



ALIGNMENT CHART

Character and Social-Emotional Development National Guidelines

- Second Step® Elementary Digital Program
- Second Step® Middle School Digital Program

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students’ school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet the Character and Social-Emotional Development National Guidelines

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Character and Social-Emotional Development (CSED) National Guidelines. Boxes are checked to indicate that the Second Step digital programs meet a given CSED guideline within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the guideline through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the guidelines.

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Kindergarten-Grade 2

Character and Social-Emotional Development National Guidelines

Second Step® Elementary Digital Program

Key Skills and Concepts																			
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem

Guideline																					
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	1. Understand what being honest means and why honesty is a character strength																✓	✓		
		2. Understand what stealing is and why stealing is wrong																			
		3. Understand what cheating is and why cheating is wrong (e.g., copying answers, giving answers to a friend, getting someone else to do your work for you)																			
		4. Understand why keeping a promise is a character strength																			
		5. Understand why caring and being concerned for the well-being of others is a character strength										✓	✓	✓				✓	✓	✓	
		6. Understand what gratitude is (the ability to recognize and express appreciation) and why practicing gratitude is a character strength																			
Moral Character	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	1. Describe a time when you demonstrated honesty as a character strength																			
		2. Describe a time when you kept your promise, even if it was difficult to do so																			
		3. Share an example of when you practiced caring as a character strength										✓		✓							
		4. Share an example of when you practiced gratitude as a character strength																			
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal-setting, and grit	1. Understand how forming positive habits develops a person's self-discipline	✓		✓	✓			✓												
		2. Explain willpower (e.g., learning to say no to your immediate impulses)																			
		3. Understand how a person demonstrates responsibility (finishing what you start, putting things away, being on time)			✓	✓			✓		✓					✓		✓			
		4. Explain why it is important for everyone to set goals																			



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Guideline																						
Performance Character	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal-setting, and grit	1. Offer examples of when you show willpower (e.g., learning to say no to your immediate impulses)				✓																
		2. Give an example of a positive habit that has helped you develop self-discipline							✓													
		3. Provide evidence that you consistently demonstrate responsibility	✓		✓	✓	✓						✓					✓	✓	✓		
		4. Give an example of a goal you have set for yourself							✓													
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	1. Describe what it means to be curious																				
		2. Understand why it is important for learners to avoid being sloppy or careless																				
		3. Recognize different approaches to problem-solving																✓	✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	1. Demonstrate genuine curiosity related to learning something new						✓	✓													
		2. Practice steps and mental habits to avoid being sloppy or careless	✓	✓	✓	✓	✓		✓													
		3. Apply different problem-solving approaches																✓	✓	✓	✓	✓



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Guideline

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Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering, and contributing to the common good	1. Understand why it is important to share, take turns, and follow rules (of a game, at home or school)			✓								✓					✓				✓	
		2. Explain why it is important for everyone to be respectful, courteous, and polite												✓	✓	✓	✓		✓	✓	✓	✓	✓
		3. Explain what it means to follow the Golden Rule																					
		4. Describe what it means to be a volunteer (at home, in school, in the community)																					
	B. Apply and demonstrate the character strengths of fairness, respect, volunteering, and contributing to the common good	1. Demonstrate the ability to share, take turns, and follow rules (of a game, at home or school)				✓								✓					✓				✓
		2. Demonstrate the ability to be respectful, courteous, and polite												✓	✓	✓		✓	✓	✓	✓	✓	✓
		3. Share with family, teachers, and friends a time when the Golden Rule inspired you to change your behavior																					
		4. Share with family, teachers, and friends the ways in which you volunteer at home, in school, and in the community																					
Self-Awareness	A. Recognize, understand, and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions	1. Identify and name different emotions (e.g., positive emotions, negative emotions, intense emotions)							✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	
		2. Identify personal strengths (e.g., honesty, curiosity, listening)						✓															
	4. Describe how your feelings influence and shape your thoughts and behaviors	3. Develop an emotional vocabulary to describe your feelings (e.g., anxious, bored, confident, confused, disappointed, embarrassed, excited, frustrated, hopeful, hurt, ignored, joyful, lonely, mad, proud, rejected, scared, worried)								✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
		4. Describe how your feelings influence and shape your thoughts and behaviors						✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations	1. Demonstrate the ability to regulate your impulses (e.g., how to appropriately communicate your wants and needs, how to wait for something you want, how to use a hand signal)			✓	✓						✓					✓	✓		✓		
		2. Recognize how to express your emotions accurately and how to appropriately express your needs related to those feelings										✓	✓					✓	✓			
		3. Explain the different ways people respond to problems and challenges (e.g., ask for help, try harder, learn from mistakes)																✓	✓	✓		✓
		4. Describe and practice communicating effective verbal and non-verbal messages (e.g., saying thank you, waving goodbye to a friend)						✓						✓						✓	✓	
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	1. Demonstrate the ability to understand what another person is feeling (e.g., happy, sad, disappointed, confused, angry)											✓	✓	✓	✓		✓	✓	✓	✓	
		2. Demonstrate the ability to care about how others are feeling											✓	✓	✓	✓		✓	✓	✓	✓	
		3. Demonstrate the ability to listen carefully and intentionally to others													✓	✓						
		4. Describe ways in which people are similar and different									✓											
		5. Use respectful language and actions when dealing with conflict or a difference of opinion																✓	✓	✓	✓	✓
		6. Be able to tell stories and listen to stories told by others	✓			✓									✓	✓						



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Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	1. Initiate and engage in conversation and social interactions with classmates, peers, and adults											✓	✓	✓	✓		✓	✓	✓		
		2. Understand the importance of sharing												✓					✓	✓		✓
		3. Understand and respect someone's personal space												✓								
		4. Identify and practice appropriate behaviors to maintain positive relationships (e.g., sharing, helping, saying something nice)												✓	✓	✓	✓	✓	✓	✓	✓	✓
		5. Recognize and practice the skills to prevent, manage, and constructively resolve interpersonal conflicts (e.g., cool off, affirm, forgive, thank)																✓	✓	✓	✓	✓
		6. Learn to resolve conflicts without hitting, throwing a tantrum, or using hurtful language																✓	✓	✓	✓	✓
		7. Play games and appropriately participate in small-group classroom activities	✓	✓	✓	✓																
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	1. Describe a rule or principle that everyone should strive to live by (e.g., be kind, be honest, try your best)				✓	✓						✓									
		2. Understand the difference between what is safe and not safe (e.g., touching a hot stove, skateboarding without a helmet)				✓																
		3. Explain one social norm at school and the reason for the norm (e.g., do not litter, no running in the hallways)				✓																
		4. Understand "if/then" thinking (e.g., "If I do x, then y will likely occur")				✓			✓				✓	✓			✓	✓	✓	✓	✓	✓
		5. Explain a time when you were given the responsibility to make your own decision after considering the pros and cons of different options																				



Grades 3-5

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Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management					Unit 3: Empathy & Kindness					Unit 4: Problem-Solving							
Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for oneself when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem

Guideline

		Guideline																													
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	1. Explain what it means for a person to act with integrity (e.g., "walk their talk")																													
		2. Understand what it means to be trustworthy and how you earn someone's trust																		✓											
		3. Understand and explain the expression "I have the courage to stand up against what is wrong or unfair"																													
		4. Offer examples of caring and compassionate behaviors (at home, in school, in the community)																		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
		5. Offer examples of when you expressed gratitude to another person																													
	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	1. Provide an example of a friend or role model who demonstrates honesty																													
		2. Provide an example of a friend or role model who demonstrates integrity and trustworthiness																													
		3. Provide an example of a friend or role model who stood up against what he or she thought was wrong or unfair																													
		4. Provide an example of a friend or role model who demonstrates caring and compassion																		✓											
		5. Provide an example of a friend or role model who demonstrates gratitude																													
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal-setting, and grit	1. Explain how to demonstrate self-discipline (the ability to forgo instant and immediate gratification for a larger goal or commitment)								✓	✓	✓	✓	✓																	
		2. Explain why responsibility is an important character strength (e.g., being dependable, reliable, and conscientious)																													
		3. Explain why it is a character strength to take responsibility for your behavior and conduct, rather than offer or make excuses																													
		4. Learn the five steps to setting goals (specific, challenging, self-commit, create daily reminders, seek feedback and support)																													
		5. Define grit (e.g., perseverance and passion for a long-term goal)																													



Grades 6-8

Character and Social-Emotional Development National Guidelines

Second Step® Middle School Digital Program

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict						
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships	
Guideline																						
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	1. Understand and explain why "white lies" often lead to bigger lies																				
		2. Understand and explain why it's important to do the right thing, even when no one is looking																		✓	✓	
		3. List and explain the reasons why people sometimes lie, steal, or cheat (e.g., "everybody is doing it")																				
		4. Understand and explain why the expression "to get along, go along" may prevent some people from being an active bystander																				
		5. Understand and explain why caring (and helping others) should never be motivated by the likelihood of being recognized or rewarded for your help or support																				
		6. List and explain the reasons why people sometimes do not care for or help others																				
		7. List and explain the reasons why people sometimes do not express their appreciation and gratitude																				
B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	1. Write about a time when you persuaded a friend to not lie, steal, or cheat																					
	2. Write about a time when you did the right thing, even when no one was looking (i.e., a time when you chose the harder right over the easier wrong)																					
	3. Provide an example of a time when you demonstrated the courage of an active bystander																				✓	
	4. Provide an example of a time when you helped others who needed your support and care																				✓	
	5. Provide an example of a time when you expressed your gratitude to someone beyond your family and friends																					



Grades 6-8

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		Guideline																			
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal-setting, and grit	1. Explain a personal commitment you have made to improve your self-discipline (e.g., planning and managing your time, orderliness, being kind, etc.)			✓	✓	✓														
		2. Describe three core responsibilities you want others to hold you accountable for																			
		3. Explain a time when you took responsibility for your mistakes																	✓	✓	
		4. Explain a time when you took responsibility for your words and actions																	✓	✓	
		5. Explain why goal-setting is a character strength																			
		6. Describe a role model who demonstrates a positive attitude, effort, and grit																			
	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal-setting, and grit	1. Give examples from your own life to exemplify the expression "first we form habits, then our habits form us"		✓	✓	✓	✓														
		2. Present evidence to explain how other people depend on you to be responsible (at home, in school, among friends, during sports or clubs)							✓	✓	✓	✓									
		3. Provide evidence that you have integrated the five steps to a personal goal (specific, challenging, self-commit, create daily reminders, seek feedback and support)			✓	✓	✓														
		4. Explain a time when you did not take responsibility for your mistakes														✓	✓				
		5. Explain a time when you did not take responsibility for your words and actions														✓	✓				
		6. Present evidence to demonstrate your grit		✓	✓	✓	✓														



Grades 6-8

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Guideline

		Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions & Decisions	Unit 4: Managing Relationships & Social Conflict	
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	1. Assess and recognize your own intellectual character strengths and weaknesses		✓	✓	
		2. Identify individuals, fictional and real, past and present, who exemplify the different intellectual character strengths in a concrete and compelling manner				
		3. Recognize and understand why the intellectual character strengths are not innate (something you are born with) but can be developed with practice and support	✓	✓	✓	✓
		4. Understand what it means to be an active listener (e.g., intellectual humility)				✓
		5. Understand the difference between facts and opinions (or feelings)			✓	✓
Intellectual Character	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	1. Present evidence to demonstrate how you have strengthened and improved one intellectual character strength through intentional effort and practice		✓		
		2. Practice and receive feedback on the ability to be an active listener			✓	
		3. Create a portfolio of projects and assessments that demonstrates both active learning and open-minded thinking				✓
		4. Compare and contrast perspectives and defend a position (e.g., intellectual autonomy)				✓
Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering, and contributing to the common good	1. Explain why it is important for all citizens to respect authority by following the rules and laws				
		2. Explain why friends have a responsibility to speak up or take action to prevent or stop others from engaging in disrespectful, dangerous, harmful, or illegal conduct	✓	✓	✓	
		3. Explain how citizens can influence the democratic process (e.g., by voting)				
		4. Explain why protest and civil disobedience are essential to the democratic process				
		5. Explain what community service entails				
		6. Explain what the "common good" means and offer examples				



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		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships		
Guideline																							
Civic Character	B. Apply and demonstrate the character strengths of fairness, respect, volunteering, and contributing to the common good	1. Explain why some citizens do not respect authority or obey rules and laws																					
		2. Describe how a role model challenged an unjust law																					
		3. Share a time when you spoke up or took action to prevent friends from engaging in disrespectful, dangerous, harmful, or illegal conduct									✓												
		4. Share a time when you spoke up or took action to encourage friends to be respectful									✓												
		5. Create a portfolio of volunteer activities that includes what you learned from your service opportunities																					
		6. Describe how a role model actively participates in the democratic process (either as an elected official or in another capacity)																					
Self-Awareness	A. Recognize, understand, and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions	1. Describe how different thoughts, situations, and behaviors affect your feelings and emotions											✓	✓	✓	✓							
		2. Recognize your stress moments and why you feel anxious in these situations													✓	✓							
		3. Recognize the different physical cues that emerge during your reaction to negative emotions and stress (e.g., voice volume, tonal quality, shallow/rapid breathing, crossed arms, facial distortions, sweating)														✓	✓						
		4. Describe the techniques you use to challenge or refute your negative thoughts and feelings													✓	✓	✓			✓			
		5. Recognize the times when you exaggerate the severity or consequences of mistakes, embarrassing moments, failures, rejections, and other negative events (e.g., "I can never face them again," or "everyone thinks I'm stupid")				✓									✓								
		6. List and explain the different external supports you have used when feeling stressed or anxious (e.g., family, friends, teachers, neighbors)															✓						
		7. Recognize situations that impair your judgment, make you unhappy, or lead you to engage in self-defeating, unhealthy, unethical, or illegal conduct												✓	✓	✓	✓	✓		✓			



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Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations	1. Explain one technique you use to stay confident in stressful or challenging situations (e.g. positive self-talk)												✓	✓	✓							
		2. Recognize how social media affects your thoughts, emotions, and behaviors																					
		3. Explain how you practice self-care (e.g., meditation, listening to music, a hobby)																					
		4. Explain a time when you overcame a negative thought and developed a growth mindset				✓																	
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	1. Experience and demonstrate empathy	✓						✓									✓	✓	✓			
		2. Explain a time when you were able to console, comfort, calm, support, and encourage someone									✓												
		3. Demonstrate respect for other people's opinions and perspectives																	✓	✓	✓		
		4. Analyze the impact of stereotyping, discrimination, and prejudice (at school, in the community, and beyond)							✓				✓										
		5. Practice perspective-taking as a strategy to strengthen your acceptance of others																	✓	✓			
		6. Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings, and wants																	✓	✓			



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Guideline

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Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	1. Recognize and monitor how your facial expressions, body language, and tone impact your interactions with others																			
		2. Recognize barriers to effective listening (e.g., environmental distractions, message problems, sender or receiver problems)																			
		3. Identify appropriate and inappropriate uses of social media and the implications for maintaining positive relationships																			
		4. Understand and recognize the differences between face-to-face communication and social media interactions																			
		5. Understand and practice positive collaboration and cooperation skills (e.g., teamwork)										✓							✓		
		6. Take a proactive role to resolve conflict between friends or group members (e.g., stay calm, listen to all sides, be open to different solutions)															✓	✓	✓		
		7. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior									✓										✓
		8. Respond in a healthy manner to peer pressure against yourself or others									✓	✓									✓
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	1. Understand and practice the three steps of the PTI Decision-Making Tree (Principle first, Team/Group second, Individual third)																			
		2. Research and explain the pressures some people experience that result in them cheating, lying, or experimenting with drugs or alcohol																			
		3. Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience																			
		4. Describe a time when you made a poor decision and what you learned															✓				
		5. Identify and explain how responsible and ethical decision-making affects your short-term and long-term goals																			