



Thank you for joining us!

Session: Mindful Movement for PE Teachers, Part 2

Trainer: Gill McClean,
Director of Professional Development

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

Gill McClean

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*Director of Professional Development
& National Trainer*



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.





Welcoming Activity

Which superpower would you choose?

☆ Invisibility

☆ Superhuman Strength

☆ Flying

☆ Super Speed

☆ Mind Reading

☆ Teleportation

☆ Talk to Animals

☆ I already have a Superpower!





PE MindfulMovement K-5

PE MindfulMovement 6-12

Implementation Guide Pre-K-2

Implementation Guide 3-5

Implementation Guide 6-12

Pure PE offers Mindful Movement sequences for delivery in the physical education setting at grade levels K-5 and 6-12.

Pure PE helps build strength, flexibility, balance, coordination, focus and relaxation.

A Mindful Movement sequence includes three main elements: breathe, move, and rest. These sequences can be easily integrated into an existing physical education program





Engaging Activity: Mindful Minute



- Start in Seated Mountain.
- Bring your attention to the present moment. We are going to start by taking a Mindful Minute.
- Start bringing your attention to the breath, noticing its qualities (fast, slow, warm, cool, shallow, deep...).
- Continue to focus your attention on the breath, and notice how you are feeling. Just notice.



Learning Objectives

- ❖ Why Breathe, Move, and Rest?
- ❖ Understand the effects of stress on scholars and educators.
- ❖ Experience a Mindful Movement practice.
- ❖ Understand the basic neuroscience and research behind Pure Edge exercises.



Breathe

Move

Rest



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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





Engaging Activity: Easy In, Extend Out

1. Breathe in naturally.
2. Breathe out slowly, making the exhalation longer than the inhalation.
3. Keep going, making the exhalation longer than the inhalation.
4. Notice how you feel.

**Lengthening the exhalation tends to have a calming effect on the mind and body.*



Pure Edge Mindful Movement helps build strength, flexibility, balance, coordination, focus and relaxation. A Mindful Movement sequence includes three main elements:

Breathe, Move, and Rest

The sequences can be easily integrated into an existing physical education program. Breathe, move and rest are simple but powerful tools to help students develop self-regulation and increase body awareness as they improve gross motor skills. Sequences build on each other and it is recommended that they be implemented in the order outlined in the manual



Recap of Part 1

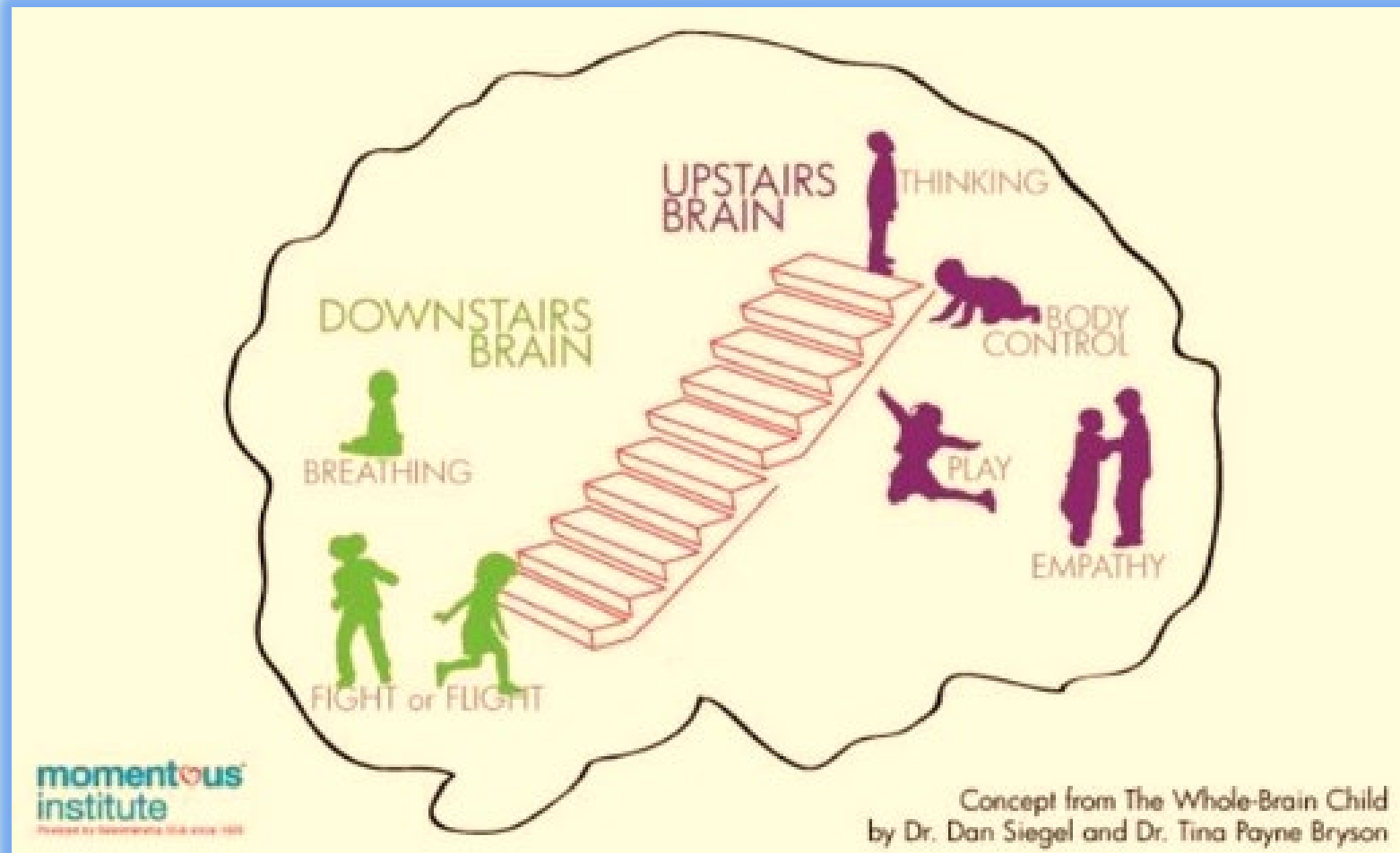


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Upstairs Brain – Downstairs Brain



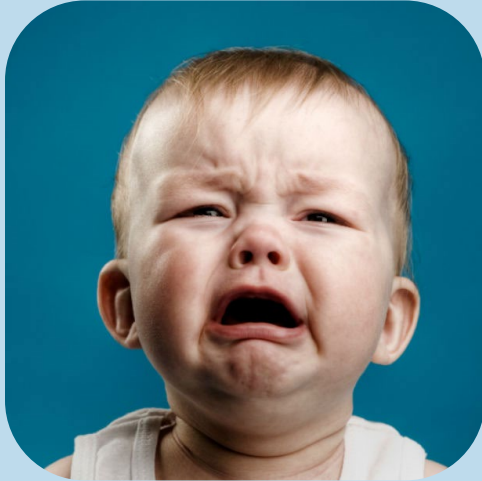
Upstairs Brain – Downstairs Brain

Integrating upstairs downstairs strategies:

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



Stress Response



“Gas Pedal”

Sympathetic Nervous System:
Fight or Flight



“Brake”

Parasympathetic Nervous System:
Rest and Digest



“

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

Dr. Kimberly Schonert-Reichl

”





The **Power to be Calm** isn't about avoiding every kind of stressful emotion.

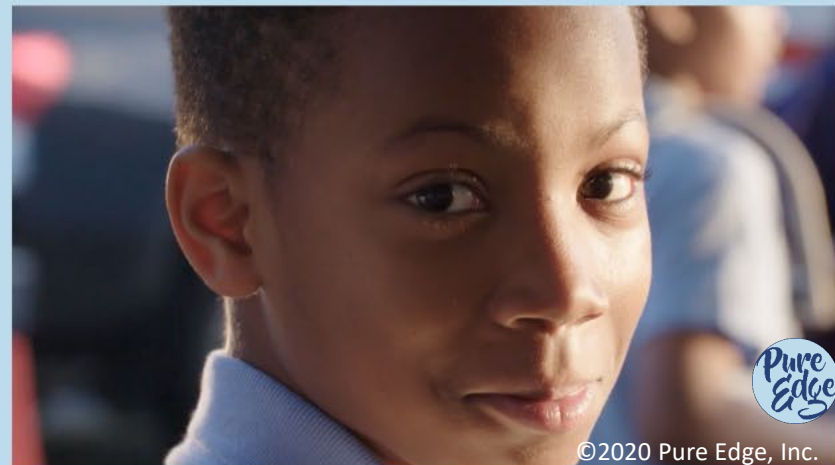
Resilience doesn't mean we'll be happy all the time, but it does mean we have the energy and mindset to help us cope.

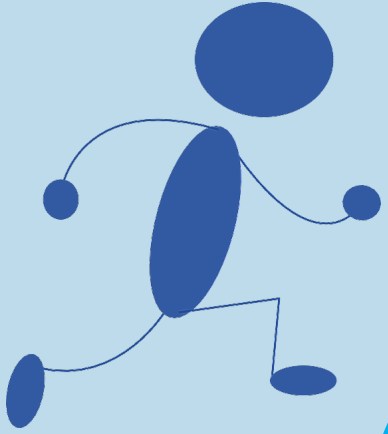




"Behavior is communication"

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





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.”



Self-Care Practice





Reflection

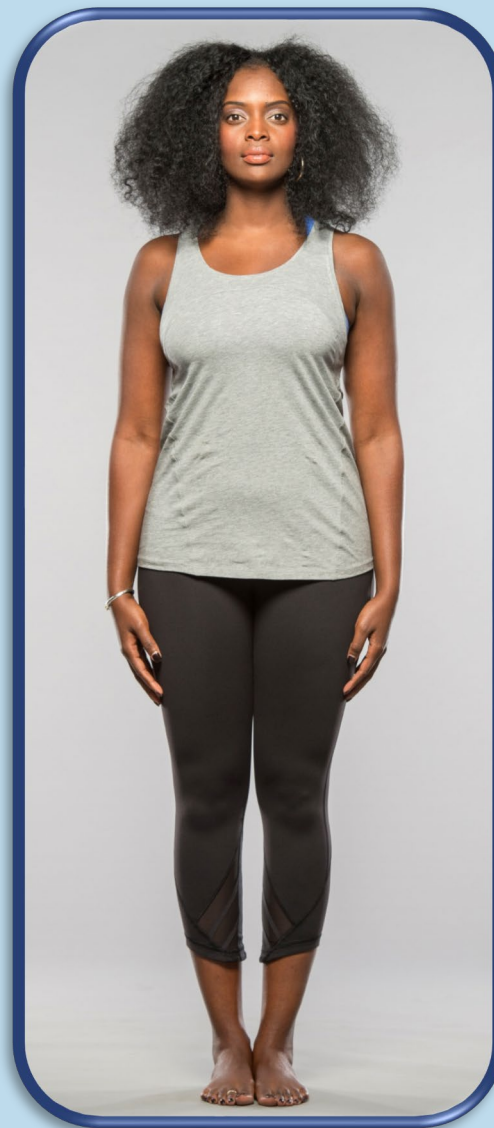
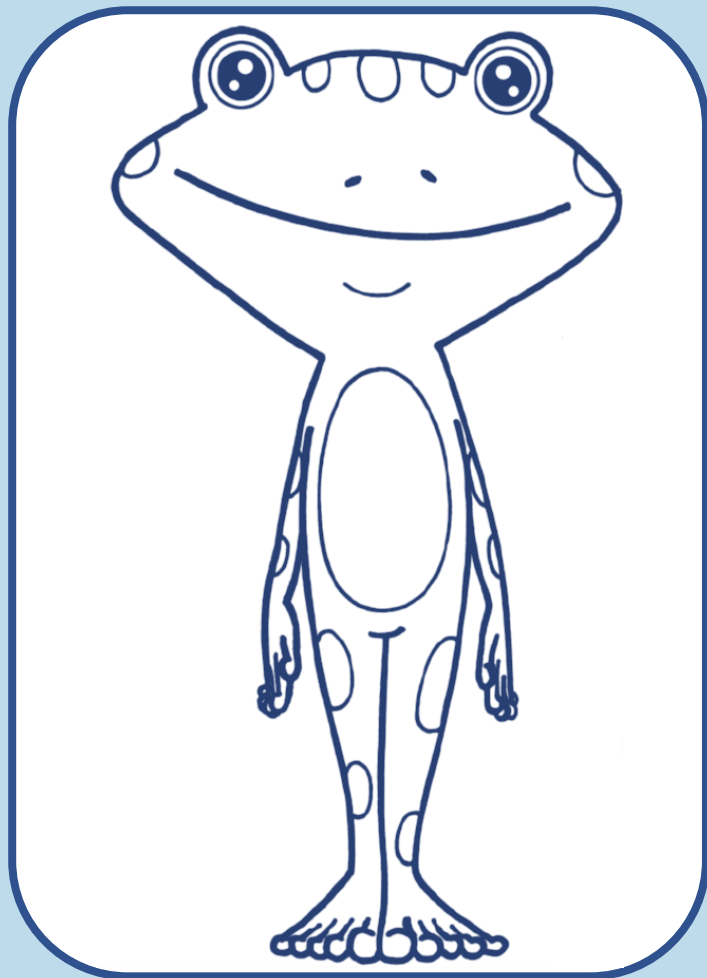
Please take out your phone, laptop or notebook for a two-minute free write. The goal is to check in with yourself.

What is on your mind?
or
How are you feeling?





Mindful Movement: Mountain



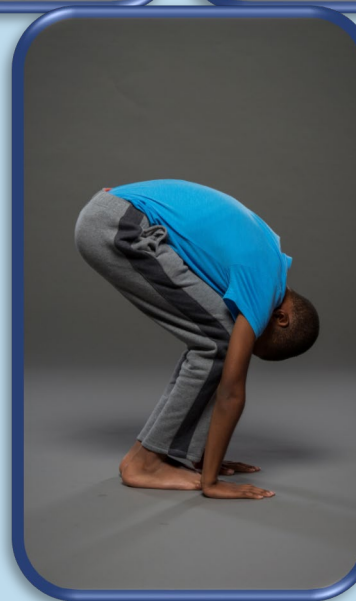
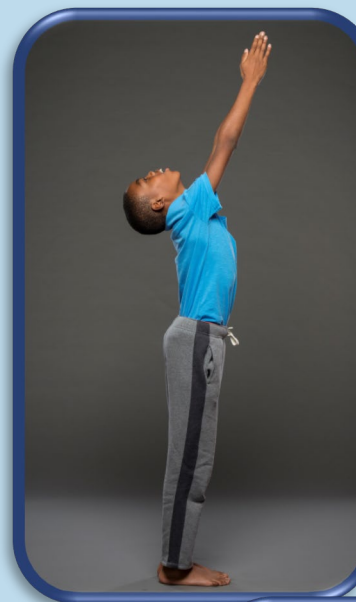
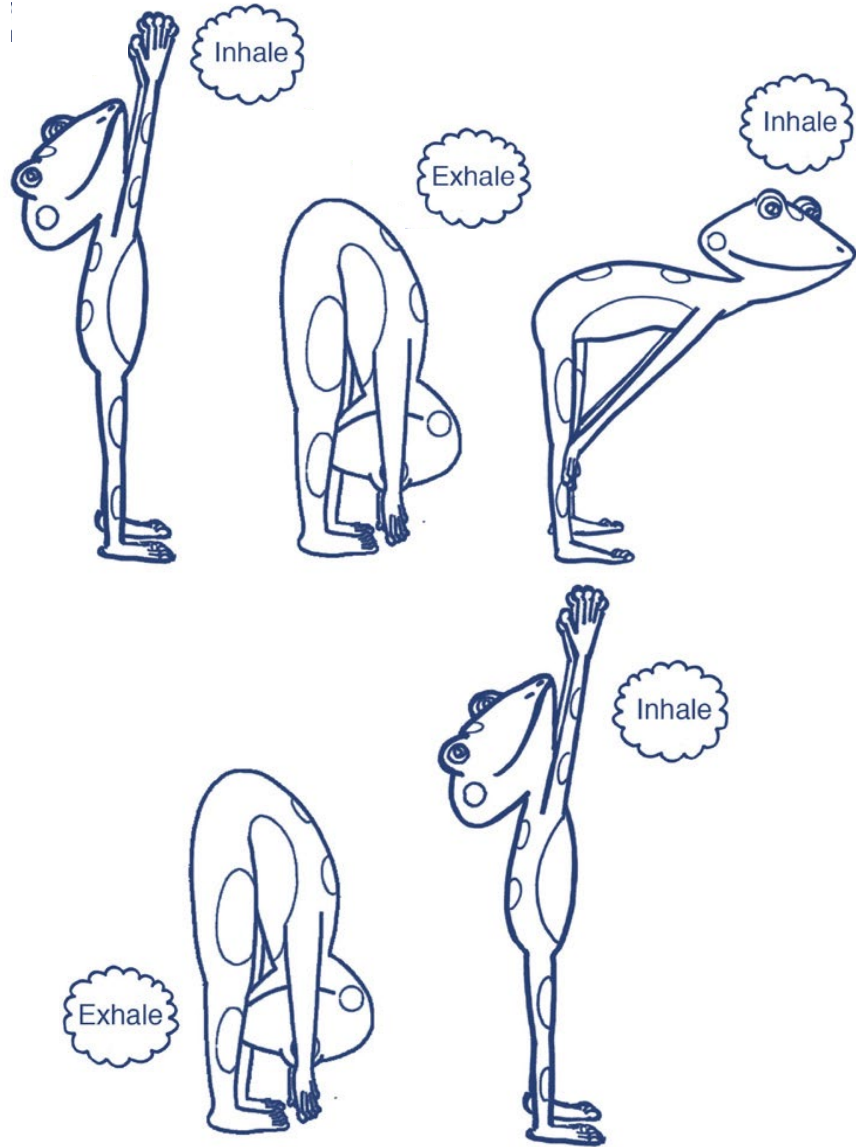
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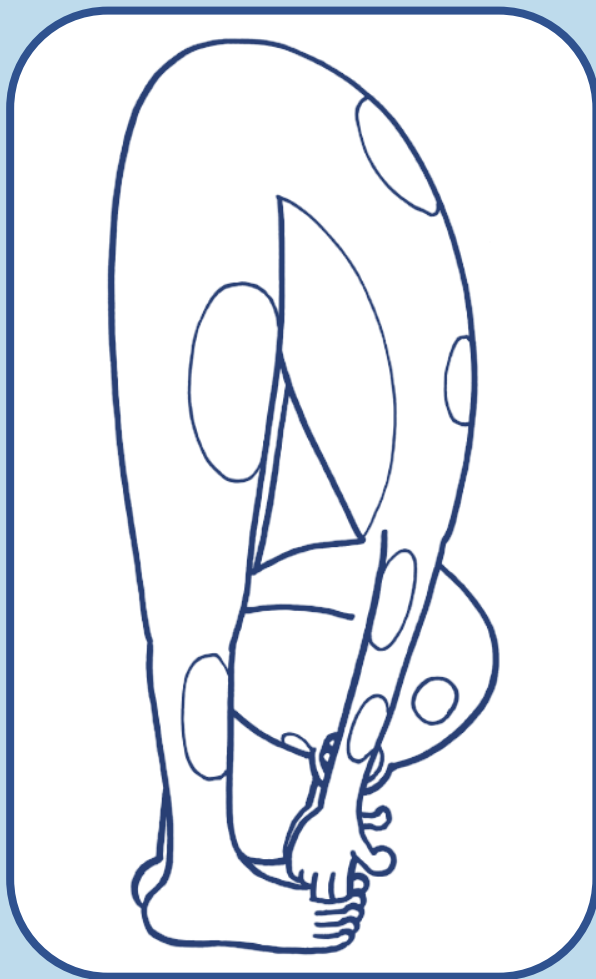


Mindful Movement: Half Opening Sequence A





Mindful Movement: Big Toe





Mindful Movement: Wave Sequence



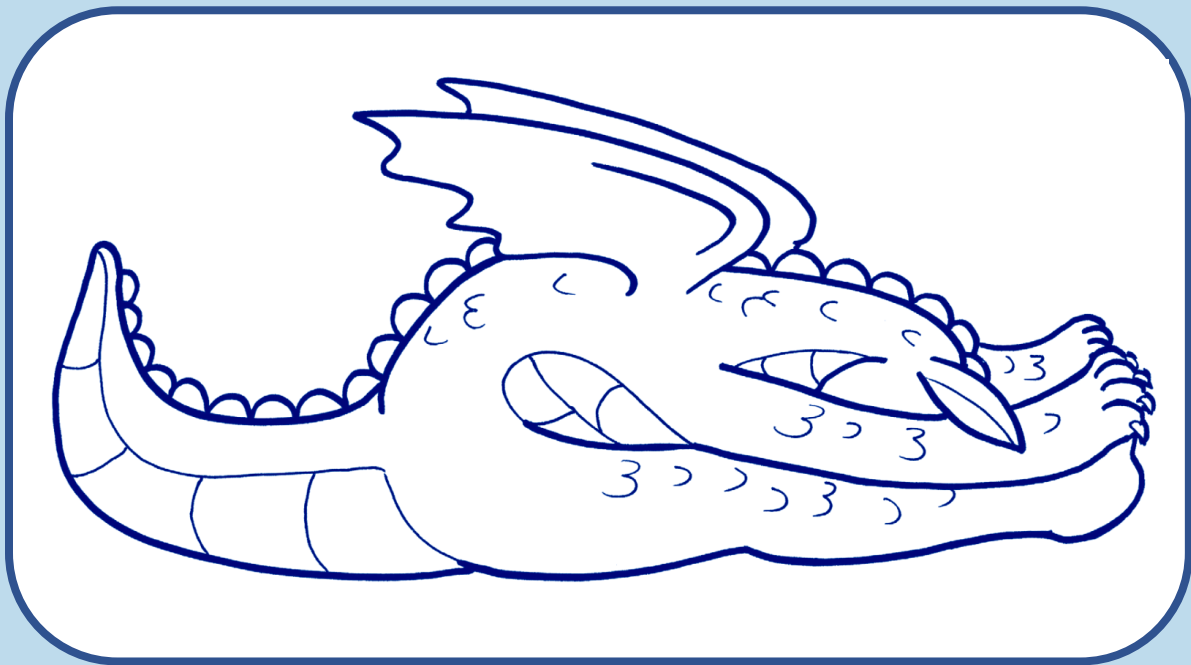
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Mindful Movement: Sandwich



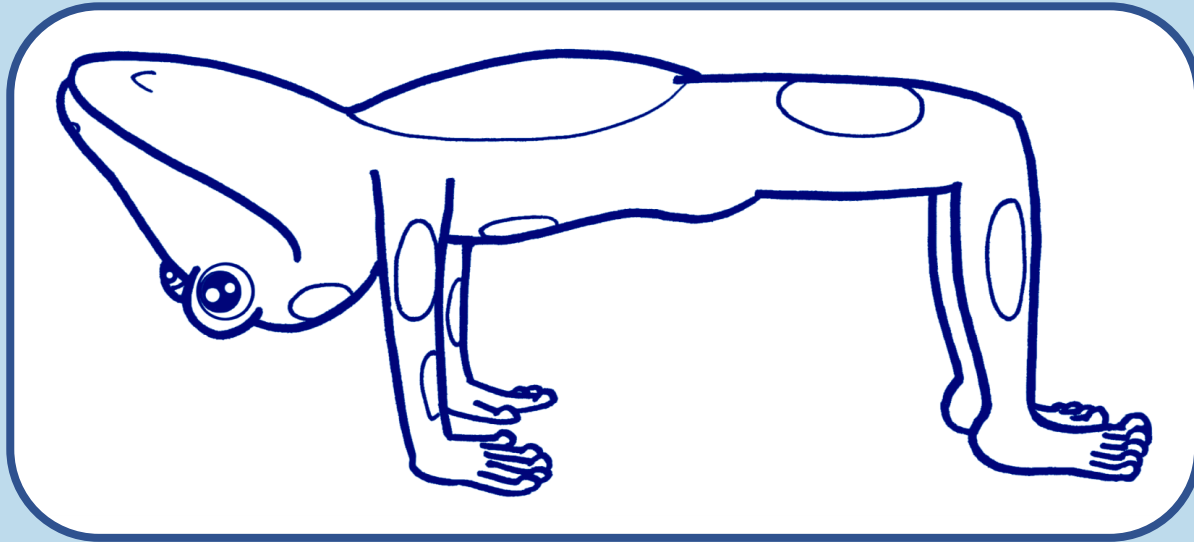
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Mindful Movement: Table





Mindful Movement: Boat



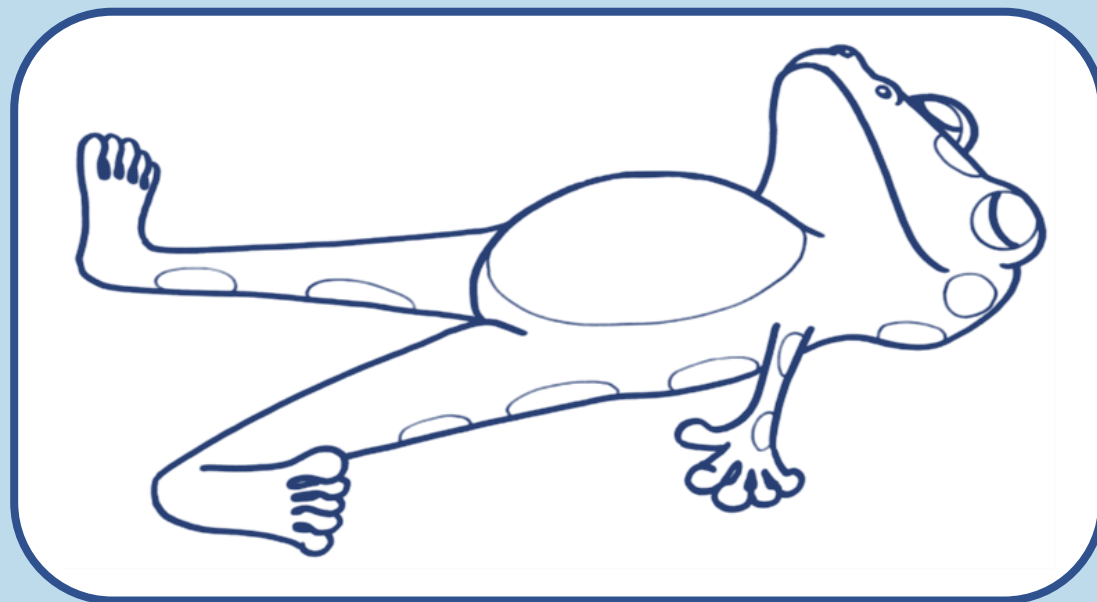


Mindful Movement: Seated Mountain





Mindful Movement: Guided Rest or Body Scan





Reflection

Please take out your phone, laptop or notebook for a two-minute free write. The goal is to check in with yourself.

What is on your mind?
or
How are you feeling?



Pointers for Teaching Movement

- ❖ *Always start with the breath.*
 - ❖ *Emphasize the breathe-movement connection.*
 - ❖ *Build poses from the ground up.*
 - ❖ *Start with most supported/accessible version of the pose, and then offer increasingly more challenging options.*
 - ❖ *Keep your own breath even and steady as a model for students.*
-



Movement and Play

- ❖ *When we feel playful and joyful, we tend to be more open to new ideas and experiences.*
- ❖ *Spontaneity and openness are often aspects of creative and collaborative processes.*
- ❖ *Play allows the brain to become active in fresh ways; enhancing existing connections and sparking new ones.*
- ❖ *Play means having **fun**, and having **fun** is one of the best parts of life!*





Sequence One

Mountain
Mountain/Sunrise x
2-3
Big Toe
Star into Triangle
Tree
Cat/Cow 3-5x*
Rock*
Seated Mountain
Guided Rest

Sequence Two

Mountain
Mountain/Sunrise x 2-3
Half Opening
Sequence A x3
Big Toe
Star into Triangle
Tree
Cat/Cow 3-5x*
Pointing Dog*
Rock*
Seated Mountain
Guided Rest

Sequence Three

Mountain
Mountain/Sunrise x 2-3
Half Opening
Sequence A x3
Big Toe
Star into Triangle
Tree
Cat/Cow 3-5x*
Pointing Dog*
Rock*
Butterfly*
Seal 1 & Seal 2*
Sleeping Crocodile*
Seated Mountain
Guided Rest



Implementation





VIRTUAL PE CLASSES



K-5 PE Mindful Movement Manual



K-5 PE Mindful Movement 1



K-5 PE Mindful Movement 2



<https://pureedgeinc.org/virtual-pe-classes/>



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The Society of Health and Physical Educators (SHAPE) established America's National Standards & Grade-Level Outcomes for K-12 Physical Education to define what a student should know and be able to do as a result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. Pure Edge Mindful Movement aligns to all five SHAPE National PE Standards, and 23 out of 98 grade-level outcomes for middle and high school students.

Table 1: SHAPE National PE Standards

Standard 1	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 2	The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3	The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Table 2: Outcomes for Elementary School Students

S1.E7	Nonlocomotor (stability) balance
S1.E8	Nonlocomotor (stability) weight transfer
S1.E10	Nonlocomotor (stability) curling and stretching; twisting and bending
S1.E11	Nonlocomotor (stability) combinations
S2.E1	Movement concepts space
S2.E4	Movement concepts alignment and muscular tension
S3.E2	Engages in physical activity
S3.E3	Fitness knowledge
S3.E4	Fitness knowledge (warm-up/cool-down)
S4.E1	Personal responsibility
S4.E2	Personal responsibility
S4.E3	Accepting feedback
S4.E4	Working with others
S4.E5	Rules and etiquette
S4.E6	Safety
S5.E2	Challenge



Takeaways

Circle back:

- Always start with the breath.
- Make it fun/playful
- Check-in with the students to see how they are feeling.
- Teach a whole sequence or incorporate one/two poses into your lesson .
- Make sure you can be seen when presenting online content.

Review:

- ❖ Mindful Minute
- ❖ Easy In – Extend Out
- ❖ Mountain
- ❖ Half Opening Sequence A
- ❖ Big Toe
- ❖ Wave Sequence
- ❖ Sandwich
- ❖ Table
- ❖ Boat
- ❖ Seated Mountain
- ❖ Guided Rest or Body Scan



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Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



•
breathe

•
move

•
rest



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Optimistic Closure



Use one word to
finish the sentence,
“I am curious about...”





Pure Community

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