

## WHILE-TASK: BREATHING

|                             |                                                  |
|-----------------------------|--------------------------------------------------|
| Linguistic focus            | Listening                                        |
| Thematic focus              | Rising awareness / Total Physical Response (TPR) |
| Language level/target group | A2                                               |

### Teacher instructions

In the book, there is a passage that reads „**Take a deep breath, hold it for two seconds and then breathe out very slowly**“ (page 22); this sentence is the focus of the learning chunk on breathing in which a breathing exercise is done.

As a scaffolding measure, the online tool Xhalr (<https://www.xhalr.com>) can be used. The tool can be adjusted in different ways to better fit the exercise and can help students visualize the process of the breathing exercise.

1. Find a comfortable and quiet place: The students are encouraged to sit in a comfortable position either on a chair or on the floor.
2. Close your eyes: The students are told to close their eyes.
3. Take a deep breath: The students are instructed to take slow, deep breaths through their noses. This process can be visualized by imagining smelling beautiful flowers and filling the lungs with air. They should focus on stretching their breathing to four seconds.
4. Hold your breath: The students then hold their breath for four seconds.
5. Exhale slowly: The students are then asked to exhale slowly through their mouths for six seconds, like blowing out a candle on a birthday cake. The students can also imagine how the air is leaving their bodies and takes their tension and worries with it in the process.
6. Repeat and relax: The students repeat the breathing cycle 3-5 times or as long as they are comfortable.
7. Observe your breathing: With each cycle, the students are asked to focus once again on their breathing for a moment. They are encouraged to pay attention to, e.g., how their bodies feel, how their chests rise and fall, and how the air moves in and out of the body.

Afterwards, the students can talk with a partner and/or in class about how they feel after the breathing exercise.

### Additional material to be used

- Poster on the different steps of a breathing exercise

[Happy 16.1]

## POSTER ON BREATHING EXERCISE

[The template can be found as a full-sized PDF in the appendix]

