



Proud title sponsor



Name of the game: Draw Your Breath

Value: Healthy Mind + Body

KEY LEARNING

Students learn that emotions are tied to our breathing. You can calm the mind and relax Your breathing.

GOAL OF THE GAME

Students learn to bring awareness to the quality of their breathing.

WHAT YOU NEED

Equipment

- Student Workbook
- Pencil

WATCH FOR

- Students being unclear at the start.ing what you are asking them to do.
- They may need help understanding deep slow breaths or fast shallow breaths.

VARIATIONS

- Directed their inhales and exhales. Tell them to take

HOW TO PLAY

Place your pencil on the box in page 13 in the accompanying student workbook (or on a piece of paper). Notice your breathing. Draw a line on the paper that represents your breath eg. Up for inhale, down for exhale. Play around with different lines and breath speeds. Notice how the shape of the lines change to match your breath.

Lower on the page, start the exercise again. Now focus on deep, slow relaxed breathing. Draw lines that represent your calm breaths. Continue for a few minutes. Some people might draw zig zags, others may draw rounder waved lines.

Notice any difference in the lines between when you started and when you took relaxing breath.

Notice how you feel after the relaxed breathing.



Proud title sponsor



Name of the game: Feel the Beat

Value: Healthy Mind + Body

KEY LEARNING

Students learn that the body has the power to change the mind.

GOAL OF THE GAME

Students will take note of the difference in themselves- physically by measuring their heart rate and mentally by tracking how they feel before and after vigorous exercise.

WHAT YOU NEED

Equipment

- Stopwatch or clock
- Lines or cones to mark distance to run.

WATCH FOR

Some students might need help finding their pulse at the start. Make sure students don't skip recording their heart rate before, during and after the exercise.

VARIATIONS

- Vary the lengths and efforts the students run for.
- Vary the exercises the students try eg. yoga/ stretching, hopping, soccer, walking.

HOW TO PLAY

1. Ask students to find their pulse. Have them count their pulse for 20 seconds. Multiply their answer by 3. Have students write down their answers.
2. Ask students how they are feeling on a scale of 1-10. 10 being the most excited they've ever felt and 1 being the lowest energy and mood they've ever felt. Record their answers.
3. Next, ask student to run around the yard/hall at an easy jogging pace. After 1-2 minutes, have them stop and find their pulse again for 20 seconds. Record their answer. Record their mood.
4. Next ask students to run as fast as they can from one point to another (eg. to a cone or a lap of the facility). Tell them to give their best effort. Have students record their pulse + record their mood (like above).
5. After some rest (approx 3mins) ask students to check their pulse and record their mood. Have them notice what effect the exercise had on their body and their minds.



Proud title sponsor



Self Regulation Activity

Create a poster showing three aspects of stress.

- 1.The left column represents issues, problems, situations, etc., which you find stressful.
- 2.The center column represents your (physical,emotional, behavioral, etc.) responses to stress.
- 3.The right column represents ways in which you reduce or deal with stress.

Prior to creating your poster you may spend time in circles discussing these three aspects. Posters may utilize pictures, drawings, or words, and may be shared with the group or posted upon completion.

What are some helpful ways you can think of to deal with stress?

Problem/Situation	Response/Reaction	Reduce/Deal