GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.

Stage C
1. Identify a range of emotions you have experienced.
2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).
3. Recognize mood changes and factors that contribute to them.
4. Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play).
5. Distinguish among intensity levels of an emotion.
6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).
7. Practice deep breathing to calm yourself.

Stage D
1. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).
2. Explain why characters in stories felt as they did.
3. Distinguish among emotions you might feel in various situations.
4. Use "I-statements" to express various emotions.
5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess, lunch, etc.).
6. Demonstrate awareness of how your behavior affects others.
7. Practice different strategies for handling upsetting situations.

Stage E
1. Describe the physical responses common to a range of emotions.
2. Describe emotions associated with personal experiences.
3. Practice expressing positive feelings about others.
4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).
5. Demonstrate emotions in various contexts in role-plays.
6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).

Stage C
1. Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor).
2. Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.).
3. Explain how practice improves your performance of a skill.
4. Analyze the positive qualities of role models.
5. Analyze what it is about school that is challenging for you.
6. Draw a picture of an activity your family likes to do together.
7. Demonstrate ways to ask for help when needed.

Stage D
1. Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience).
2. Recognize how conditions and people have contributed to your achievement of a goal.
3. Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test).
4. Identify factors you could not change that prevented you from achieving a recent goal.
5. Evaluate what you might have done differently to achieve greater success on a recent goal.

Stage E
1. Describe a time and situation you needed help.
2. Identify reliable adults from whom you would seek help in various situations.
3. Describe how you would improve your ability to perform a valued skill.
4. Explain how adult role models influence your aspirations for the future.
5. Practice strategies that support peers in school.
6. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Stage C
1. Distinguish between nonverbal and verbal cues and messages.
2. Analyze alignment and non-alignment of verbal and non-verbal cues.
3. Role-play the perspectives and feelings of characters from a story.
4. Paraphrase what someone has said.
5. Demonstrate a capacity to care about the feelings of others.
6. Demonstrate an interest in the perspective of others.

Stage D
1. Label others’ feelings based on verbal and non-verbal cues in different situations.
2. List strategies to support students who are left out or bullied.
3. Describe how one feels when left out of an activity or group.
4. Describe how one feels when bullied.
5. Predict possible responses to a range of emotions.
6. Use "I-statements" to let others know that you have heard them.

Stage E
1. Describe others’ feelings in a variety of situations.
2. Describe an argument you had with another person and summarize both points of view.
3. Analyze why literary characters felt as they did.
4. Analyze the various points of view expressed on an historical, political, or social issue.
5. Evaluate how a change in behavior of one side of a disagreement affects the other side.
6. Evaluate your level of achievement with regard to a recent goal.

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<table>
<thead>
<tr>
<th>Stage C</th>
<th>Stage D</th>
<th>Stage E</th>
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</thead>
<tbody>
<tr>
<td>1. Recognize when it is appropriate to give a compliment.</td>
<td>1. Identify ways to build positive relationships with peers, family and others.</td>
<td>1. Describe the qualities of an effective communicator.</td>
</tr>
<tr>
<td>2. Practice introducing everyone in your class.</td>
<td>2. Identify attributes of cooperative behavior in a group setting.</td>
<td>2. Respond positively to constructive criticism.</td>
</tr>
<tr>
<td>3. Demonstrate how to give a compliment.</td>
<td>3. Demonstrate cooperative behaviors in a group.</td>
<td>3. Take responsibility for one’s mistakes.</td>
</tr>
<tr>
<td>4. Demonstrate appropriate responses to receiving a compliment.</td>
<td>4. Practice reflective listening (e.g., 1 messages, paraphrase).</td>
<td>4. Interview an adult on the topic of how to develop friendships.</td>
</tr>
<tr>
<td>5. Use “I-statements” to express how you feel when someone has hurt you emotionally.</td>
<td>5. Demonstrate how to initiate conversation with a new student.</td>
<td>5. Demonstrate support for others’ contributions to a group/team effort.</td>
</tr>
<tr>
<td>6. Demonstrate expressing appreciation to someone who has helped you.</td>
<td>6. Develop a plan that supports the improvement of behaviors within a group.</td>
<td>6. Distinguish between positive and negative peer pressure.</td>
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</table>

**GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

<table>
<thead>
<tr>
<th>Stage C</th>
<th>Stage D</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion).</td>
<td>1. Identify factors that make a situation unsafe.</td>
<td>1. Describe how differing points of view affect your decision-making process.</td>
</tr>
<tr>
<td>2. Identify physical sensations and emotions that indicate a threat or danger.</td>
<td>2. Recognize the consequences to oneself and others of dishonest behavior.</td>
<td>2. Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments).</td>
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<tr>
<td>3. Describe the consequences of breaking classroom or school rules.</td>
<td>3. Evaluate how others influenced your decisions (e.g., family, church, team, club membership).</td>
<td>3. Explain why it is important to obey laws.</td>
</tr>
<tr>
<td>4. Analyze the consequences of lying.</td>
<td>4. Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs).</td>
<td>4. Analyze what it means to be responsible with regard to one’s family, friends, school community.</td>
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<tr>
<td>5. Depict ways to help others (e.g., list, draw, cartoons).</td>
<td>5. Demonstrate respect for the property of others.</td>
<td>5. Evaluate conflicting points of view in making a decision.</td>
</tr>
<tr>
<td>6. Evaluate various approaches to responding to provocation.</td>
<td>6. Demonstrate internet safety.</td>
<td>6. Distinguish between positive and negative peer pressure.</td>
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<tr>
<td>7. Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).</td>
<td>7. Demonstrate constructive conflict resolution strategies in the classroom.</td>
<td>7. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous.</td>
</tr>
</tbody>
</table>

**Stage D**

1. Identify alternative solutions to problems.
2. Analyze the consequences of alternative solutions to selected scenarios.
3. Develop criteria for evaluating the consequences of a decision for oneself and important others in one’s life.
4. Practice decision-making processes.
5. Demonstrate decision-making in a group.
6. Plan healthy meals.
7. Define communication skills.
8. Practice problem-solving skills.
9. Demonstrate awareness that feelings influence one’s decisions.
10. Describe ways to promote the safety of oneself and others.
11. Describe the steps of a decision-making model.
12. Brainstorm alternative solutions to completing an assignment on time.
13. Practice group decision-making.
15. Develop the consequences of a decision for oneself and others.
16. Practice decision-making with others.
17. Analyze the consequences of a decision for selected scenarios.
18. Demonstrate criteria for evaluating the consequences of a decision for oneself and significant others in one’s life.
19. Practice decision-making in various contexts.
20. Plan healthy meals.
21. Identify challenges and obstacles to solving problems.
22. Identify healthy alternatives to risky behaviors.
23. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).
24. Practice aligning non-verbal and verbal communication in refusing unwanted behavior.
25. Apply a decision-making model to deal with unwanted behavior.