

Principled Innovation®

K-5 Card Deck Activities



These are quick starter activities to be used with the Principled Innovation® K-5 Card Deck that have been intentionally designed for educators to engage students in character formation experiences focused on specific PI character domains and assets.

To purchase a K-5 Card Deck, or for more information please reach out to pi@asu.edu.



Scan this QR Code to use our free PI Card Decks app with the online version of the K-5 Card Deck.



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Moral Character

K-5 Card Deck Activities



About

Moral assets guide decision-making from multiple perspectives allowing us to honestly evaluate situations and respond in a meaningful and responsible manner.



15 minutes



Educator-prep
K-12 educators

These assets help us keep sight of the irreducible dignity of all people, especially the youngest, and of the realness of the human experience. Understanding and awareness of values that are important to individuals and communities provide a compass for our decisions and actions.

Moral assets

- Fairness
- Honesty
- Humility
- Empathy

Instructions

This activity will guide students to identify the values that are important to themselves and their learning community.

1. Using the definition cards, review the character assets and lead students in a conversation about how they can practice them in the classroom.
2. Have each student choose the top 4 assets that are the most meaningful to them.
3. Once students have identified their top 4, have them select their top choice. In writing, drawing or recording, have students explain their reasoning for that choice.
4. Invite students to work in pairs or small groups to discuss their top choices.
5. Decide on the top 5 assets that are most valuable to the class. Design actionable steps everyone can take to put those assets into practice. For example: To show empathy, we will actively listen and offer to help each other.
6. Display the class agreement in a visible place in the classroom for reference throughout the year.

Remind students they can revisit this agreement to add or change their commitments.

Fairness

The equitable, just and reasonable treatment of others according to their needs.

Laying the groundwork to establish equitable space for all students is a key component to understanding fairness. Think of a desired object students would love. Hang the object from the ceiling, low enough so the tallest student can reach it easily. Ask two students of different heights to stand directly underneath the hanging object.

Explain to the class that whoever reaches the object first, gets to keep it. Notice if someone says, "That wasn't fair." Ask students if they thought the activity was fair.

Determine as a class, what would make the activity fair, for example placing a chair under the object so both students could reach.

Explain to the students people need different accommodations. In the second scenario, the students received what they needed to create a fair and equitable space.

Brainstorm other scenarios that may be unfair and determine what could be done to make them fair.

Honesty

Being open, trustworthy and truthful in a sincere and straightforward way.

Sit quietly for a short time (1 minute) then answer these questions:

- Do you focus more on what you can do or can't do?
- Do you focus more on what you have or what you don't have?

After you answer the questions quietly to yourself, consider drawing or writing about your responses.

Determine if you like your answers and if not, what action would you take to believe something differently? What would you say to a friend who didn't like their answers? Could you say that to yourself?

Humility

Being honest with ourselves about what we can offer, acknowledging that there's always more to learn, with a genuine desire to advance the best interests of the community.

Humility means accepting both our strengths and weaknesses and requires thinking about how perspectives that differ from our own could affect our assumptions and beliefs. Humility helps us to listen with open minds to how others may view things differently.

Introduce students to a topic they will learn about in current curriculum. With the topic in mind, have students consider:

- 3 thoughts they have about the topic
- 2 questions they have or wonder about the topic
- and a connection related to the topic.

Set student writing aside, and after learning a bit more about the topic, revisit and repeat the 3-step process. Encourage a dialogue to reflect on their learning: has their thinking changed? How do they think about the topic now?

Empathy

The quality of being in tune with the emotions of others, including the ability to imagine and understand how other people might be feeling or thinking.

Engage in a guided class discussion to answer these questions and have students respond to questions with body or facial expressions:

- When I feel (scared, happy, worried) my body looks like this...
- When I feel (scared, happy, worried) my face looks like this...

To teach an empathic perspective, have students recognize how someone else may be feeling.

- How do you know someone might be feeling (scared, worried, nervous)?
- What would their face look like?
- What would their body look like?

Civic Character

K-5 Card Deck Activities



About

Civic assets support a collaborative approach to solving systemic problems in order to contribute to the well-being of others and serve the public good.

 15 minutes

 Educator-prep
K-12 educators

The desire to understand and work with others reminds us that we are social beings who thrive in community. Solutions to our challenges, big and small, are better for all involved when they address and integrate the needs and cultural wealth of the impacted communities.

Civic assets

- Altruism
- Civility
- Inclusivity
- Perspective taking

Instructions

Collaboration, designing creative solutions, and engaged democracy is at the heart of civic development.

1. Have students brainstorm ideas to improve their school or neighboring community.
2. Next, have students choose one of their ideas to address together as a whole class.
3. Have students work together to determine the needs, goals, and realistic steps for putting their idea into action.
4. Take action!



Altruism

Recognizing others' needs and seeking their general well-being and success.

Create a designated wall in the classroom where students can add images showing kindness and generosity.

Throughout the year, students can continue to add images or stories from magazines, newspapers or the internet that tell stories of kindness and compassion.

Students can also add their own experiences or ideas for an altruistic world with drawings and stories.

Civility

Treating others with sincere respect and as members of a shared community, including those who may challenge our beliefs or opinions.

Civility encourages open-mindedness to face disagreements with others. Addressing differences with heart and curiosity is a critical skill to teach civility. Develop a set of norms for students to follow when faced with differing opinions or perspectives.

1. Begin with behavior that highlights mutual respect: eye contact, take turns speaking, one person speaks at a time.
2. Encourage children to begin again when their tone changes to nagging, bullying or disrespect.
3. Encourage using I statements and model ways to encourage curiosity for another's perspective. For example: Tell me more about that, What do you think about ___? For example: Tell me more about that, What do you think about...?
4. Learn to be okay with being wrong.
5. Ask questions and listen to understand another person's point of view.

Developing a set of norms to encourage and practice conversational empathy and curiosity will ultimately help us have more meaningful and respectful conversations.

Inclusivity

Seeking to create environments which respect, bring together, and build upon the multiple perspectives, lifestyles, and experiences of each member of the community.

Spend 10-15 minutes journaling by writing, drawing or an alternative method that meets the needs of your students.

Questions to guide students' thinking:

- Have you ever been left out of something?
- How did that experience feel to you?
- What would you have wanted someone to do?

Share your experiences in a group.

Perspective taking

The ability to take on another's point of view to better understand how they think or feel and consider options we may have initially missed due to our positionality.

Put students in pairs facing each other. Have them ask each other, "Tell me 3 things you see behind me" one at a time. Have students change spots so they can see from the other's perspective. Optional: Have students draw the objects as their partner describes what they see.

Bring students together to discuss what they learned from the activity.

- What was it like for them to be in the same room but not see the same things?
- Does it make someone wrong if they see things differently than you?

Brainstorm other times in the school day when students may not see things the same way. When we begin to understand everyone sees things from their own perspective, we can begin to build inclusive communities with empathic citizens.

Intellectual Character

K-5 Card Deck Activities



About

Intellectual assets enable individuals to become reflective, critical thinkers who ask the right questions and seek answers from evidence-based resources.

 15 minutes

 Educator-prep
K-12 educators

Critical thinking and reflection keep us honest with ourselves and one another. They help us acknowledge and resist bias, pursue truth, and distinguish fact from opinion. When we take the time to explore the systems at play, we become more aware of how every decision we make, and action we take, has a larger impact on society.

Intellectual assets

- Truth-seeking
- Critical thinking
- Curiosity
- Reflection

Instructions

To develop intrinsic curiosity and truth-seeking, we can provide opportunities for students to reflect on how we are engaging with themselves and the world around them.

For example:

On a scale from 1-5, how curious am I about _____?

- 5 is “I’m engaged, I’m learning, I have questions, I want to know more.”
- 3 is “I am mostly focused but I am also thinking about other things like lunch, recess and what my friends are doing.”
- 1 is “I’m bored, I don’t understand, this is too challenging.”

On a scale of 1-5, how do I feel about myself when I make a mistake?

- 5 is “This is a great opportunity to learn!”
- 3 is “Oops! I wish I hadn’t made that mistake, but maybe I can do better next time if I make the effort.”
- 1 is “I’m such a failure! I’ll never be good at anything!”

On a scale of 1-5, am I being my best me?

- 5 is “I feel really good about myself.”
- 3 is “I feel so-so about myself today.”
- 1 is “I’m not feeling so great today, I want to go home and hide in bed.”

Truth-seeking

Rigorously pursuing the information we need to better understand our world and then using that information in an honest, fair, and empathetic manner.

Learning to ask questions helps students use their natural curiosities when digging deeper to gather information. Use the “The Five Whys” strategy to develop inquiry and truth-seeking skills to inform students’ learning.

As a class, write down an initial question the students generate. This could be regarding a problem or challenge the class is facing, a question related to a character in a story or an inquiry about a current or historical event.

Ask the first question “Why?” After a response is given, ask “Why?” again charting their answers. Continue asking “Why?” five times or until the students are satisfied with the answer to their initial question.

Critical thinking

The process of refining our beliefs through analysis, interpretation of evidence, inference, explanation, self-regulation, open-mindedness, and problem-solving.

Choose a topic with two opposing, debatable views and craft a statement. Use a subject the class is studying, a character’s decision in a story or a current event.

Give students three colored cards to respond: red (disagree), yellow (unsure/neutral) and green (agree). Remind students about classroom norms for respectful discussions.

Read the statement aloud and give students time to consider their response. Repeat the statement and ask them to choose a card.

Group students based on their card color to discuss their reasoning. Ask one student from each group to share their main ideas. Remind students they can always change their minds and response.

Reflect as a class on how the activity changed or reinforced their opinions.

Curiosity

The inclination to ask challenging questions of ourselves and others to better understand the world around us in order to make a positive change.

Gather a collection of photographs. Ask the students open-ended questions about the subjects in the images.

- What do you see?
- What do you think about...?

Follow up by having the students make a list of questions they could ask to gather more information. Make asking questions part of your daily routine.

Display a new image on a weekly basis and change the subject of the image (architecture, nature, families) and encourage students to post questions.

Reflection

Making the time and space to process our thoughts, feelings, and experiences, in order to take meaningful action moving forward.

Grows and Glows is a practice to use in the classroom on a daily or weekly basis to develop reflective skills.

Have students think of one accomplishment they are proud of from the day or week, this would be their glow.

Then have students consider one thing they would like to improve upon or a goal they would like to achieve in the near future, this would be their grow.

Decide as a class how students will share their glow or grow: in partners, as a class or as a journal entry.

Performance Character

K-5 Card Deck Activities



15 minutes



Educator-prep
K-12 educators

Performance assets

- Collaboration
- Courage
- Creativity
- Resilience

About

Performance assets help us marry the quality of our actions to the strength of our convictions.

Creativity, courage and resilience help us navigate uncertainty and transform good intentions into good outcomes. Working collaboratively allows us to design and implement creative and effective solutions to the toughest social and educational challenges.

Instructions

Zoom is a classic cooperative game that gives students the opportunity to practice collaboration.

To play:

1. Students begin by sitting in a circle.
2. Each student is given a unique image of an animal, a part of nature, an object, or any combination thereof.
3. The teacher begins to tell a story that relates to the assigned photos given to the students. Consider creating a story with a character who faces a challenge and shows resiliency.
4. Students take turns continuing the story by including their own picture.
5. Over time, the story will become more complex and involved, with every student playing their individual part in its creation.



Collaboration

The act of working together toward a common goal.

Working together silently, have students line up in order of their birthdays (month and day). The line should begin with January 1 and end with December 31.

Once students believe they are finished lining up, start with the beginning of the line and ask them to say the month and day in which they were born out loud. If the group was successful, everyone will be in calendar order.

Follow up this activity with a debrief of their experience working together:

- How did you work together to accomplish this task?
- What different roles did you notice?
- What was surprising to you about this task?

Courage

The willingness to take action towards a desired outcome, even in the face of uncertainty and the possibility that it may result in adversity or failure.

Have students sit or stand quietly and close their eyes. Engaging their imagination have them picture themselves sitting or standing at the base of a mountain looking to the highest peak. Have students imagine themselves climbing the mountain.

With each inhale imagine taking a step toward the top and as they exhale say, “I am mighty”. Take the next step, inhaling and exhaling saying, “I am strong”. Take another step as they inhale and exhale saying, “I can do anything”.

Affirm this three times and have students picture themselves on the top of the mountain, feeling the sun shining on their faces and the wind blowing through their hair.

As an extension, have student share how they feel and where they feel strong in their bodies.

Creativity

Generating fresh and valuable ideas and possibilities by perceiving the world in new ways and making contextual connections between things that may seem unrelated.

Have students draw a circle, and divide it into 4 equal parts, like a pie! Title the image “My Circle of Choices.” In each of the sections, have students write down actions they could take when faced with a challenge.

Some examples might be: Ask for help. Try it another way. Take a break and come back to it.

Students can use their “Circle of Choices” to remind them of strategies to help them when faced with a challenge.

Resilience

The capacity to find mental, emotional and physical health as conditions change and challenges emerge, engaging care and self-compassion to shape one’s own response and move forward.

Negative self-talk is something that keeps us from our greatest potential. Ask students to make a list of all the ways they talk to themselves in a negative way.

Have them go back and review what they wrote.

Are these things they would say about a close friend?

How might you encourage them to change the language from their list to reflect what they would say to a friend?

For example:

- From: I can’t do this! To: This is new or difficult.
- From: I don’t know how to do this! To: I am willing to try.