



Lesson 2: Deep Breathing to Manage Strong Feelings

Primary Goals:

- 1. Teach the calming technique of deep breathing**
- 2. Discuss deep breathing as a way to manage strong feelings**
- 3. Practice breathing techniques**
- 4. Identify situations where deep breathing should be used**
- 5. Capitalize on in-vivo opportunities to encourage and reinforce student deep breathing to manage strong feelings**

Materials for Main Lesson:

- Flower Pen
- Pinwheel

Materials for Supplemental Activities:

- Paper cups
- Streamers
- Googlie eyes



Lesson 2: Deep Breathing (20 minutes)

Teacher: "Last week we talked about our feelings. This week we're going to talk a little more about feelings and what we can do when we feel mad or sad to make ourselves feel better and make good choices."

Facilitate a conversation about what people might do when they have certain feelings:

"Who would like to share what you might do or want to do when you feel sad? Mad? Happy?"

Allow students a chance to respond and facilitate conversation around 2 to 3 student answers.

"Sometimes when we are sad we might cry or feel like crying. We might want to yell when we are angry or frustrated. Sometimes we might be so excited we want to run around the classroom."

Remind students that big feelings are okay to have but we have to make good choices when we have big feelings to stay safe and follow the rules in the classroom.

"But even when we are having lots of big feelings we want to make sure we are staying safe and following the rules in our classroom. So we're going to learn how to take deep breaths to calm down when we are sad, mad, or really excited."

Teacher: "So now we're going to learn how to use deep breathing to calm down. We all breathe every day. We're breathing right now, but did you know that there's a special way to breathe to calm down? Does anyone know what you have to do to breathe to calm down?"

Allow students a chance to respond and write down responses referencing belly breathing, dragon breathing, or breathing in through your nose and out through your mouth.

After engaging the students in a discussion, model deep breathing for the students using the flower and pinwheel.

Teacher: "So now we're going to practice our deep breathing. Everyone watch me first and then it's your turn. First I put my hand on my belly and breathe in really deep through my nose like I'm smelling a flower. Then I count to 3 in my head or on my fingers and blow the air out of my mouth like I'm blowing on this pinwheel while I count to 5 in my head or on my fingers. I can do this 3 times in a row and breathe those big feelings out so I can feel better and ready to learn."

The goal of this activity is for students to breathe deeply in through their noses using their diaphragms (so their bellies extends) and out through their mouths. The exhale time should be a couple of seconds longer than the inhale time.

Use the flower pen and the pinwheel (provided with the lesson) to model deep breathing for the students. Then allow the students to have a turn practicing with the flower and pinwheel.

"Hands on your belly, breathe in through your nose like you're smelling the flower, feel your belly fill with air, count 1, 2, 3, on your fingers, breathe out through your mouth to blow the pinwheel and count 1, 2, 3, 4, 5 on your fingers."

Reteach as needed and use teacher and peer modeling if necessary.

Provide praise for effort and successful deep breathing.

Teacher: "Great job practicing deep breathing everyone. Now that we practiced when should we use deep breathing?"

Allow students a chance to respond and record student suggestions that reference big or uncomfortable feelings (mad, sad, frustrated, really excited)

Practice deep breathing again using specific scenarios and referencing the feelings involved.

"If you didn't get a turn at the promethean board, how would you feel? What could you do if you feel mad that you didn't get a turn?" (Practice the deep breathing for each scenario).

"If you found out we are having a cookie party today after naptime, how would you feel? But it's circle time so what could we do to calm down and be ready for circle?" (Practice the deep breathing for each scenario).

Teacher: "When we use our deep breathing to calm down we are staying safe and following the rules and that makes my teacher and my friends very happy."

Supplemental Activities (OPTIONAL)



Activity: Deep Breathing Practice

- Have students practice deep breathing and reflect on personal experiences by:
 - Thinking of a time when they felt mad, sad, or very excited
 - Have the students practice deep breathing using the flower and pinwheel as props (or the dragons from the art project)
 - In this practice have the students do each breathing cycle 3 times
 - **BONUS: Remind students to use deep breathing when they are upset or excited and practice it in classroom situations where it may be useful.**



Art: Dragon Breath

- Help the students make their own "fire-breathing dragon" while they are led in a discussion about breathing the feelings out.
 - Have the students color or decorate their cups
 - Assist students in cutting a hole in the bottom of their cups to blow through
 - Assist students in taping short strips of streamers to the inside of the cup
 - Assist students in gluing two balls of colored paper to the cup and attaching the googlie eyes
 - Once complete - have students practice "dragon breathing" by breathing in through their nose and out through their mouth to blow through the cup and make the streamers flutter



Music and Movement: Belly Breathe Song

- Play the song: Sesame Street: Common and Colbie Caillat - "Belly Breathe" with Elmo on YouTube.

https://www.youtube.com/watch?v=_mZbzDOpylA

- Encourage the students to watch the video and sing or dance along.
- Engage the students in a discussion about when we can use belly breathing according to the video and when else it might be good to belly breathe.
- After the conclusion of the video lead the students in belly breathing to calm down and move on to the next activity.