


Pure Community





Thank you for joining us!

**Session 10: Building Belonging – Emotion & Cognition**  
**Trainer: Michelle Kelsey Mitchell, Director of Partnerships**


**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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# Culture of Care Series: Session 10

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## Building Belonging - Emotion & Cognition

  
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## Introductions

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

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## Who We Are

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**Pure Edge, Inc. (PEI)** is a private operating foundation that provides direct service to organizations through professional development & strategy thought partnership.

PEI also provides grants to national organizations that advance the work of whole child development & SEL.

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## Welcoming Activity: Candy Bar Matching

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## Welcoming Activity: Candy Bar Matching

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## Homework Check-In: Session 7

### Self:

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

### Online Class:

Plan and implement 1 Brain Break strategy during your online class.

### Together in Class:

Map healthy habit formation to your current curriculum standards and objectives.



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## Homework Check-In: Session 8

### Self:

- ❖ Reflecting on your day, journal/note how negativity bias influenced one moment of your day.
  - ❖ Practice "Even In – Even Out" breathing strategy.
  - ❖ Practice "Taking in the Good" strategy.
- ❖ Note/Journal your experience with the "Taking in the Good" strategy.

### 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.



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## Homework Check-In: Session 9

### 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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## Learning 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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## Session 10 – Learning Objectives

- ❖ Identify the dimensions of belonging.
- ❖ Analyze the environmental role in belonging and resource allocation.
- ❖ Identify resources for building belonging.



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## Self-Care Check-In



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Engaging Activity: Think-Ink

Educator Self-Care Implementation Exploration

Who...

Why...

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Engaging Activity: Think-Ink

Educator Self-Care Implementation Exploration

What...

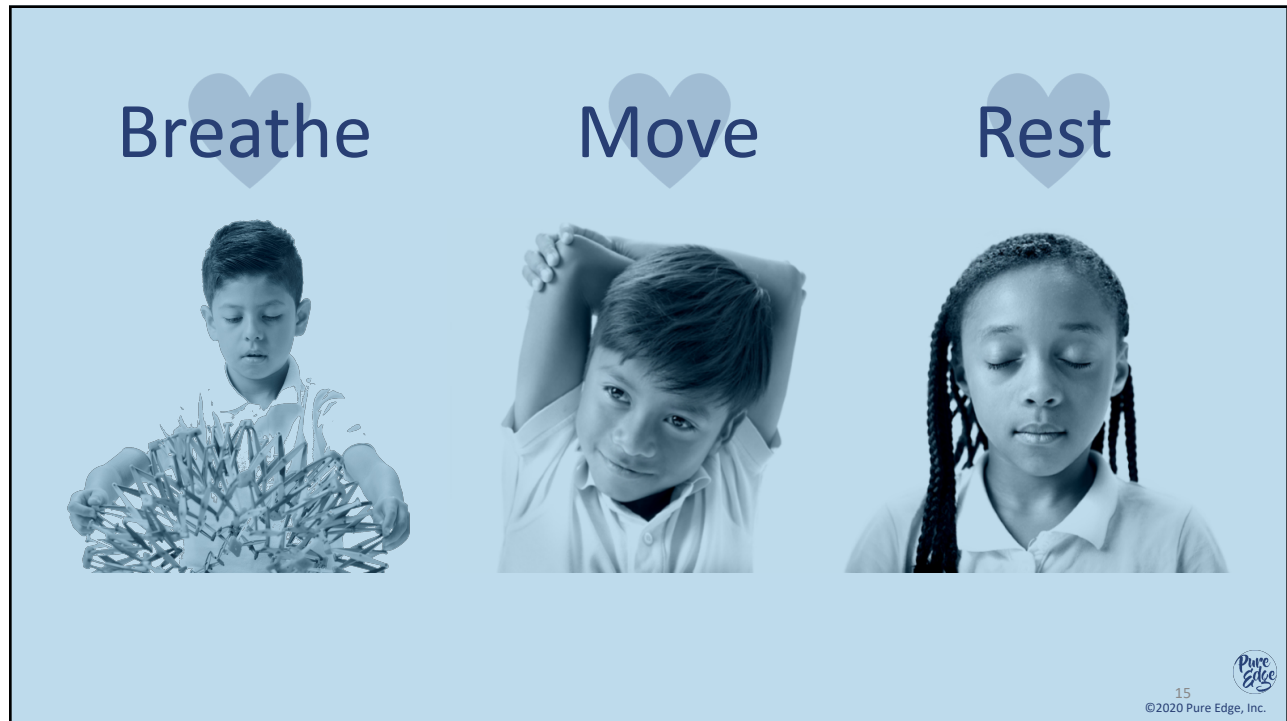
When...

Where...

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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.

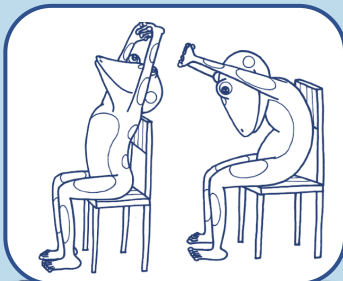


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## Engaging Activity: Chair Cat/Cow



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.*



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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.



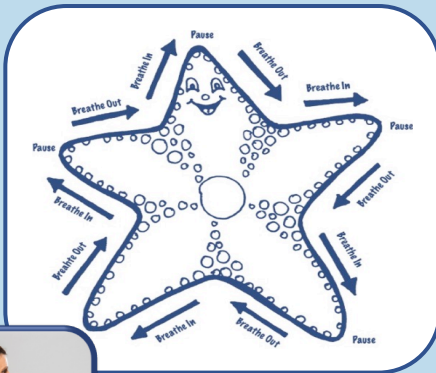
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## Engaging Activity: Starfish Breathing or Take Five



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.*

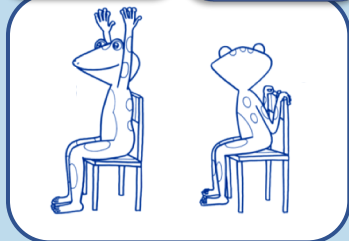


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## Engaging Activity: Chair Sunrise Twist



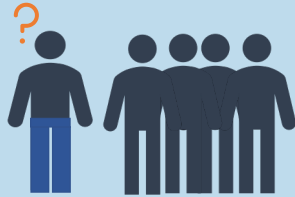
1. Sit in Seated Mountain.
2. Inhale, stretch arms overhead for Chair Sunrise.
3. Exhale, twist to the right, placing left hand on right knee and right hand on right hip or back of the chair. Keep right shoulder relaxed. Take a few breaths here.
4. Inhale, back to Seated Sunrise.
5. Exhale, twist to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



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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.

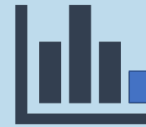


### Resource Allocation

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>

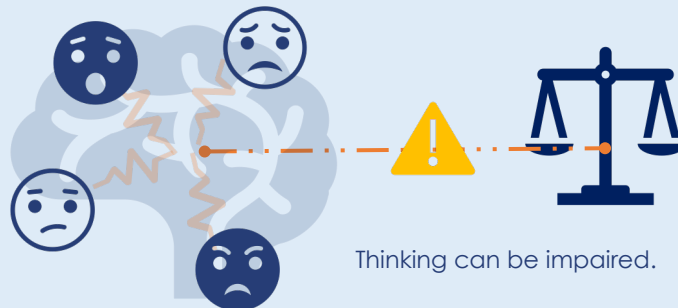


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## Social Elements of Learning

When feelings are not well managed,



Thinking can be impaired.

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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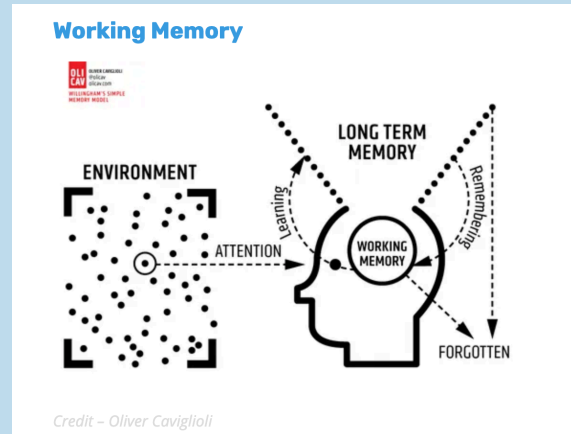
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## Belonging & Cognitive Load Theory

Experience of school is inextricably linked with learning and well-being.

When physical, emotional, and identity and safety needs are not met, and lack of supportive relationships, learners are more likely to disengage from key behaviors that are important for learning.



[https://mindscholarsnetwork.org/a-research-based-lens-for-responding-to-transformative-crises/?utm\\_medium=email&\\_hsmi=91714605&\\_hsenc=p2ANatz-9AZbaRT4Iv74Q88DPbSIS-Sc7O2a9YDwM02DzRz4ldvSSbsUmgPMckfmo1QHU8S-N9aQamSCMczevgA5wF1Ia5Za&utm\\_content=91714605&utm\\_source=hs\\_email](https://mindscholarsnetwork.org/a-research-based-lens-for-responding-to-transformative-crises/?utm_medium=email&_hsmi=91714605&_hsenc=p2ANatz-9AZbaRT4Iv74Q88DPbSIS-Sc7O2a9YDwM02DzRz4ldvSSbsUmgPMckfmo1QHU8S-N9aQamSCMczevgA5wF1Ia5Za&utm_content=91714605&utm_source=hs_email)



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## Building Belonging



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



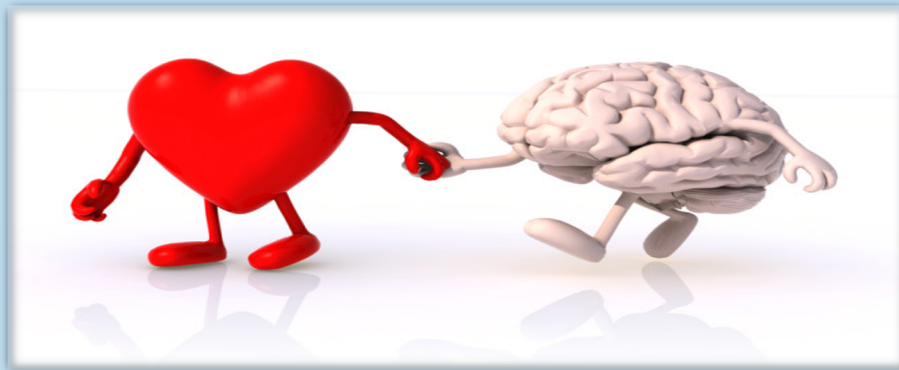
- Sources: Griffiths, P.E., & Hochman, A. (2015) Developmental systems theory. eLs 2, 1-7.
- Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.
- Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science; evolutionary developmental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

- 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.
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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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# 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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## Building Belonging



### 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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# Pure Power Implementation



Grades K-5

- ❖ Unit 5 – Power to Lead with Kindness
  - ❖ Lesson 5.3, Active Listening: Conflict Resolution Part 1 (3-5)
  - ❖ Lesson 5.4, Kind Communication: Conflict Resolution Part 2 (3-5)
  - ❖ Lesson 5.4, Active Listening (K-2)
  - ❖ Lesson 5.5, Kind Communication (K-2)



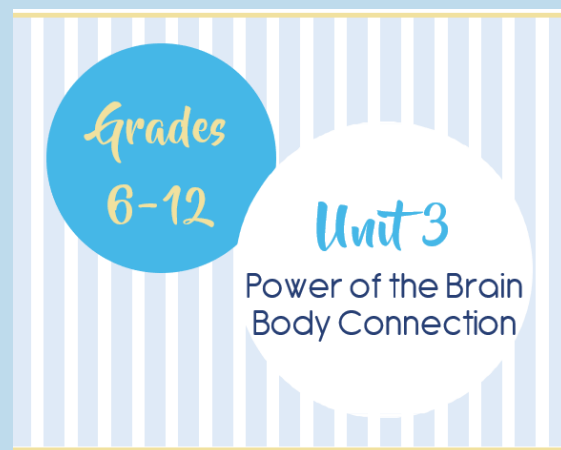
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# Pure Power Implementation

Grades 6-12

- ❖ Unit 3 – Power of the Brain-Body Connection
  - ❖ Lesson 2, Finding Safety, Contentment, and Connection



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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?

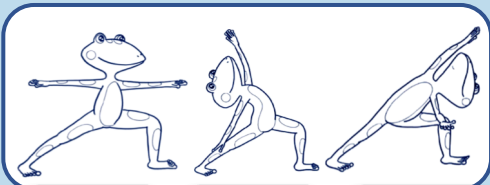


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## Engaging Activity: Wave Sequence



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.*



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## Engaging Activity: Guided Rest or 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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## Guiding Questions

What does connection mean to you?

How can mindfulness practice create, support, and enhance our feelings of safety, contentment, and connection?

How do strong emotions affect your ability to learn something new at school? To play a sport?



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# Brain Breaks Review



## Breathe

- ❖ Mindful Minute
- ❖ Starfish Breathing or Take Five
- ❖ Anchor Breathing



## Move

- ❖ Chair Cat/Cow
- ❖ Chair Sunrise Twist
- ❖ Wave Sequence



## Rest

- ❖ Guided Rest or Body Scan



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# Optimistic Closure: 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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# Homework

## Self:

- ❖ List YOUR favorite of the 3 signature practices' activities.

## Online Class:

- ❖ Try weaving all 3 signature practices, inclusive of at least 1 Brain Break, into an online class: Welcoming Activity, Engaging Activity, and Optimistic Closure. Note your feelings/observations with this experience before and after.

## Together in Class:

- ❖ Plan for how you will implement the 3 signature practices into your classroom learning environment



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Evidence-Based Approach  
Thoughtful Partnerships  
Curriculum & Training



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breathe

move

rest



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

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