

Building Social and Life Assets in Youth

A resource compiled by the Aspen to Parachute Cradle to Career Initiative's Character Asset Task Force

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Toolkit Introduction

Introduction to the Cradle to Career Initiative

The *Cradle to Career Initiative* aims to ensure that all our region's 22,000 children ages 0-18 are ready for kindergarten, and that they graduate from high school ready for college or career. At the heart of CCI is a Collective Impact strategy of convening and uniting more than 70 community nonprofits, schools, agencies, governments, civic groups, businesses and philanthropists from Aspen to Parachute, around a shared vision and evidence-based strategies, programs and actions. Since introductory meetings in 2012, CCI partners have organized teams around four high level regional goals: *Ready for Kindergarten*, *Develop Social and Life Assets*, *Succeed Academically* and *Graduate Ready*. These teams work collaboratively to identify strategies and best practices that the community can implement to help contribute to regional youth success.

This Character Assets Toolkit has been developed as part of the work of the Social and Life Assets action team, whose goal is to support the social-emotional wellbeing of our region's youth. The team worked diligently to identify character assets that research shows to impact long-term success and happiness. The character assets identified are: Creativity, Hope, Perseverance and Social Responsibility. The Toolkit is meant to assist the many community organizations providing programs that introduce and promote these assets among local youth.

Rationale for Developing Social and Life Assets

Is developing Social and Life Assets important?

Developing strong life skills and character assets will help our region's youth achieve success in and out of school. Research demonstrates that social-emotional development is a core competency that helps youth handle the many challenges of school; and social and emotional wellbeing is also a key predictor of current and future school readiness. Teaching children social-emotional skills before age 5 is linked to a child's increased participation in childcare and early education activities.

In the early school years, research illustrates that school success — measured by CCI's Action Plan this means meeting benchmark math and reading scores in 3rd grade and progression to 4th grade — is linked to social and emotional predictors, including persistence, ability to regulate emotions, and attentiveness. Middle school children who show strong social-emotional development by pursuing academic goals that may prove difficult or frustrating is another strong indicator of future success. The Grit Scale, a test analyzing a student's focus, follow-through and commitment — all characteristics of

perseverance, resiliency and self-regulation—is another way to measure these indicators. Students who score higher on the Grit Scale also have higher academic grade point averages and fewer career changes over their lifetime.

If we are successful in developing Social and Life Assets, how will we be impacting local youth?

Activities supporting the development of Hope, Perseverance, Creativity, and Social Responsibility will help students develop:

- A sense of purpose, and optimism for the future (Hope)
- A growth mindset, grit, resiliency, self-regulation, goal setting and completion skills (Perseverance)
- Innovation and problem solving (Creativity)
- Civic engagement, community service and social competence (Social Responsibility)

How can we make Social and Life Assets a core practice of our organization?

Your organization may be in a situation where you would need to start from scratch, perhaps you simply need to breathe new life into existing assets, or you may simply need some alignment so that you are in a better position to influence regional collective impact. Whether supporting social and life assets would be a new direction for your organization or you simply need to dust off and align existing initiatives there are a few simple steps you can use to initiate, revitalize and bring focus to your organization's desired outcomes.

- **Focus.** Identify, focus on, and commit to a limited number of social and life assets. We would suggest you use some or all assets presented in this toolkit. If your organization goals do not align directly with all the assets presented select or add those that do.
- **Develop Understanding.** Ensure that all staff and participants in your organization are familiar with the assets.
 - Do staff and participants understand why social and life assets are important skills for youth to develop?
 - Could staff explain how the assets align and integrate into organizational goals?
 - Is staff aware of program components that directly support the integration of the assets into youth activities?
 - Can staff identify the specific organizational outcomes and ways by which the organization will measure its success
- **Be Intentional.** Make time at organization events, meetings, and during activities to address specific assets, progress made towards outcomes, and successful programs and individuals.
 - Make time on regular agendas for discussions and planning around assets

- Keep assets as a primary focus
- Conduct activities that specifically support understanding and development of the assets
- Recognize organizational and individual progress and success
- Encourage and acknowledge adult modeling of each asset

What are some specific ideas for embedding Social and Life Assets into the culture of our organization?

- ***Adopt a common language.*** Both staff and participants should use a common vocabulary to identify and define assets.
- ***Use opening and closing rituals.*** Before an organizational meeting or youth experiences take time to share readings, increase understanding and establish desired outcomes related to the assets. At the end of a meeting or youth experience provide time to reflect on and connect activities and experiences to a specific asset.
- ***Anchor an asset to an activity.*** Many times it is appropriate to add the development of a particular asset to an activity. If you know in advance that the activity is particularly challenging and will require multiple attempts for success, then make a point to introduce the concept of Perseverance prior to the event and provide structure for participants to reflect on Perseverance throughout the experience.
- ***Create opportunities for reflection.*** Reflection is key to integration. Silent writing, partner or whole group sharing can help all participants make meaning and connect the asset to the experience. These opportunities are priceless, don't pass them up.
- ***Connect to current media.*** Video clips, guest speakers, anecdotes, excerpts from articles or books can all serve as excellent launch points for discussion and reflection.
- ***Take advantage of individual interactions.*** Well-timed side conversations, questions and comments can go a long way towards creating opportunities for participants to increase understanding and internalize the assets.
- ***Commit to measuring your success.*** Regularly track and report out on progress toward your organization's asset goals.
- ***Develop a set of additional strategies and or rituals that are specific to your organization.*** Making assets integral to core practices will impact organizational culture and greatly enhance participant experiences.

*Caution: While asset oriented practices can greatly enhance and impact experiences, **focused work on the assets must be authentic.** Activities lacking authenticity will negatively impact the experiences of participants and will detract from the intended outcome. If in doubt of the activity's authenticity it is better to skip it than force it.*

How can we track organizational progress?

There is a saying that an organization becomes what it measures. In other words, if we decide a particular outcome is important, we will track our progress at achieving that outcome and with such attention, we will ultimately be successful.

Develop a pre and post survey that can reach out to providers, participants, and parents. No one survey can provide enough information to fully reflect on the success of a program. Capturing feedback from providers, participants and parents can give a broader and more complete view of the program's effectiveness while illuminating areas for improvement. The goal is to measure impact and or growth in the four asset areas. In future versions of this toolkit, we will provide sample survey questions for your use.

How to Use This Tool Kit

This Character Assets Toolkit is meant to serve as a resource for local community organizations and individuals to easily introduce research-based practices and language which help to support arguably the most valuable aspect of a young person's life; their social and emotional wellbeing. The toolkit is not meant to serve as, or substitute for, intensive interventions which are necessary in some cases. Rather, the tips and strategies provided are intended to be seamlessly integrated with existing programming and in everyday interactions with local youth. Each section presents one of four character assets and briefly explains the importance and research behind that asset, followed by a list of language and strategies that can be used to help build and promote that asset.

We anticipate your program will provide a progression of experiences and learning that instill your participants with one or more of the character assets. Choose your progressions to move participants along the path from awareness to transformation.

- **Awareness:** Increase awareness and understanding of the trait.
- **Engagement:** Engage in activities that offer opportunities to utilize the trait.
- **Reflection:** Articulate the immediate impact and value of the activities.
- **Transformation:** Integrate lessons learned and apply new thinking and actions to future life situations.

General Strategies for Implementation

- Make your space for participants physically safe and have consistent routines.
- Accept and even applaud errors and failures, emphasizing what they teach.
- When you or your group encounter adversity, express your feelings calmly and demonstrate how to cope with its effects.
- Model the assets in word and gesture. Smile, laugh at yourself, and be positive. Modeling, or demonstrating by what we say and how we act, is probably the most effective way to teach character traits.

Thank you for the time and energy you invest in our region’s youth and for your sincere interest in helping to ensure they grow and mature as healthfully and well-supported in our community as possible!

Consider participating in a Toolkit Orientation. CCI can connect you with “toolkit training” opportunities. If you have any questions regarding this toolkit, you may contact some of its local original authors and users listed below or send an email to CCI@aspencommunityfoundation.org and your questions will be shared with the Task Force.

Amy Kimberly, Carbondale Council on the Arts and Humanities
David Hamilton, Roaring Fork Outdoor Volunteers
Mark Cole, Aspen Valley Ski and Snowboard Club
Rick Holt, Roaring Fork School District
Tom Heald, Aspen School District

Suggestions for Improvement

Each user of the toolkit can help us improve its effectiveness. If you are successfully instilling any or all of the character assets, please share with us the keys to your success. Other organizations will benefit from your best practices. We will share all suggestions and comments with the Character Asset Task Force as they improve the toolkit for expanded use. Please send an email to CCI@aspencommunityfoundation.org.

Creativity

Creativity is a valuable asset for survival in the 21st century. Today, we are facing major challenges in our global economy, in our environment and in social issues. The need for creative ideas has never been greater. As Jonas Salk said: "If all the insects were to disappear from the earth, within 50 years all life on earth would end. If all human beings disappeared from the earth, within 50 years all forms of life would flourish." It is crucial to educate the whole being. We are educating our children for 20 years in the future. We have no idea of what challenges they will face. Divergent and creative thinking is a critical skill for surviving in this environment. Creative learning is learning that develops our capacity to be creative. It equips people with knowledge and skills and nurtures ways of thinking and working that encourage imagination, independence, tolerance of ambiguity and risk, openness and the raising of aspirations. {1}

Definition

Creativity is the ability to generate new ideas and new connections between ideas, and ways to solve problems in any field or realm of our lives. Many of us think of creativity as making something new—like a new song, poem, painting, or novel. Creativity is certainly involved in making art. However, creativity is much more than that. Without creativity, we wouldn't be able to work or solve problems in our daily lives. All people have the capacity to be creative. We can also nurture and increase our creativity. {2}

Related Vocabulary

Here are some other terms that may be helpful when teaching Creativity. Pick and choose depending upon what will work for your group.

Cleverness	Innovation	Originality
Genius	Inspiring	Resourceful
Imagination	Inventive	Thinking Outside the Box
Ingenuity	Open	Visionary

Tips for Encouraging Creativity

Creativity lays in the process not the product. The ideas of self-reflection, critical and divergent thinking, exploration and investigation are key elements to the process of learning. Our youth have lost much of the joy of process due to the focus on product. Meta Learning {3} is the process of *how* we learned, not *what* we learned. In this focus learners become more self-reflective, more self-motivated and more self-directed in their techniques

to education and learning. Injecting the following actions into all areas of learning strengthens the process of learning. When youth are being creative they are likely to:

- Question and challenge: Creative youth are curious and will question and challenge conventional knowledge and strategies.
- Make connections and see relationships: Creative youth think laterally and make associations between things that are not usually connected.
- Envision what might be: They imagine, see possibilities and ask, “what if”. They picture alternatives and look at things from different points of views.
- Explore ideas and options: Creative youth play with ideas, try alternatives and fresh approaches, keep open minds and modify their ideas to achieve creative results.
- Reflect critically on ideas, actions and outcomes: They review progress, invite and use feedback, criticize constructively and make perceptive observations.

Remember creativity is about PROCESS. The best way to teach is to be the example.

- Focus on process rather than outcome
- Use techniques outside the box to teach curriculum i.e. act out a math problem,
- Draw a picture from a story, create new endings to classics, use songs to remember history dates etc.
- Give participants extended, unhurried time to explore and do their best work. Don't interfere when they are productively engaged and motivated to complete tasks.
- Provide an exciting and inviting classroom or program environment. Provide space for participants to leave unfinished work and a quiet place for contemplation.
- Provide an abundant supply of interesting and useful materials
- Create a learning environment where risk taking and failure are encouraged.

Techniques to Use

Here are just a few of the many techniques you can use to stimulate creativity.

1. *Assumption Busting.*

List assumptions associated with a task or problem, for example, that a solution is impossible due to time and cost constraints. Ask under what conditions these assumptions are not true, continue the process of examination as old assumptions are challenged and new ones are created. OR find ways to force assumptions to be true.

2. *Brainstorming.*

Define the problem clearly and lay out criteria to be met. Be sure that no one criticizes or evaluates ideas, even if they are clearly impractical. Ideas should be listed, rather than developed deeply on the spot; the idea is to generate possibilities. Accordingly, participants should be encouraged to pick up on ideas offered to create new ones. Evaluate the ideas after the session.

3. ***Random Input.***

Select a random noun from the dictionary or from any list of words. It is helpful to get new insight by selecting a word from outside the context of your program. List the word's attributions or associations, and then apply each to the problem at hand. With persistence, at least one of these may catalyze a creative leap.

4. ***Reversal***

The reversal method takes a given situation and turns it around, inside out, backwards, or upside down. Any situation can be "reversed" in several ways. It doesn't matter whether the reversal makes sense or not. Go from "How does my coach teach me a new skill?" to "How do I teach my coach a new skill?"

Hope

Hope is a measure of the ideas and energy we have for future outcomes, our expectation for the best in the future and a measure of our willingness to work to bring that future into reality. Measures of hope have been shown to correlate to such things as attendance rates, a student’s ability to earn credits, and GPA of high school students. In addition hope scores are more robust predictors of college success than are high school GPA, SAT, and ACT scores.

Twenty years of field research demonstrates that more hopeful students perform better in school and life than less hopeful students. For example, hopeful middle school students have better grades in core subjects {1} and scores on achievement tests {2}. Hopeful high school students {3} and beginning college students {4} have higher overall grade point averages. The Gallup Student Poll data on nearly a half million students reveals that half of American students have the hope they need to succeed -- which mean that half don’t. Given that hope is malleable {5} and that the hopeless can learn to be hopeful, our youth need a focused effort from adults who care about them and their future.

Definition

Optimism, future-mindedness, future orientation: Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about.

Related Vocabulary

Here are some other terms that may be helpful when teaching Hope. Pick and choose depending upon what will work for your group.

Ambition	Design	Goal
Anticipation	Desire	Optimism
Aspiration	Expectation	Plan
Belief	Future Orientation	Wish
Confidence	Future Mindedness	

Tips for Encouraging Hope

According to author Shane J. Lopez, Ph.D. in [Making Hope Happen](#) the key to helping youth increase hope is through a three part process combining goal setting, agency (our belief and ability to make things happen), and pathways to success. He goes on to point out that what is especially unique about hope and what he describes as the “Hope Cycle” is that each step

and the process in its entirety can be learned by any student. Here are some definitions and thoughts offered by Lopez:

- *Goals.* We seek out and identify an idea of where we want to go, what we want to accomplish, who we want to be—whether tomorrow or over a lifetime. Some goals are vague or fleeting and quickly forgotten. Others are actively shaped and modified over time. Hope is built from the goals that matter most to us that we come back to again and again, and that fill our minds with pictures of the future.
- *Agency.* The word agency is shorthand for our perceived ability to shape our lives day to day. As “agents,” we know we can make things happen (or stop them from happening), and we take responsibility “for moving toward our goals. Over time, we develop our ability to motivate ourselves; we build our capacity for persistence and long-term effort. Agency makes us the authors of our lives.
- *Pathways.* We seek out and identify multiple pathways to our goals, pick the most appropriate routes for our situation, and monitor our progress over time. These are the plans that carry us forward, but we’re aware that obstacles can arise at any time. So we remain curious and open to finding better paths to our desired future.

Techniques to Use

Significant adults in young lives can play a role in developing hope in three ways: They can create excitement about the future, teach numerous strategies for success and solving problems, and knock down obstacles.

1. *Create Excitement about the Future.*

Big goals get people excited and bring them together. Getting people excited about the future requires setting a goal that is emotionally important to people, tracking the progress toward that goal in a visual way, and celebrating the progress toward and the attainment of that goal.

2. *Teach Strategies for Success and Problem Solving.*

Youth generally have the will to pursue a future they desire, but they lack the methods or strategies to reach the big goals of mastery of a skill, graduation and employment. Hope may be enhanced by small efforts to teach them the ways to set intermediate goals, track progress over time, solve small interpersonal disputes, pursue skill and career interests, and interview for jobs.

3. ***Knock Down Obstacles to Big Goals.***

Many obstacles pop up to threaten each youth's development. By eliminating some of the obstacles to *security, well-being, and learning*, adults build capital with youth and increase the likelihood that hopeful individuals will overcome the roadblock the next time around.

Perseverance

Perseverance is necessary to develop a mind-set for success. No one, no matter how talented, succeeds every time. Perseverance is necessary for developing new skills and for pushing beyond setbacks or failures in all aspects of life. It is the commitment we make to ourselves to do whatever is necessary to accomplish our most treasured dreams and goals. It means we refuse to give up in spite of the difficulty that may surround us, and in spite of those who tell us that our goal is unattainable. If we have perseverance, we can take risks, learn from our failures, and gradually improve with what we have learned. Perseverance is a fundamental attribute of a winning character. Anyone can accomplish something that is easy. With perseverance, we set ourselves apart and can achieve greatness.

Definition

Continued effort to do or achieve something despite difficulties, discouragement, failure, frustration, opposition or delay in achieving success

Related Vocabulary

Here are some other terms that may be helpful when teaching Perseverance. Pick and choose depending upon what will work for your group.

Carrying On	Hanging Tough	Resolve
Continuing	Holding On	Seeing It Through
Determination	Keeping Going	Standing Firm
Enduring	Sticking With It	Grit
Persistence	Striving	Work Ethic

Tips for Encouraging Perseverance

Like intelligence, sense of humor and every other personality trait psychologists study, perseverance is a function of both genes (nature) and experience (nurture). Your participants come to you with their own hard-wired predilection for perseverance. The following tips will help you nurture it in them.

- *Success vs Excellence.* Success is about the outcome, excellence is about the process of becoming proficient. The former gives you a short term buzz, yet instills fear of losing. A quest for excellence, however, turns one's focus upon the journey of development, which is filled with struggle, disappointment, and success.
- *Encourage Trying New Things.* Emphasize that failure is not something to be feared.

- *Identify When Struggle is Expected.* Simply knowing that struggle is expected will make it easier for your participants to deal with the frustration of not succeeding right away. In other words, children and young adults need to be taught to appreciate that they're *supposed* to suffer when working hard on a challenge that exceeds their skill. They're *supposed* to feel confused.
- *Role Model Perseverance.* Our participants have their eyes open and will learn from our actions. We can take on new challenges; we can refrain from complaining about things out of our control
- *Transference.* Emphasize that lessons learned in your program can be applied in all aspects of life. Persevering means we don't give up even when it's hard and we do not let obstacles get in the way of our goal. When we persevere we enjoy the journey and do not get discouraged if it is going in a way we did not expect.

Techniques to Use

1. Identify the Need

Participants in every program will at some point learn through trying, failing and having the chance to immediately try again – perhaps MANY times. Discuss with your participants how they will need perseverance in the context of your program.

2. Discuss

- Ask your participants to define perseverance
- Ask if they can name someone who has shown perseverance; have them describe the situation
- Ask them for ways they can show perseverance within the context of your program
- Share quotes. If you Google “Perseverance Quotes in _____” (fill in the blank with the theme of your program), you will find many possibilities, like:

Perseverance is failing 19 times and succeeding the 20th.
Julie Andrews

Be like a postage stamp. Stick to something until you get there.
Josh Billings

Our greatest glory is not in never failing, but in rising each and every time we fail.
Confucius

3. *Encourage and Recognize Effort*

Call attention to examples of perseverance you see in your participants. Praise them for this. Too often, only results are praised. This can lead children and young adults to fear failure. Point out that each person gets to choose how hard they are willing to work for what they want to accomplish. Hard work can more than make up for a difference in talent.

4. *Allow Failure, Allow Some Frustration*

Resist the urge to head off all failure among your participants. Failure provides a wonderful learning opportunity. In fact the concept of “winning and losing” could be replaced with “winning and learning”. In order to learn from failure, ask questions: Why did we fail? What did we learn?

5. *Provide a Structure for Progress*

- Work with sound progressions. The techniques you use should be proven to lead to success
- Vary the degree of perseverance needed. A challenge grounded in things your participants already know may require a small degree of perseverance. More perseverance will be needed for something that pushes your participants out of their comfort zone.
- Make sure challenges are appropriate and that you are managing the risks around all challenges

Social Responsibility

Our actions affect people, natural environments, and society. Therefore, we have a responsibility to act in a manner producing positive effects. It is easy for students to feel like they are not important in their local, regional, national, and international communities. Some issues, such as climate change and racism can seem so insurmountable that young people have a hard time understanding how their actions are important. Social responsibility helps students identify ways they can actively contribute to the well being of others.

Definition

Social Responsibility is the obligation of an individual and organizations toward the welfare and interests of the community in which they live and serve. Social Responsibility can be “positive,” meaning there is a responsibility to act, or it can be “negative,” in that it is a responsibility to refrain from acting. An underlying concept is the societal norm that tells people they should help others even when it may not benefit them. A socially responsible individual will endeavour to have a positive effect on others, will strive to make a positive contribution, will enrich his or her environment.

Related Vocabulary

Here are some other terms that may be helpful when teaching Social Responsibility. Pick and choose depending upon what will work for your group.

Self-awareness	Empathy	Acceptance
Balance	Duty	Justice
Compassion	Benefit to Society	Equilibrium
Fairness	Civic Engagement	Generosity

Tips for Encouraging Social Responsibility

- *Controversial Issues.* Students are already familiar with controversial topics and may have formed strong opinions. Don’t be afraid to bring up and address these issues. But, make sure you have set expectations/guidelines with the group beforehand so that the conversation stays respectful. It’s okay to leave some questions unanswered; the goal is teaching students how to have thoughtful conversations around these issues.
- *Managing Conflict.* Conflict is a part of life for everyone and is neither good nor bad. The important thing is learning to address conflict in a healthy way that takes all sides into account.

- *Modeling.* Pro-social behavior is best demonstrated in the specific context of your program and can be more effective than trying to teach a more broad-based model.
- *Accepting Failure.* It is okay if students make a bad decision and experience failure in the activity. Use that failure to learn about consequences and thinking of others.

Techniques to Use

1. *Create a Safe and Nurturing Environment*

- Think about safety in a physical and emotional sense. You may consider having the group complete a contract or identify safety issues they can all agree on before the start of the activity (i.e. five finger contract, safe space, setting expectations, group agreements, etc.).
- Also, identify issues that may prohibit or hinder learning in students. Ensure that all basic needs have been met so that students can give their full attention.

2. *Promote Healthy Conflict Resolution.*

- Start with examples of past conflict resolution from the lives of the students or teachers. Ideas: bullying, siblings, parents, public meetings, government, historical conflicts, etc.
- Discuss which aspects of these examples did and did not work well. Use the previous discussion to identify aspects of successful conflict resolution and put them into practice in inter-group conflict if possible.

3. *Model Pro-Social and Ethical Behavior*

- Pay attention to the language and activities you use and how they may affect the perceptions of other people and issues in your students. Help students interact with others from different social and ethnic groups.
- Create an action plan to address social or ethical issues within the group

4. *Make Programs Democratic and Participatory*

- Any decision that can be made by the group members should be made by the group members. Allow students to have input and develop ownership over the activities and outcomes of the lesson/activity.

Citations, Resources and References per Section

How to Use This Tool Kit

Resources and References

Why are social and life assets important

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Perseverance

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Angela Duckworth on Grit - Video
3. <https://www.youtube.com/watch?v=DBbmNAZWq-E>
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Social Responsibility

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Character Asset Activities

The first four Character Assets activities are designed to introduce students to the concepts of Hope, Perseverance, Creativity and Social Responsibility and to facilitate discussion of what the concepts mean to them. Activities 5 to 8 expand on the concepts to broaden the discussion and thinking of students from their day to their lives.

These activities are a starting point. They can be modified and sequenced to suit student ages, interests, needs, etc. Different questions could be used and the activities expanded to include drawing, writing or other creative projects to increase students' engagement with the concepts and deepen their understanding of them.



Enrichment Wednesdays

Weekly Character Assets Activity

Enrichment Wednesdays is part of the Cradle to Career Initiative (CCI) sponsored by the Aspen Community Foundation. A goal of all the participating non-profits, businesses and student programs is to foster and cultivate 4 Character Assets: **Hope, Creativity, Perseverance** and **Social Responsibility**. These 4 Character Assets have shown through research to positively impact the lives of students if they are taught on a consistent basis by educators, parents and community members.

Please take about 5 minutes of your Enrichment Wednesday's class at the beginning and end of class to talk about HOPE.

Activity #1 HOPE

HOPE (definition): *The ideas and energy students have for their future and wellbeing.*

Instructor starts by talking about the meaning of HOPE. *What does HOPE mean?* The instructor could share a personal story of how HOPE improved their life.

Question (Start of Class): *What do you HOPE to learn by the end of this class today?*

Try to have each student quickly answer the question.

Questions (End of Class): *Did your HOPE today come true? Did you put enough effort in making your HOPE come true? What do you HOPE for next class?*

Instructor needs to understand that some HOPES came true and others didn't. Please use empathy and words of HOPE for next time. You could say: "Sometimes my HOPES don't come true so what I do is make another goal that I believe I can achieve better next time." Or "Sometimes my HOPES come true and I know I can ever do better next time by making my HOPE or goal bigger!"

Instructor Feedback on Activity: (If you have a few minutes to help us improve this activity we would greatly appreciate the feedback.)



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Please take about 5 minutes of your Enrichment Wednesday's class at the beginning and end of class to talk about Perseverance.

Activity #2 Perseverance

Perseverance (definition): *Continued effort to do or achieve something despite difficulties, discouragement, failure, frustration, opposition or delay in achieving success.*

Instructor starts by talking about the meaning of **Perseverance**. What does **Perseverance** mean? The instructor could share a personal story of how they used **Perseverance** to over a major challenge in life. Explain the opposite of **Perseverance** is Frustration.

Question (Start of Class): *How can you use perseverance today in class?*

Try to have each student quickly answer the question.

Questions (End of Class):

- **Did you persevere or get frustrated today?**
- **What strategy did you use to persevere?** (example dialogue by the instructor: Some students simply try again? Some students stop, refocus, breath deep then try again? Some students ask for help by the instructor or friend for better understanding before trying again)
- **Who else in the class showed perseverance?**

Instructor Feedback on Activity: (If you have a few minutes to help us improve this activity we would greatly appreciate the feedback.)



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Please take about 5 minutes of your Enrichment Wednesday's class at the beginning and end of class to talk about Creativity.

Activity #3 Creativity

Creativity (definition): *Use of imagination, inspiration or new ideas to make something new or solve problems.*

Instructor starts by talking about the meaning of **Creativity**. What does **Creativity** mean? The instructor could share a personal story of how they used **Creativity** in school, work or at home. Explain the opposite of **Creativity** is uninspired or boring.

Question (Start of Class): *How can you use creativity today in class?*

Try to have each student quickly answer the question.

Questions (End of Class):

- *Did you notice any creativity today in class?*
- *What new imagination or inspiration came to you during class?*
- *How was this creativity used? (Did it help solve a problem? Did it start a new conversation? Did it start you down a new path of thinking? Did it make your work better?)*
- *Who else in the class showed creativity?*

Instructor Feedback on Activity: (If you have a few minutes to help us improve this activity we would greatly appreciate the feedback.)



Enrichment Wednesdays

Weekly Character Assets Activity

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Please take about 5 minutes of your Enrichment Wednesday's class at the beginning and end of class to talk about the following Character Asset.

Activity #4 Social Responsibility

Social Responsibility (definition): *Caring attitude towards self and others.*

(i.e. Civic engagement, community service and social competence)

Instructor starts by talking about the meaning of **Social Responsibility**. What does **Social** mean? What does **Responsibility** mean? The instructor could give a personal example of their Social Responsibility at school, work or community. Explain the opposite of **Social Responsibility** is selfishness .

Question (Start of Class): *How can you show Social Responsibility today in class?*

Try to have each student quickly answer the question.

Questions (End of Class):

- *Did you notice any Social Responsibility today in class?*
- *What ways can you participate in Social Responsibility?*
- *Create a list of Social Responsibility acts? (Ex: Knitting a scarf for homeless people. Volunteering at animal rescue shelters. Reading stories to the elderly or people in the hospital. Helping a neighbor fix their house to save money.)*

Instructor Feedback on Activity: (If you have a few minutes to help us improve this activity we would greatly appreciate the feedback.)



Enrichment Wednesdays

Weekly Character Assets Activity

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Please take about 5 minutes of your Enrichment Wednesday's class at the beginning and end of class to talk about HOPE.

Activity #5 HOPE

HOPE (definition): *The ideas and energy students have for their future and wellbeing.*

Instructor starts by talking about the meaning of HOPE. What does HOPE mean? The instructor could share a personal story of how HOPE improved their life.

Question (Start of Class): *What do you HOPE to learn or do by the end of school this year or before summer vacation?*

Try to have each student quickly answer the question.

Questions (End of Class): *How do we keep track of our HOPES? Today, did you put effort in making your HOPE come true for the future? What do you HOPE for others in your life?*

Instructor explains that HOPES or dreams take time and everyday a person works on their HOPES so they do come true in the future. Help Explain: "One small action every day makes big things happen in time."

Instructor Feedback on Activity: (If you have a few minutes to help us improve this activity we would greatly appreciate the feedback.)



Enrichment Wednesdays

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Please take about 5 minutes of your Enrichment Wednesday's class at the beginning and end of class to talk about Perseverance.

Activity #6 Perseverance

Perseverance (definition): *Continued effort to do or achieve something despite difficulties, discouragement, failure, frustration, opposition or delay in achieving success.*

Instructor starts by talking about the meaning of **Perseverance**. What does **Perseverance** mean? The instructor could share a personal story of how they used **Perseverance** to over a major challenge in life. Explain the opposite of **Perseverance** is Frustration.

Question (Start of Class): *What is the greatest challenge in your life? What is your plan to persevere over this challenge?* *Note: (Some students face moving again, or missing one of their parents, or dealing with lack of money, or home issues, etc) (Respect students who don't want to answer and remember to just listen and empathize.) (Remember to encourage BIG dreams or BIG Challenges to overcome.)* Try to have each student quickly answer the question.

Questions (End of Class):

- *Did you persevere or get frustrated today?*
- *What strategy did you use to persevere today?*
- *Who else in the class showed perseverance?*

Instructor Feedback on Activity: (If you have a few minutes to help us improve this activity we would greatly appreciate the feedback.)



Enrichment Wednesdays

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Please take about 5 minutes of your Enrichment Wednesday's class at the beginning and end of class to talk about Creativity.

Activity #7 Creativity

Creativity (definition): *Use of imagination, inspiration or new ideas to make something new or solve problems.*

Instructor starts by talking about the meaning of **Creativity**. What does **Creativity** mean? The instructor could share a personal story of how they used **Creativity** in school, work or at home. Explain the opposite of **Creativity** is uninspired or boring.

Question (Start of Class): *How do you use creativity at home?*

(Some people make things at home to give as gifts or sell to make money. Some people write down their ideas and then share them to help make the world a better place. Some people create fun stories to share or drawings. Some people create inventions to help out at home.)

Try to have each student quickly answer the question.

Questions (End of Class):

- **Do others at home use creativity?**
- **What new imagination or inspiration came to you at home?**
- **How was this creativity used?** *(Did it help solve a problem? Did it start a new conversation? Did it start you down a new path of thinking? Did it make your work better?)*
- **How do you remember your new ideas or solutions?** *(Some people use a notebook, or journal, others draw their ideas.)*

Instructor Feedback on Activity:



Enrichment Wednesdays

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Please take about 5 minutes of your Enrichment Wednesday's class at the beginning and end of class to talk about the following Character Asset.

Activity #8 Social Responsibility

Social Responsibility (definition): *Caring attitude towards self and others.*
(i.e. Civic engagement, community service and social competence)

Instructor starts by talking about the meaning of **Social Responsibility**. What does **Social** mean? What does **Responsibility** mean? The instructor could give a personal example of their Social Responsibility at school, work or community. Explain the opposite of **Social Responsibility** is selfishness .

Question (Start of Class): *How can you show Social Responsibility in your community?* Try to have each student quickly answer the question.

Questions (End of Class):

- *Did you notice any Social Responsibility by others in your community?*
- *What ways can you participate in Social Responsibility in your community?*
- *Create a list of Social Responsibility acts? (Ex: Knitting a scarf for homeless people. Volunteering at animal rescue shelters. Reading stories to the elderly or people in the hospital. Helping a neighbor fix their house to save money.)*

Instructor Feedback on Activity: (If you have a few minutes to help us improve this activity we would greatly appreciate the feedback.)
