

DAX USES DEEP BREATHS



- Managing **worried feelings** for grades **Pre-K + K**
- Helps students **notice** and **name** how **worry** feels in their bodies
- Super **low prep!**



Designed for Little Learners!

Created especially for **Pre-K** and **Kindergarten**:

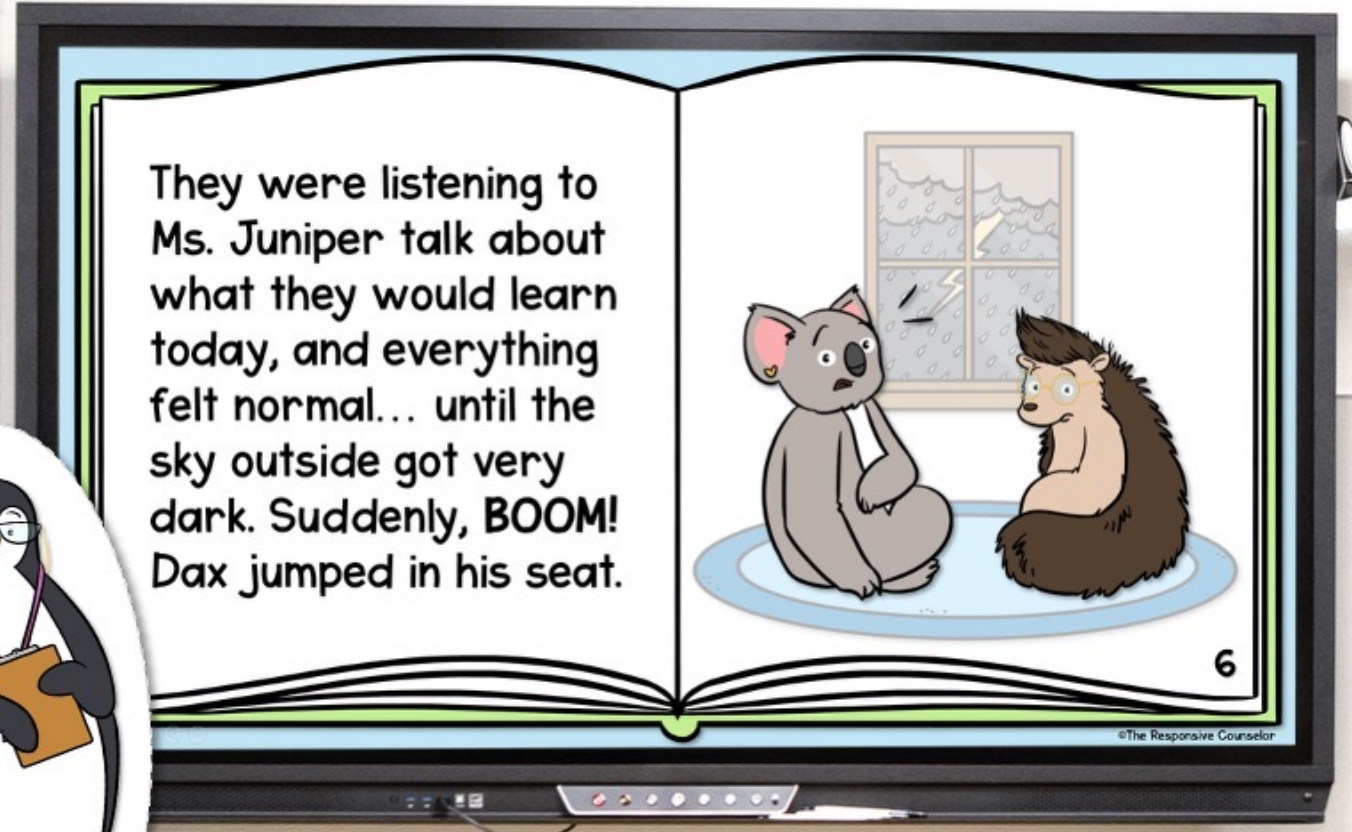
- Lovable characters
- Short, engaging stories
- Simple, age-appropriate language
- Interactive movement and play
- Flexible practice activities



Start with a story!

Dax feels worried when it starts to thunderstorm outside. Ms. Juniper helps him **practice deep breathing** to manage his feelings.

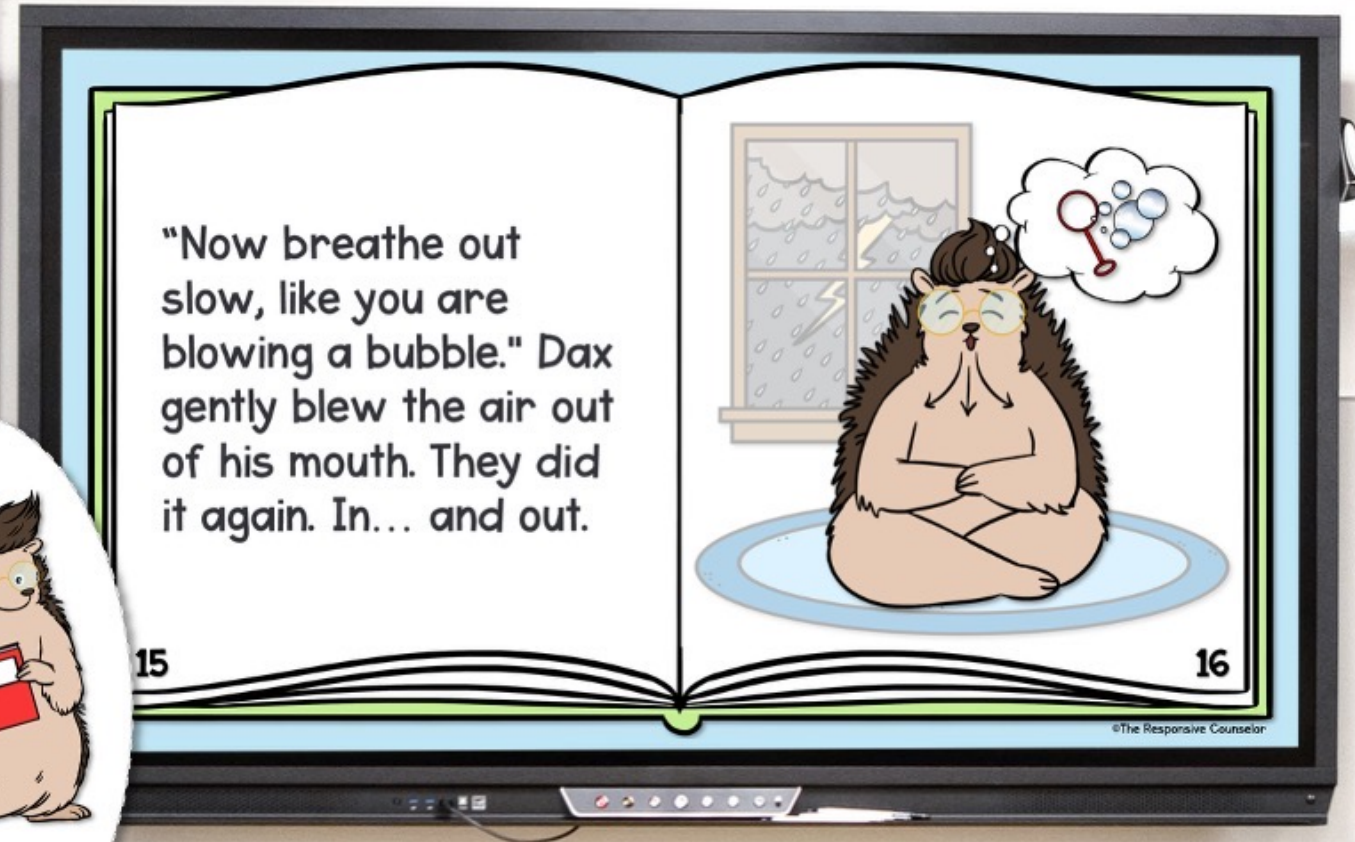
Use easy stick puppets to add another **engaging** element.



Follow Along!

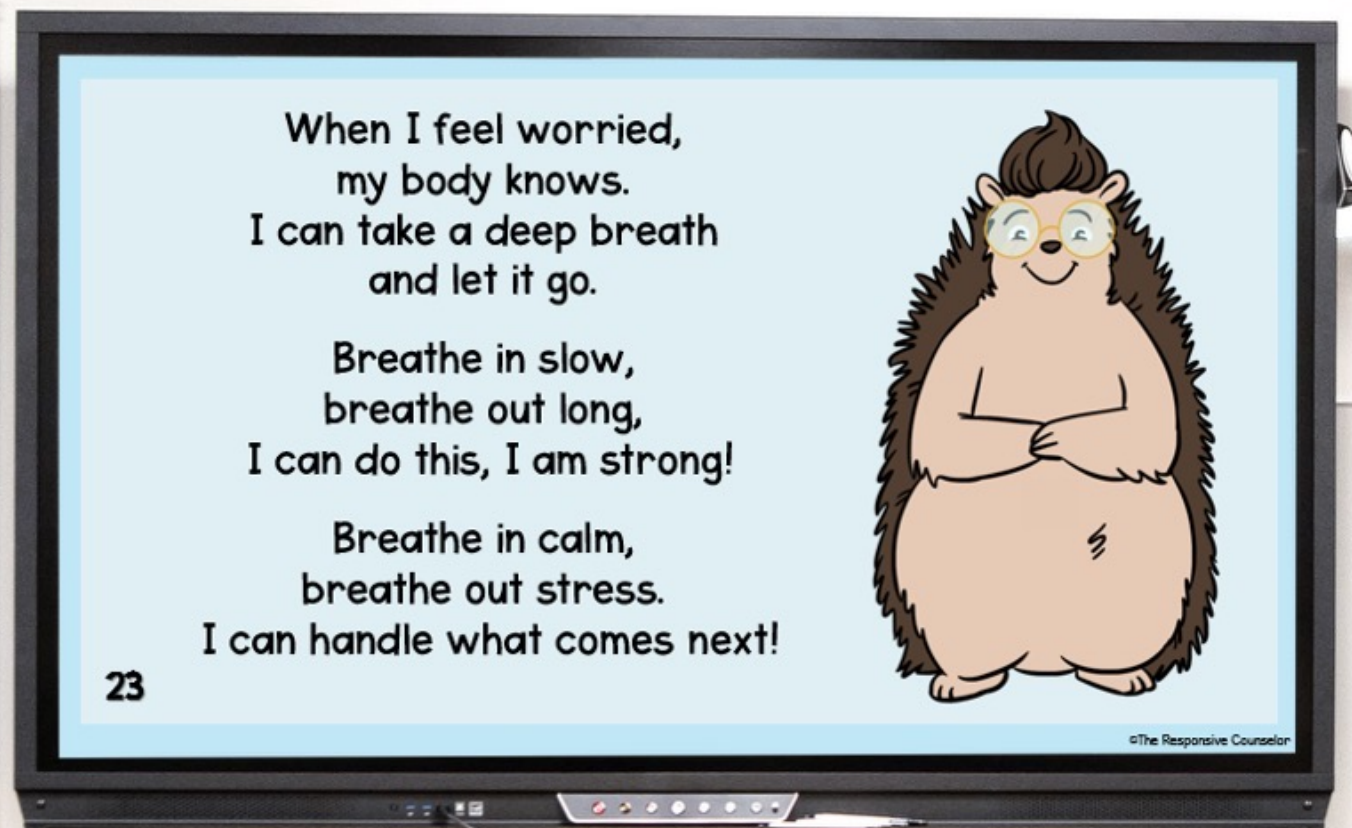
Young learners will enjoy following Dax's adventure as he **explores** big feelings and **learns** new skills.

Every page encourages discussion, reflection, and learning.



Reinforce!

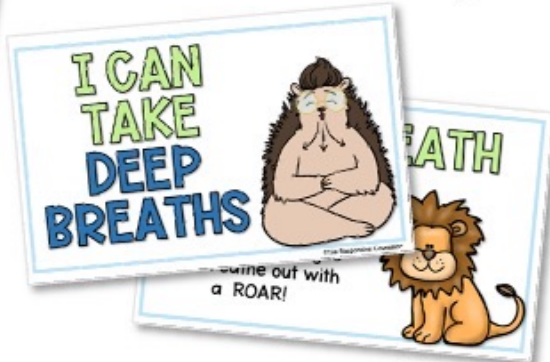
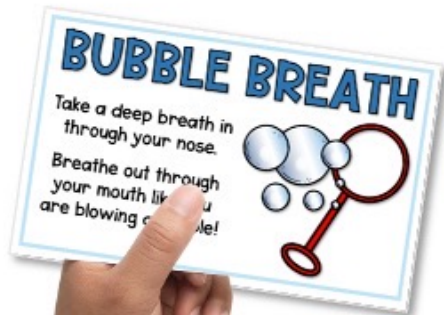
With rhymes and motions, engage students in a call-and-response chant to **reinforce their learning.**



Practice!

Guided **individual activity** for practicing deep breathing.

Picture card activity for **practicing** different deep breathing strategies.



HOW DO DEEP BREATHS MAKE YOU FEEL?

1. Circle angry, sad, or worried.
2. Pause and practice taking a deep breath.
3. Circle how you think you would feel after. Would you still feel angry, sad, or worried?

26

When I feel...	I can...	Then I feel...
 angry	PAUSE  and BREATHE 	 calm
 sad		 quiet
 worried		 tired

Extend!

Options include to extend the learning:

- Teacher tip sheet
- Find Dax visual search activity
- Recommended book companions



Detailed Lesson Plan

ASCA and CASEL aligned lesson plan

The image shows two overlapping lesson plan pages titled "Managing Worry". The left page is the "PLAN/PREP" section, and the right page is the "Story" section. Arrows point from the text blocks on the left to the lesson plan pages, and from the right page to the text block on the right.

Managing Worry

Objective(s): Students will learn to use a calming strategy - deep breathing - to help manage feelings of worry.

ASCA Mindsets/Behaviors: B-SMS 7. Effective coping skills

CASEL Domains: Self-Awareness

Additional Materials Needed: A teddy bear (or other stuffed animal), sheet protectors (if re-using materials), dry-erase markers (if re-using materials), popsicle sticks (optional), coloring materials for worksheets.

PLAN/PREP

Slideshow: Review the directions, suggested scripting, and slides ahead of time. Print puppets and glue onto large popsicle stick, if using.

Whole Group Activity: Print/copy a set of breathing cards. You may want to laminate for durability. Predetermine the size and makeup of small groups, if necessary for the class.

Extension Activity: Review directions. Determine if students will complete the Find It Mats independently, with a partner, or in small groups. Print enough for each group to have one. You may want to use a sheet protector if you plan to re-use them.

Worksheet(s): Print/copy one Deep Breath worksheet per student.

MANAGING WORRY

Story

- "Today we are going to read a story about a friend, Dax, that will help us learn what we can do when worry shows up in our brains and bodies. Does anyone have an idea about what might be helpful before we start?"
- Pages 3-21: Follow the slides and read the story, being sure to stop and discuss the following slides.
- Page 5: "That was a loud, sudden sound. Look at Dax's face and body. Do you think you know how that made him feel? How can you tell?" Guide students to recognize his facial and body expressions as worry or surprise.
- Page 7: "Lots of kids in the class are having different reactions. Why do you think that is?" Explain that we all feel worried about different things and feel our worry in different places in our bodies. You can refer back to the Identifying Worry lesson in this unit!
- Page 7: "Dax is telling us something else about worry. Sometimes when we worry, our brains can start to run really fast, and we have lots of thoughts that can feel scary. What was one of Dax's thoughts?"
- Page 11: "It sounds like Pippa has a good tool to show Dax! Raise your hand if you have tried taking deep breaths before."
- Page 15: "Let's try some of these breaths, too!" Guide the class through 3 deep breaths like Pippa and Dax.
- Page 17: "Did Dax have the same reaction this time? Why not?" If needed, help them understand that he knew what to do this time and could control his worry.

• Ask a few students to share their favorite

**Optional/
suggested
scripting to
use**

**Outline
breakdown
with activity
directions**

Hi, I'm Sara! At The Responsive Counselor, we create resources for school counselors, child therapists, and teachers that improve social emotional learning and help students be their best selves.

Our focus is creating resources that are effective (using research-based best practices) and engaging (through collaborative learning and relevant scenarios) for students.

education

B.A. from Michigan State University

Psychology and Anthropology

M.S. from Vanderbilt University

Community, Research, and Action

M.Ed. From Vanderbilt University

Human Development Counseling:
School Counseling & Mental
Health

experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the
responsive
counselor

let's connect:

