



BACKING U

EMPOWERING MENTAL HEALTH AND WELLBEING

HIGH-STRESS BREATHING

A practical 10-module course for regulating your breathing when stress is high.

~6 HOURS

Estimated course

10

Modules

38

Lessons

28

Quizzes

145

Questions

PRINT / PDF COURSE EDITION

- Includes all written lesson content, practical exercises, static course visuals, knowledge quizzes and final assessment. Embedded and guided video files are excluded.

NOTICE > SLOW > EXHALE > GROUND > CHOOSE > RETURN

COURSE GUIDE

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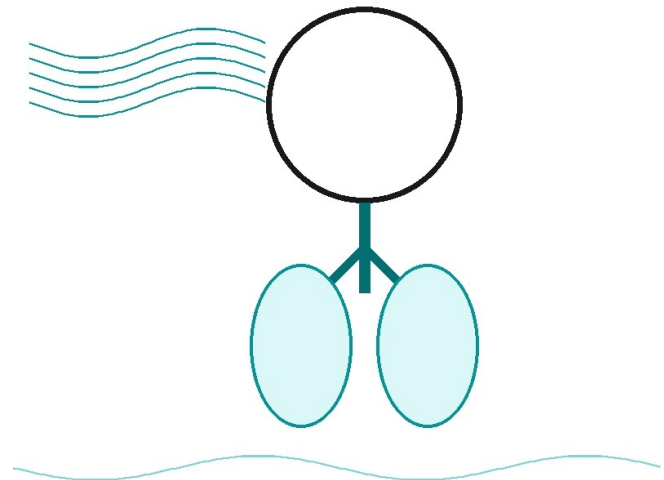


COURSE

High-Stress Breathing

RESET. REGULATE. RESPOND.

Practical breathing skills for high-stress moments —
taught gently, clearly and without forcing.



A practical 10-module course for regulating your breathing when stress is high.

High-Stress Breathing is a practical skills course designed to help you recognise how stress changes your breathing and learn simple ways to deliberately change your breathing pattern when you need to settle, regain control and think more clearly.

What You Will Learn

- Explain in simple terms why breathing often changes during stress.
- Recognise when breathing becomes rapid, shallow, strained or irregular.
- Use slow, comfortable breathing to reduce the pace of a stress response.
- Use a slightly longer exhale when you need to settle quickly.
- Use paced breathing without becoming overly focused on perfect timing.
- Combine breathing with grounding and muscle relaxation.
- Use breathing skills while dealing with stressful thoughts, anger, frustration or pressure.
- Know when to stop an exercise and return to normal breathing.

- Build a short personal breathing routine for high-stress moments.
- Use the complete 2-minute High-Stress Reset protocol.

Course Map

MODULE 1 What Happens to Your Breathing Under Stress

- **Lesson:** Understanding Stress and Your Breathing (6-8 minutes)
- **Lesson:** ⚠ Breathing Exercise Safety (4-5 minutes)
- **Quiz:** Module 1 Quiz: Understanding Stress and Your Breathing (5-8 minutes)

MODULE 2 The Reset Breath: Slow It Down

- **Lesson:** Why Slowing Your Breathing Works (4-6 minutes)
- **Quiz:** Mod2: Lesson 1 - Quiz (5-8 minutes)
- **Lesson:** Gentle Breathing: Why Bigger Isn't Better (4-6 minutes)
- **Quiz:** Mod2: Lesson 2 - Quiz (5-8 minutes)
- **Lesson:** Finding Your Reset Rhythm: The 4-6 Breath (4-5 minutes)
- **Quiz:** Mod2: Lesson 3 - Quiz (5-8 minutes)
- **Lesson:** Practical Exercise: Your 60-90 Second Reset (3-4 minutes)

MODULE 3 The Longer Exhale

- **Lesson:** Why the Exhale Matters (4-5 minutes)
- **Quiz:** Mod 3: Lesson 1 Quiz (5-8 minutes)
- **Lesson:** Longer, Not Forced: Finding a Comfortable Exhale (4-6 minutes)
- **Quiz:** Mod 3: Lesson 2 Quiz (5-8 minutes)
- **Lesson:** Finding Your 3-4 / 5-6 Rhythm (4-5 minutes)
- **Quiz:** Mod 3: Lesson 3 Quiz (5-8 minutes)
- **Lesson:** Practical Exercise: The Longer Exhale (3-4 minutes)

MODULE 4 Box Breathing Without the Pressure

- **Lesson:** What Box Breathing Is - and Why We Simplify It (4-5 minutes)
- **Quiz:** Mod 4: Lesson 1 Quiz (5-8 minutes)
- **Lesson:** Counting as an Anchor, Not a Performance Target (4-5 minutes)
- **Quiz:** Mod 4: Lesson 2 Quiz (5-8 minutes)
- **Lesson:** Finding Your 4-In / 4-Out Rhythm (4-5 minutes)
- **Quiz:** Mod 4: Lesson 3 Quiz (5-8 minutes)
- **Lesson:** Practical Exercise: 60 Seconds of Gentle Paced Breathing (2-3 minutes)

MODULE 5 Breathing + Grounding

- **Lesson:** Why Breathing and Grounding Work Well Together (4-5 minutes)
- **Quiz:** Mod 5: Lesson 1 Quiz (5-8 minutes)
- **Lesson:** Using Your Senses to Return to the Present (5-6 minutes)
- **Quiz:** Mod 5: Lesson 2 Quiz (5-8 minutes)
- **Lesson:** Building a Breathing + Grounding Sequence (5-6 minutes)
- **Quiz:** Mod 5: Lesson 3 Quiz (5-8 minutes)
- **Lesson:** Practical Exercise: The Present-Moment Reset (4-5 minutes)

MODULE 6 Breathing When Your Thoughts Are Racing

- **Lesson:** What Happens When Your Thoughts Start Racing (4-5 minutes)

- **Quiz:** Mod 6: Lesson 1 Quiz (5-8 minutes)
- **Lesson:** Notice the Thought. Return to the Breath. (4-5 minutes)
- **Quiz:** Mod 6: Lesson 2 Quiz (5-8 minutes)
- **Lesson:** Using the Breath as an Attention Anchor (5-6 minutes)
- **Quiz:** Mod 6: Lesson 3 Quiz (5-8 minutes)
- **Lesson:** Practical Exercise: The 2-Minute Thought Reset (3-4 minutes)

MODULE 7 Breathing During Anger, Frustration and Conflict

- **Lesson:** What Anger and Frustration Do to Your Breathing (4-5 minutes)
- **Quiz:** Mod 7: Lesson 1 Quiz (5-8 minutes)
- **Lesson:** STOP-BREATHE-CHOOSE (5-6 minutes)
- **Quiz:** Mod 7: Lesson 2 Quiz (5-8 minutes)
- **Lesson:** Creating Space Before Your Next Action (5-6 minutes)
- **Quiz:** Mod 7: Lesson 3 Quiz (5-8 minutes)
- **Lesson:** Practical Exercise: The Conflict Reset (3-4 minutes)

MODULE 8 Breathing Under Acute Pressure

- **Lesson:** Understanding Sudden Spikes in Stress (4-5 minutes)
- **Quiz:** Mod 8: Lesson 1 Quiz (5-8 minutes)
- **Lesson:** The 60-Second Pressure Reset (5-6 minutes)
- **Quiz:** Mod 8: Lesson 2 Quiz (5-8 minutes)
- **Lesson:** Using the Reset Discreetly in Real Life (3-4 minutes)
- **Quiz:** Mod 8: Lesson 3 Quiz (5-8 minutes)
- **Lesson:** Practical Exercise: Your 60-Second Pressure Reset (2-3 minutes)

MODULE 9 Building Your Personal Breathing Routine

- **Lesson:** There Is No One Perfect Breathing Routine (4-5 minutes)
- **Quiz:** Mod 9: Lesson 1 Quiz (5-8 minutes)
- **Lesson:** Choosing Your Rhythm, Cue and Practice Length (5-6 minutes)
- **Quiz:** Mod 9: Lesson 2 Quiz (5-8 minutes)
- **Lesson:** Building Your Personal Breathing Plan (5 minutes)
- **Quiz:** Mod 9: Lesson 3 Quiz (5-8 minutes)
- **Lesson:** Practical Exercise: Rehearse Your Routine (4-5 minutes)

MODULE 10 The High-Stress Breathing Protocol

- **Lesson:** Bringing Your Breathing Skills Together (4-5 minutes)
- **Quiz:** Mod 10: Lesson 1 Quiz (5-8 minutes)
- **Lesson:** The 2-Minute High-Stress Reset (6-7 minutes)
- **Quiz:** Mod 10: Lesson 2 Quiz (5-8 minutes)
- **Lesson:** Guided Practice: The Full 2-Minute Protocol (7-8 minutes)
- **Lesson:** Course Completion: Choose What You Will Actually Use (3-4 minutes)
- **Quiz:** Final Course Assessment (5-8 minutes)

MODULE 1

What Happens to Your Breathing Under Stress



01

Understanding Stress and Your Breathing

Notice before you change.



Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

Understanding Stress and Your Breathing

Estimated time: 6-8 minutes | Format: Text + Practical

Module 1: Understanding Stress and Your Breathing

Stress can change breathing **before we consciously realise that we are stressed**.

A difficult conversation, unexpected news, pressure at work, financial concerns, conflict, fear or even a thought about something that might happen can activate the body's stress response. Sometimes the first sign that stress is building isn't an obvious feeling of anxiety - it is a change in the way we breathe.

You might notice that your breathing becomes faster, your breaths become larger, you start sighing repeatedly, your chest feels tight, your shoulders rise or you develop the sensation that you cannot quite get a satisfying breath.

These reactions can feel uncomfortable or even frightening. However, they can be part of the body's normal response to perceived threat.

Your Brain and Your Breathing Are Connected

Breathing is unusual because it happens automatically, but we can also influence it deliberately.

You don't need to think about every breath you take. Your brain and nervous system continuously adjust your breathing according to what your body needs.

When your brain detects potential danger or significant stress, your body can move into a state of increased alertness. Your heart rate may increase, your muscles can become more tense and your breathing may change.

This response is not necessarily a problem.

In a genuinely dangerous situation, these changes can help prepare you to respond quickly.

The challenge occurs when the body continues responding as though something needs immediate action, even when you are physically safe.

For example:

Stressful thought -> body detects threat -> breathing changes -> physical sensations increase -> you notice the sensations -> you become more concerned -> stress increases further

This can create a cycle that feels difficult to break.

The purpose of breathing exercises is not to tell your body that stress is "bad" or to force yourself to become calm immediately.

Instead, we are learning to develop another response.

"I can notice what is happening in my body, and I can choose how I respond."

What Can Happen to Your Breathing During Stress?

There isn't one single "stress breathing pattern." Different people respond differently, and the same person may breathe differently depending on the situation.

You may notice:

Faster breathing

Your breathing rate may increase without you consciously deciding to breathe faster.

Larger or deeper breaths

Some people respond to stress by taking bigger breaths or repeatedly trying to "get more air."

Interestingly, repeatedly taking very large breaths can sometimes increase uncomfortable sensations rather than resolve them.

Frequent sighing

You might notice yourself sighing, yawning or taking occasional large breaths throughout the day.

Chest and shoulder tension

Stress can cause the muscles around the chest, neck and shoulders to become tense. This can make breathing feel restricted or uncomfortable.

More mouth breathing

You may begin breathing through your mouth rather than your nose, particularly when breathing becomes faster or more forceful.

Breath-holding

Some people unconsciously hold their breath during concentration, tension or anticipation.

You might notice yourself holding your breath while reading an email, waiting for a response, working under pressure or having a difficult conversation.

Feeling unable to get a satisfying breath

One of the most distressing sensations can be feeling as though you cannot quite complete a satisfying breath.

This can lead to repeatedly trying to take a bigger breath - which may then increase awareness of breathing and physical sensations.

The Stress-Breathing Feedback Loop

One of the most important concepts in this course is understanding that **breathing and stress can influence each other**.

Imagine you're sitting at work and receive an unexpected message.

You read it and immediately think:

"What's this about?"

Your body reacts.

Your shoulders tense.

Your breathing changes.

You notice your chest feels tight.

You think:

"Why can't I get a proper breath?"

You take a very large breath.

You still don't feel satisfied.

You take another.

Now you're paying even more attention to your breathing.

The physical sensations become more noticeable.

You become more concerned.

And the stress response increases.

This doesn't mean that anything is "wrong" with you.

It means your attention, thoughts, physical sensations and nervous system are interacting.

Understanding this process can be incredibly useful because **awareness gives you an opportunity to interrupt the cycle**.

Awareness Comes Before Control

Before learning techniques designed to change your breathing, we're going to develop a simpler skill:

Notice your breathing without trying to fix it.

This might sound easy, but it can be surprisingly difficult.

Most of us rarely pay attention to how we breathe until something feels unusual.

The first exercise in this course is therefore not about changing your breathing.

It is about observing it.

Think of yourself as a curious scientist rather than a critic.

You aren't trying to decide whether you're breathing "correctly."

You're simply gathering information.

Ask yourself:

Is my breathing fast or slow?

Am I breathing mostly through my nose or mouth?

Does the movement seem to come mostly from my chest, ribs or abdomen?

Are my shoulders lifting when I breathe in?

Are my jaw, neck or shoulders tense?

Does my exhale feel relaxed or rushed?

 **Am I holding my breath at any point?**

Am I repeatedly taking large breaths or sighing?

What happens to my breathing when I think about something stressful?

There are no "wrong" answers.

You are simply learning what your breathing currently looks and feels like.

Your Breathing Is Information - Not a Test

It can be tempting to judge what you notice.

"I'm breathing too fast."

"I'm doing this wrong."

"I need to fix my breathing."

Try replacing those thoughts with:

"I'm noticing that my breathing is faster right now."

That small change matters.

You are moving from **judgement** -> **observation**.

The objective is not to immediately control every aspect of your breathing. It is to recognise what is happening so that you can eventually make intentional changes when they are useful.

Practical Exercise

1. Sit comfortably with your feet supported.
2. Do not deliberately change your breathing for the first 30 seconds.
3. Notice the speed, depth and location of your breathing.
4. Notice whether your shoulders, jaw or abdomen are tense.
5. Give your current stress level a score from 1-10.
6. Take three comfortable breaths without trying to make them unusually deep.
7. Re-score your stress level.

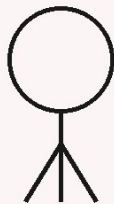


01

Stress Breathing vs Calmer Breathing

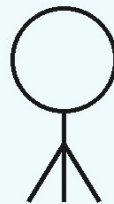
Broad patterns — not a test of 'correct' breathing.

STRESS BREATHING



- Faster or shallower
- Shoulders may lift
- Sighing or larger breaths
- Exhale may feel rushed

CALMER BREATHING



- Slower overall pace
- Smoother movement
- Less effort
- Comfortable exhale

Comparison of common stress breathing and calmer breathing patterns



01 Breathing Awareness Check

Notice first. Change later.

☐ Fast or slow?

☐ Nose or mouth?

☐ Shoulders lifting?

☐ Exhale relaxed or rushed?

☐ Holding the breath?

☐ Jaw, neck or shoulders tense?

There are no wrong answers — you're gathering information.

Breathing awareness check prompts



01 30-Second Observation

Do not deliberately change your breathing.

- 1 Sit comfortably with your feet supported.
- 2 Observe your breathing for 30 seconds.
- 3 Notice speed, depth and where movement occurs.
- 4 Notice tension in shoulders, jaw or abdomen.
- 5 Rate your stress from 1–10.
- 6 Take three comfortable breaths, then re-rate.

Steps for the 30-second breathing observation exercise



Breathing Exercise Safety

Estimated time: 4-5 minutes | Format: Text

Understanding Breathing Exercise Safety

Breathing is something we do automatically, usually without having to think about it. However, when we become stressed, anxious, frightened or overwhelmed, our breathing can change significantly. It may become faster, shallower, deeper, irregular or more forceful.

Learning to influence breathing can be a useful self-regulation skill, but **more breathing is not necessarily better breathing**. Effective breathing exercises should be approached gradually and comfortably rather than treated as something that needs to be pushed to an extreme.

Comfort Comes First

The most important principle throughout this course is **comfort**.

Breathing exercises should generally feel manageable and should not require you to strain, force your breath or compete with a particular target. You do not need to take the biggest breath possible, hold your breath for as long as possible or breathe as quickly as possible to benefit from a breathing exercise.

Think of breathing practice as developing a skill rather than completing a physical challenge.

A useful approach is:

Comfort -> Control -> Consistency -> Confidence

If an exercise feels uncomfortable, reduce the intensity, shorten the duration or return to your normal breathing.

Why Can Breathing Exercises Cause Dizziness or Tingling?

Some breathing techniques intentionally alter the depth, speed or pattern of breathing. If someone breathes more than their body requires, carbon dioxide levels in the blood can fall. This can contribute to sensations such as:

- Light-headedness or dizziness
- ✨ Tingling in the hands, feet or around the mouth
- Feeling disconnected or unusual
- A sensation of breathlessness
- Changes in heartbeat or awareness of the heartbeat
- Increased anxiety or panic

These sensations can sometimes be mistaken for evidence that an exercise is "working." **They are not a requirement for successful breathing practice.**

If these sensations occur, stop or reduce the exercise and return to comfortable, natural breathing.

The Relationship Between Breathing and Stress

Breathing and the nervous system are closely connected.

When we perceive danger or significant stress, the body can shift towards a state of increased alertness. Breathing may become faster or more forceful, muscles may tense and attention may become focused on potential threats.

This response can be useful when immediate action is required. However, when the stress response continues after the situation has passed, uncomfortable physical sensations can sometimes reinforce feelings of anxiety.

For example:

Stress -> faster breathing -> physical sensations -> concern about those sensations -> increased stress -> further changes in breathing

Breathing exercises can be used as one way of interrupting this cycle.

The purpose is not to force the body into a particular state. Instead, breathing practice can help a person develop greater awareness and learn ways of responding to changes in breathing without immediately becoming alarmed by them.

Gentle Does Not Mean Ineffective

There can be a tendency to assume that an exercise must feel intense to be useful.

This is particularly important with breathing exercises.

A gentle breathing exercise may involve simply:

- Becoming aware of the breath
- Allowing the breath to become comfortable and natural
-  Gradually slowing the breathing rhythm
- Making the exhalation slightly longer without forcing it
- Maintaining a relaxed posture
- Paying attention to physical sensations without judging them

Small changes can be meaningful.

The objective is to develop a person's ability to recognise their breathing patterns and respond to them appropriately.

Know When to Stop

Stopping an exercise **is not failure**.

If you experience significant discomfort, dizziness, chest pain, severe breathlessness, faintness, overwhelming panic or other concerning symptoms, stop the exercise.

Return to normal, unforced breathing and allow yourself to settle.

If symptoms are severe, persistent, unusual for you or concerning, seek appropriate medical assistance rather than assuming they are simply part of the breathing exercise.

Choose a Safe Environment

Breathing exercises that involve breath-holding, substantial changes in breathing or techniques that may cause dizziness should only be practised in a safe environment.

Avoid practising these techniques while:

Driving

Swimming or in water

Working at heights

 Operating machinery

Riding or performing activities where reduced awareness could cause an accident

Around hazards where fainting or loss of awareness could result in injury

When learning a new technique, it is generally preferable to practise while **seated somewhere safe and stable**.

Medical Considerations

Breathing exercises are not a substitute for medical assessment or treatment.

People with significant respiratory, cardiovascular or other medical conditions should seek appropriate professional advice before beginning a structured breathing program.

This is particularly important if a person experiences unexplained chest pain, significant shortness of breath, fainting, frequent dizziness or other concerning physical symptoms.

A healthcare professional can help determine whether particular breathing exercises are appropriate and whether modifications are required.

Everyone Responds Differently

There is no single breathing technique that works identically for everyone.

One person may find slow breathing calming, while another may initially become more aware of uncomfortable sensations when focusing closely on their breath.

This is why breathing practice should be **individualised and flexible**.

If focusing on breathing increases anxiety or discomfort, it may be more appropriate to reduce the intensity of the exercise or shift attention towards another grounding strategy.

The Goal of This Course

The goal of this course is **not to create extreme changes in breathing**.

Instead, the focus is on developing practical skills that can help participants:

- Understand their breathing patterns
- Recognise the connection between breathing and stress
- Practise comfortable breathing techniques
- Develop greater control over their response to stress
- Become more aware of physical sensations
- Build confidence in using breathing as one part of their self-regulation toolkit

Breathing is only one component of managing stress. It can be combined with other strategies such as grounding, progressive muscle relaxation, mindfulness, movement, sleep routines, social connection and professional support where appropriate.

A Simple Rule to Remember

You should never feel that you have to "push through" a breathing exercise.

If it feels comfortable, continue.

If it feels challenging, reduce the intensity.

If it feels significantly uncomfortable or causes concerning symptoms, stop.

The goal is not to master your breath by force - it is to develop a safer, more comfortable relationship with your breathing.

KNOWLEDGE CHECK

Module 1 Quiz: Understanding Stress and Your Breathing

Estimated time: 5-8 minutes

Check your understanding of how stress can change breathing and why awareness comes before control.

1. How can stress affect a person's breathing before they consciously realise they are stressed?

- ☐ A. It can become faster, larger or more irregular
- ☐ B. It always becomes slower and deeper
- ☐ C. It stops changing until stress is over
- ☐ D. Stress cannot affect breathing automatically

2. What can repeated sighing during stress indicate?

- ☐ A. A change in the person's breathing pattern
- ☐ B. That the lungs have stopped working
- ☐ C. That breathing can no longer be automatic
- ☐ D. That stress always lowers breathing rate

3. Which is a useful question when observing your breathing?

- ☐ A. Is my exhale rushed?
- ☐ B. Can I hold my breath as long as possible?
- ☐ C. How can I make every breath extremely deep?
- ☐ D. Can I completely stop noticing my breathing?

4. Why is noticing breathing without immediately changing it an important first skill?

- ☐ A. Awareness helps you recognise what is happening before trying to control it
- ☐ B. It proves that breathing should never be changed
- ☐ C. It makes breathing stop automatically
- ☐ D. It guarantees stress will disappear

5. What is the main purpose of the course when responding to stress?

- ☐ A. Learn slower, steadier and more controlled responses rather than fighting the stress response
- ☐ B. Eliminate every stressful thought immediately
- ☐ C. Use extreme breath-holding to overpower stress
- ☐ D. Make every breath as large as possible

6. What can happen to the shoulders during a stress response?

- ☐ A. They can lift or become tense
- ☐ B. They always drop automatically
- ☐ C. They become unrelated to breathing
- ☐ D. They cannot be affected by stress

7. What does "awareness comes before control" mean?

- ☐ A. Notice your breathing pattern before deliberately changing it
- ☐ B. Control every breath before observing anything

- ☐ C. Breathing cannot be influenced intentionally
- ☐ D. Ignore breathing changes during stress

8. How can a stress-breathing feedback loop develop?

- ☐ A. Stress changes breathing, sensations become more noticeable, concern rises and stress increases
- ☐ B. Breathing changes remove all physical sensations
- ☐ C. Stress prevents people from noticing breathing
- ☐ D. Thoughts and physical sensations cannot influence one another

9. When first observing your breathing in this course, what should you do?

- ☐ A. Observe your natural breathing without deliberately changing it
- ☐ B. Take the deepest breaths possible
- ☐ C. Hold your breath between every breath
- ☐ D. Force your exhale to become very long

10. Which statement best summarises Module 1?

- ☐ A. Breathing awareness can help you recognise changes before developing greater control
- ☐ B. All stress breathing should be corrected immediately
- ☐ C. One exact breathing pattern is mandatory for everyone
- ☐ D. Physical sensations during stress should always be ignored

MODULE 2

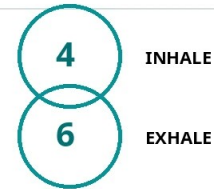
The Reset Breath: Slow It Down



02

The Reset Breath: Slow It Down

Slow. Gentle. Comfortable.



Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

Why Slowing Your Breathing Works

Estimated time: 4-6 minutes | Format: Text

Breathing happens automatically - most of the time, you don't even notice you're doing it.

But when you're feeling **stressed, under pressure or tense**, your breathing can change. It may become **faster, shallower or less comfortable** without you consciously deciding to breathe that way.

Learning to deliberately slow things down gives you a simple tool you can use almost anywhere when you need a moment to **reset and regain your composure**.

Why Start With Slow Breathing?

There are plenty of breathing techniques out there - some simple and some surprisingly complicated!

For our Reset Breath, we're keeping things simple.

Research into regulated breathing has found some of the **strongest and most consistent stress-related evidence around slow-paced breathing**.

So we're starting with one basic idea:

Slow your breathing down, keep it comfortable, and give yourself a moment to reset.

You don't need complicated breathing patterns. You don't need to hold your breath for ages. And you definitely don't need to see how much air you can possibly squeeze into your lungs!

Slow + Gentle + Comfortable = Reset.

What Happens When You're Stressed?

Think about the last time you were really under pressure.

Maybe you were running late. 🕒
 Dealing with an argument.
 Preparing for something important.
 Or suddenly faced with a difficult situation.

Your body may have responded before you even had time to think about it.

You might notice:

- **Faster breathing**
- ❤️ **A faster or more noticeable heartbeat**
- **Tight shoulders or tense muscles**
- ⚡ **Feeling restless or on edge**
- **Thoughts that seem difficult to slow down**

These can all occur when your body becomes more alert.

Here's where breathing becomes particularly useful:

Breathing happens automatically - but you can also deliberately change it.

That means your breathing gives you something simple to focus on when everything else feels like it's speeding up.

Slower Doesn't Mean BIGGER

This part is important.

When someone says:

"Take a deep breath..."

What's the first thing most people do?

They suck in the **BIGGEST BREATH POSSIBLE!**

But that's **not the goal of the Reset Breath.**

Repeatedly taking unnecessarily large breaths can leave some people feeling **light-headed or uncomfortable.**

Instead, we want breathing that feels:

Gentle

Comfortable

Controlled

Slower

Don't concentrate on getting **more air.**

Concentrate on finding a **slower, comfortable rhythm.**



There Is No "Perfect" Breath

Everyone is different.

A breathing speed that feels completely comfortable for one person might feel too slow for someone else.

And that's perfectly okay.

Later in this module, you'll learn a simple breathing rhythm:

IN - approximately 4 seconds

OUT - approximately 6 seconds

But those numbers are a **guide - not a test**.

If four seconds feels too long, shorten it.

If a six-second exhale feels uncomfortable, shorten that too.

Don't force your breathing just to beat the timer.

The goal is to become **slower and more comfortable**, not to achieve a particular number.

Remember This



We're NOT trying to:

Take enormous breaths • Hold our breath for ages • Force a breathing rhythm • Get the timing "perfect"



We ARE trying to:

Slow down • Stay comfortable • Breathe gently • Find our own rhythm



Key Takeaway

The first principle of the Reset Breath is incredibly simple:

Don't try to breathe MORE. Try to breathe more SLOWLY and COMFORTABLY.

Next, we'll look at why **bigger isn't always better** and how to avoid accidentally over-breathing before learning the full **4-in / 6-out Reset Breath**. ✨

KNOWLEDGE CHECK

Mod2: Lesson 1 - Quiz

Estimated time: 5-8 minutes

Test the key principles behind slowing your breathing gently and comfortably.

1. What can happen to your breathing when you are experiencing stress, pressure or tension?

- ☐ A. It can become faster or shallower

- ☐ B. It always becomes much slower
- ☐ C. It automatically becomes perfectly controlled
- ☐ D. It completely stops changing

2. What is the main goal of the Reset Breath?

- ☐ A. Take the largest breaths possible
- ☐ B. Hold each breath as long as possible
- ☐ C. Breathe more slowly, gently and comfortably
- ☐ D. Breathe as quickly as possible

3. Why should you avoid repeatedly taking unnecessarily large breaths during the Reset Breath?

- ☐ A. They can make some people feel light-headed or uncomfortable
- ☐ B. They permanently change normal breathing
- ☐ C. They prevent nose breathing
- ☐ D. They make breathing exercises impossible to learn

4. Which statement best describes the breathing timings introduced in this module?

- ☐ A. They must be followed exactly
- ☐ B. They are flexible guides that can be adjusted for comfort
- ☐ C. They should become longer with every breath
- ☐ D. Everyone must use identical timings

5. Why can deliberately changing your breathing be useful when you are feeling stressed?

- ☐ A. Breathing is automatic but can also be deliberately influenced
- ☐ B. It completely switches off the stress response
- ☐ C. Every stressful situation is caused by incorrect breathing
- ☐ D. Breathing should be consciously controlled all day

Gentle Breathing: Why Bigger Isn't Better

Estimated time: 4-6 minutes | Format: Text

When people are told to "**take a deep breath**," there's a natural temptation to fill the lungs with as much air as possible.

But when we're trying to slow things down, **bigger isn't necessarily better**.

The Reset Breath is about breathing **gently, slowly and comfortably**- not taking enormous breaths or forcing your lungs to work harder.

What Does Gentle Breathing Mean?

Think of your breathing like turning down the volume on a radio.

You're not trying to suddenly switch everything off.

You're simply **turning things down a little**.

Your breathing should feel:

Gentle

Slow

Comfortable

Natural

You should still be getting enough air to feel comfortable.

The aim is simply to **reduce the pace without forcing the breath.**

Bigger Breaths Aren't the Goal

Imagine someone tells you:

"Quick! Relax! Take a HUGE breath!"

You might immediately do this:

BIG inhale...

BIG exhale...

Another BIG inhale...

It might *look* like controlled breathing, but repeatedly moving more air than your body needs can sometimes have the opposite effect to what we're trying to achieve.

Instead, think:

Enough air to feel comfortable - no more than you need.



What Is Over-Breathing?

Over-breathing means breathing more air than your body currently needs.

This can happen by breathing:

Too quickly

Too deeply

Or both at the same time

For some people, over-breathing can lead to sensations such as:

- Light-headedness
- Dizziness
- ✨ Tingling sensations
- Feeling uncomfortable
- Feeling more unsettled rather than calmer

If you're trying a breathing exercise and begin feeling uncomfortable, **don't force yourself to continue.**

Return to your normal breathing and allow yourself to settle.

Think SLOW - Not DEEP

This is one of the most important ideas in this module.

Instead of telling yourself:

 "I need to take a really deep breath."

Try thinking:

 "I'm going to make my breathing a little slower."

That's a small change - but an important one.

We're controlling the **pace**, not competing to see who can take the biggest breath!

Do I Have to Breathe Through My Nose?

When comfortable, breathing gently through your **nose** can be a useful way to practise the Reset Breath.

But again...

Comfort comes first.

If breathing through your nose isn't comfortable - perhaps because you're congested or for another reason - **don't force it**.

The technique should work *with* you, not against you.

Use the Comfort Check

While practising, occasionally ask yourself:

Does this feel easy and comfortable?

Great - keep going.

Am I trying too hard to control every breath?

Ease off a little.

Am I becoming dizzy, light-headed or uncomfortable?

Stop the exercise and return to your **normal breathing**.

The goal isn't to push through discomfort.

Try This Now

You don't need the 4-6 rhythm just yet.

For the next **three breaths**, simply notice your breathing.

- 1 Relax your shoulders.
- 2 Take a gentle, comfortable breath in.
- 3 Let the breath out slowly.
- 4 Repeat without trying to completely fill your lungs.

Notice the difference between **forcing a big breath** and simply allowing yourself to **breathe a little more slowly**. That's the feeling we're looking for.

Remember This

✗ DON'T

Force huge breaths • Race your breathing • Push through discomfort • Worry about being perfect

✓ DO

Breathe gently • Slow the pace • Stay comfortable • Adjust when needed

★ Key Takeaway

The Reset Breath isn't about how MUCH air you can breathe - it's about slowing your breathing while keeping it comfortable.

In the next lesson, we'll put this into practice by introducing your first breathing rhythm:

IN - about 4 seconds

OUT - about 6 seconds

And remember: **the numbers are a guide, not a test.** 🕒



02

Comfort Comes First

The numbers are guides, not rules.

4 IN □ 6 OUT

A useful starting point



3 IN □ 5 OUT

Also okay



3 IN □ 4 OUT

Also okay



If the timing feels strained, shorten it. Slow breathing should still feel easy.

Comfort-first breathing timing examples

KNOWLEDGE CHECK

Mod2: Lesson 2 - Quiz

Estimated time: 5-8 minutes

Check your understanding of gentle breathing, over-breathing and why bigger is not always better.

1. What is the main focus of gentle breathing?

- ☐ A. Taking the biggest breath possible
- ☐ B. Holding your breath as long as possible
- ☐ C. Breathing slowly, gently and comfortably
- ☐ D. Breathing as quickly as possible

2. What does "over-breathing" mean?

- ☐ A. Breathing more air than your body currently needs
- ☐ B. Only breathing through your nose
- ☐ C. Breathing while sitting down
- ☐ D. Taking a normal comfortable breath

3. What can some people experience if they over-breathe?

- ☐ A. Improved concentration immediately
- ☐ B. Light-headedness or discomfort
- ☐ C. Increased physical strength
- ☐ D. An inability to breathe normally again

4. What should you do if a breathing exercise makes you feel dizzy, light-headed or uncomfortable?

- ☐ A. Take much larger breaths
- ☐ B. Continue until it disappears
- ☐ C. Hold your breath
- ☐ D. Stop the exercise and return to normal breathing

5. Which phrase best describes the approach taught in this lesson?

- ☐ A. Breathe deeper, not slower
- ☐ B. Think slow, not deep
- ☐ C. Bigger breaths are always better
- ☐ D. Follow the timing even when uncomfortable

Finding Your Reset Rhythm: The 4-6 Breath

Estimated time: 4-5 minutes | Format: Video

Main focus:

In for ~4 seconds -> Out for ~6 seconds -> **Slow. Gentle. Comfortable.**

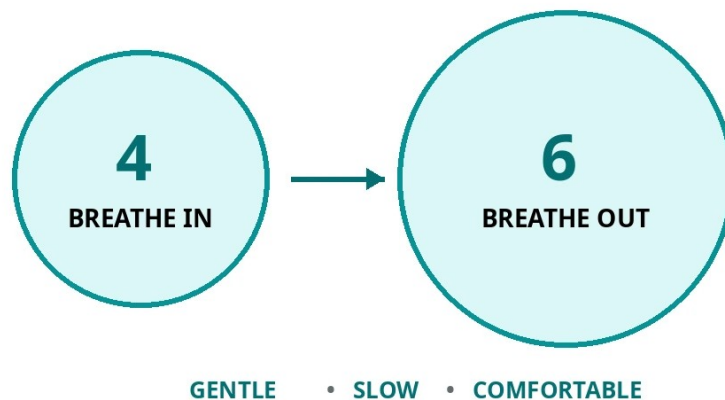
VIDEO COMING SOON



02

The 4-6 Reset Breath

A starting rhythm — never a performance target.



Four-second inhale and six-second exhale Reset Breath diagram

KNOWLEDGE CHECK

Mod2: Lesson 3 - Quiz

Estimated time: 5-8 minutes

Check your understanding of the 4-6 Reset Breath and how to adjust it for comfort.

1. What is the suggested beginner Reset Breath rhythm?

- ☐ A. Inhale about 4 seconds and exhale about 6 seconds
- ☐ B. Inhale 6 seconds and hold 10 seconds
- ☐ C. Inhale and exhale as fast as possible
- ☐ D. Exhale 2 seconds and hold 8 seconds

2. What should you do if a 4-second inhale feels too long?

- ☐ A. Force yourself to finish it
- ☐ B. Shorten the inhale
- ☐ C. Take a much larger breath first
- ☐ D. Stop breathing through your nose permanently

3. What should be prioritised over matching the timer?

- ☐ A. Comfort
- ☐ B. Breath size
- ☐ C. Competition
- ☐ D. Holding the breath

4. How should the breaths feel during the Reset Breath?

- ☐ A. Gentle and comfortable
- ☐ B. Huge and forceful
- ☐ C. Fast and shallow
- ☐ D. Held for as long as possible

5. What should you do after the guided Reset Breath practice?

- ☐ A. Return to normal breathing and notice what changed
- ☐ B. Immediately repeat it for an hour
- ☐ C. Hold your breath
- ☐ D. Take the largest breath possible

Practical Exercise: Your 60-90 Second Reset

Estimated time: 3-4 minutes | Format: Guided Exercise Video

Lesson Goal

Get comfortable -> breathe -> follow the rhythm -> return to normal breathing -> notice.

Video Coming Soon

MODULE 3

The Longer Exhale



03

The Longer Exhale

Longer — not forced.



Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

Why the Exhale Matters

Estimated time: 4-5 minutes | Format: Text

In This Lesson

You'll explore how **stress can affect the way you breathe out** and why the exhale may sometimes become short, rushed or incomplete.

You'll learn:

- How stress can change your natural breathing rhythm
- Why giving the exhale a little more time can help slow the overall breathing pattern
- The difference between a **longer exhale** and a **forced exhale**
- Why this technique **does not require deliberate breath-holding**
- 🕒 Why breathing counts are **guides rather than targets**
- How to begin noticing whether your own exhale feels relaxed, rushed or incomplete
- ⚠️ When to stop and return to normal breathing if you feel uncomfortable

By the End of This Lesson

You should understand the basic principle behind the **Longer Exhale**:

Breathe in gently -> allow a little more time to breathe out -> keep everything comfortable.

You don't need to control every breath or achieve a perfect breathing count. For now, the goal is simply to **notice your exhale and understand why slowing it down gently can change the overall pace of your breathing.**

Most of us don't pay much attention to the difference between **breathing in and breathing out.**

We simply breathe.

But when stress starts to build, that rhythm can change. Your breathing may become faster, your body may become tense, and your **exhale can become shorter, quicker or feel incomplete**.

In this lesson, we're going to focus on one simple part of your breathing:

The breath OUT.

By learning to give your exhale a little more time **-without forcing it-** you can create a simple structure for slowing your overall breathing pattern.

What Can Stress Do to Your Breathing?

Imagine you're dealing with something stressful.

Maybe you've just received an unexpected message.

You're running late. 🕒

You're dealing with conflict.

Or you're simply juggling too many things at once.

Your body may become more alert, and your breathing can change along with it.

You might notice:

Breathing becoming quicker

Shorter breaths

A short or abrupt exhale

Tension through your chest and shoulders

Feeling like you haven't completely finished breathing out

Sometimes these changes are obvious.

Other times, they happen without us consciously noticing them.

In... and Out

Every breathing cycle has two main parts:

INHALE

Air moves in.

EXHALE

Air moves out.

When we're comfortable, these happen naturally without us needing to think about them.

But during periods of high stress, the breathing rhythm can become quicker and less comfortable.

The exhale may become:

Short -> Abrupt -> Rushed -> Incomplete

And then we're already moving into the next breath.

The Longer Exhale technique introduces a different pattern.

Instead of rushing from one breath to the next, we're going to practise **allowing a little more time for the breath out.**

Giving the Exhale More Time

The idea is very simple.

Rather than making the inhale and exhale exactly the same length, we allow the **exhale to last slightly longer.**

For example:

IN

3-4 seconds



OUT

5-6 seconds

This provides a simple structure for slowing the overall breathing pattern.

But notice the wording:

ALLOW the exhale to be longer.

We're not trying to **push** the air out.

We're not trying to squeeze every last bit of air from our lungs.

And we're not trying to see how long we can breathe out.

Longer should still feel comfortable.

This Is NOT a Breath-Holding Exercise

This is particularly important.

The Longer Exhale technique **does not require deliberate breath-holding.**

We're simply allowing the exhale to take a little longer than the inhale.

Think:

Breathe in gently

Breathe out smoothly

Allow the next breath to arrive naturally

If there happens to be a small, natural pause after breathing out and it feels comfortable, that's fine.

But you don't need to deliberately create one.

Don't finish your exhale and then force yourself to wait for the next breath.

The breathing should continue to feel **easy and natural**.

Think of It Like Taking Your Foot Off the Accelerator

Imagine you're driving and want to gradually slow down.

You don't necessarily slam on the brakes.

You can simply **ease off the accelerator and allow the car to slow**.

Your exhale can be approached in a similar way.

✗ We're not slamming on the brakes.

✗ We're not forcing ourselves to stop.

✓ We're simply giving ourselves a little more time.

That's the feeling we're looking for with the Longer Exhale.



Don't Get Caught Up in the Numbers

Later in this module, we'll practise a starting rhythm of approximately:

IN - 3-4 seconds

OUT - 5-6 seconds

But just like the Reset Breath, **these numbers are guides**.

They're there to give you some structure.

They're **not targets you have to achieve**.

If you find yourself thinking:

"I HAVE to make it to six seconds!"

...you're probably trying too hard.

A shorter, comfortable exhale is more useful for this exercise than a longer exhale that feels forced or unpleasant.

Let Comfort Be Your Guide

While practising, pay attention to what your body is telling you.

Comfortable?

Continue gently.

Starting to feel forced?

Shorten the breath and ease off.

Dizzy, uncomfortable or more anxious?

Stop the exercise and return to your normal breathing.

There's no benefit in pushing through discomfort just to complete a breathing count.

Try Noticing Your Exhale

Before we deliberately change anything, try a quick observation.

Take a few moments and simply breathe normally.

Don't slow your breathing yet.

Don't count.

Don't deliberately take a deeper breath.

Just notice:

How does your inhale feel?

How does your exhale feel?

 **Does your exhale feel relaxed or rushed?**

Do you feel yourself quickly moving into the next breath?

Are your shoulders, jaw or chest tense?

There's nothing to correct right now.

You're simply becoming more aware of your breathing.

Remember

The Longer Exhale is **not about breathing harder**.

It's about giving the breath out a **little more time**.

 **DON'T**

Force air out • Hold your breath deliberately • Chase the timer • Push through discomfort



Breathe gently • Let the exhale flow smoothly • Keep it comfortable • Allow your breathing to slow naturally



Key Takeaway

A longer exhale doesn't mean a forced exhale.

We're simply learning to allow the breath out to last a **little longer than the breath in**, while keeping the entire breathing cycle gentle and comfortable.

In the next lesson, we'll look more closely at how to extend the exhale **without forcing it or holding your breath**.

KNOWLEDGE CHECK

Mod 3: Lesson 1 Quiz

Estimated time: 5-8 minutes

Test your understanding of why the exhale matters and how a slightly longer exhale is used.

1. What can happen to the exhale during periods of high stress?

- ☐ A. It always becomes much longer
- ☐ B. It can become short, abrupt or incomplete
- ☐ C. It automatically stops
- ☐ D. It always becomes perfectly controlled

2. What is the main idea behind the Longer Exhale technique?

- ☐ A. Hold the breath after every inhale
- ☐ B. Take the largest breath possible
- ☐ C. Allow the exhale to last slightly longer than the inhale
- ☐ D. Breathe as quickly as possible

3. Does the Longer Exhale require deliberate breath-holding?

- ☐ A. Yes, after every inhale
- ☐ B. Yes, for at least five seconds
- ☐ C. Only when feeling stressed
- ☐ D. No, deliberate breath-holding is not required

4. What should you do if a longer exhale begins to feel forced or uncomfortable?

- ☐ A. Push through to the full count
- ☐ B. Make the breath longer
- ☐ C. Shorten the breath and keep it comfortable
- ☐ D. Hold the breath before trying again

5. Which statement best describes the breathing counts used in this technique?

- ☐ A. They are strict targets

- ☐ B. They are flexible guides
- ☐ C. Longer is always better
- ☐ D. Everyone should use exactly the same timing

Longer, Not Forced: Finding a Comfortable Exhale

Estimated time: 4-6 minutes | Format: Text

In This Lesson

You'll learn how to extend your exhale **without forcing your breathing**.

You'll explore:

- What a smooth, comfortable longer exhale should feel like
- 🕒 The **3-4 second inhale / 5-6 second exhale** starting rhythm
- ★ Why comfort matters more than reaching a particular number
- Why deliberate breath-holding isn't required
- How to recognise when you're trying too hard
- When to shorten the breath or return to normal breathing

By the End of This Lesson

You should be able to recognise the difference between **gently extending an exhale** and **forcing yourself to breathe out for longer**.

Remember:

Gentle breath in -> smooth longer breath out -> allow the next breath naturally.

You've now learned why paying attention to your **exhale** can be useful.

The next step is learning how to make that exhale a little longer - **without turning it into a challenge**.

That's an important distinction.

A longer exhale doesn't mean:

- ✗ Emptying every last bit of air from your lungs
- ✗ Pushing the air out harder
- ✗ Holding your breath afterward
- ✗ Trying to beat the timer
- ✗ Making yourself uncomfortable

Instead, we're looking for an exhale that feels:

Smooth
Unhurried
Comfortable
Controlled

Let the Breath Out - Don't Push It Out

Imagine slowly letting air out of a balloon.

If you suddenly squeeze it, the air rushes out.

But if you allow the air to escape gradually, the process is much smoother.

We're aiming for something similar with your breathing.

Take a normal, comfortable breath in...

Then simply give yourself **a little more time to breathe out.**

Think "slow release" rather than "push the air out."

Your chest and shoulders shouldn't need to work hard.

Your face and jaw shouldn't be straining.

And you shouldn't feel desperate to take your next breath.

If any of those things happen, ease off.



Introducing the 3-4 / 5-6 Rhythm

In this module, we'll use a simple starting rhythm:

INHALE

Approximately 3-4 seconds

EXHALE

Approximately 5-6 seconds

Notice that the exhale is only **slightly longer**.

We're not talking about:

3 seconds in...

...then trying to breathe out for 15 seconds!

The difference should be gentle and manageable.



The Most Important Word: COMFORTABLE

The numbers give you some structure, but **comfort decides the timing.**

Maybe this feels comfortable:

IN 4 -> OUT 6

Or perhaps:

IN 3 -> OUT 5

Maybe today it's:

IN 3 -> OUT 4

That's okay.

The objective isn't:

"Can I make it to six?"

The better question is:

"Can I make my exhale a little longer while keeping it comfortable?"

If the answer is yes, you're doing what the exercise is designed to teach.

Don't Add a Breath Hold

After a longer exhale, you may naturally experience a brief pause before your next breath.

That's okay **if it happens naturally and feels comfortable.**

But we're not deliberately creating one.

Your rhythm might look like:

Inhale



Longer exhale



Natural transition



Next inhale

Not:

Inhale



Exhale



HOLD!



Wait until you desperately need another breath

There is **no deliberate breath-holding requirement** in this technique.

How Do You Know You're Trying Too Hard?

Your body will usually give you clues.

Watch for:

Tensing your jaw or face

Tightening your shoulders

Pushing hard near the end of the exhale

Feeling desperate to inhale

Feeling dizzy or light-headed

Feeling more uncomfortable or anxious

If you're experiencing these sensations while deliberately extending your breathing, don't treat them as something you need to push through.

Ease off and return to normal breathing.

You can always try again later with a shorter, easier rhythm.

Your Comfort Check

Use a simple traffic-light check while practising.

GREEN - Comfortable

The breath feels smooth and easy.

Continue.

YELLOW - Starting to Feel Forced

You're concentrating heavily on reaching the count or beginning to push the exhale.

Shorten it and ease off.

RED - Uncomfortable

You feel dizzy, uncomfortable or increasingly anxious.

Stop the exercise and return to normal breathing.

Mini Exercise: Find Your Comfortable Exhale

Let's experiment without worrying about exact numbers yet.

1 Get comfortable.

Sit or stand somewhere you feel supported.

2 Relax your shoulders.

Let your jaw and upper body soften.

3 Take a normal breath.

Don't deliberately make it deeper.

4 Breathe out slightly more slowly.

Don't count yet.

Simply allow the exhale to take a **little more time than usual**.

5 Let your next breath arrive naturally.

Don't deliberately hold your breath.

Repeat this for **three comfortable breaths**.

Then return to your normal breathing.

What Did You Notice?

Ask yourself:

Did slowing the exhale feel natural?

Did I start pushing near the end?

Were my shoulders relaxed?

Did I feel like I urgently needed the next breath?

Could I make the exhale slightly shorter and more comfortable?

There are no scores here.

You're learning to recognise the difference between **extending your exhale** and **forcing your exhale**.

Remember

✗ DON'T

Push the air out • Empty your lungs completely • Deliberately hold your breath • Chase six seconds • Continue through discomfort

✓ DO

Breathe gently • Let the air out smoothly • Keep your body relaxed • Adjust the timing • Allow the next breath naturally

★ Key Takeaway

The best longer exhale isn't the longest one you can manage - it's one that remains smooth, easy and comfortable.

In the next lesson, we'll put everything together and learn the full:

IN - 3-4 seconds

OUT - 5-6 seconds

rhythm before practising it for yourself.



03

Longer, Not Forced

Let the next breath arrive naturally.

1 Breathe in gently

3-4 seconds

2 Breathe out smoothly

5-6 seconds

3 Natural transition

No deliberate hold

Stop and return to normal breathing if you feel dizzy, uncomfortable or more anxious.

Longer exhale sequence with no deliberate breath-hold

KNOWLEDGE CHECK

Mod 3: Lesson 2 Quiz

Estimated time: 5-8 minutes

Check that you can tell the difference between a longer exhale and a forced exhale.

1. What is the goal when extending your exhale?

- ☐ A. Empty your lungs completely
- ☐ B. Make the exhale smooth, slightly longer and comfortable
- ☐ C. Exhale for as long as physically possible
- ☐ D. Push the air out quickly

2. What is the suggested starting rhythm for the Longer Exhale?

- ☐ A. Inhale 6 seconds, exhale 3 seconds
- ☐ B. Inhale 5-6 seconds, exhale 3-4 seconds
- ☐ C. Inhale 3-4 seconds, exhale 5-6 seconds
- ☐ D. Inhale and exhale exactly 10 seconds each

3. What should happen after you finish your exhale?

- ☐ A. Deliberately hold your breath
- ☐ B. Immediately take the largest possible breath
- ☐ C. Allow the next breath to arrive naturally
- ☐ D. Count to ten before breathing again

4. What should you do if you have to push hard to reach six seconds?

- ☐ A. Push harder
- ☐ B. Hold your breath first
- ☐ C. Take a much larger inhale
- ☐ D. Shorten the exhale and keep it comfortable

5. Which is a sign that you may be trying too hard?

- ☐ A. The breath feels smooth
- ☐ B. Your shoulders remain relaxed
- ☐ C. You feel desperate to take the next breath
- ☐ D. The next breath arrives naturally

Finding Your 3-4 / 5-6 Rhythm

Estimated time: 4-5 minutes | Format: Video

Now we put the Longer Exhale into a clear rhythm you can follow. The numbers provide structure, but comfort remains more important than reaching a particular count.

The Starting Rhythm

Begin with a gentle inhale of about 3-4 seconds, followed by a smooth exhale of about 5-6 seconds.

The exhale is only slightly longer. You are not trying to empty your lungs or stretch the breath as far as possible.

No Forced Hold

After the exhale, allow the next inhale to arrive naturally. A brief natural pause is fine if it happens comfortably, but there is no requirement to hold your breath.

Adjust the Numbers

If 3-4 seconds in or 5-6 seconds out feels uncomfortable, shorten the timing. A comfortable shorter rhythm is more useful than forcing the suggested count.

Practical Exercise

1. Sit or stand comfortably and relax your shoulders.
2. Inhale gently for about 3-4 seconds.
3. Exhale smoothly for about 5-6 seconds.
4. Allow the next breath to arrive naturally.
5. Repeat for several comfortable cycles and then return to normal breathing.

Visual / Video Focus

Animated breathing bar: expand for 3-4 seconds on inhale and contract more slowly for 5-6 seconds on exhale. Display "No forced breath-hold".

★ Key Takeaway

Give the exhale a little more time than the inhale, but keep the entire cycle easy and controlled.



03

Longer Exhale Timing

Give the breath out a little more time.

INHALE

3-4 sec

EXHALE

5-6 s

NO FORCED
BREATH
HOLD

Longer exhale timing diagram showing a shorter inhale and longer exhale

KNOWLEDGE CHECK

Mod 3: Lesson 3 Quiz

Estimated time: 5-8 minutes

Check your understanding of the 3-4 / 5-6 rhythm and the no-forced-hold rule.

1. Which rhythm is used as a starting point in the Longer Exhale?

- ☐ A. 3-4 seconds in and 5-6 seconds out
- ☐ B. 6 seconds in and 2 seconds out
- ☐ C. 4 seconds in followed by a 10-second hold
- ☐ D. Fast breathing for 60 seconds

2. What is the purpose of the longer exhale?

- ☐ A. Provide a simple structure for slowing the overall breathing pattern
- ☐ B. Force all air from the lungs
- ☐ C. Create a long breath-hold

- ☐ D. Make breathing as deep as possible

3. What should happen if a natural pause occurs after the exhale?

- ☐ A. It can be allowed if comfortable
- ☐ B. It must be extended into a long hold
- ☐ C. It means the exercise failed
- ☐ D. The next inhale must be forced

4. What is the most important word when practising the Longer Exhale?

- ☐ A. Comfortable
- ☐ B. Longest
- ☐ C. Fastest
- ☐ D. Perfect

5. When should you stop the exercise?

- ☐ A. If you feel dizzy, uncomfortable or more anxious
- ☐ B. Only after exactly 20 breaths
- ☐ C. Whenever your exhale is longer than your inhale
- ☐ D. Only if you cannot count to six

Practical Exercise: The Longer Exhale

Estimated time: 3-4 minutes | Format: Guided Exercise Video

This lesson is about practice rather than more theory. Use a gentle inhale and a slightly longer, unforced exhale while paying attention to comfort.

Prepare

Take a normal, comfortable breath. Relax your shoulders and jaw. Keep your breathing quiet and easy.

Practise

Use approximately 3-4 seconds in and 5-6 seconds out. Continue for 1-2 minutes if comfortable.

Notice

When you finish, return to normal breathing. Notice whether the longer exhale felt calming, neutral or uncomfortable, and which timing felt most natural.

Practical Exercise

6. Take a normal, comfortable breath.
7. Inhale gently for 3-4 seconds.
8. Exhale smoothly for 5-6 seconds.
9. Pause naturally only if comfortable; do not deliberately hold the breath.
10. Repeat for 1-2 minutes.

11. Stop and return to normal breathing if you feel dizzy, uncomfortable or more anxious.

Visual / Video Focus

Guided breathing animation for 1-2 minutes with a longer exhale and an end-of-practice reflection prompt.

Key Takeaway

The useful rhythm is the one you can practise comfortably, not the longest exhale you can force.

MODULE 4

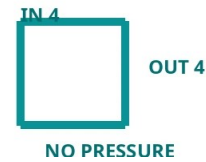
Box Breathing Without the Pressure



04

Box Breathing Without the Pressure

Use counting as an anchor, not a test.



Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

What Box Breathing Is - and Why We Simplify It

Estimated time: 4-5 minutes | Format: Text

Box breathing is often taught as equal-duration inhale, hold, exhale and hold. The sequence can be a strong attentional anchor, but the holds are not necessary for the beginner stress-regulation version used in this course.



The Traditional Box

Traditional box breathing uses four phases: inhale, hold, exhale and hold, often for equal counts.

Our Beginner Version

We begin with only two active phases: inhale for 4 and exhale for 4. This keeps the rhythm simple while removing forced holds that may feel uncomfortable for some people.

Why Use a Pattern?

A simple count can give attention something concrete to follow when stress makes concentration difficult. The count is an anchor, not a performance test.

Practical Exercise

12. Notice your normal breathing for a few breaths.
13. Try one gentle inhale for a comfortable count of 4.
14. Exhale comfortably for a count of 4.
15. Allow the next breath naturally without adding a forced hold.

Visual / Video Focus

Show traditional four-sided box, then visually remove the hold phases and leave a simple inhale/exhale square path.

Key Takeaway

Box breathing can be simplified: use the rhythm as an attentional anchor without requiring breath-holding.

KNOWLEDGE CHECK

Mod 4: Lesson 1 Quiz

Estimated time: 5-8 minutes

Check your understanding of the beginner version of box breathing.

1. How is traditional box breathing commonly described?

- ☐ A. Equal-duration inhale, hold, exhale and hold
- ☐ B. Only rapid inhales
- ☐ C. A long exhale with no inhale
- ☐ D. Breathing without any pattern

2. What does the beginner version in this course remove?

- ☐ A. Forced breath-holds
- ☐ B. The inhale
- ☐ C. The exhale
- ☐ D. All counting

3. What rhythm does the beginner version start with?

- ☐ A. Inhale 4 and exhale 4
- ☐ B. Inhale 2 and hold 10
- ☐ C. Exhale only
- ☐ D. Fast-only breathing

4. Why can a simple breathing sequence be useful?

- ☐ A. It can provide an attentional anchor
- ☐ B. It guarantees every stressor disappears
- ☐ C. It makes breath-holding mandatory
- ☐ D. It replaces all other forms of support

5. Are breath-holds necessary for stress regulation in this course?

- ☐ A. No
- ☐ B. Yes, always
- ☐ C. Only after every exhale

- ☐ D. Only when counting

Counting as an Anchor, Not a Performance Target

Estimated time: 4-5 minutes | Format: Text

Counting can be useful because it gives the mind a simple sequence to follow. But if you become preoccupied with hitting the number perfectly, the tool can become another source of pressure.

What Counting Is For

The count provides structure and helps keep the breathing pace steady.

What Counting Is Not For

It is not a score, a competition or proof that you are doing the exercise correctly.

If Counting Increases Anxiety

Stop counting and simply follow a quiet, gentle rhythm. You can return to counting later if it becomes useful again.

Practical Exercise

16. Try three cycles of a comfortable 4-in / 4-out rhythm.
17. Notice whether counting helps you stay focused.
18. If the count feels demanding, stop counting and continue with gentle breathing.

★ Key Takeaway

Use counting when it helps attention; drop the count when it creates pressure.



04

Counting as an Anchor

Not a performance target.

1

Helpful thought

"I'm using the count to guide me."

2

Unhelpful thought

"I must hit the count perfectly."

3

Better aim

Steady, comfortable breathing — not perfect numbers.

Counting as an anchor, not a performance target

KNOWLEDGE CHECK

Mod 4: Lesson 2 Quiz

Estimated time: 5-8 minutes

Test the principle of using counting as an attentional anchor rather than a performance target.

1. What is the main purpose of counting during paced breathing?

- ☐ A. Give attention a simple rhythm to follow
- ☐ B. Create a competition
- ☐ C. Prove lung capacity
- ☐ D. Force longer breath-holds

2. What should you do if counting increases anxiety?

- ☐ A. Stop counting and follow the breathing rhythm
- ☐ B. Count faster
- ☐ C. Add longer holds
- ☐ D. Force yourself to reach the number

3. What matters more than perfect timing?

- ☐ A. Keeping the breath quiet, gentle and comfortable
- ☐ B. Reaching the highest count
- ☐ C. Holding the breath
- ☐ D. Making breaths very large

4. What should a brief natural pause be treated as?

- ☐ A. Optional if comfortable
- ☐ B. Mandatory after every breath
- ☐ C. A signal to force a longer hold
- ☐ D. A mistake

5. Which statement best fits this module?

- ☐ A. Use counting as an anchor, not a performance target
- ☐ B. The exact count must never change
- ☐ C. Breath-holding is required
- ☐ D. Faster breathing is always better

Finding Your 4-In / 4-Out Rhythm

Estimated time: 4-5 minutes | Format: Video

The beginner box-breathing rhythm in this course is intentionally uncomplicated: breathe in for about four counts and breathe out for about four counts.

Inhale 4

Breathe in quietly and comfortably for about four counts.

Exhale 4

Breathe out quietly and comfortably for about four counts.

Repeat

Continue without adding a forced hold. If the numbers feel too long, shorten them.

Practical Exercise

19. Relax your shoulders.
20. Inhale comfortably for 4.
21. Exhale comfortably for 4.
22. Repeat for 60 seconds.
23. If counting increases anxiety, stop counting and follow the rhythm instead.

Visual / Video Focus

Use a four-corner square animation. Highlight inhale and exhale sides; clearly label "Beginner version: no forced breath holds".

★ Key Takeaway

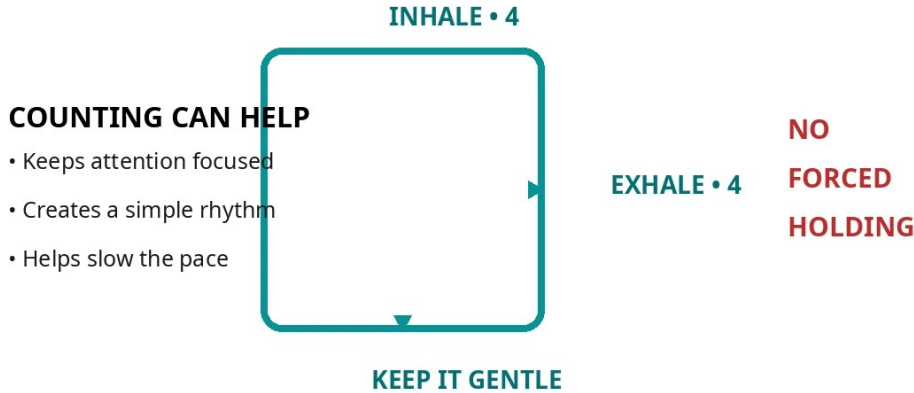
Four in and four out is a guide. Quiet, gentle breathing matters more than perfect timing.



04

Gentle 4-In / 4-Out Rhythm

A simplified square pattern without pressure.



Gentle 4-in 4-out square breathing diagram

KNOWLEDGE CHECK

Mod 4: Lesson 3 Quiz

Estimated time: 5-8 minutes

Check the practical rules for the 4-in / 4-out beginner rhythm.

1. What is the beginner paced-breathing rhythm taught here?

- ☐ A. 4 in and 4 out
- ☐ B. 4 in, 4 hold, 4 out, 4 hold is mandatory
- ☐ C. 2 in and 10 hold
- ☐ D. Rapid breathing only

2. How should the breath feel?

- ☐ A. Quiet and gentle
- ☐ B. Forced and maximal
- ☐ C. As fast as possible
- ☐ D. Held until uncomfortable

3. How long is the basic practice in this module?

- ☐ A. About 60 seconds
- ☐ B. At least 30 minutes
- ☐ C. Exactly 10 minutes
- ☐ D. Only one breath

4. What should you do if the count becomes distracting?

- ☐ A. Stop counting and continue a comfortable rhythm
- ☐ B. Increase the count
- ☐ C. Hold your breath
- ☐ D. Breathe faster

5. What is not required in the beginner version?

- ☐ A. Forced breath holds
- ☐ B. An inhale
- ☐ C. An exhale
- ☐ D. A comfortable rhythm

Practical Exercise: 60 Seconds of Gentle Paced Breathing

Estimated time: 2-3 minutes | Format: Guided Exercise Video

Use this short practice to experience paced breathing without treating the count as a target.

Settle

Sit or stand comfortably and relax your shoulders.



Follow the Rhythm

Inhale for about 4 and exhale for about 4. Keep the breath quiet and gentle.

Finish

Return to normal breathing and notice whether counting helped or distracted you.

Practical Exercise

24. Inhale comfortably for 4.
25. Exhale comfortably for 4.
26. Repeat for 60 seconds.
27. Keep the breath quiet and gentle.
28. Stop counting if it increases anxiety.

Visual / Video Focus

One-minute square animation with inhale/exhale cues only; no breath-hold phases.

Key Takeaway

The count should support your attention, not control it.

MODULE 5

Breathing + Grounding



05

Breathing + Grounding

Come back to the present, one step at a time.



SEE • FEEL • HEAR • SMELL • TASTE

Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

Why Breathing and Grounding Work Well Together

Estimated time: 4-5 minutes | Format: Text

When stress is high, attention can become locked onto a threat, a future possibility or physical sensations. Grounding gives the brain something concrete in the present environment to notice while breathing provides a steady physical rhythm.

Attention Under Stress

Stress can narrow attention around whatever feels threatening or urgent.

Grounding Brings Attention Back

Grounding uses present-moment sensory information: what you can see, feel, hear, smell or taste.

Breathing + Grounding

Combining a comfortable breath with simple sensory orientation creates a practical sequence that can be used without needing to close your eyes.

Practical Exercise

29. Take one slow, comfortable breath.
30. Look around and name three things you can see.
31. Feel your feet against the floor.
32. Identify two sounds.
33. Take another slow breath.

★ Key Takeaway

Breathing provides a rhythm; grounding gives your attention something concrete to return to.

KNOWLEDGE CHECK

Mod 5: Lesson 1 Quiz

Estimated time: 5-8 minutes

Check why grounding is paired with slow breathing.

1. What can happen to attention when stress is high?

- ☐ A. It can become locked onto threat, the future or physical sensations
- ☐ B. It always becomes perfectly broad
- ☐ C. It stops responding to the environment
- ☐ D. It can only focus on pleasant sensations

2. What does grounding give the brain?

- ☐ A. Something concrete to notice in the present
- ☐ B. A reason to hold the breath
- ☐ C. A way to avoid all sensory information
- ☐ D. A guarantee that thoughts stop

3. Which skill can be combined with grounding?

- ☐ A. Slow, comfortable breathing
- ☐ B. Forced hyperventilation
- ☐ C. Prolonged breath-holding
- ☐ D. Maximal breaths

4. Do you need to close your eyes for the grounding exercise?

- ☐ A. No
- ☐ B. Yes, always
- ☐ C. Only at work
- ☐ D. Only in public

5. What is the purpose of sensory orientation?

- ☐ A. Move attention toward present-moment information
- ☐ B. Make the exhale as long as possible
- ☐ C. Test memory under stress
- ☐ D. Ignore the environment

Using Your Senses to Return to the Present

Estimated time: 5-6 minutes | Format: Text

A common grounding structure uses the senses to deliberately notice present-moment information. The exact numbers are flexible; the purpose is to move attention away from threat-focused thinking and toward what is actually around you.

Five Things You Can See

Look around rather than searching for anything special. Name ordinary colours, shapes or objects.



Four Things You Can Feel

Notice contact points such as your feet on the floor, clothing against your skin or your hands resting somewhere.

Three Sounds

Notice nearby or distant sounds without needing to judge them.

Two Smells

Notice any smell that is present. If there is none you can clearly identify, simply move on.

One Taste

Notice a current taste or imagine a familiar taste. The numbers are a structure, not a rigid rule.

Practical Exercise

34. Look around and identify five things you can see.
35. Notice four things you can physically feel.
36. Identify three sounds.
37. Notice two smells.
38. Identify one thing you can taste or imagine tasting.



Key Takeaway

The senses help orient attention to present-moment information; the exact numbers can be adjusted.



05

5-4-3-2-1 Grounding

Use your senses to come back to the present.



Pair grounding with a slow breath to settle attention and return to the moment.

5 4 3 2 1 grounding infographic

KNOWLEDGE CHECK

Mod 5: Lesson 2 Quiz

Estimated time: 5-8 minutes

Test your understanding of the flexible five-senses grounding structure.

1. What are the five sensory categories used in the grounding structure?

- ☐ A. Sight, touch, sound, smell and taste
- ☐ B. Speed, depth, posture, pulse and temperature
- ☐ C. Thought, memory, prediction, planning and judgement
- ☐ D. Inhale, hold, exhale, hold and repeat

2. How many things are commonly identified by sight in the full sequence?

- ☐ A. Five
- ☐ B. One
- ☐ C. Two
- ☐ D. Ten

3. Are the exact grounding numbers rigid?

- ☐ A. No, they are flexible
- ☐ B. Yes, they must never change
- ☐ C. Only the number five can be changed

- ☐ D. They must increase each time

4. What is the key purpose of the grounding numbers?

- ☐ A. Provide structure for present-moment attention
- ☐ B. Measure how stressed a person is
- ☐ C. Test sensory ability
- ☐ D. Force concentration for a long time

5. Which is an example of a touch cue?

- ☐ A. Feeling your feet against the floor
- ☐ B. Counting an inhale
- ☐ C. Imagining a future meeting
- ☐ D. Reading an email

Building a Breathing + Grounding Sequence

Estimated time: 5-6 minutes | Format: Video

Now we combine the two skills into one short sequence that can be practised at home, at work or in a public setting.

1 Breathe

Take one slow, comfortable breath.

2 Look

Name three things you can see.

3 Feel

Notice your feet against the floor.

4 Listen

Identify two sounds.

5 Return

Take another slow breath, notice one neutral or comfortable physical sensation, then finish with three slow breaths.

Practical Exercise

- 39. Take one slow, comfortable breath.
- 40. Name three things you can see.
- 41. Feel your feet against the floor.
- 42. Identify two sounds.

43. Take another slow breath.
44. Notice one neutral or comfortable physical sensation.
45. Finish with three slow breaths.

Visual / Video Focus

Guided room scene with open eyes and numbered sensory callouts. Keep the exercise practical for workplaces and public settings.

★ Key Takeaway

Grounding does not require shutting out the world; it can help you reconnect with the environment you are already in.



05

Breathing + Grounding Sequence

A simple reset you can remember.

1

Pause

Stop for a moment.

2

Breathe

Take one slower, comfortable breath.

3

Look

Name 5 things you can see.

4

Feel

Notice 4 sensations or points of contact.

5

Return

Choose your next small step.

Breathing and grounding sequence steps

KNOWLEDGE CHECK

Mod 5: Lesson 3 Quiz

Estimated time: 5-8 minutes

Check the order and purpose of the short breathing + grounding sequence.

1. What starts the short breathing + grounding sequence?

- ☐ A. One slow, comfortable breath
- ☐ B. A forced breath-hold
- ☐ C. Closing your eyes
- ☐ D. Fast breathing

2. How many things do you name that you can see in the short sequence?

- ☐ A. Three
- ☐ B. Five
- ☐ C. One
- ☐ D. Ten

3. What physical grounding cue is included?

- ☐ A. Feel your feet against the floor
- ☐ B. Clench your jaw
- ☐ C. Lift your shoulders
- ☐ D. Hold your breath

4. How does the exercise finish?

- ☐ A. With three slow breaths
- ☐ B. With a long breath-hold
- ☐ C. With rapid breathing
- ☐ D. By closing the eyes for ten minutes

5. Why practise the sequence when calm?

- ☐ A. So it is easier to remember under pressure
- ☐ B. Because it cannot be used during stress
- ☐ C. To make the counts longer
- ☐ D. To remove the need for grounding later

Practical Exercise: The Present-Moment Reset

Estimated time: 4-5 minutes | Format: Guided Exercise Video

This practice combines the skills from the module into one short present-moment routine.

Start With One Breath

Use a slow, comfortable breath without forcing the depth.

Orient

Look around, feel your feet and listen for sounds.

Finish

Notice one neutral or comfortable physical sensation and finish with three slow breaths.

Practical Exercise

46. Take one slow breath.

47. Name three things you can see.

48. Feel your feet on the floor.
49. Name two sounds.
50. Take another slow breath.
51. Notice one neutral or comfortable sensation.
52. Finish with three slow breaths.

Visual / Video Focus

Guided 4-5 minute present-moment exercise with visual prompts for sight, touch and sound.

Key Takeaway

Practise grounding when calm so the sequence is easier to remember under pressure.

MODULE 6

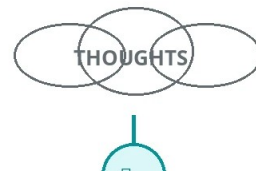
Breathing When Your Thoughts Are Racing



06

Breathing When Your Thoughts Are Racing

Notice. Return. Refocus.



Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

What Happens When Your Thoughts Start Racing

Estimated time: 4-5 minutes | Format: Text

High stress is not only physical. Thoughts can speed up too, including "What if?", "I can't handle this", "Everything is going wrong", or repeated mental replay.

Racing Thoughts

Stress can pull attention repeatedly toward worries, predictions or replayed events.

Don't Turn It Into a Fight

Trying to force thoughts to disappear can create more frustration. This course uses a different approach: notice the thought and return attention to the breath.

The Breath as an Anchor

On the inhale, notice that you are breathing in. On the exhale, notice that you are breathing out. When attention wanders, gently return.

Practical Exercise

53. Notice one manageable thought that is pulling at your attention.
54. Do not argue with it or try to prove it wrong.
55. Take one gentle breath and notice the inhale and exhale.

Key Takeaway

The aim is not to empty your mind. The skill is returning attention when it wanders.

KNOWLEDGE CHECK

Mod 6: Lesson 1 Quiz

Estimated time: 5-8 minutes

Check your understanding of racing thoughts and the role of the breath as an anchor.

1. What can happen to thoughts during high stress?

- ☐ A. They can speed up
- ☐ B. They always disappear
- ☐ C. They become unrelated to stress
- ☐ D. They can no longer return

2. What can happen when you try to force thoughts to stop?

- ☐ A. It can create more frustration
- ☐ B. It guarantees calm
- ☐ C. It makes breathing unnecessary
- ☐ D. It prevents attention from wandering again

3. What is the aim of the exercise?

- ☐ A. Practise returning attention
- ☐ B. Empty the mind completely
- ☐ C. Never have another stressful thought
- ☐ D. Argue with every thought

4. What can you notice on the inhale?

- ☐ A. That you are breathing in
- ☐ B. That the thought must disappear
- ☐ C. That you must hold your breath
- ☐ D. That the exhale should be forced

5. What should you do when attention wanders?

- ☐ A. Gently return
- ☐ B. Treat the exercise as failed
- ☐ C. Breathe faster
- ☐ D. Stop noticing the breath

Notice the Thought. Return to the Breath.

Estimated time: 4-5 minutes | Format: Text

Rather than trying to suppress a stressful thought, acknowledge that it is present and deliberately redirect attention to the next breath.

Notice

Silently recognise that a thought is present: "There is the thought."

Return

Bring attention to the physical experience of the next inhale and exhale.

Repeat

If the thought comes back, the exercise has not failed. Notice it again and return again.

Practical Exercise

56. Choose a stressful but manageable thought.
57. Begin gentle slow breathing.
58. Notice the thought without arguing with it.
59. Silently say, "There is the thought."
60. Return attention to the next exhale.



Key Takeaway

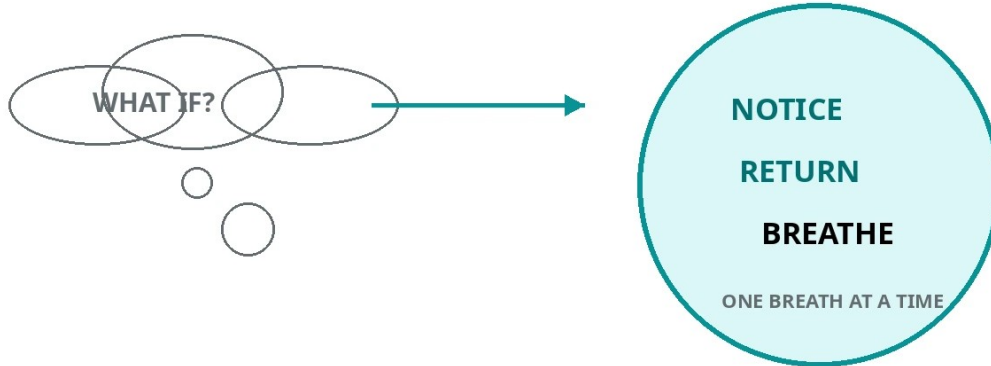
Each return is the practice. You do not need to stop thoughts from appearing.



06

Thoughts Racing? Use the Breath as an Anchor

Notice the thought. Return to the breath.



Notice the thought return to the breath diagram

KNOWLEDGE CHECK

Mod 6: Lesson 2 Quiz

Estimated time: 5-8 minutes

Test the "Notice the thought. Return to the breath." approach.

1. What phrase summarises the technique?

- ☐ A. Notice the thought. Return to the breath.
- ☐ B. Stop every thought immediately.
- ☐ C. Hold the breath until the thought passes.
- ☐ D. Argue with the thought until it changes.

2. What can you silently say when a stressful thought appears?

- ☐ A. There is the thought.
- ☐ B. This thought must stop now.
- ☐ C. I should hold my breath.
- ☐ D. I need to solve everything immediately.

3. Where should attention return after noticing the thought?

- ☐ A. The next exhale
- ☐ B. A forced breath-hold
- ☐ C. A faster breathing pattern
- ☐ D. The stressful prediction

4. Should you argue with the stressful thought during the exercise?

- ☐ A. No
- ☐ B. Yes, until it disappears
- ☐ C. Only while holding the breath
- ☐ D. Only if it returns twice

5. What type of thought should you choose for practice?

- ☐ A. Stressful but manageable
- ☐ B. The most overwhelming thought possible
- ☐ C. No thought at all
- ☐ D. Only a pleasant memory

Using the Breath as an Attention Anchor

Estimated time: 5-6 minutes | Format: Video

This lesson shows the difference between fighting a thought and simply noticing it before returning to the breath.

Thought

A stressful thought appears.

Notice

Acknowledge it without debating it.

Breath

Return attention to the next exhale.

Present

Finish by looking around and orienting to the present environment.

Practical Exercise

61. Choose a manageable stressful thought.
62. Take gentle slow breaths.
63. When the thought appears, silently say "There is the thought."
64. Return to the next exhale.
65. Continue for about 2 minutes.
66. Finish by looking around the room.

Visual / Video Focus

Use a simple pathway animation: thought cloud -> breath -> present moment. Contrast "fight the thought" with "notice and return".

★ Key Takeaway

Notice the thought. Return to the breath. Repeat without demanding an empty mind.



06

Use Attention, Not Force

You do not need to stop every thought.

Helpful move

Notice the thought, then guide attention back to the next inhale or exhale.

What not to do

Argue with every thought or try to force your mind blank.

Key aim

Shift attention gently — again and again — back to the breath.

Use attention not force with racing thoughts

KNOWLEDGE CHECK

Mod 6: Lesson 3 Quiz

Estimated time: 5-8 minutes

Check how the breath is used as an attention anchor when thoughts race.

1. What is the first response when a thought pulls attention away?

- ☐ A. Notice that it is present
- ☐ B. Force it away
- ☐ C. Hold the breath
- ☐ D. Immediately solve the thought

2. What do you return attention to?

- ☐ A. The breath
- ☐ B. The argument with the thought
- ☐ C. A longer breath-hold
- ☐ D. Rapid breathing

3. How long does the practical exercise run?

- ☐ A. About 2 minutes

- ☐ B. Exactly 30 minutes
- ☐ C. One breath only
- ☐ D. At least one hour

4. How does the practice finish?

- ☐ A. Look around the room and orient to the present
- ☐ B. Close your eyes and hold your breath
- ☐ C. Continue arguing with the thought
- ☐ D. Increase breathing speed

5. What does attention wandering mean?

- ☐ A. It is an opportunity to practise returning
- ☐ B. The exercise has failed
- ☐ C. You must stop immediately
- ☐ D. You need a bigger breath

Practical Exercise: The 2-Minute Thought Reset

Estimated time: 3-4 minutes | Format: Guided Exercise Video

This is a short guided practice using the phrase "Notice the thought. Return to the breath."

Begin

Choose a manageable thought and start gentle slow breathing.

Notice

When the thought appears, acknowledge it without arguing.

Return

Bring attention to the next exhale, then repeat as needed.

Practical Exercise

67. Choose a stressful but manageable thought.
68. Begin gentle slow breathing.
69. Notice the thought without arguing with it.
70. Silently say "There is the thought."
71. Return attention to the next exhale.
72. Repeat for 2 minutes.
73. Finish by orienting to the room.

Visual / Video Focus

Two-minute guided practice with minimal visuals and an end prompt to look around the room.

Key Takeaway

The goal is repeated returning, not perfect concentration.

MODULE 7

Breathing During Anger, Frustration and Conflict



07

Breathing During Anger, Frustration and Conflict

Create space before your next action.

STOP

BREATHE

CHOOSE

Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

What Anger and Frustration Do to Your Breathing

Estimated time: 4-5 minutes | Format: Text

Breathing skills can be especially useful when emotions are intense. Anger can produce fast breathing, muscle tension, jaw clenching and a strong urge to act immediately.

The Emotional Surge

When frustration rises quickly, the body can prepare for immediate action before you have decided what response is most useful.

Early Physical Signs

Notice changes such as a clenched jaw, raised shoulders, tight muscles or faster breathing.

The Goal

The aim is not to suppress anger. It is to create enough space between the emotional surge and your next action.

Practical Exercise

74. Think of a recent low-to-moderate frustration.
75. Notice the first physical sign you remember.
76. Relax your jaw and shoulders.
77. Take three slow breaths with a slightly longer exhale.

★ Key Takeaway

Breathing creates a pause for choice; it does not require you to deny or suppress the emotion.

KNOWLEDGE CHECK

Mod 7: Lesson 1 Quiz

Estimated time: 5-8 minutes

Check how anger and frustration can affect the body and why the goal is to create space before acting.

1. Which physical change can accompany anger?

- ☐ A. Jaw clenching
- ☐ B. Automatic muscle relaxation
- ☐ C. Slower breathing in every person
- ☐ D. Loss of all urge to act

2. What is the goal of using breathing during anger?

- ☐ A. Create space between the emotional surge and the next action
- ☐ B. Suppress anger completely
- ☐ C. Prove the emotion is wrong
- ☐ D. Delay every decision indefinitely

3. What breathing pattern can be used during the practical exercise?

- ☐ A. Three slow breaths with a slightly longer exhale
- ☐ B. Fast-only breathing
- ☐ C. A prolonged breath-hold
- ☐ D. Huge repeated breaths

4. What body areas are specifically relaxed in the exercise?

- ☐ A. Jaw and shoulders
- ☐ B. Hands and feet only
- ☐ C. Eyes and ears
- ☐ D. Knees and ankles only

5. What type of frustration is suggested for practice?

- ☐ A. Low-to-moderate frustration
- ☐ B. The most dangerous situation possible
- ☐ C. Only imaginary pleasant events
- ☐ D. A situation that is actively unsafe

STOP-BREATHE-CHOOSE

Estimated time: 5-6 minutes | Format: Text

The STOP-BREATHE-CHOOSE sequence is designed for moments when the urge to react is strong but you still have enough safety and control to pause.

STOP

Do not immediately send the message, answer the question or make the decision.

BREATHE

Take 3-6 slow, comfortable breaths.



CHOOSE

Ask: "What response will help me most in the next 10 minutes?"

Practical Exercise

78. Imagine a recent low-to-moderate frustration.
79. Notice your first physical sign of anger.
80. Relax your jaw and shoulders.
81. Take three slow breaths with a slightly longer exhale.
82. Ask: "What do I want my next action to achieve?"
83. Choose a response that matches that goal.



Key Takeaway

STOP creates the pause, **BREATHE** steadies the moment, and **CHOOSE** reconnects you with what you want your next action to achieve.



07

STOP-BREATHE-CHOOSE

A simple sequence for conflict moments.

STOP

Pause the automatic reaction

BREATHE

One slower, steadier breath

CHOOSE

Pick the next useful action

Stop breathe choose conflict sequence

KNOWLEDGE CHECK

Mod 7: Lesson 2 Quiz

Estimated time: 5-8 minutes

Test the STOP-BREATHE-CHOOSE sequence.

1. What does STOP mean in the sequence?

- ☐ A. Do not immediately send, answer or decide
- ☐ B. Stop breathing
- ☐ C. End the conversation permanently
- ☐ D. Ignore the situation forever

2. What does BREATHE involve?

- ☐ A. Take 3-6 slow, comfortable breaths
- ☐ B. Hold the breath for one minute
- ☐ C. Take 20 fast breaths
- ☐ D. Take one enormous breath

3. What question is used in CHOOSE?

- ☐ A. What response will help me most in the next 10 minutes?
- ☐ B. How can I win this argument immediately?
- ☐ C. How long can I hold my breath?
- ☐ D. How can I avoid every future conflict?

4. Where can this sequence be useful?

- ☐ A. Workplace conflict, relationship arguments and stressful conversations
- ☐ B. Only during sleep
- ☐ C. Only during exercise
- ☐ D. Only when completely calm

5. What is the sequence order?

- ☐ A. STOP -> BREATHE -> CHOOSE
- ☐ B. BREATHE -> CHOOSE -> STOP
- ☐ C. CHOOSE -> STOP -> BREATHE
- ☐ D. STOP -> CHOOSE -> HOLD

Creating Space Before Your Next Action

Estimated time: 5-6 minutes | Format: Video

Conflict can create pressure to respond immediately. This lesson demonstrates how a brief breathing pause can create enough space to choose what happens next.

Scenario

A fictional disagreement begins and the character feels the urge to answer immediately.

Pause

The scene pauses at the moment of escalation.

Reset

The character relaxes jaw and shoulders and takes 3-6 slow breaths.

Choose

The character asks what response will help in the next 10 minutes and chooses a deliberate next action.

Practical Exercise

84. Notice the urge to react.
85. STOP before sending, answering or deciding.
86. BREATHE for 3-6 slow breaths.
87. CHOOSE the response that best matches your immediate goal.

Visual / Video Focus

Scenario-based fictional disagreement. Pause the scene and overlay STOP -> BREATHE -> CHOOSE before resuming with a calmer response.

★ Key Takeaway

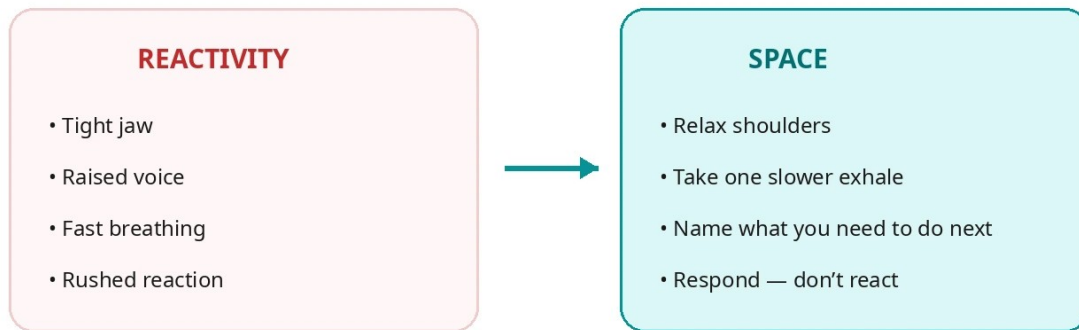
Breathing is useful when it helps create a moment between feeling and action.



07

Create Space Before Your Next Action

A pause can change the outcome.



Create space before your next action

KNOWLEDGE CHECK

Mod 7: Lesson 3 Quiz

Estimated time: 5-8 minutes

Check how the sequence creates space before the next action and when safety takes priority.

1. What should you ask after taking the breathing pause?

- ☐ A. What do I want my next action to achieve?
- ☐ B. How can I make the exhale as long as possible?
- ☐ C. How can I react fastest?
- ☐ D. How can I avoid noticing the situation?

2. What should the chosen response match?

- ☐ A. The goal you want your next action to achieve
- ☐ B. The strongest immediate urge
- ☐ C. The longest breathing count
- ☐ D. A requirement to keep breathing indefinitely

3. What should you do if the situation is unsafe or escalating?

- ☐ A. Prioritise leaving the situation and seeking appropriate help

- ☐ B. Stay and practise breathing instead
- ☐ C. Add longer breath-holds
- ☐ D. Ignore the danger

4. Does the technique require suppressing anger?

- ☐ A. No
- ☐ B. Yes, completely
- ☐ C. Only at work
- ☐ D. Only during arguments

5. What is the role of breathing in the sequence?

- ☐ A. Create enough space to choose the next action
- ☐ B. Make every conflict disappear
- ☐ C. Prove the other person is wrong
- ☐ D. Delay action for a fixed amount of time

Practical Exercise: The Conflict Reset

Estimated time: 3-4 minutes | Format: Guided Exercise Video

This practice is a rehearsal, not an invitation to place yourself in unsafe or escalating conflict.

Stop

Imagine a manageable frustration and pause before acting.

Breathe

Relax your jaw and shoulders and take three slow breaths with a slightly longer exhale.



Choose

Ask what you want your next action to achieve and select a response that fits that goal.



Safety

If a situation is unsafe or escalating, breathing is not a substitute for leaving the situation and seeking appropriate help.

Practical Exercise

88. Imagine a recent low-to-moderate frustration.
89. Notice the first physical sign.
90. Relax jaw and shoulders.
91. Take three slow breaths with a slightly longer exhale.
92. Ask what your next action should achieve.
93. Choose a response that matches that goal.

Visual / Video Focus

Guided rehearsal using a traffic-light style STOP -> BREATHE -> CHOOSE graphic.

Key Takeaway

Use the sequence for manageable conflict; prioritise safety and appropriate help when a situation is unsafe.

MODULE 8

Breathing Under Acute Pressure



08

Breathing Under Acute Pressure

Fast stress spikes call for short, usable resets.



Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

Understanding Sudden Spikes in Stress

Estimated time: 4-5 minutes | Format: Text

Some situations create a sudden spike in stress: public speaking, difficult meetings, receiving bad news, performance pressure, conflict or an unexpected problem.

Acute Pressure

These moments often arrive quickly and may not give you time or privacy for a long exercise.

Keep It Short

A short routine can be easier to remember and use when attention is already under pressure.

Stay Oriented

The reset keeps your eyes open, uses a stable object in the environment and ends by identifying the next useful action.

Practical Exercise

94. Think of one manageable situation that creates a sudden spike in pressure.
95. Identify where you could pause for about 60 seconds.
96. Choose one stable object you could look at during the reset.

Key Takeaway

Under acute pressure, use a short routine that steadies breathing, reconnects you with the environment and leads to one next action.

KNOWLEDGE CHECK

Mod 8: Lesson 1 Quiz

Estimated time: 5-8 minutes

Check why acute-pressure moments use a short routine.

1. Which is an example of acute pressure from this module?

- ☐ A. Public speaking
- ☐ B. Sleeping peacefully
- ☐ C. Reading a neutral book
- ☐ D. Routine breathing at rest

2. What kind of routine is recommended for sudden pressure?

- ☐ A. A short routine
- ☐ B. A long complex exercise
- ☐ C. Forced hyperventilation
- ☐ D. A prolonged breath-hold

3. Why is a short routine useful?

- ☐ A. It can be easier to use when stress spikes suddenly
- ☐ B. It guarantees no stress will return
- ☐ C. It removes the need for breathing
- ☐ D. It requires less awareness of the environment

4. Should the technique be discreet?

- ☐ A. Yes
- ☐ B. No, it must be obvious
- ☐ C. Only at home
- ☐ D. Only during exercise

5. What should the routine lead to at the end?

- ☐ A. One next useful action
- ☐ B. A forced breath-hold
- ☐ C. Another stressor
- ☐ D. Closing your eyes indefinitely

The 60-Second Pressure Reset

Estimated time: 5-6 minutes | Format: Text

The 60-Second Pressure Reset is designed to be brief enough for real life while still using the core skills from earlier modules.

1 Relax

Drop your shoulders and unclench your jaw.

2 Breathe

Take a gentle inhale and make the exhale slightly longer. Repeat for about 5-8 comfortable breaths.

3 Orient

Keep your eyes open and look at one stable object.

4 Choose

Ask: "What is the next useful action?"

Practical Exercise

97. Set a timer for 60 seconds.
98. Sit or stand normally.
99. Take 5-8 slow, comfortable breaths with a slightly longer exhale.
100. Keep your eyes open and orient to your environment.
101. Finish by identifying one next action.

★ Key Takeaway

The reset ends with action: settle the breathing, orient to the present, then decide what is useful next.



08

The 60-Second Pressure Reset

Short. Simple. Repeatable.

1

Orient

Look around and notice where you are.

2

Posture

Unclench jaw. Drop shoulders.

3

Breathe

One slow inhale and longer exhale.

4

Choose

Pick the next useful step.

KNOWLEDGE CHECK

Mod 8: Lesson 2 Quiz

Estimated time: 5-8 minutes

Test the steps of the 60-Second Pressure Reset.

1. What should you relax at the start of the reset?

- ☐ A. Shoulders and jaw
- ☐ B. Only hands
- ☐ C. Only feet
- ☐ D. Nothing

2. How many slow, comfortable breaths are suggested?

- ☐ A. 5-8
- ☐ B. 20-30
- ☐ C. Exactly 2
- ☐ D. At least 50

3. How should the exhale compare with the inhale?

- ☐ A. Slightly longer
- ☐ B. Much shorter
- ☐ C. Always identical
- ☐ D. Followed by a forced hold

4. What should you look at during the reset?

- ☐ A. One stable object
- ☐ B. Only a phone screen
- ☐ C. Nothing because eyes must be closed
- ☐ D. A rapidly moving object

5. What question completes the reset?

- ☐ A. What is the next useful action?
- ☐ B. How long can I hold my breath?
- ☐ C. How can I make the stress disappear instantly?
- ☐ D. How many breaths can I take in one minute?

Using the Reset Discreetly in Real Life

Estimated time: 3-4 minutes | Format: Video

A useful high-pressure skill needs to work outside a quiet practice room. This lesson demonstrates how subtle the reset can be.

At a Desk

Relax shoulders, breathe quietly and keep attention connected to the workspace.

Before a Conversation

Use several gentle breaths before beginning a difficult discussion.

While Waiting

Use the reset while seated normally and looking at a stable object in the environment.

Practical Exercise

102. Choose one everyday setting.
103. Take 5-8 quiet, comfortable breaths.
104. Keep the exhale slightly longer.
105. Look at one stable object.
106. Identify your next useful action.

Visual / Video Focus

Demonstrate the same technique in three locations: desk/workplace, before a conversation and waiting for an appointment.

★ Key Takeaway

A good pressure reset is discreet enough to use where the pressure actually happens.



08

Using the Reset Discreetly

You can do this quietly in real life.

At work

One slower breath before replying.

In public

Ground your feet and soften your shoulders.

During pressure

Use a shorter cue: pause
• exhale • choose.

KNOWLEDGE CHECK

Mod 8: Lesson 3 Quiz

Estimated time: 5-8 minutes

Check how the pressure reset can be used discreetly in everyday settings.

1. Which location is specifically suggested for the reset?

- ☐ A. At a desk
- ☐ B. Only in a meditation studio
- ☐ C. Only outdoors
- ☐ D. Only lying down

2. Can the reset be used before a meeting or conversation?

- ☐ A. Yes
- ☐ B. No
- ☐ C. Only after the meeting
- ☐ D. Only if you close your eyes

3. Should your eyes remain open in the practical exercise?

- ☐ A. Yes
- ☐ B. No, they must be closed
- ☐ C. Only during the inhale
- ☐ D. Only during the exhale

4. What makes the reset practical in public settings?

- ☐ A. It can be subtle and discreet
- ☐ B. It requires loud breathing
- ☐ C. It requires lying down
- ☐ D. It requires a long breath-hold

5. What practice challenge is suggested?

- ☐ A. Use the reset during a real but manageable stressful moment
- ☐ B. Use it only when completely calm forever
- ☐ C. Practise only once
- ☐ D. Use it during unsafe activities

Practical Exercise: Your 60-Second Pressure Reset

Estimated time: 2-3 minutes | Format: Guided Exercise Video

This is a short real-world practice designed to be easy to repeat when stress spikes.



60 Seconds

Relax shoulders and jaw, take 5-8 comfortable breaths and keep the exhale slightly longer.

Orient

Keep your eyes open and look at one stable object.



Next Action

Finish by asking: "What is the next useful action?"

Practical Exercise

107. Set a timer for 60 seconds.
108. Sit or stand normally.
109. Take 5-8 slow breaths with a slightly longer exhale.
110. Keep eyes open and orient to the environment.
111. Identify one next useful action.

Visual / Video Focus

One-minute guided real-life reset with minimal, discreet breathing cues.



Key Takeaway

Practise the reset during a real but manageable stressful moment so it becomes easier to remember under pressure.

MODULE 9

Building Your Personal Breathing Routine



09

Building Your Personal Breathing Routine

Make it realistic, repeatable and yours.

RHYTHM

CUE

LENGTH

Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

There Is No One Perfect Breathing Routine

Estimated time: 4-5 minutes | Format: Text

Different people respond differently to breathing exercises. Some prefer counting, others prefer a visual cue. Some find nasal breathing comfortable, while others may need to breathe through the mouth depending on circumstances.

Individual Differences

A technique is useful only if it is realistic and comfortable enough for you to use when stressed.

Count or Visual Cue

You can choose counting if it helps, or use a visual cue if numbers become distracting.

Posture and Breathing Route

Choose a practical posture and the breathing route that is comfortable in the situation.

Practical Exercise

112. Think about which earlier exercise felt easiest to remember.
113. Notice whether you preferred counting or a visual cue.
114. Choose a posture you could realistically use in a stressful situation.

Key Takeaway

The best routine is not the most complicated one; it is the one you can remember and use when stress is high.

KNOWLEDGE CHECK

Mod 9: Lesson 1 Quiz

Estimated time: 5-8 minutes

Check why personal breathing routines can differ from person to person.

1. Do all people respond to breathing exercises in exactly the same way?

- ☐ A. No
- ☐ B. Yes
- ☐ C. Only if they count
- ☐ D. Only if they use nasal breathing

2. What might one person prefer instead of counting?

- ☐ A. A visual cue
- ☐ B. A forced hold
- ☐ C. Rapid breathing
- ☐ D. No cue is ever allowed

3. Is nasal breathing always required?

- ☐ A. No
- ☐ B. Yes, in every circumstance
- ☐ C. Only during stress
- ☐ D. Only for longer exhales

4. What is the main objective when building a routine?

- ☐ A. Make it realistic enough to use when stressed
- ☐ B. Make it as complicated as possible
- ☐ C. Use the longest counts possible
- ☐ D. Copy someone else's routine exactly

5. What makes a good routine?

- ☐ A. You can remember it when stress is high
- ☐ B. It contains every technique in the course
- ☐ C. It requires perfect timing
- ☐ D. It takes at least 30 minutes

Choosing Your Rhythm, Cue and Practice Length

Estimated time: 5-6 minutes | Format: Text

Your personal routine should be simple enough to remember under pressure. This lesson helps you choose each part deliberately.

Posture

Choose sitting, standing or another practical supported posture.

Inhale Length

Choose a comfortable inhale count based on the techniques you have practised.

Exhale Length

Choose a comfortable exhale, including a slightly longer exhale if that works well for you.

Cue

Choose counting, a visual cue or grounding prompts.



Duration

Choose a practice length you can realistically use, such as 60 seconds or 2 minutes.

Practical Exercise

115. Write down your preferred posture.
116. Choose your preferred inhale length.
117. Choose your preferred exhale length.
118. Choose counting or a visual cue.
119. Choose whether to add grounding.
120. Choose your ideal practice duration.



Key Takeaway

Build a routine around what is realistic, comfortable and memorable for you.



09

Routine Builder

Choose what you will actually use.

RHYTHM

e.g. 4 in / 6 out

CUE

e.g. before work or
after lunch

LENGTH

e.g. 60–90 seconds

Aim for realistic and repeatable — not perfect.

Routine builder graphic

KNOWLEDGE CHECK

Mod 9: Lesson 2 Quiz

Estimated time: 5-8 minutes

Test the choices that make up a personal breathing routine.

1. Which is one item to choose for your personal routine?

- ☐ A. Preferred posture
- ☐ B. A mandatory 20-second hold
- ☐ C. A fixed routine for every person
- ☐ D. A requirement to close your eyes

2. What breathing timings can you personalise?

- ☐ A. Inhale and exhale length
- ☐ B. Only the inhale
- ☐ C. Only the exhale
- ☐ D. Neither timing can change

3. What type of cue can you choose?

- ☐ A. Counting or a visual cue
- ☐ B. Only loud audio
- ☐ C. Only breath-holding

- ☐ D. No cue is allowed

4. Can grounding be included in the personal routine?

- ☐ A. Yes
- ☐ B. No
- ☐ C. Only in Module 5 and never again
- ☐ D. Only if breathing is removed

5. What should you choose about duration?

- ☐ A. An ideal practice duration you can realistically use
- ☐ B. The longest possible duration
- ☐ C. A fixed one-hour practice
- ☐ D. No duration at all

Building Your Personal Breathing Plan

Estimated time: 5 minutes | Format: Video

A personal plan turns the techniques in this course into a routine you can actually retrieve when stress is high.



Warning Sign

Identify the first sign that tells you stress is rising.

Breathing

Write your preferred rhythm and practice duration.

Grounding

Choose a simple grounding cue if you want one.



Next Action

Decide what you will do after the breathing exercise.

Comfort Plan

Write down that if you become uncomfortable, you will stop and return to normal breathing.

Practical Exercise

121. Complete: My main stress warning sign is ____.
122. My preferred breathing rhythm is ____.
123. I will practise for ____.
124. My grounding cue is ____.
125. I will use this routine when ____.
126. If I become uncomfortable, I will stop and return to normal breathing.

127. My first next action after the exercise will be ____.

Visual / Video Focus

Coaching-style video walking through a personal breathing plan worksheet: Warning sign -> Breathing -> Grounding -> Next action.



Key Takeaway

A personal routine should tell you what to notice, how to breathe, how to ground and what to do next.



09

My Personal Breathing Plan

Simple enough to remember under stress.

My cue

When will I use it?

My breath

What rhythm feels comfortable?

My practice length

How long will I do it for?

My backup version

What will I do if I only have 15-30 seconds?

Personal breathing plan worksheet

KNOWLEDGE CHECK

Mod 9: Lesson 3 Quiz

Estimated time: 5-8 minutes

Check the parts of the personal breathing plan.

1. What should you identify first in the personal plan?

- ☐ A. Your main stress warning sign
- ☐ B. A forced breath-hold
- ☐ C. A perfect score
- ☐ D. Someone else's breathing rhythm

2. What should the plan say if you become uncomfortable?

- ☐ A. Stop and return to normal breathing
- ☐ B. Keep going until the timer ends
- ☐ C. Increase the breath length
- ☐ D. Hold your breath

3. What can your grounding cue be used for?

- ☐ A. Help orient attention during the routine
- ☐ B. Increase breathing speed
- ☐ C. Replace all next actions
- ☐ D. Force the exhale

4. Where is a practical place to store the routine?

- ☐ A. A phone note, wallet card or workplace wellbeing plan
- ☐ B. Only in a locked file you cannot access
- ☐ C. Nowhere; memorisation is mandatory
- ☐ D. Only on a classroom wall

5. What should the plan include after the exercise?

- ☐ A. Your first next action
- ☐ B. A required breath-hold
- ☐ C. A rule to repeat forever
- ☐ D. A second stressor

Practical Exercise: Rehearse Your Routine

Estimated time: 4-5 minutes | Format: Guided Exercise

A routine becomes easier to use under pressure when you have already practised the sequence when calm.

Read Your Plan

Review your warning sign, breathing rhythm, grounding cue and next action.

Rehearse

Run through the routine once at your chosen pace.

Make It Accessible

Write the routine somewhere easy to find, such as a phone note, wallet card or workplace wellbeing plan.

Practical Exercise

128. Read your personal plan from beginning to end.
129. Practise the breathing rhythm for your chosen duration.
130. Use your grounding cue if included.

131. State your next useful action.
132. Save the routine somewhere accessible.

Key Takeaway

Rehearsal turns a written plan into a routine you are more likely to remember when you need it.

MODULE 10

The High-Stress Breathing Protocol



10

The High-Stress Breathing Protocol

Orient. Posture. Breathe. Ground. Choose. Return.



Complete each lesson and knowledge check in sequence. Estimated times are shown as a guide.

Bringing Your Breathing Skills Together

Estimated time: 4-5 minutes | Format: Text

You have practised noticing breathing, slowing the pace, using a longer exhale, paced breathing, grounding, returning from racing thoughts and pausing during conflict. The final module combines these into one sequence.

Notice

Recognise that stress is rising and orient to where you are.

Breathe

Use gentle, comfortable breaths with a slightly longer exhale if that suits you.

Ground

Reconnect attention with the present environment.



Choose

Decide on the next useful action rather than automatically reacting.

Practical Exercise

133. Name one early sign that stress affects your breathing.
134. Choose the breathing rhythm you are most likely to use.
135. Choose one grounding cue.
136. Identify the question you will ask before your next action.

★ Key Takeaway

The final skill is not a new breathing trick; it is putting the useful pieces together in a sequence you can remember.

KNOWLEDGE CHECK

Mod 10: Lesson 1 Quiz

Estimated time: 5-8 minutes

Review how the course skills combine into a practical response.

1. Which skill comes before deliberate control?

- ☐ A. Notice what is happening
- ☐ B. Force the breath
- ☐ C. Hold the breath
- ☐ D. Ignore the body

2. Which breathing feature can be used when you need to settle?

- ☐ A. A slightly longer comfortable exhale
- ☐ B. Fast-only breathing
- ☐ C. A prolonged forced hold
- ☐ D. Repeated huge breaths

3. What is grounding used for?

- ☐ A. Reconnect attention with present-moment information
- ☐ B. Make the breath as large as possible
- ☐ C. Prevent all thoughts
- ☐ D. Create a performance target

4. What does CHOOSE focus on?

- ☐ A. The next useful action
- ☐ B. The longest possible breathing count
- ☐ C. Making stress disappear instantly
- ☐ D. Avoiding all decisions

5. What is the overall purpose of combining the skills?

- ☐ A. Create enough regulation and space to respond deliberately
- ☐ B. Guarantee no stress
- ☐ C. Replace professional care
- ☐ D. Make every exercise longer

The 2-Minute High-Stress Reset

Estimated time: 6-7 minutes | Format: Text

The 2-Minute High-Stress Reset brings the course together into one practical protocol. It is designed to create regulation and space to respond, not to guarantee that stress disappears.

1 ORIENT

Look around. Identify where you are and what you are doing.

2 POSTURE

Put both feet on the floor if practical. Drop your shoulders and relax your jaw.

3 BREATHE

Take gentle, comfortable breaths and use a slightly longer exhale.

4 GROUND

Notice three things you can see and one thing you can physically feel.

5 CHOOSE

Ask: "What is the next useful action?"

6 RETURN

Continue with your task at a calmer, more deliberate pace.

Practical Exercise

137. Rate your current stress from 1-10.
138. ORIENT to where you are and what you are doing.
139. Adjust POSTURE: feet supported if practical, shoulders down, jaw relaxed.
140. BREATHE gently with a slightly longer exhale.
141. GROUND with three things you can see and one thing you can physically feel.
142. CHOOSE the next useful action.
143. RETURN to the task at a more deliberate pace.
144. Re-rate your stress and notice what changed physically and mentally.

★ Key Takeaway

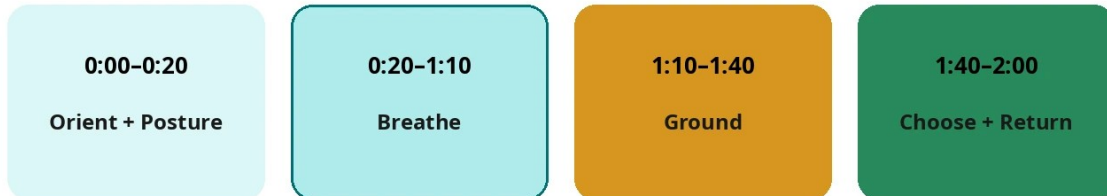
The protocol is about creating enough space to respond deliberately, not forcing stress to disappear.



10

2-Minute Reset at a Glance

Use the full sequence when you need a bigger reset.



2-minute high-stress reset overview timeline

KNOWLEDGE CHECK

Mod 10: Lesson 2 Quiz

Estimated time: 5-8 minutes

Test the six steps of the 2-Minute High-Stress Reset.

1. What is Step 1 of the protocol?

- ☐ A. ORIENT
- ☐ B. BREATHE
- ☐ C. CHOOSE
- ☐ D. RETURN

2. What does POSTURE include?

- ☐ A. Feet supported if practical, shoulders dropped and jaw relaxed
- ☐ B. Holding the breath
- ☐ C. Closing the eyes
- ☐ D. Standing rigidly

3. What does GROUND ask you to notice?

- ☐ A. Three things you can see and one thing you can physically feel
- ☐ B. Ten future worries
- ☐ C. Only your heartbeat

- ☐ D. Nothing in the environment

4. What question belongs to CHOOSE?

- ☐ A. What is the next useful action?
- ☐ B. How long can I hold my breath?
- ☐ C. How can I eliminate all stress?
- ☐ D. How many breaths have I taken this year?

5. What does RETURN mean?

- ☐ A. Continue with the task at a calmer, more deliberate pace
- ☐ B. Start the protocol again forever
- ☐ C. Stop all activity
- ☐ D. Increase breathing speed

Guided Practice: The Full 2-Minute Protocol

Estimated time: 7-8 minutes | Format: Guided Exercise Video

This guided practice begins with a fictional high-stress scenario, pauses the action and walks through the entire 2-minute protocol.

Scenario

A manageable fictional pressure situation is introduced.



Pause and Reset

The scenario pauses and the learner follows all six protocol steps.

Return

The scene resumes at a calmer, more deliberate pace.

Practical Exercise

145. Rate stress 1-10.
146. Complete ORIENT, POSTURE, BREATHE, GROUND, CHOOSE and RETURN.
147. Rate stress again.
148. Identify what changed physically.
149. Identify what changed mentally.
150. Name one real situation where you will use the protocol.

Visual / Video Focus

Fictional high-stress scenario, pause, then a full 2-minute guided protocol with a clear six-step flowchart.

★ Key Takeaway

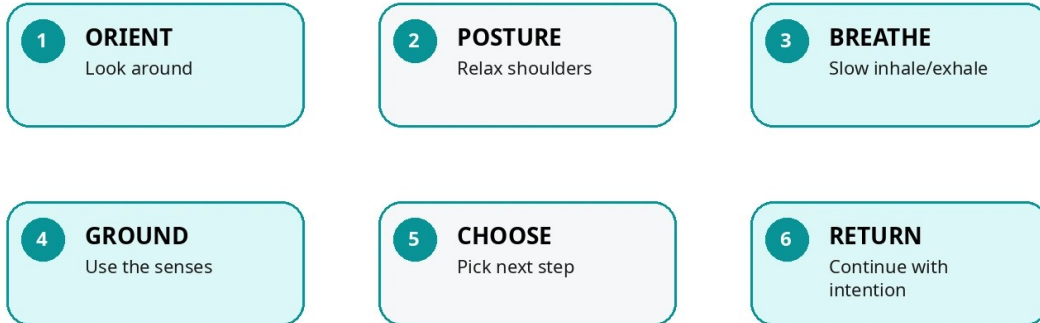
Repetition makes the sequence easier to retrieve when stress is high.



10

The 2-Minute High-Stress Reset

A complete protocol you can practise.



High-stress breathing protocol flowchart

Course Completion: Choose What You Will Actually Use

Estimated time: 3-4 minutes | Format: Completion Video / Text

Congratulations. The most important outcome is not memorising every exercise. It is leaving with one or two techniques you can reliably use when your stress begins to rise.

Your Toolkit

Choose the breathing technique that felt most practical and the grounding or decision cue you are most likely to remember.

Practise

Skills become easier to use through repetition. Practise when calm as well as during manageable stress.

Appropriate Support

Breathing exercises are one part of stress management and do not replace professional support when stress is persistent, severe or interfering with daily functioning.

Practical Exercise

151. Write down one early sign that stress is affecting your breathing.
152. Name the breathing technique you will use first.
153. Name one situation in which you will use your personal routine.
154. Save your routine somewhere accessible.

Visual / Video Focus

Course-completion video and summary graphic using the six core words: NOTICE -> SLOW -> EXHALE -> GROUND -> CHOOSE -> RETURN.

★ Key Takeaway

NOTICE -> SLOW -> EXHALE -> GROUND -> CHOOSE -> RETURN.



Course Completion

Choose What You Will Actually Use

- **My main breathing tool** What technique fits me best?
- **My cue** When will I use it?
- **My short version** What if I only have a few seconds?
- **My next step** What will I try first this week?

Progress is practice — not perfection.

Course completion choose what you will actually use

KNOWLEDGE CHECK

Final Course Assessment

Estimated time: 5-8 minutes

Complete this final knowledge check covering the core skills from High-Stress Breathing.

1. What is one early sign that stress may be affecting breathing?

- ☐ A. Breathing becoming faster, shallow, strained or irregular
- ☐ B. Breathing can never change with stress
- ☐ C. The lungs permanently stop
- ☐ D. Every breath becomes identical

2. Why should breathing exercises remain comfortable rather than forced?

- ☐ A. The course is built around gentle controlled breathing and stopping if symptoms worsen
- ☐ B. Forced breathing is always more effective
- ☐ C. Discomfort proves the technique is working
- ☐ D. Perfect timing is more important than comfort

3. What does STOP-BREATHE-CHOOSE help you do?

- ☐ A. Create space before deciding how to respond
- ☐ B. Stop breathing during conflict
- ☐ C. Avoid every difficult conversation
- ☐ D. React more quickly

4. Which sequence correctly summarises the final protocol?

- ☐ A. ORIENT -> POSTURE -> BREATHE -> GROUND -> CHOOSE -> RETURN
- ☐ B. BREATHE -> HOLD -> PANIC -> RETURN
- ☐ C. CHOOSE -> ORIENT -> HOLD -> STOP
- ☐ D. GROUND -> HOLD -> RUSH -> REACT

5. What is the most useful personal breathing routine?

- ☐ A. One that is realistic enough to remember and use when stress is high
- ☐ B. The routine with the longest breath holds
- ☐ C. The most complicated routine
- ☐ D. A routine copied exactly from someone else

ANSWER KEY

Knowledge Checks & Final Assessment

Use this appendix after completing the quiz questions. The answer explanations reflect the course source material.

Module 1 - Module 1 Quiz: Understanding Stress and Your Breathing

1. How can stress affect a person's breathing before they consciously realise they are stressed?

Correct answer: A - It can become faster, larger or more irregular

Explanation: Stress can change breathing before conscious awareness, including faster breathing, larger breaths, sighing or tension.

2. What can repeated sighing during stress indicate?

Correct answer: A - A change in the person's breathing pattern

Explanation: Repeated sighing is one of the breathing changes described during stress.

3. Which is a useful question when observing your breathing?

Correct answer: A - Is my exhale rushed?

Explanation: The module recommends noticing features such as speed, nose or mouth breathing, shoulder movement and whether the exhale is rushed.

4. Why is noticing breathing without immediately changing it an important first skill?

Correct answer: A - Awareness helps you recognise what is happening before trying to control it

Explanation: The module's principle is "Awareness comes before control."

5. What is the main purpose of the course when responding to stress?

Correct answer: A - Learn slower, steadier and more controlled responses rather than fighting the stress response

Explanation: The course teaches a different, more controlled breathing response rather than trying to fight the stress response.

6. What can happen to the shoulders during a stress response?

Correct answer: A - They can lift or become tense

Explanation: Shoulder and chest tension can accompany stress-related changes in breathing.

7. What does "awareness comes before control" mean?

Correct answer: A - Notice your breathing pattern before deliberately changing it

Explanation: The first skill is observation before deliberate change.

8. How can a stress-breathing feedback loop develop?

Correct answer: A - Stress changes breathing, sensations become more noticeable, concern rises and stress increases

Explanation: The module explains that stress, breathing, sensations and concern can reinforce one another.

9. When first observing your breathing in this course, what should you do?

Correct answer: A - Observe your natural breathing without deliberately changing it

Explanation: The first observation period is specifically done without deliberately changing the breath.

10. Which statement best summarises Module 1?

Correct answer: A - Breathing awareness can help you recognise changes before developing greater control

Explanation: Module 1 focuses on recognising stress-related breathing changes and building awareness before control.

Module 2 - Mod2: Lesson 1 - Quiz

1. What can happen to your breathing when you are experiencing stress, pressure or tension?

Correct answer: A - It can become faster or shallower

Explanation: Stress can make breathing quicker, shallower or less comfortable.

2. What is the main goal of the Reset Breath?

Correct answer: C - Breathe more slowly, gently and comfortably

Explanation: The Reset Breath focuses on slower, gentle and comfortable breathing.

3. Why should you avoid repeatedly taking unnecessarily large breaths during the Reset Breath?

Correct answer: A - They can make some people feel light-headed or uncomfortable

Explanation: Over-breathing can cause light-headedness or discomfort for some people.

4. Which statement best describes the breathing timings introduced in this module?

Correct answer: B - They are flexible guides that can be adjusted for comfort

Explanation: The numbers are guides, not a test.

5. Why can deliberately changing your breathing be useful when you are feeling stressed?

Correct answer: A - Breathing is automatic but can also be deliberately influenced

Explanation: Breathing happens automatically but can also be deliberately influenced.

Module 2 - Mod2: Lesson 2 - Quiz

1. What is the main focus of gentle breathing?

Correct answer: C - Breathing slowly, gently and comfortably

Explanation: Gentle breathing focuses on pace and comfort rather than size.

2. What does "over-breathing" mean?

Correct answer: A - Breathing more air than your body currently needs

Explanation: Over-breathing means moving more air than your body currently needs.

3. What can some people experience if they over-breathe?

Correct answer: B - Light-headedness or discomfort

Explanation: The lesson notes that over-breathing can make some people light-headed or uncomfortable.

4. What should you do if a breathing exercise makes you feel dizzy, light-headed or uncomfortable?

Correct answer: D - Stop the exercise and return to normal breathing

Explanation: The course instructs learners to stop and return to normal breathing if an exercise causes discomfort.

5. Which phrase best describes the approach taught in this lesson?

Correct answer: B - Think slow, not deep

Explanation: The lesson emphasises slowing the pace rather than taking very large breaths.

Module 2 - Mod2: Lesson 3 - Quiz

1. What is the suggested beginner Reset Breath rhythm?

Correct answer: A - Inhale about 4 seconds and exhale about 6 seconds

Explanation: The beginner rhythm is approximately 4 seconds in and 6 seconds out.

2. What should you do if a 4-second inhale feels too long?

Correct answer: B - Shorten the inhale

Explanation: The timing is a guide and should be shortened when needed for comfort.

3. What should be prioritised over matching the timer?

Correct answer: A - Comfort

Explanation: Comfort is more important than hitting an exact number.

4. How should the breaths feel during the Reset Breath?

Correct answer: A - Gentle and comfortable

Explanation: The technique is based on gentle, comfortable breathing.

5. What should you do after the guided Reset Breath practice?

Correct answer: A - Return to normal breathing and notice what changed

Explanation: The exercise ends by returning to normal breathing and noticing what changed.

Module 3 - Mod 3: Lesson 1 Quiz

1. What can happen to the exhale during periods of high stress?

Correct answer: B - It can become short, abrupt or incomplete

Explanation: The module notes that a stressed exhale can become short, abrupt or incomplete.

2. What is the main idea behind the Longer Exhale technique?

Correct answer: C - Allow the exhale to last slightly longer than the inhale

Explanation: The technique simply gives the exhale a little more time than the inhale.

3. Does the Longer Exhale require deliberate breath-holding?

Correct answer: D - No, deliberate breath-holding is not required

Explanation: The module explicitly states that the exercise does not require breath-holding.

4. What should you do if a longer exhale begins to feel forced or uncomfortable?

Correct answer: C - Shorten the breath and keep it comfortable

Explanation: Comfort comes first, so the timing should be shortened if needed.

5. Which statement best describes the breathing counts used in this technique?

Correct answer: B - They are flexible guides

Explanation: The counts provide structure but should be adjusted to remain comfortable.

Module 3 - Mod 3: Lesson 2 Quiz

1. What is the goal when extending your exhale?

Correct answer: B - Make the exhale smooth, slightly longer and comfortable

Explanation: The useful exhale is slightly longer while remaining smooth and comfortable.

2. What is the suggested starting rhythm for the Longer Exhale?

Correct answer: C - Inhale 3-4 seconds, exhale 5-6 seconds

Explanation: The starting rhythm is approximately 3-4 seconds in and 5-6 seconds out.

3. What should happen after you finish your exhale?

Correct answer: C - Allow the next breath to arrive naturally

Explanation: A natural pause is fine, but deliberate breath-holding is not required.

4. What should you do if you have to push hard to reach six seconds?

Correct answer: D - Shorten the exhale and keep it comfortable

Explanation: The exhale should be shortened if the suggested count feels forced.

5. Which is a sign that you may be trying too hard?

Correct answer: C - You feel desperate to take the next breath

Explanation: Feeling desperate for the next breath suggests the exhale is being pushed too far.

Module 3 - Mod 3: Lesson 3 Quiz

1. Which rhythm is used as a starting point in the Longer Exhale?

Correct answer: A - 3-4 seconds in and 5-6 seconds out

Explanation: The module suggests 3-4 seconds in and 5-6 seconds out.

2. What is the purpose of the longer exhale?

Correct answer: A - Provide a simple structure for slowing the overall breathing pattern

Explanation: The slightly longer exhale provides a structure for slowing the overall pattern.

3. What should happen if a natural pause occurs after the exhale?

Correct answer: A - It can be allowed if comfortable

Explanation: A natural brief pause is fine if comfortable, but it should not be forced.

4. What is the most important word when practising the Longer Exhale?

Correct answer: A - Comfortable

Explanation: The source explicitly identifies comfortable as the most important word.

5. When should you stop the exercise?

Correct answer: A - If you feel dizzy, uncomfortable or more anxious

Explanation: The practical exercise instructs learners to stop if they feel dizzy, uncomfortable or more anxious.

Module 4 - Mod 4: Lesson 1 Quiz

1. How is traditional box breathing commonly described?

Correct answer: A - Equal-duration inhale, hold, exhale and hold

Explanation: Traditional box breathing commonly uses four equal-duration phases.

2. What does the beginner version in this course remove?

Correct answer: A - Forced breath-holds

Explanation: The beginner version removes forced holds.

3. What rhythm does the beginner version start with?

Correct answer: A - Inhale 4 and exhale 4

Explanation: The source specifies inhale 4, exhale 4, repeat.

4. Why can a simple breathing sequence be useful?

Correct answer: A - It can provide an attentional anchor

Explanation: The sequence can provide a simple attentional anchor.

5. Are breath-holds necessary for stress regulation in this course?

Correct answer: A - No

Explanation: The source explicitly says breath-holding is not necessary for stress regulation.

Module 4 - Mod 4: Lesson 2 Quiz

1. What is the main purpose of counting during paced breathing?

Correct answer: A - Give attention a simple rhythm to follow

Explanation: Counting is used as an attentional anchor.

2. What should you do if counting increases anxiety?

Correct answer: A - Stop counting and follow the breathing rhythm

Explanation: The source says to stop counting and simply follow the rhythm if counting increases anxiety.

3. What matters more than perfect timing?

Correct answer: A - Keeping the breath quiet, gentle and comfortable

Explanation: The rhythm should remain quiet and gentle; the count is not a performance target.

4. What should a brief natural pause be treated as?

Correct answer: A - Optional if comfortable

Explanation: A brief natural pause can be explored if comfortable but is not required.

5. Which statement best fits this module?

Correct answer: A - Use counting as an anchor, not a performance target

Explanation: The module's key skill is using counting as an attentional anchor rather than a target.

Module 4 - Mod 4: Lesson 3 Quiz

1. What is the beginner paced-breathing rhythm taught here?

Correct answer: A - 4 in and 4 out

Explanation: The beginner version starts with 4 in and 4 out.

2. How should the breath feel?

Correct answer: A - Quiet and gentle

Explanation: The practical exercise says to keep the breath quiet and gentle.

3. How long is the basic practice in this module?

Correct answer: A - About 60 seconds

Explanation: The practical exercise uses a 60-second practice.

4. What should you do if the count becomes distracting?

Correct answer: A - Stop counting and continue a comfortable rhythm

Explanation: Counting should be dropped if it increases anxiety or becomes unhelpful.

5. What is not required in the beginner version?

Correct answer: A - Forced breath holds

Explanation: The beginner version explicitly removes forced breath holds.

Module 5 - Mod 5: Lesson 1 Quiz

1. What can happen to attention when stress is high?

Correct answer: A - It can become locked onto threat, the future or physical sensations

Explanation: The source says attention can become locked onto threat, the future or physical sensations.

2. What does grounding give the brain?

Correct answer: A - Something concrete to notice in the present

Explanation: Grounding provides concrete present-moment information.

3. Which skill can be combined with grounding?

Correct answer: A - Slow, comfortable breathing

Explanation: The module combines slow breathing with sensory orientation.

4. Do you need to close your eyes for the grounding exercise?

Correct answer: A - No

Explanation: The source specifically recommends looking around the room, making it practical for workplaces and public settings.

5. What is the purpose of sensory orientation?

Correct answer: A - Move attention toward present-moment information

Explanation: The exact numbers are flexible; the purpose is present-moment orientation.

Module 5 - Mod 5: Lesson 2 Quiz

1. What are the five sensory categories used in the grounding structure?

Correct answer: A - Sight, touch, sound, smell and taste

Explanation: The grounding sequence uses sight, touch, sound, smell and taste.

2. How many things are commonly identified by sight in the full sequence?

Correct answer: A - Five

Explanation: The full example starts with five things you can see.

3. Are the exact grounding numbers rigid?

Correct answer: A - No, they are flexible

Explanation: The source explicitly says the exact numbers are flexible.

4. What is the key purpose of the grounding numbers?

Correct answer: A - Provide structure for present-moment attention

Explanation: The numbers structure attention; they are not a test.

5. Which is an example of a touch cue?

Correct answer: A - Feeling your feet against the floor

Explanation: Physical contact such as feet on the floor is a grounding touch cue.

Module 5 - Mod 5: Lesson 3 Quiz

1. What starts the short breathing + grounding sequence?

Correct answer: A - One slow, comfortable breath

Explanation: The practical sequence starts with one slow, comfortable breath.

2. How many things do you name that you can see in the short sequence?

Correct answer: A - Three

Explanation: The short practical exercise uses three things you can see.

3. What physical grounding cue is included?

Correct answer: A - Feel your feet against the floor

Explanation: The sequence uses the sensation of feet against the floor.

4. How does the exercise finish?

Correct answer: A - With three slow breaths

Explanation: The source ends the practical exercise with three slow breaths.

5. Why practise the sequence when calm?

Correct answer: A - So it is easier to remember under pressure

Explanation: The application exercise recommends practising when calm so it is easier to remember under pressure.

Module 6 - Mod 6: Lesson 1 Quiz

1. What can happen to thoughts during high stress?

Correct answer: A - They can speed up

Explanation: The module describes racing "What if?" thoughts and repeated mental replay.

2. What can happen when you try to force thoughts to stop?

Correct answer: A - It can create more frustration

Explanation: The source states that forcing thoughts to stop can create more frustration.

3. What is the aim of the exercise?

Correct answer: A - Practise returning attention

Explanation: The aim is to practise returning attention, not emptying the mind.

4. What can you notice on the inhale?

Correct answer: A - That you are breathing in

Explanation: The module directs attention to noticing the inhale and exhale.

5. What should you do when attention wanders?

Correct answer: A - Gently return

Explanation: When attention wanders, gently return to the breath.

Module 6 - Mod 6: Lesson 2 Quiz

1. What phrase summarises the technique?

Correct answer: A - Notice the thought. Return to the breath.

Explanation: The source gives this exact phrase as the core technique.

2. What can you silently say when a stressful thought appears?

Correct answer: A - There is the thought.

Explanation: The practical exercise uses the phrase "There is the thought."

3. Where should attention return after noticing the thought?

Correct answer: A - The next exhale

Explanation: The practical exercise directs attention back to the next exhale.

4. Should you argue with the stressful thought during the exercise?

Correct answer: A - No

Explanation: The source says to notice the thought without arguing with it.

5. What type of thought should you choose for practice?

Correct answer: A - Stressful but manageable

Explanation: The practical exercise specifies a stressful but manageable thought.

Module 6 - Mod 6: Lesson 3 Quiz

1. What is the first response when a thought pulls attention away?

Correct answer: A - Notice that it is present

Explanation: The technique begins by noticing rather than fighting the thought.

2. What do you return attention to?

Correct answer: A - The breath

Explanation: Breathing is used as the attention anchor.

3. How long does the practical exercise run?

Correct answer: A - About 2 minutes

Explanation: The source specifies repeating the practice for 2 minutes.

4. How does the practice finish?

Correct answer: A - Look around the room and orient to the present

Explanation: The final step is to look around and orient to the present.

5. What does attention wandering mean?

Correct answer: A - It is an opportunity to practise returning

Explanation: The stated aim is practising the return of attention, not maintaining an empty mind.

Module 7 - Mod 7: Lesson 1 Quiz

1. Which physical change can accompany anger?

Correct answer: A - Jaw clenching

Explanation: The source lists jaw clenching, muscle tension and fast breathing.

2. What is the goal of using breathing during anger?

Correct answer: A - Create space between the emotional surge and the next action

Explanation: The goal is to create space before the next action, not suppress the emotion.

3. What breathing pattern can be used during the practical exercise?

Correct answer: A - Three slow breaths with a slightly longer exhale

Explanation: The module's practical exercise uses three slow breaths with a slightly longer exhale.

4. What body areas are specifically relaxed in the exercise?

Correct answer: A - Jaw and shoulders

Explanation: The practical exercise says to relax the jaw and shoulders.

5. What type of frustration is suggested for practice?

Correct answer: A - Low-to-moderate frustration

Explanation: The source uses a recent low-to-moderate frustration for practice.

Module 7 - Mod 7: Lesson 2 Quiz

1. What does STOP mean in the sequence?

Correct answer: A - Do not immediately send, answer or decide

Explanation: STOP means pausing before an immediate response.

2. What does BREATHE involve?

Correct answer: A - Take 3-6 slow, comfortable breaths

Explanation: The source specifies 3-6 slow, comfortable breaths.

3. What question is used in CHOOSE?

Correct answer: A - What response will help me most in the next 10 minutes?

Explanation: The source gives this exact decision question.

4. Where can this sequence be useful?

Correct answer: A - Workplace conflict, relationship arguments and stressful conversations

Explanation: Those settings are specifically named in the source.

5. What is the sequence order?

Correct answer: A - STOP -> BREATHE -> CHOOSE

Explanation: The technique is explicitly taught in that order.

Module 7 - Mod 7: Lesson 3 Quiz

1. What should you ask after taking the breathing pause?

Correct answer: A - What do I want my next action to achieve?

Explanation: The practical exercise uses this goal-focused question.

2. What should the chosen response match?

Correct answer: A - The goal you want your next action to achieve

Explanation: The sequence ends by choosing a response that matches the goal.

3. What should you do if the situation is unsafe or escalating?

Correct answer: A - Prioritise leaving the situation and seeking appropriate help

Explanation: The source explicitly says breathing is not a substitute for leaving an unsafe situation and seeking help.

4. Does the technique require suppressing anger?

Correct answer: A - No

Explanation: The source says the goal is not to suppress anger.

5. What is the role of breathing in the sequence?

Correct answer: A - Create enough space to choose the next action

Explanation: Breathing is used to create space between the surge and the next action.

Module 8 - Mod 8: Lesson 1 Quiz

1. Which is an example of acute pressure from this module?

Correct answer: A - Public speaking

Explanation: Public speaking is one of the examples of sudden high-pressure situations.

2. What kind of routine is recommended for sudden pressure?

Correct answer: A - A short routine

Explanation: The source recommends a short routine rather than a long exercise.

3. Why is a short routine useful?

Correct answer: A - It can be easier to use when stress spikes suddenly

Explanation: The routine is designed for moments where there may be little time or privacy.

4. Should the technique be discreet?

Correct answer: A - Yes

Explanation: The source explicitly says the technique is designed to be discreet.

5. What should the routine lead to at the end?

Correct answer: A - One next useful action

Explanation: The sequence ends by asking what the next useful action is.

Module 8 - Mod 8: Lesson 2 Quiz

1. What should you relax at the start of the reset?

Correct answer: A - Shoulders and jaw

Explanation: The reset begins with relaxing shoulders and unclenching the jaw.

2. How many slow, comfortable breaths are suggested?

Correct answer: A - 5-8

Explanation: The source specifies 5-8 breaths.

3. How should the exhale compare with the inhale?

Correct answer: A - Slightly longer

Explanation: The reset uses a slightly longer exhale.

4. What should you look at during the reset?

Correct answer: A - One stable object

Explanation: The source directs the learner to look at one stable object.

5. What question completes the reset?

Correct answer: A - What is the next useful action?

Explanation: The reset finishes with the next-useful-action question.

Module 8 - Mod 8: Lesson 3 Quiz

1. Which location is specifically suggested for the reset?

Correct answer: A - At a desk

Explanation: The source says it can be performed while seated at a desk.

2. Can the reset be used before a meeting or conversation?

Correct answer: A - Yes

Explanation: The source suggests using it before a meeting and the video brief includes before a conversation.

3. Should your eyes remain open in the practical exercise?

Correct answer: A - Yes

Explanation: The source says to keep the eyes open and orient to the environment.

4. What makes the reset practical in public settings?

Correct answer: A - It can be subtle and discreet

Explanation: The technique is designed to be discreet.

5. What practice challenge is suggested?

Correct answer: A - Use the reset during a real but manageable stressful moment

Explanation: The module's practice challenge is to use it during a real but manageable stressful moment.

Module 9 - Mod 9: Lesson 1 Quiz

1. Do all people respond to breathing exercises in exactly the same way?

Correct answer: A - No

Explanation: The source explicitly says different people respond differently.

2. What might one person prefer instead of counting?

Correct answer: A - A visual cue

Explanation: The source says some people prefer a visual cue.

3. Is nasal breathing always required?

Correct answer: A - No

Explanation: The source says nasal breathing may be comfortable for some, while others may need mouth breathing depending on circumstances.

4. What is the main objective when building a routine?

Correct answer: A - Make it realistic enough to use when stressed

Explanation: The source says the objective is a routine realistic enough to use when stressed.

5. What makes a good routine?

Correct answer: A - You can remember it when stress is high

Explanation: The source explicitly defines a good routine as one you can remember when stress is high.

Module 9 - Mod 9: Lesson 2 Quiz

1. Which is one item to choose for your personal routine?

Correct answer: A - Preferred posture

Explanation: Preferred posture is one of the listed choices.

2. What breathing timings can you personalise?

Correct answer: A - Inhale and exhale length

Explanation: The plan includes both preferred inhale and exhale lengths.

3. What type of cue can you choose?

Correct answer: A - Counting or a visual cue

Explanation: The source explicitly offers counting or a visual cue.

4. Can grounding be included in the personal routine?

Correct answer: A - Yes

Explanation: One of the personal-plan choices is whether to combine breathing with grounding.

5. What should you choose about duration?

Correct answer: A - An ideal practice duration you can realistically use

Explanation: The personal routine includes choosing your ideal practice duration.

Module 9 - Mod 9: Lesson 3 Quiz

1. What should you identify first in the personal plan?

Correct answer: A - Your main stress warning sign

Explanation: The worksheet begins with the main stress warning sign.

2. What should the plan say if you become uncomfortable?

Correct answer: A - Stop and return to normal breathing

Explanation: The worksheet explicitly states to stop and return to normal breathing.

3. What can your grounding cue be used for?

Correct answer: A - Help orient attention during the routine

Explanation: Grounding is an optional part of the personal routine.

4. Where is a practical place to store the routine?

Correct answer: A - A phone note, wallet card or workplace wellbeing plan

Explanation: The completion task gives these accessible examples.

5. What should the plan include after the exercise?

Correct answer: A - Your first next action

Explanation: The worksheet includes "My first next action after the exercise will be..."

Module 10 - Mod 10: Lesson 1 Quiz

1. Which skill comes before deliberate control?

Correct answer: A - Notice what is happening

Explanation: The course begins with awareness and noticing.

2. Which breathing feature can be used when you need to settle?

Correct answer: A - A slightly longer comfortable exhale

Explanation: A slightly longer comfortable exhale is one of the core skills.

3. What is grounding used for?

Correct answer: A - Reconnect attention with present-moment information

Explanation: Grounding orients attention to the present environment.

4. What does CHOOSE focus on?

Correct answer: A - The next useful action

Explanation: The course repeatedly uses choosing the next useful action.

5. What is the overall purpose of combining the skills?

Correct answer: A - Create enough regulation and space to respond deliberately

Explanation: The final protocol is about creating space to respond rather than automatically reacting.

Module 10 - Mod 10: Lesson 2 Quiz

1. What is Step 1 of the protocol?

Correct answer: A - ORIENT

Explanation: The protocol begins with ORIENT.

2. What does POSTURE include?

Correct answer: A - Feet supported if practical, shoulders dropped and jaw relaxed

Explanation: The posture step uses supported feet when practical and relaxing shoulders and jaw.

3. What does GROUND ask you to notice?

Correct answer: A - Three things you can see and one thing you can physically feel

Explanation: The protocol's grounding step uses three visual cues and one physical sensation.

4. What question belongs to CHOOSE?

Correct answer: A - What is the next useful action?

Explanation: CHOOSE uses the next-useful-action question.

5. What does RETURN mean?

Correct answer: A - Continue with the task at a calmer, more deliberate pace

Explanation: The final step is returning to the task more deliberately.

Module 10 - Final Course Assessment

1. What is one early sign that stress may be affecting breathing?

Correct answer: A - Breathing becoming faster, shallow, strained or irregular

Explanation: Recognising changes such as faster, shallow, strained or irregular breathing is a core learning outcome.

2. Why should breathing exercises remain comfortable rather than forced?

Correct answer: A - The course is built around gentle controlled breathing and stopping if symptoms worsen

Explanation: The course consistently prioritises gentle, controlled and comfortable breathing.

3. What does STOP-BREATHE-CHOOSE help you do?

Correct answer: A - Create space before deciding how to respond

Explanation: The sequence creates a pause between the emotional surge and the next action.

4. Which sequence correctly summarises the final protocol?

Correct answer: A - ORIENT -> POSTURE -> BREATHE -> GROUND -> CHOOSE -> RETURN

Explanation: The source gives the six-step protocol in this order.

5. What is the most useful personal breathing routine?

Correct answer: A - One that is realistic enough to remember and use when stress is high

Explanation: The personal-routine module says a good routine is one you can remember when stress is high.

Evidence & Content Note

The course structure prioritises gentle, slow or paced breathing because systematic reviews and meta-analyses have found evidence that regulated breathing can reduce perceived stress, while fast-only breathing has weaker support for this purpose. The evidence is promising but not a guarantee that every individual will experience the same effect. The course therefore presents breathing as a practical self-regulation skill rather than a cure or stand-alone treatment.

Key evidence reviewed during development: a 2023 systematic review of 58 studies/72 interventions found that 54 interventions significantly reduced stress or anxiety and identified avoidance of fast-only breathing, human-guided initial practice, repeated sessions and ongoing practice as useful implementation features. A meta-analysis of randomised-controlled trials also found a small-to-medium reduction in subjective stress associated with breathwork. A quantitative systematic review found evidence supporting diaphragmatic breathing for reducing physiological and psychological stress, while noting limitations in the underlying studies.

Educational Disclaimer

This course provides general educational information and practical breathing exercises for stress management. It is not intended to diagnose, treat or cure any medical or mental health condition and does not replace assessment or treatment from a qualified health professional. Stop any exercise that causes significant discomfort, dizziness, faintness, chest pain or worsening distress and return to normal breathing. Seek appropriate professional or emergency assistance when required.