



# **More Than Core:**

## **Embedding Character Development for Academic and Personal Growth**

**@characterstrong**

# Choose 1 or more of the following to answer:



Who is a character from a book, movie, or TV show that you admire?

**What traits do they have?**



Making mistakes helps us grow our brains! What are 2 mistakes you could make in answering this problem?

**Find the product of  $10 \times \frac{2}{3}$ .**

**Answer in simplest form.**



If you had to negotiate a treaty with an object, what would be **the first 2 articles** of that treaty?

*Ex: My alarm clock.*

- 1. Peaceful Morning Awakening*
- 2. Snooze Limitations and Mutual Respect*



Let's practice noticing!  
What are...

**3 things you see?**

**2 things you hear?**

**1 thing you feel?**

Character  
Strong




**Dr. Meredith Lee**

 CS Director of PS  
Content



**Charity Smith**

 CS Director of  
School Supports



The function of education is to teach one to think intensively and to think critically.

**Intelligence plus character –**

*that is the goal of true education*



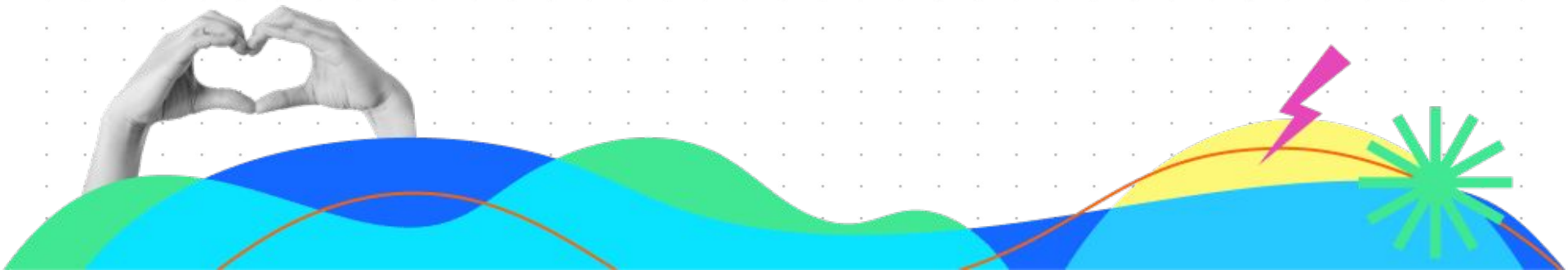
– Dr. Martin Luther King Jr.





## Academic Integration:

Embedding emotional and social learning and character education into academic lessons and practices



# Why it matters



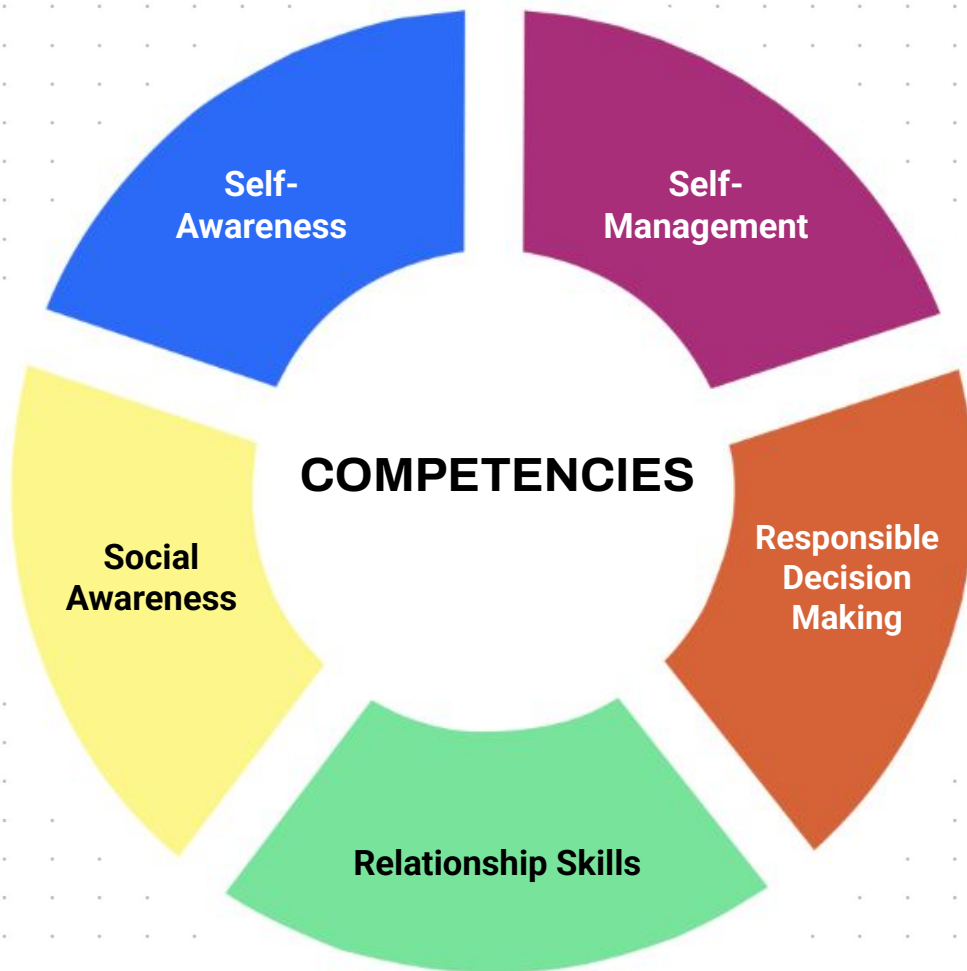
Students who are more **awareness of their emotions** have better social skills and physical/mental health.



Early social skills predict whether students will repeat grades and **graduate from high school** on time.



Teaching executive function skills is correlated with **higher future SES** and lower future drug use and incarceration.



## Pre-Correction

*If you expect it*  
***pre-correct it.***

- Anita Archer

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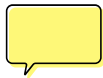
## Pre-Correction



**Breathe:** Take 3 deep breaths



**Notice:** Find 3 things you can see



**Communicate:** Advocate for your needs kindly

Self-Management

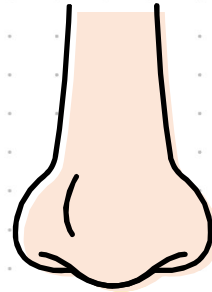
# Community Agreements

- 1 Recognize that we are all speaking in rough draft
- 2 Expect to learn something from someone & know that others will learn from us as well
- 3 Always seek the third way

**Responsible Decision Making**

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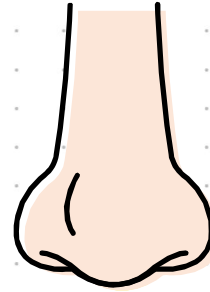
# Make a group with... 6 nostrils



When you find each other, introduce  
yourselves, and answer:  
**What do you recommend?**

**Social Awareness**

# **NOSEy** Neighbors



*Creativity*

**RESPECT**

*Responsibility*

**PERSEVERANCE**

**HONESTY**

**COOPERATION**

**GRATITUDE**

**EMPATHY**

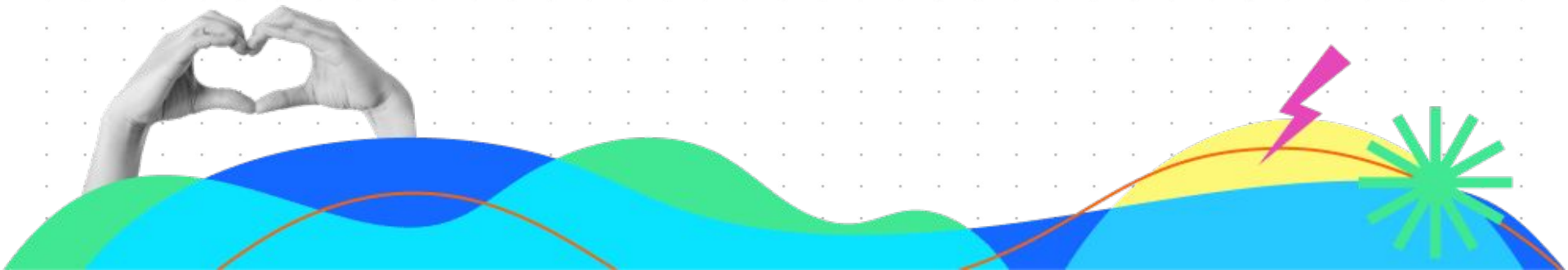
**COURAGE**

**Turn & Talk:**  
Pick 3. How are these  
character traits important to  
academic success?

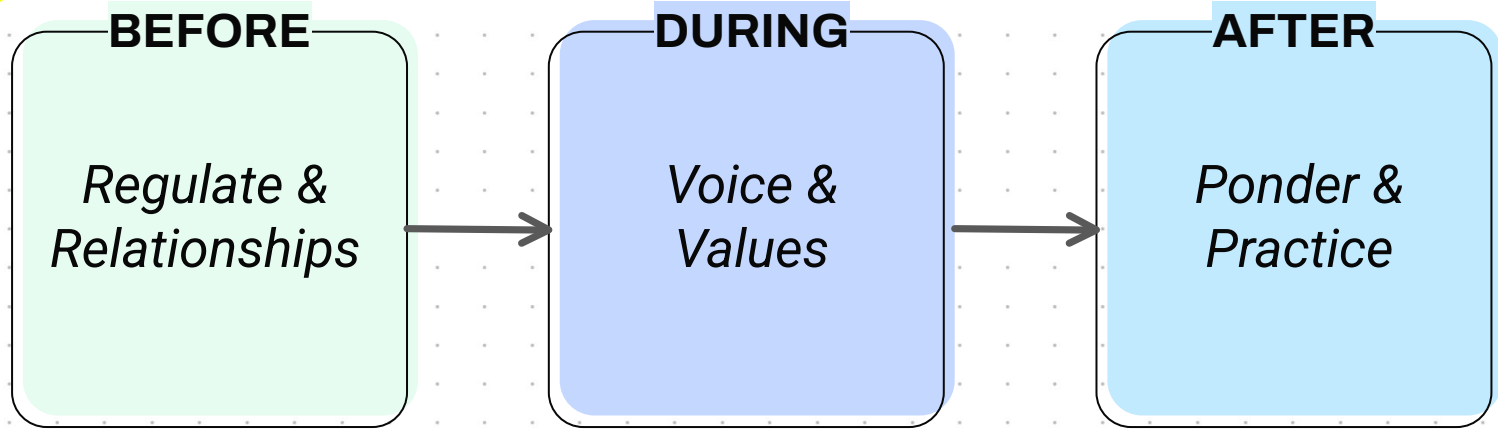
**5:00**



**Find your seat**



## A Framework for Academic Integration:



## BEFORE

*Regulate &  
Relationships*

Entry Tasks  
Connections

## DURING

*Voice &  
Values*

## AFTER

*Ponder &  
Practice*





# Regulate & Relationships

**Regulate:** Practice regulation strategies, clarify routines, and create any pre-corrections use of character skills

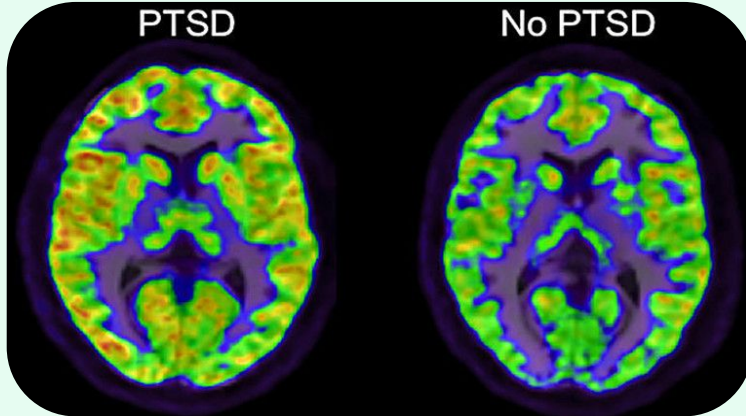
- Entry Tasks
- Mindfulness
- Pre Corrections

**Relationships:** Make sure everyone in the space has a sense of belonging and community agreements are reviewed

- Warm Welcome
- Community Agreements
- Connection Activities



## Entry Tasks



*Students with a background of trauma need **neutralizing** routines.*

# Entry Tasks

**North**

**West**

*Which direction do you  
most want to travel? Why?*

**East**

**South**

**Self-Awareness**

**Social Awareness**

## Entry Tasks

*Which would you rather have? Why?*

200(70+80)-1 Dollars

**OR**

18-2(8) Days of vacation

**Self-Awareness**

**Responsible Decision Making**

## Connections

*Connection doesn't  
happen on **accident.***

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## Connections

*When building community,  
it should be **SAFE,**  
**SIMPLE, SPECIFIC***

## Connections

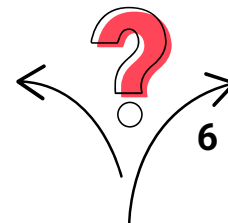
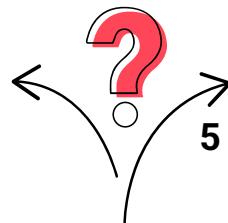
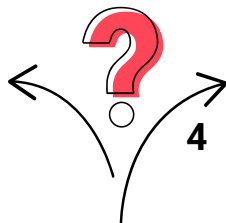
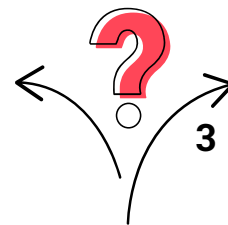
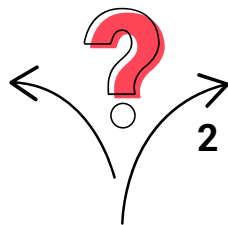
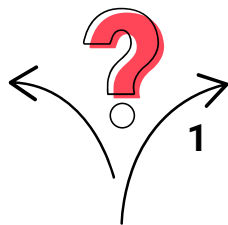
~~Share 1 fun fact  
about yourself.~~

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**Choose a number to reveal 2 options.** Everyone shares their preference by holding up/typing “1” or “2.” 1 person from each side shares a story or reflection related to their choice.

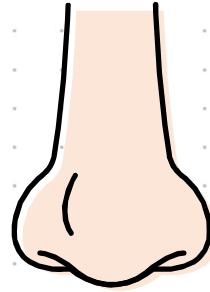
**This or  
That**



**Self-Awareness**  
**Relationship Skills**




# **NOSEy** Neighbors

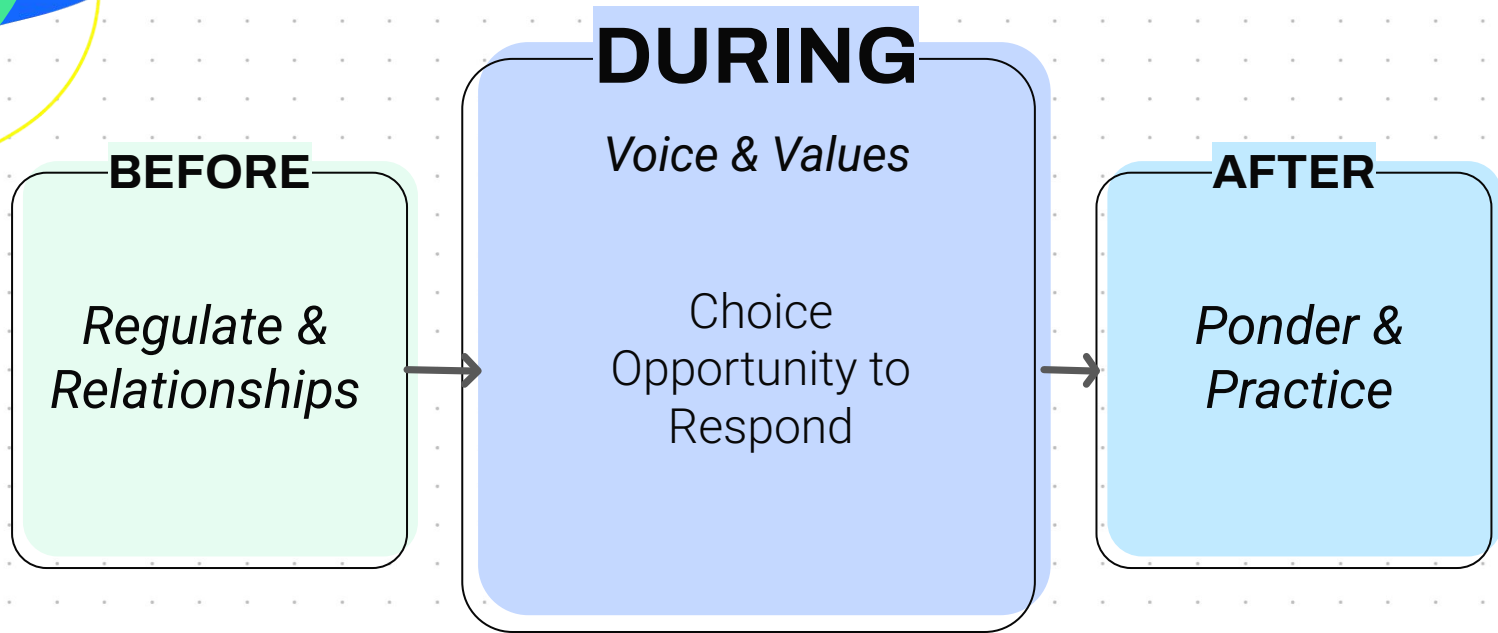


A yellow speech bubble with a black outline is positioned above the title. It has a small tail pointing towards the title.

## Turn & Talk

A yellow squiggle, resembling a stylized 'W' or a series of connected 'Z' shapes, is located at the bottom left of the grey bubble.

What are some ways you  
can embed Regulate &  
Relationships?



# Voice & Values

**Voice:** *Making sure students have opportunities to have a sense of control over their learning experiences*

- Interspersing choice
- Opportunities for input
- Opportunities to respond

**Values:** *Establishing purpose for students' learning through various opportunities to increase engagement and understanding*

- Opportunities to build personal connections to content
- Embed competencies in academic objectives
- Teach and reinforce character through content



## Choice

**With Them vs.  
To Them or For Them**

# Opportunities to Respond

Regulation and Perspective Taking

**SAY, *MEAN*, MATTER**

Self and Social Awareness

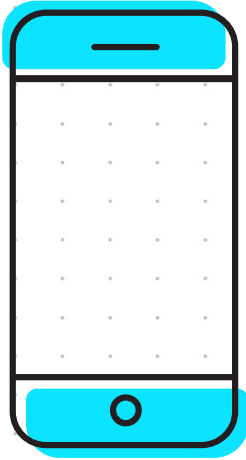
Connecting to Our Values

## Opportunities to Respond

Why does this **matter** to me and the people I care about?

How does this connect to making myself or my world **better**?

# Opportunities to Respond



**Pull up one of the last 10 pictures on your phone:**

- What does it “say”?
- What could it mean related to math?
- Why does this matter to you or those you care about?

**Self-Awareness**

**Social Awareness**



## Choice

**With Them vs.  
To Them or For Them**

# Value

## Elementary:

*Students are reading a story in small groups, taking turns reading aloud and talking about the characters.*

Students will identify the main idea of a story while *practicing respectful listening and sharing ideas with others.*

## Secondary:


*Students are working in pairs to complete a simple science lab and write a summary of their results.*

Students will explain a chemical reaction while *working cooperatively and communicating clearly with a partner.*



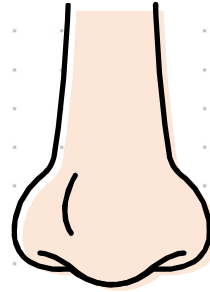
A yellow speech bubble with a black outline is positioned above the title. It has a rectangular body and a small tail pointing towards the title.

## Turn & Talk

A yellow squiggle, resembling a stylized 'W' or a series of connected loops, is located at the bottom left of the grey cloud shape.

How could you use the  
theme of this video to  
connect character with  
content?


# **NOSEy** Neighbors

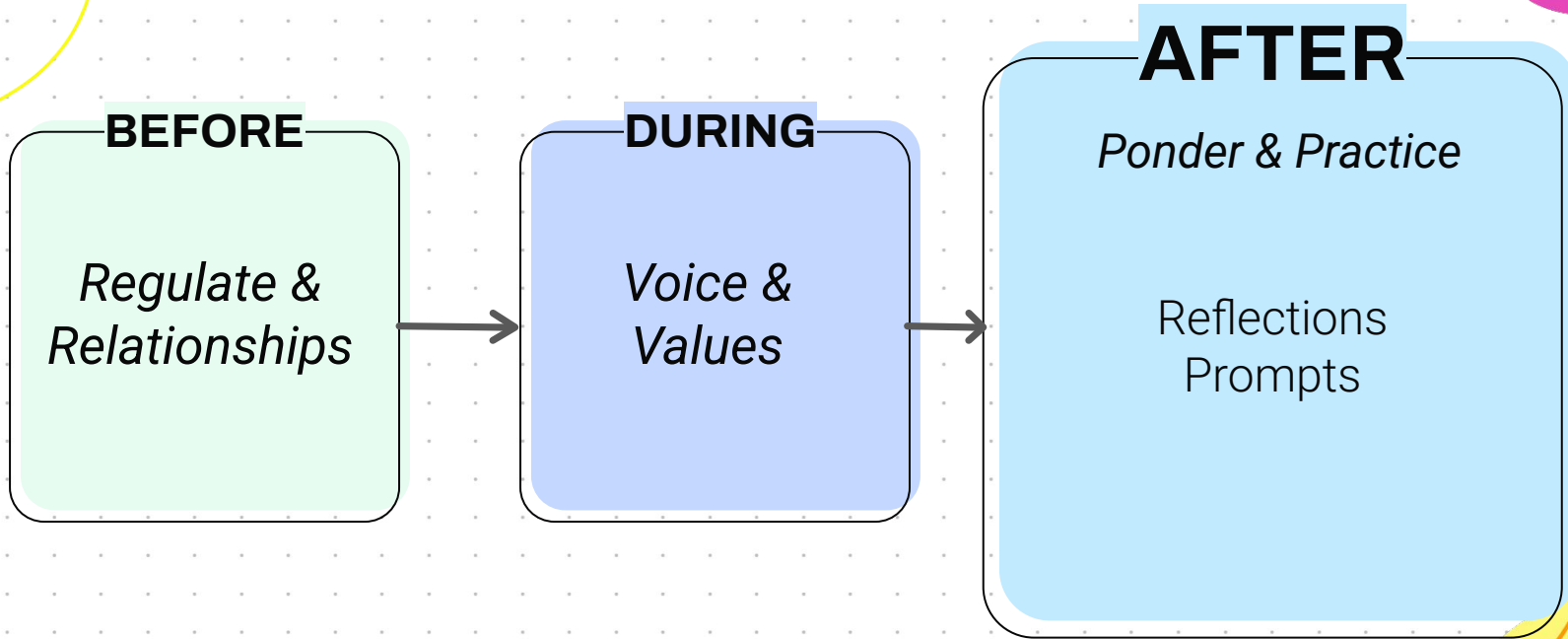


A yellow speech bubble with a black outline is positioned above the word 'Question'.

# Question

What are some ways you  
can embed Voice & Values?

A yellow squiggle, resembling a stylized 'W' or a series of connected 'Z' shapes, is located at the bottom left of the large grey speech bubble.



# Ponder & Practice

**Ponder:** *Reflect on knowledge, behavior, and/or emotions before leaving the learning*

- Share learning
- Exit tickets

**Practice:** *Understand how new learning can be put into practice to make us and our world better*

- Educator modeling
- Goal setting
- Character challenges





# Prompts

## Character Challenge:

During independent problem-solving time, pause before asking for help. Take 3 deep breaths and try at least 2 different strategies before raising your hand.



Children have never been very good at  
*listening* to their elders, but  
**they have never failed to**  
***imitate them.***



– James Baldwin

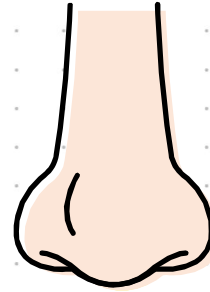


# Prompts

## Character Challenge:


In PLCs, practice respectful disagreement: "I see it differently, and here's why..." to model civil discourse.

# **NOSEy** Neighbors

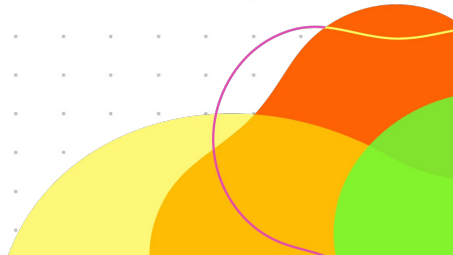


A yellow speech bubble with a black outline is positioned above the word 'Question'.

## Question

A yellow squiggle is located at the bottom left of the grey question bubble.

What are some ways you  
can embed Ponder &  
Practice?

Decorative overlapping circles in yellow, orange, and green are located in the bottom right corner of the slide.

# Reflections

## *Whip Around*

In **3 words or less**, what is something that resonated with you?



# 60 Second Feedback

