



# New York Center for Teacher Development, Inc.

*In affiliation with Brandman University (Brandman University College of Extended Education)*

## **COURSE SYLLABUS**

<b><u>Course:</u></b>	<b>EDZU 9107</b>	<b><u>Teaching With Empathy: Building a Classroom Environment</u></b>
<b><u>Credit Hours:</u></b>	3.0 credits / 45 hours	
<b><u>Instructor:</u></b>	Tricia Calise	

### **Course Description**

**Teaching children about empathy is essential in classrooms today.**

**More students today seem to be bullied more than ever before. Why? Students lack empathy. It is our job as educators to teach why it is important to treat each other with kindness and respect. Research shows that since the pandemic of 2020 we are in dire need of showing empathy and being empathetic to our students. Each of us can make the decision to get to know people of other ethnicities on a human level and then share what we learn with others. Building relationships with our students especially trust and empathy are essential. We need to grow and cultivate them daily. Educators can help to make a change. “No one cares how much you know until they know how much you care. If empathy is the highest form of knowledge, it is worth our investment of time and practice to incorporate and build an empathetic community amongst peers within our care.” (Elmore, 2021) That is how teachers make an impact.**

### **Course Goals**

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

##### **Know**

- 1. what it means to educate for empathy.**
- 2. how to incorporate empathy into daily lessons and activities.**
- 3. what can be accomplished to meet the needs of all learners so they feel safe and welcomed in their schools.**

##### **Understand**

- 1. the empathy crisis.**
- 2. the importance of teaching empathy.**
- 3. empathy and equity.**

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

- 1. define empathy.**
- 2. build a sense of community.**
- 3. teach empathy in the classroom.**
- 4. use technology to promote empathy.**
- 5. create an empathetic classroom.**

## Course Outline

### **I. What is Empathy?**

- A. Student introductions.**
- B. Define empathy.**
- C. Empathy assessment and reflection.**
- D. Explore three kinds of empathy with reflective questions.**
- E. What does empathy look/sound like.**
- F. Reflection: Think about a teacher that you admire. How are they using empathy in their daily work?**
- G. The Empathy crisis.**

### **II. Empathy and Trauma**

- A. Understanding trauma and adverse childhood experience.**
- B. Introduction to Nadine Burke and childhood trauma.**
- C. What steps can you take to bring this important topic into your professional conversation? How might that provide an avenue to better support our students.**
- D. Fright, Flight, Freeze. Characteristics of each, signs, causes, and recovery.**
- E. Develop strategies for students who have experienced trauma.**
- F. Explore what compassion fatigue is.**
- G. Develop a self-care bingo board to share with colleagues.**

### **III. Empathy and Equity**

- A. Define equity in the classroom and what are the equity issues in our classrooms today.**
- B. Distinguish the difference between equality and equity.**
- C. Create an infographic on ways to promote equity in the classroom.**
- D. Develop a lesson that promotes equity.**
- E. What are the conditions that support equity? What are the barriers to equity?**
- F. How do you create a caring classroom?**

### **IV. Empathy Instruction**

- A. Using literature/read alouds/videos to teach empathy.**
- B. Building relationships with your students.**
- C. Restorative conversations.**
- D. Ways to build empathy with technology.**
- E. Reflection: How can you think of technology as an asset rather than a liability?**
- F. Reflection: Can you think of some more positive ways to integrate technology and empathy?**
- G. How can you think of technology as an asset rather than a liability?**
- H. Can you think of some more positive ways to integrate technology and empathy?**

### **IV. What is Your Future Vision of Empathy?**

- A. Create a schoolwide empathy project.**
- B. Establish a school initiative through reading.**
- C. Reflection: What is your future vision of empathy**

### **Methods of Instruction**

Teachers enrolled in this course will develop ways to help their students develop a strong sense of empathy. Throughout this course they will understand the importance of creating an empathetic classroom. They will learn how to incorporate empathy lessons in their curriculum. Empathy is lacking today in many forms in our society. Teachers have an opportunity to make a change in how students feel toward their peers. They will communicate with other classroom teachers to share success stories and gain insights of best practices. They will complete assignments that assess their understanding of the importance of teaching empathy to their students. They will complete thorough analyses of their own classroom/school, to identify avenues for improving empathy among their students. They will gain valuable ideas and resources for their classrooms.

### **Methods of Assessment**

In order to earn an A in class, a student must complete all of the assigned readings, assignments, participate in all discussion forums

In order to earn a B in class, a student must complete all the readings, assignments, and discussions for Blocks 1-4. In Block 5 student must choose 1 assignment: Create a Schoolwide Empathy Project or Establish a School Initiative Through Reading. (One of the 2 hour assignments)

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

## Time Validation

<b>Assignment</b>	<b>Time (in hours)</b>
Discussion Forum: Student will introduce themselves to the class. Respond to one classmate.	1.00
Discussion forum: Define empathy. What does empathy mean to you? Respond to one classmate.	1.50
Assignment: Students will take an empathy assessment and reflect.	1.50
Assignment: Read about three kinds of empathy and reflect and answer three reflection questions.	2.00
Assignment: Complete a T'Chart: What does empathy look like what does it sound like.	1.50
Assignment: Reflection: Think about a teacher that you admire. How are they using empathy in their daily work?	2.00
Assignment: The Empathy Crisis: View two videos. Complete a 3-2-1 graphic organizer.	2.00
Read and Review: Understanding Trauma and Adverse Childhood Experience	1.00
Watch video: Nadine Burke and read article	1.00
Assignment: Reflect on article and video What are your initial responses to the prevalence of trauma? Are you surprised? Why or why not?	1.00
Assignment: What steps can you take to bring this important topic into your professional conversation? How might that provide an avenue to better support our students.	2.00
Discussion: Upstairs/Downstairs Brain Respond to one classmate.	1.00
Assignment: What Flight, Fight, or Freeze Looks Like in the Classroom	1.50
Assignment: Read Childhood Trauma Toolkit for Educators. Develop a plan for a student who has experienced trauma. Include 5 strategies.	2.00
Students will explore what compassion fatigue is. Read articles and view video on compassion fatigue.	2.00
Assignment: Students will develop a self-care bingo board to share with their colleagues.	
Discussion: What does equity mean in the classroom? What are the equity issues in the classroom?	1.00
Assignment: What is the difference between equality and equity. Students will read articles and view video.	2.00
Assignment: Students will create an infographic on five ways to promote equity in the classroom. Students will research the internet.	2.00
Assignment: Students will develop a lesson that involves equality.	1.50
Discussion: Is it important to acknowledge the difference between equality and equity? Why or why not.	1.00

Assignment: What are the conditions that support equity? What are the barriers to equity?	1.00
Discussion: How do you create a caring classroom? Respond to one classmate.	1.00
Assignment: Using literature to teach empathy. Students will find 5 books to help teach empathy. Choose one of those books to describe the lesson or activity.	2.00
Assignment: Building Relationships reflection. Think about an activity that you do with your students that build relationships.	1.00
Assignment: Restorative Conversations PMI	1.00
Assignment: Ways to build empathy using technology.	1.00
Assignment: Read and review articles. How can you think of technology as an asset rather than a liability?	1.50
Discussion: Can you think of some more positive ways to integrate technology and empathy? Respond to one classmate.	1.00
Assignment: Create a schoolwide empathy project.	2.00
Assignment: Establish a school initiative through reading.	2.00
Assignment: Reflection: What is your future vision of empathy?	1.00
<b>Total Time</b>	<b>45.00</b>