

Competency: SELF-AWARENESS



Competence in *self-awareness* means understanding emotions, values, and personal goals. It include accurately assessing your strengths and limitations, possessing a well-grounded sense of self-efficacy and optimism, and having a growth mindset that you can learn through hard work. ([Social and Emotional Learning as a Public Health Approach to Education](#))

Developmental Assets: 1-6, 30, 38

	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students demonstrate an awareness of their emotions	<p>Recognize and label emotions/ feelings</p> <p>Describe their emotions and the situations that cause them (triggers)</p>	<p>Distinguish among intensity levels of their emotions</p> <p>Describe how they physically respond to emotions</p> <p>Recognize and label emotions and discuss how they are linked to behavior</p>	<p>Recognize negative emotions as indicators of situations in need of attention</p> <p>Analyze emotional states that contribute to or detract from their ability to problem solve</p> <p>Explain possible outcomes associated with the different forms of</p>	<p>Distinguish their real feelings from how others expect them to feel</p> <p>Describe the external event or internal cognition that triggered an emotion</p> <p>Understand the effect of self-talk on emotions</p>	<p>Describe how changing their interpretation of an event can alter how they feel about it</p> <p>Use self-reflection to make sure their emotions are in line with the truth of a situation</p> <p>Acknowledge an emotion and determine the appropriate time and place to safely digest it</p>
Students demonstrate awareness of their personal traits	<p>Identify their likes and dislikes</p> <p>Describe things they do well</p> <p>Describe a task that they may need help with in order to be successful</p>	<p>Describe the personal qualities they possess that make them successful members of their school community</p> <p>Describe and prioritize personal skills and interests that they want to develop</p>	<p>Analyze how personal qualities and temperaments influence choices and successes</p> <p>Apply self-reflection techniques to recognize their strengths, weaknesses, and potential</p> <p>Implement a plan to build on strengths, meet a need, or address a challenge</p>	<p>Identify things about themselves that they cannot change and devote their energy to something they can change</p> <p>Recognize their personal learning style/intelligence and find ways to employ those styles</p> <p>Explore possible career and volunteer opportunities based on their identified interests and strengths</p>	<p>Find and enhance an affinity</p> <p>Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly</p> <p>Show self-esteem based on accurate assessment of self</p>
Students demonstrate awareness of their external supports	<p>Identify a trusted adult</p> <p>Explain situations in which they need to seek adult help (distinguish between large & small problems)</p> <p>Understand how and where to get help in an emergency</p>	<p>Recognize qualities of positive role models</p> <p>Identify positive adults in various facets of their lives</p> <p>Identify peer, home and school resources they can access to help solve problems</p>	<p>Have awareness of where to go for support when needed</p> <p>Evaluate the benefits of participating in extracurricular activities</p> <p>Recognize outside influences on the development of personal characteristics and discern whether or not those influences are</p>	<p>Identify school support personnel and have knowledge of when and how to access/use them</p> <p>Identify organizations in their community that provide opportunities to develop their interests or talents</p>	<p>Activate community resources to help achieve their goals</p> <p>Access safety networks for self and others</p> <p>Have constructive support systems in place that contribute to school and life success</p>
Students have a sense of personal responsibility	<p>Understand that school-wide expectations and responsibilities promote a safe and productive environment</p> <p>Accept that there are positive and negative consequences for their choices and actions</p> <p>Act responsibly when using other people's property</p>	<p>Choose to do school work/other tasks without being reminded</p> <p>Define what it means to be responsible and can identify things for which they are responsible</p> <p>Explain the benefit of being responsible</p>	<p>Identify the areas of school and life that are within their control</p> <p>Analyze the short and long term outcomes of safe, risky and harmful behaviors</p> <p>Define their responsibility for the outcomes involved in safe, risky and harmful behaviors</p>	<p>Analyze the effect that taking (or not taking) responsibility can have on themselves and others</p> <p>Describe how taking personal responsibility can lead to success</p> <p>Demonstrate an ability to take responsibility for their choices</p>	<p>Realize the level of control they have over their own lives and act accordingly</p> <p>Take the role of a personally responsible citizen promoting the betterment of the community</p>

Competency: SELF-MANAGEMENT



Competence in *self-management* requires skills and attitudes that help regulate emotions and behavior. They include the ability to delay gratification, manage stress, control impulses, and persevere through challenges to achieve personal and educational goals. ([Social and Emotional Learning as a Public Health Approach to Education](#))

Developmental Assets: 28, 29, 31, 32, 37, 39, 40

	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students demonstrate the ability to manage their emotions constructively	<ul style="list-style-type: none"> Identify ways to calm themselves Demonstrate constructive ways to deal with upsetting emotions Walk away/remove themselves from a triggering event 	<ul style="list-style-type: none"> Use self-monitoring strategies (self-talk) to regulate emotions Show skills in handling pressure situations (e.g. calm down, walk away, seek help or mediation) Demonstrate an ability to present their own perspective (I-message) 	<ul style="list-style-type: none"> Apply strategies to manage stress and to motivate successful performance Reflect on possible consequences, both positive and negative, before expressing an emotion Generate ways to develop positive attitudes (optimism) 	<ul style="list-style-type: none"> Demonstrate control of their behavior so as not to behave impulsively Evaluate the role attitude plays in success (i.e. pessimism vs. optimism) Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of 	<ul style="list-style-type: none"> Demonstrate reframing skills to promote resiliency and optimism Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being
Students demonstrate honesty/integrity	<ul style="list-style-type: none"> Distinguish between truth and a lie Analyze the consequences of lying and/or breaking a rule Understand the importance of telling the truth 	<ul style="list-style-type: none"> Show willingness to tell the truth in a difficult situation while honoring personal boundaries Identify reasons why honesty is a valued trait Analyze the outcomes of dishonesty 	<ul style="list-style-type: none"> Activate personal integrity as a tool to resist negative peer pressure Evaluate how honesty contributes to lifelong success and relationship building 	<ul style="list-style-type: none"> Analyze their behavior to determine whether or not they are being authentic Analyze whether they are behaving in an honest manner and adjust accordingly 	<ul style="list-style-type: none"> Show authenticity in their behaviors Act with a correlation between their words and their actions (walk the talk)
Students use effective decision-making skills	<ul style="list-style-type: none"> Describe ways to promote the safety of themselves and others Recognize that they have a choice in how to respond to a situation Implement stop, think and act strategies in solving problems 	<ul style="list-style-type: none"> Describe the steps of a decision-making model Generate alternative solutions to problems and predict possible outcomes Effectively participate in group 	<ul style="list-style-type: none"> Identify and apply the steps of systemic decision-making Evaluate strategies for avoiding risky behaviors 	<ul style="list-style-type: none"> Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision-making Consider ethical, safety, and societal factors when making their decisions 	<ul style="list-style-type: none"> Apply decision-making skills to foster responsible social and work relations and make healthy life-long decisions
Students demonstrate the ability to set and achieve goals	<ul style="list-style-type: none"> Identify a goal (wish, dream) Identify the steps needed to perform a routine task or accomplish a goal Describe something they have accomplished 	<ul style="list-style-type: none"> Describe why participating in their education is important in helping them achieve personal goals Describe the steps in setting and working toward goal achievement Evaluate what they might have done differently to achieve greater success on a recent goal Distinguish between long term and short term goals 	<ul style="list-style-type: none"> Apply goal-setting to promote academic success Set a positive social interaction goal Demonstrate goal-setting skills relating to potential career paths 	<ul style="list-style-type: none"> Monitor progress toward achieving a goal, and make adjustments to their plan as needed Identify outside resources that can help in achieving a goal Set a positive academic goal 	<ul style="list-style-type: none"> Set a post-secondary goal with actions steps, timeframes, and criteria for evaluating achievement Demonstrate an understanding that goal setting promotes life-long success

Competency: SOCIAL AWARENESS



Competence in *social awareness* involves the ability to take the perspective of people with different backgrounds or from different cultures and to empathize and act with compassion toward others. It also involves understanding social norms for behavior and recognizing family, school and community resources. ([Social and Emotional Learning as a Public Health Approach to Education](#))

Developmental Assets: 8,9,26,27,34,36

	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students demonstrate awareness of other people's emotions and perspectives	<p>Predict how others are feeling based on their facial expression and body language</p> <p>Recognize words and actions that hurt others</p>	<p>Predict how their own behavior affects the emotions of others</p> <p>Define the terms perspectives/point of view</p> <p>Use listening skills to identify the feelings/perspectives of others</p>	<p>Analyze ways their behavior may affect the feelings of others and adjust accordingly</p> <p>Provide support and encouragement to others in need</p> <p>Show respect for other people's perspectives</p>	<p>Identify verbal, physical and situational cues that indicate how others may feel</p> <p>Use conversational skills to understand the perspective of others</p> <p>Demonstrate ways to express understanding those who hold different opinions</p>	<p>Differentiate between the factual and emotional content of what a person says</p> <p>Express empathy toward others</p> <p>Value and learn from the perspective of others</p>
Students demonstrate consideration for others and a desire to positively contribute to their community	<p>Recognize and name how others within their school, home, and greater community help them</p> <p>Identify how they help others (e.g. feed the dog, share, clean up when asked)</p> <p>Express how they feel about helping others</p>	<p>Describe what they learned about themselves when helping others</p> <p>Identify roles they have that contribute to their school, home, and community</p> <p>Work together with peers to address a need</p>	<p>Explain how their decisions and behaviors affect the wellbeing of their school and community</p> <p>Evaluate the impact of their involvement in an activity to improve their school or community</p>	<p>Work cooperatively with others to implement a strategy to address a need in the broader community</p> <p>Evaluate the impact of their involvement in an activity to improve their school or community</p>	<p>Participate in activities that show they are agents for positive change within their community/world</p> <p>Analyze their responsibilities as involved citizens of a democratic society</p>
Students demonstrate an awareness of a cultural issues and a respect for human dignity and differences	<p>Describe ways that people are similar and different</p> <p>Name positive human qualities in others that cross all cultures and groups</p>	<p>Identify contributes of various social and cultural groups</p> <p>Recognize that people from different cultural and social groups share many things in common</p> <p>Define stereotyping, discrimination and prejudice</p>	<p>Analyze how people of different groups can help one another and enjoy each other's company</p> <p>Explain how individual, social and cultural differences may increase vulnerability to stereotyping and identify ways to address this</p>	<p>Demonstrate respect for individuals from different social and cultural groups</p> <p>Participate in cross-cultural activities and reflect on their responses</p>	<p>Evaluate strategies for being respectful of others and opposing stereotyping and prejudice</p> <p>Evaluate how advocacy for the rights of others contributes to the common good</p> <p>Show sensitivity to the cultural settings they are in and a</p>
Students can read social cues	<p>Understand the importance of respecting personal space</p> <p>Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in)</p> <p>Wait their turn, observe the situation, and know when it's appro-</p>	<p>Describe tone and how it is used to communicate to others</p> <p>Describe the impact of body language and facial expressions in communication</p> <p>Develop awareness that social cues may be different among various groups</p>	<p>Analyze social situations and appropriate responses to those situations (e.g. school dance, peer pressure situations, cliques, public speaking)</p> <p>Recognize the personal boundaries of themselves and others (friends, family members, teachers)</p>	<p>Evaluate how society and cultural norms have an effect on personal interactions</p> <p>Read social cues and recognize the impact of their reactions to those cues</p>	<p>Recognize and respond to social cues in a manner that contributes to their life-long success</p>

Competency: RELATIONSHIP SKILLS

Relationship skills give children the tools they need to establish and maintain healthy and rewarding relationships and to act in accordance with social norms. Competence in these skills involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. ([Social and Emotional Learning as a Public Health Approach to Education](#))

Developmental Assets: 33, 34, 36

	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students use positive communication and social skills to interact effectively with others	<p>Pay attention to others when they are speaking</p> <p>Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.)</p> <p>Take turns and share with others</p>	<p>Give and receive compliments in a genuine manner</p> <p>Use attentive listening skills to foster better communication</p> <p>Demonstrate good sportsmanship</p> <p>Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)</p>	<p>Demonstrate the ability to both assume leadership and be a team player in achieving group goals</p> <p>Differentiate between passive, assertive, and aggressive responses</p> <p>Practice reflective listening</p>	<p>Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward</p> <p>Offer and accept constructive criticism in order to make improvements</p> <p>Work to maintain an objective, non-judgmental tone during disagreements</p>	<p>Use assertive communication to get their needs met without negatively impacting others</p> <p>Empower, encourage, and affirm themselves and others through their interactions</p>
Students develop constructive relationships	<p>Identify relationships they have with others</p> <p>List traits of a good friend</p> <p>Design a plan for making friends</p>	<p>Recognize the difference between positive and negative relationships</p> <p>Understand the difference between safe and unsafe behaviors in a relationships</p> <p>Identify a problem in a relationship and seek appropriate assistance</p>	<p>Distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure</p> <p>Improve themselves through positive activities with their peer group</p> <p>Demonstrate an ability to be true to personal values when choosing friendship</p>	<p>Understand the benefits of setting limits for themselves and others (boundaries)</p> <p>Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness)</p> <p>Understand the value of mentors</p>	<p>Actively participate in a healthy support network of valued relationships</p> <p>Independently seek out relationships that support their development through life</p>
Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	<p>Identify interpersonal problems they need adult help to resolve</p> <p>Recognize there are many ways to solve conflicts and practice solving problems using a list of choices</p>	<p>Show an understanding that conflict is a natural part of life</p> <p>Describe causes and effects of conflicts</p> <p>Distinguish between destructive and constructive ways of dealing with conflict</p> <p>Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)</p>	<p>Identify the roles of individuals in conflict and understand their responsibility in reaching resolution</p> <p>Apply conflict resolution skills to de-escalate, defuse, and resolve differences</p> <p>Identify how all parties in a conflict might get their needs met (win-win)</p> <p>Identify positive supports that can help in a conflict situation/crisis</p>	<p>Analyze how listening and talking accurately help in preventing and resolving conflicts</p> <p>Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety</p> <p>Access conflict resolution and problem-solving resources (i.e. trusted adult, peer mediators, counselors)</p>	<p>Demonstrate an ability to co-exist in civility in the face of unresolved conflict</p> <p>Use prevention, management, and resolution skills to resolve interpersonal conflict constructively</p> <p>Evaluate and reflect on their role in a conflict to utilize this information to better their behavior in future conflicts</p>

Competency: RESPONSIBLE DECISION MAKING



Responsible decision-making requires the knowledge, skills, and attitudes to make constructive choices about personal behavior and social interactions, whatever the setting. Competence in this area requires the ability to consider ethical standards, safety, and the norms for risky behavior; to realistically evaluate the consequences of various actions; and to take the health and wellbeing of yourself and others into consideration. ([Social and Emotional Learning as a Public Health Approach to Education](#))

Developmental Assets: 32, 35, 37

	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students demonstrate resistance skills	<p>Identify characteristics of an unsafe situation</p> <p>Identify trusted adults from whom they can seek help</p>	<p>Recognize risky or dangerous situations</p> <p>Identify when to seek help from a trusted adult</p> <p>Identify strategies for resisting negative peer pressure</p> <p>Identify how to be a friend who can help others say no</p>	<p>Recognize and chose to stay away from people who are likely to get them in trouble</p> <p>Identify how to respond if treated unfairly or denied rights</p> <p>Express desires and needs with positive, assertive communication techniques</p> <p>Identify strategies for being an ally</p>	<p>Identify factors that influence choices in responding to peer pressure</p> <p>Identify values that are tested with negative peer pressure</p> <p>Identify a list of personal values</p> <p>Demonstrate refusal skills to handle negative peer pressure assertively</p>	<p>Effectively convey and follow through with their decision not to engage in unwanted conduct</p> <p>Employ a wide range of strategies to communicate appropriately with different audiences</p> <p>Explain and apply concepts such as power, justice, and influence to the examination of persistent issues and social problems</p>
Students demonstrate a sense of personal power and influence over their lives	<p>Recognize that they have influence over what is happening in their lives</p> <p>Ability to choose from among several options</p> <p>Accepts that there are positive and negative consequences for their choices and actions</p>	<p>Identify choices that are within their control</p> <p>Think creatively about how to make positive decisions</p> <p>Identify and celebrate their own talents, skills and achievements</p>	<p>Analyze how personal qualities and temperaments influence choices and successes</p> <p>Apply self-reflection techniques to recognize strengths, challenges and potential</p> <p>Implement a plan to build on strengths or address a challenge</p>	<p>Feels they have control over “things that happen to me”</p> <p>Identify the ways human beings view themselves in and over time</p> <p>Identify things about themselves they cannot change and devote their energy to something they can change</p>	<p>Accurately perceive situations in which a decision is to be made and assess factors that might influence responses</p> <p>Demonstrate effective verbal and nonverbal communication skills to enhance health</p> <p>Adjust their spoken and written language to communicate effectively with various audiences</p>
Students use effective decision-making skills	<p>Describe ways to promote the safety of themselves and others</p> <p>Recognize that they have choices in how to respond to situations</p> <p>Implement stop, think and act strategies in problem solving</p>	<p>Describe the steps of a decision-making model</p> <p>Generate alternative solutions to problems and predict possible outcomes</p> <p>Effectively participate in group decision-making processes</p>	<p>Identify and apply the steps of systemic decision making</p> <p>Evaluate strategies for avoiding risky behaviors</p>	<p>Evaluate how external influences (e.g. media, peers, cultural norms) affect their decision making</p> <p>Consider ethical, safety, and societal factors when making their decisions</p>	<p>Apply decision-making skills to foster responsible social and work relationships and to make healthy life-long choices</p>
Students demonstrate ability to plan and make decisions	<p>Begins to plan for immediate future</p> <p>Identify the steps needed to perform a routine task</p>	<p>Effectively break down a large project into smaller steps</p> <p>Describe steps in setting and working toward goal achievement</p> <p>Evaluate what they might have done differently to achieve a different result or greater success</p>	<p>Thinks through situations and possible options; usually happy with the result of their decision</p>	<p>Set positive goals</p> <p>Monitor progress toward achieving a goal, and make adjustments to their plan as needed</p>	<p>Establish and work toward the achievement of short- and long-term pro-social goals</p> <p>Use knowledge of facts and concepts to inform decision-making</p> <p>Predict the potential outcomes of options</p> <p>Research issues by generating ideas, questions, and posing problems and communicate their discoveries</p>