



# IGF Kids Video Guide

**Video Title:** *Episode 3: Heart Breath*

**Description:** *Distance learning and remote work are stressing out the family and everyone wants mom and dad's attention. Luckily, Tony has learned a way to help everyone relax a little and laugh, called Heart Breath.*

**Guiding Question:** *How can we find ways to be more mindful?*

- Students will connect how shared spaces can create conflict when individual needs are different
- Students will learn how innocent needs can turn into hurtful or stressful behaviors or actions
- Students will be able to define MINDFULNESS and identify times to use it for themselves

**Ask students to:**

- Observe each character
- Identify the reasons behind the feelings and emotions in each scene
  - Relate the scenarios in the episode to their personal lives
- Connect the character's emotions with the way the character is behaving
  - Reflect on their behaviors when they are upset
- Practice along with the tool in the video

## PLAY VIDEO

**PAUSE VIDEO: (1 MIN 11 SEC)** *After mom explains how frustrated she is*

Reiterate what mom is saying and try to have students identify what might be happening here? Mom sounds stressed out and is saying that working from home has not been going well so far. It looks like mom is working from home, and Tony is doing distance learning from home. What does this remind you of? (Help students conclude the video is during quarantine and that everyone in the family is working and learning from home.)

## ASK:

- Does mom seem stressed out or frustrated?
  - What do you think is causing her stress/frustration?
- What each character is struggling with?

MENTION:

We can see that MOM is having a hard time because others need her while she needs to work.

## OPTIONAL

Have students track the number of times each character is interrupted or distracted, or pause after each instance and discuss how each character may be feeling.

EXAMPLE:

Name	MOM	DAD	MAKAYLA	TONY	KIKI
# of Interruptions	III	II	III	II	I

- (1:26) Tony wanted mom to help so work would be more fun.
  - Does mom seem sad because she couldn't help?
- (1:38) Makayla needed math help from dad
  - Dad is also being interrupted here.
- (1:57) Makayla still needs help
  - Mom is being interrupted AGAIN
- (2:11) Kiki wakes up and begins to cry
  - Mom, Makayla, and Tony are distracted by the baby
- (2:20) Makayla Slams the door
  - Dad is now distracted too.

**PAUSE VIDEO: (2 MIN 28 SEC)** After Tony says, "Stop, please, stop."

### ASK:

- Why do you think Makayla became so upset?
  - What emotions do you think she is feeling?
  - How did her emotions affect her behavior?
  - What did she do out of anger?
- How do you think everyone else in the home feels?
  - Dad (have them look at his facial expression on the screen.)
  - Mom (Have them look at her facial expression on the screen.)
  - Tony (Have them look at his facial expression on the screen.)
  - Baby Kiki (Have them look at the baby's facial expression on the screen.)

In this video, there are some affirmations. Help students define affirmations and have students repeat them as they practice.

REMIND STUDENTS TO:

Pray attention and follow along with the practice the IGF Kids are going to share. (Be in a spot where students can see you practice along with them.)

**PAUSE VIDEO: (4 MIN 46 SEC)** *After applause and before Word of the Day*

**ASK:**

- What was the name of the tool we learned today?
- Can you think of a time when you could use this tool?
  - How do you think this tool would help during that situation?

**REFLECTION**

- Remember the first step of heart breath is *closing your eyes and trying to feel your heartbeat*. What does Kasim say that moment is called?
- What does pausing to practice *Heart Breath* help Makayla and her family do?
- Share with a partner or create a poster of some ways that you can practice mindfulness?