



# PurposeFULL People

## **An Overview**



Next

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People



It's all about  
**RELATIONSHIPS**

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People



# Connect



## My Happy Place

Choose a letter to reveal an image. Share with a partner, a small group, or the whole class what makes you happy in the picture and what would you add to the photo to make you even happier!

**H**

**A**

**P**

**P**

**Y**

# The Why

# **3 Reasons** this **Work Matters**



1



## Improved Academics

Addressing social and emotional competencies increased students' academic performance by *11 percentile* points.

## Improved Behavior

Students participating in life skills programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

A large, dark blue number '2' is centered within a white circle. The circle is set against a background of yellow and dark blue curved shapes. Below the number '2' are three green, wavy, brushstroke-like lines.

2



# 3



## **Families & Educator Belief**

A survey of teachers commissioned by McGraw Hill found 93% of teachers want a greater focus on life skills in schools. 81% of parents believe that life skills are just as important as academic learning.





# Be Well

(Gratitude, Honesty, Creativity)



# Be Kind

(Respect, Empathy, Cooperation)



# Be Strong

(Courage, Perseverance, Responsibility)

# The How

# **3 things** to know about the curriculum



## BE KIND

~~~~~  
Social skills and  
conflict-resolution



RESPECT

EMPATHY

COOPERATION

## BE STRONG

~~~~~  
Executive functioning:  
focusing, organizing,  
goal-setting



Responsibility

PERSEVERANCE

COURAGE

## BE WELL

~~~~~  
Wellness strategies:  
emotion regulation



GRATITUDE

HONESTY

Creativity





# Grade-Level-Specific Skills



|  | PreK & K             | 1st               | 2nd                               | 3rd                | 4th                            | 5th               |
|--|----------------------|-------------------|-----------------------------------|--------------------|--------------------------------|-------------------|
|  | Listening            | Friendship        | Understanding conflict-resolution | Perspective-taking | Practicing conflict-resolution | Leadership        |
|  | Following directions | Focusing          | Engagement                        | Flexible thinking  | Organization                   | Goal-setting      |
|  | Identifying emotions | Emotion awareness | Emotion regulation                | Emotion advocacy   | Positive self-talk             | Stress-management |

**BE KIND**



**BE STRONG**



**BE WELL**



The  
**How**

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**Start**



**Connect**



**Grow**



**Respond**



**Exit**

# **How** You Can Support





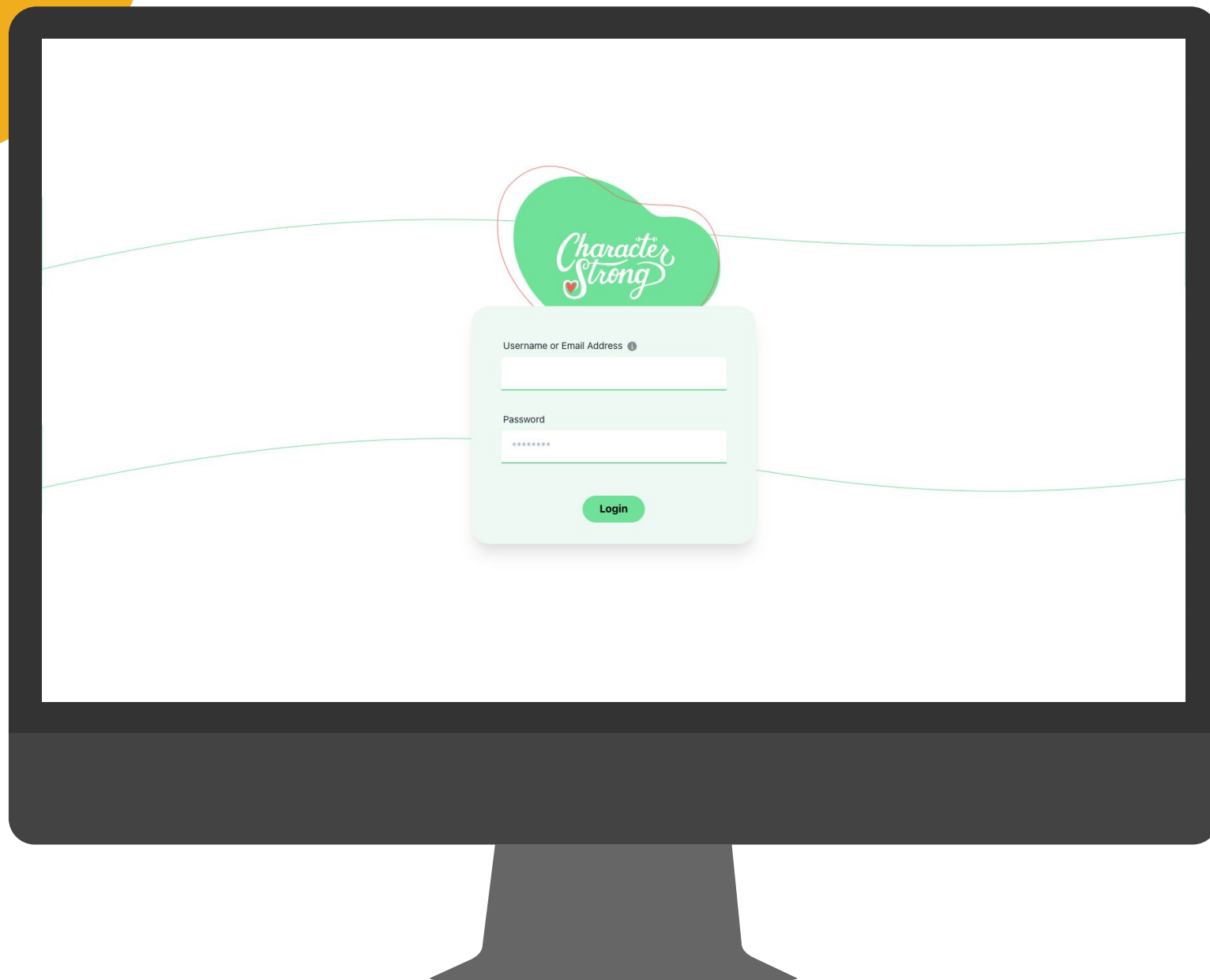
# PurposeFULL People

**The Next 5 Steps**

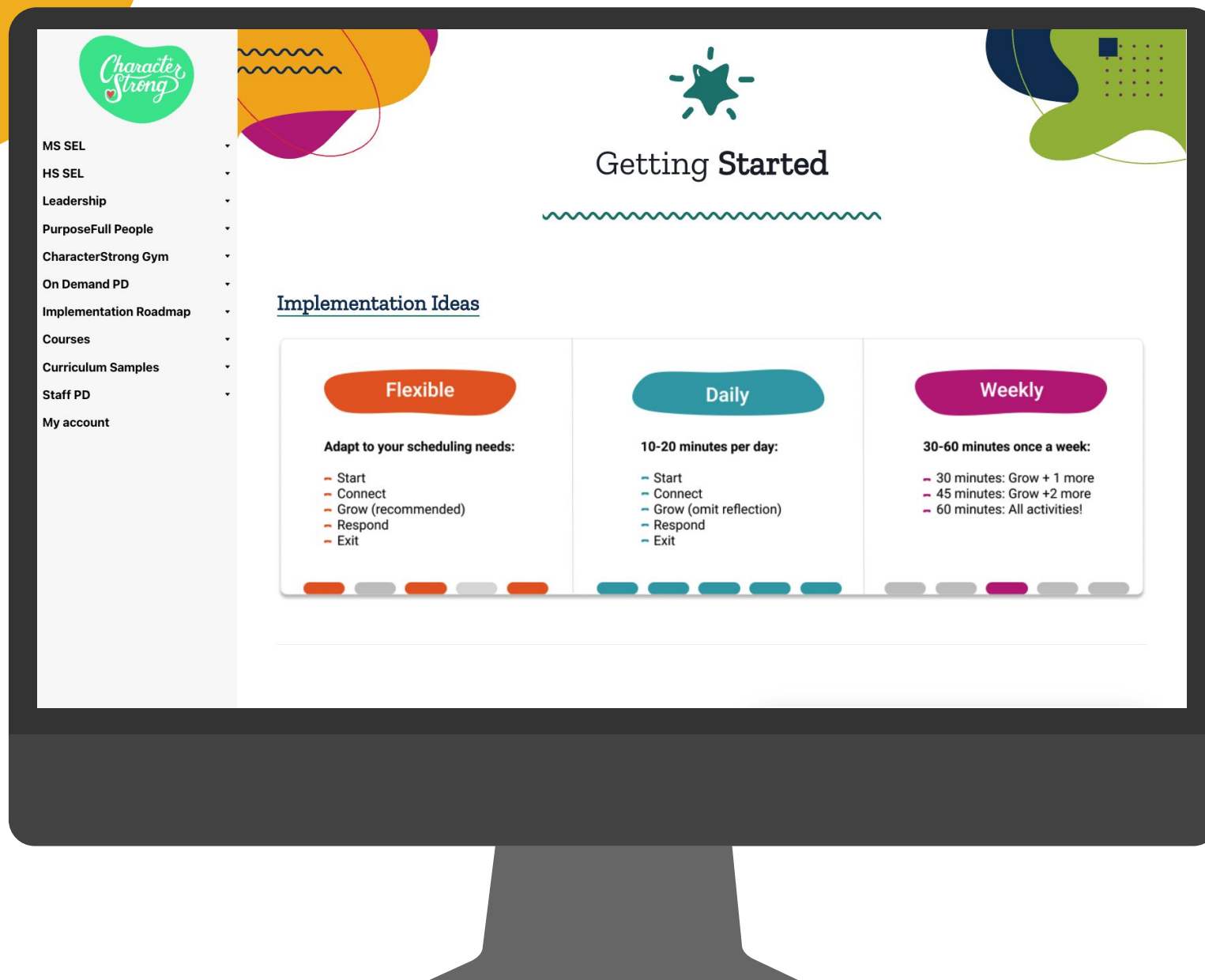
## The Next 5 Steps

- ☐ **Step 1:** Login ([click here](#)). If this is the first time you are logging in, you will be asked to set up your account! Write down your login in a space you will remember. (2-4 minutes)
- ☐ **Step 2:** Visit the Getting Started page ([click here](#)). Upon launch in June, this page will have resources for reminders and best practices. Review the Implementation Ideas and determine what option best meets your school's needs (flexible, daily, or weekly). (5-7 minutes)
- ☐ **Step 3:** Watch The Campus Resource overview video ([click here](#)) to get a sense of some of things that will be available in June to support grade level and schoolwide implementation. Write down 1 resource you are excited to use this year. (5-7 minutes)
- ☐ **Step 4:** Get the hang of things! Navigate to the grade level you will primarily be working | with and select Respect. All traits will be available once we launch in June. Navigate to Week 1 in Respect. Spend some time getting familiar with how to use the page by completing these 5 actions (7-10 minutes):
  - Read the Staff Pursuit and Family Focus, practice clicking the " - " button on the upper right of each card to minimize the text.
  - Take a minute to explore all lesson parts (Start, Connect, Grow, Respond, and Exit).
  - Try clicking on images throughout the lesson to expand to full screen.
  - Practice navigating the Connection Games by expanding the slide deck to full screen. Try clicking into one game and navigating through.
  - Explore the Grow Section and notice the navigation features and full screen options to use as visuals while teaching the lesson.
- ☐ **Step 5:** Join forces! Get into a group of about 2-4 people who will be teaching sessions from the same grade level as you. With this team, review Week 1 or 2 from your grade level. You can use any strategy you like to prep, but here are a few favorites (30-40+ minutes):
  - **Jigsaw:** Each group member takes a section of the week, reads through it a few times, and then walks the rest of the group through that portion
  - **Running Commentary:** Walk through each section together as a group and discuss questions that come up, best practices to think about, and adaptations you might make for your group
  - **First Impressions:** Spend time scripting out how you want the first 5 minutes of a section to go (Start, Connect, Grow, Respond, Exit) and rehearse. Then, have 1-2 volunteers lead the rest of the group in a few minutes of that section.

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The  
**Next 5**











**Read** the Staff Pursuit and Family Focus



**Review** all lesson parts (Start, Connect, Grow, Respond, and Exit)



**Expand** images throughout the lesson to full screen for instructional purposes

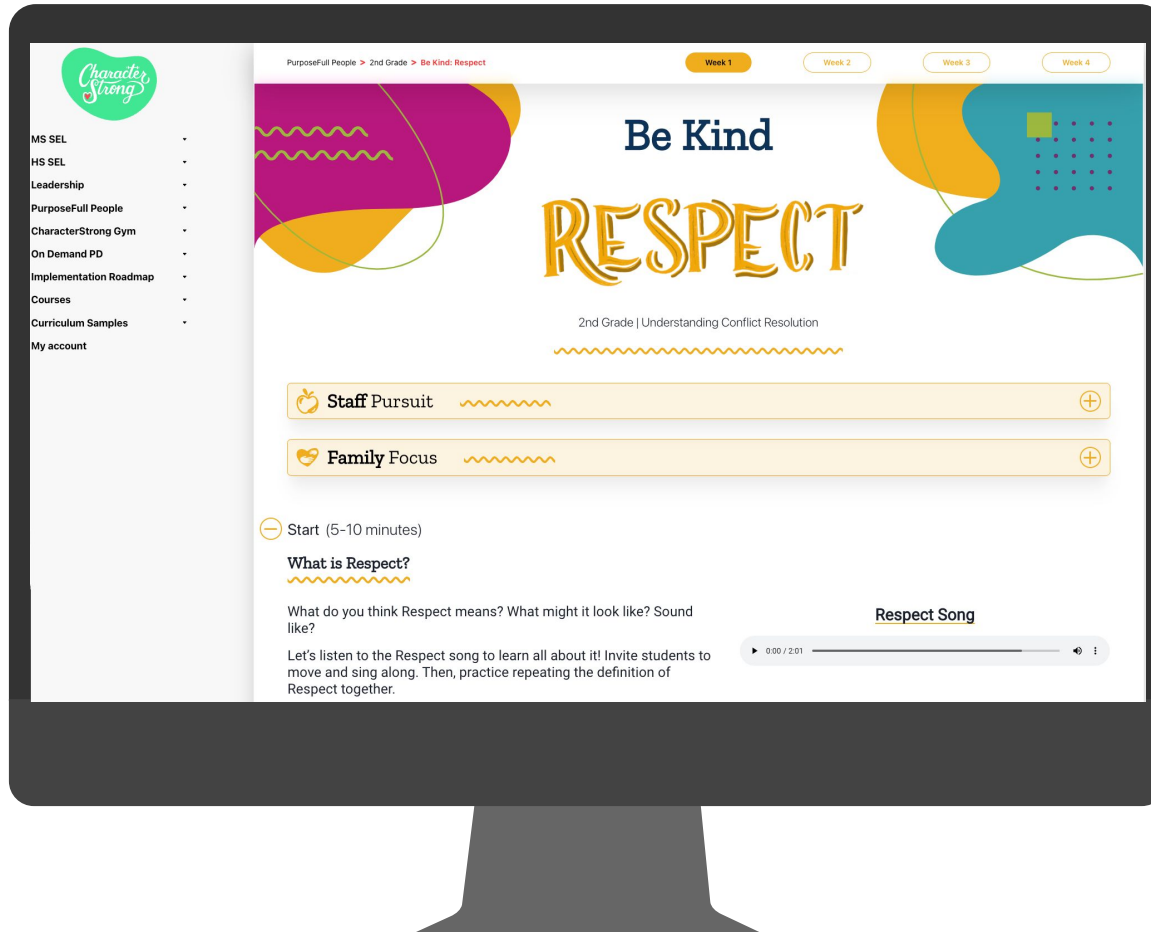


**Try** navigating the Connection Game slides in the Connect Section



**Explore** the Grow section and notice the navigation features

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PreK

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

The  
Next 5



## Processing Options

**Jigsaw:** Each group member takes a section of the session, reads through it a few times, and then walks the rest of the group through that portion.

**Running Commentary:** Walk through each slide together as a group and discuss questions that come up, best practices to think about, and adaptations you might make for your group.

**First Impressions:** Spend time scripting out how you want the first 5 minutes of a section to go (Start, Connect, Grow, Respond, Exit) and rehearse. Then, have 1-2 volunteers lead the rest of the group in a few minutes of that section.



# PurposeFULL People

## **An Overview**



PurposeFULL  
People



What makes you  
**happy** in this  
photo? What  
could you **add**?





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photo? What  
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