Big Idea/ Topic
Box Breathing

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

Instructional Design

Define Simply
Introduce students to “Box Breathing” by explaining that sometimes we all need to take a break so that we can focus and do our best. 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). You can even add it to your class schedule. Teachers should model this strategy in relevant settings to demonstrate to students it’s benefits. You can also set up a brainstorm board where students can add different scenarios when they used their box breathing (e.g., before getting on a roller coaster, when I had to go 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 a excellent way to focus.”

Based on Data, Adjust Instruction & Reteach
This is an optional skill or routine to embed in your class. You 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
- Student success will be demonstrated by students utilizing Box Breathing when needed to regulate and refocus without disrupting others.
**Distance Learning Supports**

- Box Breathing can also be used during online learning either as a class or individually.

**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.