

THIS WEEK'S
FOCUS:

**TAKE
A
BREATH**


**GRADE
LEVEL:
3-5**




WE MATTER



TODAY'S ACTIVITY: "IN SYNC"

 Students will better understand how TAKING A BREATH, together, allows them to create a calm and BALANCED space. Students will actively and consciously breathe together and experience how they can contribute to supporting each other as well as themselves.

 No supplies needed.
Prep time: 15 minutes

 As this is the second Monday of the month, please consider sharing highlights or relevant parts of the Monthly Launch lesson, Week 1 - Simplify Your Life, and/or Week 2 - Fuel Your Passions to build background and reinforce this month's theme Monday Gets Balanced. Be mindful of students who may be resistant or experience difficulty in calm and quiet spaces. Guide students try their best to be present and in tune with their breathing. This lesson will guide students through a collective conscious breathing exercise and leverage students' awareness to create BALANCE and get in sync.

LEARNING MODALITIES		SOCIAL & EMOTIONAL LEARNING		4 C's	
•	Visual		Self-awareness	•	Critical thinking
	Auditory		Self-management	•	Communication
	Kinesthetic	•	Social-awareness	•	Collaboration
	Verbal	•	Relationship skills		Creativity
•	Interpersonal	•	Responsible decision-making		
	Intrapersonal				
	Logic				



GOALS FOR THE WEEK



- 1 DISCOVER** how focusing on our BREATH helps both our minds and bodies feel happier, healthier, and BALANCED.
- 2 ENGAGE** in thoughtful practices to take opportunities to pause, BREATHE, and respond with the intention to create balance.
- 3 UNDERSTAND** how when we actively TAKE A BREATH, we create a space for us to be present and aware of how we can show ourselves and the people around us how much and why we MATTER.



LAUNCH: (3-5 minutes)

***Consider asking one or more questions below to build background to the lesson's theme and strategy of GET BALANCED and TAKE A BREATH.**


-   When might you notice your breathing?
- Have you ever been aware of how you were BREATHING? What was happening that made you notice?
- When are times that you notice your breathing was easy and steady?
- What might influence how BALANCED we feel emotionally and physically?
- What are some things you do to create BALANCE?
- Why might our breathing be important to our BALANCE?

-   Even though BREATHING might be something we naturally do, it is essential not just physically but it is also important to our emotional and mental health. When we experience difficult moments or challenges, we can use our BREATH to regulate our emotions and check-in with ourselves. TAKING A BREATH helps us to be present in the moment. Being aware of our BREATHING helps to move into a space where we can think more clearly and identify better choices.



INQUIRY: (3-5 minutes)

Select 1-3 questions from the list below to help build background for the activity. *NOTE: Consider modifying the questions pending students' ages, grades, ability levels, and classroom goals. Consider having students share their responses in pairs, small groups, or as a large group.

-  What might it mean to be IN SYNC? *Definition (informal phrase) to work well together, in agreement (Oxford Languages)
- When was a time you were with others and it felt like everyone was connected and in sync? What were you doing?
- When was a time you were with others and it felt like people were out of sync? What were you trying to do?
- What might be happening around us when things are IN SYNC?
- What might be happening around us when things are out of sync?
- How might TAKING A BREATH, together, help us to get IN SYNC?
- What might our collective BALANCE be like when we are IN SYNC?

Icon Key	 - Ask	 - Explain	 - Say	 - Brainstorm	 - Slide #'s
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ENGAGE: (1 minute)



Whether or not we realize it, we are connected in this place at this very moment. Through our connectedness, we can lift each other up. Through our connectedness, we can use our skills and abilities to support one another. In our connectedness, we can get IN SYNC. When we are IN SYNC, we support each other's strengths. We make stronger connections. Through our connectedness, we can TAKE A BREATH, together. When we are IN SYNC, we create BALANCE.



Are you ready to get IN SYNC and TAKE a collective BREATH?



START ACTIVITY: (10-15 minutes)

Directions: Consider the best elements for your class to practice conscious breathing. Conscious breathing is an awareness of how you are inhaling as well as exhaling. Think about how and where you would like students to sit (ex. sit in a big circle, sit in a big circle in seats, stay seated at desks, etc.) Also, consider which conscious breathing exercise may be most meaningful for your students. Using the directions below, guide students in collective conscious breathing and aim for students to synchronize their breathing together. Share with students that, together, they can use their BREATH to create a space that is supportive, safe and BALANCED.



Individually, each and every one of you is strong. Together, we are even stronger. When we work together to support each other and get IN SYNC, we create harmony with one another and BALANCE.



Today, we are going to collectively TAKE A BREATH, together. We are going to practice conscious breathing. Conscious breathing is when you are aware of how you bring air into your body and exhale it out. When we BREATHE together, we create a rhythm. We use our awareness and abilities to create a supportive, safe and BALANCED space.



Let's get IN SYNC with our BREATHING.

*Organize students to sit in a circle, sit in chairs in a circle or stay seated at their desks. Direct students to sit comfortably with their hands resting on their laps or knees. Then guide students through one of the breathing practices below. As students become aware of their breathing, see if they notice their classmates' breathing, too.

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BREATHING PRACTICES:

- ◇ 4 and 8 - Guide students to inhale slowly through their noses for a count of 4 and exhale slowly through their mouths for a count of 8. Repeat.
- ◇ Box Breathing - Guide students to inhale for a count of 4, hold for a count of 4 and slowly exhale for a count of 4.
- ◇ Ocean Breathing (a.k.a. Ujjayi) - Guide students to deeply inhale through their noses and exhale slowly through their mouths. Once students have taken a few deep breaths and are comfortable, have students focus on slowly exhaling and “constricting” their throats. (Have students try to sound like Darth Vader.)
- ◇ Sigh Breathing - Guide students to inhale slowly for a count of 5, hold it for 2, and release the breath with a sigh
- ◇ Shoulder Breathing - Guide students to raise their shoulders as they inhale slowly and gently lower their shoulders as they exhale slowly.



REFLECT: (3-5 minutes)

After the activity, consider asking 1-3 of the following questions to help students reflect, evaluate, and make connections to the lesson. *NOTE: Think about modifying the questions based on your students’ ages, grades, ability levels, and classroom goals. Consider having students share their responses in pairs, small groups, or as a large group.



What did you notice as you became more aware of your breathing?

Did anyone notice that our BREATHING became synchronized?

How might being aware of our BREATHING help us to get IN SYNC?

How might you use conscious breathing in other areas of your life?

What might be some benefits to consciously breathing together?

How does TAKING A BREATH, together, show much and why we MATTER?



WRAP UP: (1 minute)

Thank you for using your awareness to consciously BREATHE and support one another. When we actively and thoughtfully TAKE A BREATH together, we create a space where we can help each other reset and recenter. Together, we can GET BALANCED.

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EXTEND

Think about providing more opportunities for students to **GET BALANCED** and **TAKE A BREATH** by doing one or more of the activities listed below:

- 1 Took My Breath Away:** Facilitate a discussion with students about experiences or moments where they found themselves in awe or impressed. In a way, that experience or moment, took their breath away. Discuss with students why it might be important to use our awareness to connect with things that TAKE OUR BREATH AWAY.
- 2 In Sync - Part 2:** Have students brainstorm ways they can create synchronicity. Maybe students walk in a single file line and walk in step with the person in front of them (ie. marching in step together.) Maybe students create a “wave” by sitting in a circle in their chairs and momentarily standing up then sitting down one by one. Maybe students do flip water bottles so they land at the same time. Maybe students bounce basketballs at the same time. Whatever it is, let’s get IN SYNC and GET BALANCED.
- 3 Take a Break - Take a Breath:** On small slips of paper, have students brainstorm different activities they can do to take a 2-minute break throughout the day. Then place the slips of paper into a container. Every so often pull out a slip of paper and take a 2-minute break. Whether it’s conscious breathing for 2 minutes, stretching for 2 minutes or doing jumping jacks for 2 minutes, let’s take a break so they can TAKE A BREATH.

“**TAKE A DEEP BREATH.
INHALE PEACE.
EXHALE HAPPINESS.**”

- A.D. POSEY, AMERICAN POET