



# Self-Awareness

## What Are Your ABCs?

### Pre-Teaching/ Guiding Language:

You learn your regular ABCs in preschool but what about your self-awareness ABCs? These ABCs can help you understand why certain people, places, or things upset you and how you can change the narrative afterwards.

- A. **Activating event.** What was the event, person, or place that triggered a negative response?
- Event- This could your birthday. Maybe you have never had a great birthday and every year when it comes up it causes you anxiety.
  - Person- A triggering person could be your old best friend after you had a falling out. Now seeing them brings up sad feelings.
  - Place- This could be the school locker room after you experienced a bullying incident.
- B. **Belief after the event.** What narrative did you tell yourself after the event happened?
- C. **Consequences.** How did this belief make you feel and how will it change the way you approach similar situations in the future?

This exercise can help you identify triggering situations and assist you in changing the way you approach them in the future.

### Key Takeaways:

- Students will work to decrease negative self-talk after a hard day or situation.
- Students will increase their awareness of situations that can negatively affect them.
- Students will recognize their own personal triggers.

### Duration + Materials:

- 30 Minutes
- Writing utensil / markers

### Key Vocabulary:

- **Activate-** Make something active or operative.
- **Belief-** An acceptance that a statement is true or that it exists.
- **Consequence-** A result or effect of an action or condition.
- **Narrative-** The spoken or written account of connected events.
- **Trigger-** An event or circumstances that is the cause of a particular action, process, or situation.



## Activity:

1. Introduce the Self-Awareness ABCs to student using the guided language.
2. Use the discussion questions to talk to your student about different types of activating events, how they cause us to feel and how we might be able to change them.
3. Have your student work on mapping out their own ABCs.
  - a. This should not be collected and should be personal for the student to reflect on.

## Discussion Questions:

1. Can you recall an activating event that may have caused you some stress or anxiety?
2. How did you react to that event?
3. Did your reaction help the situation? Why or why not?
4. Have you ever reflected on your reactions after a stressful situation was over?
5. Do you think reflecting on hard situations after the moment has passed is helpful?

## Reinforcement Activities:

1. Teachers can be sure to take note of high stress situations in their classroom or with the individual students they are working with and make sure to reflect on the experience once the situation has deescalated.