

Teaching Life's Essentials - Compassion

EDUU 9868

1 Semester Credit/Unit

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Syllabus

Course Overview

Welcome to **Teaching Life's Essentials - Compassion**. This class was created as part of a seven-course series entitled **Teaching Life's Essentials**. The other courses in the series are:

- **Happiness**
- **Curiosity**
- **Resilience**
- **Growth Mindset**
- **Inspiration**
- **Tolerance**

Isn't it true that great teachers are born not made? We say "not at all". With the guidance of the courses in this series, you can take your teaching to a new level; one that brings the highest degree of satisfaction to yourself and your students. Great teachers are remembered not for the knowledge they impart but for the way they encourage and lift their students' achievement, not just in a subject, but in the important skills of living a fulfilling life. These skills of happiness, of inspiration, compassion, curiosity and resilience are essential for both the learner and the teacher. This course will bring research to inform along with techniques and activities to imbue your delivery of required curriculum with the essence of greatness-both yours and your students'.

Through website resources and course assignments, teachers will be supported in the development of a **compassionate** classroom while at the same time making their students aware of the importance of becoming compassionate citizens.

Course Objectives:

In this course participants will have an opportunity to:

1. Read and study given website resources.
2. Recall the influence of compassion in their life.
3. Strive to develop a compassion classroom that will influence student behavior.
4. Develop a lesson plan in which compassion is the theme.
5. Communicate with other class participants about the importance of compassion.

Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards

TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.

- a) Teachers Call on Multiple Methods to Meet Their Instructional Goals

- b) Teachers Value Student Engagement
- c) Teachers Engage Students in the Learning Process

TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

- a) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

This course aligns with National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world...

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

How to Submit Coursework

Preparation: Prepare assignments in either Word or PDF formatting. Mac users of Page can save their work as a Word file. Make sure you place your full name, course number and assignment category at the top of each page. Place all **A** assignments in one document. Do the same for all **B and C** assignments.

Document names: Name each document with your last name and assignment letter (BrownAssignmentsA; BrownAssignmentsB; etc.).

Assignment Submission: Place each completed document in the corresponding assignment submit area. You will receive feedback from your instructor, but don't wait for it to continue with your coursework.

Forum Postings: Submit all Forum postings using the Forum found on the course LMS page. Label each discussion post with the number of the assignment it fulfills.

Each completed assignment in this course is submitted to the instructor for review. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Assignments

There are 3 assignments to turn in: Assignments A, B, C and Forums B1, B2, B3, B11, D1, D2, D3

A. First Things First

Responses **A2 & A3** relate to what **COULD** be done in the classroom.

A1. Describe a time when someone showed compassion towards you and the influence of that event upon you.

A2. How **COULD** a teacher go about eliciting such a memory from each student?

A3. After capturing that memory, how **COULD** a teacher use that remembrance in developing compassionate behavior in that student?

Post your responses to the Assignment A submit area.

B. Resources and reactions - (The following resources are to be viewed only after completing A1-A3.)

View the following TED talk by Joan Halifax: http://www.ted.com/talks/joan_halifax After watching Joan Halifax, click on the following link. [20 Reasons Why Compassion is So Important in Psychology](#)

After reviewing this Ted Talk and article, choose 3 points that speak to you.

B1, B2, B3 Forum Posts On the Forum, make **three posts**, one for each of your chosen **points**. Explain how each will impact you personally and/or your work with students.

B4. (Written activity to post in the Assignment B tab) After reading the following article, comment on what you will do to make your classroom an even more compassionate environment for learning.

[Resources for Creating a Radically Compassionate Classroom](#)

B5. After reading and studying the following website, return to assignment **A3** and expand on your **A3** response by affirming this time what you **WILL** do.

[The Most Important Work We Do: Tips for Building a Compassionate Classroom](#)

Read and study the following resource and detail **three** ways of showing active compassion that you already use in your classroom.

[How to Build Empathy and Strengthen Your School Community](#)

B6, B7, B8 Describe the effect each of the **three** methods have had on your students.

B9 & B10 Describe **two** practices that you could improve or expand on and consider how you will do just that.

B11. Forum Post Write a short reflection describing what you have learned so far about yourself or your teaching.

C. Lesson Plan

Open the following website, [Teaching Tolerance](#)

At the top of the page, in the upper right hand corner, enter “Compassion” in the search box. Review various blogs and lesson plans of your choice that are provided.

Examples to look at related to grade level lesson plans:

- o Treating People with Dignity: Elementary
- o Treating People with Dignity: Middle
- o Treating People with Dignity: High School

C1 After reviewing the information, develop a lesson plan for **Compassion** you could use in your own classroom. Remember to include lesson plan components such as: Objectives, Essential questions, Materials and Activities, etc.

Place your completed Lesson Plan in the Assignment C Lesson Plan tab.

D. The Inventory: Take an inventory of stories, films, books, games, apps, etc. in your classroom or school that have Compassion as a theme.

D1 & D2 Choose two of the materials and make a **post for each** on the **Forum** giving the names, grade levels and attributes of each the materials. If you have already used the material, give a short pitch for using or not using it.

D3 Forum Post - Respond on the **Forum** to a post made by a classmate at any point during the course.

End of Course

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.