



## STANDARDS ALIGNMENT

The Choose Love For Schools program not only meets, but exceeds, CASEL standards!

The Choose Love for Schools program is aligned with the following standards:

- Character and Social Emotional Development Model Standards
- American School Counselor Association
- CASEL

The Choose Love for Schools program is the FIRST program to align with the Character and Social Emotional Development Model Standards. These standards go beyond the SEL standards (Self Management, Self Awareness, Social Awareness, Interpersonal/Relationships Skills and Decision Making) to include character development standards as well (see heart image above)! These competencies are not only helpful in developing well-rounded children and school success, but they are the same competencies used to develop the leadership potential in people in business and government.

*Character Development includes:*

- Moral Character
- Performance Character
- Intellectual Character
- Civic Character.

*Social-Emotional Development includes:*

- Self-Awareness,
- Self-Management,
- Social Awareness,
- Interpersonal/Relationship Skills
- Decision Making

***The Sixth Grade Choose Love For Schools Program meets the following Character and Social Emotional Development (CSED) Standards:***

***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.)
  - 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, sports or clubs)
  - 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

***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 his or her own intellectual character strengths and weaknesses
  - 2- Identify individuals, fictional or 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

- B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking
  - 4 - Compare and contrast perspectives and defend a position

## Self Awareness

- A. Recognize, understand and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thought 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., fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, 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 of consequences of mistakes, embarrassing moments, failures, rejections and other negative events (e.g., I can never face them again.” “Everyone thinks I am stupid.”)
  - 6. List and explain different external supports you have used when feeling stressed or anxious (e.g. family, friends, teachers, neighbors).
  - 7. Recognize situations that impair your judgement, make you unhappy, or lead you to engage in self-defeating, unhealthy, unethical or illegal conduct.
  - 8. Explain how your personal strengths help you learn about yourself.

## Self Management

- A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations.
  - 1. Present evidence on the most effective ways people maintain confidence by managing their emotions, stress, and negative thoughts,
  - 4. Present evidence on the ways in which social media can negatively impact a person’s confidence and well-being
  - 6. Explain a time when you encouraged someone to change their “fixed” mindset to a “growth” mindset

**Social Awareness:** Grades 6-8, Ages 11-13

- 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, encourage someone
  - 3. Demonstrate respect for other people’s opinions and perspectives
  - 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.

### *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.
  - 5. Understand and practice positive collaboration and cooperation skills
  - 6. Take a proactive role to resolve conflict between friends or group members
  - 7. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior

### *Responsible and Ethical Decision Making*

- A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respects for self and others, and the likely consequences of your actions.
  - 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 decisions-making affects your short-term and long term goals.

## ***The 6th grade Choose Love for Schools Program meets the following American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success:***

### **MINDSETS**

- Mindset 1: Belief in development of whole self, including a healthy balance of mental, social/ emotional, and physical well-being
- Mindset 2: Self-confidence in ability to succeed
- Mindset 3: Sense of belonging in the school environment
- Mindset 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
- Mindset 6: Positive attitude toward work and learning

### **BEHAVIOR STANDARDS**

- Learning Strategies 1: Demonstrate critical-thinking skills to make informed decisions
- Learning Strategies 2: Demonstrate creativity
- Learning Strategies 3: Apply self-motivation and self-direction to learning
- Learning Strategies 4: Apply media and technology skills
- Learning Strategies 5: Set high standards of quality
- Learning Strategies 6: Identify long- and short-term academic, career, and social/emotional goals
- Learning Strategies 7: Gather evidence and consider multiple perspectives to make informed decisions

### **SELF-MANAGEMENT SKILLS**

- Self-Management Skills 1: Demonstrate ability to assume responsibility
- Self-Management Skills 2: Demonstrate discipline and self-control
- Self-Management Skills 3: Demonstrate the ability to work independently
- Self-Management Skills 4: Demonstrate ability to delay immediate gratification for long term rewards
- Self-Management Skills 5: Demonstrate perseverance to achieve long- and short-term goals

- Self-Management Skills 6: Demonstrate ability to overcome barriers to learning.
- Self-Management Skills 7: Demonstrate effective coping skills when faced with a problem
- Self-Management Skills 10: Demonstrate ability to manage transitions and ability to adapt to changing situations

## **SOCIAL SKILLS**

- Social Skills 1: Use effective oral and written communication skills and listening skills
- Social Skills 2: Create positive and supportive relationships with other students
- Social Skills 4: Demonstrate empathy
- Social Skills 5: Demonstrate ethical decision-making and social responsibility
- Social Skills 6: Use effective collaboration and cooperation skills
- Social Skills 7: Use leadership and teamwork skills to work effectively in diverse teams
- Social Skills 8: Demonstrate advocacy skills and ability to assert self, when necessary
- Social Skills 9: Demonstrate social maturity and behaviors appropriate to the situation and environment