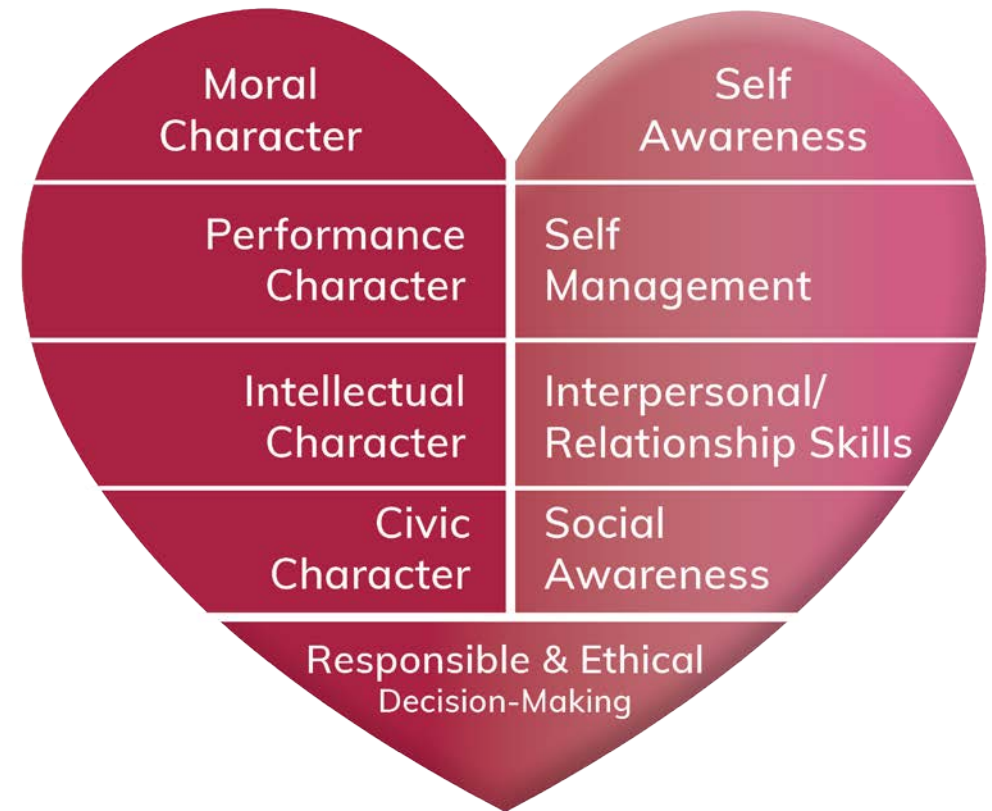


CHARACTER & SOCIAL-EMOTIONAL DEVELOPMENT (CSED)

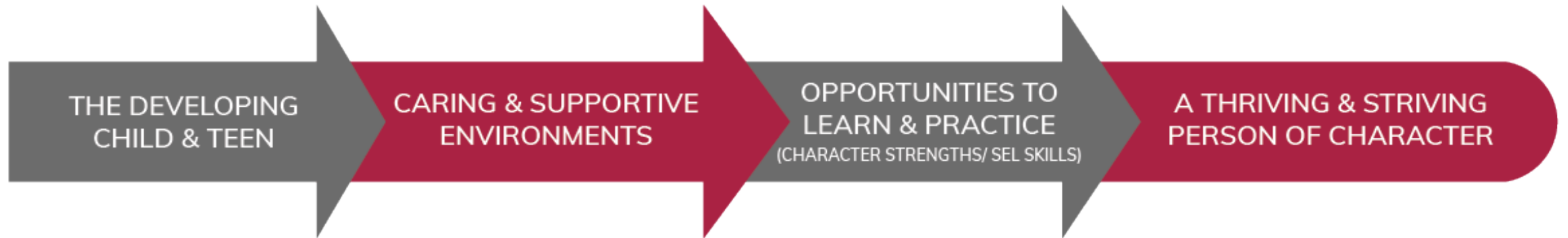
National Guidelines



Six Core Beliefs

- 1 The family is a child's first character educator.
- 2 Character strengths and SEL skills are not add-ons, but rather add significant value to student success.
- 3 A positive school climate is critical to fostering the whole child.
- 4 Character and social-emotional development requires thinking, feeling, and doing (head, heart, and hands)
- 5 The character strengths should be taught, caught – and sought.
- 6 The CSED Model Standards align with the full-range of classroom and school-based initiatives.

Conceptual Framework



CHARACTER DEVELOPMENT

The diagram features a dark red rounded rectangular header at the top with the text 'CHARACTER DEVELOPMENT' in white. Below this header is a light red trapezoidal shape that tapers towards the top. This shape is divided into four vertical sections, each representing a pillar of character development. The sections are labeled from left to right: 'MORAL CHARACTER', 'PERFORMANCE CHARACTER', 'INTELLECTUAL CHARACTER', and 'CIVIC CHARACTER'. The text is white and centered within each section.

MORAL
CHARACTER

PERFORMANCE
CHARACTER

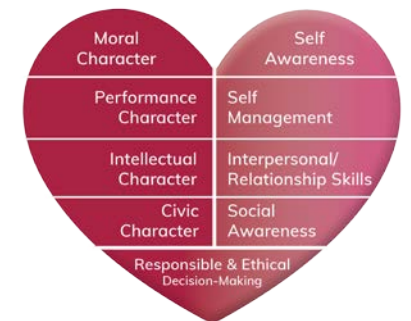
INTELLECTUAL
CHARACTER

CIVIC
CHARACTER

MORAL CHARACTER

Definition: Moral character is the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative.

Outcomes: All students demonstrating the habits and virtues of honesty and integrity, the compassion to never underestimate the power of a smile, a kind word, a listening ear, or the smallest act of caring for others who may need their help and support, to be grateful to people (and places) that nourish their talents and spirit, to use their leadership and “courage muscle” to stand up for what is fair and right.



Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative

Grades K-2, ages 5-7

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

Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative

Grades 3-5, ages 8-10

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 for 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

Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative

Grades 6-8, ages 11-13

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 or help others
7. List and explain the reasons why people sometimes do not express their appreciation and gratitude

Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative

Grades 9-12, ages 14-18+

- 1.** Explain what it means to be a “person of integrity”
- 2.** Explain the reasons why “trustworthiness” is essential in schools, in the workplace, government, communities, sports, friendships, etc.)
- 3.** Present research on the concept of moral courage (taking action for ethical reasons despite risk or fear of negative consequences)
- 4.** 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)
- 5.** 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
- 6.** Understand how gratitude holds together and strengthens relationships (among family and friends, at school, in the workplace, etc.)

Apply and demonstrate the character strengths of honest and integrity, caring and compassion, gratitude, and the courage to take initiative

Grades K-2, ages 5-7

- 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

Apply and demonstrate the character strengths of honest and integrity, caring and compassion, gratitude, and the courage to take initiative

Grades 3-5, ages 8-10

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” for 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

Apply and demonstrate the character strengths of honest and integrity, caring and compassion, gratitude, and the courage to take initiative

Grades 6-8, ages 11-13

- 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 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

Apply and demonstrate the character strengths of honest and integrity, caring and compassion, gratitude, and the courage to take initiative

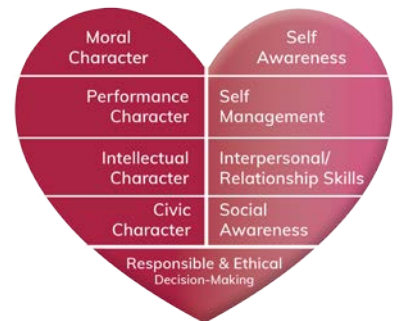
Grades 9-12, ages 14-18+

- 1.** Present evidence that being a “person of integrity” is core to your self-identity
- 2.** 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
- 3.** Present evidence that caring and showing compassion for others is core to your self-identity
- 4.** Write a letter (to a mentor, teacher, coach, or neighbor) that expresses your gratitude for how he or she has helped you, motivated and inspired you, and how this person has made a significant difference in your life

PERFORMANCE CHARACTER

Definition: Performance character is the character strengths of self-discipline, responsibility, goal setting, and grit.

Outcomes: All students demonstrating the habits and virtues to always give their best effort because there are no short cuts to any place worth going, to be seen by others as trustworthy, dependable and reliable, to become their “best possible self” by showing the passion and perseverance toward a noble goal that will require them to get outside their comfort zone.



INTELLECTUAL CHARACTER

Definition: Intellectual character is the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, critical thinking.

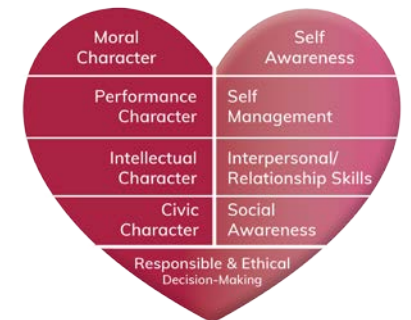
Outcomes: All students demonstrating the virtues and habits of mind to be critical thinkers who ask great questions and are curious about learning new things, to strive for accuracy and avoid being sloppy or careless, to think independently and learn from their mistakes, to make reasoned judgments after objectively analyzing pertinent facts and information, and to be creative and practice “outside the box” thinking.



CIVIC CHARACTER

Definition: Civic character is the character strengths of fairness, respect, volunteering and contributing to the common good.

Outcomes: All students demonstrating the virtues and habits to know the difference between what is fair or unfair, to respect the rule of law, to treat all people with respect, courtesy and dignity (especially individuals from different cultures, religions or ethnicities), to regularly volunteer and serve others, to contribute their time and talents to the common good for intrinsic reasons (their own sense of purpose, care and concern for others, etc.).



Know, understand, and practice the character strengths of fairness, respect, volunteering and contributing to the common good

Grades 6-8, ages 11-13

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

Apply and demonstrate the character strengths of fairness, respect, volunteering and contributing to the common good

Grades 6-8, ages 11-13

- 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)

SOCIAL-EMOTIONAL LEARNING



SELF
AWARENESS

SELF
MANAGEMENT

SOCIAL
AWARENESS

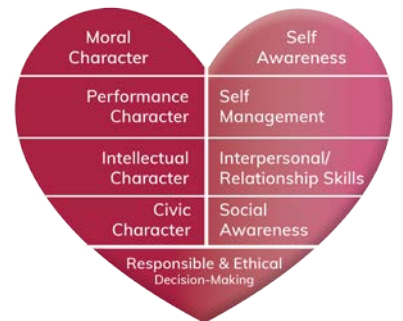
INTERPERSONAL /
RELATIONSHIP
SKILLS

RESPONSIBLE &
ETHICAL
DECISION-MAKING

SELF-AWARENESS

Definition: Self-awareness is the ability to recognize, understand, and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions.

Outcomes: All students demonstrating the ability to understand and express their own feelings, to recognize how their feelings can impact others, and to identify and develop what makes them special (their personal strengths).



Recognize, understand and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions

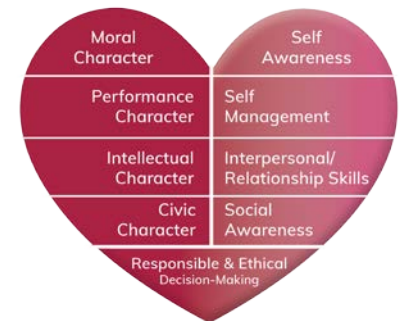
Grades 6-8, ages 11-13

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.” “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

SELF-MANAGEMENT

Definition: Self-management is the ability to consistently manage and regulate your impulses, emotions, thoughts, and behaviors in different situations.

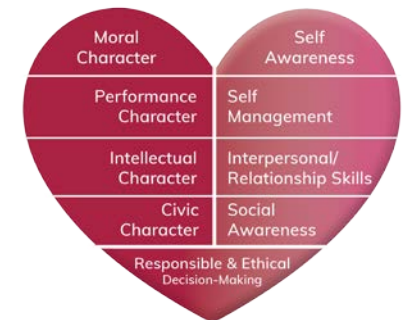
Outcomes: All students demonstrating the ability to regulate the butterflies they get in their stomachs before reading in front of the class, to manage the anxiety, frustration, fear, or anger they may experience with friends, to develop a “growth mindset” rather than defaulting to current likes or dislikes, to recognize there are people they can talk to when they need help or support.



SOCIAL-AWARENESS

Definition: Social-awareness is the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity.

Outcomes: All students demonstrating the ability to put themselves in another person's shoes, to appreciate differences (in people, cultures, traditions), to treat everyone the way they would like to be treated.



INTERPERSONAL/RELATIONSHIP SKILLS

Definition: Interpersonal and relationship skills is 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.

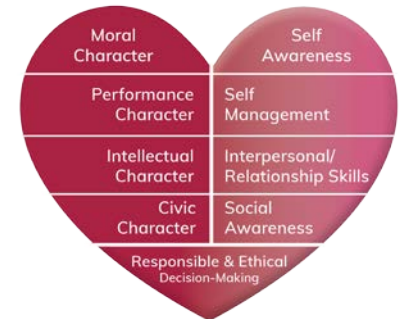
Outcomes: All students demonstrating the ability to have friends and be a good friend, to actively listen, to be a great teammate, to help others in need, to seek support when they need help or support, to stand up and say “no” and still keep their friends.



RESPONSIBLE AND ETHICAL DECISION-MAKING

Definition: Responsibility and ethical decision-making is the ability to make constructive choices about personal behavior and social interactions based on ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequence of your decision.

Outcomes: All students demonstrating the ability to make decisions based on their own values and principles rather than succumbing to risk-taking impulses, peer-pressure, or the failure to anticipate the consequences of their choices.



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

Grades K-2, ages 5-7

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

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

Grades 3-5, ages 8-10

1. Write and share with your classmates an ethical principle you wish everyone in the world would follow all the time (e.g., all people are created equal, be honest, be kind)
2. Recognize, compare and contrast safe and unsafe situations
3. Learn and practice a “formula” for making good decisions (stop, calm down, identify the dilemma or problem, compare options while considering ethical principles, safety, social norms, respect for self and others, make a decision, reflect on the consequences)
4. Explain why there needs to be consequences for inappropriate behaviors

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

Grades 6-8, ages 11-13

1. Understand and practice the three steps of the “PTI Decision-making Tree” (e.g., Principle first; Team/Group second, Individual third)
2. Research and explain the pressures some people experience that result in them cheating, lying, 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

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

Grades 9-12, ages 14-18+

1. Write down and share with others five (5) Core Ethical Principles you want to live by (and be held accountable for)
2. Demonstrate a time when you made a decision based on an ethical principle, rather than prioritizing yourself or your relationship with friends
3. Evaluate peer and social situations that are safe or unsafe
4. Demonstrate how you upheld and defended a “social norm” that someone in your friend group consistently ignores or violates
5. Research and explain why people know what is “the right thing” to do, but instead they freeze and make a different decision (e.g., what researchers call the “Decision-Action Gap”)
6. 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
7. 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

How to Crosswalk SEL and Character

- Begin with the end in mind
- Be intentional and comprehensive
- Focus on thinking, feeling...and DOING
- Emphasize student goal setting

Thank You!

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