

Unit

3

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

Relationship Skills
Social Awareness

Students will learn the following skills:

- ☐ communication
- ☐ empathy
- ☐ respect for others
- ☐ perspective-taking
- ☐ appreciating diversity
- ☐ seeking help
- ☐ working cooperatively
- ☐ social engagement
- ☐ resolving conflicts

PREPARATION

Non-classroom materials needed for this unit

Lesson 2: Paper plates

Lesson 4: Collapsible cardboard boxes

Lesson 7: Index cards

Advanced preparation needed for this unit

Lesson 1: Print a copy of Projectable 3.1.2.

Find 3 to 4 photos that show effective listening and not effective listening for a Building Skills Beyond the Lesson activity.

Lesson 2: Prepare a visual aid such as a photo of a cloudy day or a glass of dirty water for a Building Skills Beyond the Lesson activity.

Lesson 3: Prepare an example from a well-known book or movie for an Applying Across the Curriculum activity.
Arrange for a speaker from a local agency or organization to speak to the class about their programs and approach to problem solving for an Applying Across the Curriculum activity.

Lesson 4: Print a copy of Projectable 3.4.2.

Print a copy of Projectable 1.2.2 if it has been removed from the classroom wall since Unit 1.

Arrange for students to have access to presentation software for a Building Skills Beyond the Lesson and an Applying Across the Curriculum activity.

Lesson 5: Cut lengths of butcher paper for each group.

Lesson 6: Print a copy of Projectable 3.6.2.

Lesson 7: Cut lengths of butcher paper for each group.

Invite older members of the community to speak to the class for the Community Connection activity.

Lesson 8: Arrange for one or more guest speakers to discuss bullying prevention with the class or the school for the Community Connection activity.

ENERGIZERS

MACHINES This activity sparks creativity, is lots of fun, and gets students interacting in an energetic way. Organize groups of five to eight. Each group's task is to use their bodies and sounds to create a machine. Allow them five minutes for planning and practice. Have each group demonstrate its machine until someone guesses what the machine is. (Alternative: Give each group the name of a machine on a slip of paper. Example machines: garbage disposal, vacuum cleaner, washing machine, pencil sharpener, school bus)

TICKLERS

WHO'S THE LEADER Ask a volunteer to be "It" and leave the room. Then have the class stand in a circle and choose a leader for a series of exercises that changes every five to ten seconds. Upon returning, the volunteer playing "It" will try to guess who the leader is by observing the series of exercises. Repeat several times to give as many students as possible a change to play "It." (Examples of exercises: clapping; arm, hand, leg movements; stomps)