



Training Manual



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About Us

Learners' attention spans are getting shorter and shorter. Constant distractions are rewiring their brains to flit from stimulus to stimulus. At the same time, they are being asked to become better learners and measure up to rigorous standards and assessments. At Pure Edge, Inc., we believe that before learners can learn to succeed, they need to learn to focus.

Our **Brain Breaks** program offers teachers and school staff a set of tools that are designed to promote learner focus. The exercises are designed for easy classroom implementation. They are one to five minutes in length, and learners can perform them seated or standing, at their desks or on the floor. The exercises meet the learners' in-the-moment needs and allow them to return to the learning task with an enhanced ability to focus.

In addition to Brain Breaks, Pure Edge, Inc. offers several other methods of program delivery. Our **Pure Power Curriculum** is a K-12 curriculum designed to be delivered in 30-40 minute class sessions. It combines mindful movement, breathing techniques, and mindfulness lessons to teach learners to calm their minds, focus their attention, and think more clearly. We also offer a **Pure Mindful Movement** program, which provides 15-20 minute breath and movement sequences that can be delivered to learners in a variety of school settings. Through all of these offerings, we endeavor to support learners in building self-confidence, developing empathy toward others, building physical strength, and sharpening their minds.



This manual is designed to facilitate simple implementation of the Brain Break exercises in schools. There are three categories of Brain Breaks: Breathe (breathing exercises), Move (seated postures, standing postures, and mindfulness games), and Rest (mindfulness and relaxation exercises). Although there are three distinct categories, some elements of breathe, move, and rest are integrated. For example, incorporating the breath is an essential part of the Move exercises, and paying attention to the position of the body is important when learners are practicing Breathe and Rest exercises. The goal of each Brain Break is to bring learners and educators into a relaxed state of focus.

Pure Edge, Inc. recommends implementing Brain Breaks with consistency. Choose a time that you can include a Brain Break every day in your classroom or other setting, and stick to it. Ideal times to integrate them are at the start of the school day, at the start of class, as a break in the middle of class, during any transition times, and at the end of the school day.

Choose just one or two exercises to introduce Brain Breaks, and use these at the same time every day to support successful implementation. Once the learners are familiar with the routine of doing Brain Breaks, you can introduce more exercises, one or two at a time, to add variety. It is helpful if the leader of the exercises is familiar with them before introducing to the learners, and the best way to get familiar is to practice them and notice the effects on yourself.

Each Brain Break exercise is scripted for simplicity of delivery. Some implementation strategies are included throughout the guide as well. Once you are comfortable with a Brain Break, feel free to vary the language and make the exercise your own.

The video library located on our website at <http://pureedgeinc.org/curriculum/> contains several one- to five-minute videos that model various Brain Breaks.

We hope these exercises support you and your learners in achieving success through focus!

Alternate Nostril Breathing

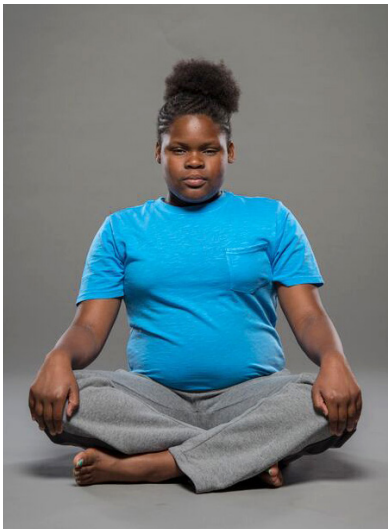


1. Let's start with a few deep breaths through the nose.
2. Inhale. Close the right nostril by pressing the side of the nose with the right thumb.
3. Exhale out the left nostril.
4. Inhale through the left nostril.
5. Close the left nostril by pressing the side of the nose with your right pinky and fourth finger. At the same time, take your thumb off of your right nostril.
6. Exhale out the right nostril.
7. Inhale through the right nostril.
8. Close the right nostril with your thumb again and exhale through the left (removing the pinky and fourth finger).
9. This is one round. Complete 2 or 3 rounds by repeating steps 2 through 8. End on a left exhalation.
10. Take a few regular breaths.
11. Notice how you feel.

-
- Inhalation and exhalation should be of the same duration.
 - The hand movements will take some practice to feel comfortable.
 - Once learners have mastered the hand movements, helpful verbal cues are: Inhale right, close, exhale left. Inhale left, close, exhale right.

Anchor Breathing

1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: belly, chest, or just under your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.



-
- Notice when your mind has wandered away from your anchor (belly, chest, or nose) and bring your mind back to that point of concentration. It is not bad or wrong for your mind to wander. Mindfulness is not about determining whether what you are thinking is right or wrong. In this practice, we are simply noticing that the mind has wandered or that the mind is filled with thoughts, and then gently guiding it back to where we want or need it to be.

Belly Breathing

1. Rest your hands on your belly.
2. As you breathe in, feel the belly expand outward.
3. As you breathe out, feel the belly move inward toward the spine.
4. Repeat until you hear the chime.
5. Notice how you feel.

-
- This can take some practice to master. Learners need to relax the abdomen in order to feel the belly expand out on the inhale.

Belly-Heart Breathing

1. Bring one hand to your chest and one hand to your lower belly.
2. Breathe in and feel the movements of the chest and belly.
3. Breathe out and feel the movements of the chest and belly.
4. As you inhale, the chest and belly move outward. As you exhale, the chest and belly move inward.
5. Repeat until you hear the chime.
6. Notice how you feel.



-
- 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.

Breathing Ball

1. Take a breath in as the ball opens.
2. Breathe out as the ball closes.

-
- We use a Hoberman Sphere as a breathing ball.
 - You can have learners take turns leading a few rounds with the breathing ball.
 - Explain that the expansion and contraction of the breathing ball represents the change in size of the lungs as they fill with air on the inhalation and expel the air on exhalation.

Easy In, Extend Out

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

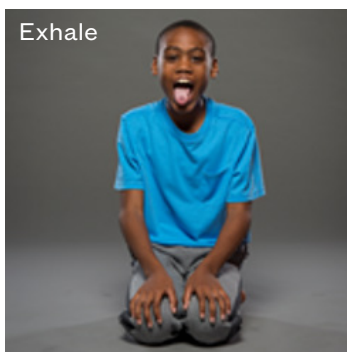
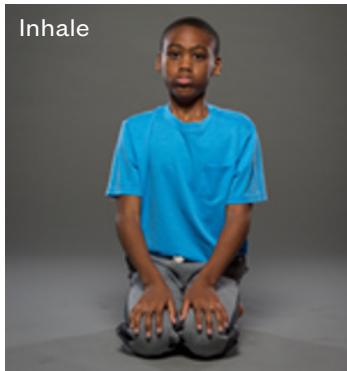
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- Lengthening the exhalation tends to have a calming effect on the mind and body.

Even In, Even Out

1. We are going to focus on making our inhales and exhales even. Try to stay with my count, but do not force or hold your breath.
2. Inhale deeply through the nose for a count of 1.
3. Exhale for a count of 1.
4. Inhale (1, 2)
5. Exhale (2, 1)
6. Inhale (1, 2, 3)
7. Exhale (3, 2, 1)
8. Inhale (1, 2)
9. Exhale (2, 1)
10. Inhale (1)
11. Exhale (1)
12. Breathe naturally through the nose.
13. Notice how you feel.

-
- The inhalations and exhalations should be equal in length. Count up as you breathe in (1, 2, 3) and count down as you breathe out (3, 2, 1). The count may increase up to a count of five as the breath becomes deeper and fuller.





Lion Breath

1. Sit on your knees or in a chair, tall and confident like a lion.
2. Place your hands (or paws) on your knees.
3. Take a deep breath in, filling your lungs with air.
4. With a strong exhale, stick out your tongue as far as you can and make an “ahh” sound.
5. Repeat 3 to 4 times and try to make your last “roar” silent.

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- Use this sequence in the afternoon/midday to release tension.

Ocean Breath

1. Inhale through your nose.
2. As you exhale, whisper the sound “ahhh” through your mouth.
3. Let’s try that a few more times. (Repeat two or three times).
4. On the next breath, inhale through your nose again.
5. This time, keep your mouth closed as you exhale, and send the whisper sound through your nose.
6. See if you can find the same whisper sound on the inhalation and the exhalation.

-
- Ocean Breath is created by lightly constricting the throat to create a hissing sound as you breathe in and out through the nose.
 - If you can’t find the sound at first, just keep practicing.



One-Minute Count

- Breathe in and out mindfully and count each cycle of breath. One inhalation and one exhalation counts as one cycle. Let's see how many breaths you take in one minute.

Take Five

1. Lift 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 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 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.

- Each exercise starts in Seated Mountain.
 - Moving with the breath is essential to encourage relaxation and focus in learners.
 - Breathe in and out through the nose during all Move exercises.
 - Learners can use Ocean Breath during Move exercises.
 - It works well to give references in the room (e.g., turn toward the entry wall) when teaching Move exercises.
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Seated Mountain



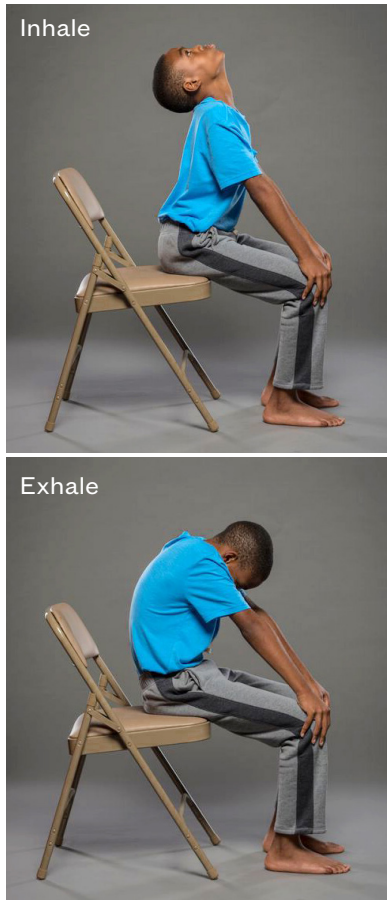
1. Sit with feet together and pointed forward.
2. Place your arms straight at your sides or rest your hands on the side of chair or in your lap.
3. Sit up nice and tall and keep your shoulders relaxed.
4. Take deep breaths in and out; feel the floor beneath the feet.

Chair Boat



1. Slide your chair back from your desk so that your knees are not under your desk.
2. Start in Seated Mountain.
3. Hold on to the seat of the chair or the back of the chair with both hands.
4. Inhale, lift one foot off the ground, keeping knee bent.
5. Exhale, put that foot down, and on the inhale lift the other foot.
6. If you want a challenge, on the next inhale lift both feet off the ground. Keep your knees touching and stay balanced. Take 3 to 5 relaxed breaths. If this is difficult, keep on lifting one foot at a time.
7. See if you can lift your knees a little higher and stay balanced. For an extra challenge, try straightening your legs. Keep the breath steady and even.
8. If you feel balanced, see if you can stretch both arms out straight in front of you, shoulder height, parallel to the floor.
9. Exhale, put your feet back on the ground and return to Seated Mountain.

Chair Cat/Cow



1. Sit in Seated Mountain with hands on knees. You can either keep your hands on your knees throughout the exercise or interlace your fingers and press your palms away from you.
2. As you inhale, reach the center of your chest up toward the ceiling and lift your chin so that you are looking at the ceiling. If you have interlaced your fingers, reach your arms overhead. (Cow)
3. As you exhale, round your spine and drop your chin toward your chest. If hands are overhead, in the same movement bring your hands forward until your arms are parallel with the floor. (Cat)
4. Repeat for several breaths: Inhale, chest up, gaze lifts. Exhale, round the spine, chin tucks, gaze drops.
5. Return to Seated Mountain.

Chair Eagle

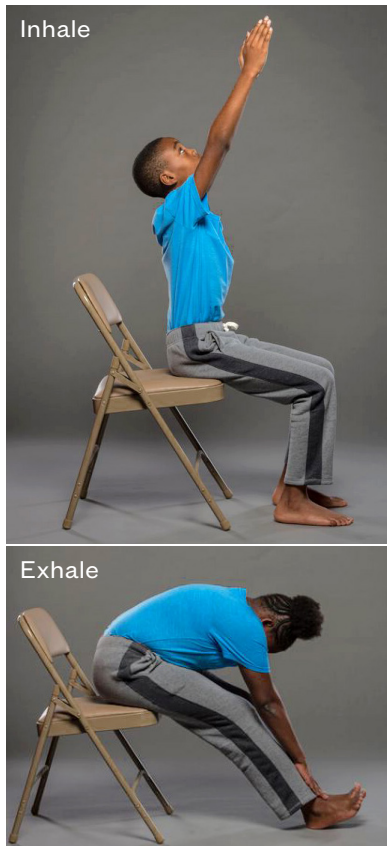


1. Sit in Seated Mountain.
2. You can keep both feet on the floor or cross your right thigh on top of your left.
3. Inhale as you raise your arms up to the sides with elbows bent and palms facing forward (cactus arms).
4. Exhale and, keeping arms bent, try to cross your left elbow on top of your right.
 - If the elbows don't cross, rest right palm on left shoulder and left palm on right shoulder.
 - If the elbows do cross, see if you can touch the backs of your hands together.
 - If the backs of your hands are touching and you can still go farther, see if you can bring your palms together.
5. Make sure the position you have chosen gives you a comfortable stretch. If you like, you can inhale and lift your elbows to deepen the stretch. Fingers reach toward the ceiling.
6. Look at your thumbs and take 3 relaxed breaths.
7. Release on an exhale.
8. Repeat on the other side (with either both feet on floor and right arm on top, or left thigh on top and right arm on top).

Chair Recharge Sequence

1. Begin in Seated Mountain with your feet flat on the floor.
2. Inhale, raise your arms overhead and look up at your hands.
3. Exhale, fold your body over your legs.
4. Inhale, arch your back and look up.
5. Exhale, round your back and look toward your navel.
6. Inhale, arch your back once more and look up.
7. Exhale, round your back and again look toward your navel.
8. Inhale, raise your arms overhead and look at your hands.
9. Exhale, return to Seated Mountain.





Chair Sunrise/Sunset

1. Sit in Seated Mountain.
2. Inhale, reach arms up overhead. Reach up through the tips of the fingers.
3. Exhale, fold forward. Your belly will touch your legs. Put your hands on your shins, your ankles, or the floor. Let your head and neck relax.
4. Inhale, sit up tall and stretch arms overhead again.
5. Exhale, return to Seated Mountain.
6. Repeat several times.

Chair Sunrise Twist



1. Sit in Seated Mountain.
2. Inhale, stretch arms overhead for Seated Sunrise.
3. Exhale, twist to the right, placing left hand on right knee and right hand on right hip or the back of the chair. Keep right shoulder relaxed. Take a few breaths here.
4. Inhale, back to Seated Sunrise.
5. Exhale, twist to the left, placing right hand on left knee and left hand on left hip or the back of the chair. Keep left shoulder relaxed. Take a few breaths here.
6. Inhale back to Seated Sunrise.
7. Exhale to Seated Mountain.

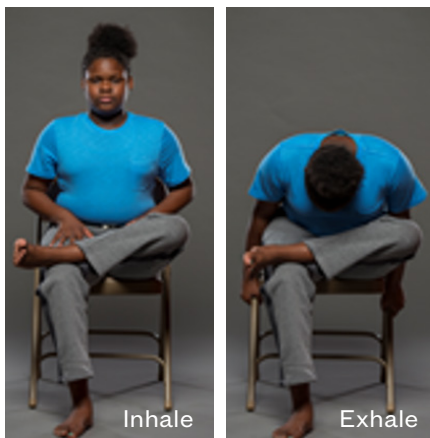
Chair Twist



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 on other side.

- In both Chair Twist and Chair Sunrise Twist, as you twist to one side notice what happens to your knees. Try to keep the knees even with each other and pointing straight ahead.

Seated Figure Four



1. Begin in Seated Mountain.
2. Inhale, cross the right ankle over the left thigh, just above the knee. Place the right hand on the right thigh and the left hand on the right foot.
3. Exhale, fold torso forward and relax the head down. Take 2 to 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.

Seated Forward Bend



1. Sit in Seated Mountain with feet flat on the floor. Inhale and sit tall, making your back as long as possible.
2. Exhale, reach both feet slightly out in front of you and fold over your legs, sliding your hands down your legs toward your shins. Take 2 to 3 breaths here.
3. Inhale and come back up to Seated Mountain.
4. Repeat as many times as needed.

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- Use this move as a quick pick-me-up or to restore energy when it seems to be low.

Move: Standing Exercises



- Each exercise starts in Mountain.
 - Moving with the breath is essential to encourage relaxation and focus in learners.
 - Breathe in and out through the nose during all Move exercises.
 - Learners can use Ocean Breath during Move exercises.
 - It works well to give references in the room (e.g., turn toward the entry wall) when teaching Move exercises.
-



Mountain

1. Stand with feet together and pointed forward.
2. Let your arms rest at your sides.
3. Stand up nice and tall.
4. Lift your chest up, belly in.
5. Take deep breaths in and out; feel the floor beneath the feet.

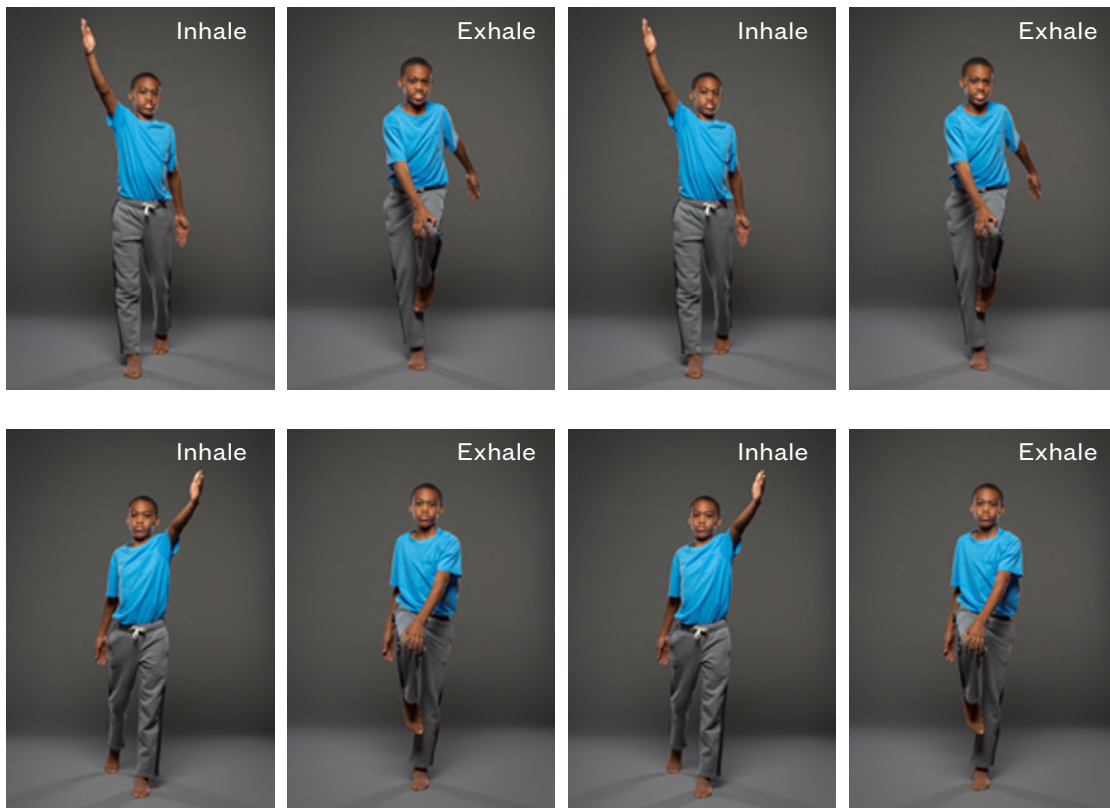
Big Toe



1. Begin in Mountain.
2. Step your feet apart.
3. Hold up both hands with your peace sign fingers pointing up.
4. Straighten the arms, point your peace sign fingers toward your feet, exhale, and fold forward. Fingers can touch the shins, the ankles, or maybe the toes.
5. It is fine to slightly bend your knees. You want to feel a gentle stretch in the hamstrings, the group of muscles at the back of the thighs.
6. Make sure you are comfortable.
7. Relax your head and neck.
8. Take 3 to 5 breaths in Big Toe.
9. Inhale, lift the head up halfway, and exhale here.
10. Inhale, return to Mountain.

Brain Balance Sequence

1. Inhale, take the right arm overhead and step the left foot slightly behind, placing only your toes on the floor.
2. Exhale, lift the left leg, knee bent, and touch the right hand to the inside of the left knee.
3. Inhale, return the right arm overhead and the left foot slightly behind, placing only your toes on the floor.
4. Exhale, again lift the left leg, knee bent, and touch the right hand to the inside of the left knee.
5. Repeat on the other side.



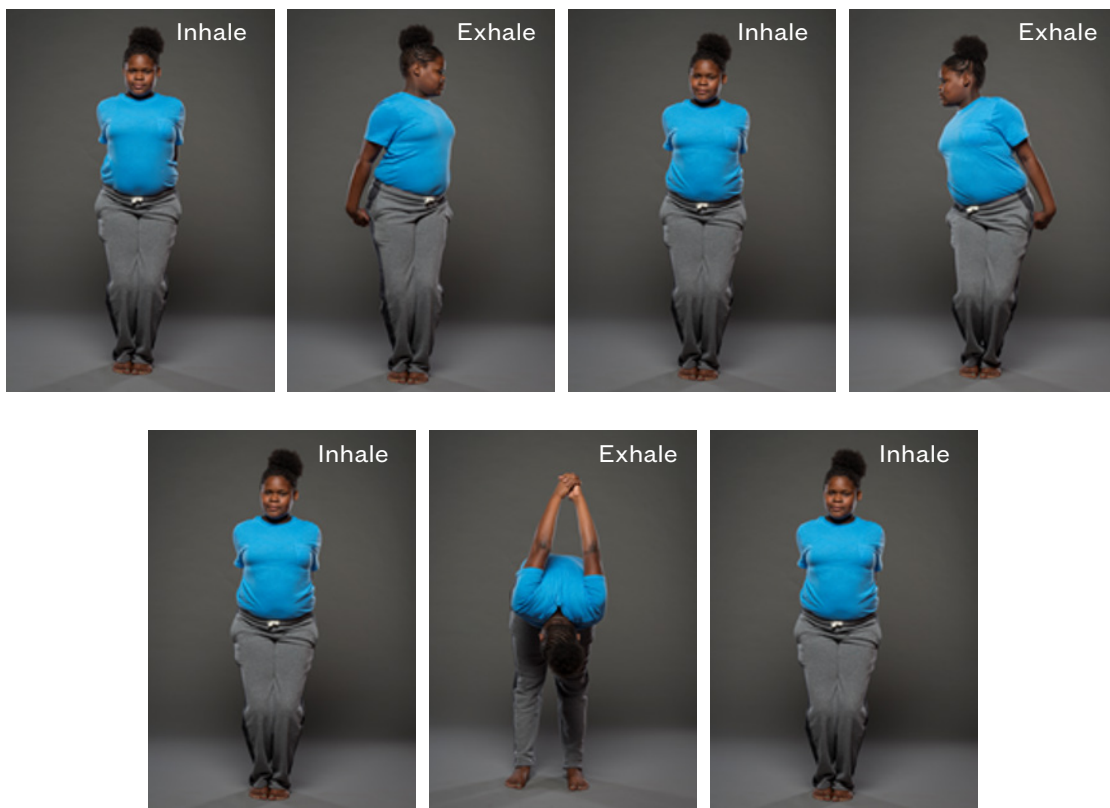
Chair



1. Stand in Mountain with feet together.
2. Inhale, bend both knees. Reach arms overhead and look up at thumbs. Squeeze your knees together and feel your thigh muscles working.
3. Take 3 to 5 relaxed breaths.
4. If it is comfortable, you can press your palms together overhead.
5. Exhale, return to Mountain.

Chair Twist and Forward Bend Sequence

1. Inhale, bend your knees and clasp your hands behind your back (Chair).
2. Exhale, turn your torso to the right. Keep the knees facing forward. Breathe freely here.
3. Inhale, turn back to center in Chair.
4. Exhale, turn your torso to the left, keep the knees facing forward. Breathe freely.
5. Inhale, turn back to center in Chair.
6. Exhale, straighten your legs as much as feels comfortable and bring your arms overhead. Breathe freely.
7. Inhale, return to Chair.
8. Repeat a few times.



Desk Dog

1. Begin in Mountain.
2. Inhale, stand up tall and exhale, fold from your waist and place your hands on a desk or chair in front of you. Walk your feet back so that your back can be as flat as possible.
3. Relax your neck and take 2 to 3 breaths here.
4. Inhale, raise back up to Mountain.
5. Repeat as many times as needed.

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- Use this move as a quick pick-me-up or to restore energy when it seems to be low.



Eagle



1. From Mountain, step feet apart and bend knees slightly.
2. Start to shift weight to left leg.
3. Inhale, keep knees bent, cross right thigh over left, and let right toes touch the floor on the outside of the left foot.
4. Exhale, keep arms bent and try to cross your left elbow on top of your right.
 - If the elbows don't cross, rest right palm on left shoulder and left palm on right shoulder.
 - If the elbows do cross, see if you can touch the backs of your hands together.
 - If the backs of your hands are touching and you can still stretch farther, see if you can bring your palms together.
5. If you are steady, lift right foot off of the ground. If it is comfortable, tuck right foot behind left calf.
6. Make sure the position you have chosen gives you a comfortable stretch. If you like, you can inhale and lift the elbows to deepen the stretch. Reach your fingers toward the ceiling.
7. Look at an unmoving point and balance for 5 breaths.
8. Exhale and unwind into Mountain.
9. Repeat on opposite side.

-
- The focus is on keeping steady and being balanced in the pose. Have learners stop anywhere along the way if they start to wobble or feel discomfort. Remind learners to keep their focus on their breathing. If they are holding their breath or the breath becomes too fast or shallow, it is a sign that they have gone past their body's capacity in this pose. Guide them to find a version of the pose where they can keep their breath steady and full, and also still feel a stretch or challenge.

Mountain/Chair Strength Sequence



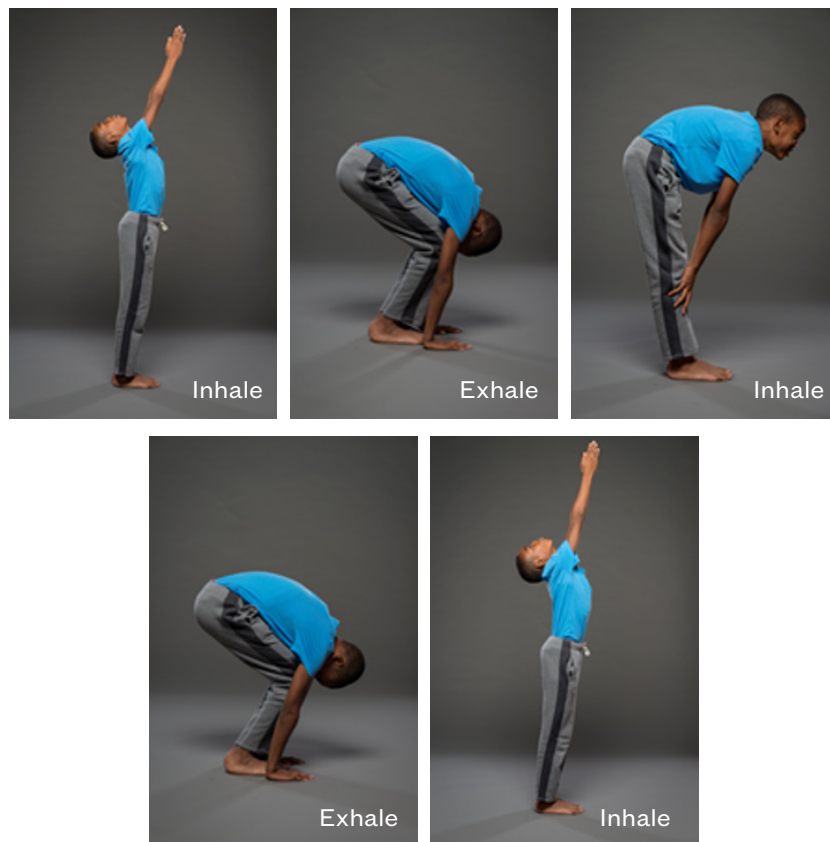
1. Begin in Mountain.
2. Inhale, raise your arms overhead.
3. Exhale, bend your knees and sit back as though you were going to sit in an imaginary chair.
4. Hold for 3 breaths.
5. Inhale, come back to Mountain.

-
- Increase hold to 5 breaths as stamina increases.
 - This sequence can be used to strengthen the lower back and legs. It's also reenergizing after sitting in a chair for a while.

Recharge Sequence

1. Begin standing in Mountain with feet slightly apart, hands at your sides.
2. Inhale, take your arms overhead and look up.
3. Exhale, fold over your legs, bending the knees slightly to allow the hands to rest on the shins, the feet, or the floor.
4. Inhale, place hands on shins, straighten legs and look up.
5. Exhale, fold over the legs once more.
6. Inhale, come all the way up to standing with arms overhead and look up.
7. Exhale, return to Mountain.

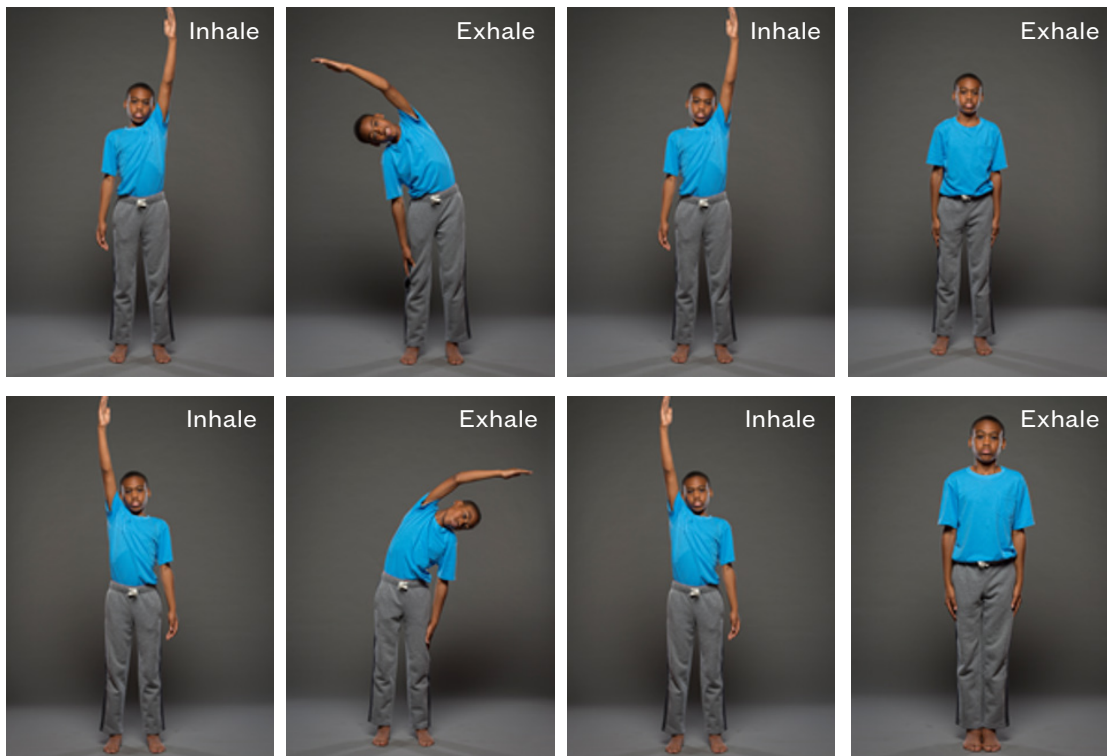
- This sequence can be done behind or in front of desks/chairs. It's useful for reenergizing learners when they get tired.



Standing Half Moon

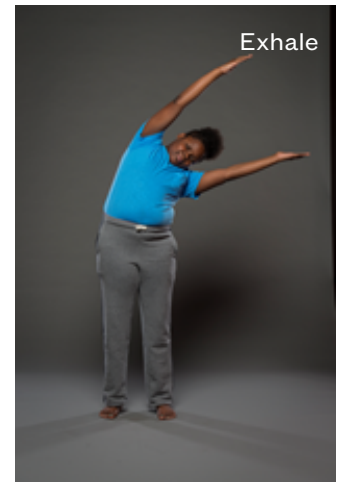
1. Begin in Mountain.
2. Inhale, take feet slightly apart. Lift left arm overhead alongside left ear and press right arm into right side.
3. Exhale, lean to the right. Gaze straight ahead or down toward the feet.
4. Inhale, return to the center.
5. Exhale, lower left arm.
6. Inhale, lift right arm overhead alongside right ear and press left arm into left side.
7. Exhale, lean to the left. Gaze straight ahead or down toward the feet.
8. Inhale, return to the center.
9. Exhale, lower right arm and step feet together into Mountain.
10. Repeat as many times as needed.

- This sequence can be done behind or in front of desks/chairs. It's useful for reenergizing learners when they get tired.



Standing Kite Sequence

1. Inhale, take both arms overhead.
2. Exhale, lean to the right side.
3. Inhale, come back to center, arms overhead.
4. Exhale, lean to the left side.
5. Repeat a few times.





Stork

1. Begin standing in Mountain, hands at hips.
2. Keep your eyes focused on a point 3 feet in front of you.
3. Stand firmly on the left foot.
4. Inhale, pull up the right knee and hold it with your right hand.
5. Take 3 to 5 breaths here.
6. For a challenge, on the exhale open the knee out to the right and turn your gaze over your left shoulder. Take 3 to 5 breaths here.
7. Inhale, come back to center.
8. Exhale, return to Mountain.
9. Repeat on the opposite side.

-
- If learners are wobbly, as they stand firmly on the left foot they can keep right toes on the ground for support, with right knee bent. If they feel steady, they can lift the right foot up for one breath to start building balance.

Sunrise/Sunset

1. Start in Mountain. Take a few breaths here.
2. Inhale, reach your arms up overhead (this is Sunrise).
3. As you exhale, fold forward. Put your hands on your shins, or your ankles, or maybe the floor (this is Sunset).
4. Inhale, all the way back up to Sunrise.
5. Exhale, hands down for Mountain.
6. Repeat a few times. Notice how you feel.



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, you can stay right here or you can lift the right foot and place the sole on the inner left calf. Keep the right knee pointing out to the right. 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, raise arms overhead as if you were spreading branches. Balance for 5 to 10 breaths.
9. Exhale, return to Mountain. Repeat on the other side.

Warrior



1. Start in Mountain.
2. Inhale, step your left leg back. Point your left toes toward the left (at about a 45-degree angle). Your right toes point straight ahead.
3. Exhale, bend your right knee until it is just above the ankle.
4. Reach your arms overhead. If it is comfortable, press palms together.
5. Look at your hands and take 3 to 5 relaxed breaths. If it is more comfortable for your neck, you can look straight ahead.
6. Exhale, step forward to Mountain.
7. Repeat on other side.

Wave Sequence

1. Begin in Mountain.
2. Inhale, step your left foot wide to the side. Exhale, turn your right foot out and bend the right knee. Inhale, raise both arms to a T-shape at shoulder height. Exhale, hold for 2 breaths. This is Warrior 2.
3. Inhale, take your left arm back toward your left calf and raise your right arm straight up toward the ceiling. Exhale here. Look up at your hand and take 2 breaths. This is Reverse Wave.
4. Inhale, return to Warrior 2.
5. Exhale, place your right arm on your right thigh and raise your left arm overhead. Look toward your left hand and take 2 breaths. This is Wave.
6. Inhale, return to Warrior 2.
7. Exhale, step your feet together into Mountain.
8. Repeat on the other side.

-
- This sequence can be used to invigorate learners when they are tired or lethargic.



Bell Game

- Have learners sit at their desks and do any mindful breathing practice.
- The teacher walks around the room and rings a chime in front of a learner who is demonstrating relaxed focus on the breath.
- That learner now has a turn to walk around the room and observe their peers, then ring the chime in front of another learner who is demonstrating relaxed focus on the breath.
- If learners are doing well, you can introduce a second bell as a challenge.

Mindful Walking

1. Start off in Mountain, feeling the connection of your feet to the floor.
 2. As you start walking, keep your eyes open and keep your attention on your feet.
 3. Notice when your foot touches the ground and when it leaves the ground.
 4. What do you notice in each step? What part of the foot strikes the ground first when you place your foot on the ground? What is the last part of the foot to leave the ground when you pick it up? Can you keep your attention on your feet as you walk?
 5. Keep your eyes focused on the ground in front of you.
 6. Focus your attention and observe the feeling of your feet on the ground.
 7. Notice your breath as you walk.
-
- It can help to play relaxing music (instrumental works well) as the learners engage in mindful walking.
 - Instruct learners not to talk or engage in eye contact as they are doing mindful walking, in order to keep their attention focused internally.
 - Instruct learners to keep awareness of their surroundings as they walk in order to stay safe.
 - As learners become comfortable with the exercise, they can expand their attention to include the legs, ankles, knees, hips, arms, etc. Always start with a strong foundation of attention on the feet.

Mirror Movement

- Have learners partner up.
 - If you need to set ground rules for safety depending on your space and the number of students, set them now (e.g., No running; Keep one foot on the ground at all times; Keep enough space between yourselves and other groups).
-

1. We are going to play a game called Mirror Movement.
 2. One of you is going to be partner A, and one of you is going to be partner B.
 3. For the first round, partner A is going to be the leader, and partner B is going to be the follower. Then we will switch roles.
 4. We will be playing in complete silence—no talking at all!
 5. Partner A, your job is to move in connection with your breathing.
 6. Partner B, your job is to mirror all of the movements that partner A does.
-

- Ring a bell or otherwise indicate it is time to start.
- Let A partners lead for 2 or 3 minutes. You can let them go longer, depending on their age and the time that you have for the exercise.
- Ring a bell or otherwise indicate that it is time to stop and switch roles.
- Let B partners lead for an equal amount of time.
- Ask learners, “Why is mirror movement being mindful?”



Posture Detective

Learners sit or stand in a circle. One learner is chosen as the “detective,” and the detective must leave the room until given the signal to come back in. Once the detective is gone, one learner is chosen as the “leader.” The leader begins to silently lead the group in mindful movement exercises, seated or standing. The detective is given the signal to return to the room. The detective’s job is to guess who the leader is. The goal of the group is to follow the leader without making it obvious who they are following. The detective gets three chances to guess who the leader is. If time allows, play several rounds, with different learners getting turns as detective and as leader.

Posture Sculpture

Break learners into groups of 5–10. Have them create a posture sculpture—a scene or a pose where they use the postures that they know (from either the Move section of Brain Breaks or the Pure Power curriculum) to create a group image.

Mindful Minute

Have learners sit in Seated Mountain. Take about one minute to have learners bring their attention to the present moment. Start by having learners bring their attention to the breath, noticing its qualities (e.g., fast, slow, warm, cool, shallow, deep...). For the rest of the Mindful Minute, you can keep your attention on the breath, or use one of several techniques: a quick body scan, noticing feelings, or focusing attention on sounds in or outside of the room.



Attitude of Gratitude

1. Sit comfortably, and if you like, you can close your eyes.
2. Think of something or someone in your life for which you are thankful or grateful. It can be anything or anyone!
3. Take a few moments to just appreciate this thing or person.
4. Now think of another thing or person for which you are grateful.
5. Take a few moments to appreciate this thing or person.
6. Notice how you feel.

-
- As you introduce this exercise, you might want to model an example for learners before bringing them through the exercise.
 - This is a nice exercise for taking a few responses from learners after the exercise is finished.



Guided Rest

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. (Repeat for ears, nose, and mouth.)
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, and 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, and 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.

-
- You can shorten the exercise by leaving out some body parts.
 - Learners who do not feel comfortable lying on their backs may lie on their bellies, although lying on backs is the ideal position for helping the body to relax in this exercise and should be encouraged.
 - Variation: Start with the feet and work up toward the head.
 - This exercise can be practiced lying down or seated.



Mindful Listening

1. Breathing in and out mindfully, tune in to 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 (e.g., thoughts, heartbeat, breath, digestion).
-
- Optional: Repeat steps in reverse, beginning with the body and progressively expanding attention to sounds inside and then outside the room.

Mindful Listing

1. Close your eyes.
 2. I'm going to set the timer to 45 seconds.
 3. In your mind, list the items you (hear, feel, think) while we are sitting silently.
-
- At the end, have learners share their experiences.



One-Minute Reflection

1. Before leaving school, take a moment to pause and reflect on today.
2. Sit comfortably, either at your desk or on the floor.
3. Were there things you did today that you are proud of? Let them soak in for 20-30 seconds.
4. Feel good about your accomplishments.
5. Were there things you felt you could have done better or differently? It's okay to make mistakes or missteps.
6. Tomorrow, with a fresh mind and even breathing, you can try again.



Rest Your Eyes

1. Rub your palms together vigorously to create heat.
2. Close your eyes and place the heels of your hands over your eyes.
3. Feel how this simple gesture relaxes the eyes and brain.
4. Soften the outer corners of your eyes as you open them.
5. Notice what this feels like.

STOP*

Stop.

Take a few breaths.

Observe the feelings in your body.

Proceed with awareness.

-
- STOP is designed to help learners practice self-regulation when they are experiencing strong emotions.
 - Learners go through the four steps: S-T-O-P.
 - The main focus is to hone learners' observation skills to help them make more mindful choices. When we observe, we are just noticing what we feel in our bodies; we are not saying if something is good or bad.
 - It is a good idea to practice this exercise when learners are not experiencing strong emotions, so that they will be able to implement it when they are.
 - Have willing learners share feedback on what they observe in step three. Some typical observations might include temperature (hot/cold), heartbeat (fast/slow), comfort or discomfort, hunger or thirst, tired or excited, etc. As learners become more experienced, they may become aware of more subtle sensations in the body.
 - Underscore two important features of mindfulness practice:
 1. Consistent practice—keep trying!
 2. Learn from unmindful moments, without being too harsh on yourself.

*Elisha Goldstein, "Stressing Out? S.T.O.P.," *Mindful*, May 29, 2013.

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, 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 into your mind. Act as a sponge, absorbing the memory and the feeling together.

Pure Edge Brain Breaks Alignment with SHAPE National Physical Education Standards

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 learner 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.

This document describes the SHAPE National PE Standards and discusses how each standard is aligned to developmentally appropriate grade level outcomes. It also

aligns the SHAPE National Standards to Pure Edge Brain Breaks activities, concluding that Brain Breaks aligns to four standards and 20 of 98 outcomes for grades 6 through 12.

SHAPE National Physical Education Standards

The National Standards are organized into levels from general, called Standards, to specific for each skill and grade level, called outcomes. Table 1 details the five K-12 Physical Education Standards. Ninety-eight Middle and High School outcomes are organized beneath the five standards.

Each outcome is further broken down by specific skills expected at each grade level. Standards and outcome combinations are

Table 1: National Physical Education 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.

¹ National Standards for K-12 Physical Education Copyright 2013, SHAPE America –Society of Health and Physical Educators, 1900 Association Drive, Reston, VA 20191, www.shapeamerica.org. All rights reserved.

coded for easy reference. The codes are made up of a combination of the standard, grade level group and outcome number and grade level in this standardized format:

[Standard Number][Grade Level Group]
[Outcome Number][Outcome Grade Level]
S3.M18.6

Refers to:

Standard: 1 = The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade Level Group: M = Middle

Outcome: 18 Stress Management

Outcome Grade: 6 = Identifies positive and negative results of stress and appropriate ways of dealing with each.

Table 2 displays the 6–8 outcome spectrum for S1.M18, Stress Management, as an example of this structure. As learners develop, the

means by which they display progressive mastery of the standard adjust accordingly, e.g. the outcome for sixth grade calls for identifying positive and negative results of stress, while the outcome for eighth grade requires demonstrating movements for stress relieving activities.

The process of aligning the National PE Standards and Brain Breaks began with establishing rules that there would be no limiting factors set on the alignment process, National Standards could be aligned to more than one Brain Break activity (and many were), and Brain Break activities could be aligned to more than one National Standard. The actual alignment began with a deep review of each document, which focused on becoming familiar with their shared features and those where they differed. The review was followed by a first alignment, which resulted in assigning a primary standard to each Brain Break activity. The alignment and coding process was repeated three times and followed by a final review for consistency.

Table 2: Sample 6–8 Outcomes: S3.M8 Stress Management

	Grade 6	Grade 7	Grade 8
S3.M18 Stress management	Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. (S3.M18.7)	Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8)

The alignment process yielded at least one alignment for each of the thirty-seven Brain Breaks activities. All Brain Breaks were aligned to at least one National Standard.

Because some Brain Breaks Activities could be aligned to other or additional National Standards the cleanest way to report on the alignment of standards of Brain Breaks and other Pure Edge Programs is at the aggregate

level, where groups of activities are aligned to groups of standards. Table 3 displays an aggregate level alignment between the Brain Breaks activities and the SHAPE National PE Standards and outcomes. In summary, Brain Breaks align to four of five standards and 20 of 98 middle and high school outcomes.

Table 3: Brain Breaks/National MIDDLE GRADES PE Standards Alignment

Brain Break Activities		National PE Standards and Outcomes
Alternate Nostril Breathing Anchor Breathing Belly Breathing Breathing Ball Belly-Heart Breath	Even In, Even Out Easy In, Extended Out Ocean Breath One-Minute Count Take Five	S1.M1: Rhythm and pattern S3.M5: Participation lifetime activities S3.M18: Stress management S5.M3: Challenging
Seated Mountain Chair Boat Chair Cat/Cow Chair Eagle Chair Sunrise/Sunset Chair Sunrise Twist Chair Twist Mountain Big Toe	Chair Eagle Stork Sunrise/Sunset Tree Warrior Bell Game Mindful Walking Mirror Movement	S1.M1: Rhythm and pattern S3.M3: Participation—strength/ endurance S3.M5: Participation—lifetime activities S3.M9: Stretching S3.M10: Flexibility S3.M12: Warm up S3.M18: Stress management S4.M4: Acceptance S5.M2: Stress reduction S5.M3: Challenging S5.M6: Respect for self/others
Attitude of Gratitude Guided Rest	Mindful Listing STOP Rest Your Eyes Taking in the Good	S3.M18: Stress management S4.M2: Self-awareness S5.M2: Stress reduction S5.M6: Respect for self/others

Table 4: Brain Breaks/National HIGH SCHOOL GRADES PE Standards Alignment

Brain Break Activities		National PE Standards and Outcomes
Alternate Nostril Breathing Anchor Breathing Belly Breathing Breathing Ball	Even In, Even Out Take Five	S1.H3: Competency in fitness S3.H14: Stress management S3.H6: Participation
Seated Mountain Chair Boat Chair Cat/Cow Chair Eagle Chair Sunrise/Sunset Chair Sunrise Twist Chair Twist Mountain Big Toe	Chair Eagle Stork Sunrise/Sunset Tree Warrior Bell Game Mindful Walking Mirror Movement Statue Posture Detective Posture Sculpture	S1.H3: Competency in fitness S3.H14: Stress management S3.H6: Participation S3.H7: Opposing muscle groups S3.H9: Range of motions S4.H1: Self-management S5.H2: Challenge S5.H4: Social support in activity
Attitude of Gratitude Guided Rest	Mindful Listening Mindful Listing STOP Rest Your Eyes Taking in the Good	S1.H3: Competency in fitness S3.H14: Stress management S3.H6: Participation S4.H1: Self-management

Table 5: SHAPE National PE Standards Alignment Summary Brain Breaks

	National Standards		Outcomes	
Grade Level	Standards Met	Standards Percentage	Outcomes Met	Outcomes Percentage
Middle School	4/5	80%	12/68	18%
High School	4/5	80%	8/30	27%



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