afterward.


Teacher Instruction:

Now we're going to use a simple tracker again to identify a skill or habit where we might need to grow. I will walk you through this new pre-tracker, line by line, that asks you how well you are doing practicing these healthy habits. This time, the topic is our Self-Regulation or our ability to manage our emotions.

As you can see, there are eight lines of healthy habits in the Self-Regulation unit.

Name: _____ Date: _____

Pre-Tracker
Self-Regulation




	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. I notice when I can't control my emotions and/or behaviors.				
2. When I do not self-regulate (do not do anything to control my emotions and/or behaviors), I notice how it affects me. My body, my thoughts, and/or actions tell me.				
3. I have negative thoughts and/or attitudes towards myself that stop me from being my best self.				
4. I am able to replace negative thoughts and/or attitudes toward myself with positive ones.				
5. I am around people that make it hard for me to self-regulate.				
6. I am able to manage an emotion and/or behavior using Heart-Focused breathing.				
7. I am able to use other tools (not just Heart-Focused breathing) when I need to self-regulate.				
8. I notice how others are affected when I do not self-regulate (do not do anything to control my emotions and/or behaviors).				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 3 Pre-Tracker

Name: _____ Date: _____

Pre-Tracker
Self-Regulation



	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. I notice when I can't control my emotions and/or behaviors.				
2. When I do not self-regulate (do not do anything to control my emotions and/or behaviors), I notice how it affects me. My body, my thoughts, and/or actions tell me.				
3. I have negative thoughts and/or attitudes towards myself that stop me from being my best self.				
4. I am able to replace negative thoughts and/or attitudes toward myself with positive ones.				
5. I am around people that make it hard for me to self-regulate.				
6. I am able to manage an emotion and/or behavior using Heart-Focused breathing.				
7. I am able to use other tools (not just Heart-Focused breathing) when I need to self-regulate.				
8. I notice how others are affected when I do not self-regulate (do not do anything to control my emotions and/or behaviors).				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 3 Pre-Tracker

When filling out the form, please know that there are no right or wrong answers. I want you to answer each statement honestly. We are all learning and growing into our best selves.

(After the students have completed the tracker) Now, I want you to circle one healthy habit that you want to improve. (If using a digital interactive form, use a bold font to highlight that choice.) In this third unit of WiseHeart, you will learn some information and skills to help you improve these healthy habits.

Evaluation: Follow-up Questions

- 1) What habit did you choose to work on?
- 2) Why did you select this habit?
- 3) Do any of you want any extra help working on a particular habit?

Video: Self-Regulation

Objective: The students will be able to identify the steps of the Get-in-Sync tool and provide examples of when they can practice.

Time: 6-9 minutes

Procedure:

Introduce the video as the third animated video in WiseHeart's five units of instruction. Show the video and then ask follow-up questions.

Teacher Instruction:

Now we're going to watch the third animated video in WiseHeart. This one begins in the school library. As you watch the main characters interact with one another, ask yourself if you have seen similar situations like this at our school. After several students talk with Ms. Garcia, notice how Mr. Randall helps the boys to manage their emotions. We will talk about the video afterward.

Evaluation: Follow-up Questions

- 1) What emotions were James and Booker experiencing in the library?
- 2) How do emotions such as impatience affect our relationships with other people?
- 3) What are the steps of the Get-in-Sync tool?



- 4) Why do top athletes use a tool such as Get in Sync before major events?
- 5) How might practicing the Get-in-Sync tool help us before events such as test-taking or when we don't get along with someone?
- 6) When taking tests, in what ways does nervousness or frustration affect our brains?
- 7) Would you feel comfortable teaching some of your family members the Get-in-Sync tool?

Activity 1: Article

Objective: Students will be able to identify the steps of the Get-in-Sync tool, define the differences between the fight, flight and freeze responses, identify different problem-solving responses to challenging scenarios and identify times when they can practice the Get-in-Sync tool.

Time: 10-15 minutes each day, depending on the use of worksheets.

Procedure:

The article comes in two forms: an active flip book with audio narration and a pdf. Decide which pages are to be covered. With the audio button on each online flip book page, listening to the narrator read the page is another option besides asking students to read. Share the definitions of new vocabulary words found below or at the back of the article.

There are 5 worksheets (activity assignments) available for students to engage in and grow their healthy habits. If appropriate, have pairs of students complete individual worksheets together and share answers afterward.

Teacher Instruction:

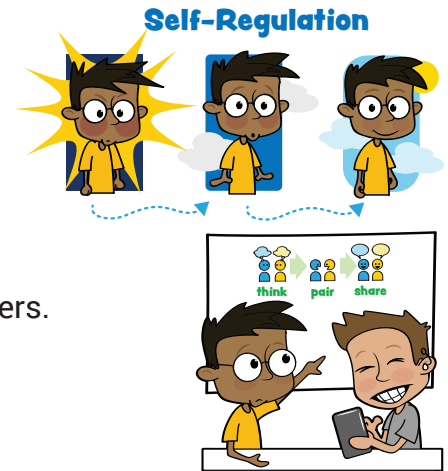
Over the next few days, we are going to read the article (*or click the Narrator button*) called Self-Regulation. Again, there is a lot of helpful information in this article, including the two interesting sections: Did You Know, that has interesting facts, and the Fun Challenge section. We will do some fun challenges or activities together to grow our healthy habits. When you see the worksheet icon in Fun Challenge section, that means you can click on that icon to open up a worksheet.



Evaluation: Use the worksheets embedded in the article or in the Adult Resource section.

Vocabulary

- **Fight, Flight, or Freeze** – When we feel threatened or stressed out, we normally respond in one of three ways:
 - **Fight** back with anger or frustration.
 - **Flight** (flee) with fear and try to get away.
 - **Freeze** with feelings such as numbness or shutting down.
- **Self-regulation** – The ability to manage our thoughts, attitudes and emotions.
- **Situation** – What is going on in your surroundings or environment.
- **Think-Pair-Share** – This is a way to learn something with others. First, you think about something. Then you pair up with someone to talk about what you and the other person think. Finally, you share with the group.



Activity 2: Fight-Flight-Freeze

Objective: Students will be able to identify how they might respond to 4 different, potentially challenging situations with either the fight, flight or freeze response and identify the differences between the fight, flight or freeze responses.

Time: 4-5 minutes

Procedure:

The Fight, Flight or Freeze activity asks students to increase their self-awareness about how they might respond to 4 different, potentially challenging situations.

Reference pages 4 and 13 in the article for more explanation of the differences between fight, flight or freeze. Then, ask the students what are the differences between a fight, flight or freeze response.

The worksheet is titled "Unit 3 Self-Regulation Fight, Flight or Freeze". It includes instructions: "With the 4 situations below, how would you respond? Put a check (✓) in a box for either a fight, flight or freeze response. If you don't know, put a check in the don't know box." Below the instructions is a table with four situations and four response options. The situations are: "A big test", "Moving to a new home/school", "Lots of hard-to-do school work", and "A family member is sick". The response options are "Fight", "Flight", "Freeze", and "Don't know". Below the table, there is a question: "Which one do you experience the most? Put a check (✓) in the circle" followed by four radio buttons labeled "Fight", "Flight", "Freeze", and "Don't know". The worksheet also features icons for "Video", "Activities", "Music/Drumming", "Kids Talk", and "What Do You Know?".

Situation	Fight	Flight	Freeze	Don't know
A big test				
Moving to a new home/school				
Lots of hard-to-do school work				
A family member is sick				

An instructor can choose to share an appropriate story of the different responses to help model the activity or ask for examples from students, so they better understand the meaning of these different responses.

Read each situation and ask students how they might respond. Answers will vary. **Don't know** is a valid answer because some students might respond differently to situations depending on their dispositions.

When soliciting answers from students using the online digital form, different boxes for different responses (fight, flight or freeze) can be marked simultaneously. Interactive or pdf forms are available for individual responses.

Finally, ask students the last question: Which response do they experience the most. Fight, flight, freeze or don't know?

Teacher Instruction:

The next activity is called Fight, Flight or Freeze. It asks how you might respond to 4 different, potentially challenging situations. I will read an explanation of the differences between fight, flight or freeze (*pages 4 and 13*).

What are the differences between a fight, flight or freeze response?

Can anyone share a story of when you experienced a fight, flight or freeze response?





Now I am going to ask volunteers, one by one, how you might respond to 4 different situations. I expect that your answers will vary. **Don't know** is a valid answer.





Finally, I have one last question for you. Which response do you experience the most? Fight, flight, freeze or don't know. Again, it is okay whatever you answer. We are expected to have different answers.

Name: Type name here Date: _____

Fight, Flight or Freeze?

With the 4 situations below, how would you respond?
Put a check (✓) in a box for either a fight, flight or freeze response.
If you don't know, put a check in the don't know box.

Situation	Fight	Flight	Freeze	Don't know
A big test 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moving to a new home/school 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lots of hard-to-do school work 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A family member is sick 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 **Fight**  **Flight**  **Freeze**  **Don't know**

Which one do you experience the most?
Put a check (✓) in the circle.

Fight **Flight** **Freeze** **Don't know**

© 2022 HeartMath Institute 2 WiseHeart: Unit 3 Worksheets

Evaluation: Follow-up Questions

- 1) How can you tell when you are having a **fight response**? Do you feel it in your body? What kind of emotions are you experiencing?
- 2) How can you tell when you are having a **flight response**? Do you feel it in your body? What kind of emotions are you experiencing?
- 3) How can you tell when you are having a **freeze response**? Do you feel it in your body? What kind of emotions are you experiencing?
- 4) What might happen if you are constantly responding to situations with a fight response in life?
- 5) Tell about a time when you experienced a fight, flight or freeze response, but it was a false alarm.
- 6) How might practicing Heart-Focused Breathing help you deal with a fight, flight or freeze response?

Activity 3: How Would You Respond

Objective: Students will be able to identify helpful problem-solving strategies in response to 4 challenging scenarios.

Time: 10-20 minutes

Procedure:

It is recommended that you demonstrate this activity on a screen when working with a group. Handouts are available for individual usage. Play the audio narration as a viable option to explain the activity. This activity asks students to make a smart choice about how they would respond to the 4 challenging situations below. They can choose from 8 wise heart responses.

- 1) A big test
- 2) A family member who is sick
- 3) Moving to a new home or school
- 4) Lots of hard-to-do schoolwork

Using the online digital form, the teacher will first ask a student to choose one of the 4 situations located in the middle of the page. Clicking on that circular picture will highlight that particular situation



while the other three situations fade. Then, the student is asked to choose the best way to handle the problem using one of the eight responses.

Clicking on one of the 8 actions activates a narrator's fun "cat" voice, who then talks about that smart choice. Naturally, some of the choices are not practical for certain situations. Guide the students to select the most appropriate response for each scenario. For example, walking away when taking a test is not an appropriate response. The goal here is to broaden the range of proactive responses when students are faced with a variety of challenges. The audio narration helps explain the activity.

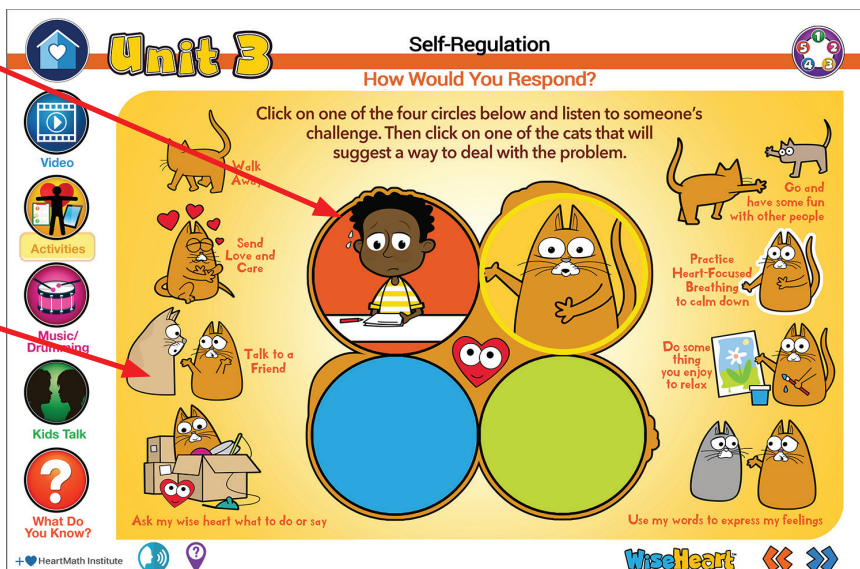
Besides the online group digital form, there is a pdf form that can be used for individual students or pair shares.

Teacher Instruction:

(Demonstrating on the screen) The How Would You Respond activity asks you to make a smart choice from one of 8 actions in response to 4 different challenging situations (*point to these situations*):

- 1) A big test;
- 2) A family member who is sick
- 3) Moving to a new home or school
- 4) Lots of hard-to-do school work.

To begin, I will ask one of you to choose a challenging situation in the middle of the page. *(A student volunteer chooses a situation.)* Next, I will click on the picture of the challenging situation. Notice how that particular situation continues to light up while the other three situations fade. Now, I want you to choose how you would respond by picking one of the 8 (cat) actions.



These responses encourage you to use your wise heart to respond in a calm way. Naturally, some of the choices are not practical such as walking away when taking a test. Choose a response that would be the best way to handle the problem. When you click on one of the actions, a fun “cat” voice explains the smart choice. Our goal here is to find different ways to respond to challenging situations. Who wants to go first? (*Continue on to other situations as time permits.*)

Evaluation: Follow-up Questions

- 1) Which smart response can help you the most in a challenging situation?
- 2) Are some responses easier to do than others? Why?
- 3) Do you know what it means to ask your wise heart what to do or say?

Activity 4: Practice Heart-Focused Breathing™

Objective: Students will be able to choose 3 specific times when they can practice Heart-Focused Breathing.

Time: 5-12 minutes

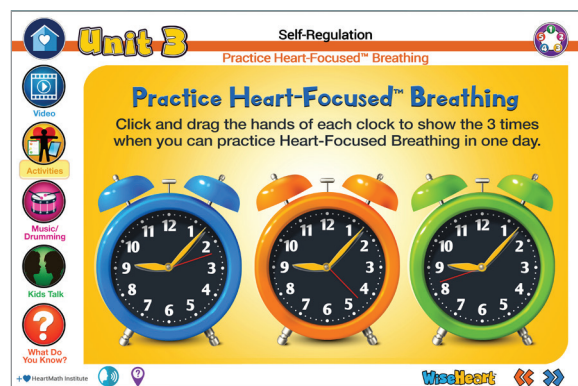
Procedure:

It is recommended that you demonstrate this activity on a screen when working with a group. Handouts are available for individual usage. Play the narration as a viable option to explain the activity.

Ask students one by one to come up and choose one time when they will practice Heart-Focused Breathing during the day. By clicking and dragging the short hands of the clock, the short and long hands will move. It does require a little finesse to move the clock hands to the exact chosen time.

Ask other students to come up afterward to participate even though students will override previous choices. Both an interactive digital worksheet along with a pdf worksheet are available for individual involvement.

Collect any pdf forms when the students are done and review them the following day. The students can evaluate their success in practicing the technique. If appropriate, ask the students to share stories about when they used Heart-Focused Breathing and what some of the outcomes were.



As an option, instead of students selecting individual times, they can also select group practice times. Using the class schedule, guide the students to identify times during the day when they might need to practice Heart-Focused Breathing. The students will work together to determine the times they will practice Heart-Focused Breathing as a class. They might choose to practice first thing in the morning, before a test, or after recess.

Teacher Instruction:

It is important to practice Heart-Focused Breathing during the day. It will help you to better self-regulate your emotions if you practice at least 3 times a day. I want to introduce to you a fun way of organizing times when we can practice Heart-Focused Breathing. (Make available handouts for individual use.)

I will ask for volunteers to come up one by one and choose a time when they will practice Heart-Focused Breathing during the day. By clicking and dragging the short hands of the clocks, the short and long hands of the clock move. It does require a little finesse or patience to move the clock's short hands to the exact chosen time. Afterward, I will ask more students to come up to choose a time. Please know that if we have more than 3 people participating, the new times students choose will override previous choices.

When you are done completing the pdf worksheets, I will collect the forms. Tomorrow, we can review the activity to evaluate how successful we were. If time allows, it might be fun to hear a few stories of when you used Heart-Focused Breathing.

Evaluation: Follow-up Questions


- 1) Why did you choose certain times to practice Heart-Focused Breathing? Is there an activity happening at that time that makes it easier to practice?
- 2) How will you remember to practice Heart-Focused Breathing at the times you chose to practice?
- 3) Can any of you do it with a family member at home? With a classmate at school?

Name: _____ Type name here _____ Date: _____

Practice Heart-Focused Breathing™

Choose one of the practices below to do during one day. Fill out the form to show that you completed the practice.

1 Type the time on each clock to show when you can practice Heart-Focused Breathing in one day.



2 Practice Heart-Focused Breathing with a family member.

Who did you teach?
When did you do it?

3 Choose which classmates will join you to practice Heart-Focused Breathing as a group.

Classmate names:
When did you practice?

4 Practice Heart-Focused Breathing in secret.

When did you practice?
Did anyone notice?

© 2022 HeartMath Institute Worksheet Unit 3 Worksheet 4


Practice Heart-Focused Breathing Worksheet for Digital / Interactive

Name: _____ Date: _____

Practice Heart-Focused Breathing™

Choose one of the practices below to do during one day. Fill out the form to show that you completed the practice.

1 Draw the hands on each clock below to show the 3 times when you can practice Heart-Focused Breathing in one day.



2 Practice Heart-Focused Breathing with a family member.

Who did you teach?
When did you do it?

3 Choose which classmates will join you to practice Heart-Focused Breathing as a group.

Classmate names:
When did you practice?

4 Practice Heart-Focused Breathing in secret.

When did you practice?
Did anyone notice?

© 2022 HeartMath Institute Worksheet Unit 3 Worksheet 4

Practice Heart-Focused Breathing Worksheet for print

Activity 5: What Do I Appreciate?

Objective: Students will be able to identify several sources of appreciation.

Time: 6-10 minutes

Procedure:

This appreciation activity precedes the introduction to the Get in Sync tool to prepare students to learn this practice. Ask the students to reflect on and say or write down what they appreciate. Appreciation by itself helps trigger a perspective change, leading to more proactive responses to life events. When we are appreciative, we can see the bigger picture of what is important. Most children have something tangible to appreciate in their lives, although some will need prompting. Students who have trauma will especially need extra coaching.

Using the online activity as a demonstration, ask students if any of the visual icons in the left part of the screen trigger a personal feeling of appreciation. As students select the icons one by one, drag and drop those icon pictures into the main white screen. The screen begins to fill up with a wide range of appreciation pictures.

Share with children that one of their sources of appreciation will be useful when they learn the Get in Sync tool.

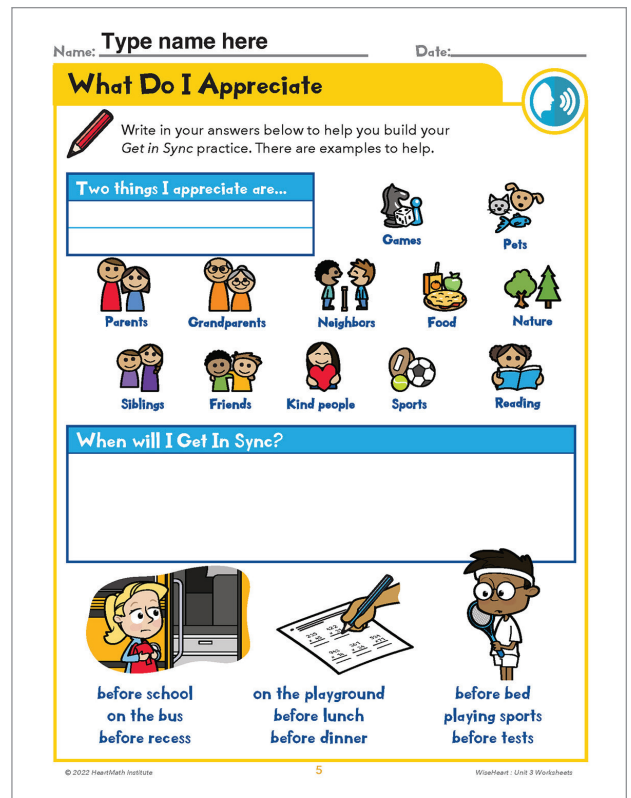
Use the pdf version of the activity worksheet as a handout to help children identify what they appreciate.

Teacher Instruction:

Now I am going to introduce you to an activity called What Do I Appreciate. This activity will help us prepare to learn and practice the Get-in-Sync self-regulation tool which follows. I want each one of you to think about and say (*for those who feel comfortable*), what you appreciate and then write it down. Appreciate means to feel thankful or have gratitude for a person, place or thing.



To begin, I will show the online activity as a demonstration. As you can see by this screenshot, there are ten visual icons on the left part of the screen. I am going to ask you, one by one, which one of those ten sources on the left trigger appreciation. After you make a choice, I will drag and drop each picture into the main white screen. The screen will begin to fill up with a wide range of appreciation pictures. Afterward, I will hand out the activity worksheet to help you identify what you appreciate and when you can practice Get in Sync.



Evaluation: Follow-up Questions

- 1) After completing the appreciation worksheet, what are some of the main things you appreciate?
- 2) Choose one thing from your appreciation list and share why you appreciate this person or thing.
- 3) What kind of feelings do some of these sources of appreciation trigger in you? For example, playing a game is fun and even exciting. Being with family makes you feel cared for and safe. Being out in nature is peaceful. Playing with a pet is fun and triggers a feeling of love.
- 4) Next, when we learn the Get-in-Sync tool, which object of appreciation can you use when we practice together? You can only use one.

Activity 6: Practice Get in Sync (Worksheet Only)

Objective: To identify the steps of Get in Sync and 3 times to practice.

Time: 8-15 minutes (complete over 2 days)

Procedure:

Have available the pdf or digital worksheets to use for this activity. Show the worksheet on the screen if possible to demonstrate how to fill out this activity. Get in Sync is the second self-regulation tool in WiseHeart. It was introduced in the Unit 3 video by Principal Randall in the library scene with James and Booker. It is also found in the article.

Get in Sync is a helpful and strategic tool used as a prep strategy. The students can use this tool before an event so that they can be at their best.

Get in Sync means doing something in harmony. That can mean the brain, body and emotions are working together rather than fighting one another.

It builds on Heart-Focused Breathing by adding a source of appreciation from the previous What Do I Appreciate activity. It can be done anytime, anywhere with the eyes open or closed. However, students will need guidance on practical applications.

Applications include some of the following:

- Before someone starts their day
- Before a test
- Preparing for a sports event
- With someone who is challenging or hard to be around
- Before a challenging school lesson
- Waiting in line
- When coming home
- When learning a new skill

First, guide the students through the practice. Next, ask the students to fill in the pdf form of the Practice Get in Sync activity worksheet in preparation for practice the following day. This way, they know the steps and can practice the tool away from the classroom. The steps are listed below and can also be found on page 11 of the article.

The Get in Sync Steps:

- 1) **Shift to the heart.** Focus in the area of the heart and breathe slowly and easily.
- 2) **Feel appreciation.** Make an effort to create a feeling of appreciation or calm or patience. Build a warm feeling of sunshine in the heart. *(Allow 30-40 seconds for students to settle into this second step.)*
- 3) **Breathe the warm feeling.** Breathe slowly and easily as you focus on the warmth in your heart. Continue for one or two minutes.



Practice Get in Sync
A New Tool for Self-Regulation

Prepping before an event to be your best
To get in sync means doing something in harmony like a flock of birds flying together or a sports team playing well as a team. When we are in sync, our brain, body and emotions work together well. It is another tool that helps us self-regulate our emotions.

The Steps of Get in Sync™

- 1 Shift to the heart. Focus in the area of your heart and breathe slowly and easily.
- 2 Feel appreciation. Make the effort to create a feeling of appreciation or calm or patience. Build a warm feeling of sunshine in your heart.
- 3 Breathe the warm feeling. Breathe slowly and easily as you focus on the warmth in your heart. Continue for one or two minutes.

When to use Get in Sync...
Your eyes can be open or closed.

- Before you start your day
- Before a test
- Preparing for a sports event
- With someone who is challenging
- Before a challenging school lesson
- Waiting in line
- When coming home
- When learning a new skill

Think I might need to get in sync.

Knitting for Beginners

© 2022 HeartMath Institute 11 WiseHeart - Unit 3

Preparation: Filling in the Practice Get in Sync Activity Worksheet

The students will review their Practice Get in Sync activity worksheet. Instruct them to write down 3 times when they can practice Get in Sync. The remaining parts of the worksheet will be left blank until the following day when they put into practice the tool. Clarify that the worksheet is helping them get organized in preparation for the next day. If appropriate, have them pair share to come up with their chosen times. At the end of the school day, remind students that they will be practicing Get in Sync 3 times during the following day.

Practice Get in Sync

On the practice day, prep students at the start of the day. Instruct them to pull out their worksheets to remind them when they will practice. Each time they practice, they will fill in what they appreciated (as part of the tool) and how it made them feel. After their practices are done, review when timely.

As an option, students can practice together as a class. Guide the class to select times during the day when they can all use the Get-in-Sync tool together.

Teacher Instruction:

Do you remember in the Unit 3 video scene when Principal Randall taught the Get in Sync tool to James and Booker? Principal Randall taught this tool to them because they felt impatient while waiting in line.

I am going to introduce you to Get in Sync, the second self-regulation tool in WiseHeart. Get in Sync is a helpful tool to use before an event so you can be at your best. Get in Sync means doing something in harmony, like how a school of fish swims together. That can mean the brain, body and emotions are working together.

It builds on Heart-Focused Breathing by adding a feeling of appreciation. You can recall the things you appreciated from the previous activity called What Do I Appreciate. It can be done anytime, anywhere. When are some times when you can practice Get in Sync?

Practice Get in Sync

A New Tool for Self-Regulation

Prepping before an event to be your best

To get in sync means doing something in harmony like a flock of birds flying together or a sports team playing well as a team. When we are in sync, our brain, body and emotions work together well. It is another tool that helps us self-regulate our emotions.

The Steps of Get in Sync™

- 1 Shift to the heart. Focus in the area of your heart and breathe slowly and easily.
- 2 Feel appreciation. Make the effort to create a feeling of appreciation or calm or patience. Build a warm feeling of sunshine in your heart.
- 3 Breathe the warm feeling. Breathe slowly and easily as you focus on the warmth in your heart. Continue for one or two minutes.

When to use Get in Sync...
Your eyes can be open or closed.

- Before you start your day
- Before a test
- Preparing for a sports event
- With someone who is challenging
- Before a challenging school lesson
- Waiting in line
- When coming home
- When learning a new skill

Think I might need to get in sync.

Knitting Beginner

© 2023 HeartMath Institute 11 Worksheet - Unit 3

To Help You Practice Get in Sync™

Two things I appreciate are...

1 _____

2 _____

When will I Get in Sync?

1 _____

2 _____

Did you know?

Top athletes use Get in Sync before big events to help them focus.

Fun Challenge

- Identify 3 times during the day when you can practice Get in Sync.
- Practice Get in Sync with a family member.
- Do a team challenge with one or two classmates. Agree on 2 or 3 times during a day when all of you would be practicing Get in Sync together.
- For a fun challenge, practice Get in Sync when you are around other people. See if they can tell whether you are doing it or not.

© 2023 HeartMath Institute 12 Worksheet - Unit 3

Very shortly, I am going to ask you to fill in a simple Practice Get in Sync activity worksheet. But let me first guide you through the practice. This way, you can know what is being asked of you as you practice the tool.

The Get in Sync Steps:

- 1) Shift to the heart. Focus in the area of the heart and breathe slowly and easily.
- 2) Feel appreciation. Make an effort to create a feeling of appreciation or calm or patience. Build a warm feeling of sunshine in the heart. *(Allow 30-40 seconds for students to settle into this second step.)*
- 3) Breathe the warm feeling. Breathe slowly and easily as you focus on the warmth in your heart. Continue for one or two minutes.

Preparation: Filling in the Practice Get in Sync Activity Worksheet – The First Day

Now let's review the worksheet called Practice Get in Sync. Today, you are planning for tomorrow by filling out the first part of the worksheet. What times do you plan on using the tool? Write down 3 times tomorrow when you can practice Get in Sync.


Tomorrow, after each time you practice, you will answer the other 2 questions in each box and put a check in the circle to show you have practiced. At the end of the school day, I will remind you to practice the Get-in-Sync tool 3 times tomorrow.

Practicing Get in Sync – Next Day


Today we will practice the Get in Sync tool. Pull out your worksheets to remind yourselves of the times when you plan to practice. Each time you practice, you will fill in what you appreciated (as part of the tool) and how it made you feel. At the end of the day, we will review what you practiced.

Name: _____ Date: _____

Practice Get in Sync™

 To begin, write down 3 times during the day when you can practice Get in Sync. After you practice, complete the form below to show you tried Get in Sync. Put a check (✓) in each circle to show you have practiced.

<input type="checkbox"/>	1 I practiced Get in Sync...
	Time: _____
	What did I appreciate? _____
	How did it make me feel? _____
<input type="checkbox"/>	2 I practiced Get in Sync...
	Time: _____
	What did I appreciate? _____
	How did it make me feel? _____
<input type="checkbox"/>	3 I practiced Get in Sync...
	Time: _____
	What did I appreciate? _____
	How did it make me feel? _____



© 2022 HeartMath Institute 6 WiseHeart: Unit 3 Worksheets

Evaluation: Follow-up Questions

- 1) What was fun about the Get-in-Sync practice?
- 2) What was challenging about the Get-in-Sync practice?
- 3) What were some events when you practiced Get in Sync beforehand?
- 4) What did you notice or feel from practicing Get in Sync?

MUSIC / DRUMMING

Objective: Students will be able to replicate the drumming rhythms modeled by the drumming instructor.

Time: 5-8 minutes

Procedure:

Play the drumming video on the topic of self-regulation. Ask review questions afterward.

Teacher Instruction:

Now we're going to watch the 2:54-minute Unit 3 drumming video on the topic of self-regulation. After you watch it, I will ask you some review questions.

Evaluation: Follow-up

- 1) In what ways did the drumming rhythm show self-regulation?
- 2) What does the drumming instructor mean when she says emotional groove?
- 3) Were the rhythms the drumming instructor played easy to follow?



Music: Self-Reflection Rap Song

Objective: Students will be able to identify several main themes within the rap song.

Time: 4-5 minutes

Procedure:

Play the third rap song, Self-Regulate. Pull out the lyric sheet for this third song as a reference which is found in the Kids Resource section. After playing this short video lasting 1:22 minutes, review with students what were some of the main themes.



Teacher Instruction:

As part of WiseHeart, we have a rap song for the third unit called Self-Regulate. It is short, lasting only 1:22 minutes. Afterward, we will review what was said during the song.

Evaluation: Follow-up Questions

- 1) What were some of the main ideas or themes of this third rap song?
- 2) What does self-regulate mean to you?
- 3) What does turning negative self-talk around mean to you?

Self-Regulate Rap – Lyrics

Chorus:
Take some time to self-regulate, regulate (why?)
It frees your mind to a healthy state
Draw on the power of your heart when you're feeling down,
and turn negative self-talk around (Yeah, Yeah)

Verse 1:
And it's all just learned skills.
Lower stress, Be your best, You know the drill!
First you learn then rehearse then apply the tools
And self-regulate to be your best in school

Verse 2:
Be aware of your inner weather!
Everybody get in sync - let's do it together!
So just breathe, and let it go, connect
in the heart and one thing you'll learn,
you need to do your part. (Yeah, Yeah,)

Chorus:
Take some time to self-regulate, regulate (why?)
It frees your mind to a healthy state
Draw on the power of your heart
when you're feeling down,
and turn negative self-talk around (Yeah, Yeah)

Verse 3:
Life moves at a fast pace.
Practice – Heart-Focused Breathing
with your classmates.
Attention to your energies, stop a bad day.
Connect to your heart and put
a smile on your face! (Yeah, Yeah)



© 2022 HeartMath Institute 7 WiseHeart - Unit 3 Worksheets

Kids Talk

Objective: The students will be able to compare and contrast their responses to the responses of others kids their age.

Time: 9-12 minutes

Procedure:

Kids Talk represents the viewpoints of different students talking about their experiences applying self-regulation or how they can best manage their emotions and other related topics. After showing the video (*the length is 7:07 minutes*) to the students, ask some of the follow-up questions below to assess the students' experience and practice cultivating more self-regulation.



Teacher Instruction:

Now, I am going to show you the third Kids Talk video called Self-Regulation where kids talk about their experiences with self-regulation. As you watch the kids talk, ask yourself how well you are doing with some of the self-regulation practices. Of course, we are all just



learning about our self-regulation. It can be difficult to manage strong emotions. As you know, our goal is to make progress with at least one healthy habit in each unit. After you watch this video, I will ask you some of the same questions the students are answering.

Evaluation: Follow-up Questions

- 1) Tell about a time when you had a fight, flight or freeze response.
- 2) What is self-regulation?
- 3) Why is it important to practice self-regulation?
- 4) In what areas of your life do you need more self-regulation (get too impatient, get too worried, get too frustrated, etc.)?
- 5) Do you have a story where you used a self-regulation tool to change your mood or behavior?
- 6) Which tools did you choose to use for the 3-day challenge?

What Do You Know? Self-Reflection Word Cloud

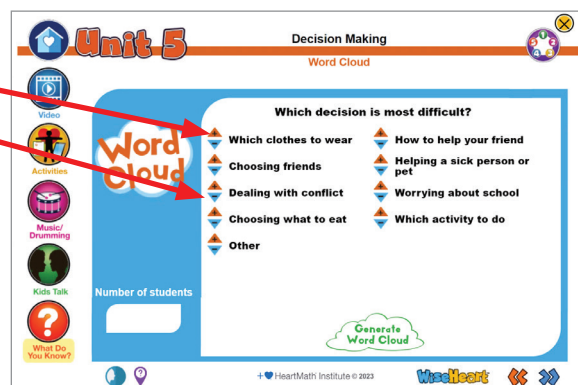
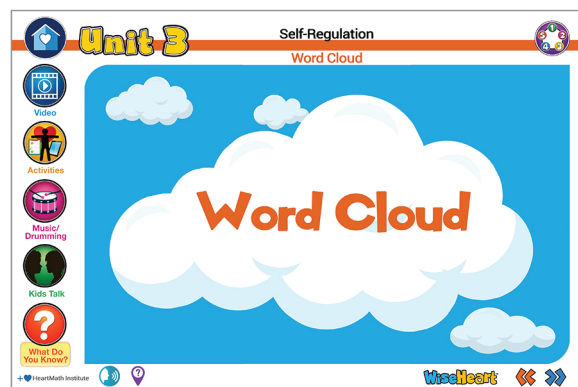
Objective: Students will be able to identify a time when they can practice Get in Sync

Time: 5-8 minutes

Procedure:

For the third word cloud, ask the students, one by one, how or when they would use the Get-in-Sync tool. Students can choose up to two answers. With each answer, add it to the word cloud by clicking on the **plus sign in the upward arrow**, next to the selection. If a mistake is made, click on the **negative sign in the downward arrow** to deduct the submission.

When all student entries have been added, click on the Generate Word Cloud to create the group word cloud. Moments later, a class word cloud will appear. The **bigger and bolder** the word, the more students voted for that answer.

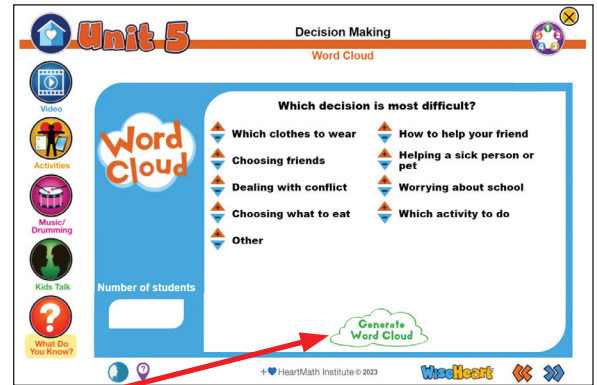


Teacher Instruction:

For the third word cloud, I am going to ask you, one by one, how or when you would use the Get-in-Sync tool. First, read the list. You can choose up to two answers. With each answer, I will add it to the word cloud by clicking on the plus sign on the up arrow.

When all of your choices have been added, I will click on the **Generate Word Cloud** to create the group word cloud. The **bigger** and **bolder** the word, the more students voted for that answer.

There are no right or wrong answers, by the way. Are you ready to get started?



Before school work
Before a test
When coming home
Waiting in line
With someone who is challenging

Evaluation: Follow-up Questions

- 1) Were you surprised by any of the answers?
- 2) Before we did the word cloud, which uses or applications of Get in Sync did you think would be the most common for the class?
- 3) Which uses or applications of Get in Sync did you think might be the least common?
- 4) Looking at the group word cloud, why do you think the class chose certain uses or applications of Get in Sync more than others? Why do you think the class chose certain uses less than others?

What Do You Know? Post-Tracker

Objective: Students will be able to analyze their responses to determine which areas of self-regulation they improved.

Time: 5-7 minutes

Procedure:

Introduce the third post-tracker to the students and its purpose. Explain again that the tracker is a way to measure their well-being.



Pass out a copy of the post-tracker to each student. As an option, they can use the digital interactive form.

Model how to fill out the tracker and re-explain the rating scale: very often or most of the time, sometimes, rarely or never, I am not sure.

Instruct students to complete one row at a time. After completing the post-tracker, the students can assess how well they did in the habit or skill they wanted to improve by comparing the pre- and post-trackers.

Ask follow-up questions to get a pulse on student progress. The students will turn in their trackers so that their growth can be assessed.

It is important to explain and model how the students will know if they showed improvement. With both trackers in front of them, they will compare their previous responses on the pre-tracker to their new responses on the post-tracker.

Have them look at one line at a time. If their response moved to “very often” or most of the time” or “sometimes,” then they have made progress in that habit. If their response is the same, then no progress has been made.

Teacher Instruction:

Earlier, you filled out a pre-tracker for this third unit, Self-Regulation. You were asked how well you are doing with a skill or habit and where you might need to grow. You selected one healthy habit that you wanted to improve.

We are going to fill out the post-tracker to help us see in which habits we grew. Keep in mind, when filling out the form, that there are no right or wrong answers. Even if you made a little improvement in one habit, that is something to celebrate. We are all growing together but in different ways.


(After completing the post-tracker)

Now let’s compare the Unit 3 pre- and post-trackers to see which areas you showed improvement. I will model for you how to compare the two trackers.

Name: _____ Date: _____

Post-Tracker

Self-Regulation



	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. I notice when I can't control my emotions and/or behaviors.				
2. When I do not self-regulate (do not do anything to control my emotions and/or behaviors), I notice how it affects me. My body, my thoughts, and/or actions tell me.				
3. I have negative thoughts and/or attitudes towards myself that stop me from being my best self.				
4. I am able to replace negative thoughts and/or attitudes toward myself with positive ones.				
5. I am around people that make it hard for me to self-regulate.				
6. I am able to manage an emotion and/or behavior using Heart-Focused breathing.				
7. I am able to use other tools (not just Heart-Focused breathing) when I need to self-regulate.				
8. I notice how others are affected when I do not self-regulate (do not do anything to control my emotions and/or behaviors).				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.


©2022 HeartMath Institute WiseHeart Unit 3 Pre-Tracker

With both trackers in front of you, you will compare the previous responses on the pre-tracker to the new responses on the post-tracker. You will look at one line at a time.

Name: _____ Date: _____

Pre-Tracker

Self-Regulation



	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. I notice when I can't control my emotions and/or behaviors.			X	
2. When I do not self-regulate (do not do anything to control my emotions and/or behaviors), I notice how it affects me. My body, my thoughts, and/or actions tell me.			X	
3. I have negative thoughts and/or attitudes towards myself that stop me from being my best self.		X		
4. I am able to replace negative thoughts and/or attitudes toward myself with positive ones.			X	
5. I am around people that make it hard for me to self-regulate.			X	
6. I am able to manage an emotion and/or behavior using Heart-Focused breathing.			X	
7. I am able to use other tools (not just Heart-Focused breathing) when I need to self-regulate.		X		
8. I notice how others are affected when I do not self-regulate (do not do anything to control my emotions and/or behaviors).			X	


Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 3 Pre-Tracker

Name: _____ Date: _____

Post-Tracker

Self-Regulation



	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. I notice when I can't control my emotions and/or behaviors.			X	
2. When I do not self-regulate (do not do anything to control my emotions and/or behaviors), I notice how it affects me. My body, my thoughts, and/or actions tell me.			X	
3. I have negative thoughts and/or attitudes towards myself that stop me from being my best self.		X		
4. I am able to replace negative thoughts and/or attitudes toward myself with positive ones.			X	
5. I am around people that make it hard for me to self-regulate.			X	
6. I am able to manage an emotion and/or behavior using Heart-Focused breathing.			X	
7. I am able to use other tools (not just Heart-Focused breathing) when I need to self-regulate.		X		
8. I notice how others are affected when I do not self-regulate (do not do anything to control my emotions and/or behaviors).			X	

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 3 Pre-Tracker

If your response has moved to **“very often”** or **“most of the time”** or **“sometimes”**, then you have made progress in that habit.

If your response is the same, then no progress has been made in that habit and that is okay too. Put a star or check next to the habits in which you showed improvement.

Evaluation: Follow-up Questions

- 1) Were there habits in which you showed improvement?
- 2) Were there habits that were more challenging to show improvement?
- 3) What kind of things got in the way of us showing improvement?

Unit 3: Self-Reflection Worksheets

WiseHeart™
WORKSHEETS

Unit 3

HeartMath Institute

Unit 3 Self-Reflection Cover Print

Name: _____ Date: _____

Fight, Flight or Freeze?

With the 4 situations below, how would you respond? Put a check (✓) in a box for either a fight, flight or freeze response. If you don't know, put a check in the don't know box.

Situation	Fight	Flight	Freeze	Don't know
A big test				
Moving to a new home/school				
Lots of hard-to-do school work				
A family member is sick				

Fight Flight Freeze Don't know

Which one do you experience the most? Put a check (✓) in the circle.

Fight Flight Freeze Don't know

Fight, Flight or Freeze? Print and Interactive

Name: _____ Date: _____

How Would You Respond?

With the 4 situations below, choose one of the actions from Connecting in the Heart that might help you be more calm and make a smarter choice. Draw a line to your choice.

Use your words to express your feelings. Talk to a friend or adult.

Walk away. A big test Ask my wise heart what to do or say.

Practice Heart-Focused Breathing to calm down. Moving to a new home or school Do something you enjoy to relax.

Send love and care. Go and have some fun with other people.

How Would You Respond? Print and Interactive

Name: _____ Type name here _____ Date: _____

Practice Heart-Focused Breathing™

Choose one of the practices below to do during one day. Fill out the form to show that you completed the practice.

1 Type the time on each clock to show when you can practice Heart-Focused Breathing in one day.

2 Practice Heart-Focused Breathing with a family member.

Who did you teach? _____

When did you do it? _____

3 Choose which classmates will join you to practice Heart-Focused Breathing as a group.

Classmate names: _____

When did you practice? _____

4 Practice Heart-Focused Breathing in secret.

When did you practice? _____

Did anyone notice? _____

Practice Heart-Focused Breathing Interactive

Name: _____ Date: _____

Practice Heart-Focused Breathing™

Choose one of the practices below to do during one day. Fill out the form to show that you completed the practice.

1 Draw the hands on each clock below to show the 3 times when you can practice Heart-Focused Breathing in one day.

2 Practice Heart-Focused Breathing with a family member.

Who did you teach? _____

When did you do it? _____

3 Choose which classmates will join you to practice Heart-Focused Breathing as a group.

Classmate names: _____

When did you practice? _____

4 Practice Heart-Focused Breathing in secret.

When did you practice? _____

Did anyone notice? _____

Practice Heart-Focused Breathing Print

Name: _____ Date: _____

What Do I Appreciate?

Write in your answers below to help you build your Get in Sync practice. There are examples to help.

Two things I appreciate are...

When will I Get in Sync?

before school on the bus before recess on the playground before lunch before dinner before bed playing sports before tests

What Do I Appreciate? Print and Interactive

Name: _____ Date: _____

Practice Get in Sync™

To begin, write down 3 times during the day when you can practice Get in Sync. After you practice, complete the form below to show you tried Get in Sync. Put a check (✓) in each circle to show you have practiced.

1 I practiced Get in Sync...

Time: _____

What did I appreciate? _____

How did it make me feel? _____

2 I practiced Get in Sync...

Time: _____

What did I appreciate? _____

How did it make me feel? _____

3 I practiced Get in Sync...

Time: _____

What did I appreciate? _____

How did it make me feel? _____

Breathe slowly and easily. Feel appreciation. Focus on the warmth in your heart.

Practice Get in Sync Print and Interactive

WiseHeart™

Communication



Overview of Unit 4

Students begin by taking the pre-tracker to assess how well they are doing with a range of communication skills. What follows is the main video. Afterward, there are abundant amounts and varieties of enrichment activities that further educate students in fostering healthy communication skills within their lives. An end-of-the-unit word cloud and post-tracker help assess individual growth and offer a simple group evaluation of their communication skills.

Unit 4 Objectives

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

- 1) Identify the main speaking and communication skills.
- 2) Practice Get in Sync™ as a prep tool when listening to other people.
- 3) Evaluate a series of recorded role plays to determine whether the quality of communication needs improvement, is making progress or is excellent.
- 4) Identify three ways to help resolve conflict.
- 5) Identify the three main steps of Sunshine Heart™.
- 6) Identify two ways in which they can show care for others.

WiseHeart Unit 4 – Communication

Video	Objective	Time	Teaching Action
1. Introduce the Pre-Tracker	Students will assess: 1. How well they are doing with specific communication skills. 2. Identify one communication skill they wish to improve.	5-10 minutes	Introduce the tracker (<i>located in the video icon section</i>) and explain that it is a simple way to measure how well students are practicing the healthy habits. Model how to fill out the tracker on a screen. Make available either a digital interactive form or a printed handout. Emphasize that students will mainly focus on improving one skill. Save the pre-trackers as a baseline to compare to the unit's post-assessment.

WiseHeart Unit 4 – Communication

Video	Objective	Time	Teaching Action
2. Communication	<p>Students will be able to identify:</p> <ol style="list-style-type: none"> 1. One reason conflict or miscommunication happens. 2. Two ways to help resolve conflict. 	5-10 minutes	<p>Show the video.</p> <p>Afterward, ask follow-up questions.</p>
Activities Section	Objective	Time	Teaching Action
1. Article	<p>Students will be able to identify:</p> <ol style="list-style-type: none"> 1. The main speaking and communication skills. 2. The steps of the Get in Sync tool. 3. Three ways to help resolve conflict. 4. The three main steps of Sunshine Heart. 5. Two ways they can show care for others. 	10-15 minutes per reading session. The entire article may take three or more readings or use of audio narration.	<p>Introduce the article by accessing the digital version found in Activities or print a pdf copy for students.</p> <p>Review vocabulary words found in the back of the article. Decide on how many pages to cover for the first session.</p> <p>Choose from a range of activity worksheets found in the Fun Challenge sections for students to fill in to further support learning and practice.</p> <p>Ask follow-up questions afterward.</p>
2. The Communication Spinner	<p>Students will be able to demonstrate knowledge of 7 different communication skills.</p>	4-6 minutes	<p>The Communication Spinner activity asks students to share knowledge of the various communication skills, or as another option, share real-life experiences related to one of the skills.</p> <p>Click on the Communication Spinner to land on one of 7 communication skills. Students can choose to spin to another communication skill if requested.</p> <p>Ask follow-up questions afterward.</p>

WiseHeart Unit 4 – Communication

Activities Section	Objective	Time	Teaching Action
3. Sending Heart	Students will be able to demonstrate focused care by sending compassion to one of six people or situations needing more heart.	4-5 minutes	Show the Sending Heart screen. Explain to students that with this activity, they will vote on one of six objects needing care and compassion. When the most popular object of care and compassion is manually clicked on, the rays of the sun will go toward that object for a short time. During that process, students will practice the steps of Sunshine Heart. Ask follow-up questions afterward.
4. How Good Is the Communication?	Students will rate different recorded audio communications according to the skills specified in the speaking and listening categories.	4-5 minutes	Show the How Good is the Communication screen. Explain to students that with this activity, they will select one of six communications. When clicked, the audio will play a conversation between the two people. After listening, students will rate or grade the conversation on whether the conversation matched the skills listed under the headings: Speaking and Listening Skills. Each skill that shows up will be given a point on the horizontal meter. Ask follow-up questions afterward.
5. Role Play – Grade Each Communication	<ol style="list-style-type: none"> Students will demonstrate a short role play showing good or not very good communication in pairs. Students will rate the different role plays according to the skills specified in the speaking and listening categories. 	10-15 minutes	Ask students to pair off and create a role play of an everyday communication (conversation) between two people that lasts less than a minute. It could be about students, adults or both. Let students know that their communication will be graded by other students for how many skills were demonstrated using the horizontal meter. Ask follow-up questions afterward.

WiseHeart Unit 4 – Communication

Music	Objective	Time	Teaching Action
1. Drumming Communication Video	Students will be able to drum according to the model shown by the drumming instructor.	5-10 minutes	Play the drumming video on the topic of communication. Ask review questions afterward.
Music	Objective	Time	Teaching Action
2. Communication Rap Song Video	Students will listen to the lyrics of the rap song and identify several unit themes afterward.	4-5 minutes	Play the fourth rap song, Communication. Pull out the lyric sheet for this fourth song as a reference which is located in the Kids Resource section. After playing this short video, review with students some of the main themes using follow-up questions.
Kids Talk	Objective	Time	Teaching Action
1. Kids Talk video	The students will be able to compare and contrast their responses to the responses of other kids their age.	9-12 minutes	Kids Talk represents the viewpoints of different students sharing about their experiences around communication. After showing the video (<i>the length is 7.42 minutes</i>) to the students, ask some of the follow-up questions to assess students' experience and practice with communication.
What Do You Know?	Objective	Time	Teaching Action
1. Word Cloud	Students will identify which top two communication skills are their strongest from a larger list of communication skills.	5-8 minutes	Ask the students which two communication skills are their strongest. Review the list to make sure students know what each skill means. With each answer, add it to the word cloud by clicking on the plus sign inside the upward arrow next to the selected skill. If a mistake is made, click on the negative sign inside the downward arrow to deduct the submission. Ask follow-up questions afterward.

WiseHeart Unit 4 – Communication

What Do You Know?	Objective	Time	Teaching Action
2. Post-Tracker	Students will be able to analyze their results to determine if they made any improvements with their communication skills.	5-7 minutes	<p>Have available copies of the students' pre-trackers to remind them of what they filled in previously.</p> <p>Pass out a copy of the post-tracker to each student or use a digital interactive form. Model how to fill out the tracker and re-explain the rating scale. Instruct students to complete one row at a time.</p> <p>After completing, the students can assess how well they did.</p> <p>Ask follow-up questions.</p> <p>Instruct students to hand in their paper forms or submit their digital forms.</p>



Communication

4

Introduce the Communication Pre-Tracker

Objective: Students will assess how well they are doing with specific communication skills and identify one communication skill they wish to improve.

Time: 5-10 minutes

Procedure:

Introduce the Communication pre-tracker to the students. Pass out a copy of the tracker to each student.

As an option, they can use the digital interactive form. Model how to fill out the tracker and re-explain the rating scale: **Very Often or Most of the Time, Sometimes, Rarely or Never, I am not sure**. Guide the students as they complete one row at a time. After completing the tracker, the students will determine which particular communication skill they wish to improve. Remember to collect the trackers and compare the pre- and the post-assessments at the end of the unit. Ask follow-up questions afterward.

Teacher Instruction:

Now we're going to use a simple tracker again to identify a communication skill where we might need to grow. I will walk you through this new pre-tracker, line by line, that asks you how well you are doing practicing these healthy habits. This time, the topic is our Communication or our ability to listen, communicate and get along with others.

As you can see, there are eight lines of communication skills in this unit. When filling out the form, please know that there are no right or wrong answers. I want you to answer each statement honestly. We are all learning and growing into our best selves.

Name: _____ Date: _____

Pre-Tracker Communication

	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. Focusing on the speaker				
2. Listening without interrupting				
3. Using the Get-in-Sync tool before starting a conversation				
4. Taking turns listening and speaking				
5. Practicing care in communication (e.g., being respectful, patient, checking in)				
6. Participating in a conversation (e.g., asking questions, responding, listening)				
7. Trying to solve conflicts				
8. Using the Sunshine Heart tool to bring more compassion to a situation				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 4 Pre-Tracker

(After the students have completed the tracker) Now, I want you to circle one healthy habit that you want to improve. (If using a digital interactive form, use a bold font to highlight that choice.) In this fourth unit of WiseHeart, you will learn some information and skills to help you improve these communication skills.

Evaluation: Follow-up Questions

- 1) What skill did you choose to work on?
- 2) Why did you select this skill?
- 3) Do any of you want any extra help working on a particular skill?

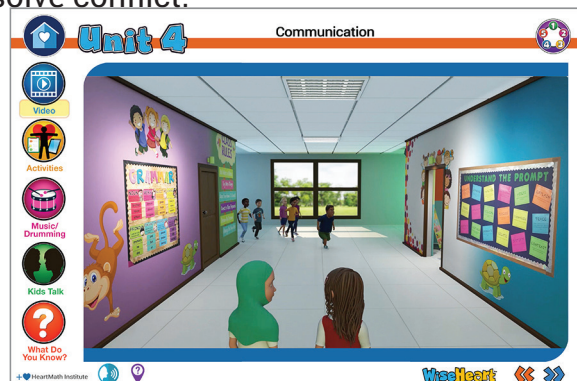
Video: Communication

Objective: Students will identify one reason conflict or miscommunication happens and two ways to help resolve conflict.

Time: 6-9 minutes

Procedure:

Introduce the video as the fourth animated video in WiseHeart's five units of instruction. Show the video and then ask follow-up questions. Write down any follow-up questions which can be added to the ones below.



Teacher Instruction:

Now we're going to watch the fourth animated video in WiseHeart. This one begins in the school cafeteria. As you watch the main characters interact with one another, ask yourself if you see situations like this at our school. Do you experience students communicating like this when there are upset feelings? We will talk about the video afterward.

Evaluation: Follow-up Questions

- 1) What emotion(s) was Maria feeling?
- 2) Do friendships change a lot? Has that happened to you? How did it make you feel?
- 3) What can we do so everyone feels more included and is treated with greater respect and kindness?

- 4) Have you ever helped someone like the way Destiny helped Maria? What is another word for that kind of care? (compassion)
- 5) Mr. Lyons, the counselor, suggests that when we have conflict with someone, that we should try and talk to the person who upset us. Sharing with someone without blaming them helps create a fresh start. What does he mean by fresh start?
- 6) How does apologizing to someone whom we hurt help heal a conflict?

Activity 1: Article

Objective: Students will be able to identify speaking and communication skills, practice Get in Sync, learn how to help resolve conflict, name the steps of Sunshine Heart and identify ways to show care for others.

Time: 7-15 minutes each day, depending on the use of worksheets.

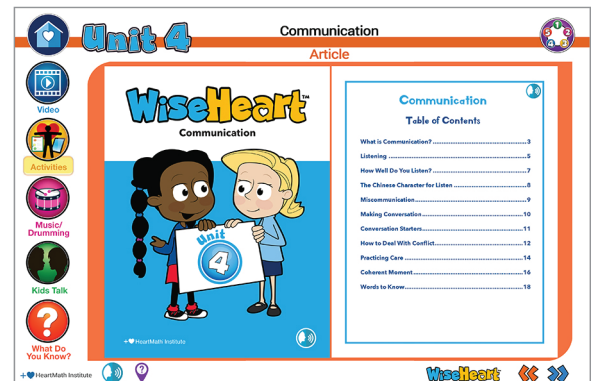
Procedure:

The article comes in two forms: an active flip book with audio narration and a pdf. Decide which pages are to be covered. With the audio button on each online flip book page, listening to the narrator read the page is another option besides asking students to read. Definitions of new vocabulary words are listed on the next page or at the back of the article.

There are eight worksheets (activity assignments) available for students to engage in and grow their communication skills. If appropriate, have pairs of students complete individual worksheets together. Share answers afterward.

Teacher Instruction:

Now we are going to read the article (or listen using the **audio button** feature), Communication, over the next few days. Again, there is a lot of helpful information in this article, including the two interesting sections: **Did You Know?** that has interesting facts and the **Fun Challenge** section. We will do some fun challenges or activities together to grow our skills in communication. When you see the worksheet icon in the Fun Challenge section, you can click on that icon to open up a worksheet. *(Show the article as an option.)*



Evaluation: See Worksheets at the end of this Unit.

Vocabulary

- **Communication** – Communication means giving, receiving, and sharing information. We often use words or sounds to share information.
- **Conversation** – A talk between two or more people.
- **Character** – In China, they use characters instead of letters when writing or printing.
- **Conflict** – A strong disagreement or difference between people or groups of people.
- **Compassion** – This means we care about others, treat them with kindness, and help those who are hurting.
- **Solution** – Something that is used to solve a problem.
- **Tolerating** – To allow or accept something that is unpleasant or different than you.



Activity 2: Communication Spinner

Objective: Students will be able to demonstrate knowledge of seven different communication skills.

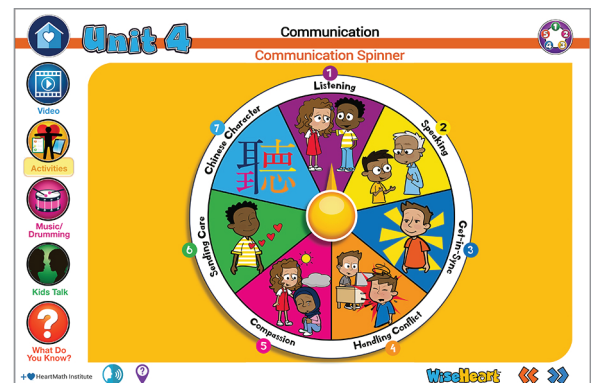
Time: 4-5 minutes

Procedure:

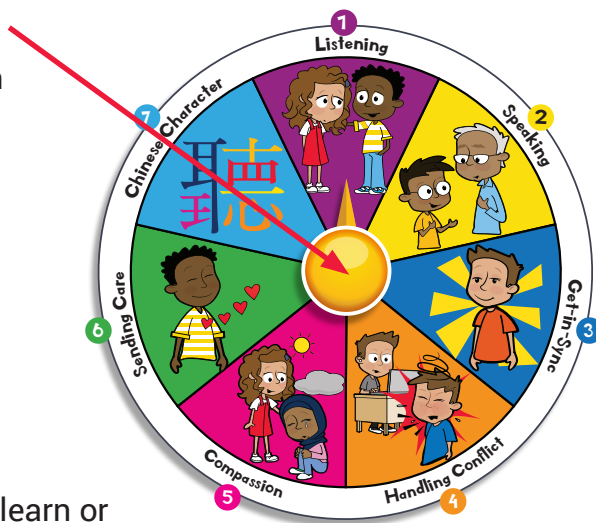
Building off the information from the article and experience gained from the activity worksheets, the online Communication Spinner activity asks students to share knowledge, however scanty at this point, or their real-life experience related to one of seven communication skills. Students can choose to spin to another communication skill if requested. Over time, students will absorb from one another their collective knowledge and experiences that will help upgrade their skillsets.

Teacher Instruction:

The next activity is called Communication Spinner. From the article we learned a lot about communication. From the activity worksheets, we tried to practice some of the skills we learned. This activity helps review what we have learned. Over time, we will learn from one another when we play this activity again.



For this activity, I will click on the **gold spinner** in the middle. Each time the spinner is clicked, it will land on one of seven communication skills. When it lands on a particular section, a student volunteer will have the choice to talk about the particular skills or knowledge tied to that section or share an experience when they used that skill. You can choose to spin the spinner again to another communication skill if requested.



Evaluation: Follow-up Questions

- 1) Are some of the communication skills harder to learn or practice than others? If so, which ones?
- 2) What communication skills were the easiest to learn and put into practice?
- 3) How do these skills help us get along better with others?

Activity 3: Sending Heart

Objective: Students will be able to demonstrate focused care by sending compassion to one of six people or situations needing more heart.

Time: 4-5 minutes

Procedure:

Sending Heart is an experiential activity designed to cultivate more compassion and care in children.

Six choices are represented as potential recipients of the class’s care and compassion.

Ask students, who is one person or situation that needs some care or compassion. Show the Sending Heart screenshot by clicking on any object of care and compassion. The rays of the sun will then go toward that object. Explain to students that with this activity, they will vote on one of six objects needing their care and compassion. The choice with the most votes gets the focused care and compassion for that day. Trade off choices on future days. Sometimes, students will choose someone who is hurting or having a hard time, and that might take precedence over the other choices.

Before choosing a recipient, make sure students are familiar with the steps of Sunshine Heart.



If helpful, guide students in a short exercise beforehand using the steps of Sunshine Heart™ to familiarize them with the experience:

- 1) **Shift to the heart. Focus in the area of your heart and breathe slowly and easily.**
- 2) **Feel appreciation (for something or someone). Make the effort to create a feeling of appreciation, calm or patience. Build a warm feeling of sunshine in your heart.**
- 3) **Send that warm feeling out to a person (or situation) like the sun sends out rays of sunshine. Breathe slowly and easily as you keep sending that warm feeling out. Continue for one or two minutes.**

Remind students that they will be sending care and compassion to a person or situation, much like the sun sends out sunshine and warmth. Here are the six kinds of recipients: A family member, planet earth, a pet, an event or activity such as a test, a sporting event, or project, a conflict or a friend or classmate.

(Playing the audio narration is a viable option that helps explain the activity.)

Teacher Instruction:

Show the online screen picture of the Sending Heart activity. As an option, play the audio narration that helps explain the activity.

I am now going to introduce you to a new activity called Sending Heart. What this activity does is build up your feelings of care and compassion towards others or situations that need care. As you can see



here, there are different pictures of people or situations to whom we can send heart: A family member, planet earth, a pet, an event or activity such as a test, a sporting event, or project, a conflict or a friend or classmate.

Do any of you have people or situations that could use a little extra care or compassion? If so, who or what?

(As an option) To begin, we are going to practice the steps of Sunshine Heart together for one minute or so. Then we will choose from one of the six pictures, which one will be receiving our heart. We will go with whatever choice has the most votes. But please know, we will rotate around to different choices over the coming weeks.

Now let's vote. Who wants to send heart to a family member? To planet Earth? To a pet? To an upcoming event or activity such as a test or some kind of performance? To someone with whom we had a conflict? Or to a friend or classmate who is having a hard time?

The most popular vote is _____.
 Now I will click on the person or situation
 with the most votes.

Let's practice sending out heart
 using the Sunshine Heart Technique.
 Are you ready?

Evaluation: Follow-up Questions

- 1) What did you like about sending out heart to a person or situation?
- 2) How well were you able to keep up your focus?
 Did any of you get distracted and start thinking about other things?
- 3) Why is having care and compassion such an important skill to have in our lives?
- 4) Is sending heart something you might want to do at other times during the day?



Activity 4: How Good Is the Communication?

Objective: Students will rate different recorded audio communications according to the skills specified in the speaking and listening categories.

Time: 3-5 minutes

Procedure:

The How Good is the Communication? activity asks students to grade six different audio communications and whether the audio communication between people in each recording was excellent, making progress or needing improvement. They will rate whether each communication matched the unique skills under the headings: Speaking Skills and Listening Skills.

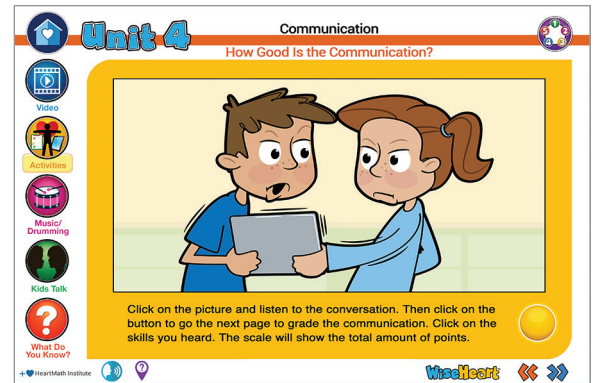
Each skill that shows up will be granted a point by clicking on the circle next to each specific skill. As the points add up, the horizontal meter at the bottom of the screen moves to the right. The points add up to 11 points total.



The Scale

- 1-3 points – Needs Improvement
- 4-6 points – Making Progress
- 7-11 points – Excellent

Remind students that good communication takes a lot of practice to become skilled over time.

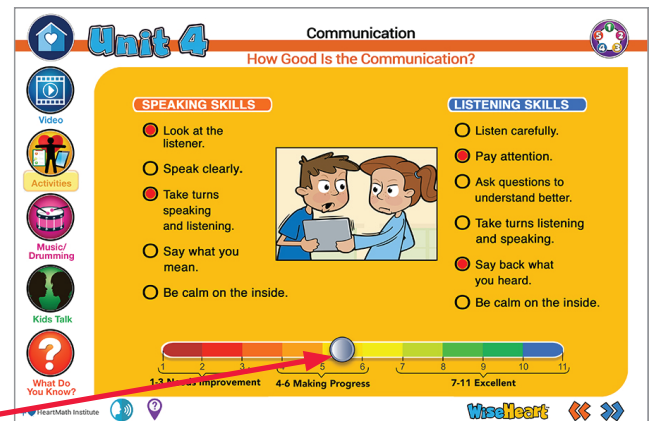


Teacher Instruction:

The How Good is the Communication activity asks you to grade six different audio communications between people and whether the communication between people was excellent, making progress or needing improvement.

After each one of the six pictures shown on the screen is clicked, you will listen to a short audio recording of two people talking. From what you heard, you will rate whether each communication matched the unique skills under the headings: Speaking Skills and Listening Skills.

Each skill that shows up will be granted a point by clicking on the circle next to each specific skill. **As the points add up, the horizontal meter at the bottom of the screen moves to the right.** The points can add up to 11 points in total.



The Scale

- 1-3 points – Needs Improvement
- 4-6 points – Making Progress
- 7-11 points – Excellent

Are you ready to begin? *(Click on the first picture to activate the audio.)*

Evaluation: Follow-up Questions

- 1) Was it obvious when good communication was taking place?
What skills were showing up when the communication was good?
- 2) Was it obvious when poor communication was taking place?
What skills were not showing up when the communication was not very good?
- 3) What skills do you think you need to improve?

Activity 5: Role Play – Grade Each Communication

Objective: Students will demonstrate a short role play of communication in pairs and rate the different skills in the speaking and listening categories.

Time: 10-15 minutes

Procedure:

Role plays are a great way for students to practice communication skills. What's more, they can be fun and motivational. Ask students to pair off and create a role play of an everyday imaginary communication (conversation) between two people that lasts less than a minute. It could feature students, adults or both.

Let students know that their communication will be graded by other students for "how good was the communication?"

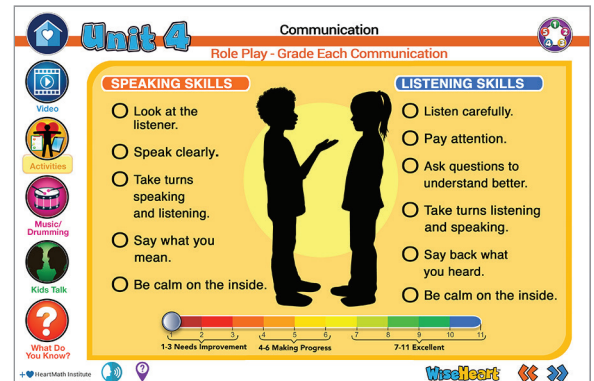
Provide a few examples of potential communication role play scenarios before instructing students to pair off:

- Teacher asking a student to complete a work project, but the student is not paying attention.
- A student talking to another student about something fun they both like to do.
- A mother asking her son to turn off a video game.
- A student telling her mom about her day at school, and the mother is attentively listening.
- Two students arguing over something in which they strongly disagree.
- A brother and sister fighting over control of the TV remote.
- A student who feels left out at recess and another student listens with compassion.

After everyone has created a short role play, ask for volunteers to perform in front of the class. Review afterward using the Role Play Communication screen. When each role play is done, ask the other students to grade the quality of the communication using the same format from the previous activity, How Good Was Your Communication? Ask follow-up questions afterward.

Evaluation: Follow-up Questions

- 1) How could you tell if there was **good communication** happening?
- 2) How could you tell if there was **poor communication** happening?



- 3) Looking at the student characters in the role play act out their scenes, what do you think they are feeling?
- 4) What did you learn about communication from watching the role play(s)?

Teacher Instruction:

Following the activity, How Good is The Communication?, we are now going to create some role plays with pairs of students teaming up. The goal for each of these short, less-than-a-minute role plays is to act out an imaginary scene where a pair of students show communication taking place. The communication might need improvement, be making progress or be excellent.

SPEAKING SKILLS

- Look at the listener.
- Speak clearly.
- Take turns speaking and listening.
- Say what you mean.
- Be calm on the inside.

LISTENING SKILLS

- Listen carefully.
- Pay attention.
- Ask questions to understand better.
- Take turns listening and speaking.
- Say back what you heard.
- Be calm on the inside.

1-3 Needs Improvement 4-6 Making Progress 7-11 Excellent

Afterward, we will grade the communication much like we did in How Good is The Communication? I will read a few examples first. Then we can pair up and create a short role play.

Here are a few examples of potential communication role play scenarios:

- Teacher asking student to complete a work project, but student is not paying attention.
- Students talking to another student about something fun they both like to do.
- A mother asking her son to turn off a video game.
- A student telling her mom about her day at school and the mother is attentively listening.
- Two students arguing over something that made them both angry.
- A brother and sister fighting over control of the TV remote.
- A student who feels left out at recess and another student listens with compassion.

Now that everyone has created a short role play, I am going to ask for volunteers to perform in front of the class.

After each role play, we will review how good was the communication using the Role Play Communication screen. When each role play is done, I will ask you to grade the communication using the same format from the previous activity, How Good Was Your Communication? I will ask follow-up questions afterward.

Evaluation: Follow-up Questions

- 1) How could you tell if there was **good** communication happening?
- 2) How could you tell if there was **poor** communication happening?
- 3) Looking at the student characters in the role play act out their scenes, what do you think they were feeling?
- 4) What did you learn about communication from watching the role play(s)?

MUSIC / DRUMMING

Objective: Students will be able to replicate the drumming rhythm shown by the drumming instructor.

Time: 5-10 minutes

Procedure:

Play the drumming video on the topic of communication. Ask review questions afterward.



Teacher Instruction:

Now we're going to watch the Unit 4 drumming video on the topic of communication. After you watch it, I will ask you some review questions.

Evaluation: Follow-up

- 1) How is drumming a way to communicate? Why does the drumming instructor call her drum a talking drum?
- 2) What are the 4 ways the drumming instructor demonstrate **poor** communication?
- 3) What are 3 skills the drumming instructor says demonstrate **good** communication?

Music: Communication Rap Song

Objective: Students will listen to the lyrics of the rap song and then answer related follow-up questions.

Time: 4-5 minutes

Procedure:

Play the fourth rap song, Communication.

Pull out the lyric sheet as a reference found in the Kids Resource section.

After playing this short video, review with students what were some of the main themes.

Teacher Instruction:

As part of WiseHeart, we have a rap song for the fourth unit called Communication.

Afterward, we will review what was said during the song.

Evaluation: Follow-up Questions

- 1) There is a sentence in the song that says, "We're all different colors and sizes, but we're all still equal." What does that mean to you? How would you explain that sentence to another classmate?
- 2) The song says communication takes practice. Why does communication take so much practice to develop these skills?
- 3) The song says uplifting someone who is saddened is a great way to show compassion. What are some ways we can uplift other people who are sad?



Communication Rap – Lyrics

Chorus:

Communication takes practice
Just one small decision.
Sitting quietly and paying attention
I've learned to listen!

We're all different colors and sizes,
but we're all still equal!
And if we think with a positive mindset,
we can all be a Hero!

Verses

Hip hip (HOORAY)! Let's Be!
Loud, quiet, messy, or neat
Black, white, brown, or peach,
Our differences make us unique (unique)!

And that's facts, we may look different
but there's sameness in every single person!
Communicating how we feel and good listening
is the way we can jump every hurdle!

But we gotta be proactive
It won't happen overnight it takes practice
Uplifting somebody who is saddened
Is a... Great way to show compassion!

Chorus:

Communication takes practice
Just one small decision.
Sitting quietly and paying attention
I've learned to listen!

We're all different colors and sizes,
but we're all still equal!
And if we think with a positive mindset,
we can all be a Hero!



Kids Talk

Objective: The students will be able to compare and contrast their responses to the responses of other kids their age.

Time: 9-12 minutes

Procedure:

Kids Talk represents the viewpoints of different students sharing about their experiences around communication. After showing the video (the length is 7:42 minutes) to the students, ask some of the follow-up questions below to assess the student's experience and practice with communication.



Teacher Instruction:

Now, I am going to show you the fourth Kids Talk video, Communication. Listen as kids talk about their experiences.

As you watch the kids talk, ask yourself how well you are doing with some of your communication practices?

Of course, we are all just learning about our communication. It does take practice to develop communication skills. As you know, our goal is to make progress with at least one healthy habit or skill in each unit. After you watch this 7:42 minute video, I will ask you some of the same questions the students are answering.



Evaluation: Follow-up Questions

- 1) How do you know you are being a good listener?
- 2) How do you know you are not being a good listener?
- 3) Are you better at speaking or listening? Explain why?
- 4) Why is it hard to listen to people?
- 5) What does it mean to listen from the heart?

- 6) Tell about a time when you had a miscommunication.
- 7) What are some kind acts you practiced this week, and how did it make you feel?
- 8) How hard is it to be a good listener when you feel upset or stressed?

What Do You Know? Communication Word Cloud

Objective: Students will identify which top two communication skills are their strongest from a larger list of skills.

Time: 5-8 minutes

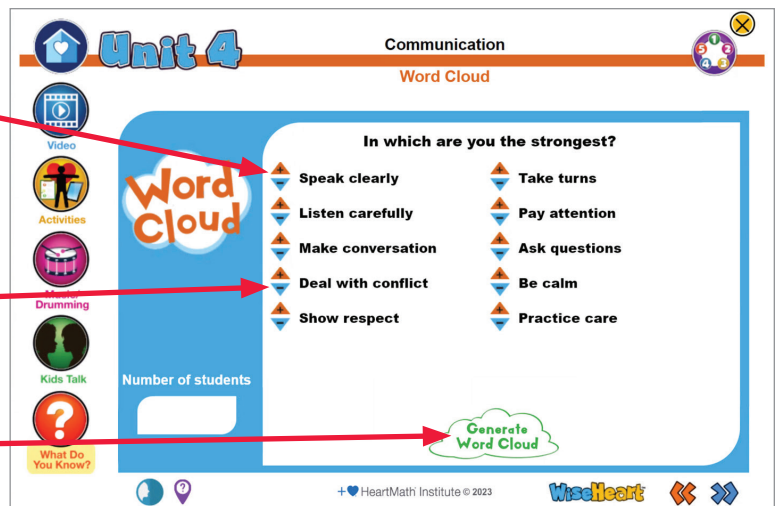
Procedure:

For the fourth word cloud, ask the students, one by one, which area of communication skill is their strongest one. Students can choose up to two answers.

Review the list first to make sure students know what each skill means.

With each answer, add it to the word cloud by clicking on the **plus sign** inside the upward arrow next to the selected skill.

If a mistake is made, click on the **negative sign** in the downward arrow to deduct the submission. When all student entries have been added, click on the **Generate Word Cloud** to create the group word cloud.



Moments later, a class word cloud will appear.

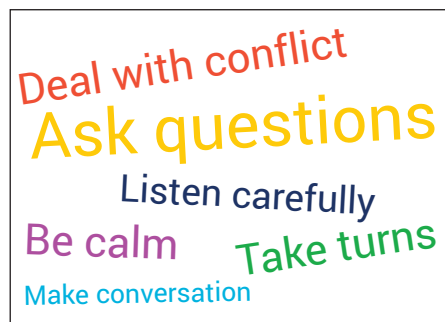
The bigger and bolder the word, the more students voted for that answer.

Teacher Instruction:

For the fourth word cloud, I am going to ask you, one by one, which area of communication skill is your strongest. Because there are 10 skills and maybe you feel skilled in several areas, you can choose up to two answers. Let me first read the list. Again, you can choose up to two answers.

With each answer, I will add it to the word cloud by clicking on the plus sign inside the upward arrow next to each skill. If a mistake is made, I will click on the negative sign inside the downward arrow to deduct the submission.

When all of your choices have been added, I will click on the submit button to create the group word cloud. Moments later, a class word cloud will appear. The **larger the word or group of words, the more common is that unique use of a communication skill**. There are no right or wrong answers, by the way. Are you ready to get started?



Evaluation: Follow-up Questions

- 1) Were you surprised by any of the answers?
- 2) Before we did the word cloud, which skills in communication did you think would be the most common for the class?
- 3) Which skills in communication did you think might be the least common?
- 4) Looking at the group word cloud, why do you think the class chose certain skills in communication **more** than others? Why do you think the class chose certain skills **less** than others?

What Do You Know? Post-Tracker

Objective: Students will be able to analyze their results to determine if they made any improvements with their communication skills.

Time: 5-7 minutes

Procedure:

By this time (depending on how the course has been implemented), the students have been given approximately 3-4 weeks to practice. Introduce the post-tracker to the students and its purpose.

As an option, click on the narration button in the bottom left of the screen to activate a short instruction. Explain that the tracker is a way to measure how well they are practicing their communication skills.

Pass out a copy of the post-tracker to each student. As an option, they can use the digital

	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. Focusing on the speaker				
2. Listening without interrupting				
3. Using the Get-in-Sync tool before starting a conversation				
4. Taking turns listening and speaking				
5. Practicing care in communication (e.g., being respectful, patient, checking in)				
6. Participating in a conversation (e.g., asking questions, responding, listening)				
7. Trying to solve conflicts				
8. Using the Sunshine Heart tool to bring more compassion to a situation				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.


interactive form. Model how to fill out the tracker. Allow them to complete one row at a time. After completing the post-tracker, the students can assess how well they did in the communication skill they wanted to improve.

Ask follow-up questions to get a pulse of student progress. Instruct students to hand in the paper forms, otherwise request that the digital forms be submitted.

Name: _____ Date: _____

Post-Tracker

Communication



	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. Focusing on the speaker				
2. Listening without interrupting				
3. Using the Get-in-Sync tool before starting a conversation				
4. Taking turns listening and speaking				
5. Practicing care in communication (e.g., being respectful, patient, checking in)				
6. Participating in a conversation (e.g., asking questions, responding, listening)				
7. Trying to solve conflicts				
8. Using the Sunshine Heart tool to bring more compassion to a situation				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 4 Post-Tracker

Teacher Instruction:

Earlier, you filled out a pre-tracker for this fourth unit, Communication. If you remember, it asked you how well you are doing with a skill and where you might need to grow. You were asked to select and then circle one communication skill that you wanted to improve (*or, if using the digital forms, the selected skill was highlighted*). *If helpful, hand out copies of the pre-tracker to refresh student memories.*

Now we are going to fill out the post-tracker to help us see in which communication skills we have improved. Keep in mind, when filling out the form, there are no right or wrong answers. Even if you made a little improvement in one skill, that is something to celebrate. We are all growing together but in different ways. Now that you have completed the post-tracker, let's see how well you did in the skill you wanted to improve. Please show what you see from your post-tracker.

(After the discussion is done) Now that we are done, hand in your paper forms (*or request that the digital forms be submitted*). I will ask you a few follow-up questions to get a pulse of how you did.

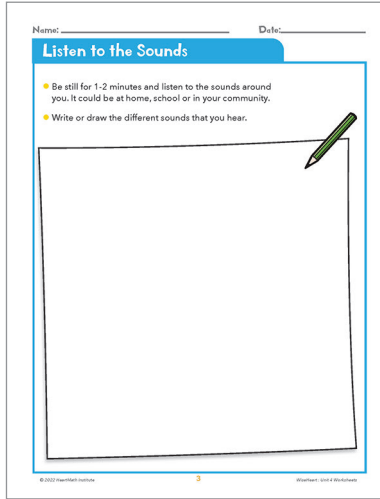
Evaluation: Follow-up Questions

- 1) Were there communication skills in which you showed improvement?
- 2) Were there communication skills that were more challenging to show improvement?
- 3) What kind of things get in the way of us showing improvement?

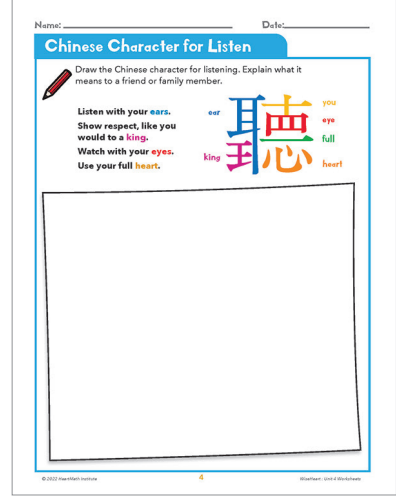
Unit 4: Communication Worksheets



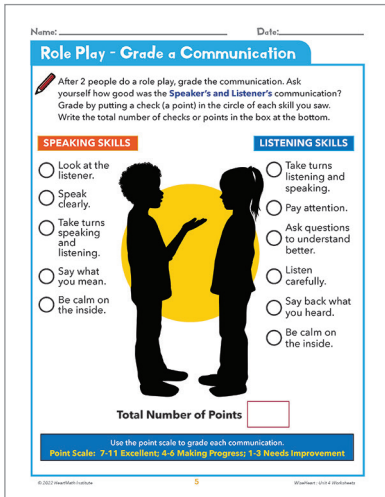
Unit 4 Communication Cover Print



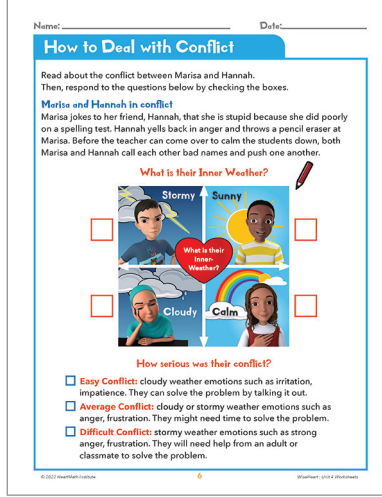
Listen to the Sounds Print and Interactive



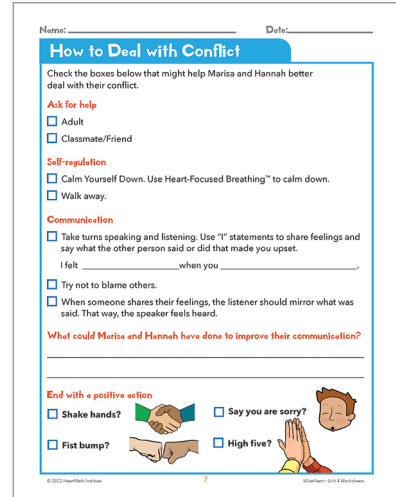
Chinese Character for Listen Print and Interactive



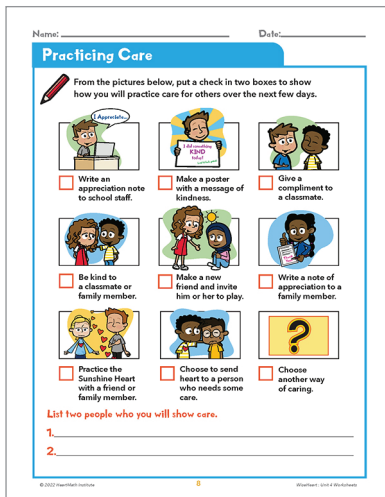
Role Play – Grade a Communication Print and Interactive



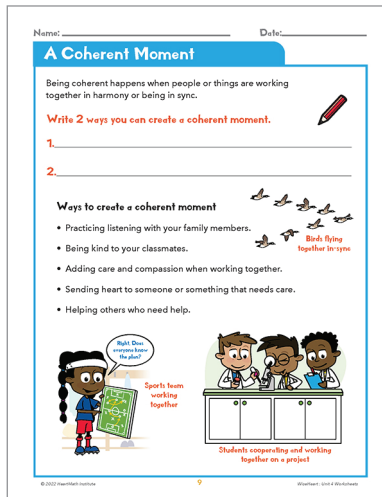
How to Deal with Conflict (page 1) Print and Interactive



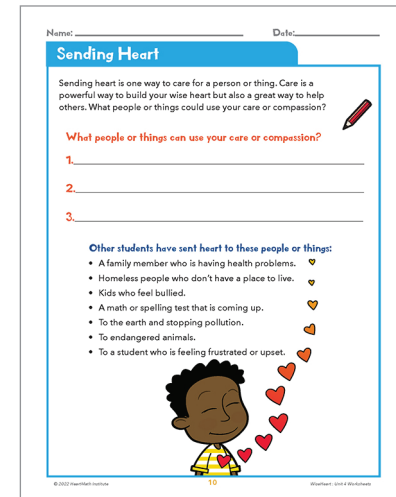
How to Deal with Conflict (Page 2) Print and Interactive



Practicing Care Print and Interactive



A Coherent Moment Print and Interactive



Sending Heart Print and Interactive

WiseHeart™

Decision Making



Overview of Unit 5

Students explore decision-making, beginning with a pre-tracker and a 3D video of students trying to find a consensus on a group decision. Three different kinds of decisions are presented with the challenge of trying to be aware of, let alone count, the many decisions students make daily. The Would You Rather? game is played using a ten-second pause strategy as a helpful way to make more thoughtful decisions. The Freeze Frame® (decision-making) Technique is introduced along with the optional Freeze Frame Picture's activity to help build skills around decision-making and problem-solving. The post-tracker evaluates how well students did in improving a select skill.

Unit 5 Objectives

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

- 1) Define the 3 kinds of decisions.
- 2) Practice pausing for 10 seconds when making decisions.
- 3) Practice and write down their results from using the Freeze Frame® Technique.

WiseHeart Unit 5 – Decision Making			
Pre-Tracker	Objective	Time	Teaching Action
1. Introduce the Pre-Tracker	Students will be able to analyze their responses to determine which areas of decision making they can improve.	5-10 minutes	Introduce the fifth pre-tracker to the students. Show the tracker on a screen or pass out a copy of the tracker to each student. As an option, they can use the digital interactive form located in the video section. Model how to fill out the tracker on a screen. After completing the tracker, the students will determine which area of decision-making they would like to improve by circling that particular skill or highlighting the skill if using the digital tracker. Use follow-up questions to evaluate their comprehension. Collect the trackers and save them as a baseline to compare to the unit's post-assessment.

WiseHeart Unit 5 – Decision Making

Video	Objective	Time	Teaching Action
2. Decision-Making Video	The students will be able to identify the purpose and main steps of the Freeze Frame (decision-making) Technique.	7-10 minutes	Show the video. Afterward, ask follow-up questions.
Activities Section	Objective	Time	Teaching Action
1. Article	Students will be able to recognize: <ol style="list-style-type: none"> 1. The three kinds of decisions. 2. How to practice pause as a way to make smarter decisions. 3. The purpose and steps of the Freeze Frame Technique. 	10-15 minutes per reading session. The entire article may require 3 readings or the use of audio narration. Activity worksheets will add minutes.	Introduce the article by accessing the digital version found in Activities or print a pdf copy for students. Review vocabulary words found on page 101 of the Leader's Guide or at the back of the article. The article can be either read or heard separately in narration form. Decide on how many pages to cover for the first session. Choose from a range of 5 activity worksheets for students to use to further support learning. (Located in the Fun Challenge sections or in Kids Resources.)
2. Would You Rather?	Students will be able to practice pause using Heart-Focused Breathing to help make more thoughtful decisions.	4-5 minutes	Ideally done in pairs, this activity asks students to pause using Heart-Focused Breathing for 10 seconds before choosing one of the two options for each of the Would You Rather? games. Use the digital clock on the screen to guide the student experience. Review the experience afterward with follow-up questions.
3. My Freeze Frame® Worksheet	Students will be able to: <ol style="list-style-type: none"> 1. Identify the steps of the Freeze Frame Technique. 2. Complete a worksheet to get clarity on a decision or problem. 	8-12 minutes	Introduce the Freeze Frame Technique as a way of helping make better decisions or to help resolve a problem. Show My Freeze Frame Worksheet on a screen. Hand out worksheets or refer to the digital form. Read to the students the 5 steps of Freeze Frame Technique, telling them that they will be guided through each step of the exercise. Guide them through the experience, asking them to write down their answers. Afterward, ask follow-up questions.

WiseHeart Unit 5 – Decision Making

Activities Section	Objective	Time	Teaching Action
4. Group Freeze Frame® Worksheet	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify several classroom-related decisions or issues. 2. Find solutions to classroom-related decisions using the Freeze Frame Technique. 	8-12 minutes	<p>Begin by drawing out students on any issues or decisions that impact the class. Write down the list of topics. From the list, choose a topic that is modest in size.</p> <p>Hand out worksheets or use the digital group Freeze Frame worksheet. Guide students in the Freeze Frame Technique, step by step.</p> <p>After step 4 is communicated, ask students to write any answers they might have to help with the group problem or decision.</p> <p>Ask them to complete Step 5.</p> <p>Graph the students' answers in Step 4 for the best strategies on how to handle the decision or problem.</p> <p>Afterward, ask follow-up questions.</p>
Music	Objective	Time	Teaching Action
1. Drumming Decision-Making Video	The students will be able to recognize and repeat automatic, simple and complex drumming rhythms.	5-8 minutes	<p>Play the 3.32-minute video.</p> <p>Ask follow-up questions.</p>
2. Decision-Making Rap Song Video	The students will be able to identify several content-related themes after listening to the Decision-Making rap song.	4-6 minutes	<p>As an option, click on the narrator button in the bottom left corner for short instructions. Then play the Decision-Making rap song. Use the lyric sheet as a reference (in the Kids Resources Section). Afterward, review with students some of the main themes.</p>
Kids Talk	Objective	Time	Teaching Action
1. Kids Talk Video	The students will be able to compare and contrast their responses to the responses of other kids their age.	7-10 minutes	<p>Play the Kids Talk video.</p> <p>Ask follow-up questions.</p>

WiseHeart Unit 5 – Decision Making

What Do You Know?	Objective	Time	Teaching Action
1. Word Cloud	Students will choose from a list of 9 answers which kind of decision is the most difficult.	5-10 minutes	<p>Students will help contribute to the creation of the Decision-Making classroom word cloud.</p> <p>Explain its purpose once again, then ask the students, one by one, "Which decision is the most difficult?"</p> <p>Select from the list of 9 choices. When all answers have been submitted, generate the class word cloud.</p> <p>The bigger and bolder the word, the more students voted for that answer.</p> <p>Follow-up with questions.</p>
2. Post-Tracker	The students will be able to analyze their results to determine if they made any improvements with their decision-making skills.	5-7 minutes	<p>Model how to fill out the tracker. Allow students to complete one row at a time.</p> <p>After completing the post-tracker, the students can assess how well they did in the decision-making skill they wanted to improve. Compare results to the pre-tracker results.</p> <p>Follow-up with questions.</p>



Decision Making

5

Introduce the Pre-Tracker

Objective: Students will be able to analyze their responses to determine areas of decision-making they can improve.

Time: 5-10 minutes

Procedure:

Introduce the decision-making Pre-Tracker to the students. Pass out a copy of the pre-tracker to each student. As an option, they can use the digital interactive form.

Model how to fill out the tracker and re-explain the rating scale: “very often or most of the time,” “sometimes,” “rarely or never,” “I am not sure.” Guide the students as they complete one row at a time. After completing the tracker, the students will determine which particular decision-making skill they wish to improve. Remember to collect the trackers and compare the pre- and the post-assessments afterward.

Teacher Instruction:

Now we’re going to use a simple tracker again to identify a decision-making skill where we might need to grow. I will walk you through this new pre-tracker, line by line, that asks you how well you are doing practicing these skills. This time, the topic is our decision-making.

As you can see, there are seven lines of decision-making skills in this unit. When filling out the form, please know that there are no right or wrong answers.

I want you to answer each statement honestly. We are all learning and growing into our best selves. *(After the students have completed the tracker)* Now, I want you to circle one skill that you

Unit 5 Decision Making

Pre-Tracker
Decision Making

Wise Heart

	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. I pause before making difficult decisions.				
2. I can identify when I made a rushed decision.				
3. I know what it feels like in my body when I make a poor decision.				
4. I know what it feels like in my body when I make a good decision.				
5. Before I make a decision, I try to think about the advantages and disadvantages of my choice.				
6. I listen to my heart when making difficult decisions.				
7. I use a decision-making tool to make better decisions.				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

Name: _____ Date: _____

Pre-Tracker
Decision Making

Wise Heart

	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. I pause before making difficult decisions.				
2. I can identify when I made a rushed decision.				
3. I know what it feels like in my body when I make a poor decision.				
4. I know what it feels like in my body when I make a good decision.				
5. Before I make a decision, I try to think about the advantages and disadvantages of my choice.				
6. I listen to my heart when making difficult decisions.				
7. I use a decision-making tool to make better decisions.				

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 5 Pre-Tracker

want to improve. (If using a digital interactive form, use a bold font to highlight that choice.) In this fifth unit of WiseHeart, you will learn some information and skills to help you improve your decision-making skills.

Evaluation: Follow-up Questions

- 1) What skill did you choose to work on?
- 2) Why did you select this skill?
- 3) Do any of you want any extra help working on a particular skill?

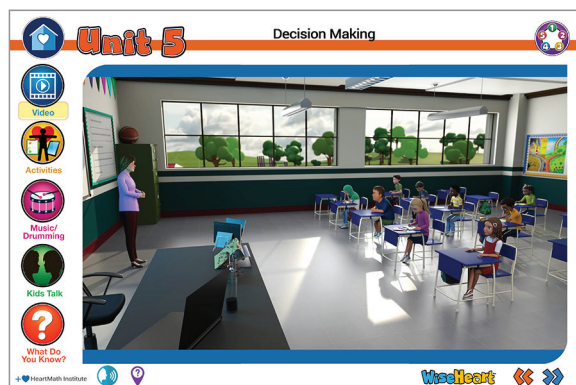
Video: Decision Making

Objective: Students will identify the purpose and main steps of the Freeze Frame decision-making tool.

Time: 6-9 minutes

Procedure:

Introduce and show the video. Then ask follow-up questions. Write down any follow-up questions which can be added to the ones below.



Teacher Instruction:

Now we're going to watch the fifth animated video in WiseHeart. This one takes place in Mrs. Gibson's classroom, and the topic is about decision-making. As you watch the main characters interact with one another, ask yourself how well you do with your decision making? Do you find it hard to make decisions sometimes? Do you ever experience disagreements with classmates or family members when trying to make a decision? We will talk about decision-making after watching the video.

Evaluation: Follow-up Questions

- 1) What was the decision-making like **before** Mrs. Gibson's students used Freeze Frame?
- 2) What was the decision-making like **after** they used Freeze Frame?
- 3) What was the final decision on snacks to eat? Do you think that was a fair decision?
- 4) What steps in the Freeze Frame Technique helped the class think more about a balanced or a fair-hearted way of making a group decision?

- 5) What does the word compromise mean? (Compromise means, in addition to other definitions, a way of finding an agreement through communication. It means each person has to give up something in order to find an agreement.)
- 6) What are some classroom group decisions or problems where Freeze Frame might help?

Activity 1: Article

Objective: Students recognize 3 kinds of decisions, practice pause and learn the Freeze Frame Technique.

Time: 10-15 minutes each day, depending on the use of worksheets

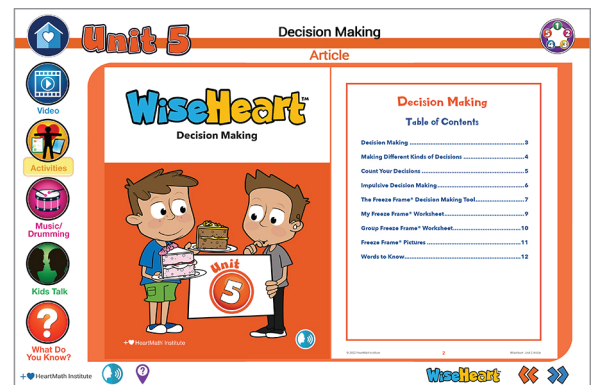
Procedure:

Decide how many pages the class will read during each session. New vocabulary words at the end of the article can either be defined in advance or defined as they arise on each page. They are highlighted in blue for easy reference. Instruct students to begin reading the article or click on the **narrator button** located on the upper right part of the screen to activate the reading of the page.

There are 5 worksheets (or assignments) in Unit 5 for students to engage in and grow their decision-making skills. Where appropriate, have pairs of students complete individual worksheets together. Share answers afterward.



Teacher Instruction:

Once again, there is a lot of helpful information in this article, including two interesting sections. The **Did You Know** section has interesting facts, and the **Fun Challenge** section will give you a chance to do some fun activities that grow your decision-making skills.



Count Your Decisions

Just for fun, try and count some of the decisions you make in one day. Decide if they are automatic, easy or difficult decisions. Don't worry if you can't count all of them. You make as many as 3,000 decisions every day. Most decisions happen so quickly, you are not aware of them.

Automatic	Easy	Difficult
<i>Without thinking</i>	<i>Simple choice between two things</i>	<i>It is hard to figure out what to do</i>
You put on socks before putting on shoes 	You decide to wear blue socks, not red ones. 	A boy made fun of your favorite shoes yesterday. Should you wear them again? Or should you wear your cooler-looking shoes that hurt your feet because they are too small?

For each kind of decision you count, put a check mark ✓ in the box below.

Automatic	Easy	Difficult
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you know?
When we are tired or don't get enough sleep, we make poor decisions. People make better decisions in the morning.

Fun Challenge

- For printed worksheets only. Count your decisions. Then write down or draw some of your automatic, easy and difficult decisions.
- For interactive worksheets only. Count your decisions. Write down some of your automatic, easy and difficult decisions.

When you see the worksheet picture in the Fun Challenge section, if using the digital or flipbook version, you can click on that picture to open up an interactive worksheet. *(Show the article to model how to navigate the article and access the worksheets as an option.)*

Evaluation: Use the worksheets at the end of this unit.

Vocabulary

- **Automatically** – Something that happens without us saying or doing anything.
- **Difficult** – Something that is hard to do, such as deciding the correct answer.
- **Impulsive** – Doing or saying something suddenly without much thought.
- **Frames** – One of the pictures in a series of pictures that make up a movie or TV show.



Activity 2: Would You Rather?

Objective: Students practice pause using Heart-Focused Breathing to help make thoughtful decisions.

Time: 4-5 minutes

Procedure:

Ideally done in pairs, this activity asks students to pause using Heart-Focused Breathing for 10 seconds before choosing one of the two optional answers for each of the Would You Rather? games. Use the digital clock on the screen to guide the 10-second pause. Review the experience afterward with follow-up questions.

Teacher Instruction:

Who has ever played Would You Rather? It is a popular game around the world where you have to decide between two interesting, good-sounding decisions. Done in pairs, the goal here is to pause using Heart-Focused Breathing for 10 seconds before choosing one of the two options for each of the Would You Rather? games. Why is pausing a good thing to do before making a decision? *(Solicit answers.)*

Unit 5 Decision Making
Would You Rather?

Practice Pause for 10 seconds while using Heart-Focused Breathing before answering each question below. Put a check in the box for your answer. Click the timer to start 10 second pause **00:10**

Would you rather...

1	<input type="checkbox"/> Be invisible?	<input type="checkbox"/> or be able to fly?
2	<input type="checkbox"/> Play soccer?	<input type="checkbox"/> or basketball?
3	<input type="checkbox"/> Only be able to whisper?	<input type="checkbox"/> or only be able to shout?
4	<input type="checkbox"/> Visit the mountains?	<input type="checkbox"/> or visit the beach?
5	<input type="checkbox"/> Be good at reading?	<input type="checkbox"/> or math?
6	<input type="checkbox"/> Give up eating sugar?	<input type="checkbox"/> or fast foods?
7	<input type="checkbox"/> Be really fast?	<input type="checkbox"/> or really strong?
8	<input type="checkbox"/> Be kind?	<input type="checkbox"/> or be courageous?
9	<input type="checkbox"/> Be the smartest person in your school?	<input type="checkbox"/> or the best athlete?

© HeartMath Institute

Remember, we are going to do the 10-second pause before each decision. That way, we can practice pausing more, even if it is for only 10 seconds for each game.

Now let's pair up and I will guide you in the Would You Rather? game. To help us pause, I will turn on a digital clock for 10 seconds. When 10 seconds is up, make your decision, one person at a time.

Share why you made your decision. It is okay if you choose the same decision. That is natural. After we finish the first set of Would You Rather? questions, we will do a few more to gain more experience using pause.

Again, this is about learning to pause before we make impulsive decisions. This might be something fun to try out at home.

Practice Pause for 10 seconds while using Heart-Focused Breathing before answering each question below. Put a check in the box for your answer.

Click the timer to start 10 second pause **00:10**

Would you rather...		
1	<input type="checkbox"/> Be invisible?	<input checked="" type="checkbox"/> or be able to fly?
2	<input checked="" type="checkbox"/> Play soccer?	<input type="checkbox"/> or basketball?
3	<input type="checkbox"/> Only be able to whisper?	<input checked="" type="checkbox"/> or only be able to shout?
4	<input type="checkbox"/> Visit the mountains?	<input checked="" type="checkbox"/> or visit the beach?
5	<input checked="" type="checkbox"/> Be good at reading?	<input type="checkbox"/> or math?
6	<input type="checkbox"/> Give up eating sugar?	<input checked="" type="checkbox"/> or fast foods?
7	<input checked="" type="checkbox"/> Be really fast?	<input type="checkbox"/> or really strong?
8	<input checked="" type="checkbox"/> Be kind?	<input type="checkbox"/> or be courageous?
9	<input type="checkbox"/> Be the smartest person in your school?	<input checked="" type="checkbox"/> or the best athlete?

Evaluation: Follow-up Questions

- 1) How did pausing help you make your decisions in Would You Rather?
- 2) When you played the game, did you and your partner try to explain to each other why you made your decision? What kind of reasons or explanations did you come up with? *(Pick one of the Would You Rather? questions as an example.)*

Activity 3: My Freeze Frame® Worksheet

Objective: Students will identify the steps of Freeze Frame and complete the worksheets.

Time: 8-12 minutes

Procedure:

Introduce the Freeze Frame Technique as a way of helping make better decisions or to help resolve a problem. Show the "My Freeze Frame Worksheet" on a screen. Hand out worksheets or refer to the digital form. Read to the students the 5 steps of Freeze Frame Technique, telling them that they will be guided through each step of the exercise.

Unit 5 Decision Making
My Freeze Frame® Worksheet

- 1. Identify the Decision or Problem**
What is the problem or decision you are experiencing and your thoughts or feelings about that decision?

- 2. Pause. Practice Heart-Focused Breathing™ for 20-30 seconds.**
- 3. Experience a positive feeling.**
Think of a favorite memory, a time you felt appreciated, a time you cared for a pet or family member. Do this for 30 seconds or longer.

© HeartMath Institute

Guide them through the “My Freeze Frame Worksheet” experience, asking them to write down their answers. Ask follow-up questions afterward.

As an option, use the “My Freeze Frame Pictures” interactive worksheet, found in the Kids Resources or in the Adult Resources as a printed pdf, where the students can have the option to draw images.

Teacher Instruction:

Now, I am going to introduce you to a technique called Freeze Frame that can help with decision-making or problem-solving. What the Freeze Frame Technique can do is help us pause or “freeze the frame” of a problem or decision so we can make smarter choices. As you look up at the screen, I will guide you through the five steps. (As an option, have the printed worksheets available.)

- 1) **Write down a decision or problem** you are dealing with – don’t make it the biggest decision. Something mid-sized is fine. After writing down the issue, write down what you are feeling about this decision or problem. It could be something like worry, frustration or confusion? (As an option you can use the digital form.) After you are done, put down your writing instruments and shift your attention away from the worksheet.
- 2) **Pause. Practice Heart-Focused Breathing** for 20-30 seconds (*observe student body language to determine if students are actively practicing, which will influence the practice time*).
- 3) **Experience a positive feeling.** Think of a favorite memory, a time you felt appreciated, a time you cared for a pet or family member. Do this for 30 seconds or longer.
- 4) **Ask yourself, what is the best way to handle this problem?** What is the smart decision in this situation? Observe if any smart decisions pop up, however simple. Write that down under number 4.
- 5) **Notice any change in how you are feeling.** Have your feelings changed about the situation or decision? If so, write what you are feeling now under number 5. If not, that is OK. This is the first time we are doing this technique. It does take practice. We will do it again later on.

Name: _____ Date: _____

My Freeze Frame Worksheet

1. **Identify the Decision or Problem**
What is the problem or decision you are experiencing and your thoughts or feelings about that decision?

2. **Pause. Practice Heart-Focused Breathing™** for 20-30 seconds.
3. **Experience a positive feeling.**
Think of a favorite memory, a time you felt appreciated, a time you cared for a pet or family member. Do this for 30 seconds or longer.
4. **Ask yourself, what is the best way to handle this problem?**
What is the smart decision in this situation?

Worksheet: Unit 5 Worksheets

Name: _____ Date: _____

My Freeze Frame Pictures

1. Identify the problem Person calling me names	2. Draw a time you felt appreciated My birthday
3. What is your Wise Heart response? Walk away and ignore him	

© 2023 HeartMath Institute 7 Worksheet: Unit 5 Worksheets

at

Evaluation: Follow-up Questions

- 1) Did anyone get any ideas or helpful solutions to a problem or decision?
- 2) Did anyone have a hard time?
- 3) What did you choose to focus on when asked to experience a positive feeling?

Activity 4: Group Freeze Frame® Worksheet

Objective: Students will be able to identify several classroom-related decisions or issues and find solutions using the Freeze Frame Technique.

Time: 8-12 minutes

Procedure:

The Group Freeze Frame enables a class or small group of students to proactively address a collective decision or problem. Begin by eliciting from students any issues or decisions that impact the class, such as playground inclusiveness, classroom conflict, working together in pairs, test preparation, and a wide range of other topics. Write those topics down. From that list, choose a topic that is mild in size rather than one that is more complex. As an option, review the filled-in Group Freeze Frame Worksheet as an example, found on page 10 of the article.

Hand out worksheets or use the digital Group Freeze Frame worksheet to prepare students for the experience. Then guide them in the Freeze Frame Technique, step by step. Ask students to put down their writing instruments after completing step 1 so they can be more fully engaged in steps 2-4. After step 4 is communicated, ask students to write down any answers under step 4. Then ask students if they noticed any change in how they feel about the decision. If so, have them write what they are feeling now under heading number 5.

Share results afterward. Review their answers from step 4 and ask students what are the best strategies or ways forward with the decision or problem.

Teacher Instruction:

We recently did an individual Freeze Freeze activity to help us with decision-making. Now, using the same technique, we're going to focus on a group decision or problem. To begin, I am going to ask you for some class decisions or problems that you see or experience. We can include topics such as playground inclusiveness, classroom conflict, working together in pairs, test preparation,

Unit 5 Decision Making
Group Freeze Frame® Worksheet

1. Identify the Decision or Problem
What is the problem or decision we are experiencing and our thoughts or feelings about that decision?

2. Pause. Practice Heart-Focused Breathing™ for 20-30 seconds.

3. Experience a positive feeling.
Think of a favorite memory, a time you felt appreciated, a time you cared for a pet or family member. Do this for 30 seconds or longer.

Video
Activities
Music/Drumming
Kids Talk
What Do You Know?
© HeartMath Institute

or other topics. For our first group experience, I will choose a topic that I think is a mid-sized one, not something big or challenging. We're just learning how to do this. I will guide you through the process while you work on your individual worksheets. After we are done, we can talk about what kind of answers or solutions that came to you.

Let's begin by sharing any topics or ideas that you think we need to focus on as a class. (*Write those ideas down on a whiteboard.*) Now, I am going to choose from the list one mid-sized decision to think about as we go through the Freeze Frame Technique. With your Freeze Frame worksheets, write down the name of the topic and what you might feel under number 1. You might feel confusion, frustration, worry. (*Students will finish writing in number 1 in a minute or so.*)

Now, I am going to guide you in the Freeze Frame Technique, step by step. Put down your writing instruments so you can more fully engage in steps 2-4. (*After step 4 is communicated, ask students to write any answers they might have to help with the group problem or decision.*) Now, with step 4, ask yourself what is the best way to handle this decision or problem. What is the smart decision in this situation? What does your wise heart say? (*When done guiding students through steps 1-4, complete the instruction for number 5.*) Now, for step 5, I want you to notice if you feel any different than when we first started. Maybe you feel calmer. (*If so, write what they are feeling now under number 5.*)


(*After completion*) Great. I want to graph our answers from step 4. Please share the best strategies or ways forward with the decision or problem.

Evaluation: Follow-up Questions

- 1) From the group answers, what do you think are the best ways to deal with this decision?
- 2) Do you feel any different after doing the Freeze Frame Technique? Do you feel less worried? Clearer? How is what you feel now in step 5, Notice the Change, different than what you felt earlier from your answer in number 1?
- 3) How does taking a pause and experiencing a positive feeling affect your answer or point of view?

Name: _____ Date: _____

Group Freeze Frame® Worksheet

1. Identify the Decision or Problem 

What is the problem or decision we are experiencing and our thoughts or feelings about that decision?

2. Pause. Practice Heart-Focused Breathing™ for 20-30 seconds.

3. Experience a positive feeling.
Think of a favorite memory, a time you felt appreciated, a time you cared for a pet or family member. Do this for 30 seconds or longer.

4. Ask ourselves, what is the best way to handle this problem?

What is the smart decision in this situation?

5. Notice change

Have our feelings changed about the situation or decision?

© 2022 HeartMath Institute WiseHeart® Unit 5 Worksheets

MUSIC / DRUMMING

Objective: The students will be able to recognize and repeat automatic, simple and complex drumming rhythms.

Time: 5-8 minutes

Procedure:

Play the 3:32-minute video.
Ask follow-up questions afterward.

Teacher Instruction:

We've learned that we make automatic, easy or difficult decisions. Now, we will listen to the drumming lady who will instruct us in creating some automatic, easy or difficult drumming rhythms. Are you ready for me to hit the play button. Afterward, I will ask you some follow-up questions.

Evaluation: Follow-up

- 1) What was the difference between an automatic, easy or difficult drumming rhythm?
- 2) Can you see how making a difficult drumming rhythm would take practice, just like making a difficult decision?
- 3) Does anyone want to volunteer to make an original automatic drumming rhythm?
An easy one? A difficult one?



Music: Decision Making Rap Song

Objective: Students will be able to identify several content-related themes after listening to the decision-making rap song.

Time: 5-6 minutes

Procedure:

As an option, click on the **narrator button** in the bottom left corner to hear the instructions.



Then play the fifth rap song, Decision Making. Use the lyric sheet for this song as a reference which is found in the Kids Resource section. After playing this short video lasting 1:58 minutes, review with students what were some of the main themes.

Teacher Instruction:

Here is the fifth and final rap song in WiseHeart. It is about decision-making. After we listen to it, I will ask some follow-up questions. Let's begin.

Evaluation: Follow-up Questions

- 1) Why does managing our emotions help with our decision-making?
- 2) What examples does the rapper use for simple, easy or difficult decisions?
- 3) With decisions, why is a 10-second pause important? How does it help us make smarter decisions?

Name: _____ Date: _____

Decision Making - Rap Song

Chorus:
 How many decisions do we make in a day?
 Like, how should I respond? Or how should I behave?
 We all make poor decisions (Ahh) - Along the way.
 When controlling our emotions good decisions we can make!

(Repeat chorus)

Verse:
 Automatic decisions - I put socks on before my shoes!
 Easy decisions - Should I wear red socks or blue?
 A difficult one - Is yesterday I went to school and I got made
 fun of for a certain type of shoes. Decisions (decisions)

Mmm let me see, wear yesterday's shoes or
 wear the shoes that hurt my feet?
 Sure they look more cooler if I get up out of my seat.
 They hurt when I'm walking so I don't care what y'all think.

I'm a leader - Not a follower,
 Say what you want! When making decisions I take a 10 second pause...
 I calm myself to better listen to my heart.
 I make the right decisions because everyone comes with a cost!

Decisions aren't easy... (nah nah)
 They can be challenging, taking our time will charge us up like a battery,
 patience, decisions help strengthen our wise heart
 because heavy decisions they take - Careful considering

Chorus:
 How many decisions do we make in a day?
 Like, how should I respond? Or how should I behave?
 We all make poor decisions (Ahh) - Along the way.
 When controlling our emotions good decisions we can make!

(Repeat chorus)

© 2022 HeartMath Institute WiseHeart : Unit 5 Resources

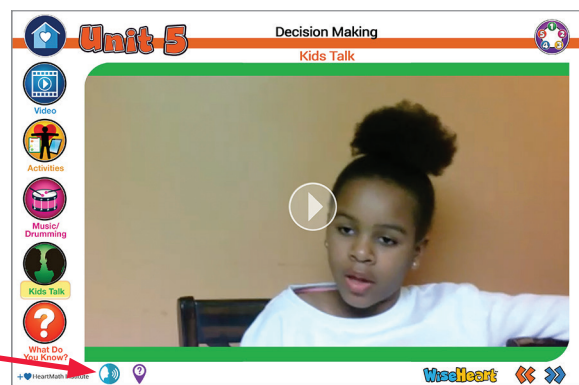
Kids Talk

Objective: Students will be able to compare and contrast their responses to those of kids their age.

Time: 7-10 minutes

Procedure:

As an option, click on the **narrator button** in the bottom left corner to hear the instructions.



Afterward, show the 4:39-minute video to the students, asking some of the follow-up questions to assess the student experience and their points of view.

Teacher Instruction:

Now, I am going to show you another Kids Talk video where kids talk about their decision-making experiences. Afterward, I will ask you the same questions that the students answered.



Evaluation: Follow-up Questions

- 1) What is a decision that is easy for you to make?
- 2) Tell about a time when you made a difficult decision.
- 3) What is your inner weather like when you have to make difficult decisions?
- 4) What happens when you make a decision and you are feeling angry?
- 5) How many decisions were you able to count in one day?
- 6) How does using Heart-Focused Breathing help you to pause to then make better decisions?
- 7) What did you like when watching the kids talk?

What Do You Know? Decision-Making Word Cloud

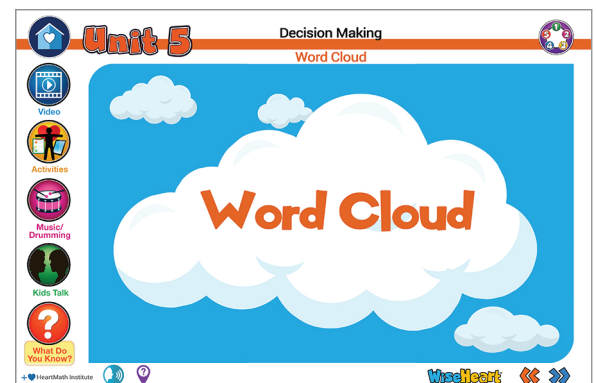
Objective: Students will choose from a list of 9 answers which kind of decision is most difficult.

Time: 5-10 minutes

Procedure:

Re-explain the word cloud's purpose, adding that the students will help contribute to the creation of another classroom word cloud.

For the fifth word cloud, ask the students, one by one, which of the decisions is most difficult for them. With each answer, add it to the word cloud by clicking on the plus sign inside the upward arrow next to the selected choice. If a mistake is made, click on the negative sign inside the downward arrow to deduct the submission. When all student entries have been added, click on Generate Word Cloud to create the group word cloud.



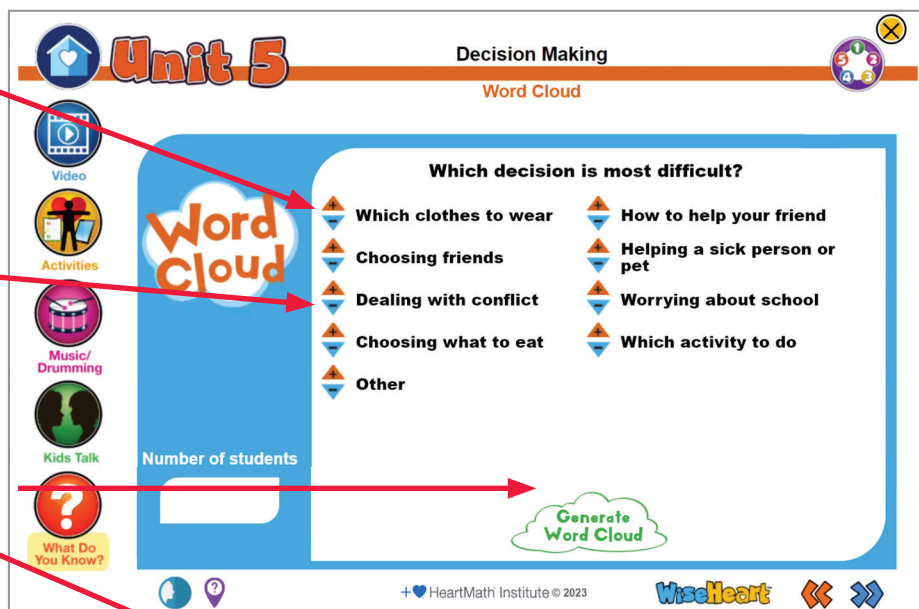
Moments later, a class word cloud will appear. The **bigger** and **bolder** the word, the more students voted for that answer.

Teacher Instruction:

Now, we're going to do the Decision-Making word cloud. (*Show the screen.*) For the final word cloud, I am going to ask you, one by one, which kind of decision is the most difficult one for you to make. Take a minute to read the 9 kinds of difficult decisions.

Also, if you can think of a kind of decision that is not on this list, you can choose the other category. With each answer, I will add it to the word cloud by clicking on the **plus sign** in the upward arrow next to the difficult decision. If a mistake is made, I will click on the **negative sign** in the downward arrow to deduct the submission.

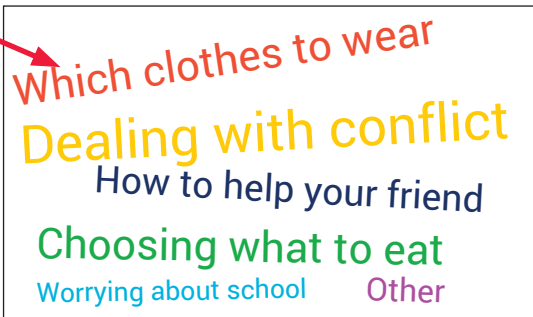
When the last student votes, I will click on **Generate Word Cloud** to show us what the **final word cloud** looks like.



Are you ready to get started?

Evaluation: Follow-up Questions

- 1) Which most difficult decision was the most common?
- 2) Why do you think _____ (name the kind of decision with the most votes) got the most votes for the most difficult decision?
- 3) Why do you think _____ (name the kind of decision with the least amount of votes) got the least amount of votes?
- 4) What have we learned about making smarter decisions?



Decision-Making Post-Tracker

Objective: Students will be able to analyze their results to determine if they made any improvements with their selected decision-making skill(s).

Time: 5-7 minutes

Procedure:

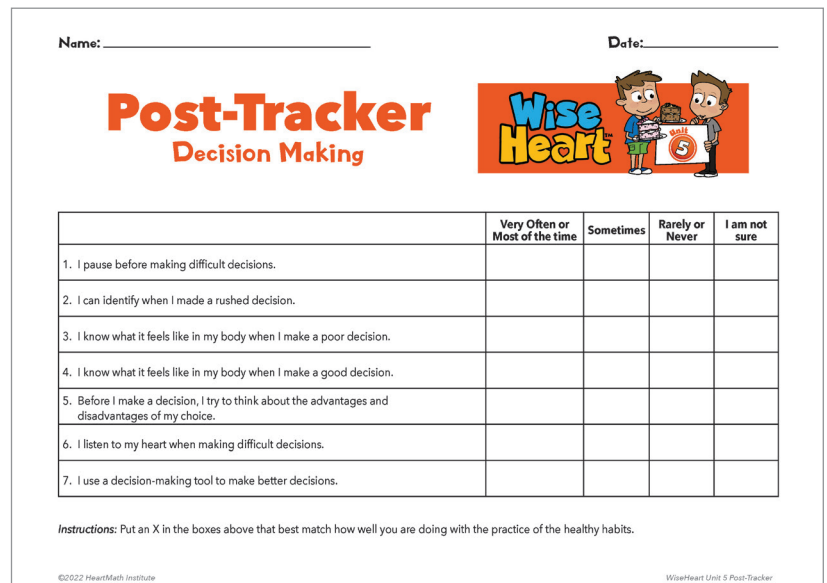
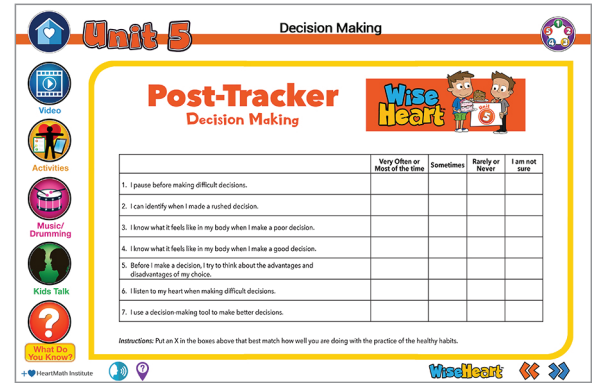
By this time (*depending on how the course has been implemented*), the students have been given approximately 3-4 weeks to practice. Introduce the post-tracker to the students and its purpose. As an option, click on the narrator button at bottom left of the screen to activate instructions. Explain that the tracker is a way to measure how well they are practicing their decision-making skills. Pass out a copy of the post-tracker to each student. As an option, they can use the digital interactive form. Make available the pre-tracker as an option to compare answers.

Model how to fill out the tracker. Allow them to complete one row at a time. After completing the post-tracker, the students can assess how well they did in the skill they wanted to improve. Ask follow-up questions to get a pulse of student progress. Instruct students to hand in the paper forms; otherwise, request that the digital forms be submitted.

Teacher Instruction:

Earlier, you filled out a pre-tracker for this unit, Decision Making.

If you remember, it asked you how well you are doing with a decision-making skill and where you might need to grow. You were asked to select and then circle one skill that you wanted to improve (or bold it when using the digital form). (*Pull out pre-trackers if helpful.*)



Now we are going to fill out the post-tracker to help us see in which decision-making skill we showed progress. (*Distribute post trackers if using a paper form, otherwise request that students use the digital form.*) Keep in mind, when filling out the form, there are no right or wrong answers.

Even if you made a little improvement in one skill, that is something to celebrate. We are all growing together but in different ways.


Now that you have completed the post-tracker, I am going to ask you some follow-up questions to get a pulse of your progress.

(Instruct students to hand in those paper forms, otherwise request that the digital forms be submitted.)

Name: _____ Date: _____

Post-Tracker

Decision Making



	Very Often or Most of the time	Sometimes	Rarely or Never	I am not sure
1. I pause before making difficult decisions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can identify when I made a rushed decision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know what it feels like in my body when I make a poor decision.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I know what it feels like in my body when I make a good decision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Before I make a decision, I try to think about the advantages and disadvantages of my choice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I listen to my heart when making difficult decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. I use a decision-making tool to make better decisions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructions: Put an X in the boxes above that best match how well you are doing with the practice of the healthy habits.

©2022 HeartMath Institute WiseHeart Unit 5 Post-Tracker

Evaluation: Follow-up Questions

- 1) Were there any areas of decision-making in which you showed improvement?
- 2) What number (decision-making skill) was more challenging to show improvement?
- 3) What have you learned from trying to practice decision-making?

Completion of the Program

Teacher Instruction:

Now that we have completed WiseHeart, let's talk a little bit about what we have learned and what we will continue to practice.

Questions to Ask:

- 1) What are some skills or knowledge that you learned from taking the WiseHeart program?
- 2) What skills would you like to practice more going forward?

Final Comments:

Thank you for your participation in WiseHeart. We will continue to use some of the skills going forward.

Unit 5: Decision-Making Worksheets

WiseHeart™
WORKSHEETS

Unit 5

HeartMath Institute

Unit 5 Decision Making Cover Print

Name: _____ Date: _____

Count Your Decisions

Just for fun, try and count some of the decisions you make in one hour. Decide if they are automatic, easy or difficult decisions. Put a tally mark for each type of decision. Count the total number of marks for each box.

Automatic Decisions	Easy Decisions	Difficult Decisions
Total	Total	Total

Write down or draw some of your automatic, easy and difficult decisions.

Automatic Decisions	Easy Decisions	Difficult Decisions

Without thinking! Put on socks before you put on your shoes.

Simple choice between 2 things! Which color socks to wear.

Hard to figure out what to do! Feel stuck or confused, frustrated or worried, don't know what to do or think.

Count Your Decisions Print

Name: _____ Date: _____

Count Your Decisions

Just for fun, try and count some of the decisions you make in one hour. Decide if they are automatic, easy or difficult decisions. Click on the small boxes to make a check mark for each type of decision. Write the total number of marks for each box.

Automatic Decisions	Easy Decisions	Difficult Decisions
Total	Total	Total

Write down some of your automatic, easy and difficult decisions.

Automatic Decisions	Easy Decisions	Difficult Decisions

Without thinking! Put on socks before you put on your shoes.

Simple choice between 2 things! Which color socks to wear.

Hard to figure out what to do! Feel stuck or confused, frustrated or worried, don't know what to do or think.

Count Your Decisions Interactive

Name: _____ Date: _____

Would You Rather?

Pause for 10 seconds while using Heart-Focused Breathing™ before answering each question below. Put a check ✓ in the box for your answer.

Would you rather...

1	Be invisible?	or be able to fly?
2	Play soccer?	or basketball?
3	Only be able to whisper?	or only be able to shout?
4	Visit the mountains?	or visit the beach?
5	Be good at reading?	or math?
6	Give up eating sugar?	or fast foods?
7	Be really fast?	or really strong?
8	Be kind?	or be courageous?
9	Be the smartest person in your school?	or the best athlete?

Practice Pause to Make Simple Decisions
You can do this simple activity to become better at making smarter decisions. Use Heart-Focused Breathing to slow yourself down on the inside and prepare to be your wisest self.

Would You Rather? Print and Interactive

Name: _____ Date: _____

My Freeze Frame Worksheet

- Identify the Decision or Problem**
What is the problem or decision you are experiencing and your thoughts or feelings about that decision?
- Pause. Practice Heart-Focused Breathing™ for 20-30 seconds.**
- Experience a positive feeling.**
Think of a favorite memory, a time you felt appreciated, a time you cared for a pet or family member. Do this for 30 seconds or longer.
- Ask yourself, what is the best way to handle this problem?**
What is the smart decision in this situation?
- Notice change**
Have your feelings changed about the situation or decision?

My Freeze Frame Worksheet Print and Interactive

Name: _____ Date: _____

Group Freeze Frame Worksheet

- Identify the Decision or Problem**
What is the problem or decision we are experiencing and our thoughts or feelings about that decision?
- Pause. Practice Heart-Focused Breathing™ for 20-30 seconds.**
- Experience a positive feeling.**
Think of a favorite memory, a time you felt appreciated, a time you cared for a pet or family member. Do this for 30 seconds or longer.
- Ask ourselves, what is the best way to handle this problem?**
What is the smart decision in this situation?
- Notice change**
Have our feelings changed about the situation or decision?

Group Freeze Frame Worksheet Print and Interactive

Name: _____ Date: _____

Freeze Frame Pictures

Use Freeze Frame Pictures to help you get clear on a difficult decision or a problem. Practice the steps below to make sure you listen to your wise heart.

The Steps of Freeze Frame Pictures

- Draw (or write) a decision or problem you are experiencing and your thoughts or feelings about that decision.
- Pause. Practice Heart-Focused Breathing for 20-30 seconds.
- Try to experience a feeling of appreciation or care for a pet, family member or remember a favorite memory. Do this for 30 seconds or longer.
- Ask yourself, what is the best way to handle this problem? What is the smart decision in this situation? Can you draw it?
- Notice any change in the way you think or feel about the situation or decision. Draw a picture or use color to express how you feel.

My Freeze Frame Pictures

Freeze Frame Pictures print (2 Pages)

Name: _____ Date: _____

Freeze Frame Pictures

1. Draw a time you felt appreciated

2. Draw a time you felt appreciated

Wise Heart response?

Name: _____ Date: _____

My Freeze Frame

Use Freeze-Frame Pictures to help you get clear on a difficult decision or a problem. Practice the steps below to make sure you listen to your wise heart.

The Steps of Freeze Frame

- Write down a decision or problem you are experiencing and your thoughts or feelings about that decision.
- Pause. Practice Heart-Focused Breathing for 20-30 seconds.
- Try to experience a feeling of appreciation or care for a pet, family member or remember a favorite memory. Do this for 30 seconds or longer.
- Ask yourself, what is the best way to handle this problem? What is the smart decision in this situation? Write it down.
- Notice any change in the way you think or feel about the situation or decision. Write down how you feel.

Wise Heart response?

My Freeze Frame-2 interactive (2 Pages)

Name: _____ Date: _____

Freeze Frame

1. Write down what you appreciate

2. Write down what you appreciate

Wise Heart response?

More HeartMath® Programs / Products for Children

Sunshine® Secret (Pre-K – 2nd Grade)

The Sunshine Secret® Interactive e-Learning Classroom Program, Ages 3-7

This award-winning interactive e-learning program is fun, 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 with interesting characters, fun songs and lots of activities that help children build emotional awareness, positive relationships with family, friends and classmates and increase self-control.

Smart Brain Wise Heart™ (Grades 4-10)

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

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. This blended learning program offers 8-unit videos, worksheets, numerous support activities, a pre- and post-assessment, and other materials for enhanced learning. Leaders can enroll up to 30 students for use in class or at home.

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

Students Enjoy Experiencing the Shift in Attitudes and Behaviors.

The emWave Pro technology 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 overwhelm.

Transforming Stress for Teens (Book)

The HeartMath Solution for Staying Cool Under Pressure.

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. Included are simple-to-use skill sets, invaluable for today's teenagers who are facing many pressures.

HeartSmarts Adventure (Ages 4-7)

Tailored for Classroom or Home Use.

HeartSmarts Adventure is a wonderful, new way to teach children how the heart works, and habits for keeping it healthy and strong. As they work through the six artfully crafted adventures, children will learn about their emotions and how to manage them. The program includes more than 60 engaging and informative activities. A Leader's Guide helps mentor classroom teachers and parent instructors.

Wild Ride to the Heart™ (Board Game for Ages 4 and up)

First player to the "heart" wins in this board game, which is loaded with fun experiences for the entire family. Wild Ride teaches children about recognizing, expressing and balancing their emotions. Lucky players will have a mostly smooth ride to the finish, but not without making some funny faces along the way.



WiseHeart™

Ages 7-10

HeartMath Institute
14700 West Park Avenue, Boulder Creek, California
831-338-8500 | heartmath.org

+❤️ HeartMath® Institute