What is your Energy Level right now?
Engaging Activity: Mindful Minute
Learning Objectives

- Explore the foundations of Emotional Regulation.
- Access Pure Edge’s website and resources.
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.
Guiding Question

What is the difference between a Reaction and a Response?

(Grades 6-12, Lesson 2.6)
How is social emotional learning (SEL) connected to self-care?

Self-Awareness
- Integrating personal & social identities
- Identifying personal, cultural, & linguistic assets
- Identifying one’s emotions
- Demonstrating honesty and integrity
- Linking feelings, values and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests & a sense of purpose

Self-Management
- Managing one’s emotions
- Using planning and organizational skills
- Identifying and using stress-management strategies
- Setting personal and collective goals
- Exhibiting self-discipline and self-motivation
- Showing the courage to take initiative
- Demonstrating personal and collective agency

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Engaging Activity: Taking in the Good
Being able to identify and appropriately express emotions is called Emotional Regulation.

Emotional Regulation is a multifaceted physical-mental-emotional process that can be affected by stress.

The stability of our emotional lives has the potential to become dysregulated due to a variety of factors, most of which are not necessarily within our control.¹


Emotional Regulation

Balanced emotional regulation entails:

- Feelings
- Thoughts
- Physiological signals:
  - Heart rate
  - Breath pattern
- Nonverbal communication:
  - Body language
  - Facial expression
Engaging Activity: Sunrise/Sunset
Adult Modeling

Kids absorb the adults’ mannerisms, especially EMOTIONAL REGULATION (the ability to manage their emotions).¹

What we hope to do

Respond vs. React
Engaging Activity: Mountain/Chair Strength Sequence
Reaction

Can be thought of as an unconsidered or abrupt behavior or action.¹

Often a reaction springs forth from a:

- **sudden strong emotion**, or
- an accumulation of strong, **unexpressed emotions**.
When we feel intense emotions, we might experience **physical** clues, such as:

- Shaking
- Heat in the face
- Tight muscles
- Rapid heartbeats
- Stomach aches
- The urge to hit, kick, or stomp
Response

A response is thought out, calm and non-threatening.¹

- More time for reflection
- Intentional
- Weighs alternatives
- Less Charged
- Considers other and/or other outcomes.²
Physical Regulation

Through practices of:

Breathe, Move, Rest

We learn again and again, what it feels like to move through our experiences in a thoughtful, nonreactive way.
Engaging Activity: Even In – Even Out
MTSS: Multi Tiered System of Support

Tier 1: Prevention
All Learners AND Educators

Tier 2: Intervention
Small Groups

Tier 3:
Intervention
Individual
Engaging Activity: Guided Rest
Today’s Reflection

Self-Care:

- Schedule a Mindful Minute for each morning
- Choose 1 other Breathe, Move, and/or Rest Brain Break to practice independently.
- Register for your free SEL curriculum account at pureedgeinc.org
Throughout your day, try to bring attention to:

- How and what your body is feeling?
- How what your breath is doing?
- What do you notice in your body, breath, and mind?

Check specific times of the day, once a day:

- Morning
- Afternoon
- Evening