## Unit 2: Personal Development

### SEL COMPETENCIES

Self-awareness  
Self-management  

Students will learn the following skills:  
- accurate self-perception  
- recognizing strengths  
- self-confidence  
- perseverance  
- self-motivation  
- goal setting  
- identifying emotions  
- stress management  
- impulse control  
- self-discipline

### PREPARATION

#### Non-classroom materials needed for this unit

**Lesson 5:** Index cards

**Advanced preparation needed for this unit**

**Lesson 1:** Print a copy of Projectable 2.1.1 for each student.  
Print two copies of Projectable 2.1.2; cut one copy into strips with only the values showing.  
Prepare a list of community members who are willing to be interviewed by students for the Community Connection activity.

**Lesson 2:** Print copies of Projectable 2.2.1 for each student.  
Prepare a list of school staff who are willing to be interviewed by students for the Community Connection activity.  
Prepare four to six job descriptions of well-known occupations for a Building Skills Beyond the Lesson activity.

**Lesson 4:** Print copies of Projectable 2.4.1 for each student.  
Arrange for a panel of community members to visit the class and be interviewed about their successes.  
Arrange for students to have access to presentation software for a Building Skills Beyond the Lesson activity.

**Lesson 5:** Arrange for students to have access to presentation software for an Applying Across the Curriculum activity.

**Lesson 6:** Print copies of Projectable 2.6.2 for each student.  
Prepare a list of community gatherings for the Community Connection activity.

**Lesson 8:** Print copies of Projectable 2.8.1 for each student.  
Arrange for students to have access to presentation software for a Building Skills Beyond the Lesson activity.

### ENERGISERS

**Back Talk**  
To prepare, make three or four copies of drawings of simple objects such as a tree, a face, a fish, or a flower. Organize groups of six to eight students and have each group sit in a row, one behind the other. The first person in line gets a pencil and paper. Explain that each group is like a transmission station. Show the same picture to the last group member in each row. That group member “passes along” the picture by drawing it with a forefinger on the back of the group member in front of him or her. Each group member follows suit. The first group member draws the picture on a piece of paper. The object is to see how quickly group members can accurately “pass along” the picture. An alternative is to use words instead of drawings.

### TICKLERS

**Walks of Life**  
Set the stage for this activity by talking about the ways people and animals move. For example, a cat walks slowly and gracefully, a soldier marches with shoulders erect and arms straight, and a tightrope walker walks carefully one foot in front of the other with arms extended for balance. Ask students to form two parallel lines facing each other. Whisper a kind of walk in a student’s ear. Have the student demonstrate the walk while the other students guess the walker’s identity.