



## Cultivating Climate: Kindness, Empathy, and Gratitude in Education

**CNUSD**

Minutes until showtime...

10:00

Dr. Joelle Hood  
Janeen Antonelli, MA

www.thrivingYOUiversity.com

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## WELCOME BACK!

**Cultivating Climate:  
Kindness, Empathy, and  
Gratitude in Education**

Stay Connected: CNUSD



Check us out on Slack!  
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community on  
Slack

Join our Facebook  
group for all of  
our news!  
Education  
Leaders  
Humans

Have a thought or  
question?  
Joelle  
Janeen  
Liz

Cultivating  
Kindness,  
Empathy,  
&  
Gratitude  
Google Folder

Gratitude  
Resources

Gratitude for  
Humans

Three Good  
Things Activity

Strength  
Spotting Circle  
Slips

Materials for  
Students

OSSE Gratitude  
Curriculum K-8

OSSE Gratitude  
Curriculum  
Trans & Nontrans




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## HOW ARE YOU FEELING?




  
A

  
B

  
C

  
D

  
E

  
F

  
G

  
H

  
I



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## FRAMILY GROUP

What are 3  
things you are  
grateful for  
today and why?  
Be specific.






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# THE SCIENCE OF GRATITUDE AND HOW TO STRENGTHEN IT IN OURSELVES AND OUR STUDENTS

**BENEFITS of GRATITUDE**

- GRATITUDE improves WELL-BEING by 10%** - Which is the same amount as drinking your favorite beverage.
- GRATITUDE improves RELATIONSHIPS** - Strengthens and makes RELATIONSHIPS more SECURE and makes RELATIONSHIPS last longer.
- GRATITUDE improves Sleep QUALITY** - Sleep DURATION GAIN: 45 MINUTES increase. Time to fall ASLEEP: 15 MINUTES decrease.
- GRATITUDE improves Relaxation Response** - Reducing or improving mood-related issues, such as stress, anxiety, and lack of focus.
- GRATITUDE improves EXERCISE** - People who practice GRATITUDE exercise for an average of 40 MINUTES more per week.
- GRATITUDE improves RESILIENCE to STRESS** - And makes you more likely to offer support to others.
- GRATITUDE is HAPPINESS** - Happiness that can't be caused by the KINDNESS of OTHERS.

Gratitude Week: March 29-29, 2015. [www.integrativehealthinstitute.com](http://www.integrativehealthinstitute.com)

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# WHAT IS GRATITUDE?

- First, it's an affirmation of goodness. We affirm that there are good things in the world, gifts and benefits we've received.
- Second, we recognize that the sources of this goodness are outside of ourselves.

-- Robert Emmons

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[http://greatergood.berkeley.edu/topic/gratitude/definition/what\\_is](http://greatergood.berkeley.edu/topic/gratitude/definition/what_is)

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# A STUDENT'S GRATITUDE MISSION

<https://www.youtube.com/watch?v=Hpb0Uw9E4aw>

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# WHY GRATITUDE? GRATITUDE AND OUR HEALTH

Grateful people sleep better: They get more hours of sleep each night, spend less time awake before falling asleep, and feel more refreshed upon awakening.

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[http://greatergood.berkeley.edu/topic/gratitude/definition/why\\_practice](http://greatergood.berkeley.edu/topic/gratitude/definition/why_practice)

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## WHY GRATITUDE?

- Gratitude has proven to be one of the most reliable methods for **increasing happiness** and life satisfaction; it also **boosts feelings of optimism, joy, pleasure, and enthusiasm.**
- On the flip side, gratitude also **reduces anxiety and depression.**

### GRATITUDE GAME

- Name a Person You are Thankful for
- Name a Place You are Thankful for
- Name a Food You are Thankful for
- Name a Thing You are Thankful for
- Name Anything of Your Choice

[http://greatgood.berkeley.edu/ops/gratitude/delimitatively\\_practice](http://greatgood.berkeley.edu/ops/gratitude/delimitatively_practice)

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## BIG IDEA – GRATITUDE IS GOOD FOR US

Gratitude strengthens our physical and emotional wellbeing and resilience.



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## THE POWER OF GRATITUDE 3 GOOD THINGS



3

good things




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## DIVING DEEPER & SAVORING THREE GOOD THINGS

### THREE GOOD THINGS

Please describe an event/thing that happened to you that went well.	How did that event make you feel during and after it happened?	What do you think made that event possible?
1. I was able to have a nice conversation with my brother. We talked about some serious things and also joked around.	It made me feel close to my brother, just like when we were younger and he was living with us still.	I have been texting him more and trying to make an effort to see how he is doing. We actually made a time to call each other because we haven't talked in at least a month.

EXAMPLE

Inspiration for this activity is from: *Greater Good in Action*

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**B.R.E.A.T.H.E.**  
**TAP INTO THANKFULNESS & APPRECIATION**  
**THE SCIENCE OF GRATITUDE**



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**B.R.E.A.T.H.E.**  
**TAP INTO THANKFULNESS & APPRECIATION**  
**THE SCIENCE OF GRATITUDE**



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**SHOUT OUT CIRCLE**




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**B.R.E.A.T.H.E.**  
**TAP INTO THANKFULNESS & APPRECIATION**  
**THE THREE PART THANK YOU**

1. Find the benefit – what good came to you because of this person?
2. Acknowledge the **effort** (what might have been hard for them) AND the **impact** it had on you.
3. Spot the strength.



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## B.R.E.A.T.H.E.

### TAP INTO THANKFULNESS & APPRECIATION THE THREE PART THANK YOU

Thank you for \_\_\_\_ (be specific)

It was so thoughtful of you because \_\_\_\_ (impact & effort).

You are really good at \_\_\_\_ (spot strength.)

*Example: Thank you for listening to me talk about what was bothering me. It was so thoughtful of you because I know how busy you have been with work, but you still took time to hear what was going on in my life which made me feel valued. You are really good at making other people feel supported."*



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## STRENGTH SPOTTING SLIPS



Turn to the person on your left and give a reason why they are important to our team.

For the person to your left, tell why you appreciate them. Be specific.






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## FAMILY GROUP

What stood out to you during the activity?  
As a team/site/district, in what ways do we:


- Recognize the strengths of others?
- Thank each other for contributions?
- Affirm and celebrate team member successes?
- How can we appreciate each other more often?




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## WHY TEACH GRATITUDE?

- Grateful students also feel more satisfied with their lives and more connected to their community.
- More grateful teens also have a greater sense of meaning in their life, feel more hopeful, and experience fewer negative emotions.
- Gratitude can jump-start more purposeful engagement in life at a critical moment in children's development, when their identity is taking shape.
- There's also evidence that being curious can help foster gratitude, which might come as no surprise: Curious people don't take life for granted but rather see it as a quest to discover, learn and grow.




<https://movingart.com/gratitude-lab-worksheets/>



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## WHY TEACH GRATITUDE?

In a study of gratitude with adolescents, strengthening gratitude was correlated with a decrease in depression, and increased hope, subjective well-being, meaning in life, increased pro-social behavior and social integration ... FOUR years later!



[https://www.youtube.com/watch?v=Qhuy\\_AIG4LM](https://www.youtube.com/watch?v=Qhuy_AIG4LM)

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## EXPLICITLY TEACHING THE SKILLS AND BEHAVIOR YOU WANT TO SEE




<https://www.youtube.com/watch?v=OxzfsmE70I>

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## EXPLICITLY TEACHING GRATITUDE



**Nurturing Gratitude From the Inside Out**  
30 Activities for Grades K-8

**Thankful: A Strengths-Based Gratitude Curriculum for Teens and Tweens**

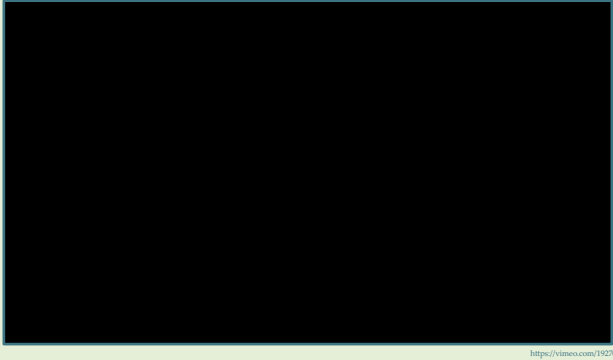
**Learning Road to Practice Gratitude**

Greater Good Science Center

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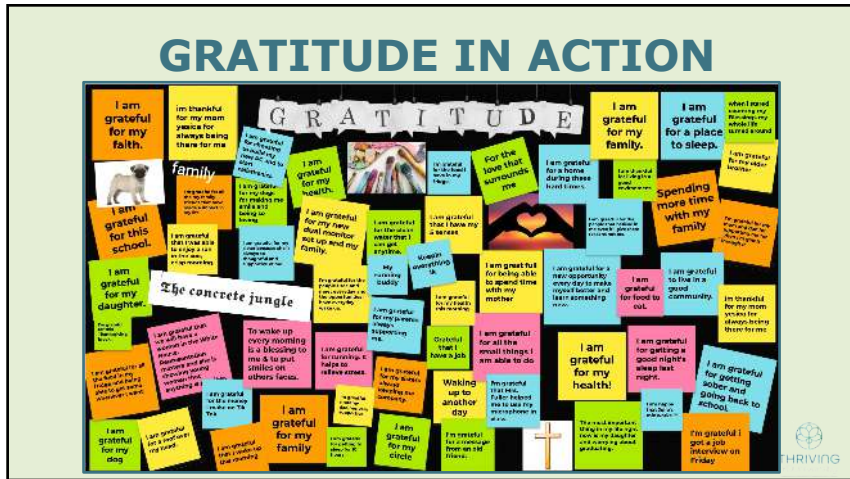
## TEACHING GRATITUDE— THANK YOU THURSDAYS



<https://vimeo.com/19207948>

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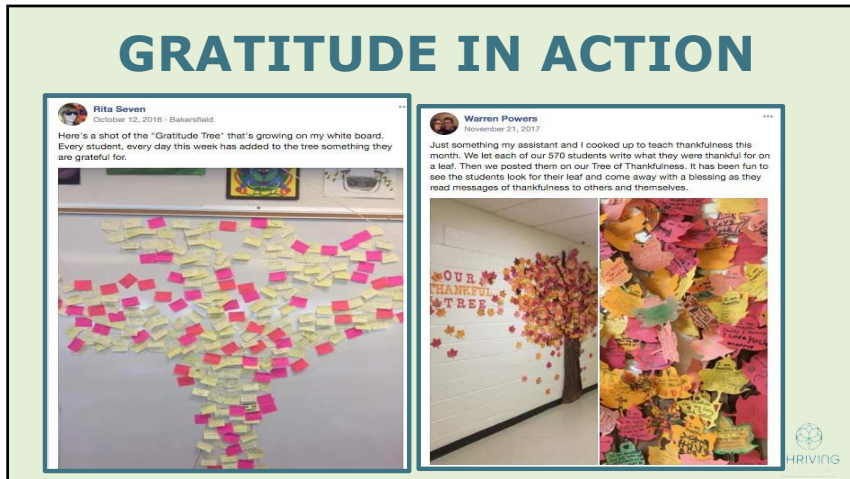
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## GRATITUDE IN ACTION

**Lisa McDannel**  
November 15, 2017 · Fresno

A teacher had her kids write thank you notes to someone who made them feel special at school after a Morning Meeting lesson in gratitude. Love this class, love this teacher!

**Justin Lawson Brooks**  
February 2 at 6:59pm · Bakerfield

Surprised our principal today with an appreciation lunch time bash! #kindness #gratitude #impactONE

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## GRATITUDE IN ACTION

**Jenna Widetlock Odlin**  
November 24, 2017

Week of Gratitude: Today my drama students wrote inspirational letters to themselves. They had to write the month that they wanted them to be delivered to themselves! Once they were written, I collected them and will give them back to them in the month of their choosing! Maybe a month when they might need a little extra pep on the back or motivation! 🙌 Lots of seniors wrote theirs for May! 🙌🙌🙌 #DramaPLC

### What brings you J.O.Y.?

**J** What is one thing that JUST happened that made you happy?

**O** Who is ONE person you are grateful for right now? Why are you grateful for them?

**Y** What is a choice YOU have made for yourself, the last year that you can thank yourself for making?

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## GRATITUDE JOURNALS FOR STUDENTS

**DAILY GRATITUDE JOURNAL PROMPTS**

2-5th grades-10 day Gr...

**DAILY GRATITUDE JOURNAL**

6-8 grade 10-Day Grati...

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## GRATITUDE JOURNALING IN ACTION

https://www.youtube.com/watch?v=TFRv-47Qd8rPk



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## BIG IDEA TEACH STUDENTS ABOUT GRATITUDE & APPRECIATION

Intentionally teaching students about the benefits of gratitude and giving them opportunities to practice it, is **POWERFUL!**



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## FRAMILY GROUP

Why is it important to explicitly teach and model gratitude for students?

How would an intentional focus on gratitude among staff impact well-being, engagement, and school culture?



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## TO BE MORE EFFECTIVE, GET MORE REFLECTIVE



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## THE SCIENCE OF KINDNESS AND HOW TO STRENGTHEN IT IN OURSELVES AND OUR STUDENTS

Kindness is a simple science



↑ HAPPINESS ENERGY LIFESPAN PLEASURE SEROTONIN

↓ ANXIETY STRESS PAIN BLOOD PRESSURE DEPRESSION

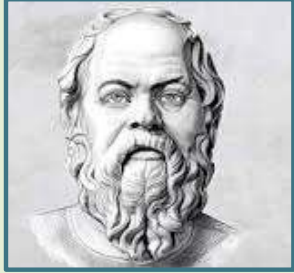
Learn how at [randomactsofkindness.org/the-science-of-kindness](http://randomactsofkindness.org/the-science-of-kindness)




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## KIDS "NOWADAYS"

"The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room."



**Socrates**





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## WE NEED TO TEACH THE BEHAVIORS WE WANT TO SEE

IF A STUDENT DOESN'T KNOW HOW TO READ,  
*we teach them*

IF A STUDENT DOESN'T KNOW HOW TO WRITE,  
*we teach them*

IF A STUDENT DOESN'T KNOW HOW TO BEHAVE,  
*why do we punish them?*  
SHOULDN'T WE TEACH THEM?




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## LEARNING FROM OUR YOUNGER SELVES



© Warneken & Tomasello



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## TO BE MORE EFFECTIVE, GET MORE REFLECTIVE




- What struck you as you watched that video?
- What do you think about the idea that we are born kind and we learn to be unkind?




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## KINDNESS DEFINED

“Kindness is a natural quality of the heart, expressed through an act of good will and reflecting care for self and others.”





The Random Acts of Kindness Foundation Educator Guide 

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## WHY PRACTICE KINDNESS?

Volunteering results in more health benefits than exercising or quitting smoking.




— Stephen Post, Author, “The Hidden Benefits of Helping” 


[http://downloads.randomactsofkindness.org/RAK\\_The\\_Science\\_of\\_Kindness.pdf](http://downloads.randomactsofkindness.org/RAK_The_Science_of_Kindness.pdf)

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## WHY PRACTICE KINDNESS?

“People who volunteer tend to experience fewer aches and pains. Giving help to others protects overall health twice as much as aspirin protects against heart disease.”




— Christine Carter, Author, “Raising Happiness; In Pursuit of Joyful Kids and Happier Parents”. 


[http://downloads.randomactsofkindness.org/RAK\\_The\\_Science\\_of\\_Kindness.pdf](http://downloads.randomactsofkindness.org/RAK_The_Science_of_Kindness.pdf)

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## WHY PRACTICE KINDNESS?



- ❖ Enhances our personal well-being, and physical and emotional health.
- ❖ It’s also crucial to stable and healthy communities, and to the well-being of our species as a whole.
- ❖ It makes us happy: Scientists also believe that altruism may trigger the release of endorphins in the brain, giving us a “helper’s high.”



<http://greatgood.berkeley.edu/topic/altruism/definition/practice>

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## THE SCIENCE OF KINDNESS



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## THE THEORY OF ELEVATION



"Elevation is a warm, uplifting feeling that people experience when they see unexpected acts of human goodness, kindness, courage, or compassion. It makes a person want to help others and to become a better person himself or herself."

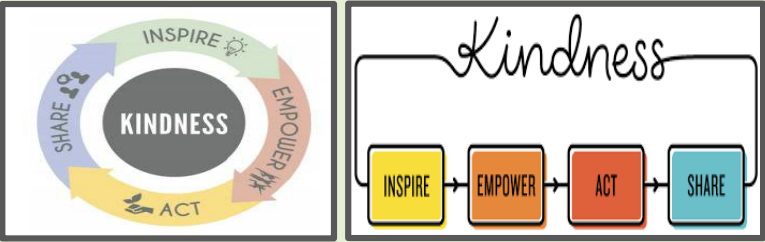
--Jonathan Haidt

[http://greatergood.berkeley.edu/article/item/wined\\_to\\_be\\_kind](http://greatergood.berkeley.edu/article/item/wined_to_be_kind)

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## THE KINDNESS PARADIGM



<https://s3.amazonaws.com/rak-file-uploads/RAK+Educator+Guide+2015.pdf>


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## WE NEED TO TEACH & MODEL THE BEHAVIORS THAT WE WANT TO SEE

How can they be "random" acts of kindness if you're making us do them?

Let's do INTENTIONAL random acts of kindness.




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## GREAT IDEAS COMING AT YA! JOT THEM DOWN!

"Sure, there's bad stuff in the world, but there's also you. You can be anything that you want today, so be bold, be kind, be awesome, repeat. It's like shampoo, but with your life."  
— Kid President



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## HAPPINESS SPRINKLING PROJECT ARLINGTON RLC



[www.happinessprinklingproject.org](http://www.happinessprinklingproject.org) <https://www.youtube.com/watch?v=6K494180>



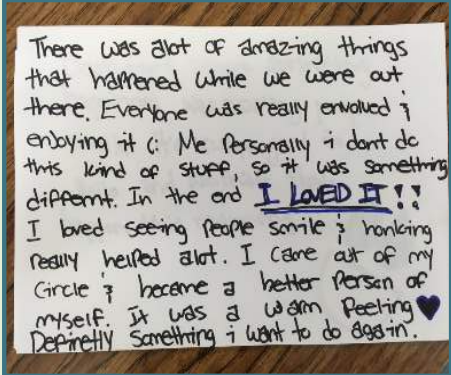
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## SPRINKLING HAPPINESS -- OGHS



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## WHEN WE SPRINKLE HAPPINESS ON OTHERS, WE GET HAPPY TOO.



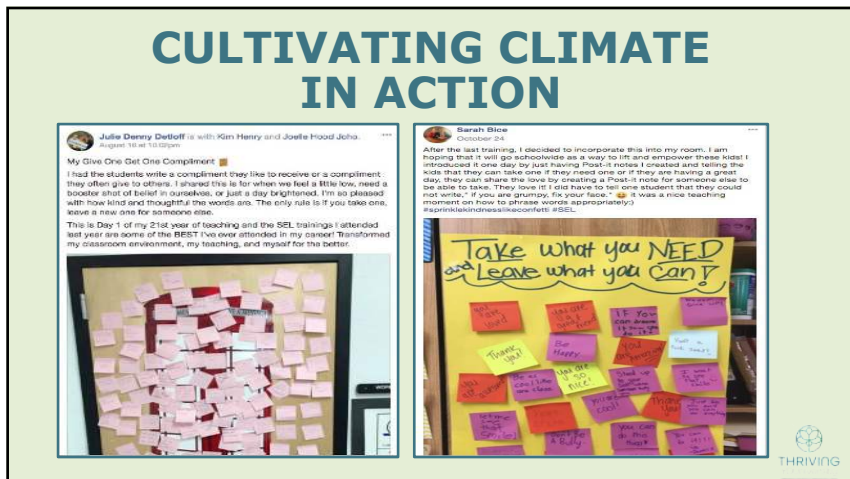
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## SOCIAL AWARENESS & COMPLIMENTS – A WIN-WIN



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## SOCIAL AWARENESS & COMPLIMENTS – A WIN-WIN



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## WHAT IF WE WERE KIND?



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## YOU ROCK, FUSD!



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## POSITIVITY PROJECT— YOU'RE THE REASON



<https://www.youtube.com/watch?v=UFLgPKZm4>



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## OPENING DOORS & OPENING HEARTS



[https://www.youtube.com/watch?v=drPI\\_dKDN8](https://www.youtube.com/watch?v=drPI_dKDN8)



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## OPENING DOORS & OPENING HEARTS EXTENDED VERSION



<https://www.youtube.com/watch?v=PIBtuLc3Qg>




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## REFRAMING, RESILIENCY, & MAKING A DIFFERENCE


Josh took a negative experience and made a choice to reframe it. His simple acts of kindness changed his life and others.

YOU can create opportunities for students to experience receiving kindness, but even more importantly, for practicing kindness and making it contagious.




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## BRAIN, BODY, & BELONGING BREAK STAND AND STRETCH



HIGH FIVE!

In the next minute, give as many high-fives or elbow bumps as you can to people who aren't at your table.



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## THE RESEARCH— CAN KINDNESS BE TAUGHT?

Yes! Kindness, like physical and academic skills, appears to be something that is not fixed, but rather can be enhanced with training and practice.

It's like weight training-- people can actually build up their compassion 'muscle' and respond to others' suffering with care and a desire to help."




[http://downloads.randomactsofkindness.org/RAK\\_The\\_Science\\_of\\_Kindness.pdf](http://downloads.randomactsofkindness.org/RAK_The_Science_of_Kindness.pdf)

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## MTSS & KINDNESS


RANDOM ACTS OF KINDNESS FOUNDATION

### MULTI-TIER SYSTEM OF SUPPORTS AND RAK

The chart below shows how Multi-Tiered System of Supports (MTSS) helps students develop kindness skills and how RAK materials can facilitate the implementation of MTSS in their classroom. Refer to the RAK Student Self-Development, the Classroom Learning Goals, the Focusing and Problem-Solving Strategies and other RAK materials can be used to support students at all tiers. Please reference the [Random Acts of Kindness Website](https://www.randomactsofkindness.org) for more information on how to use RAK materials to support students.

	HOW THE MATERIALS DEVELOPMENT OF KINDNESS SKILLS	HOW THE MATERIALS SUPPORT TIER
TIER I: (10% OF STUDENTS)	<p><b>Characteristics:</b> Through observation or feedback, the teacher recognizes students who are consistently above 80% percent of students on the RAK Student Self-Development, the Focusing and Problem-Solving Strategies, and other RAK materials, and a good academic and social-emotional learner.</p> <p><b>Strategies:</b> Provide accessible instruction, use common language and assessment, track progress using teacher data.</p>	<p><b>Lesson Plans:</b> Adapt lesson plans that focus on the use of each strategy to meet the needs of all Tier I students.</p> <p><b>Student Self-Development:</b> Use to develop clear, specific and measurable focusing strategies for regular times during the day to develop positive character and habits.</p> <p><b>Problem-Solving Strategies:</b> Use with specific problem-solving situations.</p> <p><b>Classroom Learning Goals:</b> Set the class or individual student goals, and monitor progress to meet these goals within the classroom.</p> <p><b>Kindness Writing Prompts:</b> Use to help students write about their kindness experiences.</p>
TIER II: (10% OF STUDENTS)	<p><b>Characteristics:</b> Approximately 10 percent of students will need targeted support to make academic progress. If not Tier I or universal instruction.</p> <p><b>Strategies:</b> Use targeted instruction, use small group teaching, provide additional academic and social-emotional support, and use data to create targeted interventions, track student progress, and use teacher data.</p>	<p><b>Kindness Tool Kits:</b> Provide extra targeted support around developing skills and strategies.</p> <p><b>Student Self-Development:</b> Use to group students who are working on specific focusing strategies.</p> <p><b>Focusing and Problem-Solving Strategies:</b> Reference the materials to provide targeted support for students who are struggling with focusing and problem-solving strategies and interventions to help them progress on their own.</p>
TIER III: (10% OF STUDENTS)	<p><b>Characteristics:</b> About 10 percent of students will need intensive, individualized support to make academic progress. If not Tier I or Tier II or small group and universal instruction.</p> <p><b>Strategies:</b> Use intensive and frequent individualized instruction, provide additional academic and social-emotional support, and use data to create targeted interventions, track student progress, and use teacher data.</p>	<p><b>Kindness Tool Kits:</b> Use to provide individual and support around developing skills and strategies.</p> <p><b>Student Self-Development:</b> Use to determine what kindness goals are most appropriate for each student, and use the materials to provide targeted support for students who are struggling with focusing and problem-solving strategies and interventions to help them progress on their own.</p>

The Random Acts of Kindness Foundation © 2017 Page 2/3



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## RANDOM ACTS OF KINDNESS FREE LESSON PLANS




<https://www.randomactsofkindness.org/for-educators/free-k-12-lesson-plans>

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## 21 DAY KINDNESS SUPER CHALLENGE



The screenshot shows the KindSpring website interface. At the top, there's a navigation bar with links for HOME, STORIES, SMILE CARDS, COMMUNITY, IDEAS, and 21-DAY CHALLENGE. Below the navigation bar, a large banner features the text: "Can you step-up your Kindness, Gratitude, Mindfulness & more for 21-days straight?". There are three buttons: "JOIN A CHALLENGE", "HOST A CHALLENGE", and "LEARN MORE". The KindSpring logo is in the top left, and a search bar is in the top right. The URL "http://www.kindspring.org/challenge/" is visible at the bottom.

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### FAMILY GROUP

- What A-ha moments do you have about the importance of teaching and modeling kindness... for staff and students?
- As a group, discuss ideas of things you have already done or would like to do to boost kindness. How can you share resources and best practices after today?



The illustration shows four people (two men and two women) sitting around a table, engaged in a discussion. They have speech bubbles above them, indicating conversation. The scene is framed by a light blue border.

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### BIG IDEA – MAKE KINDNESS CONTAGIOUS

Kindness is good for us and for strengthening our community... and it can be taught.



The illustration features a glowing lightbulb above the words "BIG IDEA" in a stylized, hand-drawn font. The background is a textured, yellowish-gold color.

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### TO BE MORE EFFECTIVE, GET MORE REFLECTIVE



The illustration shows a close-up of a person's hands writing in a notebook with a pen. The background is blurred, focusing on the writing action.

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**THE SCIENCE OF EMPATHY AND WHY WE NEED TO STRENGTHEN IT IN OURSELVES AND OUR STUDENTS**





**The Science of Empathy**



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**EMPATHY REFRESHER**

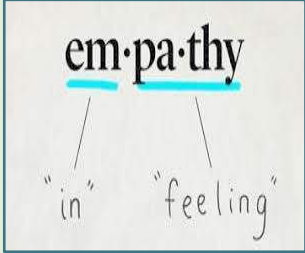
- Affective Empathy
- Cognitive Empathy
- Compassionate Empathy




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**WHY EMPATHY?**

- Increases helping behaviors
- Reduces prejudice and racism
- Deepens intimacy and boosts relationship satisfaction
- Reduces bullying

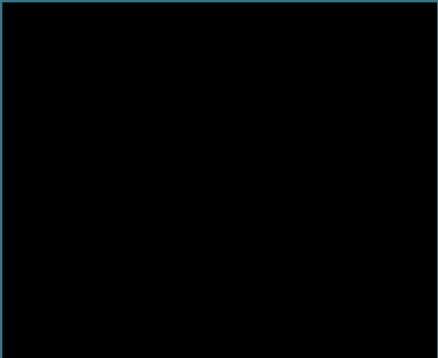


[http://greatergood.berkeley.edu/topic/empathy/definition/why\\_practice](http://greatergood.berkeley.edu/topic/empathy/definition/why_practice)




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**BUILDING RELATIONSHIPS WITH EMPATHY MAPPING**



<https://www.youtube.com/watch?v=qaX-YZ48Zg>



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## STEP INTO THE CIRCLE ACTIVITY



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## FAMILY GROUP


- Why is it important to learn new things about each other?
- How do you relate to those that stepped forward on the same statements as you? Were you surprised they stepped forward?
- How did you feel when others "stepped in" and you didn't? Do you appreciate those differences?
- How could taking the time to get to know each other better build comradery, connection, belonging, and trust?
- What are your thoughts about empathy mapping?



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## FEELING FELT

"When kids are able to watch an interaction that's empathic, empathy isn't just being taught; it's being demonstrated. When we attune with others, we allow our own internal state to shift, to come to resonate with the inner world of another. This resonance is at the heart of the important sense of "feeling felt" that emerges in close relationships.




[http://cultivateempathy.com/References/Experts/Daniel\\_Siegel.htm](http://cultivateempathy.com/References/Experts/Daniel_Siegel.htm)

Children need attunement to feel secure and to develop well, and throughout our lives we need attunement to feel close and connected."  
--Dan Siegel



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## TEACHING, MODELING, & CULTIVATING EMPATHY



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## RESOURCES FOR TEACHING EMPATHY

The slide features three resource cards. The first card, 'Beyond Our Neighbors', is a curriculum for expanding empathy and compassion. The second card, 'A Toolkit for Promoting Empathy in Schools', includes various icons representing different aspects of empathy. The third card, 'Strategy and Lesson Plans Virtual Listening Deeply', is from the Making Caring Common project.

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## LESSONS FOR INTEGRATING EMPATHY

The slide displays a collage of lesson plans from Greater Good in Education. The lessons include 'Fostering Empathy Through Literature (Middle School & High School)', 'From Sympathy to Action', 'Teaching Senior Citizens About Technology', and 'What's the Tint of Your Glasses?'. Each lesson card includes a title, a brief description, and a 'THRIVING' logo.

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## EMPATHY SNOWBALL ACTIVITY

The slide shows a photograph of a teacher in a classroom leading an empathy snowball activity. The teacher is standing in the center, gesturing towards a group of students who are sitting at tables. The classroom has a whiteboard and various educational materials on the walls.

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## EMPATHY IN CONTENT & IN LIFE



When reading literature, non-fiction work, or discussing social studies, current events, incorporate opportunities to build empathy.

- How would you feel if you were \_\_\_\_?
- Can you think of a time when you felt the same way?
- What led him/her to make that choice?
- What would you have done differently in that situation?


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## EMPATHY IN CONTENT & IN LIFE

When exploring science and solving math problems, incorporate opportunities to build empathy.

- What ecological conditions lead to natural disasters? What percentage of students lost their homes and schools in CA wildfires? What is the average number of years it takes to rebuild after a hurricane?
- How would you feel if you were \_\_\_\_?
- Can you think of a time when you felt the same way?
- What would you want to say to another student who is victim of a natural disaster?





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## EXPLORING EMPATHY USING TWO-PERSPECTIVE POETRY

### "Honeybees"

From the book: *Joyful Noise Poems for Two Voices*  
by Paul Fleischman


<p><b>BEING A BEE</b> is a pain.</p> <p>I'm a worker</p> <p><b>I'LL GLADLY EXPLAIN</b></p> <p>I'm up at dawn, guarding the hive's narrow entrance</p>		<p><b>BEING A BEE</b> is a joy.</p> <p>I'm a queen</p> <p><b>I'LL GLADLY EXPLAIN</b></p> <p>Upon rising, I'm fed by my royal attendants.</p>	
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## BIG IDEAS EMPOWER EMPATHY

- The example you set... when you model empathetic listening, consider others' perspectives, and show compassion for them when they are struggling... when you are curious, not furious... These are valuable lessons.
- Asking simple questions are valuable lessons... "What do you think Winston Churchill would've felt in this situation? Why?" "What do you think would've made the protagonist feel better in this situation?"
- Allowing others to feel disappointment... Not rushing in to rescue, but rather showing empathy for their discouragement... And when they are ready, discuss how emotional pain isn't fun, but it can help us better understand others who are feeling scared, anxious, or lonely. This can help strengthen the empathy muscle.







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## BIG IDEA – EMPOWER EMPATHY




We must model empathy as well as teach it. When we do, we are strengthening SEL skills, resilience, community, and performance.






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## LET'S CULTIVATE THE CLIMATE FOR POSITIVE GROWTH



- We can't just focus on pulling out the weeds and stomping out "bad" behavior.
- We must focus on planting and nurturing the seeds that empower positive behavior.
- We can do that by explicitly teaching and modeling kindness, empathy, and gratitude.



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## FEEDBACK FORMS




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## BE THE CHANGE




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## INFLUENCE. INSPIRE. IGNITE. BE THE CHANGE.



“How do you change the world?  
One room at a time.  
Which room?  
The one you are in.”

--Peter Block



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## CLOSING CIRCLE – THE LAST WORD



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## THANK YOU! LET'S KEEP IN TOUCH!

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