

Anyelis Diaz

Lesson Time Block (40 min)

Topic: Self-Awareness- Identifying Problem Areas and Triggers and Global Competence

Class Description: Teaching students social, emotional, behavioral, and character skills that support success in school, at home and in the community. Students will be engaged in examining and discussing the five SEL competencies: self-awareness, self-management, social awareness, relationship skills, and problems solving skills through an activity that promotes empathy and decision making.

Essential Questions: How did people in the past make decision to protect their territory and beliefs? How are we different from our ancestors? How can we make different decisions about protecting ourselves and about war?

NJSLS and Career Readiness, Life Literacies and Key Skills Standards:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLS-CHPE.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

Learning objective:

- Students will be able to self-reflect to assess whether the intensity of their emotions “fit” a given situation.
- Be able to integrate personal and social identities
- Evaluate how personal qualities and temperaments impact choices and outcomes.
- Students will be able to recognize events and situations that will cause certain reactions in me.
- Students will be to identify areas that they can make a difference in their community and the world.
- Students will be able to recognize skills they need to be successful in a global economy

Assessments: Accountable Talk, Oral Report, Role Playing, Think Pair, and Share. Students will be assessed by demonstrating an understanding of topics when students complete follow up activity. For this lesson, students will be assessed on their self-report of ability to relate to others and understanding of empathy.

Resources/Materials:

- Posters of European Colonization, Slavery in America, Jallianwala Bagh, Holocaust, Partition India, American Civil War), Latin American wars
- Identity Chart.
<https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>
- Oprah Winfrey - Who am I?
<https://youtu.be/AWjZwffTyqA>

- The CBT Triangle - SEL Sketches
<https://www.youtube.com/watch?v=gd65sMGERRU>
- SEL- Self Awareness
<https://youtu.be/Lg66VWorwvs>
- You are not your thoughts
<https://www.youtube.com/watch?v=0QXmmP4psbA>
- Thoughts, Feelings and Behaviors
<https://www.youtube.com/watch?v=PcFmrVZ0e-I&t=2s>
- What is the mind? Audio by J. Krishnamurti
<https://jkrishnamurti.org/content/what-mind/self-awareness>
- Meditation video by J. Krishnamurti
<https://jkrishnamurti.org/content/4-meditation/meditation>

Process Steps:	Essential Questions	Students (What answers/ thinking do you predict? What tools will students use? Where will students sit?)
Due Now (10 minutes)	<p>How did people in the past make decision to protect their territory and beliefs? How are we different from our ancestors? How can we make different decisions about war?</p> <p>Students will learn that their emotions, sometimes impact themselves and others negatively. Students will be encouraged to think how leaders think and what influence their decisions about others.</p>	<p>Students take assigned seats and log into Share screen via Promethean Board or Google Meet so students can review today’s OBJ & DOL.</p> <p>Students will watch a YouTube video about how thoughts and feelings influence their behavior The CBT Triangle - SEL Sketches https://www.youtube.com/watch?v=gd65sMGERRU</p>
Extend (20)	<p>Activity: Gallery Walk Posters of different world events that have impacted many lives will placed around the classroom.</p> <p>Like viewers at a gallery, small groups of participants rotate from poster to poster, stopping to view, discuss, and add ideas at each station. Students will be given the opportunity to search about the event if they don’t know about it.</p> <p>When and Why: This activity allows small groups to discuss how the event impacted others and could possibly have</p>	<p>Steps:</p> <ol style="list-style-type: none"> 1. Share an overarching question with the group, such as, "How do we make decisions to protect ourselves? How did people in the past make decision to protect their territory and beliefs? How are we different from our ancestors? How can we make different decisions about war?" 2. Hang posters with pictures and descriptions of worldwide events that have impacted our society (e.g., European Colonization, Slavery in America, Jallianwala Bagh, Holocaust, Partition India, American Civil War), Latin American wars 3. Hang posters with headings that relate to the overarching questions around the room.

	<p>triggered the decision (e.g., go to war).</p> <p>SEL Focus: During this activity, students will be drawing on Responsible Decision-Making skills as they Problem-solve with their group and Relationship Skills (Working Cooperatively, Recognizing and Using Supports, Social Engagement). This activity also emphasizes on the Social Awareness skills (Perspective-Taking, Empathy, Appreciating Diversity and Respect for Others) needed to participate in constructive dialogue. In addition, the activity strengthens Self-Awareness (Accurate Self-Perception) and Self-Management (Self-Discipline) as students work to communicate effectively.</p>	<ol style="list-style-type: none"> 4. Divide class into small groups, give each group a marker, and direct each group to one of the posters. Explain the overarching questions, and what each of the poster topics is. 5. Allow groups to stand at each poster for three to five minutes to share, discuss, and write down their responses to the category. 6. When time is up, ask the groups to rotate clockwise so each group is in front of a new poster to continue the activity. Each group now reads the offerings of the previous authors, using sticky notes to add clarifying questions or comments/compliments. Rotate every three to five minutes, until every group has visited every poster. 7. Next, allow time for individuals to silently walk around the room and read the completed posters, noting ideas that they agree with or that seem like something they'd like to try. 8. Original group revisits their feedback and can add to their poster.
Exit ticket (5 minutes)	<p>Teacher will close lesson with getting students' feedback and reflections about how people's decisions impact themselves and others.</p>	<p>Students will share one mindfulness strategy that was successful for uncovering automatic thoughts that trigger their behavior</p> <p>Students will be assigned to listen to the audio of</p> <p>What is the mind? By J. Krishnamurti https://jkrishnamurti.org/content/what-mind/self-awareness</p> <p>What is the mind? By J. Krishnamurti https://jkrishnamurti.org/content/4-meditation/meditation</p> <p>Students will respond to the questions in a journal response for homework. Students must support response with evidence from video notes, classroom notes, and discussion notes.</p> <p>Who am I, really? What worries me most about the future?</p>

		<p>If this were the last day of my life, would I have the same plans for today? What am I really scared of?</p> <p>Students will fill out a feelings, thoughts, and behavior feedback loop template. Exit ticket-Google Doc.</p>
	<p>Teacher will share mindfulness activities that will help students manage distorted thoughts about their own and other people's identity, making assumptions about others, kindness, and making decisions that will impact others.</p> <p>Teacher will close lesson with getting students' feedback about key concepts learned during the lesson.</p> <p>Teacher will assign journal entry for homework and share with class that they will be completing an activity in the following days regarding self-awareness and identifying problem areas.</p>	<p>Students will be assigned to listen to the audio of What is the mind? And self-awareness by J. Krishnamurti https://jkrishnamurti.org/content/what-mind/self-awareness</p> <p>Students will respond to the questions in a journal response for homework. Students must support response with evidence from video notes, classroom notes, and discussion notes.</p> <p>Who am I, really? How do I solve problems? How do I relate to other in the class? What worries me most about the future?</p> <p>If this were the last day of my life, would I have the same plans for today? What am I really scared of?</p>

Follow up activities:

- Students will complete an activity where they show how their feelings and thoughts triggered a behavior.
- Students will practice one breathing exercise learned in class.
- Students will be read Educating for Global Competence: Preparing Our Youth to Engage the World page 10 from <https://asiasociety.org/files/book-globalcompetence.pdf>

Vocabulary terms:

12 Problem Areas

- Self-Awareness
- Positive Peer Culture
- Easily Mislead
- Self-Esteem
- Easily Angered
- Authority Problem
- Aggravates Others
- Stealing Problem
- Behaviors Replica

Triggers

- Mislead Others
- Confrontation
- Self-Image
- Inconsiderate to Self
- Inconsiderate to Others
- Lying Problem
- Drug and Alcohol Problem
- Emotions
- Value

Scoring Rubric on the Five Social Emotional Competencies

Competency	Demonstrate Rarely	Demonstrates Occasionally	Demonstrates Frequently	Demonstrates Consistently
<p>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.” Examples may include: Identifying emotions, accurate self-perception, recognizing, strengths, self-confidence, belief in self</p>	<p>Student is able to demonstrate self-awareness with direct staff modeling, prompting and support.</p>	<p>Student occasionally demonstrates self-awareness with minimal staff prompting and support. Student may not yet generalize this skill to multiple settings without direct support from staff.</p>	<p>Recognizes and demonstrates self-awareness frequently in multiple settings. Student benefits from occasional reminders from staff.</p>	<p>Demonstrates and recognizes self-awareness consistently, in multiple settings, in self, peers and family. Student self-monitors and initiates skill with limited staff prompting.</p>