

ENHANCING THE GOOD

Enhancing the Good in “Doing Good”:

Research and Interventions to Support a Leadership Development After-School Program

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**Abstract**

Project 440 aims to help young musicians develop their skillset by cultivating strengths of character that will contribute to overall resilience. Strategic cultivation of resilience leads to development of patterns of positive change during or following challenging circumstances, both significant and small. These individual characteristics include self-efficacy, optimism, hope, grit, and character strengths. Each of these characteristics can be measured and is supported by a strong body of scientific literature demonstrating positive outcomes, including among students. Weaving these concepts into an already effective curriculum through research-based annotations, measurements, and interventions is intended to fortify resiliency in young musicians and will enhance an already robust educational program using positive psychology practices and principles.

*Keywords:* Resilience | Young Musicians | Character Strengths | Hope | Optimism | Leadership | Psychological Capital |

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### **I. Introduction**

As students in the Masters of Applied Positive Psychology program at the University of Pennsylvania we were presented the opportunity to partner with Project 440 to create strategies wherein by positive psychology will aide or enhance the efforts of this Philadelphia-based teen program. Project 440 is a dynamic non-profit organization on a mission to engage, educate and inspire young musicians in Philadelphia, “providing them with the career and life skills they need to develop into tomorrow's civic-minded, entrepreneurial leaders” (“Mission, Vision and History,” 2019). Project 440’s after-school programming and resources already provide a meaningful boost in resilience promotive factors, i.e. situational factors which support better outcomes (Masten, Cutuli, Herbers, & Reed, 2009), to Philadelphia’s musically inclined high-school students. Resilience, or the capacity to overcome adverse and threatening disturbances and grow, is one key element of effective programs for youth (Masten et al., 2009). Most of the Philadelphia district public schools qualify as low-income and one out of every three children in Philadelphia are living in poverty (Howell & Warner, 2017). As Project 440 works to partner with various Philadelphia district schools, some recruited students have experienced these risk factors. In addition, the life of a musician and entrepreneur consistently requires bouncing back from more routine disappointments and failures, whether it be a missed audition or a mistake mid-performance. This context makes resilience and resilience protective factors a particularly important focal point for Project 440’s programming.

### **II. Project 440**

Project 440’s mission is to engage, educate and inspire young musicians in Philadelphia, not through music instruction but by empowering students with leadership and entrepreneurial skills (“Mission, Vision and History,” 2019). Their unique perspective on the capacity of arts

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education to shape and produce dynamic and talented leaders places them at the intersection of two streams of service: the arts and youth development.

### **a. Overview of the Organization**

Project 440 was founded in Savannah, Georgia ten years ago by professional musicians seeking to fill a void in musical education for youth (“Mission, Vision and History,” 2019). The organization made its transition to Philadelphia when one of the original founders moved to the city, adopting the name Project 440. Project 440 is reference to 440 hertz which is the audio frequency of A above middle C, the note used to tune orchestras and, in essence, an organizing principle for the project of collective music making. Project 440 is unique among non-profits focused on the arts as they do not teach artistry to their students. Instead, they seek to aid, inspire and serve young musicians by leveraging the skills and strengths of character they have already learned and cultivated through music and prepare them to take on leadership roles in their communities (“Mission, Vision and History,” 2019). Project 440 helps students accomplish this by teaching them to craft their own career path and providing students with professional skills and specialized knowledge they need to follow their passions. Project 440 as an organization has many strengths, one of them is the desire to change the public perception of arts education, recognizing that artists have a unique skillset that when developed and cultivated translates directly into leadership (S. Apgar, personal communication, January 24, 2019). Project 440 seeks to be a reflective organization, allowing curriculum to shift based on needs and a focus on building resilience in their students (S. Apgar, personal communication, January 24, 2019).

100% of the student base at Project 440 is from underserved populations attending high school in the city of Philadelphia, though the socio-economic profile of the schools contributing students varies significantly. Students must apply to participate in Project 440’s programs, but

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there is no audition. In 2017-18, Project 440 served 32 students in its after-school classroom programs, 10 in “Doing Good” and 22 in “Instruments for Success” (a college preparatory program). The population of students served in 2017-18 was evenly split between the genders, with high levels of racial/ethnic diversity.

Project 440 partners with several organizations across the city in efforts to recruit students and develop leaders, including the Philadelphia Orchestra Association, the Kimmel Center for the Performing Arts (which donates space for Project 440’s annual college fair), and the School District of Philadelphia (S. Apgar, personal communication, January 24, 2019). Some students Project 440 serves come from All-City ensembles and school music programs. For over 70 years, the School District of Philadelphia has supported Philadelphia youth through the All-City Music Program, bringing together students from across the Philadelphia school district to play and learn from teachers and coaches and from each other (“All City Music,” 2018). Additionally, Project 440 is also one of the principal collaborating members of the Philadelphia Music Alliance for Youth (PMAY), founded in 2012 to offer music education, performance and development programs for underrepresented, low-income youth (“Philadelphia Music Alliance for Youth,” 2019). Currently, less than 5% of orchestra members nation-wide come from underrepresented groups: African American, Hispanic, Native American, and South Pacific Islanders (“Philadelphia Music Alliance for Youth,” 2019). Project 440, Play On Philly!, Musicopia, the Philadelphia Youth Orchestra, and many others are collaborating as partners in committing to serving all youth in Philadelphia through music and positive development.

### **b. Organization in Context**

Project 440 students come from the 113 public and charter schools in the city. Traditional public high schools alone served almost 35,000 Philadelphia students in 2018-2019 (“District

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Enrollment and Demographics,” 2018). Most states use “free/reduced-price lunch” designations to signify at-risk populations. 80.8% of Philadelphia public school students qualify for free/reduced-price lunch, compared to the Pennsylvania statewide average of 43.6% (Griffin & Millard, 2015). Underlying this statistic is the reality that 37.3% of children in Philadelphia are living in poverty, with 17.7% living in deep poverty; this has nearly doubled from the poverty rate in 1970 (Howell & Warner, 2017). Although many of the participants in Project 440’s programs currently derive from more advantaged schools within the city, they are actively reaching out and attempting to reach students from all corners of the city (S. Lowey, personal communication, February 22, 2019).

### c. “Doing Good”

“Doing Good” is Project 440’s flagship leadership development after-school program. The aim of this year long after-school program is to set students up to use the lessons they have learned through studying music to enact social change and launch businesses in their communities, as well as to thrive in college and the 21st century workplace with confidence and resilience (Project 440 Theory of Change Model). It directly focuses on teaching leadership and entrepreneurial skills to high school students. Students meet once a week after school for 30 weeks. The full program has been run once in full with 10 students and is currently in its second administration with 22 students (S. Apgar, personal communication, January 24, 2019).

“Doing Good” has been designed to help high school students use the lessons they have learned through studying music to enact social change and launch businesses in their communities, as well as to thrive in the 21<sup>st</sup> century workplace after graduating. This extensively researched curriculum focuses on student agency and the transformative power of curiosity, creativity, collaboration, tenacity, and hope (Rabideau, 2016). The “Doing Good” program

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structure places it squarely within the definition of a positive youth development program.

Positive youth development programs are interventions designed to promote certain individual characteristics including, among others, bonding; resilience; social, behavioral, emotional, and cognitive competence; self-discipline; spirituality; self-efficacy; clear and positive identity; belief in the future; and prosocial involvement and prosocial norms (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004).

The “Doing Good” curriculum is divided into two semesters, the first with an emphasis on leadership theory (promoting competence) and the second on practical application through project-based learning (promoting self-efficacy) (“Doing Good,” 2019). During the first semester, the students slowly coalesce into teams based on their interests, and during the second semester these teams create and launch a business or service project. The program is highly student-centered and student-led. The program administrators view themselves as helpers and facilitators more than instructors (S. Lowey, personal communication, February 22, 2019).

After an in-depth analysis of Project 440 along with direct communication with the organization, we focus our attention on strengthening the application of their “Doing Good” program, a robust 30 week curriculum-based afterschool class, by offering interventions designed to enhance resiliency along with annotations correlated with their weekly course work. In many ways, “Doing Good” is already meeting the standards described in the literature for the most effective programs – the program has a strong structured curriculum, some measurement and a longer duration. We will provide a roadmap to further integrating resilience-promoting content and exercises into the “Doing Good” curriculum. This roadmap includes an annotation of the current curriculum to highlight where key protective factors for resilience are already featured and might be enhanced in the lessons. Specifically, we highlight hope, efficacy,



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resilience, optimism (combined, these four are referred to as Psychological Capital), grit (i.e. perseverance and passion for long term goals), and character strengths. We will also describe how the annotations might inform future changes to the curriculum, offer two intervention examples, and describe a strategy for evaluating the interventions.

### **III. Literature Review**

#### **a. Resilience and Protective Factors**

##### **i. Introduction to resilience and protective factors.**

Resilience is a pattern of positive adaptations during or following significant adversity and risk (Masten, Cutuli, Herbers, & Reed, 2009). Although resilience has achieved almost mythic status in psychological literature, one of the primary researchers in the area takes pains to state the counterintuitive truth that resilience is actually the norm; it is the “ordinary magic” of human development (Masten, 2001). Certain individual characteristics, each themselves subject to cultivation, contribute to overall resilience. In terms of broad categories, these include certain cognitive skills and individual differences related to problem solving, self-regulatory ability, and adaptability (Masten et al., 2009). More granularly, and in some cases bridging the broad categories described above, these include self-efficacy, optimism, and hope which, together with resilience itself, are sometimes described as the umbrella construct of psychological capital (Luthans & Youssef-Morgan, 2017). Grit, defined as perseverance and passion in pursuit of long term goals, has also been shown to contribute to positive developmental outcomes (Duckworth, Peterson, Matthews, & Kelly, 2007), as has awareness and deployment of individual character strengths (Niemic, 2018).

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Knit together, and in addition to contextual factors, these protective factors form a web of resilience resources that can support individuals - and 440's student - in bouncing back from and, in many cases, growing from the challenges of adversity.

### **ii. Psychological capital**

Psychological Capital (PsyCap) is a set of state-like of psychological resources that reflects an individual's "positive psychological state of development" (Luthans & Youssef-Morgan, 2017). PsyCap is constructed from the resources of hope, efficacy, resilience, and optimism (the HERO within), which interact synergistically, contributing to "an internalized sense of control and intentionality while goals are being pursued" (Luthans & Youssef-Morgan, 2017, p. 343). PsyCap is confidence in taking on challenging tasks, optimism about success, perseverance and redirection during goal-attainment, and bouncing back from failures and challenges (Luthans & Youssef-Morgan, 2017). There are several validated measures of PsyCap, including the PCQ-24 (long form) and PCQ-12 (short form) and the implicit measure termed the I-PCQ (Luthans & Youssef-Morgan, 2017).

PsyCap has its origins in positive organizational behavior (POB), so most positive outcomes that have been measured to date have been in the context of professional organizational life, predicting desirable employee attitudes (satisfaction, commitment and well-being), behaviors (citizenship behaviors) and performance (Avey, Reichard, Luthans, & Mhatre, 2011). But there are indications that PsyCap bolsters student populations as well, including as a physical and psychological buffer against student stress (Riolli, Savicki, & Richards, 2012).

PsyCap is highly plastic and malleable, changing both over time and in response to interventions (Luthans & Youssef-Morgan, 2017). PsyCap interventions promote positive thinking patterns and are sensitive to the context in which they are applied. Interventions

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deployed in an environment in which the participants' "newfound agency, intentionality, mindfulness, and sense of control," are fostered and embraced are more successful (Luthans & Youssef-Morgan, 2017, p. 357). A typical intervention is 2-3 hours long, conducted in small groups, and includes approach oriented (I will vs. I won't) goal setting, generation of pathways (see below section on hope for a description of pathways thinking), rehearsing the goal pursuit mentally and planning for contingencies or potential obstacles (Luthans & Youssef-Morgan, 2017).

### **iii. Hope and optimism.**

Hope in the psychological literature is described as set of capacities that represent potential for growth and change (Magyar-Moe & Lopez, 2015). Hope is the composite of an individual's subjective beliefs about their ability to conceptualize goals (i.e. agency thinking), to develop strategies for achieving them and to find and deploy motivation for using those strategies (i.e. pathways thinking) (Magyar-Moe & Lopez, 2015). In other words, the individual feels they can both set meaningful goals, and plan and execute them to completion. Optimism can be described as a positive outlook, i.e. the expectation that good things will occur in one's life (Carver, Scheier, Miller, & Fulford, 2009). It can also be described as a pattern or style of explaining events to oneself that takes a positive view of the source, stability and globality of certain events (Peterson & Steen, 2009). Both hope and optimism are related to positive individual outcomes, and optimism has been reliably included in interventions designed to promote resilience (see, e.g. Reivich, Seligman, & McBride, 2011). However, some studies have found that between hope and optimism, hope is the key factor in facilitating positive behavioral responses to changing circumstances in the professional environment (Strauss, Niven, R. McClelland, & Cheung, 2015).

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### **iv. Self-efficacy**

Self-efficacy is a cornerstone of resilience. The concept of self-efficacy is defined as a person's internal belief that they are capable of using their skills to reach desired outcomes in a particular domain (Bandura, 1977). Research has shown that self-efficacy plays a crucial role in psychological health, adjustment, and the extent to which people persevere in the face of obstacles and challenges. Bandura (1977) points to four sources or processes for creating self-efficacy beliefs: performance accomplishments (i.e. personal experience), vicarious experience (i.e. observing someone else), verbal persuasion (i.e. someone convinces you of your capabilities), and psychological states or imagined experiences (i.e. you envision yourself succeeding). Although it was originally hypothesized that self-efficacy is domain- and task-specific, research has also shown that self-efficacy can manifest in a general sense as an individual's global confidence in their ability to cope across situations (Schwarzer & Warner, 2013). Schwarzer and Jerusalem (1995) created a general self-efficacy scale that is designed for adolescents over age twelve and adults, and is available freely online. Schwarzer and Warner (2003) suggest that promoting a sense of general self-efficacy may prepare individuals for new and challenging situations, which may support better resilience outcomes in the face of stressors.

Self-efficacy has also been studied in relationship to post-traumatic recovery (Benight & Bandura, 2004). Our belief in our capacity to manage intense stressors affects not only our construal of those threats but also how well we are able to cope with them. Much distress related to traumatic events is due to the inability to control our thoughts (Benight & Bandura, 2004). If we consistently believe that we are not capable of managing life's demands, we may be subject to tormenting ruminations that will become a major impediment to successful adaptation (Benight & Bandura, 2004). Exercising cognitive control helps us regulate how we feel and

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behave, and our self-appraisal of coping abilities (i.e. efficacy) plays a large role in whether we believe that threatening situations are frightening or relatively benign (Bandura, 1997).

### **v. Grit.**

Grit has been positively correlated in many studies as a predictor for success later in life (Bashant, 2014). Grit is defined as passion and perseverance for long term goals (Duckworth, et al., 2007). It is essentially the ability to understand life as a marathon, not as a sprint (Duckworth et al., 2007). Having the attitude, “I can get better if I try harder,” makes for a grittier individual (Perkins-Gough, 2013). Grit is comprised of and measured by its two essential components: consistency of interests and perseverance of effort (Muenks, Wigfield, Yang, & O’Neal, 2017). The Grit-Original survey is the scientific scale created to measure grit. The majority of these measurements are primarily focused on success in school, relying heavily on grades and performance testing but also on measures of resilience. These positive results have led many educators to implement character-based based education programs in their K-12 schools, which include character constructs like grit and resilience (Bashant, 2014).

There is some concern as to the validity of the measurements of grit and crossover between conscientiousness, self-regulation, and self-control (Muenks et al., 2017). Many studies found a combination of all four constructs correlating when measuring long term success in students (Hwang, Lim, & Ha, 2018). There has also been criticism of grit specifically in regard to children with economic disadvantages or from underserved populations (Strauss, 2016). But, the Upper Darby school district in Philadelphia, Pennsylvania is an example of a school district that is implementing character education including grit (Perkins-Gough, 2013). Upper Darby’s program has yielded results at every grade level and increased student retention rates, reduced

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student disciplinary problems and improved measures of student achievement (Perkins-Gough, 2013).

### **vi. Character strengths.**

There is extensive research on the interplay between character development, promotive factors, and resilience. Peterson and Seligman (2004) defined character strengths as the positive traits that pave the pathway towards virtue and the good life. Thus, Peterson, Seligman, and other researchers (2004) developed the Values in Action (VIA) character strengths classification which denotes six virtues (wisdom, courage, humanity, justice, temperance, and transcendence), with the 24-character strengths below these overarching categories. Using this common language to see the relationship between character strengths and resilience, research by Peterson, Park, and Seligman (2006) showed individuals who recovered from psychological and physical illness had higher scores in some VIA character strengths than others who did not recover. Research also found that character strengths may predict resilience. Martinez-Marti and Ruch (2017) found that when put next to other factors important in building resilience (i.e., self-efficacy, self-esteem, and social support), character strengths showed to be the strongest predictor. Scales, Benson, Leffert, and Blyth (2000) found that among adolescents in their research, developmental assets connected to character strengths, like commitment to learning, positive values, and social intelligence, showed higher reported school success, overcoming challenges, and health. Additionally, more of these developmental assets have been shown to relate to lower depression, violent behaviors, and drug and alcohol abuse (Leffert et al., 1998). Not only are character strengths the building blocks towards well-being and resilience, they can also be developed (Peterson & Seligman, 2004; Niemiec, 2018).

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The Values in Action Inventory for Youth (VIA-Youth) is a self-report questionnaire on the 24-character strengths in youth-friendly terms (Park & Peterson, 2006). This measurement has been empirically validated, showing strong internal validity, stability, and consistency across various groups, giving practitioners a common language around strengths (Park & Peterson, 2006).

### **IV. Application Plan**

Conversations with Project 440 (S. Apgar, personal communication, January 24, 2019) and our review of the *Doing Good* book and lesson plan, have revealed that the “Doing Good” curriculum already incorporates many aspects of positive psychology that support resilience (“Doing Good,” 2019). Project 440’s ultimate long-term aspirations are to increase students’ ability to contribute to their community and improve overall well-being (Project 440 Doing Good Logic Model). The curriculum also identifies curiosity, creativity, collaboration, tenacity, and hope as elements of the entrepreneurial musician mindset (“Doing Good,” 2019). Thus, we believe the best and most helpful application of positive psychology for Project 440 consists of a two-pronged approach. First, we will annotate the “Doing Good” curriculum to identify research and interventions from positive psychology that promote resilience and align with topics and program structure already included in the curriculum, and provide guidance on how to apply this information toward enhancing their curriculum in the future. Second, we will provide two sample interventions to illustrate the process that Project 440 might follow to apply the research and interventions in the annotated curriculum.

#### **a. Curriculum Annotation**

We have attached, as Appendix B, annotations to the current “Doing Good” curriculum. The annotations are displayed in chart form, organized by week of the program. There are

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headers for the learning objective of a particular week (per the curriculum), the designated activity in the curriculum, the *Doing Good* book material, our notes on how the material connects to positive psychology and resilience research, some research references, and a suggested intervention out of the positive psychology research to leverage this connection. We have specifically annotated those weeks in which we see a direct connection to some component of resilience. Our vision is to supply Project 440 with material that will allow it to evaluate and enhance the “Doing Good” curriculum over time. And, as a first step, we have also offered two sample interventions designed to have a maximum impact on resilience outcomes, one on Psychological Capital (PsyCap) during Week 10, and one on Character Strengths during weeks 3-5. A week which did not fall within the parameters of our literature review was not annotated through this application plan, though there is much validated positive psychology literature which may be related outside the scope of this paper.

We have included a brief “how-to” guide in this paper as Appendix A. We envision that Project 440 will primarily reference the suggested interventions and the research connection to positive psychology and resilience. The literature review contained in this paper will provide a guide to how the concepts referenced in the annotation support the development of resilience and some background on the research related to them, but references have been provided in the event that Project 440 wishes to review research directly. After reviewing the material in the annotation and the suggested intervention for a given week, Project 440 staff members could incorporate the suggested intervention into the week-by-week curriculum, identifying moments in a given week’s lesson plan when the suggested intervention would be most appropriate and support stated learning outcomes. The interventions suggested range from discussion topics to exercises to teaching techniques, so week-by-week the incorporation of the intervention



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suggested will be slightly different. We suggest approaching this process slowly rather than attempting to incorporate all of the interventions at once. This will allow Project 440 to experiment with the new perspectives and assess their impact on students' learning as the curriculum continues to develop. We have provided two sample interventions below in a step-by-step process and in shorter "lesson plan" form as Appendices C and D. These examples demonstrate how the content of the annotation might be incorporated into two specific weeks of the current "Doing Good" curriculum. Suggestions for evaluating your progress are listed below in Section V.

### **b. Sample Interventions**

#### **i. Psychological capital.**

In week 10 of the Doing Good program, the students currently learn about SMART goals (specific, measurable, achievable, relevant, and time bound) and how to create a SWOT analysis (strengths, weaknesses, opportunities, threats). This is one of the self-identified "pain points" in the curriculum where the students could benefit from additional resilience (S. Lowey, personal communication, February 22, 2019). We suggest enhancing the curriculum from this week, and potentially later at week 15 for the "shark-tank" competition, with a PsyCap intervention to build hope, efficacy, resilience and optimism. PsyCap interventions generally include "goal-setting, generation of pathways, mental rehearsals of goal pursuit through various generated pathways, and contingency planning to overcome obstacles" (Luthans & Youssef-Morgan, 2017, p. 357).

**First**, before starting the goal setting exercise or explaining SMART goals, we suggest the facilitator to direct the students to pair off and tell each other a story about a time when they set and achieved a goal. Priming this information in awareness will support development of

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efficacy and hope through bringing to mind a mastery or other performance experiences (Maddux, 2009; Magyar-Moe & Lopez, 2015).

**Second**, we suggest increasing the salience or importance of the in-class goal-setting exercise by encouraging the students to set a relatively short-term goal that is personally meaningful – it can be related to the Project 440 project but accomplishing it should be important to the student. This supports development of intrinsic motivation and hope (Brown & Ryan, 2015; Luthans & Youssef-Morgan, 2017).

**Third**, after the students identify a personally meaningful goal, and engage in the exercise described in the current curriculum to ensure that the goal is “SMART”, we suggest that the students spend a few minutes in either personal reflection, writing, or group discussion diving into why this goal is personally meaningful to them. The facilitator should use coaching questions to explore (Why is this important to you? If you achieve this goal, what will be different?) or even lead a visualization exercise. The goal here is to allow the student the opportunity to connect more deeply to the intrinsic motivation that will help drive planning and attainment of the goal –the “agency” elements of hope (Brown & Ryan, 2015; Luthans & Youssef-Morgan, 2017). This may lead students to shift goals if they identify a mismatch between their values/needs and attainment of the goal, and that’s perfectly fine.

**Fourth**, and prior to introducing the SWOT analysis, the facilitator can move the students to consider development of “pathways” or strategies for goal attainment after goal setting is complete (Luthans & Youssef-Morgan, 2017). This step allows the students the opportunity to visualize, write down, or discuss their pathway to accomplish the goal. This could be done via a worksheet (see example Appendix C), illustrating a map with the student at the start, the goal written at the destination, and intermittent points on the map left blank for the

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student to fill in the steps they need to take between the here and the goal. The worksheet may contain two different pathways to be illustrated, so they students can generate alternatives.

Allowing the students the opportunity to create and discuss these pathways may also increase hope bonding on the student's teams (Magyar-Moe & Lopez, 2015) and optimism and efficacy through the imagined experience of success (Carver, Scheier, Miller, & Fulford, 2009; Maddux, 2009).

**Fifth**, introduce the SWOT analysis to create the opportunity for contingency planning. If character strengths have been introduced per the character strengths intervention suggested below in Section IV.b.ii., this could be an opportunity to reflect on which character strengths the students will leverage to achieve their goals. One key to increasing resilience through this part of the exercise will be to have the students not only identify the weaknesses and threats, but to spend time identifying ways around the barriers they have identified and resources (personal strengths, school or Project 440 resources, etc.) they can leverage to overcome them if they arise (Luthans & Youssef-Morgan, 2017). Appreciative inquiry offers an alternative to the SWOT analysis called SOAR. SOAR stands for strengths, opportunities, aspirations, results (Cooperrider, Whitney, & Stavros, 2008). Although identifying barriers and pathways around those barriers is important to developing efficacy and hope within the PsyCap framework (Luthans & Youssef-Morgan, 2017), using SOAR has been shown to improve creativity and innovation in strategic planning (Cooperrider, Whitney, & Stavros, 2008). We suggest that Project 440 explore using SOAR at the early stages of student strategic planning to promote maximal creativity.

**Finally**, before wrapping up, we recommend that the students be given the opportunity to reflect on and establish a personal accountability strategy – whether it's reminders on their

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phones, requests for support from peers, a sticky note on their desks at home, etc.

PsyCap literature also suggests that interventions provide some ongoing sustainability support to continue building the PsyCap resources (Luthans & Youssef-Morgan, 2017). This could be in the form of one-on-one coaching with the teacher or mentor, peer accountability, or even through an app.

Teachers are encouraged to include reflection questions at the start of the following lesson, asking: What progress did you make on your personal goal? What barriers did you encounter? What support did you access or could you access to continue to make progress on your goal? What did this process help you learn about setting a goal?

### **ii. Character strengths.**

In weeks 3-5 of the Doing Good curriculum, the students currently learn about leadership strengths and conceptualize their own strengths and the strengths of leaders. At present, no measure of strengths is being implemented in the curriculum (S. Lowey, personal communication, February 22, 2019). Understanding the extensive research behind character strength awareness and development and its impact on overall well-being and resilience, we suggest adding the following additional positive interventions around the VIA Character Strengths survey to enhance current curriculum.

**First**, before delivering this content, Project 440 teachers should take the free, online VIA Character Strengths survey themselves (Peterson & Seligman, 2004; [www.viacharacter.org](http://www.viacharacter.org)). Teachers are encouraged to utilize the VIA Institute on Character Strengths resources to better understand their own signature strengths, or their top strengths as a leader, and get a sense for the other 21-character strengths and what they mean ([www.viacharacter.org/resources](http://www.viacharacter.org/resources)).

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**Second**, after taking the character strengths survey themselves, as found in the current lesson, teachers should introduce the importance of strengths and leadership qualities. Then, students should be encouraged to take the VIA Character Strengths Youth Survey (Peterson & Seligman, 2004; Park & Peterson, 2006). This free, online resource takes about 25 minutes to complete, and Project 440 can create a “Teacher Site” on the VIA website that will allow for a one-stop access to student character strengths (see Appendix E).

**Third**, once students have their strengths results, the Project 440 teachers can use the Aware-Explore-Apply model to help students develop their strengths (Niemiec, 2018). The AEA model is research based and aligns to the same model many strengths-based experts use in their work (see Appendix D). This model helps students to develop their strengths through two distinct processes: mindfulness and building intrinsic motivation (Niemiec, 2018). The following will dive into the three important elements of this model, along with questions the teacher can pose along the way (Niemiec, 2018):

1. **Aware**: the first step to understand self and to make changes is to practice self-awareness. Once students have their strengths profile from the VIA Youth Character Strengths survey, ask: what is your “gut reaction”? What surprised you most? Do you feel like these strengths exemplify the core of who you are/your most authentic self? (Niemiec, 2018).
2. **Explore**: This step includes the student connecting strengths to their successes, relationships, achievements, and happiest times (Niemiec, 2018). When students are exploring their strengths, individual reflection on their past, present and future is important, thinking about how their strengths connect to their values and have shaped them (Niemiec, 2018). Questions to ask students: During your most successful times,

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which strengths did you lean on? How do you live each of your signature (top 5) strengths every day? When you imagine your best possible leader-self in the future, which strengths will you need to use? Why? When you think about times when you were most anxious and distressed, which strengths did you lean on? (Niemiec, 2018).

3. **Apply:** This last step involves planning for strengths use in the future, with action steps that could take on the form of creating goals and next steps with strengths, or simply a potential future action (Niemiec, 2018). Niemiec (2018) suggests questions like the following: Which strengths can you apply in your daily life? Thinking about your own leadership or aspiring leadership, which one of your strengths do you hope to integrate? How can you use your strengths as a leader in your schools/communities? What kinds of improvements do you want to make in your communities, and how might you use your strengths? Thinking specifically about your upcoming project, what strengths might you use?

**Fourth**, in addition to using the Aware-Explore-Apply model for the students' own character strengths, Project 440 teachers can also introduce "strengths-spotting" exercises for students to think about the strengths of leaders. One of the objectives in the Doing Good curriculum during week 5 is for students to identify the characteristics and strengths of leaders. Strengths spotting is when individuals see, name, and affirm the character strengths in others (Niemiec, 2018). Niemiec (2018) names three steps to this process:

1. **Label:** name the strength. What do you observe in this leader? Research shows that labeling strengths can ultimately enhance the strength (Hannah, Sweeney, & Lester, 2007).

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2. **Explain:** explain the strength you noticed. Why did you select this(these) strength(s) in this leader? It is important to give evidence for these character strengths in addition to labeling (Niemiec, 2018).
3. **Appreciate:** (if this were a person the student personally knew) appreciate or affirm the strength. How might you tell this individual that you value their strengths? If students are strengths spotting in leaders that personally know, research shows that appreciating others for their strengths helps to strengthen relationships and increases happiness (Niemiec, 2018).

Through the addition of these activities aligned to the VIA Character Strength Survey, students will have the opportunity to more deeply understand their own leadership strengths and be able to spot strengths in others. Teachers are encouraged to include a reflection question at the start of the following lesson, asking: how did you use your signature (top 5) strengths this week? What was a specific example of a character strength you saw in someone else this week?

### V. Measurement

We suggest the below strategies to assess the effectiveness of 1) the modified “Doing Good” curriculum’s impact on student resilience, 2) the specific PsyCap and Character Strengths interventions suggested herein, and 3) future interventions based on the annotations provided in Appendix B. By utilizing these validated measures each week, and at the end of the program, overall measures on resiliency increased in the student can be created to measure the effectiveness of our application plan including the annotated curriculum. A survey of how helpful the annotations were for creating and implementing interventions as well as new literature resources, should be administered to gauge overall effectiveness of the annotations.

#### a. Enhancing Measurements for Student Resilience

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To assess the effectiveness of the current curriculum at fostering resilience, there are a few small changes that Project 440 can make to their measurement practices. Project 440 currently offers self-report surveys to students but does not measure resilience skills, like optimism, hope, and strengths in adversity. Two types of assessments are commonly used in educational programming: formative (ongoing feedback, process metrics) and summative (or end assessments). Formative assessments, or checkpoints throughout the curriculum, are essential for understanding the program's effectiveness, student learning, and if the program's long-term objectives are being met. Feedback is the central component to formative assessments, which helps to understand the gap that exists between actual and desired outcomes (Rushton, 2005). At present, Project 440 has a summative assessment, and a few formative process measurements. We suggest adding certain validated scales to the summative pre-post survey to measure resilience and related protective factors (see Appendix G) and adding additional process metrics to the curriculum. We suggest the following quantitative and qualitative process measures:

- Quantitative: track student persistence in the program, week after week, especially after major milestones where you see students typically leave the program
- Qualitative: track student feedback after specific resilience, character strengths, hope, optimism, and grit lesson plans:
  - Ask short reflection (conversation) questions at the end of lessons to gauge understanding and track instructor impressions with a simple “red, amber, green” scale for your records.
  - Ask short reflection (conversation) questions at the beginning of the next lessons on progress made during the week and track instructor impressions with a simple “red, amber, green” scale for your records.



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We also recommend that Project 440 survey for the following outcomes in their alumni populations:

- Quantitative: persistence, retention and graduation from college
- Qualitative: alumni interviews after first semester of college/first year of college

### **b. Measuring the Impact of Suggested Interventions.**

There are several validated PsyCap measures, including the PCQ-24 (long form) and PCQ-12 (short form) and the implicit measure termed the I-PCQ (Luthans & Youssef-Morgan, 2017). Any of these would be a good addition to the pre-post survey and may be used in lieu of a more targeted resilience measure since PsyCap includes resilience and the related protective factors of hope, efficacy and optimism. The two process measures suggested above are also relevant to helping track the effectiveness of the PsyCap intervention as they will highlight if the intervention improves persistence and illuminate understanding and outside-of-class application of the intervention.

While the VIA Character Strengths Adult and Youth survey and/or the VIA-Youth Survey (Peterson & Park, 2006) may be utilized during the character strengths intervention described above, the effectiveness of the intervention can be adequately assessed by student reflection after the lesson and the modifications to the pre-post survey, each as discussed above.

### **c. Measuring Future Interventions**

We have included in Appendix G a list of other scales related to the concepts described in this paper and the annotated curriculum that could be, at a future date, incorporated into the pre-post survey. We suggest following the reflection regime described above, modifying it to the particular content added to the curriculum, in order to gain a process metric of the impact of the new interventions.

## **VI. Conclusion**

Project 440's "Doing Good" curriculum is strong and aids in using the skillset that developing young musicians are acquiring to make them even stronger community contributors and leaders. By enhancing the good of Project 440, through annotated curriculum, empirical measurements, and Psychological Capital interventions, we have been able to reinforce an already strong foundation through the intersection of positive psychology and resilience.

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## Appendix A

### Annotated Curriculum: How-To Guide

**Purpose:** The following document serves as a “how to” guide on using the Positive Psychology/Resilience Project 440 Doing Good annotated curriculum. As stated, the purpose of this document is two-fold: 1) it serves to highlight the strong resilience informed practices in the current curriculum by utilizing scientific, empirical research findings in the field, and 2) suggest additional extension interventions and activities to enhance the learning objectives.

### Sample Annotated Curriculum

Lesson Week	Learning Objective	Activity	Connection to <i>Doing Good</i> Book	Connection to PP	Literature/Research Base	Sample Intervention
1		Read “Doing Good” prologue	Developing a mindset of curiosity, creativity, collaboration, and tenacity through music helps to instill hope (Prologue).	The prologue of the <i>Doing Good</i> book mentions creativity, curiosity, collaboration, tenacity, and hope as core mindsets of the entrepreneurial musician.	Tenacity, related to self-efficacy (see below) and grit:  Bandura, A. (1997). <i>Self-efficacy: The exercise of control</i> . New York, NY, US: W H Freeman/Times Books/ Henry Holt & Co.  Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. <i>Journal of personality and social psychology</i> , 92(6), 1087.  Magyar-Moe, J. L., & Lopez, S. J. (2015). Strategies for accentuating hope. In S. Joseph (Ed.), <i>Positive psychology in practice: Promoting human flourishing in work, health, education</i>	Pury et. al (2014) describe giving encouragement as an intervention that supports courage. Hold an encouragement exercise after introductions & get to know you processes and ask the students to introduce each other by describing

### Key

**Lesson Week:** Corresponds to the *Doing Good* curriculum lesson week

**Learning Objective:** The learning objective currently proposed in the *Doing Good* curriculum

**Activity:** Activity in the weekly *Doing Good* lesson plan

**Connection to *Doing Good* Book:** Showcases the connection between the activity, learning objectives and the subsection of the *Doing Good* book

**Connection to PP:** Connection to Positive Psychology, and specifically concepts relating to resilience. Note: some terms in the *Doing Good* book are similar to other terms in positive

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psychology. This section connects the concepts in the Doing Good curriculum to scientific terms and language in positive psychology.

**Literature/Research Base:** This section notes the various research studies and journal articles that correspond to the Doing Good curriculum concepts and activities.

**Sample Interventions:** This section gives extension positive psychology interventions and activities to enhance the learning in the Doing Good curriculum.

### How To Use the Guide

- The **Connection to Positive Psychology** section creates a clear connection to many of the concepts already embedded in the Doing Good curriculum with the common terms relating to resilience in the positive psychology literature. Additionally, this section can be referenced by Doing Good teachers when further research and understanding is desired. These “key term” concepts, especially ones relating to resilience, will help teachers guide their search for additional information in online and print sources.
- The **Literature/Research Base** gives Project 440 teachers the connected empirical studies to validate many of the lessons and activities throughout the curriculum. These referenced articles are specifically connected to the resilience literature, showcasing strong connections to validated work. Teachers may look up these articles or abstracts for further understanding, drawing key insights.
- The **Sample Interventions** section can be used to highlight additional interventions that Project 440 teachers may consider implementing within the current curriculum. These activities, like the provided Character Strengths intervention (week 3) and Psychological

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Capital intervention (week 10), can be implemented alongside the current lesson plans, extending the learning with resilience research informed activities.

## Appendix B

Week	Learning Objective/Outcome from Doing Good Curriculum	Activity from Doing Good Curriculum	Connection to <i>Doing Good</i> Book	Connection to Positive Psychology	Literature/Research Base	Intervention Suggestions/ Sample Intervention
Week 1	Students will develop an understanding of self-efficacy within an immediate and longer-term timeline.	<p>Read “Doing Good” prologue</p> <p>Personal introductions</p> <p>Social Conscious</p>	Developing a mindset of curiosity, creativity, collaboration, and tenacity through music helps to instill hope (Prologue).	<p>The prologue of the <i>Doing Good</i> book mentions creativity, curiosity, collaboration, tenacity, and hope as core mindsets of the entrepreneurial musician. Hope and tenacity, which we will call perseverance, have been researched specifically in positive psychology.</p> <p>Self-efficacy is defined as our internal belief that we are capable of using our skills to reach desired outcomes in a particular domain (Bandura, 1997). This frequently researched construct in psychology relates to an entrepreneur’s perceived ability to make an impact in their intended sphere of influence and community.</p>	<p>Tenacity, related to self-efficacy (see below) and grit, and hope:</p> <p>Bandura, A. (1997). <i>Self-efficacy: The exercise of control</i>. New York, NY, US: W H Freeman/Times Books/ Henry Holt &amp; Co.</p> <p>Duckworth, A. L., Peterson, C., Matthews, M. D., &amp; Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. <i>Journal of personality and social psychology</i>, 92(6), 1087.</p> <p>Magyar-Moe, J. L., &amp; Lopez, S. J. (2015). Strategies for accentuating hope. In S. Joseph (Ed.), <i>Positive psychology in practice: Promoting human flourishing in work, health, education and everyday life</i> (2nd ed., pp. 483–502). Hoboken, New Jersey: John Wiley &amp; Sons Inc.</p> <p>Pury, C. L. S., Starkey, C. B., Kelley, C. L., Murphy, H. J., &amp; Lowndes, A. Y. (2014). Courage interventions: Future directions and cautions. In A. C. Parks &amp; S. M. Scheuller (Eds.), <i>The Wiley Blackwell handbook for positive psychology interventions</i> (pp. 168–178). Chichester, UK: John Wiley &amp; Sons Ltd.</p>	<p>Pury et. al (2014) describe giving encouragement as an intervention that supports courage. Hold an encouragement exercise after introductions &amp; get to know you processes and ask the students to introduce each other by describing how they can identify the traits of curiosity, creativity, collaboration and tenacity in a peer. Opportunity to integrate with character strengths-spotting, introduced in week 3.</p> <p>When engaging in social conscious exercise, identify existing strengths of community where students want to have an impact. Aligns with the strengths orientation of the VIA character survey and can be a precursor to shifting focus from deficits to strengths.</p>

<p>Week 2</p>	<p>Students will better understand many ways in which musicians make a difference in the world through their art.</p> <p>Students will develop an understanding of self-efficacy within an immediate and longer-term timeline.</p> <p>Students will self-evaluate their own entrepreneurial skills and develop a short-term plan for improvement.</p>	<p>Edge effect program research</p> <p>Edge effect program exploration</p> <p>Reading reflection on the attributes of an entrepreneur and skills students would like to develop</p>	<p>Meeting these needs of audience and artist is the heart of music entrepreneurship. Supporting the development of self-efficacy can come through a focus on weekly exercises and the year-long project (Prologue &amp; Chapter 1).</p>	<p>Self-efficacy is a core component of the psychological capital model (Luthans &amp; Youssef-Morgan, 2017). Research has shown that self-efficacy plays a crucial role in psychological health, adjustment, and the extent to which people persevere in the face of obstacles and challenges (Bandura, 1977).</p>	<p>Bandura, A. (1997). <i>Self-efficacy: The exercise of control</i>. New York, NY, US: W H Freeman/Times Books/ Henry Holt &amp; Co.</p> <p>Cassidy, S. (2015). Resilience building in students: The role of academic self-efficacy. <i>Frontiers in Psychology</i>, 6, 1781. Retrieved from <a href="https://www.frontiersin.org/article/10.3389/fpsyg.2015.01781">https://www.frontiersin.org/article/10.3389/fpsyg.2015.01781</a></p> <p>Maddux, J. E. (2009). Self-efficacy: The power of believing you can. In C. R. Snyder &amp; S. J. Lopez (Eds.), <i>Oxford handbook of positive psychology</i> (2nd ed., pp. 335-343). New York: Oxford University Press.</p>	<p>Cassidy (2015) suggests that students can develop self-efficacy by identifying these behaviors in others.</p> <p>Students can identify behaviors that represent and support self-efficacy in the socially conscious organizations they choose to explore. They can also identify ways they see entrepreneurs behave with self-efficacy as they identify skills they want to develop themselves.</p>
<p>Week 3</p>	<p>Students understand what it takes to be a good leader.</p> <p>Students identify an important leader in their own life and examine what makes them a positive influence.</p> <p>Students will interview a leader in their life and transcribe the interview.</p>	<p>Students brainstorm and discuss qualities of a leader</p> <p>Students identify a leader in their life and brainstorm questions for interview</p>	<p>Learning from the examples of other artist-entrepreneurs helps to clarify what leadership can look like (Chapter 3).</p> <p>Qualities of a leader as noted in book: Confidence Open-mindedness Authenticity Integrity Passion Inspiration Creativity Innovation Patience</p>	<p>The elements of psychological capital - hope, self-efficacy, resilience, optimism (or their synonyms) - likely to be identified as important leadership qualities.</p> <p>Opportunity to complete VIA strengths assessment to identify each students' character strengths</p>	<p>See weeks 1-2 for citations for self-efficacy, hope, perseverance/grit, and courage</p> <p>Luthans, F., &amp; Youssef-Morgan, C. M. (2017). Psychological capital: An evidence-based positive approach. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 4(1), 339–366. <a href="https://doi.org/10.1146/annurev-orgpsych-032516-113324">https://doi.org/10.1146/annurev-orgpsych-032516-113324</a></p> <p>Park, N., &amp; Peterson, C. (2006). Moral competence and character strengths among adolescents: The development and validation of the Values in Action Inventory of Strengths for Youth. <i>Journal of adolescence</i>, 29(6), 891-909.</p>	<p>Teachers and students take the VIA character strengths survey. In class, use the frame of the VIA character strengths to discuss personal strengths as they can support overall leadership. Use the aware-explore-apply framework as provided in Appendix D.</p>

			Focus Perseverance Gumption		<p>Peterson, C., &amp; Seligman, M. E. (2004). <i>Character strengths and virtues: A handbook and classification</i> (Vol. 1). Oxford University Press.</p> <p>VIA Character Strengths: <a href="http://www.viacharacter.org/www/">http://www.viacharacter.org/www/</a></p> <p>Niemiec, R. M. (2018). <i>Character strengths interventions: A field guide for practitioners</i>. Boston, MA: Hogrefe Publishing.</p>	
Week 4	<p>Students can recollect and identify what it takes to be a good leader.</p> <p>Student analyze own leadership strengths and attributes.</p> <p>Students can orally summarize what it takes to a be a positive and effective leader.</p> <p>Students create their own leadership quiz and identify which leadership qualities each question addresses.</p>	<p>Presentations of leader interviews</p> <p>Student creation of leadership quiz</p>	<p>Students read “calling all leaders” case study from chapter 3; talks about students visualizing themselves in a leadership role</p>	<p>As noted in week 3, the VIA character strengths framework connects with students’ self-concept of their leadership and helps refocus their attention to strengths rather than deficits.</p>	<p>See week 3 citations</p>	<p>Students engage in “strengths-spotting” for the leader they choose to interview. Strengths spotting is the process of identifying and naming the character strengths in others. It involves three steps:</p> <ol style="list-style-type: none"> <li>1. Label: Name the strength</li> <li>2. Explain: Explain the strength you noticed</li> <li>3. Appreciate: affirm the strength, tell the other person why you value this strength (See Appendix D)</li> </ol> <p>When discussing the leadership quiz they create, may also engage in strengths spotting for other leaders who inspire them and even one another.</p>
Week 5	<p>Students review their own leadership quiz and class leadership qualities.</p>	<p>Students review leadership quiz</p>	<p>Chapter 3: Leadership is both words and actions. Emphasizes the need to make an</p>	<p>Creating a support network in order to help reach goals and overcome challenges is cited as an important step in</p>	<p>Masten, A. S., Cutuli, J. J., Herbers, J. E., &amp; Reed, M. J. (2009). Resilience in development. In S. J. Lopez &amp; C. R. Snyder (Eds.), <i>Oxford handbook of positive psychology</i> (2nd ed. pp. 117-</p>	<p>Plan for a challenge by thinking about resources and reframing threats and challenges. As students are creating mind maps, reinforce that an important part of developing hope is developing</p>

	<p>Students learn about the concept of a mind-map and how it can help to streamline ideas.</p> <p>Students brainstorm a contact/mind map to organize people in their life that could help them.</p>	<p>Students create leader and resource mind map</p>	<p>informed decision before taking action. Leaders have all types of traits; there is no single set of traits required to be a leader.</p>	<p>developing resilience, self-efficacy and hope, and planning for challenges is a part of interventions that build psychological capital.</p>	<p>131). New York, NY: Oxford University Press, Inc. <b>Chapter 12.</b></p> <p>Peterson, C. &amp; Steen, T. A. (2009). Optimism. In S. J. Lopez &amp; C. R. Snyder (Eds.), <i>Oxford handbook of positive psychology</i> (2nd ed. pp. 313-321). New York, NY: Oxford University Press, Inc. <b>Chapter 28</b></p> <p>Magyar-Moe, J. L., &amp; Lopez, S. J. (2015). Strategies for accentuating hope. In S. Joseph (Ed.), <i>Positive psychology in practice: Promoting human flourishing in work, health, education and everyday life</i> (2nd ed., pp. 483–502). Hoboken, NJ: John Wiley &amp; Sons Inc.</p>	<p>strategies to initiate and sustain motivation.</p> <p>As it relates to psychological capital, have students identify how the people in their life can be a resource when students run into challenges. Be specific - have students identifying likely obstacles and name specific people who they will turn to if these obstacles arise.</p>
Week 6	<p>Students experience and learn from the class mind-maps.</p> <p>Students present their own mind-map to the class</p>	<p>Students review resources and relationship mind-map</p> <p>Students engage in personal SWOT Analysis</p>		<p>The mind-map activity demands that we not only understand our own strengths but also that we understand the strengths of others. Strengths help us understand different types of leaders and reinforces that no one set of traits is required in order to be a leader.</p>	<p>See weeks 3 and 5 citations</p>	<p>As students share mind-maps, other students can identify and affirm the strengths they are showing as they present.</p> <p>Further, as students think through their mind-maps, they can describe the people they chose as resources in terms of those people's strengths.</p> <p>Students may even choose to have the people on their mind-map take the VIA so they can better understand their own strengths as well.</p>
Week 8	<p>Students think of struggles in their communities dealing with Diversity and</p>	<p>Students discuss examples of when people</p>	<p>Chapter 4: Music as a bridge across difference; also</p>	<p>Protective Factors are characteristics that lead to positive outcomes for</p>	<p>See week 5 citations</p>	<p>Ask students to identify an upcoming challenging situation related to diversity and inclusion.</p>

	<p>Inclusion, and make a plan to enter that conversation.</p> <p>Students start a conversation with someone that has a viewpoint they don't understand.</p>	<p><u>do</u> and <u>don't</u> listen to voices other than their own, and what the outcomes are</p>	<p>encourages students to take a chance and engage across difference</p>	<p>individuals in the face of challenge or adversity.</p> <p>Explanatory style is how we make sense of challenging events in our lives. Two types of explanatory styles: pessimistic and optimistic.</p> <p>Optimistic Explanatory Style: challenging events are temporary, external, and compartmentalized</p> <p>Pessimistic Explanatory Style: Personal, pervasive and permanent.</p>		<p>Ask students to prepare for the situation by asking the following:</p> <p>How can I see this as a challenge instead of a threat?          What is exciting about this?          What are my strengths?          What are my resources?          What are opportunities in this situation?          What are specific steps I can take?</p>
<p>Week 9</p>	<p>Students relate personally to someone with whom they did not agree, and then relate that conversation to how to impact their communities.</p>	<p>Students discuss and summarize conversation w/ whom they did not agree, review what they learned</p>		<p>Emotional regulation is an important skill when initiating a conversation with someone with whom we don't agree - and it is an important skill in developing resilience. We can interrupt our emotional reaction by identifying the belief that exists between a thought and its consequences .</p>	<p>Reivich, K., &amp; Shatte, A. (2003). <i>The resilience factor: 7 keys to finding your inner strength and overcoming life's hurdles</i>. New York, NY: Broadway Books.</p>	<p>NEED INTERVENTION</p> <p>The A-B-C model stands for adversity-belief-consequence. By identifying the belief or thought that connects an activating event with its emotional or behavioral consequence, we can potentially diffuse or disrupt that pattern.</p> <p>As it relates to challenging conversations, students can run through an ABC exercise in advance of a challenging conversation. If you anticipate that a conversation (A) will lead to anger (C ), what is the belief in between? Is this belief accurate and informed by evidence? Are you making assumptions that are</p>



						ultimately unproductive for both emotional and behavior>
Week 10	<p>Students understand SMART Goals and SWOT analysis.</p> <p>Students begin the process of working on a team on a joint project.</p>	<p>SMART Goals</p> <p>SWOT Analysis of Project 440 or another project</p>	<p>Chapter 5 “Moving Ideas to Action” ties in well with this weeks lesson.</p>	<p>Psychological capital interventions build hope, optimism, resilience, and efficacy. The goal-setting in psycap interventions includes the generation of multiple pathways, mental rehearsals, and contingency planning.</p>	<p>Luthans, F., &amp; Youssef-Morgan, C. M. (2017). Psychological capital: An evidence-based positive approach. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 4(1), 339–366.  <a href="https://doi.org/10.1146/annurev-orgpsych-032516-113324">https://doi.org/10.1146/annurev-orgpsych-032516-113324</a></p>	<p>Within the proposed PsyCap intervention (see final service learning paper, Appendix C), students will:</p> <ul style="list-style-type: none"> <li>• Share story of goal achieved</li> <li>• Set meaningful, short-term goal</li> <li>• Make sure the goal is SMART</li> <li>• Pathways development (see worksheet)</li> <li>• Introduce SWOT analysis</li> </ul>
Week 11	<p>Students realize categories of work that lies ahead.</p> <p>Students determine who will take responsibility for different sections of the project.</p> <p>Students understand and create SMART Goals, Action Plans (downloadable from website), and SWOT analyses</p> <p>Students create an organized team.</p>	<p>Project Management Self-assessment</p> <p>Harnessing your superpowers</p> <p>Self-assessment SWOT</p>	<p>Chapter 5 “Moving Ideas to Action” ties in well with this weeks lesson.</p>	<p>The students, by this point, will have already identified their own strengths and engaged in strengths spotting exercises. Reintroducing the strengths language into the conversation as task allocation commences will fuel self-awareness, creativity and self-efficacy. The strengths also introduce a neutral common language into the conversation about project preferences and will support students seeing character strengths as part of</p>	<p>Park, N., &amp; Peterson, C. (2006). Moral competence and character strengths among adolescents: The development and validation of the Values in Action Inventory of Strengths for Youth. <i>Journal of adolescence</i>, 29(6), 891-909.</p> <p>Peterson, C., &amp; Seligman, M. E. (2004). <i>Character strengths and virtues: A handbook and classification</i>. New York, NY: Oxford University Press and Washington, DC: American Psychological Association.</p> <p>Niemiec, R. M. (2018). <i>Character strengths interventions: A field guide for practitioners</i>. Boston, MA: Hogrefe Publishing.</p> <p>Stavros, J. M., &amp; Hinrichs, G. (2009). <i>The thin book of SOAR: Building</i></p>	<p>Encourage students to disclose and consider their character strengths as they discuss task allocation. Consider a “matching” exercise (match task to strengths that will help complete it).</p> <p>Instead of or as compliment to SWOT analysis, use SOAR analysis (Strengths, Opportunities, Aspirations, and Results) to help improve creativity and innovation.</p>

				<p>their individual superpowers</p> <p>Using the strengths-based approach of SOAR instead of SWOT would help tie in the lessons from weeks 3-5 on character strengths, and move away from focus on deficits.</p>	<p><i>strengths-based strategy</i>. Bend, OR: Thin Book Publishing Co.</p> <p>Cooperrider, D. L., Whitney, D., &amp; Stavros, J. M. (2008). <i>Appreciative inquiry handbook: For leaders of change</i> (2nd ed). Brunswick, OH: Crown Custom.</p>	
Week 12	Students understand the components involved in concise, controlled storytelling across multiple platforms.	1-minute elevator pitch	Chapter 6: Good storytelling is about the balance between clarity and opacity and deeply understanding what you value.	<p>According to hope theory, hope has three components: our ability to conceptualize our goals, creating multiple pathways to reach those goals, and sustaining our motivation and energy.</p> <p>When we are describing what we value and our challenges, hope theory can help us understand our goals, directions, and how we persevered. These elements can help us craft a compelling story when we describe to others what we value and the impact we want to have.</p>	<p>Magyar-Moe, J. L., &amp; Lopez, S. J. (2015). Strategies for accentuating hope. In S. Joseph (Ed.), <i>Positive psychology in practice: Promoting human flourishing in work, health, education and everyday life</i> (2nd ed., pp. 483–502). Hoboken, NJ: John Wiley &amp; Sons Inc.</p> <p>Rashid, T., &amp; Seligman, M. (2018). Forms &amp; worksheets. In (Ed.), <i>Positive psychotherapy: Clinician manual</i>. New York, NY: Oxford University Press.</p>	<p>Use hope theory to craft a compelling elevator pitch</p> <p>One Door Close, One Door Opened: Think of a time when a door (opportunity) closed and then ask, what door opened?</p> <p>(1) The most important door that ever closed on me was _____ and the door that opened was _____</p> <p>(2) A door that closed on me through bad luck or missed opportunity was _____ and the door that opened was _____</p>

## Appendix C

### Psychological Capital Intervention

**Purpose:** To enhance goal setting lesson plan with an intervention specifically designed to increase psychological capital, or hope, optimism, self-efficacy, and resilience.


**Description:** A 75-minute lesson that will be offered to all Project 440 Doing Good students.

**Timing:** We propose doing this during week 10 (the mid-point during the semester, and identified persistence “pain point”) or during week 15, coupling with the “shark tank” activity.

**Format:** We will provide the intervention lesson plan, along with relevant presentation materials and resources.

**Sample Worksheet:** We have also prepared a worksheet to be used in conjunction with the pathways exercise. This sample worksheet is attached below.

**Planning your Pathways**

**START** 

**Pathway #1**


Next Steps: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Likely Obstacles: \_\_\_\_\_  
\_\_\_\_\_  
Ways around? \_\_\_\_\_  
\_\_\_\_\_

**Pathway #2**

Next Steps: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Likely Obstacles: \_\_\_\_\_  
\_\_\_\_\_  
Ways around? \_\_\_\_\_  
\_\_\_\_\_

**SMART Goal:**  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix D

### Character Strengths Intervention: “Character Strengths of a Leader”

**Purpose:** To enhance Doing Good Week 3 Lesson Plan and objectives with a character strengths intervention based on the VIA Character Strengths and VIA Youth Character Strengths scale (Peterson & Seligman, 2004; Park & Peterson, 2006) and research informed best practices in building self-awareness, strengths-spotting in others, and developing strengths in self.

*Doing Good, Week 3-5 Objectives: students can recollect and identify what it takes to be a good leader; student analyze own leadership strengths and attributes; and, students can orally summarize what it takes to a be a positive and effective leader.*

**Description:** A 50-minute introductory lesson that will be offered to all Project 440 Doing Good students, with additional follow up activities aligned to objectives. The lesson plan will include instructions for taking the VIA-Youth Survey, and research behind why character strengths are essential to building the skills of leadership and resilience. Additionally, two aligned activities to help students develop their own leadership strengths and spot strengths in other: Aware-Explore-Apply and Leadership Strengths Spotting (Niemic, 2018).

**Timing:** We propose doing this optional lesson plan during week 3 (to coincide with the leadership strengths activities), setting up students to understand their strengths and resources before beginning to plan and execute their final projects.

**Format:** We will provide the intervention lesson plan, instructions for the two aligned activities, along with relevant presentation materials and resources.

**Sample Graphic Organizer:** We have also prepared a graphic organizer to be used in conjunction with the Character Strengths of a Leader exercises, based on Character Strengths Interventions: A Field Guide for Practitioners (Niemic, 2018). This sample worksheet is attached below.



AWARE



EXPLORE



APPLY

After looking at your strengths, what is your gut reaction? What surprises you most? Do your highest strengths exemplify the “real you”? In the descriptions, what sounds most like you?



When you consider your successes, what strengths were you using? How did each of your signature strengths (TOP 5) come into play?

## Appendix E

### Instructions for taking the VIA Survey and creating a “Teacher/Professional Site” on [www.viacharacter.org](http://www.viacharacter.org)

**Purpose:** One of the free resources available to educators and students is the VIA Character Strength survey (both adult and youth format) from the VIA Institute on Character Strengths. The VIA character strength survey has been empirically validated in both the adult and youth formats (Peterson & Seligman, 2004; Park and Peterson, 2006). Project 440 teachers are encouraged to take the VIA Character Strength survey themselves before teaching the lesson on character strengths to students.

Additionally, as an added support, teachers can sign up for a “teacher” site or a “professional” site (for students over the age of 13), helping them to capture the results from each of their students without creating multiple student accounts

(<http://www.viacharacter.org/www/Professionals/Teacher-Sites>).

#### Teacher instructions for completing the VIA Character Strengths survey:


1. Go to [www.viacharacter.org](http://www.viacharacter.org)
2. Click on “Take the Free VIA Survey”
3. Create a free account with the VIA Institute on Character
4. Take the survey!
5. Explore your results (<http://www.viacharacter.org/www/Character-Strengths>)

#### Creating a “teacher or professional site” for students to take the survey:






1. Go to [www.viacharacter.org](http://www.viacharacter.org)
2. Click on the “Professionals” tab at the top of the homepage
3. Click on the preferred dropdown, “teacher” for work with students under 13, or “professional” for work with students over 13.
4. Click “Create Site” to create one specific site for Project 440 students to take the VIA Youth Character Strengths survey
5. Once created, send the link to students to complete survey

# Appendix F





## Sample VIA Character Strengths Resource From, VIA Institute on Character Strengths ([www.viacharacter.org/resources](http://www.viacharacter.org/resources))

 **VIA Classification of Character Strengths and Virtues**




**Virtue of Wisdom**

-  **Creativity**  
Original, adaptive, ingenuity, seeing and doing things in different ways
-  **Curiosity**  
Interest, novelty-seeking, exploration, openness to experience
-  **Judgment**  
Critical thinking, thinking through all sides, not jumping to conclusions
-  **Love of Learning**  
Mastering new skills & topics, systematically adding to knowledge
-  **Perspective**  
Wisdom, providing wise counsel, taking the big picture view




**Virtue of Courage**

-  **Bravery**  
Valor, not shrinking from threat or challenge, facing fears, speaking up for what's right
-  **Perseverance**  
Persistence, industry, finishing what one starts, overcoming obstacles
-  **Honesty**  
Authenticity, being true to oneself, sincerity without pretense, integrity
-  **Zest**  
Vitality, enthusiasm for life, vigor, energy, not doing things half-heartedly





**Virtue of Humanity**

-  **Love**  
Both loving and being loved, valuing close relations with others, genuine warmth
-  **Kindness**  
Generosity, nurturance, care, compassion, altruism, doing for others
-  **Social Intelligence**  
Aware of the motives and feelings of oneself and others, knows what makes others tick






**Virtue of Justice**

-  **Teamwork**  
Citizenship, social responsibility, loyalty, contributing to a group effort
-  **Fairness**  
Adhering to principles of justice, not allowing feelings to bias decisions about others
-  **Leadership**  
Organizing group activities to get things done, positively influencing others

**Virtue of Temperance**

-  **Forgiveness**  
Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt
-  **Humility**  
Modesty, letting one's accomplishments speak for themselves
-  **Prudence**  
Careful about one's choices, cautious, not taking undue risks
-  **Self-Regulation**  
Self-control, disciplined, managing impulses, emotions, and vices

**Virtue of Transcendence**

-  **Appreciation of Beauty & Excellence**  
Awe and wonder for beauty, admiration for skill and moral greatness
-  **Gratitude**  
Thankful for the good, expressing thanks, feeling blessed
-  **Hope**  
Optimism, positive future-mindedness, expecting the best & working to achieve it
-  **Humor**  
Playfulness, bringing smiles to others, lighthearted – seeing the lighter side
-  **Spirituality**  
Connecting with the sacred, purpose, meaning, faith, religiousness

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## Appendix G

### Validated Scales for Summative Assessments

#### Social Self-Efficacy Scale (Muris, 2001)

Circle the answer that best shows how well you can do each of the following things.

1. How well can you express your opinions when your classmates disagree with you?	Not very well 1	2	3	4	Very Well 5
2. How well can you become friends with other youth?	Not very well 1	2	3	4	Very Well 5
3. How well can you have a chat with an unfamiliar person?	Not very well 1	2	3	4	Very Well 5
4. How well can you work in harmony with your classmates?	Not very well 1	2	3	4	Very Well 5
5. How well can you tell other youth that they are doing something that you don't like?	Not very well 1	2	3	4	Very Well 5
6. How well can you tell a funny event to a group of youth?	Not very well 1	2	3	4	Very Well 5
7. How well do you succeed in staying friends with other youth?	Not very well 1	2	3	4	Very Well 5
8. How well do you succeed in preventing quarrels with other youth?	Not very well 1	2	3	4	Very Well 5

Reference:

Muris, P. (2001) A brief questionnaire for measuring self-efficacy in youth(s). *Journal of Psychopathology and Behavioral Assessment*, (23), 145-149.

### Academic Self-Efficacy Scale (Muris, 2001)

Circle the answer that best shows how well you do in each of the following situations.

1. How well can you get teachers to help you when you get stuck on your schoolwork?	Not very well 1	2	3	4	Very Well 5
2. How well can you study when there are other interesting things to do?	Not very well 1	2	3	4	Very Well 5
3. How well can you study a chapter for a test?	Not very well 1	2	3	4	Very Well 5
4. How well do you succeed in finishing all your homework every day?	Not very well 1	2	3	4	Very Well 5
5. How well can you pay attention during every class?	Not very well 1	2	3	4	Very Well 5
6. How well do you succeed in passing all your subjects?	Not very well 1	2	3	4	Very Well 5
7. How well do you succeed in satisfying your parents with your school work?	Not very well 1	2	3	4	Very Well 5
8. How well do you succeed in passing a test?	Not very well 1	2	3	4	Very Well 5

Reference:

Muris, P. (2001) A brief questionnaire for measuring self-efficacy in youth (s). *Journal of Psychopathology and Behavioral Assessment*, (23), 145-149.



### **Life Orientation Test- Revised (LOT-R)**

Please be as honest and accurate as you can throughout. Try not to let your response to one statement influence your responses to other statements. There are no "correct" or "incorrect" answers. Answer according to your own feelings, rather than how you think "most people" would answer.

A = I agree a lot

B = I agree a little

C = I neither agree nor disagree

D = I disagree a little

E = I disagree a lot

1. In uncertain times, I usually expect the best.
2. It's easy for me to relax.
3. If something can go wrong for me, it will. (R)
4. I'm always optimistic about my future.
5. I enjoy my friends a lot.
6. It's important for me to keep busy.
7. I hardly ever expect things to go my way. (R)
8. I don't get upset too easily.
9. I rarely count on good things happening to me. (R)
10. Overall, I expect more good things to happen to me than bad.

#### Scoring:

Items 3, 7, and 9 are reverse scored (or scored separately as a pessimism measure). Items 2, 5, 6, and 8 are fillers and should not be scored. Scoring is kept continuous – there is no benchmark for being an optimist/pessimist.

#### Reference:

Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): a reevaluation of the Life Orientation Test. *Journal of personality and social psychology*, 67(6), 1063.

### **Psychological Capital Scale:**

The PCQ-12 and PCQ-24 are two of several validated measures of psychological capital. Each scale seeks to measure hope, efficacy, resilience, and optimism. Each question is answered on a 6 option Likert scale ranging from “strongly disagree” to “strongly agree.” The PCQ-12 and PCQ-24 are both available at <https://www.mindgarden.com/136-psychological-capital-questionnaire>.

### **Reference:**

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Retrieved from <http://ebookcentral.proquest.com>

## 12 Item Grit Scale

*Directions for taking the Grit Scale: Here are a number of statements that may or may not apply to you. For the most accurate score, when responding, think of how you compare to most people -- not just the people you know well, but most people in the world. There are no right or wrong answers, so just answer honestly!*

*Each of the following questions uses the scale below; items with asterisks are reverse scored:*

Very much like me  
Mostly like me  
Somewhat like me  
Not much like me  
Not like me at all

1. I have overcome setbacks to conquer an important challenge.
2. New ideas and projects sometimes distract me from previous ones.\*.
3. My interests change from year to year.\*
4. Setbacks don't discourage me.
5. I have been obsessed with a certain idea or project for a short time but later lost interest.\*
6. I am a hard worker.
7. I often set a goal but later choose to pursue a different one.\*.
8. I have difficulty maintaining my focus on projects that take more than a few months to complete.\*
9. I finish whatever I begin.
10. I have achieved a goal that took years of work.
11. I become interested in new pursuits every few months.\*
12. I am diligent.

### References:

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101.

Duckworth, A.L. (2019, March 18). Research: 12 item grit scale.  
<https://angeladuckworth.com/research/>