



Pure Community

# Thank you for joining us!

**Culture of Care Session 1: Social Emotional Learning (SEL) & Self-care**  
**Trainer: Michelle Kelsey Mitchell**

## 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. 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.
4. 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](http://www.pureedgeinc.org)

Email: [getmoving@pureedgeinc.org](mailto:getmoving@pureedgeinc.org)



# Culture of Care Series: Session 1

Social and Emotional  
Learning (SEL) & Self-care



# Introductions

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Director of Partnerships &  
*National Trainer*

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# Who We Are

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**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

Respond to the poll to share which of the following images most accurately reflects your feelings right now.

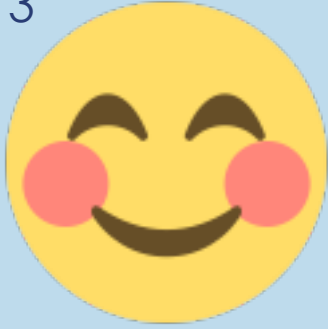
1



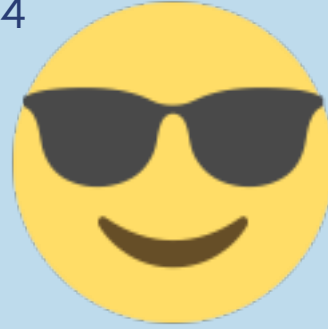
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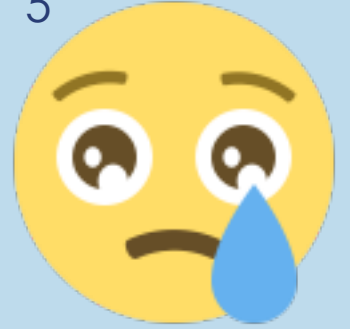
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# Learning Objectives

- ❖ Illustrate the interconnectedness of SEL and self-care.
- ❖ Practice Breathe, Move, and Rest strategies for Self-awareness and Self-management.
- ❖ Identify CASEL competencies.
- ❖ Acquire Skills to train colleagues in SEL, evidence-based curricula.

# Guiding Question

What three (3) things will we practice each time we meet?



# We will always practice

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





# Engaging Activity: Mindful Minute



- Start in Seated Mountain.
- Bring your attention to the present moment. We are going to start by taking a Mindful Minute.
- Start bringing your attention to the breath, noticing its qualities (fast, slow, warm, cool, shallow, deep...).
- Continue to focus your attention on the breath, and notice how you are feeling. Just notice.



# Engaging Activity: Anchor Breathing

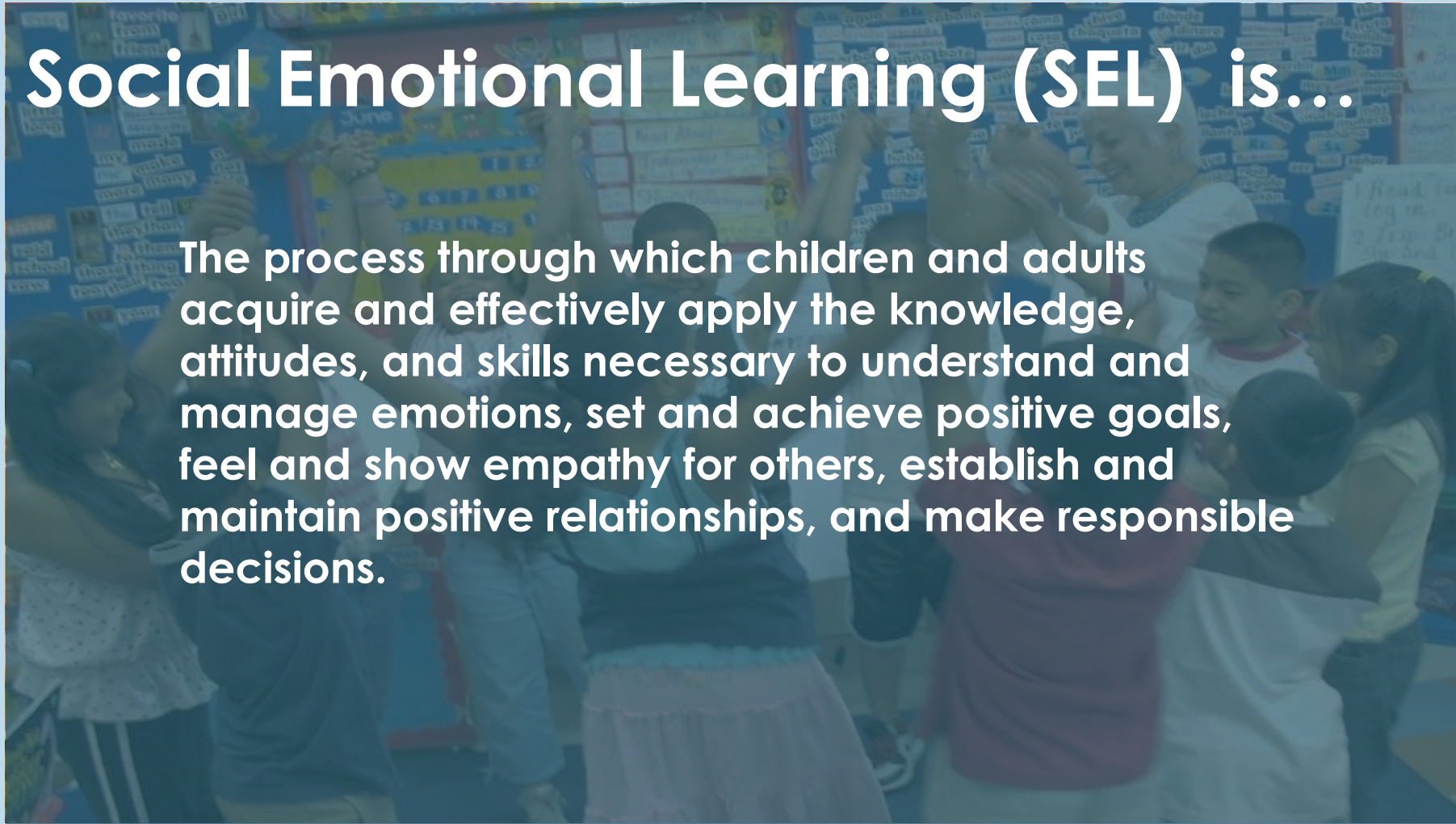


1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: belly, chest or just under your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.

❖ Notice when your mind has wandered away from your anchor (belly, chest, or nose) and bring your mind back to that point of concentration. It is not bad or wrong for your mind to wander. Mindfulness is not about determining whether what you are thinking is right or wrong. In this practice, we are simply noticing that the mind has wandered or that the mind is filled with thoughts, and then gently guiding it back to where we want or need it to be.

# Social Emotional Learning (SEL) is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



# Social and Emotional Competencies

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

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social Engagement
- Relationship-building
- Teamwork



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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



# 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



# Signature Practices to Integrate SEL:

## Welcoming Activity, 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 Breaks, 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

# Self-care





# Breathe



# Move

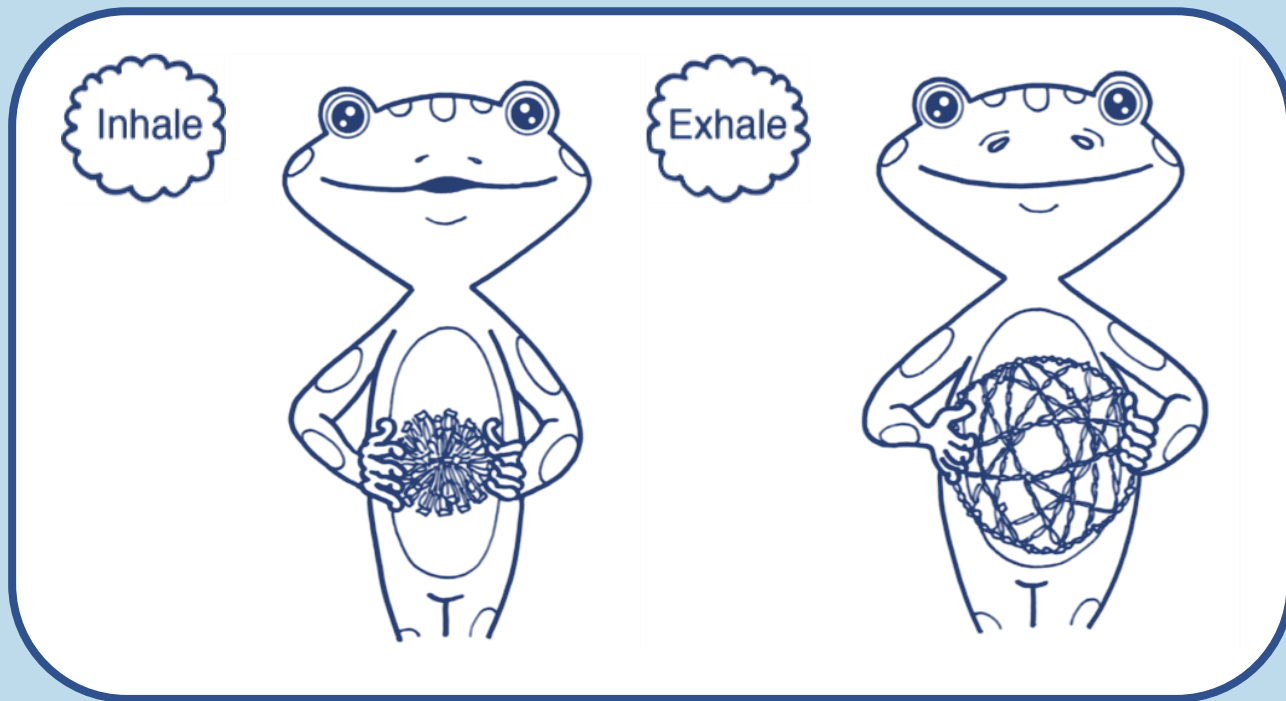


# Rest





# 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?





# Training Manual



Here are a few suggestions for when to implement Brain Breaks for grades 3-5. The suggested exercises are meant to support the educator in getting started with Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, [www.pureedgeinc.org](http://www.pureedgeinc.org), for video tutorials and access to the Brain Breaks manual.

Arrival	Mindful Minute offers learners a chance to check in with themselves at the start or end of the school day.
Refocus Between Lessons	Bring a little movement and breathing as a break to re-energize learners. Good options are Chair Cat/Cow, Chair Twist, and Statue.
Before Testing	Breathing exercises help relieve testing-related stress and put learners in a state of focus. Breathing Ball, Starfish, and Balloon Breathing are good ones to start with.
Lining Up	Use Mountain and Tree postures to help learners stay calm during transition to and from the classroom. Remember to focus on breathing!
Recess	Chair Sunrise Twist is a good way to help learners calm down if they have a lot of energy after they have played outside. Once they have settled down, try Even In-Even Out to build focus.
Create a Calming Center	Have Mind Jar and Breathing Ball available for learners to access in a quiet area. Have posture cards printed (available on <a href="http://www.pureedgeinc.org">www.pureedgeinc.org</a> ) for learners to practice postures on their own.
Departure	Attitude of Gratitude invites learners to remember something or someone that makes them feel thankful.





# Training Manual

Grades  
6-12

Grades  
6-12



Here are a few suggestions for when to implement Brain Breaks for grades 6-12. The suggested exercises are meant to support the educator in getting started with Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, [www.pureedgeinc.org](http://www.pureedgeinc.org), for video tutorials and access to the Brain Breaks manual.

## Arrival/ Homeroom

**Mindful Minute** offers learners a chance to check in with themselves at the start of the school day. The start of the day is also a great time to incorporate **Breathe** exercises such as **Anchor Breathing** or **Rest** exercises like **Mindful Listening**.

## Refocus Between Classes

Use the breath to help settle students as they transition from one class to another. Good options to start with are **Breathing Ball**, **Even-In, Even-Out** or **Belly-Heart Breath**.

## Break During Class

Bring a little movement and breathing as a break to re-energize learners during longer lessons. **Chair Cat/Cow**, **Chair Twist**, **Desk Dog**, **Tree** or **Eagle** work well.

## Before Testing

Breathing exercises help relieve testing-related stress and put learners in a state of focus. Use exercises that learners are already familiar with. **Take Five**, **Belly Breathing**, and **Alternate Nostril Breathing** are simple and effective choices.

## Afternoon Slump

To re-engage sluggish learners, some breath and movement can be helpful. **Chair Pose Twist** and **Forward Bend**, **Standing Half Moon**, and **Recharge Sequence** will get learners moving. Offering **Guided Rest** before movement when learners are tired can also re-energize them.

## Departure

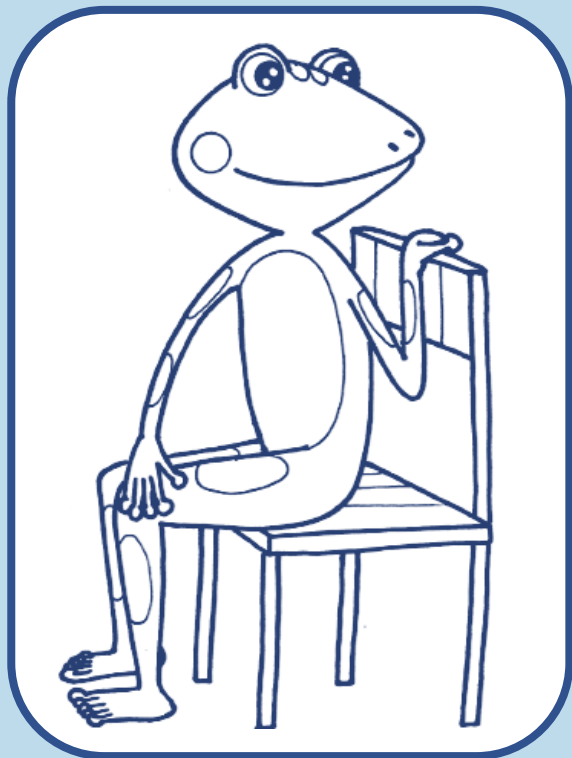
**Taking in the Good** and **One Minute Reflection** are **Rest** exercises designed to help learners reflect at the end of the day.



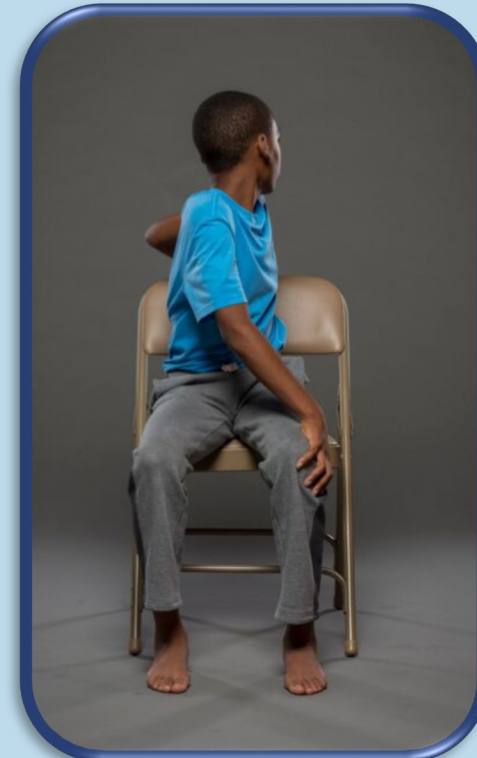




# Engaging Activity: Chair Twist



1. Sit in Seated Mountain.
2. Inhale, sit up tall.
3. Exhale, touch your right knee with your left hand and put your right hand on your hip (or the back of the chair).
4. Inhale, sit up tall.
5. Exhale, look over your right shoulder.
6. Stay still and take 3 relaxed breaths.
7. Inhale, come back to Seated Mountain.
8. Exhale, repeat to other side.



# Video Library: English

Videos en Español ▶



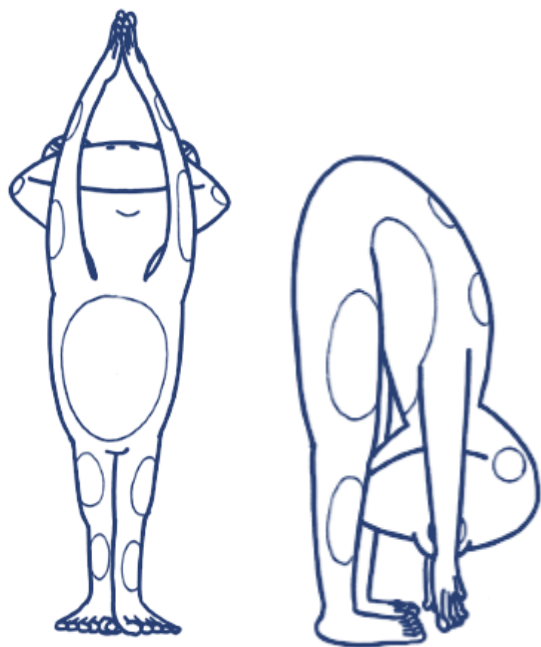
## Featured Video

Our Breathe Library takes you through breathing techniques that will help with focus, feeling emotions and a sense of calm. Each breathing technique is modeled in 1 to 2 minute video tutorials.

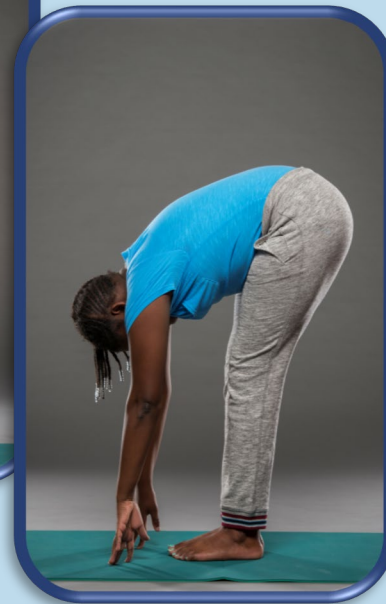
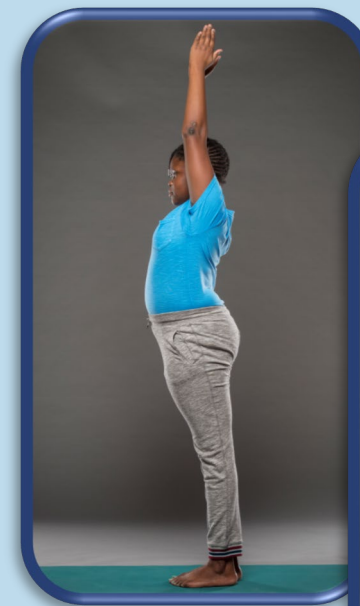




# Engaging Activity: Sunrise/Sunset



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.



# Pure Power

Grades K-5, Unit 1  
Power to  
Be Calm



Grades  
6-12

Unit 1  
Power to Shine



# Pure Power Curriculum

## *Grades K-5*

- ❖ Unit 1 – 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

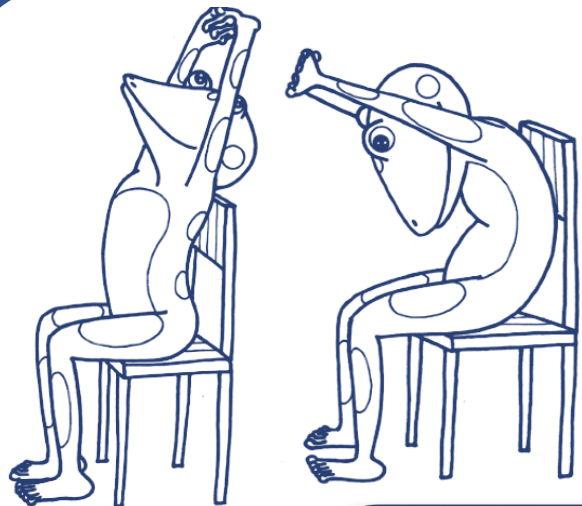
## *Grades 6-12*

- ❖ 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





# Engaging Activity: Chair Cat/Cow

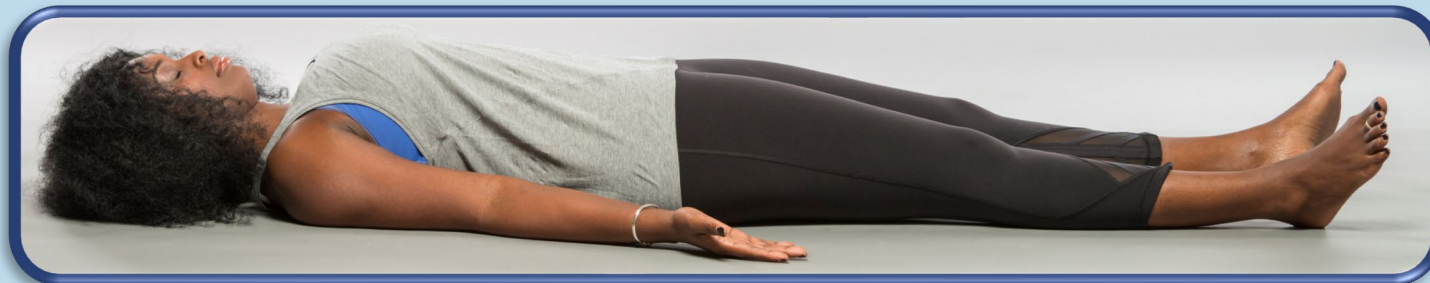


1. Sit in Seated Mountain with hands on knees.
2. As you inhale, stretch your arms overhead and interlace fingers. Reach the center of your chest up toward the ceiling, and lift your chin so that you are looking at the ceiling. (Cow)
3. As you exhale, in one movement bring your hands forward, round your 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.



# 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.



# Optimistic Closure: One Word Takeaway

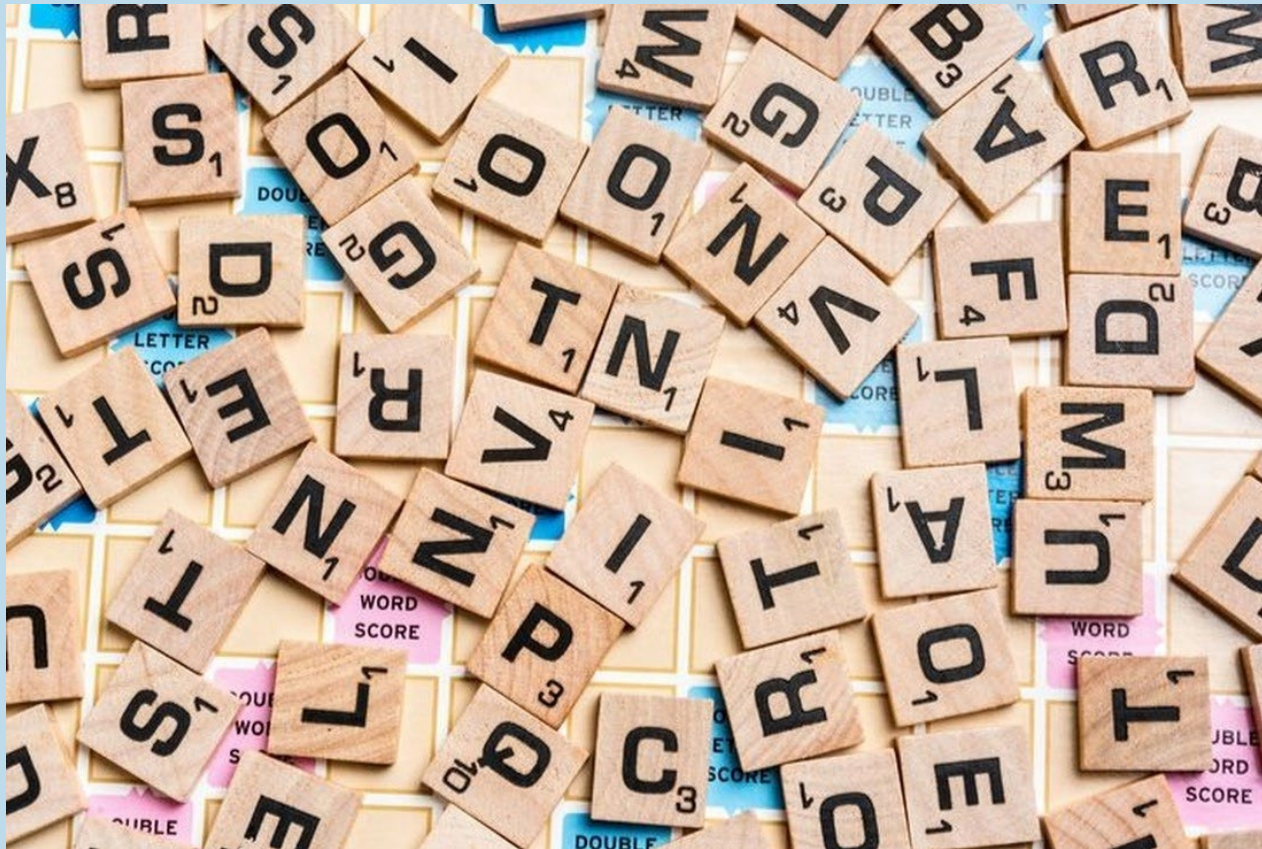


Photo: Juan Monino



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# Brain Breaks Review



## Breathe

- ❖ Mindful Minute
- ❖ Anchor Breathing
- ❖ Breathing Ball



## Move

- ❖ Chair Twist
- ❖ Sunrise/Sunset
- ❖ Chair Cat/Cow



## Rest

- ❖ Guided Rest/Body Scan

# Takeaways

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- ❖ SEL and self-care are interconnected.
- ❖ The 5 CASEL competencies are Self-awareness, Self-management, Social Awareness, Responsible Decision-Making & Relationship Skills.
- ❖ The 3-signature practices to integrate SEL into a lesson are Welcoming Activity, Engaging Activity, and Optimistic Closure.

# Homework

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## **Self:**

Choose 1 Breathe, Move, and/or Rest Brain Break to practice independently.

## **Online Class:**

Register for your SEL curriculum account at [pureedgeinc.org](https://pureedgeinc.org)

## **Together in Class:**

Identify one thing that you are already doing related to CASELs three signature practices (Welcoming Activity, Engaging activity, and Optimistic Closure.)



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Evidence-Based Approach  
Thoughtful Partnerships  
Curriculum & Training



Online Curriculum

Log Out

+ MENU



●  
breathe

●  
move

●  
rest







Pure Community

**Please Note:** You will receive a follow-up email within 24 hours of this session. This serves as your confirmation of attendance. **You will not receive a certificate, it will just be the confirmation of attendance email.**

*Thank you for joining us!*

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