




SELF-AWARENESS

My Successes and Strengths



TEACHER NOTES

To develop an understanding of Self-Awareness, students will reflect on 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.

PRE-TEACHING HOMEWORK ACTIVITY (Day 1)



DURATION: 5 minutes

GOALS: [Teacher and Student](#)

MATERIALS: Two-sided handout [side 1](#), [side 2](#)



MAIN POINTS

- Make students aware that tomorrow's lesson will focus on activities they already enjoy doing and at which they are successful.
- Ask students to be thinking about strengths and attributes that have contributed to current successes, and how those can be leveraged in the future.



GUIDING LANGUAGE

Tomorrow we will be creating a project that highlights some of the activities we enjoy and are successful doing. We'll also be thinking together about how we've developed personal strengths that helped us achieve those successes, and how we can use those same strengths in other areas of our lives.

You'll get a jumpstart on that project through tonight's homework. Take a moment to read over the homework handout. Pause. Think for a moment about one idea that comes to mind for you—something that you really enjoying doing, something you're good at. Pause. Turn to a neighbor and name, in just a few words, one or two things that popped into your mind during our private thinking time.

Give partner talk time. Use your Attention Signal to regain everyone's attention.

The directions remind you that it may be helpful to think about this assignment with someone who knows you well. Think for a moment about who that might be for you. Pause. Turn to your partner and tell them the name of the person or people who you just thought about.

Give partner talk time. Use your Attention Signal to regain everyone's attention.

Go ahead and write the ideas that you already have, each in their own box. That will give you a head start on completing this before we use it in class together tomorrow.




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SELF-AWARENESS MAIN LESSON (Day 2)



DURATION: 45 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 (2 minutes)

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



GUIDING LANGUAGE

Scientists and educators who have studied successful people, people who are successful in their relationships with others and in their work, tell us that understanding ourselves is a highly valuable skill.

When we understand our own emotions, what makes us tick and what contributes to us getting ticked off, we have a better chance at exercising our own power over how and when we react to situations. This helps us build strengths and skills like persistence, patience, and paying close attention, which can make it easier for us to do well in many different situations.

When we have a strong sense of our current strengths, it's much more likely that we will be able to remember to use those strengths when we're trying new things or are in difficult situations in the future. Understanding our challenge areas, and how we're feeling about them, increases our ability to rise to those challenges and to grow in ways we're really proud of and that help us succeed in school and in daily life.

This area is called Self-Awareness, and there are many skills that can be developed to strengthen our capacity to be self-aware, so that we can truly be in charge of ourselves, and exercise our own power to be our best selves in all situations.




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MAIN POINTS: Brainstorm activities (8 minutes)

- Facilitate a discussion that helps students think of activities they like to do, and so are probably good at.
- Publicly record brainstorm of activities on board or chart paper without student names. (They may think of examples such as reading a book, art or music, sports, playing a video game, school subjects, home responsibilities, and so forth.
- 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'.



GUIDING LANGUAGE

There are so many interesting and fun things we can do with our time! Things we love to do alone, things we enjoy doing with friends, family, or team members... Using your homework handout from last night, think for a moment of some of the things you especially enjoy doing. Pause.

Turn to your neighbor and tell each other something you really enjoy doing. Try to give lots of details: Why do you enjoy doing this? What's it like to do it? You'll each have about a minute and a half, and I'll ring the bell at the halfway point, so you can be sure to switch, so both you and your partner have a turn.

Give discussion time.

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 and things we're good at doing?

List the examples without student names.



MAIN POINTS: Demonstrate creating [attribute webs](#) (7 minutes)

- Choose an example from the list. Brainstorm and "web" as a group what habits, behaviors, and attributes contribute to doing the activity well. Draw from the traits list on the back of the homework.
- Your goal is to help them see what skills they are already employing, which will later help them understand that these are some of the building blocks for reaching their future goals.
- Repeat with a second example if beneficial.



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 **GUIDING LANGUAGE**

Let's build out one of these ideas to see what helps us do well at the things we love to do. We'll start with the name of the activity in the center circle and add a sentence that highlights some evidence that we're strong at this. Then we'll web out the attributes and skills that have been developed, that contribute to doing this well.

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? (Or personalize with an example of your own.)

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

 **MAIN POINT:** Individual student work (20 minutes)

Students will create webs related to an activity they currently like to do, captioning their paper with "I like to..." or "I enjoy..." or a similar title. Instruct them to add writing that describes their positive attributes that have contributed to their enjoyment and success.

 **GUIDING LANGUAGE**

Choose one of your topic areas and create your own web, like the one we just made together. Add writing and illustrations to help your audience learn as much as possible about what 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?

- Encourage students to think about how the strengths they're already showing might help them in the future.
- Have students meet with a partner, sharing their drawing and writing.



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GUIDING LANGUAGE

Think to yourself for a moment about your personal strengths that you've listed. How might those same strengths help you in the future, when you're trying for a new and challenging goal? Pause.

Turn to your neighbor and take turns sharing your web. Listen to each other describe your chosen activity and your attributes and strengths that help you do it well and enjoy it. If you wish, you can make a connection to a future goal that your strengths might help you achieve.

We'll have about five minutes, so be sure that you and your partner both get time to share. I'll give the halfway signal to remind you to switch roles and let the second speaker begin.

Give discussion time.



MAIN POINT: Closure and appreciations (3 minutes)

Using the one-minute [accolade strategy](#), invite students to speak about one thing they learned from and/or admired about their partner's project.



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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

Name: _____

Homework due: _____

Thought Organizer: My Successes and Strengths

Reflection question

What are some activities or learning experiences I've been successful doing?

Write your responses to this question in the boxes below. For each one, also list as many traits as you can think of that helped you be successful. Use the list on the back to get your ideas flowing. It may be helpful to talk this over with others who know you well. We'll be using this Thought Organizer in class together tomorrow.

<p><i>I'm successful at:</i></p> <p><i>Traits that help me....</i></p>	<p><i>I'm successful at:</i></p> <p><i>Traits that help me....</i></p>
<p><i>I'm successful at:</i></p> <p><i>Traits that help me....</i></p>	<p><i>I'm successful at:</i></p> <p><i>Traits that help me....</i></p>

Attributes that Contribute to Success

Circle the attributes that help you succeed in your activities. Feel free to add to the list!

Hard-working	Adaptable	Understanding
Perseverant	Trustworthy	Supportive
Curious	Reliable	Healthy
Eager to learn	Honest	Humorous
Creative	Detail-oriented	Intuitive
Responsible	Resilient	Respectful
Taking initiative	Motivated	Strong
Problem solver	Tolerant	Reasonable
Focused	Seeking help when needed	Practical
Planner	Gritty	Self-compassionate
Enjoying what you're doing	Grateful	Independent
Thoroughness	Prepared	Collaborative
Taking it seriously	Tenacious	Dependable
Using self-control	Calm	Observant
Attentive	Light-hearted	Skillful
Imaginative	Caring	Peaceful
Organized	Self-directed	Remembering well
Concentrating	Determined	Conscientious
Flexible	Energetic	Open-minded
Humble	Forgiving	Clearly communicative
Stick-to-it-ive	Gutsy	Interdependent
Having a positive attitude	Knowledgeable	Inventive
Listening	Original	Building on past knowledge
Patient	Perceptive	Accurate
Self-Aware	Persistent	Seeking new information
Goal-oriented	Insightful	
Self-disciplined	Nurturing	

Riley

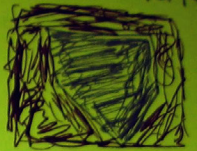
Home Plate

Motivation

I need to be motivated to be able to wake up at certain times to go to practice and sometimes go to two practices in one day.



Focus
I need to focus to be able to hit or catch the ball



Sportsmanship
I need to have good sportsmanship and congratulate the other team if we lose or say good job if we win.

Baseball
On my first year of playing I made it on the all-star team.

Dedication

I need to be dedicated and enjoy the game to have fun.



Teamwork

I need to work with my whole team to get the out.



Patience

I need to be patient if the coach isn't putting me in the field or batting order.








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My Successes and Strengths: Accolade Closing



MAIN POINTS

A well-practiced and consistently implemented attention signal is essential in group learning situations. Whether adults or students, any gathering of engaged participants are going to be deeply immersed in meaningful, task oriented conversations during which the facilitator will need to get their attention.

While there are many versions of attention signals (flashing the lights, clapping, raising or lowering facilitator's voice), one that has been most consistently effective is for the facilitator to raise his/her hand in the air, and wait for everyone's voice in the room to be silent before proceeding with directions or information.

This signal works well because it engages participants in a multi-sensory experience. There will be kinesthetic engagement (raising own hand), and visual (other's hands being raised) and auditory (the noise level in the room drops) cues. It also reinforces two Social and Emotional / DESSA constructs, Self Management and Social Awareness.



GUIDING LANGUAGE

There will be many times when you are working together and talking to one another, and I'll need to be able to get your attention. When you see me raise my hand, you'll have two jobs. One is to raise your hand too. That gives others around you a visual cue that they should quietly look my way. The other is to stop talking! That will help the room quickly become silent, so you can hear the next direction or announcement.

As we get used to using this attention signal, you'll notice that you're building on two SEL skills. One is self-management, as you regulate yourself to do those two jobs of raising your hand and becoming silent. The other SEL skill you'll be building is Social Awareness, as you cue in on what others around you are doing. If we help each other by following these two steps, we'll soon be able to get in and out of lively conversations seamlessly.

TEACHER / FACILITATOR TIPS:

1. Cultivate patience, realizing that it's a positive signal of deep engagement for participants to be so caught up in their academic dialogue that they are reluctant to stop, or don't immediately notice your silently raised hand.
2. Cultivate patience, and hold an inner and outer attitude of good will as the group settles into complete silence before you begin talking. If you consistently wait for complete silence, the group learns your expectation and will become quiet more quickly over time. If you begin to talk while some participants are still talking, they will be reinforced that it's okay for some people to continue conversing, and are much less likely to meet your stated expectation for the Attention Signal. (It's not necessary that every hand goes up, but is necessary that all are quiet.)
3. Cultivate patience – refrain from restating your expectations or from singling out participants with requests that they become quiet. Let your silent raised hand be the only signal they have to attend to, and soon it will become the only signal they need!