
Teaching Life's Essentials - Resilience**EDUU 9872****1 Semester Credits/Units**

Instructor – Kathryn J Vining

Syllabus**Course Overview**

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

- **Happiness**
- **Compassion**
- **Curiosity**
- **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'.

Resilience is a skill and can be taught. In this course you will find many tools to help teachers encourage and teach their students to bounce back from adversity.

Course Objectives

In this course participants will have an opportunity to:

1. Read and study website resources
2. Become acquainted with a teaching model that will help students become more resilient
3. Choose resilience activities for students for classroom use.
4. Develop a classroom resilience lesson plan.

Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards

1. 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
2. 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 assignment items in one document. Do the same for B, C and D assignments.

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

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 Moodle 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 4 assignments to turn in: Assignments A, B, C, D and Forum E1, E2

A. Coping strategies Place all sub-A assignment sections into one document

Remember a time when you or someone you know or heard of or read about bounced back from a adversity.

A1. Without identifying the person, describe what happened.

A2. Now recall and describe a time when someone did not bounce back

A3. What do you think made the difference?

Read and study the following website resource

[Teaching Students the ABCs of Resilience](#)

A4. Rewrite **A2** using the ABC model of resilience as described in the website resource by blogger Renee Jain.

View the following Ted Talk for further understanding of the ABC model

[Ted Talk – ABCs of Resilience](#)

A5. Review and reflect on the ABC model of resilience and its value to a classroom teacher towards helping students develop resilient skills. Write and submit your thinking on this topic.

B. Resilience activities Place all sub-B assignment sections into one document

Look over the following two resources.

- [Resilience Resources](#)
- [Resilience Activities for Students](#)

From these two resources, choose one activity that you would like to use in your classroom for each of the eight topics listed below (Consider how each of these 8 topics influence a student's ability to be resilient). Briefly explain how you would adapt each activity to your classroom – it some cases grade level or subject adaptation may be needed. If this adaptation is difficult for you, remember the A B C model of resilience!

- B1.** Caring – adult
- B2.** Caring – peers
- B3.** Courage
- B4.** Listening
- B5.** Responsibility
- B6.** Leadership
- B7.** Teamwork
- B8.** Personal best

C. Resilience lesson plan

Look over the three following website resources and use them to assist you in developing your resilience lesson plan

[Lesson Plan – Tools for Resilience](#)

[Resilience Sample Lesson Plan](#)

[Lesson Plan – Practicing Resilience](#)

Your resilience lesson plan – Remember the above resources are to be used as an assist, not to be confused with a model to follow – be resilient

D. Summary – a speech

View the following Ted Talk: [Ted Talk – Celebrating Resilience](#)

Because you have a reputation of being a teacher who helps your students to become resilient citizens, you have been asked to give a Ted Talk about how you have accomplished that repute.

D1. Write out the introduction to your speech

D2. Outline the body of your speech

D3. Write out the conclusion of your speech

Note: The Ted Talk that you just viewed should be an inspiration not a model.

E. Emotional Resilience for Teachers

E1. On the forum, comment on the following. *"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather."* (Haim Ginott, Israeli educator)

E2. Post to the forum - After reading the articles below, reflect on your own resilience strategies to keep your classroom climate controlled.

[How Teachers Can Build Emotional Resilience](#)

[12 Ways Teachers Can Build Their Own Resilience](#)

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.