



Thank you for joining us!

Session 7: Educator Self-Care and Relationship Skills

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.



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2

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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.



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Welcoming Activity: Think – Share



“All About Me”
The greatness I see
in me is...



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Series Review



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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*



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.



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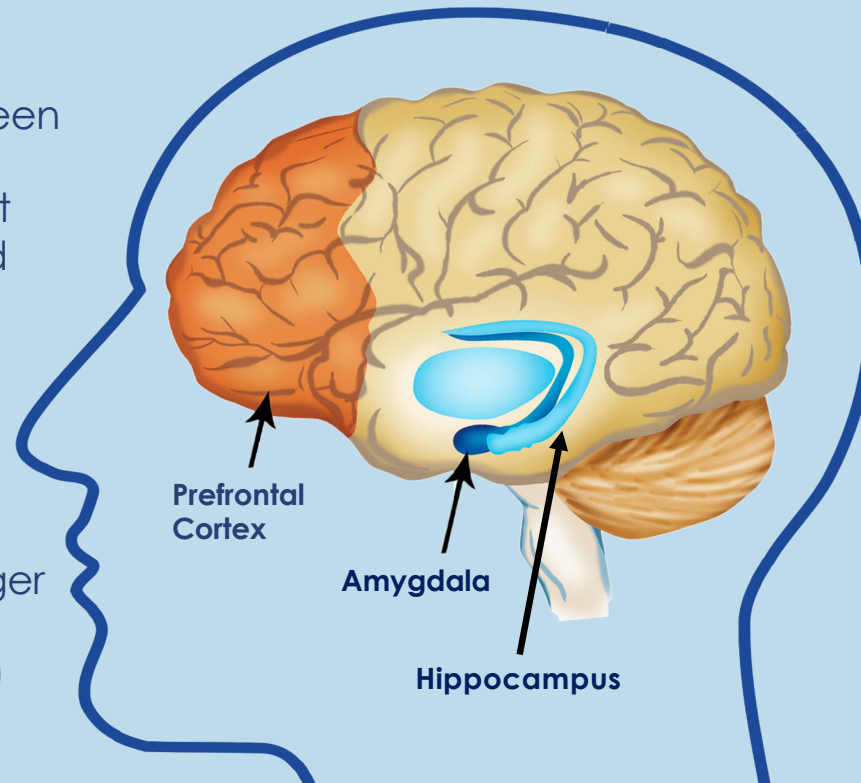
Social Awareness and Self-Care

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



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Brain Breaks and Key Concepts



Breathe



Move



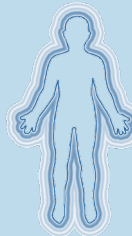
Rest

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

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

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

-
- ✓ *Allostatic Load*
 - ✓ *Body Awareness*
 - ✓ *Transformative SEL*



- ✓ *6 Critical Healing Factors*
- ✓ *Negativity Bias*
- ✓ *Taking in the Good*



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Teaching Tips



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).



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.



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.



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Learning Objectives

- ❖ Identify the **aspects of relationship skills**.
 - ❖ Experience **simple self-care strategies** throughout.
 - ❖ Describe SEL and its competencies with a focus on **relationship skills**.
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Self-Care Practice



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Breathe



Move



Rest



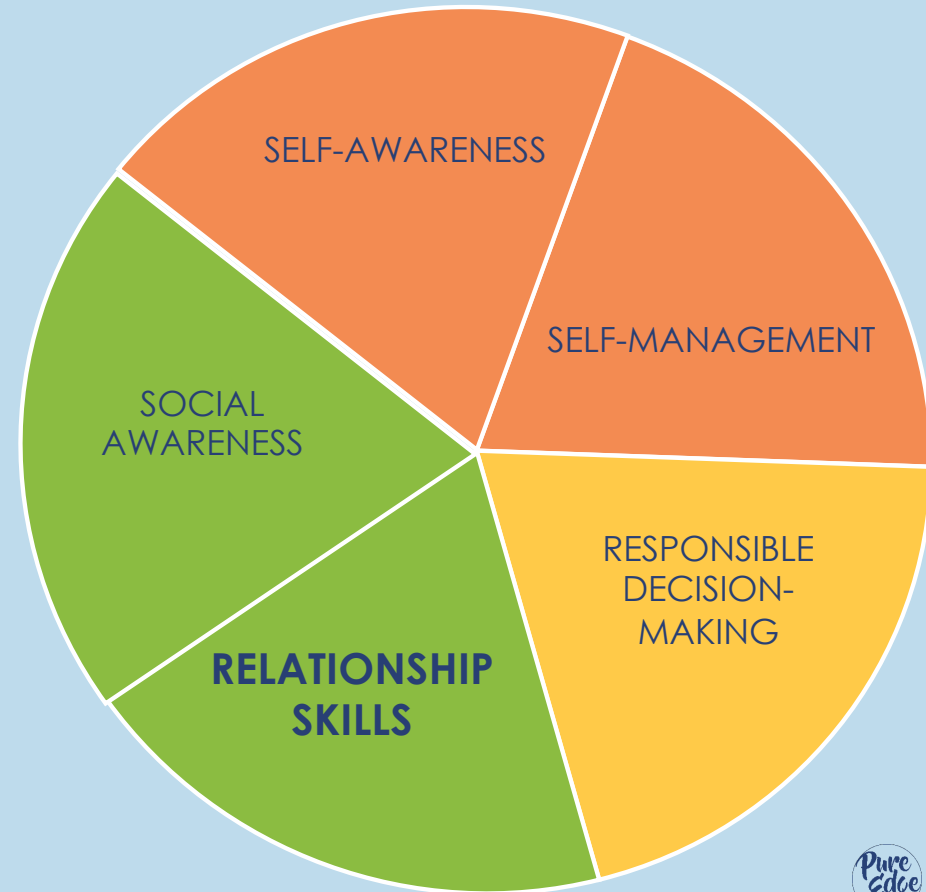
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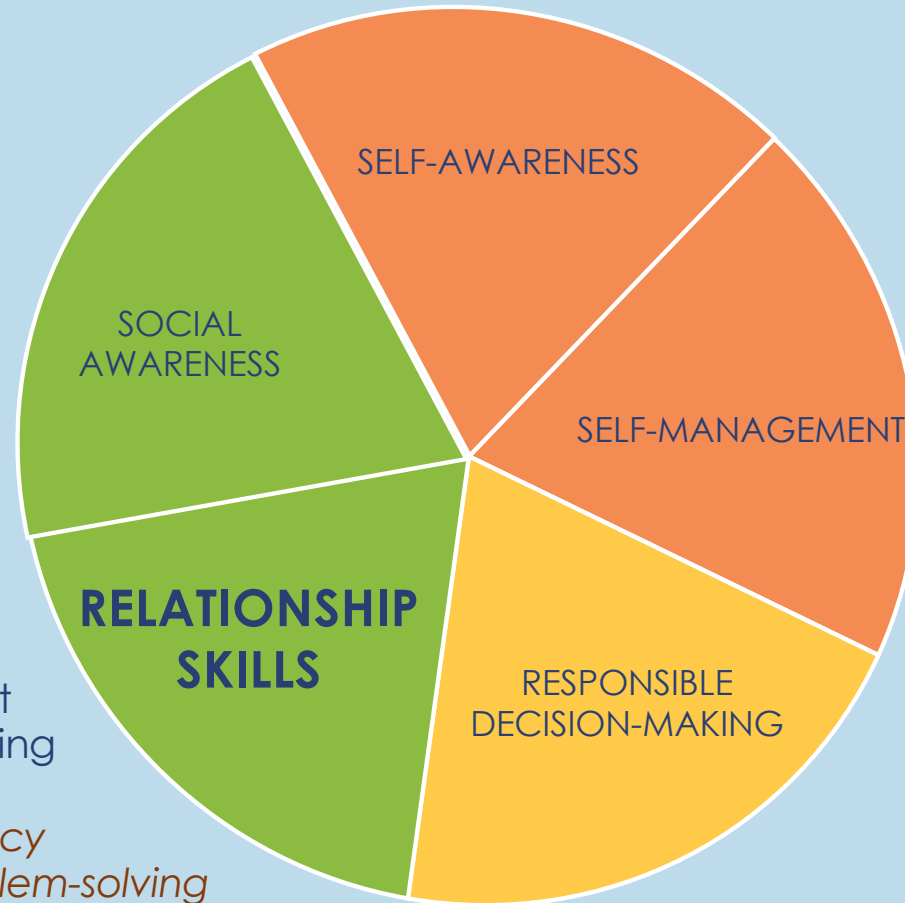
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Social and Emotional Learning Competencies

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.



Social and Emotional Learning Competencies



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



Relationship Skills and Self-care



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Relationship Skills and Self-Care

Why Focus on School Stress?

In highly stressed school environments, teachers and learners pay the costs.



When teachers are highly stressed, students show lower levels of both social adjustment and academic performance.



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Sources (clockwise from 40-50%): Ingersoll, Merrill & Stuckey (2014); Greenberg, Brown, Abenavoli (2016); School Leaders Network (2014); Rentner, Kober, Frizzell, (2016); Alliance for Excellent Education (2014).



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Relationship Skills and Self-Care

Teacher Burnout

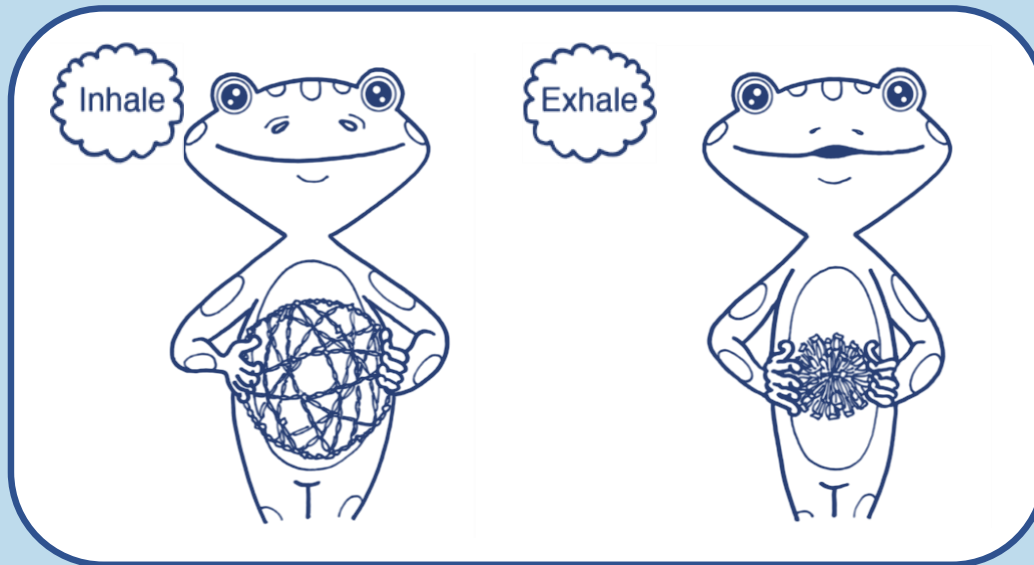


Disrupts relationships between schools and communities

Turnover happens most in poorly performing schools, leading to destabilization of low-income neighborhood schools.



Engaging Activity: Breathing Ball



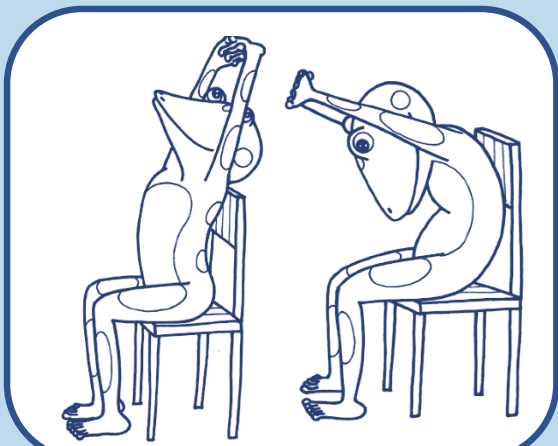
1. Start in seated Mountain.
2. Take a breath in as the ball opens.
3. Breathe out as the ball closes.
4. Can you breathe in time with the breathing ball?



- ❖ 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: 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.*



Engaging Activity: Attitude of Gratitude



1. Sit comfortably, and if you like you can close your eyes.
2. Think of something/someone in your life for which you are thankful, or grateful. It can be anything or anyone!
3. Take a few moments to just appreciate this thing or person.
4. Now think of another thing or person for which you are grateful.
5. Take a few moments to appreciate this thing or person.
6. Notice how you feel.

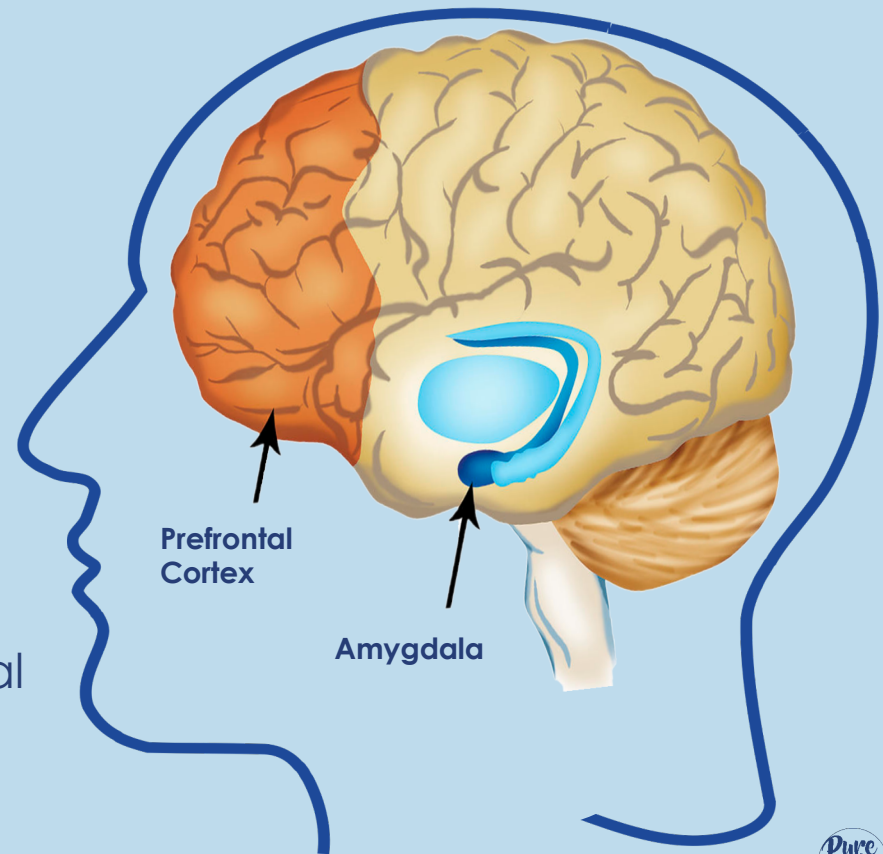
**As you introduce this exercise, you might want to model an example for learners before bringing them through the exercise.*

**This is a nice exercise to take a few responses from learners after the exercise is finished.*



Relationship Skills and Self-Care

- ❖ 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.



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Relationship Skills and Self-Care

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.

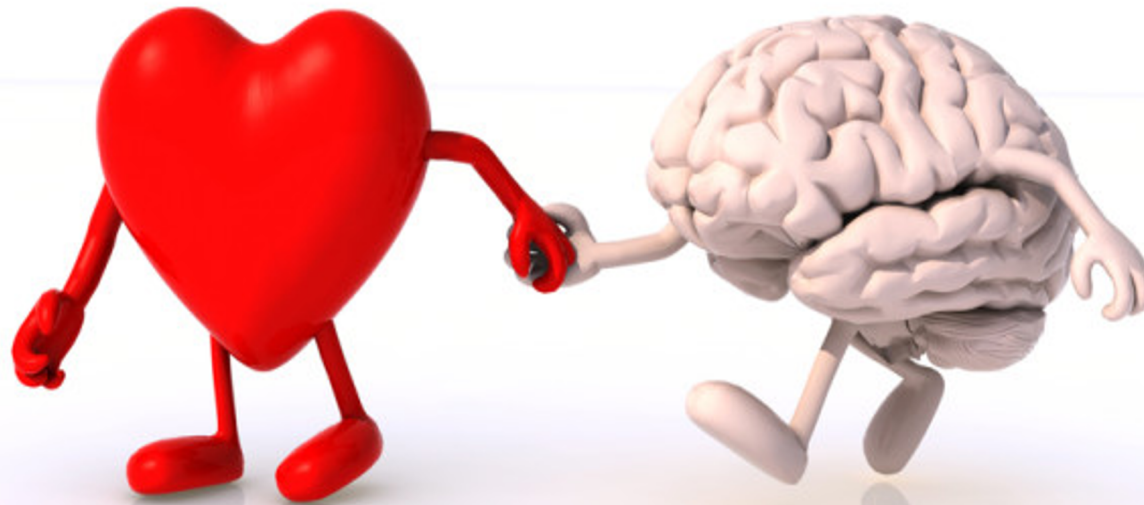


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www.tricitynews.com/news/stress-is-contagious-education-leaders-told-1.24030014
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Development is malleable. We can always learn new skills, from birth through adolescence & into adulthood, because the **brain** never stops growing & changing in response to experiences & **relationships**.



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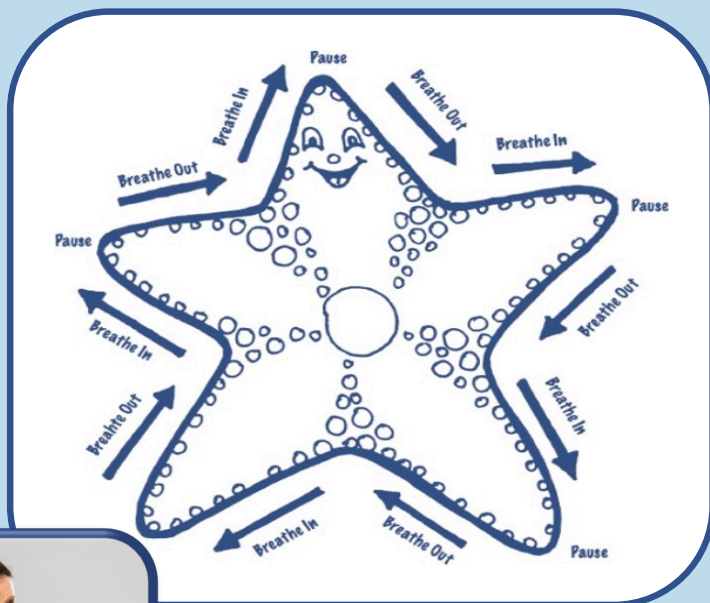
- Sources: Griffiths, P.E., & Hochman, A (2015) Developmental systems theory. eLs 2, 1-7.
- Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.
- Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science; evolutionary developmental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

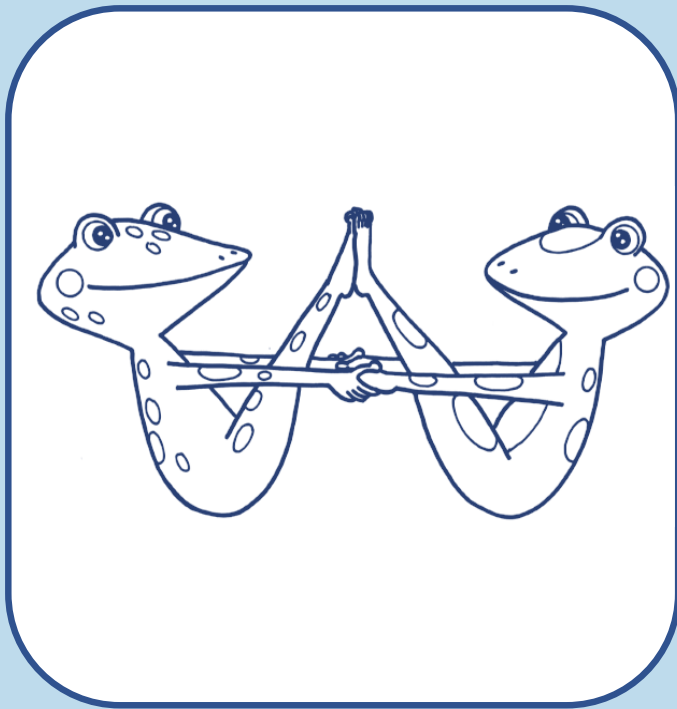
**Learners are synchronizing their movement, breath, and gaze. On the inhale, index finger and eyes trace upward along a finger; on the exhale, index finger and eyes trace downward along a finger. Each upward movement is coupled with an inhale, whereas each downward movement is coupled with an exhale.*

**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.*





Engaging Activity: Connection



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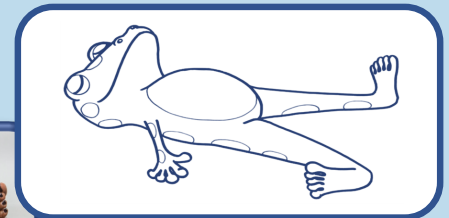


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Engaging Activity: Guided Rest or Body Scan

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.



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Optimistic Closure: 7 Universal Ways to Maintain Relationships

1. Try to say hello frequently.
2. Maintain your morning meeting.
3. Reimagine “temperature checks.”
4. Try snail mail pen pals, phone pals, or virtual turn and talk.
5. Use online tools like Google Classroom to create “virtual tables” for small-group discussions
6. Consider including parents.
7. Get kids to name and process their own emotions



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Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



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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.

Online Curriculum

Log Out

+ MENU

•
breathe

•
move

•
rest



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SEL Series, Session 7: Educator Self-Care and Relationship Skills
Trainer: Michelle Kelsey Mitchell, Director of Partnerships



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