


Pure Community



## 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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Website: [www.pureedgeinc.org](http://www.pureedgeinc.org)

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# Culture of Care Series


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## Train-the-Trainer to Integrate a Culture of Care

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

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# Introductions

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



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<https://ling-app.com/tips/hello-different-languages/>



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# Introductions

Gill McClean

**[gill@pureedgeinc.org](mailto:gill@pureedgeinc.org)**

Director of Professional Development  
& National Trainer



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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



**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



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<https://www.positivelyosceola.com/its-april-16th-and-that-means-its-national-wear-your-pajamas-to-work-day/>



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## 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.

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# Review

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# 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.<sup>1</sup>



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<sup>1</sup>: Rick Hanson and Rick Mendius, "Positive Emotions and Taking In the Good," 2007. <http://www.wisebrain.org/PositiveEmotions.pdf>



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### The Corporate Athlete

The Body  
The Emotions  
The Mind  
The Spirit

Loehr, J. & Schwartz, T., *The Making of a Corporate* Harvard Business Review, January 2001.

### How DO you manage your 1440 to give you maximum recovery?

The Healthy Mind Platter for Optimal Brain Matter. Copyright © 2011 David Rock and Daniel J. Siegel, M.D. All rights reserved.

### Six Critical Healing Factors

Burke-Harris, N. B. H., MD. (2018). *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* (Reprint ed.). New York, NY: Houghton Mifflin Harcourt Publishing Company.

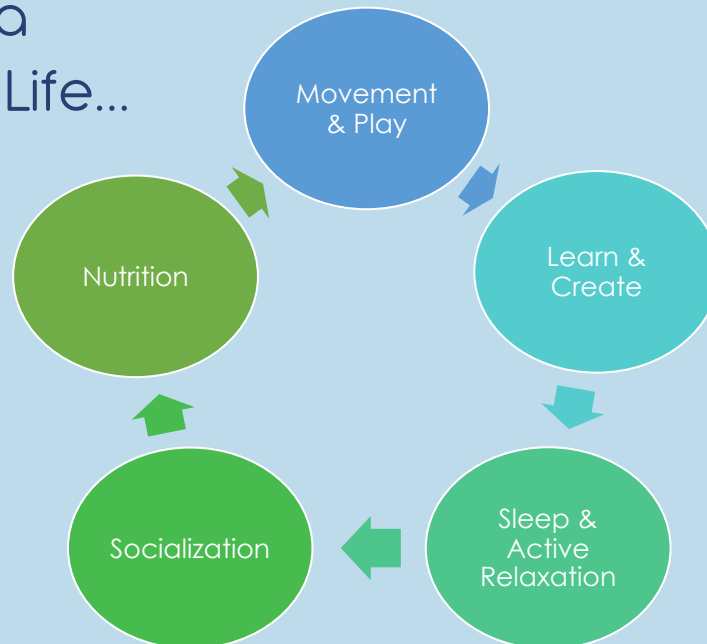
### The Big 7

- Mindful breathing
- Sleep
- Nutrition
- Exercise
- Building and maintaining positive relationships
- Doing things that are meaningful to you (hobbies/entertainment)
- Positive self-talk, including self- and other-compassion, acceptance, reappraisal, visualization, and problem-solving.

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## Toolkit for a Balanced Life...



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Sources: CDC YRBS 2015; <https://www.kidsdata.org/>; Cavanaugh et al, 2016



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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.



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## 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.



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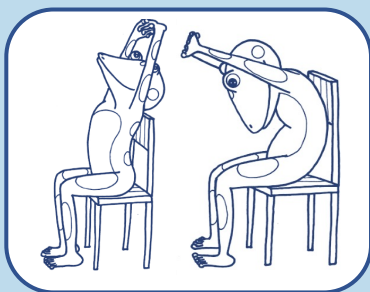
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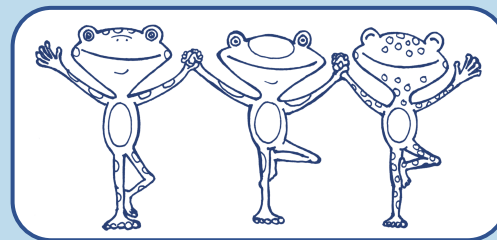


## Brain Break

Chair Cat-Cow



Tree



(You Choose 😊)



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# Engaging Activity: Think-Ink-Share

What does it feel like to belong?

2:00





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Timer: By Lara Futch  
<http://www.clipartpanda.com/clipart-images/zg28-peer-pressure-68745253>



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# 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.**



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Pure Power 6-12, Unit 3, Lesson 2  
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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.



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## 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.**



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Allen, K.; Kern, M.; Vella-Brodrick, D.; Hattie, J.; Waters, L., What Schools Need to Know About Fostering School Belonging: a Meta-analysis, Educational Psychology Review, 17 October 2016. <http://doi:10.1007/s10648-016-9389-8>



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## 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



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Allen, K.; Kern, M.; Vella-Brodrick, D.; Hattie, J.; Waters, L., What Schools Need to Know About Fostering School Belonging: a Meta-analysis, Educational Psychology Review, 17 October 2016. <http://doi:10.1007/s10648-016-9389-8>



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## 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.



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## Belonging & Cognitive Load Theory

When students feel valued and respected at school by:

- educators
- peers
- curriculum
- policies and norms of the institution

they can put the full weight of their cognitive resources behind what they are learning.

When students' needs are not met in terms of:

- physical, emotional, and identity safety
- human development
- strong and supportive relationships

they are more likely to disengage from key behaviors that are important for learning.

[https://mindsetscholarsnetwork.org/a-research-based-lens-for-responding-to-transformative-crises/?utm\\_medium=email&\\_hsmt=91714405&\\_hsenc=p2ANatz-9A7ba8TB41v4Q88DPbSfS-Sc7O9a9YDwM02DzRz4ldvSbbsUmoPMckfmo1QHUBS-N9aQamSCMczcvaA5wEi\\_Ita57a&utm\\_content=91714405&utm\\_source=hs\\_email](https://mindsetscholarsnetwork.org/a-research-based-lens-for-responding-to-transformative-crises/?utm_medium=email&_hsmt=91714405&_hsenc=p2ANatz-9A7ba8TB41v4Q88DPbSfS-Sc7O9a9YDwM02DzRz4ldvSbbsUmoPMckfmo1QHUBS-N9aQamSCMczcvaA5wEi_Ita57a&utm_content=91714405&utm_source=hs_email)

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# 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.

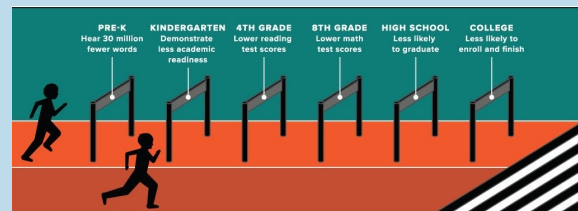


## Resource Allocation

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.



<https://www.chbob.org/blog/understanding-the-educational-achievement-gap>

This Photo by Unknown Author is licensed under CC BY, <https://ralphhoweministries.com/connected-and-belonging/>

Source: Mindset Scholars Network Accessed 12/19/17 at <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Belonging.pdf>



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# 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.**



Source: Mindset Scholars Network, Accessed 12/19/17 at <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Belonging.pdf>

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## 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.



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## SEL & Social Awareness

### 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.



www.casel.org



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## SEL & Relationship Skills

### 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.



www.casel.org

### 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.



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## Building Belonging



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



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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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## Self-Care Implementation



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# Implementation Strategies

## S.M.A.R.T. Goals

- **S**pecific
- **M**easurable
- **A**ttainable/Achievable
- **R**ealistic
- **T**imely

## E-E-E Model

- **E**nlighten
- **E**ncourage
- **E**nable



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<https://positivepsychology.com/goal-setting-psychology/>



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## 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



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## Sample: Self-Care Template for Implementation

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Breathe: Choose 1</b> Anchor Breathing Even In – Even Out Starfish Breathing or Take Five Other							
<b>Move: Choose 2</b> Recharge Sequence Mountain/Chair Strength Sequence Tree Pose; Stork Pose Chair Cat/Cow Chair Sunrise Twist Other							
<b>Rest: Choose 1</b> Guided Rest Attitude of Gratitude Taking in the Good Other							



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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.*



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### 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




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## Breathe




## Move




## Rest



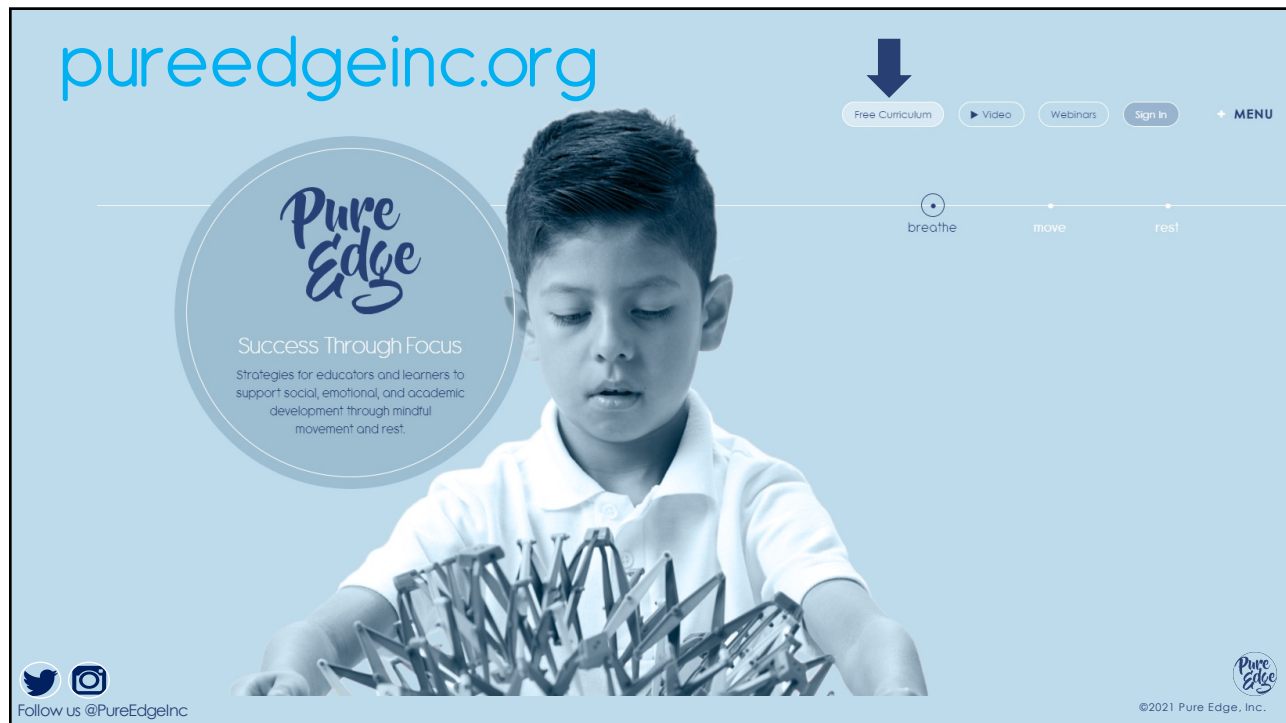


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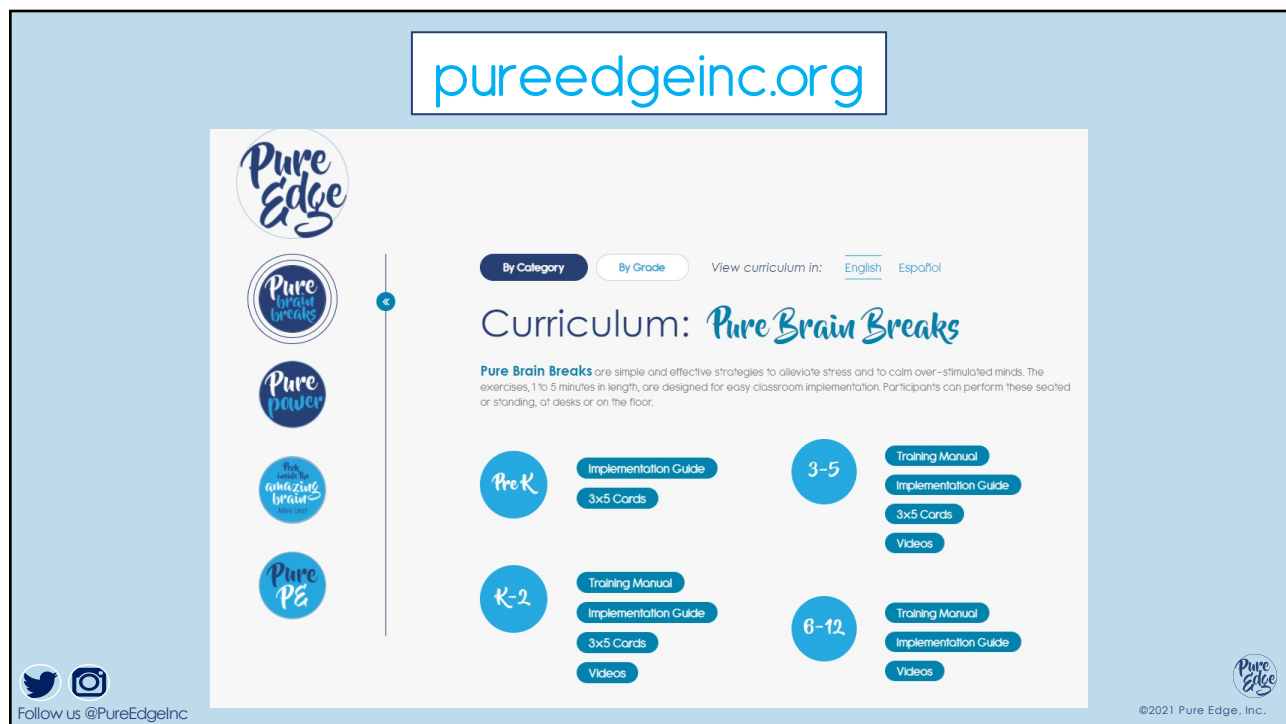


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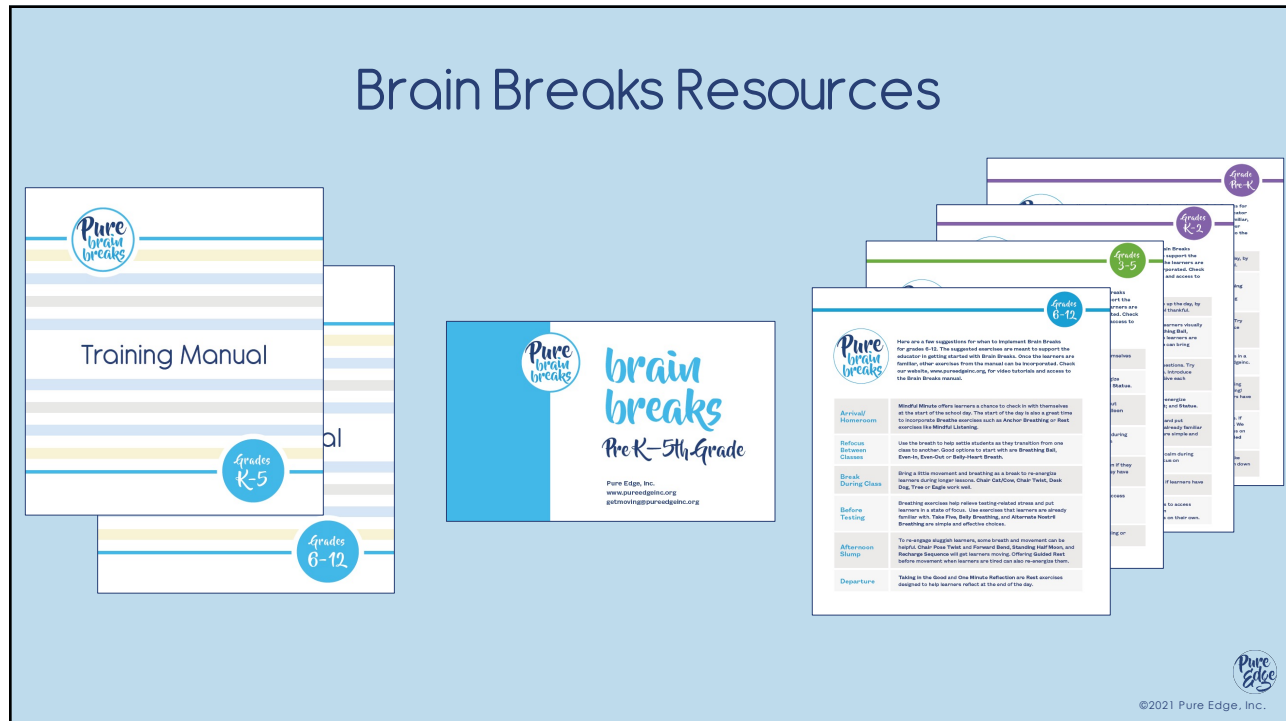
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# Brain Breaks Resources



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## 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



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## 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.*






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## Brain Breaks are great for....


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

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Sources: CDC YRBS 2015; <https://www.kidsdata.org/>; Cavanaugh et al., 2016


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# Calm Down Corner

- ❖ Soft textures
- ❖ Mind jar
- ❖ Breathing ball
- ❖ Brain Breaks card deck
- ❖ Posters




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Image Credit: Erin Cooney

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## 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.*



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If you are just joining us, we  
are on a quick break.

Part 2 will start momentarily.



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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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# Welcoming Activity: True or False



Please respond to the questions via the poll



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# A Culture of Care



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# Tenets of a Culture of Care

Integrates and sustains **SEL** at the school and organization levels

Values **communication** and **compassion**

Recognizes the importance of **caring for self and others**

Fosters **belonging for all** community members



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<https://studentaffairscollective.org/a-culture-of-care/>

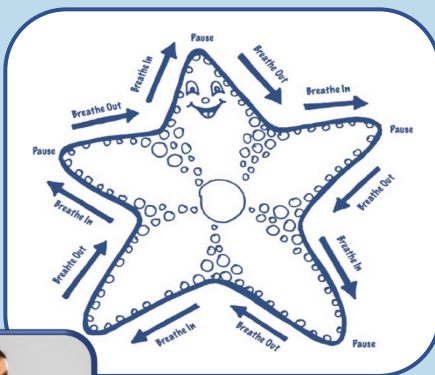


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## Engaging Activity: Starfish Breathing or Take Five



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.



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# What is mindfulness?



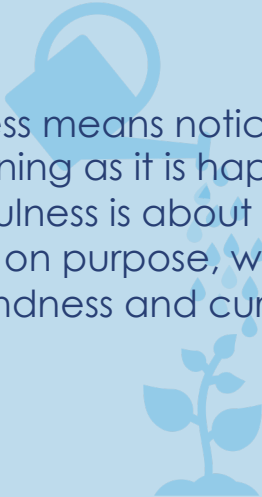
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## Mindfulness



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

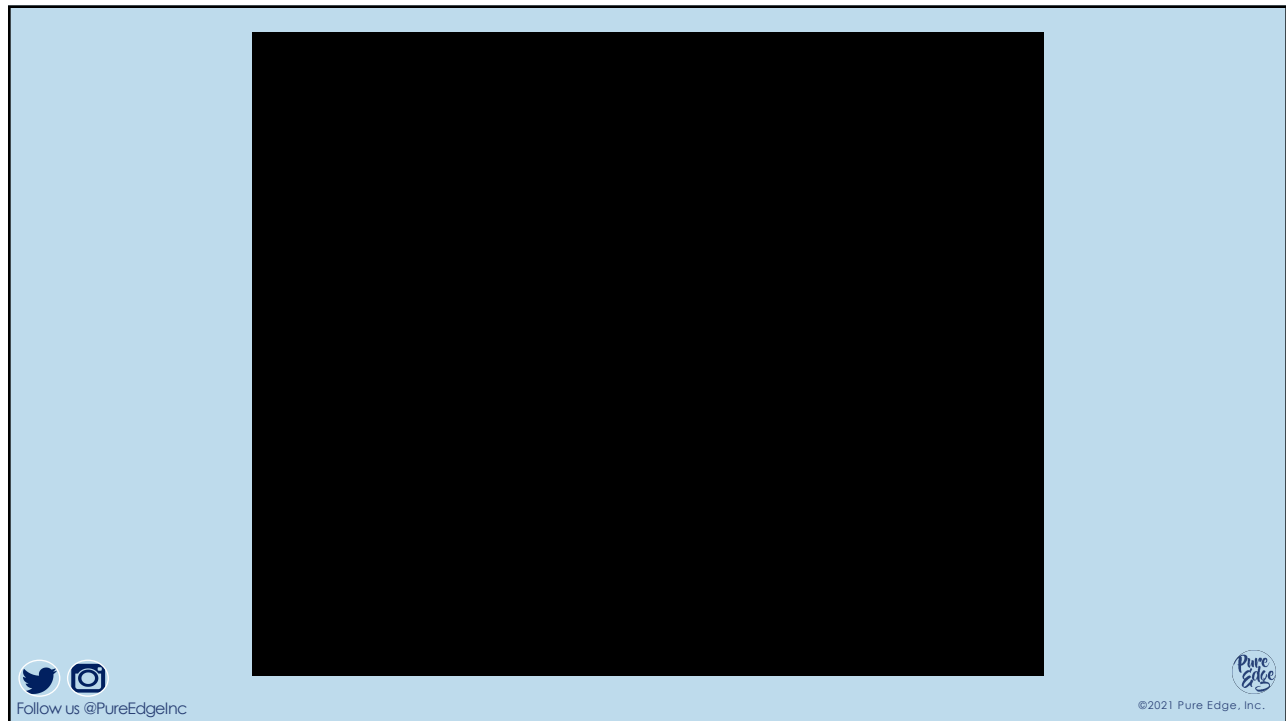


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Mindfulness is kind awareness.

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


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Image Source: <https://www.success.com/the-exponential-impact-of-random-acts-of-kindness/>

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## Engaging Activity: Eagle

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## MTSS: Multi Tiered System of Support

**Tier 1: Prevention**  
All Learners AND Educators

**Tier 2: Intervention**  
Small Groups

**Tier 3:**  
Intervention  
Individual

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# Resource Review

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## Pure Edge Programs





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# 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



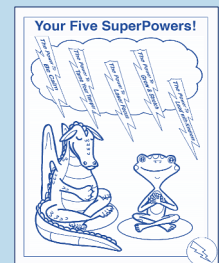
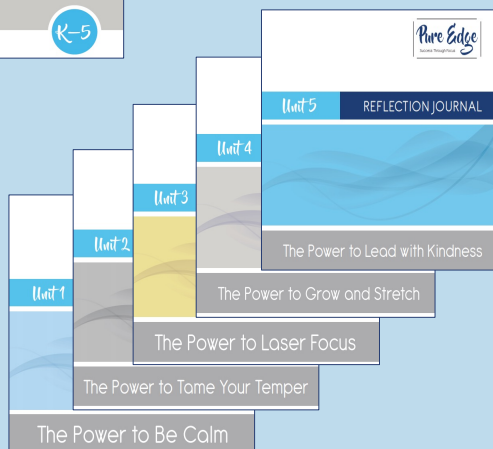
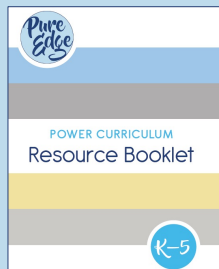
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# Pure Power Resources



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## 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



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## Turnkey Decks

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

- |  |   |
|--|---|
| 1. Social and Emotional Learning (SEL) & Self-Care | 7. Creating Healthy Habits                  |
| 2. Respond vs. React                               | 8. Taking in the Good                       |
| 3. Stress & Allostatic Load                        | 9. Six Critical Healing Factors             |
| 4. The Neuroscience of Stress, 1                   | 10. Building belonging: Emotion & Cognition |
| 5. The Neuroscience of Stress, 2                   | 11. Brain Break Implementation              |
| 6. Neuroplasticity                                 | 12. Culture of Care Implementation          |

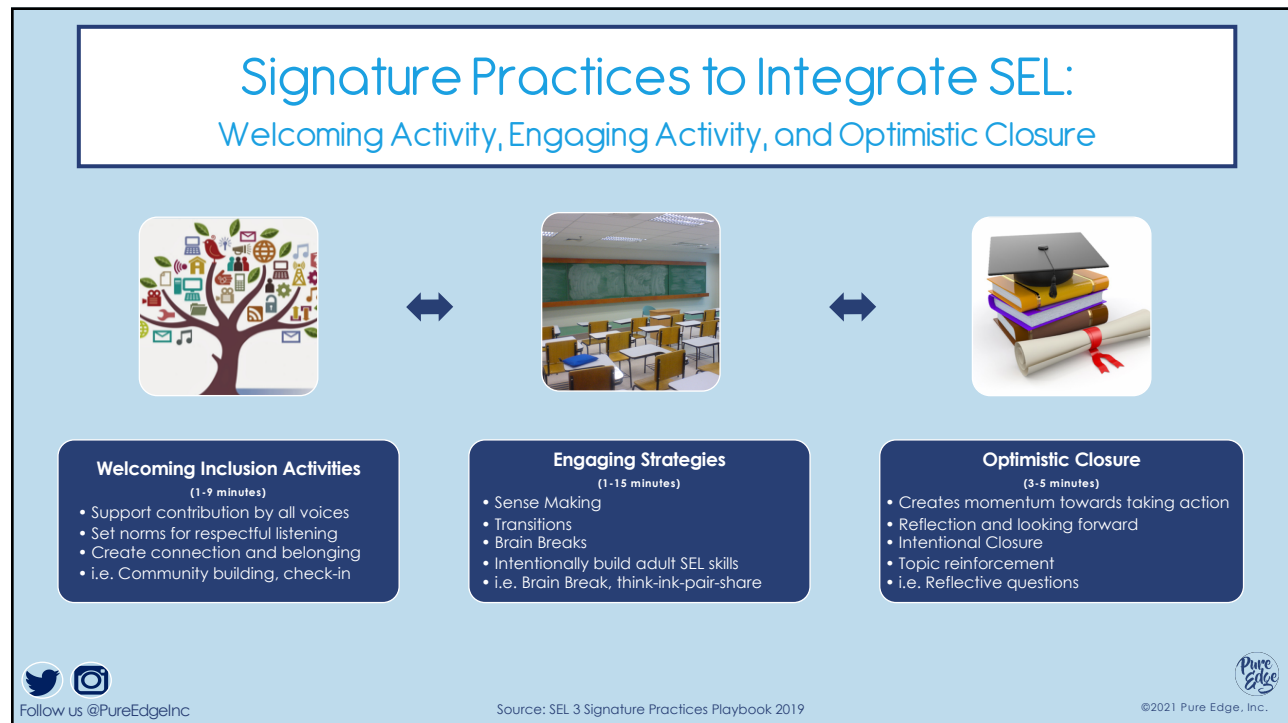


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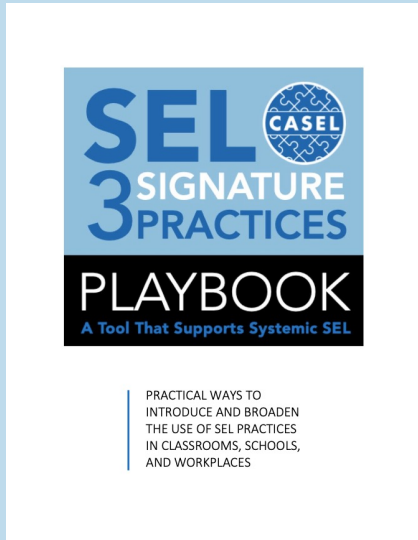
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# schoolguide.casel.org



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## HEADSPACE: Mindfulness On Demand



Headspace is donating their app  
to all Educators.

[go.headspace.com/pureedge](https://go.headspace.com/pureedge)

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



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## Self-Care Practice




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Neurochemicals

Endorphins

Neurotransmitters

Improved mood

Improved memory

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<https://www.kaed.org/mindshift/53681/how-movement-and-exercise-help-kids-learn>

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**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?

**2:00**

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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



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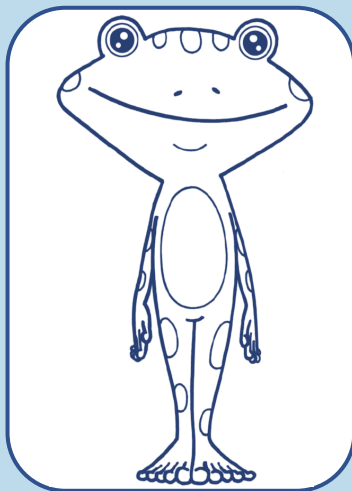


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## Mindful Movement: Mountain




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## Mindful Movement: Half Opening Sequence A



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## Mindful Movement: Star into Triangle



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# Mindful Movement: Surfer into Wave






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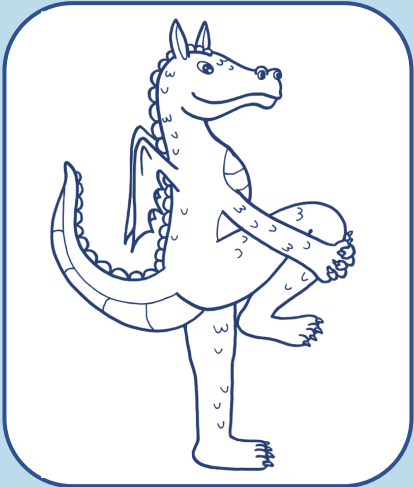




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# Engaging Activity: Stork






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# Mindful Movement: Sandwich








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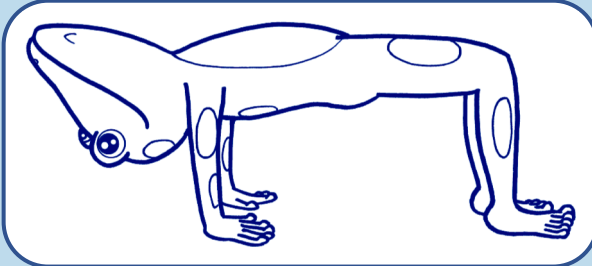


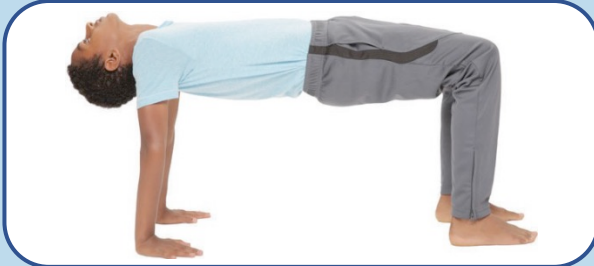
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# Mindful Movement: Table







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# Mindful Movement: Seated Tree





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# Mindful Movement: Boat







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# Mindful Movement: Butterfly







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# Mindful Movement: Seated Mountain







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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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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?

**2:00**

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Engaging Activity: Think-Ink-Share

Culture of Care Implementation Exploration

Who...

Why...



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Engaging Activity: Virtual Gallery Walk


Culture of Care Implementation Exploration

Now

Short Term

Long Term



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## Engaging Activity: Virtual Gallery Walk



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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



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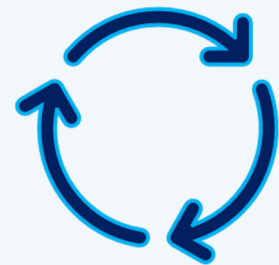


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# Takeaways

- 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!



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**Optimistic Closure:** One Word To Describe How You Feel– Type it in the chat box!



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## 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!





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Pure Community

**Please Note:** You will receive a follow-up email within 24 hours of this session. This serves as your confirmation of attendance. This is for live webinars via Zoom only.

Thank you for joining us!

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

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