



Pure Community

Thank you for joining us!

Session: Building Belonging & COC Implementation

Trainers: Gill McClean & Michelle Kelsey Mitchell

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.

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Website: www.pureedgeinc.org

Email: getmoving@pureedgeinc.org



Culture of Care Series

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



3



2



4



Welcoming Activity: Candy Bar Matching

1



3



2



4





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

1: Rick Hanson and Rick Mendius, “Positive Emotions and Taking In the Good,” 2007. <http://www.wisebrain.org/PositiveEmotions.pdf>

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



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

”

Building Belonging

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.**



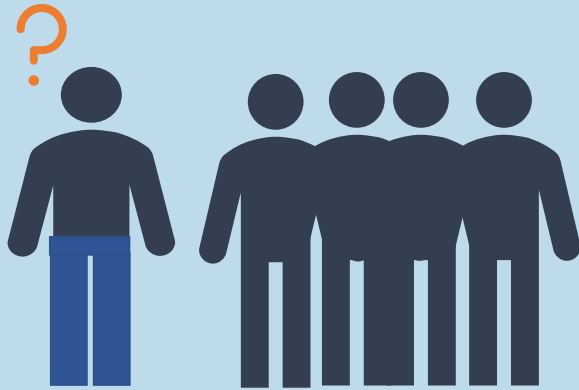
When we do not feel safe, we tend to feel fear or insecurity.

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.

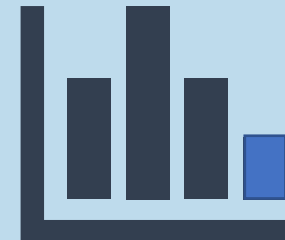


Resource Allocation

Resources otherwise used to focus on learning are instead used to figure out if they belong.

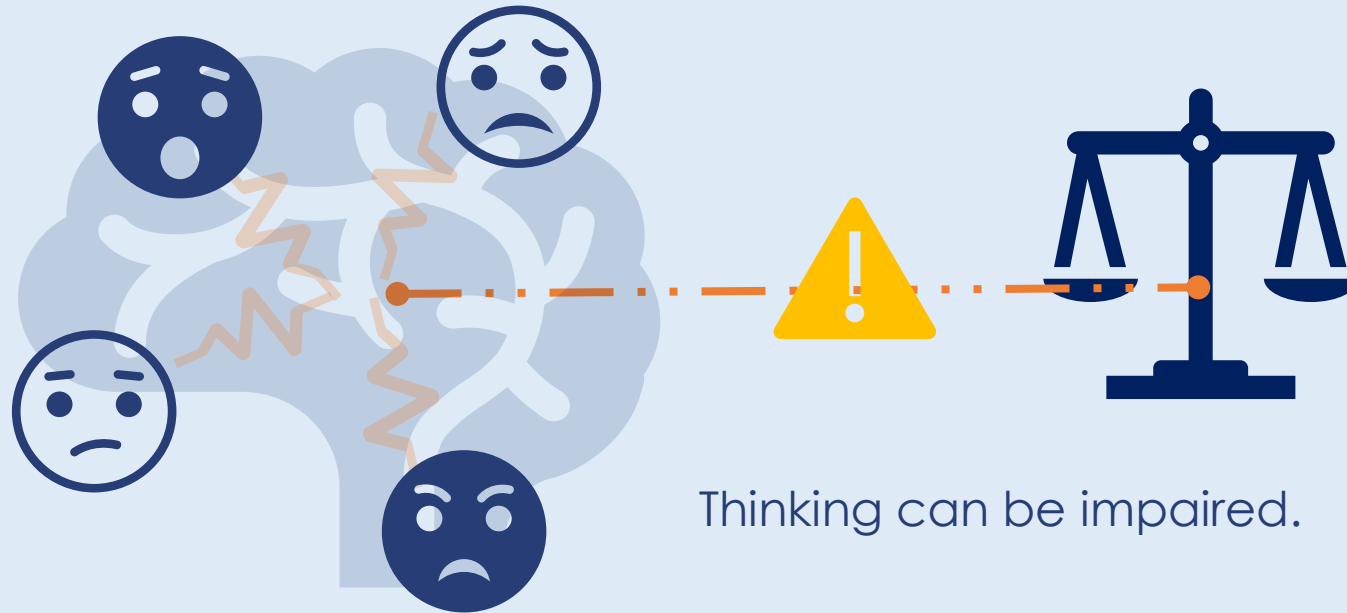
Role in Achievement Gaps

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?



Building Belonging



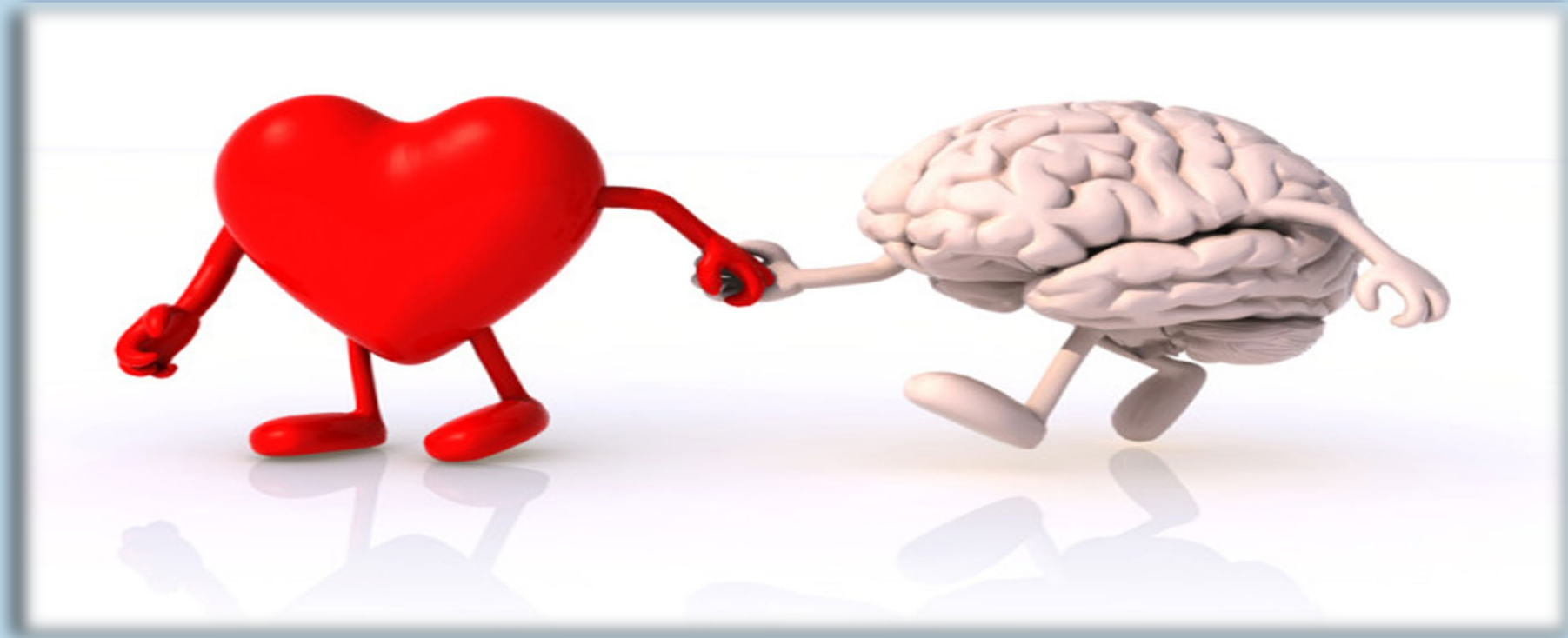
Human relationships are the essential ingredient that catalyze healthy development and learning.



- Sources: Griffiths, P.E., & Hochman, A (2015) Developmental systems theory. eLs 2, 1-7.
- Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.
- Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science; evolutionary developmental psychology, developmental systems an explanatory pluralism. Human development, 59, 200-234.
- This Photo by Unknown Author is licensed under [CC BY-SA](#)



Building Belonging



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

- Sources: Griffiths, P.E., & Hochman, A (2015) Developmental systems theory. eLs 2, 1-7.
- Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.
- Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science; evolutionary developmental psychology, developmental systems an explanatory pluralism. Human development, 59, 200-234.
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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

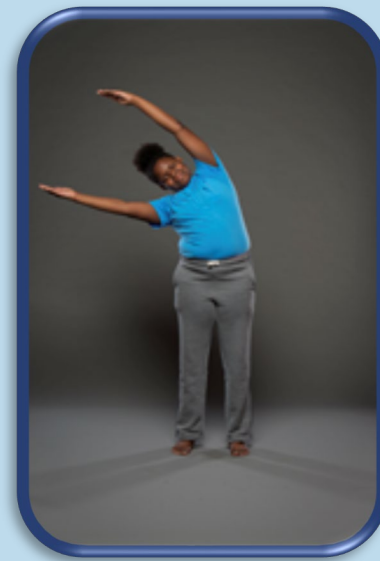
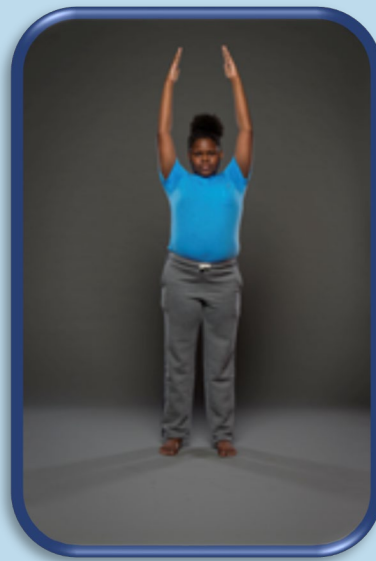
A Culture of Care...

- ❖ 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...

3 Signature Practices Implementation Exploration



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



Brain Breaks

Breathe



Move



Rest





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.



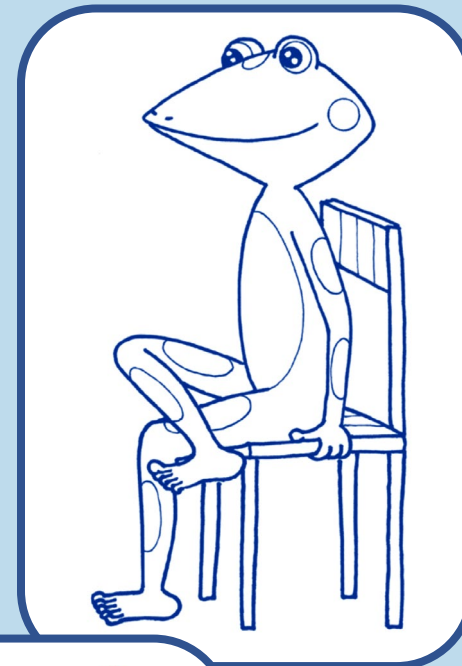


Engaging Activity: Seated Figure Four



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





Refocus Between Lessons

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

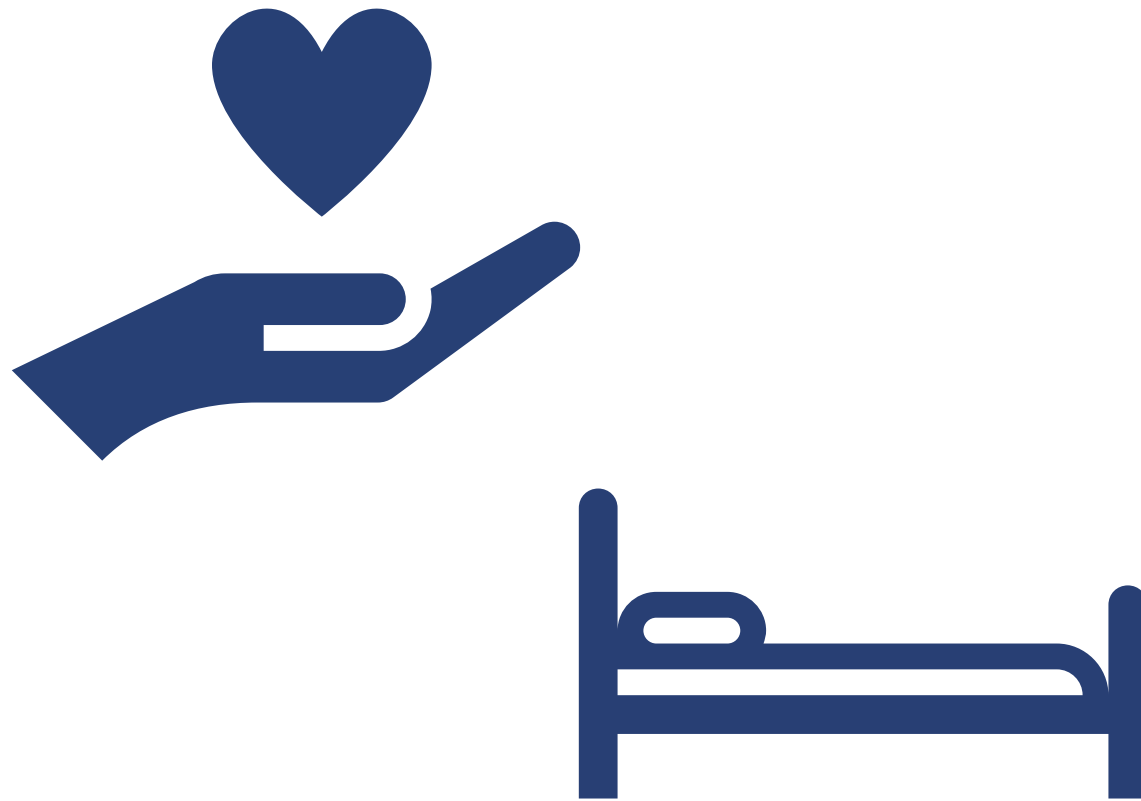


Have a **Mind Jar** or a **Breathing Ball** available for learners to access in a quiet area.



Before Testing

Breathing exercises help relieve testing-related stress and puts learners in a state of focus.



Departure

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.





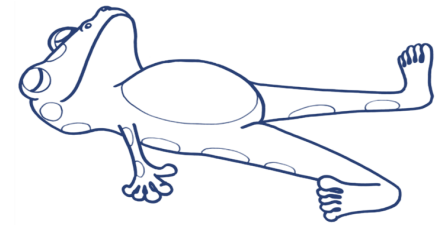
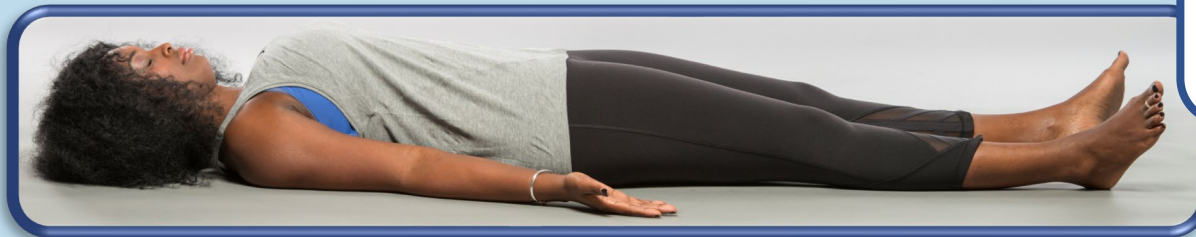
Brain Breaks

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.
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.



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**

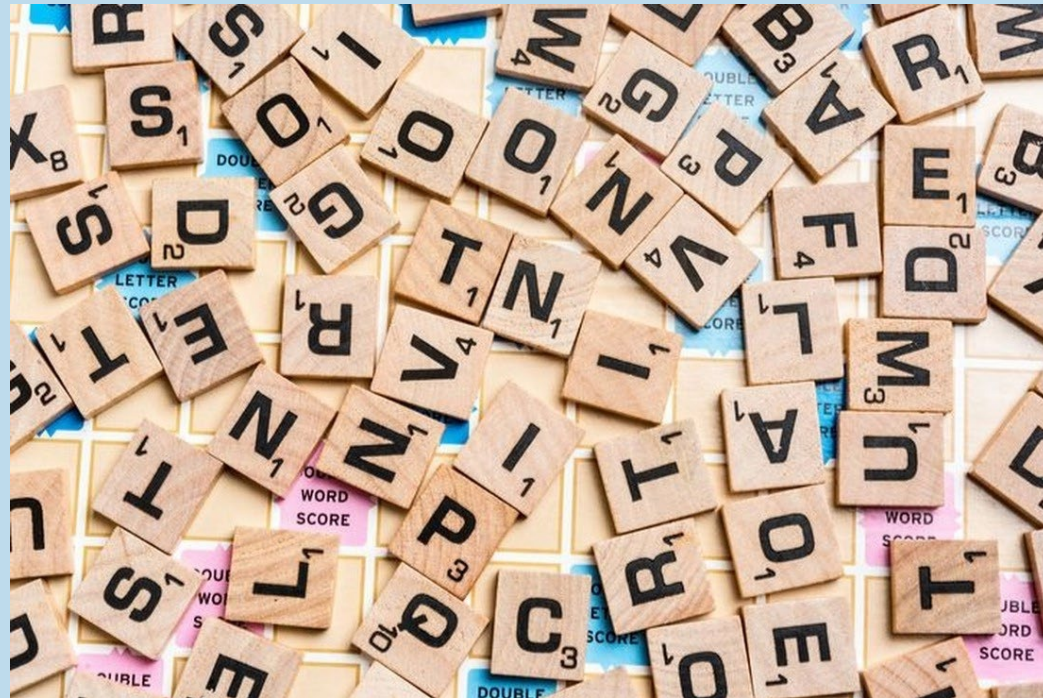


Photo: Juan Monino

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.

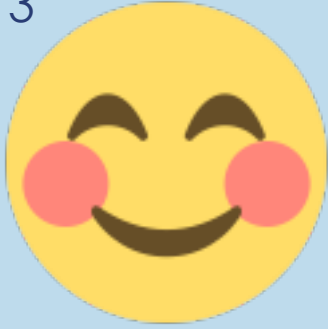
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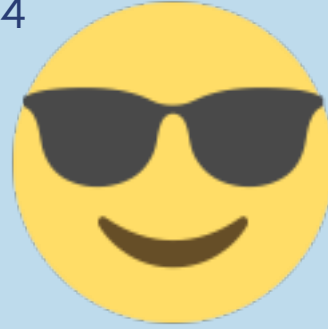
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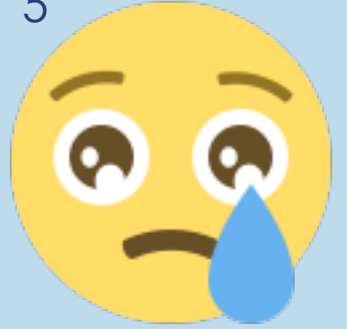
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4



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6



7



8



9



10



Learning Objectives

- ❖ Illustrate the interconnectedness of SEL and self-care.
- ❖ Practice and implement Breathe, Move, and Rest Strategies for self-awareness and self-management
- ❖ Identify CASEL competencies.
- ❖ Acquire skills to train colleagues in SEL, evidence-based curricula.
- ❖ Become familiar with available resources to implement SEL evidence-based curricula.

A Culture of Care



Tenets of Culture of Care

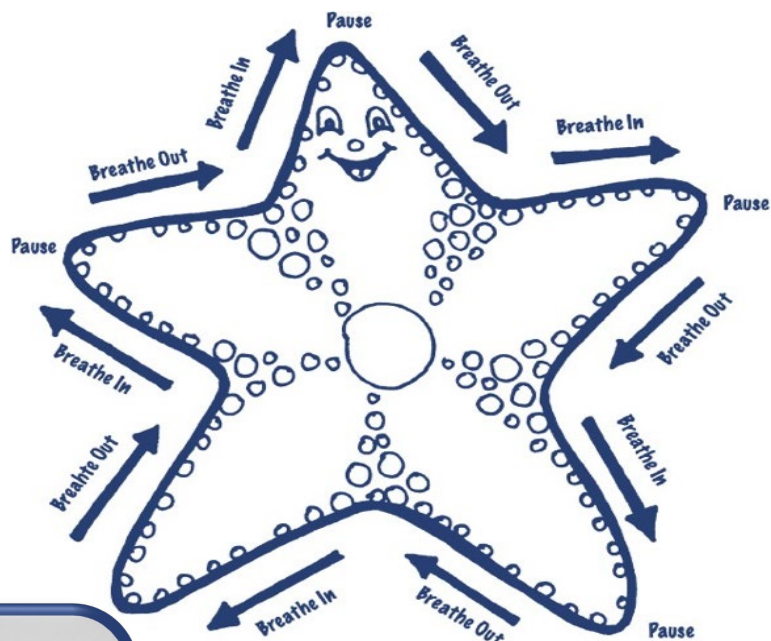
A Culture of Care...

- ❖ 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: 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.



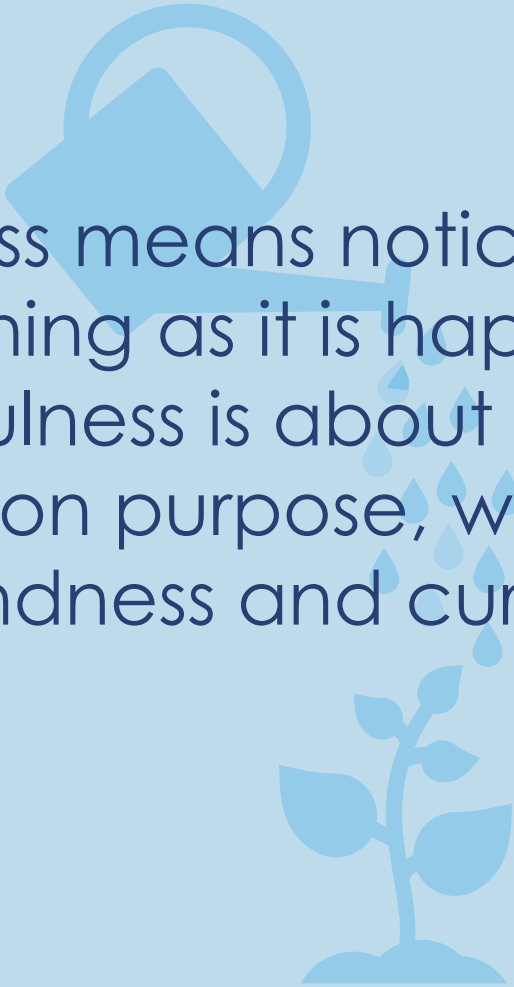
**Learners are synchronizing their movement, breath, and gaze. On the inhale, index finger and eyes trace upward along a finger; on the exhale, index finger and eyes trace downward along a finger. Each upward movement is coupled with an inhale, whereas each downward movement is coupled with an exhale.*

**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



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

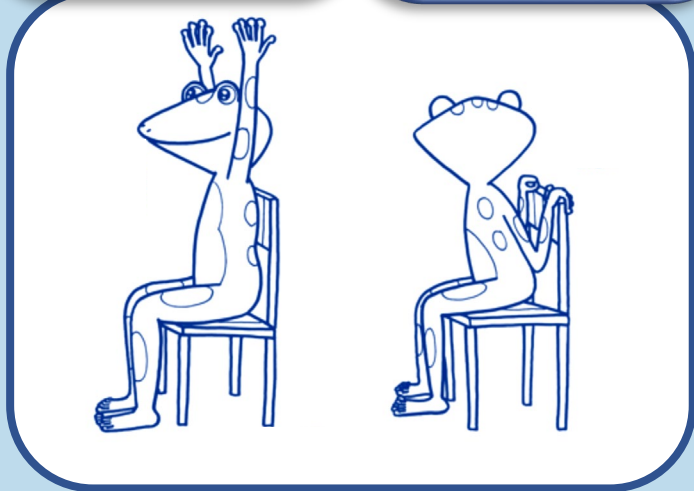


Self-Management

- 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

pureedgeinc.org

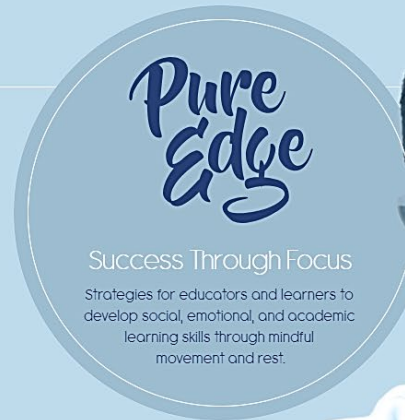
Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



●
breathe

●
move

●
rest



Sample: Self-Care Template for Implementation

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

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.**

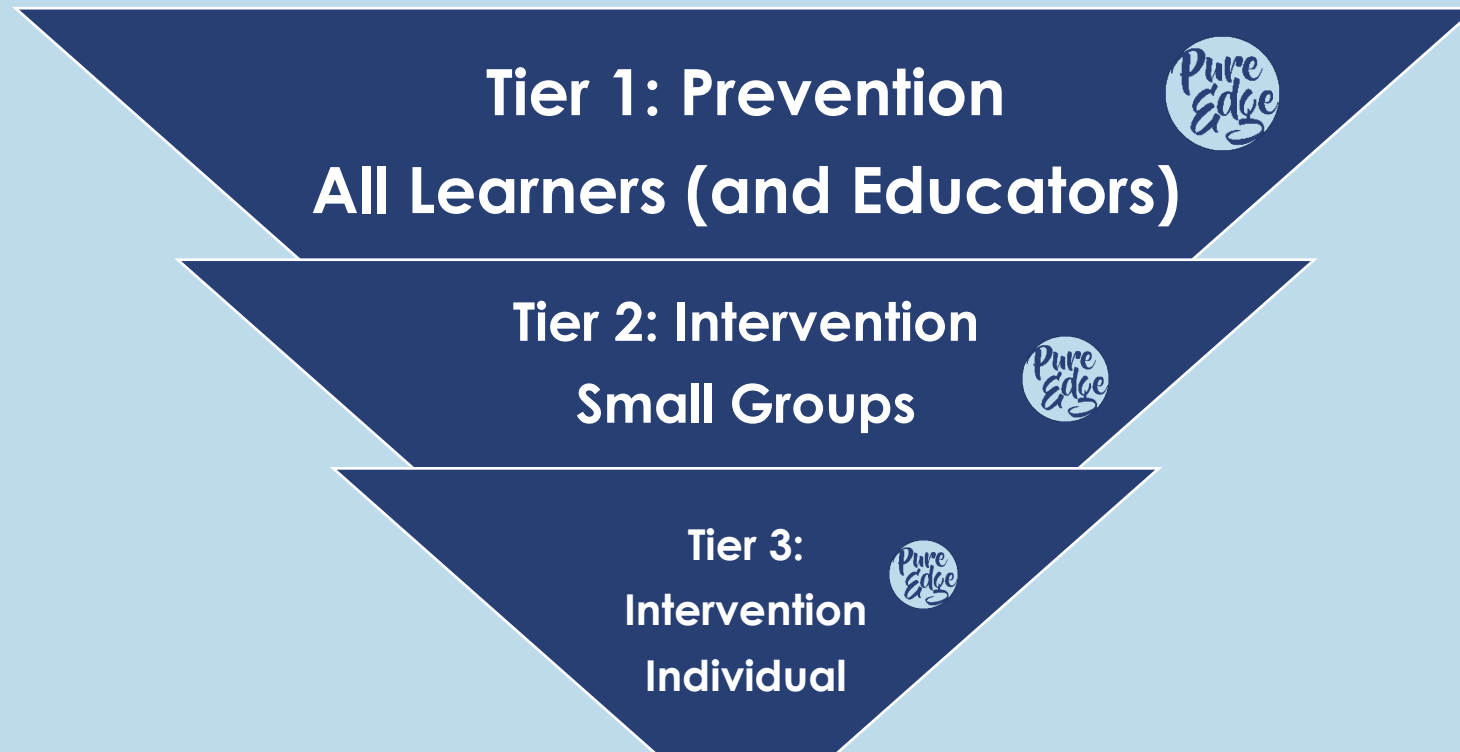


Engaging Activity: Tree



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



Pure Edge Programs





Mindful Movement

Grades
6-12



Training Manual

Grades
K-5



POWER CURRICULUM Resource Booklet

K-5



Grades
3-5

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



Grades
K-2

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

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



brain breaks

Pre K-5th Grade

Pure Edge, Inc.
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getmoving@pureedgeinc.org



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





«

By Category **By Grade** View curriculum in: [English](#) [Español](#)

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	3-5	Training Manual Implementation Guide 3x5 Cards Videos
K-2	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

schoolguide.casel.org



PRACTICAL WAYS TO
INTRODUCE AND BROADEN
THE USE OF SEL PRACTICES
IN CLASSROOMS, SCHOOLS,
AND WORKPLACES



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
10. Building belonging: Emotion & Cognition
11. Brain Break Implementation
12. Culture of Care Implementation



Self-Care Practice







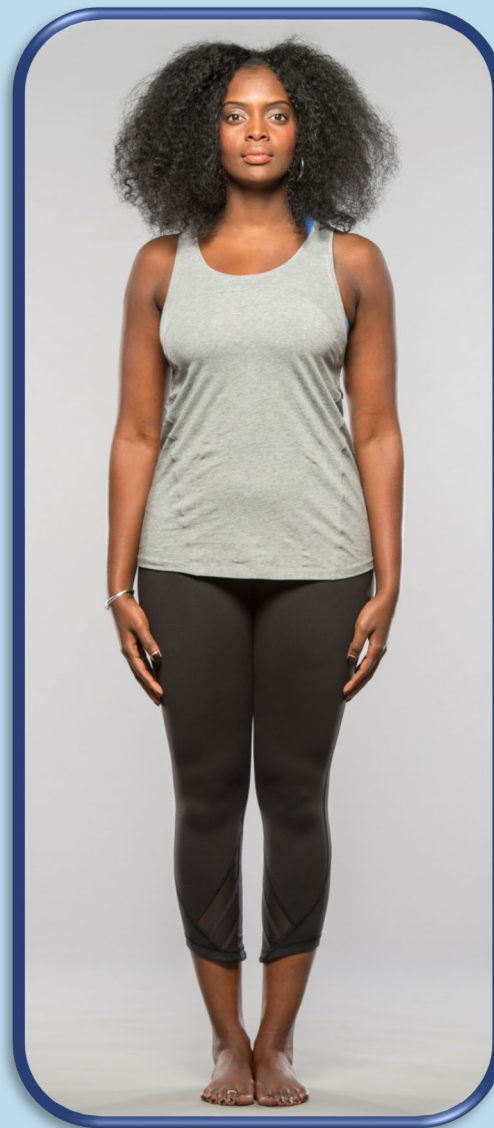
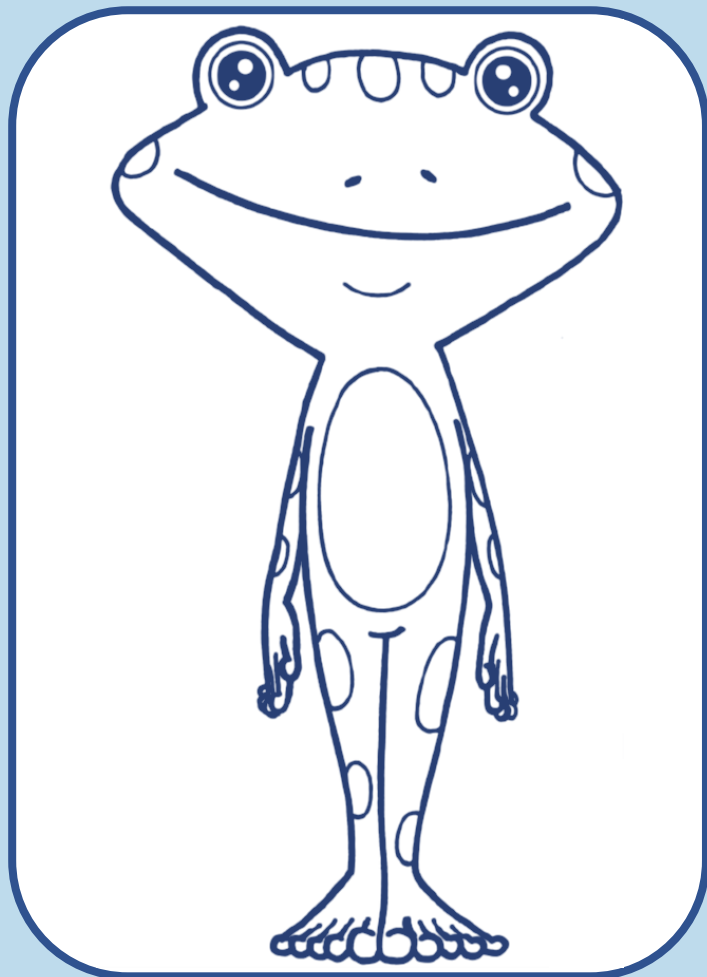
Movement Sequence

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



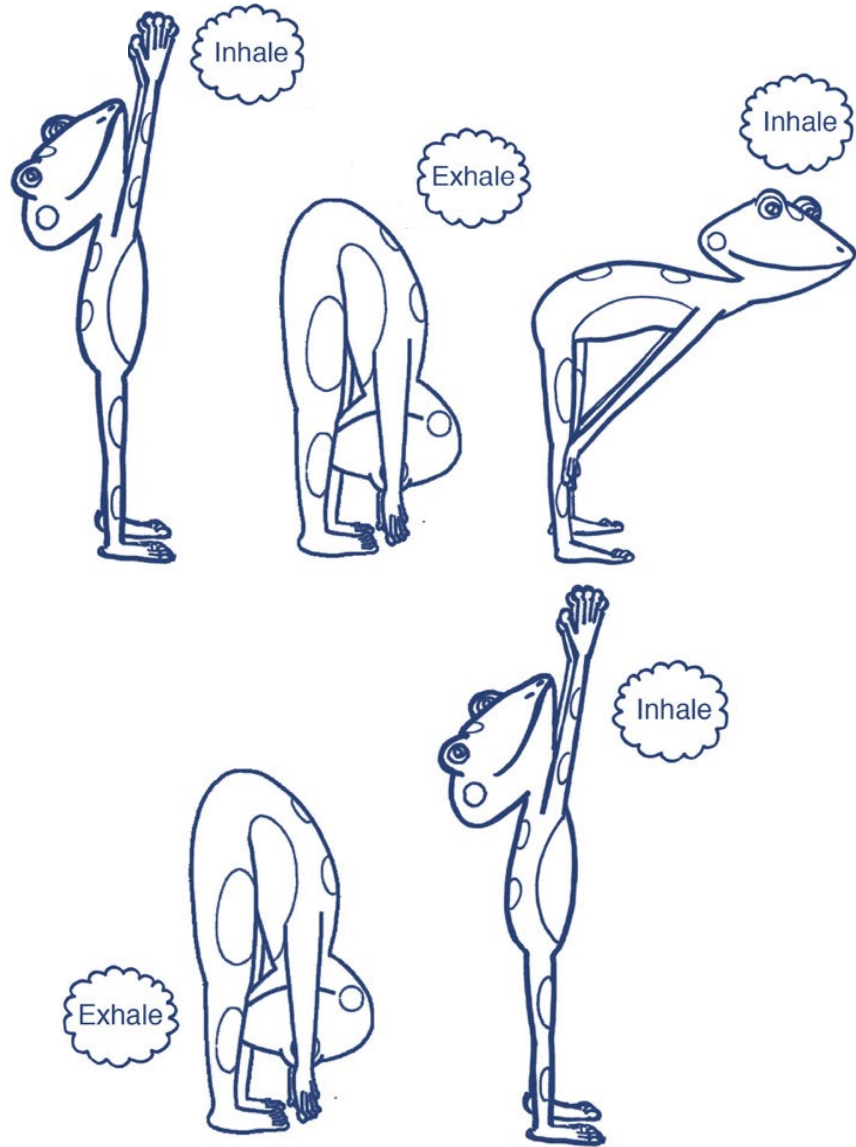


Mindful Movement: Mountain



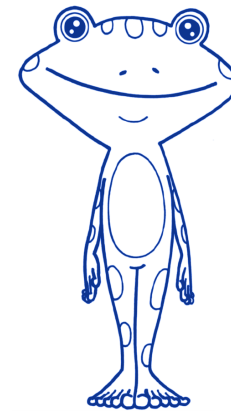
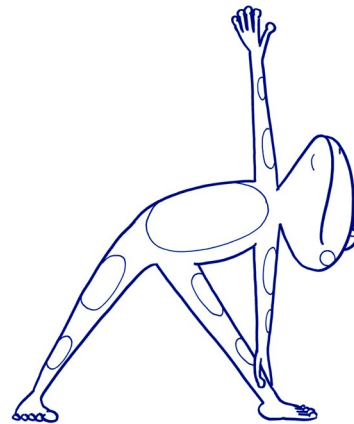
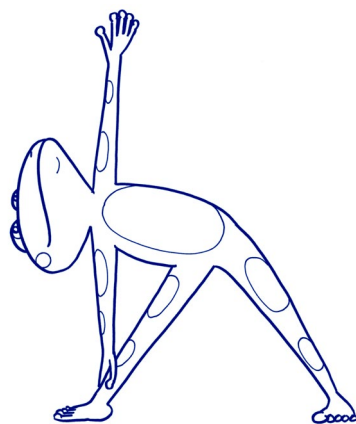
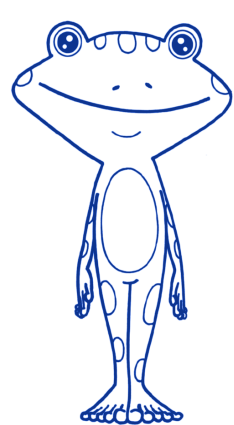


Mindful Movement: Half Opening Sequence A





Mindful Movement: Star into Triangle



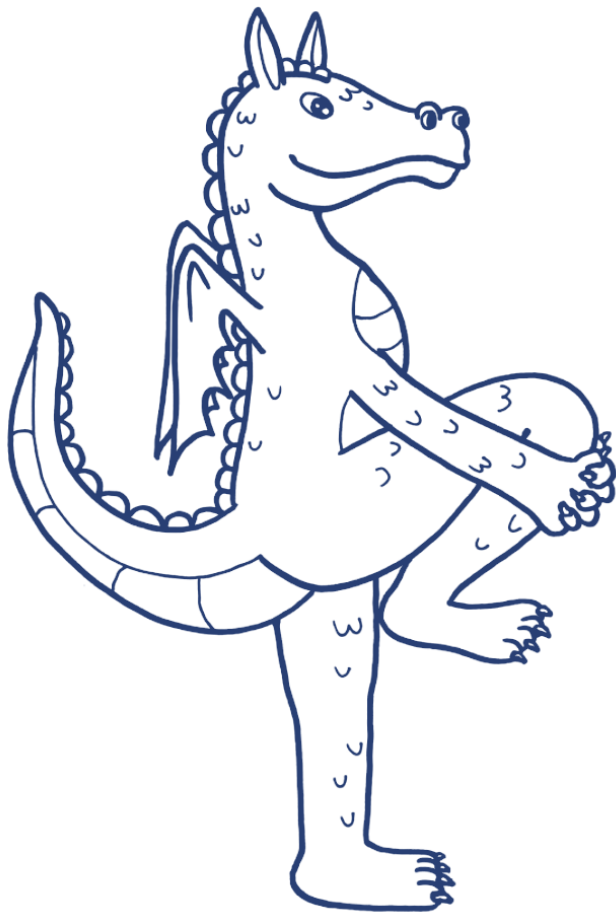


Mindful Movement: Surfer into Wave



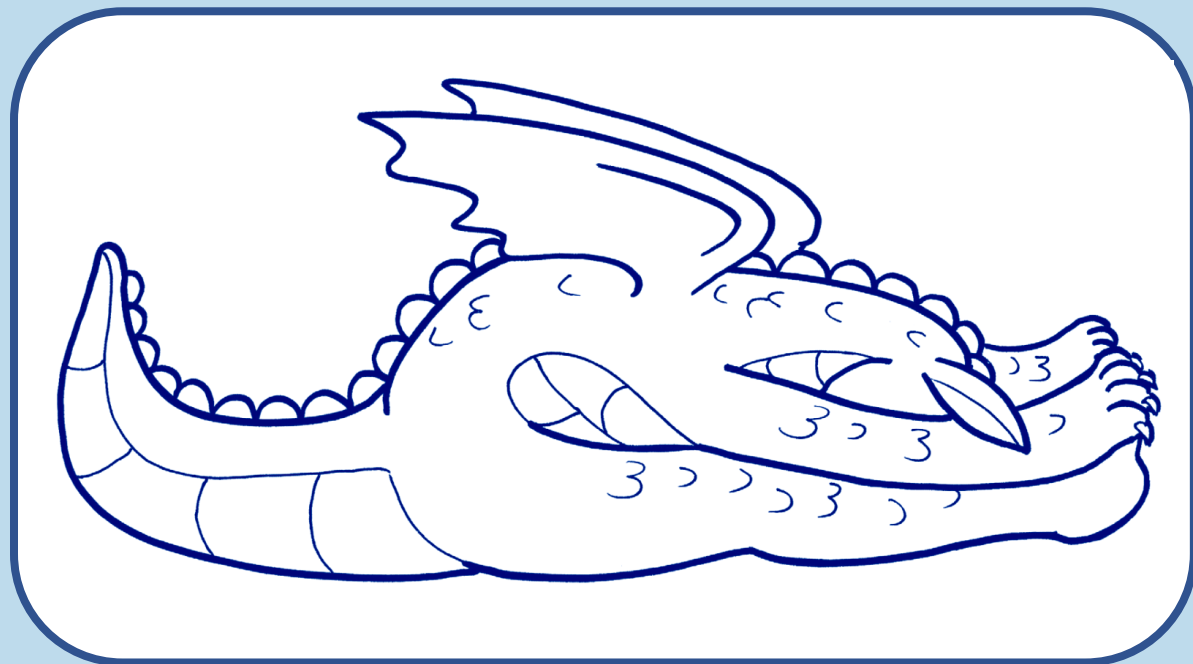


Engaging Activity: Stork



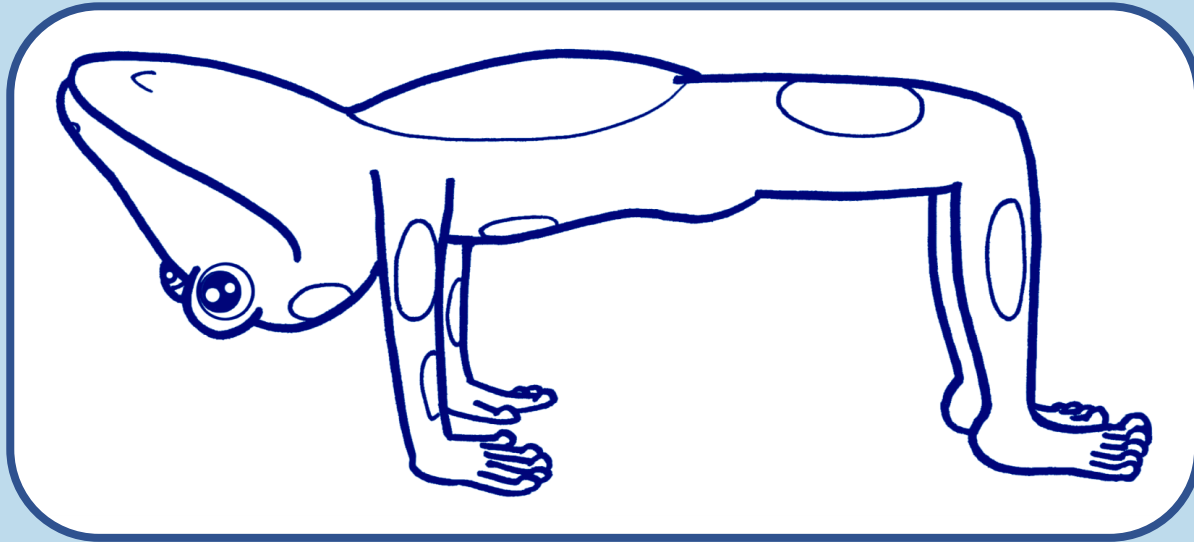


Mindful Movement: Sandwich





Mindful Movement: Table





Mindful Movement: Seated Tree





Mindful Movement: Boat





Mindful Movement: Butterfly





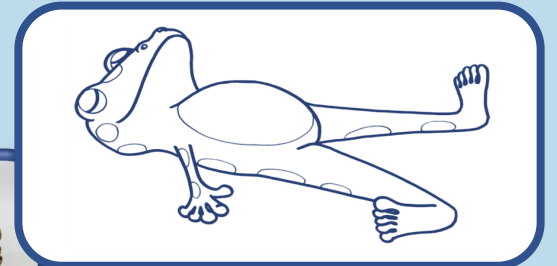
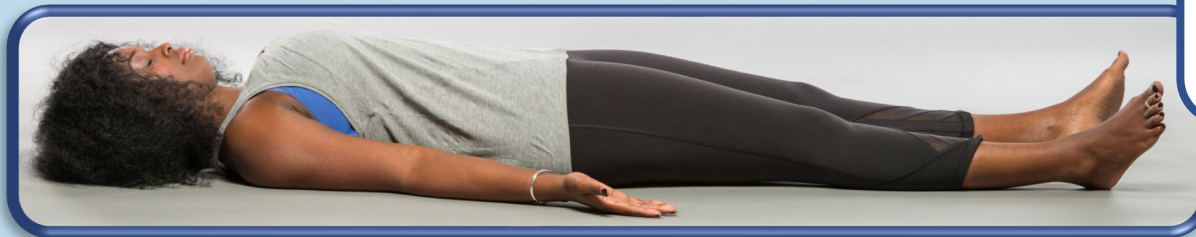
Mindful Movement: Seated Mountain





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.
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.





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?

Engaging Activity: Virtual Gallery Walk

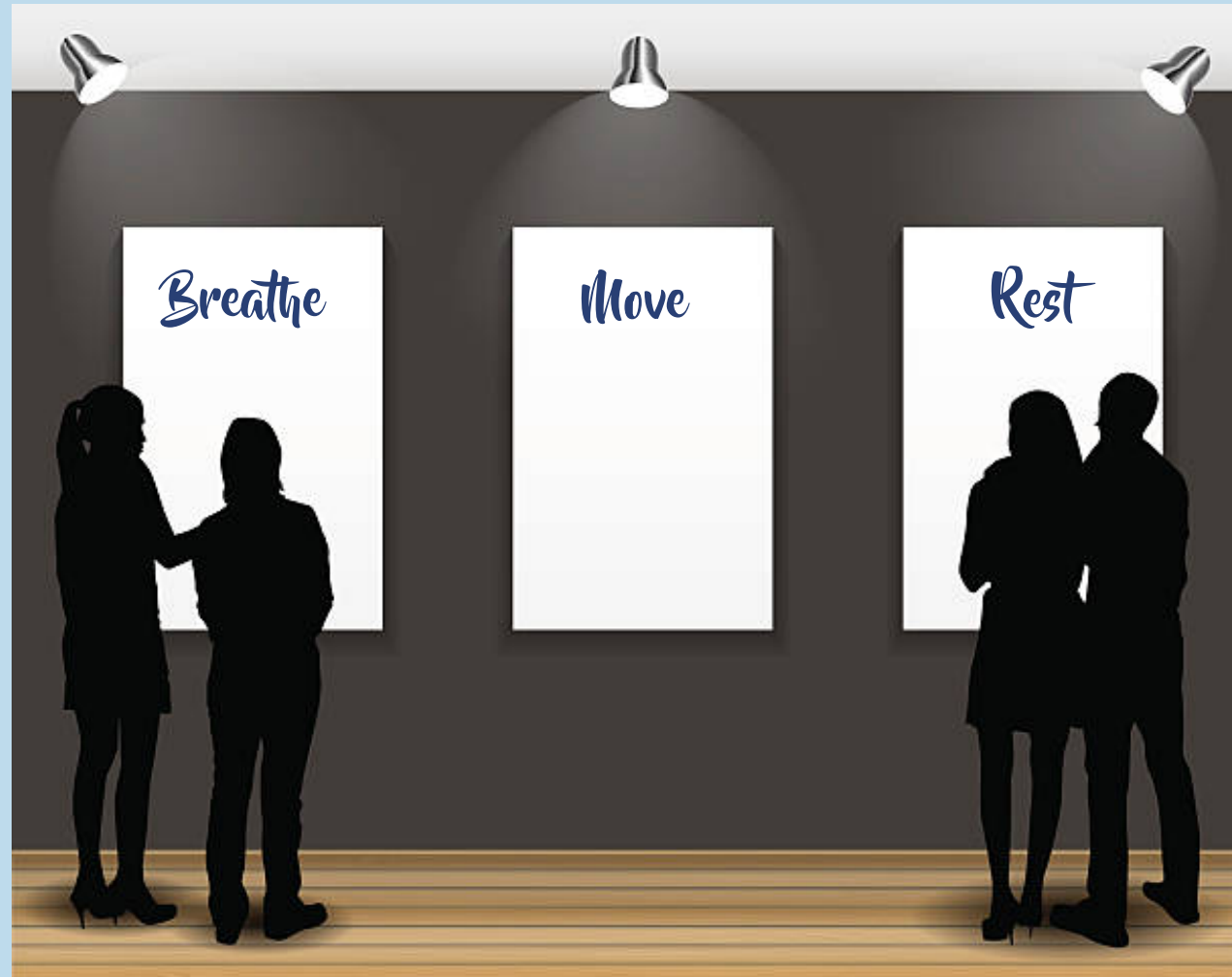
Culture of Care Implementation Exploration

Who...

What &
When...

Why...

Engaging Activity: Virtual Gallery Walk





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



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

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