



Grade 7 Lesson Plan

Unit 11 Self-Awareness

Objectives/Goals

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- 7.3m Demonstrate how to influence others to make positive health choices.

Material

- Self-awareness worksheet
- Introvert/Extrovert worksheet

Procedure

Step 1-Self-Awareness

- Begin the lesson by providing an overview of the CASEL Social Emotional Learning competencies and sub competencies. (CASEL.org)
- Tell the students that you are beginning the SEL unit by learning more about ourselves, starting with Self-Awareness.
 - Define Self-Awareness-The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.
 - Students complete the Self-Awareness self-assessment as one way to learn more about oneself. Encourage the students to continue to cultivate their strengths and cope with challenges in a healthy way.
 - Self-Awareness Sub-competencies
 - Identifying emotions
 - Accurate self-perception
 - Recognizing strengths
 - Self-confidence
 - Self-efficacy
 - Define Introvert/Extrovert-
 - Introvert: a shy person : a quiet person who does not find it easy to talk to other people (<https://www.merriam-webster.com/dictionary/introvert>)

- Extrovert: a friendly person who likes being with and talking to other people : an outgoing person (<https://www.merriam-webster.com/dictionary/extrovert>)
- Students complete the Introvert or Extrovert worksheet as one way to learn more about oneself.

Step 2- Teaching the skill of Decision making

- This portion of the lesson teaches the decision-making model then challenges the students to help the students in the prompt make decisions that will enhance the self-awareness of the characters in the prompt.
- Model how to use the form.

| <p>Andrea is new to school. She hasn't made any friends yet. She was an athlete in her other school but she is not sure she is good enough for team.</p> <p>How can you help Andrea make a healthy choice?</p> | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|----------|
| 1. What is the problem? | | | |
| 2. What is the decision to be made? | | | |
| 3. What are the healthy options? | | | |
| Option | Pros | Cons | Decision |
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| <p>Reflection: Did you make the right decision? Is it a healthy decision?</p> <p>How did this decision affect Andrea's self-awareness?</p> | | | |

Step 3-Share the results and reflection of the decision making exercise

Step 4- End of class assessment

- End of class review. Ask questions about all the content (Self-awareness) and skill (decision Making) taught in the lesson.
- Exit ticket-How will this lesson help you appreciate being more self-aware and being able to make a healthy decision?

Assessment Idea

- Students use the red, yellow, and green circles while completing the decision making model. Red up if they do not understand, yellow up if they have a question, green up if they understand and are working well.

References

- SEL Competencies - CASEL.org
- www.understood.com
- <https://www.merriam-webster.com/dictionary/introvert>
- <https://www.merriam-webster.com/dictionary/extrovert>
- Social and Emotional Learning 2014 Tom Conklin, Scholastic Teaching Resources

Handout

- Self-Awareness self-assessment
- Am I an Introvert or an Extrovert and Why Does it Matter?
- Prompt 1 Decision making chart.
- Prompt 2 Decision making chart

Self-Awareness Worksheet

What are three of your greatest strengths?

- 1.
- 2.
- 3.



What two things seem harder for you than for other kids your age?

- 1.
- 2.



What are two of your favorite things to do?

What are two of your least favorite things to do?

List three of your most recent successes (Big or Small)

Why were you successful?





List two things you did recently that you could have done better.

What could you have done differently?



Who do you turn to for help with things that are hard for you?

How do learning and attention issues make a teen stronger?

Reflection

Do the answers to the above questions help you recognize your strengths and challenges and how they affect your behavior?

Explain

<https://www.understood.org/~media/4d17823e3a28460db1c02dcc9fce1ad4.pdf> (modified)

Am I an Introvert or an Extrovert and Why Does it Matter?

Directions: Answer the question by circling either T or F.

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1. T F Some people may say I am boring. | 11. T F I hate it when people look over my shoulder when I am doing something. |
| 2. T F If you have a problem with me, tell me to my face. | 12. T F I hate writing in a journal. |
| 3. T F I work well as part of a team. | 13. T F I hate to be alone. |
| 4. T F I speak before I think. | 14. T F I am going to be rich and famous. Seriously! |
| 5. T F People tire me out. | 15. T F I do not say much unless I really know you. |
| 6. T F I almost never pick up when my cell phone rings. | 16. T F I am a good listener. |
| 7. T F I make people laugh. | 17. T F When it is my birthday, please do not make a big deal out of it. |
| 8. T F I can text, play a video game, and help my sibling with homework-at the same time. | 18. T F I really, really, do not like homework. |
| 9. T F My dream weekend is having nothing to do. | 19. T F I focus on one task at a time. |
| 10. T F I'd rather hang out with one friend than go to the mall with a group. | 20. I am a thrill seeker. |
| <p>Scoring:</p> <p>Give yourself 1 point each time you answered True for questions: 2, 4, 7, 8, 12, 13, 14, 18, and 20. Add up the points. This is your E score _____</p> <p>Give yourself 1 point each time you answered True for questions: 1, 5, 6, 9, 10, 11, 15, 16, 17, 19. Add up the points. This is your I score _____</p> <p>Subtract your I score from your E score. You may have a negative number.</p> <p style="text-align: right;">_____</p> | |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Are you an introvert?</p> <ul style="list-style-type: none"> • Energized by being alone • Think before you speak • Put up with social situations • Like to think things through | <p>Are you an extrovert?</p> <ul style="list-style-type: none"> • Energized by other people • Shoot from the hip when speaking to others rather than thinking first. • Enjoy social situations • Like to talk things out |
| <p>Does it matter?</p> <p>Learning about ourselves is important because it helps us understand why we behave a certain way. If our self-awareness is positive (regardless of being an introvert or extrovert), we may have positive behaviors and that is healthy. If our self-awareness is not positive, the challenge is to make changes to our behavior that result in improving our health.</p> <p>Being able to identify our emotions, have a self-perception that is accurate, recognizing our strengths, being self-confident, and increasing our self-efficacy are all signs of having self-awareness. (CASEL.org)</p> | |

- Social and Emotional Learning 2014 Tom Conklin, Scholastic Teaching Resources

Decision Making Model

Prompt #1



Alicia is your friend. She is always putting herself down even though she is smart and plays the piano and the cello. She doesn't have much confidence in herself. She wants to try out for the band but doesn't think she will make it.

Use the DECIDE model to help Alicia have a more accurate self-awareness.

1. What is the problem?

2. What is the decision to be made?

3. What are the healthy options?

| Option | Pros | Cons | Decision |
|--------|------|------|----------|
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| | | | |

Reflection: Did you make the right decision? Is it a healthy decision?

How did this decision affect Alicia's self-awareness?

Decision Making Model

Prompt #2



Berto has lots of friends. He is often the leader of the group even though sometimes others have better ideas. He is good at everything and believes he can do what ever he wants to. Lately, he was disappointed in his scores on the state achievement tests but he blamed the school and the teacher because the room was uncomfortable and there wasn't enough time.

Use the DECIDE model to help Berto have a more accurate self-awareness.

1. What is the problem?

2. What is the decision to be made?

3. What are the healthy options?

| Option | Pros | Cons | Decision |
|--------|------|------|----------|
| | | | |
| | | | |
| | | | |

Reflection: Did you make the right decision? Is it a healthy decision?

How did this decision affect Berto's self-awareness?