



Thank you for joining us!

Session: Integrating Pure Power: Grades PreK-2

Trainer: Gill McClean & Erin Cooney

Getting Started:

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



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.



Introductions

Gill McClean

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Director of Professional Development
and National Trainer

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Director of Curriculum & Instruction
and National Trainer





Welcoming Activity

Which super power would you choose?

☆ Invisibility

☆ Superhuman Strength

☆ Flying

☆ Super Speed

☆ Mind Reading

☆ Teleportation

☆ Talk to Animals

☆ I already have a Super Power!





Engaging Activity: Mindful Minute



Learning Objectives

- ❖ Establish routines for the first four weeks of school
 - ❖ Experience Brain Breaks exercises
 - ❖ Teach brain breaks exercises
 - ❖ Use Guiding Questions from the Pure Power Curriculum
 - ❖ Understand the basic neuroscience behind Pure Edge exercises
-

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**

Allostatic Load



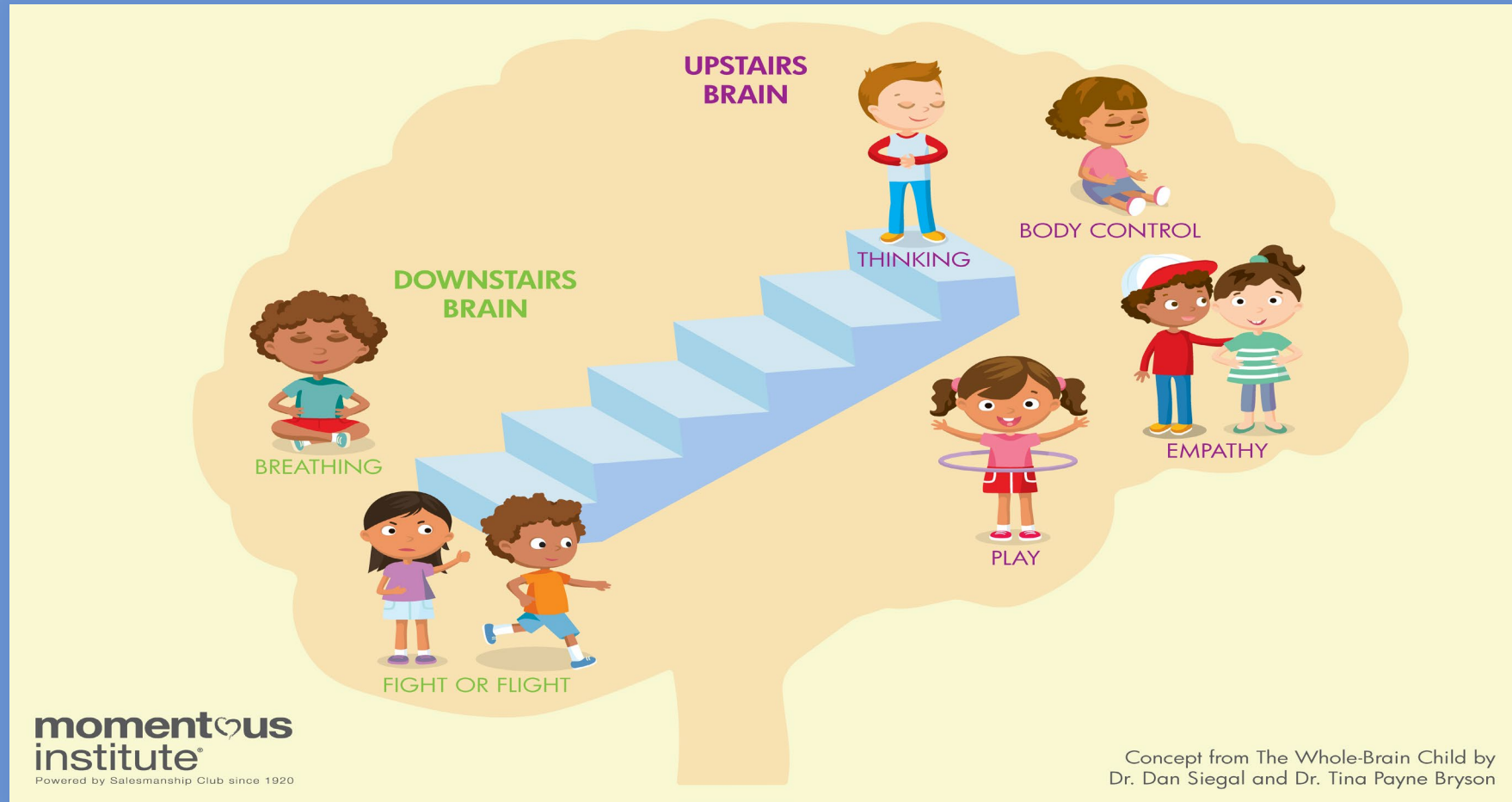
Stress Is Contagious



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.

Upstairs Brain - Downstairs Brain



Upstairs Brain – Downstairs Brain

Integrating upstairs downstairs strategies:

1. **CONNECT, THEN REDIRECT:** Be present with your child's feelings, help them get into the “green zone,”
2. **Breathing** will help bring the prefrontal cortex (“upstairs brain”) back online.
3. **Move** it or lose it: Get child moving and their mood will change.

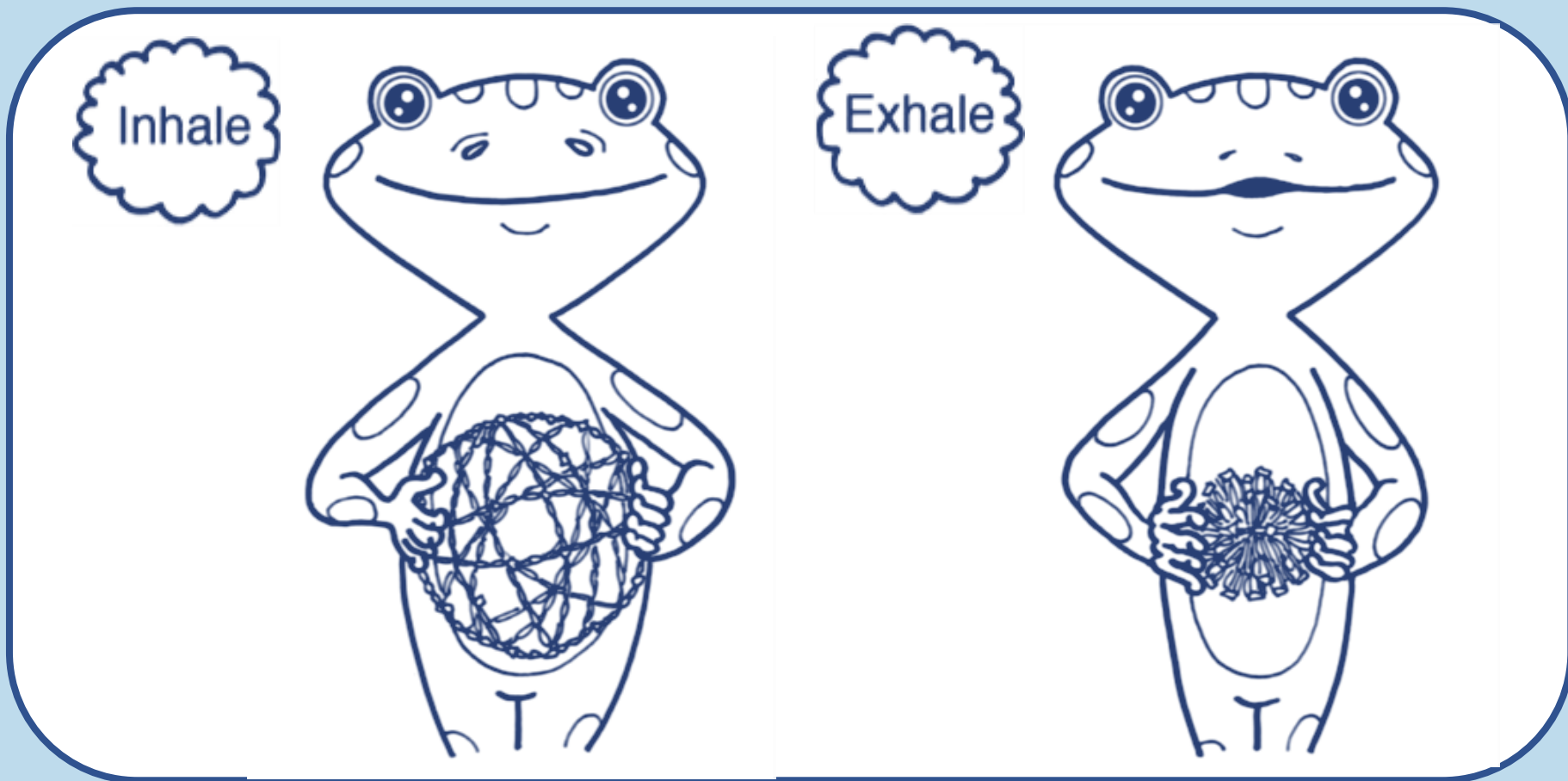
Benefits of Nasal Breathing



- ❖ Filters dust and impurities from the air
- ❖ Warms the air to body temperature
- ❖ The diaphragm is more easily controlled, which supports the development of internal core strength
- ❖ More control over lengthening the breath (extended exhalations help activate the parasympathetic nervous system)
- ❖ Increased oxygen from nasal breath increases energy and vitality



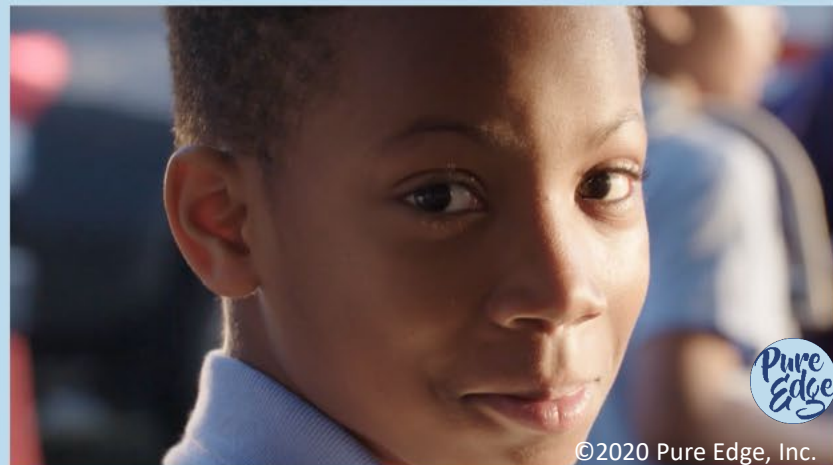
Engaging Activity: Breathing Ball (option)





"Behavior is communication"

Siegel, D. and Bryson, T. (2018). *The Yes Brain*. New York, NY: Random House USA.



Blue Zone



Red Zone



Blue Zone Image: <http://theyouthculturereport.com/helping-children-deal-with-tragedy/>

Red Zone Image: <https://www.parents.com/toddlers-preschoolers/discipline/tantrum/tame-your-kids-tantrums>

Source: Siegel, Daniel J., and Tina Payne Bryson. *The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child*. First edition. New York: Bantam, 2018. Print.

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Green Zone



Image source: <https://happykids.hu>

Source: Siegel, Daniel J., and Tina Payne Bryson. *The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child*. First edition. New York: Bantam, 2018. Print

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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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It is essential for adults working with young children to be well-physically and emotionally. Better health enables better relationships with children, and research has long demonstrated that good relationships are crucial for children's learning and social-emotional development.

Dr. Kate Gallagher
Director of Research and Evaluation,
Buffett Early Childhood Institute, University of Nebraska

Breathe



Move



Rest



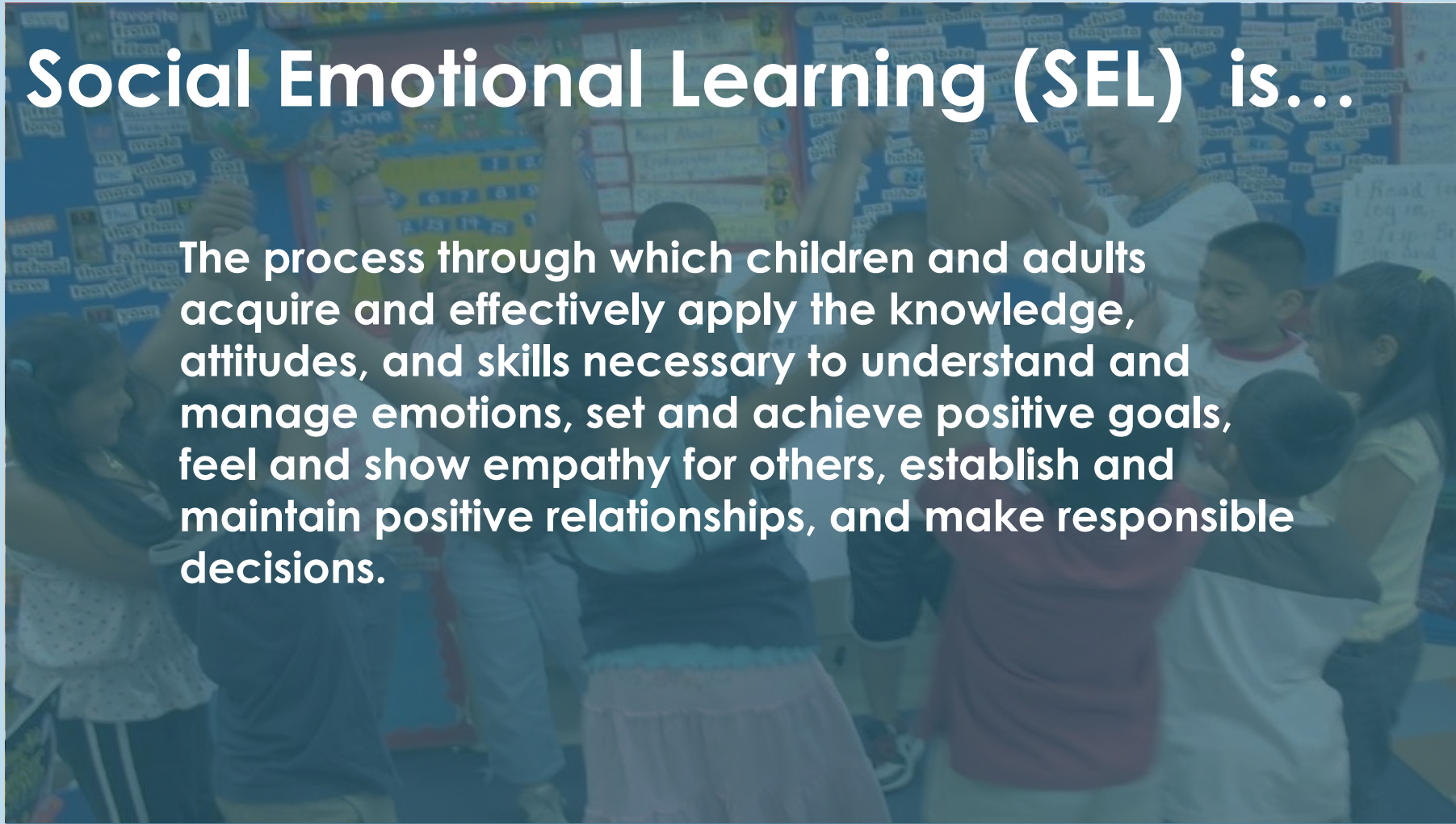


Engaging Activity: Anchor Breathing



Social Emotional Learning (SEL) is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Social and Emotional Competencies

- 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



How is social emotional learning (SEL) connected to self-care?

Self-awareness

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

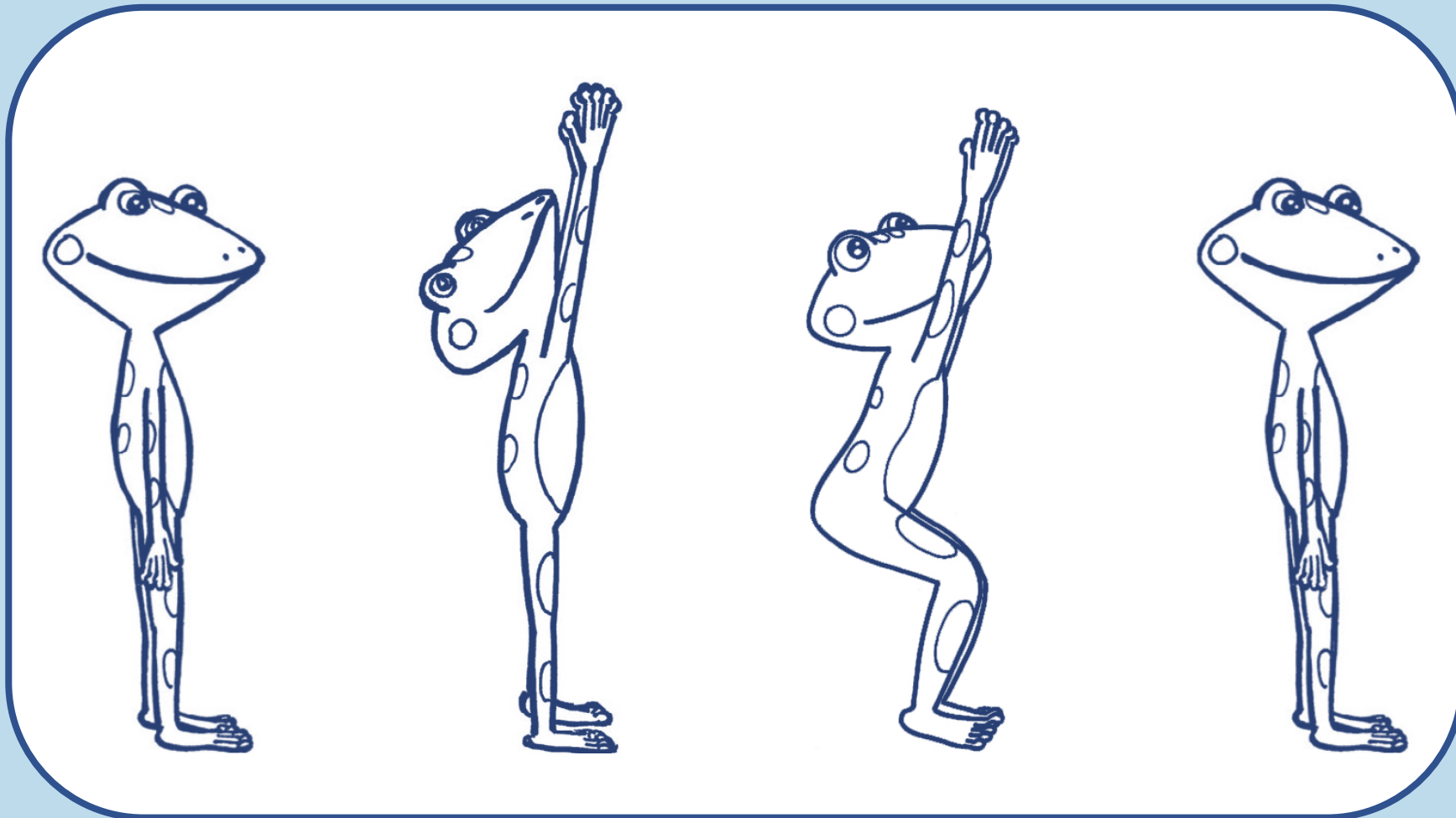


Self-management

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



Engaging Activity: Mountain/Chair Strength Sequence



Pure Power Curriculum

Grades K-5

- ❖ Unit 1 – Power to Be Calm
- ❖ Unit 2 – Power Tame your Temper
- ❖ Unit 3 – Power to Laser Focus
- ❖ Unit 4 – Power to Grow and Stretch
- ❖ Unit 5 – Power to Lead with Kindness



Resource Booklet

K-5

POWER Curriculum





Unit 1

REFLECTION JOURNAL

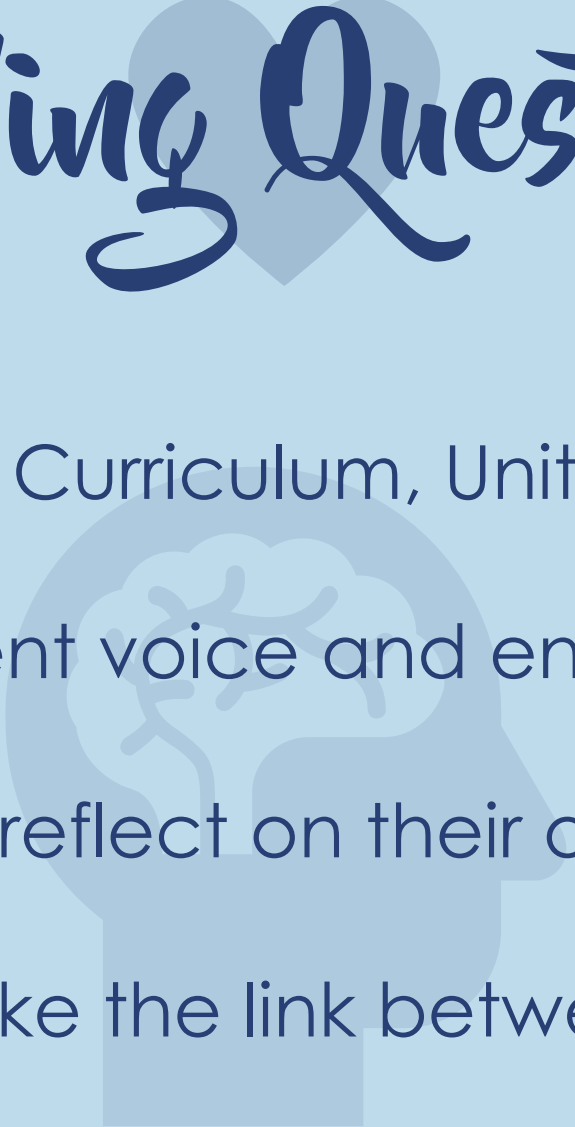
The Power to Be Calm



PreK-2 Calendar

	Week 1	Week 2	Week 3	Week 4
Breathe	Smell the Rose, Blow out the Candle	Balloon Breathing	Animal Arms	Starfish Breath
Move	Seated Mountain	Mountain/Sunrise	Tree Pose	Sunrise/Sunset
Rest	Breathing Buddies	Breathing Buddies	Breathing Buddies	<ul style="list-style-type: none">Breathing BuddiesAttitude of Gratitude

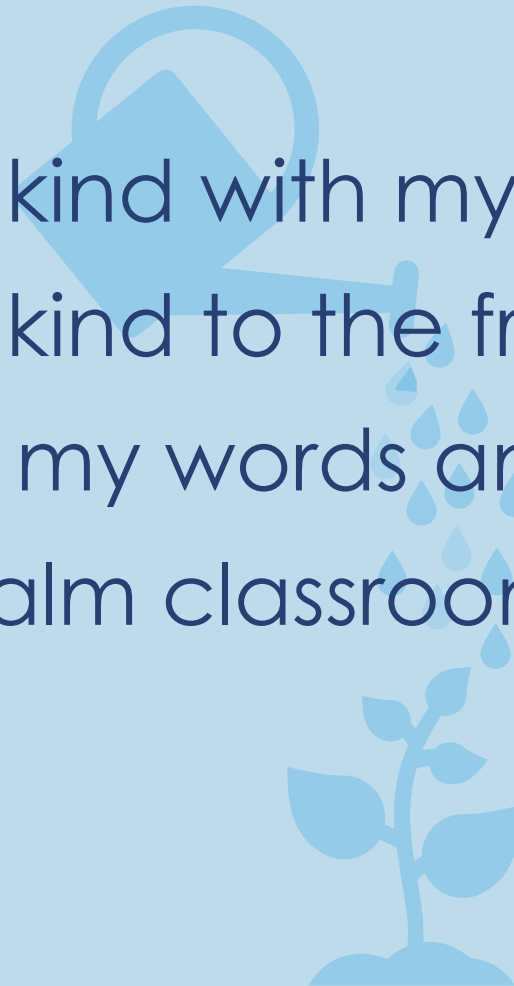
Guiding Questions



- From Pure Power Curriculum, Unit One
- Encourage student voice and engagement
- Invite learners to reflect on their own experience
- Help learners make the link between self-care and SEL

Mindfulness Promises

- ❖ I will be safe and kind with myself
- ❖ I will be safe and kind to the friends around me
- ❖ I will be aware of my words and actions to create a safe, kind, and calm classroom community.



**4 Outdoor or
Emergency Voice**



**3 Presentation
Voice**



2 Quiet Talking



**1 Whisper
Voices**



0 Silent



Volume Scale

Silent Symbols



"Yes!"



"No."



Celebration or showing excitement!



Sending kind support



I agree or me too!



I'm sorry



Thank you!



You're welcome!

Week One

Guiding Question: What is Kindness?



Breathe	Move	Rest
Smell the Rose, Blow out the Candle	Seated Mountain	Breathing Buddies



Engaging Activity:

Smell the Rose, Blow out the Candle



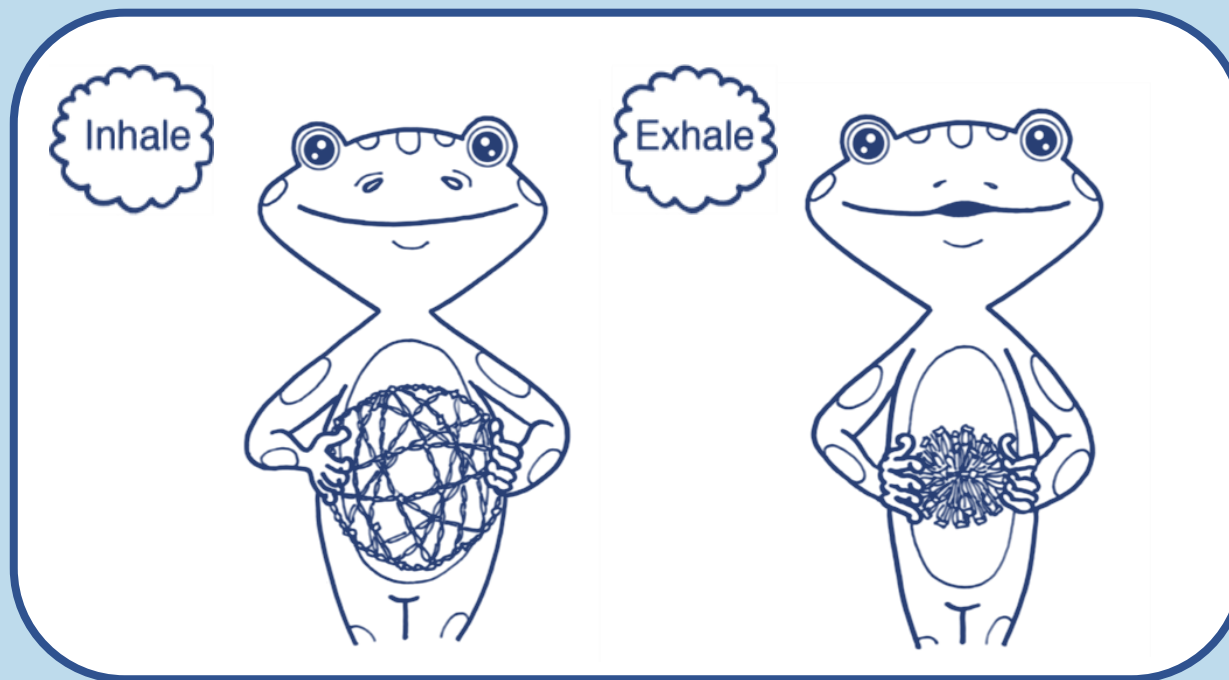
Smell the Rose



Blow Out the Candle



Engaging Activity: 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?



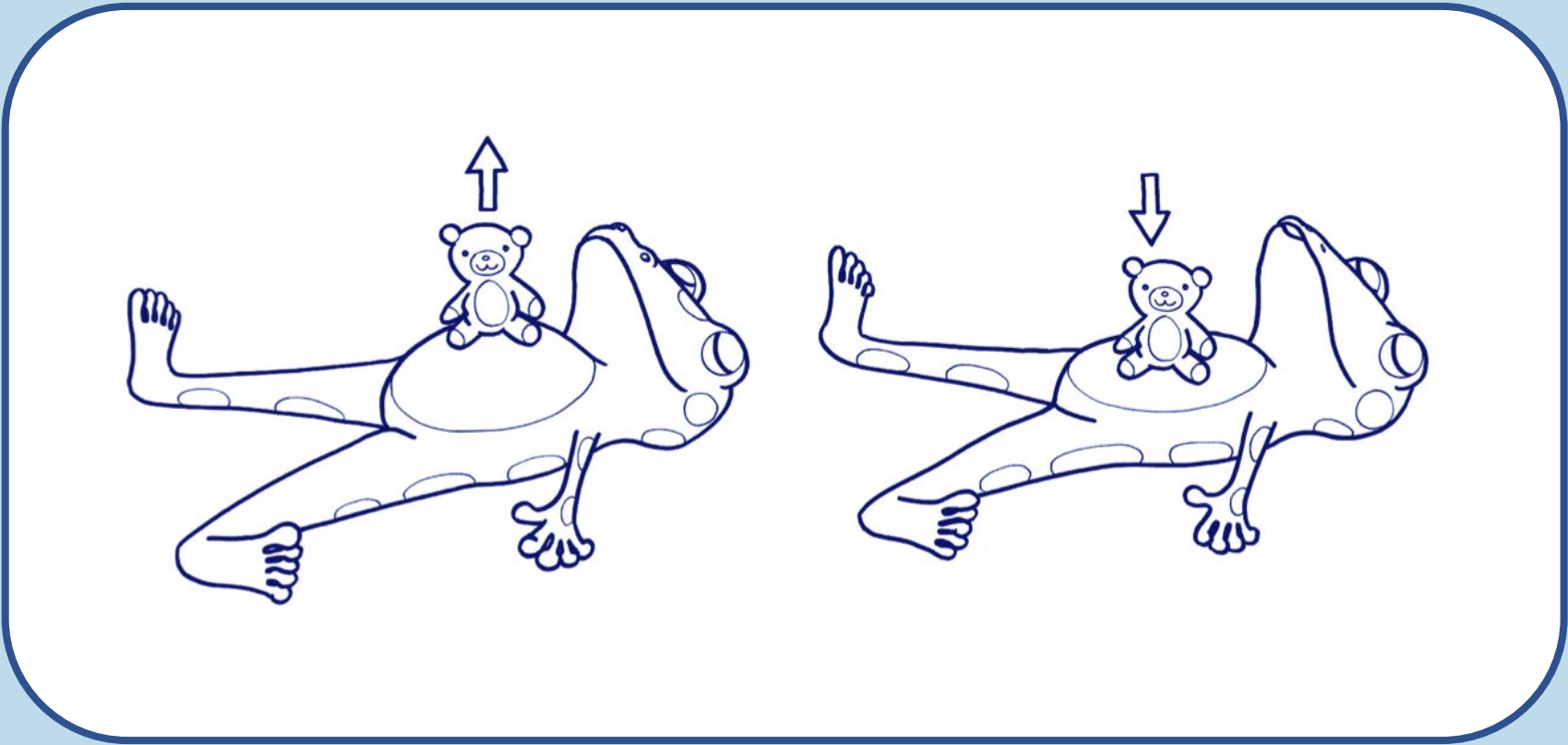
Engaging Activity: Seated Mountain



1. Sit toward the front of the chair, with feet on the ground and knees pointing straight ahead. (If on the floor, sit with crossed legs).
2. Arms straight at the sides or hands resting on side of chair or lap.
3. Sit up nice and tall. Let your shoulders relax.
4. Take deep breaths in and out.
5. Feel the floor beneath the feet.



Engaging Activity: Guided Rest with Breathing Buddy



Options for Breathing Buddies



Notice How You Feel



Week Two

Guiding Question: How does it feel to focus on your breath?



Breathe	Move	Rest
Balloon Breathing	Mountain/Sunrise	Breathing Buddies



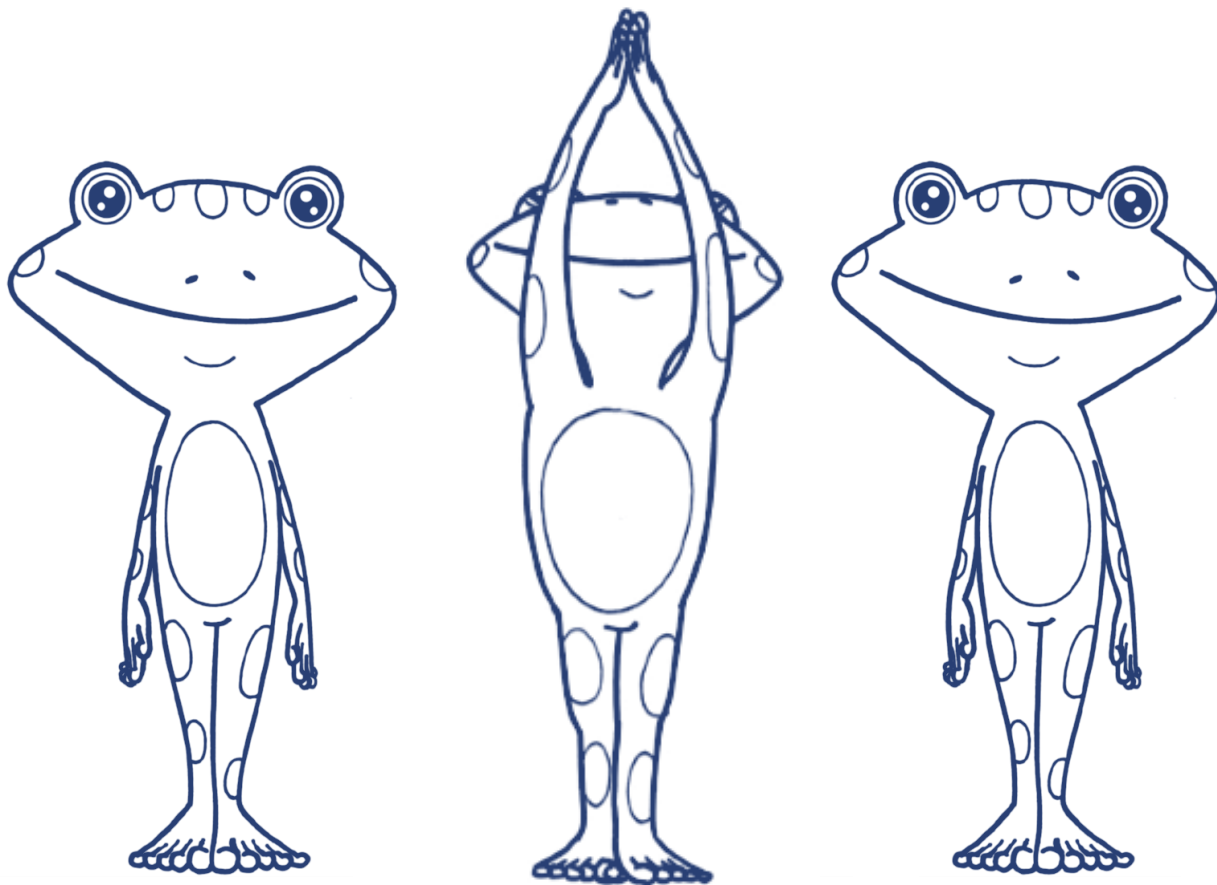
Engaging Activity: Balloon Breathing



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. There's no right or wrong answer; just notice what you are feeling right now.



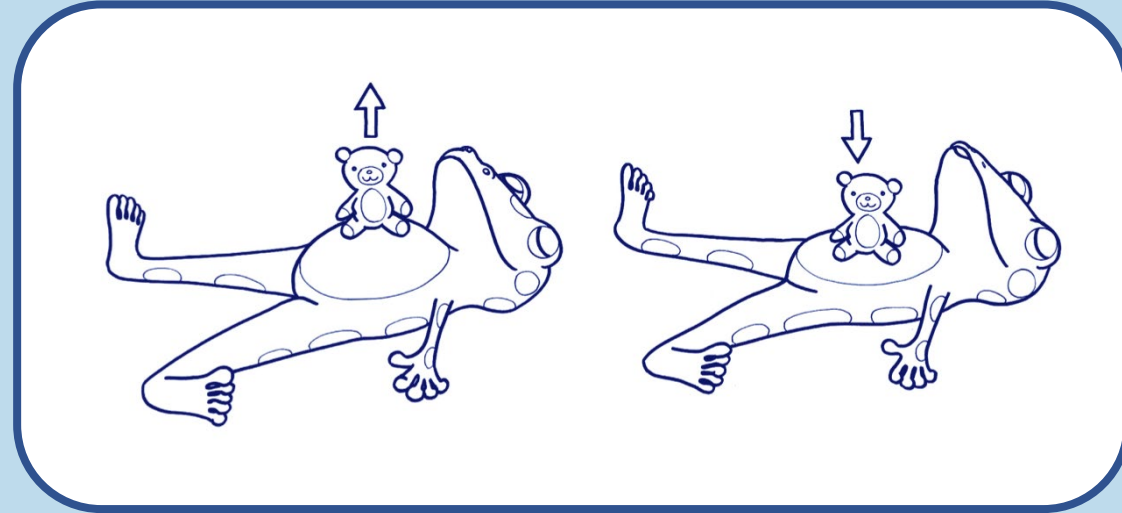
Engaging Activity: Mountain/Sunrise



1. Start in Mountain Pose.
2. Inhale, reach your arms up overhead (this is Sunrise Pose).
3. Exhale hands back down for Mountain.
4. Repeat a few times. Notice how you feel.

Engaging Activity: Guided Rest w/ Breathing Buddy

1. Lie down on the floor on your back. Spread your feet apart. Turn your palms up to face the ceiling.
2. Put your breathing buddy on your belly.
3. Inhale, float your breathing buddy up.
4. Exhale, let your buddy sink down.
5. (Lead learners through about 10 breath cycles).
6. The more you practice filling your body with peaceful, calming breaths, the calmer you will be when you need it most.
7. Slowly start to wiggle your fingers and toes. Take a deep breath in and stretch your arms overhead. As you exhale, relax.
8. Open your eyes and slowly return to a seated position.
9. Notice how you are feeling.



Week Three

Guiding Question: What do you do to relax?

Breathe	Move	Rest
Animal Arms	Tree Pose	Breathing Buddies

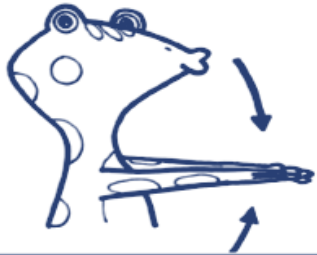




Engaging Activity: Animal Arms



Inhale the
jaws open

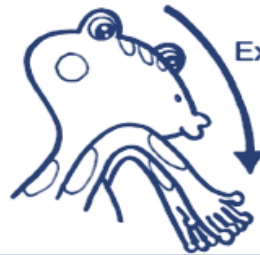


Exhale the
jaws close

Crocodile

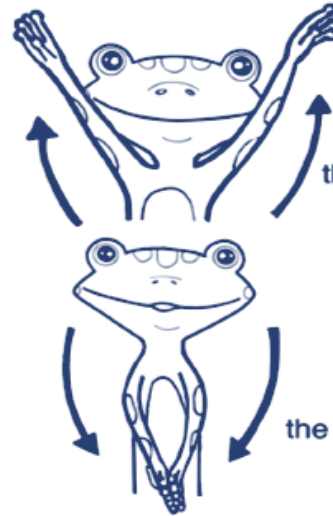


Inhale the dolphin
jumps up



Exhale the dolphin
dives down

Dolphin



Inhale
the wings open



Exhale
the wings close

Butterfly



Inhale the tummy
puffs up

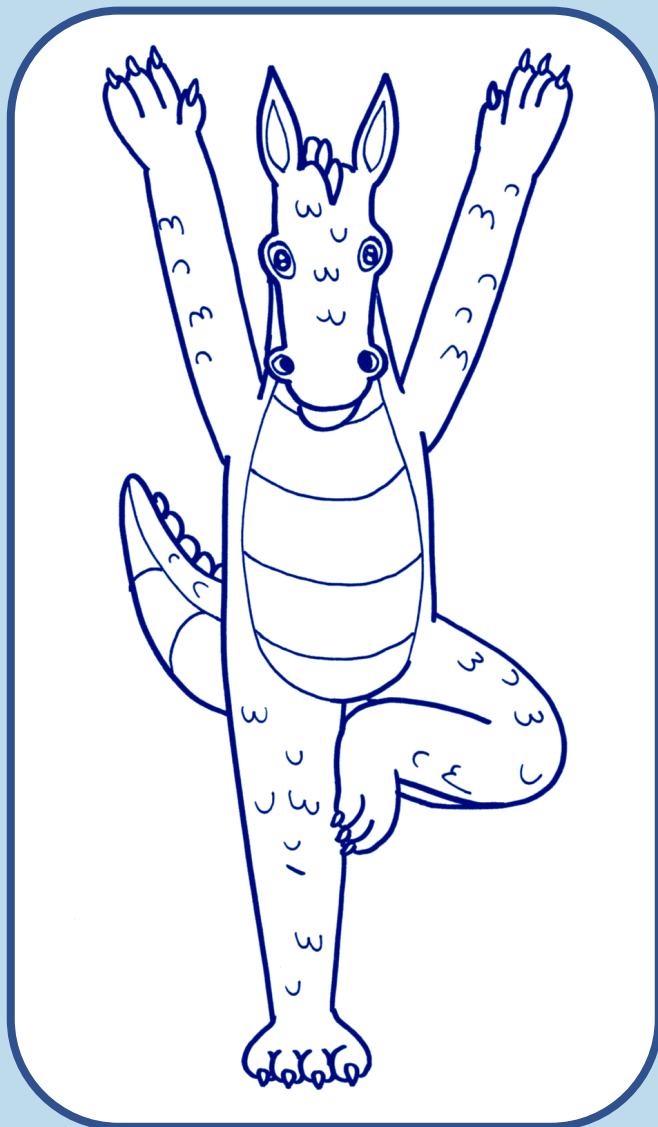


Exhale the tummy
sinks down

Pufferfish



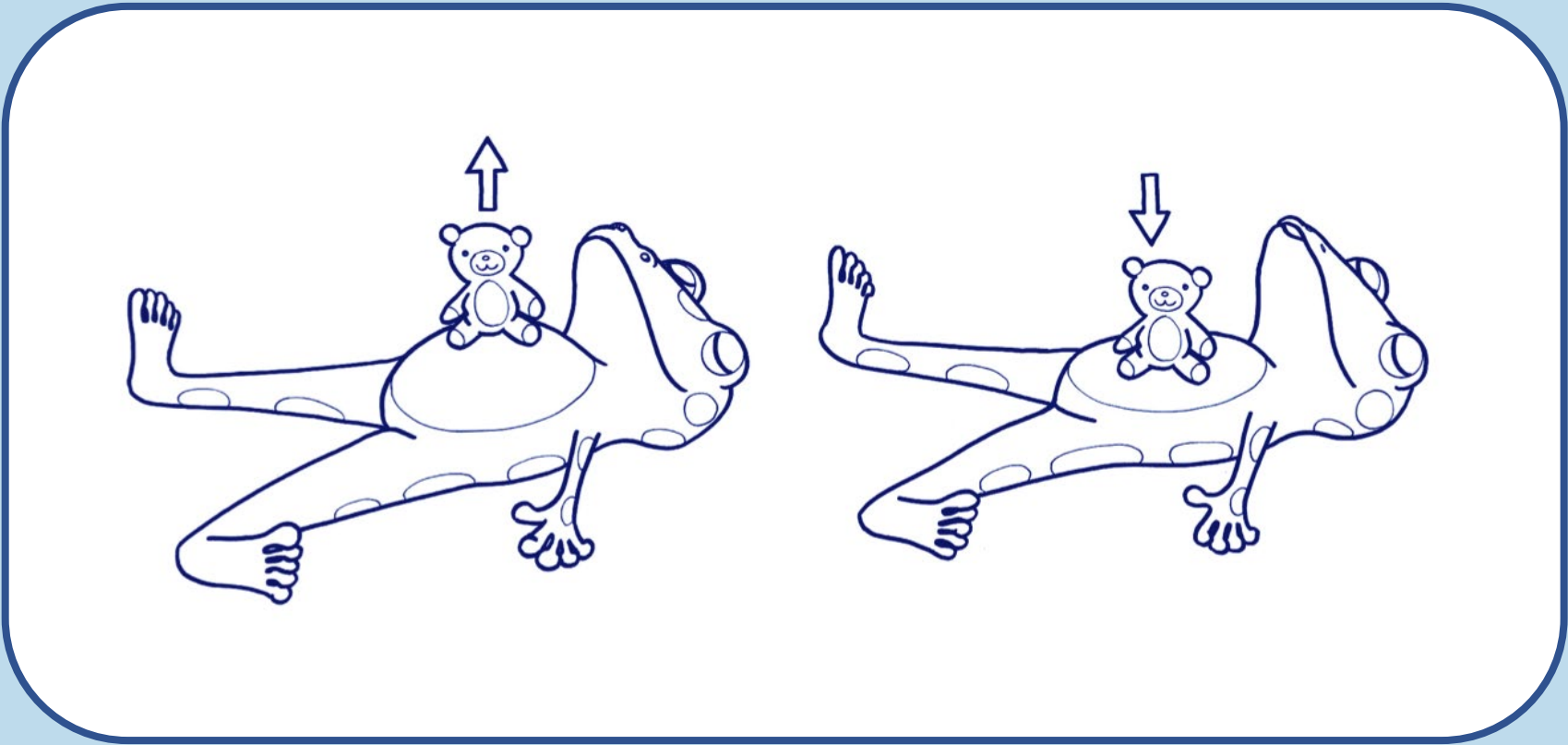
Engaging Activity: Tree



1. Begin in Mountain Pose and 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.
9. Repeat on the other side.



Engaging Activity: Guided Rest with Breathing Buddy



Week Four

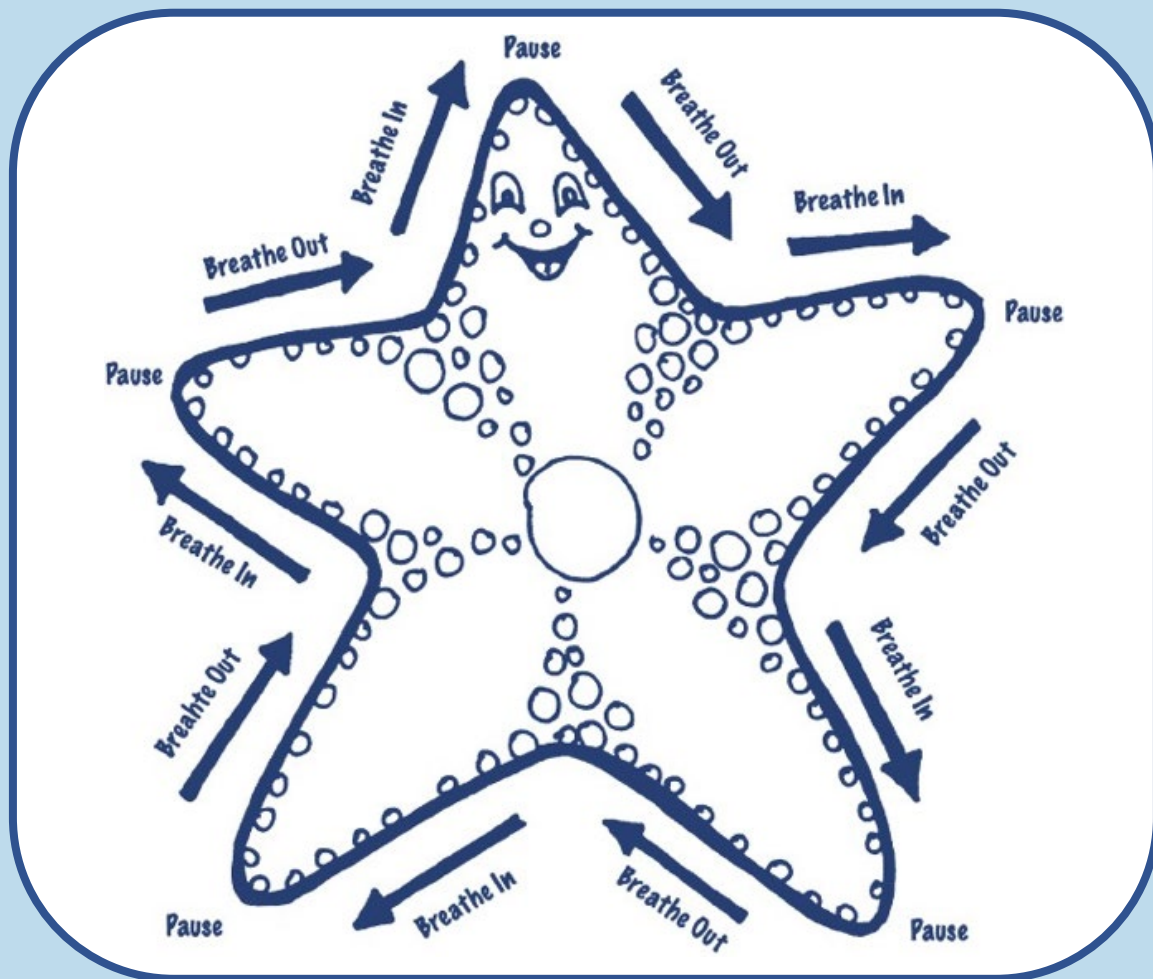
Guiding Question: How do you feel inside when you think about (and express) gratitude?

Breathe	Move	Rest
Starfish Breathing	Sunrise/Sunset	Breathing Buddies Attitude of Gratitude





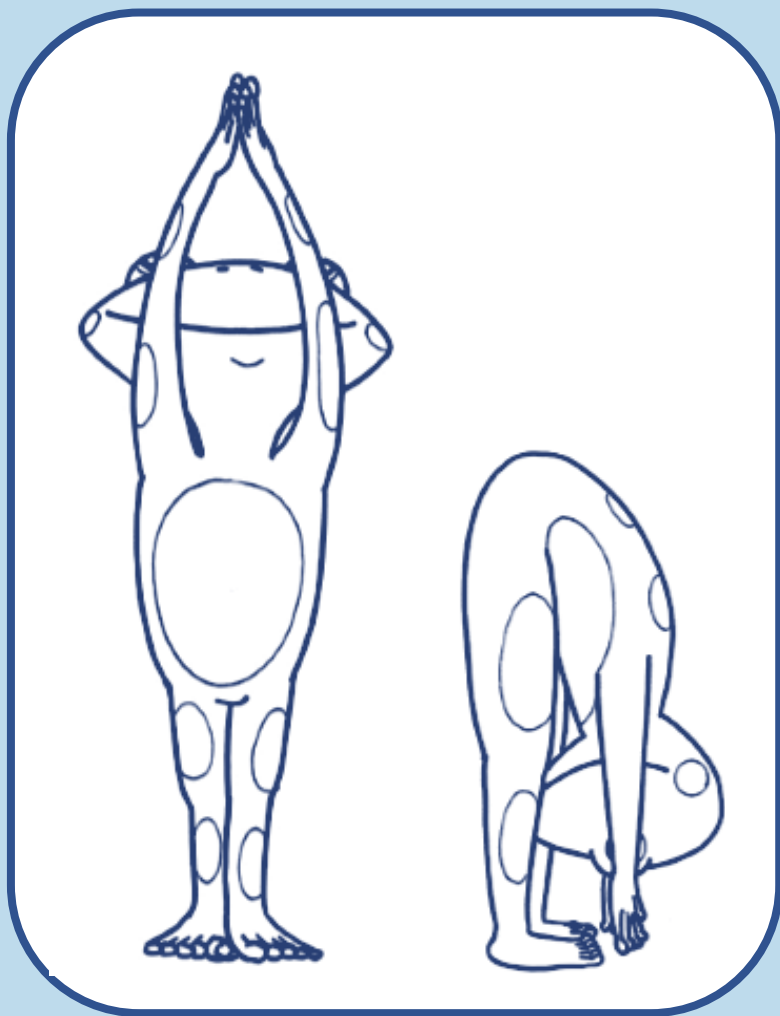
Engaging Activity: Starfish Breathing or Take Five



1. Lift 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 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 hand.



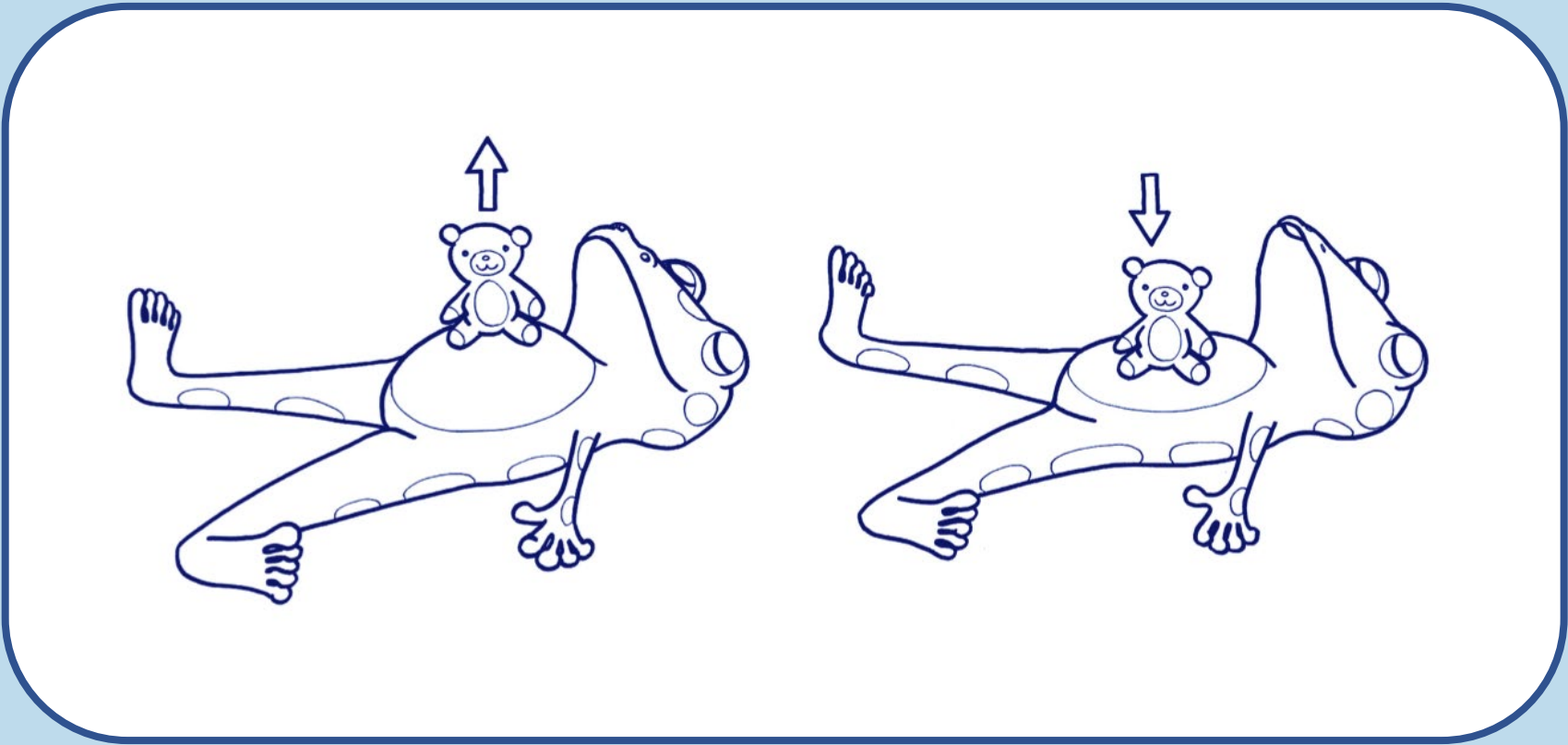
Engaging Activity: Sunrise/Sunset



1. Start in Mountain Pose. Take a few breaths here.
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 Pose).
4. Inhale all the way back up to Sunrise.
5. Exhale hands down for Mountain.
6. Repeat a few times. Notice how you feel.

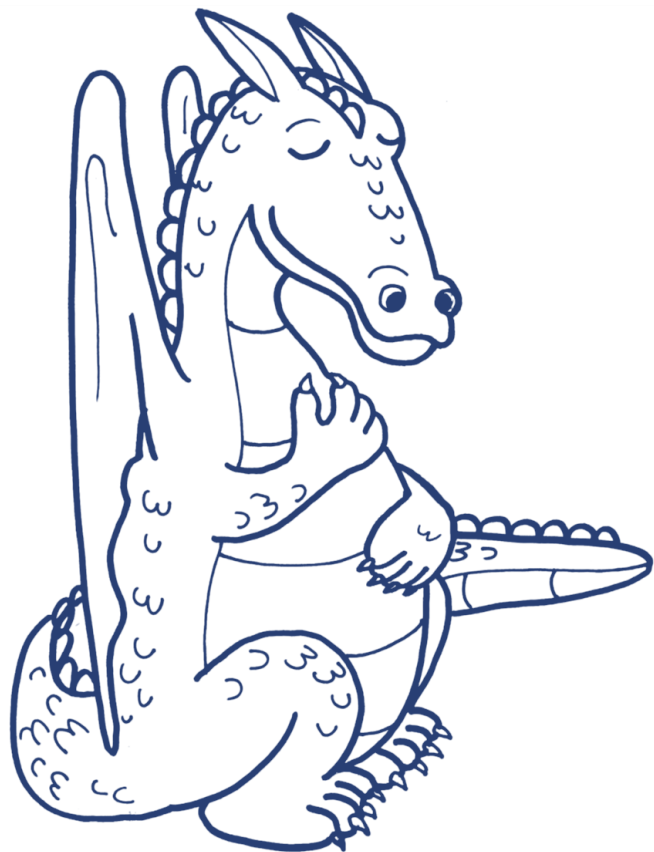


Engaging Activity: Guided Rest with Breathing Buddy





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.

Breathe



- ❖ Breath is how we effect change in the nervous system
- ❖ Use props to make breath concrete
- ❖ Use nasal breathing unless otherwise instructed

Move



- ❖ Teach poses from the ground up
- ❖ Provide physical modeling and visual supports
- ❖ Always move with the breath

Rest



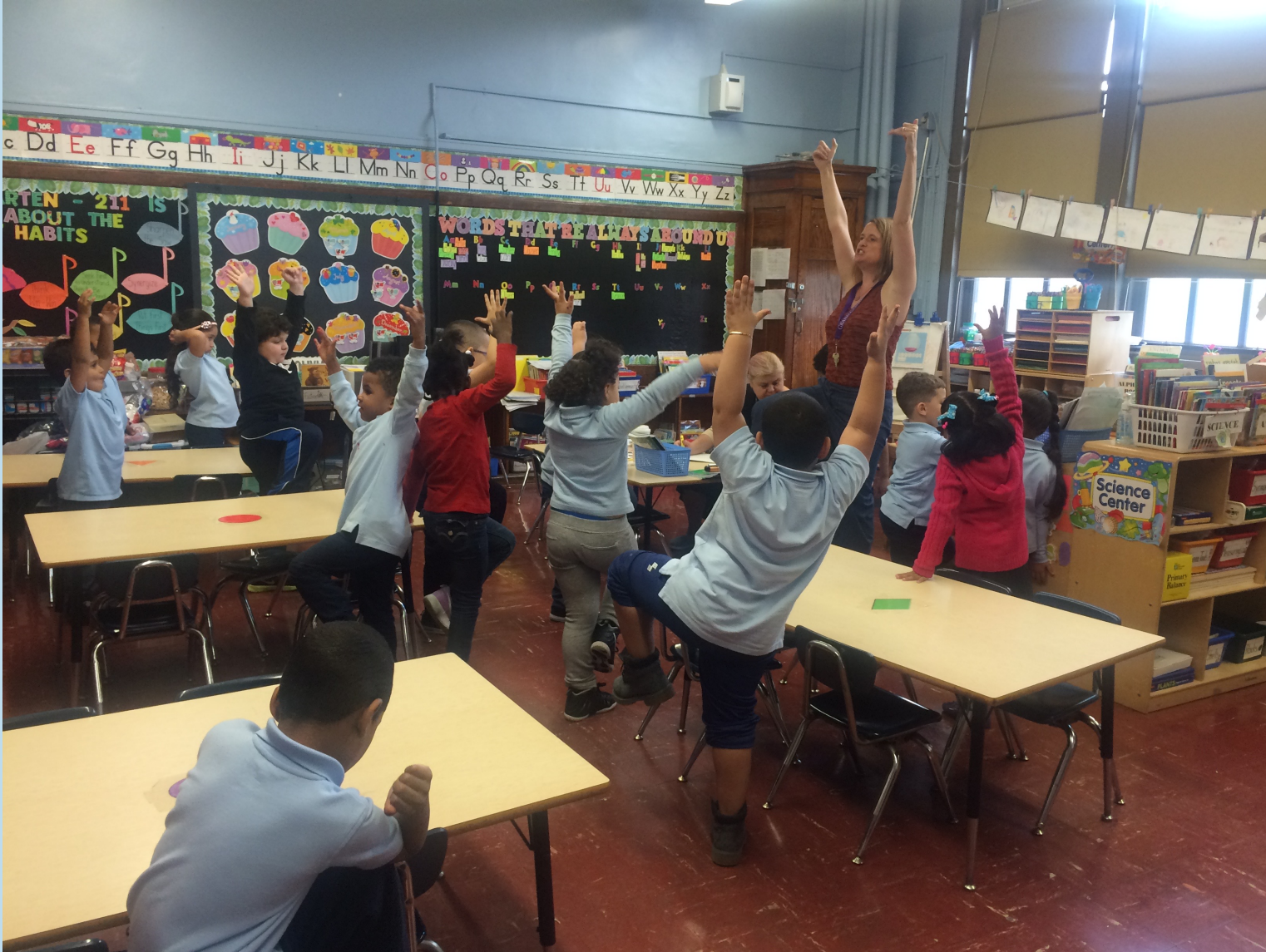
- ❖ Being still is a skill that requires practice – some movement is okay
- ❖ Lower lights and decrease other stimulation as much as possible
- ❖ You can do Guided Rest lying down or seated if space is an issue

Timing



- ❖ Start of day
- ❖ End of day
- ❖ Transition times
- ❖ Keep it short & sweet
- ❖ Consistency

Space



- ❖ Designed for classroom implementation
- ❖ Push in chairs at desks
- ❖ Circle/reading area

Calm Down Corner

- ❖ Soft textures
- ❖ Mind jar
- ❖ Breathing ball
- ❖ Brain Breaks card deck
- ❖ Posters



Image Credit: Erin Cooney



How to create a Mind Jar

- ❖ Use an empty jar or plastic bottle
- ❖ Fill your container $\frac{3}{4}$ full with water
- ❖ Add glitter in different sizes and shapes
- ❖ Add $\frac{1}{4}$ cup glycerin
 - ❖ The more glycerin added, the slower the sparkles will settle
 - ❖ You can find glycerin in the baking section of most grocery stores or you can use clear corn syrup

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Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



•
breathe

•
move

•
rest



K-2 Takeaways

Circle back:

- ❖ Use a mix of Breathe, Move and Rest strategies
- ❖ Behavior is communication
- ❖ Set up routines
- ❖ Repeat, repeat, repeat
- ❖ Consider your teaching space

Brain Breaks Review:

❖ Breathe

- Mindful Minute
- Breathing Ball
- Anchor Breathing
- Smell the Rose, Blow out the Candle
- Balloon Breathing
- Animal Arms
- Starfish Breathing

❖ Move

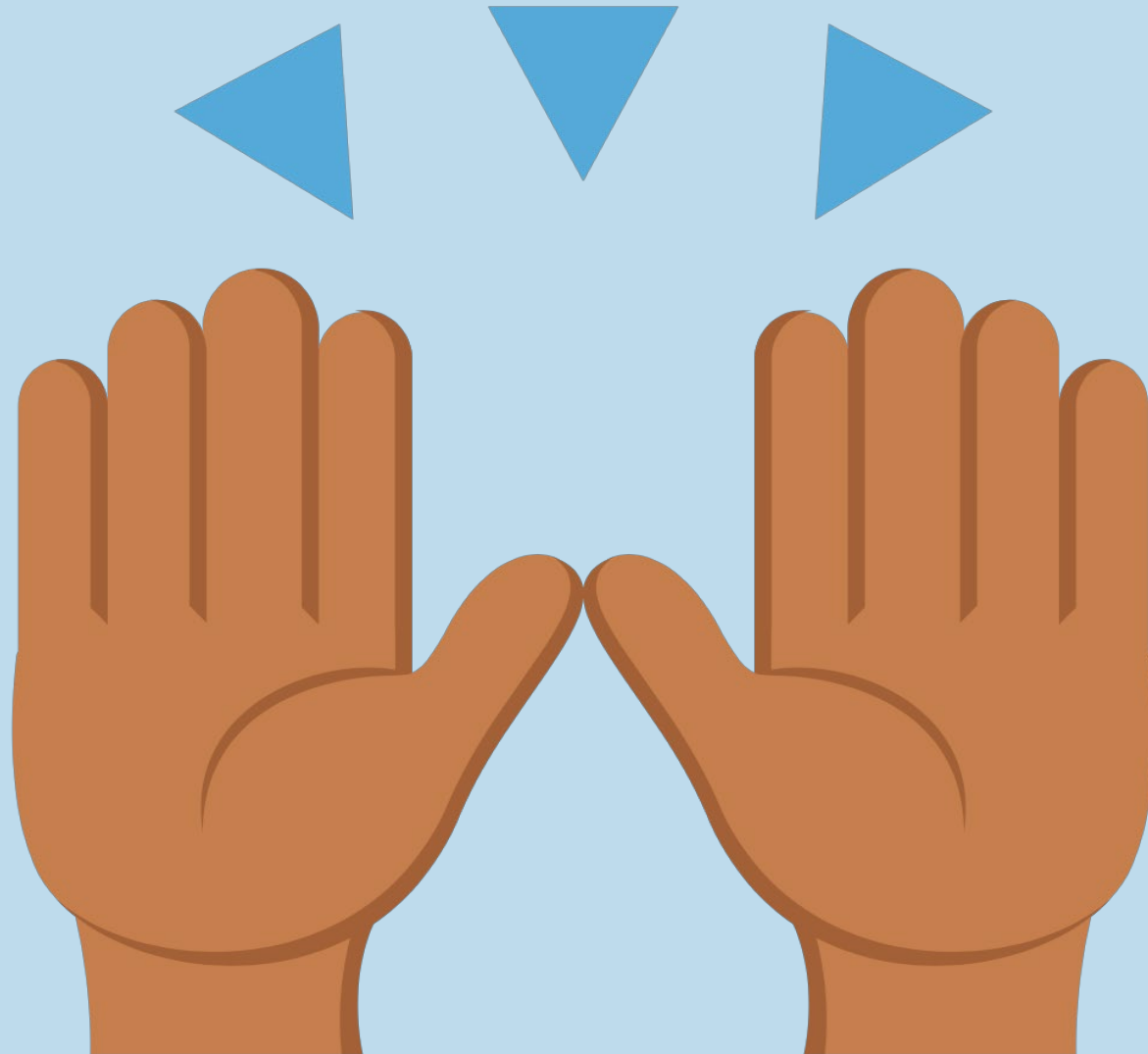
- Mountain/Chair Strength Sequence
- Seated Mountain
- Mountain/Sunrise
- Tree
- Sunrise/Sunset

❖ Rest

- Guided Rest with Breathing Buddy
- Attitude of Gratitude



Optimistic Closure: One Minute Accolade







Pure Community

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