



IGF Kids Video Guide

Video Title: Episode 2: Deep Belly Breathing

Description: Trevor is upset that his friend Kyle ditched him after he invited him over. Trevor's thoughts get the best of him and make him feel sad and angry. Luckily, Trevor's dad knows a breathing tool to help him called Deep Belly Breathing.

Guiding Question: How do you behave when you are upset?

- Students will experience the effects of slowing their breathing
 - Students will learn the biology of breathing deeply and intentionally
 - Students will be able to define the function and location of the Vagus nerve
- Students will be able to define stress and its effects on cognitive processing
- Students will reflect on how emotions affect behavior

Ask students to:

- Observe each character
- Identify the reasons behind the feelings and emotions in each scene
 - Relate the scenarios in the episode to their personal lives
- Connect the character's emotions with the way the character is behaving
 - Reflect on their behaviors when they are upset
- Practice along with the tool in the video

[PLAY VIDEO](#)

PAUSE VIDEO: (1 MIN 30 SEC) When Trevor calls himself "boring"

ASK:

- How was Trevor feeling at this point in the video?
- Why do you think that is?
- Have you ever felt this way?
- What do you think the cloud represents?

Some students may not be able to understand what the cloud represents or how sometimes they have one too. Explain that the cloud represents Trevor's negative (bad/sad) feelings/thoughts that he is having. The video wants you to SEE them because we can't usually see what people are feeling or thinking.

PAUSE VIDEO: (3MIN 30 SEC) Right after Trevor asks his dad “what tool do you want?”

ASK:

- What is Trevor’s Dad trying to do?
- How is Trevor responding to that?
- Why do you think that is?
- Would you respond that way if you felt like Trevor does?

REMIND STUDENTS TO:

Pay attention and follow along with the practice the IGF Kids are going to share. (Be in a spot where students can see you practice along with them.)

PAUSE VIDEO: (6 MIN 45 SEC) After Kasim defines: STRESS

Emphasize that stress can be another word for “worrying” about something, ask students for examples of things THEY might “worry or stress” about.

REFLECTION

Share a time when:

- You were so upset that you forgot things you did or said?
- You called someone unfair or mean because you were too upset to hear them, and later realized that?

How did those times make you feel? How do you wish you would have responded? _____