



Thank you for joining us!


Session 3: Stress and Allostatic Load
Trainer: Gill McClean
Director of Professional Development

Getting Started:

1. If you have any questions, please type them into the Q&A box!
2. 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.
3. 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.

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Culture of Care Series: Session 3

Stress & Allostatic Load



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Introductions

Gill McClean
gill@pureedgeinc.org
Director of Professional Development &
National Trainer



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Who We Are

Pure Edge, Inc. (PEI) is a private operating foundation that provides direct service to organizations through professional development & strategy thought partnership.

PEI also provides grants to national organizations that advance the work of whole child development & SEL.



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Welcoming Activity

Please respond to the following poll



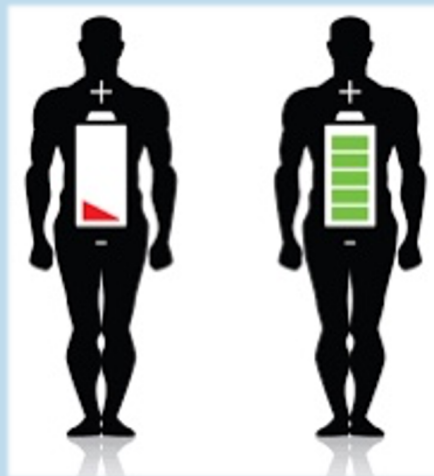
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What is your Energy Level right now?



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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.



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Learning Objectives

- ❖ Understand the impact of Stress and Allostatic Load.
- ❖ Use Pure Power curriculum to help students understand “What is Stress”
- ❖ Experience breath, move rest strategies to alleviate stress.



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We will always practice

1. Self-care 
2. Brain Breaks 
3. Modeling SEL Lesson Structure 



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Breathe

Move

Rest



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Benefits of Nasal Breathing



- ❖ Filters dust and impurities from the air
- ❖ Warms the air to body temperature
- ❖ The diaphragm is more easily controlled, which supports the development of internal core strength
- ❖ More control over lengthening the breath (extended exhalations help activate the parasympathetic nervous system)
- ❖ Increased oxygen from nasal breath increases energy and vitality

Northwestern University, "Rhythm of breathing affects memory, fear: Breathing is not just for oxygen; it's also linked to brain function, behavior." ScienceDaily, ScienceDaily, 7 December 2016. <www.sciencedaily.com/releases/2016/12/161207093034.htm>



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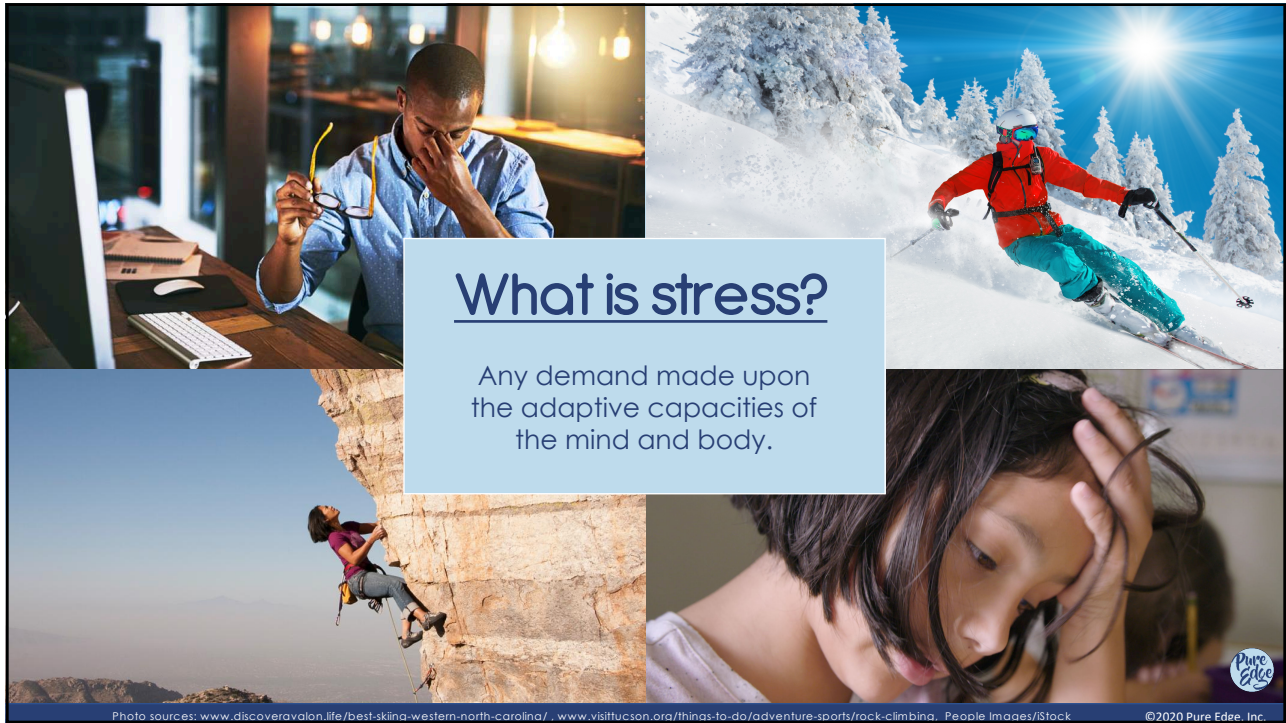
Engaging Activity: Even In – Even Out

1. Start in Seated Mountain with a tall spine, relaxed shoulders, and eyes gently closed.
2. Breathe naturally through the nose.
3. We are going to focus on making our inhales and exhales even.
4. Inhale deeply through the nose and exhale through the mouth for a count of one.
5. On the next breath, lets count to two on the inhale and the exhale.
6. Repeat, continuing to extend the breath up to a count of five.



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What is stress?

Any demand made upon the adaptive capacities of the mind and body.

Photo sources: www.discoveravalon.life/best-skiing-western-north-carolina/, www.visitucson.org/things-to-do/adventure-sports/rock-climbing, People Images/iStock

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Engaging Activity: Poll



Where do you feel stress in your body?


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GOOD STRESS	BAD STRESS
<ul style="list-style-type: none">• Positive challenge• Motivates us• Promotes well-being• Enhances performance	<ul style="list-style-type: none">• No relief in sight• Makes us physically sick• Weakens immune system• Impairs performance

Concept by Marc Brackett, Ph.D.
Yale Center for Emotional Intelligence



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Allostatic Load



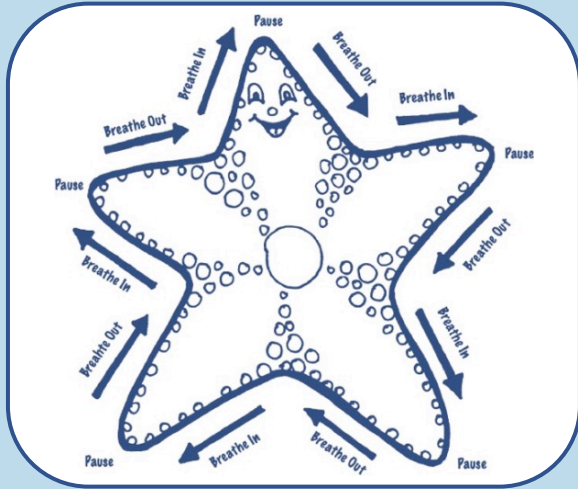
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Engaging Activity: Starfish Breathing or Take Five



1. Lift 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 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 hand.



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Stress Is Contagious



Higher cortisol levels were found in students whose teachers reported high levels of stress and burnout.

Researcher **Kimberly Schonert-Reichl** urges educators to be aware of their own mindsets and to practice mental wellness exercises to reduce their stress levels.

www.tricitynews.com/news/stress-is-contagious-education-leaders-told-1.24030014



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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.



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Did you know?

Give yourself time to develop these new patterns/habits. There's a wide range (18-200+ days) in how long it takes to develop a new habit; average time being 66 days.



<https://onlinelibrary.wiley.com/doi/abs/10.1002/ejsp.674>

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Guiding Questions

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

How can we distinguish between
healthy and unhealthy stress?
(Grades 3-5, Unit 1.5)



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Engaging Activity: Chair Twist



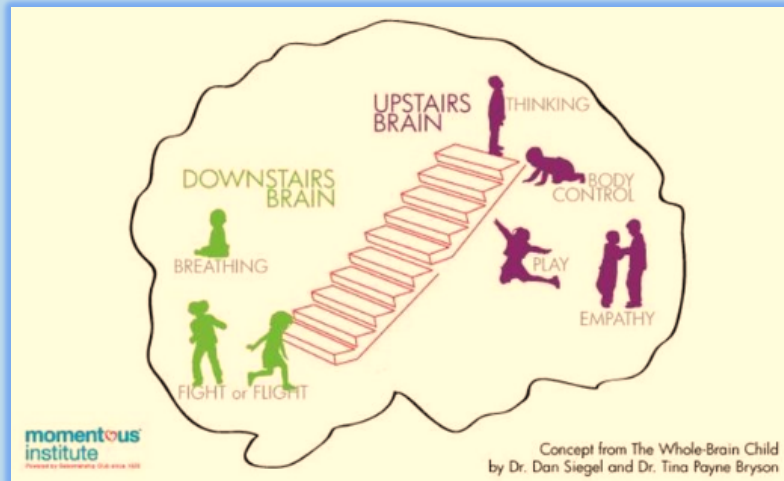
1. Sit in Seated Mountain.
2. Inhale, sit up tall.
3. Exhale, touch your right knee with your left hand and put your right hand on your hip (or the back of the chair).
4. Inhale, sit up tall.
5. Exhale, look over your right shoulder.
6. Stay still and take 3 relaxed breaths.
7. Inhale, come back to Seated Mountain.
8. Exhale, repeat to other side.



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Upstairs Brain – Downstairs Brain



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Upstairs Brain – Downstairs Brain


Integrating upstairs downstairs strategies:

1. **CONNECT, THEN REDIRECT:** Be present with your child's feelings, help them get into the "green zone."
2. **Breathing** will help bring the prefrontal cortex ("upstairs brain") back online.
3. **Move** it or lose it: Get child moving and their mood will change.





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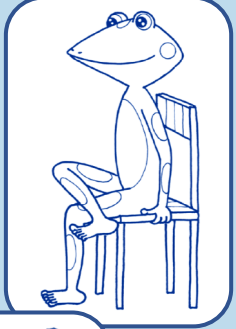



Engaging Activity: Seated Figure Four

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 Pose.
6. Switch legs and repeat on the other side.


**Use this sequence to release the back which can get tired from sitting.*

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Pure Power



Grades K-5
Unit 1, Lesson 5
The Power to Be Calm

Grades
6-12

Unit 3,
 Lessons 7, 8 &
**Power of the Brain
 Body Connection**

- ❖ What does tension feel like in your body?
- ❖ When do you feel tension in your body?
 - ❖ Why is relaxation important?
 - ❖ What is stress?

- ❖ When do you feel exhilarated by stress?
- ❖ When do you feel depleted by stress?
- ❖ Can you name some wellness practices that help build resilience?

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Engaging Activity: Guided Rest / Body Scan

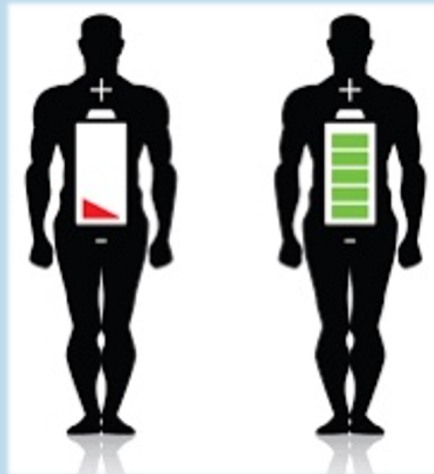
1. Lie down on the floor on your back. Spread your feet apart. Turn your palms up to face the ceiling and close your eyes.
2. Put your attention on your forehead. Feel your forehead relax.
3. Put your attention on your eyes. Feel your eyes relax.
4. Put your attention on your cheeks and jaw. Feel your 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.
14. Ring chime.
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.



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What is your Energy Level right now?



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Optimistic Closure: 7 ways to maintain Relationships during school closures

1. Try to say hello frequently.
2. Show you care with a text, email, video, or note.
3. Try snail mail pen pals, phone pals, or virtual turn and talk.
4.
5.
6.
7.



www.casel.org

<https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist.pdf>
<https://www.edutopia.org/article/7-ways-maintain-relationships-during-your-school-closure>



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Brain Breaks Review



Breathe

- ❖ Mindful Minute
- ❖ Even In – Even Out
- ❖ Starfish Breathing/Take Five



Move

- ❖ Recharge Sequence
- ❖ Chair Twist
- ❖ Seated Figure Four



Rest

- ❖ Guided Rest/Body Scan



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Takeaways

- ❖ Stress impacts us physically and mentally.
- ❖ We can use the breath and body to decrease Allostatic Load.
- ❖ Kids need strategies to help them move between the upstairs and downstairs brain.



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Homework

Self?

Schedule a Mindful Minute every morning.

Online Class?

Plan a 5 minute introduction for: “The Power To Be Calm” Grades 3-5.

“The Power of Brain-Body Connection” Grades 6-12.

Together in Class?

Plan a daily stress relieving Brain Break for your students.



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