

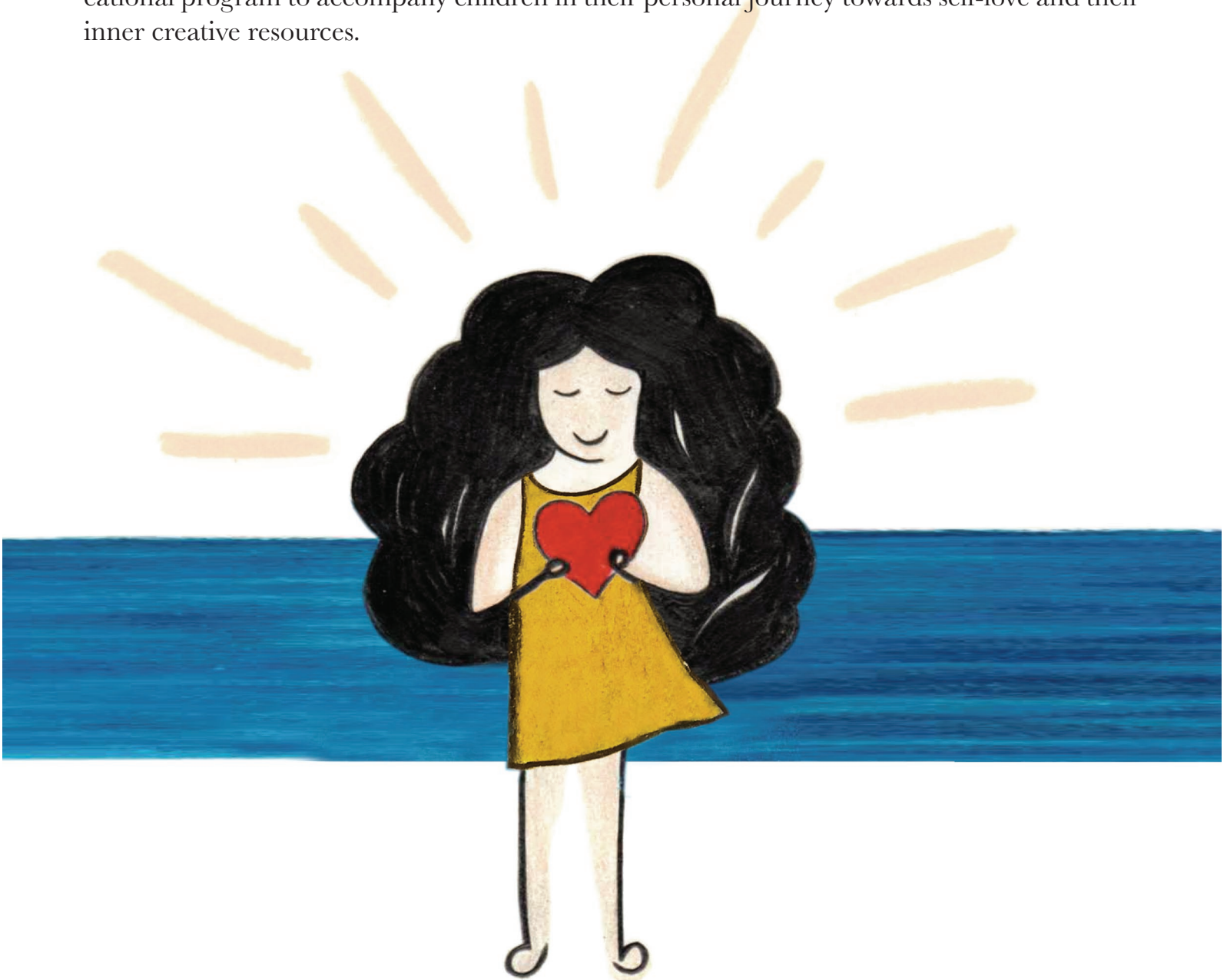




Rising Heart is an organization that offers high quality educational programs to children to enhance their self-development through creativity.

Our aim is for children to connect with their own creative resources so that they can create a positive impact in their lives and the lives of others.

In support to this objective, our mission is to provide a welcoming space and an efficient educational program to accompany children in their personal journey towards self-love and their inner creative resources.



Our Teaching Method

Our teaching method combines three fundamental and sequential elements:

1. Consciousness

We believe that a calm mind is a creative mind. Our main focus in our classes is to provide a peaceful atmosphere that encourages children to be open, present and relaxed.

To achieve this, we provide:

- An organized, clean and welcoming physical space.
- Loving and non-judgmental attention for every child.
- Total respect and appreciation for every child's creative contributions.
- Active listening spaces for everyone at the beginning of each class.

2. Knowledge

Once the children are in a state of presence, we bring up the topic of the day which belongs to any of the following areas: self-awareness, self-regulation, empathy, social skills, social awareness and personal contribution.

Through open questions and debate, we make sure children practice self-inquiry and active participation in the development of the theme.

As our intention is to make the learning active and participatory, we aim to make the one-sided teaching parts as brief as possible.

3. Creativity

The core focus of the classes is for children to explore the topic of the day through creative exercises such as: drama, dance, arts and crafts, writing or meditation. This hands-on approach allows them to internalize the theory in a dynamic and fun way.

Structure of One Class

1. Open circle. The class starts with the children and the facilitator sitting in a circle and talking eye to eye about casual topics that break the ice, build rapport and bring everyone into the present moment.

2. Storytelling. A short story related to that day's chapter is narrated which relaxes children's minds, inspires them and stimulates their imagination.

3. Debate. The day's theme is named by the facilitator and some questions are raised to open a debate about the topic that gets everyone active and participating.

4. Knowledge. The facilitator offers theoretical information about that day's theme in an engaging way and for no longer than 10-15 minutes.

5. Creativity. Individually, in pairs or groups, the children get hands-on creative activities that seek to make the theory experiential and, therefore, much more learnable. The duration of this part is 1 hour or more.

6. Conclusion. Orally or written, the children reflect about that session's insights.

7. Storytelling. The class finishes with another related tale that enriches that day's learnings and brings the children back to a state of presence and relaxation.



Our Program

Our program is divided into 23 chapters. The chapter's topics have been selected to help children deeply understand themselves, feel confident in any environment and be able to responsibly choose their own actions in a way that better serves every situation.

The first 15 chapters are focused on self-awareness and self-regulation, while the 5 next chapters, guide the child into understanding others and being able to relate to them in a meaningful and effective way.

The last 3 chapters offer a wider view to the external world and seek to connect the inner gifts of every child to that what is around them.

The Self

1. Diversity
2. Wellbeing
3. Rules and Structure
4. Creativity
5. Personality
6. School Time
7. Study Time
8. Body Awareness
9. Emotions
10. Happiness
11. Calmness
12. Anger
13. Sadness
14. Disgust
15. Fear

The Others

16. Empathy
17. Communication I
18. Communication II
19. Connection
20. Collaboration

The World

21. Society
22. Economy
23. Contribution

Each chapter is taught in one or two sessions, depending on the needs of the group. Every session has a duration of approximately 1 hour and 45 minutes.

The program's syllabus is designed for children between 9 and 15 years old and it is suggested to be taught in small groups of no more than 15-17 people. The depth and complexity of each topic is adjusted by the facilitator to every age group.

New chapters and slight variations can be introduced in our syllabus in order to adapt our program to the needs of every educational center.

Part 1: *The Self*

1. Diversity

Children realize that people are quite similar to each other. We all have the same emotions, needs and desires as well as a creative mind to use in a beneficial way.

2. Wellbeing

Children become aware of what makes them feel good. They get in touch with their own feeling of plenitude and they list specific resources they can access when in need of emotional reassurance and support.

3. Rules and Structure

Children reflect on the rules they follow and form a personal opinion about them. They start considering structure and rules as friendly companions that can improve their day to day experience.

4. Creativity

Children realize that they are naturally creative individuals that just need to believe in themselves to let creativity accompany all their actions.

5. Personality

Children reflect on how they naturally tend to think, feel and behave. They get a clearer image of themselves and learn to feel proud of their uniqueness while appreciating the uniqueness of others.

6. School Time

Children contextualize the school experience in a time frame giving it meaning and purpose. They also get tools to calm themselves down when facing stress situations and learn tips on healthy habits to make the most of this time of their life.

7. Study Time

Different study techniques are practiced by the children in order to help the visual, auditory and kinesthetic learners to make their study time more fun and useful.

8. Space and Body Awareness

Children learn how to be more conscious of the space around them and orientate themselves to feel more grounded and present. They also familiarize with the signals their body makes when feeling different emotions.

9. Emotions

Children learn about key emotions and see that they are a normal part of life. They grow to understand how emotions work in a timeline (trigger-emotion-response) and why we experience them.

10. Happiness

Happiness is introduced as a pleasant emotion that fuels people with energy to engage with the outside world. As good as it may feel, children understand that it cannot last forever as there are events that will trigger other feelings in them.

11. Calmness

Through a guided meditation, children experience the beneficial effects of being calm. They also learn techniques to cultivate calmness in their lives and identify things they know that already calm them down.

12. Anger

Children realize that feeling angry is okay. They familiarize with creative ways to respond to it and understand that experiencing an uncomfortable emotion does not give anyone the right to react in ways that may harm others.

13. Sadness

Children realize sadness is a normal emotion experienced when they think they are lacking something valuable for them. They are able to identify situations that make them feel sad and ways to take care of themselves when feeling this emotion.

14. Fear

Children are able to identify the body sensations and thoughts that come along with the emotion of fear and to regulate it through deliberate conscious attention, loving self inquiry and relaxation techniques.

15. Disgust

Disgust is presented as a caring and protective emotion that, at times, can also limit people's experiences. Children are taught how to transform disgust through exposure, curiosity and empathy when disgust is not serving the situation.

Part 2: *The Others*

16. Empathy

By genuinely wanting to understand other people's world and actively listening to them, children realize that they can create much more trusting and meaningful relationships with others.

17. Communication I

Children practice how to effectively deliver a message while taking into account its quality, veracity, the context they are in, their state of mind and the person who receives it.

18. Communication II

Children give greater value to their opinions and personal limits knowing how to respect them and make themselves heard in an assertive way.

19. Connection

Connection is presented as a basic need of bonding with others in an authentic way. Children learn to lovingly connect with themselves as the best way to establish real connections with others.

20. Collaboration

Children realize how beneficial collaboration is, especially when done with care and compassion as well as effective communication and organization.

Part 3: *The World*

21. Society

The concept of society is introduced. Children realize that every society member, including themselves, plays an important role and has responsibilities towards the society as a whole.

22. Economy

Children understand the concept of economy and see themselves as active agents (consumers or future producers / governors) that can create a positive impact with their conscious actions.

23. Contribution

Children realize that having the desire to help others is a natural thing that makes people feel good. They also see that having the courage to be and share who they are with others is another way to truly contribute and inspire.



Wellbeing

A feeling of home

The difference between a house and a home lies in the feeling that we get from them. While a house is the physical structure where we live in, a home is that place that not only gives us shelter but also gives us a feeling of comfort and wellbeing.

In life, not only places have the ability to make us feel like home. People, physical elements or even activities can also bring us this kind of warm feeling that nurtures us emotionally and makes us feel good.

In this class, we explore and identify which places, environments, physical things, people and activities feel good to each of us and we discover that we all have unique ways to create this homey feeling inside of ourselves.

Storytelling: *Wild* by Emily Hughes / *Home* by Carson Ellis

TO CREATE:

- **Debate:** What makes me feel good?
- **Writing:** “Write down 6 people that make you feel really good, 5 places you know that feel like home, 4 activities that you love doing and 3 things that you would take with you to a new house to make your stay more joyful.”
- **Arts & Craft:** “Draw your ideal home and use your imagination as much as you desire. Is it in this world or outside of it? Are people there? And animals? Is it surrounded by nature or is it in the middle of the city? Do not forget to draw the things that will make you feel happy.”

TO SELF REALIZE:

Children get more conscious about what makes them feel comfortable and whole and they get in touch to their own feeling of plenitude. They become aware of the specific resources they can reach out to when in need of emotional reassurance and support.

Happiness

This just feels...right!

Feeling happy just feels right. When we are happy, our bodies feel lighter, our chest is opened up and our face may also show a charming smile that brightens, even more, our joyful self.

When we are happy, we naturally feel full of energy and we tend to want to connect with others and engage to the world through an open expression of our emotion.

In this class, we ponder about happiness and other related emotions such as excitement, wonder, pride, amusement or relief. We learn the differences between these emotions and we identify which kind of events trigger them within us.

Storytelling: *The dress and the girl by Camille Andros*

TO CREATE:

- **Debate:** What is happiness? How do we know we are feeling happy? Would you like to be always happy?
- **Arts & Craft:** “Create a collage with the available material where it is shown how happiness feels for you. Is your collage bright or dull? What colors represent happiness for you? Assemble the elements that evoke happiness in you.”
- **Group Activity:** Aromatic herbs are available in class. We list things that make people happy and we reduce that list to 5-7 things that we associate to different herbs. Every child is given a small cotton bag to create their own happiness fragrance placing as much of each herb (happiness element) they want in their bag.

TO SELF REALIZE:

Children realize how happiness is an emotion that naturally fuels them with extra energy to engage with the outside world. As good as it may feel, they understand that happiness cannot last forever as there are events that will trigger other feelings in them.

Empathy

Other people have feelings too

Our emotional world is a complex reality that, at times, can be very difficult for us to understand and hold without judgment. That is why, we feel extremely comforted when we find someone that is willing to listen to us and support us through the understanding of our feelings.

This gift that others give to us is called empathy. Empathy is the ability that people have to recognize and comprehend other's people's feelings taking into account their context and personal situation.

In this class, we learn how to develop our ability to be empathic, considering the importance of curiosity, having an open mind and being a caring individual.

Storytelling: *This is not my hat* by Jon Klassen / *A different pond* by Bao Phi

TO CREATE:

- **Debate:** Through the cards of the game "Cruelty Bites" by Wonder Ponder, we reflect upon empathy and the reasoning behind our willingness to care for others.
- **Drama:** In pairs, one person closes their eyes and is carefully led around the room by a partner. The leader finds different surfaces and guides the follower's hand to touch them. The leader stays present while the other experiences all the sensations.
- **Drama:** Children sit in pairs. In turns, one tells something meaningful that happened to them in the past year and why it is special to them. The other practice active listening and curiosity using the tips learnt in class.
- **Writing:** To be done in pairs. A painting with a character in a scene is shown: "What might be happening? Why is she there? Who could she be? What might she be feeling? If you could talk to her, what would you say or ask?"

TO SELF REALIZE:

Children realize that just by genuinely wanting to understand other people's world and actively listening to them, they can create much more trusting and meaningful relationships with others.

The Benefits

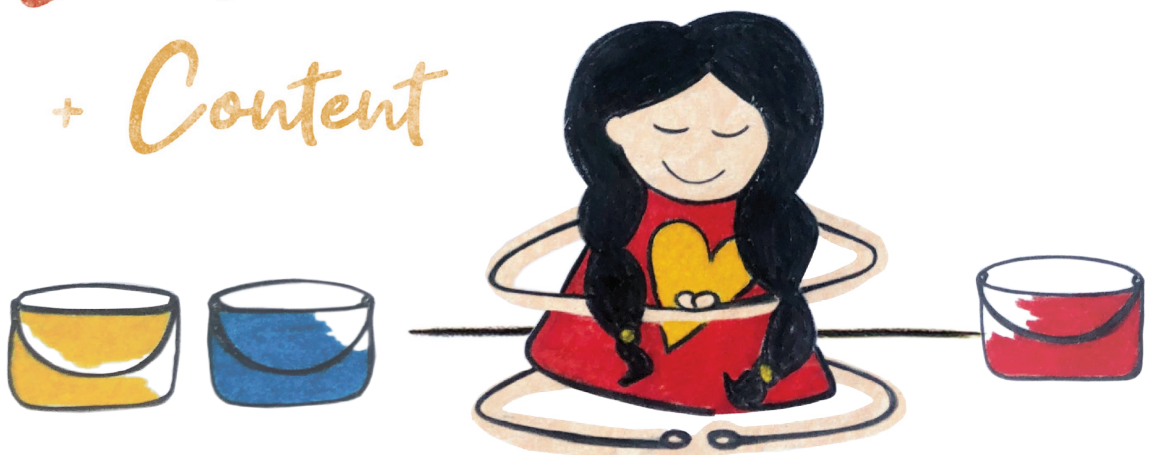
Our educational program, combined with the loving atmosphere that we provide, offers children the gratifying experience of being part of a group of kids that openly and freely express who they are.

The state of presence that they learn to tap into during class along with the self-knowledge that they acquire, propels them into wanting to take responsibility over their lives and the choices they make.

Some of the program's benefits are as follows:

- Increase their inner peace and wellbeing.
- Increase their self-esteem and personal acceptance.
- Increase their self-confidence and trust in their personal resources.
- Increase their feeling of belonging to the human community.
- Increase their appreciation of diversity, including their own.
- Increase their sense of value regarding their contributions to the world.
- Increase their ability to influence their life and their environment in a creative way.

+ Conscious
+ Creative
+ Content



Our services

We love and believe in what we do, and we would be humbled to deliver our services in your educational center.

We offer you the possibility to enrich your educational offering with a creative component that has a direct impact to your children's lives and performance.

Children receive our programs with great enthusiasm and their lives transform as they start to tap into their confidence, creativity and inner love.

We would love to explore further how our program can support your goals and vision.

 **Contact us!**
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An optimal state of consciousness allows us to be creative. Creativity allows us, through an alchemical inner transformation of our deeper gifts, to offer the world something original, unique, genuine and authentic.

*It is through this personal and creative offering that we make to the world,
that we feel a sense of belonging, contentment and purpose.
We feel self-realized.*



