

# ***Kansas Social, Emotional, and Character Development Competencies Instructional Examples***

## ***Character Development - Core Principles PRE-K-2 (3-7)***

### **A successful student can:**

- Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities.
- Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.
- Recognize characteristics of caring relationships, hurtful relationships, and can identify trusting adults.
- Understand active listening.
- Understand and demonstrate the difference between “tattling,” “telling,” and “reporting.”

### **Instructional Examples**

- Students help create and discuss classroom procedures and consequences, classroom rules, playground rules, cafeteria manners, etc.
- Students help develop/determine classroom rules and expectations as well as consequences and/or rewards.
- 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 (for example, humility, honesty, fairness, responsibility, and hard work).
- Discuss core ethical or performance principles exhibited by individuals (for example, literature characters, movie characters, historical figures, community members, and popular figures).
- 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.
- 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.
- Classroom meetings to discuss classroom rules, concerns with behaviors, potential corrective actions, qualities of a good friend, creating a safe classroom environment, etc.
- Modeling & Practicing Center Time – sharing, working together, appropriate conflict resolution, manners, etc.
- Discuss the importance of following directions at school and how this is caring and respectful.
- Provide time for students to learn each other’s names, things that are important to them, likes and dislikes, their stories, etc.
- Activities that allow students to “greet” each other in various welcoming ways (for example, by name, handshake, singing).
- 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.
- Create a collage of daily personal and family activities and circle examples of when others are caring or 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 – a group of students who walk the playground and help solve conflicts or issues.
- Create a list of words (interactions) that are caring and a list of words that are hurtful.
- Morning meeting topics – introducing appropriate greetings, nicknames and when they are appropriate, helpful behaviors and interactions, sharing, being mindful of others' property, etc.
- 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 do a puppet show or write a story about caring relationships.
- Discuss relationship characteristics exhibited by individuals (for example, literature characters, movie characters, historical figures, community members, and popular figures).
- 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.
- 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 then identify characteristics of the listener that represent “active listening”.
- Listening to students and asking students what they like and don't like about school.
- Find out what your students are doing outside of school.
- 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 situations.
- Students role-play positive peer interactions in various settings – playground, bathroom, lunchroom, classroom, etc.

## ***Character Development - Responsible Decision-Making and Problem-Solving*** ***PRE-K-2 (3-7)***

### **A successful student can:**

- Identify and illustrate safe and unsafe situations.
- Identify scheduled activities and allocate appropriate time to spend on each.
- Develop self-control skills (for example, stop, take a deep breath, and relax).
- Identify and demonstrate problem-solving processes.

## Instructional Examples

- Use puppets to illustrate safe and unsafe situations. Have puppets demonstrate the consequences of each situation (for example, safe touch versus unsafe touch; chocking game; not wearing a helmet; jumping off high structures; not wearing seat belts or life jackets).
- Students compose a list of playground safety rules and ways to help themselves and others follow those rules.
- Students brainstorm and identify personal activities necessary for each day (for example, brushing teeth, combing hair, getting dressed, personal hygiene, chores).
- Students brainstorm and identify classroom activities necessary for each day (for example, recess, lunch, taking care of supplies, hanging up coats, etc.) and determine how they are responsible for each.
- Generate a list of steps to accomplish personal activities necessary for each day.
- Generate a list of steps to accomplish classroom activities necessary for each day.
- Identify chores at home and the steps necessary to complete them.
- Identify scheduled activities such as soccer or dance and how that affects supper time or homework time.
- Use picture cues to discuss and demonstrate appropriate and inappropriate behaviors.
- 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.
- Use a stop sign to connect it to stop, think, and act behaviors.
- Students predict outcomes for characters based on their actions in the story (for example, Book with No Pictures, I Don't Want to Be a Frog, Pete the Cat, Journey, Last Stop on Market Street, The Invisible Boy, Charlotte's Web, Junie B. Jones, Nate the Great).
- Talk about stories where the characters have made a choice or decision and the consequences of that decision.
- Identify adults who can provide support and advice.
- 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 (such as bus drivers, paras, media specialists, and counselors).
- Allow students to choose where they would like to sit during quiet reading time.
- 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 the 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-plays it to the class.
- Each small group decides which solution is best after completing their T charts of pros and cons and reports to the class.

# **Personal Development - Self-Awareness**

## **PRE-K-2 (3-7)**

### **A successful student can:**

- Identify and describe a variety of emotions.
- Identify personal strengths and weaknesses.
- Identify people, places, and other resources to go to for help (parents, relatives, school personnel).
- Identify situations within their control and outside their control that might evoke emotional responses.
- Ask clarifying questions.

### **Instructional Examples**

- Draw faces that describe how you feel after listening to/reading stories.
- Describe physical responses you have to emotional experiences.
- Draw faces to demonstrate emotions.
- Students identify from pictures 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.
- Provide alternate symbols that could represent emotions (colors, weather patterns, musical chords); have students identify which emotions they represent and why.
- Read stories (for example, *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.
- Students role-play and discuss situations that might trigger emotions.
- Offer a scenario and have students describe when a character's behavior is productive and helpful.
- Discuss the difference between reacting and responding to emotions.
- Role-play situations that are constructive or destructive to communication.
- Brainstorm various communication forms.
- 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 whom you can ask for help.
- With a partner, the first student tells a story, and 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.

# **Personal Development - Self-Management**

## **PRE-K-2 (3-7)**

### **A successful student can:**

- Identify and demonstrate techniques to manage common stress and emotions.
- Identify healthy personal hygiene habits.
- Describe and practice sending effective verbal and nonverbal messages.
- Describe personal responsibilities in school, home, and communities.
- Identify the process of setting and achieving personal, school, and home goals (for example, hopes and dreams).

### **Instructional Examples**

- 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 a "Positive Action" circle of thoughts, feelings, and actions. Apply this to a life situation.
- Practice sending effective verbal messages and non-verbal messages. Discuss what "effective" means.
- Using literature (for example, Pokey Puppy or Little Engine That Could) tell how the characters' choices affected them.
- Demonstrate different body language 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 students 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.
- 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 (for example, 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 have made for the day.
- Have students create goals on paper using words or pictures every 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, and 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.

## ***Social Development - Social Awareness***

### ***PRE-K-2 (3-7)***

#### **A successful student can:**

- Label other’s feelings based on verbal and nonverbal cues in different situations.
- Demonstrate an ability to listen to others.
- Demonstrate a capacity to care about the feelings of others.
- Describe ways that people are similar and different.

#### **Instructional Examples**

- Play a game of “feeling” Pictionary and/or Charades and let children draw examples of expressed emotions.
- Students brainstorm a list of behaviors they feel would hurt others.
- Have students, in pairs, discuss a classroom event, (for example, an assignment or a classroom game) from their perspective. Compare and contrast each classmate’s perspective.
- Brainstorm lists as a class of cause and effect for specific feelings.
- Identify literature from the curriculum that portrays reactions to specific situations. (Goldilocks and the Three Bears)
- Identify a dental hygienist to explain and demonstrate healthy teeth brushing habits.
- 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 classmate’s perspective.
- Use paint samples from the hardware store, crayons, or non-toxic paint to identify skin tone beyond just white, black, or brown.

## **Social Development - Interpersonal Skills**

### **PRE-K-2 (3-7)**

#### **A successful student can:**

- Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.
- Demonstrate active listening, sharing, and responding skills to identify the feelings and perspectives of others.
- Recognize the difference between helpful and harmful behaviors in relationships and understand how to report harmful behaviors for protection in unsafe situations.
- Identify and practice appropriate behaviors to maintain positive relationships.
- Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.
- Identify and practice healthy conflict resolution including self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively.

#### **Instructional Examples**

- 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, and 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, say, “May I give you a hug.” instead of just hugging someone).
- 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, (for example, a classroom game or an assignment) from their perspective. Compare and contrast each student’s perspective.
- 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 and then rotate the picture around the room. As they stop at each picture, write one thing about the individual 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.
- 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.

## ***Character Development - Core Principles*** **3-5 (8-10)**

### **A successful student can:**

- Interpret ethical reasoning through discussion of individual and community, assess positive responsible action, and reflect on personal involvement.
- Explain and demonstrate clear and consistent expectations of good character throughout all school activities and in all areas of the school.
- Demonstrate and practice characteristics of caring and empathic relationships with family, school, and community and recognize hurtful relationships and the impact they have on others.
- Differentiate between bullying, teasing, and harassment by explaining how power, control, popularity, security, and fear play into bullying behavior toward others.
- Describe the role of students in instances of bullying (bystanders, "upstanders," students who bully, targets of bullying).
- Recognize and model how a bystander can be part of the problem or solution, and how certain behaviors can have unintended consequences.

### **Instructional Examples**

- Students define behaviorally established classroom procedures and possible consequences (for example, classroom expectations, using respect when talking, raising hands to ask permission, listening when others are speaking, playground rules, and cafeteria manners).
- Construct and model classroom rules and routines.
- Students help develop classroom rules and analyze common area rules. Advocate for rule changes they determine necessary.
- Students identify how they apply their personal core ethical and performance principles at school, home, and/or the community.



- Students role-play scenarios demonstrating core ethical or performance principle(s) (for example, 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).
- Hold class meetings using appropriate behavior and use of parliamentary procedures.
- Discuss and give examples of responsibilities of being a contributing member of the community - school, household, city, etc.
- Students investigate community needs and then organize and carry out a service learning project to meet the need and 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.
- Students role-play or design skits demonstrating ethical and respectful multiple media and technologies.
- Discuss the impact of technology on relationships and safe school culture.
- 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 empathic statements and active listening.
- Students role-play or design a skit demonstrating empathetic statements and questions for various situations.
- Students role-play “active listening” characteristics for various situations, home, school, and community.
- Students create a visual representation of “active listening” – cartoon, picture, and/or video.
- Students develop compacts for expected group interactions, reflect on those interactions, and make adjustments for future interactions.
- Hold class meetings where students are given the opportunity to support each other.
- Students participate in classroom meetings to resolve personal and classroom concerns, including gossip, deliberately excluding others, making fun of individuals who are different (racial, income, sex, intelligence), who can play on what piece of playground equipment, friendship conflicts, etc.
- 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 the 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 of how they have used helpful and caring behaviors in school, in their family, and in the community.
- Discuss and give examples of the responsibilities of a friend.
- Give examples of good and poor sportsmanship.
- Discuss core ethical or performance principles of historical figures exhibited (for example, Presidents, Medal of Honor Recipients, Jackie Robinson, and Civil Rights Advocates).

- Discuss examples of individuals who have not exhibited core or performance principles (for example, Captain Hook, individuals who bully, Lance Armstrong, the Grinch).
- 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.
- Recognize the effects of bullying at all extremes, from being hurt and sad to violent acts against self and/or others.
- 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, “upstander,” a 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 “upstander” and what strategy works best for them.

## ***Character Development - Responsible Decision-Making and Problem-Solving*** **3-5 (8-10)**

### **A successful student can:**

- Compare and contrast safe and unsafe situations.
- Identify choices made and the consequences of those choices, including consequences of inappropriate behavior.
- Create a daily schedule of school work and activities.
- Identify and organize what materials are needed to be prepared for class.
- Identify factors that inhibit or advance the accomplishment of personal goals.
- Recognize how, when, and who to ask for help.
- Apply self-regulation skills.
- Identify, demonstrate, and analyze problem-solving processes.

### **Instructional Examples**

- Students write newspaper articles about behavior that creates safe and unsafe situations (for example, safe touch versus unsafe touch; cutting; sniffing; eating issues; choking games; 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).
- Students brainstorm a list of areas that students can control and consequences for their choices.
- Read the 'Choose your own Ending' books and brainstorm the possible endings.
- Discuss the choices made by different literary characters and the consequences of those choices (for example, Harry Potter, Limmony Snicketts, I Am Malala, Pinderwicks, Giver, The Tale of Desperro, Ordinary Mary's Extraordinary Deed, Lost Staff of Wonders).
- Brainstorm a list of schoolwork and activities for the day.

- Students create a chart (pie, web, bar) to demonstrate the amount of time spent on daily activities.
- Evaluate the amount of time spent on each activity and determine if adjustments need to be made to your schedule. Create a new schedule and put it into place. Reevaluate after a couple of weeks.
- Create a t-chart with the headings “obstacles” and “tools” to accomplish personal goals. Compare and contrast with other student's charts.
- 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.
- Students demonstrate responsible decision-making and how it affects short-term and long-term goals through a creative medium (for example, comic strip, video, poetry).
- Identify adults who can provide support and advice.
- Identify what resources/aid different adults can provide you.
- Discuss the proper roles of students and adults in a school and/or community.
- Identify steps that can be taken when “obstacles” arise – Resiliency.
- Draw a cartoon of a time when you had to ask for help. Share with the class.
- Discuss stress and how it affects the body, mind, emotions, relationships, etc.
- Students practice in pairs using self-talk.
- Teachers model the strategies of self-control skills.
- Practice win-win problem-solving strategies.
- Identify problems in the stories they are reading, and discuss if these are similar to problems they are having.
- Analyze decisions made by characters in literature.
- Create a list of desired outcomes then rank them from best to least favorable.
- Small groups role-play an outcome for the class then all analyze and vote on the most desired outcome.
- Students will brainstorm all possible solutions. After brainstorming, students, in small groups, students will use the tool of their choice to list and analyze the pros and cons of each solution.
- Students will keep a record of when they applied the solution.
- Using the record of applied solutions, the student will analyze the outcome of the solution in a reflection paper.

## ***Personal Development - Self-Awareness***

### ***3-5 (8-10)***

#### **A successful student can:**

- Describe behavioral responses depending on context and situation.
- Identify the varying degrees of emotions one can experience in different situations and recognize reactions to emotions.
- Describe, identify, and practice the benefits of various personal qualities (for example, personal strengths, weaknesses, interests, and abilities).
- Identify reliable self-help strategies (for example, positive self-talk, problem-solving, time management, self-monitoring).
- Solicit the feedback of others and become an active listener.

- Identify additional external supports (for example, friends, historical figures, media representations).

### **Instructional Examples**

- Describe how personal emotional reactions change as the action rises toward the climax of a story.
- Describe a time when you felt happy, angry, sad, etc.
- Create a poster showing what productive and destructive might look 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 moves higher on the thermometer.
- Students name the emotions felt by characters in a story and discuss how they were personally affected by the emotions of the characters.
- Students discuss how they might act differently depending on their emotions (for example, if frustrated with an assignment, they might stop working on it for a break).
- 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 choices from items or events and argue their justifications (for example, Game of Life, Apples to Apples).
- Make a collage illustrating your personal qualities.
- Make a web of benefits of a personal quality (for example, perseverance, integrity, and 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 (nurse, counselor, mediators, etc.) to find out what services they provide.

## ***Personal Development - Self-Management***

### ***3-5 (8-10)***

#### **A successful student can:**

- Identify and develop techniques to manage emotions.
- Describe cause/effect relationships and distinguish between facts and opinions.
- Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence).
- Predict possible outcomes to behavioral choices.
- Develop and practice responsibility for personal hygiene.
- Acknowledge and recognize responsibilities in school, home, and community, including environmental.

- Examine the personal impact of helping others.
- Reflect on personal responses to success, challenge, failure, and disappointment and understand the cause and effect of impulsive behavior.
- Identify and utilize potential resources and demonstrate factors that lead to the achievement of goals (for example, integrity, motivation, hard work).
- Demonstrate and design an action plan for achieving, evaluating, and monitoring personal, school, and home goals.

### **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 (for example, 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 the outcome.
- Students write a story showing positive choices, including the character's 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 footprint, students write a strategy for coping with stress. Display as “Steps to Overcoming”.
- 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 different responsibilities students have had during the day, e.g., classroom job, homework, etc.
- 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 and timeline 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 (for example, calendars, planners, timelines, agendas).
- Make a T chart with headings ‘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 students participate in. Have them discuss long-term goals 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.

## **Social Development - Social Awareness**

### **3-5 (8-10)**

#### **A successful student can:**

- Describe a range of emotions in others based on verbal and nonverbal cues in different situations.
- Use “I statements” to let others know that they have heard them.
- Develop strategies for building relationships, including recognizing and developing respect for individual similarities and differences.
- Demonstrate respect for the perspectives of others.

#### **Instructional Examples**

- Brainstorm a list of synonyms and antonyms for a specific emotion.
- Utilize word webs for a variety of emotions that branch 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 (Pigpen from Peanuts) that have trouble with interactions with other students due to personal hygiene.
- 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.
- 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. Describe what they look like, act like, what type of job they would have, what 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.

## ***Social Development - Interpersonal Skills***

### ***3-5 (8-10)***

#### **A successful student can:**

- Describe how words, voice tone, and body language communicate and impact relationships positively and negatively and respond appropriately and respectfully in social situations.
- Practice refusal skills for protection in unsafe situations.
- Recognize differences in communication practices in face-to-face interactions from social media interactions.
- Recognize characteristics of healthy and unhealthy relationships, including the impact of peer pressure.
- Demonstrate a capacity to manage actions and emotional expressions with guidance from adults.
- Describe, utilize, and apply conflict resolution strategies to be proactive, advocate, and resolve conflict in a constructive manner.

#### **Instructional Examples**

- Identify different social settings and why they require different social skills (for example, 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 on 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 the 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 the 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. Based on the actions of one character, have 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.
- 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.
- 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 as to how things could have been handled better.
- Have peer mediators discuss the steps of conflict resolution in a class presentation.

## ***Character Development - Core Principles*** ***6-8 (11-13)***

### **A successful student can:**

- Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities.
- Create clear and consistent expectations of good character in all settings.
- Analyze the characteristics of caring relationships, hurtful relationships, and identify trusting adults.
- Apply empathic concern and try to understand the perspective or point of view of others.
- Practice active listening.
- Utilize multiple media and technologies:
  - Ethically and respectfully.
  - Evaluate its effectiveness.
  - Assess its impact.
- Differentiate behavior as bullying or not and can model positive peer interactions that are void of bullying behaviors.
- Analyze how a bystander can be part of the problem or part of the solution by becoming an “upstander.”

### **Instructional Examples**

- Students construct classroom rules and routines during a class meeting.
- Students help develop classroom rules and analyze common area rules. Advocate for rule changes they determine necessary.
- Students design public service announcements to inform others of ways to support classroom and/or building rules, procedures, and routines.
- Using role-play, students act out the rules and routines.
- Students develop compacts for expected group interactions, reflect on those interactions, and make adjustments for future interactions.
- Illustrate an individual personal core ethical or performance principle being applied in a visual form (for example, comic strip, thought bubble, advertisement).



- 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. Then present the list to the class.
- Journal or discuss 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 (for example, 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).
- Students research local community, regional, and/or national needs, organize, carry out, and reflect on a service-learning project based on those needs.
- 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 on current events. – recycling, genetic engineering, fuel standards, school shootings, bullying, online 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 event.
- Do an impact web of how their actions have affected or could affect others.
- Discuss the choices made by different literary characters and the consequences of those choices (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).
- 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.
- 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.
- 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 debates where the winners are those who show the most respect.
- 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.
- 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, and their perception of acceptable behavior.
- 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.
- 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.

## ***Character Development - Responsible Decision-Making and Problem-Solving*** **6-8 (11-13)**

### **A successful student can:**

- Manage safe and unsafe situations.
- Recognize the consequences of sexting and sexual behavior, including sexual consent and the inability of minors to give consent.
- Monitor how responsible decision-making affects progress toward achieving goals.
- Recognize how, when, and who to ask for help.
- Monitor factors that will inhibit or advance effective time management.
- Analyze their daily schedule of school work and activities for effectiveness and efficiency.
- Construct and model classroom expectations and routines.
- Compare and contrast behaviors that do or do not support positive classroom management.
- Identify specific feelings about a problem and apply self-regulation skills.
- Identify, state, and demonstrate problem-solving processes.
- Understand resiliency and how to make adjustments and amendments to the plan.

### **Instructional Examples**

- Students role-play possible responses to peer pressure and other scenarios.
- Students design a brochure detailing safety issues and procedures regarding scenarios and behaviors (for example, sexual assault, cutting, choking 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).
- Students write their own 'report card' where they grade themselves on how the responsible decision-making skills they are utilizing are making effective progress towards their goals.
- Students write "If only" papers.

- Identify adults who can provide support and advice.
- 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.
- 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.
- 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.
- 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.
- 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.
- Students select a national current event and brainstorm problem-solving strategies for the problem identified.
- Students select a national current event and develop a written action plan to meet the problem identified.
- Students select a personal goal and develop a written action plan to meet the goal.
- Introduce team problem-solving activities (ropes course) that require students to work together and practice problem-solving steps.

## ***Personal Development - Self-Awareness***

### **6-8 (11-13)**

#### **A successful student can:**

- Critically reflect on common emotions and behavioral responses.
- Recognize common stressors and the degree of emotion experienced (for example, in face-to-face or electronic communication).
- Analyze personality traits, personal strengths, weaknesses, interests, and abilities.
- Identify resources for problem-solving (additional print and electronic resources or specific subject problem-solving models).
- Identify external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).
- Recognize how behavioral choices impact success.
- Identify self-enhancement, self-preservation, and self-help strategies.

#### **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.
- Complete a personality index to help students uncover personal traits with evaluation being accomplished with adult leaders.
- Develop a class-mentoring program with peer mentoring or mentoring for 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.
- Divide into groups. List the benefits of reflection on thoughts (Group 1), feelings (Group 2, and actions (Group 3).
- Discuss the meaning of self-enhancement/self-preservation strategies. Draw a pie chart of the percentage of time each day spent using each strategy.
- Make a common resource and problem-solving cube (resource on each side). Share with the 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 the 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.

## ***Personal Development - Self-Management***

### ***6-8 (11-13)***

#### **A successful student can:**

- Identify multiple techniques to manage stress and maintain confidence.
- Recognize the impact of personal care.
- Practice effective communication (for example, listening, reflecting, and responding).
- Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.
- Demonstrate and describe personal responsibilities to self, others, and the environment (for example, friends, family, school, community, state, country, culture, and the world).
- Analyze the personal impact of helping others.
- Analyze experiences that shape their perspective and demonstrate empathy in a variety of settings and situations.
- Utilize external supports and describe common and creative strategies for overcoming or mitigating obstacles.
- Analyze the factors that lead to the achievement of school and personal goals, including the effect personal habits and meaningful practice have on that achievement.

#### **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 a 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 the discussion of effective behavioral responses to strongly emotional situations. Students may brainstorm a list of strongly emotional situations and possible responses and identify which are most effective and why.
- Read a quote from a famous historical figure (for example, John F. Kennedy, Martin Luther King, Abraham Lincoln, George Washington, Adolf Hitler, or Dwight Eisenhower). 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 use 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.
- Hold a monthly election for an environmental officer with a platform, goals, etc. Evaluate and reflect on impacts.
- Reflect on being environmentally responsible.
- On separate squares of paper, students write the names of 5 important persons, five 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 effects 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
- 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 an 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 (for example, 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 affect 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 choices, points, and obstacles in accomplishing their goals.

## ***Social Development - Social Awareness***

### ***6-8 (11-13)***

#### **A successful student can:**

- Identify a range of emotions in others based on verbal and nonverbal cues in different situations.
- Demonstrate respect and empathy for other people's perspectives.
- Practice strategies for accepting and respecting similarities and differences, including "perspective taking" as a strategy.
- Demonstrate a growth mindset and a willingness to integrate diverse points of view.

#### **Instructional Examples**

- Write one to two journal entries that describe the 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 a negative text about someone or holding the door open for someone).
- 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.
- 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 opinions 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.

## **Social Development - Interpersonal Skills**

### **6-8 (11-13)**

#### **A successful student can:**

- Monitor how facial expressions, body language, and tone impact interactions and can determine when and how to respond to the needs of others, demonstrating empathy, respect, and compassion.
- Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior, and identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.
- Understand how safe and risky behaviors affect relationships, one's health and well-being, and understand effective responses.
- Respond in a healthy manner to peer pressure against self and others.
- Evaluate how self-regulation and relationships impact life.
- Identify the impact of social media in relationships, and identify the role and needs of self and others when managing and resolving conflict in a constructive manner.
- Practice active listening and respectful communication skills.
- Reflect on previous experiences to gain conflict management skills.

#### **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 the proper use of online media and discuss the life-long implications of improper usage.
- Students write alternative endings to stories by 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.
- 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.
- 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) conflict roles, (for example, aggressors, victims, bystanders, peacemakers) have students observe and 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.

## ***Character Development - Core Principles***

### ***9-12 (14-18+)***

#### **A successful student can:**

- Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in the virtual community.
- Expectations of good character in a virtual setting.
- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.
- Evaluates characteristics of caring relationships and hurtful relationships, and can identify trusting adults.
- Conclude how to act in accordance with the principle of respect for all human beings.
- Evaluate the active listening skills of all parties involved before, after, and during conversations.
- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Analyze and evaluate the effectiveness of bullying interventions and reporting strategies.
- Appraise and evaluate behavior as relational aggression and/or bullying, and can model positive peer interactions that are void of bullying behaviors.

#### **Instructional Examples**

- 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 or law.
- Imagine a world where there are no rules. Students write a story describing life in that world.
- Students consistently develop compacts for expected group interactions, reflect on those interactions, and make adjustments for future interactions.
- Journal 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 that situation.



- 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 (for example, an 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 (a classmate being called a racial slur, a friend posting inappropriate pictures or comments online, 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).
- Analyze examples in literature and/or historical events on how the characters or people involved responded to ethical issues.
- Students research regional, national, or worldwide needs and then organize, carry out, and reflect on a service-learning project based on those needs.
- Student Government and Student Leadership opportunities.
- 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 of how you have demonstrated these principles. Submit to your electronic portfolio.
- Create opportunities for student voice in addressing/changing classroom, school, and community culture.
- Review climate and culture survey data. Identify pertinent issues and discuss strategies to improve the climate and culture of the school.
- 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 the administration, school board, site council, and/or student body.
- Discuss the choices made by different literary characters and the consequences of those choices (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 Caged Bird Sings, The Pearl, 13 Reasons Why).
- Students develop or use an existing culture/climate survey to evaluate caring and hurtful behaviors in their school.
- Socratic seminars and have students write reflection papers about how their viewpoints changed when listening to others.
- 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.
- 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.
- Analyze ethical and respectful behaviors on different 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.
- 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 tie to suicide and school shootings?

## ***Character Development - Responsible Decision-Making and Problem-Solving*** **9-12 (14-18+)**

### **A successful student can:**

- Evaluate situations that are safe and unsafe and how to avoid unsafe practices.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize: How, when, and who to ask for help. Can utilize resources available. Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and anticipate the possible obstacles to completing tasks on schedule.
- Analyze the purpose and impact of classroom and schoolwide activities, policies, and routines.
- Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.
- Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems and identify ways to improve and implement change.

### **Instructional Examples**

- Imagine a world where there are no rules. Students write a story describing life in that world.
- Students develop, implement, and evaluate a student survey that indicates safe and unsafe situations at school (for example, sexual assault, cutting, chocking games, eating issues, sexual intercourse (protected or unprotected), skipping school, driving illegally, staying out past curfew, dares, teen dating violence, alcohol and drug use).
- Students design a public service announcement to inform others on what responsible decision-making skills are.
- Use goal achievement strategies to set a personal core principle goal, document progress, and reflect on changes.
- Do a personal SWOT analysis (strengths, weaknesses, opportunities, and threats or obstacles).
- Students write their own ‘report card’ where they grade themselves on how the responsible decision-making skills they are utilizing are making effective progress towards their goals.
- Students design a media campaign advertising why a person should or should not listen to external influences.

- Identify adults who can provide support and advice.
- 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.
- Compare and contrast the appropriate language for conversations at work, in the classroom, at home, and with your friends (intimate, personal, and social circles).
- 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.
- Design or create a humorous public service announcement warning or 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 (individually or in small groups).
- Students formulate a timeline or agenda of 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.
- Students have small group discussions of their personal obstacles to completing tasks, assignments, and/or goals.
- Review climate and culture survey data. Identify pertinent issues and discuss strategies to improve the climate and culture of the school.
- Practice Self-Advocacy skills with parents on things like curfew, allowance, the 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, and school rules or procedures.
- Students do a Consumer Education business plan and discuss the importance of decision-making in that plan.
- In all subject areas, have students discuss the steps they take to come to a successful conclusion about the problem at hand, to practice responsible decision-making.
- Design or create a humorous public service announcement warning of obstacles that may prevent you from future goals.
- 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.
- Students select a global current event and brainstorm possible steps and solutions for the problem identified.
- Students select a global current event and develop a written action plan to meet the problem identified.
- Students select a personal goal and develop a written 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 (ropes course) that require students to work together and practice problem-solving steps.
- Provide opportunities for Student-Run Businesses.

- Student Council addressing school-wide issues with students, faculty, community, parents, and school board.
- Identify, organize, and implement a community service project addressing a community need. Reflect on changes, problems, and strengths of the project afterward.

## ***Personal Development - Self-Awareness***

### ***9-12 (14-18+)***

#### **A successful student can:**

- Analyze complex emotions and effective behavioral responses.
- Recognize direct and indirect positive and negative reactions to emotions and stress (for example, fight or flight response; voice volume; tonal quality; shallow/rapid breathing; rapid heart rate; crossed arms; facial distortions; sweating; substance abuse; insomnia; social withdrawal; depression; socially inappropriate displays of emotions; bullying; and risk-taking behaviors).
- Evaluate the effects of personal qualities (for example, honesty and integrity).
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem-solving models).
- Evaluate how behavior choices affect goal success.
- Analyze self-reflection, self-enhancement, self-preservation, and self-help strategies.

#### **Instructional Examples**

- Using two movie clips, compare/contrast two characters that display similar emotions and how they manifest into behaviors.
- Identify negative consequences of 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 misinterpretation triggered a negative event.
- Students write an advice column letter on how to understand emotions.
- 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 (for example, 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 storefronts. Each student designs a storefront 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 shows student support services.
- Students do a research project about what community resources are available and applicable to specific situations (for example 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.

## ***Personal Development - Self-Management*** **9-12 (14-18+)**

### **A successful student can:**

- Identify and evaluate techniques to successfully manage emotions, stress, personal care, and maintain confidence.
- Recognize the impact of personal care.
- Analyze the accuracy of facts/information/interpretation and evaluate logical and emotional appeals.
- Apply effective listening skills in a variety of settings and situations and recognize barriers to effective listening.
- Analyze the consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction ambiguity, distortion, and rationalization.
- Analyze civil/democratic, environmental, and personal responsibilities to self and others (for example, friends, family, school, community, state, country, and world).
- Demonstrate empathy in a variety of settings, contexts, and situations.
- Predict the potential outcome of impulsive behavior.
- Evaluate factors, like personal habits and meaningful practice, and how those factors lead to the achievement of school and personal goals.
- Analyze and activate strategies used previously to overcome obstacles.

### **Instructional Examples**

- Read scenarios that would likely cause emotional responses and write what might be good, bad, and ugly responses.
- Describe the consequences of ineffective listening and expressing strategies.
- Bring in a professional counselor or social worker to identify and evaluate techniques to successfully manage emotions and stress and maintain confidence.
- Discuss how peer mediation or conflict resolution deals with the 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 the 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 the 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.
- 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 its 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 the potential outcomes of 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.
- Have students research career information and establish their goals with action plans using personal history as data (for example, 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 the 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 Development - Social Awareness***

### ***9-12 (14-18+)***

#### **A successful student can:**

- Evaluate a range of emotions in others based on verbal and nonverbal cues in different situations.
- Practice empathy for others and differentiate between the factual and emotional content of a person's communication.
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Evaluate how advocacy for the rights of others contributes to the common good.

#### **Instructional Examples**

- 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 show 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.
- 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.

## **Social Development - Interpersonal Skills**

### **9-12 (14-18+)**

#### **A successful student can:**

- Engage in coregulation to create a positive group dynamic, and evaluate how societal and cultural norms and mores affect personal interactions, decisions, and behaviors.
- Respond appropriately when self and/or others are threatened with physical or emotional harm.
- Present oneself professionally and exhibit proper etiquette, as well as practice constructive strategies in social and other media.
- Identify the consequences of safe and risky behaviors.
- Practice refusal strategies and reporting of unhealthy behaviors and relationships.
- Define the impact of social media on reputations and relationships.
- Develop an understanding of relationships within the context of networking and careers.
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.

#### **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 on forming positive group dynamics or initiating 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 winners are those who show the most respect.
- Students 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.
- Analyze how social networking can have a 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 support. 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.
- 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.