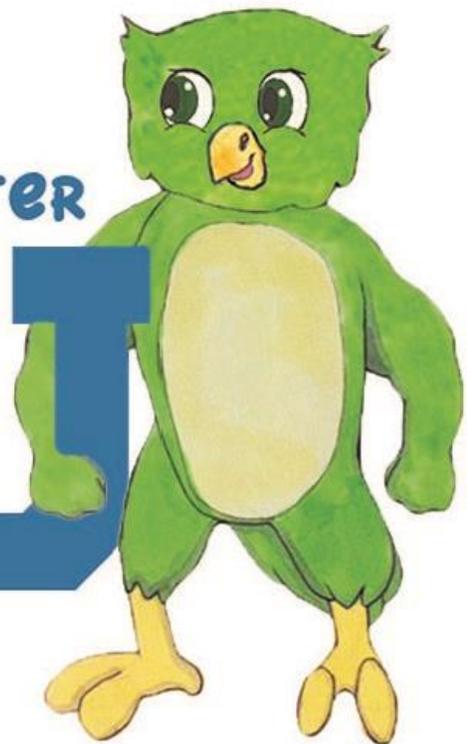


Librarian/ Teacher Sample Toolkit

Be the Boss of Your Thoughts

Character



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Librarian/Teacher Sample Toolkit



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“Be the Boss of Your Thoughts” introduces children to the power of their positive self-talk and mindset skills. As the author of *The Adventures of Ooga and Zeeta* book, my mission is to share character concepts that empower children with tools to improve behavior and manage emotions so they can better navigate life’s ups and downs. The 12 Cs, Green Glory and Red Rant provide a common language to help proactively and reactively teach these important skills. For more information, please visit www.character-u.com.

This toolkit is a condensed version providing some resources and activities. The complete toolkit is offered post assemblies or author visits to continue the lessons learned. We believe practice makes permanent and these resources can help students continue to grow their social and emotional skills to thrive in today’s world.

Below are ways to incorporate the language into school:

- Dedicated 30-60 seconds every day or as often as possible for “*Green Glory Time*” where students can reflect on one of *The 12 Cs* or think *Green Glory* thoughts.
- Use *The 12 Cs* as the common language for social and emotional learning discussions.
- Have students draw or discuss what each C looks like.
- Put up a chart where students can recognize other students who represent *The 12 Cs* or *Green Glory*.
- Teachers recognize and praise students who demonstrate *The 12 Cs* or *Green Glory*.
- During morning announcement, Principal announces “The C” for the day.
 - During morning meeting, class discusses “The C” of the day and how they can incorporate it into their day.
 - At the end of the day, a few students and/or teacher share how they demonstrated “The C” of the day.
- Teachers/students lead social emotional/character education lessons using [The Adventures of Ooga and Zeeta](#) book.
 - Read story and complete the Tips for Kids and Activities during morning meeting.
 - Students share their own examples.
- Class project
 - Class collaborates and develops a charity project to do as a class. (Charity/Communication/Compassion).
- Art project for students to create their own *Green Glory*.
- Private webpage with Teacher and Parent Toolkits including free activities and resources.
- Review the assembly summary with parents so everyone can speak the same common language.

- Have students set social and emotional goals and include comments on report cards and at the end of the year.
- Every Friday, one student from each classroom or selected grades takes home *The Adventures of Ooga and Zeeta* book.
 - Students are encouraged to read a few stories with their parents to discuss what they are learning about *The 12 Cs*, Green Glory and Red Rant.
 - Students then report to their class on Monday a few examples of how they incorporated either *The 12 Cs*, Green Glory and/or Red Rant over the weekend.
- Once a week Principal or teacher...
 - Announces it is time for students to fill out *My Superpower* worksheet
 - Students write what “C” they practiced during the week and what they were feeling before and after. Teachers or principal can read a few aloud in class or over the intercom. Teachers can participate as well.
- Once a month teachers and specialists choose a student AND another teacher/specialist with a “Green Glory Shout Out.” Teachers fill out a Green Glory Shout Out form with the exemplary behavior that followed one of *The 12 Cs* or Green Glory. Completed forms could be hung in the hallways.
- Establish a Social and Emotional Learning (SEL) committee and have them lead a quarterly assembly representing one or two of *The 12 Cs*.

Activities (download at www.character-u.com/librarian-toolkit):

- **Cognitive** - Train Your Brain activity and Positive Affirmations
- **Cognitive** - Create your own Green Glory Fortune Teller
- **Compassion** - Word search
- **Cherish** - Hand activity
- **Centered** - Mandala art activity
- **Communication** - Compromise maze

Resources/ideas with cost to school:

(contact Character U for pricing)

- Green Glory “look-a-like” stuffed animal
- Green Glory 6” custom stress figure
- Custom street signs for each of *The 12 Cs* to hang in the hallways
- Poster 18”x24”

Below are ways to incorporate The 12 Cs into the classroom:

Teachers follow students through each pivotal stage of development. At six to eight hours a day, five days a week, you as a teacher are poised to become one of the most influential people in your students’ life. After their parents, children will first learn from their elementary school teacher.

Using the consistent vocabulary and modeling the concepts throughout the day will help to reinforce these social and emotional tools and help students develop these skills for themselves.

1. **Cherish:**

- Hang their “Cherish Hand” in the classroom and remind students to think of something they are grateful for every day.
- Encourage children to hang their “Cherish Hand” somewhere at home they walk by every day so they’ll be reminded to put their hand over their hand outline and think of something they are grateful for.
 - Research shows that people who spend time feeling thankful are happier people.
- When you witness children demanding that they need something, ask them if it’s truly a need or a want. This can help reframe their thinking.
- If a student is in a bad mood, have them think of 3 things they are grateful for. This can remind them of the good in their life and it can help get them out of their funk.
- Make up scenes for role playing that you see challenging your class or to reinforce the concept. See end of Post Assembly Teacher Toolkit for Character U’s role play examples.

2. **Communication:**

- When you hear students using kind words, compliment them on using Green Glory nice words.
- When you hear students using words that aren’t nice, ask them if those words are Red Rant or Green Glory words. If it’s Red Rant words, ask them to change their words to Green Glory nice words.
- Review problem solving approach:
 1. Identify feelings. Connect words to feelings.
 2. Calm yourself. Use centering strategies.
 3. Identify the problem. How is it a problem for you?
 4. Set a goal to solving the problem that is reachable, rational and realistic.
 5. Brainstorm as many possible solutions for solving the problem.
 6. Think of the pros and cons for each of the possible solutions.
 7. Choose your best solution.
 8. Plan it. How will you avoid the cons? What obstacles do you anticipate and how will you respond to them?
 9. Do it and review it. Try your solution. If it doesn’t work go back to step 5 and try a different solution.
- Read the story Communication from *The Adventures of Ooga and Zeeta* and review the Tips for Kids and do the Activities together as a class. You could also do this with your Buddy Class.
- Kids can complete their Compromise Maze and find 2 ways through the maze. This will help reinforce that there may be more than one correct way and that their way may not be the only way to help solve conflicts.
- Make up scenes for role playing that you see challenging your class or to reinforce the concept. See end of Post Assembly Teacher Toolkit for Character U’s role play examples.

3. **Compassion:**

- When you witness children helping others or helping others reach their happy goal, compliment them on being Compassionate.
- Vice versa, when you see children not helping others or not being kind, challenge them to rethink their behavior and how they can turn it around to be Green Glory behavior and show their Compassion.
- Kids can complete the Compassion Word Search.

- Read the story Compassion from *The Adventures of Ooga and Zeeta* and review the Tips for Kids and do the Activities together. You could also do this with siblings or Buddy Classes.
- Make up scenes for role playing that you see challenging your class or to reinforce the concept. See end of Post Assembly Teacher Toolkit for Character U's role play examples.

Green Glory (Growth Mindset) vs. Red Rant (Fixed Mindset) **Teacher Responses:**

Green Glory responses:

- Wow, you really practiced that, and look how you've improved.
- You studied more and your grade on this test is higher.
- You tried different strategies and you figured out how to solve the problem.
- You stuck to this and now you really understand it.

Red Rant responses:

- You learned that so quickly! You're so smart!
- Look at that drawing. You're the next Picasso!
- You're so brilliant, you got an A without even studying!

Role Plays examples:

Recommended Cs by grade level:

- K-2nd grade: Careful, Cherish, Centered, Communication, Choices, Compassion, Commitment, Courageous
- 3rd-5th: Careful, Cherish, Centered, Communication, Choices, Compassion, Commitment, Courageous, Confident, Charity, Choices, Comedy

Centered:

Scene: I'm upset that I can't jump rope.

Red Rant: I'm so angry and am going to throw my jump rope in the trash.

Green Glory: I'm upset so I'm going to take a break, take a few deep breaths and then I'll try again.

Centered:

Scene: I want to sit in the special chair in class but Jack sat in it first.

Red Rant: I'm so annoyed. I'm going to push Jack off the chair.

Green Glory: I'm upset so I'm going to take a deep breath and ask Jack if I can sit in the chair when he's done.

Cherish:

Scene: My cousin gave me a ton of hand-me-down clothes that look great on me.

Red Rant: I NEED more clothes. I don't like any of these clothes!

Green Glory: I'm thankful for all my new clothes.

Charity:

Scene: My dad gives me money to buy ice cream and on our way to the ice cream store we see a volunteer asking for donations for hungry kids.

Red Rant: A few dollars won't make a difference so I'm going to get my ice cream.

Green Glory: I can get ice cream another time. I will donate my ice cream money and help the hungry kids. Any amount of money will be helpful.

Compassion:

Scene: I see a girl I don't know sitting alone at recess who looks sad.

Red Rant: "I don't know what I can do about it."

Green Glory: "I feel bad for her and I'm going to ask if she wants to play with me."

Research:

Several research studies reinforce the importance of life skills and social-emotional learning at a young age for short- and long-term success.



Social Emotional Learning participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance.

Better academic performance:

Achievement scores an average of 11% higher than students who did not receive SEL instruction.

Improved attitudes and behaviors:

Greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.

Reduced emotional distress:

Fewer reports of student depression, anxiety, stress, and social withdrawal.

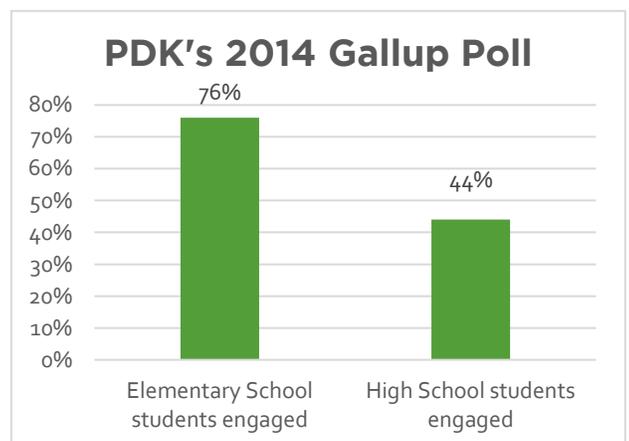
Fewer negative behaviors:

Decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.

“We found that students’ mindsets—how they perceive their abilities—played a key role in their motivation and achievement, and we found that if we changed students’ mindsets, we could boost their achievement.”
(Carol Dweck)

Life skills education is an important vehicle to equip young people to negotiate and mediate challenges and risks in their lives, and to enable productive participation in society.
(UNICEF)

Durlak, Weissberg et al.'s recent meta-analysis on Social Emotional Learning





The 12 Cs, Green Glory and Red Rant Definitions

CHARITY	Give to those in need without expecting anything in return.
COMEDY	Being able to laugh and have joy in your life. Being able to laugh at yourself.
COMMITMENT	Give your best effort and don't give up. When you fall down, get back up and try again (resilience). Be responsible and do what you say you're going to do.
CAREFUL	Eat mostly healthy foods and stay active. Stay away from danger.
COMPASSION	Being kind, showing respect and treating others as you would like to be treated.
COMMUNICATION	Listening, talking and using body language to (successfully) share information. Relationship skills.
CONFIDENT	To believe in yourself. To believe in your abilities. To like and love yourself. To know you are great just the way you are.
CHOICES	Make the best decisions you can but when you make a mistake, learn from it and make a better future decision.
COGNITIVE	It's how you think (mindset) and how you talk to yourself (self-talk). Positive Green Glory and negative Red Rant.
CHERISH	Be thankful and grateful for what you have. To love, protect, and care for someone or something that is important to you.
CENTERED	Being able to relax and calm yourself. Feeling peace and balance within your mind and body.
COURAGEOUS	To be brave. To be scared but choose to push through your fears and do it anyway.
GREEN GLORY 	Green Glory is on the other side of our head telling us positive things like, "I can do it," and "Keep trying and don't give up," and "I am likeable," and "I can do hard things." Green Glory's job is to keep Red Rant from bullying our thoughts. When children practice their Green Glory self-talk and mindset, they will learn how to quiet their inner critic, be self-compassionate and mentally strong.
RED RANT 	On one side of our head is our negative self-talk and mindset, Red Rant, who tells us things like, "I can't do it," and "I'll never get it so stop trying," and "No one likes me." When children listen to their Red Rant, it's like they are bullying themselves.

For more information visit, www.character-u.com, email gretchenburman@character-u.com and like at www.facebook.com/characteru.