



SELF-AWARENESS



Cool and Calm



TEACHER NOTES

Helping students feel more confident about specific skills they can develop to increase their self-awareness supports them in better understanding their emotions and their ability to be more in control of their actions. When students need to relax, refocus or recoup a steady emotional state, listening to the “Cool and Calm: Self-Awareness” recording can provide that opportunity.

Once students are confident about using the recording independently, they can be encouraged to help visitors and new classmates become familiar with it.



DURATION: 5 minutes

GOALS: [Teacher/Student Goals](#)

MATERIALS NEEDED:

Cool and Calm: Self Awareness (SA) recording 1 (File located in Evo)

Cool and Calm: Self Awareness (SA) recording 2 (File located in Evo)

Optional: Paper copy of [student script](#)

Optional: Blank paper with crayons and/or colored pencils

PRE-TEACHING

This is a beneficial exercise for the class as a whole, so experiencing this first all together or in small groups can make the experience even more accessible when individual students go to a quiet area, put on headphones, and listen to the recording.



MAIN POINT: Introducing the Cool and Calm: Self Awareness recording (3 minutes)

Introduce the purpose of this activity. Include both the process (highlighting the benefits of a short, relaxing focusing activity) and the content (pointing out that the text of the recording is based on the DESSA Self-Awareness skills).




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 **GUIDING LANGUAGE**

When we are upset or excited and want to calm ourselves, or when we are tired and want to rejuvenate, it can be helpful to take a few minutes to sit quietly and listen to a relaxing recording. It's also helpful to have a peaceful way to remind ourselves about the Self-Awareness skills that we're all working to strengthen.

We're going to listen to this first time together as a group. Then we'll add this recording to (explain location and procedure for student use in your setting).

Choose (or invite students to choose) whether to listen "to the girl or to the man this time." If you'd like, you may draw while you're listening.

 **Main point:** Experiencing Cool and Calm: Self-Awareness (5 minutes) **GUIDING LANGUAGE:**

[Self Awareness Reflection \(Script\)](#)

 **REFLECTION AND CLOSURE:** For group experience only.

When the recording ends, invite a short, private reflection, followed by sharing from the group using [Quick Pick.](#)

 **GUIDING LANGUAGE**

Take a moment to think about what you just listened to. What ideas really stood out for you? Give students a moment to think and then invite students to share.

INDIVIDUAL STUDENT Use Introduction

Sit in a way that's comfortable and also that helps you feel grounded. You may want to be in your chair with your feet on the ground or sitting with your back against a wall. You may wish to close your eyes to help you listen more fully, or you might want to rest your eyes on a spot on the floor or a wall, to help you focus. There's no particular way you need to sit, as long as you are comfortable and can relax and concentrate on the words you'll be hearing. If you want, you can draw while you're listening.



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EXTENSION

This activity works well as a stand-alone experience. If you are debriefing privately with a student who listened on their own, consider having a printed copy of the script as a basis for the conversation. Invite the student to point out skills within the text that they would like to pay attention to growing. Make an action plan for how you can support their interest.



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Teacher / Student Goals

Self-Management includes being in control of our emotions and behaviors, accomplishing tasks, and succeeding in new and challenging situations.

My students are able to:

- Notice how they are feeling physically
- Make connections about how emotions may influence behavioral choices
- Consciously relax and improve their state of physical well-being, and in turn be better prepared to learn

I am aware of my individual students' abilities to:

- Notice and name physical Self-Awareness skills they can grow
- Contribute to building and sustaining positive classroom climate by responsibly using the "Core Messages" recording as a relaxation and refocusing tool

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

- Developing their ability to notice when they feel tense or upset and choose to do a refocusing activity
- Developing their understanding of the connection between emotions and positive behavior choices
- Developing increased confidence in their ability to proactively regulate their emotions and their personal interactions

Student: Self-Awareness goals and demonstrated behaviors

Students will:

- Become increasingly independent in being able to notice how their emotions are affecting their body
- Become increasingly effective in being able to relax and rejuvenate to be better prepared to learn
- Become confident enough with using the "Core Messages" recording to help others learn how to use it

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
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



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STUDENT SCRIPT:

I know myself. I am proud of my strengths. I learn from my challenges.

*I breathe deeply into my self
allowing my stomach to relax and expand
and then slowly release the breath*

*I breathe deeply into my core,
The strong, calm part of me that is always within me,*

*It was there when I was younger
And will be for the rest of my life*

It's where my dreams and hopes can grow,

Where I sort out what feels right for me.

*As I listen, I breathe in deeply
And let my self relax.
I release my breath fully,
And then breathe in again*

I reflect on ways I can help myself learn best.

I settle myself into my learning by breathing and relaxing.

I ask questions when I'm not sure of something.

*I think about what I need to work on
and do my best to settle in and work on it,
knowing that it's normal to feel confused when learning something new.*

*When someone gives me suggestions on my work,
I listen and think about it,
and try to make the best of it*

*I share my opinions, even when they are different from others'—
I remain true to my own thinking,
and I can change my opinions when that seems right.*

*I notice my feelings, and try to identify them.
If I'm feeling distracted, I take time to settle so I can listen and learn.*



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*When I have the opportunity,
I help others if they need help,
because I know what it is like to be learning something new.*

*I feel more capable in some areas than others, and that's natural.
I know that I will get better at whatever I give my attention to...
If I just keep trying.*

*I understand that the key to learning is to be settled,
to help myself feel calm and focused.*

I trust that when I keep trying, I will be able to learn.

I know myself. I am proud of my strengths. I learn from my challenges.

I feel settled and ready to learn.



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Quick Pick Strategy

“Quick pick” is a strategy to engage participants in calling on one another. It’s particularly effective during sharing times, group discussions and when the teacher/facilitator is publicly recording on the board or a chart (writing responses to brainstorming; webbing ideas from the group, and so forth).

Among the many benefits of the quick pick strategy are:

- Shared responsibility for the flow of group discussions
- Building a bond among participants as they use one another’s names to call on each other in a welcoming and respectful way
- Providing an alternative to “teacher/facilitator choice” for who speaks when
- Promoting healthy risk-taking and leadership opportunities

GUIDING LANGUAGE:

During our discussion (or sharing time), you’ll be calling on one another. When you have something you’d like to contribute, please raise your hand. The person who shared last will call on the next speaker. Remember to give everyone a chance before calling on anyone for a second time.

Please be sure to use one another’s names when calling on each other. If someone raises their hand and you’re not sure of their name, it’s fine to go ahead and call on them and ask to be reminded of their name.

Also, it’s nice to say “Thank you” to the person who called on you to speak.

I’ll start...

Give a topic of discussion or sharing. Ask who would like to contribute. Model calling on someone by using their name, making eye contact, and using a friendly, welcoming tone of voice.