

BOOK TITLE

**What My Breath
Is Like**

TOPIC

**Tobacco and
Addictions**



**Essential
Question**

How does our breath change when we do different activities?



Teaching Strategy

This lesson uses cooperative learning strategies to encourage the students to work together to complete a task. In this lesson, the teacher will focus on having the students relate the material to their own experiences, and the lesson requires hands-on, active participation from both the teacher and the students. The lesson incorporates graphic organizers and visual aids to enhance instruction.

REQUIRED MATERIALS

- Mind Map Diagram
- Activity Worksheet:
**What My Breath Is Like:
Dramatic Presentation**

LEARNING ACTIVITIES



Class discussion about different activities and how they affect breathing.



Starting a mind map of different activities.



Creating mind maps about activities and breathing.



Creating and presenting group dramatic presentations about activities and breathing.

LEARNING CONNECTION

This activity encourages students to connect healthy lungs with various enjoyable activities, and allows them to present their own ideas dramatically. It builds on their understanding of the book *What My Breath Is Like*, which builds the foundation for future messages about why healthy lungs are important for a variety of activities.

READING VOCABULARY


Breathing, sleeping, deep, slow, fast, quickly, singing, growl, drumbeat.

PRE-LESSON PREPARATION

1. Photocopy the **What My Breath Is Like: Dramatic Presentation** activity worksheet. Make sure there are enough copies for each student.

LESSON PLAN: WHAT MY BREATH IS LIKE

1. Tell the students:


 **“There are different activities we can do all around our community, in different seasons, and at different times of day that will make us breathe in different ways. We are going to make notes on a mind map to start thinking about what these activities might be.”**

☞ Encourage students to use the ideas in the book *What My Breath Is Like* as prompts, but also to add their own examples.

2. Draw a mind map on the board or chart paper using the **Mind Map Diagram** as a model. In the middle circle, draw a picture to represent your school, and start by adding one example of where else in your community the students can take a deep breath of fresh air. Add the label “Places” as a prompt for the mind map on the board or chart paper. Say to the students:


 **“The community centre is one place we can add to our mind map.”**

☞ Write “Community Centre” under the “Places” label on the mind map. Then say:

 **“What are different activities we can do at the community centre that make us breathe in different ways? What could you do at the community centre that would make you breathe quickly?”**

Answers might include: playing Inuit games, dancing, running, doing jumping jacks, etc.


3. Next, add the label “Seasons” as a prompt to the mind map on the board or chart paper. To add one example for this label to the mind map, ask the students:

 **“What are different activities you can do in summer that make you breathe quickly, slowly, quietly, loudly, like a growl, or like a drumbeat? What other activities can you think of for winter, fall, and spring?”**

Answers might include: dogsledding in the winter, playing tag outside in the summer, etc.

☞ Write down one of the answers the students give on the mind map.

4. Next, add the label “People” to the mind map on the board or chart paper. To add one example for this label to the mind map, ask the students:

 **“What are different activities you might do with a family member or with a friend that would make you breathe in different ways?”**

Answers might include: going hunting, playing games, laughing, etc.

☞ Write down one of the answers the students give on the mind map.

LESSON PLAN: WHAT MY BREATH IS LIKE

5. Finally, add the label “Throughout the Day” to the mind map on the board or chart paper. To add one example for this label to the mind map, ask the students:



“What are different activities you can do throughout the day that make you breathe quickly or slowly? What other activities can you think of that you would do in the morning, in the afternoon, or at other times throughout the day?”

Answers might include: singing, playing soccer, etc.

- ☛ Write down one of the answers the students give on the mind map.

6. Have each student create their own mind map based on the diagram.

7. Tell the students:



“You are going to make your own mind map about different activities you do in our community and what your breath is like for each of them. Use the labels ‘Places,’ ‘Seasons,’ ‘People,’ and ‘Throughout the Day’ as prompts to help you think of as many different ideas as you can. Remember to describe your breath for each activity. You will then meet with a partner to share your ideas. After that, you and your partner will join with another pair to make a group.”

8. Give the students a few minutes to write ideas on the mind map individually before they join with a partner.

9. After the pairs have spent a few minutes discussing their ideas, have each pair form a group with another pair in order to share, combine, and discuss their examples.

10. While the students are writing ideas on their mind maps, briefly prepare a short model presentation using the **What My Breath Is Like: Dramatic Presentation** activity worksheet.

- ☛ Use two or three examples of healthy activities, and include a variety of physical and non-physical activities (for example, swimming at the community centre, singing, sleeping).

11. Before presenting your model demonstration, say:



“For the next activity, you are going to work in your current groups of four. Each group is going to create a dramatic presentation about breathing. You are going to choose four different activities that make you breathe in different ways. Here’s an example of what you can do: If you are dramatizing running, you could run on the spot and pant.”

- ☛ Present your example to the students.

LESSON PLAN: **WHAT MY BREATH IS LIKE**

12. Give students 5 to 10 minutes to work in their groups to choose activities from their mind maps and to develop a brief dramatic presentation. Circulate in the classroom to offer encouragement, ideas, and support.

- ☛ If students are struggling, offer the following example to prompt them: Students could read their sentences quietly if they are using sleeping as an example, and one student could dramatize sleeping. Alternatively, students could combine their voices to say their sentences while panting if they are dramatizing running with fast breaths.

13. Ask the students to present their dramatic presentations in front of the class one at a time.

- ☛ After the presentations are done, point out the examples of varied and healthy activities they all demonstrated.

14. To conclude the activity, ask the students:



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

Answer: so we can participate in all of the activities that are available in our own communities and at different times of the day and year.

15. Ask:



“What other activities do you enjoy doing that we didn’t mention today?”

Answers might include: camping, biking, playing tag, etc.

- ☛ Let the students share any other activities they enjoy.