



Suggested Materials:

- Pen/Pencil
- Notebook/Journal

Thrive Thursdays:

Start with the Heart – Grades 9-12

Presenter: Michelle Kelsey Mitchell





Welcoming Activity: Reflection Check-In

What is on your mind?

or

How are you feeling?





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.





Introductions:

Presenter: **Michelle Kelsey Mitchell**

Director of Partnerships / National Trainer

Michelle@PureEdgeInc.org





Learning Objectives

- Explore 9-12 ***Start with the Heart*** curriculum.
- Experience **Breathe, Move, Rest** embedded Brain Breaks.
- Review access to **PureEdgeInc.org** online resources.
- Receive a **lesson** overview.





Student Coping: Mental Health and Well-Being

• Top 3 **most common strategies** public schools reported implementing to address rise in student social, emotional and mental health needs (2022):

-85% **encouraged staff to address** student needs

-56% provided **extra staff** with extra **professional development**

-46% focused on **program creation** and/or expansion

• Pure Edge 9-12 Pure Power curriculum:

-National Health Education Standards aligned

-SHAPE National PE Standards aligned

-CASEL endorsed

-Evidence-Based





Start with the Heart 9-12: Engage

*Feedback from teachers to make our resources/curriculum more accessible

• **Aligned** - best lessons aligned with videos

• **Saves Time** - easy frames, accessible, researched-based (e.g. *sleep study*)

• **Goal**

- 1) Share fundamental and basic practices.
- 2) Explore academic content in support of learner's well-being:

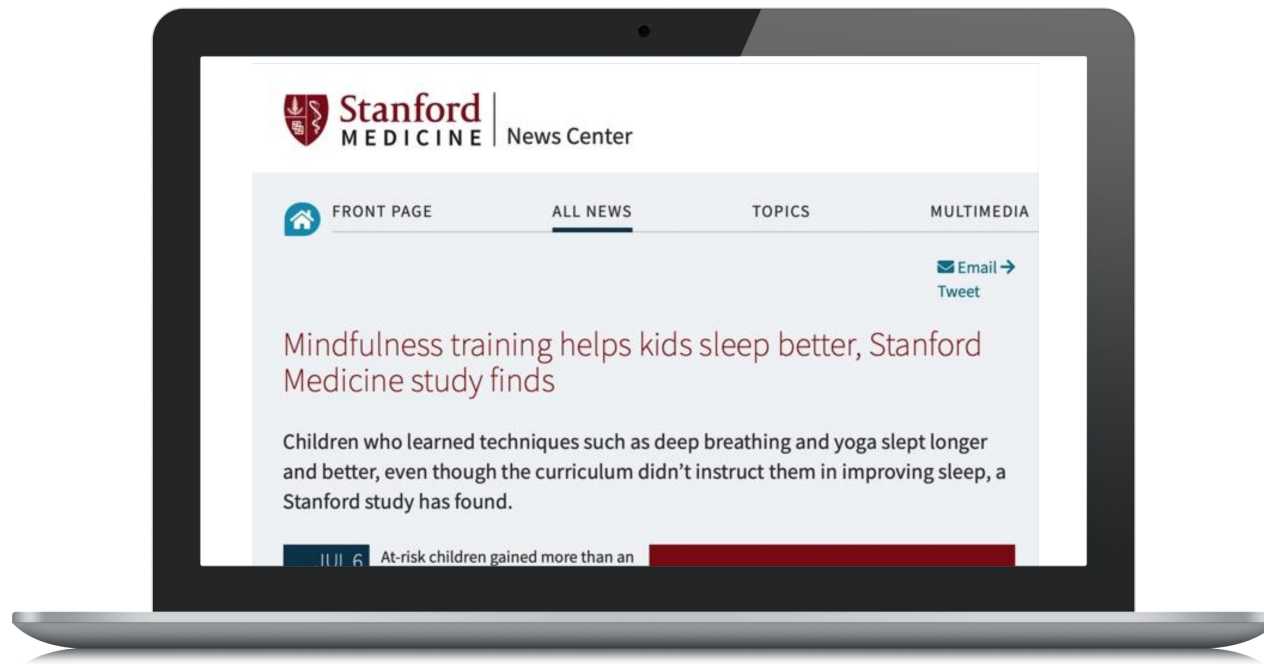
- **Physical**
- **Mental**
- **Social-Emotional**
- **Academic**







Research Study: Stanford Medicine





Sleep

Learners who received the intervention...

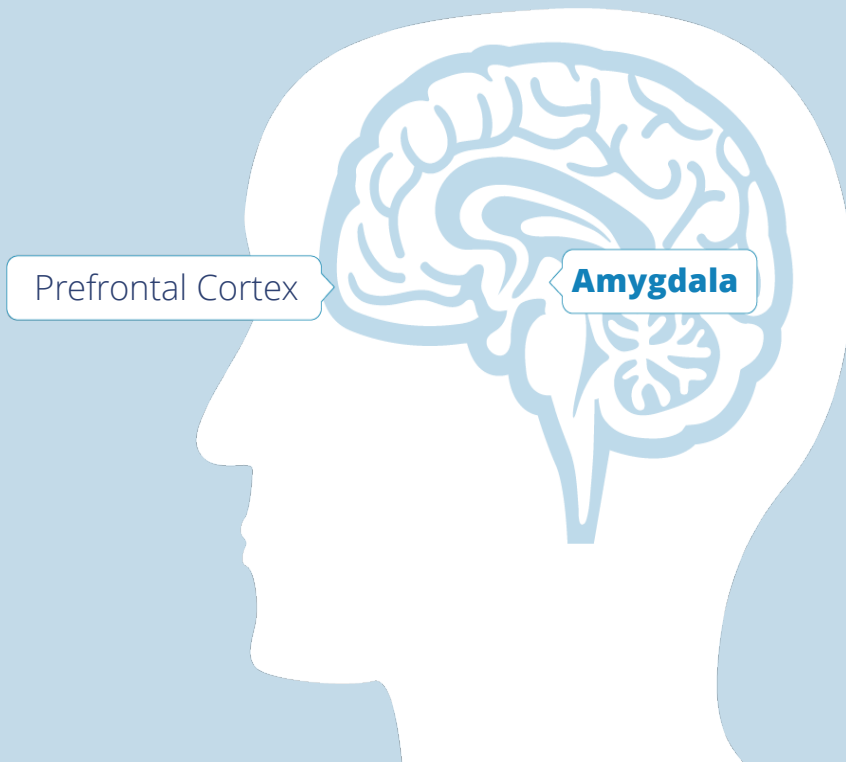
Gained an average of
74
minutes of **sleep**
per night.

Gained an average of
24
minutes of **REM sleep**
per night.





Decreased Amygdala Reactivity After Intervention



Amygdala Activation

is associated with emotional responses, in particular: fear, anxiety, aggression.

Amygdala Hyperactivity

is seen in a variety of psychopathologies including PTSD and exposure to early life stress.

After the mindfulness intervention, children in the intervention group showed decreased amygdala reactivity to aversive images.







Sections of the Lesson

- Connect
- Active Engagement
- Teach
- Engagement Questions
- Optional Activity
- Link
- Home Practice
- Brain Breaks



Guidelines for Delivery

- **Adapt in Any Course**

- Advisory
- Elective
- Homeroom

- **Deliver On a Consistent Schedule**

- Same Day
- Same Time

- **Curriculum Meets:**

- SEL
- Health
- Science
- PE Standards





Lesson One

Power to Shine

- Teacher Tips
- Guiding Questions
- Objectives
- Vocabulary
- Suggested Brain Breaks





Lesson One: Power to Shine

Guiding Questions

- What does health mean to you?
- What does wellness mean to you?

• **Objective**

Identify two benefits of breathing exercises and/or nasal breathing.





Lesson One: *Power to Shine*

Vocabulary

- Health
- Wellness
- Well-Being

• Suggested Brain Breaks

Seated Mountain, Mindful Minute, Anchor Breathing,
Even In-Even Out, Chair Sunrise Twist





Lesson One: *Power to Shine*

Connect:

- Introduce lesson and the topic of the day.
- Connect with prior learning.
- Encourage student voice.





Lesson One: *Power to Shine*

Active Engagement:

- Use interactive learning to explore theme of lesson.





Lesson One: *Power to Shine*

Teach:

- Use direct instruction to highlight main content of lesson.



Lesson One: *Power to Shine*

Link:

- Review the day's learning.
- Build a bridge to upcoming lessons.





Lesson One: *Power to Shine*

(Optional) Group Activity:

- Have students work in pairs or small groups to reframe some of the stressors in their lives. Can they choose one or two stressors and explore how that stressor might be helping them to grow? Come back together and have groups share any learnings with the larger group.





Lesson One: *Power to Shine*

(Suggested) Home Practice:

Over the next few days, when you notice your body exhibiting signs of stress, experiment with pausing and taking a few breaths. Notice if this changes how you are feeling in the moment.





Engaging Activity: Mindful Minute





Engaging Activity: Guided Rest or Body Scan





Reflection Check-In

What is on your mind?

or

How are you feeling?





Optimistic Closure

Teacher Tips

- **Experiential Exercises** (Brain Breaks)

These are as important as the content in this course. After each Brain Break in lesson one, take feedback from learners: Would anyone like to share something they noticed? You may get a variety of responses (e.g., physical observations, emotional states, thoughts).

- **Take Feedback from Learners**

After each Brain Break in lesson one, take feedback from learners: ***Would anyone like to share something they noticed?***





Optimistic Closure

- **Prepare for a Variety of Responses**

You may get a variety of responses (e.g., physical observations, emotional states, thoughts).

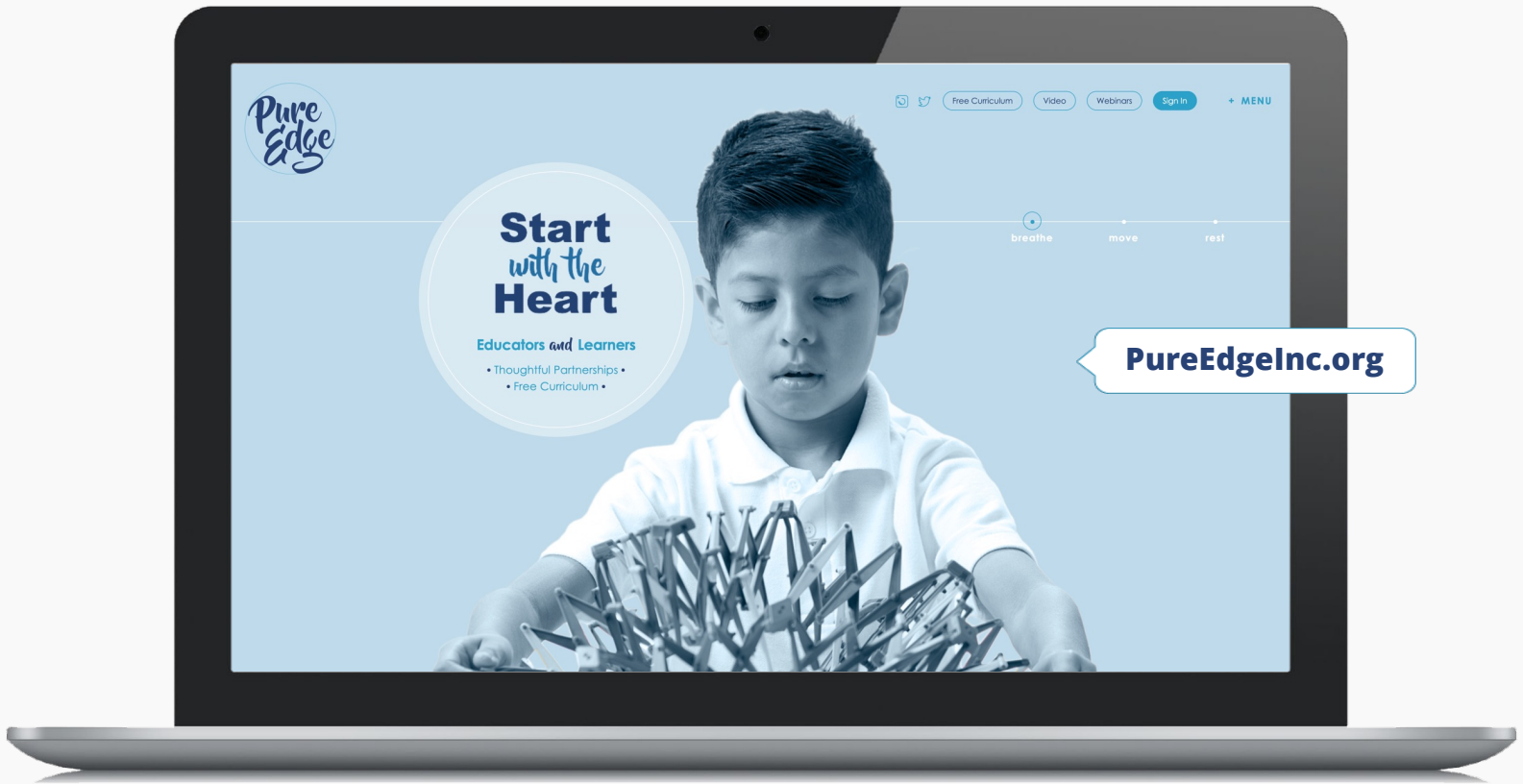
- **Reinforce Learner Experiences**

Reinforce the idea that anything learners notice is okay; we are simply noticing what we observe with a sense of kindness toward ourselves.

- **Take Feedback from Learners**

Make room for a range of experiences and responses. For example, if two or three students say they feel “relaxed” or “calm,” you can ask, “**Does anyone not feel relaxed?**” Even if no one speaks up, this creates space in the room for learners to have and accept their different experiences.







Thank you for joining us!

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