





# Self-Awareness Handout 5b: SEL Lesson Planning Tool — Sample Indicators and Teaching Strategies

**Self-Awareness** is the ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This ability includes accurately assessing one’s strengths and limitations in context and possessing a well-grounded sense of confidence and optimism.

## Sub-Competency 1:

Student will be able to recognize one’s feelings and thoughts.

### Sample Indicators/Learning Objectives

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| Recognize and name different types of positive and negative emotions. | * Identify situations that produce positive and negative emotions. * Identify body sensations (e.g., tight muscles, racing heart, etc.) associated with positive and negative emotions. * Continue to effectively identify one’s own emotions with increasing vocabulary. | * Identify personal, social cultural, and environmental triggers that produce a negative emotional response (e.g., anger, stress, etc.) and those that produce a positive emotional response. * Continue to effectively identify one’s own emotions, with increasing vocabulary, along with increasing awareness of situations and sensations associated with emotions. | * Analyze how one’s own thoughts and emotions affect decision-making and responsible behavior. * Continue to effectively identify one’s own emotions, including in a variety of situations, with increasing vocabulary, along with increasing awareness of situations, sensations, and triggers associated with emotions. |

### Sample Teaching Strategies

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| * Have students depict a variety of emotions using facial expressions and body postures. * Provide students with vocabulary words for feelings to extend their emotions vocabulary (e.g., happy, mad, sad, excited, bored). | * Lead class reading of an appropriate book for recognizing emotions and behaviors and discuss how the students would react in those situations. * Set up small group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?). * Provide scenarios and ask students how each situation or experience might make them feel. | * Engage class in discussion about their triggers in different settings that may result in an emotional response. * Have students role-play or view a video of negative scenarios and discuss how they would feel in those situations. * Have students gauge their personal stressors that bring out emotions and discuss strategies for maintaining or regaining self-control. | * Have students examine their personal stressors that bring out emotions and how to control those that may result in negative consequences for them and for others. * Discuss a time in literature when a character reacted or felt differently than the reader thought he/she would. Analyze what caused the character to react that way, relative to how the student would have reacted. |

## Sub-Competency 2

Student will be able to recognize the impact of one’s feelings and thoughts on one’s own behavior.

### Sample Indicators/Learning Objectives

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| * Match emotions with examples of positive and negative actions (e.g., happy = smiling, laughing) * Match situations with the appropriate emotional reactions. * Identify possible causes for emotions (i.e., losing your dog may make you “sad,” your birthday may make you “happy”). | Match the appropriate consequences (both positive and negative) with the actions associated with positive and negative feelings (i.e., “If I hit someone when I am angry, I may hurt them. They may not be my friend anymore and I won’t be able to play during recess. If I use my words when I am angry, I won’t feel bad and I will not hurt my friend”). | * Explain the possible outcomes (for self and others) associated with various face-to-face and online communication scenarios. * Predict one’s behavior given a specific scenario. * Identify how one’s feelings impact how one responds in a situation. | * Evaluate emotional responses in relation to the impact on self at home, school, and in the community. * Evaluate how expressing one’s emotions in different situations affects oneself and others. * Evaluate if emotional intensity and reactions are proportionate to the event that triggered the reaction. |

### Sample Teaching Strategies

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| * Lead a class discussion about how we can feel better by changing our behavior (e.g., “What are some things we can do to make ourselves feel better when we’re feeling sad?” – e.g., ask a caregiver for a hug, talk to a friend, etc.). * Identify body sensations (e.g., tight muscles, racing heart, distracted, etc.) associated with positive and negative emotions. | Do a whole-group reading of stories to discuss the characters’ feelings and how students might feel in situations similar to what the characters experienced. | * Have students read an autobiography of a historical figure and analyze how the individual’s feelings impacted events in that person’s life, and how the student might have felt and acted in the same situation. * Have students write personal narratives about a time where they reacted positively because they had an optimistic mindset. * Have students generate responses to prompts of how they would react given a situation. Afterward, assign students mindsets (e.g., agitated, pleased, excited, irritated) and have them respond as if they were in that mindset. Analyze the differences. | * Examine a historical event to discuss how different figures may have felt in the same historical event depending upon their identities, personal histories, and culture, as well as how the historical event impacted them, their family, and their community. Ask students to think about how they might have responded in that situation. * Have students reflect, through journal writing, how their feelings and thoughts have impacted their behavior with family, friends, and classmates. * Ask students to write a creative story that depicts how a character reacts to a life-changing event. |

## Sub-Competency 3

Student will be able to recognize one’s personal traits, strengths, and limitations.

### Sample Indicators/Learning Objectives

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| * Identify one’s likes and dislikes. * Identify challenges or situations where one may need help. * Identify tasks one is more drawn to. * Recognize things that make one feel good about who they are. | * Identify one’s skills and interests. * Distinguish areas where one needs support. | * Understand that personal skills and qualities influence one’s strengths and limitations. * Identify career interests that may align with personal qualities, interests, and academic strengths. * Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). | * Recognize and analyze how one’s personal traits and qualities contribute to the work and outcomes of a group. * Identify a post–high school option to pursue based on interests, personal traits, qualities, and academic strengths. |

### Sample Teaching Strategies

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| * Have students create an “All About Me” book. * Have students do a “show and tell” presentation about a hobby. * Guide students through activities so they can determine when they need help. | * Have students create an “I Am” collage or poem. * Have students analyze what about school is easy or hard for them. * Have students conduct a survey of their class to explore a variety of skills and interests. Use the data to create a bar graph that represents the class. | * Ask students to identify their own personal interests, strengths, and weaknesses that they’d like to work on by completing a journal activity, by representing it through art, or other media. * Provide students with career surveys so they may further examine their strengths and interests. * Have students complete an interest survey. * Allow students choice in the ways they demonstrate their understanding of a concept or at the end of a lesson. | * Provide students with opportunities to choose topics they would like to learn more about when beginning a lesson on essay writing. * Have students assess their role in group projects and that of their classmates in order to learn how the different traits contribute to the group. * Have students take a strength analysis quiz and reflect on where those skills are found in certain career paths. * Assign a cooperative learning assignment to explore the different roles of members of a civilization. Have students analyze how each of the roles contributed to the group’s survival. |

## Sub-Competency 4

Student will be able to recognize the importance of self-confidence in handling daily tasks and challenges.

### Sample Indicators/Learning Objectives

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| * Describe the difference between a positive and a negative attitude. * Describe why having an ‘I can’ attitude is important to being successful. | * Define confident a attitude, an insecure attitude, and a negative attitude. * Describe the impact of one’s attitude on the ability to complete tasks, handle challenges and pursue goals. | * Name examples of personal traits or characteristics that reflect a confident, an insecure, or a negative attitude. * Describe the impact of positive and negative attitudes on choices and consequences. * Identify a strategy to improve confidence in handling new or challenging situations. | * Identify and utilize strategies to prevent or overcome possible obstacles and hurdles. * Evaluate progress and adjust plan when there is little to no progress. * Identify one’s strengths and next steps for reinforcing areas of need. |

### Sample Teaching Strategies

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| * Teach students examples of positive language. * Have students role-play positive attitudes in different scenarios. | * Create a responsibilities chart that rotates which student is responsible for what task(s). * Use literature that depicts characters with different attitudes. Have a class discussion about the differences and how each attitude impacted the characters’ tasks, challenges, and goals. Connect to students’ own attitudes in relation to similar tasks, challenges, and goals. | * Use journal writing to have students identify things that make them feel confident, negative, or insecure. * Lead a class discussion on setting short- and long-term goals and how together they lead to success. * Have students work in pairs to role-play how they will manage everyday tasks and challenges (i.e., You have a softball game and you forgot to bring your helmet. You waited until the last minute to complete a long-term project. One of your friends is not allowing another friend to sit at your table during lunch.). * Create self-affirming statements about one’s ability to complete a task or solve a problem. | Have students read and understand a project rubric before beginning a project, then have students use that rubric to rate their completion of the class project. |

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