



Pure Community

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.

Follow us @pureedgeinc



Website: www.pureedgeinc.org

Email: getmoving@pureedgeinc.org



Introductions



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



Introductions

Erin Cooney

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*Director of Curriculum & Instruction;
National Trainer*



Who We Are

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

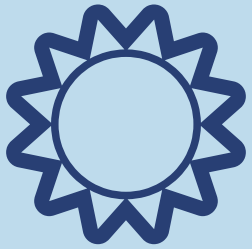
PEI also provides grants to national organizations that advance the work of whole child development & SEL.



Welcoming Activity

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

Describe Your Mood Today



Sunshine



Rainy



Thundery



Cloudy



Rainbow



Welcoming Activity

What is the theme song to your life?

Use the Q & A box to respond.





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.



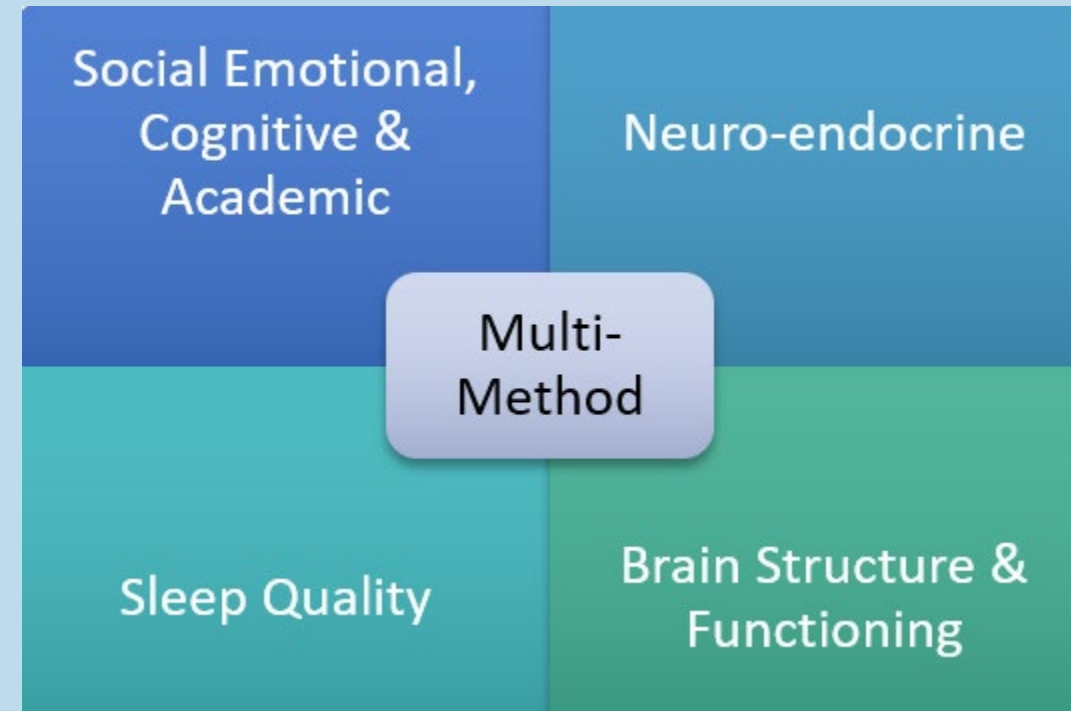
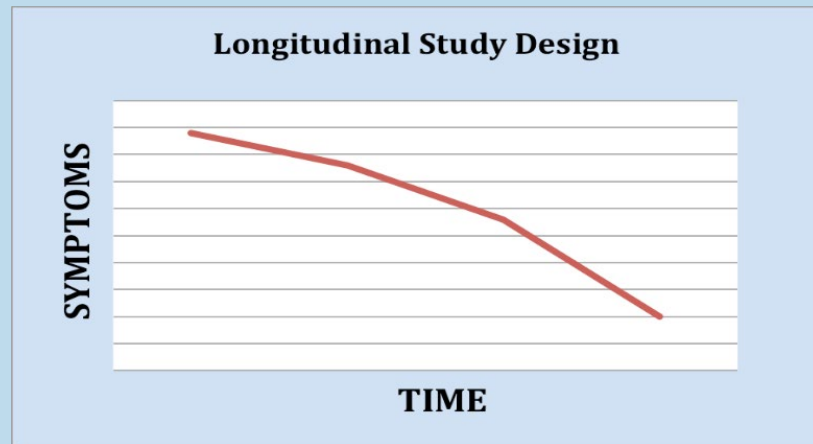
Video

Breathe

Breathing Ball



Largest Multi-Method CONTROLLED Longitudinal YOUTH Yoga Study in US





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



“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

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

Learners who received the intervention...

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

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



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*



Video

Breathe

Smell the Rose,
Blow Out the Candle





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

Video

Breathe

Countdown Calm Down



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 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.

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

Sections of the Lesson

Connect

Active Engagement

Teach

Optional Activity

Link

Home Practice

Brain Breaks



Video

Move

Recharge Sequence



Visual Supports for the Classroom

LESSON ONE

VISUAL SUPPORTS FOR THE CLASSROOM | 'YOUR SUPERPOWERS!'



8 START WITH THE HEART: SHINE K-2

LESSON ONE

VISUAL SUPPORTS FOR THE CLASSROOM | 'SEATED MOUNTAIN'



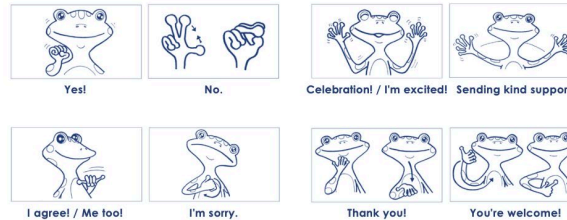
LET YOUR SUPERPOWERS SHINE 9

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



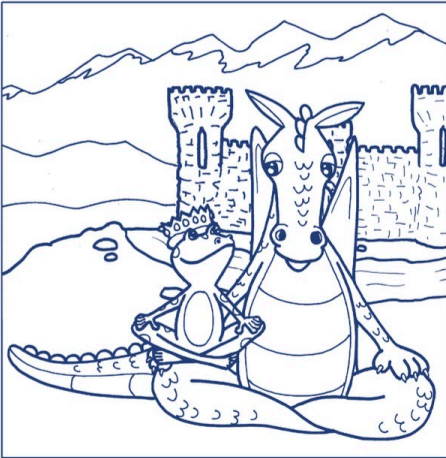
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Handouts/Activities

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.



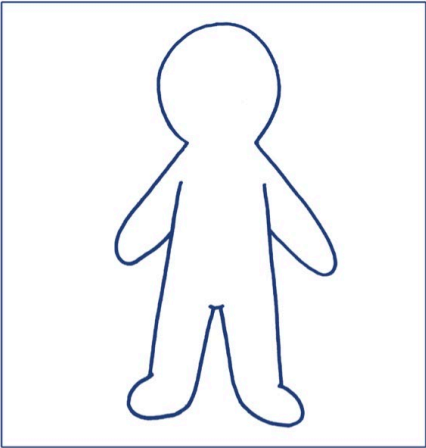
Then, Dragon smiled with his eyes too. Being an intelligent dragon, he stored this lesson in his memory and always reminded himself to stop and think before hastily reacting when new visitors came to the castle.

GETTING TO KNOW YOUR BRAIN: AMYGDALA AND PREFRONTAL

LESSON FIVE

OPTIONAL GROUP ACTIVITY | 'EMOTIONS' HANDOUT

EMOTIONS!



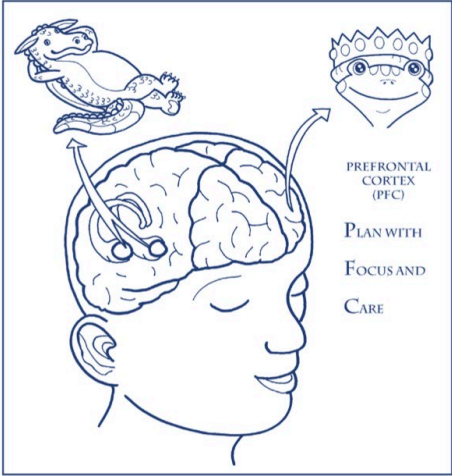
COLOR THE PARTS OF THE BODY WHERE YOU FEEL STRONG EMOTIONS, LIKE ANGER, EMBARRASSMENT, OR HURT FEELINGS. DEVELOPING AWARENESS OF WHERE YOU FEEL EMOTIONS STRENGTHENS YOUR POWER TO TAME YOUR TEMPER.

START WITH THE HEART: SHINE K-2

'WHEN OUR AMYGDALA FEELS SAFE' HANDOUT

WHEN OUR AMYGDALA FEELS SAFE

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



LESSON FIVE

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.

"I am _____."

"I am _____."

"I am _____."

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

Copyright, Hester and His Amazing Memory Center, 45.

Video

Move

Brain Balance Sequence



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.



Video

Move

Tree



Follow us @PureEdgeInc





Neurochemicals

Endorphins

Neurotransmitters

Improved mood

Improved memory



Self-Care



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Video

Move

Guided Rest with Breathing Buddy





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



Photo: Juan Monino



Brain Breaks Review



Breathe

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



Move

- ❖ Recharge Sequence
- ❖ Brain Balance Sequence
- ❖ Tree



Rest

- ❖ Mindful Minute
- ❖ Guided Rest with Breathing Buddy



Takeaways

- ❖ Start with the Heart is designed for easy implementation
- ❖ Brain Breaks benefit learners and educators.
- ❖ Resources available on PureEdgeInc.org.



pureedgeinc.org

Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



**Pure
Edge**

Success Through Focus

Strategies for educators and learners to develop social, emotional, and academic learning skills through mindful movement and rest.



●
breathe

●
move

●
rest



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Pure Community

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Thank you for joining us!

Session: Start with the Heart: K-2

Trainer: Erin Cooney



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