



Professional Development Institute

Flex Course Syllabus

Harnessing the Tools of Empathy and SEL to Prevent Bullying (PreK-5)

PDI Course Number: 153T02

UCSD Course Number: EDUC42499

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you looking for practical strategies to prevent bullying and foster social-emotional learning and empathy among your elementary grade students? Bullying is a very common, complex, and pervasive issue facing our students today. This online course is specifically designed for teachers in grades PreK-5 who are looking to seamlessly blend the core competencies of social-emotional learning with the principles of empathy education to prevent bullying. Teachers will be provided with thorough background information on the characteristics and various types of bullying, including cyberbullying. The cognitive and emotional deficits that impact students who bully will be examined as well as the major effects bullying has not just on victims, but bullies, bystanders, and social relationships in general. Teachers will be provided with an in-depth look into social-emotional learning and empathy-based learning and will understand the role both of these approaches play in combatting and preventing bullying behaviors. Specific strategies will be shared for creating a classroom climate that revolves around safety, acceptance, and empathy, as well as strategies for helping students develop a strong internal identity. Teachers will review numerous evidence-based bullying prevention programs and will learn strategies for selecting or designing their own. Finally, teachers will be provided with a variety of social-emotional, empathy-based lesson plans that can be adapted for all grade levels. By the end of this course,

teachers will be well prepared to teach critical social-emotional and empathy skills to reduce and prevent bullying behaviors.

Educational Outcomes

1. Teachers will be able to identify the various types of bullying and will learn how it affects students at an early age.
2. Teachers will learn the common causes of bullying and how to be proactive when addressing bullying.
3. Teachers will understand all three roles of bullying — victim, perpetrator, and bystander — and the effects each role has on students.
4. Teachers will understand that bullying is a social phenomenon and will learn interventions to increase students' social skills and prosocial behaviors.
5. Teachers will learn how social and cognitive deficits play a role in bullying.
6. Teachers will learn how Bandura's Social Cognitive Theory plays a role in explaining why students bully.
7. Teachers will be able to identify the various types of cyberbullying and the negative consequences social media has on students.
8. Teachers will understand the five core competencies of social-emotional learning (SEL) and the elements of an effective SEL program.
9. Teachers will be able to use the five core competencies of SEL to combat bullying.
10. Teachers will understand the role SEL has in preventing bullying and will learn strategies to stop bullying behaviors before they occur.
11. Teachers will learn the principles of effective empathy education and will be able to identify the challenges to cultivating empathy in PreK-5 students.
12. Teachers will be able to teach the five core competencies of SEL using empathy.
13. Teachers will learn how to create a safe, empathetic classroom to prevent bullying.
14. Teachers will understand the benefits of cultivating a strong internal identity and how belonging, self-acceptance, and social acceptance all play a role in preventing bullying.
15. Teachers will learn how to develop and implement a successful anti-bullying program.
16. Teachers will understand the importance of selecting an evidence-based bullying prevention program and choosing the right program for their school's needs.
17. Teachers will be introduced to numerous evidence-based bullying programs.
18. Teachers will explore numerous SEL and empathy-based lessons to prevent bullying at the PreK-5 level.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites

- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design Three Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Understanding Bullying
- How to Identify Bullying in School
- The Effects of Bullying on Students
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about using SEL and empathy as the basis for addressing bullying behaviors in grades PreK-5. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Understanding Bullying as a Social Relationship Problem
- Social Aggression and Youth Violence
- The Impact of Social Media on Cyberbullying
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Understanding Social-Emotional Learning
- Combatting Bullying with the Five Core Competencies
- The Role of SEL in Bullying Prevention

- **Assignment #3**

Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to using SEL and empathy as the basis for addressing bullying behaviors in grades PreK-5. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- The Role of Empathy in Reducing Bullying Behaviors
- How to Use the Core Competencies to Teach Empathy
- Creating a Safe, Empathetic Classroom

- **Test #4**

Unit Five

- Building a Strong Internal Identity
- Developing and Implementing a Successful Anti-Bullying Program
- Evidence-Based Bullying Prevention Programs

- **Test #5**

Unit Six

- SEL/Empathy-Based Lessons for Primary Elementary (PreK-1)
- SEL/Empathy-Based Lessons for Middle Elementary (2-3)
- SEL/Empathy-Based Lessons for Upper Elementary (4-5)

- **Assignment #4**

Design three social-emotional and empathy-based lesson plans that are applicable to the PreK-5 level. The lesson plans must address the core competencies of SEL, and they must also incorporate the principles of empathy education. Each lesson plan needs to include a purpose, the grade level(s) to which the lesson best applies, a materials list (if necessary), and a minimum of six detailed steps to execute the procedure. If necessary, the teacher must also include links to any materials, as well as book titles and author information. Follow the many examples contained within the course content when

designing your lesson plans. To obtain full credit, be sure to follow all the parameters set forth in Assignment 4.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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