

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
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.

ENERGIZERS

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.