

Michigan Department of Education
Early Childhood to Grade 12 Social and Emotional Learning (SEL)
Competencies and Indicators

Currently, Michigan has Content State Standards that focus on academics. However, there is little that attend to the other aspects of learning for children/students. SEL competencies help complete the academic process for all youth, infants to school-aged, through graduation. In combination with the Michigan Health Education Standards, SEL competencies help support a well-rounded education that teaches to the whole child. When caregivers and schools focus on the development of the whole child, utilizing SEL competencies to guide instruction and interactions with children and students, academic achievement improves, as well as the skills needed for college and career readiness. Furthermore, a focus on SEL helps create an environment that enables teachers to teach and students to learn which research shows is necessary for school and life success.

SEL Competencies¹

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

¹ Collaborative for Academic, Social, and Emotional Learning. (2015). Social and emotional learning core competencies. Chicago, IL: Author. Retrieved from casel.org/social-and-emotional-learning/core-competencies/

- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.



Michigan Department of Education (MDE)
Early Childhood-Grade 12 Social and Emotional Learning (SEL)
Competencies and Indicators

<u>Competencies</u>	<u>Indicators</u>
Self-Awareness	<ul style="list-style-type: none">1A. Demonstrate an awareness of their emotions1B. Demonstrate an awareness of their personal traits, including their strengths and interests1C. Demonstrate awareness of their external supports1D. Demonstrate a sense of personal responsibility
Self-Management	<ul style="list-style-type: none">2A. Identify and manage their emotions and behavior constructively2B. Demonstrate honesty and integrity2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life
Social Awareness	<ul style="list-style-type: none">3A. Demonstrate awareness of other people’s emotions and perspectives3B. Demonstrate consideration for others and a desire to positively contribute to the school and community3C. Demonstrate an awareness of different cultures and a respect for human dignity3D. Can read social cues and respond constructively
Relationship Skills	<ul style="list-style-type: none">4A. Use positive communication and social skills to interact effectively with others4B. Develop and maintain positive relationships4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways
Responsible Decision Making	<ul style="list-style-type: none">5A. Uses personal, ethical, safety, and cultural factors in making decisions5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations5C. Play a developmentally appropriate role in classroom management and positive school climate

Definition: Social Emotional Learning (SEL) is the process through which individuals learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. Within the child’s natural environment and/or school setting, SEL can best be accomplished through a layered approach of skills lessons taught through the curriculum and infused into the environment including safety, respect, and caring.

Research base: A context that supports the basic personal, social, and intellectual needs of students is critical for success in school¹. Research confirms that a focus on SEL improves students’ social, emotional, and academic skills. In a meta-analysis of 213 studies evaluating SEL programs/interventions, Durlak and Colleagues (2011)² found that, compared with students receiving standard education without SEL, students receiving interventions designed to promote social and emotional development demonstrated increased academic achievement and positive social behaviors, and showed decreased conduct problems and emotional distress. Students receiving SEL interventions also showed improved social-emotional skills. The meta-analysis revealed that students with SEL training gained 11 percentile points on average in test scores and similar gains in grades relative to students not in a SEL program. These results were consistent across grade level (elementary, middle, and high schools), location (urban, rural, and suburban), and school type (schools serving ethnically and racially diverse student populations). Durlak and his colleagues also found that the effects of SEL programs were stronger when programs were implemented well and completely, i.e., with “fidelity”, underscoring the importance of teacher training and ongoing professional development.

What is in the MDE SEL Competencies and Indicators

This document presents five core competencies related to social and emotional learning, and includes a rationale for each. The Early Childhood competencies found within the SEL Competencies come from State Board of Education (SBE) approved standards. The Office of Great Start has produced three sets of standards. The Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-IT), Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK), and the Michigan Out-of-School Time (MOST) Standards of Quality. A fourth document, Early Childhood Standards of Quality for Kindergarten through Third Grade, is in development. The abbreviated portion of the SBE approved SEL Standards for Early Childhood are linked with the K-12 SEL competencies to offer a continuum of these skills for all youth. For each SEL competency, 3-4 indicators are identified, followed by benchmarks organized by age band. For each benchmark there are suggested strategies for caregivers and

¹ Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the child development project. *Social Psychology of Education, 4*, 3-51.

² Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.

teachers; these activities are designed to promote SEL skills in a caregiving and/or classroom setting. They are not intended to be an exhaustive list of activities.

These competencies, indicators, and strategies were developed through the collaborative effort of representatives from every office in MDE, and in collaboration with national experts from the Great Lakes Comprehensive Center (GLCC), the Center on Great Teachers and Leaders (GTL Center), and the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Note: These competencies and indicators are emerging and build on one another. They were formatted to delineate the progression of one skill to another as the child/student continues to grow developmentally. Caregivers/Teachers may need to revisit earlier skills periodically in working with various children and students as not all development is linear but can also be cyclical. Therefore, it does not mean that if a child/student has not accomplished an indicator at a developmental benchmark they have a deficit or need remediation. All youth and adults continually grow and develop their social and emotional skills across a lifespan. Additionally, it should be noted that these competencies and indicators were designed to support the growth of *all* youth. They should not be used when determining whether students have disabilities (emotional impairment, early childhood developmental delay, autism spectrum disorder, etc.).

Connection to MDE's Top 10 in 10 Strategic Plan

In 2016, the Michigan State Board of Education adopted MDE's Strategic Plan to make Michigan a Top 10 Education state in 10 years. Of the seven goals that make up the Top 10 in 10 Strategic Plan, SEL encompasses and supports four of them. They are:

Goal 1: Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success.

Goal 2: Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

Goal 4: Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.

Goal 5: Ensure that parents/guardians are engaged and supported partners in their child's education.

Connection to School and District Improvement Process

MDE provides schools and districts with School Improvement Frameworks (SIF) and District Improvement Frameworks (DIF). These were updated in 2014 and include two diagnostic tools, the School System Review (SSR) and the District System Review (DSR). Each of these tools include some elements of SEL as well as indicators for school climate. These diagnostic tools help to inform the School Improvement Plan (SIP) and/or the Districts Improvement Plan (DIP). School administrators, along with their school improvement teams, are encouraged to include SEL and school climate in their SIP/DIP as research indicates SEL and positive school climate improve academic achievement.

Connection to Content State Standards (College and Career Readiness)

MDE adopted Content Standards (CS) in 2010, with full implementation by the 2014-15 school year. These new rigorous learning expectations will allow students to be college and/or career ready when graduating from high school. While there are explicit connections between SEL and the Connection to Content State Standards (including collaboration skills and skills for speaking and listening), CS implicitly assume that students have age appropriate social and emotional competence. For example, CS assume that students have the emotional self-awareness and self-management skills needed to cope with anxiety and stress to pay attention and focus on an academic task. Similarly, CS assume students have goal setting, planning, self-regulation, and responsible decision-making skills to organize and complete academic tasks. Thus, SEL is implicit throughout CS and builds necessary skills to effectively achieve CS. Further CS, along with SEL competencies, allow schools to focus on the whole child, not just the academic expectations by helping students to develop the interpersonal skills needed to successfully accomplish learning expectations and be prepared to positively contribute to society. MDE has provided a crosswalk in the Implementation Guide Appendices to demonstrate the alignment between these two entities.

Connections to School and Classroom Environment

Research indicates that school staff, from administrators to teachers, spend numerous hours addressing student behavior and classroom management issues (Jensen, 2009). Integrating SEL competencies and expectations into the school environment has demonstrated a decrease in problem behaviors/behavior referrals and an increase in prosocial behaviors and academic achievement (CASEL, 2007). When students learn how to manage their emotions and social interactions in desirable ways, the education setting feels safer and engaging, teachers are able to teach, and students are able to learn and develop to their potential. Students thrive academically when they have warm, nurturing relationships with teachers and positive, respectful relationships with peers. Teaching practices and programs that support social and emotional development have been identified and included in the strategies sections that follow. MDE has developed and offers guidelines for creating positive classroom learning environments and school climate. For resources involving school climate efforts, visit michigan.gov/schoolclimate.

Guidelines to General Teaching Practices to Support SEL

Although many teacher preparation programs address basic principles for classroom management and general teaching practices, there is a need for additional skills for teachers and school staff to help students gain social emotional skills. Effective instruction in SEL has four key features that have been described using the acronym "SAFE" by Durlak and his colleagues (2011). First, successful education in SEL is "Sequenced" in a way that supports development and mastery of new skills. It meets students where they are and draws out their authentic voice and experience. Second, teaching in SEL incorporates "Active" learning. For example, education in SEL often relies on a variety of interactive teaching techniques, including discussion, brainstorming, skill demonstration, coaching, rehearsal, and role plays. Third, instruction in SEL is "Focused" on the five core competencies. Fourth, effective instruction in SEL is "Explicit." Explicit instruction includes modeling (I do it), guided practice (We do it), and independent practice with feedback (You do it).

SEL instruction is most effective when it takes place in a learning environment that is inclusive. Effective SEL programs work to build positive relationships between students and their teachers and peers. Since 2008, MDE has offered various buildings, districts, and Intermediate School Districts professional development around school mental health strategies for teachers, including SEL. Teachers understand the importance of incorporating practices that engage the student and allow the youth to gain the most out of a relevant learning experience. MDE has identified the resources below to support high quality teaching practices to support social and emotional development:

- The GTL Center identified ten teaching practices that promote SEL to help students develop their SEL skills, as well as apply their SEL skills within the classroom (gtlcenter.org/sel-school).
- The GTL Center identified a process to align the ten teaching practices that promote SEL with teacher observation rubrics used within educator evaluation systems (gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms).

Teacher Social and Emotional Competencies: Along with the practices teachers implement in their classrooms, teachers' own social and emotional skills influence how they respond to their students and develop relationships. Being mindful of both student and teacher social and emotional competencies is crucial for effective implementation of SEL and its related practices.

Connection to Special Education

The intent of MDE's Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies and Indicators is to serve as a resource for educators on typical SEL milestones found collectively for specified age ranges of children across core competencies. Children with or without disabilities may meet or not meet described milestones based on many factors. This tool is not intended to facilitate

screening, assessment, or eligibility for special education services, or to serve as a curriculum to monitor SEL achievement for children or young adults with disabilities. While this document may be used as a reference, any child or young adult must meet the eligibility standards in the Michigan Administrative Rules for Special Education in order to be determined a student with a disability.

Connection to Out-of-School Time Learning

The Michigan Out-of-School Time (MOST) Standards of Quality were created to assist Out-of-School-Time (OST) programs to develop high quality, comprehensive OST learning for all students in grades K-12. MOST standards are written for *staff*, addressing how *staff* are to function in order to bring about program quality. The MOST **Human Relationships** component leans heavily on the staff/student relationship and how staff promote a positive and safe learning environment with an emphasis on environmental safety and student behavior management. Since SEL emphasizes the learner as a whole, safety and behavior are viewed as components of this more complete SEL approach. Applying SEL competencies to OST learning would serve to supplement (not replace) the positive learning environment advocated by the MOST standards. Thus, OST programs can apply the same “Guidelines to General Teaching Practices” referenced above to OST Teaching Practices as well. It should also be noted that MOST aligns its programming standards with the Michigan State Board of Education Policy on Quality Character Education. Instructors can be confident that, like MOST, SEL competencies fully align with this SBE Policy.

Cultural Connections

Preparing students for the global future requires that students learn to interact with others in a constructive, productive, positive, and respectful way. Further, academic, social, and emotional learning promotes equity and is also culturally and linguistically appropriate. It is not realistic in our heterogeneous and highly diverse communities to create standards that are culturally specific to every possible population within our schools or communities. However, MDE was deliberate in the development of these competencies and indicators to be ever mindful of the importance that education be culturally sensitive to students present in each classroom. MDE will develop guidelines to support schools in this process of developing instruction that is culturally sensitive to the broadest possible spectrum of students. Input from schools on the types of guidelines and resources that would support them to ensure that education is culturally sensitive and linguistically relevant and appropriate for students is welcome. Educators are encouraged to continually seek out opportunities to learn about the cultures and background of the students they teach, and to affirm each child’s unique background in order to teach in a way that is culturally and linguistically sensitive and appropriate for all students present in each school. The intention is that all youth in Michigan are treated respectfully regardless of their differences.

The competencies and strategies included in this document will ultimately vary based on one’s culture, background, and experience.

Equity Considerations

Educational equity is when educational practices, policies, curricula, resources, and school cultures are representative of, constructed by, and responsive to all students, such that each student has access to, participates and makes progress in high-quality learning experiences, resulting in positive outcomes regardless of individual characteristics and cultural identities (Frasier, 2008; GLEC, 2012). It is important that access, representation, meaningful participation, and outcomes are considered in the implementation of SEL instruction. To this end, the following questions should be addressed:

- 1) Do all students have access to quality SEL instruction that is culturally responsive?
- 2) Do educators utilize SEL instructional materials that are representative of all students, particularly historically under-represented students?
- 3) Are students' experiences, social and emotional strengths, and needs recognized and valued?
- 4) Are there clear connections made between SEL practices and students' ability to meaningfully participate in quality core academic learning?
- 5) Are authentic educator and family/community partnerships cultivated to ensure SEL activities are culturally relevant?
- 6) How will SEL instruction be monitored to ensure positive outcomes for all students and to prevent unintended negative consequences from disproportionately affecting students along racial, ethnic, and economic lines or based on gender expression or disability?

Additional Resources

Competencies are more likely to successfully impact educational practice when they provide tools that support high-quality implementation, including evidence-based programs, assessment, and professional development. MDE has provided specific guidelines to support each of these in the companion Implementation Guide. Additional resources are identified:

- A Guide for Families with Children Birth-8 years; Social and Emotional Health (Michigan Department of Health and Human Services).
- National Association for School Boards of Education- Practice to Policy-Social Emotional Learning (Oct, 2013).
- Aligning Preschool through High School Social and Emotional Learning Standards: A Critical and Doable Next Step (Zinsser, Weissberg, Dusenbury) (Nov, 2013).
- Dusenbury, L., Zadrazil, J., Weissberg, R. P., Goren, P., Domitrovich, C., & Mart, A. (2015). Developing a blueprint for education in social and emotional learning, preschool through high school: The case for state learning standards. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook on social and emotional learning: Research and practice*. New York: Guilford.
- Evidence-Based Programs. See CASEL example of evidence-based programs,

preschool through high school: casel.org/guide.

- Assessment: For preschool and elementary school measures of SEL, see the CASEL Compendium of assessment measures at <http://www.casel.org/library/?tag=Preschool>. For middle school measures, see the Raikes Foundation Report on Social Emotional Learning Assessment Measures at <http://www.raikesfoundation.org/blog/posts/celebrating-quality-2015-bridge-conference>.
- Teacher self-assessment of their own social and emotional competencies and teaching practices that promote SEL, see the GTL Center' SEL School gtlcenter.org/sel-school.
- Michigan Model for Health®. A crosswalk between the SEL lessons in the Michigan Model and these SEL competencies is available upon request.
- School Mental Health information and resources can be found at michigan.gov/schoolmentalhealthtoolkit.
- [Michigan Association of Infant Mental Health \(MAIMH\)](http://www.maimh.org).
- [Center on Social and Emotional Foundations for Early Learning \(CSEFEL\)](http://csefel.vanderbilt.edu/)
- [SEL-Ted, Cultural Resiliency & Equity Massachusetts Consortium for SEL in Teacher Education](http://www.seltedconsortium.com/sel-ted-cultural-resilience--equity.html) <http://www.seltedconsortium.com/sel-ted-cultural-resilience--equity.html>.

Self-Awareness

Rationale: "Self-Awareness is the keystone of emotional intelligence." (Goleman, 1995). It is imperative that students possess the skills to be aware of their emotions and how they are communicated, verbally or through their actions. It is the hope that children/students learn to respectfully express themselves.

1A. Children/Students demonstrate an awareness of their emotions

Benchmarks

Strategies

Infant/Toddler

- | | |
|---|---|
| <ul style="list-style-type: none">▪ Increasing awareness, understanding, and appreciation of their bodies and how they function▪ A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events▪ An increasing ability to identify their own emotional responses and those of others | <ul style="list-style-type: none">▪ Caregivers observe and respond promptly to signals of distress, hunger, and tiredness▪ Opportunities are provided for toddlers to be independent and make choices knowing that comfort, emotional security, and familiar caregivers are available▪ Caregivers accept and support expression and resolution of a wide range of feelings and emotions from toddlers |
|---|---|

Pre-K

- | | |
|--|---|
| <ul style="list-style-type: none">▪ Show an emerging sense of self▪ Continue to develop personal preferences▪ Identify a variety of feelings and moods in themselves | <ul style="list-style-type: none">▪ Validate children's feelings, recognizing that each child responds differently▪ Model pro-social behaviors▪ Recognize children's efforts to manage strong emotions▪ Model and engage children in conversations about awareness of their emotions▪ Have students match feeling words with their facial expressions |
|--|---|

K-2

- Recognize and label their emotions/feelings
- Describe their emotions and the situations that cause them (triggers)
- Students identify from pictures the one(s) that depict(s) 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
- Students role-play and discuss situations that might trigger emotions
- Provide alternate symbols that could represent emotions (colors, weather patterns, musical cords); have students identify which emotions they represent and why
- Read stories (e.g., Jamie Lee Curtis books, i.e. Today I Feel Silly & Other Moods that Make My Day) with children to discover the words or phrases the authors used to describe ideas or feelings they are trying to express

3-5

- Recognize intensity levels of their emotions
- Recognize how emotion can change
- Recognize how thoughts are linked with emotions and emotions are linked to behavior
- Describe ways emotions impact their behavior(s)
- Draw an 'anger thermometer' and discuss why they might move along the thermometer
- Discuss physical responses as a person moves higher on that thermometer
- Students name the emotions felt by characters in a story, and discuss how they were affected by those emotions
- Students discuss how they might act differently depending on their emotion, e.g., if frustrated with an assignment, they might stop working on it for a break

6-8

- Recognize uncomfortable emotions as indicators of situations in need of attention
- Identify emotional states that contribute to or detract from their ability to problem solve
- Explain the possible outcomes associated with the different forms of communicating their emotions
- Design analogies about emotions, e.g., emotions are like the warning signals on a car's dashboard
- Discuss the objectivity of a scientist and make connections to when it's useful to show objectivity
- Look at ways in history that various characters have communicated their emotions and discuss the results

9-10

- Distinguish their real feelings from how others expect them to feel
- Describe the external event or thought that triggered an emotion
- 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

11-12

- Describe how changing their interpretation of an event can alter how they feel about it
- Use self-reflection to make sure the intensity of their emotions is in line with the situation
- Acknowledge emotions and determine the appropriate time and place to safely process them
- 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 giving advice on how to understand emotions

1B. Children/Students demonstrate awareness of their personal traits, including their strengths and interests

Benchmarks

Strategies

Infant/Toddler

- Demonstrate confidence and ability to express emotional needs without fear
- Demonstrate confidence in and an ability to express their ideas
- Develop the ability to express their feelings and emotions in a range of appropriate ways

- Encourage infants to feel increasingly competent
- Listen to toddlers' ideas, preferences, and dislikes
- Respond positively to infants' gestures, expressions, and sounds

Pre-K

- Identify their own strengths
- Demonstrate positive feelings about their own gender, race, ethnicity, disability, national origin, language, as well as community and/or family cultural practices
- Demonstrate growing confidence in expressing their feelings, needs, and opinions

- Build a learning environment where children feel physically, verbally, emotionally, and intellectually safe
- Celebrate learning and build confidence and resourcefulness
- Model sensitivity, sincerity, and empathy with children and other adults
- Respond respectfully and positively – verbally, visually, and physically to all children
- Demonstrate an appreciation and valuing of difference

K-2

- Identify their likes and dislikes
- Describe things they do well or the knowledge that they have
- Describe an activity/task in which they may need help in order to improve

- 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 him or her

3-5

- Describe their personal identities, e.g., gender identity, race, ethnicity, national origin, disabilities, etc.
- Describe the personal traits they possess that make them successful members of their classroom and school community
- Describe their growth areas, prioritize the personal traits and interests that they want to develop and explore opportunities to develop them
- Students analyze what it is about school that is hard or easy for them
- Students use the Identity Wheel and discuss their personal identities (see attached)
- Students draw portraits of themselves and label them with skills they possess
- Students describe skills and abilities that people in their ideal profession possess

6-8

- Analyze how their personal traits and temperaments influence choices, successes, and areas of growth
- Apply self-reflection techniques to recognize their potential, strengths, and growth areas
- Administer school-to-work personality trait tests
- 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 influenced their choice, and their success of their assignment

9-10

- Identify and embrace characteristics about themselves that they can and cannot change
- Explore possible career and volunteer opportunities based on their identified interests and strengths
- As a class, design a 'movie set' city street with different storefronts. Each student designs a storefront that shares characteristics of themselves that can and cannot be changed
- Students take part in a computerized skills and personalities assessment that matches them to job and career choices

11-12

- Identify the skills and credentials required to enter a particular profession of interest to them and begin to prepare accordingly
- Demonstrate confidence based on an accurate self-assessment of strengths
- Analyze how their personal qualities help them to contribute to others
- Students do a comparative essay at the end of a semester describing 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

1C. Children/Students demonstrate awareness of their external supports

Benchmarks

Strategies

Infant/Toddler

- Trust that their social-emotional needs will be responded to
- Develops a trusting relationship with nurturing and responsive caregivers
- Have social relationships and social concepts, e.g., friendship, authority, social rules and understandings

- Infants are handled in a gentle, confident, and respectful way
- Unhurried time and opportunity are provided for the infant and familiar caregivers
- Toddlers have opportunities to help other children in the group
- Caregivers talk to infants about what other children are doing and encourage the infant's interest in helping other children

Pre-K

- Learn from and through relationships and interactions
- Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities

- Begin to know when and how to seek help from an adult or peer
- Provide an environment where children feel safe expressing their feelings, likes, fears, and excitement

K-2

- Identify at least one adult they trust
- Identify situations they need to seek help from an adult (big problem/small problem)
- Recognize how and where to get help in an emergency situation

- Define trust and have students list qualities of a person they would trust
- Have students identify who or where they can go for help based on a particular need
- Display a list of available resources on the wall or bulletin board

3-5

- Recognize qualities of positive role models in their lives
- Identify positive adults in various facets of their lives
- Identify peer, home, and school supports and/or resources they can access to help solve problems
- Students write a letter to a

role model telling why they consider them to be their role model

- Students visit school resources, e.g. nurse, counselor, mediators, etc. to find out what services they provide

6-8

- Identify positive peer/adult support they can access
- Evaluate the benefits of additional external supports when they participate in extra-curricular activities
- Recognize outside influences on the development of their personal traits and discern whether those influences are supportive or non-supportive

- Do a school scavenger hunt, then discuss students' experiences, such as asking for help; link it to other life situations
- Students do a public service announcement advertising an extra-curricular activity and why people should join it
- Students make a collage showing those things that have influenced them

9-10

- Identify school support personnel in their school and adult role models in their lives and know when and how to use them
- Identify organizations in their community that provide opportunities to develop their interests or talents

- Develop school posters that advertise school support personnel and the roles they play
- Students make a community map showing organizations that provide support services

11-12

- Activate community resources to help them achieve their goals
- Access safety networks to support self and others
- Assemble/create constructive support systems that contribute to school and life success

- Students do an I-Search or research project about what community resources are available and applicable in specific situations
- Students write a letter to the people in their support circle explaining how those people can and do help them

1D. Children/Students have a sense of personal responsibility

Benchmarks

Strategies

Infant/Toddler

- Emerging with increasing mastery of self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing
 - An increasing sense of independence and competence during daily routines and activities
 - An increasing ability to self-regulate their behavior
 - Acceptable ways to assert their independence
- Plenty of time is given for children to practice their developing self-help and self-care skills when eating, drinking, toileting, resting, washing, tooth brushing, and dressing based on each child's developmental level
 - Caregivers accept toddlers' unique ways of doing things as being part of their developing sense of self
 - Caregivers offer only genuine choices to toddlers and respect their decisions
 - Caregivers support toddlers' attempts to initiate social interactions with other children and staff

Pre-K

- Begin to organize projects or play; make and carryout plans
 - Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries
 - Show an increasing ability to follow simple, clear, and consistent directions and rules
 - Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others
- Create an environment where children feel a sense of belonging
 - Provide an environment where no person is mocked, belittled, bullied, or ignored
 - Plan opportunities and model to help children learn to share
 - Help children learn how friends act towards each other through books, stories, and intentional activities

K-2

- Understand their responsibility to meet schoolwide safety expectations knowing it promotes a safe and productive environment
- Recognize that there are positive and negative consequences for their choices and actions
- Use their own and/or other people's property responsibly
- Use picture cues to discuss school-wide expectations and practice what that would look like
- Students participate in the development of classroom rules
- Students predict outcomes for characters in a story based on their actions in the story
- Provide a "check-in" at the beginning of the school day and a "check-out" at the end; students can reflect on the choices they will make or did make for the day

3-5

- Define what it means to be responsible and can identify things for which they are responsible
- Explain the benefits of being responsible
- Demonstrate ability to say "no" to negative peer pressure
- Assign students class jobs
- Students write newspaper articles about things they are responsible for
- Demonstrate a responsible act through a creative medium (comic strip, video, poetry, song, etc.)
- Provide a "check-in" about the responsibilities students had during the day, e.g., classroom job, homework, etc.

6-8

- Identify the areas of school and life that are within their control
- Analyze the short and long-term outcomes of risky and harmful behaviors on their health and wellbeing
- Identify behaviors they can choose to support their health and wellbeing
- Explain the connection between choice and responsibility for the consequences involved if they engage in risky and harmful behaviors
- Recognize, establish, and adhere to their own personal boundaries
- 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

9-10

- Analyze the effect taking responsibility or not can have on themselves and others
- Describe how their taking personal responsibility is linked to being accountable for their behavior and may have positive or negative consequences
- Assign student planners where students track their responsibilities each week
- Students develop a timeline that outlines the choices they make and potential outcomes for the choices
- Students interview an adult whom they admire and find out how that person feels about their personal responsibilities and success

11-12

- Analyze situations in their lives; determine the level of control they have in the situations, then determine appropriate choices or decisions for them
- Describe knowledge and skills they have and can use in their role as a responsible citizen to improve the community
- Students design a public service announcement to inform others of a way to promote community wellness
- Imagine a world with no responsibilities
- Students write a story describing life in that world
- Participate in community service

Self-Management

Rationale: An important foundational skill to possess is the ability to manage and express your emotions constructively. This enables one to handle stress, control impulses, and have the motivation to persevere in overcoming obstacles to goal achievement.

2A. Children/Students identify and manage their emotions and behavior constructively

Benchmarks	Strategies
Infant/Toddler <ul style="list-style-type: none">▪ An increasing ability to identify their own emotional responses and those of others▪ An increasing ability to self-regulate their behavior	<ul style="list-style-type: none">▪ Caregivers help toddlers understand and accept necessary limits without anxiety or fear▪ Toddlers are helped to resolve conflicts and move on to new challenges▪ Toddlers are given support in dealing with conflict and frustrations▪ Caregivers help toddlers begin to express and regulate their feelings as appropriate to each toddler’s development
Pre-K <ul style="list-style-type: none">▪ Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs, and opinions▪ Manage reasonable frustration▪ Address stress in a reasonable and age-appropriate way	<ul style="list-style-type: none">▪ Teach and encourage problem solving and the use of conflict resolution skills e.g., taking turns, saying “I’m sorry”▪ Consistently provide a signal indicating upcoming transitions▪ Incorporate patterned, repetitive sensory input such as music, dance, deep breathing, or drumming into classroom activities

K-2

- Utilizes techniques that allow them to calm themselves
- Practice using words to share their feelings about an interaction or situation rather than physically aggressively expressing feelings
- Practice moving to a “calm down” space in the room after a triggering event
- 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

3-5

- Use self-monitoring strategies such as self-talk to regulate emotions
- Respond effectively to pressure situations, e.g., walk away, seek help or mediation
- Communicate their perspective on triggering behaviors or situations using I-messages
- Express emotions in a respectful manner
- As an adult, model self-talk and then discuss how you are using it
- Students write a story showing positive choices; be sure the story shows the characters’ thoughts as they are making the choices
- 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 when you notice that one or multiple students need it (such as deep breathing, stretching, yoga movements, affirmations, and calming mantras)

6-8

- Apply strategies that help them manage stressful situations and persevere toward successful performance
- Reflect on possible consequences, both positive and negative, before expressing an emotion or engaging in a particular behavior
- Evaluate the role attitude plays in success i.e., pessimism vs. optimism
- Discuss the strategies literary characters used to handle their stressors
- Have students discuss hypothetical stressful situations and ways they could manage them
- Practice mental rehearsal/self-talk strategies
- Teach children to use a cognitive “brake” using the acronym SOLD (S=stop what doing, O-observe how doing, L-look if feeling matches event, D-decide how to behave)

9-10

- Analyze how thoughts and emotions affect decision making and responsible behavior
- Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress
- Accept constructive feedback in order to improve
- Understand the effect of self-monitoring strategies, such as self-talk, on emotions and actions/behaviors
- Students watch or read Outsiders and discuss the results of the characters’ impulsive actions
- Trace the feet of students. On each footprint, students write a strategy for coping. Display as “steps to overcoming”
- Have students share a work product, in which they receive constructive feedback from the teacher and their peers; develop next steps to improve

11-12

- Demonstrate ability to reframe difficult situations into opportunities that promote resiliency and optimism
- Incorporate personal management skills i.e., time management, organization skills, on a daily basis
- Evaluate how expressing one's emotions in different situations might affect others
- Evaluate how expressing more positive attitudes might influence others
- Demonstrate in a science class or in a math problem 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

2B. Children/Students demonstrate honesty and integrity

Benchmarks	Strategies
Infant/Toddler <ul style="list-style-type: none">▪ Comfort in expressing their fears openly with trust that their fears will be taken seriously▪ Understanding of pro-social value of honesty and truthfulness to the extent their construction and perception of reality permits it▪ A growing sense that they are valued and that their presence and activities gain positive responses from others	<ul style="list-style-type: none">▪ Toddlers are encouraged to communicate their needs and wants, using positive communication skills, such as emergent language, picture cards, and pointing, sign language, and without the use of such behaviors as biting or hitting▪ Toddlers are encouraged to do things in their own particular way when this is appropriate
Pre-K <ul style="list-style-type: none">▪ Showing increasing respect for the rights of others▪ Understanding the pro-social value of honesty and truthfulness to the extent their perception of reality permits it	<ul style="list-style-type: none">▪ Create opportunities where children can safely express their feelings, i.e. during group play time, during learning time▪ Plan intentional teaching of social skills, i.e. during lunch time, during play time
K-2 <ul style="list-style-type: none">▪ Describe a situation when they could have lied but they told the truth▪ Shares reasons why they follow classroom/school rules (their own safety, the safety of others, reducing chance of damaging property, etc.)▪ Describe the differences and consequences/benefits in lying and truth telling	<ul style="list-style-type: none">▪ Students do a puppet show or write a story about a child not telling the truth▪ Students help in the development of classroom procedures and consequences

3-5

- Tell the truth in a difficult situation, while honoring personal boundaries
- Follow through on their commitments
- Students role-play scenarios where telling the truth would be hard and discuss strategies and reasons why they would want to tell the truth anyway
- Identify historical characters whose integrity improved a situation

6-8

- Understand the benefits of honesty to building and sustaining healthy relationships
- Understand the benefits of having personal integrity for life success
- Read a story (for example The Chocolate War) and discuss the character's response to peer pressure. Students compare how they would respond
- Students write about a time when it would have been easy to lie, but they chose to be honest instead
- Bring in successful community members to discuss the importance of integrity for their personal success

9-10

- Analyze their behavior to determine whether or not they are being authentic/true to self
- Analyze whether they are behaving with integrity and adjust accordingly
- Students write a proposal for a TV program about them. If cameras follow them around, will they see authentic behaviors
- Students keep track of their activities for one week. Looking at the list, highlight all behaviors that were done with honest actions and motives

11-12

- Show honesty/integrity in their behaviors
- Understands and evaluates the correlation between their words and their actions (walk the talk)
- Teachers model authentic behaviors
- Offer real-life scenarios and ask students what they would do in those tough situations
- Identify common mantras, have students decide if they believe in them. If so, how do their actions represent those mantras

2C. Children/Students set, monitor, adapt, and evaluate goals to achieve success in school and life

Benchmarks

Strategies

Infant/Toddler

- An increasing capacity to pay attention, focus, concentrate, and be involved
 - An increasing ability to play an active part in the day to day activities in the program
 - Begin to understand the reasons for boundaries and expectations
 - The ability to carry out and follow through on simple tasks that help themselves or others
 - A sense of being able to make something happen that matters to them and to others
- Toddlers to take part in small group activities, e.g., at the water table or the art table
 - Toddlers have opportunities for active exploration with the support, but not the interference, of caregivers
 - Toddlers are encouraged to contribute to small-group happenings e.g., joining in the dance, bringing chairs around the table for snack time
 - Use visual task cards (pictures or line drawings) that show each step in a task

Pre-K

- Approach tasks and activities with increased flexibility, imagination inventiveness, and confidence
 - Demonstrate increasing ability to set goals and to develop and follow through on plans
 - Demonstrate a reasonable self-perception of confidence; can make choices and explain discoveries
 - Grow in their ability to follow simple, clear, and consistent directions and rules
- Provide multiple and varied opportunities for children to explain their thinking process
 - Provide opportunities for children to be involved in the care and routines of their classroom, to fix their mistakes, solve problems, and develop confidence and a sense of responsibility
 - Provide opportunities for children to learn decision-making skills and build self-confidence and self-control

K-2

- Identify a short-term goal (wish, dream)
- Determine whether the goal is under their control or someone else's control
- Identify and take steps needed to accomplish a short-term goal
- Identify people who can support them in reaching their short-term goal
- Students write or draw their own "I have a dream"
- Do a classroom collage; one side is a celebration of something they've accomplished, the other is something they are working to accomplish
- Describe and celebrate something they have accomplished
- Encourage children to set a social and/or academic goal (for a specific activity, for the day, or week) and keep the goal at their desk

3-5

- Distinguish between long term and short term goals
- Describe why learning is important in achieving personal goals
- Evaluate the action steps taken to accomplish a goal and identify what, if anything, they could have done differently to facilitate that
- Identify resources that help them achieve their goals, i.e., home, school, and community support
- 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 goal versus daily goals of practice
- At the end of a project, students think of one thing they could have done differently to make the project even more successful

6-8

- Analyze factors that lead to goal achievement (for example, managing time, adequate resources, confidence)
- Describe the effect personal habits (both positive and negative) have on school and personal goals. Discuss ideas about how to shift negative habits to more supportive habits
- Describe and evaluate action steps for achieving short-term and long-term goals, utilizing institutional, community, and external supports
- Show a video or read a story where the main character makes poor social choices (for example The Girls) and have students determine what they would do differently for themselves
- Students complete a daily planner and reflect on what they do that helps them accomplish goals
- Students develop a future timeline identifying choice points and obstacles in accomplishing their goals

9-10

- Identify academic goals and self-monitoring strategies
- Identify outside resources that can help in achieving a goal
- Demonstrate an understanding that goal setting promotes life-long success
- Determine the role of practice in gaining skills and goal achievement
- 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 to learn from

11-12

- Analyze the effect personal tendencies have on goal achievement (for example, integrity, prioritizing, managing time, adequate resources)
- Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement
- Monitor progress toward achieving a goal, make adjustments in 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 working within a particular subject area use goal setting

Social Awareness

Rationale: "Today's youth are growing up in a multicultural world that requires them to have knowledge and skills to question, problem solve, listen to diverse perspectives, make decisions and act as socially responsible participants in our democracy." (Patti and Tobin, 2003) Social awareness is the first step in acquiring that knowledge and those skills.

3A. Children/Students demonstrate awareness of other people's emotions and perspectives

Benchmarks	Strategies
Infant/Toddler <ul style="list-style-type: none">• Emerging capacities for caring and cooperation• Empathy, understanding, and awareness of others' feelings; make comforting and accepting gestures to peers and others in distress• Emerging concern for other children who may be excluded from activities because they are different• Positive and accepting attitudes toward people of a variety of backgrounds/characteristics	<ul style="list-style-type: none">• Toddlers are involved in one-to-one interactions that are intimate and sociable• Toddlers are encouraged and supported to do things for themselves (clean up after snack time, get own belongings together, clean up)• The program encourages care practices that are culturally respectful and appropriate in relation to feeding, sleeping, toileting, clothing, and washing• Opportunity to share by showing interest in and awareness of the feelings of others
Pre-K <ul style="list-style-type: none">• Show increasing respect for the rights of others• Demonstrate the ability to care; can respond with sensitivity or sincerity, later empathy• Identify a variety of feelings and moods in others• Increase their capacity to take another's perspective	<ul style="list-style-type: none">• Create a positive environment where children are kind to each other in actions and words• Teach and encourage problem solving and the use of conflict resolution skills• Provide opportunities to help children learn how friends act towards each other through books, stories, intentional activities and the reinforcement and recognition of positive efforts and role models

K-2

- Uses listening and attention skills to identify the feelings and perspectives of others (face, body, voice)
- Recognize that words and actions can hurt others
- Students play a game of 'Feelings Charades'
- Students brainstorm a list of behaviors they feel would hurt others
- Have students, in pairs, discuss a classroom event, e.g., an assignment, a classroom game, from their own perspective. Compare and contrast each classmate's perspective

3-5

- Predict how their own behavior affects the emotions of others
- Define and understand perspective/point of view
- Use listening skills to identify the feelings/ perspectives of others
- Recognize how words and actions can hurt others in different ways
- Read the first half of a story. After one character's actions, students predict how the other characters will feel
- Tell a story from a completely different perspective and discuss
- Give teams a list of emotions. They must design skits showing all of the emotions. The opposite team tries to guess what was on their list

6-8

- Analyze ways their behavior may affect the feelings of others and adjust accordingly
- Provide support and encouragement to others in need
- Accept and show respect for other people's opinions
- Students write alternate endings to stories through changing the behavior of one character
- Hold class meetings where students are given the opportunity to support one another
- On the outside of a paper bag, students make a collage of how they think others feel about an issue, on the inside they put pictures/words of how they feel about that issue

9-10

- Identify verbal, physical, and situational cues that indicate how others may feel
- Use conversational skills to understand the perspective of others
- Understand that others hold different opinions
- Demonstrate ways to express empathy for others
- 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-shares where one student must tell their partner's perspective on an issue
- Hold formal debates where the winners are those who showed the most respect

11-12

- Differentiate between the factual and emotional content of what a person says
- Express empathy towards others
- Value and learn from the perspectives of others
- Students view three different news reports and note the perspectives each report brings to the same story
- 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

3B. Children/Students demonstrate consideration for others and a desire to positively contribute to the school and community

Benchmarks

Strategies

Infant/Toddler

- The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers
- The ability to carry out or follow through on simple tasks that help or benefit themselves or others
- A positive sense about their participation in their program, family or community
- A growing sense of connection and consistency across their home, program and community

- The program includes short walks to see other people and other places; toddlers have regular small outing around the neighborhood
- Opportunities are arranged for families to meet each other and the infants and toddlers in the program setting, e.g., breakfast, a shared lunch, a picnic

Pre-K

- Participate successfully as a group member
- Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community
- Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in the environment
- Show increasing respect for the rights of others
- Grow in their ability to follow simple, clear and consistent directions and rules

- Provide activities that allow children to develop and keep friendships
- Provide opportunities for children to be involved in the care and routines of their classroom, to fix their mistakes, solve problems, and develop confidence and sense of responsibility
- Provide opportunities and positive reinforcement to children to realize the small things they do can make a difference in their classroom, at home, and in the larger community

K-2

- Recognize and name how they can help others within their school, home, and community
- Identify how they help others and how they feel about helping, e.g. feed the dog, share, clean-up when asked

3-5

- Share reasons for helping others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need

- Express how they feel about helping others
- Students create a collage of daily personal and family activities and circle examples of when they or others are helping
- Give class jobs and have discussion around how they are helpful for the group

- Students trace each other's hands and write a role they have or a quality they learned about helping; display around the room as the 'helping hands'
- Adopt a community service project
- Play small group games that involve cooperating and problem solving with others to complete a task
- Have a group of students act out a skit. Have remaining students stand in different parts of the room during the skit. Have them rotate to watch the skit again. Help children notice what they perceive differently by standing in different parts of the room

6-8

- Explain how their decisions and behaviors affect the well-being of their school and community
- Explore a community or global need and generate possible solutions
- Engage in social critique and make decisions that will lead to social change
- Students draw an “Impact web” of how their actions could potentially affect others, or how a historical figure's actions affected society
- Students look at global needs and discuss what they would do to help if they were president of the U.S.A.

9-10

- Work cooperatively with others to implement a strategy to address a need in the broader community
- Evaluate the impact of an activity they were involved with that improved their school or community
- Participate in a research project to determine community need
- Students participate in a community service project to address that need and then follow through with the story by seeing how their contribution made an impact. Write a follow up article discussing this impact and evaluating what they would do the same or what they could do differently

11-12

- Participate in activities that show they are agents for positive change within their community
- Discuss and understand the process of norm setting
- Analyze their responsibilities as involved citizens of their school community and beyond
- Review the Youth Risk Behavior Survey data for adolescents. Identify a pertinent issue and discuss strategies students could use to address the issue
- Students get involved in the Youth Vote
- Identify an issue pertinent to the community and write a persuasive letter to a leader to request assistance in meeting the need

3C. Children/Students demonstrate an awareness of different cultures and a respect for human dignity

Benchmarks

Strategies

Infant/Toddler

- An understanding that routines, family customs, and regular events can differ from their home and other settings
 - Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home
 - Positive and accepting attitudes toward people of a variety of backgrounds/ characteristics, e.g., race, ethnicity, physical characteristics, language spoken or signed, economic background
- Opportunities are arranged for families to meet each other and the infants and toddlers in the program setting, e.g., breakfast, a shared lunch, a picnic
 - Caregivers respect, support, and enjoy the variety of ways that infants sense, interact with, and respond to the environment
 - Each child's culture is included in the program on a continuous basis through song, language, pictures, playthings, and dance

Pre-K

- Recognize respectfully the similarities and differences in people
 - Show an increasing capacity to take into account another's perspective
 - Show increasing respect for the rights of others
 - Recognize and respect similarities and differences in people (gender expression, family, race, culture, language)
- Include children in the development of rules for the classroom and outside that are reflective of them and their language
 - Create opportunities for discussion of children's rights and responsibilities and the rights of others
 - Regularly initiate positive communications and positive interpersonal interactions with children and peers
 - Foster empathy and understanding by reading or telling stories about others

K-2

- Describe ways that people are similar and different
- Name positive qualities in people that cross all cultures and groups

- Students do a 'show and tell' about a family tradition
- Teach very basic Venn diagrams using human qualities
- Ask students to write a list of traits that they have, then go around the room comparing traits with their classmates

3-5

- Identify contributions of various social and cultural groups
- Recognize that people from different cultural and social groups share many things in common and identify similarities/differences
- Define stereotyping, discrimination, and prejudice

- Teach folksongs and discuss their meaning
- Prepare a food that has cultural significance and share it with the class
- Distribute magazines that reflect different cultural interests. Students work in small groups to look for commonalities
- Identify the benefits and disadvantages of pre-judging people and situations

6-8

- Analyze how people of different groups can help one another and enjoy each other's company
- Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this

- Do an activity around the "Flash Judgments" video
- Teach a unit on media literacy and have students analyze media for who is being featured in commercials, shows, etc. and whether that is leading to stereotyping

9-10

- Demonstrate respect for individuals from different social and cultural groups
- Participate in cross-cultural activities and reflect on their reaction/process their experience to the setting they were in

11-12

- Reflect on strategies used for being respectful of others and opposing stereotyping and prejudice
- Evaluate how advocacy for the rights of others contributes to the common good

- Students design and participate in a mini Olympics competition. Include activities with clear cultural backgrounds and give the history of those activities
- Students review newspapers for announcements of upcoming events. Cut them out for a poster of cultural activities

- Students read current event articles about prejudice and evaluate the response of the community giving suggestions for improvement where appropriate
- Students select a topic of interest or concern in the local community and compare this to concerns on the national level, considering community reaction and involvement

3D. Children/Students can read social cues and respond constructively

Benchmarks	Strategies
Infant/Toddler <ul style="list-style-type: none">▪ A recognition that the setting has reasonable boundaries and expectations for behavior▪ Communication skills for increasingly complex purposes, e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling▪ A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated▪ Responsive and reciprocal communication skills such as turn taking	<ul style="list-style-type: none">▪ Meaningful and, where possible, authentic contexts are provided for toddlers’ play and work, e.g., brooms are used to sweep, water is used for cleaning walls, bowls are used for serving and mixing▪ Toddlers have opportunities and are encouraged to help other children in the group▪ The program encourages care practices that are culturally respectful and appropriate in relation to feeding, sleeping, toileting, clothing, and washing▪ Caregivers talk positively with toddlers about differences in people, places, things, and events
Pre-K <ul style="list-style-type: none">▪ Make connections with situations or events, people or stories▪ Contribute individual strengths, imagination or interests to a group▪ Extend offers of help to peers or adults, to help them feel that they belong to the group▪ Can adapt to different environments	<ul style="list-style-type: none">▪ Create an environment where children have an opportunity to learn how to negotiate, participate, and communicate in a variety of situations▪ Establish positive and nurturing relationships with children and guide them in positive relationships with peers and adults

K-2

- Understand the importance of and demonstrate respect for personal space
- Appropriately engage in play with others, i.e. introduce self, ask permission, join in, and invite others to join in
- Wait their turn, observe the situation, and know when it's appropriate to respond
- Use puppets to go over rules like personal space, respecting others property, etc.
- Students tell what activities they did on the playground and rate their behavior during those activities
- Praise students for positive interactions
- Use skills-streaming exercises to teach kids the steps involved in 'joining in'

3-5

- Describe tone and how it is used to communicate to others
- Describe the impact of body language and facial expressions in communication
- Develop awareness that social cues may be different among various groups
- Students identify the verbal and nonverbal cues that make a teacher-told story interesting. Discuss how different classmates might tell the story differently
- Students are given a list of simple tasks they must complete. In pairs, they must get their partner to complete that task using only nonverbal communication

6-8

- Observe social situations and respectfully respond in a culturally sensitive way, e.g. school dance, peer pressure situations, cliques, public speaking
- Recognize and maintain personal boundaries of others (friends, family members, and teachers)
- Demonstrate how your personal boundaries affect interactions with others
- Students write a 'how to' list describing to a newcomer the appropriate behavior in various situations
- Discuss the importance of land boundaries in world politics. Apply that logic to personal boundaries. Why is it important to honor those?

9-10

- Evaluate how societal and cultural norms have an effect on personal interactions
- Able to read social cues and evaluate own reaction to them
- One student is "It" and must leave the room while the class designs a list of social norms. The student returns and must use the groups' social cues to determine 'proper' behavior

11-12

- Recognize and respond to social cues in an appropriate manner
- Recognize that social cues differ depending upon the setting one is in
- Students role-play interview situations where they must respond to the social cues of the interviewer

Relationship Skills

Rationale: Developing relationship skills enables people to communicate, to teach and learn, share ideas and feelings, address needs and solve conflicts. Providing relationship skill building opportunities to youth will enable them to develop healthy relationships and contribute to their community in helpful ways.

4A. Children/Students use positive communication and social skills to interact effectively with others

Benchmarks	Strategies
Infant/Toddler <ul style="list-style-type: none">▪ The ability to respond and engage in developmentally appropriate reciprocal interactions▪ Emerging skills in caring and cooperation; demonstrate 'friendship skills,'- playing harmoniously with their peers through cooperation and participate in the give and take of ideas	<ul style="list-style-type: none">▪ Older infants are encouraged to name objects and people in their environment▪ Many opportunities are provided for self-selected small-group activities, e.g., action songs, listening to stories, exploring novel materials together, going for a walk
Pre-K <ul style="list-style-type: none">▪ Successfully develop and keep friendships▪ Use positive communication and behaviors▪ Show progress in developing and keeping friendships▪ Resolve conflicts respectfully with the help of supportive adults	<ul style="list-style-type: none">▪ Teach through story-telling and role playing what is fair and acceptable behavior and communication in the classroom▪ Model pro-social behaviors▪ Provide opportunities for each child's ability to state their own ideas and opinions appropriately

K-2

- Pay attention to others when they are speaking
- Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.)
- Take turns and share with others
- Effectively and appropriately communicate needs, wants, and ideas in a respectful manner
- Divide class into two teams. Read directions to the teams one time and have the teams follow the directions, practicing listening
- Play a game of Simon Says, in which students notice who is not following directions when they are speaking
- Do a 'word of the day' and give students prizes when they genuinely use that word
- Categorize a list of needs versus a list of wants

3-5

- Give and receive compliments in a genuine manner
- Use attentive listening skills to foster better communication
- Demonstrate good sportsmanship
- Demonstrate cooperative behaviors in a group, e.g. listen, encourage, acknowledge opinions, compromise, reach consensus
- Students design a flower, with cut out petals. Classmates write one compliment for that person on their petal. When the petals are all filled out, glue the flower together and thank those who added to it
- In groups, students build 'towers' using only the provided material. After, discuss how they worked as a group

6-8

- Practice reflective listening
- Demonstrate an ability to take the necessary role, e.g., leader or team player, to achieve group goals
- Use understanding of how and why others respond in a given situation (assertive, passive, or aggressive) in order to respond respectfully and effectively to others
- Have students perform different roles in cooperative groups, i.e. leader, recorder, reporter, time-keeper
- Design group activities that take multiple talents. Discuss how the team could best work together by using each other's strengths
- Read a story (for example Outsiders) to discuss why characters respond in the way in which they do

9-10

- Demonstrate strategies for collaborating with others to
move group efforts forward
- Offer constructive feedback in

- order to help others improve
- Work to maintain an objective, non-judgmental tone during disagreements

11-12

- Use assertive communication to get their needs met without negatively impacting others
- Empower, encourage, and affirm others through their interactions

- Given a real-life scenario, students design the 'teams' they would assemble to best meet the need given – and explain why and how that group would meet the need
- Students provide constructive critiques for a writing assignment
- In class debates, students are evaluated on their use of tone
- Students write scripts that they could use in order to make a request then do a peer editing to evaluate effectiveness
- Hold class meetings designed to build class unity and empowerment
- Students write a report on the great leaders of the world and analyze their communication skills

4B. Children/Students develop and maintain positive relationships

Benchmarks

Strategies

Infant/Toddler

- The ability to express disagreement with peers and caregivers in developmentally appropriate ways
 - The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers
 - Communication skills for increasingly complex purposes, e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling
- Caregivers help toddlers begin to express and regulate their feelings as appropriate to each toddler's development
 - Toddlers have opportunities and are encouraged to help other children in the group
 - Toddlers have many opportunities to communicate with other children, to play language-based games, and to encounter a widening range of books, songs, poems, stories, and chants
 - Infants are included in appropriate social happenings

Pre-K

- Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults
 - Successfully develop and keep friendships
 - Use positive communication and behaviors
- Discuss through story-telling and role playing what is fair and acceptable behavior and communication in the classroom
 - Foster the development of the child's ability to state their own ideas and opinions appropriately

K-2

- Identify the multiple types of relationships they have with others
- List traits of a good friend
- Demonstrate ability to make new friends
- Identify and practice behaviors such as active listening, and sharing to maintain positive relationships
- Students draw a picture of their closest friends and family and label the relationship
- Students draw a picture of themselves then rotate the picture around the room. As it stops, other students write one thing about them that makes them a good friend
- Bring in a stuffed animal and ask the class what they could do to make that animal their friend

3-5

- Recognize the difference between helpful and harmful behaviors in relationships
- Identify a problem in a relationship and seek appropriate assistance
- Understand the positive and negative impact of peer pressure on self and others
- 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 children examples of problems and conflicts that previously arose in your classroom. Provide students with words they can use to solve problems and resolves conflicts. Allow time for students to practice

6-8

- Distinguish between helpful and harmful peer pressure
- Demonstrate strategies for resisting harmful peer pressure
- Involve themselves in positive activities with their peer group
- Develop friendships based on personal values
- Identify the impact of social media in developing and sustaining positive relationships
- Understand the difference between safe and risky behaviors in a relationship
- In groups, make a cartoon strip that shows strategies for resisting negative peer pressure
- Hold an "Activity Fair" aimed at encouraging students to participate in extracurricular activities
- Review social media posts and discuss how those posts influence your relationships

9-10

- Practice strategies for maintaining positive relationships, e.g. pursue shared interests and activities, give and receive help, practice forgiveness
- Identify the qualities and benefits of a positive mentor
- Define social media and social networking and describe its impact on your life, reputation, and relationships
- 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

11-12

- Actively participate in a healthy support network of valued relationships
- Independently seek out relationships that support their development
- Develop understanding of relationships within the context of networking and careers
- 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

4C. Children/Students demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways

Benchmarks

Strategies

Infant/Toddler

- The ability to express disagreement with peers and caregivers in developmentally appropriate ways
 - Responsive and reciprocal communication skills such as turn-taking
 - Communication skills for increasingly complex purposes, e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling
- Toddlers' intensity of feelings is understood, accepted, and guided and the resulting behaviors are seen as a normal and important part of their development
 - Toddlers are given opportunities to learn ways to be physically and emotionally calm
 - Toddlers have opportunities and are encouraged to help other children in the group
 - Caregivers support toddlers' attempts to initiate social interactions with other children and staff

Pre-K

- Show an increasing capacity to take another's perspective
 - Begin to develop and practice the use of problem-solving and conflict resolution skills
- Provide many opportunities for children to learn to solve problems with teacher support, coaching and modeling of the process
 - Create a learning environment that minimizes conflicts by providing enough materials, space and equipment and by setting clear expectations
 - Provide opportunities for children to learn multiple verbal and nonverbal strategies to appropriately express their emotions
 - Provide opportunities for children to learn ways to be physically and emotionally calm

K-2

- Identify interpersonal problems they need adult help to resolve and appropriately ask for help
- Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices, including the use of “I” messages”
- Identify and state feelings and problem in conflict
- Students work in pairs using puppets to identify conflicts and show responses. Use class discussion to determine whether the conflict needs an adult helper
- Select magazine cutouts of different responses to conflict and students identify whether the responses are negative or positive
- Establish problems that might arise in the classroom. Have students practice working with a buddy to help solve the problem

3-5

- Show an understanding of conflict as a natural part of life
- Describe causes and effects of conflicts, including how their behavior impacts others emotions
- Distinguish between destructive and constructive ways of dealing with conflict
- Activate the steps of a peaceful conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)
- 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

6-8

- Identify the roles of individuals in conflict and understand their responsibility in reaching resolution
- Apply conflict resolution skills to de-escalate, defuse, and resolve differences
- Generate ideas about how all parties in conflict might get their needs met
- Access positive supports when needed in a conflict situation/crisis
- As students role-play (or discuss historical conflicts) particular conflict roles, i.e. aggressors, victims, bystanders, peacemakers, observing students record how the behaviors helped or hindered resolution
- Hold class debates over a particular issue that must end in a win-win for the class to be successful

9-10

- Apply listening and speaking skills that help in preventing and resolving conflicts
- Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety
- Access conflict resolution and problem-solving resources, i.e. security, trusted adults, peer mediators, counselors, when available to facilitate resolution of conflict situations
- Play 'Telephone' and then discuss how messages can so easily get misconstrued 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

11-12

- Demonstrate an ability to co-exist in civility in the face of unresolved conflict
- Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively
- Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts
- Play a game where the rules are unfair in some way 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 true story where another response would have been more beneficial

Responsible Decision Making

Rationale: Making responsible decisions is an important life skill to obtain. It helps in promoting one's own health, avoiding risky behaviors, dealing fairly and honestly with others, and working to set and achieve goals for success in school and life.

5A. Children/Students consider personal, ethical, safety, and cultural factors in making decisions

Benchmarks

Strategies

Infant/Toddler

- The ability to make decisions and choose their own materials
 - Ability to respond to caregiver instructions related to safety
- Caregivers use all interactions and experiences to result in learning, e.g., using feeding time to hold infants engage in conversation during toddler meal times
 - Caregivers use simple, clear phrases with toddlers and have realistic expectation of toddlers' verbal, signed, and listening skills
 - Provide opportunities for toddlers to initiate social interactions with other children and staff

Pre-K

- Positive and accepting attitudes toward people of a variety of backgrounds/characteristic, e.g., race, ethnicity, national origin, physical characteristics, disability, economic status, language spoken or signed background
 - An increasing ability to take another's point of view and to empathize with others
- Create an environment where children are kind to each other in actions and words
 - Provide opportunities for children to observe and engage in personal greetings with appropriate encouragement and sufficient support
 - Model and engage children in conversations about management of their emotions

K-2

- Recognize that one has choices in how to respond
- Identify ways to promote safety for oneself and others
- Identify ways to respond to unfamiliar adults in different settings
- Stand up for a friend / peer and lets others know when a person is being treated unfairly
- Talk about stories where characters have made a choice or decision and the consequences, both positive and negative
- Give students simple choices and have them provide paths for potential choices
- Students identify bullying and teasing situations and then brainstorm strategies on how to handle each situation
- Use puppets to illustrate safe and unsafe situations

3-5

- Identify social norms that affect decision making
- Define cyber-bullying and response strategies
- Identify when someone is targeted and how to respond to a situation to support the individual
- Recognize and describe how the media can influence one's behavior
- Stand up for self or a peer who is being disrespected
- Role play how supporting someone is a helpful behavior at school, at home, and in the community
- Create lists of behaviors that are bullying, teasing, and harassment. Discuss how these may occur based on social group
- Students role play the different roles in bullying – bystander, “upstander”, student who bullies, and target of bullying

6-8

- Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions
- Apply bystander strategies, e.g., intervene, advocate, or get adult support based on context, during a situation of peer aggression, intimidation or harassment
- Analyze the reasons for school and societal rules, and how they impact decisions
- Discuss what to do when confronted with a moral dilemma (finding someone’s ring, or lost cell phone, or teacher’s answer sheet)
- Students identify bullying and teasing situations in literature, historical events, and/or current situations and analyze the effective strategies used
- Students develop skits with effective strategies and present them to elementary students

9-10

- Demonstrate ability to consider personal factors during decision-making process
- Evaluate how external influences, e.g. media, peers, social and cultural norms, and expectations of authority, affect one's decision-making
- Conduct an integrity analysis to help determine if behavior aligns with their personal core principles
- Students view three different news reports and note the perspectives each report brings to the same story
- Students write an advice column letter giving advice on how to effectively handle various bullying situations

11-12

- Analyze own role in situations where others are threatened with either physical or emotional harm
- Examine how the norms of different societies and cultures influence their members' decisions and behaviors
- 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
- Students research regional, national, or worldwide needs and then organize, carry out, and reflect on a service-learning project based upon those needs
- Have students analyze how bullying relates to genocide and historical events like the concentration camps

5B. Children/Students develop, implement, and model effective decision making skills to deal responsibly with daily academic and social situations

Benchmarks

Strategies

Infant/Toddler

- A comfort level in taking on different roles in their environment, e.g., helping others, turning off the water, holding the door
 - Capacities to predict routines and regular events that make up the day or the session
 - A growing ability to cope with change
 - Acceptable ways to assert their independence
- Caregivers help toddlers understand and accept necessary limits without anxiety or fear
 - Toddlers try to do things for themselves or for other children are encouraged and supported
 - Caregivers raise toddlers' awareness about what is safe and what is harmful and the probable consequences of certain actions
 - Infants and toddlers are encouraged to take opportunities for cleaning up and caring for the indoor and outdoor environment and the people in it

Pre-K

- Begin to hypothesize or make inferences
 - Attempt a variety of ways and demonstrate enjoyment of solving problems
 - Use materials purposefully, safely, and respectfully more and more of the time
 - Manage transitions and follow routines most of the time
- Establish an environment where children feel safe expressing their feelings, likes, fears, and excitements
 - Provide opportunities for children to discuss things that are both intriguing and troubling to them
 - Encourage children to follow their interests, curiosity, passion or talents
 - Help children to discover what they want to learn more about

K-2

- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems
- Demonstrate social and classroom behavior (ask permission, listen to speaker, ask for help, offer to help, participate)
- Demonstrate constructive academic behaviors and self-regulation (listen, pay attention, follow directions, ignore distractions)
- Students compose a list of playground safety rules and ways to help themselves and others follow those rules
- Use a stop sign to connect it to stop, think, and act behaviors
- Students do a puppet show or write a story about a principle's perspectives (honesty, fairness, responsibility, hard work)
- Allow students to choose where they would like to sit during quiet reading time

3-5

- Describe the steps of a decision-making model
- Generate alternative solutions to problems and predict possible outcomes
- Effectively participate in group decision-making processes
- Demonstrate academic behaviors and self-regulation skills such as organization, completing assignments, planning
- Read the 'Choose your own Ending' books as a class and brainstorm the possible endings
- Practice win-win problem solving strategies
- Assign group work and ensure that all students are active participants (see Kagan's Cooperative Learning strategies)

6-8

- Identify and apply the steps of systematic decision-making
- Develop decision-making strategies for avoiding risky behavior
- Explore how external influences, e.g. media, peer, cultural norms, affect their decision-making
- Students think about past decisions and break down the steps that they took to reach that decision
- Students write "If only" papers
- Students role-play possible responses to peer pressure and other scenarios
- Write alternate endings to stories through changing the external influence on one character or historical events through changing the behavior of a historical figure

9-10

- Consider ethical, safety, and societal factors and consequences when making decisions
 - Regularly uses the steps of systematic decision-making
 - Understand how decisions made now can impact their future and have long term effects
 - Explain and model your decision making-process to others
 - Demonstrate an ability to take responsibility for their choices
- Students design a media campaign advertising why a person should or should not listen to external influences
 - Review climate and culture survey data. Identify pertinent issues and discuss strategies to improve the climate and culture of the school
 - Analyze the decisions made by characters in novels and short stories
 - Design or create a humorous public service announcement warning of obstacles that may prevent you from future goals

11-12

- Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices
 - Consider feedback from others on your decision making process, and incorporate it if applicable
 - Evaluate your decision making progress, and modify the decisions made if necessary
- In all subject areas, have students discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible decision-making
 - Students do a Consumer Education business plan and discuss the importance of decision-making in that plan
 - Students use the problem solving process to discuss a literary character's responses and possible outcomes had the character utilized different solutions

5C. Children/Students play a developmentally appropriate role in classroom management and positive school climate

Benchmarks

Strategies

Infant/Toddler

- Skills in caring for the environment, e.g., cleaning up, wiping the table, flushing the toilet, helping others
 - An understanding of the routines, family customs, and regular events of the program
 - Capacities to predict routines and regular events that make up the day or the session
 - An increasing sense of independence and competence during daily routines and activities
- The program enables toddlers to take part in small group activities such as the water table or the art table
 - Infants and toddlers are encouraged to take opportunities for cleaning up and caring for the indoor and outdoor environment and the people in it
 - Toddlers are able to maintain their own routines and ways of doing things, e.g., wearing a favorite hat, sleeping with a favorite blanket

Pre-K

- Contribute individual strengths, imagination, or interests to a group
 - Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community
- Provide opportunities for children to explain their thinking process and to provide respectful feedback about how they reached a decision
 - Provide opportunities for children to participate on teams and collaborative projects

K-2

- Recognize the various roles of the personnel that govern the school (all staff)
 - Participate in individual roles and responsibilities in the classroom and in school
- Create a collage of careers that demonstrate caring and helpful behavior
 - Create a collage of daily personal and family activities. Circle examples of when others are caring or helpful
 - Students identify classroom activities needed for each day (recess, lunch, taking care of supplies, etc.), and determine how they are responsible for each

3-5

- Identify and organize materials needed to be prepared for class
- Understand personal relationships with personnel that govern the school
- Discuss and model appropriate classroom behavior individually and collectively
- Construct and model classroom rules and routines
- Students define behaviorally established classroom procedures and possible consequences (for example, use respect when talking, ask for permission by raising hand, don't interrupt, speak in a calm inside voice, playground rules, cafeteria manners)

6-8

- Compare and contrast behaviors that do or do not support classroom management and positive school culture to provide recommendations to administration
- Demonstrate behaviors that support classroom management and positive school culture
- Advocate for oneself in a respectful and deliberate manner if believed to be treated unfairly
- Students design public service announcements to inform others of ways to support classroom rules, formal rules of order, and routines
- Role-play a scenario of when and how to ask for help. Discuss the process that should take place prior to asking for help
- 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 one to try

9-10

- Analyze the purpose and impact of classroom and school-wide activities, policies, and routines to provide recommendations to administration
- Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate
- Advocate for the needs of others, including your community, in a way that promotes positive change
- Students evaluate their personal responsibilities in classroom and school-wide rules as well as local, state, and national laws using a rubric
- Students collect school climate data and present results and possible interventions to administration, school board, site council, and/or student body
- Imagine a world where there are no rules. Students write a story describing life in that world

11-12

- Model for underclassmen appropriate classroom behavior
- Identify the positive qualities of a leader and align with those qualities
- Students design a public service announcement to inform others on what responsible decision makings skills are
- Model advocating for personal needs in accomplishing goals