


Pure Community

Thank you for joining us!


Session: Virtual Boot Camp for Health & PE Teachers – Secondary Education, Part 2
Trainer: Anne Contreras

Getting Started:

1. If you have any questions, please type them into the Q&A box! These will be answered throughout the webinar.
2. Since this is an experiential webinar, please wear comfortable clothing to move in, arrange your space to allow for movement and have a four-legged chair with no wheels, close by.
3. You will receive a follow-up email within 24 hours of this session. This serves as your confirmation of attendance. **You will not receive a certificate, it will just be the confirmation of attendance email.**




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 Website: www.pureedgeinc.org
 Email: getmoving@pureedgeinc.org



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1



Welcoming 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.



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2

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.

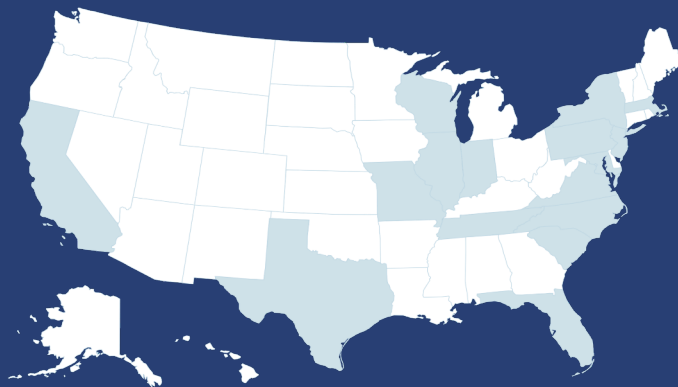


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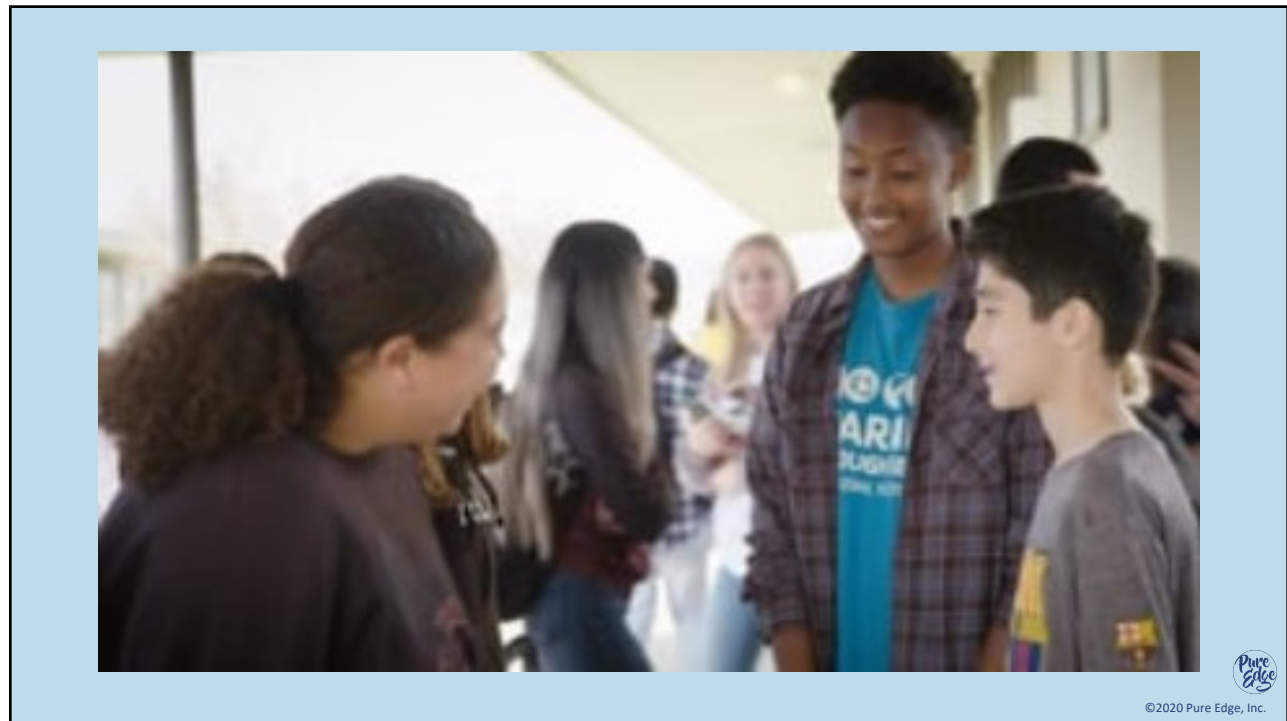
Our United States and Global Partners

Since 2011, our foundation has partnered with over **42** different organizations. Our partners span across multiple districts in 30 states across the country, including: California, Texas, The Northeast and The Southeast. Also, inclusive of Puerto Rico, Saipan and Costa Rica.



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4



5

Introductions

Anne Contreras

MACP, MFTi #87444

Director of Programs - National Trainer

Doctoral Studies: International Psychology

Trauma-Systems – Focus: Global Crisis Informed Care



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6

Learning Objectives

- Explore the PEI Mindful Movement (MM) Manual
- Review national PE standards & outcomes for High School
- Quick review neuroscience of stress and emotional regulation for both educators and learners
- Touch on CASEL Competencies – Relationship Skills
- Further explore PEI MM Implementation Guide
- Experience Pure Edge Brain Breaks throughout



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7

PE Mindful Movement Manual & Implementation Guide

Pure Edge's Mindful Movement aligns to all **five** SHAPE National PE Standards, and 23 out of 98 grade-level outcomes for middle & high school students.



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8

SHAPE National PE Standards

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

Source: SHAPE America, (2013). Grade level outcomes for K-12 physical education. Reston, VA: Author

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9

Outcomes for High School Students

S1.H3	Fitness activities
S2.H1	Movement concepts, principles and knowledge (terminology)
S2.H2	Physical activity knowledge (rates of perceived exertion and pacing)
S3.H3	Movement concepts, principles and knowledge (improved performance)
S3.H6	Engages in physical activity
S3.H14	Stress Management
S4.H1	Personal Responsibility
S4.H2	Rules and etiquette
S4.H2	Safety (alignment)
S5.H2	Challenge

Source: SHAPE America, (2013). Grade level outcomes for K-12 physical education. Reston, VA: Author

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10

Online Curriculum Video Webinars Log Out MENU

Step 1

Pure Edge
Success Through Focus
Strategies for educators and learners to support social, emotional, and academic development through mindful movement and rest.

Do you know how to find the Virtual PE Classes Video Library on our website?

- Pure Community Webinars
- Start with the Heart
- Curriculum
- Virtual PE Classes
- Video Library
- Partnerships
- Impact
- About

Step 2

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11

Pure Community VIRTUAL PE CLASSES

Inhale Exhale Inhale Exhale

K-5 PE Mindful Movement Manual

K-5 PE Mindful Movement 1

K-5 PE Mindful Movement 2

<https://pureedgeinc.org/virtual-pe-classes/>

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12



Grades 6-12, Sequence Two

- **Mountain**
- Mountain/Sunrise, 2x
- Half Opening Sequence A, 2x
- Big Toe
- Triangle (each side)
- Tree (repeat on each leg)
- Half Opening into Plank
- Plank to Push-up/Cobra into Down Dog
- Sleeping Crocodile into Cobra
- Cobra into Down Dog
- Down Dog into Push-up
- Cobra into Down Dog
- Step through to Seated
- Sandwich
- Table
- Slide
- Seated Mountain
- **Rest**



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13



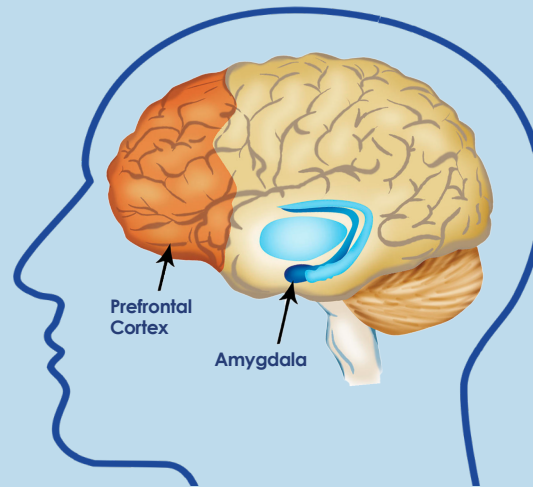
Engaging Activity: Guided Rest / Body Scan



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14

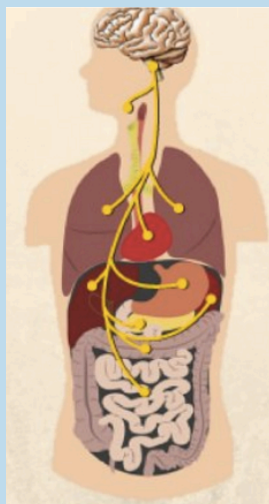
Self-regulation & the Brain



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15

Neuroscience: Self-care & Vagal Tone



THE VAGUS NERVE

How to Hack Your Nervous System

The vagus nerve, the tenth cranial nerve, is the superhighway of the nervous system that connects the body and brain. We can tone the **vagus nerve** through deep breathing exercises.

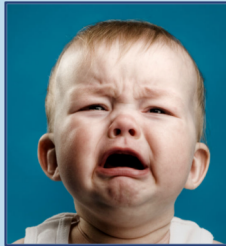
<http://depressedisorder.blogspot.com/2015/09/7-ways-to-stimulate-your-vagus-nerve-to.html>
<https://www.yogauonline.com/yogau-wellness-blog/vital-vagus-what-vagus-nerve-and-what-does-it-do>



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16

Stress Response



“Gas Pedal”

Sympathetic Nervous System:
Fight or Flight



“Brake”

Parasympathetic Nervous System:
Rest and Digest



<https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response>



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17

GOOD STRESS

- Positive challenge
- Motivates us
- Promotes well-being
- Enhances performance

BAD STRESS

- No relief in sight
- Makes us physically sick
- Weakens immune system
- Impairs performance

Concept by Marc Brackett, Ph.D.
Yale Center for Emotional Intelligence



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18

Allostatic Load

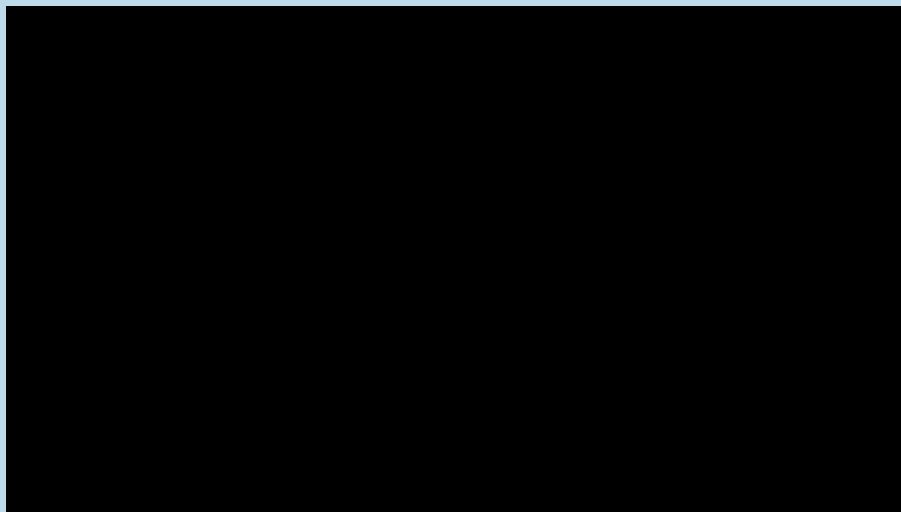


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Engaging Activity: Anchor Breathing



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20

Stress Is Contagious



Higher cortisol levels were found in students whose teachers reported high levels of stress and burnout.

Researcher **Kimberly Schonert-Reichl** urges educators to be aware of their own mindsets and to practice mental wellness exercises to reduce their stress levels.

www.tricitynews.com/news/stress-is-contagious-education-leaders-told-1.24030014



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21

Self-care is
primary to caring
for others.



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22



Engaging Activity: 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, let's count to two on the inhale and the exhale.
6. Repeat, continuing to extend the breath up to a count of five.



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23

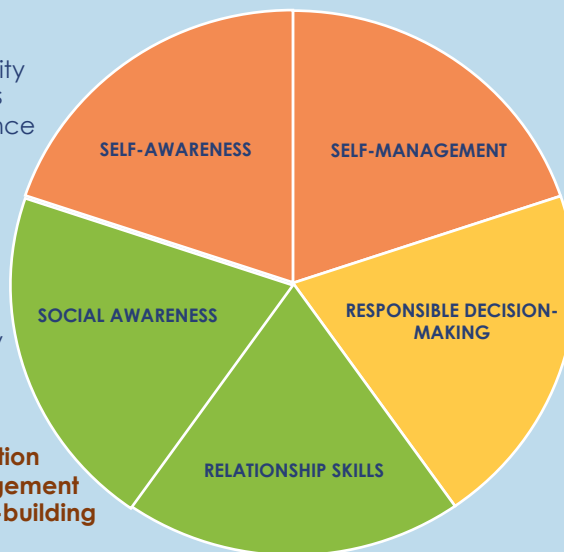
Social and Emotional Competencies

JOPERED January + February 2019 editions cover SEL

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- **Communication**
- **Social Engagement**
- **Relationship-building**
- **Teamwork**



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



www.casel.org



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24

When we do not feel safe, we tend to feel fear or insecurity.

When we do not feel content, we tend to feel as though we are lacking.

When we do not feel connected, we might feel rejected or alone.



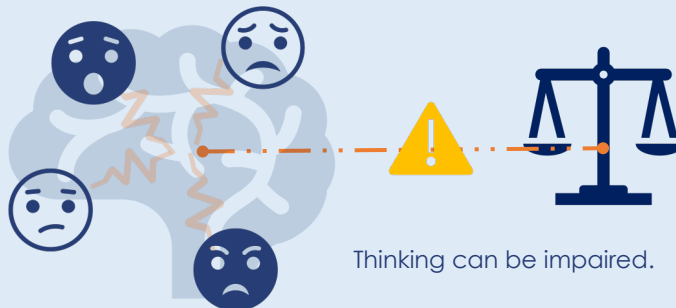
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25

Social Elements of Learning

When feelings are not well managed,

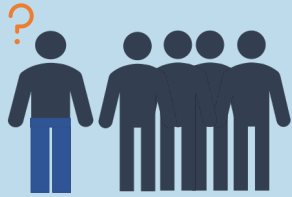


Source: National Scientific Council on the Developing Child (2004). Children's Emotional Development Is Built into the Architecture of Their Brains: Working Paper No. 2. Accessed 12/19/17 at <http://developingchild.harvard.edu/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf>

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26

Belonging and Performance



Stereotype Threat (Steele)

When students have questions about their belonging, they search for cues to signal whether or not they fit in and are valued by others.



Resource Allocation

Resources otherwise used to focus on learning are instead used to figure out if they belong.

Role in Achievement Gaps

Because such questions undermine performance & are more common among underrepresented groups, they contribute to gaps.



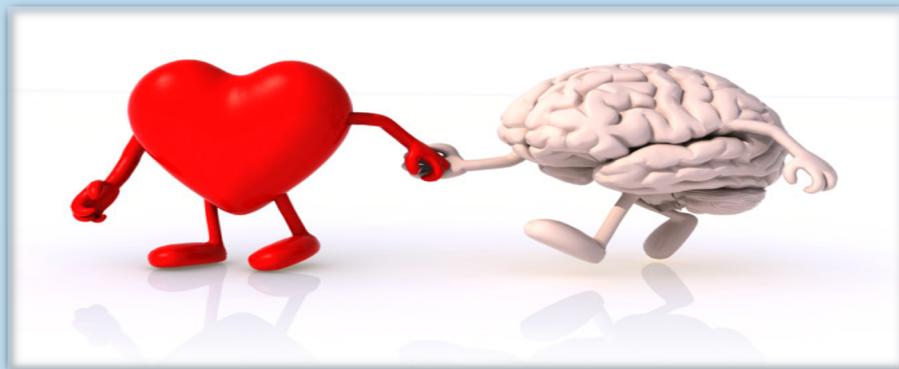
Source: Mindset Scholars Network Accessed 12/19/17 at <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Belonging.pdf>

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27

Building Belonging



Learning is Social, Emotional, and Academic.
The brain never stops growing and changing in response to experiences and **relationships**.

This Photo by Unknown Author is licensed under CC BY.

Sources: Griffiths, P.E., & Hochman, A. (2015) Developmental systems theory. eLs 2, 1-7. Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic. Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science: evolutionary developmental psychology, developmental systems an explanatory pluralism. Human development, 59, 200-234.

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28

Human relationships are the essential ingredient that catalyze healthy development and learning.



- Sources: Griffiths, P.E., & Hochman, A. (2015) Developmental systems theory. *eLS* 2, 1-7.
- Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.
- Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science: evolutionary developmental psychology, developmental systems an explanatory pluralism. *Human development*, 59, 200-234.
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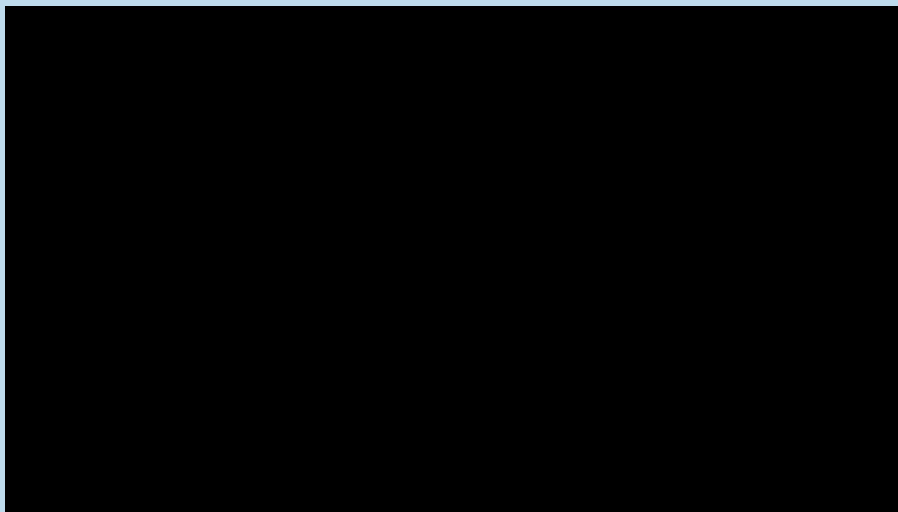


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Engaging Activity: Chair Twist



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30

IMPLEMENTATION GUIDE

Building Buy-in with Class



1. Plan for self-consciousness.
2. Explain Brain Basics & Articles on neuroscience: **Dr. Dan Siegel's Hand Model of the Brain via link to YouTube.**
3. Focus on more physically challenging postures to keep interest.
4. THE WHY? Help Learners make connections to their daily lives...
 - a) School
 - b) Home
 - c) Social
 - d) Athletic



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31

IMPLEMENTATION GUIDE

Mindful Movement In Health Education



1. Supplement the sequences with more information on neuroscience.
2. **Refer to the Pure Edge, Inc Amazing Brain Mini-Unit.**
3. Have learners research the teenage brain and stress.
4. **Have learners develop ways to fit these tools into their daily lives & share ideas.**
5. Neuroscience info & mindfulness practice can tie into other health topics: substance abuse, conflict resolution, stress and mental health.



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32

IMPLEMENTATION GUIDE

Tips & Tricks



1. Have learners determine resting heart rate before and after performing breathing exercise or Mindful Movement (MM) sequence.
2. I do, You Do, We Do (both in person and virtually)
3. Use Visual Resources (especially virtually)
4. Be creative and integrate sequences into existing PE activities or downtime during lessons.
 - a) Warm-up with MM postures.
 - b) Integrating BREATHING into existing PE activities
 - i. Ex: While running, inhale for 3 steps and exhale for 2.



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33

When to Incorporate Mindful Movement



- ❖ **At the start of class:**
 - Start of the session
 - As a warmup
 - For Transitioning
- ❖ **At the end of class:**
 - Cool down
 - Rest
- ❖ **Examples:**
 - Some educators start the week off with "Mindful Mondays."
 - Fun Fridays



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34



How to Teach Mindful Movement

1. **Focus on the breath:** Learning to connect breath and movement is a foundational part of Mindful Movement
2. **Bring awareness to bodily sensations/physical experience.** Ask: does your body feel different today than it did the last time we did this?
3. Include **Guided Rest** in every session.



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35

Four Week – Implementation Guide

MONDAY	TUESDAY	WED <i>*Shorter class</i>	THURSDAY	FRIDAY <i>*Assemblies</i>
Introduce Breathing as part ROUTINES *Start/End of class	Breathing *Start/End of class	Introduce Rest	Start: Breathing End: Rest	Start: Breathing End: Rest
Start: Breathing Introduce: Sunrise/Sunset End: Rest	Start: Breathing Sunrise/Sunset, 2x End: Rest	Introduce Big Toe	Start: Breathing Sunrise/Sunset, 2x Big Toe End: Rest	Start: Breathing End: Rest
Start: Breathing Sunrise/Sunset, 2x Introduce: Half-Opening A Big Toe End: Rest	Breathing Sunrise/Sunset Half-Opening A, 2x Big Toe End: Rest	Introduce Tree	Breathing Sunrise/Sunset Half-Opening A, 2x Big Toe Tree End: Rest	Breathing End: Rest
Breathing Sunrise/Sunset, 1x Half-Opening A, 1x Big Toe Tree Introduce Half-Opening into Plank End: Rest	Breathing Sunrise/Sunset, 1x Half-Opening A, 1x Big Toe Tree Half-Opening into Plank End: Rest	Introduce Plank into Push-up	Breathing Sunrise/Sunset, 1x Half-Opening A, 1x Big Toe Tree Half-Opening into Plank Plank into Push-up End: Rest	Breathing End: Rest

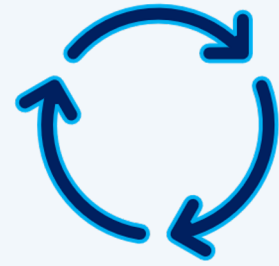


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36

Takeaways

- PE National Standards for High School
- Neuroscience of Stress
- Emotional Regulation
- CASEL Competencies – Belonging
- PEI Mindful Movement Manual & Implementation Guide
- Implementation Sheet – first 4 weeks



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37

Brain Breaks Review



Breathe

- Mindful Minute
- Anchor Breathing - Video
- Even In – Even Out



Move

- Chair Twist - Video
- PE Mindful Movement – Sequence 2



Rest

- Guided Rest/Body Scan



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38



39



Optimistic Closure: Name one thing you are grateful for

A close-up photograph of numerous wooden letter tiles, similar to those used in the game Scrabble. The tiles are scattered across a light-colored surface, showing various letters and numbers. Some tiles are blue with white text, while others are pink with white text. The tiles are arranged in a way that suggests they are being used for a word-building activity.

Photo: Juan Monino

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40





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