



Pure Community

Thank you for joining us!

Session 2: Respond vs React: Super Powers
Trainer: Gill McClean

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

Email: getmoving@pureedgeinc.org



Culture of Care Series: Session 2

Respond vs React Super Powers



Introductions

Gill McClean

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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

Which superpower would you choose?

☆ Invisibility

☆ Superhuman Strength

☆ Flying

☆ Shapeshifting

☆ Super Speed

☆ Super Senses

☆ Telepathy

☆ Telekinesis

☆ Teleportation

☆ Power Absorption



Culture of Care Objectives

- ❖ 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.

Session 2 Learning Objectives

- ❖ Explore the foundations of Emotional Regulation.
- ❖ Link "Respond vs. React" to Emotional Regulation.
- ❖ Identify curriculum related "Super Powers" for classroom, small group, and individual student implementation.

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 – 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



Guiding Question

What is the difference between a
Reaction and a **Response**?

Self-care Practice



Breathe



Move



Rest



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



Engaging Activity: Mindful Minute

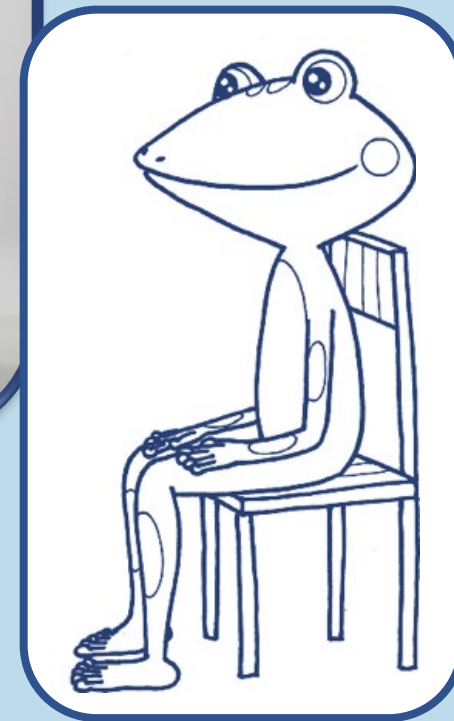


- Start in Seated Mountain.
- Bring your attention to the present moment. We are going to start by taking a Mindful Minute.
- Start bringing your attention to the breath, noticing its qualities (fast, slow, warm, cool, shallow, deep...).
- Continue to focus your attention on the breath, and notice how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



Engaging Activity: 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, lets count to two on the inhale and the exhale.
6. Repeat, continuing to extend the breath up to a count of five.



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

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

Reaction

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

Often a reaction springs forth from a:

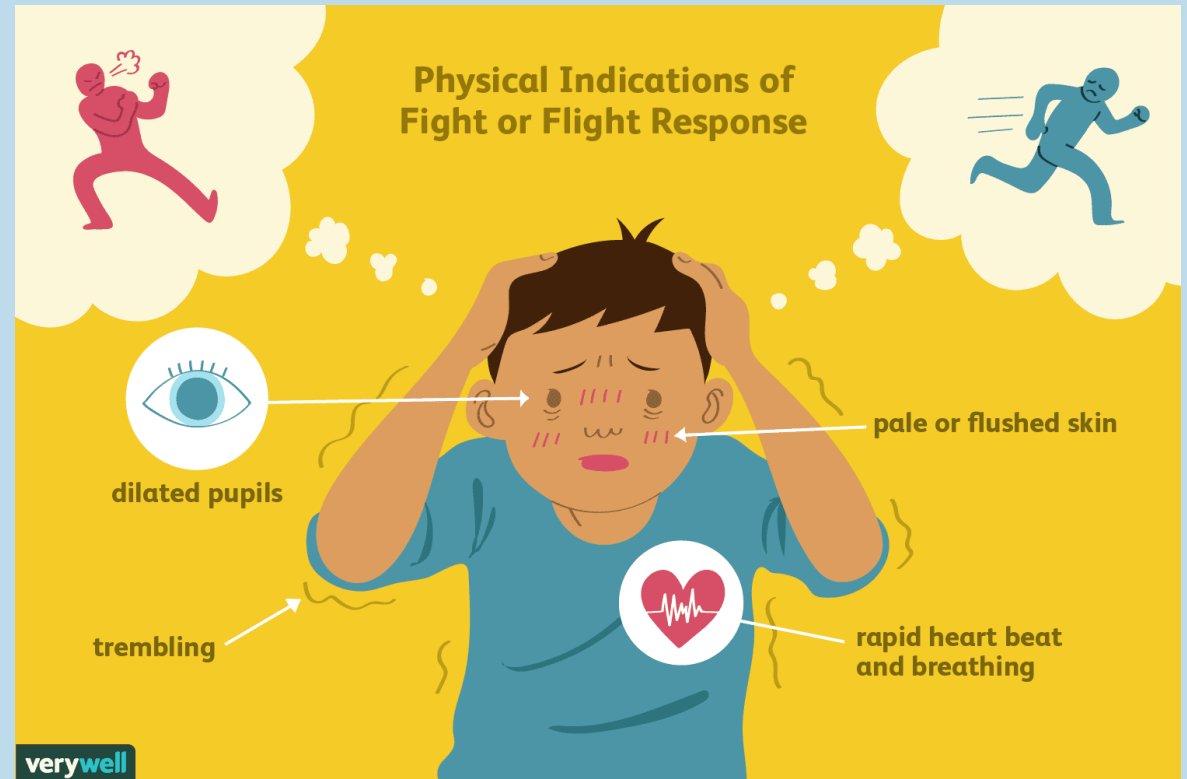
- **sudden strong emotion**, or
- an accumulation of strong, **unexpressed emotions**.



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



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

SITUATION #1: REACTION



Someone says or does something to offend you.

You fire back!

The situation escalates.

SITUATION #2: RESPONSE



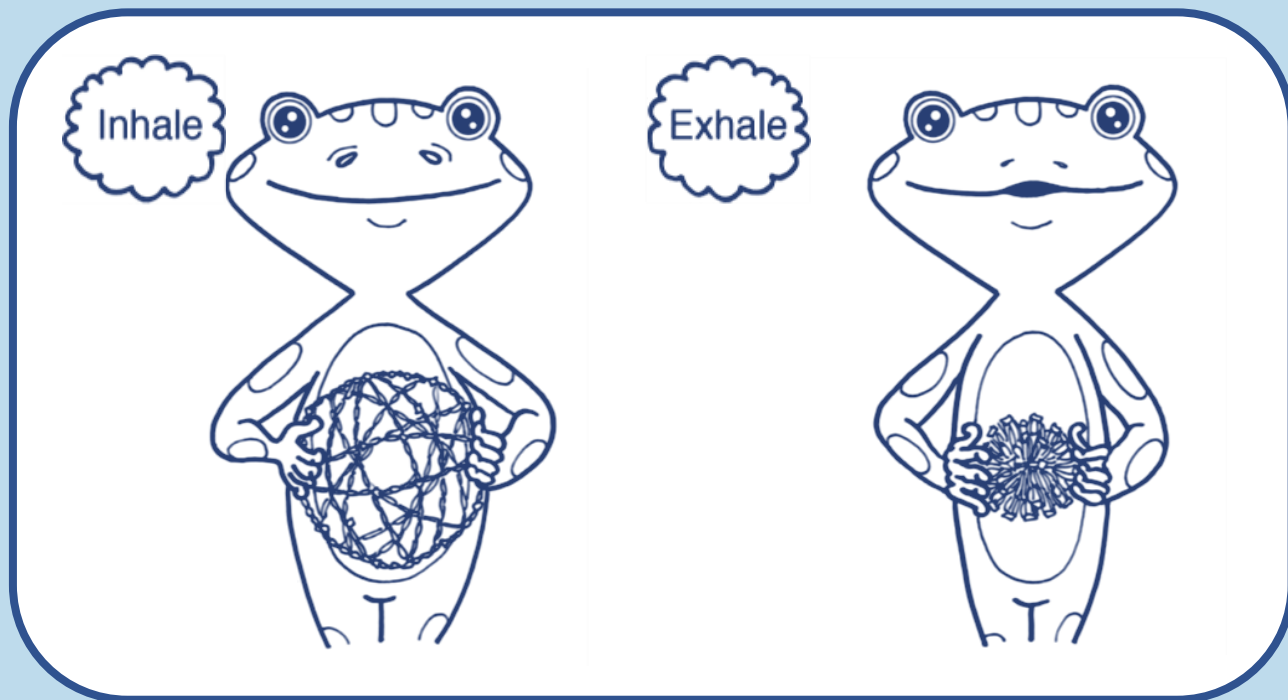
Someone says or does something to offend you.

You give a soft answer, kind words, apology, or invitation to resolve this without drama.

The situation is calmed.



Engaging Activity: Breathing Ball



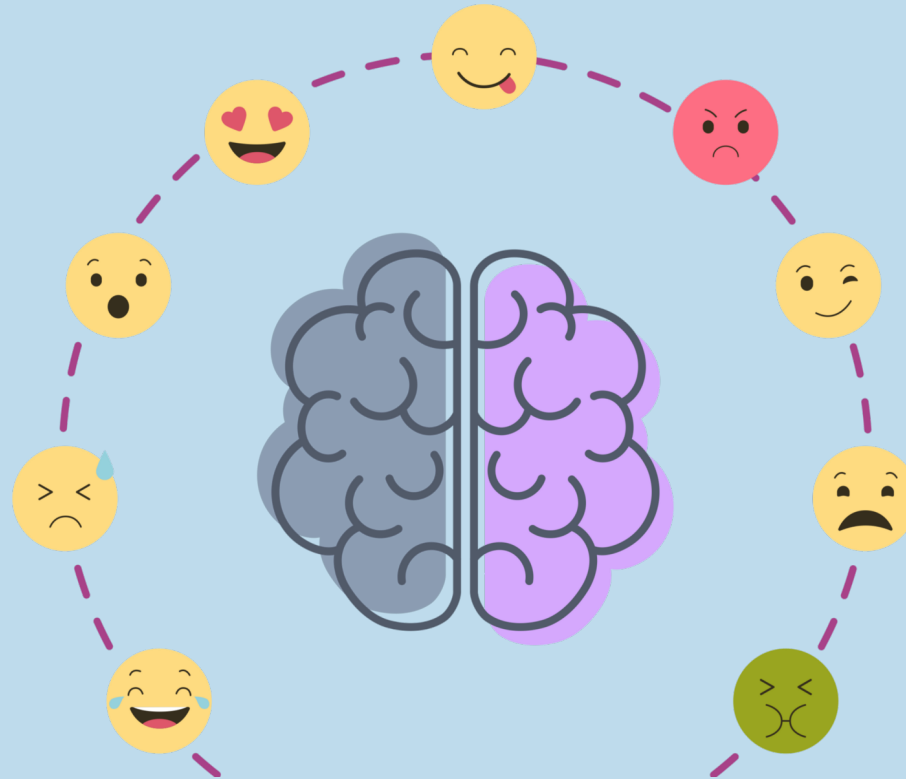
1. Start in seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the breathing ball?



- ❖ 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!

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

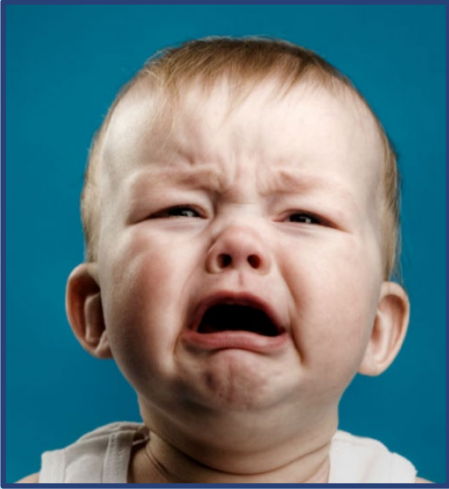


Multifaceted **physical-mental-emotional process** that can be affected by stress.

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.

Stress Response



“Gas Pedal”

Sympathetic Nervous System:
Fight or Flight



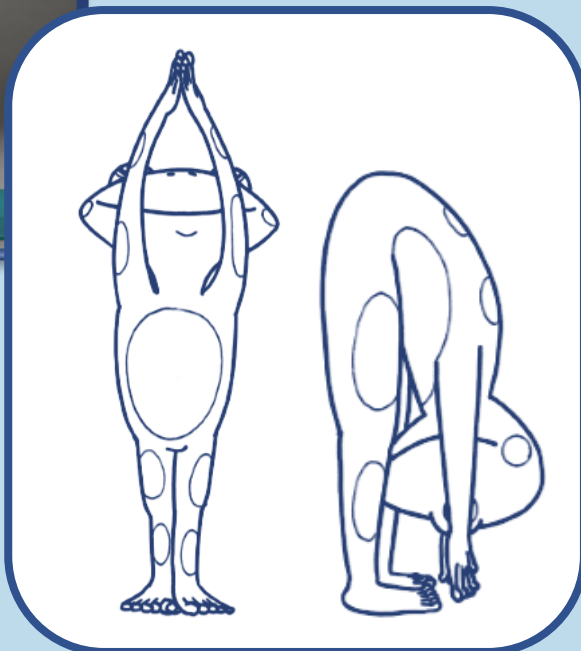
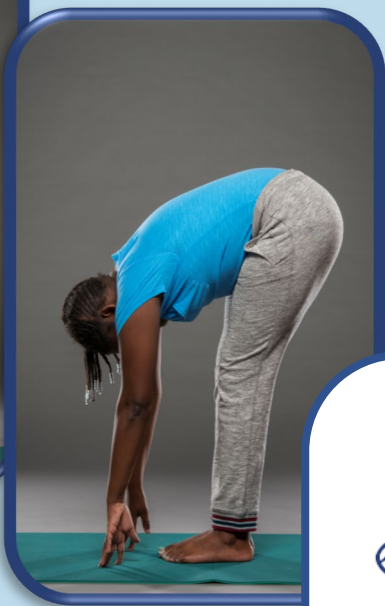
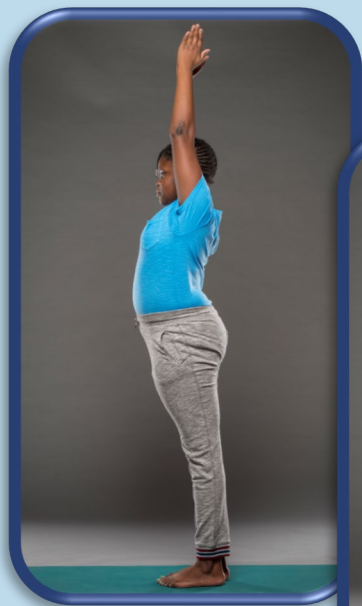
“Brake”

Parasympathetic Nervous System:
Rest and Digest





Engaging Activity: Sunrise/Sunset



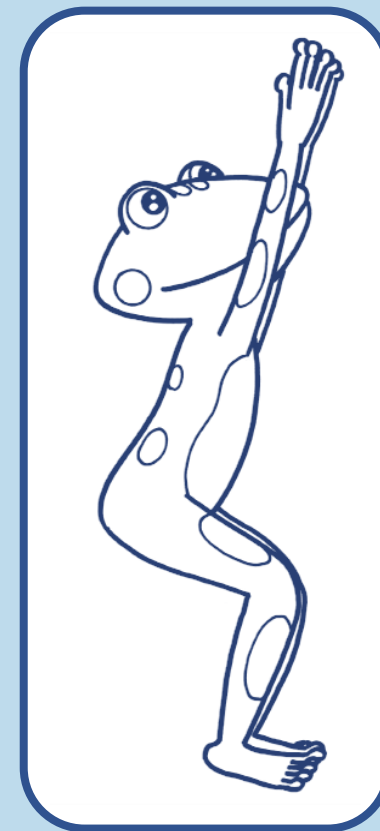
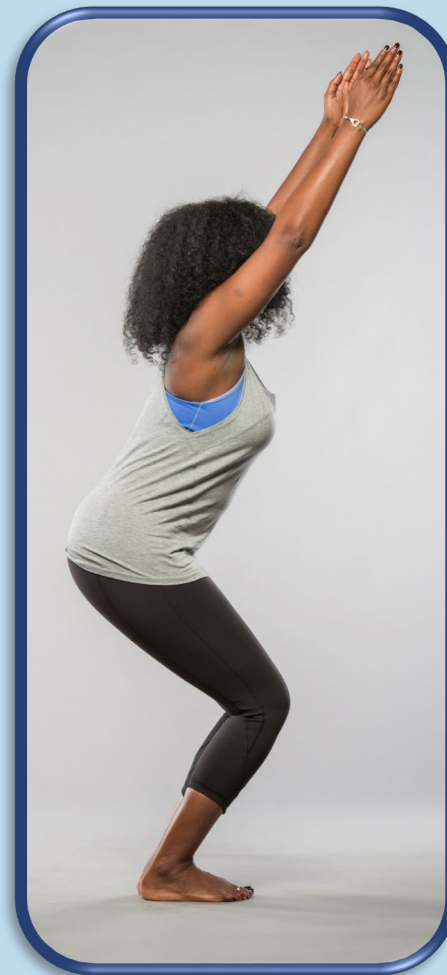
1. Start in Mountain Pose. Take a few breaths here.
2. Inhale, reach your arms up overhead (this is Sunrise Pose).
3. As you exhale, fold forward. Put your hands on your shins, or your ankles, or maybe the floor (this is Sunset Pose).
4. Inhale all the way back up to Sunrise.
5. Exhale hands down for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



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.



Emotional Regulation

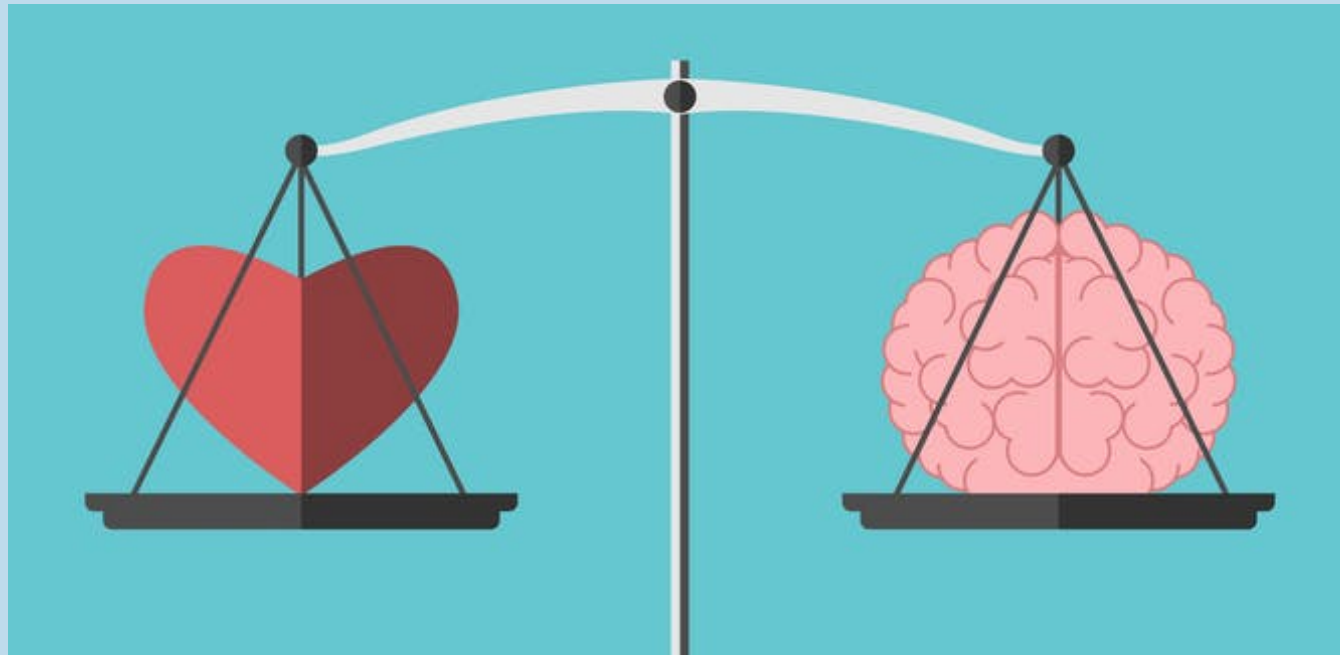
Learning to identify and regulate symptoms of stress, so we must also **learn how to identify and regulate one's own emotions.**



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

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

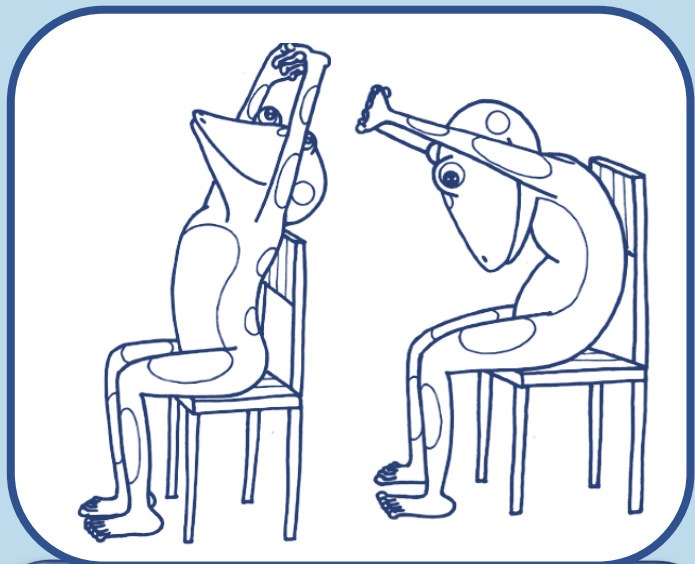
1: Saudino and Wang, "Emotional Regulation and Stress," Journal of Adult Development, 2011. <http://link.springer.com/article/10.1007%2Fs10804-010-9114-7#page-2>

Image: March 2, 2020, **Understanding emotions is nearly as important as IQ for students' academic success;**

Carolyn MacCann, University of Sydney; Amirali Minbashian, UNSW, and Kit Double, University of Oxford <https://theconversation.com/us/topics/emotional-regulation-49396>



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 they 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.*

Physical Regulation

Through practices of:

- **Breathe**
- **Move**
- **Rest**

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



What we hope to do

Respond

Vs.

React

Adult Modeling

Kids **absorb** the adults' mannerisms,
especially

EMOTIONAL REGULATION

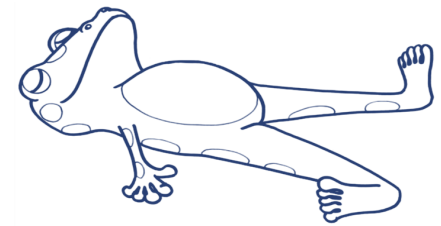
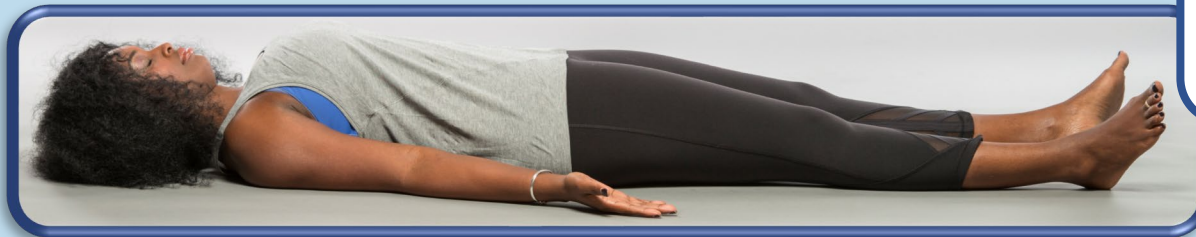
(the ability to manage their emotions).¹





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.



Brain Breaks Review



Breathe

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



Move

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



Rest

- ❖ Guided Rest/Body Scan

Takeaways

- ❖ Introduce Super Powers
- ❖ The supported 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.

Engaging Activity: I am Curious About...



Use one word to finish the sentence,
“I am curious about...”

Homework – Session 2

Self:

Think about an area of your life that evokes strong emotions. Identify and list 3-5 practical ways you can apply emotional regulation in this area of your life.

Online Class:

- ❖ Plan a 2-5 minute introduction for:
- ❖ “The Power To Be Calm” Grades 3-5
- ❖ “The Power of Brain-Body Connection” Grades 6-12

Together in Class:

- ❖ Log into the Pure Edge SEL curriculum account that you created.
 - ❖ Click on Pure Power Curriculum
- ❖ Click on Pure Power 3-5. Review Unit 2.8: The Power to Tame Your Temper
 - ❖ Practice the STOP technique 3-5 times before our next class.



pureedgeinc.org

Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



●
breathe

●
move

●
rest





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