



**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.

Course Name	Connection and Calming Strategies for Today's Teachers
Course Number	OL 5116
Course Credits	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:

Envision reacting to the world of unknowns and "new normals" with a connected-and-calm response, even when circumstances are beyond your control. Picture the transformative power of understanding and managing your innate stress response by focusing on gratitude, empathy, compassion, and hope. Connection and Calming Strategies for Today's Teachers will ensure you break free from the bonds of stress as it teaches why cortisol floods our bloodstream when we are under stress, and how somatic awareness, mindfulness, and emotional resilience are the tools we can use to retrain our stress response for a happy, healthy life.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to stress to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Explain, in writing, the physiological, psychological, and physical impacts of stress.
3. Summarize, in writing, an understanding of our emotional triggers, negative self-talk, physiological imprint, and states of awareness and their relationship to stress.
4. Describe, in writing, how to mitigate the negative impacts of stress, and how to apply life-generating approaches to manage our stress response, using research-based strategies.
5. Develop a presentation or unit of study about stress, including the physiology of our stress response, and the strategies to manage it.

Required Text/Reading:

Daugherty, A. (2019). *Unstressed: How somatic awareness can transform your body's stress response and build emotional resilience*. Oakland, CA: New Harbinger Publications, Inc.

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:

- Aguilar, E. (2018). *Onward: Cultivating emotional resilience in educators*. New York, NY: Jossey-Bass.
- Bracket, M. (2020). *Permission to feel: Unlocking the power of emotions to help our kids, ourselves, and our society*. New York, NY: Celadon Books.
- Boogren, T. (2018). *Take time for you: Self-care action plan for educators*. Bloomington, IN: Solution Tree.
- Cranston, A. (2019). *Creating social and emotional learning environments*. Huntington Beach, CA: Shell Education.
- CASEL, (n.d.). <https://casel.org>
- Dupeyrat, L., Bernard, J. (2019). *Meditation for kids: How to clear your head and calm your mind*. Boulder, CO: Shambala Publications. New York, NY: Routledge.
- Gobin, R. (2019). *The self-care prescription: Powerful solutions to manage stress, reduce anxiety, and increase well-being*. Emeryville, CA: Althea Press.
- Goswami, U. (2019). *Cognitive development and cognitive neuroscience: The learning brain*, 2nd edition. New York, NY: Routledge.
- Mason, C., Rivers Murphy, A., Jackson, Y. (2018). *Mindfulness practices: Cultivating heart-centered communities where students focus and flourish*. Bloomington, IN: Solution Tree.
- Maykel, C. Bray, M. (2019). *Promoting mind-body health in schools: Interventions for mental health professionals*. Washington, D.C.: American Psychological Association.
- Mussey, S. (2019). *Mindfulness in the classroom: Mindful principles for social and emotional learning*. Waco, TX: Prufrock Press.
- Nestor, J. (2020). *Breath: The new science of a lost art*. New York, NY: Riverhead Books.
- Roughton, A. (2019). *Evidence based approaches to becoming a culturally responsive educator: Emerging research and opportunities*. Hershey, PA: IGI Global.
- Waterhouse, A. (2019). *The brain and learning: Supporting emotional health and wellbeing in school*. New York, NY: Routledge.

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
Statement of Intention and Awareness	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.		
Investigation: Read and Respond	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.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	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.
Relation to Personal Assumptions or Course Content	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.
Impact on Professional Practice	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
Planning, Development and Execution	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.	
Written Requirements	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
Connection to Statement of Intention and Awareness	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.
Summary of Learning	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.	
Description of Positive Influence or Transformation	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 stress.
2. Summarize your previous knowledge or experience with stress.
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 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.

The author defines stress as "the state of emotional disequilibrium, [which] can be caused by anything that disrupts your free-flowing state of being psychologically and physiologically grounded." What does the term "stress" mean to you?

- A. In the author's words, the amygdala helps to "evaluate our present life through the lens of our past experience." Consider the emotional triggers that cause stress for you, then describe how understanding your own emotional triggers can help you manage your stress.
- B. Speaking of emotional triggers and stress...think about how the parents/families of your students or colleagues can trigger stress for you, then share one strategy you will enlist to help you manage your stress response when triggered.

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- C. Beyond our own stress, there is the stress students experience. Summarize how understanding the physiology of stress will make you a better educator and provide a deeper understanding about students.
- D. Did you know out of the 60,000 to 80,000 thoughts we have a day, 80% of them are negative? Think about one of your recurring negative thoughts you have throughout the day, then write the new thought you will use to replace it.
- E. How will you lead students into replacing negative thoughts with positive thoughts? Share one idea.
- F. Since the first research identified our innate fight or flight response, additional research has uncovered two additional reactions to fear and stress: freeze and fawn. As you think about your own stress responses, explain which you use most often when responding to stress: fight, flight, freeze, fawn and why. (*Feel free to add your ideas about how you use different responses in different circumstances if you wish!)
- G. Our neural, biochemical (oxytocin and cortisol) and electrical systems orchestrate our stress response to keep us safe. Share some of the physical reactions (sweaty palms, thirst, etc.) you experience when you are under stress.
- H. Explain how *micro-moments of connection* can have a big impact on the way you respond to stress.
- I. List one way you can replace reactivity with "heartfelt engagement."

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

Now it is time to explore the transformational benefits of mindful awareness. To interrupt our stress response patterns and to manage our fight or flight stress response system, the author champions the strategies from Chapter 3, all under the umbrella of mindful awareness.

As you begin to explore the strategies of mindful awareness, it is important to understand what is meant by the term "mindfulness." Begin your exploration reading Chapter 3 in the course text and by reviewing the article, "What Mindfulness Is, and What It Isn't," from Mindfulness in Education, then begin to imagine a world in which every child learns mindfulness!

To meet the requirements for this application, please complete the following:

- Facilitate a 10-15 minute conversation about mindfulness with a colleague or with students
- Before meeting, write down three points you will make about what you have learned about the benefits of mindfulness and three questions you will ask (Total=6, 3 points/3 questions)
- When submitting your work for this application, include your 3 points/3 questions, along with a 2-paragraph summary of your conversation. Or if you prefer, submit a recording or video of your conversation.

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3. Application: Implement

Dr. Daugherty advocates for replacing reactivity with heartfelt engagement in her quest to teach us how to manage our stress response. Discussed in Chapter 4 are Daugherty's prescriptions for managing our reactive stress response through, what she calls, "heartful emotion."

In addition, Daugherty encourages us to "strengthen our heart muscles," which regulate our stress response, moving us from emotional chaos to calm and connection. Understanding the framework of social-emotional learning is an important step in ensuring our, and our students', heart muscles are up to the task. The Circle of SEL, above, illustrates the synergy between the five SEL core competencies, the classroom, school and home.

Please review, "The New Definition of SEL: What You Need to Know," by Nick Woolf of CASEL, then complete the requirement, below.

To complete this application, in a total of two-paragraphs or more, summarize:

- How students have been managing their social-emotional health
- Your theory/theories about how students are doing (well/ok/barely coping)
- Include any tools you use in the classroom, at school, in the district, or that families have provided to assist students in managing their social-emotional health
- Provide any additional suggestions you have for supporting students' social-emotional well-being

4. Application: Collaborate

Teaching is a collaborative endeavor, and thankfully, we educators know how to work as a team. But, it is also no secret that teaching is stressful!

To meet the requirements for this application, review the information below, then complete Option 1 or Option 2.

Option 1: Supporting Teachers

Teaching is rewarding! Teaching is also challenging and stressful. This resource, "The Essential Role of Mental Health for a Diverse Inclusive Workplace," by Gary Staglin provides tips for creating a workplace that is healthy for all.

It can be a perpetual struggle to find time to take care of oneself, but this TEDxTalk, "The Importance of Self-Care for Teachers" featuring Kelly Hopkinson, shines a light on the necessity of self-care for educators.

To complete Option 1., after reviewing the resources above, in one-paragraph or more,

- Share one self-care-goal you have and explain why you selected it
- Summarize one idea you have about collaborating with a colleague to help you meet your self-care goal (i.e. go for a walk with a colleague before school, meet for lunch, etc.)

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Option 2: Social Media

We would be remiss not to acknowledge both the benefits and detriments of social media and its relationship to stress. This article “Managing Social Media Stress” by Rachel Ehmke, shares information about how social media is affecting self-esteem and how “FOMO” can cause stress.

Please review the resources to assist you in managing your stress below, then if selecting Option B., complete the assignment that follows.

- 6 Podcasts to Help You Relieve Stress
- 13 Calming Instagram Accounts
- Best Meditation Apps

To complete Option 2, answer the following questions in a total of two paragraphs or more:

- In your opinion, does social media *increase stress* or does social media *relieve stress*?
- Share any apps you use to relieve stress
- Include how you think social media can be used collaboratively with students in the classroom

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 is much to learn! As educators, if we are ever unsure, we are wise to remember we can rely on: gratitude, empathy, compassion, hope, is time to challenge the status quo! Please complete either Option 1 or Option 2, below.

Option 1: Intrinsic Motivation-Gratitude, Empathy, Compassion & Hope

These four tools, gratitude, empathy, compassion, and hope deepen engagement and combine to alleviate stress and loneliness in our lives. Although they appear straightforward, we must learn to practice each of these with ourselves, or as Dr. Daugherty reminds us in Chapter 5, "we can't have compassion and empathy for others if we don't have it for ourselves."

For Option 1, review the information about each of the four tools below then complete one of the corresponding assignments that follow.

A. Gratitude

"If you seek happiness, be grateful," has become a popular mantra. The textbook author reminds us that gratitude must be "authentically and heartfully cultivated for true healing." She goes on to explain the importance of looking for the good things in our lives instead of focusing only on the things that challenge us.

B. Empathy

According to Dr. Daugherty, "empathy is most often defined as the sharing and understanding of another's experience." (p.141).

With nearly 15 million views, this video, narrated by Dr. Brené Brown, explains what empathy is, and is not, in a way that is easy to understand:

Another incredible resource for teaching and learning about empathy is Learning for Justice. This "Empathy for the 'A' Toolkit" from Learning for Justice, is filled with strategies designed to ease the conversation from criticism to non-judgmental feedback and provides guidance for stepping into our students' shoes. Bravo!

C. Compassion

Dr. Daugherty defines compassion "as the prosocial behavior of being with another in their suffering." (p.142).

How can we teach compassion to students? Positive Psychology shares their ideas for ways to teach students about compassion in this (compassionate) article called "Compassion for Kids," by Kerry Miller.

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This uplifting and compassion-provoking video describes the steps that can be taken to “help students learn appropriate coping strategies.” Watch as Tyleik Bishop, Kedaela Armstong and others from Cane Run Elementary School in Louisville, KY share what they are doing to create a compassionate school with The Compassionate School Project:

D. Hope

The research tells us that hope makes us more resilient, more optimistic, and that being hopeful guides us in developing the agencies and pathways for achieving the best of ourselves. Hope rules!

Curious about how to develop hopefulness in your students? This article, “The Positive Impact of Hope on School Culture and Student Success” from Collaborative Classrooms describes ways we can create a culture of hope.

To teach students how to be hopeful, take a look at these strategies from the National Education Association (NEA) called “Teaching Students to Hope for the Best,” by Mary Ellen Flannery.

If selecting Option 1, please complete one of the following:

- Create a gratitude journal-for this assignment, write down 3 things for which you are grateful at this moment. Next, summarize in one-paragraph or more, one goal you have for keeping a gratitude journal. Lastly, in one-paragraph or more, explain how you will encourage students to start gratitude journals of their own.
- Design an empathy lesson plan-for this assignment, include enough information for a 15-30 minute (depending on the age of students) lesson plan. Build-in your objectives, goals, and expectations for the lesson, as well as one or more active learning activities. The lesson plan you design should include enough detail so a colleague could teach the lesson in your absence.
- Organize an outline about compassion-for this assignment, using ideas from the video "The Compassionate School Project" (above), take notes as you watch the video, then create a one-page or longer outline that includes ideas from the video, your own ideas, and how the ideas can be used to create a compassionate school. Bonus (not required): Share your outline with administration and tell us how it was received!
- Curate a hope hand-out-for this assignment, design a one-page or longer electronic or paper hand-out about hope that can be shared with students, colleagues, and families.

Option 2: Extrinsic Influence- Diversity in Emotional Experience

“Specific emotions aren’t experienced the same way for everyone.” (pp.102-105). Our emotional experiences are different and diversified. What one person experiences as love, for example, may feel completely different if the person who proclaims they love you, hurts you. In addition, how and where we grew up, what we were taught, our culture and values, our backgrounds, all play a role in how we experience emotion.

For Option 2, review the information about culture and connection below, then complete one of the corresponding assignments that follow.

A. Culture

For a deeper understanding of the differences in emotional experiences, review this list of "Common Beliefs" from Learning for Justice. Next, review this article from Stanford University and the NOBA Project called "Culture and Emotion," by Jeanne Tsai. The comprehensive article discusses cultural similarities and differences in emotion and cross-cultural differences in expression.

Complete your exploration by watching this compelling video called "Our Feelings Across Cultures" on YouTube.

B. Connection

Let's explore how connection plays a role in our emotions and how stress and connection are related. Begin by reading "Strategies to Create a Community in Your Classroom" from PBS, the article covers community and connection, then read this article from Minnesota's Mayo Clinic Social Support: Tap This Tool to Beat Stress." The articles remind us that connection is key (!!!) to relieving stress and increasing our lifetime longevity.

This article, "Over Nearly 80 Years: Harvard Study Has Been Showing How to Live a Healthy and Happy Life," by Liz Mineo, explains that more than money, fame, social class, IQ, and genetics, it is our relationships and close connections that impact our health and happiness most.

If selecting Option 2, complete one of the following:

- Design a lesson plan about culture & emotion-for this assignment, include enough information for a 15- minute (depending on the age of students) lesson plan. Build-in your objectives, goals, and expectations for the lesson, as well as one or more active learning activities. The lesson plan you design should include enough detail so a colleague could teach the lesson in your absence.
- Curate a hand-out about connection and happiness-for this assignment, design a one-page or longer electronic or paper hand-out about hope that can be shared with students, colleagues, and families.

3. Application: Restore Your Capacity for Resilience and Flourishing

In the final chapter of the course textbook, *UNstressed*, Dr. Daugherty walks us down the paths of willingness, changing our stories, time/budget/energy deposits, and living our deepest values.

Whew! That's a lot of good information to cover in one chapter, so here we go!

Resilience and Flourishing

The ability to get back up when we have been knocked down, or resilience, is an important

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character-building characteristic in the game of life. The benefits of resilience, and how to teach resilience to students are covered in this article, "Teaching Resilience" by Juliette Tocino-Smith from Positive Psychology.

If interested, take a look at these optional, resources:

- Did you know there is a "Center for the Study of Human Flourishing" at King's College in New York City? Fascinating!
- In addition, this resource from Harvard.edu called "Flourish by Design" by Zachary Herrmann talks about the connection between student and teacher well-being. So much flourishing!

Resilience and flourishing, two lovely actions that go well together!

To meet this requirement, please complete one of the Options, below:

Option 1: Willingness and Changing Our Stories

Willingness to change and to put in the work isn't easy. As we all know, staying stuck can be easy to do. Yet, the text author gently reminds us, it is our willingness to rewrite our narratives and to take action that bring about change. Dr. Daugherty lists 3 points when it comes to willingness and change:

- Change may be physically unfamiliar.

Changing how we respond to stress feels different physically. The sensation of oxytocin that enters our system feels different than the stress-induced cortisol that floods our system when we are under stress. Getting used to the physical sensations in the way we manage stress takes time.

- To adapt to new and restorative stories, you need to be willing to let go of the old.

How we interpret events will either activate our fear-response system or our calm-and-connection system. What we choose to focus on becomes dominant.

- It is important to examine the payoffs in staying stuck.

There are times we self-sabotage. We must work to be consciously aware of the patterns we reinforce in ourselves that keep us stuck.

If selecting Option 1, in one-page or more, summarize one thing you would like to change about your life, including:

- How you feel physically when considering change
- How you plan to adapt and to let go of the old
- How you will study the areas where you may be stuck

Option 2: Time, Budget and Energy Deposits

Filling our time with "life-generating activities" helps us regulate our bodies' stress response. Every

moment we experience carries a physiological imprint, therefore, we must be purposeful that the imprints we create are life-generating, and not life-degenerating.

Review "How to Shift Your Time and Energy to Life Generation" in Chapter 6, (pp.177-179) and think about whether the imprints you are creating are life-generating or life-degenerating.

If selecting Option 2, after reviewing the chapter and the article above, in a total of one-page or more, summarize:

- Your "life-generating" imprints
- Your "life-degenerating" imprints
- Three or more goals you have for shifting your time and energy to life-generation

Option 3: Discover and Live Your Deepest Values

Review Dr. Brown's list of values and purposefully decide which values are most important to you. As you review the list, think about how you would rank your values, and why.

If selecting Option 3, using Brown's list, in a total of one-page or more:

- List your top three values
- Summarize why you prioritized the values in the way you did
- Summarize how you prioritized the values in the way you did
- Explain what each value represents to you

4. Application: Present What You've Learned or Teach What You Know

You've learned so much about stress in this course, congratulations! Now it is time for you to share your learning by completing one of the following options.

Option 1: Present What You've Learned

Produce a podcast, presentation, or screencast to share what you've learned from this course with others. For example, develop a presentation for colleagues to support stress management during the school year, or record a screencast video with mindfulness strategies for students. These are just two ideas! You are welcome to create your presentation on any of the, many, things you learned in the course.

Please keep in mind, this application requirement will be graded on the content, not the tool you used for presenting the information. You are free to use a tool that you're familiar with (Google Slides, PowerPoint, Screencastify, Garage Band, etc.) but we also encourage you to use a new-to-you tool to broaden your tech know-how, and to engage your audience. If you are already familiar with these presentation tools, good for you! Below are tools for you to explore and are only intended as examples:

- Podcast Tools from YouTube

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

- Podcast tools article from Hubspot
- Presentation tools article from Common Sense Education
- Screencast tools article from Common Sense Education

To meet the requirements for this option, your presentation, podcast, or screencast, should:

- Include enough information for a 15-minute presentation, a 10-minute podcast, or a 5-minute screencast.
- Provide any additional information to help us understand how you will deliver your presentation, including activities, hand-outs, exercises, etc.
- When submitting your work, please include a shareable link so the course evaluator can view/listen, or, upload the file along with any other requirements, for this module.

Option 2: Teach What You Know

Create a lesson that incorporates what you've learned in the course, for students. The expectation for this application option is for you to create a lesson about stress, which should include information about one or more of the following:

- Somatic awareness
- Physiology of stress (stress hormones: SERT 5HTT/oxytocin/cortisol, amygdala, Fight or Flight Stress Response/Calm and Connection Response)
- Stress Management Strategies (mindfulness, heartfelt engagement, gratitude, empathy, compassion, hope)
- Emotional Resilience

In addition, the lesson should include:

- The goals/objectives of the lesson
- Enough information so a colleague could teach the lesson in your absence
- Any additional information to help us understand the lesson

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.
- 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.

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- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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