



# Thank you for joining us!

**Session 8:** 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

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Michelle Kelsey Mitchell  
**[michelle@pureedgeinc.org](mailto:michelle@pureedgeinc.org)**  
*Director of Partnerships &  
National Trainer*

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# Who We Are

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**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: Follow Along



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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*

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



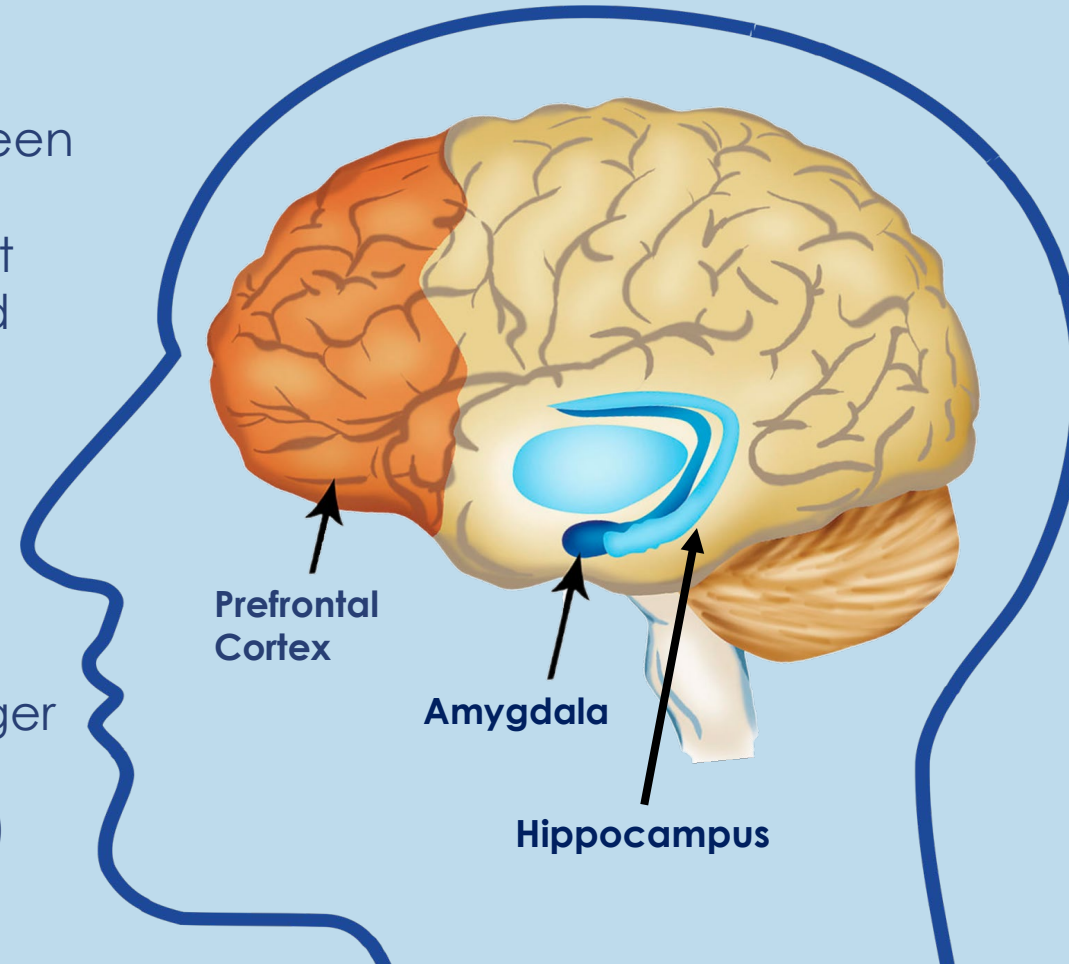
# Social Awareness and Self-Care

## 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



# 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.



# Brain Breaks and Key Concepts



## Breathe

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



## Move

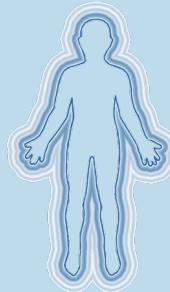
- ❖ Stork
- ❖ Eagle – Chair & Standing
- ❖ Chair Cat/Cow
- ❖ Sunrise/Sunset
- ❖ Mountain/Chair Strength Sequence
- ❖ Standing Half Moon



## Rest

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

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



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





# 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.





# Learning Objectives

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



# Breathe

# Move

# Rest



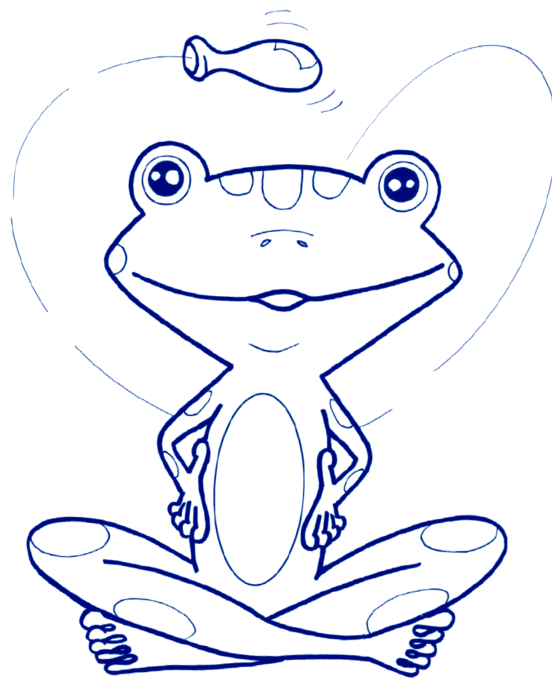
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# Engaging Activity: Balloon Breathing



1. Rest your hands on your tummy and try 3 Balloon Breaths.
2. Breathing in fills the balloon with air.
3. Breathing out empties the balloon of air.
4. Repeat three times.
5. Notice how you feel in your body. In mindfulness, there's no right or wrong answer; just notice what you are feeling right now.



# Relationship Skills and Self-Care

## Culture of Care Tenets



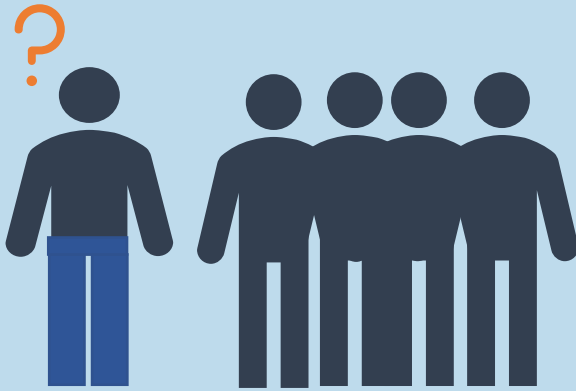
### *Culture of Care*

- SEL is integrated and sustained at the school and organization levels
- Begins with recognizing the need to care for self and one another
- Fosters communication and compassion for the challenges inherent in teaching and learning
- Recognizes differences and sees them as opportunities to demonstrate respect
- Offers and draws upon the concepts and skills we teach in Pure Power sessions



# Relationship Skills and Self-Care

## Belonging and Performance



### **Stereotype Threat** (Steele)

When students have questions about their belonging, they search for cues to signal whether or not they fit in and are valued by others.

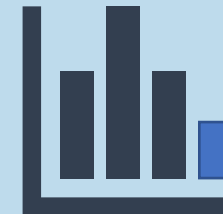


### **Resource Allocation**

Resources otherwise used to focus on learning are instead used to figure out if they belong.

### **Role in Achievement Gaps**

Because such questions undermine performance & are more common among underrepresented groups, they contribute to gaps.



# Relationship Skills and Self-Care

## How to Build Belonging

1. **Normalize** - Teach students questions of belonging and difference are normal and lessen over time
2. **Express Confidence** - Communicate confidence in students' capability to meet high standards along with critical feedback, "this draft can be improved, I believe you can do it."

**Culture of Care practices foster social and personal conditions to increase belonging.**

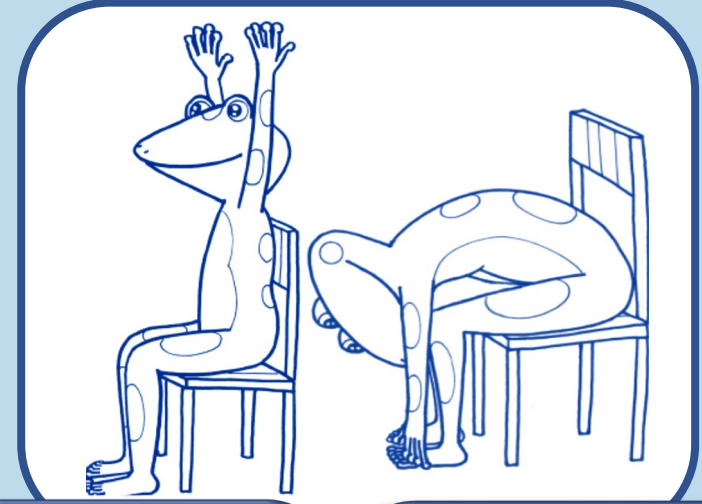




# Engaging Activity: Chair Sunrise/Sunset

1. Sit in Seated Mountain.
2. Inhale, reach arms up overhead. Reach up through the tips of the fingers.
3. Exhale, fold forward. Your belly will touch your legs. Put your hands on your shins, your ankles, or on the floor. Let your head and neck relax.
4. Inhale, sit up tall and stretch arms overhead again.
5. Exhale, return to Seated Mountain.
6. Repeat several times.

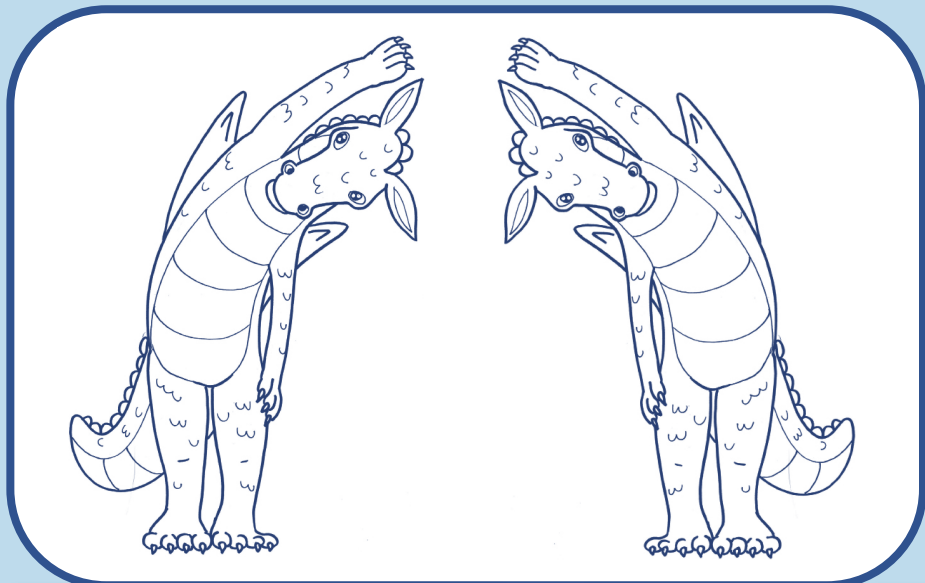
*\*If seated on the floor, start in crisscross. As the learners exhale, have them stretch their arms in front of them until hands touch the floor. You can also do standing from Mountain Pose.*







# Engaging Activity: Standing Half Moon



1. Begin in Mountain Pose.
2. Inhale, take feet slightly apart. Lift left arm overhead alongside left ear, press right arm into right side.
3. Exhale, lean to the right. Gaze straight ahead or down towards the feet.
4. Inhale, return to the center.
5. Exhale, lower left arm.
6. Inhale, lift right arm overhead alongside right ear, press left arm into left side.
7. Exhale, lean to the left. Gaze straight ahead or down towards the feet.
8. Inhale, return to the center.
9. Exhale, lower right arm and step feet together into Mountain Pose.
10. Repeat as required.

*\*Use this sequence to awaken in the morning or to revive after lunch.*

# Relationship Skills

“

*When we enjoy healthy social lives, we constantly exercise our social-emotional skills. We maintain connections that feed our senses of caring and being cared for. Some studies have even shown that there is a link between friendship and longevity.*

”



# Human relationships are the essential ingredient that catalyze healthy development and learning.

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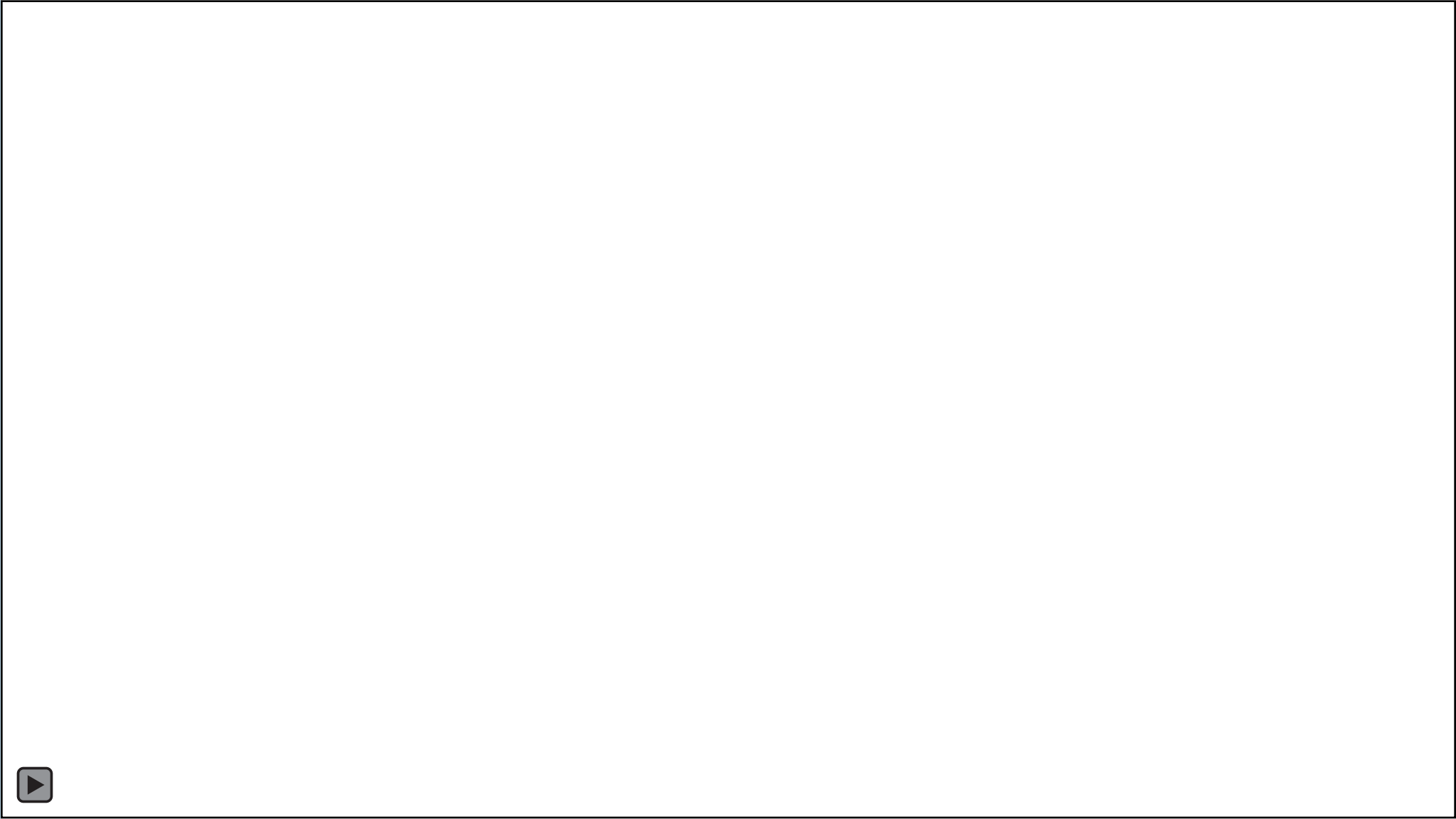


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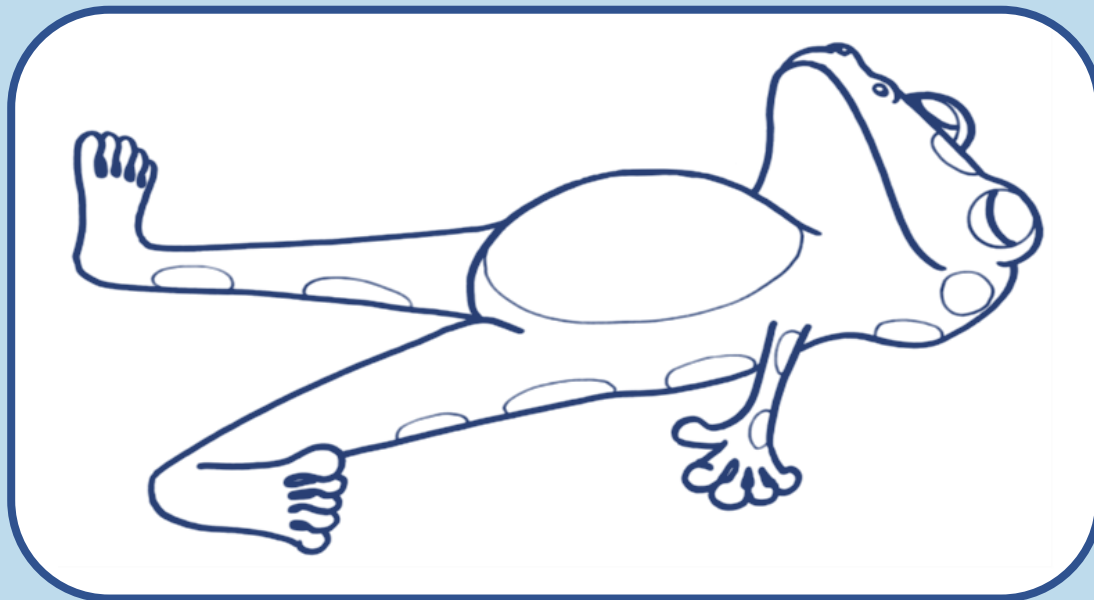
# Engaging Activity: Even In – Even Out

1. Start in Seated Mountain with a tall spine, relaxed shoulders, and eyes gently closed.
2. Breathe naturally through the nose.
3. We are going to focus on making our inhales and exhales even.
4. Inhale deeply through the nose and exhale through the mouth for a count of one.
5. On the next breath, lets count to two on the inhale and the exhale.
6. Repeat, continuing to extend the breath up to a count of five.





# Engaging Activity: Guided Rest or Body Scan





“

“The three most important aspects of learning  
–attention, focus, and memory–  
are all controlled by our emotions,  
not by cognition.”

Marc Brackett

”



# Relationship Skills and Self-Care





# Optimistic Closure: One Word Takeaway



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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 8: Educator Self-Care and Relationship Skills**  
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