Self-Awareness

Self-awareness is the ability to accurately recognize one's own feelings and thoughts and their influence on behaviors.

Students will be able to:	Correctly label their own emotions.
	Recognize that emotions are temporary and can and will change.
	Recognize that emotions can affect their behavior.
	Recognize that behavior can affect emotions (including that is is possible to improve how one feels).
	Recognize that emotions have physical effects.
What teachers can do in lessons and instruction:	Provide age-appropriate vocabulary words (e.g. happy, sad, hurt, mad, elated, blue/down, rejected, disappointed, angry, irate).
	Have students generate age-appropriate vocabulary words that extend their emotions vocabulary.
	Lead class activity that asks students to identify feelings they might have in different situations using age-appropriate vocabulary (e.g. lead age-appropriate discussions such as, "How would you feel if you got all As on your report card?" "How would you feel if a favorite relative took you out for ice cream?" "How would you feel if your pet was very sick?" "How would you feel if your friend…").
	Use literature selection to have older students identify with a time they had the same feelings and how they handled them.
	Have students make age-appropriate faces to depict feeling/emotion.
	Provide scenarios and ask students how each situation or experience makes them feel.
	Discuss age appropriate physical and emotional cues of a certain feeling/emotion (i.e. the physical cues that help them know when they're feeling angry, happy, sad, etc.).
	Ask students to discuss a time when they felt ___ (expect age-appropriate examples- "I was sad when I couldn't get a puppy," "I was mad when my brother broke my trophy," "I was disappointed when I didn't get the summer job I wanted.").
	Ask students to brainstorm age-appropriate things they can do to improve the way they feel (e.g. "Ask my mommy for a hug," "Play with my dog," "Talk to my friend," "Listen to happy music.").
	Set up small-group discussions that allow students to discuss how and why emotions can influence our behavior (e.g. What happens when we get angry?).
	Use age-appropriate books to discuss characters' feelings and how those feelings affected others and the outcome of the story.
	Lead age-appropriate class discussions about can improve by changing our behavior (e.g. "What can we do to make ourselves feel better when we are feeling sad?").