

# Unit 2

Unit 1	<b>Unit 2</b>	Unit 3	Unit 4	Unit 5	Unit 6
A Positive Learning Community	<b>Personal Development</b>	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
- self-motivation
- goal setting
- identifying emotions
- stress management
- impulse control
- self-discipline

## PREPARATION

**Non-classroom materials needed for this unit**

**Lesson 2:** Art supplies, construction paper

**Advanced preparation needed for this unit**

**Lesson 2:** Print copies of Projectable 2.2.1 for each student.

**Lesson 3:** Print copies of Projectable 2.3.3 for each student. Arrange to have newspapers and magazines available for students for the Community Connection activity. As an alternative, arrange for computer/Internet access so that students can search for online magazines and newspapers.

**Lesson 4:** Arrange for computer/Internet access in order for students to translate words and phrases for an Applying Across the Curriculum activity.

**Lesson 5:** Prepare a list of community leaders 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 6:** Prepare two different broadcasts of the same news story for an Applying Across the Curriculum activity. Use recordings of televised or online news broadcasts.

**Lesson 8:** Arrange for students to use audio-visual equipment for an Applying Across the Curriculum activity.

## ENERGIZERS

**PASS IT ON** With students sitting in a circle, pass around an object, such as a key. Whoever holds it becomes the storyteller. The first storyteller begins saying something such as, "One night I woke up when I heard a loud thud. When I looked out the window, I saw..." After a few lines, the storyteller passes the object to someone else who adds a little more to the story. At each pass of the object, the plot thickens as each student builds on what was said before. The challenge is to keep adding to the story each time the object is passed. (Examples of passable objects: a stick "baton," as in a relay; a penny "for your thoughts"; a ball of yarn for a "group yarn")

## TICKLERS

**WHO AM I?** Ask students to draw an outline of themselves on a sheet of paper. Invite them to think about what makes them unique or what they value. Using images, phrases, or words, ask them to fill in the figures as much as possible. Then, pair students and ask them to share one idea they included inside their figure. Have them rotate partners a few times, each time telling something new. Invite a few volunteers to share something unique about themselves with the whole class. Then invite a few more volunteers to share something interesting they learned about a classmate during the activity.