

# **Classroom/School Curriculum to Accompany the Terrace Metrics System**

**Terrace Metrics, Inc., 2019**

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## Introduction: Solving the WHY and the HOW

*How will you know that your students can succeed as adults? What skills would you want to make sure they have to navigate through life's challenges?*

In our work with school districts over the past 30 years, we often start off by asking these questions. Considering that the audience members – mostly consisting of educators and administrators – have devoted their entire professional careers to the art and science of teaching, one might expect answers that reflect their pedagogic passion, or at the very least related to their subject area. Yet by far the most common responses have to do with ensuring that students acquire larger life skills: *to work through adversity, to be critical thinkers, to accept responsibility for their own actions, to get along with others, and to see their place in the world and how to make their world a better place.* Many educators have stated that it is the opportunity to teach these life skills that drew them teaching in the first place and it is based on these skills that their ultimate success will be judged.

The conversation often turns to educators asking pragmatic questions: *why* is it important to target life skills, particularly in this era of high stakes accountability? And just *how* do we do teach these skills? Such questions are not new; schools historically have struggled with defining and incorporating life skills within a standard curriculum without taking time away from teaching subject matter. A quick perusal of report cards from the 1950s, 1960s and 1970s illustrates how schools took the first steps to evaluate life skills, and like most new approaches the intent was noble, but the execution was lacking. Skills were often poorly defined and difficult to assess (e.g., “is courteous”, “is prepared”, “shares interesting experiences”) and progress was determined by merely checking off a box.<sup>1</sup> Ongoing education reform efforts have reinforced the notion that teaching life skills, while worthwhile, is secondary to meeting federal and state academic standards. It is thus not surprising that while educators embrace the value of life skills development in all students,<sup>2-3</sup> many school districts report that they do not have a program or curriculum designed to do so.<sup>4</sup>

Yet recent research in education and developmental science suggests that the issues facing today's youth are hindering life skills development. While every generation can be defined by unique scientific and cultural milestones, today's “wired” generation (i.e., those born in 2000 and after) have access to more diverse sources of information, they have more opportunities to connect with others (through social media platforms) and they are more facile at using these technologies than most educators and parents. There are clear advantages to having almost instantaneous access to information; today's youth appear to be more willing to understand themselves, their larger world, and their place in it than previous generations. Nevertheless, this access, in addition to other sociodemographic changes in America that directly affect youth<sup>5</sup>, may come at a cost to their health and well-being. Today's youth report significantly higher levels of distress, loneliness, and poorer emotional health than previous generations,<sup>6</sup> and depression and suicide rates among teens are the highest on record.<sup>7,15</sup>

If there ever was a group who could benefit from soft skills development, today's youth would be high on the list.

While there is ample evidence to answer the *why* side of the equation for educators, just *how* should life skills be developed? Decades of research shows that the basic building blocks of life skills are non-academic "soft skills".<sup>8-10</sup> Studies conclusively show that regardless of age, school location, and community demographics, students with more developed non-academic soft skills report better academic outcomes, more favorable social connections, and more positive mental health than peers with comparatively poorer soft skills.<sup>11-13</sup> Finally, students who report higher levels of soft skills are able to overcome current and future adversity, fully attend to their schoolwork, and practice and exhibit the skills they need to become healthy, productive, and satisfied adults.<sup>14</sup> Collectively, these findings offer strong evidence that for educational strategies to truly be effective, the development of targeted non-academic soft skills is paramount for current and future success.

Despite their importance, educators often express several misgivings when thinking about folding non-academic soft-skill development in their curriculum. Simply put, there are far too many soft skills that can be reasonably targeted for school- or classroom-wide assessment and intervention efforts. Further, many existing curricula are not based on evidence-based practices and only provide educators with general information, rather than step-by-step exercises that are easy to implement at the classroom level. Finally, many available lesson plans require resources and time that are beyond the comfort level of many educators.

Terrace Metrics was founded on the oft-cited principle that *what gets measured gets accomplished*. This curriculum is a direct extension of that guiding principle and is designed to oft-expressed concerns. Educators can use this empirically informed resource to measure and improve targeted non-academic soft skills that are most predictive of larger life skills. The curriculum contains multiple evidence-based, step-by-step exercises that are easy to implement and flexible enough to use within the course of the school day.

We hope this curriculum provides a meaningful tool to help educators reach their ultimate standard of success.

*Terrace Metrics, Inc.*

## Notes About This Curriculum

1. The curriculum conforms with the standard tiered intervention model commonly used in schools. The curriculum was designed for Tier 1 (school-wide prevention efforts) or Tier 2 (targeted group) delivery. The exercises contained within each curriculum module are adopted from evidence-informed practices *at the classroom level*. Thus, the curriculum should never be used as a tool for individual therapy or to target a specific student.
2. All modules in the curriculum are directly tied to results found in the comprehensive Terrace Metrics school report. While schools can use the entire manual, each module was designed as a stand-alone component. Thus, schools can simply select and implement the modules that were identified as in need of improvement.
3. Educators do not need to strictly adhere to materials within a specific lesson plan; given that all indicators are inter-related, the educator can mix-and-match exercises that they feel best addresses their classroom's needs.
4. Each module follows a predictable structure. A brief white-board video is first presented to educators, which describes the targeted attribute and provides some suggestions for remediation. A very brief overview of the module follows, after which objectives and a list of materials are presented. Virtually all materials include free videos that are easily accessible from public websites. These short (i.e., 3-5 minute) videos coincide with the primary lesson and are designed to stimulate group conversation. A separate video list for educators concludes this section. Each module then provides one primary lesson, followed by multiple optional (i.e., "extended") lessons. All lessons are broken down by specific grade levels (where applicable).
5. As previously noted, the curriculum was purposely designed to be simple to implement and not take away from instructional time. Thus, there is no set timeframe to execute the lesson plan(s) and the choice of which module lesson(s) to use is at the discretion of the educator. Further, all primary lessons are intentionally meant to be short (never lasting longer than one class period) and most of the extended lessons do not have a time frame.
6. It is recommended that classrooms collaborate on who will implement the module and exercises. While the same module can be delivered each class period, the law of diminishing returns will quickly set in. For Tier 1 delivery, we recommend that the lesson plans be delivered either in the first hour (or homeroom hour) or last hour of the school day.

<sup>1</sup>Footnote

Examples across decades can be retrieved from

- <http://www.duryeapa.com/1960s/PA%20Duryea%201960%2061%20Moran%20Ron%20Report%20Card%20Wilson%20School.jpg>
- [https://www.google.com/search?q=example+of+a+1950s+learning+curriculum&rlz=1C1OKWM\\_enUS777US777&tbm=isch&source=iu&ictx=1&fir=2oPXDHJMQ3g9uM%253A%252C5mL8UZ6NyRJM%252C &vet=1&usg=AI4 - kRkkkiKcY1LA9h11IJa\\_1cQqzqntw&sa=X&ved=2ahUKEwiCop3orJ7jAhXTUs0KHaBVBQ0Q9QEwBHoECAYQCg#imgdii=vnDSQZQsUOap-M:&imgrc=qi-wy\\_O93pI2yM:&vet=1](https://www.google.com/search?q=example+of+a+1950s+learning+curriculum&rlz=1C1OKWM_enUS777US777&tbm=isch&source=iu&ictx=1&fir=2oPXDHJMQ3g9uM%253A%252C5mL8UZ6NyRJM%252C &vet=1&usg=AI4 - kRkkkiKcY1LA9h11IJa_1cQqzqntw&sa=X&ved=2ahUKEwiCop3orJ7jAhXTUs0KHaBVBQ0Q9QEwBHoECAYQCg#imgdii=vnDSQZQsUOap-M:&imgrc=qi-wy_O93pI2yM:&vet=1)
- <https://www.pinterest.com/pin/170644273361176132/?lp=true>
- <https://psalmboxkey.com/shs-1965-remembrances/>

## How to Use the Modules

### ***Communicating to Students its Importance to Academic and Personal Growth***

This curriculum is based on *skills development* and as with any skill to be mastered, the outcome depends on the amount of time and effort invested by the educator and student. It is strongly emphasized that students complete all assignments, and educators can use various incentive systems (a point card, tokens, etc.) to maintain student motivation. For some students, working on non-academic soft skills will be quite new and they therefore may not give their full attention to the lessons. We have found that educators who treat these lessons no differently than having students learn and master an academic skill garner greater buy-in and better results.

When communicating to students for the first time, educators may use and modify the following script according to their preference; the script reinforces how seriously this curriculum should be taken by students.

***“Let me emphasize how important it is that you participate in class discussions and complete assigned exercises. Some exercises can be done here at school, so it will be easier for you to complete them. However, some will ask you to do your exercises outside of school. This may be a challenge for some of you but I know that you can do this. Remember, we are doing these exercises to help you succeed not only as a student, but as a person.***

***There are 168 hours in a week. If you practice these new skills only briefly and continue to practice your old ways of thinking or resort to old habits, these exercises will not work. Be committed and take your growth seriously; we certainly do.***


***It will be important for you to take what you are learning and apply it to your everyday life. We will have important class discussions throughout our time together. I expect that you will be prepared. Also, I will not do your work for you. I will guide, support, and encourage you, but you will take responsibility for your progress. Any questions?”***

It also may be helpful to first ask students what they are good at/most proud of. Whether it is a personal quality (“a good listener”), skill (e.g., shooting a basketball, playing the trumpet) or ability (e.g., solving math problems), most students will acknowledge that they are more advanced now than when they first began. The educator can remind students that the path to mastering these new skills are no different.

## Selecting Modules


While each module in the curriculum is designed as an independent resource, all indicators assessed by Terrace Metrics share a moderate degree of overlap. In addition to targeting the main indicator identified in the school report, educators also may consider targeting modules that are close companions to the targeted indicator. Table 1 lists these companion modules for each targeted indicator, based on results of over 10,000 students from grades 3-12 representing urban, suburban and rural school districts. The table is separated into grades 3-5 (elementary), grades 6-8 (middle school) and grades 9-12 (high school). “Companion module 1” is the indicator that is most predictive of the targeted indicator, and “Companion Module 2” is the second highest predictor. Including one or both companion modules may enhance the effects of the targeted module.

### Grades 3-5



<i>If....</i>	Companion Module 1	Companion Module 2
Global Satisfaction	Positive Peer Experiences	Hope
Positive School Experiences	Hope	Positive Peer Experiences
Hope	Positive Peer Experiences	Global Satisfaction
Positive Peer Experiences	Global Satisfaction	Hope

### Grades 6-8



<i>If....</i>	Companion Module 1	Companion Module 2
Global Satisfaction	Resiliency	Hope
Positive School Experiences	Positive Peer Experiences	Global Satisfaction
Hope	Grit	Leadership
Grit	Standards	Hope
Leadership	Standards	Grit
Standards	Leadership	Hope
Positive Peer Experiences	Grit	Positive School Experiences



**Grades 9-12**



<b><i>If....</i></b>	<b>Companion Module 1</b>	<b>Companion Module 2</b>
Global Satisfaction	Hope	Positive Peer Experiences
Positive School Experiences	Positive Peer Experiences	Hope
Hope	Grit	Resiliency
Grit	Standards	Hope
Leadership	Resiliency	Standards
Standards	Leadership	Grit
Positive Peer Experiences	Resiliency	Global Satisfaction

## References

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- <sup>4</sup>Dusenbury, L., Dermody, C., & Weissberg, R. (2018). *State scorecard scan: September 2018*. Collaborative for academic, social, and emotional learning (CASEL). PDF available at <https://casel.org/state-scan-scorecard-project-2>.
- <sup>5</sup>Greenberg, M. T., Domitrovich, C. E. et al. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*, 27, 13-32.
- <sup>6</sup>Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy—and completely unprepared for adulthood—and what that means for the rest of us*. New York: Atria Books.
- <sup>7</sup>Miron, O., Yu, K. H., et al. (2019). Suicide rates among adolescents and young adults in the United States, 2000-2017. *JAMA*, 321, 2362-2364.
- <sup>8</sup>*The Future of Children* (2017, special issue). Social and Emotional Learning, 27, 3-180.
- <sup>9</sup>Durlak, J. A., Weissberg, R.P. et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.
- <sup>10</sup>Keyes, K. L. M. (2006). Mental health in adolescence: Is America's youth flourishing? *American Journal of Orthopsychiatry*, 76, 395-402.
- <sup>11</sup>Gilman, R., & Huebner, E. S. (2006). Characteristics of adolescents who report very high life satisfaction. *Journal of Youth and Adolescence*, 35, 293-301
- <sup>12</sup>Marques, S. C. (2015). How much hope is enough? Levels of hope and students' psychological and school functioning. *Psychology in the Schools*, 52, 325-334.
- <sup>13</sup>McElhaney, K. B., Antonishak, J., & Allen, J. P. (2011). They like me, they like me now: Popularity and adolescents' perceptions of acceptance predicting social functioning over time. *Child Development*, 79, 720-731.
- <sup>14</sup>Howell, A. J., Keyes, C. L. M., & Passmore, H-A. (2013). Flourishing among children and adolescents: Structure and correlates of positive mental health, and interventions for its enhancement. In C. Proctor and P.A. Linley (eds.), *Research, Applications, and Interventions for Children and Adolescents: A Positive Psychology Perspective* (pp. 59-79). Dordrecht, Netherlands: Springer Science+Business Media.
- <sup>15</sup>National Alliance on Mental Health (2019). *Millennials and mental health*. Online: information retrieved July 1, 2019 from <https://www.nami.org/Blogs/NAMI-Blog/February-2019/Millennials-and-Mental-Health>
- <sup>16</sup>Twenge, J. M., & Campbell, W. K. (2008). Increases in positive self-views among high school students: birth-cohort changes in anticipated performance, self-satisfaction, self-liking, and self-competence. *Psychological Science*, 19, 1082-1086.
- <sup>17</sup>Diseth, A., & Samdal, O. (2014). Autonomy support and achievement goals as predictors of perceived school performance and life satisfaction in the transition between lower and upper secondary school. *Social Psychology of Education*, 17, 269-291.

# Indicator: Global Life Satisfaction



## Introductory Video:



## Overview

Global Life Satisfaction is the cognitive element of “happiness.” It is the willingness to take a step back from one’s immediate experiences to ask the question, “How am I doing?” While satisfaction assessments can be specific to a key life domain (e.g., friendships, school), global satisfaction is the assessment of overall happiness without reference to a specific domain. In contrast to students with low satisfaction, those with high satisfaction levels are better able to adapt to stress and adversity, report more favorable attitudes to school, and report higher levels of interpersonal functioning.

## Objectives

Students will learn to:

- Understand the importance of happiness through class discussions
- Develop insight into what they experience when they are happy
- Develop effective ways to practice happiness skills

## Materials

### For Grades 3-5

- *What Makes Kids Happy?* (<https://youtu.be/LXBTGjMEHrM>)

### Grades 6-8

- *Teenage Happiness* (<https://www.youtube.com/watch?v=VUagallBIOM>)

### For Grades 9-12

- *How to be Happy in Life: 10 Simple Things to be Happy Teens* (<https://www.youtube.com/watch?v=KcPphhD81gk>)

### Other Videos for Educators:

- *This Class Receives Happiness Lessons* (<https://www.youtube.com/watch?v=PEJhpeRdtv4>)

**Primary Lessons (all ages)**

*Time: One class period - 15 minutes for initial lesson and the remaining time for discussion*

1. The educator discusses Maslow’s well-known hierarchy of needs, which stipulates that basic needs must be addressed before optimal functioning (or self-actualization) can be attained. In brief, physiological needs such as food, water, and other necessities for survival must be met before an individual can turn to higher-level motivations such as seeking safety, belonging, esteem, and finally self-actualization (in that sequence).

**Figure 1. Maslow’s Hierarchy of Needs**



Source: [www.Simplypsychology.org](http://www.Simplypsychology.org)

As self-actualization and global satisfaction are highly correlated, a review of Maslow’s hierarchy helps the educator place global satisfaction within a proper framework.

2. After the educator discusses the hierarchy, students can work individually or within small groups to examine the items in their own hierarchy and how they drive happiness. Older students can use the “Happiness Hierarchy” sheet while younger students have a different sheet (the “Happiness Cake”) where they are instructed to think of needs as ingredients in a cake. Each tier in the cake corresponds to a step in the hierarchy. Thinking about their own experiences, students place what they presently

have within the respective layer of the hierarchy. Students should not list anything that they do not presently have. For example, within the Esteem layer (i.e., “things that make me feel good about myself”) students should not list self-confidence if they currently lack that component.

3. Students then compare their hierarchy to the videos (see Materials section) to identify anything in each layer that they have but did not consider. Students then add that information. For students in the At-Risk range, some components will likely be lacking.

It should be noted that the video *How to be Happy in Life: 10 Simple Things to be Happy Teens* (grades 9-12) is a bit of a departure in that it discusses factors that stop students from *being* happy. But the exercise follows the same principle: identifying components they have which contribute to their happiness. This video is also an excellent entry point to start a group discussion.

4. After viewing the videos and revising their lists (if necessary), students will complete the Happiness Sheet. Students are asked to consider any component that was not listed in the hierarchy. Students who are doing well can list one goal that they have in the next 3-6 months that could lead to their being even happier. The sheet is a running log of their efforts, which helps them monitor their own progress, including adhering to the specific happiness exercises (see below).

5. Students keep track and record their progress. The educator will periodically check on this progress through classroom discussions and/or with individual students.

## Supplemental Lessons (all ages)

*Time: 15 minutes per exercise, either in class or outside of school*

*Materials: A private journal*

Increasing global satisfaction can be done through a series of exercises that can easily be practiced on a consistent and predictable schedule. The following lessons are appropriate for grades 3-12 and have been shown to improve positive life outlook over time.

### Gratitude Exercise

Educators may wish to use the video *An Experiment in Gratitude: The Science of Happiness* (<https://www.youtube.com/watch?v=oHv6vTKD6lg>) for older adolescents, but the exercise itself is appropriate for younger ages.

There are many variations to this exercise but fundamentally students write in their journal the people, places, objects, memories, or events they are grateful for. The entries can be made at a specific time each day (e.g., end of the school day, prior to going to bed) or it can be an ongoing part of the day. The event itself is less important than the effort to remember and record *specific* examples. For instance, rather than being grateful for a parent who has “worked hard to support me,” it is better to record a specific instance when this occurred. Students should be especially aware of unexpected gestures of goodwill from others, or experiences that led to an important “learning moment” that made them a better person.

For students who struggle with this exercise, the educator can suggest that they focus on areas in their life that “could be worse” (which by extension would elicit feelings of gratitude) or see the good things in their lives as a gift to be recognized.

Students keep this journal with them. Educators can periodically check in with students to assess progress and compliance with the activity. Should points or grades be given, extra credit can be allotted to additional journal entries beyond the end-of-week entry.

An alternative strategy for younger students is the “gratitude jar.” Each student will bring a mason jar to class and decorate it to their own tastes. Students write their gratitude experiences on a slip of paper and place it in the jar. At the end of the week, educators have the students empty their jar and read their entries.

What Went Well (aka “Happiest Part of My Day”) Exercise

At the end of each day, students will list three things that went well and explain why. As with the gratitude exercise, the quality of the experience is less important than writing down the event *with details*; the more details behind the event the better. Following each entry, the student should address the question “Why did this happen?” For example, if they wrote “My brother shared his drink with me,” they could specifically include “Because he knew that I was thirsty.”

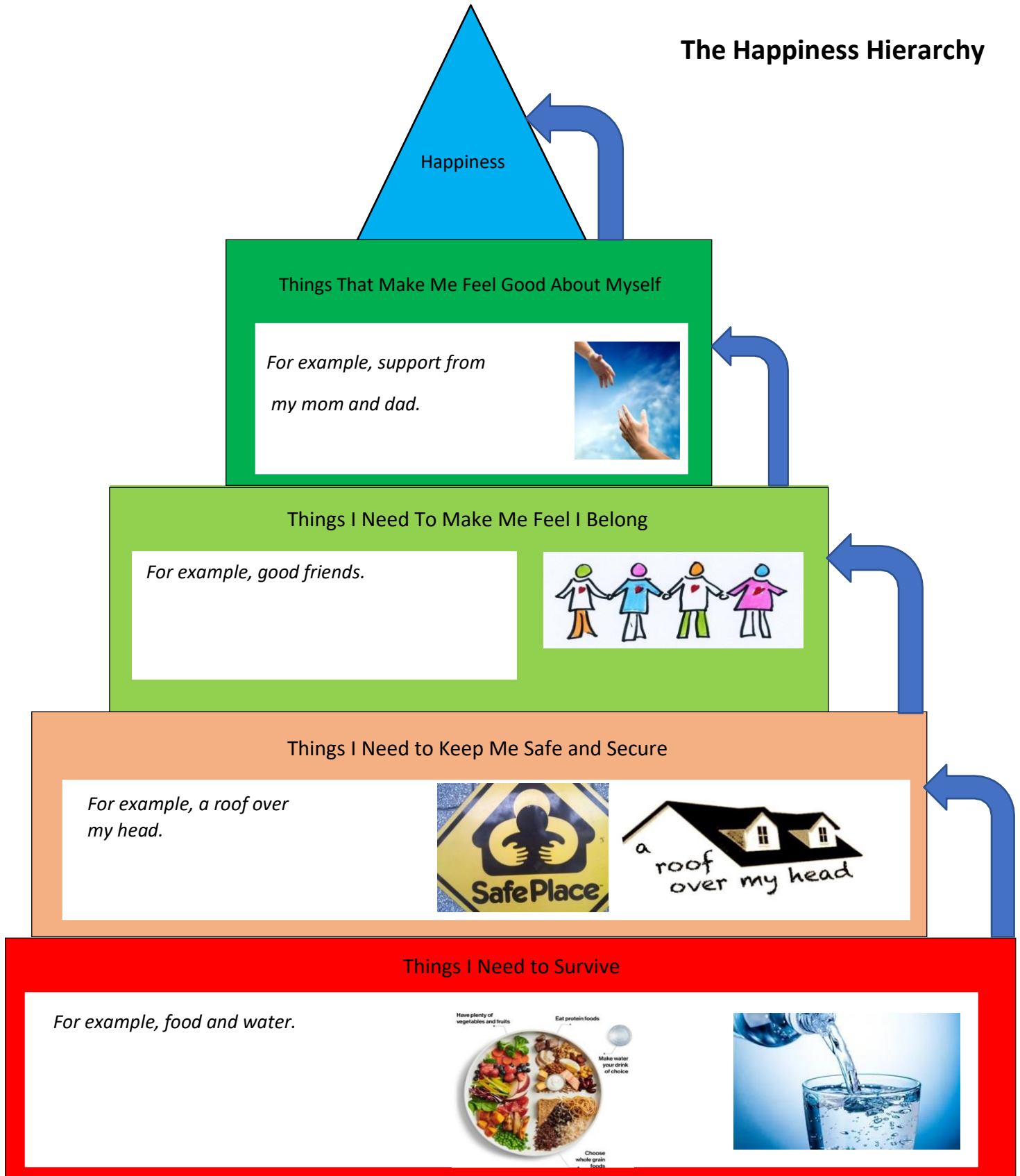
With time permitting, the educator can have students volunteer to share their entries so that their positive news can be acknowledged by others.

Daily “Do Good Moments”

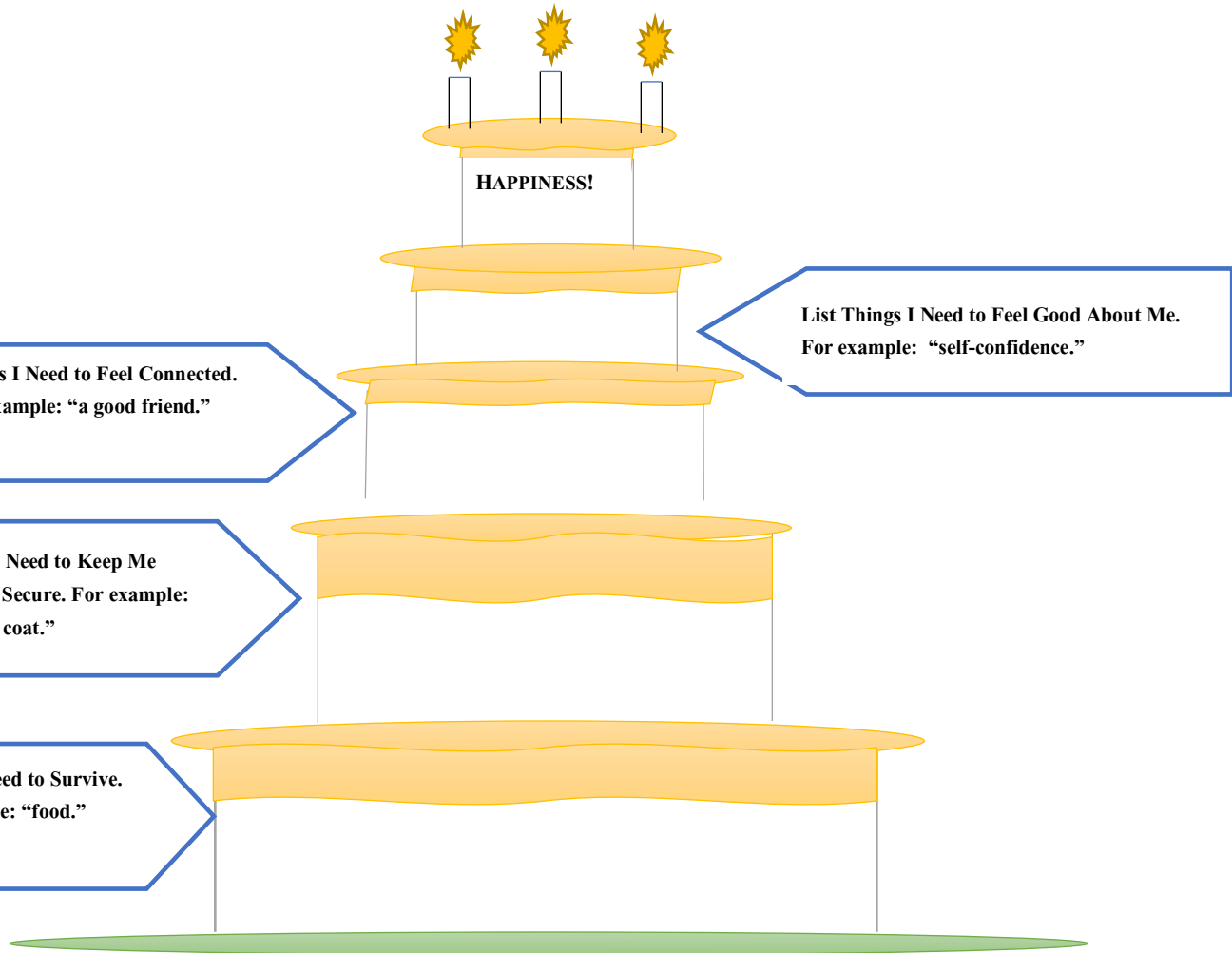
Students are instructed to do one kind thing for another person each day. Educators can start their first morning class period by having students think of 1-2 actions they will perform during that day, each of which is in the spirit of doing something for others. The activity can be quite simple (start a conversation with an unfamiliar student) or more meaningful, but the key is to place the needs of the targeted person ahead of the student. Students enter this information in their journal, which can be shared with the educator at targeted times throughout the year. The educator can remind students of the areas that they listed in their Happiness Exercise which can stimulate ideas.



The Happiness Hierarchy



# The Happiness Cake





Happiness Exercise

Name: \_\_\_\_\_

In the next 3-6 months, I will be happier in the following areas:

\_\_\_\_\_

How Will I Know I am Happier? \_\_\_\_\_

Date	Progress to Goal (circle one)  <i>No Progress at All</i> <i>Very Slow Progress</i> <i>Steady Progress</i> <i>Goal Attained</i>	Am I Doing My Gratitude Exercise Regularly?	Am I Reviewing the Happiest Part of My Day Regularly?	Am I Finding Daily Moments to Do Good for Others?	If Yes to All and No Steady Progress, What is the Reason?

# Indicator: Positive School Experiences



## Overview

A main predictor of academic standing is how a student perceives their school culture.<sup>16,17</sup> From a student's perspective, positive school experiences refer to (a) constructive relationships with educators, (b) a sense of belongingness and acceptance, and (c) a feeling of being supported when facing adversity. Positive school experiences are rather unique in that they both predict and are an outcome of life skills enhancement. While other modules in this curriculum also target these same criteria to a degree, educators can directly target positive school experiences (using this module) which may be a more economical use of educators' time. This module contains a unique primary less plan. Supplemental lesson plans incorporate strategies from other modules, given the amount of overlap between positive school experiences and other indicators.

## Objectives

Students will:

- Discuss factors that contribute to optimal school experiences (using class discussions)
- Develop measurable and reachable classroom goals to promote optimal school experiences
- Practice skills to reach classroom goals

### Videos for Educators:

- *Every Child Needs a Champion* (<https://www.youtube.com/watch?v=SFnMTHhKdkw&list=PLvzOwE5IWqhQWsPsW5PQQ5gj50BewwgUw&index=1>)
- *Change it Up! Creating a Positive School Environment* (<https://youtu.be/yD1DoVNq7pl>)
- *Every Opportunity* (<https://youtu.be/VxyxywShewl>)

## Primary Lessons (all ages)

**Time: One class period, 15 minutes for initial lesson and the remaining time for discussion**

1. Students sit in a circle in the middle of the classroom room (younger students can sit on the floor while older students can sit in chairs). Students are given a series of note cards to write answers for each question presented by the educator.
2. Educators will explain to students that an important factor in their success is knowing that they are valued as people. For this reason, the following questions are meant to better understand each on a more personal level. It is important to note that while responses can be shared within the group, it is not required. Students will also be meeting individually with the educator to share their responses on specific days/times.
3. Students will write each question presented by the educator on one side of the note card and provide their response on the other side. Educators should give about 3 minutes for each question.
4. Educators can select at least 5 questions that are most relevant to their interest and goals (adopted from <https://www.edutopia.org/article/important-questions-ask-your-students>). One question that should always be asked first is: **If you had the power to create two new rules for this class, what would they be?** The rules can be anything as long as they provide a positive learning and growth experience for you and your classmates

Other questions could be:

- At the end of the [quarter/semester/year] when you leave this class, what words would you want your classmates (and me) to use to describe you? Why?
- At the end of the [quarter/semester/year] when you leave this class, what words would you want use to describe me? Why?
- What helps you feel like you are a part of this classroom/school?
- When do you feel most safe/unsafe?
- What makes you laugh at school?
- What are some ways I can understand you better?

- What is the best way to challenge you? For example, do you like to be called out in class? Do you like unique tasks created just for you?
- Who right now believes that you can succeed?
- What inspires you in school?
- How do you bounce back from frustrations?
- How will I know that you are struggling with your classwork?
- When do you get a chance to be a leader?

5. When all questions have been asked and answered, educators should separate the questions into those that are student-specific and those that are classroom- or school-specific. For questions that are classroom or school-specific, students are invited to share their responses.

6. The educator then returns to the main question, asking students for their suggestions for classroom rules. At this point, educators are merely active listeners and recorders. Using the white board, educators will write down the responses, seeking only to clarify or rephrase responses but not being critical of them. It is expected that some of the suggestions will be unreasonable or unattainable, but the educator should simply write them down anyway. It is important that students feel that they have active input and it reinforces the notion that the educator is validating their opinion.

7. Once all responses are written on the board, the educator then crosses off the proposed rules that would not work in the classroom (and explains why). After these rules are crossed off, the educator asks the group to consider the remaining rules and rate them in order of importance.

8. The educator then takes the top two rules and displays them prominently on the white board. Passing out the Our Special Classroom Rules worksheet, the educator then has each student think of their own actions that can promote the rule(s). An example is provided on the worksheet as a guide.

9. Educators then periodically revisit with the class to discuss progress on classroom or school-specific rules. If the goals for one rule have been sufficiently met, the educator then selects the next rule on the list and returns to point #8.

10. For the student-specific goals, students can share their responses to the group, but it is important that educators schedule 10-minute, individual meetings with students during the next two weeks. These meetings can be held during free/down time. The purpose of these meetings is to better understand each student's motivations and needs. For responses that indicate some difficulties (e.g., the student states that they do not have a chance to practice leadership skills), the educator can refer to the Leadership module in this curriculum or insert a classroom-wide "leadership rule" vis-à-vis points #8.

11. The educator will periodically check on progress through classroom discussions and/or with individual students.



## Supplemental Lessons (all ages)

*Time: 15 minutes per exercise, either in class or outside of school*

*Materials: A private journal*

### “I Own It”

A significant factor in positive school experiences is personal accountability (accepting responsibility for one’s actions). Thus, it is important that students “own it” regardless of whether their actions led to positive or negative outcomes.

Using the “I Own It” worksheet, students will review their actions over the past 24 hours, or since the last time they completed the worksheet. Students continue to record their actions each day and can share their sheets during their ongoing 10-minute sessions with the educator (see Primary Lesson). The goal for the student is to learn from their mistakes, that is, what was viewed as an issue on one point in time was successfully addressed at a later time. Students can write in their private journal the lessons they learned about themselves (and others) over the course of the year.

### Informal Learning Opportunities

Perspective taking is also a significant factor in positive school experiences. All too frequently, students pigeonhole educators into a category that precludes seeing them as human being. To address this limited perspective, one student each week will be randomly assigned to meet with the educator for 10 minutes each day. These meetings will be during non-instructional times that are conducive to both parties. (Typically, these meetings will occur prior to or after school, or perhaps during lunch). The purpose of these meetings is for the student to understand the educator at a deeper level.

Educators can share with the student their observations about their day, some of the successes and frustrations that they faced over the course of the school day, and their goals for students for the following day. Students can share their school day with the educator. The point of the exercise is to keep the discussion open and without any set agenda so as to create insightful “learning moments” for students.

"Feeding the Hungry Bee" (ongoing)

This activity can benefit shy or reticent students using the power of social praise. Often, second-hand compliments (i.e., overhearing someone say something nice about them) are more meaningful than direct compliments. Educators can notify the class that points will be given to those who "catch each other being good," that is, identify an action or statement by a peer that was prosocial or helpful to another. The student who demonstrated the behavior will receive points as well.

These points will be traded in for special rewards. The teacher then identifies 2 "secret sharers" who are instructed to specifically focus on the shy/reticent student. These secret sharers will rotate every two weeks, which eventually will lead to the targeted child assuming the role.

Create peer mentoring opportunities (ongoing)

In this independent project, each student is be paired with a younger, targeted student and serve as a role model. The opportunities for mentoring can range from academic tasks (reading or math) to arts and science activities and beyond (see <http://www.teacher.org/daily/power-buddy-classrooms-19-ideas/>). Peer mentors would keep track of their experiences in a diary that describes the advantages and challenges of being a mentor, and what they learned about themselves in terms of perspective-taking, empathy, and active listening skills.

# Our Special Classroom Rules

<b>Classroom Rule</b>	<b>Strategies</b>	<b>Goal</b>	<b>What I Can Do to Help</b>
<i>For example, personal and academic achievements will be celebrated weekly</i>	<i>15 minutes every Friday before lunch; a student will either report (or their peer will report for them) an achievement</i>	<i>Every student will have at least one achievement publicly acknowledged per month</i>	<i>I will present an achievement done by another student at least twice per month</i>

# I Own It

Think about how the past 24 hours have been for you. There were likely times when you did or said something that helped you or someone else. There may also have been times when you did or said something that did not really help you or someone else. This worksheet will help you by focusing on things you can keep doing (if you did something good). The worksheet can also help you consider different strategies (when things didn't turn out well).

Name \_\_\_\_\_ Date \_\_\_\_

Times That I did Well!	What are the Possible Reasons?	What I can do to Keep this Going
Times That I Did Not Do So Well	What are the Possible Reasons?	What I can do to Improve the Next Time

# Indicator: Grit



**Introductory Video – [Click Here](#)**



## Overview

Grit is the tenacity to stick with a task to achieve a larger goal. It is the ability to maintain a long-term perspective even in the face of short-term obstacles. Grit differs from hope in that the former emphasizes persistence in pursuing the original goal regardless of real or imagined obstacles, while the latter focuses on generating new pathways and agency when the original goal is blocked in some way.

In contrast to students with low grit, those with high grit perform better in school (in terms of grades and even standardized test scores), are more likely to attain long-term goals (such as going to and graduating from college) and are less likely to participate in risky behaviors.

## Objectives

### Students will learn to:

- Understand the importance of grit through class discussions.
- Develop insights into what they experience when a goal is blocked.
- Develop easy and effective ways to generate multiple pathways when a goal is blocked.
- Describe, through writing, actual examples of how they put their skills into practice through a Personal Growth Project (optional).

## Materials

- *Death Crawl Scene from Facing the Giants* (<https://www.youtube.com/watch?v=-sUKoKQIEC4>)
- *Don't be Afraid to Fail* (<https://www.youtube.com/watch?v=Df3ysUkdB38>)
- *Using GRIT to Succeed in School* (<https://www.youtube.com/watch?v=q48fTWSGauA>)

### Other Videos for Educators

- *Grit: The Power and Passion of Perseverance* ([https://www.youtube.com/results?search\\_query=what+is+grit%3F](https://www.youtube.com/results?search_query=what+is+grit%3F))
- *Teaching Grit Cultivates Resilience and Perseverance* (<https://www.youtube.com/watch?v=F0qrtsYg6kl#action=share>)

## Primary Lesson

**Time: 1 class period for initial discussion, 60 minutes for individual presentation at designated times**

1. The educator shows selected videos (see the Materials section) that illustrate the meaning of “grit.” Concepts to emphasize by educators are (a) confidence that one can attain a specific, long-term goal even when the road ahead looks rocky; (b) being passionate about the goal they are aiming for; (c) not letting setbacks interfere with their progress; and (d) being aware of and embracing the “small victories” along the way.

2. The educator should use their own experiences to illustrate grit. Using an example from when they were approximately the same age as their students, educators discuss one goal that they had for themselves that they attained despite obstacles along the way. The goal does not have to be a major milestone; any situation would suffice provided it was meaningful for the educator and contained at least one obstacle that needed to be surmounted.

The educator can ask themselves the following questions to guide the conversation: How confident were you when you first set out to achieve your goal? What were the anticipated obstacles that you knew that you were going to face? If there were there unexpected obstacles, how did you surmount them? What kept your passion for the goal when you faced these obstacles? How did you celebrate the small victories along the way? As the educator describes their experiences, it is important that they link what they faced to each component of grit (see #1).

3. (optional) The educator assigns a student paper (3-5 pages) that replicates #2 above. As described above for educators, the goal or the experience itself does not have to be a major, life changing event. Rather, the assignment prompts students to realize that they have indeed faced obstacles in their past but were able to overcome them to achieve a goal. Any experience is appropriate, provided that it was meaningful to the student and they had to face at least one obstacle before the goal was achieved. Should educators need more structure to the assignment, they can require that students answer the same questions posed in #2. If a grade or rewards are given for the assignment, it should be based on level of insight and understanding of how they applied grit to reach their goal.

4. Educators have students list one important, long-term goal. This should be one that is just now being considered--it should not be an older goal that is close to being achieved. For older students, examples could include graduating from high school, going to a college of their choice, getting a good job. For younger students, goals could be volunteering at least two hours per week in an area of interest (see [www.greeleyschools.org/cms/lib2/co01001723/centricity/domain/672/some%20sample%20ideas%20for%20academic.affective%20goals.pdf](http://www.greeleyschools.org/cms/lib2/co01001723/centricity/domain/672/some%20sample%20ideas%20for%20academic.affective%20goals.pdf) for other examples).

The worksheet adapted from Amy Lyon's "A Bit of Grit" (<https://backend.edutopia.org/sites/default/files/pdfs/rmr/edutopia-rsrchmaderelevant-grit-smartgoals-worksheet.pdf>) can be used to help students list anticipated (and consider unanticipated) roadblocks along the way, and to list possible strategies that they could use should they face these roadblocks. The educator will keep a copy of the list, which will be used to complete the My Grit Goals worksheet (see below).

5. In small groups, educators have students list up to three individuals that they know (and who know them) well and who have shown "grit." These role models must be someone in their everyday lives and accessible to the student (e.g., teachers/other school personnel, family, community members). Students then discuss the grit attributes that they have observed in their role models, which are listed on a whiteboard or poster paper. When students are discussing their responses, educators frequently remind the class how the attributes described are linked to the concept of grit.

6. Students are instructed to select one of their role models and invite them for an in-person interview (outside of class), which allows them to understand how someone highly influential to them used grit in their lives. Students can use the Grit Interview worksheet to guide their questions. Students submit a paper based on their interview, with the format and grading of the paper paralleling what was covered in #3 (above).

7. The educator presents the My Grit Goals worksheet to students. Students transfer information from their list (see #4 above) as well as (a) list the qualities that their role model stated about the student, and (b) the overall message about grit (i.e., Grit Interview items #5 and #6).

8. Educators periodically take 15 minutes to have students update the My Grit Goals worksheet, which compels them to keep track of their progress towards their goal.



## Supplemental Lesson

### Personal Growth Project

*Time: 15 minutes for discussion, then ongoing*

*Materials: a personal journal (either in print form or through a social medial platform)*

Students are instructed to select one activity that they have always wanted to explore but have not had a chance to do so. The activity may involve a new skill (such as learning to play a musical instrument, a new language, or a sport) or experience (volunteering) but must comply with the following requirements:

- The activity must be something that they have not attempted before—it must be something completely new for them.
- The activity must be ongoing (at least for 6 weeks).
- The activity must be under the guidance of an adult figure such as a coach, tutor, or mentor.

Students will continue to add entries into their personal journal as they continue in their journey, specifically detailing their goals, frustrations or roadblocks that hindered goal attainment, that pathways that were formulated to work around or through the roadblocks, and motivational strategies to pursue the pathways. Students will also describe what they learned about themselves over the course of their journey and if they plan to continue beyond the term.

## **Grit Interview**

I am doing a class project on grit. Grit means a willingness to fight through adversity to achieve a goal. One requirement for this project is to interview someone who we know worked very hard to reach a goal. I chose you for this project.

Can I ask you some questions to help me with this project? This is not meant to last longer than 15 minutes.

Circle: YES      NO

1. What is the biggest goal you have set for yourself and how did you achieve it?
  
2. Was there ever a time when you doubted yourself, or thought you would never reach your goal?
  
3. How did you overcome your doubts? What did you focus on?
  
4. What was your biggest disappointment while you were trying to reach your goal? What did you learn from the experience?
  
5. What are some grit qualities that you see in me?
  
6. If there was one thing that you can tell students about grit, what would that be?

Thanks so much for your time.

\_\_\_\_\_

Student Name

\_\_\_\_\_

Interviewee's Name

\_\_\_\_\_

Date

## My Grit Goals

Name:

---

Goal I Am Trying to Achieve:

---

How I Know I Will Have Achieved it:

---

Date	Progress to Goal (circle one)  <i>No Progress at All</i>  <i>Very Slow Progress</i>  <i>Steady Progress</i>  <i>Goal Attained</i>	If no Steady Progress, what is the Barrier?	a) What Are Some of the Grit Qualities my Person Saw in Me?	b) What Was the one Quality that My Person Said that Defined Grit?	Considering a) and b), What Can I do to Overcome the Barrier?

# Indicator: Positive Social Relationships



**Introductory Video – [Click Here](#)**



## Overview

Positive social relationships are a key factor in optimal child and adolescent development. These relationships provide opportunities to understand multiple perspectives and social norms. Youth who do not connect with others often report higher levels of depression and anxiety, lack self-confidence, and may be targets of peer aggression.

The following lesson plan offers age-appropriate strategies to foster positive social relationships in classrooms and schools. Through various resources and exercises, students learn the importance of positive social connections and will practice easy and friendly ways to establish connections with peers regardless of differences.

## Objectives

### Students will learn to:

- Understand the importance of positive social connections through personal and real-life examples
- Develop insight into situations when they have felt like an outsider or not connected with others
- Develop simple and effective ways to make connections with peers
- Describe examples of how they put their skills into practice (optional)

## Materials

### Grades 3-5

- *Kids Talk about Friends* (<https://kidshealth.org/en/kids/talkingabout-friends.html>)
- *What is Empathy?*  
(<https://www.youtube.com/watch?v=icIIUdTEQnU&feature=youtu.be>)
- *Unlikely Partners: Warthog and Mongoose*  
(<https://ket.pbslearningmedia.org/resource/nat35-sci-unlikely-partners/unlikely-partners-warthog-and-mongoose/>)

Grades 6-12

- *Stop Calling Everyone Your Friend*  
(<https://www.youtube.com/watch?v=pLgVB1stuJ8>)
- *How to Magically Connect with Anyone*  
(<https://www.youtube.com/watch?v=D4cV8yfgNyl>)
- *Going it Alone*  
(<http://www.watchknowlearn.org/Video.aspx?VideoID=60877&CategoryID=7748>)
- *Take a Seat My Friend*  
(<https://www.youtube.com/watch?v=HfHV4-N2LxQ&list=PLvzOwE5IWqhQWsPsW5PQQ5gj5OBewwgUw&index=2>)
- *Unlikely Friends*  
(<https://ket.pbslearningmedia.org/resource/nat14.earth.geol.tec.unlikely/unlikely/>)

Other Videos for Educators

- *Every Child Needs a Champion*  
(<https://www.youtube.com/watch?v=SFnMTHhKdkw&list=PLvzOwE5IWqhQWsPsW5PQQ5gj5OBewwgUw&index=1>)
- *The Power of Relationships in Schools*  
(<https://www.youtube.com/watch?v=kzvm1m8zq5g>)
- *Kindness Boomerang*  
(<https://www.youtube.com/watch?v=nwAYpLVyeFU&list=PLvzOwE5IWqhQWsPsW5PQQ5gj5OBewwgUw&index=4>)

## Primary Lesson (all grades)

**Time: 1 class period**

1. The educator opens with a discussion on what students value in terms of social connections. The educator should emphasize that social connections include not only close friends but any connection. As examples to initiate the conversations, the educator can list attributes such as “friendly” or “funny” for younger students, while sharing similar interests could be an example for older students. All responses are recorded on a whiteboard, or the educator can have students arranged in small groups record, with responses recorded on poster paper. (If the latter, group responses should be shared with the whole class).

2. After all skills are listed, the educator then plays the *Kids Talk About Kids* or *Stop Calling Everyone A Friend* video (depending on age), highlighted in the Materials page. After the video, educators revisit the original question to examine other characteristics that were discussed in the video but were omitted by students.

3. The educator then asks students to consider occasions when they did not form connections with new faces—even when they had the opportunity to do so. The educator can ask the question: *Were there times when you had a chance to connect with someone new but didn't? Why do you think you couldn't connect?* Answers could range from a fear of being rejected by that person or current social group, lack of perspective taking, preconceived notions about the other person, among other reasons. The educator should emphasize that all reasons are valid and understandable; listing them helps highlight hidden biases or concerns.

Related questions that the educator could also ask include:

- Think about someone who is outside of your friendship group who you would like to get to know but don't. What stops you from getting to know them?
- Can you think of a time when you had a mistaken impression about a peer? That is, you thought they were one thing but they ended up being quite different? What was your mistaken impression? What did you learn about this experience?
- Can you think of a time when you were misunderstood by a friend? What about from someone who didn't know you very well? How did that affect your relationship with that person?

4. From these conversations, the educator uses the remaining videos to discuss factors that preclude making connections to others. For younger students, the videos are designed to elicit discussions on empathy, which is a key component of understanding others. A separate video uses animals to illustrate the beauty of friendships in unexpected ways. Similar themes are found with respect to the videos for older students but also include perspective taking and understanding how potentially uncomfortable social moments can lead to them learning something new about themselves and their world.

5. After the video presentations, the educator asks students their thoughts about the content, and how it may apply to them.

6. The educator has each student take out a sheet of paper and list at least three measurable goals with respect to making new social connections. These goals should be easily attainable over time, they should be measurable, and they should be realistic (e.g., “making 100 new friends by the end of the year” would not be a reasonable nor attainable goal). It is important to emphasize that only one of these goals should pertain to social media interactions - the rest should pertain to in-person interactions.

Examples of goals could be:

- To form an ongoing relationship with a new peer (one who they have yet to meet)
- To learn 5 new things about 3 peers that are not current friends
- To have lunch with 3 new peers

The educator will make a copy of each student’s goals and will periodically revisit progress towards these goals over the course of the academic year.

7. Depending on time and interest, educators can show the Kindness Boomerang (<https://www.youtube.com/watch?v=nwAYpLVyeFU&list=PLvzOwE5IWqhQWsPsW5PQ-Q5gj5OBewwgUw&index=4>) and discuss how the video could be recreated in their class over the academic year. (An example for younger students can be found at <https://www.youtube.com/watch?v=fiM9LcXG7cl> ).



## Supplemental Lessons (Grades 3-8)

**“Getting to Know You” Activity (15 minutes per Q & A exercise; 15 minutes for reporting).** Prior to this exercise, the educator instructs students on skills needed to be active listeners skills: facing the peer and maintaining eye contact, waiting one second between asking a question and receiving and answer, leaning forward and nodding as the student responds to a question, etc.

Once per month, students will pair off and learn new information about a peer, using their active listening skills. Questions should be of interest and informative to both parties. In addition to questions about their backgrounds or interests (e.g., “how many brothers/sisters do you have?” or “What is your favorite school subject?”) examples could include:

- What is something that your mom/dad always say to you?
- What is the funniest/grossest thing you ever saw?
- If you were an animal, what animal would you be? Why?
- What quality do you like best about yourself?
- If you were stranded on an island and only had three things to survive, what would they be?

After each dyad has finished, each student in the dyad has a chance to present to the group on what they found about their partner.

**Create Cooperative Learning Activities (30-minutes for initial brainstorming; 60 minutes for displaying completed activity to the class).** Students form groups of two or three students, partnering with those they normally do not hang out with. Students are instructed to use their active listening skills to learn from and about each other, especially their shared interests and personalities.

Using technologies such as FlipGrid or other youth-appropriate electronic bulletin boards (see <https://www.npr.org/2011/07/11/137705552/ten-safe-social-networking-sites-for-kids>), students are then instructed to post materials (using photos, videos, and other material) that best exemplify their group. Each group can then share the information to the class and discuss what they learned about each other and the process. Points can be given for creativity, group collaboration, and engagement.

A cooperative learning activity then begins with new groups.

**”Feeding the Hungry Bee” (ongoing).** This activity can benefit shy or reticent students using the power of social praise. Often, second-hand compliments (i.e., overhearing someone say something nice about them) are more powerful than direct compliments. Educators can notify the class that points will be given to those who “catch each other being good,” that is, identify an action or statement by a peer that was prosocial or helpful to another. The student who demonstrated the behavior will receive points as well. These points can be traded in for special rewards.

The teacher can also identify two “secret sharers” who are instructed to specifically focus on the shy/reticent student. These secret sharers will rotate every two weeks, which eventually will lead to the targeted child assuming the role.

## Supplemental Lessons (grades 9-12)

—**Mock Interview Activity (15 minutes per Q & A exercise; 15 minutes for reporting).** Similar to the “Getting to Know You” exercise for younger students, students will pair off and learn new information about each other through a mock job interview. It is the interviewer’s task to ask open-ended questions of the interviewee regarding their backgrounds or interests (e.g., “tell me a little about yourself,”) as well as general questions that allows them to gain a better understanding of the interviewee. Examples could include:

- What has been your most rewarding accomplishment?
- What is the quality that you are most proud of, and why?
- Tell me a time when you tried to reach a goal but failed. What did you learn from the experience?
- Describe yourself in 5 words.
- If a genie granted you three wishes, what would they be?

After each dyad has completed, each student in the dyad has a chance to present to the group on what they found about their partner. These mock interviews continue throughout the year using different dyads.

—**Create Cooperative Learning Activities (30-minutes for initial brainstorming; 60 minutes for displaying the completed activity to the class).** Students form groups of two or three with the instruction that they are not to partner with those they normally hang out with. The task of the group is to create a business that would be of interest to other teens. The “product” should reflect group members’ shared interests, personalities, and other qualities. Using technologies such as FlipGrid, Animoto, Clips, Keynote, or other electronic bulletin boards (see <https://www.npr.org/2011/07/11/137705552/ten-safe-social-networking-sites-for-kids>) the groups would share photos, videos, and other material as they develop their product. Each group then uses their product to make a “sales pitch” to the entire class. Group participants would discuss what they learned about from each other and the process. Points are given for creativity, group collaboration, and engagement. A new activity can begin with new dyads or groups.

**Create peer mentoring opportunities (ongoing).** In this independent project, each student is be paired with a younger, targeted student and serve as a role model. The opportunities for mentoring can range from academic tasks (reading or math) to arts and science activities and beyond (see <http://www.teacher.org/daily/power-buddy-classrooms-19-ideas> ). Peer mentors would keep track of their experiences in a diary that describes the advantages and challenges of being a mentor, and what they learned about themselves in terms of perspective-taking, empathy, and active listening skills.

# Leadership



**Introductory Video – Click Here**



## Overview

Leadership skills are essential to optimal child and adolescent development. Contrary to popular belief, leaders are made rather than born and any student can learn and practice specific skills that allow them to see themselves as leaders. Further, the roots of leadership start early in development. Research has shown that students who view themselves as leaders are more self-confident in their academic work and social relationships, are seen by adults and peers as leaders, and report more positive mental health than students who do not view themselves as leaders.

### Leadership attributes assessed by Terrace Metrics are:

- Giving open, honest, but constructive feedback.
- Being open when receiving feedback.
- Instilling trust in others.
- Keeping one's actions consistent with one's beliefs.
- Finding ways to compliment others.
- Connecting otherwise unconnected individuals.
- Looking ahead and not being distracted by setbacks.
- Convincing others of the importance of an idea.

## Objectives

Students will learn to:

- Understand the importance of leadership through personal and real-life examples.
- Develop effective ways to enhance leadership skills.
- Describe, through writing, actual examples of how they put their skills into practice (optional).

## Materials

- *Leadership Qualities* (<https://youtu.be/XruX4rhtT6E>)
- *Being the Lion* (<https://www.youtube.com/watch?v=tghjgOv4mKc> )
- *10 Social Skills for Student Leaders*  
(<https://www.youtube.com/watch?v=YOK0IZlq0Eo>)

### Other Videos for Educators

- *Everyday Leadership* (<https://www.youtube.com/watch?v=uAy6EawKKME>)

**Primary Lesson**

Time: 1 class period

1. The educator stimulates students’ thinking about leadership by asking “What is a leader?” and “Why is it that you would follow one person but not another? That is, what are some leadership characteristics that one person has but not another?” After all responses are listed on the whiteboard, the educator then plays selected videos (see the Materials section). After the video(s), the educator revisits the original questions to examine other characteristics of leadership that were missing in students’ responses.

2. Educators illustrate skills provided in the Overview and provide observable examples of how such skills are demonstrated. For example, when being open and honest with giving feedback, educators can use the *Think It Say It* video for younger adolescents (<https://www.youtube.com/watch?v=NLM2BuW73m4>), or *How to Give Feedback so People Hear You’re Trying to Help* for older adolescents (<https://www.youtube.com/watch?v=iqPWA6rvdmM>). Examples of videos for other leadership skills are listed in Table I.

Table 1

Leadership Skill	Illustrative Videos
Being Open to Feedback	How to Improve Your Listening Skills ( <a href="https://youtu.be/D6-MleRr1e8">https://youtu.be/D6-MleRr1e8</a> )
Instilling Trust in Others	How to Build Trust in Relationships ( <a href="https://youtu.be/wtNOq1Bwtt4">https://youtu.be/wtNOq1Bwtt4</a> )
Consistent Values and Actions	Authentic Leadership ( <a href="https://youtu.be/JG69mNpafbo">https://youtu.be/JG69mNpafbo</a> )
Providing Compliments	How to Give (and Receive) Compliments ( <a href="https://www.youtube.com/watch?v=WkqwKGT4ECo">https://www.youtube.com/watch?v=WkqwKGT4ECo</a> )
Forward Thinking	Forward Thinking ( <a href="https://youtu.be/AcUeJeOIMKE">https://youtu.be/AcUeJeOIMKE</a> ) <i>Warning: the term “B.S.” is used</i>
Convincing Other of an Idea	Elements of a Persuasive Argument ( <a href="https://youtu.be/sJ7u30OG7yk">https://youtu.be/sJ7u30OG7yk</a> )

3. Educators have students list three leaders that demonstrate these characteristics. As the goal of this exercise is to have students understand that leaders can be found in the most unlikely places, students should not only think of highly visible leaders (like prominent historical figures) but include one or two individuals in their everyday lives (e.g., teachers, family, community members). What skills do these individuals exhibit? What makes them effective as leaders in the eyes of the student?

Educators organize student input on a chalkboard, or have small groups record responses with poster paper. (If done in small groups, the results should be discussed as a whole class). When discussing their responses, it is important that educators frequently link the leader's characteristics to those listed in the Overview and Table 1.

4. Students select the everyday leaders identified in #3 for an in-person interview (outside of class). The interview is designed have the student practice their active listening skills and to seek constructive feedback from a trusted source. Although family members (parents) can be used with great effect, it is recommended that older students use non-family members in lieu of or in addition to parents. Students can share what they learned about their selected leader either in an assigned paper or through a class presentation.

5. The educator then has each student list up to three measurable leadership goals that they would like to improve. Goals can range from relatively straightforward (e.g., "to learn how better express myself when I disagree with someone,") to more complex strategies that develop over time ("to connect two peers who don't hang around with each other"). Students then can list specific strategies designed to meet the goal(s).

The educator makes a copy of each student's goals and will periodically meet with them over the course of the academic year to review progress towards these goals.

## **Leadership Interview**

I am doing a class project that will help me understand how to be a leader. When we talked about this at school, we were asked to think of people close to us who we trust, and who we see as leaders. I chose you.

Can I ask you some questions to help me with this project? This interview is not meant to last longer than 15 minutes.

Circle: YES      NO

1. What kind of qualities do you think a leader has to have to be effective?
  
2. Can you give me some examples of leaders who influenced you?
  
3. What has been your greatest achievement?
  
4. What has been your biggest disappointment? What did you learn from the experience?
  
5. What are some leadership qualities that you see in me?
  
6. If there was one thing I could work on as a leader, what would that be?

Thanks so much for your time.

\_\_\_\_\_

Student Name

\_\_\_\_\_

Interviewee's Name



# Indicator: Standards



**[Introductory Video – Click Here](#)**



## Overview

Personal standards are important components of self-discipline, confidence, and self-esteem. In contrast to students with relatively lower standards, those who strive for excellence in their work are more likely to do better in school (in terms of their grades and scores on standardized tests), are more motivated to seek connections with others, and report more positive mental health.

## Objectives

Students will learn to:

- Understand the importance of standards through personal and real-life examples.
- Identify areas where they are comfortable with their standards, and areas that they would like to improve.
- Develop easy and effective ways to enhance standards in targeted areas.
- Describe, through writing, actual examples of how they put their skills into practice (optional).

## Materials

- *Raise Your Standards* (<https://youtu.be/mZT-9hhicHc>)
- *How to Have Higher Standards* ([https://youtu.be/aoFu\\_IF4MnA](https://youtu.be/aoFu_IF4MnA))

### Other Videos for Educators

- *The Case for Personal Standards* (<https://youtu.be/BfE5jw1OMdY>)

## Primary Lesson

**Time: One class period - 20 minutes for initial lesson and the remaining time for discussion**

1. Educators show selected videos (see the Materials section) that illustrate the importance of having high personal standards. Concepts to emphasize are (a) believing that one can reach a personal goal; (b) setting reasonable standards (i.e., not setting them so high that it will lead to high stress if the goal is not met), (c) learning from mistakes and seeing mistakes as stepping stones to growth, and (d) awareness of those around them who promote or detract from achieving their goals.

2. Educators have students complete the Evaluating My Standards sheet, rating their expectation levels across life domains. (Depending on the age of the student some domains may not apply). Students also have the option of listing another area that is not considered on the sheet. Students then list 1-2 expectations they would like to target for change in the next 3-6 months and complete the remaining part of the sheet. It is important that students pay attention to identifying what new behaviors they should perform to reach their new expectation. To increase the impact of this sheet, educators should have students think about potentially extensive behavior changes (study patterns, getting on an exercise plan) and more mundane “daily rituals” that must be addressed before their expectations are met. One example of a daily ritual would be “getting up 10 minutes early to review my homework assignments,” or “take 5 minutes each morning and night to practice deep breathing skills.” Students are given the option of sharing these with the class, and the educator will keep a copy of the list to be revisited periodically over the course of the year.

3. Educators then have students list up to three individuals who inspire them. The individuals chosen by the student must typify characteristics outlined in #1--particularly those that the student feels are lacking in themselves and that they would like to improve (as identified in their Evaluating My Standards sheet). Of the listed individuals, students are instructed to select one of them for an in-person interview (outside of class), using the Personal Standards Interview form. The interview is designed have the student learn from a mentor about the value of high standards, how to use mistakes to their advantage, and lessons on how to maintain standards even when situations do not go well. Students submit a paper based on their interview.

4. Students then transfer information learned from their interview to the Changing My Standards log. On regular occasions they complete portions of sheet to monitor their progress to the goals listed in step #2.

## Supplemental Lessons

### Personal Growth Project: Learning How to Fail

*Time: 15 minutes for discussion, then ongoing*

*Materials: a personal journal (either in print form or through a social medial platform)*

Students are instructed to select one activity that they have always wanted to explore but have not had the chance to do. The activity may involve a new skill (such as learning to play a musical instrument, a new language, or a sport) or experience (volunteering) but it must comply with the following requirements.

- The activity must be something that they have not attempted before—it must be something completely new for them.
- The activity must be ongoing (at least for 6 weeks).
- It must be under the guidance of an adult figure such as a coach, tutor, or mentor.

Students will continue to add entries into their personal journal as they continue in their journey, specifically detailing their goals, frustrations or roadblocks that hindered goal attainment, pathways that were formulated to work around or through the roadblocks, and motivational strategies to pursue the pathways. Students will also describe what they learned about themselves over the course of their journey and if they plan to continue beyond the term.

**Evaluating My Standards**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Below, consider your expectations in various areas. You can ignore areas that don't apply to you. Rate each area according to the following:

<i>Don't have any</i>	<i>Very low and I am NOT fine with this</i>	<i>Very low but I am fine with this</i>	<i>Neither high nor low</i>	<i>Very high and I am NOT fine with this</i>	<i>Very high and I am fine with this</i>
1	2	3	4	5	6

***The expectations I have for myself in...***

***Are....***

My health	1	2	3	4	5	6
My schoolwork	1	2	3	4	5	6
My friendships	1	2	3	4	5	6
My boyfriend/girlfriend	1	2	3	4	5	6
My relationships with my parents	1	2	3	4	5	6
My relationships with my siblings	1	2	3	4	5	6
My attitude to others	1	2	3	4	5	6
My self-discipline	1	2	3	4	5	6
My mindset	1	2	3	4	5	6
My future	1	2	3	4	5	6
Other _____	1	2	3	4	5	6

List the areas that you rated either a 1, 2, or 5 and that you would like to change over the next 3-6 months. Then, answer the following questions:

Area to Increase My Expectation	What is My New Expectation?	What will I no Longer Accept from Myself or Others?	What New Behaviors Will I need to Adopt?	When I Succeed, Will Change for Me?

**Personal Standards Interview**

As a class project, we were asked to think of an individual whom we respect, who sets high standards for themselves, and expects the best from those around them. I chose you. Can I ask you some questions to help me with this project? This interview is not meant to last longer than 15 minutes.

Circle: YES      NO

1. What kind of qualities do you expect of yourself at your work or at home?
  
2. When you were my age, what were some goals that you set for yourself?
  
3. What were some things you learned about yourself and others as you were trying to reach your goals?
  
4. How do you handle mistakes? What do they mean to you?
  
5. If you see someone my age not living to their potential and had the power to change them, what would you change first, and why?
  
6. If there was one thing that you can tell me that is not acceptable as a student, what would that be?

Thanks so much for your time.

\_\_\_\_\_

Student Name

\_\_\_\_\_

Interviewee's Name

\_\_\_\_\_

## Changing My Standards

Name:

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Area That I am Trying to Change:

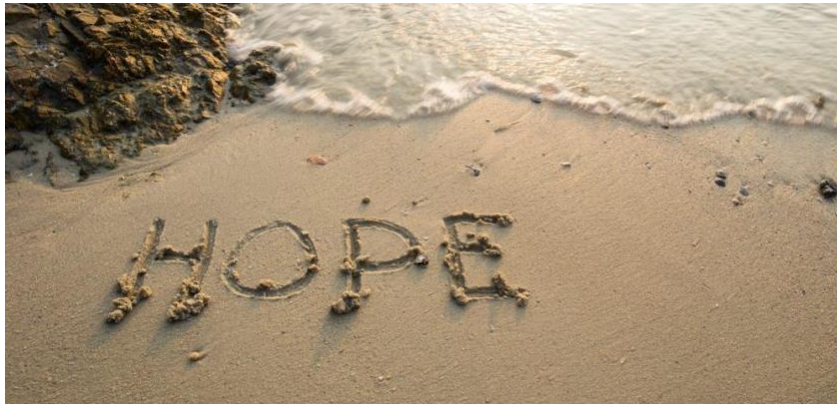
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How I Know I Achieved My Goal:

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Date	Progress to Change (circle one) <i>No Progress at All</i> <i>Very Slow Progress</i> <i>Steady Progress</i> <i>Goal Attained</i>	If no Steady Progress, what is the Barrier?	a) Am I Being Consistent with Adopting New Behaviors?	b) What Was the one Thing that My Person Said Was Unacceptable?	Considering a) and b), What Can I do to Overcome the Barrier?

# Indicator: Hope



**Introductory Video – [Click Here](#)**





## Overview

Hope is an important predictor of academic achievement as well as positive personal and social outcomes. Decades of research shows that hope consists of different components, each of which must be activated for a goal or desire to be met. “Pathways” are cognitive strategies needed to reach a goal. Should the primary goal be blocked in some way (“Plan A”), multiple pathways must be formulated to either continue to pursue Plan A, or to shift to Plan B.

“Agency” is the willingness to pursue these pathways. Both Pathways and Agency need to be activated to create hope; having pathways but no agency simply leads to wishful thinking, while having agency but no pathways leads to hopelessness.

More information on the concept of hope can be found by accessing <https://www.youtube.com/watch?v=ZuHZhi1B4T4>

## Objectives

### Students will learn to:

- Understand the importance of hope through class discussions.
- Develop insight into what they experience when a goal is blocked.
- Develop effective ways to create multiple pathways when a goal is blocked.
- Describe actual examples of how they put their skills into practice through a Personal Growth Project (for grades 6-12, optional).

## Materials

### Grades 3-5

- *Hope-By Centennial Elementary School* (<https://www.youtube.com/watch?v=1j7TrVAszr8>)
- *Hope, the Boat* (<https://www.youtube.com/watch?v=6dZ7b7Bimrc> )

### Grades 6-12

- *What is Hope?* (Note: to min 3:03) (<https://www.youtube.com/watch?v=EiOdnTvZ7c4>)

### Other Videos for Educators

- *What is Your Hope?* (<https://www.youtube.com/watch?v=dlcU5uHMdTM>)
- *A Drop of Hope* <https://www.youtube.com/watch?v=frAQrsKrwXk>

## Primary Lesson (all grades)

**Time: 1 class period for initial discussion, ongoing thereafter until goal is reached**

1. The educator discusses the concept of hope using selected videos (see the Materials section). Three key points to discuss are (a) more often than not the path to a goal gets blocked (a “roadblock”), (b) when something doesn’t go to plan, there are two ways to deal with this - either give up or think of strategies to work around or through the roadblock, and (c) one must be motivated to pursue different strategies.

2. The educator can and should use their own experiences to illustrate the concept of hope. For those who believed that they would achieve another life goal when they were younger (i.e., their “Plan A”), when did they first realize that this initial goal would not be achieved? What prompted them to develop alternative strategies that eventually led to their decision to become educators? How did they find the motivation to pursue this new goal? For educators who always wanted to join the teaching profession, what were some of the roadblocks they faced? How did they work through these roadblocks? What motivated them to continue?

3. Either individually or in small groups, the educator has students describe an instance when their initial goal was blocked. The instance does not have to be a major issue - any life experience when the outcome was not the one anticipated is appropriate for discussion. As students relay their experiences, they should identify and verbally label the pathways they took to go around or work through the roadblock and to describe how they were motivated to pursue them. The student describes the ultimate outcome and what they learned from the experience.

4. The final 15-30 minutes are used to complete the Rating My Goals or Reaching Higher worksheets (depending on grade level) that asks students to list their future goals within important life domains. Older students then rate their current status towards these goals on a 1-10 scale, while younger students rate their status using a pictorial rating scale. For goals that are rated low, students subsequently rate any perceived roadblocks and list possible strategies to overcome them. Finally, students list short-term (i.e., 3-6 month) sub-goals that utilize their strategies. Educators will guide students towards developing these sub-goals, which should be measurable, reasonable, and attainable in a shorter-time frame.

The educator makes a copy of the completed handout and revisits progress towards these goals on a regular basis. Educators monitor goals that are not making progress, and help students formulate new pathways or instill motivational strategies to increase agency. New goals are listed as older goals are achieved.

## Supplemental Lessons (Grades 3-8)

### Group Collaborative Activities-With a Twist

*Time: 15 minutes for the exercise; 10 minutes follow-up discussion*

All Aboard (<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=667#.XRVa-OhKhPY>).

*Materials: Rope and a timer*

The goal of the exercise is to have all students fit within a loop of rope. The educator first places a piece of rope on the floor, in a loop large enough for all students to easily fit within it. Once this is accomplished, the educator challenges students further by making the rope loop progressively smaller. Eventually, students will start to run out of solutions as to how they can all fit within the circle. The goal is for students to cooperate with each other and work together to come up with creative solutions, while the educator encourages them by asking questions or to think about the various ways they can go about trying to fit everyone in. Follow-up discussion focuses on the pathways that were formulated, which pathways were more logical, and how the group used agency to pursue those logical pathways.

### Missing Pieces.

*Materials: 4, 50-100 large-piece jigsaw puzzles, with 5 pieces removed from each box and randomly placed in the other boxes*

The educator separates the classroom into four groups and gives a box to each group. The educator tells everyone that the first group to put their jigsaw together will win a reward (of the educator's choice). As each group puts their puzzle together, the members will realize that they don't have all of the pieces to finish it since the remaining pieces are in other boxes. The scenario then involves groups navigating through different strategies to attain their goal, while considering how each strategy affects other groups in their pursuit of the same goal. Follow-up discussion focuses on how the group created their pathways, and the agency to pursue each one. Students are encouraged to relate what they learned in the group exercise to their own experiences when a goal was blocked. The educator then gives a reward to all students.

Creating an Ongoing Hope Collage

*Time: 15 minutes for Description; ongoing*

Using either a large piece of cardboard and various materials, or posting via electronic bulletin boards (see <https://www.npr.org/2011/07/11/137705552/ten-safe-social-networking-sites-for-kids>), students create and continue to add posts inspired by the video “*What is Your Hope?*” (see Materials page). A related theme can be “Hope means....”. Students post information that is based on what they learned from their own experiences and how they maintained hope through adversity. Students should have a chance to present their collage to the classroom on occasion.

## Supplemental Lessons (grades 9-12)

### Personal Growth Project

*Time: 15 minutes for discussion; ongoing.*

*Materials: a personal journal (either in print form or through a social medial platform)*

Students are instructed to select one activity that they have always wanted to explore but have not had a chance to do so. The activity may involve a new skill (such as learning to play a musical instrument, a new language, or a sport) or experience (volunteering) but must comply with the following requirements.

- The activity must be something that they have not attempted before—it must be something completely new for them.
- The activity must be ongoing (at least for 6 weeks).
- The activity must be under the guidance of an adult figure such as a coach, tutor, or mentor.

Students will continue to add entries into their personal journal as they continue in their journey, specifically detailing their goals, frustrations or roadblocks that hindered goal attainment, the pathways that were formulated to work around or through the roadblocks, and motivational strategies to pursue the pathways. Students will also describe what they learned about themselves over the course of their journey and if they plan to continue beyond the term.

# Rating My Goals

## Grades 6-12

**Directions:** Within each area below, list at least 2 goals that you are working towards. For example, under “school” you may list “I will go to the college of my choice.” But it can be any goal. For each goal, rate how well you think you are doing at this point.

10 – I am really doing well. No complaints at all and I am sure to achieve it.

5 – I’m doing ok, but not as far as I’d like to be. I am not sure I’ll achieve it.

1 – I’m not doing ok at all, there has been no progress made. I’m pretty sure I will fail.



### School

Goal 1: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 2: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 3: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



### Friendships

Goal 1: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 2: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 3: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



## Family

Goal 1: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 2: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 3: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

## Other

Goal 1: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 2: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 3: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

## Overcoming Roadblocks

**Directions:** Now that you have listed your goals, select those that you rated as a '6' or lower. For each goal, list some of the possible roadblocks that you think are keeping you from reaching it (or at least reaching a '7'). After all possible roadblocks are listed, provide some strategies that you can use to address them.

Specific Goal	Possible Roadblock	Strategies to Overcome Roadblock

Now that you have listed these strategies, what are some possible smaller, realistic goals that you can shoot for in the next 3-6 months?

In the next 3-6 Months I will... (list the subgoal)	....Using... (list the strategy)	Which will Result in... (list the outcome you expect)



# Reaching Higher

## Grades 3-5

**Directions:** Think about how you are doing at school, with your friends, and with your family. Within each area, list 1 new goal that you would like to work towards. For example, under “Family” you may list “I want to clean my room without being reminded by my mom.” But it can be any goal. For each goal you listed, rate how well you think you are doing at this point.



– I am really doing well.



– I’m doing ok, but not as far as I’d like to be.



– I’m not doing ok at all.

### School



Goal: \_\_\_\_\_

### How I’m Currently Doing



### Friends



Goal: \_\_\_\_\_



### Family



Goal: \_\_\_\_\_



### Any Other Area?

Goal: \_\_\_\_\_



## Reaching Higher

Grades 3-5

**Directions:** If any of your goals are a 😐 or a 😞, what are some reasons? Can you think of some ways that you can solve them?

List the Current Goal 😐 or 😞	What are the Possible Reasons?	What I can do to turn the Goal into a 😊

Now that you have listed some solutions, what are some things you can do to improve that goal? Think about steps you can take in the next 3-6 months.....

In the next 3-6 Months my New Goal Will Be...	How will I do It?	What Will My Teacher or Parents See Differently in Me?