

SMART PROGRAM PRESENTATION OUTLINE

This document summarizes the content and message shared with each slide of the SMART program. Please use it concurrent with the slide deck provided.

Part 1: Gratitude

#	Slide	Intent	Content
1	First slide	Introduce yourself Build trust Build collegiality Connect	<ul style="list-style-type: none"> * Share your credentials (why you are qualified to teach this program) * Share a story – preferably of your vulnerability or of inspiration * State the problem (for example, with health care professionals, talk about burnout and two approaches to handle it – structural and individual, with current focus on the individual; with patients try to link stress with their current challenge)
1.1	Brain and heart (Optional)	Connect knowledge about the heart with advances in exercise The same will likely happen to stress resilience	<ul style="list-style-type: none"> * Share the basic knowledge about the heart and the brain * Connect this knowledge with development of resilience concepts
2	Part 1: Gratitude	Learn the overall structure	<p>Inform participants about the four modules</p> <p>Handling stress boils down to better managing your brain</p> <p>Speak a few words about the brain – The brain is a complex information processor made of 86 billion neurons. Anytime you have a gadget with so many parts, it will have some glitches.</p>
3	The brain quiz	Engage the participants to solve the brain quiz	
4	Solving the brain quiz	Review their answers	Compliment them for getting the right answers. Invite the participants to explore each of the brain challenges.
5	Person driving the car/person doing dishes	Learn about the wandering mind and busy lives	<ul style="list-style-type: none"> * Our minds wander when we are doing mundane tasks * We have lots going on in life * There is always some domain that has a dark cloud * The dark cloud draws our attention

6	Brain scan	Learn about the brain networks	<ul style="list-style-type: none"> * This is the resting scan of the brain. * Investigators thought that the brain will be quiet when people are resting. * But the brain becomes very active at rest. * Each small square shows change in blood flow. * They coalesce into larger areas of colors that form and dissolve, representing different networks in the brain. * Our brain is a giant network of 86 billion neurons that collaborate to create two modes: focused and default.
7	An engaging image	Learn about the brain's focused mode	<ul style="list-style-type: none"> * Your brain is in the focused mode when it is perceiving something novel – The Wow! or Aha! effect. * Share personal examples of the focused mode.
8	Driving as a learner versus adult	Learn about the default mode	<ul style="list-style-type: none"> * Story about reading a book and not aware of anything you read. * Difference in attention between learning to drive and driving now. * With loss of novelty, the same activity engages less attention.
9	Examples of default mode in daily life	Learn how we are in the default mode much of the time	<ul style="list-style-type: none"> * Eating – High proportion of eating is mindless. * Brushing teeth – Barely pay attention or brush for the full two minutes, but mind wander for the most of it. * Telling two things to your partner and they look blank.
	<p>Creative pause: Talk about how using a network makes it stronger which gets us stuck in the default mode; we spend bulk of the day barely aware of what's happening; excessive default mode activity correlates with increased stress, risk of anxiety and depression, and perhaps even dementia; with prosperity and technological advancement as our life became busier, we got busier in our head.</p>		
10	Baby/person yawning	Learn the importance of brain fatigue	<ul style="list-style-type: none"> * Sprinkle humor connected with the image. * Ask how long does it take for the brain to get tired when you are doing something boring?
11	Research study on brain fatigue	Learn research on brain fatigue	<ul style="list-style-type: none"> * Share that brain gets tired in as little as an hour with boring experience, and

			<p>even in 5 minutes with boring and taxing experience.</p> <ul style="list-style-type: none"> * Fatigue leads to increase in reaction time and decrease in accuracy. * This leads to lower safety.
12	Research study on brain fatigue #2	Learn more on brain fatigue research	<ul style="list-style-type: none"> * Lower performance and engagement. * Why don't we perceive fatigue – because brain has no pain receptors. * What is our brain hungry for? Rest, Uplifting Emotions, Motivation (RUM) * Promise them that's what you'll discuss in a bit.
13	Spider slide	Learn how threats draw the greatest attention	<ul style="list-style-type: none"> * Ask participants to notice what draws the greatest attention in the slide. * Interact with the participants to confirm that it's the spider. * Share that very few people die of spider bites
14	Donut slide	Learn irrationality of fear	<ul style="list-style-type: none"> * State that many more people are killed by donuts. * Rationally, if you go to a party and they are serving a box of donuts, you should run away in fear. * Share that we have some irrational fears (spider) and we lack some rational fears (donuts)
15	Police car	Learn about the selective memory for events that evoke fear	<ul style="list-style-type: none"> * Ask audience if they recall seeing a police car in the previous one week. * Share insight that they experienced rapid heart rate when doing so. * Anytime we experience rapid heart rate without exercise, our brain remembers that moment. * We remember moments of vulnerability, and people who make us feel unworthy. * The negative occupies disproportionate real estate in the head.
16	Threats in the world	Learn that the world has some threats	<ul style="list-style-type: none"> * Share that we all struggle with something in the world.
17	Threats in the mind	More threats in the mind	<ul style="list-style-type: none"> * Many more threats in the mind. * Desires and fears in the future; hurts and regrets in the past. * These acts as attention sumps.

18	Attention sumps	Learn how attention sumps are generated	<ul style="list-style-type: none"> * Share the three layers of an attention sump. * Present an example and then share – the original insult, rumination, and avoidant response. * This is fueled by imagination. * Share that some people are more predisposed to form these sumps. Best not to judge them.
19	Multitude of attention sumps	Learn how the past and future gets riddled with attention sumps	<ul style="list-style-type: none"> * Attention sumps in the past related to hurts and regrets. * Attention sumps in the future related to concerns and fears * Past – depression; Future - anxiety
<p>Creative pause: Ask people if they have questions. Share that this is the state of a normal brain struggling with present-day challenges. It is nobody's fault. A lot of this is the unintended consequence of our technological and material success.</p> <p>Present insight into solutions – Share that the goal is to shift the attention toward the focused mode and develop more intentionality.</p>			
20	Morning gratitude	Learn the importance of practicing first thing in the morning	<ul style="list-style-type: none"> * Share how we are at high risk of coronary events right when we wake up. * Ask the participants if they are willing to gift two minutes of their time first thing in the morning.
21	Morning gratitude	Learn the morning gratitude practice.	<ul style="list-style-type: none"> * Ask the participants how long it takes for their mind to wander, or they check their phones, after they wake up. * Offer them the alternative – wake up thinking about the people who matter a lot to them and send them their silent gratitude. * Conduct this exercise with five people. * Ask participants how many have someone worth trillions. Invite them to think about their trillion-dollar net worth first thing in the morning. * Suggest putting a post-it note on the bathroom mirror with the word gratitude inscribed on it. If they reach the refrigerator without practicing morning gratitude, they have driven too far. Ask them to go back to the bed and start over again.

22.	Gratitude at work	Learn approaches to bring gratitude at work	* Include work colleagues in morning gratitude practice * Apply gratitude to work – before a meeting think about why are you grateful to the person you are going to meet.
	Open discussion and Q&A		

Part 2: Mindful Presence

#	Slide	Intent	Content
23	Mindful presence	Learn what is mindful presence	<ul style="list-style-type: none"> * Share that mindful presence isn't present moment. * Mindful presence is intentional presence.
24	Three domains of attention	Learn what draws human attention	<ul style="list-style-type: none"> * Share that attention is drawn to threat and novelty. * The world draws attention when it is novel (or threatening). * Help participants realize that with familiarity there is loss of novelty in the world. * Attention then naturally goes inside our head (lots of open files and attention sumps). * A recent addition is Smartphones, because of the novelty they can offer. * We thus spend most of the time, where our life isn't happening.
25	Two-minute rule	Learn the two-minute rule	<ul style="list-style-type: none"> * Describe the practice: Giving two minutes of undivided attention to someone who deserves that attention but isn't getting it. Doesn't always have to be loved one. * Help participants understand instinctive inattention – because of loss of novelty.
26	Novelty versus love	Learn the importance of finding novelty	<ul style="list-style-type: none"> * Describe the natural loss of novelty with time (Novelty beats love)
27	A typical family	Learn how a family connects presently	<ul style="list-style-type: none"> * Show a family that seems disconnected. * Ask participants – what proportion of families are like this?
28	What is novelty?	Learn a better way to connect	<ul style="list-style-type: none"> * Offer an alternative – noticing convergence of attention. * Challenge participants and ask them how will that happen? * Ask them – will friends/loved ones/others be novel if you haven't seen them for a month? * Invite them to see others as if haven't seen them for a month. * Share three ways of attending: #1. Adversarial or Neutral

			<p>#2. Logistical</p> <p>#3. Affiliative</p> <p>* Affiliative needs two things to happen:</p> <p>#1. Initial physical proximity – Notice the color of the eyes.</p> <p>#2. Warm words – Remind them they were in your thoughts; Remind them how they were right; A good story; Appropriate humor.</p>
29	Expand the two-minute rule to work	Learn the application of two-minute rule to work colleagues and in other aspects of life	<p>* Share that this can be practiced with loved ones, friends, colleagues, neighbors, pets, others.</p> <p>* Provide a few examples.</p>
30	Curious moments	Learn the value of curiosity	<p>* Define curiosity – love of learning.</p> <p>* Share how curiosity is one of our basic instincts.</p>
31	Monalisa	Learn how it feels like getting curious and what takes away curiosity	<p>* Ask participants to notice what appears on the screen.</p> <p>* Share that prior to seeing Mona Lisa they had pure attention.</p> <p>* Share that if this was an unfamiliar face, they would have paid attention for some more time.</p>
32	AI ratio	Learn the ingredients of an experience	<p>* Share the two ingredients of an experience – attention and interpretation, and the AI ratio.</p> <p>* Share how the AI ratio changes as we get older.</p> <p>* Invite the participants to keep a higher AI ratio to remain curious, and thus nurture a younger brain.</p>
33	Daisy	Learn fully experiencing a daisy	<p>* Share the physical details of the daisy.</p> <p>* Invite participants to commit which finger is longer – index versus ring. Then have them look at their hand.</p> <p>* Share the insight that we barely notice the world around us.</p> <p>* Commit to noticing one new thing each day.</p> <p>* For participants with children, connect this practice with helping children notice more in their world.</p>
34	Ballerina	Learn finding novelty in daily life	<p>* Help participants notice novel details in the picture.</p>

			<ul style="list-style-type: none">* Connect this noticing with finding novelty in daily life.* Curious moments walk – Plan a 5-minute walk during the day, when you notice at least one new detail, while holding off on planning and problem solving.
Open discussion and Q&A			

Part 3: Kindness

#	Slide	Intent	Content
35	Kindness	Learn the power of kindness	<ul style="list-style-type: none"> * Share the importance of kindness in connecting the family together. * Share that kindness is a sign of strength not weakness. * Introduce that the impediment toward kindness is fear.
36	The brain on stress	Learn the brain's vulnerability to stress	<ul style="list-style-type: none"> * Stress/fear sets up a positive feedback loop, which keeps the stress going. * Need to work with the brain to soften this predisposition.
37	Tribal	Learn why we look at others with suspicion	<ul style="list-style-type: none"> * Take participants to how the world existed several thousand years ago. * Help them realize that looking at strangers as threat was essential for survival.
38	Kind attention	Learn how we can choose to attend with kindness	<ul style="list-style-type: none"> * Extrapolate our focus on threat to how we see each other; we judge others in less than 30 milliseconds – before we even recognize the identity. * Share the alternative way of looking – with kind attention – sending a silent good wish to others.
39	Creative with kindness	Learn creative ways to practice kindness	<ul style="list-style-type: none"> * Share creative ways to be kind during routine activities of the day.
40	Self-kindness	Learn the value of being kind to the self	<ul style="list-style-type: none"> * Share the importance of self-kindness. * Share ways to be kind to the self.
41	The two brains	Learn the difference between stressed and kind brain	<ul style="list-style-type: none"> * See the difference between amygdala and prefrontal cortex size * Recap the three ideas around kindness
42	The value of rest (Optional)	Learn why rest isn't a passive state or a time waste	<ul style="list-style-type: none"> * Share how rest prepares us for activity.
43	Meditation (Optional)	Learn what is meditation	<ul style="list-style-type: none"> * Define meditation. * Connect meditation with attention, emotions, and intentionality.
44	Calm and energize (Optional)	Learn Calm and Energize meditation practice	<ul style="list-style-type: none"> * Practice Calm and Energize meditation together. * Discuss common dos and don'ts with meditation. * Connect meditation with freshening the brain.

Open discussion and Q&A

Part 4: Resilient Mindset

#	Slide	Intent	Content
45	Resilient mindset	Learn what is mindset	<ul style="list-style-type: none"> * Share that mindset is a collection of attitudes one carries. * Attitudes depend on how one thinks.
46	The conflicted brain	Learn about the three consultants in the head	<ul style="list-style-type: none"> * Share the conflicting input we get from amygdala, reward center, and the prefrontal cortex – In this instance imagine the brain is looking at a donut. * We thus need some principles that we can trust to drive our thinking.
47	Bad haircut	Learn the approaches toward stress management	<ul style="list-style-type: none"> * Share the three steps to handling stress – Identify the stressor Eliminate the stressor Reframe the stressor
48	Five principles (Daily theme)	Learn the five principles to think deeper and better Learn how to incorporate the principles in daily life by assigning a theme to each day	<ul style="list-style-type: none"> * The five timeless principles are – Gratitude, compassion, acceptance, meaning, and forgiveness. * Together these principles can impact almost every stressful situation. * Share that one approach is to assign a theme for each day. * The purpose of assigning a theme isn't to create a rigid construct, but just the starter kit.
49	Gratitude (Grateful for the stalk of the pear)	Learn about gratitude	<ul style="list-style-type: none"> * Share what is gratitude. * Share that the key to practicing gratitude is to lower the thresholds.
50	Matthew Henry	Learn how to find gratitude within adversity	<ul style="list-style-type: none"> * Share the example of Matthew Henry. * Share how to integrate the idea of finding gratitude in adversity in daily life.
51	Compassion	Learn a way to practice compassion	<ul style="list-style-type: none"> * Share the concept of compassion. * Differentiate between compassion and empathy.
52	Call for love	Learn how someone upset is one seeking help	<ul style="list-style-type: none"> * Share how compassion is remembering that an expression other than love is a call for help.
53	Acceptance	Learn the concept of acceptance	<ul style="list-style-type: none"> * Share the understanding of acceptance.

			* Emphasize that acceptance doesn't mean giving up. It means empowered engagement.
54	Cookies at your door	Learn applying acceptance with an example	* Ask how would you interact with a little girl selling cookies at your door?
55	Meaning	Learn how to integrate meaning in daily life	* Share the idea of meaning.
56	Personal North Star	Learn a way to find what is most important	* Help participants search for themselves what is most meaningful to them.
57	Forgiveness	Learn what is forgiveness	* Share the concept of forgiveness. * Recognize that forgiveness is difficult. * Invite them to live Friday as a day emphasizing forgiveness.
58	Why is forgiveness difficult	Learn the "pleasing effect" contemplating revenge	* Share that contemplating revenge activates the brain's pleasure center
59	Flexible with the principles	Learn the two phases of adopting the principles	* Phase I: Share that initially it will be good to follow the weekly routine. Phase II: After a few weeks of practice, participants can allow themselves to be more flexible. * Whenever uncertain, participants can fall back on gratitude and compassion.
60	Application	Apply the principles in real-life situations	* The same principles apply to a variety of situations
61	The core practices	Learn the summary of the core practices	* Summarize the core practices. * Invite participants to tweak and customize the practices for their own use.
62	Resources	Learn the available resources	* Share the available resources. * Talk about focusing on these practices as a way of life.
Open discussion and Q&A			