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

Stage I
1. Identify who helped you and how in achieving a recent goal.
2. Identify possible career and volunteer opportunities based on your identified interests and strengths.
3. Analyze how time management might improve your decision making.
4. Practice assertive communication to manage stress.
5. Practice dealing appropriately with being wrongly accused of something.
6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).

Stage J
1. Identify and recognize individual and group similarities and differences.
2. Recognize the perspectives of others.
3. Recognize the impact of denial defense mechanisms on your mental health.
4. Analyze outcome differences for you and others of expressing fear in various situations (e.g., in the presence of a potential assaulter, in the presence of a friend).
5. Demonstrate how you might use upset feelings to ask for help rather than express anger.
6. Demonstrate an ability to express hurt without withdrawal, blame, or aggression.
7. Select healthy defense mechanisms.

Stage J
6. Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it.

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

Stage I
1. Recognize ways to share and reciprocate feelings.
2. Identify people’s varying attitudes and feelings about current issues (e.g., what changes schools should make to better prepare students for the workplace).
3. Differentiate between the factual and emotional content of what a person says.
4. Demonstrate empathy with others in a variety of situations.
5. Develop strategies to provide support to others who are experiencing problems.
6. Demonstrate strategies to mentor others.

Stage J
1. Analyze barriers to effective communication.
2. Evaluate opposing points of view on current issues (e.g., the role of students in the governance of their school).
3. Use appropriate non-verbal cues to communicate your understanding of another’s perspective.
4. Demonstrate ways to assert one’s needs and viewpoints in a respectful manner.
5. Practice responding to ideas rather than the person advancing them.

Stage I
1. Discuss stereotyping and its negative effects for both the victim and perpetrator.
2. Analyze how various social and cultural groups are portrayed in the media.
3. Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural norms).
4. Evaluate efforts to promote increased understanding among groups.
5. Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals.
6. Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students.
7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.

Stage J
1. Analyze your perception of cultural variation in light of experiences you have had with members of various cultural groups.
2. Analyze how the media create and/or reinforce societal expectations of various social and cultural groups.
3. Analyze the meaning of citizenship in various countries and historical periods.
4. Evaluate how marketing and media shape how social and cultural groups perceive themselves.
5. Evaluate how getting to know and work with others from various social and cultural groups can change your perceptions of these groups.
6. Practice opposing intolerance and stereotyping (e.g., participate in mock trials of students accused of non-conformist behavior).
7. Demonstrate an ability to work well with those of different ethnic groups and religions.
GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Stage I
1. Explain how to reduce negative outcomes in risky situations.
2. Explain how laws reflect social norms and affect our personal decision making.
3. Analyze how personal decisions can affect your health and the health of others.
4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.
5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).
6. Promote alcohol-free social events among peers.

Stage J
1. Analyze the causes of conflict in various situations (e.g., with a friend, someone you are dating, a neighbor, someone with a different political position, another country).
2. Analyze strategies for dealing with sexual harassment and an abusive relationship.
3. Evaluate the appropriateness of various approaches to resolving conflict (e.g., reflective listening, self-management, debate, mediation, decision making by a leader, war, court rulings, etc.).
4. Recommend ways for students to have a voice in establishing and enforcing school rules.
5. Analyze how conflict can escalate into violence.
6. Demonstrate various approaches for resolving conflict.

Stage J
7. Demonstrate strategies for collaborating with peers, adults and others in the community.

Stage J
1. Analyze how you and others feel in giving and receiving help.
2. Analyze the effects of giving and receiving help in completing tasks.
3. Evaluate ideas on their merit instead of the individual sharing them.
4. Evaluate how well one follows the lead of others in completing group tasks.
5. Evaluate how well one supports the leadership of others.
6. Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas; supporting others’ ideas).
7. Demonstrate strategies for collaborating with peers, adults and others in the community.