
TOBACCO AND ADDICTIONS

LEVEL 4

Level 4: How I Use My Breath Lesson Plan

- Diagram of Lungs

**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.

ICON LEGEND



TEACHER SCRIPT



CLASS DISCUSSION



IMPORTANT INFORMATION



INDIVIDUAL ACTIVITY



PAIRS/SMALL GROUP ACTIVITY



PHYSICAL ACTIVITY



LARGE OPEN SPACE REQUIRED

LESSON PLAN: HOW I USE MY BREATH

1. Ask the students:



“የጤ ስጦት የሚገኝበት ሰፊ ስፍራ ስለትክለኛ ለምን ነው?”

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:



“ጤ ስጦት ስለሚጠቃም 3-ታ ስላለው ስላለው: ...1.. ...2... ...3....
ጤ ስጦት ስለሚጠቃም 3-ታ ስላለው ስላለው: ...1.. ...2... ...3....”

Count slowly and instruct the students to use the entire count to three to breathe in and to breathe out.

4. Ask the students:



“ጤ ስጦት ስለሚጠቃም ስለሚጠቃም?”

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

“ጤ ስጦት ስለሚጠቃም ስለሚጠቃም?”

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

5. Tell the students:



“ጤ ስጦት ስለሚጠቃም ስለሚጠቃም, ስለሚጠቃም ስለሚጠቃም, ስለሚጠቃም ስለሚጠቃም, ስለሚጠቃም ስለሚጠቃም.”

6. Tell the students:



“ጤ ስጦት ስለሚጠቃም ስለሚጠቃም ስለሚጠቃም ስለሚጠቃም ስለሚጠቃም ስለሚጠቃም.”

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:



“Δ᾽ἔστιν ἰσχυρὰ καὶ ὀρθρὸς ἢ ὀρθρὸς καὶ ὀρθρὸς ἄλλοτε ἢ ἄλλοτε?”

Answer: faster and not as deep.

11. Hand out a straw to each student.

12. Tell the students:



“Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε διὰ τῆς ἀφύρας, καὶ εἰς ἑπόμενον ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν. Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἐξ ἑσῶν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας.”

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:



“Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν. Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν. Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν.”

Answer: It was harder to breathe with the straw.

“Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν. Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν.”

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

15. Say to the students:



“Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν. Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν. Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν.”

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

16. Ask the students:



“Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν. Ἐπιλύθητε τὴν ἀσκήσιν καὶ ἀναπνεύσατε ἀπὸ τοῦ ἀφύρας καὶ ἀναπνεύσατε ἐξ ἑσῶν.”

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

