

**Character**

**Educator Guidebook**

**K-5**



I Can

Self-Regulate



I Can Embody

GRIT/ Go For

It & Finish It



I Can Set

Challenges



I Can Be

Organized

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**Purpose**

**Why is this important?**

Character is one of the 21st Century skills that students need in order to be ready to self-direct in their learning. Having the key skills that come along with strength of character allows students to be part of the planning of their instruction and assessment. In order “to use the full potential of their minds, students must learn to filter distractions and interruptions and to think deeply and critically” (Cash, 5).

Cash, Richard M. *Self-Regulation in the Classroom Helping Students Learn How to Learn:* Free Spirit Publishing, 2016

**Key Steps in Teaching Character:**

1. Isolate the skill needed to be taught
2. Provide students with direct teaching to learn strategies and practice self- awareness
3. Provide and allow opportunities for students to practice the skills and strategies and reflect often. This takes time at first but students are rewarded for their efforts once they are able to master their practiced skill.
4. Revisit strategies and skills often.

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| **Character** | **1**  **Not yet** | **2**  **Getting there** | **3**  **Yes** | **4**  **Yes, and** | **5**  **WOW!** |
| I can be organized | With assistance, I still cannot organize my time and materials and do not know what is important to do first. | I need assistance to be organized with my time and materials and knowing what is important to do first. | Sometimes I need help organizing my time and materials and knowing what is important to do first. | Most of the time I can organize my time and materials and knowing what is important to do first. | I can always organise my time and materials and know what is important to do first. |
| I can embody grit - Go for it/finish it | I cannot begin tasks independently or with assistance. | I give up easily when something does not work the first time. | Sometimes I try again when something does not work the first time. | Usually I try again when something doesn’t work the first time. | I can try again when something does not work the first time. |
| I can self-regulate | I am unaware of my emotions and what appropriate actions and words are. | I am unable to control my emotions using appropriate actions and words. | With assistance I am able to control my emotions by using appropriate actions and words. | I am able to be in control of my emotions by using appropriate actions and words. | I am able to be in control of my emotions. I reflect on my positive and negative behaviours, and take pride in making good choices. |
| I can set challenges | I do not set challenges for myself or try new things. | I am uncomfortable trying new things and I worry about making mistakes. | With assistance I try new things, even though I am nervous to make mistakes. | I try new things, even though I am nervous to make mistakes. | I try new things, and am willing to make mistakes because I know I will learn from them. |

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| **I Am Organized**  **Resources** |
| Understanding “Executive Functioning Skills”  <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/a-day-in-the-life-of-a-child-with-executive-functioning-issues> |
| Steps of Executive Functioning:   1. Analyze a task. Figure out what needs to be done. 2. Plan how to handle the task. 3. Get organized. Break down the plan into a series of steps. 4. Figure out how much time is needed to carry out the plan, and set aside the time. 5. Make adjustments as needed 6. Finish the task in the time allotted. |
| Executive Function Strategies include:   * Eat Way Visual Timers * Chunking Assignments * Writing the time on their assignment when you check in on them * Graphic Organizers * Color code handouts * Pictures of organized locker (a standard for students to compare too daily) |
| Time Matrix - 4 quadrants of time management  Image result for time matrix middle years students |
| Have students use Day Planners or electronic Calendars to set appropriate timelines |
| Polk Elementary's ideas on why, when, how to get students organized and resources to use: <http://polkdhsd7.sharpschool.com/staff_directory/p_b_s_behavior_intervention/tier_3_interventions/organizational_tools/> |
| The why of getting organized and lesson plans for teachers <https://www.yourstoragefinder.com/why-teachers-must-invest-in-teaching-kids-organizational-skills> |
| Tedx about Life Balance and why multi tasking doesn't work: Sara Cameron <https://www.youtube.com/watch?v=II_Qyf0Vw9g> |
| Over Scheduled Andrew – Ashley Spires |

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| **I Can Embody GRIT (Go For It & Finish It)**  **Resources** | | |
| Anchor Charts for classroom & on student desks: | Ask 3 Before Me Strategy  Image result for ask 3 before me strategy | |
| Image result for how to get unstuck strategyHow to get Unstuck | |
| Goal Setting Activities or Action Plans (example Appendix 2) | | |
| Direct teach students about metacognition | | |
| Self-Reflection activities   * Exam reflection sheets * Off Task Behavior Tracking sheets | | |
| **Growth Mindset Activities** | | |
| Class Dojo Growth Mindset Video Series | [https://www.youtube.com/watch? v=2zrtHt3bBmQ&list=PL\_UD9ElfNS 8NRw01pEqDuYcg4HeU2IamD](https://www.youtube.com/watch?%20%20v=2zrtHt3bBmQ&list=PL_UD9ElfNS%208NRw01pEqDuYcg4HeU2IamD) | C:\Users\rebekka.burton\Downloads\frame.png |
| Carol Dweck- “The Power of Yet” | <https://www.youtube.com/watch?v=J-swZaKN2Ic> | C:\Users\rebekka.burton\Downloads\frame (1).png |
| Link themed picture books and novels |  |  |
| **G.R.I.T. Activities** | | |
| Angela Lee Duckworth- The Key to Success- Grit | <https://www.youtube.com/watch?v=J-swZaKN2Ic> | C:\Users\rebekka.burton\Downloads\frame (1).png |
| *Soar* A Short Animated Video | <https://www.youtube.com/watch?v>= j0cQQOnqsq4 | C:\Users\rebekka.burton\Downloads\frame (2).png |
| *Pixar Short Films* |  |  |
| Books   * I Can Be Anything – Jerry Spinnely * The Magnificent Thing—Ashley Spires * Same and Dave Dig a Hole – Mac Barnett | | |

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| **I Can Self-Regulate**  **Resources** | | | | |
| **Websites** | | | | |
| <http://blissfulkids.com> | | Website teaching students about Mindfulness strategies and a simple introduction to how their brain works. | |  |
| <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/5-ways-kids-use-working-memory-to-learn> | | Self-regulation is supported by a student’s working memory. Understanding our working memory can impact how we understand why some students may struggle with some parts of self-regulation. Closely working with your SST team is beneficial. | |  |
| <https://ed.ted.com/featured/nvJHP79R> | | “Don’t Eat The Marshmallow” Ted Talk - Joachim de Posada about delayed gratification. Lots of replicated activities developed for classrooms. | |  |
| [https://www.youtube.com/watch?v= HyYhoCqo58w](https://www.youtube.com/watch?v=%20HyYhoCqo58w) | | “Brain-Based Learning”- Eric Jensen | |  |
| **Books** | | | | |
| Each school should have copy of this book in their library. Image result for self regulation in the classroom | | | | |
| * Alexander and the Horrible, Terrible, Very Bad Day – Judith Voirst * Alexander, Who is Trying to be the Best Boy Ever – Molly Bang * My Mouth was a Volcano – Julia Cook * When Sophie gets Angry, really, really Angry – Molly Bang * Frog and Toad – Arnold Lobel * Pete the Cat – James Dean * Scardey Squirrel – Melanie Watt | | | | |
| **Games** | | | | |
| Red light, green light | | | | |
| Play freeze game with hoops on the floor. Keep reducing the amounts of hoops on the floor that students have to be in when they freeze. You have to talk to them beforehand about how to all stand in one hoop together as more people have to cram into the hoop. | | | | |
| Play “Conducting an Orchestra.” Teacher will be the conductor and students will all have instruments. Use a baton with movements to indicate fast, slow, stop, start. Students need to follow along with the conductor. | | | | |
| I know a Chicken YouTube song | <https://www.youtube.com/watch?v=9E7l0JPgclE> | | C:\Users\rebekka.burton\Downloads\get-frame.png | |
| Move and Freeze YouTube song | <https://www.youtube.com/watch?v=388Q44ReOWE> | | C:\Users\rebekka.burton\Downloads\get-frame (1).png | |
| Jack Hartman Alphabet Movement YouTube video—Upper case letter workout | <https://www.youtube.com/watch?v=BQB7gpDpt6o> | | C:\Users\rebekka.burton\Downloads\get-frame (2).png | |
| Card-Stacking—each student has a deck of cards and are directed to build a structure using all 52 cards | | | | |
| Minute-to-Win-It (team activities) – 6 balloons, 3 students. They have to try to keep all the balooons from touching the floor. | | | | |
| **Worksheets** | | | | |
| Self-Regulation strategies (Appendix 1) | | | | |
| **Self-Regulation Models** | | | | |
| * The Zones of Regulation * How Does Your Engine Run | | | | |

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| **I Can Set Challenges**  **Resources** |
| Daily Reflection Checklist (Appendix 2) |
| Going for My Goal worksheet (Appendix 3) |
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| **Self-Regulation Strategies** |
| Be proactive, not reactive |
| 1. Choose or modify the situation |
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| 1. Change your thinking |
|  |
| 1. Control impulses |
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**Daily Reflection Checklist:**

**Character**

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| Date: | | | |
| How well did I work today? | | | |
|  | Always | Sometimes | Not Really |
| I had my stuff. |  |  |  |
| I worked hard (Go for it, finish it!) |  |  |  |
| I was calm and regulated. |  |  |  |
| I tried new things and was okay making mistakes |  |  |  |
| Next day, I need to…  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **Going for my Goal** | |
| |  | | --- | | **Character** | | * I can be organized | | * I can embody grit - Go for it/finish it | | * I can self-regulate | | * I can set challenges | | My Academic Goal: |
| My Behaviour Goal: |
| Things I can do to reach my goals: | |
| **1** | |
| **2** | |
| **3** | |
| Did I achieve my goal? | |
|  | |