

Social Emotional Character Development Standards 3-5

Character Development

I. Core Principles

- A. 1. Discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort.
- A. 2. Identify and apply personal core ethical and performance principles.
- B. 1. Assess community needs in the larger community, investigate effects on the community, assess positive responsible action and reflect on personal involvement.
- B. 2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities.
- B. 3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school.
- C. 1. a. Demonstrate and practice characteristics of a caring relationship by treating others with empathy.
- C. 1. b. Illustrate characteristics of a hurtful relationship and the negative impact it has on others.
- C. 1. c. Practice relationships in their family, school, and community that are caring.
- C. 2. a. Practice empathetic statements and questions.
- C. 2. b. Demonstrate active listening skills.
- C. 2. c. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.
- C. 3. a. Differentiate between bullying, teasing, and harassment.
- C. 3. b. Explain how power, control, popularity, security, and fear play into bullying behavior towards others.
- C. 3. c. Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying).
- C. 3. d. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice).
- C. 3. e. Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying.

II. Responsible Decision Making and Problem Solving

- A. 1. a. Compare and contrast safe and unsafe situations.
- A. 1. b. Identify how responsible decision-making affects personal/social short-term and long-term goals.
- A. 1. c. Identify choices made and the consequences of those choices.
- A. 1. d. Students recognize consequences of inappropriate behavior.
- A. 2. a. Create a daily schedule of school work and activities.
- A. 2. b. Identify factors that will inhibit or advance the accomplishment of personal goals.
- A. 2. c. Recognize how, when and who to ask for help.
- A. 3. a. Identify and organize what materials are needed to be prepared for class.
- A. 3. b. Understand personal relationships with personnel that govern the school.
- A. 3. c. Discuss and model appropriate classroom behavior individually and collectively.
- B. 1. Apply self-regulation skills.
- B. 2. Identify the problem and understand reason for the problem.
- B. 3. Identify and analyze desired outcome.
- B. 4. Generate possible solutions and analyze the pros and cons of each solution.
- B. 5. Select and implement the best solution.
- B.6. Analyze the outcome of the solution.

Personal Development

I. Self-Awareness

- A. 1. Critically reflect on behavioral responses depending on context or situation.
- A. 2. Identify the varying degrees of emotions one can experience in different situations.
- A. 3. Identify the positives and negatives of emotions that can be experienced with various communication forums.

- A. 4. Recognize reactions to emotions.
- B. 1. Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities).
- B. 2. Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity).
- B. 3. Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring).
- B. 4. Solicit the feedback of others and become an active listener.
- B.5. Identify additional external supports (for example, friends, historical figures, media representations).
- II. Self-Management
- A. 1. Identify and develop techniques to manage emotions.
- A. 2. Distinguish between facts and opinions.
- A. 3. Describe cause/effect relationships.
- A. 4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence).
- A. 5. Describe consequences/outcomes of both honesty and dishonesty.
- A. 6. Describe and practice communication components (for example, listening, reflecting, and responding).
- A.7. Predict possible outcomes to behavioral choices.
- A.8. Develop and practice responsibility for personal hygiene.
- B. 1. Acknowledge personal responsibilities to self and others
- B. 2. Recognize and demonstrate environmental responsibilities.
- B. 3. Examine the personal impact of helping others.
- B. 4. Reflect on your personal responses to success, challenge, failure, and disappointment.
- B. 5. Understand causes and effects of impulsive behavior.
- C. 1. Demonstrate factors that lead to achievement of goals (for example, integrity, motivation, and hard work).
- C. 2. Design action plans for achieving short-term and long-term goals and establish timelines.
- C. 3. Identify and utilize potential resources for achieving goals (for example, home, school, and community support).
- C. 4. Establish criteria for evaluating, monitoring and adjusting goals.
- C. 5. Establish criteria for evaluating personal and academic success.

Social Development

I. Social Awareness

- A. 1. Describe a range of emotions in others.
- A. 2. Describe possible sparks for emotions.
- A. 3. Describe possible behaviors and reactions in response to a specific situation.
- A. 4. Use "I-statements" to let others know that you have heard them.
- A. 5. Describe how one feels when bullied or left out of an activity or group.
- B. 1. Recognize and develop a respect for individual similarities and differences.
- B. 2. Develop strategies for building relationships with others who are different from oneself.
- B. 3. Define and recognize examples of stereotyping, discrimination and prejudice.
- B. 4. Demonstrate respect for the perspective of others.
- B. 5. Identify how the unique contributions of under-represented individuals and groups are related to respect for human dignity.

II. Interpersonal Skills

- A. 1. Initiate and engage in social interactions with peers, respond and maintain conversations with peers and adults.
- A. 2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.
- A. 3. Demonstrates active listening, sharing, and responding skills to identify the feelings and perspectives of others.
- A. 4. Understand the importance and demonstrate respect for personal space.
- A. 5. Recognize the difference between helpful and harmful behaviors in relationships.

- A. 6. Identify and report harmful behaviors in relationships for protection in unsafe situations.
- A. 7. Practice sharing encouraging comments.
- B. 1. Recognize characteristics of healthy and unhealthy relationships.
- B. 2. Understand how personality traits affect relationships.
- B. 3. Demonstrate a capacity to manage actions and emotional expressions with guidance from adults.
- B. 4. Understand the positive and negative impact of peer pressure on self and others.
- C. 1. Describe and utilize conflict resolution strategies.
- C. 2. Describe and apply strategies to be proactive, advocate and resolve conflict in a constructive manner.
- C. 3. Develop greater active listening and more respectful communication skills.

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