


Pure Community





Thank you for joining us!

Session: Building Belonging & COC Implementation
Trainer: Michelle Kelsey Mitchell & Gill McClean


Getting Started:

1. If you have any questions, please type them into the Q&A box.
2. Keep paper/pen near you 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



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Culture of Care Series

Train-the-Trainer to Integrate a Culture of Care

Session 4, Part 1: Building Belonging


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Introductions

Michelle Kelsey Mitchell
michelle@pureedgeinc.org
Director of Partnerships & National Trainer



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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: Candy Bar Matching

1



3



2



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Welcoming Activity: Candy Bar Matching

1



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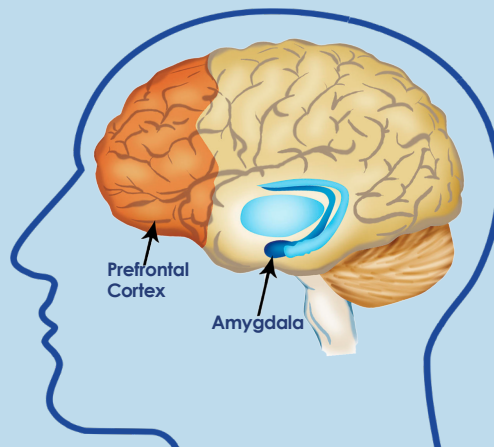
Review



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Neuroscience



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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.

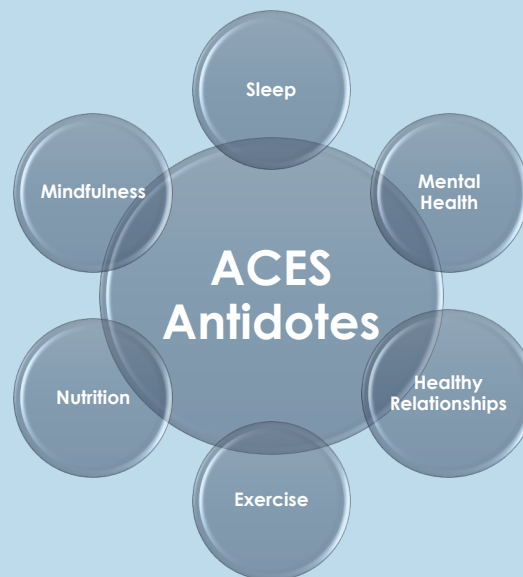


Brackett Ph.D., M. (2019). *Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive*. New York, NY: Celadon Books.

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ACES: Six Critical Healing Factors



Burke-Harris, N. B. H., MD. (2018). *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* (Reprint ed.). New York, NY: Houghton Mifflin Harcourt Publishing Company.

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Habit Development

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.

<https://onlinelibrary.wiley.com/doi/abs/10.1002/eisp.674>



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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



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Learning Objectives

- ❖ Identify the dimensions of belonging.
- ❖ Analyze the environmental role in belonging and resource allocation.
- ❖ Identify resources for building belonging.
- ❖ Describe how and when to implement Brain Breaks.
- ❖ Develop a plan for Brain Break implementation that aligns with SEL competencies and objectives.
- ❖ 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.



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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?



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Brain Breaks

Move [You Choose 😊]



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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.



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

~Marc Brackett

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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Building Belonging

The brain stem, the oldest part of the brain, directs our bodily survival mechanisms, such as heart rate, circulation, respiration, digestion, and reproduction.

When our survival is secure and these mechanisms are working properly, **we feel safe.**

The limbic system, the second oldest part of the brain, is a relay station for hunger, thirst, memory, fear, and emotions. **When the limbic system is balanced, we feel content.**



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When we do not feel safe, we tend to feel fear or insecurity.

When we do not feel content, we tend to feel as though we are lacking.

When we do not feel connected, we might feel rejected or alone.

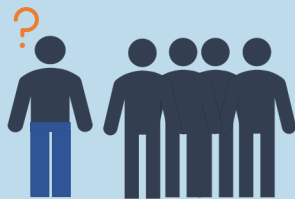


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Belonging and Performance



Stereotype Threat (Steele)

When students have questions about their belonging, they search for cues to signal whether or not they fit in and are valued by others.

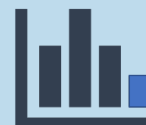


Resource Allocation

Resources otherwise used to focus on learning are instead used to figure out if they belong.

Role in Achievement Gaps

Because such questions undermine performance & are more common among underrepresented groups, they contribute to gaps.



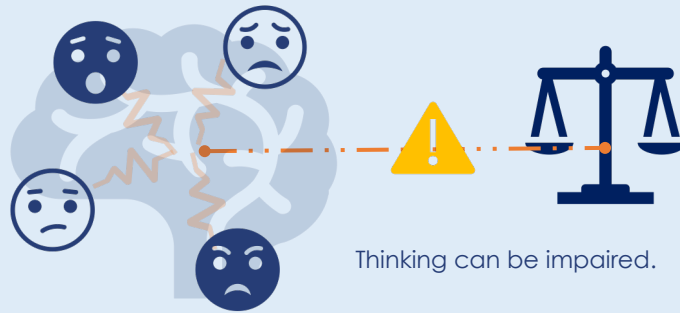
Source: Mindset Scholars Network Accessed 12/19/17 at <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Belonging.pdf>

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Social Elements of Learning

When feelings are not well managed,



Source: National Scientific Council on the Developing Child (2004). Children's Emotional Development Is Built into the Architecture of Their Brains: Working Paper No. 2. Accessed 12/19/17 at <http://developingchild.harvard.edu/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf>



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What does it feel like to belong?



<https://www.hopefiji.org/post/why-is-belonging-so-important-to-those-who-have-been-sexually-exploited>



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Building Belonging



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



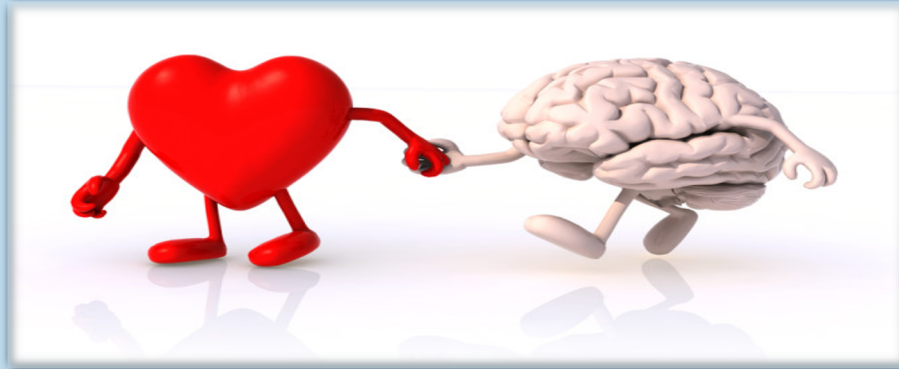
- Sources: Griffiths, P.E., & Hochman, A. (2015) Developmental systems theory. ebs 2, 1-7.
- Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.
- Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science: evolutionary developmental psychology, developmental systems an explanatory pluralism. Human development, 59, 200-234.
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Building Belonging



Learning is Social, Emotional, and Academic.
The brain never stops growing and changing in
response to experiences and **relationships**.

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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. Wiltherington, 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.



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How to Build Belonging

1. **Normalize** - Teach students questions of belonging and difference are normal and lessen over time
2. **Express Confidence** - Communicate confidence in students' capability to meet high standards along with critical feedback,
 "this draft can be improved, I believe you can do it."

Culture of Care practices foster social and personal conditions to increase belonging.

Source: Mindset Scholars Network, Accessed 12/19/17 at <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Belonging.pdf>



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Checking-In



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Tenets of Culture of Care

A Culture of Care...

- ❖ Integrates SEL throughout the school
- ❖ Recognizes the importance of caring for self and others
- ❖ Values communication and compassion
- ❖ Fosters belonging for all community members



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Self-Care Implementation



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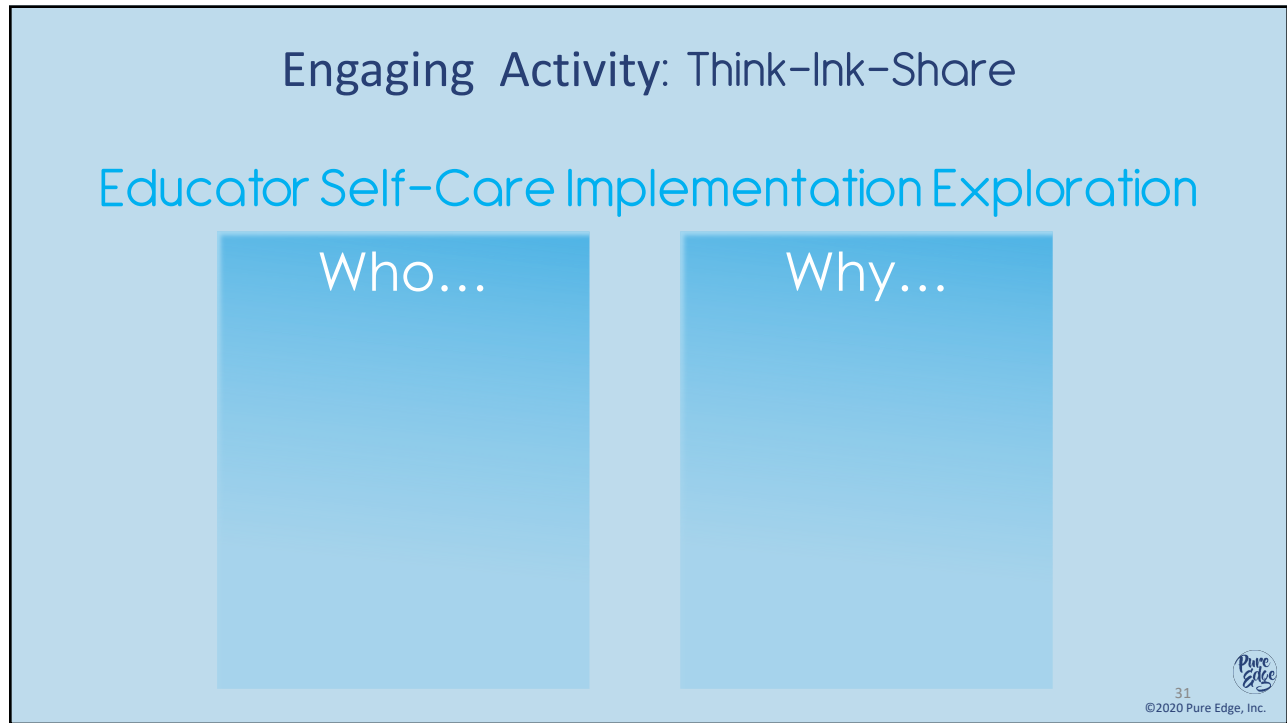
Engaging Activity: Think-Ink-Share

Educator Self-Care Implementation Exploration

Who...

Why...

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Engaging Activity: Think-Ink-Share

Educator Self-Care Implementation Exploration

What...

When...

Where...

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3 Signature Practices Implementation Exploration



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

Source: SEL 3 Signature Practices Playbook 2019



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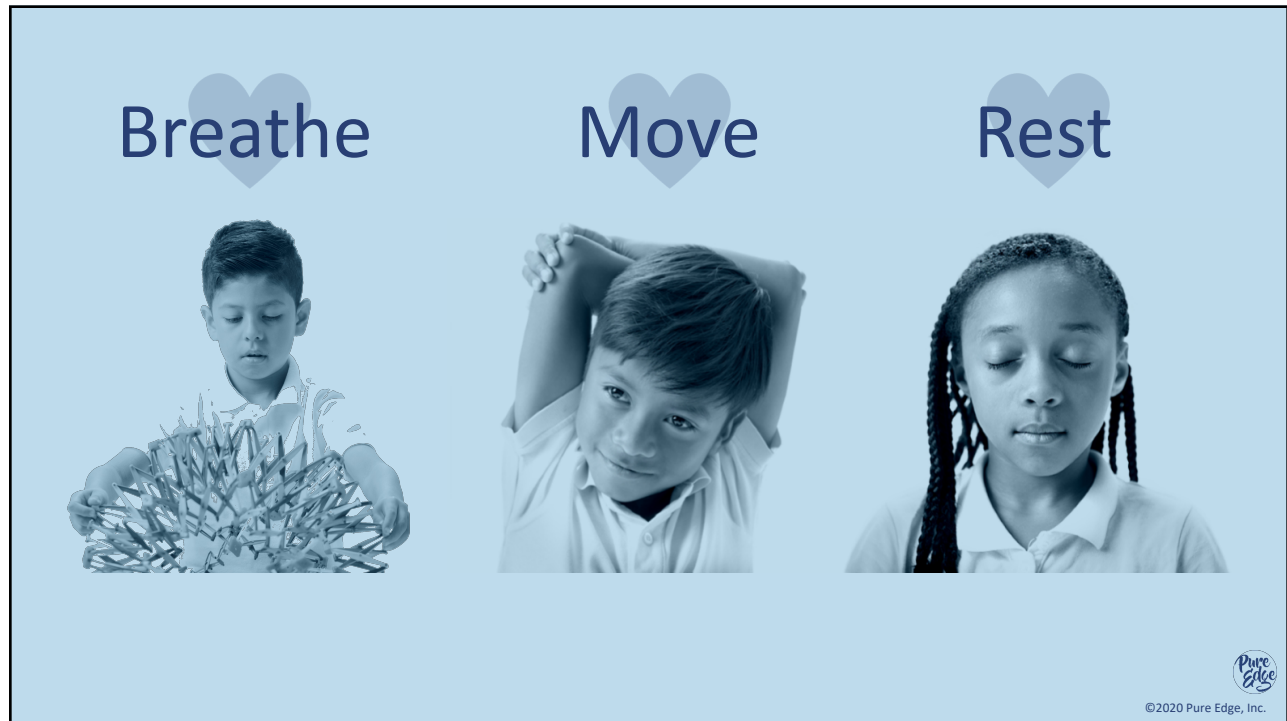


Brain Breaks

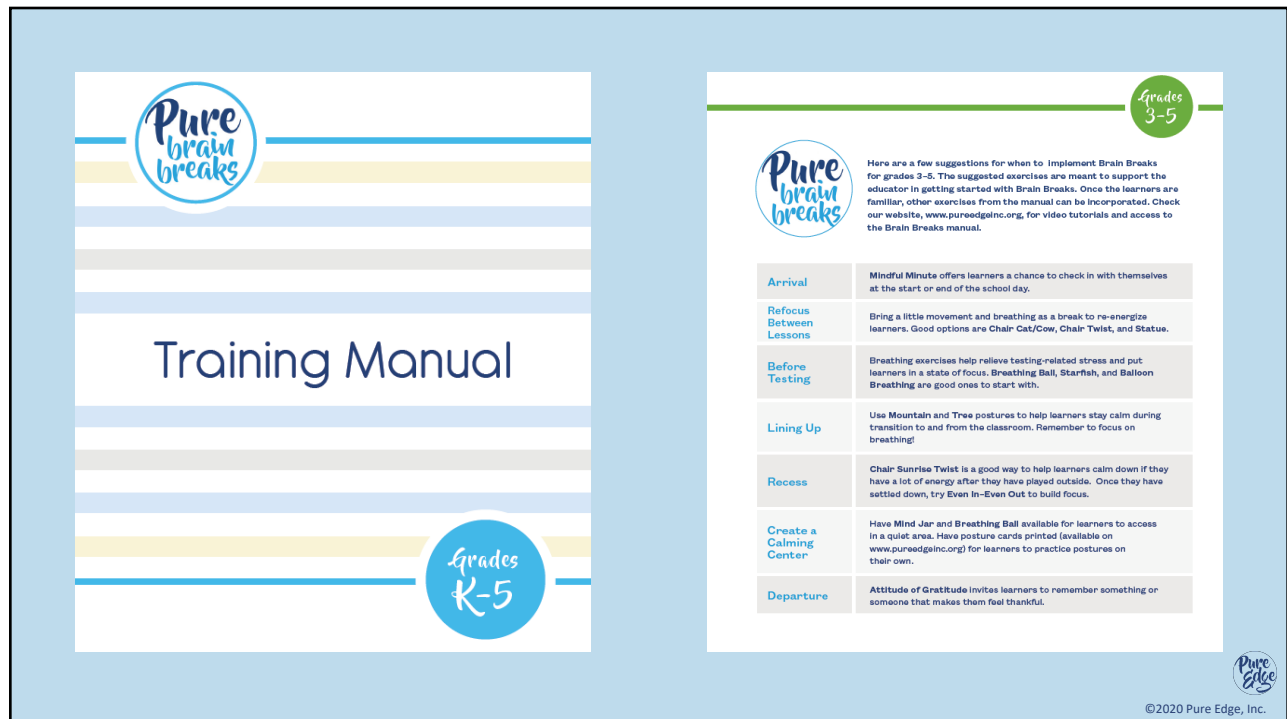


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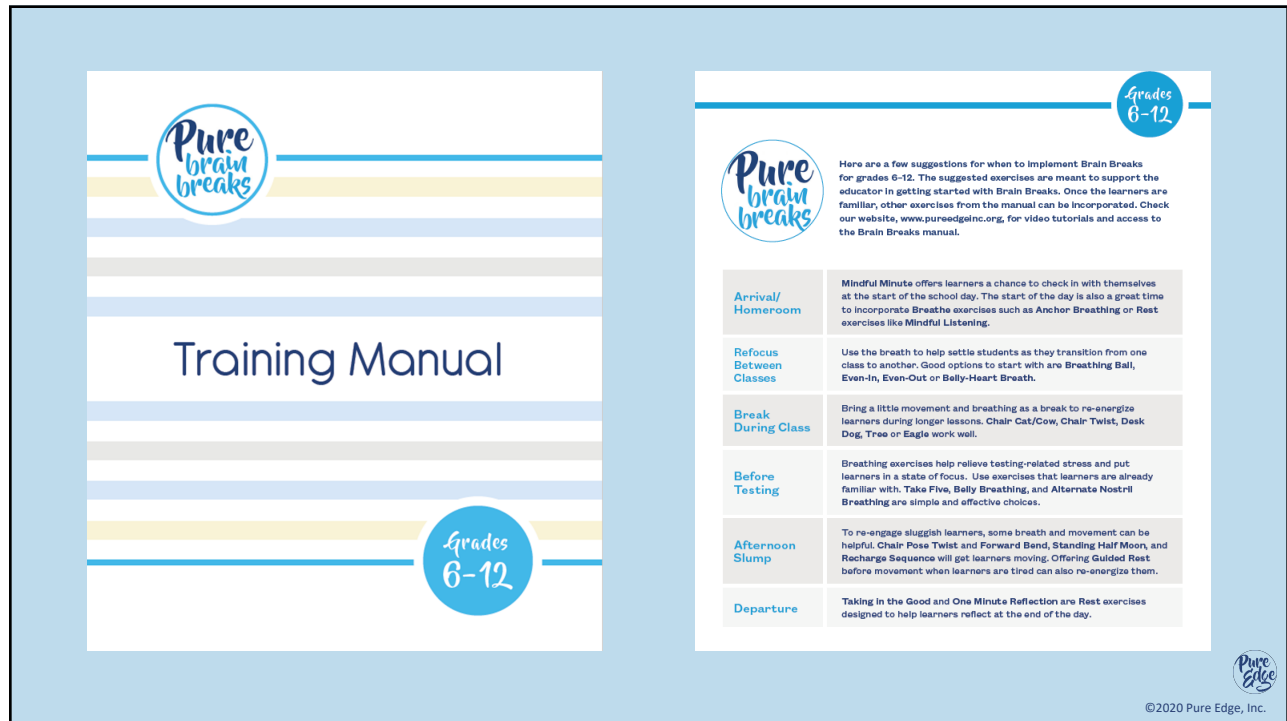
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Arrival/Homeroom

This offers learners a chance to check in with themselves at the start of a school day.

Mindful Minute
or/and
Breathing Exercise
Anchor Breathing
Rest
Mindful Listing

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Refocus Between Lessons

Use the breath to help settle students as they transition from one class or lesson to another.

Breathing Ball
Even In – Even Out



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Break During Class

Doing a little movement and breathing as a break can re-energize learners.

Chair Cat/Cow
Chair Twist



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Afternoon Slump

To re-engage sluggish learners, some breath and movement exercises can be helpful

Recharge Sequence
Mountain/Chair Strength Sequence



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Creating a Calming Center

Have a **Mind Jar** or a **Breathing Ball** available for learners to access in a quiet area.



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<http://safeschoolsnola.tulane.edu/safe-and-supportive-classrooms/calm-down-corners/clark2/>

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Before Testing

Breathing exercises help relieve testing-related stress and puts learners in a state of focus.



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Departure

Rest is designed to help learners reflect at the end of the day.

Attitude of Gratitude
One Minute Reflection



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When at School



- **Lining Up:** allows learners to stay calm during transition to/from the classroom.
- **Recess:** Nice way for learners to calm down if they still have a lot of energy after they have played outside.



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Brain Breaks

Breathe
[You Choose 😊]

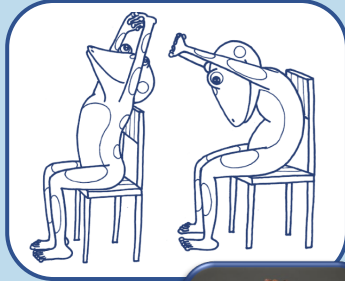


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Engaging Activity: Chair Cat/Cow



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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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

Of the 7 ways mentioned to implement Brain Breaks,
name 1 of the ways that you will start to use.

Please list this in the **CHAT box**



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Culture of Care Series

Train-the-Trainer to Integrate a Culture of Care

Session 4, Part 2: Recap & Culture of Care Implementation



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Introductions

Gill McClean, Director of Professional
Development

gill@pureedgeinc.org



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Welcoming Activity

Which superpower would you like to have?

- ☆ Invisibility
- ☆ Superhuman Strength
- ☆ Flying
- ☆ Super Speed
- ☆ Mind Reading
- ☆ Teleportation
- ☆ Talk to Animals
- ☆ I already have a Superpower!



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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.



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3-5
POWER
Curriculum |



Pure Power Curriculum

Grades 3-5

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


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6-12
POWER
Curriculum |

Pure Power Curriculum


Grades 6-12

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


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3-5
POWER Curriculum


Pure Power Curriculum


Grades 3-5 & 6-12

- ❖ Each lesson includes developmentally appropriate content related to the unit's super power
- ❖ Breathing exercises
- ❖ Movement
- ❖ Guided Rest
- ❖ Interactive activities
- ❖ Available in English & Spanish


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3-5
POWER Curriculum

Pure Power: Standards

Each unit is aligned with National Standards for:

- ❖ Social & Emotional Learning
- ❖ Physical Education
- ❖ Health Education


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The **Power to be Calm** isn't about avoiding every kind of stressful emotion.

Resilience doesn't mean we'll be happy all the time, but it does mean we have the energy and mindset to help us cope.

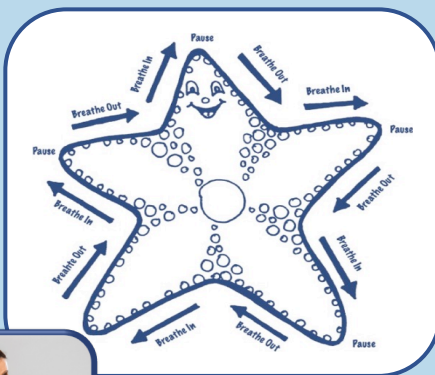


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Engaging Activity: Starfish Breathing or Take Five



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.*

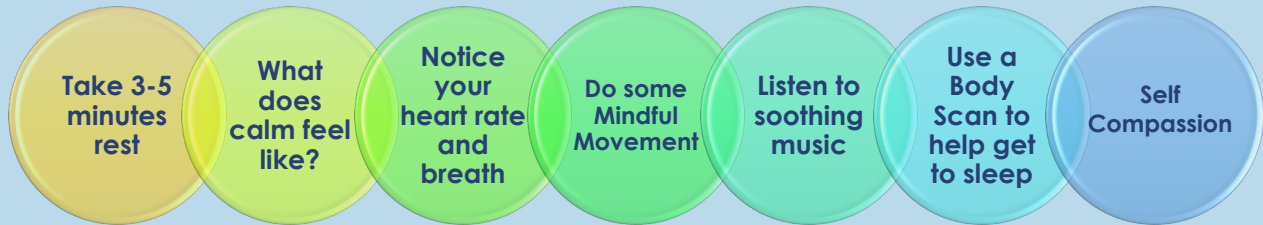
**After Starfish Breathing, you can have learners rest their hands on their chest, continuing to breathe mindfully, as they silently recall three things for which they are thankful.*



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Harness your Power to be Calm...



Sources: CDC YRBS 2015: <https://www.kidsdata.org/>; Cavanaugh et al., 2016



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Red Zone



The **Power to Tame your Temper** isn't about avoiding anger.

It's about understanding that temper and anger are normal emotions. What is important is our ability process these feelings, put them into perspective, and then let them go.

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“The brain is like Teflon for positive experiences.”



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



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Strengthen the Connection



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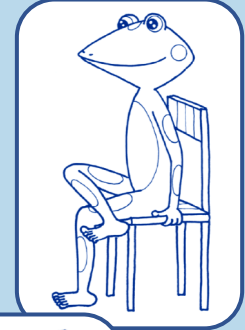


Engaging Activity: Seated Figure Four



1. Begin in Seated Mountain Pose.
2. Inhale, cross the right ankle over the left thigh, just above the knee. Place the right hand on the right thigh and left hand on the right foot.
3. Exhale, fold torso forward and relax the head down. Take 2-3 breaths here.
4. If it's easier, you can hold the legs of the chair as you fold forward.
5. Inhale, come back to Seated Mountain.
6. Switch legs and repeat on the other side.

**Use this sequence to release the back, which can get tired from sitting.*



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Blue Zone



Red Zone



Blue Zone: This Photo by Unknown Author is licensed under CC BY Red Zone: This Photo by Unknown Author is licensed under CC BY
 Source: Siegel, Daniel J., and Tina Payne Bryson. *The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child*. First edition. New York: Bantam, 2018. Print. ©2020 Pure Edge, Inc.

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Green Zone



Image source: <https://www.goodnewsnetwork.org/get-drunk-happiness/>
 Source: Siegel, Daniel J., and Tina Payne Bryson. *The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child*. First edition. New York: Bantam, 2018. Print. ©2020 Pure Edge, Inc.

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Engaging Activity: Tree

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The Mind

Research shows that the average person has **50,000 to 70,000** thoughts per day.¹

1: Bruce Davis, Ph.D., Retreat leader at Silent Stay Retreat Center, https://www.huffpost.com/entry/healthy-relationships_b_3307916
Image: <https://www.auroa.com/how-can-imaginations-be-made-reality>

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It's easy to become frustrated when you're trying to concentrate but just can't.

This can lead to stress and irritation, which tends to make focusing on what you need to do even more of a distant dream.



<https://medium.com/@VladMosiychuk/cant-concentrate-use-these-tips-to-get-your-attention-back-on-track-gqb4dc769qa3>

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How can taking a break from work or homework increase your concentration?

This idea might seem counterintuitive, but experts say it really works.

Consider this scenario: You've spent a few hours on the same project, and suddenly your attention starts to wander. Even though it's hard to keep your mind on the task, you stay at your desk, forcing yourself to keep going.



<https://www.canva.com/templates/EADaoqXextU-take-a-break-social-media-graphic/>

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Power to Laser Focus

When you return to work after a **Brain Break**, don't be surprised if you feel more focused, motivated, or even more creative. **Brain Breaks** can help boost these functions and more.



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It is natural if your struggle to focus just makes you feel stressed and anxious about not completing your work on time.

Next time this happens, when you first feel your concentration drop, take a



Brain Break!

Refresh and recharge yourself. Think of your mind as a muscle.



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“Be Careful When You Talk To Yourself,
Because You Are Listening”¹



1 - <http://pureedgeinc.org/start-with-the-heart/>
Image: <https://addicted2success.com/life/negativity-outweighs-positivity-but-how-much-positivity-is-actually-needed-to-equalize-the-two/>



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Emotions & Decision-Making



Teachers in positive moods marked an essay on average a full grade higher than those in negative moods.

Marc A. Brackett, James L. Floman, Claire Ashton-James, Lillia Cherkasskiy & Peter Salovey (2013) The influence of teacher emotion on grading practices: a preliminary look at the evaluation of student writing. *Teachers and Teaching: theory and practice*, 19:6, 634-646.



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Did you know?

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.

<https://onlinelibrary.wiley.com/doi/abs/10.1002/eisp.674>



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Self-Care Practice



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<https://www.kaed.org/mindshift/53681/how-movement-and-exercise-help-kids-learn>



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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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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

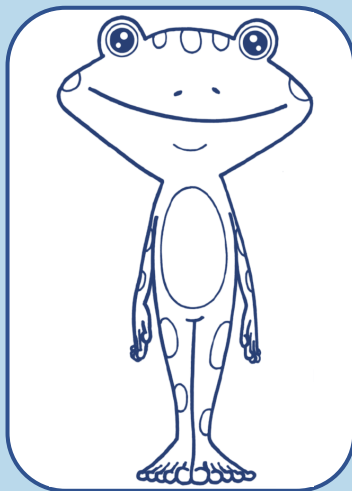


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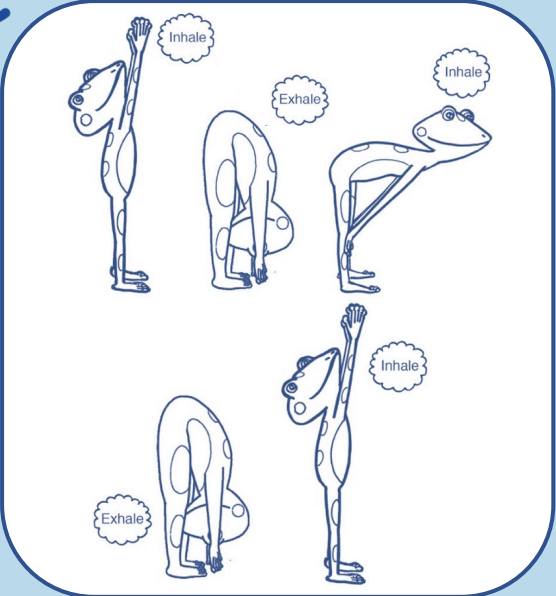

Mindful Movement: Mountain



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 **Mindful Movement: Half Opening Sequence A**

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 **Engaging Activity: Big Toe**




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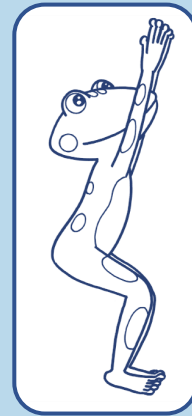
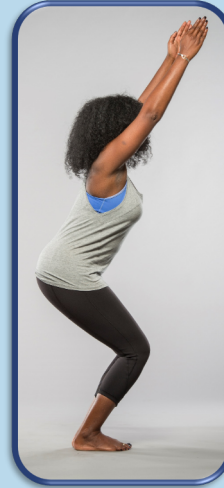
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Engaging Activity: Chair Pose

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.

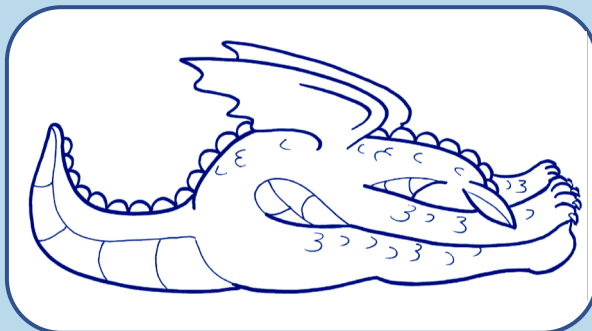


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Mindful Movement: Sandwich

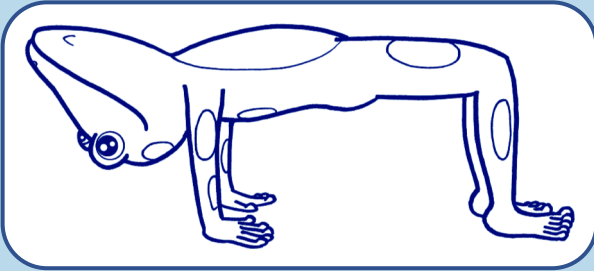


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Mindful Movement: Table



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Mindful Movement: Seated Mountain



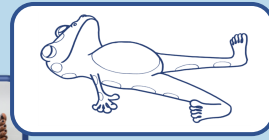
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Engaging Activity: Guided Rest / Body Scan

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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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?

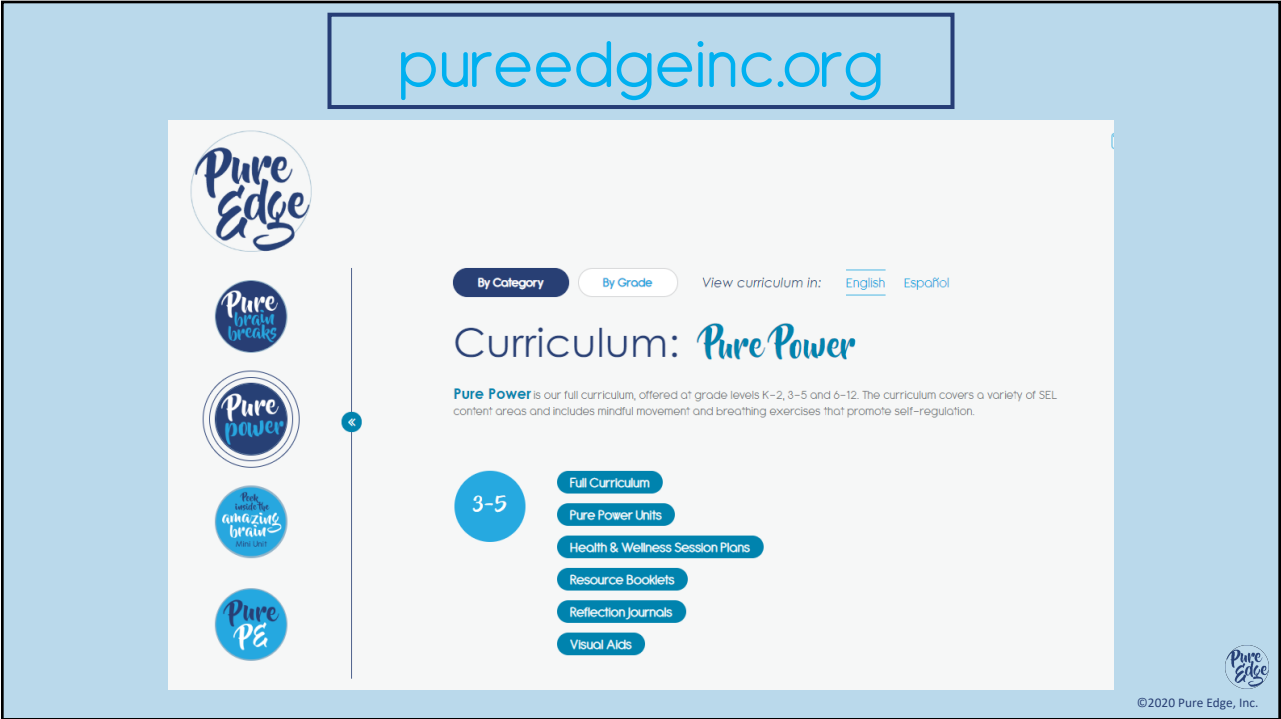


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Pure Edge Programs






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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



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Awareness of Breath



- ❖ The goal of breathing exercises is to calm the body and strengthen our mindfulness muscle.
- ❖ When attention wanders, bring focus back to the breath.
- ❖ Over time, with consistent practice, attention will stray less frequently.
- ❖ Use nasal breathing unless otherwise instructed.



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Awareness Through Rest



- ❖ Being still is a skill that requires practice – some movement is okay.
- ❖ Cooked vs. uncooked spaghetti.
- ❖ Shakeout body parts; tighten and release muscles.
- ❖ You can do Guided Rest lying down or seated if space is an issue.



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Awareness of Movement



- ❖ Training ourselves to notice the physical sensations in our bodies.
- ❖ Help learners begin to understand that the mind affects how the body feels, and the body affects how the mind feels.
- ❖ When practicing/teaching postures, always move with the breath.



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Notes on Virtual Delivery

- ❖ Start small: open/close online learning sessions with a Brain Break.
- ❖ Consistency & routines.
- ❖ Split lessons into smaller sections.
- ❖ Explore read aloud books.
- ❖ Check out the “Home Practice” section in each lesson for ideas for short, simple exercises to share.



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Culture of Care

- ❖ Part 1 Social and Emotional Learning (SEL) and Respond vs. React: Super Powers
- ❖ Part 2 Stress & Allostatic Load
- ❖ Part 3 The Neuroscience of Stress, Part 1 The Neuroscience of Stress, Part 2
- ❖ Part 4 Neuroplasticity
- ❖ Part 5 Creating Healthy Habit and Taking in the Good
- ❖ Part 6 Six Critical Healing Factors
- ❖ Part 7 Building belonging: Emotion & Cognition and Brain Break Implementation
- ❖ Part 8 Culture of Care Implementation



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Sample: Self-care Template for Implementation

Self-Care Action Plan

LEARNING OBJECTIVES:

- Recognize the impact of school stress
- Experience and apply brain breaks to self-care practice
- Summarize the concept of self-care
- Summarize the neuroscience of stress

REMINDERS & KEY CONCEPTS:

- "Flipping Your Lid"
- Building Emotional Intelligence
- "Name it to Tame it"
- 6 Critical Healing Factors
- Well-Rounded Self-Care
- Plan, Prioritize, Calendar your Self-Care

RESOURCES:

- pureedgeinc.org
 - use employee ID / school email address in sign up fields
- Headspace App
 - Go.headspace.com/pureedge

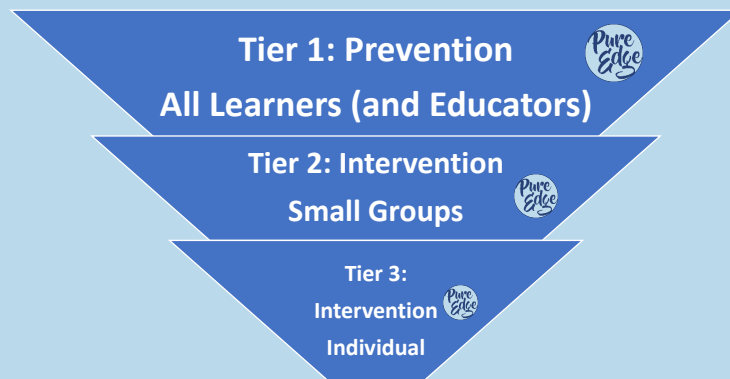
Self-Care Practice	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breathe (choose 1): Even In-Even Out Belly Breath Other _____ <div>Anchor Breath Take Five / Starfish</div>							
Move (choose 2): Afternoon Re-Charge Chair Twist Tree Other _____ <div>Chair Cat/Cow Balance Brain Hop Chair</div>							
Rest (choose 1): Body Scan Mindful Minute Other _____ <div>Guided Rest Attitude of Gratitude</div>							



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MTSS: Multi Tiered System of Support



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Engaging Activity: Think-Ink

Culture of Care Implementation Exploration

Who...

Why...

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Engaging Activity: Think-Ink-Share

Culture of Care Implementation Exploration

What...

When...

Where...

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Optimistic Closure: One Word To Describe How You Feel



Photo: Juan Monino



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HEADSPACE: Mindfulness On Demand



HEADSPACE®

Headspace is donating their app to all Educators.

go.headspace.com/pureedge

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



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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 4, Part 1 & Part 2: Building Belonging & COC Implementation
Trainers: Michelle Kelsey Mitchell & Gill McClean

Follow us @pureedgeinc
 Website: www.pureedgeinc.org
 Email: getmoving@pureedgeinc.org

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