

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
- self-confidence
- self-motivation
- goal setting
- identifying emotions
- stress management
- impulse control
- self-discipline

PREPARATION

Non-classroom materials needed for this unit

Lesson 2: Construction paper, art supplies

Lesson 3: Raw egg, cardboard, duct tape, straws, and paper cups (1 per group)

Lesson 6: Modeling clay

Advanced preparation needed for this unit

Lesson 1: Print a copy of Projectable 2.1.2 and cut the values and the definitions into strips. Post the values in various places around the room; place the definitions into a container. Prepare two to four folktales or short stories for a Building Skills Beyond the Lesson activity.

Lesson 3: Printed copies of Projectable 2.3.2. Arrange to have several issues of a local newspaper available for students for the Community Connection activity.

Lesson 4: Arrange for computer/Internet access in order for students to research how to form letters in American Sign Language for an Applying Across the Curriculum activity. Make copies of the MyPlate nutrition information for an Applying Across the Curriculum activity.

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

Lesson 7: Print copies of Projectables 2.7.1 and 2.7.2 for each student. Prepare a list of local emergency responders who are willing to be interviewed by students 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 an Applying Across the Curriculum activity.

ENERGIZERS

PETE AND REPEAT Seat students in groups of six to eight. One student makes a simple statement such as "It's hot in here." The second student repeats the first statement and adds an explanation such as "It's hot in here because I'm wearing a sweater." The third player repeats what the second player added and adds more such as "I'm wearing a sweater because my shirt is torn." The fourth player says something like "My shirt is torn because an eagle landed on my shoulder." This pattern continues until everyone has had a turn. Vary the activity by having the speaker choose the next person to pick up the story instead of simply moving around the circle.

TICKLERS

DE-ENERGIZER Challenge students to put their heads down or close their eyes for exactly three minutes. When students think three minutes have passed, they quietly raise their hands without speaking. Mark down the times as students raise their hands. Then discuss the differences in opinion.