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

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard A– Identify and Manage one’s emotions and behaviors.</td>
<td>Standard B– Recognize personal qualities and external supports.</td>
<td>Standard C– Demonstrate skills related to achieving personal and academic goals.</td>
</tr>
<tr>
<td>Analyze how thoughts and emotions affect decision making and responsible behavior.</td>
<td>Generate ways to develop more positive attitudes.</td>
<td>Set priorities in building on strengths and identifying areas for improvement.</td>
</tr>
<tr>
<td>Evaluate how positive adult role models and support systems contribute to school and life success.</td>
<td>Identify strategies to make use of resources and overcome obstacles to achieve goals.</td>
<td>Apply strategies to overcome obstacles to goal achievement.</td>
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</tbody>
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- Practice time management skills with group projects, long term goals and events.
- Make predictions on how someone feels when apologizing to someone else.
- Role-play how to give/receive help or a compliment from a peer.
- Practice scenarios on how to deal appropriately with being wrongly accused of something.
- Develop a class list of stress management techniques to handle anxiety related to school tasks (public speaking, taking a test, etc.).
- Create student journals of personal strengths.
- Create a student project (poster, comic strip, story) to depict a situation when help was needed and where/how it was sought out.
- Analyze where students can go to help resist negative influences.
- Identify career and volunteer opportunities for students based on their interests.
- Guide students to understand situations they cannot change and how to devote energy to what they can control.
- Guide students to create actions steps and time frames toward achieving a goal.
- Analyze why scheduling conflicts might require changes to the time frame to achieving the goal.
- Reflect on how overcoming obstacles or not overcoming obstacles affected working on a current goal.
- Analyze on how unforeseen events can affect the planning and achievement of a long term goal.

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

<table>
<thead>
<tr>
<th>Standard A</th>
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<th>Standard C</th>
<th>Standard D</th>
</tr>
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<tbody>
<tr>
<td>Standard A– Recognize the feelings and perspectives of others.</td>
<td>Standard B– Recognize individual and group similarities and differences.</td>
<td>Standard C– Use communication and social skills to interact effectively with others.</td>
<td>Standard D– Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</td>
</tr>
<tr>
<td>Analyze similarities and differences between one’s own and others’ perspectives.</td>
<td>Use conversation skills to understand others’ feelings and perspectives.</td>
<td>Analyze the origins and negative effects of stereotyping and prejudice.</td>
<td>Use communication and social skills to interact effectively with others.</td>
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<tr>
<td>Demonstrate respect for individuals from different social and cultural groups.</td>
<td>Evaluate the effects of requesting support from and providing support to others.</td>
<td>Evaluate one’s contribution in groups as a member and leader.</td>
<td>Analyze how listening and talking accurately help in resolving conflicts.</td>
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<tr>
<td>Apply strategies to defuse, de-escalate, and/or resolve situations.</td>
<td>Analyze how conflict-resolution skills contribute to working within a group.</td>
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- Discuss how the class can support others who are experiencing problems.
- Brainstorm different types of encouragement.
- Create an environment of mentorship between students.
- Compare ways to share and reciprocate feelings among students in classroom.
- Analyze a variety of situations to model empathy with others.
- Evaluate how actions of literary characters or historical figures have demonstrated human similarities and differences.
- Discuss how various cultural groups are portrayed in the media.
- Discuss what is a positive friend?
- Role-play responding non-defensively to criticism or accusation.
- Analyze how various relationships differ (peers, parents, teachers, other adults).
- Develop action steps within a group activity to achieve a group goal.
- Develop the criteria as group for evaluating the success in completing the steps and the goal.
- Evaluate the effectiveness of strategies for dealing with negative peer pressure (ignoring it, changing the subject, call attention to negative consequences).
- Incorporate a peer mediation protocol in class.
- Discuss conflict resolution skills to defuse, de-escalate, and/or resolve differences.
- Practice problem-solving simulations.

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

<table>
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<tr>
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<th>Learning Standard C</th>
</tr>
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<tr>
<td>Consider ethical, safety, and societal factors in making decisions.</td>
<td>Demonstrate personal responsibility in making ethical decisions.</td>
<td>Contribute to the well-being of one’s school and community.</td>
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<tr>
<td>Evaluate the effectiveness of strategies to prevent, manage, and resolve situations.</td>
<td>Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</td>
<td>Plan, implement, and evaluate one’s participation in activities and organizations that improve school climate.</td>
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<tr>
<td>Apply decision-making skills to establish responsible social and work relationships.</td>
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<td>Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community.</td>
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- Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.
- Discuss how laws reflect social norms and affect our personal decision-making.
- Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.
- Discuss how social norms influence behavior in settings (hospital, restaurant, sporting events).
- Model effective time management and organizational skills.
- Discuss and identify resources that help students succeed academically and socially.
- Review how ethical conduct might improve valued relationships.
- Demonstrate and analyze how peers can help one another avoid and cope with potentially dangerous situations.
- Identify and support a possible service project to do within the school.
- Guide students to identify service projects within the local community and where/who to contact to become involved to support the project.
- Create a “mock” debate or election modeling current issues or candidates to reflect current interest groups or organizations.