

Unit 4

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
A Positive Learning Community	Personal Development	Social Development	Health and Prevention	Leadership and Service	Reflection and Closure

SEL COMPETENCY

Responsible Decision Making

Students will learn the following skills:

- ethical responsibility
- problem identification
- situation analysis
- problem-solving

Question Box

Introduce the Question Box to students at the start of the unit. Point out the location of the Question Box in the classroom. Tell students that if they have a question they are not comfortable asking in front of the class, they can write it on a piece of paper and put it in the box. Explain that you will answer questions from the Question Box during class. Note that each lesson in this unit includes a Question Box icon  as a reminder to answer questions from the Question Box.

PREPARATION

Non-classroom materials needed for this unit

Lesson 7: Building blocks, sets of index cards marked with “+” and “-,” art supplies

Advanced preparation needed for this unit

Refer to the Drug Information Sheet on the LQ Digital Resources Drive for information about drugs, alcohol, and tobacco.

Lesson 1: Arrange to have guest speaker(s) visit the class to discuss the effects of drug use on families and the community. Note that this Applying activity will require an additional class period.

Lesson 4: Print copies of Projectable 4.4.1 for each student.

Lesson 6: Prepare a list of drugs that are problematic in your community in order to decide the topics that will be covered in this lesson.

Note that this lesson may take two class periods.

Make copies of the Drug Information Sheet for each student.

Find examples of effective letters to the editor from a print or online newspaper for the Community Connection activity.

Lesson 7: Find examples of inspiring greeting cards for a Building Skills Beyond the Lesson activity.

Arrange for students to use audio-visual equipment for a Building Skills Beyond the Lesson activity.

Find an audio recording of the song “Stand by Me” by Ben E. King. Make copies of the lyrics for each student.

ENERGIZERS

BACK-TO-BACK RELAY Organize two teams and have students find partners on their own team. Ask the pairs on each team to line up behind each other. Have the starting pair for each team stand back-to-back. Place a volleyball between the backs of each pair. With their arms folded in front of them, pairs race to a goal approximately 20 feet (6 meters) away and back without dropping the ball. Pairs who drop the volleyball must begin again. The first team to have all pairs complete the relay cheers on the other team.

TICKLERS

I SAID NO Read the following poem aloud to students:

I said “No” on Monday,
On Tuesday, Wednesday, too.
It seems like saying “No”
Is something we must do.

When actions could be harmful
to others or to you,
You have to make a “No” choice,
And here’s what to do.

Say “No” to harmful things.
Say “No” and say it strong.
That is what you should do
When you know it’s wrong.

I hope you understand now.
It’s vital that you do.
Saying “No!” is one choice
Everyone should use.