**Big Idea/ Topic**

Box Breathing

**Georgia Standards of Excellence Alignment**

*Health Standard 7:* Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Teacher Keys Effectiveness System (TKES) Alignment**

*Standard 7 - Positive Learning Environment:* The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

*Standard 10 - Communication:* The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

**Instructional Design**

**Define Simply**
Box Breathing is a strategy that can be used to teach students that sometimes a break is needed to improve focus and increase student performance. When given as an option, this learning plan will enhance instruction by giving teachers and students a chance to regroup and redirect their attention back to the task at hand. Even the Navy Seals use box breathing to help them regulate and focus ([Article Resource](#)). This is an optional activity and never required.

**Model/Demonstrate with Examples**
Show students how to breathe in through their nose for four seconds, hold for four seconds, breathe out through their nose for four seconds, and hold again for four seconds. Repeat. ([Video Example](#)).

**Practice in All Relevant Settings**
This routine may take some practice and teachers can schedule whole class breaks throughout the day, or as needed, to model this strategy. Brainstorm ideas with students on when they may want to use the strategy (Ex: Prior to or during a test, when they are feeling stressed or anxious). The teacher can even add it to the class schedule. Teachers should model this strategy in relevant settings to demonstrate to students its benefits. The teacher can also set up a brainstorm board where students can add different scenarios when they’ve used their box breathing (e.g., before getting on a roller coaster, when going to the dentist).
Monitor & Provide Positive Feedback and Reinforcement
Explain to students they can participate in this activity privately and without interrupting others. Notice when students are using box breathing and give them specific praise for taking steps to self-regulate. For example, “Great job Cassandra, I noticed that you were using box breathing to prepare before a test. It is an excellent way to focus.”

Based on Data, Adjust Instruction & Reteach
This is an optional skill or routine to embed in the class. The teacher may want to reteach as needed when students are struggling to regulate their emotions. Students may be more likely to use the skill when box breathing becomes normalized. Some students may need an additional two-minute break routine to calm down when they are feeling very dysregulated (Breaks are Better Resource Manual).

### Evidence of Student Success
- 80% or more of students will utilize Box Breathing when needed to regulate and refocus without disrupting others or needing additional verbal or nonverbal prompting from the teacher.

### Student Learning Supports
- This is a universal lesson plan and an effective practice used for struggling students in the Multi-Tiered System of Supports (MTSS) process.
- Some students may need additional support or scaffolding. Consider adapting for the individual needs of the student.

### Engaging Families
- Teachers can share Box Breathing activity with families at parent nights and allow students to teach parents the strategy. Family members can talk to students about how they are feeling when they need a break and begin utilizing the strategy together.