

Mindful Breathing



45-minutes

Elementary - Covid 19 Back to School: Lesson Plan 3



Objectives:

(slide 2)

- 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

(slide #)



5-minutes

1. 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.



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

CQ Skills:

- Creativity
- Collaboration

SEL Skills:

- Emotional Awareness



PLAY

1. Explore

(slide #)



15-minutes

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



CQ Skills:

- Collaboration
- Critical Thinking

SEL Skills:

- Emotional Awareness

2. Experiment

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

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PLAY

1. Reflect

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



OTHERS

(slide #) **15-minutes**

1. 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.



CQ Skills:

- Communication
- Collaboration

SEL Skills:

- Social Connection



DOWNTIME

(slide #) **10-minutes**

1. 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.



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

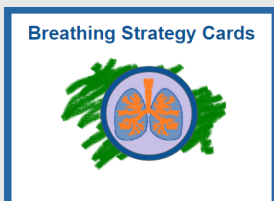


Discussion: Use these questions to engage your students further...

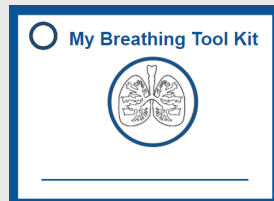
- How can you use **mindful breathing** at home?
- How can being **self-aware** help you at school?

Click the links for lesson resources, or take-home resources:

[Breathing Strategy Cards](#)



[Breathing Tool Kit Handout](#)



[Student Worksheet](#)

