

Grit, Resiliency and Perseverance As Essential Skills For Life & Learning

Course Instructor:	Françoise E. Netter, MA
Company Provider:	Body/Mind Dynamics, Inc
Phone Number:	303-960-6000
Email address:	fenetter@yahoo.com
Web site:	www.bodyminddynamics.org
Course Credit:	3.0 graduate credits
Course Number:	EDUU 9026
Dates and Times:	TBA
Credit Type Requested:	Letter Grade

COURSE DESCRIPTION:

The subject of Resilience, I believe is one of the most relevant qualities that we can develop, nurture and sustain. It is a quality that we too often ignore in the academic environment and in this fast paced, technologically dominated world. We are often lured into believing that everything should be instant and easy. Yet, life often brings us situations that cannot be fixed in an instant and students discover that succeeding academically takes dedication, discipline and work.

This course will address the various ways that you can think about fostering resilience and how to apply it to your life and to your students. We will research positive role models of individuals who have overcome sometimes enormous adversity and become successful against all odds. We will then explore how students can adopt their own strategies to positively overcome challenges they face in school and at home. In a simple and powerfully effective format that includes written handouts, documentary films, small group discussions and experiential exercises, educators will discover and implement effective strategies that they can integrate into their lives and translate to their classrooms for effective and transformational classroom application.

STUDENT LEARNING OUTCOMES:

Upon completion of this course the student will be able to:

1. Identify, evaluate and create awareness of the significance of fostering resilience and teaching these strategies in the classroom.
2. Implement preventative and effective management techniques to transform challenges and difficulties that teachers, students and other educators face.
3. Create and synthesize effective strategies that can help foster resilience and create positive responses to the challenges that arise in and outside the classroom.
4. Translate and integrate these strategies effectively in the classroom and academic environment; thereby improving test scores, academic success and decreasing disruptive negative behavior.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- Netter, Françoise. *Redress Your Stress CD*. Boulder, CO: Body/Mind Dynamics, 2006.
- Netter, Françoise. *Movement For The Mind: Dance That Awakens Healing, Inspiration and Wisdom*. Boulder, CO.: Body/Mind Dynamics, 2010.
- Netter, Françoise. *The Master Key To Soaring Joy—Honing Resilience*, England, Science and Spirit Magazine, Issue 3, 2015.
- Netter, Françoise. *The Master Key To Living With Greatness & Joy*, Inner Voice Magazine, October, 2016
- *The Lady in No. 6*, 2014 Oscar Award Winning Documentary

In addition, choose at least one other book and the articles/blogs on Honing Resilience and Learning available on www.body/minddynamics.org for your research from the following list or you may choose a book of your choice with Instructor approval pertaining to the subject matter of this course:

- Catford, Lorna and Michael Ray. *The Path of the Everyday Hero*; Los Angeles, Calif.: Jeremy P. Tarcher, Inc, 1991.
- Cyrulnik, Boris, *Resilience*; NY: Jeremy P Tarcher/Penguin Books, 2011
- Frankle, Viktor, *Man's Search For Meaning*,
- Fritz, Robert. *The Path Of Least Resistance*. NY: Ballantine Books,
- Levey, Joel & Levey, Michelle. *Living In Balance*. CA: Conari Press, 1998.
- Maslachi, Christina. *Burnout-The Cost of Caring*. NJ: Prebntice-Hall, Inc., 1982.
- Netter, Françoise. *The Magic Of Movement CD*. Boulder, CO: Body/Mind Dynamics, 2006.
- Schlessinger, Caroline, *A Century of Wisdom*

COURSE REQUIREMENTS:

In class activities including onsite and distance learning:

1. Attend each class session and participate in class discussions, projects, and activities.
2. Keep a log of hours and assignments
3. Outside activities: Each student will complete the following:
 - a. Assigned readings
 - b. Work with the information in the documentaries watched, in the CD, and exercises that will be given in class.
4. Complete all written work: 5 new lesson plans incorporating experiential exercises and materials learned in class and in readings. A completed research paper on two individual role models –one, who has overcome enormous adversity and become successful against all odds and contributed to society; and one who individual who was “born with a silver spoon” and given all the privileges one would want in life growing up. Through researching these two people, determine if resilience can be taught, or if it is innate, or a combination of both and then explore various methods that can allow students to adopt their own strategies to positively overcome challenges they face in school and at home. Length of paper must be a minimum of 5 pages plus the written assignment of 5 new lesson plans for a B grade. A longer more extensive paper will qualify for an A grade (10 pages plus).
5. Share one lesson plan and integrated application with the group as a culminating project and as an applied understanding of principles learned.

GRADE DISTRIBUTION AND SCALE:

In order to receive credit for the course, participants must attend and actively participate in all class sessions unless alternative arrangements are approved in advance. Assignments need to be completed by the due date assigned by the instructor.

Attendance	10%
Class participation and discussion (including onsite & distance learning)	10%
Assignments Completed (Research paper and classroom application)	40%
5 Personal Lessons	25%
Presentation of Applied Principles	15%

GRADING SCALE:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59 and below	F

EVALUATION PROCESS:

Course evaluations will be collected at the end of the course study along with completed assignments.

1. During the onsite meetings (or online) the instructor will introduce the content of the course through lecture, handouts, experiential exercises and other materials.
2. Students will follow through with 45 hours of contact and non-contact hours including assignments using the materials introduced in class as well as on-line research, syllabus, materials sent, and reading list.
3. They will document their studies by keeping a log of completed assignments including: reading assignments (from website and reading list), practicing exercises given, watching a powerful documentary, *The Lady in No. 6*, working with CD and various exercises and classroom assignments including researching two individual role models –one, who has overcome enormous adversity and become successful against all odds and contributed to society and one who individual who was “born with a silver spoon” and given all the privileges one would want in life growing up. Through researching these two people, determine if resilience can be taught or if it is innate or a combination of both and then explore various methods that can allow students to adopt their own strategies to positively overcome challenges they face in school and at home.. Educators will create lesson plans utilizing materials learned in course, implementing and integrating lesson plans in the classroom, and writing a paper on the practical application of these materials in the academic environment.
4. Projects completed by student are to be by email or mail by the end of the course sessions.
5. The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.

