

COURSE TITLE: NURTURING COMPASSION WITHIN OUR SCHOOLS

**WA CLOCK HRS: 50
OREGON PDUs: 50**

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

INSTRUCTOR: Michael Sedler
mike@communicationplus.net

COURSE DESCRIPTION:

This course will focus on helping children move from complacency to compassion in their interactions with other people. Too often, children are self-focused and miss opportunities to support, encourage, and help those around them. There are also those children who seem to lack an emotional connection to the outside world. We often say they are “unattached” or “lack sensitivity.” Through a combined presentation of literature, research, hands on activities, discussion topics, and personal interactions, this course will increase the ability of educators to impact children in the emotional recognition of social responsibility. We will emphasize acts of kindness, reading social situations, increasing sensitivity to others, and phrases and actions that lead toward support toward others and compassion. This exciting class will change the dynamics within a classroom, a school, and a home. It will be enjoyable, energizing, and filled with strategies and interventions for a school. Regardless of the age group one works with, this class will benefit the educator. It is geared toward a broad audience, encompassing K-12 students.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Identified key components that lead to appropriate social interactions.
2. Emphasized social-emotional areas without lecturing and pushing children away with “controlling words or actions.”
3. Assessed individual students in order to identify what areas of effective interaction he/she is lacking.
4. Taught compassion concepts to others in a way that translates to action, not just words.
5. Explored task analyze social situations, addressed areas of compassion, and taught children specific strategies to support other people.
6. Applied new strategies within a classroom, school, or home.
7. Interacted more effectively with students and modeled aspects of compassion and social responsibility.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), or Washington State Clock Hours or Oregon PDUs. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours and Oregon PDUs.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Selected text from Bibliography.

All handout materials, case study, and samples.

Obtain your text directly from libraries, the publisher, a local bookstore or an online booksellers.

A list of publishers and their phone numbers are located in the back of the Course

None. All reading is online.

MATERIALS FEE

Once you register, log onto the instructor's website at www.michaelsedler.com. Click on Classes, then scroll down and click on Nurturing Compassion manual. The manual will download as a PDF file to your computer.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1: Read the Manual.

Read all materials in the manual.

Assignment #2: Read Your Chosen Text.

Read a book from the Bibliography or one of participant's own choice (instructor approved).

If taking this course in a group, each person should read a book. Only one person needs to write a summary.

Assignment #3: Read the Case Study.

Read the case study in manual, answer questions at end.

Send to instructor: mike@communicationplus.net Subject line to read 'Compassion #3.'

Assignment #4: Complete Worksheets in the Manual.

Complete all required pages and worksheets within the manual and

send those specified to instructor: mike@communicationplus.net Subject line to read 'Compassion #4.'

Assignment #5: 2 Week Journal.

Keep a journal for two weeks, three entries per week.

Share examples that you observe of people demonstrating acts of kindness and compassion. Each entry should be at least 1 to 2 paragraphs in length.

Send to instructor; you may copy the journal. mike@communicationplus.net Subject line to read 'Compassion #5.'

Assignment #6: Observe a Classroom.

Observe another classroom (or a setting outside of the school).

Record and share examples of kindness and compassion expressed in those settings.

Assignment #7: Make a Plan.

Write a 2-3 page paper that emphasizes a plan to help children become more sensitive and caring toward other people. Include strategies from the manual, suggested readings, or from your own creative areas.

Send to instructor: mike@communicationplus.net. **Subject line to read 'Compassion #7.'**

Assignment #8: Create an Annotated Bibliography.

Create an Annotated Bibliography of 5 or more books or articles related to the subject of this course. The annotation should include Title, Author, Publisher (or URL), length of the book or article, year of publication and a paragraph review of information contained. Add your opinion of the value of the contents of each book or article, and describe how you feel they would fit well in your teaching situation and benefit students.

Send to instructor: mike@communicationplus.net. **Subject line to read 'Compassion #8.'**

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #9: Implement Strategies.

Focus on one student (or classroom) to share compassion strategies with and to practice implementation. It will be necessary to help the child become successful via role play, explanation, and practice.

Assignment #10: Evaluation.

After a 2 week period, evaluate the effectiveness of the strategies utilized by the student. Share any ideas for modification, changes, or additional strategies.

Write a 2-page summary report.

Send to instructor: mike@communicationplus.net. **Subject line to read 'Compassion #10.'**

Assignment #11: Develop a Lesson.

Assignment #11: You must choose either "A" or "B" (Required for 400 and 500 Level)

Assignment #A: (SEND commentary to Instructor)

Develop a lesson to reflect what you've learned in this course.

Implement your lesson with students in your classroom.

Write a 2 page commentary on what worked well and what could be improved.

Include any student feedback on your lesson.

(The following is encouraged but not required):

Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

OR

Assignment #B: (SEND lesson and summary to Instructor)

Use this option if you do not have a classroom available.

Develop a lesson to reflect what you've learned in this course. (Do not implement it.)

Write a 2 page summary concerning any noteworthy success you've had as a teacher with one or more students.

(The following is encouraged but not required):

Please refer to the guidelines on our blog <https://www.hol.edu/blog> prior to writing your article.

Please email a copy to [Rebecca Blankinship \(rebecca@hol.edu\)](mailto:rebecca@hol.edu) THI blog curator and media specialist.

Indicate whether or not you are OK with having your article considered for publishing on our website.

Subject line to read: (Course Name, Blog)

Send to instructor: mike@communicationplus.net, **Subject Line to read ?Compassion #11 (A or B.)?**

Assignment #12: (500 Level only)

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

Option A) Conduct additional reading and/or literature research and combine information from this to develop an in-service or training program for your school, district or another personal setting. Focus on enhancing compassion, caring, and kindness within the school system. Write the results in a 2-3 page paper.

Send to instructor: mike@communicationplus.net. 'Subject line to read 'Compassion #12-A.'

OR

Option B) Another assignment of your own design with the instructor's prior approval.

Send to instructor: mike@communicationplus.net. 'Subject line to read 'Compassion #12-B.'

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, D.Min., M.S.W. brings over 30 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes.

He provides consultation services and seminars throughout the United States and Canada for schools, agencies and businesses. He has been teaching "adult learning classes" since the mid 1980's and has had the privilege of working for The Heritage Institute for over 25 years.

He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification (K-8). His combination of classroom experience, behavior intervention approaches, and involvement in working with hundreds of families allows for an excellent blend in all his classes.

Mike is passionate about children and emphasizes the importance of avoiding power struggles, offering options/choices to children, setting clear boundaries and guidelines as well as finding a place of positive engagement and connection with each individual. His heart for people and emphasis on positive communication are found throughout his seminars and classes.

All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found ongoing success in implementing Mike's clear and concise approaches.

BIBLIOGRAPHY

NURTURING COMPASSION WITHIN OUR SCHOOLS

Chansky, Tamar. Freeing Your Child From Anxiety. Broadway Books, 2014. Helping children become comfortable with one another (grades P-12.) www.bwaypub@randomhouse.com 800 782 9000.

Dalton, Jane and Fairchild, Lyn. The Compassionate Classroom: Lessons that nurture wisdom and empathy. Zephyr Press, 2004. Creative classroom ideas for empathy and self-awareness (grades 7-12.) www.zephyrpress.com 800 232 2187.

Davis Powell, Sara Wayside Learning: Connecting with Students. Corwin Press, 2010. Emphasizes relationship building with students (P-12.) www.corwin.com 800 233 9932.

Hart, Sura and Hodson, Victoria. Respectful Parent, Respectful Kids. Puddledancer Press, 2006. Helping parents to move beyond discipline to creating an environment of mutual respect (adult.) www.nonviolentcommunication.com 877 367 2894.

Greenland, Susan. The Mindful Child. Atria Books, 2010. Help children to manage stress and become happier, kinder, and more compassionate. www.simonandschuster.com

Jennings, Patricia. Mindfulness for Teachers. Norton Publishing. 2015. Blending of resources and interventions for children (P-12.) www.wwnorton.com 800 233 4830.

Killoran, Tosca. *Take Care*. ED-ucation Publishing, 2014. Inspires children to understand compassion. (Ages 4-9.) www.education.ca

Kohler-Evans, Patricia and Dowd Barnes, Candice. *Civility, Compassion, and Courage in Schools Today*. Rowman and Littlefield Publishing, 2015. Promoting social and emotional needs in students. (grades P-12.) www.rowmanlittlefield.com 717 794 3800.

Levine, David. *Teaching Empathy*. Solution Tree, 2009. Prosocial skills of empathy and compassion. (P-12). www.solution-tree.com 800 733 6786

Orszag Vestuto, Rhoda and Larsen, Doris. *Kids Can Share*. Teaching and Learning Company, 2003. Lessons on kindness, compassion, and responsibility (grades P-2.) www.teachinglearning.com 800 852 1234.

Rosenberg, Marshall. *Teaching Children Compassionately*. Puddledancer Press, 2004. Teaching children by using compassionate and cooperative approaches (grades P-12) www.nonviolentcommunication.com 877 367 2894.

Stuecker, Ric. *Inspiring Leadership in Teens*. Research Press, 2010. Comprehensive approach to student leadership (grades 6 -12.) www.researchpress.com 800 519 2707.

Tozer, B.C. *The Four C's of Successful Teaching: Consistency, Contingency, Compassion, and Courage*. Sounds From The Edge Publishing, 2013. A guideline to helping students learn the cornerstones of success. www.soundsfromtheedge.com 814 267 3027 or 7234 840 4092.

Werner, Sheri. *In Safe Hands: Bully Prevention and Compassion for All*. R and L Education, 2012. Practical resources for teaching compassion and reducing bullying. www.rowman.com 800 462 6420.

Young, Bettie Wolf, Joanne, et al. *Teaching Kids To Care*. Hampton Roads Publishing, 2015. Book for parents and how to integrate compassion into the home (grades P-12.) www.hamptonroadspub.com 800 766 8009.