



"Simple Ways to Help Your Students Thrive"

Session Notepack

Summer 2021 SMILE Teacher Workshop

August 4, 2021

Opening Activity

Invitation to reflect on how you have helped your students thrive. Thriving can be described as growth, positive development, doing well.

Notes:

Station 1: Nurturing a Caring Heart

Self-Confidence / Empathy

For each trait:

1. Read the Trait Info sheet including: Summary, Abilities, and Classroom Examples
2. Discuss the following questions as a group or reflect individually:
 - Why is this trait important for your students?
 - What are you already doing to build this trait in your students?
3. Add any classroom examples you know to the list that are not listed, or add a check to those already there.
4. Try it out yourself! (Instructions for each activity are on the table)

Station 1 Notes:

Station 2: Developing a Strong Mind

Self-Control / Integrity / Empathy

For each trait:

1. Read the Trait Info sheet including: Summary, Abilities, and Classroom Examples
2. Discuss the following questions as a group or reflect individually:
 - Why is this trait important for your students?
 - What are you already doing to build this trait in your students?
3. Add any classroom examples you know to the list that are not listed, or add a check to those already there.
4. Try it out yourself! (Instructions for each activity are on the table)

Station 2 Notes:

Station 3: Cultivating a Determined Will

Perseverance / Optimism

For each trait:

1. Read the Trait Info sheet including: Summary, Abilities, and Classroom Examples
2. Discuss the following questions as a group or reflect individually:
 - Why is this trait important for your students?
 - What are you already doing to build this trait in your students?
3. Add any classroom examples you know to the list that are not listed, or add a check to those already there.
4. Try it out yourself! (Instructions for each activity are on the table)

Station 3 Notes:

Session Reflection

After learning more about the seven character strengths essential to thrive, what surprised you most?

Which character traits are you already addressing in your club, classroom, or school?

What are one to three concrete things you will incorporate into your club/classroom this year to help your students shine more and struggle less?

1. _____

2. _____

3. _____

Extra time? — How well are *you* thriving? Take the assessment at the end of this packet to find strengths and traits you can improve to help yourself thrive!

Closing Activity

Invitation to identify an area or multiple areas in your life, where you are thriving. Some ways to think of thriving on a personal level can be successful, healthy, resilient, doing well.

Notes:

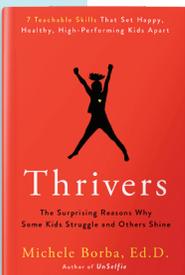
ASSESSING YOUR CHILD'S CHARACTER STRENGTHS

Answering the statements below will help you determine your child's Character Strengths that help her thrive. There are no right or wrong answers. This is only for you to see where your child is right now and help you determine which traits are his strengths and which to encourage. To evaluate your child's strengths, write the number you think best represents your child's current level on the line following each statement.

5 = Always, 4 = Frequently, 3 = Sometimes, 2 = Rarely, 1 = Never

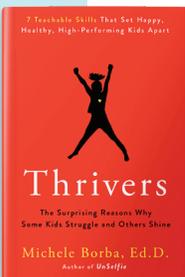
MY CHILD . . . (Or yourself)

1. Can easily and accurately describe her special strengths and positive qualities _____
2. Is proud and confident in her abilities; enjoys being herself _____
3. Focuses mostly on her strengths instead of weaknesses and past failures _____
4. Speaks mostly positively about herself, rarely negatively _____
5. Has a few developed hobbies and interests that encourage natural strengths _____
6. Shows sensitivity toward the needs and feelings of others _____
7. Recognizes when someone is distressed and responds appropriately. _____
8. Shows a willingness to understand someone else's point of view _____



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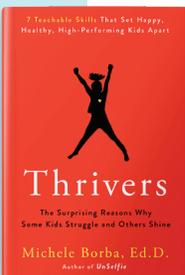
9. Displays concern and wants to help when someone is treated unfairly or unkindly _____
10. Tears up or is upset when someone else is suffering _____
11. Is honest, admits mistakes, and accepts blame for incorrect actions _____
12. Can identify his wrong behavior and turn a wrong action into a right one _____
13. Feels guilt about his wrong or improper actions _____
14. Rarely needs admonishments/reminders as to how to act right _____
15. Can be trusted to do the right thing and keep his word even when no one is looking _____
16. Able to manage her own impulses and urges without adult help _____
17. Easily calms down and bounces back when excited, frustrated, or angry _____
18. Can identify his unhealthy emotions and stress signs prior to their escalating _____
19. Has the ability to wait for something; can cope with behavioral impulses _____
20. Can remain focused on age-appropriate tasks without adult prompts _____
21. Asks copious why-type questions that don't always have yes/no answers _____
22. Enjoys finding new ways to use conventional things or solving problems _____
23. Loves learning new things that drive her interest _____
24. Intrigued or easy to motivate about trying something new, different, or surprising _____
25. Willing to be wrong and try a different, unconventional way _____



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26. Willingly tries new tasks with little concern about failing or making a mistake _____
27. Recognizes that the way to improve is by working harder _____
28. Does not become upset when something is difficult; rarely quits but keeps trying _____
29. Willing to try again if not successful with a task _____
30. Doesn't equate a mistake as a personal failure but a learning opportunity _____
31. Expresses gratitude, is appreciative, and takes stock of the good things around her _____
32. Uses positive self-talk to express hope and reinforce good outcomes and attitudes _____
33. Doesn't blame but forgives; knows something she can do to make things better _____
34. Can find the silver lining in a hardship or challenge _____
35. Equates setbacks and failures as temporary, not permanent _____

Then add up the scores for each Character Strength: questions 1–5 = Self-Confidence; 6–10 = Empathy; 11–15 = Integrity; 16–20 = Self-Control; 21–25 = Curiosity; 26–30 = Perseverance; 31–35 = Optimism. Determine your child's highest and lowest character traits. The top traits are your child's natural strengths that build confidence and help him thrive, so continue nurturing them to ensure that your child recognizes them in himself. Go to the book sections that address the one or two traits receiving the lowest scores so you can enhance your child's potential to thrive.



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