






The Connection Practice® Curriculum Report Form

empathy + insight = connection

CYI's Name: Sally Connect	
Student's Age Group: 2 nd grade and 4 th grade	
Number of Students Taught: 2	
Dates: February 2, 4, 6, 10, and 15, 2025	
Course Structure: Taught four lessons on separate days and the last two on one day	
Lesson 1	<p>Naming Feelings and Needs Leads to Empathy</p> <p>They seemed to understand the feelings and needs pretty well. They were saying, when the needs were satisfied, there would be positive feelings and when they weren't satisfied, negative feelings emerged, Correct? (said by the 4th grader). The second grader said, "Negative feelings are uncomfortable." They chose a current feeling and tried to guess what needs they had. Their brother walked in and started talking to them, so they chose "annoyed" as a feeling and "cooperation" or "space" for the need.</p>
Lesson 2	<p>Empathy for Another Person</p> <p>The 2nd grader said, "I don't want to understand Tony's feelings because he was mean when he punched me yesterday." So, I said, "Are you angry at your brother because you need to matter?" I said, "Feelings and needs are unique to each person. If you had punched Tony, how might you have felt and what might you have needed?" The 2nd grader said, "I would have felt "annoyed;" I punched him because I need "space" and "consideration."</p>
Lesson 3	<p>Quick Coherence® Technique</p> <p>They showed a keen interest in the emWave.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>The 4th grader was really successful in keeping high coherence, even though his younger sister kept trying to distract him.</p> </div> <div style="text-align: center;">  </div> </div>
Lesson 4	<p>Heart-Brain Insight</p> <p>The 4th grader said that he wanted to use his cat, Morphy, for coherence; that worked well for him. His insight was to help remember that he likes cats and to put the calendar of the cats in his room to look at and feel good. He really enjoys the pictures. He liked Heart-Brain Insight and became relaxed and could get the cat insight easily.</p>

Lesson 5	<p>The Connection Practice Worksheet</p> <p>The teacher didn't like him putting too many details on his art work. His insight was, "I am not going to add details during the class. I can add them later." It was efficient to use his real-life situation so he could relate and apply his skills on the spot.</p>
Lesson 6	<p>The Connection Practice in Partners</p>  <p>They were open about their struggles with teachers, parents, and themselves. She talked about how her insight helped her make decisions when she broke her leg. Her insight was, "Slow down!" Her action plan was to exercise little by little and not rush. Both were very engaged in this pair work.</p>
What Worked Well?	<p>I used the example of my younger son and shared his conflict and conversation with me about getting up early. I asked them, "What do you think he was feeling and needing? Also, what do you think I was feeling and needing?" They both responded actively to this real story; it attracted their attention, and they seemed to prefer it to pre-set scenarios.</p>
Challenges Encountered?	<p>The students hadn't had much experience following lecture style classes, so I had to creatively adjust to keep their focus on the task; the younger one wanted to leave and was especially distracted.</p>
How did you Address the Challenges?	<p>I noticed that they were really into real-life stories. When I let go of the need for "order" and respected their needs for "fun," and "choice," it was easier. I felt freer and more at ease. The connection we established with creativity let us focus on the learning. Changing the environment helped, too. In the last session, we did it outside.</p>
What I Would Do Differently	<p>I could talk with mothers about the kinds of conflicts the children were having - at home with their siblings or at school with their classmates or teacher. I would use those for demo stories. I could prepare lots of props (puppets, stuffed animals) to help hold their attention and use their real-life conflicts during the lessons.</p>
Overall Comments	<p>I was amazed at their quick mastery of needs. During the class, the 4th grader was picking on the 2nd grader a bit. When he left, she said, "I feel relieved, happy, and peaceful that he left. I am needing space, ease, comfort, and peace." When I asked, she added, "I think he is probably needing "fun, connection, and to matter." I noticed that naming feelings and needs depended on the vocabularies that each child is familiar with rather than their age. The lessons helped them learn new words to use. They also said that they didn't want to do it in a class where they didn't know each other well. They wanted to be with one or more people they know.</p>
Submission Date and Signature	