Implementation
Welcoming Activity

Which Brain Break do you enjoy the most?

1. Anchor Breathing
2. Breathing Ball
3. Chair Cat/Cow
4. Eagle
5. Even In – Even Out
6. Recharge Sequence
7. Seated Figure Four
8. Starfish Breathing
9. Sunrise/Sunset
10. This is my first webinar
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.
Implementation Strategies

S.M.A.R.T. Goals

- **Specific**
- **Measurable**
- **Attainable/Achievable**
- **Realistic**
- **Timely**

E-E-E Model

- **Enlighten**
- **Encourage**
- **Enable**
Engaging Activity: Create a Goal

Using SMART Goals or the EEE model, create a goal in support of your own self-care. You may want to consider what, when, and where.

If you want, you may share your goal in the Q&A box.
## Sample: Self-Care Template for Implementation

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<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td><strong>Breathe: Choose 1</strong></td>
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<td>Anchor Breathing</td>
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<td>Starfish Breathing or Take Five</td>
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<td><strong>Move: Choose 2</strong></td>
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<td>Recharge Sequence</td>
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<tr>
<td>Mountain/Chair Strength Sequence</td>
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<td>Tree Pose; Stork Pose</td>
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<td>Chair Cat/Cow</td>
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<td>Chair Sunrise Twist</td>
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<td><strong>Rest: Choose 1</strong></td>
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<td>Guided Rest</td>
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<td>Attitude of Gratitude</td>
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<td>Taking in the Good</td>
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<td>Other</td>
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</tbody>
</table>

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1. Breathing in and out mindfully, tune into the sounds outside the room.

2. Once you feel as though you’ve observed all the sounds outside the room, move your awareness to the sounds inside the room.

3. After calmly noticing sounds inside the room, hear the sounds within your own body (thoughts, heartbeat, breath, digestion).

*Optional: Repeat steps in reverse, beginning with the body and progressively expanding attention to sounds inside and outside the room.*
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:

- 4 out of 5 National PE overstandards for 6-12
- All 5 National PE overstandards for K-5
- 20 of the 98 standards for 6-12
- 13 of the 48 standards for K-5
Breathe

Move

Rest
Success Through Focus
Strategies for educators and learners to support social, emotional, and academic development through mindful movement and rest.
Pure Brain Breaks are simple and effective strategies to alleviate stress and to calm over-stimulated minds. The exercises, 1 to 5 minutes in length, are designed for easy classroom implementation. Participants can perform these seated or standing, at desks or on the floor.

**Pure Brain Breaks**

- **Pre-K**
  - Implementation Guide
  - 3x5 Cards

- **K-2**
  - Training Manual
  - Implementation Guide
  - 3x5 Cards
  - Videos

- **3-5**
  - Training Manual
  - Implementation Guide
  - 3x5 Cards
  - Videos

- **6-12**
  - Training Manual
  - Implementation Guide
  - Videos
Brain Breaks Resources

Training Manual

brain breaks
Pre K-5th Grade

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 brain breaks such as Anchor Breathing or quiet moments to reflect and learn.

Breathe Between Classes

Use the breath to help students adjust as they transition from one activity to another. Add a short breathing break into their day such as Anchor Breathing or using a breathing tool such as a bell or calm breathing tool.

Brain During Class

Bring a little movement and mind to help learners engage in brain breaks. Use the Brain Breathing tool such as the 10-2-10 to help learners re-energize.

Before Testing

Breathing exercises help learners feel calm and at ease. Use the breathing tool to help learners mentally prepare. Try Deep Breath and 10-2-10.

Afternoon Snack

To re-energize sluggish learners, some brain breaks and movement can be helpful. Try a 10-2-10 and Forward Bends, Breathing Half Moon, and Standing Half Moon.

Departure

Taking in the last and three minutes reflection any brain exercises designed to help learners reflect at the end of the day.
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
Engaging Activity: Seated Figure Four

1. Begin in Seated Mountain Pose.
2. Inhale, cross the right ankle over the left thigh, just above the knee. Place the right hand on the right thigh and left hand on the right foot.
3. Exhale, fold torso forward and relax the head down. Take 2-3 breaths here.
4. If it’s easier, you can hold the legs of the chair as you fold forward.
5. Inhale, come back to Seated Mountain.
6. Switch legs and repeat on the other side.

*Use this sequence to release the back, which can get tired from sitting.
Brain Breaks are great for....

- Arrival or Homeroom
- Refocus Between Lessons
- Break During Class
- Before Testing
- Afternoon Slump
- Departure

Calm Down Corner

- Soft textures
- Mind jar
- Breathing ball
- Brain Breaks card deck
- Posters
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.

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MTSS: Multi Tiered System of Support

Tier 1: Prevention
All Learners AND Educators

Tier 2: Intervention
Small Groups

Tier 3: Intervention
Individual
Pure Edge Programs

- Pure Brain Breaks
- Pure Power
- Peek inside the amazing brain
- Pure PE
Pure Power Curriculum

Grades K-5

- Unit 1 – Power to Be Calm
- Unit 2 – Power to Tame Your Temper
- Unit 3 – Power to Laser Focus
- Unit 4 – Power to Grow and Stretch
- Unit 5 – Power to Lead with Kindness

Grades 6-12

- Unit 1 – Power to Shine
- Unit 2 – Power of Mindfulness
- Unit 3 – Power of Brain-Body Connection
- Unit 4 – Power of a Balanced Life
- Unit 5 – Tool Kit for a Balanced Life
Pure Power Resources

POWER CURRICULUM
Resource Booklet

K-5

Unit 1
The Power to Grow and Stretch

Unit 2
The Power to Tame Your Temper

Unit 3
The Power to Laser Focus

Unit 4
The Power to Lead with Kindness

Unit 5
REFLECTION JOURNAL

K-2
POWER Curriculum

3-5
POWER Curriculum

6-12
POWER Curriculum

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Pure Power Mini-Units

Unit 2
Power to Tame your Temper
Mini-unit
A Peek Inside the Amazing Brain
K-2 POWER Curriculum

Unit 2
Power to Tame your Temper
Mini-unit
A Peek Inside the Amazing Brain
3-5 POWER Curriculum

Unit 3
Power of the Brain-Body Connection
Mini-unit
The Neuroscience of Stress
6-12 POWER Curriculum
Mindful Movement Resources

Mindful Movement
Grades K-5

Mindful Movement Implementation Guide
Grades Pre-K-2

Mindful Movement
Grades 6-12

Mindful Movement
Grades 3-5

Mindful Movement
Grades 6-12
Culture of Care Institute – 4 Sessions

- Session 1  Social and Emotional Learning (SEL), Educator Self-Care, Respond vs. React and Stress & Allostatic Load
- Session 2  The Neuroscience of Stress and Neuroplasticity
- Session 3  Taking in the Good, Creating Healthy Habits and The Six Critical Healing Factors
- Session 4  Building Belonging, Brain Break Implementation and Culture of Care Implementation
Engaging Activity: Guided Rest
Write Down 5 Things That You Are Grateful For

How can you make this a regular practice?

Can you commit to doing this for a set number of days in order to make it a habit?

If this is already a habit, can you share, practice with, or teach this strategy to your students?
Today’s Reflection

Self-Care:
1. Choose 2 Breathe, Move, and/or Rest Brain Breaks to practice independently. Note how you feel before (pre) and after (post) your practice.

2. Review the 5 SEL competencies and objectives. List which competencies/objectives are strengths for you. List the competencies/objectives where you feel you need additional support.

Classroom Planning:
Identify and list 3 SEL signature practices in each category that you can implement in an online or in-person classroom setting. You should have a total of 9 strategies upon completion. (3 Welcoming, 3 Engaging, and 3 Optimistic Closure)

Pro-tip: Differentiate between virtual and in-person settings
Consult www.schoolguide.casel.org for the SEL 3 Signature Practices Playbook

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