

# PLANNING

1.1

## Who Are You?

Understanding the Five Social and Emotional Learning Core Competencies and learning names and interests of classmates are critical elements in building an effective learning community where each member is respected.



### SEL COMPETENCIES

Self-Awareness, Relationship Skills

**SKILLS** accurate self-perception, communication, social engagement, relationship building

### MATERIALS

- ✓ Discovering Projectable 1.1.1
- ✓ Connecting Projectable 1.1.2
- ✓ Practicing Projectable 1.1.3
- ✓ Reflecting Projectable 1.1.4
- ✓ Student Handout: Applying
- ✓ Family Connection Worksheet
- ✓ Self-adhesive chart note paper
- ✓ Markers

### CLASSROOM CONFIGURATION

- D** pairs **C** whole class/small groups
- P** pairs **A** individuals

### OBJECTIVES

Students will

- ✓ Identify the Five SEL Core Competencies that will be covered in the program;
- ✓ begin to build an effective learning community by learning names and interests of classmates.

### SKILLS Progression

**LAST YEAR**, students built relationships by practicing listening skills as they take turns introducing themselves.

**THIS YEAR**, students begin building a learning community by taking action and building a classroom learning community where each member is respected.

**NEXT YEAR**, will continue to build on the effective learning community by learning names and interests of classmates.

2 Level 1 Unit 1

## D DISCOVERING

10 MINUTES



ACTIVITY 1

Introduce yourself and welcome students to the class. Explain that this course is about building social, emotional, and leadership skills to thrive in school and life. Explain that you are going to work together to build a relationship-centered class where students feel safe and respected as they develop the skills they need as they enter high school. In today's lesson, they will have an opportunity to discover who they are as they introduce themselves to their classmates and get to know each other.

**ASK:** *Raise your hand if you know who you are?*

**SAY:** *Sometimes people go through life performing their daily activities (e.g. chores, studying, working, going to school and doing homework) without ever pausing to think about who they really are as an individual. Discovering who you really are can help you make decisions that will allow you to be more self-fulfilled and satisfied, with less stress and frustration.*

### Who are you?

Divide the class into pairs then display **Discovering Projectable 1.1.1** and explain the Who are You? activity.

**Goal:** Each student will discover a bit more about who they are, and will learn more about other members of their class in the process.

**Instructions:** Have each pair learn about one another by asking their partner "Who are you?" for 30 seconds. Try and give as many responses as possible. Possible responses might be: "son, freshman, outgoing, artist, etc." Then switch. After all groups are done have the students introduce their partner and share as many of their answers with the class as they can remember.



## C CONNECTING

18 MINUTES

INSTRUCTION

Tell students that Lions Quest focuses, in part, on helping them learn skills needed to become aware of their own beliefs, values, and culture; and to recognize and acknowledge the beliefs, values, and culture of others.

**ASK:** *What are some social and relationship skills that may help you succeed in high school over the next four years?*

## Introduce the five SEL core competencies

Show **Connecting Projectable 1.1.2**. Explain that the Lions Quest lessons are built on the Five SEL Core Competencies. Ask for volunteers to read the Core Competencies and discuss each briefly.

**SAY:** *These competencies and related skills will help you deal with the events, people, responsibilities, and decisions in your everyday life. These skills can help create a safe and supportive Relationship-centered Learning Community (RCLC) that will help you build your self-respect and self-confidence and improve your relationships with others.*

## Model developing a relationship-centered learning community

Explain that as members of a classroom group, each person's individual well-being affects the well-being of everyone else in the class.

**ASK:** *How can we use these Core Competencies to support our Relationship-centered Learning Community? For example, by practicing responsible decision-making you can ensure that your classmate's opinions and points-of-view are listened to and taken into account when making decisions that affect the class. That makes everyone feel like their voice is heard and they are an equal member of the class.*

Allow students to share how the SEL Competencies can support their RCLC.

## **P** PRACTICING 20 MINUTES

### ACTIVITY 2

### Introduce the What are Your Interests? activity

Recall the *Who are You?* activity. Remind students that being able to understand oneself better allows them to make better decisions that lead to less frustration and more fulfillment.

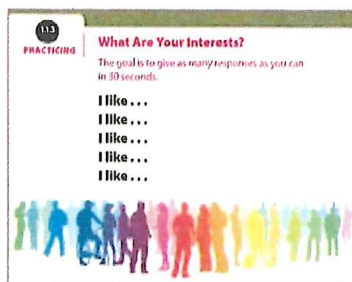
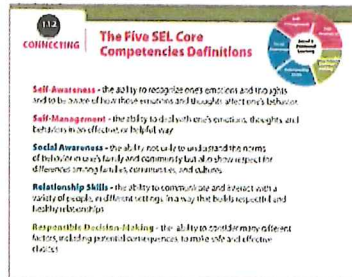
**ASK:** *Why do you think it matters to ask questions of yourself?*

Guide students to understand that asking questions of yourself is how we become more self-aware of our own beliefs, values, and cultures that we incorporate into our everyday decisions and activities. As we understand our core of belief, values, and cultures, we are better able to self-manage and build relations with other within the school and the community.

### Students practice self-awareness and effective listening

Show **Practicing Projectable 1.1.3**. Divide the class into new pairs.

**SAY:** *Let's find out more about each other. This is like the earlier activity, but now ask your new partner "What are your interests?" Your partner has 30 seconds to name as many of their interests as they can. When finished recite as many of your partner's interests as you can remember.*



## Community Connection

Tell students that they can search their local newspaper, radio stations, television news channels, or social media and internet to find an interview about a local youth in their community. Ask them to listen or read the interview using effective relationship building skills. Following the interview, students are to ask and answer who that person is, what the person does in the community, what that person's interests are, and what they have in common with the student.

## Family Connection

To introduce the Lions Quest program to parents and family members have students take home the Family Connection Worksheet Letter to Families.

## Applying Across the Curriculum

**CAREER EDUCATION** Invite students to partner up with the student from the "Who Are You?" activity. Inform students that now that they know each other a little better, today they will help each other find career options that match up with who they are as a person and what interests them. Draw a line down the middle of a piece of paper - on the left side have students list their characteristics and interests. Then they are to switch papers with their partner. On the right side list the career opportunities that connect to their partners characteristics/interests. Return the paper to their partner, invite students to thank their partners for their suggestions and then to research the career options they find appealing.

**HISTORY** Invite students to reflect on the students that they were introduced to during the day. Ask students to think about all of the statements and interests that students shared. Challenge students to match any of those statements or interests with historical figures. Have students post images of historical figures and stand next to the person they believe has similar interests or characteristics.





### Applying Resource: Student Handout

Handout titled "APPLYING" with three sections for reflection:

**APPLYING**

1. I think I have a good understanding of who I am because...

2. I discovered that a classmate I don't know very well liked some of the same things I do because...

3. I will use my similar interests to connect to classmates I don't know very well because...

When finished, ask if the class if they discovered that some of their classmates shared similar interests.

### Reflecting

Display **Reflecting Project 1.1.4** Students use their class notebooks to reflect individually and as a class on what they learned in this lesson.

- What?** Do you think you have a good understanding of who you are?
- So What?** Did you discover that a classmate you don't know very well liked some of the same things you do?
- Now What?** How will you use your similar interests to connect to classmates you don't know very well?

## A APPLYING 2 MINUTES

Distribute **Student Handout: Applying**. Have the students observe three of their Lions Quest classmates (perhaps three they do not know very well) over the next few days and notice the positive characteristics they exhibit. Record their observations on the handout and turn in the assignment at the beginning of the next class. If you wish you may post one or more of the positive characteristics of each of the students in your class.

## ASSESSING

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** Use the "Who Are You?" activity to assess how well students are becoming self-aware.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Use the responses in the Applying handout to assess how well students understand the importance of recognizing positive attributes in others.

## BUILDING SKILLS BEYOND THE LESSON

### EMOJI Time!

**PRACTICING** Tell students to draw emoji's that demonstrate each of the Five SEL Core Components. Invite students to share their images without using words. Allow the other students to guess which of the five each emoji represents.

### Read Aloud!

**APPLYING** (Materials needed for the activity: Self-adhesive chart note paper and markers) Ask students to work together in small groups. Distribute a sheet of self-adhesive chart note paper and allow them 2 minutes to identify proper RCLC behaviors that coincide with the SEL Core Competencies. Have a team member record their responses on the note paper. Ask for an additional volunteer from each group to share their responses with the class.

### REINFORCEMENT

### Video It!

**PRACTICING** Ask students to get into teams of three to five students. Ask students to write scripts for a public service announcement or TV commercial that highlights the importance of the SEL Core Competencies. If time permits have the students shoot a video of their commercial and share with the class. If video equipment is not an option, then allow students to perform the commercial for the class.

### ENRICHMENT

### RAP IT!

**APPLYING** Have students create a rap song that has all of the Five SEL Core Competencies. Students may opt to write it individually or collectively. Students may display their song lyrics in a common area of the school or building.

Name: \_\_\_\_\_

1.1

## APPLYING

Observe your classmates both in and out of school over the next few days and notice the positive characteristics they exhibit. Choose three classmates and describe at least one positive characteristic that you observed in each of them.

1

I observed \_\_\_\_\_ exhibit the following characteristic(s) ...

2

I observed \_\_\_\_\_ exhibit the following characteristic(s) ...

3

I observed \_\_\_\_\_ exhibit the following characteristic(s) ...