

# Unit

# 3

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
A Positive Learning Community	Personal Development	<b>Social Development</b>	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:** Butcher paper, building blocks or other construction toys

**Lesson 4:** Index cards

**Lesson 5:** Friendship symbol objects

### Advanced preparation needed for this unit

**Lesson 1:** Print one copy of Projectable 3.1.2.

Prepare a list of school administrators who are willing to be interviewed by students for the Community Connection activity.

**Lesson 2:** Prepare an example of a put-down statement on an index card. Cut two lengths of butcher paper.

Arrange for a family member of a student to speak to the class about his or her work for an Building Skills Beyond the Lesson activity.

**Lesson 4:** Print copies of Projectable 3.4.2.

Assign students to bring a friendship symbol object for Lesson 5.

**Lesson 6:** Print a copy of Projectable 3.6.2.

Prepare a list of school staff who are willing to be interviewed by students for the Community Connection activity. Arrange for students to have access to presentation software for an Applying Across the Curriculum activity.

**Lesson 8:** Arrange for a law enforcement official to speak to the class about cyberbullying for the Community Connection activity. Arrange for a guidance counselor to speak to the class about cyberbullying for an Applying Across the Curriculum activity. Arrange to have newspapers and magazines available for students for a Building Skills Beyond the Lesson activity.

## ENERGIZERS

**RARE BIRDS** This activity emphasizes everyone's uniqueness so that even well-acquainted groups can find out more about one another. Give students strips of paper to write their names and unusual, interesting, or funny facts about themselves that most people don't know. Collect the strips and read them aloud and ask the class to guess who wrote it. Invite the "rare bird" to stand up. Be sure to include a fact about yourself. (Example facts: surprising fact, interesting job, favorite food, interesting experience, special award, special skill, special interest.)

## TICKLERS

**RHYME OR RELATION?** With the class seated in a circle, call out a word. The students next to you quickly responds with either a rhyming word or a word directly associated with your word. For example, if the word is *zoo*, then your neighbor may call out either *blue* or *ape*. If the next person says *shape*, the following person might say *grape* or *square*. Continue around the circle, encouraging students to respond quickly.