

# Unit 2

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 COMPETENCIES

Self-awareness  
Relationship Skills  
Self-management

**Students will learn the following skills:**

- ☐ accurate self-perception
- ☐ recognizing strengths
- ☐ communication
- ☐ sense of self-confidence and self-efficacy
- ☐ self-motivation
- ☐ goal setting
- ☐ identifying emotions
- ☐ impulse control
- ☐ self-discipline

## PREPARATION

### Non-classroom materials needed for this unit

- Lesson 1:** Butcher paper, index cards  
**Lesson 3:** Video of the orchestra or sports team used in Lesson 1  
**Lesson 5:** Building blocks  
**Lesson 6:** Butcher paper

### Advanced preparation needed for this unit

- Lesson 1:** Find a brief video recording of an orchestra playing a symphony or a sports team playing a game. Prepare examples of guiding principles and values statements from different organizations that are active throughout the world for an Applying Across the Curriculum activity. Arrange for representatives from local organizations with strong positive values to speak to students for a Building Skills Beyond the Lesson activity. Ask students to prepare questions for the speakers in advance.
- Lesson 2:** Arrange for students to teach various skills to a group of younger students.
- Lesson 6:** Print copies of Projectable 2.6.2 for each student.
- Lesson 7:** Prepare a list of members of the civil service (i.e., police officers, firefighters, paramedics, etc.) who are willing to be interviewed by students for the Community Connection activity.
- Lesson 8:** Arrange for the class to present their skits to a group of younger students for a Building Skills Beyond the Lesson activity.

## ENERGIZERS

**GORA** To play this game from India, divide students into two teams. Mark off a playing area and place a goal line at one end. Select one team to go first. The team going second scatters between the center and goal line. The team going first joins elbows to form a line in the center of the field. The student in the center of the line stays in one place and pivots, while the rest of the line moves around in a circle like the spokes of a wheel. As the line moves, the students chant, "Go-ra! Go-ra!" At any time the student in the center of the line can shout "Go!" which is the signal for the line to break. Each member of the team then tries to get across the goal line without being tagged by someone on the other team. Those who are tagged must stay behind the goal line. The remaining students join together and start again. When all of the students on the first team have been tagged, the teams change places and the game starts over.

## TICKLERS

**TALENT TONGUE TWISTER** Write the following tongue twister on the board and ask students to try out their talking talents: "Twelve talented, talkative ten-year-olds told twenty-two tall tales on their train trip to Tennessee."

**THINKING ABOUT IT** Read the following quotes and ask students how each one relates to skills and talents:

- "Everything has its beauty but not everyone sees it."  
—Confucius
- "Do what you can, with what you have, where you are."  
—Theodore Roosevelt