



Thank you for joining us!

**Session:** Start with the Heart: K-2

**Trainer:** Erin Cooney

### Getting Started:

1. If you have any questions, please type them into the Q&A box.
2. Place a pen/pencil/paper nearby to jot down your thoughts.
3. Make sure you have some space to move.

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Website: [www.pureedgeinc.org](http://www.pureedgeinc.org)

Email: [getmoving@pureedgeinc.org](mailto:getmoving@pureedgeinc.org)



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# Introductions



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



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<http://www.earlylearninghq.org.uk/class-management/multilingual-hello-poster/>



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# Introductions

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Erin Cooney

**erin@pureedgeinc.org**

*Director of Curriculum & Instruction;  
National Trainer*

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# Who We Are

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**Pure Edge, Inc. (PEI)** is a private operating foundation that provides direct service to organizations through professional development & strategy thought partnership.

PEI also provides grants to national organizations that advance the work of whole child development & SEL.



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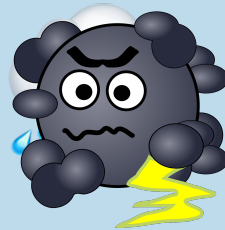
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# Welcoming Activity

Respond to the poll to share your response with our group.

## Describe Your Mood Today



Sunshine Rainy Thundery Cloudy Rainbow



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## Engaging Activity: Mindful Minute



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# Learning Objectives

- ❖ Describe “Start with the Heart: Shine K-2” Curriculum.
- ❖ Practice and implement Breathe, Move, and Rest strategies for Self-Awareness and Self-Management.
- ❖ Access and use PureEdgeInc.org online resources.



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# Breathe

## Breathing Ball

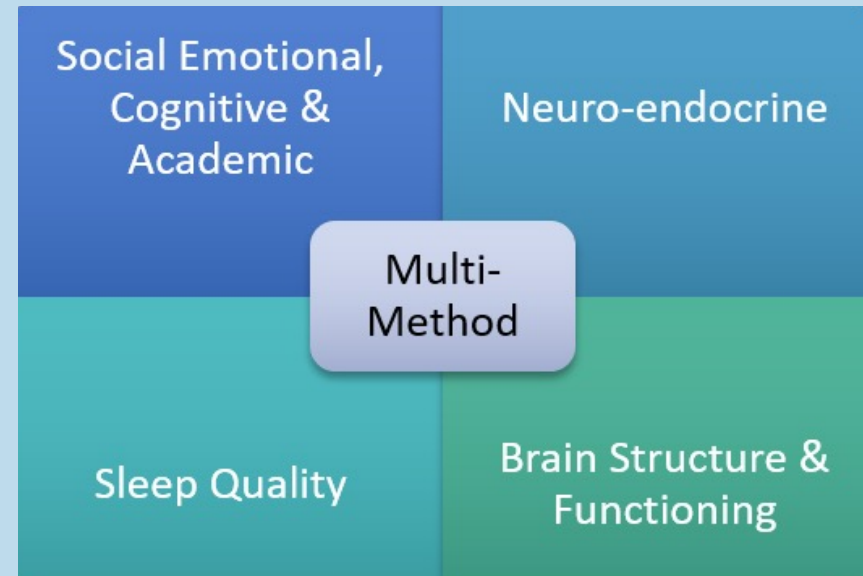
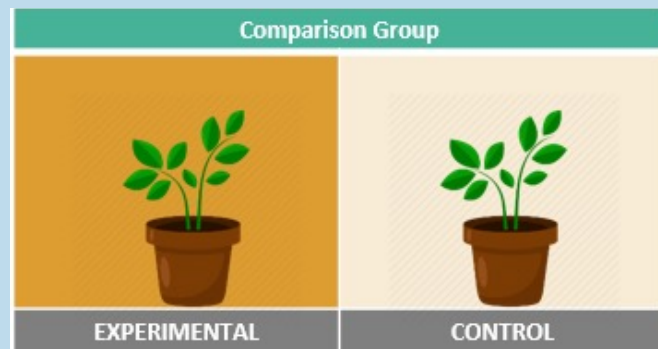
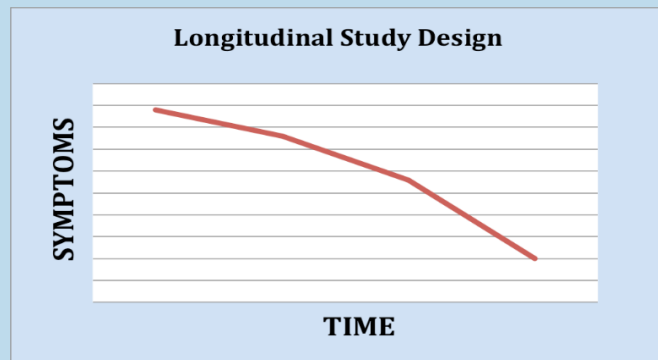


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# Largest Multi-Method CONTROLLED Longitudinal YOUTH Yoga Study in US



# Sleep

---

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

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

*One group received the intervention, the other did not*

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



# Sleep

---

- ❖ The health of both the brain and the body depend on the quality of our sleep.
- ❖ Highly important mental functions can all be impaired due to lack of sleep:
  - focusing attention, thinking, remembering
  - problem solving, emotional regulation
  - connecting with others



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Image Sources: Pure Edge



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Email →  
Tweet

## Mindfulness training helps kids sleep better, Stanford Medicine study finds

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

JUL 6  
2021

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

Taught mindfulness techniques, stretching and breathing exercises, children in a study gained over an hour of sleep per night.  
*Erik Gonzalez/Shutterstock*



# Sleep

---

*Learners who received the intervention...*

❖ Gained an average of **74** minutes of sleep per night.

❖ Gained an average of **24** minutes of REM sleep.



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Source: <https://med.stanford.edu/news/all-news/2021/07/mindfulness-training-helps-kids-sleep-better--stanford-medicine-.html>



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“To fall asleep you have to relax, but they have a hard time letting their experiences go.”

Victor Carrion, MD  
Director, Stanford Early Life Stress and Resilience Program

---



**Breathe**  
— Smell The Rose  
Blow Out The Candle



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# Start with the Heart

Shine K-2

- ❖ Goal: any teacher can pick up and use.
- ❖ Includes 8 of our best Pure Power lessons.
- ❖ Weaves Brain Breaks throughout each lesson.
- ❖ Aligned with Brain Breaks videos we created to support curriculum.



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Topics covered include:

- Superpowers
- Awareness of breath & movement
- Neuroscience of self-regulation
- Mindful listening
- Positive self-talk
- Taking in the Good



# Countdown Calm Down



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## 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 before reacting to strong emotions.



### 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.
- 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

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 Buddies

## Cover Page

- Lesson Title
- Guiding Question(s)
- Objective
- Vocabulary
- Materials
- Brain Breaks
- Teacher Tips





# Main Lesson

## LESSON TWO

### 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.

### 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

BUILDING AWARENESS OF BREATH 11

## LESSON TWO

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 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.

### 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 BOTH ARMS

LOW ENERGY = MINUS SIGN WITH ONE ARM

BALANCED = EQUAL SIGN WITH BOTH ARMS

12 START WITH THE HEART: SHINE K-2

## LESSON TWO

### 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.

BUILDING AWARENESS OF BREATH 13



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# Sections of the Lesson

Connect

Active Engagement

Teach

Engagement Questions

Optional Activity

Link

Home Practice

Brain Breaks



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# Sunrise/Sunset



**Move**

Sunrise/Sunset



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# Visual Supports for the Classroom

LESSON ONE

VISUAL SUPPORTS FOR THE CLASSROOM | 'YOUR SUPERPOWERS!'

**Your Superpowers!**

8 START WITH THE HEART: SHINE K-2

LESSON ONE

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!**

LET YOUR SUPERPOWERS SHINE 7

LESSON ONE

VISUAL SUPPORTS FOR THE CLASSROOM | 'SEATED MOUNTAIN'

**Seated Mountain**

LET YOUR SUPERPOWERS SHINE 9



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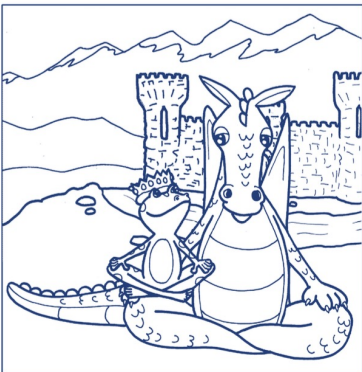
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# Handouts/Activities

## LESSON FOUR

REFLECTION JOURNAL 2 STORY, PAGE 9

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.

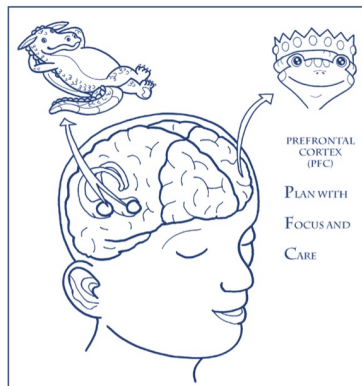
Being an intelligent dragon, he stored this lesson in his memory and always reminded himself to stop and think before hastily reacting when new visitors came to the castle.

GETTING TO KNOW YOUR BRAIN: AMYGDALA AND PREFRONTAL

'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.



PREFRONTAL CORTEX (PFC)

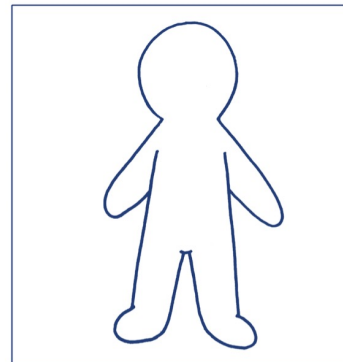
PLAN WITH  
FOCUS AND  
CARE

THE BRAIN-BREATH CONNECTION 33

## LESSON FIVE

OPTIONAL GROUP ACTIVITY | 'EMOTIONS' HANDOUT

### 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.

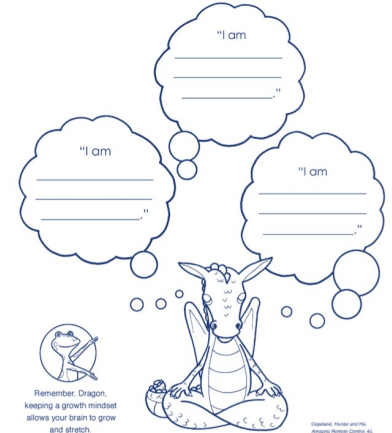
START WITH THE HEART: SHINE K-2

## LESSON SEVEN

'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.



Remember, Dragon, keeping a growth mindset allows your brain to grow and stretch.

Copyright: Mindset and the Amazing Memory Control, LLC

WAY TO GO! 45

# Recharge Sequence



**Move**  
Recharge Sequence



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# Guidelines for Delivery



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

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

\*Incorporating Brain Breaks on non-lesson days will support retention and maximize impact.



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Tree



Muévete





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<https://www.kqed.org/mindshift/53681/how-movement-and-exercise-help-kids-learn>



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# Self-Care



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# Guided Rest with Breathing Buddy



**Rest**



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**Optimistic Closure:** One Word To  
Describe How You Feel– Type it in the chat box!



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Photo: Juan Monino



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# Brain Breaks Review



## Breathe

- ❖ Breathing Ball
- ❖ Smell the Rose, Blow out the Candle
- ❖ Countdown Calm Down



## Move

- ❖ Sunrise/Sunset
- ❖ Recharge Sequence
- ❖ Tree



## Rest

- ❖ Mindful Minute
- ❖ Guided Rest with Breathing Buddy



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# Takeaways

- ❖ Start with the Heart is designed for easy implementation
- ❖ Brain Breaks benefit learners and educators.
- ❖ Resources available on [PureEdgeInc.org](https://PureEdgeInc.org).



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Evidence-Based Approach  
Thoughtful Partnerships  
Curriculum & Training



Online Curriculum

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+ MENU



•  
breathe

•  
move

•  
rest



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Pure Community

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**Session:** Start with the Heart: K-2

**Trainer:** Erin Cooney



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