

**EXTENSION
ACTIVITY**

LEVEL 4

BOOK TITLE

**How I Use
My Breath**

TOPIC

**Tobacco and
Addictions**



**Essential
Question**

Why is it important to have healthy lungs?

Teaching Strategy

This activity incorporates hands-on, active participation from both the teacher and students. The lesson also uses visuals to enhance teacher instruction.



REQUIRED MATERIALS

- ☞ Straws
- ☞ Diagram of Lungs

LEARNING ACTIVITIES



Class discussion about lungs.



Deep breathing.



Breathing while talking.



Breathing after exercising.



Breathing through a straw while exercising.

LEARNING CONNECTION

This activity encourages the students to connect the actions in the book *How I Use My Breath* to their own bodies. The book describes actions that require healthy lungs and builds the foundation for future messages about why healthy lungs are important.

READING VOCABULARY

Lungs, breathe.

LESSON PLAN: HOW I USE MY BREATH

1. Ask the students:



“Who can tell me what organ we use to breathe?”

Answer: lungs.

☞ Show them the **Diagram of Lungs**, so they understand where their lungs are located in their body, and the other body parts that help them breathe (nose, mouth, and throat).

2. Tell the students to hold out their hands and then place their hands on their own chest.

3. Now, ask them to take a deep a breath. Say:



“Breathe in slowly as I count to three: ...one... two... three. Now breathe out slowly as I count to three: ...one... two... three.” Count slowly and instruct the students to use the entire count to three to breathe in and to breathe out.

4. Ask the students:



“What happened to your chest when you breathed in?”

Answer: it pushed out, expanded, got bigger, or inflated.

“What happened to your chest when you breathed out?”

Answer: it pulled in, got smaller, or contracted.

5. Tell the students:



“This happens because when you breathe in, air fills your lungs, and when you breathe out, air leaves your lungs.”

6. Tell the students:



“There are different activities you can do that make it harder to breathe deeply.”

7. Now, demonstrate taking a deep breath and then counting slowly as high as you can (one, two, three, four, five, etc.) before taking another breath.

8. Have the students try it.



9. Next, ask the students to stand up and exercise for 30 seconds—for example, running on the spot or doing jumping jacks.

LESSON PLAN: HOW I USE MY BREATH

10. Afterwards, have the students each put their hands on their stomach or chest to see how their breathing feels. Ask the students:



“How does your breathing feel after exercising?”

Answer: faster and not as deep.

11. Hand out a straw to each student.

12. Tell the students:



“Breathing through a straw will make it harder to breathe. If you have unhealthy lungs—for example, if you smoke—this is what breathing might feel like all the time.”

Note: Before beginning the following activity, be sure to warn the students to stop the activity if they are starting to feel faint or if their breathing is getting too difficult.



13. Have the students repeat the 30 seconds of exercise while breathing through the straw, and then have them check their breathing again.

14. Compare the two situations. Ask the students:



“Was it easier to breathe with the straw or without the straw?”

Answer: It was harder to breathe with the straw.

“Why was this more difficult?”

Answer: Because you can't breathe in as much air.

15. Say to the students:



“Imagine if you had a hard time breathing all the time. Think about all the things you would have trouble doing. Name some things you like doing that you would not be able to do as well if you had trouble breathing.”

Answers might include: soccer, running, playing hockey, etc.

16. Ask the students:



“Think about what we have learned today. Why is it important to have healthy lungs?”

Answers might include: to be able to breathe easily, so we can be active, so we can be strong, etc.