



Thank you for joining us!

Session: Integrating Pure Power: High School
Trainer: Anne Contreras, Director of Programs

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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Welcoming 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.



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

Anne Contreras

MACP, MFTi #87444

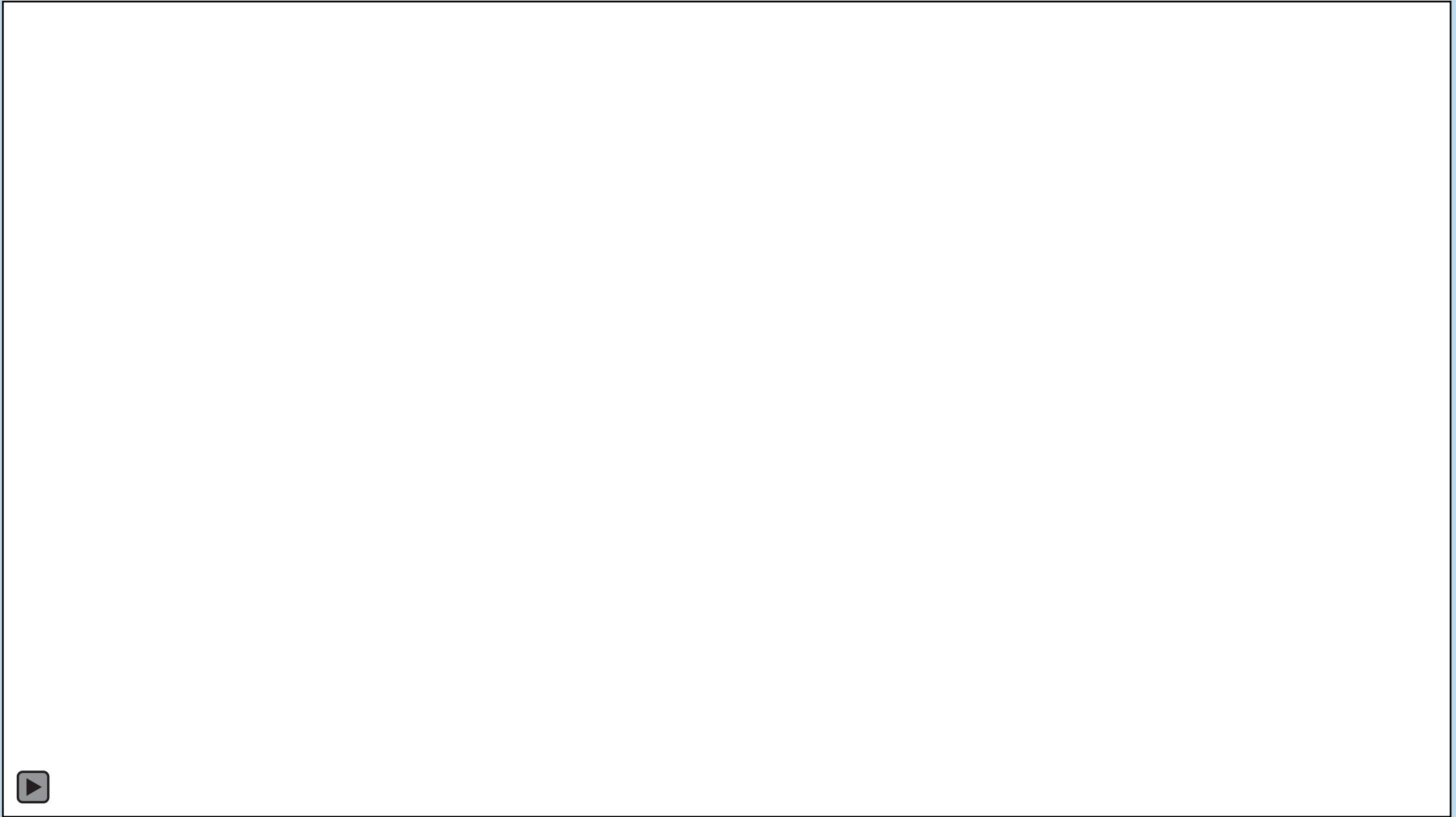
Director of Programs - National Trainer

Doctoral Studies

International Psychology, Trauma-Systems

Focus: Global Crisis Informed Care





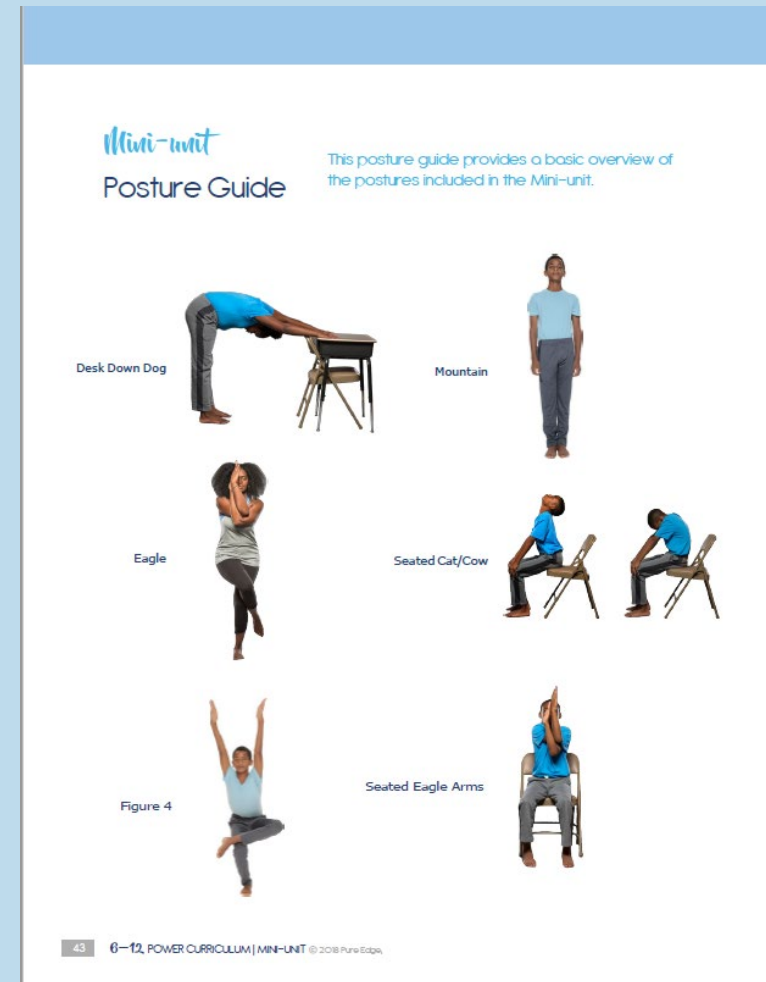
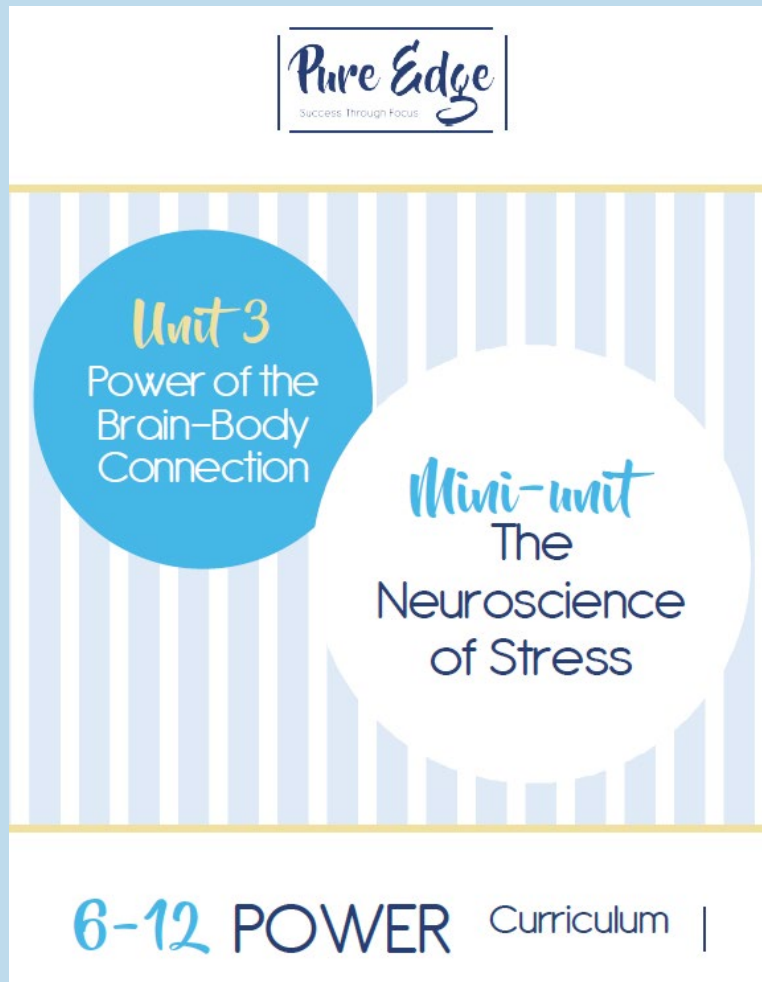
Learning Objectives

- Continue exploring, Pure Power Curriculum: Peek Inside the Amazing Brain Mini-unit, Grades 6-12
- In-depth review of the neuroscience of stress, Lessons 5-8.
- View a sample of how to conduct a lesson
- Plan for the first 4-weeks of implementation
- Experience Pure Edge *Brain Breaks* throughout



Peek Inside the Amazing Brain Mini-Unit

UNIT 3: Power of the Brain-Body Connection Mini-Unit: The Neuroscience of Stress



How to find *Peek Inside the Amazing Brain Mini-unit* on our website

Step 1

Start at pureedgeinc.org

Step 2

[Online Curriculum](#)

[▶ Video](#)

[Webinars](#)

[Log Out](#)

[+ MENU](#)

Step 3



Grades K-2

Grades 3-5

Grades 6-12

Short Sequences K-5

Long Sequences K-5

Reflection Journal K-5

Mini-unit: Neuroscience of Stress

Lesson 5	Breathing and the Nervous System
Lesson 6	Sympathetic and Parasympathetic Nervous System
Lesson 7	Wired for Stress
Lesson 8	Turning Stress into a Positive Force

Engaging Activity: Grades 6–12, Lesson Five

1. Mountain
2. Mountain - Chair 2x
3. Chair Pose Twist & Forward Bend
4. Stork (repeat on each leg)
5. Eagle
6. Desk Down Dog
7. Seated Sandwich
8. Seated Cat/Cow
9. Seated Twist
10. Seated Mountain
11. Guided Rest
12. Mindfulness: Mindful Listening



Lesson 5: Breathing and the Nervous System

Have you ever noticed a change in your breath or heart rate depending on your mood?

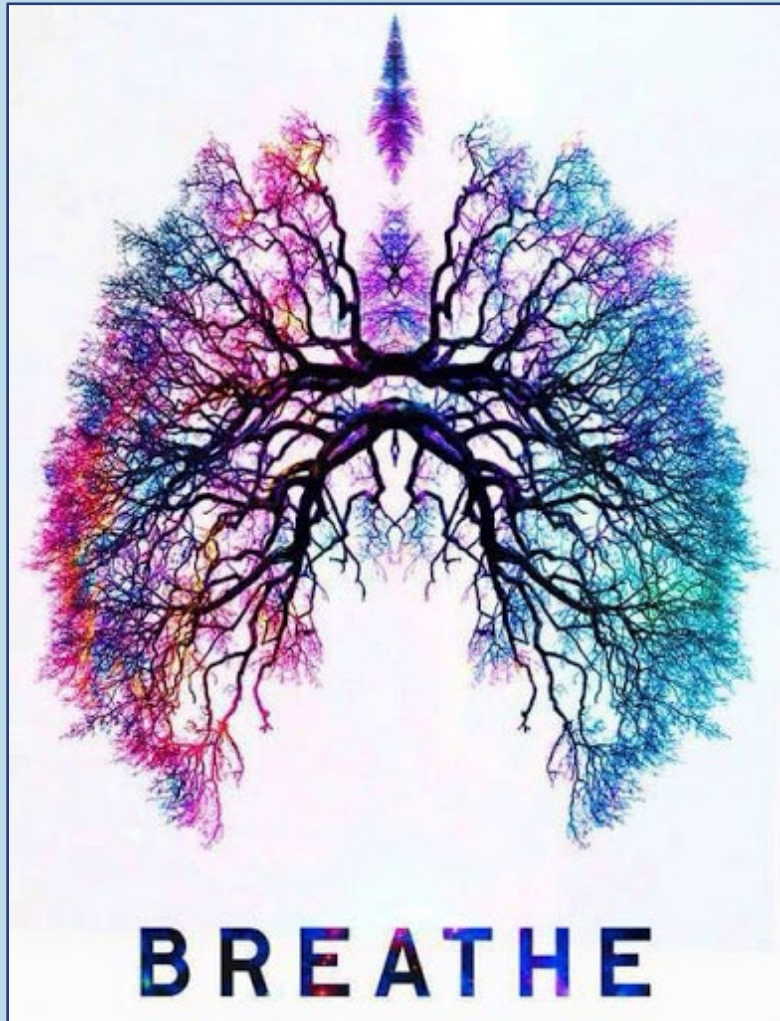
- Yes
- No
- I am not sure

How does your breath feel when you are angry?

- Smooth
- Heavy
- Short
- Hard



Lesson 5: Breathing and the Nervous System



- Use the breath to gauge what and how we are feeling.
- When we are angry, we might hold the breath.
- When we are sad or crying, the breath might become jagged.
- When we are relaxed or asleep, the breath will be calm, deep, and smooth.

Lesson 5: Breathing and the Nervous System



- We can also use the breath to interpret or influence the way we feel:
 - Physically
 - Mentally
 - Emotionally
- When we need to psych ourselves up for something, we take a deep breath.
- When we are upset, focusing on the exhalation is most useful.¹

Image Source: <https://powerofwomeninoursixties.com/blog/2019/9/5/breathing-techniques-to-calm-the-brain-and-body>

1: Rick Hanson, "Relaxed and Contented: Activating the Parasympathetic Wing of Your Nervous System," WiseBrain, 2017. <http://wisebrain.org/>

Lesson 5: Breathing and the Nervous System

- The act of breathing directly affects our nervous system.
- Though it is an “autonomic” function, it is also something that we can modulate by breathing consciously.
- Therefore, it is one of the most direct ways to access our nervous system.





Engaging Activity: Even In – Even Out

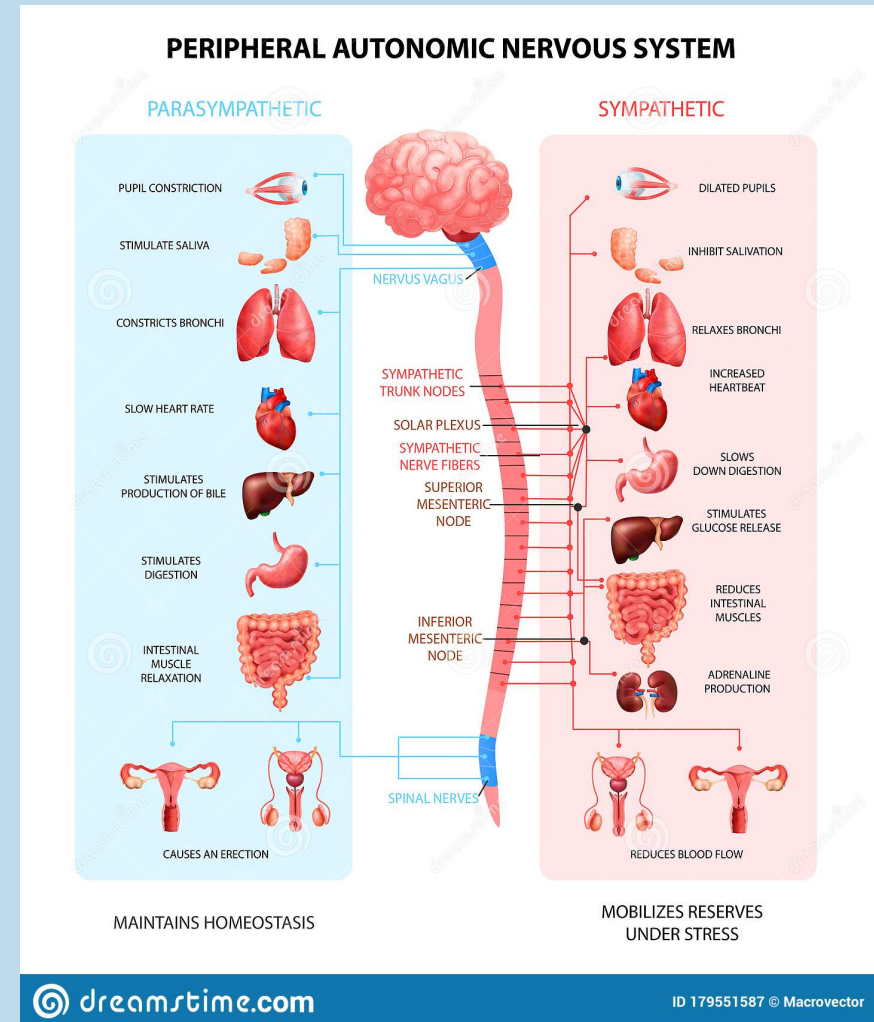


1. Start in Seated Mountain with a tall spine, relaxed shoulders, and eyes gently closed.
2. Breathe naturally through the nose.
3. We are going to focus on making our inhales and exhales even.
4. Inhale deeply through the nose and exhale through the mouth for a count of one.
5. On the next breath, let's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

Lesson 6: Sympathetic & Parasympathetic Nervous System

Two branches of the autonomic nervous system that are functioning all the time:

- **Sympathetic nervous system (SNS):** rules everything in our body that expands or moves toward activity.
- **Parasympathetic nervous system (PNS):** Rules constriction and rest.



Lesson 6: Sympathetic & Parasympathetic Nervous System

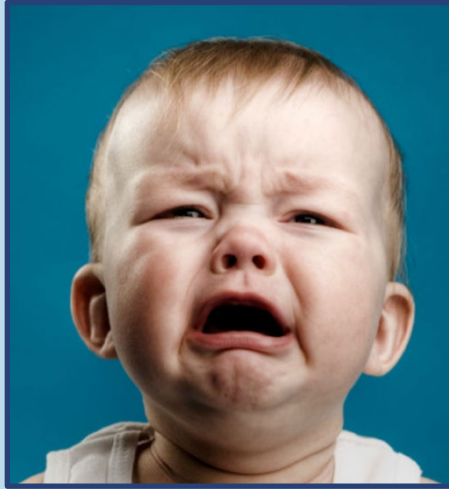
- **SNS:** Provides the fuel required to engage with and take care of circumstances outside the body.¹
- The **PNS** system must have the upper hand, in order to recover from and prepare for our interactions with our external environments.²



1: Eric H. Chudler "Autonomic Nervous System," Neuroscience for Kids, University of Washington, 2014, <https://faculty.washington.edu/chudler/auto.html>.

2: "Parasympathetic Nervous System," Encyclopedia Britannica, 2016.

Response



“Gas Pedal”

Sympathetic Nervous System:
Fight or Flight



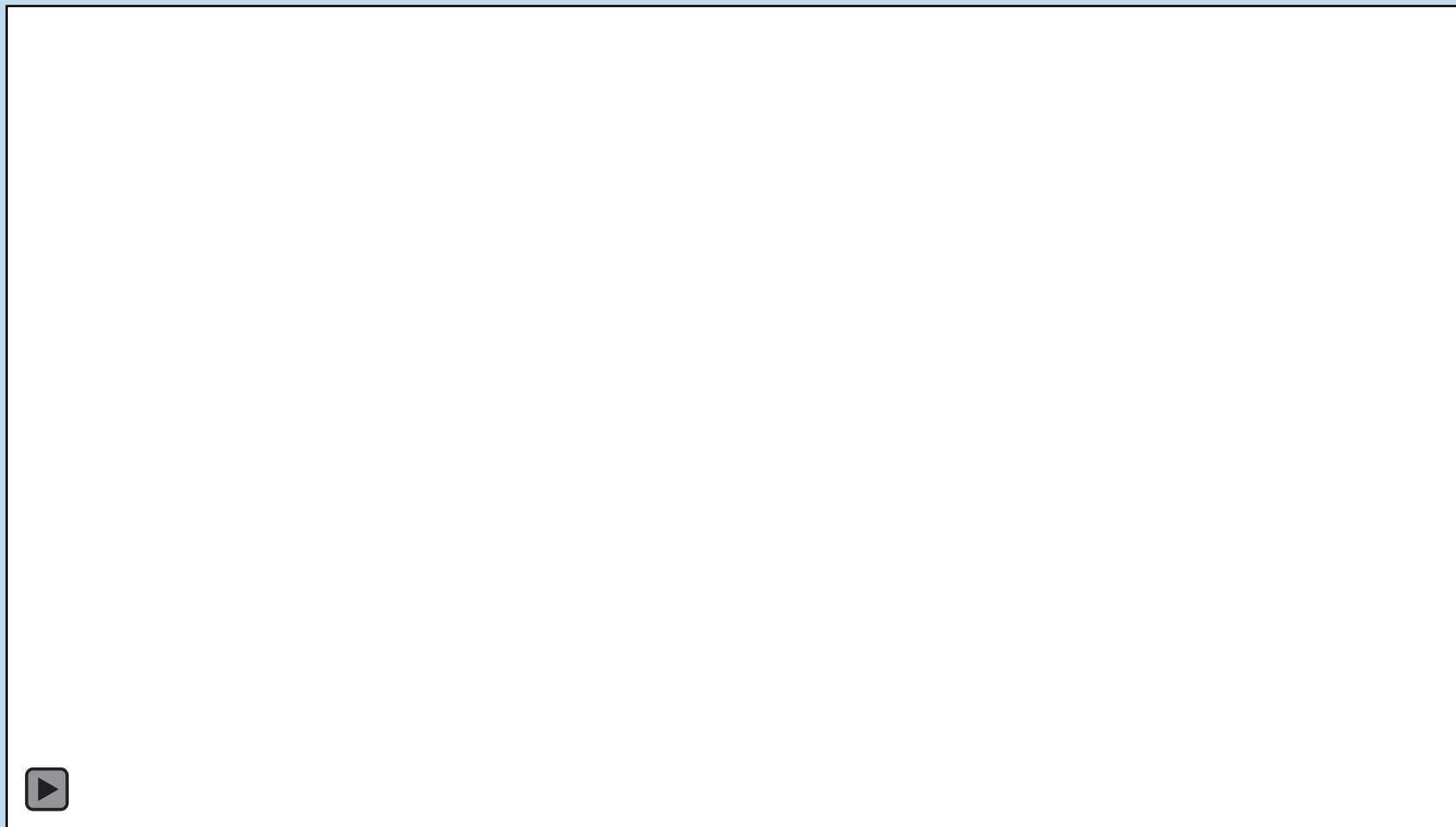
“Brake”

Parasympathetic Nervous System:
Rest and Digest





Engaging Activity: Breathing Ball



Lesson 7: Wired for Stress



What is stress?

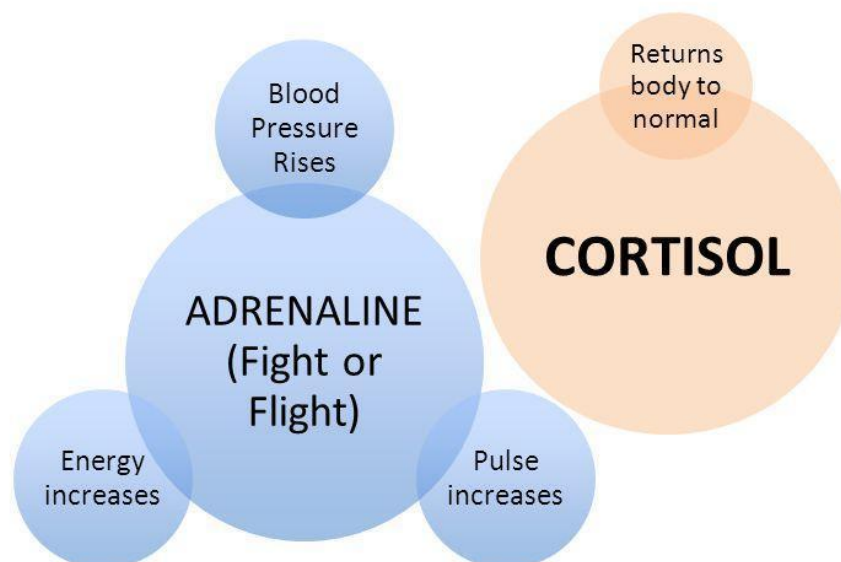
Any demand made upon the adaptive capacities of the mind and body.

Allostatic Load



Lesson 7: Wired for Stress

Stress Responses



- **Cortisol** and **adrenaline** are released when our environments demand that we are alert and focused.¹
- Which can result in being “stressed out” = when our nervous system **becomes accustomed** to constant flow of cortisol and adrenaline.
- Exercise and mindfulness practices **help flush excess cortisol from our systems.**

Image Source: <https://www.valinschiropractic.com/blog/124988-balancing-hormones-for-energy-and-sculpting-your-perfect-body>

1: “Understanding the stress response,” Harvard Health Publications, 2016. <http://www.health.harvard.edu/staying-healthy/understand-ing-the-stress-response>

Engaging Activity: Grades 6–12, Lesson Six

1. Mountain
2. Chair Pose Twist & Forward Bend
3. **Figure Four**
4. Stork (repeat on each leg)
5. **Whirligig**
6. Desk Down Dog
7. **Seated Eagle**
8. Seated Sandwich
9. Seated Cat/Cow
10. Seated Twist
11. Seated Mountain
12. Guided Rest
13. Mindfulness: Attitude of Gratitude



Lesson 8: Turning Stress into a Positive Force

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**

GOOD STRESS

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

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

Stress

Perception of Stress

take a different approach to things.

Stressful or challenging circumstances can give us the opportunity:

- Set the bar higher
- Recalibrate our minds & bodies
- Develop resilience to conditions used to knock us off course.

Lesson 8: Turning Stress into a Positive Force

Health & wellness practices offer an effective method for stress management.



Movement encourages:

- Circulation of the blood
- Brings oxygen to every cell of the body, including our brain cells.

Our **breathing techniques** reduce feelings of anxiety and upset that can accompany a sense of being stressed out.

Mindfulness practices helps us listen in to what we feel and need.



Engaging Activity: Seated Eagle





When to Incorporate Mindful Movement

- ❖ **Begin the school-year with ROUTINES and/or AGREEMENTS.**
- ❖ **At the start of class:**
 - Start of the session
 - During a virtual class as a break
 - For transitioning
- ❖ **At the end of class:**
 - Close out class
 - Rest to end the day

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.



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.
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.



SAMPLE Lesson

1. Guiding Questions
2. Vocabulary
3. Connect
- 4. Teach**
5. Active Engagement
6. Link
- 7. Movement Sequence**
8. Possible handouts

Lesson 1		
Guiding Questions	Select 1-3 Approx. 10-mins	Student Group work
Vocabulary	Approx. 10-mins	Student Group work
Connect	Approx. 1-2-mins	Educator
Teach	Approx. 5-mins	Educator
Active Engagement	Approx. 10-mins	Educator
Movement Sequence	Approx. 20-30 mins	I do, you do, we do
Possible Handouts	Approx. 3-5 mins	Homework

SMAPLE: Four Week – Implementation Guide

MONDAY	TUESDAY	WED <i>*Shorter class</i>	THURSDAY	FRIDAY <i>*Assemblies</i>
Introduce Breathing as part <u>ROUTINES</u> *Start/End of class	Breathing *Start/End of class	Introduce Rest <i>Lesson 1: Content</i>	Start: Breathing End: Rest	Start: Breathing End: Rest
Start: Breathing Introduce: Mountain-Chair End: Rest	Start: Breathing Mountain-Chair, 2x End: Rest	Introduce Standing Side Stretch <i>Lesson 1: Content</i>	Start: Breathing Mountain-Chair, 2x Standing Side Stretch End: Rest	Start: Breathing End: Rest
Start: Breathing Mountain-Chair, 2x Standing Side Stretch Introduce: Tree (each leg) End: Rest	Breathing Mountain-Chair, 2x Standing Side Stretch Tree End: Rest	Introduce Seated Cat/Cow <i>Lesson 2: Content</i>	Breathing Mountain-Chair, 2x Standing Side Stretch Tree Seated Cat/Cow End: Rest	Breathing End: Rest
Breathing Mountain-Chair, 2x Standing Side Stretch Tree Seated Cat/Cow Introduce: Seated Twist End: Rest	Breathing Mountain-Chair, 2x Standing Side Stretch Tree Seated Cat/Cow Seated Twist End: Rest	Introduce Seated Mountain <i>Lesson 2: Content</i>	Breathing Mountain-Chair, 2x Standing Side Stretch Tree Seated Cat/Cow Seated Twist Seated Mountain End: Rest	Breathing End: Rest

Optimistic Closure: Taking in the Good



Image: Rick Hanson and Rick Mendius, "Positive Emotions and Taking In the Good," 2007. <http://www.wisebrain.org/PositiveEmotions.pdf>



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Brain Breaks Review



Breathe

- Mindful Listening
- Even In – Even Out
- Breathing Ball - Video



Move

- Seated Eagle - Video
- Peek Inside the Amazing Brain, 6-12:
 - ✓ Lesson 5: Full Sequence
 - ✓ Lesson 6: Additional postures in **brown bold**

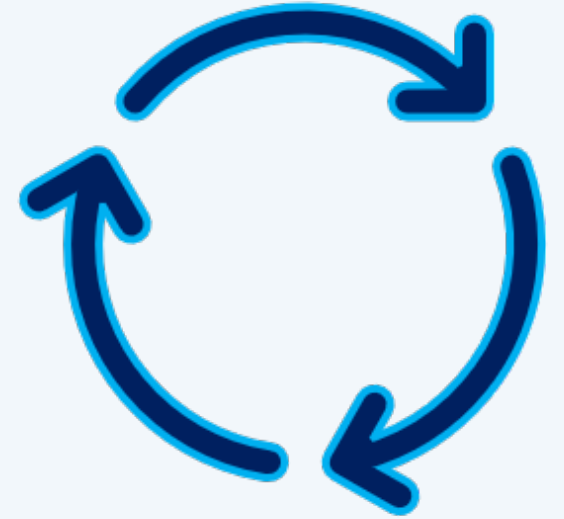


Rest

- Guided Rest/Body Scan
- Taking in the Good

Takeaways

- Peek Inside the Amazing Brain, Grades 6-12
- Lessons 5-8: Neuroscience of Stress
- Touch upon Lessons 5-8: Movement Sequences
- Sample Lesson
- Sample Implementation Sheet – first 4 weeks
- Review of Brain Breaks



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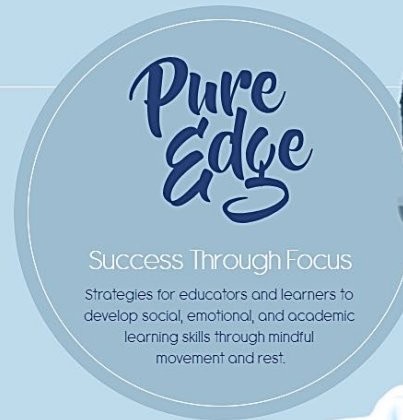
Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



•
breathe

•
move

•
rest





Pure Community

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