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.

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

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

Respond to the poll to tell us a little about yourself.

Introductions

Erin Cooney
erin@pureedgeinc.org
Director of Curriculum & Instruction,
National Trainer
Welcoming Activity: How are you feeling?

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.

Welcoming Activity: Mindful Minute
Culture of Care Mini Series

- Part 1 Building Belonging: Start with the Heart
- Part 2 SEL & Educator Self-Care
- Part 3 Brain Breaks Implementation
- Part 4 Culture of Care Implementation

Learning Objectives

- Explore the components of a Culture of Care.
- Develop a plan for Culture of Care implementation.
- Practice and implement Breathe, Move, and Rest Strategies for Self-awareness and Self-management
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: 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?
How do we build a Culture of Care?

A Culture of Care

- Self-Care
- Brain Breaks
- SEL Signature Practices
- Belonging for All
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

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision-Making
Sample: Self-Care Template for Implementation

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<td><strong>Breathe: Choose 1</strong></td>
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</table>

Engaging Activity: Think–Ink–Share

Educator Self-Care Implementation Exploration

What...  When...  Where...
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.

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.
MTSS: Multi Tiered System of Support

- Tier 1: Prevention
  - All Learners (and Educators)

- Tier 2: Intervention
  - Small Groups

- Tier 3: Intervention
  - Individual
Guiding Questions

- From Pure Power Curriculum
- Encourage student voice and engagement
- Invite learners to reflect on their own experience
- Help learners make the link between self-care and SEL

**Guiding Question**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breathe</strong></td>
<td><strong>Move</strong></td>
<td><strong>Rest</strong></td>
<td><strong>Guiding Question</strong></td>
</tr>
<tr>
<td>Smell the Rose,</td>
<td>Seated Mountain</td>
<td>Breathing Buddies</td>
<td>What is Kindness?</td>
</tr>
<tr>
<td>Blow out the Candle</td>
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<tr>
<td>Balloon Breathing</td>
<td>Mountain/Sunrise</td>
<td>Breathing Buddies</td>
<td>How does it feel to</td>
</tr>
<tr>
<td>Animal Arms</td>
<td>Tree Pose</td>
<td></td>
<td>focus on your</td>
</tr>
<tr>
<td>Starfish Breath</td>
<td>Mountain/Chair</td>
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<td>relax?</td>
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<td></td>
<td>Strength Sequence</td>
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<td>How do you feel</td>
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<td>inside when you</td>
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<td>think about (and</td>
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<td>express) gratitude?</td>
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### 3-5 Calendar

<table>
<thead>
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<th>Week Three</th>
<th>Week Four</th>
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</thead>
<tbody>
<tr>
<td><strong>Breathe</strong></td>
<td>Breathing Ball/Nasal</td>
<td>Starfish Breathing</td>
<td>Even In - Even Out</td>
</tr>
<tr>
<td></td>
<td>Breathing</td>
<td></td>
<td>Anchor Breathing</td>
</tr>
<tr>
<td><strong>Move</strong></td>
<td>Seated Mountain</td>
<td>• Mountain/Sunrise</td>
<td>• Sunrise/Sunset</td>
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<td></td>
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<td>• Sunrise/Sunset</td>
<td>• Tree Pose</td>
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<td>• Forest Pose</td>
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<td>Guided Rest for 2</td>
<td>Guided Rest for 2</td>
<td>Guided Rest for 3 minutes</td>
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<td>• Guided Rest for 3 minutes</td>
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<td>• Attitude of Gratitude</td>
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<tr>
<td><strong>Guiding</strong></td>
<td>How did you feel</td>
<td>What is stress?</td>
<td>How do strong emotions affect</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>before you took 3</td>
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<td>how you react in different</td>
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<td>mindful breaths?</td>
<td></td>
<td>situations?</td>
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<td>During? After?</td>
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<td>What does it mean to self-</td>
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<td>regulate?</td>
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<td>Why is self-regulation</td>
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<td>important?</td>
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### 6-12 Calendar

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<th>Week Four</th>
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</thead>
<tbody>
<tr>
<td><strong>Breathe</strong></td>
<td>Breathing Ball/Nasal</td>
<td>Anchor Breathing</td>
<td>Take 5</td>
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<tr>
<td></td>
<td>Breathing</td>
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<td>(Belly-Heart Breathing</td>
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<td><strong>Move</strong></td>
<td>Seated Mountain</td>
<td>• Mountain-Chair</td>
<td>• Tree Pose</td>
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<td></td>
<td>Strength Sequence</td>
<td>• Chair Pose</td>
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<td>• Standing Half Moon</td>
<td>• Recharge Sequence</td>
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<td>• Chair Twist</td>
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<td><strong>Rest</strong></td>
<td>Guided Rest</td>
<td>Guided Rest</td>
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<tr>
<td><strong>Guiding</strong></td>
<td>What does wellness</td>
<td>How does it feel in</td>
<td>How can we distinguish</td>
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<tr>
<td><strong>Question</strong></td>
<td>mean to you?</td>
<td>your body when you pay</td>
<td>between healthy &amp; unhealthy</td>
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<td></td>
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<td>attention to your breath</td>
<td>stress?</td>
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<td>between a reaction &amp; a</td>
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<td>response?</td>
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### 6-12 SAMPLE: Four Week – Implementation Guide

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<th>TUESDAY</th>
<th>WEDnesday</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
</table>
| **Week One** | **Introduce:** Breathing Ball and Seated Mountain as part of ROUTINES *Start/End of class | Breathing Ball  
Seated Mountain  
*Start/End of class | **Introduce:** Guided Rest | **Start:** Breathing Ball  
Seated Mountain  
*Start/End of class | **Start:** Breathing Ball  
End: Guided Rest |
| **Week Two** | **Start:** Introduce: Anchor Breathing Mountain/Chair Strength Sequence  
End: Guided Rest | **Start:** Anchor Breathing Mountain/Chair Strength Sequence  
End: Guided Rest | **Introduce:** Standing Half Moon | **Start:** Anchor Breathing Mountain/Chair Strength Sequence, Standing Half Moon  
End: Guided Rest | **Start:** Anchor Breathing  
End: Guided Rest |
| **Week Three** | **Start:** Take 5, Mountain/Chair Strength Sequence, Introduce: Tree (each leg)  
End: Guided Rest | **Start:** Take 5, Standing Half Moon, Tree  
End: Guided Rest | **Introduce:** Chair Cat/Cow | **Start:** Take 5, Chair Cat/Cow  
End: Guided Rest | **Start:** Take 5  
End: Guided Rest |
| **Week Four** | **Start:** Introduce: Even In, Even Out Recharge Sequence, Chair Cat/Cow  
End: Guided Rest | **Start:** Even In - Even Out, Recharge Sequence  
Chair Cat/Cow  
End: Guided Rest | **Introduce:** Chair Twist | **Start:** Even In - Even Out, Recharge Sequence, Chair Cat/Cow, Chair Twist  
End: Guided Rest | **Start:** Even In - Even Out  
End: Guided Rest |

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### Engaging Activity: Think-Ink-Share

#### Brain Breaks Implementation Exploration

<table>
<thead>
<tr>
<th>What…</th>
<th>When…</th>
<th>Where…</th>
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Tree

Resources
Here are a few suggestions for when to implement Brain Breaks for grades 6–12. The suggested exercises are meant to support the educator in getting students into Brain Breaks. Once the learners are familiar, other exercises from the manual can be incorporated. Check our website, pureedgeinc.org, for more tutorials and access to the Brain Breaks manual.

**Training Manual**

**Grades 6–12**

- **Arrival/Departure**
  - Mindful Minute: often learners need a chance to check in with themselves at the start of the school day. The start of the day is also a great time to incorporate breathing exercises such as Awareness Breathing or seat exercises like Mindful Listening.

- **Before Activity**
  - Use the breath to help transition students from one class to another. Gross motor to start with are Breathing Ball, Ewe-f-Dog, Even-Or-Even or Belly Breathing.

- **Break**
  - Bring a little movement and breathing as a break to energize learners during longer sessions. Chef’s Delight, Chef’s Treat, Dress Up, Free or Bugs work well.

- **After Activity**
  - Stretching exercises help relieve tension-related stresses and put learners in a state of flow. Use exercises that learners are already familiar with. Tone Up, Belly Breathing, and Alphamer Nearest. Breathing exercises simple and effective choices.

- **Afternoon Slump**
  - To re-engage sluggish learners, some movement and movement can be helpful. Chair Pressup, Forward Bend, Standing Half Moon, and Stretch Sequences will get learners’ energy. Offering seated Nest before breaks when learners are tired can also re-energize them.

- **Tasting in the Break and One-Minute Reflection**
  - Seat exercises designed to help learners reflect at the end of the day.
Engaging Activity: Attitude of Gratitude

1. Sit comfortably, and if you like you can close your eyes.
2. Think of something/someone in your life for which you are thankful, or grateful. It can be anything or anyone!
3. Take a few moments to just appreciate this thing or person.
4. Now think of another thing or person for which you are grateful.
5. Take a few moments to appreciate this thing or person.
6. Notice how you feel.

*As you introduce this exercise, you might want to model an example for learners before bringing them through the exercise.
*This is a nice exercise to take a few responses from learners after the exercise is finished.
Takeaways

• A Culture of Care includes:
  • Belonging for All
  • Self-Care
  • Breathe- Move-Rest Brain Breaks
  • SEL Signature Practices
• Mindfulness is kind awareness
• Plan for it; structure it
• Repeat, repeat, repeat

Brain Breaks Review

Breathe
  ❖ Mindful Minute
  ❖ Anchor Breathing

Move
  ❖ Recharge Sequence
  ❖ Tree

Rest
  ❖ Attitude of Gratitude
Optimistic Closure: One Word Whiparound

Thank you for joining us!

Session 4: Culture of Care Implementation
Trainer: Erin Cooney

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

Please Note: You will receive a follow-up email within 24 hours of this session. This serves as your confirmation of attendance.