

# Breathing Everyday

## The Weather Report

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**Time Needed:** 5-10 minutes

**Arts Focus:** Literary Arts

**Age Range:** 5-8

### Mini-Lesson Description:

In this lesson, learners will practice mindfulness and breathing to creatively make connections between weather patterns and emotions. Learners will describe, write, and act out the weather. This activity can inspire creative writing and self-care.

### Key Concepts:

Self Sooth; Calm; Ground; Emotional Awareness; Creative Writing.

### Materials Needed/Prep:

- A place to sit and write comfortably
- Tissue, Napkin, Paper Towel, or Lightweight Paper
- Marker of any color

### Step-by-Step:

1. Place some tissues (or lightweight paper) on the table.
2. Sit with the learner(s) around a table so that you can have a discussion together about the weather.
3. Let them know that they are going to pretend to be the wind and learn about their breath.
4. As the wind, practice breathing deeply to create a strong gust of wind on each exhale.
5. Notice how the tissues (or clouds) move on the table with each gust of “wind” or exhale.
6. See if the learner(s) can blow the clouds away with their powerful wind!
7. Invite a conversation about some strong feelings they may have at that moment or in their lives. They may say they are worried, excited, tired, hungry....
8. Use the markers to write and/or sketch those feeling words and connections onto the tissues or paper. Older learners may want to write a list of words or a short poem while younger learners may want to draw an image or sketch that represents a feeling.
9. Talk to the learner(s) about how feelings and emotions can come and go like clouds in the sky, and that their breath or “wind” can sometimes help blow them around to create more space for the sun.
10. The learner(s) can blow their cloud off the table with their powerful wind.
11. Once they have created more space on the table and cleared the clouds they can become the sun!
12. Lead the learner(s) through a big, wide, deep “sun” breath by having them open their arms wide and take the biggest, brightest breath they possibly can.

### Variations and Next Steps:

- Explore what the learner(s) already know about the weather. Work with them to make a list of weather patterns and images that come to mind. You can write down the words they come up with like “blizzard, rain, heat, storm, fog, breeze”. Cut the words out into strips (like large magnet poetry).
- Explore what the learner(s) already know about emotions. Work with them to make a list of feeling words and images that come to mind. You can write down the words they come up with like “sad, laughing, hug, lonely, hot, sleepy, nervous” Cut the words out into strips (like large magnet poetry).
- Place the weather and feeling words on the table and make a poem together by moving the words around. You can do this as a team or the learner(s) can arrange their own.
- Blow the poems away with your strong wind breath and practice becoming the sun.

Watch a video of this Creative Start Mini-Lesson and find more at: <https://www.arts.wa.gov/creative-start/>