

Character Strong

TWEET US: @CAREACTER
CHARACTERSTRONG.COM

THE **WHAT**

Emotional Well Being of
Staff and Students

THE **WHY**

“As anxiety goes **UP**,
empathy goes **DOWN.**”

-Michele Borba

THE **HOW**

The Theory of
Change

THE **HOW**

The Four Core Components

1 Adult Behavior Practices

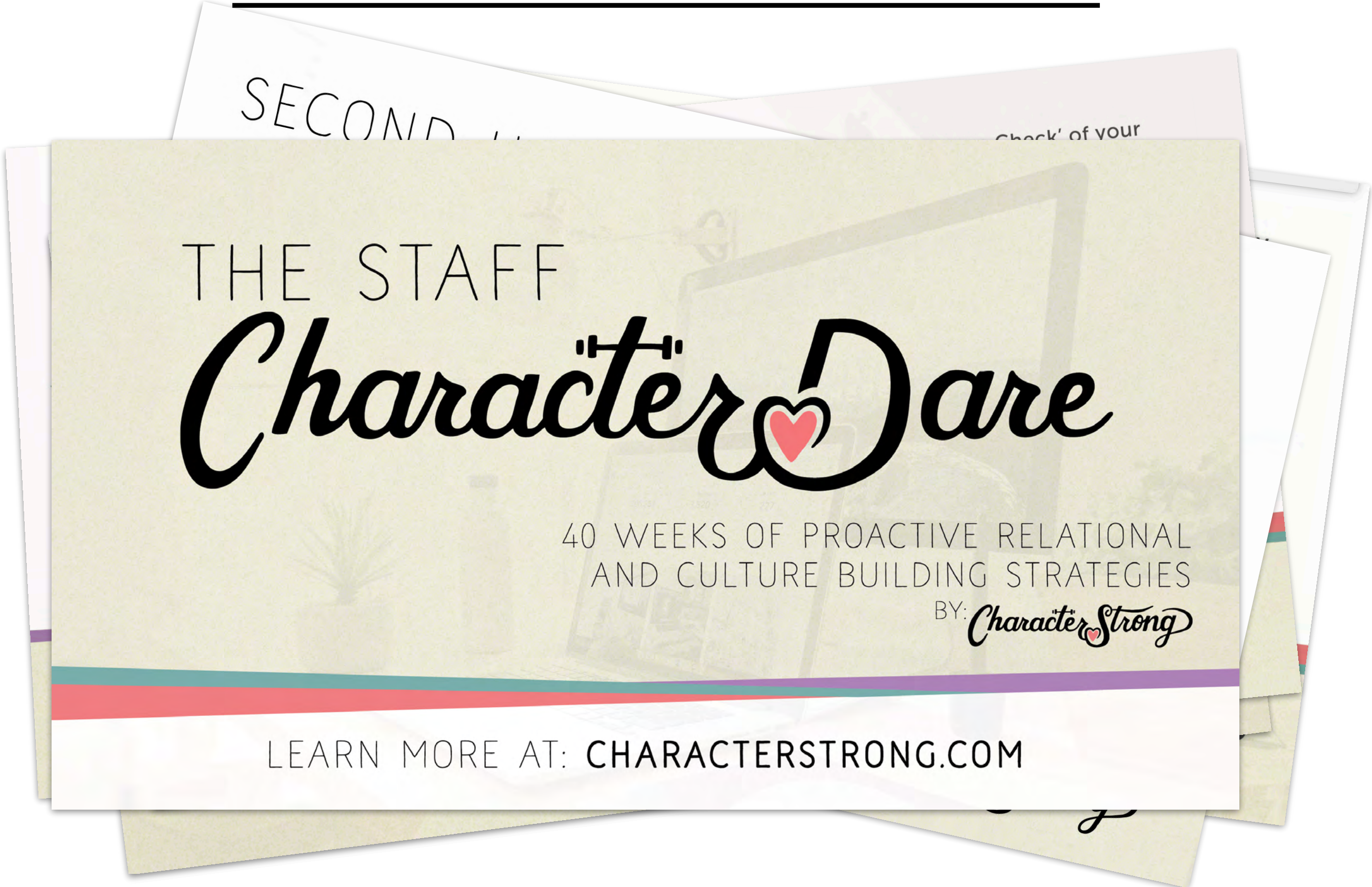
2 School-Wide Integration

3 Tier 1 Instruction

4 Student Leadership

1 Adult Behavior Practices

Educator Resources



SECOND HAND COMPLIMENT

STAFF (S.E.R.V.E.)

Walk into a colleagues classroom randomly one day when you aren't teaching and compliment them in front of their class.

Don't talk to them directly, just talk to their students and let the students know why they have such an amazing teacher.



*Character
Strong*

THE STUDENT BECOMES THE MASTER

STAFF (S.E.R.V.E.)

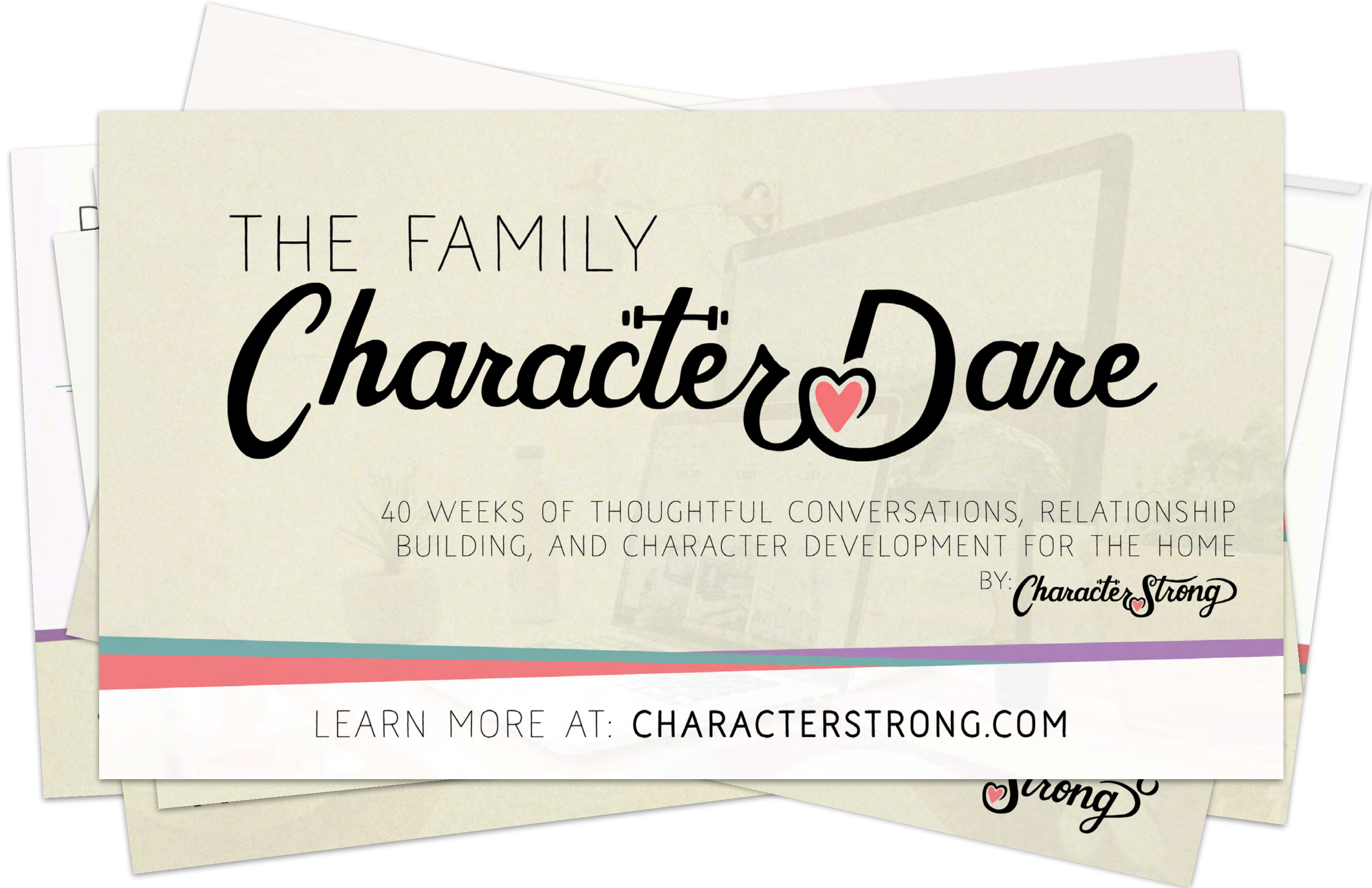
Hand each student a notecard and ask them to write down their name and one thing that they could teach you.

Use your new-found knowledge intentionally by asking students about what they put on the card, especially with students whom it has been harder to connect with in a positive way.



*Character
Strong*

1 Adult Behavior Practices



FAMILY BUCKET LIST

FAMILY (C.A.R.E.)

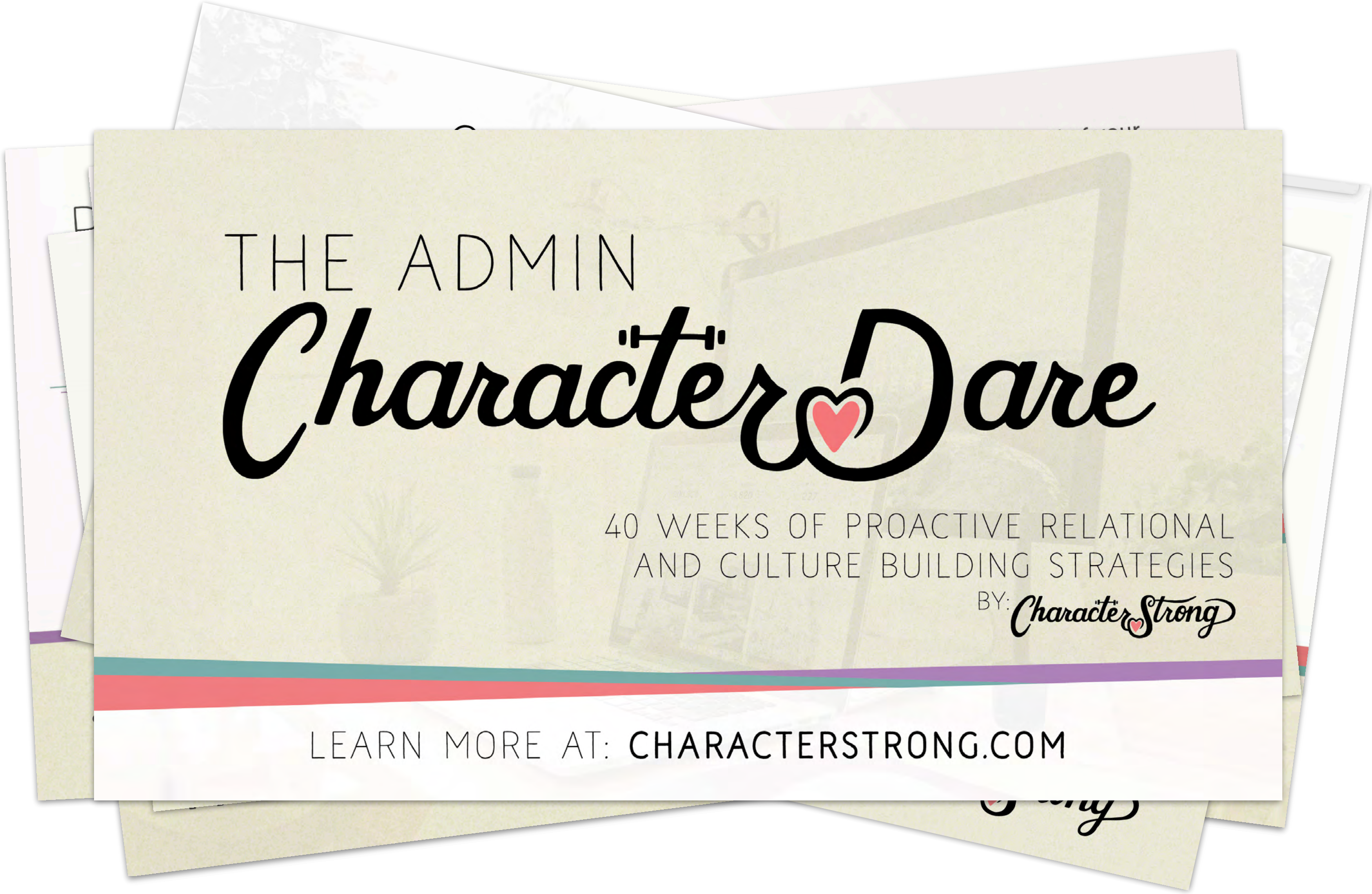
Sit together as a family and see if you can brainstorm a list of 25 things you want to do together this year.

Get creative and collaborative! Make sure the items range from totally doable in a day to something that may seem silly or impossible. Work to check things off each month until you make your next one.



*Character
Strong*

1 Adult Behavior Practices



PLAYLIST POOL

ADMIN (S.E.R.V.E.)

Use a survey (or conversations) this week to discover everyone's most favorite (clean) song. Then, make a playlist with each person's contribution and share it with your people!

Better yet, play pieces of 2-3 songs at each staff meeting and see if people can guess who added it to the list! At the end of the year share the staff playlist.



*Character
Strong*

THE **HOW**

The Four Core Components

1 Adult Behavior Practices

2 School-Wide Integration

3 Tier 1 Instruction

4 Student Leadership

2 School-Wide Integration

The Kindness Journal



30: Day 1
DAYS

10 MINUTES:

WRITE OUT ONE THING
YOU LOVE ABOUT YOUR
PAST SELF, ONE THING
YOU LOVE ABOUT YOUR
PRESENT SELF, & ONE
THING YOU LOVE ABOUT
YOUR FUTURE SELF.

PUT IT SOMEWHERE YOU WILL SEE DAILY.

@CHARACTERSTRONG

Character
Strong

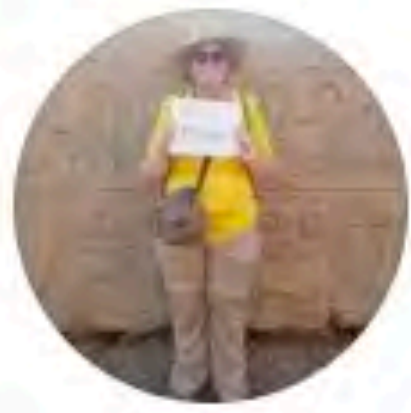
30: Day 7
DAYS

10 MINUTES:

GO BACK THROUGH OLD
PHOTOS
AND FIND A PICTURE OF
THE 2 OF YOU. SEND IT
TO THEM & TELL THEM WHY
IT'S A POSITIVE MEMORY
FOR YOU.

@CAREACTER

Character
Strong



Krom @MsKrommendyk · 6h

@careacter A fun picture of amazing co-workers chaperoning 2019 8th grade trip to #FiestaTexas

@MrsSherrySolis1 @SaldivarJanie

@vmsjaybyrd

#DeepKindness #LotsofLaughs

#GullyWasher

#AnotherLifetime

#WheresYourPic



2 School-Wide Integration

The Kindness Journal



THE **HOW**

The Four Core Components

1 Adult Behavior Practices

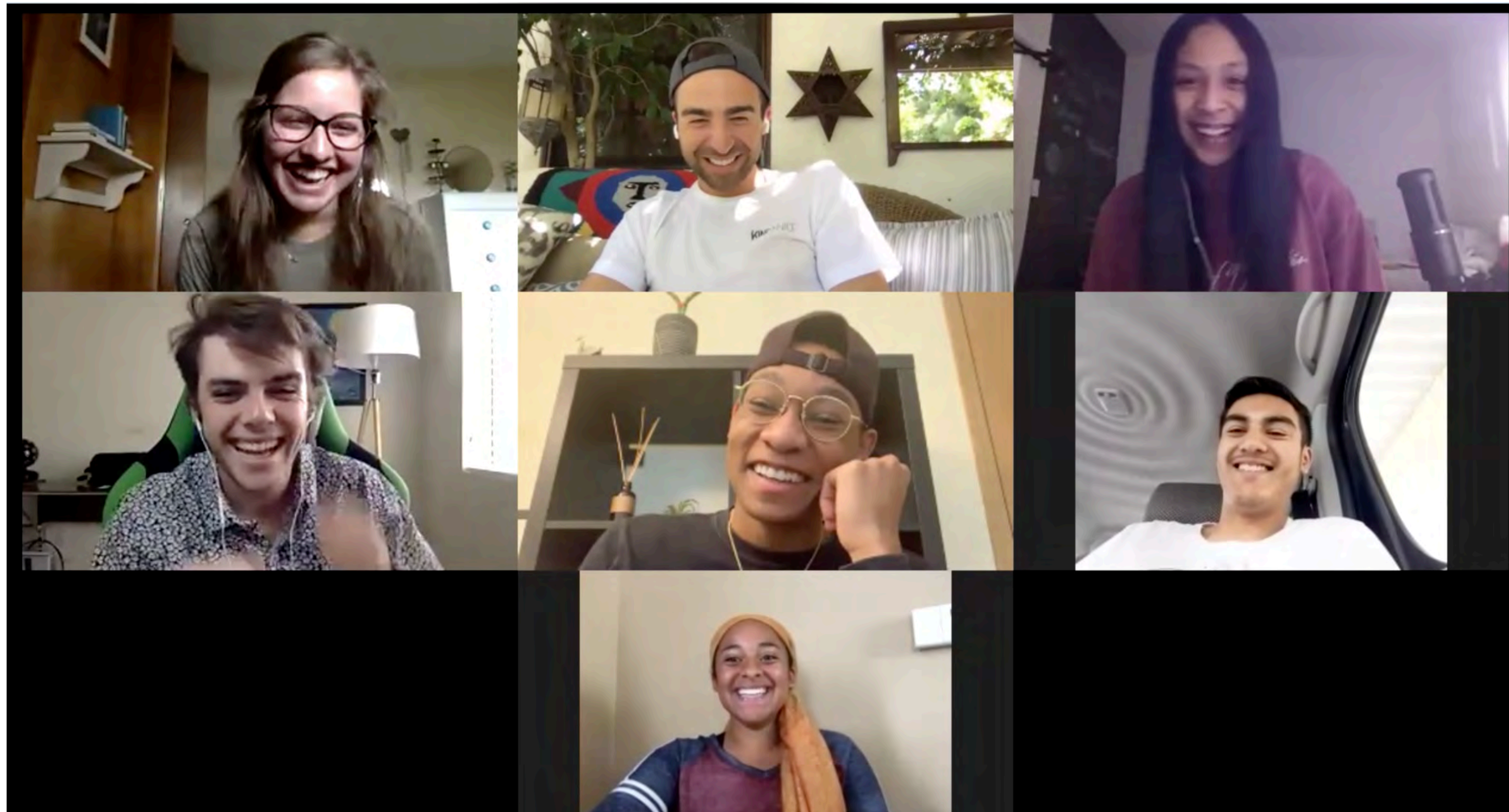
2 School-Wide Integration

3 Tier 1 Instruction

4 Student Leadership

3 Tier 1 Instruction

Student Sessions



3 Tier 1 Instruction

Stress, Coping, and Resilience

SESSION 1: NAME IT TO TAME IT

SESSION 2: SHIFT & PERSIST

SESSION 3: FINDING SUPPORT

SESSION 4: GIVING SUPPORT

SESSION 5: ATTITUDE OF GRATITUDE

3 Tier 1 Instruction

Stress, Coping, and Resilience



TRY A
STRATEGY

THROUGHOUT THE WEEK, ANYTIME YOU ARE FEELING ANXIOUS OR OVERWHELMED, TRY THIS TECHNIQUE THAT'S BEEN **PROVEN TO HELP!** ASK YOURSELF: *HOW UPSET WILL I BE ABOUT THIS NEXT YEAR? WHEN THIS IS ALL OVER?*

IT'S PRACTICING YOUR **CRYSTAL BALL SKILLS** AND, IN RESEARCH, THEY CALL IT "*TEMPORAL DISTANCING.*" THAT'S JUST A FANCY PHRASE FOR OUR ABILITY TO PUT THINGS IN PERSPECTIVE AND RECOGNIZE WHEN SOMETHING IS TEMPORARY!



THE **HOW**

The Four Core Components

1 Adult Behavior Practices

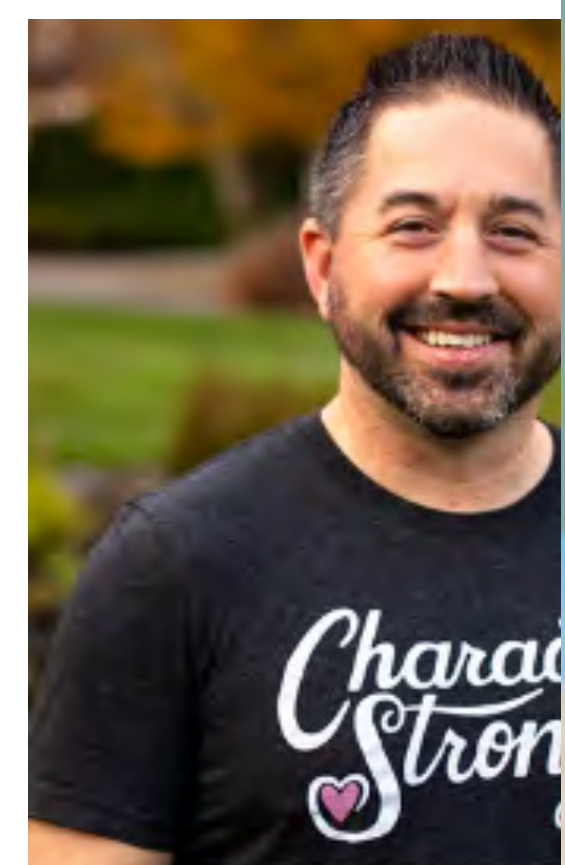
2 School-Wide Integration

3 Tier 1 Instruction

4 Student Leadership

4 Student Leadership

Virtual Assemblies



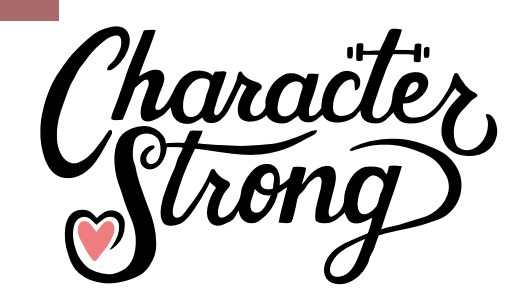
VIRTUAL ASSEMBLY

Houston Kraft, Arielle Estoria, Ari Afsar, & Austin Bisnow of Magic Giant

May 15th 9:00-9:45 am PST

Character Strong

Giant)



VIRTUAL ASSEMBLY

Houston Kraft, Arielle Estoria, Ari Afsar, & Austin Bisnow of Magic Giant



May 15th 9:00-9:45 am PST

Character Strong

THE **HOW**

The Four Core Components

1 Adult Behavior Practices

2 School-Wide Integration

3 Tier 1 Instruction

4 Student Leadership

1 Adult Behavior Practices

Educator Trainings



1 Adult Behavior Practices

On-Demand PD

The screenshot shows a web browser window with the URL `curriculum.characterstrong.com/vpd_c01_m04/`. The page features the CharacterStrong logo and a navigation menu on the left. The main content area is titled "Module 4. Values Clarification and Commitment" and includes a descriptive paragraph. Below the text is a video player showing a slide titled "The Difference Between Values and Goals".

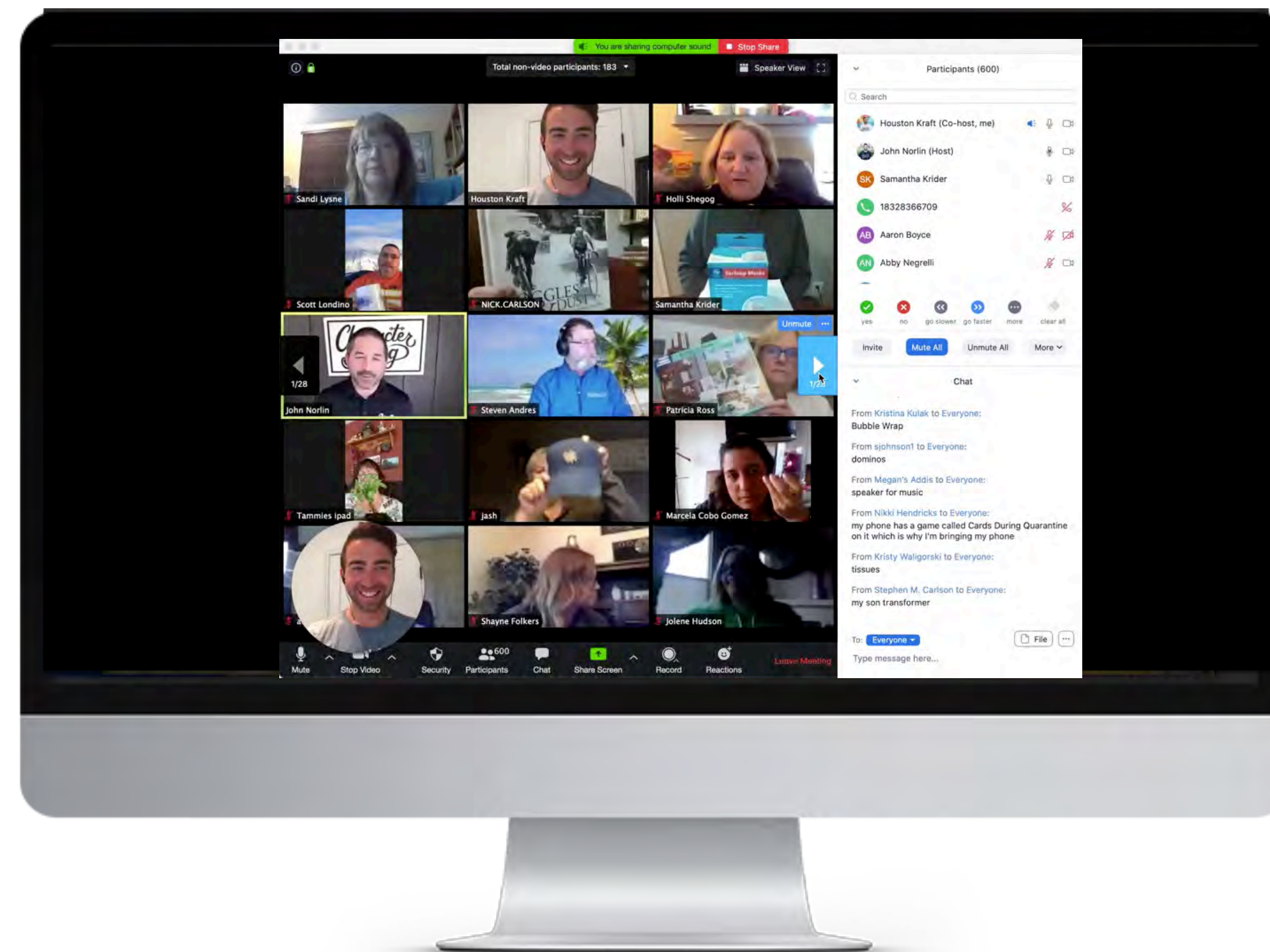
Module 4. Values Clarification and Commitment

Learn about purpose and the importance of clarifying values across important domains of life functioning to identify what matters most. Additionally, learn the process of connecting values to specific behaviors that enable one to function consistent with their core professional values as an educator.

VALUE	GOAL
Guides us in the <u>direction</u> we are moving	<u>Checkpoints</u> or <u>accomplishments</u> along the way
Such as traveling <u>West</u>	Such as the <u>cities that we stop at</u> while traveling West
An ongoing process	Can be accomplished or " checked off " of a list
EXAMPLE: I value being a healthy person There are times when I am more or less healthy I must continue to eat healthy & exercise to <u>stay</u> healthy	EXAMPLE: I ate a healthy meal & exercised today I did something healthy today I can create another goal because <u>this one is done</u>

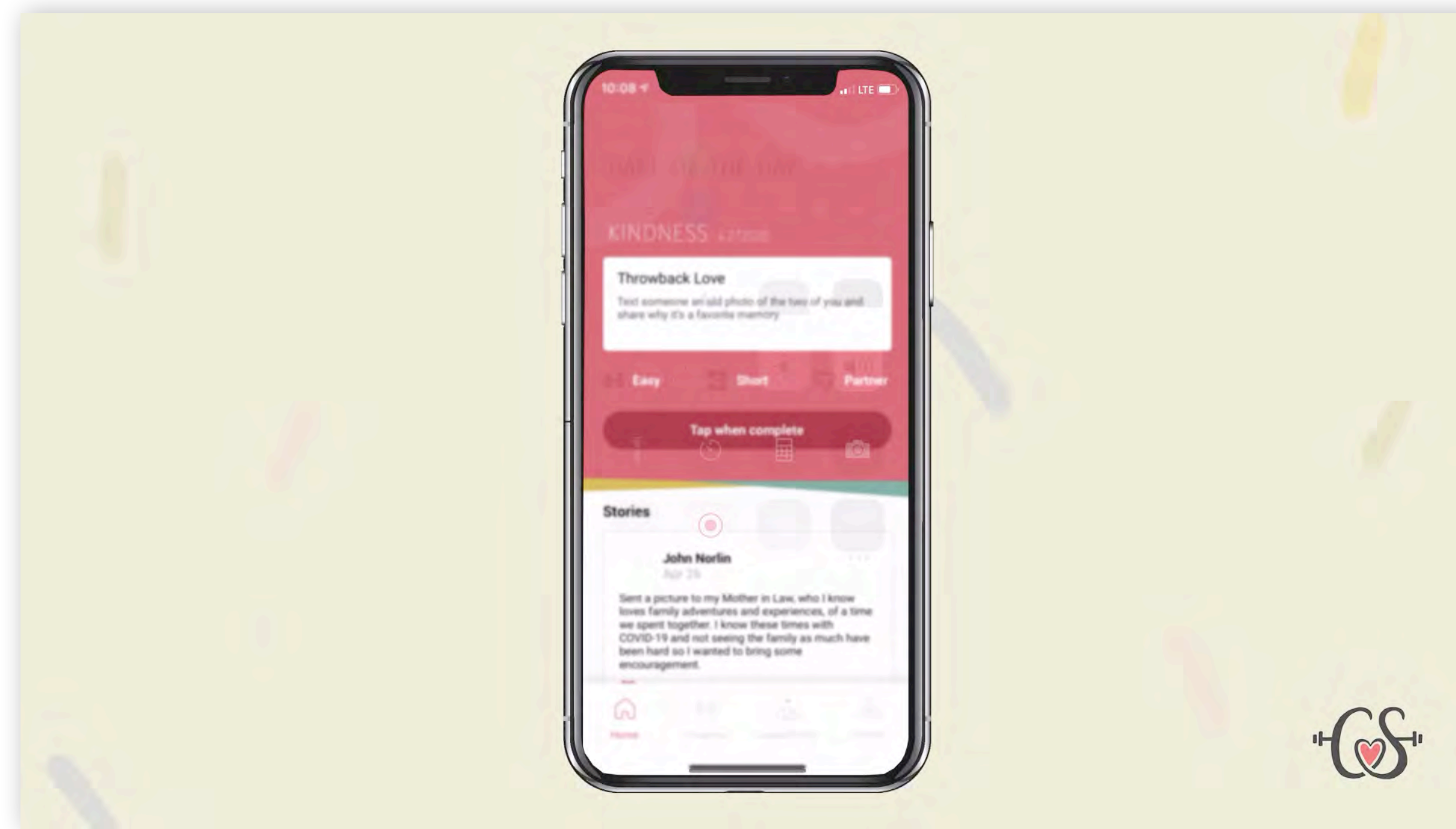
2 School-Wide Integration

Professional Development



2 School-Wide Integration

The App (iOS) / (Android)



3 Tier 1 Instruction

Advisory Curriculum (MS)

Advisory Curriculum (HS)

The CharacterStrong Gym

CharacterStrong

Mindfulness - Distress Tolerance

GRADE 9, LESSON 9



CharacterDare
(5-7 minutes)



Discussion
(4 minutes)



Discussion
(10-12 minutes)

Objectives:

- Students will reflect on their own character and identify ways they could improve it.
- Students will determine a strategy to use when they experience a crisis or bad situation.
- Students will understand how to use ACCEPTS as a strategy to cope with a difficult situation.

Materials:

- **Image:** CharacterDare Image Set
- **Image:** Distress ACCEPTS
- **Video:** [Instructions for a Bad Day \(5:37\)](#)

CharacterDare (5-7 minutes):

- *Project Image: Previous CharacterDare.*
- Review the previous CharacterDare. In partnerships or small groups, have students discuss the previous Dare using the Truth or Dare format.
- *Project Image: Truth or Dare.*
 - Truth: "What do you think about our most recent Dare?"
 - Do you like or dislike the Dare? Why?
 - What was most difficult when considering this Dare?
 - What do you think would happen if more people did

CharacterStrong

4 Student Leadership

Leadership Curriculum

Character Strong

THE SERVANT-LEADERSHIP TRIANGLE

LEADERSHIP

INFLUENCE

SERVICE & SACRIFICE

LOVE

WILL

Intention - Action = Nothing

Intention + Action = Will

Hunter, James C. The Servant: A Simple Story about the True Essence of Leadership. Rocklin, CA: Prima Pub., 1998. Print.

BE AN ENCOURAGER TODAY.

Carefully observe those with whom you interact, and identify something positive you can acknowledge. Give at least 5 genuine compliments based on your observations.

CS DAY 1: KINDNESS

Character Strong

TWEET US: @CAREACTER