Getting Started:

1. This is an experiential webinar that includes movement. **Please adjust your space for you to comfortably move.**

2. If you have any questions, please type them into the Q&A box! These will be answered throughout the webinar.

3. You will receive a follow-up email within 24 hours of this session. **You will not receive a certificate, it will just be the confirmation of attendance email.**
The Power of Mindfulness Series:
IMPLEMENTATION – Mindful Minutes & Guided Rest
Wednesday, May 20, 2020
Introductions

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PhD Studies:
International Psychology
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Who We Are

**Pure Edge, Inc. (PEI)** is a private operating foundation that provides direct service to organizations through professional development & strategy thought partnership.

PEI also provides grants to national organizations that advance the work of whole child development & SEL.
Brain Breaks: Sample Video
Here are a few suggestions for when to implement Brain Breaks for grades 6-12. The suggested exercises are meant to support the educator in getting started with Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, www.pureedgeinc.org, for video tutorials and access to the Brain Breaks manual.

<table>
<thead>
<tr>
<th>Arrival/Homeroom</th>
<th>Mindful Minute offers learners a chance to check in with themselves at the start of the school day. The start of the day is also a great time to incorporate breathing exercises such as Anchor Breathing or Rest exercises like Mindful Listening.</th>
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<tbody>
<tr>
<td>Refocus Between Classes</td>
<td>Use the breath to help settle students as they transition from one class to another. Good options to start with are Breathing Ball, Even-In, Even-Out or Belly-Heart Breath.</td>
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<tr>
<td>Break During Class</td>
<td>Bring a little movement and breathing as a break to re-energize learners during longer lessons. Chair Cat/Cow, Chair Twist, Desk Dog, Tree or Eagle work well.</td>
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<tr>
<td>Before Testing</td>
<td>Breathing exercises help relieve testing-related stress and put learners in a state of focus. Use exercises that learners are already familiar with. Take Five, Belly Breathing, and Alternate Nostril Breathing are simple and effective choices.</td>
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<tr>
<td>Afternoon Slump</td>
<td>To re-engage sluggish learners, some breath and movement can be helpful. Chair Pose Twist and Forward Bend, Standing Half Moon, and Recharge Sequence will get learners moving. Offering Guided Rest before movement when learners are tired can also re-energize them.</td>
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<tr>
<td>Departure</td>
<td>Taking In the Good and One Minute Reflection are Rest exercises designed to help learners reflect at the end of the day.</td>
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Learning Objectives

- Review **Rest + 4 Mindful Minute** Brain Breaks
- Refer to the **Implementation Guide**.
- **Experience & Teach**: Brain Breaks, to help reset-recharge ourselves throughout.
Brain Breaks: Mindful Minutes + Rest
Engaging Activity: Mindful Minute

• Start in Seated Mountain.

• Bring your attention to the present moment. We are going to start by taking a Mindful Minute.

• Start bringing your attention to the breath, noticing its qualities (fast, slow, warm, cool, shallow, deep…).

• Continue to focus your attention on the breath, and notice how you are feeling. Just notice.
Engaging Activity: 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 learners before bringing them through the exercise.

*This is a nice exercise to take a few responses from learners after the exercise is finished.
Engaging Activity: Mindful Listening

1. Breathing in and out mindfully, tune into the sounds outside the room.
2. Once you feel as though you’ve observed all the sounds outside the room, move your awareness to the sounds inside the room.
3. After calmly noticing sounds inside the room, hear the sounds within your own body (thoughts, heartbeat, breath, digestion).

*Optional: Repeat steps in reverse, beginning with the body and progressively expanding attention to sounds inside and outside the room.
STOP is an exercise designed to help learners practice self-regulation when they are experiencing strong emotions.

Learners learn to go through the four steps: S-T-O-P

It is a good idea to practice this exercise when learners are not experiencing strong emotions, so that they will be able to implement it when they are.

The main focus is to hone learners’ 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 learners 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.

Engaging Activity: One Minute Reflection

1. Before leaving school take a moment to pause and reflect on today.
2. Sit comfortably, either at your desk or on the floor.
3. Were there things you did today that you are proud of? Let them soak in for 20-30 seconds.
4. Feel good about your accomplishments.
5. Were there things you felt you could have done better or differently? It’s ok to make mistakes or missteps.
6. Tomorrow, with a fresh mind and even breathing, you can try again.

*If on the floor, sleeping crocodile can be done lying on the belly. Instruct learners to cross arms, “make a pillow with your hands” and lie down with head resting on hands.*
Engaging Activity: Guided Rest / Body Scan

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 learners rest in silence for a few moments.


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.
Takeaways

Mindful Minutes + Rest

• Attitude of Gratitude
• Mindful Listening
• STOP
• One Minute Reflection
• Guided Rest/Body Scan
Thank you for joining us!

Session: Implementation – Mindful Minutes + Guided Rest
Trainer: Anne Contreras, Director of Programs

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