



Thank you for joining us!

Session: A Peek Inside the Amazing Brain:
Mini-unit 2, Grades 3 - 5

Trainer: Erin Cooney
Director of Curriculum & Instruction

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.**
3. We will be doing a gentle movement practice. Please take a moment to prepare your space so that you have enough room to stand, stretch arms out to side, and fold forward. If you like to use an exercise mat have one handy.



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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

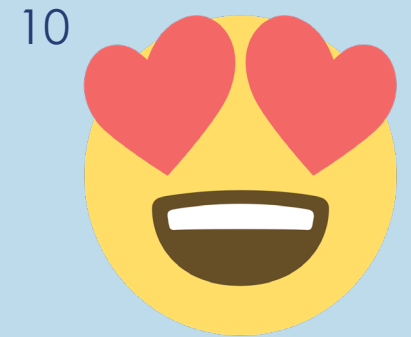
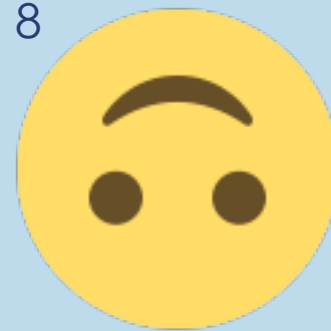
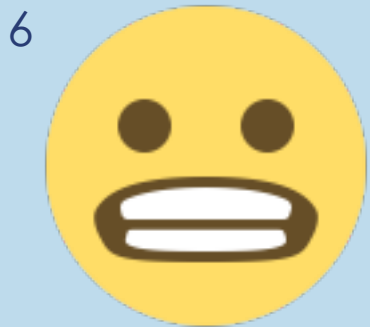
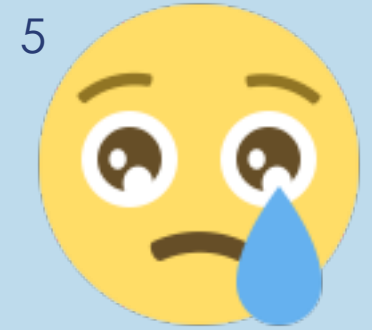
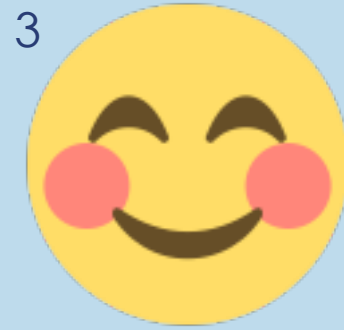
Erin Cooney, M. Ed.

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Director of Curriculum & Instruction,
National Trainer



Welcoming Activity: How are you feeling?





Engaging Activity: Mindful Minute



Learning Objectives

- ❖ Become familiar with the Pure Power Mini-unit “A Peek Inside the Amazing Brain.”
- ❖ Identify key concepts taught in the Mini-unit.
- ❖ Experience a self-care practice and Brain Breaks.
- ❖ Strategize implementation, whether virtual or in-person.
- ❖ Connect to online resources to support instruction.

Unit 2

Power to Tame
your Temper

Mini-unit

A Peek Inside
the Amazing
Brain

3-5 POWER Curriculum |

Pure Power Mini-unit

- ❖ Eight lessons
- ❖ Each lesson includes neuroscience/SEL content, breathing exercises and mindful movement.
- ❖ Students develop focus, balance, strength and flexibility as they practice mindful movement sequences.
- ❖ Available in English and Spanish.

Unit 2
Power to Tame
your Temper

Mini-unit
A Peek Inside
the Amazing
Brain

3-5 POWER Curriculum |

Pure Power Mini-unit

Students learn:

- ❖ How habits “grow” the brain (neuroplasticity).
- ❖ Parts of the brain and their functions.
- ❖ What happens in the brain when they experience strong emotions.
- ❖ How to identify strong emotions in themselves and others.
- ❖ How mindfulness can help them manage strong emotions.
- ❖ Practical techniques to call on in times of stress.

Pure Power Mini-unit: 3-5 Standards

❖ SEL Standards:

- ❖ 1A.2a.: Describe a range of emotions and the situations that cause them
- ❖ 1A.2b.: Describe and demonstrate ways to express emotions in a socially acceptable manner.
- ❖ 2A.2a.: Identify verbal, physical, and situational cues that indicate how others may feel.
- ❖ 2A.2b.: Describe the expressed feelings and perspectives of others.
- ❖ 2B.2b.: Demonstrate how to work effectively with those who are different from oneself.
- ❖ 2D.2b.: Apply constructive approaches in resolving conflicts.
- ❖ 3A.2a.: Demonstrate the ability to respect the rights of self and others.
- ❖ 3A.2b.: Demonstrate the knowledge of how social norms affect decision making and behavior.
- ❖ 3B.2a.: Identify and apply the steps of systematic decision making.
- ❖ 3B.2b.: Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

❖ NHES

- ❖ 1.5.1: Describe the relationship between healthy behaviors and personal health
- ❖ 1.5.2: Identify examples of emotional, intellectual, physical, and social health.
- ❖ 4.5.1: Demonstrate effective verbal and nonverbal communication skills to enhance health.
- ❖ 4.5.3: Demonstrate nonviolent strategies to manage or resolve conflict.
- ❖ 5.5.5: Choose a healthy option when making a decision.
- ❖ 7.5.1: Identify responsible personal health behaviors.
- ❖ 7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- ❖ 7.5.3: Demonstrate a variety of behaviors to avoid or reduce health risks.
- ❖ 8.5.2: Encourage others to make positive health choices.

❖ All five national PE standards



Social and Emotional Learning Competencies

- 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





Engaging Activity: Alternate Nostril Breathing



Guiding Questions

- What does it mean to self-regulate?
- Why is self-regulation important?
- Do you think it is helpful to learn about the different parts of the brain involved in self-regulation? Why or why not? (fifth grade)

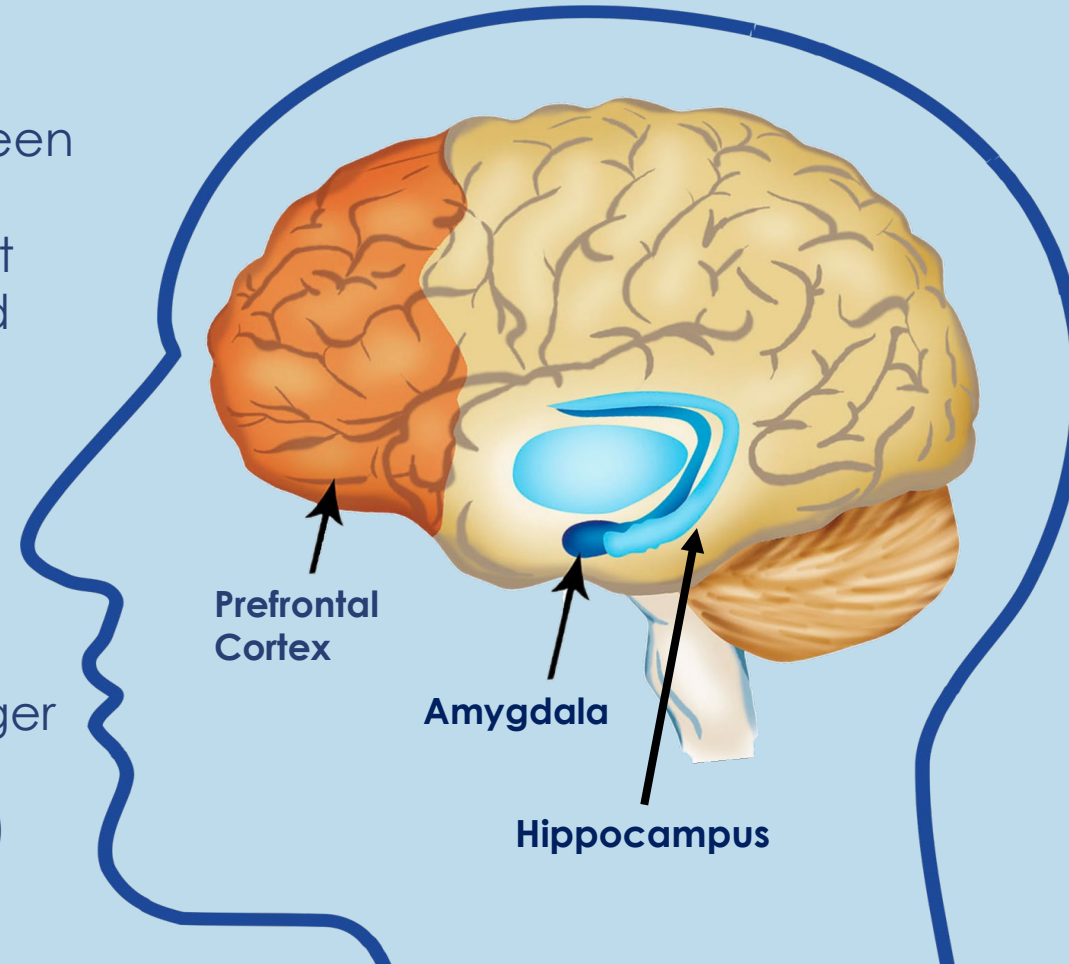
Self-regulation & the Brain

Prefrontal Cortex or PFC

- Helps solve complex problems
- Helps you choose between right and wrong
- Seat of good judgement
- Allows you to pause and think before reacting
- Supports self-regulation

Amygdala

- “almond”
- Keeps you safe
- On the lookout for danger
- Reacts quickly (fight/flight/freeze/faint)
- Recalls emotional memories

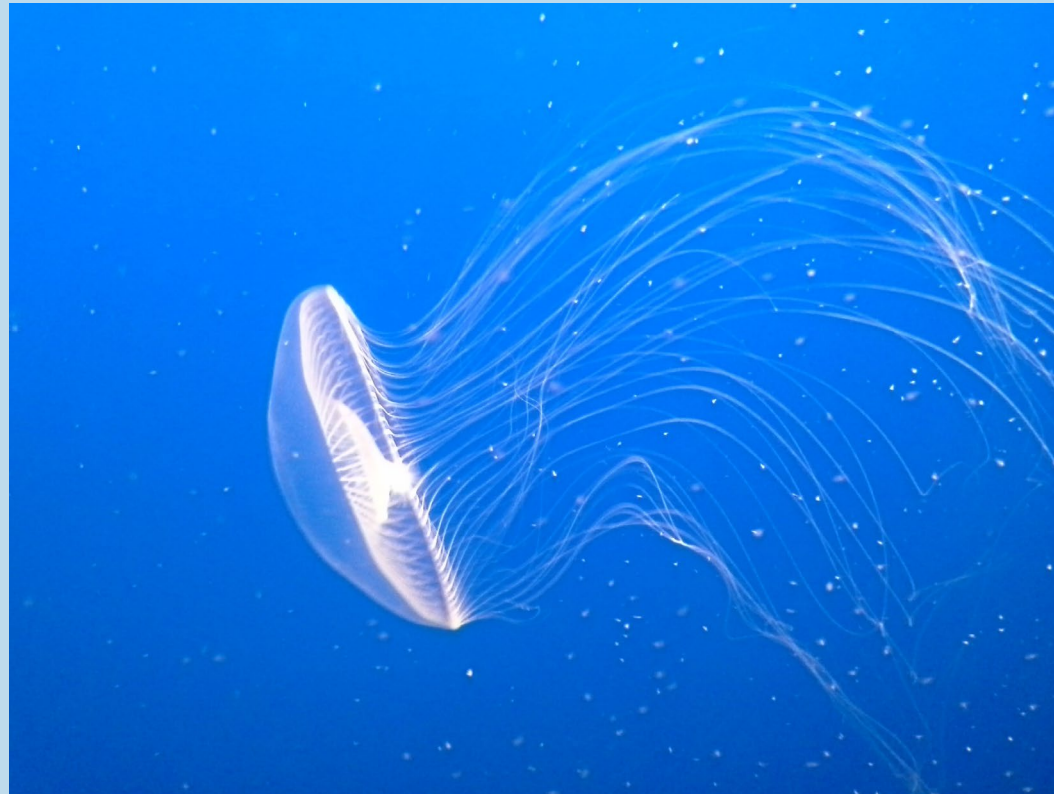


Hippocampus

- “horse monster”
- Brain’s scrapbook or hard drive
- Stores information/factual memories
- Makes meaning out of stored memories
- Compares new information to stored memories

Active Engagement: Brain Scenarios

Scenario #1: You are swimming in the ocean and you see a jellyfish swimming near you.



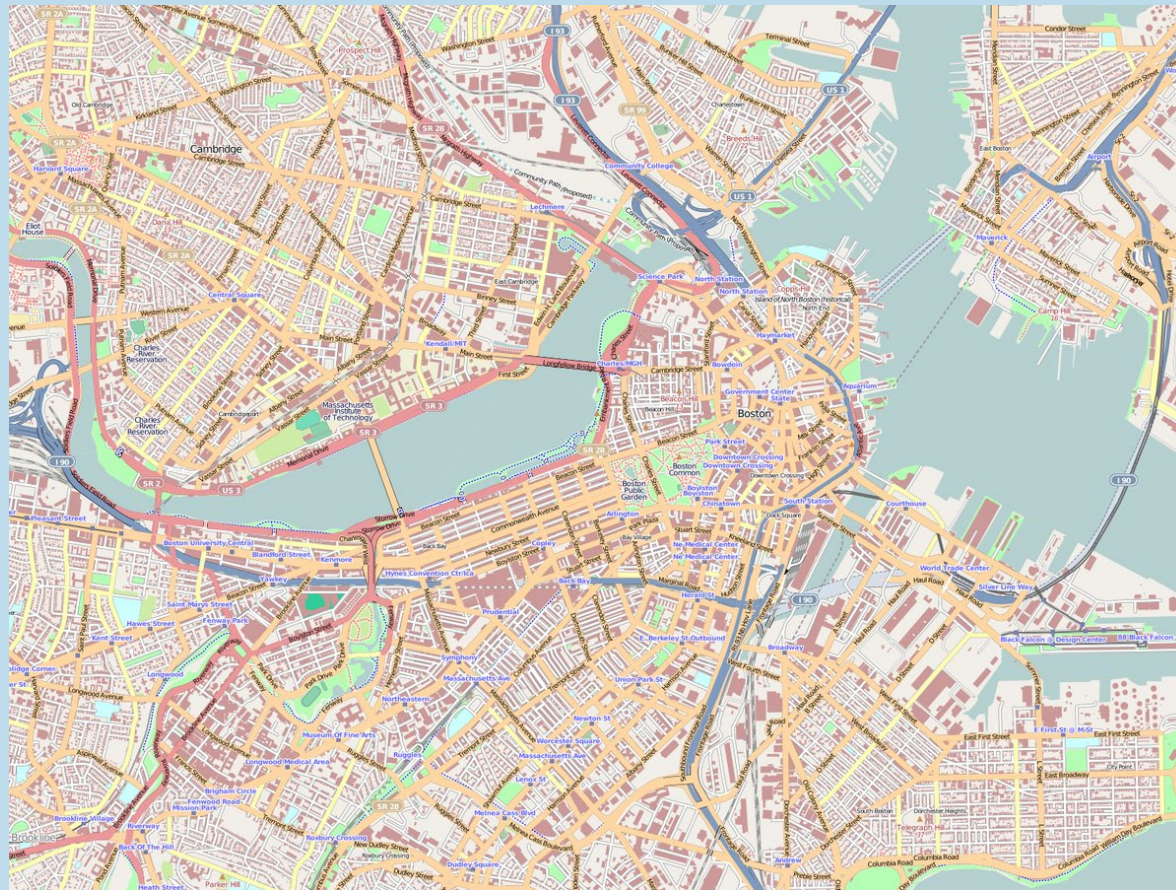
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Active Engagement: Brain Scenarios

Scenario #2: You need to remember the route to walk home from school.



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Active Engagement: Brain Scenarios

Scenario #3: You need to plan what to pack for an overnight trip.





Engaging Activity: STOP

1. Stop.
2. Take three mindful breaths.
3. Observe the feelings in your body.
4. Plan with focus and care.¹



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2. Take three mindful breaths.
3. Observe the feelings in your body.
4. Plan with focus & care.

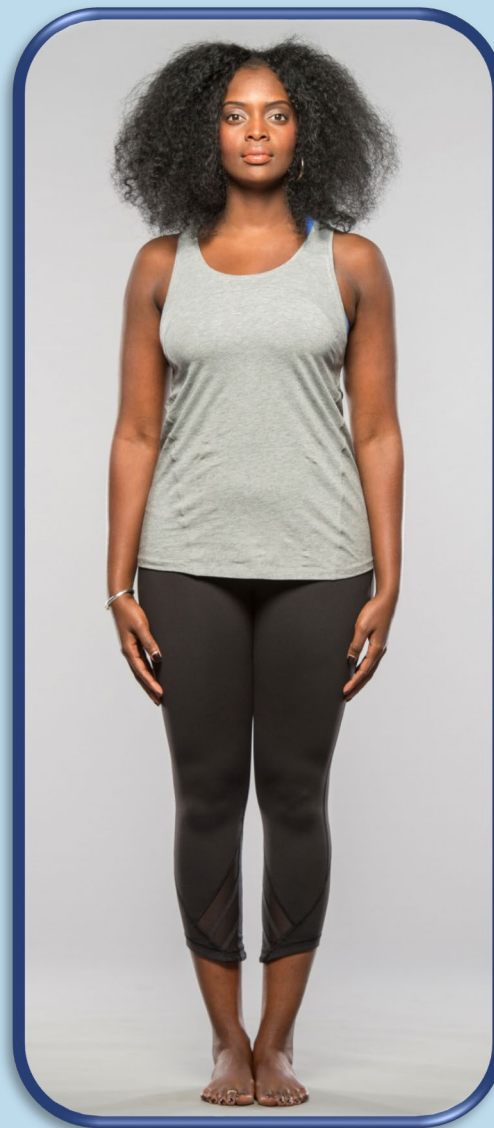
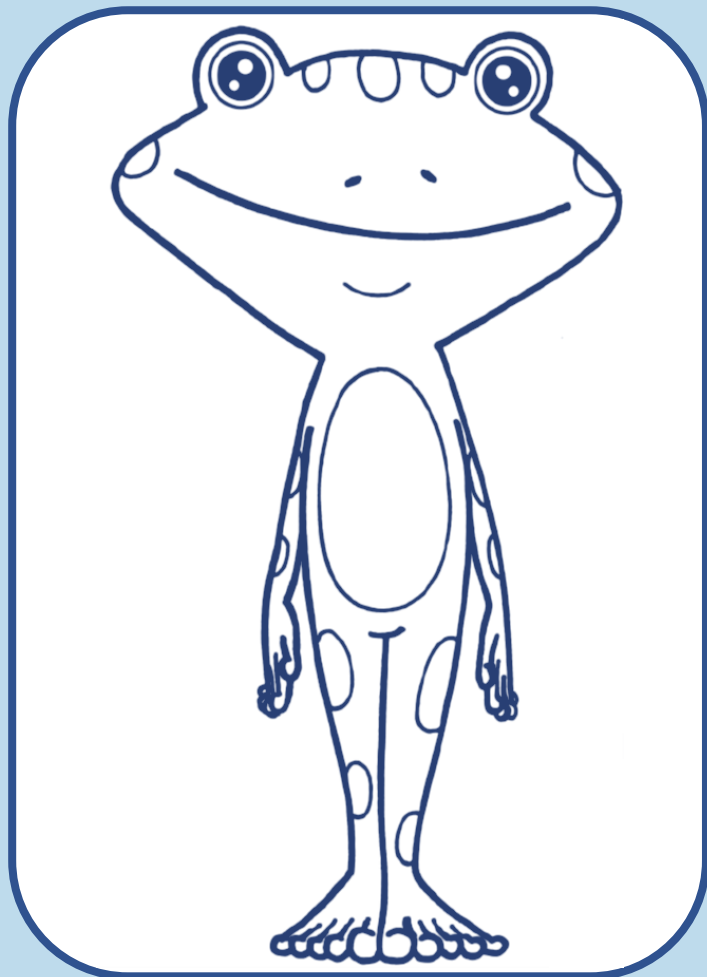
- **STOP** offers us a **chance** to respond rather than react.
- It means we are **aware** of our body, breath, and mind.
- We are **better equipped** to behave or act in a way to not further confusion, difficulty or harm.
- Remember to **learn from unmindful moments**, without being too hard on yourself.

Self-care Practice



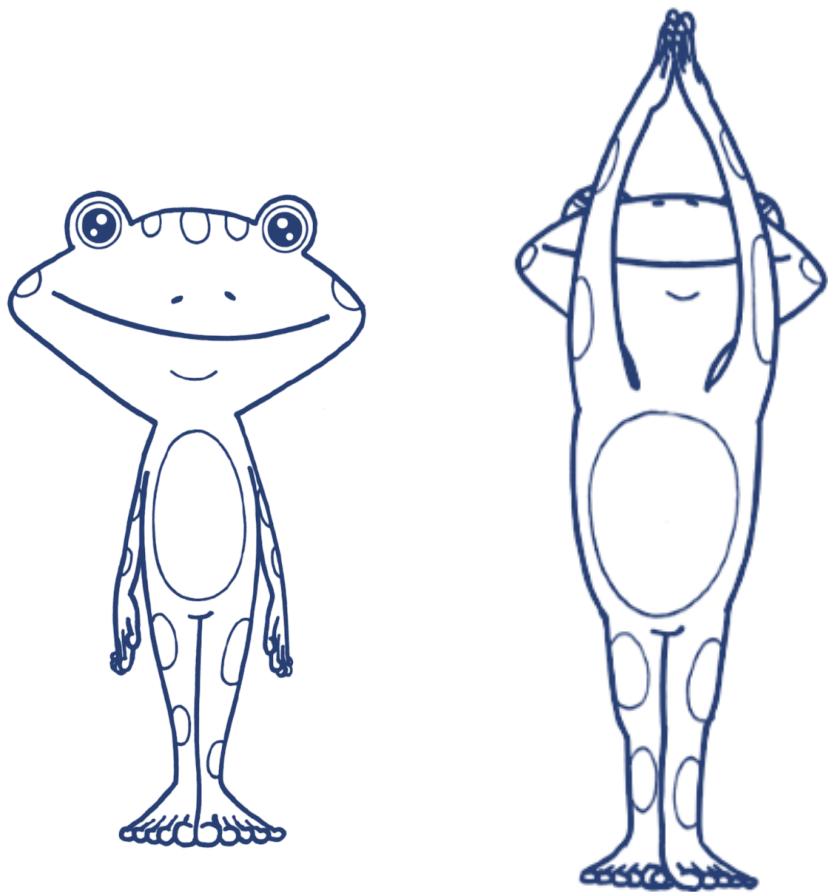


Mindful Movement: Mountain



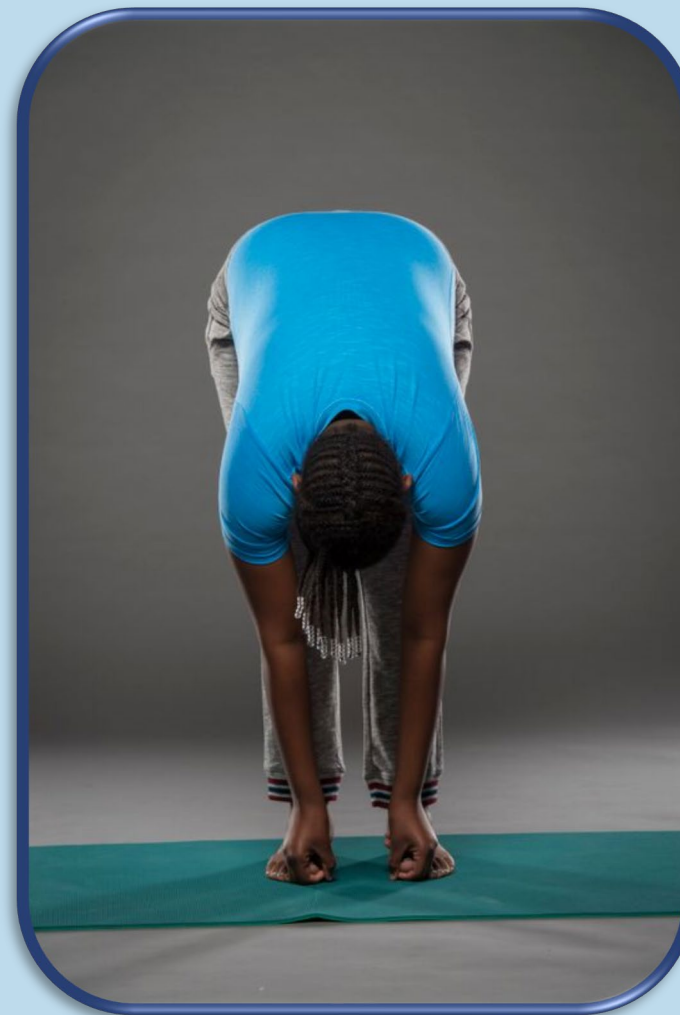
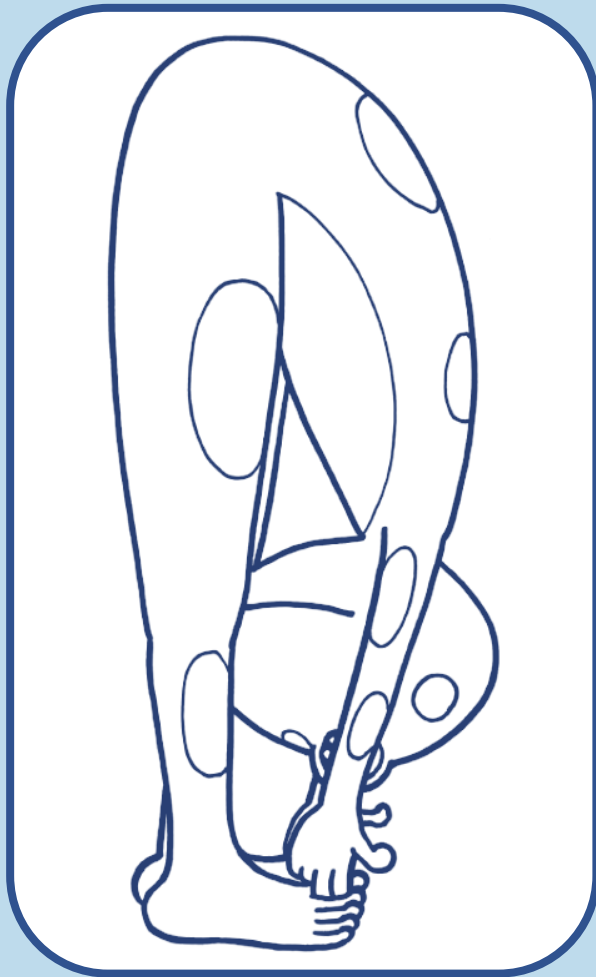


Mindful Movement: Mountain/Sunrise



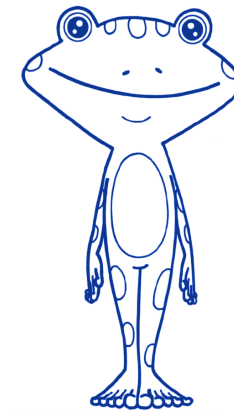
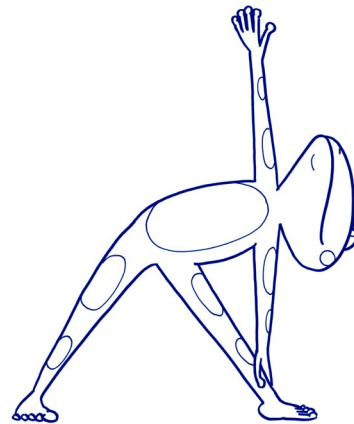
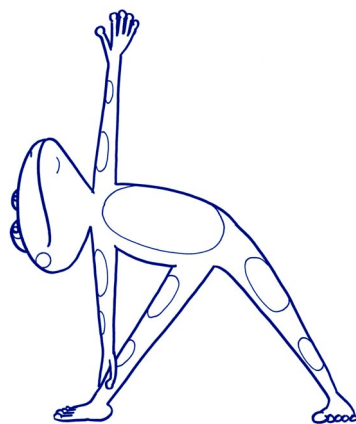
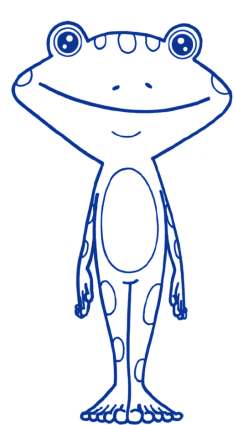


Mindful Movement: Big Toe



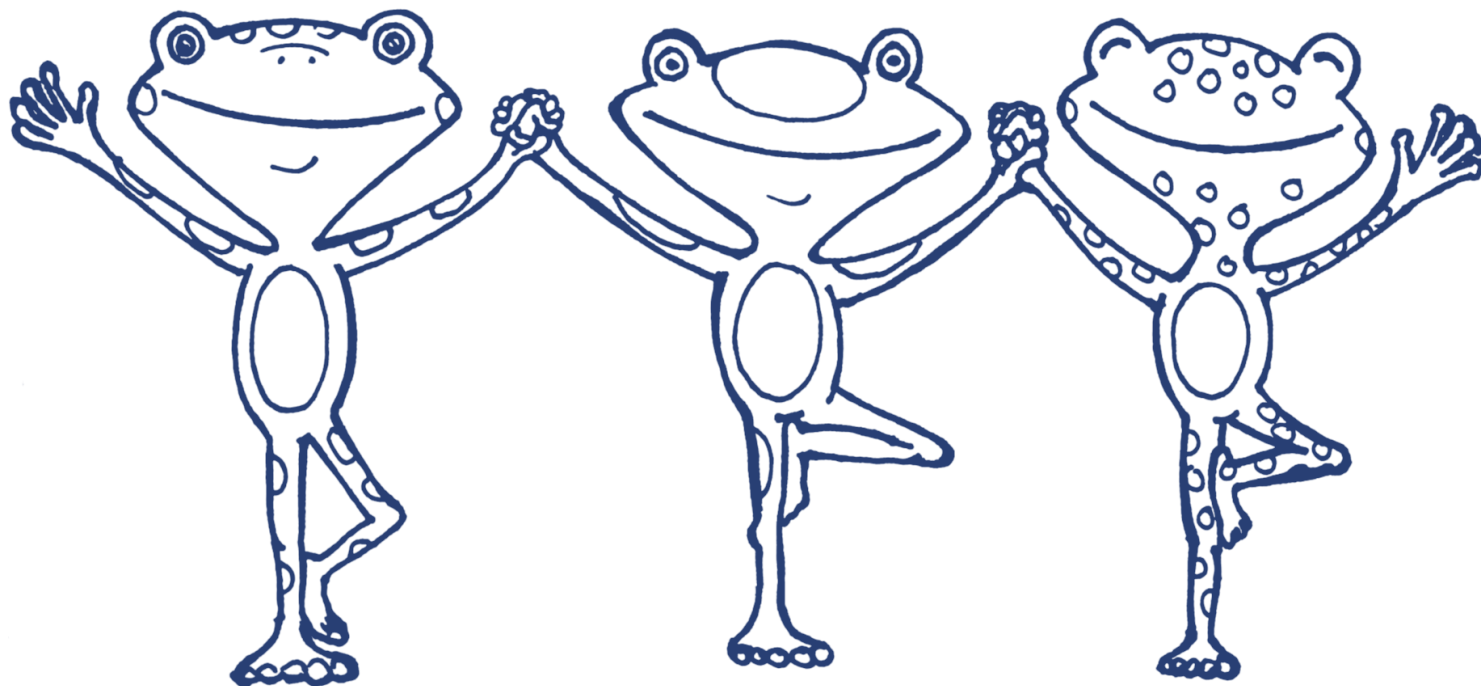


Mindful Movement: Star into Triangle





Mindful Movement: Tree



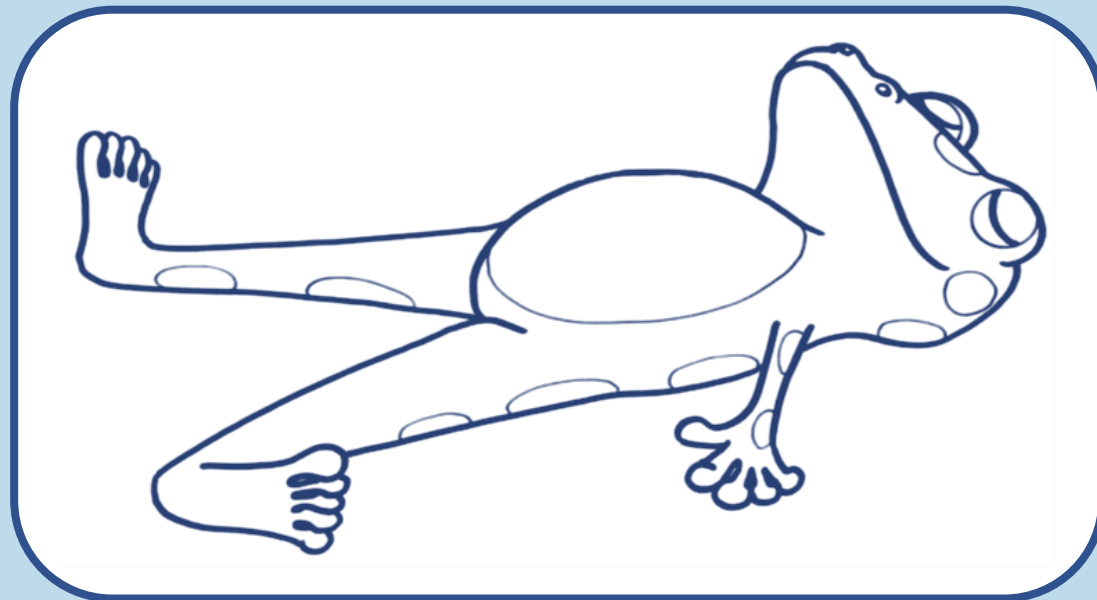


Mindful Movement: Seated Mountain





Engaging Activity: Guided Rest / Body Scan



Structuring Your Lesson

1. Connect
2. Movement
3. Teach & Active Engagement
4. Link

Notes on Virtual Delivery

- ❖ Can deliver movement separate from content.
- ❖ Can utilize Pure Edge videos for Mindful Movement section.
- ❖ Can share reflection journal with learners ahead of time.

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Curriculum: *Peek Inside the Amazing Brain*

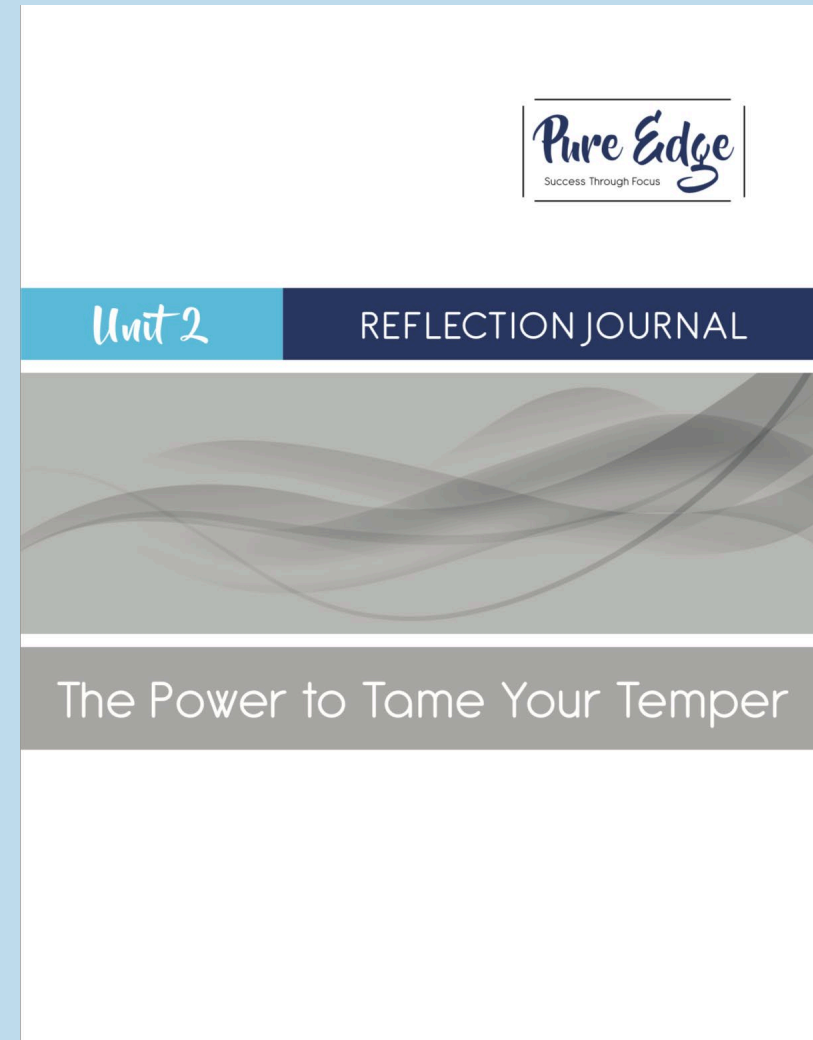
Peek Inside the Amazing Brain offers a condensed version of Pure Power's neuroscience content at grade levels K-2, 3-5 and 6-12. Each mini unit presents eight lessons that include content and an introductory sequence of postures designed for the classroom setting.

K-2[Mini Units](#)[Reflection Journals](#)[Videos](#)**3-5**[Mini Units](#)[Reflection Journals](#)[Videos](#)

- [Short Sequence](#) ⓘ
- [Long Sequence](#) ⓘ

6-12[Mini Units](#)

Pure Power Mini-unit: A Peek Inside the Amazing Brain



Video Library: English

Videos en Español



Lesson 1



Lesson 2



Lesson 3



Lesson 4



Lesson 5



Lesson 6



Lesson 7



Lesson 8



Brain Breaks Review



Breathe

- ❖ Alternate Nostril Breathing



Move

- ❖ Mindful Movement Short Sequence One

- ❖ Mountain
- ❖ Mountain/Sunrise
- ❖ Big Toe
- ❖ Star into Triangle
- ❖ Tree
- ❖ Seated Mountain



Rest

- ❖ Mindful Minute
- ❖ STOP
- ❖ Guided Rest/Body Scan

Takeaways

- ❖ Pure Power Mini-unit covers neuroscience, SEL skills, and mindfulness exercises including Mindful Movement.
- ❖ Resources are available on pureedgeinc.org to support virtual or in-person learning.
- ❖ Understanding how the brain works can help learners employ strategies to support self-regulation.

Optimistic Closure: One Word Whiparound



Photo: Juan Monino



Pure Community

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