



K-12 Social and Personal Competencies Resource Guide

Tennessee Department of Education | March 2025

Executive Summary¹

Social and Personal Competencies (SPCs) are essential mindsets and skills for success in school, career, and life. They include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These research-backed skills help children and adults manage emotions, set and achieve goals, maintain positive relationships, and make ethical decisions.

Educators not only impart academic knowledge to students but also equip them with the skills necessary to confidently and securely apply that knowledge in various settings throughout their lives.

Key Findings

Benefits of Social and Personal Competencies (SPCs) for Students:

- Enhanced academic achievement
- Higher graduation rates
- Improved college and career readiness
- Increased positive behaviors
- Better stress management
- Improved attitudes towards self, others, and school

Benefits of Social and Personal Competencies (SPCs) for Educators:

- Enhanced educator well-being
- Stronger classroom management

¹ [1] *The non-TDOE resources and links used in this document are for informational purposes only and do not represent official policies, procedures, or guidance of the Tennessee Department of Education. Additionally, the Tennessee Department of Education bears no responsibility for the accuracy, legality, or content of the external sites.

What are social and personal competencies?

Background

Social and personal competencies (SPCs) are a set of skills that empower children and adults to be successful in life. SPCs can be viewed as a process of weaving skills together to form a rope, in which the strands represent new social and personal skills woven tightly with academic skills to make students stronger. As students learn new social, personal, and academic skills, their brains weave these strands together and use them to solve problems, work with others, formulate and express ideas, and learn from mistakes.² The goals of SPCs are to foster the development of five interrelated sets of competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

SPCs may be taught, modeled, and applied so students use them as part of their daily behaviors.

Students should be able to communicate, solve problems, think critically, be resilient, persevere, and work in teams.

SPCs help students build the skills they need to confidently explore career opportunities and make positive contributions to their communities. These skills also support better learning and personal growth, leading to better social interactions, fewer behavior problems, and higher grades and test scores.

Integrating Social and Personal Competencies

Within school contexts, SPC programming incorporates two sets of strategies to support student growth and success. The first involves applying SPCs through instruction in developmentally appropriate ways. SPCs may be taught, modeled, and applied so students utilize them as part of their daily behaviors. The second fosters students' competency development through establishing safe, caring learning environments involving peer and adult relationships.

Integrating SPCs into the classroom does not call for a shift "from" academics "to" social and personal learning but rather is a process of creating a school and classroom community that is supportive and responsive to the social and personal needs of all students and staff. If students are embedded in a learning

² Framing Social, Emotional, and Academic Development, Sweetland, Haydon, O'Neil, Frameworks Lab, 2017.

process that gives them exposure to and practice using SPCs, they are much more likely to acquire and apply these skills over the course of their lives.

Additional research

Research findings indicate that social and personal competencies are associated with positive results such as improved attitudes about self and others, increased positive classroom behavior, lower levels of emotional distress, and improved academic performance.³ When students face challenging work with high expectations and strong support, while staying active and socially engaged, they become more motivated, build confidence, and learn more deeply.⁴

When challenging work is coupled with high expectations and high levels of support, this produces greater motivation, stronger identity development, and deeper learning.

Building Resiliency

SPCs help children and youth recognize, manage, and cope with uncomfortable emotions like frustration and stress. They also provide a context that allows them to understand how their emotions impact others, thereby teaching empathy and respect. We are shaped by our experiences, contexts, and relationships. Our brains develop through constant interaction with the world around us. Students learn within social contexts, and emotions are essential for learning.⁵ SPCs help build resiliency and regulate emotions, which, in turn, enhance cognitive skills. Once students can successfully manage their emotions, learning becomes more meaningful and rewarding.

Health Education

School-based health education helps students acquire functional health knowledge, strengthen attitudes and beliefs, and provides the opportunity to practice skills needed to adopt and maintain healthy behaviors throughout their lives. [Tennessee's health education standards](#) naturally overlap with the SPCs, especially where the standards are designed to be skills-based. Consideration of the interrelated sets of competencies when developing learning experiences in health education is a proactive way to reinforce both areas. Educators are encouraged to collaborate with each other to integrate both SPCs and health education topics where relevant.

³ Livneh, Y. (2022). How does the brain connect the world around us to the world inside us? *Frontiers for Young Minds*.

⁴ Greenberg, M. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning.

⁵ The Aspen Institute (Ed.). (2017). *The evidence base for how we learn*.

Educator Effectiveness

Teachers are pivotal to creating the rich educational experiences that all children need and deserve. Supporting teachers so that they can support students is essential. A growing body of research suggests that developing teachers' social and personal competencies improves teacher well-being, reduces stress and burnout, and can reduce teacher and principal turnover.⁶ In schools where SPCs are a priority, teachers report reduced stress and burnout and improved teacher well-being.⁷ Adult SPCs are an important contributor to relationships between students and adults and play an essential role in influencing the weaving of SPCs into classrooms and schools. For this reason, adult developmental indicators and strategies have been included for each competency. As leaders in the classroom, teachers and their beliefs about SPCs may shape the learning environment and impact students' developmental outcomes.

Principals also play in setting the conditions for classroom teaching and learning.⁷ Principals are highly influential in setting priorities and goals, providing resources, and establishing and sustaining programs and practices that support social and academic development.

Social and personal competencies are intertwined with the work teachers and administrators are already doing and are implicitly embedded throughout the TEAM rubric and the professional growth afforded within the TEAM process. When educators focus on the development of social and personal competencies of students, they are preparing them to participate more fully in instructional activities by increasing students' capacity to learn, enhancing student learning, and increasing their motivation to learn and commitment to schooling.

Recommendations

Embedding SPCs into every aspect of school life—from strategic plans, positive school climates, classroom instruction, teacher-student relationships, to family and community partnerships—is an important next step towards full and effective implementation of SPCs. When this occurs, schools improve students' capacity to engage in academic learning and better prepare them to graduate from high school and transition to postsecondary. The following recommendations for districts and schools will guide the process of embedding and implementing SPCs with fidelity.

- o Communicate SPCs as a priority.
- o Develop a district-wide mission and vision that includes SPCs.
- o Integrate SPCs with district/school initiatives, such as work-based learning, service learning, and academic curriculum

⁶ Robert Wood Johnson Foundation. (2017). Teacher stress and health: Effects on teachers, students, and schools.

⁷ Schonert-Reichl, K., et al (2016). Social & Emotional Learning and Teacher Education prepared for HopeLab.

⁷ Sezer, Ş., & Uzun, T. (2020). The relationship between school principals' social-emotional education leadership and teachers' organizational trust and job performance. *International Journal of Leadership in Education*.

- o Implement professional learning communities (PLCs) utilizing the online modules and toolkit for [*Incorporating Social and Personal Competencies in Classroom Instruction and Educator Effectiveness, A Toolkit for Tennessee Teachers and Administrators.*](#)
- o Adopt and implement evidence-based SPCs programming.
- o Build expertise and capacity.
- o Invest in ongoing professional development.
- o Involve parents and the community.
- o Prioritize educator wellbeing.
- o Collaborate with health educator, school counselor, and classroom teachers to support relevant [health education standards.](#)

Five Core Social and Personal Competencies

Each competency has multiple dimensions and includes developmental indicators to track the progress of both students and adults. Each dimension includes developmental indicators and strategies that teachers and other school personnel can utilize to foster the development of the competency. Dimensions, indicators, and strategies are divided into the following grade bands: K-2, 3-5, 6-8, 9-12, and adult. Detailed explanations about each competency are included in the sections below.



Self-awareness

Self-awareness is the **ability to accurately recognize one's emotions, thoughts, and values and their influence on behavior.** This includes accurately assessing one's strengths and limitations and possessing a grounded sense of confidence, optimism, and a "growth mindset."

- 1A. Demonstrate an awareness of his/her emotions.
- 1B. Demonstrate an awareness of his/her personal qualities and interests.
- 1C. Demonstrate an awareness of his/her strengths and limitations.
- 1D. Demonstrate a sense of personal responsibility and advocacy.
- 1E. Identify external and community resources and supports.

1A. Demonstrate an awareness of their emotions		
Grade Band	Developmental Indicators	Strategies
K-2	- Recognizes and accurately names emotions/feelings - Identifies and communicates an emotion/feelings - Describes emotions and the situations that cause them	- Teach students to identify their emotions by recognizing how these feelings manifest in their bodies. - Have students identify from pictures how they are feeling or draw a picture. - Redirect negative behaviors and remind students to use words to explain what they are feeling and what they need. - Have students play charades by putting feeling words down on slips of paper to act out. - Create a check-in board where students place their name or photo next to a feeling picture. Provide alternate symbols that could represent feelings (e.g., colors, weather patterns). - Read stories or show picture books with themes and ask students to discover the words or phrases used to describe emotions. - Provide age-appropriate vocabulary words (e.g., happy, sad, hurt, mad) for language development.

3–5	• Recognizes intensity levels of emotions in different situations • Recognizes how emotions can change • Recognizes how thoughts are linked with emotions and emotions are linked to behavior • Describes ways emotions impact behavior(s)	• Draw an 'anger thermometer,' and ask students to discuss why they might move up and down the thermometer; discuss the physical responses as they move higher. • Create a book of feeling words using photographs taken of the students demonstrating those feelings. • Discuss with students how one might act differently depending on the emotion. • Ask students to name the emotions experienced by characters in a story and discuss how they were affected by those emotions. • Have students role-play and discuss situations that might elicit emotions. Include different future job situations and how feelings and emotions might impact their work in these jobs (e.g., fireman, teacher, actor, scientist, etc.). • Create a peaceful or cozy corner where students can go and reflect on their feelings. • Utilize activities that focus on identification of feelings.
6–8	• Recognizes uncomfortable emotions as indicators of situations in need of attention • Identifies emotional states that contribute to or detract from ability to problem solve • Explains the possible outcomes associated with the different forms of communicating emotions	• Ask students to examine historical characters and how they communicated their emotions. • Role-play with students using situations that occur in the classroom (e.g., have one student act as a bully while another is the victim); then, have them process how they might feel. • Help students understand that anger is a secondary emotion and to identify that before anger, an often-unnoticed primary emotion is evident such as sadness, jealousy, or embarrassment. • Ask students to write a short story, complete with illustrations, which describes a situation that made them angry without using the words anger, angry, or mad. • Ask students to role-play a customer service situation with an angry customer. Discuss the different feelings the employee helping the angry customer may have in this situation and the outcome of acting on each of those feelings.

9–12	• Identifies personal emotions as valid, regardless of how others expect them to feel • Describes the external event or thought that elicited an emotion • Recognizes how positive and negative expressions of emotions affect others • Acknowledges an emotion and determines the appropriate time and place to safely process it • Understands the effect of self-talk on emotions	• Ask students to journal about a time when they reassessed an event and felt completely different at the end. • Discuss with students the historical events and how misinterpretation elicited a negative event. • Have students write an acrostic poem in which each letter of an emotion's name would represent a reason for feeling that way (e.g., G in guilt could start the phrase "Gave away my friend's secret"). • Ask students to reflect and analyze in journals or in pair shares how their thoughts and emotions affect decision-making and responsible behavior. • Talk with students about body language and the message it portrays. • Ask students to reflect on a time when they had to consider the feelings of others. When students are involved in a conflict, help them understand how the other person feels. • Have students create gratitude journals to acknowledge and appreciate the kindness of others. • Have students role-play different responses to a rude customer in a store. • Conduct a morning meeting for seniors and discuss helpful strategies for handling potential conflicts between college roommates or co-workers.
Adult	• Identifies, recognizes, and names complex emotions in the moment • Recognizes the relationship between thoughts, feelings, and reactions to people • Recognizes the big picture in a complex situation •	• Practice managing emotions responsibly as a key part of recognizing and dealing with them. • Practice self-care. Give yourself permission to do something for yourself each day. • Discover your emotional triggers, so you can master your reactions. • Identify and practice appropriate self-management techniques that can be used in the workplace. • Take time to exercise.

1B. Demonstrate an awareness of their personal qualities and interests.

Grade Band	Developmental Indicators	Strategies
K-2	• Describes personal likes and dislikes • Recognizes personal qualities and interests • Identifies an interest as it relates to personal experiences • Identifies and describes preferences	• Using picture books, ask students to identify the likes and dislikes of each character. • Create and use character puppets to exemplify the quality of a character from a story or a historical event. • Ask students to create an "All About Me Report" or "This is Your Life" storybook using pictures and language to describe themselves and their families. • Use graphing to chart student preferences and identify unique characteristics (i.e., what is your favorite ice cream flavor?). • Play a bingo game in which students find classmates with similar characteristics or likes and dislikes. • Have students draw a Venn diagram comparing/contrasting two people. • Have a career day for which students dress up as a career that they are interested in and share what they like about that career. • Invite adults in different career fields to speak to your class about why they chose their career.
3-5	• Compares likes and dislikes of self and others and is aware of personal qualities and interests of self and others • Understands the relationship between interests and continued experiences and development • Demonstrates awareness that personal qualities and interests affect decision-making	• Have students interview a classmate, then report on their unique characteristics. • Invite students to dress like a person or character who shares an interest or personal qualities with the student. • Have students complete a persuasive writing assignment on an activity or study of interest. • Assign students a personal reflection journal activity on how a decision has impacted their life. • Highlight a character trait or personal quality of the week or month schoolwide through daily announcements, bulletin boards, newsletters, etc. • Ask students to research a career/occupation and share what they liked and disliked about it. • Conduct a career day.

6–8	• Accommodates and plans for the likes and dislikes of a group • Identifies interaction between personal qualities and interests with academic activities and social opportunities • Utilizes interest to gain additional experiences toward mastery of a skill or concept • Evaluates influence of personal qualities and interests on decision making	• Ask the class to design an activity together to ensure that all members have a task aligned to their interests and/or strengths. • Hold a career fair for students to begin thinking about how to align their interest with a career. • Conduct a persuasive essay contest on what clubs or activities should be added to the school. • Have students complete a character study from the required class reading on how the characters' personal qualities and interests impacted their decisions. • Have students complete a career interest inventory.
9–12	• Accepts likes, dislikes, and personal preferences of others • Uses personal qualities and interests to make decisions regarding postsecondary goals • Utilizes interests in planning and decision making • Recognizes the importance of personal qualities and interests in decision-making	• Highlight students for character qualities in addition to academic and athletic achievements. • Have students develop picture books about character and personal qualities to be shared with preschool and kindergarten students. • Ask students to develop postsecondary, career, and lifestyle success plans. • Conduct a school-wide college and career fair. • As a writing assignment, have students develop resumes along with a cover letter to "sell" their qualifications.

Adult	• Appreciates the likes, dislikes and preferences of others • Demonstrates awareness of the relationship between personal qualities and interests and career and social success • Recognizes the impact of personal qualities and interests in decisions made	• Be involved in opportunities to provide “expert in residence” presentations at clubs or activities outside of your current work environment. • Identify personal likes and dislikes and their relationship to career and social success. • Meet with a career or life coach. • Participate in volunteer opportunities in areas of interest.
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1C. Demonstrate an awareness of their strengths and limitations.		
Grade Band	Developmental Indicators	Strategies
K–2	• Identifies likes and dislikes • Describes things one does well or the knowledge they have • Describes an activity/task in which one may need help in order to improve	• Provide opportunities for students to learn about a variety of topics to identify likes and dislikes. • Do a “show and tell” presentation for students about a hobby or a skill. Identify a job where having that skill would be beneficial. • Respond positively and respectfully to each child’s strengths and limitations. • Have students put on a mini talent show to showcase interests and strengths for families and other classes.
3–5	• Identifies strengths and limitations • Describes and prioritizes strengths and interests that one wants to develop	• Have students draw self-portraits and include descriptions of interests, skills, and character traits they possess. • Utilize cooperative learning strategies to reinforce student strengths. • As a journal activity, invite students to analyze what is easy or difficult for them in school. • Have students compose a list of interests; then, work with them to match those to a career or job.

6–8	• Identifies personal strengths and limitations as they relate to specific activities • Applies self-reflection techniques to recognize potential, strengths, and growth areas • Implements a plan to build on strengths or address limitations	• Administer appropriate career inventory tests to identify students' strengths and potential careers. • Ask students to design and complete a project based on strengths and interests and how to apply those to postsecondary opportunities. • Have students reflect and write a paper on potential areas of growth identified through self-reflection.
9–12	• Is realistic about strengths and limitations related to postsecondary goals • Identifies the skills and credentials required to enter a particular profession and to begin to prepare accordingly • Demonstrates confidence based on an accurate self-assessment of strengths	• Have students research their career and college interests and learn about specific job responsibilities. Then, have students write a cover letter for the job detailing how they can perform the responsibilities. • Have students compose a resume for a dream job. • Teach students job interview skills and invite members of the business community to conduct mock interviews with students. • Have students complete the interest, skills, work values, etc. inventories on CollegeforTN.org required for 10th grade.
Adult	• Is realistic about strengths and limitations • Distinguishes between strengths, limitations, and skills • Demonstrates confidence based on self-assessment of strengths	• Take a personal strengths inventory. • Delegate tasks and projects to people who exhibit strengths in areas in which you are limited. • Reach out to the persons and/or groups for support and resources in areas of limitation. • Reduce stress by focusing on strengths.

1D. Demonstrate a sense of personal responsibility and advocacy.		
Grade Band	Developmental Indicators	Strategies
K–2	• Understands and follows school-wide expectations for safe and productive learning • Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions • Demonstrates responsible use and care of personal and others' belongings • Identifies attitudes and behaviors that lead to successful learning • Advocates for themselves by asking for help	• Teach school-wide expectations using visual cues and connecting them to rules used in the classroom. • Invite students to participate in the development of classroom rules. Post rules visually and frequently review rules. • Demonstrate application of school rules in all areas of the school. • Utilize children's literature to predict and discuss how choices affect the outcome of the story. Use questions such as, "What if the character did this instead...would the outcome be different?" • 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 made for the day. • Discuss with students the rules that a community helper must follow and the consequences of not following them.
3–5	• Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community • Explains the benefits of being responsible • Demonstrates responsible behaviors • Demonstrates the ability to say "No" to negative peer pressure and explain why it is important • Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance	• Assign students appropriate class jobs. • Ask students to write about things they are responsible for at home and school. • Develop a classroom project for which each student has a specific responsibility, stressing the need for cooperation. • Have students demonstrate a responsible act through a creative medium (e.g., comic strip, video, poetry, song, etc.). • "Adopt" a younger classroom and assign each student a child to read to on a weekly basis. Give students a task they must prepare and complete with the child. • Provide a "check-in" about the responsibilities students had during the day (i.e., classroom job, homework, etc.). • Ask students to role-play situations in which they use refusal skills to address negative peer pressure.

6–8	• Identifies areas of school and life that are within personal control • Plans and develops an action plan to set and achieve short- and long-term goals • Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being • Explains the connection between choice and responsibility for the consequences involved if they engage in risky and harmful behaviors • Recognizes, establishes, and adheres to personal boundaries and responsibilities	• Have students research their career and college interests and learn about specific job responsibilities. Then, have students write a cover letter for the job detailing how they can perform the responsibilities. • Ask students to identify a potential challenge encountered in school and write, act out, or role-play how they could advocate to prevent the challenge from being a problem. • As a class project, students can design a brochure detailing safety concerns and procedures for common scenarios and behaviors. • Have students write their own 'report card' in which they grade themselves on how well they are following through on their responsibilities, adding comments that defend the grade.
9–12	• Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others • Describes how taking personal responsibility is linked to being accountable for behavior • Demonstrates an ability to take responsibility for one's choices • Analyzes the level of control one has over situations in life • Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community	• Encourage the use of student planners in which students track their school, home, and/or community responsibilities each week. • Have students develop long- and short-term goals, a timeline that outlines the possible choices to reach the goals, and potential outcomes for each choice. • Ask students to interview an adult whom they admire to find out how that person feels about their personal responsibilities and successes. • Have students design a public service announcement to inform others of a way to promote or advocate for a community need or program. • Have students write a creative story describing life in a world with no responsibilities. • Assist students in participating in community service projects aligned with a career interest.

Adult	• Describes knowledge and skills and how to use them as a responsible citizen to improve and advocate in the community • Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others	• Research and get involved in local community groups within areas of interest. • Invest time and skills in improving your community.
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1E. Identify external and community resources and supports.		
Grade Band	Developmental Indicators	Strategies
K-2	• Identifies at least one adult they trust • Identifies situations in which they need to seek help from an adult • Recognizes how and where to get help in an emergency situation	• Have students define <i>trust</i> and list the qualities of a person they would trust. • Role-play with students 'what if...' situations around seeking help and how to find an adult they trust. • Identify and communicate who or where students can go for help based on a particular need. • Identify and discuss with students the careers where trust is important for the consumer (e.g., doctor, teacher, police, etc.).
3-5	• Recognizes qualities of positive role models • Identifies positive adults in various facets of their lives • Identifies peer, home, and school supports and/or resources to help solve problems	• Have students write a letter to an adult they admire, explaining why they consider them to be their role model. • With students, visit school resources (e.g., nurse, counselor, etc.) to find out what services they provide. Have students identify in what context they would access those services.

6–8	• Identifies positive peer/adult support when needed • Evaluates the benefits of additional external supports when participating in extracurricular activities • Recognizes outside influences on the development of personal traits and discerns whether they are supportive or non-supportive	• Conduct a school scavenger hunt for students on where to find support and when to access that support. • As a classroom project, have students develop a public service announcement advertising extracurricular activities at school, and include how that activity can prepare students for college and/or careers and why students should join. • Have students make a collage showing the positive influences that have impacted their lives.
9–12	• Identifies school support personnel and adult role models and knows when and how to use them • Identifies organizations in the community that provide opportunities to develop their interests or talents • Assembles/creates constructive support systems that contribute to school and life success	• Make a community map to show students organizations that provide support services. • Assign students a research project about what community resources are available and applicable in specific situations. Include information about the educational or workplace training required to serve in those professions. • As a writing assignment, have students write about the people they turn to for support and how they support them.
Adult	• Identifies social support systems • Creates a network of support for life success	• Research local agencies to determine the support services they provide. • Participate in a social support group. • Identify hobbies or interests and the local groups that support/plan for those activities.

Self-management

Self-management is 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.

- 2A. Understand and use strategies for managing their emotions and behaviors constructively.
2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.

2A. Understand and use strategies for managing their emotions and behaviors constructively.		
Grade Band	Developmental Indicators	Strategies
K-2	- Identifies sources of common stress and demonstrates the ability to manage emotions - Identifies and describes how emotions relate to thoughts and behaviors - Describes and practices using words to share their emotions about an interaction or situation	- Show students how a balloon deflates and see if they can copy that in their bodies for when they feel stressed. - Help students increase their dictionary of feeling words through books, role-play, and modeling that includes various settings (i.e., classroom and work environments). - Teach students to use self-control techniques to meet the demands of situations (e.g., taking a deep breath, counting to 10, self-talk, etc.). - Teach students how to replace "hot thoughts" with "cool thoughts." Hot thoughts are immediate/impulsive. Cool thoughts come after taking a deep breath and waiting a moment to calm down.

3-5	• Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions • Identifies the relationship between thoughts, emotions, and actions • Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help, or meditation) • Expresses emotions in a respectful manner	• Routinely practice with students self-control techniques to meet the demands of situations (e.g., taking a deep breath, counting to ten, self-talk, etc.). • Have students practice using fill-in-the-blank “I” messages to identify relationships between thoughts, emotions, and actions (e.g., When you__ , I feel_____. What I would like you to do is _____). • Routinely provide authentic praise to students when you observe them managing themselves appropriately. • As a teacher, model effective self-management in an age-appropriate way for students (e.g., “I’m feeling a little frustrated, so I am going to stop and take a deep breath before I decide what to do next.”). • Teach students that emotions are okay. However, recognize that how we respond to emotions may not be okay (e.g., it is okay to be mad, but it is not okay to hit someone when you are mad.). • Establish a separate space in the classroom for individual self-management (e.g., peace corner, reading corner).
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6-8	• Maintains confidence during stress, emotional responses, or changing emotions • Recognizes the affective behavioral responses to thoughts, emotions, and actions • Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior	• Discuss with students the hypothetical stressful situations they may encounter and ways to manage them. • Teach students to use the cognitive “brake” using the acronym SOLD (S=Stop what you are doing. O=Observe how you are doing. L=Look at whether your feeling matches what is going on. D=Decide how you will behave.). • Use literary characters to discuss with students the strategies that the characters used to handle their stressors. • Have students develop a graphic organizer that compares and contrasts ways to express feelings. • Incorporate stress management techniques in the classroom (e.g., deep breathing, stretching, , and affirmations), and identify appropriate settings for each of these strategies.
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9–12	• Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism • Evaluates how thoughts and emotions affect decision making and responsible behavior • Understands the effect of self-monitoring (self-talk) strategies on emotions and actions/behaviors • Recognizes and evaluates how expressing one's emotions might affect or influence others • Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress	• Have students share a work product in which they receive constructive feedback from the teacher and their peers and develop next steps to improve. • Ask students to demonstrate in a science class or in a math problem way to reframe the problem and compare that to ways to reframe life problems. • Discuss with students the importance of living a healthy lifestyle to manage stress and achieve a work/life balance. • Notice and reinforce qualities that are key to resilience (e.g., empathy, optimism, or forgiveness), and give students a chance to practice them. • When students have a conflict with another person, help them to keep things in perspective and to remember that someone else's opinion does not define them. • Set up opportunities for students to role play situations in which they must manage their emotions and behaviors constructively. For example, best friends try out for the same team , and one makes the team and one does not. How do they support each other and maintain the friendship?
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Adult	• Evaluates the impact of techniques used to manage stress and emotions • Evaluates the environment and determines appropriate ways to express one's emotions and thoughts • Evaluates how expressing one's emotions might affect or influence others	• If possible, avoid personal and professional stressors. • Practice mindfulness and meditation to manage stress and emotions. • Use "I" messages that focus on emotions rather than thoughts. • Research and participate in wellness programs that are offered in the community.
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2B. Set, monitor, adapt, and evaluate their goals to achieve success in school and life.		
Grade Band	Developmental Indicators	Strategies
K-2	- Identifies a short-term goal (wish, dream) - Identifies the steps needed to accomplish a short-term goal - Identifies people/resources needed to meet one's short-term goal - Recognizes if a goal is under one's own control or someone else's - Describes something they have accomplished	- Have students write a list of short-term wishes and/or dreams as they relate to school, sports, etc., and have them prioritize the list. - Teach students decision-making skills to build self-confidence and self-control by providing a variety of choices throughout the day. - Set aside time for students to describe and celebrate a goal they have accomplished. - Have students participate in a step-by-step art or baking project and celebrate successful completion. - Have students routinely develop and complete age-appropriate, short-term classroom goals (e.g., reduce time during transitions, put supplies away quicker, line up for lunch).

3-5	- Distinguishes between short- and long-term goals - Describes why learning is important in helping them achieve personal goals - Identifies ability to meet the goal independently or with supports - Identifies personal skills, planning, or strategies that lead to accomplishments - Evaluates what one might have done differently to achieve greater success on a recent goal	- Have students set daily or weekly short- and long-term social and/or academic goal(s), and have students list the steps and skills necessary to achieve their goal(s). - Have students make charts and visual reminders so they can track progress on daily and weekly goal(s). - Reward students for meeting goal(s). - Implement collaborative learning projects that utilize the jigsaw technique to help students create their own learning and improve social interactions. - Have students research and summarize the education path required to achieve a specific career goal.
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6–8	• Designs action plans for achieving short-term and long-term goals and establishing timelines • Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support) • Sets a positive character goal • Establishes criteria for evaluating personal and academic success • Demonstrates goal-setting skills related to potential career paths	• Have students set academic and personal SMART (Specific, Measurable, Attainable, Relevant, Timely) goals that are short and long term. • Have students create an action plan for each SMART goal that lists what resources (i.e., home, school, and community) they would utilize. • Have students reflect on the progress of each goal, why the goal was important, and what they would do differently. • Via peer-to-peer interviews, have students set a character goal on a virtue that is most important to them. • Create a visual timeline to show students how much of a person's life is spent working, going to school, spending time with family, sleeping, and having personal time. • Assist students in creating a high school plan that includes transition to postsecondary and the workforce. • Use biographies to discuss how people persevered through hard times to turn their lives around or reach a goal.
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9–12	• Identifies academic goals and self-monitoring strategies • Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement • Demonstrates an understanding that goal setting supports life-long success • Sets, monitors, adapts, and evaluates goals to achieve success in school and life • Identifies outside resources that can help in achieving one's goal • Incorporates personal management skills (i.e., time management, organization skills) on a daily basis	• Have students set short- and long-term academic, career, and personal SMART (Specific, Measurable, Attainable, Relevant, Timely) goals. • Have students create weekly sub-goals connected to their authentic interests, monitoring progress over time, etc. • Teach students how to self-assess progress toward their goal and how to modify their career and academic goals to include postsecondary. • Ask students to interview people they feel could help them set and achieve future career goals. • Encourage the use of school planners to stay organized. • Have students create a timeline for the admissions process for a selected postsecondary institution.
Adult	• Demonstrates an understanding that goal setting supports lifelong success • Sets, monitors, adapts, and evaluates goals to achieve success in life • Analyzes the effect personal tendencies have on goal achievement (e.g., integrity, prioritizing, managing time, adequate resources)	• Write personal and professional SMART (Specific, Measurable, Attainable, Relevant, Timely) goals that are both short and long term. • Identify the education, skills, training, contacts, and finances necessary to achieve your goals. • Identify values necessary to achieve goals. • Discuss your goals with friends, family members, or colleagues.

Social Awareness

Social awareness is the **ability to understand the perspective of others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize and practice civic responsibility in family, school, and community.**

- 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.
- 3B. Exhibit civic responsibility in multiple settings.
- 3C. Demonstrate an awareness and respect for human dignity, including culture and differences.

3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.		
Grade Band	Developmental Indicators	Strategies
K-2	- Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice - Recognizes the effect of words and actions on others' emotions	- Engage students in a game of "Feelings Charades" to identify different emotions and how they are expressed. - Brainstorm a list of behaviors students feel would be hurtful to others, why they are hurtful, and what they could do differently. - Routinely talk with students about how others (e.g., parents, classmates, and literary characters) feel in different situations.
3-5	- Recognizes the emotions of others by using listening and/or visual cues - Recognizes multiple points of view or perspectives in a situation - Recognizes non-verbal, environmental, or social cues to identify the emotions and perspectives of others - Predicts the impact of one's own behavior on the emotions of others	- Have students work in small groups to discuss and report out on the verbal, physical, or situational cues that indicate how others may feel. - Give student teams separate lists of emotions. Have them design and perform skits showing all the emotions, while the other teams try to guess what emotions were on their list. - Have students dress up as characters in history or literature and act out how those individuals were feeling and how it affected their behavior. - Discuss with students how recognizing different points of view is important for different jobs (e.g., judge, teacher, police officer, reporter, teacher, etc.).

6–8	- Analyzes ways that a person's emotions can be affected by the behavior of others - Accepts and shows respect for other people's perspectives, opinions, or points of view	- Have students write alternative endings to stories by changing the behavior of one character. - Conduct class meetings in which students are given the opportunity to support each other and validate their emotions. - Assign students a current topic and ask them to interview important people in their lives to gather different perspectives, opinions, and points of view. Students can then present their results either in an oral or written report. - Identify professionals in the school and community who provide support for others.
9–12	- Considers the feelings of others - Identifies verbal, environmental, or situational cues that demonstrate how others feel - Values and learns from the perspectives of others - Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)	- Encourage students to get involved in a community-giving situation in which they help others. - Conduct Socratic seminars, and have students write reflection papers about how their viewpoints changed when listening to others. - Do pair-shares in which one student must tell their partner's perspective on an issue. - Have students interview other peers to discover what they have in common both within and outside the school. - Provide authentic feedback when students persevere (e.g., "I know how hard that was, but you never gave up. I'm very proud of you, and you should be proud of yourself."). - Invite business and community members to talk to students about helping and service careers.
Adult	- Considers the feelings of others - Is intuitive of other people's needs - Is patient—even when one doesn't feel like it	- Take a break from technology to connect with others. - Ask a friend, family member, or colleague how they are feeling, and be responsive to their needs. - Practice random acts of kindness. - Keep a gratitude journal.

3B. Exhibit civic responsibility in multiple settings.		
Grade Band	Developmental Indicators	Strategies
K-2	• Recognizes and names how others within their school, home, and community help them • Identifies how to help others • Expresses how it feels to help others	• Use dramatic play with students that includes costumes to act out roles and behaviors of community helpers. • Highlight a community helper each month and invite them to visit your classroom or school (e.g., a firefighter in October during Fire Awareness Week). • Assign classroom jobs, and have students discuss how these jobs are helpful to the class. • Have students identify from a feelings chart how it makes them feel to help others.
3-5	• Describes what they learned about themselves in helping others • Shares reasons for helping others • Identifies ways to contribute to their school, home, and community • Works collaboratively with peers to complete a job, task, or address a need	• Use cooperative learning groups to promote students working together. • Have students create a bulletin board showing photos of community helpers, and label how they help others. • Ask students to trace each other's hands and write a quality they learned about helping. Display the hands around the room as the 'helping hands.' • Select and adopt a classroom community service project that serves others in the school or community. • As a journal writing assignment, have students journal about ways they can help and why it is important.

6–8	• Explains how their decisions and behaviors affect the well-being of their school, home, and community • Explores a community or global need to generate possible solutions • Evaluates the impact of a school, home, or community initiative in which the student was personally involved	• Draw an “Impact Web” and ask students to show how their actions could potentially affect others or how a historical figure’s actions affected society. • Have students participate in a service-learning project within their community that utilizes the steps of investigation, preparation, action, reflection, demonstration, and celebration. • Have students examine global needs and participate in a discussion around what they would do to help if they were president. • Have students write an article or paper on the impact of their involvement in a school, home, or community initiative and evaluate what they would do the same or differently. Have them reflect on how that activity might influence their career interests.
9–12	• Works cooperatively with others to implement a strategy to address a need in the broader community • Participates in activities that show they are agents for positive change within their community • Evaluates the impact of a school, home, or community initiative for change	• Ask students to participate in a service-learning project within their community that utilizes the steps of investigation, preparation, action, reflection, demonstration, and celebration. • Have students work together in groups to identify an issue within the broader community and write a persuasive letter to a leader that addresses the issue. • Identify a pertinent issue affecting student health and discuss with students strategies they could use to address the issue. • Involve students in a youth vote and have them identify a civic group that addresses the common good. • Have students research careers in advocacy or community service and identify one that interests them to write about.

Adult	• Recognizes the role of the individual within the larger community • Participates in activities that show they are an agent for positive change within the community • Evaluates the impact of a school, home, or community initiative for change	• Become an advocate in local community initiatives that address specific issues. • Work with other adults to create a sense of responsibility to be available to help young people and become a mentor to a school-aged child.
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3C. Show an understanding and appreciation for individual worth and differences.		
Grade Band	Developmental Indicators	Strategies
K-2	• Describes characteristics of two people that are similar and different • Name common traditions of a variety of world cultures.	• Have students brainstorm a list of their personal traits, and then go around the room comparing and contrasting traits with their classmates. • Discuss literary characters who served and made sacrifices for others. • Adopt a country each month, and have students learn about the customs of that country to include food, dress, celebrations, and professions historically predominant in that culture. • Hold class meetings to involve students in sharing and recognizing the traditions and perspectives of other students.
3-5	• Defines stereotyping, discrimination, and prejudice • Recognizes the similarities of different cultures and social groups • Recognizes the value of cultures and social groups	• Help students recognize stereotyping, discrimination, and prejudice and enhance their understanding of the effects of these actions on others. • Discuss historical or modern events or topics on discrimination and prejudice. • Have students rethink the concept of “helping others” by discussing solutions to problems.

6–8	• Recognizes the value of cultures and social groups • Analyzes how traditions and perspectives impact historical events • Recognizes how beliefs are shaped by personal experiences	• Discuss with students how events such as the Industrial Revolution or the invention of movies have impacted history. • Build working groups of students with different strengths through the use of cooperative and project-based learning activities.
9–12	• Demonstrates respect for individuals • Participates in cultural activities and reflect on his/her experience • Reflects on strategies to oppose stereotyping and prejudice of others • Demonstrates respect to traditions and/or practices	• Conduct a Socratic seminar on a selected text on stereotyping and/or prejudice of others. • Have students select and participate in a cultural learning activity in their school or community that includes a reflection activity about what they learned. • Involve students in planning a multi-cultural day or event to celebrate ethnic groups represented in the school and the community.
Adult	• Identifies and addresses personal perceptions of others' perspectives, customs, and traditions	• Participate in a variety of community events. • Read about customs different from your own.

Relationship Skills

Relationship skills are 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.

- 4A. Use positive communication and social skills to interact effectively with others.
- 4B. Develop and maintain positive relationships.
- 4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

4A. Use positive communication and social skills to interact effectively with others.		
Grade Band	Developmental Indicators	Strategies
K-2	• Develops and maintains friendships • Uses positive communication and behaviors such as: - o taking turns, - o sharing with others, - o saying "please", "thank you," and/or "excuse me," - o using compliments to encourage others, and - o paying attention when others are talking • Effectively and appropriately communicates needs, wants, and ideas in a respectful manner	• Have students practice saying "please," "thank you," and "excuse me" when appropriate. • Conduct a morning meeting during which students share compliments with their peers. • Use specific feedback to encourage students when they listen well (e.g., Thank you for listening when I was talking.). • Ask students to find and share three things they have in common with a friend and three things that are different. • Rehearse appropriate questions students can ask guest speakers about their jobs for an upcoming career day.

3-5	• Gives and receives compliments in a genuine manner • Uses active listening skills to foster better communication • Demonstrates good sportsmanship: - o plays fairly - o is a gracious winner - o is an accepting loser • Demonstrates cooperative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and reaches consensus)	• Have a "Compliment Day" in which students give and receive three compliments. • In groups, students build "towers" using only the materials provided. Have students discuss how they cooperated as a group to build the tower. • Give students a listening task (e.g., describe a process or task, then have students turn to a partner and explain what they heard). • Invite a business/industry representative to speak to the class about their job. Students should listen for specific skills, education or training required, rewards and challenges in the job, and should ask appropriate questions. • Help students understand that a loss can be a valuable life lesson through "teachable moments" when playing games either in class or on the playground. • Establish class or morning meetings that give students the opportunity to interact with each other and practice speaking and listening skills.
6-8	• Practices reflective listening • Demonstrates ability to perform different roles in a cooperative group to achieve group goals • Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others • Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications	• Have students perform different roles in cooperative learning groups (i.e., leader, recorder, reporter, timekeeper) to develop and practice communication skills. • Have students discuss a topic, either as a class or in small groups, then use reflective listening to paraphrase key discussion points. • Invite a representative from a human resources department to speak about the implications of social media on hiring practices. Have students respond by writing a social media pledge for themselves, outlining how they will use social media responsibly.

9–12	• Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward • Offers and accepts constructive feedback in order to help others and improve self • Strives to maintain an objective, non-judgmental tone during disagreements • Uses assertive communication to have needs met without negatively impacting others • Empowers, encourages, and affirms themselves and others through their interactions • Practices strategies to use appropriately and constructively in social and other media	• Hold class debates in which peers provide constructive feedback to the speakers on their use of tone and delivery. • Help students develop a growth mindset by providing feedback on effort over results, being persistent, and facing challenges as an opportunity. • Teach about the difference between assertive, aggressive, and passive behavior. • Hold regular class meetings or advisory times to build class unity and empowerment for students. • Ask students to conduct an interview with a business/industry representative to explore opportunities within a career field and the skills and education required for success. • Research a company's social media presence and hypothesize how that presence impacts the success/failure of the company. • Teach the THINK process to help students recognize responsible social media use before posting an unkind or untrue remark about a friend. - o T - Is it true? - o H - Is it helpful? - o I - Is it inspiring? - o N - Is it necessary? - o K - Is it kind?
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Adult	• Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward • Offers and accepts constructive criticism in order to help others and improve oneself • Works to maintain an objective, non-judgmental tone during disagreements • Uses assertive communication to have needs met without negatively impacting others	• Promote collaboration by building positive relationships to work with people, not against them. • Give constructive feedback by acknowledging the positive and identifying specific examples respectfully. • Accept constructive feedback by listening, clarifying, and giving yourself a break. • Use clear “I statements” when dealing with conflict. • Follow a systematic approach to conflict resolution that achieves mutually satisfactory resolutions by addressing the needs of all concerned.
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4B. Develop and maintain positive relationships.		
Grade Band	Developmental Indicators	Strategies
K-2	• Identifies multiple types of relationships they have with others • Identifies and practices appropriate behaviors that maintain positive relationships • Lists traits of a good friend • Demonstrates the ability to make friends and sustain positive relationships	• Assist students in identifying the traits of different community helpers, such as policemen, firemen, teachers, nurses, etc. and how those traits help them in their job. • Have students draw a picture of themselves and then pass the picture to their classmates. Other students write one thing about them that makes them a good friend. • To create an atmosphere of friendship in your classroom, in a morning meeting, have students shake hands and welcome their peers. • Have students role-play how to be a good friend to someone who appears lonely or sad or has a hard time making friends.

3–5	• Recognizes the difference between helpful and harmful behaviors in a relationship • Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem-solving process, peer mediation, adult assistance) • Describes the positive and negative impact of peer pressure on self and others	• Have students describe and discuss what characteristics a good friend should have and compare them to their own personal characteristics. • Allow students the opportunity to make decisions about appropriate class rules and identify the consequences when rules are broken. • Encourage and facilitate opportunities for students to participate in positive peer socialization (e.g., cooperative learning groups and school-sponsored activities). • Teach students problem-solving skills and provide support as needed when they are working to resolve a conflict.
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6–8	• Distinguishes between helpful and harmful peer pressure • Demonstrates strategies for resisting harmful peer pressure • Is involved in positive activities with their peers • Develops friendships based on personal values • Identifies the impact of social media in developing and sustaining positive relationships • Identifies the difference between safe and risky behaviors in a relationship	• Develop a peer mediation program that allows students to assist each other in solving problems. • Have students learn and practice refusal skills in various contexts. • Teach students to stop, assess the situation, and make a good choice when confronted with negative peer pressure. • Practice with students to recognize their body signals when they are experiencing a negative peer pressure situation. • Provide students opportunities to practice positive peer support through class meetings, small groups, and school-sponsored activities. • Have students review social media posts and discuss how those posts impact positive and negative relationships.
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9–12	• Practices strategies for maintaining positive relationships such as: - o pursuing shared interests and activities, - o spending time together, - o giving and receiving help, and - o practicing forgiveness • Defines social media and social networking and describes its impact on one's life, reputation, and relationships • Actively participates in a healthy support network of valued relationships • Independently seeks out mentors who support personal development and future goals • Develops understanding of relationships within the context of networking for college and career interests	• Pair students with mentors from the business community in areas of career interest in relation to their future goals. • Research a company's human resources policies about acceptable and unacceptable behavior and how it affects the employee and employer. • Have students draw their personal "people" web of support. Next to each person's name, write one strategy they could use to maintain that support and relationship. • Have students email a professional in a career in which they are interested in seeking support in achieving future goals. • Encourage students to participate in leadership programs that align with postsecondary and career goals. • Teach students to make good choices when confronted with negative peer pressure. Include situations in work settings (e.g., having friends come to your workplace who want you to give them free food/product).
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Adult	• Practices strategies for maintaining positive relationships such as: - o pursuing shared interests and activities, - o spending time together, - o giving and receiving help, and - o exhibiting forgiveness • Actively participates in healthy support network of valued relationships • Independently seeks out relationships that support goals and personal values.	• Develop and sustain positive and supportive relationships. • Give people time, and "be present" when you are with them. • Develop and improve your communication skills. • Practice active listening skills. • Learn to give and take constructive feedback.
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4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

Grade Band	Developmental Indicators	Strategies
K-2	• Begins to develop and practice the use of problem-solving and conflict resolution skills • Recognizes that there are many ways to solve conflicts and practice solving problems using different methods, including using “I” messages • Identifies and states feelings and problems when in a conflict situation • Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help	• Teach students to use “I” messages to communicate feelings in a conflict situation. • Have students work in pairs using puppets to identify conflicts and show responses. Use class discussion to determine whether the conflict needs an adult helper. • Provide students with opportunities to problem solve by stating the problem clearly and providing ground rules to discuss the problem rationally to arrive at a solution. • Provide a “peace” corner for students to de-escalate when upset. • Teach the five-step approach to problem solving: (1) identify the problem; 2) brainstorm solutions; 3) evaluate the solutions; 4) put the solution into action; and 5) evaluate the outcome.
3-5	• Shows an understanding of conflict as a natural part of life • Describes ways to be proactive and prevent conflict • Describes causes and effects of conflicts, including how one’s behavior impacts personal and others’ emotions • Distinguishes between destructive and constructive ways of dealing with conflicts • Activates steps of the conflict resolution (problem solving) process (active listening, expressing feelings, identifying the problem, brainstorming solutions, make amends etc.)	• Observe students on the playground, noting conflicts and how they were handled. If the conflict was poorly handled, ask students to problem-solve how they could modify the response. • Have students read a story or history lesson that demonstrates conflict. Discuss the cause-and-effect relationship of the conflict. • Implement a peer mediation program. • Provide role-play scenarios for students that show the causes and effects of conflicts and ways to peacefully resolve conflicts. • Use conflict resolution and problem-solving skills as a topic for a class meeting.

6–8	• Identifies the roles of individuals in conflict and understands one’s own responsibility in reaching resolution • Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations) • Applies conflict resolution skills to de-escalate, defuse, and resolve differences • Identifies and accesses positive supports when needed in a conflict situation/crisis	• Have students write and perform conflict resolution skits. • Have students research and write a paper on how conflict resolution is portrayed in the media. • Provide students with a six-step approach to resolve conflict: 1) cool off; 2) use “I” messages; 3) restate the conflict; 4) take responsibility; 5) brainstorm solutions; and 6) affirm, forgive, or thank. • Ask students to identify at least one person to provide support when dealing with a conflict. • Implement a peer mediation program. • Conduct class debates over a particular issue that must end in a win-win for the class to be successful.
9–12	• Uses listening and speaking skills that help in preventing and resolving conflicts • Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety • Accesses conflict resolution and problem-solving resources (e.g., security, trusted adults, peer mediators, counselors) when available to facilitate resolution of conflict situations • Demonstrates an ability to co-exist in civility in the face of unresolved conflict • Evaluates and reflects on one’s role in a conflict and utilizes this information to improve behavior in future conflicts • Develops understanding of relationships within the context of networking for college and career interests	• Have students play a game where the rules are unfair in some way. Discuss students’ behaviors and feelings in playing the game. • Provide students with a six-step approach to resolve conflict: 1) cool off; 2) use “I” messages; 3) restate the conflict; 4) take responsibility; 5) brainstorm solutions; and 6) affirm, forgive, or thank. • In a class meeting, students select a problem or conflict and take an active role in resolving the issue. • As a class, develop a resource map of adults, counselors, and youth-serving professionals who students can utilize to assist in resolving conflicts and/or problems. • As a class project, have students research processes available in a workplace to help resolve conflicts between employees.

Adult	- Utilizes appropriate conflict resolution skills to prevent, prepare for, and manage conflict in community, college, and/or career settings - Develops and utilizes mediation skills	- Participate in conflict resolution/mediation training. - Utilize creative-thinking skills to find new ways to view and appropriately address challenges.
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Responsible Decision-making

Responsible decision-making is 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.**

- 5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.
- 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.		
Grade Band	Developmental Indicators	Strategies
K-2	- Recognizes that one has choices in how to respond in a situation and that all choices have consequences - Identifies and illustrates safe and unsafe situations - Identifies the difference between a stranger, acquaintance, and friend	- Read stories to students in which characters have made a choice or decision, and discuss the consequences, both positive and negative. - Give students opportunities to practice making simple choices by using when/then or either/or. - Talk with students about the difference between a stranger, acquaintance, and friend. - Use puppets to help students identify safe and unsafe situations and what to do in those situations. - As a class, identify community helpers who can help if you do not feel safe.

3–5	• Identifies social norms that affect decision making • Defines cyber-bullying and response strategies • Understands bullying and how to respond to support the victim or targeted person/group	• Discuss with students how social norms affect their decisions (e.g., friends telling us what to do or not do). • Talk with students about bullying and cyberbullying behaviors. Stress the importance of telling an adult when they observe or experience bullying. • Create responsible digital citizens by teaching students about the effects of misuse of technology and cyber-bullying. • Invite parents to attend workshops about cyberbullying and share the school's policy. • Have students role play the different roles in a bullying situation (i.e., target of bullying, student who bullies, bystander, and defender). • Bring in a guest speaker who works to prevent or investigate incidents of cyber-bullying.
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6–8	• Stands up for other peers when they are teased, insulted, or left out • Analyzes the reasons for school and societal rules and their impact on decisions • Analyzes the impact of media on one's behavior • Explains how honesty, respect, and compassion (empathy) enable one to take the needs of others into account	• Have students develop skits on bullying and the different roles (i.e., target of bullying, student who bullies, bystander, and defender) to present to elementary students. • Discuss with students what they would do when confronted with a moral dilemma (e.g., finding a lost cell phone, being with a friend who steals). • Have students research the influences (negative and positive) of social media and present findings either in a paper or a presentation. • Have students identify bullying and harassment situations in history, literature, the workplace, and/or current events, and ask them to analyze the strategies used by persons involved for effectiveness. • Bring in a guest speaker who works to prevent or investigate incidents of cyber-bullying. • Discuss with the students the logical consequences of positive and negative actions in school and the community.
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9–12	• Demonstrates the ability to consider personal factors during the decision-making process • Reflects on lessons learned from experiences • Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making	• Ask students to participate in an integrity analysis to help determine if behavior aligns with their personal core principles. Reflect on results and how they will influence career choices. • Invite students to keep a personal journal. • Have students review three different current news reports about the same event, comparing and contrasting the perspective each report brings to the story. • Have students write an advice column about the influence of media and peers on one's decisions. • Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
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Adult	• Reflects on lessons learned from experiences • Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision-making	• Be aware of and acknowledge the impact of peers, media, social norms, and situational expectations on decision-making. • Keep a personal journal. • Find a person you trust to be an accountability partner.
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5B. Develop, implement, and model effective decision-making skills to deal responsibility with academic and social situations.

Grade Band	Developmental Indicators	Strategies
K-2	• Implements stop, think, act, review strategies in solving problems • Demonstrates appropriate social and classroom behavior • Demonstrates constructive academic behaviors	• Implement the STAR (Stop, Think, Act, and Review) process with students. • Help students learn behaviors such as listening, paying attention, following directions, and ignoring distractions. • In a class meeting, have students compose a list of classroom and playground rules, consequences, and ways to help others follow them. • Allow students to choose where they would like to sit during quiet reading. • Teach students vocabulary words such as honesty, responsibility, perseverance, and the relationship to social and academic behaviors.

3-5	• Describes steps of a decision-making model • Effectively participates in group decision-making • Reflects on the pros and cons of the decision made or options considered	• Teach students to use “when-then” and “either-or” statements to determine the consequences of their actions in a variety of settings. • Provide students with role-play scenarios on peer pressure that take place in and outside of school and discuss possible responses. Discuss the consequences of making both good and poor choices in a workplace setting. • Have students create a chart of the pros and cons of either a personal decision or a classroom/school decision. • Teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
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6–8	• Identifies and applies the steps of systematic decision-making • Develops decision-making strategies for avoiding risky behavior • Defines how external influences impact decision-making • Analyze how decision-making skills affect study habits and academic performance	• Have students write and perform their own role plays for resisting peer pressure to avoid risky behavior. • Help students identify and seek outside sources of information to inform decision-making. • Have students keep a weekly planner to organize studies. • Invite guest speakers to share with students the importance of decision-making in their job and the impact decisions made as teenagers and young adults have on influencing their ability to achieve career goals. • Teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
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9–12	• Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices • Considers ethical, safety, and societal factors and consequences when making decisions • Understands how decision made now can impact long- and short-term goals • Considers feedback from others on decision-making process and incorporates if applicable • Evaluates decisions and processes and modifies if necessary	• Discuss with students the connection between their academics and future life goals. Evaluate their postsecondary plan to align to postsecondary and career goals. • Provide planners for students to meet deadlines, goals, etc. • Have students interview professionals in a field of interest for a short paper on why they entered that profession and what decisions they have to make daily. • Teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
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Adult	• Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices • Understands how decisions can impact the future and have long-term effects	• Become involved in community service activities. • Set short- and long-term goals, use self-reflection to monitor progress, and revise strategies to lead to positive change. • Find practical and respectful ways to overcome barriers, even when it involves decisions that are not popular.
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Resources

Tennessee Department of Education, Student Supports in Tennessee [Student Supports \(tn.gov\)](#)

Tennessee Department of Education, Comprehensive School-based Mental Health Supports and Services [Comprehensive School-based Mental Health Supports](#)

[Tennessee Department of Education, Conflict Resolution Guide and Peer-to-Peer Conflict Resolution Quick Guide](#)

Tennessee Department of Education, Career & Technical Education [Career & Technical Education \(tn.gov\)](#)

The following resources and links are for informational purposes only and do not represent official policies, procedures, or guidance of the Tennessee Department of Education. Additionally, the Tennessee Department of Education bears no responsibility for the accuracy, legality, or content of the external sites.

Pyramid Model Consortium

The Pyramid Model Consortium is a national resource center for disseminating research and evidence-based practices of the Pyramid Model to early childhood programs across the country.

<http://www.pyramidmodel.org/>

Edutopia

Edutopia provides resources for creating a healthy school culture by helping students develop skills to manage their emotions, resolve conflicts, and make responsible decisions. <https://www.edutopia.org/>

Harvard Graduate School of Education Making Caring Common Project Toolkit

This source includes step-by-step implementation guides that aim to increase empathy, positive relationships, etc. Resource lists included in this toolkit are compilations of websites and resources by topic.

<http://mcc.gse.harvard.edu/educators/toolkit>

National School Climate Center (Classroom Activities)

This source provides educators with lessons to create caring learning communities as well as additional resources to develop safe and healthy school cultures.

<https://www.schoolclimate.org/>

Center on Great Teachers and Leaders

This source helps teachers, school and district leaders, and state education agencies collaborate in connecting social and personal learning to effective teaching. Resources are available for educators to implement initiatives in their classrooms and schools. <http://www.gtlcenter.org/sel-school>

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