

# Mindful Breathing



45-minutes

## Objectives:



- Introduce deep breathing as a calming strategy.
- Explore diverse breathing strategies.
- Reflect with students on how deep breathing affects their body and mood.

## I Can Statements:



- I can be *self-aware*.
- I can manage my emotions with *mindful breathing*.

### mindful CHECK IN

#### Model

- **Everyone pretend** to be a helium balloon. Each person makes a big circle with their arms.
- **Say** "If I were a helium balloon, I would \_\_\_"  
 ...float high in the sky because I am happy  
 ...float low to the ground because I am tired.  
 ...wiggle and bounce because I feel energetic.



5-minutes

Check-in's help gauge emotions & knowledge; they help develop:



#### CQ Skills:

- Creativity
- Collaboration

#### SEL Skills:

- Emotional Awareness

### PLAY

#### Explore

- **Say**, "Mindful breathing can help manage our freeze, fight, and flight stress-response."
- **Choose** a card and lead the class through the strategy.

#### Experiment

- **Movement:** Everyone do 7 jumping jacks.
- **Breathing:** Choose another card and lead the strategy.
- **Explore** various breathing strategies and movement activities.

#### Reflect

- **Discuss** which strategies calmed our bodies and moods.
- **Explain** that recognizing how we feel is called being self-aware.



15-minutes



#### CQ Skills:

- Collaboration
- Critical Thinking

#### SEL Skills:

- Emotional Awareness

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## OTHERS

### Practise: "Find Someone Who..."

- **Hand out** the "My Breathing Tool Kit" handouts.
- **Model** the activity.
  - **Pick** a strategy; **ask** a student if they know how to do it with you. Do it together, then draw a star or heart on the card.
  - If nobody remembers **ask the teacher** to do it with you.
- **Repeat** until students have tried all the strategies or as time permits.



**15-minutes**



#### CQ Skills:

- Communication
- Collaboration

#### SEL Skills:

- Social Connection

## DOWNTIME

### Colouring

- **Encourage** students to carefully colour and cut out each card on their handout.
- **Circulate** and punch the corners of students' cards.
- Attach them together.
- **Play relaxing music** while students enjoy their downtime.



**10-minutes**



#### Brain Science Fact:

"When our lungs are fully expanded, sensory receptors send a signal to our brain that we are okay, and we can now think with our higher cortex."

- -Shimi Kang

**USE THIS WORKSHEET WITH THIS LESSON PLAN**

**Discussion:** Use these questions to engage your students further...

- How can you use **mindful breathing** at home?
- How can being **self-aware** help you at school?

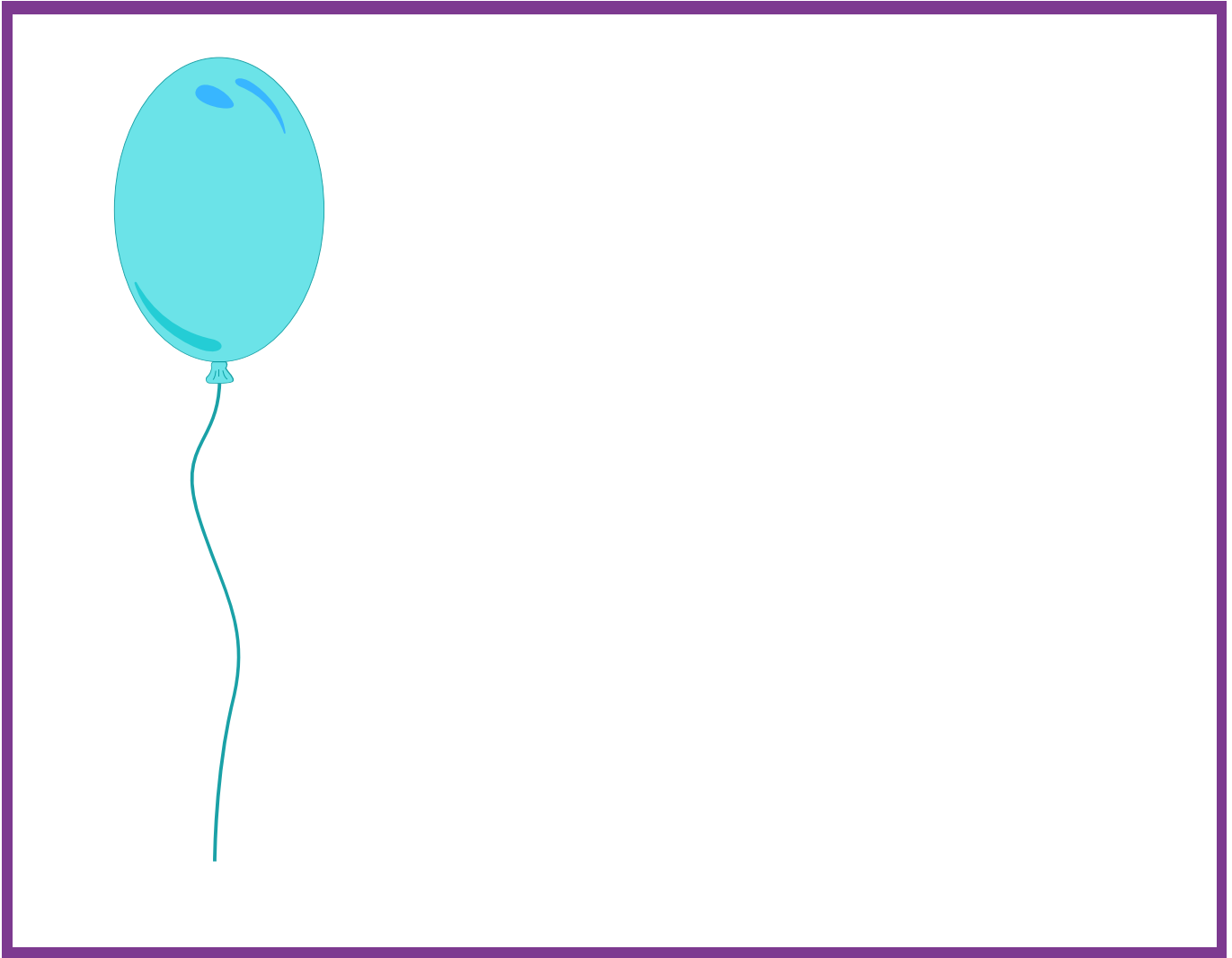


# Mindful Breathing

Using breathing strategies to manage our stress response and emotions.

When our lungs are fully expanded our brain knows we are safe and it is easier to use our PFC.

1. How high is your helium balloon today?
2. Draw the sky if you are floating high. Draw the ground if you feel low.



High: \_\_\_\_\_

Low: \_\_\_\_\_



## Extension Activity for your Family: Have you breathed deeply today?

1. Teach your family what mindful breathing does for your brain.
2. Pick your favourite breathing activity and practise it each day as a family.