



SELF-AWARENESS

My Successes and Strengths



TEACHER NOTES

The goal of this activity is to help students develop an understanding of what Self-Awareness is and to strengthen their skills in that area. This exercise helps them look at the skills they are already using in an activity they enjoy, bringing those strengths into their active awareness, so they can be better prepared to draw upon them intentionally in other situations.



DURATION: 40 minutes

GOALS: [Teacher and Student](#)

MATERIALS:

- Per student: 12" x 18" piece of light-colored construction paper
- Pencils, crayons, colored pencils, and/or thin markers
- Chart Paper titled "What We Love to Do..." or similar heading
- Instrumental background music, if desired



MAIN POINT: Introducing Self-Awareness (3 minutes)

Begin the lesson by helping students understand the value of developing their Self-Awareness skills.



GUIDING LANGUAGE

One of the important things grownups have learned about how our brains work is that the way we behave is connected to our feelings and thoughts. People tend to do more often the things that we enjoy, and so those areas can become strengths for us. When we understand what our strengths are, we can think about using them when we're trying new or challenging things, too.



MAIN POINT: Brainstorming current successes (8 minutes)

Lead a discussion that helps students think about activities they like to do, and so are likely good at. Record the brainstorm without student names. They may think of examples such as reading a book, playing ball, jumping rope, drawing a picture, building with toys, playing a video game, or helping at home.



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GUIDING LANGUAGE

There are so many interesting and fun things we can do with our time! Some things we love to do alone, some things we enjoy doing with friends, family or team members. Think for a moment of some of the things you especially enjoy doing. Pause.

Turn to your neighbor and tell each other something you love to do. Try to give lots of details: Why do you enjoy doing this? What's it like to do it? For example, I love to garden. I really enjoy digging in the dirt and watching the plants grow. (Or personalize with an example of your own.)

Give each partner a minute, with a mid-point signal to change partners, if appropriate to your group.

Let's share now with the whole group. What are some things we can put on our chart as examples of ways we love to spend our time?



MAIN POINT: [Webbing](#) to connect activities to positive attributes
(6 minutes)

Choose one example to use as a model. Brainstorm and “web” as a group what habits, behaviors, and attributes go into doing the activity well. The goal is to help them see what skills they are already using during activities they enjoy that could then be intentionally drawn upon in future situations. Repeat with a second example if beneficial. You may wish to use a personal example as the model, rather than using a student's. If so, add your ideas to the chart along with the students' when brainstorming.



GUIDING LANGUAGE

Let's web out one of these ideas, to see what helps us be good at the things we love to do...

Example:

"It's really fun for me to train my dog. What are some things that help me get to be really good at that, some attributes that I might be using?"

Students may say things like: "Trying hard, concentrating, getting help at a class, practicing, it's fun so I like to keep doing it..."




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MAIN POINT: Guided independent work—[Drawing and writing](#) (15 minutes)

- The ratio of writing to drawing, and the level of independent writing, will depend on your student population. If appropriate to your group or individuals, students can write or dictate attributes they use to be successful in their chosen activity.
- Students will draw pictures of themselves doing an activity that they currently like to do, captioning their paper with “I am good at...” or “I enjoy...” or a similar title. Take dictation or encourage student writing that shows their individual strengths and skills that contribute to doing well at the activity they enjoy.
- Circulate to support students as needed, so that every paper has a caption.



Guiding language

Using plenty of color and details in your drawing, draw a picture of yourself doing the activity that you’ve talked about loving to do. Write (“at least two ideas”, or whatever is appropriate for your group) to help your audience know as much as possible about what your picture is about. What is it that you enjoy doing and what helps you do it well?

I’ll start the quiet music and we’ll have some peaceful private drawing and writing time to start us off. When the music stops, keep drawing and writing, and you may also talk quietly to your neighbors if you wish.



MAIN POINT (3 minutes)

REFLECTION: What skills do you already have that help you do things well?

Lead the class in reflection, asking them to look at their drawing and writing, and to think about one or two of the things that they identified as helping them do well at the activity they enjoy.



GUIDING LANGUAGE

As we finish up, let’s take a couple of minutes of private thinking time before we close by sharing our careful work. Pause. As you look at your drawing and writing, think about one or two things you realized you already do that help you to enjoy and be good at the activity you chose to illustrate today. Pause. In a moment, we’ll be sharing an attribute, or strength, that helps you do well at something that’s important to you. Pause.



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MAIN POINT: (5 minutes)

CLOSURE: Sharing our work

Have students share with a partner, telling about their drawing and also naming the strengths they now know help them succeed at their chosen activity.



GUIDING LANGUAGE

In a moment we're going to turn to a neighbor and share. When it's your turn to talk, tell them about your picture and what the activity is that you enjoy. Also tell them something you do that helps you do well at that activity. When it's your turn to listen, make sure to look at your partner and to express appreciation for their hard work. Everyone has done the very best they could today, and we want to celebrate that!



EXTENSION

Display the student drawings on a bulletin board or make them into a class book.



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Teacher / Student Goals

Self-Awareness: A child's realistic understanding of her/his strengths and challenges, with a consistent desire for self-improvement.

My students are able to:

- Demonstrate awareness of their strengths
- Make a connection between their positive attributes and working successfully toward desired goals

I am aware of my individual students' abilities to:

- Share their awareness of personal strengths
- See a connection between their strengths and being successful at school and life tasks

The environment I create supports my students' growth related to:

- Developing an increasing understanding about themselves and others
- Sustaining an atmosphere in which all are confident celebrating our own and others' positive attributes

Student: Self-Awareness goals and demonstrated behaviors

Students will:

- Recognize personal strengths and positive attributes
- ("I can describe my feelings and my personal strengths.")
- Share examples of their personal strengths and positive attributes
- ("I can describe my feelings and my personal strengths.")
- Connect these strengths to successes in school and life
- ("I can tell others about events in my life that I like to do and am good at.")

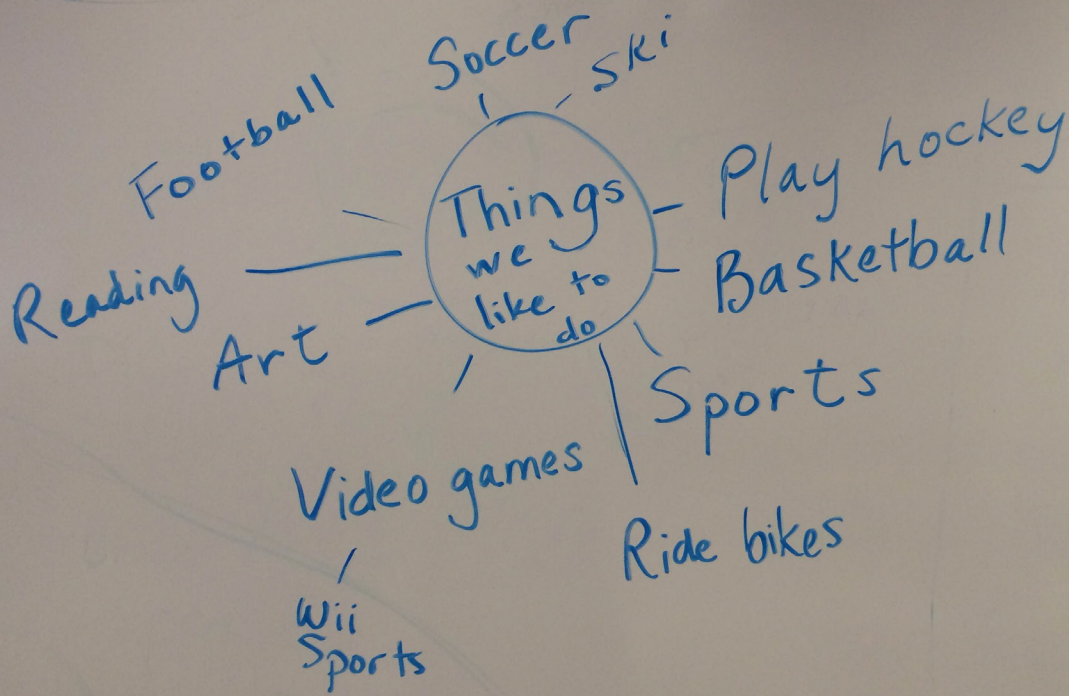
DESSA SELF-AWARENESS INDICATORS

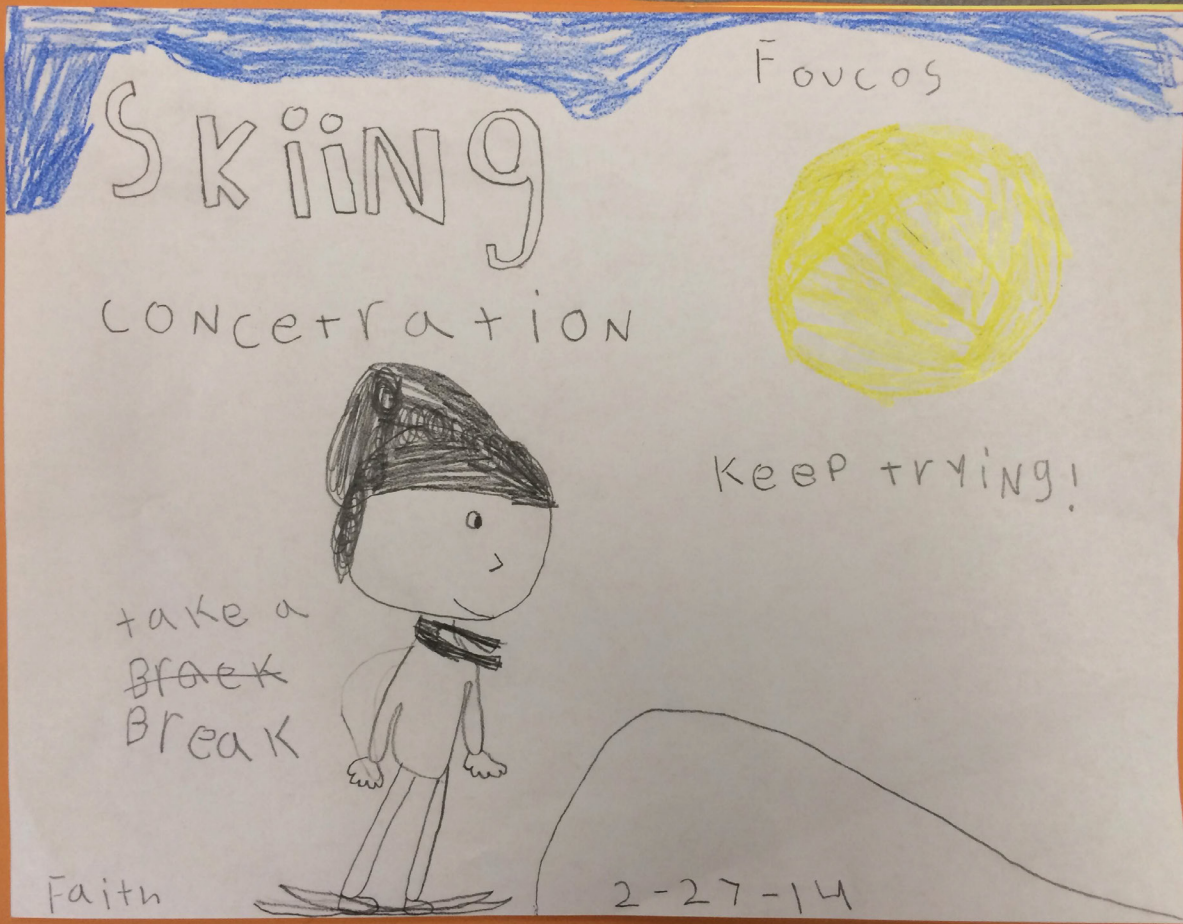
(Highlighted indicators are directly addressed in this lesson.)

I can:

Make accurate statements about events in my life
Teach another person to do something (extension activity)
Ask questions to clarify what I did not understand
Show an awareness of my personal strengths
Ask somebody for feedback
Describe how I was feeling
Give an opinion when asked

2nd / 3rd





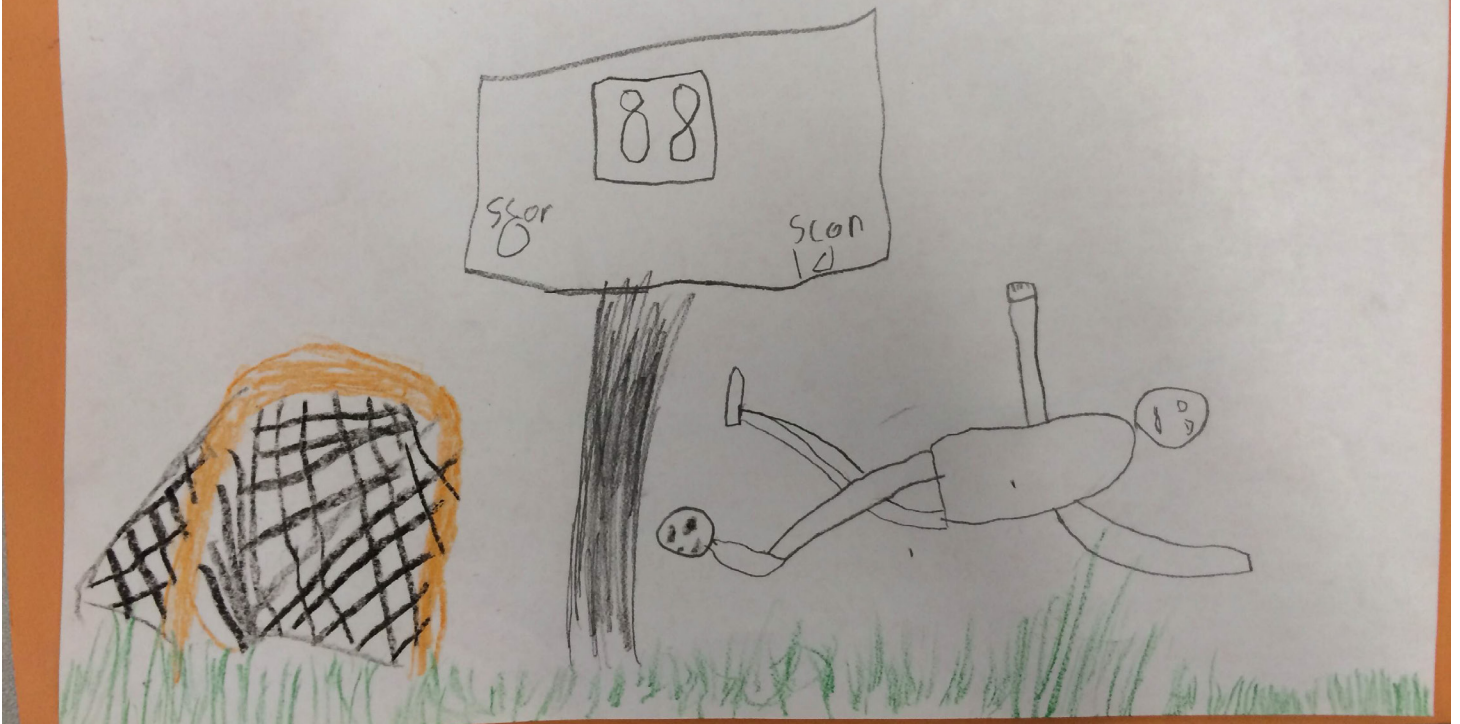
Soccer

team work

keep trying

Strategy

Praktis



Playing Hockey

focus

Strategy

knowing your

team

Team work

Passing

