

# BECOMING A STOP, BREATHE & THINK CLASSROOM

Elementary School Edition



## BECOMING A STOP, BREATHE & THINK CLASSROOM: ELEMENTARY SCHOOL EDITION

We often hear from teachers and students about how their classrooms are impacted by big emotions, self-criticism, social tension and distraction. In this introductory packet, we offer mindfulness-based strategies from the Stop, Breathe & Think Kids app to work directly with these challenges.

The Stop, Breathe & Think Kids app begins with an emotion word check-in to identify how you are feeling. Then, the app will recommend activities tailored to those emotions in the form of mindful games. The game format makes each mindfulness exercise accessible and engaging for kids.

These mindful games support the development of both mindfulness and emotional literacy in children and complement Social Emotional Learning competencies like self-management, self-awareness, social awareness, relationship skills and responsible decision-making. There are a variety of techniques ranging from movement and sensory awareness to calm breathing exercises and reframing activities.

The mindful games are presented through animated videos and can be easily integrated into your classroom. Don't worry—you don't need to be a tech genius or mindfulness expert. That's where we come in. We've created an FAQ Guide to answer any tech questions you may have and walk you through setting up the app.

The Stop, Breathe & Think Kids app is available on the web at [stopbreathethink.com](http://stopbreathethink.com) and is compatible with computers, smart boards, laptops and tablets, or as a native app for iOS devices in Apple's App Store. So, let's dive in!



# TABLE OF CONTENTS

|    |   |    |
|----|---|----|
| 1. | INTRODUCTION .....                                    | 4  |
| 2. | BEST PRACTICES FOR LEADING MINDFULNESS WITH YOUTH ... | 8  |
| 3. | MINDFULNESS CLASSROOM ACTIVITIES .....                | 12 |
|    | #1 Entering the Room .....                            | 13 |
|    | #2 Check-In .....                                     | 14 |
|    | #3 One Minute Squeeze and Let Go .....                | 16 |
|    | #4 Sunflower Stretch .....                            | 18 |
|    | #5 Starfish Stretch .....                             | 21 |
|    | #6 Focus .....  | 24 |
|    | #7 Kindness .....                                     | 26 |
|    | #8 Gratitude .....                                    | 28 |
| 4. | APPENDIX .....  | 30 |
|    | FAQ Guide .....                                       | 31 |

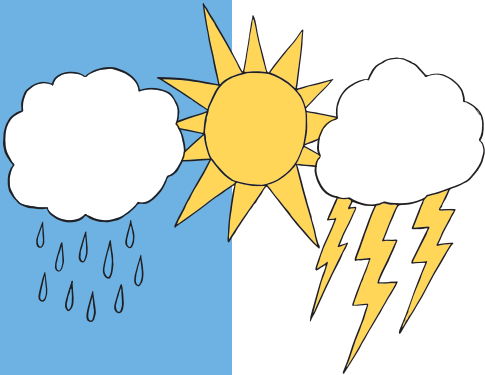
# 1. INTRODUCTION

## FOR TEACHERS: WHAT IS MINDFULNESS?

“Mindfulness is paying attention in a particular way; on purpose, in the present moment, and non-judgmentally”.

— Jon Kabat-Zinn, Mindfulness-Based Stress Reduction (MBSR)

Simply put, mindfulness is noticing what is happening right now. It is a way of paying attention to what’s going on inside (your thoughts, feelings, physical sensations) and outside (your interactions and surroundings) with openness and curiosity.



Practicing mindfulness cultivates a child’s understanding that strong thoughts and emotions do not need to overpower them even when their feelings are big or scary. When kids (and adults) turn their attention towards their present moment experiences, their racing minds tend to slow, and they develop a sense of self-awareness. This self-awareness allows children to label their emotions, understand that those emotions are impermanent, and use strategies to regulate those emotions.

## FOR STUDENTS: WHAT IS MINDFULNESS?

Mindfulness is noticing what is happening right here, right now.

## 1.

INTRODUCTION  
continued

## HOW DOES MINDFULNESS WORK?

Your brain grows and changes based on how it is used. Every time you have a thought, neurons connect like little impulses across the map of your brain. When these neurons connect, your brain grows thicker and stronger in certain places based on the thoughts you think. You can actually change the circuitry of the brain to help you become more peaceful, calm and focused simply by directing your thoughts and attention.

## SETTLED NOT STIRRED

Imagine a bottle filled with sand and water. When you shake the bottle, the sand and water get stirred up, making the water cloudy. When the bottle is left undisturbed, the sand settles, and the water becomes clear again. Like the sand in water, when we get caught up in our thoughts and emotions, it can be difficult to see clearly, which impacts our perceptions and decision making. If left unchecked, our thoughts, stress and strong emotions have a tendency to build momentum. Practicing mindfulness will help us become aware of this process, create some space between our thoughts, emotions and reactions, and allow ourselves the opportunity to settle.

## STRESS AND THE BRAIN

Our response to stress and strong emotion begins in the brain. When we are faced with a dangerous or stressful situation, our senses send information to the amygdala, an almond-shaped group of neurons in the middle of our brain, which is an integral part of our emotional processing. The amygdala interprets the sensory input, and if danger is perceived, a stress signal is sent to the hypothalamus. Like a control center, the hypothalamus relays messages to the rest of the body through the nervous system preparing it to fight, flee or freeze.



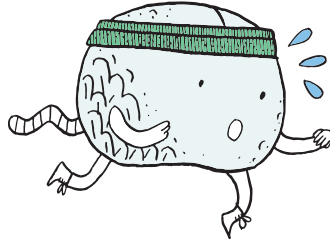
## Reflective

When we are feeling calm and settled, the amygdala filters information openly to the prefrontal cortex where executive functions like focusing, learning, reasoning, problem solving and decision-making takes place. This allows us to be more reflective and think before we act.

# 1.

## INTRODUCTION

continued



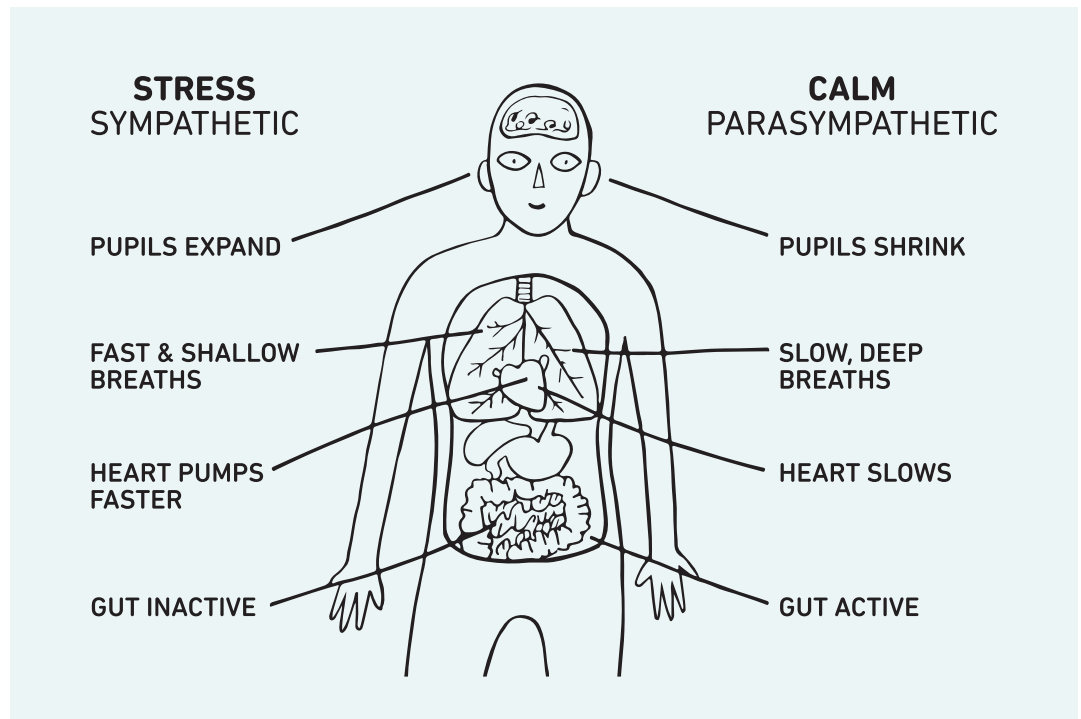
### Reactive

When we are feeling stressed, threatened or stirred up, our amygdala does not pass information to the prefrontal cortex and instead triggers the “fight, flight or freeze” response, which has evolved as a survival mechanism, allowing us to react immediately to life-threatening situations. Our bodies can have similar reactions to daily situations that are non-life-threatening, like taking a test, getting into an argument or fight, or emotional conflict.

## STRESS AND THE BODY

Many of the body’s functions work automatically, like breathing, blood pressure and digestion. These functions are controlled by the Autonomic Nervous System (ANS).

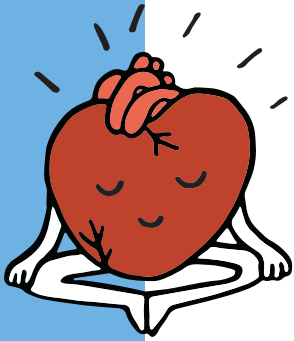
The ANS is divided into two branches: the Sympathetic Nervous System (SNS)—the “fight, flight or freeze” response during stress, intense activity and emergencies, and the Parasympathetic Nervous System (PNS)—the “rest and digest,” or calming response.



# 1.

## INTRODUCTION

continued



## SYMPATHETIC

The SNS or “fight, flight or freeze” is responsible for what happens to your body in response to a stressful situation. Adrenaline circulates through the blood affecting every organ. Your heart pumps faster; blood pressure rises; breathing becomes faster and more shallow; pupils expand; and your muscles tighten. The SNS is your body’s natural response during emergencies, but often it is triggered during everyday stress, and when this happens, it can make us feel unhealthy.

## PARASYMPATHETIC

When we practice mindfulness focusing on deep relaxed breaths, we can turn off the SNS and turn on our Parasympathetic Nervous System (PNS), also known as “rest and digest,” which calms us down and helps us to relax. When the PNS is activated, your heart rate drops; blood pressure falls; breathing slows and deepens; pupils shrink; and muscles relax. This promotes good digestion, supports your immune system and just makes you feel good all over.

# 2. BEST PRACTICES FOR LEADING MINDFULNESS WITH YOUTH

## BENEFITS OF MINDFULNESS FOR THE CLASSROOM

- Creates a positive, safe environment where students feel it is OK to investigate their thoughts and emotions, and they'll feel less alone.
- Helps students exercise their focus muscles.
- Creates more compassionate and kind interactions among peers.
- Supports students in the process of labeling their emotions.
- Brings a sense of calm to the classroom.



## CREATE A SPACE

- Make practicing mindfulness a special time from the first session.
- Decide how you want to set up the room and eliminate distractions. Try sitting in a circle and closing the door to limit outside sounds.
- Ask students to take off their backpacks and put away anything that might be distracting.



## 2.

BEST PRACTICES  
FOR LEADING  
MINDFULNESS  
WITH YOUTH  
continued

## SETTING EXPECTATIONS

- Set expectations from the get-go.
- Clearly explain what they are about to do, for example, “We are going to be sitting with our eyes closed, and we will be focusing on our breath.”
- Ask if anyone has ever tried mindfulness or meditation before. Let them know that it may feel uncomfortable or strange at first, but that will pass.
- Start with a short amount of time and only increase when you are confident the students can handle it.
- Students will be looking to you to model what to do, so your presence is important. Practice along with them, and model being focused and not easily stirred by distractions like an announcement on the loudspeaker or the door opening and closing.

## INTEGRATING STOP, BREATHE &amp; THINK INTO YOUR CLASSROOM ROUTINE

From Susan Kaiser Greenland, author of *Mindful Games*:

## Favor consistency over length of practice

Your students do not need to practice mindfulness for long periods of time, but it does help to be consistent in order to see results.

## There is no right or wrong way to feel

Let your students know there is no right or wrong way to feel during or after these activities. The goal is for them just to notice how they are feeling in that moment without actually trying to change something or judge it. And keep in mind, sometimes your students may feel calmer after doing one of these activities, and sometimes they won't. But both are okay.

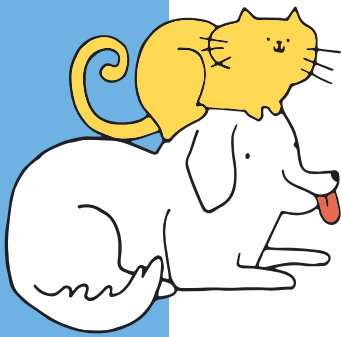
## Skip an activity if it makes your students feel uncomfortable

Each child may respond differently to the activities, so let them know if something makes them uncomfortable, that they can just move on and try something else.

# 2.

## BEST PRACTICES FOR LEADING MINDFULNESS WITH YOUTH

continued



### Encourage your students to develop a kind inner voice

Developing a kind inner voice can lessen judgmental and self-critical thoughts. Developing a kind inner voice in relationship to these activities will help students carry that voice with them into other aspects of their lives.

### Avoid using Stop, Breathe & Think as a form of discipline

Developing mindfulness is a journey that we want to support and keep in a positive framework for students. By using mindful games as discipline, we can end up fostering a negative relationship with these techniques and ideas.

## COMMON CHALLENGES

### Can't sit still

When you have a bunch of wiggle worms, or there is a lot of antsy energy in the room, try mindful games that are movement and body oriented like **Shake It Up, Tic-Toc, One Minute Squeeze and Let Go, Starfish Stretch, or Sunflower Stretch**. These activities use movement and physical sensations to help students gather their attention and calm their bodies and minds.

### First-time giggles

Students will often break into giggles the first time you try a quiet mindfulness game like Mindful Breathing with the class. This is normal and is an expression of feeling awkward and a little uncomfortable. For many of them, sitting quietly with eyes closed, focusing their attention inward, is a new experience. We often celebrate the giggles and join in, until it naturally subsides. You may tell a class before the first time practicing mindful breathing that it might be a little weird for them, and that a lot of times people start laughing or looking around the room.

### A student does not want to participate

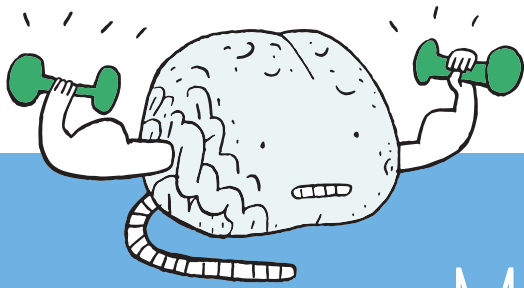
Practicing mindfulness in the classroom should always be "opt-in." If a student does not want to participate, give them another activity, or ask them to sit quietly without distracting classmates who choose to participate.

# 2.

## BEST PRACTICES FOR LEADING MINDFULNESS WITH YOUTH continued

### It's just not working out

Some days the class as a whole may not be able to get into it. It's not about forcing them or requiring them to practice mindfulness. Often it can help to point out what is happening in the classroom, and ask questions about how students are feeling, or why they think it isn't really working. You will be the best judge if you want to try the activity again or let it go until the next day.



# MINDFULNESS CLASSROOM ACTIVITIES

## 3.

## ACTIVITY #1

## MINDFULNESS CLASSROOM ACTIVITIES

## ENTERING THE ROOM

To help students transition from the playground, incorporate this ritual at the same time each day before they enter the classroom.

## ACTIVITY #1: ENTERING THE ROOM

- Line students up outside the door.
- Let students know they're going to stop, breathe and think before entering the classroom.
- As you say "stop" together out loud, students raise their hands and make peace sign fingers. Wait for each student to have peace sign fingers before moving on.
- As you say "breathe" together out loud, students place two hands over their hearts and take two deep breaths. Wait for each student to place their hands over their hearts and take two breaths before moving on.
- As you say "think" together out loud, students place one hand on their heads and imagine themselves peacefully walking into the room.
- Then, allow students to enter the classroom.

## 3.

## ACTIVITY #2

## MINDFULNESS CLASSROOM ACTIVITIES

## CHECK-IN

When students and teachers walk into the classroom, backpacks and textbooks aren't the only baggage they bring with them. Everyone enters the room in a different mental, emotional and physical state, which often affects their readiness to learn. Use the Stop, Breathe & Think app or downloadable posters to help students identify specific words to describe how they are feeling mentally, physically and emotionally.

These check-in activities can be used at the beginning of class or as a way to transition from one activity to another.

## ACTIVITY #2: CHECK-IN

We're going to try an activity right now called "check-in" where we use our inner detective to check in with ourselves the way a good friend or a good listener would. You are going to notice how your mind, body and emotions feel in this moment — not yesterday or tomorrow, but right now.

Place your hand over your heart and notice whatever emotions or feelings are there. It's OK if they are simple or complicated; just notice them.

Pick 3 words from the app or check-in posters that describe what you feel.

continued

# 3.

## #2: CHECK-IN continued

Model picking 3 words from the list, sharing those words with the class.

Direct students to express how they feel through writing a list, drawing, or contributing to a teacher lead sharing circle.

## 3.

## ACTIVITY #3

## MINDFULNESS CLASSROOM ACTIVITIES

# ONE MINUTE SQUEEZE AND LET GO

Try this quick standing stretch to transition between activities, or to help students energize during a mid-morning, or mid-afternoon slump. Press play on **One Minute Squeeze and Let Go** in the app, or try leading it yourself with the script below.

## ACTIVITY #3: ONE MINUTE SQUEEZE AND LET GO

Let's flex and relax different muscles in our bodies as we breathe.

Ready? Reach your arms above your head.

Make a fist with your hands; breathe in, and squeeze your fists as tight as you can. Squeeze. Squeeze. Squeeze.

Breathe out, and let go, dropping your arm and hand by your side.

Now, flex your legs and feet, and even curl your toes.

continued



# 3.

## #3: ONE MINUTE SQUEEZE AND LET GO continued

Breathe in, and squeeze. Squeeze. Squeeze.

Breathe out, and let go, relaxing your legs and feet.

Okay, last one. Scrunch up all the muscles in your face: squint your eyes, crinkle your forehead, and smile so big your cheeks plump up.

Breathe in, and squint. Squint. Squint. Crinkle. Crinkle. Crinkle. Smile. Smile. Smile.

Breathe out, and let it go.

Notice how you feel now.

Where do you feel relaxed?

## 3.

## ACTIVITY #4

## MINDFULNESS CLASSROOM ACTIVITIES

## SUNFLOWER STRETCH

Try this standing stretch to transition between activities, or to help students energize during a mid-morning, or mid-afternoon slump. Press play on **Sunflower Stretch** in the app, or try leading it yourself with the script below.

## ACTIVITY #4: SUNFLOWER STRETCH

Let's boost our energizing superpower by breathing and stretching. This superpower is extra helpful when you're feeling sleepy or tired and want some energy to help wake up.

Are you ready?

Imagine that it's a bright sunny day, and you are a yellow sunflower, standing tall in a big, grassy meadow. Your head is the flower; your arms are the leaves, and your legs are the stem.

The sky is clear; a gentle breeze is blowing, and you can hear birds singing in the distance.

Breathe in, and stretch your arms up toward the sky.

Breathe out, and let your arms come back to your sides.

continued

# 3.

## #4: SUNFLOWER STRETCH continued

Breathe in, and stretch your arms all the way up; and wave hello to the sun.  
Breathe out, and let your arms come back to your sides.

Ooooh, I can feel my belly stretch as I reach up. How about you?

One last time, breathe in, and reach your arms waaaaay up high.  
Breathe out, and let your arms come back to your sides.

Now, a gentle breeze blows your head to one side.

Breathe in, and bring your ear toward your shoulder, stretching your neck.  
Breathe out, and bring your head back to center.

Now the other side: Breathe in, and bring your other ear toward your other  
shoulder.

Breathe out, and bring your head back to center.

One more time: Breathe in, and bring your ear toward your shoulder,  
stretching your neck.

Breathe out, and bring your head back to center.

And the other side: Breathe in, and bring your other ear toward your other  
shoulder.

Breathe out, and bring your head back to center.

Okay. Now let's stretch our legs as we breathe.

Stand on your tippy toes, and breathe in, stretching your legs as tall as you  
can, growing up toward the sky.

Breathe out, relaxing your legs and planting both feet on the ground.

Again. Stand on your tippy toes, and breathe in, stretching your legs as tall as  
you can.

Breathe out, relaxing your legs and planting both feet on the ground.

Ooooooh... I feel the stretch in the back of my knees. How about you?

continued

# 3.

## #4:

### SUNFLOWER STRETCH

continued

One last time. Stand on your tippy toes, and breathe in, stretching your legs as tall as you can.

Breathe out, and relax your legs planting both feet on the ground.

Ok. Now we're going to breathe and stretch everything at the same time.

Reach up toward the sky; stand tall on your tippy toes, breathe in, and stretch.

Breathe out, and relax.

Again. Reach up toward the sky, stand tall on your tippy toes, breathe in, and stretch.

Breathe out, and relax.

One last time. Reach up with your arms, stand tall on your tippy toes, breathe in, and stretch.

Wiggle your fingers and toes, And breathe out, and relax.

Breathe naturally and notice how your whole body feels.

I can feel my heart beating and my body feels a more awake and energized. How about you?

Well done! Way to be an everyday superhero! Remember, you can breathe and stretch any time you feel sleepy and want some extra energy to help wake up.

## 3.

## ACTIVITY #5

## MINDFULNESS CLASSROOM ACTIVITIES

## STARFISH STRETCH

Play this game lying down to settle active energy. Press play on **Starfish Stretch** in the app, or try leading it yourself with the script below. If you lead it yourself, you'll need an image of a starfish to introduce the activity and provide enough space for each student to lie down with arms and legs fully stretched out.

## ACTIVITY #5: STARFISH STRETCH

**While presenting the image of a starfish, introduce the mindful game:**

This is a starfish, and she has five arms. All five of her arms come together in the center of her body. Almost everything she does starts from her center. She eats from her center, and when she moves, she moves from her center, too.

Would you like to pretend you have five arms like a starfish and feel what it's like to move from your center?

**Lead the mindful game as follows:**

Find a spot where you can lie down without touching anyone or anything.

Lie on your back, and stretch your arms way out... and your legs way out. And stretching your neck, stretch your head way out.

continued

# 3.

## #5: STARFISH STRETCH continued

Imagine that your arms, legs and head are your five starfish arms and that all your starfish arms meet in the center of your body at your belly.

Now, take two breaths, deep into your belly.

Breathe in.  
Breathe out.

Breathe in.  
Breathe out.

This time, stretch all five starfish arms when you take a deep belly breath.

Breathe in and stretch.  
Breathe out and relax.

Breathe in and stretch.  
Breathe out and relax.

Stretch as you breathe in, and relax as you breathe out.

Try breathing into your belly a few more times. Notice how when you stretch, the movement starts in your middle and spreads all the way out through your arms to your legs, chest and neck.

Breathe in and stretch.  
Breathe out and relax .

Breathe in and stretch.  
Breathe out and relax.

Breathe in and stretch.  
Breathe out and relax.

Can you feel your starfish arms stretching way out from your center?

continued

# 3.

## #5: STARFISH STRETCH continued

Let's breathe and stretch a few more times.

Breathe in and stretch.  
Breathe out and relax.

Breathe in and stretch.  
Breathe out and relax.

Breathe in and stretch.  
Breathe out and relax.

Stretch as you breathe in. Relax as you breathe out.

And now, relax, and breathe naturally.  
Feel your starfish arms against the floor and the rhythm of your breathing.

Way to go! You're a Superstarfish!

## 3.

## ACTIVITY #6

## MINDFULNESS CLASSROOM ACTIVITIES

## FOCUS

Introduce focus in the context of Stop, Breathe & Think. You'll need a white board, or poster pad to chart students' responses.

## ACTIVITY #6: FOCUS

With so many sounds to hear, sites to see and thoughts in our heads, it's easy to be distracted. Sometimes we get distracted by things we like, for example, toys or friends. And sometimes we get distracted by things that bug us.

Who here has ever been distracted? (Students raise hands)

It's normal to get distracted.

So, what is the opposite of distraction? (Let students respond. Bring answers around to focus)

What is focus? (Make a circle chart to track students' responses)

Focus is when you pay attention to what's important right now. So to be focused doesn't mean that you never get distracted. It means you notice when you are distracted and then bring your attention back to whatever you are doing. So, if you are playing a mindful game, when you notice you are distracted just bring your attention back to the game. You might do that 10 times, or you might do that 100 times, but each time it happens, your focus muscles are getting stronger. The more you use your focus muscles the

continued



# 3.

## #6: FOCUS continued

stronger they get. As long as you are bringing your attention back to what you're doing, you are focusing.

Can anyone give examples of times when they focus?

To boost your powers of focus, try **Square Breathing** or **Choose Your Breathing Anchor**.

# 3.

## ACTIVITY #7

### MINDFULNESS CLASSROOM ACTIVITIES

# KINDNESS

Introduce kindness in the context of Stop, Breathe & Think. You'll need a white board, or poster pad to chart students' responses.

## ACTIVITY #7: KINDNESS

**What is kindness?** (Make a circle chart to track responses.)

**When are you kind?** (Make a circle chart to track responses.)

**When has someone been kind to you?** (Make a circle chart to track responses.)

Think about the cutest puppies you have ever seen. When you picture them in your mind, that warm feeling of "awww" in your heart is the energy of kindness. Kindness is like a mindfulness superpower, and you can actually make it grow.

Kindness helps you be helpful, a good friend, and able to work together with all kinds of people. Kindness is caring about yourself and also caring about other people, wanting them to be happy.

Kindness can make you feel good. It can help with stress and make it easier

continued

## 3.

#7:  
KINDNESS  
continued

to handle the ups and down of life. It's especially helpful when someone's bugging you or you're in an argument. The superpower of kindness is like having special vision, where you can see things from another person's point of view and look at the bigger picture.

Charge your superpower of kindness with **Just Like Me**, a mindful game where you think of things you have in common with other people. For example, "They are human with feelings just like me." "Just like me, they feel sad." "Just like me they want to be happy and have a good time." This mindful game will help you remember that no matter how someone appears on the outside, they can be feeling very differently on the inside, just like you.

**Kindness with Every Step** is an easy way to grow your kindness because you can do it any time while you're walking. With every step you take, silently say a friendly wish. It can be to yourself, like "I want to be happy and strong" or "I hope I feel peaceful and content." You can make wishes for a friend or family member, or even someone you don't know very well by silently saying something like, "I hope you are happy. I want you to be safe, strong and healthy."

## 3.

## ACTIVITY #8

## MINDFULNESS CLASSROOM ACTIVITIES

## GRATITUDE

Introduce gratitude in the context of Stop, Breathe & Think. You'll need a white board, or poster pad to chart students' responses.

## ACTIVITY #8: GRATITUDE

**What is gratitude?** (Make a circle chart to track responses.)

Gratitude is feeling thankfulness or appreciation. Thinking of things we are grateful for helps us to see our own strengths, the strengths of other people, and the support we have all around us.

It's natural to have all kinds of emotions, like feeling grumpy or blue, or worried or nervous. Sometimes you know why you have these feelings, and other times you don't. Either way, there is always something you can do, like remembering a few good things that you're happy about. Whenever you are having a hard time, try naming three good things that are happening in your life.

Here are a few examples: Snuggling under the covers in a cozy bed, cuddling with a pet or stuffed animal, a song you like to sing, a game you like to play or something simple like running fast.

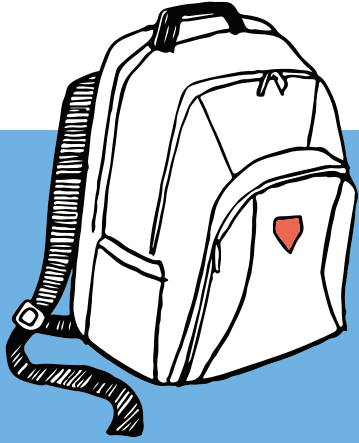
continued

# 3.

## #8: GRATITUDE continued

When you think of three good things when you're feeling big emotions, it's not to pretend that whatever's upsetting you isn't happening. It's OK to feel upset. In times like these, it's helpful to remember that you can feel two things at once. You can feel grumpy or worried and nervous about the hard things, and feel grateful for the good things.

**Thank the Farmer, Gratitude in School** and **Three Good Things** are three mindful games that help students cultivate the attitude of gratitude.



# APPENDIX

# FAQ GUIDE

## GENERAL CONCERNS

### What is the Stop, Breathe & Think app?

SBT is an award-winning app that helps you find peace of mind anywhere. It allows you to check-in with how you are feeling and recommends short activities and guided meditations tuned to those emotions.

### Is the app for teens or adults?

Both. All the activities are appropriate for teens and adults. We have launched a Kids app as well (ages 4-10) available on iOS, iPads and tablets.

### Is there a Stop, Breathe & Think app for Android or other non Apple smartphones?

The All Ages app is available on Android devices. The Kids app is not yet available on Android but we are working on it.

## TECHNICAL CONCERNS

### How can I download the Stop, Breathe & Think app or Kids app?

Stop, Breathe & Think All Ages: The app can be downloaded on the [App Store](#) or on [Google Play](#).

Stop, Breathe & Think Kids: The app can be downloaded on the [App Store](#).

### Can I access the Stop, Breathe & Think All Ages app and Kids app online?

Yes! SBT All Ages: <https://app.stopbreathethink.org>

SBT Kids: <https://kidsapp.stopbreathethink.com>

### How do I add multiple accounts on the Kids app?

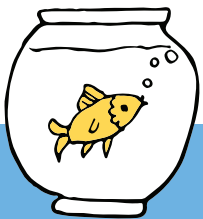
1. Log in to your account.
2. On the "Who's In" page, tap "Edit Accounts" in the upper-right corner of the app.
3. Tap the plus icon to add another account.
4. In the box, add a name. You can also change the icon color by tapping a color.
5. Tap "Done" on your keypad. The account is added.
6. If you have reached the maximum of 5 accounts but need access to more, tap "Need more than 5?" and an automated email will be sent to our support team.

### How do I stream Stop, Breathe & Think content on a smartboard?

Easy! Since a smartboard is in essence a larger version of a computer, you would access Stop, Breathe & Think through our website at [kidsapp.stopbreathethink.com](https://kidsapp.stopbreathethink.com), log in and begin exploring!

### Still have questions?

We're here to help! Email us: [support@stopbreathethink.com](mailto:support@stopbreathethink.com)



## STOP, BREATHE & THINK

Audio recordings of many of the scripted exercises provided here can be accessed via the Stop, Breathe & Think app, available for free at [stopbreathethink.com](http://stopbreathethink.com) on the web and through iOS and Android.

Becoming a Stop, Breathe & Think Classroom: Elementary School Edition (v.1 Aug 2018)

© Stop, Breathe & Think