

**COURSE TITLE:** NURTURING COMPASSION WITHIN OUR SCHOOLS

**WA CLOCK HRS:** 50

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

**OREGON PDUs:** 50

**PENNSYLVANIA ACT 48:** 50

**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.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

---

#### **HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

---

---

#### **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**

Each student will choose their own textbook for this course which allows for personal areas of focus within the course information. At the end of the course manual is a bibliography of potential books. However, feel free to pick one not on the the list that is compatible with this course.

None. All reading is online.

#### **MATERIALS FEE**

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com> There is no charge of the manual. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Nurturing...". It will download as a PDF. While there is no fee for the manual, you may have to pay to order a book from the bibliography or one of your own choosing. Or, you may borrow one from a friend or check one out at the public library for free.

### **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

#### **A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

#### **Assignment #1: Read the Manual.**

Read the entire [manual](#) and send a one page summary of what you hope to learn in this class. Everyone taking the class, including in groups, must complete this assignment. Download the current manual from my website.

#### **Assignment #2: Read Your Chosen Text.**

Read a book from the bibliography or one of student's choice. If taking this course in a group, each person should read a book. Only one person needs to write a summary.

Critique the book based on personal experiences. **Write a 2-3 page paper.**

#### **Assignment #3: Read the Case Study.**

Read the case study in manual, answer questions at end (p. 29). **Write a 1-2 page summary.**

#### **Assignment #4: Complete Worksheets in the Manual.**

Complete the following activities:

- Building a Community of Virtue (p. 12)
- The Six E's. (p. 27)
- Process of Implementation (p. 38)

(Choose one of these pages and write a **2 page summary** of your thoughts and insights).

**Assignment #5: Two 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 one (1) paragraph in length. Turn the journal in.

**Assignment #6: Observe a Classroom.**

Observe another classroom (or a setting outside of the school). Record examples of kindness and compassion expressed in those settings. (one page summary).

**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. (samples found on p. 30-37).

**Assignment #8: Create an Annotated Bibliography.**

Create an annotated bibliography of 3 books or articles related to this course. The annotation should include Title, Author, Publisher (or URL), 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 into your teaching situation and benefit students. 1-2 page summary.

**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 do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

---

---

**Assignment #9: Focus On One Student.**

Focus on one student (or classroom) to share compassion strategies with and to practice implementation. It may be necessary to help the child become successful via role play, explanation, and practice. Write a 1-2 page summary.

**Assignment #10: Develop a Lesson**

Assignment #A:

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.

OR

Assignment #B:

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.

### Assignment #11: (500 Level only)

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

Option A) Mentor another individual in the concepts of this class. Have them share two or three key concepts that they would like to implement within their work or social setting. Develop a plan for the implementation of these ideas. **(1-2 pages).**

OR

Option B) Create a PowerPoint presentation for your staff based on this course and focused on perspectives or strategies you feel would be beneficial for your school. **Minimum of 15 slides.** Save this as a pdf.

OR

Option C) Another assignment of your own design, with instructor prior approval.

### C. INTEGRATION PAPER

Assignment #12: (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)**

Write a 400-500 word Integration Paper answering these 5 questions:

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?

### INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

### QUALIFICATIONS FOR TEACHING THIS COURSE:

**Mike Sedler, M.S.W., D. Min.,** brings over 40 year of educational experience as a special education director, 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 Doctoral degree in Ministry, a Counseling license, as well as his teaching certification. Mike has worked with children of all ages, specifically with children exhibiting behavioral challenges, mental health concerns, and characteristics of Autism Spectrum Disorder. In addition, he taught general education classes in the elementary school and middle school arenas. 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. All of his course material may be immediately implemented into a school or a home.

### BIBLIOGRAPHY

#### NURTURING COMPASSION WITHIN OUR SCHOOLS

You may order the following books by calling the publishing company (number provided), ordering on-line, or through a local bookstore.

**Anderman, Eric.** Sparking Student Motivation. Corwin Press, 2020. How to create enthusiasm, confidence and joy in the classroom. (P-12). [www.corwin.com](http://www.corwin.com)

**Barron, Laurie, and Kinney, Patti.** We Belong, 50 Strategies to Create Community and Revolutionize Classroom Management, ASCD, 2021, [www.acsd.org](http://www.acsd.org) (Grades P-12).

**Brock, Annie.** The Growth Mindset Coach. Ulysses Press, 2016. An explanation of how to teach the concepts of fixed and growth mindsets in the classroom. (P-12). [www.ulyssespress.com](http://www.ulyssespress.com)

**Cormier, Londa.** The Inspiring Educators Journal. Independently Published. 2022. Quotes and stories to inspire. (grades P-12). [www.amazon.com](http://www.amazon.com)

**Fisher, Douglas and Frey, Nancy. Teaching Hope and Resilience For Students Experiencing Trauma. Teachers College Press, 2019. The impact of trauma on students. (grades P-12). [www.tcpres.com](http://www.tcpres.com)**

**Goldman, Lind and Kyle Schwartz. Creating Inclusion and Well-being for Marginalized Students. Jessica Kingsley Publishers, 2017. Through case studies, the author presents strategies to assist children through shame, trauma, and exclusion. (grades P-12) [www.jkp.com](http://www.jkp.com)**

**Iberlin, Jeanie and Ruyle, Mike. Cultivating Mindfulness in the Classroom. Marzano Research, 2017. (P-12). [www.marzanoresearch.com](http://www.marzanoresearch.com)**

**Misher, Peter. For All You Do: Self Care and Encouragement for Teachers. 2021. Andrews McMeel Publishing. [www.andrewsmcmeel.com](http://www.andrewsmcmeel.com)**

**S., Zoe. Social Skills for Teens. Independently Published, 2022. Tactics and exercises to help teens with social skills. (7-12). [www.amazon.com](http://www.amazon.com)**

**Stagg, Jacquelyn. Kindness Starts With You—At School. Jacquelyn Stagg Publisher, 2018. An excellent book to help children understand about empathy (grades P-3). [www.amazon.com](http://www.amazon.com)**

**Step by step format to help children gain a greater independence in academics and social skills.**

**Stobaugh, Rebecca. Fifty Strategies to Boost Cognitive Engagement. Solution Tree, 2019. Transforms the classroom from passive learning to active engagement. (Grades P-12). [www.solutiontree.com](http://www.solutiontree.com)**