

Social Emotional Learning
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December 9, 2019

The following is a counseling curriculum that I have developed and used over the last 30 years. It is based on the work of Dr. Richard Carlson, Dr. Glenn Latham, Dr. John Maag, Dr. Jon Kabat-Zinn, Dr. Steven Hayes, and many others.

The illustrations are mine, for which I am amply embarrassed. An Art class at Clearfield High School has graciously volunteered to illustrate the curriculum, so by the end of January 2020, I will have presentable illustrations.

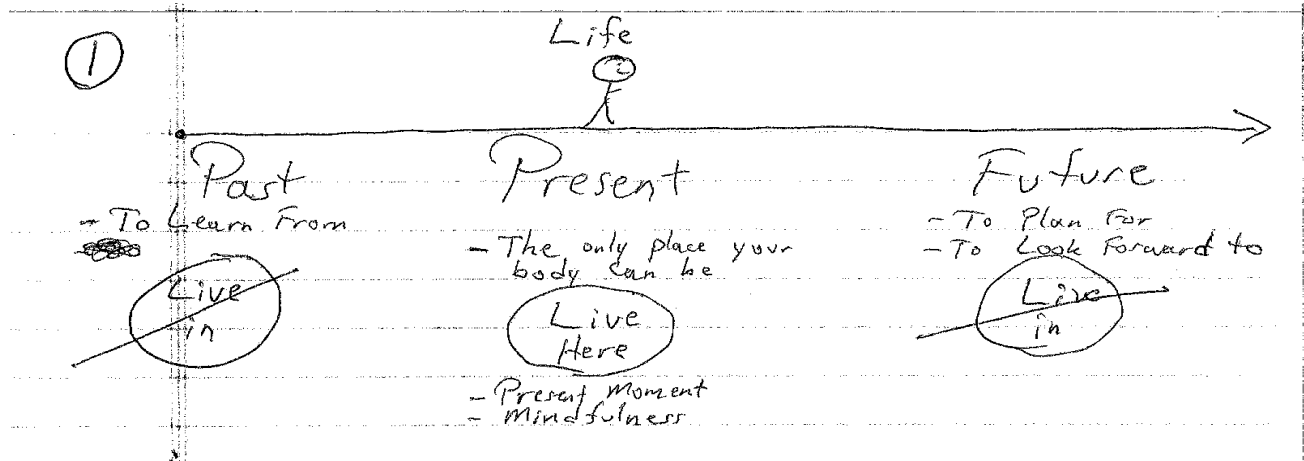
There has been no research done on the effectiveness of this curriculum. I have many anecdotal stories of individuals or parents coming to me years after I worked with them, or their child, to tell me how much it helped them. Some have even kept the drawings I made during our sessions, and still refer to them. Of course, no one has ever come back to tell me how terrible or useless it was to them. The fine folks of Humboldt County, Nevada and Davis County, Utah are too polite to do such a thing.

This curriculum does not have to be completed in any specific order, though I would recommend going through the concepts numbered 1-4 below initially. I begin sessions allowing the student to tell me how they have been doing and asking them questions to try to get to their primary area of concern on that day. Once we get to that area, I focus on their specific problem, and we go through items in the curriculum that apply. For the last two years I have done a guided meditation in most sessions (Usually using the ***Insight Timer*** app. Which is available for free on Android and Apple. ***Insight Timer*** has thousands of guided meditations for children and adolescents).

I have found this process to be effective with all ages from Kindergarten through adulthood.

To outline the curriculum, I will put the picture of the drawing and then an explanation. The numbers on the outline correspond with the circled numbers on the pictures. Each of the illustrations are included at the end of this document.

1. The Lifeline:



The following is an example of what I might say for this concept. It is complicated, especially for younger children. I teach it over and over so that they can start grasping the idea that their mind can travel from past to future, and that what they are thinking impacts how they are feeling.

“Your life has a past, a present, and a future. Each of these are important to how we think and feel. The tricky part is that only one of them is real. Sure, the past is important, it is very important. Without the past, you would be forever putting your hand on a hot stove and having to relearn your multiplication tables every time you needed them. The past is to learn from. You can even find happiness when you need it by simply going back to a happy time in your mind. However, we don’t want to live in the past. Actually, we can’t, because our body isn’t there. The past is part truth and part fantasy.

“The future is even more difficult to live in because it hasn’t even happened yet. And then there is that same problem as with the past; our body isn’t there. It is very important to plan for the future, and it is a lot of fun to look forward to good things that will happen.

“I have talked about living in the past and the future. What do I mean by that? We don’t have a time machine, so of course we can’t live in the past or the future. Not so fast! We live there much of the time...in our minds...in our thoughts. We can go back and feel as much pain as we did when our pet died by thinking about it. We can go forward and be super nervous about a test that hasn’t even happened yet. Our minds are super powerful.

“The reason why it is so important to live in the present is that it is the only place our body is. When we have our body with us, we have a much better chance of feeling less stress, anxiety, and depression. Reality is much more comforting than fantasy. In a past fantasy you are remembering when that bully hurt you, or when your mom yelled at you, or when your sister broke your favorite toy. In a future fantasy you are worried that the bully will hurt you tomorrow, or that your mom will yell at you, or that your sister will break your favorite toy. In reality: the present moment; you are here, and you are now.

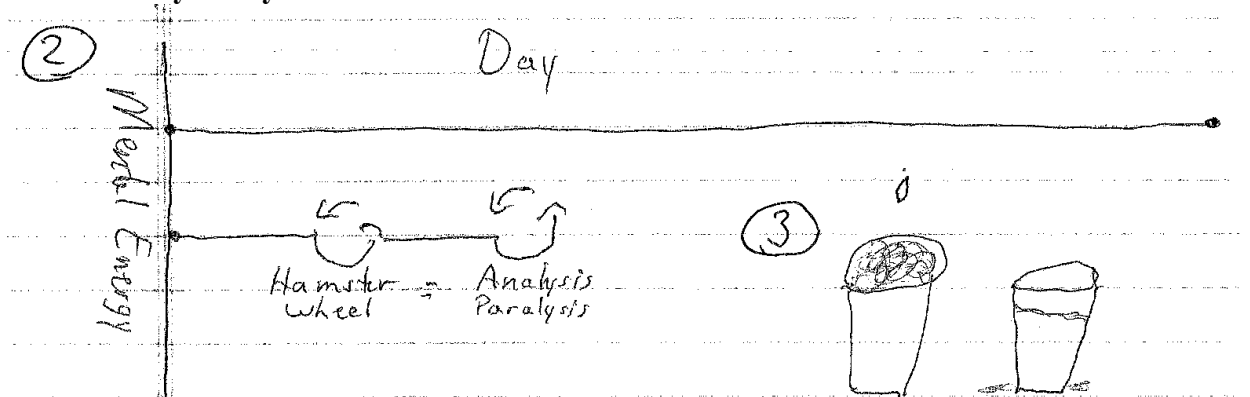
“Let’s practice saying, “I am here, I am now” three times.

“When you are feeling really anxious or depressed, say, “I am here, I am now” three times, and take three deep breaths (breathe in for four seconds, hold that breath for four seconds, breathe out for eight seconds). This will bring us back to our body, and then we can take care of ourselves much better.”

Example:

- Times when multiple people were at the same event and reported very different things. I give an example of when I was at a Middle School in my last District and the administrators were all gone. There was a big fight at lunch time involving 14 students. The secretary asked me if I would handle the situation. Being young, and thinking I knew everything; I accepted the challenge. I interviewed 21 students. I heard 21 stories. I could tell that most of the students were sincerely telling me what they saw and did. Yet, I heard 21 different versions of what happened. That was only hours after what happened. Can you imagine what days, months, and years would do to the memories? Going to the past in our minds is like reliving moments that have been skewed by time. It is literally a daydream.

2. A Day in My Life:



“This top line is what our day would look like if we were in the present moment all day long. The second line is what most of our days look like: You get up and get ready for school. You are busy using your body to get ready, and so you are flowing” (“flowing” is a very important vocabulary word to teach and use often. The idea of seeing thoughts and feelings as fluid is a vital concept for anxiety and depression management. As soon that the thoughts and feelings stop flowing, anxiety spikes, and depression plummets. Life becomes urgent and progression grinds to a halt.)...”and so you are flowing through your morning. Then it happens! Your thoughts drift to the past...yesterday was so hard...your friends ignored you. Oh no! It is just so hard and just so awful. And you have entered into a hamster wheel. Think of a hamster in a cage, running on his wheel. If he runs all day, how far would he get? From your house to the school? From your house to the store? From your house to Bountiful? Nope. He ran all day, and he is in the exact same place. That is what your thoughts are doing when they slip back to the past and jump up to the future. Your thoughts spin and spin and you become more and more anxious/depressed.”

“So...your mom helps you get to school, and you are doing pretty well again. Your anxiety is less. You are using your body to flow into the school, and flow into class. You sit down and look at the board...pow! Spelling test is first thing. I hate spelling tests, I can’t spell. I hate writing, I hate my pencil, I can’t stand the stress, I can’t do it, I can’t take the test, I am going to explode. Yep, your thoughts went right to the future. You can feel the spinning hamster wheel as your anxiety leaps from a 3 to a 9. You can feel panic coming on, your breath is short, and your chest hurts.

“The day goes on, filled with hamster wheels. If I tip this paper up on its edge you can see a graph for mental energy. If I lived in the present moment all day long, I would have tons of mental energy left at the end of the day. The more hamster wheels I have during a day, the less mental energy I have. Are there days when you feel like you can’t think before lunch? I have them sometimes. And I know exactly why they happen when I look at my thinking and realize that I have been “living in” the negative past or stressing about the future.

“There is some really good news to share! There are ways that we can recognize when our thoughts leave the present, and ways to get out of those hamster wheels quickly...before our anxiety turns to panic, or our depression turns to exhaustion. As we meet, we will learn a lot of strategies to help us.”

In the meantime, leave them with the 4-4-8 breathing and the “I am here, I am now” mantra. This sets up using the breath to flow thinking, and using mantras (sankalpa) to break thought blockages, which will help avoid thought attacks.

3. The cup:

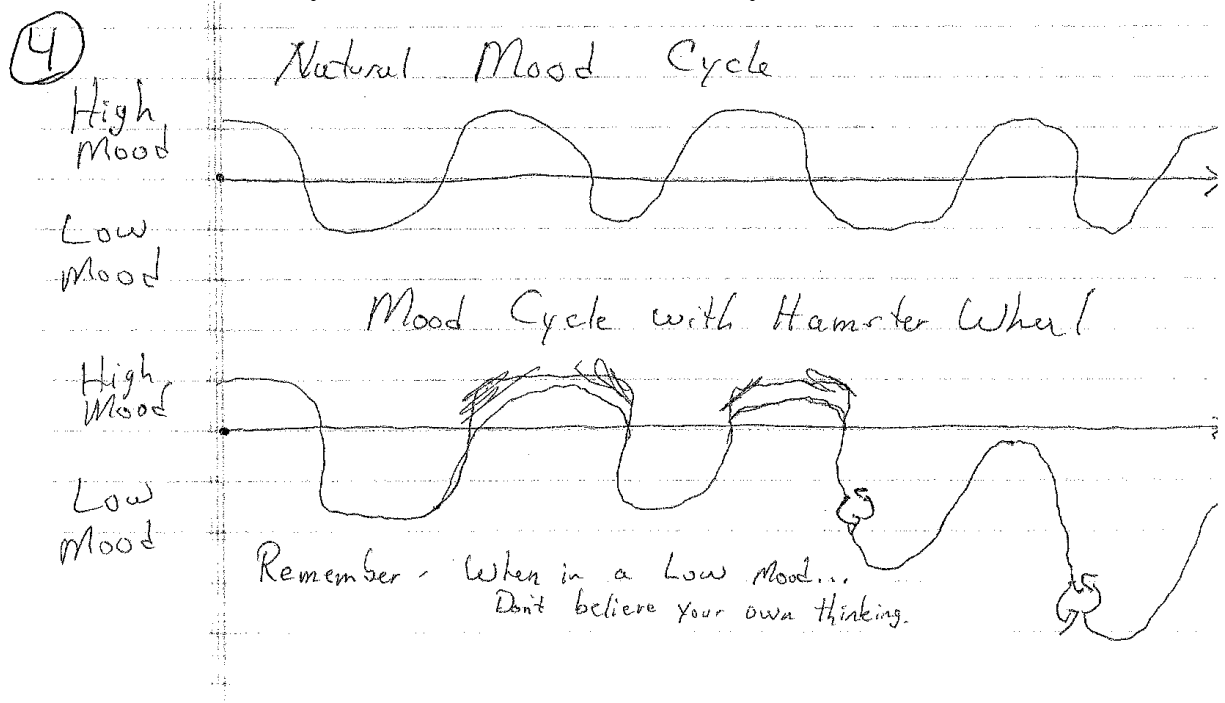
I cover this concept early in the curriculum even though it is not directly related to the hamster wheel (analysis paralysis) concept. Go to #4 for the last piece of the hamster wheel instruction.

Ask the child to picture a cup of water with the water arcing above the rim, but not spilling out. Have the student pretend to look straight over the top of the cup so that they can see the arc. Ask them what would happen if you added one more drop. “Would just one drop come out, would it stay the same, or would many drops spill out?” There are some good pictures on the internet that show a glass of water in this state of overflowing but not spilling.

Explain to them that many drops would spill out. I use this exercise for students who are overwhelmed. The idea is to teach them that everybody and everything has a capacity, and that we can cram our lives full of lots of good things, but at some point, there will be spillage. Spillage for humans means emotions such as anxiety, frustration, anger, learned helplessness, self-pity, feelings of failure, etc.

“The strategies we will learn as we meet will teach us ways to keep our water level down, so that when additional things come into our lives, we will have the capacity to manage them.”

4. Natural Mood Cycle vs. Hamster Wheel Mood Cycle:



“Our brains are built to protect us. One of the ways they do this is by creating a natural mood cycle. It is natural for our moods to gradually go from high to low. High moods are the best! We are happy, funny, friendly, peaceful, and we just feel good. Low moods are the worst! We feel sad, moody, annoyed, uptight, and we just feel bad. There isn’t really much we can do to change this mood cycle. It just happens. We feel good, then we feel OK, then we feel low, then we feel OK, then we feel good...and on and on it goes.

“One mistake we make is to believe our own thinking when we are in a low mood. We believe that person is annoying, we believe we are not smart, we believe others are out to get us, we believe that everything is wrong. Those are all untrue. It is hard to not believe ourselves, so one thing we can do is soften our thinking. Like this:

“This is a terrible day, I hate school, and I hate my class.
This is a bad day, I hate school, and my class is annoying.
This is a tough day, I don’t like school, and Johnny is annoying.

“See how the third one makes you feel different than the first one.

“Believing our own thinking, and not softening our thoughts causes a dizzying problem. You guessed it! Hamster wheels. One big problem with hamster wheels is that they throw off our mood cycle, by spinning us downward. Then, when our mood wants to naturally go up, it only gets up to the line, and then lower and lower. Pretty soon we feel in a low mood most of the time. Life seems hard, and bleak, and gray.

“It is time to learn how to get out of the hamster wheels, and get our thoughts to work for us, instead of against us. It is time to take control of our thinking, by letting go of our thinking. It is

time to flow the negative thoughts right through our brain. We don't need them. They are past and future fantasies that are hurting us. It is time to live our lives now, in the now, in the present. It is time to let those hamsters out of their wheels and send them away."

5. Mindfulness & Mind Mastery:

⑤ How to get out of a Hamster Wheel:

- Mindfulness (Meditation)
- Mind Mastery

Mindfulness & Meditation: Ask the student to define the words. These terms are becoming more and more used in society, and it is interesting to hear what they think they mean. Teach the vocabulary. Teach basic meditation technique:

- Breathe in through the nose and out through the mouth.
- How to relax (practice sinking into the chair, show them how to relax their face, neck and shoulders.)
- I never have the child lie down to meditate; I always have them sitting in their chair.
- How to breathe from areas of pain and tension. How to imagine breathing from the heart, practicing until it actually feels like they are breathing from the heart.

Mind Mastery: Teach them the concept that they are the thinker of their thoughts. That others can't read their thoughts, and that what they think isn't always the truth.

6. 4-4-8 Breathing:

⑥ 4-4-8 Breathing:

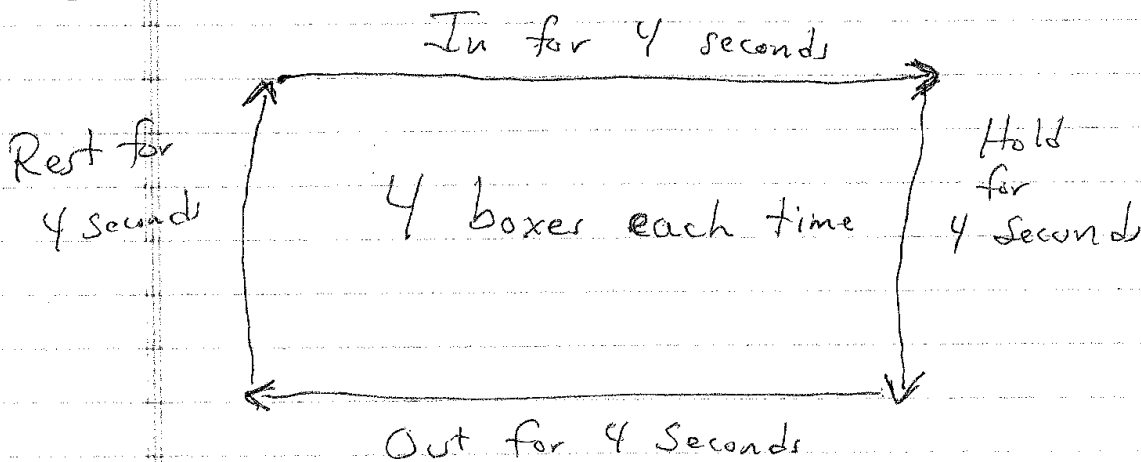
- Breathe in for 4 seconds
- Hold Breath for 4 seconds
- Breathe out for 8 seconds

Simple pre-meditation technique that can quickly bring the thoughts back to the present moment, where they can then flow out of the mind. Can be done without anyone knowing you are doing a strategy. Most effective when done 3 to 4 times in a row.

Use 4-4-8 breathing when you first notice your anxiety increasing, or your depression pain increasing. Once you are in control of your breath, it is a good time to do a guided meditation if you can. If not, say a mantra (sankalpa) three times to change the flow of your thinking.

7. Box Breathing:

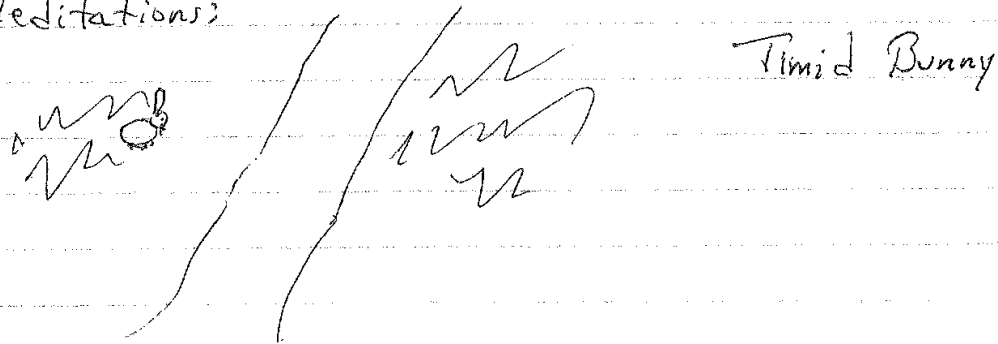
⑦ Box Breathing:



There are many breathing exercises called 'box breathing'. This is my favorite as it incorporates the "Rest for 4 seconds" step. This is a great step to practice 'sinking into your chair'. Teaching students how to physically relax their bodies is a strong factor in managing depression and anxiety. This technique is advantageous for each of the reasons mentioned in the 4-4-8 section.

8. Compassion

⑧ Meditations:



This is a mindfulness activity with a focus on compassion. I usually present this as a guided meditation:

"Let's start by doing 4 box breaths"...verbally guide the student through the box breathing steps 4 times. "If it feels comfortable close your eyes. Picture yourself on a hiking trail with your family (friends). You are walking by the green brush and pine trees. You feel the crunch of the leaves under your shoes, and hear the birds singing. You notice that you are leading your family on the trail. This makes you feel happy and safe because this is a safe forest. You are feeling happy and excited to see what is up ahead. You stop and take three deep breaths. Take a deep breath...and release (repeat twice). You notice a bush moving up ahead. You can see two long ears sticking above the bush. Step around to the edge of the trail and see a cotton tail rabbit shivering. You hold your hand up and quietly ask your family to stop, and you point to the

bunny. They all stop, and everybody smiles. You feel protective and concerned that the bunny is shivering. It is a warm day, and it is a safe forest, so you know the bunny is not cold or afraid of a predator. Then it hits you, the bunny is afraid of you and your family. You start to feel upset with yourself for scaring the bunny. As your anxiety starts to rise, you remember that you can flow it through your mind. You take three deep breaths (same as above). Now, instead of anxiety and frustration with yourself, you feel love and compassion in your heart. You accept that you have the right to be there, and you accept that the bunny has the right to feel safe. You motion to your family to walk on the far side of the trail, and slowly lead them past the bunny. As you pass, you see the bunny dart into the woods. Open your eyes.”

Talk to the student about compassion. Have the student give examples of when they felt compassion and give them examples of when you have. Compassion is an important concept to return to over and over as you teach mindfulness.

9. Thoughts, Leaves, and Flowing Visualization:



This is a guided visualization with the purpose of teaching how to flow thoughts through the mind, that thoughts cannot hurt us unless we give them power, and that you are the thinker of your own thoughts (and thus the ‘Captain of your own ship’).

The narrative varies based on the age of the student and the student’s primary concern. An example of how it might look is as follows:

“We are going to do a visualization activity. Let’s start by taking three deep breaths and letting them out slowly. You may either close your eyes or leave them open (this is a ‘managing resistance’ statement). Picture a beautiful meadow with a small river running through it. The meadow is filled with color: green grass, colorful wildflowers, and bright yellow, red, and orange leaves. The birds are singing and flying from tree to tree. You can hear the soft sound of the water running through the riverbed. There is the slightest hint of a warm breeze. This meadow is safe, there is nothing that can harm you.

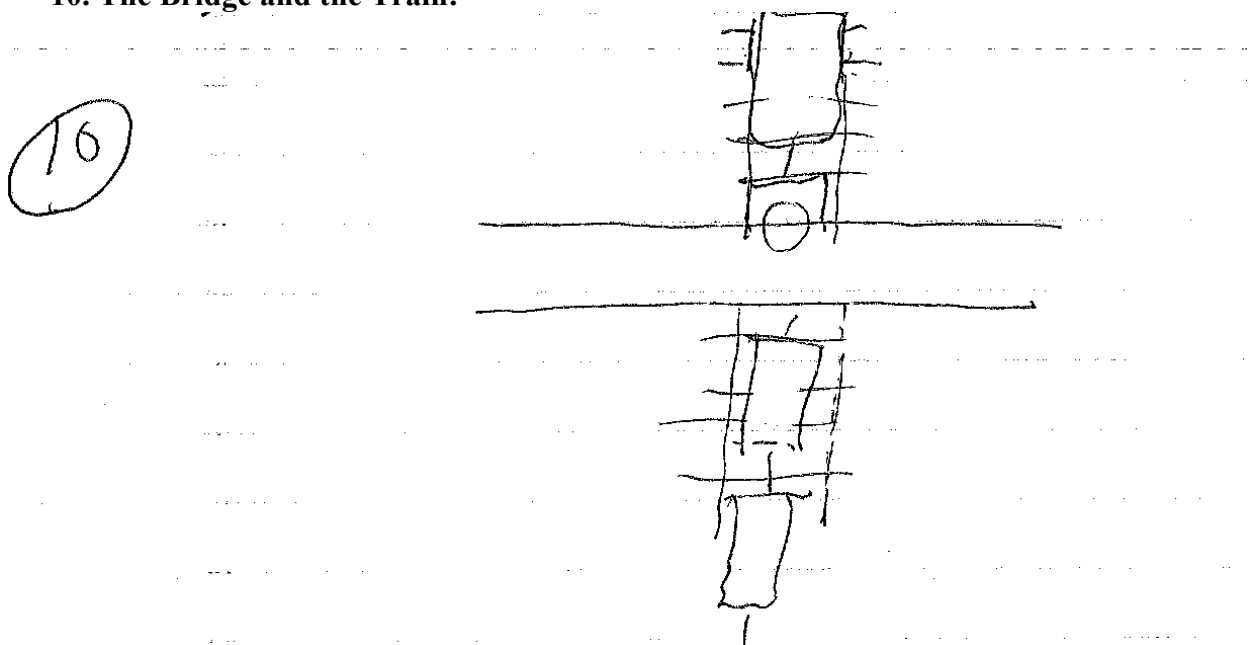
“Now, picture yourself sitting at the base of the oak tree nearest the river. As you sit, completely relaxed, you notice a leaf fall from the tree and float gently into the water. The landing of the leaf in the water is so soft that it barely makes a ripple. The leaf floats slowly down the river and

out of sight. Now you see another leaf fall into the river and float away. Watching the leaves float down the river brings you a sense of calm, peace and satisfaction.”

(Before this activity you will have asked the student what mean thoughts that they think about themselves, and you write one of the thoughts on a sticky note.) “Now, you see a leaf fall that has, “I am so stupid” written on it. You watch this leaf float away. Open your eyes. (Take the sticky note and drop it onto the table). As you watch the leaf float away you say, “My thoughts can’t hurt me”, “My thoughts are not heavy”, “My thoughts are floating down the river”.

This activity helps teach how to flow thinking and is a quick meditation activity that a student can do anywhere, anytime to calm themselves, and get out of the hamster wheel.

10. The Bridge and the Train:



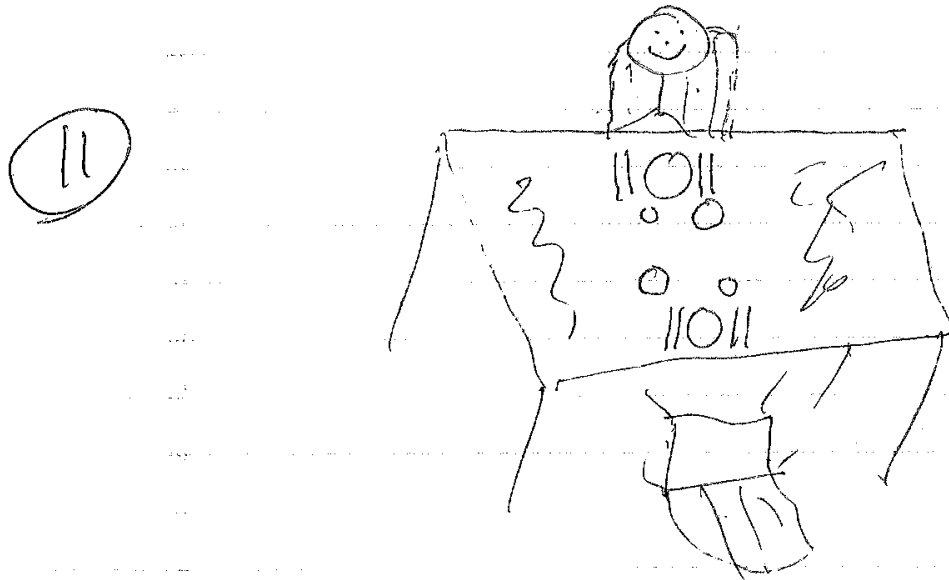
This is a visualization activity similar to #9, but less complicated to walk the student through. In this visualization, the student imagines that they are standing on a bridge, watching a train go by underneath them. The train is made up of open hopper cars. The cars are empty. The student visualizes the cars going slowly under the bridge, and you encourage them to hear the clickety-clack of the cars on the rails. They then put their negative thought(s) into the box car and watch it roll away. This activity is especially effective if you use a recording of a train while doing it. The *White Noise* app. has some good train sounds (for that matter it has good river and nature sounds as well).

This activity is a good follow-up to #9 as it gives another way internalize the idea of thoughts not having to be permanent, and of flowing thoughts through the mind. Always remember to tie these examples into present moment living, getting out of the hamster wheel, and remembering that thoughts can’t hurt us if we flow them through our minds.

You can use anything that ‘flows’ as a guided visualization. If the child has a particular interest (e.g., cars, sports, volcanos, animals, etc.) you can build a simple visualization activity around

the interest. They are more likely to think about an area of high interest when they start feeling their anxiety rise, or depression set in.

11. Dinner for Two:



This activity is to teach the concept that you can only think one thought at a time, and therefore can have control over your thinking. Start off by having the student try to think of the concept of space. Ask them to think about traveling on a rocket through space. Ask them when they will come to the end. They will either say they don't know, or that they never will. Ask them how it makes them feel to think about something that never ends. Share your feelings of how you feel when thinking of such a concept that cannot really be grasped by the mind.

Now tell them that you have another mind-bending thing to think about. Ask them to think more than one thought at a time. You can think really fast, but you can never think more than one thought at a time. Because this is true, when you feel like you are thinking more than one thought at a time, when your mind is 'racing'; this visualization activity can help your mind slow down and you can retake control.

This activity also reminds you that, as the thinker of your own thoughts, who can only think one thought at a time; that you get to choose the thoughts you think. The narrative might sound something like this:

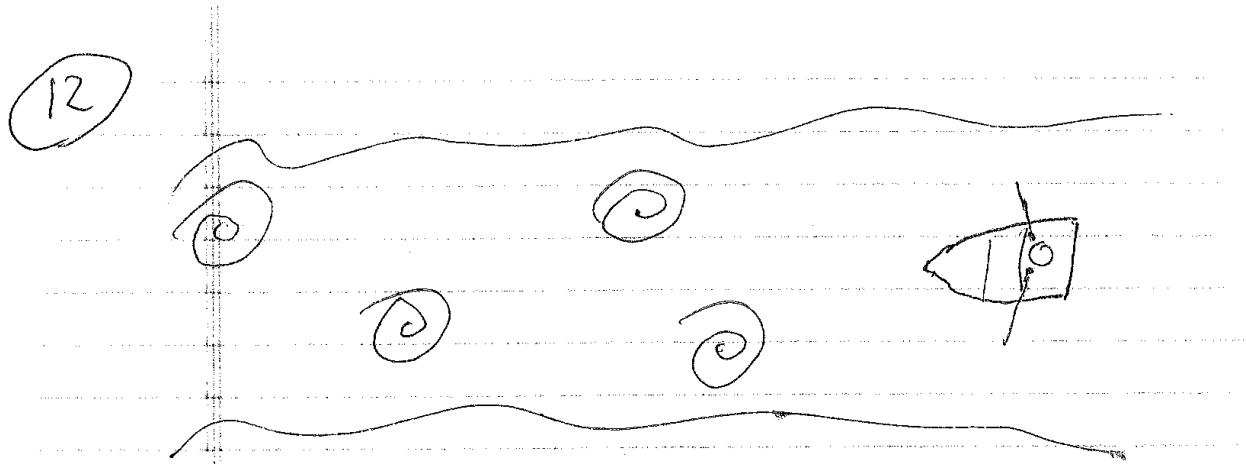
"Picture a beautiful banquet table with two chairs across from each other. The table is set with the fanciest dishes you have ever seen. All of your favorite foods are on the table, and you are looking forward to a great feast. As you sit down in your chair, you look across the table and find that the other chair is empty. Just then, you see someone enter the room. You are frightened to see that it is a mean person. They sit across from you, and glare at you. They start putting food on their plate and break the plate by hitting it too hard with the serving spoon. They tell you it is your fault and call you names. They stuff food in their mouth, make a horrible mess, and burp loudly. Your wonderful banquet is now a scary, uncomfortable, gross mess.

“But wait! This is my table! This is my food! I am the Captain of this ship! “Excuse me, but this is my table, and I am asking you to leave.” To your surprise, the person gets up and walks right out. You are happy and relieved. Then it comes to you that you get to choose who sits in that chair. You decide to invite your best friend (parent, favorite teacher, cousin, sibling, etc.). As you make that decision something wonderful happens. The table returns to the way it was before Meanie came in. Your best friend then comes in, and you enjoy a wonderful meal together.

“The table, settings, and food are your mind. You are you. The person sitting in the chair across from you is your thought (that one thought at a time). You get to choose what thoughts you think. You can be in complete control of who sits at your table (the thought that you allow to be in your mind).

“You can always, politely invite the negative thought to leave, just as you invited Meanie to leave. Just remember that the empty chair must be filled. If you don’t fill it with someone or something that you love, there is a good chance that Meanie will come back. But hey! That’s OK, because you can always ask Meanie to leave...and flow Meanie on down the river...or put Meanie in a box car and send Meanie down the rails.”

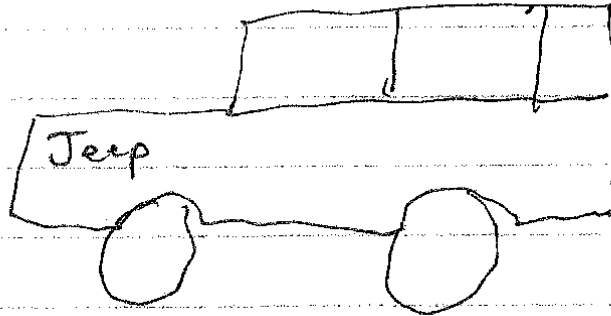
12. The River of our Mind:



This visualization activity consists of a person in a rowboat navigating a river with rapids. This can help the student understand that life will always have obstacles. Rather than fear them, or worry about them, it is possible for us to flow through our life, remembering that we are the Captain of our ship (rowboat). We are in control. We have navigated every rapid that we have faced up to right now. We know that because we are alive and sitting here in one piece right now. We will be able to navigate future rapids, as we know how to flow through them.

13. The Yellow Jeep:

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This activity is to teach the concept that the very worst way to try to **not** think a thought, is to try hard not to think that thought. Telling ourselves not to think about something is the best way to assure that we will. The students usually end up laughing before we are done with this activity.

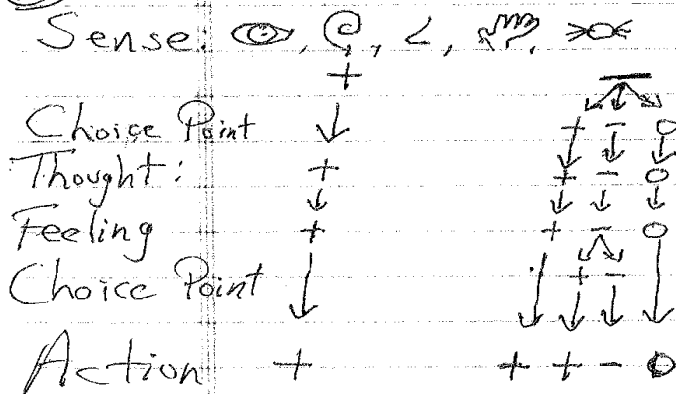
“For the next 30 seconds, I want you to not think, not even one time, about a yellow Jeep. Not even once. What are you thinking about? (90% of the time they snicker and say, “A yellow Jeep”). Oh, there you go again thinking about a yellow Jeep. Stop it! I can’t believe you are still thinking about a yellow Jeep...”

I can’t tell you how many times I have had students come in and say, “Guess what?! I saw a yellow Jeep yesterday!”

After the activity, I teach them the idea that flowing thoughts through our minds is the only real way to not think them. Trying not to think a thought is an exercise in futility.

14. Thoughts Cause Feelings and Actions:

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key: + = positive
- = negative
0 = neutral

Our senses cause thought, our thoughts cause feelings, and our thoughts and feelings lead to our actions. Knowing that we are the thinker of our own thoughts, the Captain of our own ship, helps us know that we can control our thinking. Feelings/emotions are much more of a wildcard, but as we control our thinking, we can learn to better understand and process our feelings/emotions. As we learn that we are in charge, we give ourselves the opportunity to have positive actions. Regardless of the emotions we are feeling.

There are two 'choice points' built in that help us manage how we will respond to the sense. The two senses that have the most impact on our emotions and actions are vision and hearing. What we see and what we hear have a powerful impact on what we think, how we feel, and what we do.

The first choice point is that millisecond of time between a negative sense and what we think. Say we hear someone call us a name. Because that is a negative sense (hearing) our mind is programmed to think a negative thought, which simultaneously leads to a negative feeling. The first choice point is so brief that it is nearly impossible to do much about it. I tell the students that we will role play scenarios to train our minds to soften this millisecond, but that they should not be distressed when they think and feel negative after a negative sense. We are human beings, and we are wired to react. What really matters is the second choice point, as it is then that we have time to flow our thinking and manage the moment.

The choice point between Feeling and Action is the most important one. It is how that choice point is managed that can determine who will be a Gandhi, and who will be a Hitler. Of course, it is more complicated than that, but the severe example helps them to see the importance of this moment in time.

Someone calls you a name, you think and feel angry, the angry thought becomes a hamster wheel, you punch the person in the nose. Consequences are suspension, loss of privileges at home, angry parents, etc.

Someone calls you a name, you think and feel angry, you take a deep breath and flow the thought through, you replace it with a calming thought, you walk away. Consequences are no suspension, getting to go to the dance on Friday night, proud parents, etc.

What a difference 2 to 5 seconds of thought flowing can make!

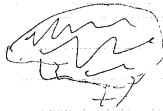
15. Brick Brain vs. Water Brain

15

Brick Brain



Water Brain



A brick brain is inflexible. A person with a brick brain does not listen to others, is uncompromising, stubborn, and unable to look at the perspective of others. It is impossible to flow thoughts through a brick brain, so no new ideas can get in. It is filled with hamster wheels that the person believes, and because no new ideas can get in the person makes the same mistakes over and over.

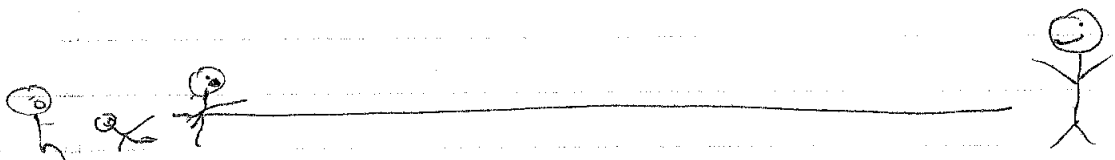
A water brain is flexible. Negative thoughts can't get stuck because they just slip right through and out. It is not that a water brain doesn't have negative thoughts, it has them a lot. It is just that they are not noticed much. They don't stay around long enough. A person with a water brain lives their life. They have bad things in their past and know that the future will not be all honey and roses. They are peaceful and calm because these thoughts never stay around long enough to worry about them. They understand that thoughts are just thoughts. Reality is what is happening right now, and they are dealing with what is happening right now. They are not always happy. They feel all the emotions everyone else does. They flow through their life with calm and serenity.

Of course, each of us are somewhere in between a brick brain and a water brain. Teaching the concept of the extremes gives the student a feeling of hopefulness that they can have a life where anxiety and depression are not in control of them, but where they are in control of their neurologically based mental disorder. I know of no way to get rid of anxiety and depression, but I do know that there are things that can be done for a person to be able to function well in spite of them.

16. Let Go of the Rope:

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Let go of the rope!



This is a managing resistance concept. It has applications in classroom management, parenting, relationships, mindfulness, and cognitive-behavioral therapy. The idea is to picture a tug-of-war where you are up against one or more people. You pull with all your might; your arms, back and legs ache, you even feel pressure in your brain. The harder you pull, the less progress you make. Winning is important, but you know you are damaging your health. Then it comes to you, “let go of the rope”. As you let go of the rope, the person (people) fall to the ground. Without the rope, they have no control over you. You have regained control of yourself, by letting go.

This is not an encouragement to quit. It is an illustration of life’s struggles, and how our resistance to them keeps them at the forefront of our consciousness. Certainly, there are times when we must resist, even fight, to stand for something of great value. But what about all those things we are resisting that are not of great value. The way a spouse squeezes a toothpaste tube, the way a child taps their pencil, and many, many more. When I was an administrator and conflicts were brought to me, I would often ask myself the question, “Is this the hill I want to die on?” No matter how angry or frustrated I was, this question would bring me to the present moment, and my wisdom would kick in. I only answered, “yes” a handful of times over 17 years. I can’t even count the number of times that I answered, “no” and let go of the rope. Had I resisted on even a tenth of those times; I would not have made it 17 years and would have spent most of my time in argumentative meetings, and the school district Attorney’s Office versus helping teachers, students, and parents focus on education.

17. 8:1

I wanted to call this the Golden Ratio, but the mathematicians beat me to it a long time ago. This is the ratio of 8 positive interactions/thoughts/comments to every 1 negative interaction/thought/comment. It is simple and self-explanatory, and oh so hard to do. Even a 2:1 ratio makes life, thinking, and relationships so much better. Shoot for 8:1, and good things will happen even if you don’t make it.

Resources:

Books by Dr. Richard Carlson:

- [You Can Feed Good Again](#)
- [Slowing Down to the Speed of Life](#)
- [Shortcut Through Therapy](#)
- [Easier Than You Think](#)
- [You Can Be Happy No Matter What](#)

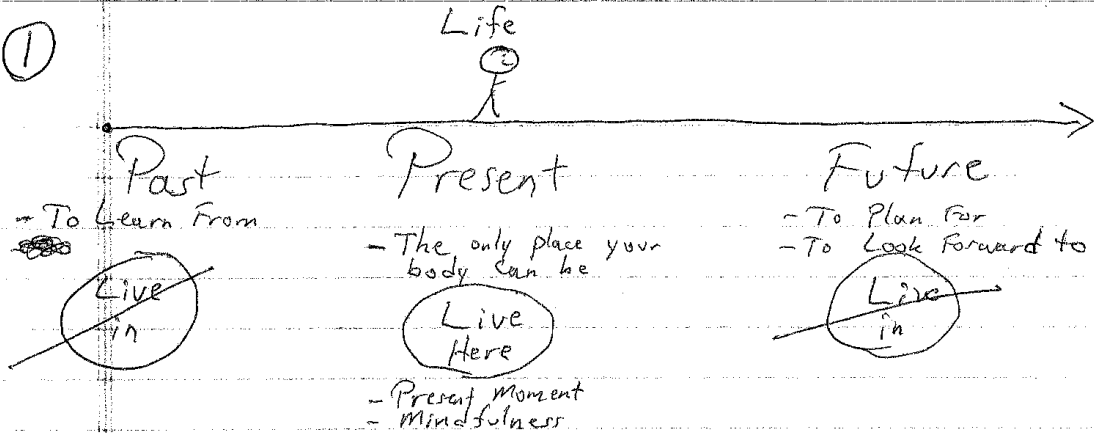
[Full Catastrophe Living](#) by Dr. Jon Kabat-Zinn

[Powerful Struggles](#) by John Maag

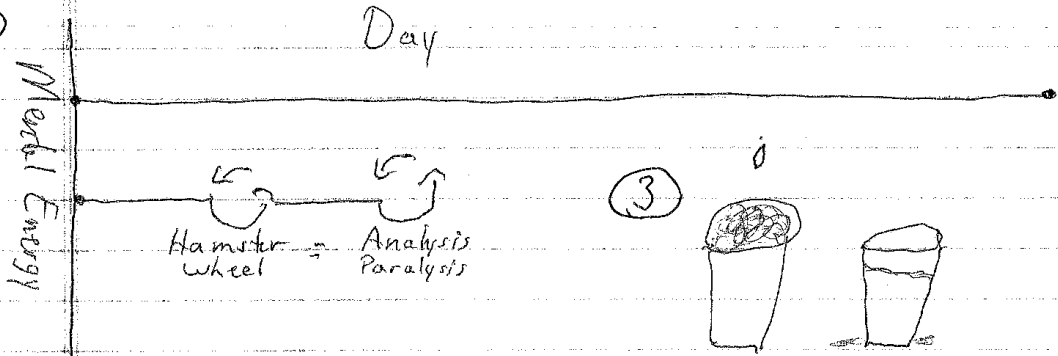
[Get Out of Your Mind and Into Your Life](#) by Steven Hayes

Insight Timer: Free App. Thousands of guided meditations on hundreds of topics. Great interval timer.

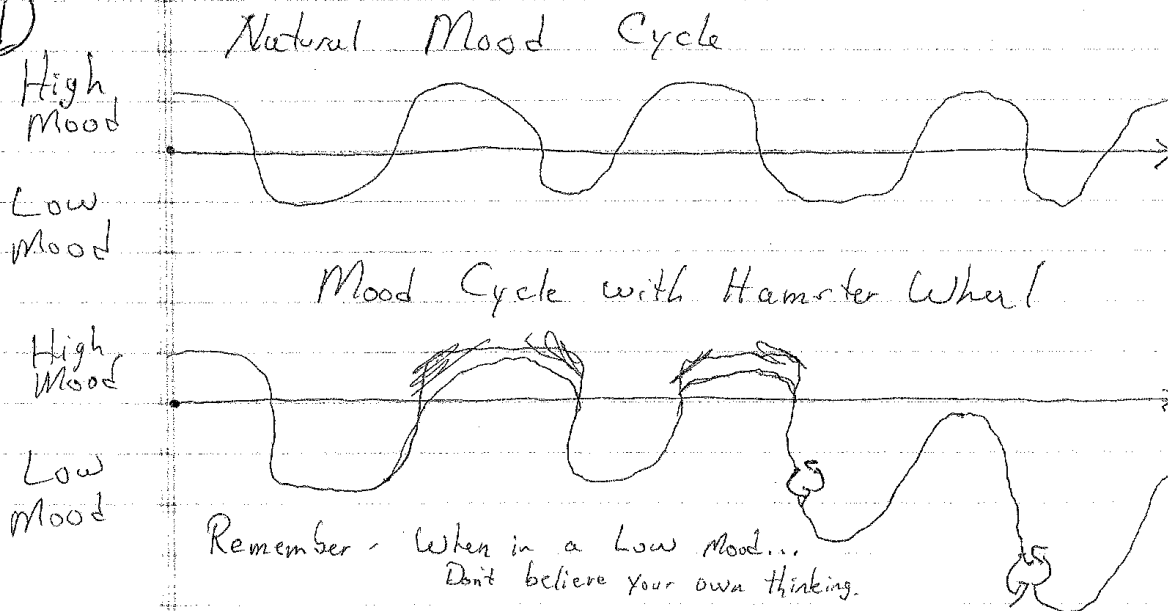
①



②



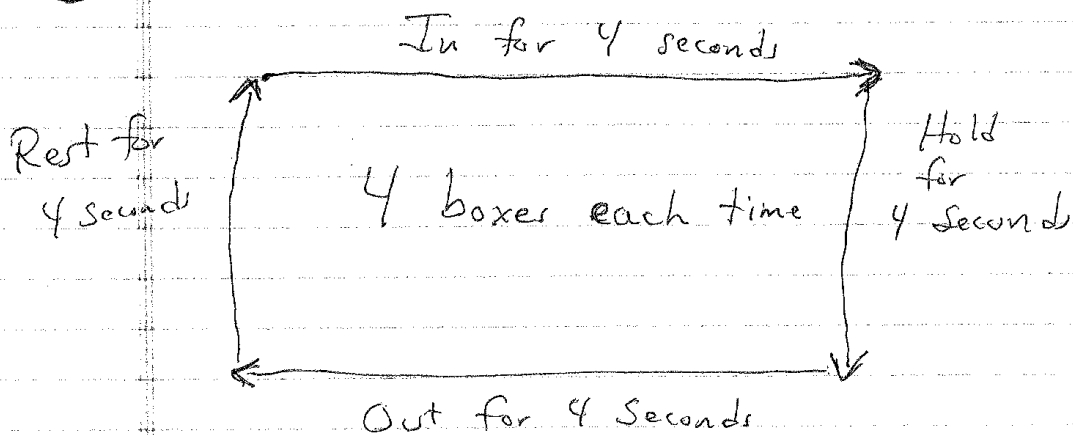
④



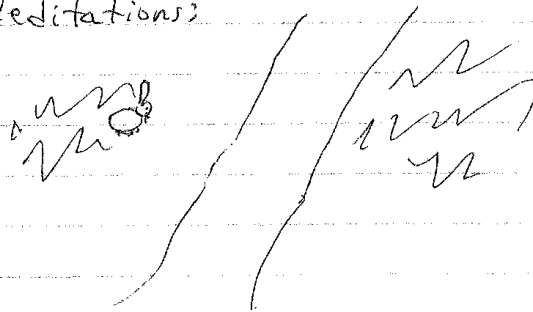
- ⑤ How to get out of a Hamster Wheel:
- Mindfulness (Meditation)
 - Mind Mastery

- ⑥ 4-4-8 Breathing:
- Breathe in for 4 seconds
 - Hold Breath for 4 seconds
 - Breathe out for 8 seconds

- ⑦ Box Breathing:

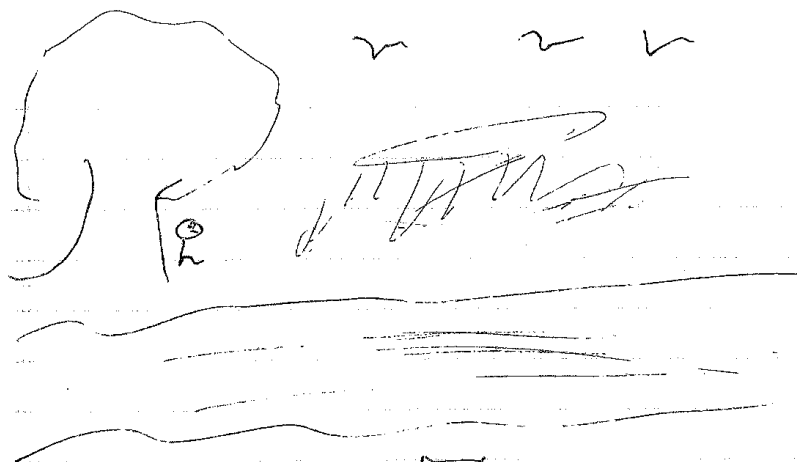


- ⑧ Meditations:

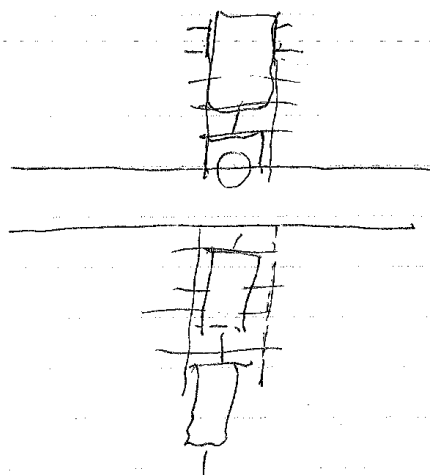


Timid Bunny

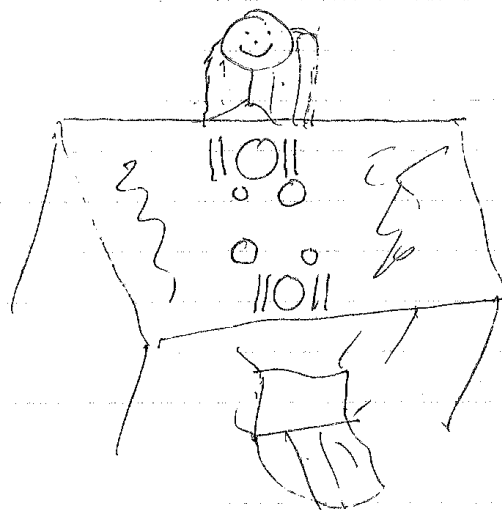
9



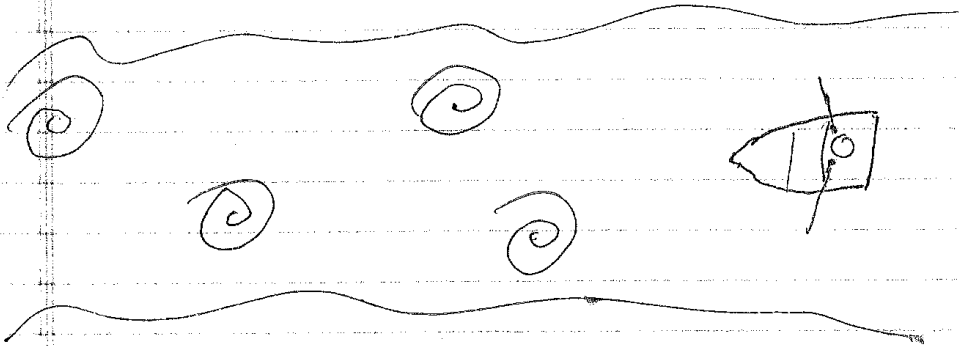
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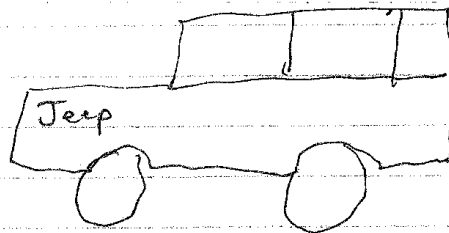
11



12

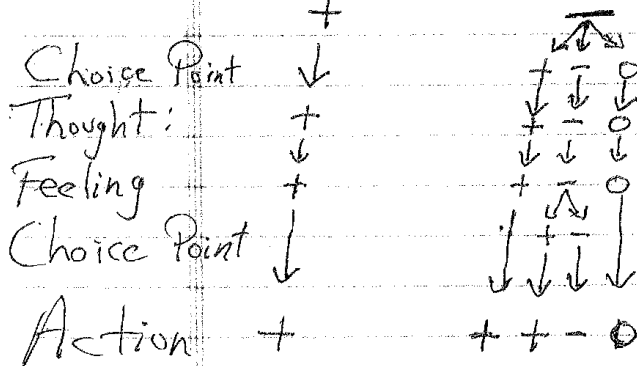


13



14

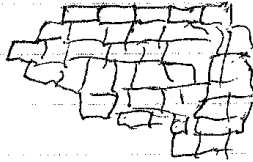
Sense: , , , ,



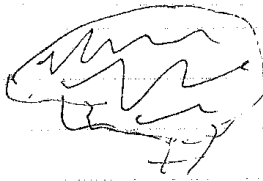
key: + = positive
- = negative
0 = neutral

(15)

Brick Brain

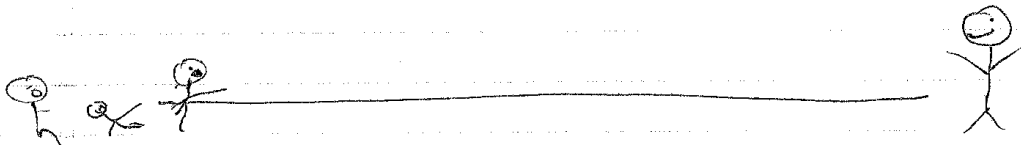


Water Brain



(16)

Let go of the rope!



(17)

8:1

+ +
+ + +
+ + +

to —