



Pure Community

Thank you for joining us!

Session 1: Culture of Care Institute

Trainer: Michelle Kelsey Mitchell & Erin Cooney

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.

Follow us @pureedgeinc



Website: www.pureedgeinc.org

Email: getmoving@pureedgeinc.org



Culture of Care Institute

Today's Topics:

Social & Emotional Learning (SEL), Educator
Self-Care, Respond vs React, and
Stress & Allostatic Load.



Introductions



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

Introductions

Michell Kelsey Mitchell

michelle@pureedgeinc.org

Director of Partnerships & 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

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

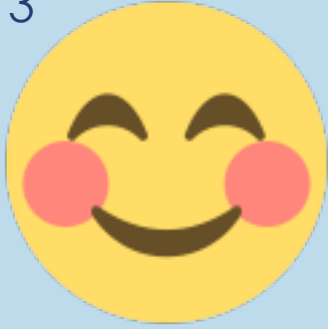
1



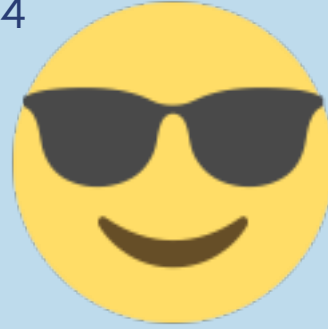
2



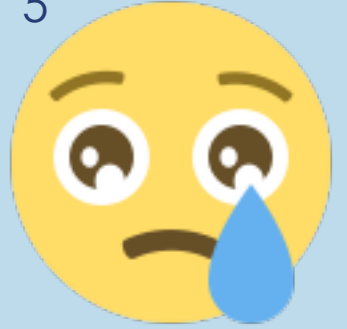
3



4



5



6



7



8



9



10



Learning Objectives

- ❖ Acquire skills to train colleagues in SEL, evidence-based curricula.
- ❖ Define Social and Emotional Learning (SEL).
- ❖ Identify CASEL competencies.
- ❖ Explore the foundations of Emotional Regulation.
- ❖ Understand how stress impact us physically and mentally.
- ❖ Practice Breathe, Move, and Rest strategies for Self-Awareness and Self-Management.

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



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 and Emotional Learning (SEL) Competencies

The Competencies serve as a framework for furthering social, emotional and academic learning within school contexts.

SEL involves the processes through which children **and** adults acquire and effectively apply the knowledge, skills, and attitudes to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible decisions.



*Pure Edge program touches on all five and especially promotes:
Self-Awareness, Self-Management, Relationship Skills*



Social and Emotional Learning Competencies

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy
- *Integrating personal and socio-cultural identities*
- *Analyzing of beliefs, mindsets, and biases*
- *Social interdependence*

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- *Recognizing setting demands and opportunities*
- *Determining common social goals and interests*



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills
- *Personal and collective agency*

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
- *Co-creating a sense of belonging and thriving*

- Communication
- Social Engagement
- Relationship – Building
- Teamwork
- *Cultural competency*
- *Collaborative problem-solving*



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
- *Integrating personal and socio-cultural identities*
- *Analyzing of beliefs, mindsets, and biases*
- *Social interdependence*



Self-Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills
- *Personal and collective agency*

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

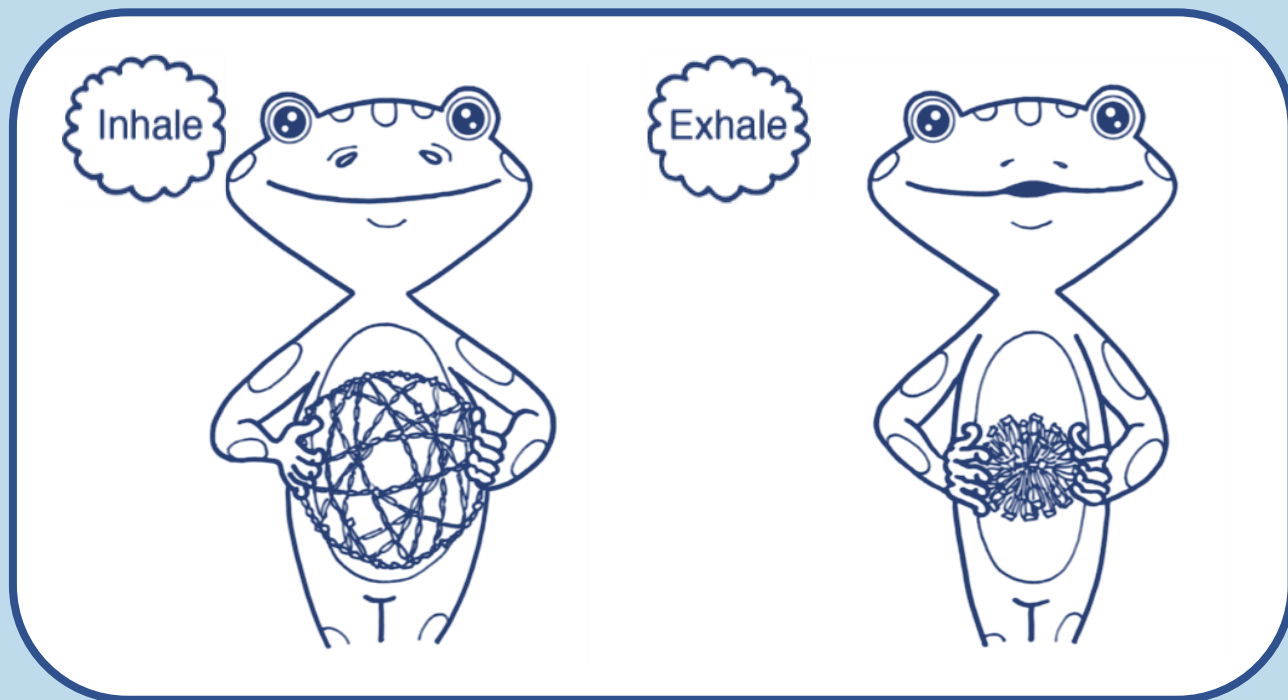
Optimistic Closure

(3-5 minutes)

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



Engaging Activity: Breathing Ball



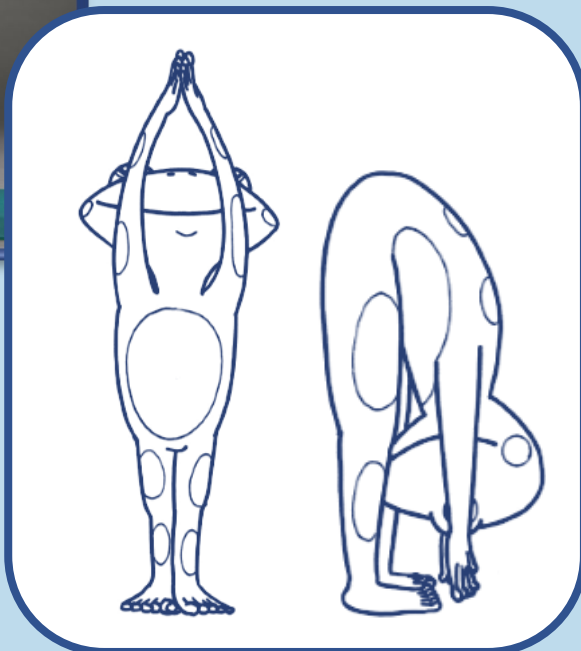
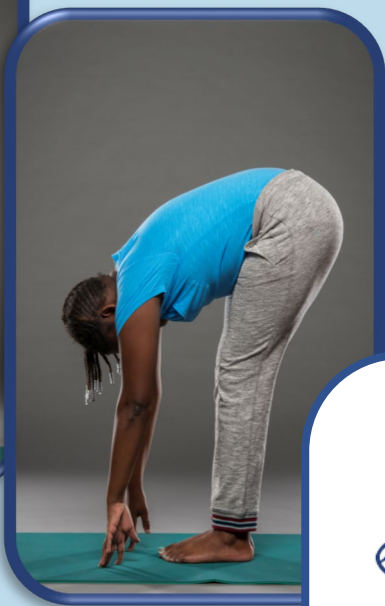
1. Start in seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the breathing ball?



- ❖ 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



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

Which superpower would you choose?

☆ Invisibility

☆ Superhuman Strength

☆ Flying

☆ Shapeshifting

☆ Super Speed

☆ Super Senses

☆ Telepathy

☆ Telekinesis

☆ Teleportation

☆ Power Absorption





Engaging Activity: Even In – Even Out



“

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:

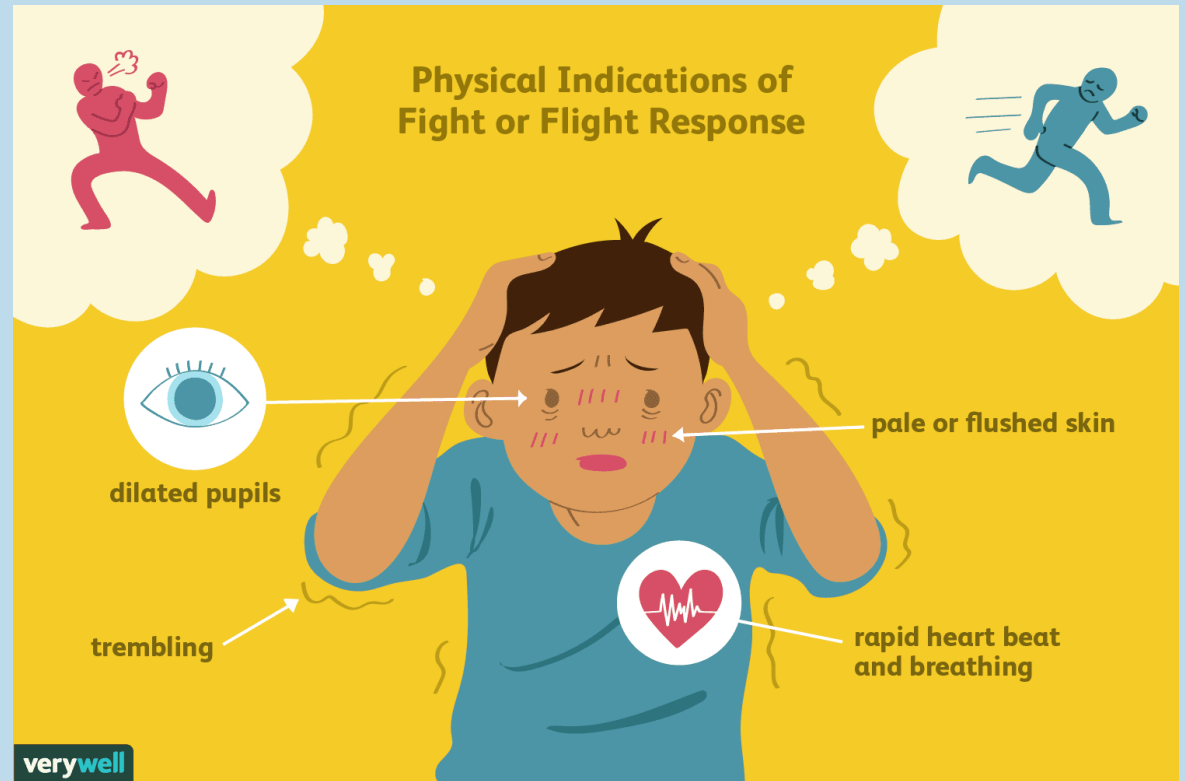
- **sudden strong emotion**, or
- an accumulation of strong, **unexpressed emotions**.



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.

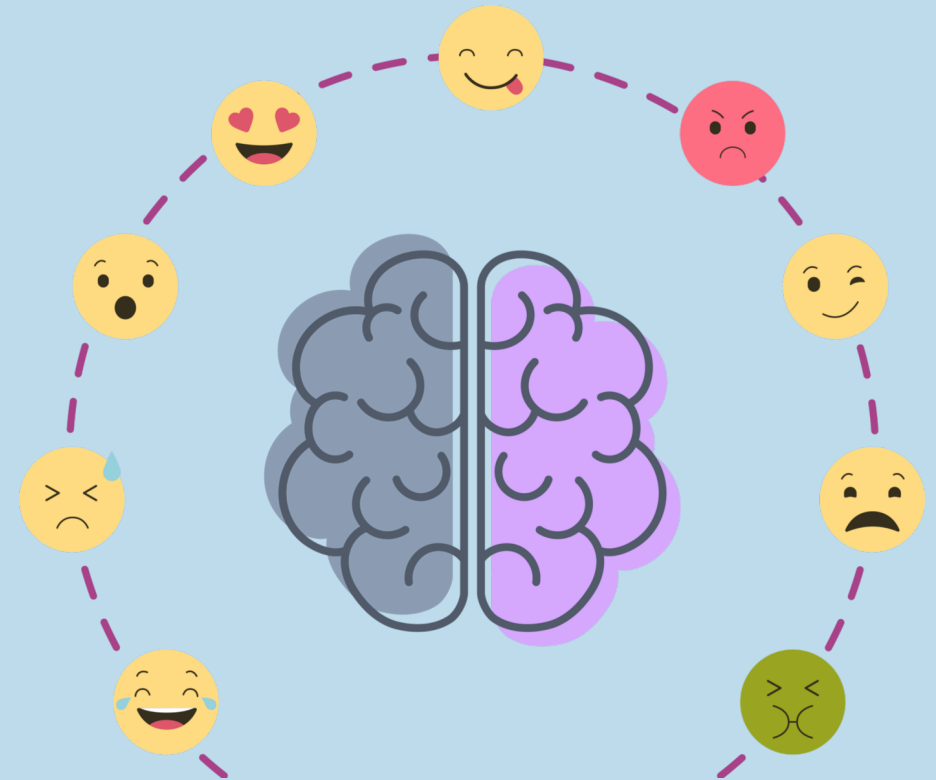
The situation is calmed.

Emotional Regulation

Being able to identify and appropriately express emotions is called Emotional Regulation.

Emotional Regulation is a multifaceted **physical-mental-emotional process** that can be affected by stress.

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



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



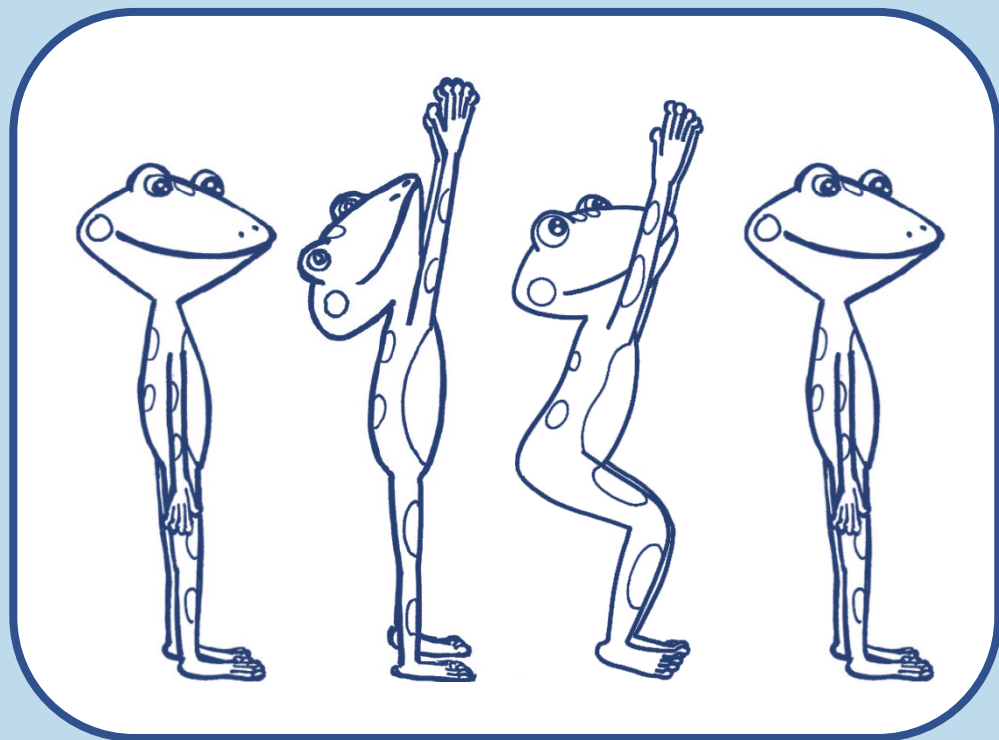
“Brake”

Parasympathetic Nervous System:
Rest and Digest





Engaging Activity: Mountain/Chair Strength Sequence



Emotional Regulation

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

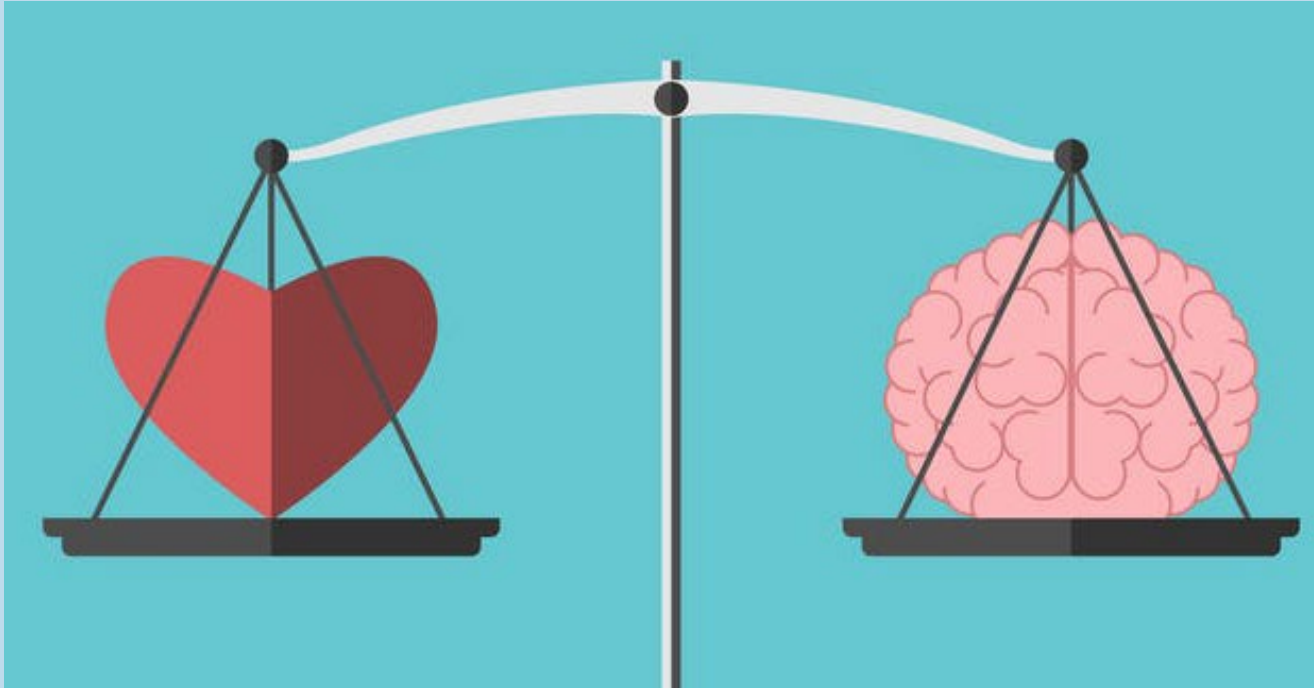


Image Source: <http://www.theexecutivecoach.com.au/services/>



©2020 Pure Edge, Inc.

Emotional Regulation



Balanced emotional regulation entails¹:

- Feelings
- Thoughts
- Physiological signals:
 - Heart rate
 - Breath pattern
- Nonverbal communication:
 - Body language
 - Facial expression

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](#);

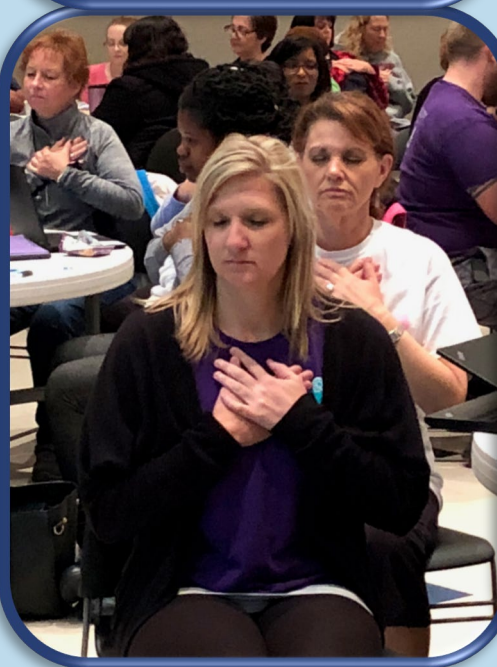
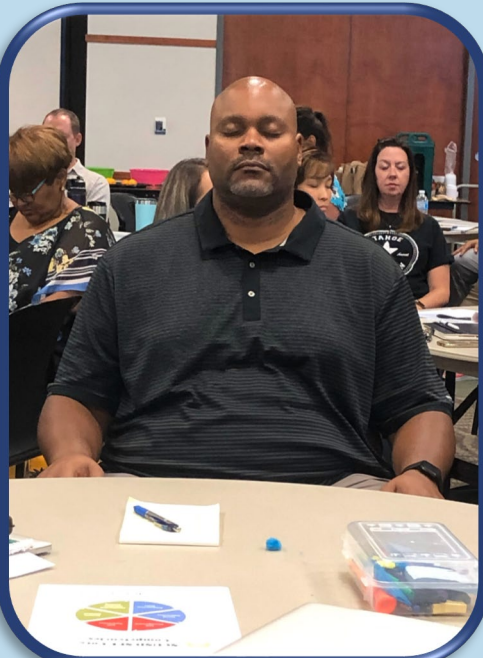
Carolyn MacCann, University of Sydney; Amirali Minbashian, UNSW, and Kit Double, University of Oxford <https://theconversation.com/us/topics/emotional-regulation-49396>

Physical Regulation

Through practices of:

Breathe, Move, Rest

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



What we hope to do

Respond

Vs.



Adult Modeling

Kids **absorb** the adults' mannerisms, especially

EMOTIONAL REGULATION

(the ability to manage their emotions).¹





Engaging Activity: Chair Twist





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.



If you are just joining us, we
are on a 5 minute break.

We will resume momentarily.



Introductions

Erin Cooney

erin@pureedgeinc.org

Director of Curriculum & National Trainer



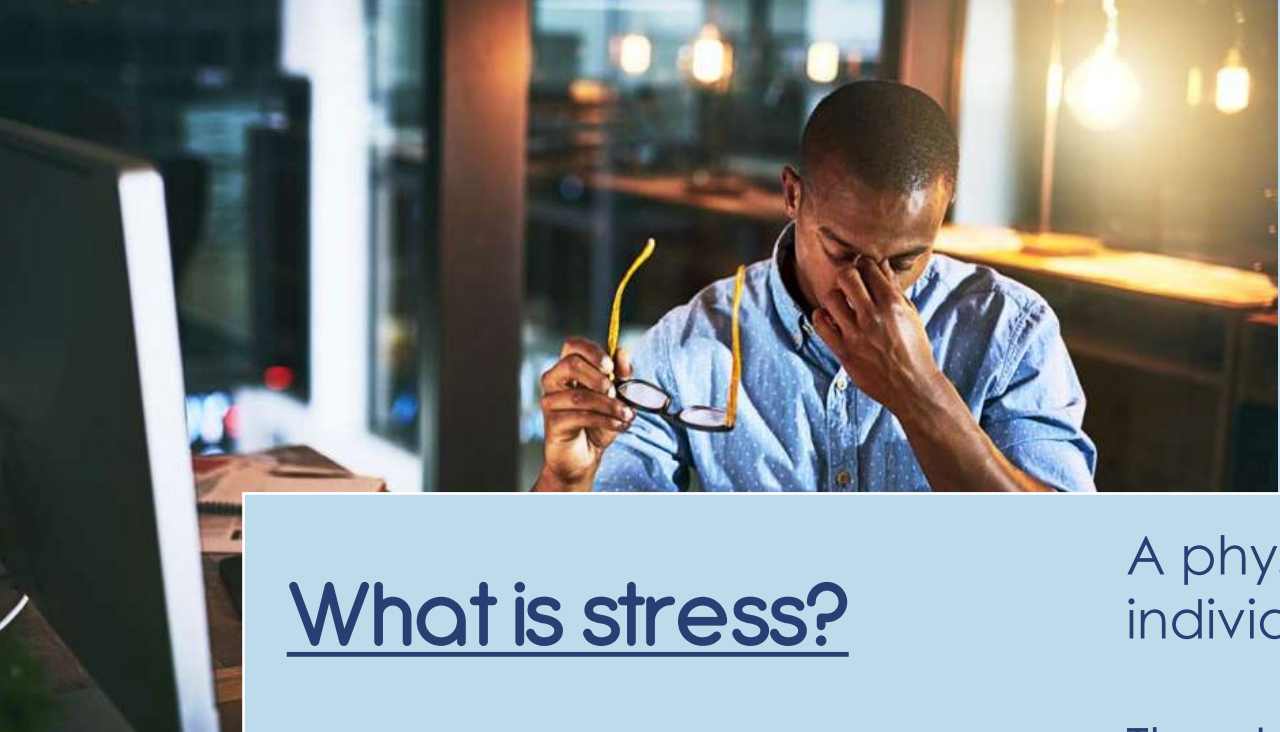


Engaging Activity: Think-Ink-Share



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

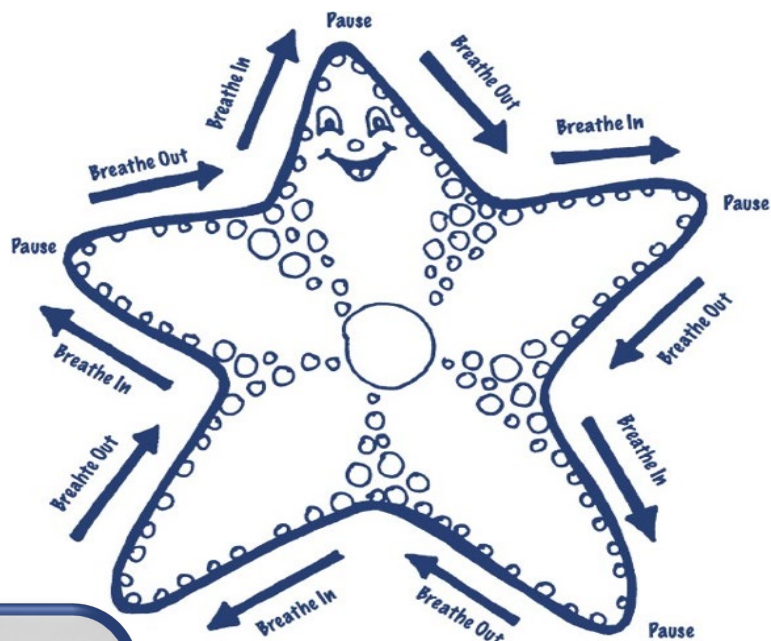
- ❖ Positive challenge
- ❖ Motivates us to take action
- ❖ Promotes well-being
- ❖ Enhances performance

Detriments

- ❖ No relief in sight
- ❖ Makes us physically sick
- ❖ Weakens immune system
- ❖ Impairs performance



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.*

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.





Secondary Trauma

Compassion Fatigue

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

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?



Movement Sequence

Mountain

Mountain/Sunrise x 2-3

Half Opening Sequence A x3

Star into Triangle

Tree OR Forest

Sandwich

Table

Butterfly

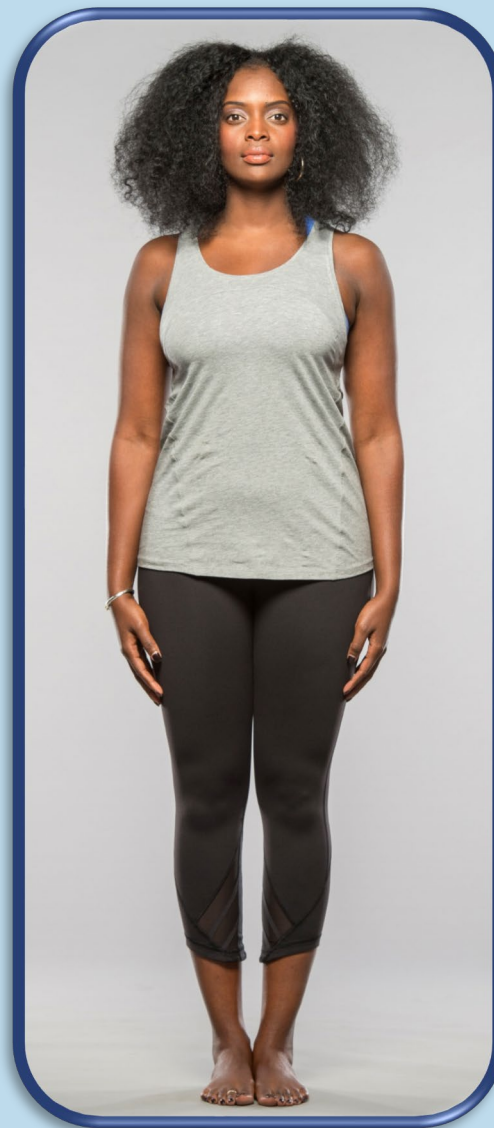
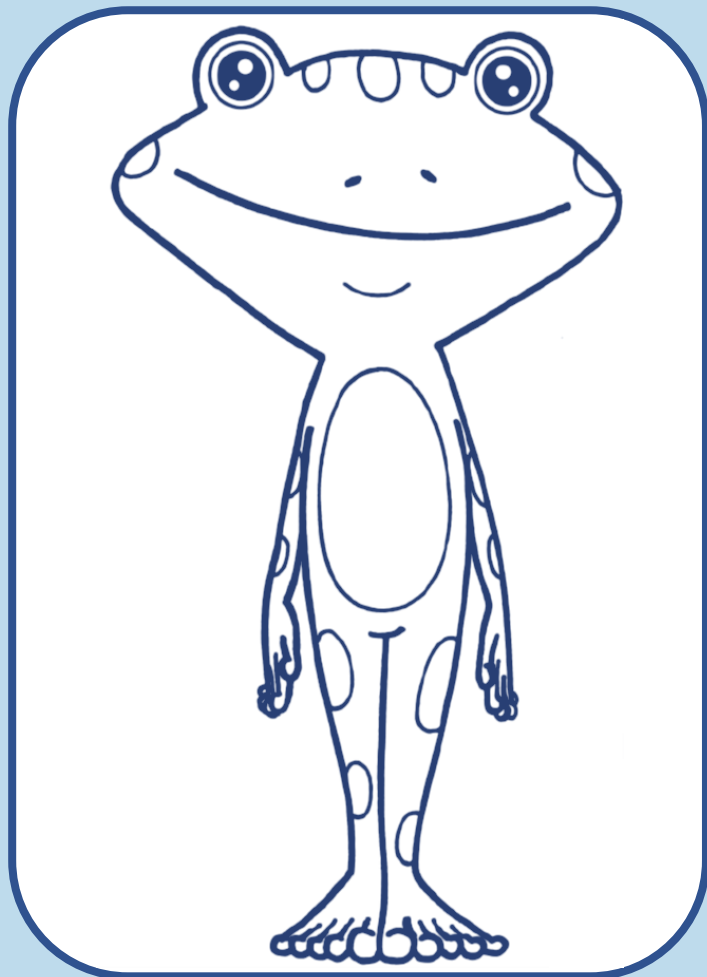
Seated Mountain

Guided Rest



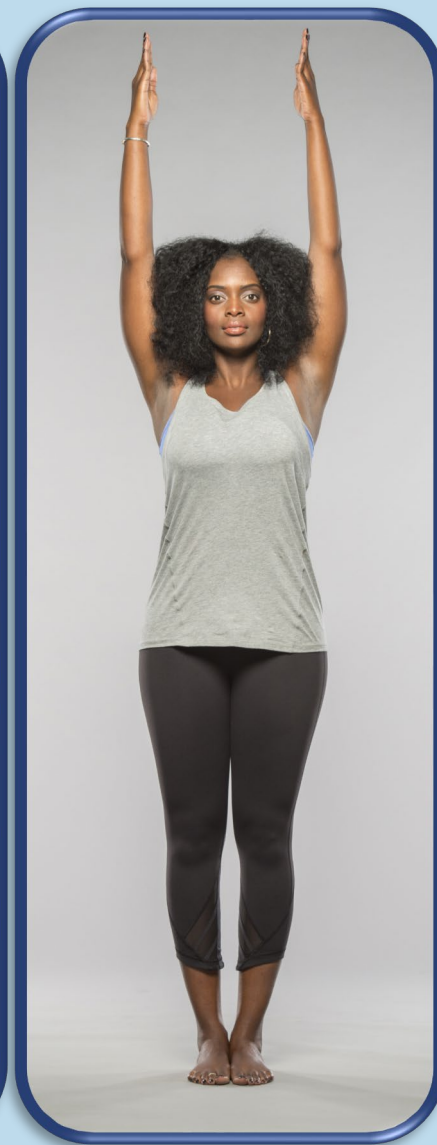
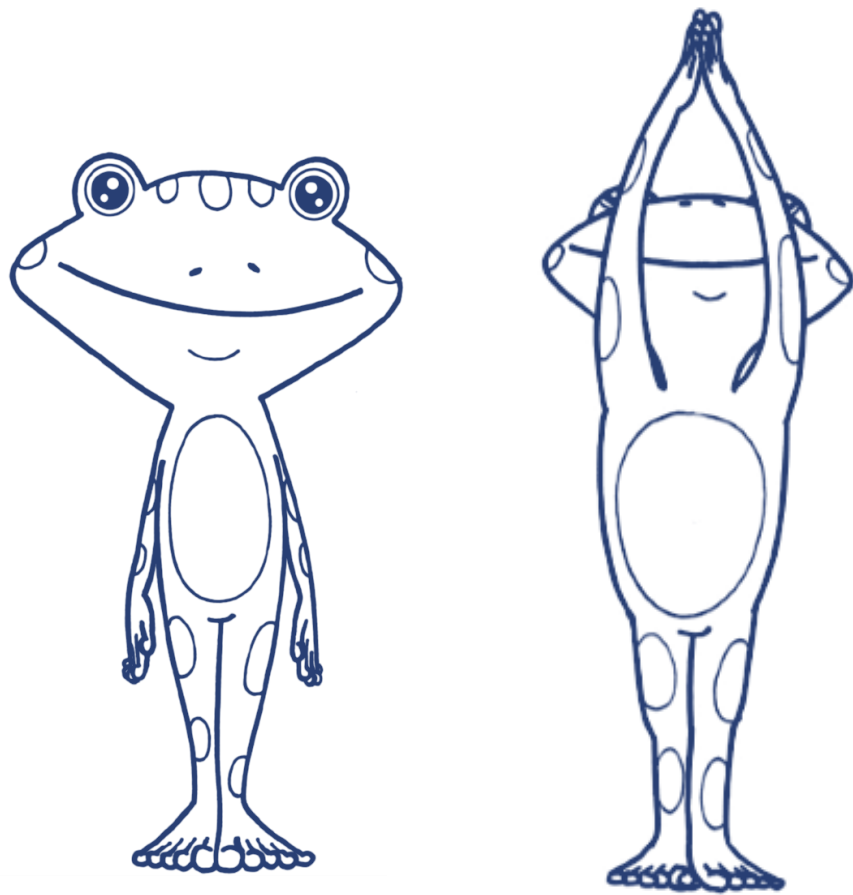


Mindful Movement: Mountain



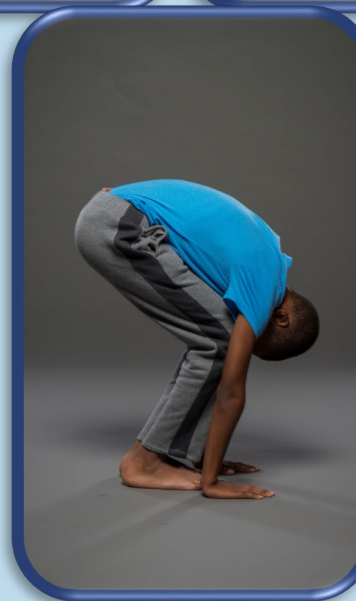
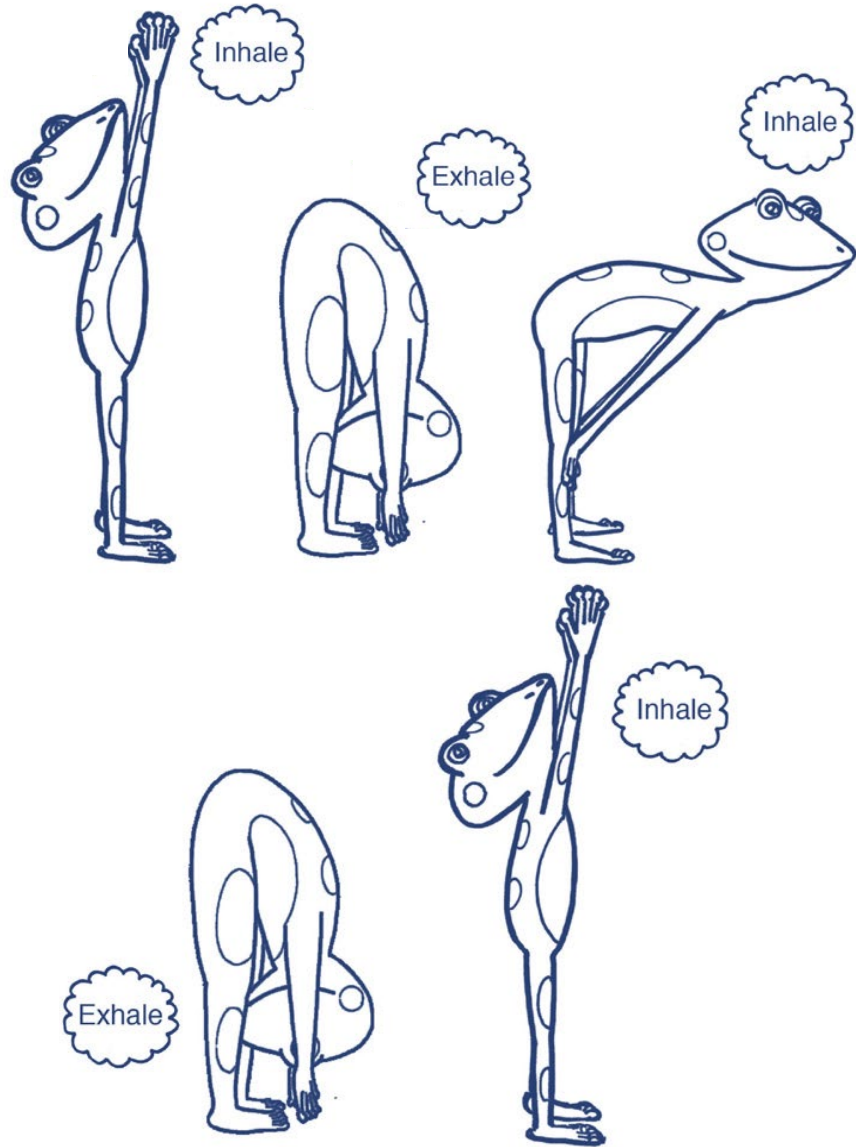


Mindful Movement: Mountain/Sunrise



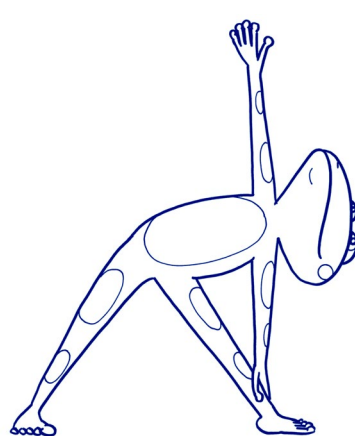
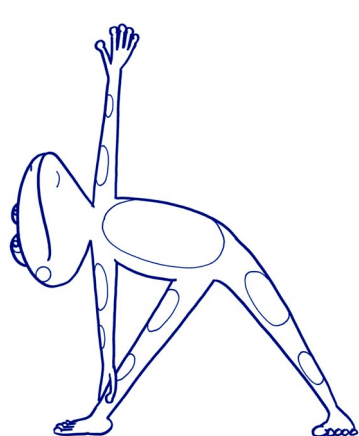
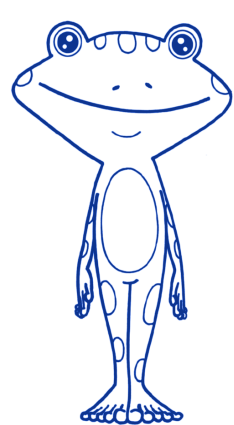


Mindful Movement: Half Opening Sequence A



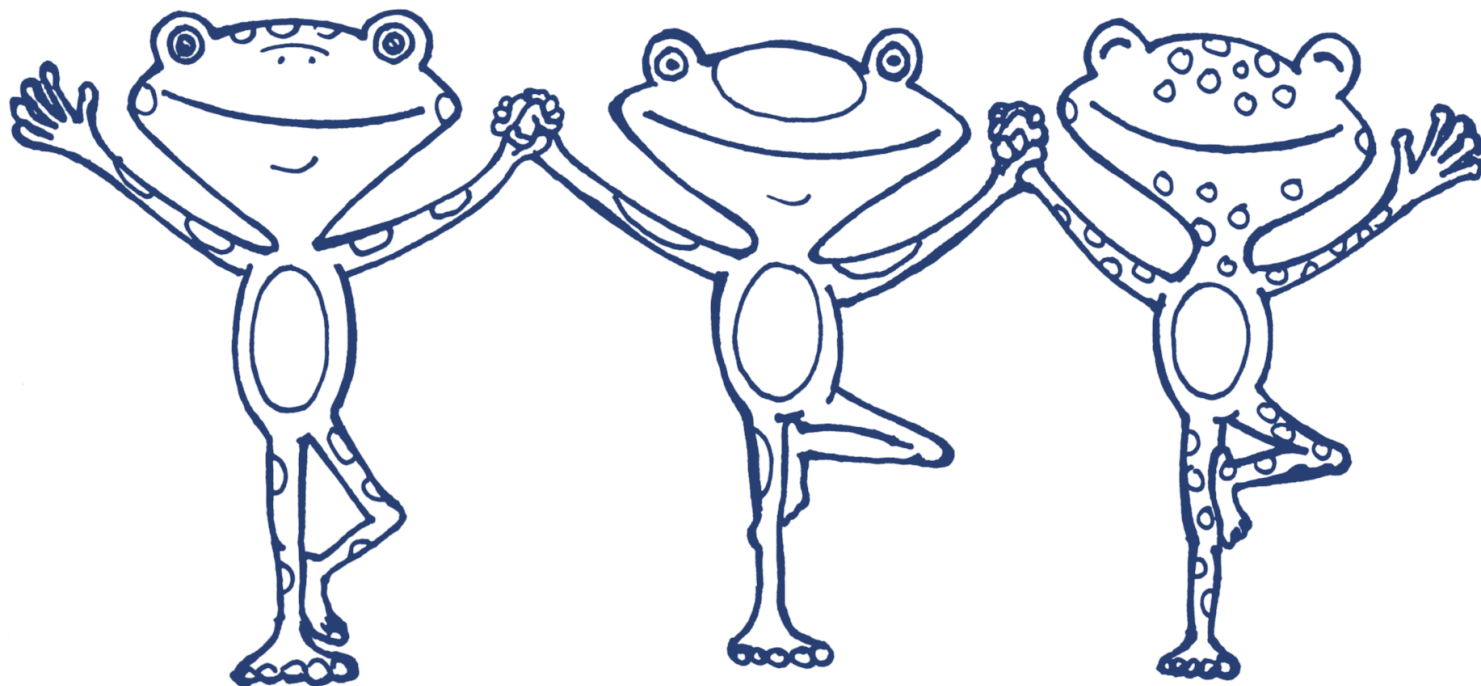


Mindful Movement: Star into Triangle



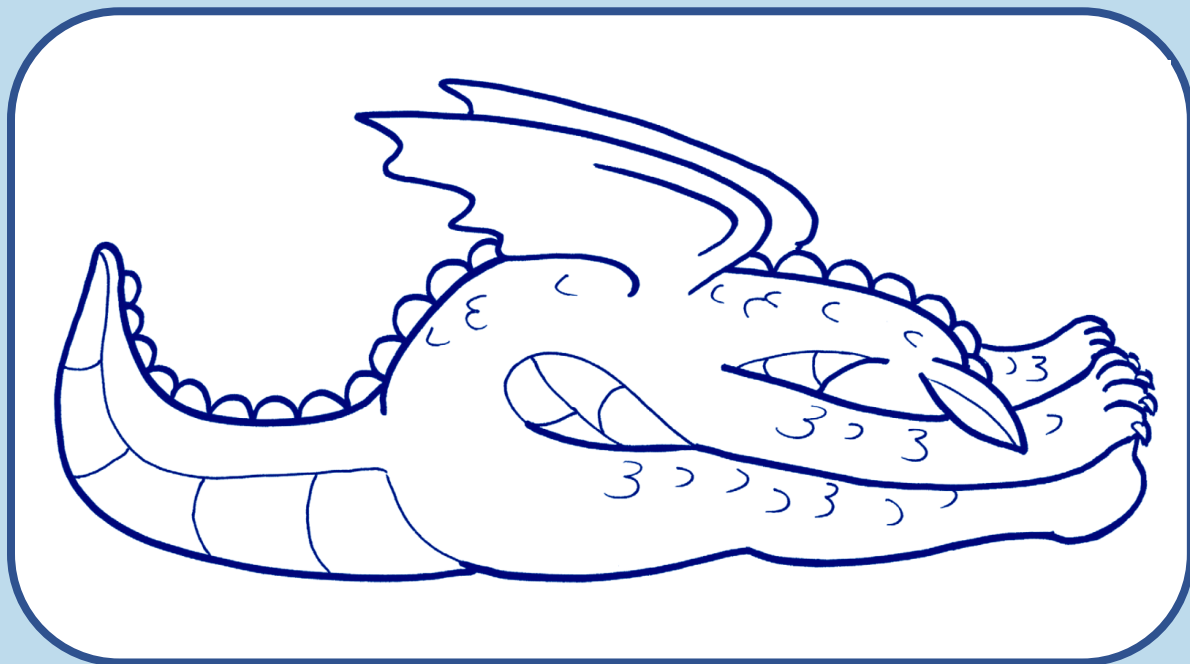


Mindful Movement: Tree



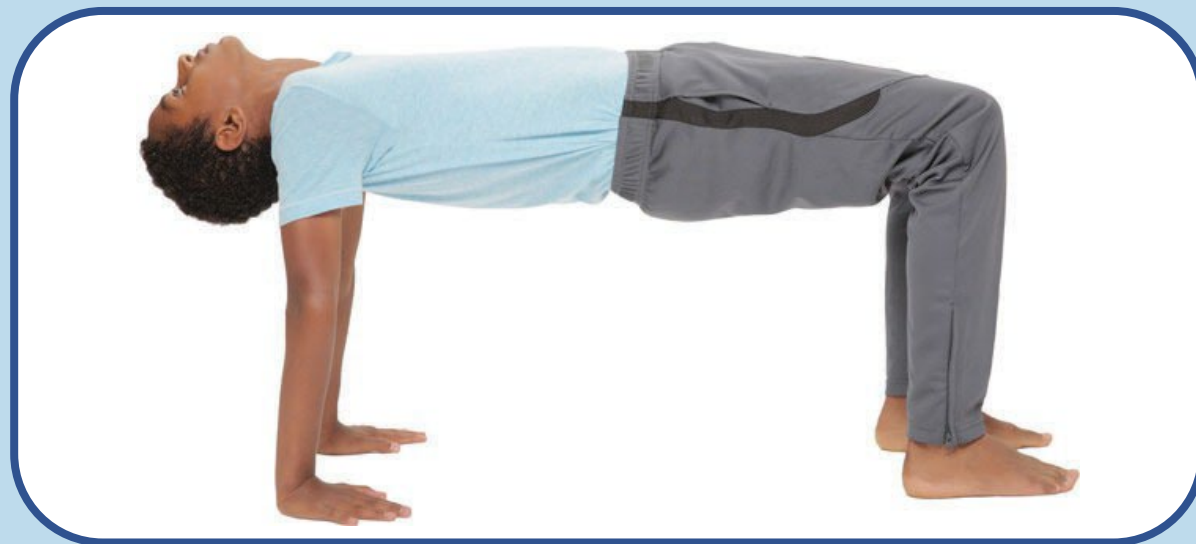
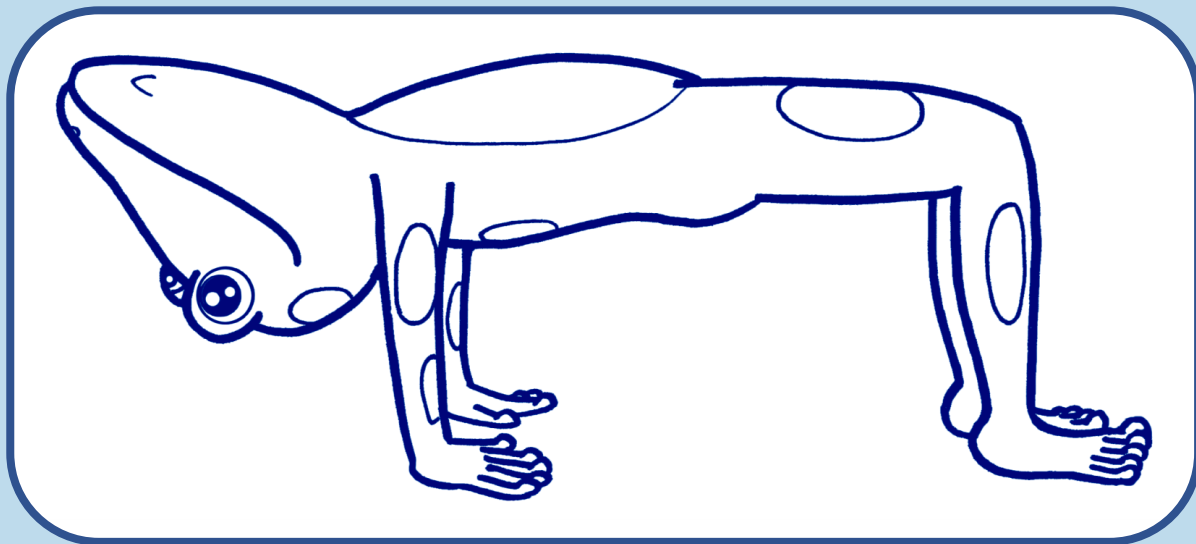


Mindful Movement: Sandwich





Mindful Movement: Table





Mindful Movement: Butterfly



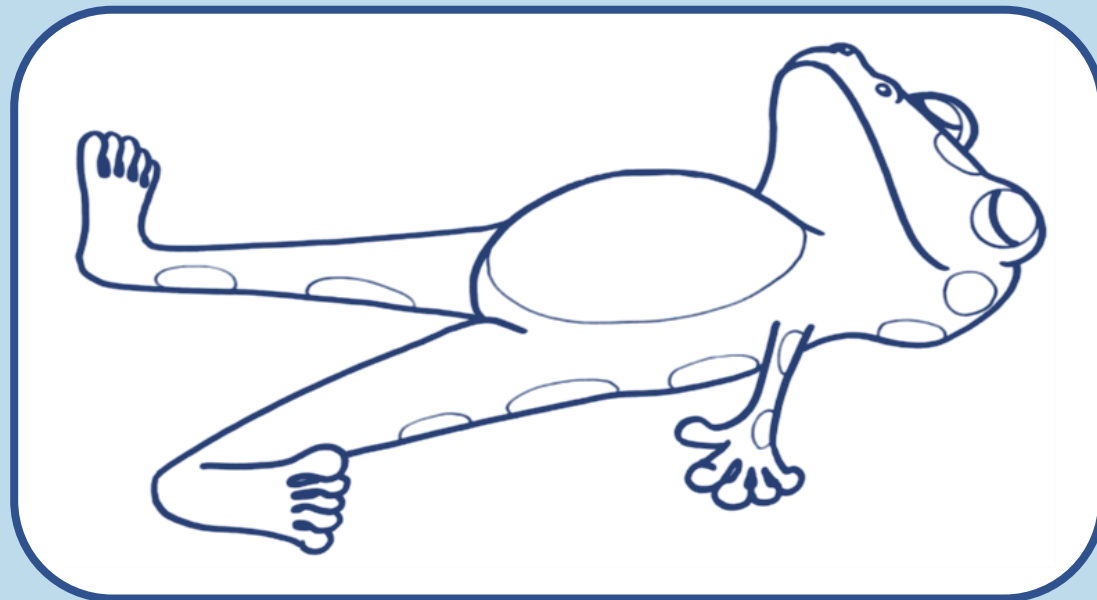


Mindful Movement: Seated Mountain





Engaging Activity: Guided Rest





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?

What we hope to do

Respond

Vs.



Guiding Questions

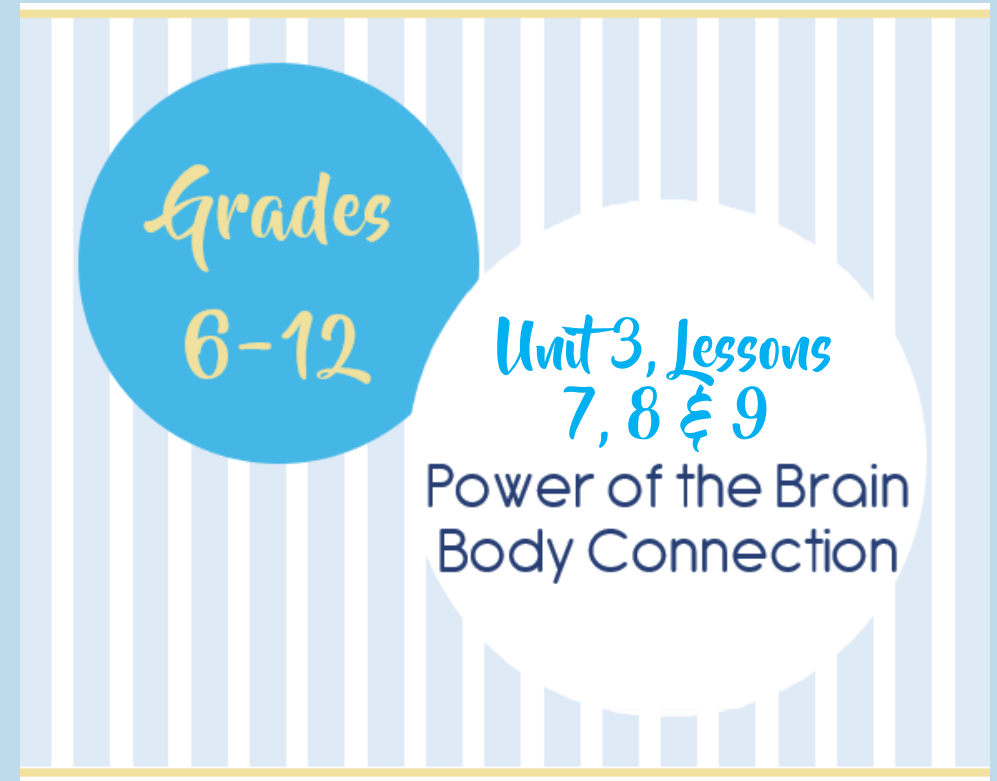
What is stress?
(Grades 6-12, Unit 3.9)

How can we distinguish between
healthy and unhealthy stress?
(Grades 3-5, Unit 1.5)

Pure Power

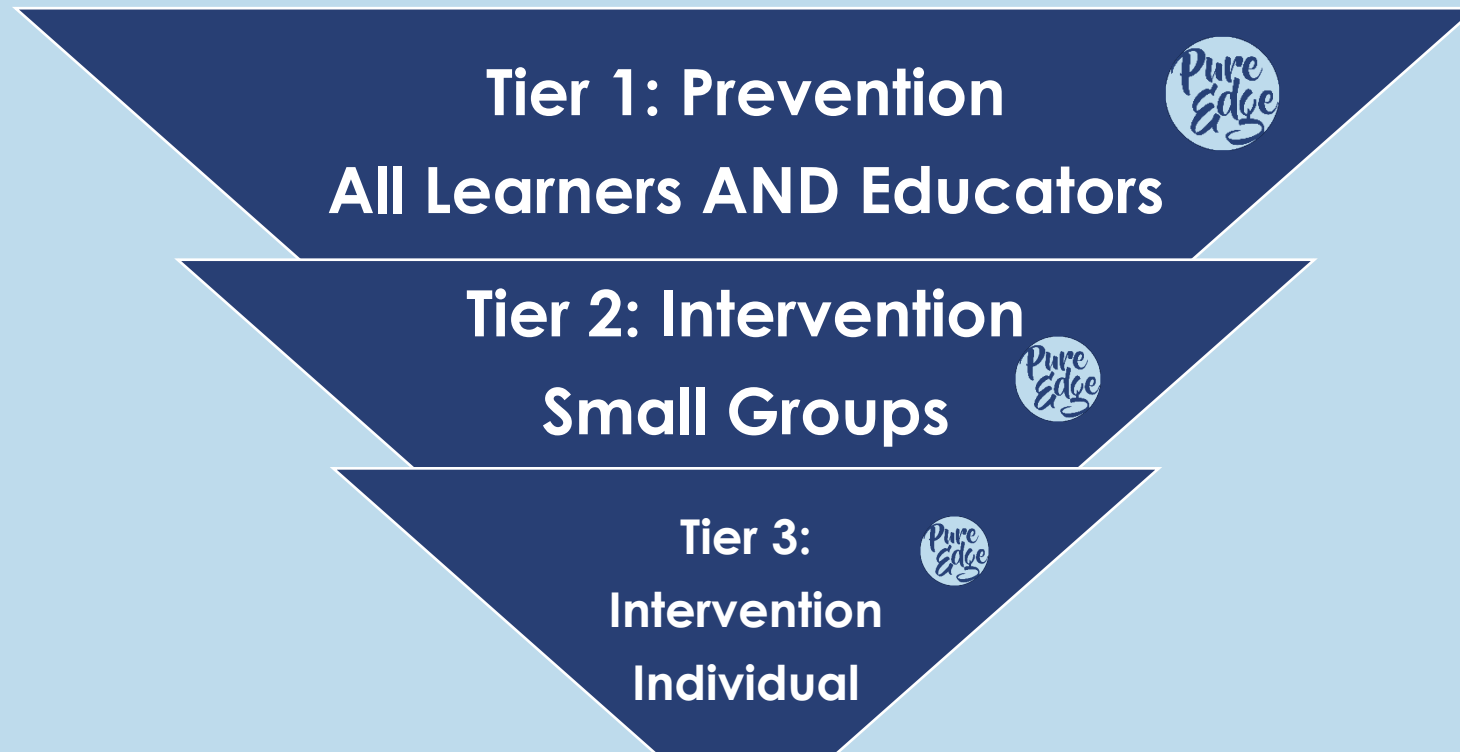


- ❖ What does tension feel like in your body?
- ❖ When do you feel tension in your body?
 - ❖ Why is relaxation important?
 - ❖ What is stress?



- ❖ 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



Brain Breaks Review



Breathe

- ❖ Anchor Breathing
- ❖ Breathing Ball
- ❖ Even In – Even Out
- ❖ Starfish Breathing or Take Five



Move

- ❖ Sunrise/Sunset
- ❖ Mountain/Chair Strength Sequence
- ❖ Chair Twist
- ❖ Mindful Movement Sequence



Rest

- ❖ Taking in the Good

Takeaways

- ❖ SEL and self-care are interconnected.
- ❖ The 3-signature practices to integrate SEL into a lesson are:
Welcoming Activity, Engaging Activity, and Optimistic Closure.
- ❖ Stress impacts us physically and mentally.
- ❖ We can use the breath and the body to decrease Allostatic Load.

Today's Reflection

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 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

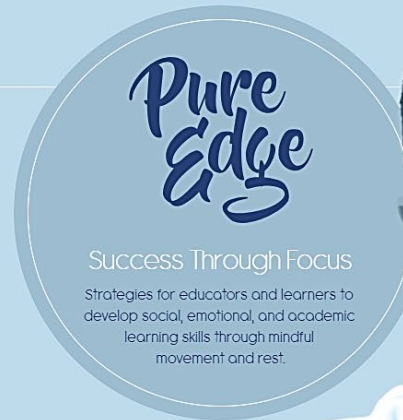
Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



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: Culture of Care Institute

Trainers: Michelle Kelsey Mitchell & Erin Cooney

Follow us @pureedgeinc  

Website: www.pureedgeinc.org

Email: getmoving@pureedgeinc.org

