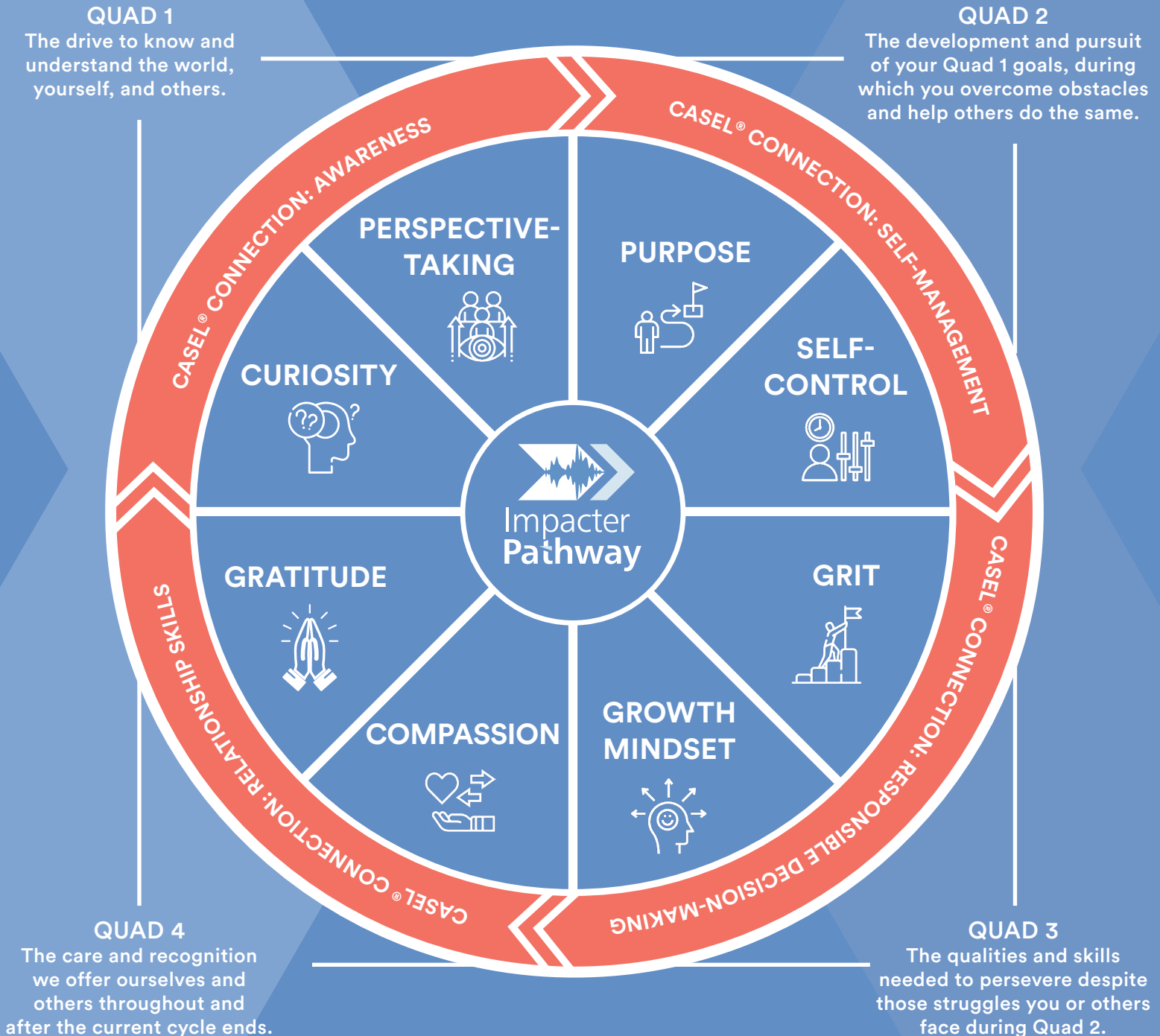


IMPACTER PATHWAY

Anchor Attributes

Competencies At The Core Of The Impacter Cycle



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Anchor Attributes

The Anchor Attributes derive from the Harvard MAKING CARING COMMON report “[Definitions of Key Character/Non-Cognitive Terms and Skills.](#)” The CASEL® Connections are part of the [CASEL Framework](#). CASEL® is a registered trademark of the Collaborative for Academic, Social, and Emotional Learning.

	ANCHOR ATTRIBUTE and associated traits	THE DEFINITIONS what the words mean	THE RATIONALE why this skill matters	
QUAD 1 The drive to know and understand the world, yourself, and others.	CURIOSITY interests investigation wisdom	The desire to learn and understand new things and how they work; this trait accounts for our desire to understand other people and new ideas.	Curiosity is linked to decreased anxiety, a sense of fulfillment, engaged learning, increased empathy, and improved socializing and collaboration.	CASEL® CONNECTION Self-Awareness • Social-Awareness
	PERSPECTIVE-TAKING empathy imagination adaptability	The ability to see another’s point of view or consider a situation from a frame of reference other than one’s own.	Perspective-taking can improve one’s relationships, social behavior, and communication; also, it can decrease the likelihood one will engage in stereotyping and discrimination.	
QUAD 2 The development and pursuit of your Quad 1 goals, during which you overcome obstacles and help others do the same.	PURPOSE intention motivation goal	A stable and generalized intention to accomplish something that is both meaningful to oneself and important to the world at large.	Purpose is associated with one’s ability to identify and respond to causes about which they care. It also leads to a sense of importance, and strengthens identity and goal formation.	CASEL® CONNECTION Self-Management
	SELF-CONTROL management focus temperance	The ability to govern our feelings and actions in order to accomplish longer-term goals for oneself or those with whom we are collaborating.	Self-control developed in childhood is linked to better well-being and happiness. Those who develop strong self-control when young enjoy healthier personal relationships into adulthood.	
QUAD 3 The qualities and skills needed to persevere despite those struggles you or others face during Quad 2.	GRIT perseverance agility resilience	An enduring passion for specific long-term goals and the willingness to persevere despite obstacles or setbacks.	Grit may be a more reliable predictor of students’ success than IQ or talent. Students with grit are more likely to graduate and earn a higher GPA.	CASEL® CONNECTION Responsible Decision-Making
	GROWTH MINDSET optimism potential dedication	The belief that intelligence and talents can improve through time, effort, and dedication.	Growth mindset helps students be more learning-focused and use strategic approaches to succeed. Those with a growth mindset are motivated by the belief that their effort will lead to improved performance.	
QUAD 4 The care and recognition we offer ourselves and others throughout and after the current cycle ends.	COMPASSION sympathy connection responsibility	Concern for the welfare of those who are struggling or in need; the desire and subsequent effort to relieve the suffering of others.	Compassion develops or improves students’ social connections, self-esteem, self-efficacy, and resilience.	CASEL® CONNECTION Relationship Skills
	GRATITUDE appreciation recognition acknowledgement	The feeling of appreciation when someone gives us something of value or the thanks we give to those who do the same for us.	Gratitude helps students become happier, overcome adversity, and be more compassionate and generous in social settings; also, it makes students feel less lonely or isolated.	