



SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior and the capacity to accurately assess one's strengths and limitations. Exhibits growth mind-set with a well-grounded sense of confidence and optimism.

I KNOW MYSELF.

SEL Academic Integrated Strategies

Pre-K-6 Integrated SEL Strategies Self-Awareness

- Focus on a safe, welcoming class climate.
- Greet students individually at the door.
- Tell individual students you missed them when returning from an absence.
- Call students by name and correctly pronounce students' names.
- Appropriately acknowledge students' ethnic and cultural backgrounds.
- Teach procedures explicitly, rehearsing often, praising progress.
- Establish shared classroom rules and expectations and consequences so that students can see the impact of their own actions and behaviors on outcomes.
- Help students identify and articulate emotion using age-appropriate vocabulary words, mood meter, emotion emoji's, choice of color wristbands etc.
- Listen and validate students' emotions by responding with empathy (e.g., "It sounds like you're feeling very frustrated right now," "You're feeling really excited right now, I can tell by the big smile on your face.").
- Create class roles and responsibilities that emphasize individual strengths, areas to improve, and personal and group goals.

Pre-K-6 STEM SEL Strategies Self-Awareness

- Lead a class activity that asks students to identify feelings they might have in situations involving STEM using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an easy problem?," "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Use graphing to chart student preferences and identify unique characteristics (i.e., what is your favorite outdoor activity or chart how strong they feel at a particular skill.)
- Have the class participate in a collaborative science activity that students would have a difficult time doing on their own, and have students reflect on how the teacher and other students helped complete the activity.

Pre-K-6 Healthy Lifestyles SEL Strategies Self-Awareness

- Play a bingo game in which students find classmates with similar characteristics or likes and dislikes.
- Draw an 'anger thermometer,' and ask students to discuss why they might move up and down the thermometer; discuss the physical responses as they move higher.
- Ask students to role-play situations in which they use refusal skills to address negative peer pressure.
- Teach students to manage their emotions using the PIE approach – processing, identifying, and expressing their emotions.
- Discuss expected vs. unexpected behaviors during play and sports activities.
- Ask students to describe aspects of an activity that might be frustrating or difficult.

Pre-K-6 Humanities SEL Strategies Self-Awareness

- Read stories or show picture books with themes and ask students to discover the words or phrases used to describe emotions, identify likes and dislikes of each character, and discuss the characters' feelings and how those feelings affected others and ultimately the outcome of the story.
- Create and use character puppets to exemplify the quality of a character from a story or a historical event.

- Have students interview a classmate, then report on their unique characteristics.
- Routinely give students the opportunity to reflect on what they like to read or what kinds of stories or poems they prefer.
- Have students demonstrate a responsible act through a creative medium (e.g., comic strip, video, poetry, song, etc.).
- Have students generate additional vocabulary words that extend their emotions vocabulary.
- Have students write a letter to an adult they admire explaining why they consider them to be their role model.