



Thank you for joining us!

Session 6: 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



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



Introductions

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*Director of Partnerships &
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Who We Are

Pure Edge, Inc. (PEI) is a private operating foundation that provides direct service to organizations through professional development & strategy thought partnership.

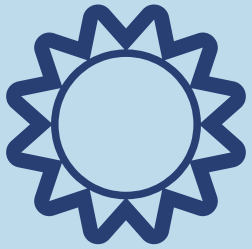
PEI also provides grants to national organizations that advance the work of whole child development & SEL.



Welcoming Activity

Respond to the poll to share your response with our group.

Describe Your Mood Today



Sunshine



Rainy



Thundery



Cloudy



Rainbow

Session Review



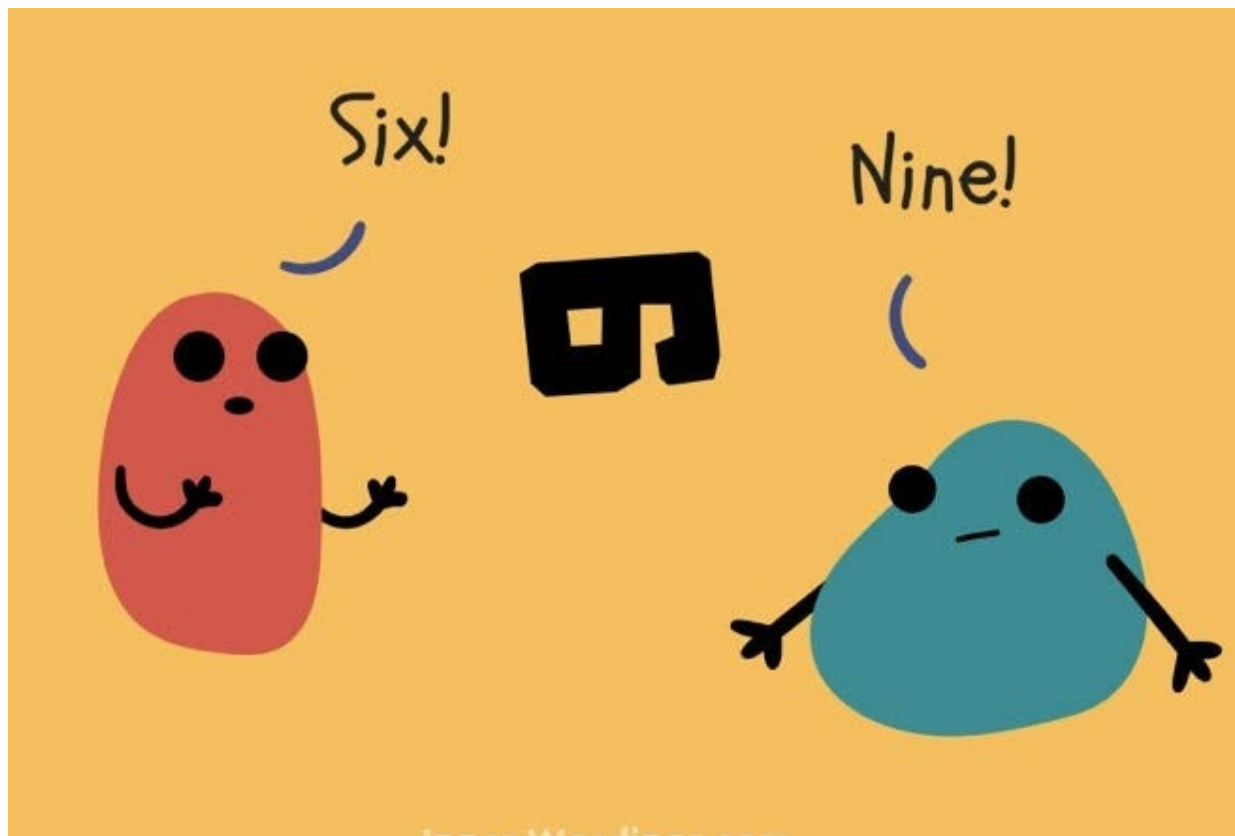
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Bias

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**.



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



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*



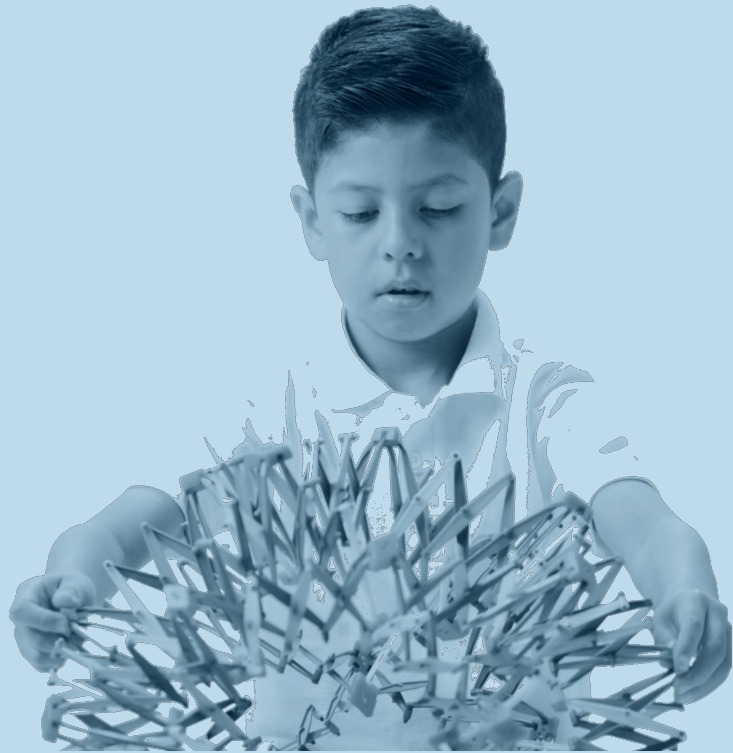
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills
- *Personal and collective agency*

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**.
-



Breathe



- ❖ Breathing effects change in the nervous system
- ❖ Sit up tall so lungs can fully expand
- ❖ Use props to make breath concrete
- ❖ Use nasal breathing (unless otherwise instructed)





Engaging Activity: Anchor Breathing

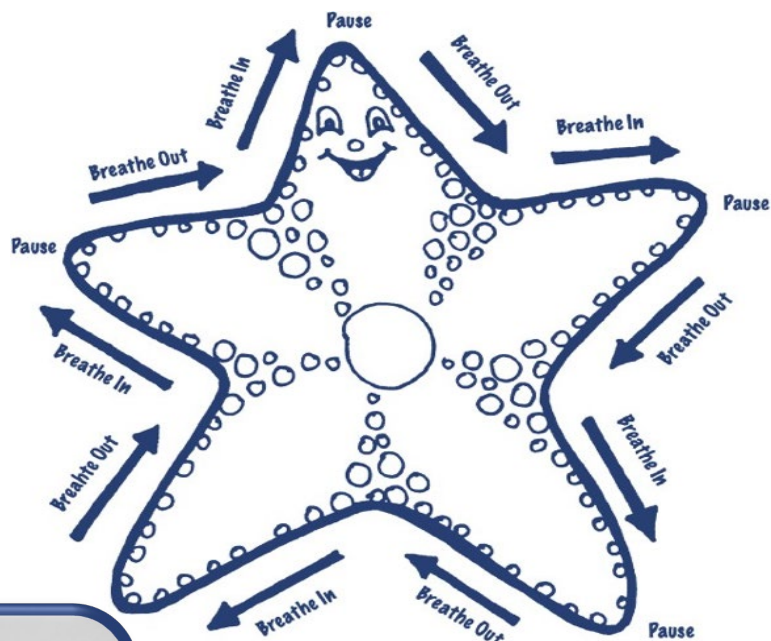


1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: tummy, chest or your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.
5. Can you be mindful of your breathing for 5 breaths? For 1 minute?





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.*

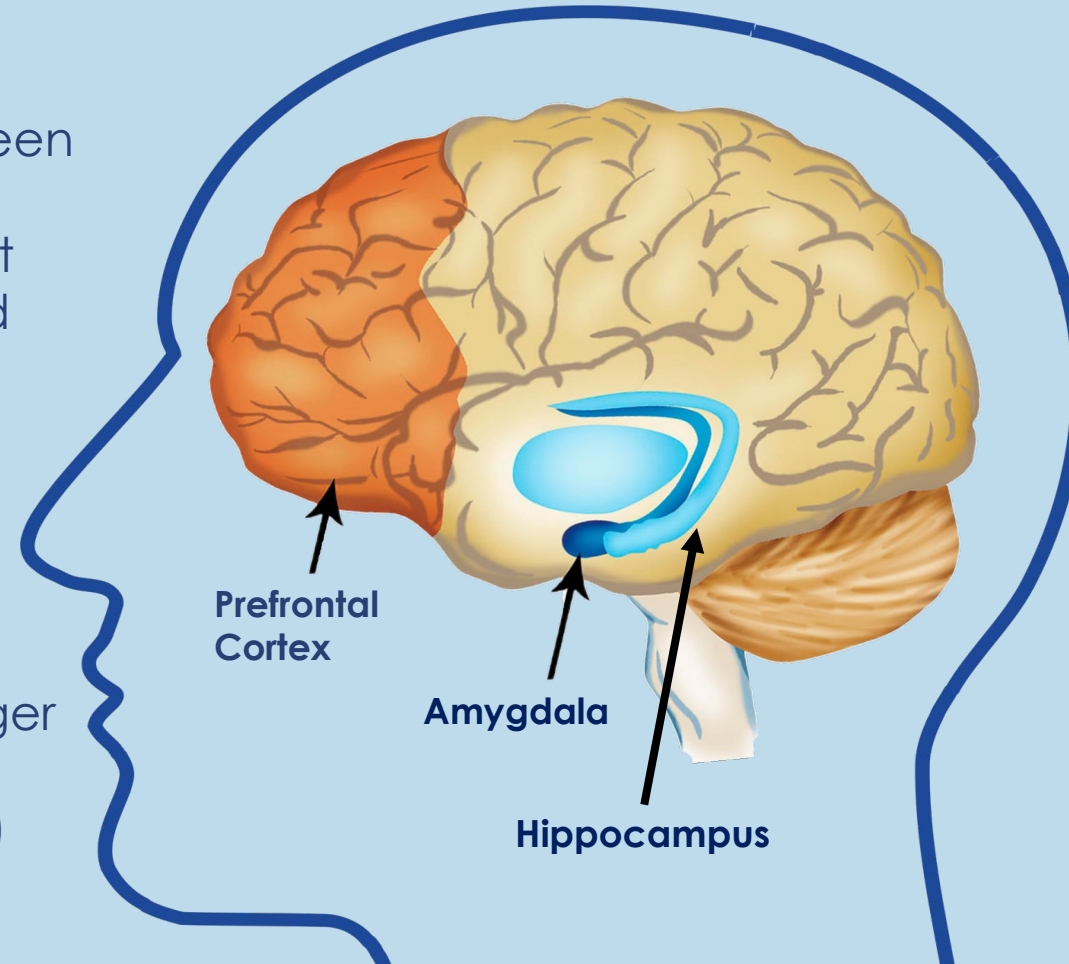
Social Awareness and Self-Care

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



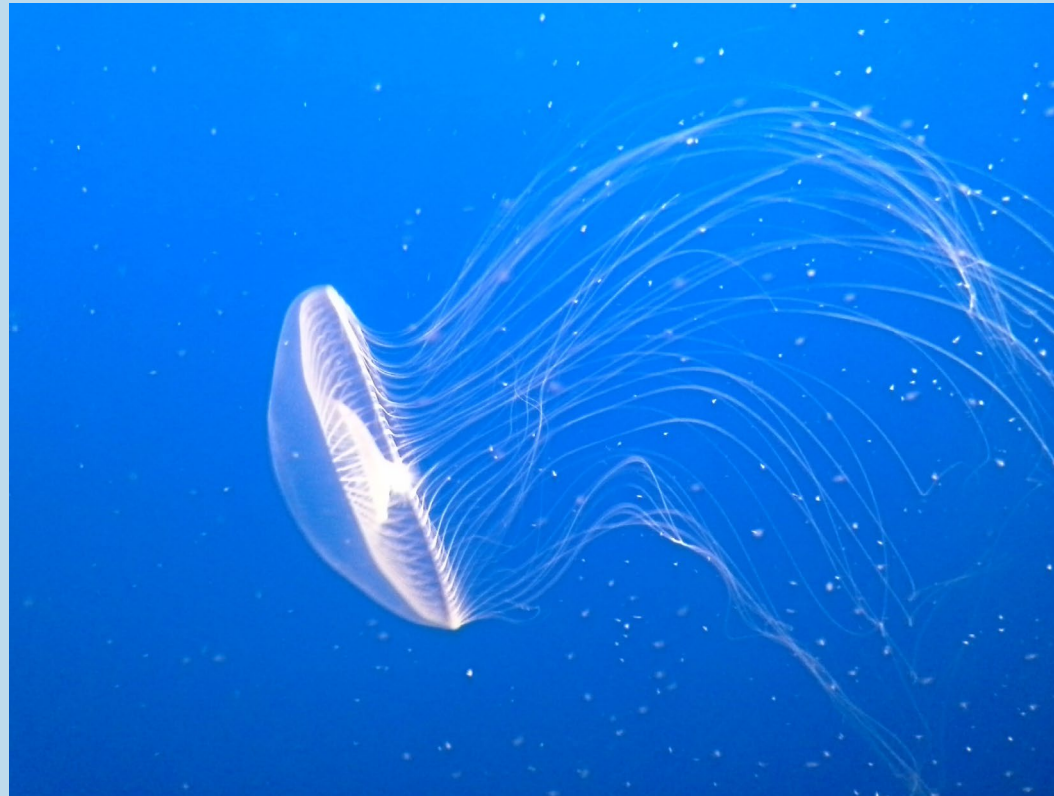
Hippocampus

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



Active Engagement: Brain Scenarios

Scenario #1: You are swimming in the ocean and you see a jellyfish swimming near you.



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Active Engagement: Brain Scenarios

Scenario #2: You need to remember the route to walk home from school.



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Active Engagement: Brain Scenarios

Scenario #3: You need to plan what to pack for an overnight trip.



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Engaging Activity: STOP





- **STOP** offers us a **chance** to respond rather than react.
- It means we are **aware** of our body, breath, and mind.
- We are **better equipped** to behave or act in a way to not further confusion, difficulty or harm.
- Remember to **learn from unmindful moments**, without being too hard on yourself.





Engaging Activity: STOP

- ❖ STOP is an exercise designed to help learners practice self-regulation when they are experiencing strong emotions.
- ❖ Learners learn to go through the four steps: S-T-O-P
- ❖ It is a good idea to practice this exercise when learners are not experiencing strong emotions, so that they will be able to implement it when they are.
- ❖ The main focus is to hone learners' observation skills to help them make more mindful choices.
- ❖ When we observe, we are just noticing what we feel in our bodies, we are not saying if something is good or bad.
- ❖ For further exploration, ask learners how the quality of their breath changes when they are laughing, sobbing, anxious, frightened, angry, relaxed, surprised, or startled.
- ❖ Underscore two important features of mindfulness practice:
 1. Consistent practice—keep trying!
 2. Learn from unmindful moments, without being too harsh on yourself.



Move

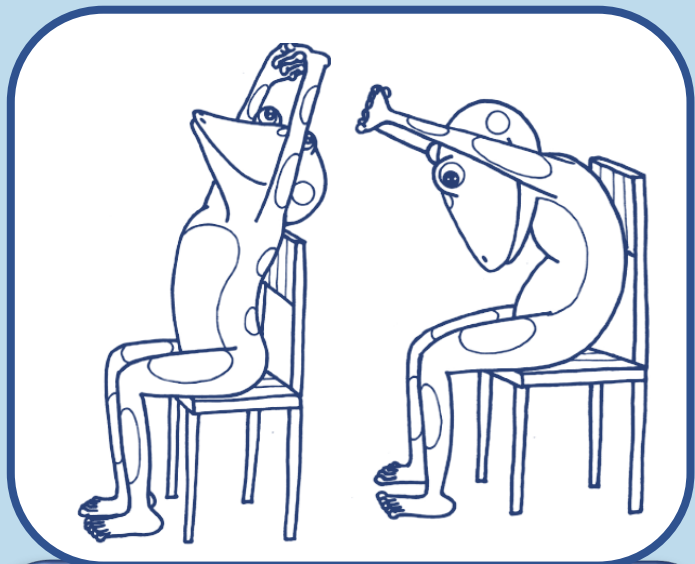


- ❖ Break down poses step by step (the manual does this).
- ❖ Provide physical modeling and visual supports.
- ❖ Activities that cross the midline are beneficial, and need to be taught step by step.
- ❖ Link the movement to the breath.





Engaging Activity: Chair Cat/Cow



1. Sit in Seated Mountain with hands on knees.
2. As you inhale, stretch your arms overhead and interlace fingers. Reach the center of your chest up toward the ceiling, and lift your chin so that you are looking at the ceiling. (Cow)
3. As you exhale, in one movement bring your hands forward, round your spine and drop your chin toward your chest. (Cat)
4. Repeat for several breaths: inhale, arms up, gaze lifts, chest up. Exhale round the spine, chin tucks, hands forward.
5. Return to Seated Mountain.



**You can have young learners moo like a cow and meow like a cat. Just make sure they do a few rounds moving with the inhale and exhale first.*

**If on the floor, learners can come to hands and knees. Inhale, the belly drops down toward the floor and we look up toward the ceiling (Cow). Exhale, look at your belly button and round your spine (Cat). Repeat for several breaths.*

Rest



- ❖ Being still is a skill that requires practice– some movement is okay
- ❖ Lower lights and decrease other stimulation as much as possible
- ❖ At home, blankets can help





Engaging Activity: Taking in the Good

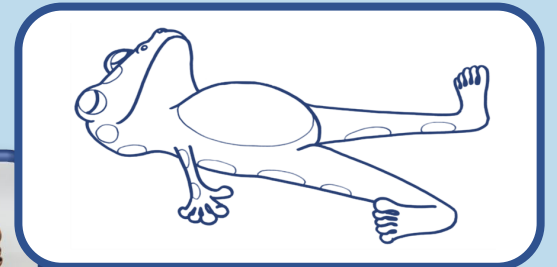
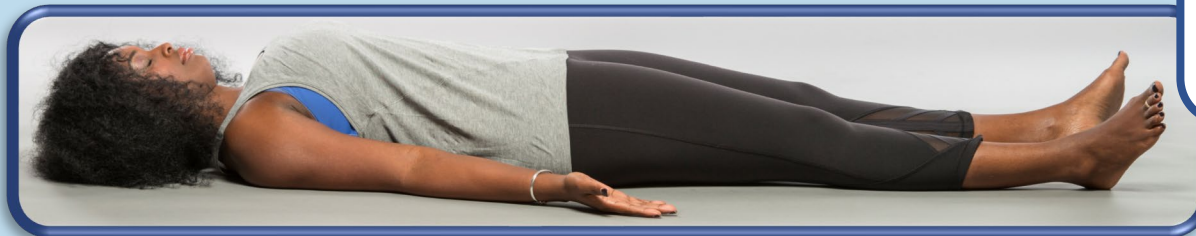
1. Think of one thing from the day that you feel good about, and be specific—for example, you listened, you were more creative, you lent a helping hand, or someone smiled at you, etc.
2. Hold on to that memory for the next 30 seconds. Remember it in as much detail as you can.
3. Allow the feeling associated with the memory to sink in your mind. Act as a sponge, absorbing the memory and the feeling together.





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: My Next Step



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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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SEL Series, Session 6: Educator Self-Care and Social Awareness
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