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.**

[Follow us @pureedgeinc]
Website: www.pureedgeinc.org
Email: getmoving@pureedgeinc.org

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.
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.

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.
Introductions

Anne Contreras
MACP, MFTi #87444
Director of Programs - National Trainer
Doctoral Studies: International Psychology
Trauma-Systems – Focus: Global Crisis Informed Care
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

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.
### SHAPE National PE Standards

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


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### 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 |

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

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

Engaging Activity: Guided Rest / Body Scan
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://depressivedisorder.blogspot.com/2015/09/7-ways-to-stimulate-your-vagus-nerve-to.html
Stress Response

"Gas Pedal"
Sympathetic Nervous System:
Fight or Flight

"Brake"
Parasympathetic Nervous System:
Rest and Digest

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
Engaging Activity: Anchor Breathing
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.

Self-care is primary to caring for others.
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.

Social and Emotional Competencies

JOPERED January + February 2019 editions cover SEL

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

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

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

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

- Communication
- Social Engagement
- Relationship-building
- Teamwork
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.

Social Elements of Learning

When feelings are not well managed, thinking can be impaired.

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.


Building Belonging

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

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


Engaging Activity: Chair Twist
**Building Buy-in with Class**

2. Explain Brain Basics & Articles on neuroscience: [Dr. Dan Seigel’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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**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.
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.

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
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.

### Four Week – Implementation Guide

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WED</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduce Breathing as part ROUTINES</td>
<td>Breathing *Start/End of class</td>
<td>Start: Breathing *Start/End of class</td>
<td>Start: Breathing End: Rest</td>
<td>Start: Breathing End: Rest</td>
</tr>
<tr>
<td>*Start/End of class</td>
<td></td>
<td>Introduce Rest</td>
<td></td>
<td></td>
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<tr>
<td>Start: Breathing Introduce: Sunrise/Sunset</td>
<td>Start: Breathing Sunrise/Sunset, 2x End: Rest</td>
<td>Introduce Big Toe</td>
<td>Start: Breathing Sunrise/Sunset, 2x Big Toe End: Rest</td>
<td>Start: Breathing End: Rest</td>
</tr>
<tr>
<td>End: Rest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start: Breathing Sunrise/Sunset, 2x Introduce: Half-Opening A Big Toe End: Rest</td>
<td>Breathing Sunrise/Sunset Half-Opening A, 2x Big Toe End: Rest</td>
<td>Introduce Tree</td>
<td>Breathing Sunrise/Sunset Half-Opening A, 2x Big Toe Tree End: Rest</td>
<td>Breathing End: Rest</td>
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<tr>
<td>Breathing Sunrise/Sunset, 1x Introduce Push-up</td>
<td>Breathing Sunrise/Sunset, 1x Half-Opening A, 1x Big Toe Tree End: Rest</td>
<td>Introduce Plank into Push-up</td>
<td>Breathing Sunrise/Sunset, 1x Half-Opening A, 1x Big Toe Tree Half-Opening into Plank Plank into Push-up End: Rest</td>
<td>Breathing End: Rest</td>
</tr>
<tr>
<td>Introduce Half-Opening into Plank End: Rest</td>
<td>Introduce Half-Opening into Plank Half-Opening into Plank End: Rest</td>
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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

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
Optimistic Closure: Name one thing you are grateful for
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