

COURSE TITLE: NURTURING COMPASSION WITHIN OUR SCHOOLS
NO. OF CREDITS: 5 QTR CREDITS **WORK HRS:** 150
INSTRUCTOR: MICHAEL SEDLER, D. MIN., M.S.W.
PO BOX 30310 509/443-1605
SPOKANE WA, 99223 complus@spocom.com

ASSIGNMENT CHECKLIST:

The assignment checklist will help you plan work. Check off completed items.

400 & 500 LEVEL

A. INFORMATION ACQUISITION

- ___ 1. Read all the enclosed material in this packet.
- ___ 2. Read a chosen book (from bibliography or one of your choosing).
- ___ 3. Read the case study in manual, answer the questions at the end and send to instructor.
- ___ 4. Complete all worksheets within manual and send those specified to instructor.
- ___ 5. Keep a daily journal for one week.

400 & 500 LEVEL

B. LEARNING APPLICATION:

- ___ 6. Focus on 1 student and share compassion strategies with that student.
- ___ 7. After a 2-3 weeks, evaluate the effectiveness of the strategies. Write a 2-page summary.
- ___ 8. Observe a classroom or setting with children. Share examples of kindness. Write 1-2 pages.
- ___ 9. If you attended "Seeds of Compassion" share how it impacted you.

OR

If you did not attend, choose an event that increased your compassion. Write 2-3 pages.

500 LEVEL ASSIGNMENT:

- ___ 10. In addition to the 400 level assignments, do **one** of the following:
Conduct additional reading, mentor someone in the concepts from this class. Write 2-3 pages.

OR

Conduct reading, develop an in-service on enhancing compassion in schools. Write 2-3 pages.

OR

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

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPER

- ___ 11. Write a 2 -3 pages on helping children become more caring toward other people
- ___ 12. Write a 2-3 page Integration Paper as described in the syllabus.

NOTES:

- You may work collaboratively and submit joint assignments on all but the Integration Paper portion that must be individually authored and submitted.
- Alternatives to written assignments such as video, audio tape, photo collage, etc. are permissible provided you have prior approval from your instructor.
- To maintain student privacy, please do not refer to students in your paper by their actual names. An alias or designation "student #1" is acceptable.

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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 with 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. Materials fee: \$5.00 plus the cost of a chosen book.

LEARNING OUTCOMES:

As a result of taking this course, participants will learn how to:

1. Identify key components that lead to appropriate social interactions.
2. Emphasize social-emotional areas without lecturing and pushing children away with “controlling words or actions.”
3. Assess individual students in order to identify what areas of affective interaction he/she is lacking.
4. Teach compassion concepts to others in a way that translates to action, not just words.
5. Task analyze social situations, address areas of compassion, and teach children specific strategies to support other people.
6. Apply new strategies within a classroom, school, or home.
7. Interact more effectively with students and model aspects of compassion and social responsibility.

COURSE REQUIREMENTS:

Following are general course requirements weighted for determining the granting of University credit. Antioch University Seattle requires a 75% or better to issue credit at the 400 level and 85% or better for credit at the 500 level.

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|---|-----|
| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignment | 40% |
| 3. Completion of Self-Reflection and Integration assignment | 30% |

**GETTING STARTED
400 & 500 LEVEL**

You will receive an Order Form from The Heritage Institute after registering.

Mail the Order Form and a \$5 check to the instructor to order the course Workbook.

The Workbook has an Assignment Checklist. Please follow it carefully.

To maintain student privacy, please do not refer to students by their actual names. An alias or designation “student #1” is acceptable.

COURSE ASSIGNMENTS

400 & 500 LEVEL

A. INFORMATION ACQUISITION:

1. Read all materials in the manual.
2. Read a book from the bibliography or one of participant's choice (instructor approved).
3. Read all materials in the manual sent by instructor and complete all required pages and worksheets within the manual. (**send to instructor.**)
4. Read enclosed case study in manual, answer questions at end. (**send to instructor**)
5. Keep a daily journal for one 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**).

400 & 500 LEVEL

B) LEARNING APPLICATION:

Each participant will:

6. 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.
7. After a 2 to 3 week period, evaluate the effectiveness of the strategies utilized by the student. Share any ideas for modification, changes, or additional strategies. (**2 pages; send to instructor**)
8. Observe another classroom (or a setting outside of the school). Share examples of kindness and compassion expressed in those settings. (**1-2 pages; send to instructor**).
9. If you attended the "Seeds of Compassion" gathering, choose one speaker or event you attended and share how it has impacted your life.

OR

If you did not attend, choose an event in your life that increased a personal area of sensitivity or compassion. (**2 pages; send to instructor**)

400 & 500 LEVEL

SUMMER OPTIONS:

- When asked to choose a student: select one of your own children, a relative, or neighbor child.
- When asked to observe a classroom, choose another type of setting. Ideas include your own home, a friend's home, or a place of business.
- To mentor another teacher over the summer you may need to bribe them with lunch, a latte, or a day at the lake ☺.
- All other assignments can be completed, without barriers, throughout the summer.

500 LEVEL ASSIGNMENT

10. In addition to the 400 Level assignment(s) do **one** of the following:
 - Conduct additional reading and/or literature research and mentor another individual in the concepts from this class. Write the results in **2-3 pages; send to instructor.**

OR

- 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 **2-3 pages; send to instructor.**

OR

- Another assignment of your own design with the instructor's prior approval.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPERS

11. Write a 2-3 page Reflection 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. **(2-3 pages; send to instructor.)**

12. Write a 2-3 page integration Paper in which you address the following:

- Your own learning and growth experience during this class.
- Which aspects were most helpful?
- What you would do differently if you were to take another, similar course?
- How you plan to continue your learning and application?
- An evaluation of your faculty advisor (Mike Sedler), his availability, and quality of materials.

ASSIGNMENT FORMAT & HEADING:

All written assignments are to be typed or word processed, double-spaced and single sided with a heading at the top of the first page.

A heading is to appear on page one of all assignments. Use the following format:

NAME	COURSE NUMBER
DATE	COURSE NAME
INSTRUCTOR NAME	

REQUIRED READING:

Selected text from bibliography plus 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 Workbook. The Course Workbook/Manual is to be ordered from the instructor using the Order Form provided by The Heritage Institute after registration.

MATERIALS FEE:

\$5 fee for Course Workbook of handouts and information.

Text fee will vary depending upon whether you obtain the book from the publisher, a library, local bookstores or from an online bookseller.

INSTRUCTOR EVALUATION OF WORK:

Please include a self-addressed, stamped envelope if you would like to receive the instructor's comments on your assignments.

INSTRUCTOR QUALIFICATIONS FOR TEACHING THE COURSE:

Michael Sedler, M.S.W., D.Min., brings over 25 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes. He provides consultation and seminars throughout the United States and Canada for schools, agencies and businesses. He has a graduate degree in Social Work, a Doctor degree in Ministry as well as his teaching certification. All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found success in implementing Mike's clear and concise approaches.

NURTURING COMPASSION WITHIN THE SCHOOLS
BIBLIOGRAPHY

You may pick a book not from the list, with the instructor's approval. To order a book, contact the publisher or purchase through a bookstore, on-line, or other retail outlets.

Freeing Your Child From Anxiety. Tamar Chansky. Broadway Books, 2004.
Helping children become comfortable with one another (grades K – 12).
www.bwaypub@randomhouse.com 800/782-9000.

How Do I Stand In Your Shoes? Susan Debell. Youthlight, 2006.
Miranda Peabody learns empathy for others (grades K – 2). www.youthlight.com 800/209-9774.

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

Raising Stable Kids In An Unstable World. David Marks. Health Communications Inc, 2002.
Investigates the reasons for anxiety and stress and ideas to effectively reduce social problems (grades K -12). www.hci-online.com 800/441-5569.

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

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

Teaching Empathy. David Levine. Solution Tree, 2005.
Pro-social skills of empathy and compassion (K – 12). www.solution-tree.com 800-733-6786.

Teaching Kids To Care. Bettie Young, Joanne Wolf, et al. Hampton Roads Publishing, 2007.
Book for parents and how to integrate compassion into the home (grades K – 12).
www.hamptonroadspub.com 800/766-8009.

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

The Compassionate Classroom. Sura Hart and Victoria Hodson. Puddledancer Press, 2004.
Create a safe productive learning environment (K – 12) www.nonviolentcommunication.com 877/367-2894.