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 Quiz / 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.
Train-the-Trainer to Integrate a Culture of Care

Session 4, Part 1: Building Belonging
Introductions

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.
Welcoming Activity: Candy Bar Matching

1. BabyRuth
2. 100 Grand
3. York
4. Milky Way

http://www.wacaonline.org/ice-breakers.html; This Photo by Unknown Author is licensed under CC BY-SA-NC; This Photo by Unknown Author is licensed under CC BY-SA; This Photo by Unknown Author is licensed under CC BY-NC-ND; This Photo by Unknown Author is licensed under CC BY-SA
Welcoming Activity: Candy Bar Matching

1. HERSHEY'S Milk Chocolate
2. Tootsie Roll
3. Almond Joy
4. SNICKERS
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.
Review
How to “Take in the Good”

1. Look for good facts and turn them into good experiences.
2. Really enjoy the experience.
3. Intend and sense that good experiences are sinking into you.¹

Creating Healthy Habits

The Big 7

- Mindful breathing
- Sleep
- Nutrition
- Exercise
- Building and maintaining positive relationships
- Doing things that are meaningful to you (hobbies/entertainment)
- Positive self-talk, including self- and other – compassion, acceptance, reappraisal, visualization, and problem-solving.
Habit Development

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.

Implementation Tips

1. Establish A **Consistent** Routine
2. Start of Day/End of Day/Transitions
3. Start **Small**, Then Build
4. **Repeat, Repeat, Repeat**
5. Be Comfortable With the Exercises
Six Critical Healing Factors

- Sleep
- Nutrition
- Mental Health
- Exercise
- Mindfulness
- Healthy Relationships

Sources: CDC YRBS 2015; https://www.kidsdata.org/; Cavanaugh et al., 2016
Learning Objectives

- Identify the dimensions of belonging.
- Analyze the environmental role in belonging and resource allocation.
- Identify resources for building belonging.
- Describe how and when to implement Brain Breaks.
- Develop a plan for Brain Break implementation that aligns with SEL competencies and 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.
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.
Brain Breaks

Move

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

~Dr. Marc Brackett
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.
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.

Social Elements of Learning

When feelings are not well managed,

Thinking can be impaired.

What does it feel like to belong?

https://www.hopefiji.org/post/why-is-belonging-so-important-to-those-who-have-been-sexually-exploited
Human relationships are the essential ingredient that catalyze healthy development and learning.

Learning is Social, Emotional, and Academic.
The brain never stops growing and changing in response to experiences and relationships.

• This Photo by Unknown Author is licensed under CC BY-SA
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.”

Culture of Care practices foster social and personal conditions to increase belonging.
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: Standing Kite Sequence

1. Inhale, take both arms overhead.
2. Exhale, lean to the right side.
3. Inhale, come back to center, arms overhead.
4. Exhale, lean to the left side.
5. Repeat a few times.
Self-Care Implementation
Engaging Activity: Think–Ink–Share

Educator Self–Care Implementation Exploration

Who...

Why...
Engaging Activity: Think–Ink–Share

Educator Self-Care Implementation Exploration

What...

When...

Where...
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
Brain Breaks
Breathe

Move

Rest
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>Arrival</th>
<th>Mindful Minute offers learners a chance to check in with themselves at the start or end of the school day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refocus</td>
<td>Bring a little movement and breathing as a break to re-energize learners. Good options are Chair Calf/Cow, Chair Twist, and Statue.</td>
</tr>
<tr>
<td>Between</td>
<td>Breathing exercises help relieve testing-related stress and put learners in a state of focus. Breathing Balloon, Starfish, and Balloon Breathing are good ones to start with.</td>
</tr>
<tr>
<td>Lessons</td>
<td></td>
</tr>
<tr>
<td>Before</td>
<td>Use Mountain and Tree postures to help learners stay calm during transition to and from the classroom. Remember to focus on breathing!</td>
</tr>
<tr>
<td>Testing</td>
<td></td>
</tr>
<tr>
<td>Lining Up</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>Recess</td>
<td></td>
</tr>
<tr>
<td>Create a</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>Calming</td>
<td></td>
</tr>
<tr>
<td>Center</td>
<td></td>
</tr>
<tr>
<td>Departure</td>
<td>Attitude of Gratitude invites learners to remember something or someone that makes them feel thankful.</td>
</tr>
<tr>
<td>Grades 3-5</td>
<td></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></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival/Homeroom</strong></td>
<td>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 Breath exercises such as Anchor Breathing or Rest exercises like Mindful Listening.</td>
</tr>
<tr>
<td><strong>Refocus Between Classes</strong></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><strong>Break During Class</strong></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><strong>Before Testing</strong></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 Alternating Nostril Breathing are simple and effective choices.</td>
</tr>
<tr>
<td><strong>Afternoon Slump</strong></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><strong>Departure</strong></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>
Engaging Activity: Seated Figure Four

1. Begin in Seated Mountain Pose.

2. Inhale, cross the right ankle over the left thigh, just above the knee. Place the right hand on the right thigh and left hand on the right foot.

3. Exhale, fold torso forward and relax the head down. Take 2-3 breaths here.

4. If it’s easier, you can hold the legs of the chair as you fold forward.

5. Inhale, come back to Seated Mountain.

6. Switch legs and repeat on the other side.

*Use this sequence to release the back, which can get tired from sitting.
Arrival/Homeroom

This offers learners a chance to check in with themselves at the start of a school day.

Mindful Minute
or/and
Breathing Exercise
Anchor Breathing
Rest
Mindful Listing

©2020 Pure Edge, Inc.
Use the breath to help settle students as they transition from one class or lesson to another.

Breathing Ball
Even In – Even Out
Break
During Class

Doing a little movement and breathing as a break can re-energize learners.

Chair Cat/Cow
Chair Twist
Afternoon Slump

To re-engage sluggish learners, some breath and movement exercises can be helpful.

Recharge Sequence
Mountain/Chair Strength Sequence
Creating a Calming Center

Have a **Mind Jar** or a **Breathing Ball** available for learners to access in a quiet area.

Breathing exercises help relieve testing-related stress and puts learners in a state of focus.
Rest is designed to help learners reflect at the end of the day.

Attitude of Gratitude
One Minute Reflection
When at School

• **Lining Up**: allows learners to stay calm during transition to/from the classroom.

• **Recess**: Nice way for learners to calm down if they still have a lot of energy after they have played outside.
Brain Breaks

Breathe
(You Choose 😊)
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.
Optimistic Closure

Of the 7 ways mentioned to implement Brain Breaks, name 1 of the ways that you will start to use.

Please list this in the CHAT box
If you are just joining us, we are on a 5 minute break. Part 2 will start momentarily.
Culture of Care Series

Train-the-Trainer to Integrate a Culture of Care

Session 4, Part : Culture of Care Implementation
Introductions

Michelle Kelsey Mitchell
michelle@pureedgeinc.org
Director of Partnerships
National Trainer
Welcoming Activity

Respond to the poll to share which of the following images most accurately reflects your feelings right now.
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.
- Become familiar with available resources to implement SEL evidence-based curricula.
A Culture of Care

Self-Care

Brain Breaks

SEL Signature Practices

Belonging for All
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:** 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.*
What is mindfulness?
Mindfulness means noticing what is happening as it is happening. Mindfulness is about paying attention on purpose, with a sense of kindness and curiosity.
Mindfulness is kind awareness.

There is no right or wrong way to feel, nor right or wrong way to notice.
What we hope to do

Respond

Vs.

React
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
Engaging Activity: Chair Sunrise Twist

1. Sit in Seated Mountain.
2. Inhale, stretch arms overhead for Chair Sunrise.
3. Exhale, twist to the right, placing left hand on right knee and right hand on right hip or back of the chair. Keep right shoulder relaxed. Take a few breaths here.
4. Inhale, back to Seated Sunrise.
5. Exhale, twist to the left, placing right hand on left knee and left hand on left hip or back of chair. Keep left shoulder relaxed. Take a few breaths here.
6. Inhale back to Seated Sunrise.
7. Exhale to Seated Mountain.
Resource Review
## Sample: Self-Care Template for Implementation

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breathe: Choose 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anchor Breathing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Even In – Even Out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starfish Breathing or Take Five</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Move: Choose 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recharge Sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain/Chair Strength Sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tree Pose; Stork Pose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair Cat/Cow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair Sunrise Twist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rest: Choose 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Rest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude of Gratitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking in the Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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: Tree

1. Begin in Mountain and bring hands to hips.
2. Keep your eyes focused on a point 3 feet in front of you.
3. Shift your weight to your left foot.
4. Bend your right knee and lift up your right heel.
5. Point your knee out to the side. Keep your weight on your left foot. Take a few breaths here.
6. If you feel steady, place the bottom of your right foot to the inner calf. Take a few breaths here.
7. If you are still steady, you can move the foot to the inner thigh, using your hand if you need to.
8. Inhale the arms up over head as if you were spreading branches. Try to balance for 5 to 10 breaths.
MTSS: Multi Tiered System of Support

Tier 1: Prevention
All Learners (and Educators)

Tier 2: Intervention
Small Groups

Tier 3:
Intervention
Individual
Pure Edge Programs

Pure brain breaks

Pure power

Peek inside the amazing brain

Pure PE
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
Curriculum: Pure Brain Breaks

Pure Brain Breaks are simple and effective strategies to alleviate stress and to calm over-stimulated minds. The exercises, 1 to 5 minutes in length, are designed for easy classroom implementation. Participants can perform these seated or standing, at desks or on the floor.

**Pre-K**
- Implementation Guide
- 3x5 Cards

**K-2**
- Training Manual
- Implementation Guide
- 3x5 Cards
- Videos

**3-5**
- Training Manual
- Implementation Guide
- 3x5 Cards
- Videos

**6-12**
- Training Manual
- Implementation Guide
- Videos
Culture of Care – 4 Days, 8 Sessions

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

Source: SEL 3 Signature Practices Playbook 2019
Turnkey Decks

Twelve 1-hour decks designed to support YOU as you train colleagues

1. Social and Emotional Learning (SEL) & Self-Care
2. Respond vs. React
3. Stress & Allostatic Load
4. The Neuroscience of Stress, 1
5. The Neuroscience of Stress, 2
6. Neuroplasticity
7. Creating Healthy Habits
8. Taking in the Good
9. Six Critical Healing Factors
11. Brain Break Implementation
12. Culture of Care Implementation
Self-Care Practice
Neurochemicals

Endorphins

Neurotransmitters

Improved mood

Improved memory

Movement Sequence

Mountain
Half Opening Sequence A x3
Star into Triangle
Surfer into Wave
Stork
Sandwich*
Table or Slide
Seated Tree
Boat
Butterfly
Seated Mountain
Guided Rest
Mindful Movement: Mountain
Mindful Movement: Half Opening Sequence A

1. Inhale
2. Exhale
3. Inhale
4. Exhale
Mindful Movement: Star into Triangle
Mindful Movement: Surfer into Wave
Engaging Activity: Stork
Mindful Movement: Sandwich
Mindful Movement: Table
Mindful Movement: Boat
Mindful Movement: Butterfly
Mindful Movement: Seated Mountain
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.
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?
Engaging Activity: Virtual Gallery Walk

Culture of Care Implementation Exploration

Who...

What & When...

Why...
Engaging Activity: Virtual Gallery Walk

Breathe  Move  Rest
Brain Breaks Review

**Breathe**
- Mindful Minute
- Starfish Breathing/Take Five

**Move**
- Standing Kite Sequence
- Seated Figure Four
- Movement Sequence

**Rest**
- Taking in the Good
- Guided Rest
Takeaways

• A Culture of Care includes:
  • Belonging for All
  • Self-Care
  • Breathe, Move, and Rest Brain Breaks
  • SEL Signature Practices
• Mindfulness is kind awareness
• You have the resources to train others!
Optimistic Closure: One Word To Describe How You Feel—Type it in the chat box!

Photo: Juan Monino

©2020 Pure Edge, Inc.
Thank you for joining us!

Session 4, Part 1 & Part 2: Building Belonging & COC Implementation
Trainer: Gill McClean & Michelle Kelsey Mitchell

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.