



Thank you for joining us!

**Session:** Brain Breaks Implementation

**Trainer:** Gill McClean

Director of Professional Development

## Getting Started:

1. This is an experiential webinar that includes movement. **Please adjust your space for you to comfortably move.**
2. If you have any questions, please type them into the Q&A box! These will be answered throughout the webinar.
3. You will receive a follow-up email within 24 hours of this session. This serves as your confirmation of attendance.



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Website: [www.pureedgeinc.org](http://www.pureedgeinc.org)  
Email: [getmoving@pureedgeinc.org](mailto:getmoving@pureedgeinc.org)



# Introductions

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Gill McClean

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*Director of Professional Development & National Trainer*

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# Introductions

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Respond to the poll  
to tell us a little  
about yourself.

# 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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# Welcoming Activity

**Which superpower would you choose?**

☆ Invisibility

☆ Superhuman Strength

☆ Flying

☆ Super Speed

☆ Mind Reading

☆ Teleportation

☆ Talk to Animals

☆ I already have a Superpower!





# Engaging Activity: Mindful Minute



# Learning Objectives

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- ❖ Establish routines for implementing Brain Breaks
  - ❖ Experience Brain Breaks exercises
  - ❖ Understand the basic neuroscience behind Pure Edge exercises
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# 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

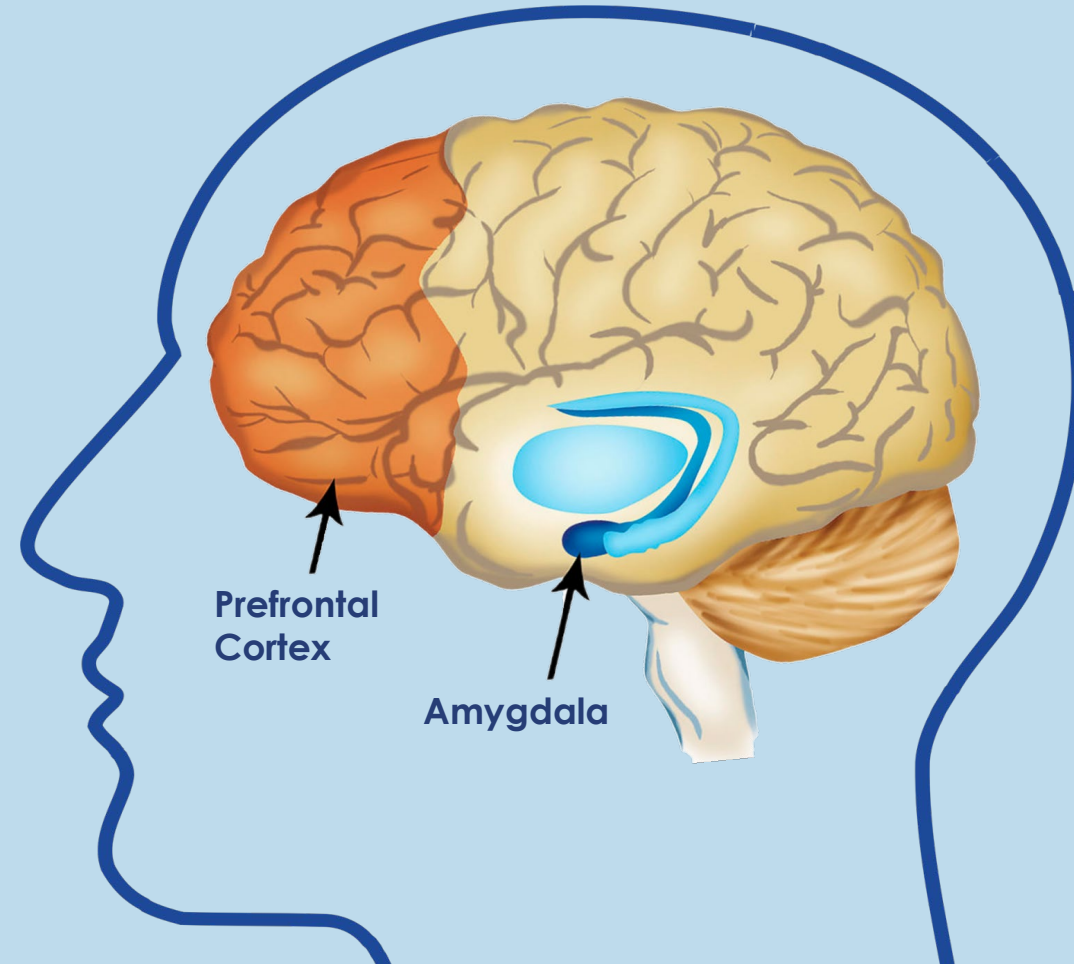
To re-engage sluggish learners, some breath and movement can be helpful. **Chair Pose Twist** and **Forward Bend**, **Standing Half Moon**, and **Recharge Sequence** will get learners moving. Offering **Guided Rest** before movement when learners are tired can also re-energize them.

## Departure

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



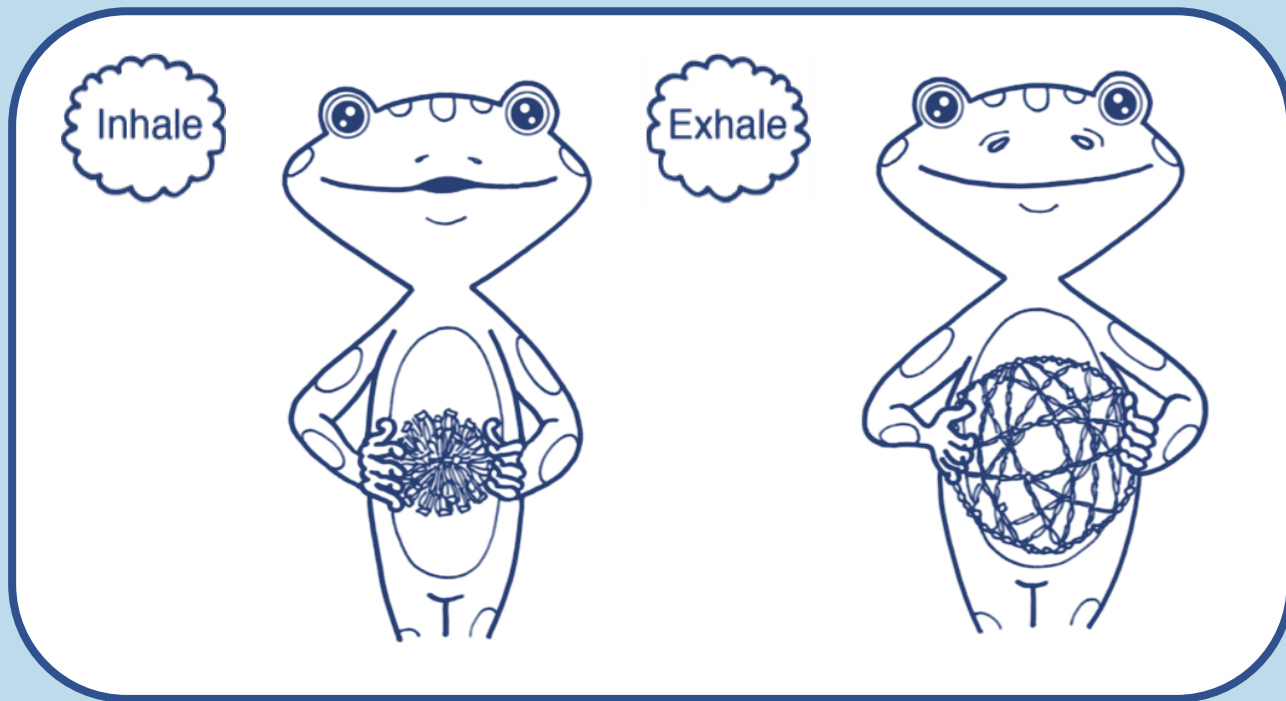
# Self-Regulation & the Brain







# Engaging Activity: Breathing Ball

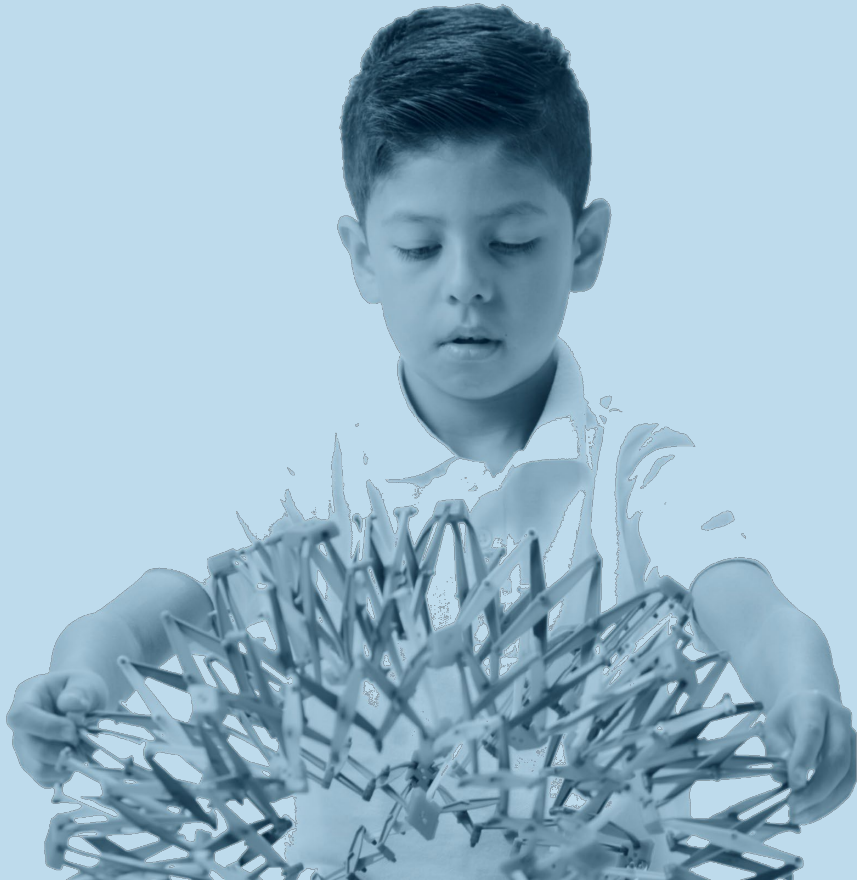


1. Start in seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the Breathing Ball?



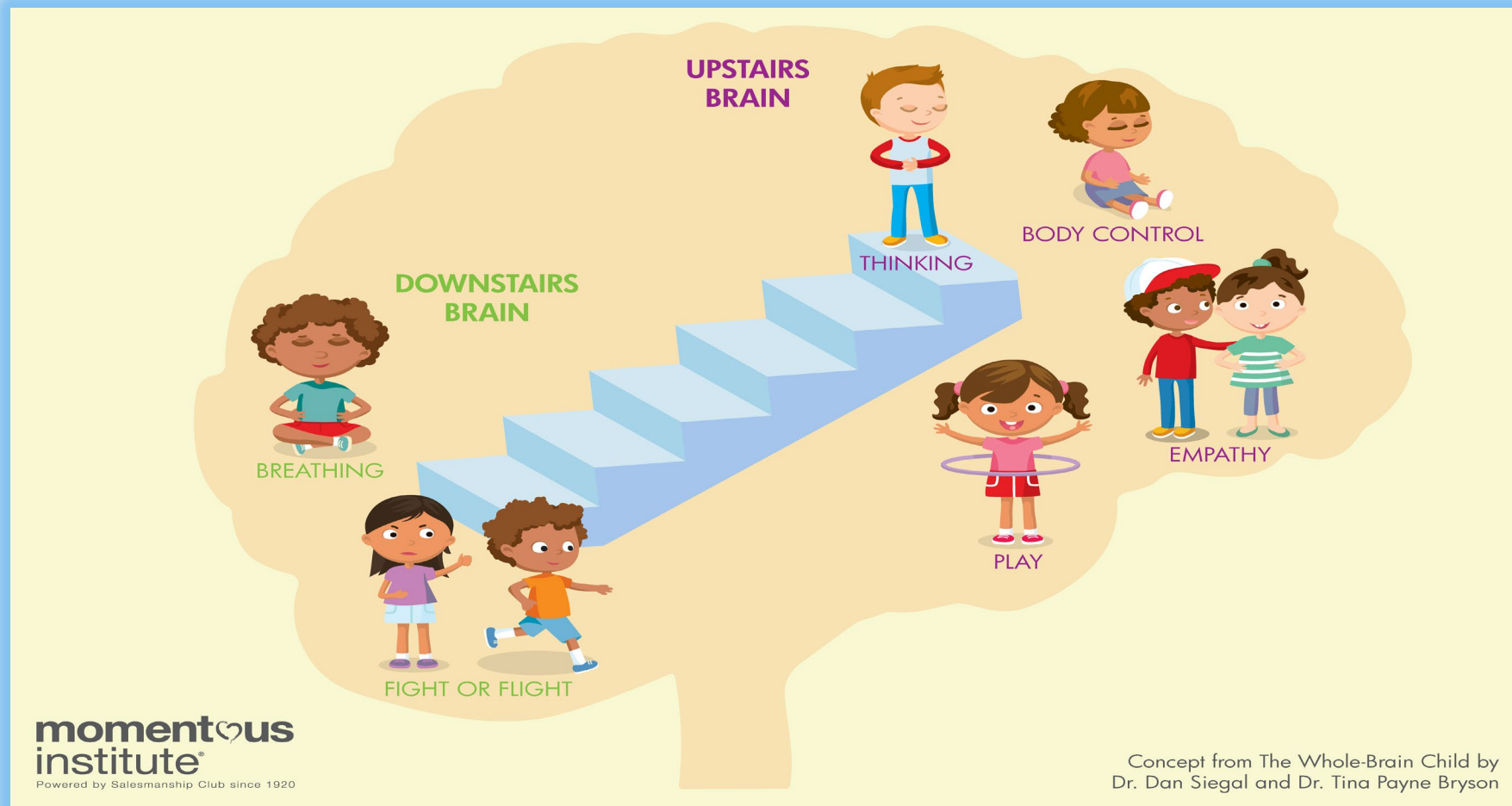


# Breathe



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

# Upstairs Brain – Downstairs Brain



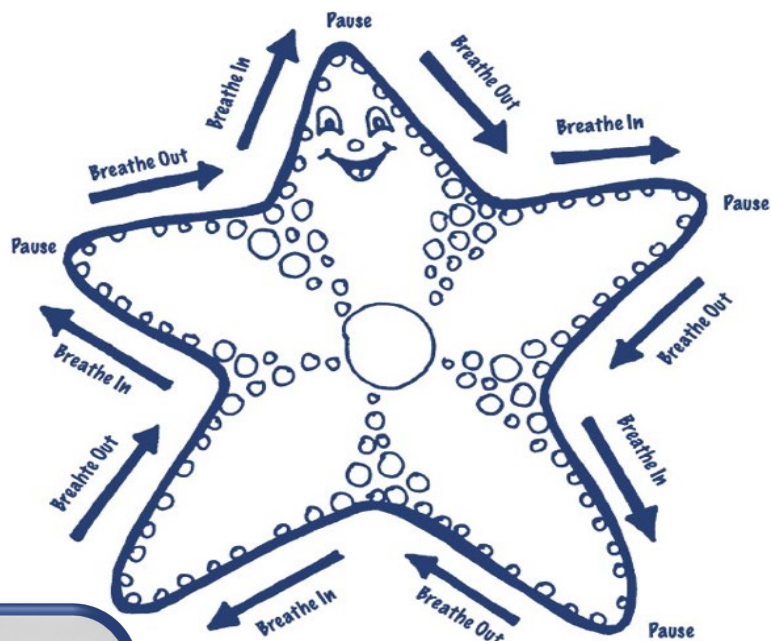
# Upstairs Brain – Downstairs Brain

Integrating upstairs downstairs strategies:

1. **CONNECT, THEN REDIRECT:** Be present with a 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.



# Engaging Activity: Starfish Breathing or Take Five



1. Make a starfish with 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 starfish 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 starfish hand.



*\*Learners are synchronizing their movement, breath, and gaze. On the inhale, index finger and eyes trace upward along a finger; on the exhale, index finger and eyes trace downward along a finger. Each upward movement is coupled with an inhale, whereas each downward movement is coupled with an exhale.*

*\*After Starfish Breathing, you can have learners rest their hands on their chest, continuing to breathe mindfully, as they silently recall three things for which they are thankful.*



# 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.

# Move



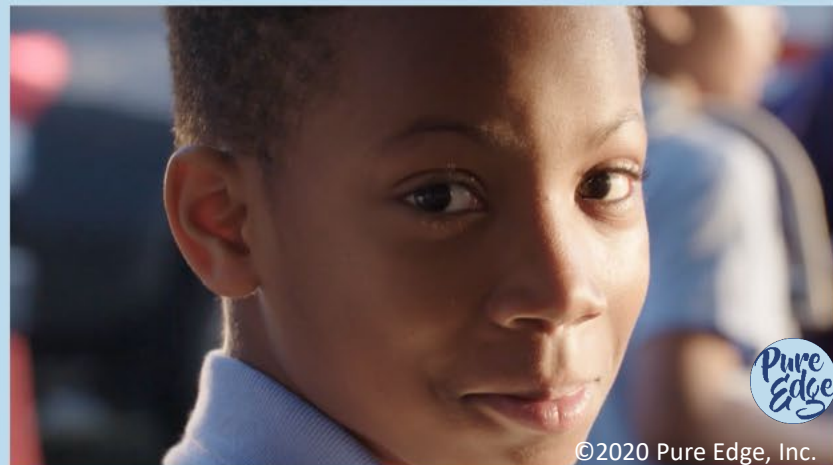
- ❖ Teach poses from the ground up
- ❖ Provide physical modeling and visual supports
- ❖ Always move with the breath



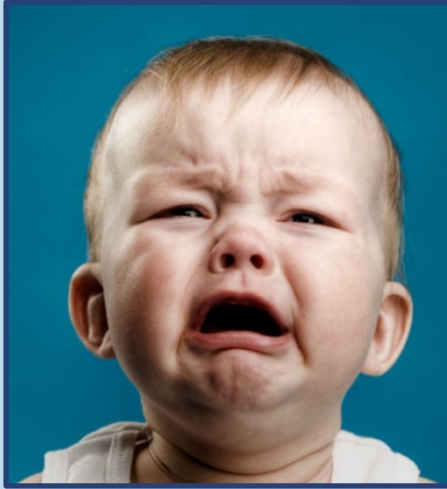


# "Behavior is communication"

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



# Stress Response



“Gas Pedal”

Sympathetic Nervous System:  
Fight or Flight



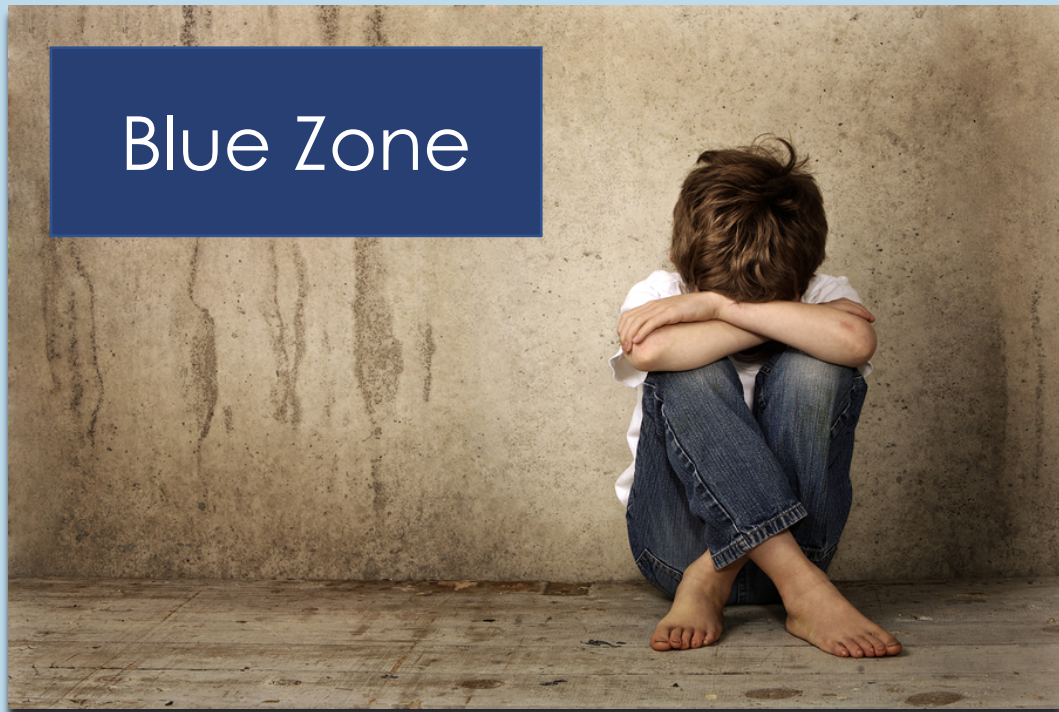
“Brake”

Parasympathetic Nervous System:  
Rest and Digest





## 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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# Engaging Activity: Stork

1. Begin standing in Mountain, hands at hips.
2. Keep your eyes focused on a point 3 feet in front of you.
3. Stand firmly on the left foot.
4. Inhale, pull up the right knee and hold it with your right hand.
5. Take 3- 5 breaths here.
6. For a challenge, on the exhale open the knee out to the right and turn your gaze over your left shoulder. Take 3-5 breaths here.
7. Inhale, come back to center.
8. Exhale, return to Mountain pose
9. Repeat on the opposite side.



*\*If learners are wobbly, as they stand firmly on the left foot they can keep right toes on the ground for support, with right knee bent. If they feel steady, they can lift the right foot up for one breath to start building balance.*

# 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

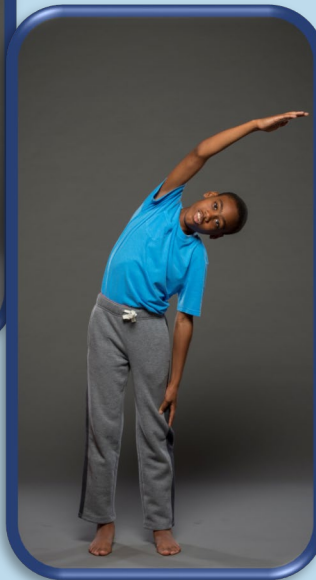
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills





# Engaging Activity: Standing Half Moon

1. Begin in Mountain Pose.
2. Inhale, take feet slightly apart. Lift left arm overhead alongside left ear, press right arm into right side.
3. Exhale, lean to the right. Gaze straight ahead or down towards the feet.
4. Inhale, return to the center.
5. Exhale, lower left arm.
6. Inhale, lift right arm overhead alongside right ear, press left arm into left side.
7. Exhale, lean to the left. Gaze straight ahead or down towards the feet.
8. Inhale, return to the center.
9. Exhale, lower right arm and step feet together into Mountain Pose.
10. Repeat as required.



*\*This sequence can be done behind or in front of desks/chairs. It's useful to re-energize learners when they get tired.*

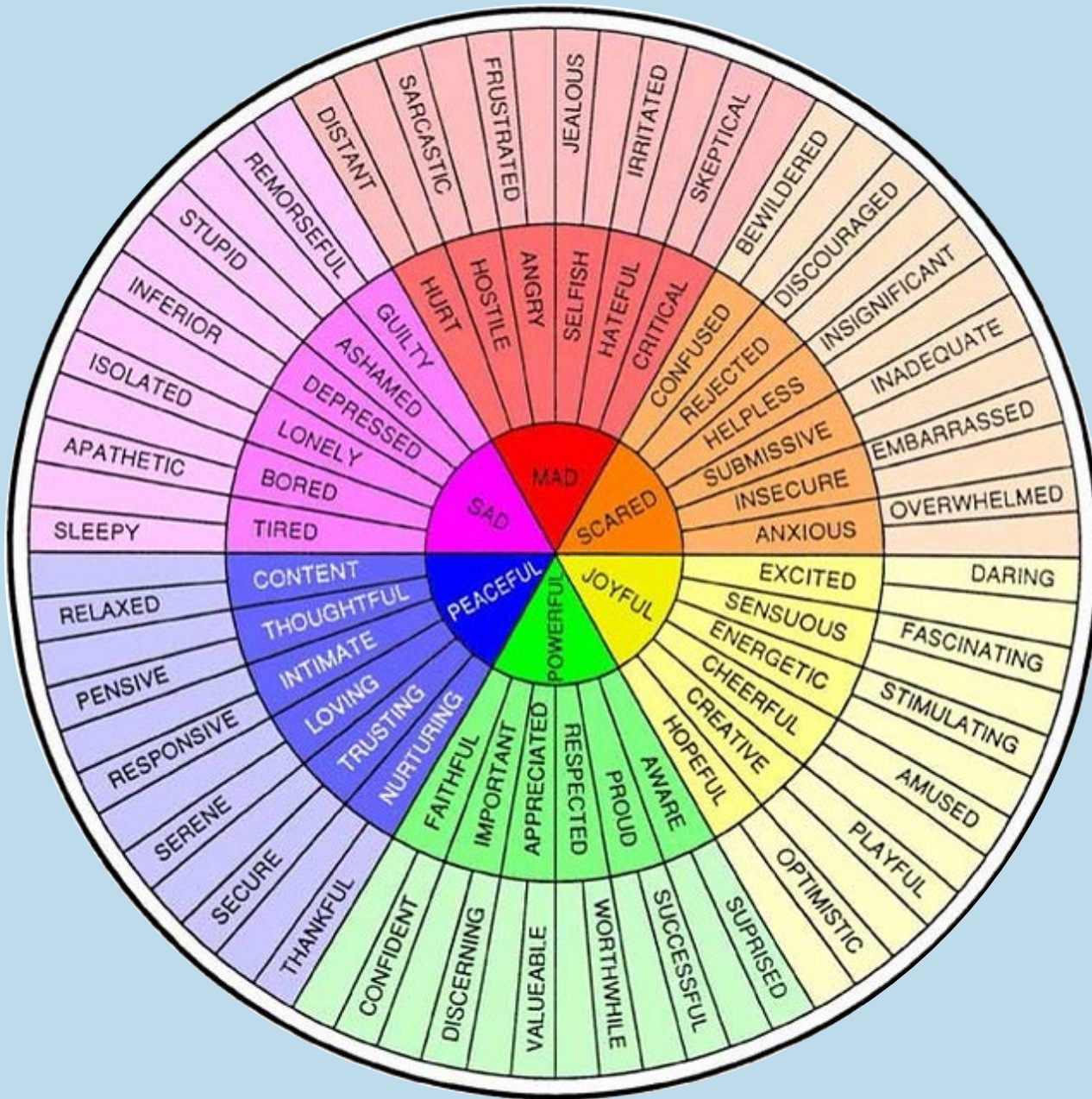
# Human relationships are the essential ingredient that catalyze healthy development and learning.

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- 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.
- This Photo by Unknown Author is licensed under [CC BY-SA](#)





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# Notice How You Feel

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# Timing



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



# Notes on Virtual Delivery

- ❖ Start small: open/close online learning sessions with a Brain Break.
- ❖ Consistency & routines.
- ❖ Repeat, repeat, repeat.
- ❖ Be comfortable with the exercises yourself.
- ❖ Utilize Pure Edge video library.



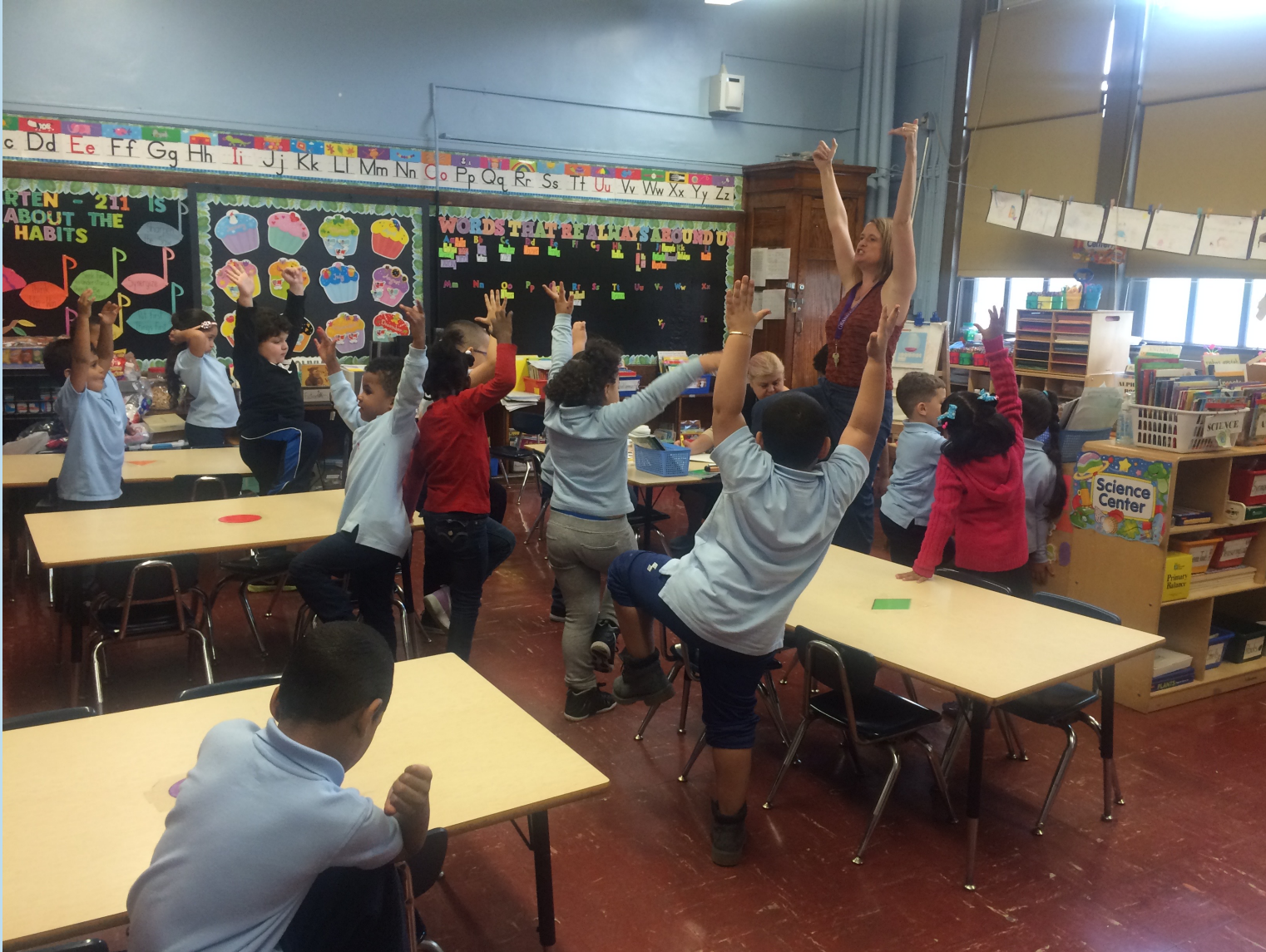
## Engaging Activity: Mountain/Chair Strength Sequence



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 3-5 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.*

# 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

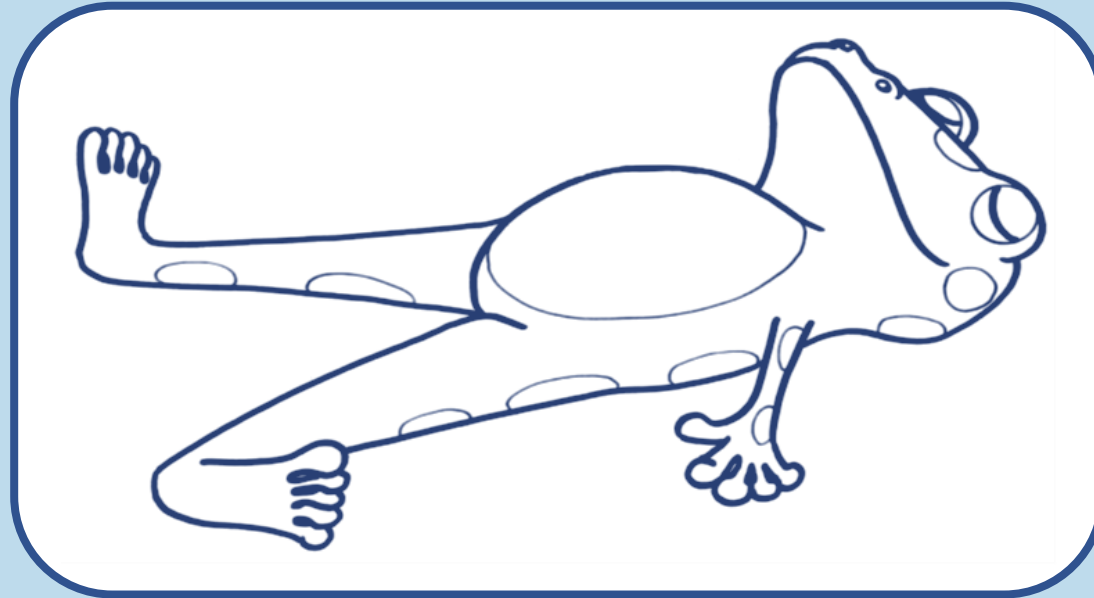


Image Credit: Erin Cooney

# “I didn’t buy in at first...”



# Engaging Activity: Guided Rest or Body Scan



# 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

# Takeaways

## Circle back:

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

## Brain Breaks Review:

### ❖ Breathe

- Breathing Ball
- Starfish Breathing

### ❖ Move

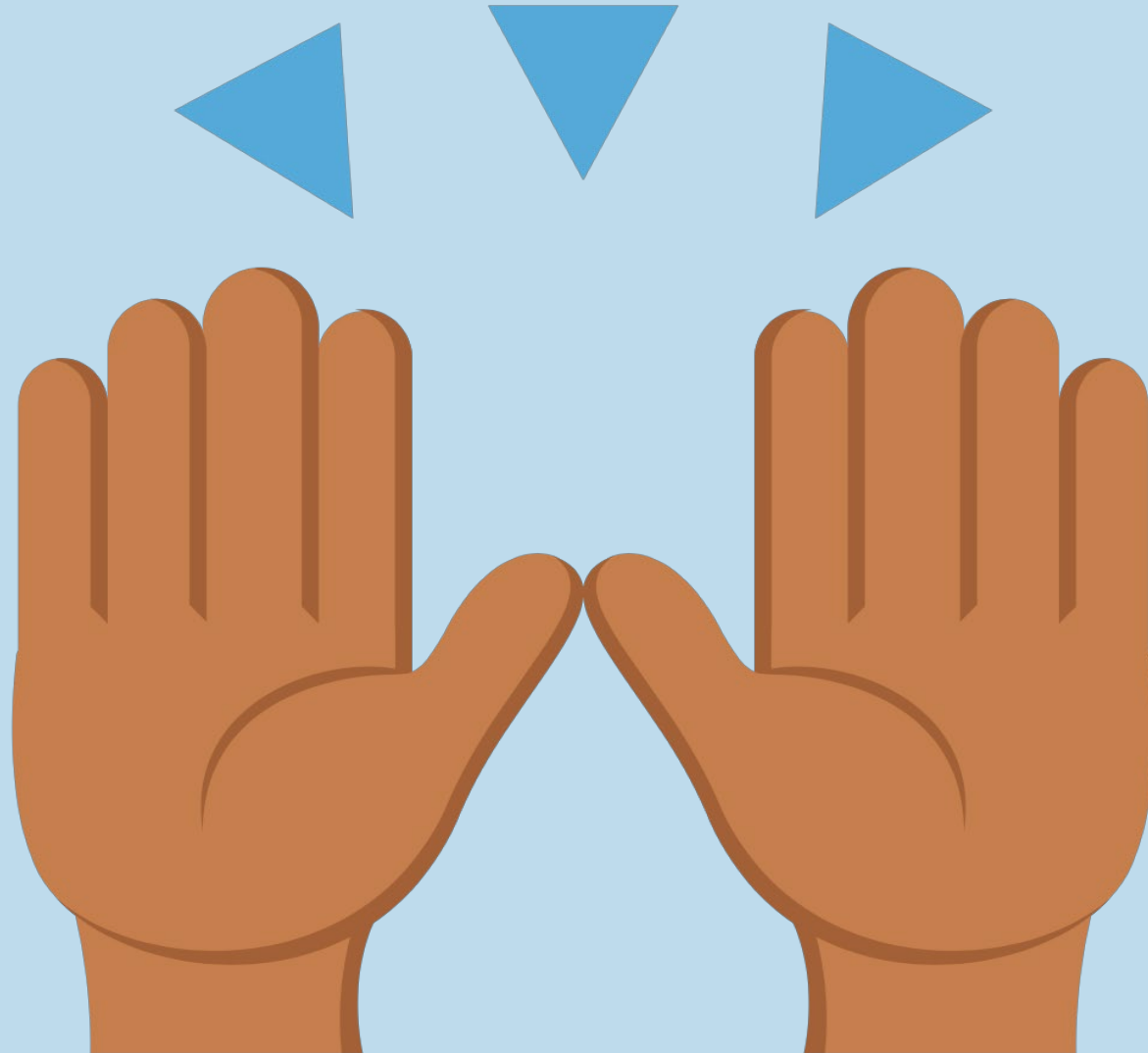
- Chair Sunrise Twist
- Stork
- Standing Half Moon
- Mountain/Chair Strength Sequence

### ❖ Rest

- Guided Rest
- Mindful Minute



# Optimistic Closure: One Minute Accolade





**Please Note:** 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.**

**Thank you for joining us!**

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