



Thank you for joining us!

Session 5: Educator Self-Care and Responsible Decision-Making

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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Website: www.pureedgeinc.org
Email: getmoving@pureedgeinc.org



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: This or That



Respond to the questions via the poll



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Series Recap



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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.



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





Transformative SEL is...

Transformative SEL connotes a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences, learn to critically examine root causes of inequity, and develop collaborative solutions to community and societal problems.



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*

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



Brain Breaks and Key Concepts



Breathe

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



Move

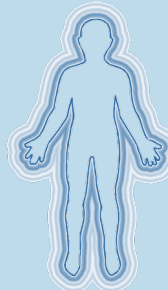
- ❖ Stork
- ❖ Eagle – Chair & Standing
- ❖ Chair Cat/Cow
- ❖ Sunrise/Sunset
- ❖ Mountain/Chair Strength Sequence
- ❖ Standing Half Moon



Rest

- ❖ Mindful Listening
- ❖ STOP
- ❖ Guided Rest or Body Scan
- ❖ Taking in the Good
- ❖ Attitude of Gratitude

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



- ✓ *Negativity Bias*
- ✓ *Taking in the Good*
- ✓ *Building Belonging*
- ✓ *Stress is Contagious*



Learning Objectives

- ❖ Identify the **aspects of responsible decision-making**.
 - ❖ Experience a **simple self-care practice** throughout.
 - ❖ Describe SEL and its competencies with a focus on **responsible decision-making**.
-



Breathe

Move

Rest



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Self-Care Practice



Social and Emotional Learning Competencies



The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Social and Emotional Learning Competencies



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

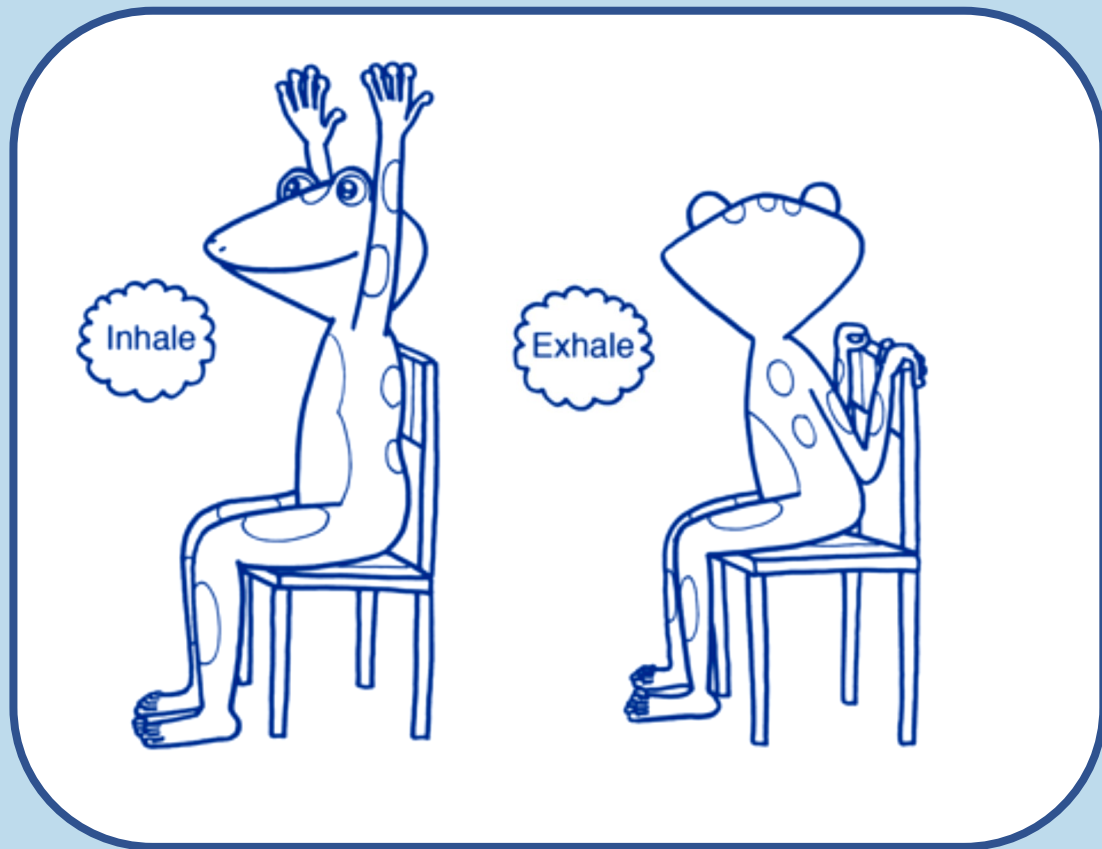


Engaging Activity: Alternate Nostril Breathing





Engaging Activity: Chair Sunrise Twist



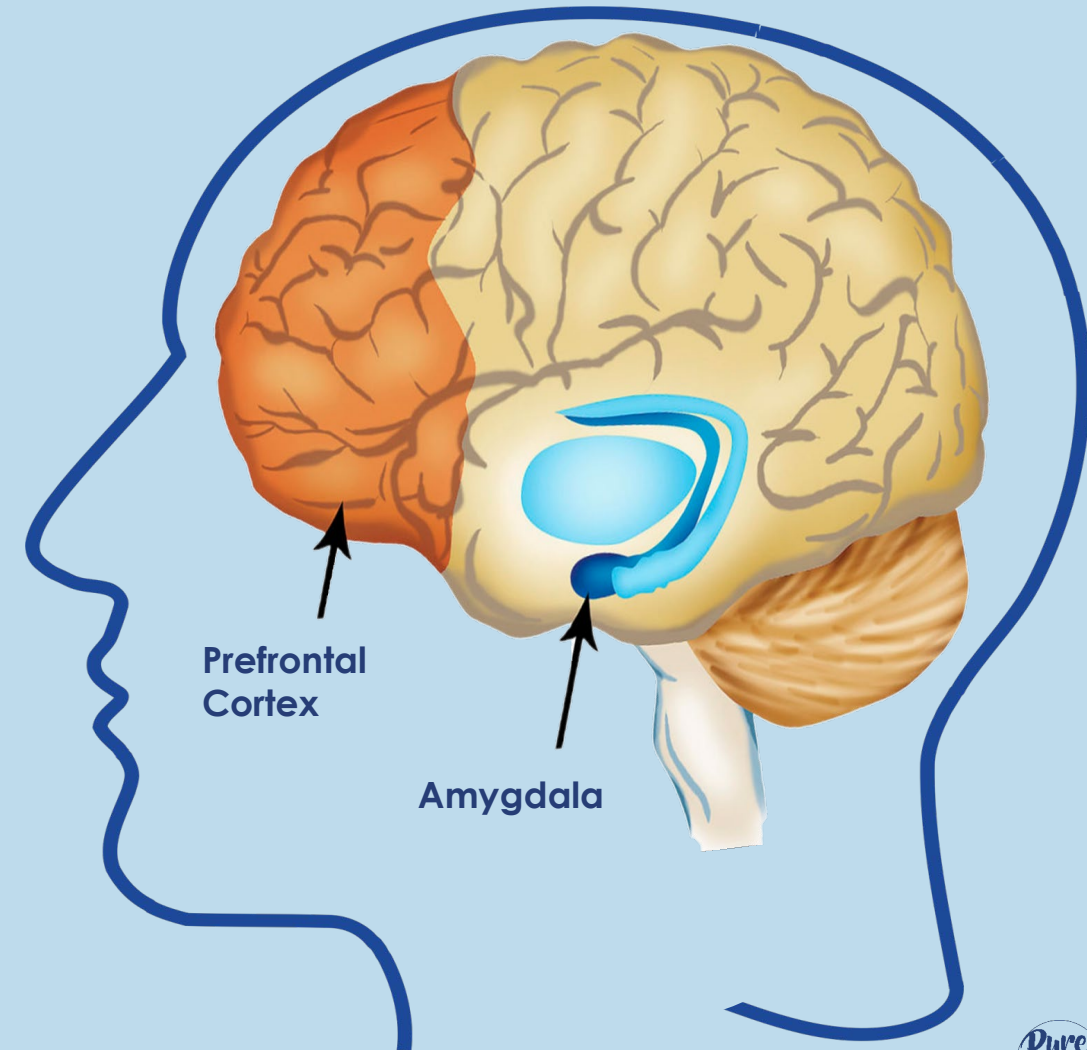


Engaging Activity: STOP



Responsible Decision-Making

- ❖ The rational part of the brain, the Prefrontal Cortex, isn't fully developed until age 25 or so.
- ❖ Adults think with the prefrontal cortex, the brain's rational part. This is the part of the brain that responds to situations with good judgment and an awareness of long-term consequences.
- ❖ Children, teens, and young adults rely on the amygdala to process information; the emotional part of the brain.



Blue Zone



Red Zone



Blue Zone: This Photo by Unknown Author is licensed under [CC BY](#) Red Zone: This Photo by Unknown Author is licensed under [CC BY](#)

Source: Siegel, Daniel J., and Tina Payne Bryson. *The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child*. First edition. New York: Bantam, 2018. Print. ©2020 Pure Edge, Inc.

Green Zone



Image source: <https://www.goodnewsnetwork.org/get-drunk-happiness/>

Source: Siegel, Daniel J., and Tina Payne Bryson. *The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child*. First edition. New York: Bantam, 2018. Print.

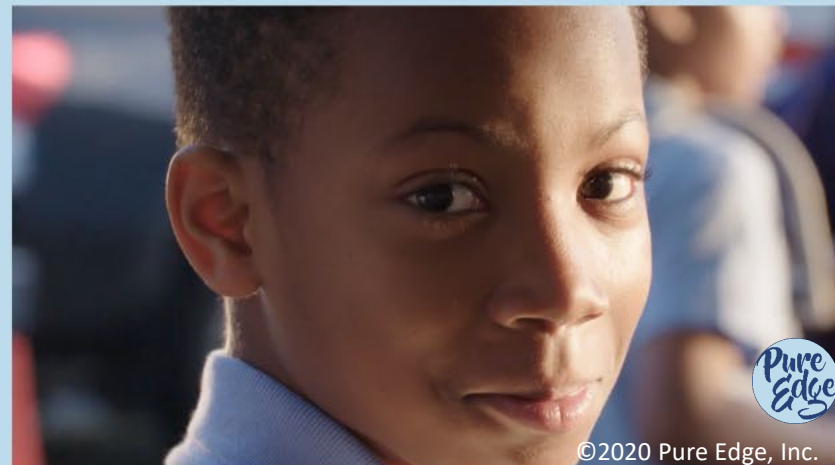
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"Behavior is communication"

Siegel, D. and Bryson, T. (2018). *The Yes Brain*. New York, NY: Random House USA.



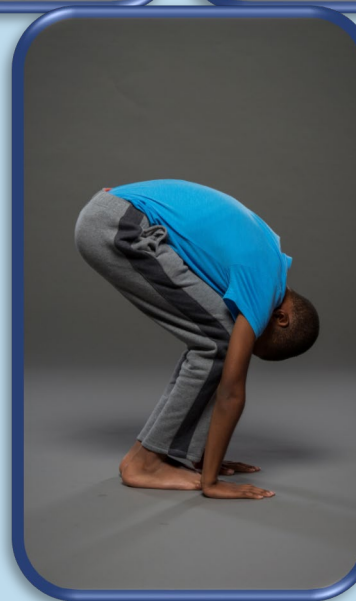
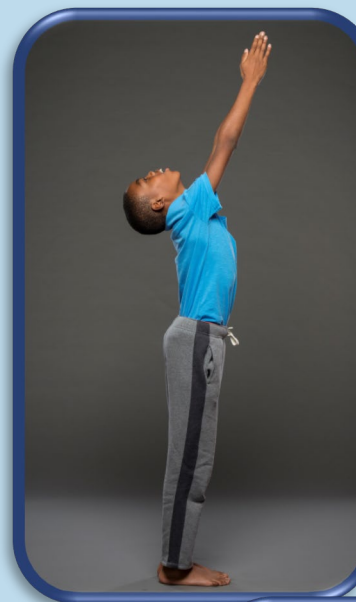
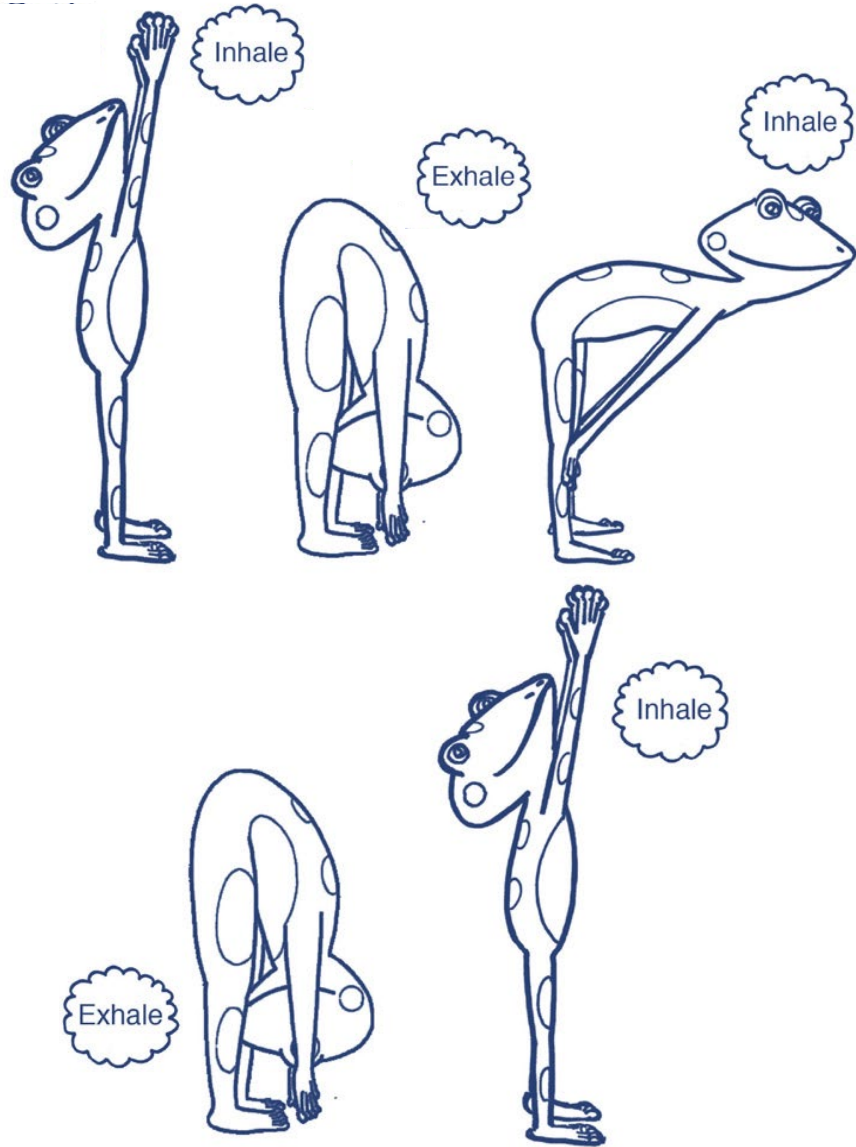


Engaging Activity: Easy In, Extend Out



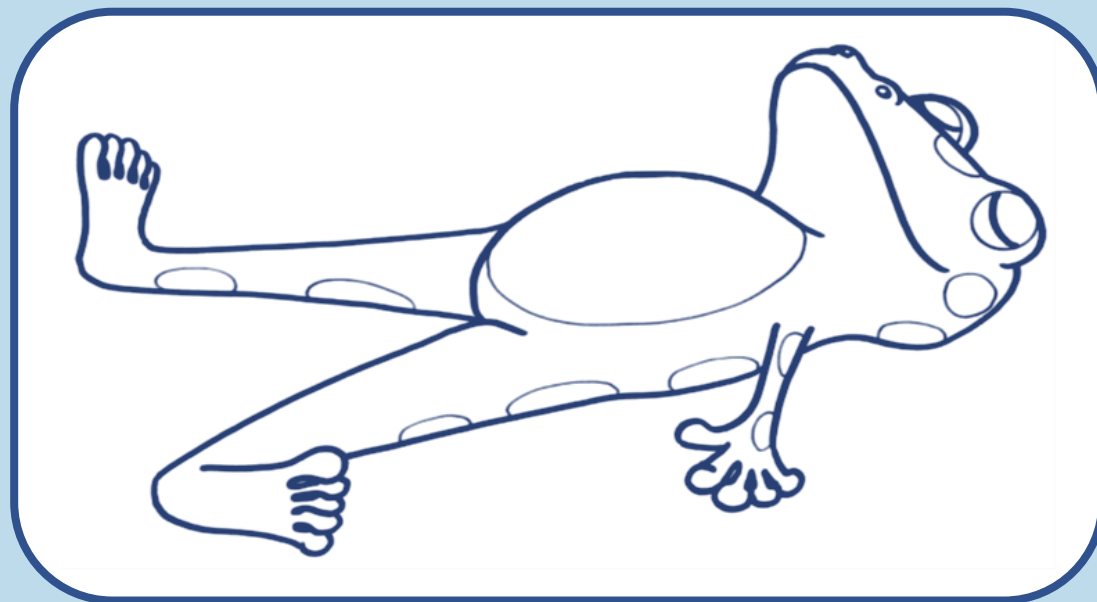


Engaging Activity: Recharge Sequence





Engaging Activity: Guided Rest or Body Scan



Modeling & Implementation



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3 Signature Practices



Welcoming/Inclusion Activities

(1-9 minutes)

- Support contribution by all voices
- Set norms for respectful listening
- Create connection and belonging
- i.e. Class Circles, Morning Meeting, Partner Discussions, etc.

Engaging Strategies

(1-15 minutes)

- Brain Breaks
- Sense-making
- Opportunities for Interactions
- Intentionally build SEL skills
- i.e. Brain Breaks, Directly teach SEL skills through evidence-based programs

Optimistic Closure

(3-5 minutes)

- Provides positive closure
- Reinforces learning
- Reflection and looking forward
- Intentional closure
- Topic reinforcement
- i.e. Reflective questions



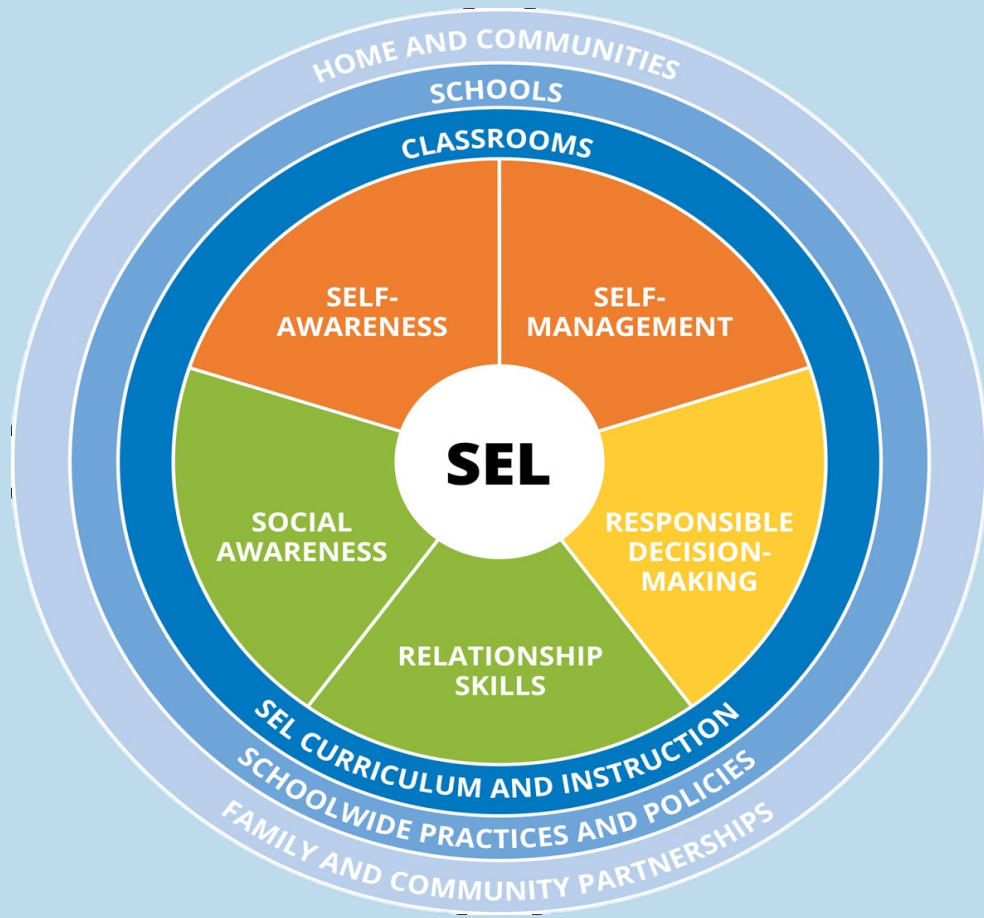
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Source: SEL 3 Signature Practices Playbook 2019



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Social and Emotional Learning (SEL) Competencies



- ❖ When we reflect on our existing views, assumptions, and perspectives, we employ components of two SE competencies: *self-awareness* and *social awareness*.
- ❖ Educators have control over view of self, students, school community, world, and how one acts on their 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.



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.**



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Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



•
breathe

•
move

•
rest



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Optimistic Closure: One Word Takeaway



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Photo: Juan Monino



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Questions





Pure Community

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SEL Series, Session 5: Educator Self-Care and Responsible Decision-Making
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