

Unit 2

Power to Tame
your Temper

Mini-unit

A Peek Inside
the Amazing
Brain

Table of Contents

Unit 2: Power To Tame Your Temper—Unit Description	2
Outline of Lessons	3
Structuring Your Lesson	4
Read-Aloud Books	5
Unit 2 Mini-unit Standards	6
Lessons:	
1. A Peek Inside the Amazing Brain: How Habits Grow Your Brain	7
2. Getting To Know Your Brain: Amygdala and Prefrontal Cortex	12
3. The Brain-Breath Connection: How Mindful Breathing Tamed Dragon's Fire	16
4. Mindful or Unmindful?	20
5. STOP: How to Tame Your Dragon	25
6. Name It To Tame It	33
7. How Emotions Move Through Our Bodies	38
8. Give Your Brain a Break: Mindful Breathing Review	42
 Posture Guide	 47
Glossary	54
Introduction to Pure Edge, Inc.	57
Five Principals of Health and Wellness	58
References	59

Unit Description and Outline

Power To Tame Your Temper teaches the principle of neuroplasticity, with a focus on how to train the brain to facilitate learning. Students will be exposed to basic brain science to foster an understanding of their impulses and strategies in order to help them manage strong emotions, including anger, frustration, impatience, sadness, embarrassment, jealousy, and fear.

The Mini-unit offers a stand-alone version of Pure Power Unit 2, with introductory movement sequences. The content of the Mini-unit lessons aligns to the content of the lessons in Pure Power Unit 2. Because the Mini-unit offers a shortened version, the numbering of lessons is different in the Mini-unit than in Pure Power Unit 2.

Essential Questions

What is mindfulness?

How can being mindful shape our experiences?

How can developing mindfulness influence our decision-making?

Enduring Understandings

Mindfulness can help us make healthier decisions.

Learning Objectives

Students will be able to do the following...

1 A Peek Inside the Amazing Brain: How Habits Grow Your Brain

- Understand how their habits physically change brain structure and grow their brain.
- Identify a brain cell on a diagram (or in their Reflection Journal).

2 Getting to Know Your Brain: Amygdala and Prefrontal Cortex

- Compare the character of Dragon to the amygdala and the character of Kind Leader to the prefrontal cortex.
- Identify and label the amygdala and prefrontal cortex on an unlabeled diagram of the brain.
- Provide a simple explanation of the primary functions of the amygdala and the prefrontal cortex.

3 The Brain-Breath Connection: How Mindful Breathing Tamed Dragon's Fire

- Articulate and demonstrate how the breath can calm their inner dragon, allowing the amygdala and prefrontal cortex to communicate and work together.
- Explain why the three mindful breaths strategy has the potential to prevent an overreaction to a stressful situation.
- Employ the three mindful breaths strategy to train their inner dragon (amygdala).
- Describe the reflexive “fight, flight, or freeze” reactions of the amygdala.

4 Mindful or Unmindful?

- Define the difference between mindful and unmindful thoughts and actions.
- Determine whether several scenarios from the story “How Dragon Learned to Think Before Reacting” are mindful or unmindful.

5 The STOP Strategy, or “How to Tame Your Dragon”

- Apply the STOP strategy to everyday situations, both inside and outside the classroom.
- Memorize the STOP sequence.
- Practice the three mindful breaths strategy to self-regulate and “tame their inner dragon.”

6 Name It to Tame It

- Explain the importance of observing emotions for the STOP strategy.
- Generate a list of at least four strong emotions.
- Recognize emotions in other people.
- Recognize and label strong emotions as they experience them.

7 How Emotions Move Through Our Bodies

- Label where they feel emotions, including happiness and sadness, on a diagram of the body (See Reflection Journal activity).
- Generate a list connecting specific emotions that arise from individual likes and dislikes (or strengths and challenges).
- Practice the STOP strategy as a way to cultivate self-awareness and manage strong emotions, rather than ignore or reject them.

8 Give Your Brain a Break

- Practice mindful breathing independently to give their brains downtime.
- Explain the importance of giving the brain downtime.
- Teach mindful breathing to each other.

Structuring Your Lesson

1 Connect

Remind students of the content from the previous lesson.

2 Movement

- Start with mindful breathing.
- Emphasize breath-movement connection throughout movement sequence.
- End with 3–4 minutes of guided rest.
- Optional postures are listed in *Italics*

3 Teach & Active Engagement

Share neuroscience lessons and mindfulness practices with students.

4 Link

Briefly Review what was taught today and set up the next lesson.

Read-Aloud Books

Your Fantastic Elastic Brain

by JoAnn Deak, Ph.D.

How Does Your Brain Work?

by Don L. Curry

A Walk in the Rain with a Brain

by Edward M. Hallowell, M.D.

Zach Gets Frustrated

by William Mulcahy

I Can't Believe You SAID That!

by Julia Cook

My Mouth Is a Volcano

by Julia Cook

Sometimes I'm Bombaloo

by Rachel Vail

When Sophie Gets Angry—Really, Really Angry...

by Molly Bang

The Way I Fell

by Janan Cain

Anh's Anger

by Gail Silver

Why I Sneeze, Shiver, Hiccup, and Yawn

by Melvin Berger

I Can Read with My Eyes Shut!

by Dr. Seuss

How Are You Peeling?: Foods with Moods

by Saxton Freymann and Joost Elffers

Unit 2 Mini-unit Standards

SEL

- 1A.1a.: Recognize and accurately label emotions and how they are linked to behavior.
- 1A.1b.: Demonstrate control of impulsive behavior.
- 2C.1b.: Demonstrate appropriate social and classroom behavior.
- 2D.1b.: Identify approaches to resolving conflicts constructively.
- 3B.1b.: Make positive choices when interacting with classmates.

NHES

- 4.2.2: Demonstrate listening skills to enhance health.

National PE

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



Vocabulary

Cell
Dendrite
Neuron
Neuroplasticity

Lesson 1

A Peek Inside the Amazing Brain

HOW HABITS GROW YOUR BRAIN

Overarching Learning Objective

Students will understand how their habits physically change their brain structures and grow their brains.

Materials

- Unit 2 Reflection Journal: *The Power to Tame Your Temper: Practical Tips to Tame Your “Dragon”*
- Make a copy of the Reflection Journal page “Training Your Brain Grows Your Brain” for each student.
- Images or MRIs of a brain cell (present on a printout, tablet, or SMARTboard)
- Crayons or pencils for students

Guiding Questions

- *What does it mean to “grow” your brain? (By the time we’re two years old, our brains are about 80 percent of their adult size. At birth, almost all of our neurons [brain cells] are present. However, our brains continue to grow, because as we think and learn, our neurons increase in size and thickness, filling in the spaces. Our neurons also continue to make many new connections to one another throughout our lifetimes.)*
- *How can you grow your brain?*
- *Is your brain always ready to grow?*
- *Is a larger brain a smarter brain? Defend your answer. (Second grade: A human brain weighs about three pounds, whereas one species of whale has a brain that weighs approximately eighteen pounds! A brain’s intelligence depends on its parts and how those parts communicate and work together.)*
- *How can your thoughts change your brain?*
- *Why are your thoughts and feelings important?*
- *What part of the brain cell grows when you practice something?*
- *What are some examples of things in nature that grow because of how we care for them?*

Connect

Today, we are going to start learning about our brains, and how our habits and experiences actually affect the way our brains grow and develop. We are also going to use mindfulness to practice helping us to stay calm and focused, so that we can make good decisions.

Teach

I have a mystery for you to solve.

Display an image of a brain cell (neuron) on a printout, tablet, or SMARTBoard.

Give students at least three seconds of thinking time. Then invite two students to share their predictions.¹

This is an image of a unique type of cell. Cells are the building blocks of all life on Earth. Every living thing is made up of cells, including every person, animal, and plant. Your body is built from a trillion cells! We can't even imagine a number that large!

There are many different types of cells, and each type performs a different job. The cell in this image is a brain cell, or neuron. Every brain is made up of neurons, which communicate by sending messages to one another. You are able to learn and remember things because your neurons are constantly making and strengthening connections with one another.

Today, we are going to investigate what the parts of a brain cell look like and how your brain changes and grows. There is a special brain science word that describes your brain's lifelong ability to change and grow: neuroplasticity. "Neuro" refers to the brain. "Plasticity" has the word "plastic" in it. Something that is plastic can be molded, or change shape. Neuroplasticity means that your brain slowly adapts and changes shape in response to your

habits and experiences, which include what you learn, how you think, and how you act. The more you practice something through repetition, like shooting a basketball, riding a bicycle, or memorizing your addition and subtraction facts, the better you become at that thing, because the neurons in your brain responsible for that skill form stronger connections to one another. You are training your brain to improve.

Show me with your Sparkle Fingers if you are excited about strengthening your brain.

Active Engagement

Display the Reflection Journal page “*Training Your Brain Grows Your Brain*.” Define and discuss the parts and functions of the brain cell listed on the diagram, including the images of dendrites growing from birth to three years old.

Distribute the handout “*Training Your Brain Grows Your Brain*.” Ask students to point out which part of the brain cell grows when they practice something. Invite children to connect the dots of the dendrites.

Ask students what they think will happen to the brain cells responsible for helping them focus when they practice Mindful Breathing. Explain that the focused attention we build through mindfulness helps improve their skills in other activities, whether it’s learning a sport, a dance routine, or a musical instrument.

Movement

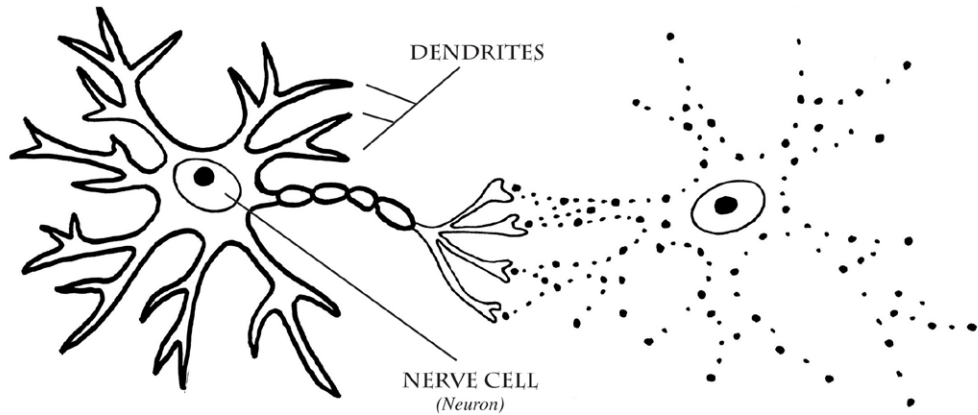
Mountain
Mountain/Sunrise
Big Toe
Star into Triangle
Tree
Cat/Cow*
Rock*
Seated Mountain
Guided Rest

*Optional

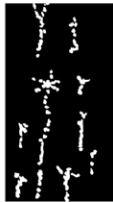
*Dark blue denotes new postures for the lesson.

TRAINING YOUR BRAIN GROWS YOUR BRAIN!

CONNECT THE DOTS TO GROW THE DENDRITES



AT BIRTH



3 MONTHS



15 MONTHS



3 YEARS



Nerve cells, or neurons, in your brain carry messages from your brain to your body. The more you practice or repeat something, whether it is dance, art, math, or mindfulness, the more the branch-like dendrites increase in size and number.

YOU HAVE THE POWER TO GROW YOUR BRAIN AND TAME YOUR TEMPER THROUGH PRACTICE!

WHAT HABITS DO YOU WANT TO GROW?

Link

Today we learned about training our brains through practice and repetition to help us become better at things we want to improve, such as learning how to swim or skateboard. Every moment is an opportunity to shape and grow your brain. Your habits and experiences, which include what you learn, how you think, and how you behave, gradually shape your brain. Mindfulness practice helps you take care of your brain and grow to your full potential by training your attention to focus on what you choose.

Next time we will read a story about a dragon who is also learning about mindfulness, and we will continue to learn about our amazing brains!



Vocabulary

Amygdala
Prefrontal Cortex (PFC)
Reflex

Lesson 2

Getting to Know Your Brain

AMYGDALA AND PREFRONTAL CORTEX

Overarching Learning Objective

Students will be able to compare the character of Dragon to the amygdala and the character of Kind Leader to the prefrontal cortex.

Materials

- Unit 2 Reflection Journal: *The Power to Tame Your Temper: Practical Tips to Tame Your “Dragon”*
- Reflection journal page, “Brain Diagram” (includes amygdala and prefrontal cortex)
- 2 Post-its

Guiding Questions

- *What is a reflex? Give an example of a reflex.*
- *How might these reflexive reactions keep us safe?*
- *How does the amygdala influence our decision-making?*
- *How does the prefrontal cortex influence our decision-making?*
- *How does the amygdala affect the prefrontal cortex?*
- *How can the amygdala be compared to Dragon in our story?*
- *How can the prefrontal cortex be compared to Kind Leader in our story?*

Connect

Last time we worked together, we learned that training our brains through practice and repetition helps us become better at things we want to improve, such as learning how to swim or skateboard. We realized that every moment is an opportunity to shape and grow our brains. Mindfulness practice helps us take care of our brains and grow to our full potential by training our attention to focus on what we choose.

Teach

Today, we are going to discover how to activate a superpower we all have, the power to tame your temper. Before we activate this power, I am going to share a story about a dragon and a kind leader.

Optional: Distribute Reflection Journals to first and second graders before the end of the lesson so they may silently read along with you.

Read the Reflection Journal story, “How the Dragon Learned to Think Before Reaching” out loud. As you read the story to students, share your thoughts to model reading for deeper understanding. Use your “think aloud” to plant seeds to guide a future discussion comparing Dragon’s character to the amygdala and Kind Leader’s character to the prefrontal cortex.

Possible think-aloud prompts to weave throughout the read-aloud:

- *So far, I have learned...*
- *This reminded me of...*
- *I will reread that part because...*
- *I wonder why (or how) ...*
- *This makes me ask myself a question...*

Although we don’t have an actual dragon or kind leader living inside of our brains, we can learn about two important parts of the brain, the amygdala and prefrontal cortex, by thinking about how they are similar to the characters of Dragon and Kind Leader.

Active Engagement

Display the Reflection Journal page, “*Brain Diagram*.” Without labeling the diagram, identify the location of the amygdala and prefrontal cortex (PFC). Invite two students to label the amygdala and prefrontal cortex with Post-its.

Discuss the relevant functions of the amygdala and PFC. Briefly describe how they communicate. For example, the amygdala receives information from all of the senses. If the amygdala detects danger, its internal alarm is activated and we experience the “fight, flight, or freeze” reflex. The PFC helps us reduce the number of false alarms of danger and unfounded fears by preventing the amygdala from unnecessarily sounding its alarm. The PFC’s ability to calm the amygdala takes lots of mindful practice.

Refer to the Reflection Journal page “*Brain Diagram*” and the Guiding Questions above. Ask students to name which character behaves like the amygdala and which character behaves like the PFC. Have students explain their answers.

Read the text from the Reflection Journal’s “*Brain Diagram*” page. Complete the matching activity as a class.

Link

Today we learned about two parts of the brain, the amygdala and the prefrontal cortex. We learned that they influence our emotional reactions and responses.

Movement

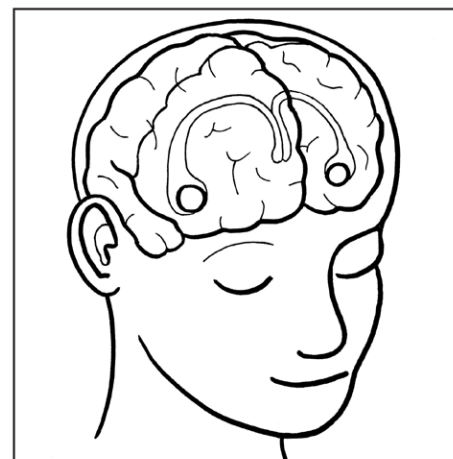
Mountain
Mountain/Sunrise
Half Opening
Sequence A x 3
Big Toe
Star into Triangle
Tree
Cat/Cow*
Pointing Dog*
Rock*
Seated Mountain
Guided Rest

*Optional

BRAIN DIAGRAM

DRAW A LINE TO CONNECT THE PART OF THE BRAIN WITH ITS JOB

BRAIN	JOB
AMYGDALA	HELPS US LEAD & THINK
PREFRONTAL CORTEX (PFC)	HELPS OUR AMYGDALA & PFC WORK TOGETHER
MINDFUL BREATHING	HELPS KEEP US SAFE





Vocabulary

Mindful

Lesson 3

The Brain–Breath Connection

HOW MINDFUL BREATHING TAMED DRAGON'S FIRE

Overarching Learning Objective

Students will be able to articulate and demonstrate how the breath can calm their inner Dragon, allowing the amygdala and prefrontal cortex to communicate and work together.

Materials

- Unit 2 Reflection Journal: *Power to Tame Your Temper: Practical Tips to Tame Your “Dragon”*
- Reflection Journal pages, “When our Amygdala Feels Unsafe,” “When our Amygdala Feels Safe”
- Illustration of Dragon Crying
- Castle Breathing

Guiding Questions

- *What is a strong emotion?*
- *How do strong emotions affect your reactions in different situations?*
- *Describe a situation when you became very upset with someone and reacted in a way you wish you had not. How would you choose to respond, now that you have had time to reflect?*
- *How do strong emotions affect your ability to learn something new at school? To play a sport?*
- *How does being mindful influence how the PFC communicates with the amygdala?*
- *Why has the PFC earned the nickname “leader of the brain”?*



Connect

Last time we worked together, we read a story about a dragon and a kind leader. We compared Dragon to the amygdala because of his tendency to have quick emotional reactions when situations appear unsafe, triggering the “fight, flight, or freeze” reflex to protect Kind Leader from harm.

We compared Kind Leader to the prefrontal cortex because s/he possesses the power to think and assess a situation before responding. Brain scientists, or neuroscientists, sometimes give the prefrontal cortex the shortened name of PFC. I remember this acronym as PLAN with FOCUS and CARE.

Teach

Display the Reflection Journal illustration of Dragon Crying.

Have you ever experienced your protective dragon reacting to a situation, only to later discover that s/he made a mistake and overreacted, like when Dragon accidentally scorched the bunny’s tail with his protective flames?

WHEN OUR AMYGDALA FEELS UNSAFE

OUR QUICK REFLEXES KEPT OUR EARLY ANCESTORS ALIVE, SO THEY COULD FIGHT OFF A SABER TOOTH TIGER OR RUN FROM A BEAR.

TODAY, THE SAME REFLEXES KEEP US OUT OF HARM’S WAY.

THE AMYGDALA DOES NOT STOP TO THINK. ITS MAIN JOB IS TO MOVE US QUICKLY SO WE CAN BE SAFE. EVEN IF A THREAT IS NOT REAL, LIKE A FIRE DRILL, WE STILL MOVE QUICKLY BECAUSE OUR AMYGDALA IS ON HIGH ALERT.



Display the Reflection Journal illustration of “When our Amygdala Feels Unsafe.” Discuss the fight, flight, or freeze response with students.

Although the amygdala’s job is to keep us safe, it sometimes thinks we are in danger, even when we are not. If it senses a threat, the amygdala sends oxygen to our arms and legs in preparation to “fight, flight, or freeze,” which means less oxygen for the PFC, the thinking part of our brains. Less oxygen for the PFC makes it difficult to think clearly and make smart decisions.

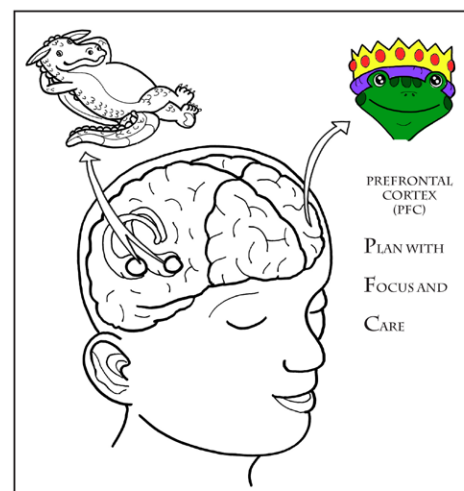
Display the Reflection Journal page “When our Amygdala Feels Safe.”

Explain how when we're calm, the amygdala is able to send information to the PFC, the brain's reasoning center. Highlight how the PFC is responsible for thinking about and focusing our thoughts, predicting the outcome of our actions and deciding what is right or wrong. The PFC also supports our learning and ability to work toward achieving our goals. It is our seat of good judgment. Describe how when we practice mindful breathing we have the power to override the body's stress response, allowing the amygdala to communicate with the PFC to Plan with Focus and Care.

- Why is it important to be able to make decisions with focused attention?
- What tools do you have to train the dragon part of your brain?
- Display Reflection Journal page "When Our Amygdala Feels Unsafe."

WHEN OUR AMYGDALA FEELS SAFE

WHEN OUR AMYGDALA FEELS SAFE IT RELAXES AND PASSES INFORMATION ONTO THE PFC ("KIND LEADER") FOR HIGHER THINKING AND REASONING



Active Engagement

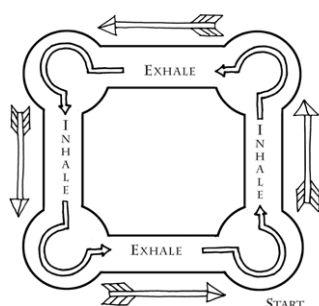
Display the Reflection Journal's "Castle Breathing" page. Use the diagram to model Castle Breathing by outlining the castle walls with your finger as you inhale and exhale. Discuss how the speed of the breath is correlated with the speed of your finger tracing the castle walls. Point out the brief pause between each inhale and exhale. Have students independently practice Castle Breathing for one minute.

Link

Today we discovered that through mindful breathing, we can calm our "inner dragon" (amygdala), so that the PFC can do its job. With consistent practice, over time, the brain can learn to be less reactive, and instead respond more thoughtfully in challenging situations so your kind leader can successfully guide you.

CASTLE BREATHING

EVEN INHALE AND EVEN EXHALE



Movement

Mountain
Mountain/Sunrise
Half Opening
Sequence A x 3
Big Toe
Star into Triangle
Tree
Cat/Cow*
Pointing Dog*
Rock*
Butterfly*
Seal 1 & 2*
Sleeping Crocodile*
Seated Mountain
Guided Rest

*Optional



Vocabulary

Mindful
Mindfulness
Unmindful

Lesson 4

Mindful or Unmindful?

Overarching Learning Objective

Students will be able to define the difference between mindful and unmindful thoughts and actions.

Materials

- Unit 2 Reflection Journal: *Power To Tame Your Temper*
- Marker
- Scenario of unmindful behavior (different from the ones cited in the Reflection Journal)

Guiding Questions

- *What does an unmindful choice look like?*
- *What does a mindful choice look like?*
- *What strategies can you practice to make more mindful choices?*
- *What are some possible advantages of acting mindfully?*
- *Does everyone have unmindful moments? Why?*
- *How can you increase the number of mindful moments you have each day?*
- *Can you be both mindful and unmindful in the same day? Give an example.*

Connect

Last time we worked together, we journeyed deeper into the brain to examine how the prefrontal cortex influences our ability to plan and make intelligent decisions, even when faced with a difficult situation. We discovered that through mindful breathing, we could ignite our power to tame our tempers. With consistent practice, over time, the brain can learn to be less reactive, and instead respond more thoughtfully in challenging situations so your kind leader can successfully guide you.

Teach

Today, we are going to play a game called Mindful or Unmindful. Before we learn the rules, let's review what it means to be mindful. Mindfulness is when we purposefully pay attention to what's happening as it's happening with a sense of kindness and curiosity.

When you learn about mindfulness, you can become a scientist, studying your thoughts, feelings, and actions.¹ Like all scientists, you must experiment to discover new things. For example, you might discover ways to calm yourself down when you are feeling angry, or ways to be kinder to yourself and others. You may also learn interesting facts about your brain and how it can help you improve your mindfulness skills.

Remember, everyone has unmindful moments, even grown-ups! The good news is that each new moment is an opportunity to use your mindfulness tools to choose a more mindful response.

Active Engagement

Let's get ready to play Mindful or Unmindful. First, put on your mindful ears and listen very closely. I will read passages from our story, "How Dragon Learned to Think Before Reacting." After listening to the passage, you will decide whether Dragon acted mindfully or unmindfully. You will vote by putting a thumb up, thumb down, or thumb sideways (if you are unsure).

Display the Reflection Journal's "Mindful or Unmindful" chart, which links to the dragon story. Read the situations from the column "When Dragon..." Model the first scenario.

Movement

Mountain
Mountain/Sunrise
Half Opening
Sequence A x 3
Big Toe
Star into Triangle
Tree or Forest
Sandwich*
Table*
Butterfly*
Seal 1 & 2*
Sleeping Crocodile*
Rock
Seated Mountain
Guided Rest

*Optional

MINDFUL OR UNMINDFUL?

"HOW DRAGON LEARNED TO THINK BEFORE REACTING"

WHEN DRAGON....	MINDFUL	UNMINDFUL
Protected the castle from the beast?		
Burned Rabbit's tail?		
Talked really LOUD while the Kind Leader was sharing the secrets of Mindful Breathing?		
Listened carefully to the Kind Leader?		
Took three Mindful Breaths to calm down?		
Reminded himself to think before reacting?		

Have students work with their turn-and-talk partners to complete the chart. Invite student volunteers to place a check mark in the box they chose (“Mindful” or “Unmindful”). Discuss and reflect with students.

Link

Today, we compared mindful and unmindful choices. We learned that if we have an unmindful moment, there's always the next moment to choose a more mindful response.

Next time, we will learn a strategy to help us act more mindfully, even when dealing with difficult situations or strong emotions.



Vocabulary

Awareness
Observe
Proceed

Lesson 5

STOP¹

HOW TO TAME YOUR DRAGON

Overarching Learning Objective

Students will be able to apply the STOP strategy to everyday situations, both inside and outside the classroom.

Materials

- Unit 2 Reflection Journal: *Power to Tame Your Temper: Practical Tips to Tame Your “Dragon”*
- Mind Jar (make one using the recipe on the following page)

Guiding Questions

- *What did you notice when you took three mindful breaths?*
- *How did you feel before you took three mindful breaths? During? After?*
- *How did your three mindful breaths compare to the breaths you normally take?*
- *Do you think you should always be mindful of your breath? Why or why not?*
- *What does it mean to observe?*
- *What sense(s) do you use to observe your breath?*
- *How do you usually react when you experience a difficult emotion?*
- *How can you use mindful breathing to change a habit of instantly reacting to a strong emotion?*
- *Why is it important to think before you react?*

Connect

Last time, we compared mindful and unmindful choices. We learned that if we have an unmindful moment, there's always the next moment to choose a more mindful response.

Give me a silent thumbs-up if you practiced Castle Breathing last week. Castle Breathing is one of our mindful breathing strategies. Taking deep, mindful breaths, as your eyes carefully follow your finger tracing the castle walls, calms your body and mind. When your body and mind are calm, it is much easier to be mindful, or to purposefully pay attention to what is happening as it's happening with kindness and curiosity.

Teach

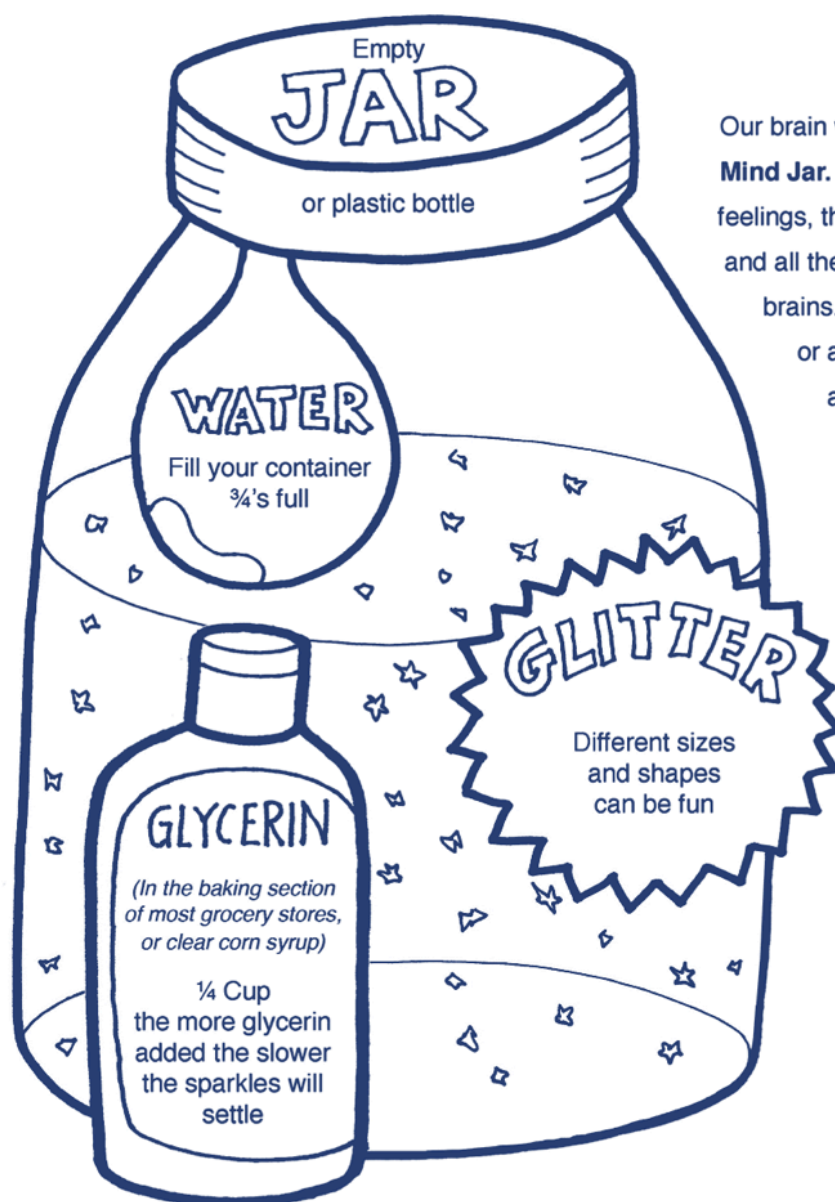
Today we are going to learn a simple strategy to tame your inner dragon when you feel those flames of strong emotion running hot throughout your body.

Have students sit in Seated Mountain or lying on their bellies in a circle facing in.

Display Mind Jar in the center of the student circle.



Mind Jar Recipe



Our brain works much like the **Mind Jar**. The sparkles are like our feelings, thoughts and memories and all the 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 & clear state.

Notice the next time someone skips the line or grabs your pencil...how do you react? Slow or fast? 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.

This jar is like your brain. The sparkles are like your thoughts, feelings, memories, and all the knowledge your teachers share with you.

Give jar a gentle swirl.

Now, watch what happens to your brain when you experience a strong emotion, like anger.

Shake jar.

Think about a time when you have felt very angry (e.g., when someone skips the line in front of you, takes your seat, teases you, or spreads a mean rumor). Show me with a “Me too!” signal if you have ever felt stirred up like the sparkles in our Mind Jar.

Shake the Mind Jar again. Have students take slow deep breaths while they watch the sparkles slowly settle. Instruct students to continue their Balloon Breathing (see instructions below) 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.



Active Engagement

Display the Reflection Journal's illustration of the STOP strategy. Introduce the students to each step of STOP and the importance of the sequence of steps.



The first step, **Stop!**, teaches students to form the habit of taking a pause when they notice they are feeling a strong emotion.

The second step, **Take three mindful breaths**, is what we just practiced with the mind jar. Mindful breathing will help them calm the amygdala and increase communication between the amygdala and the PFC. Mindful breathing can be belly or balloon breathing, castle breathing, or any form of slow, calming breath that we will learn in this unit. Unless otherwise specified, it is best to breathe in and out the nose.

Movement

Mountain
Mountain/Sunrise
Half Opening
Sequence A
Big Toe
Star into Triangle
Tree
Stork
Sandwich*
Table*
Butterfly*
Flower*
Seal 1 & 2*
Rock*
Seated Mountain
Guided Rest

*Optional

To explain the third step, **Observe the feelings in your body**, guide students to notice what they are feeling in their bodies. Try to get students to be detailed in their observations. It will help for you to model this for students. (Share any personal example. Here are a few samples).

- I notice my palms are sweating a little, and my heart is beating fast. I think I must be nervous because we have a visitor in the room watching me teach!
- I feel a warm feeling in my heart and my mouth wants to smile.
- My knee hurts where I fell down yesterday, I feel warm, and my brain is thinking of all the things we have to do this afternoon!

The fourth step of STOP, **Proceed with Focus and Care**, is there to help students integrate mindfulness into good decision making. Once they have calmed themselves through taking three mindful breaths, and taken in the information about their feelings from their observations, they will be able to make more mindful choices about how to move forward when they experience strong emotion.

Practice STOP a few times with students. Ask for one or two volunteers to model the third and fourth step for the group.

Underscore two important features of mindfulness practice:

1. You need daily, consistent practice.
2. You can learn from unmindful moments without being too harsh on yourself. Every moment is an opportunity to be more mindful.

Link

Today, we discovered that the breath is the most powerful tool we have to calm and focus our bodies and minds. Taking time to slow down your breath slows down your racing mind, helps you think clearly, and enables you to make more accurate observations and smarter decisions.

With consistent practice, over time, your brain can be taught to be less reactive and instead respond more thoughtfully, awakening your Kind Leader during difficult moments.

If time allows, review STOP with students. Consider using hand signals to represent each step (e.g., an outstretched hand for *Stop*, pointing to the nose for *Take three mindful breaths*, pointing to the eyes and ears for *Observe*, and swinging your arms at ninety-degree angles by your sides, as if power walking, for *Proceed*).



Vocabulary

Awareness
Observe

Lesson 6

Name It to Tame it

Overarching Learning Objective

Explain the importance of observing emotions for the STOP strategy.

Materials

- Unit 2 Reflection Journal: *The Power to Tame Your Temper: Practical Tips to Tame Your “Dragon”*
- 3–4 images of a person (including face and body) expressing strong emotions
- Chart paper
- Marker
- Emotions Chart

Guiding Questions

- *Does everyone experience strong emotions? How do you know?*
- *Does everyone react to strong emotions in the same way?*
- *How do strong emotions affect how you react in different situations?*
- *How do strong emotions affect your ability to learn something new at school?*
- *How do strong emotions affect your ability to make and keep friends?*
- *Can you see emotions? If so, what do they look like?*
- *Can you feel emotions? If so, what do they feel like?*
- *What parts of the body are used to express emotions? Describe.*
- *How is body language used to express anger? Sadness? Embarrassment? Fear? Happiness? Excitement? Impatience?*

Connect

Last time we worked together we discovered that the breath is the most powerful tool we have to calm and focus our minds and bodies. Taking time to slow down our breath slows down our racing minds, helps us think clearly, and enables us to make more accurate observations and smarter decisions. We learned and practiced the “STOP” strategy (review STOP with students).

With consistent practice, over time, our brains can be taught to be less reactive and instead respond more thoughtfully, awakening our Kind Leader during difficult moments.

Teach

Today, we are going to practice applying the third step of STOP: observing the feelings in your body.

Display the Reflection Journal's illustration of the STOP strategy. Explain to students what strong emotions are. As a class, make a list of at least four strong emotions.

Next, share a full-body image of a person (or a cartoon character) expressing a strong emotion. Demonstrate how you can make detailed observations from the person's facial expression and overall body language to infer how that person might feel. Share how observations precede naming the emotion. For older students, demonstrate how you carefully think about and analyze your observations, since some emotions (e.g., anger, jealousy, embarrassment, hurt, frustration) may appear similar and can be difficult to differentiate based on observation alone.

Notice how I observed clues from this person's facial expression and posture or body language before I named the emotion s/he might be experiencing.

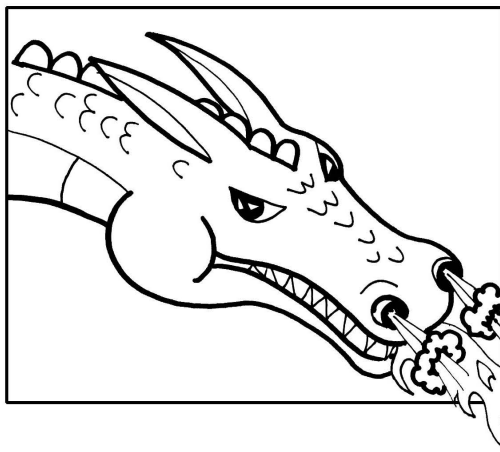
Use cues that you have generated as a class, such as crossed arms, scowl, yelling, etc.

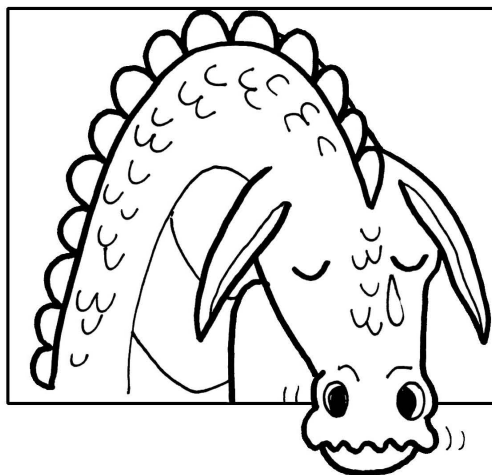
"NAME IT TO TAME IT"

WRITE, OR COLOR IN, THE EMOTION SHOWN IN EACH PICTURE OF DRAGON'S FACE.

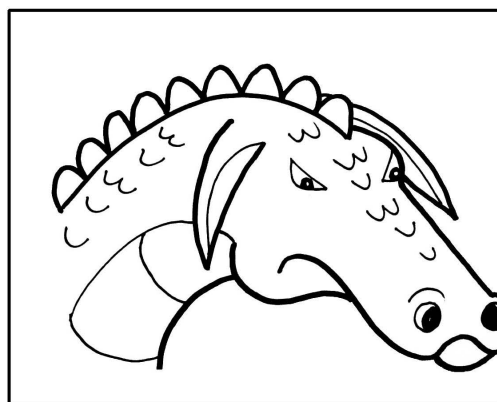
WHEN IS THE DRAGON ANGRY, SAD, MAD OR GLAD?

WHAT COLOR ARE THESE EMOTIONS?









WHEN WE PRACTICE NAMING OUR EMOTIONS AS THEY ARE HAPPENING,
WE CAN BETTER MANAGE OURSELVES AND OUR RELATIONSHIPS WITH OTHERS.

THE NEXT TIME YOU HAVE A STRONG EMOTION,
NAME IT TO TAME IT!

Can anyone tell me what it feels like inside your own body when you feel this strong emotion? Let's imagine we feel this strong emotion, take three mindful breaths, and practice observing the feelings in our bodies.

Using STOP, guide students to take three mindful breaths, and remember the feelings in their bodies from a time that they felt this strong emotion. If you are using anger, you could model, for example, "When I feel angry I feel my face get hot and if I am talking, my voice gets louder, and my heart starts to beat really fast." Have a couple of students share their inner experience of strong emotion. Use a blank "emotions" chart from the Reflection Journal, or draw a chart on the whiteboard, and fill in places where students feel the emotion in their bodies.

Repeat the process for another strong emotion: 1. Show image of strong emotion, 2. Discuss how to detect this strong emotion in other people using cues of facial expression and body language, 3. Discuss and share and mark on chart how we experience the emotion in our own bodies.

Active Engagement

As a class, practice making observations and naming strong emotions using images. Share 2–3 images for students to discuss with their turn-and-talk partners. During the share portion, discuss differences in observations and opinions about the emotions expressed in the images. Have students share their observations to justify why they associated a particular emotion with an image. If time allows, have students reflect on where they feel this strong emotion in their own bodies.

Link

Today we applied the third step of STOP: observing the feelings in our bodies. We explored how to observe the feelings in our bodies before naming the emotion we experience. We call this strategy “Name It to Tame It.” Naming the emotion empowers us to tame or manage it before the strong emotion takes control of us.

This week, sharpen your observation skills by noticing when a strong emotion rises up inside of you. Observe where you feel it in your body. Instead of reflexively lashing out when you are upset, you might silently say to yourself, “Whoa, inner dragon, anger is rising...” or “Ahhh, inner dragon, you are feeling embarrassed.” Remember, you need to name it to...” (students collectively answer “tame it!”). The better we can manage difficult emotions, the stronger our “thinking brains” (the prefrontal cortex) become. With our kind leader in charge, we have the ability to make kinder, wiser choices.

To conclude, we will practice STOP. Sit up tall and lift the crown of your head.

Have a student lead a STOP call-and-response.

Movement

Half Opening
Sequence A x3
Mountain/Chair
Sequence
Big Toe
Star into Triangle
Surfer into
Reverse Wave
into Wave
Sandwich*
Table*
Slide*
Butterfly*
Flower*
Bridge*
Knees into Chest*
Seated Mountain
Guided Rest

*Optional



Vocabulary

Infer
Proceed

Lesson 7

How Emotions Move Through Our Bodies

Overarching Learning Objective

Students will be able to label where they feel emotions, including happiness and sadness, on a diagram of the body (see Reflection Journal activity).

Materials

- Unit 2 Reflection Journal: *The Power To Tame Your Temper: Practical Tips To Tame Your “Dragon”*
- Chart paper
- Markers

Guiding Questions

- *How can observing the sensations in your body help you recognize your feelings?*
- *How can you infer a friend's feelings by reading clues from his/her body language?*
- *Name feelings you like and feelings you do not like. Explain.*
- *Why might people in the same situation experience different feelings?*
- *Why are emotions important?*
- *Why is it important to pay attention to your emotions before proceeding to take action?*
- *How do your feelings affect the people around you?*
- *How can understanding your feelings help you in school? On the playground? At home?*
- *In mindfulness practice, why do we accept all emotions, like welcome guests at the castle gate?*

Connect

Last time we worked together we applied the third step of STOP: to observe the feelings in your body. We explored how to observe the feelings in our bodies before naming the emotion we are experiencing. We call this strategy “Name It to Tame It.” Naming the emotion empowers us to tame or manage it before the strong emotion takes control of us.

Teach

Display Reflection Journal’s STOP illustration.

Today we are going to connect our emotions to experiences, or things we like and dislike. By naming the emotion, we can better understand it, and then we can practice the final step of STOP: proceeding, or acting, when we feel ready.

Create a four-column chart. The first two columns list students’ likes and dislikes. The third column names the associated emotion. (This exercise can be modified to explore the emotions associated with students’ strengths and weaknesses, instead of likes and dislikes.) The fourth column is an outline of a body, on which students identify where they physically experience each emotion. Model one example of a like and one example of a dislike, with its associated emotion, including where you feel it in your body. Share your thought process aloud with the class. Select the emotion you associate with your dislike and describe how you might choose to proceed, or respond, now that you have identified the experienced emotion. Underscore the connection to the “Name It to Tame It” strategy. Remind students that we may have different likes and dislikes. The emotions we associate with a particular like or dislike may also be different from those of our friends. Connect the concept of mindfulness to improved self-awareness and the ability to manage strong emotions.

Active Engagement

As a class, generate a list of three likes and three dislikes. Give students a few minutes to jot down the emotions they associate with each like and dislike. Students discuss and compare their emotions and where they experience these emotions in their body with their turn-and-talk partners. During the share portion, guide students to consider the following about a chosen emotion:

- *What do you know about this emotion?*
- *Where do you feel this emotion in your body?*
- *What makes this emotion different from other emotions?*
- *What could trigger this emotion?*
- *What are the warning signs of this emotion?*
- *How might you respond to this emotion?*
- *How does naming the emotion help you respond more mindfully?*

Teach students that sometimes what we think we are feeling may not be the true root feeling. For example, we may think that we are angry, but we are actually sad because someone hurt our feelings or caused us to feel embarrassment. This is why it is important to carefully observe and name our emotions before proceeding with a response.

Link

Today we learned how to connect our emotions to experiences, or things we like and dislike. After you observe the feelings in your body, you can name the emotion and then mindfully choose the best way to proceed, or respond to the situation. This is our “Name It to Tame It” strategy. From now on, when you feel overwhelmed by a strong emotion, remember to STOP.

Movement

Mountain
Half Opening
Sequence A x3
Mountain/Chair
Sequence
Big Toe
Star into Triangle
Surfer into
Reverse Wave
into Wave
Stork
Butterfly*
Flower*
Half Boat x3*
Seated Tree*
Bridge*
Knees into Chest*
Seated Mountain
Guided Rest

*Optional



Vocabulary

Downtime
Productive
Reenergize
Refresh

Lesson 8

Give Your Brain a Break MINDFUL BREATHING REVIEW

Overarching Learning Objective

- Students will be able to practice mindful breathing independently to give their brains downtime.

Materials

- Unit 2 Reflection Journal: *The Power to Tame Your Temper: Practical Tips to Tame Your “Dragon”*
- Reflection Journal page, “Mindful Breathing”

Guiding Questions

- *How can you take care of your brain?*
- *What is downtime?*
- *Why is downtime important?*
- *How does mindful breathing give your brain downtime?*
- *Since we have started this unit, have you noticed any changes in your ability to be less distracted and stay with the breath during mindful breathing practice? Describe any changes.*
- *What do you say to yourself when your attention starts to wander?*

Connect

Last time we worked together, we learned how to connect our emotions to experiences, or things we like and dislike. After you observed the feelings in your body, you named the emotion and then mindfully chose the best way to proceed, or respond to the situation.

Teach¹

Today we are going to learn the importance of giving our brains downtime with mindful breathing. Give a silent thumbs-up if your brain has ever felt so full of new learning that it needed a break, or downtime.

Just like your body needs vitamins from food, your brain needs downtime to recharge and reenergize. Your brain needs breaks so it can better remember, learn, and come up with creative ideas. To be more productive and open to learning new things, your brain requires downtime during the day.

When your brain is not actively learning something new, it has time to combine the most important parts of the information it learned. Downtime has similar benefits to a good night's sleep. For example, if we get a good night's sleep before a spelling test, the next day we have an easier time recalling how to spell even the most challenging words. Our brains need rest to store what we learn in our long-term memory.

Since mindful breathing gives our brains downtime, we are going to practice teaching mindful breathing to one another in groups of three. The mindful breathing is exactly the same as we have practiced in our previous sessions.

Active Engagement

Before we divide up into groups, we will practice mindful breathing as a class.

Lead the class by following the steps listed on the Reflection Journal page “Mindful Breathing.” Remind students that when they notice their attention wandering away from their breath, they are practicing mindfulness. The act of noticing and consciously bringing their attention back to the breath is an example of a mindful moment. Explain that daydreaming is not bad. The goal is to become aware of when they daydream so they can choose where to focus their attention.

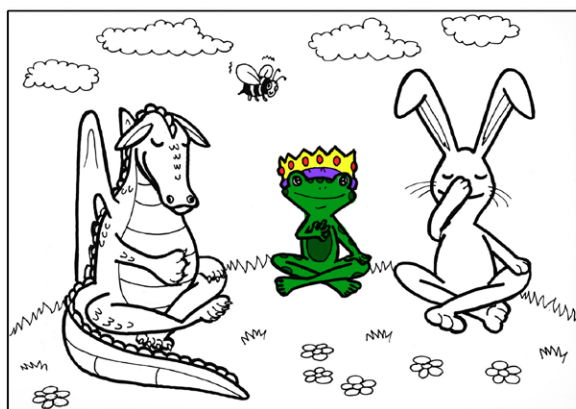
Continue to notice your distractions. Gently invite your attention back to the breath, strengthening your brain’s power to choose its focus. If you catch yourself daydreaming during an important math lesson, you can choose your focus and bring your

Movement

Mountain
Half Opening
Sequence A x3
Mountain/Chair
Sequence
Big Toe
Star into Triangle
Surfer into
Reverse Wave
into Wave
Figure Four
Sandwich*
Table*
Slide*
Seated Tree*
Half Boat x3
[or Boat x3]*
Bridge*
Knees into Chest*
Seated Mountain
Guided Rest

*Optional

MINDFUL BREATHING



1. SIT DOWN AND GET COMFORTABLE.
2. REST YOUR HAND ON YOUR CHOSEN BREATHING SPACE:
TUMMY, CHEST OR YOUR NOSE.
3. SILENTLY REPEAT YOUR ANCHOR WORDS,
BREATHING IN...BREATHING OUT...
4. WHEN YOUR ATTENTION WANDERS LIKE AN UNTAMED
DRAGON, GENTLY BRING IT BACK TO YOUR BREATHING SPACE.
REPEAT BREATHING IN...BREATHING OUT...
5. CAN YOU BE MINDFUL OF YOUR BREATHING FOR 5 BREATHS?
FOR 1 MINUTE? SET A GOAL AND INCREASE THE NUMBER OF
BREATHS, OR AMOUNT OF TIME YOU PRACTICE EACH DAY.

attention back to the lesson. You have the power to choose your focus. If you are daydreaming during science, you have the power to _____ (let students collectively chime in, “choose your focus!”).

Divide students into groups of three to lead one another through the steps of mindful breathing. Allow one minute for each student to lead within their group. Ring the tone bar to signal a rotation of roles.

Student 1: Leads mindful breathing.

Student 2: Practices mindful breathing with eyes closed; raises one finger each time s/he notices his/her attention wander.

Student 3: Counts Student 2's distractions.

Students within each group share their observations and how it feels to notice their attention come and go, just like the breath.

Link

Today we learned the importance of giving our brains downtime to recharge, just like we need to recharge a phone or laptop. Since you can't be plugged into the wall to recharge, you need to sleep at night and give your brain downtime during the day. Mindful breathing is a fantastic way to reenergize and refresh your brain. Overworking your brain makes it difficult to learn new information or develop creative ideas. You perform at your best, and are more productive, when you give your brain the space and time it needs to absorb new information and grow its creativity.

Mini-unit Posture Guide

This posture guide provides a basic overview of the postures included in the Mini-unit.

Big Toe

Standing/
Forward Fold



Butterfly

Seated



Boat

Strength



Cat

Warm-up



Bridge

Backbend



Chair

Standing



Cow
Warm-up



**Forest
(Partner Tree)**
Standing/Balance



Figure Four
Standing



Guided Rest
Rest



Flower
Seated



Half Boat
Strength



Knees-Into-Chest

Supine



Pointing Dog

Balance



Mountain

Standing



Reverse Wave

Standing



Partner Figure Four

Balance



Rock

Rest



Sandwich

Seated/Forward Fold



Seal 1
Backbend



Seated Tree
Seated/Forward Fold



Seal 2
Backbend



Sleeping Crocodile
Rest



Seated Mountain
Cooldown



Slide
Strength



Star
Standing



Stork

Standing/Balance



Surfer

Standing



Sunrise

Standing



Table

Strength



Sunset

Standing/
Forward Fold



Tree

Standing/Balance



Triangle

Standing



Wave

Standing



Half Opening Sequence A



Mountain-Chair Sequence



Surfer into Reverse Wave in to Wave



Mini-unit

Glossary

A

Achievable: able to be brought about or reached successfully

Advantage: a condition or circumstance that puts one in a favorable position

Amygdala: a roughly almond-shaped mass of gray matter inside each cerebral hemisphere; is involved with the experiencing of emotions

Awareness: perception of a situation or fact

B

Balance: an even distribution of weight enabling someone or something to remain upright and steady

Body language: the process of communicating nonverbally through conscious or unconscious gestures and movements

Brain-body connection: the bidirectional physiological feedback loop within the human body

C

Cell: the smallest structural and functional unit of an organism

Communicate: share or exchange information

Confidence: the feeling or belief that one can rely on someone or something

Confident: feeling or showing self-assurance

D

Dendrite: a short, branched extension of a nerve cell

Downtime: a time of reduced activity or effort

E

Emotion: an expression of feeling—quite often strong feeling

F

Function: work or operate in a particular way

G

Goal: the object of a person's ambition or effort; an aim or desired result

H

Habit: a settled or regular tendency or practice—usually one that is difficult to give up

I

Impulsive: to act or to have acted without forethought

Infer: to derive information from reasoning rather than from explicit statements

M

Manage: to be in charge of

Measurable: able to be measured

Mindful: being conscious and aware of someone or something, including oneself

Moment: a brief period of time

Monitor: an instrument or device used for observing, checking, or keeping a record

Motivation: the reason or reasons one has for acting in a particular way

N

Neuron: a specialized cell transmitting nerve impulses

Neuroplasticity: the brain's capacity to change and rewire according to its environment and experience

Neuroscientist: a doctor specializing in the study of the brain and nervous system

O

Observe: to watch carefully; to notice or perceive a person, object, or scene

Obstacle: something that blocks someone's way and hinders or prevents progress

P

Pause: a temporary cessation of action or speech

Posture: the position of a person's body when standing or sitting

Prefrontal cortex (PFC): the cerebral cortex that covers the front part of the frontal lobe

Proceed: to begin or continue a course of action

Procrastination: the action of delaying or postponing something

Productive: achieving or producing a significant amount or result

Progress: forward or onward movement toward a destination

R

Reaction: an action performed or a feeling experienced in response to a situation or event

Realistic: having or showing a sensible and practical idea of what can be achieved or expected

Record: a documentation of experience or events

Reenergize: to give or gain vitality or enthusiasm

Reflect: to think deeply or carefully about something

Reflex: an action performed as a response to a stimulus and without conscious thought

Regulate: to control the rate or speed of something

Resource: a stock or supply of useful or valuable assets

S

Scenario: a postulated sequence or development of events

Self-defeating: counterproductive thoughts or actions that prevent the achievement of a goal

Specific: clearly defined or identified

Strategy: a plan of action or policy designed to achieve a major or overall aim

Success: the accomplishment of an aim or purpose

Survival Instinct: the natural impulse to preserve one's own life and well-being

Symptom: a sign of the existence of something

T

Tame: to encourage or facilitate cooperation

Temper: a person's state of mind seen in terms of their being very angry or calm

Temperature: the degree or intensity of heat present in a substance or object

Timely: done or occurring in a favorable amount of time

Track: a course of action or way of proceeding; to follow the trail of someone or something

U

Unmindful: not conscious or aware

Introduction

Pure Edge, Inc.

Pure Edge, Inc. offers children and adolescents a chance at happy, healthy lives by bringing health and wellness practices to schools and communities.

Pure Edge, Inc. Power Curriculum provides young people with skills that minimize stress, lower incidence of bullying and violence, and improve school attendance and academic performance. Program offerings consist of best practices in health and wellness, including exercises based on yoga, mindfulness practices, and nutrition education.

Through partnerships with educators, Pure Edge, Inc. supports parents, teachers, and community leaders in their efforts to provide students with the tools they need to gain success through focus.

Philosophical Orientation

The full Pure Edge, Inc. curriculum reflects the philosophical orientation and instructional recommendations advocated by the Joint Committee on National Health Education Standards and best practices for health and wellness, including exercises, physical therapy, mindfulness, and nutrition.

Effective health and wellness education promotes critical thinking in students and encourages them to make connections between concepts around healthy living and personal experience. Young people need to be reflective decision-makers. They must learn to identify and analyze how culture, media, and technology shape their everyday physical, mental, and emotional health.

Taught through a sequential, coordinated, and interdisciplinary curriculum, this program addresses a variety of topics aligned with national standards, and can be tailored to meet any state standards. In addition, it can be adjusted to degrees of complexity appropriate to students' developmental levels as they move from middle childhood to adolescence and then to young adulthood. The health and wellness instructor is trained to define the intellectual level and depth of instruction most appropriate for students.

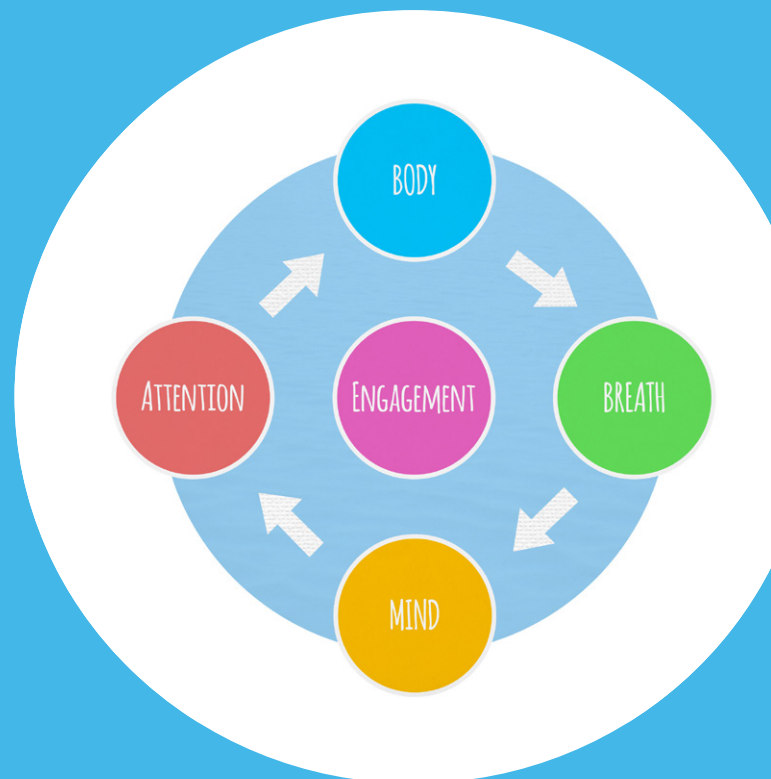
Research completed by the National Association for Sport and Physical Education (NASPE) and Centers for Disease Control and Prevention (CDC) reveals that there is a direct relationship between academic achievement and fitness. Movement and exercise enhance the learning state for memory retention and retrieval. Therefore, physical activity is a catalyst for learning in all content areas and should be an essential element of students' daily routines.

The knowledge that students gain through this program enhances their own health and wellness, as well as the health and wellness of their peers and community. The program promotes a supportive environment where individuals' similarities and differences are acknowledged and accepted.

The Five Principles of Health and Wellness

Our philosophical orientation is put into practice through the application of our Five Principles of Health and Wellness.

1. **Body:** Through wellness exercises, we teach the abilities to energize, strengthen, and stretch the body.
2. **Breath:** Through regulated breathing exercises, we teach the ability to calm the nervous system through impulse control, ways to identify stressful situations, and coping mechanisms.
3. **Mind:** By observing the mind, we teach the skill of “slowing down” so that students are able to reduce stress, identify habits, and navigate strong emotions.
4. **Attention:** Through the use of coordinated practices of body, breath, and mind, we teach the ability to focus in a coherent direction. We often ask students to “pay attention,” but they don’t know what attention is, or where to pay it. Attention is not a thing; attention is a state. In an active state of attention, students can steer their actions in the direction of their
5. **Engagement:** Through the achievement of relaxation and attention, we teach students how to engage with their own decision-making processes and improve their aptitude for perceiving the most beneficial choices with regard to the demands of education, as well as the demands of life at home and in social situations. Full engagement may allow improvement in handling stressful experiences, such as test-taking or peer pressure.



The exercises used within the Pure Edge, Inc. Health and Wellness Program are based on tested practices. Yoga-based exercises have been shown to have many benefits for young people, including reduction of stress and anxiety;¹⁻³ increase in self-regulatory capacities,⁴ including decreased anger;^{5,6} increased ability to maintain focus;⁷ reductions in negative affect,^{1,3} depression,⁵ and body dissatisfaction,⁸ and reduction of negative behaviors.⁵ Physically, yoga has been shown to enhance cardiovascular fitness,⁹⁻¹¹ balance,^{12,13} and grip strength.¹⁴ At least one study has shown that the position we hold our bodies in has a direct correlation to raising levels of confidence, risk-taking, and competence, lowering cortisol levels, and configuring the brain to sensibly cope with stressful situations.¹⁵

While participating in this program, children will exercise and connect with their own bodies while increasing their connection to and understanding of the world around them. The simple, regulated breathing exercises help students relax by focusing on their breath and the simplicity of the moment. Each session includes relaxation, which gives students a break from their full, and often stressful, school days and lives.

References

1. West J, Otte C, Geher K, Johnson J, Mohr DC. Effects of Hatha yoga and African dance on perceived stress, affect, and salivary cortisol. *Annals of behavioral medicine: a publication of the Society of Behavioral Medicine*. 2004;28(2):114-8. Epub 2004/09/30.
2. Platania-Solazzo A, Field TM, Blank J, Seligman F, Kuhn C, Schanberg S, et al. Relaxation therapy reduces anxiety in child and adolescent psychiatric patients. *Acta paedopsychiatrica*. 1992;55(2):115-20. Epub 1992/01/01.
3. Noggle JJ, Steiner NJ, Minami T, Khalsa SB. Benefits of yoga for psychosocial well-being in a US high school curriculum: a preliminary randomized controlled trial. *Journal of developmental and behavioral pediatrics: JDBP*. 2012;33(3):193-201. Epub 2012/02/22.
4. Mendelson T, Greenberg MT, Dariotis JK, Gould LF, Rhoades BL, Leaf PJ. Feasibility and preliminary outcomes of a school-based mindfulness intervention for urban youth. *Journal of abnormal child psychology*. 2010;38(7):985-94. Epub 2010/05/05.
5. Berger BG, Owen DR. Mood alteration with yoga and swimming: aerobic exercise may not be necessary. *Perceptual and motor skills*. 1992;75(3 Pt 2):1,331-1,343. Epub 1992/12/01.
6. Khalsa SB, Hickey-Schultz L, Cohen D, Steiner N, Cope S. Evaluation of the mental health benefits of yoga in a secondary school: a preliminary randomized controlled trial. *The journal of behavioral health services and research*. 2012;39(1):80-90. Epub 2011/06/08.
7. Peck HL, Kehle TJ, Bray MA, Theodore LA. Yoga as an intervention for children with attention problems. *School psychology review*. 2005;34:415-424.
8. Scime M, Cook-Cottone C. Primary prevention of eating disorders: a constructivist integration of mind and body strategies. *The International journal of eating disorders*. 2008;41(2):134-42. Epub 2007/10/25.
9. Bera TK, Rajapurkar MV. Body composition, cardiovascular endurance and anaerobic power of yogic practitioner. *Indian journal of physiological pharmacology*. 1993;37:225-8.
10. Moorthy AM. Survey of minimum muscular fitness of the school children of age group 6 to 11 years and comparison of the influence of selected yogic exercises and physical exercises on them. *Yoga mimamsa*. 1982;21:59-64.
11. Bagga OP, Gandhi A. A comparative study of the effect of Transcendental Meditation (T.M.) and Shavasana practice on cardiovascular system. *Indian heart journal*. 1983;35(1):39-45. Epub 1983/01/01.
12. Berger DL, Silver EJ, Stein RE. Effects of yoga on inner-city children's well-being: a pilot study. *Alternative therapies in health and medicine*. 2009;15(5):36-42. Epub 2009/09/24.
13. Dhume RR, Dhume RA. A comparative study of the driving effects of dextroamphetamine and yogic meditation on muscle control for the performance of balance on balance board. *Indian journal of physiology and pharmacology*. 1991;35(3):191-4. Epub 1991/07/01.
14. Dash M, Telles S. Improvement in hand grip strength in normal volunteers and rheumatoid arthritis patients following yoga training. *Indian journal of physiology and pharmacology*. 2001;45(355-360).
15. Carney DR, Cuddy AJ, Yap AJ. Power posing: brief nonverbal displays affect neuroendocrine levels and risk tolerance. *Psychological science*. 2010;21(10):1363-8. Epub 2010/09/22.



www.pureedgeinc.org