

COURSE TITLE: POSITIVE SCHOOL CLIMATE: LEARNING RANDOM ACTS OF KINDNESS
NO. OF CREDITS: 3 QTR CREDITS **WORK HRS:** 90
INSTRUCTOR: SONNI SVEJCAR, M.S.
PO BOX 128 541/573-5750
HINES OR, 97738 svej@centurytel.net

ASSIGNMENT CHECKLIST

This assignment checklist will help you schedule your work. Check off completed items.

400 & 500 LEVEL

A. INFORMATION ACQUISITION:

- ____ 1. Read the course text *Random Acts of Kindness*
- ____ 2. Read and work through the materials packet received from the Instructor.
- ____ 3. Read one additional book of your choice from the bibliography.
- ____ 4. Document reading by sending a 2-3 page summary.

400 & 500 LEVEL

B. LEARNING APPLICATION:

Send these assignments to the instructor at the end of the course.

- ____ 5. Keep a journal of ideas that you find from your reading and research.
- ____ 6. Design your own action plan for use with your students, school or community.
- ____ 7. Design a time line for student (school or community) introduction and participation.
- ____ 8. Write a sample letter to go to parents, staff or community.
- ____ 9. Design a format to keep track of Random Acts of Kindness: a journal, bullet board, etc.
- ____ 10. Send assignments 5-9 above to the instructor at the end of the course

500 LEVEL ASSIGNMENT:

- ____ 11. In addition to the 400 level assignment do **one** of the following:
 - Contact one other school or teacher and compare action plans for Random Acts of Kindness Day.
 - Poll parents after the Random Acts of Kindness unit. Collect their comments and write a report.
 - Mentor another teacher in developing the thematic unit for this class and write a 2 page summary.
 - Research Random Acts of Kindness and organize a personal bibliography.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPER:

- ____ 12. Journal at least 5 of your own random acts of kindness; write 1-2 page analysis of your reactions
- ____ 13. Prepare a 2-3 page Integration Paper as outlined in the syllabus.

NOTES:

You may work collaboratively and submit joint assignments on all but the Self-Reflection and Integration Paper that must be individually authored and submitted. Alternatives to written assignments (video, audio tape, photo collage, WEB pages, etc.) may be submitted with instructor's prior approval.

COURSE TITLE: POSITIVE SCHOOL CLIMATE: USING RANDOM ACTS OF KINDNESS

NO. OF CREDITS: 3 QTR CREDITS WORK HRS: 90

**INSTRUCTOR: SONNI SVEJCAR, M.S.
PO BOX 128
HINES OR, 97738** **541/573-5750
svej@centurytel.net**

COURSE DESCRIPTION:

This course (appropriate for teachersK-12) will explore the interpersonal communication skills needed to analyze and resolve conflicts constructively while maintaining safe, respectful relationships. Teaching kindness within everyday communication and behavior challenges students to analyze emotions and use acts which enhance discipline, link us together and strengthen the bonds within our schools, neighborhoods, families and communities. Kindness across the curriculum allows us to celebrate the joy of connecting with each other. We will cover:

- What are Random Acts of Kindness?
- How do we get started?
- How can they be used to honor individual differences?
- How do we maintain them throughout the year?
- How do we communicate with students, parents and community?

The Materials Fee is \$12.00 for the course materials packet. As a Random Act of Kindness, the textbook is free from the instructor.

LEARNING OUTCOMES:

As a result of taking this course the participants will:

1. Learn the definition of Random Acts of Kindness and the background of the movement.
2. Learn to introduce Random Acts of Kindness into the classroom.
3. Learn to introduce Random Acts of Kindness to parents, staff and community.
4. Design a Random Acts of Kindness action plan to involve classrooms, schools or communities.
5. Learn how to become involved with schools across the country.
6. Learn how to access materials to enhance the Random Acts of Kindness concept.

REQUIREMENTS FOR COURSE CREDITS:

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

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

NOTE TO PARTICIPANTS:

This course meets Washington State Essential Academic Learning Requirements in Health and Fitness: (Essential Learning 3, Emotions, Benchmarks 1,2,3; Essential Learning 4, Communication, Benchmarks 1,2,3; Oregon Content Standards on Social Science Analysis Benchmarks for Grades 3, 5, 8, 10.)

400 & 500 LEVEL

A. INFORMATION ACQUISITION:

1. Read text (*Random Acts of Kindness*)
2. Read and work through the materials packet.
3. Read one additional book from bibliography. You may include additional books or articles
4. Document your reading by sending the instructor a 2-3 page description of your readings, highlighting the points you think are significant in implementing a program in your school. Be specific in naming books and authors.

400 & 500 LEVEL

B. LEARNING APPLICATION:

5. Keep a journal of ideas that you find from your reading and research.
6. Design your own action plan for use with your students, school or community.
7. Design a time line for student (school or community) introduction and participation.
8. Write a sample letter to go to parents, staff or community.
9. Design a format to keep track of Random Acts of Kindness as they happen ... a journal, a bulletin board, a student-made book, etc.
10. Send assignments 5-9 above to the instructor at the end of the course

500 LEVEL ASSIGNMENT:

11. In addition to the 400 level assignments do **one** of the following assignments:
 - Contact at least one other school or teacher and compare action plans for Random Acts of Kindness Day.
 - Poll your parents after the Random Acts of Kindness unit looking for carry over into the daily lives of students. Make a collection of their comments and write up an evaluation report
 - Mentor another teacher in developing the thematic unit for this class and write a 2 page summary of this experience.
 - Research Random Acts of Kindness (altruism) and organize a personal bibliography that will be of use to you.

SUMMER OPTION:

If you are doing your work during the summer use a fellow teacher's class, your own or neighborhood children, a scout group, or another group of children.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPER:

12. Keep a journal of at least 5 acts of random kindness done by you and analyze your own reaction to them. Send your 1-2 page analysis to the instructor at the end of the course.
13. Submit a 2-3 page Integration Paper in which you reflect on the following:
 - Compare what you actually learned vs. your initial expectations for taking the course.
 - Explain what aspects of this course were most helpful and why.
 - Discuss what you would do differently if you were to take another, similar course.
 - Describe how you will use in the future what you have learned.
 - Describe strengths & weaknesses of your instructor, the materials & instructions provided.

REQUIRED FORMAT & HEADING FOR ASSIGNMENTS:

All written assignments are to be typed or word-processed, double-spaced and single sided. A heading is to appear on page one of all assignments for credit. Use the following format:

NAME
DATE

COURSE NUMBER
COURSE NAME
INSTRUCTOR NAME

INSTRUCTOR EVALUATION OF WORK:

Please include a self-addressed 9X12 envelope with sufficient return postage and I will be happy to return your papers with comments.

REQUIREDTEXT:

Random Acts of Kindness

Available from the instructor with the Order Form provided after registration.

MATERIALS FEE:

\$12.00 covers cost of the materials packet and mailing.

The text is free.

QUALIFICATIONS FOR TEACHING THE COURSE:

Sonni Svejcar, M.S. has been actively involved in education for over 20 years as a teacher, counselor and community outreach coordinator. She has designed programs for instruction, written curriculum and been well received as an in-service presenter and instructor. In 2001 Harney County Chamber of Commerce presented her their "Woman of the Year" award for her outreach efforts. She has a broad variety of educational experiences from developing drug and alcohol awareness programs in small rural schools to teaching at urban college level. She understands the challenges of both rural as well as urban education and is dedicated to helping teachers develop to their highest ability. She has taught for Truckee Meadows Community College and works as an educational consultant. Ms. Svejcar has a B.S. from Colorado State University, 1978 and an M.S. from the University of Central Oklahoma, 1985.

**POSITIVE SCHOOL CLIMATE
BIBLIOGRAPHY**

- Borba, Michele and Craig, *Self Esteem: A Classroom Affair. 101 Ways to Help Children Like Themselves.* Harper-Collins, San Francisco, 1978.
- Brainard, Beth, *You Can't Sell Your Brother At the Garage Sale!* Dell Publishing, New York, 1992.
- Bram, Julie, *For Goodness Sake.* (video, Education Edition) United Learning, Niles, IL, 1996.
- Demi, *The Empty Pot* (honesty) Houghton Mifflin, Boston, 1990.
- Editors of Conari Press, *Kids' Random Acts of Kindness.* Conari Press, Berkeley, CA., 1994.
- Editors of Conari Press, *More Random Acts of Kindness.* Conari Press, Berkeley, CA., 1994.
- Harmin, Merrill, *People Projects.* Set A, B, and C. Addison-Wesley Menlo Park, CA., 1973.
- McCarty, Meladee and Hanoach, *Acts of Kindness: How to Create A Kindness Revolution* Health Communications, Inc. Deerfield, FL. 1994
- Routman, Regie, *Literacy At The Crossroads:* Heinemann, Portsmouth New Hampshire, 1996
- San Souci, Robert, *The Talking Eggs.* (good vs. evil) Houghton Mifflin, Boston, 1989.
- State Farm Insurance Companies, *Thought, Word and Deed* (free video, teaching guide) Bloomington, IL. 61710-0001
- Step toe, John, Mufaro's *Beautiful Daughters, An African Tale.* (good vs. evil) Scholastic, New York, 1987.