Turnkey Deck 7

Taking in the Good
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.
Welcoming Activity

What do you notice first in the picture on the next slide?
Welcoming Activity

Image: https://www.illusionsindex.org/i/duck-rabbit
Learning Objectives

- Practice “Taking in the Good” to counter the brain’s negativity bias.
- Explore a framework for creating healthy habits.
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.
Why is it important to think about and replay positive experiences, several times in your mind?

(Grades 3-5, Lesson 4.3)
Engaging Activity: Wave Sequence

1. Begin in Mountain Pose.
2. Inhale, step your left foot wide to the side, exhale and turn your right foot out and bend the right knee. Inhale, raise both arms to a T-shape at shoulder height. Exhale and hold for 2 breaths. This is Surfer.
3. Inhale, take your left arm back towards your left calf and raise your right arm straight up towards the ceiling, exhale here. Look up at your hand and take 2 breaths.
4. Inhale and return to Surfer.
5. Exhale, place your right arm on your right thigh, and raise your left arm overhead. Look towards your left hand and take 2 breaths. This is Wave.
6. Inhale and return to Surfer.
7. Exhale and step feet together in Mountain Pose.
8. Repeat on the other side.

*This sequence can be used to invigorate when tired or lethargic.
Taking in the Good and Self-Care

Neurochemicals

- Improved mood
- Endorphins

Neurotransmitters

- Improved memory
We interpret situations, people's actions, and even pictures differently.

- Sometimes, we're too quick to judge a situation.
- We don't always take the time to fully consider other perspective.
Bias

An inherent or learned prejudice against a thing, person, or group when compared with another.¹

Nearly all humans share a negativity bias, that is...our tendency to hold on to or collect negative information in the form of memories or impressions.

¹: Bias | Definition of Bias by Merriam-Webster
Engaging Activity: Mountain/Chair Strength Sequence

1. Begin in Mountain Pose.
2. Inhale, raise your arms overhead.
3. Exhale, bend your knees and sit back as though you were going to sit in an imaginary chair.
4. Hold for 3 breaths.
5. Inhale, come back to Mountain Pose.
6. Increase hold to 5 breaths as stamina increases.

*This sequence can be used to strengthen the lower back and legs. It’s also re-energizing after sitting in a chair for awhile.
Negativity Bias

Negativity bias can take the shape of:

- Excessive worry
- Anxiety
- Frustration
- Aggression
- Judgement

Sometimes it leads us to look for or expect danger.
Negativity Bias

For example, studies have found that:

• **In a relationship**, it typically takes five good interactions to make-up for a single bad one.

• People will work much harder to **avoid losing $100** than they will work to gain the same amount of money.

• **Painful experiences** are much more memorable than pleasurable ones.¹

¹: Hanson, Dr. Rick, Take in the Good, May 5, 2020.
“The brain is like Velcro for negative experiences and like Teflon for positive ones.”

Rick Hanson, Ph. D.
• Unpleasant experiences stick to the brain’s longer-term memory, while pleasant experiences are less likely to stay put.

• Negativity Bias shades “implicit memory” – your underlying expectations, beliefs, action strategies, and mood – in an increasingly negative direction.

It takes **2-3 seconds** for one’s brain to remember something **unpleasant**.

It takes **20-30 seconds** for your brain to remember something **pleasant**.

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Engaging Activity: Taking in the Good

1. Think of one thing from the day that you feel good about, and be specific—for example, you listened, you were more creative, you lent a helping hand, or someone smiled at you, etc.

2. Hold on to that memory for the next 30 seconds. Remember it in as much detail as you can.

3. Allow the feeling associated with the memory to sink in your mind. Act as a sponge, absorbing the memory and the feeling together.
Taking in the Good entails:

- focusing on the positive in what is occurring or has already occurred.
- absorbing and appreciating the experience itself of a positive thought or memory in order to cultivate resilience and gratitude.

This differs from **positive thinking methods** in which one hopes for a particular outcome.
Toxic positivity is the assumption that despite a person’s emotional pain and turmoil, they should **only** have a positive mindset.

The best way to deal with negative emotions is to let yourself feel the emotions you’re feeling and let them pass, not push them under the rug.
Engaging Activity: Alternate Nostril Breathing

1. Let’s start with a few deep breaths through the nose.
2. Inhale, close the right nostril by pressing the side of the nose with the right thumb.
3. Exhale out the left nostril.
4. Inhale through the left nostril.
5. Close the left nostril by pressing the side of the nose with your right pinky and fourth finger. At the same time, take your thumb off of your right nostril.
6. Exhale out the right nostril.
7. Inhale through the right nostril.
8. Close the right nostril with your thumb again and exhale through the left (removing the pinky and fourth finger).
9. This is one round. Complete 2 or 3 rounds by repeating steps 2-8. End on a left exhalation.
10. Take a few regular breaths.
11. Notice how you feel.

- The hand movements will take some practice to feel comfortable.
- If thumb and pinky are too hard for learners to coordinate, you could use right thumb to close right nostril and left thumb to close left nostril.
- Once your learners have mastered the hand movements, helpful verbal cues are: inhale right, close, exhale left. Inhale left, close, exhale right.
- This exercise can take 1 to 3 minutes.
Engaging Activity: Guided Rest
Optimistic Closure: Synectics

“Self-Talk” is like...

Because...

1. 
2. 
3. 
4. 
5.
Today’s Reflection

**Self-Care:**
1. Choose 2 Breathe, Move, and/or Rest Brain Breaks to practice independently. Note how you feel before (pre) and after (post) your practice.

2. Review the 5 SEL competencies and objectives. List which competencies/objectives are strengths for you. List the competencies/objectives where you feel you need additional support.

**Classroom Planning:**
Identify and list 3 SEL signature practices in each category that you can implement in an online or in-person classroom setting. You should have a total of 9 strategies upon completion. (3 Welcoming, 3 Engaging, and 3 Optimistic Closure)

**Pro-tip:** Differentiate between virtual and in-person settings
Consult [www.schoolguide.casel.org](http://www.schoolguide.casel.org) for the SEL 3 Signature Practices Playbook