



# The New York Center for Teacher Development, Inc.

*In affiliation with The University of Massachusetts Global (Extended Education)*

## **COURSE SYLLABUS**

**Course:** EDZU 9106 **Promoting Positivity in the Classroom**

**Credit Hours:** 3.0 credits / 45 hours

**Instructor:** Lisa Seligson & Jennifer Sierzputowski

### **Course Description**

Maintaining a positive attitude can help people to be more alert, feel less stress, and even lower their risk for mental health problems. Building and maintaining a positive classroom environment is beneficial to both students and teachers. Some of the units we will explore in this course are: Understanding the Impact of Positive Thinking, Books that Promote Positive Thinking, Activities to Encourage Positive Thinking, and Changing Teacher and Student Language to Increase Positivity. We will provide teachers in grades Pre-K-12 with meaningful, engaging experiences to help promote positivity in the classroom.

### **Course Objectives**

#### **Teachers Enrolled in This Class Will...**

##### **Know**

1. How to use affirmations to develop positive attitudes in students
2. How to give positive and meaningful feedback to students
3. How to use positive classroom management strategies

##### **Understand**

1. The impact of positive thinking on student performance
2. The effect of positive and negative language on students
3. The importance of reframing negative thought

##### **and To Be Able To**

1. Identify books that promote positive thinking for your grade level(s)
2. Create activities and lessons that promote positive learning
3. Provide a classroom environment that is positive

## Course Outline

### Unit One- Understanding the Importance of Positive Thinking

- A. Benefits of Positive Thinking
- B. Getting Stuck in a Negative Mindset
- C. Personal Vocabulary Choices
- D. Power of Positive Feedback on Student Success

### Unit Two- Classroom Activities to Promote Positive Thinking

- A. Implications of Using Affirmations in the Classroom
- B. Identifying Meaningful Affirmations for Students
- C. Psychology Exercises that Build Positivity
- D. Classroom Activities for Building Positivity

### Unit Three- Utilizing Books to Promote Positive Thinking

- A. Understanding How Books Can Bring Positivity
- B. Planning Lessons Utilizing Books That Promote Positivity

### Unit 4- Developing Positive Classroom Management Strategies

- A. Understand the Benefits of Positive Classroom Management
- B. Learning Ways to Foster a Positive Classroom Environment
- C. Creating a Positive Environment with Positive Teacher/Student Relationships

### Unit 5- Changing Teacher and Student Language to Increase Positivity

- A. Choosing positive oral and written praise for students
- B. Understanding the concept of behavior specific praise
- C. Learning to reframe negative thoughts
- D. Analyzing personal charting of negative thoughts

## **Methods of Instruction**

Teachers enrolled in this course will examine a variety of resources. They will communicate with other educators through forums to share their thoughts and experiences. This will allow them to gain insight into the best practices for promoting positivity in the classroom. They will complete assignments that assess their understanding of the material being presented. Participants will create lessons that can be used in their own classrooms.

## **Methods of Assessment**

Graduate Assignments:

Create a resource guide for classroom teachers to help promote positivity in their classrooms. You may include classroom activities, books to use, and/or ways to include positive language. To receive an A in this course, include all three of these topics. To receive a B, choose two of the three to include.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

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## Time Validation

<b>Assignment</b>	<b>Time (in hours)</b>
Introductory documents (About the Instructors, Teacher Expectations, Troubleshooting)	0.50
Forum #1: Autobiography	0.50
Read article about the ten powerful benefits of positive thinking and discuss the benefits.	2.00
View video and answer questions.	2.00
Chart positive and negative words for 3 weeks.	2.50
Read article and discuss implications for appropriate grade level.	2.50
Read article on affirmations and discuss the implications of using them in the classroom.	2.00
Forum #2: Share the affirmations you feel would be most beneficial for your students.	1.00
View the teacher affirmation video and discuss how it affected your mindset.	2.00
Read the article about 10 psychology exercises, select three you think would help your students, and discuss how you would adapt them for classroom use.	2.50
Read the blurbs and watch the videos of three examples of positivity building activities. Complete one of the activities (or create an original activity) with your class and discuss how students responded to the activity.	3.00
Read the article on how reading books can bring back positivity to your life and answer corresponding questions.	2.00
Use the link for the age group you primarily work with and write a lesson plan using one of the suggested books.	3.00
Forum #3: Share your thoughts on how you would use literature to promote positivity in your classroom.	1.00
Review the article about positive behavior strategies and answer questions.	2.00
Read 13 Ways to Promote a Positive Classroom Environment and summarize the ideas you found most beneficial.	2.50
View the Rita Pierson video and write a response on the importance of a positive teacher/student relationship.	2.50
Forum #4: Share some of your favorite positive comments for student assignments.	1.00
Review the article and video and answer questions about behavior specific praise.	2.00
Read the two articles and answer questions on reframing negative thoughts.	2.50
Analyze your personal charting of negative thoughts.	2.00
Forum #5: Read the article and share some language that you use/used in the past and discuss a more positive way you can relay the same message in the future.	1.50
View the “Elephant Story Video” and reflect on its implications for the classroom.	2.00
<b>Total Time</b>	<b>45.0</b>