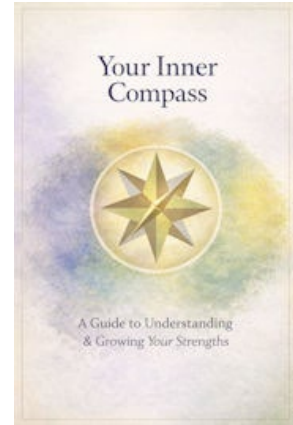


Implementing *Your Inner Compass* in the Classroom

Educator Companion Guide



Purpose and Positioning

Your Inner Compass: A Guide to Understanding & Growing Your Strengths is a student-facing reflection guide designed to help young people recognize and develop eight inner strengths that support learning, resilience, relationships, and personal growth.

This companion guide provides practical suggestions for incorporating the student resource into classroom practice. It is not a curriculum or sequential program. Instead, it offers structured entry points that educators may adapt to fit their students, schedule, and instructional goals.

The framework is developmental. Growth unfolds over time.

Practical Starting Point: Three-Step Launch Plan

If you are introducing the Compass framework for the first time, begin here.

Step 1: Introduce the Full Model

Share the complete Compass visual. Briefly explain that these eight strengths influence how students learn, collaborate, and respond to challenges.

Emphasize:

- Strengths are developmental, not fixed.
- All students possess each strength in varying degrees.
- Growth occurs through practice and reflection.

Step 2: Select One Strength

Choose a strength that connects to your current classroom context. For example:

- Resilience during exam preparation

- Curiosity during inquiry-based projects
- Sociability during collaborative work
- Integrity when discussing academic honesty

Step 3: Reflect and Discuss

Assign the corresponding section in *Your Inner Compass*.

Provide:

- 5–10 minutes of silent writing
- Partner discussion
- Whole-group debrief

This structure can be completed in a single class period or extended over multiple days.

Structured Implementation Pathways

A. Advisory or Homeroom Series

Introduce one strength every 3–4 weeks.

Each cycle might include:

- Individual reflection
- Small-group discussion
- Real-life examples
- Application to school routines

Revisit previous strengths during moments of challenge to reinforce interconnectedness.

B. Writing Integration (Standards-Aligned)

Each strength can anchor academic writing tasks:

- Personal narrative (Resilience, Integrity)
- Reflective analysis (Self-Awareness, Curiosity)
- Argument writing (Why Empathy Matters in Community)
- Goal-setting letter (Resourcefulness, Creativity)

Because the prompts are introspective rather than technical, they pair well with writing standards focused on voice, reasoning, and textual support.

C. Cross-Curricular Application

Strengths can be integrated into subject areas without adding new units.

Examples:

Science → Curiosity in hypothesis formation

Mathematics → Resourcefulness in problem-solving

Arts → Creativity and persistence through revision

Physical Education → Resilience, teamwork, self or bodily awareness

Social Studies → Integrity and civic responsibility

This approach reinforces that development is embedded in daily learning.

Sample 45-Minute Lesson Flow

Objective: Introduce Resilience (or another strength)

1. Opening Prompt (5 minutes)
“Describe a time something did not go as planned. What helped you continue?”
2. Reading & Reflection (10 minutes)
Students read the Resilience section in *Your Inner Compass*.
Write responses to reflection prompts.
3. Partner Discussion (10 minutes)
Share one example of resilience.
4. Whole-Class Debrief (10 minutes)
Discuss patterns:
 - What supports resilience?
 - What makes it harder?
5. Application (10 minutes)
Connect resilience to current academic tasks.

This structure models reflection, connection, and application within a single period.

Assessment & Feedback Considerations

A sample **Strength Reflection Sheet** is attached to the end of this Guide for use in the classroom and for any strength. Developmental reflection should not be graded for correctness.

Instead, consider:

- Participation credit
- Completion-based reflection marks
- Narrative feedback
- Strength-based language in progress comments

Avoid scoring strengths as fixed traits. Emphasize growth over time.

Sustaining the Work

The Compass framework is most powerful when used repeatedly.

You might:

- Reference strengths during feedback
- Incorporate them into classroom norms
- Highlight them during project debriefs
- Use them during student goal-setting conferences
- Discuss them at parent-teacher conferences

Over time, students begin using the language independently. That shift signals internalization.

Research Companion Resource

For educators seeking a deeper understanding of the developmental theory and research supporting this framework, see:

[*Student Success from the Inside Out: An Educator's Guide to Cultivating Essential Inner Strengths in Every Child.*](#)

That 50-page companion eBook explores the research base, theoretical foundations, and broader educational implications of the Compass model with many more suggestions on how to foster each strength in the classroom.

Together, these resources provide both conceptual grounding and practical classroom application.

A Final Note to Educators

Think of *Your Inner Compass* as a lens for noticing how students are developing — not only academically, but personally and relationally.

Use it to open conversations.

Integrate thoughtfully.

Adapt flexibly.

Trust your professional judgment.

The framework strengthens what strong educators already do: notice growth, nurture potential, and connect learning to meaning.

Roots of Action

An educational resource on positive youth development

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Learn more at www.rootsofaction.com

Strength Reflection Sheet

Student Name: _____

Date: _____

Focus Strength: _____

1. Understanding the Strength

In your own words, describe what this strength means.

Why do you think this strength matters in school?

2. Recognizing It in Action

Describe a time when you demonstrated this strength.

What was happening?

What did you do?

What was the outcome?

3. Growth Reflection

On a scale of 1–5, how consistently do you use this strength right now?

1 2 3 4 5
(Still developing) → (Often demonstrated)

What helps you use this strength more effectively?

What makes it more difficult?

4. Looking Ahead

What is one small action you can take this week to strengthen this attribute?

Who or what might support you?

Teacher Feedback (Optional)

Strength observed: _____

Comment: