



McMillenHealth
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Breathe: Healthy Steps to Living Tobacco Free

Children's Activities



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Children's Activities

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Welcome to Breathe: Healthy Steps to Living Tobacco Free

The Breathe: Healthy Steps to Living Tobacco Free curriculum uses a comprehensive approach that involves parents, early childhood education professionals, and children to address the health effects of raising children around tobacco smoke.

Key components of Breathe: Healthy Steps to Living Tobacco Free

- 15 step-by-step, age appropriate classroom lessons led by the classroom teacher and aligned with High Scope Key Developmental Indicators and the Domains and Goals of the Head Start Early Learning Outcomes Framework.
- 9 interactive activities for parents aligned with the Head Start Parent and Family Engagement Outcomes.
- Training for early childhood educators.

Breathe: Healthy Steps to Living Tobacco Free was designed to equip parents with knowledge and skills to raise children in a tobacco free environment.

The goals of the Breathe: Healthy Steps to Living Tobacco Free program:

With increased awareness and self-efficacy, parents will reduce or eliminate personal tobacco use and advocate to raise their children in a smoke free environment. This will prevent the adverse health effects associated with exposure to secondhand and thirdhand smoke. Children raised in tobacco free environments have improved school success. They have better attendance because they are less likely to have ear or respiratory infections or experience severe complications from asthma, which are common in children who are exposed to tobacco smoke. The healthier a child is, the greater their chance is for success in school and in life.

The Need for Tobacco Cessation Information

Quitting the use of tobacco has been identified by the Centers for Disease Control as the number one best way to improve one's health. Using tobacco not only has negative health effects for the user, but also anyone who comes into contact with their smoke (secondhand smoke) or is in an area where smoking has occurred (thirdhand smoke). It is estimated that 1 in 4 children ages 3-11 are raised in a household with at least one smoking parent.

Infants and young children are particularly at risk for the dangers linked to secondhand and thirdhand smoke because their lungs and brains are still developing. Quitting smoking is one important step a parent can take to improve their own health and that of their family's. Ensuring children are in smoke free cars, homes, and cared for in smoke free environments is also critical. Smoking leads to disease and disability and harms nearly every body organ. While smoking causes nearly 500,000 premature deaths annually, the thousands of chemicals in secondhand cigarette smoke kill nearly 41,000 nonsmokers each year. In addition to the impact on health and household finances, children who have smoking parents are more than twice as likely to become smokers when they are adults.

Tobacco Exposure Impacts School Success

Children exposed to secondhand and thirdhand smoke are more likely to develop bronchitis, pneumonia, and asthma, as well as suffer from frequent ear and respiratory infections. Because of their severity and frequency, children who are exposed to secondhand or thirdhand smoke miss more school. As a consequence, parents miss work in order to take their child to the doctor or to stay home with them while they are sick. When young children miss school, they miss out on adult support and guidance to help them master foundational skills that are essential for success in later grades. Absences in young children are associated with lower proficiency in reading and math.

Overview of Children's Activities:

The Breathe: Healthy Steps to Living Tobacco Free Curriculum has 15 lessons for early childhood teachers to use in classes with children ages 3 and over. The lessons are not sequential and may be taught in any order. This research based curriculum began with exploring the information young children should learn about living tobacco free. The critical questions children needed to be able to answer were: "What are lungs?" "What do we do with our lungs?" "What is air/oxygen?" "How are our lungs different from other animals' lungs?" and "How do we keep our lungs healthy?" From these questions, 6 themes were identified and student centered, activity-based lessons were created integrating at least 3 of the 6 themes into each lesson.

- Theme #1: Lungs help us breathe
- Theme #2: Healthy lungs help keep our bodies healthy
- Theme #3: Lungs help us do well in school
- Theme #4: We use lungs to do healthy activities
- Theme #5: Breathing helps us manage our feelings
- Theme #6: Breathing clean air is important for good health

In addition to the 6 themes, one hallmark of the Breathe: Healthy Steps to Living Tobacco Free curriculum is that each lesson is aligned with the HighScope Key Developmental Indicators (KDIs) and the Domains and Goals from the Head Start Early Learning Outcomes Framework.

How We Breathe

Children's Activity

Overview

Children will learn the key parts of the respiratory system and explore breathing through their mouth and nose.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy

Supplies

Respiratory System Diagram (appendix A1)

Color by Number Worksheet (appendix A2)

Crayons or colored pencils (red, orange, blue, yellow, pink, brown, and black)

Extensions/ Adaptations:

These could be hung on a bulletin board with pictures of children using their lungs. These could be included in a book along with the children's creations from other lessons such as 1. Kids Activity Pyramid, 2. I Use My Lungs To..., 3. BR Words, and 4. AIR Words.

Before You Begin

Make copies of the Color by Number Worksheet.

Steps

Pre-Activity Discussion: Showing children the Respiratory System Diagram, identify the basic parts: nose, mouth, throat, and lungs. Have children touch their nose, mouth, throat, and put their hands on their rib cage. Tell children their ribs are bones that protect their lungs which are inside the body. Have children place their hands on their chests while breathing. Ask children to describe what happens to their lungs when they breathe in and out. Explain that our lungs are an important part of our body and we need to keep them healthy. Then, have children breathe through their nose by covering their mouth with their hand. Next, have children pinch their nose and breathe in and out through their mouth. Point out how the chest rises when they breathe in and falls when they breathe out.

1. Teach children the song "Breathe, Breathe, In and Out" (to the tune of Row, Row, Row Your Boat) and sing it together aloud:

Breathe, breathe
In and out
Taking in clean air
Through the nose
To fill the lung
And out the mouth
Exhale!

2. Give each child a Color by Number Worksheet and crayons or colored pencils.
3. Have children color in the different parts of the respiratory system using the color code on the worksheet (i.e. color the nose #1 orange, color the mouth #2 red, etc).
4. Have children color the picture's hair the same color as their hair.
5. Have children write their name on their paper.

Head Start Domains & Goals:

P-PMP 3
P-MATH 1, 7
P-SCI 1, 3, 5, 6
P-LC 1, 6, 7
P-LIT 6
P-SE 9, 10
P-ATL 3, 6, 7, 8, 11

HighScope Curriculum Content:

1, 2, 3, 5, 6, 7, 8, 17, 21, 22, 23, 29, 31, 38,
40, 45, 46, 47, 50, 51

I Use My Lungs To...

Children's Activity

Overview

Children will review how lungs help them to do important things.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities

Supplies

"I Use My Lungs To..." worksheet (appendix A3)

Markers

Extensions/ Adaptations:

This could make a good bulletin board display of pictures of children doing activities using their lungs. Put the child's name under how they say they use their lungs. If a child cannot write, write their words on the white paper for them, and have them glue onto the lung.

Before You Begin

Make copies of the "I Use My Lungs To..." worksheet.

Steps

Pre-Activity Discussion: Remind children what lungs help us do (breathe, laugh, talk, sing, walk, run, play, blow, etc). It is important to take care of our lungs so that we can do all of these things. Specifically discuss that healthy lungs help us to do activities like playing, running, and walking that can help us keep our bodies healthy. Ask how we can keep our lungs healthy (physical activity, eating healthy foods, breathing clean air). When we do healthy activities our bodies are healthy and that helps us to do better in school and to learn more.

1. Have each child tell you what they use their lungs to do. Write their answers down for them on the "I Use My Lungs To..." worksheet.
2. Have children share with the class the most important things they can use their lungs to do.

Head Start Domains & Goals:

P-PMP 3, 4
P-LC 5, 6
P-LIT 3, 6
P-SE 3, 9, 11
P-ATL 3, 6, 7, 8, 11

HighScope Curriculum Content:

3, 11, 17, 18, 20, 21, 22, 23, 24, 29,
40, 50

Happy vs. Sad Lungs

Children's Activity

Overview

Children will identify activities or situations that can help make their lungs healthy and activities/situations that can hurt their lungs.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities
- #5 Breathing helps us manage our feelings

Supplies

- Happy Lung and Sad Lung Templates (appendix A4-A5) 1 each per group
- Activity Pictures (appendix A6-A7) 1 set per group
- Tape

Extensions/ Adaptations:

This activity could be done in small groups instead of with the full class.

Before You Begin

Make one copy per group of the Happy Lung and Sad Lung Templates and one set per group of the Activity Pictures. Cut out the Activity Pictures.

Steps

Pre-Activity Discussion: Discuss with children the importance of having healthy lungs (they help us breathe so that we can do fun activities like playing, running, singing, blowing, etc). Explain that what we do and what we breathe can help or hurt our lungs.

1. Help children think of a short list of activities that they think would be good for our lungs and discuss why they chose those activities (running, playing, dancing, singing, blowing, deep breathing, jumping, swimming, riding a bike, washing our hands, going to the doctor for check ups, eating healthy foods like fruits and vegetables).
2. Repeat with a short list of activities that would be bad for our lungs and why (smoking, really cold air, getting sick, air pollution/dirty air). Tell children that they need to take good care of their lungs every day because they have to keep working for the rest of their life.
3. Hang up the Happy Lung Template and the Sad Lung Template.
4. Select one card and ask children to predict if they think it is showing something that can help or hurt their lungs. Discuss what the picture is and how it hurts or helps their lungs. If the activity helps the lungs, tape it to the happy lung template. If the activity hurts the lungs, tape it to the sad lung template.
5. Count how many cards are on each lung template. Compare which lung template has more activities taped to it.

Head Start Domains & Goals:

P-PMP 4, 5
P-MATH 1, 2, 3, 4
P-SCI 3, 5
P-LC 1, 2, 6, 7
P-ATL 8, 11

HighScope Curriculum Content:

1, 3, 5, 19, 20, 21, 23, 32, 46, 48, 51, 58



Action Graph

Children's Activity

Overview

Children will learn how to create a bar graph. They will gather information by discussing the different physical activities their classmates enjoy doing, and how their lungs help them do the act they enjoy.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #4 We use lungs to do healthy activities

Supplies

Large piece of paper/poster board

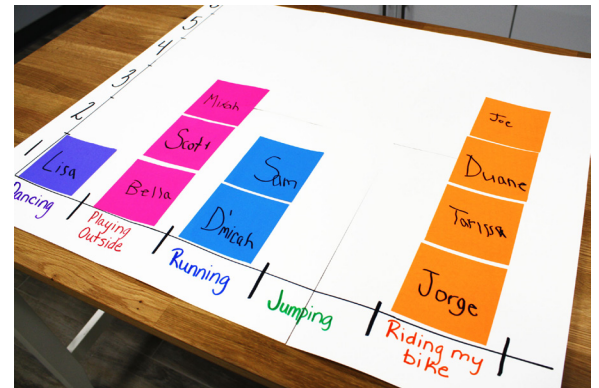
Markers

Glue sticks

Pencils

Extensions/ Adaptations:

This could be turned into a bulletin board with pictures of children doing their favorite activity.



Steps

Pre-Activity Discussion: What do you need to do to keep your lungs healthy? (Play, take deep breaths, breathe clean air, eat healthy foods, wash hands to stop from spreading germs, get check ups at the doctor, keep our classroom clean). Running, jumping, riding a bike, and dancing help us to take deep breaths which gets more air into our bodies. This keeps our brains and bodies healthy.

1. Explain what a graph is. Simply put, it is a picture that is used to tell us information.
2. Write the title "What activity do you like to do the most?" on the top of the large paper. Write "Number" down the left side and "Activity" at the bottom.
3. Use markers to label each column at the bottom of the graph with activities (dancing, playing outside, running, jumping, riding a bike). Use the same colors as the pieces of paper you have. Ask children to identify colors.
4. Instruct children to discuss with a partner what their favorite activity is. The teacher may model first.
5. Ask children to find the piece of paper that matches the activity color they most enjoy doing. Have them write their name on the paper.
6. Children will line up and glue their paper above the corresponding colored activity category on the graph to create a bar graph (or teacher can glue their paper, based on skills of children).

Post-Activity Discussion:

Discuss the graph. What activity has the most/least squares? Are there some activities with equal amounts of squares? Ask if one activity has more squares than another activity or fewer squares?

Head Start Domains & Goals:

P-PMP 3, 4
P-MATH 1, 2, 3, 4, 6, 7, 8
P-SCI 3, 6
P-LC 1, 4, 5, 6
P-LIT 6
P-SE 3, 10, 11
P-ATL 5, 11

HighScope Curriculum Content:

3, 5, 6, 8, 11, 12, 17, 18, 20, 22, 23, 29, 32, 33, 35, 36, 37, 39, 46, 49, 50, 53

Paper Bag Lungs

Children's Activity

Overview

Children will simulate how lungs work when breathing by creating a paper bag model.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities
- #5 Breathing helps us manage our feelings

Supplies

Tape

Small paper bags (brown lunch bags) - 2 per model

Drinking Straws - 2 per model

Lung Template (appendix A8)

Extensions/ Adaptations:

Children can draw pictures on their lungs of activities they enjoy doing with their lungs (riding a bike, running, playing outside, etc). Rather than having each child make their own model, one model can be made for the class and shown.

Before You Begin

Copy the Lung Template on pink paper and cut along the outside lines. You will need 1 per model.

Steps

Pre-Activity Discussion: Have children place their hands on their ribs and take a deep breath in and out. Observe what happens to their hands (as you breath in, lungs expand and hands move out, reversed when breathing out). Review how we breathe - we take air into our bodies through our nose and mouth and then it goes down our throat into our lungs. Review why breathing in clean air is important (helps keep our bodies healthy, helps us calm down, helps us do better in school, helps us do fun activities like playing, running, jumping, etc).

1. Partner children or place in small groups. Ask children to discuss when they use their lungs (breathing, blowing, playing, running, singing, etc).
2. Review ways to take care of lungs such as breathing in clean air, taking deep breaths, eating healthy foods, washing hands to prevent germs spreading, covering our mouth and nose when we cough and sneeze, etc.
3. Give each child 2 brown bags, 2 straws, and a cut out lung template.
4. With help, have children place about 2" of straw inside each bag. Twist the bag top around each straw. Secure with tape, making sure to seal all the way around the straw to prevent air from escaping.
5. Place a piece of tape around the two straws to keep them together, making it easier to blow into them at the same time.
6. Tape or glue the lung template to the paper bags with the top of the template (trachea) being taped to the straws.
7. Have children blow through their straws into the bags. Do not allow children to share straws. Discuss what is happening (as air goes in the lungs, they get bigger).
8. Have children gently push on the bags to deflate them. Discuss what is happening (when they push on the lungs, they get smaller because the air leaves the lungs and we breathe out).



HighScope Curriculum Content:

3, 5, 6, 8, 17, 18, 19, 20, 21, 22, 40, 45, 47, 49, 50, 51

Head Start Domains & Goals:

P-PMP 2, 3, 4
P-SCI 1, 3, 5
P-LC 1
P-SE 3, 10
P-ATL 7, 8, 11

Air is Everywhere

Children's Activity

Overview

Children will explore the concepts of wind and air through an interactive song combining creative movements with language development.

Themes Met:

- #1 Lungs help us breathe
- #3 Lungs help us do well in school
- #6 Breathing clean air is important for good health

Supplies

Audio recording of wind

View something blowing (leaves in a tree, flag on a pole, etc)

Extensions/ Adaptations:

This lesson could be extended to include information about protecting our environment.

Steps

Pre-Activity Discussion: Ask the question “what is air?” Air is all around us in our environment, and we bring it into our bodies every time we breathe. Air is made up of many different things, but oxygen is the part of air that people need to breathe. Having clean air to breathe helps keep us healthy so we feel better and do better in school. Have children take a deep breath in and slowly let it out.

Ask if anyone can see the air. Explain that air is all around us, even though we cannot see it.

Ask what air is called when it is moving (wind). Ask how we can tell if it is windy (we can see blowing leaves or flag or feel it on our face). If it's breezy, have children look out the window to observe what the wind is blowing. If it's not breezy outside, play a recording of wind sounds. Ask children what they hear.

1. Have children stand up. Teach children the following song and the movements that go along with it. Sing the song together as a class making the motions as it is sung.

“I See the Wind” (To the tune of “Hush Little Baby”)

I see the wind when the leaves dance by. (Wave hands in front of body)

I see the wind when the clothes wave “hi!” (Wave hello)

I see the wind when the trees bend low. (Put arms over head and bend to the side)

I see the wind when the flags all blow. (Stand up and wave arms above head)

I see the wind when the kites fly high. (Stretch arms up high)

I see the wind when the clouds float by. (Put arms down and wave hands gently)

I see the wind when it blows my hair. (Shake head)

I see the wind ‘most everywhere! (Hold hands out with palms up)

Head Start Domains & Goals:

P-PMP 1, 2
P-SCI 1, 2
P-LC 1, 2
P-ATL 8, 11, 13

HighScope Curriculum Content:

1, 2, 3, 6, 16, 18, 21, 22, 23, 41, 42, 43, 45,
50, 51, 58

Words with “Air”

Children’s Activity

Overview

Children use counting skills while practicing words with “air” in them as they put together simple puzzles.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities
- #5 Breathing helps us manage our feelings

Supplies

AIR Word Puzzles (appendix A9)

Extensions/ Adaptations:

This could be made into a book. Give children construction paper and have them glue each of their puzzles onto a different color of construction paper. Allow children to design a cover then hole punch each page and tie yarn to bind the book. This reinforces new vocabulary words, counting, and colors.

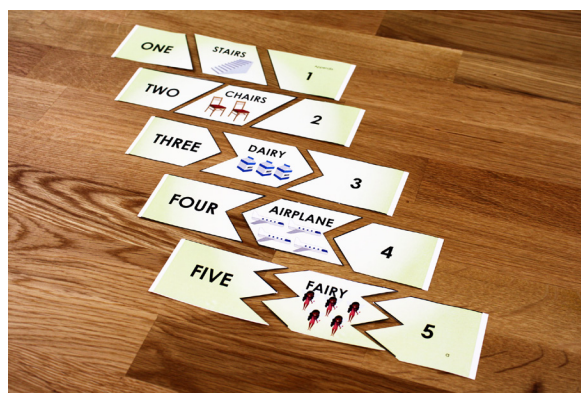
Before You Begin

Copy AIR Word Puzzles on heavy paper. Cut along the bold black lines to separate the pieces. Paper clip the 3 puzzle pieces together to create a puzzle. You’ll have 5 puzzles per set. You may need to make multiple sets.

Steps

Pre-Activity Discussion: Review that our lungs help us breathe and why it is important to breathe in clean air (helps our bodies be healthy, helps us do well in school, helps us to do healthy activities, and helps calm us down when we take deep breaths). Have children put their hands on the sides of their ribs and take a couple of deep breaths observing what happens to their hands when they breathe in and out. Explain that slow deep breaths get air in our lungs and can also help us calm down if we are upset.

1. Review words that have the “air” sound and have the letters a,i,r in them (chair, fair, hair, stairs, airplane, pair, fairy, dairy).
2. Give each child a puzzle. Have them say the number aloud and count the number of “air” word pictures and then say the “air” word. (Ex: 2 chairs)
3. Rotate puzzles between children so each child puts together each of the 5 puzzles.



Head Start Domains & Goals:

P-PMP 2, 3
P-MATH 1, 2, 3, 5, 10
P-SCI 1
P-LC 6, 7
P-LIT 1, 3
P-SE 3
P-ATL 3, 6, 7, 8, 11

HighScope Curriculum Content:

1, 3, 4, 8, 13, 17, 18, 21, 22, 23, 24, 25, 26, 31, 32, 33, 35, 35, 39, 45, 51

Blow Painting

Children's Activity

Overview

Children will learn how to create abstract art using their breath to blow paint through a straw, while reviewing what lungs do.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #4 We use lungs to do healthy activities

Supplies

- Different colors of watered down tempera paint
- Paint cups
- Regular beverage straws
- Paint shirts to protect children's clothing
- Sturdy white paper
- Newspapers or paper towels
- Abstract Art (appendix A10)

Extensions/ Adaptations:

This lesson can be extended by involving other abstract artists. These paintings would make a great bulletin board theme. Children could work as a group on one paper.

Before You Begin

Prepare paint, making sure it is just thin/watery enough to be blown

- For each color, put paint in a cup, add water and stir

Prepare straws:

- Cut straws in half (about 6 inches long)
- Cut a small hole about one inch from the top of the straw so they can only blow and not suck

Place newspapers or paper towels down to protect the table top from getting paint on it. Have students put on protective clothing to prevent paint from getting on their clothes.

Steps

Pre-Activity Discussion: Review with children what lungs help us do (breathe, blow, sing, talk, laugh, etc). Explain that it is important that we keep our lungs healthy so that we can take big breaths and bring air into our bodies. Have children take a deep breath in and blow it out fast and hard (like blowing out a candle). Have children take a deep breath in and breathe it out slowly and softly. Tell children that how fast and deep we breathe depends on what we are doing. We breathe faster and deeper if we are running or playing. We breathe slower and shallower if we are resting.

1. Explain “abstract art” - with abstract art, we use our imagination and our emotions (show example from appendix b).
2. Give children a piece of paper with their name on it and different colors of paint.
3. Show children how to pick up paint from the cup by dipping in the straw and pinching the straw under the hole that was cut as they transfer it to the paper, then opening the pinched straw to release the paint. Have students put paint on their paper.
4. Ask: How can I get the paint to move across the paper using only this straw and my breath?
5. Show children how to blow out through their straw (not breathe in) to blow the paint around the paper.
6. Children will alternate putting paint on their paper then blowing it. As children paint, engage children in prediction, experiment, and observe by:
 - Asking what they think will happen to the paint if they blow out really hard. Ask what they think will happen if they blow out slower. Have children experiment with blowing out (blowing hard and fast versus blowing out slower). Have children observe and then describe what happens to the paint during each speed of blowing.
7. Once paintings have dried, have children share them with the class.



Head Start Domains & Goals:

P-PMP 2, 3, 4
P-SCI 1. 2. 3. 4. 5. 6
P-LC 1, 5
P-SE 3, 9, 10, 11
P-ATL 3, 6, 7

HighScope Curriculum Content:

3, 5, 11, 13, 17, 18, 20, 21, 22, 40, 44, 45, 47,
48, 50

Keeping Lungs Healthy

Children's Activity

Overview

Paper chains are a great way to inspire creativity and spark discussion. Children will learn about their lungs and ways to keep their lungs healthy, as they build a chain of healthy habits.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities
- #5 Breathing helps us manage our feelings

Supplies

Paper Chain Links (appendix A11)

Glue sticks or tape

Extensions/ Adaptations:

Each child can work in small groups to make a chain. These chains can then be attached to form one long chain if desired. By asking children the shape on the link and then the shape once it's glued, this lesson could be extended to a discussion on shapes. Children can identify the colors in their chain.

Before You Begin

Copy the Paper Chain Links. There are 10 healthy habit links per sheet - make enough copies so that every child has a healthy habit. Cut each link along the dotted lines. Older children may be able to do this as part of the activity.

Steps

Pre-Activity Discussion: Our lungs are important organs in our body that help us breathe. Have children put their hands on the sides of their ribs and take a deep breath in. Ask what happened to their hands. What they are feeling is their lungs expanding or getting bigger when they breathe in.

Our lungs bring oxygen into our bodies when we breathe in. The lungs get rid of used oxygen (called carbon dioxide) when we breathe out. The body needs oxygen to live and grow. In just one day, a healthy person breathes nearly 25,000 times. When our lungs are healthy we can live healthy lives, play with our friends, and do better in school.

1. Give each child a healthy habits link.
2. Start the chain by taking the strip of paper that says, "We keep our lungs," and curl around so the two length ends meet. Glue one end to the other and hold for several seconds until fairly dry (tape could also be used). As a group, count how many links are in the chain (1 link).
3. Feed the strip of paper that says, "healthy by..." through the middle of your first chain link. Curl around so the two ends meet and glue as done in step 2. As a group, count how many links are in the chain (2 links).
4. Continue to build your chain by adding one link at a time to the end of the chain. Have children say aloud what their healthy habit link is. After each link is added, count aloud as a group how many links are in the chain.
5. Repeat until all healthy habit links are attached together.
6. As a group, count the number of links in the chain.
7. Hang your finished healthy habits paper chain and remind children how and why they need to keep their lungs healthy.



Head Start Domains & Goals:

P-PMP 1, 2, 3, 4
P-MATH 1, 2, 3, 6, 9, 10
P-SCI 1
P-LC 1, 2, 6, 7
P-SE 3, 10, 11
P-ATL 3, 7, 8, 11, 13

HighScope Curriculum Content:

3, 5, 8, 16, 17, 18, 19, 20, 21, 23, 32, 34, 40, 42

A Clementine Experience

Children's Activity

Overview

Children will take their time and use all of their senses to actively see, smell, feel, and taste a clementine while they eat it. Children will experience mindfulness while eating.

Themes Met:

- #2 Healthy lungs help keep out bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities
- #5 Breathing helps us manage our feelings

Supplies

Washed clementines (could substitute raisins) for each child (or 2 children can share a clementine)

Paper towels

Plastic knives or citrus peeler

Extensions/ Adaptations:

This could be extended into learning centers on emotions, letters, the color orange, exploring other food, and senses. This activity could focus more on math goals by counting segments and working on subtracting one segment at a time as it is eaten (P-MATH 6).

Before You Begin

Prepare table for food consumption. Have children wash their hands prior to the lesson since they will be eating.

This lesson is about being mentally present and focused during the activity. It is best to conduct this lesson in an environment with as few distractions as possible and while the teacher is feeling calm and focused.

Steps

Pre-Activity Discussion: Being able to carefully pay attention to what you are doing and how you are feeling is called mindfulness (write this word on the board and ask students to identify known letters or sounds). Sometimes we do two tasks at the same time without even thinking about it. Ask if children have ever watched TV while eating or not stopped playing when their mom talks to them.

1. Give each child a clementine and a paper towel. Have students examine the color, shape, and texture.
2. Tell children that clementines are a healthy fruit that grows on trees in warm sunny weather. Have children close their eyes and imagine they are outside on a warm sunny day.
3. Have children firmly roll the fruit on a paper towel to release the orange smell. Have children pick up the fruit and take a deep breath to smell it. Ask them to describe how it smells.
4. Peel the fruit (adults may help) and split it into quarters - have children count 1-4 as it is split. Have children pull each segment apart, counting the segments as they go, and examine it taking time to see and smell it. Ask them to describe what they observe.
5. Have children put a segment in their mouth, close their eyes, and slowly bite down paying attention to how juice bursts in their mouth filling it with orange flavor. Ask children to describe what they feel, taste, and smell.
6. Have children continue to eat the rest of the fruit slowly while using their senses to pay attention to every bite.



Discussion:

We pride ourselves in multi-tasking and just trying to get through the day. Slowing down to appreciate the moment, using our senses to fully experience what is happening, and blocking out distractions have been shown to slow down our breathing and heart rate and lower the body's stress chemicals.

Head Start Domains & Goals:

P-PMP 2, 3, 4, 5
P-MATH 1, 2, 3, 6
P-SCI 1, 3, 6
P-LC 1, 2, 5, 6, 7
P-LIT 3
P-SE 3, 4, 5, 8, 10
P-ATL 1, 5, 6, 7, 8, 9, 11, 12, 13

HighScope Curriculum Content

1, 3, 5, 6, 9, 11, 17, 19, 20, 21, 22, 23, 24, 25, 32, 33, 45, 46, 50, 51

BR Words

Children's Activity

Overview

Children will explore words that start with "br."

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities
- #5 Breathing helps us manage our feelings

Supplies

Scissors

Glue stick

BR Words Pattern Sheet (appendix A12)

Brown crayons, markers or colored pencils

Extensions/ Adaptations:

This lesson can be extended by counting each type of picture (How many bridges are on your page? How many brooms are on your page?, etc).

Before You Begin

Copy one BR Words Pattern Sheet for each child.

Steps

Pre-Activity Discussion: Ask children what they are doing when they take air into their nose or mouth and let it out (breathing). Ask why it is important to breathe (bring air into our bodies, helps us to be healthy, can help us calm down if we are upset, helps our brains work so we do better in school). Ask what body organ helps us to breathe (lungs). Say the word “breathe” and emphasize the “br” sound at the start of the word. Show them pictures of other “br” words and ask children what the picture is (broom, brush, bridge, bread, brick, branch, breeze, brother - ask who has a brother?). Emphasize the “br” sound at the beginning of each word. Hold up the brown crayon and ask the children what color it is. Emphasize the “br” in the word brown.

1. Give each child a BR Words Pattern Sheet, pair of scissors, glue stick, and a brown crayon/marker/colored pencil.
2. Have children write their name at the top of the page.
3. Have children color in the 3 squares on the page that say “color this square brown.”
4. Have children cut out each of the “br” word pictures in the bottom row. Younger children may need help.
5. Help children to see the patterns in each row. Have children paste the correct picture in each row to continue the pattern.

Head Start Domains & Goals:

P-PMP 3
P-MATH 1, 2, 3, 6, 7
P-SCI 1, 4
P-LC 2
P-LIT 1, 3, 6
P-ATL 4, 7, 9

HighScope Curriculum Content:

3, 4, 5, 17, 21, 23, 24, 25, 29, 32, 38, 45, 48, 49

Lungs or Gills

Children's Activity

Overview

Children will identify animals that have lungs and live on land and animals that have gills and live underwater.

Themes Met:

#1 Lungs help us breathe

Supplies

Animal cards (appendix A13-A16)

Underwater/Land Category Pictures
(appendix A17-A18)

Bag or box

Extensions/ Adaptations:

This activity could be expanded to be a full science unit including more exploration of the animals. Zoos and aquariums are often willing to bring animals to visit centers at no charge. This lesson can be combined with ecology information about keeping water and air clean.

Before You Begin

Print 1 set of animal cards (front and back) per group on heavy card stock paper. If doing as a class, 1 set is needed. If splitting class into 2 groups, 2 sets are needed. Cut each card out and place in bag. Create 2 areas of the board or table by placing the Underwater Picture on one side and the Land Picture on the other.

Steps

Pre-Activity Discussion: Review why breathing is important (it brings air into our bodies to help our bodies work). Have students take a deep breath in through their nose and breathe out through their mouth. Remind children that they take a breath in and the clean air goes in their nose or mouth, down their throat, into their lungs and then they blow the used air out. Discuss with children that all living animals, including people, breathe, but some animals live underwater and breathe differently. People have lungs, but animals that live underwater have gills.

1. Put the animal cards into a bag or box. Have a child pick one card from the bag. Ask students to predict if they think the animal lives on land or in water. Read the animal information on the back of the card to the children.
2. Ask if the animal on the card lives on land and breathes air with its lungs or underwater and breathes with its gills.
3. Place the card under the category sign "Underwater" or "On Land"
4. Repeat for each card.

Head Start Domains & Goals:

P-PMP 3
P-SCI 2, 3, 4
P-LC 1, 2, 4, 6, 7
P-SE 2, 3
P-ATL 8, 9, 11

HighScope Curriculum Content:

1, 3, 5, 11, 17, 21, 23, 46, 48, 50, 51, 56, 58



Physical Activity Chart

Children's Activity

Overview

Children will categorize activities that benefit or do not benefit their lungs.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities

Supplies

- Do More and Do Less Pictures (appendix A19-A20)
- Large posterboard or sheet of paper
- Marker
- Glue or tape

Extensions/ Adaptations:

This activity could be turned into a bulletin board along with pictures of the children being physically active.

Before You Begin

Make a copy of the Do More and Do Less Pictures from the appendix. On the posterboard, draw a large t-chart. For the t-chart headers, write: "do less" on one side and "do more" on the other side.



Steps

Pre-Activity Discussion: Ask children how they can stay healthy (brush teeth, wash hands, eat healthy foods, get enough sleep, exercise). Remind children that lungs help us breathe and that it is important to keep our lungs healthy. One way we keep our lungs and bodies healthy is to be active like when we play, run, and dance. Ask children what physical activities they enjoy the most. Tell children that playing video games and watching TV means we sit for a long time and we are not active. Those kinds of activities do not help our bodies or lungs stay healthy. Discuss how being healthy can help them do well in school (they'll feel better, happier, be able to concentrate better, etc).

1. Ask children whether each picture is something they should do more often for healthier lungs or if they should do less because it doesn't benefit their lungs.
2. Place then glue or tape each activity picture in the correct category on the t-chart.



Head Start Domains & Goals:

P-PMP 3, 4
P-MATH 1, 9, 10
P-SCI 1, 3, 6
P-LC 1, 2
P-SE 9, 11
P-ATL 3, 7, 8

HighScope Curriculum Content:

5, 6, 11, 17, 20, 29, 32, 34, 46

Toss & Move

Children's Activity

Overview

Children will explore different types of movement.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities

Supplies

Activity Cube (appendix A21)
Plenty of space to move around

Extensions/ Adaptations:

This activity could be done in the classroom or outdoors. The activity cube could be paired with dice to count how many of each movement children should do (ex: 3 jumps). The movement words can be used for vocabulary, letter recognition, and writing lessons.

Before You Begin

Prepare activity cube (appendix):

- Print template onto heavy paper.
- Cut along solid lines.
- Fold along dotted lines.
- Use tape to help keep the cube shape.

Steps

Pre-Activity Discussion: Ask children if they know ways that they can stay healthy (brush teeth, wash hands, eat healthy, etc). Remind children that lungs help us breathe and that it is important to keep our lungs healthy. One way we keep our lungs healthy is to play, dance, and move around everyday.

1. Show children the cube. Count aloud the number of sides and explain that it is a cube.
2. Have a child toss the cube.
3. All children will do the movement that is showing on the top of the cube. Remind them to be safe while moving around the space.
4. Continue until each child has had a turn throwing the cube.
5. After, ask children to observe their breathing - what do they notice (breathing heavier, faster)? Tell them that is good because it is bringing clean, healthy air into their bodies.
6. Ask children which movement they like the best and why.

Head Start Domains & Goals:

P-PMP 1, 2, 4, 6
P-MATH 1, 9, 10
P-SCI 1
P-LC 1, 2, 6
P-LIT 1, 3
P-SE 3, 4, 10, 11
P-ATL 2, 8, 10, 11, 13

HighScope Curriculum Content:

3, 4, 6, 8, 9, 16, 18, 20, 21, 32, 34, 35, 42, 43, 45, 51



Slither like a snake: Have children lay on their belly and put their hands to the side. Wiggling their hips and shoulders side to side, have them try to move across the floor.

Octopus Wiggles: Start in a seated position on the floor. Attempt to lift both legs off the ground at the same time while wiggling your legs and arms.

Crab Walk: Sit on the floor with knees bent, palms behind your hips, and feet flat on the floor. Lift bottom a couple inches off of the floor. Move right hand forward a few inches while straightening your left leg in front of you. Then, move your left hand a few inches while straightening right leg in front of you.

Frog Jumps: Squat down with both hands on the floor in between knees. Using feet, jump forward and land with your hands and feet on the ground.

Elephant Stomp: Start standing. Bend over and put both hands on the ground. Walk forward with the same leg and arm moving together.

Fly Like a Bird: Start with straight arms out to the side and move them up and down like a bird's wings. While moving arms up and down, children should move their bodies up and down by bending and straightening their knees. They should be free to move around the space while doing this.

Yoga

Children's Activity

Overview

Children will engage in calm breathing while learning basic yoga poses and mindfulness. They will explore body movement while developing inner resilience (the ability to overcome challenges and frustrations) needed to navigate physical, mental, and emotional stress.

Themes Met:

- #1 Lungs help us breathe
- #2 Healthy lungs help keep our bodies healthy
- #3 Lungs help us do well in school
- #4 We use lungs to do healthy activities
- #5 Breathing helps us manage our feelings

Supplies

Printed and laminated (or put in page protectors) yoga poses (appendix A22-A27)

Extensions/ Adaptations:

Yoga poses can be done during one lesson or spread out over a week or longer by doing one new pose a day. To help children learn more about different roles in a community, you could invite a local yoga teacher to volunteer to join the children in doing this.

Before You Begin

Practice each yoga pose before doing the lesson so you feel comfortable.

Start by creating a tranquil, quiet place away from distractions. You could play calming music and turn down the lights. Children can remove their shoes to get more comfortable. Speak calmly and quietly throughout this activity.

Steps

Pre-Activity Discussion: Discuss with children how they breathe (bring air into their bodies through their nose or mouth and then the air goes into their lungs and helps the body be healthy and then we blow out the used air). Tell children that when they take deep breaths it helps the body calm down. Discuss with children how when they are calm, it makes them feel happier and they do better in school.

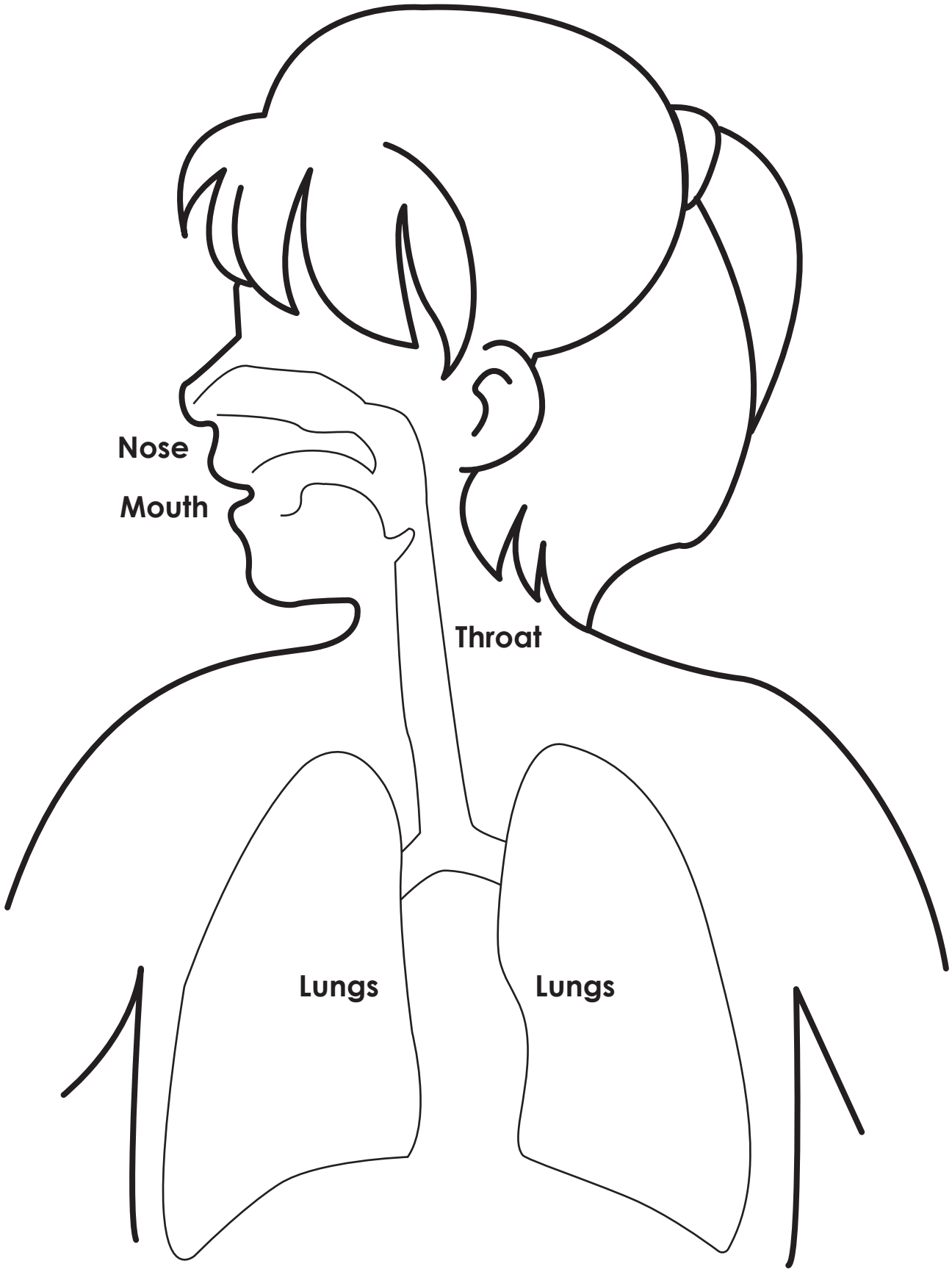
1. Sit together on the floor and begin by having children take slow deep breaths by filling their chest with air then slowly breathing out. Repeat a couple of times, helping to relax children.
2. Select a yoga pose to begin with. Show children the picture of the pose and have everyone get into the pose. It's helpful if you lead by example and do the poses with the children.
3. Some poses are named after animals (cat, cow, downward dog, cobra). While doing those poses, it's fun to have children make the animal's sound.
4. Try to stay in each pose long enough to take 4-5 breaths.
5. After doing a few poses, sit back down together on the ground and have children take deep breaths by filling their chest with air then slowly breathing out. Repeat twice.
6. Discuss the children's experiences with the movements.

Head Start Domains & Goals:

P-PMP 1, 2, 3, 4
P-LC 1, 2, 5, 6
P-SE 10
P-ATL 1, 5, 6, 7, 8, 9, 13

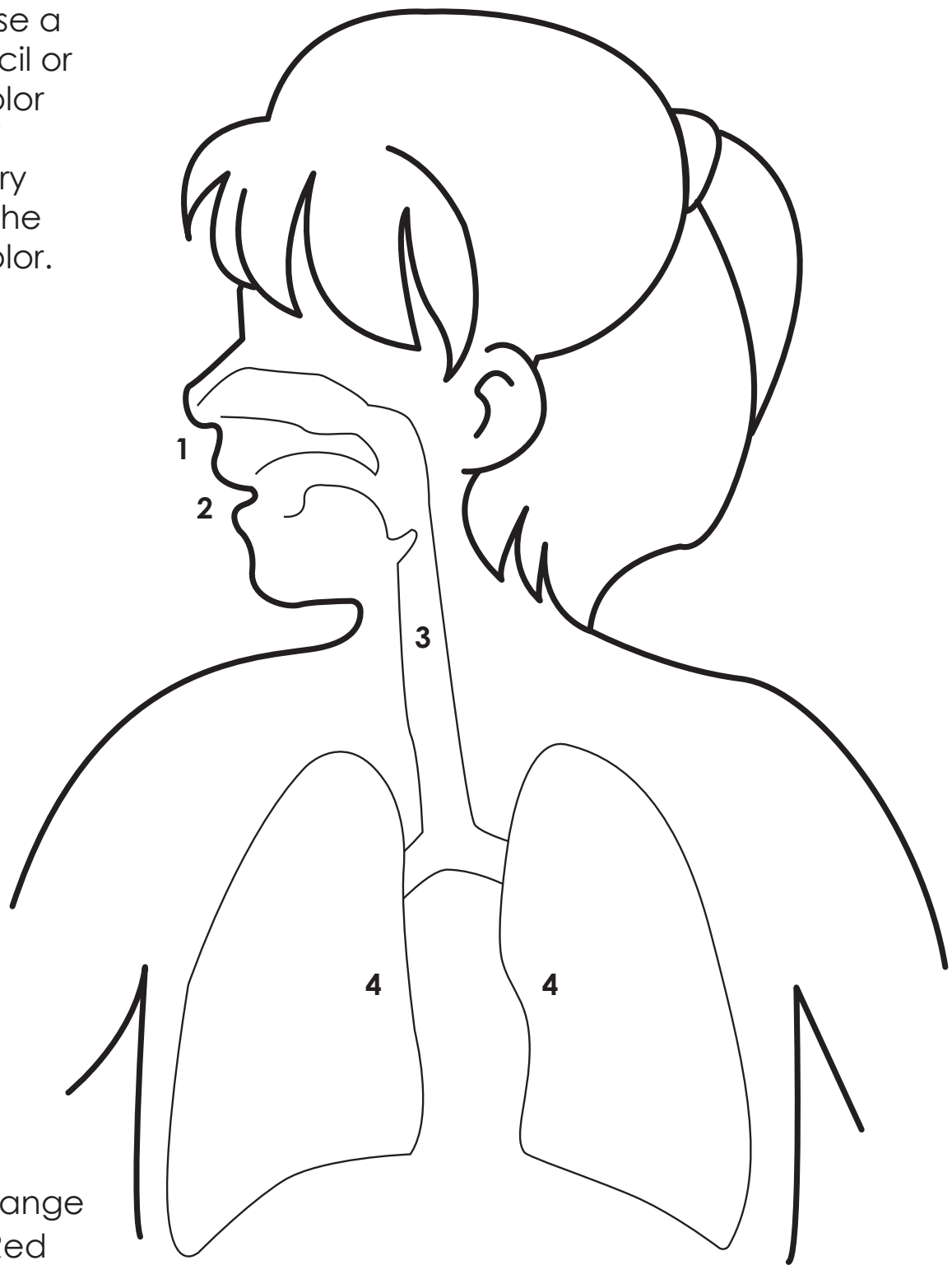
HighScope Curriculum Content:

1, 3, 5, 6, 9, 12, 16, 17, 18, 20, 21, 22, 23, 42, 43, 54



NAME _____

Directions: Use a colored pencil or crayon to color each part of the respiratory system with the indicated color.



1 (Nose) - Orange

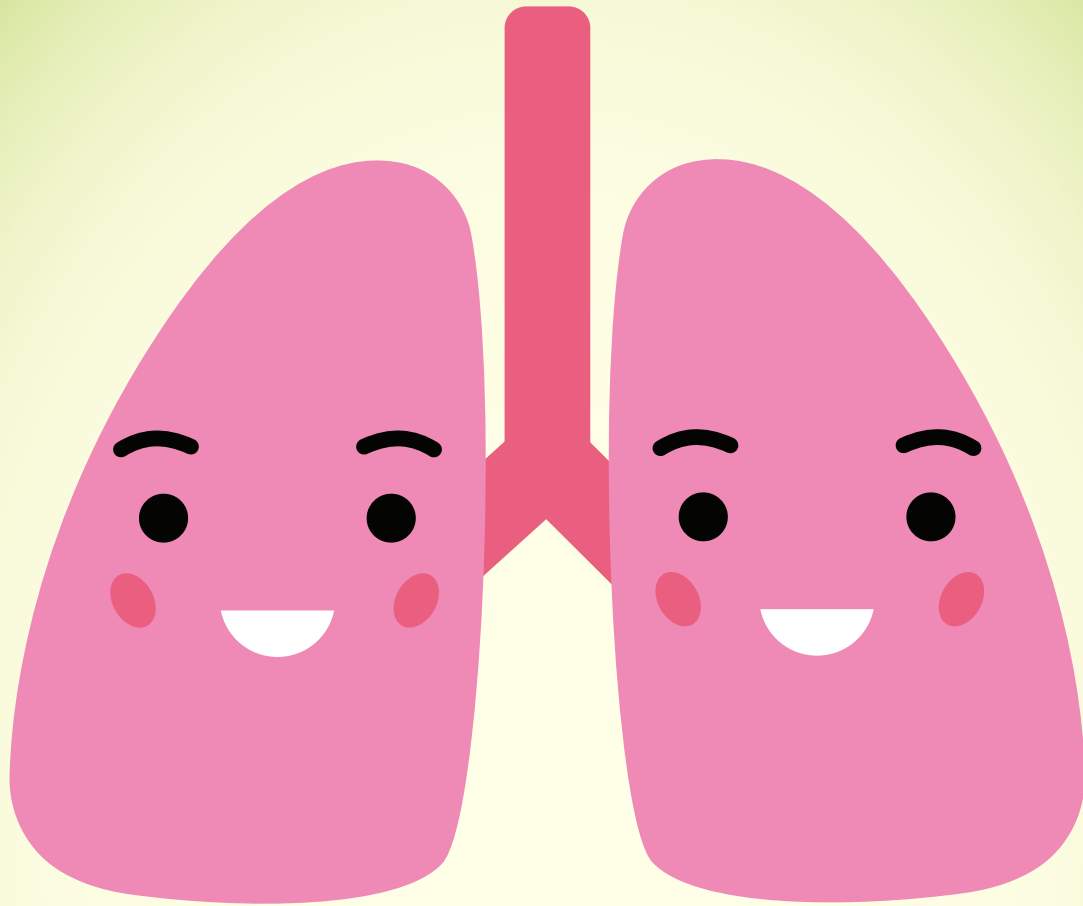
2 (Mouth) - Red

3 (Trachea)- Blue

4 (Lungs)- Pink

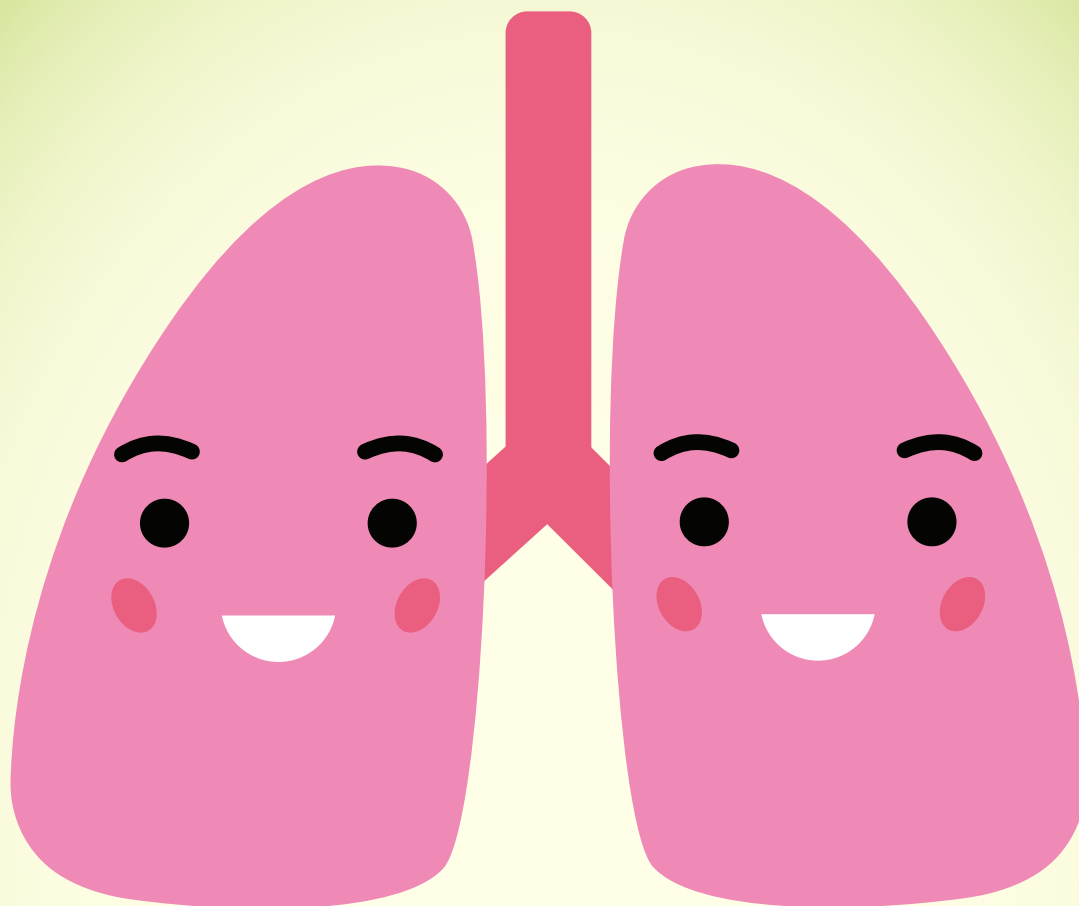
Color the hair the same color as your hair!

I USE MY LUNGS TO...

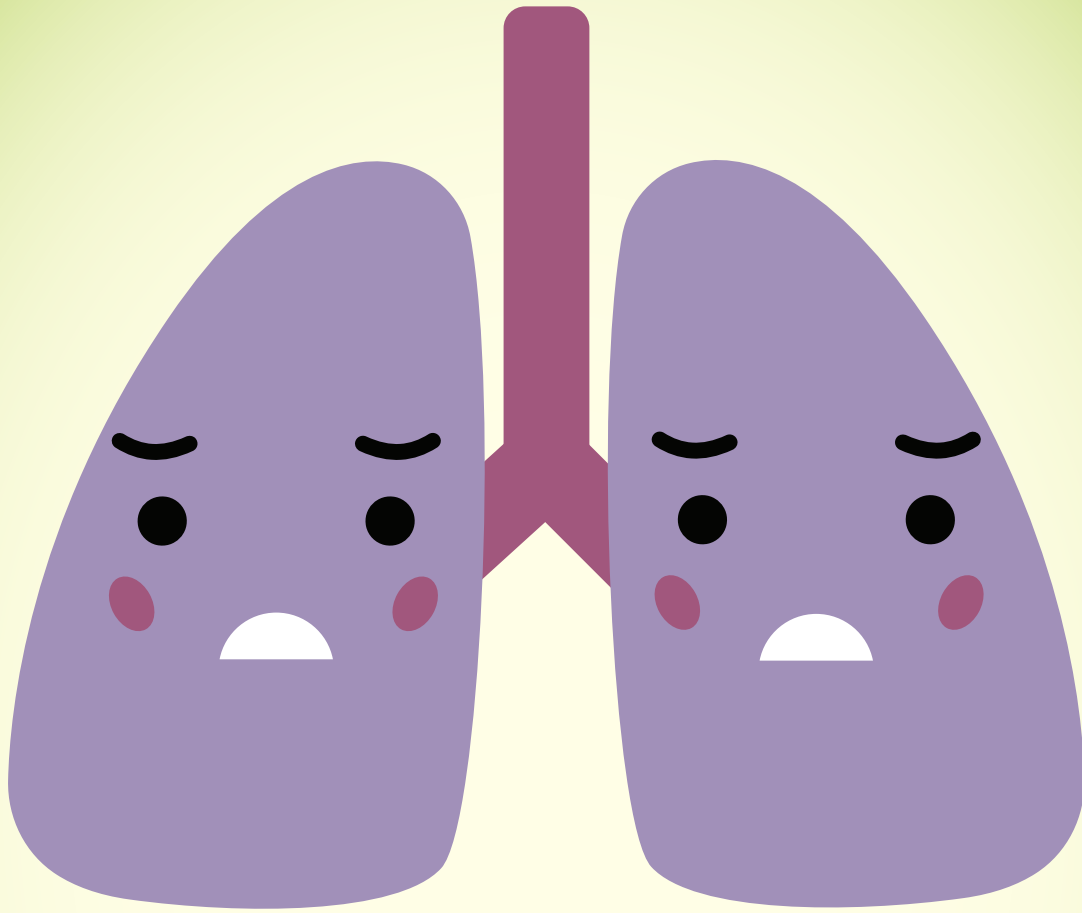


1. _____
2. _____
3. _____
4. _____
5. _____

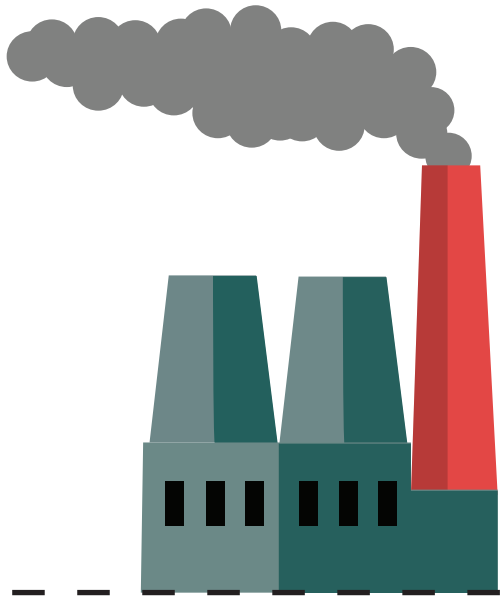
HAPPY LUNGS



SAD LUNGS



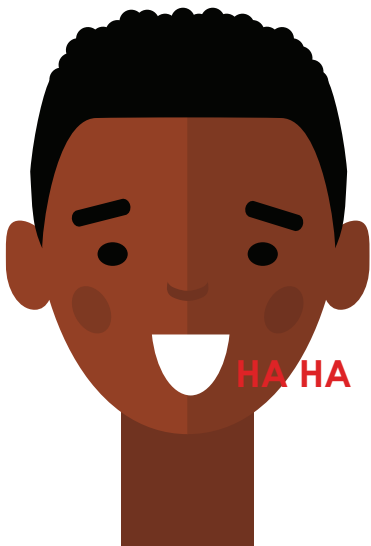
Pollution



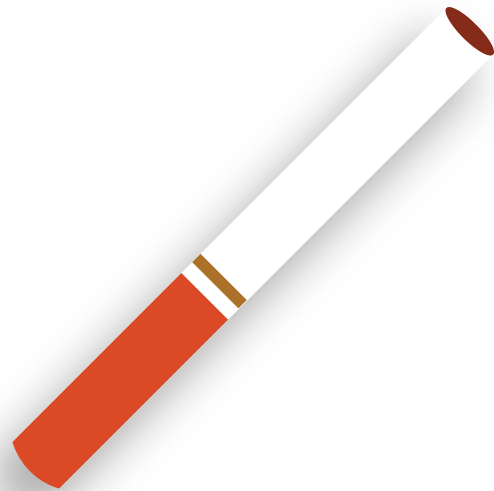
Running



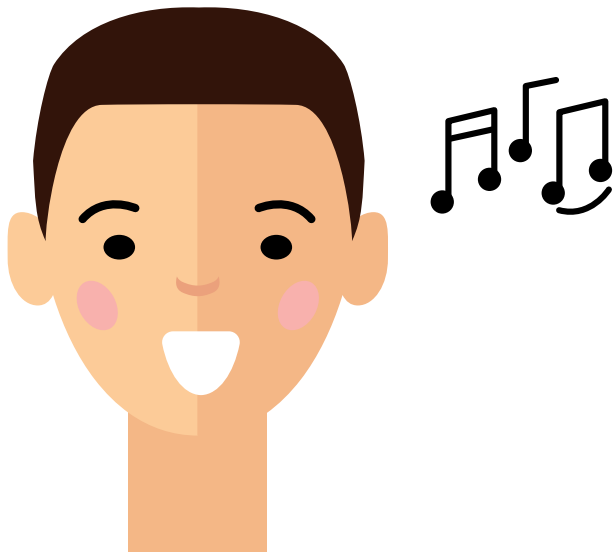
Laughing



Smoking



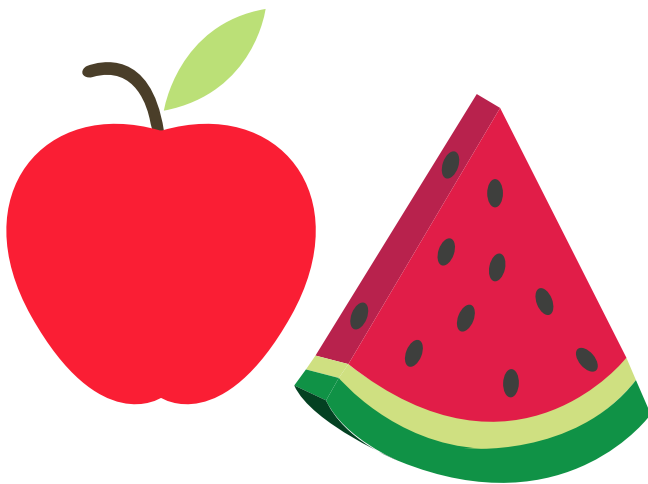
Singing



Being sick

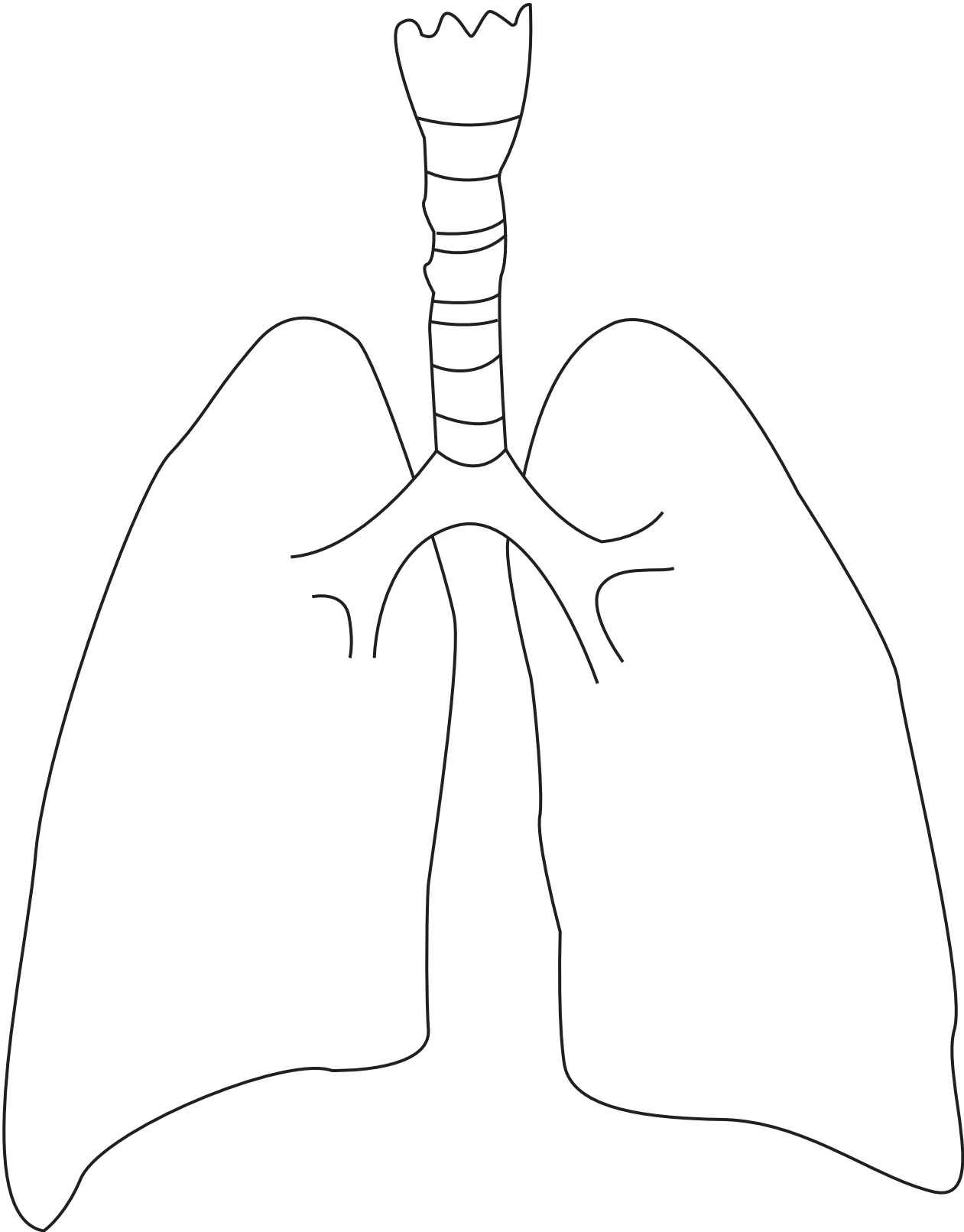


Eating healthy foods



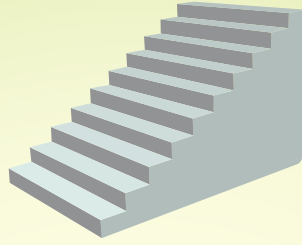
Riding a bike





ONE

STAIRS



1

TWO

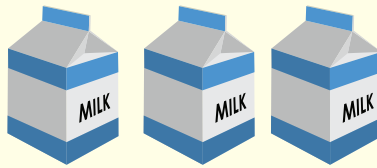
CHAIRS



2

THREE

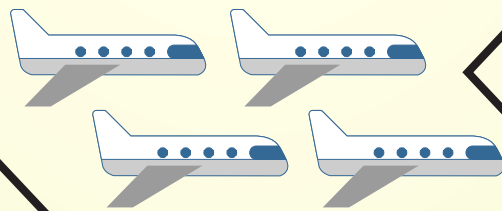
DAIRY



3

FOUR

AIRPLANE



4

FIVE

FAIRY



5

Abstract Art

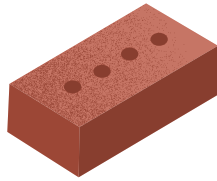


Black Lines - Kandinsky

			Taking deep breaths	Glue Here
			Singing everyday	Glue Here
			Running, jumping, and playing	Glue Here
			Getting check-ups at the doctor	Glue Here
			Washing hands to keep germs away	Glue Here
			Helping keep the classroom & home clean	Glue Here
			Eating lots of fruits and vegetables	Glue Here
			Covering nose & mouth when we sneeze & cough	Glue Here
			We keep our lungs	Glue Here
			healthy by...	Glue Here
Not smoking	Breathing clean air			
Glue Here	Glue Here			



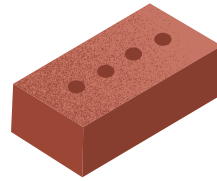
broom



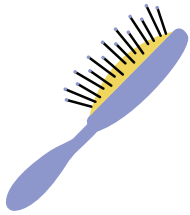
brick



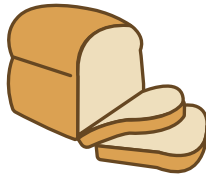
broom



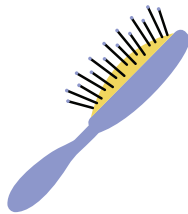
brick



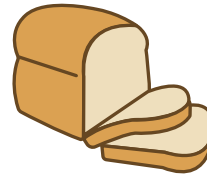
brush



bread



brush



bread



brothers



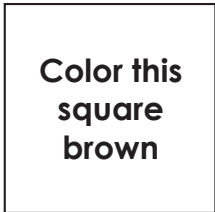
branches



brothers



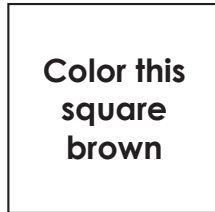
branches



brown



braid



brown



braid



bridge



breeze



bridge



breeze



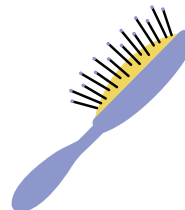
bridge



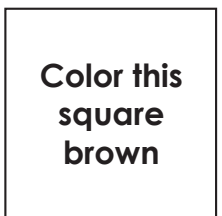
broom



brothers

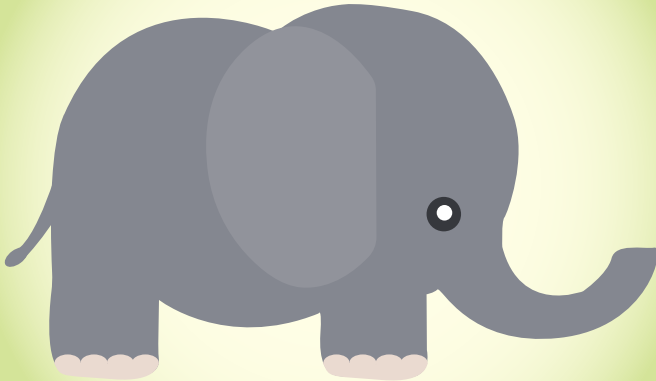


brush

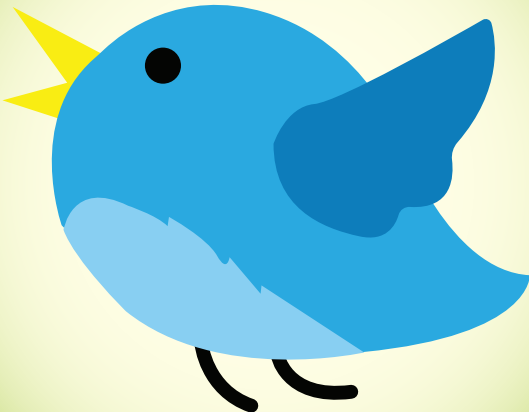


brown

Elephant



Bird



Octopus



Squirrel



Birds live on land and use lungs to breathe in air. All birds have wings and most learn to fly when they are between 2-10 weeks old. Birds can also run, jump, swim, and dive. The largest bird is the ostrich, which is 9 feet tall. The smallest bird is the bee hummingbird and is only 2 inches long.

Elephants are the largest animal that lives on land. Elephants have very big bodies, large ears, and long trunks. They use their trunks to take 4-6 breaths of air every minute. Elephants also use their trunks to pick up objects, to greet other elephants, and as a hose to bathe or to put water into their mouths for drinking.

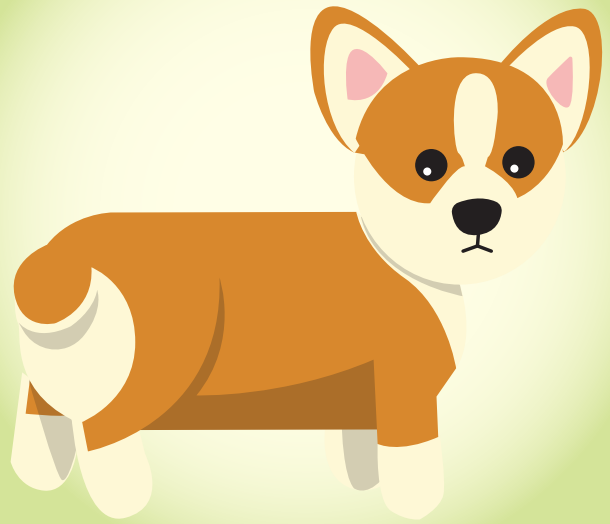
Squirrels live on land. They use their lungs to take 50-80 breaths of air every minute. There are more than 200 kinds of squirrels living around the world. Squirrels are seen from woodlands to city parks. They are great climbers, but they come to the ground to get food.

Octopuses are very smart animals that live in the ocean and use gills to breathe. They have large heads and 8 legs. Each leg is covered with suction cups that help them eat and move. Octopuses have 3 hearts and their blood is blue. Octopuses can squirt ink to hide from their enemies.

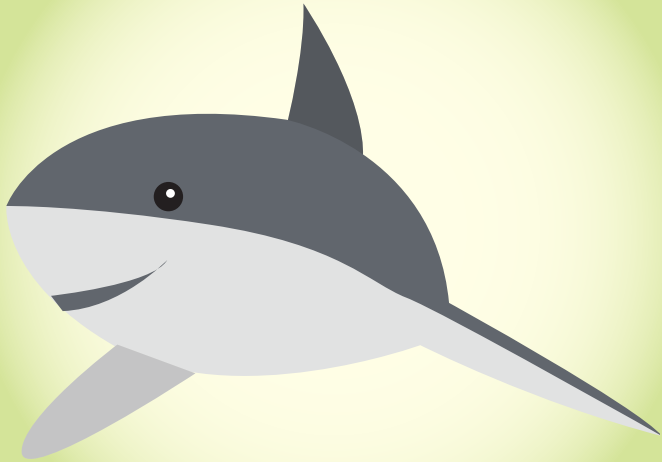
Horse



Dog



Shark



Fish

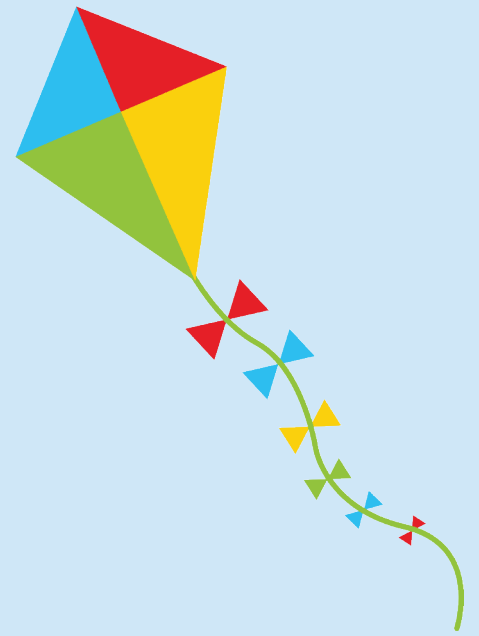


Although some dogs can swim, they live on land and use their lungs to take 10-35 breaths of air every minute. There are 340 different kinds of dogs. A baby dog is called a puppy. Some dogs are trained to help people with disabilities.

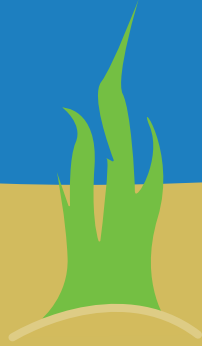
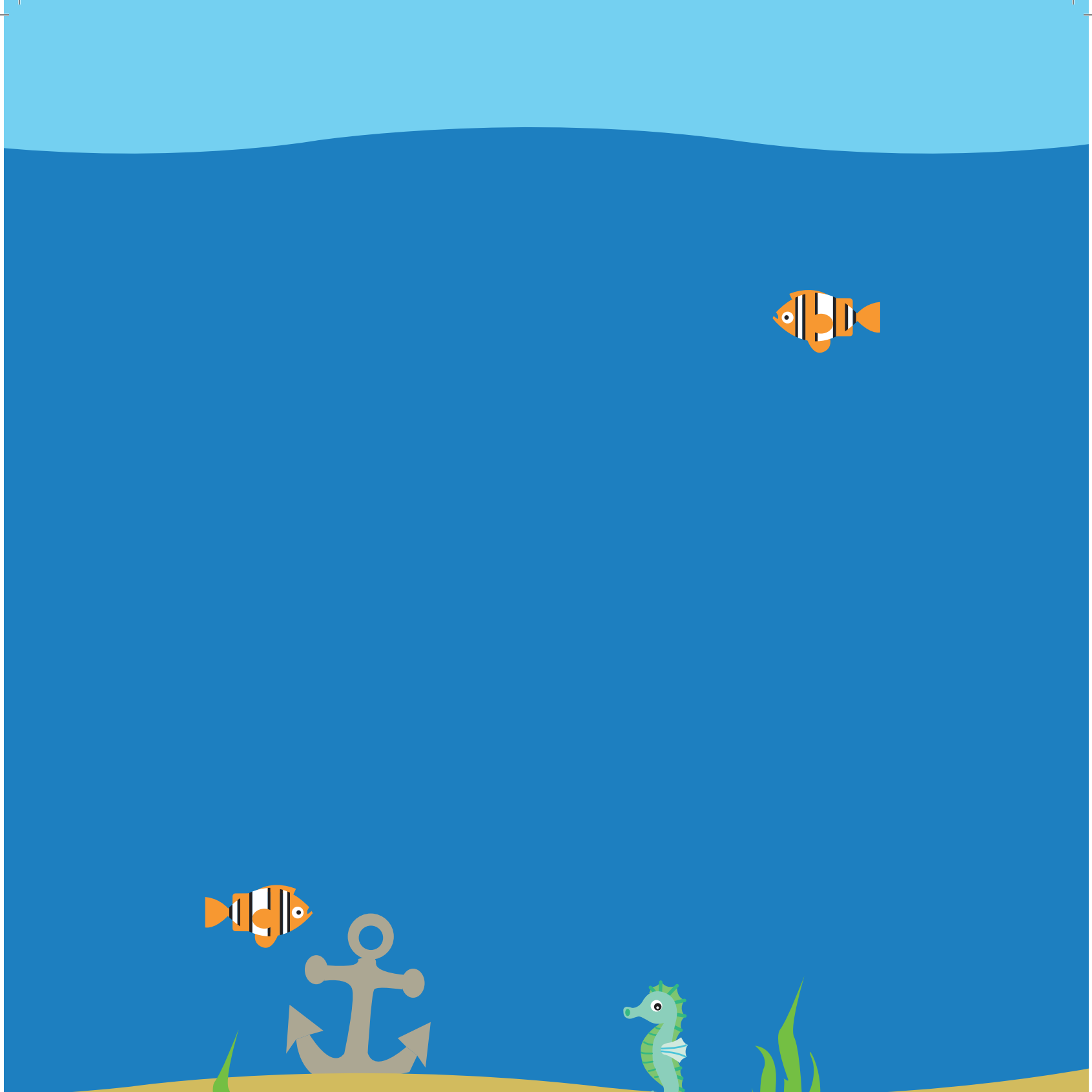
Horses live on land and use their lungs to breathe in air 8-12 times a minute. Horses use their legs to walk, trot, and gallop. Horses can be ridden for fun, as part of therapy for people with disabilities, and by police officers to help them do their jobs.

Fish are cold blooded animals that live in different kinds of water, including oceans, rivers, ponds, and lakes. Most fish use gills to help them breathe. There are 33,600 different kinds of fish. Fish come in different sizes and colors. The largest fish is 52 feet long, called the whale shark. The smallest fish is about 0.3 inches long, called the stout infantfish.

Sharks live in oceans and use gills to take 3-4 breaths every minute. There are 500 kinds of sharks. Unlike people, who only get 2 sets of teeth during their life (baby and adult teeth), sharks lose their teeth and get new ones many times during their lifetime. Sharks are also very fast swimmers.



ON LAND



UNDERWATER

Watching TV



Playing basketball



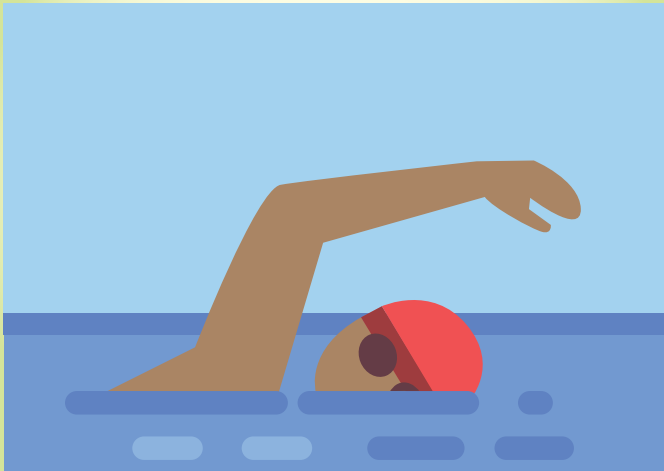
Dancing



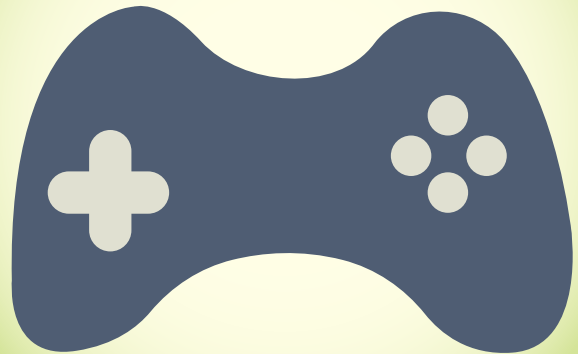
Playing with a tablet



Swimming



Playing video games

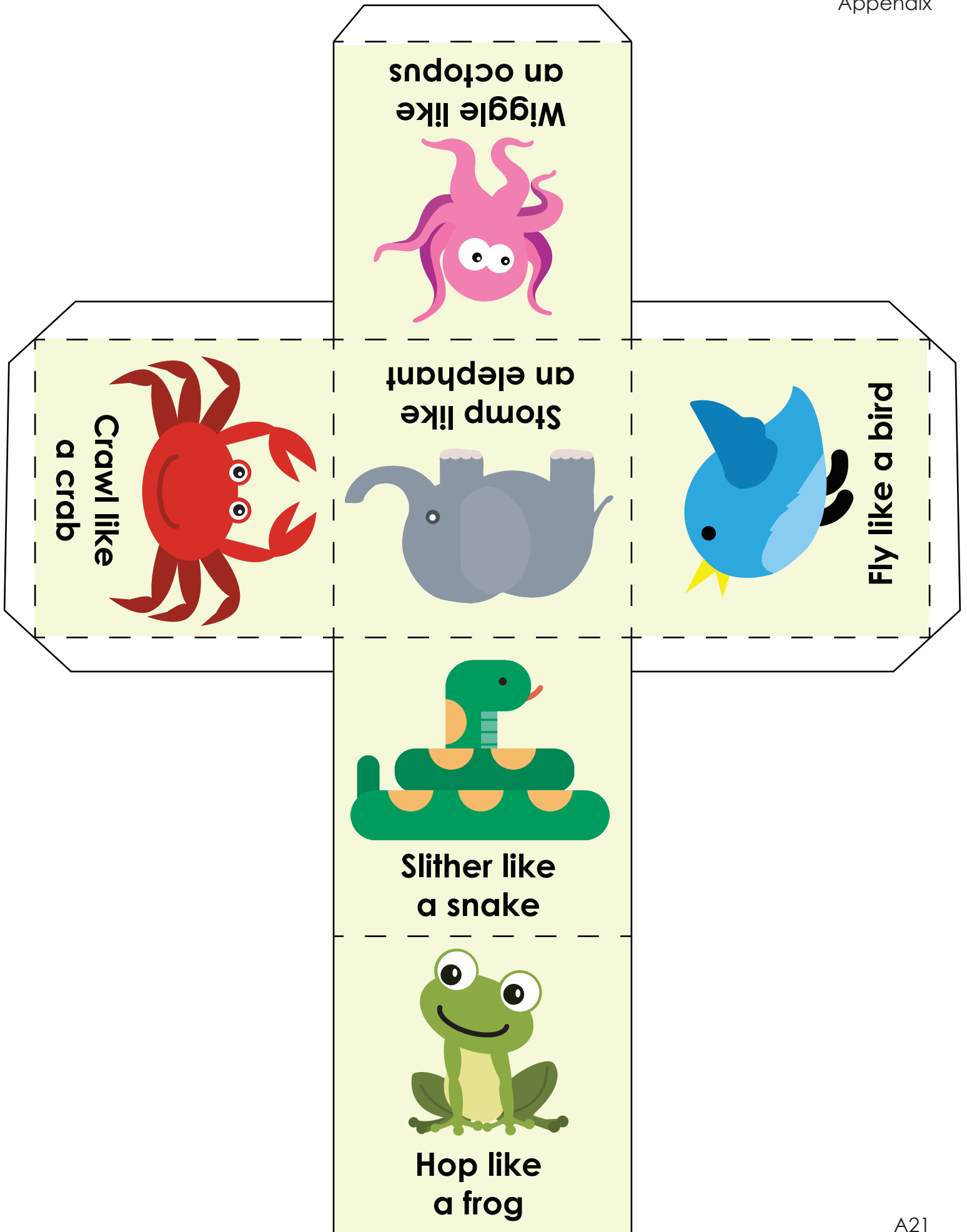


Running



Riding a bike





Cobra Pose



Cat Pose



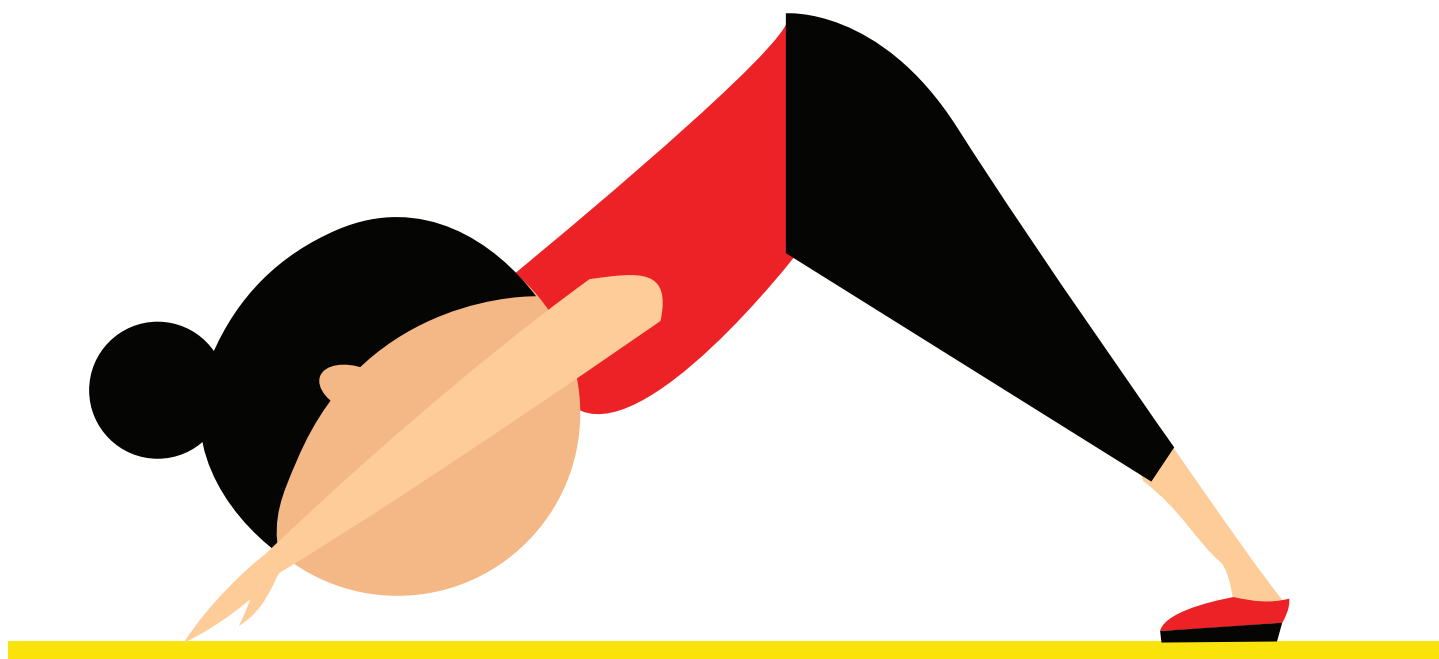
Cow Pose



Chair Pose



Downward Facing Dog



Seated Forward Bend





McMillenHealth

EDUCATION • CURRICULUM • MEDIA

The Breathe: Healthy Steps to Living Tobacco Free curriculum uses a comprehensive approach that involves parents, early childhood education professionals, and children to address the health effects of raising children around tobacco smoke.

Key components of Breathe: Healthy Steps to Living Tobacco Free

- 15 step-by-step age appropriate classroom lessons led by the classroom teacher and aligned with High Scope Key Developmental Indicators and the Domains and Goals of the Head Start Early Learning Outcomes Framework.
- 9 interactive activities for parents aligned with the Head Start Parent and Family Engagement Outcomes.
- Training for early childhood educators.

Breathe: Healthy Steps to Living Tobacco Free was designed to equip parents with the knowledge and skills to raise children in a tobacco free environment.

www.mcmillenhealth.org

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