California Transformative Social and Emotional Learning (T-SEL) Competencies

Relationship Skills: High School

Identity	A	Students recognize the influence of negative peer pressure and actively work to assertively reject unwanted and unhealthy pressures. 4.A.4
	B	Students seek out leadership opportunities that are meaningful to them. Students recognize group dynamics, including power structures. Students participate in distributive leadership processes that leverage their cultural identity and lived experience. 4.B.4
Belonging	C	Students recognize the value of trust, rapport, and respect in developing healthy relationships across different racial, cultural, linguistic, gender, sexual orientation, religious, ability, and neurodivergent student groups. Students recognize the characteristics of healthy and unhealthy dating relationships. Students use a variety of culturally affirming strategies to show appreciation and gratitude to their peers and social networks. 4.C.4
	D	Students can identify and affirm the rich cultural diversity that exists in their community, state, and country. Students demonstrate appreciation for, curiosity about, and a willingness to better understand those who are different from them. Students maintain cultural humility through reflection and self-critique. 4.D.4
Agency	E	Students recognize the value of collaborative problem solving and actively engaging in empathic listening, respectfully communicating, and honoring equity of voice in order to find solutions and achieve a common goal. 4.E.4
	F	Students can participate in harm reparation by using restorative affective statements and restorative questions in order to communicate the impact of harm and hold community members accountable for their actions. Students are able to take responsibility for their own actions and can contribute to the collaborative process of harm reparation. 4.F.4
	G	Students proactively use nonviolent communication strategies. Students consistently self-advocate and clearly communicate their needs and wants. Students are able to negotiate across differences and find mutually satisfactory compromises where appropriate. 4.G.4

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H **Students demonstrate respect for human dignity and actively work to be allies for social and racial justice. Students practice calling out injustices, such as microaggressions, and standing up for their peers.** 4.H.4