



Training Manual

Table of Contents

Introduction: About Us	3
Educator Guide	4
Breathe	5
Alternate Nostril Breathing	5
Anchor Breathing	5
Animal Arms	6
Balloon Breathing	7
Breathing Ball	7
Bunny Rabbit Breath	8
Buzzing Bee Breath	8
Even In - Even Out	8
Starfish Breathing	9
Move: Seated Exercises	10
Seated Mountain	10
Chair Boat	10
Chair Cat/Cow	11
Chair Eagle	11
Chair Sunrise/Sunset	12
Chair Sunrise Twist	12
Chair Surfer	13
Chair Twist	13
Move: Standing Exercises	14
Mountain	14
Big Toe	14
Chair Pose	15
Eagle	15
Stork	16
Sunrise/Sunset	16
Tree	17
Warrior Pose	18
Move: Mindful Games	19
Bell Game	19
Mindful Walking	19
Mirror Movement	20
Statue	21
Rest	22
Attitude of Gratitude	22
Guided Rest	23
Listen to the Chime	24
Mind Jar	24
Mindful Listing	25
Sleeping Crocodile	25
Stop	26
Thumb Staring	26
Appendix	27
Alignment with National Physical Education Standards	27

Introduction to Pure Edge, Inc.

About Us

Children's attention spans are getting shorter and shorter. Constant distractions are rewiring their brains to flit from stimulation to stimulation. At the same time, they are being asked to become better students and measure up to rigorous standards and assessments. At Pure Edge, Inc., we believe that before students can learn to succeed, they need to learn to focus.

Our **Brain Breaks** program offers teachers and school staff a set of tools that are designed to promote student focus. The exercises are designed for easy classroom implementation. They are 1 to 5 minutes in length and students can perform them seated or standing, at their desks or on the floor. The exercises meet the scholars' in-the-moment needs and allow them to return to the learning task with an enhanced ability to focus.

In addition to **Brain Breaks**, Pure Edge, Inc. offers several other methods of program delivery. Our **Pure Power Curriculum** is a K-12 curriculum designed to be delivered in 30 – 40 minute class sessions. It combines mindful movement, breathing techniques, and mindfulness lessons to teach students to calm their minds, focus their attention and think more clearly. We also offer a **Pure Mindful Movement** program, which provides 15-20 minute breath and movement sequences that can be delivered to students in a variety of school settings. Finally, **Pure M2**, an app, offers students and teachers the chance to learn about mindful movement postures, movement sequencing and the physical benefits of these strategies. Through all of these offerings, we endeavor to support scholars in building self-confidence, developing empathy toward others, building physical strength, and sharpening minds.





Educator Guide

Breathe * Move * Rest

This manual is designed to facilitate simple implementation of the **Brain Break** exercises in schools. There are three categories of Brain Breaks: **Breathe** (breathing exercises), **Move** (seated postures, standing postures, and mindfulness games), and **Rest** (mindfulness and relaxation exercises). Although there are three distinct categories, some elements of breathe, move and rest are integrated. For example, incorporating the breath is an essential part of the **Move** exercises, and paying attention to the position of the body is important when students are practicing **Breathe** and **Rest** exercises. The goal of each **Brain Break** is to bring scholars and educators into a relaxed state of focus.

Pure Edge, Inc. recommends implementing **Brain Breaks** with consistency. Choose a time that you can include a **Brain Break** every day in your classroom or other setting, and stick to it. Ideal times to integrate them are at the start of the school day, after recess or lunch periods, during transitions between lessons, and at the end of the school day.

Choose just one or two exercises to introduce **Brain Breaks**, and use these at the same time every day to support successful implementation. Once the students are familiar with the routine of doing **Brain Breaks**, you can introduce more exercises, one or two at a time, to add variety. It is helpful if the leader of the exercises is familiar with them before introducing to the students, and the best way to get familiar is to practice and notice the effects on yourself.

Each **Brain Break** exercise is scripted for simplicity of delivery. Some implementation strategies are also included throughout the guide as well. Once you are comfortable with a **Brain Break**, feel free to vary the language and make the exercise your own.

The video library located on our website <http://pureedgeinc.org/curriculum/> contains several one to five minute videos that model various **Brain Breaks**.

We hope these exercises support you and your students to achieve success through focus!

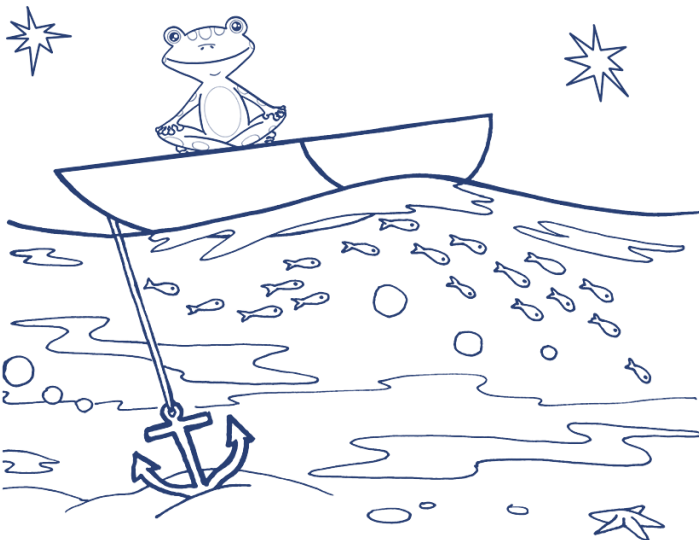
Alternate Nostril Breathing

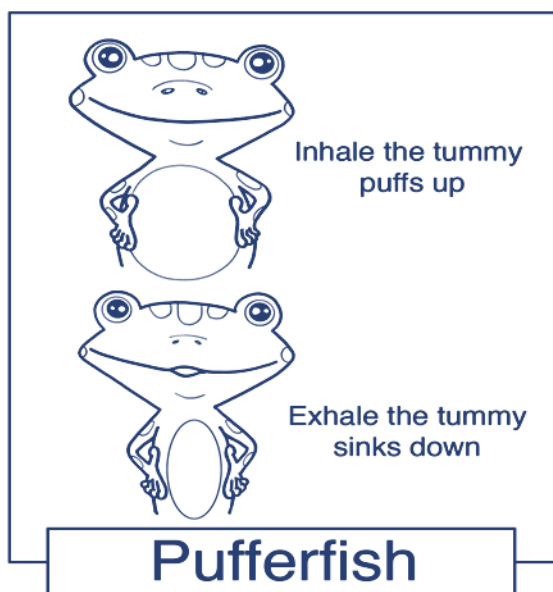
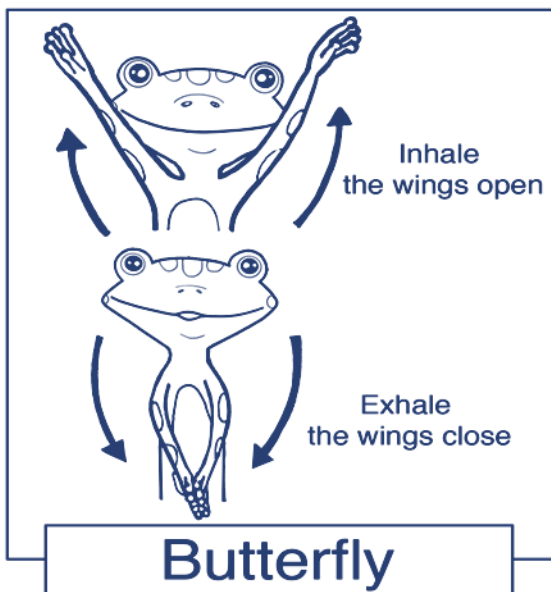
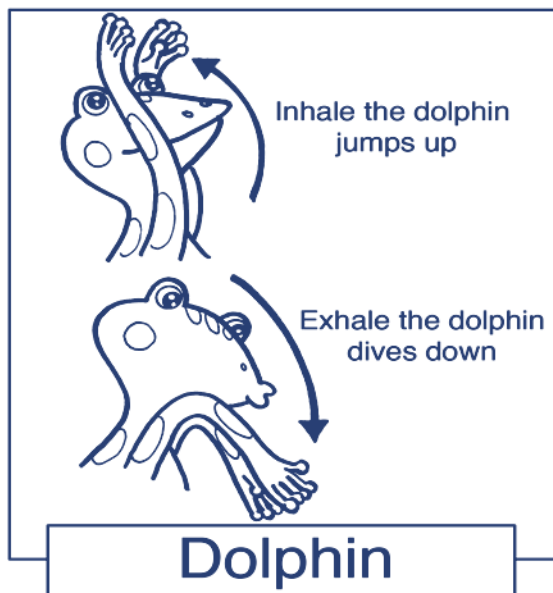
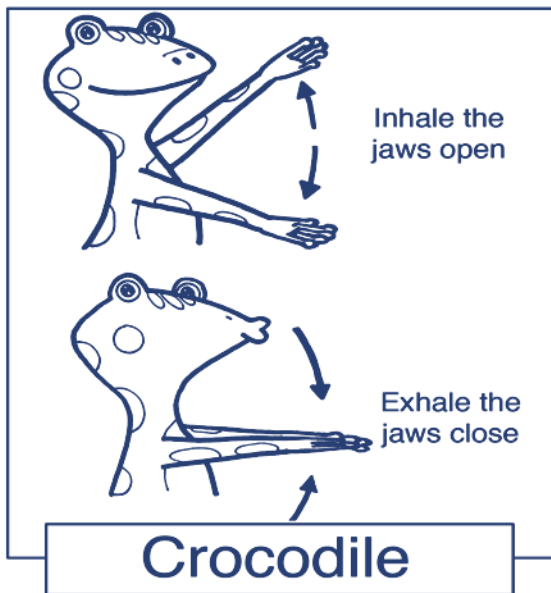
1. Let's start with a few deep breaths through the nose.
2. Inhale, close the right nostril by pressing the side of the nose with the right thumb.
3. Exhale out the left nostril.
4. Inhale through the left nostril.
5. Close the left nostril by pressing the side of the nose with your right pinky and fourth finger. At the same time, take your thumb off of your right nostril.
6. Exhale out the right nostril.
7. Inhale through the right nostril.
8. Close the right nostril with your thumb again and exhale through the left (removing the pinky and fourth finger).
9. This is one round. Complete 2 or 3 rounds by repeating steps 2-8. End on a left exhalation.
10. Take a few regular breaths.
11. Notice how you feel.

- ♦ *The hand movements will take some practice to feel comfortable.*
- ♦ *If thumb and pinky are too hard for students to coordinate, you could use right thumb to close right nostril and left thumb to close left nostril.*
- ♦ *Once your students have mastered the hand movements, helpful verbal cues are: inhale right, close, exhale left. Inhale left, close, exhale right.*
- ♦ *This exercise can take 1 to 3 minutes.*

Anchor Breathing

1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: tummy, chest or your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.
5. Can you be mindful of your breathing for 5 breaths? For 1 minute?





Animal Arms

- ♦ Combine the above exercises in a sequence, or just choose one or two to do at a time.
- ♦ If you have a harmonica, use the harmonica tone to indicate inhale and exhale.
- ♦ Count slow breaths and use an even tone of voice

Balloon Breathing



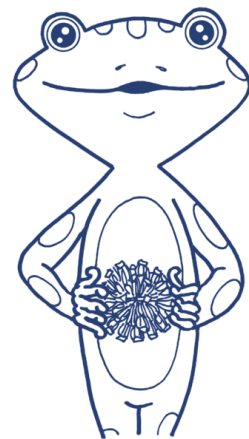
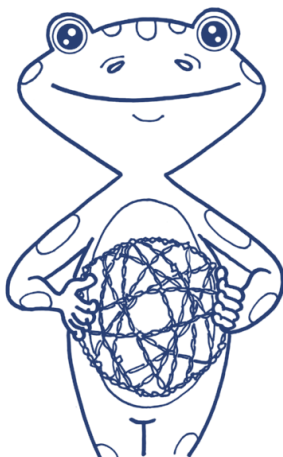
1. Rest your hands on your tummy and try 3 Balloon Breaths.
2. Breathing in fills the balloon with air.
3. Breathing out empties the balloon of air.
4. Repeat three times.
5. Notice how you feel in your body. In mindfulness, there's no right or wrong answer, just notice what you are feeling right now.

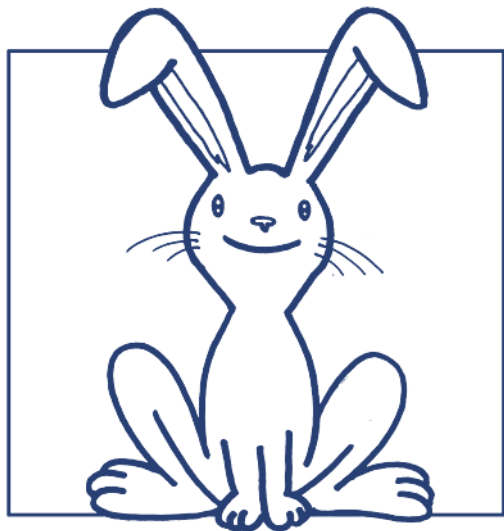


Breathing Ball

1. Start in seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the Breathing Ball?

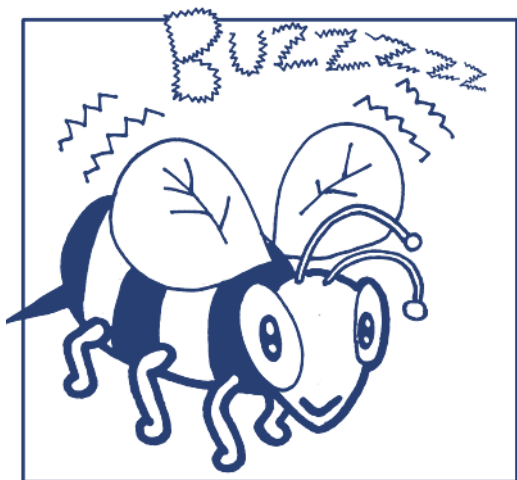
- ♦ *This is generally a favorite and keeps the children's attention.*
- ♦ *We use a Hoberman Sphere™ as a breathing ball.*
- ♦ *You can have children take turns leading a few rounds with the breathing ball.*
- ♦ *Be careful to keep fingers safe!*





Bunny Rabbit Breath

1. Sit down and get comfortable.
2. Take a big breath in through your nose.
3. Exhale in small fast sniffs.
4. Try for 10 seconds.
5. What do you notice?



Buzzing Bee Breath

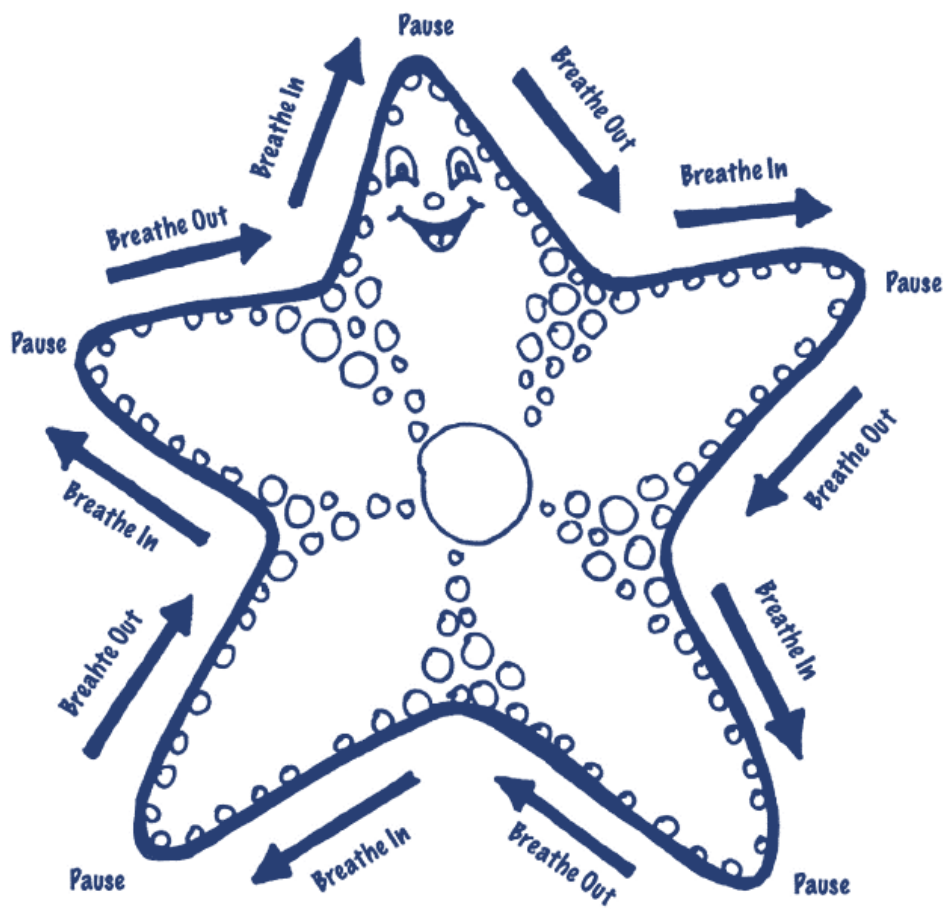
1. Sit down and get comfortable.
2. Take a slow breath in.
3. Buzzzzzz as you breathe out.
4. Try to extend your Exhale.
5. What do you notice?

Even In – Even Out

1. Start in Seated Mountain with a tall spine, relaxed shoulders, and eyes gently closed.
2. Breathe naturally through the nose.
3. We are going to focus on making our inhales and exhales even.
4. Inhale deeply through the nose and exhale through the mouth for a count of one.
5. On the next breath, lets count to two on the inhale and the exhale.
6. Repeat, continuing to extend the breath up to a count of five.

Starfish Breathing

1. Make a starfish with one hand, fingers spread wide.
2. Put the index finger from the other hand on the outer base of the thumb.
3. We are going to trace the outline of our starfish hand. Keep looking at your pointer finger while you do your breathing.
4. Inhale (finger traces to top of thumb).
5. Exhale (finger traces down the other side of thumb).
6. Repeat until you have traced the outline of the starfish hand.



- ♦ Students are synchronizing their movement, breath, and gaze. On the inhale, index finger and eyes trace upward along a finger; on the exhale, index finger and eyes trace downward along a finger. Each upward movement is coupled with an inhale, whereas each downward movement is coupled with an exhale.
- ♦ After Starfish Breathing, you can have students rest their hands on their chest, continuing to breathe mindfully, as they silently recall three things for which they are thankful.

Move: Seated Exercises

Seated Mountain

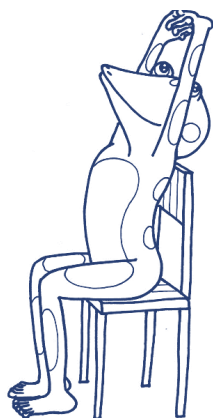
1. Sit with feet together and pointed forward.
 2. Arms straight at the sides or hands resting on side of chair or lap.
 3. Sit up nice and tall.
 4. Take deep breaths in and out; feel the floor beneath the feet.
- ♦ *If on the floor, start with crossed legs. Sit up nice and tall. Let your shoulders relax. Take deep breaths in and out.*



Chair Boat



1. Slide your chair back from your desk so that your knees are not under your desk.
 2. Start in Seated Mountain.
 3. Hold on to the seat of the chair or the back of the chair with both hands.
 4. Inhale lift both feet off the ground. Keep your knees touching and stay balanced. Take 3-5 relaxed breaths. If this is difficult, you can lift one foot at a time.
 5. See if you can lift your knees a little higher and stay balanced.
6. If you feel steady, see if you can stretch both arms out straight in front of you, shoulder height, parallel to the floor.
 7. Exhale, put your feet back on the ground and return to Seated Mountain
- ♦ *If practicing on the floor, simply substitute boat pose.*
- ♦ *To modify, try lifting one foot at a time.*

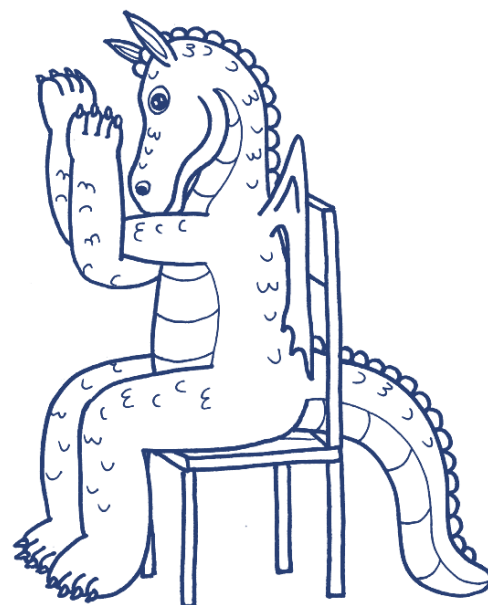


Chair Cat/Cow



1. Sit in Seated Mountain with hands on knees.
 2. As you inhale, stretch your arms overhead and interlace fingers. Reach the center of your chest up toward the ceiling, and lift your chin so that you are looking at the ceiling. (Cow)
 3. As you exhale, in one movement bring your hands forward, round your spine and drop your chin toward your chest. (Cat)
 4. Repeat for several breaths: inhale, arms up, gaze lifts, chest up. Exhale round the spine, chin tucks, hands forward.
 5. Return to Seated Mountain
- ♦ You can have young students moo like a cow and meow like a cat, just make sure they do a few rounds moving with the inhale and exhale first.
 - ♦ If on the floor, learners can come to hands and knees. Inhale, the belly drops down toward the floor and we look up toward the ceiling (Cow). Exhale, look at your belly button and round your spine (Cat). Repeat for several breaths.

Chair Eagle

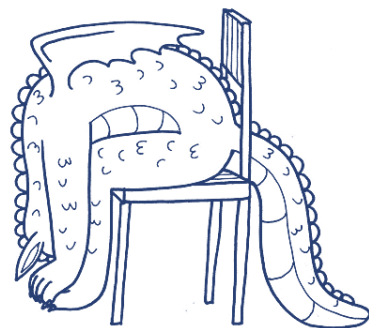


1. Sit in Seated Mountain.
 2. Cross your right thigh on top of your left.
 3. Inhale bring your arms up with elbows bent and palms facing forward (cactus arms).
 4. Exhale cross your left elbow on top of your right. Touch the back of your hands together. If it feels comfortable, bring palms together.
 5. Inhale, lift elbows up until you feel a comfortable stretch.
 6. Look at your thumbs and take three relaxed breaths.
 7. Release on an exhale.
 8. Repeat second side (Left thigh on top, right arm on top).
- ♦ If practicing on the floor, you can substitute Standing Eagle, or sit with crossed legs and simply do the Eagle arm positions.

Chair Sunrise/Sunset



1. Sit in Seated Mountain.
2. Inhale, reach arms up overhead. Reach up through the tips of the fingers.
3. Exhale, fold forward. Your belly will touch your legs. Put your hands on your shins, your ankles, or on the floor. Let your head and neck relax.
4. Inhale, sit up tall and stretch arms overhead again.
5. Exhale, return to Seated Mountain.
6. Repeat several times.



- ♦ If seated on the floor, start in crisscross. As the students exhale, have them stretch their arms in front of them until hands touch the floor. You can also do standing from Mountain pose.

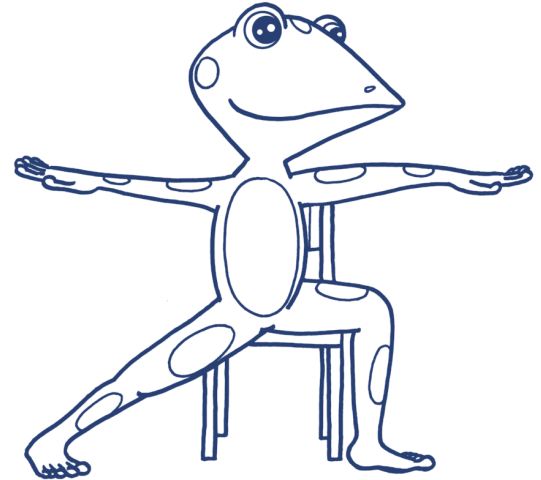
Chair Sunrise Twist



1. Sit in Seated Mountain
2. Inhale, stretch arms overhead for Chair Sunrise
3. Exhale, twist to the right, placing left hand on right knee and right hand on right hip or back of the chair. Keep right shoulder relaxed. Take a few breaths here.
4. Inhale, back to Seated Sunrise.
5. Exhale, twist to the left, placing right hand on left knee and left hand on left hip or back of chair. Keep left shoulder relaxed. Take a few breaths here.
6. Inhale back to Seated Sunrise.
7. Exhale to Seated Mountain.

Chair Surfer

1. Sit in Seated Mountain, toward the front of your chair.
2. Keeping the knee bent, lift your right leg and point your right knee to the right. Put your right foot back on the ground, keeping it directly under your knee. Right toes point to the right.
3. Stretch your left leg out to the left, keeping your leg straight and your foot on the ground. Left toes point to the front.
4. Inhale, stretch your arms out to the side at shoulder height in a T position.
5. Look out over your right fingertips and take 3-5 relaxed breaths.
6. Inhale come back to Seated Mountain.
7. Repeat to the other side.



- ♦ *If practicing on the floor, you can substitute Standing Surfer: Start standing with feet wide apart, toes pointing straight ahead. Turn right toes out to the right, bend right knee. Stretch arms straight out in a T position. Do your breathing.*

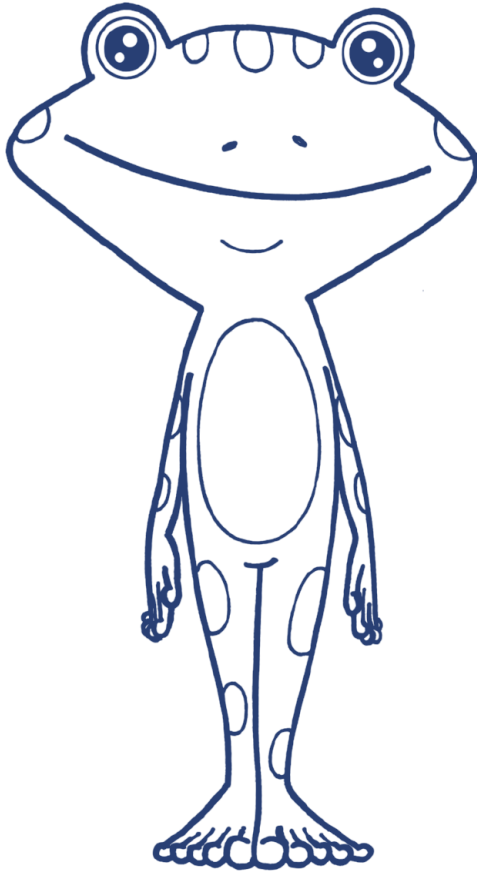
Chair Twist

1. Sit in Seated Mountain.
2. Inhale, sit up tall.
3. Exhale, touch your right knee with your left hand and put your right hand on your hip (or the back of the chair).
4. Inhale, sit up tall.
5. Exhale, look over your right shoulder.
6. Stay still and take 3 relaxed breaths.
7. Inhale, come back to Seated Mountain.
8. Exhale, repeat to other side.



- ♦ *When teaching students, if you are facing them make sure you mirror them (i.e., use your right hand when you instruct them to use their left hand).*
- ♦ *If seated on the floor, start from crisscross position and follow the same directions.*

Move: Standing Exercises



Mountain

1. Stand with feet together and pointed forward.
2. Arms straight to the sides.
3. Stand up nice and tall.
4. Lift your chest up, belly in.
5. Take deep breaths in and out; feel the floor beneath the feet.

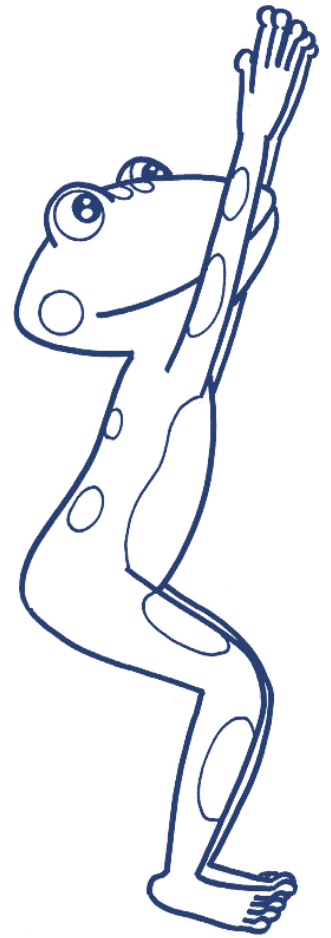
Big Toe

1. Begin in Mountain.
2. Step your feet apart.
3. Hold up both hands with your peace sign fingers pointing up.
4. Straighten the arms, point your peace sign fingers toward your feet and exhale fold forward. See if you can touch your toes with your peace sign fingers.
5. Bend your knees if you cannot touch your toes.
6. Make sure you are comfortable.
7. Relax your head and neck.
8. Take 3-5 breaths in Big Toe.



Chair Pose

1. Stand in Mountain pose with feet together.
 2. Inhale, bend both knees. Reach arms overhead and look up at thumbs. Squeeze your knees together and feel your thigh muscles working.
 3. Take 3-5 relaxed breaths.
 4. If it is comfortable, you can press your palms together overhead.
 5. Exhale, return to Mountain pose.
- ♦ *Variation: Kangaroo pose: Hands in front of body, elbows bent. Have students take little hops, trying to land feet in same place. This will be VERY activating.*



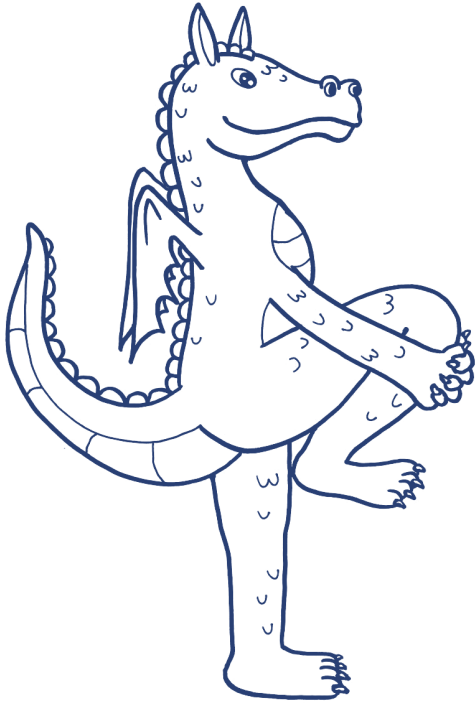
Eagle



1. From Mountain pose, step feet apart and bend knees slightly.
2. Start to shift weight to left leg.
3. Inhale: keeping knees bent, cross right thigh over left, and let right toes touch the floor on the outside of the left foot.
4. Wrap left arm on top of the right arm. Bend elbows, press backs of hands together.
5. If you are steady, lift right foot off of the ground. If it is comfortable, tuck right foot behind left calf.
6. See if you can touch palms together. Lift elbows and fingers upward.
7. Look at an unmoving point and balance for 5 breaths.
8. Exhale: Unwind into Mountain.
9. Repeat on left side.

- ♦ *The focus is on keeping steady and being balanced in the pose. Have students stop anywhere along the way if they start to wobble or feel discomfort. Remind students to keep their focus on their breathing, and to back out a little bit if they are holding their breath, or the breath becomes too fast or too shallow.*

Stork

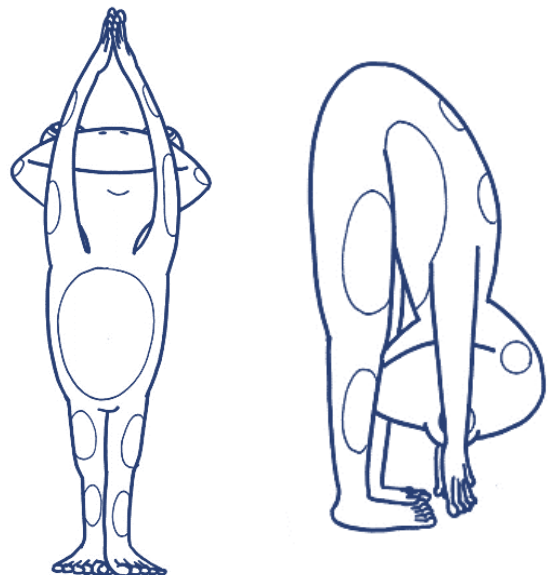


1. Begin standing in Mountain at the center of the mat, hands at hips.
2. Keep your eyes focused on a point three feet in front of you.
3. Stand firmly on the left foot.
4. Pull up the right knee and hold it with your right hand.
5. Take 3- 5 breaths here.
6. For a challenge, on the exhale open the knee out to the right and turn your gaze over your left shoulder. Take 3-5 breaths here.
7. Inhale come back to center.
8. Exhale, return to Mountain pose
9. Repeat on the left side.

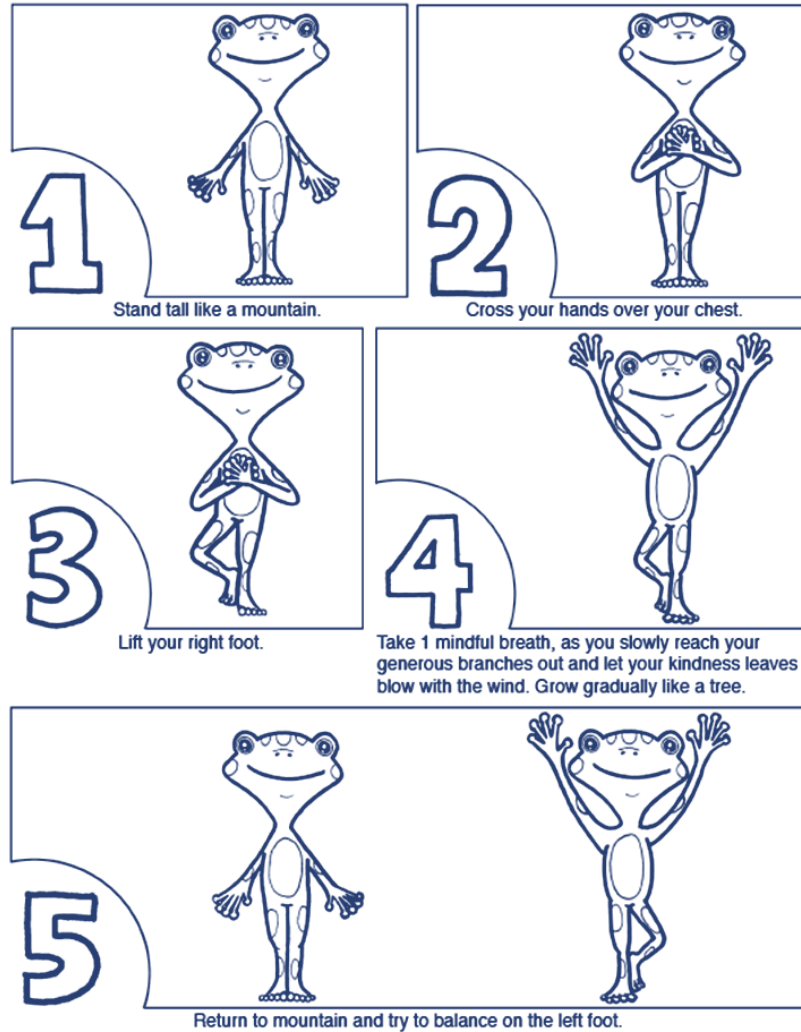
- ♦ *If students are wobbly, as they stand firmly on the left foot they can keep right toes on the ground for support, with right knee bent. If they feel steady, they can lift the right foot up for one breath to start building balance.*

Sunrise/Sunset

1. Start in Mountain pose.
2. Inhale, reach your arms up overhead (this is Sunrise pose).
3. As you exhale, fold forward. Put your hands on your shins, or your ankles, or maybe the floor (this is Sunset post).
4. Inhale all the way back up to sunrise.
5. Exhale hands down for Mountain.
6. Repeat a few times. Notice how you feel.



I Am A Kindness Tree!



Tree

1. Begin in Mountain bring hands to hips.
2. Keep your eyes focused on a point 3 feet in front of you.
3. Shift your weight to your left foot.
4. Bend your right knee and lift up your right heel.
5. Point your knee out to the side. Keep your weight on your left foot. Take a few breaths here.
6. If you feel steady, place the bottom of your right foot to the inner calf. Take a few breaths here.
7. If you are still steady, you can move the foot to the inner thigh, using your hand if you need to
8. Inhale the arms up over head as if you were spreading branches. Try to balance for 5 to 10 breaths.

Warrior Pose

1. Start in Mountain pose.
 2. Inhale, step your left leg back. Point your left toes toward the left (at about a 45 degree angle). Your right toes point straight ahead.
 3. Exhale, bend your right knee until it is just above the ankle.
 4. Reach your arms overhead, if it is comfortable press palms together.
 5. Look at your hands and take 3-5 relaxed breaths.
 6. Exhale step back to Mountain pose.
 7. Repeat on other side.
- ♦ *It works well to give references in the room (i.e.: point your back foot toward the door) when giving students movement cues.*



Move: Mindful Games

Bell Game

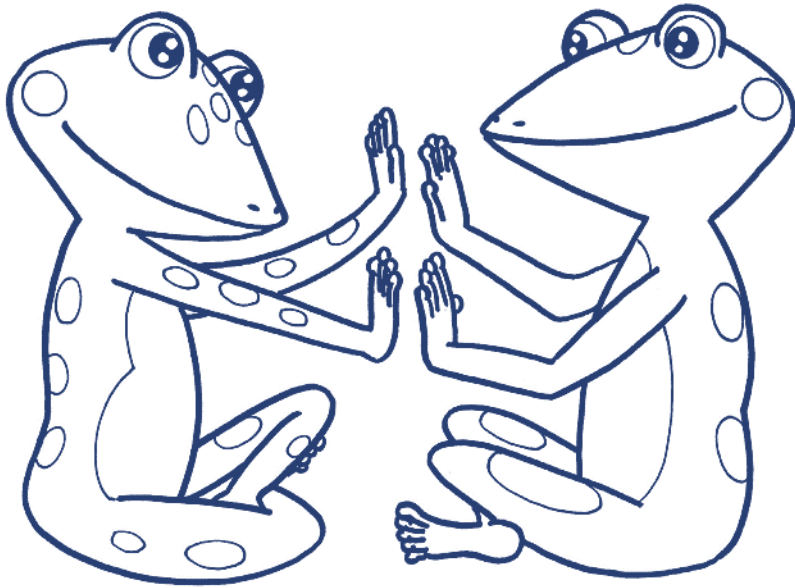
- ♦ Have students sit at their desks and do mindful breathing.
- ♦ Teacher walks around the room and rings a chime in front of student who is demonstrating relaxed focus on the breath.
- ♦ Now that student has a turn to walk around the room and observe their peers, and ring chime in front of another student who is demonstrating relaxed focus on the breath.
- ♦ If students are doing well, you can introduce a second bell as a challenge.



Mindful Walking

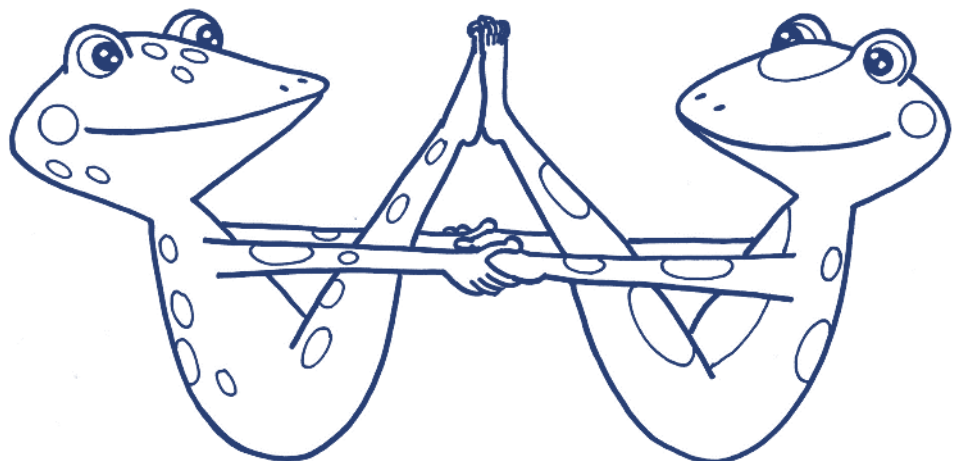
1. BREATHE IN as you lift your foot to take a step.
2. BREATHE OUT as you lower your foot to push off the ground.
3. Notice when your foot touches the ground.
4. Notice when your foot leaves the ground.
5. Can you notice each step?

- ♦ It can help to play relaxing music as the students engage in mindful walking.
- ♦ Instruct students not to talk or make eye contact while they are doing mindful walking.
- ♦ Students keep their eyes focused on the ground out in front of them. They focus their attention on the feeling in their feet and notice their breathing.
- ♦ You can encourage them to use their imagination: they are walking in sand, in snow, on a balance beam, etc. This will encourage attention to movement and fun!
- ♦ 5 minute exercise



Mirror Movement

- ♦ With partner
- ♦ Each pair chooses one leader and one follower.
- ♦ Teacher calls out the breath (i.e., inhale, exhale).
- ♦ Without talking, leader does one movement on each breath and follower imitates.
- ♦ Ring chime to indicate it is time to switch roles.
- ♦ Again, call out the breath while the new leader leads movement.
- ♦ Can set limits for movement—i.e., must be seated, if standing must keep one foot on ground (no jumping), be aware of other groups and establish safe space to work in.
- ♦ Ask students, why is mirror movement being mindful?



Statue

1. Start in Mountain pose and stay still until the leader gives you a movement direction, such as “statue, bend your knees to squat” or “statue, bend forward from your hips.”
2. Once the movement direction is given, the challenge is to remain absolutely still, holding that position until the leader calls the next movement direction.
3. Remember to do your breathing as you stay as still as a statue!



Tips for the leader:

- ♦ *Try movements that bring awareness to different joints of the body.*
- ♦ *Make sure to include several seconds of stillness before mindfully transitioning to a new posture.*
- ♦ *Instruct students to steady their breath and their gaze to help them balance in more challenging positions.*

Rest

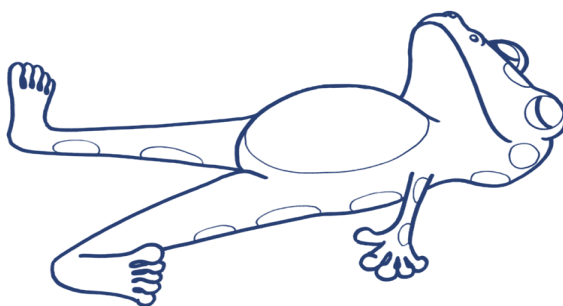
Attitude of Gratitude

1. Sit comfortably, and if you like you can close your eyes.
 2. Think of something/someone in your life for which you are thankful, or grateful. It can be anything or anyone!
 3. Take a few moments to just appreciate this thing or person.
 4. Now think of another thing or person for which you are grateful.
 5. Take a few moments to appreciate this thing or person.
 6. Notice how you feel.
- ♦ *As you introduce this exercise, you might want to model an example for students before bringing them through the exercise.*
 - ♦ *This is a nice exercise to take a few responses from students after the exercise is finished.*



Guided Rest

1. Lie down on the floor on your back. Spread your feet apart. Turn your palms up to face the ceiling and close your eyes.
 2. Put your attention on your forehead. Feel your forehead relax.
 3. Put your attention on your eyes. Feel your eyes relax.
 4. Put your attention on your cheeks and jaw. Feel your cheeks and jaw relax.
 5. Put your attention on your neck. Feel your neck relax.
 6. Put your attention on your shoulders. Feel your shoulders relax.
(Repeat for arms, wrists, hands, fingers)
 7. Put your attention on your chest, feel your chest relax.
 8. Put your attention on your back. Feel where your back touches the floor (or the chair).
 9. Put your attention on your belly. Notice how the breath moves the belly softly up and down.
 10. Put your attention on your hips. Feel your hips relax. (Repeat for legs, knees, ankles, feet, toes).
 11. Bring your awareness to your breathing, and notice where you feel the breath in your body. Maybe you notice it in your nostrils. Maybe you feel it in your chest. Maybe you feel it in your belly.
 12. See if you can get really quiet, maybe you will even feel your heart beating inside your body.
 13. Let students rest in silence for a few moments.
 14. Ring Chime.
 15. Slowly start to wiggle your fingers and toes. Take a deep breath in and stretch your arms overhead. As you exhale, relax.
 16. Open your eyes and slowly return to a seated position.
 17. Notice how you are feeling.
- ♦ *If space permits, have students lie down in a circle with their heads pointing toward the center. Students may practice Guided Rest seated at their desks if lying down is not convenient.*
 - ♦ *Using a soft stuffed animal as a “breathing buddy” can help students relax. The breathing buddy can rest on the student’s belly and help the student to notice their breathing.*
 - ♦ *You can shorten the exercise by leaving out some body parts.*
 - ♦ *Students who do not feel comfortable lying on their back may lie on their bellies, although lying on back is the ideal position for helping the body to relax in this exercise and should be encouraged.*
 - ♦ *5 minute exercise.*



Listen to the Chime

1. Start in Seated Mountain, with hands in your lap.
2. Close your eyes
3. I am going to ring the chime. Open your eyes when you NO LONGER hear the sound of the bell.
4. Ring the bell and wait until students open their eyes (about 30 seconds).
5. Ring the bell again and start your next activity



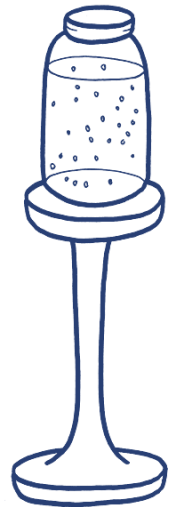
♦ *This 1 minute exercise is useful for almost every single situation. It has a magnetic pull on human beings. Simply hit the bell once. Watch every student turn to you.*

Mind Jar

- ♦ *To begin, shake up a mind jar and hold in front of class so that all students can see.*

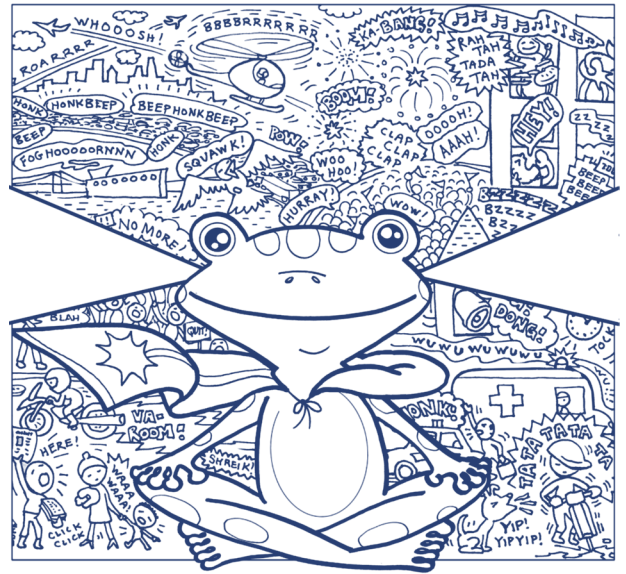
1. Sit in Seated Mountain.
2. Feel the breath moving inside of your body.
3. Keep taking relaxed breaths until the sparkles settle to the bottom of the mind jar.
4. Notice how you feel.

- ♦ *You can share with students that the mind jar can help whenever they feel upset or overwhelmed.*
- ♦ *Imagine the glitter as your thoughts. When you shake the jar, imagine your head full of whirling thoughts. Slowly watch them settle, as you calm down.*
- ♦ *Remember, simply noticing when you feel stirred up can help you start to feel calm.*



Mindful Listing

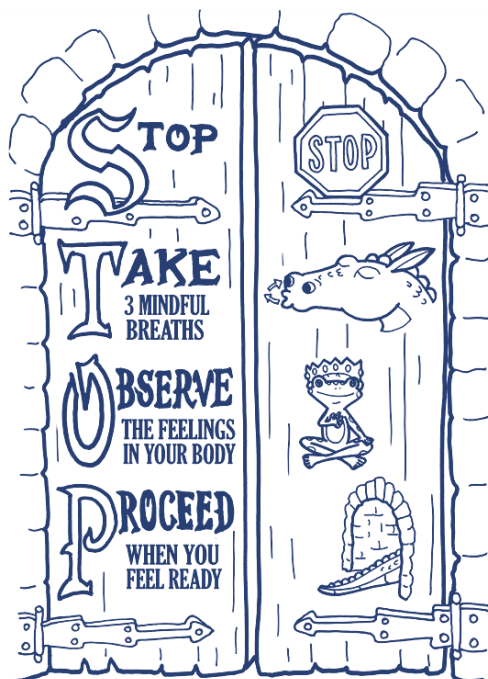
1. Close your eyes.
 2. I'm going to set the timer to 45 seconds.
 3. In your mind list the items you (hear, feel, think) while we are sitting silently
- ◆ *Have students share their experience at the end.*



Sleeping Crocodile

1. Students begin seated at their desks.
 2. Cross your arms and rest your arms on your desk.
 3. Let your head rest on your arms. You can keep your forehead down or turn your head to one side.
 4. As you rest, notice your breathing. Where do you feel the breath the most?
- ♦ *If on the floor, sleeping crocodile can be done lying on the belly. Instruct students to cross arms, “make a pillow with your hands” and lie down with head resting on hands.*

Stop



- ♦ STOP is an exercise designed to help students practice self-regulation when they are experiencing strong emotions.
- ♦ Students learn to go through the four steps: S-T-O-P
- ♦ It is a good idea to practice this exercise when students are not experiencing strong emotions, so that they will be able to implement it when they are.
- ♦ The main focus is to hone students' observation skills to help them make more mindful choices.
- ♦ When we observe, we are just noticing what we feel in our bodies, we are not saying if something is good or bad.

- ♦ For further exploration, ask students how the quality of their breath changes when they are laughing, sobbing, anxious, frightened, angry, relaxed, surprised, or startled.
- ♦ Underscore two important features of mindfulness practice:

1. Consistent practice—keep trying!

2. Learn from unmindful moments, without being too harsh on yourself.

Thumb Staring



1. Start in seated mountain with hands in your lap.
2. Gaze softly down at your thumbs.
3. Try to keep your eyes on your thumbs until I ring the chime again.

- ♦ Ring the bell... and wait 30 seconds.
- ♦ Ring the bell again and ask students for feedback. Were they able to keep their gaze on their thumbs the whole time? If so, how did they do it? Did they experience any distractions?

- ♦ This exercise complements "Listen to the Chime" except it focuses on the sense of sight

more than the sense of hearing. You can offer both exercises, and ask students what feels different with eyes open versus eyes closed.

Pure Edge Brain Breaks Alignment with SHAPE National Physical Education Standards

The Society of Health and Physical Educators (SHAPE) established America's National Standards & Grade-Level Outcomes for K-12 Physical Education to define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

This document describes the SHAPE National PE Standards and how they are organized as over-standards and standards. It also discusses how each standard is aligned to developmentally appropriate grade level outcomes. Finally it aligns the SHAPE National Standards to Pure Edge Brain Breaks activities concluding, **Brain Breaks aligns to all five over-standards and 13 of 48 standards.**

SHAPE National Physical Education Over-standards

The National Standards are organized into levels from general, called Over-standards, to specific for each skill and grade level. Table 1 details the five K-12 Physical Education Over-standards. Forty-eight Elementary Standards are organized beneath the five Over-standards.

Table 1: National Physical Education Over-standards	
Over- standard 1	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Over- standard 2	The physically literate individual applies knowledge of concepts, principles, strategies & tactics related to movement & performance.
Over-standard 3	The physically literate individual demonstrates the knowledge & skills to achieve & maintain a health-enhancing level of physical activity & fitness.
Over-standard 4	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Over-standard 5	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The standards detail a specific or related set of skills or concepts. Developmentally appropriate outcomes aligned to each standard by grade level are also articulated. Standards and outcome combinations are coded for easy reference. The codes are made up of a combination of the over-standard, grade level group and standard number and grade level in this standardized format:

¹National Standards for K-12 Physical Education Copyright 2013, SHAPE America –Society of Health and Physical Educators, 1900 Association Drive, Reston, VA 20191, www.shapeamerica.org. All rights reserved.

S1.E7.3

Refers to:

Over-standard: 1 = The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade Level Group: E = Elementary

Standard: 7 Nonlocomotor (stability) Balance

Outcome Grade: 3 = Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

Table 2 displays the standard and K-5 outcome spectrum for Standard S1.E7, *Balance* as an example of this structure. It also includes a Pure Edge descriptor (bold) as a short description of the K-5 outcomes. As students develop, the means by which they display progressive mastery of the standard adjust accordingly, for example kindergartners are called to “maintain momentary stillness” while third graders are called to “balance on different bases of support, demonstrating muscular tension and extensions of free body parts”. Note the additional complexity in third grade and how well its call for engagement and activity among free body parts aligns to Brain Breaks activities such as Tree Pose. It is also worth noting that some of the outcomes include aspects that are called out separately such as S1.E7.2a which focuses on bases of support and S1.E7.2b which focuses on inversions. These differences in challenge/complexity support differentiation of measurement and achievement.

Table 2: Sample Standard and K-5 Outcomes: S1.E7 Balance

Standard	K	1	2	3	4	5
S1.E7_N Nonlocomotor <i>Balance</i> Pure Edge Descriptor: Balance – Base of Support	Maintains momentary stillness on different bases of support. (S1.E7.Ka) Forms wide, narrow, curled and twisted body shapes.	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a) Balances in an inverted position with stillness and supportive base. (S1.E7.2b)	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)

The process of aligning the National PE Standards and Brain Breaks began with establishing rules that there would be no limiting factors set on the alignment process, National Standards could

be aligned to more than one brain break activity (and many were) and Brain Break activities could be aligned to more than one National Standard. The actual alignment began with a deep review of each document which focused on becoming familiar with the two, their shared features and those where they differed. The review was followed by a first alignment which resulted in assigning a primary standard to each brain break activity. The alignment and coding process was repeated three times and followed by a final review for consistency.

The alignment process yielded at least one alignment for each of the 37 Brain Breaks activities. All Brain Breaks were aligned to S4.E1, *Follows Directions*, along with at least one other National Standard.

Because some Brain Breaks Activities could be aligned to other or additional National Standards the cleanest way to report on Brain Breaks, and other Pure Edge Programs, alignment with standards is at the aggregate level where groups of activities are aligned to groups of standards. Table 3 displays an aggregate level alignment between the Brain Breaks activities and the SHAPE National PE Standards. In summary, **Brain Breaks align to all five Over-standards and thirteen of forty-eight K-5 standards.**

Table 3: Brain Breaks/National PE Standards Alignment		
Brain Break Activities		National Elementary PE Standards
Alternate Nostril Breathing Anchor Breathing Animal Arms Balloon Breathing Breathing Ball	Bunny Rabbit Breath Buzzing Bee Breath Even In - Even Out Starfish Breathing	S1.E11 - Dance - coordinated movement S4.E2 - Works independently S1.E5- Dance - movement patterns
Seated Mountain Chair Boat Chair Cat/Cow Chair Eagle Chair Sunrise/Sunset Chair Sunrise Twist Chair Surfer Chair Twist Mountain Big Toe	Chair Pose Eagle Stork Sunrise/Sunset Tree Warrior Pose Bell Game Mindful Walking Mirror Movement Statue	S1.E10 - Stretching S1.E11 - Dance - coordinated movement S1.E12 - Balance and Weight transfer S1.E7 - Balance - base of support S1.E8 - Weight Transfer S2.E4 - Alignment and muscular tension S3.E2 - Participation S3.E3 - Own body as resistance (plank) S4.E2 - Works independently S4.E4 - Cooperative S4.E5 - Understands rules S5.E2 – Challenge (new movements)
Attitude of Gratitude Guided Rest Listen to the Chime Mind Jar	Mindful Listing Sleeping Crocodile Stop Thumb Staring	S4.E2 - Works independently S4.E4 - Cooperative S4.E1 - Follows directions

Table 4: Brain Breaks/National MIDDLE GRADES PE Standards Alignment

Brain Break Activities		National Elementary PE Standards
Alternate Nostril Breathing Anchor Breathing Animal Arms Balloon Breathing Breathing Ball	Bunny Rabbit Breath Buzzing Bee Breath Even In - Even Out Starfish Breathing	S1.M1 - Rhythm and pattern S3.M5 - Participation lifetime activities S3.M18 - Stress management S5.M3 - Challenging
Seated Mountain Chair Boat Chair Cat/Cow Chair Eagle Chair Sunrise/Sunset Chair Sunrise Twist Chair Surfer Chair Twist Mountain Big Toe	Chair Pose Eagle Stork Sunrise/Sunset Tree Warrior Pose Bell Game Mindful Walking Mirror Movement Statue	S1.M1 - Rhythm and pattern S3.M3 - Participation - strength/ endurance S3.M5 - Participation - lifetime activities S3.M9 - Stretching S3.M10 - Flexibility S3.M12 - Warm up S3.M18 - Stress management S4.M4 - Acceptance S5.M2 - Stress reduction S5.M3 - Challenging S5.M6 - Respect for self/others
Attitude of Gratitude Guided Rest Listen to the Chime Mind Jar	Mindful Listing Sleeping Crocodile Stop Thumb Staring	S3.M18 - Stress management S4.M2 - Self-awareness S5.M2 - Stress reduction S5.M6 - Respect for self/others

Table 5: Brain Breaks/National HIGH SCHOOL GRADES PE Standards Alignment

Brain Break Activities		National Elementary PE Standards
Alternate Nostril Breathing Anchor Breathing Animal Arms Balloon Breathing Breathing Ball	Bunny Rabbit Breath Buzzing Bee Breath Even In - Even Out Starfish Breathing	S1.H3 - Competency in fitness S3.H14 - Stress management S3.H6 - Participation
Seated Mountain Chair Boat Chair Cat/Cow Chair Eagle Chair Sunrise/Sunset Chair Sunrise Twist Chair Surfer Chair Twist Mountain Big Toe	Chair Pose Eagle Stork Sunrise/Sunset Tree Warrior Pose Bell Game Mindful Walking Mirror Movement Statue	S1.H3 - Competency in fitness S3.H14 - Stress management S3.H6 - Participation S3.H7 - Opposing muscle groups S3.H9 - Range of motions S4.H1 - Self-management S5.H2 - Challenge S5.H4 - Social support in activity
Attitude of Gratitude Guided Rest Listen to the Chime Mind Jar	Mindful Listing Sleeping Crocodile Stop Thumb Staring	S1.H3 - Competency in fitness S3.H14 - Stress management S3.H6 - Participation S4.H1 - Self-management

Table 6: SHAPE National PE Standards Alignment Summary Brain Breaks

	National Standards		Brain Breaks	
	Over-standard Count	Standard Count	Over-standards Met	Standards Met
Elementary	5	48	5	15
Middle	5	68	4	12
High	5	30	4	8
Total	5	146	4 or 5	35/146 24%

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Printed in the United States of America.