



August 3: Middle & High School

Thrive Thursdays:
Breathe, Move, & Rest to Kick off the School Year





Welcome: While We Wait

- Please type into the **chat**:
- 1) First Name
- 2) City, State
- 3) School District or Organization



Engaging Activity: Even In, Even Out



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.

Who We Are



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

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



Who We Are



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(Body-mind design as a therapeutic approach)

Foundation: Trauma





Agenda

- Middle & High School: **The Impact of Transitions & Routines**
- Resources: **Open-Source Access and Implementation Guide**
- Ongoing Adult SEL: **Modeling & Sustaining Good Practice**







Middle School: Impact of Transitions & Routines

- Middle School Journal 2012: **“Some students find the move between schools so difficult that they unlearn skills and content...”** (Akos, 2004).
- Moving into or out of the middle grades comes at a time when the **learners themselves** are going through considerable **social, emotional, cognitive, and physical changes.**
- Top **transition** concerns for students: **Homework, getting lost, getting to class on time, fitting in/making new friends, and dealing with social pressures.**

Akos, P. (2004). Middle and High School transition as Viewed by Students, Parents, and Teachers. *Professional School Counseling* , 212-221.





High School: Impact of Transitions & Routines

- Attractive aspects for students transitioning **from middle to high school: meeting new peers and increased freedom** (Akos, 2004)
- Additionally, having their own **lockers**, having **different teachers** for several subjects, **switching classrooms** for different classes, **eating in the cafeteria**, participating in **sports programs**, and the opportunity to **make new friends**
- **High school students and their parents' top concerns** included: **focus on academics** such as homework, **hard classes**, and the **pressure to do well**.

Akos, P. (2004). Middle and High School transition as Viewed by Students, Parents, and Teachers. *Professional School Counseling* , 212-221.



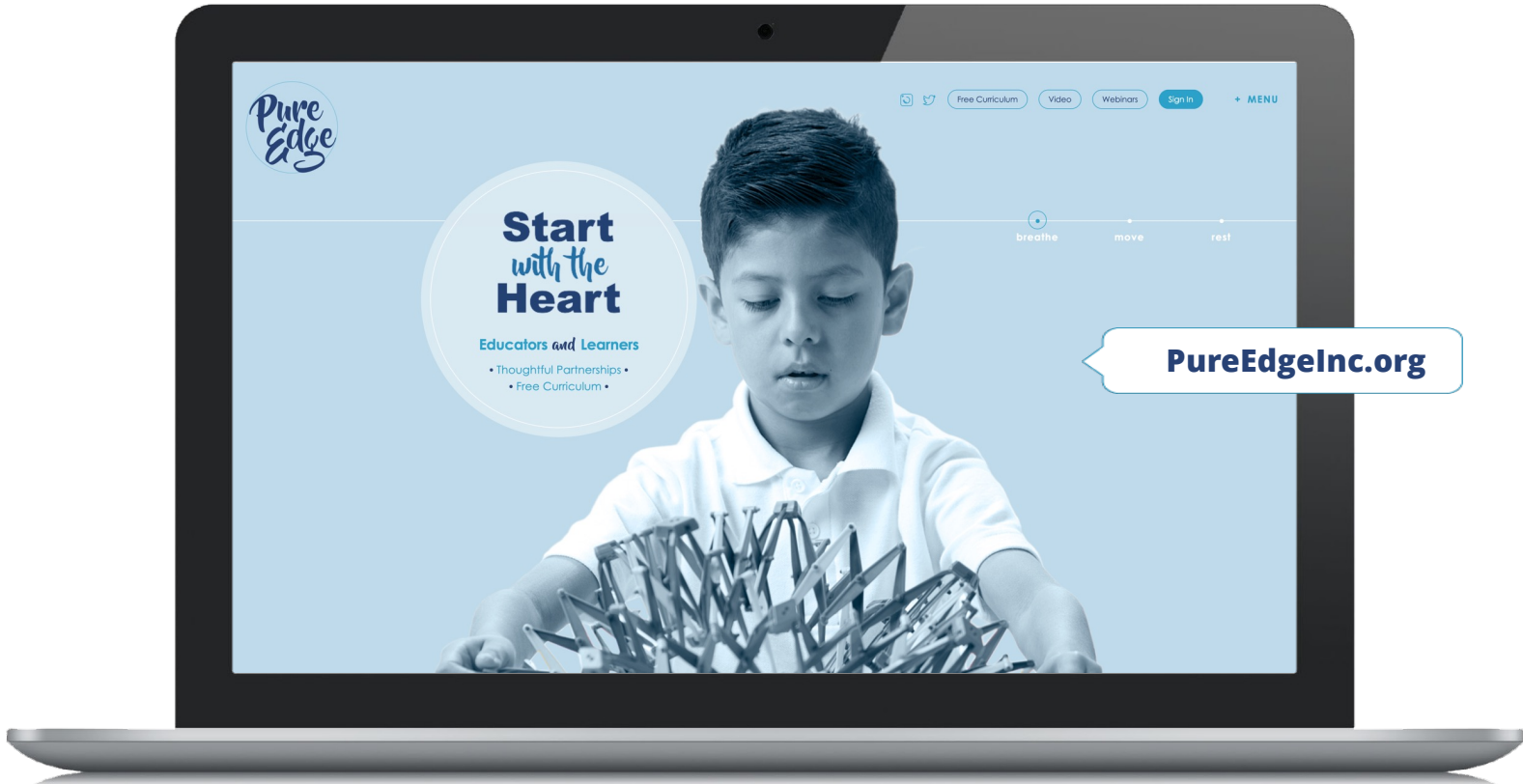
Breathe

Move

Rest









Resources: Open Source by Grade Level



By Category

By Grade

Curriculum

English

Español



Implementation Guide

3x5 Cards



Full Curriculum

Videos



Implementation Guide



Resources: Open Source by Grade Level

Breathe



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.

Breathe



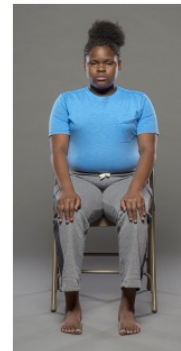
Easy In, Extend Out

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.

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

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Resources: Implementation Guide for Routines

Grades
6-12



Here are a few suggestions for when to implement Brain Breaks for grades 6-12. The suggested exercises are meant to support the educator in getting started with Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, www.pureedgeinc.org, for video tutorials and access to the Brain Breaks manual.

Arrival/ Homeroom	Mindful Minute offers learners a chance to check in with themselves at the start of the school day. The start of the day is also a great time to incorporate Breathe exercises such as Anchor Breathing or Rest exercises like Mindful Listening .
Refocus Between Classes	Use the breath to help settle students as they transition from one class to another. Good options to start with are Breathing Ball , Even-In, Even-Out or Belly-Heart Breath .
Break During Class	Bring a little movement and breathing as a break to re-energize learners during longer lessons. Chair Cat/Cow , Chair Twist , Desk Dog , Tree or Eagle work well.
Before Testing	Breathing exercises help relieve testing-related stress and put learners in a state of focus. Use exercises that learners are already familiar with. Take Five , Belly Breathing , and Alternate Nostril Breathing are simple and effective choices.
Afternoon Slump	To re-engage sluggish learners, some breath and movement can be helpful. Chair Pose Twist and Forward Bend , Standing Half Moon , and Recharge Sequence will get learners moving. Offering Guided Rest before movement when learners are tired can also re-energize them.
Departure	Taking in the Good and One Minute Reflection are Rest exercises designed to help learners reflect at the end of the day.





Ongoing Adult SEL: Modeling & Sustaining Good Practice

Example 1:

- **San Diego** - Kearny High School
- **108** incoming 9th-graders
- **Mindfulness program**
 - Learning to practice & model: Breathe, Move, Rest
 - Taught peers
 - Taught students at their former middle-schools

Example 2:

- **Chicago** - 7/8th grade teacher
- **Mid-year**
- **10-minute practice** as transition from English to Math class right before lunch.
- **Quarter Review** reflected students had the highest math scores that semester.





Engaging Activity: Guided Rest *or* Body Scan





Thank you for joining us!

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