



Kansas

Social, Emotional, And Character Development Model Standards

Adopted by the Kansas State Board of Education, April 17, 2012
Revised July, 2018

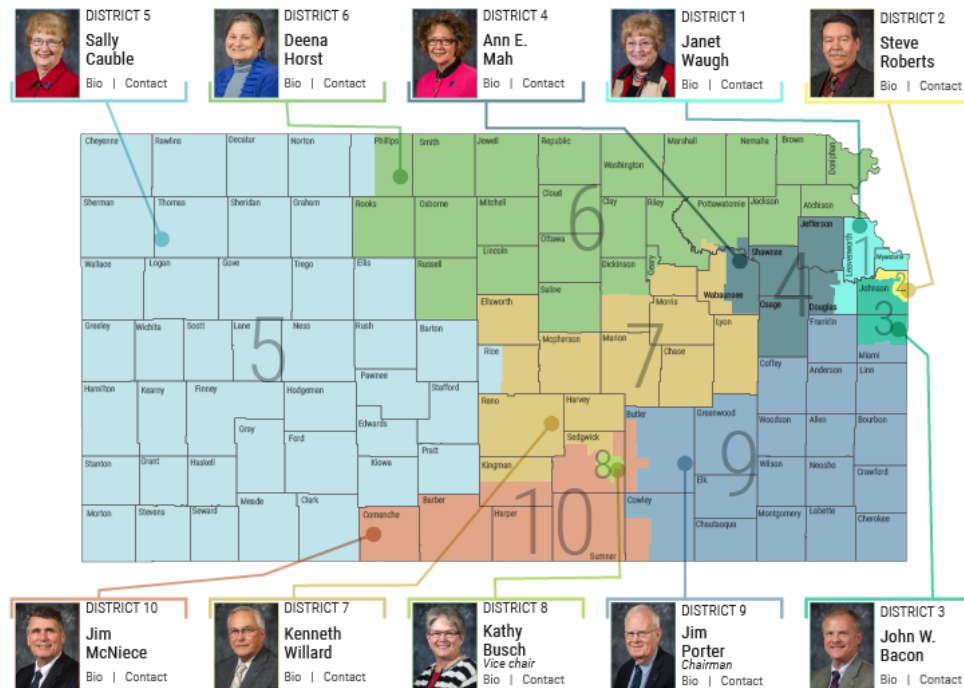




The Mission of the State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

The Kansans CAN Vision is to Lead the World in the Success of Each Student.

The Kansas State Board of Education consists of 10 elected members, each representing a district comprised of four contiguous senatorial districts. Board members serve four-year terms with an overlapping schedule. (View each one's profile and contact information by selecting his/her photo). Every other year, the State Board reorganizes to elect a chairman and vice-chairman. The State Board appoints a Commissioner of Education who serves as its executive director.





Brad Neuenswander
Deputy Commissioner

Effective social-emotional character development programs (SECD) impact thousands of Kansas students each year. Such vital programs, an integral part of each school's educational program, must be designed to address the individual needs of students as we seek to realize the State Board Vision: "Kansas Leads the World in the Success of Each Student."

The State Board Goal has set the social-emotional goal that "Each student develops the social, emotional, and character competencies that promote learning and success in life." This in turn, will ensure that each student will also have the academic preparation, cognitive preparation, technical skills and employability skills to be successful in postsecondary education, or the workforce, without remediation. Our Social-Emotional Character Development (SECD) Standards will raise the bar to that end by establishing a framework for evidenced-based practices.

Research has demonstrated that implementing social-emotional character development strategies increases prosocial behavior, reduces problem behaviors, increases social and emotional skills, improves attitudes about self and others, and increases academic success. Additionally, and in light of, parallel current initiatives such as school mental health, trauma-sensitive schools, bullying prevention, youth suicide prevention, child sexual abuse prevention and school safety, SECD is crucial to ensuring the success of each student.

The Kansas Social-Emotional Character Development Revised Standards provide administrators, counselors, social-workers, school psychologists and classroom teachers the framework necessary to ensure the success of each student in Kansas.

SECD Standards

The Social-Emotional Character Development Standards (SECD) were first approved by the Kansas State Board of Education in 2012. We are grateful for the prior work done by the *Illinois Social, Emotional Learning Standards*, and the *Social and Emotional Learning (SEL) Standards and Benchmarks for the Anchorage School District, Alaska* that the writing committee referenced and borrowed from. Kansas was the second state to adopt social-emotional competencies and the **first** state to integrate social-emotional learning and character development. This integration makes our Kansas SECD Standards unique. Currently there are three states, including Kansas, that have k-12 social-emotional competencies.

The need to revise the standards has occurred as a result of 1) several new prevention statutes (i.e. bullying, youth suicide, opioid abuse) in Kansas; 2) SECD being a State Board Outcome; 3) a need to align SECD with the KSDE School Mental Health Initiative; and 4) emerging social-emotional learning initiatives, research and best practices.

The work of the Standards Revision Committee is built on the research and practices from schools across Kansas, the Collaborative for Academic, Social, and Emotional Learning (CASEL), *Character.org*, Research and Collaboration (KU), the School Mental Health Advisory Group and participating Kansas Education Service Centers.

The Kansas SECD Standards are aligned with and supportive of 1) the Kansas Multi-Tier System of Supports (MTSS) 2) Positive Behavioral Interventions and Supports (PBIS) 3) trauma-sensitive schools 4) the Kansas Department of Education State Board Outcomes and 5) the Kansas School Mental Health Advisory Group.

We further acknowledge the participation of our SECD Revision Committee made up of teachers, counselors, psychologists, administrators, parents, community members, and curriculum and staff developers from over 25 school districts and educational organizations throughout the state. Their passion, expertise, and dedication are evident in this work.

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SECD Standards

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SECD Standards

Feedback gathered from over a dozen public comment sessions also informs the standards. Over 300 teachers, administrators, counselors, psychologists, and social workers reviewed the work and provided written feedback. Ninety-eight percent of the respondents *Agreed* or *Strongly Agreed* that, “The SECD Standards will be useful to me in my position,” and “The SECD Standards will support positive change in the climate and culture of Kansas schools.”

The SECD Writing Committee appreciates the support and challenge provided by the following Kansas State Dept. of Education staff: Dr. Scott Smith, Director, Career, Standards and Assessment Services (CSAS); Branden Johnson, Assistant Director, CSAS; Stacy Smith, Assistant Director (CSAS); Kent Reed, Counseling Education Program Consultant, CSAS; Dr. Suzy Myers, Standards Coordinator for CSAS; Myron Melton, Mental Health Education Program Consultant (ECSET); Jonathan Loppnow, Administrative Specialist CSAS; and Amanda Williams, Administrative Specialist CSAS. Their vision, analysis, and support of this work were critical.

SECD in Kansas would not have become the educational force it has without the support and encouragement from Dr. Randy Watson, Kansas Education Commissioner and Brad Neuenswander, Division of Learning Services Deputy Commissioner. Their commitment for SECD has been manifested through the Community Conversations Study, leading the State Board to adopt it as a State Outcome and the many presentations to educational, civic and business leaders about the merits of SECD. This has increased both the awareness and the significance of SECD and the SECD Standards.

This work is also informed by the Kansas Multi-Tiered System of Supports; Kansas Model School Counseling Standards, the School Mental Health Initiative and the Kansas Career and Technical Education Initiative. We are grateful for this powerful and important work.

Purpose

Social, Emotional, and Character Development (SECD) Standards provide a framework to schools for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, career, and personal success.

Definition

SECD standards encompass practicing good citizenship as respectful, responsible, empathetic and ethical individuals, through making healthy decisions, practicing personal safety, understanding risk prevention, promoting a positive school culture, problem solving effectively, and valuing excellence.

Core Beliefs

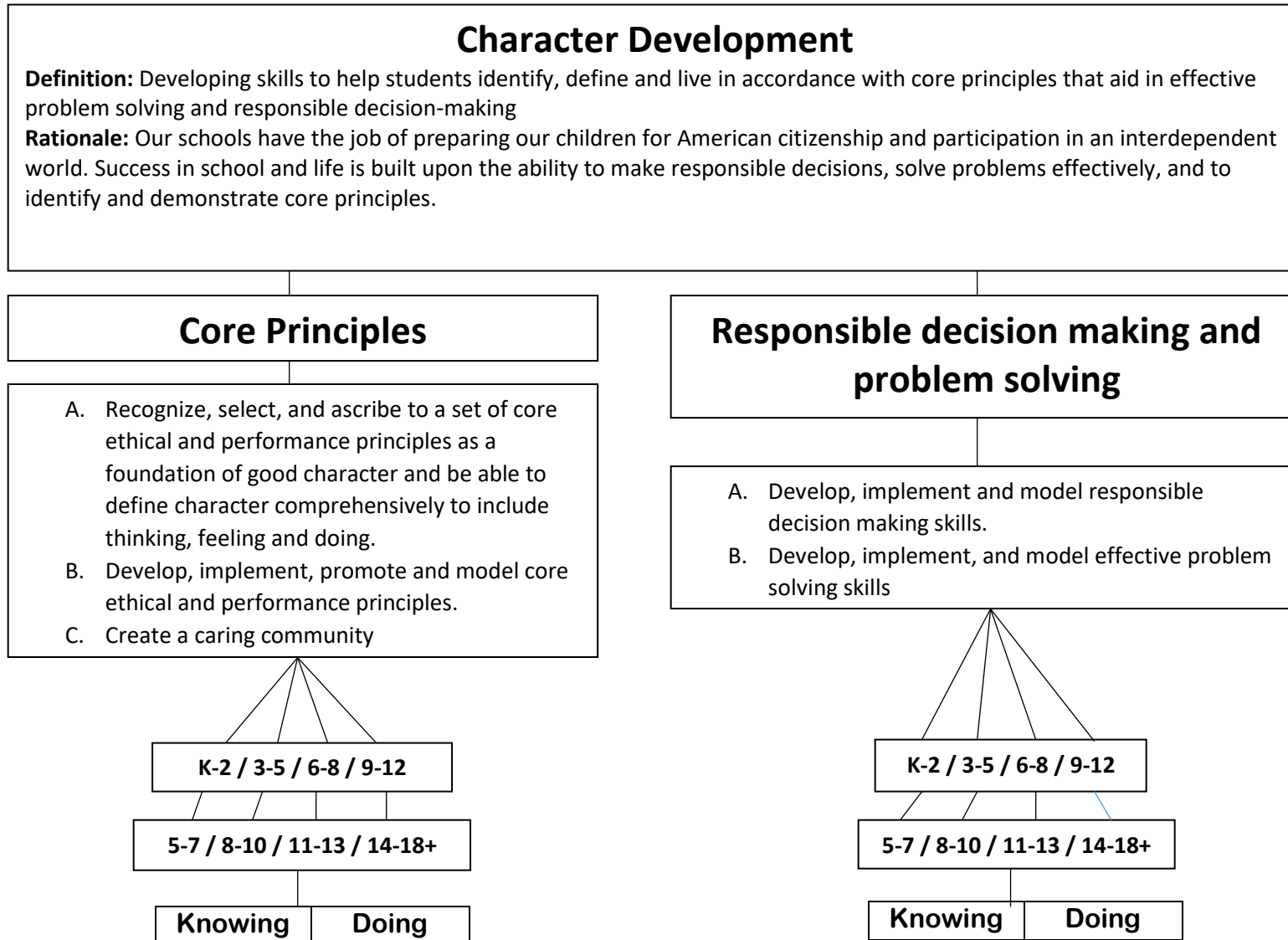
- SECD skills are teachable and measurable.
- SECD skills are essential for academic achievement.
- SECD skills are developed within a continuous growth process throughout life.
- SECD skills are acquired by students through intentional, integrated efforts of the entire school, family and community.
- SECD skills are best learned in a respectful, safe and civil school environment where adults are caring role models.

Postsecondary Success Goal

Students who are ready for postsecondary success must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success. Students who are ready for postsecondary success in social-emotional and character development reflect these descriptions. These are not standards but instead offer a portrait of students who meet the standards in this document.

- They demonstrate character in their actions by treating others with respect and kindness and by giving their best effort.
- They assume responsibility for their thoughts and actions.
- They utilize a growth mindset and continually develop cognitively, emotionally and socially.
- They exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- They strive for excellence by committing to hard work, persistence and intrinsic motivation.
- They exhibit creativity and innovation, critical thinking and effective problem solving.
- They use resources, including technology and digital media, effectively, strategically capably and appropriately.
- They demonstrate an understanding of other perspectives and cultures; showing empathy for the feelings and beliefs of others.
- They model the responsibility of citizenship and exhibit respect for human dignity.

Social, Emotional, Character Development Standards



Character Development

Definition: Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Rationale: Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

I. Core Principles

Students will:

- A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.
- B. Develop, implement, promote, and model core ethical and performance principles.
- C. Create a caring community.

II. Responsible Decision Making and Problem Solving

Students will:

- A. Develop, implement, and model responsible decision making skills.
- B. Develop, implement, and model effective problem solving skills.

I. Core Principles

- A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

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| K-2 (5-7) | <ol style="list-style-type: none">1. Understand that core ethical and performance principles exist in classrooms, in the community and in homes.2. Identify and apply core principles in everyday behavior. |
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Instructional Examples

- Students help create and discuss classroom procedures and consequences (e.g. classroom rules, playground rules, cafeteria manners, etc.)
- Students identify home and/or community procedures and consequences.
- Students do a puppet show or write a story about a core ethical or performance principle (e.g. humility, honesty, fairness, responsibility, hard work, etc.)
- Discuss core ethical or performance principles exhibited by individuals (e.g. literature characters, movie characters, historical figures, community members, popular figures, etc.)

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| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort. 2. Identify and apply personal core ethical and performance principles. |
| Instructional Examples <ul style="list-style-type: none"> • Students define behaviorally established classroom procedures and possible consequences (e.g. classroom expectations, using respect when talking, raising hand to ask permission, listening when others are speaking, playground rules, cafeteria manners, etc.) • Students identify how they apply their personal core ethical and performance principles at school, home, and/or the community (e.g. saying excuse me when cutting in front of someone whether at school or in the community grocery store). • Students role-play scenarios demonstrating core ethical or performance principle(s) (e.g. someone being left out of a group; being chosen last for a team-choosing fair teams; helping someone who is sad or upset; finding a wallet and returning it; cheating; etc.) • Discuss core ethical or performance principles historical figures exhibited (e.g. Presidents, Medal of Honor Recipients, Jackie Robinson, Civil Rights Advocates, etc.) • Discuss examples of individuals who have not exhibited core or performance principles (e.g. Captain Hook, individuals who bully, Lance Armstrong, the Grinch, etc.) | |
| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Compare and contrast personal core principles with personal behavior. 2. Illustrate and discuss personal core principles in the context of relationships and of classroom work. |
| Instructional Examples <ul style="list-style-type: none"> • Illustrate an individual personal core ethical or performance principle being applied in a visual form (e.g. comic strip, thought bubble, advertisement, etc.) • Journal or discuss about a time your personal behavior has or has not aligned with your personal core principles. • Role-play what you would do when confronted with a moral dilemma (e.g. a classmate being teased or left out; a friend bullying someone else; a classmate saying they want to commit suicide; a friend telling you they have been sexually assaulted; you have been sexually assaulted by an adult and told not to tell; your boyfriend or girlfriend pressuring you to have sex; finding someone's ring; finding a lost cell phone; finding the teacher's answer sheet to the test, etc.) | |
| 9-12 (14-18+) | <ol style="list-style-type: none"> 1. Evaluate personal core principles with personal behavior, including ethical and performance principles. 2. Reflect upon personal core principles, appreciate them, and become committed to them. |

Instructional Examples

- Journal or discuss about a time your personal behavior has or has not aligned with your personal core principles and then identify what you would do differently next time you are confronted with the situation.
- Do a personal SWOT analysis (strengths, weaknesses, opportunities, and threats or obstacles).
- Use or develop an integrity checklist or analysis to help determine decisions in certain situations and/or to assess if their behavior aligns with their personal core principles (e.g. integrity checklist developed from a list of integrity qualities gleaned from class discussion or internet search).
- Role-play what you would do when confronted with a moral dilemma (e.g. a classmate being called a racial slur; a friend posting inappropriate pictures or comments on-line; a classmate saying they want to commit suicide; a friend telling you they have been sexually assaulted; you have been sexually assaulted by an adult and told not to tell; your boyfriend or girlfriend pressuring you to have sex; finding someone's ring; finding a lost cell phone; finding the teacher's answer sheet to the test, etc.)

B. Develop, implement, promote, and model core ethical and performance principles.**K-2
(5-7)**

1. Recognize and celebrate the natural, beneficial consequences of acts of character.
2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.
3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.
4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.
5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.

Instructional Examples

- Chore chart, job chart, responsibility cards, etc.
- Develop Behavior cards (for example, how to walk down the hall with hands by their side). Discuss why this might be helpful.
- Classroom meetings to discuss classroom rules, concerns with behaviors, potential corrective actions, qualities of a good friend, creating a safe classroom environment and etc.
- Using Thumbs Up, Thumbs Down, Thumbs In the Middle to evaluate how individually or as a class you worked as a team, collaborated, used effective listening skills, etc.
- Celebrate quality social interaction with a class cheer or public recognition.
- Student using breathing to calm down instead of hitting, asking for help with a problem instead of shutting down.
- Discuss "what are the benefits of sharing, kindness, helping, picking up trash, setting in your seat on the bus, following the rules on the playground, and other acts of character."

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| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Assess community needs in the larger community, investigate effects on the community, assess positive responsible action and reflect on personal involvement. 2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities. 3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school. |
| Instructional Examples | |
| <ul style="list-style-type: none"> • Students investigate community needs and then organize and carry out a service learning project to meet the need then reflect on the outcome. • In literature or historical events have students discuss the individual and community rights and responsibilities of the characters or historical figures. • Discuss and give examples responsibilities of owning a pet. • Discuss and give examples of responsibilities of a friend. • Discuss and give examples of responsibilities of being a contributing member of the community - school, household, city, etc. • Give examples of good and poor sportsmanship. • Students develop compacts for expected group interactions, reflect on those interactions, and make adjustments for future interactions. • Students participate in classroom meetings to resolve personal and classroom concerns (e.g. gossip, deliberately excluding others, making fun of individuals who are different, who can play on what piece of playground equipment, friendship conflicts, etc.) | |
| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement. 2. Develop ethical reasoning through discussions of ethical issues in content areas. 3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school. 4. Practice and receive feedback on responsible actions including academic and behavioral skills. |

Instructional Examples

- Student's research local community, regional and/or national needs, organize, carry out, and reflect on a service-learning project based upon those needs.
- Students develop compacts for expected group interactions, reflect on those interactions, and make adjustments for future interactions.
- Student Government and Student Leadership opportunities. Discuss electing officers and leaders based on skills and core ethical and performance principles instead of popularity.
- Discuss and give examples of responsible and ethical speeches and campaigns for student government and leadership opportunities.
- Ethical debates based upon current events. – recycling, genetic engineering, fuel standards, school shootings, bullying, on-line social media postings, diversity discrimination, transgender & LGBTQ issues, gay marriage, teen dating violence, sexual assault, etc.
- Write alternate endings by changing the behavior of one character in a story or a historical figure in a historical events.
- Do an impact web of how their actions have affected or could affect others.

9-12
(14-18+)

1. Analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement.
2. Analyze ethical dilemmas in content areas and/or daily experiences.
3. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community.
4. Reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral skills.

Instructional Examples

- Students research regional, national, or worldwide needs and then organize, carry out, and reflect on a service-learning project based upon those needs.
- Student Government and Student Leadership opportunities.
- Students consistently develop compacts for expected group interactions, reflect on those interactions, and make adjustments for future interactions.
- Reflect on how your academic and behavioral skills enhance or hinder your college and career opportunities.
- Write your own letter of reference/recommendation to a future employer, college admissions, and/or a scholarship application. Include 3 to 4 paragraphs based on your core ethical and performance principles and give specific examples how you have demonstrated these principles. Submit to your electronic portfolio.
- Socratic seminars and have students write reflection papers about how their viewpoints changed when listening to others.
- Review the Kansas Communities That Care (KCTC) or Culture of Excellence and Ethics (CEE) or other climate and culture survey data. Identify pertinent issues and discuss strategies to improve the climate and culture of the school.

C. Create a caring community.

1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.

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| K-2 (5-7) | <ol style="list-style-type: none"> a. Recognize characteristics of a caring relationship. b. Recognize characteristics of a hurtful relationship. c. Identify relationships in their family, school, and community that are caring. |
| Instructional Examples <ul style="list-style-type: none"> • Create a collage of daily personal and family activities and circle examples of when others are caring and helpful. • Create a collage of careers that demonstrate caring and helpful behavior. • Discuss how characters in a story were caring or hurtful. • Buddy Bench on the playground for students feeling left out or lonely. • Peace Patrol – group of students who walk the playground and help solve conflicts or issues. • Moms and/or dads volunteering at the school once a month to greet students, eat breakfast with, and mentor students. • Create a list of words (interactions) that are caring and a list of words that are hurtful. • Morning meetings topics – introducing appropriate greetings, nicknames and when they are appropriate, helpful behaviors and interactions, sharing, being mindful of others property, etc. • Modeling & Practicing Center Time – sharing, working together, appropriate conflict resolution, manners, etc. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> a. Demonstrate and practice characteristics of a caring relationship by treating others with empathy. b. Illustrate characteristics of a hurtful relationship and the negative impact it has on others. c. Practice relationships in their family, school, and community that are caring. |
| Instructional Examples <ul style="list-style-type: none"> • Role play ways to support and help someone at school, at home, and in the community. • In pairs, students share behaviors they have witnessed or experienced in school that made them feel cared for and behaviors that were hurtful. The teacher writes these behaviors in a caring or hurtful list on the board and then introduces core principles they represent – fair, responsible, kind – as well as terms that indicate the absence of core principles – unfair, irresponsible, unkind. Students then group like behaviors and think of other behaviors that may represent the core principles listed. • Students decide on and implement classroom norms based on the core principles listed and discussed. • Students journal or do a visual illustration on how they have used helpful and caring behaviors in school, in their family, and in the community. | |
| 6-8 (11-13) | <ol style="list-style-type: none"> a. Analyze characteristics of a caring relationship and hurtful relationship. b. Compare and contrast characteristics of a caring relationship and hurtful relationship. c. Engage in and model relationships in their family, school, and community that are caring. |

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| Instructional Examples <ul style="list-style-type: none"> Students develop a cartoon strip that represents an example of caring and helpful behaviors. Students then develop a cartoon strip that represents the same situation except with hurtful behaviors. Students then compare and contrast the outcomes of the behavior. Analyze media (literature, TV shows, YouTube, etc.) for examples of caring and hurtful relationships. Compare and contrast these examples with personal family, school, and community relationships. Discuss how media relationship examples can influence how students interact with each other, who they are friends with, their perception of acceptable behavior. Students analyze current events in print or visual media that represent caring and helpful behaviors as well as hurtful behaviors. Students will then determine the ratio of helpful stories to hurtful stories reported. Students participate in cooperative learning projects to be presented at a “Core Principles Fair” in which the core principle they have selected helps create caring relationships in family, school, and community. | |
| 9-12 (14-18+) | a. Evaluate characteristics of a caring relationship and hurtful relationship. b. Manage personal behavior in family, school, and community that contributes to caring relationships. |
| Instructional Examples <ul style="list-style-type: none"> Create opportunities for student voice in addressing/changing classroom, school, and community culture. Students develop or use an existing culture/climate survey to evaluate caring and hurtful behaviors in their school. Students then analyze the results and determine possible interventions to create a more caring community. Students present data results and possible interventions to administration, school board, site council, and/or student body. Students do a core principle self-assessment on how their behavior contributes to caring or hurtful relationships. Based upon self-assessment results students set personal goals for enhancing their behaviors that contribute to caring relationships, including specific action steps, target dates, and accountability strategies. Highlight caring behavior found in the community and recognize participants. Bring community individuals or former students to discuss their high school experience and experiences beyond high school. What was helpful to them, what would they change about their experience, what can students learn from their story. | |

2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.

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| K-2 (5-7) | a. Demonstrate caring and respect for others. b. Describe “active listening”. |
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| Instructional Examples <ul style="list-style-type: none"> • Discuss the importance of following directions at school and how this is caring and respectful behavior. • Provide time for students to learn each other's names, things that are important to them, likes and dislikes, their story, etc. • Allow students to 'greet' each other in various welcoming ways (e.g. by name, handshake, singing, etc.) • Classroom Meetings or Circle Time • Choose Read-Aloud Books that demonstrate caring and respectful behaviors. • Discuss ways that students can help each other when someone gets hurt or is sad. • Students describe how a person looks and acts when they are practicing 'active listening'. (SLANT – Sit-up, Lean forward, Acknowledge, Nod, and Track the talker) • Students pair up; one person is the talker and the other person is the listener. Fellow students identify characteristics of the listener that represent 'active listening'. • Listening to students and asking students what they like and don't like about school. • Finding out what your students are doing outside of school. | |
| 3-5 (8-10) | <ul style="list-style-type: none"> a. Practice empathetic statements and questions. b. Demonstrate active listening skills. c. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact. |
| Instructional Examples <ul style="list-style-type: none"> • Students brainstorm a list of empathetic statements and questions and then identify what statement or question is best for various situations. • Give students sentence starters/stems for empathetic statements and active listening. • Students role-play or design a skit demonstrating empathetic statements and questions for various situations. • Students role-play or design a skit demonstrating ethical and respectful multiple-media and technologies. • Hold class meeting where students are given the opportunity to support each other. • Discuss the impact of technology on relationships and safe school culture. • Students role-play 'active listening' characteristics for various situations (e.g. home, school, community). • Students create a visual representation of 'active listening' (e.g. cartoon, picture, and/or video). | |
| 6-8 (11-13) | <ul style="list-style-type: none"> a. Compare and contrast different points of view respectfully. b. Practice effective listening skills to understand values, attitudes, and intentions. c. Model respectful ways to respond to others' points of views. d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact. |

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| Instructional Examples <ul style="list-style-type: none"> On the outside of a paper bag, students make a collage of the points of view of others about an issue. On the inside they put pictures/words of their point of view about the same issue. Do pair-shares where one student must tell their partner's perspective on an issue. Hold formal debate where the winners are those who showed the most respect. Analyze ethical and respectful behaviors on multiple-media and technologies. Discuss how messages and conversations on media and technology can be misinterpreted. Compare and contrast respectful and disrespectful responses in face-to-face conversations as well as conversations on media and technology. Analyze the impact of technology on relationships and safe school culture. | |
| 9-12 (14-18+) | <ul style="list-style-type: none"> a. Communicate respectfully and effectively in diverse environments. b. Evaluate active listening skills of all parties involved before, after and during conversations. c. Analyze ways to respond to ethical issues in life as they appear in the curriculum. d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact. |
| Instructional Examples <ul style="list-style-type: none"> Analyze examples in literature and/or historical events on how the characters or people involved responded to ethical issues. Compare and contrast the appropriate language for conversations at work, in the classroom, at home, and with your friends (e.g. intimate, personal and social circles). Analyze how the use of appropriate and inappropriate language can influence other's points of view. Students view three different news reports and note the slants each report brings to the same story. Do Socratic seminars and have students write reflection papers about how their viewpoints changed when listening to others. Analyze ethical and respectful behaviors on multiple-media and technologies. Discuss how messages and conversations on media and technology can be misinterpreted. Compare and contrast respectful and disrespectful responses in face-to-face conversations as well as conversations on media and technology. Analyze the impact of technology on relationships and safe school culture. | |

3. Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.

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| K-2 (5-7) | <ul style="list-style-type: none"> a. Recognize and define bullying and teasing. b. Illustrate or demonstrate the definitions of what "tattling" is and what "telling" or "reporting" is. c. Model positive peer interactions. |
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| Instructional Examples <ul style="list-style-type: none"> • Draw a picture of bullying and a picture of teasing. • Students role-play tattling, telling, and reporting. • Students identify bullying and teasing situations and then brainstorm strategies on how to handle each situation. • Students identify bullying versus mean or rude behavior. • Students role-play positive peer interactions in various settings (e.g. playground, bathroom, lunchroom, classroom). | |
| 3-5 (8-10) | <ul style="list-style-type: none"> a. Differentiate between bullying, teasing, and harassment. b. Explain how power, control, popularity, security, and fear play into bullying behavior towards others. c. Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying). d. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice). e. Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying. |
| Instructional Examples <ul style="list-style-type: none"> • Create a list of behaviors that are bullying, a list of behaviors that are teasing, and a list of behaviors that are harassment. From these lists develop classroom rules and/or expectations on behavior. • During a classroom meeting discuss the reasons why bullying takes place and what makes one person popular and another not. • Create lists of behaviors that are bullying, teasing, and harassment. Discuss how these may occur based on social group. • Discuss how popularity affects power, control, fear, and security. • Students role play the different roles in bullying – bystander, “up stander”, student who bullies, and target of bullying. • Students identify bullying and teasing situations they have seen happen to others and then brainstorm strategies on what they can do in each situation. Then have the students identify which strategy(s) is an example of being an “up stander”. • Students identify bullying and teasing situations they have had happen to them and then brainstorm strategies on what they can do in each situation. Then have the student role play the strategy that works best for them. • Recognize the effects of bullying at all extremes, from being hurt and sad to violent acts against self and/or others. | |

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| 6-8 (11-13) | <ul style="list-style-type: none"> a. Differentiate behavior as bullying or not, based on the power of the individuals that are involved. b. Model positive peer interactions that are void of bullying behaviors. c. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies. d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights. e. Analyze how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice). f. Apply empathic concern and try to understand the perspective or point of view of others. |
| Instructional Examples <ul style="list-style-type: none"> • Students develop skits with effective bystander and/or target strategies and present the skits to elementary students. • Divide students into groups of around 8. Give each group 8 different bullying situations/strategies. Then have the students determine which of these situations would be easiest and hardest to do as a bystander and/or as an individual being bullied. • Students identify bullying and teasing situations in literature, historical events, media, social media sites, and/or current situations and analyze the strategies used by the individuals involved for effectiveness. • Have students interview each other with questions that go from surface level to substance level questions. • Establish a new student mentoring program like Link Crew. • Establishing school families and maintaining the same families throughout middle school. • Recognize the effects of bullying at all extremes, from being hurt and sad to violent acts against self and/or others. | |
| 9-12 (14-18+) | <ul style="list-style-type: none"> a. Appraise and evaluate behavior as relational aggression and/or bullying. b. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting. c. Conclude how to act in accordance with the principle of respect for all human beings. d. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force. e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies. |

Instructional Examples

- Students write an advice column letter giving advice on how to effectively handle various bullying situations.
- Students develop skits with effective bystander and/or target strategies and present the skits to middle school students.
- Create a friendship “Bill of Rights” as it relates to bullying and the value of personal rights. Compare each student’s friendship “Bill of Rights” to the Bill of Rights.
- Establish a mentoring program with middle school or elementary students.
- Establish a new student mentoring program like Link Crew.
- Establishing school families and maintaining the same families throughout high school.
- Have students analyze how bullying relates to genocide and historical events like the concentration camps.
- Analyze the effects of bullying at all extremes, from being hurt and sad to violent acts against self and/or others. What is the relationship between suicide, school shootings, and bullying?

II. Responsible Decision Making and Problem Solving

A. Develop, implement, and model responsible decision making skills.

1. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

K-2
(5-7)

- a. Identify and illustrate safe and unsafe situations.
- b. State the difference between appropriate and inappropriate behaviors.
- c. Explain the consequences and rewards of individual and community actions.

Instructional Examples

- Use puppets to illustrate safe and unsafe situations. Have puppets demonstrate the consequences of each situation (e.g. safe touch versus unsafe touch; choking game; not wearing a helmet; jumping off high structures; not wearing seat belts or life jackets, etc.)
- Use picture cues to discuss and demonstrate appropriate and inappropriate behaviors (e.g. using a stop sign to connect it to stop, think and act).
- Students predict outcomes from characters based on their actions in the story (e.g. “Book with No Pictures”, “I Don’t Want to Be a Frog”, “Pete the Cat”, etc.)
- Talk about stories where characters have made a choice or decision and the consequence of that decision.
- Students compose a list of playground safety rules and ways to help themselves and others follow the rules.
- Identify adults who can provide support and advice.

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| 3-5 (8-10) | <ul style="list-style-type: none"> a. Compare and contrast safe and unsafe situations. b. Identify how responsible decision-making affects personal/social short-term and long-term goals. c. Identify choices made and the consequences of those choices. d. Students recognize consequences of inappropriate behavior. |
| Instructional Examples <ul style="list-style-type: none"> • Students write newspaper articles about behavior that create safe and unsafe situations (e.g. safe touch versus unsafe touch; cutting; sniffing; eating issues; chocking game; avoiding activities because they aren't popular; not wearing a helmet; jumping off high structures; not wearing seat belts or life jackets, talking with strangers online or while gaming; trying cigarettes or alcohol; dares; etc.) • Students brainstorm a list of areas that students can control and consequences for their choices. • Students demonstrate responsible decision-making and how it affects short-term and long-term goals through a creative medium (e.g. comic strip, video, poetry, etc.) • Read the "Choose Your Own Ending" books and brainstorm possible endings based on responsible or irresponsible decisions. • Practice win-win problem solving strategies. • Identify adults who can provide support and advice. • Compare and contrast literature characters for responsible decision-making (e.g. "Harry Potter", "Limmony Snicketts", "I Am Malala", "Pinderwicks", "The Giver", "The Tale of Desperro", "Ordinary Mary's Extraordinary Deed", "Lost Staff of Wonders", etc.) | |
| 6-8 (11-13) | <ul style="list-style-type: none"> a. Manage safe and unsafe situations. b. Monitor how responsible decision making affects progress towards achieving a goal. c. Students recognize consequences of sexual behavior, including sexual consent and the inability of minors to give consent. |
| Instructional Examples <ul style="list-style-type: none"> • Students design a brochure detailing safety issues and procedures regarding scenarios and behaviors (e.g. sexual assault, cutting, chocking game, eating issues, sexual intercourse (protected or unprotected), skipping school, driving illegally, staying out past curfew, dares, teen dating violence, alcohol and drug use, human trafficking, etc.) • Students write their own 'report card' where they grade themselves on how the responsible decision making skills they are utilizing are making effective progress toward their goals. • Students role-play possible responses to peer pressure and other scenarios. • Students write 'If only' papers. • Identify adults who can provide support and advice. • Compare and contrast literature characters for responsible decision-making (e.g. "Animal Farm", "The Outsiders", "Harry Potter", "The Giver", "Ann Frank", "Wonder", "Holes", "Hunger Games", "Hobbit", "To Kill A Mockingbird", "The Bridge to Terabithia", "The Watsons Go to Birmingham", etc.) | |

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| 9-12 (14-18+) | <ul style="list-style-type: none"> a. Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency. b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement. c. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made. d. Evaluate situations that are safe or unsafe and how to avoid unsafe practices. e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs. f. Students recognize consequences of sexual behavior, including sexual consent, pregnancy and the inability of minors to give consent. |
| Instructional Examples <ul style="list-style-type: none"> • Imagine a world where there are no rules and write about what the consequences of this would be. • Students design a public service announcement to inform others on what responsible decision-making skills are. • Students develop, implement, and evaluate a student survey that indicates safe and unsafe situations at school (e.g. sexual assault, cutting, chocking game, eating issues, sexual intercourse (protected or unprotected), skipping school, driving illegally, staying out past curfew, dares, teen dating violence, alcohol and drug use, etc.) • Students write their own 'report card' where they grade themselves on how the responsible decision making skills they are utilizing are making effective progress toward their goals. • Students design a media campaign advertising why a person should or should not listen to external influences. • Review climate and culture survey data. Identify pertinent issues and discuss strategies to improve the climate and culture of the school. • In all subject areas, have students discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible decision-making. • Students do a Consumer Education business plan and discuss the importance of decision-making in that plan. • Identify adults who can provide support and advice. • Compare and contrast literature characters for responsible decision-making (e.g. "MacBeth", "1984", "The Scarlet Letter", "Boys in the Boat", "The Great Gatsby", "Too Kill a Mockingbird", "Lord of the Flies", "The Diary of a Young Girl", "Flowers for Algernon", "I Know Why the Cadged Bird Sings", "The Pearl", "13 Reasons Why", etc.) | |

2. Organize personal time and manage personal responsibilities effectively.

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| K-2 (5-7) | <ul style="list-style-type: none"> a. Identify what activities are scheduled for the day and how much time is spent on each. b. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities. |
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| Instructional Examples <ul style="list-style-type: none"> • Students brainstorm and identify personal activities necessary for each day (e.g. brush teeth, comb hair, get dressed, personal hygiene, chores, etc.) • Students brainstorm and identify classroom activities necessary for each day (e.g. recess, lunch, taking care of supplies, hanging up coat, etc.) • Generate a list of steps to accomplish daily personal activities. • Generate a list of steps to accomplish daily classroom activities. • Allow students to choose where they would like to sit during quiet reading time • Identify chores at home and steps necessary to complete • Identify scheduled activities such as soccer or dance and how that affects supper time or homework time. | |
| 3-5 (8-10) | a. Create a daily schedule of school work and activities. b. Identify factors that will inhibit or advance the accomplishment of personal goals. c. Recognize how, when and who to ask for help. |
| Instructional Examples <ul style="list-style-type: none"> • Brainstorm a list of school work and activities for the day. • Students create a chart (pie, web, bar) to demonstrate the amount of time spend on daily activities. Students then evaluate the amount of time spent on each activity and determine if adjustments need to be made in their schedule. Create a new schedule and put it into action. Reevaluate after a couple of weeks. • Create a t-chart with the headings 'obstacles' and 'tools'. Determine what 'obstacles' prevent and what 'tools' are needed to accomplish personal goals. Identify steps that can be taken when 'obstacles' arise. Have students compare and contrast with fellow students. • Draw a cartoon of a time when you had to ask for help. Share with the class. • Discuss possible times when a student might need help. • Identify adult caregivers and what resources/aid they can provide you. | |
| 6-8 (11-13) | a. Analyze daily schedule of school work and activities for effectiveness and efficiency. b. Recognize how, when, and who to ask for help and utilize the resources available. c. Monitor factors that will inhibit or advance effective time management. |

Instructional Examples

- Students self-evaluate their planner on a scale of 1 through 5 on legibility, content, and effectiveness for managing activities.
- Trade planners with another student. Rate that student on a scale of 1 through 5 on legibility, content, and effectiveness for managing activities. Discuss ratings and rationale.
- Role-play a scenario of when and how to ask for help. Discuss the process that should take place prior to asking for help, reasons someone may not ask for help, benefits from asking for help, and appropriate individual(s) to ask.
- Identify safe and appropriate sources of help.
- Brainstorm a list of factors that inhibit or advance effective time management.
- Design a brochure detailing/illustrating factors that inhibit or advance effective time management.
- Identify time wasters in your schedule and strategies to modify/change them.
- Use a timer for brain breaks.
- Students think about past decisions and break down the steps that they took to reach that decision. Analyze what you would change or keep the same next time.

9-12
(14-
18+)

- a. Utilize time and materials to complete assignments on schedule.
- b. Anticipate possible obstacles to completing tasks on schedule.
- c. Organize and prioritize personal schedule.
- d. Advocate for personal needs in accomplishing goals.
- e. Recognize how, when, and who to ask for help and utilize the resources available.

Instructional Examples

- Students use planners to set academic goals both short-term and long-term.
- Students set a study time and also prioritize assignments during that study time.
- Students formulate a timeline or agenda or daily assignments and materials needed to complete assignments on schedule (paper/pencil or electronic).
- Students write their projected schedule for two weeks then write a reflection paper on what obstacles they anticipate and what steps they will take for those obstacles.
- Students have small group discussions of their personal obstacles to completing tasks, assignments, and/or goals.
- Practice Self-Advocacy skills with parents on things like curfew, allowance, college you want to attend, relationships, etc.
- Practice Self-Advocacy skills at school on things like assignment deadlines, assignment structure, extra help, study or group partners, clubs and organizations, school rules or procedures.
- Design or create a humorous public service announcement warning of obstacles that may prevent you from future goals.
- Design or create a humorous public service announcement warning of obstacles that may prevent you from completing tasks on schedule.
- In small groups students discuss what tasks/activities/academics/free time/social time should come first, second, etc. Using their planners or a chart, students complete their schedules remembering all the categories listed above.
- Demonstrate how to organize and prioritize your personal schedule.
- Students complete a goal map with steps for achievement and for areas in which help is needed.
- Model advocating for personal needs in accomplishing goals.
- Describe a person from literature or movies who is advocating for their personal needs and identify how they accomplished their goals.

3. Play a developmentally appropriate role in classroom management and school governance.

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| K-2 (5-7) | a. Participate in individual roles and responsibilities in the classroom and in school. b. Recognize the various roles of the personnel that govern the school (all staff). |
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| Instructional Examples <ul style="list-style-type: none"> • Students help develop/determine classroom rules and expectations as well as consequences and/or rewards. • Assign students class jobs. • Discuss opportunities to participate in school activities. • Assist students in holding class meetings. • Have staff members discuss their roles in the school with students. • Students make a collage of the different roles staff members have in their school (e.g. bus driver, para, media specialist, counselors, teacher, etc.) • Create a collage of careers that demonstrate caring and helpful behavior • Students identify classroom activities needed for each day (recess, lunch, taking care of supplies, etc.), and determine how they are responsible for each. | |
| 3-5 (8-10) | <ul style="list-style-type: none"> a. Identify and organize what materials are needed to be prepared for class. b. Understand personal relationships with personnel that govern the school. c. Discuss and model appropriate classroom behavior individually and collectively. |
| Instructional Examples <ul style="list-style-type: none"> • Students help develop classroom rules and analyze common area rules. Advocate for rule changes they determine necessary. • Discuss class rules with students regarding what is necessary to be prepared for class. • Students discuss in small groups what they need to be organized, what are some of the problems that keep them from being organized, and what can they do to prevent these problems. Each group will then present to the class as a whole. • Discuss proper roles of students and adults in a school and/or community. • Use role-play to model appropriate classroom behavior. • Hold class meetings using appropriate behavior and provide an introduction of parliamentary procedures. • Construct and model classroom rules and routines • Students define behaviorally established classroom procedures and possible consequences (for example, use respect when talking, ask for permission by raising hand, don't interrupt, speak in a calm inside voice, playground rules, cafeteria manners) | |
| 6-8 (11-13) | <ul style="list-style-type: none"> a. Construct and model classroom expectations and routines. b. Compare and contrast behaviors that do or do not support classroom management. |

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| Instructional Examples <ul style="list-style-type: none"> Students construct classroom rules and routines during a class meeting. Students analyze and develop common area rules. Advocate for rule changes they determine necessary. Using role-play, students act out the rules and routines. Students design public service announcements to inform others of ways to support classroom and/or building rules, procedures, and routines. In small groups students will use a t-chart to list behaviors that do and behaviors that do not support classroom management, building rules and procedures, and community rules and procedures. Present the list to the class. Determine a problem that has arisen in the class. As a class, discuss options to solve the problem, record them, and discuss potential outcomes from those solutions. Have students vote on which solution to try. | |
| 9-12 (14-18+) | a. Analyze the purpose and impact of classroom and school-wide activities, policies, and routines b. Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate. |
| Instructional Examples <ul style="list-style-type: none"> Students analyze classroom rules and routines during a class meeting. Students dramatize school-wide activities, policies, and routines. Students compare and contrast classroom rules and school-wide rules to local, state, and national laws. Students evaluate their personal responsibilities in classroom and school-wide rules as well as local, state, and national laws using a rubric. Write a persuasive letter to the principal, superintendent, school board, or governmental agency supporting a current rule/law, proposing a new rule/law or advocating the need to change a rule/law. Imagine a world where there are no rules. Students write a story describing life in that world. | |

B. Develop, implement, and model effective problem solving skills.

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| K-2 (5-7) | <ol style="list-style-type: none"> Develop self-control skills (for example, stop, take a deep breath, and relax). Identify and illustrate the problem. Identify desired outcome. Identify possible solutions and the pros and cons of each solution. Identify and select the best solution. Put the solution into action. Reflect on the outcome of the solution. |
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| Instructional Examples <ul style="list-style-type: none"> • Students discuss the behaviors and feelings for which they need to develop self-control skills. • Students will draw a picture of themselves using a self-control skill. • Students will role-play using a self-control skill. • Students will discuss a problem they are having in class. • Students will discuss the problem of a main character in the story they are reading. • Students will draw a picture of the problem. • Students will discuss in small groups what they think they would like the outcome to be. • The small groups will report to class what the desired outcome is they have agreed upon. • Students will identify what they think the desired outcome should be in the story they are reading, then discuss whether that is what happened or not, and what outcome is best. • Each small group decides upon the best solution and role-play it to the class • Each small group decides which solution is best after completing a t-chart or pros and cons and then reports to the class. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Apply self-regulation skills. 2. Identify the problem and understand reason for the problem. 3. Identify and analyze desired outcome. 4. Generate possible solutions and analyze the pros and cons of each solution. 5. Select and implement the best solution. 6. Analyze the outcome of the solution. |
| Instructional Examples <ul style="list-style-type: none"> • Discuss stress and how it affects the body, mind, emotions, relationships, etc. • Students practice in pairs using self-talk. • Teachers model self-control strategies. • Students identify problems in the stories they are reading, and discuss if these are similar to problems they have. • Analyze decisions made by characters in literature. • Create a list of outcomes then rank them from best to least favorable. • Small groups role-play an outcome for the class then have the students analyze and vote on the most desired outcome. • Students brainstorm all possible solutions to a problem. After brainstorming, in small groups have students use the tool of their choice to list and analyze the pros and cons of each solution. • Students keep a record of when they have applied a solution. Students then analyze the outcome of the solution in a reflection paper. | |

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| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Identify specific feelings about the problem and apply appropriate self-regulation skills. 2. State what the problem is and identify the perspectives of those involved. 3. Identify desired outcome and discuss if it is attainable. 4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles. 5. Identify best solution and analyze if it is likely to work. 6. Generate a plan for carrying out the chosen option. 7. Evaluate the effects of the solution. 8. Understand resiliency and how to make adjustments and amendments to the plan. |
| Instructional Examples <ul style="list-style-type: none"> • Students select a national current event and brainstorm using the problem solving steps for the national problem identified. • Students select a national current event and use the problem solving steps to develop an action plan to meet the problem identified. • Students select a personal goal and use the problem solving steps to write an action plan to meet the goal. • Determine a problem that has arisen in the class. As a class, discuss options to solve the problem, record them, and discuss potential outcomes from those solutions. Have students vote on which solution to try. | |
| 9-12 (14-18+) | <ol style="list-style-type: none"> 1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills. 2. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved. 3. Identify desired outcome and analyze if it is attainable. 4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles. 5. Identify and ask systematic questions that clarify various points of view and lead to the best solution. 6. Use resiliency to reflect on past problems, identify ways to improve, and implement changes. 7. Apply improvement strategies to future projects and situations. |

Instructional Examples

- Students select a global current event and brainstorm using the problem solving steps for the national problem identified.
- Students select a global current event and use the problem solving steps to develop an action plan to meet the problem identified.
- Students select a personal goal and use the problem solving steps to write an action plan to meet the goal.
- Students use the problem solving process to discuss a literary character's responses and possible outcomes had the character utilized different solutions.
- Introduce team problem solving activities (e.g. ropes course or initiatives) that require students to work together and practice problem solving steps.
- Student Council addressing school-wide issues with students, faculty, community, parents, and the school board.
- Identify, organize, and implement a community service learning project addressing a community need. Reflect on changes, problems, and strengths of the project afterwards.
- Student Run Businesses

Social, Emotional, Character Development Standards

Personal Development

Definition: Developing skills that help students identify, understand and effectively manage and regulate their thoughts, mindsets, feelings and behaviors.

Rationale: Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts, feelings and mindsets impact management of experiences and determine behavior outcomes.

Self-Awareness

- D. Understand and analyze thoughts, mindsets and emotions
- E. Identify and assess personal qualities and external supports

K-2 / 3-5 / 6-8 / 9-12

5-7 / 8-10 / 11-13 / 14-18+

Knowing

Doing

Self-Management

- C. Understand and practice strategies for managing thoughts and behaviors, such as resiliency
- D. Reflect on perspectives and emotional responses
- E. Set, monitor, adapt and evaluate goals to achieve in school and life

K-2 / 3-5 / 6-8 / 9-12

5-7 / 8-10 / 11-13 / 14-18+

Knowing

Doing

Personal Development

Focus is on skill development through personal understanding - using the lens of intrapersonal learning.

Definition: Developing skills that help students identify, understand and effectively manage and regulate their thoughts, mindsets, feelings and behaviors.

Rationale: *Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts, feelings, and mindsets impact management of experiences and determine behavior outcomes.*

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| <i>I. Self-Awareness: Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.</i> |
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Students will:

- A. Understand and analyze thoughts, mindsets, and emotions.
- B. Identify and assess personal qualities and external supports

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| <i>II. Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.</i> |
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Students will:

- A. Understand and practice strategies for managing thoughts and behaviors, such as resiliency.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt, and evaluate goals to achieve in school and life.

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| Self-Awareness – Understanding and expressing personal thoughts, mindsets and emotions in constructive ways. |
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- A. Understand and analyze thoughts, mindsets, and emotions.

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| K-2 (5-7) | <ol style="list-style-type: none">1. Identify and describe basic emotions.2. Identify a variety of emotions.3. Identify situations within my control that might evoke emotional responses.4. Identify my emotional responses to situations outside of my control. |
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| Instructional Examples <ul style="list-style-type: none"> • Draw faces that describe how you feel after listening to/reading stories. • Describe physical responses you have to emotional experiences. • Offer a scenario and have students describe when a character's behavior is productive and helpful. • Draw faces to demonstrate emotions. • Brainstorm various communication forms. • Role-play situations that are constructive or destructive to communication. • Discuss the difference between reacting and responding to emotions. • Students identify from pictures the ones that depict the emotions they are feeling or make a poster or draw a picture that depicts how they are feeling. • Discuss where the emotions are physically experienced. • Student's role play and discuss situations that might trigger emotions. • Provide alternate symbols that could represent emotions (colors, weather patterns, musical chords); have student's identify which emotions they represent and why. • Read stories (e.g., Jamie Lee Curtis books, i.e. "Today I Feel Silly and Other Moods That Make My Day") with children to discover the words or phrases the author used to describe feelings or ideas the author is trying to express. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Critically reflect on behavioral responses depending on context or situation. 2. Identify the varying degrees of emotions one can experience in different situations. 3. Identify the positives and negatives of emotions that can be experienced with various communication forums. 4. Recognize reactions to emotions. |
| Instructional Examples <ul style="list-style-type: none"> • Describe how personal emotional reactions change as action rises toward the climax in a story. • Describe a time when you felt happy, angry, sad, etc. • Create a poster showing what productive and destructive emotions and/or behavior might look like or sound like. • After reading a story, name the character's emotions. • Use a thermometer to indicate emotional intensity levels. Determine emotional vocabulary to describe various intensity levels (i.e. miffed, angry, livid). Discuss physical responses as a person move higher on the thermometer. • Students name the emotions felt by characters in a story, and discuss how they were personally affected by the characters emotions. • Students discuss how they might act differently depending on their emotion, e.g. if frustrated with an assignment they might stop working on it for a break. | |
| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Describe common emotions and effective behavioral responses. 2. Recognize common stressors and the degree of emotion experienced. 3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication). |

Instructional Examples

- Describe possible consequences to solving a problem.
- Describe different possible reactions to common stressors.
- Students do a task using written language only; do the same with oral communication only; compare and contrast each mode.
- Design analogies about emotions, e.g. emotions are like the warning signals on a car's dashboard.
- Discuss the objectivity of a scientist and make connections to when it's useful to show objectivity.
- Look at ways in history that various characters have communicated their emotions and discuss the results.

9-12
(14-18+)

1. Analyze complex emotions.
2. Evaluate degree of personal emotion from common experiences.
3. Recognize direct positive and negative reactions to emotions/stress (for example, fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating).
4. Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors).
5. Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world.

Instructional Examples

- Using two movie clips, compare/contrast two characters that display similar emotions and how they manifest into behaviors.
- Identify negative consequences to unhealthy reactions to emotions.
- Use newspaper articles to give examples of constructive and destructive expressions of emotions that affect others in an interdependent world.
- Listen to various types of music and discuss the emotion each type triggers.
- Students do a stream of consciousness writing project and then discuss the decisions students would make if they did not self-monitor.
- Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end.
- Discuss historic events and how miss interpretation triggered a negative event.
- Students write an advice column letter on how to understand emotions.

B. Identify and assess personal qualities and external supports.

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| K-2 (5-7) | <ol style="list-style-type: none"> 1. Identify personal likes and dislikes. 2. Identify personal strengths and weaknesses. 3. Identify consequences of behavior. 4. Ask clarifying questions. 5. Identify positive responses to problems (for example, get help, try harder, use a different solution) 6. Identify people, places and other resources to go for help (parents, relatives, school personnel). |
| Instructional Examples <ul style="list-style-type: none"> • Make a poster that shows your likes and dislikes. • Identify what you want to be when you grow up. • Write a story about a time you needed help and how you found the help and the results. • Create a “get help” map (or list) of people who you can ask for help. • With a partner, the first student tells a story, the second asks clarifying questions. • Students design an “all about me” book. • Students do show and tell about a hobby or a skill. • Participate in a science experiment that students would have a difficult time doing on their own, and have students reflect on how the teacher helped them. • Define trust and have students’ list qualities of a person they would trust. • Have students identify where they can go for help based on a particular need. • Display a list of available resources on the wall or bulletin board. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities). 2. Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity). 3. Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring). 4. Solicit the feedback of others and become an active listener. 5. Identify additional external supports (for example, friends, historical figures, media representations). |

Instructional Examples

- After making and listening to speeches/oral presentations by peers, gather feedback in a group discussion.
- Play an ethics game where students are to make choice from items or events and argue their justifications (e.g. Game of Life, Apples to Apples).
- Make a collage illustrating your personal qualities.
- Make a web of benefits of a personal quality (e.g. perseverance, integrity, compassion). Share with the class. Display.
- Discuss healthy self-help strategies. Partners role-play one of the strategies. Present to the class.
- Create a class directory of external support sources.
- Students analyze what it is about school that is hard or easy for them.
- Students use an identity wheel (various ones are available) and discuss their personal identities.
- Students draw portraits of themselves and label them with skills they possess.
- Students describe skills and abilities that people in their ideal profession possess.
- Have students write a letter to their role model, explaining why that individual is their role model.
- Students visit school resources, e.g. nurse, counselor, mediators, etc. to find out what services they provide.

6-8
(11-13)

1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities.
2. Inventory personal preferences.
3. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity).
4. Describe benefits of reflecting on personal thoughts, feelings, and actions.
5. Identify self-enhancement/self-preservation strategies.
6. Identify common resources and role models for problem solving.
7. Recognize how behavioral choices impact success.
8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).

Instructional Examples

- Complete a personality index to help students uncover personal traits with evaluation being accomplished with adult leader.
- Develop a class-mentoring program with peer mentoring or mentoring to younger students.
- Identify animals that could be used as representatives of human behaviors and how the animal(s) succeed in their domains.
- Create and illustrate a T-shirt advertising your personal qualities. Present to class. Post in room.
- Divide into groups. List benefits of reflection on thoughts (Group 1), feelings (Group 2, and actions (Group 3).
- Discuss meaning of self-enhancement/self-preservation strategies. Draw a pie chart of percentage of time each day is spent using each strategy.
- Make a common resource and problem-solving cube (resource on each side). Share with class.
- Students make a curious cube. For each face of the cube they write a different side of their personality, such as strengths, potential, etc.
- Assign final projects that are designed by students to build on their strengths.
- Students reflect on how their personal qualities influence their choice and their success of their assignment.
- Do a school scavenger hunt then discuss student experiences such as asking for help; link it to other life situations.
- Students do a public service announcement advertising an extracurricular activity and why students should join it.
- Students make a collage showing those things that have influenced them.

9-12
(14-18+)

1. Evaluate the effects of various personal qualities (for example, honesty and integrity).
2. Analyze reflection and self-enhancement/self-preservation strategies.
3. Analyze resources for problem solving (additional print and electronic resources or specific subject problem solving models).
4. Evaluate how behavior choices can affect goal success.
5. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations, community resources).

Instructional Examples

- Have students write a letter to people in their support circle explaining how they have helped them meet their personal goals.
- Using an idea web with the student in the middle, surround them by their life domains (e.g. gender, relationships, activities, family). Then have students determine where their efforts should be focused. Doing this activity allows them to analyze and evaluate how to balance their lives.
- Research the top 10 qualities employers are looking for. Share with the class.
- Draw a cause and effect diagram of behavior choices and their effect on goal success.
- As a class, design a movie set of a city street with different store fronts. Each student design a store front that shares characteristics of themselves that can or cannot be changed.
- Students take part in a computerized skills and personality assessment that connects them to job and career choices.
- Students do a comparative essay at the end of the semester which literary character they are most like.
- Students write a cover letter that shares their strengths but matches those strengths to a particular career or college.
- Develop school posters that advertise school support personnel and the roles they play.
- Students make a community map that show student support services.
- Students do a research project about what community resources are available and applicable for specific situations. (i.e. suicide and mental health services)
- Students write a letter to the people in their support circle explaining how those people can and do help them.

Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals

A. Understand and practice strategies for managing and regulating thoughts and behaviors.

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| K-2 (5-7) | <ol style="list-style-type: none"> 1. Identify and demonstrate techniques to manage common stress and emotions. 2. Identify and describe how feelings relate to thoughts and behaviors. 3. Describe and practice sending effective verbal and non-verbal messages. 4. Recognize behavior choices in response to situations. 5. Identify healthy personal hygiene habits. |
| <p>Instructional Examples</p> <ul style="list-style-type: none"> • Balloon activity: use a balloon to demonstrate varying levels of stress and methods of relieving the stress. Compare this to one's own body's reaction to stress. • Use charades to illustrate an emotion. • Tell about a time when you were mad, sad, or glad. What caused it? What did you do? • Present "Positive Action" circle of thoughts, feelings, and actions. Apply this to a life situation. • Practice sending effective verbal messages; non-verbal messages. Discuss what "effective" means. • Using literature (i.e. <u>Pokey Puppy</u> or <u>Little Engine That Could</u>) tell how characters' choices affected them. • Demonstrate different body languages and what they say. • Read "Simon's Hook" or a similar story and discuss the ways the character was taught to deal with triggers. • Show how a balloon deflates and see if student's can copy that in their bodies for when they feel stressed. • Role play stressful situations and how students should respond. • Teach children how to replace hot thoughts with cool thoughts. Hot thoughts are immediate/impulsive. Cool thoughts come after taking a deep breath and waiting for a moment to calm down. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Identify and develop techniques to manage emotions. 2. Distinguish between facts and opinions. 3. Describe cause/effect relationships. 4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence) 5. Describe consequences/outcomes of both honesty and dishonesty. 6. Describe and practice communication components (for example, listening, reflecting, and responding). 7. Predict possible outcomes to behavioral choices. 8. Develop and practice responsibility for personal hygiene. |

Instructional Examples

- Write a choose-your-own adventure story in which a character has choices about possible behaviors and then experiences natural consequences.
- Practice self-regulation skills (e.g. deep breathing, visualization, mindfulness).
- Make a list of facts and list of opinions about a subject. Compare and contrast.
- Define civic responsibilities. List some examples of what this looks like for bullying, vandalism, violence, volunteering, voting, etc.
- Brainstorm consequences/outcomes of honesty and dishonesty.
- Provide students with relational scenarios. Have students describe and practice effective communication skills.
- Identify a time an adult used self-talk. Describe how it affected their behavior and whether the talk had a positive or negative impact on outcome.
- Student's write a story showing positive choices including the characters thoughts as choices are being made.
- When students experience a stressful situation, discuss the different approaches students used to handle the situation.
- Use fill-in-the-blank I-messages as a practice tool.
- Incorporate stress management techniques throughout the school day (such as deep breathing, stretching, yoga movements, affirmations, and mindfulness techniques).
- Have students trace their feet. On each foot print students write a strategy for coping with stress. Display as "Steps to Overcoming".

6-8
(11-13)

1. Identify multiple techniques to manage stress and maintain confidence.
2. Distinguish between facts and opinions, as well as logical and emotional appeals.
3. Recognize effective behavioral responses to strongly emotional situations.
4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual).
5. Recognize cause/effect relationships.
6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.
7. Practice effective communication (for example, listening, reflecting and responding).
8. Recognizing the impact of personal care.

Instructional Examples

- Study an advertisement to determine logical and emotional appeals.
- Develop a totem pole using faces/animals representing the models of decision-making.
- Practice listening via triad exercise where one person listens, one speaks and one observes.
- Invite counselor to class to discuss techniques to manage stress and maintain confidence.
- Have a social worker lead discussion of effective behavioral responses to strongly emotional situations. Students may brainstorm list of strongly emotional situations, possible responses, and identify which are most effective and why.
- Read a quote from a famous historical figure (i.e. John f. Kennedy, Martin Luther King, Abraham Lincoln, George Washington, Adolf Hitler, or Dwight Eisenhower, etc.) Have students identify which model of decision-making they believe was used by that person. Tell why.
- Design a science project to test a cause and effect relationship.
- Using excerpts from To Kill a Mockingbird, demonstrate logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.
- Discuss the strategies literary characters used to handle their stressors.
- Have students discuss hypothetical, stressful situations and ways they could manage them.
- Practice mental rehearsal/self-talk strategies.
- Teach students to use a cognitive brake using the acronym SOLD – Stop what doing; Observe how doing; Look if feeling matches event; and Decide how to behave.

9-12
(14-18+)

1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence.
2. Analyze accuracy of facts/information/interpretation.
3. Evaluate quality of support for opinions.
4. Evaluate logical and emotional appeals.
5. Analyze cause/effect relationships.
6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization.
7. Apply effective listening skills in a variety of setting and situations.
8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, and receiver problems).

Instructional Examples

- Read scenarios that would likely cause emotional responses and write what might be good, bad, and ugly responses.
- Describe consequences of ineffective listening and expressing strategies.
- Bring in a professional counselor or social worker to identify and evaluate techniques to successfully manage emotions, stress, and maintain confidence.
- Discuss how peer mediation or conflict resolution deals with accuracy of facts/information/interpretation.
- Debate an issue.
- Utilizing magazines, papers or other media, evaluate logical and emotional appeals.
- Analyze cause/effect relationships.
- Choose a war in American history to analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradictions, ambiguity, distortion and rationalization.
- Identify the four barriers to effective communication: autobiographical listening, judgment/criticism, inquisitive listening and solution listening (from Leadership Coaching for High Performance).
- Students watch or read “Outsiders” and discuss the results of the characters’ impulsive actions.
- Have students share a work product in which they receive constructive feedback from the teacher and their peers, and develop next steps to improve.
- Demonstrate in a science class, math problem, engineering, etc. ways to reframe a problem. Compare to ways to reframe life problems.
- Read scenarios that would cause an emotional reaction. Each student should write a good, bad, and ugly response to the scenario.

B. Reflect on perspectives and emotional responses.

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| K-2 (5-7) | <ol style="list-style-type: none"> 1. Describe personal responsibilities to self and others. 2. Describe responsibilities in school, home, and communities. 3. Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference and resentment). 4. Describe common responses to success, challenge, failure, and disappointment. |
| Instructional Examples <ul style="list-style-type: none"> • Make a comic strip (3 pictures) of the first three things you do in the morning and the last three things you do at night. • Describe three positive things you could do after you fail at something. • Describe what responsibility means and provide examples. • Dramatize reactions to getting help from others (e.g. surprise, appreciation, gratitude, indifference, resentment). • Students use their own and/or other people's property responsibly. • Use picture cues to discuss school-wide expectations and practice what that would look like. • Students participate in the development of classroom rules. • Students predict outcomes for characters in a story based on their actions in the story. • Provide a check-in at the beginning of the school day and a check-out at the end; students can reflect on the choices they will make or did make for the day. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Acknowledge personal responsibilities to self and others. 2. Recognize and demonstrate environmental responsibilities. 3. Examine the personal impact of helping others. 4. Reflect on your personal responses to success, challenge, failure, and disappointment. 5. Understand causes and effects of impulsive behavior. |
| Instructional Examples <ul style="list-style-type: none"> • Describe why and how we should keep our school clean. • Start a recycling program. • Make a list of impulsive behaviors and their effects. • Role-play these impulsive behaviors and discuss possible consequences. • Assign students class jobs. • Students write newspaper articles about things they are responsible for. • Demonstrate a responsible act through a creative medium (comic strip, video, poetry, song, etc.). • Provide a check-in about the responsibilities students had during the day e.g. classroom job, homework, etc. | |

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| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world). 2. Practice environmental responsibilities. 3. Practice and reflect on democratic responsibilities. 4. Describe positive and negative experiences that shape personal perspectives. 5. Demonstrate empathy in a variety of settings and situations. 6. Evaluate causes and effects of impulsive behavior. |
| <p>Instructional Examples</p> <ul style="list-style-type: none"> • Hold a monthly election for an environmental officer with platform, goals, etc. Evaluate and reflect on impacts. • Reflect on being environmentally responsible. • On separate squares of paper, students write names of 5 important persons, 5 important belongings, and 5 important self-attributes (health, humor.) With these words hidden from view, an adult removes and destroys, indiscriminately some of the slips of paper from some or all of the students. Discuss how the impulsive choices affect emotions and responsibilities to self and others. • Design a game for teaching others about personal responsibilities to self and others (for example; friends, family, school, community, state, country, culture, world). Switch with another group. Play the game. • List five things people do who live in a democracy (use the Constitution for a reference guide) i.e. vote, elect officers, manage city, county, state pay taxes, etc. • Write a paragraph describing an experience that shaped your perspective. • Make an acrostic defining empathy. Example: E = Everyone, M = Me, P = People, A = All, T = Teachers, H = Help, Y = You • Describe a fictional or literary character that is impulsive; discuss the causes and effect of their behavior. • Students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors. • Students write their own report card where they grade themselves on how well they are following through with their responsibilities, adding comments that defend the grade. • Student-Lead Conferences | |
| 9-12 (14-18+) | <ol style="list-style-type: none"> 1. Analyze personal responsibilities. 2. Practice environmental responsibility. 3. Analyze consequence of ignoring environmental responsibilities. 4. Analyze civil/democratic responsibilities. 5. Analyze experiences that shape their perspectives. 6. Demonstrate empathy in a variety of settings, contexts and situations. 7. Predict the potential outcome of impulsive behavior. |

Instructional Examples

- From the perspective of the custodian (or other school personnel), write a reflection about their daily routine and share your perspectives with fellow students.
- Describe strategies to control impulses.
- Describe how to become an informed voter.
- Choose a news story and describe how each person in the story might be feeling.
- Design a service project that promotes environmental responsibility.
- Write a story about a city that ignored their environmental responsibilities. What were the consequences?
- From a list of scenarios, predict the potential outcomes of impulsive behavior.
- Utilize student planners where students track their responsibilities each week.
- Students develop a timeline that outlines the choices they make and potential outcomes for the choices.
- Students interview an adult whom they admire and find out how that person feels about their personal responsibilities and success.
- Students design a public service announcement to inform others of a way to promote community wellness.
- Have students imagine a world with no personal responsibilities. Write a story describing life in that world.
- Students participate in community service.
- Have students' research community needs and then design community service projects to meet those needs.

C. Set, monitor, adapt, and evaluate personal goals to achieve in school and life.

K-2
(5-7)

1. Understand the process of setting and achieving goals.
2. Identify personal goals, school goals, and home goals (for example, hopes and dreams).
3. Identify factors that lead to goal achievement and success.
4. Identify specific steps for achieving a particular goal.

Instructional Examples

- Have students create goals on paper using words or pictures each nine weeks.
- Place paper/written goals in a 'dream/goal' portfolio. This portfolio can follow them as they grow older with additional goals being added.
- During scheduled group activities have students identify daily goals as part of the activity and reflect at the end of each activity to see if the goal was met. (Commonly called daily objectives of the class.)
- Use goal setting/defining vocabulary in daily activities.
- Students write or draw their own "I Have a Dream".
- Do a classroom collage; one side is a celebration of something they have accomplished, the other is something they are working to accomplish.
- Describe and celebrate something they have accomplished.
- Encourage students to set a goal (personal, school, or home), for the day or week and keep the goal at their desk.

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| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Demonstrate factors that lead to achievement of goals (for example, integrity, motivation, and hard work). 2. Design action plans for achieving short-term and long-term goals and establish timelines. 3. Identify and utilize potential resources for achieving goals (for example, home, school, and community support). 4. Establish criteria for evaluating, monitoring and adjusting goals. 5. Establish criteria for evaluating personal and academic success. |
| Instructional Examples <ul style="list-style-type: none"> • Create a graphic organizer of goal setting and an action plan showing the steps that should be followed. • Give an example of an achieved goal and have students identify the steps (e.g. time line) of how the goal was met. Goals could be personal, class, historic, storybook, role model, etc. • Have students involve themselves in projects that require developing a hypothesis, testing, and evaluation. • List tools to enhance goal achievement (e.g. calendars, planners, timelines, agendas). • Make a T chart with heading, 'personal' and 'academic'. List criteria for evaluating success for each heading. • Students write a dialogue between a teacher and a reluctant student explaining why school is important. • Review a sport or activity student's participate in. Have them discuss long-term goal versus daily goals of practice. • At the end of a project, students think of one thing they could have done differently to make the project even more successful. | |
| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Analyze factors that lead to the achievement of goals. 2. Describe the effect personal habits have on school and personal goals. 3. Identify factors that may negatively affect personal success. 4. Describe common and creative strategies for overcoming or mitigating obstacles. 5. Explain the role of meaningful practice in skill development. 6. Design action plans for achieving short-term and long-term goals. 7. Utilize school, family, community, and other external supports. 8. Establish criteria for evaluating goals. |

Instructional Examples

- Have students read a story about a character who did develop and reach goals and discuss the strengths and obstacles. One such story is Where the Red Fern Grows.
- Students give presentations to peers about their own goals with emphasis on strategies, action plans and evaluations.
- Students learn and use a Character SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats/Obstacles.)
- Find examples of people who had to practice their skill acquisition (i.e. athletes, Olympians, computer gurus, singers, dancers, bands) before they were successful.
- Write an action plan to achieve a short-term or long-term goal. Follow the plan and reflect on the process. Revise and repeat.
- Make a web of all the people who support you (family, instructors, community members, mentors.)
- Show a video or read a story where the main character makes poor choices that effects their long-term goals. Have students determine what they would do differently if they were the character.
- Students complete a daily planner and reflect upon what they do that helps them accomplish goals.
- Students develop a future timeline identifying choice, points, and obstacles in accomplishing their goals.

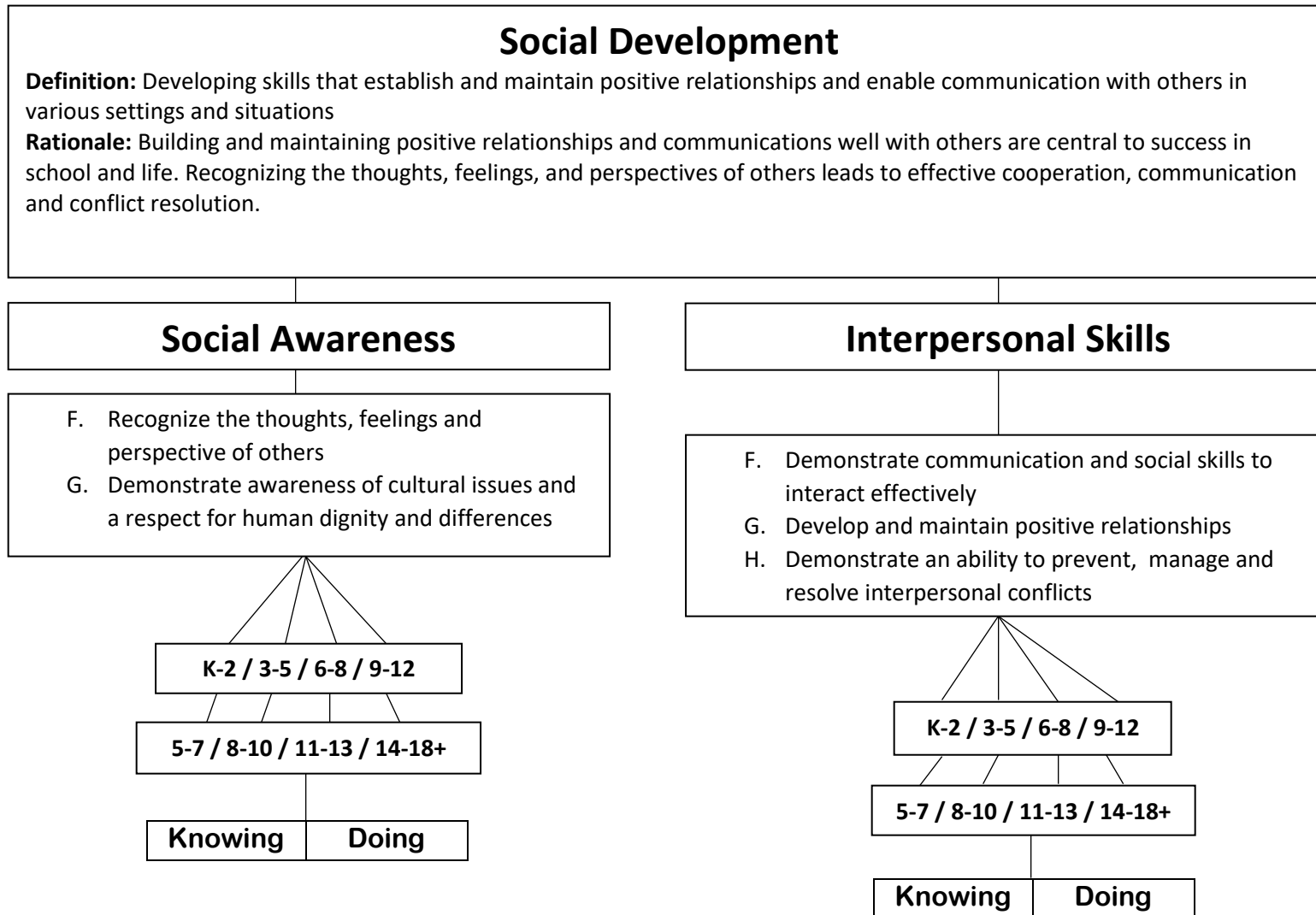
9-12
(14-18+)

1. Evaluate factors that lead to the achievement of goals.
2. Analyze the effect personal habits have on goals.
3. Reflect on the personal and social results based goal outcome.
4. Analyze and activate strategies used previously to overcome obstacles.
5. Analyze factors that may have negatively affected personal success.
6. Determine the role or meaningful practice in skill development and goal attainment.

Instructional Examples

- Have students research career information and establish their goals with action plans using personal history as data (e.g. grades, test scores, attendance, work ethic, experience).
- Have students compare and contrast academics and extra-curricular activities in terms of “practice”. Students might consider a personal history or historical figures.
- Students find video evidence of other people’s successes and failures.
- Students reflect on how inability to achieve a goal might be beneficial (e.g. learning from your failures).
- Students write a reflection paper on their strengths and weaknesses as they are working toward a goal, including suggestions for improvements.
- Students create weekly sub-goals connected to their authentic interests, monitoring progress over time.
- Students interview people they feel could help them meet a goal.
- Monitor progress toward achieving a goal, making adjustments in their plan as needed.
- Students map out steps to reach their post-secondary goals. For each step, write criteria to determine when they can successfully move to the next step.
- Discuss how professionals use goal setting in their careers.

Social, Emotional, Character Development Standards



Social Development

Focus is on skill development of social awareness and social interaction – using the lens of interpersonal learning.

Definition: *Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.*

Rationale: *Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.*

I. Social Awareness

Students will:

- A. Recognize the thoughts, feelings, and perspective of others.
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

II. Interpersonal Skills

Students will:

- A. Demonstrate communication and social skills to interact effectively.
- B. Develop and maintain positive relationships.
- C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

Social Awareness

A. Recognize the thoughts, feelings, and perspectives of others.

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| K-2 (5-7) | <ul style="list-style-type: none">1. Label others' feelings based on verbal and non-verbal cues in different situations.2. Label possible sparks for emotions in others.3. Predict possible behaviors and reactions in response to a specific situation.4. Demonstrate an ability to listen to others.5. Demonstrate a capacity to care about the feelings of others. |
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Instructional Examples

- Play a game of “feeling” Pictionary and/or Charades and let children draw examples of expressed emotions.

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| <ul style="list-style-type: none"> • Students brainstorm a list of behaviors they feel would hurt others • Have students, in pairs, discuss a classroom event, e.g., an assignment, a classroom game, from their own perspective. Compare and contrast each classmate's perspective • Brainstorm lists as a class of cause and effect for specific feelings. • Identify literature from curriculum that portrays reactions to specific situations. (Goldilocks and the Three Bears) • Identify a dental hygienist to explain and demonstrate healthy teeth brushing habits. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Describe a range of emotions in others. 2. Describe possible sparks for emotions. 3. Describe possible behaviors and reactions in response to a specific situation. 4. Use "I-statements" to let others know that you have heard them. 5. Describe how one feels when bullied or left out of an activity or group. |
| Instructional Examples <ul style="list-style-type: none"> • Brainstorm a list of synonyms and antonyms for a specific emotion. • Utilize word webs for a variety of emotions that branches out the possible causes of those emotions. • Role-play behaviors that a classmate might show after getting in trouble at school. • Brainstorm characters from literature that have trouble with interactions with other students due to personal hygiene. (Pigpen from the Peanuts comic) • Read the first half of a story. After one character's actions, students predict how the other characters will feel • Tell a story from a completely different perspective and discuss • Give teams a list of emotions. They must design skits showing all of the emotions. The opposite team tries to guess what was on their list. | |
| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Identify ways to express empathy. 2. Recognize nonverbal cues in the behaviors of others. 3. Demonstrate respect for other people's perspectives. 4. Recognize how behaviors impact others perceptions of oneself. |
| Instructional Examples <ul style="list-style-type: none"> • Write one to two journal entries which describe feelings of children in specific historical situations (crossing the prairie in a covered wagon, surviving the Civil War). • Play charades. • Retell a part of a story from the perspective of a specific character. • Students role-play situations where their behavior has positively or negatively impacted others (for example: forwarding | |

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| <p>a negative text about someone or holding the door open for someone).</p> <ul style="list-style-type: none"> • Discuss prominent figures as role models, identify their behaviors, and discuss how they are judged by others. • Hold class meetings where students are given the opportunity to support one another • On the outside of a paper bag, students make a collage of how they think others feel about an issue, on the inside they put pictures/words of how they feel about that issue | |
| 9-12 (14-18+) | <ol style="list-style-type: none"> 1. Evaluate opposing points of view. 2. Analyze the factors that have influenced different perspectives on an issue. 3. Differentiate between factual and emotional content of a person's communication. 4. Practice empathy for others. 5. Respond to social cues in a manner that contributes to their success in the school and broader community. |
| <p>Instructional Examples</p> <ul style="list-style-type: none"> • Conduct a mock trial. • Create a Venn diagram on a current event topic utilizing opposing perspectives. • Create a T-Chart for a speech. List emotional factors on one side and factual content on another. • Infer from a work of art the emotional state of the artist as he/she created the work. Identify factors that might have created this emotion from the artists. • Conduct mock interviews for internship programs. Have peers give feedback. • Have business personnel conduct mock interviews and evaluate students on dress, grammar, neatness, professionalism, knowledge of business, etc. • Do pair-shares where one student must tell their partner's perspective on an issue • Hold formal debates where the winners are those who showed the most respect • Students get involved in a community giving situation where they help others • Do Socratic method seminars and have students write reflection papers about how their viewpoints changed when listening to others | |

B. Demonstrate awareness of cultural development and a respect for human dignity and differences.

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| K-2 (5-7) | <ol style="list-style-type: none"> 1. Describe ways that people are similar and different. 2. Use respectful language and actions when dealing with conflict or differences of opinions. |
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| Instructional Examples <ul style="list-style-type: none"> • Do a “show and tell” about family traditions. • Have students interview one another about their likes and dislikes and then introduce their partner to the class. • Role-play a situation of conflict using productive and helpful language and actions. Then role-play the same situation using destructive and disrespectful language and actions. Compare and contrast the results. • Read literature and look for examples in history and current events of different cultures, ethnicities, religions, etc. • Have students, in pairs, discuss a classroom event from their own perspective. Compare and contrast each classmates’ perspective. • Use paint samples from the hardware store, crayons, or non-toxic paint to identify skin tone beyond just white, black, or brown. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Recognize and develop a respect for individual similarities and differences. 2. Develop strategies for building relationships with others who are different from oneself. 3. Define and recognize examples of stereotyping, discrimination and prejudice. 4. Demonstrate respect for the perspective of others. 5. Identify how the unique contributions of under-represented individuals and groups are related to respect for human dignity. |
| Instructional Examples <ul style="list-style-type: none"> • Compare holiday traditions in various cultures. • Create a class list of stereotypical statements made by the class throughout the week and discuss what makes them true or false. • Have students look at a picture of a pair of shoes and describe the type of person that would wear that pair of shoes. What would they look like, act like, what type of job they would have, educational attainment, etc. • Play small group games that involve cooperating and problem solving with others to complete a task. • Discuss Rosa Parks’ story (or other historical or literary figure) as it relates to fair treatment of others. • Research the science of skin tone and discuss how that relates to where people live (came from). • Teach folk songs and discuss their meanings. • Teach legends and different cultural stories and discuss their meanings. • Prepare a food that has cultural significance and share it with the class. • Discuss examples of stereotypes and or diversity in current events. • Analyze local community cultures and how traditions/celebrations relate to those cultures. | |
| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Analyze the impact of stereotyping, discrimination, and prejudice. 2. Practice strategies for accepting and respecting similarities and differences. 3. Practice “perspective taking” as a strategy to increase acceptance of others. 4. Demonstrate a growth mindset and willingness to integrate diverse points of view. 5. Analyze how culture impacts historical events. |

Instructional Examples

- Discuss the role of discrimination in acts of bullying.
- Create a “web” of similarities by tossing a ball of yarn to classmates with shared traits.
- Discuss a clip from “The Blind Side” to identify with the character’s perspective.
- Use the Four Corners strategy to have students identify their opinion on a controversial topic. Then have students from each corner come together for a common solution.
- Use a cause/effect flow chart to identify the causes of the Border Wars or Quantrill’s Raid.

9-12
(14-18+)

1. Recognize how personal perspective and biases impact interactions with others.
2. Practice strategies to increase acceptance of others.
3. Evaluate how advocacy for the rights of others contributes to the common good.
4. Participate in cross-cultural activities and reflect on the experience and how it contributed to personal growth and how similar experiences could potentially impact society.
5. Challenge personal perspective with cognitive dissonance to enhance a growth mindset.
6. Evaluate how the unique contributions of under-represented individuals and groups are related to respect for human dignity.

Instructional Examples

- Journal about a time when they misjudged someone because of their appearance or family background.
- Brainstorm a community service project that targets the homeless members of your community.
- Compare/contrast the impact of Supreme Court Cases, like Plessey vs. Ferguson and Brown vs. Board of Education.
- Discuss the different implications of the metaphors of “the melting pot” and “a tossed salad”.
- Listen to various types of music. Identify the perspective of the artists regarding the tone, mood, and content of the music.
- Discuss the cultural relevance of religion as it led to the Revolutionary War.
- Discuss the cultural relevance of race as it led to the Civil War and/or Civil Rights Movement.
- Discuss a time in literature when the character reacted or felt differently than the reader thought they would.
- Students view three different news reports and note the perspectives each report brings to the same story.

Interpersonal Skills

- A. Demonstrate communication and social skills to interact effectively.

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| K-2 (5-7) | <ol style="list-style-type: none"> 1. Initiate and engage in social interactions with peers, respond and maintain conversations with peers and adults. 2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively. 3. Demonstrates active listening, sharing, and responding skills to identify the feelings and perspectives of others. 4. Understand the importance and demonstrate respect for personal space. 5. Recognize the difference between helpful and harmful behaviors in relationships. 6. Identify and report harmful behaviors in relationships for protection in unsafe situations. 7. Practice sharing encouraging comments. |
| Instructional Examples <ul style="list-style-type: none"> • Model and role-play situations with respectful and disrespectful interactions dealing with other classmates. • Locate an example of an I-statement in a book. • Identify I-statements that solve typical recess conflicts. • During Show-and-Tell time, practice active listening skills such as eye contact, being quiet, hands in your lap, one person talking at a time. • Draw a picture representing personal space. • Have students give examples of what respecting personal space looks like and sounds like. (for example: instead of just hugging someone, saying “may I give you a hug.”) • Play a game of feeling charades to allow students to decide what feelings look like. • Give students pictures of people and have them identify the feelings of the person in the picture. • Explain sharing and give positive feedback to support the practice in the classroom. • Have students put on a puppet show in which the characters take turns on the swings at recess or share markers during art class. • Role-play with students what an encouraging comment sounds like and looks like with nonverbal behaviors. • Demonstrate and utilize proper table manners during lunchtime. • Give students scenarios and have them demonstrate good manners for each scenario (for example: a student drops a plate at lunch or someone holds the door open for you.) • Students play a game of feelings charades. • Students brainstorm a list of behaviors that would hurt others. • Have students in pairs discuss a classroom event, e.g. a classroom game or an assignment from their own perspective. Compare and contrast each student’s perspective. | |

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| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Respond appropriately and respectfully in social situations. 2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively. 3. Practice refusal skills for protection in unsafe situations. 4. Respond positively to constructive feedback. 5. Recognize the needs of others and how those needs may differ from their own. 6. Recognize the positive and negative impact of peer pressure on self and others in group dynamics. 7. Identify a problem in a relationship and seek appropriate assistance. 8. Recognize differences in communication practices in face-to-face interactions from social media interactions. |
| Instructional Examples <ul style="list-style-type: none"> • Identify different social settings and why they require different social skills (i.e. a ballgame vs. the library.) • Create an “I” statement template and display student’s examples. • Have one student read to another student and then give a short report over what was read by using listening skills. • List three examples of feedback you have received from a teacher. Give reasoning for the best reaction to that feedback. • Bring a community member or student with a disability to share their experience with students. • Have a student role-play a character from a book and describe inflection, body language and tone that character would have used and why. • Develop group norms before working on a group projects. • Have students watch video clips of different groups interacting and then identify what interactions are effective and which are not as well as different roles of people in each situation. • Identify why school rules exist and how they are tied to proper manners. • Discuss how not talking to a stranger would equate to not sharing personal information on the Web. • Read the first half of a story. After one characters actions, students predict how the other characters will feel. • Tell a story from a completely different perspective and discuss. • Give teams a list of emotions. They must design skits showing all of the emotions. The opposite team tries to guess what was on their list. | |
| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Determine when and how to respond to the needs of others demonstrating empathy, respect, and compassion. 2. Monitor how facial expressions, body language, and tone impact interactions. 3. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior. 4. Engage and respond in personal and social discourse and receive feedback to make decisions that will lead to personal and social change. 5. Understand group dynamics and respond appropriately. 6. Appraise and demonstrate professionalism and proper etiquette. 7. Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications. |

Instructional Examples

- Complete a needs assessment of your community and identify possible ways to address these needs. Evaluate effectiveness and resources available for each.
- Watch a speech from a pivotal point in history and describe how the delivery of the speech affected its message.
- Ask students to write a journal entry to explain how they have responded to feedback and the impact of their response.
- Form a list of social situations and elicit appropriate responses.
- Discuss roles within groups and assign these roles during a group project.
- During a mock trial discuss the proper court attire and formal etiquette procedures.
- Research laws and recent court cases as they apply to proper use of online media, and discuss the life-long implications of improper usage.
- Students write alternative endings to stories through changing the behavior of one character.
- Hold class meetings where students are given the opportunity to support one another.
- On the outside of a paper bag, students make a collage of how they think others feel about an issue, on the inside they put pictures/words of how they feel about that issue.

9-12
(14-18+)

1. Evaluate how societal and cultural norms and mores affect personal interactions, decisions, and behaviors.
2. Engage in processes of co-regulation to create positive group dynamics.
3. Respond appropriately when self and/or others are threatened with physical or emotional harm.
4. Present oneself professionally and exhibit proper etiquette.
5. Practice constructive strategies in social and other media.

Instructional Examples

- Compare and contrast the societal norms of two diverse cultures and how they affect personal and social interactions.
- Discuss the impact of peer pressure, family, and social groups in forming positive group dynamics or initiate a social group that can have a positive influence on society.
- Participate in a mock interview or internship program.
- Discuss a time in literature when the character reacted or felt differently than the reader thought they would.
- Students play a version of 'Freeze' where words can't be used, but in order to successfully freeze a player and get into the scene, the audience member must guess the original character's portrayed feelings.
- Do pair-share where one student must tell their partner's perspective on an issue.
- Hold formal debates where the winner are those who showed the most respect.
- Student's view three different news reports and note the perspectives each report brings to the same story.
- Students get involved in a community giving project where they help others.
- Do Socratic Method seminars and have students write reflection papers about how their viewpoints changed when listening to others.
- Research and understand how social media can be used to network in career exploration.

B. Develop and maintain positive relationships.

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| K-2 (5-7) | <ol style="list-style-type: none"> 1. Identify the multiple types of relationships in life. 2. Identify and practice appropriate behaviors to maintain positive relationships. 3. Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults. |
| Instructional Examples <ul style="list-style-type: none"> • Compare and contrast how to respond to a teacher or police officer as opposed to your parent/guardian. • Have students create a visual advertisement or billboard for appropriate behaviors in the classroom. • Utilize accountability buddies to reinforce appropriate social behaviors. • Students draw a picture of their closest friends and family and label the relationship. • Students draw a picture of themselves then rotate the picture around the room. As it stops, other students write one thing about them that makes them a good friend. • Bring in a stuffed animal and ask the class what they could do to make that animal their friend. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Recognize characteristics of healthy and unhealthy relationships. 2. Understand how personality traits affect relationships. 3. Demonstrate a capacity to manage actions and emotional expressions with guidance from adults. 4. Understand the positive and negative impact of peer pressure on self and others. |
| Instructional Examples <ul style="list-style-type: none"> • Examine a relationship in literature and determine if the relationship is positive – meaning helpful and productive or negative – meaning destructive and disrespectful. • From a list of personality traits determine which were present in a particular fictional, historical, or famous person and then discuss how those traits affected their relationships with others. • Have a police officer or school health official as a guest speaker to address safe and risky behaviors. • Survey students on the different types of peer pressure they experience; create a graph demonstrating positive or negative impact. • Read a story. Students list the traits they heard in the characters' relationships that were negative and positive. • Students discuss appropriate times to use peer mediators or other outside help. • After working in small groups, students discuss the positive and negative ways their peers influenced their work in the group. • Provide students examples of problems and conflicts that previously arose in your classroom. Provide students with words they can use to solve problems and conflicts. Allow time for students to practice. | |

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| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Evaluate how self-regulation and relationships impact your life. 2. Understand how safe and risky behaviors affect relationships and one's health and well-being. 3. Respond in a healthy manner to peer-pressure against self and others. 4. Identify the impact of social media in relationships. 5. Identify the difference between safe and risky behaviors and understand effective responses. |
| Instructional Examples <ul style="list-style-type: none"> • Compare and contrast the ways in which your various relationships (family, teachers, friends) have assisted you. • Analyze the impact of a friend choosing to engage in an unsafe or risky behavior. • Identify a literary character who refuted peer pressure in a positive way. • Create a web identifying the various impacts of social media. • In groups, make a cartoon strip that shows strategies for resisting negative peer pressure. • Hold an "activity fair" aimed at encouraging students to participate in extracurricular activities. • Review social media posts and discuss how those posts influence your relationships. | |
| 9-12 (14-18+) | <ol style="list-style-type: none"> 1. Practice strategies for maintaining self-regulation and positive relationships. 2. Identify consequences of safe and risky behaviors. 3. Practice refusal strategies and reporting of unhealthy behaviors and relationships. 4. Define the impact of social media on reputation and relationships. 5. Develop understanding of relationships within the context of networking and careers. |
| Instructional Examples <ul style="list-style-type: none"> • Analyze how social networking can have positive or negative impact on your career. • Visit a rehabilitation center to see first-hand the impact of risky behaviors. • Write about a time when you used positive strategies to escape peer pressure. • Make a T-chart of relationships and how they relate to vocational careers. • Students draw a fence and label it with behaviors that fit within and without their personal boundaries. • Students give advice to fictitious characters about how they could better maintain positive relationships. • Students pick a mentor and write a letter asking them for their help and explaining what they hope to get out of the relationship. • Students draw a web of supports. Next to each person's name on the web, write one strategy they could use to maintain or activate that friendship or support. • In groups, students write radio broadcasts advertising the importance of constructive relationships. | |

C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

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| K-2 (5-7) | <ol style="list-style-type: none"> 1. Identify conflict and the feelings associated with the conflict. 2. Identify the feelings and behaviors contributing to the conflict. 3. Identify and practice healthy conflict resolution. 4. Develop self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively. |
| Instructional Examples <ul style="list-style-type: none"> • Read a story; tell about the character's conflict with others. • Draw a cartoon with actions leading to conflict. • Illustrate different resolutions to conflict. • Students work in pairs using puppets to identify conflicts and responses. Use class discussion to determine whether the conflict needs an adult helper. • Select magazine cutouts of different responses to conflict and students identify whether the responses are negative or positive. • Establish problems that might arise in the classroom. Have students practice working with a buddy to help solve the problem. | |
| 3-5 (8-10) | <ol style="list-style-type: none"> 1. Describe and utilize conflict resolution strategies. 2. Describe and apply strategies to be proactive, advocate and resolve conflict in a constructive manner. 3. Develop greater active listening and more respectful communication skills |
| Instructional Examples <ul style="list-style-type: none"> • During a class meeting resolve class conflict. • Create a cause and effect diagram of conflict. • Read a story or history lesson that demonstrates conflict – discuss the cause and effect relationship of the conflict. • Teacher presents different scenarios; students offer suggestions to how things could have been handled better. • Have peer mediators discuss the steps of conflict resolution in a class presentation. | |
| 6-8 (11-13) | <ol style="list-style-type: none"> 1. Identify roles and associated needs of individuals engaged in conflict and how those are integral to resolution. 2. To resolve differences apply conflict resolution skills while being encouraging and affirming. 3. Practice greater active listening and respectful communication skills. 4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions). 5. Reflect on previous experiences to gain conflict management skills. |

Instructional Examples

- Discuss the causes of wars.
- Journal about a recent experience you had with conflict in your life. What positives and negatives came from this?
- Play the gossip game. Discuss how rumors play a role in creating conflict.
- Present a conflict situation and conduct a student debate.
- From a list of conflict resolution strategies, identify those that you feel you are strongest at and write a journal entry about how that skill was acquired.
- As students role play (or discuss historical conflicts) particular conflict roles, i.e. aggressors, victims, bystanders, peacemakers, observing students record how the behaviors helped or hindered conflict resolution.
- Hold class debates over a particular issue that must end in a win-win for the class to be successful.

9-12
(14-18+)

1. Analyze the role and impact of conflict in society how conflict has played a role in society.
2. Apply effective and appropriate conflict resolution skills to prevent, and resolve conflict.
3. Develop and implement mediation skills to work toward productive outcomes.

Instructional Examples

- Discuss the impact of the Civil War in shaping current US culture.
- Role-play workplace conflict and discuss possible resolution strategies.
- Discuss the concept of win-win conflict resolution.
- Play “telephone” and then discuss how messages can so easily get miss construed when someone doesn’t listen or talk carefully.
- In small groups have teams determine strategies they could use to manage various situations. Act them out and evaluate their usefulness.
- Play a game where the rules are unfair in some ways and discuss students’ behaviors and feelings in the midst of the game.
- Students write their own self-help manuals to show conflict resolution skills. Include at least one story where another response would have been more beneficial.