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.
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.
Introductions

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

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”

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.¹

The Corporate Athlete

The Body
The Emotions
The Mind
The Spirit

The High Performance Pyramid

Spiritual Capacity
Provides a powerful source of motivation, determination, and endurance

Mental Capacity
Focuses physical and emotional energy on the task at hand

Emotional Capacity
Creates the internal climate that drives the ideal Performance State

Physical Capacity
Builds endurance and promotes mental and emotional recovery

Rituals


Six Critical Healing Factors

Sleep
Nutrition
Mental Health
Exercise
Mindfulness
Healthy Relationships

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.

The Healthy Mind Platter

Physical Time
Sleep Time
Focus Time
Connecting Time
Time In
Down Time
Play Time

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

- Movement & Play
- Learn & Create
- Socialization
- Sleep & Active Relaxation
- Nutrition

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?

2:00
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.

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Move
Recharge Sequence
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.
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/
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.
Building Belonging
Human relationships are the essential ingredient that catalyze healthy development and learning.

Sources:
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>
<thead>
<tr>
<th></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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</thead>
<tbody>
<tr>
<td><strong>Breathe: Choose 1</strong></td>
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<td>Even In – Even Out</td>
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<tr>
<td><strong>Move: Choose 2</strong></td>
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<tr>
<td>Recharge Sequence</td>
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<tr>
<td>Mountain/Chair Strength Sequence</td>
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<tr>
<td>Tree Pose; Stork Pose</td>
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<td>Chair Cat/Cow</td>
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<tr>
<td>Chair Sunrise Twist</td>
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<tr>
<td><strong>Rest: Choose 1</strong></td>
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<tr>
<td>Guided Rest</td>
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<tr>
<td>Attitude of Gratitude</td>
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<tr>
<td>Taking in the Good</td>
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<td>Other</td>
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</tbody>
</table>
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.
Rest
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
Breathe

Move

Rest

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Success Through Focus

Strategies for educators and learners to support social, emotional, and academic development through mindful movement and rest.
Pure Brain Breaks are simple and effective strategies to alleviate stress and to calm over-stimulated minds. The 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.
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.*
Pure brain breaks

Move

Seated Figure Four
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.
Breathe
Easy In, Extend Out
If you are just joining us, we are on a quick break.

Part 2 will start momentarily.
Introductions

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

MACP, MFTi #87444
Doctoral Studies
Somatic Psychology (Embodied Scholarship)
Foundation: Trauma
Welcoming Activity: True or False

Please respond to the questions via the poll
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

Follow us @PureEdgeInc

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.*
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
Resource Review
Pure Edge Programs

Pure brain breaks

Pure power

Start with the Heart

Peek inside the amazing brain

Pure PE

Follow us @PureEdgeInc
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

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

Your Five SuperPowers!

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Start with the Heart

Shine Pre-K

Start with the Heart

Discover 3-5

Shine K-2

Start with the Heart

Connect 6-8

Start with the Heart

Engage 9-12
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

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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-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
PRACTICAL WAYS TO
INTRODUCE AND BROADEN
THE USE OF SEL PRACTICES
IN CLASSROOMS, SCHOOLS,
AND WORKPLACES
HEADSPACE: Mindfulness On Demand

Headspace is donating their app to all Educators.

go.headspace.com/pureedge

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

Endorphins

Neurotransmitters

Improved mood

Improved memory

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?

Reflection

Timer: By Lara Futch
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?
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

Follow us @PureEdgeInc
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Engaging Activity: Virtual Gallery Walk

Image Source: https://www.vectorstock.com/royalty-free-vectors/looking-museum-silhouettes-vectors

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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!

Photo: Juan Monino
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: Erin Cooney & Anne Contreras

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.

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

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