



UPPING THE ANTE IN OUR LANGUAGE CLASSROOMS: TRAUMA-INFORMED PEDAGOGY DURING COVID TIMES

Christine Ristaino
Hong Li

5 Principles of Trauma-informed Care

Ensuring Safety

Establishing Trustworthiness

Maximizing Choice

Maximizing Collaboration

Prioritizing Empowerment

8 Principles of Trauma Informed Teaching and Learning

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Physical, Emotional,
Social and
Academic Safety



Trustworthiness
& Transparency



Support &
Connection



Inclusiveness &
Shared Purpose



Collaboration
& Mutuality



Empowerment,
Voice & Choice



Cultural,
Historical &
Gender Issues



Growth and
Change

7 Principles of Resilience

1. **Competence:** When we notice what young people are doing right and give them opportunities to develop important skills, they feel competent.
2. **Confidence:** Young people need confidence to be able to navigate the world, think outside the box, and recover from challenges.
3. **Connection:** Connections with other people, schools, and communities offer young people the security that allows them to stand on their own and develop creative solutions.
4. **Character:** Young people need a clear sense of right and wrong and a commitment to integrity.
5. **Contribution:** Young people who contribute to the well-being of others will receive gratitude rather than condemnation.
6. **Coping:** Young people who possess a variety of healthy coping strategies will be less likely to turn to dangerous quick fixes when stressed.
7. **Control:** Young people who understand privileges and respect are earned through demonstrated responsibility will learn to make wise choices and feel a sense of control.

Key Questions

How do we create a structured, predicable, and flexible learning environment that fosters a sense of safety, respects each other's perspectives and experiences, and empowers students to grow competence and confidence in the target language and in themselves?

Where and how do we give students the opportunity to connect and collaborate with each other and their own communities in both the target language and their own?

What traits and behaviors should professors demonstrate in their teaching to minimize risk, nurture self-care, and foster connection?

How do we design trauma-informed language learning tasks and assignments that also achieve language learning goals?

Italian 201: Syllabus

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CLASS APPROACH

Welcome to Italian 201! This is an Italian language course designed for students with 102 or equivalent experience in Italian. During the semester, while making progress toward developing linguistic competence and gaining knowledge of Italian culture, you will acquire awareness of the relationship between language and identity. Although the class will be conducted primarily in Italian, it will include moments when you will be encouraged to draw on your unique linguistic resources in order to negotiate and produce meaning. This approach recognizes and values the linguistic diversity of Emory students and responds to the learning needs of students in a multilingual/multicultural classroom.

Flexible Attendance Policy

ATTENDANCE POLICY:

I will take attendance each day. That said, this semester, because of the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick or in quarantine, understand that I will be flexible about attendance, that I can Zoom you into the class, and that I can record our lesson if that is preferable to you. Please make sure to email me before our class so we can discuss your individual circumstances. For students in quarantine who are well, I will provide ways that you can keep up with your schoolwork. For those who are ill, we will create a personal catch-up plan that is acceptable to us both. **The key is to be in communication so we can find alternative solutions.**

Stress Management Clause

STRESS MANAGEMENT AND MENTAL HEALTH:

As a student, you may find that personal and academic stressors in your life, including those related to remote study, COVID-19, economic instability, and/or racial injustice, are creating barriers to learning this semester. Many students face personal and environmental challenges that can interfere with their academic success and overall wellbeing. If you are struggling with this class, please visit me during office hours or contact me via email at XXXX@emory.edu. If you are feeling overwhelmed and think you might benefit from additional support, please know that there are people who care and offices to support you at Emory. These services – including confidential resources – are provided by staff who are respectful of students' diverse backgrounds. For an extensive list of well-being resources on campus, please go to: <http://campuslife.emory.edu/support/index.html>. And keep in mind that Emory offers free, 24/7 emotional, mental health, and medical support resources via [TimelyCare](https://timelycare.com/emory): <https://timelycare.com/emory>.

Other Emory resources include:

- [Counseling & Psychological Services](#)
- [Office of Spiritual & Religious Life](#)
- [Student Case Management and Interventions Services](#)
- [Student Health Services Psychiatry](#)
- [Support During A Crisis: A Guide for Faculty & Staff](#)
- [Emory Anytime Student Health Services](#)

Equity Clause

EQUITY

This course aims to ensure that every student has equal access to opportunities, networks, and supports within the class to ensure their success. Additional class costs were kept to a minimum and readings were selected with racial and gender equity in mind. Anyone who has difficulty securing course materials, housing, or food and believes this may affect their course performance is urged to contact Campus Life and/or the BBA program office (and, if comfortable, the professor) to see what resources are available

GUIDELINES FOR ENGAGEMENT:

- Listen respectfully, without interrupting.
- Respect one another's views, even when you disagree with them.
- Criticize ideas, not individuals.
- Commit to learning, not debating.
- Avoid blame and speculation. Support your argument with evidence.
- What is said in class stays in class. Hard conversations and statements should remain between members of the class creating a brave space.
- Speak from the "I" perspective: don't assume that you can speak for members of a group that you are a part of

“Il mio posto preferito” Presentation

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STUDENTS SHARE:

A number of Tuesdays over the course of the semester, one person from the class will take fifteen minutes to talk about and show us their favorite place in the world. We look forward to learning more about yours.



Quizzes: 10 of 12

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CANVAS QUIZZES:

Every Tuesday you will take a short Canvas quiz on the grammar that we are studying during the first 15 minutes of class. We will begin class with these quizzes and the answers will be fill-in-the-blanks, multiple choice, matching, or a combination of these formats. You will be asked to complete 12 questions and I will count 10 of them.



Clearly Defined Routine & Translanguaging

Below is our routine.

Weeks 1-3 of prompt work:

Every weekend, you will need to meet for an asynchronous hour with your writing/presentation group to go over Thursday's prompt. During your meeting, please go through the following process:

1. 1 person reads the piece out loud
2. Everybody in the group says one thing they like about the piece
3. The group engages in a translanguaging discussion about any words from other languages that have been inserted by the author into the writing and tries to find an equivalent Italian word to insert in their place.
4. Group members will then provide suggestions about content and grammar to the author.
5. Once the group has gone through this process with one group member, the group will begin the same process with another group member.
6. Once everyone from the group has read and received feedback, all members will take a few minutes to edit their piece according to the suggestions provided by group members. Everyone should keep the revised version in case they decide to use it for a workshop piece. It is important to revise these pieces with group members there in case the author has questions about their suggestions.
7. On the Canvas assignments page, each group member will post an evaluation of group member individual engagement during the asynchronous hour. I will post this form to Canvas shortly.

Weely Personal Prompts related to chapters

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Scrittura / Prompt:

Mi preoccupo del futuro.

Scrittura / Prompt:

Una memoria splendida.

Scrittura / Prompt:

Spero che....

Scrittura / Prompt:

Abbiamo litigato.

Scrittura / Prompt:

Qualcuno stava male.

Scrittura / Prompt:

Che significa la lingua Italiana per te?

Scrittura / Prompt:

La mia passione.

Scrittura / Prompt:

Una memoria complicata.

Scrittura / Prompt:

È come un colpo di fulmine.

Structure and Predictability in CHN201 and 402

GOAL: to ensure safety, establish trust, and build confidence

CHN-201-1: Intermediate Chinese I - Fall 2020



CHN201 中文课程

Synchronous Class: 周二、周四
09:00 - 10:00 am
09:00 - 10:00 am
Asynchronous Learning: 周二、周四
09:00 - 10:00 am
09:00 - 10:00 am

Zoom Links for Synchronous Classes

09:00 - 10:00 am: <https://chinese.zoom.us/j/9252822864>
Meeting ID: 925 282 2864
09:00 - 10:00 am: <https://chinese.zoom.us/j/9252822864>
Meeting ID: 925 282 2864
You are expected to attend class with video on.

Instructors

李俊卿 (李俊卿, 09:00)
1822822864
张俊卿 (张俊卿, 09:00)
1822822864

Office Hours

李俊卿: 1:00 - 3:00 PM on Wed. (1822822864)
<https://chinese.zoom.us/j/9252822864>
Meeting ID: 925 282 2864
张俊卿: 10:00 - 12:00 PM on Thu. (1822822864)
<https://chinese.zoom.us/j/9252822864>
Meeting ID: 925 282 2864

CHINESE 402

课程大纲与中文学习资源, 教师教学日历

中文402 课程介绍

Synchronous Class: 周二、周四 9:00-10:00
Asynchronous Learning: 每周四下午

Zoom Links for Synchronous Classes

周二 9:00-10:00
<https://chinese.zoom.us/j/9252822864>
Meeting ID: 925 282 2864
周四 9:00-10:00
<https://chinese.zoom.us/j/9252822864>
Meeting ID: 925 282 2864
You are expected to attend class with video on.

Instructor

李俊卿
1822822864

Office Hours

周二 1:00 - 3:00 PM on Wed. (1822822864)
<https://chinese.zoom.us/j/9252822864>
Meeting ID: 925 282 2864

▼ Unit 1: Lessons 1 and 2 and Unit Tests
Unit 1 Overview and Learning Objectives
Unit 1 Content
Unit 1 Assignments
Unit 1 Class Recordings/PPT
Unit 1 Test Information
Unit 1 Oral Test Video Submission

▼ 第一单元：疫情中的武汉和方方日记的争议
第一单元教学计划 (Overview and Schedule)
第一单元作业安排 (Assignments)
第一单元教学内容 (Learning Materials)
1/26 - 2/2: 2月12日方方武汉日记
2/4 - 2/9: 方方日记：肺炎疫情下中国人的国家利益与个人自由
2/11 - 2/16: 双人小组媒体报告
第一单元补充媒体资料 (Additional Resources)
第一单元网课录像

Structure and Predictability in CHN201 and 402

GOAL: to ensure safety, establish trust, and build confidence

第一单元：疫情中的武汉及方方武汉日记的争议



Overview

第一单元的主题是武汉疫情以及有关争议。我们先学习一篇方方的武汉日记，然后阅读关于在国外出版地的武汉日记所引起的争议。之后一半的同学要选读跟本单元主题相关的一篇文章或视频，使用“学生教学生”的模式给全班同学介绍并讨论。

Schedule:

第一单元：疫情中的武汉和方方日记的争议

Dates	Asynchronous Learning Materials	Synchronous Sessions
Thur. 1/28 - Mon. 2/1	<ol style="list-style-type: none">Complete "Our Stories" video for Unit 1 on Flipgrid.Watch video "肺炎疫情：武汉封城76天大事记". The video is for background information and is helpful for our discussions on 2/2.Go over the study guide for "2月12日方方日记". Think about the questions when reading.Read "2月12日方方日记".Study the vocabulary list and get ready for the quiz on 2/2.Watch the instructional video On this page.Complete the review assignment on VoiceThread.	
Tues. 2/2		<ol style="list-style-type: none">Quiz on the vocabulary in "2月12日方方日记".Q&A about Wuhan lockdown and Fang Fang's diary.Discussion using some of the questions in the study guide.

Unit 1 Overview



Overview

This unit focuses on student life at the beginning of an academic year. It includes lessons 1 and 2 (开学 and 宿舍生活) and bi-lesson tests (oral and written). Each lesson begins with asynchronous learning activities on Fridays, followed by two synchronous classes on Tuesdays and Thursdays.

Learning Objectives

By the end of Lesson 1 you will be able to

1. Explain how to write your Chinese name
2. Say where you were born and grew up
3. Discuss the pros and cons of living on and off campus
4. Express a dissenting opinion politely

By the end of Lesson 2 you will be able to

1. Name basic pieces of furniture
2. Describe your living quarters
3. Comment on someone else's living quarters
4. Disagree politely

Unit 1 Content (Synchronous and Asynchronous)



第一课：开学

Date	Synchronous Class Content	Options in Synchronous Sessions on Campus	Asynchronous Materials
8/20 Thur	Introduction, Technical preparation for online course		
8/21 Fri			U1-1 Watch the lecture on video and complete the exercises by posting text comments. Study the vocabulary and the text of Lesson 1. Watch the VoiceThread video and answer the questions on VoiceThread video or complete sentences by posting video comments. Study Notebook and do exercises on Flipgrid to get ready for vocabulary quiz on 8/25 and 8/27.
8/25 Tues	U1-2 1. Explain how to write your Chinese name 2. Say where you were born and grew up 3. Test a 2 (自我介绍大一新生自我介绍 to 自我介绍 to 自我介绍)	Vocabulary Quiz	
8/27 Thurs	U1-3 1. Discuss the pros and cons of living on and off campus 2. Express a dissenting opinion politely 3. Test a 4 (自我介绍 to 自我介绍 to 自我介绍)	Vocabulary Quiz #4-23 (自我介绍 to 自我介绍)	

1/26 - 2/2: 2月12日方方武汉日记

2月12日方方武汉日记

1. Video "肺炎疫情：武汉封城76天大事记". This video provides background information related to Wuhan lockdown. Please watch it.

2. 文章"2月12日方方武汉日记".

3. Study guide for "2月12日方方武汉日记".

4. Vocabulary list for "2月12日方方武汉日记".

5. Audio recording of "2月12日方方武汉日记".



6. Preview Assignment on VT for 2月12日方方武汉日记

7. Instructional video for "2月12日方方武汉日记".



Low-Stakes and High-Stakes Assignments

GOAL: to ensure safety, to build confidence and competence, to amplify student voice

Assessment formats are divided into “low-stakes” and “high-stakes”. “Low-stakes” assignments are informal homework designed to help you get ready for synchronous classes, articulate your own experiences and connect with your peers without the pressure of grades, or prepare for high-stakes assessment. They will be graded on timely completion and you will receive brief feedback. “High-stakes” assessment, on the other hand, are graded based on timely completion as well as linguistic accuracy, among other criteria. They include all quizzes, tests, pair media reports, and final project. See below for details.

High Stakes	Participation	10%
	Vocabulary Quizzes (8)	10%
	Bi-Unit Tests (2)	15%
	Final Project and Paper (1)	10%
	Pair Media Reports (2)	10%
	Essays (3)	20%
Low Stakes	Preview Assignments on VoiceThread (8)	10%
	“Our Stories”: Short Videos on Flipgrid (4)	5%
	Speaking Assignments: Synchronous Sessions with Laoshi (4)	10%

Flexibility and Choice

GOAL: to be inclusive, to recognize different strengths and learning styles, to empower students

Link:

<https://flipgrid.com/a7630a9a>

About Topic 3: 推荐一本书或一个电影

同学们好!

你最近看了什么书或者电影? 请你推荐你最喜欢的一本书或者一个电影。请包括下面的内容。

1. 书的封面或者电影的宣传画,
2. 大概的内容或故事情节,
3. 为什么你觉得你的同学和老师会喜欢这本书或这个电影,
4. 最后, 请大家回复任何一个人的视频。

注: 书或电影可以是英文、中文、或其它语言的。

About Flipgrid:

Use this video as an opportunity to explore all the features within Flipgrid.

 choose from the Filters

 add Text (your Name, adjectives/short phrases to describe you)

 add Stickers that represent your interests (maximum 5 stickers)

 add a Drawing or sketch (optional)

 use the Whiteboard/Blackboard (optional)

Final Project Report and Essay

Published Edit

Final Inquiry-Based Individual Project

What to submit for this project? Where and when?

What to submit?	Where to submit?	What is the due date/time?
1. Video URL or PPT	On this discussion board on Canvas	11:59pm, May 5
2. Your essay	On this discussion board on Canvas (Upload Word document)	11:59pm, May 5

What is an inquiry-based project?

An inquiry-based project is about learning something new - something you are curious about and interested in learning.

Why assign this?

This is an opportunity for you to take ownership and exercise autonomy over your own learning. Additionally, it allows you to expand your Chinese vocabulary, use Chinese to articulate your own thoughts and knowledge in writing and orally, and gain a deeper understanding of matters that are important to you and to the world. I hope you will explore something meaningful, relevant, and of your own interest.

Four Steps in Preparation:

1. **To Question** - think deeply about what you are interested in learning and sharing with your classmates, and then decide on a topic and develop a problem statement/essential question.

The topic and your question should be 1) based on your own curiosity and interest, 2) meaningful and relevant, i.e., something that contributes to your own understanding of China and the world.

2. **To Explore and Discover** - Research the topic and analyze various perspectives

This is a process in which you will learn more about the topic, discover background information and facts, and evaluate different perspectives. It is also a time to think about how you want to organize the information and present it.

3. **To share** - create and present a culminating report

You can choose to do one of the following:

- 1) Pre-record a video and show the video during the synchronous class on May 5.

- 2) Prepare PPT slides and present live during the synchronous class on May 5.

4. **To Reflect** on 1) what worked and what didn't for you, and 2) how you learned and what you learned.

Plus One Approach for Flexibility and Choice

GOAL: to be inclusive, to recognize different strengths and learning styles, to empower students

第三单元 双人媒体报告 (Pair Media Reports)

Published Edit

Topic Choice 1:

Introducing a TED Talk on Social Justice Issues

Note that only half of the students (3 students in 2 groups) will work on this.

Please email me by Tuesday, 3/30, if you want to complete this assignment.

Procedures:

1. Visit www.ted.com and browse various talks by subject.
2. Select one talk that interests you. The subject of your talk should connect to ethical, moral, or social justice issues. Transcripts are available in many languages. Please select a talk with Chinese transcripts.
3. Download the Chinese transcript on a Word document.

Topic Choice 2

介绍《最美逆行者》或谭维维“小娟”

On this [page](#), you will find a TV documentary entitled 《最美逆行者》. The film is quite controversial due to its portrayal of women's role in the fight against COVID-19. You can find links to reports about the controversy. Additionally, 谭维维 Tan Weiwei's song named Xiaojuan 小娟 and articles about it are also linked. This song gave voice to female victims of domestic violence, which resonated with millions of women in China.

You can choose to do your report on the TV documentary or Tan Weiwei's song. You can prepare your vocabulary list for the film or the song. Or you can focus on an article about the film/song, and prepare a vocabulary list on the article of your choice.

ESSAY #3

Genre: Reflective Essay

Goal:

This writing assignment aims to provide a space for you to reflect on your learning and explore the course content more deeply. It helps you to re-evaluate any class discussion we have had, think about things a second time, and then let the ideas sink in by writing about them. It is a way for you consolidate your cultural and linguistic knowledge.

Option 1: 《十字街头》课后语

1. Introduce the storyline and the protagonist.
2. Analyze and evaluate the story. Be sure to have a thesis that gives your essay a direction so it doesn't seem like a collection of random observations. Your thesis should be arguable, not a simple matter of fact. When analyzing the story, be sure to connect with other experiences or information you learned additional readings or other sources. This should be the main section of the essay.
3. Conclude by briefly summarizing your key arguments and the significance of the story.

Option 2: 从一条有关社会正义的新闻谈起...

1. Identify and describe a specific event/news that reflects a social justice issue in Chinese or American society, using expressions and structures learned in this course. Even though we only read about women issues in China, you are not limited to that, so feel free to explore a topic of your interest. Important social justice issues in today's world include racial and gender discrimination, refugee crisis, access to healthcare, food insecurity, income gaps, etc.
2. Connect this specific news/event by turning to other information or similar events you have researched. You must read one additional text (include video or audio) on this topic and incorporate the information into this essay.
3. State your opinion about the social and cultural significance and implications. Be sure to support your opinion with data or examples.
4. Suggest ways to address the issue.

Plus One Approach for Flexibility and Choice

GOAL: to be inclusive, to recognize different strengths and learning styles, to empower students

1. Extra Credits

There are two ways to earn extra credits.

First, earn one extra point by attending two Chinese cultural events and write a short response (200 characters) for each event on Canvas. Responses are due on the last day of classes.

Second, earn an additional one extra point by answering questions in instructional videos by adding your written comments. Note that not all instructional videos include questions.

Extra Credit Opportunities

There is a series of videos accompanying most lessons in Integrated Chinese Volume 3. If you correctly answer the questions on the videos that correspond to the lessons in a unit, you will receive up to three extra points on the bi-lesson test. The videos are in the module "Videos for Extra Credits" on Canvas.

Connection and collaboration in CHN201 and 402

GOAL: to empower students, to support each other, to build community of learners

- Critical engagement with texts in synchronous classes
 - Thought-Questions-Epiphanies (TQE) - Collaborative Writing on Google Slides
 - Discussion during Zoom sessions with native speakers
- Co-creation of Knowledge
 - Media reports
 - Final project

Connection and collaboration in CHN201 and 402

GOAL: to empower students, to support each other, to build community of learners



李子柒品牌携手天猫美食大牌日，传承了不起的东方味道

想法、问题、感悟 (TQEs)

4



01

小组讨论

02

重要的1-2个TQEs
写在slide上

03

小组汇报、全班
讨论

https://docs.google.com/presentation/d/1H4PjEP-ygdM-_v78FSIFNx2RDPgEEEnd7qA7igYI5YX4/edit?usp=sharing

Trauma-informed Activities in CHN201 and 402

**Informal Writing for Unit 2**
Hong Li

Informal Writing on Discussion Board

I. Introduction

We assign an informal writing exercise in Discussion Board during the third week of each unit. These assignments aim to provide a platform for you to reflect on your own experiences during this challenging time, to express yourselves and learn about your classmates' thoughts and experiences, and to use newly acquired Chinese vocabulary and grammar patterns in meaningful ways.

We will grade your writings on timely completion, meeting all requirements, interesting content, and creative use of Chinese. We will not deduct points for vocabulary or grammatical errors.

2. Topic - Choose one of the following.

1) **My Comfort Food / Restaurant During the Pandemic** 疫情中给我带来快乐(dàilái, to bring)快乐的食物 (shíwù, food) OR 疫情中给我带来快乐的饭馆

Do you have a favorite food or restaurant during the pandemic? What food brings you comfort? In this essay, we ask you to introduce your favorite comfort food or your favorite restaurant to your friends. It can be from any cultures/cuisines. Please 1) describe the dish (origin, ingredients, tastes, occasions for serving it, etc.) or the restaurant (location, type of food, taste, etc.) and 2) explain why it brings you comfort and joy.

If possible, include a recipe and/or a photo of the dish, so your classmates can try to make it.

2) **My favorite Brand** 我最喜欢的牌子

Do you have a favorite brand? It can be a brand for any type of merchandise - clothing, stationary, daily necessities, cars, stores, etc. Please 1) describe the brand and the products, and 2) explain why you like it and if it makes your life easier during the pandemic.

Please include photos, videos, or websites so your classmates can learn more about your favorite brand.

3. Requirements

Feb 24, 2021

推荐一本书或一个电影

8 Responses • 56 views • 12 Comments • 2.5 hours of engagement

同学们好!

你最近看了什么书或者电影? 请你推荐你最喜欢的一本书或者一个电影。请包括下面的内容。


1. 书的封面或者电影的宣传画,
2. 大概的内容或故事情节,
3. 为什么你觉得你的同学和老师会喜欢这本书或这个电影,
4. 最后, 请大家回复任何一个人的视频。

注: 书或电影可以是英文、中文、或其它语言的。



Short videos on Flipgrid

Groups / Emory CHN402 / 推荐一本书或一个电影 / Josephine S



Details Closed Captions

孙婧婧 Josephine S
Mar 15, 2021 5:40pm • 11 views [More details](#)

Active

Trauma-informed Activities in CHN201 and 402

3/4 - 3/9: 双人小组媒体报告

Topic:

中美脱钩、中美文化交流的最新进展、中美对疫情的不同态度和应对方法、中国留学生在美国、美国留学生政策、或其它与第二单元主题相关的题目

Note that only half of the students (2 students in 2 groups) will work on this.

Please email me by Tuesday, 3/2, if you want to complete this assignment.

Procedures:

1. Find an article (800-1200 characters) or video (5-10 min) on one of the topics. The article/video can be shorter for the one-person report.
2. Study the article/video of your choice.
3. Create a vocabulary list.
4. Prepare 2-4 questions you want the class to discuss.

Documents to be uploaded in the folder on Google Drive by 11:59pm on Sunday, 3/7:

1. The URL of the article or video
2. The vocabulary list including characters, Pinyin, and English

Complete Google Slides and "Teach" on 3/9:

1. Consider yourselves experts on the chosen article/video, and aim to teach your classmates about it in an interactive and effective way.
2. Introduce the main content of the article/video. (10 min)
2. Lead discussion (10 min)

Requirements:



Preview Video Assignment

Media Reports

One-on-one Speaking Assignment

第三单元口语作业

When: Thursday, March 25

Where: Zoom: <https://emory.zoom.us/j/teaheaven>

What: Please prepare your answers to the following questions before meeting with me. We will choose one or two questions to discuss. There will be time for you to share your concerns, questions, or suggestions about the course as well.

1. 我们的中文课已经上了一半了。你觉得你从开学到现在学到了什么？你在哪方面进步最大？下半学期你的学习目标是什么？
2. 文章显示，中国的性骚扰案件微不足道。这是否说明中国基本上没有性骚扰的问题？为什么？
3. 文章显示，性骚扰一词直到2005年才出现在中国的法律中，性骚扰的定义在2021年才开始生效。你觉得什么原因可能导致这种现象？

How Long: 10 min.

Grading: Low-stakes, based on completion and articulation of thoughts in complete and connected students using the appropriate vocabulary. No deductions for pronunciation or grammar errors.

Sign-up: Use the link below to sign up for a time slot by the end of the day on 3/23.

https://docs.google.com/document/d/1rmEyD9EuR89zSBJkzg_W4j0bW1x_YXEZFDobghqOgl/edit?usp=sharing

As we all emerge from the pandemic, what are we going to keep from what we've learned and what will we stop doing? The fact is that every person goes through difficulty in their lives, even when there isn't a pandemic. We don't know when one of our students is going through a hard time, but we will continue to be flexible when they are.





Resources

- [Resources for trauma informed teaching strategies \(CFDE\)](#)
- [TI principles and practices table from Janice Carello](#)
- [Trauma Informed Teaching Strategies by Jessica Minahan](#)
- [The How and Why of Trauma Informed Teaching by Alex Shevrin Venet](#)
- [A Crash Course on Trauma-Informed Teaching by Angela Watson](#)
- [Trauma-Informed Teaching During Covid-19](#)
- [Leveraging the Neuroscience of Now by Mays Imad](#)