

## Weikart Center's Program Quality Assessment Alignment with Social Emotional Competencies

### Alignment of Weikart Center Assessments and Trainings with Wisconsin Model Early Learning Standards

**Key:**

Program Quality Assessment (PQA)

Social and Emotional PQA (SEL)

Youth PQA (Y)

School-Age PQA (SA)

(Note: if the Youth or School-Age PQA has a scale with a similar content and focus to that of a SEL PQA scale, just the SEL PQA scale name is listed, but all aligned assessments are listed in parenthesis. For instance, *Supporting Plans and Goals* is a SEL PQA scale; *Planning* is a similar Youth PQA scale and *School-Age Planning* a similar School-Age PQA scale, which is indicated below as *Supporting Plans and Goals (SEL, Y, SA)*. Collaboration (Y) corresponds to Fostering Teamwork (SEL).

**Note:** The PQA assessments are available for free download from [www.forumfyi.org](http://www.forumfyi.org). For more information on the Youth Work Methods training workshops, contact [info@cypq.org](mailto:info@cypq.org).

### EMOTIONAL DEVELOPMENT( PK-5<sup>th</sup> Grade)

#### Understand and manage one's emotions

No.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	PK-5K	1st-3rd	4th-5th
1	<ul style="list-style-type: none"> <li>• Emotion Coaching (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Emotion Coaching</li> </ul>	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1	Learners will be able to recognize and label a variety of their own basic emotions.	Learners will be able to recognize and label a variety of complex emotions in self and others.
2	<ul style="list-style-type: none"> <li>• Emotion Coaching (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Emotion Coaching</li> </ul>	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1	Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.	Learners will be able to express their emotions to self and others in respectful ways.
3	<ul style="list-style-type: none"> <li>• Emotion Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Emotion Coaching</li> </ul>	Self-Management	Learners will be able to, with adult guidance, display age appropriate self-	Learners will be able to, with adult guidance, demonstrate a variety of	Learners will be able to, with minimal adult guidance, manage emotions

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	(SEL)	• Reframing Conflict		control. WMELS Domain II A EL.1	strategies to manage strong emotions.	(e.g., stress, impulses, motivation) in a manner sensitive to self and others.
4	• Supporting Plans and Goals (SEL)	• Engaging Youth in Supported Struggle	Focus Attention	Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1	Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.	Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.
5	• Cultivating Empathy (SEL)	• Cultivating Empathy	Social Awareness	Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2	Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.	Learners will be able to identify others' need for empathy and respond in respectful ways.
6	• Cultivating Empathy (SEL)	• Cultivating Empathy	Social Awareness	Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2	Learners will be able to predict how someone else may feel in a variety of situations.	Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.

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### EMOTIONAL DEVELOPMENT (6th Grade – Adult)

#### Understand and manage one's emotions

No.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	6th-8th	9th-10th	11th-Adult
1	<ul style="list-style-type: none"> <li>• Emotion Coaching (SEL);</li> <li>• Empathy (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Emotion Coaching,</li> <li>• Cultivating Empathy</li> </ul>	Self-Awareness	Learners will be able to recognize and label a variety of complex graded emotions in self and others.	Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.	Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.
2	<ul style="list-style-type: none"> <li>• Emotion Coaching (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Emotion Coaching</li> </ul>	Self-Management	Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to understand and explain how their expression of emotions can influence how others respond to them.
3	<ul style="list-style-type: none"> <li>• Emotion Coaching (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Emotion Coaching</li> </ul>	Self-Management	Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.	Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.	Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions.
4	<ul style="list-style-type: none"> <li>• Scaffolding Learning (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging Youth in Supported Struggle; Supporting Plans and Goals</li> </ul>	Focus Attention	Learners will be able to independently use organizational skills and strategies to focus attention in order to work toward short-term personal and academic goals.	Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals.	Learners will employ focusing skills independently and understand their importance in achieving important goals in times of adversity.
5	<ul style="list-style-type: none"> <li>• Cultivating Empathy (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Cultivating Empathy</li> </ul>	Social Awareness	Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.	Learners will be able to demonstrate empathy to others who have different views and beliefs.	Learners will be able to demonstrate connectedness, through empathy and engagement to their communities.

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EMOTIONAL DEVELOPMENT (6th Grade – Adult)						
6	Cultivating Empathy (SEL)	•Cultivating Empathy	Social Awareness	Learners will be able to recognize expressions of empathy in society and communities.	Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others.	Learners will be able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others.

SELF-CONCEPT (PreK - 5th Grade)						
Develop positive self-identity and recognize self as a lifelong learner						
No.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	PK-5K	1st-3rd	4th-5th
7	Fostering Growth Mindset (SEL), Encouragement Y and SA)	Ask, Listen, Encourage; Engaging Youth in Supported Struggle	Self-Awareness	Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1	Learners will be able to identify and describe skills and activities they do well and those for which they need help.	Learners will be able to use a “growth mind set” in order to recognize and build on their strengths.
8	Encouragement Y and SA) Cultivating Empathy (SEL)	Cultivating Empathy	Self-Awareness	Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1	Learners will be able to identify and explore their own beliefs.	Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.
9	Cultivating Empathy (SEL)	Cultivating Empathy	Self-Awareness Social-Awareness	Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II B EL.2	Learners will be able to define the role family and culture play in their identity and beliefs.	Learners will be able to identify their role in their family and community and how those roles impact their identity.
10	Fostering Growth	Engaging Youth in Supported	Self-	Learners will be able to display	Learners will be able to identify	Learners will be able to

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SELF-CONCEPT (PreK - 5th Grade)						
	Mindset (SEL), Supporting Plans and Goals (SEL, Y, SA)	Struggle	Management	curiosity, risk-taking, and willingness to engage in new experiences. WMELS Domain IV A. EL 1	simple goals for personal and academic success.	assess their level of engagement in their own learning for the achievement of personal goals.
11	Active Engagement (Y, SA) Supporting Plans and Goals (SEL, Y, SA)	Introduction to the Active Participatory Approach; Engaging Youth in Supported Struggle; Planning and Reflection	Self-Awareness Self-Management	Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. WMELS Domain IV A EL 2	Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks.	Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.

## Weikart Center's Program Quality Assessment Alignment with Social Emotional Competencies

SELF-CONCEPT (6th Grade - Adult)						
Develop positive self-identity and recognize self as a lifelong learner						
No.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	6th-8th	9th-10th	11th-Adult
7	Fostering Growth Mindset (SEL)	Engaging Youth in Supported Struggle	Self-Awareness	Learners will be able to use optimism and a "growth mind set" to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.	Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions.	Learners will be able to maintain a "growth mind set" about their abilities to succeed and grow and will persist through challenges.
8	Reflection (Y, SA)	Planning and Reflection	Self-Awareness	Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.	Learners will be able to use self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs.	Learners will be able to use self-reflection to assess their behavior for authenticity, honesty, and respect and articulate how this impacts their greater community.
9	Cultivating Empathy (SEL)	Cultivating Empathy, Foundations and Self-Awareness of Social Development	Self-Awareness Social-Awareness	Learners will be able to identify how family and culture impact their thoughts and actions.	Learners will be able to reflect on their own beliefs relative to different familial and societal norms.	Learners will be able to explain how their beliefs can impact their growth and success, and advocate for their beliefs.
10	Supporting Plans and Goals (SEL)	Facilitating Problem Solving, Engaging Youth in Supported Struggle	Self-Management	Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.	Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.	Learners will be able to set short- and long-term group goals, and create a plan to execute those goals. They will be able to analyze progress and collaborate to adjust goals when needed.

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### SELF-CONCEPT (6th Grade - Adult)

11	Reflection (Y, SA)	Engaging Youth in Supported Struggle, Problem Solving	Self-Awareness Self-Management	Learners will be able to identify successes and challenges, and how they can learn from them.	Learners will be able to recognize barriers to succeeding and identify supports to help themselves.	Learners will be able to demonstrate perseverance when dealing with challenges and adversity.
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SOCIAL COMPETENCE (Pre-K - 5th Grade)						
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large						
No.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	PK-5K	1st-3rd	4th-5th
12	<ul style="list-style-type: none"> <li>• Emotion Coaching,</li> <li>• Fostering Teamwork,</li> <li>• Cultivating Empathy (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Emotion Coaching,</li> <li>• Fostering Teamwork,</li> <li>• Cultivating Empathy</li> </ul>	Social Awareness	Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2	Learners will be able to present their own point of view.	Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups.
13	<ul style="list-style-type: none"> <li>• Cultivating Empathy (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations and Self Awareness of Social Development</li> <li>• Cultivating Empathy</li> </ul>	Social Awareness	Learners will be able to reflect their family, culture, and community when engaged in play and learning. WMELS Domain IV C EL.2	Learners will be able to identify commonalities they share with peers.	Learners will be able to build relationships between diverse groups of people.
14	<ul style="list-style-type: none"> <li>• Cultivating Empathy (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations and Self Awareness of Social Development</li> <li>• Cultivating Empathy</li> </ul>	Social Awareness	Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. WMELS Domain IV C EL.2	Learners will be able to recognize and respect that individual differences are important to self and others.	Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.
15	<ul style="list-style-type: none"> <li>• Fostering Teamwork (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Fostering Teamwork,</li> <li>• Cooperative Learning</li> </ul>	Relationship Skills	Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2	Learners will be able to identify the different relationships they have with others.	Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.
16	<ul style="list-style-type: none"> <li>• Creating Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Building</li> </ul>	Relationship Skills	Learners will be able to, with	Learners will be able to describe	Learners will be able to effectively



## Weikart Center's Program Quality Assessment Alignment with Social Emotional Competencies

### SOCIAL COMPETENCE (Pre-K - 5th Grade)

	Spaces (SEL) • Fostering Teamwork (SEL, Y)	Community		adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain III B EL.2C	in simple terms how words, tone, and body language are used to communicate with others.	communicate clearly, listen well, and cooperate with others to build healthy relationships.
17	•Creating Safe Spaces (SEL)	•Structure and Clear Limits •Building Community	Relationship Skills	Learners will be able to adapt behavior based on adult directives.	Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues.	Learners will be able to independently adapt behavior based upon peer feedback and environmental cues.
18	•Creating Safe Spaces (SEL) •Fostering Teamwork	•Cooperative Learning	Relationship Skills	Learners will be able to participate in cooperative play with peers. WMELS Domain II C EL.2	Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	Learners will be able to work cooperatively and productively in a group to accomplish a set goal.

### SOCIAL COMPETENCE (Pre-K - 5th Grade continued)

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large

No.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	PK-5K	1st-3rd	4th-5th
19	• Reframing Conflict • Emotion Coaching • Cultivating Empathy (SEL)	• Reframing Conflict	Relationship Skills	Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. WMELS Domain II C EL.4	Learners will be able to understand the perspective of others in a conflict situation.	Learners will be able to identify cause and effect of a conflict.
20	• Emotion	• Reframing Conflict	Decision Making	Learners will be able to, with	Learners will be able to, with	Learners will be able to make

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SOCIAL COMPETENCE (Pre-K - 5th Grade)						
	<ul style="list-style-type: none"> <li>Coaching</li> <li>• Reframing Conflict</li> <li>• Managing Feelings</li> </ul>			adult guidance, recognize that they have choices in how to respond to situations.	adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options.	constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.
21	<ul style="list-style-type: none"> <li>• Creating Safe Spaces (SEL)</li> <li>• Fostering Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and Clear Limits</li> </ul>	Social Awareness	Learners will be able to follow simple group rules. WMELS Domain II C EL.3	Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations.	Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.
22	<ul style="list-style-type: none"> <li>• Creating Safe Spaces (SEL)</li> <li>• Adult Partners (Y)</li> <li>• Interactions with Adults (S)</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and Clear Limits</li> </ul>	Decision Making Relationship Skills	Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. WMELS Domain II C EL.3	Learners will be able to describe ways to promote personal safety.	Learners will be able to honor social norms with respect to safety of oneself and others.
23	<ul style="list-style-type: none"> <li>• Scaffolding Learning (SEL)</li> <li>• Skill-Building (Y, SA)</li> <li>• Responsibility and Leadership (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging Youth in Supported Struggle</li> </ul>	Social Awareness Relationship Skills	Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2	Learners will be able to identify how to get help from a trusted adult in a variety of situations.	Learners will be able to identify when and how to offer help to others.
24	<ul style="list-style-type: none"> <li>• Creating Safe Spaces (SEL)</li> <li>• Cultivating Empathy (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Building Community</li> </ul>	Decision Making Social Awareness Relationship Skills	Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A EL.2	Learners will be able to, with adult guidance, identify classroom, school, and community needs.	Learners will be able to identify actions that would positively impact change in a classroom, school, and community.

## Weikart Center's Program Quality Assessment Alignment with Social Emotional Competencies

### SOCIAL COMPETENCE (6<sup>th</sup> Grade - Adult)

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large

No.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	6th-8th	9th-10th	11th-Adult
12	<ul style="list-style-type: none"> <li>• Creating Safe Spaces (SEL)</li> <li>• Cultivating Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations and Self-Awareness of Social Development</li> <li>• Cultivating Empathy</li> </ul>	Social Awareness	Learners will be able to show respect for other people's perspectives.	Learners will be able to identify positive ways to express understanding of differing perspectives.	Learners will be able to demonstrate conversational skills to determine the perspective of others.
13	<ul style="list-style-type: none"> <li>• Creating Safe Spaces (SEL)</li> <li>• Cultivating Empathy (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations and Self-Awareness of Social Development</li> <li>• Cultivating Empathy</li> </ul>	Social Awareness	Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships.	Learners will be able to support the rights of individuals to reflect their family, culture, and community within the school setting.	Learners will be able to support the rights of all individuals to reflect their family, culture, and community in society.
14	<ul style="list-style-type: none"> <li>• Creating Safe Spaces (SEL)</li> <li>• Cultivating Empathy (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations and Self-Awareness of Social Development</li> </ul>	Social Awareness	Learners will be able to identify discrimination of individuals and groups based upon perceived differences.	Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping.	Learners will be able to develop ethical arguments from a variety of ethical positions to evaluate societal norms.
15	<ul style="list-style-type: none"> <li>• Fostering Teamwork (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Building Community</li> <li>• Cooperative Learning</li> </ul>	Relationship Skills	Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships.	Learners will be able to independently seek and sustain positive, supportive relationships.	Learners will be able to maintain positive relationships and use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs) to avoid negative relationships.
16	<ul style="list-style-type: none"> <li>• Creating Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Ask, Listen,</li> </ul>	Relationship Skills	Learners will be able to use active	Learners will be able to use	Learners will be able to use

## Weikart Center's Program Quality Assessment Alignment with Social Emotional Competencies

SOCIAL COMPETENCE (6 <sup>th</sup> Grade - Adult)						
	Spaces (SEL),	Encourage		listening and assertive, clear communication when expressing thoughts and ideas.	assertive communication, including refusals, to get their needs met without negatively impacting others.	assertive communication, including refusals, in a variety of settings and with a variety of audiences to get their needs met, without negatively impacting others.
17	Encouragement (Y, SA)	• Ask, Listen, Encourage	Relationship Skills	Learners will be able to recognize and respond appropriately to constructive feedback.	Learners will be able to accept constructive feedback.	Learners will be able to evaluate constructive feedback and provide constructive feedback when needed.
18	• Fostering Teamwork, Supporting Plans and Goals (SEL)	• Fostering Teamwork,	Relationship Skills	Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.	Learners will be able to formulate group goals and work through an agreed upon plan.	Learners will be able to recognize how each group member's skills contribute toward group goals.

SOCIAL COMPETENCE (6 <sup>th</sup> Grade – Adult continued)						
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large						
No.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	6th-8th	9th-10th	11th-Adult
19	• Emotion Coaching, Reframing Conflict, Managing Feelings	• Reframing Conflict	Relationship Skills	Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences.	Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future.	Learners will be able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community, and personal relationships).
20	• Furthering Learning (SEL);	• Facilitating Problem Solving	Decision Making	Learners will be able to generate a variety of solutions and	Learners will be able to apply steps of systemic decision making	Learners will be able to consider a variety of factors (e.g., ethical,

## Weikart Center's Program Quality Assessment Alignment with Social Emotional Competencies

SOCIAL COMPETENCE (6 <sup>th</sup> Grade – Adult continued)						
	<ul style="list-style-type: none"> <li>Supporting Plans and Goals (SEL)</li> </ul>			outcomes to a problem with consideration of well-being for oneself and others.	with consideration of well-being for oneself and others.	safety, and societal factors) in order to make decisions that promote productive social and work relations.
21	<ul style="list-style-type: none"> <li>Cultivating Empathy (SEL)</li> <li>Adult Partners (Y)</li> </ul>	<ul style="list-style-type: none"> <li>Equity and Belonging</li> <li>Foundations and Self-Awareness of Social Development</li> </ul>	Social Awareness	Learners will be able to identify how social norms for behavior vary across different settings and within different cultures.	Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion.	Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.
22	<ul style="list-style-type: none"> <li>Reframing Conflict (Y), Emotion Coaching (SEL)</li> </ul>	-----	Decision Making Relationship Skills	Learners will be able to identify the impact of their decisions on personal safety and relationships.	Learners will be able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety.	Learners will be able to evaluate factors that impact personal and community health and safety, and apply appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships).
23	<ul style="list-style-type: none"> <li>Fostering Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Fostering Teamwork</li> </ul>	Social Awareness Relationship Skills	Learners will be able to advocate for themselves.	Learners will be able to advocate for their needs and the needs of others by utilizing educational and community support networks.	Learners will be able generate positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships).
24	<ul style="list-style-type: none"> <li>Supporting Plans and Goals (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>Facilitating Problem Solving</li> </ul>	Decision Making Social Awareness Relationship Skills	Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.	Learners will be able to independently create an action plan that addresses real needs in the classroom, school, and community.	Learners will be able to analyze opportunities to improve their community and engage in civic activities to influence issues impacting various communities.