



Thriving Learning Communities™

A research-based approach
to SEL thru the
science of character strengths





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“ We are change agents, unleashing the strengths of individuals, teams, and organizations to be at their very best every day. Our team of experts create programs and services for partners around the world that consistently deliver increased engagement, performance, and learning. ”

27 yrs.

500K

8,000

120+

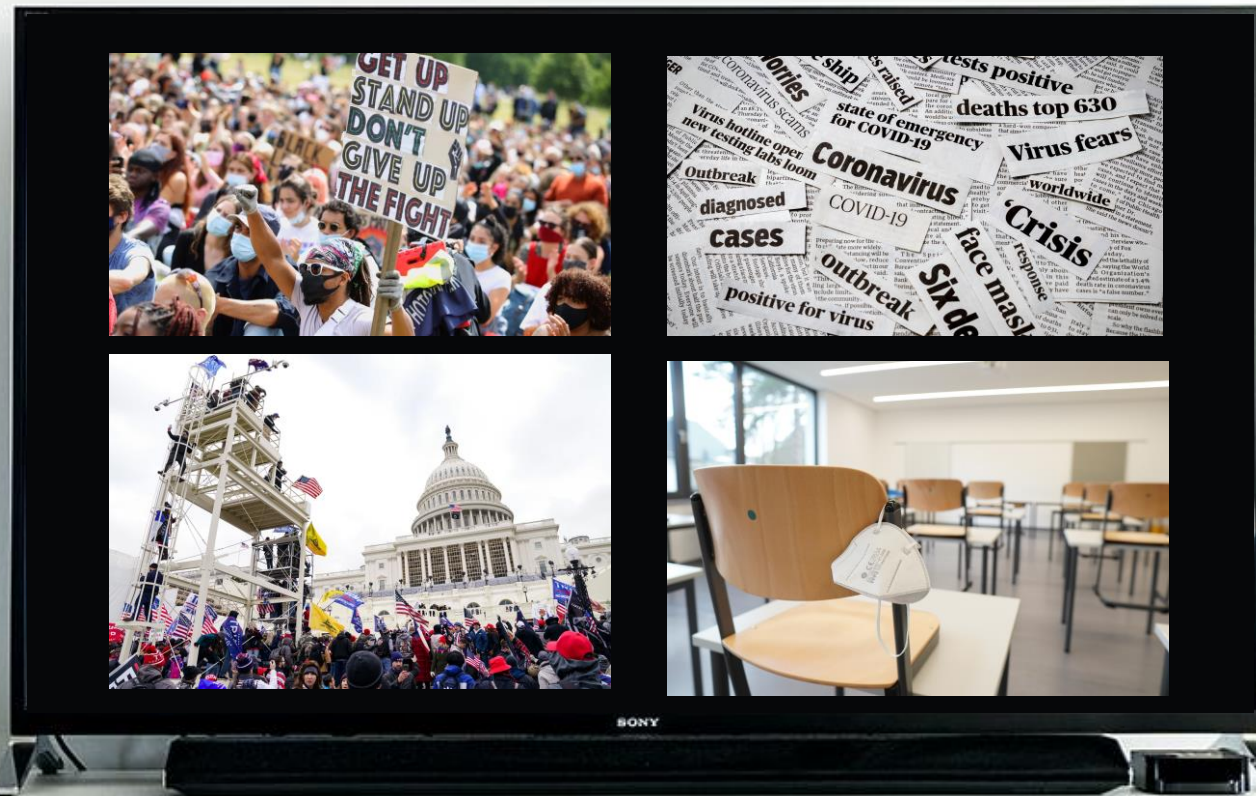


PK-16 Schools
Organizations
Communities



Questions We'll Answer Today...

- I. Why SEL?
- II. What is Thriving Learning Communities™(TLC)?
- III. Why VIA Character Strengths to address SEL?
- IV. How does TLC align with WDPI's SEL Competencies?
- V. What impact can be expected?
- VI. How can we get started?
- VII. Q and A





august

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01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
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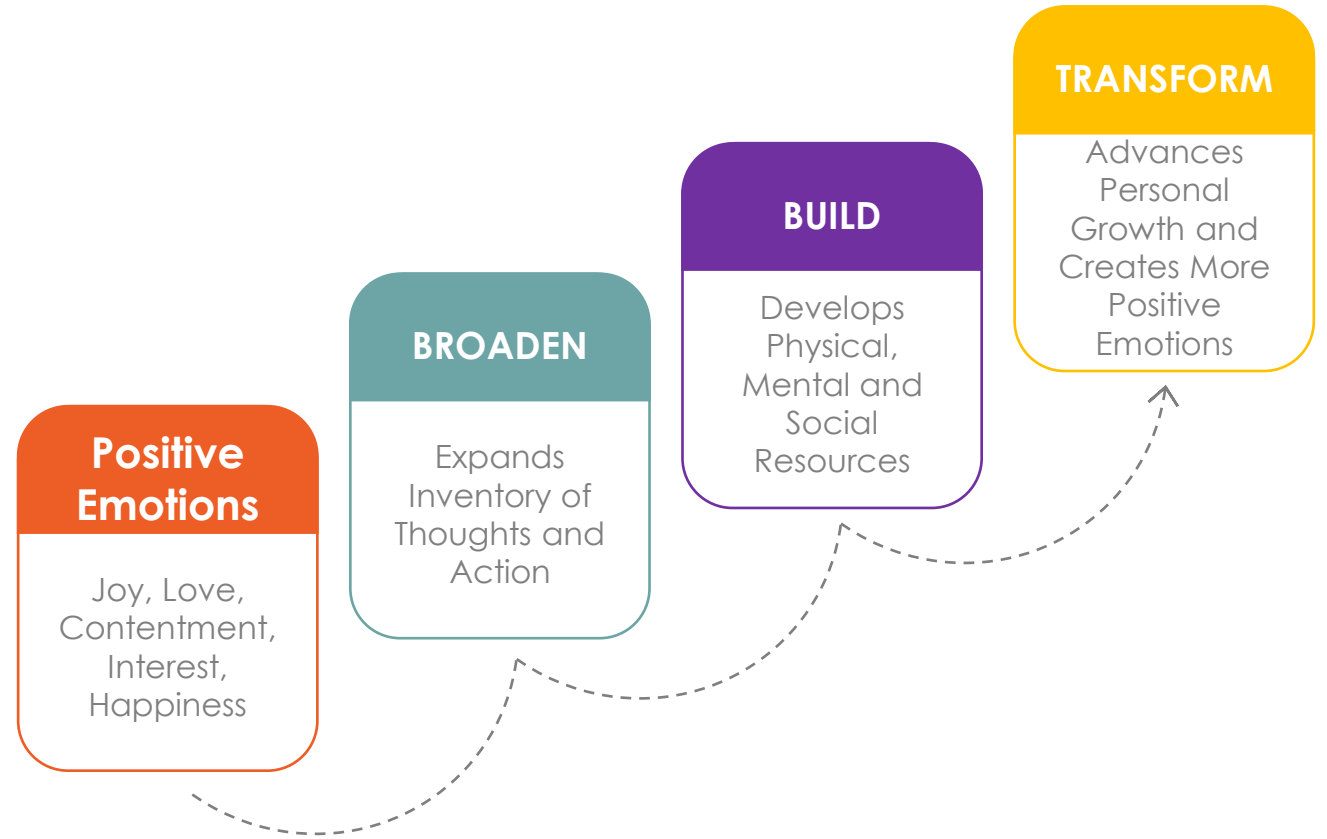
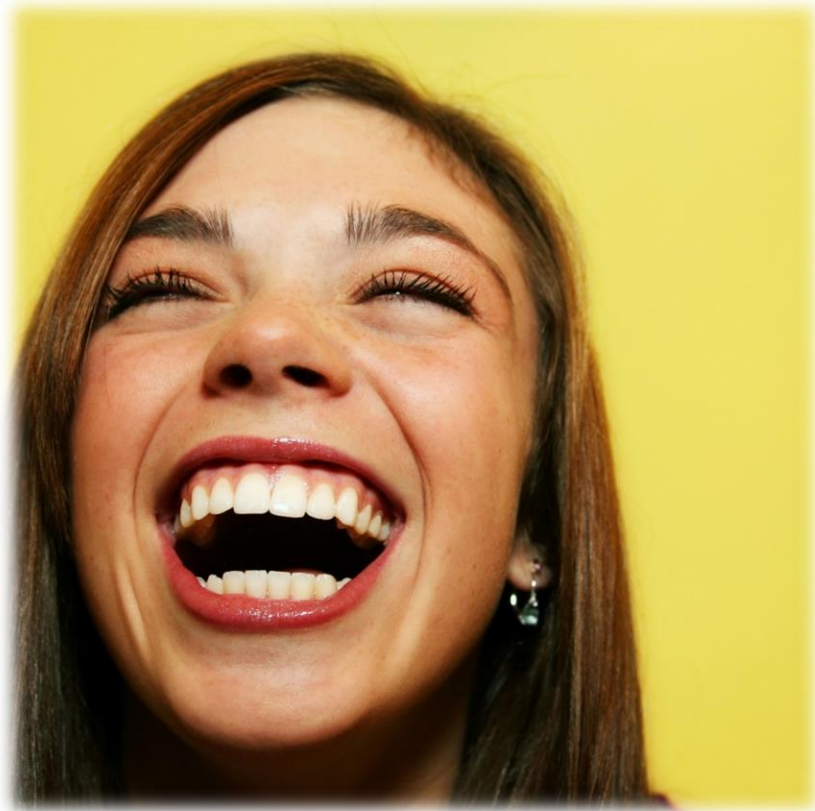


Wisconsin WMELS and PK-Adult Competencies:

- Emotional Development
- Self-Concept
- Social Competence



What we Know About Positive Emotions



Reference: Barbara Fredrickson, Broaden and Build Theory of Positive Emotions

What is Your Perspective?





In the Dark....

42% can't name their strengths



Negativity Bias



A New Language

TRANSCENDENCE



spirit

COURAGE



heart

JUSTICE



community

HUMANITY



other

TEMPERANCE



self

WISDOM



head



24 Character Strengths

- Universally valued
- Contribute to well-being
- Present in all of us

JUSTICE	TEAMWORK		FAIRNESS	LEADERSHIP							
	<ul style="list-style-type: none"> * Loyal * Team player * Responsible to group 		<ul style="list-style-type: none"> * Cares about what's right * Treats others fairly * Respects others 	<ul style="list-style-type: none"> * Encourages others * Organizes groups * Sets good example 							
HUMANITY	LOVE		SOCIAL INTELLIGENCE	KINDNESS							
	<ul style="list-style-type: none"> * Loving * Compassionate * Relationships are important 	<ul style="list-style-type: none"> * Strong relationships * Understands others' thoughts and emotions 		<ul style="list-style-type: none"> * Nice * Caring * Generous 							
TRANSCENDENCE	APPRECIATION OF BEAUTY & EXCELLENCE		HOPE	HUMOR	SENSE OF MEANING	TEMPERANCE	FORGIVENESS	HUMILITY	PRUDENCE		SELF-CONTROL
	<ul style="list-style-type: none"> * Awe * Wonder * Shows admiration 	GRATITUDE	<ul style="list-style-type: none"> * Positive outlook * Expects the best * Excited about the future 	<ul style="list-style-type: none"> * Playful * Brings smiles to others * Sees the funny side of things 	<ul style="list-style-type: none"> * Sense of purpose * Strong beliefs * Searches for meaning 		<ul style="list-style-type: none"> * Doesn't hold grudges * Gives second chances * Accepts others' faults 	<ul style="list-style-type: none"> * Humble * Focuses on others * Lets actions speak for themselves 	<ul style="list-style-type: none"> * Careful * Practical * Plans ahead 	<ul style="list-style-type: none"> * Disciplined * Manages feelings and actions 	
COURAGE	BRAVERY	PERSEVERANCE	HONESTY	ZEST	CREATIVITY	WISDOM	CURIOSITY	JUDGMENT	LOVE OF LEARNING	PERSPECTIVE	
	<ul style="list-style-type: none"> * Valor * Accepts challenge * Speaks up for what's right 	<ul style="list-style-type: none"> * Hard worker * Completes tasks * Overcomes barriers 	<ul style="list-style-type: none"> * Truthful * Genuine * Owns up to his/her own behavior 	<ul style="list-style-type: none"> * Active * Enthused * Energized 	<ul style="list-style-type: none"> * Clever * Inventive * Comes up with unique ideas 		<ul style="list-style-type: none"> * Open to new ideas * Explores * Asks questions 	<ul style="list-style-type: none"> * Critical thinker * Open-minded * Thinks things through 	<ul style="list-style-type: none"> * Enjoys building knowledge & skills * Looks for new things to learn 	<ul style="list-style-type: none"> * Wise * Gives good advice * Sees the big picture 	



SEL Assessment Guide

An interactive tool to help practitioners select and effectively use currently available assessments of students' SEL competencies.

CASEL, 2021

VIA Youth Survey

The VIA Youth Survey is a survey of twenty four student SEL competencies, for children in fourth through twelfth grade. The assessment is strength-based, completed by students.

The [RAND Assessment Finder's page for this measure](#) has references to studies of the reliability of the measure and/or its validity for particular purposes. The developer also provided additional information on the measure's reliability and validity (see Technical Documentation section).

Data from the VIA survey are reported at the individual student level and the measure reports scores for individual domains of SEL competence.

Research-Based

Evidence of Technical Quality	
Populations for which technical quality evidence has been collected	Evidence has been collected from several samples. Park and Peterson (2006) used two samples: The first sample was of 1,300 middle and high school students in seven states, with a paper and pencil form, and 736 online users (ages 10-17). The VIA institute has published additional technical studies collected from subsequent samples of youth surveys.
Reliability evidence	Studies of the 96-item short form have found that internal consistency was fair to strong for all 24 character strength subscales (average Cronbach's alpha = 0.87), min=0.69, max=0.95). Based on the original 198 item form, test-retest reliability within a six-month period was fair to strong for the subscales (mean test-retest correlation = 0.58, min=0.46, max=0.71) (Park & Peterson, 2006).
Validity evidence	<p>Evidence based on content No information available in the references reviewed.</p> <p>Evidence based on response processes No information available in the references reviewed.</p> <p>Evidence based on internal structure This evidence was obtained through Exploratory Factor Analysis was conducted on the 24 character strengths (not at the item level), and found support for four main types of character strength (Park and Peterson, 2006).</p> <p>Evidence based on relations with other variables The 24 character strengths were also rated by teachers, and correlations were positive (though not always statistically significant) (Park and Peterson, 2006). Other measures of social skills (using the Social Skills Rating System (Gresham & Elliott, 1990) and life satisfaction (using the Student's Life Satisfaction Scale (Huebner, 1991) also showed positive (though not always significant) relationships. The mean correlation of the character strengths with life satisfaction was reported at 0.39.</p>

The AWG's [SEL Assessment Guide](#)

VIA Youth Survey

Grade Levels:

4 to 12

Languages:

English, Spanish, Chinese, more than 20 languages

Respondent and Format:

Student self-report

Competencies:

- Appreciation of Beauty and Excellence
- Bravery
- Creativity
- Curiosity
- Fairness
- Forgiveness
- Gratitude
- Honesty
- Hope
- Humility
- Humor
- Judgement
- Kindness
- Leadership
- Love
- Love of Learning
- Perseverance
- Perspective
- Prudence
- Self-Regulation
- Social-Intelligence
- Spirituality
- Teamwork
- Zest

The [RAND Assessment Finder](#)



24 Character Strengths





1: Prudence

Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted.

2: Forgiveness

Forgiving those who have done wrong; accepting others' shortcomings; giving people a second chance; not being vengeful.

3: Gratitude

Being aware of and thankful for the good things that happen; taking time to express thanks.

4: Honesty

Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions.

5: Self-Regulation

Regulating what one feels and does; being disciplined; controlling one's appetites and emotions.

6: Appreciation of Beauty & Excellence

Noticing and appreciating beauty, excellence, and/or skilled performance in various domains of life, from nature to art to mathematics to science to everyday experience.

1. Love

WHAT IT MEANS

This strength involves both giving and receiving love. Being close to others and caring deeply about them is important to you. You often put others' needs above your own. On the receiving side, there are people in your life who also care deeply about you and you accept that love rather than discounting it. You are likely a good listener and you use love to make friends and connect with others. You might have noticed that you are capable of loving many people at one time, such as parents, sibling, and friends.



WHY IT MATTERS

There are many benefits to using the strength of love! One benefit is it is linked with being more accepted by your friends and classmates. It is also beneficial for your communication. You are more likely to compromise and settle arguments. When someone shares good news, you share in their excitement and energy. You listen carefully and work to build trust. For example, you try hard to understand other students. You feel good about yourself and are less likely to be caught in painful emotions.

You are known as:

Friendly
Loving
Caring
Good listener

Affectionate
Warm
Devoted

Flex your strength:

- Spend some time with someone you love. Play a game, go to a movie, take a walk, etc.
- Notice and appreciate the strengths of those you love. Tell them when you spot their strengths!
- Try to express love for someone in a creative way - through a poem, note, sketch or photograph.

Activate Your Superpowers!

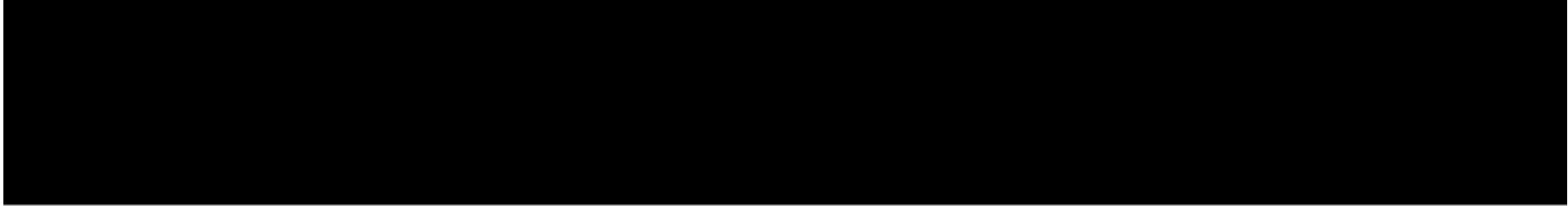
Strengths Outcomes

- Engagement
- Well-Being
- Satisfaction & Meaning
- Achievement





TLC: A Closer Look



thriving
learning
communities



https://youtu.be/v4EJOUU_m-c


Thriving Learning Communities™ bring forth social and emotional learning standards of 24 degrees. This groundbreaking work since the inception of the program has been conducted between educators and students to take the vision to the next level with a variety of strengths.

Download Competency

DOMAIN: EMOTIONAL DEVELOPMENT (PK-5K)
Understand and manage one's emotions.




DOMAIN: SELF-CONCEPT (1st-3rd)
Develop positive self-identity and recognize self as a lifelong learner.



DOMAIN: SOCIAL COMPETENCE (4th-5th)
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.



DOMAIN: EMOTIONAL DEVELOPMENT (6th-8th)
Understand and manage one's emotions.




DOMAIN: SELF-CONCEPT (9th-10th)
Develop positive self-identity and recognize self as a lifelong learner.



Grade	SEL Competency	CASEL Domain
7	Self-Awareness	Self-Awareness
8	Social Awareness	Social Awareness

Grade	SEL Competency	CASEL Domain	Competencies: 9th-10th Grades	Thriving Classroom Curriculum Guide, 9th-12th
1	Self-Awareness	Self-Awareness	Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions.	Unit 1: Introduction <ul style="list-style-type: none"> Character Strengths 101 Unit 2: Self-Awareness My Signature Strengths Revealed Powering Up My Inner Strengths Unit 3: Self-Management <ul style="list-style-type: none"> Balancing Act: Using Strengths for Balance and Self-Care
2	Self-Awareness	Self-Awareness	Learners will be able to use self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs.	Unit 2: Self-Awareness <ul style="list-style-type: none"> Defining Your Personal Brand Values Auction Setting Goals for My Beliefs

Research-based, Flexible Curriculum



UNIT 1
SELF-AWARENESS
I KNOW MYSELF

UNIT 1 | LEARNING MODULE ONE
UNDERSTANDING MYSELF

TIME REQUIRED: **2** WEEKS

LEARNING TARGETS

Students will:

1. Study the 24 character strengths and begin developing a strength-based vocabulary.
2. Provide their own top five strengths from a list of 24 character strengths.
3. Discover how using strengths can help them be their best self at home and school.
4. Acquire knowledge of and practice in "mindfulness" and "savoring" to increase gratitude, optimism, and self-confidence.

KEY CONCEPTS

SEL: This Learning Module serves as an introduction to the SEL concept of self-awareness, facilitating the student's appreciation of his/her emotions, strengths, supports, and responsibilities. This includes accurately assessing one's strengths and limitations and developing a well-grounded sense of confidence and optimism.

Strengths: Students begin developing a strength language including an understanding that there are 24 character strengths that we can access in different ways at different times in our daily lives. Strength-spotting is used throughout the Self-Awareness Unit to support student learning of the strengths-based concepts.

VOCAB TO EXPLORE

Self-awareness: What does it mean to be "self-aware"? How can knowing your strengths add to your own self-awareness?

Mindfulness: How can you be "mindful" right now? What do you notice when you are being mindful? How could this help you in your daily life?

Savoring is a form of mindfulness that uses your senses (sight, hearing, smell, taste, touch) to enhance your enjoyment of an experience.

STRENGTHS

Introduction to Character Strengths
Signature Strengths
Zest

MATERIALS & RESOURCES

HappyTrack: I Know Myself Part 1: I Understand Myself
Doorways to Success slideshow
Doorways to Success activity sheet
Character Strengths list - Appendix B
Kid President: How to Change the World video
Character Strengths slideshow
Sample Parent Letter - Appendix A
Research Citations - Appendix D

UNIT 1 | LEARNING MODULE ONE
UNDERSTANDING MYSELF

WHAT'S MY WHY? 10 MIN.

A great place to start in your journey with students toward self-awareness is helping each student cultivate a sense of pride in themselves. Surfacing students' character strengths can be a meaningful way to expand their understanding of how they can be their "best self" every day.

ACTIVITY OPTIONS:

Ask students to share what they chose to write about in Happy – what makes them excited, happy, or proud?

- Each student can write it down on a note or card and tack it to a special bulletin board or place it on their desk.
- Students can each take a turn sharing in a small group or team.
- If students are comfortable sharing electronically, suggest they post to the Happy Community when they complete this activity.

Following an introduction to Character Strengths in class, ask students to review the character strength list and identify one strength they think they use most often.

- Give students five minutes to journal – listing the strength they chose and how they think they use it at school and/or home.

DOORWAYS TO SUCCESS 15 MIN.

Reinforce with students that applying their strengths in life will open doorways to success. Choose one of the ways listed below to introduce this concept.

- Present a short slideshow with images that demonstrate how a student opened a door, used a strength and met with success. (See Appendix C for an example.)
- Get a colleague to assist you! Have them knock on your classroom door and enter the room with a problem. Model for students how you can spot a strength in your colleague that he or she can use to help them solve the problem.

Wrap up with the Doorways to Success activity sheet. Give students time to fill out one of the spaces in the doorway and then ask them to pass it to a neighbor or team member to fill in the next space. When the activity sheets have all circulated and been completed, display them on a classroom bulletin board.






APPENDIX C | UNIT 1
LEARNING MODULE FOUR | MY HAPPY METER

Name: _____

My Happy Meter

Select the strength you will be using. Each time you use that strength this week, write down what you did. Then, rate how you felt afterward.

The strength I am using this week/today is _____.

How I used my strength:	How I felt after I used my strength:
Example: I used my strength of perseverance to finish all my homework last night!	On my way! just getting started!  Super!
	
	
	
	



Thriving Learning Communities

UNIT 2 | LEARNING MODULE ONE

UNDERSTANDING MY ABILITIES

BREATHING CALM*

5 MIN.



Five minutes is the perfect amount of time to start building a mindfulness practice. When we are mindful, we are being conscious of what we focus on. We are using the strength of self-control to choose where we are focusing our attention. (Basically, we are controlling our attention.) Teaching your students to become mindful of their thoughts and feelings allows them to take charge of when and how they want to respond to stress, and they will be more likely to choose a strength as they build their self-control.

Have students listen to a guided meditation, *Breathing Meditation*. Use this meditation whenever you feel students could use a "quieting time." If your students are using *Happily*, point out to them that the game *Serenity Scene* offers a similar opportunity to calm themselves. Another option to support students in managing their emotions is to have them try counting breaths, a form of mindfulness that greatly reduces tension. Encourage students to try to incorporate one of these mindfulness practices a couple of times a week. Point out that this can be especially useful right before tests.

*Look for similar activities in *Happify*, Track 2, Part 1: *Understanding My Abilities*, Set 3.

BRIDGE OVER TROUBLED WATERS*

15 MIN.



Ask students to think about the phrase "bridge over troubled waters" and what it is describing. Help the class make connections to the water as a problem and the bridge as a solution.

As an independent activity, have the students think about a problem they face at home or school. Instruct them to write this problem on the water of the activity sheet *Bridge Over Troubled Waters* (Appendix C). Then have students draw a bridge over the river using strengths as the "building blocks" that will help them solve the problem.

*Look for similar activities in *Happify*, Track 2, Part 1: *Understanding My Abilities*, Set 1.

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Self Management & Self-Control

SELF-MANAGEMENT

PROBLEM SOLVING AND CONFLICT RESOLUTION

Managing Your Emotions to Solve Problems

8. Have students pair up and list three to five ways that mindfulness can be used to problem solve and/or side-step potential conflict situations. Have each pair share their lists. Answers could include: allowing time to think to give more solutions, focusing on the problem or issue, taking time to think about how you really feel, etc.
9. Have students use their *Character Strengths Chart* to name how love, self-control, and honesty can be utilized when using mindfulness. For example, love can be used to be compassionate to yourself and honesty could be used to own up to your problem and committing to use mindfulness. Ask if any of these are signature strengths for anyone.
10. Introduce the strategies students can use to be more mindful by using this list at: <https://docs.google.com/document/d/12XhMRJS6mTODQ8xzJhVqUCGtILjyvK52Go2TeNd-wc/edit> and their signature strengths. Have students pick two to three strategies that appeal to them and could be used during a time they need to solve a problem of are having a conflict.

UNIT 2 | LEARNING MODULE ONE

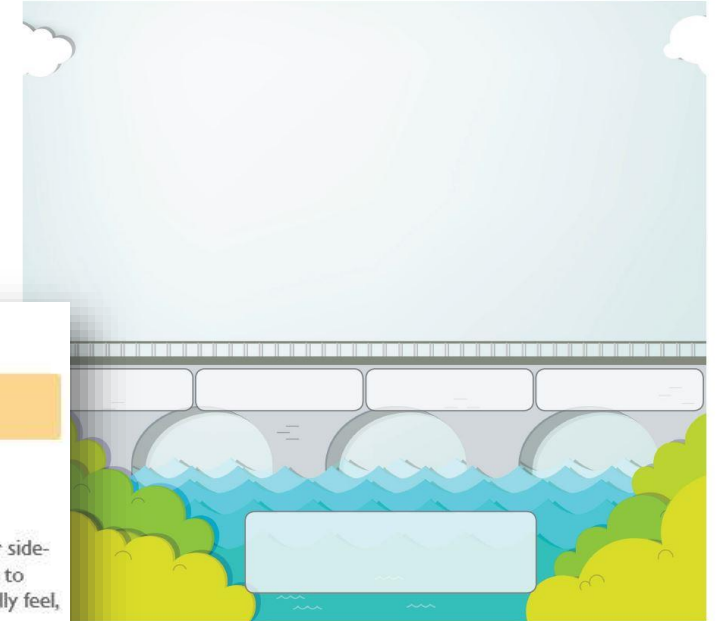
BRIDGE OVER TROUBLED WATERS

Name: _____

Bridge Over Troubled Waters

The expression, "bridge over troubled waters," is referring to the idea that a "bridge" can help us get past difficult times. In this activity, the water refers to the problem or problems you are having at home or school. The bridge represents how you can "get over" the problem.

In the picture below, write in the words on the water that describe your problem. Then write on the bridge the strengths you would use to overcome that problem.



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Appendix C | Unit 2 | LMI | Bridge Over Troubled Waters



THRIVING LEARNING COMMUNITIES EVALUATION REPORT

A summary of evaluation data from the Thriving Learning Communities program in 54 middle schools in the United States.

“School wasn’t one of those things I liked. But with this, you have something to look forward to. I get up in the morning, get moving fast and I get it going so I can get to school.”



Critical Success Factors

- Strong Research Base
- Begin with Adult Learners
- Committed Time for Professional Learning
- Shared Language
- Tools
- Champion Model

Full Reports available at: bit.ly/TLCReports

2015-2016

Grades 5 – 6 in 41 Schools

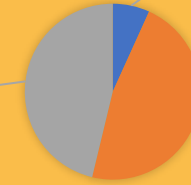


**4,852
TOTAL STUDENTS**

6th
Graders
46%

4th Graders
in Montessori
7%

5th
Graders
47%



Students of Bright Spot Teachers

- ✓ Fewer absences and disciplinary actions
- ✓ Lower final GPA, but more improvement over the year
- ✓ Higher life satisfaction and positive emotions
- ✓ Had higher scores on every SEL and CS item
- ✓ Had slightly lower ELA scores but higher scores on Math, Science, and Social Studies standardized tests

Students in High Fidelity Schools

- ✓ Had more absences and disciplinary actions
- ✓ Had lower final GPA with a slight decline over the year
- ✓ Lower life satisfaction and positive emotions
- ✓ Had higher scores on every SEL and CS item
- ✓ Had lower scores on all standardized tests except Social Studies

Overall

- ✓ Teachers using the TLC program made a difference
- ✓ Schools did not have a positive effect except on SEL/CS beliefs

2016-2017

Grades 4 – 5 in 41 Schools



4,801 STUDENTS

6th Graders



5th Graders

50-206 students per school, $M = 117.1$ ($SD = 39.9$)

Groups for analysis (identified by TLC staff)

- Bright spot teachers (13 teachers, 267 students) vs others
- High fidelity schools (7 schools, 981 students) vs others

Academic variables

- Trend in number of absences over the year
- Trend in number of disciplinary events over the year
- Trend in GPA for core courses over the year

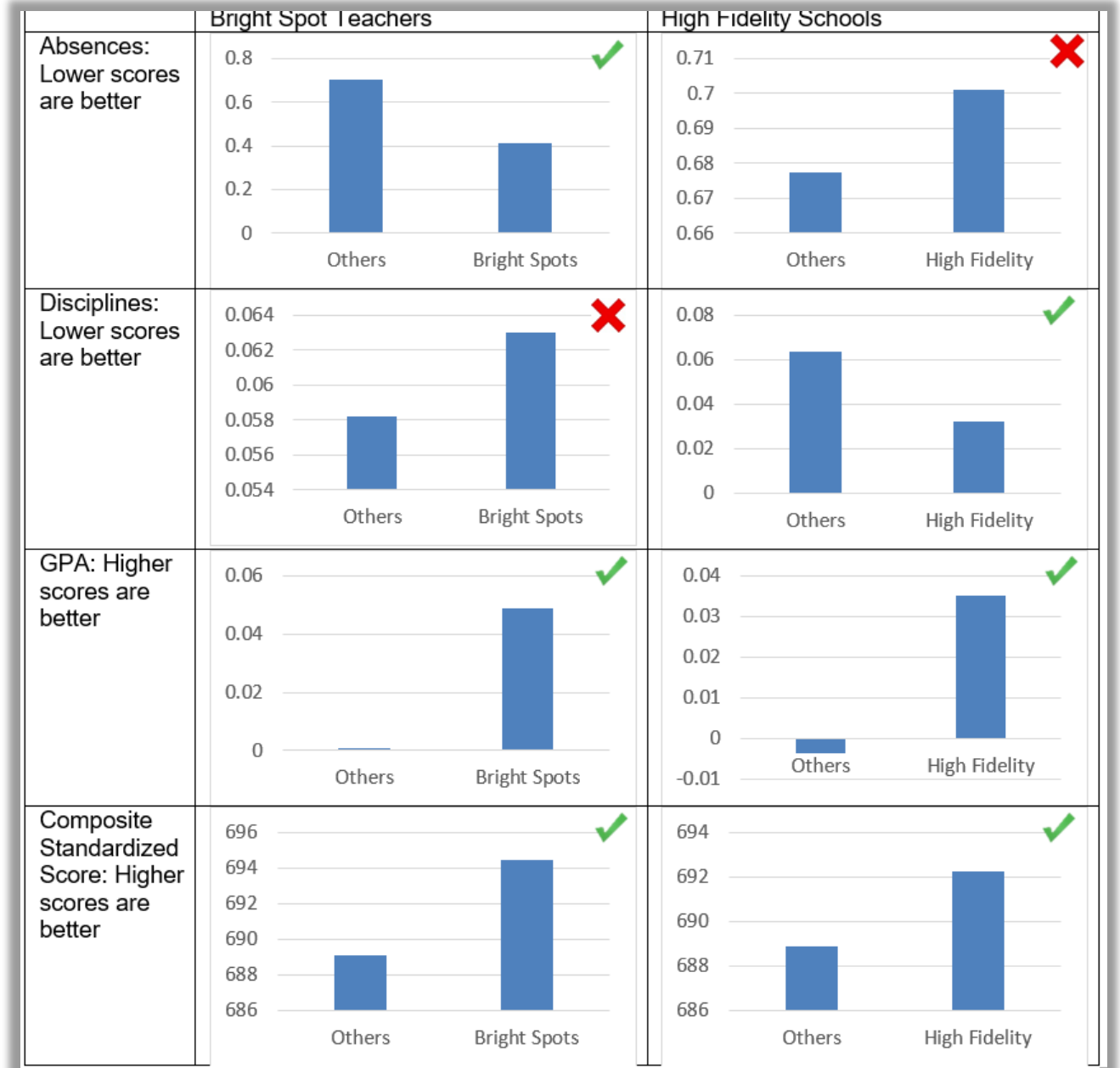
Mean score on standardized tests (NGA)

Engagement (teacher ratings of students over 4-6 classes)

- Attention
- Positive emotionality
- Offering suggestions
- Use of strengths language

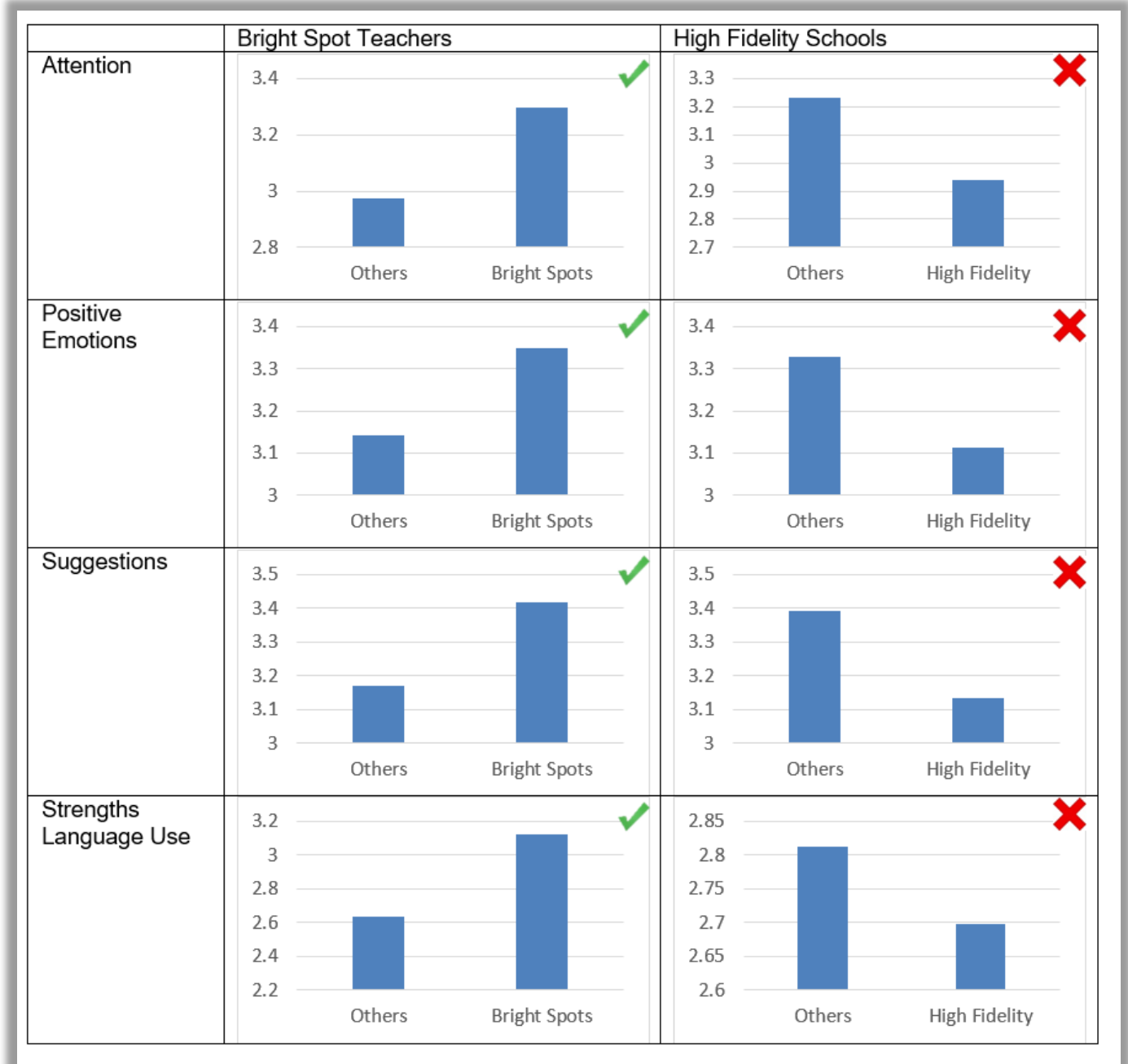
Academic Results

- Students of bright spot teachers were better on all but trend in disciplines
- Students in high fidelity schools were better on all except trend in absences



Engagement Results

- Students of bright spot teachers were consistently rated higher on engagement
- School did not have a positive effect





2017-2018

Grades 3 – 6 in 43 Schools

Groups for analysis (identified by TLC staff)

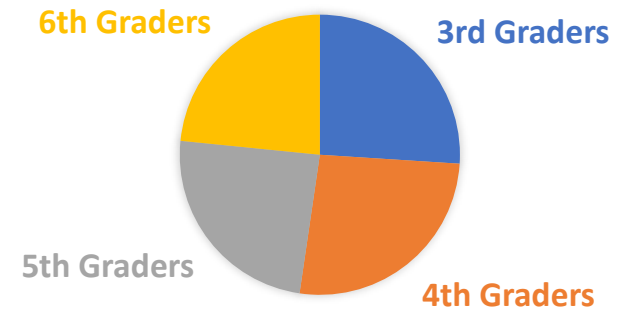
- Bright spot teachers (14 teachers, 210 students) vs others
- High fidelity schools (11 schools, 2,961 students) vs others

Academic variables

- Trend in number of absences over the year
- Trend in number of disciplinary events over the year
- Trend in GPA for core courses over the year

Mean score on standardized tests (NGA)

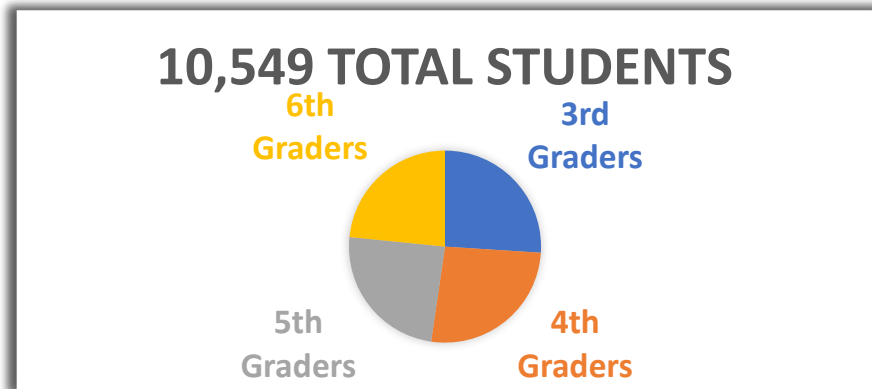
10,549 TOTAL STUDENTS



21-402 students per school, $M = 245.3$ ($SD = 83.7$)

Results

- Students of bright spot teachers were better on all but trend in absences
- Students in high fidelity schools were better on all



	Bright Spot Teachers	High Fidelity Schools												
Absences: Lower scores are better	<p>Absences ❌</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>0.52</td> </tr> <tr> <td>Bright Spot</td> <td>0.56</td> </tr> </tbody> </table>	Category	Score	Other	0.52	Bright Spot	0.56	<p>Absences ✅</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>0.55</td> </tr> <tr> <td>High Fidelity</td> <td>0.40</td> </tr> </tbody> </table>	Category	Score	Other	0.55	High Fidelity	0.40
Category	Score													
Other	0.52													
Bright Spot	0.56													
Category	Score													
Other	0.55													
High Fidelity	0.40													
Discipline Events: Lower scores are better	<p>Disciplinary Events ✅</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>0.064</td> </tr> <tr> <td>Bright Spot</td> <td>0.060</td> </tr> </tbody> </table>	Category	Score	Other	0.064	Bright Spot	0.060	<p>Disciplinary Events ✅</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>0.068</td> </tr> <tr> <td>High Fidelity</td> <td>0.045</td> </tr> </tbody> </table>	Category	Score	Other	0.068	High Fidelity	0.045
Category	Score													
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GPA: Higher scores are better	<p>Grades ✅</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>0.002</td> </tr> <tr> <td>Bright Spot</td> <td>0.008</td> </tr> </tbody> </table>	Category	Score	Other	0.002	Bright Spot	0.008	<p>Grades ✅</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>0.0015</td> </tr> <tr> <td>High Fidelity</td> <td>0.007</td> </tr> </tbody> </table>	Category	Score	Other	0.0015	High Fidelity	0.007
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Other	0.002													
Bright Spot	0.008													
Category	Score													
Other	0.0015													
High Fidelity	0.007													
Composite Test Score: Higher scores are better	<p>Mean Standardized Score ✅</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>692</td> </tr> <tr> <td>Bright Spot</td> <td>700</td> </tr> </tbody> </table>	Category	Score	Other	692	Bright Spot	700	<p>Mean Standardized Score ✅</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>688</td> </tr> <tr> <td>High Fidelity</td> <td>700</td> </tr> </tbody> </table>	Category	Score	Other	688	High Fidelity	700
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Other	692													
Bright Spot	700													
Category	Score													
Other	688													
High Fidelity	700													

“Thriving Learning Community has given Carson's staff, students, and families a common language in which to recognize and affirm the strengths of everyone in our community.

The PD and ongoing coaching provided by their passionate and culturally relevant staff has enabled us to sustain our cultural improvement efforts.”

- Terrez Thomas, Principal, Carson Elementary

“As students get to know one another better, they become more tolerant and empathetic ... and they look at each other differently and with more appreciation and understanding.”

Alicia Setta, Intervention Specialist,
John P. Parker School



“I need to help my friend _____ who is having a hard time standing up for herself. It feels good to use bravery because it makes me think ‘I didn't think I could do that but I just did!’ and it makes me feel stronger.”

CPS Student Quote

“I learned that when I breathe when I am mad it releases all the stress and takes out all the bad stuff that is in my body.”



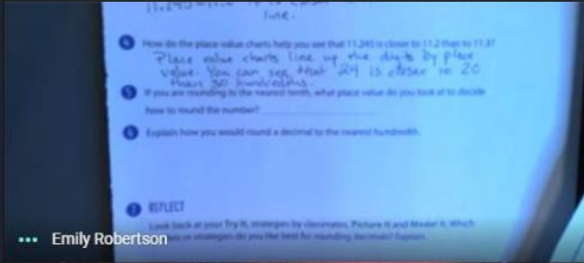


Carson Elementary School

January 20 at 10:14 AM · 🌐

We see PERSEVERANCE and CREATIVITY in our 5th grade students everyday to stay focused and engaged during online learning. Check out this 5th grader learning about decimals in Mrs. Robertson's Math Classroom in space!

#CarsonCougarsCARE #CrossingTheLine #loveoflearningvirtually #creativity #Perseverance



... Emily Robertson



Carson Elementary School

December 10, 2020 · 🌐

We LOVE seeing GRATITUDE from our families to our staff members! It always brightens their day.

#CarsonCougarsCARE #CrossingTheLine #community #love #gratitude

1:17 PM Thu Dec 10

Comments



Staind Oswald

5h · 👤

I feel so blessed to be a part of such an amazing school. I would love to give a shout out to Families Forward for donating Kroger gift cards and hygiene products to the Carson families. Thank you so very much. Carson Staff



📷 Write a comment...



Deleyla

TeamWork is to help people with there work or if he or sh needs help if they stuck.

One time i had to work with a team on a class project it was fun to work with different people.

Teamwork mean that when you see someone in your group that need help on something then you should help them then that person and yourself both be on the same thing

you can Ask for help from your partner

Talking about strengths

When basketball we was using teamwork communicating each other and li

To do activities with your freinds

There is no I in the word TEAM.

teamwork is someone o

There is no I in team

Diana Vrabel – Taft Elem.YCSD

TLC Journaling

In person or virtual, journaling is a great way for students to express themselves through the strengths!

Love journaling exercise 1

Step by Step:

1. Two tabs open- journaling assignment, and SEL/TLC Journal (under Classroom tab)
2. In your journal, write down a list of people you love. This list needs AT LEAST 5 different people.
3. Then, write about HOW YOU SHOW your love for them. Write at least 2-3 ways.

2 class comments

13 love my dad and the way i show it is that we fight and make joke about one a there and the reason i have one is because he is the only forty that i see

I love my mom because she has helped me with a lot of things even the mom had a horrible poss will always love, help her and keep her happy

I love my sister and I show her love by listening when she is having a hard day.

What do the strengths look like to you?

“This is kindness because we are saying Hi to each other.”

YOUNGSTOWN NON-VIOLENCE WEEK
OCTOBER 4TH – 10TH

We believe students and adults can use ALL of their 24 character strengths to practice non-violence everyday in our communities.

Practice **forgiveness** with those who have hurt us. Use **prudence** to think about our choices before we make them. Treat everyone with **kindness**.

Non-Violence Week

Welcome Kirkmere Families to Gratitude Night

Thankfulness is the beginning of gratitude. Gratitude is the completion of thankfulness. Thankfulness may consist merely of words. Gratitude is shown in acts.

An expression of my Gratitude

Parent/Guardian: **Great Guardian** Scholar: **Super Scholar** Teacher: **Terrific Teacher**

I have seen this person using her character strengths to support her scholar in the following ways:

She has used her **perseverance** to work through technology challenges.
She has used her **curiosity** by asking great questions to ensure that her scholars have what they need.
She continuously uses her **bravery** to accept the challenge of this new learning format.

Michelle is always reaching out and asking questions to ensure that her child is meeting all expectations had by myself and the other kindergarten teachers. Despite the busy schedule that she has, Michelle is ALWAYS making time to be there for her children as they learn in a virtual setting. Michelle never gives her child the answer, but rather guides them in sharing their own thinking with us.

thiving learning communities

JOIN US FOR A PARENT EVENT WITH PRIZES!

How Character Strengths Help Us: An Introduction

Monday, Nov. 2 ~ 3:30-4:30 p.m.
Use this link <https://bit.ly/2T9ySAU>

or by phone using the Zoom app or voice only at
312-626-6799 or **929-205-6099**
Meeting ID: 936 2871 4703
Passcode: 194072

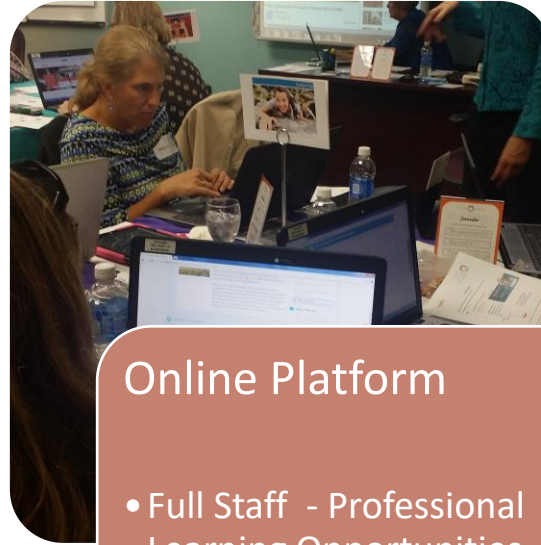
Your student's device is great for connecting with us!

Champions Institute & Beyond



Champions Institute

- 8 Member School Team
- Summer 2021
- 3 Zoom Sessions (2 hrs. each) and Online Modules



Online Platform

- Full Staff - Professional Learning Opportunities
 - Intro to Strengths
 - Curriculum Implementation
 - Strengths Integration
- Digital Curriculum Access



Champion Team Coaching

- Champions meet with MA experts on implementation
- Monthly online learning opportunities
- Connect with peers through TLC Facebook Community

Thriving Product Line

- 24 Products
- PK-12th Grade
- Early Childhood Activity Cards
- Afterschool Programming
- Parent Engagement Resources
- Digital Curriculum Delivery Options



LESSONS

01. EXPLORE OUR THRIVING LEARNING COMMUNITIES CURRICULUM GUIDE

- TLC Curriculum Guide 5-6 Overview
- TLC Curriculum Guide 5-6 Unit 1 Module 1

02. TIER 3: TLC CURRICULUM GUIDE 5-6: SCOPE AND SEQUENCE

- TLC Curriculum Guide 5-6 Overview
- 5th Grade TLC Week-by-Week: Quarter 1
 - TLC 5th Grade: Quarter 1: Week 1

PROGRESS 77%

MR 77% Complete

Show Details

RESOURCES

NOTES

WORKBOOKS

WORKBOOKS

SUPPORT SIGN OUT

Tier 3: TLC Curriculum Guide 5-6: Scope and Sequence / 5th Grade TLC Week-by-Week: Quarter 1



TLC 5-6: Week 1 Character Strengths 101

Welcome to your first week of Thriving Learning Communities. to the right, click 'expand' to see see tips and resources for teaching this week's lesson.

To download the full lesson, click on resources to the left.

Before the Lesson

	Equity Toolkit Tip	Expand
	Choose an Option	Expand

During the Lesson

	Option A: Lesson	Expand
	TLC Journal	Expand



After the Lesson



Before the Lesson

BEFORE YOU START

All people have biases. Ask yourself the following questions:

- What biases do you have around the 24 character strengths?
- All 24 character strengths are valuable! Do you tend to value some strengths over others? Why or why not?
- What life experiences have contributed to your opinions and preferences about these strengths?

Considering your responses before starting this learning module is a great way to illuminate your own biases and make sure you are doing your best to introduce the 24 character strengths in ways that allow your students to see the benefits of all 24 character strengths.

Close ^

Equity Toolkit Tip

All people have biases. Ask yourself the following questions:

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- *All 24 character strengths are valuable. Do you tend to value some strengths over others? Why or why not?*
- *What life experiences have contributed to your opinions and preferences about these strengths?*

Considering your responses before starting this learning module is a great way to illuminate your own biases and make sure you are doing your best to introduce the 24 character strengths in ways that allow your students to see the benefits of all 24 strengths.

◦



During the Lesson

Option A: Introduce character strengths through an engaging video like *How to Change the World by Kid President*. After the video, have students refer to their *Character Strengths Chart* and ask them to brainstorm a list of all the strengths they saw or heard “Kid President” use or talk about. Make a list as students name the strengths. Probing questions can be used to deepen students’ thinking:

- *What were you thinking as you saw these strengths being used?*
- *Have you ever seen someone using these strengths?*
- *Have you ever used these strengths? If so, how did you feel during and after using those strengths?*

Close ^

Option A: Lesson

Introduce character strengths through an engaging video like *How to Change the World by Kid President*. After the video, have students refer to their *Character Strengths Chart* and ask them to brainstorm a list of all the strengths they saw or heard “Kid President” use or talk about. Make a list as students name the strengths. Probing questions can be used to deepen students’ thinking:

- *What were you thinking as you saw these strengths being used?*
- *Have you ever seen someone using these strengths?*
- *Have you ever used these strengths? If so, how did you feel during and after using those strengths?*



After the Lesson

Appreciation of Beauty & Excellence: Who is someone you admire and why?

Strengths Discussion

Close ^

Looking for ways to extend the lesson? Use [the character strengths quizlet cards](#) to start an ice breakers.

Display the Quizlet cards in flashcard mode for students to see. Have students pair up to discuss the question shown. Once both students have an opportunity to answer the question, click to the next question and have students find a new partner. Repeat steps as time allows.



https://youtu.be/zKh9fkNbj_Q

Q & A



thriving
learning
communities



For more information contact: tlc@mayersonacademy.org

An initiative of Mayerson Academy



thank
you!

Lynn Ochs

Senior Director, Education Programs
ochs.lynn@mayersonacademy.org

For more information:
www.mayersonacademy.org

thriving
learning
communities 

AWE, GRATITUDE, HOPE,
HUMOR, SENSE OF MEANING,
BRAVERY, PERSEVERANCE,
HONESTY, ZEST,
TEAMWORK, FAIRNESS, LEADERSHIP,
LOVE, SOCIAL INTELLIGENCE, KINDNESS,
FORGIVENESS, HUMILITY,
PRUDENCE, SELF-CONTROL,
CREATIVITY, CURIOSITY, JUDGMENT,
LOVE OF LEARNING, PERSPECTIVE.