

SELF-AWARENESS & SELF-MANAGEMENT

Teacher Resource

WHAT IS SELF-AWARENESS & SELF-MANAGEMENT?

Understanding and governing our thoughts, actions and impact on others.

BENCHMARKS

- ✓ **HE.3.R.1.1** Identify skills needed when working with others. Clarification: Listening, cooperating, taking turns and compromise.
- ✓ **HE.3.R.2.2** Identify ways in which my decisions affect others.
- ✓ **HE.4.R.2.1** Discuss ways to take responsibility for one's actions.
- ✓ **HE.5.R.2.6** Demonstrate how to positively respond to external influences. Clarification: Social media, television, music and peers.

PURPOSE

- These interactive activities will help your students continue to explore the characteristics of **self-awareness and self-management**, and how to understand their thoughts, actions and impact on others. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **self-awareness and self-management**.



Suggested Introduction:

"Today, we are going to explore **self-awareness and self-management**. **Self-awareness** is a great way to understand how we are feeling, and **self-management** helps us control our feelings and actions. These skills make it easier to handle difficult situations, respond positively to external influences and build stronger relationships with those around us."



Activities to Build Self-Awareness and Self-Management:

1 Strengths and Struggles Assessment

Help students develop **self-awareness** by identifying their academic strengths, recognizing areas for growth and setting personal learning goals. Discuss with the class what it means to be **self-aware** and why it is important. Brainstorm possible strengths (e.g., reading, drawing, being a good citizen in the school and community) and struggles (e.g., speaking in front of the class, time management, organization). Instruct students to list three strengths, three struggles and three strategies they can implement to overcome their struggles. Have students share one strength, one struggle and one strategy with partners.

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Activities to Build Self-Awareness and Self-Management (Continued):

2 Self-Awareness and Self-Management Storytelling

Direct students to write a narrative or create a comic strip using a logical sequence of events where the main character faces a situation or decision that requires him or her to demonstrate **self-awareness and self-management** skills to have a positive outcome. The story or comic must show how the choices and actions of the character impact others in the story. Have students share their work with the class and discuss the different ways **self-awareness and self-management** were depicted.

3 What Can I Control? Discussion

Draw two columns on the board and label one column “Areas of My Life I Can Control” and the other column “Areas of My Life I Cannot Control.” Next, have students identify areas of their lives they can control (e.g., attitude, actions, responses) and things they cannot control (e.g., others’ behavior, the weather, school rules), and list them on the board. Explore how understanding and governing our thoughts, actions and the things we can control can lead to positive outcomes. Have students create their own two-column chart to take home and refer to throughout the day, reminding everyone to focus on their actions when faced with a difficult situation.



Suggested Wrap-Up:

“Today, we have explored **self-awareness and self-management**, and identified areas in our life we can and cannot control. The more you understand yourself and manage your actions, the more you will grow into the best version of yourself and succeed in school and in your life!”