



Thank you for joining us!

Session: Brain Breaks for Grades K-5, Part 2

Trainers: Michelle Kelsey 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 certificate of completion/attendance record. The certificate is only for attendees that watch the webinar live; it is not given to those that watch on-demand.

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Website: www.pureedgeinc.org

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Introductions



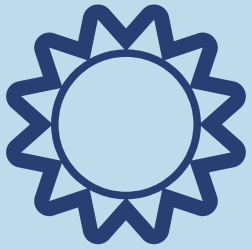
Respond to the poll question to tell us a little about yourself.



Welcoming Activity

Respond to the poll to share your response with our group.

Describe Your Mood Today



Sunshine



Rainy



Thundery



Cloudy



Rainbow



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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

Michelle Kelsey Mitchell
michelle@pureedgeinc.org
*Director of Partnerships &
National Trainer*

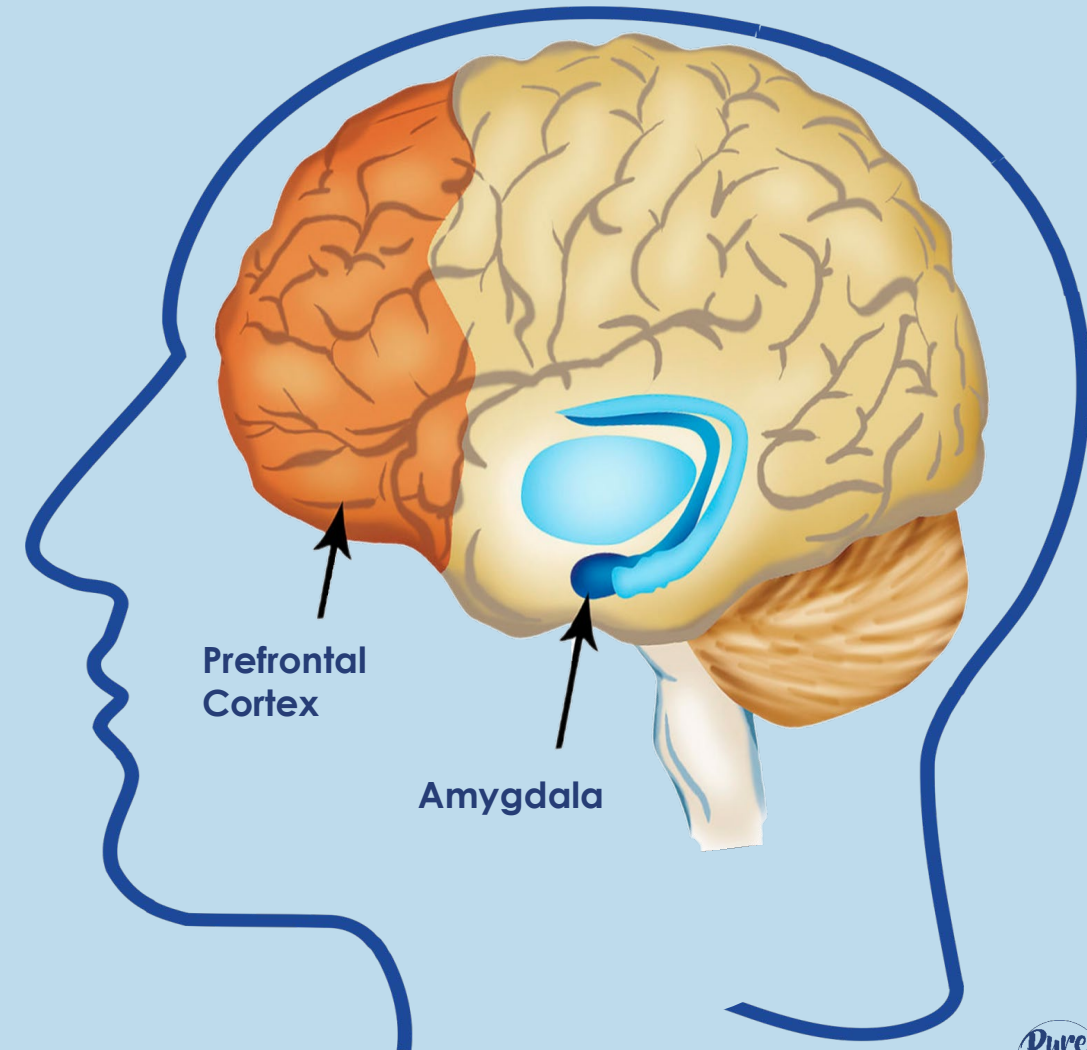


Session 1 Review



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.



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



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Source: SEL 3 Signature Practices Playbook 2019



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



Learning Objectives

- ❖ Experience Pure Edge Brain Breaks
 - ❖ Create a Brain Breaks implementation plan.
 - ❖ Explore the neuroscience behind the exercises.
 - ❖ Describe how Brain Breaks support SEL.
-



“

“The three most important aspects of learning
–attention, focus, and memory–
are all controlled by our emotions,
not by cognition.”

Marc Brackett

”



Social Emotional Learning (SEL) is...

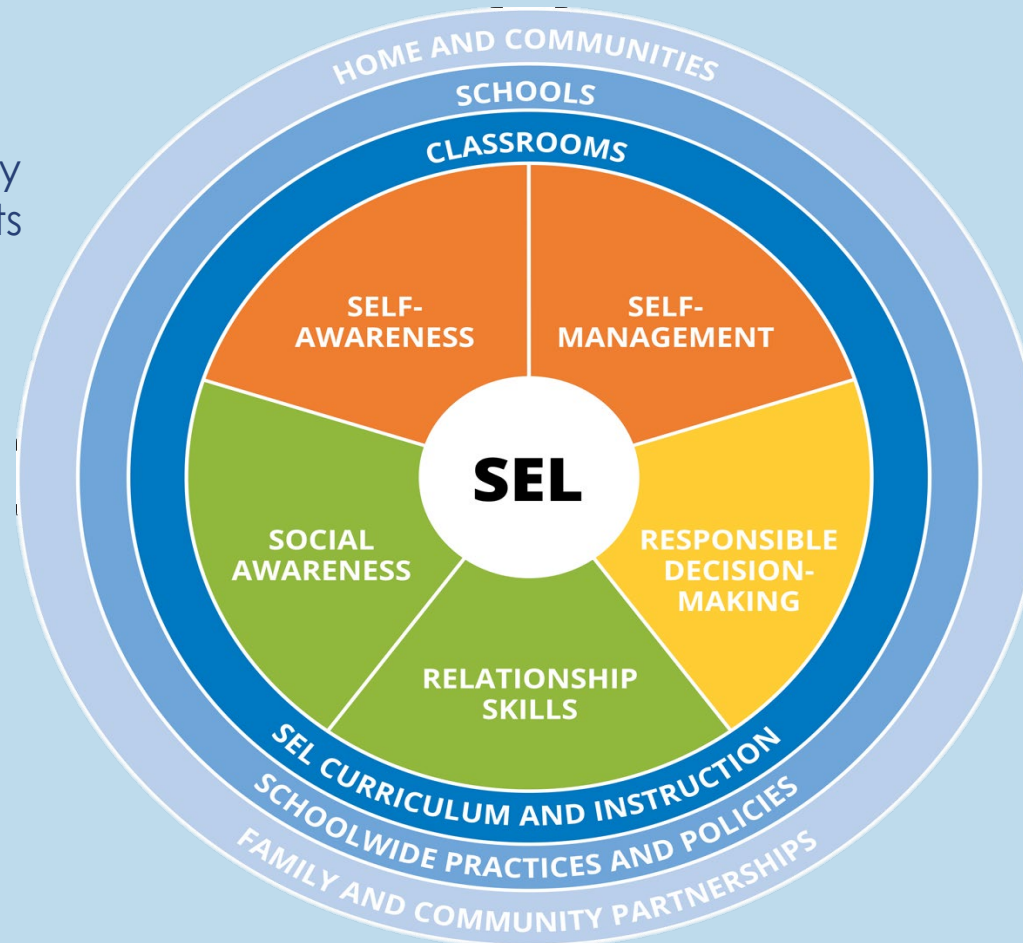
Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel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



Social and Emotional Learning Competencies

Self-Awareness

- Integrating personal & social identities
- Identifying personal, cultural, & linguistic assets
- Identifying one's emotions
- Demonstrating honesty & integrity
- Linking feelings, values & thoughts
- Examining prejudices & biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests & a sense of purpose



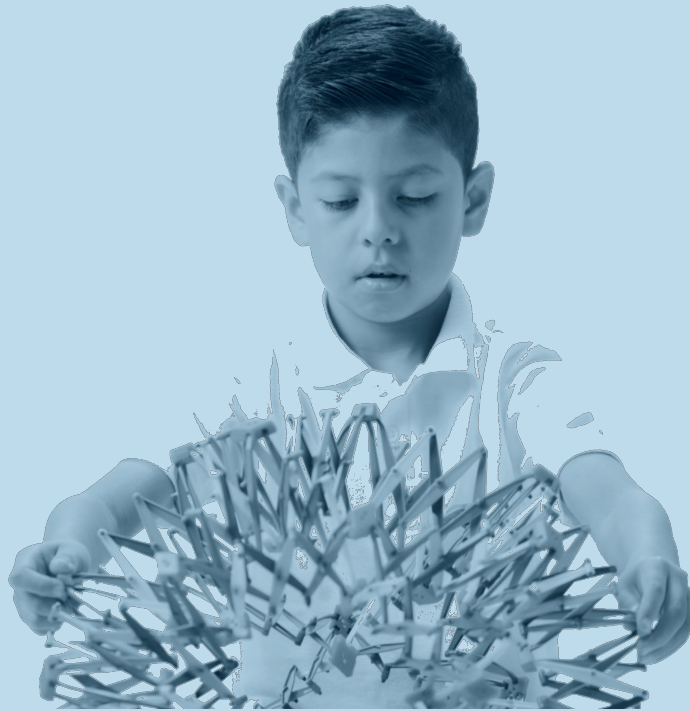
Self-Management

- Managing one's emotions
- Identifying and using stress management strategies
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills
- Taking initiative
- Demonstrating personal and collective agency

Breathe

Move

Rest





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:

- ❖ *Four of five National PE over-standards for 6-12.*
- ❖ *Twenty of the ninety-eight 6-12 standards*

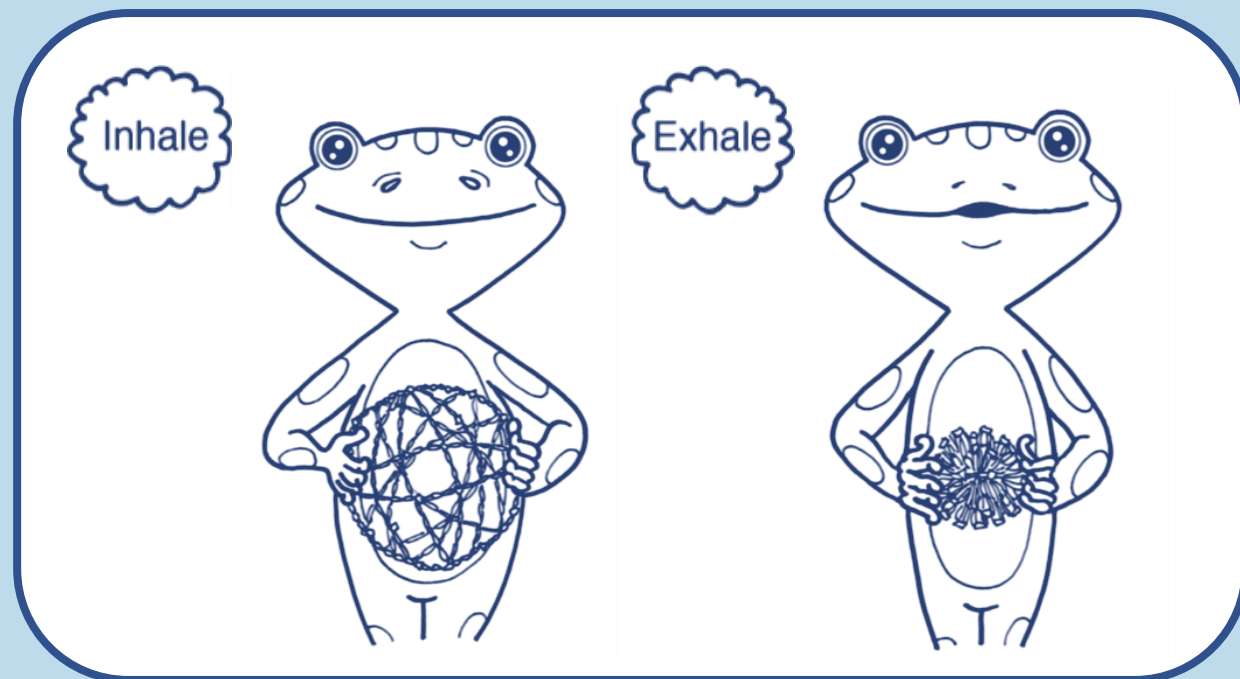




Engaging Activity: Breathing Ball

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!



Does It Matter How We Breathe?

Nasal Breathing & Extended Breaths

- Lung capacity increases
- 18% more oxygen absorbed
- Heart relaxes
- Respiratory & nervous systems cohere
- Blood pressure decreases

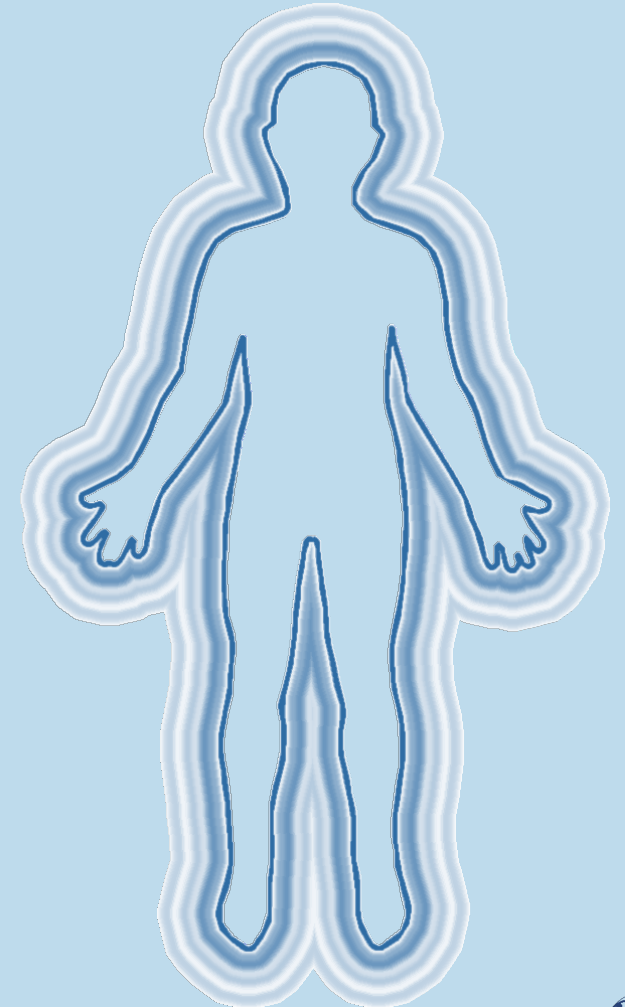
Mouth Breathing

- Body moisture sapped
- Lungs irritated
- Soft tissue of mouth flexes, leaving less space to breathe
- Useful when doing aerobic exercise



Self-Awareness and the Breath

- Mindfulness of breath helps us **pause** and **observe** the state of the body and the state of the mind.
- The sound, feeling, and movement of your breath can offer insight into **how you are reacting or responding** to thoughts, feelings, and external stimuli.
- Your mindfulness muscle grows each and every time you simply recognize that you are inhaling and exhaling.





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.



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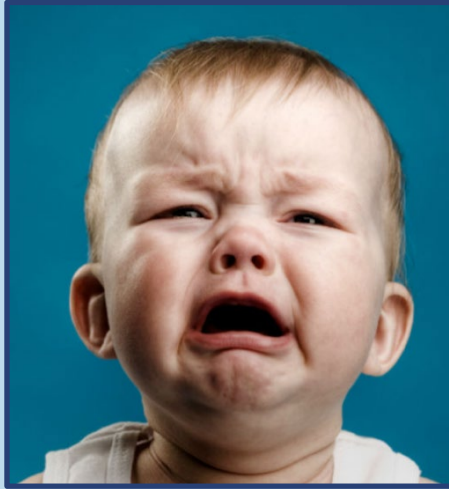
The neuroscience shows that
how we *think* is affected by
how we *feel*.

Dr. Kimberly Schonert-Reichl

”



Stress Response



“Gas Pedal”

Sympathetic Nervous System:
Fight or Flight



“Brake”

Parasympathetic Nervous System:
Rest and Digest



Toxic Stress Response



Almost every cell in your body has a receptor for cortisol. When the stress response is triggered too frequently, or too severely, it can **change the structure and function** of children's developing brains, their immune and hormonal systems—and even the way their DNA is read and transcribed. Those changes are what we now refer to as a toxic stress response.

Nadine Burke-Harris, MD



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Source: <https://www.edutopia.org/article/trauma-written-our-bodies-educators-can-help>



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Engaging Activity: Tree



1. Begin in Mountain and bring hands to hips.
2. Keep your eyes focused on a point 3 feet in front of you.
3. Shift your weight to your left foot.
4. Bend your right knee and lift up your right heel.
5. Point your knee out to the side. Keep your weight on your left foot. Take a few breaths here.
6. If you feel steady, place the bottom of your right foot to the inner calf. Take a few breaths here.
7. If you are still steady, you can move the foot to the inner thigh, using your hand if you need to.
8. Inhale the arms up over head as if you were spreading branches. Try to balance for 5 to 10 breaths.

Healing Interactions



Educators can deliver the daily doses of healing interactions that truly are the antidote to toxic stress. And just as the science shows that it's the cumulative dose of early adversity that's most harmful, it also shows that **the cumulative dose of healing nurturing interactions is most healing.**

Nadine Burke-Harris, MD



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Physical Regulation



Through practices of:

Breathe, Move, Rest

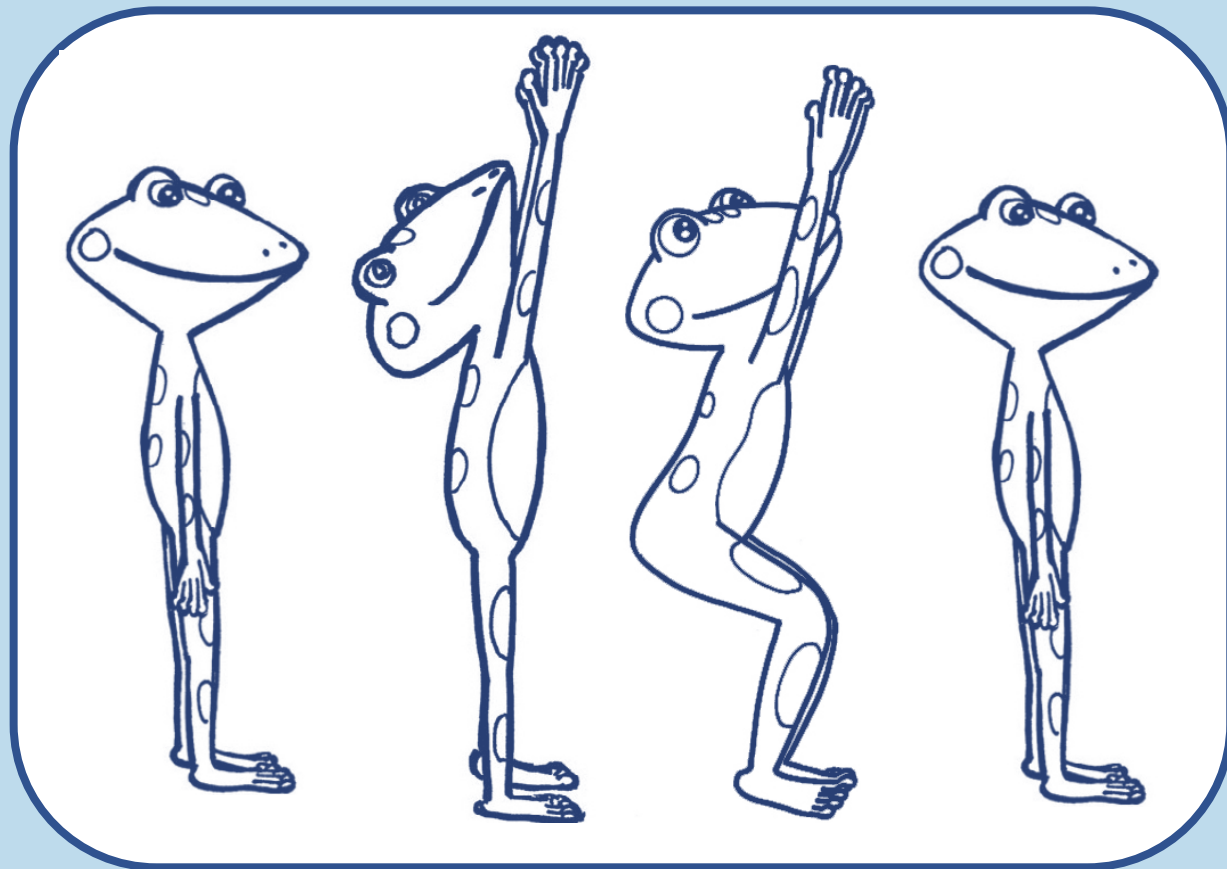
We learn again and again, what it feels like to move through our experiences in a **thoughtful, nonreactive way.**



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: Think-Ink-Share

Brain Breaks Implementation Exploration

What...

When...

Where...

Brain Breaks 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



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Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



•
breathe

•
move

•
rest



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brain breaks

Pre K–5th Grade

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Training Manual

Grades
6–12



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 <i>Breathing Ball</i> , <i>Starfish</i> , <i>Animal Arms</i> , and <i>Listen to the Chime</i> . When learners are comfortable, adding in some balance postures like <i>Tree</i> can bring focus and fun.
Small Group	Small group offers time to give feedback and answer questions. Try <i>Anchor Breathing</i> to build breath awareness and focus. Introduce <i>Move</i> exercises like <i>Sunrise/Sunset</i> , <i>Chair and Eagle</i> . Give each learner a turn to shake the <i>Mind Jar</i> .
Refocus Between Lessons	Bring a little movement and breathing as a break to re-energize learners. Good options are <i>Chair Cat/Cow</i> , <i>Chair Twist</i> , and <i>Statue</i> .
Before Testing	Breathing exercises help relieve testing-related stress and put learners in a state of focus. Use exercises learners are already familiar with. <i>Breathing Ball</i> , <i>Starfish</i> , and <i>Balloon Breathing</i> are simple and effective choices.
Lining Up	Use <i>Mountain</i> and <i>Tree</i> postures to help learners stay calm during transition to and from the classroom. Remember to focus on breathing!
Recess	<i>Buzzing Bee</i> 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 <i>Mind Jar</i> and <i>Breathing Ball</i> 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.



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, for video tutorials and access to the Brain Breaks manual.

Arrival	<i>Mindful Minute</i> 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 <i>Chair Cat/Cow</i> , <i>Chair Twist</i> , and <i>Statue</i> .
Before Testing	Breathing exercises help relieve testing-related stress and put learners in a state of focus. <i>Breathing Ball</i> , <i>Starfish</i> , and <i>Balloon Breathing</i> are good ones to start with.
Lining Up	Use <i>Mountain</i> and <i>Tree</i> postures to help learners stay calm during transition to and from the classroom. Remember to focus on breathing!
Recess	<i>Chair Sunrise Twist</i> 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 <i>Even In-Even Out</i> to build focus.
Create a Calming Center	Have <i>Mind Jar</i> and <i>Breathing Ball</i> 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.
Departure	<i>Attitude of Gratitude</i> invites learners to remember something or someone that makes them feel thankful.



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, for video tutorials and access to the Brain Breaks manual.

Arrival/ Homeroom	<i>Mindful Minute</i> 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 <i>Breathe</i> exercises such as <i>Anchor Breathing</i> or <i>Rest</i> exercises like <i>Mindful Listening</i> .
Refocus Between Classes	Use the breath to help settle students as they transition from one class to another. Good options to start with are <i>Breathing Ball</i> , <i>Even-In</i> , <i>Even-Out</i> or <i>Belly-Heart Breath</i> .
Break During Class	Bring a little movement and breathing as a break to re-energize learners during longer lessons. <i>Chair Cat/Cow</i> , <i>Chair Twist</i> , <i>Desk Dog</i> , <i>Tree</i> or <i>Eagle</i> 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. <i>Take Five</i> , <i>Belly Breathing</i> , and <i>Alternate Nostril Breathing</i> are simple and effective choices.
Afternoon Slump	To re-engage sluggish learners, some breath and movement can be helpful. <i>Chair Pose Twist</i> and <i>Forward Bend</i> , <i>Standing Half Moon</i> , and <i>Recharge Sequence</i> will get learners moving. Offering <i>Guided Rest</i> before movement when learners are tired can also re-energize them.
Departure	Taking in the Good and <i>One Minute Reflection</i> are Rest exercises designed to help learners reflect at the end of the day.



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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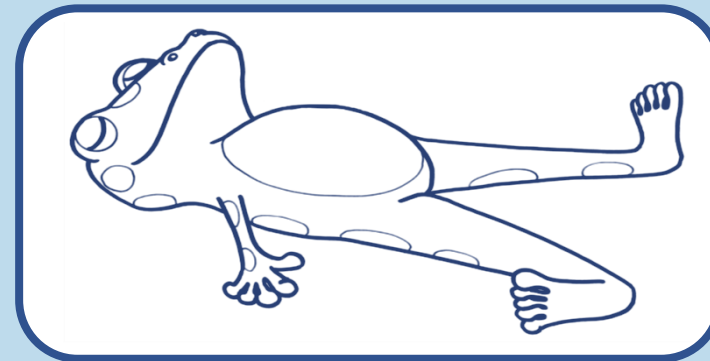


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Engaging Activity: Guided Rest or Body Scan

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.



Optimistic Closure: One Word Takeaway



Photo: Juan Monino



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Takeaways

Circle back:

- Mindfulness of the breath helps us pause and observe the state of the body and the state of the mind.
- Brain Breaks help get the Upstairs Brain back “online”.
- Create routines for including Brain Breaks in your classroom.
- Repeat, Repeat, Repeat.

Brain Breaks Review:

❖ Breathe

- Breathing Ball
- Even In – Even Out

❖ Move

- Tree Pose
- Mountain/Chair Strength Sequence

❖ Rest

- Guided Rest or Body Scan





Pure Community

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Thank you for joining us!

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