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

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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

**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

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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.

Image Source: https://favim.com/image/1639501/
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

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 inhaled and exhaled breaths 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.
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

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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
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
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>

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

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

GOOD STRESS

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

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

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.


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**

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th></th>
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<tbody>
<tr>
<td>Guiding Questions</td>
<td>Select 1-3 Approx. 10-mins</td>
<td>Student Group work</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Approx. 10-mins</td>
<td>Student Group work</td>
</tr>
<tr>
<td>Connect</td>
<td>Approx. 1-2-mins</td>
<td>Educator</td>
</tr>
<tr>
<td>Teach</td>
<td>Approx. 5-mins</td>
<td>Educator</td>
</tr>
<tr>
<td>Active Engagement</td>
<td>Approx. 10-mins</td>
<td>Educator</td>
</tr>
<tr>
<td>Movement Sequence</td>
<td>Approx. 20-30 mins</td>
<td>I do, you do, we do</td>
</tr>
<tr>
<td>Possible Handouts</td>
<td>Approx. 3-5 mins</td>
<td>Homework</td>
</tr>
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## SMAPLE: Four Week – Implementation Guide

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WED</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
</table>
| **Introduce**
Breathing as part ROUTINES  *Start/End of class** | **Breathing**  
*Start/End of class** | **Introduce**
Rest  
Lesson 1: Content | **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  
Lesson 1: Content | **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  
Lesson 2: Content | 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  
Lesson 2: Content | 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


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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
Thank you for joining us!

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Trainer: Anne Contreras, Director of Programs

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Email: getmoving@pureedgeinc.org