



## 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 High School Choose Love For Schools meets the following Character and Social Emotional Development (CSED) Standards:***

### ***Moral Character***

- Present research on the concept of moral courage (taking action for ethical reasons despite risk or fear of negative consequences)
- Share with a younger person who looks up to you about a time when you “did the right thing” even though there was peer pressure to do otherwise.
- Understand why compassion is a character strength (e.g., compassion involves noticing and emotionally reacting to another person’s pain in some way that helps to ease or alleviate the pain)
- Understand why it is important to show compassion for people outside your circle of friends or community – including those who may live in another part of the world
- Understand how gratitude holds together and strengthens relationships (among family and friends, at school, in the workplace, etc.)
- Present evidence that caring and showing compassion for others is core to your self-identity

### ***Performance Character***

- Give an example of a habit you have developed because you wanted to become a better person.
- Understand how establishing personal goals creates the motivational energy to achieve that goal.
- Explain a time when you persuaded someone else to be responsible.
- Explain to someone who looks up to you how setting goals has helped you improve or enhance a particular character strength.
- Explain a time when you took ownership of your attitude and effort, even when others around you were not.
- Explain how you are taking charge of yourself, rather than merely following the rules established by your family or school
- Understand that you can control only two things: (1) your attitude; and, (2) your effort
- Present an example of your best work that you created for intrinsic, self-defining reasons (compared to wanting a particular grade or passing a class)

### ***Intellectual Character***

- Generate innovative ideas using various creative thinking techniques (brainstorming, mind-mapping, combining divergent approaches, etc).
- Recognize how critical thinking skills are useful both inside and outside the classroom
- Learn how to make a reason judgment after analyzing data, facts, and information

- 

## Civic Character

- Describe an unfair situation – at school, in the community, nationally, worldwide – and what can be done to create a more just remedy
- Present research on the concept of moral courage (taking action for ethical reasons despite risk or fear of negative consequences).
- Understand why respect is based on the premise that *all* people should be treated with dignity
- Explain the difference between complaining and being committed to making a change
- Explain a time when you displayed the courage to defend and stand up for an individual or a group of people being treated unfairly

## Social Emotional Development

### Self Awareness

- Present research on how archetypal inspirations, historical figures, and media representations have inspired you to appreciate and practice positive emotions.
- Present an example of using your personal strengths to care and support others.
- Recognize how identifying your personal strengths helps to frame your immediate learning goals and future plans.
- Understand why negative thoughts and emotions may result in harmful behaviors (e.g., substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotions, bullying, risk-taking behaviors)
- Explain to someone who looks up to you your support system when feeling stressed or anxious (e.g., family, friends, an adult at school, youth pastor, a community agency)

### Self Management

- Present evidence on the most effective ways people maintain confidence by managing their emotions, stress, and negative thoughts.
- Present evidence on the ways in which social media can negatively impact a person's confidence and well-being
- Explain how all forms of media can (positively or negatively) influence beliefs and behaviors
- Explain a time when you encouraged someone to change their "fixed" mindset to a "growth"

### Social Awareness

- Document a time when you began to acknowledge and identify with the experiences, feelings and viewpoints of a person or persons different than you

- Explain a time when you resisted stereotyping
- Explain to someone who looks up to you a time you provided comfort or relief to another person in duress (and how you supported this person)

### *Interpersonal/Relationship Skills*

- Understand and explain the potential impact of social media on reputation and relationships.
- Practice refusal skills and respond proactively when you become aware of unhealthy behaviors and relationships.
- Understand and demonstrate commitment and loyalty to a particular group (e.g., sports team, debate team, robotics team, dance team)
- Understand and explain the potential impact of social media on reputation and relationships
- 

### *Responsible and Ethical Decision Making*

- Write down and share with others seven (7) Core Ethical Principles you want to live by (and be held accountable for)
- Demonstrate a time when you made a decision based on an ethical principle, rather than prioritizing yourself or your relationship with friends
- Demonstrate how you upheld and defended a “social norm” that someone in your friend group consistently ignores or violates
- Demonstrate a time when you took the time to reflect on an important decision and what decision-making skills you need to improve as a result of your self-assessment
- Explain to someone who looks up to you how you would respond if : 1 you learned a friend was going to cheat on a test; 2 you were in a store and saw a friend shoplifting; 3 your friend asks you to lie for him or her
- Evaluate peer and social situations that are safe or unsafe

### *The High School Choose Love For Schools 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

### **Learning Strategies:**

- **Learning Strategies 1:** Demonstrate critical-thinking skills to make informed decisions
- **Learning Strategies 2:** Demonstrate creativity
- **Learning Strategies 4:** Apply self-motivation and self-direction to learning
- **Learning Strategies 6:** Set high standards of quality
- **Learning Strategies 7:** Identify long-and short-term academic, career, and social/emotional goals
- **Learning Strategies 9:** 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 3:** Create relationships with adults that support success
- **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