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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Culture of Care Series: Session 1

Social and Emotional Learning (SEL) & Self-care
Introductions

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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.
Welcoming Activity

Respond to the poll on the next slide to share which of the following images most accurately reflects your experience right now.

1️⃣ 2️⃣ 3️⃣ 4️⃣ 5️⃣ 6️⃣ 7️⃣ 8️⃣ 9️⃣ 10️⃣
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.
Transformative SEL is...

Transformative SEL connotes a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences, learn to critically examine root causes of inequity, and develop collaborative solutions to community and societal problems.

Social and Emotional Learning Competencies

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy
- Integrating personal and socio-cultural identities
- Analyzing of beliefs, mindsets, and biases
- Social interdependence
  - Perspective-taking
  - Empathy
  - Appreciating diversity
  - Respect for others
  - Recognizing setting demands and opportunities
  - Determining common social goals and interests

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills
- Personal and collective agency
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
- Co-creating a sense of belonging and thriving

- Communication
- Social Engagement
- Relationship – Building
- Teamwork
- Cultural competency
- Collaborative problem-solving
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
- Integrating personal and socio-cultural identities
- Analyzing of beliefs, mindsets, and biases
- Social interdependence

**Self-management**
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills
- Personal and collective agency

**Signature Practices to Integrate SEL:**
WELCOMING ACTIVITY, ENGAGING ACTIVITY, AND OPTIMISTIC CLOSURE

**Welcoming/Inclusion Activities** (1-5 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
- Transition
- Brain Breaks
- Intentionally build adult SEL skills
  - i.e. Brain Breaks, think-link-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
Self-care

Breathe  Move  Rest

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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?
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.

*When teaching learners, if you are facing them make sure you mirror them (e.g., use your right hand when you instruct them to use their left hand).
*If seated on the floor, start from cisscross position and follow the same directions.
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.

*You can have young learners moo like a cow and meow like a cat. Just make sure the do a few rounds moving with the inhale and exhale first.

*If on the floor, learners can come to hands and knees. Inhale, the belly drops down toward the floor and we look up toward the ceiling (Cow). Exhale, look at your belly button and round your spine (Cat). Repeat for several breaths.

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.
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

Brain Breaks Review

- **Breathe**
  - Mindful Minute
  - Anchor Breathing
  - Breathing Ball

- **Move**
  - Chair Twist
  - Sunrise/Sunset
  - Chair Cat/Cow

- **Rest**
  - Guided Rest/Body Scan
Takeaways

- 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

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

Online Class:
Register for your SEL curriculum account at 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.)
Please Note: You will receive a follow-up email within 24 hours of this session. This serves as your confirmation of attendance.

Thank you for joining us!

**Culture of Care Session 1:** Social and Emotional Learning (SEL) & Self-care

**Trainer:** Michelle Kelsey Mitchell, Director of Partnerships

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