

3 THINGS TO KNOW

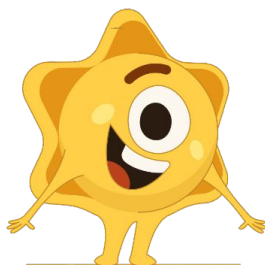
1. Our curriculum is designed around 9 character traits: Respect, Responsibility, Gratitude, Empathy, Cooperation, Honesty, Cooperation, Courage, and Creativity.
2. We combine character development with skills for life success to lead students towards 3 research-backed outcomes: **Be Kind, Be Strong, Be Well**.
3. We include proactive tools to build a strong campus culture, including family resources. All student and family-facing resources are available in Spanish!

RESOURCES KIDS LOVE

- Fun and original music and videos, many featuring our animated characters: Sol, Ida, and Tre
- Emotion regulation tools
- Conflict resolution tools
- Engaging posters & visuals
- Student recognition resources
- Engaging family newsletters, including Family PurposeFull Pursuits (fun family challenges)
- Coloring pages and other kid-friendly tools
- Playground activities

BE KIND

Social skills and conflict-resolution



BE STRONG

Executive functioning: focusing, organizing, goal-setting



BE WELL

Wellness strategies emotion regulation



VERTICALLY-ALIGNED SKILLS for LIFE SUCCESS



SAMPLE: Family Challenge

GRATITUDE:

What are some small, specific things that you are Grateful for? Maybe it is your favorite water cup, the way the cat sleeps on the chair, or when your grandma bakes banana bread. Spend some time as a family trying to think of at least 10 small things that you have Gratitude for and then choose to notice them this week with a smile.

Want more information?

- Visit CharacterStrong.com
- View our [FamilyStrong](#) page and introductory video.

The Research: Benefits of PurposeFull People

Over the past two decades, studies have shown the benefits of teaching skills for life success and character education. PurposeFull People is designed to include these skills while building a foundation of strong relationships among students. The student benefits of experiencing a program like PurposeFull People include:

- Improved sense of belonging at school and among classmates
- Increased sense of well-being and emotion regulation
- Increased focus, self-discipline, and engagement at school
- Improved academic performance, including grades and test scores
- Better preparation for transition to middle school
- Increased probability of longer term success into adulthood

(Bywater & Sharples, 2012; Corrales et al., 2016; Lei et al., 2018).

The Research Behind the Outcomes:

Be Kind: Social Skills



Numerous studies have investigated the impact of teaching elementary-aged students social skills. The findings from this research are clear: teaching social skills to children between the ages of 5-11 leads to a range of beneficial outcomes, including:

- Improved social competencies such as **cooperation**, **assertiveness**, and **conflict resolution**
- Improved **prosocial interactions** and social inclusion
- **Decreased aggressive and disruptive behaviors**

(e.g., Durlak et al., 2010; Gresham et al., 2004; January et al., 2011).

Be Strong: Executive Functioning



Executive function skills include cognitive flexibility (ability to adapt to new, changing, or unplanned events), self-control, attention regulation (focusing and concentrating in the face of distractions), and organization (planning, time management, and keeping track of materials) (Diamond, 2013). Executive functioning skills have been shown to be **more important predictors of school success than IQ** (Blair & Razza, 2007). Executive functioning skills also predict a person's **success throughout their life**, including **career success** (Prince, et al., 2007) and **mental and physical health** in adulthood (Dunn, 2010; Kusche et al., 1993).

Be Well: Emotion Regulation



When elementary students are intentionally supported in acquiring skills to regulate emotions in response to situations, it leads to several positive **short-term outcomes**, including:

- Improved confidence
- Greater persistence and resilience in the face of adversity
- Increased engagement in school
- Better test scores and grades
- Reductions in behaviors that interfere with learning

(Corcoran et al., 2018; Kraag et al., 2006; Moltretch et al., 2010).

Long-term outcomes include -

- Greater college and career readiness and success
 - Healthier relationships
 - Better mental health
 - Greater civic engagement
- (Greenberg et al., 2017).