Thank you for joining us!

**Session:** Building Belonging & COC Implementation  
**Trainers:** Gill McClean & Michelle Kelsey Mitchell

**Getting Started:**

1. If you have any questions, please type them into the Q&A box.
2. Keep paper/pen near you to jot down your thoughts.
3. At the end of this session, when you leave the meeting, there will be a link that will pop-up asking you to complete the Session Quiz / Feedback Form.
4. You will receive a follow-up email within 24 hours of this session. That email will serve as your confirmation of attendance record for this session. This is for live sessions via Zoom only.

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**Culture of Care Series**

Train-the-Trainer to Integrate a Culture of Care

Session 4: Building Belonging, Brain Breaks Implementation & Culture of Care Implementation.
Introductions

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

Gill McClean

Gill@pureedgeinc.org

Director of Professional Development & National Trainer
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

Be honest, are you wearing PJs right now?

- Never!
- 100% Yes
- Business on top, PJs on the bottom
- I literally changed into “real clothes” a minute ago
- Unfortunately no, I am at the office

Engaging Activity: Mindful Minute

• Start in Seated Mountain.
• Bring your attention to the present moment. We are going to start by taking a Mindful Minute.
• Start bringing your attention to the breath, noticing its qualities (fast, slow, warm, cool, shallow, deep...).
• Continue to focus your attention on the breath, and notice how you are feeling. Just notice.

Review
How to “Take in the Good”

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.  


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Session 4 Learning Objectives

- Identify the dimensions of belonging and the resources for building belonging.
- Describe how and when to implement Brain Breaks in the school setting.
- Create a plan for program implementation that aligns with site objectives.
- Link self-care and goal setting strategies to implementation plan.
Series Learning Objectives

- Illustrate the interconnectedness of SEL and self-care.
- Practice and implement Breathe, Move, and Rest strategies for Self-Awareness and Self-Management.
- Identify CASEL competencies.
- Acquire skills to train colleagues in SEL, evidence-based curricula.

Brain Break

Chair Cat-Cow
Tree

(You Choose 😊)
Engaging Activity: Think–Ink–Share

What does it feel like to belong?
Building Belonging in the Brain

The brain stem (oldest part)
• Directs bodily survival mechanisms, such as heart rate, circulation, respiration, digestion, and reproduction.
• When our survival is secure we feel safe.

The limbic system (second oldest part)
• a relay station for hunger, thirst, memory, fear, and emotions.
• When the limbic system is balanced, we feel content.

The Prefrontal Cortex (most recent part)
• Responsible for thinking, memory, reason, cooperative planning, social responsibility, empathy, reflection, and language.
• When the prefrontal cortex is functioning well, we can connect with ourselves and others.

When we do not feel safe, we tend to feel fear or insecurity.

When we do not feel content, we tend to feel as though we are lacking.

When we do not feel connected, we might feel rejected or alone.
How do students belong?

1. School-based relationships and experiences.
2. Student-teacher relationships
3. Students’ general feelings about school as a whole.

Teacher support and positive personal characteristics were the strongest predictors of school belonging.

Belongingness

**Academic Outcomes**
- Less absenteeism
- Better school completion
- Less truancy
- Positive attitudes toward learning
- Academic self-efficacy

**Psychosocial Outcomes**
- Higher levels of:
  - Happiness
  - Psychological functioning
  - Adjustment
  - Self-esteem
  - Self-identity

**Engaging Activity: Recharge Sequence**

1. Begin standing in Mountain with feet slightly apart, hands at your sides.
2. Inhale, take your arms overhead and look up.
3. Exhale and fold over your legs, bending the knees slightly to allow the hands to rest on the shins, the feet or the floor.
4. Inhale, place hands on shins, straighten legs and look up.
5. Exhale and fold over the legs once more.
6. Inhale, come all the way up to standing, arms overhead and look up.
7. Exhale, return to Mountain.

*This sequence can be done behind or in front of desks/chairs. It’s useful to re-energize learners when they get tired.*
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 and are more common among underrepresented groups, they contribute to gaps.

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: Standing Kite Sequence

1. Inhale, take both arms overhead.
2. Exhale, lean to the right side.
3. Inhale, come back to center, arms overhead.
4. Exhale, lean to the left side.
5. Repeat a few times.

Potential Concerns

• Students from diverse racial/ethnic and socioeconomic backgrounds are often placed at risk by the dominant culture of schools. This can lead to stress, alienation, and disengagement, which undermine school success.

• Additionally, U.S. and global diversity is growing, leading to greater interaction among people from various racial/ethnic and socioeconomic backgrounds.

• There tends to be an emphasis on differences rather than commonalities, which limits the possibilities for devising mutually satisfactory and constructive social arrangements.

Potential Opportunities

• A critical social awareness would help young people recognize and distinguish among the potentially competing cultural and race-related messages and expectations.

• Students would benefit from noticing the importance placed on various types of diversity—both for members of their group and for other distinct groups—in specific classroom, school, and community settings.

• This includes discerning issues of race and class in each context and the cultural demands and affordances of these settings.
### Potential Concerns

- Issues surrounding relationship skills can result from mismatches in self-awareness, self-management, and social awareness.

- Because of differences in the understanding of norms, social roles (e.g., age, gender), and related rules about emotional displays, students and adults can misinterpret each other’s attempts to cooperate, share, and engage in collaborative problem-solving.

- This can cause student-student and student-teacher disagreements to escalate into entrenched conflicts and lead to an overemphasis on compliance rather than growth and fairness as guiding principles in resolving conflicts.

### Potential Opportunities

- Cultural competence and cultural fluency represent important equity-focused competencies.

- Through cultural competence skills, adults can develop a historically grounded, strengths-focused facility with the relational skills that are valued in the students’ culture of origin.

- Adults can also cultivate cultural fluency, which refers to the capacity to effectively learn about and negotiate cultural differences (e.g., “code-switching”).

- The development of such fluency requires a sense of cultural humility, in which one recognizes the limitations of one’s own culture and sees diversity as a potential asset.
Human relationships are the essential ingredient that catalyze healthy development and learning.


Self-Care Implementation
Implementation Strategies

S.M.A.R.T. Goals
- Specific
- Measurable
- Attainable/Achievable
- Realistic
- Timely

E-E-E Model
- Enlighten
- Encourage
- Enable

Engaging Activity: Create a Goal

Using SMART Goals or the EEE model, create a goal in support of your own self-care. You may want to consider what, when, and where.

If you want, you may share your goal in the Q&A box.
Sample: Self-Care Template for Implementation

<table>
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<tr>
<th>Breathe: Choose 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tr>
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<tr>
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<th>Thursday</th>
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<tr>
<td>Taking in the Good</td>
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Engaging Activity: Mindful Listening

1. Breathing in and out mindfully, tune into the sounds outside the room.
2. Once you feel as though you’ve observed all the sounds outside the room, move your awareness to the sounds inside the room.
3. After calmly noticing sounds inside the room, hear the sounds within your own body (thoughts, heartbeat, breath, digestion).

*Optional: Repeat steps in reverse, beginning with the body and progressively expanding attention to sounds inside and outside the room.
1 - 5 minute activities for any classroom:

- Breathing
- Mindful movement
- Mindfulness breaks

Ideal for:
- Start and end of day
- Transition times
- Before testing

Brain Breaks align to:

- 4 out of 5 National PE overstandards for 6-12
- All 5 National PE overstandards for K-5
- 20 of the 98 standards for 6-12
- 13 of the 48 standards for K-5
Brain Breaks Resources

Implementation Tips

1. Establish A **Consistent** Routine
2. Start of Day/End of Day/Transitions
3. Start **Small**, Then Build
4. **Repeat, Repeat, Repeat**
5. Be Comfortable With the Exercises
Engaging Activity: Seated Figure Four

1. Begin in Seated Mountain Pose.
2. Inhale, cross the right ankle over the left thigh, just above the knee. Place the right hand on the right thigh and left hand on the right foot.
3. Exhale, fold torso forward and relax the head down. Take 2-3 breaths here.
4. If it’s easier, you can hold the legs of the chair as you fold forward.
5. Inhale, come back to Seated Mountain.
6. Switch legs and repeat on the other side.

*Use this sequence to release the back, which can get tired from sitting.

Brain Breaks are great for....

Arrival or Homeroom  Refocus Between Lessons  Break During Class
Before Testing  Afternoon Slump  Departure

Sources: CDC YRBS 2015; https://www.kidsdata.org/; Cavanaugh et al., 2016
Calm Down Corner

- Soft textures
- Mind jar
- Breathing ball
- Brain Breaks card deck
- Posters
Engaging Activity: Easy In, Extend Out

1. Breathe in naturally.
2. Breathe out slowly, making the exhalation longer than the inhalation.
3. Keep going, making the exhalation longer than the inhalation.
4. Notice how you feel.

*Lengthening the exhalation tends to have a calming effect on the mind and body.*
If you are just joining us, we are on a quick break.

Part 2 will start momentarily.

Introductions

Michelle Kelsey Mitchell
michelle@pureedgeinc.org
Director of Partnerships & National Trainer
Welcoming Activity: True or False

Please respond to the questions via the poll

A Culture of Care

Self-Care

Brain Breaks

SEL Signature Practices

Belonging for All
Tenets of a Culture of Care

- Integrates and sustains SEL at the school and organization levels
- Recognizes the importance of caring for self and others
- Values communication and compassion
- Fosters belonging for all community members

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.
What is mindfulness?

Mindfulness means noticing what is happening as it is happening. Mindfulness is about paying attention on purpose, with a sense of kindness and curiosity.
Mindfulness is kind awareness.

There is no right or wrong way to feel, nor right or wrong way to notice.

Engaging Activity: Eagle

MTSS: Multi Tiered System of Support

Tier 1: Prevention
All Learners AND Educators

Tier 2: Intervention
Small Groups

Tier 3:
Intervention
Individual
Pure Power Curriculum

Grades K-5

- Unit 1 – Power to Be Calm
- Unit 2 – Power to Tame Your Temper
- Unit 3 – Power to Laser Focus
- Unit 4 – Power to Grow and Stretch
- Unit 5 – Power to Lead with Kindness

Grades 6-12

- Unit 1 – Power to Shine
- Unit 2 – Power of Mindfulness
- Unit 3 – Power of Brain-Body Connection
- Unit 4 – Power of a Balanced Life
- Unit 5 – Tool Kit for a Balanced Life

Pure Power Resources
Pure Power Mini-Units

K-2 POWER Curriculum

Unit 2
Power to Tame your Temper
Mini-unit
A Peek Inside the Amazing Brain

3-5 POWER Curriculum

Unit 2
Power to Tame your Temper
Mini-unit
A Peek Inside the Amazing Brain

6-12 POWER Curriculum

Unit 3
Power of the Brain-Body Connection
Mini-unit
The Neuroscience of Stress

Mindful Movement Resources

Mindful Movement

Grade K-5

Implementation Guide

Grade K-2

Grade 3-5

Grade 6-12
Culture of Care Institute – 4 Sessions

- Session 1: Social and Emotional Learning (SEL), Educator Self-Care, Respond vs. React and Stress & Allostatic Load
- Session 2: The Neuroscience of Stress and Neuroplasticity
- Session 3: Taking in the Good, Creating Healthy Habits and The Six Critical Healing Factors
- Session 4: Building Belonging, Brain Break Implementation and Culture of Care Implementation

Turnkey Decks

Twelve 1-hour decks designed to support YOU as you train colleagues

1. Social and Emotional Learning (SEL) & Self-Care
2. Respond vs. React
3. Stress & Allostatic Load
4. The Neuroscience of Stress, 1
5. The Neuroscience of Stress, 2
6. Neuroplasticity
7. Creating Healthy Habits
8. Taking in the Good
9. Six Critical Healing Factors
11. Brain Break Implementation
12. Culture of Care Implementation
Signature Practices to Integrate SEL:
Welcoming Activity, Engaging Activity, and Optimistic Closure

Welcoming Inclusion Activities
(1-9 minutes)
- Support contribution by all voices
- Set norms for respectful listening
- Create connection and belonging
- i.e. Community building, check-in

Engaging Strategies
(1-15 minutes)
- Sense Making
- Transitions
- Brain Breaks
- Intentionally build adult SEL skills
- i.e. Brain Break, think-pink-pair-share

Optimistic Closure
(3-5 minutes)
- Creates momentum towards taking action
- Reflection and looking forward
- Intentional Closure
- Topic reinforcement
- i.e. Reflective questions

Source: SEL 3 Signature Practices Playbook 2019

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schoolguide.casel.org

SEL 3 SIGNATURE PRACTICES PLAYBOOK
A Tool That Supports Systemic SEL

PRACTICAL WAYS TO
INTRODUCE AND BROADEN
THE USE OF SEL PRACTICES
IN CLASSROOMS, SCHOOLS,
AND WORKPLACES

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HEADSPACE: Mindfulness On Demand

Headspace is donating their app to all Educators.

Think of it as, A personal meditation guide, right in your pocket.

go.headspace.com/pureedge

Self-Care Practice
Reflection

Please take out your phone, laptop or notebook for a two-minute free write. The goal is to check in with yourself.

What is on your mind?

or

How are you feeling?

Timer: By Lara Futch

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Movement Sequence

Mountain
Half Opening Sequence A
Star into Triangle
Surfer into Wave
Stork
Sandwich
Table
Seated Tree
Boat
Butterfly
Seated Mountain
Guided Rest

Mindful Movement: Mountain
Mindful Movement: Half Opening Sequence A

Mindful Movement: Star into Triangle
Mindful Movement: Surfer into Wave

Engaging Activity: Stork
Mindful Movement: Sandwich

Mindful Movement: Table
Mindful Movement: Seated Tree

Mindful Movement: Boat
Mindful Movement: Butterfly

Mindful Movement: Seated Mountain
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.
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.

Reflection

Please take out your phone, laptop or notebook for a two-minute free write. The goal is to check in with yourself.

What is on your mind? or How are you feeling?

Timer: By Lara Futch

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Engaging Activity: Think-Ink-Share

Culture of Care Implementation Exploration

Who...    Why...

Engaging Activity: Virtual Gallery Walk

Culture of Care Implementation Exploration

Now  Short Term  Long Term
Engaging Activity: Virtual Gallery Walk

Breathe  Move  Rest


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Brain Breaks Review

Breathe
- Easy In, Extend Out
- Starfish Breathing/Take Five

Move
- Chair Cat/Cow or Tree
- Recharge Sequence
- Standing Kite
- Seated Figure Four
- Eagle
- Movement Sequence

Rest
- Mindful Minute
- Mindful Listening

Takeaways

- A Culture of Care includes:
  - Belonging for All
  - Self-Care
  - Breathe, Move, and Rest Brain Breaks
  - SEL Signature Practices
- Mindfulness is kind awareness
- You have the resources to train others!
Optimistic Closure: One Word To Describe How You Feel – Type it in the chat box!

Today’s Reflection

Self-care:
1) Practice "Take in the Good" strategy and note/journal your experience with the "Taking in the Good" strategy.

Classroom planning:
Identify one strategy that you can implement with your students that supports healthy relationship building. Map this strategy to your current curriculum standards and objectives.
Pro-tip: Have fun with this work. How you feel is contagious!
Thank you for joining us!

Session 4: Building Belonging & COC Implementation
Trainer: Gill McClean & Michelle Kelsey Mitchell