



IGF Kids Video Lesson

Video Title: *Episode 7: Power Huh*

Description: *Zeam was suspended from school for getting into a fight with her friend Sara. Zeam is angry and feels race was a factor in her being suspended. Sara, the white student Zeam fought with was sent back to class without consequences. See how Zeam's mom helps her through her emotions using a breathing tool called the Power Huh.*

Guiding Question: *Can "yelling" can be a healthy release of energy? How and when?*

- Students will experience "yelling" as a way to release Vital Energy
- Students will learn how emotions can create energy that needs to be released
- Students will be able to define Vital Energy
- Students will know how to release Vital Energy in appropriate and safe ways

Ask students to:

- Observe each character
- Relate the characters' experience to one of their own experiences
- Practice along with the tool in the video
- Come up with times or scenarios where they could apply this practice

PLAY VIDEO

PAUSE VIDEO: (2 MIN 10 SEC) *Zeam is upset and says she wants to scream*

ASK:

- Why do you think Zeam is so upset?
 - What did she want to do out of frustration?
- Have you ever felt like you were treated unfairly?
 - How does it make you feel when you are treated differently/unfairly?
 - Why do you think screaming/yelling feels good?

PAUSE VIDEO: (4 MIN 34 SEC) *After the initial explanation of the "Power Huh"*

Have students try the movement for the "huh" 2-3 times before having them participate. Stand with feet shoulder-width apart, bring your hands with palms up towards your shoulders as you inhale, and then push your arms forward with palms facing out, towards the ground as you exhale on a "HUH".

- Provide students with an audible example of a HUH that comes from your gut/abdominal area and NOT your throat.

- Remind students it should be a whisper, then indoor volume, and lastly a loud “HUH” sound. Not a shrieking noise or scream.

REMIND STUDENTS TO:

Pay 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: (6 MIN 9 SEC) *Vocabulary word - Vital Energy*

ASK:

- What is Vital Energy?
 - Name emotions that may produce Vital Energy?
 - When have you felt an emotion that produced Vital Energy?
- When do you think you should use this tool?
 - Where do you think it's most appropriate to use this tool?

REFLECTION:

Why do you think mom said Zeam should do another “Power Huh” right before talking to the principal?

DISCUSS:

Our bodies cannot tell the difference between a “perceived” threat and a “real” threat. Provide examples, or have students come up with some:

Real Threat: Falling from a tall height, being in a car accident, a fire, being chased by a wild animal, etc.

Perceived Threat: Someone making fun of your favorite artist, YouTuber, sports team. Being insulted or embarrassed. Being treated unfairly.

ASK:

- How nervous would YOU be to have this kind of conversation with YOUR principal and parent?
 - What kind of Vital Energy do you think that would create inside you?
 - Do you think the “Power Huh” will help Zeam tomorrow as it did today?