



Breathing Exercises

Lesson Plan

In this Breathing Exercises unit, your students will practice new breathing strategies explicitly so that they become a part of their self-regulation toolbox when difficult moments or challenging emotions arise. This unit includes:

- Five five-minute audio-guided mindfulness practices
- Five ten-minute audio-guided mindfulness practices
- An activity booklet for students to help them to reflect on how they could use the learned breathing exercise in their day-to-day life and to cement the new strategy in their minds
- An easy-to-follow, step-by-step lesson plan. See the next page to read it!
- Posters

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Practice 1: Deep Belly Breathing

Outcome: To practice new breathing strategies explicitly so that they become a part of students' self-regulation toolbox when difficult moments or challenging emotions arise.

1. Explain to your students that they will be learning a new breathing exercise that they can add to their self-regulation toolboxes.
2. Invite students to participate in the mindfulness practice without pressuring them. Decide how they will sit during the practice or let them choose what's comfortable for them.
3. Play audio #1. Join in on the mindfulness practice. The students will respond better to the exercise if you participate! Set behaviour expectations ahead of time such as – allowing everyone in the room to experience this practice undisturbed. Then, resist the urge to control your students' behaviour during the practice. Everyone experiences mindfulness differently. Even if on the outside it doesn't look like they are benefiting from the practice, they are learning and over time they will participate in their way.
4. Option to have an open discussion guided by the following questions. We find that having an open discussion after the practice is the best way to create positive engagement in future practices and improve participation over time.
 - How did you feel during the practice?
 - What did you notice?
 - What did you learn?
 - How can you use what you learned for the rest of your day?
 - How did you feel before, during and after doing this breathing exercise?
 - When could you see yourself using this breathing exercise in your day-to-day?
5. Option for students to have a personal reflection using page 1 of the Breathing Exercises booklet. Follow the instructions given on the page. This can also be done at another quiet moment of the day, such as after lunch or during a journaling period.
6. Option to discuss in a small or large group sharing answers from page 1.



Practice 2: 4-7-8 Breathing

Outcome: To practice new breathing strategies explicitly so that they become a part of students' self-regulation toolbox when difficult moments or challenging emotions arise.

1. Explain to your students that they will be learning a new breathing exercise that they can add to their self-regulation toolboxes.
2. Invite students to participate in the mindfulness practice without pressuring them. Decide how they will sit during the practice or let them choose what's comfortable for them.
3. Play audio #2. Join in on the mindfulness practice. The students will respond better to the exercise if you participate! Set behaviour expectations ahead of time such as – allowing everyone in the room to experience this practice undisturbed. Then, resist the urge to control your students' behaviour during the practice. Everyone experiences mindfulness differently. Even if on the outside it doesn't look like they are benefiting from the practice, they are learning and over time they will participate in their way.
4. Option to have an open discussion guided by the following questions. We find that having an open discussion after the practice is the best way to create positive engagement in future practices and improve participation over time.
 - a. How did you feel during the practice?
 - b. What did you notice?
 - c. What did you learn?
 - d. How can you use what you learned for the rest of your day?
 - e. How did you feel before, during and after doing this breathing exercise?
 - f. When could you see yourself using this breathing exercise in your day-to-day?
5. Option for students to have a personal reflection using page 2 of the Breathing Exercises booklet. Follow the instructions given on the page. This can also be done at another quiet moment of the day, such as after lunch or during a journaling period.
6. Option to discuss in a small or large group sharing answers from page 2.



Practice 3: Progressive Relaxation Breathing

Outcome: To practice new breathing strategies explicitly so that they become a part of students' self-regulation toolbox when difficult moments or challenging emotions arise.

1. Explain to your students that they will be learning a new breathing exercise that they can add to their self-regulation toolboxes.
2. Invite students to participate in the mindfulness practice without pressuring them. Decide how they will sit during the practice or let them choose what's comfortable for them.
3. Play audio #3. Join in on the mindfulness practice. The students will respond better to the exercise if you participate! Set behaviour expectations ahead of time such as – allowing everyone in the room to experience this practice undisturbed. Then, resist the urge to control your students' behaviour during the practice. Everyone experiences mindfulness differently. Even if on the outside it doesn't look like they are benefiting from the practice, they are learning and over time they will participate in their way.
4. Option to have an open discussion guided by the following questions. We find that having an open discussion after the practice is the best way to create positive engagement in future practices and improve participation over time.
 - a. How did you feel during the practice?
 - b. What did you notice?
 - c. What did you learn?
 - d. How can you use what you learned for the rest of your day?
 - e. How did you feel before, during and after doing this breathing exercise?
 - f. When could you see yourself using this breathing exercise in your day-to-day?
5. Option for students to have a personal reflection using page 3 of the Breathing Exercises booklet. Follow the instructions given on the page. This can also be done at another quiet moment of the day, such as after lunch or during a journaling period.
6. Option to discuss in a small or large group sharing answers from page 3.



Practice 4: Equal Breathing

Outcome: To practice new breathing strategies explicitly so that they become a part of students' self-regulation toolbox when difficult moments or challenging emotions arise.

1. Explain to your students that they will be learning a new breathing exercise that they can add to their self-regulation toolboxes.
2. Invite students to participate in the mindfulness practice without pressuring them. Decide how they will sit during the practice or let them choose what's comfortable for them.
3. Play audio #4. Join in on the mindfulness practice. The students will respond better to the exercise if you participate! Set behaviour expectations ahead of time such as – allowing everyone in the room to experience this practice undisturbed. Then, resist the urge to control your students' behaviour during the practice. Everyone experiences mindfulness differently. Even if on the outside it doesn't look like they are benefiting from the practice, they are learning and over time they will participate in their way.
4. Option to have an open discussion guided by the following questions. We find that having an open discussion after the practice is the best way to create positive engagement in future practices and improve participation over time.
 - a. How did you feel during the practice?
 - b. What did you notice?
 - c. What did you learn?
 - d. How can you use what you learned for the rest of your day?
 - e. How do you compare equal breathing to 4-7-8 breathing in the way this breathing strategy made you feel?
 - f. How did you feel before, during and after doing this breathing exercise?
 - g. When could you see yourself using this breathing exercise in your day-to-day?
5. Option for students to have a personal reflection using page 4 of the Breathing Exercises booklet. Follow the instructions given on the page. This can also be done at another quiet moment of the day, such as after lunch or during a journaling period.
6. Option to discuss in a small or large group sharing answers from page 4.



Practice 5: Colour Breathing

Outcome: To practice new breathing strategies explicitly so that they become a part of students' self-regulation toolbox when difficult moments or challenging emotions arise.

1. Explain to your students that they will be learning a new breathing exercise that they can add to their self-regulation toolboxes.
2. Invite students to participate in the mindfulness practice without pressuring them. Decide how they will sit during the practice or let them choose what's comfortable for them.
3. Play audio #5. Join in on the mindfulness practice. The students will respond better to the exercise if you participate! Set behaviour expectations ahead of time such as – allowing everyone in the room to experience this practice undisturbed. Then, resist the urge to control your students' behaviour during the practice. Everyone experiences mindfulness differently. Even if on the outside it doesn't look like they are benefiting from the practice, they are learning and over time they will participate in their way.
4. Option to have an open discussion guided by the following questions. We find that having an open discussion after the practice is the best way to create positive engagement in future practices and improve participation over time.
 - a. How did you feel during the practice?
 - b. What did you notice?
 - c. What did you learn?
 - d. How can you use what you learned for the rest of your day?
 - e. Tell me about your visualization. What did you see? How did it make you feel?
 - f. How did you feel before, during and after doing this breathing exercise?
 - g. When could you see yourself using this breathing exercise in your day-to-day?
5. Option for students to have a personal reflection using page 5 of the Breathing Exercises booklet. Follow the instructions given on the page. This can also be done at another quiet moment of the day, such as after lunch or during a journaling period.
6. Option to discuss in a small or large group sharing answers from page 5.