



# Thank you for joining us!

**Session 11: Brain Breaks Implementation**  
**Trainer: Michelle Kelsey Mitchell**

## Getting Started:

1. If you have any questions, please type them into the Q&A box!
2. At the end of this session, when you leave the meeting, there will be a link that will pop-up asking you to complete the Session Quiz / Feedback Form.
3. You will receive a follow-up email within 24 hours of this session. That email will serve as your confirmation of attendance record for this session.

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# Culture of Care Series: Session 11

## Brain Breaks Implementation



# Introductions

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Director of Partnerships &  
*National Trainer*

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# Who We Are

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**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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# Pure Power Curriculum

## *Grades K-5*

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

## *Grades 6-12*

- ❖ Unit 1 – Power to Shine
- ❖ Unit 2 – Power of Mindfulness
- ❖ Unit 3 – Power of Brain-Body Connection
- ❖ Unit 4 – Power of a Balanced Life
- ❖ Unit 5 – Tool Kit for a Balanced Life

# We will always practice

1. Self-care 
2. Brain Breaks 
3. Modeling SEL Lesson Structure



# Welcoming Activity

Who or what was it that motivated or inspired you to be in education?

# Learning Objectives

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- ❖ Describe how and when to implement Brain Breaks.
- ❖ Develop a plan for Brain Break implementation that aligns with SEL competencies and objectives.
- ❖ Illustrate the interconnectedness of SEL and self-care.
- ❖ Practice and implement Breathe, Move, and Rest Strategies for Self-awareness and Self-management.
- ❖ Identify CASEL competencies.
- ❖ Acquire skills to train colleagues in SEL with evidence-based curricula.





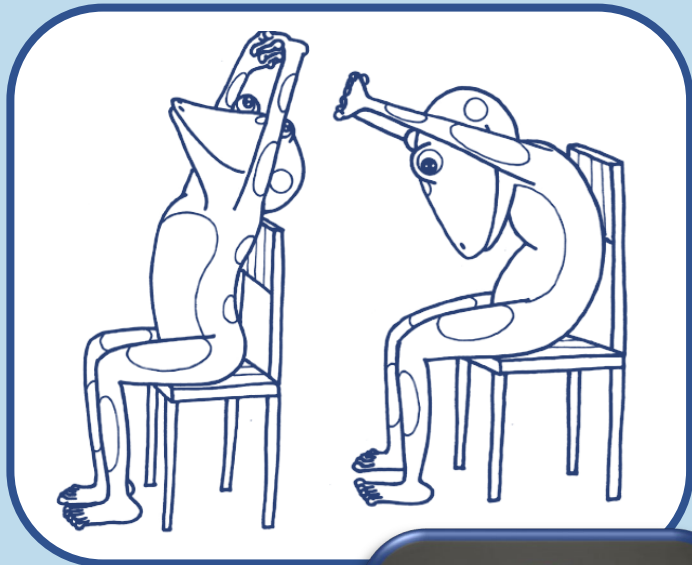
# Engaging Activity: Anchor Breathing



1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: tummy, chest or your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.
5. Can you be mindful of your breathing for 5 breaths? For 1 minute?



# Engaging Activity: Chair Cat/Cow



1. Sit in Seated Mountain with hands on knees.
2. As you inhale, stretch your arms overhead and interlace fingers. Reach the center of your chest up toward the ceiling, and lift your chin so that you are looking at the ceiling. (Cow)
3. As you exhale, in one movement bring your hands forward, round your spine and drop your chin toward your chest. (Cat)
4. Repeat for several breaths: inhale, arms up, gaze lifts, chest up. Exhale round the spine, chin tucks, hands forward.
5. Return to Seated Mountain.



# Engaging Activity: Taking in the Good

1. Think of one thing from the day that you feel good about, and be specific—for example, you listened, you were more creative, you lent a helping hand, or someone smiled at you, etc.
2. Hold on to that memory for the next 30 seconds. Remember it in as much detail as you can.
3. Allow the feeling associated with the memory to sink in your mind. Act as a sponge, absorbing the memory and the feeling together.



# Guiding Question

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When or how do I  
implement Brain Breaks?



# Training Manual

Grades  
K-5

Grades  
3-5



Here are a few suggestions for when to implement Brain Breaks for grades 3-5. The suggested exercises are meant to support the educator in getting started with Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, [www.pureedgeinc.org](http://www.pureedgeinc.org), for video tutorials and access to the Brain Breaks manual.

Arrival	Mindful Minute offers learners a chance to check in with themselves at the start or end of the school day.
Refocus Between Lessons	Bring a little movement and breathing as a break to re-energize learners. Good options are Chair Cat/Cow, Chair Twist, and Statue.
Before Testing	Breathing exercises help relieve testing-related stress and put learners in a state of focus. Breathing Ball, Starfish, and Balloon Breathing are good ones to start with.
Lining Up	Use Mountain and Tree postures to help learners stay calm during transition to and from the classroom. Remember to focus on breathing!
Recess	Chair Sunrise Twist is a good way to help learners calm down if they have a lot of energy after they have played outside. Once they have settled down, try Even In-Even Out to build focus.
Create a Calming Center	Have Mind Jar and Breathing Ball available for learners to access in a quiet area. Have posture cards printed (available on <a href="http://www.pureedgeinc.org">www.pureedgeinc.org</a> ) for learners to practice postures on their own.
Departure	Attitude of Gratitude invites learners to remember something or someone that makes them feel thankful.







# Training Manual

Grades  
6-12

Grades  
6-12



Here are a few suggestions for when to implement Brain Breaks for grades 6-12. The suggested exercises are meant to support the educator in getting started with Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, [www.pureedgeinc.org](http://www.pureedgeinc.org), for video tutorials and access to the Brain Breaks manual.

## Arrival/ Homeroom

**Mindful Minute** offers learners a chance to check in with themselves at the start of the school day. The start of the day is also a great time to incorporate **Breathe** exercises such as **Anchor Breathing** or **Rest** exercises like **Mindful Listening**.

## Refocus Between Classes

Use the breath to help settle students as they transition from one class to another. Good options to start with are **Breathing Ball**, **Even-In, Even-Out** or **Belly-Heart Breath**.

## Break During Class

Bring a little movement and breathing as a break to re-energize learners during longer lessons. **Chair Cat/Cow**, **Chair Twist**, **Desk Dog**, **Tree** or **Eagle** work well.

## Before Testing

Breathing exercises help relieve testing-related stress and put learners in a state of focus. Use exercises that learners are already familiar with. **Take Five**, **Belly Breathing**, and **Alternate Nostril Breathing** are simple and effective choices.

## Afternoon Slump

To re-engage sluggish learners, some breath and movement can be helpful. **Chair Pose Twist** and **Forward Bend**, **Standing Half Moon**, and **Recharge Sequence** will get learners moving. Offering **Guided Rest** before movement when learners are tired can also re-energize them.

## Departure

**Taking in the Good** and **One Minute Reflection** are **Rest** exercises designed to help learners reflect at the end of the day.





# Arrival/Homeroom

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This offers learners a chance to check in with themselves at the start of a school day.

**Mindful Minute**

or/and

**Breathing Exercise**

Anchor Breathing

**Rest**

Mindful Listing





## Refocus Between Lessons

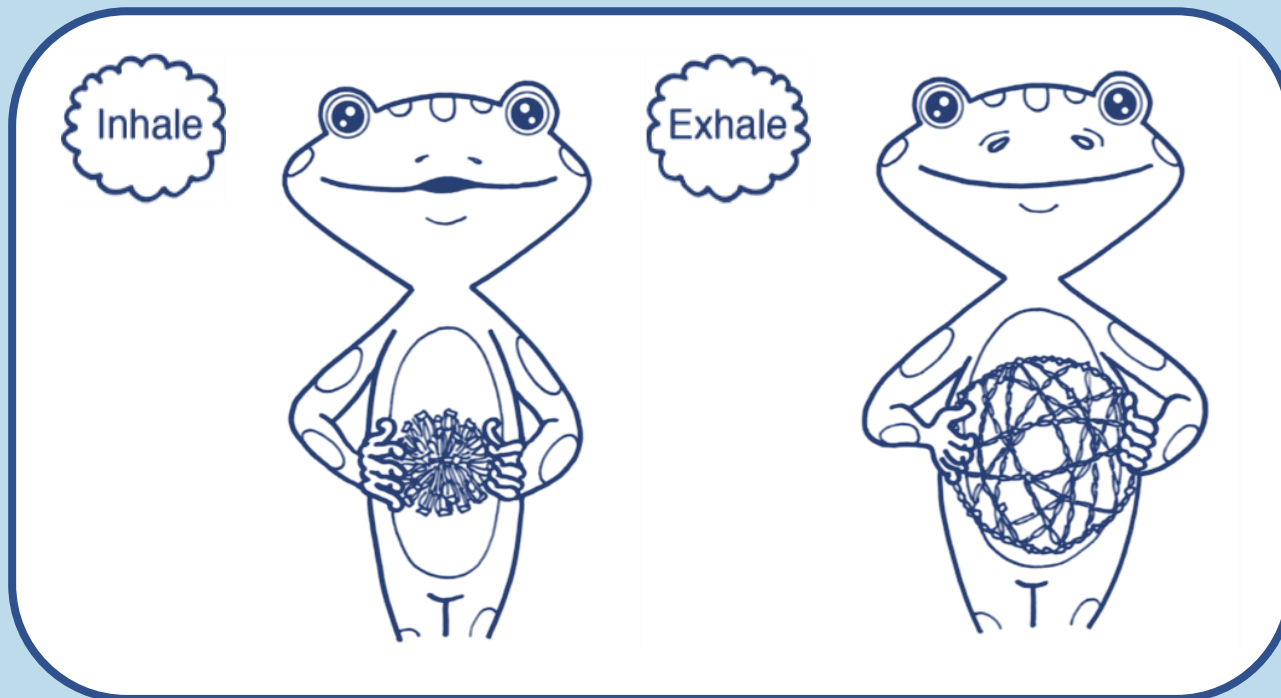
Use the breath to help settle students as they transition from one class or lesson to another.

Breathing Ball  
Even In – Even Out





# Engaging Activity: Breathing Ball

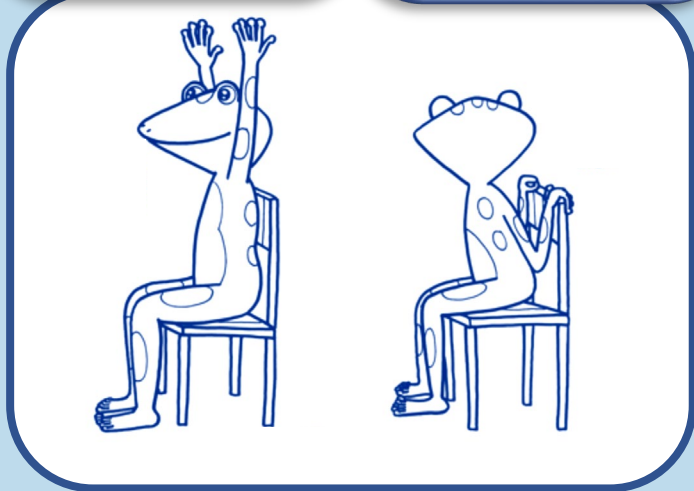


1. Start in seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the Breathing Ball?





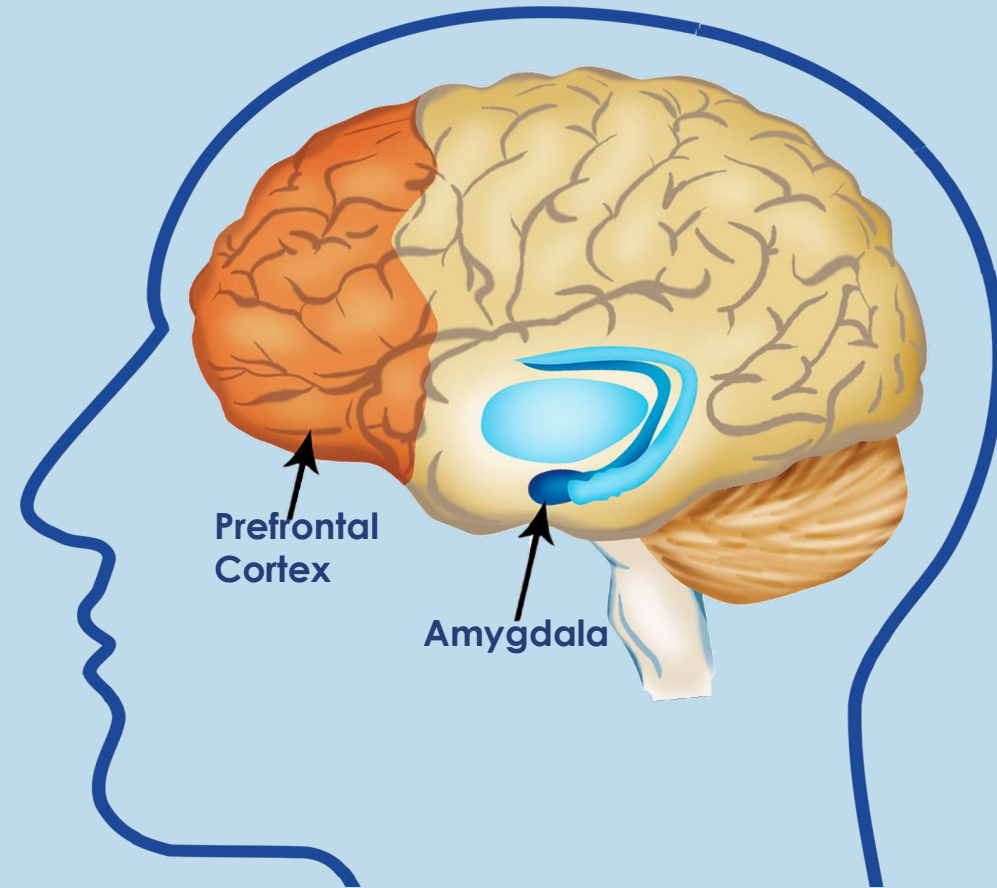
# Engaging Activity: Chair Sunrise Twist



1. Sit in Seated Mountain.
2. Inhale, stretch arms overhead for Chair Sunrise.
3. Exhale, twist to the right, placing left hand on right knee and right hand on right hip or back of the chair. Keep right shoulder relaxed. Take a few breaths here.
4. Inhale, back to Seated Sunrise.
5. Exhale, twist to the left, placing right hand on left knee and left hand on left hip or back of chair. Keep left shoulder relaxed. Take a few breaths here.
6. Inhale back to Seated Sunrise.
7. Exhale to Seated Mountain.

# Neuroscience

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# Break During Class

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Doing a little movement  
and breathing as a  
break can re-energize  
learners.

Chair Cat/Cow  
Chair Twist



# Afternoon Slump

To re-engage sluggish learners, some breath and movement exercises can be helpful

Recharge Sequence  
Mountain/Chair Strength  
Sequence





# Creating a Calming Center

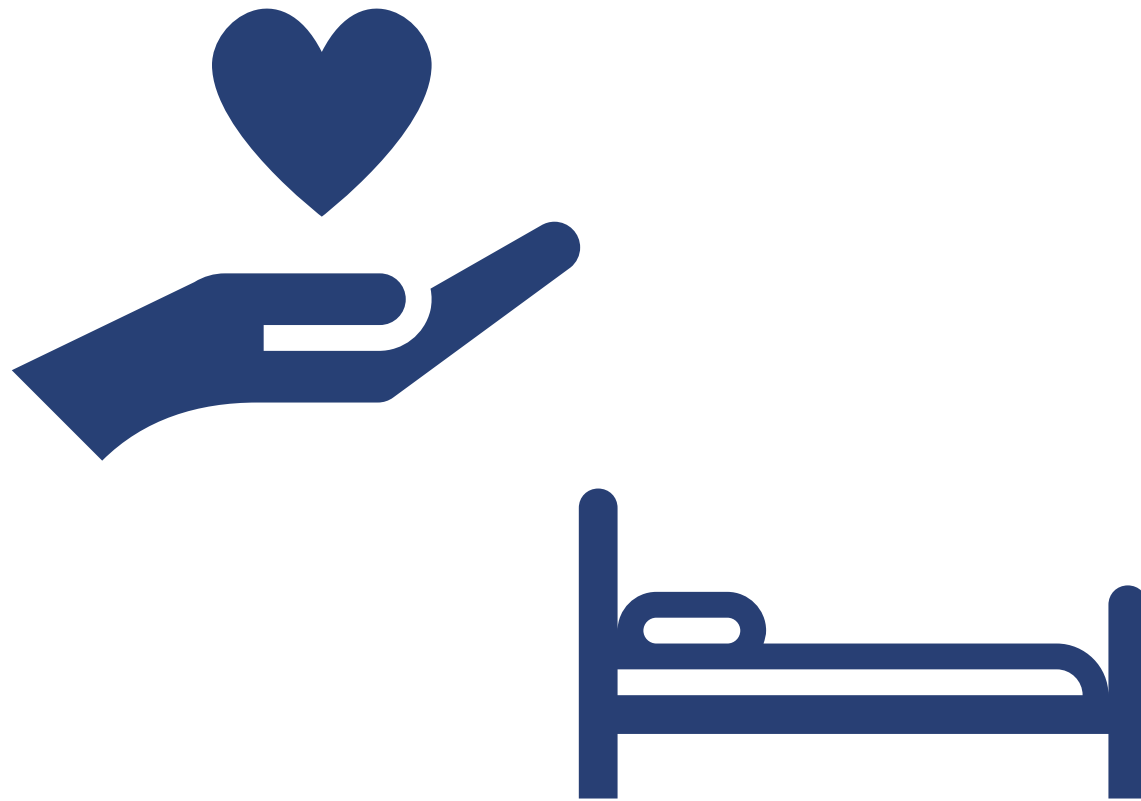


Have a **Mind Jar** or a **Breathing Ball** available for learners to access in a quiet area.



# Before Testing

Breathing exercises help relieve testing-related stress and puts learners in a state of focus.



# Departure

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**Rest** is designed to help learners reflect at the end of the day.

Attitude of Gratitude  
One Minute Reflection



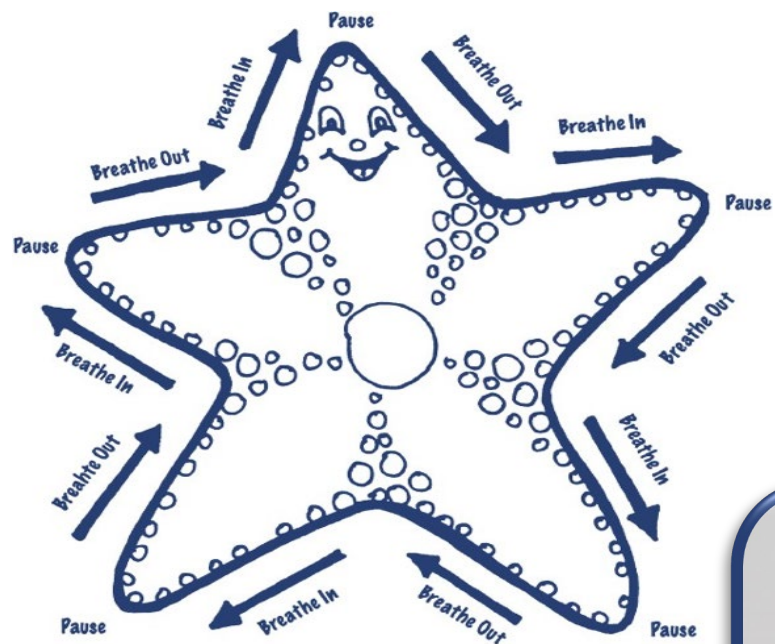
# When at School



- **Lining Up:** allows learners to stay calm during transition to/from the classroom.
- **Recess:** Nice way for learners to calm down if they still have a lot of energy after they have played outside.



# 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.

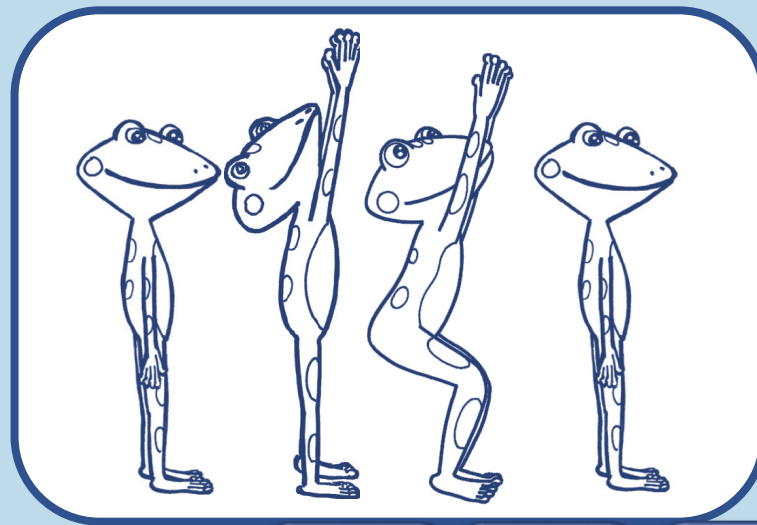




# Engaging Activity: Mountain/Chair Strength Sequence

1. Begin in Mountain Pose.
2. Inhale, raise your arms overhead.
3. Exhale, bend your knees and sit back as though you were going to sit in an imaginary chair.
4. Hold for 3 breaths.
5. Inhale, come back to Mountain Pose.
6. Increase hold to 5 breaths as stamina increases.

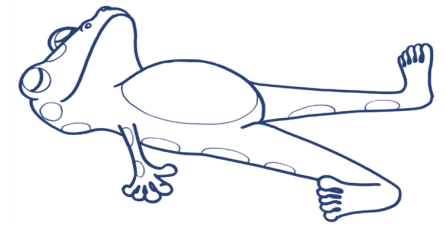
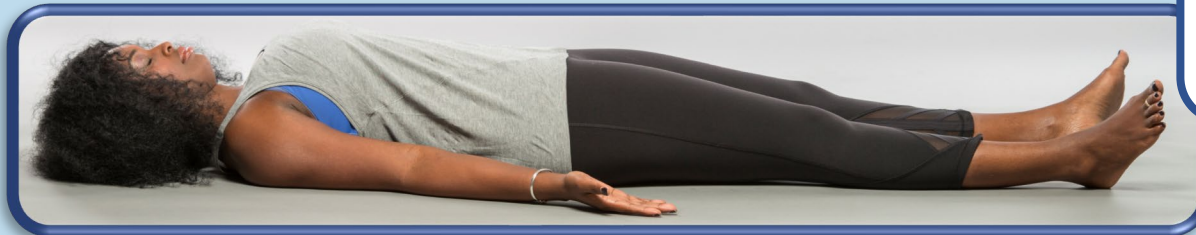
*\*This sequence can be used to strengthen the lower back and legs. It's also re-energizing after sitting in a chair for awhile.*





# 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.





# Optimistic Closure

Of the 7 ways mentioned to implement Brain Breaks,  
name 1 of the ways that you will start to use.

Please list this in the **CHAT** box

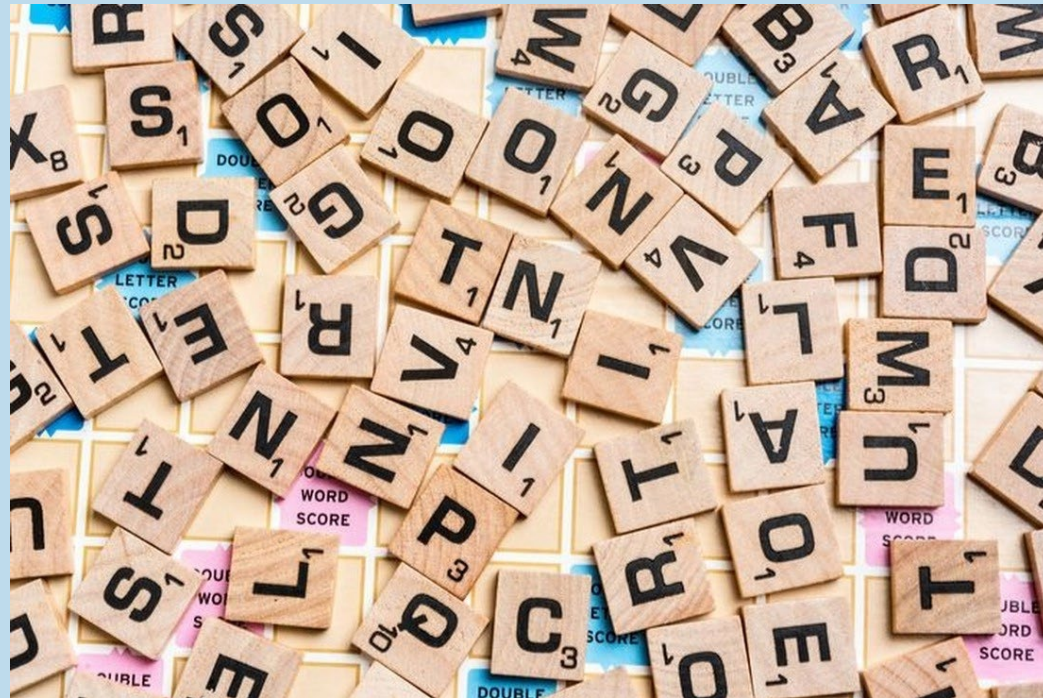


Photo: Juan Monino



# Takeaways

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- ❖ 7 ways to Implement Brain Breaks throughout a lesson or school day.
- ❖ Breathe, Move, and Rest Brain Break Practices
- ❖ The 3 signature practices to integrate SEL into a lesson are: Welcoming Activity, Engaging Activity, and Optimistic Closure.

# Brain Breaks Review



## Breathe

- ❖ Anchor Breathing
- ❖ Breathing Ball
- ❖ Starfish Breathing or Take Five



## Move

- ❖ Chair Cat/Cow
- ❖ Chair Sunrise Twist
- ❖ Mountain/Chair Strength Sequence



## Rest

- ❖ Taking in the Good
- ❖ Guided Rest/Body Scan



# Homework

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## Self?

Plan out which Brain Break you will do **for yourself** before you start your lesson with your class.  
Try to do the same one for a month's time to get into the habit.  
Notice what happens for yourself.

## Online Class?

Plan out which Brain Break you intend **to start and end class with**.  
Also, try to do it for a month with your class.  
Notice what happens for you and your students.

## Together in Class?

**After recess/lunch**, which Brain Break would you do to help your class create a calming center?



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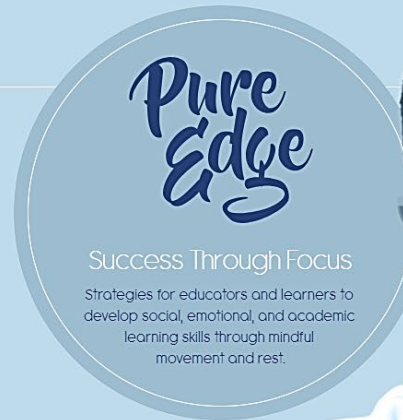
Evidence-Based Approach  
Thoughtful Partnerships  
Curriculum & Training



Online Curriculum

Log Out

+ MENU



●  
breathe

●  
move

●  
rest





Pure Community

**Please Note: You will receive a follow-up email within 24 hours of this session. This serves as your confirmation of attendance.**

*Thank you for joining us!*

**Culture of Care Session 11: Brain Breaks Implementation**  
**Trainer: Michelle Kelsey Mitchell, Director of Partnerships**

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