

Teacher's guide



How To Start Your Day For PEAK Performance – Advanced (C1-C2)

Canva Presentation Link: [🌐 How To Start Your Day for PEAK Performance](#)

Editable Presentation Link: [🌐 How To Start Your Day for PEAK Performance](#)

Editable Worksheet Link: [🌐 Student Worksheet: How To Start Your Day For PEAK Performance](#)

Video Link: [🌐 How I Start My Day for PEAK Performance \(6 Science-Based Habits\)](#)

Warm Up

Part 1. Students describe what they see in the pictures, then discuss questions related to morning routine.

Part 2. Students match the words and expressions to their definitions.

Answer Key:

1. Amygdala
2. Optic flow
3. Adenosine
4. Forward ambulation
5. Epinephrine
6. Cascade
7. Neural activation
8. Suppress

Part 3. Students fill in the gaps in the sentences.

Answer Key:

1. Cascade
2. Adenosine
3. Suppress
4. Amygdala
5. Epinephrine
6. Neural activation
7. Forward ambulation
8. Optic flow

Video activity

Part 1. Students watch the first part of the video clip (0:00 – 4:12) and list the first 3 tips given in the video.

Answer Key:

1. Write down the time you wake up
2. Turn on airplane mode on your phone before sleep
3. Take a morning walk

Part 2. Students read each statement and decide if it is True or False based on the video.

Answer Key:

1. **False** → He keeps his phone in the room but switches it to airplane mode an hour before sleeping.
2. **True** → Moving forward and seeing images pass by (optic flow) helps suppress amygdala activity and

reduce anxiety.

3. **False** → His walk is not about exercise but about engaging in optic flow to regulate his nervous system.

4. **True** → He mentions that as the day progresses, incoming emails and texts can affect his focus and mental state.

Part 3. Students complete the missing parts of the quotes from the video.

Answer Key:

1. 6:00, 6:30, 7:00

2. Sin

3. Forward ambulation

4. Fear, threat, anxiety

Part 4. Students watch the second part of the video clip (4:12 – End) and list the remaining tips.

Answer Key:

1. Get outdoors to get some sunlight

2. Drink at least 16 and most days 32 ounces of water

3. Delay caffeine intake to 90 minutes to 120 minutes after waking up

Part 5. Students read each statement and decide if it is True or False based on the video.

Answer Key:

1. **True** → He explains that more photons pass through clouds than from bright indoor bulbs.

2. **True** → He specifically mentions these neurons, explaining that they signal to the brain that it is daytime.

3. **False** → He adds only about half a teaspoon, which he considers a small amount.

4. **False** → Adenosine builds up throughout the day, so when we wake up, levels are typically low.

Part 6. Students complete the missing parts of the quotes from the video.

Answer Key:

1. Mental, physical

2. Protocol

3. Sodium, magnesium, potassium

4. Crash

Video follow-up

Part 1. Students discuss the questions. Answers will vary.

Part 2. Students match the first half of each expression with its correct ending.

Answer Key:

1. H. Hit snooze

2. E. Has a powerful effect on

3. C. Sets things down the right path

4. D. Lean into the day

5. F. Commit to memory
6. B. Kick in
7. G. Pass by
8. A. Get bombarded with a number of things

Hit snooze – To press the snooze button on an alarm clock to temporarily stop the alarm, usually to continue sleeping for a few more minutes.

Has a powerful effect on – To have a strong influence or impact on something, typically in a positive or significant way.

Sets things down the right path – To begin something in a way that ensures it will be successful or go in the desired direction.

Lean into the day – To face and engage with the day's tasks or challenges with energy, focus, and a positive attitude.

Commit to memory – To learn something so well that you can remember it without needing to refer to it.

Kick in – To start having an effect or begin functioning after a delay, often used in reference to something like medication, caffeine, or energy.

Pass by – To move past something or someone, often used in the context of things happening around you or people walking past.

Get bombarded with a number of things – To be overwhelmed or flooded with a lot of tasks, information, or stimuli all at once.

Part 2. Students match the first half of each expression with its correct ending.

Part 3. Students fill in the gaps in the sentences.

Answer Key:

1. kick in
2. pass by
3. commit to memory
4. hit snooze
5. has a powerful effect on
6. sets things down the right path
7. get bombarded with a number of
8. lean into the day

Part 4. Students discuss the questions. Answers will vary.

Review activity & final thoughts

Part 1. Students try to use each of the words in a sentence related to morning routines and what they have learnt in the lesson.

Part 2. Students discuss questions. Answers will vary.