



Thank you for joining us!

Session 3: Educator Self-Care and Social Awareness
Trainer: Michelle Kelsey Mitchell
Director of Partnerships

Getting Started:

1. You will receive a follow-up email within 24 hours of this session and that will serve as your certificate of completion.
2. If you have any questions, please type them into the Q&A box.
3. Remember to also sign up and register in your respective agency's system in order to earn credit hours.
4. If you'd like, grab a pen/pencil/paper to jot down your thoughts.



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Introductions

Michelle Kelsey Mitchell
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*Director of Partnerships &
National Trainer*



Introductions



Respond to the poll
to tell us a little
about yourself.



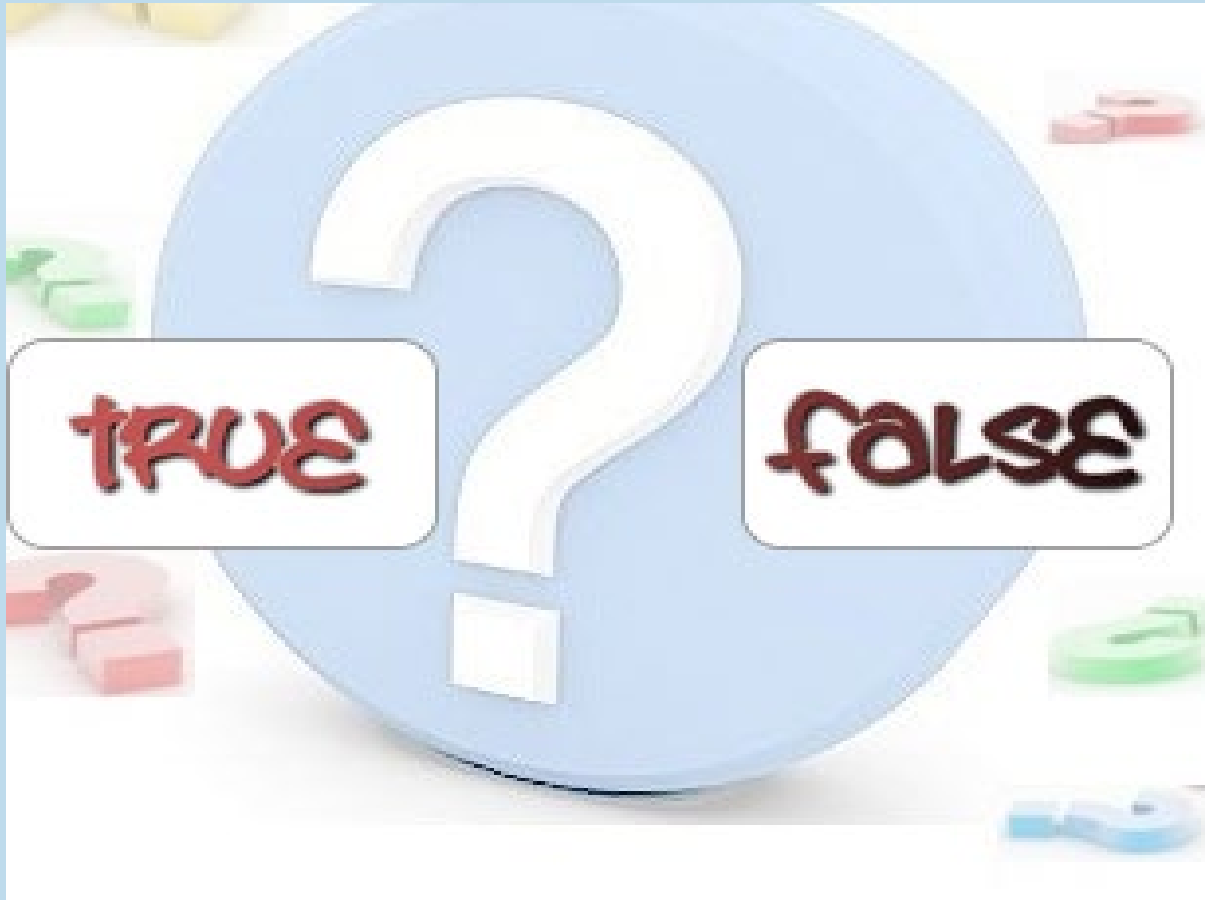
Who We Are

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: True or False



Respond to the questions via the poll

Session Review



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Brain Breaks and Key Concepts



Breathe

- ❖ Anchor Breathing
- ❖ Starfish Breathing or Take Five
- ❖ Even In - Even Out
- ❖ Alternate Nostril Breathing



Move

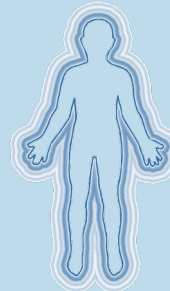
- ❖ Stork
- ❖ Eagle – Chair & Standing
- ❖ Chair Cat/Cow
- ❖ Sunrise/Sunset



Rest

- ❖ Mindful Listening
- ❖ STOP
- ❖ Guided Rest or Body Scan

-
- ✓ *Allostatic Load*
 - ✓ *Body Awareness*
 - ✓ *Transformative SEL*
 - ✓ *6 Critical Healing Factors*



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*



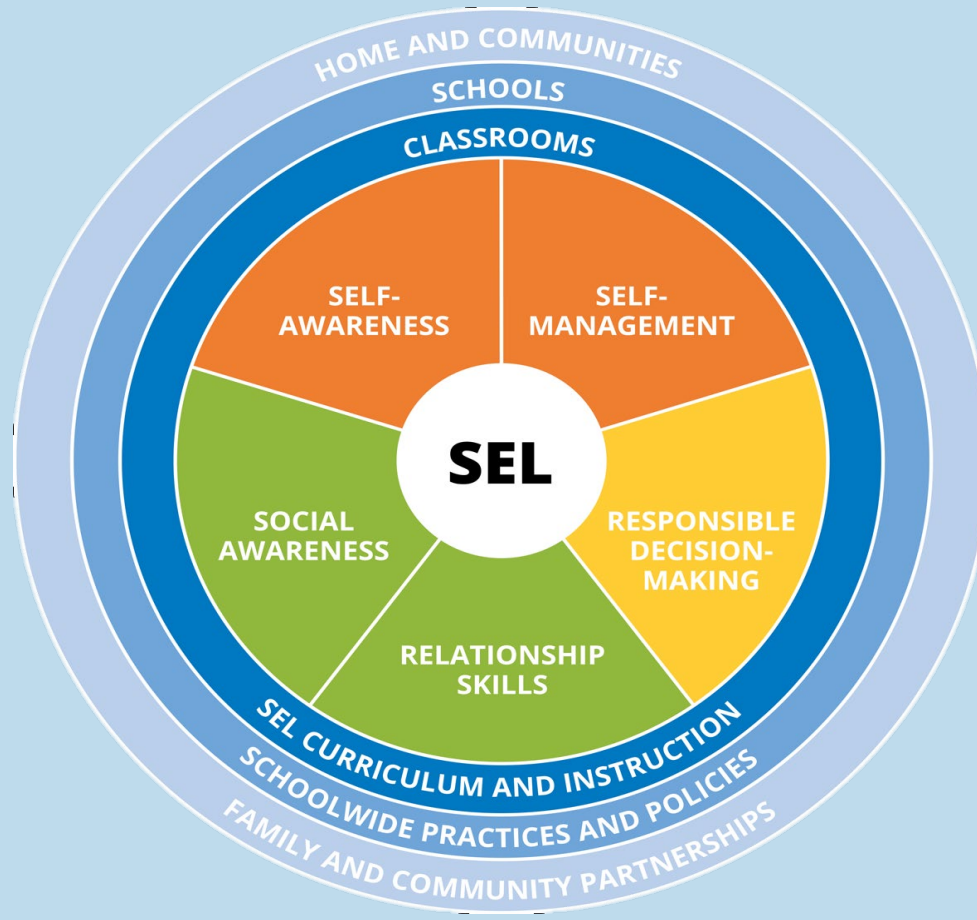
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills
- *Personal and collective agency*



Social and Emotional Learning (SEL)

CASEL Competencies

Educators and education leaders do have control over how they view themselves, their students, the school community, the world, and how they act on these perspectives.



Educators and leaders who employ adult SE competencies are equipped to influence lasting changes to address inequities at the community, district, and State levels.



Learning Objectives

- ❖ Identify the **aspects of social awareness**.
 - ❖ Experience **simple self-care strategies** throughout.
 - ❖ Describe SEL and its competencies with a focus on **social awareness**.
-

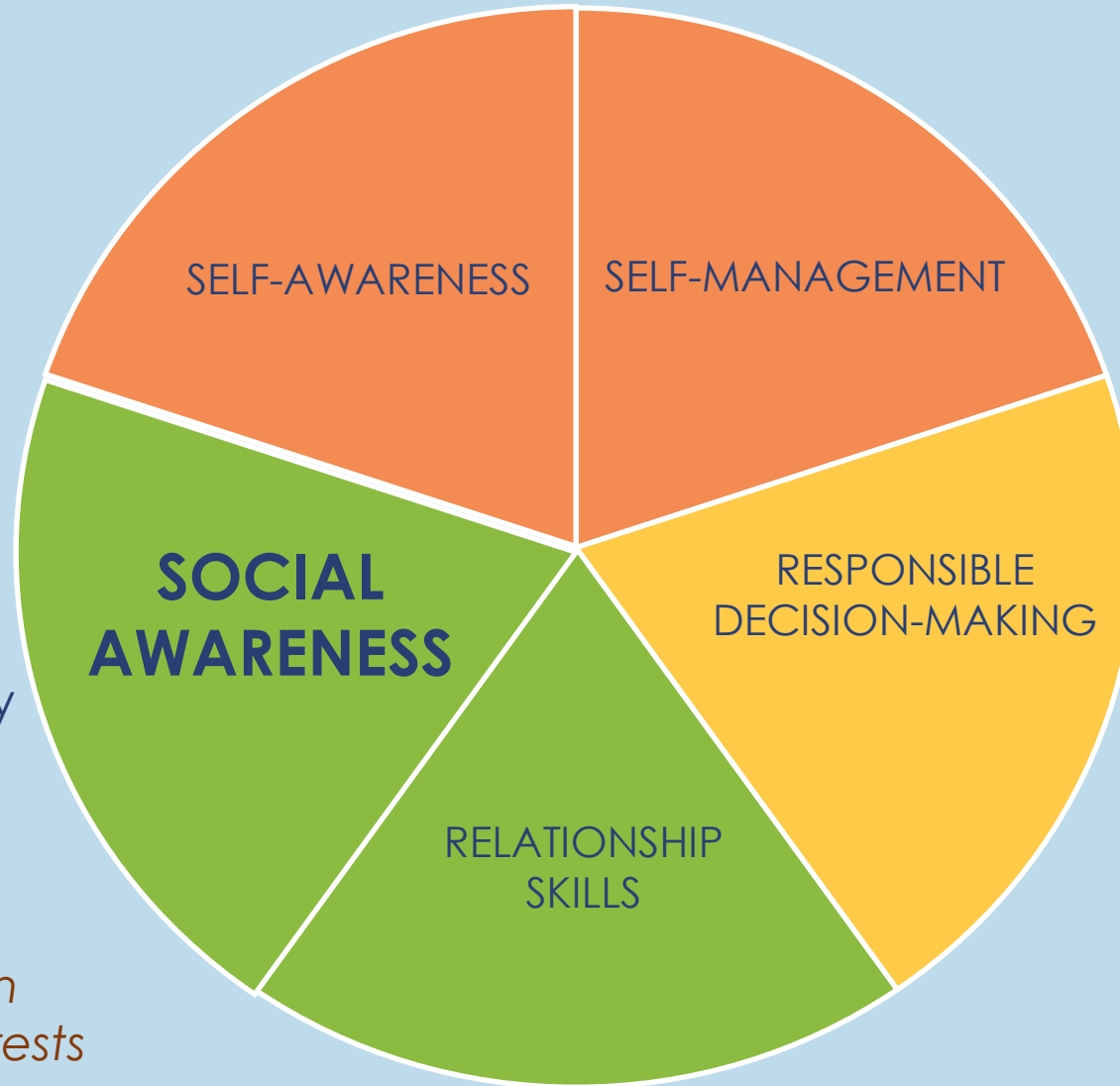


Social and Emotional Learning Competencies

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.



Social and Emotional Learning Competencies



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



Social Awareness and Self-Care

Improved mood

Neurochemicals

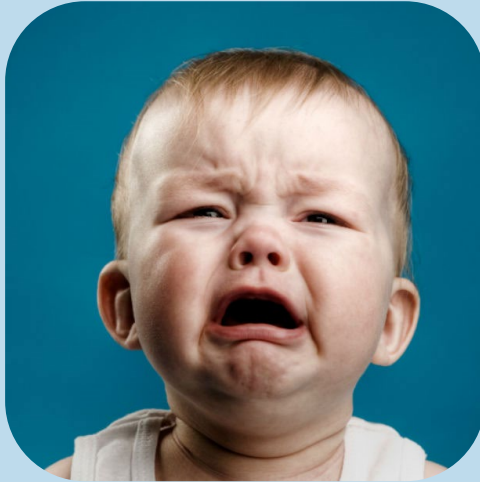
Endorphins

Neurotransmitters

Improved memory



Social Awareness and Self-Care



“Gas Pedal”

Sympathetic Nervous System:
Fight or Flight

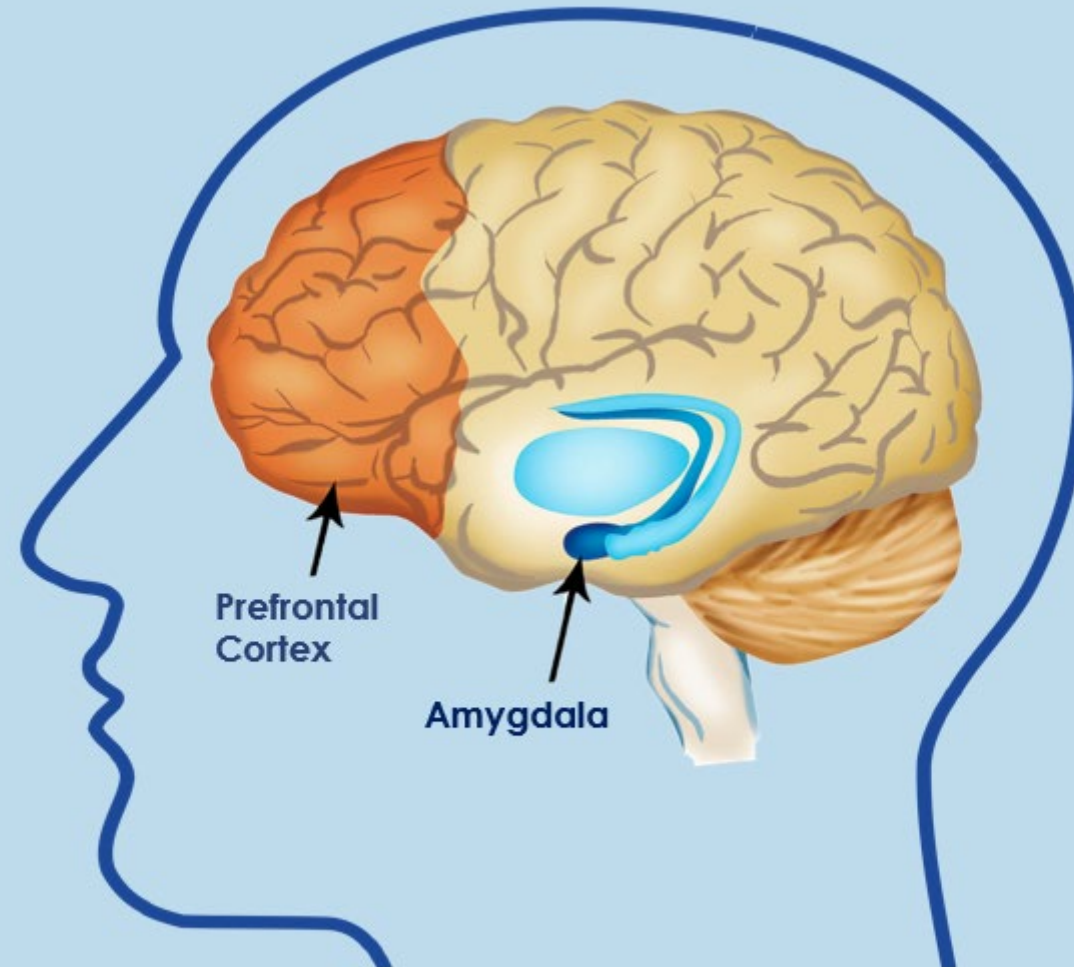


“Brake”

Parasympathetic Nervous System:
Rest and Digest



Social Awareness and Self-Care



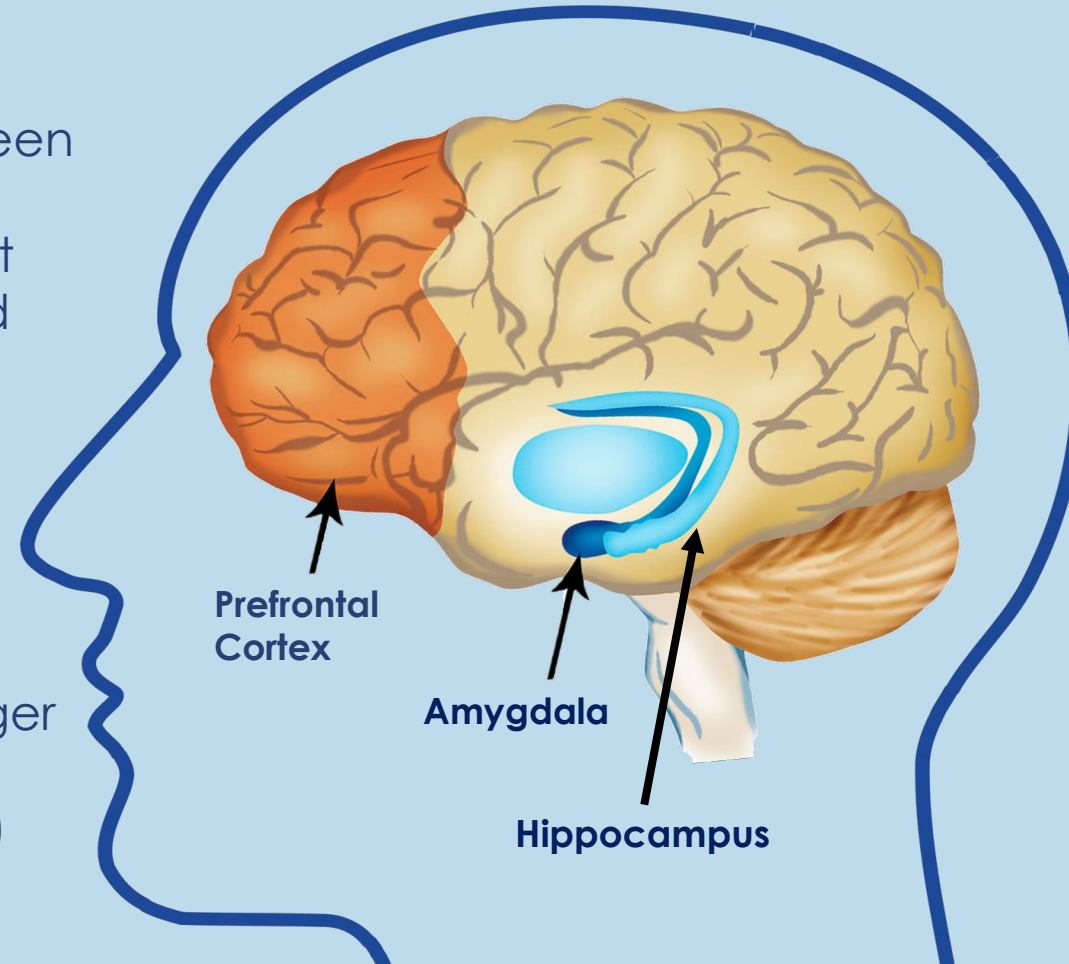
Social Awareness and Self-Care

Prefrontal Cortex or PFC

- Helps solve complex problems
- Helps you choose between right and wrong
- Seat of good judgement
- Allows you to pause and think before reacting
- Supports self-regulation

Amygdala

- “almond”
- Keeps you safe
- On the lookout for danger
- Reacts quickly (fight/flight/freeze/faint)
- Recalls emotional memories



Hippocampus

- “horse monster”
- Brain’s scrapbook or hard drive
- Stores information/factual memories
- Makes meaning out of stored memories
- Compares new information to stored memories

Engaging Activity: What did you see first?

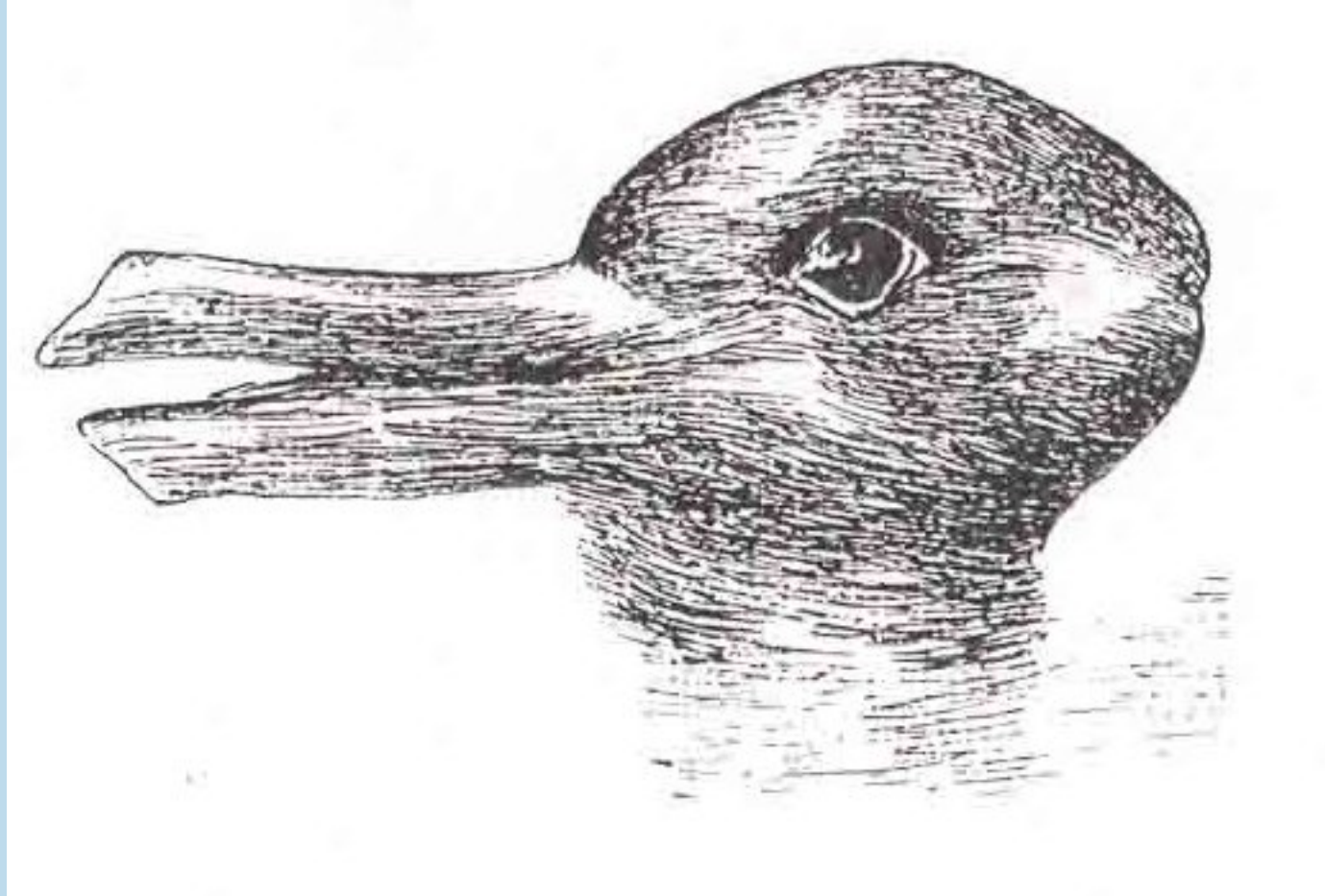


Image: <https://www.illusionsindex.org/i/duck-rabbit>



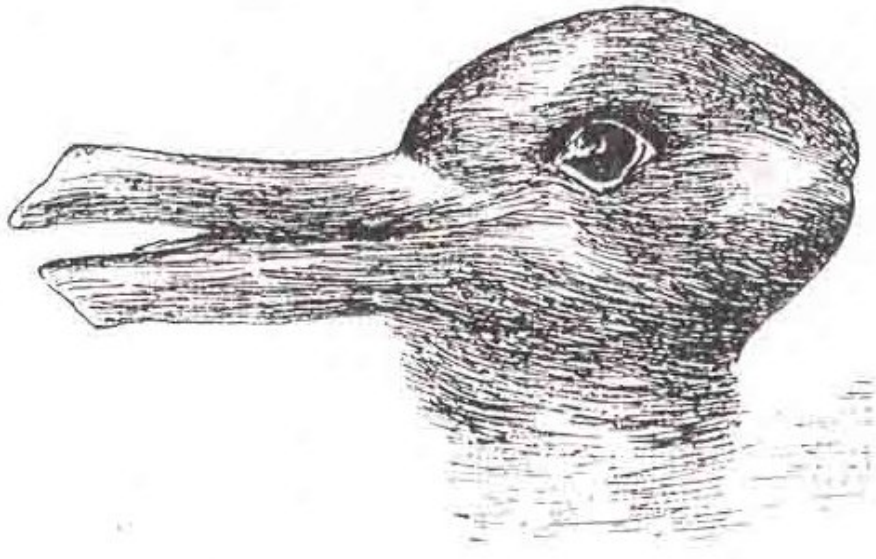
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Duck-Rabbit Image

We interpret situations, people's actions, and even pictures differently.



- Sometimes, we're too quick to judge a situation.
- We don't always take the time to fully consider other perspective.



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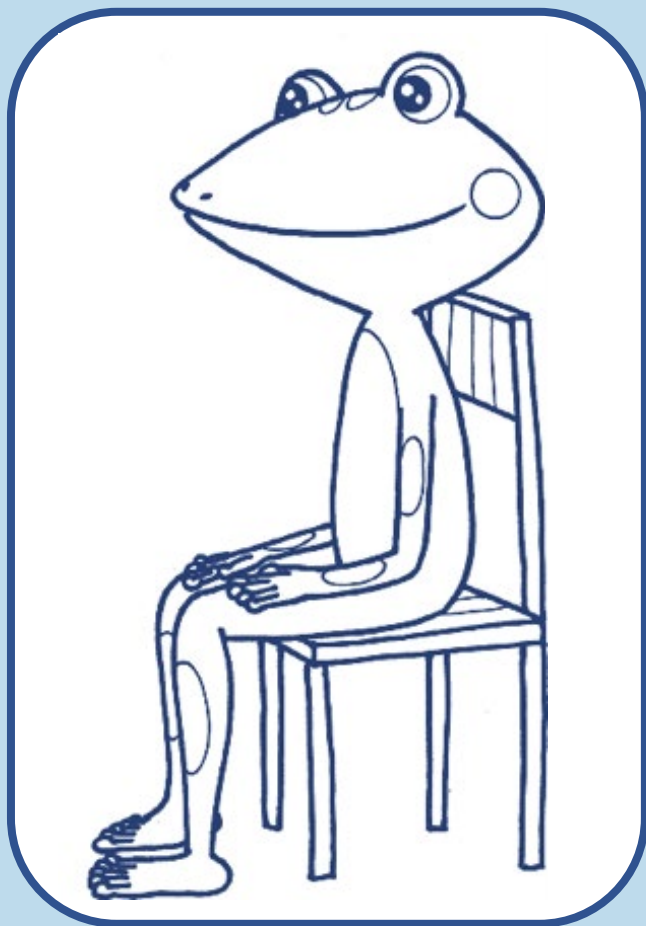
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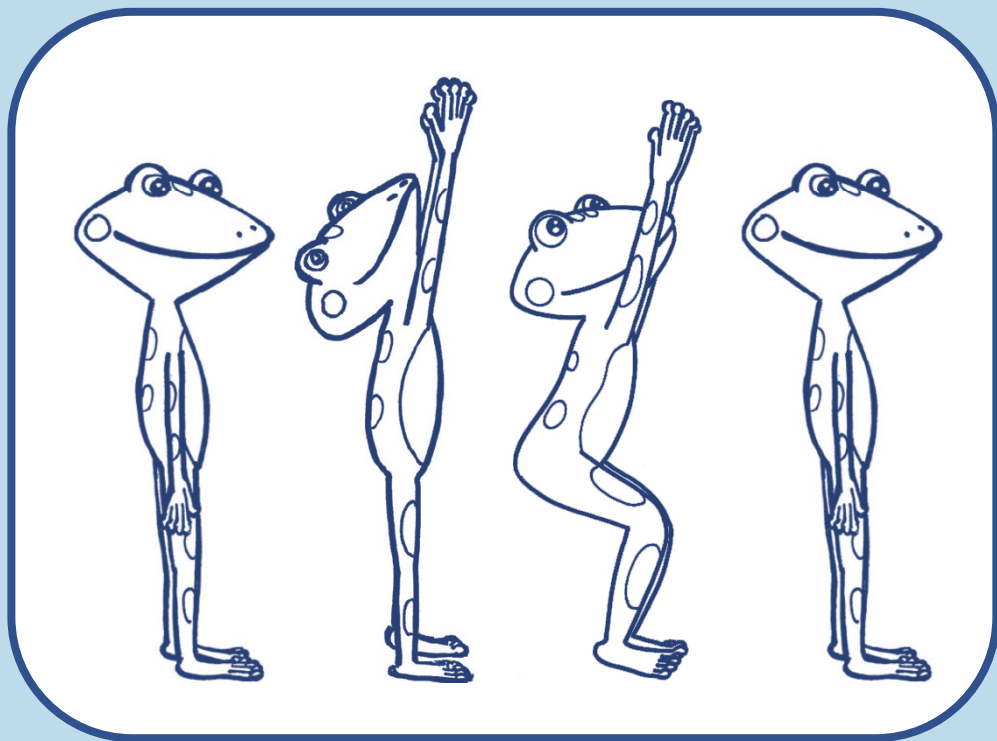


Engaging Activity: Even In – Even Out





Engaging Activity: Mountain/Chair Strength Sequence



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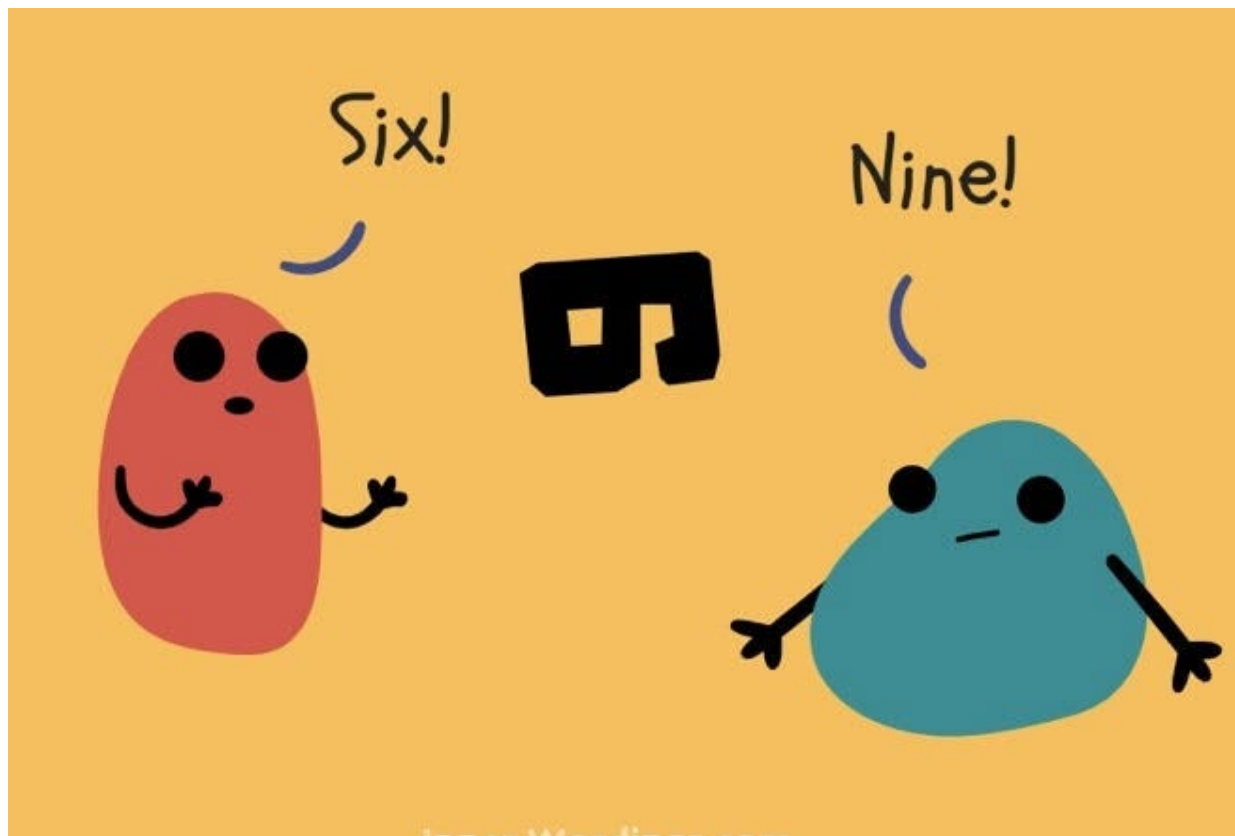
Engaging Activity: Taking in the Good



Bias

An inherent or learned prejudice against a thing, person, or group when compared with another.¹

Nearly all humans share a **negativity bias**, that is...our tendency to hold on to or collect negative information in the form of **memories** or **impressions**.



Negativity Bias

Negativity bias can take the shape of:

- ❖ Excessive worry
- ❖ Anxiety
- ❖ Frustration
- ❖ Aggression
- ❖ Judgement

Sometimes it leads us to look for or expect danger.



Image: <https://www.relevantinsights.com/blog/10-cognitive-biases>



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Negativity Bias

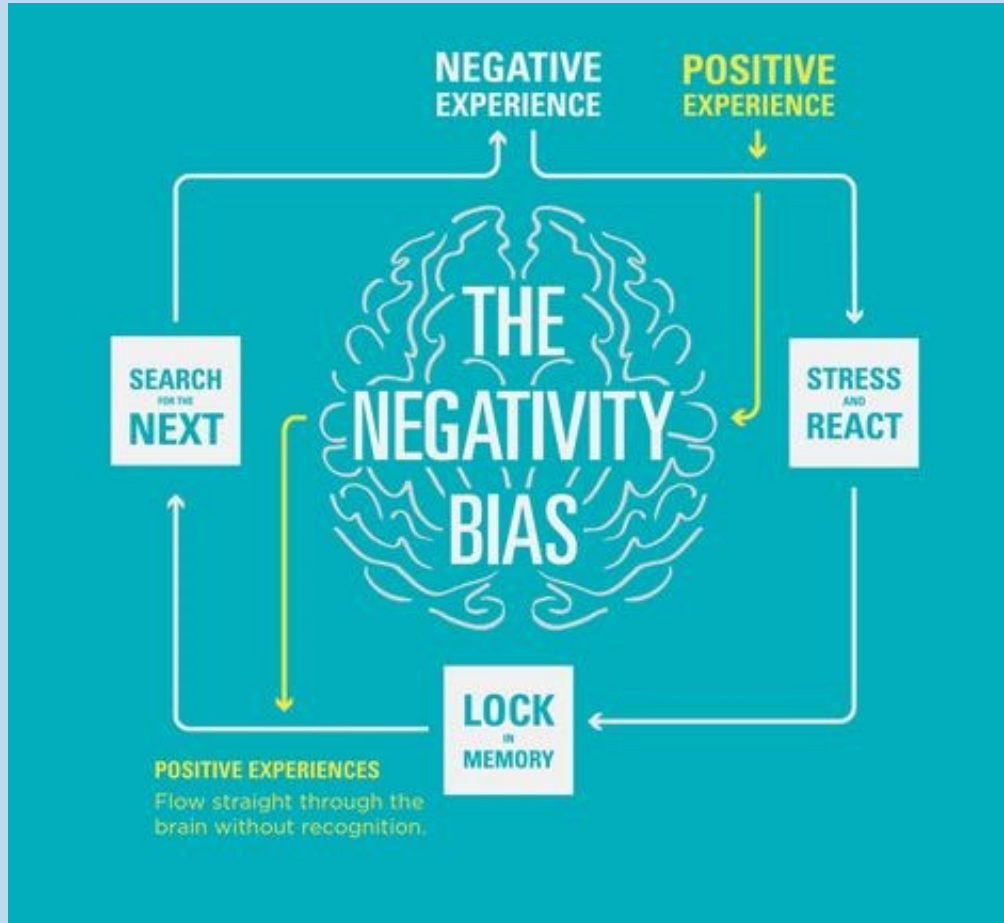
For example, studies have found that:

- **In a relationship**, it typically takes five good interactions to make-up for a single bad one.
- People will work much harder to **avoid losing \$100** than they will work to gain the same amount of money.
- **Painful experiences** are much more memorable than pleasurable ones.¹



1: Hanson, Dr. Rick, Take in the Good, May 5, 2020.

Taking in the Good

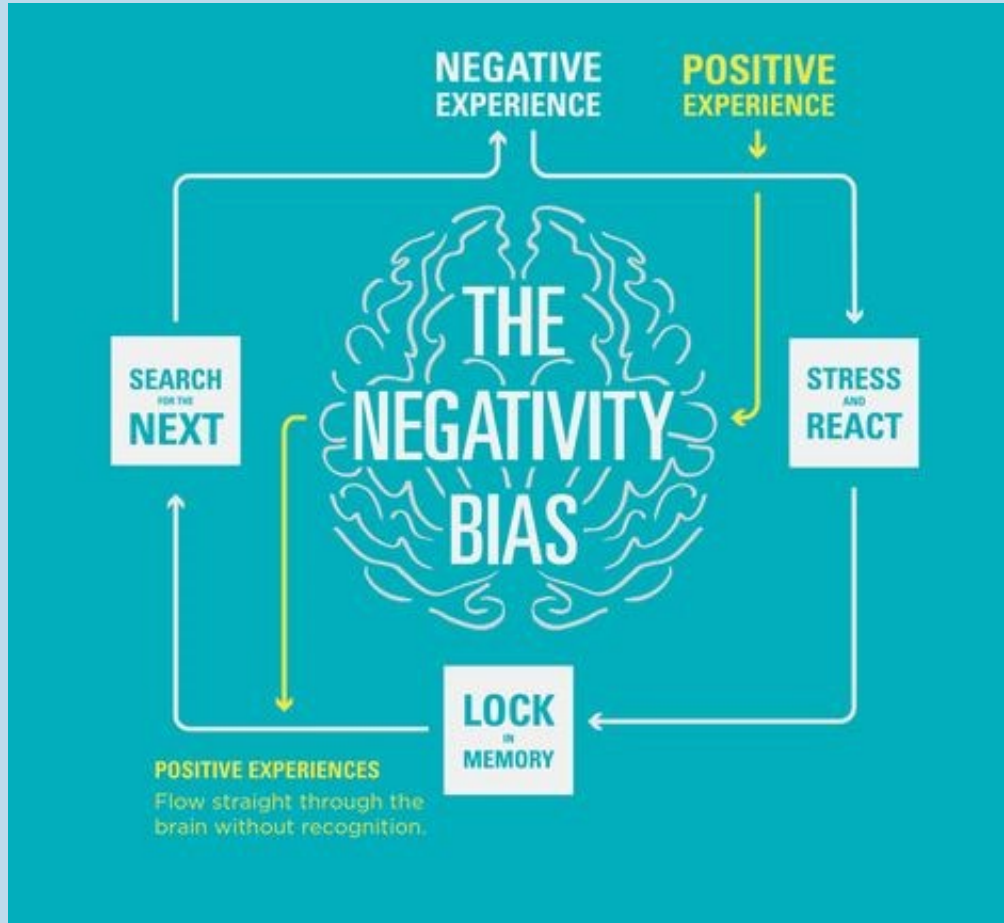


“The brain is like Velcro for negative experiences and like Teflon for positive ones.”¹

That shades “implicit memory” – your underlying expectations, beliefs, action strategies, and mood – in an increasingly **negative direction**.



Taking in the Good



- Meaning, unpleasant experiences stick to the brain's longer-term memory.
- While pleasant experiences are less likely to stay put.

It takes **2-3 seconds** for one's brain to remember something **unpleasant**.

It takes **20-30 seconds** for your brain to remember something **pleasant**.



Taking in the Good



We absorb and appreciate the experience of a positive thought or memory in order to cultivate resilience and gratitude.



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



Online

More and more time is spent online. Computers, phones and the internet are useful or required tools for school, work, socializing and in business.

How many hours do you think you spend on the internet or social media, **per day**?

- 3
- 5
- 7
- 10+



Social Awareness Online

Since the internet has become the norm, our brains have become more and **more dependent** on it.



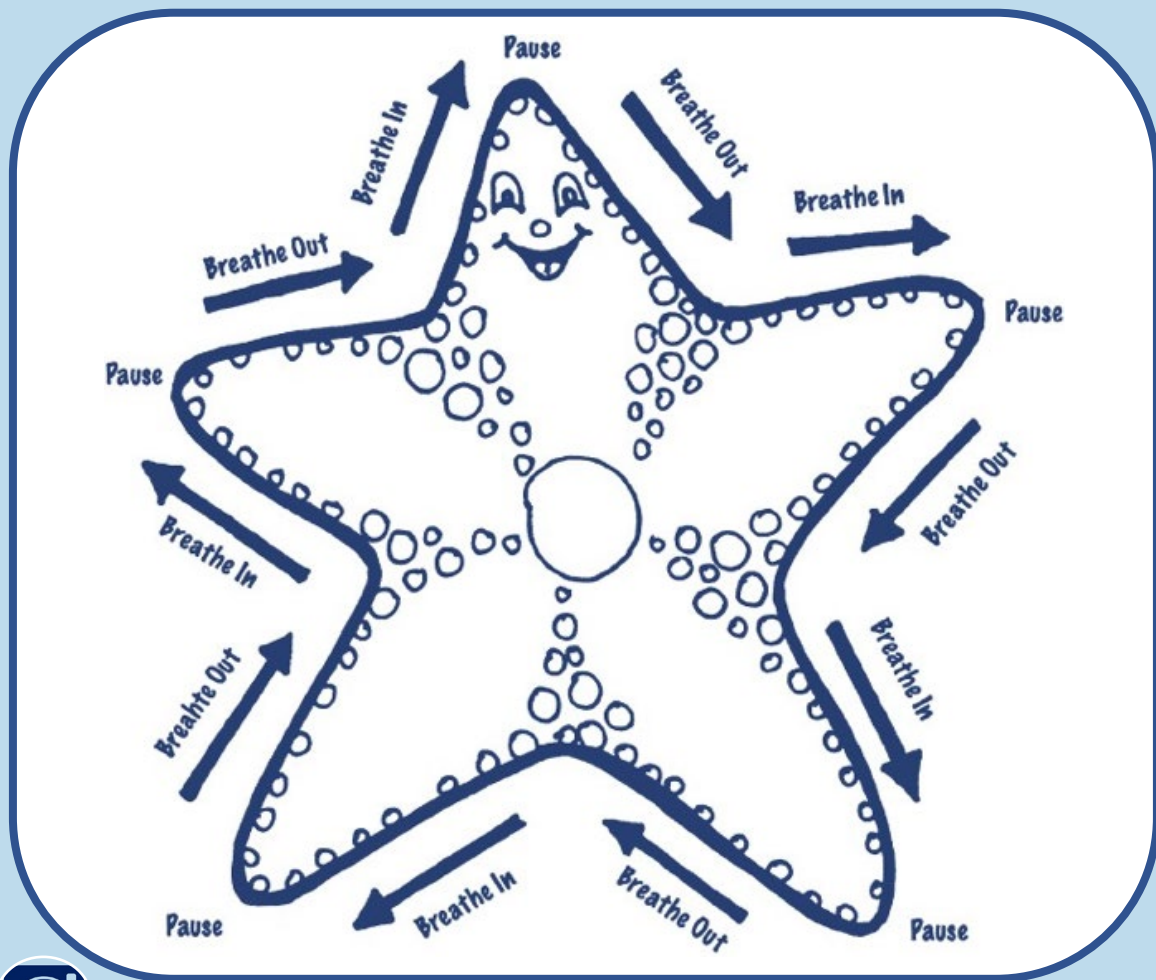
Studies show that chronic, long-term internet use can have an impact on **executive functions** of the brain and impair one's ability to feel:

- Compassion
- Empathy¹



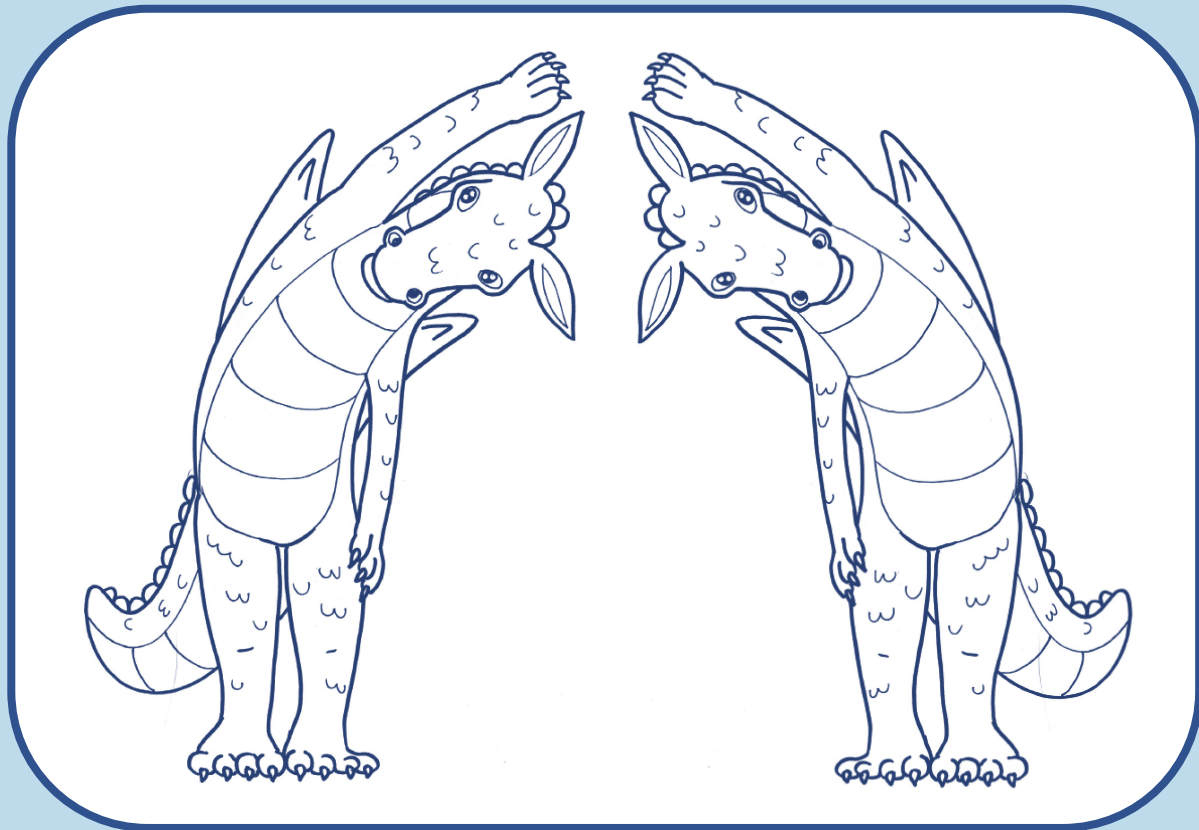


Engaging Activity: Starfish Breathing or Take Five





Engaging Activity: Standing Half Moon



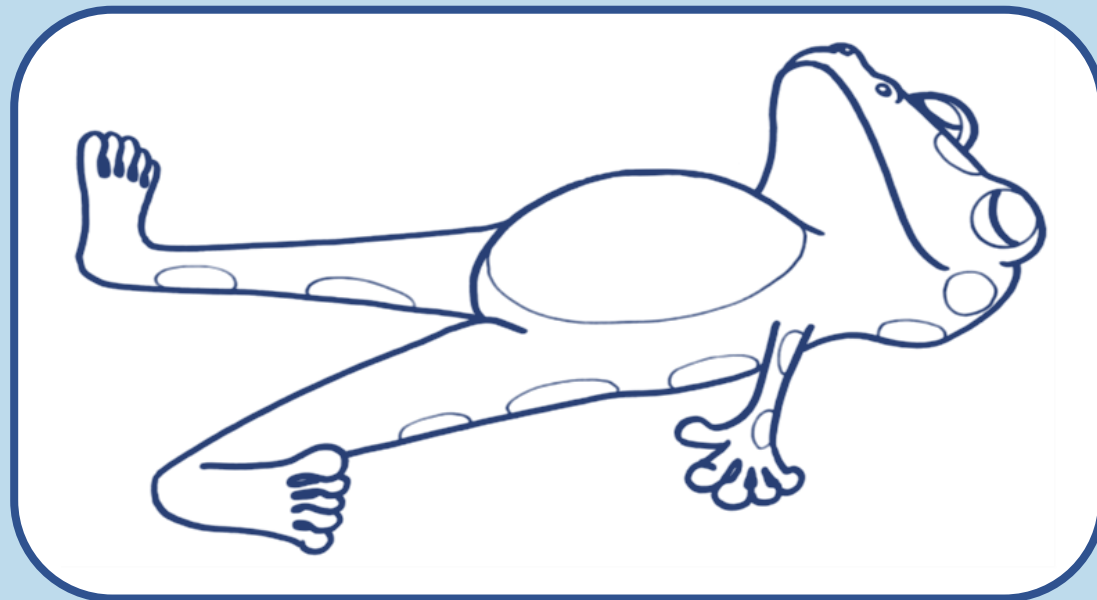
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Engaging Activity: Guided Rest or Body Scan



Taking in the Good



- **Taking in the Good** entails focusing on the positive in **what is occurring** or has already occurred.
- Therefore, absorbing and appreciating the experience itself of a positive thought or memory in order to **cultivate resilience** and **gratitude**.

A brain-science savvy and psychological skillful way to improve how you feel, get things done, and treat others.¹



Optimistic Closure: One Word Takeaway



Photo: Juan Monino



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Success Through Focus

Strategies for educators and learners to
develop social, emotional, and academic
learning skills through mindful
movement and rest.

•
breathe

•
move

•
rest



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