HAWKS AT HOME

YOGA & YOUTH MENTAL WELLNESS MODULE

Resource Guide for the Atlanta Hawks
Yoga and Youth Mental Wellness Module

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Hawks at Home: Yoga & Youth Mental Wellness Module

Narrative Summary

Research suggests that children who understand their emotions and practice healthy coping strategies are more likely to navigate challenges effectively, build positive relationships, and strengthen their emotional intelligence over time.

The *Hawks at Home: Yoga & Youth Mental Wellness Module* is designed to support the emotional and physical growth of youth ages 10-17. Through yoga, mindful breathing, and creative journaling, this virtual series introduces practical tools for managing stress, exploring feelings, and practicing healthy coping strategies. Designed for schools, after-school programs, youth organizations, and families, the module provides accessible, low-cost activities that encourage self-reflection, emotional awareness, and open conversations about mental health.

Learning Objectives

The 13-lesson module introduces students to concepts, tools, and practices that support emotional and physical wellness.

Mindful Movement

- Introduces yoga and mindful breathing and how these practices can support mental and physical health.
- Explores body awareness, stress reduction, and basic yoga postures.
- Highlights the connection between the mind and body during movement and stillness.

Emotional Awareness & Reflection

- Encourages identifying and naming emotions.
- Explores how stress, anger, and frustration can influence thoughts, feelings, and actions.
- Introduces strategies such as breathing, journaling, and positive self-talk to support emotional regulation.

Coping & Growth

- Explores affirmations and coping statements as tools for responding to difficult emotions.
- Discusses stress and anger as normal emotions and ways to respond constructively.
- Highlights reflection and mindful practices as ways to build confidence and resilience over time.

Creative Expression & Connection

- Introduces journaling, art, and writing as tools for self-expression and reflection.
- Encourages creative expression without judgement or right/wrong answers.
- Explores how daily wellness practices can support emotional awareness, self-care, and healthy habits over time.

Workbook Overview

The *Hawks at Home: Yoga & Youth Mental Wellness Module* workbook includes 13 lessons designed to complement and expand on the concepts introduced in the five module videos. Students can use the pages individually or compile them into a complete booklet to deepen their understanding and practice of the lessons.

Workbook Structure:

The workbook is divided into two sections:

- **Section 1: Yoga & Mind-Body Awareness**
  Introduces simple movement, breathing, and self-awareness activities to help students feel calm, focused, and more connected to their bodies and emotions.
- **Section 2: Journaling & Reflection**
  Encourages self-expression and emotional growth through prompts, puzzles, and creative activities. Students can explore their thoughts and feelings through writing, doodles, poetry, and art.

Workbook Features:

- **Interactive design:** Combines videos, journal prompts, puzzles, activity sheets, and breathing exercises.
- **Coloring-book style pages:** Visually engaging activities designed to promote relaxation and creativity.
- **Creative freedom:** Students can write, draw, or express themselves in their own unique way.
- **Open-ended spaces:** Encourages imagination, reflection, and personal connection to each activity.

The workbook serves as both a learning tool and a keepsake, reminding students of healthy coping skills and self-awareness practices they can use throughout life.

The Role of the Facilitator

Facilitators play a key role in creating safe, supportive, and inclusive environments for student growth. This module is focused on personal exploration rather than performance; students should feel encouraged to express themselves authentically and without fear of judgment. Whether one is an educator, camp counselor, coach, or parent, the workbook and lesson plans are designed to be easy to use and adaptable across a wide range of settings.

Recommended Guidelines for Facilitation:

- **Respect student privacy:** Facilitators may check for completion but should not read journal responses unless students choose to share.
- **Encourage honesty and openness:** Remind students that all emotions are valid and there is no right or wrong way to express themselves.
- **Model mindful moments:** Join students in breathing, stretching, and journaling to normalize self-care and shared participation.

- **Foster dialogue:** Invite brief group reflections focused on empathy, active listening, and shared learning, not performance.
- **Celebrate creativity:** Encourage students to express themselves using both words and art.
- **Prioritize Safety and Support:** While we respect student privacy, the safety of the community is our first priority. If a student discloses information suggesting they may be a risk of harm to themselves or others, facilitators must immediately follow established reporting protocols. This may include notifying a **school counselor, mental health professional, site administrator, or appropriate law enforcement** to ensure the student receives the necessary support and intervention.

Recommended Time Requirement & Lesson Cadence

- **Total Lessons:** 13
- **Bonus Activities:** 3
- **Time Requirement:** 15-30 minutes per lesson
- **Potential Cadences:**
    - 3-4 sessions per week for a one-month intensive series
    - 2 sessions per week for a 6-7-week program OR
    - 1 session per week for 13 weeks

Each lesson includes:

- Warm-up or check-in activity
- Main guided activity
- Reflection or journaling segment
- Group discussion and debrief

Lessons can be adapted for different schedules or age groups.

Materials Included

- Example Classroom Scripts for all 13 lessons
- 29 Printable Activity Sheets
- 5 Online Video Segments:
    1. *Discovering Yoga with Hawks Legend, Joe Johnson*
    2. *Yoga and Mindful Breathing with Coach Bless*
    3. *Yoga with Coach Narcis*
    4. *What is Journaling with Dr. Kensa Gunter*
    5. *Managing Stress, A Group Discussion*

All materials are accessible through the Hawks at Home online platform:

- Website: Yoga and Youth Mental Wellness Resources - Atlanta Hawks Basketball Academy

Assessment of Learning

The program emphasizes reflection over testing, encouraging self-awareness, growth, and confidence.

End-of-Series Reflection Activity

To conclude the module, facilitators may invite students to engage in a few reflection activities, such as:

- Self-reflection check-in: Students respond to prompts such as, “Three things I learned”, “Two skills I want to keep using”, and “One way I’ve grown”.
- Creative expression page: Students create a journal pr art page showing ways they take care of their mind and body.
- Optional share-out: Students may volunteer to share a coping skill, affirmation, or activity from the series that was meaningful to them.

Optional Creative Submission

We want to see your students’ creativity! Encourage participants to color, decorate, and personalize their workbook pages. With student consent, facilitators may photograph or scan completed artwork and email it to hawkscommunity@hawks.com.

Privacy Requirement: To protect student identity, please only include the student’s grade and school with your submission. **For the safety of the children, do not include full names;** if a name is necessary to credit the work, please provide the first name only.

Selected submissions may be featured on the *Hawks at Home: Beyond Basketball* platform to celebrate students’ creativity and inspire others!

Facilitator Feedback

We value your feedback! After completing any Hawks at Home lesson—or the full module—we encourage facilitators to share their experience with us. Your feedback helps the Hawks Community team measure the program's impact, enhance the learning experience, and improve future Hawks at Home offerings.

Please submit your feedback using the survey below or email us directly at **hawkscommunity@hawks.com**.

Section 1: Yoga & Mindfulness

Activity 1: Discovering Yoga

Lesson Purpose

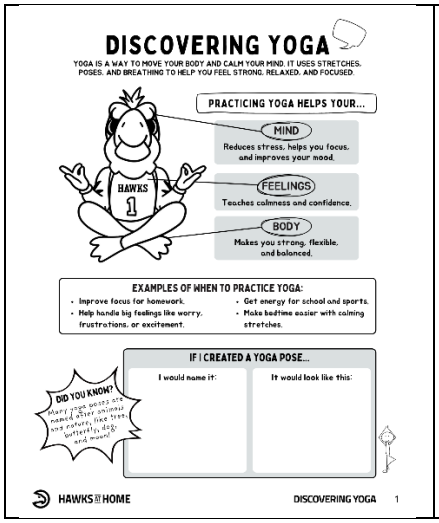
This activity introduces students to the foundations of yoga, including what it is, who it's for, and how it can benefit both the body and the mind. Students will explore common misconceptions about yoga, learn about its physical and mental health benefits, and begin to understand how yoga can be a tool for stress relief, focus, and overall well-being. This lesson sets the tone for the rest of the series by encouraging curiosity, open-mindedness, and self-reflection.

Time Requirement (20-30 minutes)

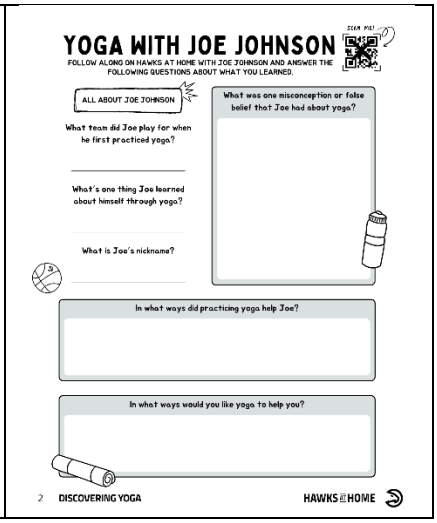
- Lesson Setup: 5 minutes
- Activity 1A: 5 minutes
- Video: 12 minutes
- Activity 1A: Complete during video
- Group Discussion: 5-10 minutes

Lesson Materials

- Video: *Discovering Yoga featuring Joe Johnson*
- Worksheets:
    - Activity 1A. Discovering Yoga (pg. 1)
    - Activity 1B. Yoga with Joe Johnson (pg. 2)
- Whiteboard or large drawing pad (optional)



Activity 1A



Activity 1B

Classroom Script

LESSON SET-UP (5 minutes): *Begin by saying, "Today we're starting our journey into yoga and mental wellness. Before we dive, I want to hear from you." Ask students, "What comes to mind when you think of yoga?" Encourage them to share freely. As students respond, write their answers on the board.*

Common responses might include:

- Only young people and girls do it
- It's slow
- It's boring
- You must be flexible
- It's religious
- You need expensive equipment
- A session lasts 30+ minutes
- It doesn't build muscle

FACILITATOR: *Say, "These are great thoughts! Thanks for sharing." Transition to introducing the program. "We're starting the Hawks at Home: Yoga & Mental Wellness Series. Throughout this series, we'll explore different ways we can take care of both our body and mind. Today, we're going to discover what yoga really is and how it might be different from what we think."*

DISTRIBUTE: *Hand out worksheet pages 1-2:* ***Activity 1A: Discovering Yoga*** *and* ***Activity 1B: Yoga with Joe Johnson****.*

ACTIVIY 1A (5 minutes): *Lead a short discussion about the benefits of practicing yoga as listed on the Activity 1A worksheet. Talk about how yoga supports both mental and physical well-being. Give students a minute or two to work quietly*

FACILITATOR: *Ask, "Who can name any current or former Atlanta Hawks basketball players." Allow a few students to call out answers.*

VIDEO TRANSITION: *Say, "Great! Now we're going to hear from one of those players- former Hawks star Joe Johnson. He's going to share how yoga became an important part of his life as a professional athlete. While you watch, turn to page 2 (Activity 1B) and follow along by answering the questions."*

ACTIVITY 1B / VIDEO (12 minutes): *Play* ***Hawks at Home: Discovering Yoga with Joe Johnson.***

GROUP DISCUSSION (5-10 minutes): *After the video, return to the list of misconceptions written on the board. Challenge students to use what they learned from the video, and from Joe Johnson's experience, to explain why each misconception is false.*

FACILITATOR: "*Let's go back to the ideas we shared earlier. Based on what we just learned from Joe Johnson, can anyone explain why some of these might not be true?" Go through each misconception and invite students to respond.*

Here are some examples you can use to guide the discussion:

- *"Only young people and girls do it."*
  - → Yoga is for everyone, all ages, genders, and fitness levels. Many professional athletes, older adults and men practice yoga for flexibility, focus, and recovery.
- *"Yoga is slow."*
  - → Some yoga styles are gentle, but others (like power or hot yoga) can be fast paced.
- *"Yoga is boring."*
  - → There are all different types of yoga flows that combine movement, breathing, and mindfulness. Many people find it energizing, calming, and fun once they find a style that fits them.
- *"You must be flexible to do yoga."*
  - → Flexibility is a result of yoga, not a requirement. Everyone starts from their own level and improves over time.
- *"Yoga is religious."*
  - → While yoga has roots in ancient traditions, modern yoga is practiced by people of all beliefs as a form of exercise, stress relief, and mindfulness.
- *"Yoga requires expensive equipment."*
  - → All you really need is comfortable clothing and a bit of space. A towel or blanket can even replace a yoga mat.
- *"A yoga session has to be at least 30+ minutes."*
  - → Even five minutes of stretching or mindful breathing can make a big difference. There is not a required amount of time.
- *"Yoga doesn't build muscle."*
  - → Many poses use your body weight for resistance, strengthening muscles in the core, arms, and legs.

FACILITATOR'S DEBRIEF: *Wrap up the lesson by referring to the final question on the Activity 1B worksheet. Say, "Let's look at the last question on your worksheet. Joe Johnson talked about how yoga helped him both physically and mentally. What stood out to you about his experience?"*

Close with encouragement and reflection: "As we continue through the Hawks at Home: Yoga & Mental Wellness Series, think about how yoga might help you. Maybe it's to feel calm, to stretch your body, or to focus better in school. Everyone's reason is different, and that's okay."

END OF LESSON

Activity 2: Breathing

Lesson Purpose

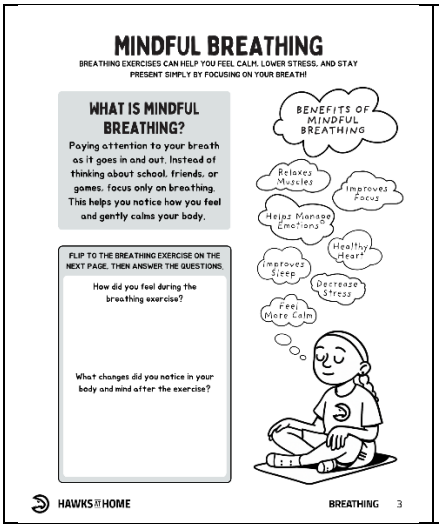
This activity introduces students to the practice of mindful breathing and explores how it can be used as a tool to manage stress, improve focus, and support emotional regulation. Students will learn how to recognize physical and emotional cues in their bodies and use breathing techniques to respond in healthy, calming ways. This lesson builds on the foundation of yoga by emphasizing the power of breath to create calm, clarity, and control in everyday situations.

Time Requirement (20-30 minutes)

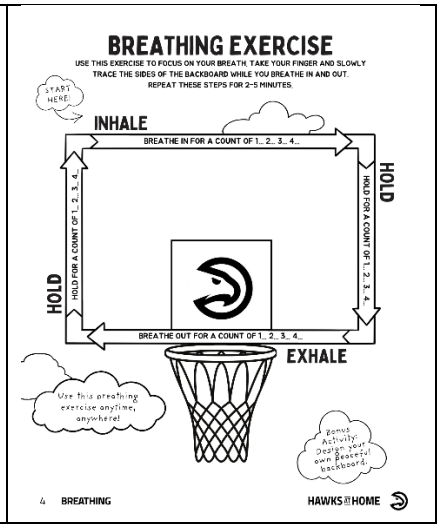
- Lesson Setup: 3 minutes
- Activity 2A-2B: 10-20 minutes
- Group Discussion: 5 minutes

Lesson Materials

- Worksheet: Activity 2A-2B (pages 3-4)
- Coloring utensils (markers, crayons, or colored pencils)



Activity 2A



Activity 2B

Example Classroom Script

LESSON SET-UP: *Begin by reviewing the previous lesson. Ask, "Who remembers some of the benefits of practicing yoga?" Call on a few students to answer.*

Possible answers include:

- It reduces stress
- It helps you focus
- It makes you strong
- It teaches calmness and confidence

FACILITATOR: *Transition into today's lesson. "One of the most important parts of yoga is breathing.*

Ask, "What do you think happens in your body when you take a deep breath?" Encourage students to share their thoughts.

Possible examples include:

- It calms you down
- You feel less stressed
- You stop thinking about other things
- You feel more focused

FACILITATOR: *"Those are great observations. Today, we're going to learn how something as simple as breathing can help us feel better, think more clearly, and stay calm in tough moments. "*

DISTRIBUTE: *Hand out worksheet pages 3-4, Activity* ***2A: Mindful Breathing*** *and* ***Activity 2B: Breathing Exercise***

FACILITATOR: *Lead a brief discussion about the benefits of mindful breathing listed on the Activity 2A worksheet.*

ACTIVITY 2B: *Have students turn to Activity 2B for the breathing exercise. Say, "Let's try a breathing exercise together. Put your finger where it says, 'Start here.' As I read the instructions, trace your finger along the lines and follow the breathing prompts."*

BREATHING EXERCISE, ROUND 1: *Guide students through the exercise 2-3 times with minimal guidance. Expect some giggles or distractions, this is normal.*

FACILITATOR: *After the first round, ask, "Raise your hand if you found that difficult." Call on a few students to share why they struggled.*

Possible responses may include:

- "I couldn't sit still."
- "I kept thinking about other stuff."
- "It was hard to follow the timing."

BREATHING EXERCISE, ROUND 2: *Repeat the exercise. Say, "Let's try it together again. This time, really focus on your breath and nothing else. You can count in your head while I count aloud."*

FACILITATOR: *Guide them through the breathings cadence: "Inhale... 1, 2, 3, 4... Hold... 1, 2, 3, 4... Exhale... 1, 2, 3, 4... Hold... 1, 2, 3, 4..." Repeat 4-6 times.*

While students are breathing, say calmly and in rhythm with the breath:
[Inhale] "Continue to count in your head while you trace." [Exhale]
[Inhale] "Do you feel tension or stress anywhere in your body?" [Exhale]
[Inhale] "Maybe your neck, shoulders, or feet." [Exhale]
[Inhale] "Inhale, [pause] and exhale into that space." [Exhale]

[Inhale]"If you want, you can close your eyes and just listen." [Exhale]
Allow students to continue the breathing exercise independently. The room should be quiet. Continue for 1–2 minutes.

ACTIVITY 2A: *After the exercise, give students 3 minutes to complete Activity 2A questions independently.*

GROUP DISCUSSION (5 minutes): *Ask, "Would anyone like to share how they felt during the breathing exercise?" Remind them, "There are no wrong answers. Everyone experiences this differently."*

Prompting questions to guide discussion:

- *Was it hard to sit still and only focus on your breath?*
- *Did it feel uncomfortable at first but then became easier?*
- *Did you notice any changes in how your body felt?*
- *Did your mind wander? Were you able to bring it back?*

Each time a student shares, respond with: "Thank you for sharing" and validate their response.

Examples:

- Student: "It was hard to keep my eyes shut. My mind kept thinking about other things."
  Facilitator: "Thank you for sharing. That's a common experience. When you your mind wandered, how did it affect your breathing? Were you able to bring your focus back?"

- Student: "It felt weird at first, but then it got easier."
  Facilitator: "Thank you for sharing. Breathing is something we usually don't think about, so it can feel strange to focus on it. Why do you think it became easier? Did it start to feel more natural as you relaxed?

FACILITATOR: *Transition back to Activity 2B. Say, "Now let's take some time to color your breathing backboard. This is something you can use anytime you need to reset or calm down." Encourage students to personalize their backboard with colors, patterns, or words that make them feel peaceful or strong. (Note: If time is limited, the coloring activity can be completed at home.)*
FACILITATOR DEBRIEF: *While the students are coloring, ask, "When might you use mindful breathing outside of class?"*

Examples include:

- Before a test
- When feeling overwhelmed
- After an argument
- To help fall asleep
- To calm nerves before a game or performance

Encourage students to keep their breathing backboard somewhere they can easily find it; like in their backpack, desk, or at home. Challenge students to practice mindful breathing at least once during the rest of their day.

Say, "Try to practice mindful breathing at least once during the rest of your day or week. The more you practice, the easier it becomes, and it will really help in our next activity too."

END OF LESSON

Activity 3: Movement & Breathwork

Lesson Purpose

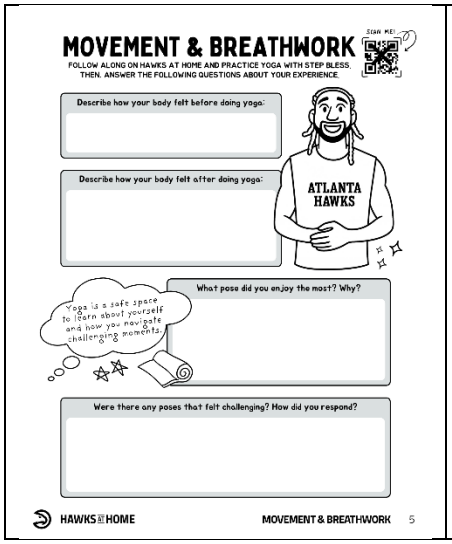
This activity helps students apply what they've learned about mindful breathing to a guided yoga session. It introduces the concept of combining breath with movement to improve focus, flexibility, and emotional regulation. Students will experience how yoga can help reduce stress, build strength, and create a sense of calm. This lesson also encourages self-reflection on how physical challenges can be managed through persistence and mindfulness.

Time Requirement (20-30 minutes)

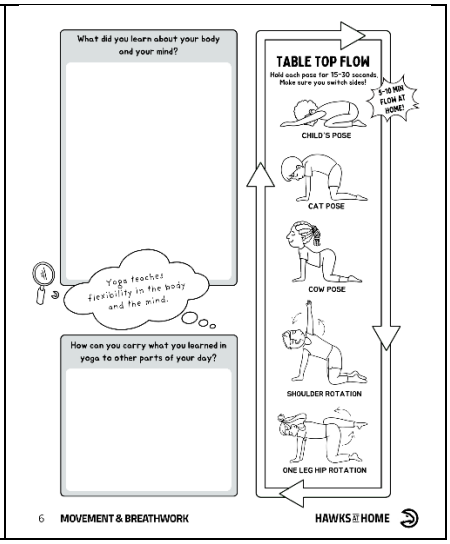
- Lesson Setup: 3 minutes
- Video: 21 minutes
- Activity 3A-3B: 10 minutes
- Group Discussion: 5-10 minutes

Lesson Materials

- Video: *Movement & Breathwork with Step Bless*
- Worksheet: Activity 3A-3B (pages 5-6)



Activity 3A



Activity 3B

Classroom Script

LESSON SET-UP (3 minutes): *Begin by reviewing mindful breathing. Say, "Before we start yoga today, let's check in. Raise your hand if you've practiced the mindful breathing exercise since our last class." If students raise their hand, ask, "Would anyone like to share their experience or what made you pause and do the breathing exercise?"*

Possible responses include:

- Before bed
- I was angry or upset
- Before a test
- I just wanted to practice

Follow up with questions such as,

- *"Did you find it helpful?*
- *"If not, why do you think that was?"*
- *"Were you distracted"*
- *"Was the feeling to overwhelming?"*

Encourage honest reflection, say "Thanks you for sharing" and validate all responses.

FACILITATOR: *"Let's try the mindful breathing exercise together again to help us get our minds right before yoga." Draw a box on the board and label each corner with prompts from the Activity 2B worksheet: Inhale – Hold – Exhale – Hold*

BREATHING EXERCISE: *Guide students, say, "Everyone ready?" Trace the box as you read the prompts, "Inhale... 1, 2, 3, 4... Hold... 1, 2, 3, 4... Exhale... 1, 2, 3, 4... Hold... 1, 2, 3, 4...". Repeat 3-5 times.*

FACILITATOR: *"Now that we've practiced our mindful breathing, let's apply it during a yoga session." Instruct students to spread out so they have enough space to move without touching their neighbor. (Optional: Invite students to remove their shoes if they feel comfortable.)*

VIDEO TRANSITION: *Say, "As you follow along with Step Bless, remember to breathe deeply and listen to your body. If a pose feels too hard, it's okay to modify or take a break."*

VIDEO (21 minutes): *Play* ***Hawks at Home: Movement & Breathwork with Step Bless***
Encourage students to stay engaged and try their best throughout the session.

DISTRIBUTE: *Hand out worksheet pages 5-6,* ***Activity 3A-3B: Movement & Breathwork.***

ACTIVIY 3A-3B (10 minutes): *Guide students through the worksheet by reading each question aloud. Allow time for students to reflect and write their answers. Remind them, "There are no right or wrong answers, just be honest about your experience."*

Encourage students to think about:

- How they felt during the yoga session
- Which poses they enjoyed or found challenging
- How their breathing helped them stay focused or calm

GROUP DISCUSSION (5-10 minutes): *After completing the worksheet, lead a group discussion. Ask, "Would anyone like to share which pose they enjoyed the most?" Call on a few students.*

FACILITATOR: *"Did anyone find some of the poses difficult?" Students may respond aloud or nod. Follow up with, "Who would like to share what pose felt challenging?"*

When students answer, follow up with questions such as:

- *How did you feel when it was difficult?*
- *What did you do when it was hard?*
- *Did you give up or try your best?*
- *Did you find a different pose that felt better for your body?*
- *How did your breathing help you through the challenge?*

Encourage students to think about how they responded to difficulty and what they learned about themselves in the process. This reflection helps them build self-awareness and resilience.

Always say "Thank you for sharing" and validate their answer. It's important to acknowledge each student's courage in speaking up. As the facilitator, you are creating and nurturing a safe space where students feel supported and empowered to explore and express their thoughts and feelings.

FACILITATOR DEBRIEF: *Wrap up the lesson by connecting the yoga experience to everyday life. Say, "Today, you used your breath and movement to help your body and mind work together. Think about how you can use what you learned today in other parts of your life."*

Examples:

- Taking deep breaths when you feel overwhelmed
- Trying a stretch when your body feels tight
- Noticing how your body feels and responding with kindness
- Pushing through a challenge instead of giving up

HOMEWORK (Optional): Activity 3B, Page 6, ***Table Top Yoga Flow***
Say, "On your worksheet, you'll see the Table Top Yoga Flow. These are some of the poses you practiced in the video. I want you to take 5–10 minutes at home to do this flow. You can do it before bed, after dinner, or whenever you need a break. Next time we meet, we'll talk about how it went!"

END OF LESSON

Activity 4: A Moment for Me

Lesson Purpose

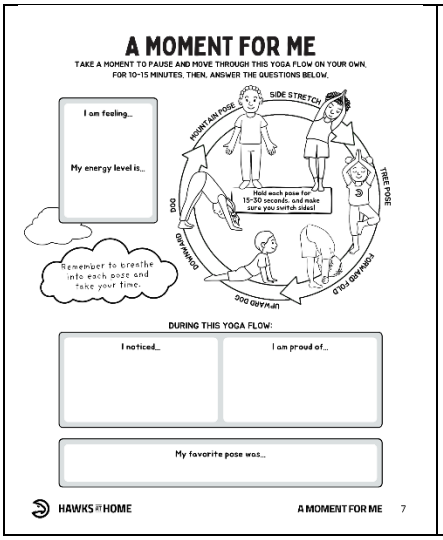
This activity introduces students to the idea that self-care can take many forms, such as movement, creativity, stillness, or reflection. By combining a creative coloring activity with a discussion about their yoga homework, students are encouraged to explore different ways they can take "a moment for me" both in and out of the classroom. This lesson reinforces the importance of mindfulness, self-expression, and personal well-being.

Time Requirement (20-30 minutes)

- Lesson Setup: 5-10 minutes
- Activity 4A: 2-5 minutes
- Activity 4B: 15-20 minutes

Lesson Materials

- Worksheet: Activity 4A-4B (pages 7-8)
- Coloring utensils (markers, crayons, or colored pencils)



Activity 4A

Activity 4B

Classroom Script

LESSON SET-UP (5-10 minutes): *Review homework assignment. Say, "Today's lesson is all about taking a moment for yourself. We've been learning how yoga and breathing can help us feel calm and focused. Let's reflect on how that's been working for you." Ask, "Who had a chance to try the Table Top Yoga Flow at home?" Encourage a few students to raise their hands and share.*

Follow up with reflection questions:

- *"Where did you do your yoga flow?" (e.g., bedroom, living room, outside)*
- *"How did your body feel before and after?"*
- *"Did you remember to use your mindful breathing during the poses?"*
- *"Was it easier to focus this time?"*
- *"Did it feel different doing it on your own?"*

Validate all responses and remind students that everyone's experience is unique.

DISTRIBUTE: *Hand out worksheet pages 7-8,* ***Activity 4A: A Moment for Me*** *and* ***4B: Atlanta Hawks Jersey Coloring Page****.*

ACTIVITY 4A (3-5 minutes): *Review the yoga flow poses on Activity 4A. Say, "Before we start today's creative activity, look at the page that says A Moment for Me. This is your homework for tonight. It's a yoga flow with some of poses we've been practicing and some new poses."*

FACILITATOR: *"Let's quickly review the poses together so you feel confident doing them at home."*

Choose one of the following:

- *Option A: Have students spread out and move through the flow together as a class.*
- *Option B: Ask for student volunteers to demonstrate the poses for the class.*

ACTIVITY 4B (20 minutes): *Transition to Activity 4B. Say, "Today, you'll design your own Atlanta Hawks jersey! You'll see three small jerseys to test out your ideas, and one big jersey for your final design." Explain, "Sometimes we feel pressure to get things perfect the first time. But creativity is a process! That's why you have space to try out different colors and patterns before choosing your final look."*

Encourage students to:

- *Use colors that represent how they feel when they're calm or confident*
- *Add symbols or words that remind them of strength, peace, or joy*
- *Make it personal! There's no wrong way to design your jersey!*

As students work, walk around and engage in casual conversation about their designs and yoga experience.

FACILITATOR DEBRIEF: *Wrap up the lesson by saying, "Today, you took a moment for yourself by being creative. Just like yoga or breathing, art can help us relax and express how we feel."*

Close with encouragement: "Taking a moment for yourself doesn't always look the same. It might be stretching, breathing, drawing, listening to music, or just sitting quietly. What matters is that you're checking in with yourself."

If applicable, share: "We'll be collecting some of your jersey designs to share with the Atlanta Hawks. A few might even be featured on the Hawks app or in a special contest!" Let students know they can take their jersey home to finish if they'd like.

HOMEWORK: Activity 4A, Page 8, ***A Moment for Me***
Say, "Don't forget, your homework is to take a moment for yourself by doing the yoga flow on your own time. Try it before bed, after dinner, or whenever you need a break. Then answer the reflection questions."

END OF LESSON

Activity 5: Emotions

Lesson Purpose

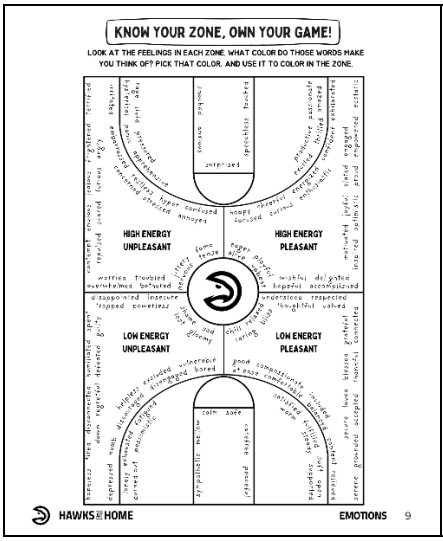
This activity helps students understand the importance of identifying and naming emotions as a first step toward managing them in healthy ways. Students will learn that emotions vary in intensity and energy, and that recognizing these differences can help them respond thoughtfully rather than react impulsively. Through creative coloring and guided reflection, students will explore a wide range of feelings, connect them to real-life experiences, and practice expressing emotions in a safe and supportive environment.

Time Requirement (20-30 minutes)

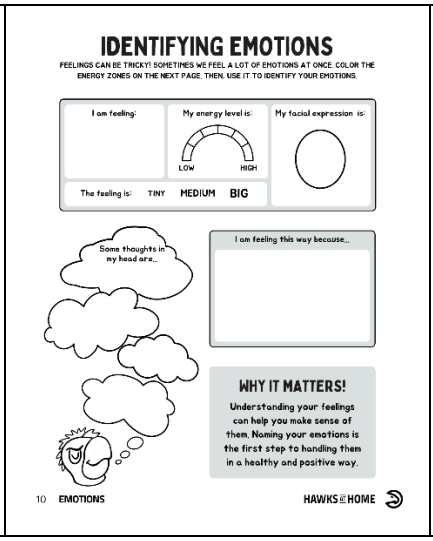
- Lesson Setup: 5-7 minutes
- Activity 5A-5B: 20 minutes
- Group Discussion: 5-10 minutes

Lesson Materials

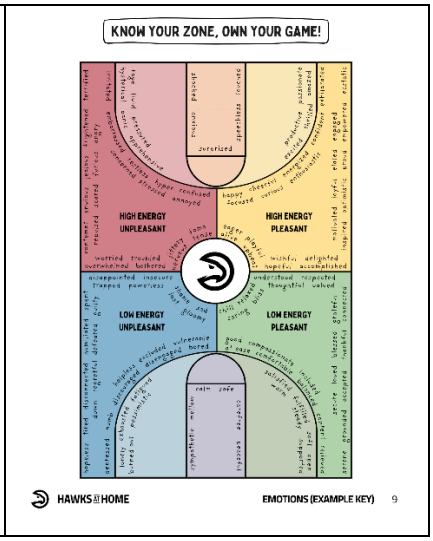
- Worksheet: Activity 5A-5B (pages 9-10)
- Example Key: *Know Your Zone, Own Your Game*
- Coloring utensils (markers, crayons, or colored pencils)



Activity 5A



Activity 5B



Example Key

Classroom Script

LESSON SET-UP: *Start with a quick homework recap, "Before we begin, let's talk about your homework from A Moment for Me. Who tried the yoga flow at home and wants to share what they are proud of?"*

Examples responses:

- *"I was tired but still took the time to do it."*
- *"I've been practicing mindful breathing, and it feels more natural now."*
- *"I didn't do the whole flow, but I tried a few poses."*

Follow up, "How did you feel afterward?" Validate all responses and remind students that effort matters.

FACILITATOR: *Transition to todays activity, "Today, we're focusing on something just as important as movement—our emotions. Understanding how we feel helps us make better choices and take care of ourselves."*

ACTIVITY 5A (15 minutes): *Say, "Let's check in. How are YOU feeling right now in this moment." Model by sharing a simple feeling. "Today, I am feeling [use a simple word]." Encourage students to blurt out how they are feeling. While they say their answers, write them on the board in a single column.*

Examples:

- *Happy*
- *Mad*
- *Sad*
- *Bored*

DISTRIBUTE: *Hand out worksheet pages 9-10,* ***Activity 5A: Know Your Zone, Own Your Game*** *and* ***Activity 5B: Identifying Emotions***

FACILITATOR: *"On page 9, Know Your Zone, Own Your Game (Activity 5A). What do you notice?"*

Possible answers:

- *A basketball court*
- *An Atlanta Hawks logo*
- *Lots of words*
- *Different zones*

FACILITATOR: *"All of those are true! This is called a feelings chart. It helps us name and understand our emotions." Explain, "The chart is like a basketball court divided into four big zones: High Energy Unpleasant, High Energy Pleasant, Low Energy Unpleasant, Low Energy Pleasant. Inside each zone, there are even smaller areas where feelings mix; just like how we can feel more than one emotion at a time."*

FACILITATOR: *"As we read the emotions in each zone, choose one color that represents those feelings to you and color in the zone." (Tip: Use colored pencils so words remain visible.)*

Example:

- *Zone: Low Energy Unpleasant*
- *Emotions: disengaged, vulnerable, trapped, powerless, regretful*
- *Suggested color: Blue*

Some words may be unfamiliar. Pause to define a few and give examples, such as:

- *Elated: Extremely happy—like when your team wins a championship.*
- *Bothered: Annoyed—like when someone interrupts you.*
- *Pessimistic: Expecting the worst—like thinking you'll fail a test even if you studied.*
- *Regretful: Wishing you had done something differently—like forgetting to say sorry.*

GROUP DISCUSSION (5 minutes): *Return to the words on the board. Choose one word together and explore it more deeply. Draw a blank energy meter on the board (Low → High), energy levels (ting, medium, big), and a blank face. Guide the students through the process of understanding how they feel. Call on a student to come to the board to write the answers.*

Example:

- Word: Happy
- Facilitator: "Let's think about how 'happy' feels in your body. What's your energy level right now? Fill in the meter."
- Student: [Colors in high energy]
- Facilitator: "Is this feeling tiny, medium, or big?"
- Student: [Circles 'medium']
- Facilitator: "Great! Now draw your happy face in the circle."
- Student: [Draws a smile]
- Facilitator: "Awesome! Now let's all look at our feelings chart. Can we find another word in the 'High Energy Pleasant' zone that describes this feeling?"

Encourage students to share new words that relate to 'happy' (e.g. excited, joyful, proud). This helps everyone grow their emotional vocabulary and understand feelings in a deeper way.

ACTIVITY 5B (5-7 minutes): *Transition to* ***Identifying Emotions*** *(Activity 5B). Say, "Take a few minutes to answer the questions on page 10. They'll help you choose a word from the feelings chart that best describes how you're feeling right now." Give students 5–7 minutes to complete.*

GROUP SHARE (Optional): *Ask, "Would anyone like to share how they're feeling?"*

Walk students through the prompts as they answer:

- What is your energy level?
- Is the feeling tiny, medium, or big?
- Make the facial expression for the class.
- Tell us: How are you feeling?

FACILITATOR DEBRIEF: *Say, "Sometimes we feel more than one emotion at the same time, and that's totally normal! Naming your emotions is the first step to understanding them. When we can name how we feel, it helps us figure out what we need and how to handle those feelings in healthy ways, like taking a break, mindful breathing, or talking to someone."*

Close with encouragement: "As we continue through this series, keep your feelings chart nearby. You'll be able to use it in future activities to check in with yourself and better understand your emotions."

END OF LESSON

Activity 6: Movement & Mindfulness

Lesson Purpose

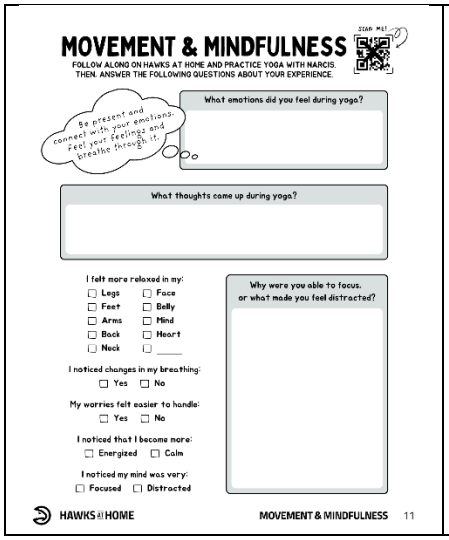
This activity helps students connect their emotional awareness with physical movement. Building on previous lessons about mindful breathing and identifying emotions, students will learn how emotions influence their yoga experience and how yoga can help regulate feelings. Through guided practice and reflection, students will explore the link between body, breath, and mind, gaining tools to manage stress, improve focus, and respond to emotions in healthy ways.

Time Requirement (20-30 minutes)

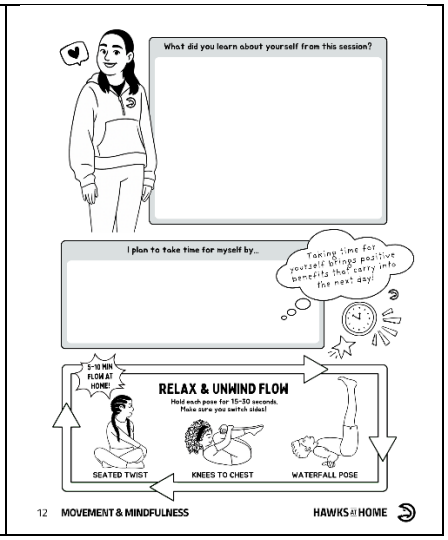
- Lesson Setup: 3 minutes
- Video: 15 minutes
- Activity 6A-6B: 10 minutes
- Group Discussion: 5 minutes

Lesson Materials

- Video: ***Yoga with Coach Narcis***
- Worksheet: Activity 6A-6B (pages 11-12)



Activity 6A



Activity 6B

Classroom Script

LESSON SET-UP (3 minutes): *Begin by saying, "Before we start yoga today, let's check in. Remember your feelings chart? Pull it out and take a moment to look at it. Who wants to share how they are feeling right now?" Call on a few students.*

FACILITATOR: *After students share, say, "I'm proud of each of you for using different words to describe your feelings. You are learning to name and understand your emotions."*

BREATHING EXERCISE: *Lead the students in a quick breathing reset. "Let's take a moment and take a few deep breaths together before we begin. Guide students, "Inhale... 1, 2, 3, 4... Hold... 1, 2, 3, 4, Exhale... 1, 2, 3, 4... Hold... 1, 2, 3, 4." Repeat 3-5 times.*

VIDEO TRANSITION: *"Today we're doing a yoga session with Narcis. As you follow along, pay attention to how you feel, both in your body and your mind. Notice if your emotions change during the session. If a pose feels too hard, it's okay to modify or take a break." Instruct students to spread out so they have enough space. (Optional: Invite students to remove shoes if comfortable.)*

VIDEO (15 minutes): *Play video:* ***Yoga with Coach Narcis***
Encourage students to stay engaged and try their best throughout the session.

DISTRIBUTE: *Hand out worksheet pages 11-12,* ***Activity 6A-6B: Movement & Mindfulness.***

ACTIVIY 6A-6B (10 minutes): *Guide students through the worksheet by reading each question aloud. Allow time for students to reflect and write their answers. Remind them: "There are no right or wrong answers—just be honest about your experience."*

Encourage students to think about:

- *Emotions they felt during yoga*
- *Thoughts they had*
- *How those emotions affected their yoga experience*

GROUP DISCUSSION (5 minutes): *Once students complete the worksheet, invite them into a group conversation. Ask, "Now that you've had time to reflect, would anyone like to share something they wrote or how they felt during this yoga activity?"*

Call on a few students who raise their hands. As they share, gently guide the conversation to help them connect their emotions to their experience.

Encourage reflection with follow-up questions like:

- *"Did your feelings change during yoga?"*
- *"How did your emotions affect your focus or effort?"*
- *"Did breathing help you manage any difficult feelings?"*
- *"What did you learn about yourself today?"*

Connect back to earlier lessons: "Remember when we talked about energy levels and our thoughts? How do you think those played a role in how relaxed or distracted you felt during yoga?"

Reminder for tone: Always say "Thank you for sharing." Create a safe, respectful space where students feel comfortable being honest and reflective.

FACILITATOR DEBRIEF: *Wrap up the lesson by connecting the yoga experience to everyday life. "Today, you combined emotional awareness with movement and breathing. That's a powerful skill! These are tools that can help you feel your best. Think about how you can use what your learned today in other parts of your life."*

Examples:

- *Taking deep breaths when feeling stressed*
- *Moving your body when you feel tense or upset*
- *Naming your emotions before reacting*
- *Using yoga or stretching to calm down after a hard day*

HOMEWORK: Activity 6B, Page 12, ***Relax & Unwind Flow***
"On page 12 at the bottom, you'll see the Relax & Unwind Flow. Take 5–10 minutes at home to do this flow. Next time we meet, we'll talk about how it went!"

END OF LESSON

Activity 7: A Moment for Me

Lesson Purpose

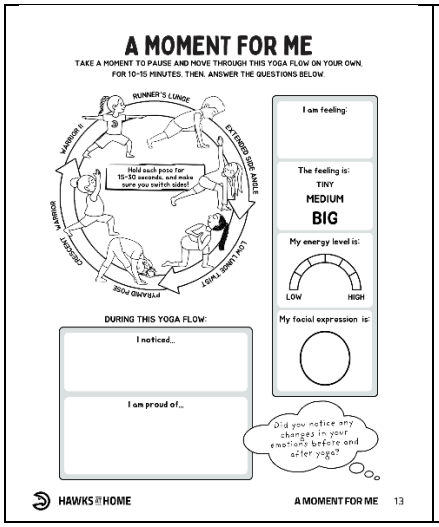
This activity reinforces the concept of self-care and mindfulness by introducing students to quiet, focused activities that promote relaxation and mental clarity. Building on previous lessons about yoga, breathing, and emotional awareness, students will reflect on their recent experiences with movement and mindfulness, then engage in a creative puzzle activity. This lesson helps students discover that taking "a moment for me" can look different for everyone, whether through physical activity, creative expression, or mental challenges like word searches. The goal is to encourage students to find healthy ways to pause, recharge, and manage stress.

Suggested Time Requirement (20-30 minutes)

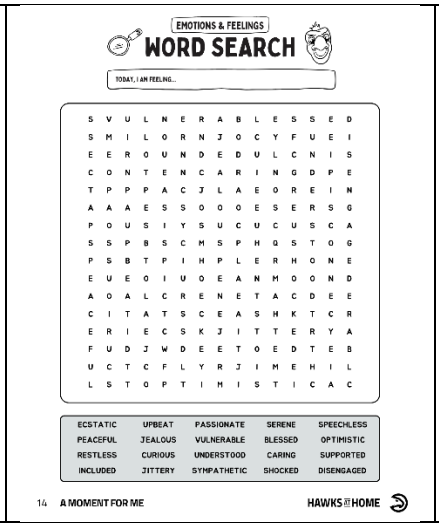
- Lesson Setup: 5 minutes
- Activity 7A: 5 minutes
- Activity 7B: 15 minutes

Lesson Materials

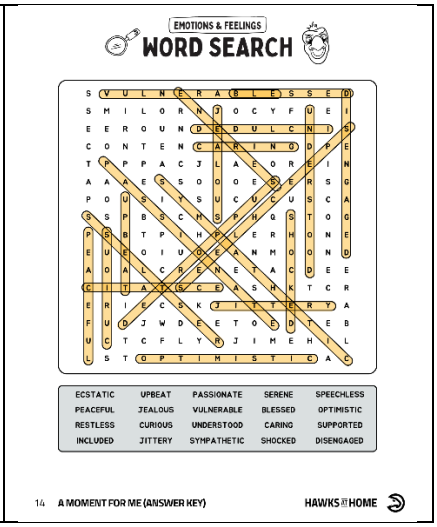
- Worksheet: Activity 7A-7B (pages 13-14)
- Answer Key: *Emotions & Feelings Word Search*
- Coloring Utensils (optional for word search borders)



Activity 7A



Activity 7B



Answer Key

Classroom Script

LESSON SET-UP (5 minutes): *Begin by saying, "Today's lesson is all about taking a moment for yourself. We've been learning how breathing, yoga, and understanding emotions can help us feel calm and focused. Now we're going to reflect on how that's been working for you." Ask, "Who tried the Relax & Unwind Yoga Flow at home?" Encourage a few students to raise their hands and share.*

Follow up with reflection questions:

- *"Where did you do your yoga flow?" (e.g., bedroom, living room, outside)*
- *"How did your body feel before and after?"*
- *"Did you remember to use mindful breathing during the poses?"*
- *"Was it easier to focus this time?"*
- *"Did you notice any changes in your emotions before and after yoga?"*
- *"What helped you feel more relaxed: breathing, movement, or both?"*

Validate all responses and remind students, "Everyone's experience is unique. What matters is that you're trying and noticing how it feels."

DISTRIBUTE: *Hand out worksheet pages 13-14,* ***Activity 7A: A Moment for Me*** *and* ***7B: Emotions & Feelings Word Search.***

ACTIVITY 7A (5 minutes): *"Before we start today's activity, let's look at the A Moment for Me (Activity 7A). It's a new yoga flow for you to try at home. It has some poses we've practiced and some new one! Let's quickly review the poses together so you feel confident doing them at home."*

Choose one of the following:

- *Option A: Have students spread out and move through the flow together as a class.*
- *Option B: Ask for student volunteers to demonstrate the poses for the class.*

ACTIVITY 7B (15 minutes): *Say, "Now let's turn to the Emotions & Feeling Word Search on your worksheet. We are going to take a quiet moment for ourselves and complete this puzzle. All the words in the search are emotions, just like the ones on your feelings chart!" Explain, " Word searches and puzzles are another healthy way to pause and relax."*

As students work, walk around and engage in casual conversation. If students are unsure about a word, use it as a teaching moment and share what it means, and when someone might feel that way.

Examples:

- *Exhilarated – Feeling a rush of extreme excitement – like scoring the winning goal in a game.*
- *Grounded – Feeling calm and steady – like sitting quietly and breathing deeply.*
- *Contempt – Feeling dislike or disapproval – like when someone breaks a promise.*
- *Disengaged – Feeling uninterested – like when you're bored in class.*

Encourage students to share the words they find and talk about what they mean. This helps build emotional vocabulary and self-awareness.

(Optional: When students complete the word search, invite them to color the page, add borders, or write down other words from their feelings chart.)

FACILITATOR DEBRIEF: *Wrap up the lesson by saying, "Today, you took a moment for yourself by pausing to work on a puzzle. You've learned another way to take a break and recharge. Just like yoga, breathing, or art; puzzles can help us relax and clear our minds. Taking a moment to pause doesn't always look the same. What matters is that you're checking in with yourself."*

HOMEWORK: Activity 7A, Page 13, ***A Moment for Me***
"Don't forget—your homework is to take a moment for yourself by doing the yoga flow on page 13. Try it before bed, while you're watching tv, or whenever you need a break. Then answer the reflection questions."

END OF LESSON

Section 2: Journaling & Self-Discovery

Activity 8: Exploring Journaling

Lesson Purpose

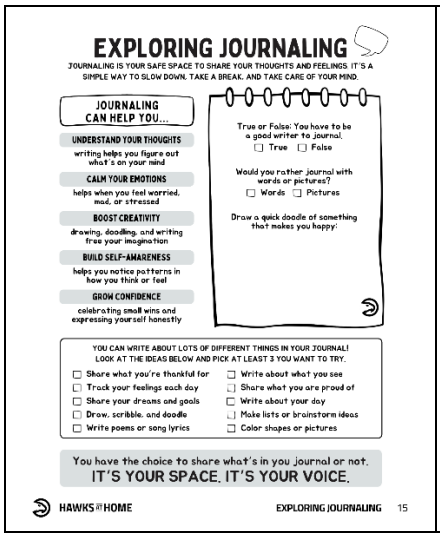
This activity introduces students to journaling as a powerful form of self-care and self-expression. Students will learn that journaling is not just writing; it can include drawing, coloring, lists, or even creative doodles. Journaling provides a safe space to slow down, reflect, and share thoughts and feelings without judgment. This lesson helps students understand that journaling can reduce stress, improve focus, and boost emotional awareness. It also connects to previous lessons by showing that they've already been practicing forms of journaling through reflection activities in this series.

Time Requirement (20-30 minutes)

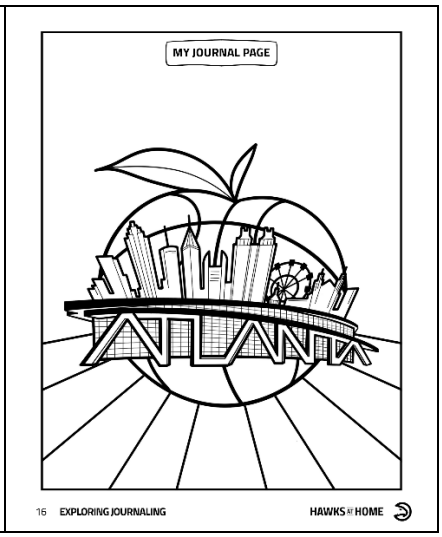
- Lesson Setup: 3-5 minutes
- Activity 8A: 5 minutes
- Group Discussion: 5 minutes
- Activity 8B: 15 minutes

Lesson Materials

- Worksheet: Activity 8A-8B (pages 15-16)
- Coloring Utensils (markers, crayons, or colored pencils)



Activity 8A



Activity 8B

Classroom Script

LESSON SET-UP (3-5 minutes): *Begin by saying, "Before we dive, let's do a quick check-in. Pull out your feelings chart. Who wants to share how they're feeling right now?" Call on a few students.*

When they share, encourage students to use their feelings chart to guide their answers:

- *"Why do you think you're feeling that way?"*
- *"Is your energy level high or low?"*
- *"Is the feeling big or small?"*

FACILITATOR: *Transition by saying, "Today, we're exploring journaling. But first, I want to hear from you. What comes to mind when you think of journaling?" Encourage them to share freely. As students respond, write their answers on the board.*

Common responses might include:

- 'Dear Diary' entries
- Writing only words
- Only girls journal
- You have to be a good writer
- It takes too much time
- It's personal and private
- Writing your thoughts

FACILITATOR: *"These are great thoughts! Now, let's learn more about what journaling is and how it might be different from what we think."*

DISTRIBUTE: *Hand out worksheet pages 15-16,* ***Activity 8A: Exploring Journaling*** *and* ***8B: Atlanta Peach Journal Coloring Page.***

ACTIVIY 8A (5 minutes): *Lead a short discussion journaling benefits and different styles of journaling as listed on the Activity 8A worksheet. Say, "Now complete the questions on page 15 (Activity 8A) and think about which styles of journaling you want to try." Give students 5 minutes compete Activity 8A independently.*

GROUP DISCUSSION (5 minutes): *Return to the list written on the board. Challenge students to use what they learned from the worksheet, and from their own experiences during this series, to explain why any of the misconceptions listed are false. Say, "Let's return to the list of ideas we wrote on the board earlier. Based on what you've learned from the worksheet and your own experiences, can anyone explain why some of these might not be true?"*

Go through each misconception and invite students to respond.

Use the following examples to guide the discussion:

- *"Dear Diary entries."*
  → Journaling can be like a diary, but it can also be lists, doodles, or coloring.
- "Only girls journal.
  → Anyone can journal!
- *"You have to be a good writer."*
  → Journaling is about expressing yourself, not being perfect. It's a safe space for you.
- *"It takes too much time."*
  → Even 5 minutes is enough time to pause and help you feel better.

ACTIVITY 8B (15 minutes): *Transition to Activity 8B. "Let's turn to page 16. This next activity is all about expressing yourself in a way that feels right for you. You'll be creating your own journal page, and it might look a little different than what you're used to. You can color, draw, write words, or even add patterns to the picture. There's no wrong way to do this - make it yours! Take a moment to think about what you want to express. Maybe it's how you're feeling today, or something that inspires you."*

Options for students who don't want to color:

- *Write a list of things that make you happy*
- *Write down three things you're grateful for*
- *Draw a comic strip about your day*

Encourage creativity:

- *Use colors that represent calm or confidence*
- *Add symbols or words that remind you of strength and joy*
- *Make it personal and unique to you*

FACILITATOR DEBRIEF: *Encourage students to share how they might use journaling in their daily lives – without asking them to reveal what they wrote. Focus the discussion on purpose and benefits, not personal content.*

Prompting questions to guide discussion:

- *"When might journaling help you feel calmer?"*
- *"Can you think of a time when writing or drawing could help you sort out your own thoughts?"*
- *"What's one fun way you might make journaling your own, like adding colors, doodles, or lists?"*

Close with encouragement: Wrap up the lesson, by saying, "Journaling is a tool you can use anytime you need to pause, reflect, or express yourself. You don't have to write a lot, and it doesn't have to be perfect. It's about giving your thoughts and feelings a safe space."

Connect to series: "As we continue through the Hawks at Home: Yoga & Mental Wellness Series, think about how journaling might help you:

- *When you're feeling stressed or overwhelmed*
- *When you want to celebrate something good*
- *When you need to clear your mind before a big test or game*
- *When you just want a quiet moment for yourself*

END OF LESSON

Activity 9: Guided Journaling

Lesson Purpose

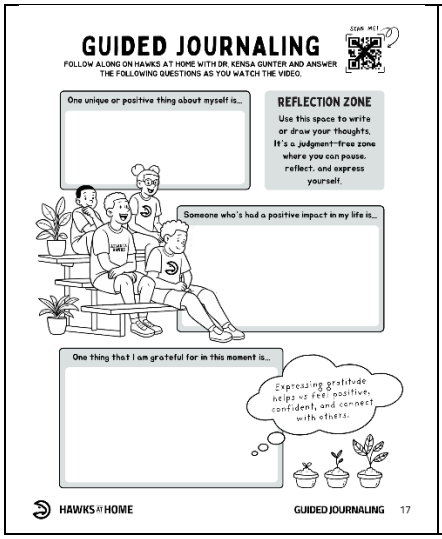
This activity helps students apply what they've learned about journaling by participating in a guided session. Through prompts provided in the video, students will explore their thoughts and feelings in a structured way, learning that journaling can be simple, creative, and personal. This lesson reinforces the idea that journaling is a tool for self-care, reflection, and emotional regulation. Students will practice slowing down, focusing on their inner world, and expressing themselves without judgment.

Time Requirement (20-30 minutes)

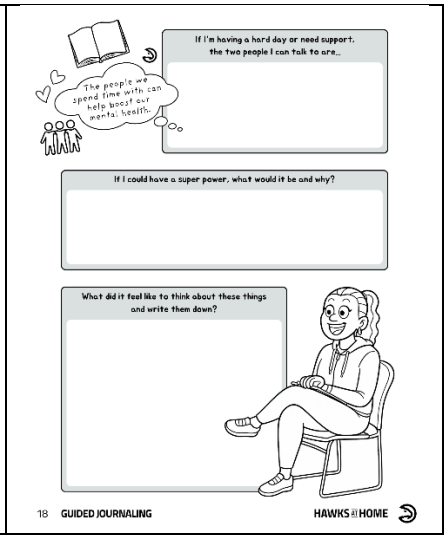
- Lesson Setup: 5 minutes
- Video: 15 minutes
- Activity 9A-9B: Completed during the video
- Group Discussion: 5-10 minutes

Lesson Materials

- Video: *Guided Journaling with Dr. Kensa Gunter*
- Worksheet: Activity 9A-9B (pages 17-18)



Activity 9A



Activity 9B

Classroom Script

LESSON SET-UP (5 minutes): *Begin with a breathing exercise. "Before we start, let's take a moment to reset with mindful breathing. Guide students in a breathing exercise, "Inhale... 1, 2, 3, 4... Hold... 1, 2, 3, 4, Exhale... 1, 2, 3, 4... Hold... 1, 2, 3, 4." Repeat 3-5 times.*

FACILITATOR: *"Now that we've taken a moment to pause and reset, we're going to shift to a reflective activity. We'll be watching a guided journaling video with Dr. Kensa Gunter, a Clinical & Sport Psychologist and the Director of the NBA Mind Health Program. She helps people of all ages take care of their minds, including the Atlanta Hawks players."*

DISTRIBUTE: *Hand out worksheet pages 17-18,* ***Activity 9A-9B: Guided Journaling.***

VIDEO TRANSITION: *Say, "As you watch the video, answer the prompts on your worksheet. Remember, what you write is for you. It's not graded, and you don't have to share unless you want to. If you prefer drawing instead of writing, that's okay too."*

(Optional: Invite students to get comfortable and sit on the floor or lay on your stomach to encourage time to relax and reflect.)

VIDEO (15 minutes): *Play video:* ***Hawks at Home: Guided Journaling with Dr. Kensa Gunter***
After the video, give students 3-5 minutes to finish their responses.

GROUP DISCUSSION (5-10 minutes): *Refer to the last question on page 18. Ask, "Would anyone like to share how it felt to think about these things and write them down? You don't have to share what you wrote, just how the process of thinking and writing felt for you."*

Pause and give students time to consider. Emphasize that sharing is optional: "Remember, journaling is personal. You never have to share your answers unless you want to. This is about how the experience felt, not the details of what you wrote."

If students choose to share, respond with "Thank you for sharing" and validate their response.

Encourage reflection with gentle follow-up questions:

- *"Why do you think writing or drawing helped you feel that way?"*
- *"Did it make you feel calmer, more focused, or maybe even more energized?"*
- *"Was it easier or harder than you expected?"*
- *"Do you think journaling could help you in other moments, like before a test or when you're upset?"*

If no one volunteers, normalize that:
"It's okay that you don't want to share. Journaling is personal, and it's perfectly fine to keep your thoughts private. What matters is that you took time for yourself."

FACILITATOR DEBRIEF: *Wrap up the lesson by saying, "Think about what happened during this activity. You paused and reflected instead of rushing through the worksheet. You practiced listening to your own thoughts without judgment. Journaling isn't just about writing; it's about creating space for yourself to notice what's on your mind and how you feel."*

Close with encouragement: "Try journaling on your own this week, even for five minutes. It's a simple way to take care of your mind."

END OF LESSON

Activity 10: Positive Self-Talk

Lesson Purpose

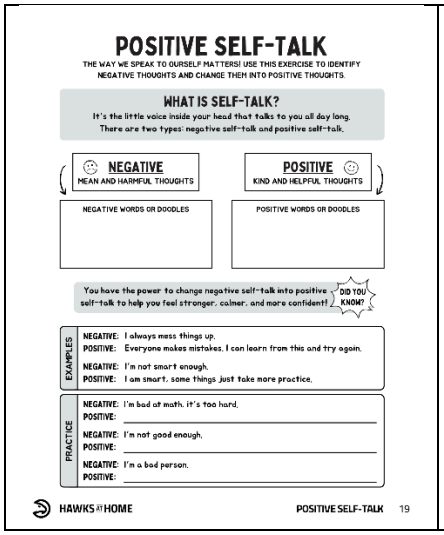
This activity helps students understand the power of self-talk, the way we speak to ourselves, and how it impacts confidence, motivation, and mental wellness. Students will learn to identify negative thoughts and reframe them into positive, encouraging statements. By practicing positive self-talk, students gain a tool to boost resilience, reduce stress, and improve self-esteem. This activity connects to journaling as another way to reflect and care for mental health, showing that writing down thoughts can help shift perspective and create a more positive mindset.

Time Requirement (20-30 minutes)

- Lesson Setup: 5 minutes
- Activity 10A: 10 minutes
- Activity 10B: 5-10 minutes
- Group Discussion: 5 minutes

Lesson Materials

- Worksheet: Activity 10A-10B (pages 19-20)



POSITIVE SELF-TALK

THE WAY WE SPEAK TO OURSELF MATTERS! USE THIS EXERCISE TO IDENTIFY NEGATIVE THOUGHTS AND CHANGE THEM INTO POSITIVE THOUGHTS.

WHAT IS SELF-TALK?

It's the little voice inside your head that talks to you all day long. There are two types: negative self-talk and positive self-talk.

NEGATIVE — MEAN AND HARMFUL THOUGHTS

POSITIVE — KIND AND HELPFUL THOUGHTS

NEGATIVE WORDS OR DOODLES

POSITIVE WORDS OR DOODLES

You have the power to change negative self-talk into positive self-talk to help you feel stronger, calmer, and more confident!

DID YOU KNOW?

EXAMPLES

NEGATIVE: I always mess things up.
POSITIVE: Everyone makes mistakes. I can learn from this and try again.

NEGATIVE: I'm not smart enough.
POSITIVE: I am smart, some things just take more practice.

PRACTICE

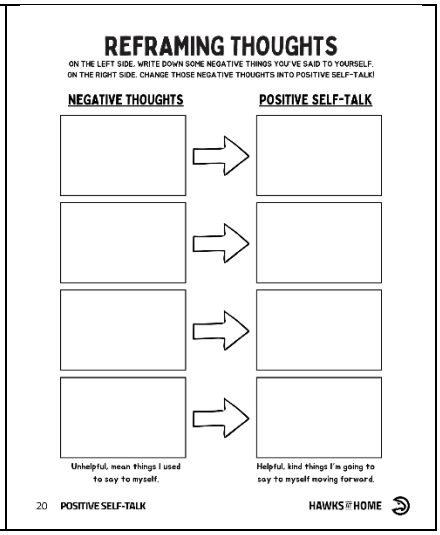
NEGATIVE: I'm bad at math, it's too hard.
POSITIVE: _____

NEGATIVE: I'm not good enough.
POSITIVE: _____

NEGATIVE: I'm a bad person.
POSITIVE: _____

HAWKS AT HOME POSITIVE SELF-TALK 19

Activity 10A



REFRAMING THOUGHTS

ON THE LEFT SIDE, WRITE DOWN SOME NEGATIVE THINGS YOU'VE SAID TO YOURSELF. ON THE RIGHT SIDE, CHANGE THOSE NEGATIVE THOUGHTS INTO POSITIVE SELF-TALK!

NEGATIVE THOUGHTS

POSITIVE SELF-TALK

Unhelpful, mean things I used to say to myself.

Helpful, kind things I'm going to say to myself moving forward.

20 POSITIVE SELF-TALK HAWKS AT HOME

Activity 10B

Example Classroom Script

LESSON SET-UP (5 minutes): *Begin by saying, "Before we start today's activity, let's check in. Has anyone tried journaling on their own this week?" Pause and allow a few students to respond.*

If students say YES: Respond with, "That's awesome! How did it feel to take that time for yourself?" Validate their answers and encourage others: "Thank you for sharing. Remember, journaling doesn't have to take a long time. Even a few minutes a can make a big difference."

If students say NO: Say, "That's okay! It can be hard to make time for something new. Why do you think you didn't get a chance to journal." Guide a short discussion around their responses.

Common responses and encouragement include:

- "I didn't have time."
    - *"I understand, life gets busy!" But journaling doesn't have to take long. Even a quick 2-minute check-in counts. You could write one word to describe how you feel or one thing you're grateful for."*
- "I forgot."
    - *"That happens! It takes practice to start a new habit. Try setting a reminder or putting a sticky note by your bed or on your mirror so you see it every day."*
- *"I didn't know what to write."*
    - *"I get that. Sometimes it's hard to know where to start. Remember, journaling doesn't have to be fancy. You can draw, write one sentence about your day, draw, or make a list of things you like. There's no wrong way to do it."*

FACILITATOR: *"Who here talks to themselves or has that little voice in their head?" Encourage students to raise hands and share examples.*

Possible examples may be:

- Before a test or game – "You got this!" "Don't forget what you studied."
- When you make a mistake – "It's okay, just try again."
- While doing homework – "What's the next step?" "I think I understand this part."
- When you're nervous – "Take a deep breath, you can do it."
- When you're excited – "I can't wait to tell my friends!"
- When you're remembering something – "Oh right! I left it in my bookbag."
- Before going to sleep – "Today was a good day." "Tomorrow I'll try again."

Follow-up question: "When do you notice that little voice the most? Is it when you're thinking, feeling, or making decisions?"

DISTRIBUTE: *Hand out worksheet pages 19-20,* ***Activity 10A: Positive Self-Talk*** *and* ***Activity 10B: Reframing Thoughts.***

ACTIVITY 10A (10 minutes): *Transition to Activity 10A. Say, "The way we talk to ourselves in our minds is called self-talk. There are two types of self-talk: negative self-talk and positive self-talk."*
Draw a sad face on the board. Ask students, "Who can come up to the board and turn this sad face into a happy one?" Invite one student to draw. "See how we just turned something negative into something positive? That's what we'll practice today, turning negative thoughts into positive ones."

Redirect students to Activity 10A: "Now, it's your turn! Fill in the empty box on the left with negative doodles, then change them to positive doodles." Give students 1-2 minutes to complete.

Examples:

- Negative: Sad face → Positive: Smiling face
- Negative: Rain cloud → Positive: Sunshine
- Negative: Broken heart → Positive: Full heart

FACILITATOR: *Review the example reframes on Activity 10A. Then, complete the practice reframes together as a class. Write the negative statement on the board and leave space beneath for the class to suggest positive reframes.*

Examples:

- Negative: I'm bad at math, it's too hard.
  Positive: Math is challenging, but I can improve with practice.
- Negative: I'm not good enough.
  Positive: I'm doing my best, and that matters.
- Negative: I'm a bad person.
  Positive: I make mistakes, but I am learning and growing.

Encourage creativity, "There's more than one way to word your positive statement. What matters is that it's kind and helpful."

ACTIVITY 10B (5-10 minutes): *Start by explaining, "What we just practiced by changing a negative thought into a positive one is called reframing our thoughts. It's a powerful tool to use when you're feeling frustrated, nervous, or down on yourself."*

Give students 5-10 minutes to work independently on Activity 10B. Walk around to check progress and offer encouragement.

GROUP DISCUSSION (5 minutes): *Invite reflection and ask, "Would anyone like to share how it felt to turn a negative thought into a positive one? You don't need to share the actual thought, just how the experience felt."*

Follow up with questions such as:

- *"Did it feel strange at first?"*
- *"Do you think positive self-talk could help you when you're stressed or frustrated?"*
- *"How might this change the way you feel about yourself?"*

FACILITATOR DEBRIEF: *Wrap up by saying, "Today, we practiced something really important- how to notice negative thoughts and turn them into positive ones. This is a powerful skill. The way we talk to ourselves can change how we feel and even what we believe we're capable of doing. When we speak kindly to ourselves, we build confidence and courage."*

Connect to journaling: "If you ever have a tough day or feel upset, try writing down your thoughts. Then, look at those thoughts and ask yourself, 'Is this thought helping me or hurting me?' If it's mean or unkind, try rewriting it in a way that's gentle and encouraging. This is great form of journaling and reminds you that you're in charge of your thoughts and have the power to change them."

Close with encouragement: "Challenge yourself this week to practice positive self-talk. Whenever you catch a negative thought, pause and ask yourself, 'What's a kinder way to say this to myself?' Keep practicing and you'll see how strong and kind your inner voice can become! "

END OF LESSON

Activity 11: Positive Affirmations

Lesson Purpose

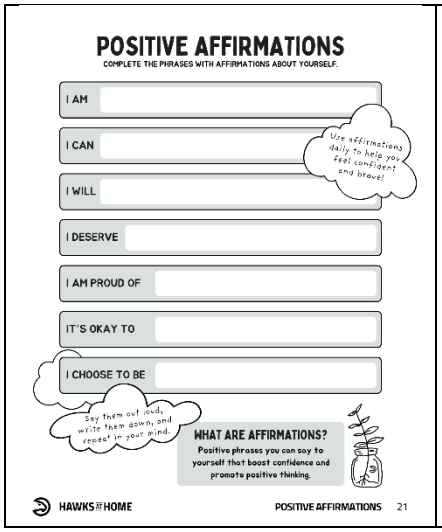
This activity introduces students to positive affirmations: short, powerful statements that help build confidence and encourage a positive mindset. Students will learn how affirmations can rewire negative thinking, boost self-esteem, and support mental wellness. By creating and practicing their own affirmations, students gain a tool they can use daily to feel more focused, motivated, and resilient. This lesson builds on reframing thoughts (Activity 10) by reinforcing positive self-talk through repetition and creativity.

Time Requirement (20-30 minutes)

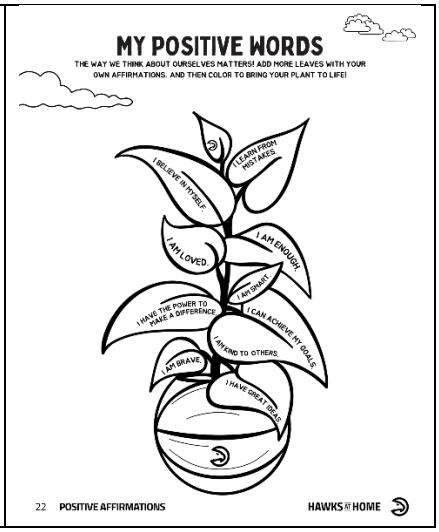
- Lesson Setup: 3 minutes
- Activity 11A: 5 minutes
- Activity 11B: 10-15 minutes
- Group Discussion: 5 minutes

Lesson Materials

- Worksheet: Activity 11A-11B (pages 21-22)
- Coloring Utensils (markers, crayons, or colored pencils)



Activity 11A



Activity 11B

Classroom Script

LESSON SET-UP (5 minutes): *Begin by reviewing the previous lesson on reframing thoughts. Say, "Last time, we learned how to reframe negative thoughts into positive ones. Let's do a quick refresh." Write a negative statement on the board and ask students to turn it into a positive statement. Offer assistance if needed.*

Examples:

- Negative: I'll never get this right
  Positive: I can learn and improve with practice.
- Negative: I'm bad at sports.
  Positive: I can get better if I keep trying.

FACILITATOR: *"Great job! Today, we're going to take that a step further by creating positive affirmations. These are short statements that remind us of our strengths and help us stay confident."*

DISTRIBUTE: *Hand out worksheet pages 21-22,* ***Activity 11A: Positive Affirmations*** *and* ***Activity 11B: My Positive Words.***

ACTIVITY 11A (5 minutes): *Explain, "Affirmations are like little pep talks you give yourself. They help you believe in yourself, even when things feel tough." Go over the examples on the worksheet.*

FACILITATOR: *"Let's create our own affirmations. We'll do the first one together." Write "I am..." on the board and invite students to share suggestions. Write their ideas on the board.*

Possible examples:

- I am capable.
- I am strong.
- I am kind.
- I am smart.
- I am creative.

Give students 5 minutes to complete Activity 11A.

ACTIVITY 11B (10-15 minutes): *Transition to Activity 11B. Say, "You see the plant with affirmations on the leaves? Add more leaves to the plant and write your affirmations on them. Then, bring your plant to life by coloring it. Use colors and designs that make you feel happy and strong."*

Encourage creativity:

- Add symbols or doodles (e.g. stars, hearts, sunshine, clouds)
- Write positive words around the plant.

Give students 10-15 minutes to complete.

GROUP DISCUSSION: *As students finish working on Activity 11B, ask, "Would anyone like to share one of their affirmations with the class? Sharing is optional, but it might inspire someone else."*

If students share, respond with, "Thank you for sharing, that's a great affirmation."

Ask follow-up questions:

- How do you think saying this affirmation every day could help you?
- When might you use your affirmation? (e.g. before a test, during a game, or when you feel nervous?"

FACILITATOR DEBRIEF: *Wrap up by saying, "You all did a great job creating powerful statements that remind you of your strengths. Saying these everyday can help you feel more confident and calm.*

Encourage practice: "Try saying your affirmation to yourself every morning or before something important."

Connect to the series: "Affirmations are another way to take care of yourself. You can repeat your affirmation to yourself while practicing yoga or mindful breathing. You can use it as a form of journaling by writing it down each day. The more you practice, the more natural it becomes, and the stronger your positive mindset will be."

END OF LESSON

Activity 12: Managing Stress

Lesson Purpose

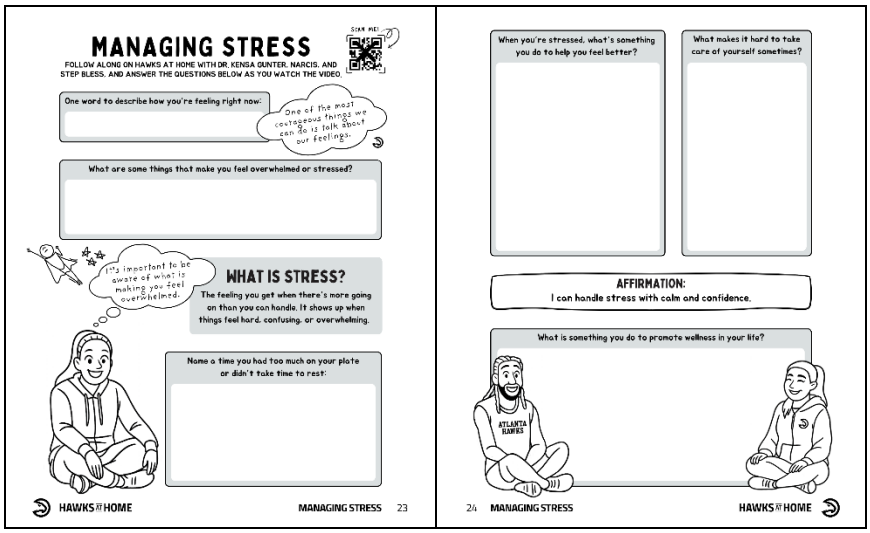
This activity helps students understand what stress is, how it affects them, and how to manage it using strategies that they've learned throughout the series. Students will watch a short Hawks at Home video featuring familiar faces from previous lessons (Dr. Kensa Gunter, Narcis Alikhani, and Step Bless) in a relaxed group chat. The video explores identifying stress triggers, naming strategies to feel better, and understanding why self-care can sometimes be challenging. As they watch, students will complete reflective prompts on their worksheets and think about how to apply these tools in their daily routines.

Time Requirement (25-35 minutes)

- Lesson Setup: 2 minutes
- Brief Yoga Break: 3-5 minutes
- Video: 24 minutes
- Activity 12A-12B: Completed during video
- Group Discussion: 5 minutes

Lesson Materials

- Video: *Managing Stress & Group Reflection*
- Worksheet: Activity 12A-12B (pages 23-24)
- Optional: Calm background music during yoga break



Activity 12A **Activity 12B**

Classroom Script

LESSON SET-UP (2 minutes): *Begin by reviewing positive affirmations from the previous lesson. Say, "Last time, we practiced using affirmations. Before we jump into today's topic, let's warm up our minds by sharing a few affirmations." Write a few on the board as students call them out.*

Possible affirmations to recall or add:

- *"I am capable."*
- *"I can handle hard things."*
- *"I am doing my best."*
- *"I am enough just as I am."*

FACILITATOR *"Today we're talking about stress: what is feels like, what causes it, and what we can do to manage it. Everyone experiences stress sometimes. The goal isn't to make it disappear, but to learn how to keep it from taking over.*

DISTRIBUTE: *Hand out worksheet pages 23-24,* ***Activity 12A-12B: Managing Stress.***

FACILITATOR: *"Pick one affirmation from the board and write it anywhere on your worksheet three times. Writing it helps your brain remember it, and the more you repeat it, the stronger the message becomes." Pause while students write.*

BRIEF YOGA BREAK (3-5 minutes): *Say, "Before we dive into our video, let's take a quick reset for our bodies and minds. Stress often shows up in our bodies as tight shoulders, headaches, or a fast heartbeat. So, let's release some of that tension with a short yoga break."*

Display or demonstrate the Relax & Unwind Flow from earlier lessons (Activity 6B).

Options:

- *Option A: Invite one or two students to lead the flow for the class.*
- *Option B: Play calming music and have everyone move independently at their own pace.*
- *Option C: Allow students to choose 2-3 favorite poses or stretches they remember.*

FACILITATOR: *As students move, say, "Take slow, deep breaths in through your nose... and out through your mouth. With every exhale, imagine letting go of any stress or tension you've been carrying." [Pause] "Now, as you move, quietly repeat your affirmation in your head."*
Give student 3-5 minutes to stretch.

End by saying, "Take one last deep breath in... and let it go."

VIDEO TRANSITION: *Say, "Now that we've reset, we're going to watch a video with Step Bless, Narcis, and Dr. Kensa Gunter. They'll talk about stress, what causes it, how it affects us, and why self-care matters. As you watch, answer the prompts on your worksheet. Remember, what you write is for you. It's not graded, and you don't have to share unless you want to. This is your time to reflect."*

(Optional: Invite students to get comfortable and sit on the floor or lay on your stomach to encourage time to relax and reflect.)

VIDEO (24 minutes): *Play video:* ***Hawks at Home: Managing Stress & Group Reflection***

FACILITATOR: *After the video, give students time to finish their responses. Say, "Take a couple minutes to finish writing your answers. Think about what you connected with most: what is something someone said, or a strategy that really made sense to you?"*

GROUP DISCUSSION (5 minutes): *Lead discussion by saying, "Would anyone like to share something they learned or one strategy from the video you want to try?" Allow a few volunteers to share. Emphasize sharing is optional.*

Respond with validation and encouragement after each: "Thank you for sharing. That's a great example."
Encourage reflection with gentle follow-up questions:

- *"What does stress usually feel like for you? Is it more in your body, your thoughts, or your mood?"*
- *"What are some small signs that tell you you're starting to feel stressed?"*
- *"Why do you think self-care can sometimes feel hard to do, even when we know it helps?"*
- *"What helps you feel calmer or more in control after a stressful moment?"*

If no one shares, normalize that:
"That's okay. Journaling and reflection are personal, and not everyone wants to share out loud. What matters is that you took time to think about it."

FACILITATOR DEBRIEF: *Wrap up by saying, "Today, we explored what stress looks like and how to manage it. You learned that stress is normal. It's just your body's way of saying, 'Something feels off.' What matters most is how you respond."*

Connect to the series: "Does anyone notice how the tools we've practice, like breathing, yoga, journaling, and positive self-talk, can all help manage stress in different ways?"

Close with encouragement: "Challenge yourself this week to notice one moment when you start to feel stressed and respond by trying one of your calming strategies. Even a few minutes of deep breathing or gentle stretching can make a big difference."

End with a group affirmation, also listed on Activity 12B: "I can handle stress with calm and confidence."

END OF LESSON

Activity 13: Coping with Anger

Lesson Purpose

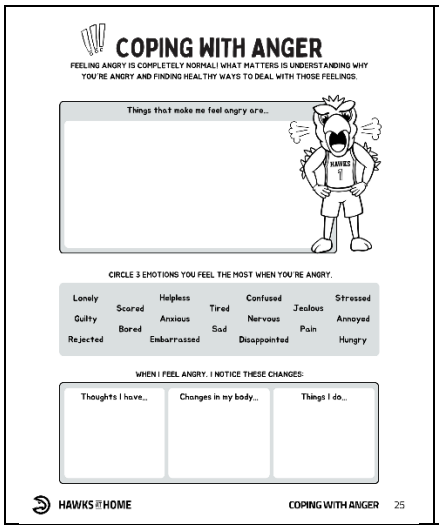
This activity helps students understand anger and learn healthy ways to manage it. Students explore what triggers their anger, how it feels in their body and mind, and how their thoughts and actions change when they're upset. Building on the previous lesson about stress, students recognize that stress and anger are often connected. They will practice turning frustration into reflection using coping statements as a positive self-talk tool that helps calm strong emotions and prevent negative reactions. This lesson ties together everything learned throughout the series, mindfulness, journaling, stress management, and positive self-talk; to empower students to respond to anger in healthy balanced ways.

Time Requirement (20-30 minutes)

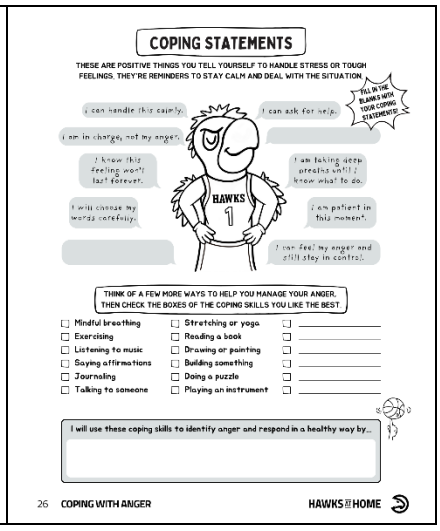
- Lesson Setup: 5 minutes
- Activity 11A: 10 minutes
- Activity 11B: 10 minutes
- Group Discussion: 5 minutes

Lesson Materials

- Worksheet: Activity 13A-13B (pages 25-26)
- Optional: Stress ball or mindfulness object (for demonstration)



Activity 13A



Activity 13B

Classroom Script

LESSON SET-UP (5 minutes): *"Before we begin, let's play a quick review game. I'll say a topic from a past lesson, and when I call on your, give a short answer. Ready?" Call on students in a rapid-fire manner to quickly answer questions.*

Examples:

- "What's your energy level?"
- "How are you feeling?"
- "Share one affirmation."
- "Demonstrate or name a yoga pose."
- "What is it called when take deep breaths and focus on your breathing?"
- "What's one way you can journal?"
- "Name one way you take a mindful break for yourself?"

After a few rounds, say, "Wow! You've learned so many tools! You've practiced breathing, journaling, yoga, self-talk, and stress management. Each one helps you take care of your mind and body. I'm really proud of how far you've come. You're creating healthy habits that will help you for a long time."

FACILITATOR: *"Today, we're going to talk about a big feeling that everyone experiences sometimes: anger. Just like stress, anger is normal. But how we handle it matters."*

DISTRIBUTE: *Hand out worksheet pages 25,* ***Activity 13A: Coping with Anger*** *and* ***Activity 13B: Coping Statements***

ACTIVITY 13A (10 minutes): *Transition to Activity 13A. Say, "Let's start by thinking about what makes us feel angry. On your worksheet, in the first box, write or draw things that make you angry. It could be when someone doesn't listen, when you lose a game, or when you feel left out." Give students a minute or two to work quietly.*

FACILITATOR: *"Now look at your list. Have you ever noticed that anger often comes with other feelings, like hurt, stress, or embarrassment. Circle the three emotions you feel the most when you're angry." (Pause for students to circle.) "Recognizing those emotions is important to stay in control of your anger and find a healthy way to deal with that feeling."*

FACILITATOR: *"Let's talk about what happens when we're angry. What changes do you notice in your body or thoughts?"*

Ask prompting questions and write examples on the board:

- *"Do your muscles tense up?"*
- *"Does your heart beat faster?"*
- *"Do your thoughts get louder or meaner?"*
- *"Do you clench your fists or want to yell?"*
- *"Do you ever say or do things you don't mean?"*

(Optional demonstration: Hold up a stress ball. "When we get angry, our body is like this stress ball: tight and full of energy. Our goal isn't to throw the ball, but to release the pressure in a calm way." Squeeze the stress ball.)
FACILITATOR: *"Now, everyone take a deep breath in… and let it out. You've just taken the first step in managing anger: noticing it."*

FACILITATOR: *Have you ever noticed that anger often comes with other feelings and can make us feel out of control? Think about the changes you notice in your thoughts, your body, your actions, and write them in the blanks." (Give a moment for students to write down answers on Activity 13A worksheet.)*

ACTIVITY 13B (10 minutes): *Transition to Activity 13B. "Now that we've identified what makes us angry and how it feels, what we can do about it? Remember when we learned about reframing thoughts and positive self-talk? Coping statements work the same way. They help calm your mind when big feelings show up."*

Write on the board: "Coping statements = kind reminders to yourself." Encourage students to write this statement on their worksheet.

Read aloud the coping statement listed on Activity 13B worksheet. Have the students write down two additional coping statements.

Examples:

- *"This feeling will pass."*
- *"I can walk away and cool down."*
- *"It's okay to feel mad, but I can stay calm."*
- *"I'm in control of my actions."*
- *"I can take deep breaths before I react."*

FACILITATOR: *"Look at the coping statements listed on your worksheet, including the ones you wrote. Circle 2 statements that you plan to use the next time you get angry."*

FACILITATOR: *"At the bottom of the page, you'll see a bunch of coping skills. These are positive things you can do when you feel angry or upset. Some of them might look familiar! Things like breathing, yoga, journaling, listening to music, taking a break, or talking to someone you trust. These are great examples of mindfulness and self-care. They help you calm down and feel better."*

FACILITATOR: *"Now, let's make it personal. Can you think of any other coping skills that could work really well for you? Maybe it's dancing, playing with a pet, going outside. Write down any ideas you have in the blanks. Once you've written your ideas, go ahead and check the boxes next to the coping skills you like the most." Give a moment for students to write their answers.*

FACILITATOR: *"At the very bottom of the page, you'll see a short promise to yourself. It says: 'I will use these coping skills to identify anger and respond in a healthy way by…' This is your chance to make a*

plan. Think about the coping skills you chose and write how you'll use them. For example, you may write: '... by taking deep breaths and talking to my facilitator when I feel upset.' Take your time and write something that feels right for you." Give time for students to finish worksheet.

GROUP DISCUSSION: *As students finish working on Activity 11B, ask, "Would anyone like to share one of their coping skills or coping statement they created?" Pause and give space for volunteers to share.*

If students share, respond with encouragement:

- *"That's a great one. You can use that anytime you need a calm moment."*
- *"I like how personal that is. You know what helps you!"*
- *"That's a smart strategy. Thanks for sharing! It might help someone else to!"*

If no one shares, reassure them:
"That's totally okay. This activity is about learning more about yourself. What matters most is that you now have tools to help when anger shows up."

Follow-up reflection questions:

- *"How does anger feel different from stress for you?"*
- *"What do you think happens when we don't manage anger in a healthy way?"*
- *"Which coping tool do you think will help you the most at home or at school?"*
- *"Why is it important to pause before reacting when you're angry?"*

FACILITATOR DEBRIEF: *Wrap up the lesson by saying, "Anger isn't bad. It's just a signal from your body that something feels wrong, unfair, or upsetting. What matters most is what you do next. When you stop, breathe, and use your coping skills, you stay in control and make choices that help you, not hurt you."*

Encourage practice: "The next time you feel anger bubbling up, take a look at your action plan. Read the coping statements your circled or the skills you checked off. Notice how your body feels before and after you use a coping skill. The more you practice, the easier it gets."

End with group affirmation: "I can feel angry and still stay calm."

END OF LESSON

Activity 14: Bonus Activity

Lesson Purpose

The bonus activities are designed as fun, flexible extensions of the Hawks at Home: Yoga & Mental Wellness Series. They can be used between lessons as a mental reset, after completing the series as a review, or as stand-alone enrichment activities to reinforce key concepts in mindfulness, problem-solving, and creativity. These three short activities encourage students to slow down, think critically, and express themselves in new ways, all while strengthening the skills and themes learned throughout the series, such as: focus, emotional awareness, patience, and self-compassion.

Time Requirement (10-15 minutes per activity)

- Scribble It Out: 10-15 minutes
- Downtown Dash Maze: 10-15 minutes
- My Mindful Journey Word Search: 10-15 minutes

Lesson Materials

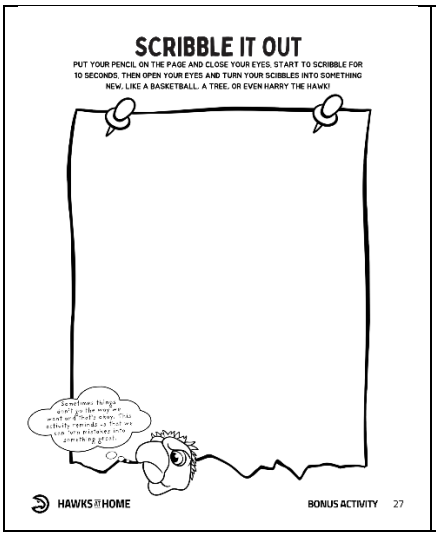
- Worksheet: Activity 14A-14C (pages 27-29)
- Answer Key: *Downtown Dash Maze*
- Answer Key: *My Mindful Journey Word Search*

Activity Concepts

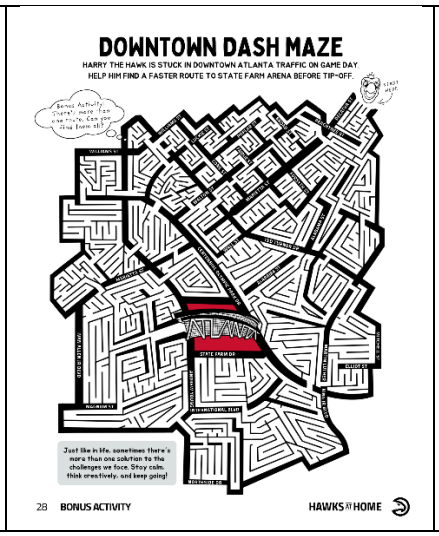
Each activity offers a unique way to connect movement of the mind with mindfulness of the heart:

- ***My Mindful Journey Word Search -*** Reinforces mindfulness vocabulary and key concepts from the series. This activity builds word recognition, attention to detail, and reflection on positive, mindful language.
- ***Downtown Dash Maze –*** A problem-solving challenge that reminds students there's often more than one path to success. This maze encourages flexible thinking, persistence, and patience; the same qualities needed when facing real-life challenges or stressful moments.
- ***Scribble It Out –*** A hands-on art and mindset exercise that transforms "mistakes" into masterpieces. Students create random scribbles and then reimagine them into something new. This creative activity teaches that imperfection is part of creativity and growth and mirrors the journaling and mindfulness lessons on self-acceptance, resilience, and positive reframing.

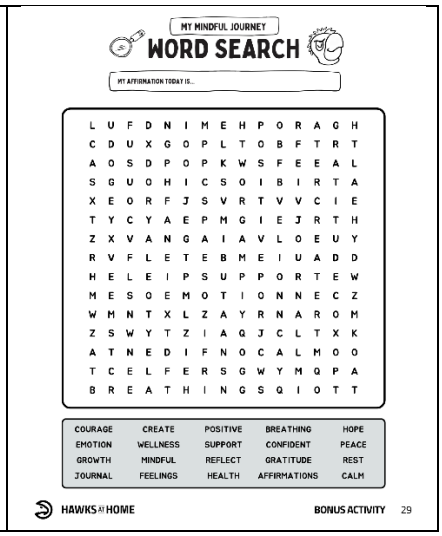
Overall, these bonus activities promote mindful play and combine creativity, problem-solving, and self-expression while providing additional opportunities for journaling, reflection, or simply taking a mindful pause.



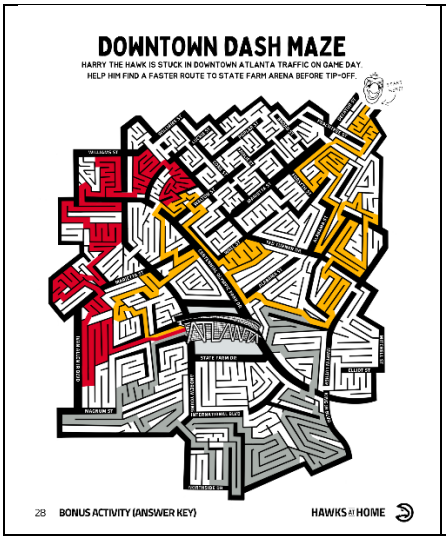
Activity 14A



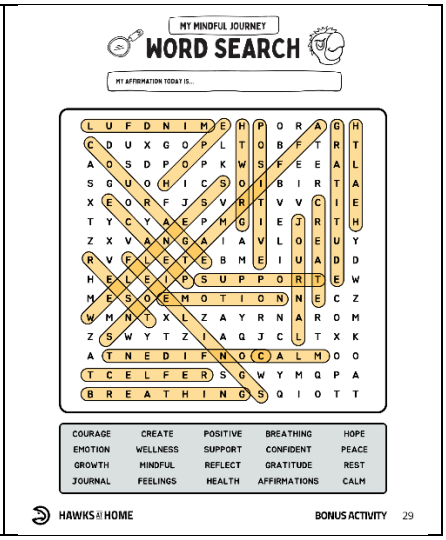
Activity 14B



Activity 14C



Answer Key 14B



14C Answer Key