



Pure Community

Thank you for joining us!

Session 12: Culture of Care Implementation
Trainer: Michelle Kelsey Mitchell

Getting Started:

1. If you have any questions, please type them into the Q&A box.
2. 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.
3. 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 12

Culture of Care Implementation



Introductions

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*Director of Partnerships &
National Trainer*



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



Respond to the poll
share which of the
following images most
accurately reflects your
experience right now:

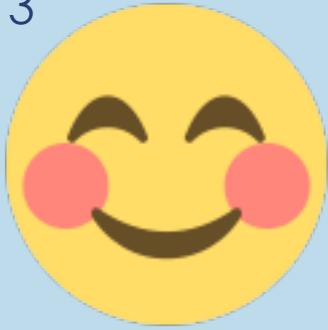
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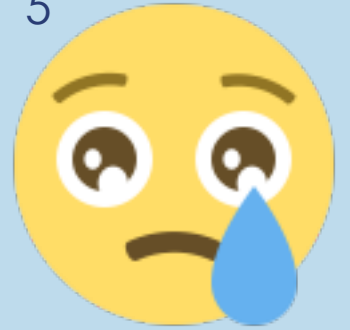
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6



7



8



9



10



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.

Session 12 – Learning Objectives

- ❖ Describe the four Pure Edge programs/curricula and how to implement them.
- ❖ Identify and plan the next steps for comprehensive Culture of Care implementation.
- ❖ Create a plan for program implementation that aligns with site objectives.



Resources

pureedgeinc.org

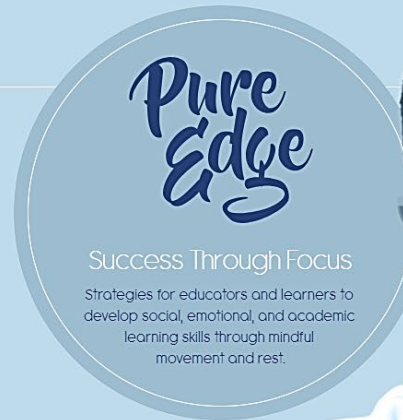
Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



●
breathe

●
move

●
rest



Pure Edge Programs





Mindful Movement

Grades
6-12



Training Manual

Grades
K-5



POWER CURRICULUM Resource Booklet

K-5



Grades
3-5

Here are a few suggestions for when to Implement Brain Breaks for grades 3-5. The suggested exercises are meant to support the educator in getting started with Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, www.pureedgeinc.org, for video tutorials and access to the Brain Breaks manual.

Arrival	Mindful Minute offers learners a chance to check in with themselves at the start or end of the school day.
Refocus Between Lessons	Bring a little movement and breathing as a break to re-energize learners. Good options are Chair Cat/Cow, Chair Twist, and Status.
Before Testing	Breathing exercises help relieve testing-related stress and put learners in a state of focus. Breathing Ball, Starfish, and Balloon Breathing are good ones to start with.
Lining Up	Use Mountain and Tree postures to help learners stay calm during transition to and from the classroom. Remember to focus on breathing!
Recess	Chair Sunrise Twist is a good way to help learners calm down if they have a lot of energy after they have played outside. Once they have settled down, try Even In-Even Out to build focus.
Create a Calming Center	Have Mind Jar and Breathing Ball available for learners to access in a quiet area. Have posture cards printed (available on www.pureedgeinc.org) for learners to practice postures on their own.
Departure	Attitude of Gratitude invites learners to remember something or someone that makes them feel thankful.



Grades
K-2

Here are a few suggestions for when to Implement Brain Breaks for grades K-2. The suggested exercises are meant to support the educator in getting started with Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, www.pureedgeinc.org, for video tutorials and access to the Brain Breaks manual.

Arrival/Departure	Attitude of Gratitude is a nice way to start off or wrap up the day, by remembering something or someone that makes us feel thankful.
Large Group/ Circle Time	Simple breathing exercises and exercises that engage learners visually will hold attention in the large group setting. Try Breathing Ball, Starfish, Animal Arms, and Listen to the Chime. When learners are comfortable, adding in some balance postures like Tree can bring focus and fun.
Small Group	Small group offers time to give feedback and answer questions. Try Anchor Breathing to build breath awareness and focus. Introduce Move exercises like Sunrise/Sunset, Chair and Eagle. Give each learner a turn to shake the Mind Jar.
Refocus Between Lessons	Bring a little movement and breathing as a break to re-energize learners. Good options are Chair Cat/Cow, Chair Twist, and Status.
Before Testing	Breathing exercises help relieve testing-related stress and put learners in a state of focus. Use exercises learners are already familiar with. Breathing Ball, Starfish, and Balloon Breathing are simple and effective choices.
Lining Up	Use Mountain and Tree postures to help learners stay calm during transition to and from the classroom. Remember to focus on breathing!
Recess	Buzzing Bee is a good way to help calm down and focus if learners have a lot of energy after they have played outside.
Create a Calming Center	Have Mind Jar and Breathing Ball available for learners to access in a quiet area. Have posture cards printed (available on www.pureedgeinc.org) for learners to practice postures on their own.



brain breaks

Pre K-5th Grade

Pure Edge, Inc.
www.pureedgeinc.org
getmoving@pureedgeinc.org



pureedgeinc.org



By Category

By Grade

View curriculum in:

English

Español

Curriculum: *Pure Power*

Pure Power is our full curriculum, offered at grade levels K-2, 3-5 and 6-12. The curriculum covers a variety of SEL content areas and includes mindful movement and breathing exercises that promote self-regulation.

3-5

Full Curriculum

Pure Power Units

Health & Wellness Session Plans

Resource Booklets

Reflection Journals

Visual Aids





3–5

POWER Curriculum |

Pure Power: Standards

Each unit is aligned with
National Standards for:

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

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.

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

Breathe



Move



Rest



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.

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.

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.

Social and Emotional Learning Competencies

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy
- *Integrating personal and socio-cultural identities*
- *Analyzing of beliefs, mindsets, and biases*
- *Social interdependence*

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- *Recognizing setting demands and opportunities*
- *Determining common social goals and interests*



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills
- *Personal and collective agency*

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
- *Co-creating a sense of belonging and thriving*

- Communication
- Social Engagement
- Relationship – Building
- Teamwork
- *Cultural competency*
- *Collaborative problem-solving*



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 Break, 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

Culture of Care

- ❖ Session 1 Social and Emotional Learning (SEL) and Self-Care
- ❖ Session 2 Respond vs. React: Super Powers
- ❖ Session 3 Stress & Allostatic Load
- ❖ Session 4 The Neuroscience of Stress, Part 1
- ❖ Session 5 The Neuroscience of Stress, Part 2
- ❖ Session 6 Neuroplasticity
- ❖ Session 7 Creating Healthy Habits
- ❖ Session 8 Taking in the Good
- ❖ Session 9 Six Critical Healing Factors
- ❖ Session 10 Building Belonging: Emotion & Cognition
- ❖ Session 11 Brain Break Implementation
- ❖ Session 12 Culture of Care Implementation



Sample: Self-care Template for Implementation

Self-Care Action Plan

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



HEADSPACE: Mindfulness On Demand



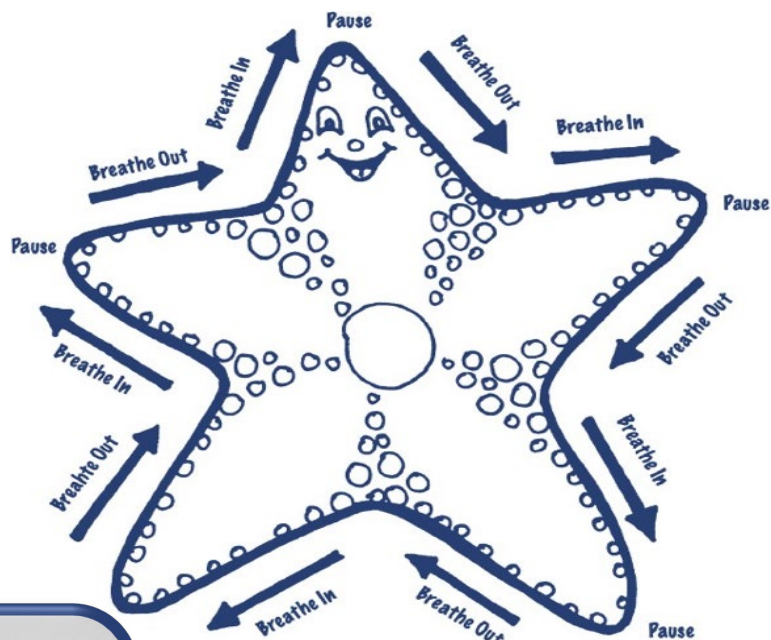
Headspace is donating their app
to all Educators.

go.headspace.com/pureedge

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



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.

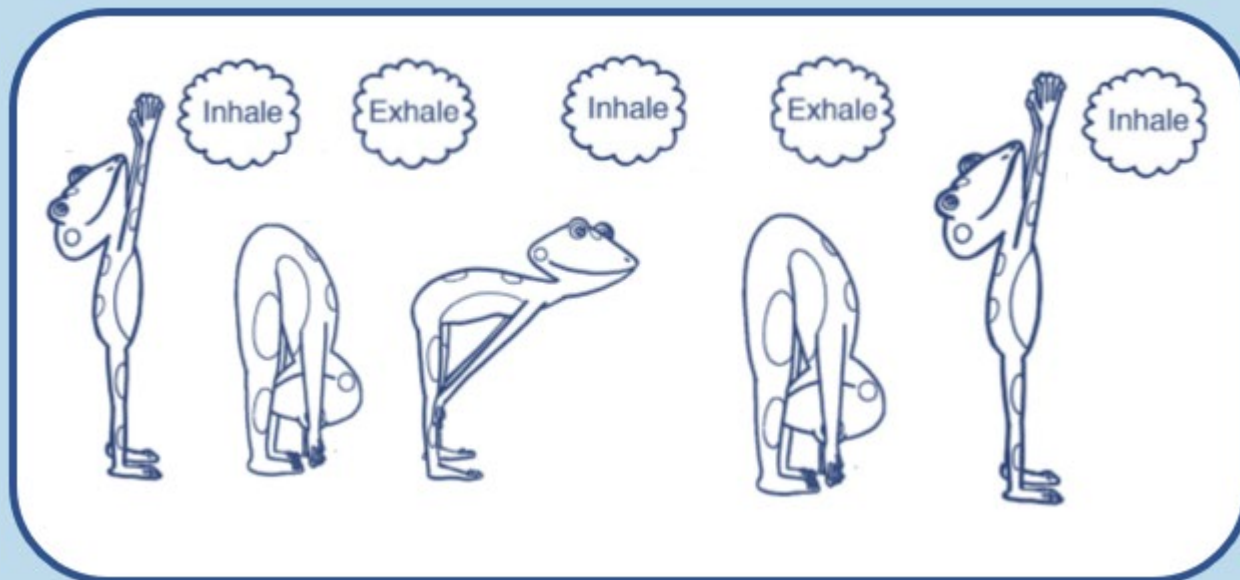


**Learners are synchronizing their movement, breath, and gaze. On the inhale, index finger and eyes trace upward along a finger; on the exhale, index finger and eyes trace downward along a finger. Each upward movement is coupled with an inhale, whereas each downward movement is coupled with an exhale.*

**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: Recharge Sequence



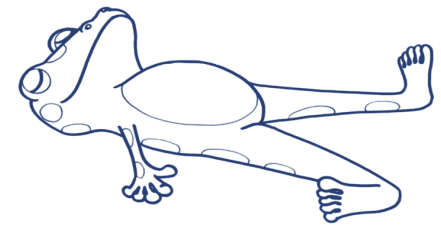
1. Begin standing in Mountain with feet slightly apart, hands at your sides.
2. Inhale, take your arms overhead and look up.
3. Exhale and fold over your legs, bending the knees slightly to allow the hands to rest on the shins, the feet or the floor.
4. Inhale, place hands on shins, straighten legs and look up.
5. Exhale and fold over the legs once more.
6. Inhale, come all the way up to standing, arms overhead and look up.
7. Exhale, return to Mountain.

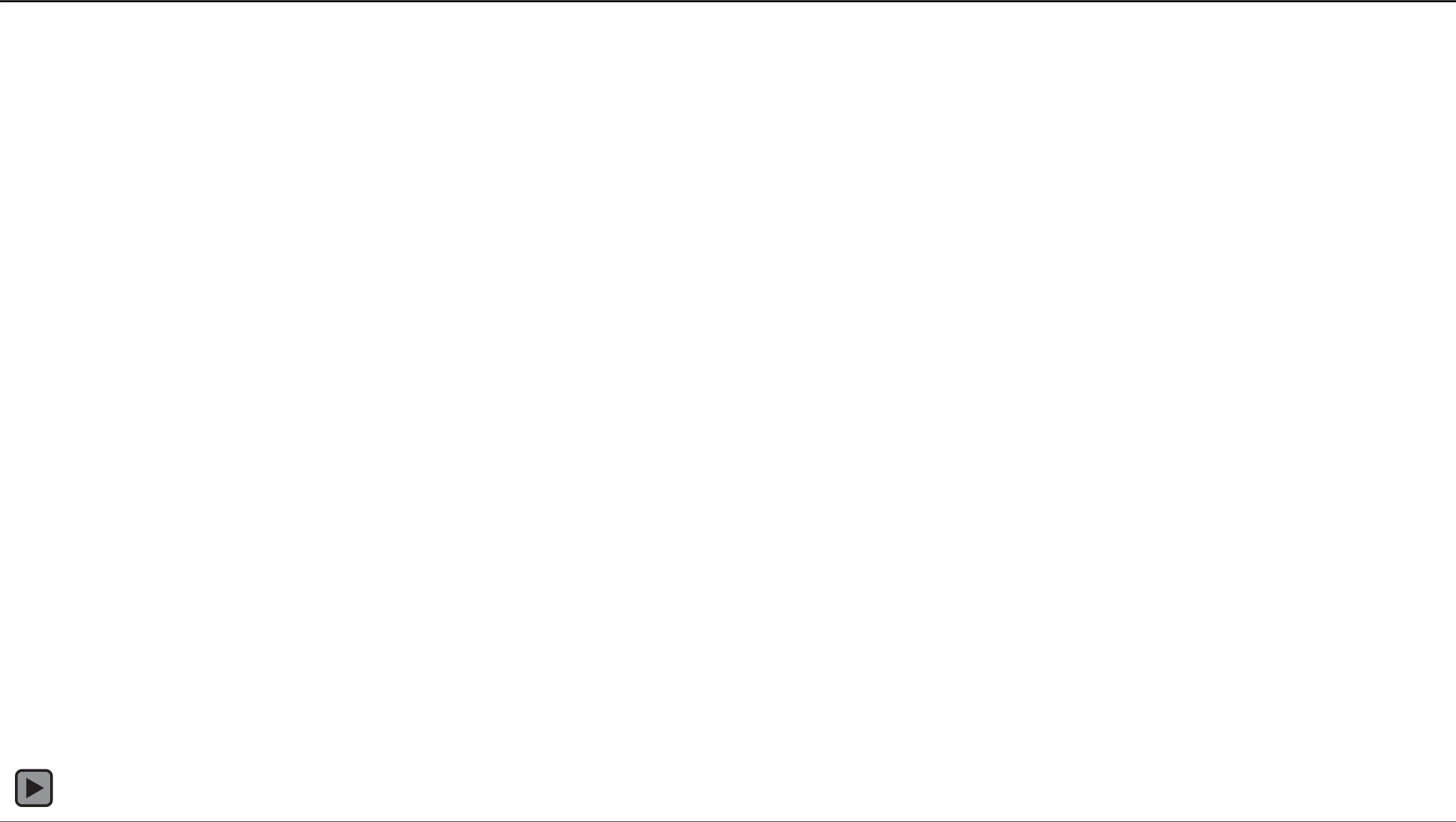
**This sequence can be done behind or in front of desks/chairs. It's useful to re-energize learners when they get tired.*



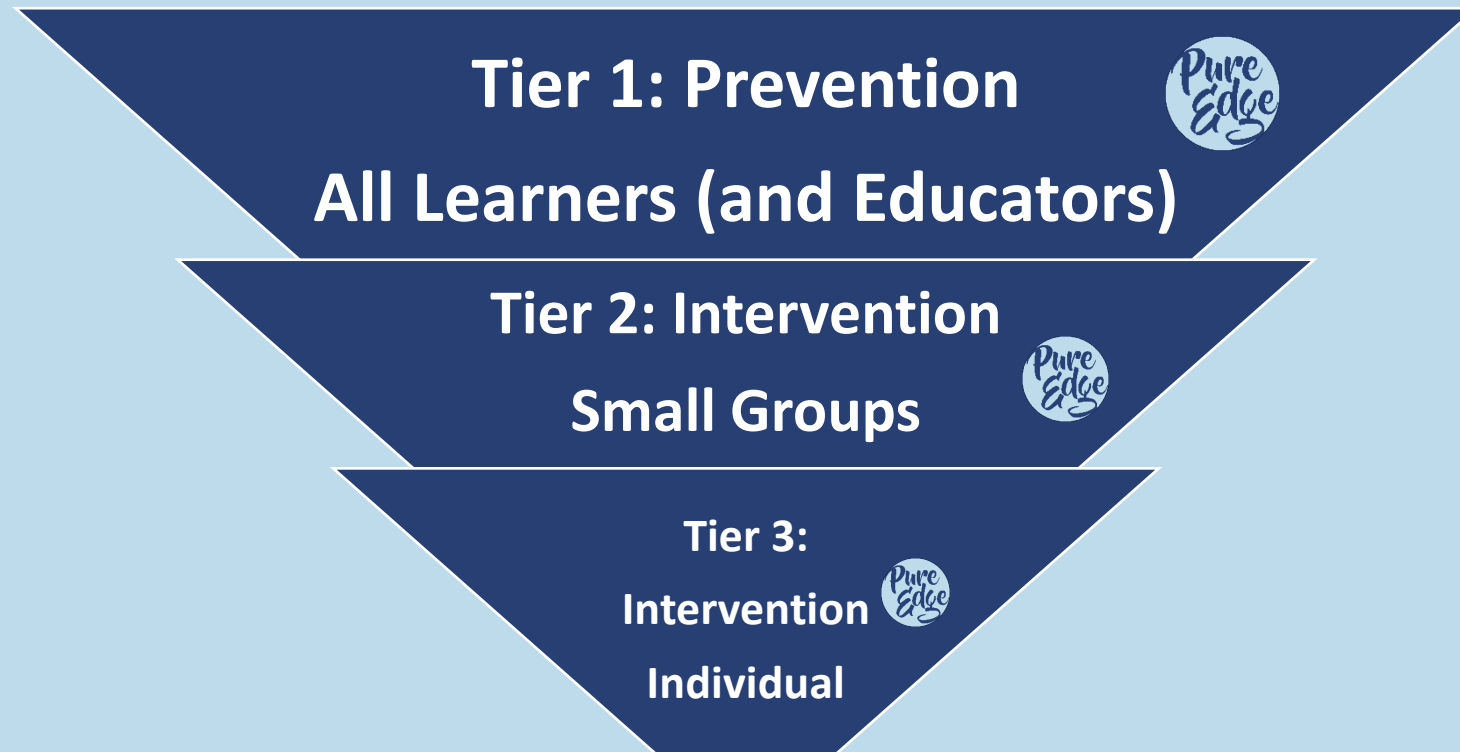
Engaging Activity: Guided Rest or Body Scan

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.





MTSS: Multi Tiered System of Support



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
-



Engaging Activity: Think-Ink

Culture of Care Implementation Exploration

Who...

Why...

Engaging Activity: Think-Ink

Culture of Care Implementation Exploration

What...

When...

Where...

Optimistic Closure: One Word To Describe How You Feel



Photo: Juan Monino



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