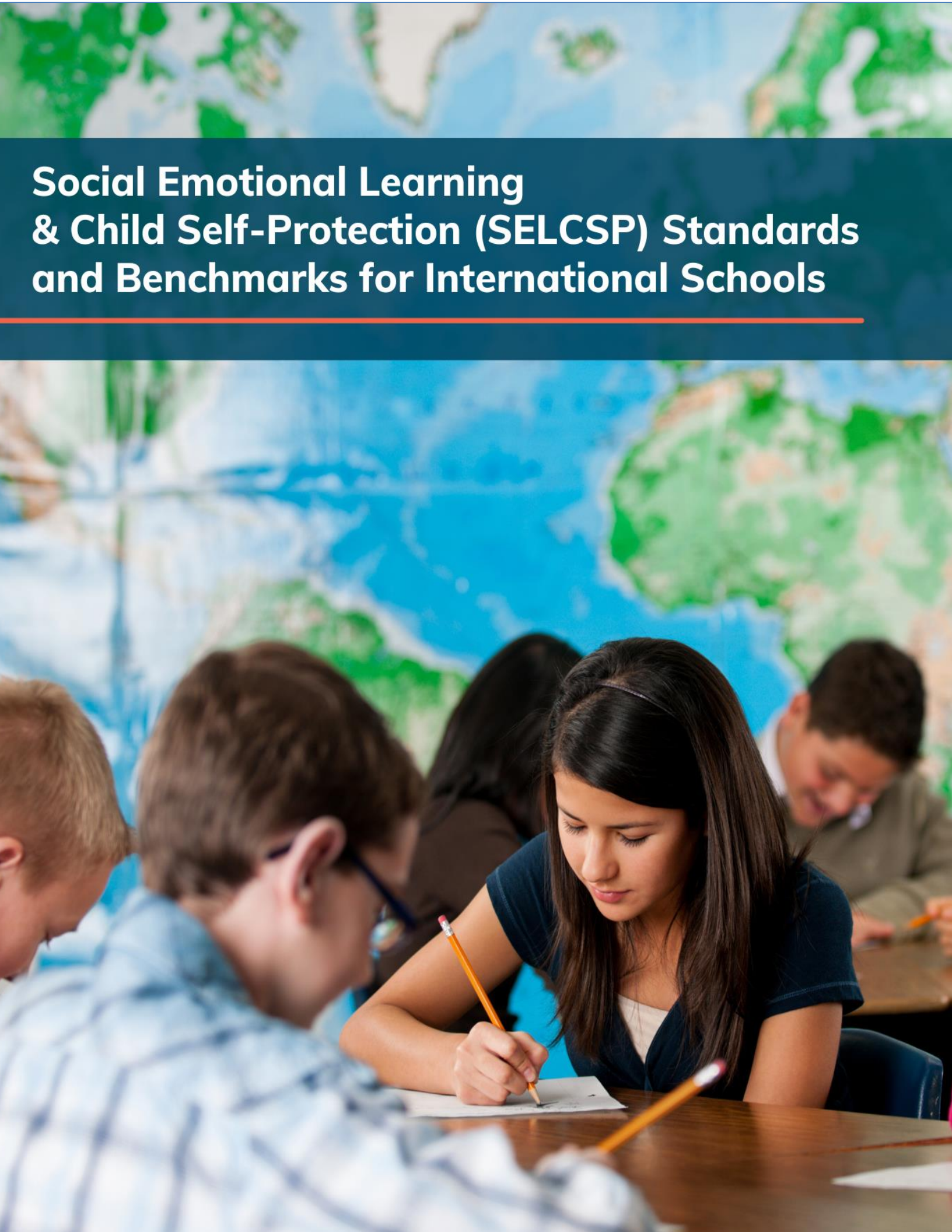
Social Emotional Learning & Child Self-Protection (SELCSP) Standards and Benchmarks for International Schools



Preface

The Office of Overseas Schools of the United States Department of State is committed to helping to provide a safe learning environment for all students in international schools. For the last decade we have worked to expand guidance and active child protection efforts through our relationships with other international educational entities, school accreditation agencies, and law enforcement agents from the United States and abroad. We know that these efforts must be continuous and ongoing to safeguard children who attend schools around the world. We also recognize that students themselves need support in understanding how to have healthy self-concepts, emotional strength, and resiliency.

We sought the counsel and expertise of mental health professionals, international educators, child protection experts, and leaders in the field of social and emotional learning in the United States and internationally to help create a set of standards and benchmarks that can be used to guide international schools in the work that lies ahead. The standards that were developed were a voluntary and herculean effort by educators from international schools and organizations. They are offered to you here as a first step on the path of embedding social emotional learning and child self-protection into every school day and all curriculums around the world.

We engaged with CASEL and ICMEC, two thought partners, with our office to work together with esteemed educators to create this roadmap. We thank all who engaged in this work for their selfless and tireless commitments to putting the children at the center of these efforts and to hearing the voices of the students who advised this work and changed it for the better.

Introduction

In 2023, through a grant from the U.S. Department of State's Office of Overseas Schools, the Collaborative for Academic, Social, and Emotional Learning (CASEL) and International Centre for Missing & Exploited Children (ICMEC) collaborated to develop these Social-Emotional Learning (SEL) and Child Self-Protection (CSP) curriculum standards and benchmarks. Our goal in creating these standards is to offer concrete guidance to international schools to enhance student well-being and protective support through teaching a structured curriculum that implements these standards.

As all schools and students are unique, it's important that schools use this document to create their own defined plans for curriculum implementation. Plans should include when, how, where, and who should integrate the benchmarks into all students' learning engagements and environments, including the classroom, school, home, and community. Schools should give careful consideration to how they can adopt these standards and benchmarks to enhance all students' sense of belonging and identity.

We acknowledge that multiple standards require students to identify a trusted network. The repetition of that requirement is deliberate because trusted networks play a critical role in

emotional and physical safety and may have a slightly different composition depending on the situation.

Finally, we intend these benchmarks for whole-school delivery. Therefore, school leaders play a critical role in guiding this work by devoting their time, resources, and expertise to their development and full implementation.

Please credit the Office of Overseas Schools of the United States Department of State when sharing and using the standards and benchmarks. We want them to be used freely without cost to any group of educators. We want them to make a difference.

Social-Emotional Learning (SEL)

Within the classroom setting, CASEL uses the concept of a three-legged stool to highlight best practice for SEL development and sustainability. These three components and their accompanying definitions are:

Supportive Environment
- Community-building
- Belonging and emotional safety
- Student-centered discipline

Explicit SEL instruction
- Sequenced: connected and coordinated activities
- Active: forms of learning that help students master new skills
- Focused: clearly emphasizing development of personal and social skills
- Explicit: targeting specific social and emotional skills

Integration of SEL and instruction
- Fostering academic mindsets
- Aligning SEL and academic objectives
- Using interactive pedagogy

One can find more resources for whole-school systemic SEL implementation at the *CASEL Guide to Schoolwide Social and Emotional Learning*.

Notes on Implementation of an SEL and CSP Curriculum

Please note that SEL is the focus for odd numbered core competencies. The even numbered core competencies are based on child protection content. While there is some overlap between them, we designated them this way to support both clarity and integration.

Teacher involvement: Best practice is that homeroom/advisory and subject-area teachers teach SEL and CSP lessons. This practice applies the standard that SEL and CSP are the entire school leadership and teaching staff's responsibility and priority, reinforces an ethos of psychological and physical safety, and allows students to understand that all adults at the school are ready to talk about SEL and CP issues. However, there are survivors of abuse and their supporters in all school communities. Therefore, the content of child safeguarding and protection lessons may be emotionally challenging for some teachers to discuss in the

classroom. Schools that teach a child protection curriculum should allow teachers to opt out of teaching specific lessons without requiring a reason. Additionally, schools should make available mental health resources, like contact information for mental health providers, for teachers for whom the content of any lesson provokes memories or emotions that they would like to discuss with a mental health professional.

Adult SEL: Schools should not underestimate the importance of Adult SEL because it relates to the efficacy of instruction and adult modeling for students. All staff should have the opportunity to reflect on their own social and emotional competencies, identities, and biases, and engage in practices that affirm, explore, and cultivate students' cultures, values, and identities. This includes providing frequent opportunities for adults to discuss, practice, model, and enhance SEL competencies.

Integrated vs. discrete lessons: Schools can teach sustainable and effective stand-alone SEL lessons or integrate them with all other instruction. While teachers might teach SEL skills in isolation, they should give students the opportunity to practice and reinforce those skills in all their learning. Because of the sensitivity of CSP topics, teachers can best teach safeguarding concepts in stand-alone lessons, so that there is a clear opening to the lesson, access to support, and time for closure.

Teacher training: Training for teachers in the skills that they will use to teach SEL and CSP objectives is essential before they teach the lessons. These skills include:

- Creating a safe psychological space: If the classroom is not a safe space for everyone in it, then the lessons will not be meaningful for the students. Schools must train teachers in creating a safe space with their students so that the lessons can reach their target objectives. Safe spaces denote attention to an inclusive classroom community, student belonging through active input in routines and structure, and restorative disciplinary practices that provide students the necessary skills to resolve conflict and treat others compassionately.
- Trauma-informed approach: Schools should take a trauma-informed approach, assuming some students have pre-existing vulnerabilities. Therefore, schools should inform students and parents in advance of the lessons and allow an opt-out if needed.
- Practical facilitation skills: Teachers should use an interactive approach and varying methods of delivery. The school should support teachers in selecting and adapting materials and activities to meet the specific needs of the students in the classroom. As in all lessons, teachers should consider making lessons accessible to all, including neurodiverse students and students with learning differences. A versatile space for implementation is desirable.
- Protective interrupting: Protective interrupting is a strategy for stopping children before they disclose something of a personal nature, including possible abuse, in front of the class. If a student starts to talk about something during a lesson that might be overly personal, the teacher should interrupt the student by saying something like, "I would really like to hear what you want to share, but right now we need to continue with the lesson. Let's talk after class." Then, the key for the teacher is to remember to follow-up

with the student after class to hear what the student wanted to say and respond appropriately.

- Receiving disclosures: School staff should know how to receive reports and disclosures of abuse. Click on this link for guidelines for receiving disclosures.
- Reporting: Any time that something concerning is brought up in class, the teacher should follow up by reporting the concern to the school's designated safeguarding lead or child protection team.

Timing of implementation: A school should implement a CSP curriculum only after the school has strong child safeguarding and protection policies and procedures in place, and the school has trained all its staff that works with students in the elements of the program, including reporting protocols, the professional Code of Conduct, and how to receive a disclosure. Once a school begins teaching a CSP curriculum, the school will begin receiving reports and disclosures of abuse and should be well prepared to respond to them.

Opening and closing lessons: In stand-alone lessons on SEL and CSP topics, there should be an opening activity that welcomes all students into the space and a closing activity, like an acknowledgement of how they are feeling. This practice will allow students the transition time they might need between different subject areas. Here are some helpful ideas.

Student involvement and voice: A major goal of elevating student voice is to support young people in becoming agents of change in partnership with adults. The school should provide avenues for students to contribute to the topics, timing, and delivery methods of the curriculum. The school should also offer opportunities for students to ask questions confidentially and provide feedback on the curriculum.

Resources: Before teaching an SEL and CSP curriculum, schools should agree on materials that are available and support the learning benchmarks for each age group. Schools should review materials carefully to ensure that teachers cover sensitive topics in an age-appropriate way. Materials using scare tactics are not suitable for any age group. If there is a range of materials available, teachers will have an easier time selecting those that support the unique learning needs of their classes.

Working with parents: As the school teaches children about the definitions of abuse, their rights, and reporting pathways for concerns about abuse, the school must also train and educate parents on the same topics. Once informed, children might disclose abusive situations, and parents should be ready to handle these disclosures. Also, parents should know how to report if their child experiences online abuse, child-on-child abuse, or adult-child abuse in any setting.

Additionally, some topics in SEL and CSP lessons may be sensitive or even controversial within a school community. The school should give the parents advance information about the topics and, if parents ask, allow them the opportunity to have their child opt out of participation in specific lessons.

Phrasing: We intentionally use the phrase “power imbalances” because we believe that, for students, understanding the power imbalances in their lives provides a level of protection. Just like using the correct terms for body parts, identifying power imbalances in relationships allows children to share the elements accurately that might make certain interactions feel unsafe. In other words, when we use a shared vocabulary concerning power imbalances, we can best describe our situation.

A school should feel free to modify the wording of the benchmarks, e.g., “Students/I can” at the beginning of each statement. Also, schools can view all benchmarks through both an in-person and digital citizenship lens.

Some benchmarks are written in second person (you, yourself) and some are written in third person (one, oneself). This is purposeful as we hope students will be able to read these standards and benchmarks and understand when to apply a benchmark to people and situations in general and when to apply it to themselves personally.

Conclusion

In collaboration with CASEL and ICMEC, an international team of educators, school leaders, counselors, caregivers, students and heads of school-affiliated international organizations reviewed and developed the standards and benchmarks. We are immensely grateful for their time, expertise, and enthusiasm and wish to thank them.

This project exists because of the generous support of Dr. Christine Brown, Regional Education Officer in the Office of Overseas Schools, U.S. Department of State. On behalf of all the students that this project will positively impact, thank you.

With gratitude,
Kelli Holm, Global SEL Practice Specialist for CASEL
Sherrie Raven, Director of SEL Implementation for CASEL
Debbie Downes, Director of Global School Initiatives, ICMEC

WRITING *and* ADVISORY GROUP			
Name	**Job Title/Role**	**School Name**	**Location**
Jillian Nichols	Support Services Coordinator	American International School Bucharest	Bucharest, Romania
Elmeka Henderson	Head of Student Support	International School of Dakar	Dakar, Senegal
Hanadi Dayyeh	Director of Arabic	American Community School	Abu Dhabi, UAE

		of Abu Dhabi	
Fredrika (Driekie) Smith	Counselor & Designated Safeguarding Lead	American International School of Lusaka	Lusaka, Zambia
Uldė Sirtautaitė	Counseling Coordinator & Designated Safeguarding Lead	The American International School of Vilnius	Vilnius, Lithuania
Chanel Worsteling	Wellbeing for All Programme Manager	Association of International Schools in Africa (AISA)	Brisbane, Australia
Christina Guliadis	Elementary School Counselor and PK-12 Counseling Curriculum Leader	American International School Vienna	Vienna, Austria
Kathryn Meyer	Assistant Director General	American Nicaraguan School	Managua, Nicaragua
Eric O'Bryant	Middle School Principal	American School of Tegucigalpa	Tegucigalpa, Honduras
Heather DeVore	Head of Counseling, Designated Safeguarding Lead	Canadian Academy	Kobe, Japan
Tom Woods	Deputy Principal, Designated Safeguarding Lead	Victoria Shanghai Academy	Hong Kong
Adam Slaton	Chief Learning Officer	American International Schools in the Americas (AMISA)	USA
Tamara Faber	Elementary School Counselor	John F. Kennedy School, Berlin	Berlin, German
LaTyia Rolle	Elementary School Principal/ Managing Director	John F. Kennedy School, Berlin	Berlin, German
WRITING GROUP			
Name	**Job Title/Role**	**School Name**	**Location**
Colleen Steigerwald	Inclusion Coordinator & Counselor	Frankfurt International School	Oberursel, Germany
Shelly Maldonado	Elementary School	International School of	Nairobi, Kenya

	Counselor	Kenya	
Liliana Borrero	Director of Learning Programs	Colegio Nueva Granada	Bogota, Colombia
ADVISORY GROUP			
Name	**Job Title/Role**	**School Name**	**Location**
Maura Martin	Director of Curriculum	Quality Schools International	Malta
Marilyn George	Exec. VP.	WASC	CA, USA
Tiese Bright	School Counselor/ Child Protection Curriculum Developer	Quality Schools International	Malta
Tyler Shelden	Director of Teaching and Learning	American School of Asuncion	Asuncion, Paraguay
Cynthia Wissman	Head of Secondary	International School of Ulaanbaatar	Ulaanbaatar, Mongolia
Christina Guliadis	Elementary School Counselor and PK-12 Counseling Curriculum Leader	American International School Vienna	Vienna, Austria
Will Gardner OBE	CEO of Childnet International and co-Director of the UK Safer Internet Centre		London, UK
Laura Light	Executive Director	The Association for the Advancement of International Education (AAIE)	Princeton, NJ USA
Jim Ellis	Middle School Teacher & Edu Consultant	American International School Vienna	Vienna, Austria
Ellen Mahoney	CEO	Sea Change Mentoring	International
Martha Ross	Inclusion Coordinator	International School Carinthia	Austria
Nicholas Hall	Student	Harvard College (matriculating in August)	United States
Eric Hayes	Inclusive Educator	The American International School of Vilnius	Lithuania

Laura Garcia Olson	Board Member & Parent	Foreign Service Youth Foundation	Arlington, VA
Katina Caldwell	Parent	McKinley Tech High School	Washington, DC
Alexcia Boothe	Student/ Alum	American International School Jamaica Emory University	Kingston Jamaica Atlanta, Georgia, USA
Angelina Worrell	Student/ Alum	Golden Valley School Universidad de Ciencias Médicas (UCIMED)	San José, Costa Rica
Rodrigo Rose	Student/ Alum	International School Curitiba Massachusetts Institute of Technology (MIT)	Curitiba, Brazil Cambridge, Massachusetts, USA
Juan Diego Albin	Student/ Alum	Franklin Delano Roosevelt School (FDR) Cambridge University	Lima, Peru Cambridge, England
Ashley Sills	Director Alum	Global Issues Network Walworth Barbour American International School (WBAIS) Rabat American School	Alameda, CA, USA Even Yehuda, Israel Rabat, Morocco
Susie March	Sexuality Educator Susie March Consulting		Munich, Germany London, UK

Citations

We benefited greatly from the work that many other schools, school districts, and organizations have done. Specifically, we would like to credit these organizations for sharing resources and expertise:

Collaborative for Academic, Social, and Emotional Learning (CASEL)
International Centre for Missing & Exploited Children (ICMEC)
Oakland Unified School District
Quality Schools International (QSI)
Global Issues Network (GIN)
Foreign Service Youth Foundation (FSYF)
United Nations Educational, Scientific and Cultural Organization (UNESCO)

EC-12 Core Competencies Standards

Core Competencies/Focal Constructs SEL = odd numbers 1,3,5,7,9 CSP = even numbers 2,4,6,8,10	**Standards**
1) **Self-Awareness/Identity:** Develop and demonstrate self-awareness skills to: ● Understand the connections between one's emotions, social contexts and identity. ● Identify personal, cultural, and linguistic assets. ● Demonstrate an accurate self-concept based on one's strengths and challenges. ● Develop and demonstrate a growth mindset. ● Develop sense of purpose and self-efficacy. ● Identify prejudices and biases toward people different than oneself.	A. Demonstrate an understanding of one's emotions.
	B. Demonstrate knowledge of personal strengths and challenges, cultural and linguistic assets, and aspirations.
	C. Demonstrate awareness of personal rights and responsibilities.
	D. Demonstrate growth mindset.
2) **Rights of the Child:** Develop and demonstrate self-awareness skills to: ● Advocate for the right to be safe and supported. ● Advocate for the right to a healthy environment. ● Identify body parts by their anatomically correct names. ● Advocate for body privacy. ● Demonstrate bodily autonomy. ● Identify safe and unsafe touch. ● Practice asking for and giving consent. ● Identify physical and emotional development.	A. Demonstrate the ability to advocate for one's rights to be safe and supported by adults in a healthy environment.
	B. Identify body parts, including reproductive body parts, by their anatomically correct names.
	C. Recognize that their whole body is private, and they have autonomy over their body.
	D. Identify safe and unsafe touch.
	E. Recognize that one has the right to give or not give consent, and practice asking for and giving consent.
3) **Self-Management/Agency:** Develop and demonstrate self-management skills to: ● Regulate one's emotions and	A. Demonstrate the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.

behaviors in contexts with people different than oneself. ● Motivate oneself to set and achieve personal and collective goals. ● Demonstrate personal and collective agency. ● Demonstrate individual self-care and coping strategies.	B. Demonstrate the skills to set, monitor, adapt, achieve, and evaluate personal and collective goals. C. Demonstrate strategies for self-care for everyday and high stress situations
4) **Recognizing and Responding to Abuse:** Develop and demonstrate skills to: ● Define the different types of abuse. ● Recognize abuse of oneself. ● Avoid becoming the one who harms. ● Help others in abusive situations. ● Seek help when needed. ● Recognize unsafe relationships. ● Develop and practice exit strategies for unsafe situations and relationships.	A. Identify and define the different types of abuse. B. Outline how to avoid harming others. C. Practice removing oneself and others from unsafe situations. D. Identify how to seek help if one, or someone one knows, is being abused.
5) **Social Awareness/Belonging:** Develop and demonstrate social awareness skills to: ● Embrace diversity and take the perspectives of people different from oneself. ● Demonstrate empathy for people like and different from oneself. ● Recognize privilege and explore fair vs. equal. ● Understand ethical and moral responsibilities. ● Understand the influences of systems and organizations on behavior. ● Identify diverse social norms, including unjust ones.	A. Demonstrate empathy for other people's emotions, perspectives, cultures, languages, and histories. B. Foster inclusivity and belonging in one's school, workplace, and community. C. Demonstrate an awareness and respect for one's similarities and differences from others. D. Recognize the influence of norms and systems and the need to advocate for oneself and others appropriately.
6) **Safe vs. Unsafe:** Develop and demonstrate social awareness skills to:	A. Recognize when a relationship is not a healthy relationship due to power imbalances, online and in person.

● Recognize power imbalances in relationships. ● Recognize unsafe requests and situations, for oneself and others. ● Develop and access strategies for responding to unsafe requests and situations, for oneself and others. ● Develop and practice online safety skills. ● Access help when needed.	B. Recognize unsafe requests and situations, online and in person.
	C. Use strategies for responding to unsafe requests and removing oneself from potentially harmful situations, online and in person.
	D. Access help to stay safe, online and in person.
	E. Recognize when someone is acting unsafely or needs help.
	F. Demonstrate respectful ways to represent oneself in a digital environment.
7) **Relationship Skills/Collaborative Problem-Solving:** Develop and demonstrate relationship skills to: ● Relate to people like and different than oneself. ● Communicate clearly and effectively. ● Build, establish and maintain healthy relationships. ● Offer and accept help and support when needed. ● Advocate for the rights of others.	A. Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and identities.
	B. Cultivate constructive relationships with individuals of diverse backgrounds, abilities, languages, and identities.
	C. Demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.
8) **Trusted Network:** Develop and demonstrate relationship skills to: ● Define trusted networks. ● Identify one's own trusted network. ● Access trusted networks. ● Identify trusted adults outside of network.	A. Outline one's own trusted network.
	B. Demonstrate steps to access one's trusted network when help is needed.
	C. Demonstrate how to access help within the greater community, including the online community.
	D. Identify adults in trusted roles outside of one's network.
9) **Responsible Decision-Making/Curiosity:** Develop and demonstrate responsible decision-	A. Consider the wellbeing of oneself and others when making decisions.

making skills to: ● Problem-solve effectively while being respectful of people like and different from oneself. ● Behave responsibly in personal, professional, and community contexts. ● Make constructive and respectful choices that consider the well-being of self and others. ● Reflect on one's role to promote personal, family, and community well-being. ● Appropriately manage crisis situations. ● Act in the best interests of the greater societal good.	B. Use a systematic approach to decision-making in a variety of situations. C. Apply problem-solving skills to engage responsibly in a variety of situations. D. Identify and manage crisis situations appropriately.
10) **Self-Advocacy:** Develop and demonstrate responsible decision-making and advocacy skills to: ● Advocate for one's rights. ● Persevere in advocating for oneself. ● Practice asking for and giving consent. ● Assert one's rights. ● Report to protect oneself and others. ● Practice the autonomy of acting in one's own best interests when necessary. ● Define boundaries and consent.	A. Recognize the right to act on one's own behalf to be safe. B. Recognize one's right, and others' rights, to give or deny consent in a variety of situations. C. Demonstrate perseverance in using problem-solving skills to draw attention to a problem until an appropriate solution is reached.

Benchmarks by Age/Grade Band

Lower Primary (Early Childhood Learning-Grade 2)	
Standard	**Learning Benchmarks**
Self-Awareness/Identity	
Essential Questions: ● What are my strengths? ● What are my challenges? ● How does understanding my thoughts and feelings help me understand others?	
1A. Demonstrate an understanding of one's emotions.	● Define and name a variety of emotions. ● Identify signs in the body (body signals) that give clues for how one is feeling. ● Identify how feelings are shown in faces and bodies. ● Name a variety of different feelings that match a described situation.
1B. Demonstrate knowledge of personal strengths and challenges, including cultural and linguistic assets and aspirations.	● Give examples of some personal strengths. ● Give examples of some personal challenges. ● Develop appreciation of one's own culture and language.
1C. Demonstrate awareness of personal rights and responsibilities.	● Define what personal responsibility means in different settings. ● Define what personal rights are in different settings.
1D. Demonstrate growth mindset.	● Define a growth mindset. ● Verbalize statements that would indicate a growth mindset vs fixed mindset. ● Explain things that we can control and things that we cannot control. ● Identify times that you did not give up when challenged.
Rights of the Child	
Essential Questions: ● Why is it important to understand anatomically correct body parts to keep safe? ● What does safety feel like?	
2A. Demonstrate the ability to advocate for one's rights to be safe and supported by adults in a healthy environment.	● Identify situations that are safe. ● Identify situations that are unsafe. ● Demonstrate assertiveness skills. ● Explain the steps to take when one is in an unsafe situation.

2B. Identify body parts, including reproductive body parts, by their anatomically correct names.	● State the anatomically correct name of body parts including breasts, penis, vagina, vulva, and buttocks. ● Explore cultural differences of what is considered personal and private on a body.
2C. Recognize that their whole body is private, and they have autonomy over their body.	● Define unwanted touch. ● Explain that one should ask before touching another person, and if that person does not agree to be touched, one should not touch them. ● Explain that one should be asked before being touched.
2D. Identify safe and unsafe touch.	● Define safe touch. ● Define unsafe touch.
2E. Recognize that one has the right to give or not give consent, and practice asking for and giving consent.	● Demonstrate how to say no to unsafe and unwanted touch. ● Demonstrate how to tell an adult if someone is using unsafe or unwanted touch. ● Demonstrate how to ask for permission before touching others.
Self-Management/Agency	
Essential Questions: ● How can I identify my feelings when I feel them? ● What can I do with feelings like anger and sadness? ● What do I need to do to achieve my goals?	
3A. Demonstrate the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.	● Define regulation. ● Identify multiple ways to regulate the expression of emotions, impulses, and actions. ● Identify personal reflection spaces at school and at home that can be used to transition from one emotion to another, or to decide how to express an emotion in a helpful way.
3B. Demonstrate the skills to set, monitor, adapt, achieve, and evaluate personal and collective goals.	● Define what a goal is. ● Identify a personal or collective goal. ● Determine success criteria for a goal. ● Plan to achieve a goal and evaluate progress toward the goal.
3C. Demonstrate strategies for self-care for everyday and high stress situations.	● Identify multiple ways to manage situations that makes one feel frustrated, angry, or sad. ● Identify people who will be a resource when one feels frustrated, angry, or sad at school and at home.
Recognizing and Responding to Abuse	

Essential Questions: ● What are risks to my personal safety? ● What is abuse? ● How do I know I am being abused? ● How can I protect myself from abuse? ● What do I need to do if I am abused? ● How can I help others who are being abused?	
4A. Identify and define the different types of abuse.	● Define abuse and harm. ● Describe how to know if abuse is happening.
4B. Outline how to avoid harming others.	● Recognize how others might feel in reaction to what you say or do. ● Identify things you would not like being done to you, so you do not do them to others.
4C. Practice removing oneself and others from unsafe situations.	● Demonstrate use of words to set a limit assertively with peers and adults. ● Demonstrate leaving unsafe situations and looking for an adult's help in school and at home.
4D. Identify how to seek help if one, or someone one knows, is being abused.	● Explain ways that people can help each other. ● List times when someone may need help. ● Identify adults at home and at school that can provide help when it is needed. ● Demonstrate how to ask for help in home, school, and local country language ("I need help because. . . ").
Social Awareness/Belonging	
Essential Questions: ● What is diversity? ● What does it mean to belong? ● How do I help create an inclusive culture in my school and community?	
5A. Demonstrate empathy for other people's emotions, perspectives, cultures, languages, and histories.	● Identify the emotions that may be felt by others in given situations. ● Recognize that people express emotions in different ways. ● Recognize that people have diverse cultures, languages, and histories.
5B. Foster inclusivity and belonging in one's school, workplace, and community.	● Define what it means to be a member of a community (including class, school, and family). ● Engage in activities that create an inclusive sense of belonging for all (like class circles).
5C. Demonstrate an awareness and respect for one's similarities and differences with others.	● Explore similarities and differences in cultures, languages, and gender. ● Plan ways to celebrate similarities and differences.

5D. Recognize the influence of norms and systems and the need to advocate for self and others appropriately.	● Describe the norms and values followed in the school and community. ● Identify one's responsibilities as a member of a community. ● Explain how one's actions impact others.
Safe vs. Unsafe	
Essential Questions: ● How do I know that I am safe? ● How can I help others be safe?	
6A. Recognize when a relationship is not a healthy relationship due to power imbalances.	● Determine the difference between caring and harmful relationships. ● Describe the kinds of power people might have in relationships.
6B. Recognize unsafe requests and situations, online and in person.	● Identify safe and unsafe requests. ● Identify online and in person unsafe requests.
6C. Use strategies for responding to unsafe requests and removing oneself from potentially harmful situations, online and in person.	● Practice statements to respond to unsafe requests. ● Practice skills to remove oneself from unsafe situations. ● Identify situations in which a trusted adult is needed to help resolve a conflict. ● Practice responding to cues to manage the expression of feelings during challenging interactions with others.
6D. Access help to stay safe, online and in person.	● Identify resources that can be accessed for a variety of unsafe situations, both online and in person. ● Practice reporting an unsafe situation to a trusted adult.
6E. Recognize when someone is acting unsafely or needs help.	● Identify situations when someone else might need help. ● Develop skills to respond safely and appropriately when someone needs help. ● Practice strategies to respond to someone acting unsafely.
6F. Demonstrate respectful ways to represent oneself in a digital environment.	● Recognize that the digital representation of oneself has various forms. ● Identify ways to present oneself respectfully online.
Relationship Skills/Collaborative Problem-Solving	
Essential Questions: ● Why is it important to make friends? ● How does communicating clearly help me build relationships? ● How can I resolve conflict?	
7A. Use a range of communication skills to	● Explore strategies to communicate effectively including body language, nonverbal clues, and active listening.

interact effectively with individuals of diverse backgrounds, abilities, and languages.	● Use various modes of communication to interact with each other.
7B. Cultivate constructive relationships with individuals of diverse backgrounds, abilities, and languages.	● Explore strategies to make and keep friends. ● Engage in positive play with peers. ● Learn some phrases in different languages represented in one's class.
7C. Demonstrate the skills to engage respectfully in and resolve interpersonal conflicts in various contexts.	● Identify different types of conflict. ● Recognize when one can handle a conflict alone and when one needs adult support. ● Ask for help when it is needed for oneself and others.
Trusted Network	
Essential Questions: ● What is trust? ● What helps me trust others? ● What can I do so that others trust me? ● How do I approach a trusted adult for help? ● Do we always get help when we ask for it? What can we do if we don't get help right away?	
8A. Outline one's own trusted network.	● Explain the meaning of a trusted adult. ● Name trusted adults both at home and at school.
8B. Demonstrate steps to access one's trusted network when one needs help.	● Discuss what makes it difficult to ask for help sometimes. ● Practice conversation starters to gain courage in approaching adults for help when needed.
8C. Demonstrate how to access help within the greater community, including the online community.	● Identify other local community response agencies. ● Access the contact numbers and online resources for community response agencies. ● Recall the emergency number for the police, emergency services, or embassy as applicable. ● Plan and practice what to say to build confidence when seeking help from a trusted adult whom you might not know (for example, when calling emergency services).
8D. Identify adults in trusted roles outside of one's network.	● Identify trusted adults that are not at home or at school. ● Identify specific roles for trusted adults outside of your home and school network.
Responsible Decision-Making/Curiosity	
Essential Questions: ● How can I use past experiences to help me to become a better problem-solver?	

● When problem-solving, how can I make sure I take care of my own needs and be aware of the needs of others? ● How do problem solving skills help me to support my own wellbeing and the wellbeing of others? ● How do I recognize a big problem vs. a small problem and respond appropriately?	
9A. Consider the well-being of oneself and others when making decisions.	● Evaluate challenging scenarios to practice making decisions that account for the well-being of yourself and others.
9B. Use a systematic approach to decision-making in a variety of situations.	● List possible decisions that one can make in a variety of situations. ● Explain whether a decision made was appropriate for a given situation. ● Determine alternative decisions to the ones tried.
9C. Apply problem-solving skills to engage responsibly in a variety of situations.	● Explore cause and effect in literature and real-life challenges. ● Apply prior knowledge and experiences to learn new skills. ● When faced with a challenge, use a variety of strategies to investigate possible solutions and accomplish the task. ● Make specific requests for help from both peers and adults as needed.
9D. Identify and manage crisis situations appropriately.	● Define emergency situations. ● Determine the difference between emergency and non-emergency situations. ● Identify the steps to follow in an emergency. ● Create a “toolbox” of specific strategies to use in an emergency.
Self-Advocacy	
Essential Questions: ● What is self-advocacy? ● What is consent? When should consent be asked for and given? ● What are boundaries and how do I create them? ● How do I make sure my voice is heard when I am creating my boundaries?	
10A. Recognize one’s right to act on one’s own behalf to be safe.	● Define self-advocacy. ● Describe one’s right to make decisions to ensure personal safety.
10B. Recognize one’s right, and others’ rights, to give or deny consent in a variety of	● Practice asking for, giving, and denying consent in a variety of situations.

situations.	
10C. Demonstrate perseverance in using problem-solving skills to draw attention to a problem until an appropriate solution is reached.	● Recognize one's responsibility to resolve a conflict with a peer effectively. ● Accept that people have different opinions and perspectives. ● Discuss what to do if you bring a problem to a trusted adult and they do not give you the help you need. ● Practice using perseverance to talk to more than one trusted adult from one's network when one needs to solve a problem appropriately.

Upper Primary (Grade 3 - Grade 5)	
Standard	**Learning Benchmarks**
Self-Awareness/Identity	
Essential Questions: ● What are my strengths? ● What are my challenges? ● How does understanding my thoughts and feelings help me understand others?	
1A. Demonstrate an understanding of one's emotions.	● Recognize and name emotions using descriptive vocabulary. ● Connect body sensations to feelings and emotions. ● Recognize how thoughts and emotions affect behavior.
1B. Demonstrate knowledge of personal strengths and challenges, including cultural and linguistic assets and aspirations.	● Name descriptors for multiple aspects of identity. ● Identify personal talents, skills, traits, and strengths. ● Identify behaviors to work towards as areas for improvement. ● Create goals and action steps to develop and strengthen the identified areas for improvement.
1C. Demonstrate awareness of personal rights and responsibilities.	● Describe individual personal rights. ● Practice advocating for self in scenarios where rights have been violated. ● Illustrate that choices are linked to consequences, both good and bad. ● Discuss the impact choices have on others. ● Identify how to contribute to the community in positive ways.
1D. Demonstrate a growth mindset.	● Recognize that intelligence is not fixed. ● Demonstrate personal growth through acquisition of new skills and knowledge with practice and perseverance. ● Explain how mistakes can help you grow. ● Approach new challenges with curiosity and excitement. ● Demonstrate positive self-talk.
Rights of the Child	
Essential Questions: ● Why is it important to understand anatomically correct body parts to keep safe? ● What does safety feel like?	
2A. Demonstrate the ability to advocate for one's rights	● Recognize everyone's right to feel safe. ● Explain one's rights over one's own body.

to be safe and supported by adults in a healthy environment.	● Name trusted adults who form a safety network. ● State who to tell when one needs help. ● Explain that one should not keep secrets when they involve personal safety; one should share them with a trusted adult. ● Restate the benefits and dangers of digital identity. ● Recognize that online, as in person, personal safety is a right.
2B. Identify body parts, including reproductive body parts, by their anatomically correct names.	● Demonstrate an explicit understanding of body science and state the correct anatomical names for all body parts including buttocks, breasts, penis, vagina, and vulva. ● Describe the reproductive system, puberty, and the whole-body impact of puberty (social, emotional, and physical) through body science lessons. ● Recognize the importance of keeping body parts clean and practicing good hygiene for a healthy body.
2C. Recognize that one's whole body is private, and one has autonomy over one's body.	● Recognize personal choice over how a body is touched, by whom, where, and when. ● Illustrate the concept of body bubbles, i.e., personal space around bodies. ● Explain the right to say no to requests to look at, touch, or share photos of a person's body.
2D. Identify safe and unsafe touch.	● Identify safe, wanted, unsafe, and unwanted touch. ● Identify triggers and early warning signs when feeling unsafe or uncomfortable, in person and online. ● Identify safe and unsafe situations, in person and online. ● List ways to leave a situation when one feels unsafe or uncomfortable.
2E. Recognize that one has the right to give or not give consent, and practice asking for and giving consent.	● Define consent. ● Explain choice and the right to say no. ● Explain that one should ask for consent before touching another person. ● Explain that one should be asked to give consent before anyone touches you, and it's one's right to say no if the touch is unwanted or unsafe. ● Describe the risks involved in sharing content online and how to avoid them. ● Practice assertiveness and describe how to stand up for oneself. ● Explain the lack of personal fault if someone touches oneself in an unsafe or unwanted way. ● Explain the occasional need to give consent for touching body parts (for example, during a medical appointment). ● Discuss the concept of peer pressure and how to respond.
Self-Management/Agency	

Essential Questions: ● How can I identify my feelings when I feel them? ● What can I do with feelings like anger and sadness? ● What do I need to do to achieve my goals?	
3A. Demonstrate the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.	● Demonstrate awareness of emotions, thoughts, urges, and stress. ● Explain the pressures technology might add to our lives. ● Demonstrate healthy coping strategies when under stress (like talking to someone, movement, or sleep).
3B. Demonstrate the skills to set, monitor, adapt, achieve, and evaluate personal and collective goals.	● Develop personal or collective goals. ● Choose one goal and create success criteria for achieving it. ● Evaluate ability to achieve the goal. ● Develop and execute a plan to achieve the goal and evaluate success.
3C. Demonstrate strategies for self-care for everyday and high stress situations.	● Develop a set of tools that can be used to manage stressful situations. ● Identify people of trust who one can access for support in times of high-stress situations, both at home and at school.
Recognizing and Responding to Abuse	
Essential Questions: ● What are risks to my personal safety? ● What is abuse? ● How do I know I am being abused? ● What do I need to do if I am abused? ● How can I protect myself from abuse? ● How can I help others who are being abused?	
4A. Identify and define the different types of abuse.	● Define physical abuse, emotional abuse, sexual abuse, and neglect. ● Identify behaviors that might lead to abuse. ● Describe the physical and emotional signs that might indicate when a person is a victim of abuse, both in person and online.
4B. Outline how to avoid harming others.	● Identify and describe behaviors that may harm others, both in person and online. ● Discuss strategies for avoiding behaviors that may be harmful to others.
4C. Practice removing oneself and others from unsafe situations.	● Name strategies that can assist with removing oneself from unsafe situations, both in person and online. ● Role-play using strategies that can assist with removing oneself from unsafe situations, in person and online.

4D. Identify how to seek help if one, or someone one knows, is being abused.	● Identify safe and unsafe situations, both in person and online. ● Describe what to do when in an unsafe situation. ● Differentiate between situations that require adult support and those that might not. ● List the steps to take if one suspects abuse.
Social Awareness/Belonging	
Essential Questions: ● What is diversity? ● What does it mean to belong? ● How do I help create an inclusive culture in my school, community, and online?	
5A. Demonstrate empathy for other people's emotions, perspectives, cultures, languages, and histories.	● Make personal connections to another's thoughts, feelings, and experiences. ● Examine real-life scenarios (possibly from news articles or historical texts) or fictional scenarios (perhaps from literature) and analyze and consider multiple points of views or perspectives.
5B. Foster inclusivity and belonging in one's school, workplace, and community.	● Consider how choices might impact oneself and others in given scenarios. ● Illustrate personal roles and responsibilities within home, school, and online contexts. ● Identify a challenge in the school or the greater community and develop a plan to help address the challenge.
5C. Demonstrate an awareness and respect for one's similarities and differences with others.	● Identify similarities to and differences from others. ● Demonstrate curiosity rather than judgment when learning about differences. ● Define inclusion and belonging. ● List ways to encourage everyone to feel a sense of belonging in the class and school community. ● Design a project to encourage belonging within the school or class community.
5D. Recognize the influence of norms and systems and the need to advocate for oneself and others appropriately.	● Identify unfair or unjust situations. ● Discuss how systems and norms might be biased and harmful to individuals or groups. ● Practice ways to use one's personal voice to speak up when something is unfair.
Safe vs. Unsafe	
Essential Questions: ● How do I know that I am safe? ● How can I help others be safe?	

6A. Recognize when a relationship is not a healthy relationship due to power imbalances.	● Identify relationship dynamics that exist in one's life (including parent-child, teacher-student, other adult-child, and teenager-younger sibling). ● Define power imbalances. ● Discuss healthy and unhealthy power imbalances in relationships.
6B. Recognize unsafe requests and situations, online and in person.	● Discuss the warning signs of unsafe requests or situations, such as: ○ Feeling uncomfortable or pressured. ○ Experiencing unwanted advances or comments. ○ Witnessing abusive behavior towards others, in person or online.
6C. Use strategies for responding to unsafe requests and removing oneself from potentially harmful situations, online and in person.	● Develop strategies for responding to unsafe requests or situations. ● Role play advocating for oneself in situations where safety or wellbeing is at risk.
6D. Access help to stay safe, online and in person.	● Gather and list resources that one can access for a variety of unsafe situations, both online and in person. ● Demonstrate communication strategies one can use to reach out to identified trusted adults.
6E. Recognize when someone is acting unsafely or needs help.	● Identify signs that someone is acting unsafely. ● Practice ways to intervene to help others who are acting in an unsafe manner.
6F. Demonstrate respectful ways to represent themselves in a digital environment.	● Use appropriate language and tone in digital communication. ● Discuss and comply with the student code of conduct related to digital communication, digital citizenship, and online behavior.
Relationship Skills/Collaborative Problem-Solving	
Essential Questions: ● Why is it important to make friends? ● How does communicating clearly help me build relationships? ● How do I resolve conflict?	
7A. Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, and languages.	● List different communication skills. ● Use diverse communication skills to navigate differences in perspectives and opinions on a variety of topics. ● Recognize specific situations where communication skills were effective and where one should have used other skills.

7B. Cultivate constructive relationships with individuals of diverse backgrounds, abilities, and languages.	● Explore ways to embrace diversity (including diversity of culture, economic status, ability, size, language, gender, and sexuality) and increase empathy. ● Demonstrate respectful relationships with peers.
7C. Demonstrate the skills to engage respectfully in and resolve interpersonal conflicts in various contexts.	● Explore problem-solving strategies and choose one to explain or illustrate. ● Use a problem-solving strategy in a specific scenario, focusing on what one can do and say to help.
Trusted Network	
Essential Questions: ● What is trust? ● What helps me trust others? ● What can I do so that others trust me? ● How do I approach a trusted adult for help? ● Do we always get help when we ask for it? What can we do if we don't get help right away?	
8A. Outline one's own trusted network.	● Identify at least five trusted adults at home and school who can help when one encounters unsafe behavior online or in person.
8B. Demonstrate steps to access one's trusted network when one needs help.	● Discuss why it might be difficult to talk to a trusted adult about an uncomfortable or unsafe situation. ● Explore ways to overcome the challenge when one needs to talk to a trusted adult. ● List conversation starters to gain courage in approaching adults for help.
8C. Demonstrate how to access help within the greater community, including the online community.	● Identify local community response agencies. ● Access the contact numbers and online resources for community response agencies. ● Memorize emergency numbers to contact for help in the local community. ● Plan and practice what to say to build confidence when one calls emergency or community response agencies.
8D. Identify adults in trusted roles outside of one's network.	● Name specific jobs that are in the helping profession. ● Identify adults outside of trusted networks who might help one in emergency situations.
Responsible Decision-Making/Curiosity	
Essential Questions: ● How can I use past experiences to help me to become a better problem-solver? ● When problem-solving, how can I make sure I take care of my own needs and be aware of the needs of others?	

● How do problem solving skills help me to support my own wellbeing and the wellbeing of others? ● How do I recognize a big problem vs. a small problem and respond appropriately?	
9A. Consider the well-being of oneself and others when making decisions.	● Describe what it means to be empathetic. ● Demonstrate what it means to be kind to others and oneself. ● Consider scenarios to practice making decisions based on an understanding of how actions might affect others.
9B. Use a systematic approach to decision-making in a variety of situations.	● Explore decision-making strategies, such as WITTS or Kelso's Choice. ● Brainstorm situations where it would be helpful to consider how decisions may impact self and others. ● Describe thought processes that lead to constructive and respectful choices that take into consideration the well-being of oneself and others.
9C. Apply problem-solving skills to engage responsibly in a variety of situations.	● Discuss the relationship between responsible behavior and personal, family, and community well-being. ● List practices that promote responsible behavior. ● Identify an area where it is challenging to behave responsibly in class or in school. ● Implement one or more of the practices that encourage responsible behavior in the identified area of challenge.
9D. Identify and manage crisis situations appropriately.	● Explain what may constitute a crisis. ● List a variety of strategies for managing a crisis that one might experience.
Self-Advocacy	
Essential Questions: ● What is self-advocacy? ● What is consent? When should consent be asked for and given? ● What are boundaries and how do I create them? ● How do I make sure my voice is heard when I am creating my boundaries?	
10A. Recognize one's right to act on one's own behalf to be safe.	● Outline personal rights and responsibilities in different settings, such as school, home, community, and online. ● Develop and practice skills to express personal needs, opinions, and preferences in a respectful and clear

	manner.
10B. Recognize one's right, and others' rights, to give or deny consent in a variety of situations.	● Discuss the concept of consent and how it applies to different types of interactions, such as physical contact, sharing personal information, or participating in activities. ● Differentiate between giving consent and being coerced, pressured, or manipulated into doing something. ● Explain the importance of respecting others' right to give or deny consent. ● Practice seeking clear and affirmative consent from others before engaging in an activity together.
10C. Demonstrate perseverance in using problem-solving skills to draw attention to a problem until an appropriate solution is reached.	● Role-play situations in which it might be necessary to approach more than one trusted adult to get the help that one needs.

Middle School (Grade 6 - Grade 8)	
Standard	**Learning Benchmarks**
Self-Awareness/Identity	
Essential Questions: ● How does increased self-awareness impact my relationship with myself and how does that relationship change over time? ● How does increased self-awareness impact how I perceive and engage with others and the world around me?	
1A. Demonstrate an understanding of one's emotions.	● Identify and label a range of emotions using appropriate vocabulary. ● Explain how different situations and events can affect one's emotional state.
1B. Demonstrate knowledge of personal strengths and challenges, including cultural and linguistic assets and aspirations.	● Define identity in ways including, but not limited to ethnicity, culture, gender, religion, hobbies, tastes, and preferences. ● Discuss times that you have modeled your behavior after others, and the results of doing so. ● Compare and contrast your personal strengths and challenges to those that you inherited or learned from your family. ● Articulate and celebrate your personal and cultural identity. ● Discuss how identity can change over time. ● Explain how your strengths, challenges, and aspirations may influence your future educational and career choices.
1C. Demonstrate awareness of personal rights and responsibilities.	● Define human rights. ● Compare and contrast fair and equitable. ● Evaluate the connection between rights and responsibilities. ● Identify rights that children and students should have because such rights create a safe and empowering environment. ● Analyze current global issues related to human and children's rights. ● Identify actions that violate human and children's rights.
1D. Demonstrate growth mindset.	● Compare and contrast fixed and growth mindsets. ● Explain how to address challenges and setbacks with a growth mindset. ● Apply growth mindset characteristics to real-world scenarios. ● Reflect on and evaluate your own progress toward a growth mindset.

Rights of the Child	
Essential Questions: ● Why do we have rights? ● What is the relationship between understanding my body and advocating for myself and others? ● How can we apply our rights in an online context?	
2A. Demonstrate the ability to advocate for one's rights to be safe and supported by adults in a healthy environment.	● Identify situations when it is necessary to advocate for oneself. ● Give examples of self-advocacy. ● Demonstrate ways to self-advocate.
2B. Identify body parts, including reproductive body parts, by their anatomically correct names.	● Identify the parts and basic functions of the internal and external genitals.
2C. Recognize that one's whole body is private, and one has autonomy over one's body.	● Define privacy and bodily integrity. ● Describe what is meant by the right to privacy and acknowledge that everyone has the right to bodily integrity. ● Role-play setting personal boundaries for privacy and bodily integrity. ● Demonstrate how to refuse unwanted online requests for naked, partially naked, or otherwise sexualized images or content.
2D. Identify safe and unsafe touch.	● Discuss different kinds of relationships and ways of expressing appreciation, affection, and love. ● Define safe, unsafe, and unwanted touch and identify the feelings, physical and emotional, that accompany each. ● Discuss how to advocate for oneself when experiencing unsafe or unwanted touch or unsafe situations.
2E. Recognize that one has the right to give or not give consent, and practice asking for and giving consent.	● Define consent. ● Explain the relationship between consent and personal decision making. ● Explain the importance of giving and receiving consent, both in person and online. ● Role-play giving or not giving consent both in person and online. ● Practice asking for and giving consent before capturing and sharing photos of others.
Self-Management/Agency	
Essential Questions: ● How does knowing my strengths, challenges, and interests affect my goals?	

● Why should humans learn to identify their emotions and regulate their expression of emotions? ● How might self-care and self-regulation influence crisis awareness?	
3A. Demonstrate the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.	● Define self-regulation and describe situations that require it. ● Explore how to accept and validate one's emotions. ● Identify various contexts for expressing one's emotions. ● Compare and contrast self-regulation and stifling one's emotions. ● Discuss one's responsibility for what one shares in real life or on the internet. ● Evaluate characteristics of appropriate resources to support self-regulation. ● Describe how anger and anxiety can promote impulsive behavior. ● Identify strategies for regulating how you express emotions like breathing techniques, self-talk, or self-awareness exercises. ● Explore ways to express emotions like frustration, anger, and hopelessness in ways that will help you and others avoid harming others.
3B. Demonstrate the skills to set, monitor, adapt, achieve, and evaluate personal and collective goals.	● Articulate personal goals that are: specific, measurable, achievable, relevant, and time-bound (SMART). ● Reflect on whether the process one established to achieve one's goals, or if it needs revision.
3C. Demonstrate strategies for self-care for everyday and high stress situations.	● Develop a personal bank of self-care strategies that includes supportive online activities. ● Select and commit to daily use of those strategies that are personally optimal. ● Implement one or more strategies when involved in high-stress situations.
Recognizing and Responding to Abuse	
Essential Questions: ● How do we determine our personal boundaries, and what powers can they give us? ● How do I know if I am in an unsafe situation? How do I know if those I care about are in an unsafe situation? ● Why is it important to speak up about harm, and why is it sometimes hard to do?	
4A. Identify and define the different types of abuse.	● Compare and contrast bullying, emotional abuse, psychological violence, physical violence, neglect, sexual abuse, sexual harassment, and sexual assault, and include discussions of online versions of bullying, harassment, and abuse. ● Compare and contrast child-on-child and adult-on-child abuse.

	● Discuss why abuse and bullying are never the victim's fault and are always a violation of human rights. ● Analyze possible causes of bullying and abuse.
4B. Outline how to avoid harming others.	● Define harm. ● Identify ways to understand when someone is harmed. ● Recognize times that you might have harmed someone, whether intentionally or unintentionally. ● Illustrate steps one can take to avoid harming others, and to rebuild trust when one does harm to others.
4C. Practice removing oneself and others from unsafe situations.	● Define the concept of personal boundaries. ● Outline some of your own personal boundaries. ● Analyze the relationship between personal boundaries and self-advocacy. ● Name some of the signals that might tell you that a situation is unsafe. ● Describe strategies for keeping safe. ● Analyze dangerous situations both in person and online (sources may include news stories, essays, books, or tv shows) and brainstorm ways the people involved could remove themselves from danger.
4D. Identify how to seek help if one, or someone one knows, is being abused.	● Describe the feelings and emotions that alert you that you are in a harmful or unsafe situation. ● Recognize when strategies for regulating harmful emotions are not enough and find people in the community who can help. ● Identify obstacles to asking for help and discuss ways to address those obstacles. ● Plan how to seek help if you have been asked or threatened to keep an unsafe situation a secret. ● Assemble a detailed list of people and resources that you might call on when you need help. ● Generate phrases that you might use when you ask for help on behalf of yourself or someone else who is in danger of harm.
Social Awareness/Belonging	
Essential Questions: ● What is my role in my community? What is my role in the greater society? ● What does it mean to belong? ● How does diversity impact how I view myself and relate to others?	
5A. Demonstrate empathy for other people's emotions, perspectives, cultures, languages, and histories.	● Discuss the relationship between empathy and friendship. ● Identify ways to show trust, respect, understanding, inclusion, and empathy towards others. ● Describe what it means to treat others with fairness, equality, dignity, and respect.

5B. Foster inclusivity and belonging in one's school, workplace, and community.	● Identify and describe my role within my community, both in person and online. ● Discuss how my actions impact my community. ● Describe and reflect on my contributions to my community.
5C. Demonstrate an awareness and respect for one's similarities and differences with others.	● Provide examples of ways that all human beings can contribute to society through a shared humanity and through the unique identities and perspectives that individuals hold. ● Practice respectfully discussing differing viewpoints. ● Describe how an appreciation of similarities and differences is related to a sense of belonging.
5D. Recognize the influence of norms and systems and the need to advocate for self and others appropriately.	● Define social and cultural norms. ● Recognize that social and cultural norms can change over time and give examples of norms that have shifted. ● Identify and examine new responsibilities that you have for yourself and for others as you grow up. ● Recognize a variety of cultural norms and describe how you can respect and appreciate the norms of others.
Safe vs. Unsafe	
Essential Questions: ● What does it mean to be safe? ● What makes an environment safe or unsafe? ● How might I respond when feeling unsafe?	
6A. Recognize when a relationship is not a healthy relationship due to power imbalances.	● Explain what constitutes a healthy relationship. ● Determine indicators of unhealthy relationships. ● Identify relationships in your life where there are power imbalances. ● Discuss how power imbalances can impact relationships.
6B. Recognize unsafe requests and situations, online and in person.	● Identify physiological and emotional responses that alert you that you are in an unsafe or potentially unsafe situation. ● Determine what makes a situation unsafe in person or online. ● Demonstrate how to act safely in person and online.
6C. Use strategies for responding to unsafe requests and removing oneself from potentially harmful situations, online and in person.	● Demonstrate the use of protective strategies in a variety of unsafe situations. ● Identify ways that one can take action to remove oneself from an unsafe situation using both words and actions.
6D. Access help to stay	● Identify and create a list of resources that one can access

safe, online and in person.	for a variety of unsafe situations, both online and in person. ● Demonstrate communication strategies that one can use to reach out to trusted adults.
6E. Recognize when someone is acting unsafely or needs help.	● Identify indicators of when someone else is acting unsafely and/or needs help. ● Practice ways that one can intervene to help others when they are behaving in an unsafe manner.
6F. Demonstrate respectful ways to represent themselves in a digital environment.	● Define netiquette. ● Describe safe ways one can interact with people and make and maintain friendships online. ● Discuss how one can keep personal information private in online interactions. ● Describe the impact of a digital footprint in the short-term and long-term. ● Describe situations when one should use the THINK netiquette acronym (True, Helpful, Inspiring, Necessary, Kind).
Relationship Skills/Collaborative Problem-Solving	
Essential Questions: ● How might communication promote trusting relationships and solve problems? ● How are relationships valuable resources in my life? ● What makes communication effective or ineffective?	
7A. Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, and languages.	● Define open and healthy communication. ● Demonstrate how one can use open and healthy communication to create a safe space. ● Analyze the reasons why it might be challenging to engage diverse perspectives. ● Recognize effective communication skills that one can use to engage diverse perspectives. ● Engage in problem-solving scenarios that include differing viewpoints.
7B. Cultivate constructive relationships with individuals of diverse backgrounds, abilities, and languages.	● Illustrate how relationships can help one to grow in one's understanding of the world. ● Collaborate to create a school-wide diversity, equity, inclusivity, and belonging (DEIB) resource (for example, by creating affinity groups, building a campus vocabulary, or by conducting diversity audits of curriculum and other critical features of a school campus).
7C. Demonstrate the skills to engage respectfully in and resolve interpersonal conflicts in various contexts.	● Role play engaging in and resolving interpersonal conflicts. ● Recognize effectiveness or ineffectiveness of your communication skills in interpersonal conflicts and target

	areas for improvement.
Trusted Network	
Essential Questions: ● What defines trust, and what characterizes a trusting interaction? ● What makes trust reciprocal, and is trust always reciprocal? ● Do we always get help when we ask for it?	
8A. Outline one's own trusted network.	● Describe what creates feelings of trust. ● Define the criteria for a member of a trusted network. ● Identify the people and roles in one's own trusted network. ● Describe where you belong in other people's trusted networks.
8B. Demonstrate steps to access one's trusted network when help is needed.	● Apply decision-making skills to problem-based scenarios. ● Describe obstacles to accessing people in a trusted network, and available solutions.
8C. Demonstrate how to access help within the greater community, including the online community.	● Draw conclusions about why there are helping organizations and roles in the greater community. ● Identify resources that can provide help in the online community.
8D. Identify adults in trusted roles outside of their network.	● Define and list examples of a person in a trusted role outside of your network. ● Explain why there should be trusted roles outside of your network. ● Role-play accessing and communicating with adults in trusted roles outside of your network.
Responsible Decision-Making/Curiosity	
Essential Questions: ● How does reflection help me to become a better problem-solver? ● When problem-solving, how can I balance my own needs with the needs of others? ● How do problem-solving skills help me to advocate for my own wellbeing and the wellbeing of others?	
9A. Consider the well-being of oneself and others when making decisions.	● Analyze why options might seem limited in a difficult situation. ● Explain the importance of considering multiple perspectives and seeking additional information when you make a decision. ● Discuss how to seek additional perspectives and gain new information before making a decision. ● Identify and evaluate potential consequences of a decision, including how a decision may impact both

	oneself and others. ● Apply problem-solving skills to decision-making scenarios.
9B. Use a systematic approach to decision-making in a variety of situations.	● Identify the steps involved when one makes a decision, including gathering information, identifying options, evaluating consequences, and making a choice. ● Reflect on one's own decision-making process and evaluate each of the steps. ● Provide examples of small problems and big problems. ● Discuss how the decision-making process may change when one solves a small problem versus a big problem.
9C. Apply problem-solving skills to engage responsibly in a variety of situations.	● Define, compare, and contrast reactive and proactive problem-solving. ● Use critical thinking skills to evaluate the credibility and accuracy of information when one makes a decision. ● Evaluate the needs of each person involved in a complex situation and use that information to make a responsible decision.
9D. Identify and manage a crisis appropriately.	● Define what constitutes a crisis. ● Identify common examples of a crisis that might affect you or someone else. ● Describe one's feelings that arise in high-stress situations. ● Identify strategies or resources one can access when stress feels unmanageable. ● Demonstrate effective communication skills in a crisis situation, including knowing when and how to express needs and concerns, and to whom. ● Evaluate crisis scenarios to determine possible courses of action and reflect on the potential consequences of those courses of action.
Self-Advocacy	
Essential Questions: ● What does self-advocacy look and feel like? ● When should consent be asked for and given? ● How do I make sure my voice is heard when I am establishing my boundaries?	
10A. Recognize one's right to act on one's own behalf to be safe.	● Define self-advocacy. ● Describe how clearly asserting boundaries and preferences to others promotes safety. ● Advocate for your own safety in different scenarios.
10B. Recognize one's right, and others' rights, to give or deny consent in a variety of situations.	● Identify situations where consent is important. ● Explain the relationship between empathy and respecting boundaries. ● Explain how impairment from drugs or alcohol can affect one's ability to give or deny consent.

	● Explain how one's personal values, experiences, and preferences impact consent.
10C. Demonstrate perseverance in using problem-solving skills to draw attention to a problem until an appropriate solution is reached.	● Identify challenges that one may face when others may not recognize a problem exists or a solution may not be appropriate. ● List different styles of communication and times when each might be preferable. ● Evaluate how different types of communication may impact the attention brought to a given problem. ● Explain how resilience helps one to adapt problem-solving approaches to reach an appropriate solution.

High School (Grade 9 - Grade 12)	
*Please note: Some benchmarks are marked with an asterisk. Those benchmarks were adapted from key concepts, topics, and learning objectives from: United Nations Educational, Scientific and Cultural Organization, (UNESCO). (2018). International technical guidance on sexuality education: An evidence-informed approach. Paris, France; UNESCO.	
Standard	**Learning Benchmarks**
Self-Awareness/Identity	
Essential Questions: ● What shapes my identity? ● How does my cultural identity impact my personal identity? ● How do gender roles, norms, and stereotypes impact identity? ● How do we recognize our personal biases? ● How do we explore and develop our personal strengths, and why is that important? ● What influences my motivation?	
1A. Demonstrate an understanding of one's emotions.	● Build vocabulary to differentiate emotional states. ● Identify when and how one can reach out for support in dealing with emotions.
1B. Demonstrate knowledge of personal strengths and challenges, including cultural and linguistic assets and aspirations.	● Define aspects of personal identity. ● List different types of biases. ● Develop an awareness of personal biases.
1C. Demonstrate awareness of personal rights and responsibilities.	● Identify basic human rights. ● Compare and contrast the United Nations Convention on the Rights of the Child (UNCRC) with the community's social, cultural, and political environment. ● Discuss how social roles and responsibilities change throughout adolescent development.
1D. Demonstrate growth mindset.	● Reflect on beliefs around making mistakes. ● Identify types of resilience. ● Implement strategies to enhance resilience. ● Explore what one can control and what one can't in various situations (locus of control).

Rights of the Child	
Essential Questions: ● What rights and responsibilities should children and young people have? ● What does it mean to have agency, and the right to privacy, over my own body?	
2A. Demonstrate the ability to advocate for one's rights to be safe and supported by adults in a healthy environment.	● Examine ways one can promote human rights among friends, family, at school, in the community, and online.* ● Illustrate violations of human rights impacting sexual and reproductive health.* ● Appreciate that human rights impact sexual and reproductive health.* ● Advocate for local and/or national laws that support human rights that impact sexual and reproductive health.* ● Create a product or a space (for example, podcast, posters, or student voice committee) to share student views on what makes a healthy environment.
2B. Identify body parts, including reproductive body parts, by their anatomically correct names.	● Analyze local and/or national laws and policies concerning topics that, depending on the context of the school and community, may include: ○ Child, early and forced marriage (CEFM) ○ Female genital mutilation or cutting (FGM/C) ○ Non-consensual surgical interventions on intersex children ○ Forced sterilization ○ Age of consent ○ Gender equality ○ Sexual orientation ○ Gender identity ○ Abortion ○ Rape ○ Sexual abuse ○ Sex trafficking ○ People's access to sexual and reproductive health services and reproductive rights*
2C. Recognize that one's whole body is private, and that one has autonomy over one's body.	● Compare and contrast behaviors that are and are not consistent with your own values related to sexuality and reproductive health.* ● Appreciate how your values guide sexual behaviors.* ● Differentiate between values that you hold, and that your parents/caregivers hold about sexuality.*
2D. Identify safe and unsafe touch.	● Analyze successful examples of efforts to reduce different forms of violence including physical, psychological, and sexual.* ● Explain the importance of speaking out against violence and human rights violations in all spaces including at school, in the home, online, and within the community.*

	● Acknowledge that interactive online environments, including social media and gaming, have many benefits, but also have potential drawbacks. ● Advocate for local and/or national laws that support human rights that impact sexual and reproductive health.* ● Advocate for safe environments that encourage dignified and respectful treatment of everyone.*
2E. Recognize that one has the right to give or not give consent, and practice asking for and giving consent.	● Analyze the benefits of giving and refusing sexual consent and acknowledging someone else's sexual consent or lack of consent.* ● Compare and contrast how men's and women's bodies are treated differently and the double standards of sexual behavior that can affect consensual sexual behavior.* ● Recognize that consensual sexual behavior can be an important part of a healthy relationship.* ● Discuss what it means to listen for, acknowledge and act, or not act, on sexual consent.* ● Demonstrate ways to communicate giving and refusing consent, in person and online.* ● Compare and contrast examples of situations where consent is and is not acknowledged or given, in person and online.* ● Analyze factors including alcohol and other substances, gender-based violence, poverty, and power dynamics that can affect the ability to acknowledge or give consent.* ● Recognize that it is important to avoid factors that can impair sexual consent.*
Self-Management/Agency	
Essential Questions: ● What are emotions? ● How do emotions impact us? ● What makes us resilient, and what are the effects of being resilient?	
3A. Demonstrate the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.	● Describe how to express complex emotions in constructive ways. ● Give examples of effective coping strategies for feelings including stress, anxiety, hopelessness, and other related emotions. ● Acknowledge the extent to which others can help one to process one's emotions. ● Describe how one can express affection and love in appropriate ways.* ● Recognize that sexual behavior is not a requirement for expressing love.*
3B. Demonstrate the skills to set, monitor, adapt, achieve,	● Describe effective short-term and long-term goal setting skills.

and evaluate personal and collective goals.	● Explore obstacles to achieving goals. ● Analyze and practice a goal-setting system (for example, SMART). ● Compare and contrast individual and collective goals.
3C. Demonstrate strategies for self-care for everyday and high stress situations.	● Describe the connection between self-care and healthy boundaries including physical, emotional, intellectual, and sexual boundaries as well as boundaries of time and material belongings. ● Identify the indicators of a stressful situation when self-care strategies are needed. ● Demonstrate effective communication of personal needs and boundaries.*
Recognizing and Responding to Abuse	
Essential Questions: ● What is harm? ● How do we identify harm? ● What role does power play in relationships? ● How can we mitigate harm to ourselves and others?	
4A. Identify and define the different types of abuse.	● Define physical, emotional, and sexual abuse, and neglect. ● Compare and contrast how abuse and neglect occur in person vs. online. ● Define aggressive and passive-aggressive behavior, both verbal and non-verbal, and the harm such behavior might cause. ● Identify possible signs and indicators of abuse. ● Define grooming behaviors. ● Identify possible characteristics of an abusive relationship.
4B. Outline how to avoid harming others.	● Recognize personal safe and unsafe behaviors. ● Discuss healthy boundary setting for oneself and others. ● Describe the characteristics of a respectful relationship. ● Identify harmful behaviors in oneself and others.
4C. Practice removing oneself and others from unsafe situations.	● Discuss safe and unsafe situations, both on and off campus, and online. ● Describe how peer influences impact one's safety. ● Discuss typical, but risky, situations that one might find oneself in, and how one can mitigate risks in those situations. ● Outline strategies one can put in place to keep oneself safe. ● Role-play using self-advocacy and assertiveness skills.
4D. Identify how to seek help if one, or someone one	● Identify trusted adults in one's personal community. ● Discuss the positive and negative implications of

knows, is being abused.	advocating for others. ● List the priorities around advocating for someone else who is in an unsafe situation. ● Discuss the limitations of confidentiality. ● Research up-to-date information and contact details of helping organizations and create a list of when and how one might contact each. ● Outline the school's reporting policies and procedures ● Recognize when emotions are leading to maladaptive responses and when to seek help. ● Compare and contrast different mental health service providers including psychologist, therapist, life skills coach, and psychiatrist. ● Compile a list of possible mental health service providers including local, face-to-face, and virtual options. ● Differentiate between one's beliefs and those that parents/caregivers hold regarding mental health support.* ● Identify resources to support the transition from high school to university, jobs, or other settings.
Social Awareness/Belonging	
Essential Questions: ● Why is empathy essential? ● What does an inclusive school look like? ● Is belonging something we can or should cultivate? ● How do social norms influence the wellbeing of community members?	
5A. Demonstrate empathy for other people's emotions, perspectives, cultures, languages, and histories.	● Develop and adhere to community agreements. ● Compare and contrast belonging and inclusion. ● Define and discuss empathy and its role in fostering a healthy community. ● Examine how empathy affects cultural progress. ● Demonstrate an understanding of cultural belonging in diverse settings. ● Exhibit responsive and reflective listening practices.
5B. Foster inclusivity and belonging in one's school, workplace, and community.	● Model how a classroom can be a safe and inclusive space. ● Discuss the concept of restorative practices and how one can implement them in the community. ● Illustrate authentic engagement in building a positive school culture. ● Create opportunities to welcome and integrate all students to enhance a sense of belonging.
5C. Demonstrate an awareness and respect for one's similarities and differences with others.	● Define identity, positionality, and intersectionality and personalize these concepts for personal growth. ● Articulate one's strengths and values. ● Discuss how your understanding of yourself influences

	connections with others. ● Discuss how differences between people can be a source of growth. ● Practice respectfully discussing opposing viewpoints.
5D. Recognize the influence of norms and systems and the need to advocate for self and others appropriately.	● Define vulnerability and identify vulnerable populations within one's community. ● Define anti-racism. ● Examine existing societal beliefs, values, and norms. ● Discuss the obstacles to create an inclusive community, and one's role in overcoming those obstacles.
Safe vs. Unsafe	
Essential Questions: ● What is safety and why is it important? ● How do we know when we are safe? ● How is safety created?	
6A. Recognize when a relationship is not a healthy relationship due to power imbalances.	● Describe how power dynamics influence behavior in relationships.* ● Compare and contrast the characteristics of healthy and unhealthy relationships.*
6B. Recognize unsafe requests and situations, online and in person.	● Define bullying, child-on-child abuse, and cyberbullying. ● Define grooming and sexploitation, online and in-person. ● Describe the various aspects of personal safety including physical, online, emotional, and financial. ● Outline the conditions that create personal safety. ● Analyze the intersections between online and in-person bullying. ● Discuss the impact of sharing personal images and information in-person and online (digital footprint). ● Evaluate the short and long-term impacts of bullying and abuse on mental health and wellbeing.
6C. Use strategies for responding to unsafe requests and removing oneself from potentially harmful situations, online and in person.	● Illustrate actions that promote personal safety online and in person. ● Review the laws related to sharing images and information. ● Describe measures or actions that mitigate against harmful situations online and in person.
6D. Access help to stay safe, online and in person.	● Identify and practice help-seeking responses to harmful behavior, online and in person. ● Identify organizations that can help to remove harmful images and information from the Internet.
6E. Recognize when someone is acting unsafely	● Consider scenarios where people make unsafe decisions. ● Develop plans for intervening when one's friend or

or needs help.	acquaintance makes an unsafe decision. ● Identify skills that might help one as a responder, such as First Aid training and drug and alcohol awareness.
6F. Demonstrate respectful ways to represent themselves in a digital environment.	● Identify positive role models online. ● Research online activities that have positive and negative impacts on one's mental health and wellbeing. ● Analyze the impact of celebrities and influencers on one's life. ● Describe respectful communication in the online environment, and identify possible responses to disrespectful online behavior.
Relationship Skills/Collaborative Problem-Solving	
Essential Questions: ● What is effective communication? ● What responsibilities do we have in our relationships with others? ● What makes a relationship healthy or unhealthy? ● How can I resolve conflict?	
7A. Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, and languages.	● Identify personal biases and boundaries in building relationships. ● Compare and contrast verbal and nonverbal communication to interpret meaning. ● Describe the interrelation between backgrounds, beliefs, mindsets, and communication styles. ● Develop advocacy skills to challenge discrimination based on race, sex, gender, size, disability, culture, religion, language, or other factors.
7B. Cultivate constructive relationships with individuals of diverse backgrounds, abilities, and languages.	● Demonstrate appreciation for cultural diversity in relationship and communication expectations. ● Explore how online echo chambers, news silos, and algorithms affect the cultivation of meaningful relationships. ● Describe healthy communication in the context of healthy relationships.
7C. Demonstrate the skills to engage respectfully in and resolve interpersonal conflicts in various contexts.	● Analyze examples of effective and ineffective communication of personal needs and boundaries.* ● Apply listening skills to prevent conflict and enhance interpersonal communication. ● Develop skills to form, evaluate, and when appropriate, respectfully end relationships, both online and offline. ● Explore expectations in relationships, romantic and non-romantic. ● Practice self-reflection to enhance awareness of personal emotions during conflict so you can respond productively, and not reactively.

	● Practice assertiveness and negotiation skills. ● Name and practice effective conflict resolution skills. ● Demonstrate ways to resolve conflict with family members and loved ones due to differing values.
Trusted Network	
Essential Questions: ● What creates trust? ● What are the characteristics of trusted peers and adults?	
8A. Outline one's own trusted network.	● Analyze what makes an adult trustworthy. ● Describe your trusted network. ● Write about a trusted network in which you have a role.
8B. Demonstrate steps to access one's trusted network when one needs help.	● Compare and contrast situations in which accessing your trusted network is helpful vs. necessary. ● Identify emotions that can impact one's decision to talk to a trusted adult and consider which emotions one should be guided by.
8C. Demonstrate how to access help within the greater community, including the online community.	● Create scenarios in which one needs help from the greater community and decide where to seek help.
8D. Identify adults in trusted roles outside one's network.	● Discuss the criteria for how one can identify a trusted adult outside of one's network.
Responsible Decision-Making/Curiosity	
Essential Questions: ● What are guiding principles in ethical decision-making? ● What is my role in my society? In the global world? ● How can I align my goals with what the world needs? ● How can we make the best decision in a situation where the optimal outcome is unclear?	
9A. Consider the well-being of oneself and others when making decisions.	● Illustrate the inter-related factors in making important decisions. ● Discuss which factors take precedence over others in risky situations.
9B. Use a systematic approach to decision-making in a variety of situations.	● Identify a real-life decision that one needs to make, and analyze and discuss possible courses of action. ● Diagram the decision-making process.
9C. Apply problem-solving skills to engage responsibly in a variety of situations.	● Brainstorm challenges that teens and young adults face. ● Choose a real-life problem to address and list the resources and skills that one could use to address the problem.

9D. Identify and manage a crisis appropriately.	● Describe how a crisis is different from a problem or an emergency. ● Identify situations that can lead to a crisis. ● Describe steps to restore wellbeing when in crisis. ● Acknowledge that in a crisis, seeking help is necessary. ● Identify possible helpers and useful resources. ● Identify several real-life crises, whether from the news or personal experience. ● Evaluate how these crises were handled. ● Formulate your own plan for responding to a real-life crisis.
Self-Advocacy	
Essential Questions: ● What is consent and when is it necessary? ● How do I identify and communicate my personal boundaries? ● How do I develop awareness of the boundaries of others? ● When do the opinions of others matter?	
10A. Recognize one's right to act on one's own behalf to be safe.	● Describe safe and unsafe situations in both online and in-person settings. ● Name safety-seeking behaviors in unsafe situations. ● Recognize factors that diminish one's ability to identify unsafe situations.
10B. Recognize one's right, and others' rights, to give or deny consent in a variety of situations.	● Articulate what consent looks like in multiple settings. ● Practice asking for consent and respecting others' boundaries. ● Compare and contrast human rights (UNCRC) and rights in the local legal context.
10C. Demonstrate perseverance in using problem-solving skills to draw attention to a problem until one reaches an appropriate solution.	● Describe reasons for and goals of reporting unsafe situations. ● Recognize obstacles to advocating for oneself and others in unsafe situations. ● Identify the causes for pushback from peers when one helps them in a difficult situation. ● Identify techniques for overcoming pushback and obstacles to advocating for oneself and others when one seeks help.

In collaboration with CASEL and ICMEC, an international team of educators, school leaders, counselors, caregivers, students, and heads of school-affiliated international organizations developed and reviewed these standards and benchmarks.

Resources

- CASEL: District Resource Center Guidance on Standards and Benchmarks
- ICMEC: Sample characteristics of an effective abuse prevention curriculum
- AISA: Abuse prevention student curriculum guidance
- ITFCP: Expectations for school communities
- UK Council for Internet Safety: Education for a Connected World
- UNESCO: International Technical Guidance on Sexuality Education