



Bringing PurposeFull People to Life Schoolwide

[@characterstrong](https://twitter.com/characterstrong)

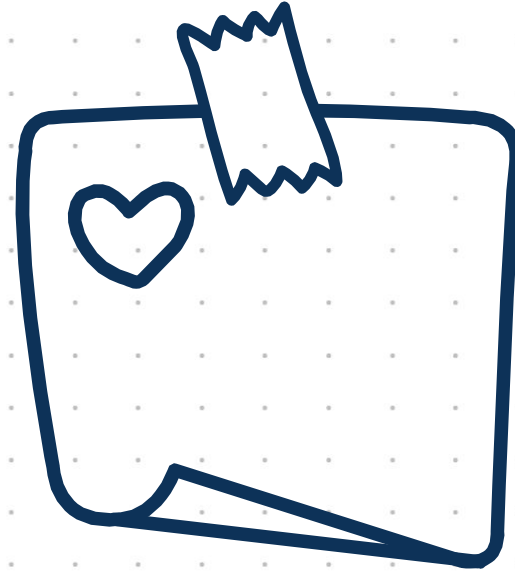
Bringing PurposeFull People to Life Schoolwide



Entry Task

Glow & Grow

1. **Grab a sticky**
2. **Glow:** Write 1 thing going well with implementing PurposeFull People or Life Skills curriculum in general.
3. **Grow:** Write 1 thing that still needs to be improved.
4. **Place it on the chart paper.**





Melissa Rosario

 Director of Elementary
Education



Karen Madrid

 Elementary Curriculum
Specialist

Objectives

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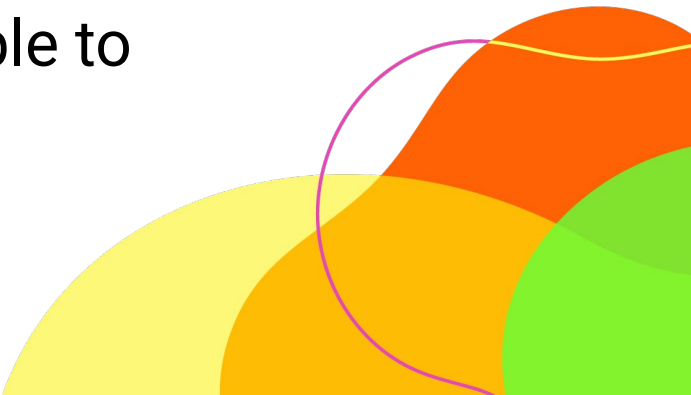
Learn how to implement PurposeFull People into schoolwide routines.



Apply strategies that build relationships and strengthen character and life skills.



Develop a plan to bring PurposeFull People to life across your entire school.

In the bottom right corner, there are several overlapping circles in shades of orange, yellow, and green, with a thin purple line curving through them.



1

Administrator

2

Counselor/Psychs

**My role most directly
correlates to...**

3

Teacher

4

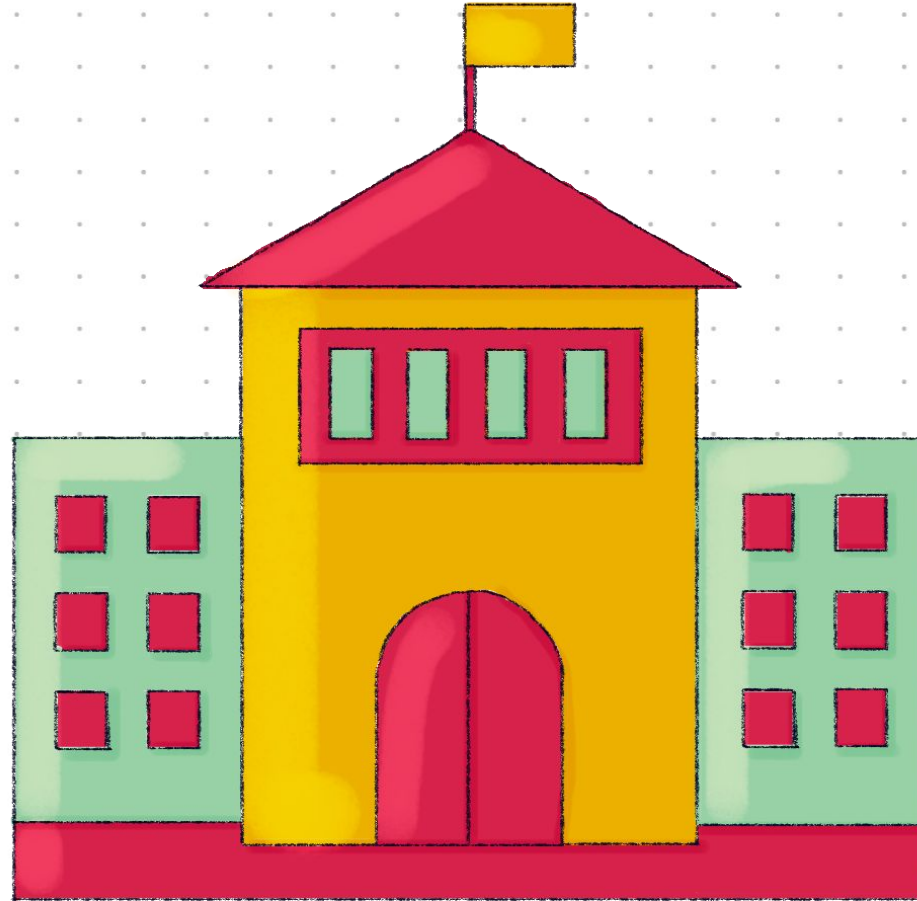
Support Staff

Why schoolwide?

A growing body of research indicates that schools that promote life skills are critical to students' academic, social, personal, and professional success.

(Durlak et al., 2011)

Educators
Admin
School Counselors



Front office
Transportation
Support staff
Cafeteria
Families
Student leaders
OTs
Psychologists
Nurses

OUTCOMES



Be Well



Be Kind



Be Strong

- Academic achievement
- Positive behaviors
- Improved long-term outcomes

PurposeFULL
People

BE KIND

Social skills and
conflict-resolution

I'm
Sol!



RESPECT

EMPATHY

COOPERATION

BE STRONG

Executive functioning:
focusing, organizing,
goal-setting

I'm
Ida!



Responsibility

PERSEVERANCE

COURAGE

BE WELL

Wellness strategies:
emotion regulation

I'm
Tre!



GRATITUDE

HONESTY

Creativity

PurposeFull
Outcomes



Grade-Level-Specific Skills



PreK
& K

1st

2nd

3rd

4th

5th

Listening

Friendship

Understanding
conflict-
resolution

Perspective-
taking

Practicing
conflict-
resolution

Leadership

BE KIND



Following
directions

Focusing

Engagement

Flexible
thinking

Organization

Goal-
setting

BE STRONG



Identifying
emotions

Emotion
awareness

Emotion
regulation

Emotion
advocacy

Positive
self-talk

Stress-
management

BE WELL



The 5 Parts



Start

*Introduction &
Discussion*

5-10 minutes



Connect

*Relationship-
Building Games*

5-10 minutes



Grow

*Life Skills
Lesson*

20-30 minutes



Respond

*Emotion
Regulation
Strategies*

5-10 minutes



Exit

*Reflection,
Application, or
Celebration*

5-10 minutes

The How

Implementation Ideas



Start

Introduction & Discussion

Who:
When:
Amount of Time:



Connect

Relationship-Building Games

Who:
When:
Amount of Time:



Grow

Life-Skills Lesson

Who:
When:
Amount of Time:



Respond

Emotion Regulation Strategies

Who:
When:
Amount of Time:



Exit

Reflection, Application,
Celebration

Who:
When:
Amount of Time:

Campus Resources

Who:
When:
Amount of Time:

Schoolwide strategies

- Train everyone on the curriculum. Explicit state each persons role.
- Weekly classroom celebration circles
- Announce/celebrate the start and end of a trait. I.e. everyone wears a specific color for the first week of Respect. Student assembly at the end of the month to celebrate the ways Respect was shown. Host family nights to engage in purposeful pursuits
- Art project of the month
- Morning announcements
- Family newsletters
- Song as students come in everyday
- Special area teachers —. Art owns illustrations, music owns lyrics, P.E. owns playground, others own student leadership, Media specialist owns the library Everyone: classroom videos
- Emotion elements & conflict resolution: cafeteria, transportation, support staff, educators, leaders
- Start every staff meeting with a relational activity
- Use scope and sequence to plan lessons for the year
- Everyone has weekly check-ins printed and accessible

Jigsaw



Step 1: Expert Groups

- Within your group, discuss the questions on your table to become experts.

Routines , Relationships, or Reinforcement



Relationships



When have you felt most connected at work—and what made that moment possible?

Routines



What is one routine at your school that's already helping build character or support life skills?

Reinforcement



What's one creative way you've celebrated character or life skills at your school?



0:57



Relationships



What barriers exist to relationship-building at your school—and how might you redesign around them?

Routines



How do you (or could you) use transitions (arrival, dismissal, hallway movement) to reinforce character?

Reinforcement



How do you (or could you) reinforce character in all areas of the school? And in all spaces (recess, P.E., Music, art, etc.)



0:57



Relationships



What's a simple practice you or your school uses to build relationships—with students or with colleagues?

Routines



How is character & life skills development embedded in your school schedule? If not, what would it take to have it included?

Reinforcement



What role specific training should (or could) all staff receive on reinforcing character so that it is schoolwide?



0:57



Relationships



What role do staff relationships play in modeling this work?

Routines



What routines already exist that unintentionally work *against* character development—and how might we flip them?

Reinforcement



How are families encouraged to continue reinforcing character at home?



0:57



Relationships



What are 2 ways you build relationships with families at your school?

Routines



What's one small, sustainable change your school could make to improve routines—and how can you ensure it stays consistent across grade levels or teams?

Reinforcement



How can you or do you build character development into different subjects?



0:57

Jigsaw



Step 2: Mixed Groups

- Form new groups with one expert from each strand

Routines Expert Share

A yellow squiggle is located below the title "Routines Expert Share".

- Share key takeaways from your expert group
Identify 1 idea that supports **schoolwide**
PurposeFull People implementation

A decorative graphic in the bottom right corner consisting of several overlapping, organic shapes in red, blue, green, and yellow.

0:36

Relationship Expert Share



- Share key takeaways from your expert group
Identify 1 idea that supports **schoolwide**
PurposeFull People implementation

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Reinforcement Expert Share



- Share key takeaways from your expert group
Identify 1 idea that supports **schoolwide**
PurposeFull People implementation

A decorative graphic in the bottom right corner consisting of several overlapping, organic shapes in red, blue, green, and yellow.

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Whole group share



- What's one idea your group thought was especially important?"
- What question did your group get stuck on—or have the most discussion about?
- I will _____ statement.



Join us for more sessions!

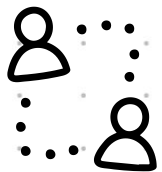


Friday



10:15 am-11:00 am

Safe and Supported: Inside the New PurposeFull People Safety Unit

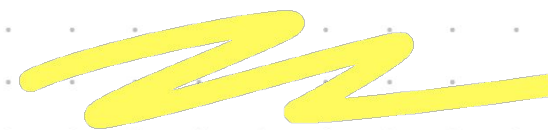


11:15 am-12:00 pm

CharacterStrong Elementary Champions Panel:
Real Stories, Real Impact

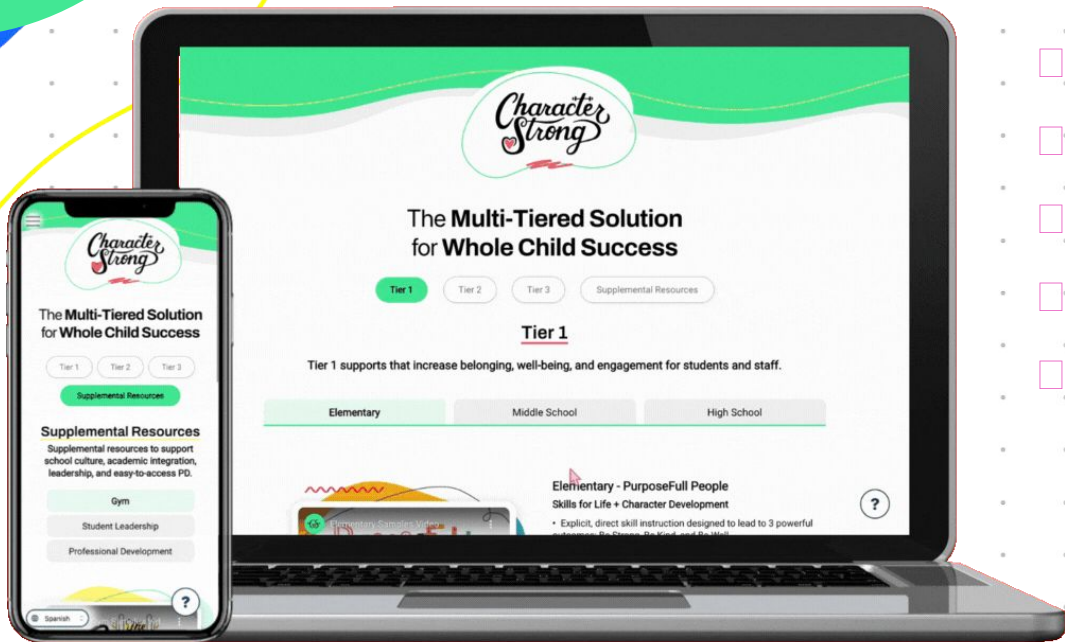


60 Second Feedback





Tier 1 Curriculum



- PreK - 12th Grade Vertically Aligned Curriculum
- Designed by Educators for Educators
- Every lesson is unique and does not repeat
- Research-Based Lessons
- Plug and Play Resources

Scan to
Learn More

