

LESSON 1: INTRODUCE BALLOON BREATHING

OBJECTIVE

Learner will identify and model the Balloon Breathing exercise to use when dysregulated.

LESSON OVERVIEW

Social Narrative

Balloon Breathing is a Calm Down Anywhere Tool. When we use Balloon Breathing, we imagine our bellies are balloons. When we breathe in or inhale, our bellies get big like an inflated or filled balloons, and when we breathe out or exhale, our bellies get small, like deflated or unfilled balloons.

Let's Try ... When you breathe in or inhale, your belly fills up with air like a filled or inflated balloon. And when you breathe out or exhale, your belly goes down, just like a deflated or unfilled balloon. Balloon Breathing can help us feel calm anytime and anywhere.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, "Calm Down Anywhere Module"
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers correctly**, the robot will praise the student and move automatically to the next slide.
- **If the student does not respond or responds incorrectly**, then please tap on the no response/incorrect button for the Robot/Virtual Avatar to prompt the student to respond.
- **Scoring:** If the student answers the question correctly on the first attempt, then they get a full point. If the student answers the question on the second attempt, the student gets a half point. If the student answers correctly on the third attempt, then they get a third of a point. After three incorrect or non-responses, the lesson will automatically progress to the next step.

Assessment Activity

- **Mastery Stars:** For more information on scoring criteria, please access the Mastery Star Quick Guide in the Teacher Tools section of RK Central.
 - ↳ Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Multiple Choice Response, Correct Response is Balloon Breathing
 - ↳ Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Multiple Choice Response, Correct Response is Balloon Breathing
 - ↳ Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Balloon Breathing to calm down. Now it is your turn to try to use this Balloon Breathing. Go ahead, please show me how you can use Balloon Breathing.”* Modeling Response, Correct Response is modeling balloon breathing for the facilitator.
 - ↳ Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Verbal Response, Correct response is Balloon Breathing

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator’s tablet. If a student needs to take a break during the lesson, please utilize the “Dance Break” button at the bottom of the facilitator’s tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the “Dance Break” feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Calm Down Tool Introduction: Robot/Virtual Avatar will say *“Hello, my name is Milo/Veda/Carver/Jemi. I am happy to see you, but sometimes I feel angry. When I feel angry, I need to try to calm down. I can use my Calm Down Tool: Balloon Breathing to calm down anytime and anywhere. Balloon Breathing is like pretending our bellies are balloons. When we breathe in or inhale, our bellies get big like inflated, or filled, balloons. And when we breathe out or exhale, our bellies get small like deflated, or unfilled, balloons.”*
- Slide 2, Calm Down Tool: Robot/Virtual Avatar will say *“Let’s learn how to use Balloon Breathing. Let’s try Balloon Breathing together. When we use balloon breathing, we imagine our belly is a balloon. When we breathe in or inhale, our belly gets big like an inflated or filled balloon, and when we breathe out or exhale, it gets small, just like a deflated balloon or unfilled balloon. Balloon Breathing can help us feel calm and relaxed. Teachers and friends appreciate when we use tools like this to manage our feelings. It’s ok to take a moment and use Balloon Breathing whenever we need to. Remember, I can try to use Balloon Breathing when I need to calm down. With practice, Balloon Breathing can become a helpful tool for us.”*

- Slide 3, Introduction Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on Balloon Breathing. Then tap on the Introduction button to watch a video about using this Calm Down Anywhere Tool.”* If needed, please prompt the student to tap on Balloon Breathing, and then the introduction button. The student will then watch a video modeling Balloon Breathing.
- Slide 4, See-Feel-Think: Robot/Virtual Avatar will say *“When I feel scared, then I can think to use a Calm Down Anywhere Tool to calm down. Everyone feels scared sometimes, but after we feel it, we think to use a Calm Down Tool like Balloon Breathing to be calm again.”*
- Slide 5, Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Student will attempt the assessment and data will be recorded.
- Slide 6, Calm Down Tool Review: Robot/Virtual Avatar will say *“We are learning about Balloon Breathing today. I want to try to use Balloon Breathing. Let’s watch my friend try it again first.”* Click on the “Next Slide” button to progress to the next slide for the video review.
- Slide 7, Calm Down Tool Example Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on Balloon Breathing. Then tap on the example button to watch a video of my friend using the Calm Down Anywhere Tool.”* The student will tap on the button of Balloon Breathing, and then Example to watch the video example. If needed, please prompt the student to tap on Balloon Breathing, and then the example button.
- Slide 8, Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Student will attempt the assessment and data will be recorded.
- Slide 9, Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Balloon Breathing to calm down. Now it is your turn to try to use this Balloon Breathing. Go ahead, please show me how you can use Balloon Breathing.”* Student will attempt the assessment and data will be recorded.
- Slide 10, See-Feel-Think Review: The Robot/Virtual Avatar will say *“When we feel scared, then we can think to use a Calm Down Anywhere Tool so we can calm down. We can calm down with Balloon Breathing.”*
- Slide 11, Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Student will attempt the assessment and data will be recorded.
- Slide 12, Wrap-Up: Robot/Virtual Avatar will say: *“I am looking forward to both of us using Balloon Breathing to calm down anywhere. Thank you for your attention today. See you later.”*
- Teacher Survey: Please use the prompts on the screen to rate your learner’s progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

ACTIVITY 2: CALM DOWN ANYWHERE JOURNAL

Explanation

Students will create and utilize a “Calm Down Anywhere Journal” to reflect on their emotions, Calm Down Anywhere Tool strategies, and the outcomes of their actions when managing their emotions.

Materials

- Printed copies of the “Calm Down Anywhere Journal” pages, bound or stapled into a book
- Writing utensils and coloring materials

Introduction to Student

Begin by discussing with the learner the importance of managing feelings in times of dysregulation; inside and outside of school. Explain that sometimes feelings can become overwhelming, and it’s helpful to draw and write about the tools we use to calm down. Introduce the concept of the “Calm Down Anywhere Journal” as a tool to reflect on their experiences, feelings, and strategies after they have become emotionally regulated again.

Activity

- Distribute the “Calm Down Anywhere Journal” to the student.
- Explain that each page is to be used after they have successfully used a calming tool and have become calm again. They can journal about moments that happen anytime during the day, even if they are outside the classroom.
- Guide the students through the different sections of the journal:
 - ↳ What Happened Next: Ask the student to briefly describe the situation that caused them to feel upset or overwhelmed.
 - ↳ How I Felt: Encourage the student to identify and label their emotions.
 - ↳ What Tool I Used: Have the student write down the calming tool or strategy they used to help them calm down.
 - ↳ Then I Felt...: Prompt the student to reflect on the outcome of using the calming tool. Did it help them feel better? Did the situation improve?
 - ↳ What I Did Next: Guide the student to think about how their feelings changed over time and what they did after becoming regulated again. Reinforce the idea that feelings are temporary and manageable.
- Encourage the students to use the journal throughout the day whenever they need to calm down and reflect on their experiences. This can be kept in a Calm Down area, with a trusted teacher/facilitator, or in any safe spot at school. A second copy can also be distributed to use at home.

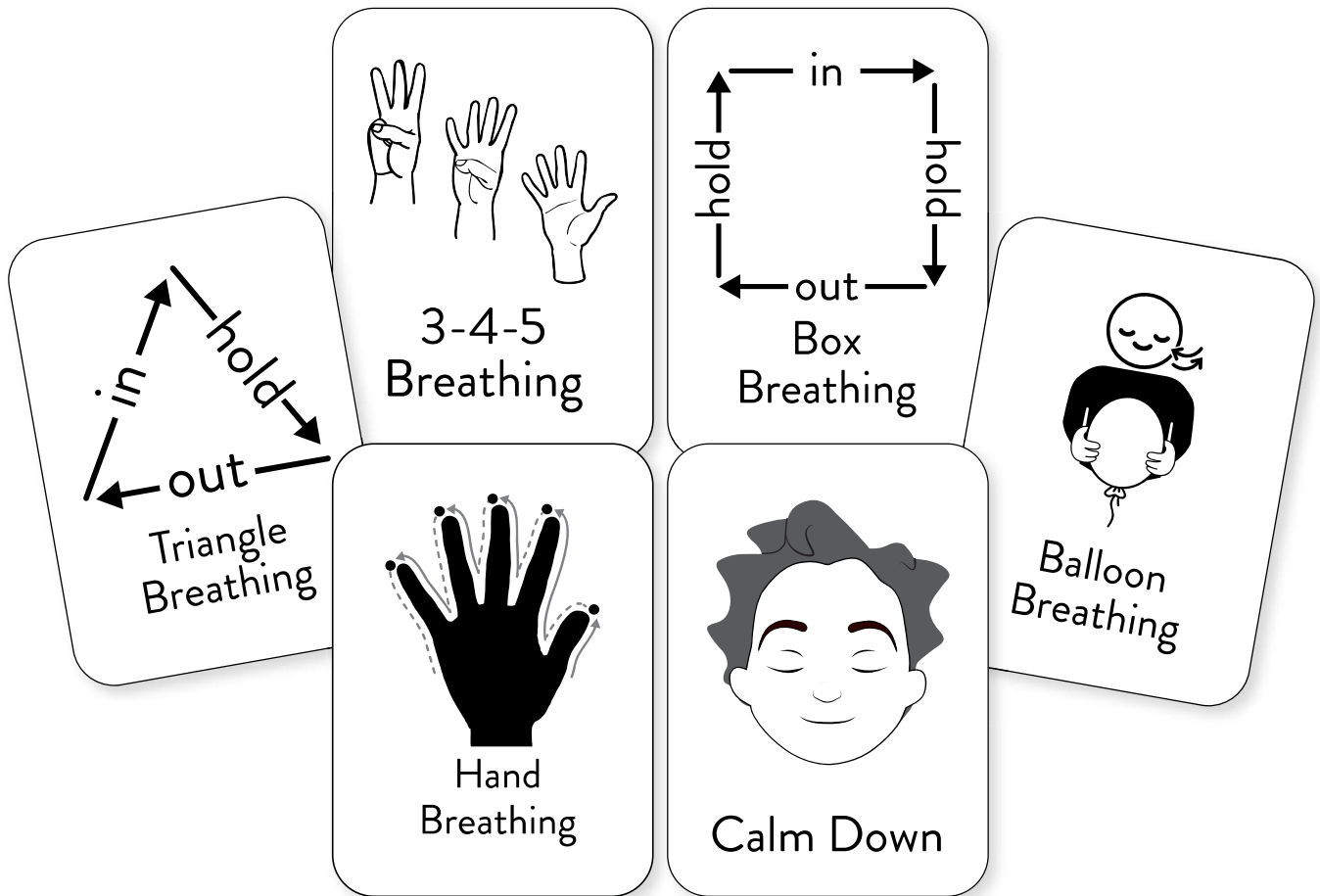
In Practice

After a dysregulated experience, once a learner has regulated and is ready to reflect, encourage them to draw or write about their experience in the journal.

Optional Extension

Encourage students to share their journal entries with a trusted adult or peer to further discuss their experiences and learn from each other.

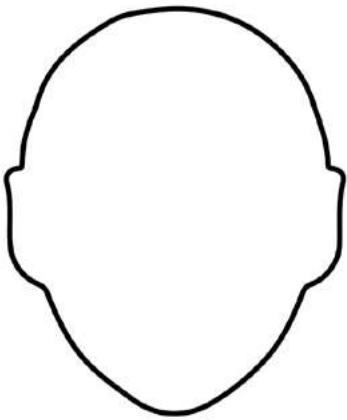
MY Calm Down Anywhere JOURNAL



BY: _____

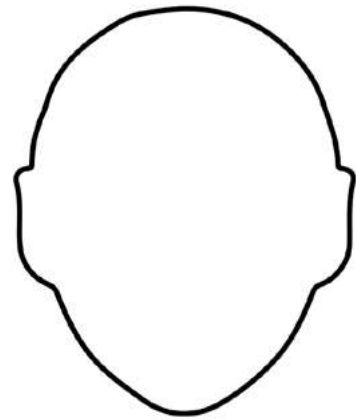
What Happened

How I Felt



What Tool I Used

Then I Felt...



What I Did Next