



Character Badge Handbook

Build Character...Build LAB...Build Community

Table of Contents:

Introduction to Character Lab:

The Program

Roles and Responsibilities:

- Student
- Teacher
- Parent

Implementation:

- STEP by STEP Guide

Content:

- **GRIT**
- **GRATITUDE**
- **CURIOSITY**
- **GROWTH MINDSET**
- **SELF-CONTROL**
- **SOCIAL/EMOTIONAL INTELLIGENCE**
- **PURPOSE**
- **OPTIMISM**
- **ZEST**
- **MINDFUL LIVING**

Introduction

As a school designed to meet the needs of 21st century learners, Charlotte Lab School values not only academic development, but also social, emotional, and character development. The **Advisory program** and the everyday activities in the classroom at Lab support ongoing character development in our students. During the 2016-2017 school year, Charlotte Lab School will embrace a dedicated **Character Development program**, creating an atmosphere where students understand and acquire specific character values important to authentic learning, social and emotional development, and academic achievement. As a community, Lab school staff want to create an environment where distinctive character traits become part of the Lab culture.

Research supports that character strengths can be learned and one of the biggest predictors for school—and life—success. Well-developed character strengths lead to better *self-regulation*, *higher innovative thinking*, and *healthier relationships*. Our new Character Development program will compliment and support the foundation we have created at Lab around cultivating Mindfulness and the LAB way in and outside of the classrooms. These three programs are all

designed to help develop more awareness amongst our students, in addition to creating a safer, calmer, and more well balanced environment for our entire Lab Community. Our faculty will work collaboratively to integrate these programs into their curriculum and into the way they “model” effective behavior in their everyday interactions with our staff, students, and parents.

The Program

Angela Duckworth, Professor at the University of Pennsylvania, created the Character Lab, which advances the science and practice of character development (www.characterlab.org). Angela Duckworth wanted to bring Educators and Scientists together to create measures and tools for schools to implement and assess character development in students. The Character Lab, headquartered at the University of Pennsylvania, supports educators in helping their students learn and grow to gain essential 21st century character skills that lead to long-term success. The team at the Character Lab includes a group of both scientists and educators working together toward a goal of encouraging effective character development in schools. The Character Lab continues to support research on character development with the creation of practical tools to intentionally cultivate character traits.

Through her research, Angela Duckworth determined there are nine essential character strengths that support character development in children. Angela Duckworth also found that offering feedback and time for self-reflection on these character strengths were necessary for their development. In a 2011 meta-analysis of 200 school-based character development programs, researchers determined that cultivating social and emotional skills improves both behavior and academic achievement. ([NYTimes \(Angela Duckworth\)](#))

As a result of these evidenced-based findings, Charlotte Lab School faculty and staff want to incorporate Angela Duckworth's program to create a school community focused these specific character strengths along with mindful living. Charlotte Lab School is embracing the Character Lab's model and creating a culture dedicated to ensuring student success in these nine specific character strengths in addition to mindfulness. The character strengths will be incorporated into Advisory lessons, classroom activities, the MindUp program, and the LAB letters. The goal is to integrate these character strengths throughout the school community and into everyday conversations at home. This manual lays the foundation for the program, offering detailed guidelines for parents, teachers, and students.

Roles and Responsibilities

The effective development of social and emotional skills takes a team working together for the betterment of the student. Students, Teachers, and Parents will all have roles in supporting character development at Charlotte Lab School.

Student Responsibility

- Gain understanding of each Character Trait for each month and actively participate in gaining strength in these traits
- Show Character Trait throughout home and school
- Complete requirements to earn a Character Badge (long-term) for each Character Trait
- Ask questions about each Character Trait to gain better understanding

Teacher Responsibility

Weaving Character Trait into the Curriculum
Monitoring and Observing Character traits in students
Connect Character Lab Traits to the *LAB way and MindUp*
Weaving Character Traits into conferences
Supporting students in understanding and developing Character Traits and Mindful Living

Parent Responsibility

Understand the Character Trait discussed each month
Help students implement Character Trait at home
Find meaningful ways to have discussions about Character Trait at home (Model Discussion handout will follow)
Supporting students in understanding and developing Character traits and Mindful Living

Implementation Overview

Angela Duckworth determined through her research the importance of feedback and self-reflection in character development. Charlotte Lab School is embracing this philosophy by creating a handbook dedicated to supporting character development. This handbook is a guide in defining each character trait, how to continue to develop goals on gaining strength in each trait, and resources for each character trait. The handbook offers specific ways to ensure student understanding and development of the **nine essential character traits** in addition to **mindful living**. Advisors will present one character trait the first week of each month and discuss this trait throughout the month. Each student can earn badges that represent the completion of the requirements for a specific character trait each month.

Once a student earns a badge for that trait, a symbol of that accomplishment, will be added to a "City Wall" which will eventually complete the Charlotte skyline by the end of the school year. The City Wall will represent Charlotte Lab School's student and classroom success in character development. *This wall is also a positive interpretation of the character work that is occurring on an individual and community level.*

How to Earn a Character Badge

Each month, Advisors will introduce a character trait the first week of that month. Advisors will demonstrate that character trait and it will be a consistent theme that is discussed within our community throughout the month. Parents will also receive information regarding implementing and observing the character trait at home. Our hope is that parents too can have "conversations" with their children around these important developmental themes. In time, our goal is that our students begin creating their own examples once they understand the concept of that specific character trait.

After the program is rolled out, we will find the specific steps for students to earn character badges. In the coming months, we look forward to seeing how the overall program and character development unfolds in our students. The process of earning character badges will be an ongoing discussion among our staff, parents, and students as we witness the program in action. Our staff will provide a continuation of this document once the specifics of the character badge process are complete.

We will first start with students giving other students badges in advisory when they notice another student displaying the monthly character trait. This will most likely also be done during the last week of every month; however, we are hoping that our students begin to see these character traits amongst their peers, and faculty members on a daily basis.

Content

GRIT

Grit is perseverance and passion for long-term goals

Ways to show Grit:

Give it your all
Redo if necessary
Ignore giving up
Take time to do it right

Finishing what you started
Working hard after experiencing failure
Staying committed to goals

Ways to Earn a Character Badge:

Do the perseverance walk project—either write about it or draw a picture of it
Read one of the books on the “Grit” list and talk about the perseverance walk the character did in the story
Create a motivational poster to inspire Grit in your classroom
Try a new activity you are nervous to try and talk about how you showed Grit

Follow-up Questions for Students:

Discuss with your advisor what having “grit” means
Give specific examples of how you have demonstrated Grit at school (write or draw)
Give specific examples of how you have demonstrated Grit at home (write or draw)
Talk about a time when you had a goal, the things that got in the way of the goal, how you overcame those obstacles, what was the reward?
How do you plan to continue to have more grit at CLS?

Character Books and Resources:

Websites/Videos

List of multiple resources for teaching Grit

<http://www.edutopia.org/article/grit-resources>

Video for Students

https://www.youtube.com/watch?v=UGKSb_dSZ1I

Video for Younger Students (Sesame Street)

<https://www.youtube.com/watch/?v=NfQIEaoHaiw>

Ted Talk about Grit

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit

Articles

Self-Control and Grit: Related but Separable Determinants of Success by Angela Duckworth and James Gross

<http://spl.stanford.edu/pdfs/2014/Duckworth%20CDPS.pdf>

Books

Thank you Mr. Falker by Patricia Polacco (K-5th grade)

Flight School by Lita Judge (K-2nd grade)

The Most Magnificent Thing by Ashley Spires (K-2nd grade)

The Boy Who Invented TV by Kathleen Krull (Chapter Book, 3rd -5th grade)

Black Whiteness by Robert Burleigh (4th grade and up)

GRATITUDE

Gratitude is the appreciation for the benefits we receive from others, and the desire to reciprocate

Ways to Show Gratitude:

Recognize what other people do for you

Show appreciation for opportunities

Expressing appreciation by saying thank you or doing nice things for people

Be specific when you are saying showing gratitude (i.e. Thank you for holding the door for me)

Ways to Earn a Character Badge:

Make a Gratitude Jar and write down things you are thankful for. Pull some out each day to talk about with your family.

Leave sticky notes for each family member to share something you are thankful for about them

Make homemade cookies for your local fire department or police department and deliver it to them

Create a collage for the feeling "Gratitude." What words or pictures would you use to describe Gratitude? Why?

Follow up Questions for Students

How would you describe gratitude?

Give examples of how you can show gratitude at home and at school

What are some things you are thankful for?

How does thinking about those things you are thankful for make you feel?

What are things or people you could have more gratitude with?

What are you thankful for at CLS? How could you show more Gratitude at CLS?

Character Books and Resources

Websites/Videos

Kerry Howell's Video on Gratitude (Talk about Gratitude in Education for Teachers)

https://www.ted.com/talks/david_steindl_rast_want_to_be_happy_be_grateful

Yoga for Gratitude (yoga on gratitude for older students)

<https://youtu.be/7iYTdWNm620>

Kid President's 25 Reasons to Be Thankful! <https://youtu.be/yA5Qpt1JRE4>

Kids Character Builder (for young kids) https://youtu.be/jZnm_-xjrgA

Articles

Gratitude Lesson Plans

http://people.hofstra.edu/Jeffrey_J_Froh/Gratitude%20Lesson%20Plans_Final_10.26.10.pdf

An Adaptation for Altruism? The Social Causes, Social Effects, and Social Evolution of Gratitude

http://www.psy.miami.edu/faculty/mmccullough/Papers/Gratitude_CDPS_2008.pdf

Gratitude Activities for the Classroom

http://greatergood.berkeley.edu/article/item/gratitude_activities_for_the_classroom

Books

Gratitude Soup by Olivia Rosewood (K-3rd grade)

The Giving Tree by Shel Silverstein (K-3rd grade)

Opening to Good: A Story about the Ocean, Grace, and Gratitude by Anne Kubitsky (3rd-6th Grade)

CURIOSITY

Curiosity is a strong desire to learn or know something—a search for information for its own sake

Ways to Show Curiosity

- Eagerly explore new things
- Asking questions that deepen understanding
- Taking an active interest in learning

Ways to Earn a Character Badge

- Create a handprint cut out. Write down activities/experiences on each finger where you had to use curiosity to accomplish. Bring the hand into your advisor to share.
- Learn about a new country and share some of what you learned with your advisor and your peers.
- Build a curiosity “toolkit.” What would you put in it? How would it build your curiosity?
- Build a Wonderwall and have kids use sticky notes to put things they are curious about on the Wonderwall (at home or at school)
- Sit outside for 5 minutes and notice all the different things around you. List what you see and be sure to share details. Or draw a picture of what you see.

Follow up Questions for Students

- What are you most curious about at school and at home?
- How can you work to be more curious?
- Who is the most curious person you know and why?
- When was the last time your curiosity led to learning something new?

Character Books and Resources

Websites/Videos

- Active Open-Minded Thinking by Jon Baron <https://vimeo.com/89521461>
- Kindergarten Children Focus on Curiosity and Wonder (more ideas for teachers and also for kids) <https://youtu.be/zPFaPRtUaCA>

Video for Younger Kids

Articles

- Why Teach Thinking? <http://www.sas.upenn.edu/~baron/papers.htm/frese.html>
- How Can Teachers Foster Curiosity?
<http://www.edweek.org/ew/articles/2014/06/04/33shonstrom.h33.html>
- Our Brains and Curiosity from NPR
<http://www.npr.org/blogs/ed/2014/10/24/357811146/curiosity-it-may-have-killed-the-cat-but-it-helps-us-learn>

Books

- The Curious Garden by Peter Brown (K-2nd)
- Ask Max Series by Roger Howerton (K-3rd)
- Misty the Curious Cat by Efrat Haddi (K-1st)
- The Big Book of Why by the Editors of TIME for Kids Magazine (1st-5th)
- The Everything Kids Series by various authors (1st-5th)

GROWTH MINDSET

Having a growth mindset means that intelligence can be developed. We can get smarter through hard work and practice.

Ways to Show Growth Mindset

- Taking on new challenges with optimism
- Being able to talk about what you learned
- Learn from your setbacks and try again
- Positive self-talk to move through a problem and learn from it
- Practicing and using strategies to improve
- Set up a "Mindset Moments" board/poster to kids to put on sticky notes moments they showed growth mindset

Ways to Earn a Character Badge

- Write or draw 3 mistakes you made that moved your learning forward
- Create a Growth Mindset journal for the month. Notice the negative things you say when it comes to learning. Write how you would change that into a Growth Mindset statement. (Example: "I can't do this." Change to: "Boy, this is hard but I'll keep trying.")
- Create a classroom display/poster that shows and teaches students about Growth Mindset
- Learn something new and write or draw about how you used a Growth Mindset to get through it (Example: Teach yourself Origami or Knitting, etc.)

Follow up Questions for Students

- When a student finds something challenging say: "Wonderful! What will you practice to get better? What strategies will you use?"
- How do you know when you have learned from a mistake?
- What strategies do you use to keep going when you are struggling?
- Who do you know that shows a growth mindset?
- When have you worked as hard as you could have on something to be successful?

Character Books and Resources

Websites/Videos

- Meet the Robinsons: I Failed <https://www.youtube.com/watch?v=AWtRadR4zYM> (for all ages)
- Growth Mindset Videos for Classroom (with a discussion guide) <https://youtu.be/1M17Y4E38Rc> (all ages)
- <http://www.mindsetworks.com/webnav/whatismindset.aspx>

Articles

- Blog Post about how to respond when a student says "I Can't Do This" <http://www.edutopia.org/blog/students-biggest-lie-resolving-it-jose-vilson>

Books

- Penelope Perfect by Shannon Anderson (K-3rd)
- Thanks for the Feedback? By Julia Cook (K-2nd)
- Someday by Eileen Spinelli (K-3rd)
- The Dot by Peter Reynolds (K-5th)
- The Junkyard Wonders by Patricia Polacco (3rd-5th)

SELF-CONTROL

Self-Control is controlling one's own responses so they align with short and long-term goals

Ways to Show Self-Control

Coming to class with everything needed to get to work rather than being unprepared
Remembering and following directions rather than needing to be reminded
Getting to work right away rather than procrastinating
Paying attention rather than getting distracted
Remaining calm, rather than losing your temper
Allowing others to speak, rather than interrupting
Being polite to all, even when stressed or angry

Ways to Earn a Character Badge

Create a "Self-Control" device like a remote control device or Stoplight. Put what would be your "pause, resent, rewind, fast forward, etc."
Use the LAB letter to create a word for each letter that would show self-control. Make a poster of this to share with students
Write or draw 5 things you can do to help you keep self-control when you are angry
Create a game for kids that teaches self-control

Follow up Questions for Students

List some places it is important to show self-control
Name some times when it would be hard to have self-control. What would you do?
Tell me about things that are in your control at school and things out of your control at school

Character Books and Resources

Websites/Videos

The Montessori Silence Game (activity to practice self-control daily)
<https://youtu.be/slbbibA8oDQ>
The Marshmallow Test Activity <http://www.teachinginbluejeans.com/blog-swap-sunday-with-corrina/>
Video about Self-Control (older kids) <https://vimeo.com/35697441>
Sesame Street Teaches Self-Restraint (younger kids) https://youtu.be/XsC2W587_Fc
Imagine It's Something Else <https://youtu.be/1dl8eZo1kAI>
TED Talk about the Marshmallow Test
http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet

Articles

The Significance of Self-Control <http://www.pnas.org/content/108/7/2639.full.pdf>
The Secret of Self-Control <http://www.newyorker.com/magazine/2009/05/18/dont-2>

Books

My Mouth is a Volcano by Julie Cook
Katie Loves the Kittens John Himmelman
What Were You Thinking? By Bryan Smith (K-6th)
7 Habits of Happy Kids by Sean Covey and Stacy Curtis (K-3rd)
True (...Sort of) by Katherine Hannigan (3rd-5th)

SOCIAL/EMOTIONAL INTELLIGENCE

Social/Emotional Intelligence is understanding feelings and using them to inform actions

Ways to Show Social/Emotional Intelligence

- Finding solutions during conflicts with others
- Demonstrating respect for the feelings of others
- Adapting to different social situations

Ways to Earn Character Badge

Watch the movie "Inside Out" and write/draw about how the different characters showed social/emotional intelligence

Keep a feelings journal describing different feelings throughout the day. Notice any patterns.

Do two random acts of kindness and share what happened through writing or drawing

Read "How Full is Your Bucket?" by Tom Rath and Mary Reckmeyer. Fill someone else's bucket each day for a week and share what you did.

Follow up Questions for Students

What kinds of things fill your bucket? How do you know when your bucket is full?

What ways do you show kindness at home and at school?

Name four feelings and share a time when you felt each of those feelings

Tell us about a time when you said something that made the other person feel mad or sad.

Character Books and Resources

Websites/Videos

Create a "Peace Table" in your classroom for conflict resolution and use this as an advisory lesson (teaches high levels of social/emotional intelligence)

<https://iheartmontessori.wordpress.com/2012/11/27/setting-the-peace-table-children-conflict-resolution/>

Marc Brackett on Emotional Intelligence <https://vimeo.com/99860249>

Brene Brown on Empathy <https://youtu.be/1Ewgu369Jw>

Empathy (for older students) <https://youtu.be/icllUdTEQnU>

Empathy: Sesame Street (younger students) https://youtu.be/9_1Rt1R4xbM

Articles

The Boston Globe about skills every kid should master

<https://www.bostonglobe.com/magazine/2015/02/26/things-every-kid-should-master/uM72LGr63zeaStOp9zGyrJ/story.html>

The Guardian about emotional health

https://www.theguardian.com/society/2014/nov/08/happiness-childhood-emotional-health-richard-layard?CMP=share_btn_fb

Books

Otis and the Scarecrow by Loren Long (K-5th); about empathy

The Rhino Who Swallowed a Storm by LeVar Burton and Susan Schaefer Bernardo (K-5th); about sharing your feelings

Charlotte's Web by E.B. White (2nd-5th)

Just My Luck by Cammie McGovern (3rd-5th); teaches about kindness/empathy
Junonia by Kevin Henkes (4th and 5th)

PURPOSE

Having purpose means being driven by something larger than yourself

Ways to Show Purpose

- Being oriented toward a stated future goal
- Being able to articulate an interest and the “why” behind the interest
- Showing a sense of awe about something can create a sense of purpose
- Showing that they are looking beyond themselves
- Service to others and pride in one's work (contributing to the classroom community or household community—through chores/jobs with a sense of pride)

Ways to Earn Character Badge

- Watch the video <https://youtu.be/ZoXqj-VDhws> and then write/draw about what you felt and thought during the video and then discuss how it relates to you and the world
- Create a list of “jobs” for students in your advisory or classroom. Talk about the purpose of these jobs and why they are important to being a part of a community. Do these jobs for a week and write about what you noticed and felt?
- Take a nature walk and describe everything you noticed, felt, and thought about during the walk by writing about it or drawing about it. Why is nature important to us?
- Talk about your role as a Lab Leader and why it is important for CLS
- Volunteer for community service and write/draw a picture about what you liked about it and how it made you feel
- Share what makes you important to your advisory group and draw/write about how it

Follow up Questions for Students

- What is your purpose in coming to school every day?
- Create questions to enlarge the purpose behind the books in the resource list below
- Have students generate their own questions about what they are reading
- What kind of person do you want to be?
- What kind of impact do you want to have?

Character Books and Resources

Websites/Videos

- Dr. Bill Damon of Stanford University talks about purpose <https://vimeo.com/98298024>
- A Pep Talk for the World <https://youtu.be/u1zNHoYmhUI>
- How to Change the World <https://youtu.be/4z7gDsSKUmU>
- Community Service for Kids (all ages) <https://youtu.be/z7qlq5EsjuQ>

Articles

- William Damon, Encouraging a Sense of Purpose
<https://www.bigquestiononline.com/2014/12/09/how-can-encourage-sense-purpose-meaning-early-life/>
- What is Your Purpose? <http://www.nytimes.com/2015/05/05/opinion/david-brooks-what-is-your-purpose.html?rref=collection%2Fcolumn%2Fdaavid-brooks>
- Awe helping students develop purpose
http://greatergood.berkeley.edu/article/item/how_awe_can_help_students_develop_purpose

The Moral North Star <http://www.ascd.org/publications/educational-leadership/oct08/vol66/num02/The-Moral-North-Star.aspx>

Books

The Mitten Tree by Candice Christiansen (K-1); about giving back
Doors in the Air by David Weale (K-3rd); about the awe in the world
Angelo by David Macaulay (2nd-5th); about selfless service leading to changes in people
Rachel Carson: Preserving a Sense of Wonder by Joseph Bruchac and Thomas Locker (3rd-5th); can use to show the author's sense of purpose through her biography and love of nature

OPTIMISM

Optimism is being hopeful about future outcomes combined with the agency to shape that future

Ways to Show Optimism

Believe that effort will improve your future

When bad things happen, thinking about what you could do to avoid similar bad outcomes in the future (optimism doesn't mean you don't get upset when bad things happen, but can see that it is temporary and look for opportunities to change in the future)

Staying motivated, even when things don't go well

Directly connect his/her own power and actions to the future he/she desires

Students can create more "practical optimism" (an attitude about life that relies on taking realistic, positive action to increase the likelihood of successful results). More positive feelings lead to more optimism

When a friend doesn't want to play, the optimistic child can imagine the friend is having a bad day, not that no one wants to be his friend

Ways to Earn Character Badge

Read "The Little Engine that Could" by Watty Piper and share how the engine in the story showed optimism (write or draw). How could you show more optimism at school or at home?

Share a time when you showed a lot of optimism in a difficult situation

Read the story "Treasure Hunters or Trash Collectors" from

<http://www.edutopia.org/blog/cultivating-practical-optimism-donna-wilson>.

--Write 5 things that you can like and feel good about

--Write or draw these 5 things

--Share these 5 things with 5 people and talk about what happened after sharing

Create an Attitude Box where you put all the special things that make you feel good about yourself. Maybe you draw a picture or write notes to yourself or add things from others as well.

Create a "Wall of Love" at home where you write the word "Love" on the wall or a door in your house. Then each family member writes or draws on a sticky when they think of something that they love about another family member. Add this sticky note to the "Wall of Love."

Follow up Questions for Students

How do we feel hopeful about things even when things get tough?

How can we use positive self-talk (talk to ourselves on the inside) to get through the day?

What are some positive self-talk statements?

What can you do for others to show optimism?

How can you show optimism at home?

Character Books and Resources

Websites/Videos

Dr. Daniel Kanier, The Power of Optimism: A Little Goes a Long Way

<https://www.youtube.com/watch?v=nmO22xzHFqg>

When Pigs Fly (Book Read in Video) <https://www.youtube.com/watch?v=iKmb786P460>

Sesame Street Don't Give Up

<https://www.youtube.com/watch?v=l0uSn9zXITw&list=PLEvZWTDva9ni2zj2LJfcGenWx8-sxx5mo>

Kid President—How to Change the World

https://www.youtube.com/watch?v=4z7gDsSKUmU&list=PLzYstXRnKltW_8la4fjQr6lm80_6QxYph

Articles

The Optimism Lesson <http://www.edutopia.org/blog/cultivating-practical-optimism-donna-wilson>

Teaching Optimism <https://www.psychologytoday.com/blog/how-raise-happy-cooperative-child/201401/6-steps-teaching-your-child-optimism>

Raising Optimistic Kids

http://greatergood.berkeley.edu/raising_happiness/post/raising_optimistic_kids

Books

When Pigs Fly by Valerie Coulman (K-3rd)

The Optimistic Pirate by Efrat Haddi (K-3rd)

How Full is Your Bucket for Kids by Tom Rath, Mary Reckmeyer, and Maurie Manning (K-3rd)

Chicken Soup for the Soul: Think Positive for Kids by Kevin Sorbo and Amy Newmark (3rd-5th)

Helen Keller: Scholastic Biography by Margaret Davidson and Wendy Watson (2nd-5th)

ZEST

Zest or “vitality,” is an approach to life that is filled with excitement and energy.

Ways to Show Zest

- Actively participating by asking questions
- Showing enthusiasm through smiles or excited comments
- Approaching new situations with excitement and energy
- Invigorating others around you

Ways to Earn a Character Badge

- Actively sharing during classroom time or advisory
- Showing excitement for learning new things and show the LAB way
- Student can identify strengths and exhibit them in the classroom and with friends
- Student thinks about one of his/her strengths and writes or draws a story about a time when they showed this strength at school, home, or with friends
- Have students imagine that the teacher wants them to read a new book and have students give examples of how they can show zest in this situation. Or have student draw a picture of how he/she can show zest
- Students showing the positives in possibilities (see the glass half full rather than half empty)

Follow up Questions for Students

- What kinds of activities at school could we have zest for?
- What could we show excitement and energy toward?
- What does zest sound like?
- Imagine you had a fight with your best friend, how could you show zest in that situation?

Character Books and Resources

Websites/Videos

- TEDx from Michael Kuczala on Kinesthetic Classroom
<https://www.youtube.com/watch?v=41gtxgDfY4s>
- Zest (Parent Resource) <http://kidamentals.com/happiness/74-zest>
- Character Education: ZEST https://www.youtube.com/watch?v=gN_H7h4DbIQ
- Got ZEST? <https://www.youtube.com/watch?v=YE7tNRWTDdl>

Articles

- Tips on Enthusiasm in the Classroom
http://www.psychologicalscience.org/teaching/tips/tips_0100.cfm
- Summary of Vitality
<https://www.authentic happiness.sas.upenn.edu/newsletters/authentic happiness coaching/vitality>

Books

- Professor Astro Cat's Frontiers of Space by Dominic Walliman (1st-5th)
- Zest: Live It by Tamara Zentic (4th and 5th)
- Pete the Cat: I'm Rocking in my School Shoes by Eric Litwin (K-5th)

MINDFUL LIVING

Mindful living is the quality or state of being conscious or aware of something

Ways to Show Mindfulness

Having patience and being in the moment
Stopping and taking a step back and acknowledge choice he/she is about to make
Being silent and engaging in mindful breathing
Mindful eating, mindful walking
Doing a body scan and allowing your body to slowly relax while breathing mindfully
Having the ability to remain in the present, let go of the past, and don't anticipate the future
Mindfully engaging with others in a compassionate and non-judgmental way

Ways to Earn a Character Badge

Being able to stay focused and mindfully eat throughout a meal
Being able to show compassion and not judge friends and empathetically listening while also putting yourself in the other's shoes
Participating in a full body scan in connection with using mindful breathing
Being fully present in a mindful meditation while also supporting classmates
Being an active participant in mindful movement (mindful walking)
Make a Mindfulness Jar and describe/draw picture of how you used it
<http://www.mindful.org/how-to-create-a-glitter-jar-for-kids/>

Follow up Questions for Students

How can you be more mindful at school?
How can you be more mindful at home?
How can you be more mindful in relationships?
Where in our body do we feel most calm?
What activities help you be most throughout the day mindful?
How can you be mindful moving from class to class here at CLS?

Character Books and Resources

Websites/Videos

Mindfulness Resources for Teachers <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>
Mindfulness Video for Children <https://www.youtube.com/watch?v=FUJs0fXTWTE>
"Just Breathe" <https://www.youtube.com/watch?v=RVA2N6tX2cg>

Articles

Mindful Schools <http://www.mindfulschools.org/about-mindfulness/research/>
The Power of Mindfulness <http://childmind.org/article/the-power-of-mindfulness/>

Books

Sitting Still Like Frog: Mindfulness Exercises for Kids by Eline Snel (K-5th)
Master of Mindfulness: How to be Your Own Superhero in Times of Stress by Laurie Grossman, Mr. Musumeci's 5th grade class (K-5th)
What Does It Mean to be Present? By Rana DiOrio and Eliza Wheeler (K-3rd)
Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (K-5th)

Resource Sheet

GRIT

Websites/Videos

List of multiple resources for teaching Grit

<http://www.edutopia.org/article/grit-resources>

Video for Students

https://www.youtube.com/watch?v=UGKSb_dSZ1I

Video for Younger Students (Sesame Street)

<https://www.youtube.com/watch/?v=NfQIEaoHaiw>

Ted Talk about Grit

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit

Articles

Self-Control and Grit: Related but Separable Determinants of Success by Angela Duckworth and James Gross

<http://spl.stanford.edu/pdfs/2014/Duckworth%20CDPS.pdf>

Books

Thank you Mr. Falker by Patricia Polacco (K-5th grade)

Flight School by Lita Judge (K-2nd grade)

The Most Magnificent Thing by Ashley Spires (K-2nd grade)

The Boy Who Invented TV by Kathleen Krull (Chapter Book, 3rd -5th grade)

Black Whiteness by Robert Burleigh (4th grade and up)

GRATITUDE

Websites/Videos

Kerry Howell's Video on Gratitude (Talk about Gratitude in Education for Teachers)

https://www.ted.com/talks/david_steindl_rast_want_to_be_happy_be_grateful

Yoga for Gratitude (yoga on gratitude for older students)

<https://youtu.be/7iYTdWNm620>

Kid President's 25 Reasons to Be Thankful! <https://youtu.be/yA5Qpt1JRE4>

Kids Character Builder (for young kids) https://youtu.be/jZnm_-xjrgA

Articles

Gratitude Lesson Plans

http://people.hofstra.edu/Jeffrey_J_Froh/Gratitude%20Lesson%20Plans_Final_10.26.10.pdf

An Adaptation for Altruism? The Social Causes, Social Effects, and Social Evolution of Gratitude

http://www.psy.miami.edu/faculty/mmccullough/Papers/Gratitude_CDPS_2008.pdf

Gratitude Activities for the Classroom

http://greatergood.berkeley.edu/article/item/gratitude_activities_for_the_classroom

Books

Gratitude Soup by Olivia Rosewood (K-3rd grade)

The Giving Tree by Shel Silverstein (K-3rd grade)

Opening to Good: A Story about the Ocean, Grace, and Gratitude by Anne Kubitsky (3rd-6th Grade)

CURIOSITY

Websites/Videos

Active Open-Minded Thinking by Jon Baron <https://vimeo.com/89521461>

Kindergarten Children Focus on Curiosity and Wonder (more ideas for teachers and also for kids) <https://youtu.be/zPFaPRtUaCA>

Video for Younger Kids

Articles

Why Teach Thinking? <http://www.sas.upenn.edu/~baron/papers.htm/frese.html>

How Can Teachers Foster Curiosity?

<http://www.edweek.org/ew/articles/2014/06/04/33shonstrom.h33.html>

Our Brains and Curiosity from NPR

<http://www.npr.org/blogs/ed/2014/10/24/357811146/curiosity-it-may-have-killed-the-cat-but-it-helps-us-learn>

Books

The Curious Garden by Peter Brown (K-2nd)

Ask Max Series by Roger Howerton (K-3rd)

Misty the Curious Cat by Efrat Haddi (K-1st)

The Big Book of Why by the Editors of TIME for Kids Magazine (1st-5th)

The Everything Kids Series by various authors (1st-5th)

GROWTH MINDSET

Websites/Videos

Meet the Robinsons: I Failed <https://www.youtube.com/watch?v=AWtRadR4zYM> (for all ages)

Growth Mindset Videos for Classroom (with a discussion guide)

<https://youtu.be/1M17Y4E38Rc> (all ages)

<http://www.mindsetworks.com/webnav/whatismindset.aspx>

Articles

Blog Post about how to respond when a student says "I Can't Do This"

<http://www.edutopia.org/blog/students-biggest-lie-resolving-it-jose-vilson>

Books

Penelope Perfect by Shannon Anderson (K-3rd)

Thanks for the Feedback? By Julia Cook (K-2nd)

Someday by Eileen Spinelli (K-3rd)

The Dot by Peter Reynolds (K-5th)

The Junkyard Wonders by Patricia Polacco (3rd-5th)

SELF-CONTROL

Websites/Videos

The Montessori Silence Game (activity to practice self-control daily)

<https://youtu.be/slbbibA8oDQ>

The Marshmallow Test Activity <http://www.teachinginbluejeans.com/blog-swap-sunday-with-corrina/>

Video about Self-Control (older kids) <https://vimeo.com/35697441>

Sesame Street Teaches Self-Restraint (younger kids) https://youtu.be/XsC2W587_Fc

Imagine It's Something Else <https://youtu.be/1dl8eZo1kAl>

TED Talk about the Marshmallow Test

http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet

Articles

The Significance of Self-Control <http://www.pnas.org/content/108/7/2639.full.pdf>

The Secret of Self-Control <http://www.newyorker.com/magazine/2009/05/18/dont-2>

Books

My Mouth is a Volcano by Julie Cook

Katie Loves the Kittens John Himmelman

What Were You Thinking? By Bryan Smith (K-6th)

7 Habits of Happy Kids by Sean Covey and Stacy Curtis (K-3rd)

True (...Sort of) by Katherine Hannigan (3rd-5th)

SOCIAL/EMOTIONAL INTELLIGENCE

Websites/Videos

Create a "Peace Table" in your classroom for conflict resolution and use this as an advisory lesson (teaches high levels of social/emotional intelligence)

<https://iheartmontessori.wordpress.com/2012/11/27/setting-the-peace-table-children-conflict-resolution/>

Marc Brackett on Emotional Intelligence <https://vimeo.com/99860249>

Brene Brown on Empathy <https://youtu.be/1Ewgu369Jw>

Empathy (for older students) <https://youtu.be/iclIUdTEQnU>

Empathy: Sesame Street (younger students) https://youtu.be/9_1Rt1R4xbM

Articles

The Boston Globe about skills every kid should master

<https://www.bostonglobe.com/magazine/2015/02/26/things-every-kid-should-master/uM72LGr63zeaStOp9zGyrJ/story.html>

The Guardian about emotional health

https://www.theguardian.com/society/2014/nov/08/happiness-childhood-emotional-health-richard-layard?CMP=share_btn_fb

Books

Otis and the Scarecrow by Loren Long (K-5th); about empathy

The Rhino Who Swallowed a Storm by LeVar Burton and Susan Schaefer Bernardo (K-5th); about sharing your feelings

Charlotte's Web by E.B. White (2nd-5th)

Just My Luck by Cammie McGovern (3rd-5th); teaches about kindness/empathy
Junonia by Kevin Henkes (4th and 5th)

PURPOSE

Websites/Videos

Dr. Bill Damon of Stanford University talks about purpose <https://vimeo.com/98298024>
A Pep Talk for the World <https://youtu.be/u1zNHoYmhUI>
How to Change the World <https://youtu.be/4z7gDsSKUmU>
Community Service for Kids (all ages) <https://youtu.be/z7qlq5EsjuQ>

Articles

William Damon, Encouraging a Sense of Purpose
<https://www.bigquestionsonline.com/2014/12/09/how-can-encourage-sense-purpose-meaning-early-life/>
What is Your Purpose? <http://www.nytimes.com/2015/05/05/opinion/david-brooks-what-is-your-purpose.html?ref=collection%2Fcolumn%2Fdavid-brooks>
Awe helping students develop purpose
http://greatergood.berkeley.edu/article/item/how_awe_can_help_students_develop_purpose
The Moral North Star <http://www.ascd.org/publications/educational-leadership/oct08/vol66/num02/The-Moral-North-Star.aspx>

Books

The Mitten Tree by Candice Christiansen (K-1); about giving back
Doors in the Air by David Weale (K-3rd); about the awe in the world
Angelo by David Macaulay (2nd-5th); about selfless service leading to changes in people
Rachel Carson: Preserving a Sense of Wonder by Joseph Bruchac and Thomas Locker (3rd-5th); can use to show the author's sense of purpose through her biography and love of nature

OPTIMISM

Websites/Videos

Dr. Daniel Kanier, The Power of Optimism: A Little Goes a Long Way
<https://www.youtube.com/watch?v=nmO22xzHFqg>
When Pigs Fly (Book Read in Video) <https://www.youtube.com/watch?v=iKmb786P460>
Sesame Street Don't Give Up
<https://www.youtube.com/watch?v=l0uSn9zXITw&list=PLEvZWTDva9ni2zj2LJfcGenWx8-sxx5mo>
Kid President—How to Change the World
https://www.youtube.com/watch?v=4z7gDsSKUmU&list=PLzYstXRnKltW_8la4fjQr6Im80_6QxYph

Articles

The Optimism Lesson <http://www.edutopia.org/blog/cultivating-practical-optimism-donna-wilson>

Teaching Optimism <https://www.psychologytoday.com/blog/how-raise-happy-cooperative-child/201401/6-steps-teaching-your-child-optimism>

Raising Optimistic Kids

http://greatergood.berkeley.edu/raising_happiness/post/raising_optimistic_kids

Books

When Pigs Fly by Valerie Coulman (K-3rd)

The Optimistic Pirate by Efrat Haddi (K-3rd)

How Full is Your Bucket for Kids by Tom Rath, Mary Reckmeyer, and Maurie Manning (K-3rd)

Chicken Soup for the Soul: Think Positive for Kids by Kevin Sorbo and Amy Newmark (3rd-5th)

Helen Keller: Scholastic Biography by Margaret Davidson and Wendy Watson (2nd-5th)

ZEST

Websites/Videos

TEDx from Michael Kuczala on Kinesthetic Classroom

<https://www.youtube.com/watch?v=41gtxgDfY4s>

Zest (Parent Resource) <http://kidamentals.com/happiness/74-zest>

Character Education: ZEST https://www.youtube.com/watch?v=gN_H7h4DbIQ

Got ZEST? <https://www.youtube.com/watch?v=YE7tNRWTDdl>

Articles

Tips on Enthusiasm in the Classroom

http://www.psychologicalscience.org/teaching/tips/tips_0100.cfm

Summary of Vitality

<https://www.authentic happiness.sas.upenn.edu/newsletters/authentic happiness coaching/vitality>

Books

Professor Astro Cat's Frontiers of Space by Dominic Walliman (1st-5th)

Zest: Live It by Tamara Zentic (4th and 5th)

Pete the Cat: I'm Rocking in my School Shoes by Eric Litwin (K-5th)

MINDFUL LIVING

Websites/Videos

Mindfulness Resources for Teachers <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>

Mindfulness Video for Children <https://www.youtube.com/watch?v=FUJs0fXTWTE>

"Just Breathe" <https://www.youtube.com/watch?v=RVA2N6tX2cg>

Articles

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Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen
(K-5th)