

A large, stylized heart shape is formed by thick, white, curved lines that sweep across the light blue background. The heart is the central focus of the page.

Start with the Heart

Shine K-2



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Introduction

About Pure Edge, Inc.

PURE EDGE, INC. (PEI) is a private operating foundation that provides direct service to organizations through professional development and strategy thought partnership. PEI also provides grants to national organizations that advance the work of whole child development and Social and Emotional Learning (SEL).

Our Approach

The full Pure Power curriculum reflects the philosophical orientation and instructional recommendations advocated by the Joint Committee on National Health Education Standards and best practices for health and wellness, including exercises, physical therapy, mindfulness, and nutrition.

Effective health and wellness education promotes critical thinking in students and encourages them to make connections between concepts around healthy living and personal experience. Young people need to be reflective decision-makers. They must learn to identify and analyze how culture, media, and technology shape their everyday physical, mental, and emotional health.

Research completed by the National Association for Sport and Physical Education (NASPE) and the Centers for Disease Control and Prevention (CDC) reveals that there is a direct relationship between academic achievement and fitness. Movement and exercise enhance the learning state for memory retention and retrieval. Therefore, physical activity is a catalyst for learning in all content areas and should be an essential element of students' daily routines.

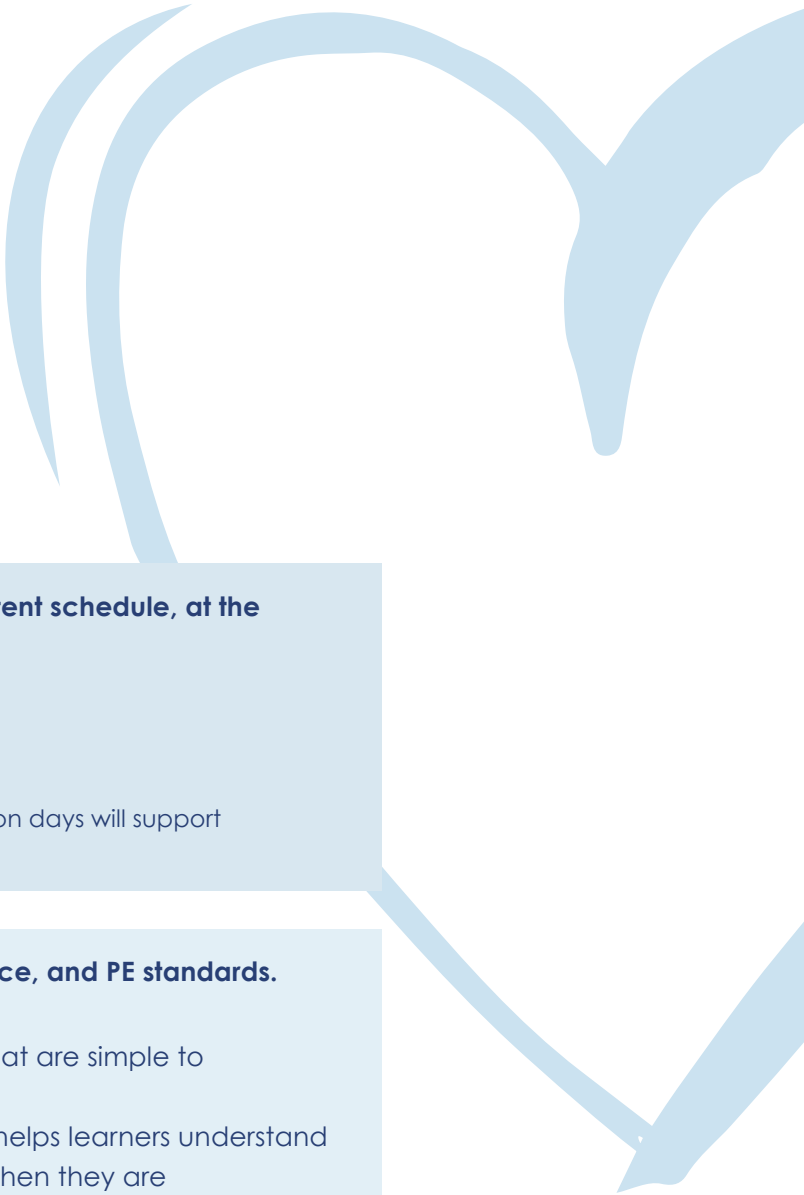
The knowledge that students gain through this program enhances their own health and wellness, as well as the health and wellness of their peers and community. The program promotes a supportive environment where individuals' similarities and differences are acknowledged and accepted.



About Start with the Heart: Shine

START WITH THE HEART: SHINE weaves Brain Breaks into foundational lessons from the original Pure Power curriculum for kindergarten through grade two. The content portion of each lesson invites learners to understand how they can activate their brain's superpowers: the power to be kind and calm, the power to tame your temper, the power to laser focus, and the power to grow and stretch. Content areas covered include building awareness of breath and movement, parts of the brain and their functions, self-regulation, and developing positive self-talk to support resiliency. Alongside the topical content of each lesson, the curriculum offers simple, life-enhancing, research-based exercises that build learners' ability to manage stress and support a positive outlook. 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.

We designed the curriculum with ease of delivery as a top priority. Each lesson can be delivered in about 20 minutes. Instruction is scripted. Video supports for almost all of the Brain Breaks are available on PureEdgeInc.org. Many lessons include an optional activity, which extends the lesson time and allows learners to go a little deeper in their exploration of the topic at hand or the exercises of the day.



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.

The curriculum meets SEL, health, science, and PE standards.

- Builds resilience
- Teaches stress management skills that are simple to implement
- Explores the parts of the brain and helps learners understand what happens in their own brains when they are experiencing powerful emotions

Our hope is that **START WITH THE HEART: SHINE** will make it easy for you to share simple practices and explore academic content with learners in support of their physical, mental, emotional, and academic well-being.

Pure Edge Team

Lesson One

Let Your Superpowers Shine



GUIDING QUESTION

What are the three things we will practice each time we meet?

OBJECTIVE

Students will understand that practicing Brain Breaks helps them develop the power to be kind and calm.



TEACHER TIPS

- The experiential exercises (Brain Breaks) in this course are as important as the content.
- After each Brain Break in lesson one, take feedback from learners: *How do you feel after trying that Brain Break?*
- Reinforce the idea that anything learners feel is okay. We are looking at ourselves with kindness, even when we are having a tough time.
- As you introduce the Guided Rest exercise, remember that it may take a few repetitions for learners to settle in to the exercise. Some movement is to be expected; just like any of our Brain Breaks, resting takes practice to master.



VOCABULARY

activate
exhale
inhale
mindfulness



MATERIALS

Visual supports for the classroom



BRAIN BREAKS

Seated Mountain
Breathing Ball
Smell the Rose, Blow Out the Candle
Sunrise/Sunset
Guided Rest with Breathing Buddy

Connect

In this class, we are going to learn about our superpowers. Many of planet Earth's creatures have unique superpowers. Sea cucumbers can liquefy their bodies to squeeze through small spaces, and birds called swifts can fly for almost two hundred days without stopping! Just like any other species in the animal kingdom, we too have distinctive superpowers.

What are some superpowers that people can have? (Take a few responses.)

During our time together, we are going to activate our superpowers through a skill called mindfulness. Does anyone know what "activate" means?

*(Take responses, and guide students to the definition: **Activate** means to make active or more active. Explain how this means learners already have the superpowers we are learning about inside of them.)*

To help us activate our superpowers, each time we meet we will practice special ways to move, breathe, and rest. We call these exercises Brain Breaks. For most of our Brain Breaks, we will practice breathing in and out the nose.

Let's give our first Brain Break a try.

Brain Break 1

SEATED MOUNTAIN

Display the picture of Ferdinand the Frog in **Seated Mountain**. Ask students what they notice about the illustration of Ferdinand the Frog.

How is Ferdinand seated? (Note his posture.)

What else do you notice about Ferdinand?

Show me how you can sit mindfully in Seated Mountain, just like Ferdinand the Frog.

Brain Break 2

BREATHING BALL

Teach

How did that feel? (Take responses.)

When we practice our breathing exercises, there is no right or wrong way to feel and no right or wrong way to notice. As we practice these exercises with mindfulness, we activate our first superpower: the power to be kind and calm. Does anyone know what "mindfulness" means?

*(Take responses and guide learners to the definition: **Mindfulness** means noticing what is happening as it is happening. Mindfulness is about paying attention on purpose, with a sense of kindness and curiosity.)*

Anything can be done mindfully, including brushing your teeth, eating breakfast, walking to school, and even doing homework. Although mindfulness sounds

simple, it is a skill that takes practice, because it requires our fully focused attention.

Now let's try another breathing Brain Break.


Brain Break 3


 **SMELL THE ROSE,
BLOW OUT THE CANDLE**

Teach

Now let's try a movement Brain Break. For this one, we are going to focus on moving in time with our breathing. After our movement Brain Break, we will do a relaxation exercise.

Brain Breaks 4 and 5

 **SUNRISE/SUNSET**

 **GUIDED REST WITH
BREATHING BUDDY**

OPTIONAL GROUP ACTIVITY

Take some time together as a class to establish class expectations for your time together. Here is an example that you can use or adapt to fit your existing classroom guidelines. Have learners use hand motions as they recite the Mindfulness Promises.

Mindfulness Promises:

- *I will be safe and kind with myself (thumb up at center of chest).*
- *I will be safe and kind to the friends around me (thumb up and extended out toward classmates).*
- *I will be aware of my words and actions to create a safe and kind classroom community (open hand circling to represent entire community).*
- *Remember our three Mindfulness Promises: Be safe; be kind; work together.*

If you choose to include the Mindfulness Promises, you can repeat them at the start of each lesson.

Link

Today we embarked on our first exploration of our superpowers. We learned that mindfulness is noticing what is happening as it is happening, with a sense of kindness and curiosity. Through practicing breathing, movement, and rest exercises, we activated our first superpower: the power to be kind and calm.

Home Practice

Practice Seated Mountain at home or whenever you have a few minutes of free time at school. Notice how it feels to simply sit and quiet your body and mind.

VISUAL SUPPORTS FOR THE CLASSROOM | VOLUME SCALE

4 Outdoor or
Emergency Voice



3 Presentation
Voice



2 Quiet Talking



1 Whisper
Voices



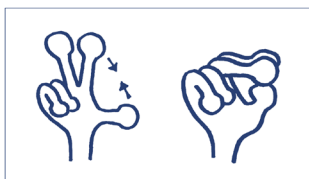
0 Silent



VISUAL SUPPORTS FOR THE CLASSROOM | SILENT SYMBOLS



Yes!



No.



Celebration! / I'm excited!



Sending kind support.



I agree! / Me too!



I'm sorry.



Thank you!



You're welcome!

Your Superpowers!



Seated Mountain



Lesson Two

Building Awareness of Breath



GUIDING QUESTION

How does it feel to focus on your breath?

OBJECTIVE

Students will be able to apply the practice of mindful breathing using the mind jar to calm their body and mind.



TEACHER TIPS

- If you choose to include Mindfulness Promises, repeat them at the start of each lesson.
- Encourage the learners to have fun with the exercises. You can set the tone by being playful, using your imagination, and inviting them to use theirs.
- Remind learners to breathe in and out the nose for most exercises.



VOCABULARY

emotion
overwhelmed
physical
sensation



MATERIALS

Mind Jar Recipe



BRAIN BREAKS

Breathing Ball
Smell the Rose, Blow out the Candle
Animal Arms: Crocodile
Animal Arms: Butterfly
Guided Rest with Breathing Buddy

Brain Break 1

BREATHING BALL

Brain Break 2

SMELL THE ROSE, BLOW OUT THE CANDLE

For today, as we practice **Smell the Rose, Blow out the Candle**, imagine your belly like a balloon filling with air on the inhale (when you smell the rose) and emptying of air on the exhale (when you blow out the candle).

Rest your hands on your belly.

Feel the breath fill and empty your belly for three mindful breaths.

Connect

Last time we worked together, we learned that mindfulness means noticing what is happening as it is happening, with a sense of kindness and curiosity. We began practicing our breathe, move and rest Brain Breaks to help us activate our superpowers. Does anyone remember what “activate” means? Today we will continue to activate our power to be kind and calm through mindful breathing.

Teach

Feelings are not just experienced in our minds; they are also experienced in our bodies. For example, when I feel worried my belly starts to hurt, and sometimes when my belly hurts, I start to worry because I do not want to get sick and miss school. When we pay attention to the physical sensations in our bodies, it can help us to notice and understand how we feel.

Have two students each share an example of a time when a strong emotion affected their body, as well as an example of a time when their body was hurt or sick, and whether they felt a strong emotion about that injury or illness.

Active Engagement

1. Have students sit in a circle in Seated Mountain.

Today I brought a special tool we are going to use for a breath exploration.

2. Display the mind jar in the center of the student circle.



This jar is like your brain. The sparkles are like your thoughts, feelings, memories, and all the knowledge your teachers share with you.

3. Give jar a gentle swirl.

Now watch what happens to your brain when you experience a strong emotion, like anger.

4. Shake jar.

Think about a time when you have felt very upset (e.g., when someone skips the line in

front of you, takes your seat, teases you, or spreads a mean rumor about you). Show me with a “Me too!” signal if you have ever felt stirred up like the sparkles in our mind jar.

5. Shake the mind jar again. Have students take slow deep breaths while they watch the sparkles slowly settle. Instruct students to continue their belly breathing until all of the sparkles settle at the bottom of the jar. Ask students to share how they feel after the jar becomes clear and calm.

Notice how when we feel overwhelmed, we can calm our minds' angry thoughts and calm our bodies instead of reacting in a way that makes us feel worse or hurts someone's feelings.

For our next Brain Breaks, we are going to practice moving in time with the breath and noticing any physical sensations in our bodies.

Brain Breaks 3 and 4

 **ANIMAL ARMS: CROCODILE**

 **ANIMAL ARMS: BUTTERFLY**

OPTIONAL GROUP ACTIVITY

WEATHER ON THE INSIDE

Standing in Mountain, slowly inhale your arms up above your head, and then slowly exhale them down by your sides.

Repeat 2 to 3 times.

Standing in your stillest Mountain, notice how you feel. How's the weather on the inside?

- SUNNY = THUMB UP
- CLOUDY = THUMB SIDEWAYS
- STORMY = THUMB DOWN
- LOTS OF ENERGY = PLUS SIGN WITH ARMS
- LOW ENERGY = MINUS SIGN WITH ONE ARM
- BALANCED = EQUAL SIGN WITH BOTH ARMS

In a large group discussion or with partners, ask learners:

- Why is it important to check in with our weather on the inside?
- How does knowing how we feel help us activate our power to be kind and calm?

Brain Break 5

 **GUIDED REST
WITH BREATHING BUDDY**

Link

Today we learned that both our bodies and our minds experience our emotions, because they are connected. Taking a few belly breaths can help our minds and bodies calm down when we are feeling stirred up like the sparkles in the mind jar. Next time we meet, we will strengthen our mindfulness muscle by coordinating our breath and movement with mindful walking.

Home Practice

This week, notice when you feel stirred up, like the sparkles in our mind jar. Sometimes simply noticing when your sparkles are stirred up can help you activate your power to be calm. You can also practice slow, deep belly breathing to help yourself calm down.

MIND JAR RECIPE

Mind Jar Recipe



Our brain works much like the **mind jar**. The sparkles are like our feelings, thoughts and memories, and all the other information stored in our brains. When we are angry, sad, or afraid, our brain can feel all stirred up. Mindful breathing can help our brain settle down into a more calm and clear state.

Notice how you react the next time someone skips the line or grabs your pencil. Is your heart beating slowly, or fast? What about your breathing?

When we are stressed it can be hard to think clearly and choose the best response. Mindful breathing can help calm our bodies and brains so we can pause and choose our responses wisely.

Lesson Three

Building Awareness of Movement



GUIDING QUESTION

How does it feel to move with your breath?

OBJECTIVE

Students will be able to synchronize breath and movement to develop a mindful walking practice.



TEACHER TIPS

- As preparation for the Mindful Walking exercise, be sure to focus on connecting breath and movement during Sunrise/Sunset.
- If you like, give learners a chance to lead the Breathing Ball exercise at the start of class.



VOCABULARY

expedition
observe
wander



MATERIALS

- Countdown Calm Down
- Optional: Props for the Underwater Sea Voyage (such as stuffed animals, a scuba mask or snorkel, etc.)



BRAIN BREAKS

Breathing Ball
Sunrise/Sunset
Countdown Calm Down
Animal Arms: Dolphin
Animal Arms: Pufferfish

Brain Break 1

BREATHING BALL

Connect

Last time we worked together, we learned that both our minds and our bodies experience our emotions, because they are connected. Our minds affect how our bodies feel, just like our bodies affect how our minds feel. Can anyone think of an example?

We also learned that mindful breathing can help us calm down when we are feeling stirred up, like the sparkles in the mind jar.

Brain Break 2

SUNRISE/SUNSET

Teach

I have a question for you.

- *Did you know how to run when you were first born?*
- *What did you first have to learn before you could run (e.g., sit up, crawl, stand, toddle, walk)?*

Learning mindfulness is the same type of process. When we learn something new, and we want to learn it well, we learn it slowly. To bring our full attention to what we are doing as we are doing it is mindfulness. If we are learning about mindful movement, we need to start slow. As we practice and become skilled at moving mindfully, we can start to move more quickly with the same degree of

attention and focus.

Today, we are going on a mindful movement adventure, where we will focus on how we can move with kind attention. Before we get started on our mindful movement adventure, let's learn the breathing exercise Countdown Calm Down. We can use it on our adventure in case we need to activate our power to be calm!

Brain Break 3

COUNTDOWN CALM DOWN

Active Engagement

UNDERWATER SEA VOYAGE

1. Guide students through an imaginary dress-up for their underwater sea voyage. Students put on their scuba diving gear (e.g., wet suit, mask, oxygen tank, swim fins). Explain that scuba diving equipment allows them to visit the underwater world by making it possible to breathe, see, and move comfortably below the water's surface. Students then crouch as they prepare to jump off the edge of the expedition boat and dive to the bottom of the sea to explore a wonderland of colorful creatures.
2. Teach mindful walking as students walk in slow motion across the sands of the ocean floor, experiencing the water's resistance. Have students notice the placement of each part of their foot as it makes contact with the sea floor. Instruct students to coordinate each step with their breath. Teach scuba diver

breathing by having students breathe with an audible aspirant sound. Point out the quiet yet noticeable pause between each inhale and exhale.

3. Introduce Countdown Calm Down breathing technique to help students calm down from the “fear” of being chased by a gigantic sea star.
4. When students stop moving, focus on taking slow, deep, mindful breaths. Once students learn that the sea star is not a threat and is only curious to meet a human, make friends with the sea star. End the underwater adventure by swimming back up to the safety of the expedition boat.

Brain Breaks 4 and 5

 **ANIMAL ARMS: DOLPHIN**

 **ANIMAL ARMS: PUFFERFISH**



ENGAGEMENT QUESTIONS

How did it feel to walk underwater?

Was it easier to focus on mindful walking when you moved your body very slowly?

Why do you think so?

How did it feel when you thought the sea star was chasing you?

Did it help to use Countdown Calm Down?

What other times could you use Countdown Calm Down?

OPTIONAL GROUP ACTIVITY

Have learners think of a time or a situation where they could use Countdown Calm Down. Instruct them to draw a picture of the situation that shows them activating their power to be kind and calm!

Link

Today we learned how to walk mindfully and how to use the breathing technique Countdown Calm Down when we feel strong emotions. Slow breathing into your belly calms the body and mind when you feel stirred up, like the sparkles in our mind jar. Counting your breaths helps keep your mind focused on the breath instead of wandering to other distracting thoughts. The wonderful thing about using your breath to calm down is that you can practice it anywhere at anytime (e.g., on the playground, during a challenging test, to help you fall asleep at night).

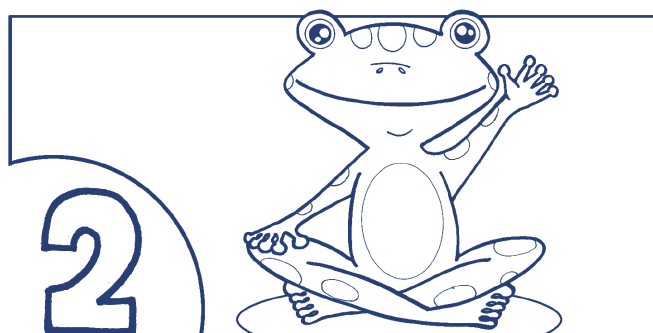
Home Practice

This week, when you start to feel a strong emotion, practice Countdown Calm Down. Compare how you feel before and after your mindful breathing. Teach Countdown Calm Down to a family member at home.

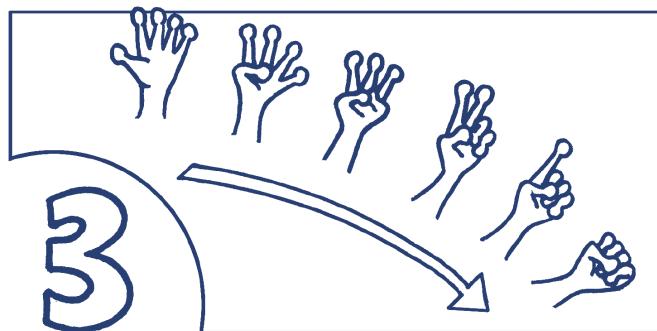
COUNTDOWN CALM DOWN

Countdown Calm Down

Sitting in Mountain Pose.



Breathe in through your nose.



Breathe out for 5, 4, 3, 2, 1.



Breathe in to start again. Try this exercise 3 times.

Notice How you feel...

Lesson Four

Getting to Know Your Brain: Amygdala and Prefrontal Cortex



GUIDING QUESTIONS

**How does the amygdala influence
our decision-making?**

**How does the prefrontal cortex influence
our decision-making?**

OBJECTIVE

**Students will be able to compare the character
of Dragon to the amygdala and the character
of Kind Leader to the prefrontal cortex.**



TEACHER TIPS

- Remind learners to breathe in and out the nose for most exercises.
- Continue to have learners practice connecting breath and movement as they practice Recharge Sequence.
- Explain that we repeat the Brain Breaks for a reason. When we practice the same brain breaks over time, our bodies and brains learn that these Brain Breaks can help us to feel calm and alert.



VOCABULARY

**amygdala
prefrontal cortex**



MATERIALS

- “How the Dragon Learned to Think Before Reacting” story
- Brain Diagram Handout



BRAIN BREAKS

**Breathing Ball
Countdown Calm Down
Recharge Sequence
Guided Rest with Breathing Buddy**

Brain Break 1

BREATHING BALL

Connect

Last time we worked together, we learned how to walk mindfully and how to use the breathing technique Countdown Calm Down when we feel strong emotions that are difficult to manage. Today we are going to discover how to activate our second superpower, the power to tame your temper. Before we activate this power, let's practice Countdown Calm Down.

Brain Break 2

COUNTDOWN CALM DOWN

Teach

To help us learn about the power to tame your temper, I am going to share a story about a dragon and a kind leader.

Read the story "How the Dragon Learned to Think Before Reacting" to students.

As you read the story to students, share your thoughts to model reading for deeper understanding. Use this thinking aloud to plant seeds to guide a future discussion comparing the character Dragon to the amygdala and the character Kind Leader to the prefrontal cortex.

Possible think-aloud prompts to weave throughout the read-aloud:

- So far, I have learned...
- This reminded me of...
- I will reread that part because...
- I wonder why (or how)...
- This makes me ask myself a question...

Brain Break 3

RECHARGE SEQUENCE

Teach

- What did you notice about the Dragon?
- What did you notice about the kind leader?

Although we don't have an actual dragon or kind leader living inside of our brains, we can learn about two important parts of the brain, the amygdala and prefrontal cortex, by thinking about how they are similar to the characters Dragon and Kind Leader.

Have students make two fists, side by side, to imagine the size and shape of their brains, which are 6 inches, or 15 centimeters, long.

Display the image from the Brain Diagram handout. Without labeling the diagram, identify the location of the amygdala and the prefrontal cortex (PFC). Invite two students to label the amygdala and

prefrontal cortex with Post-its.

Discuss the relevant functions of the amygdala and PFC.

The amygdala helps keep you safe. It is constantly on the lookout for danger and reacts quickly, enabling you to run away, fight back, freeze, or collapse in fear.

The prefrontal cortex is sometimes referred to as the "seat of good judgment" or the "thinking brain," because it allows you to pause and think before reacting. The PFC helps you self-regulate, or manage your behavior, by guiding you to make thoughtful, intelligent decisions.

Briefly describe how they communicate. For example, the amygdala receives information from all of the senses. If the amygdala detects danger, its internal alarm is activated and we experience the "fight, flight, or freeze" reflex. The PFC helps us reduce the number of false alarms by preventing the amygdala from unnecessarily sounding its alarm. The PFC's ability to calm the amygdala takes lots of mindful practice.

Ask students to name which character behaves like the amygdala and which character behaves like the PFC. Have students explain their answers.

Read the text from the Reflection Journal's Brain Diagram page. Complete the matching activity as a class.

Brain Break 4

 **GUIDED REST**
WITH BREATHING BUDDY

Link

Today we embarked on our first journey into the brain to examine how two of its parts, the amygdala and the prefrontal cortex, influence our emotional reactions and responses.

We compared Dragon to the amygdala because of his tendency to have quick emotional reactions when situations appear unsafe, triggering the fight, flight, or freeze reflex to protect Kind Leader from harm.

“HOW THE DRAGON LEARNED TO THINK BEFORE REACTING” STORY

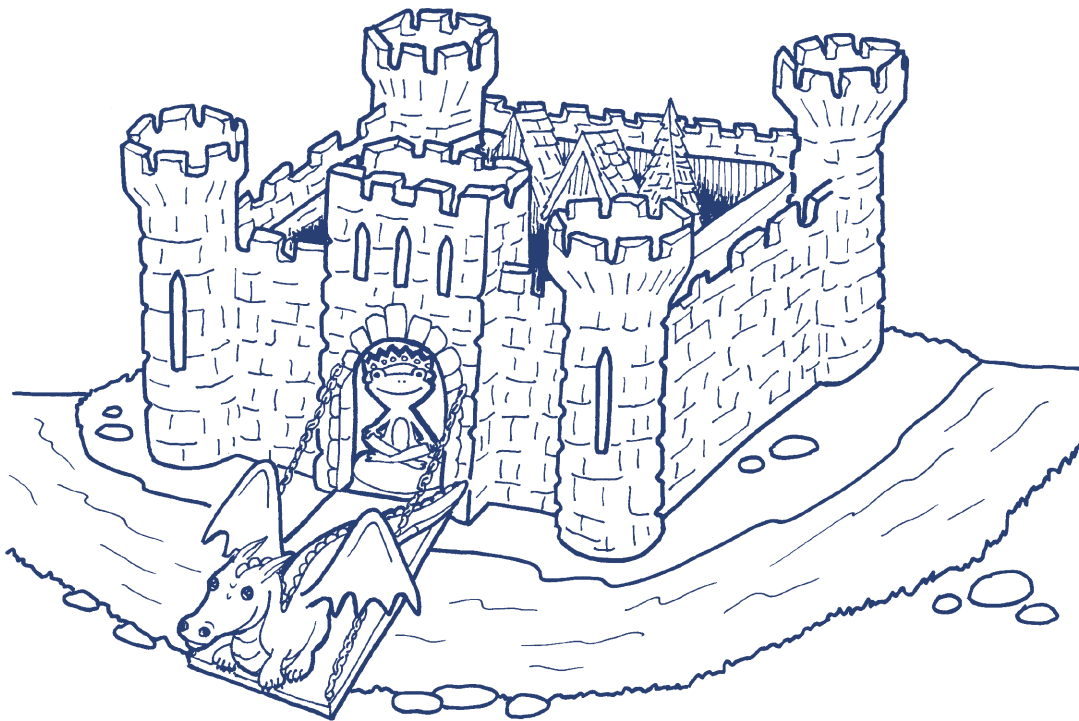
HOW THE DRAGON LEARNED TO THINK BEFORE REACTING

Once upon a time, in a faraway land, there was a majestic castle where a kind leader lived, protected by his loyal dragon.

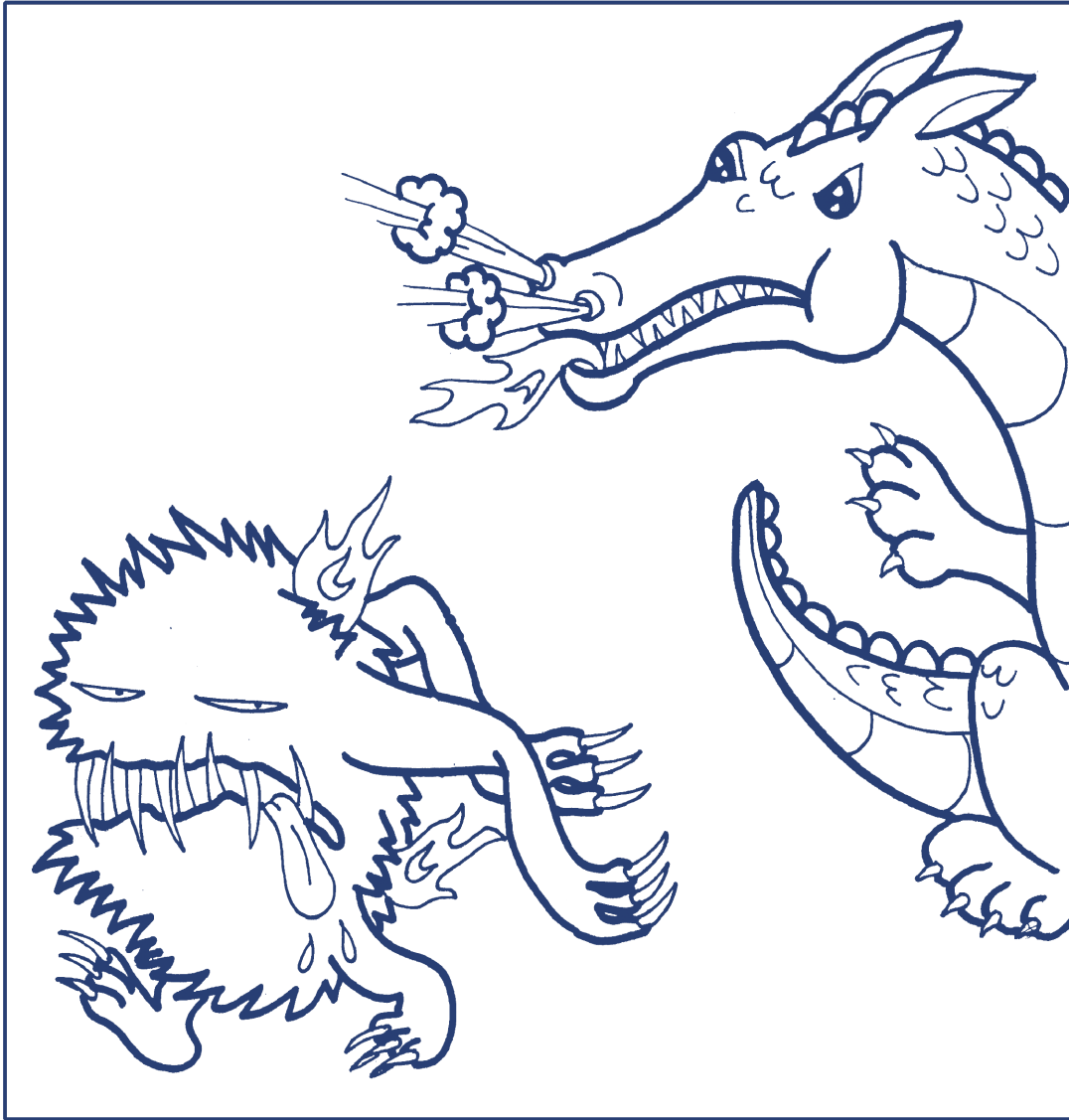
Imagine that you are the kind leader of the castle. Sit up tall the way a royal person would sit on their throne.

Kind Leader's dragon faithfully guards the castle.

When a new visitor approaches the castle gate, Dragon reacts very quickly to ensure Kind Leader's safety.

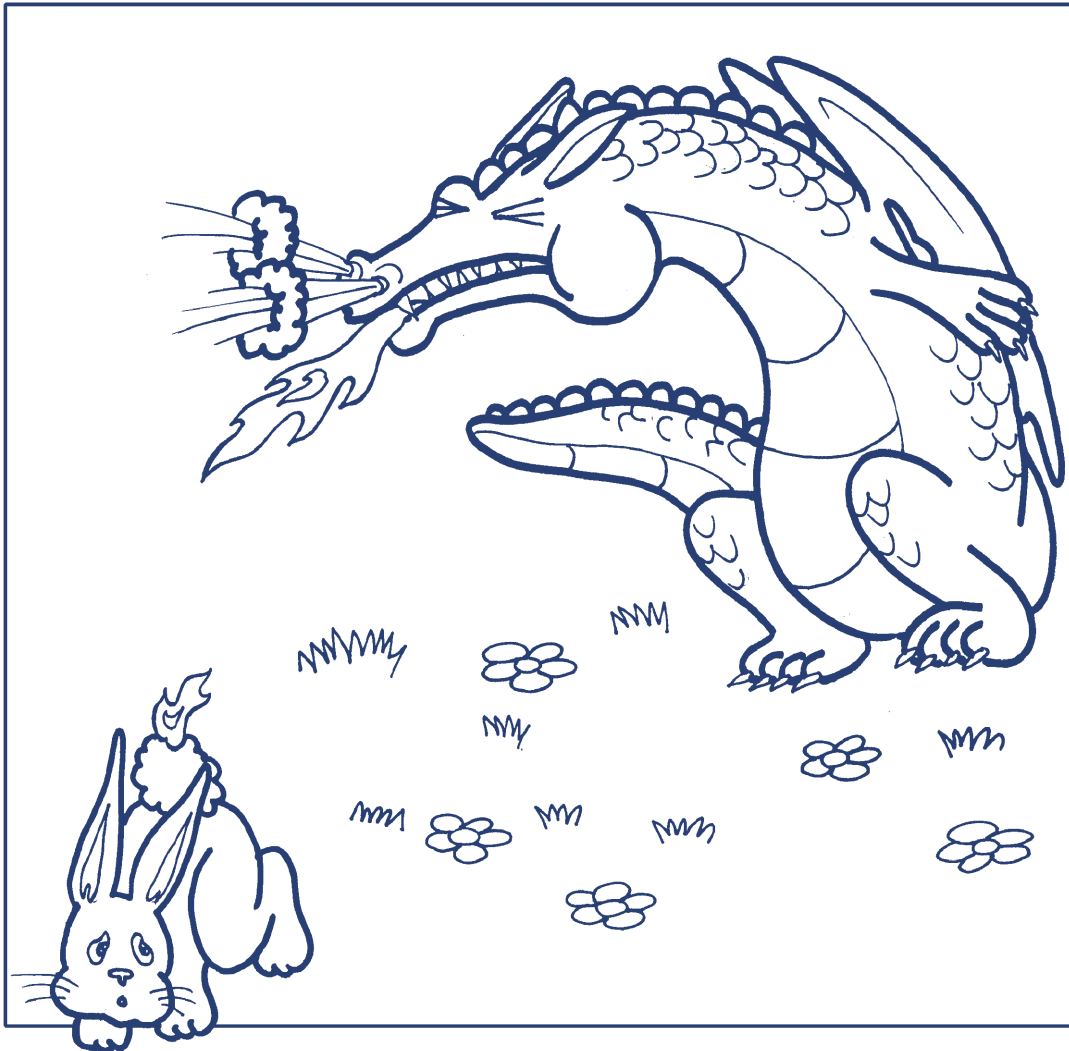


What do dragons typically do to protect their kind leaders?



One afternoon, a dangerous beast showed up on the castle grounds. Dragon, acting as protector, became red hot with anger and breathed scorching fire to scare the beast away. Dragon did a fantastic job protecting the Kind Leader from a vicious beast who could have seriously harmed him.

STORY, PAGE 3



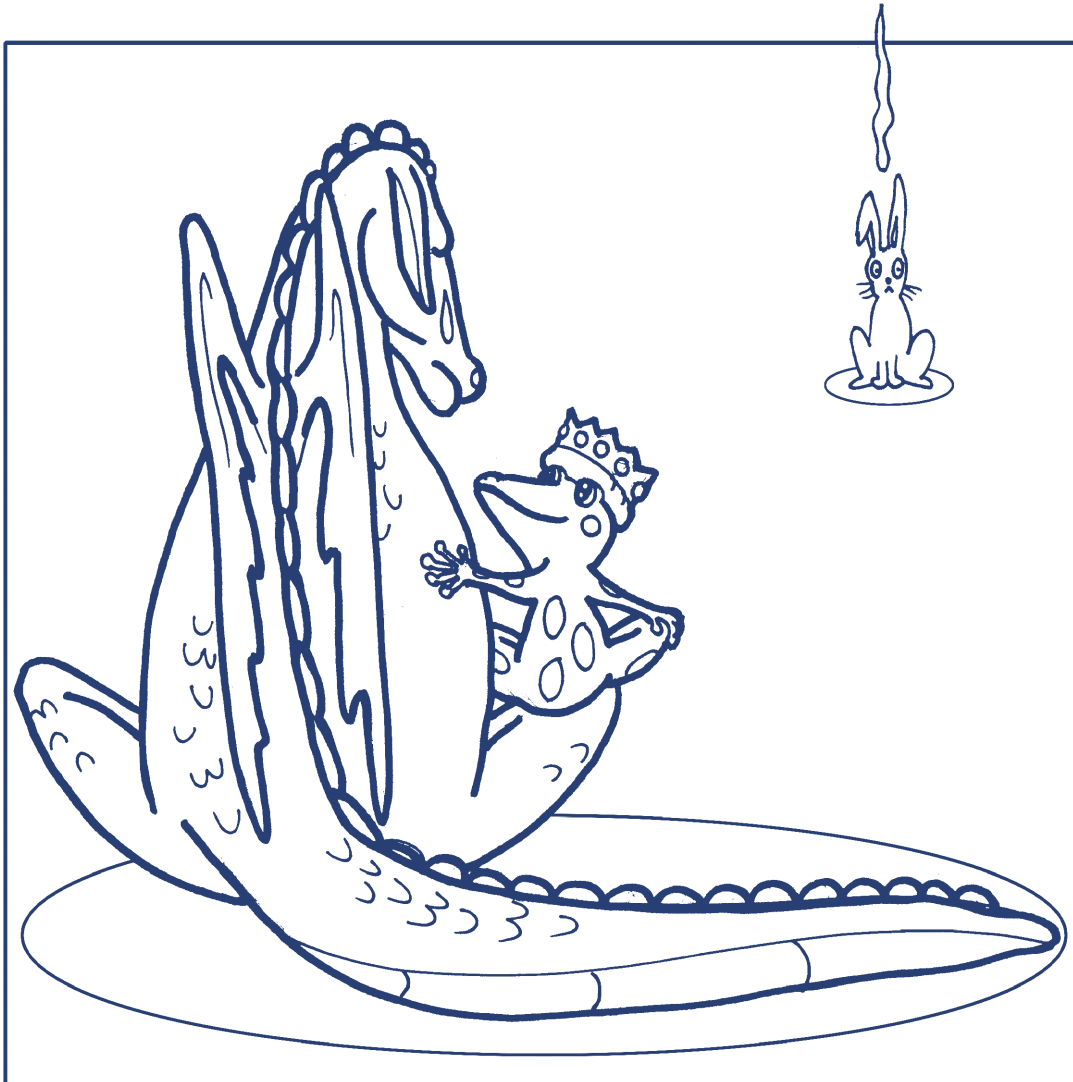
The following morning, a bunny was happily hopping around the castle's garden, minding his own business. Without hesitation, Dragon became red hot with anger and ferociously breathed fire to scare the bunny away. Although Dragon only meant to protect the Kind Leader, the bunny did not pose any threat. Dragon misread the situation and overreacted.



Have you ever made a mistake like Dragon?

After the bunny scurried away, Dragon realized that he did not do the right thing. Dragon started to cry. He wondered what to do. Dragon took a few long gasps, like we all do at the end of a good cry. He sniffed and sniffed and then let out a long sigh...

STORY, PAGE 5



In that moment, the Kind Leader came out of the castle. “Hello, Dragon. I noticed you were upset about breathing fire on our little bunny friend.” “Yes,” whimpered Dragon. “Do not worry, Dragon. Everyone has unmindful moments. All dragons need some training to tame their fire.”

“How can I tame my fire?”

shrieked Dragon. “Sometimes I get so mad that my fiery breath starts moving really fast. I feel like I could explode!”

“This is a normal reaction, Dragon. It’s helpful when you need to protect our castle. There are, however, many more times when we do not need your flames of protection. We need you to stop and think instead.”

“But Kind Leader, **I stink** at thinking in the heat of the moment,” groaned Dragon.

“It’s difficult for everyone at first, including me, until I learned an ancient secret of great leaders. Are you curious to learn the secret, Dragon?”

“Yes! I really want to know!”

exclaimed Dragon, who became so joyful and elated that he was about to burst and fly around, like a popped balloon.

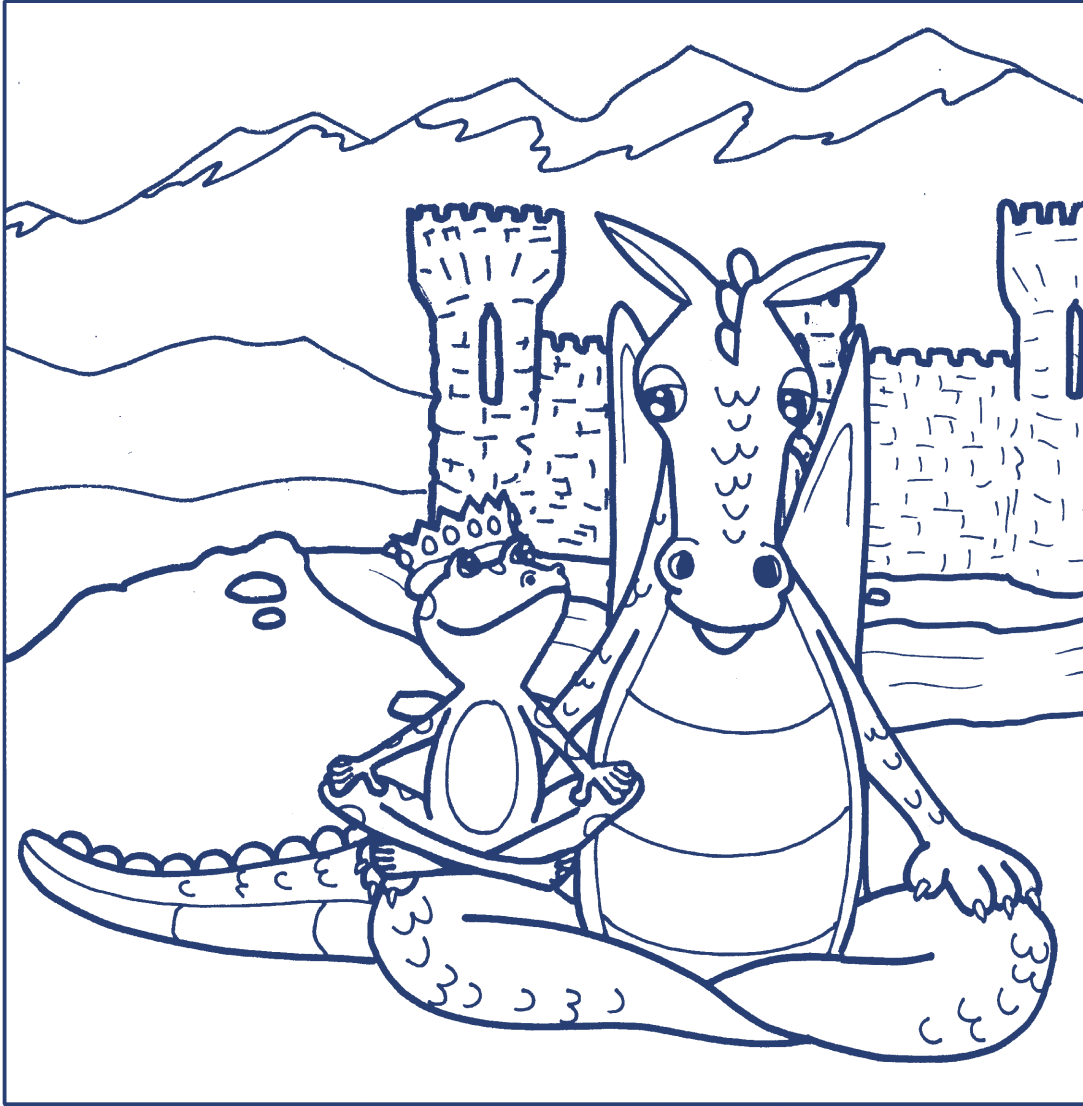
“Well, Dragon, you must pay very close attention,” The Kind Leader stated calmly. The Kind Leader sat up tall and took a deep breath in and let it out *very* slowly.

“Tell me the secret!”

Please with 1,000,000 sprinkles on top!”

STORY, PAGE 7

The Kind Leader smiled with his eyes. Again, the Kind Leader sat up tall, took a deep breath to lift his heart, and breathed out very slowly.



Then, Dragon smiled with his eyes too.

Being an intelligent dragon, he stored this lesson in his memory and always reminded himself to stop and think before hastily reacting when new visitors came to the castle.

'BRAIN DIAGRAM' HANDOUT

BRAIN DIAGRAM

DRAW A LINE TO CONNECT THE PART OF THE BRAIN WITH ITS JOB.

BRAIN	JOB
AMYGDALA	HELPS US LEAD AND THINK
PREFRONTAL CORTEX (PFC)	HELPS OUR AMYGDALA AND PFC WORK TOGETHER
MINDFUL BREATHING	HELPS KEEP US SAFE



Lesson Five

The Brain-Breath Connection



GUIDING QUESTION

What does a strong emotion feel like?

OBJECTIVE

Students will be able to articulate and demonstrate how the breath can calm their “inner dragon,” allowing the amygdala and prefrontal cortex to communicate and work together.



TEACHER TIPS

- As learners gain more experience with Brain Breaks, give them the opportunity to demonstrate mastery. For example, offer learners the chance to lead their peers through the exercise or give them the chance to demonstrate the movements while you lead the exercise verbally.



VOCABULARY

self-regulation



MATERIALS

Handouts:

- When our amygdala feels unsafe
- When our amygdala feels safe
- Emotions (for optional activity)



BRAIN BREAKS

Breathing Ball
Sunrise/Sunset
Countdown Calm Down
Recharge Sequence
Tree

Brain Break 1

BREATHING BALL

Connect

Last time we worked together, we explored our second superpower, the power to tame your temper. I shared a story about a dragon and a kind leader. We compared Dragon to the amygdala because of his tendency to have quick emotional reactions when situations appear unsafe. We compared the kind leader to the Prefrontal Cortex.

Does anyone remember why?

Display the illustration “When Our Amygdala Feels Unsafe” and go over the fight, flight, or freeze response.

Although the amygdala's job is to keep us safe, it sometimes thinks we are in danger, even when we are not. If it senses a threat, the amygdala sends oxygen to our arms and legs in preparation for a fight, flight, or freeze response, which means less oxygen for our PFC, the thinking part of our brain. Less oxygen for the PFC makes it difficult to think clearly and make smart decisions.

What might be a possible solution to get more oxygen to our brain?

Breathing!

Brain Break 2

SUNRISE/SUNSET

Teach

Today we are going to learn more brain science, including strategies to tame your dragon so you can listen to the advice of your inner kind leader.

Do you remember in the story when Dragon accidentally scorched the bunny's tail with his protective flames?

Have you ever experienced your protective dragon reacting to a situation, only to later discover that they made a mistake and overreacted, just like the dragon in the story?

Display the illustration of Dragon crying.



Brain Break 3

 COUNTDOWN CALM DOWN

Teach

Display page “When Amygdala Feels Safe.”

Explain how when we're calm, the amygdala is able to send information to the PFC, the brain's reasoning center. Highlight how the PFC is responsible for focusing our thoughts, predicting the outcomes of our actions, and deciding what is right or wrong. The PFC also supports our learning and ability to work toward achieving our goals. It is our seat of good judgment.

Describe how when we practice mindful breathing, we have the power to override the body's stress response, allowing the amygdala to communicate with the PFC to Plan with Focus and Care. When the amygdala communicates with the PFC, it is easier for us to self-regulate. Self-regulation means to be able to manage our behaviors and emotions in response to a situation.

Our Brain Breaks always include mindful breathing. Let's try some breathing and moving right now!

Brain Breaks 4 and 5

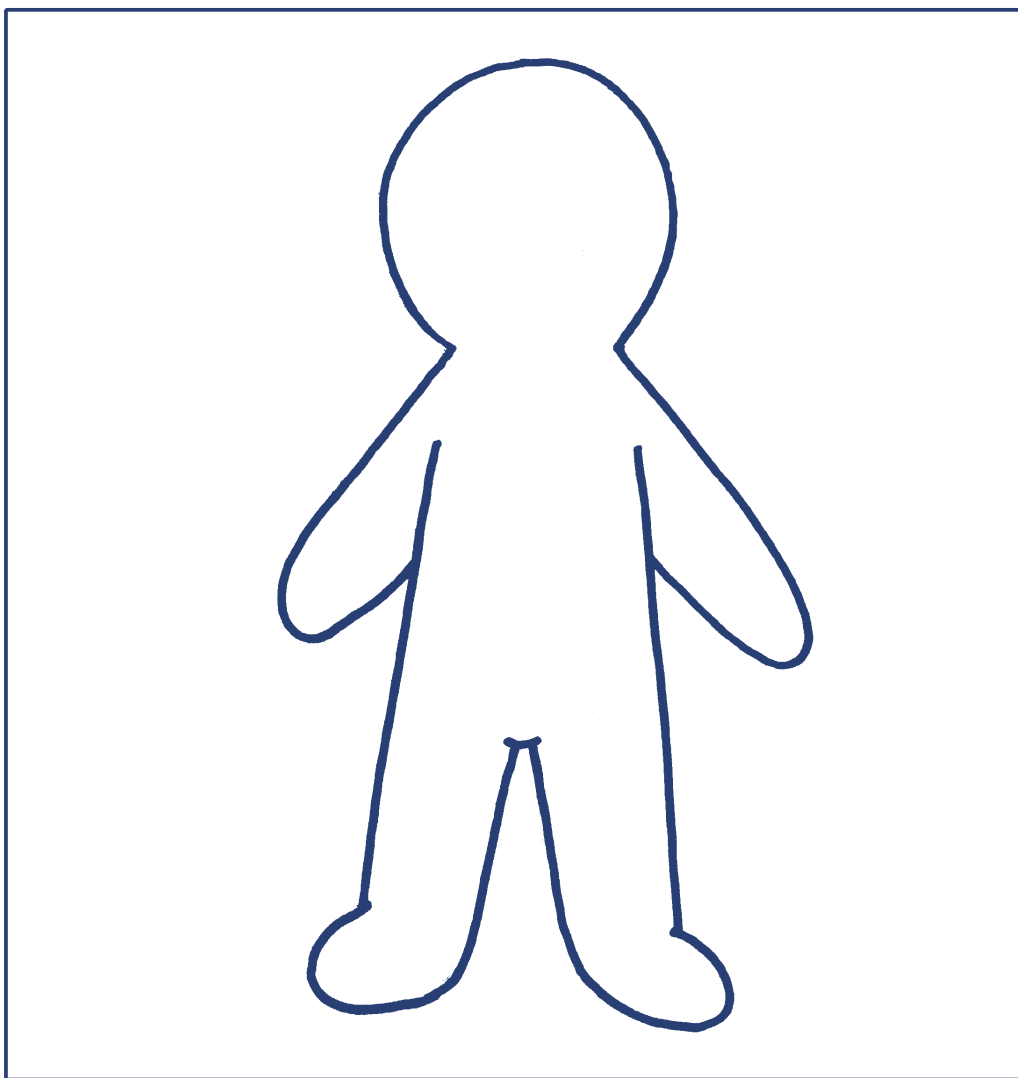
 RECHARGE SEQUENCE

 TREE

Link

Today we discovered that through mindful breathing, we can ignite our power to tame our temper. With consistent practice, over time, the brain can learn to be less reactive and instead respond more thoughtfully in challenging situations so your kind leader can successfully guide you.

EMOTIONS!



COLOR THE PARTS OF THE BODY WHERE YOU FEEL STRONG EMOTIONS, LIKE ANGER, EMBARRASSMENT, OR HURT FEELINGS.

DEVELOPING AWARENESS OF WHERE YOU FEEL EMOTIONS STRENGTHENS YOUR POWER TO TAME YOUR TEMPER.

'WHEN OUR AMYGDALA FEELS UNSAFE' HANDOUT

WHEN OUR AMYGDALA FEELS UNSAFE

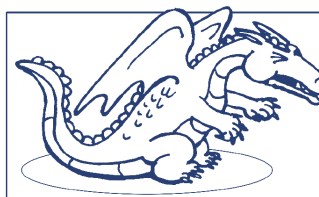
OUR QUICK REFLEXES KEPT OUR EARLY ANCESTORS ALIVE, SO THEY COULD FIGHT OFF A SABER TOOTHED TIGER OR RUN FROM A BEAR.

TODAY, THE SAME REFLEXES KEEP US OUT OF HARM'S WAY.

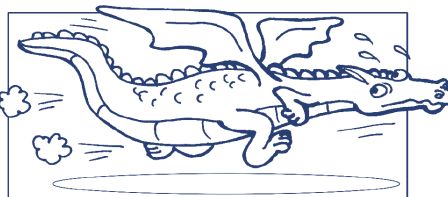
THE AMYGDALA DOES NOT STOP TO THINK.

IT'S MAIN JOB IS TO MOVE US QUICKLY SO WE CAN BE SAFE.

EVEN IF A THREAT IS NOT REAL, LIKE A FIRE DRILL, WE STILL MOVE QUICKLY, BECAUSE OUR AMYGDALA IS ON HIGH ALERT.



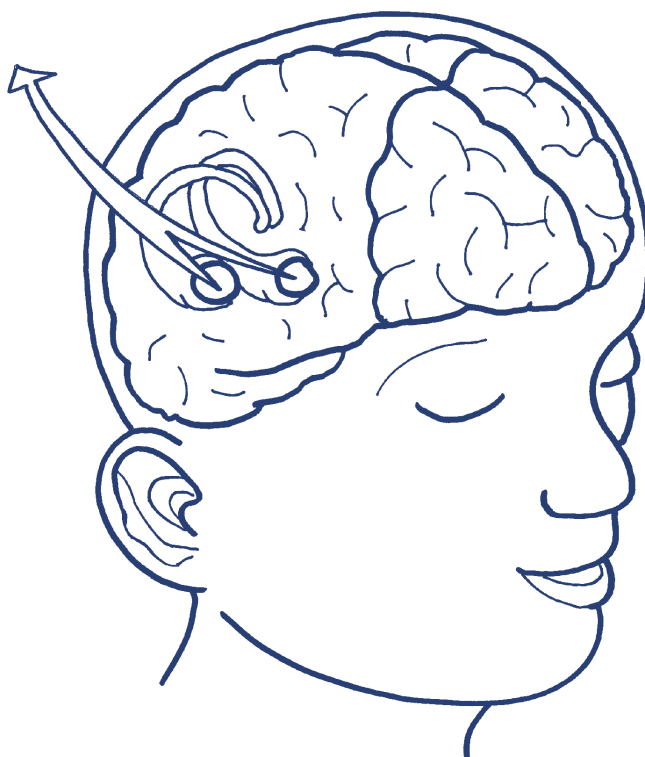
FIGHT



FLIGHT



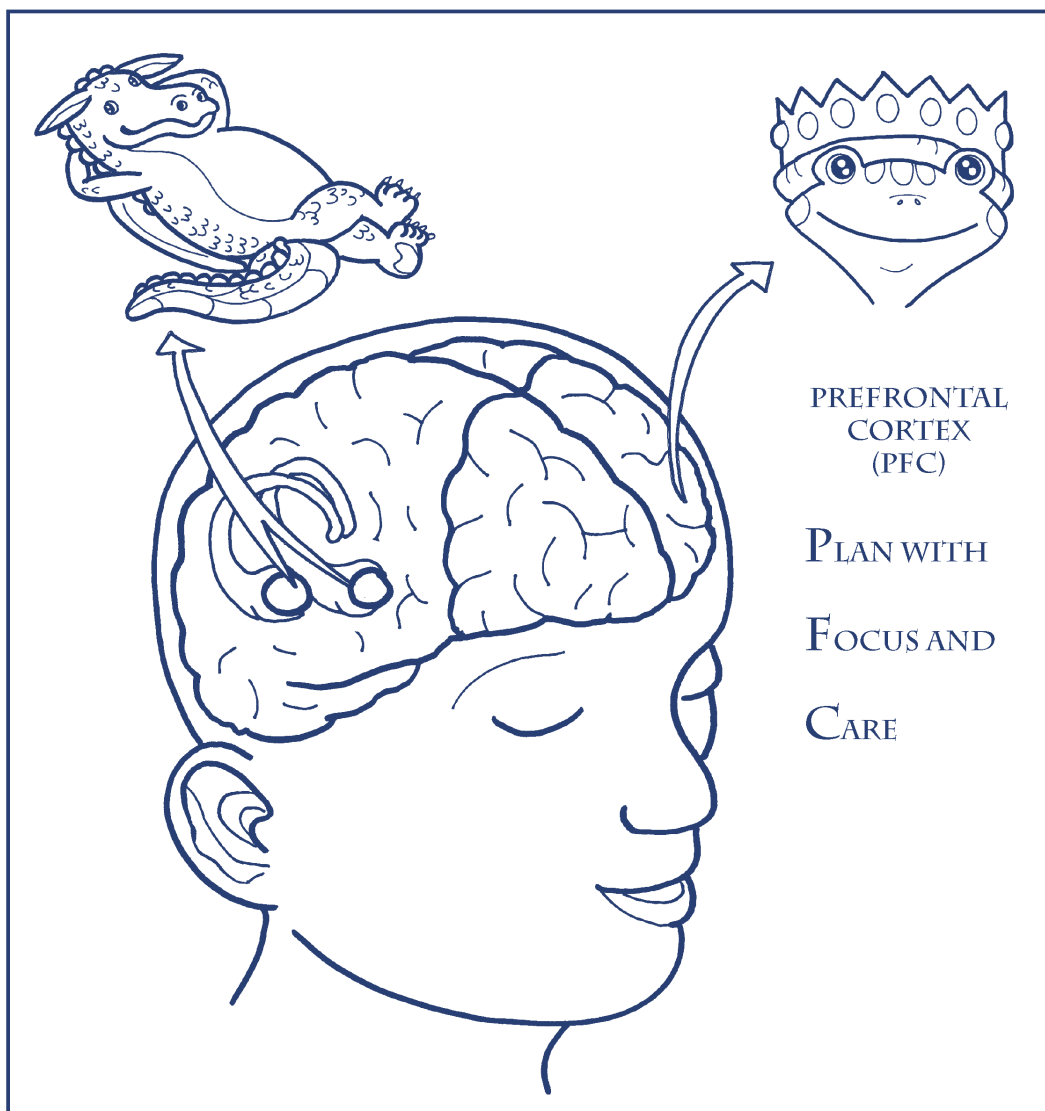
FREEZE



'WHEN OUR AMYGDALA FEELS SAFE' HANDOUT

WHEN OUR AMYGDALA FEELS SAFE

WHEN OUR AMYGDALA FEELS SAFE, IT RELAXES AND PASSES
INFORMATION ON TO THE PFC ("KIND LEADER") FOR
HIGHER THINKING AND REASONING.



Lesson Six

Mindful Listening



GUIDING QUESTION

How is mindful listening different from how you usually hear something?

OBJECTIVE

Students will be able to focus their attention through their sense of hearing and describe a variety of sounds audible at different distances.



TEACHER TIPS

- To expand the focus on mindful listening, introduce the idea of using some kind of sound (a bell or harmonica works nicely) to indicate learners can go to Seated Mountain before starting the seated Brain Breaks.
- You can also include a different sound to indicate Standing Mountain.



VOCABULARY

audible
sense



MATERIALS

- “The Five Senses” Image to display
- Four items that make different sounds (e.g., keys, container of rice, Velcro, bottle of water, jar of coins, deck of cards to shuffle, zipper)
- Opaque bags (or containers) to conceal sound items
- Harmonica or bell (optional)



BRAIN BREAKS

Breathing Ball
Animal Arms: Dolphin
Animal Arms: Pufferfish
Recharge Sequence
Guided Rest with Breathing Buddy

Brain Break 1

BREATHING BALL

Connect

Last time, we learned how the prefrontal cortex influences our ability to plan and make intelligent decisions. We discovered that through mindful breathing, we can ignite our power to tame our temper. With consistent practice, over time, the brain can learn to be less reactive and instead respond more thoughtfully in challenging situations so your kind leader can successfully guide you.

Brain Breaks 2 and 3

ANIMAL ARMS: DOLPHIN

ANIMAL ARMS: PUFFERFISH

Teach

Today, we are going to explore a new superpower: the power to laser focus. We will activate our power to laser focus through our sense of hearing.

Our senses help us experience and understand the world around us. We have five main senses: taste, sight, smell, hearing, and touch. We use our tongues for tasting, eyes for seeing, noses for smelling, ears for hearing, and skin for touching. When we use our five senses mindfully, we strengthen our power to laser focus. We become expert observers, taking in all of the detailed

information our senses provide that we never before noticed.

Did you know that our sense of hearing is extremely sensitive? We can reduce what we see, smell, taste, or touch, but we are unable to block out sound in the same way.

Provide examples of how you can reduce what you see, smell, taste, and touch.

Today we are going to explore our power to laser focus by directing and redirecting our attention to specific sounds. Let's start with an exercise called Layers of Sound.¹

Lead learners through Layers of Sound exercise.

1. Sit up comfortably with a tall spine. Softly close your eyes. If you do not want to close your eyes, just softly look down. First, we are going to open our ears wide and stretch our hearing beyond this classroom to listen for sounds far away from us. Listen for the most distant sound you can perceive. You do not need to identify the sound or what is making the sound.

Give students about 10 seconds of silence.

2. Now we are going to zoom in our hearing to observe sounds close to us in this room. Without moving, allow your ears to explore the sounds around the room.

Give students about 10 seconds of silence.

3. Now that we have explored the room's sounds, we are going to tune in to the sounds of our bodies.

Give students about 10 seconds of silence.

4. Slowly open your eyes.



ENGAGEMENT QUESTIONS

What sounds did you notice?

Which sounds did you like or dislike?

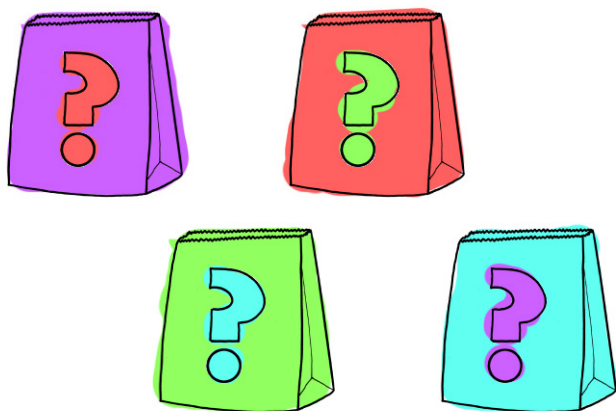
Did you find listening to the sounds farthest away or the sounds your body makes most calming? Why?

Brain Break 4



Active Engagement

1. Display four individually concealed items that make unique sounds.



2. Have students pair off and close their eyes as you introduce one sound at a time. For grades one and two, distribute handouts and pencils.
 3. Ask students to recall and record what they predict produced each of the four sounds.
 4. Students share their predictions with their partners. Reveal each of the four mystery sounds.
-



ENGAGEMENT QUESTIONS

What sound was easy for you to identify?

What sound was difficult for you to identify?

*Was it hard to **only** use your sense of hearing to identify sounds? Why do you think so?*

Brain Break 5



GUIDED REST WITH BREATHING BUDDY

For today, find a way to integrate the sense of hearing into the learners' rest time.

Option one:

Repeat the Layers of Sound exercise while learners are resting.

Option two:

Play some soft instrumental music while learners are resting.

Link

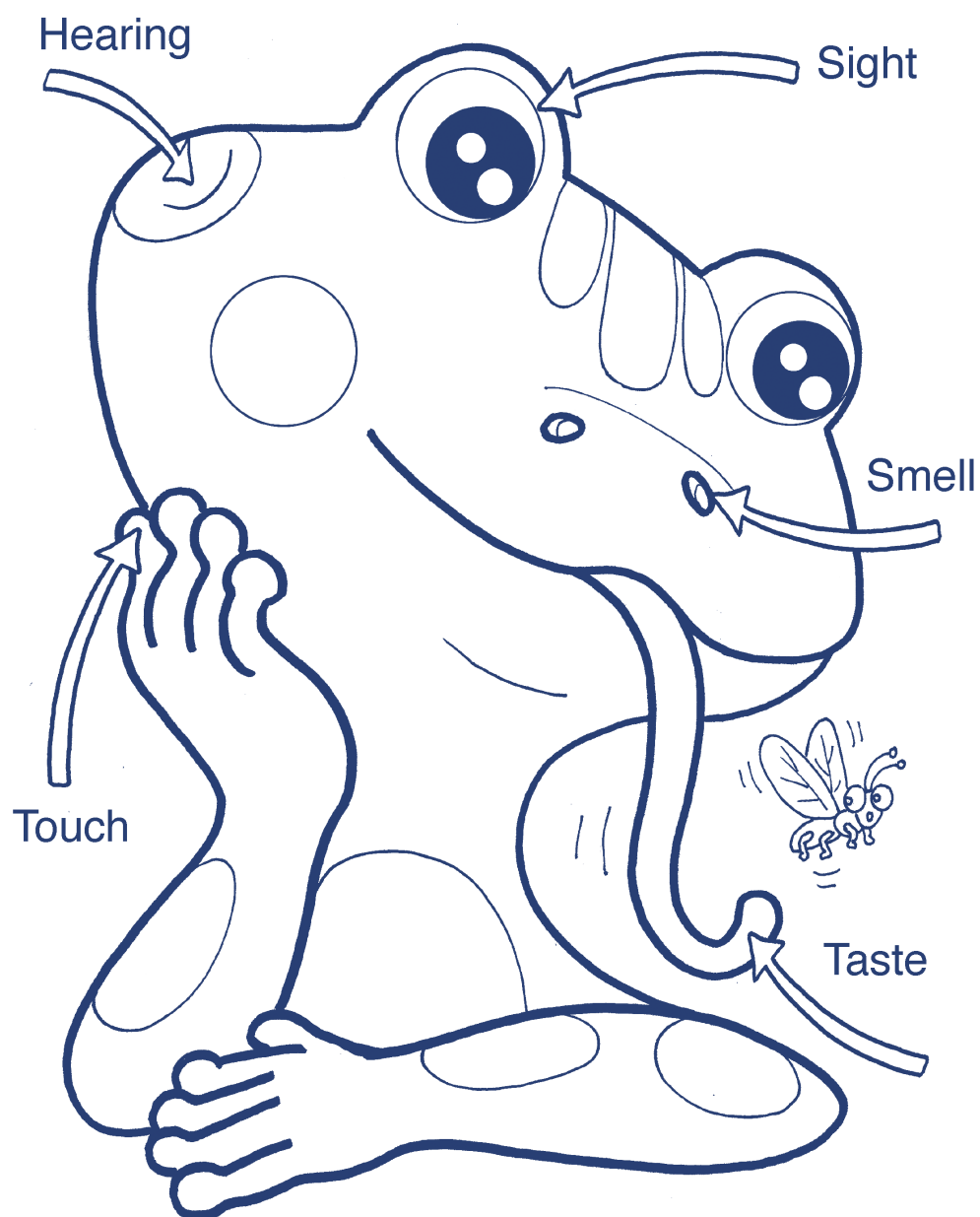
Today we strengthened our power to focus by intentionally placing our attention on specific sounds, deepening our mindful listening skills. When we bring our full attention to our sense of hearing, we notice sounds around us that we might not have paid attention to before.

Home Practice

This week, notice the sounds around you in different environments (e.g., school, home, library, grocery store, restaurant, playground). Notice the types of sounds you hear at each location.

¹ Jennifer Harper Cohen, Little Flower Yoga. <http://littlefloweryoga.com/blog/layers-of-sound>.

'THE FIVE SENSES'

The Five Senses

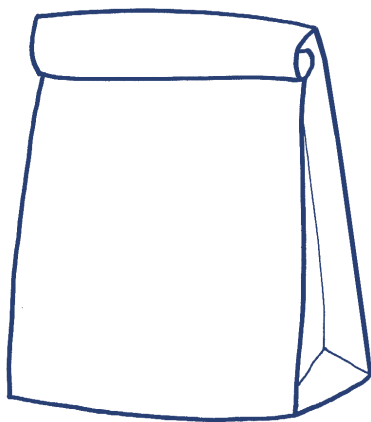
'EXPLORER'S DOCUMENTATION LOG' HANDOUT

Explorer's Documentation LogTopic: Mindful Listening

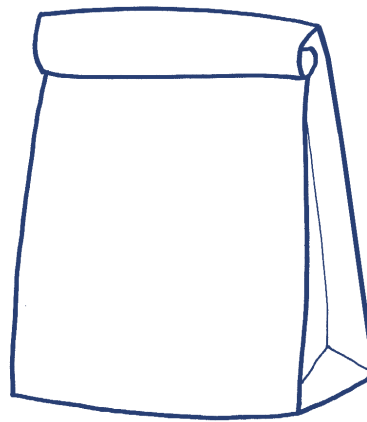
Date: _____

Mission:

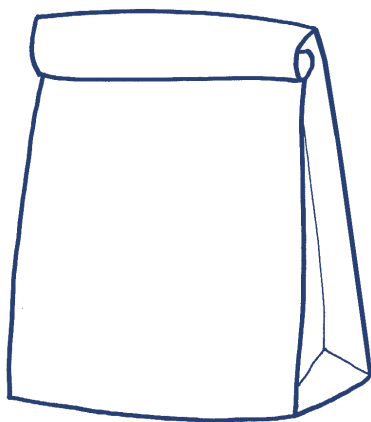
- 1) Activate your power to laser focus using your sense of hearing.
- 2) Use mindful listening to notice the first moment you hear the sound until the moment where it ends.
- 3) Before recording your response, take 1 mindful breath.
- 4) Draw or write the name of the Mystery Object on each numbered bag.



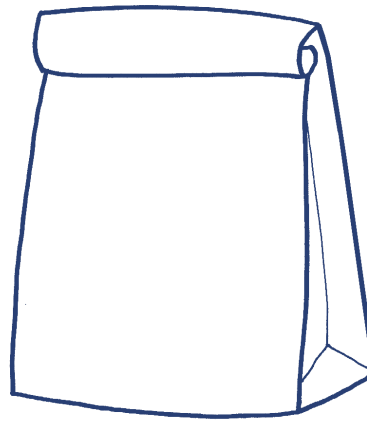
Bag #1 _____



Bag #2 _____



Bag #3 _____



Bag #4 _____

Lesson Seven

Way to Go!



GUIDING QUESTION

How can positive slogans affect your attitude?

OBJECTIVE

Students will be able to create a positive self-talk slogan to improve self-confidence.



TEACHER TIPS

- As you introduce Attitude of Gratitude, it can be helpful to share with learners something simple that you are grateful for in your own life. Modeling helps make this abstract concept more concrete for them.



VOCABULARY

empower
mindset
slogan



MATERIALS

- “Way to go” handouts
- For Optional Activity:
 1. 1 1/2"–2" x 11" strips of orange and yellow construction paper (one per student)
 2. Brown or black markers or pens (one per student)
 3. Poster entitled “Zeal the Lion” with an image of a lion’s face in the center. (Use example provided or make your own).



BRAIN BREAKS

Breathing Ball
Recharge Sequence
Brain Balance Sequence
Tree
Attitude of Gratitude

Brain Break 1

BREATHING BALL

Connect

Last time we worked together, we strengthened our power to laser focus by intentionally placing our attention on specific sounds, deepening our mindful listening skills.

Brain Break 2

RECHARGE SEQUENCE

Teach

Today, we are going to activate a new superpower, our power to grow and stretch. The power to grow and stretch is our ability to learn from our mistakes instead of feeling defeated and giving up.

One thing that affects our power to grow and stretch is something called “self-talk.” Self-talk is how we think and talk about ourselves. We are not always aware of our self-talk. Sometimes we say our self-talk out loud, and sometimes we say it silently in our minds. Self-talk can be either positive or negative.

Negative self-talk makes it difficult for our brains to grow and stretch in positive ways.

Provide an example of negative and positive self-talk (e.g., “I am terrible at math. I should just give up” versus “I can do math if I go

through each problem step-by-step and ask for guidance from my teacher along the way”).

Everyone struggles with negative self-talk, even adults. Thinking that you are not good enough and comparing yourself with others are examples of negative self-talk.

Teach students how to stop negative self-talk by following the thought-stopping steps:

- ① Become aware of self-talk.
- ② Stop the negative self-talk.
- ③ Replace it with positive self-talk.

As we practice our next Brain Break, let’s think of something positive to say to ourselves when the exercise feels challenging.

Take student responses, and help guide their responses into positive self-talk. Some examples of statements to lead them to are “If I keep trying, I will get it”; “Even if I fall down, I can try again”; “I can focus on my breathing”; and “I can do it.”

Brain Break 3

BRAIN BALANCE SEQUENCE



ENGAGEMENT QUESTION

Did it help to practice positive self-talk while we did the Brain Balance sequence?

Point out that even when the outcome is not what we hope for (ie, maybe you still lost your balance in the pose), the way we think about our experiences can help us in the future. If you practice using positive self-talk, you are more likely to try again and give yourself the chance to improve.

Active Engagement

One way to replace negative self-talk with positive self-talk is to create positive personal slogans.

A slogan is a statement about who you are and what you are capable of achieving. Positive slogans are empowering. The key in using slogans is to have them bring up positive emotions. This is important because your thoughts, words, and beliefs have a powerful influence on your happiness, actions, and success.

Before we create our positive slogans, let's get ourselves in a positive frame of mind by focusing on a personal accomplishment that we feel proud of.

Model how to choose one thing that you are good at or are proud of having accomplished. Ask students to do the same. Students then split into pairs and share their strengths and how naming their strengths makes them feel with their partners.

Brain Break 4



Now, let's get ready to create our slogans.

1. Review the examples from the "Way to Go!" page of positive slogans. Feel free to include your own additional examples of positive slogans.
2. Share the following tips to help students create their personal slogans:
 - State your slogans in a positive way (e.g., "I am smart" versus "I am not dumb").
 - Start your slogans with "I am" rather than "I will" (e.g., "I am a good athlete" versus "I will become a good athlete").
 - Make your slogans short and specific.
3. Remind students to proudly proclaim their slogans with confidence and enthusiasm.

OPTIONAL GROUP ACTIVITY

Display the poster entitled "Zeal the Lion." Model how you record your positive slogan on one strip of either orange or yellow construction paper. Then affix your slogan to the lion's head to represent one small portion of the mane. Each student's slogan will contribute to the lion's mighty mane. Distribute one strip of either orange or yellow construction paper and a brown or black marker or pen to each student. Ask students to write their slogans, share them with the class, and attach them to Zeal's mane.

Brain Break 5

ATTITUDE OF GRATITUDE

Link

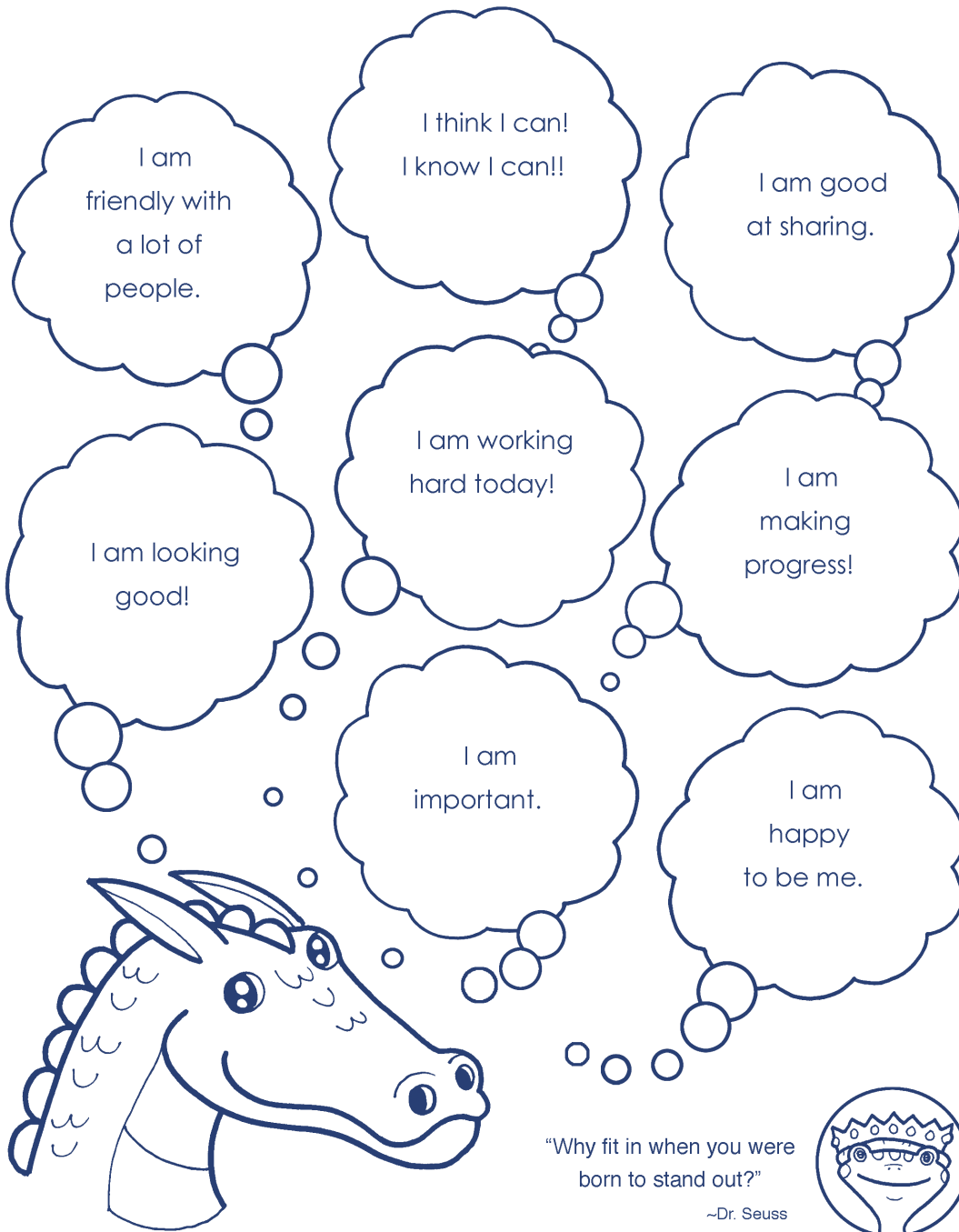
Today we learned how to create positive personal slogans to empower us to be happy, confident, and successful. Your positive thoughts, words, and beliefs greatly influence your ability to achieve your goals. What you think, you become. With a positive, can-do attitude, the sky is the limit!

Home Practice

The next time you have a challenge when you are learning or trying something new, practice using your positive personal slogan and notice if it helps you.

'WAY TO GO!' HANDOUT

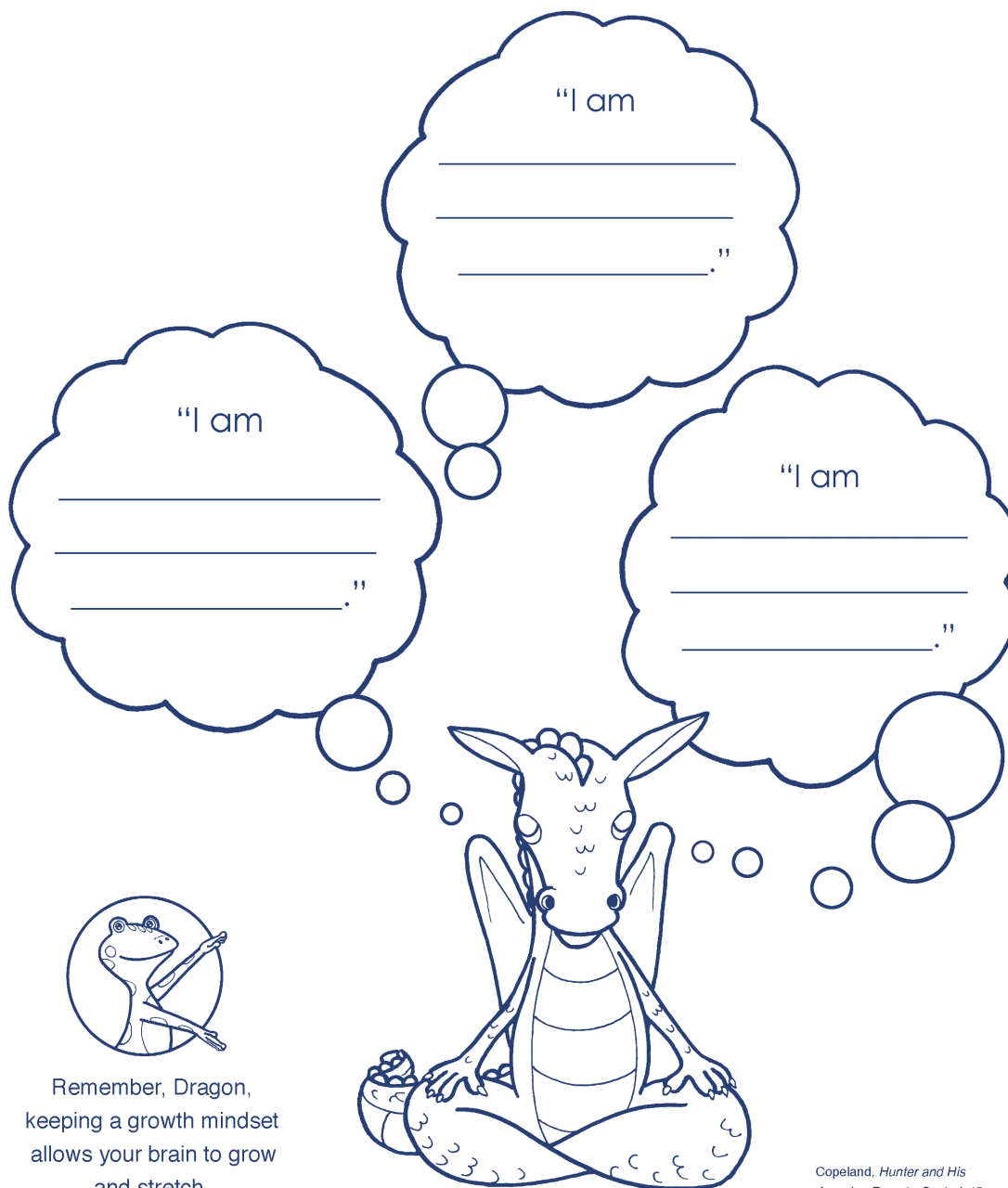
Way to Go!



'WAY TO GO!' HANDOUT

Way to Go!

Fill in the thought bubbles with your own positive self-talk.
Say them to yourself silently. Notice what happens.



ZEAL THE LION



Lesson Eight

Taking in the Good



GUIDING QUESTIONS

How does it feel to receive a compliment?

How does it feel to give someone a compliment?

OBJECTIVE

Students will be able to practice appreciation by giving sincere compliments to classmates during the game Taking in the Good.



TEACHER TIPS

- During today's lesson, encourage learners to take in how much experience they have gained by practicing their Brain Breaks.
- Use Brain Breaks as an opportunity to demonstrate the types of compliments you would like the learners to share during the Taking in the Good exercise.



VOCABULARY

compliment
inspire
receive
value



MATERIALS

- Class roster cut up with each student's name on a slip of folded paper (be sure to include your name and any paraprofessionals' names)
- Hat or jar
- Chart paper and marker
- Beach ball or beanbag (one item for students to pass around a circle)



BRAIN BREAKS

Breathing Ball
Countdown Calm Down
Brain Balance Sequence
Tree
Attitude of Gratitude

Brain Break 1

BREATHING BALL

Connect

Last time we worked together, we learned how to create positive personal slogans to empower us to be happy, confident, and successful. We explored the power of positivity, including how your positive thoughts, words, and beliefs greatly influence your ability to achieve your goals.

Brain Break 2

COUNTDOWN CALM DOWN

Teach

Today, we are going to continue to develop our power to grow and stretch by playing the game Taking in the Good. We will practice how to give and politely receive compliments. A compliment is when you say something kind about someone's strength or talent. When we give compliments to others, we are showing how much we appreciate and value them. Often people's strengths and talents can inspire us to grow by learning or trying something new.

Brain Break 3

BRAIN BALANCE SEQUENCE

Teach

Ask a student volunteer to help you demonstrate how to give a compliment. Point out that a genuine compliment will, like our personal power slogans, be true and specific (e.g., “*You let people join whatever game you are playing*” versus “*You’re nice*”). Discuss the difference between an “inside compliment” (focused on traits, abilities, strengths) versus an “outside compliment” (focused on appearance, clothing, possessions). For today, we are going to focus on inside compliments.

Have your partner model how to politely receive your compliment. Point out that it is okay to feel a little uncomfortable when someone compliments us. We can still say “Thank you” instead of denying the compliment (“No, I’m not”) or deflecting the attention (“So are you!”).

Next, brainstorm and chart a list of compliment starters to help students verbalize their compliments. Below are several examples:

- *I like...*
- *You are...*
- *You are a good friend because...*
- *You make our class better by...*
- *Thank you for...*
- *You can always be counted on to...*
- *You did a very good job of...*
- *It was great that you...*
- *I am impressed by your...*
- *I am inspired by your...*

Brain Break 4



Active Engagement

1. Introduce the game Taking in the Good.¹ Explain that Taking in the Good is an opportunity to notice a classmate's strengths and talents. Give a few hypothetical examples. (Change the names in the examples if a student has the same name.)

*"**Lola** is really good at basketball. She continues to practice and improve her free throw shot."*

*"**Amir** is an excellent math student who is also kind enough to help his classmates improve their math skills."*

2. Next, have each student draw a name from a hat or jar. You (and any paraprofessionals) should also draw a name, since your name is included in the hat. If students express disappointment about the name they selected, emphasize that the class is a community of friends.
3. Give learners a moment to think about the person whose name they drew. Have them plan a compliment using the chart you created as a class.

4. Have students sit in a circle. Bring out the beanbag (or other item you will use for students to pass around the circle). Start by giving a compliment to the student you picked from the hat. Model how you refer to the chart with compliment starters to formulate your compliment. Have the student practice receiving the compliment by simply saying "Thank you." Pass the beanbag to another student, who gives a compliment to the student whose name they drew from the hat. Continue until every student has been appreciated with a compliment.
5. If you are short on time, as an alternative to going around the circle, you can pair students up and have them practice giving and receiving compliments to each other.



ENGAGEMENT QUESTIONS

How did it feel to give a sincere compliment to a classmate?

How did it feel to receive a compliment by saying "Thank you"?

When giving or receiving a compliment...

- *What thoughts did you notice?*
- *What emotions did you feel?*
- *What sensations did you feel in your body?*

What would our classroom be like if we gave each other sincere compliments every day?

Brain Break 5



Link

Today we learned how to give compliments and how to politely receive compliments. Remember how wonderful it feels to both give and receive compliments. Helping others feel good about themselves makes our community stronger and kinder. Recognizing and acknowledging the good in others by giving compliments helps your brain continue to grow and stretch.

We have now learned how to activate our superpowers: the power to be calm, the power to tame your temper, the power to laser focus, and the power to grow and stretch. Being mindful of your superpowers guides you to make smarter, healthier choices, even when faced with strong emotions or challenging situations. Never forget that the powers are within! Use them wisely and kindly!

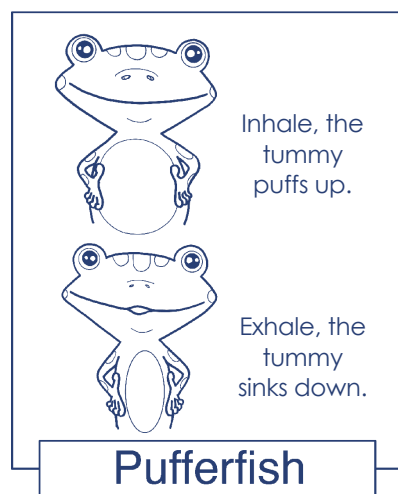
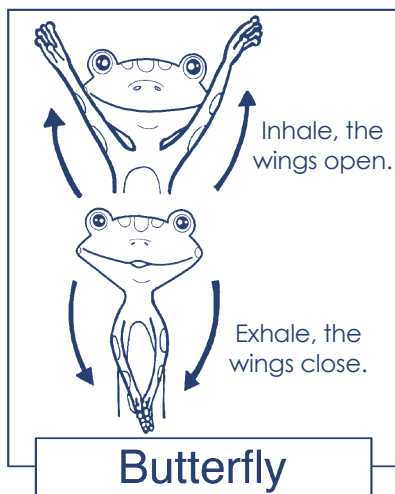
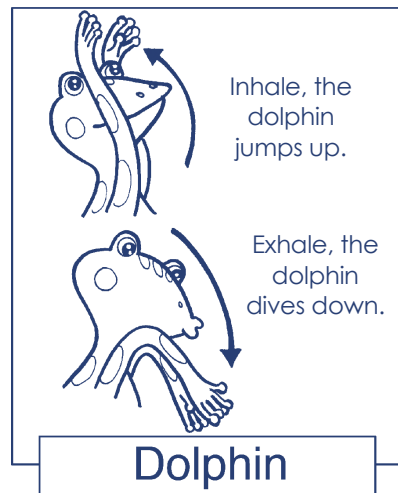
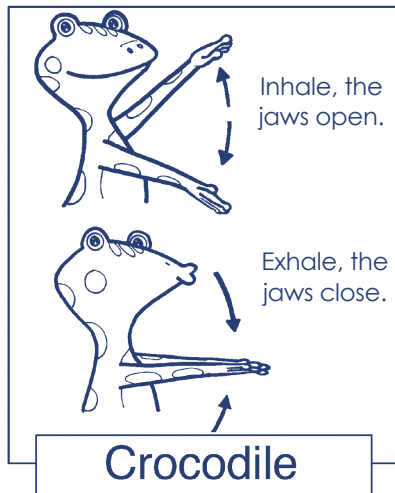
¹ Rick Hanson, "Do Positive Experiences Stick to Your Ribs?" [http:// www.rickhanson.net/take-in-the-good/](http://www.rickhanson.net/take-in-the-good/).

Brain Break Scripts



Animal Arms

- You can combine these exercises in a sequence, or just choose one or two to do at a time.
- If you have a bell or harmonica, use it to indicate when to inhale and exhale.
- Count slow breaths and use an even tone of voice.





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.



Brain Balance Sequence

1. Inhale, take the right arm overhead and move 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.



Inhale



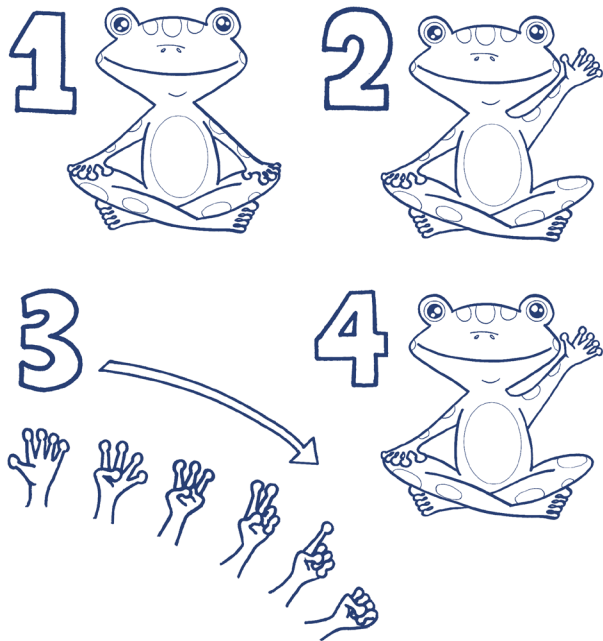
Exhale



Inhale

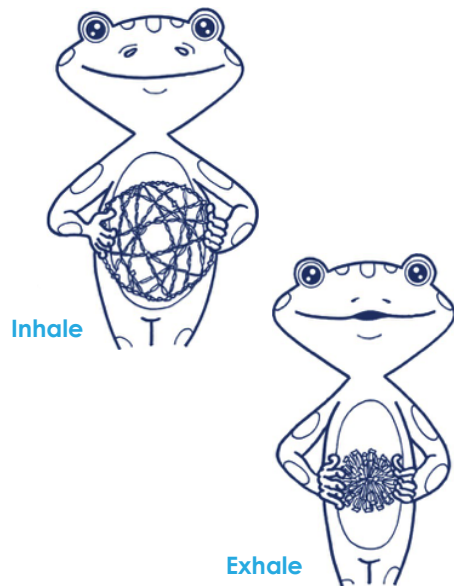


Exhale



Countdown Calm Down

1. Sit tall in your chair or on the floor with your legs crossed.
2. Inhale, raise one arm over your head.
3. Exhale, slowly lower your arm and count down with your fingers: 5, 4, 3, 2, 1, done.
4. Repeat steps 2 and 3.
5. Take a moment to notice how you feel.



Breathing Ball

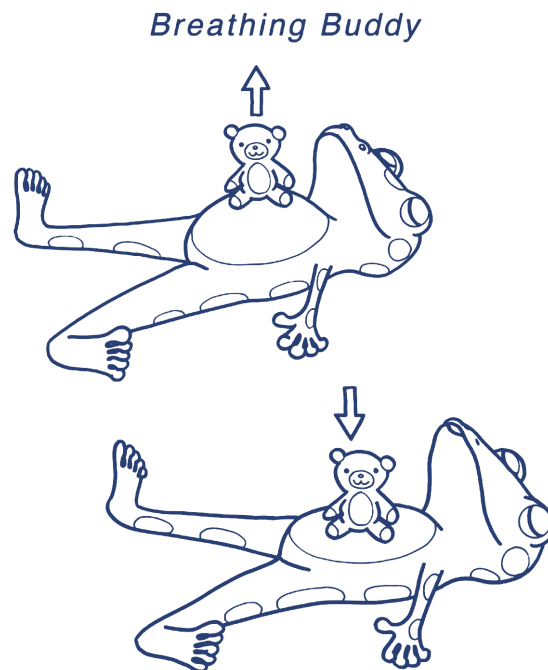
1. Start in Seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the breathing ball?

-
- We use a Hoberman Sphere as a breathing ball.



Guided Rest with Breathing Buddy

1. Lie flat on the floor in a position that feels comfortable
2. Place the breathing buddy on your tummy.
3. Focus on your breathing.
4. As you inhale, see if you can feel your breathing buddy move and rise up a little.
5. As you exhale, see if you can feel your breathing buddy move down a little.
6. As you slowly breathe in, feel your buddy rising.
7. As you slowly breathe out, your breathing buddy lowers down.
8. Try this a few times on your own.
9. Notice how it feels to be calm. That way, when you need to be calm, you will understand how it feels.
10. Focus on every breath in and every breath out.
11. Slowly come back to sitting cross-legged and bring your breathing buddy with you.
12. Take a moment to notice how you feel.





Mind Jar



- *To begin, shake up a mind jar and hold in front of class so that all learners can see.*

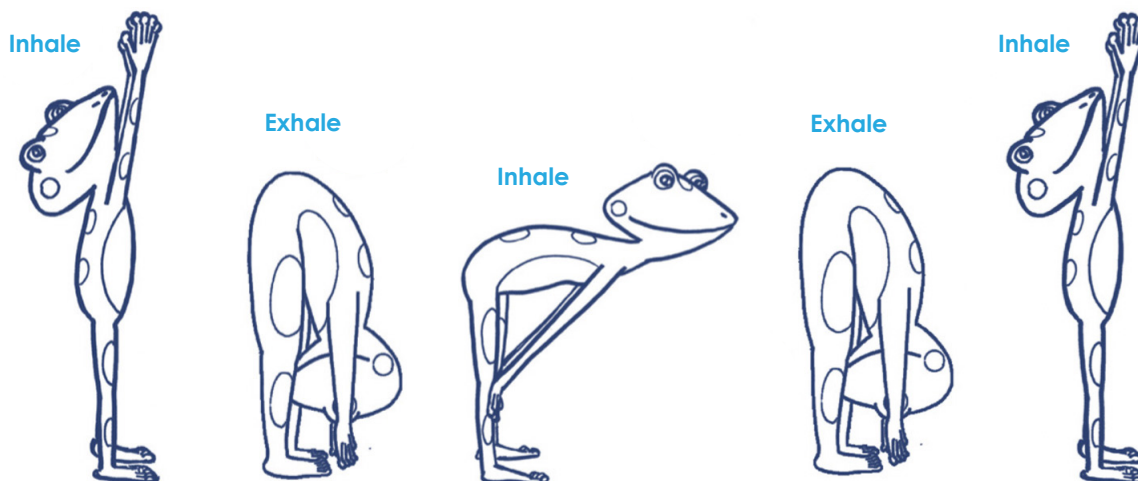
1. Sit in Seated Mountain.
2. Feel the breath moving inside of your body.
3. Keep taking relaxed breaths until the sparkles settle to the bottom of the mind jar.
4. Notice how you feel.

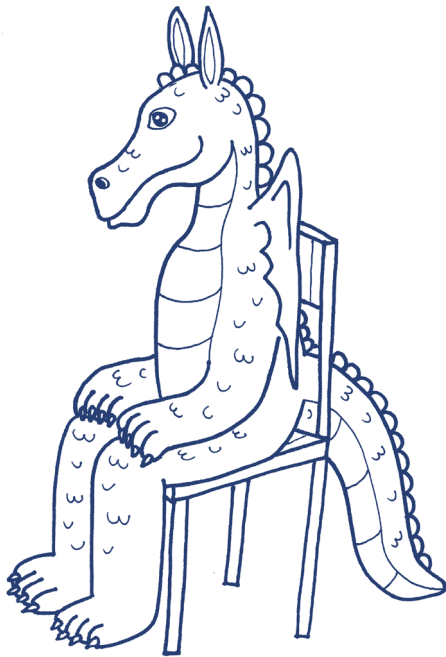
-
- *You can share with learners that the mind jar can help whenever they feel upset or overwhelmed.*
 - *Imagine the glitter as your thoughts. When you shake the jar, imagine your head full of whirling thoughts. Watch them slowly settle as you calm down.*
 - *Remember, simply noticing when you feel stirred up can help you start to feel calm.*



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.





Seated Mountain

1. If in a chair, sit with feet on the ground and knees pointing straight ahead. If on the floor, sit with crossed legs.
2. Place your arms straight at your sides or hands resting on side of chair or 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.



Smell the Rose, Blow out the Candle

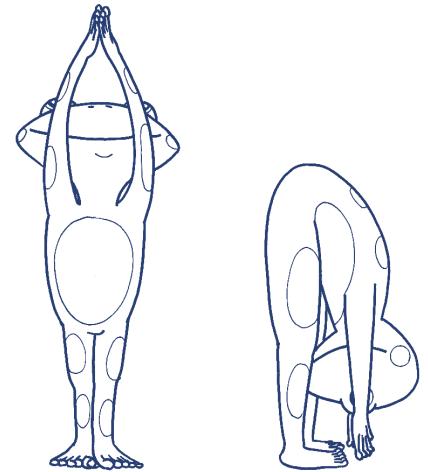


1. Sit tall in your chair.
2. Imagine you have a rose in one hand and a candle in the other.
3. Breathe in and smell your imaginary flower, then breathe out and blow out the flame on your imaginary candle.
4. Breathe in, smell the rose; breathe out, blow out the candle.
5. Inhale, smell the rose; exhale, blow out the candle.
6. Repeat a few times. Notice how you feel.



Sunrise/Sunset

1. Start in Mountain.
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 the arms up overhead as if you were spreading branches. Balance for 5 to 10 breaths.
9. Exhale, return to Mountain. Repeat on the other side.





Glossary

ACTIVATE:

to make something active or more active

AMYGDALA:

a roughly almond-shaped mass of gray matter inside each cerebral hemisphere that is involved with the experiencing of emotions

AUDIBLE:

able to be heard

COMPLIMENT:

a polite expression of praise or admiration

EMOTION:

a feeling (like anger, happiness, sadness, or fear) often accompanied by a physical sensation in the body

EMPOWER:

to give someone the power or authority to do something

EXHALE:

to breathe air out of the lungs

EXPEDITION:

a journey or voyage

INHALE:

to draw air into the lungs

INSPIRE:

to fill (someone) with the urge or ability to do or feel something, especially something creative

MINDFUL:

being conscious and aware of someone or something, including oneself

MINDFULNESS:

the quality or state of being aware of someone or something, including oneself

MINDSET:

the established set of attitudes or opinions held by someone

OBSERVE:

to watch carefully; to notice or perceive a person, object, or scene

OVERWHELMED:

the state of feeling taken over by too many thoughts, feelings, sights, sounds, or sensations

PHYSICAL:

of or relating to the body

PREFRONTAL CORTEX:

the cerebral cortex that covers the front part of the frontal lobe of the brain

RECEIVE:

to be given, presented with, or paid

SELF-REGULATION:

the ability to manage your behavior and the expression of your emotions in a way that is appropriate to the environment you are in.

SENSE:

a faculty by which the body perceives external stimulus

SENSATION:

a physical feeling or perception

SLOGAN:

a short, striking, memorable phrase

VALUES:

a person's principles or standards of behavior; one's judgment of what is important

WANDER:

to move in a leisurely, sometimes aimless, way



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