



Pure Community

Thank you for joining us!

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

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.

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Email: getmoving@pureedgeinc.org



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

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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.

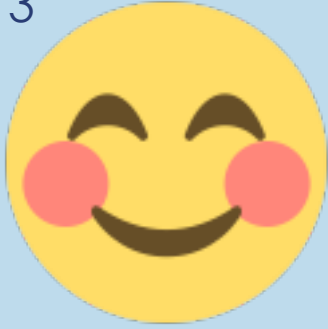
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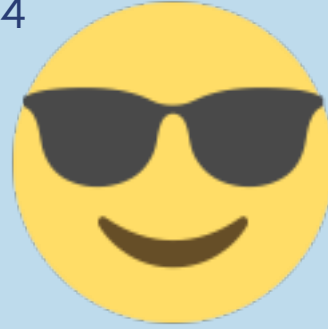
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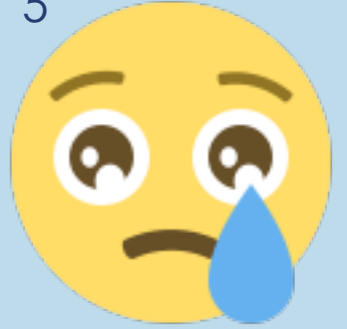
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Learning Objectives

- ❖ 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

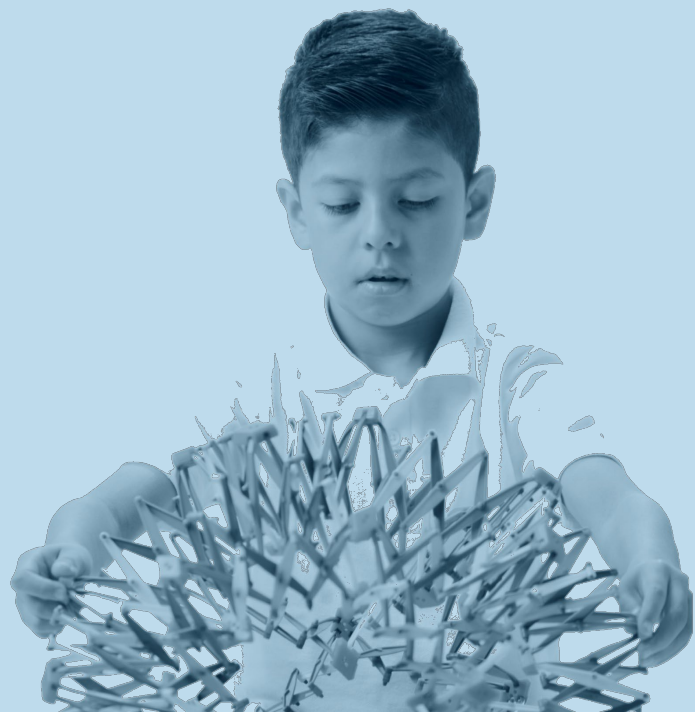
1. Self-care 
2. Brain Breaks 
3. Modeling SEL Lesson Structure



Self-Care



Breathe



Move



Rest



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



Nasal 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



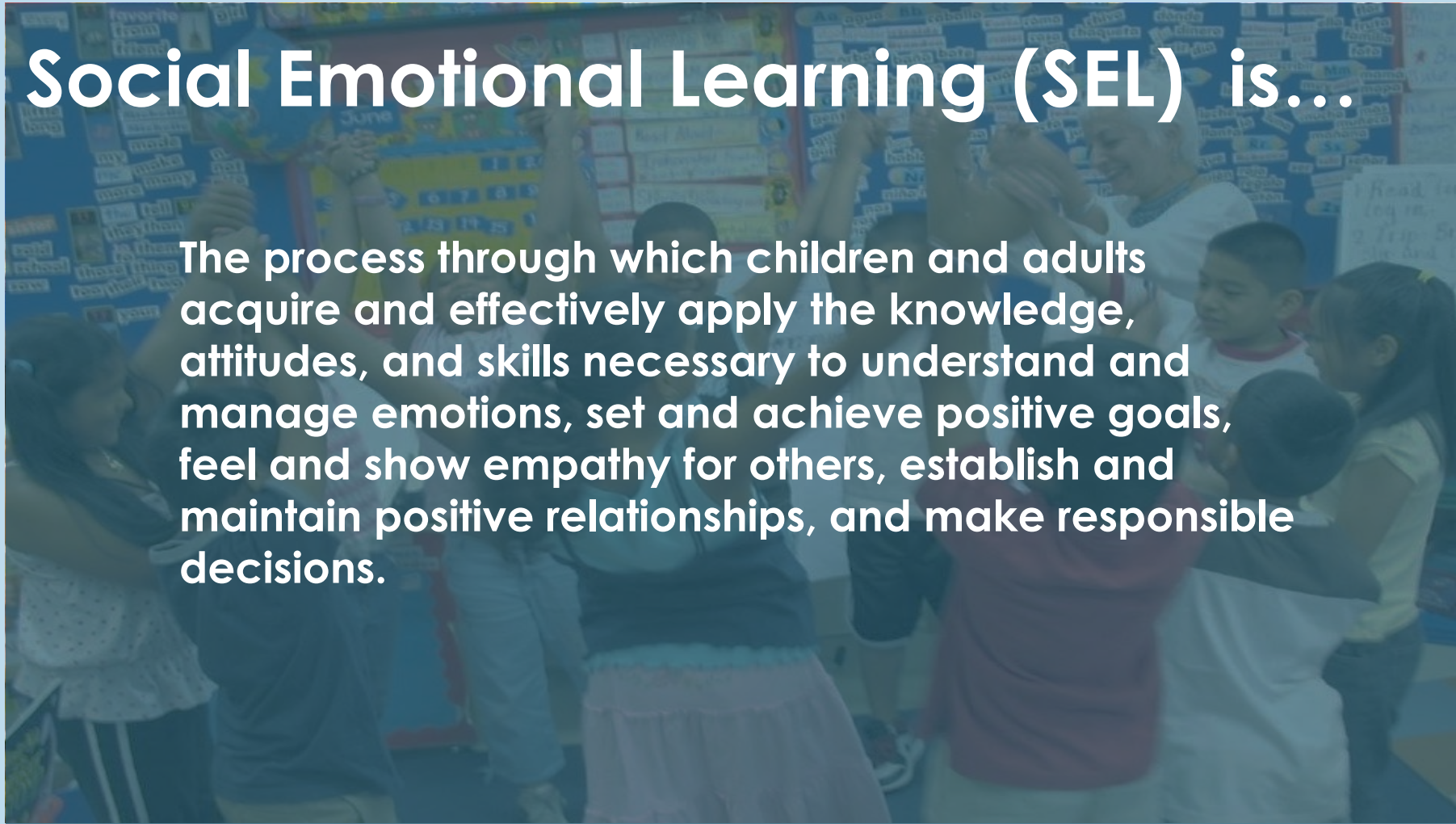
Engaging Activity: Anchor Breathing



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

- 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



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

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 Breaks, think-ink-pair-share

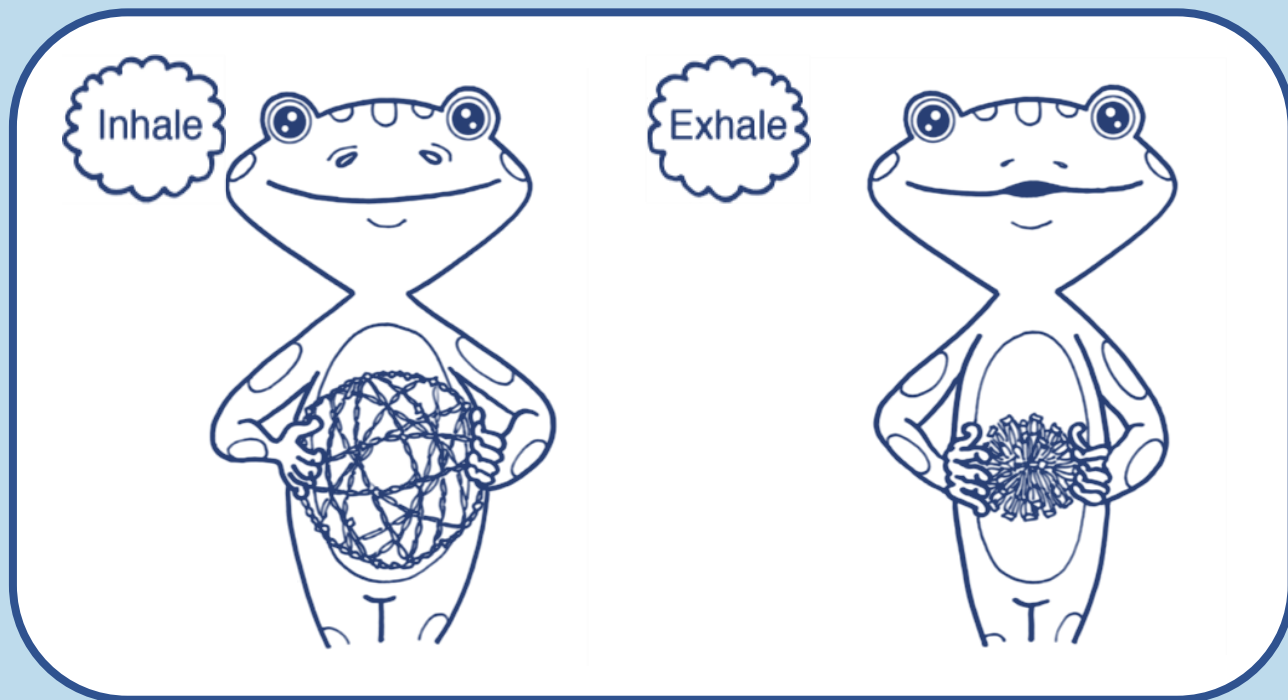
Optimistic Closure

(3-5 minutes)

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



Engaging Activity: Breathing Ball

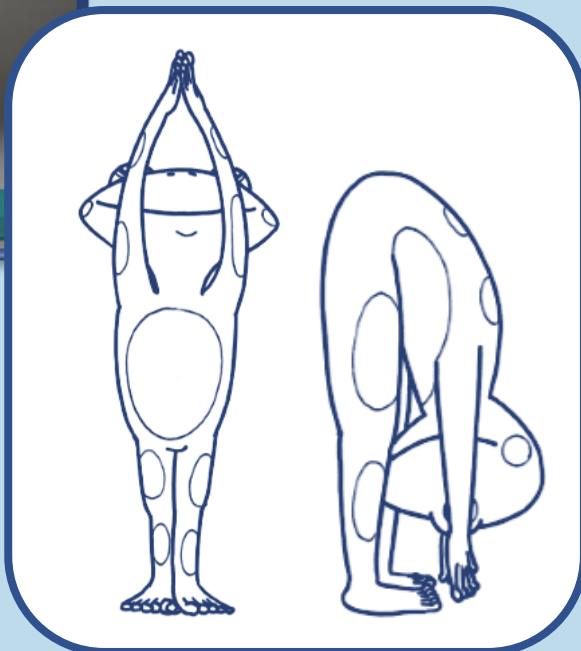
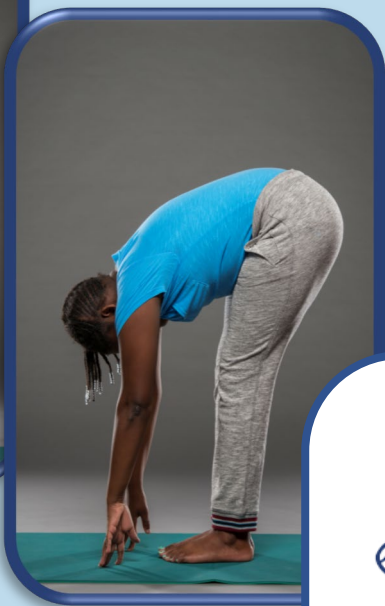
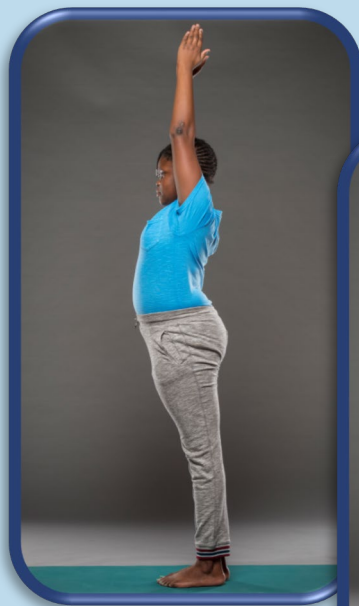


1. Start in seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the breathing ball?

- ❖ 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.



Training Manual

Grades
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 Statue.
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.





Training Manual

Grades
6-12

Grades
6-12



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.

Arrival/ Homeroom

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 **Breathe** exercises such as **Anchor Breathing** or **Rest** exercises like **Mindful Listening**.

Refocus Between Classes

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**.

Break During Class

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.

Before Testing

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.

Afternoon Slump

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.

Departure

Taking in the Good and **One Minute Reflection** are **Rest** exercises designed to help learners reflect at the end of the day.



Video Library: English

Videos en Español ▶



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

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



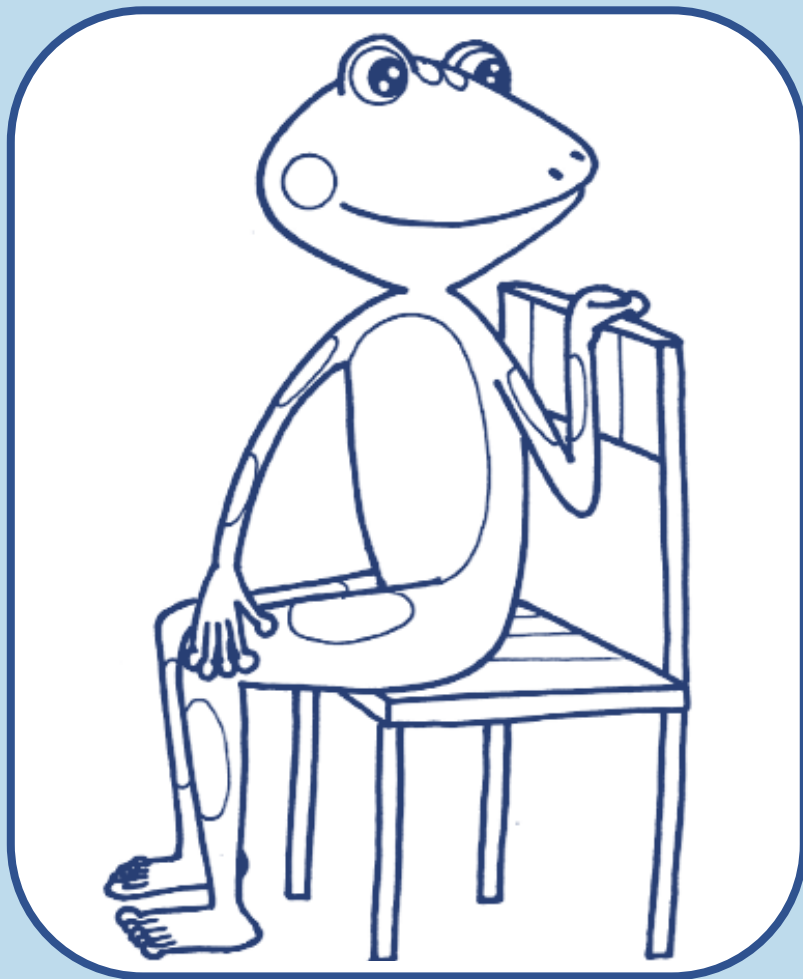


Engaging Activity: Even In – Even Out





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:

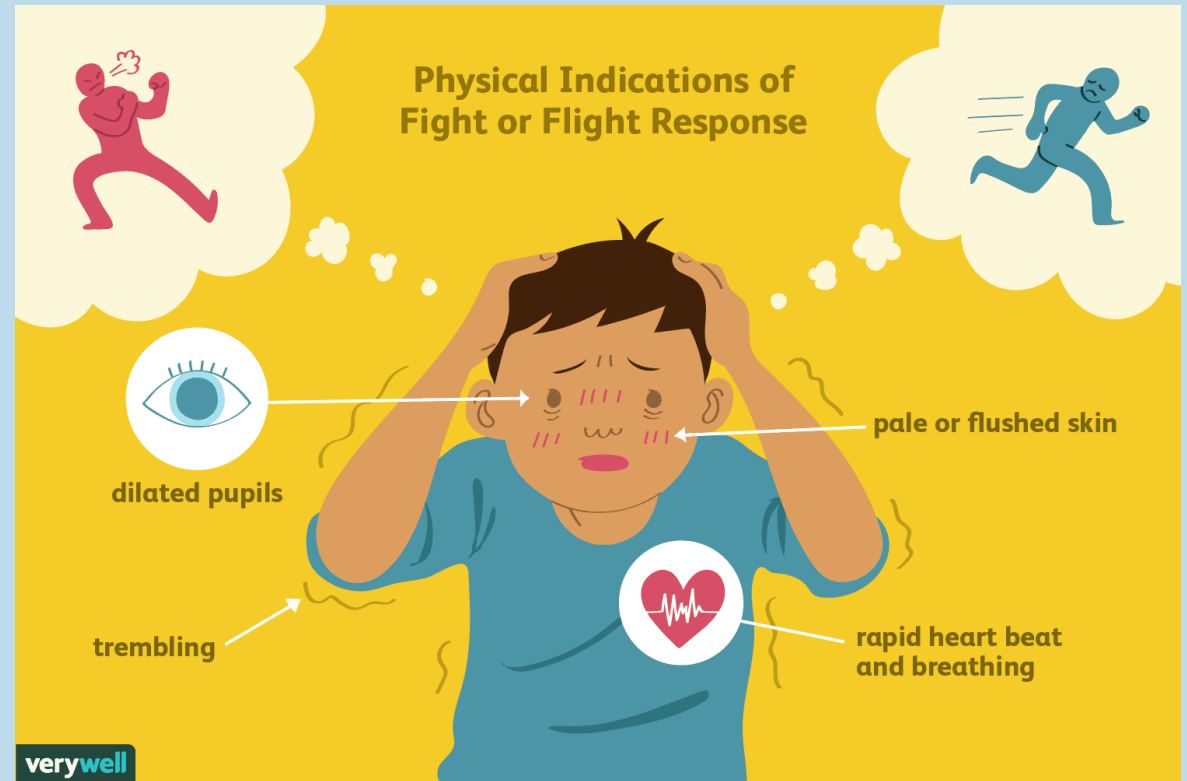
- **sudden strong emotion**, or
- an accumulation of strong, **unexpressed emotions**.



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

SITUATION #1: REACTION



Someone says or does something to offend you.

You fire back!

The situation escalates.

SITUATION #2: RESPONSE



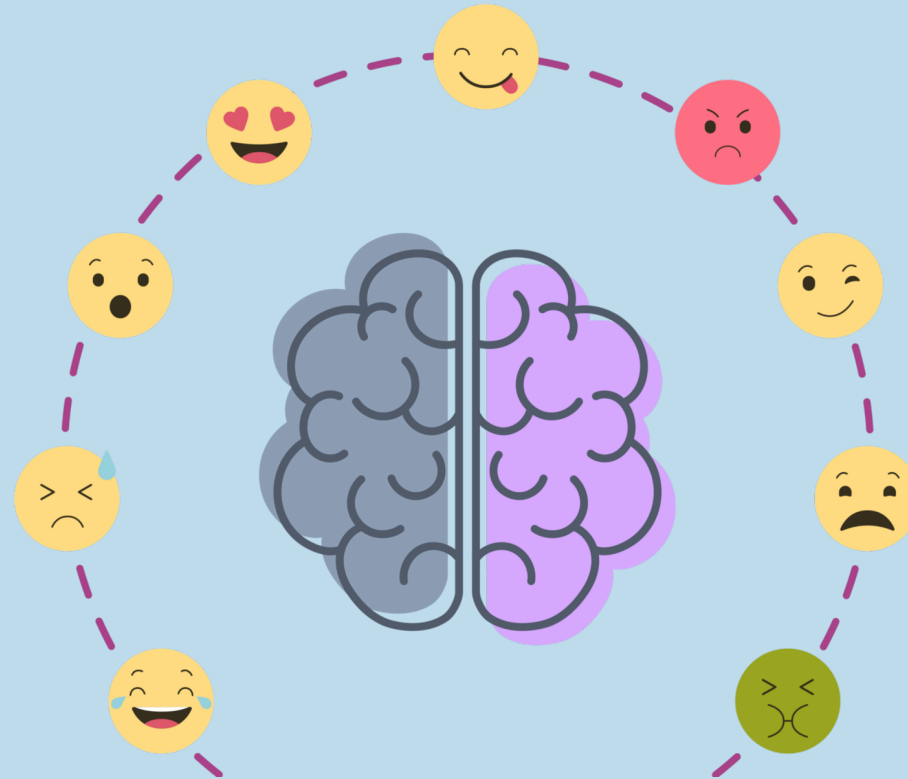
Someone says or does something to offend you.

You give a soft answer, kind words, apology, or invitation to resolve this without drama.

The situation is calmed.

Emotional Regulation

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.

1: Bessel Van der Kolk, "Development trauma disorder: Towards a rational diagnosis for children with complex trauma histories," *Psychiatric Annals*, 2005.
http://www.traumacenter.org/products/pdf_files/preprint_dev-trauma_disorder.pdf.

Image: Steve Glavaski, Should You Accept or Regulate Your Emotions, *Medium*, December 15, 2019.

Stress Response



“Gas Pedal”

Sympathetic Nervous System:
Fight or Flight



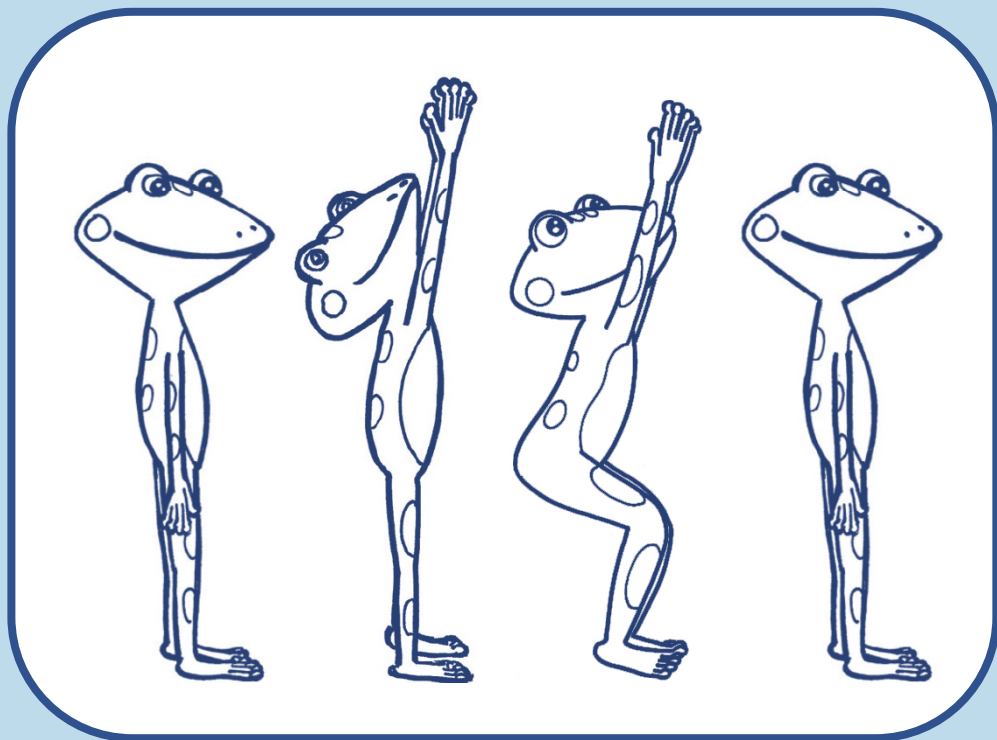
“Brake”

Parasympathetic Nervous System:
Rest and Digest





Engaging Activity: Mountain/Chair Strength Sequence



Emotional Regulation

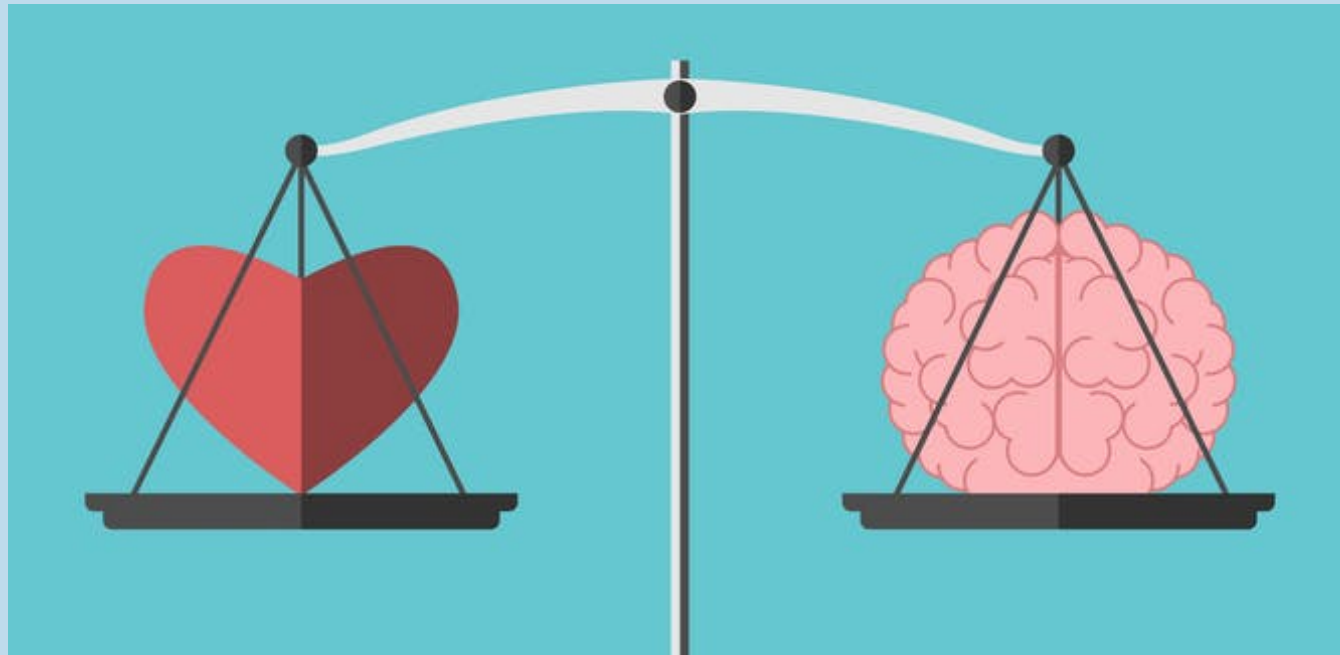
Learning to identify and regulate symptoms of stress, so we must also **learn how to identify and regulate one's own emotions.**



Image Source: <http://www.theexecutivecoach.com.au/services/>

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

1: Saudino and Wang, "Emotional Regulation and Stress," Journal of Adult Development, 2011. <http://link.springer.com/article/10.1007%2Fs10804-010-9114-7#page-2>

Image: March 2, 2020, [Understanding emotions is nearly as important as IQ for students' academic success](https://theconversation.com/us/topics/emotional-regulation-49396);

Carolyn MacCann, University of Sydney; Amirali Minbashian, UNSW, and Kit Double, University of Oxford <https://theconversation.com/us/topics/emotional-regulation-49396>

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**.



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

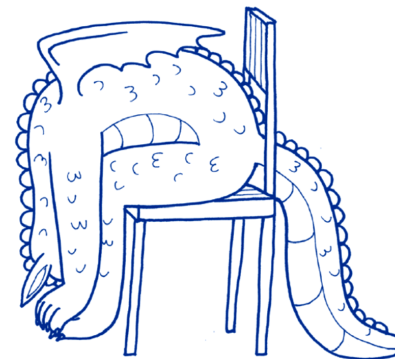
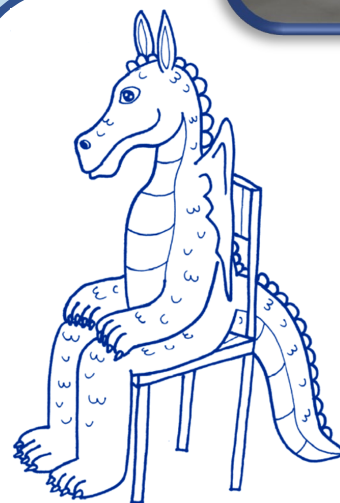




Engaging Activity: Seated Forward Bend

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.

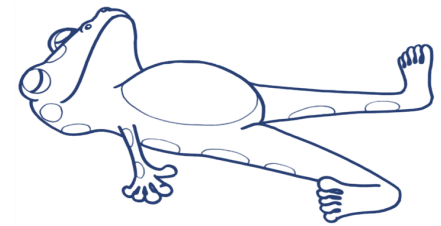
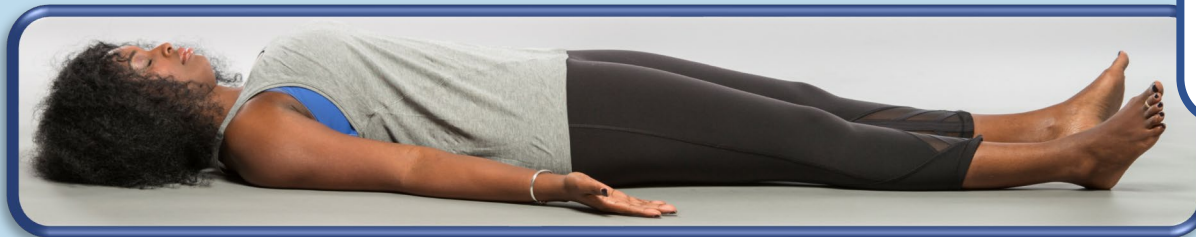
**Use this move as a quick pick-me-up or to restore when energy seems to be low.*



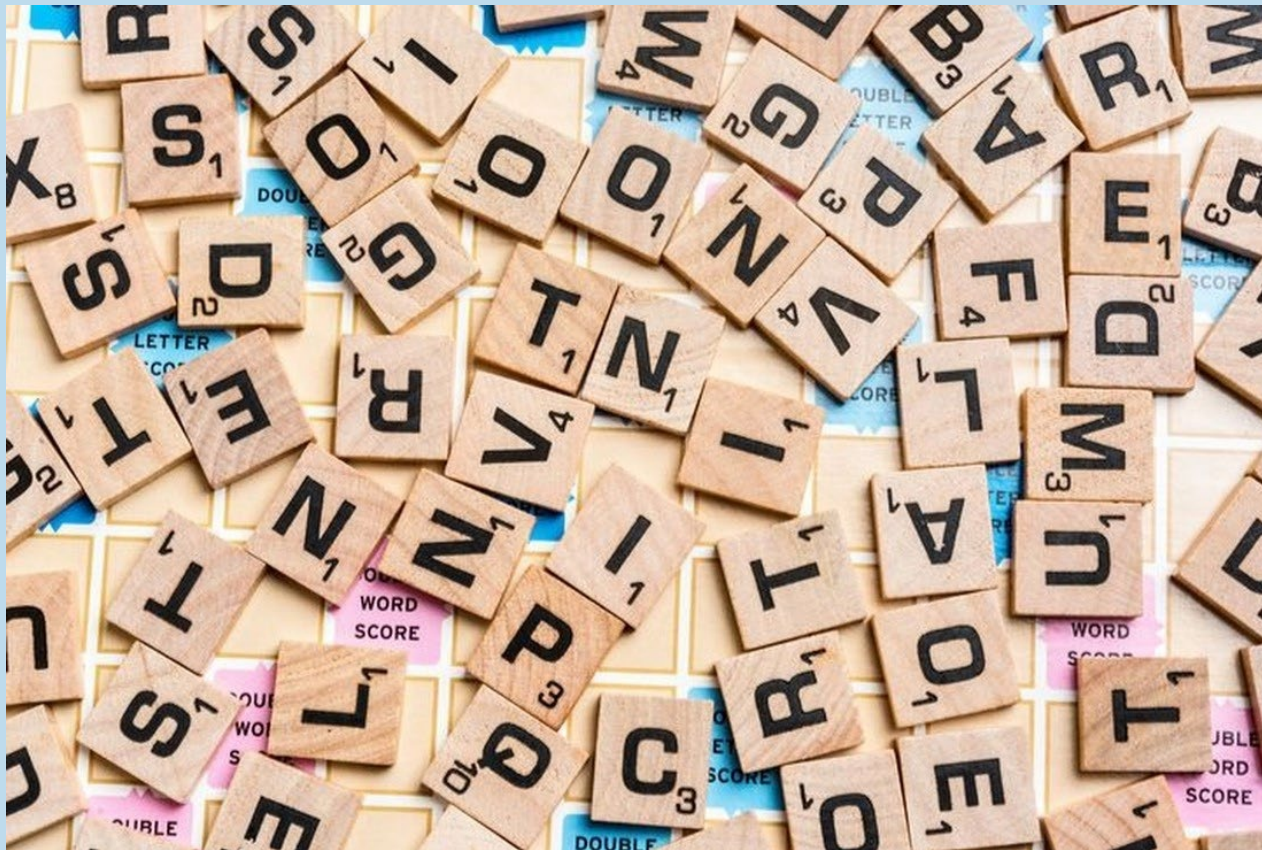


Engaging Activity: Guided Rest or Body Scan

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.
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.



Engaging Activity: One Word Check-In



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.

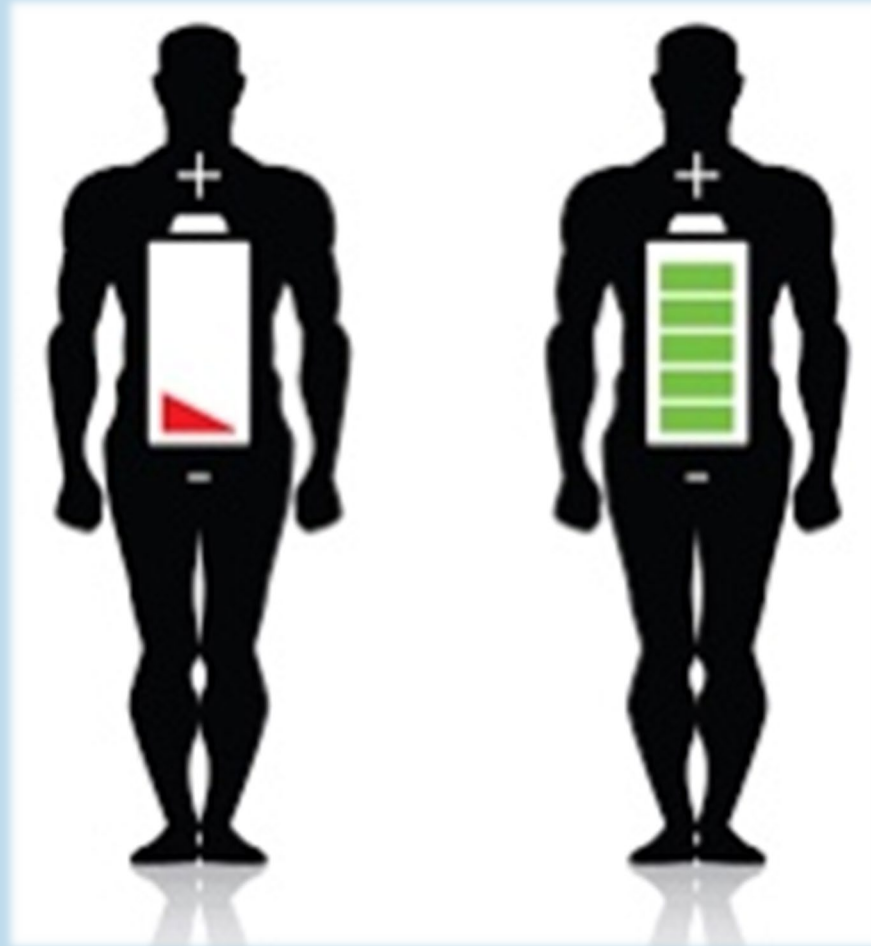
Culture of Care Series

Train-the-Trainer to Integrate a Culture of Care

Part 2: Stress & Allostatic Load



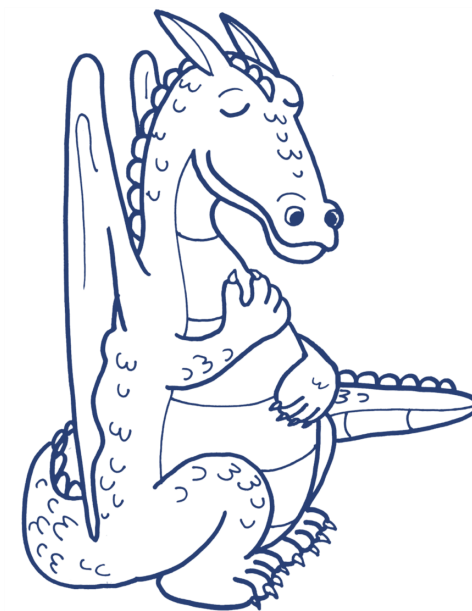
What is your Energy Level right now?





Engaging Activity: Taking in the Good

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)

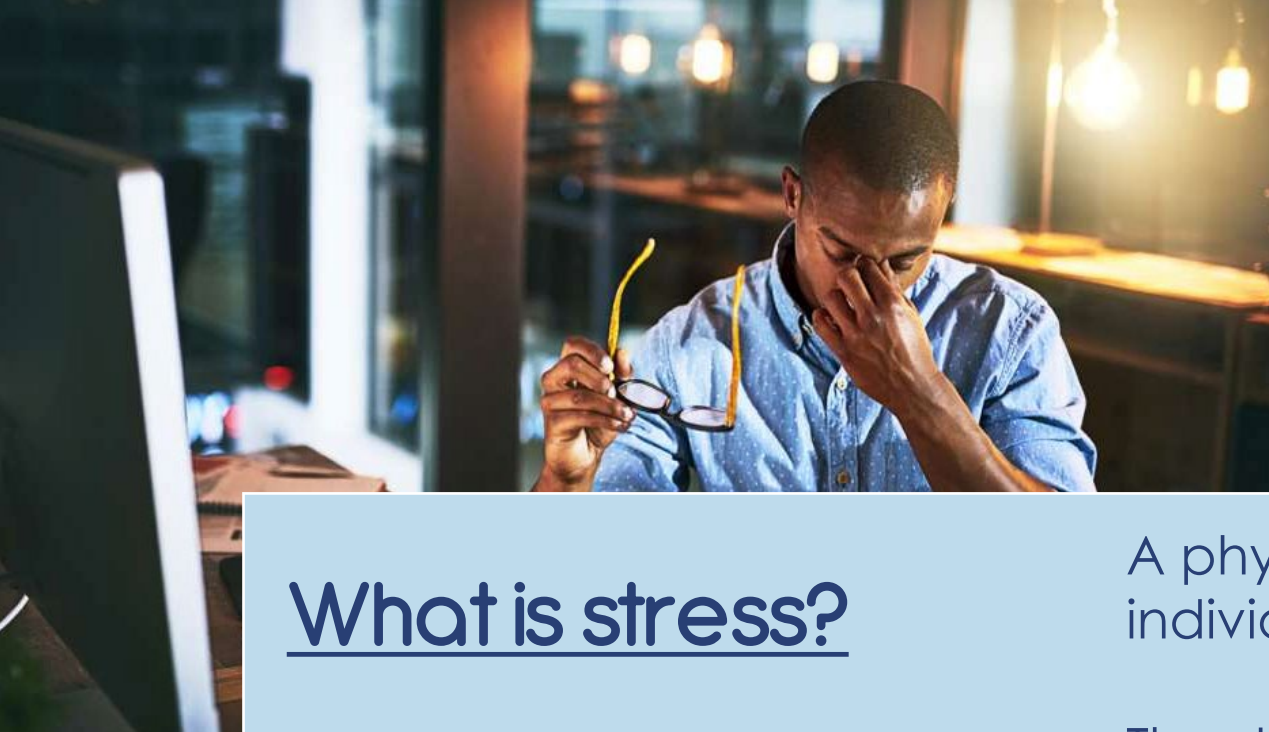


Engaging Activity: Think-Ink-Share



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

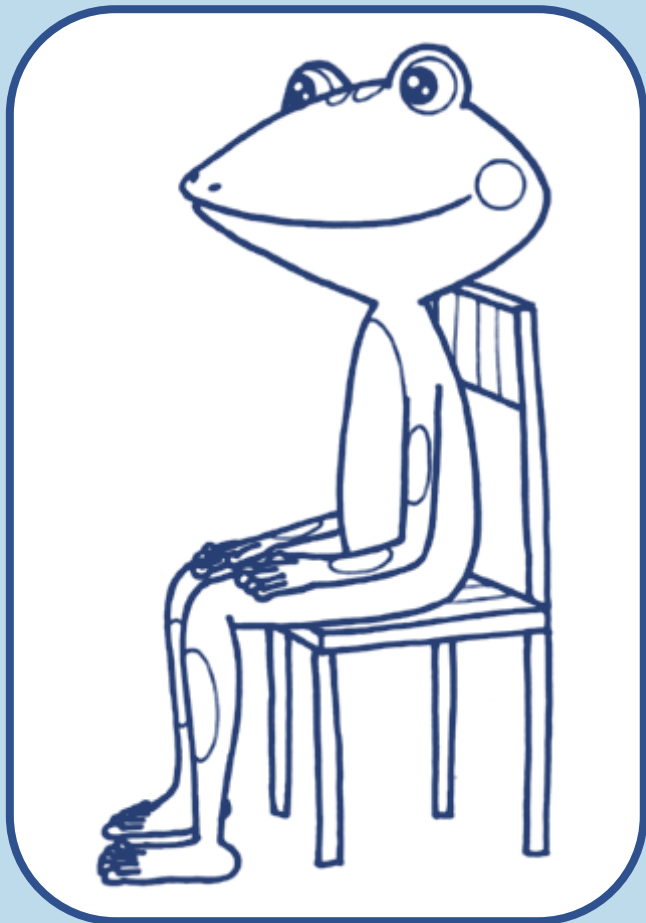
Breathe



- 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.



Stress Accumulates ↔ Allostatic Load

Allostatic load is "the wear and tear on the body," which accumulates as an individual is exposed to repeated or chronic stress.





Image source: <https://www.goodtherapy.org/learn-about-therapy/>

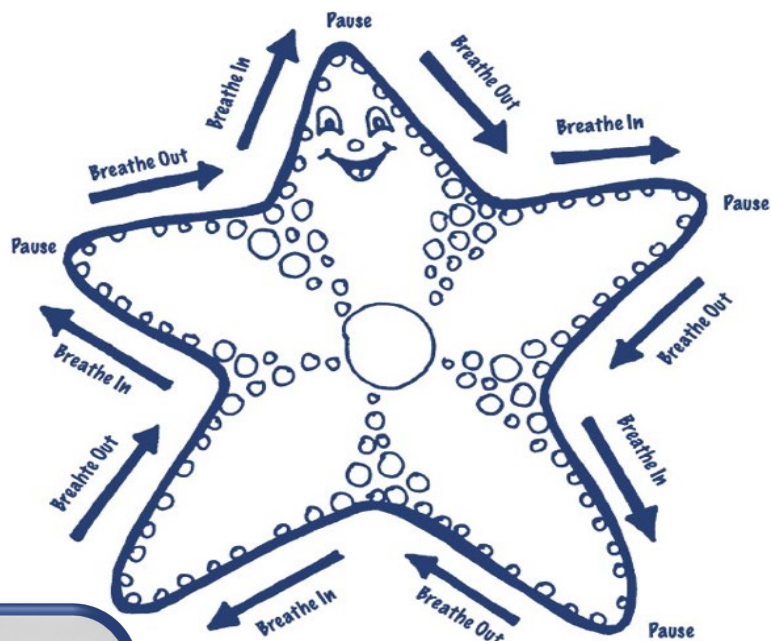
Secondary Trauma

Compassion Fatigue

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



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



Self-Care Practice





Reflection

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*

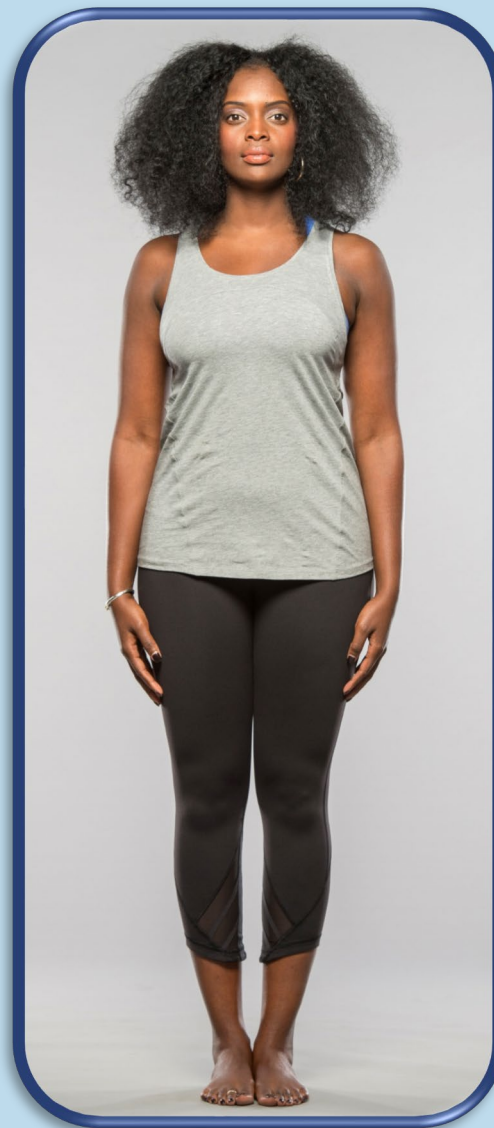
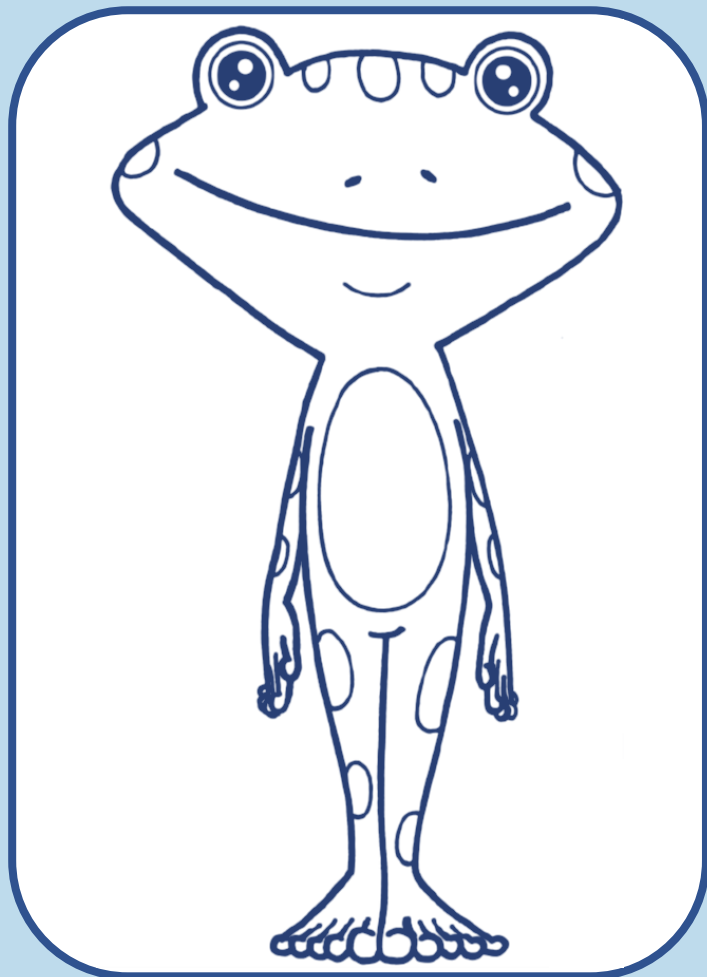
Seated Mountain

Guided Rest



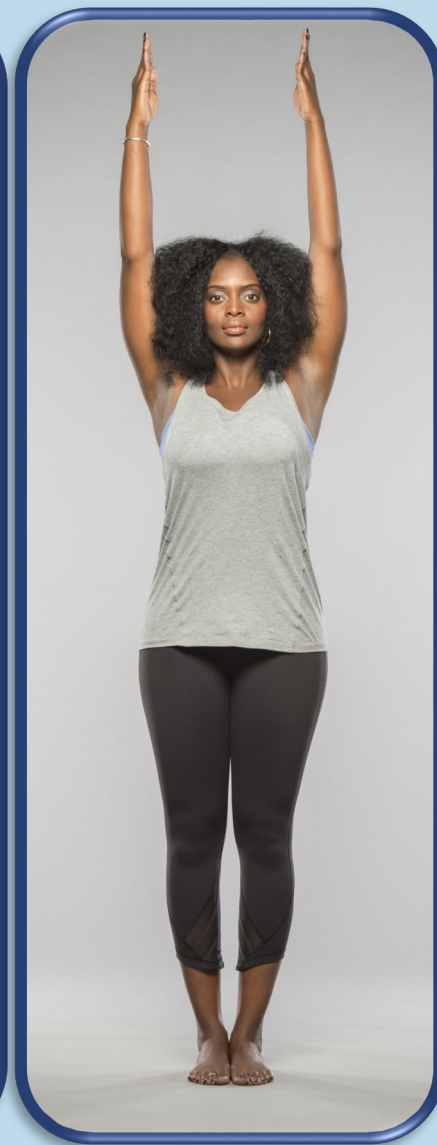
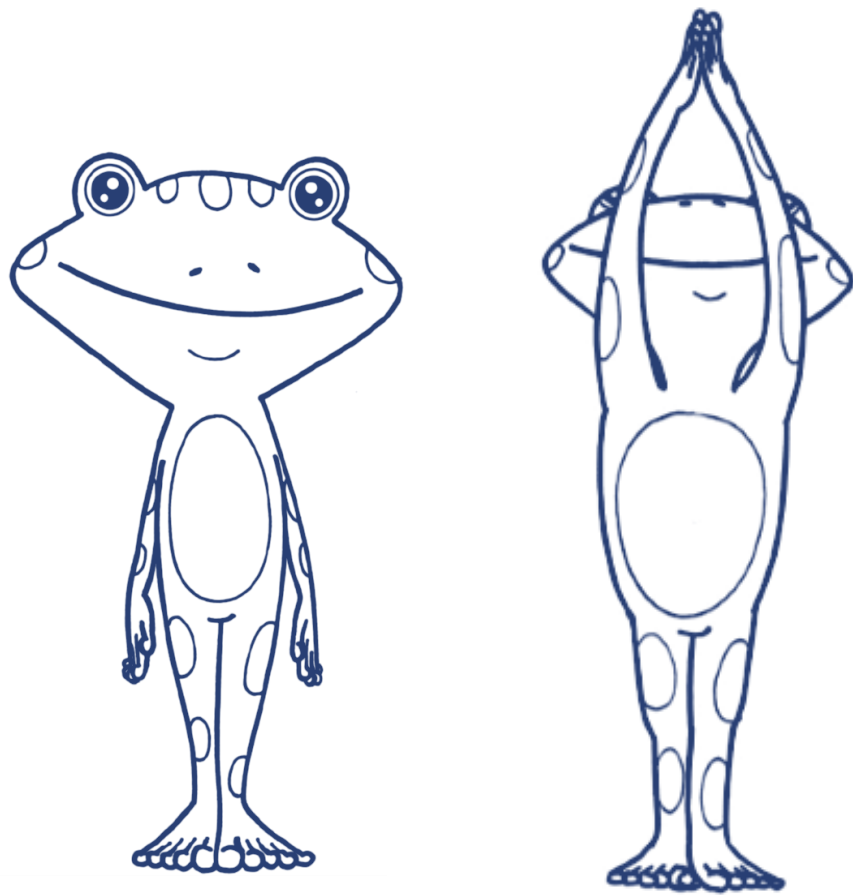


Mindful Movement: Mountain



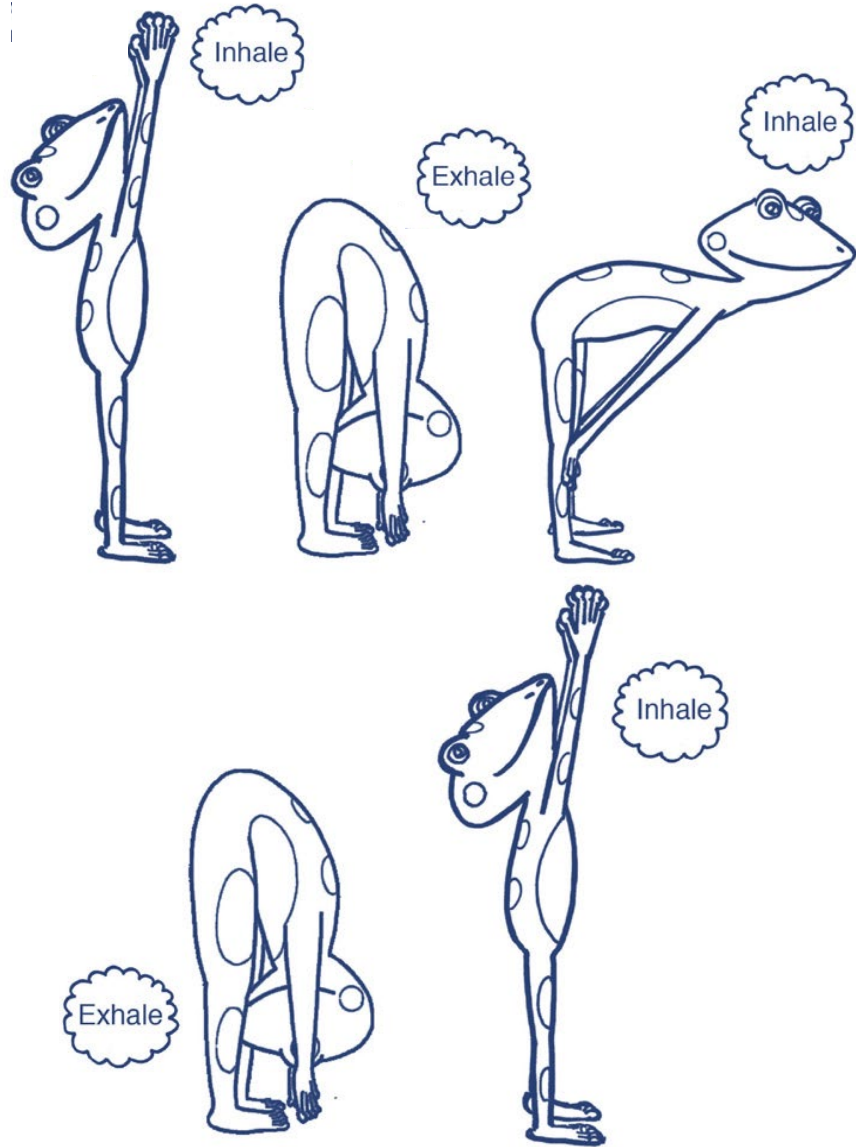


Mindful Movement: Mountain/Sunrise



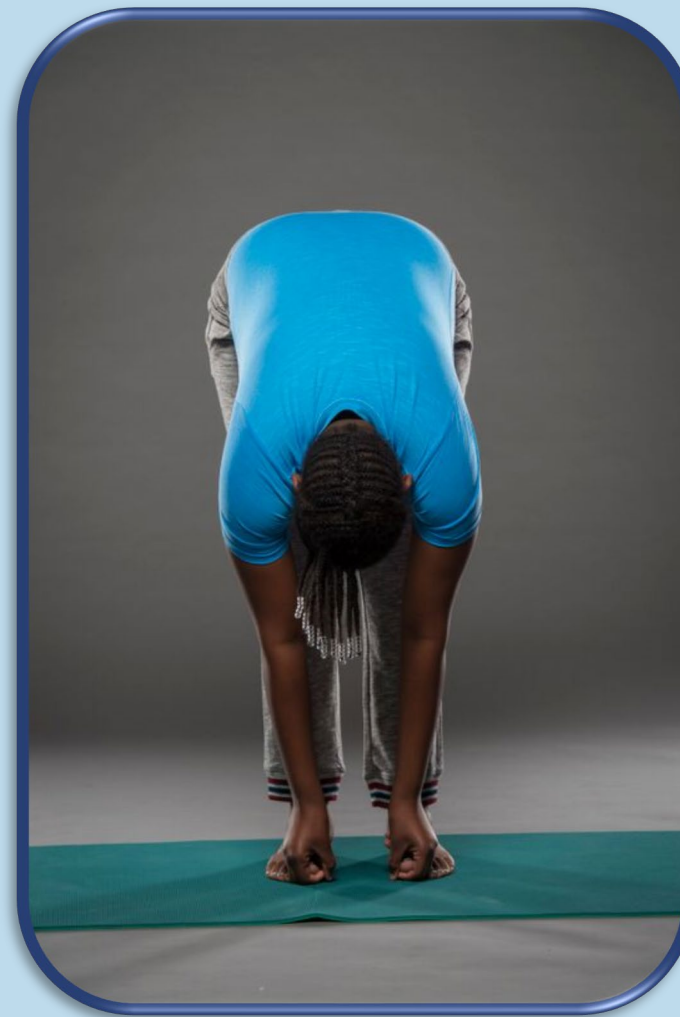
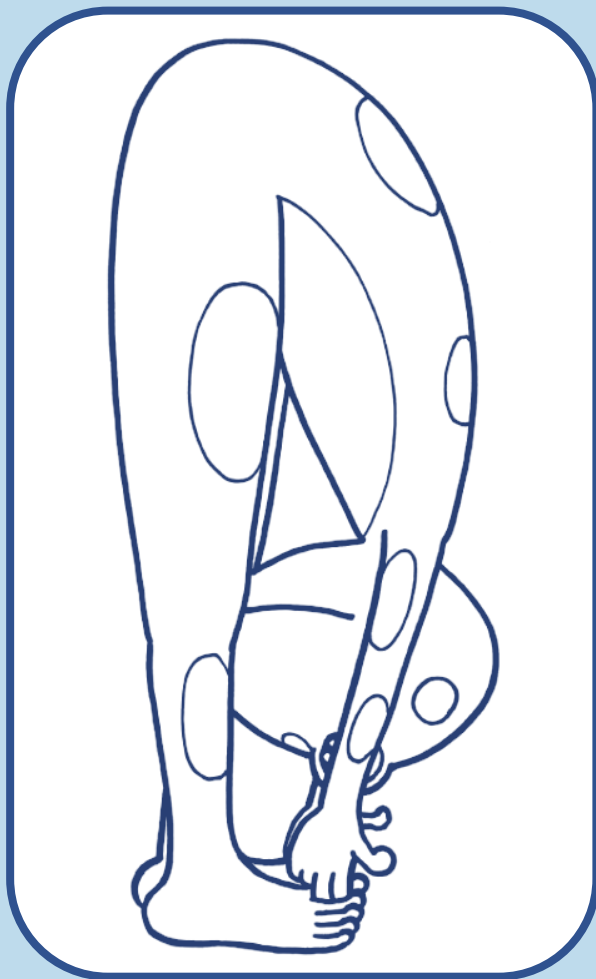


Mindful Movement: Half Opening Sequence A



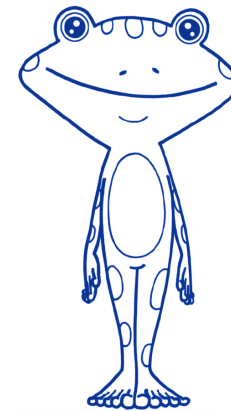
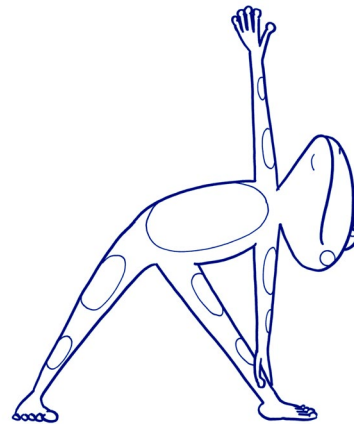
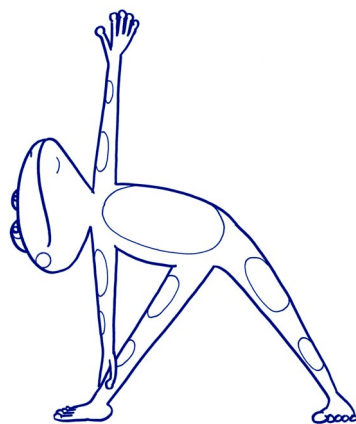
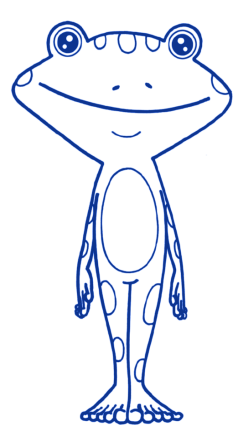


Mindful Movement: Big Toe



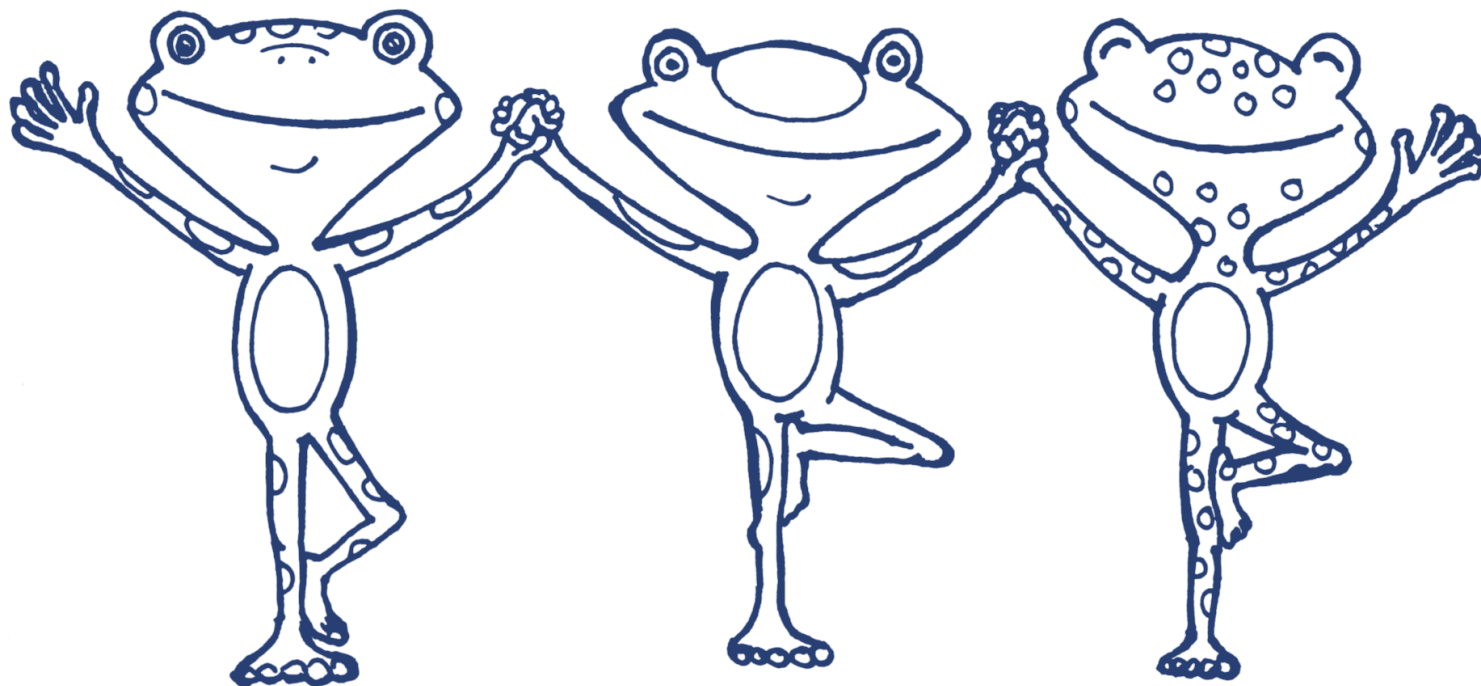


Mindful Movement: Star into Triangle



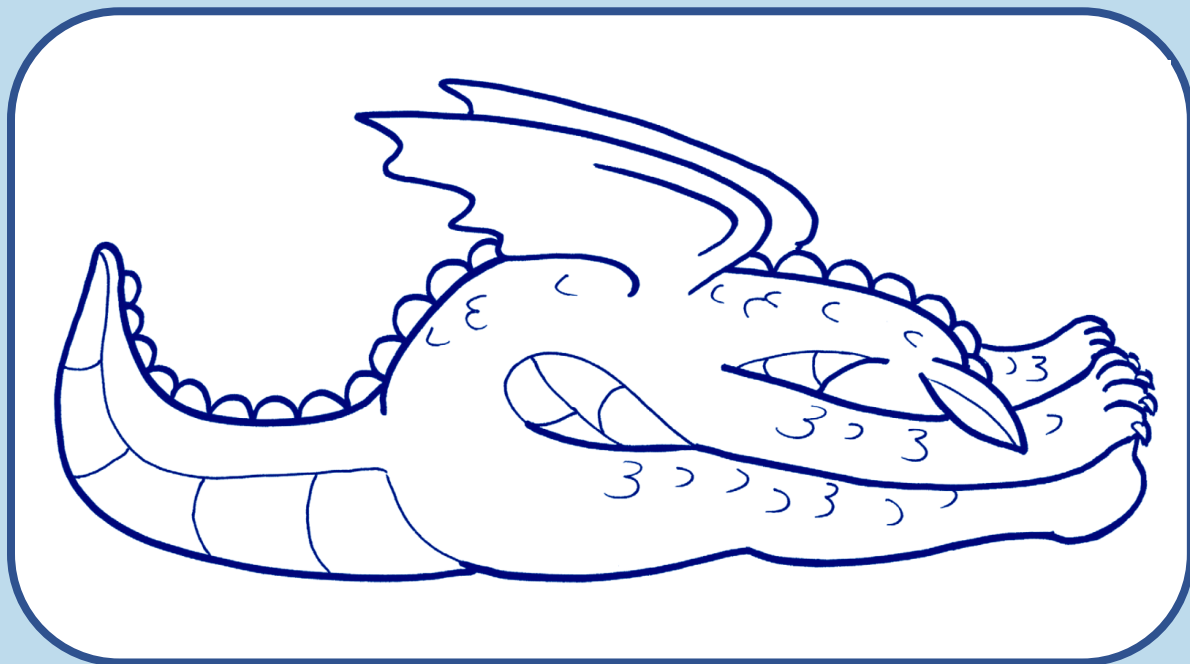


Mindful Movement: Tree



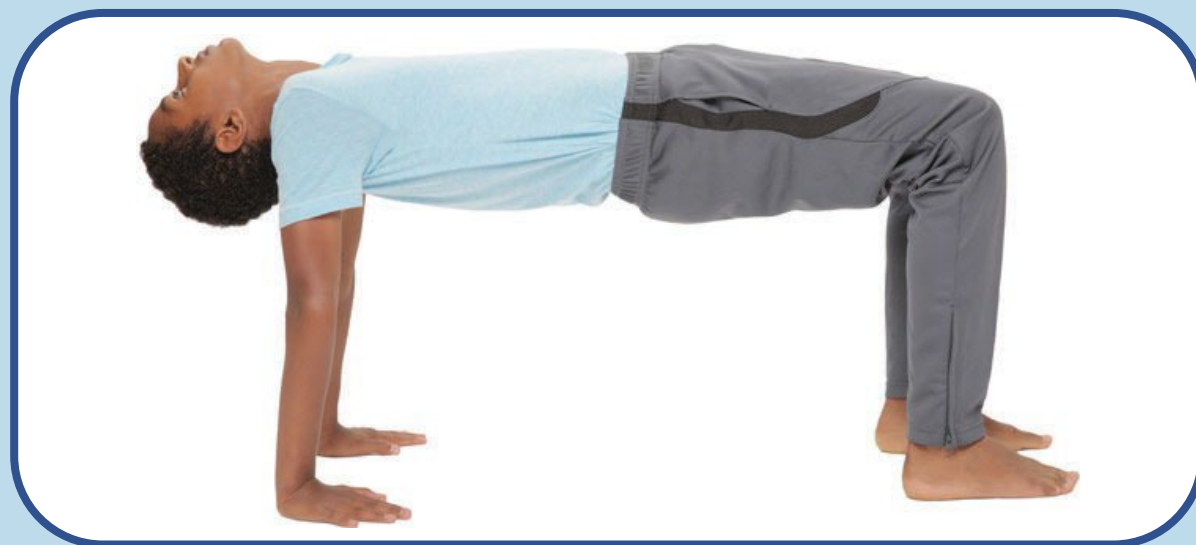
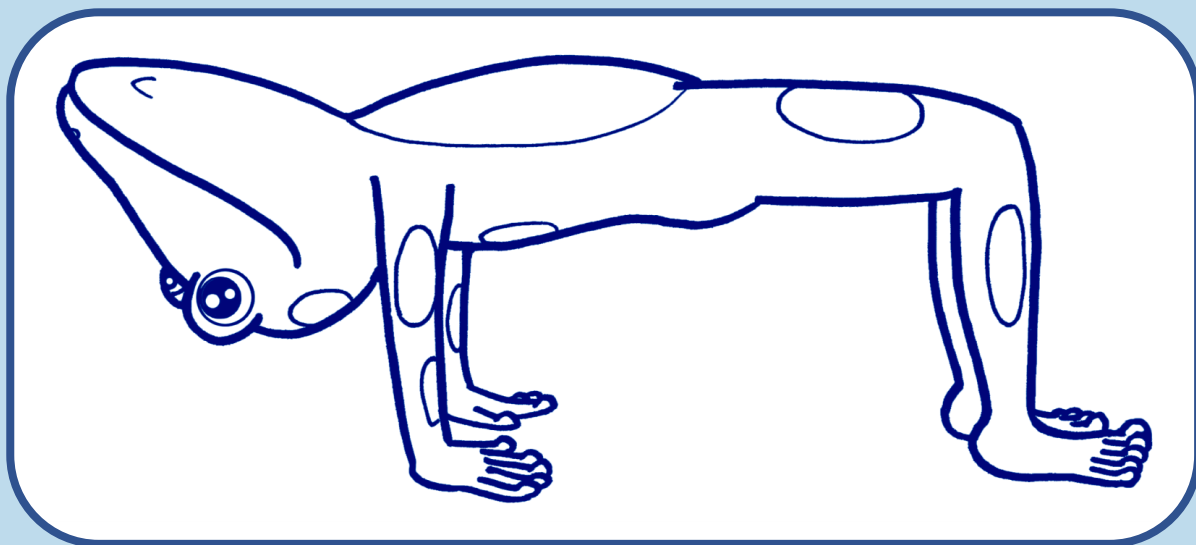


Mindful Movement: Sandwich





Mindful Movement: Table





Mindful Movement: Butterfly



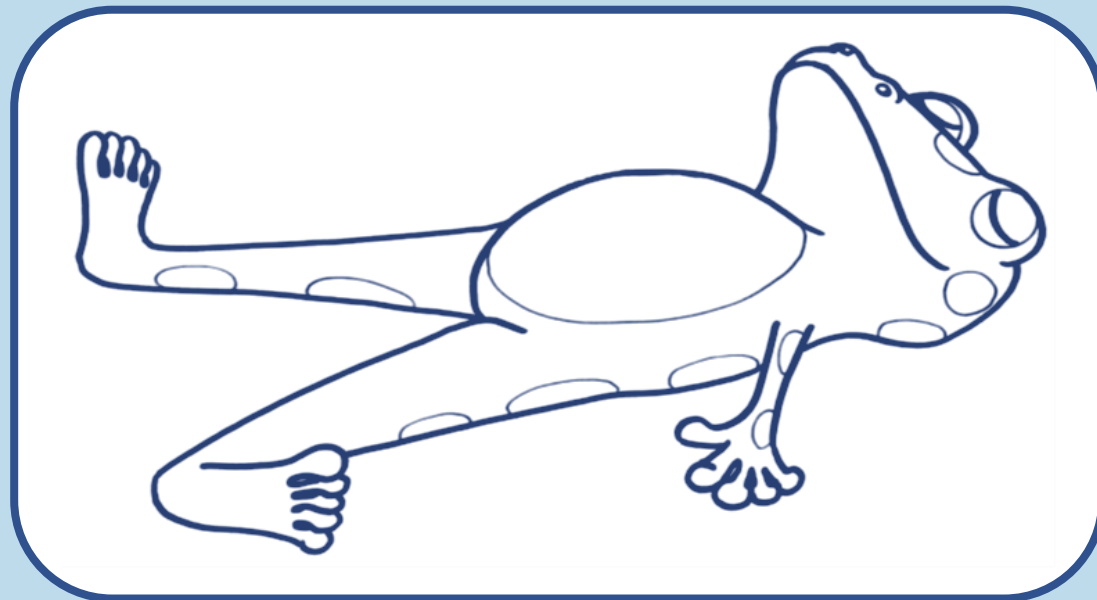


Mindful Movement: Seated Mountain





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.

What is on your mind?
or
How are you feeling?

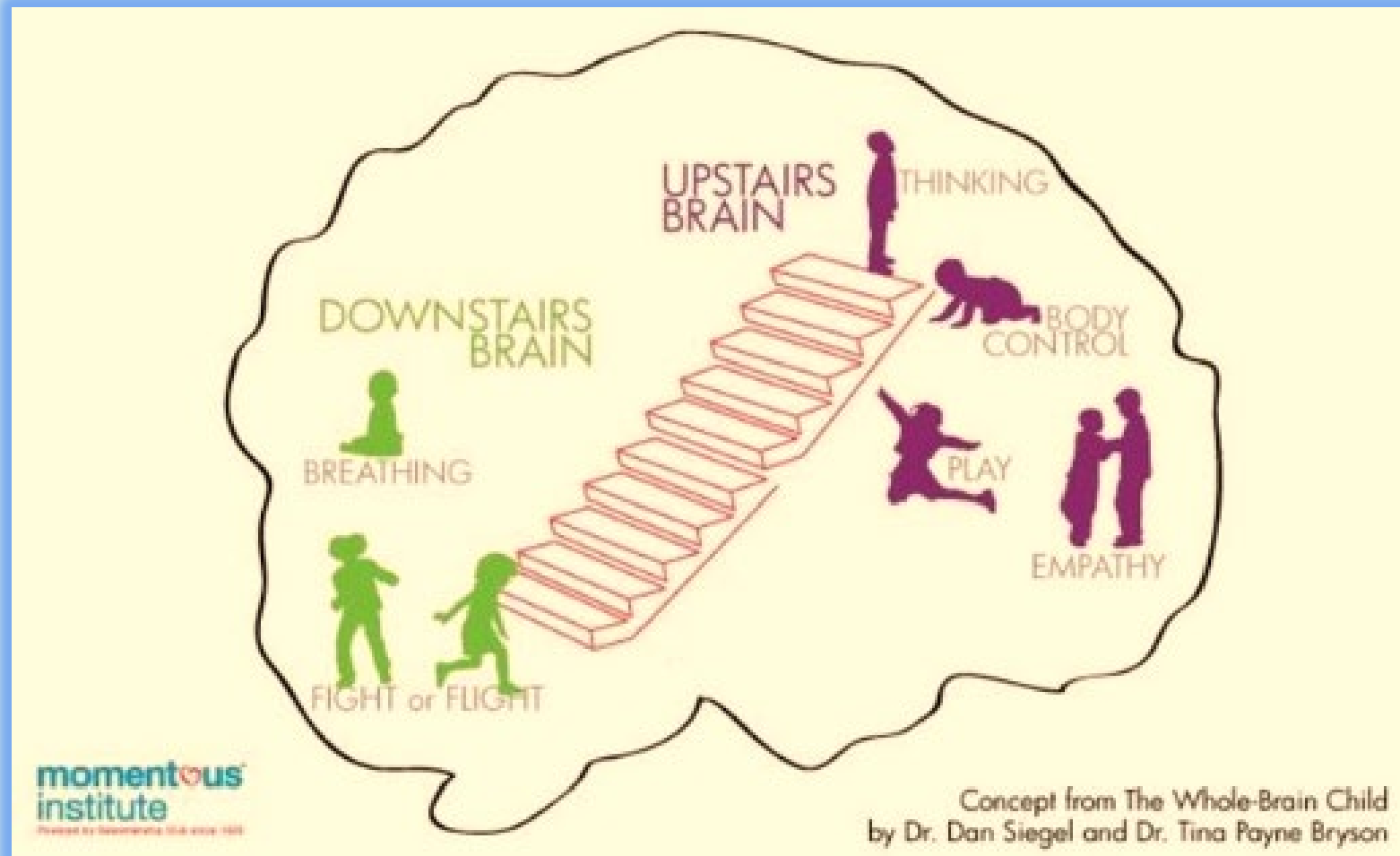
What we hope to do

Respond

Vs.

React

Upstairs Brain – Downstairs Brain

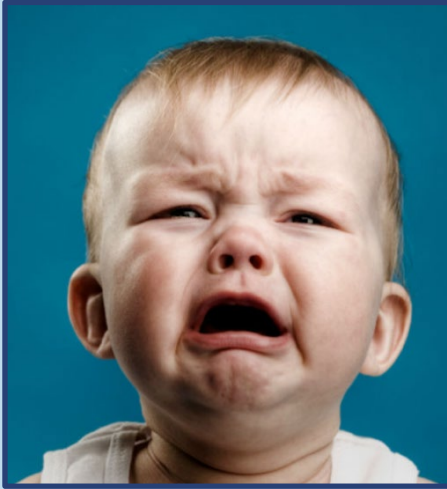


Upstairs Brain – Downstairs Brain

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”

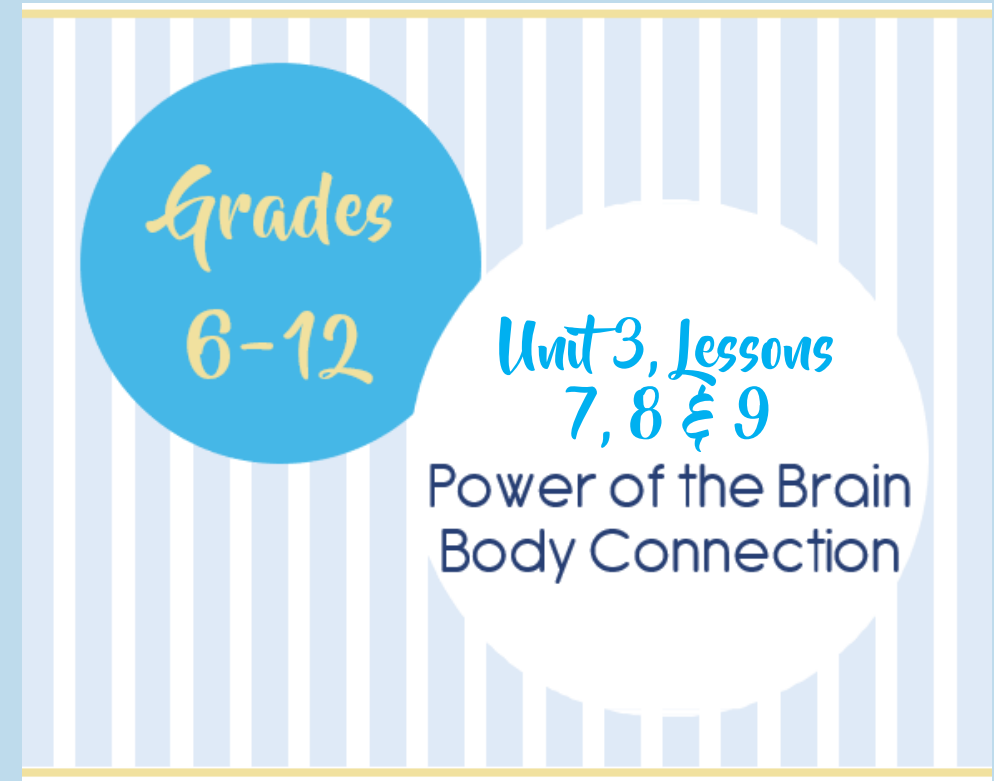
Parasympathetic Nervous System:
Rest and Digest



Pure Power

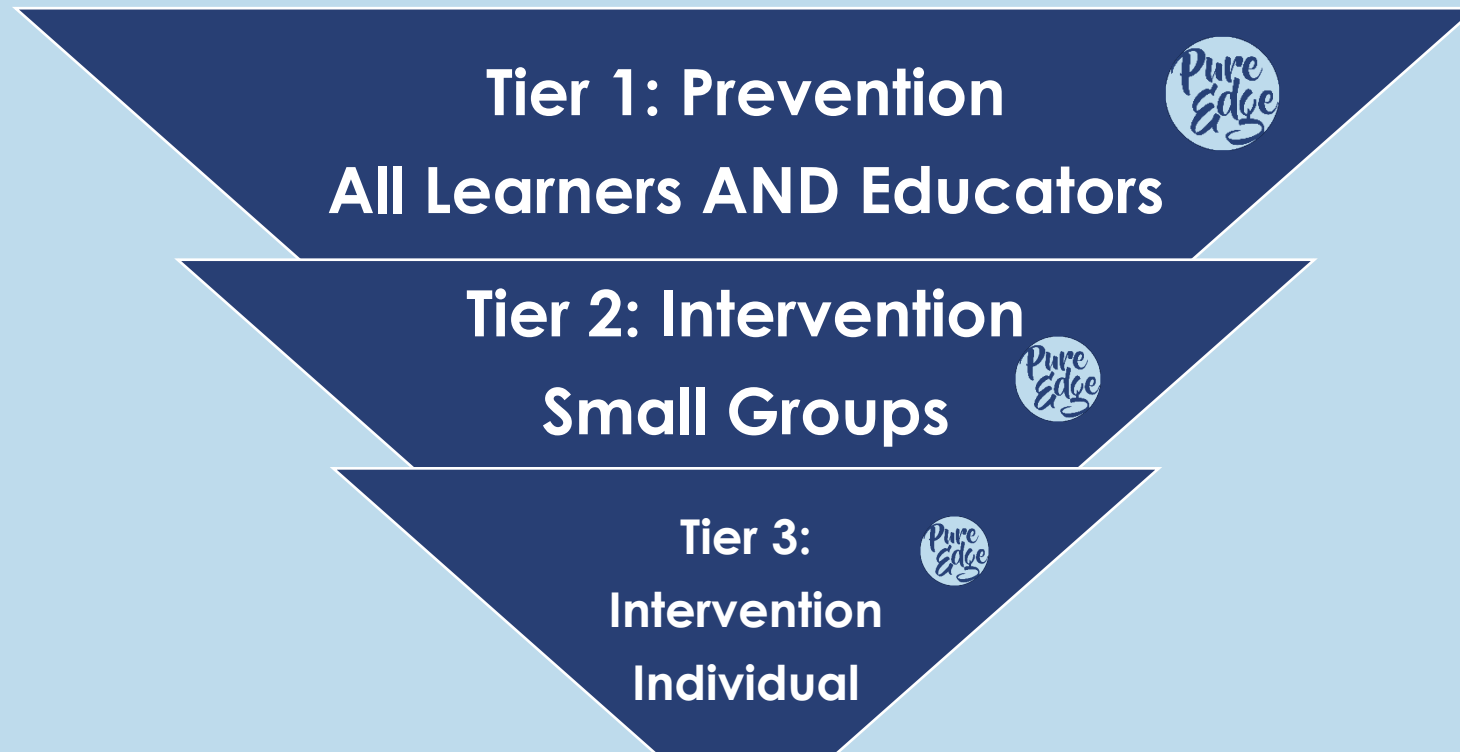


- ❖ What does tension feel like in your body?
- ❖ When do you feel tension in your body?
 - ❖ Why is relaxation important?
 - ❖ What is stress?

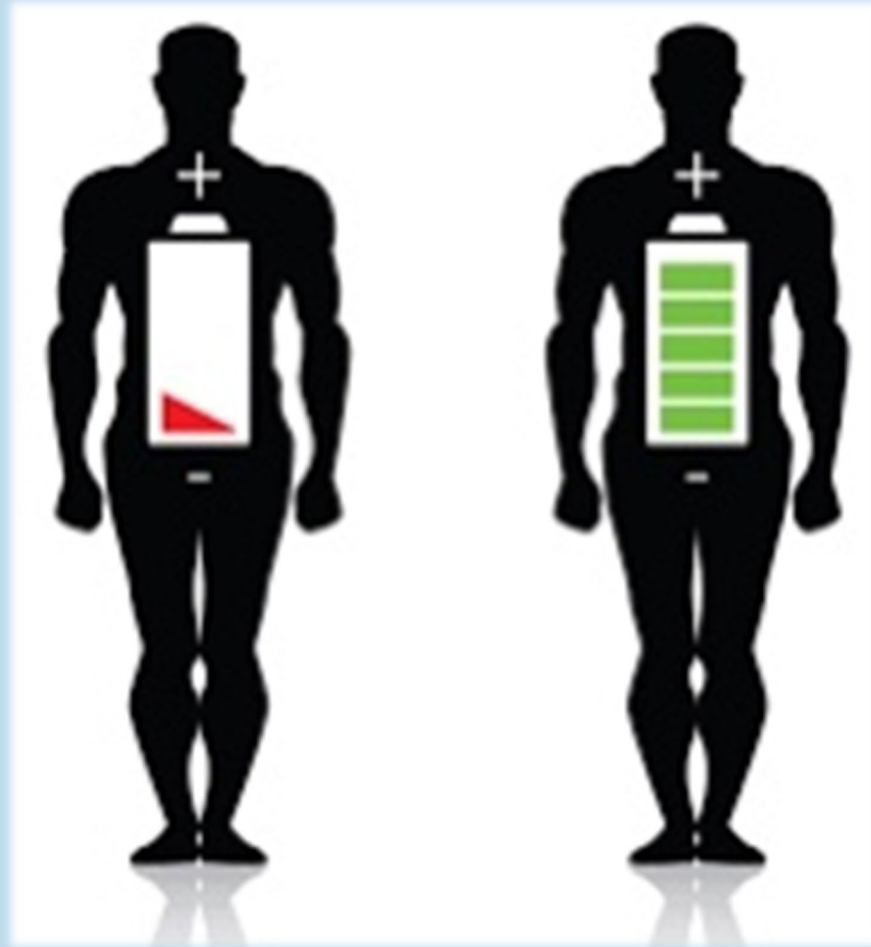


- ❖ When do you feel exhilarated by stress?
- ❖ When do you feel depleted by stress?
- ❖ Can you name some wellness practices that help build resilience?

MTSS: Multi Tiered System of Support



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

pureedgeinc.org

Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



●
breathe

●
move

●
rest





Pure Community

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

Thank you for joining us!

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

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