



Pure Community

Thank you for joining us!



THE SCHOOL DISTRICT OF
PHILADELPHIA

Session: **Building Belonging – Start with the Heart**

Trainer: **Anne Contreras, Director of Programs**

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 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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Email: getmoving@pureedgeinc.org



Building Belonging





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.

Welcoming Activity: Candy Bar Matching

1



3



2



4



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.

Introductions

Anne Contreras

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Director of Programs & National Trainer

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Doctoral Studies

Somatic Psychology (Embodied States)

Foundation – Trauma



Learning Objectives

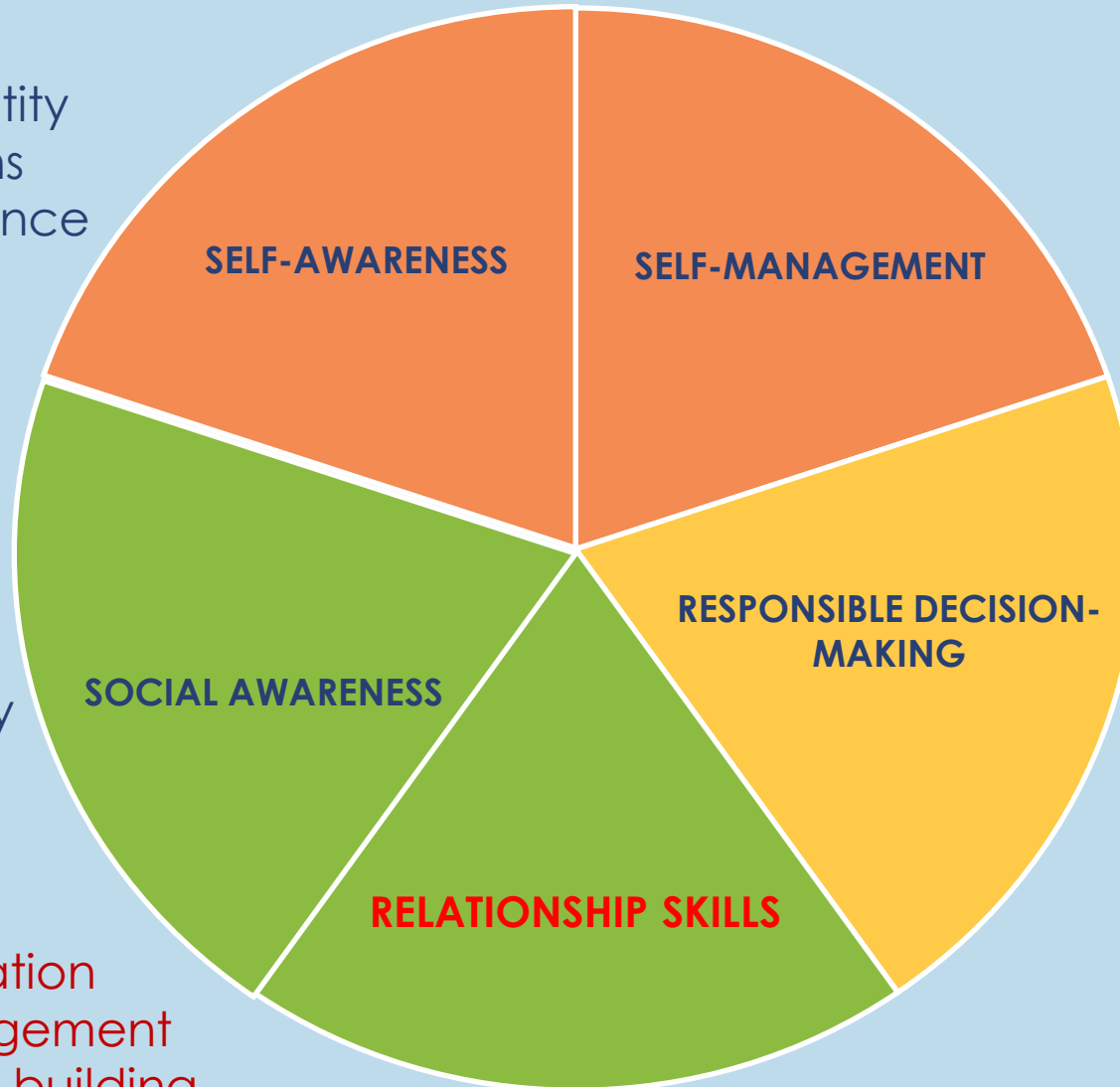
- Identify CASEL competencies.
- Identify the dimensions of belonging.
- Understand the environmental role in belonging and resource allocation.
- Practice: Breathe, Move, and Rest Strategies.
- Illustrate the interconnectedness of SEL, belonging and self-care.

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





Engaging Activity: Anchor Breathing



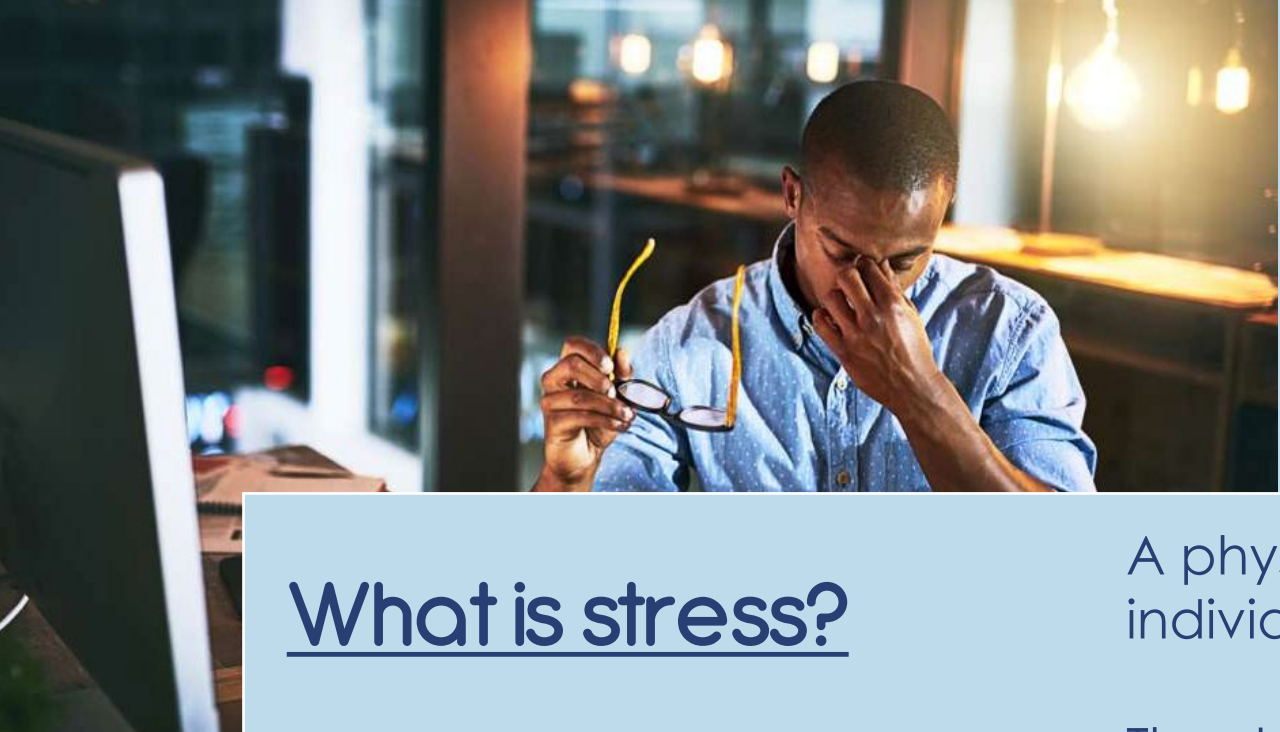
1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: tummy, chest or your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.
5. Can you be mindful of your breathing for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

“

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

~Marc Brackett

”



What is stress?

A physiological reaction that prepares an individual to respond to a stressor.

What is a stressor?

The stressor is usually something that threatens the well-being or homeostasis (stable equilibrium) of the individual.



Stress Is Contagious



Higher cortisol levels were found in students whose teachers reported high levels of stress and burnout.

Researcher **Kimberly Schonert-Reichl** urges educators to be aware of their own mindsets and to practice mental wellness exercises to reduce their stress levels.

Benefits

- ❖ Positive challenge
- ❖ Motivates us to take action
- ❖ Promotes well-being
- ❖ Enhances performance

Detriments

- ❖ No relief in sight
- ❖ Makes us physically sick
- ❖ Weakens immune system
- ❖ Impairs performance

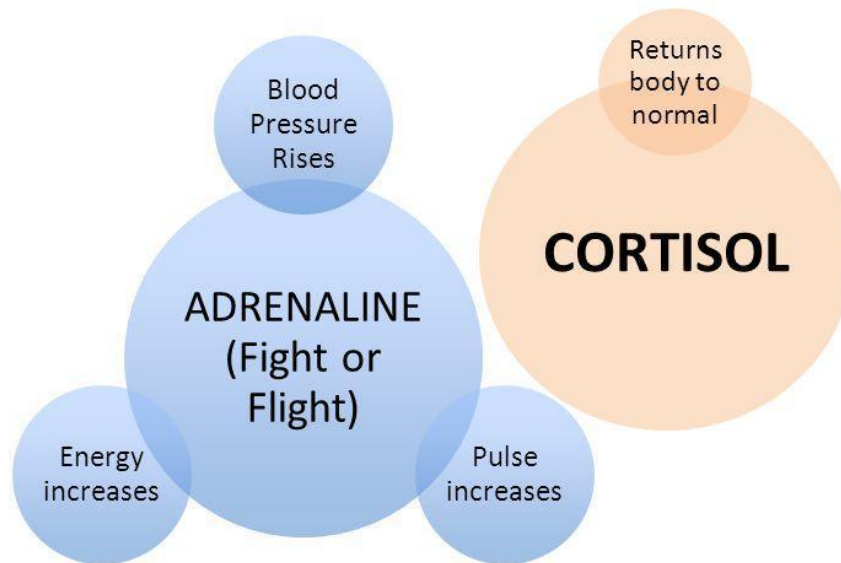


Disrupts relationships between schools and communities

Turnover happens most in
poorly performing schools,
leading to destabilization
of low-income
neighborhood schools.

Stress Response

Stress Responses



- **Cortisol** and **adrenaline** are released when our environments demand that we are alert and focused.¹
- Which can result in being “stressed out” = when our nervous system **becomes accustomed** to constant flow of cortisol and adrenaline.
- Exercise and mindfulness practices/activities **help flush excess cortisol from our systems.**

Image Source: <https://www.valinschiropractic.com/blog/124988-balancing-hormones-for-energy-and-sculpting-your-perfect-body>

1: “Understanding the stress response,” Harvard Health Publications, 2016. <http://www.health.harvard.edu/staying-healthy/understand-ing-the-stress-response>

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Breathe



Move

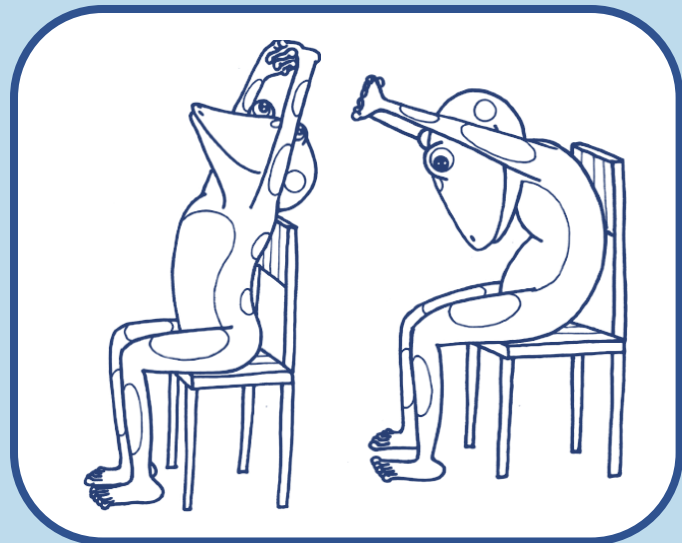


Rest





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.

What does it feel like to belong?



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.**



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

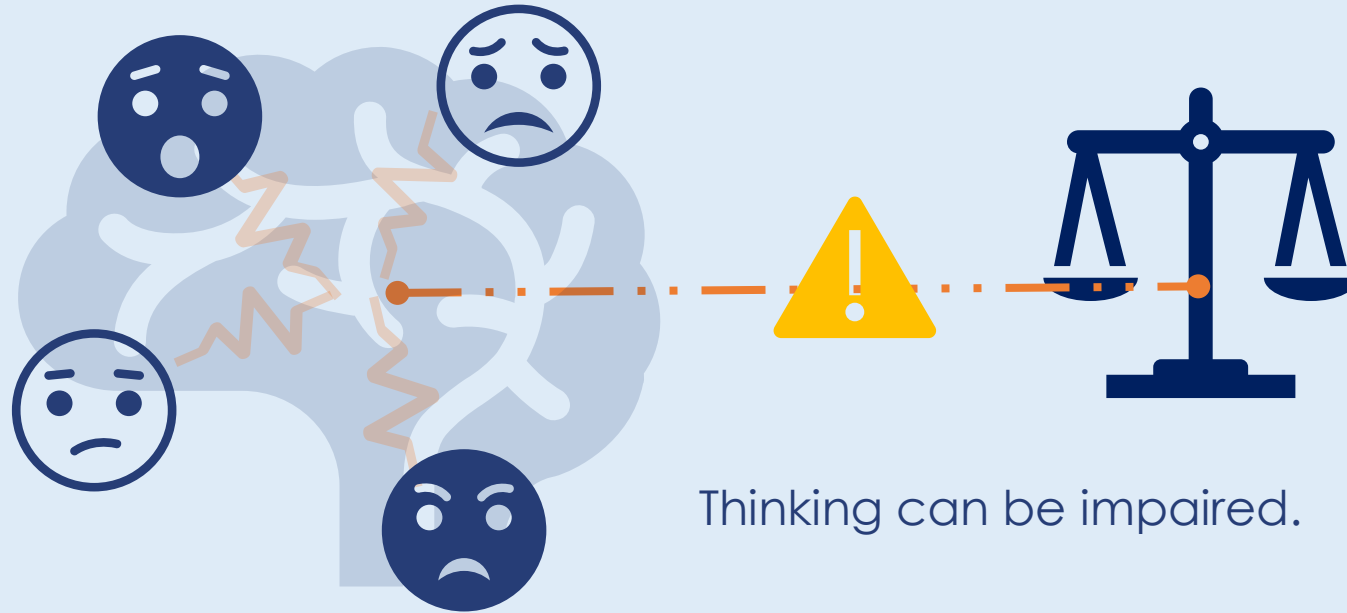
When we do not feel content, we tend to feel as though we are lacking.

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



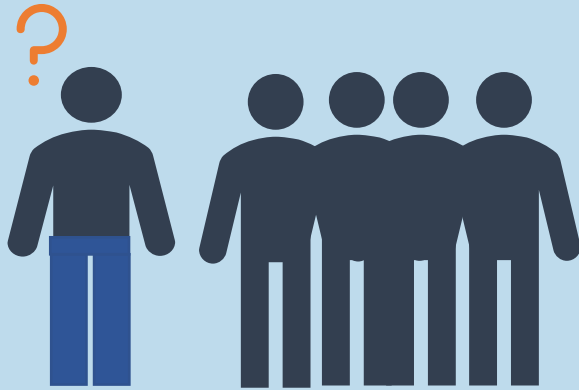
Social Elements of Learning

When feelings are not well managed,



Thinking can be impaired.

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.

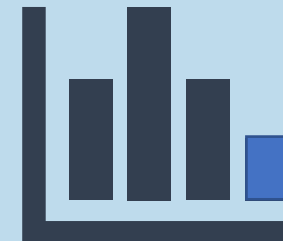


Resource Allocation

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

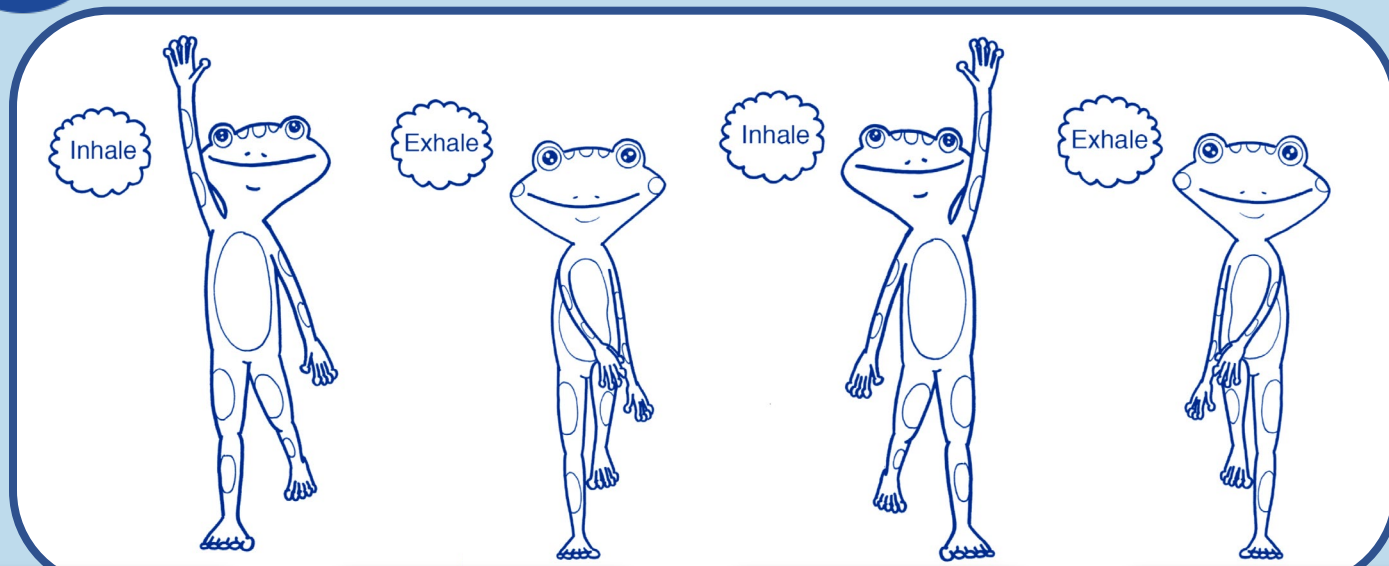
Role in Achievement Gaps

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





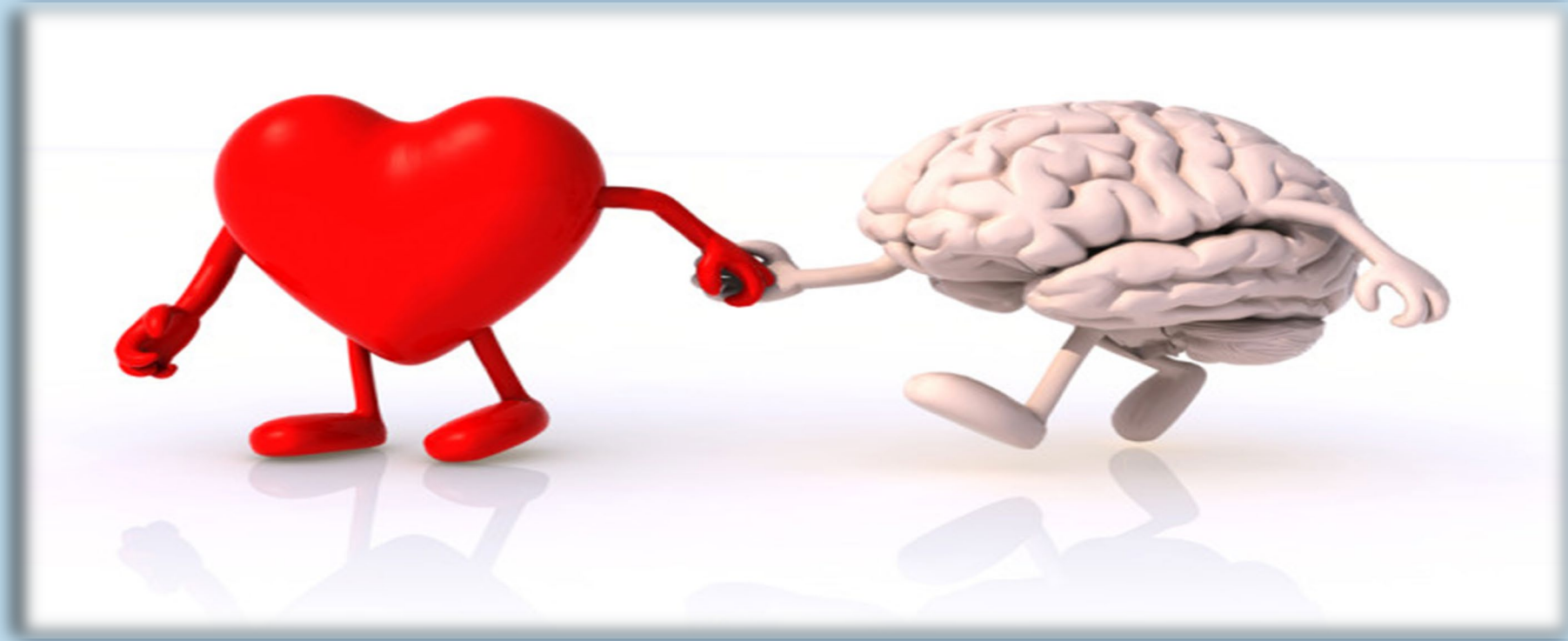
Engaging Activity: Brain Balance Sequence



1. Inhale, take the right arm overhead and the left foot slightly behind, placing only your toes on the floor.
2. Exhale, lift the left leg, knee bent, and touch the right hand to the inside of the left knee.
3. Inhale, return the right arm overhead and the left foot slightly behind placing only your toes on the floor.
4. Exhale and again lift the left leg, knee bent, and touch the right hand to the inside of the left knee.
5. Repeat on the other side.



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.
- 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



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

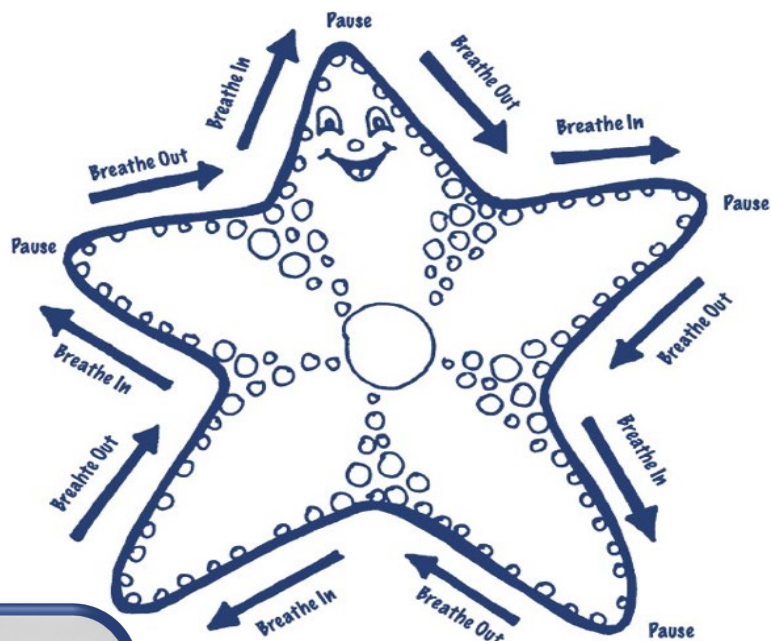


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Engaging Activity: Starfish Breathing or Take Five



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.*

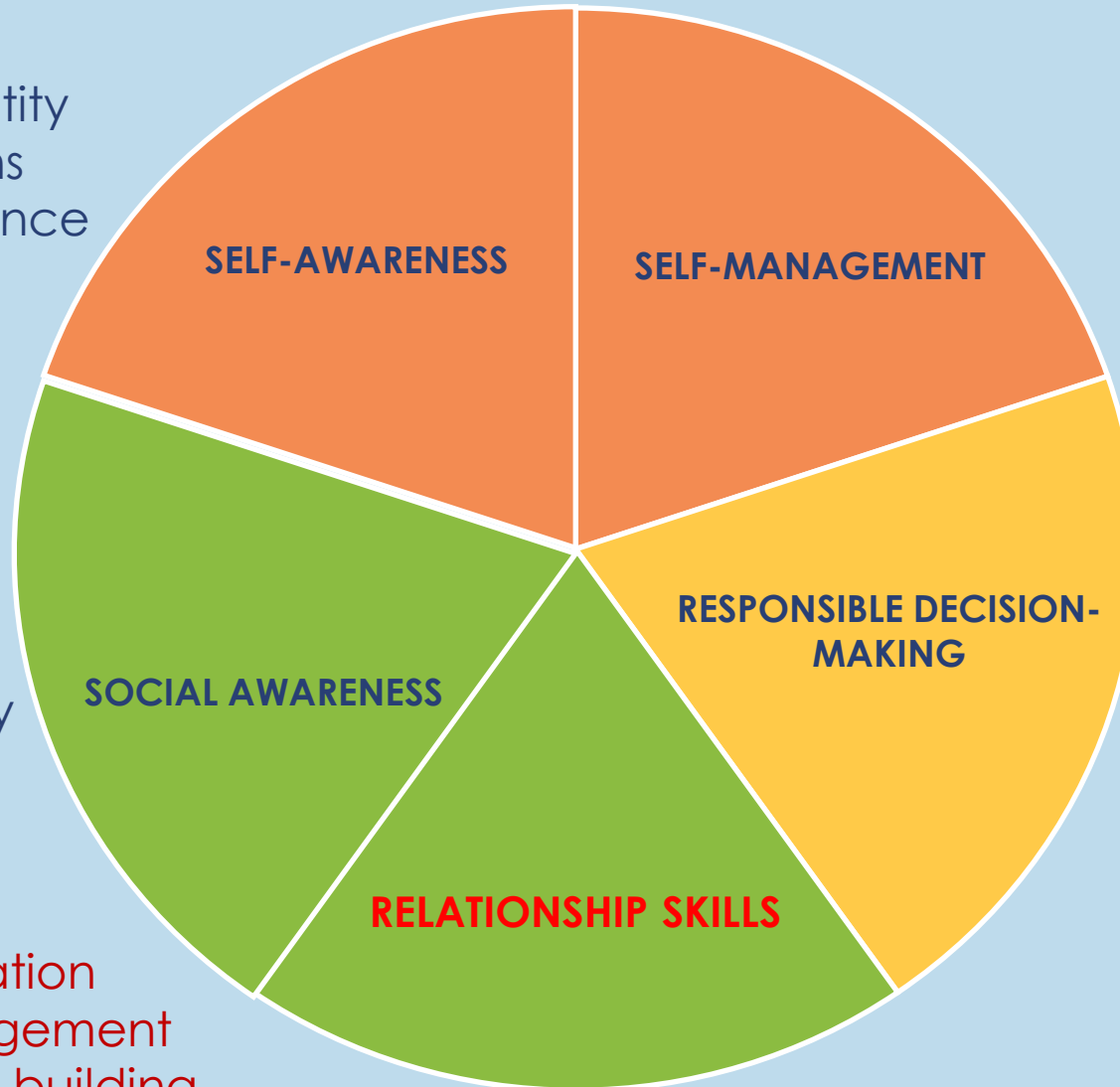
**After Starfish Breathing, you can have learners rest their hands on their chest, continuing to breathe mindfully, as they silently recall three things for which they are thankful.*

Social and Emotional Competencies

- Identifying emotions
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- Recognizing strengths
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- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social Engagement
- Relationship-building
- Teamwork



- Impulse control
- Stress management
- Self-discipline
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- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



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.”

A Culture of Care fosters social and personal conditions to increase belonging.

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

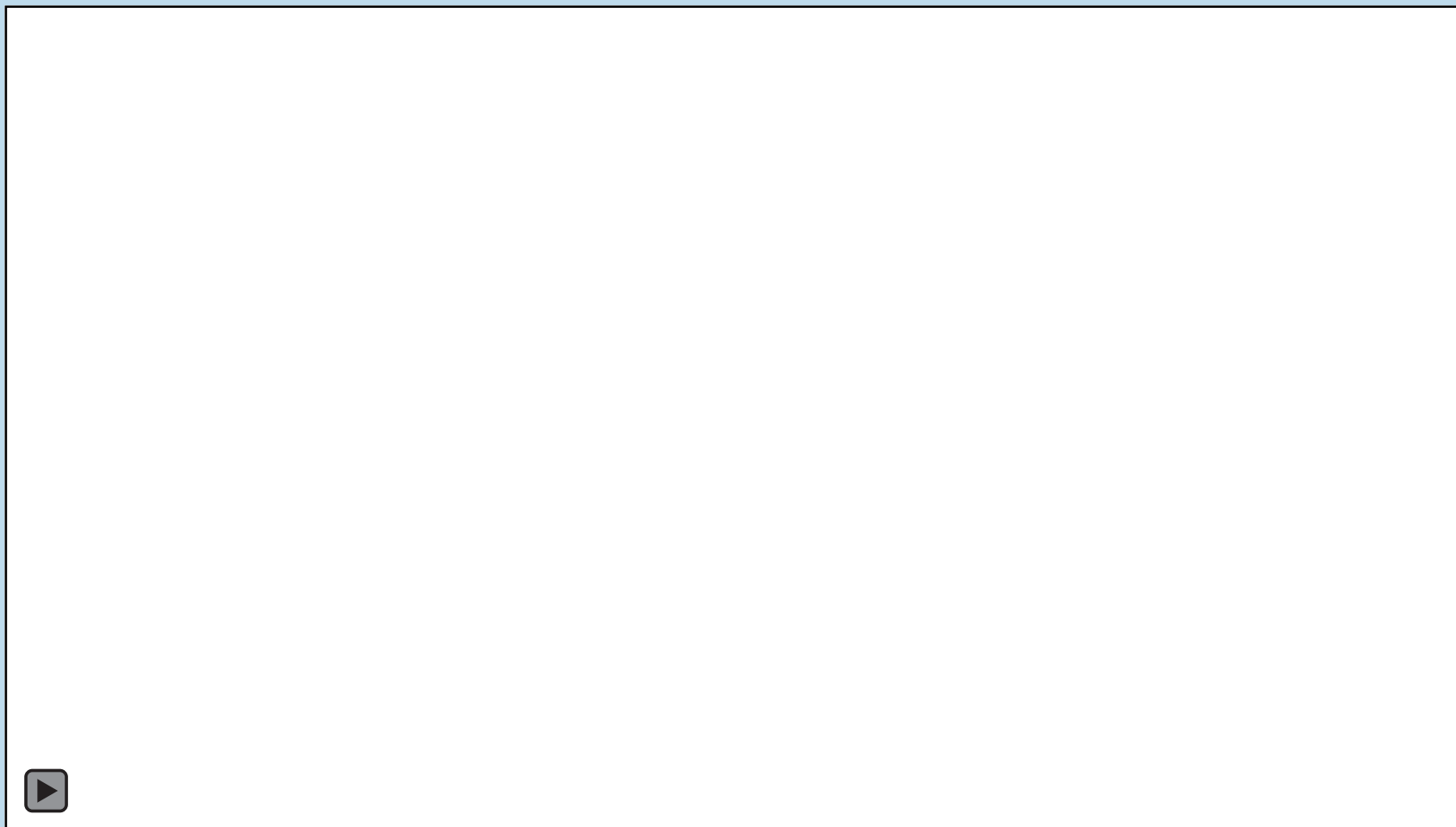
Optimistic Closure

(3-5 minutes)

- Creates momentum towards taking action
- Reflection and looking forward
- Intentional Closure
- Topic reinforcement
- i.e. Reflective questions



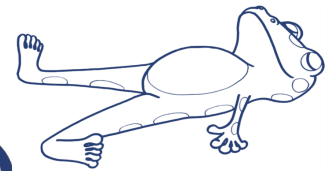
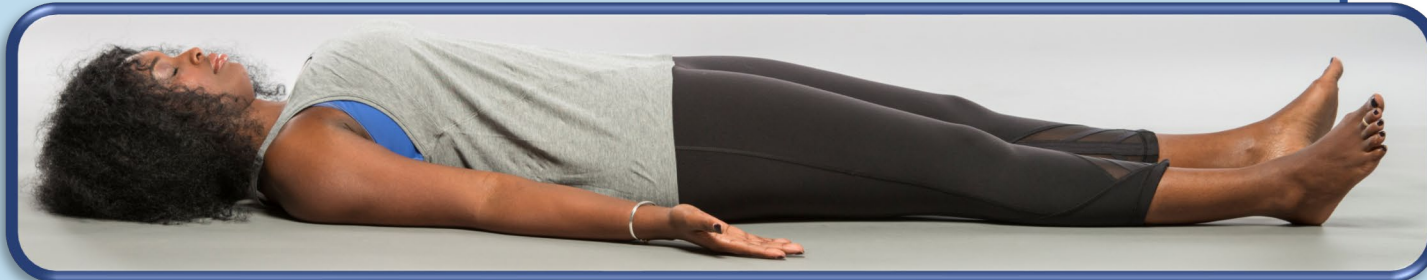
Engaging Activity: Seated Eagle





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.



Takeaways

- Social & Emotional Learning – CASEL Competencies
- What is Stress?
- Stress is Contagious
- Relationship Skills
- Components of Belonging
- Review of Brain Breaks



Brain Breaks Review



Breathe

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



Move

- ❖ Chair Cat/Cow
- ❖ Brain Balance Sequence
- ❖ Seated Eagle - video



Rest

- ❖ Guided Rest or Body Scan

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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Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



•
breathe

•
move

•
rest





Pure Community

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