

Envision, Believe, Succeed precollege@oregonstate.edu 110 Snell Hall 541-737-9424

Trait 1 - Self Confidence

Summary

- Healthy identity, selfawareness, using personal strengths to build selfassuredness and find purpose and meaning
- Thrivers focus on "who," not "what."

Why it matters

- Foundation of all other characteristics
- Point that really helps kids thrive
- Confidence gives meaning in life. It gives a sense of purpose in your life.
- Confidence is "I may not be good in X, Y, or Z, but I do have A, B, and C that I'm great at!"

Abilities to Teach Youth

Self-Awareness

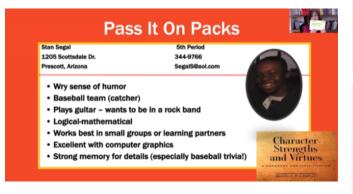
Strength Awareness

Finding Purpose

Examples in Classroom:

1) Pass It On Packs - What are your students' strengths?

At the beginning of the year, you know your new students by the grades they bring with them, and you know lots more when they leave. Pass on what you know to the next teacher. What are they good at? What are they interested in? Any big family happenings they should know about? Use an Index card per student on a ring. At end of year, take cards off rings, resort into classes and pass up to next grade's teachers.



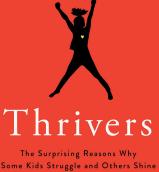
2) Ask an email to each parent: "Is there one things I should know about your child? One thing that would help me connect with your child?"

3) Brag Boards. A wall set aside to share talents and skills. Highlight role model depicting strengths and encouraging students to keep developing their own strengths. (e.g. Tiger Woods, perseverance; Malala Yousafzai, moral identity; Jim Abbott, resilience)

4) Assessment Wall - Every child on the wall (or on Google Doc). If you know something about that child - something positive and personal - put a check mark. At the end, any without checkmarks - those are the students that are struggling. Those are the ones that need more assistance. Take those without checkmarks and "Adopt a student" - When you see that student, make a point to say hi.

5) Praise effort, not talent. An ultimate goal is for children to realize that their strengths can be improved through effort and practice. ("I see you have been practicing." "Your art is improving because you put in so much effort.")





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Trait 2 - Empathy

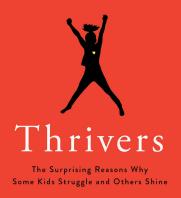
Summary

- Understanding & sharing another's feelings, relating, acting compassionately to nurture healthy relationships and encourage equity and social justice
- Thrivers think of "we," not "me"
- Thrives with face-to-face connection

Why it matters

- Empathy is the seeds for real strong mental health
- When we are stressed, we need to feel welcome
- Many students are scared coming back to school because they do not know who they want to sit next to or who you will play with/
- Many of our students have spent the last year in isolation.
- Emotional Literacy is the gateway to empathy - you cannot connect with someone if you do not understand their feelings





Michele Borba, Ed.D Author of **UnSelfie**

Abilities to Teach Youth

Emotional Literacy

Perspective Taking

Empathetic Concern

Examples in Classroom:

1) Connect individually with each student each day. Greet them at the door with a handshake or a high-five.

3) Feeling thermometer - Faces expressing different feelings (e.g. happy, sad, stressed, scared, frustrated, and angry). Put each student's name on a clothespin. Each student adjusts their emotions as needed.

2) Teach students how to meet new people with the "Connect 4" method - 1. Look eye to eye; 2. Smile; 3. Say hi; 4. Ask "What's your name?" Or "Where do you live?"

4) Where will you sit? Who will you play with? - Have students write on an index card who they will sit with and who they will play with. For any not named - pay closer attention to them.

5) Show/teach kids how to CARE:

- C = Console ("I'm sorry" "You didn't deserve that")
- A = Assist (Run for first aid. Call others for help. "Do you need help?")
- R = Reassure ("I'm here for you" "I'm still your friend")
- E = Empathize ("I can imagine that is frustrating" "She did that to me and I was so upset"



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Trait 3 - Self-Control

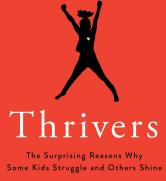
Summary

- Managing stress and strong emotions, delaying gratification, and stretching focus to develop mental strength and improve mental health.
- Thrivers can think straight and put the brakes on impulses.
- The best lessons on self control are a minute a day every day.

Why it matters

- This year vs. last year:
 - Over Pandemic:
 - 5-11 year olds going to ER for anxiety increased 25%
 - 12-17 year old visits to ER for anxiety. Increased 31%
- Rise in suicide and depression: unprecedented students are lacking coping skills.





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Abilities to Teach Youth

Attentive Focus Self-Management Healthy Decision-Making

Examples in Classroom:

1) Calm down spaces - where students can go to calm down. Give different calm down options so students can find what works for them (E.g. calming music, books, stress balls, drawing paper).

2) Mindfulness Time - Teach class slow, deep breathing and show video every day at beginning of day. Practice, practice, practice...until transferred to reality. **3)** Teach Stress "pauses" to remind students to stop and think before choosing. E.g. "If you're mad, count to ten before you answer." "When in doubt, stop, think, cool off." "Never push send on a text or email when angry."

4) Create a self-control motto. E.g. "Think, then act." "Nothing valuable comes from weak self-control." "If you lose self-control everything will fall."

5) Teach 1-2-3 breathing: As soon as you feel yourself starting to lose control 1. stop and tell yourself to relax; 2. Take a deep breath from your belly and feel your breath going up.



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Trait 4 - Integrity

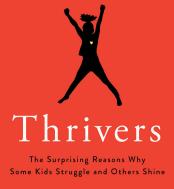
Summary

- Valuing and adhering to strong moral code and values, ethical thinking, practicing honesty to lead a good, moral life.
- Thrivers have a strong moral code and stick to it.

Why it matters

- Integrity is learned and educators can make an enormous difference in influencing students' moral growth.
- One of the best ways our kids learn integrity is by watching us





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Abilities to Teach Youth

Moral Awareness

Highlight why

Moral Identity

Ethical Thinking



1) Model, expect, and give opportunities for integrity.

3) Encourage students to do "2 goldens" every day based off of the Golden Rule. "What are 2 things you are going to do today that you wish someone would do for you?"

Examples in Classroom:

2) Quote of the Day - While taking role, have students think about the quote and what it means to them.

4) Find a class mantra. E.g. "Honesty is the best policy" "Walk your talk" "Do what you say" "Keep your promises"

5) Acknowledge integrity when you see it, explaining what exactly the action was. E.g. "That showed integrity because you refused to pass on that gossip." "You showed integrity because you kept your promise to go with your friend even thought you had to give up the slumber party!" "That was integrity because you were honest despite everyone cheating. Integrity is doing the right thing even if it is not popular."



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Trait 5 - Curiosity

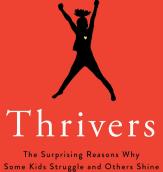
Summary

- Having an open-mindedness to new experiences and thinking, the willingness to try new ideas, take risks to learn, innovate and expand creative horizons
- Thrivers are out-of-the-box thinkers
- You rob the student of helping to learn to problem solve if you give possible solutions (e.g. "Try this..." "How about this...")
- "A rescued kid stops at adversity" thrivers say "I got this" and find another way around the problem.

Why it matters

- Curious students are passionate about their original ideas and willing to defend them, but must feel support from adults so they can deviate from the norm.
- Curiosity is internally driven and rewards extinguish creativity





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Abilities to Teach Youth

Curious mind-set Creative problem-solving Divergent thinking

Examples in Classroom:

1) When students fail at something, use Thumbkin. Thumb: What's the problem; pointer, middle, and ring fingers: What are 3 things you could have done differently?; "Ring man" (pinky) - What's the 1 thing you're going to try.

2) Reduce external rewards. Research proves that tangible enticers can make kids less creative and worse as problem solving. Curiosity is internally driven, so announce a "No rewards for every little thing" policy.

3) Stretch comfort zones. Encourage quiet students to "raise your hand just once tomorrow" "Write down your thoughts and discuss after class" - stretch his confidence until he can take creative risks alone.

4) Encourage questions! Clarify, find the answer, and solve the question together or as a group.

5) Play the solution game. In 3 minutes, write down every answer you can think of, regardless of how silly it is, it may spark other ideas. Example questions: What are no cost ways to thank someone? What advice would you give the president to save the whales? How do you respond to kids who name call?

6) Build CURIOUS lessons

C: Child-driven (The activity piques the child's interest or passion)
U: Unmanaged (The child is planning, structuring, or directing the learning.)
R: Risky (The task is a little uncertain and a bit out of the child's comfort zone)
I:Intrinsic (The activity is driven by the child interest, and not motivated by a reward)
O: Open ended (The end if unknown and there's more than one answer or possibility)
U: Unusual (The task is novel, with the chance to explore or experience the unknown)
S: Solitude (There is time to contemplate, daydream, and gather thoughts or rejuvenate)



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Trait 6 - Perseverance

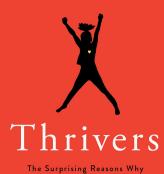
Summary

- Exhibiting fortitude, tenacity, and the resolve to endure, so as to bounce back from failure, increase resolve to endure and develop personal agency.
- Thrivers finish what they start and don't need gold stars.

Why it matters

- Students with a growth mind-set are more likely to endure, specially after the pandemic.
- Research says that the: "the ability to stick to a task and a long-term goal is the greatest predictor of success and stronger than IQ, academic achievement, SAT scores, extra- curricular activities and test scores





Abilities to Teach Youth Growth mind-set Goal-setting Learning from failure Thrivers develop growth mindsets. Examples in Classroom:

Praise effort, not smarts

1) Praise efforts, not smarts. "You hung in there!" "It looked like you were struggling there, but way to finish it!"

2) Help students identify their "stumbler" - the one thing getting in the way - and work with them to overcome it.

3) Add "yet" when you hear a closed mindset phrase such as "I can't do it" "I don't know that"you wish someone would do for you?" 4) Model mistakes with "I learned" -When you err, own up and tell your class the mistake and what you learned from the experience. E.g. "I was late to school this morning, but I learned to hang my car keys on the hook by the door every time."

5) Teach "don't give up" phrases.

E.g. "I can do it!"; "I won't quit!" "Hang in there!"



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Trait 7 - Optimism

Summary

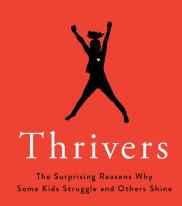
- Displaying positivity and gratitude, learning selfadvocacy, keeping unrealistic pessimism in check to reduce despondency and encourage a hopeful outlook and believe that life has meaning.
- Thrivers find the silver linings

Optimistic Thinking

Why it matters

- Events such as the pandemic, racial injustice, climate change, school shootings impact children's outlook in life.
- We need to help them see the "good" in their community and world with uplifting stories.





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Examples in Classroom:

1) Have a class mantra each year, month, week. E.g. "We got this!" "We're stronger together!" "It'll be okay" "Actions, not words" "We find the truth" These can be used inside students' heads to stop pessimistic thoughts.

Class/Student Mantras

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"We got this!" "We're stronger together!" "We look for the good." "It'll be okay." "Actions, not words." "We can find a way." "We find the truth."

Abilities to Teach Youth

Assertive Communication

2) Share the good stuff - students are bombarded with negative news articles daily. Share good stories daily/weekly. Have the students bring in "good stuff" to share too. Help them look for the good. **3) Listen to uplifting musi**c with a positive message at the start of every class. Examples: "Let it be" by the Beatles; "Don't worry Be Happy" by Bobby McFerrin; "Let it Go" by Idina Menzel; "Brave" by Sara Bareilles; "Stronger" by Kelly Clarkson

4) Have positive quotes around the

Hope

classroom. "If you think you are too small to mae a difference, you haven't spent the night with a mosquito" - African proverb; "Try to be a rainbow in someone's cloud." -Maya Angelou; "It always seems impossible until it is done." - Nelson Mandela

5) Volunteer. Lending a hand can help you spread a message of hope and kindle optimism.