Getting Started:

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

2. Place a pen/pencil/paper nearby to jot down your thoughts.

3. At the end of this session, there will be a Session Quiz / Feedback Form.
Culture of Care Series

Train-the-Trainer to Integrate a Culture of Care

Part 1: Social & Emotional Learning (SEL), Educator Self-care, and Respond vs React
Introductions

Please respond to the poll to tell us a little about yourself.
Introductions

Gill McClean
gill@pureedgeinc.org
Director of Professional Development & 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.
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

Share which of the following images most accurately reflects your feelings right now.
Learning Objectives

- Illustrate the interconnectedness of SEL and self-care.
- Practice Breathe, Move, and Rest strategies for Self-Awareness and Self-Management.
- Identify CASEL competencies.
- Acquire skills to train colleagues in SEL, evidence-based curricula.
- Explore the foundations of Emotional Regulation.
- Link "Respond vs. React" to Emotional Regulation.
- Identify curriculum related "Super Powers" for classroom, small group, and individual student implementation.
Guiding Questions

What three (3) things will we practice each time we meet?

What is the difference between a Reaction and a Response?
We will always practice

1. Self-care 🍀
2. Brain Breaks 😊
3. Modeling SEL Lesson Structure 🌍
Breathe

Move

Rest
In order to have an impact on others, you must first have an impact on yourself.
Nasal Breathing

Mouth Breathing
Benefits of Nasal Breathing

- Filters dust and impurities from the air
- Warms the air to body temperature
- The diaphragm is more easily controlled, which supports the development of internal core strength
- More control over lengthening the breath (extended exhalations help activate the parasympathetic nervous system)
- Increased oxygen from nasal breath increases energy and vitality

Northwestern University, “Rhythm of breathing affects memory, fear: Breathing is not just for oxygen; it’s also linked to brain function, behavior.” ScienceDaily, ScienceDaily, 7 December 2016. www.sciencedaily.com/releases/2016/12/161207093034.htm
This Photo by Unknown Author is licensed under CC BY-SA ©2020 Pure Edge, Inc.
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?
Social Emotional Learning (SEL) is…

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Social and Emotional Competencies

**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

**SOCIAL AWARENESS**
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

**RESPONSIBLE DECISION-MAKING**
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

**RELATIONSHIP SKILLS**
- Communication
- Social Engagement
- Relationship-building
- Teamwork

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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

www.casel.org
**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

©2020 Pure Edge, Inc.
Engaging Activity: Breathing Ball

1. Start in seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the breathing ball?

- This is generally a favorite and keeps the children's attention.
- We use a Hoberman Sphere™ as a breathing ball.
- You can have children take turns leading a few rounds with the breathing ball.
- Be careful to keep fingers safe!
Engaging Activity: Sunrise/Sunset

1. Start in Mountain Pose. Take a few breaths here.
2. Inhale, reach your arms up overhead (this is Sunrise Pose).
3. As you exhale, fold forward. Put your hands on your shins, or your ankles, or maybe the floor (this is Sunset Pose).
4. Inhale all the way back up to Sunrise.
5. Exhale hands down for Mountain.
6. Repeat a few times. Notice how you feel.
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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>Mindful Minute offers learners a chance to check in with themselves at the start or end of the school day.</td>
</tr>
<tr>
<td>Refocus Between Lessons</td>
<td>Bring a little movement and breathing as a break to re-energize learners. Good options are Chair Cat/Cow, Chair Twists, and Statue.</td>
</tr>
<tr>
<td>Before Testing</td>
<td>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.</td>
</tr>
<tr>
<td>Lining Up</td>
<td>Use Mountain and Tree postures to help learners stay calm during transition to and from the classroom. Remind them to focus on breathing!</td>
</tr>
<tr>
<td>Recess</td>
<td>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.</td>
</tr>
<tr>
<td>Create a Calming Center</td>
<td>Have Mind Jar and Breathing Ball available for learners to access in a quiet area. Have posture cards printed (available on <a href="http://www.pureedgeinc.org">www.pureedgeinc.org</a>) for learners to practice postures on their own.</td>
</tr>
<tr>
<td>Departure</td>
<td>Attitude of Gratitude invites learners to remember something or someone that makes them feel grateful.</td>
</tr>
</tbody>
</table>
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 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.

<table>
<thead>
<tr>
<th>Arrival/Homeroom</th>
<th>Mindful Minute offers learners 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 Brain Breaks exercises such as Anchor Breathing or Rest exercises like Mindful Listening.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refocus Between Classes</td>
<td>Use the breath to help settle students as they transition from one class to another. Good options to start with are Breathing Ball, Even-In, Even-Out or Belly-Heart Breath.</td>
</tr>
<tr>
<td>Break During Class</td>
<td>Bring a little movement and breathing as a break to re-energize learners during longer lessons. Chair Cat/Cow, Chair Twist, Desk Dog, Tree or Eagle work well.</td>
</tr>
<tr>
<td>Before Testing</td>
<td>Breathing exercises help relieve testing-related stress and put learners in a state of focus. Use exercises that learners are already familiar with. Take Five, Belly Breathing, and Alternate Nostril Breathing are simple and effective choices.</td>
</tr>
<tr>
<td>Afternoon Slump</td>
<td>To re-engage sluggish learners, some breath and movement can be helpful. Chair Pose Twist and Forward Bend, Standing Half Moon, and Recharge Sequence will get learners moving. Offering Guided Rest before movement when learners are tired can also re-energize them.</td>
</tr>
<tr>
<td>Departure</td>
<td>Taking in the Good and One Minute Reflection are Rest exercises designed to help learners reflect at the end of the day.</td>
</tr>
</tbody>
</table>
Featured Video

Our Breathe Library takes you through breathing techniques that will help with focus, feeling emotions and a sense of calm. Each breathing technique is modeled in 1 to 2 minute video tutorials.
Pure Power

Grades K-5, Unit 1
Power to Be Calm

Grades
6-12
Unit 1
Power to Shine

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Pure Power Curriculum

Grades K-5

- Unit 1 – The 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
Engaging Activity: Even In – Even Out
Engaging Activity: Chair Twist
Engaging Activity

Which superpower would you choose?

★ Invisibility
★ Superhuman Strength
★ Flying
★ Shapeshifting
★ Super Speed

★ Super Senses
★ Telepathy
★ Telekinesis
★ Teleportation
★ Power Absorption
The three most important aspects of learning—attention, focus, and memory—are all controlled by our emotions, not by cognition.
Reaction

Can be thought of as an unconsidered or abrupt behavior or action.¹

Often a reaction springs forth from a:

• sudden strong emotion, or
• an accumulation of strong, unexpressed emotions.
Reaction

When we feel intense emotions, we might experience **physical** clues:

- Shaking
- Heat in the face
- Tight muscles
- Rapid heartbeats
- Stomach aches
- The urge to hit, kick, or stomp

Response

A response is thought out, calm and non-threatening.\(^1\)

- More time for reflection
- Intentional
- Weighs alternatives
- Less Charged
- Considers other and/or other outcomes.\(^2\)

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\(1\) & \(2\): Manage Thyself, [http://coach2growth.com/manage-thyself/](http://coach2growth.com/manage-thyself/)

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The stability of our emotional lives has the potential to become dysregulated due to a variety of factors, most of which are not necessarily within our control.¹

Multifaceted physical-mental-emotional process that can be affected by stress.

Stress Response

“Gas Pedal”
Sympathetic Nervous System: Fight or Flight

“Brake”
Parasympathetic Nervous System: Rest and Digest

https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response
Engaging Activity: Mountain/Chair Strength Sequence
Emotional Regulation

Learning to identify and regulate symptoms of stress, so we must also learn how to identify and regulate one’s own emotions.

Emotional Regulation

Balanced emotional regulation entails:

Feelings, thoughts, physiological signals – heart rate and breath pattern, and nonverbal communication – such as body language & facial expression.¹

Image: March 2, 2020. Understanding emotions is nearly as important as IQ for students’ academic success; Carolyn MacCann, University of Sydney; Amirali Minbashian, UNSW, and Kit Double, University of Oxford. https://theconversation.com/us/topics/emotional-regulation-49394
Physical Regulation

Through practices of:

- Breathe
- Move
- Rest

We learn again and again, what it feels like to move through our experiences in thoughtful, nonreactive way.

Image: Relaxation techniques: Breath control helps quell errant stress response, Harvard Health Publishing, April 2018
What we hope to do

Respond

Vs.

React
Adult Modeling

Kids absorb the adults’ mannerisms, especially **EMOTIONAL REGULATION** (the ability to manage their emotions). ¹

Cadieux, Adelle, Pediatric psychologist at Helen DeVos Children’s Hospital in Grand Rapids, Michigan. “Teaching children self-compassion by modeling it ourselves.”

Engaging Activity: Seated Forward Bend

1. Sit in Seated Mountain Pose with feet flat on the floor. Inhale and sit tall, making your back as long as possible.

2. Exhale, reach both feet slightly out in front of you and fold over your legs, sliding your hands down your legs towards your shins. Take 2-3 breaths here.

3. Inhale and come back up to Seated Mountain Pose.

4. Repeat as required.

*Use this move as a quick pick-me-up or to restore when energy seems to be low.
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.
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.
Engaging Activity: One Word Check-In

Photo: Juan Monino
©2020 Pure Edge, Inc.
Takeaways

- SEL and self-care are interconnected.
- The 5 CASEL competencies are Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, and Relationship Skills.
- The 3-signature practices to integrate SEL into a lesson are Welcoming Activity, Engaging Activity, and Optimistic Closure.
Culture of Care Series

Train-the-Trainer to Integrate a Culture of Care

Part 2: Stress & Allostatic Load
What is your Energy Level right now?
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.
Guiding Questions

What is stress?
(Grades 6-12, Unit 3.9)

How can we distinguish between healthy and unhealthy stress?
(Grades 3-5, Unit 1.5)
Engaging Activity: Think-Ink-Share

Where do you feel stress in your body?

Where do you feel joy in your body?
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.
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
Breathe

• Breathing effects change in the nervous system
• Sit up tall so lungs can fully expand
• Use props to make breath concrete
• Use nasal breathing (unless otherwise instructed)
Engaging Activity: Easy In, Extend Out
Impact of Stress & Trauma on the Heart

After his death, Dr. Martin Luther King Jr's autopsy found that while he was just 39 years old, he had the heart of a 60-year-old.
Allostatic load is "the wear and tear on the body," which accumulates as an individual is exposed to repeated or chronic stress.

Secondary Trauma

Compassion Fatigue

The cumulative, detrimental effect of working with survivors of traumatic life events

https://lesley.edu/article/six-ways-for-educators-to-avoid-compassion-fatigue
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.
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.
It is essential for adults working with young children to be well physically and emotionally.

Better health enables better relationships with children, and research has long demonstrated that good relationships are crucial for children’s learning and social-emotional development.

Dr. Kate Gallagher
Director of Research and Evaluation,
Buffett Early Childhood Institute, University of Nebraska
Neurochemicals

Neurotransmitters

Improved mood

Endorphins

Improved memory

Self-Care Practice
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?
Sequence Four

Mountain
Mountain/Sunrise x 2-3
Half Opening Sequence A x3
Big Toe
Star into Triangle
Tree OR Forest*
Sandwich*
Table*
Butterfly*
Seal 1 & 2*
Sleeping Crocodile*
Seated Mountain
Guided Rest

©2020 Pure Edge, Inc.
Mindful Movement: Mountain
Mindful Movement: Mountain/Sunrise
Mindful Movement: Half Opening Sequence A

Inhale
Exhale
Inhale
Exhale
Inhale
Exhale
Inhale
Exhale
Mindful Movement: Big Toe
Mindful Movement: Star into Triangle
Mindful Movement: Tree
Mindful Movement: Sandwich
Mindful Movement: Table
Mindful Movement: Butterfly
Mindful Movement: Seated Mountain
Engaging Activity: Guided Rest
Please take out your phone, laptop or notebook for a two-minute free write. The goal is to check in with yourself.

Reflection

What is on your mind?

or

How are you feeling?
What we hope to do

Respond  Vs.  React
Upstairs Brain – Downstairs Brain

Concept from The Whole-Brain Child by Dr. Dan Siegel and Dr. Tina Payne Bryson
Upstairs Brain – Downstairs Brain

Integrating upstairs downstairs strategies:

1. **CONNECT, THEN REDIRECT:** Be present with your child’s feelings, help them get into the “green zone.”

2. **Breathing** will help bring the prefrontal cortex ("upstairs brain") back online.

3. **Move** it or lose it: Get child moving and their mood will change.
Stress Response

“Gas Pedal”
Sympathetic Nervous System:
Fight or Flight

“Brake”
Parasympathetic Nervous System:
Rest and Digest

https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response
What does tension feel like in your body?
When do you feel tension in your body?
Why is relaxation important?
What is stress?

When do you feel exhilarated by stress?
When do you feel depleted by stress?
Can you name some wellness practices that help build resilience?
MTSS: Multi Tiered System of Support

Tier 1: Prevention
All Learners AND Educators

Tier 2: Intervention
Small Groups

Tier 3: Intervention
Individual
What is your Energy Level right now?
Brain Breaks Review: Part 1

**Breathe**
- Mindful Minute
- Anchor Breathing
- Breathing Ball
- Even In – Even Out

**Move**
- Sunrise/Sunset
- Chair Twist
- Mountain Chair
- Seated Forward Bend

**Rest**
- Guided Rest or Body Scan
Brain Breaks Review: Part 2

**Breathe**
- Easy In, Extend Out
- Starfish Breathing or Take Five

**Move**
- Mindful Movement Sequence Four

**Rest**
- Taking in the Good
Takeaways

- Stress impacts us physically and mentally.
- We can use the breath and body to decrease Allostatic Load.
- Kids need strategies to help them move between the upstairs and downstairs brain.
Today’s Reflection – Part 1

Self:
Choose 1 Breathe, Move, and/or Rest Brain Break to practice independently.

Online Class:
Register for your free SEL curriculum account at pureedgeinc.org

Together in Class:
Identify one thing that you are already doing related to CASEL’s 3 signature practices (Welcoming Activity, Engaging activity, and Optimistic Closure).
Today’s Reflection – Part 2

Self:
Schedule a Mindful Minute every morning.

Online Class:
- Identify two breathing Brain Breaks we practiced together and implement them during your online class with students.
- Implement one at the beginning of class and one right before the end of class.

Together in Class:
Identify one Brain Break that can be used daily for stress management with your students.
Optimistic Closure: Future Me

- Take moment to write a note to your future self.

- What reminders of how you are feeling right now do you want to capture in writing?

- What message of encouragement do you want to send to yourself?

- If you want to share with us, please use the Q & A box!

HEADSPACE: Mindfulness On Demand

Headspace is donating their app to all Educators.

go.headspace.com/pureedge

Use your work email address
Thank you for joining us!

Session 1, Part 1 & Part 2: Train-the-Trainer to Integrate a Culture of Care
Trainers: Gill McClean

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

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