



LILIE, LLC Course Information

© Copyright Notice

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: The Peaceful Classroom and Easing Student Anxiety and Stress

Course Description: The class will address the stress and anxiety students contend with on a daily basis by examining the causes and learning ways to help alleviate such within the classroom. By becoming more aware and versed in strategies of social emotional learning and practices through the lens of culturally responsive practices that embrace and reflect the many identities and experiences of the students in their care, educators will learn to support their students and lessen the stress and anxiety often felt by them. How the recent pandemic has changed student motivation and behavior and what to do in order to meet their unique and diverse will be included in this timely course as well. In all, this course will cultivate an awareness and provide resources and strategies to employ in creating a peaceful classroom that works to reduce stress and anxiety of students with the goal of developing equitable practices for the students in one's care, notably for those marginalized populations

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	<ul style="list-style-type: none"> • Define and explore elements of a peaceful classroom • Understand anxiety and how it effects students and their academic achievement • Determine and assess factors for children and adolescents that cause anxiety • Assess how the pandemic has created a specific type of anxiety among adults and students in schools.
Topics	<ul style="list-style-type: none"> • Introductions • Culturally responsive Practices • Equity in education • The Marginalized and Underrepresented • What exactly does a peaceful classroom look like/feel like? • Defining Anxiety • Academic Anxiety • The Pandemic and Academic Anxiety
Application to Instruction & Student Learning	<p>Educators will explore and digest an abundance of information on academic anxiety and how it affects student growth and achievement. The information may be applied directly in classroom policy, through lesson planning and differentiation of instruction. Understanding what marginalization of populations and our students is and the impact it has on their learning and growing stress and anxiety is a first step and foundation in learning how to best meet their needs, such as through developing equitable practices. Ultimately, educators will learn how to ease some of their students' academic anxiety as it relates to their individual classrooms including pandemic related academic anxiety as well as individualized academic anxiety, which may be the result of being underserved or marginalized.</p>

Session II

Objectives	<ul style="list-style-type: none"> • Continue to explore elements of a peaceful classroom • Understand anxiety and how it effects students on a social and emotional level • Determine and assess factors for children and adolescents that cause social anxiety • Assess how the pandemic has created a specific type of social anxiety among adults and students in schools.
Topics	<ul style="list-style-type: none"> • Marginalization's Impact • Examine Your Own Bias and Impact on Instruction and Students • Social Anxiety • Adolescent Social Anxiety and Factors • Cultural Differences and Social Anxiety • Racism creates anxiety • Social Anxiety and the Pandemic • Midterm

Application to Instruction & Student Learning	Educators will explore and digest an abundance of information on social anxiety and how it affects student growth and achievement. The information may be applied directly in classroom policy, through lesson planning and through differentiation of instruction. Ultimately, educators will learn how to ease some of their students' social anxiety as it relates to their individual classrooms, including pandemic related social anxiety as well as individualized social anxiety, which may be the result of being underserved or marginalized.
--	---

Session III

Objectives	<p>Determine the role of educator r in supporting students with anxiety</p> <ul style="list-style-type: none"> • Examine the benefits of SEL to reduce stressors and anxiety • Examine the benefits and ways to embrace brave learning to create a peaceful classroom being mindful to embrace and implement techniques to ensure equitable practices • Compare stress, good and bad stress and techniques students may use to reduce stress • Understand the levels of stress for children in the LGBTQ community and possible ways to make your own classroom/school/setting calmer especially for those marginalized populations? Are these steps equitable? Provide rationale as to why and feedback? • Evaluate how stress effects boys and girls differently
Topics	<ul style="list-style-type: none"> • Brave Learning Spaces • SEL and Peaceful Classrooms • Support for students with anxiety • Defining Stress and its Impact on Students Academic/Social Development • LGBTQ community and stress • Gender and stress
Application to Instruction & Student Learning	Educators will explore and examine pertinent information on how to support students who suffer from anxiety and stress including the fostering of a brave learning community. The information may be applied directly in classroom policy, through lesson planning and through differentiation of instruction. Ultimately Educators determine their role in easing some of their students' academic anxiety. A focus on LGBTQ children and gender differences of stress, as it relates to their individual classrooms, will also be applied to instruction and student learning.

Session IV

Objectives	<ul style="list-style-type: none"> • Determine the role of teacher if a student is depressed • Explore and develop elements of clam that may be incorporated into one's classroom • Provide feedback in evaluation peer lesson plans • Consider a teacher's anxiety and stress and ways to combat them • Review course and provide overall feedback to instructor
Topics	<ul style="list-style-type: none"> • Ways to promote reduce stressors • Lesson plan posting and sharing • Ensuring steps to alleviate stress and anxiety in classroom/ school/ setting reflect developing equitable practices • Being mindful of the stressors upon those marginalized populations and how to help • Taking care of yourself, teacher! • Final Thoughts
Application to Instruction & Student Learning	Participants in the class will consider all course information and apply aspects of calm and peace into their classrooms. Through application of some strategies and techniques, and development of a peaceful classroom environment, students may feel a sense of clam and be able to see their academic and social achievements from a more peaceful perspective.