



**Your  
Education  
Ally.**

By Teachers,  
*For Teachers.*

# Course Syllabus

Name:

Date:



## Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



**Current University Partners** (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

### Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

#### Spring Term

Registrations Accepted  
July 16-March 15  
Coursework Due\*  
April 15

#### Summer Term

Registrations Accepted  
December 16-July 15  
Coursework Due\*  
August 15

#### Fall Term

Registrations Accepted  
March 16-October 22  
Coursework Due\*  
November 15

\*Or first business day after the 15th if due date falls on a weekend.

## Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

### Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



### Course Content

**ELEVATE Courses** are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Response Questions:** Connect new learning from course resources to current pedagogy.

**Resource Review:** Find resources related to the course topic to extend learning and solve problems of practice.

**Applications:** Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

**Reflection:** Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.



<b>Course Name</b>	Anxiety Awareness: Empowering Students with Help and Hope
<b>Course Number</b>	OL 5102
<b>Course Credits</b>	3 or Flex Credit

*NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.*

### **Course Description:**

Mental health professionals are shining a light on the pervasiveness of anxiety, highlighting the need for increased awareness and attention to this issue. Young people are notably affected: anxiety affects 1 in 5 children, and 70% of teens say anxiety is a major problem facing their age group. This course will give educational professionals the tools they need to support students who have anxiety, including foundational knowledge about anxiety, its symptoms, and a look at Cognitive Behavioral Therapy (CBT). Utilizing clips from the documentary *Angst: Raising Awareness Around Anxiety*, participants will complete the course equipped with ready to implement strategies for teaching coping skills, ideas for accommodations, and considerations for tools and processes to support students who have anxiety.

### **Goals and Objectives:**

As a result of participation in this course, participants will:

1. Use provided prompts specific to anxiety to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a method for creating appropriate accommodations for students with anxiety.
3. Prepare a collaborative communication tool to keep colleagues informed about students with anxiety and create a plan for discussing the impact of anxiety with students.
4. Implement Cognitive Behavior Model (CBT) strategies to help students process behaviors related to anxiety.
5. Develop an action plan to challenge the status quo related to safe classroom spaces, supportive relationships with students, and coping strategies for managing anxiety.

### **Required Resources:**

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

## Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Early warning, timely response: a guide to safe schools. Available from [www.ed.gov](http://www.ed.gov) Click on "publications" or 877-4ED-PUBS.

Kissen, D. (2020). *Rewire your anxious brain for teens: Using Cbt, neuroscience, and mindfulness to help you end anxiety, panic, and worry*. Oakland, CA: New Harbinger Publications.

Mason, C. Y., M., R. M. M., & Jackson, Y. (2020). *Mindful school communities: The five Cs of nurturing heart centered learning*. Bloomington, IN: Solution Tree Press.

Nabors, L. (2020). *Anxiety management in children with mental and physical health problems*. S.I.: Springer Nature.

National Alliance for the Mentally Ill. [www.nami.org](http://www.nami.org)

Tobin, R. M. (2020). *Dsm-5 diagnosis in the schools*. S.I.: Guilford.

Warner, C. Colognori, D., Lynch, C. (2018). *Helping students overcome social anxiety: Skills for academic and social success (SASS)*. New York, NY: Guilford Press.

Wells, T., & Goleman, S. (2019). *Cognitive behavioral therapy: A beginners guide to Cbt with simple techniques for retraining the brain to defeat anxiety, depression, and low-self- esteem*.

Place of publication not identified: Pardi Publishing.

## Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Statement of Intention and Awareness</b>	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
<b>Investigation: Read and Respond</b>	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

<b>Investigation: Resource Review Rubric</b>	<b>A Grade = Outstanding Performance</b>	<b>B Grade = Target Performance</b>	<b>Below Target Performance</b>
<b>Summary of Resource</b>	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Relation to Personal Assumptions or Course Content</b>	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Impact on Professional Practice</b>	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
<b>Written Requirements</b>	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.



Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Connection to Statement of Intention and Awareness</b>	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Summary of Learning</b>	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
<b>Description of Positive Influence or Transformation</b>	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

# Module 1

## 1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

## 2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about anxiety.
2. Summarize your previous knowledge or experience with anxiety .
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

## 3. Investigation: Read, View, and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

After reading "Anxiety Disorders: Overview," (click through each tab: Treatment, Support, Discuss) via National Alliance for Mental Illness (NAMI) and "Anxiety Basics," via Child Mind Institute:

- A. Detail some general and observable symptoms that might indicate a student is suffering from anxiety.
- B. Based on the articles you have read, explain why you believe anxiety is so prevalent in today's world.
- C. Lots of people say they "have anxiety," but not everyone has "anxiety disorder." Describe the difference between the two and how you would clarify those differences for a colleague, parent or student.

All coursework is to be completed in the Teaching Channel online environment.

After viewing the video, "Anxiety 101" from the film, *Angst*:

- D. Describe the "Amygdala Hijack Phenomenon," including specific symptoms that anxiety "hijacks" our brains.
- E. Explain how the amygdala functioned in the days of early humans and provide examples of events that can trigger the amygdala in modern times.

After viewing the following video:

- F. Explain, in terms a student could understand, the connection between anxiety and physical symptoms, including why it is important to be aware of that connection.

After reading, "A Teacher's Guide to Anxiety in the Classroom," by Rachel Ehmke, from Child Mind Institute, and the following image:

- G. Describe student behaviors you have observed that could have been caused by anxiety. Include examples.
- H. As the image above shows, ADHD and anxiety can look the same in the classroom. How does this information affect the strategies you will use with students who are struggling?
- I. Describe 5 situations at school that could create anxious feelings. (Note: You will be referring back to these examples in a future assignment.)

## Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Innovate

Like so many students with other learning differences, students with anxiety may need to have special accommodations for their work in the classroom. As you watch the video from Understood.com, and review the resources below, think about how you could make accommodations for students so they are successful in your classroom and school.

Please review the resources below and choose one accommodation you could use in each of the following areas: assignments, testing, classroom environment, in-class work (including large and small group work) public speaking and presentations. The following resources include accommodation ideas:

- A Day in Our Shoes
- Worry Wise Kids
- Health Central
- Tip Sheets
- Understood.com

Area	Accommodation	Rationale
Assignments	Example: Review assignments with student privately	Student experiences anxiety when asking questions in front of peers
Testing		
Classroom Environment		
In-Class Work		
Public Speaking and Presentations		

Replicate, fill out, and submit the above table (or create your own chart). Please include enough detail in each of the boxes so a colleague could understand how and why to use any accommodation you've suggested.

### 3. Application: Implement

As you read the resources below, consider how you will implement a discussion about anxiety and mental health with your students.

- Read the article, "What Students with Anxiety Want Teachers to Know," from The Mighty, as a jumping off point, but educators also need to know how to initiate discussions with students around anxiety and mental health, in general, to help remove the stigma that surrounds these issues. Students know that anxiety isn't cool, but we can reassure them that talking about it is.
- Read the article, "What to Say to Someone Experiencing Anxiety or a Panic Attack," by Meghan Holohan, from Today.
- Read the article, "How You Can Stop Mental Illness Stigma," by Laura Greenstein, from NAMI.

Now that you've read the articles, please submit the following:

- Create and submit 5 sentence stems that could help you initiate a conversation with someone who has anxiety.
- In two paragraphs or more, submit your ideas for implementing a discussion about anxiety and mental health with your students.

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#### 4. Application: Collaborate

Supporting students who struggle with anxiety is a team effort! In this application, you'll make a plan to work with colleagues and families to help students manage anxiety at school. Please choose to complete either Option 1: Teens and Social Media OR Option 2: Children and Physical Signs of Anxiety.

##### Option 1: Teens and Social Media:

Please begin by reviewing the resources listed under "Teens and Social Media," below, then complete the requirement that follows. Recent studies by the Child Mind Institute and the Pew Research Group indicate a correlation between students' social media use and anxiety.

Read "How Using Social Media Affects Teenagers," by Rachel Ehmke, from Child Mind Institute, and watch the following video from Angst:

Now that you have reviewed the resources, design a real-time communication tool: First, imagine you are a middle school student named Samantha who spent most of the previous night on social media:

*You posted your picture to your Instagram account, and immediately were ridiculed by kids in your grade, online. You quickly took down the picture, but not before 14 people had written cruel comments about your appearance, and copied it to share on other sites.*

*Now, you have to face those kids in school, even though you want to go and hide. Your self-esteem has taken a major hit, your anxiety is through the roof, and now you are supposed to focus and be ready to learn. Spoiler alert: you aren't.*

*From the beginning of the day to the end, you are snarly and apathetic.*

*Your teachers and other adults in the building have no idea what you've gone through, so they are quick to respond to your attitude with their standard responses of discipline. Right about now, it would be great if you could talk to a helpful adult.*

The scenario above is all too common. Education professionals who see this child throughout the day could be helpful if they knew what was going on. Here's your chance to make a difference!

To meet this requirement:

- Create a tool or system to notify your team members, or other pertinent building professionals, of a child who is struggling with anxiety on a given day
- Design the process or tool to work through your school's particular system (if applicable), or design the communication process using a new technology format. (Note: *If your school already has a similar tool, review and revise the existing tool to improve the use.*)

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- Your process or tool must ensure confidentiality and discretion on behalf of the student and must follow in-school guidelines for information sharing.
- The process should be easy, fast, and relatively uncomplicated: you are only notifying colleagues that a child is not doing well, and sharing reasons (if known).

Please submit the following in a total of one page, or more:

- Describe the process or tool
- Include how it will work
- Share what methods will be used
- Explain how confidentiality will be maintained
- Summarize how the process will be introduced to and implemented by participating colleagues
- Include any scripts team members could use in addressing the student or the issue, and any other elements that would assist colleagues with making this process usable and successful

Note: If you are currently out of the classroom, please design a general process or tool that could be used in a future school setting.

Example:

- *You and your team decide to operate in email, using a scale system of 1-5, 5 = Needs immediate attention, and 1 = Normal.*
- *Teacher A sees Samantha in the hall before school. S doesn't respond to a greeting, which is unusual.*
- *Teacher A tries to connect with S without success, then Teacher A sends an email to teachers B-E and S's advisor/counselor, indicating that S is at a level 2, meaning that she isn't herself, but isn't outwardly a threat to herself or others.*
- *All who were notified are sure to check in with S, and Teacher B successfully learns about the previous night's issue. Teacher B sends an email to the notified group vaguely describing S's issue so that the group can ensure that S is checked on.*
- *Teacher A follows up with advisor/counselor to make sure that S is on people's radar.*
- *Advisor/counselor ensures appropriate follow-up with Samantha.*

#### Option 2: Children and Physical Signs of Anxiety

As we've learned, physical symptoms are common signs of anxiety in children. To understand why, please read: "How Does Anxiety Affect Kids in School?" and "Anxious Stomachaches and Headaches", both from Child Mind Institute.

To complete this application, create a plan to support a student who is experiencing anxious stomachaches, headaches, or other signs of anxiety at school. You are encouraged to consult and

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include families, the school nurse, psychologist, and/or counselor in your plan. We suggest creating a strategy that can be easily adapted and used with other students as needed.

Please submit the following in a total of one page, or more:

- Summarize a few clues that suggest a student's physical symptoms may be caused by anxiety
- A step-by-step plan for what to do when the student experiences a physical symptom of anxiety
- Where the student will go, and for how long
- What calming strategies the student may use
- Sentence stems or questions for talking with the student about the cause(s) of their physical symptoms
- Strategies to minimize avoidance of the anxiety-causing activity
- Suggestions to help families respond when a child is experiencing physical signs of anxiety

### 5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content that enhance your professional practice, and deepen your understanding of the concepts.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, such as gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges your beliefs, *and* explain two ways this resource will impact your professional practice.

## Module 3

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Application: Challenge the Status Quo

There's comfort in feeling safe in a space and with a trusted person. If students feel safe, they can learn. Watch this clip from Angst, and then complete one of the options below to learn ways to support a student who is anxious.

All coursework is to be completed in the Teaching Channel online environment.

### Option 1: Intrinsic Look

If selecting Option 1, please complete either "Choice A" OR "Choice B" below.

Start by watching this video to learn more:

Choice A: Develop a one-page "safe space" action plan for your classroom. You may submit a drawing, a digital creation, a plan, or a narrative. Include a description of the space. Be sure to note what materials you would provide for students to self-soothe and parameters that describe how you would like students to use the space.

Choice B: Develop a one-page action plan with ideas for improving your relationship with a student who has demonstrated the need to connect with a safe adult. (For example, an adult who can be a sounding board to share feelings and experiences, and has a caring and accountable presence). Your action plan should include:

- A description of the student (no names please)
- An outline of behaviors observed that may indicate a need for stronger relationships
- Five actions you can take to build your relationship and trust with the learner
- Any possible roadblocks you anticipate and solution ideas for each

Tip: the actions you outline can be simple like using students' names, asking questions, etc.

### Option 2: Extrinsic Influence

Although we're not psychology professionals, we believe it would be helpful to understand the process of Cognitive Behavioral Therapy (CBT) and Exposure Therapy (ET) have been proven to be successful ways of managing anxiety. According to a Child Mind Institute 2018 study, successful CBT results in a 93% long term recovery.

Watch the following videos on CBT and Exposure Therapy, and then complete the application that follows.

CBT can work well for many behaviors. Review this visual before moving on, noticing that thoughts drive feelings and behaviors.

If completing this option, work through the steps below:

Step 1: Choose 2 "situations" (using the terminology in the image above) in which a change in thought will garner positive results. One situation should be about you, and one situation should be from the perspective of a student.

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Step 2: For each situation, create a flowchart or other graphic that illustrates the path of anxiety on the left, and a positive and helpful path on the right. You can use the model in the image above (click [HERE](#) for a downloadable copy), or you may create your own.

Step 3: Please submit the following for each situation:

- In one-paragraph or more, note the situation, explain why you believe change is needed. For the student situation, you can write from the perspective of either a student or a teacher who wishes to encourage a change.
- Your graphic indicating both an "anxious" and "helpful" version of the thought, feelings, and behavior elements in the CBT model.
- In two-paragraphs or more focusing on both examples, reflect on this experience by describing how you could use this technique with students, or for yourself.

### 3. Application: Coping Strategies

To meet the requirements for this application, please complete both Part I and Part II, below.

Part I: It's imperative that students understand how to cope when they feel anxiety is getting in the way of life. When anxiety is at its height, targeted activities can help to equalize emotions by focusing on small things to increase awareness. We'd like to give you a brief introduction to some of the tools at your disposal! Please review the following resources to lay the foundation for completing Part II, below. There are no responses to submit!

- The following technique is called the 54321 Grounding Technique, although there are several variations (find the one that suits you best via Google!):

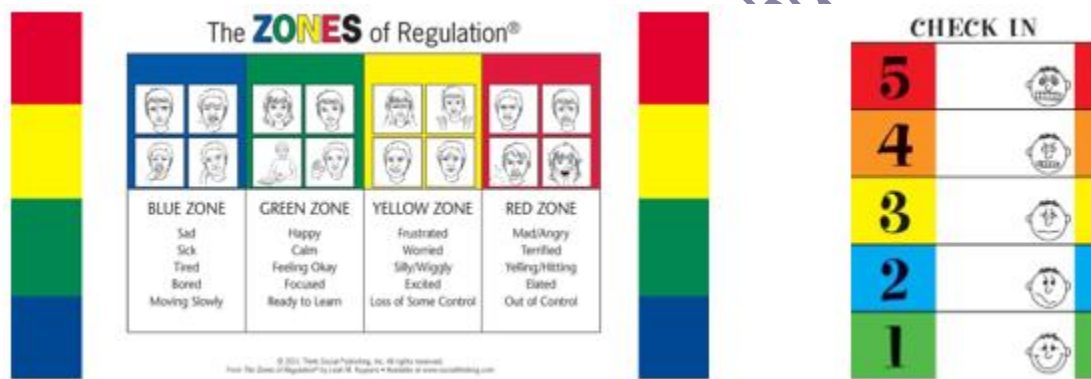


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- The *Angst* film shows different choices for dealing with anxiety, including calming the body:
  - Avoidance
  - Distraction

Want to see more of the movie? Learn how you can host a screening.

- The article, "10 Ways to Help Students Who Struggle with Anxiety," from We Are Teachers includes additional holistic strategies.
- This video below highlights the use of a "calm box" for students
- The Zones of Regulation and the 5-point scale provide strategies students can assess from where they are feeling, and increase their awareness (there are also a wide variety of ways to do this- dig through Google and choose the one that works best for your needs):



Part II: Next, you will apply what you have learned from the resources. Using your response to the question in an earlier assignment ("Describe 5 situations at school that could create anxious feelings" from Module 1/Read-View-Respond/Question 9), create a menu of calming techniques for each situation that students can use. Please complete Steps 1-4 to meet the requirements for this application. You may use any of the strategies you've learned throughout the course.

Steps 1-3 can be submitted in a table, graphic organizer, or a format of your choice, as long as it is student-friendly.

Step 1: List again the 5 situations in school that could create anxious feelings. Be as descriptive as needed to ensure students will be able to identify and understand them

Step 2: For each example, describe some indicators or symptoms related to each situation that might alert students when they are beginning to feel anxious (e.g., sweaty hands, fast heartbeat, lack of focus).

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Step 3: Provide directions for 2 coping strategies for each situation (students experience anxiety differently) students can use if they experience particular situations. In these directions, include a way for a student to notify you (hand signal, a particular "pass") if they need to use the strategy.

*Note: At this point, you should have a total of 10 strategies, 2 for each situation.*

Step 4: Please submit Step 4 in a "mini-lesson" format, including enough detail so a colleague could teach the mini-lesson in your place.

Explain how you will introduce the menu to students, including any communication tools (signals, signs, etc.) students can use if they need to implement a strategy. Be sure to frame the brain science about why distraction is helpful in the face of anxiety, and the importance of "jump back in" after taking a break and not avoiding a situation due to anxious feelings.

#### 4. Application: Mindfulness and Stress

What we have learned is that mindfulness helps with stress and anxiety. To complete this application, please complete one of the following options:

##### Option 1: Mindfulness

There are numerous studies on the connection between anxiety and mindfulness, and we know mindfulness is good for everyone - whether we are anxious or not! Please follow the steps below if completing this option:

- Read the article, "Facts About the Effects of Mindfulness," by Shelley Kind and Stefan G. Hofmann to gain perspective on why mindfulness helps reduce anxiety, and the article, "Mindful Activities for Children and Teens: 25 Fun Exercises for Kids," via the Positive Psychology Program to get ideas on how to share mindfulness with students.
- Watch the following videos from the Teaching Channel about mindful lessons and activities:
  - Create a lesson to teach mindfulness or a plan to include mindfulness in daily interactions with students. You can incorporate any of the ideas or activities you've seen or read about in the above resources but be sure to include your own ideas. Please submit the following in a total of one-page or more:
    - Rationale and goals for the plan or lesson
    - Tools or resources you and your students will need to be successful with the plan or lesson
    - Enough detail so a colleague could teach the lesson the plan in your absence

##### Option 2: Academic Stress

*Angst* talks about the extreme pressure students feel to have high performance in school and get into college. Take a look.

Next, read through this Pew Research Study, then complete the following:

Step 1: Put together an age-appropriate “tip sheet” you can share with students to mitigate the stress they feel around academic performance. Include 5 or more tips. Your tip sheet can be in any form, digital or hard copy, as long as we are able to see how wonderful it is! Refer to the following list from LearnPsychology.org for ideas:

- > **STUDY AS MUCH AS YOU CAN.** One of the causes of test anxiety is the fear that you didn't study enough. By studying as much as you can, you can reduce this fear.
- > **TRY TO MIMIC TEST TAKING CONDITIONS.** It might be taking practice tests, studying in the same classroom or building where you will be taking the test or doing practice problems under timed conditions. These steps can help familiarize you to otherwise unfamiliar test taking conditions.
- > **LEARN TO STUDY MORE EFFECTIVELY.** Maybe it's getting a tutor to help explain concepts, someone to double check your work or using something as simple as flashcards to study, but finding someone to help you study more effectively can make all the difference.
- > **FIND WAYS TO CALM DOWN.** What cools you down? Squeezing a stress ball? Taking deep breaths? Whatever relaxation technique you choose can help reduce the symptoms of test anxiety.
- > **WATCH YOUR DIET.** Eat well and eat properly. For example, too much caffeine can exacerbate the physical symptoms of test anxiety.
- > **GET ENOUGH SLEEP.** Research is clear that not getting enough sleep can impair one's memory and reasoning abilities. The more clear-headed you are, the less anxious you will feel.
- > **EXERCISE REGULARLY.** Exercise can release tension, and the less tension you feel as you go into the test, the better off you might be.
- > **MAKE SURE YOU HAVE PLENTY OF TIME.** You're worried enough about the test. No need to add more worry about being late and having less time to take the test as a result of unexpected traffic or a test location change.

Step 2: Include a two-paragraph or more response to the Pew Research article you read, specifically the findings that indicate the pressures students feel around academic performance. Include any examples of this stress you see in your work.

Step 3: Refer to one or more of the Mindfulness resources above (Option A: Mindfulness) and include how mindfulness can assist students in managing academic stress and/or anxiety.

## 5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet “A” criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.

All coursework is to be completed in the Teaching Channel online environment.

- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.

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