



# Thriving Life

Creating Life Ready Leaders

**Project Type:** Levelling up our youth

**Focus:** Sponsor a school or group of schools

## Leader in Me®

Business owners as well as employees make a living by keeping the business profitable. But it is only when businesses give back to the community that they make their work truly meaningful. By making other people's lives better they get more than any bank account can hold.

Here at Thriving Life, we are proactively assembling local companies who feel passionately about their brand supporting children's education in some way and helping the community close to your business location.

As part of this programme, we are looking for companies who are interested in becoming a school sponsor and building a relationship with those schools, staff, parents and children. You could:

- Affect the community local to you
- Have a closer connection to your work colleagues
- Have a real measurable impact on people's lives
- Allow you to select a specific school that may be close to your heart or your workforce's families
- Elevate your Brand personality
- Become an Ethic brand - stepping up, giving back

Your company can have a positive impact, to help restore a sense of community, local pride and belonging, especially in places where they have been lost; realising the potential of every child and building on their unique strengths and unlocking their potential for the future.



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**[www.thrivinglifecompany.com](http://www.thrivinglifecompany.com)**



**FranklinCovey**  
Education

# Social-Emotional Learning

Integrating SEL into our schools is  
“foundational to the success of our young people, and therefore  
to the success of our education system and society at large.”

—The Aspen institute

Through social-emotional development, “people acquire and apply the knowledge, attitudes, and skills to:



*Understand and manage emotions*



*Set and achieve positive goals*



*Feel and show empathy for others*



*Establish and maintain positive relationships*



*Make responsible decisions*

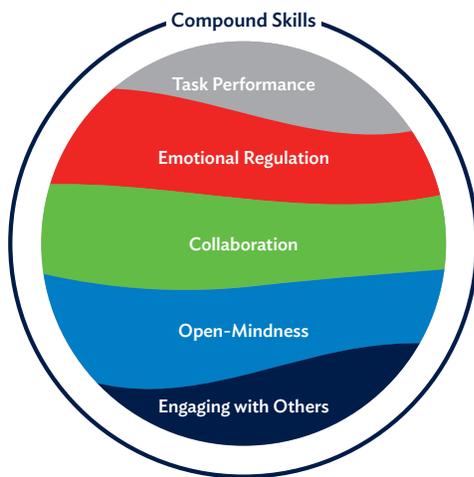
When SEL is meaningfully integrated into a broader educational approach, it **enhances academic learning and builds the broader skills** needed for life and career success.

# Growing Recognition of the Need for SEL in Education

## SEL Importance Accepted Worldwide

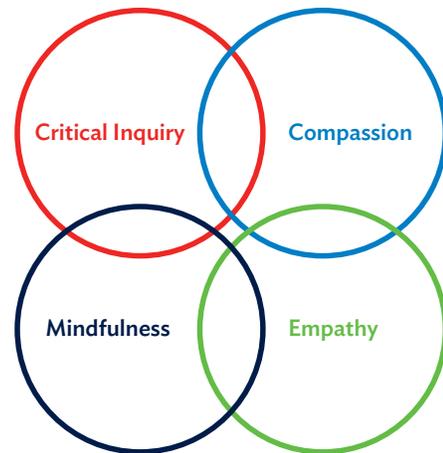
The importance of SEL in schools has been recognised on a global scale. Major international organisations like OECD and UNESCO have active initiatives promoting greater social and emotional development in students, teachers, and communities.

The “Big Five” Domains



The Organisation for Economic Co-operation and Development is an intergovernmental organisation with 34 member countries.

SEL for Global Citizenship



The International Bureau of Education is a leading UNESCO Institute, supporting the 193 United Nations Member States.

## Uniting Around Core SEL Competencies

**CASEL:** The Collaborative for Academic, Social, and Emotional Learning is the leading authority in the advancement of SEL in education. Through their collaborative work with researchers and educators, CASEL has identified five core Social-Emotional Learning competencies that have been embraced by programmes and organisations across the U.S. and abroad.



**COMPETENCIES:** Highly effective SEL programmes develop pupils' competency in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

**ENDORSEMENTS:** CASEL works to identify highly effective SEL programmes using an increasingly rigorous evidence-based review process. The select schools that meet this criteria receive CASEL's endorsement.

# Developing Core SEL Competencies Through a Leadership Lens

*Leader in Me (LiM)* is a CASEL-endorsed SEL process where pupils learn personal and interpersonal effectiveness by applying *The 7 Habits of Highly Effective People*® to their academic and personal goals.

The **Student Leadership Portrait**<sup>10</sup>  represents the continuum of competencies developed through the integrated application of leadership principles.

**At its center are the foundational SEL competencies, each rooted in a Highly Effective Habit.**




**HABIT 1**  
BE PROACTIVE®  
**SELF-DISCIPLINE**



**HABIT 2**  
BEGIN WITH THE  
END IN MIND®  
**VISION**



**HABIT 3**  
PUT FIRST  
THINGS FIRST®  
**INITIATIVE**



**HABIT 7**  
SHARPEN THE  
SAW®



**HABIT 4**  
THINK WIN-WIN®  
**RELATIONSHIP  
BUILDING**



**HABIT 5**  
SEEK FIRST TO  
UNDERSTAND,  
THEN TO BE  
UNDERSTOOD®  
**COMMUNICATION**



**HABIT 6**  
SYNERGIZE®  
**COLLABORATION**

This is the habit of personal renewal and continuous improvement and it is essential to the effectiveness of **all competencies and skills** represented on the Student Leadership Portrait.

The core competencies found in the **CASEL** and **LiM** models emphasize the need for pupils to develop regulation and management of self, and to cultivate skills that foster successful relationships with others.

# CASEL and *Leader in Me* Competency Alignment

While *LiM* and CASEL Competencies have different names, their underlying outcomes are so closely related that as *LiM* pupils develop leadership competencies, they are also developing CASEL's competencies. This aligned development provides pupils with the skills needed to be lifelong learners and Life-Ready Leaders.



## SELF-MANAGEMENT

*“The ability to successfully regulate one’s emotions, thoughts, and behaviours in different situations—effectively managing stress, controlling impulses, and motivating oneself; the ability to set and work toward personal and academic goals.”*



## SELF-DISCIPLINE

Pupils are able to:

- Develop responsibility for their actions, emotions, attitudes, choices, and behaviours.
- Understand and apply the concept “Choose Your Own Weather” (choose your feelings, and responses).
- Focus thinking and behaviours on things they can control vs. things they can’t control.

## RESPONSIBLE DECISION MAKING

*“The ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns, and social norms; the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.”*



## INITIATIVE

Pupils are able to:

- Identify their most/least important priorities at school and at home.
- Do weekly planning based on their priorities to ensure important things are done first.
- Understand how planning and prioritising helps to create balance and meaning.



**CASEL**



**Leader in Me®**

## RELATIONSHIP SKILLS

*“The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups; the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.”*



## RELATIONSHIP BUILDING

Pupils are able to:

- Understand the meaning of growth and fixed mindsets and related behaviours.
- Build high-trust relationships that enable mutually beneficial problem solving.
- Appreciate differences and respect others.

## SOCIAL-AWARENESS

*“The ability to take the perspective of and empathise with others, including those from diverse backgrounds and cultures; the ability to understand social and ethical norms for behaviour and to recognise family, school, and community resources and supports.”*



## COMMUNICATION

Pupils are able to:

- Practise empathic listening by using the eyes, ears, and heart to understand others.
- Build high trust with others by communicating honestly.
- Use “I” messages to effectively express thoughts and feelings.



## COLLABORATION

Pupils are able to:

- Celebrate differences as strengths and optimise those strengths to accomplish group goals.
- Work well in teams by listening, brainstorming ideas, and learning from each team member.
- Overcome behaviours that get in the way of teamwork and creative collaboration.

## SELF-AWARENESS

*“The ability to accurately recognise one’s own emotions, thoughts, and values and how they influence behaviour; the ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’”*



## VISION

Pupils are able to:

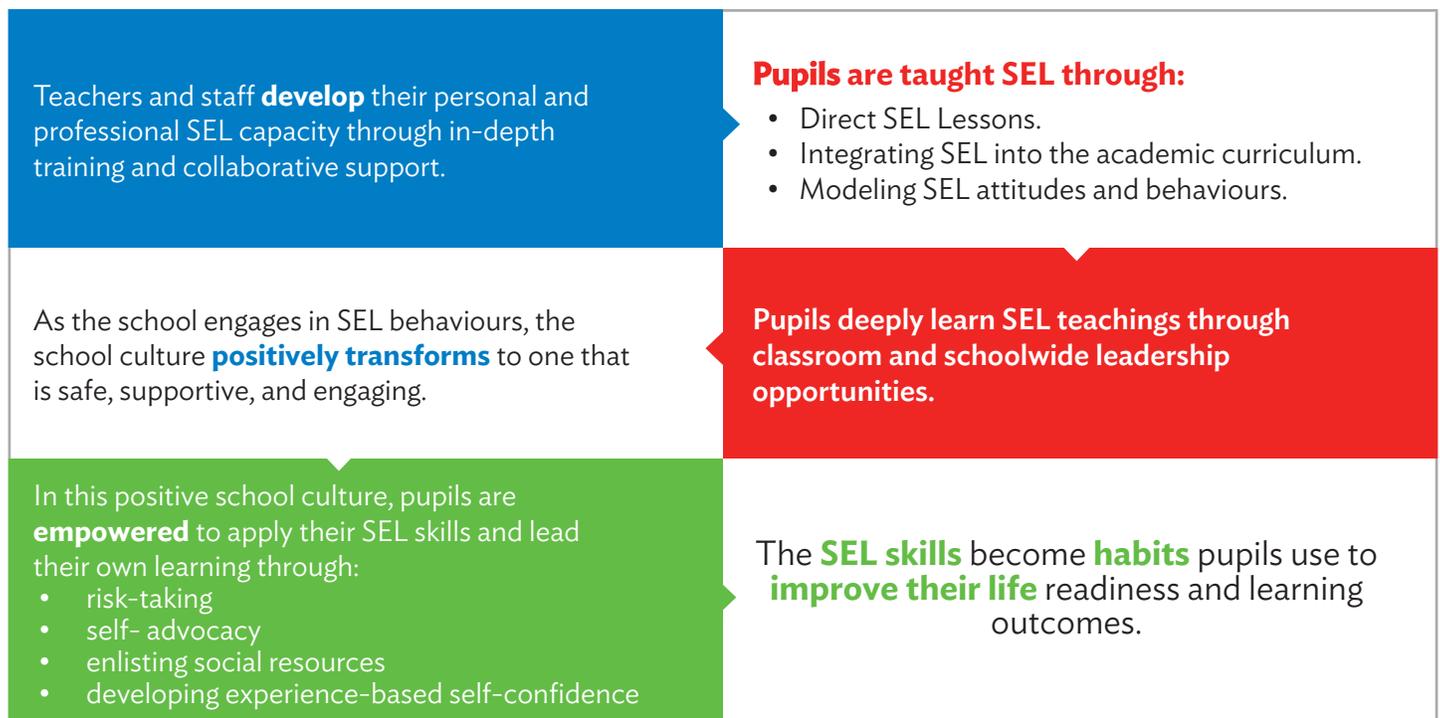
- Think ahead about consequences of actions/choices before acting.
- Understand how goal setting applies at school and in one’s personal life.
- Set clear expectations for themselves and others.

We must equip our teachers with more than academic toolkits. We must build their social and emotional capacity so they can model and effectively develop the SEL of their pupils. **But how?**

*Leader in Me's* SEL approach targets a persistent driver of the disadvantage gap: the limiting paradigms of pupils from low-income families and their teachers.

Limiting Paradigms:	Leader in Me Paradigms:
Control pupil behaviours with punishments and rewards.	Empower long-term pupil success by tapping into pupils' internal motivation and unique talents.
Reinforce limiting paradigms about 'low-income' pupils' abilities and potential.	Foster an optimism for personal and academic growth through goal achievement and SEL skill development.
Teach SEL in disjointed lessons by teachers who have been given little or no training.	Invest in building the SEL capacity of all teachers and staff so they can model and empower pupil SEL development in a unified and supportive school culture.
Focus SEL approach within the school.	Provide SEL development to families and the community to reinforce pupil development and maximize opportunities for application of SEL skills.

## How *Leader in Me* Addresses the Disadvantage Gap in Education



# Paths to Resilience: The *Leader in Me* Approach

## There is **HOPE** Through **RESILIENCE**

*Resilience does not eliminate risks and stress, but allows an individual to deal with them effectively*

### Adverse Childhood Experiences

**(ACEs)** are traumatic childhood events caused by abuse, neglect, or other often persistent household stressors, like witnessing domestic violence or alcoholism.

### What Is Resilience?

“Resilience is really the counter balancing of difficult things **-** that may exist in the child’s life with positive things **+** that occur within the family/community.



**2 OUT OF 3 CHILDREN** have experienced at least one ACE.

**1 IN 5 CHILDREN** have experienced 3 or more ACEs.



When positive experiences accumulate and children learn coping skills that help them to manage stress, the fulcrum can slide so the scale tilts towards positive outcomes more easily. That’s what resilience is all about.”



Decreased  
Cognitive Ability



Depression  
and Suicide



Poor Academic  
Achievement



Poor Work  
Performance



Illicit Drug Use



Adolescent Pregnancy



Alcoholism

**These issues can have dramatic impacts on learning, relationships, and mental/physical health, now and in the future.**

# Trauma-Informed Principles and *Leader in Me* (LiM) Alignment

While *Leader in Me* is not a trauma intervention per se, the transformational changes that come through implementation create the foundation necessary to effectively care for pupils facing trauma and its consequences. In fact, *Leader in Me* practices support application of the six principles identified by **The National Center for Trauma-Informed Care** (NCTIC) as necessary to address ACEs and facilitate healing and resilience.<sup>5</sup>

NCTIC Principle	LiM Practices	LiM Research Evidence
Safety	<i>LiM</i> empowers educators with paradigms and practices necessary in identifying and improving dimensions of their school's physical, social, and emotional culture that most directly impact feelings of safety.	<i>LiM</i> "helps to build a positive school climate... it creates conditions in which teachers relate and communicate more effectively to pupils, work more collaboratively with one another in planning and coordinating lessons, and spend less instructional time dealing with behaviour issues." - Corcoran, Reily, & Ross. John Hopkins University, 2014
Trustworthiness and Transparency	<i>LiM</i> professional learning helps teachers develop productive learning environments by proactively building trusting relationships with pupils and fostering trust among pupils.	"At least 85% of the [ <i>LiM</i> ] pupils indicated agreement that their teacher cared about them, they liked going to the school, and they are learning a lot." - ROI Institute, 2014 (p. 6)
Peer Support	Adults in <i>LiM</i> schools teach and model positive social behaviours to pupils. Pupils apply these behaviours to their peer relationships in ways that promote mutual support and develop high-trust.	"The <i>Leader in Me</i> has positively impacted peer relationships" - Dr. C. Tidd. Walden University, 2016 (p. 42)
Collaboration and Mutuality	Adults in <i>LiM</i> schools teach and model positive social behaviours to pupils. Pupils apply these behaviours to their peer relationships in ways that promote mutual support and develop high trust.	Teachers and pupils reported that after implementing <i>Leader in Me</i> the "classroom became a safe environment where all pupils felt comfortable pursuing goals." - Baldwin, et al. The College of Saint Rose, 2012 (p. 8)
Empowerment, Voice, and Choice	<i>LiM</i> helps educators create environments where pupil voice and choice are a part of the learning culture and empowering instructional techniques aid in academic achievement as well as self-advocacy and problem solving.	Teachers working with low-income pupils indicated a hope that their pupils would "have [their leadership skills] be what defines them and not the circumstances in their lives." Similarly, for some pupils, "the leadership skills being taught became a source of possible empowerment and the ability to perhaps improve their lives." - Evans. Virginia Commonwealth University, 2014 (p. 106)
Cultural, Historical, and Gender Issues	The habits of interpersonal effectiveness practiced in <i>LiM</i> schools help pupils and adults develop awareness, respect, and openness to others, especially for those who may be different, and in times of conflict.	<i>Leader in Me</i> professional learning "help educators in better preparing pupils to be responsible individuals who use their leadership skills to positively impact their own learning and school and community cultures." - Caracelo. Walden University, 2012 (p. 3)

**For more information:** Visit [theleaderinme.org/what-is-the-impact](http://theleaderinme.org/what-is-the-impact)