### Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

<table>
<thead>
<tr>
<th>Standard A- Identify and Manage one’s emotions and behaviors.</th>
<th>Standard B- Recognize personal qualities and external supports.</th>
<th>Standard C- Demonstrate skills related to achieving personal and academic goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate how expressing one’s emotions in different situations affects others.</td>
<td>Implement a plan to build on a strength, meet a need, or address a challenge.</td>
<td>Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.</td>
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<tr>
<td>Evaluate how expressing more positive attitudes influences others.</td>
<td>Evaluate how developing interests and filling useful roles support school and life success.</td>
<td>Monitor progress toward achieving a goal, and evaluate one’s performance against criteria.</td>
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- Create a project highlighting the communities assets and how it can affect the student’s choices.
- Guide students on how to use upset feelings to ask for help rather than express anger.
- Model the ability to express hurt without withdrawal, blame or aggression.
- Analyze outcome differences in characters expressing fear in various situations (in the presence of a potential assailant, in the presence of a friend).
- Discuss the impact of denial on mental health.
- Guide students to identify skills and credentials required to enter a particular profession and begin to prepare accordingly.
- Discuss decision-making based on what is legal rather than media images of success.
- Assist students in developing relationships that support personal and career goals.
- Journal how examples of the professional work or community service of an adult in the student’s life has contributed to an important life goal.
- Coordinate activities to tutor younger students.
- Mentor students to set long-term academic/career goals with dates for completion and actions steps.
- Predict possible barriers to achieving the goal and help design contingency plans for overcoming them.
- Analyze how current decisions about health behaviors may affect long-term plans.
- Have groups discuss the steps needed to achieve the goal of getting a summer job and create a plan.
- Reflect on improving coping strategies.

### Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

<table>
<thead>
<tr>
<th>Standard A- Recognize the feelings and perspectives of others.</th>
<th>Standard B- Recognize individual and group similarities and differences.</th>
<th>Standard C- Use communication and social skills to interact effectively with others.</th>
<th>Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</th>
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<td>Demonstrate how to express understanding of those who hold different opinions.</td>
<td>Demonstrate ways to express empathy for others.</td>
<td>Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</td>
<td>Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</td>
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<td>Evaluate the effects of using negotiation skills to reach win-win solutions.</td>
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- Role-play effective communication strategies.
- Debate opposing points of view on current issues.
- Analyze the factors that have influenced the students perspective on an issue...why do they think the way they do? Practice responding to ideas rather than the person stating them.
- Allow students to analyze their perceptions of cultural variations based on their experiences.
- Analyze how the media creates and reinforces societal expectations of various social and cultural groups.
- Practice opposing intolerance and stereotyping (mock trials with students being accused of non-conformist behaviors).
- Role-play scenarios on giving and receiving help.
- Discuss the effects of giving and receiving help.
- Reflect after working groups-how well the group works together, follows the lead of others, supports each person in the group, provide structure, and supports ideas.
- Model strategies for collaborating with peers and adults.
- Create a list of the causes of conflict in various situations (with a friend, dating, a neighbor, political opponent, another country).
- Discuss strategies for dealing with sexual harassment and an abusive relationship.
- Evaluate appropriateness of strategies to resolve conflicts (self-management, debates, mediation, decision making by a leader, war).

### Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

<table>
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<th>Standard A- Consider ethical, safety, and societal factors in making decisions.</th>
<th>Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.</th>
<th>Standard C- Contribute to the well-being of one’s school and community.</th>
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<td>Apply ethical reasoning to evaluate societal practices.</td>
<td>Analyze how present decision making affects college and career choices.</td>
<td>Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</td>
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<td>Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.</td>
<td>Evaluate how responsible decision making affects interpersonal and group relationships.</td>
<td>Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</td>
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- Create posters describing the value of resisting peer pressure that causes social or emotional harm to self or others.
- Convene a student jury to review a current event/ scenario on a social topic or behavior.
- Form groups of students to outline a service project within the community to show how it might make a positive impact on society.
- Discuss ethical issues in social policy.
- Journal how student’s social relationships have impact on their academic performance.
- Discuss how the student’s interests, personality traits, and aptitudes affect career choices.
- Guide students to reflect on past relationships with friends and how that might impact decisions on future relationship choices.
- Discuss class schedule choices with students and how it connects to their career choices.
- Design a student created survey to identify school needs and prioritize the results.
- Develop a project plan on the identified needs.
- Conduct a research project on the school need of interest to the groups.
- Work collaboratively with the community to raise awareness of the need within the school.
- Communicate the results.