

Social Wellness Milestones through the Grades by Rick Tan

| Grade | 40 Dev't Assets | Kim John Payne | Building Blocks | Erik Erikson | Steiner | | Key Milestone | Virtue | In Thought | In Word | In Deed | Teacher Role |
|-------|-----------------------------------|--|---|---|-------------|---------------------------------|------------------------|---------------------------|---|--|--|---|
| One | Boundaries and Positive Values | GOVERNOR The teacher is the authority | Capacity <i>Children are supported in their building of essential abilities</i> | Industry vs. Inferiority <i>Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.</i> | Grace | HANDS HEART HEAD | Self = Group | Purity Honesty | Consciousness is oneness with the class | Expresses polite words such as "Thank you." | Imitates and follows the teacher | Models and facilitates physical and social grace |
| Two | | | | | Morality | | Self-Discovery | Restraint Temperance | Emerging consciousness of non-conformity | Expresses polite requests such as "May I please." | Acts with respect for body parts | Fosters healthy expression of differentiation |
| Three | | | | | Value | | Self-Worth | Diligence Trust | Consciousness of value and need for acknowledgement | Expresses kind compliments such as "Good job!" | Acts with respect for the abilities of the body | Acknowledges students' individual talents and gifts |
| Four | Support and Social Competences | GARDENER The teacher acts to cultivate positive values and practical skills | Confidence <i>From capacity comes the building of confidence in their abilities</i> | Identity vs. Role Confusion <i>Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.</i> | Belonging | HANDS HEART HEAD | Group-Worth | Prudence Fortitude | Consciousness of value and need for acceptance | Expresses positive words, no profane or negative words | Acts with respect towards space of others' bodies | Guides healthy group development and interactions |
| Five | | | | | Harmony | | Group-Esteem | Generosity Benevolence | Consciousness of the class community | Expresses feelings in a healthy manner | Acts with respect for the ability of group | Guides healthy group strengths and skill-building |
| Six | | | | | Order | | Self-Esteem | Patience Mercy | Consciousness of cause and effect | Expresses feelings and offers solution | Acts with respect for the rules governing the group | Builds self-confidence and facilitates open communication regarding fairness and resolution of issues |
| Seven | Empowerment and Positive Identity | GUIDE The teacher acts to direct paths of learning towards use of judgment and reasoning | Creativity <i>From confidence comes the building of creative freedom</i> | Identity vs. Role Confusion <i>Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.</i> | Exploration | HANDS HEART HEAD | Emerging Self-Identity | Courage Humility | Consciousness of creativity and beauty | Expresses refined positive compliments | Acts with respect for sex and gender differences | Models, guides, facilitates the authentic and confident expression of the beautiful self |
| Eight | | | | | Perspective | | Group-Identity | Kindness Compassion | Consciousness of the global community | Expresses selflessness and service | Acts with respect for cultural, gender, social diversity | Models, guides, facilitates appreciation for human diversity |
| Nine | | | | | Purpose | | Self-Identity | Judgment Integrity | Consciousness with clarity about self | Expresses opinions in a constructive manner | Acts with respect as a global citizen | Guides deeper understanding of global issues |