



is a U.S. 501(c)3 nonprofit founded by Rita Marie Johnson and dedicated to teaching the Connection Practice, a synergistic combination of empathy and insight. In fulfilling this mission, we will realize our vision of a world where every person practices the art of connection and passes this gift on.

Rasur Foundation International (RFI) gratefully acknowledges the work of the HeartMath Institute and the Center for Nonviolent Communication for inspiring the Connection Practice.

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info@connectionpractice.org • www.connectionpractice.org

1520 Rosette Way • Gilroy, CA 95020 • USA
214-458-4345

The Connection Practice Curriculum was originally created by Judy Henry, Lori Brady, and Rita Marie Johnson, creator of the Connection Practice. Ellen Anderson and Rita Marie Johnson revised the curriculum and associated materials in 2019.

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Guidance for Supporting Students and Parents

The Connection Practice is a combination of empathy and insight that results in greater connection. The practice is scientifically based and very efficient in helping students release negative feelings and access their best intelligence for resolving any challenge. The students will learn how to connect with themselves and others by moving from judgment and blame toward self-responsibility, compassion for others and creative problem-solving.

The Connection Practice Curriculum builds the social-emotional skills that students need to become self-empowered. They will learn to achieve heart-brain coherence, which has been shown to reduce risky behavior and improve test scores. After the sixth lesson, students will be able to do the Connection Practice in approximately 10-15 minutes, either on their own or in partners.

Students are encouraged to use whatever challenges or celebrations are alive in them when they engage in the Connection Practice. When students are free to express their feelings and needs, they learn to process their emotions rather than suppress them or express them in hurtful ways. If a student expresses concern about abuse of some kind, the teacher will implement the school's policy for handling this type of issue.

This curriculum can be used by both teachers and guidance counselors; it can be adjusted to the age of the students and implemented in a classroom or in small groups.

These lessons meet the standards created by the ASCA (American School Counselor Association), *ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. These standards prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. For more information, see:

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

These lessons also meet the social and emotional learning standards established by CASEL (Collaborative for Academic, Social, and Emotional Learning). CASEL identifies five interrelated sets of cognitive, affective and behavioral competencies that individuals need for social-emotional intelligence. For more information, see:

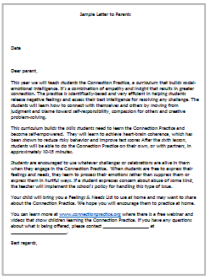


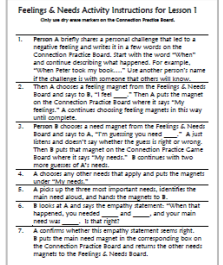
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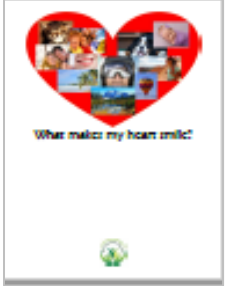




It is important that parents understand the aim of the Connection Practice and how it can support their child. You received access to the Curriculum Resource page when you made your purchase. There you will find a sample letter in Microsoft Word and a Feelings & Needs List to be given to parents prior to teaching Lesson 1.

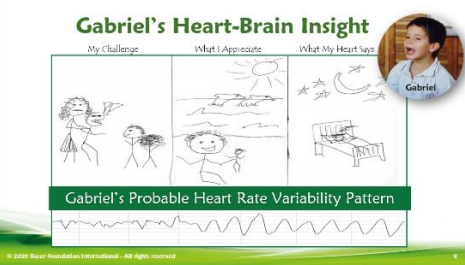
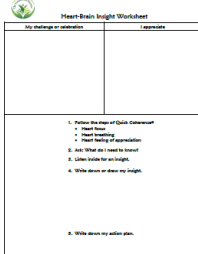
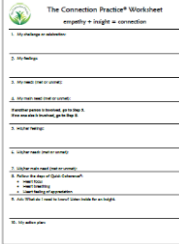
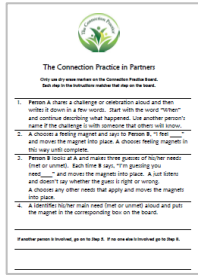
Curriculum Materials

The curriculum materials are pictured below, and some are available by download from the Curriculum Resource page.

A computer and projector are needed to present the curriculum slides. In addition, Lesson 3 requires emWave software and an ear sensor, which are a part of your package and can be used with any computer. The software is user friendly but will require a short practice session before introducing it in the classroom.

Lesson(s)	Filename or Material	Picture
Pre-Course	Download – Handouts Sample Letter to Parents	
Pre-Course	Download – Handouts Feelings & Needs List for parents	
1 2 6	Connection Practice Board and Feelings & Needs Board with magnets	
1 2	Download – Handouts Feelings & Needs Activity Instructions	

Lesson(s)	Filename or Material	Picture
3	Download – Handouts Smiling Heart	 <p>A handout featuring a large red heart shape filled with various small photos of people and nature. Below the heart, the text reads "What makes my heart smile?". At the bottom center, there is a small green recycling symbol.</p>
3	Download – PowerPoint Garden Game black and white Garden Game fully colored	  <p>Two PowerPoint slides. The top slide shows a black and white photograph of a garden path leading to a stone structure. The bottom slide shows a vibrant, fully colored photograph of a garden with a pond, flowers, and a stone structure.</p>
3	emWave software with ear sensor	 <p>A photograph of the emWave software package. It includes a computer monitor displaying a software interface with a heart rate graph and a box labeled "emWave DRITTES" with the tagline "empowering... stress into resilience". A small ear sensor is also visible.</p>
4	Download – PowerPoint Heart-Brain Insight Slide	 <p>A PowerPoint slide titled "Heart-Brain Insight Steps". The slide lists four steps: <ul style="list-style-type: none"> Follow the steps of Quick Coherence. Ask: "What do I need to know?" Listen inside for an insight. Write down or draw my insight. Decide how to act on my insight. To the right of the text is a graphic of a heart with a sunburst pattern inside. The slide has a green and white background with a logo in the top right corner. </p>

Lesson(s)	Filename or Material	Picture
4	Download – PowerPoint Gabriel Slide	
4	Download – Handouts Heart-Brain Insight Worksheet	
5	Download – Handouts Connection Practice Worksheet	
6	Download – Handouts Connection Practice with a Partner	

Pre-Course

Download the sample letter to parents and the Feelings & Needs List from the Curriculum Resource page. Modify the letter to suit your school (optional) and send it and a Feelings and Needs list home with each student.

Prepare the Connection Practice pouches (one pouch for each pair of students):

- Remove the materials from the box
- Set the green cords aside since the boards will be laid out flat on the student desks, not hung
- Punch out the feelings (yellow) and put them in the feelings section of the Feeling & Needs Board
- Punch out the needs (green) and put them in the needs section of the Feelings & Needs Board
- Put the following materials into the pouch
 - One Connection Practice Board
 - One Feelings & Needs Board with magnets
 - One marker with eraser

Prepare the boards from one pouch for use when teaching the lessons:

- The boards can be displayed in three different ways:
 - They are magnetic and will adhere to any magnetic surface, such as a white board
 - They can be hung on the wall or an easel using the included cord (insert the cords through the holes in the two boards); if necessary, secure the cord over the top of the easel with a piece of tape
 - They can be propped on two tabletop display racks, such as picture holders

Lesson 1: Naming Feelings and Needs Leads to Empathy

Concept: My feelings tell me about my needs. When I name my feelings and needs, I give myself empathy.

Lesson Time: 45-60 minutes for initial introduction

At the beginning of each lesson, we list the standards and competencies the lesson fulfills.

ASCA Mindsets & Behaviors for Student Success:

- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

CASEL Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills

Lesson 1 Activity and Instructions

Materials (pictures included above in Curriculum Materials section)

- One pouch for each pair of students (prepared ahead of time – see Pre-Course)
- Curriculum Resource page downloads
 - Handout: Feelings & Needs Activity Instructions
 - Handout: Feelings & Needs List for students

Preparing the Physical and Emotional Environment

Take the two boards from the teacher’s pouch and arrange them so they can be seen by the students (see Pre-Course for options).

Identify the feeling magnets you will use when teaching the lesson. Choose “excited” and “angry” along with three feelings students may be less familiar with (e.g., “jealous” or “guilty”).

Identify the needs magnets you will use when teaching the lesson. Choose “honesty,” “emotional safety,” and “empathy” along with two-three needs students may be less familiar with (e.g., “to matter” and “to contribute”).

Download and print:

- Feelings & Needs Activity Instructions (two-sided; 1 for each pair of students)
- Feelings & Needs List (two-sided; 1 for each student to keep in his/her desk for easy reference)

Depending on how the classroom is configured, think about how to get students and desks into pairs.

Lesson 1 Activity and Instructions

Have all lesson materials available to pass out during the lesson. Have one set of materials to show to the students during the demonstration.

Do a Quick Coherence before students arrive.

Introducing the Connection Practice

Say: Today we are beginning a program called the Connection Practice that will help you understand what is going on inside, be calmer, and get along better with others. It also may help improve your test scores.

Say: Please, push your desks together so you are partnered with another student.

(Pass out the pouches, one for each pair of students.)

Introduction to Feelings & Needs

Say: Let's begin by learning the language of feelings and needs. From your pouch, take out the Feelings & Needs Board with magnets. Put the board between you so both of you can see it.

(Refer to the magnets to discuss the difference between positive and negative feelings.)

Say: We have positive feelings when our needs are met. For example, when I'm at a party, I feel "excited" because my need for "fun" is met. We have negative feelings when our needs are not met. For example, when someone calls me a name, I feel "angry" because my need for "respect" is not met.

Ask: Find the word "excited" on your board. Can someone give an example of when they felt excited?

Ask: Find the word "angry" on your board. Who can tell me a time when you felt angry?

(Continue in the same way with the other feelings you have picked out.)

Say: Needs are universal and are things we all require for a happy life, like a need for shelter, or a need for rest, respect, safety, honesty, or friendship. Let's look now at the needs magnets.

(Have the students find each need magnet as you talk about it; begin with "honesty," "emotional safety," and "empathy," etc. When you ask the questions below, choose one or two students to briefly describe what happened. For unfamiliar needs, ask more students to share to ensure that the meaning becomes clear.)

Ask: Find the word "honesty" on your board. Who can tell me a time when you needed honesty?

Lesson 1 Activity and Instructions

Ask: Find the word “emotional safety” on your board. When someone raises their voice to me, I feel scared and need emotional safety. Can someone give an example of when they needed emotional safety?

Ask: Find the word “empathy” on your board. Who can tell me a time when you needed empathy?

Say: Empathy creates deeper understanding and connection with ourselves and with others. When we name our feelings and needs, we give ourselves empathy and understand ourselves better.

(Continue in the same way with the other needs you have picked out.)

Say: Are there any questions about feelings and needs?

Demonstration in Front of Class

Say: Now, I want to demonstrate our Feelings & Needs activity. From your pouch, take out the Connection Practice Board. Put the Connection Practice Board on the left desk and the Feelings & Needs Board on the right desk.

(Pass out the Feelings & Needs Activity Instructions, one for each pair of students.)

Say: I will play a student whose best friend Nancy said yesterday: “I don’t want you in our group anymore.” I will need a volunteer to help me deal with this challenge. Is someone willing to do that?

(Choose a volunteer; both of you stand by the boards in front of the class.)

Say: Now let’s look at the Feelings & Needs Activity Instructions and take turns reading the steps out loud.

Say: I will be **Person A**, and <<Selected volunteer’s name>> will be **Person B**.

(Act out the first step in front of the class.)

Say: “When Nancy said “I don’t want you in our group anymore...” That’s my challenge, so I write it on the Connection Practice Board.

(Use the erasable marker to write the challenge on the board.)

(One step at a time, have the students take turns reading the instructions out loud to “teach” you and **B** how to do the activity. When you get to Step 3, emphasize that **A** just listens and doesn’t say whether the guess is right or wrong. This is to help prevent **B** from being embarrassed by a “wrong” guess. Also, **A** will still have the opportunity to identify his or her own needs in Step 4 and main need in Step 5.)

Lesson 1 Activity and Instructions

(Act out each step, in turn, until you complete Step 7.)

The Feelings and Needs Activity

Say: Now it's your turn to do the activity.

Say: The Connection Practice Board is on the left desk. The person sitting in front of it will be **A**. The Feelings & Needs Board is on the right desk. **B** is sitting in front of it.

Say: A should tell about a personal challenge. The challenge should be short and to the point (1-3 sentences). Challenges can be little things, like someone pushing you when playing a game at recess. Or challenges can be things that matter a lot to you, like not being invited to a party.

Say: You can use whatever challenge you want. However, if your challenge is with someone others know, you should change the name so the other person is not identified by anyone else. For example, if I want to talk about a conflict with <<name one of the students in the class>>, I would change the name to <<the name of someone not in the class>>.

Say: Tell what actually happened that triggered the negative feeling. Start with the word "When" and describe just what you observed. For example: "When my brother would not talk to me," rather than making a judgment like "My brother is mean."

Say: Now you can begin the activity. Remember to refer to the instructions, as needed.

(When the activity is complete, the students switch the boards, and the other student will now get a chance to be **A** and talk about a personal challenge.)

Closing

Lesson 1 Activity and Instructions

(Ask for feedback about the activity and give empathy to students as they open up about their feelings and needs.)

(Pass out the Feelings & Needs List, one per student)

Say: Remember that our negative feelings tell us that we have unmet needs and our positive feelings tell us that our needs have been met. This week, pay attention to the feelings words that you and others use and see how they reflect met and unmet needs.

Say: Please keep this Feelings and Needs List in your desk and use it any time you want to get connected to your feelings and needs. Naming our feelings and needs is self-empathy.

Say: Our next lesson will include naming our feelings and needs and guessing the feelings and needs of another person. When you understand the other person better, you can resolve conflicts peacefully. Imagine how empowering it can be to turn a conflict into a connection.

Suggestions for Additional Application in the Classroom:

- Repeat the Feelings & Needs activity as frequently as possible.
- Use the Feelings & Needs activity for a celebration.
- Make the Connection Practice and Feelings & Needs Boards available for students to use independently.
- Support students in using the language of feelings and needs in classroom interactions.
- When doing the Feelings & Needs activity, rotate partners to give every student the opportunity to work with all of their classmates.

Lesson 2: Empathy for Another Person

Concept: When I guess another person's feelings and needs, I'm giving them empathy and I feel more connected to them.

Lesson Time: 45-60 minutes for initial introduction

ASCA Mindsets & Behaviors for Student Success:

- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students

- B-SS 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

CASEL Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills

Lesson 2 Activity and Instructions

Materials (pictures included above in Curriculum Materials section)

- One pouch for each pair of students
- Curriculum Resource page downloads
 - Handout: Feelings & Needs Activity Instructions

Preparing the Physical and Emotional Environment

Take the two boards from the teacher's pouch and arrange them so they can be seen by the students.

Download and print:

- Feelings & Needs Activity Instructions (2-sided; 1 for each pair of students; may still have from Lesson 1)

Have all lesson materials available to pass out during the lesson.

Do a Quick Coherence before students arrive.

Guessing the Feelings & Needs of Another

Lesson 2 Activity and Instructions

Say: Today we are going to continue learning the Connection Practice. Please, push your desks together so you are partnered with another student.

(Pass out the pouches and instructions, one for each pair of students.)

Say: From your pouch, take out both boards. Put the Connection Practice Board on the left desk and the Feelings & Needs Board on the right desk.

Say: Last time, we learned the language of feelings and needs and how naming our own feelings and needs leads to self-empathy.

Say: Do you remember in the first lesson when you guessed the needs of your partner? That is what we call “respectful guessing” because we don’t want to jump to conclusions about what someone is needing.

Say: When we name our own feelings and needs, we are giving ourselves empathy. When we respectfully guess the feelings and needs of another person, we are giving them empathy.

Say: Making eye contact when we give empathy to another person deepens our connection.

Demonstration in Front of Class

Say: In Lesson 1, we completed Steps 1-7 on the Feelings & Needs Activity Instructions, and today we will add Steps 8-12.

Say: During this lesson, I will be playing **Person A** again. The challenge is that Tom was looking at my paper during a test. I kept trying to move it out of his sight, and when I looked at him, he gave me a mean look. I will need a volunteer to be **Person B**.

(Choose a volunteer; both of you stand by the boards in front of the class.)

Say: Now let’s look at the Feelings & Needs Activity Instructions and take turns reading the steps out loud.

(Someone reads the first step out loud. Act out the first step in front of the class.)

Say: “When I saw Tom looking at my paper during the test”... That’s my challenge, so I write it on the Connection Practice Board.

(One step at a time, have the students take turns reading the instructions out loud to “teach” you and **B** how to do the activity. Act out each step, in turn, to the end.)

The Feelings and Needs Activity

Lesson 2 Activity and Instructions

Say: Now it's your turn to do the activity. To refresh your memory, the Connection Practice Board is on the left desk, and the person sitting in front of it will be **A**. The Feelings & Needs Board is on the right desk, and **B** is sitting in front of it.

Say: In this activity, you will each choose a challenge you have with another person. You may use whatever challenge you want; however, if the challenge is with someone others will know, you should change the name so the other person is not identified by anyone else.

Say: Remember, the challenge should be short and to the point (1-3 sentences).

Say: Tell what actually happened that triggered the negative feeling. Start with the word "When" and describe just what you observed: "When Tom looked at my paper during the spelling test," rather than making a judgment like: "Tom is a cheater."

Say: Now you can begin the activity. Remember to refer to the instructions, as needed, and do all the steps this time.

(When the activity is complete, the students switch the boards, and the other student will now get a chance to be **A** and talk about a personal challenge.)

Closing

Ask for feedback about the activity and give empathy to students as they open up about their feelings and needs.

Say: When you guess another person's feelings and needs, you are giving them empathy, which creates a stronger connection between the two of you.

Say: You can use feelings and needs words to guess what someone is feeling about a celebration too. For example, Emily's father is in the military, and he unexpectedly came home on leave for her birthday. You might guess that Emily was feeling "surprised" and "excited" because her needs for "love" and "to matter" were met.

Say: You might want to try using feelings and needs words with your friends and see if it makes you feel even closer to them. If you try this, I hope you will share with the class how it worked out.

Suggestions for Additional Application in the Classroom:

- Use the Feelings and Needs activity for a celebration with another person.
- Repeat the Feelings & Needs activity (Lessons 1 & 2) as frequently as possible.
- Make the Connection Practice and Feelings & Needs Boards available for students to use independently, especially when they are having a challenge with another person.
- Support students in using the language of feelings and needs in classroom interactions and in developing the language of empathy for others.

- Use Lesson 2 anytime in the classroom when empathy for others is needed.
- When doing the Feelings & Needs activity, rotating partners will give every student the opportunity to work with all of their classmates.

Lesson 3: Quick Coherence Technique

Concept: I know how to create a calm, happy place in my heart.

Lesson Time: 45-60 minutes for initial introduction

ASCA Mindsets & Behaviors for Student Success:

- B-LS 4. Apply self-motivation and self-direction to learning
- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

CASEL Competencies

- Self-awareness
- Self-management
- Relationship skills

Lesson 3 Activity and Instructions

Materials (pictures included above in Curriculum Materials section)

- Curriculum Resource page downloads
 - PowerPoint: Heart Rhythms Slide
 - PowerPoint: Oscillator Entrainment Slide
 - PowerPoint: Heart-Brain Teamwork Slide
 - PowerPoint: Quick Coherence Slide
 - Handout: Smiling Heart
 - PowerPoint: Garden Game black and white
 - PowerPoint: Garden Game fully colored
- Pencils, crayons or markers for each student, as appropriate
- Teddy bear or another stuffed animal, as appropriate
- Computer set up with emWave software and ear sensor (the challenge level should be set to low and the sound turned off)

Preparing the Physical and Emotional Environment

Lesson 3 Activity and Instructions

Practice ahead of time with the emWave until you are comfortable with using the coherence measurement window and the Garden Game in the classroom.

Bring a teddy bear or another stuffed animal, if it is appropriate for the age group of your class.

Have lesson materials available to pass out during the lesson.

Download and print one Smiling Heart handout for each student.

Download slides to project during the activity.

Do a Quick Coherence before students arrive.

Review of Feelings & Needs

(Ask students if they have used their Feelings & Needs Lists since the last lesson.)

(Respond with empathy to students as they share.)

Say: Learning the language of feelings and needs, which is called empathy, is the first part of the Connection Practice. Now we are ready to learn coherence, which helps us access insights, which is the second part of the Connection Practice.

Introducing the Quick Coherence Technique

Ask: Did you ever feel so stressed you didn't know what to do? Would you like to learn a way to quickly calm yourself so you can think more clearly? What you are going to learn today also can help you have better self-control, get along better with others, and do better on tests.

Say: Today we are going to learn about coherence. Coherence is a way to get our hearts and our brains to work together so we can be at our very best.

(Show the Heart Rhythms Slide.)

Say: Here's a picture showing heart rhythms. Your heart speeds up and slows down between heart beats. This is called heart rate variability. When you have a negative feeling, like frustration, your heart rate variability becomes irregular like this red line.

(Point to the red line on the top part of the slide.)

Say: This shows us that the heart and brain are not working well together.

Say: However, when you have a positive feeling, like appreciation, your heart pulls your brain into energetic harmony. Then your heart rate variability becomes even and rhythmic because your heart and brain are working together as a team.

Lesson 3 Activity and Instructions

(Point to the blue line on the bottom part of the slide.)

Say: This alignment of your heart and brain is called coherence. Some Olympic athletes use coherence to get into the “zone” so they can perform at their best.

(Show the Oscillator Entrainment Slide.)

Say: A positive feeling creates coherence because of a principle of physics called entrainment. For example, in a clock shop of clocks with all sizes of pendulums, at first all of the pendulums are going in different directions, independent of each other. But eventually, the clock with the strongest pendulum will draw all of the other clocks into sync with it.

(Use your arms to show two pendulums of different lengths that are not swinging together but eventually begin to swing together)

Say: In the body, the heart is the strongest oscillator. That is why, when we start with a positive feeling that creates coherence in the heart, the heart then is able to pull the brain into coherence.

(Show Heart-Brain Teamwork Slide)

Say: In other words, we help the heart by generating a positive feeling and then the heart helps us by pulling the brain into coherence.

Say: Scientific studies have proven that we can reduce stress, feel peaceful and calm, get better grades and even find answers to challenges when we are more coherent.

Choosing What to Appreciate

Say: Now let’s learn how to get into coherence.

(Show the Quick Coherence Slide and have students repeat the three steps with you using hand motions to help them remember:

- Heart focus (put one hand over the heart)
- Heart breathing (move that hand in and out to indicate rhythmic breathing)
- Heart feeling of appreciation (move the hand with a sweeping motion out into the room)

Say: We use the hand motions to help memorize the steps; however, once you know them, you can just leave your hand on your heart, but even this is optional.

Lesson 3 Activity and Instructions

Say: Before we try the steps, you will need to choose something that you really appreciate. Appreciation is always a happy feeling; it might feel like caring, enjoying or like your heart is smiling.

(Choose one of the two scenarios below, as appropriate to the age of the students).

Ask #1: How does your heart feel when you hold your favorite, cuddly, stuffed animal? (Demonstrate the pleasure of cuddling the stuffed animal.)

Ask #2: How does your heart feel when you stroke a pet?

Ask: Are there other favorite things that make your heart feel that way? (Possible answers are a puppy, a kitten, time at the beach, a happy family gathering, etc. Let the students give suggestions.)

Say: Some things in our lives make us feel happy sometimes and not so happy other times, like an animal that sometimes cuddles and sometimes scratches. Choose something to appreciate that always feels happy.

(Give each student a Smiling Heart handout.)

Say: On your paper, please draw something you appreciate that always feels happy in your heart. (The teacher can set a limit on the amount of time given for students to draw.)

(Invite the students to share.)

Quick Coherence Technique

Show the Quick Coherence Slide, and review the three steps using the hand motions:

- Heart focus (put one hand over the heart)
- Heart breathing (move that hand in and out to indicate rhythmic breathing)
- Heart feeling of appreciation (move the hand with a sweeping motion out into the room)

Say: Now, I'm going to lead you into coherence.

(Make sure to lead coherence slowly to give the students time to fully engage in each step.)

Say: I invite you to place your hand on your heart and close your eyes. This will help you learn coherence, especially in the beginning.

Say: Focus your attention down, down into your heart....

Lesson 3 Activity and Instructions

Say: Breathe deeply and rhythmically as if breathing through your heart. Feel the area of your heart rise and fall....

Say: Now feel appreciation in your heart for whatever you drew. Fill your heart with a big smile. You can even put a smile on your face. Take your time, and when you are ready, open your eyes.

Say: How many of you feel calmer? Does anyone feel happier?

Say: Did anyone have trouble getting to a smiling place in your heart.

(Listen and give empathy as students respond.)

Say: Coherence takes some practice, but everyone can learn to do it.

emWave Demonstration

(Ask for a volunteer who is willing to let the other students watch as you demonstrate the emWave software with him or her. Ask the volunteer to sit in front of the monitor as you project the emWave coherence measurement window on the large screen for the rest of the students to see. Sit on his/her right so you can maneuver the mouse. Connect the ear sensor.)

Ask the volunteer: What will you focus on for your feeling of appreciation?

(Listen to the volunteer's response.)

Say: Please join in when I lead coherence because it will help <<volunteer's name>> get coherent.

(Make sure to lead coherence slowly to give the students time to fully engage in each step.)

(Start the emWave program.)

Say: Begin now by closing your eyes. Now focus down into your heart..., breathe deeply and rhythmically as if breathing through your heart... and now feel appreciation for whatever is easy for you. Put a smile on your face and your heart will follow.

(If the volunteer moves into medium or high coherence, do not give further verbal coaching. If the volunteer is in low coherence, try to help him/her improve coherence by returning to the breathing step or saying "it's like a big smile in your heart.")

(At the end of the session, ask the volunteer to open his/her eyes.)

Lesson 3 Activity and Instructions

Say: The red in the graph shows the amount of time spent in low coherence. This typically means that our focus is in the brain rather than in the heart. (Point to the red column)

Say: The blue shows the amount of time spent in medium coherence (point to the blue column). And the green shows the amount of time spent in high coherence, which is more in the heart (point to the green column).

(Point out the variations in the wave when the student was in low coherence and in high coherence. Ask the volunteer if he/she was aware of sometimes being more in the head than in the heart. Ask if he/she could tell the difference.)

Say: Notice that the heart rate variability wave is regular at times of high coherence and irregular at times of low coherence.

Say: Now let's try the Garden Game. In this game, the more coherent you are, the more figures and colors come into the black-and-white picture.

(Go to the Garden Game and guide the student into coherence. The game lasts 3 minutes. Let the student know a fog comes over the screen at 3 minutes, which makes it hard to see the final picture. Let them know you will tap them on the knee a few seconds beforehand so they can see the picture.)

(Let the students know when they will have a chance to practice coherence using the emWave software.)

Closing

Say: Today, we closed our eyes and put our hands on our hearts to help us get coherent. But after learning to get coherent, you can practice staying coherent all day long without these reminders.

Ask: How do you think we can use coherence here at school? How can you use it at home? With friends? What difference could coherence make in our lives?

Say: This week, let's see if we can create that calm, happy place in our hearts and spend more time there. You can take your pictures home to show your parents and share what you have learned about coherence.

Suggestions for Additional Application in the Classroom

- Lead students in coherence at the beginning of each day, before tests, and other stressful times.
- Support students in using coherence in times of personal stress.
- Provide opportunities for each student to practice with emWave software, if available.

Lesson 4: Heart-Brain Insight

Concept: I know how to listen inside for insights.

Lesson Time: 45-60 minutes for initial introduction

ASCA Mindsets & Behaviors for Student Success:

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions
- B-LS 2. Demonstrate creativity
- B-LS 4. Apply self-motivation and self-direction to learning
- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

CASEL Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Lesson 4 Activity and Instructions

Materials (pictures included above in Curriculum Materials section)

- Curriculum Resource page downloads
 - PowerPoint: Quick Coherence Slide
 - PowerPoint: Heart-Brain Insight Slide
 - PowerPoint: Gabriel Slide
 - Handout: Heart-Brain Insight Worksheet
- Pencils, crayons or markers for each student, as appropriate

Preparing the Physical and Emotional Environment

Have lesson materials available to pass out during the lesson.

Download and print one Heart-Brain Insight Worksheet handout for each student.

Download slides for use during the activity.

Do a Quick Coherence before students arrive.

Review of Feelings & Needs and Quick Coherence

Lesson 4 Activity and Instructions

Say: Have you had any new experiences using the language of feelings and needs? Would you be willing to share one?

(Respond with empathy as students share.)

(Show the Quick Coherence Slide.)

Say: Have you been using coherence to calm down or to do better on tests?

(Listen as students respond.)

Say: Remember what you used to feel appreciation.

Say: Let's review the steps of coherence:

- Heart focus (with hand on your heart)
- Heart breathing
- Heart feeling of appreciation

(Make sure to lead coherence slowly to give the students time to fully engage in each step.)

Say: Now, I invite you to place your hand on your heart and close your eyes.

Say: Focus your attention down, down into your heart....

Say: Breathe deeply and rhythmically as if breathing through your heart. Feel the area of your heart rise and fall....

Say: Now feel appreciation in your heart for what is easy for you. Fill your heart with a big smile. You can even put a smile on your face. Take your time, and when you are ready, open your eyes.

Point out the words at the bottom of the slide: "Greater access to intelligence and insights."

Introduction to Heart-Brain Insight

Say: It's difficult to think clearly when we are worried or upset. However, when we're coherent, we can listen inside and "hear" our best ideas, which are also called insights.

(Show the Heart-Brain Insight Slide.)

Say: Today we are going to learn about Heart-Brain Insight, which can help us get answers that we need in our lives. Let's take turns reading the five steps out loud.

Lesson 4 Activity and Instructions

Heart-Brain Insight Stories

Say: Now I'm going to share a true story about a student who had a challenge and used Heart-Brain Insight to figure out what to do.

(Show the Gabriel Slide so that students can see his drawings.)

Say: Gabriel was a young boy in school. He was getting in trouble at home and at school because he was angry all the time and hitting others. His parents and teachers asked him what was wrong but he didn't know. His teacher knew how to help him get an insight, so she gave him a sheet of paper with three sections. She asked him to draw his challenge. He drew a picture of himself trying to hit his brother and sister as his mother held him back.

Say: Then the teacher led him into coherence, "Focus on your heart, breathe through your heart, and feel appreciation for something that makes you happy." When Gabriel opened his eyes, she asked him to draw what had filled his heart. He drew himself on a beautiful day at the beach. He was holding his Ken doll and dolphins were swimming by.

Say: Then the teacher said: "I'm going to lead you back into coherence and when you're at the beach, ask yourself what you need to know about your challenge." Gabriel quietly listened inside and then opened his eyes in surprise. His teacher asked him to draw the insight he received, and he drew someone lying in bed.

Say: When asked what this meant, he exclaimed, "My heart said, I'm not getting enough sleep. I'm going to bed really late and my mom doesn't know it. When she wakes me up in the morning, she shakes my leg a little bit. It makes me so mad that I'm mad all day long."

Say: After Gabriel got his insight, he decided to go to sleep earlier. From then on, he was able to get along better with others.

Say: Here is another example. Mary and Ann had agreed to share their room. However, they disagreed about how to get along in their shared space. Mary tried to talk to Ann about the problems and made several requests, but Ann would change the subject or make fun of Mary.

Say: Mary decided to seek an insight about the situation. She used coherence and then asked, "What do I need to know?" The answer was "Less is more." Mary realized she might have been overwhelming Ann with her requests. She decided to ask for just one change. When she tried that approach, Ann said "Yes," and offered to make another change as well.

Lesson 4 Activity and Instructions

Say: You can ask for an insight whenever you have a personal problem to solve, like Gabriel, or a problem with someone else, like Mary had with Ann. Once you have an insight, it is important to act on it just like Gabriel and Mary did.

Say: Insights are not the same as being a nice person who tries to please everyone. For example, Mary could have let Ann have everything her way. Instead, Mary's insight led her to an action that helped her get her own needs met while staying connected to Ann.

Heart-Brain Insight Worksheet

(Distribute Heart-Brain Insight Worksheets and pencils, crayons or markers, as appropriate, to each student.)

Say: Now you will have the chance to resolve a challenge like Gabriel and Mary did.

Say: In the left-hand square of your Heart-Brain Insight Worksheet, write or draw a challenge that you are having. When you have finished, please put your pencil, crayon or marker down.

(Give students time to do this.)

Say: Now, in the right-hand square, write or draw what you appreciate. It needs to be something you appreciate that always feels happy in your heart. When you have finished, please put your pencil, crayon or marker down.

(Give students time to do this.)

Say: Now look at Steps 1-4 on your Worksheet.

(Act out the steps; model the process for the students.)

Say: This is how we will do them.

- I close my eyes
- I go down into my heart - Heart focus (put one hand over the heart)
- I breathe through my heart - Heart breathing
- I feel appreciation for what is easy for me - Heart feeling of appreciation
- When I feel coherent, I ask myself: "What do I need to know?"
- I listen for an insight (turn your ear toward your heart as if listening)
- I write down my insight
- I decide how to act on my insight and write that down

Say: Now I will lead you into Heart-Brain Insight using the challenge you wrote or drew on your Worksheet. When you finish writing or drawing, put your pencil, crayon or marker down.

Lesson 4 Activity and Instructions

(Make sure to lead coherence slowly to give the students time to fully engage in each step.)

Say: Now, I invite you to place your hand on your heart and close your eyes.

Say: Focus your attention down, down into your heart....

Say: Breathe deeply and rhythmically as if breathing through your heart. Feel the area of your heart rise and fall....

Say: Now feel appreciation in your heart for what is easy for you. Fill your heart with a big smile. You can even put a smile on your face.

(Pause for about a minute to give the students time to get coherent.)

Say: Ask yourself what you need to know. Listen inside and when the answer comes, write or draw it.

(Give the students time to get their insights and write them down. Remember that some students may not get an insight.)

Ask: Would anyone like to share?

(Listen and respond with empathy.)

Ask: How many of you did not get an insight?

Say: It takes practice to learn to listen inside and get insights, so I hope you will give it another try.

Say: Now, decide how you will act on your insight, and write it on your worksheet (Step 5). If you didn't get an insight this time, write down your best idea for solving your challenge.

Closing

(Show the Heart-Brain Insight Slide.)

Say: Now you have a way to listen inside for the insights that will work for you. When you have a challenge, you can just go into coherence and ask, "What do I need to know?" When you are still and listening, you can get clear answers.

Say: Can you think of other challenges in your life where insights might be helpful?

Say: The worksheet is yours to keep. You can take it home and share it with your family or friends.

Suggestions for Additional Classroom Application

- Repeat Heart-Brain Insight activity with class periodically.

- Make Heart-Brain Insight Worksheets available for students and encourage use as needed.
- Invite students to use Heart-Brain Insight for a solution to a challenge.

Lesson 5: The Connection Practice Worksheet

Concept: I can use the Connection Practice to resolve my challenges and enjoy my celebrations.

Lesson Time: 45-60 minutes for initial introduction

ASCA Mindsets & Behaviors for Student Success;

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions
- B-LS 2. Demonstrate creativity
- B-LS 4. Apply self-motivation and self-direction to learning
- B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 3. Demonstrate ability to work independently
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

CASEL Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Lesson 5 Activity and Instructions

Materials (pictures included above in Curriculum Materials section)

- Curriculum Resource page downloads
 - Handout: Connection Practice Worksheet
 - Handout: Feelings and Needs List
- Pencils

Preparing the Physical and Emotional Environment

Teacher must be ready with a challenge with another person (current or from the past) that is appropriate to share with the students. For example, you could share a simple conflict with one of your children or friends.

Have lesson materials available to pass out during the lesson.

Download and print:

- Connection Practice Worksheet (2 for each student, one to use during the lesson, one to take home)
- Feelings & Needs List (1 for each student; they may have this already)

Draw a large version of the Connection Practice Worksheet on the board. It can be as simple as writing Step 1 ... Step 10 and leaving space for writing.

Do a Quick Coherence before students arrive.

Review of Quick Coherence and Heart-Brain Insight

Lesson 5 Activity and Instructions

Say: Today we are going to begin with Quick Coherence. Remember to choose something that's easy for you to appreciate.

(Make sure to lead coherence slowly to give the students time to fully engage in each step.)

Say: Now, I invite you to place your hand on your heart and close your eyes.

Say: Focus your attention down, down into your heart....

Breathe deeply and rhythmically as if breathing through your heart. Feel the area of your heart rise and fall....

Say: Now feel appreciation in your heart for what is easy for you. Fill your heart with a big smile. You can even put a smile on your face. Take your time, and when you are ready, open your eyes.

Say: How many of you have used Heart-Brain Insight to find answers to your challenges? Would anyone like to share?

(Respond with empathy.)

Introduction to the Connection Practice Worksheet

Say: Today you will be putting all of the steps of the Connection Practice together to resolve a challenge in your life. You will use the Connection Practice Worksheet and a Feelings and Needs List.

Distribute a Connection Practice Worksheet and a Feelings and Needs List to each student.

Say: Here are the 10 Steps that we have been learning. Let's take turns reading them out loud.

(Read the steps aloud along with the students.)

Say: Now, we are going to use the Connection Practice Worksheet to help resolve a challenge. This time, you are going to help me with each step of the Worksheet. I will need a volunteer to write the answers on the board.

(The students take turns reading each step out loud; the volunteer writes the answers on the board:

- Step 1: The teacher shares a challenge he/she is having or had with another person
- Step 2: The students guess the teacher's feelings

Lesson 5 Activity and Instructions

- Step 3: The students guess the teacher's needs; the teacher adds any additional needs
- Step 4: The teacher identifies his/her main need
- Step 5: The students guess the feelings of the other person
- Step 6: The students guess the needs of the other person; the teacher adds any additional needs
- Step 7: The teacher guesses the main need of the other person
- Step 8: One student comes forward and leads the teacher and the entire class in Quick Coherence
- Step 9: After the teacher is in coherence, he/she asks himself/herself "What do I need to know?" and listens inside; the teacher shares his/her insight
- Step 10: The teacher shares how he/she will act on the insight)

Say: Thank you for helping me get greater clarity on this issue.

The Connection Practice Worksheet Activity

Say: Now, you will use the Connection Practice Worksheet to work on a challenge or celebration you have that involves another person. This can be a situation where you feel happy or sad – positive or negative. For example, you're sad or upset because a boy on the bus took your homework and tore it up. Or you're really happy because you spent the weekend at your best friend's house.

Say: Use your Feelings & Needs List to help you fill out the Worksheet. Remember when we have positive feelings, it means our needs have been met and negative feelings are an indication our needs have not been met.

Say: Please write down your answers to steps 1 to 7 on the Worksheet and then put your pencils down when you are finished. If you have a question or need support, please raise your hand.

Say: Now that everyone is finished with feelings and needs, I will lead you into coherence. This time, after I ask you to feel appreciation in your heart, I will not say anything else. When you feel coherent, ask yourself, "What do I need to know?" and listen inside. When you get your insight, open your eyes and write it on your worksheet (Step 9). Remember, you'll be on your own to ask what you need to know and to then open your eyes.

(Make sure to lead coherence slowly to give the students time to fully engage in each step.)

Say: I invite you to place your hand on your heart and close your eyes.

Say: Focus your attention down, down into your heart....

Lesson 5 Activity and Instructions

Say: Breathe deeply and rhythmically as if breathing through your heart. Feel the area of your heart rise and fall....

Say: Now feel appreciation in your heart for what is easy for you. Fill your heart with a big smile. You can even put a smile on your face.

(You will not speak after giving the third step of Quick Coherence. This will ensure the students have the silence they need to listen for their answers.)

Say: Now you will do the final step of the worksheet; decide how you will act on your insight and write it down (Step 10). If you didn't get an insight this time, write down your best idea for solving your challenge.

(Invite students to share; listen and respond with empathy.)

Closing

Say: You can also use the Connection Practice on challenges that don't involve another person. For example, Mike made a poor grade on a math test and decided to use the Connection Practice to get an insight. He identified his feelings of "frustration" and "disappointment" and realized his main need was "learning." Then he did Heart-Brain Insight, and his answer was to try doing coherence before the next math test. When he tried that, he was less anxious, and he did better on the test.

Ask: How could the Connection Practice be helpful in other situations? At home? On the bus? At someone's job? In sports?

(Provide an extra worksheet to take home. Tell the students they can ask for a Connection Practice Worksheet any time.)

Suggestions for Additional Application in the Classroom

- Do the Connection Practice Worksheet periodically in class.
- Support students in using the steps of the Connection Practice for personal problem solving.

Lesson 6: The Connection Practice with a Partner

Concept: My partner and I can use the Connection Practice to support each other.

Lesson Time: 45-60 minutes for initial introduction

ASCA Mindsets & Behaviors for Student Success:

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions
- B-LS 2. Demonstrate creativity
- B-LS 4. Apply self-motivation and self-direction to learning
- B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

CASEL Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Lesson 6: Activity and Instructions

Materials (pictures included above in Curriculum Materials section)

- One pouch for each pair of students
- Curriculum Resource page downloads
 - Handout: Connection Practice Instructions

Preparing the Physical and Emotional Environment

Download and print one Connection Practice with a Partner handout for each pair of students.

Lesson 6: Activity and Instructions

Have lesson materials available to pass out during the lesson. Each pair of students will need to have a pouch with the magnetic boards.

Take the two boards from the teacher's pouch and arrange them so they can be seen by the students.

Do a Quick Coherence before students arrive.

Review of Quick Coherence

(Review the steps of Quick Coherence and have a student volunteer lead the other students in it.

- Heart focus (put one hand over the heart)
- Heart breathing
- Heart feeling of appreciation

The Connection Practice

Say: When you did the Connection Practice Worksheet, you worked by yourself on a challenge or celebration. Today we will learn how to do the Connection Practice with a partner using the boards. You will each have a turn, and your partner will offer empathy and support.

Say: Please push your desks together.

(Pass out the pouches)

Say: When we used the boards with partners the first time, we focused on empathy by connecting with feelings and needs.

(Point to steps 2 -7 on the Connection Practice Board in the front of the room and ask them to find those steps.)

Say: Now we will add coherence and insight.

(Point to steps 8, 9, and 10 on the Connection Practice Board and ask them to find those steps.)

Say: The Connection Practice Board is on the left desk, and the person sitting in front of it is **Person A**. The Feelings & Needs Board is on the right desk, and **Person B** is sitting in front of it. You have the Connection Practice with a Partner instructions you can follow step-by-step.

Let's take turns reading the steps out loud. If you have questions about that step, raise your hand and we'll stop to discuss that point.

(Read each step, ask for questions, and provide clarification, as needed.)

The Connection Practice

Lesson 6: Activity and Instructions

Say: Now, we will use the Connection Practice Boards to work on a challenge or celebration you have that involves another person. For example, a challenge could be that someone pushed you on the playground, and a celebration could be that your dad took you to the zoo. You may use whatever challenge you want; however, remember if the challenge is with someone others will know, you should change the name so the other person is not identified by anyone else.

Say: Your partner will help you with the steps according to the directions. Partner, remember to stay in your heart. You are here to listen, give empathy by guessing, and lead your partner in coherence.

(Have the students do the Connection Practice with their partners. Remember to have them switch places after the first person is finished.)

(Invite the students to share their experiences.)

(Listen and respond with empathy.)

Closing

Say: We will be doing the Connection Practice regularly so eventually you will get to do it with every student in our class. You may want to start an insight notebook to help remember your insights and action plans.

Say: As we finish with this last lesson, do you have any questions or anything else you want to share?

(Let students know how they can access Connection Practice worksheets or boards when they are upset.)

Suggestions for Application in the Classroom

- Have students do the Connection Practice every morning to help them process feelings and focus on learning.
- Provide boards for students to use independently.
- Support students in using the steps of the Connection Practice for personal problem solving.

Next Steps after Completing Lesson 6

Now your students are ready to do the Connection Practice regularly. As students improve in their ability to articulate their feelings and needs, some may want to use words from the Feelings and Needs List that are not available on the board. In that case, have the students write the word, using the erasable marker, in the space provided on the board. Have the student erase any handwritten words before putting the board back in the pouch.

We strongly recommend that you pair up the students every morning. It only takes 10 to 15 minutes for one student to process a challenge or celebration. It is not necessary for both students to process a situation every day; the partner benefits from guessing feelings and needs, leading coherence and helping another student.

Daily practice will help all students release any strong emotions at the beginning of the school day. Everyone will be more coherent so they can do their best, which makes teaching and learning an easier, more enjoyable experience.

Ideally, two students do the practice on successive days, and then each student gets paired with another student for the next two days. This gives students the opportunity to give and receive empathy from all their classmates.

We understand that most of you have overloaded schedules. However, if you have time for only one activity, the Connection Practice will give you a tremendous return if you make it a top priority.