



Pure Community



Thank you for joining us!

Session 2: Respond vs React: Super Powers
Trainer: Anne Contreras
Director of Programs

Getting Started:

1. If you have any questions, please type them into the Q&A box!
2. At the end of this session, when you leave the meeting, there will be a link that will pop-up asking you to complete the Session Quiz / Feedback Form.
3. You will receive a follow-up email within 24 hours of this session. That email will serve as your confirmation of attendance record for this session.

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Website: www.pureedgeinc.org


Email: getmoving@pureedgeinc.org


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Culture of Care Series: Session 2

Respond vs React Super Powers


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Your Instructor

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PhD Studies:
International Psychology
Trauma/Systems Concentration,
Global Crisis Informed Care



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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.



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Welcoming Activity

Which Super Power
would you like to have?



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Welcoming Activity

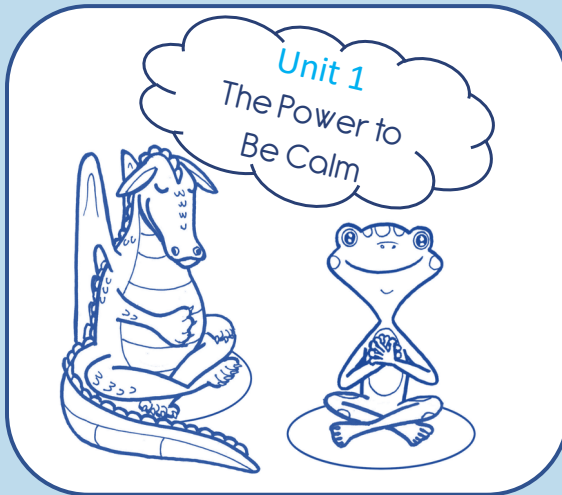
- Invisibility
- Superhuman Strength
- Flying
- Shapeshifting
- Super Speed
- Super Senses
- Telepathy – Mind Control
- Telekinesis - using the mind to influence/manipulate/move matter/objects
- Teleportation
- Power Absorption



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Pure Power



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Pure Power Curriculum

Grades K-5

- ❖ Unit 1 – The Power to Be Calm
- ❖ Unit 2 – **Power to Tame Your Temper**
- ❖ Unit 3 – Power to Laser Focus
- ❖ Unit 4 – Power to Grow and Stretch
- ❖ Unit 5 – Power to Lead with Kindness

Grades 6-12

- ❖ Unit 1 – Power to Shine
- ❖ Unit 2 – **Power of Mindfulness**
- ❖ Unit 3 – Power of Brain-Body Connection
- ❖ Unit 4 – **Power of a Balanced Life**
- ❖ Unit 5 – Tool Kit for a Balanced Life



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Learning Objectives

- ❖ Learn & understand react vs respond
- ❖ Learn & understand emotional regulation toward “responding”
- ❖ Experience Breathe, Move, & Rest Strategies
- ❖ Identify CASEL competencies



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We will always practice

1. Self-care 
2. Brain Breaks 
3. Modeling SEL Lesson Structure 



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Self-care



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Breathe



Move



Rest



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Signature Practices to Integrate SEL:

Welcoming, Engaging Activity, and Optimistic Closure



Welcoming Inclusion Activities

(1-9 minutes)

- Support contribution by all voices
- Set norms for respectful listening
- Create connection and belonging
- i.e. Community building, check-in

Engaging Strategies

(1-15 minutes)

- Sense Making
- Transitions
- Brain Breaks
- Intentionally build adult SEL skills
- i.e. Brain Break, think-ink-pair-share

Optimistic Closure

(3-5 minutes)

- Creates momentum towards taking action
- Reflection and looking forward
- Intentional Closure
- Topic reinforcement
- i.e. Reflective questions

Source: SEL 3 Signature Practices Playbook 2019

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Engaging Activity: Mindful Minute



1. Have learners sit in Seated Mountain.
2. Take about one minute to have learners bring their attention to the present moment.
3. Start by having learners bring their attention to the breath, noticing its qualities (fast, slow, warm, cool, shallow, deep....).
4. For the rest of the Mindful Minute, you can continue attention on the breath, or use one of several techniques: a quick body scan, noticing feelings, or attention to sounds in/outside the room.

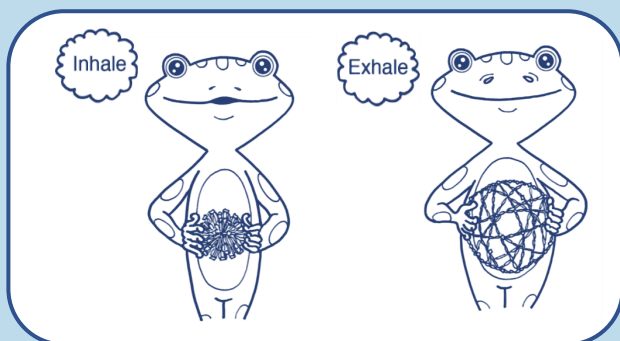


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Engaging Activity: Breathing Ball



1. Start in seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the Breathing Ball?



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Guiding Question:

What is the difference
between
a reaction and a response?



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How is social emotional learning (SEL) connected to self-care?

Self-awareness

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy



Self-management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills



www.casel.org



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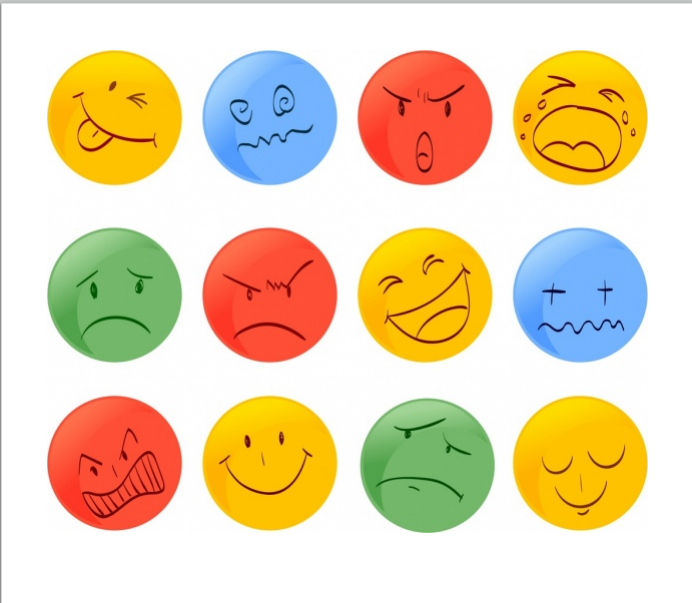
“
The three most important
aspects of learning
—attention, focus, and memory—
are all controlled by our **emotions**,
not by cognition.
”



Brackett Ph.D., M. (2019). *Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive*. New York, NY: Celadon Books.

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Reaction

Can be thought of as an unconsidered or abrupt behavior or action.¹

Often a reaction springs forth from a:

- **sudden strong emotion**, or
- an accumulation of strong, **unexpressed emotions**.

1: Reaction | Definition of Reaction at Dictionary.com


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Reaction

When we feel intense emotions, we might experience **physical** clues:

- Shaking
- Heat in the face
- Tight muscles
- Rapid heartbeats
- Stomach aches
- The urge to hit, kick, or stomp

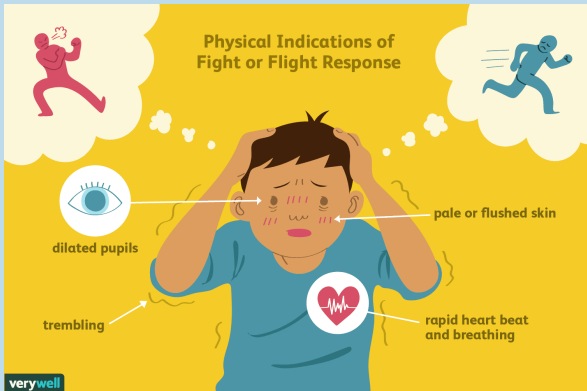

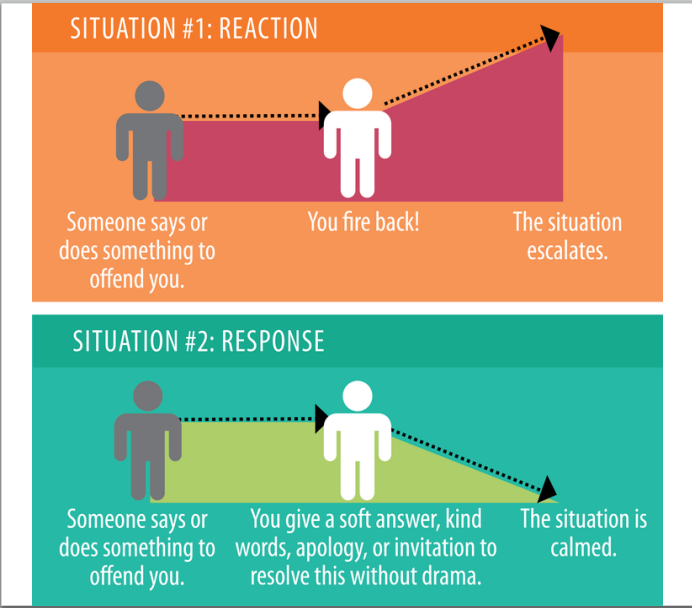


Image: Illustration by Joshua Seong. © Verywell, 2018; <https://www.verywellmind.com/what-is-the-fight-or-flight-response-2795194>


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SITUATION #1: REACTION

Someone says or does something to offend you. → You fire back! → The situation escalates.

SITUATION #2: RESPONSE

Someone says or does something to offend you. → You give a soft answer, kind words, apology, or invitation to resolve this without drama. → The situation is calmed.

Image: The Principle of First Response, <https://www.centerconsulting.org/blog/how-to-respond-to-conflict>
1 & 2: Manage Thyself, <http://coach2growth.com/manage-thyself/>

Response

A response is thought out, calm and non-threatening.¹

- More time for reflection
- Intentional
- Weighs alternatives
- Less Charged
- Considers other and/or other outcomes.²

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Engaging Activity: Even In – Even Out

1. Start in Seated Mountain with a tall spine, relaxed shoulders, and eyes gently closed.
2. Breathe naturally through the nose.
3. We are going to focus on making our inhales and exhales even.
4. Inhale deeply through the nose and exhale through the mouth for a count of one.
5. On the next breath, let's count to two on the inhale and the exhale.
6. Repeat, continuing to extend the breath up to a count of five.

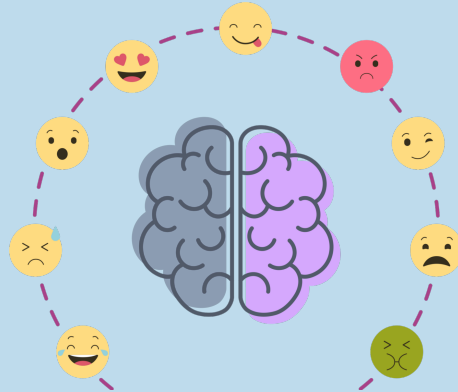



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Emotional Regulation

The stability of our emotional lives has the potential to become dysregulated due to a variety of factors, most of which are **not necessarily within our control**.¹



Multifaceted **physical-mental-emotional process** that can be affected by stress.

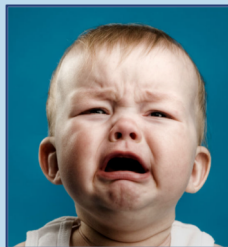
1: Bessel Van der Kolk, "Development trauma disorder: Towards a rational diagnosis for children with complex trauma histories," *Psychiatric Annals*, 2005.
http://www.traumacenter.org/products/pdf_files/preprint_dev-trauma_disorder.pdf
 Image: Steve Glavaski, Should You Accept or Regulate Your Emotions, Medium, December 15, 2019.



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Stress Response



"Gas Pedal"
 Sympathetic Nervous System:
 Fight or Flight



"Brake"
 Parasympathetic Nervous System:
 Rest and Digest



<https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response>

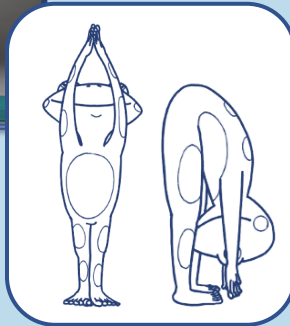


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Engaging Activity: Sunrise/Sunset



1. Start in Mountain Pose. Take a few breaths here.
2. Inhale, reach your arms up overhead (this is Sunrise Pose).
3. As you exhale, fold forward. Put your hands on your shins, or your ankles, or maybe the floor (this is Sunset Pose).
4. Inhale all the way back up to Sunrise.
5. Exhale hands down for Mountain.
6. Repeat a few times. Notice how you feel.



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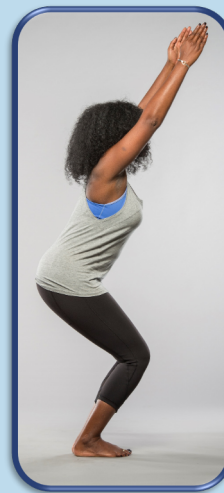
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Engaging Activity: Chair Pose

1. Stand in Mountain Pose with feet together.
2. Inhale and bend both knees. Reach arms overhead and look up at thumbs. Squeeze your knees together and feel your thigh muscles working.
3. Take 3-5 relaxed breaths.
4. If it is comfortable, you can press your palms together overhead.
5. Exhale, return to Mountain Pose.

***Variation: Kangaroo Pose:** Hands in front of body, elbows bent. Have learners take little hops, trying to land feet in same place. This will be VERY activating.



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Emotional Regulation

Learning to identify and regulate symptoms of stress, so we must also **learn how to identify and regulate one's own emotions.**



Image Source: <http://www.theexecutivecoach.com.au/services/>

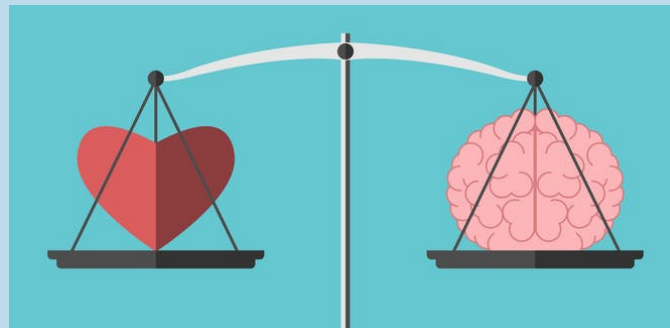


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Emotional Regulation

Balanced emotional regulation entails:



Feelings, thoughts, physiological signals – heart rate and breath pattern, and nonverbal communication – such as body language & facial expression.¹

¹: Saudino and Wang, "Emotional Regulation and Stress," Journal of Adult Development, 2011. <http://ink.springer.com/article/10.1007/s10804-010-9114-7#page-2>
Image: March 2, 2020. [Understanding emotions is nearly as important as IQ for students' academic success.](https://theconversation.com/us/topics/emotional-regulation/49394)

[Carolyn MacCann](#), University of Sydney; [Amirali Minbashian](#), UNSW, and [Kil Doolittle](#), University of Oxford. <https://theconversation.com/us/topics/emotional-regulation/49394>

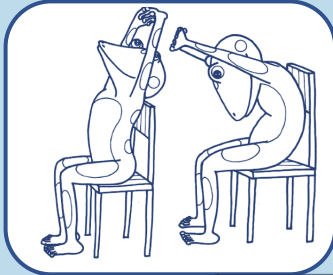


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Engaging Activity: Chair Cat/Cow



1. Sit in Seated Mountain with hands on knees.
2. As you inhale, stretch your arms overhead and interlace fingers. Reach the center of your chest up toward the ceiling and lift your chin so that you are looking at the ceiling. (Cow)
3. As you exhale, in one movement bring your hands forward, round your spine and drop your chin toward your chest. (Cat)
4. Repeat for several breaths: inhale, arms up, gaze lifts, chest up. Exhale round the spine, chin tucks, hands forward.
5. Return to Seated Mountain.



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Physical Regulation



Image: Relaxation techniques: Breath control helps quell errant stress response, Harvard Health Publishing, April 2018

Through practices of:

- **Breath**
- **Move**
- **Rest**

We learn again and again, what it feels like to move through our experiences in **thoughtful, nonreactive way**.



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What we hope to do

Respond

Vs.

React



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Adult Modeling

Kids **absorb** the adults' mannerisms,
especially
EMOTIONAL REGULATION
(the ability to manage their emotions).¹



Cadioux, Adelle, Pediatric psychologist at Helen DeVos Children's Hospital in Grand Rapids, Michigan. "Teaching children self-compassion by modeling it ourselves."

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Engaging Activity: Guided Rest / Body Scan

1. Lie down on the floor on your back. Spread your feet apart. Turn your palms up to face the ceiling and close your eyes.
2. Put your attention on your forehead. Feel your forehead relax.
3. Put your attention on your eyes. Feel your eyes relax.
4. Put your attention on your cheeks and jaw. Feel your cheeks and jaw relax.
5. Put your attention on your neck. Feel your neck relax.
6. Put your attention on your shoulders. Feel your shoulders relax. (Repeat for arms, wrists, hands, fingers.)
7. Put your attention on your chest. Feel your chest relax.
8. Put your attention on your back. Feel where your back touches the floor (or the chair).
9. Put your attention on your belly. Notice how the breath moves the belly softly up and down.
10. Put your attention on your hips. Feel your hips relax. (Repeat for legs, knees, ankles, feet, toes.)
11. Bring your awareness to your breathing and notice where you feel the breath in your body. Maybe you notice it in your nostrils. Maybe you feel it in your chest. Maybe you feel it in your belly.
12. See if you can get really quiet. Maybe you will even feel your heart beating inside your body.
13. Let learners rest in silence for a few moments.
14. Ring chime.
15. Slowly start to wiggle your fingers and toes. Take a deep breath in and stretch your arms overhead. As you exhale, relax.
16. Open your eyes and slowly return to a seated position.
17. Notice how you are feeling.



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Optimistic Closure: Use one word to finish the sentence, I am curious about...

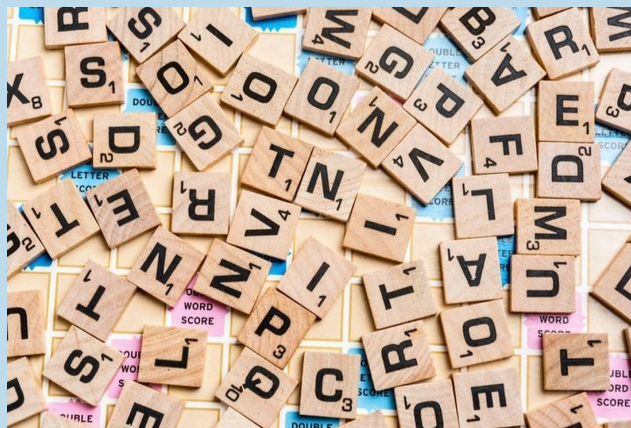


Photo: Juan Monino



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Brain Breaks Review



Breathe

- ❖ Mindful Minute
- ❖ Breathing Ball
- ❖ Even-In, Even-Out



Move

- ❖ Standing Sunrise/Sunset
- ❖ Chair Pose
- ❖ Seated Cat/Cow



Rest

- ❖ Guided Rest/Body Scan



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Takeaways

- ❖ Introduce Super Powers
- ❖ The CASEL competencies are Self-awareness, Self-management
- ❖ React vs Respond
- ❖ Emotional Regulation – Adult Modeling
- ❖ The 3 signature practices to integrate SEL into a lesson are: Welcoming Activity, Engaging Activity, and Optimistic Closure.



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Homework

Self?

Consider an area of your life that evokes strong emotions.
What are some practical ways you can apply emotional regulation in this area of your life?

Online Class?

Use the two breathing Brain Breaks reviewed for online class.
Use one at the beginning of class and one right before the end of class.

Together in Class?

After signing up for a curriculum account at www.pureedgeinc.org:

- **Click** on Pure Power Curriculum
- **Click** on Pure Power 3-5 and review Unit 2.8: The Power to Tame Your Temper
- Apply the **STOP** technique using the breath



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Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training

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Online Curriculum Log Out + MENU



breath move rest



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