



BRAIN NETI

Brain Neti Module 4

TEACHER'S HANDBOOK (DETAILED IMPACT VERSION)

Screen Awareness — Not Everything You See Is Real or Meant for You

Theme: “Pause Before You Believe. Pause Before You Act.”

Duration: 60 Minutes

1. SESSION INTENT (VERY IMPORTANT FOR TEACHER)

This session is not about:

- Stopping children from watching videos
- Saying “this is right / wrong”

This session is about:

- Training children to **notice the moment of excitement**
 - Teaching what happens in their **body before they act**
 - Helping them **control impulse + anger when stopped**
 - Building the habit of **pause → think → choose**
-

2. CORE NEUROSCIENCE (DETAILED + EXPERIENCED)

Teacher Script (slow, interactive)

“When you see something exciting... your brain reacts before you think.”



7021606719

www.brainneti.com



info@brainneti.com



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STEP-BY-STEP BRAIN PROCESS

STEP 1: VISUAL TRIGGER

Child sees:

- stunt
 - prank
 - challenge
 - edited video
-

Ask:

“What do you feel when you see something exciting?”

Expected answers:

- “I want to try”
 - “Looks fun”
 - “Looks easy”
-
-

STEP 2: FAST BRAIN (AMYGDALA)

Brain says:

“Do it now.”

Body reaction:

- Eyes focus
- Body leans forward
- Energy increases



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STEP 3: DOPAMINE (REWARD SYSTEM)

Brain gives:

- excitement
 - curiosity
 - urge
-
-

Teacher says:

“This feeling is very strong.”

STEP 4: MIRROR NEURONS (COPY MODE)

Brain starts imagining:

“I can do this”

STEP 5: THINKING BRAIN (WEAK)

It should ask:

- Is it real?
- Is it safe?

But it doesn't.

STEP 6: ACTION

Child copies without thinking





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STEP 7: INTERRUPTION → ANGER (CRITICAL ADD)

When someone stops them:

Child feels:

- irritated
 - angry
 - frustrated
-

Ask:

“Have you felt angry when someone said ‘don’t do it’?”

STEP 8: WHY ANGER HAPPENS

Teacher explains:

“Your brain was expecting excitement.”

“When it doesn’t get it, it reacts.”

CRITICAL LINE:

“Excitement creates impulse.”

“Control creates safety.”

3. HIGH-IMPACT STORY (DETAILED SCRIPT)





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Teacher Narration (slow, pauses, eye contact)

“Arjun was watching videos.

One video showed a boy doing a cool jump.

It looked simple.

It looked fun.

It looked easy.

But something was missing.

The video didn't show practice.

It didn't show failure.

It didn't show mistakes.

Arjun's brain didn't see that.

It only saw the result.

His body reacted.

He leaned forward.

His eyes focused.

His mind said:

'I can do this.'

He didn't think.

He didn't ask.

He tried.

It didn't work.

He felt pain.

Then something stronger came.

Anger.





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He said:

'This is wrong.'

'Why didn't it work?'

But the truth was:

The video was not the full story.

Meera watched the same video.

Her brain also felt excited.

But she paused.

She asked:

'Is this real?'

'Is this safe?'

'Is this for me?'

She didn't copy immediately.

She learned first.

That is the difference.

Not intelligence.

Control."

Pause

Ask:

- "What did Arjun feel in his body?"
 - "Why did he feel angry?"
 - "What did Meera do differently?"
-

Strong Line:

"What you see is edited."



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“What you don’t see is the truth.”

4. CORE SKILL TRAINING (MOST IMPORTANT)

THE 5-SECOND CONTROL SYSTEM

STEP 1: FREEZE

Do nothing
Don’t move

STEP 2: BREATHE

1 slow inhale
1 slow exhale

STEP 3: ASK

- Is this real?
 - Is this safe?
 - Is this for me?
-

STEP 4: DECIDE

- Try later safely
 - Don’t try
 - Ask adult
-



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STEP 5: ACT

Controlled action

Teacher line:

“Your power is not in acting fast.”

“Your power is in stopping.”

5. HIGH-IMPACT ACTIVITIES (DETAILED)

Activity 1: BODY SIGNAL TRAINING (NEW – VERY IMPORTANT)

Teacher says:

“Show me your excited body.”

Children act:

- leaning forward
- fast energy

Then:

“Show me your thinking body.”

Children:

- still
- calm





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Teacher says:

“Your body changes before your decision.”

Activity 2: IMPULSE INTERRUPT DRILL (CRITICAL)

Teacher says:

“Try this now!”

Children act

Teacher shouts:

“STOP”

Children must:

- freeze
 - breathe
 - stay still
-

Repeat 5–6 times

Activity 3: ANGER CONTROL SIMULATION

Scenario:

“You want to try something from screen and teacher says no”





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Ask:

“What do you feel?”

Teach:

STOP
BREATHE
LOOK
THINK

Practice physically

Activity 4: REAL vs EDITED DETECTIVE

Teacher shows:

- edited clip
 - real clip
-

Students identify

Add twist:

Make some difficult

Activity 5: ROLE PLAY (UPGRADED)





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Student A = Screen

Student B = Brain

Screen says:

“Do it now!”

Brain must:

Pause

Question

Decide

6. EMOTIONAL TRAINING (VERY IMPORTANT)

Teach clearly:

When watching screens, you may feel:

- excitement
 - curiosity
 - urge
 - frustration when stopped
-

Teacher says:

“All these feelings are normal.”

“But your action must be controlled.”





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ANGER TOOL (CONNECTED TO THIS SESSION)

When you feel angry:

1. Stop body
 2. Take breath
 3. Do not react immediately
 4. Think
-

Strong line:

“Anger is fast. Control is strong.”

7. REFLECTION (DETAILED)

Students write:

- One thing I copied
 - What happened
 - What I felt
 - What I will do next time
-
-

8. CLOSING SCRIPT (STRONG)

Teacher says slowly:

“You will see many things.”

“Some are real.”

“Some are edited.”





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“Some are not meant for you.”

“You don’t need to follow everything.”

“You need to think.”

Final Affirmation:

“I pause.”

“I think.”

“I choose.”

9. KEY IMPACT LINES

Repeat throughout:

- “Pause protects you.”
 - “Excitement can mislead you.”
 - “Thinking gives control.”
 - “Not everything is for you.”
-
-

10. TEACHER INSIGHT (DEEP)

Children don’t copy because they don’t know better.

They copy because:

- Brain reacts fast
 - Body gets excited
 - No pause is trained
-





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Your role is to:

- Slow the moment
 - Train the pause
 - Repeat the habit
-
-

FINAL SHIFT

You are not teaching:

“Don’t watch screens”

You are teaching:

“What to do when your brain gets excited”

If you want next, I can:

- Convert this into a **complete workbook**
- Add **assessment rubrics**
- Or design a **multi-session life-skills curriculum integrating all your modules**

