

# SELF-AWARENESS & SELF-MANAGEMENT

## Teacher Resource

### WHAT IS SELF-AWARENESS & SELF-MANAGEMENT?

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

### BENCHMARKS

- ✓ **HE.68.R.1.1** Demonstrate the ability to respond with empathy in a variety of contexts and situations. Clarification: Identifying others' feelings, perspectives, circumstances, experiences and active listening.
- ✓ **HE.68.R.2.9** Identify healthy responses to negative peer pressure.

### PURPOSE

- ▶ These interactive activities will help your students implement strategies to enhance their **self-awareness and self-management** skills. 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 the characteristics of **self-awareness and self-management**. **Self-awareness** is how we recognize our feelings, strengths and weaknesses. **Self-management** uses that awareness to stay in control of our reactions and make wise decisions. Together, these skills help us handle stress, respond with empathy in difficult situations and improve our relationships with others. **Self-awareness and self-management** are key skills to navigating through challenges in life."



### Activities to Build Self-Awareness and Self-Management:

#### 1 Self-Management in History

Present students with real-world examples of historical figures who resisted societal pressure. Have students analyze how **self-awareness and self-management** played a role in the historical figures' decisions. Discuss what might have happened to them if they had been influenced differently by peer or societal pressure. Have students write a reflection on how they can resist potential peer pressure through the use of **self-management** skills to make responsible decisions.

**Examples of historical figures could include:**

- Abraham Lincoln
- Dr. Martin Luther King, Jr.
- Rosa Parks

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GRADES  
6–8



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

#### 2 Resiliency Reading Connection

Have students explore **self-awareness and self-management** skills by analyzing a passage from the autobiography *Long Walk to Freedom* by Nelson Mandela from the B.E.S.T. English Language Arts Booklist. Nelson Mandela was a leader in South Africa who fought against apartheid and endured 27 years of imprisonment. He later became the country's first Black president, symbolizing resiliency and triumph. During Mandela's time in prison, he had to practice strong **self-awareness and self-management** skills to control his feelings and actions and stay hopeful. Have students reflect on how Mandela's experiences and choices demonstrated these Resiliency Characteristics.

##### Example discussion questions could include:

- What feelings do you think Mandela experienced based on his experiences?
- How did he manage his feelings and actions?
- What might have happened if he had reacted differently?

Have students write a reflection on a time when they faced a challenge or difficult situation. Ask students how **self-awareness** can help them make good decisions and how **self-management** can help them stay calm and focused in tough situations. Students should briefly describe the situation, explain how they managed their feelings and actions, and what they might do differently after reading about Mandela.

#### 3 "Self-Awareness and Self-Management Toolbox"

Provide students with a scenario (e.g., "You are upset because a group of friends excluded you."). Have students create a "**Self-Awareness and Self-Management** Toolbox" by listing healthy coping strategies, such as talking to a friend or journaling. Students can also share examples of times when they successfully used **self-management and self-awareness** strategies to get through a tough situation (e.g., preparing for a hard test, trying out for a sports team, preparing for a music performance). Be sure to discuss the importance of identifying others' feelings and perspectives and how others can help them resolve misunderstandings.



### Suggested Wrap-Up:

"Today, we have explored **self-awareness and self-management**, implemented strategies we can use to reflect on our feelings, and identified ways we can cope with these feelings in a variety of situations. Remember, whether it's staying focused during a stressful test or calm during a heated conversation, the more you practice these skills, the easier it will become to identify your feelings and react to difficult situations with calmness and grace."