Getting Started:

1. If you have any questions, please type them into the Q&A box.

2. Place a pen/pencil/paper nearby to jot down your thoughts.

3. At the end of this session, there will be a Session Quiz / Feedback Form.
Culture of Care Institute

Today’s Topics:

What is a Culture of Care?

Social & Emotional Learning (SEL), Educator Self-Care, Stress & Allostatic Load.
Introductions

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

Erin Cooney
erin@pureedgeinc.org
Director of Curriculum & Instruction;
National Trainer
Welcoming Activity

Share which of the following images most accurately reflects your feelings right now.
Engaging Activity: Mindful Minute
Session One Learning Objectives

- Define Culture of Care.
- Explore the foundations of Emotional Regulation.
- Explain how stress impact us physically and mentally.
- Access Pure Edge 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.
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
Guiding Questions

What three (3) things will we practice each time we meet?
Grades K-2, Lesson 1.1 & Grades 3-5, Lesson 1.1

What is the difference between a Reaction and a Response?
Grades 6-12, Lesson 2.6
We will always practice

1. Self-Care

2. Brain Breaks 😊

3. Modeling SEL Lesson Structure
In order to have an impact on others, you must first have an impact on yourself.
Breathe

Move

Rest
Engaging Activity: Breathing Ball
Does It Matter How We Breathe?

Nasal Breathing & Extended Breaths

• Lung capacity increases
• 18% more oxygen absorbed
• Heart relaxes
• Respiratory & nervous systems cohere
• Blood pressure decreases

Mouth Breathing

• Body moisture sapped
• Lungs irritated
• Soft tissue of mouth flexes, leaving less space to breathe

Engaging Activity: Anchor Breathing
“The three most important aspects of learning—attention, focus, and memory—are all controlled by our emotions, not by cognition.”

Marc Brackett

Social and Emotional Learning (SEL)

The Competencies serve as a framework for furthering social, emotional, and academic learning within school contexts.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature:

- trusting and collaborative relationships
- rigorous and meaningful curriculum and instruction
- ongoing evaluation.

SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.
The abilities to understand one’s own
• emotions
• thoughts
• values

and how they influence behavior across contexts.

This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.

The abilities to manage one’s
• emotions
• thoughts
• behaviors
effectively in different situations and to achieve goals and aspirations.

This includes the capacities to
• delay gratification
• manage stress
• feel motivation and agency to accomplish personal/collective goals.

Social and Emotional Learning (SEL)
The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to:
• feel compassion for others
• understand broader historical and social norms for behavior in different settings
• recognize family, school, and community resources and supports.

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

This includes the capacities to:
• consider ethical standards and safety concerns
• evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

This includes the capacities to:
• communicate clearly
• listen actively
• cooperate
• work collaboratively to problem solve and negotiate conflict constructively
• navigate settings with differing social and cultural demands and opportunities
• provide leadership
• seek or offer help when needed.
Which aspects of the CASEL competencies align with your current priorities?

• Self-Awareness
• Self-Management
• Social Awareness
• Relationship Skills
• Responsible Decision-Making

If you would like, please share your response in the Q&A box.
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
Social and Emotional Learning (SEL) Competencies

**CLASSROOMS.** Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches.

**SCHOOLS.** Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community.

**FAMILIES/CAREGIVERS.** When schools and families form authentic partnerships, they can build strong connections that reinforce students’ social and emotional development.

**COMMUNITIES.** Community partners often provide safe and developmentally rich settings for learning and development.
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 SEL skills
- i.e. Brain Breaks, think-ink-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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Engaging Activity: Sunrise/Sunset
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


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Adult Modeling

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


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What we hope to do

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

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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
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
Resources
Success Through Focus

Strategies for educators and learners to support social, emotional, and academic development through mindful movement and rest.
Pure Edge Programs

Pure brain breaks

Pure power

Start with the Heart

Peek inside the amazing brain

Pure PE
### Curriculum: Pure Brain Breaks

**Pure Brain Breaks** are simple and effective strategies to alleviate stress and to calm over-stimulated minds. These exercises, 1 to 5 minutes in length, are designed for easy classroom implementation. Participants can perform these seated or standing, at desks or on the floor.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Implementation Guide</th>
<th>3x5 Cards</th>
<th>Videos</th>
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</thead>
<tbody>
<tr>
<td>Pre-K</td>
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<td>K-2</td>
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<td>Videos</td>
</tr>
<tr>
<td>6-12</td>
<td>Training Manual</td>
<td>3x5 Cards</td>
<td>Videos</td>
</tr>
</tbody>
</table>
Featured Video

Our Breathe Library takes you through breathing techniques that will help with focus, feeling emotions and a sense of calm. Each breathing technique is modeled in 1 to 2 minute video tutorials.
Success Through Focus
Strategies for educators and learners to support social, emotional, and academic development through mindful movement and rest.
Pure Power

Grades K-5, Unit 1
Power to Be Calm

Grades 6-12
Unit 1
Power to Shine
If you are just joining us, we are on a 5 minute break.

We will resume momentarily.
If you are just joining us, we are on a 5 minute break.

We will resume momentarily.
Introductions

Anne Contreras
anne@pureedgeinc.org
Director of Programs & National Trainer

MACP, MFTi #87444
Doctoral Studies
Somatic Psychology (Embodied Scholarship)
Foundation: Trauma
What is your Energy Level right now?
Engaging Activity: Taking in the Good
Guiding Questions

What is stress?
(Grades 6-12, Unit 3.9)

How can we distinguish between healthy and unhealthy stress?
(Grades 3-5, Unit 1.5)
Engaging Activity: Think-Ink-Share

Where do you feel stress in your body?

Where do you feel joy in your body?
STRESSOR: Pandemic (CDC)

- Health-related fear
- Sleep problems
- Eating problems
- Concentration problems
- Worsening of chronic health problems
- Increased use of alcohol, tobacco, and other drugs
- Isolation
  - 50% of 20K responders reported feeling lonely (Cigna Survey)
- Racial and ethnic minority groups

This Photo by Unknown Author is licensed under CC BY-NC ©2021 Pure Edge, Inc.
What is stress?

A physiological reaction that prepares an individual to respond to a stressor.

What is a stressor?

The stressor is usually something that threatens the well-being or homeostasis (stable equilibrium) of the individual.
Benefits

- Positive challenge
- Motivates us to take action
- Promotes well-being
- Enhances performance

Detriments

- No relief in sight
- Makes us physically sick
- Weakens immune system
- Impairs performance
Engaging Activity: Starfish Breathing or Take Five
Stress Response

“Gas Pedal”
Sympathetic Nervous System:
Fight or Flight

“Brake”
Parasympathetic Nervous System:
Rest and Digest

https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response
**Allostatic load** is "the wear and tear on the body," which accumulates as an individual is exposed to repeated or chronic stress.
Impact of Stress & Trauma on the Heart

After his death, Dr. Martin Luther King Jr's autopsy found that while he was just 39 years old, he had the heart of a 60-year-old.

Image Source: https://www.newyorker.com/magazine/2006/01/23/the-mission
Secondary Trauma

Compassion Fatigue

The cumulative, detrimental effect of working with survivors of traumatic life events

https://lesley.edu/article/six-ways-for-educators-to-avoid-compassion-fatigue
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.

It is essential for adults working with young children to be well physically and emotionally.

Better health enables better relationships with children, and research has long demonstrated that good relationships are crucial for children’s learning and social-emotional development.

Dr. Kate Gallagher
Director of Research and Evaluation,
Buffett Early Childhood Institute, University of Nebraska

Neurochemicals

Endorphins

Neurotransmitters

Improved mood

Improved memory

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

Reflection

What is on your mind?

or

How are you feeling?
Movement Sequence

Mountain
Mountain/Sunrise x 2-3
Half Opening Sequence A x3
Star into Triangle
Tree OR Forest
Sandwich
Table
Butterfly
Seated Mountain
Guided Rest
Mindful Movement: Mountain
Mindful Movement: Mountain/Sunrise
Mindful Movement: Half Opening Sequence A

1. Inhale
2. Exhale
3. Inhale
4. Exhale
5. Inhale
6. Exhale
7. Inhale
8. Exhale
Mindful Movement: Star into Triangle

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Mindful Movement: Tree or Forest
Mindful Movement: Sandwich
Mindful Movement: Table
Mindful Movement: Butterfly
Mindful Movement: Seated Mountain
Engaging Activity: Guided Rest
Please take out your phone, laptop or notebook for a two-minute free write. The goal is to check in with yourself.

Reflection

What is on your mind?
or
How are you feeling?
What we hope to do

Respond vs. React
What does tension feel like in your body?
When do you feel tension in your body?
Why is relaxation important?
What is stress?

When do you feel exhilarated by stress?
When do you feel depleted by stress?
Can you name some wellness practices that help build resilience?
MTSS: Multi Tiered System of Support

Tier 1: Prevention
All Learners AND Educators

Tier 2: Intervention
Small Groups

Tier 3: Intervention
Individual
Brain Breaks Review

**Breathe**
- Breathing Ball
- Anchor Breathing
- Even In – Even Out
- Starfish Breathing or Take Five

**Move**
- Sunrise/Sunset
- Mountain/Chair Strength Sequence
- Chair Twist
- Mindful Movement Sequence

**Rest**
- Mindful Minute
- Taking in the Good
- Guided Rest

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Takeaways

- SEL and self-care are interconnected.
- The 3-signature practices to integrate SEL into a lesson are: Welcoming Activity, Engaging Activity, and Optimistic Closure.
- Stress impacts us physically and mentally.
- We can use the breath and the body to decrease Allostatic Load.
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
Optimistic Closure: Future Me

- Take moment to write a note to your future self.
- What reminders of how you are feeling right now do you want to capture in writing?
- What message of encouragement do you want to send to yourself?
- If you want to share with us, please use the Q & A box!

HEADSPACE: Mindfulness On Demand

Headspace is donating their app to all Educators.

go.headspace.com/pureedge

Use your work email address
Thank you for joining us!

Session 1: Culture of Care Institute
Trainers: Erin Cooney & Anne Contreras

Follow us @pureedgeinc
Website: www.pureedgeinc.org
Email: getmoving@pureedgeinc.org

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