

# February Planner Lesson & Character Competencies

- Essential Goal:**
1. Homework habits
  2. Become aware of SHS Social and Emotional Learning competencies.

**Materials:** Planners, Projection-computer optional

**SELs:** Self awareness, Self management, Responsible Decision Making

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**Planner Lesson ('Study Group Creation') Procedure:** 7-10 mins.

- Follow the prompts on page 68. (What do I do? How should I do it?)
- Cover the three planner strategies. -15 min Fix
- Cover what do I do? Why should I do it? How do I do it?
- Can studying with others be helpful or distracting? Why or why not?
- Can group study sessions be productive? What are the best ways to structure these sessions?

**Procedure:** 10-15 mins.

- Review what are the SHS Social and Emotional Learning Competencies.
  1. Self Awareness – are expected to analyze how various expressions of emotion affect other people
  2. Self Management – are able to identify strategies to make use of available school
  3. Social Awareness – should be able to evaluate their ability to emphasize with others.
  4. Relationship Skills – are expected to evaluate uses of communication skills with peers, teachers, and family members.
  5. Responsible Decision-Making – be able to analyze how their current decision-making affects their college and career prospects.

Definition: **relationship skills**

1. Function: *noun*: Building an ongoing relationship with your clients, peers, supervisors, teachers, principals and family members is a critical factor for school survival. Intrapersonal and interpersonal relationship skills enable us to meet our emotional and social needs (acceptance, validation, affirmation, security, and intimacy).
2. What are types of **relationship skills**? How can emotional responses change how we handle **relationship skills**? How can **relationship skills** benefit your work place experience?
3. How do we handle relationships that are strained or when the other person does not get along with us? How can we bridge the gap to communicate?

Closure: Partner up or have a small group.

Questions to ponder:

1. What are your individual strengths and weakness when discussing your **relationship skills**?

2. If you all work together to complete a task, does someone bring different **relationship skills** to your assignment? How does it benefit to have others with different perspectives working together?
3. How will your **relationship skills** affect others when you work together rather than compete?