



Suggested Materials:

- Pen/Pencil
- Notebook/Journal

Thrive Thursdays:

Start with the Heart – Grades 6-7

Presenter: Anne Contreras





Engaging Activity: Mindful Minute





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

Trainer: **Anne Contreras**

Director of Programs & National Trainer

Anne@PureEdgeInc.org

*MACP, MFTi #87444, Doctoral Studies, Somatic Psychology
(Embodied Scholarship). Foundation: Trauma*





Learning Objectives

- Describe ***Start with the Heart: Connect*** curriculum for grades 6-8.
- Practice and implement **Breathe, Move, Rest strategies** for self-awareness and self-management.
- Access and use **PureEdgeInc.org** online resources.
- Review **Lesson Sample** on how to implement.



Adolescence & Emotion Regulation



During early adolescence, emotion regulation development is paramount.



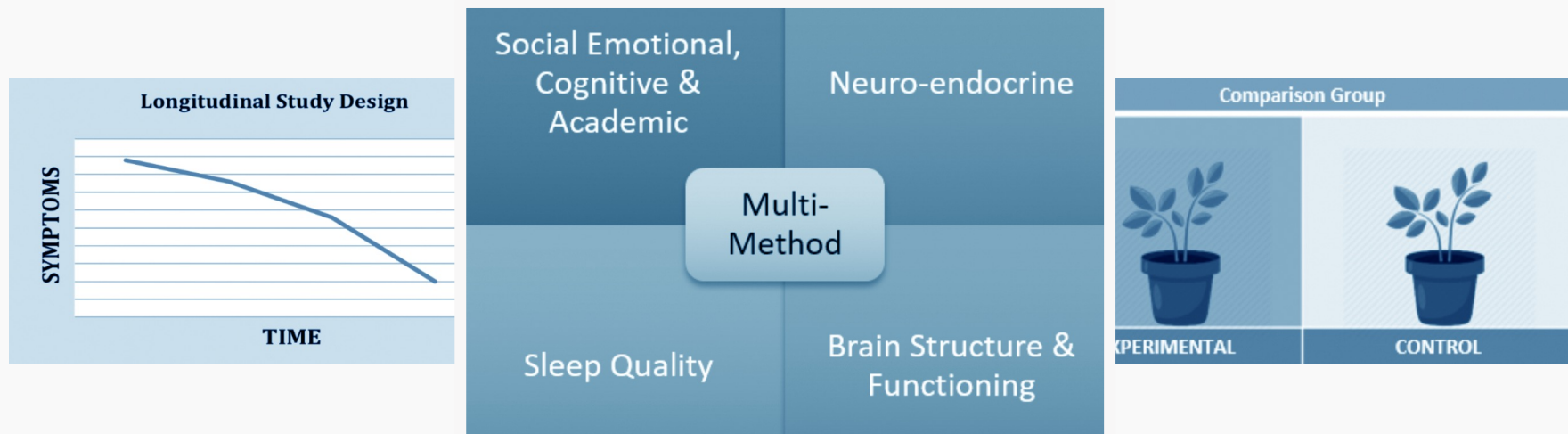
Research has shown that emotion regulation abilities increase during early adolescence.



Adolescence marks the stage of growth when emotion regulation abilities are most influenced by parents and especially friends.



Pure Power: What Does the Research Say?

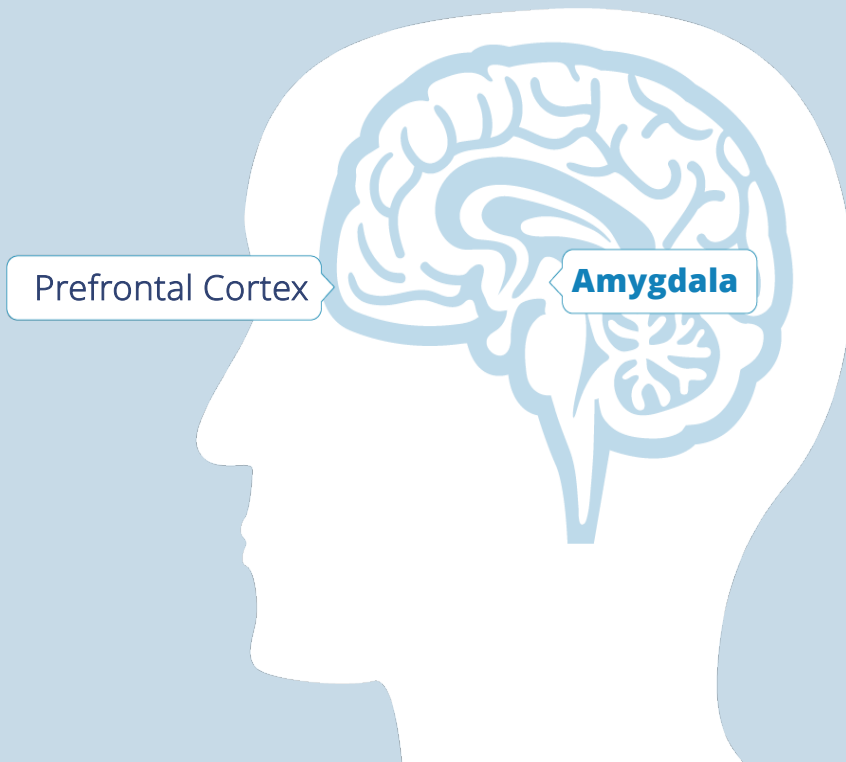


Largest multi-method controlled longitudinal yoga youth study in the country





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.

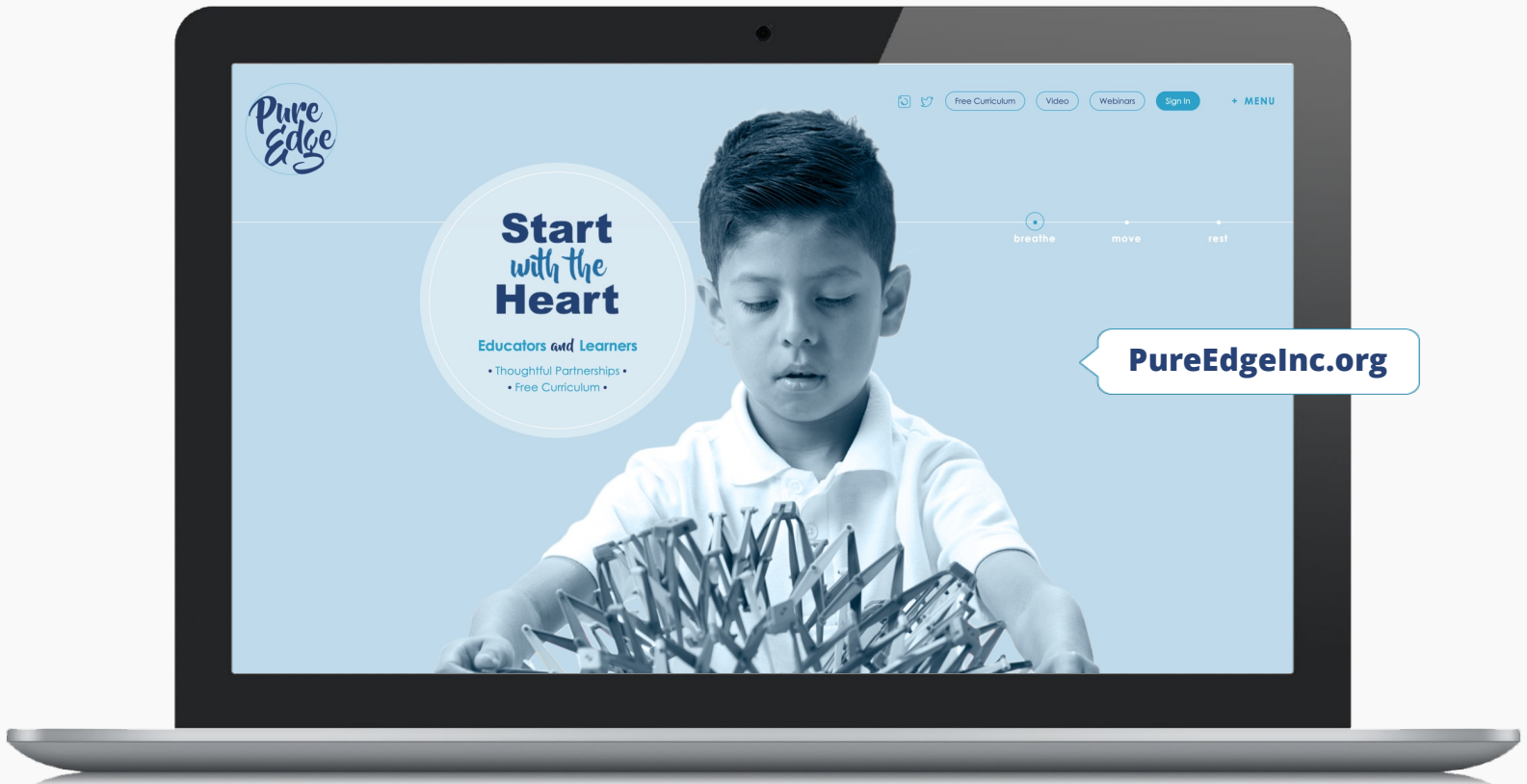
After the mindfulness intervention, children in the intervention group showed decreased amygdala reactivity to aversive images.





Pure Edge Programs





Free Curriculum Video Webinars Sign In + MENU

Start with the Heart
Educators and Learners
• Thoughtful Partnerships •
• Free Curriculum •

breathe move rest

PureEdgeInc.org







Start with the Heart

Curriculum Design

Grades 6-8





Start
with the
Heart

Connect
6-8



Goals:

- Any teacher can pick up and use
- Includes **12** of our best *Pure Power* lessons
- Weaves Brain Breaks throughout each lesson
- Aligned with Brain Breaks videos we created to support curriculum
- Research-based
- Easy to implement
- **20-to-30-minute lessons**





Learners Will:

- Explore the body's stress response.
- Understand the role of the brain and the nervous system.
- Reflect on habits & neuroplasticity.
- Investigate the effect of breathing on the nervous system.
- Identify and create strategies for dealing with challenging emotions.
- Learn how our well-being exists in relationship with the well-being of the communities to which we belong.
- Practice mindfulness exercises to develop self-awareness and self-management competencies.

***Start with the Heart: Connect* helps learners to examine what they need to support their own well-being.**

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Start with the Heart

Lesson Sample

Grades 6-8





Lesson One

What is Stress?



GUIDING QUESTIONS

What does physical stress feel like in the body? In the mind?

What does mental stress feel like in the body? In the mind?

OBJECTIVE

Students will understand and articulate the meaning of healthy stress.



TEACHER TIPS

- The experiential exercises (Brain Breaks) 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).
- Reinforce the idea that anything learners notice is okay; we are simply noticing what we observe with a sense of kindness toward ourselves.
- 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 different experiences.



VOCABULARY

challenge
health
resilience
stress
wellness



BRAIN BREAKS

Seated Mountain
Mindful Minute
Belly-Heart Breathing
Chair Sunrise Twist

Cover Page



Lesson Title



Guiding Question(s)



Objective



Vocabulary



Materials



Brain Breaks



Teacher Tips



Sample Lesson: Teacher Tips



Experiential Exercises (Brain Breaks)

are as important as the content in this course.



Take Feedback from Learners after each Brain Break in Lesson 1

Would anyone like to share something they noticed?



Reinforce the idea that anything learners notice is okay.

We are simply noticing what we observe with a sense of kindness toward ourselves.



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 different experiences.



Sample Lesson: What Is Stress?

• Guiding Questions

What does physical stress feel like in the body? In the mind?

What does mental stress feel like in the body? In the mind?

• Objective

Students will understand and articulate the meaning of healthy stress.



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





Engaging Activity: Guided Rest





Thank you for joining us!

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