



Pure Community

# Thank you for joining us!

**Session 3, Part 1 & Part 2: Taking in the Good & Six Critical Healing Factors**

**Trainers: Erin Cooney, Gill McClean & 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. We will be doing a gentle movement practice. Set up your space so you have room to stand, sit, and lie down on the floor if you choose to do so. (You can also use a chair for seated postures if that is more comfortable for you). If you like to use an exercise mat or a towel, have one handy.

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Website: [www.pureedgeinc.org](http://www.pureedgeinc.org)

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# Culture of Care Series

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Train-the-Trainer to Integrate a Culture of Care

Session 3, Part 1: Taking in the Good

# 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.





# Welcoming Activity

Share on the poll what you noticed first about the picture on the next slide.

# Welcoming Activity

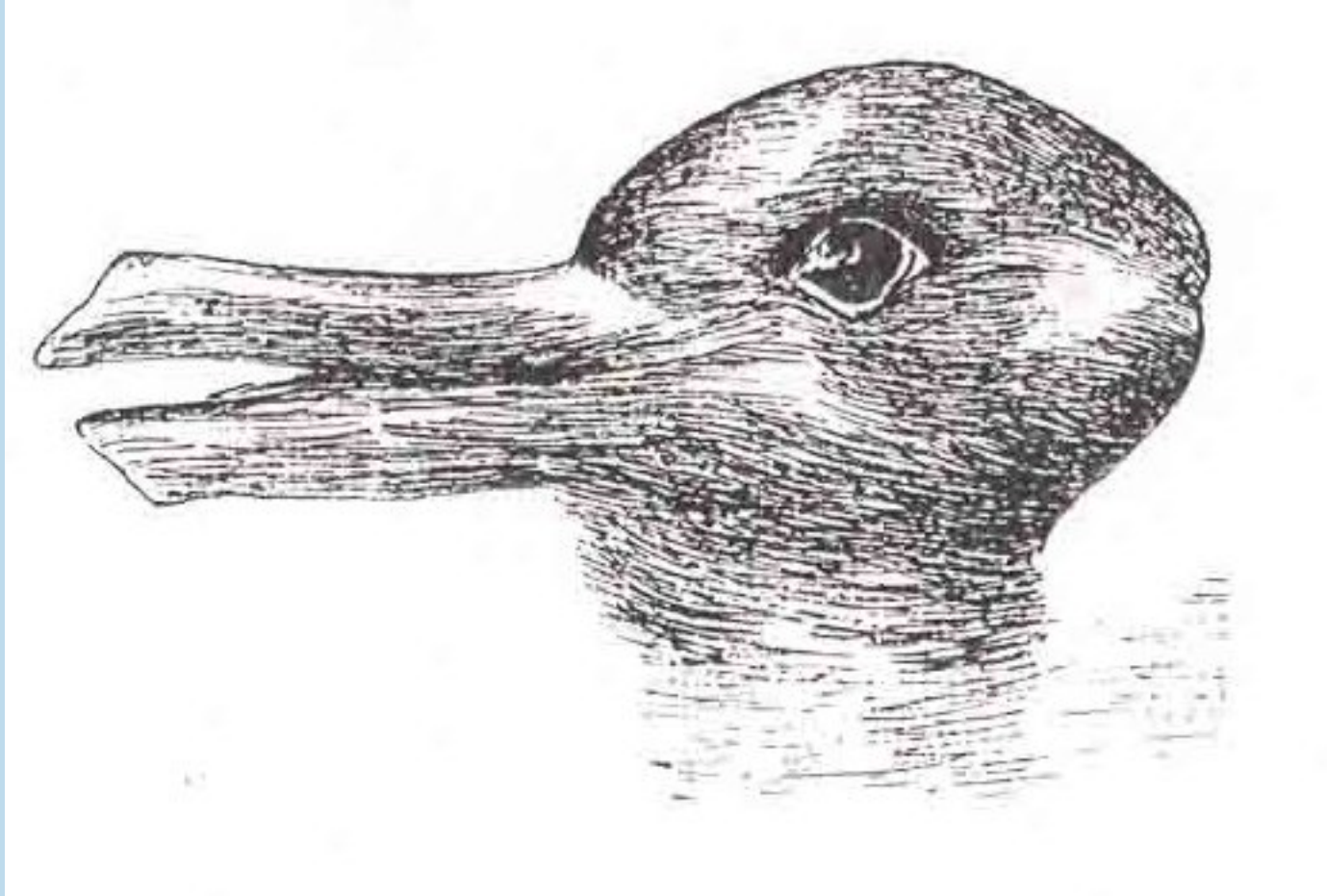


Image: <https://www.illusionsindex.org/i/duck-rabbit>

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# Review

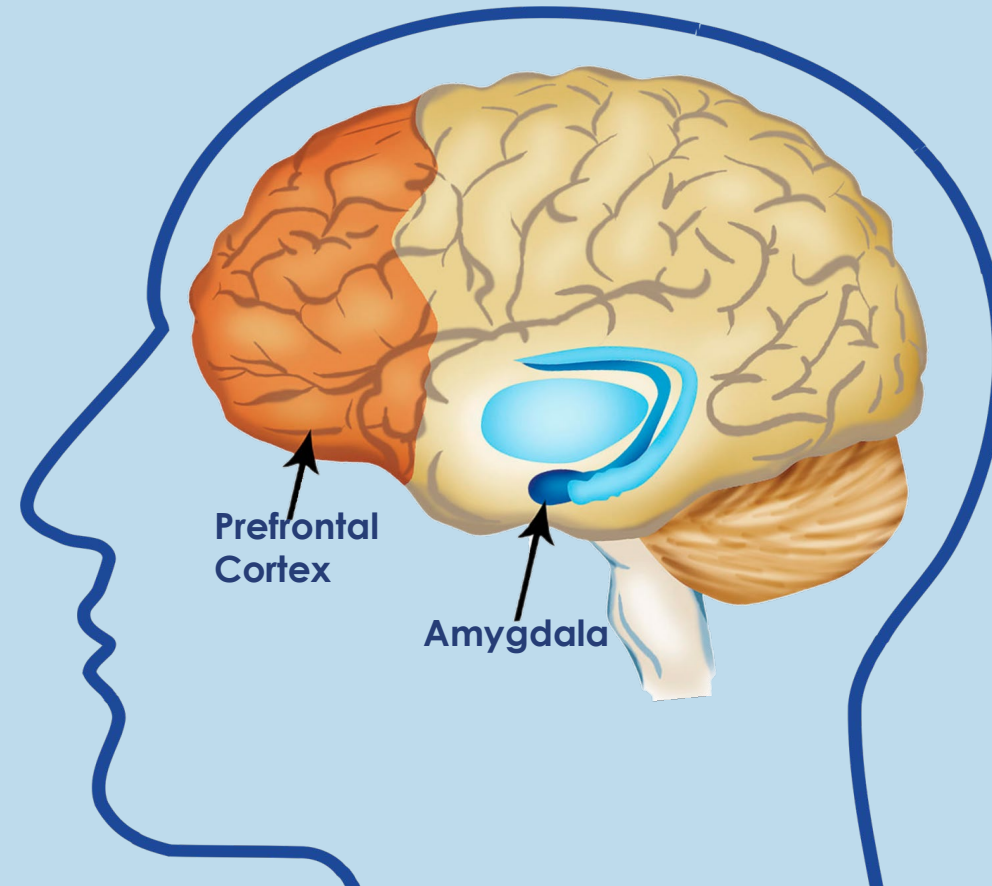
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# Neuroscience

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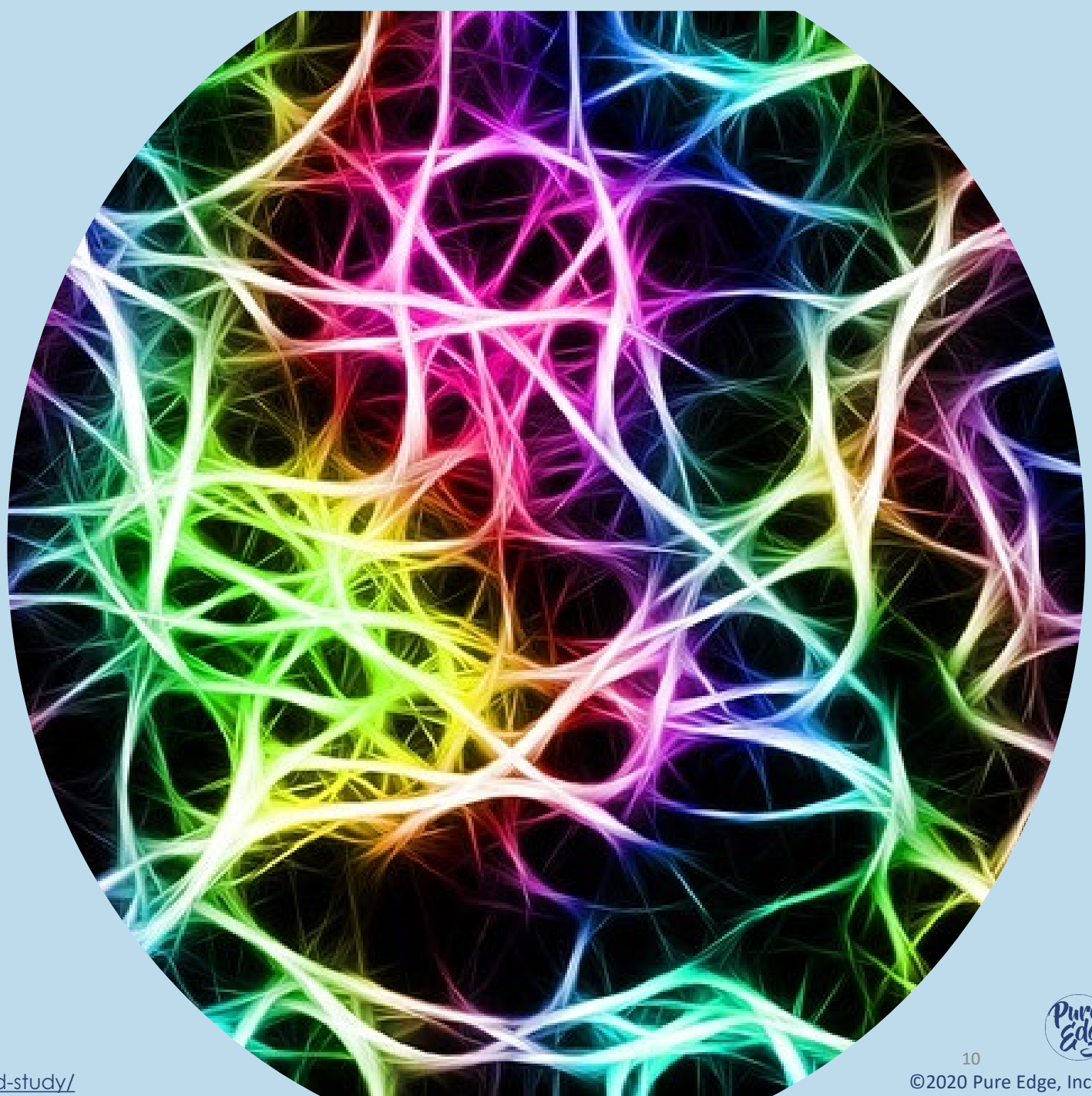
Survival mechanism is often triggered by high stress environments.



## NEUROPLASTICITY

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



# Considerations & Strategies

## MINDSETS



***versus***



- ❖ Link choices to actions (and future goals!)
- ❖ Integrate academic content to discuss and explore roles/role play
- ❖ Self-talk
- ❖ “I Can’t – Yet” Strategy
- ❖ “Thought Stopping Strategy”
  1. Become aware of self-talk.
  2. Stop the negative self-talk.
  3. Replace it with positive self-talk.

# Modeling and Implementation of SEL



## Welcoming / Inclusion Activities

## Engaging Strategies

## Optimistic Closure

# Self-care





# Breathe



# Move



# Rest



# Learning Objectives

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- ❖ Define bias.
- ❖ Explore negativity bias.
- ❖ Perform and apply the "Taking in the Good" strategy.
- ❖ Associate neuroplasticity with habit formation.
- ❖ Identify healthy habits that support educator self-care and SEL.
- ❖ Reflect, plan, and set goals for healthy habit formation and SEL alignment.
- ❖ Illustrate the interconnectedness of SEL and self-care.
- ❖ Practice and implement Breathe, Move, Rest Strategies for Self-Awareness and Self Management.
- ❖ Identify CASEL competencies.
- ❖ Acquire Skills to train colleagues in SEL, evidence-based curricula.

# Guiding Questions

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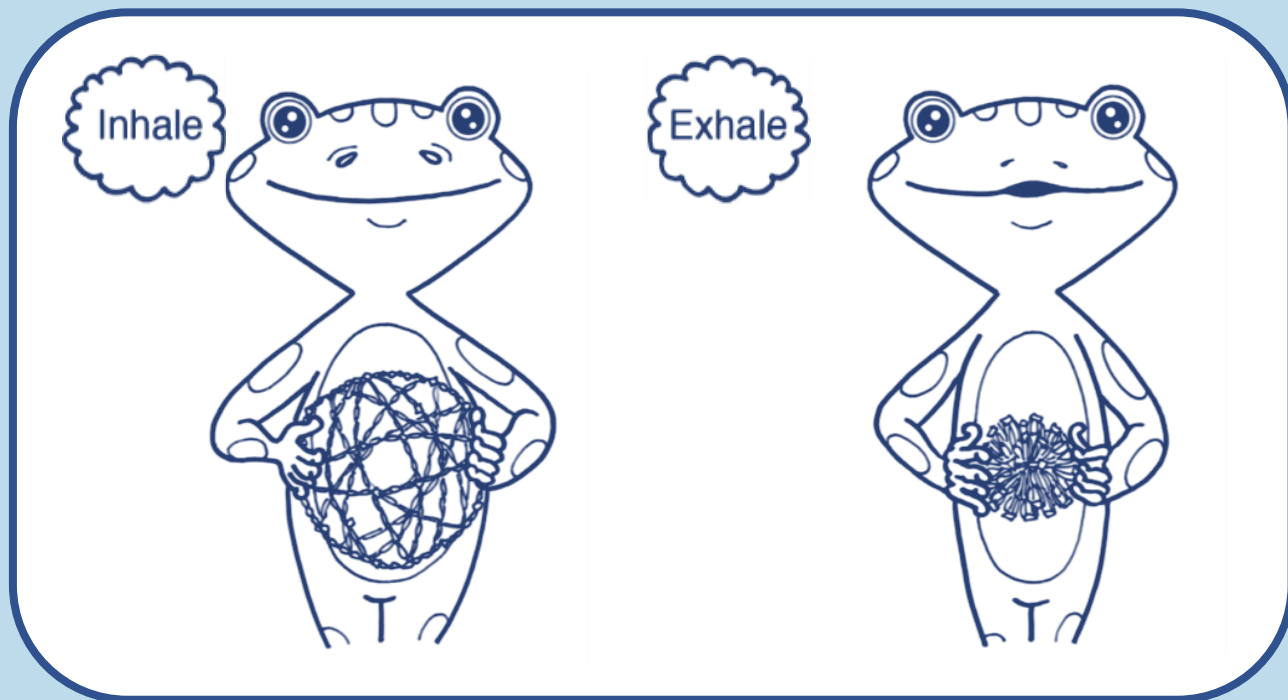
What is a habit?

Why is it important to think about and replay positive experiences,  
several times in your mind?

How can we apply our understanding of wellness practices to create new, positive habits?



# 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?

- ❖ *This is generally a favorite and keeps the children's attention.*
- ❖ *We use a Hoberman Sphere™ as a breathing ball.*
- ❖ *You can have children take turns leading a few rounds with the breathing ball.*
- ❖ *Be careful to keep fingers safe!*

# We will always practice

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

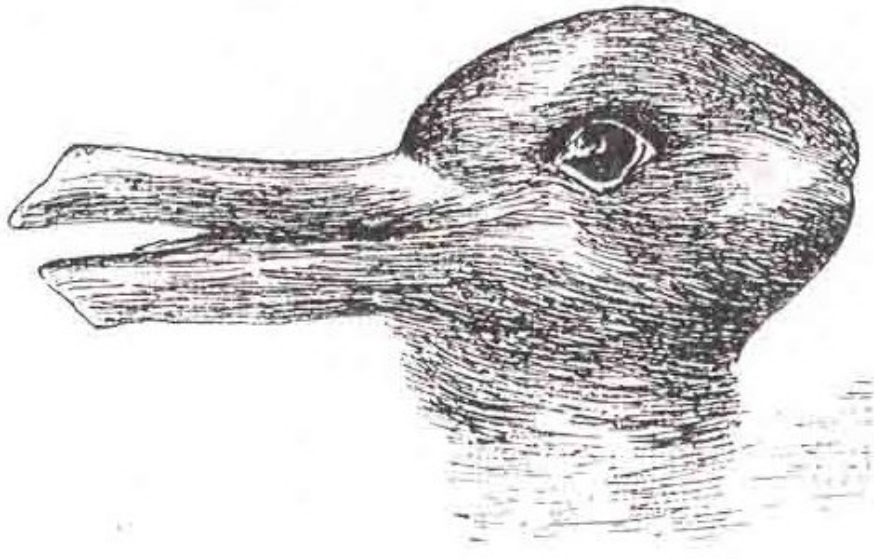


# Taking in the Good and Self-Care



# Duck-Rabbit Image

We interpret situations, people's actions, and even pictures differently.



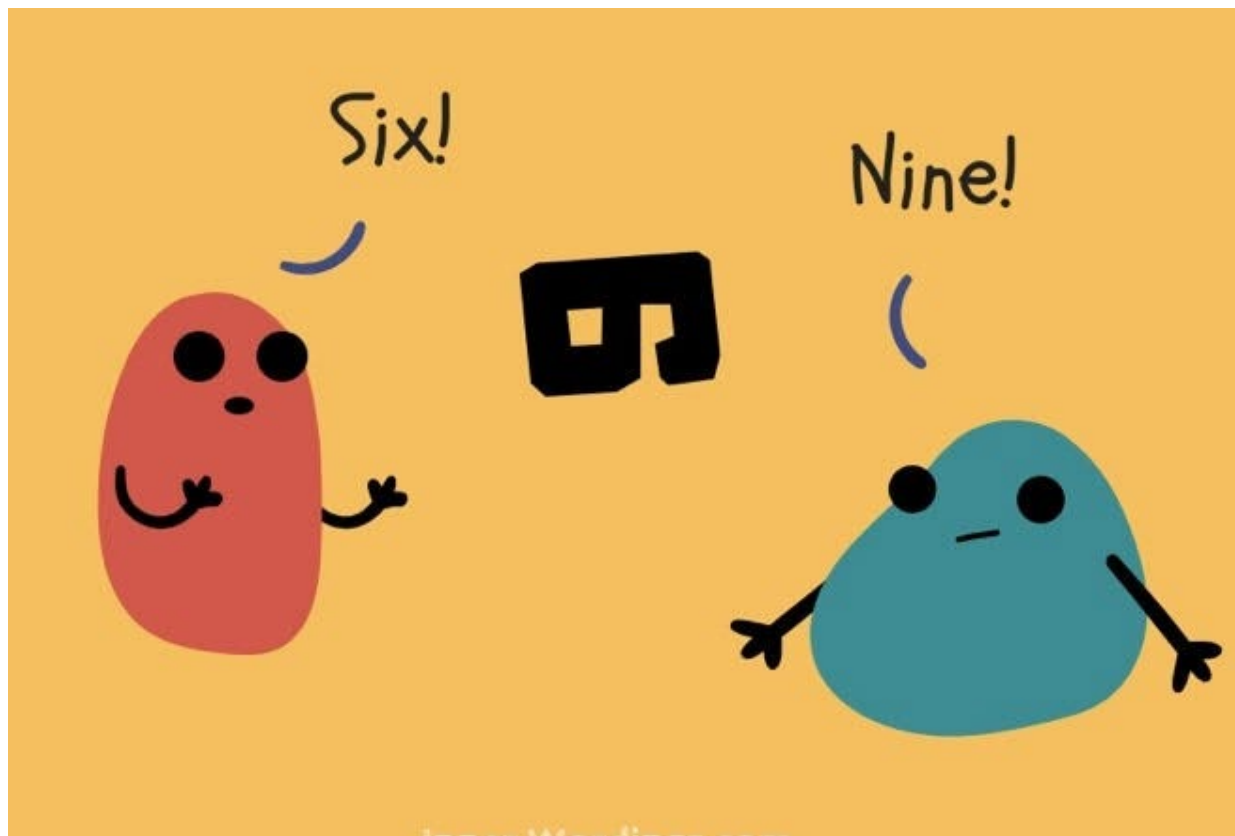
- Sometimes, we're too quick to judge a situation.
- We don't always take the time to fully consider other perspective.



# Bias

An inherent or learned prejudice against a thing, person, or group when compared with another.<sup>1</sup>

Nearly all humans share a **negativity bias**, that is...our tendency to hold on to or collect negative information in the form of **memories** or **impressions**.







# Engaging Activity: Ocean Breathing

1. Inhale through your nose.
2. As you exhale, whisper the sound ahhh through your mouth. Repeat two or three times.
3. On the next breath, close your mouth, exhale, and send the whisper sound through your nose.
4. See if you can find the same whisper sound in the nose on the inhalation and the exhalation.

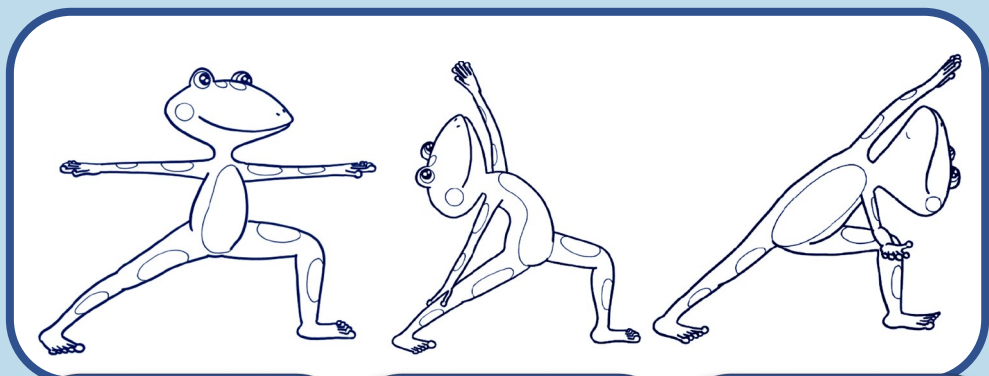
*\*Ocean Breath is created by lightly constricting the throat to create a hissing sound as you breathe in and out through the nose.*

*\*If you can't find the sound at first, just keep practicing.*





# Engaging Activity: Wave Sequence



1. Begin in Mountain Pose.
2. Inhale, step your left foot wide to the side, exhale and turn your right foot out and bend the right knee. Inhale, raise both arms to a T-shape at shoulder height. Exhale and hold for 2 breaths. This is Surfer.
3. Inhale, take your left arm back towards your left calf and raise your right arm straight up towards the ceiling, exhale here. Look up at your hand and take 2 breaths.
4. Inhale and return to Surfer.
5. Exhale, place your right arm on your right thigh, and raise your left arm overhead. Look towards your left hand and take 2 breaths. This is Wave.
6. Inhale and return to Surfer.
7. Exhale and step feet together in Mountain Pose.
8. Repeat on the other side.

*\*This sequence can be used to invigorate when tired or lethargic.*

# Negativity Bias

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Negativity bias can take the shape of:

- ❖ Excessive worry
- ❖ Anxiety
- ❖ Frustration
- ❖ Aggression
- ❖ Judgement

**Sometimes it leads us to look for or expect danger.**



# Negativity Bias



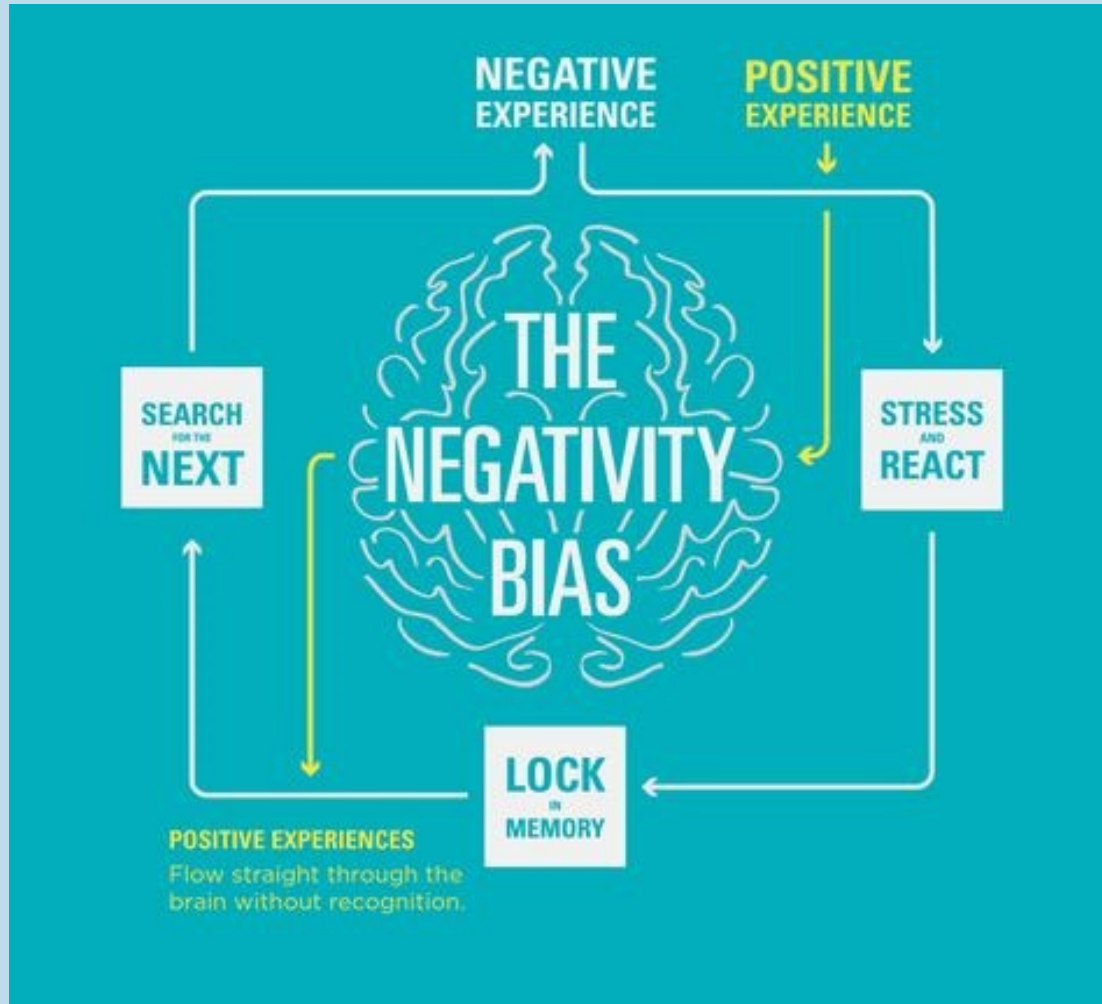
For example, studies have found that:

- **In a relationship**, it typically takes five good interactions to make-up for a single bad one.
- People will work much harder to **avoid losing \$100** than they will work to gain the same amount of money.
- **Painful experiences** are much more memorable than pleasurable ones.<sup>1</sup>

<sup>1</sup>: Hanson, Dr. Rick, Take in the Good, May 5, 2020.



# Taking in the Good



“The brain is like Velcro for negative experiences and like Teflon for positive ones.”<sup>1</sup>

That shades “implicit memory” – your underlying expectations, beliefs, action strategies, and mood – in an increasingly **negative direction**.

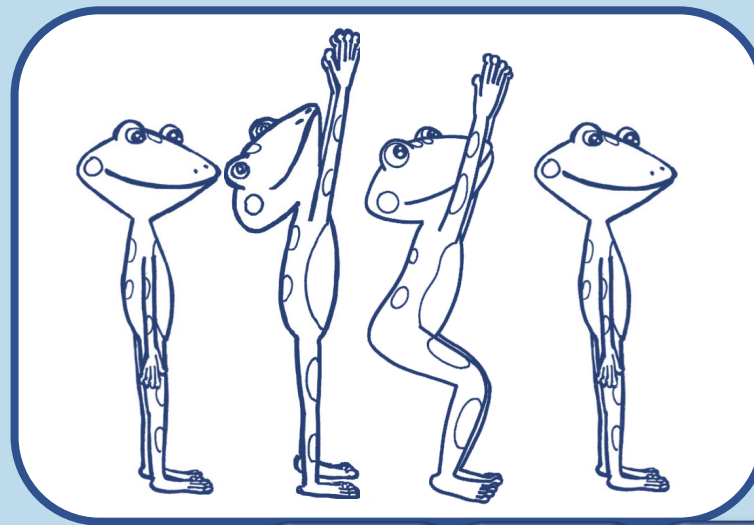
- It takes **2-3 seconds** for one's brain to remember something **unpleasant**.
- It takes **20-30 seconds** for your brain to remember something **pleasant**.



# Engaging Activity: Mountain/Chair Strength Sequence

1. Begin in Mountain Pose.
2. Inhale, raise your arms overhead.
3. Exhale, bend your knees and sit back as though you were going to sit in an imaginary chair.
4. Hold for 3 breaths.
5. Inhale, come back to Mountain Pose.
6. Increase hold to 5 breaths as stamina increases.

*\*This sequence can be used to strengthen the lower back and legs. It's also re-energizing after sitting in a chair for awhile.*





# Engaging Activity: Taking in the Good

1. Think of one thing from the day that you feel good about, and be specific—for example, you listened, you were more creative, you lent a helping hand, or someone smiled at you, etc.
2. Hold on to that memory for the next 30 seconds. Remember it in as much detail as you can.
3. Allow the feeling associated with the memory to sink in your mind. Act as a sponge, absorbing the memory and the feeling together.





# Taking in the Good

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- **Taking in the Good** entails focusing on the positive in **what is occurring** or has already occurred.
- Therefore, absorbing and appreciating the experience itself of a positive thought or memory in order to **cultivate resilience** and **gratitude**.

A brain-science savvy and psychological skillful way to improve how you feel, get things done, and treat others.<sup>1</sup>

1: Rick Hanson and Rick Mendius, "Positive Emotions and Taking In the Good," 2007. <http://www.wisebrain.org/PositiveEmotions.pdf>

# How to “Take in the Good”

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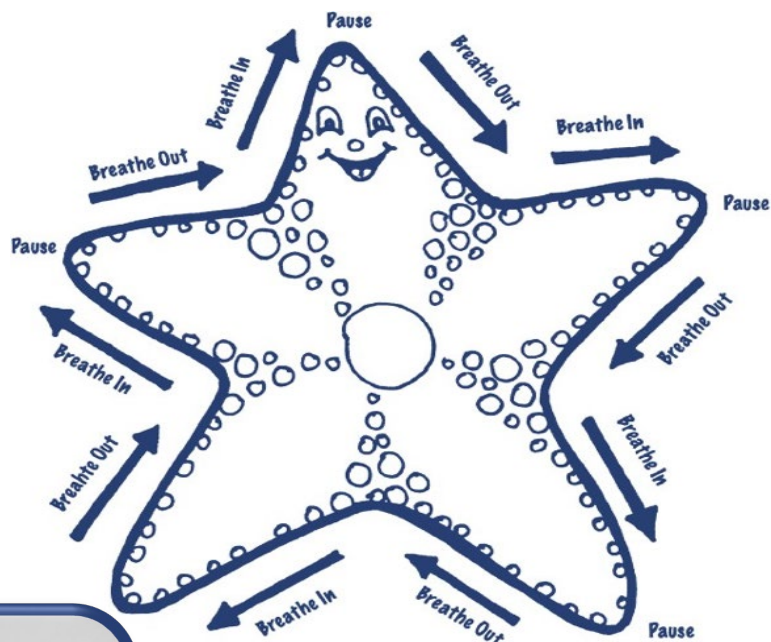


1. Look for good facts and turn them into good experiences.
2. Really enjoy the experience.
3. Intend and sense that good experiences are sinking into you.<sup>1</sup>

1: Rick Hanson and Rick Mendius, “Positive Emotions and Taking In the Good,” 2007. <http://www.wisebrain.org/PositiveEmotions.pdf>



# Engaging Activity: Starfish Breathing or Take Five



1. Make a starfish with one hand, fingers spread wide.
2. Put the index finger from the other hand on the outer base of the thumb.
3. We are going to trace the outline of our starfish hand. Keep looking at your pointer finger while you do your breathing.
4. Inhale (finger traces to top of thumb).
5. Exhale (finger traces down the other side of thumb).
6. Repeat until you have traced the outline of the starfish hand.



*\*Learners are synchronizing their movement, breath, and gaze. On the inhale, index finger and eyes trace upward along a finger; on the exhale, index finger and eyes trace downward along a finger. Each upward movement is coupled with an inhale, whereas each downward movement is coupled with an exhale.*

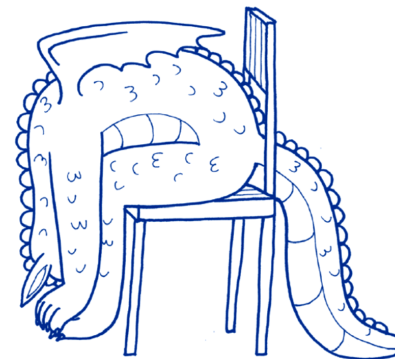
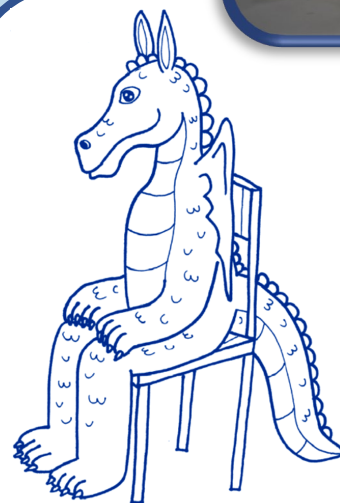
*\*After Starfish Breathing, you can have learners rest their hands on their chest, continuing to breathe mindfully, as they silently recall three things for which they are thankful.*



# Engaging Activity: Seated Forward Bend

1. Sit in Seated Mountain Pose with feet flat on the floor. Inhale and sit tall, making your back as long as possible.
2. Exhale, reach both feet slightly out in front of you and fold over your legs, sliding your hands down your legs towards your shins. Take 2-3 breaths here.
3. Inhale and come back up to Seated Mountain Pose.
4. Repeat as required.

*\*Use this move as a quick pick-me-up or to restore when energy seems to be low.*





# Engaging Activity



Use one word to finish the sentence,  
**Something I learned during this lesson is...**

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# Checking In

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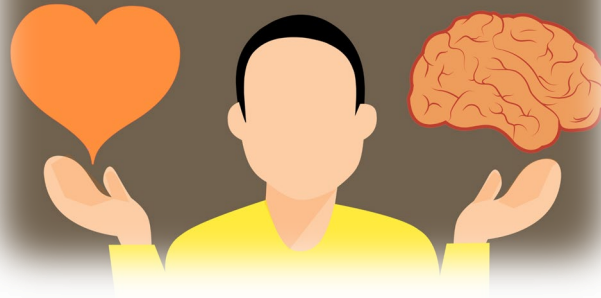
# Engaging Activity: Synectics

“Habits” are like...

1



3



4



5



Because...

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“

*When we are no longer able to  
change a situation, we are  
challenged to change ourselves.*

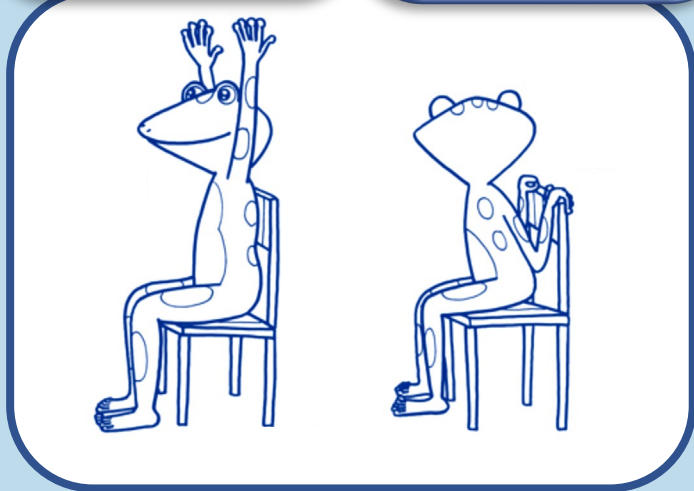
~Viktor Frankl

”





# Engaging Activity: Chair Sunrise Twist



1. Sit in Seated Mountain.
2. Inhale, stretch arms overhead for Chair Sunrise.
3. Exhale, twist to the right, placing left hand on right knee and right hand on right hip or back of the chair. Keep right shoulder relaxed. Take a few breaths here.
4. Inhale, back to Seated Sunrise.
5. Exhale, twist to the left, placing right hand on left knee and left hand on left hip or back of chair. Keep left shoulder relaxed. Take a few breaths here.
6. Inhale back to Seated Sunrise.
7. Exhale to Seated Mountain.



# Engaging Activity: One Minute Reflection



1. Before leaving school take a moment to pause and reflect on today.
2. Sit comfortably, either at your desk or on the floor.
3. Were there things you did today that you are proud of? Let them soak in for 20-30 seconds.
4. Feel good about your accomplishments.
5. Were there things you felt you could have done better or differently? It's ok to make mistakes or missteps.
6. Tomorrow, with a fresh mind and even breathing, you can try again.

*\*If on the floor, sleeping crocodile can be done lying on the belly. Instruct learners to cross arms, "make a pillow with your hands" and lie down with head resting on hands.*

# Creating Healthy Habits

**Habits are actions we repeat so often  
that they become automatic.**



- ❖ Sometimes we pick up habits based on who we spend time with and the circumstances we are in.
- ❖ When we commit ourselves to habits that support health and wellness, physiological changes can take place in the body, the brain, and the nervous system.

**This is why it is important to incorporate activities that support positive physical, mental, and emotional flexibility into daily life.**

# Creating Healthy Habits

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- ❖ Doing Meaningful Things You Enjoy
  - Spirituality, hobbies, entertainment, and leisure
- ❖ Managing Your Thoughts
  - Positive self-talk, gratitude, and reappraisal
- ❖ Forgiveness
  - Having self-compassion; Giving ourselves permission to fail and forgive.



# Creating Healthy Habits

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- ❖ Physiological Regulation
  - Mindful breathing
- ❖ Self-care (Strong Immune System)
  - Sleep, nutrition, exercise
- ❖ Managing Your Life Smartly
  - Modifying and selecting situations to prevent stress; having routines and setting daily goals; problem-solving
- ❖ Healthy Relationships
  - Feeling safe, heard, and connected



# Creating Healthy Habits

## The Big 7

- ❖ Mindful breathing
- ❖ Sleep
- ❖ Nutrition
- ❖ Exercise
- ❖ Building and maintaining positive relationships
- ❖ Doing things that are meaningful to you (hobbies/entertainment)
- ❖ Positive self-talk, including self- and other – compassion, acceptance, reappraisal, visualization, and problem-solving.



# Creating Healthy Habits

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# Creating Healthy Habits

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- ❖ **Plan**
- ❖ Change Your Surroundings
- ❖ **Ask for Support**
- ❖ Fill Your Time with Healthy Activities
- ❖ Track Your Progress
- ❖ Imagine the Future
- ❖ Reward Yourself
- ❖ **Be Patient**

# Habit Development

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Give yourself time to develop these new patterns/habits. There's a wide range (18-200+ days) in how long it takes to develop a new habit; average time being 66 days.

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# Implementation Tips

1. Establish A **Consistent** Routine
2. Start of Day/End of Day/Transitions
3. Start **Small**, Then Build
4. **Repeat, Repeat, Repeat**
5. Be Comfortable With the Exercises



# Engaging Activity: Easy In, Extend Out

1. Breathe in naturally.
2. Breathe out slowly, making the exhalation longer than the inhalation.
3. Keep going, making the exhalation longer than the inhalation.
4. Notice how you feel.

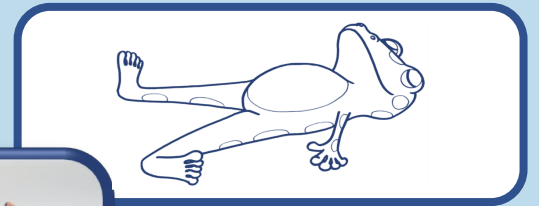
*\*Lengthening the exhalation tends to have a calming effect on the mind and body.*





# 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.



# Creating Healthy Habits

"I walk down the street.  
There is a deep hole in the sidewalk.  
I fall in.  
I am lost... I am helpless.  
It isn't my fault.  
It takes forever to find a way out.

I walk down the same street.  
There is a deep hole in the sidewalk.  
I pretend I don't see it.  
I fall in again.  
I can't believe I am in the same place.  
But, it isn't my fault.  
It still takes me a long time to get out.

I walk down the same street.  
There is a deep hole in the sidewalk.  
I see it is there.  
I still fall in. It's a habit.  
My eyes are open.  
I know where I am.  
It is my fault. I get out immediately.

I walk down the same street.  
There is a deep hole in the sidewalk.  
I walk around it.

I walk down another street."

# Brain Breaks Review



## Breathe

- ❖ Breathing Ball
- ❖ Ocean Breathing
- ❖ Starfish Breathing/Take Five
- ❖ Easy In, Extend Out



## Move

- ❖ Wave Sequence
- ❖ Mountain/Chair Strength Sequence
- ❖ Seated Forward Bend
- ❖ Chair Sunrise Twist



## Rest

- ❖ Taking in the Good
- ❖ One Minute Reflection
- ❖ Guided Rest/Body Scan



# Creating Healthy Habits



# Sample: Self-care Template for Implementation

## Self-Care Action Plan

<b>LEARNING OBJECTIVES:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the impact of school stress</li> <li><input type="checkbox"/> Experience and apply brain breaks to self-care practice</li> <li><input type="checkbox"/> Summarize the concept of self-care</li> <li><input type="checkbox"/> Summarize the neuroscience of stress</li> </ul>	<b>REMINDERS &amp; KEY CONCEPTS:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> “Flipping Your Lid”</li> <li><input type="checkbox"/> Building Emotional Intelligence</li> <li><input type="checkbox"/> “Name it to Tame it”</li> <li><input type="checkbox"/> 6 Critical Healing Factors</li> <li><input type="checkbox"/> Well-Rounded Self-Care</li> <li><input type="checkbox"/> Plan, Prioritize, Calendar your Self-Care</li> </ul>	<b>RESOURCES:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> pureedgeinc.org <ul style="list-style-type: none"> <li>use employee ID / school email address in sign up fields</li> </ul> </li> <li><input type="checkbox"/> Headspace App <ul style="list-style-type: none"> <li>Go.headspace.com/pureedge</li> </ul> </li> </ul>
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Self-Care Practice	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Breathe (choose 1):</b> Even In-Even Out Belly Breath Other_____		Anchor Breath Take Five / Starfish					
<b>Move (choose 2):</b> Afternoon Re-Charge Chair Twist Tree Other_____		Chair Cat/Cow Balance Brain Hop Chair					
<b>Rest (choose 1):</b> Body Scan Mindful Minute Other_____		Guided Rest Attitude of Gratitude					



# HEADSPACE: Mindfulness On Demand

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Headspace is donating their app  
to all Educators.

**[go.headspace.com/pureedge](https://go.headspace.com/pureedge)**

Think of it as,  
**A personal meditation guide,  
right in your pocket.**

# Today's Reflection

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## **Self:**

Reflect on your day. Then, identify and briefly journal about one good thing/goal/accomplishment.

## **Online Class:**

Identify 3 healthy habits that you can implement in your virtual classrooms when conducting online classrooms/working online from home.

## **Together in Class:**

Identify a place in your classroom/building/office that can be used to support healthy habits.

# Optimistic Closure: My Next Step



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# Culture of Care Series

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Train-the-Trainer to Integrate a Culture of Care

Session 3, Part 2: Six Critical Healing Factors



# Introductions

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*Director of Curriculum & Instruction  
National Trainer*

Gill McClean

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*Director of Professional Development &  
National Trainer*

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# Welcoming Activity: Poll

Are you an Early Bird or a Night Owl?



# Welcoming Activity: Poll

What happens when your alarm goes off?



# Learning Objectives

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- ❖ Name the six critical healing factors for ACES.
- ❖ Recognize the impact of each of the six critical healing factors.
- ❖ Illustrate the interconnectedness of SEL and self-care.
- ❖ Practice and implement Breathe, Move, and Rest Strategies for Self-awareness and Self-management.
- ❖ Identify CASEL competencies
- ❖ Acquire Skills to train colleagues in SEL, evidence-based curricula.

# 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

# We will always practice

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



# Breathe



# Move



# Rest







# Engaging Activity: Ocean Breathing

1. Inhale through your nose.
2. As you exhale, whisper the sound ahhh through your mouth. Repeat two or three times.
3. On the next breath, close your mouth, exhale, and send the whisper sound through your nose.
4. See if you can find the same whisper sound in the nose on the inhalation and the exhalation.

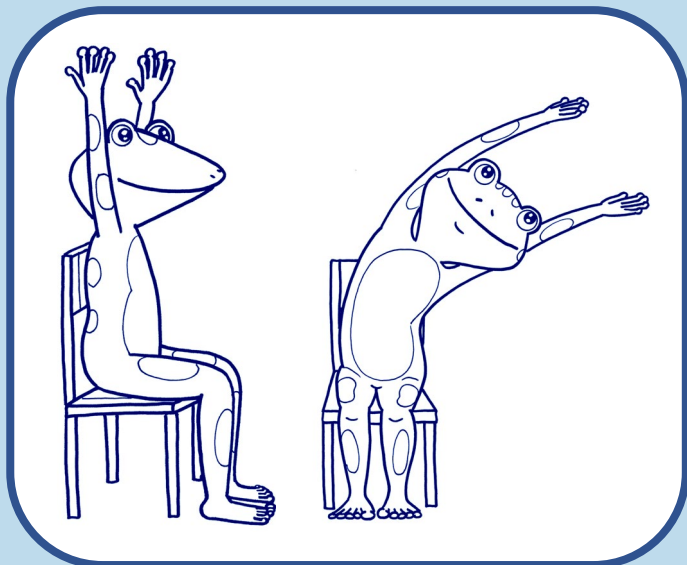
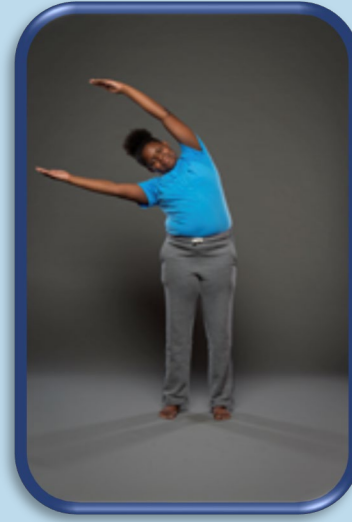
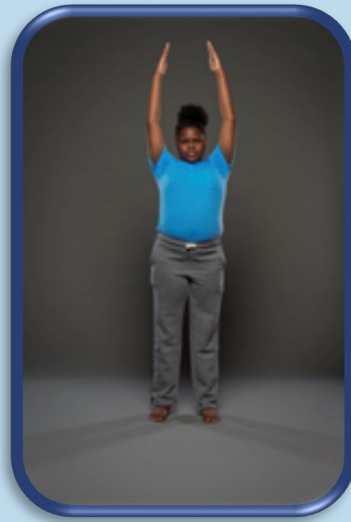
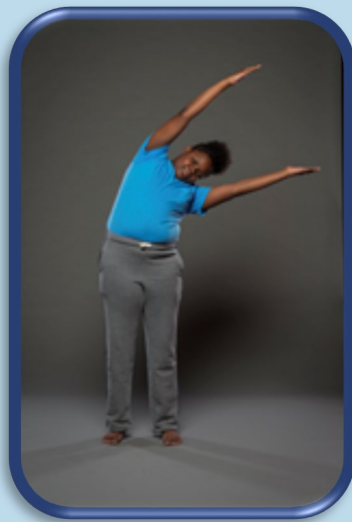
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*\*If you can't find the sound at first, just keep practicing.*



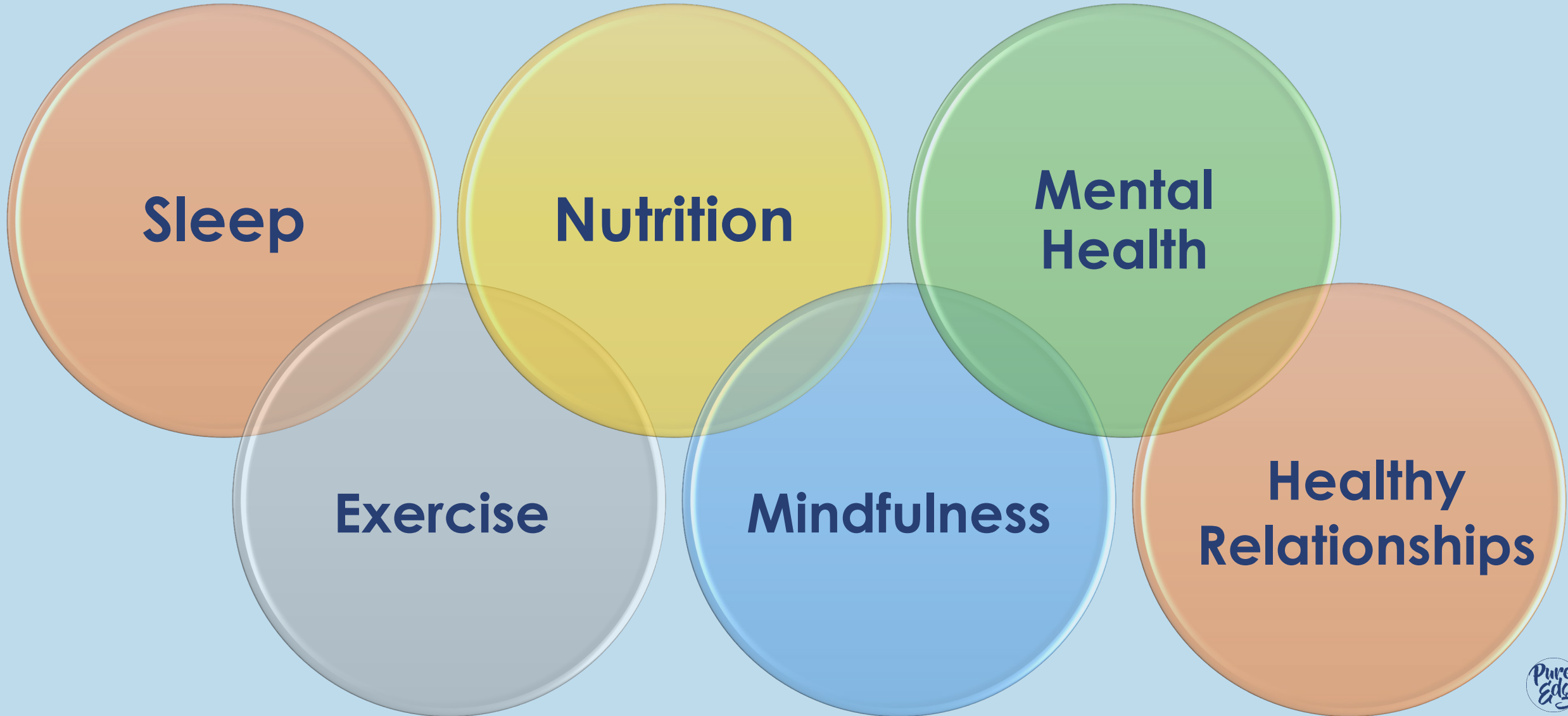


# Engaging Activity: Seated or Standing Kite



1. Inhale, take both arms overhead.
2. Exhale, lean to the right side.
3. Inhale, come back to center, arms overhead.
4. Exhale, lean to the left side.
5. Repeat a few times.

# Six Critical Healing Factors



# Student Mental Health



**60%**

of K-12 students are exposed to a traumatic event.



**17 million**

children have untreated mental health diagnoses.



**2nd**

most common cause of death among ages 10-24 is suicide.



**95%**

of teens have smartphones, while 45% are "online constantly."



**9**

hours is the average amount of media consumed each day, unrelated to school, by teens (13-18). The average for ages 8-12 is 6.

**52%**

is the rate of increase in major depression among youth ages 12-17, from 2005-2017.

**6.1 million**

children ages 2-17 have received an ADHD diagnosis.

**30-40%**

of undergrads at Ivy League institutions seek mental health services, up 20% per year over the last 6 years.

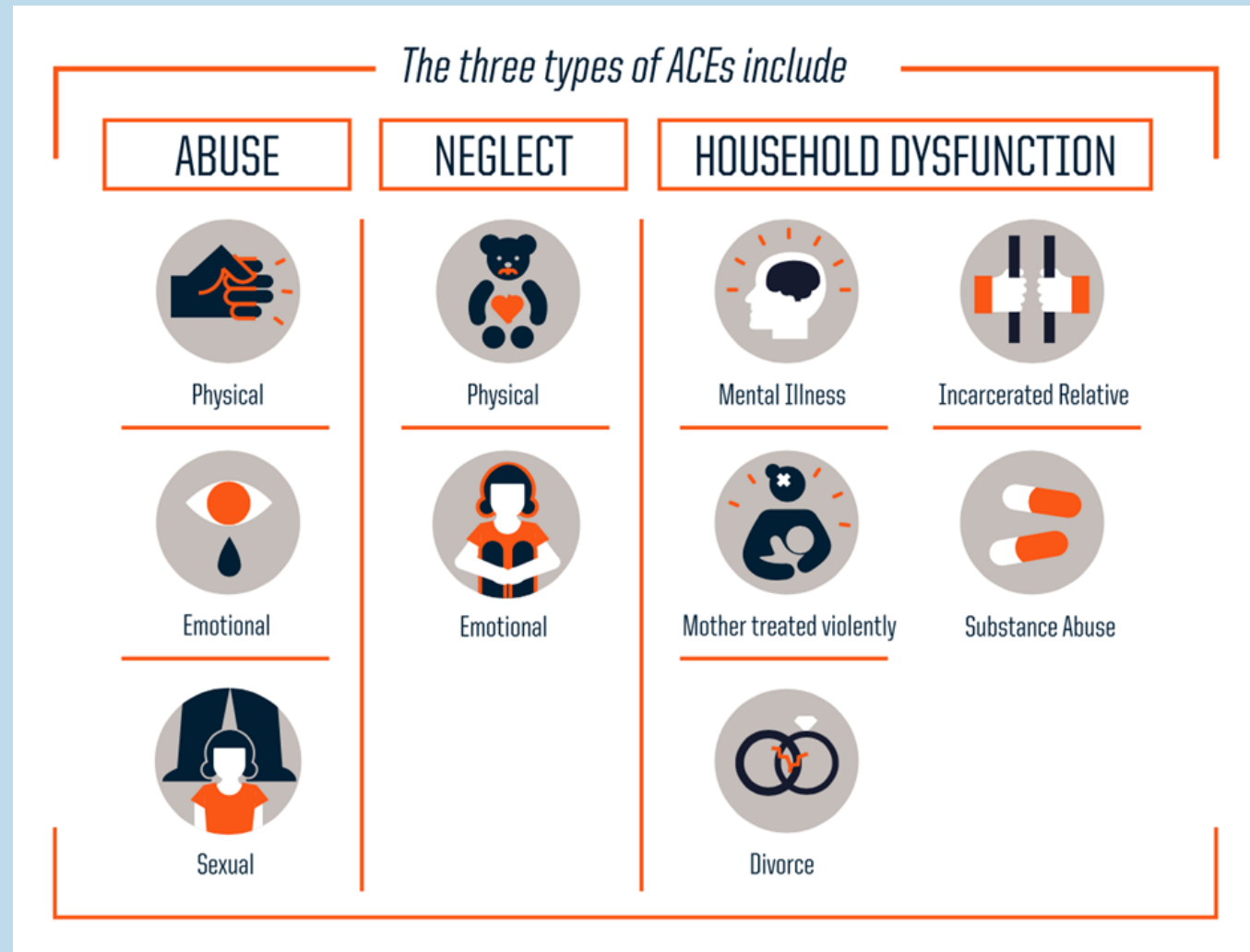
<https://www.cdc.gov/ncbddd/adhd/data.html>

<https://health.usnews.com/wellness/for-parents/articles/2019-04-22/teen-depression-is-on-the-rise>

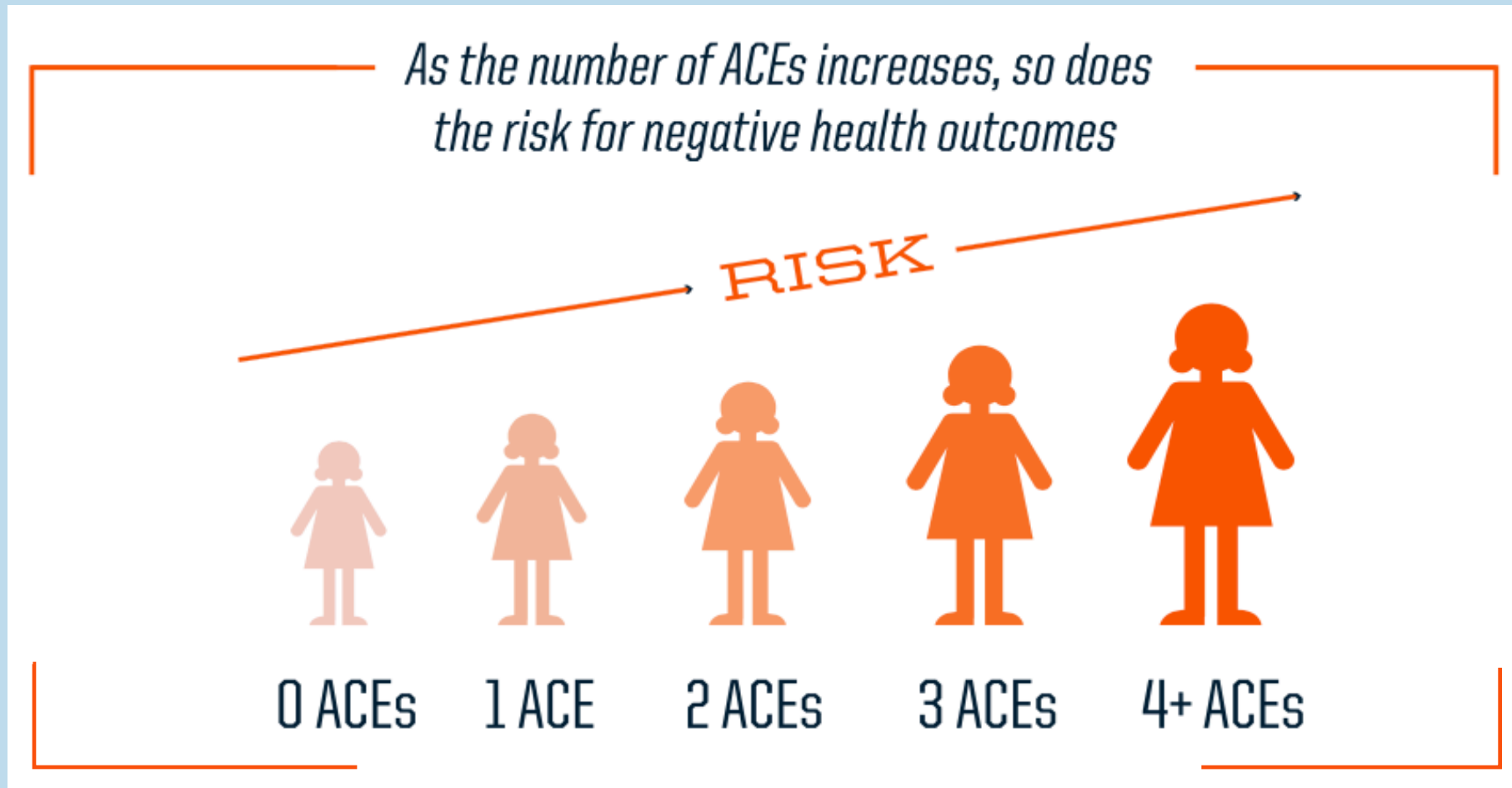
[https://ssir.org/articles/entry/five\\_ways\\_to\\_advance\\_conservation\\_entrepreneurship](https://ssir.org/articles/entry/five_ways_to_advance_conservation_entrepreneurship)



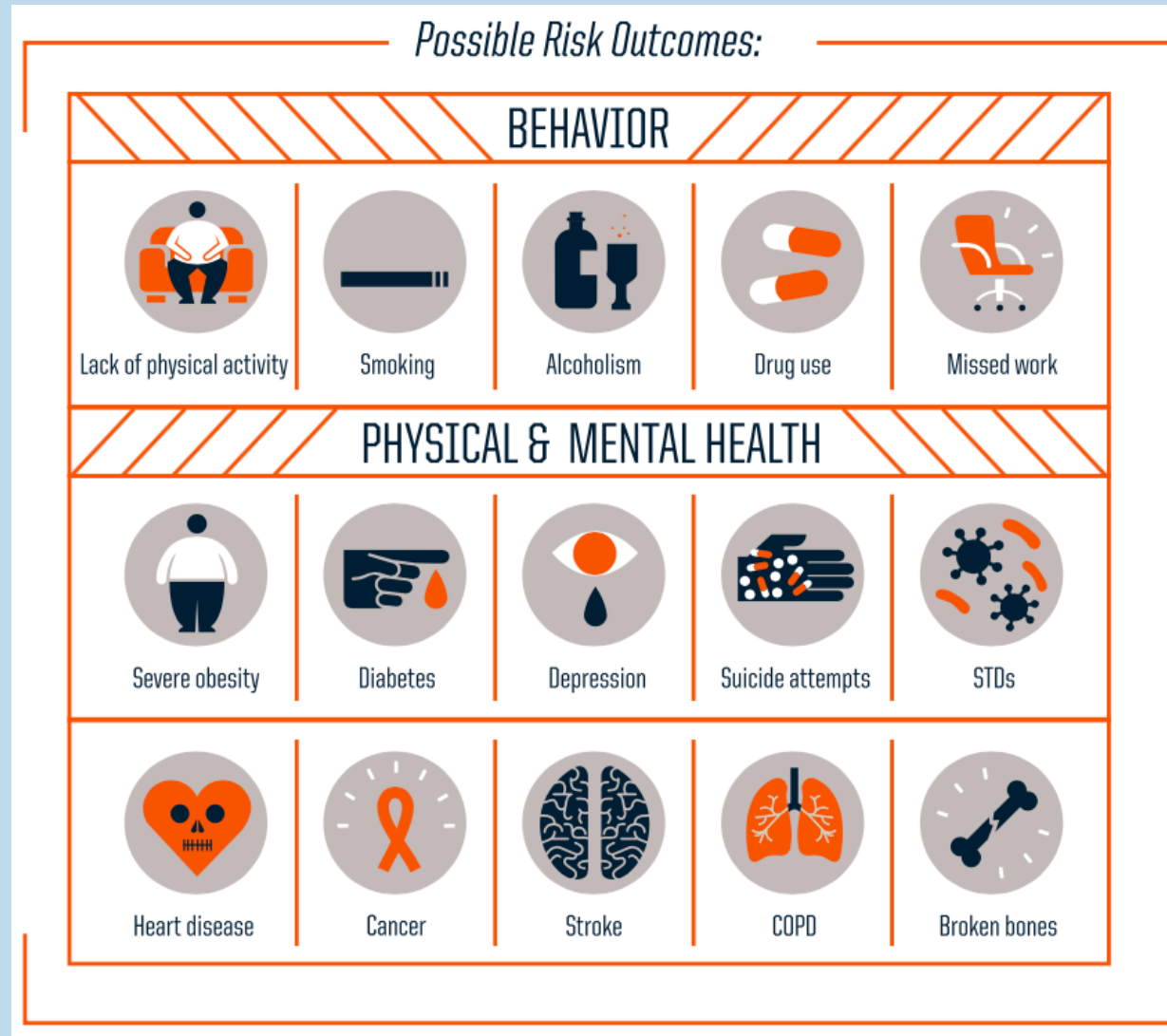
# Adverse Childhood Experiences (ACEs)



# ACES and Outcome Risk



# ACES and Health Outcomes







# Engaging Activity: Alternate Nostril Breathing

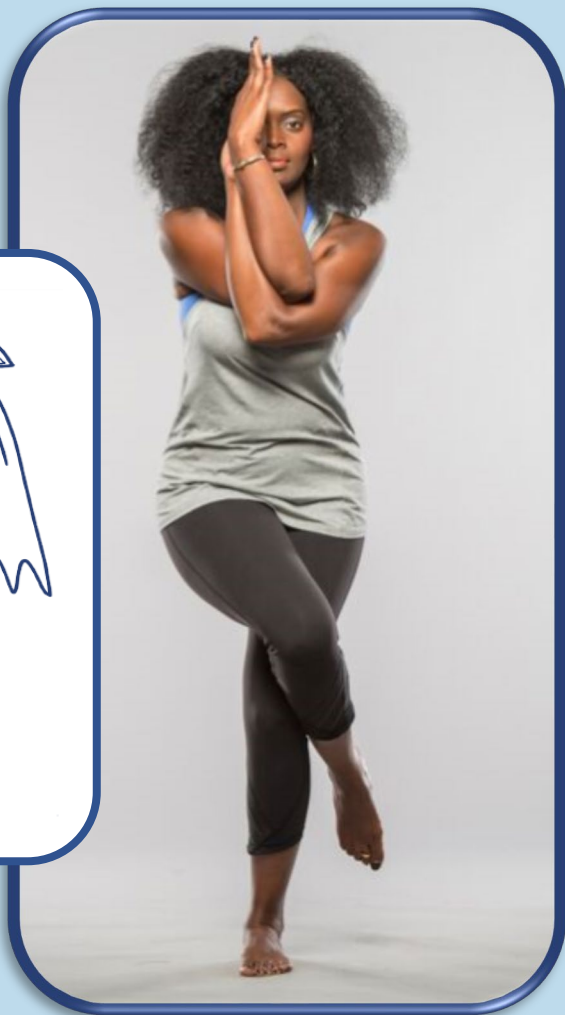


- ❖ The hand movements will take some practice to feel comfortable.
- ❖ If thumb and pinky are too hard for learners to coordinate, you could use right thumb to close right nostril and left thumb to close left nostril.
- ❖ Once your learners have mastered the hand movements, helpful verbal cues are: inhale right, close, exhale left. Inhale left, close, exhale right.
- ❖ This exercise can take 1 to 3 minutes.

1. Let's start with a few deep breaths through the nose.
2. Inhale, close the right nostril by pressing the side of the nose with the right thumb.
3. Exhale out the left nostril.
4. Inhale through the left nostril.
5. Close the left nostril by pressing the side of the nose with your right pinky and fourth finger. At the same time, take your thumb off of your right nostril.
6. Exhale out the right nostril.
7. Inhale through the right nostril.
8. Close the right nostril with your thumb again and exhale through the left (removing the pinky and fourth finger).
9. This is one round. Complete 2 or 3 rounds by repeating steps 2-8. End on a left exhalation.
10. Take a few regular breaths.
11. Notice how you feel.



# Engaging Activity: Eagle



1. From Mountain Pose, step feet apart and bend knees slightly.
2. Start to shift weight to left leg.
3. Inhale: Keeping knees bent, cross right thigh over left, and let right toes touch the floor on the outside of the left foot.
4. Wrap left arm on top of the right arm. Bend elbows, press backs of hands together.
5. If you are steady, lift right foot off of the ground. If it is comfortable, tuck right foot behind left calf.
6. See if you can touch palms together. Lift elbows and fingers upward.
7. Look at an unmoving point and balance for 5 breaths.
8. Exhale: Unwind into Mountain.
9. Repeat on left side.

\*The focus is on keeping steady and being balanced in the pose. Have learners stop anywhere along the way if they start to wobble or feel discomfort. Remind learners to keep their focus on their breathing, and to back out a little bit if they are holding their breath, or the breath becomes too fast or too shallow.

# Stress Response



## “Gas Pedal”

Sympathetic Nervous System:  
Fight or Flight



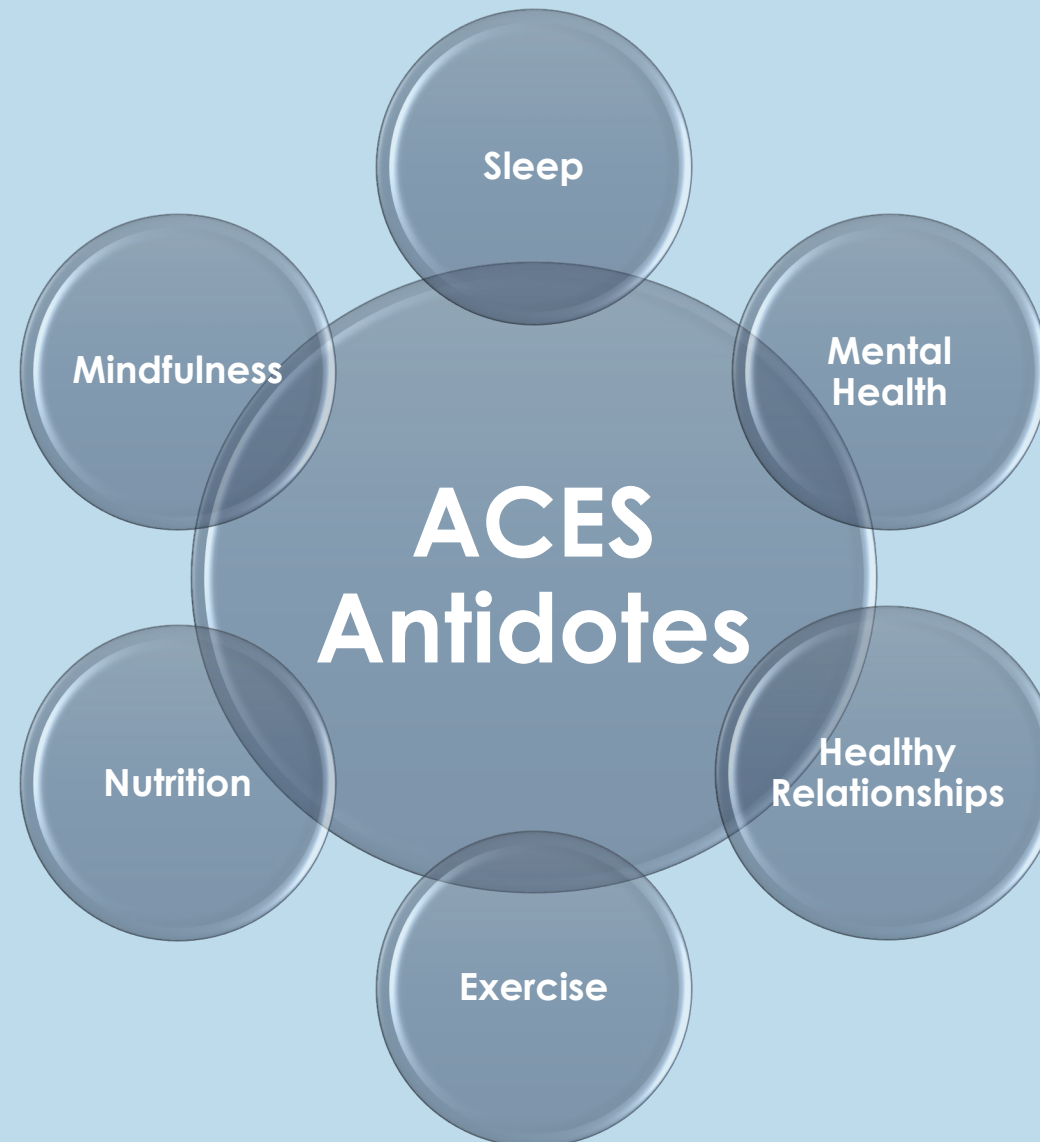
## “Brake”

Parasympathetic Nervous System:  
Rest and Digest

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

Image Sources: <https://www.shutterstock.com/video/clip-22377115-tired>, <https://ggia.berkeley.edu/practice>

# ACES: Six Critical Healing Factors



# Dysregulated Stress Response

“

...the literature provided evidence of why these things were effective. Fundamentally, they all targeted the underlying biological mechanism – a dysregulated stress response system and the neurologic, endocrine, and immune disruptions that ensued.

Dr. Nadine Burke Harris, M.D.  
The Deepest Well

”



# What is a Dysregulated Stress response...

Stress is the body's normal response to challenging events or environments. *Positive stress* (the first day of school, a big exam, a sports challenge), is part of growing up.

But when events or the environment are threatening or harmful, we go into flight or freeze mode and bypass our thinking brains, which can be way too analytical to save us.

With help from caring adults, children also recover from this tolerable stress.

Too much stress – *toxic stress* – happens when children's brains feel highly stressed for too long. Then a child's brain and body will produce an overload of stress hormones — such as cortisol and adrenaline — that harm the function and structure of the brain.



# Human relationships are the essential ingredient that catalyze healthy development and learning.

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- Sources: Griffiths, P.E., & Hochman, A (2015) Developmental systems theory. eLs 2, 1-7.
- Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.
- Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science; evolutionary developmental psychology, developmental systems an explanatory pluralism. Human development, 59, 200-234.
- This Photo by Unknown Author is licensed under [CC BY-SA](#)







# Engaging Activity: Anchor Breathing

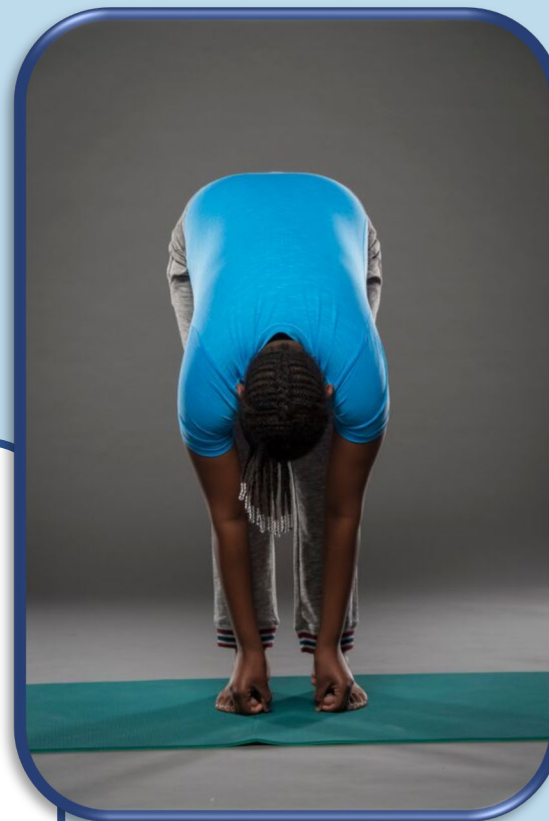
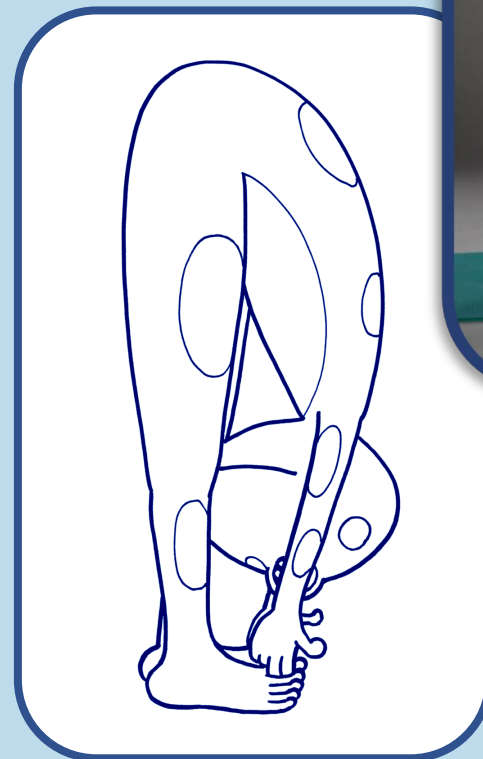


1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: tummy, chest or your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.
5. Can you be mindful of your breathing for 5 breaths? For 1 minute?



# Engaging Activity: Big Toe

1. Begin in Mountain.
2. Step your feet apart.
3. Hold up both hands with your peace sign fingers pointing up.
4. Straighten the arms, point your peace sign fingers toward your feet, exhale and fold forward. See if you can touch your toes with your peace sign fingers.
5. Bend your knees if you cannot touch your toes.
6. Make sure you are comfortable.
7. Relax your head and neck.
8. Take 3-5 breaths in Big Toe.



# Did You know?

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**Toxic stress** has the potential to change a **child's** brain chemistry and brain anatomy.

**Toxic stress** weakens the architecture of the developing brain, which **can** lead to lifelong problems in learning, behavior, and physical and mental health.

# Are ACEs really that common?

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ACEs are incredibly common—two out of three people (67%) of the study population had at least one ACE, more than one in five (20%) reported three or more ACEs and one out of eight people (13%) of the population had four or more ACEs.



# What's the key?

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When children overcome these burdens, they have typically been the beneficiaries of exceptional efforts on the part of supportive adults. These findings underscore the importance of prevention and timely intervention in circumstances that put young children at serious psychological risk.



When relationships are reliably responsive and supportive, they can actually buffer young children from the adverse effects of other stressors.

# Self-care Practice











Please take out your phone, laptop or notebook for a two-minute free write. The goal is to check in with yourself.

What is on your mind?  
or  
How are you feeling?



# Movement Sequence

Mountain

Mountain/Sunrise x 2-3

Half Opening Sequence A x3

Star into Triangle

Surfer into wave

Stork

Sandwich\*

Table or Slide

Seated Tree

Snail

Boat

Seated Mountain

Guided Rest





# Reflection

Please take out your phone, laptop or notebook for a two-minute free write. The goal is to check in with yourself.

What is on your mind?  
or  
How are you feeling?

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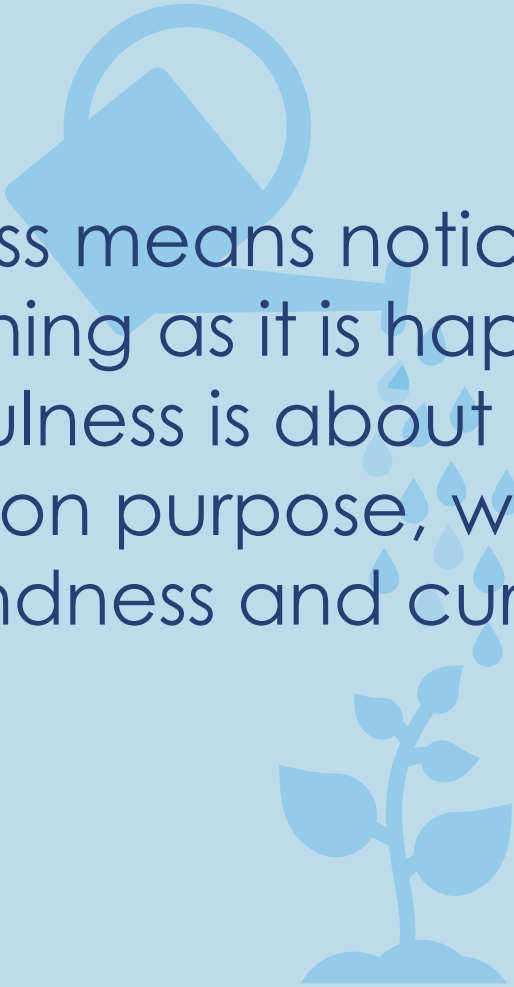
# What is mindfulness?

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# Mindfulness

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Mindfulness means noticing what is happening as it is happening.

Mindfulness is about paying attention on purpose, with a sense of kindness and curiosity.

# Guiding Questions

**How does it feel to be in balance?  
Or, how does it feel to be imbalanced?**

Grades 6-12, Lesson 4.1

**How can being mindful shape  
our experiences?**

Grades 3-5, Lesson 4.1

# Pure Power

Grades K-5 Unit 4  
Power to Grow  
and Stretch



Grades  
6-12

Unit 4  
Power of a  
Balanced Life



# Optimistic Closure: Jeopardy



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# Optimistic Closure



The essential ingredient that  
catalyzes human  
development and learning.



# Optimistic Closure



These are just 3 examples: Even  
In – Even Out, Ocean Breath,  
and Seated Forward Bend

# Optimistic Closure



Sleep, Healthy Relationships, Mental Health Support, Exercise, Nutrition, and Mindfulness

# Optimistic Closure



The wear and tear on the body  
which accumulates as an  
individual is exposed to  
repeated or chronic stress.

# Brain Breaks Review



## Breathe

- ❖ Ocean Breathing
- ❖ Alternate Nostril Breathing
- ❖ Anchor Breathing



## Move

- ❖ Seated or Standing Kite
- ❖ Eagle
- ❖ Big Toe



## Rest

- ❖ Guided Rest/Body Scan

# Takeaways

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- ❖ The Six Critical Healing Factors are:
  - ❖ Sleep
  - ❖ Mental Health
  - ❖ Healthy Relationships
  - ❖ Exercise
  - ❖ Nutrition
  - ❖ Mindfulness
- ❖ It takes one caring adult to make difference.
- ❖ Being mindful isn't about sitting alone in a dark room.
- ❖ The brain can change from the impact of toxic stress.





# Today's Reflection

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## **Self:**

Identify which of the 6 Critical Healing Factors interests you the most at this time.

## **Online Class:**

Based on the 6 Critical Healing Factors, identify one strategy that you can implement with your students in a virtual classroom that supports either mindfulness practices or healthy relationship building.

## **Together in Class:**

Based on the 6 Critical Healing Factors, identify one strategy that you can implement with your students in the physical classroom setting that supports either mindfulness practices or healthy relationship building.



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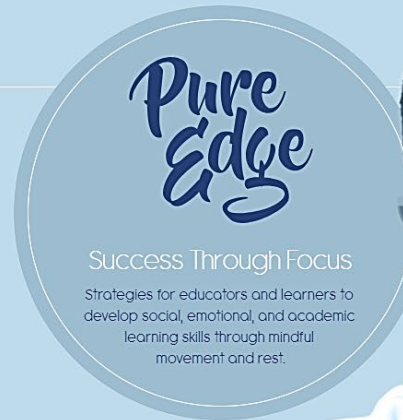
Evidence-Based Approach  
Thoughtful Partnerships  
Curriculum & Training



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.**

**Thank you for joining us!**

**Session 3, Part 1 & Part 2: Taking in the Good & Six Critical Healing Factors**  
**Trainers: Erin Cooney, Gill McClean & Michelle Kelsey Mitchell**

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