Getting Started:

1. If you have any questions, please type them into the Q&A box.

2. Place a pen/pencil/paper nearby to jot down your thoughts.

3. Make sure you have some space to move.
Welcoming Activity: What do you see?
Welcoming Activity: What do you see?
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Welcoming Activity: What do you see?
Introductions

Michelle Kelsey Mitchell
michelle@pureedgeinc.org
Director of Partnerships
Introductions

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

http://www.earlylearninghq.org.uk/class-management/multi-lingual-hello-poster/
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.
Learning Objectives

- Describe “Start with the Heart: Engage 9-12” Curriculum.
- Practice and implement Breathe, Move, and Rest strategies for Self-Awareness and Self-Management.
- Access and use PureEdgeInc.org online resources.
Pure Edge Programs

Pure brain breaks

Pure power

Peek inside the amazing brain

Pure PE

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Start with the Heart

Engage 9-12
About Start with the Heart: Engage

- Weaves Brain Breaks into foundational lessons from the original Pure Power curriculum for grades nine through twelve.

- Invites learners to examine what we need to support our own well-being.
  - exploring the body’s stress response,
  - understanding the role of the brain and the nervous system,
  - reflecting on our habits, and
  - learning about the practice of mindfulness.
The curriculum offers simple, life-enhancing, research-based exercises that build learners’ ability to manage the stress in their lives.

These breathing, mindful movement, and rest or relaxation exercises are skills that learners can practice for the rest of their lives.

The skills support learners’ SEL competencies in the areas of self-awareness and self-management.
Largest Multi-Method CONTROLLED Longitudinal YOUTH Yoga Study in US

Social Emotional, Cognitive & Academic

Multi-Method

Neuro-endocrine

Sleep Quality

Brain Structure & Functioning

Dr. Victor G. Carrion, John A. Turner, M.D. Professor and Vice Chair of Psychiatry and Behavioral Sciences at Stanford University and Director of the Stanford Early Life Stress and Pediatric Anxiety Program.
Amygdala activation is associated with emotional responses: in particular fear, anxiety, and aggression.

Amygdala hyperactivity is seen in a variety of psychopathologies including PTSD and exposure to early life stress.

After the mindfulness intervention, children in the intervention group showed decreased amygdala reactivity to aversive images.
Mindfulness training helps kids sleep better, Stanford Medicine study finds

Children who learned techniques such as deep breathing and yoga slept longer and better, even though the curriculum didn’t instruct them in improving sleep, a Stanford study has found.

At-risk children gained more than an hour of sleep per night after participating in a mindfulness curriculum at their elementary schools, a study from the Stanford University School of Medicine.
Sleep

Children in the study come from two low-income communities in the San Francisco Bay Area with:

- high rates of crime and violence
- food insecurity
- unstable housing

One group received the intervention, the other did not

The intervention was 2, 30-minute sessions of Pure Power weekly.

Sleep

Learners who received the intervention...

- Gained an average of 74 minutes of sleep per night.
- Gained an average of 24 minutes of REM sleep.

Sleep

- The health of both the brain and the body depend on the quality of our sleep.

- Highly important mental functions can all be impaired due to lack of sleep:
  - focusing attention, thinking, remembering
  - problem solving, emotional regulation
  - connecting with others
“To fall asleep you have to relax, but they have a hard time letting their experiences go.”

Victor Carrion, MD
Director, Stanford Early Life Stress and Resilience Program
True relaxation requires commitment and action.

Michael Olpin & Margie Hesson
Stress Management for Life: A Research-Based Experiential Approach
Curriculum Design
Sections of the Lesson

Connect
Active Engagement
Teach
Optional Activity
Link
Home Practice
Brain Breaks
Contents

1 About Pure Edge, Inc.
2 Our Approach
3 Start with the Heart: Engage
4 9-12 Curriculum Delivery
5 Lesson One: The Power to Shine
7 Lesson Two: What Is Stress?
10 Lesson Three: Sympathetic and Parasympathetic Nervous Systems
14 Lesson Four: What Is Mindfulness?
17 Lesson Five: Mindfulness of Body
20 Lesson Six: Emotions and the Vagus Nerv
24 Lesson Seven: Mindfulness of Breath
28 Lesson Eight: Taking in the Good
31 Lesson Nine: Finding Safety, Contentment, and Connection
35 Lesson Ten: Emotional Regulation
38 Lesson Eleven: Habits and Neuroplasticity
42 Lesson Twelve: The Architecture of Healthy Habits
45 Appendix: Brain Breaks Scripts
54 Glossary

Topics covered include:

• Mindfulness of Breath and Body
• Stress and the Nervous System
• Taking in the Good
• Emotional Regulation
• Healthy Habits
• Power to Shine
Lesson Nine

Finding Safety, Contentment, and Connection

GUIDING QUESTIONS
What does safety mean to you?
What does contentment mean to you?
What does connection mean to you?

OBJECTIVE
Understand how safety, contentment, and connection are correlated with brain function.

TEACHER TIPS
• Remind learners that we are repeating the same exercises because our brains learn best through repetition.
• Doing the same Brain Breaks consistently over time is the best way to expand resilience and support learners in gaining lasting skills to manage their stress and support their well-being.

Lesson Cover Page

• Lesson Title
• Guiding Question(s)
• Objective
• Vocabulary
• Materials
• Brain Breaks
• Teacher Tips
Goal: any teacher can pick up and use.
Includes 8 of our best Pure Power lessons.
Weaves Brain Breaks throughout each lesson.
Aligned with Brain Breaks videos we created to support curriculum.
Recharge Sequence
Lesson Sample
Lesson Nine

Finding Safety, Contentment, and Connection

Guiding Questions
What does safety mean to you?
What does contentment mean to you?
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Objective
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Brain Break 1

Mindful Minute

Connect
In our last lesson, we focused on how to positively rewire our brains’ negativity bias with Rick Hanson’s Taking in the Good exercise.
Today we will discuss how feelings of safety, contentment, and connection are associated with three particular parts of the brain.

Brain Break 2

Take Five

Teach
The brain is the uppermost part of our central nervous system, which is a vast network of cells that remains in constant communication with the body, regulating all of our bodily processes and functions, including those of the sense organs, which gather information from the outside world.
The brain stem—the oldest part of the brain—directs our bodily survival mechanisms, such as heart rate, circulation, respiration, digestion, and reproduction. When our survival is secure and these mechanisms are working properly, we feel safe.
The limbic system—the second-oldest part of the brain—is a relay station for hunger, thirst, memory, fear, and emotions. When the limbic system is balanced, we feel content.
The prefrontal cortex (or PFC) is the most recent addition to the mammalian brain. “Cortex” means “bark”—the cortex is a thin layer that makes up the outer layer of the brain. The prefrontal cortex makes up the foreground of the cerebrum, which is responsible for thinking, memory, reason, cooperative planning, social responsibility, empathy, reflection, and language. When the prefrontal cortex is functioning well, we are able to connect with ourselves and others.
The functions of these parts show how the brain is more than just an anatomical structure. Rather, it is responsible for addressing the three basic needs all people share: the need for safety, the need for contentment (or satisfaction), and the need for connection (or community).³

Active Engagement
Health and wellness practices help us begin to appreciate the messages our bodies receive from our brains and vice versa. During the next Brain Break, simply focus on appreciating how the brain and body coordinate and organize information (verbal instructions and physical demonstrations) into movement and how the brain and the body call upon past experience in order to effectively repeat learned pastures.
Teach

Can you think of the opposite of safety? Of contentment? Of connection? When we do not feel safe, we tend to feel fear or insecurity. When we do not feel content, we tend to feel as though we are lacking. When we do not feel connected, we might feel rejected or alone. When stress hormones run rampant, the PFC becomes temporarily impaired and the limbic system can become overactive.

Teach learners Dr. Dan Siegel’s “handy” model of the brain to review the limbic system, brain stem, and PFC. In this model, one fist represents both hemispheres of the brain. Learners each raise one hand, palm facing them, with the thumb curled into the palm. The thumb represents the limbic system. All four fingers, which represent the cerebral cortex, fold to cover the thumb, forming a fist. The fingernails represent the PFC, the wrist is the base of the skull, and the forearm is the spinal cord. When we are overcome with anger, stress, or anxiety, we may “flip our lid,” or lose self-control. The prefrontal cortex goes off-line, and the limbic system is in control. This can be demonstrated with an exploding fist.²

Optional Group or Pair-Share Activity

Have the class choose a community (such as their town, school, or even classroom) and explore (in pairs or small groups) what elements are necessary for them to experience safety, contentment, and connection within that community. What steps could they and other members of the community take to ensure that this community offers safety, contentment, and connection for all of its members?

Link

Our health and wellness practices provide training not only for the body but for all areas of the brain. Part of this training is coming to understand the exchange between our internal experiences and our external environments and then approaching these intersecting planes with an attitude of mindfulness. As social creatures, we are constantly affected by what is happening around us. In turn, what is happening around us is affected by our own speech and actions. In our next lesson, we will discuss “emotional regulation,” a multifaceted physical-mental-emotional process that can be affected by stress.

Home Practice

Until we meet again, try to identify signs of distress that you experience before you “flip your lid.” When you notice these signs, take a step back and take a few mindful breaths. See if this helps get the PFC back online and lets you move forward with a sense of calmness.

Mountain/Chair Strength Sequence
Guidelines for Curriculum Delivery

We recommend delivering on a consistent schedule, at the same day and time.

- Daily
- Two or three times a week*
- Weekly*

*Incorporating Brain Breaks on non-lesson days will support retention and maximize impact.
About Start with the Heart: Engage

The curriculum can be used and adapted in any course. It aligns well with:
- Advisory classes
- Elective classes
- Freshman seminar

We recommend delivering on a consistent schedule, at the same day and time.
- Daily
- Two or three times a week
- Weekly (if teaching weekly, incorporating Brain Breaks on non-lesson days will support retention and maximize impact).

The curriculum meets SEL, health, science, and PE standards.
- Builds resilience
- Teaches stress management skills that are simple to implement
- Explores the neuroscience of stress and helps learners understand their own stress responses
Self-Care
The real enemy of high performance is not stress… the problem is the absence of disciplined, intermittent recovery. Chronic stress without reserves depletes energy reserves, leads to burnout and breakdown, and ultimately undermines performance.”

Jim Loehr & Tony Schwartz
The Making of a Corporate Athlete
Taking in the Good
Engaging Activity: One Word To Describe How You Feel and/or What’s on Your Mind

Photo: Juan Monino
Brain Breaks Review

**Breathe**
- Take 5

**Move**
- Recharge Sequence
- Mountain/Chair Strength Sequence

**Rest**
- Mindful Minute
- Taking in the Good
- Guided Rest
Takeaways

- Start with the Heart is designed for easy implementation.
- Brain Breaks benefit learners and educators.
- Resources available on PureEdgelnc.org.
Optimistic Closure: Guided Rest
Thank you for joining us!

Session: Start with the Heart: 9-12
Trainer: Michelle Kelsey Mitchell

Please Note: You will receive a follow-up email within 24 hours of this session. This serves as your confirmation of attendance. This is for live webinars via Zoom only.