



Thank you for joining us!

Session: Brain Breaks for Grades PreK-5, Part 1
Trainer: Michelle Mitchell, Director of Partnerships

Getting Started:

1. If you have any questions, please type them into the Q&A box!
2. You will receive a follow-up email within 24 hours of this session and that will serve as your confirmation of attendance.

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Website: www.pureedgeinc.org

Email: getmoving@pureedgeinc.org



Introductions

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Introductions



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



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.



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Welcoming Activity: How are you feeling?

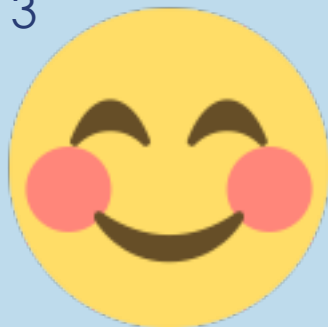
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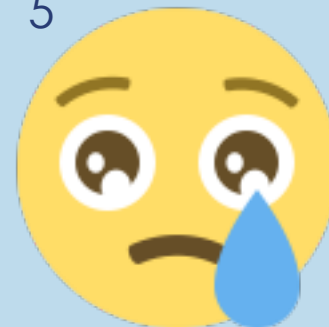
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10



Learning Objectives

- ❖ Identify the aspects of Pure Edge Brain Breaks.
 - ❖ Experience and practice teach Brain Breaks
 - ❖ Create a Brain Breaks implementation plan.
 - ❖ Describe how Brain Break strategies align with SEL standards/CASEL framework.
-



Social Emotional Learning (SEL) is...

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



Signature Practices to Integrate SEL:

Welcoming Activity, Engaging Activity, and Optimistic Closure



Welcoming Inclusion Activities

(1-9 minutes)

- Support contribution by all voices
- Set norms for respectful listening
- Create connection and belonging
- i.e. Community building, check-in

Engaging Strategies

(1-15 minutes)

- Sense Making
- Transitions
- Brain Breaks
- Intentionally build adult SEL skills
- i.e. Brain Break, think-ink-pair-share

Optimistic Closure

(3-5 minutes)

- Creates momentum towards taking action
- Reflection and looking forward
- Intentional Closure
- Topic reinforcement
- i.e. Reflective questions





1 - 5 minute activities for any classroom

- ❖ Breathing
- ❖ Mindful movement
- ❖ Mindfulness breaks

Ideal for:

- ❖ Start and end of day
- ❖ Transition Times
- ❖ Before Testing

Brain Breaks align to twenty of the ninety-eight National PE Standards for PreK-5, and four of five National PE over-standards.



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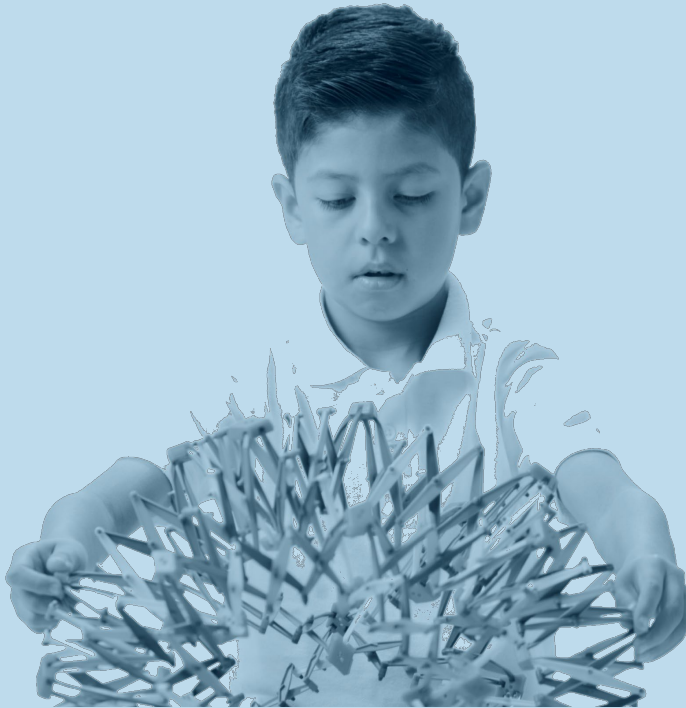


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Breathe

Move

Rest



Breathe



- ❖ Breathing effects change in the nervous system
- ❖ Sit up tall so lungs can fully expand
- ❖ Use props to make breath concrete
- ❖ Use nasal breathing (unless otherwise instructed)



Nasal Breathing

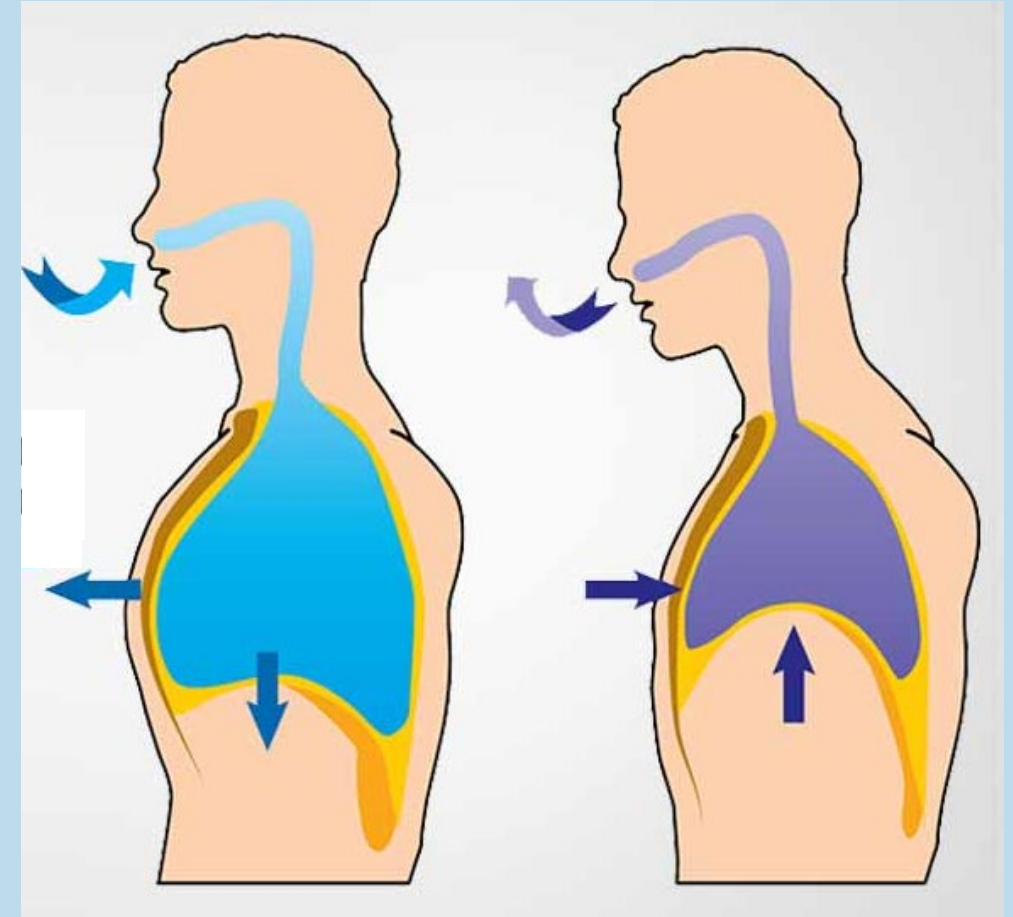


Benefits of Nasal Breathing

- ❖ **Filters dust and impurities** from the air
- ❖ Warms the air to body temperature
- ❖ The diaphragm is more easily controlled, which supports the development of **internal core strength**
- ❖ More control over lengthening the breath (extended exhalations help activate the parasympathetic nervous system)
- ❖ Increased oxygen from nasal breath **increases energy** and vitality



Nasal Breathing
=
Increased Lung
Capacity



https://www.washingtonpost.com/lifestyle/wellness/when-it-comes-to-breathing-during-exercise-youre-probably-doing-it-wrong/2019/01/23/b4d3c338-1e59-11e9-8b59-0a28f2191131_story.html?utm_term=.0802011885fc

https://www.researchgate.net/publication/325521734_Effect_of_Nasal_Versus_Oral_Breathing_on_Vo2max_and_Physiological_Economy_in_Recreational_Runners_Following_an_Extended_Period_Spent_Using_Nasally_Restricted_Breathing

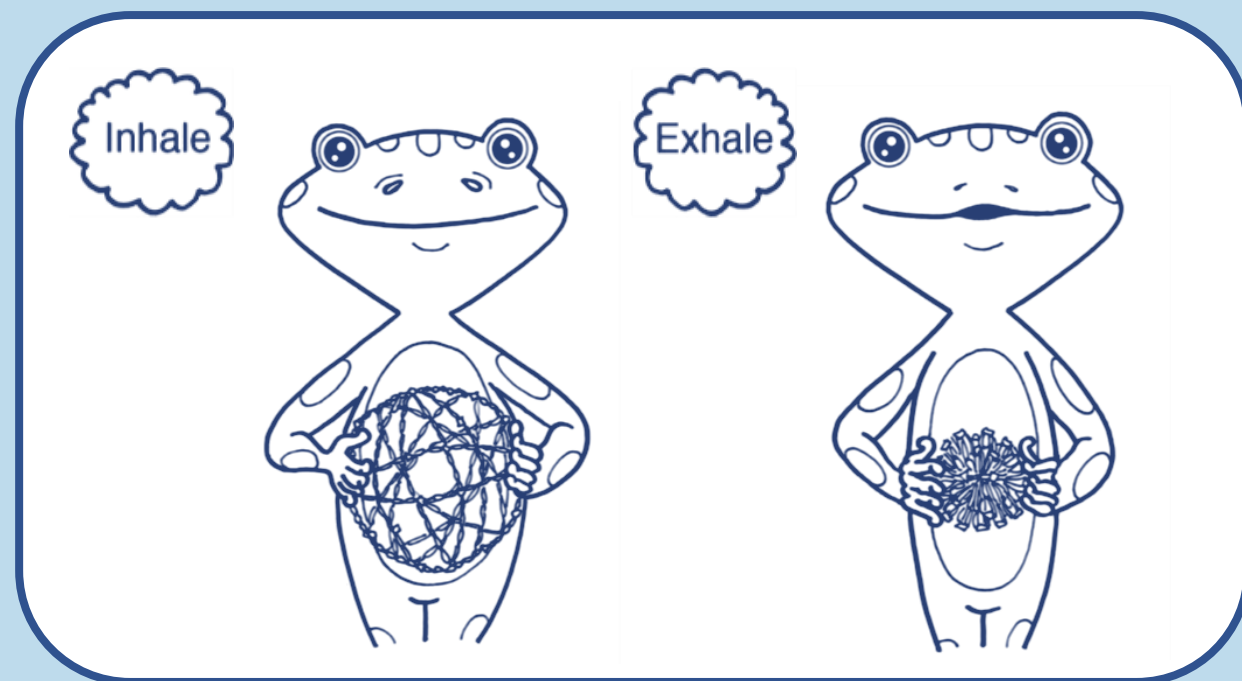




Engaging Activity: Breathing Ball

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?

- ❖ *This is generally a favorite and keeps the children's attention.*
- ❖ *We use a Hoberman Sphere™ as a breathing ball.*
- ❖ *You can have children take turns leading a few rounds with the breathing ball.*
- ❖ *Be careful to keep fingers safe!*





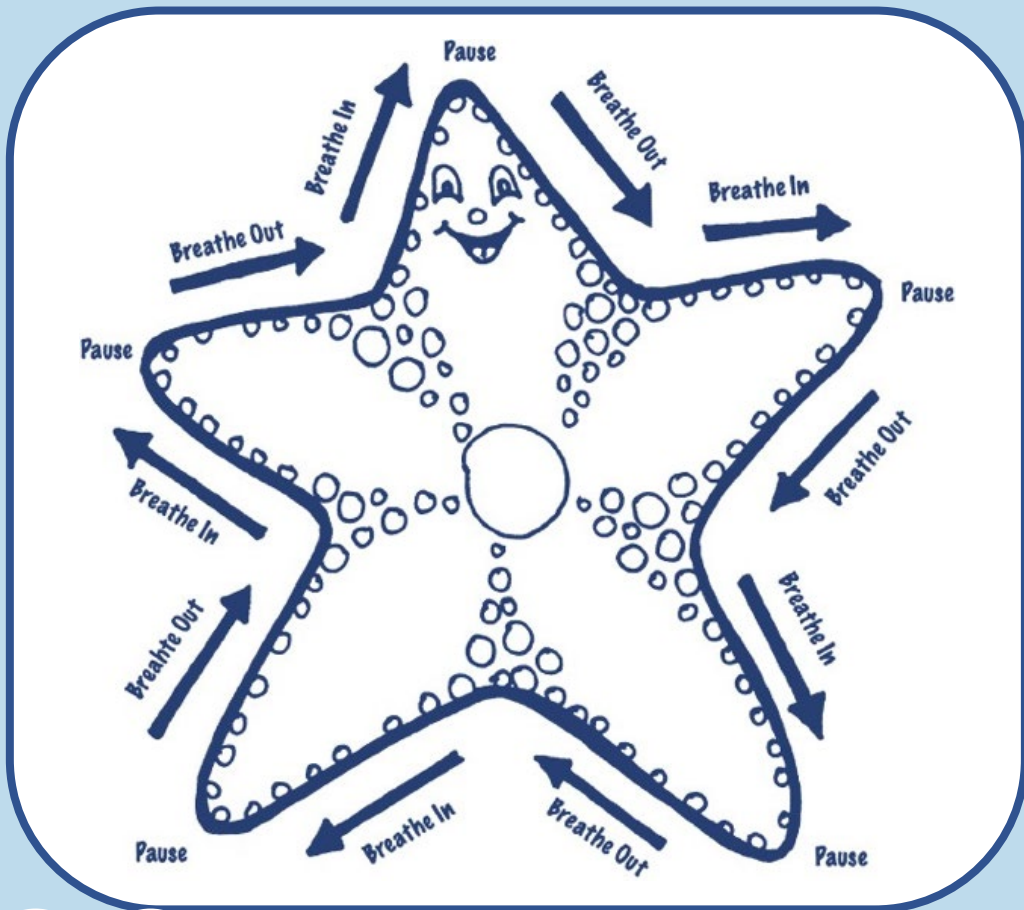
Engaging Activity: Even In – Even Out

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, lets count to two on the inhale and the exhale.
6. Repeat, continuing to extend the breath up to a count of five.





Engaging Activity: Starfish Breathing



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.*

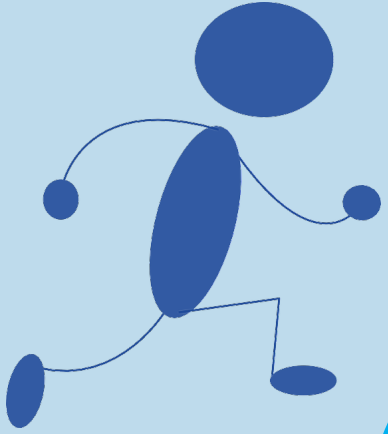


Move



- ❖ Break down poses step by step (the manual does this).
- ❖ Provide physical modeling and visual supports.
- ❖ Activities that cross the midline are beneficial, and need to be taught step by step.
- ❖ Link the movement to the breath.





Your Brain on Exercise

Physical activity enhances neuroplasticity —your memory is sharpened, neurological connections are forged, and existing connections are fortified. As Dr. John Ratey says, “That which makes us think, also makes us move.”

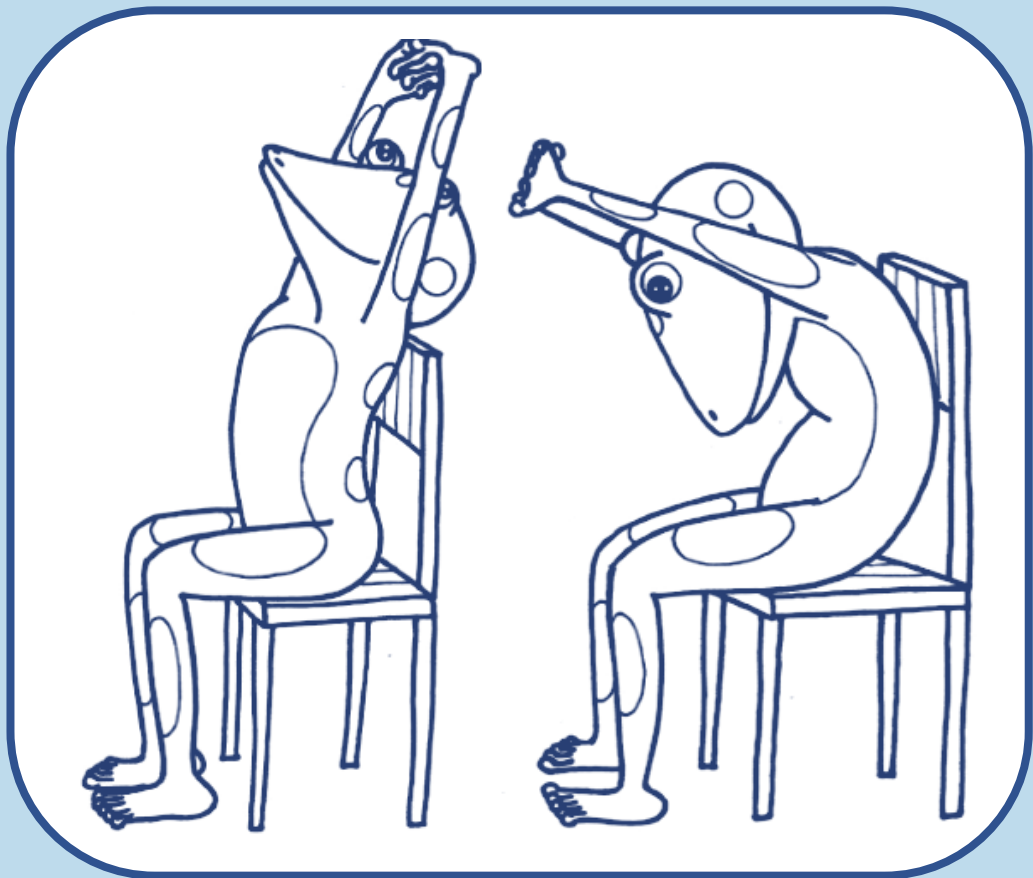


Brain Breaks and SEL





Engaging Activity: Chair Cat/Cow



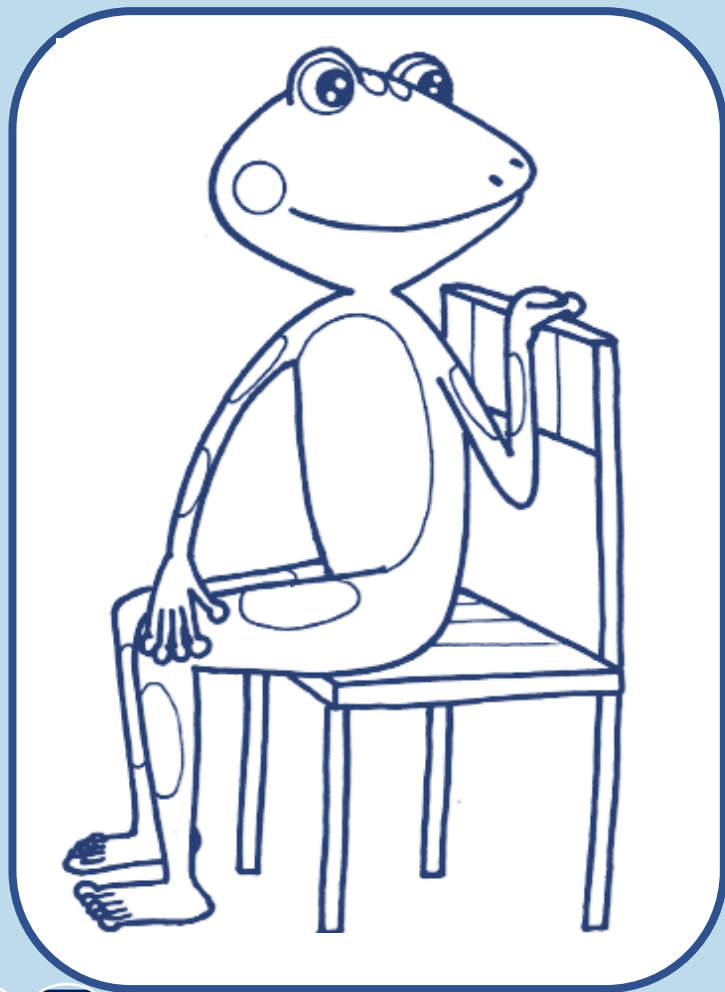
1. Sit in Seated Mountain with hands on knees.
2. As you inhale, stretch your arms overhead and interlace fingers. Reach the center of your chest up toward the ceiling, and lift your chin so that you are looking at the ceiling. (Cow)
3. As you exhale, in one movement bring your hands forward, round your 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.

**You can have young learners moo like a cow and meow like a cat. Just make sure they do a few rounds moving with the inhale and exhale first.*

**If on the floor, learners can come to hands and knees. Inhale, the belly drops down toward the floor and we look up toward the ceiling (Cow). Exhale, look at your belly button and round your spine (Cat). Repeat for several breaths.*



Engaging Activity: Chair Twist



1. Sit in Seated Mountain.
2. Inhale, sit up tall.
3. Exhale, touch your right knee with your left hand and put your right hand on your hip (or the back of the chair).
4. Inhale, sit up tall.
5. Exhale, look over your right shoulder.
6. Stay still and take 3 relaxed breaths.
7. Inhale, come back to Seated Mountain.
8. Exhale, repeat to other side.

**When teaching learners, if you are facing them make sure you mirror them (e.g., use your right hand when you instruct them to use their left hand).*

**If seated on the floor, start from crisscross position and follow the same directions.*



Neuroscience: Brain Breaks & Vagal Tone



THE VAGUS NERVE

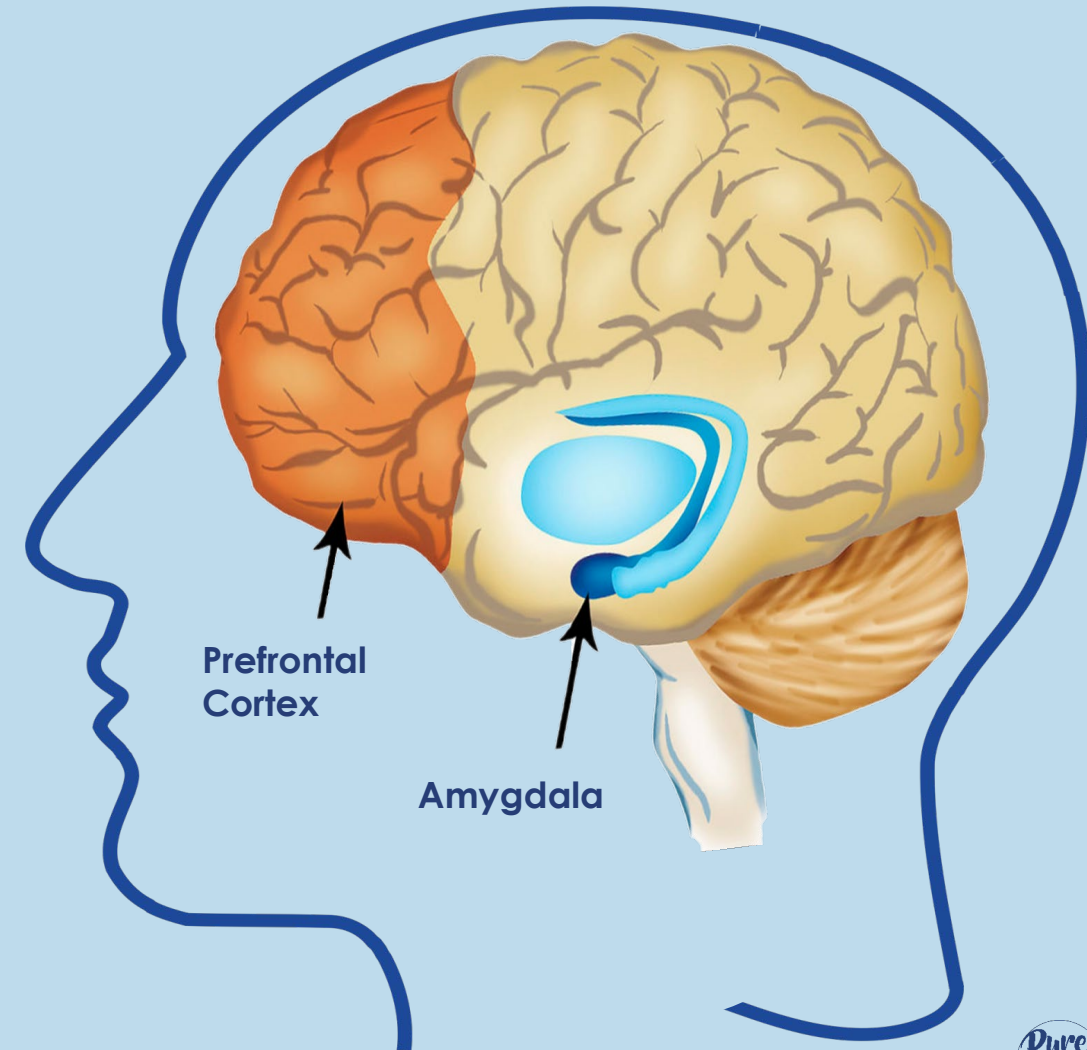
How to Hack Your Nervous System

The vagus nerve, the tenth cranial nerve, is the superhighway of the nervous system that connects the body and brain. We can tone the **vagus nerve** through deep breathing exercises.



Self-Regulation and the Brain

- ❖ The rational part of the brain, the Prefrontal Cortex, isn't fully developed until age 25 or so.
- ❖ Adults think with the prefrontal cortex, the brain's rational part. This is the part of the brain that responds to situations with good judgment and an awareness of long-term consequences.
- ❖ Children, teens, and young adults rely on the amygdala to process information; the emotional part of the brain.



Rest



- ❖ Being still is a skill that requires practice– some movement is okay
- ❖ Lower lights and decrease other stimulation as much as possible
- ❖ At home, blankets can help





Engaging Activity: Taking in the Good

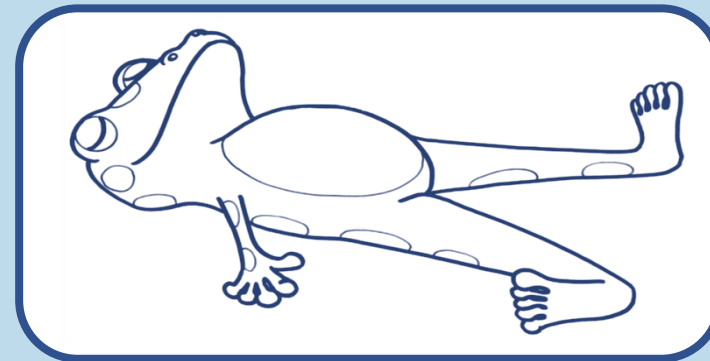
1. Think of one thing from the day that you feel good about, and be specific—for example, you listened, you were more creative, you lent a helping hand, or someone smiled at you, etc.
2. Hold on to that memory for the next 30 seconds. Remember it in as much detail as you can.
3. Allow the feeling associated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





Engaging Activity: Guided Rest or 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.



Brain Breaks Review & Implementation



Breathe

Welcoming: Begin with a Breathing Exercise

- ❖ Breathing Ball
- ❖ Even In - Even Out
- ❖ Starfish Breathing or Take 5



Move

Engaging Activity: Because you and your learners are likely sitting for long periods of time, include a movement break every 45 – 60 minutes

- ❖ Chair Cat/Cow
- ❖ Chair Twist



Rest

Optimistic Closure: End lesson with Rest; Opportunity for Introspection and moving forward

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



Implementation Tips

1. Establish A **Consistent** Routine
2. Start of Day/End of Day/Transitions
3. Start **Small**, Then Build
4. **Repeat, Repeat, Repeat**
5. Be Comfortable With the Exercises



Getting Started

Start Small * Practice * Create Routines

- ❖ **Open and/or Close** with Breathing Exercise:
 - ❖ **Breathing Ball, Even In - Even Out, or Starfish Breathing/Take 5**
- ❖ Because you and your learners are likely sitting for long periods of time, include a movement **break every 45–60 minutes**:
 - ❖ **Chair Twist or Cat Cow**





Training Manual

grades
K-5

grades
K-2



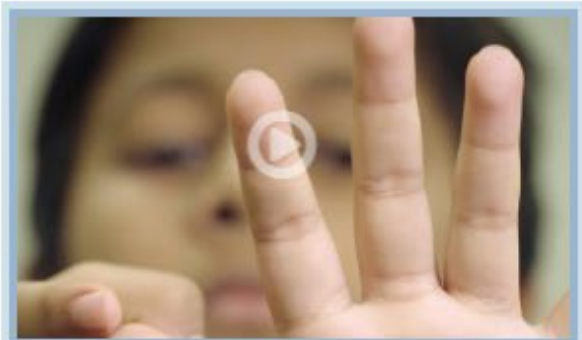
Here are a few suggestions for when to implement Brain Breaks for grades K-2. The suggested exercises are meant to support the educator in getting started with Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, www.pureedgeinc.org, for video tutorials and access to the Brain Breaks manual.

Arrival/ Departure	Attitude of Gratitude is a nice way to start off or wrap up the day, by remembering something or someone that makes us feel thankful.
Large Group/ Circle Time	Simple breathing exercises and exercises that engage learners visually will hold attention in the large group setting. Try Breathing Ball , Starfish , Animal Arms , and Listen to the Chime . When learners are comfortable, adding in some balance postures like Tree can bring focus and fun.
Small Group	Small group offers time to give feedback and answer questions. Try Anchor Breathing to build breath awareness and focus. Introduce Move exercises like Sunrise/Sunset , Chair and Eagle . Give each learner a turn to shake the Mind Jar .
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. Use exercises learners are already familiar with. Breathing Ball , Starfish , and Balloon Breathing are simple and effective choices.
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	Buzzing Bee is a good way to help calm down and focus if learners have a lot of energy after they have played outside.
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 www.pureedgeinc.org) for learners to practice postures on their own.



Video Library: English

Videos en Español ▶



Featured Video

Our Breathe Library takes you through breathing techniques that will help with focus, feeling emotions and a sense of calm. Each breathing technique is modeled in 1 to 2 minute video tutorials.



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Optimistic Closure: My Next Step



pureedgeinc.org

Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



•
breathe

•
move

•
rest



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