

# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

## Curriculum



Includes  
**GOOGLE  
SLIDES**

# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Table of Contents

Meet Superhero Rachel.....	4
<b>Identifying Emotions.....</b>	<b>5-25</b>
Lesson Plan .....	5
Identifying Emotions is/is not .....	6
Super Emotions.....	7-18
Control your emotions.....	19-25
<b>Accurate Self-perception... ..</b>	<b>26-32</b>
Lesson Plan .....	26
Accurate self-perception is/is not .....	27
Who I am behind the mask.....	28-30
Hidden Superpowers.....	31-32
<b>Recognizing Strengths... ..</b>	<b>33-44</b>
Lesson Plan .....	33
Recognizing strengths is/is not .....	34
Superpower strength.....	35-42
Super improvements.....	43-44
<b>Self-confidence.....</b>	<b>45-57</b>
Lesson Plan .....	45
Self-confidence is/is not .....	46
I'm a Superhero.....	47-52
Building Confidence.....	53-57

# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Table of Contents

Self-efficacy ..... 58-65


Lesson Plan ..... 58

Self-efficacy is/is not ..... 59

Cape of Capability ..... 60-61

Overcoming Adversity ..... 62-65

Google Classroom Link ..... 130



Hi, I'm Rachel.  
My superpower is  
Self-Awareness.

That means I have the ability to correctly recognize my own emotions, thoughts, and values. I know my strengths and weaknesses and I believe in myself.

Self-  
awareness  
includes:

- ★ Identifying Emotions
- ★ Accurate Self-perception
- ★ Recognizing Strengths
- ★ Self-confidence
- ★ Self-efficacy

# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Identifying Emotions

#### Session Objective:

- \*Students will identify emotions and what causes them.
- \*Students will recognize coping skills.

#### Materials:

- \*Pencils
- \*Handouts

#### Guiding Questions:

- \*How does understanding our emotions help us have more self-control?
- \*Why is it important to learn calming strategies?

#### Session Details

\*Say "I would like to introduce you to Rachel, she is a social-emotional learning superhero. Her superpower is self-awareness. That means she can correctly recognize her own emotions, thoughts, and values. She also understands her strengths/weaknesses and believes in herself. We are going to explore with Rachel the five parts of self-awareness which are identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy.

\*Say "We are going to be talking about one of Rachel's superpowers today, her ability to identify emotions. Identifying emotions means determining what you or someone else is feeling by looking for clues in behavior. It is important to properly identify emotions to make sure we use appropriate responses and to better understand how we are feeling. Once we understand how we are feeling, we can learn to control our emotional responses and even change how we feel. We will start by discussing what identifying emotions is and is not. (Review the accompanying handout). Now let's learn about our different emotions and how we express them. (Review super emotions handouts). There are some common expressions of emotions, like when people are sad, they may cry, but that does not mean everyone expresses sadness by crying. We all have different ways we show our emotions. Let's complete the super emotions handout to identify how we express each emotion, then we will go through a couple of scenarios to see which situation would cause certain emotions. You will notice our responses will vary in this as well. Now that we can identify emotions and what causes emotions, let's learn how to control them. (Review control your emotions handouts). Out of the different ways to control emotions we just discussed, think of some that you would use to control and cope with certain emotions. (Give students the when I am feeling/I can do this page).

#### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-management: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

#### SEL Competencies:

- \*Self-awareness: Identifying emotions.

# IDENTIFYING EMOTIONS

Determining what you or someone else is feeling by looking for clues in behavior.

Identifying emotions is...



- ✓ Learning how we express different emotions, both verbally and non-verbally.
- ✓ Understanding what causes us to feel those emotions.
- ✓ Learning to control our expression of those emotions.



Identifying emotions is not...

- ✗ Ignoring non-verbal clues like facial expressions and body posture.
- ✗ Assuming we all express emotions in the same way.
- ✗ Assuming we all have the same emotional reactions to different situations.

# SUPER EMOTIONS

HAPPINESS

SADNESS

ANGER

FEAR

WORRY

# SUPER EMOTIONS

HAPPINESS

SADNESS

ANGER

FEAR

WORRY

SURPRISE

DISGUST

FRUSTRATION

EMBARRASSED

EXCITED

# SUPER EMOTIONS

## HAPPINESS

Looks like: Smiling, open arms, relaxed stance.

Sounds like: laughing, calm or cheerful tones, clapping.

Feels like: Relaxed, comfortable, calm

## SADNESS

Looks like: Frowning, looking down, slumped over, trembling lip.

Sounds like: crying, sighing, whining, whimpering.

Feels like: tired, weak, weepy, down.

## ANGER

Looks like: red face, clenched fists, eyes bulging, crossed arms.

Sounds like: stomping feet, loud voice, yelling.

Feels like: stiff rigid body, hot or boiling, pounding heart.

## FEAR

Looks like: trembling, wide eyes, sweating, open mouth.

Sounds like: shaky voice, whimpering, fast speech or unable to speak.

Feels like: tight chest, jumpy, skin crawling, heart pounding,

## WORRY

Looks like: Tense body, fidgeting, tapping hands/feet, shifty eyes.

Sounds like: breathing fast, wobbly voice, stuttering speech.

Feels like: tense, nervous, mind racing, uneasy.

# SUPER EMOTIONS

## SURPRISE

Looks like: wide eyes, jaw dropped, palms up, arched eyebrows.

Sounds like: scream, quick intake of breath (gasp)

Feels like: heart pounding, jumpy, alert

## DISGUST

Looks like: wrinkled mouth, crinkled nose, furrowed brow, squinting.

Sounds like: gagging, choking, saying "ew" or "yuck"

Feels like: sick, shaky, shocked, revolted, wanting to turn away.

## FRUSTRATION

Looks like: stiff body, tight lips and eyes, furrowed eyebrow.

Sounds like: stomping feet, grunting, yelling, growling.

Feels like: tight/tense, stuck, anger.

## EMBARRASSED

Looks like: looking downward, blushing, hands covering face, shaking.

Sounds like: silence/unable to talk, shaking quivering voice.

Feels like: hot all over, heart pounding, mind racing.

## EXCITED

Looks like: Jumping, big smile, crinkled eyes, arms up, sweaty palms.

Sounds like: clapping, high pitched squeal, shouting with joy

Feels like: heart racing, cannot sit still, butterflies in the stomach.

# SUPER EMOTIONS

This is how I express my emotions.

## HAPPINESS

Looks like:

Sounds like:

Feels like:

## SADNESS

Looks like:

Sounds like:

Feels like:

## ANGER

Looks like:

Sounds like:

Feels like:

## FEAR

Looks like:

Sounds like:

Feels like:

## WORRY

Looks like:

Sounds like:

Feels like:

# SUPER EMOTIONS

This is how I express my emotions.

## SURPRISE

Looks like:

Sounds like:

Feels like:

## DISGUST

Looks like:

Sounds like:

Feels like:

## FRUSTRATION

Looks like:

Sounds like:

Feels like:

## EMBARRASSED

Looks like:

Sounds like:

Feels like:

## EXCITED

Looks like:

Sounds like:

Feels like:

# SUPER EMOTIONS

Someone said something mean to you.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

Someone asked you to play.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

Someone gave you a compliment.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

Someone pushes you in the hallway.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

Your friend breaks a promise to you.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

# SUPER EMOTIONS

You accidentally knock down someone's castle of blocks.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

You smell something really stinky in the trash can.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

Your birthday party is this weekend.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

Someone jumps out from behind the tree.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

You can't seem to remember your spelling words and you have been studying all night.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

# SUPER EMOTIONS

You hear a noise in the dark and you don't know what it is.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

You can't go to the park today and you really want to go.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

You have a big test coming up.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

You get a bad grade on your report card.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

Your mom is upset because you did not clean your room.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

# SUPER EMOTIONS

You spill your lunch all over your shirt.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

You are trying to zip up your supply bag and you can't do it.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

Your classmate has been using the table scissors for a long time and you need to use them.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

You forget your speech and are standing up in front of the class.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

Tomorrow you leave for a family vacation.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

# SUPER EMOTIONS

You hear someone say something mean to a friend.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

Your friend borrows your book and then loses it.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

Someone tells you they overheard a rumor about you.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

You don't understand the directions for the class project.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

Tomorrow you have to get on an airplane, and you have never flown before.

Put a checkmark on the emotion this would this make you feel.



HAPPINESS SADNESS ANGER FEAR WORRY

# SUPER EMOTIONS

You are explaining something to a group, and no one is listening.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

You burp and your classmates hear you.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

Your dad shows up to school to have lunch with you.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

Your mom packed your favorite meal for lunch today.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**

You see a slimy creepy critter crawl out from under your desk.

Put a checkmark on the emotion this would this make you feel.



**SURPRISE** **DISGUST** **EXCITED** **FRUSTRATED** **EMBARRASSED**



# CONTROL YOUR EMOTIONS

## INCREASES EMOTIONAL CONTROL

- Squeeze a stress ball.
- Listen to music.
- Talk to someone you trust.
- Breathe in and out slowly.
- Count to ten.
- Visualize something calming.
- Write in a journal.
- Draw a picture.
- Say a positive affirmation.
- Focus on your senses.
- Hug a stuffed animal.
- Go for a walk.
- Exercise.
- Do Yoga or meditate.
- Identify what your feeling.
- Watch a funny video.
- Make time to do things that you enjoy.

## DECREASES EMOTIONAL CONTROL

- Not getting enough sleep.
- Not making healthy choices for your body (food and exercise).
- Not making time for your hobbies or relaxation.
- Not talking to friends, family, or a trusted person about your feelings.
- Keeping your emotions bottled up inside of you.

## BREATHING TECHNIQUE



# LIGHTNING BREATHING

- ⚡ While standing or sitting, draw your elbows back slightly to allow your chest to expand.
- ⚡ Hold your hands in front of you and imagine you are holding lightning between them. (See the picture above, Darren is imagining he has lightning powers between his hands).
- ⚡ Take a deep breath in through your nose and expand your hands outward, stretching that lightning.
- ⚡ Hold your breath and hands for a count of 5.
- ⚡ Slowly release your breath by exhaling through your nose, bringing your hands back inward and shrinking the lightning back down.

# YOGA POSE



## SUPERMAN POSE

- ★★ Lay face down, flat on your belly with your toes flat on the floor.
- ★★ Reach your arms out to the sides, with your palms flat on the floor facing down.
- ★★ Scoop your tailbone under slightly and bring your legs together.
- ★★ Inhale, and lift as much of your body off of the floor as you can.



- ★★ Hold for 5 breaths, then exhale and lower your body down.

# VISUALIZATION MEDITATION



## STAR LOVE VISUAL IMAGERY

- ★ Get in a comfortable position and close your eyes.
- ★ Think of someone you love.
- ★ Imagine them sending love your way and take a moment to enjoy it. You can picture the love as a bright glowing star on your heart.
- ★ Now, imagine yourself sending love to that person. You can visualize this as the star shooting from your body and into the other person's heart.
- ★ Visualize the love reaching this person and their smiling face and relaxed posture.

## POSITIVE AFFIRMATIONS



# PERSONAL MANTRA

★ A mantra is a statement you tell yourself that motivates and inspires you to be your best self.

★ Examples:

Inhale the future, exhale the past.

Every day in every way, I am getting stronger.

Everything I need is within me.

I am a work in progress.

It is okay to make mistakes.

I am beautiful inside and out.

I accept myself as I am.

I am not perfect and that is okay.

I am not perfect, but I am still awesome.

# GROUNDING TECHNIQUE



# FIVE SENSES

- 5** Find FIVE things you see around you.
- 4** Find FOUR things you can touch around you.
- 3** Find THREE things you hear.
- 2** Find TWO things you can smell.
- 1** Find ONE thing you can taste.



# CONTROL YOUR EMOTIONS

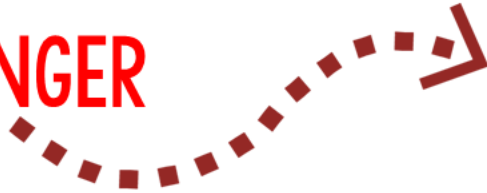
WHEN I AM FEELING:

I CAN DO THIS:

SADNESS



ANGER



WORRY



FEAR



FRUSTRATED



EMBARRASSED



# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Accurate Self-Perception

#### Session Objective:

\*Students will recognize ways to adjust how they view their own skills.

#### Materials:

- \*Pencils.
- \*Handouts.

#### Guiding Questions:

- \*Why is it important to know your likes, dislikes, and skills?
- \*How can weaknesses become strengths?

#### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed (M 2)
- \*Behavior: Social Skills: Demonstrate social maturity and behavior appropriate to the situation and environment (B-SS 9)

#### SEL Competencies:

- \*Self-awareness-Accurate self-perception.

#### Session Details

\*Say "We are going to be talking about another one of Rachel's superpowers today, her accurate self-perception. This means she is aware of who she is, what she likes/does not like, and what she is capable of. This is a very helpful skill because knowing yourself better can help you make better choices. Let's start by discussing what self-perception is and is not. (Review the accompanying handout). Now that we know what self-perception is, let's find out more about ourselves and grow our self-perception. (Have student's complete the "Who I am behind the mask" handouts). Now we are going to list our top ten strengths that we think are the most important and our top ten struggles that we want to improve. This list is a great reminder of the positive qualities and skills we have, and also a reminder of what our goals should be focused on. (Complete the "top ten" handout). We have identified our strengths and areas that need improvement. Let's see if there are some things that we view as struggles that are actually a strength., these are our hidden superpowers. For example, maybe you need to work on talking too much during class lessons, once you learn appropriate times to talk, that is now a strength because being social is a good thing. (Complete the "hidden superpowers" handouts).

# ACCURATE SELF-PERCEPTION

Being aware of who you are,  
what you're like, and what  
you're capable of.

Self-Perception is...



- ✓ Being honest with yourself on your strengths and weaknesses.
- ✓ Adjusting how you see your skills.
- ✓ Recognizing the areas that you need to improve.



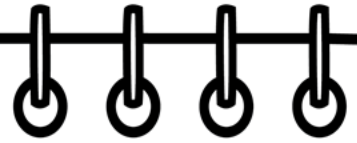
Self-Perception is not...

- ✗ How others see you.
- ✗ Only about positive self-esteem.
- ✗ Seeing only our weaknesses and not recognizing or downplaying our strengths.

# WHO I AM BEHIND THE MASK



Things I like to do:



Things I do NOT like to do:



How I would describe myself:



One thing I am good at:

One thing I am working on improving:

# WHO I AM BEHIND THE MASK



Things I do well:

Things I need to work on:

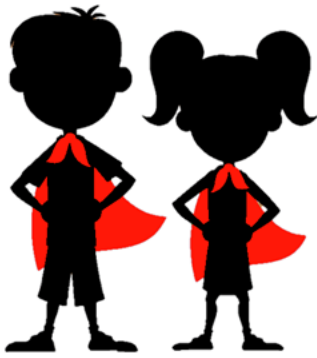
School Academics		
School Behavior		
Home		
Community		
Extracurricular activity, sport, or hobby		
Online		

# MY TOP TEN



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# HIDDEN SUPERPOWERS

Change your struggles to strengths.

Known Struggle

How to change it

Strength found

I talk too much during class.

I can learn appropriate times to be social and times to be quiet.

I am very social.

Known Struggle

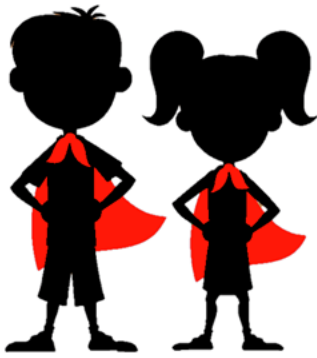
How to change it

Strength found

Known Struggle

How to change it

Strength found



# HIDDEN SUPERPOWERS

Change your struggles to strengths.

Known Struggle

How to change it

Strength found

A large empty rectangular box with a solid black border and a dotted line near the top edge, intended for writing a known struggle.A large empty rectangular box with a solid black border and a dotted line near the top edge, intended for writing how to change the struggle.A large empty rectangular box with a solid black border and a dotted line near the top edge, intended for writing the strength found.

Known Struggle

How to change it

Strength found

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# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Recognizing Strengths

#### Session Objective:

- \*Students will identify personal strengths and weaknesses.
- \*Students will recognize how to overcome weaknesses.

#### Materials:

- \*Pencils.
- \*Handouts.

#### Guiding Questions:

Why is it important to know your strengths and weaknesses?

#### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed (M 2)
- \*Behavior: Self-management: Demonstrate ability to overcome barriers to learning (B-SMS 6)

#### SEL Competencies:

- \*Self-awareness: Recognizing strengths.

#### Session Details

\*Say "Let's continue to discover more about Rachel's superpowers, today we will learn about her ability to recognize her strengths. This involves recognizing positive personal characteristics we have and the skills that we excel at. Knowing our strengths, helps us to utilize them better to our advantage. Let's start by discussing what recognizing strengths is and is not. (Review the accompanying handout). Now let's discover what our strengths are and how they help us and help others, which is what being a superhero is all about. (Complete the superpower strengths handouts, there are different gender and physical feature options provided, let the students pick the superhero they like best). We have learned to recognize our strengths, but even superheroes have weaknesses or areas they need to improve. Even superman has a weakness, it's green kryptonite. It weakens Superman and prevents him from performing at his best. It is important to know what your weaknesses are, and to view them as things you are working on improving or even one day view them as a strength. For example, one person may view the fact that they are not good at sports as a weakness. However, perhaps not focusing on sports allowed you to focus on being a top spelling bee champ. Let's think of things we want to improve in different areas of our life so that we can continue to grow stronger. (Complete "Super improvements" pages).

# RECOGNIZING STRENGTHS

Recognizing positive personal characteristics we have and the skills that we do excel at.

Recognizing Strengths is...



Understanding the knowledge, proficiencies, skills, and talents you have.



Utilizing our strengths to our advantage.



Knowing the areas that we need to improve.



Recognizing Strengths is not...



Being overly arrogant.



Ignoring our weaknesses and areas for improvement.



Thinking you are better than anyone else.

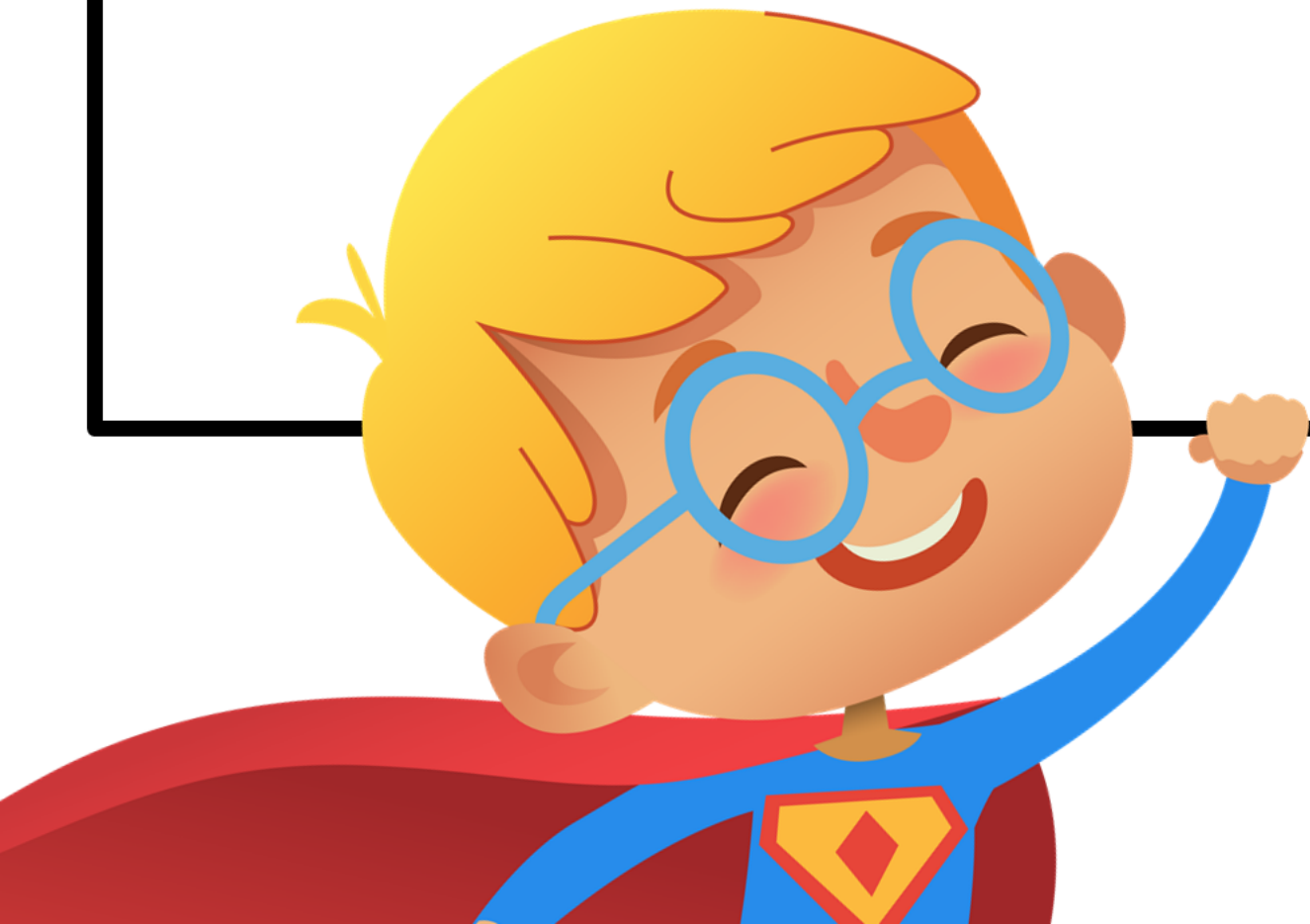
# SUPERPOWER STRENGTHS

My Superpower strength is:

This strength helps me by:

This strength helps others by:

I chose this strength because:



# SUPERPOWER STRENGTHS

My Superpower strength is:

This strength helps me by:

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# MY SUPERPOWER STRENGTHS

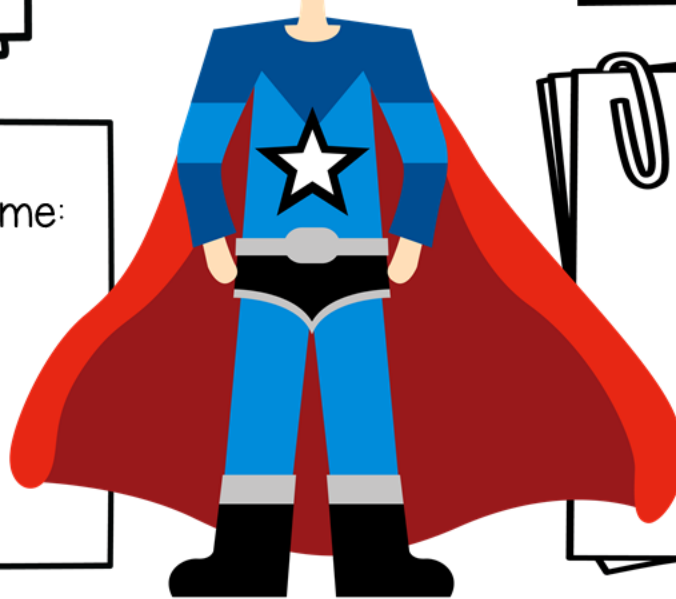
Things I can do well at school:

Draw your face

Things I can do well at home:

One word to describe me:

Hobbies, sports, or skills that I am good at:



How a loved one would describe me:

I feel my best strength is:  
(and why)

Something I know a lot about:

# MY SUPERPOWER STRENGTHS

Things I can do well at school:

Draw your face

Things I can do well at home:

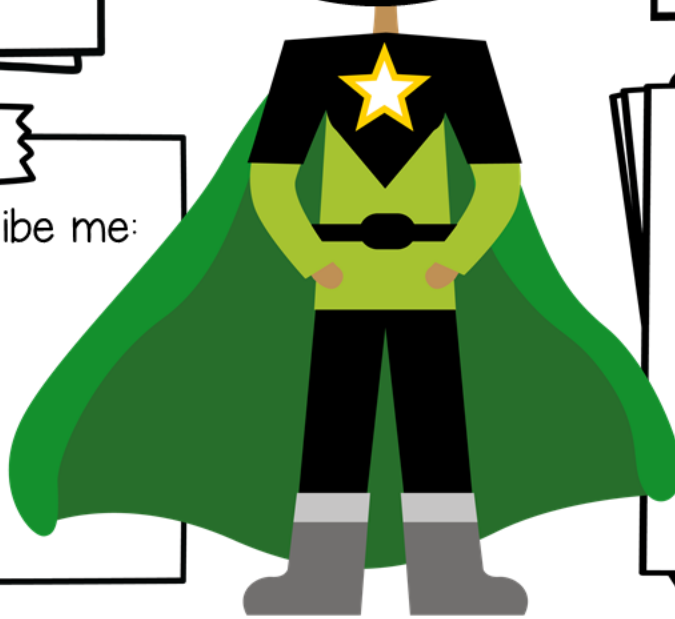
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(and why)

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# MY SUPERPOWER STRENGTHS

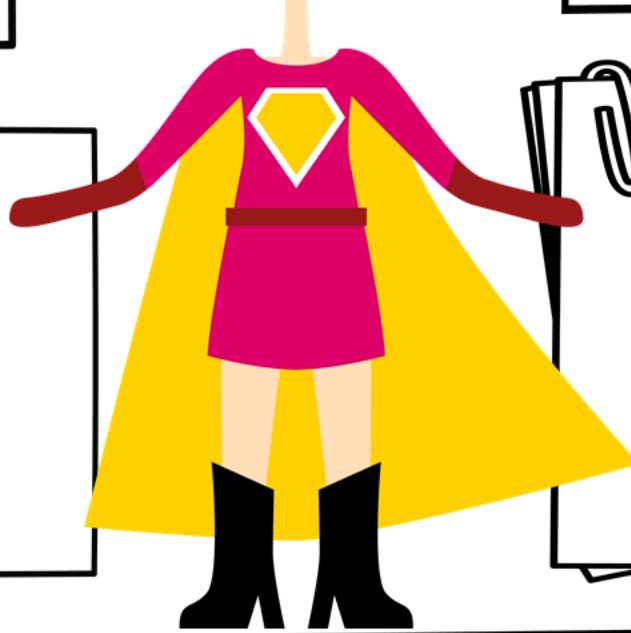
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# MY SUPERPOWER STRENGTHS

Things I can do well at school:

Draw your face

Things I can do well at home:

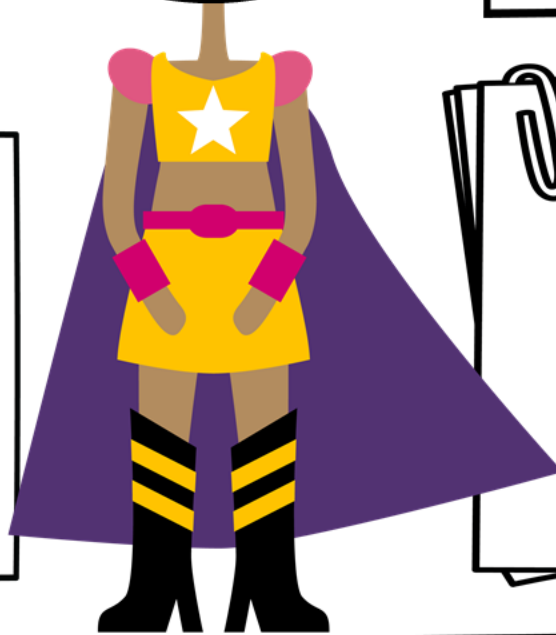
One word to describe me:

Hobbies, sports, or skills that I am good at:

How a loved one would describe me:

I feel my best strength is:  
(and why)

Something I know a lot about:





# SUPER IMPROVEMENTS

I am working on improving or need to work on improving...

## SCHOOL IMPROVEMENTS

ACADEMICS:

BEHAVIOR:

SOCIAL:

## HOME IMPROVEMENTS

HOMEWORK:

CHORES:

SOCIAL:

HOBBIES:

EXTRACURRICULAR  
ACTIVITIES:



# SUPER IMPROVEMENTS

Pick two areas that you need to improve and create a plan to improve them.

An empty rectangular box with a thick black border, designed for writing an improvement plan. A large white arrow with a black outline points from the top left corner of the box towards the center of the page.

A second empty rectangular box with a thick black border, identical to the first one. A large white arrow with a black outline points from the top right corner of the box towards the center of the page.

We all have strengths and weaknesses. Even Superman had a weakness. It was Green kryptonite. It weakens Superman and prevents him from performing at his best. It is important to know what your weaknesses are, and to view them as things you are working on improving or even one day view them as a strength.

For example, one person may view the fact that they are not good at sports as a weakness. However, perhaps not focusing on sports allowed you to focus on being a top spelling bee champ.

Think of one thing you considered a weakness that could actually be considered a strength, or it caused you to be strong in other areas.

A large empty rectangular box with a thick black border, intended for reflection. A large white arrow with a black outline points from the top left corner of the box towards the center of the page.

# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

## Self-Confidence

### Session Objective:

\*Students will identify qualities about themselves that they view in a positive way.

### Materials:

- \*Pencils, scissors, glue/tape.
- \*Handouts

### Guiding Questions:

- \*Why is it important to have self-confidence?
- \*How can we build self-confidence?

### Session Details

\*Say "We are learning about Self-confidence today which is another of Rachel's superpowers. Self-confidence is a feeling of trust in one's abilities, qualities, and judgement. It's about believing in your skills and capabilities. People who have self-confidence are not perfect, they just understand what they are good at and accept what they are not good at. Self-confidence can take time to build. Let's review what self-confidence is/is not (Review the accompanying handout). Now let's create our superhero names, we will do this by identifying our favorite positive characteristic about ourselves. (Complete the "I'm a superhero" pages, there are different gender/physical characteristics to choose from, allow students to choose which one they want to use. Once complete, have them cut out the head and body and glue the head to the neck of the superhero body). We are going to continue to build up our self-confidence by building an actual building up with our positive traits. First let's review ways we can increase our self-confidence (review accompanying handout, then give each student a copy of "building of confidence"). You will see your building has nothing in the windows, look at the colored tiles that have positive traits on them and find the ones that you think you have and cut them out. Glue/tape them onto your window so your whole building is full of self-confidence.

### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed (M 2)
- \*Behavior: Self-management: Demonstrate ability to overcome barriers to learning (B-SMS 6)

### SEL Competencies:

- \*Self-awareness: Self-confidence.

# SELF-CONFIDENCE

A feeling of trust in one's abilities, qualities, and judgment.

Self-Confidence is...



Believing in your skills, knowledge, strengths, and capabilities.



Accepting your strengths and weaknesses.



Admitting mistakes or failures and learning from them.



Self-Confidence is not...



Knowing everything and being perfect.



Arrogance or feeling superior.



Staying in your comfort zone, never taking risks, and fearing failure.

# I'M A SUPERHERO

My favorite characteristic about myself is: (circle one)

- |             |             |                |
|-------------|-------------|----------------|
| Smart       | Brave       | Ethical        |
| Patient     | Friendly    | Confident      |
| Kind        | Social      | Polite         |
| Caring      | Creative    | Respectful     |
| Cooperative | Helping     | Responsible    |
| Forgiving   | Generous    | Giving         |
| Strong      | Assertive   | Fair           |
| Resilient   | Honest      | Problem solver |
| Curious     | Trustworthy | Peaceful       |

I chose this characteristic because:

My Superhero name is:

\_\_\_\_\_ the \_\_\_\_\_  
Your first name      Your characteristic

# I'M A SUPERHERO

My favorite characteristic about myself is:  
(circle one)

Smart

Brave

Ethical

Patient

Friendly

Confident

Kind

Social

Polite

Caring

Creative

Respectful

Cooperative

Helping

Responsible

Forgiving

Generous

Giving

Strong

Assertive

Fair

Resilient

Honest

Problem solver

Curious

Trustworthy

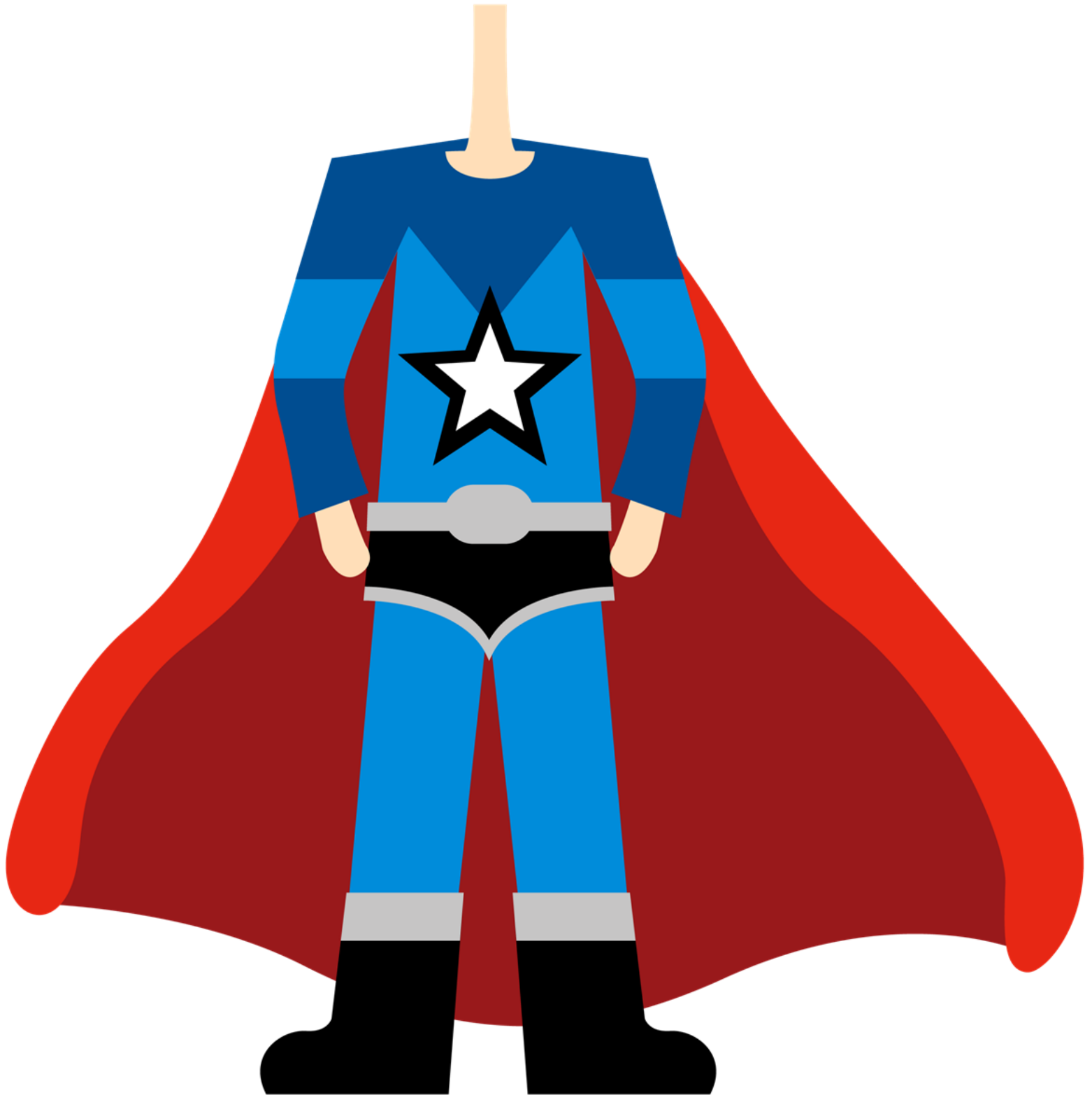
Peaceful

I chose this characteristic because:

My Superhero name is:

\_\_\_\_\_ the \_\_\_\_\_  
Your first name      Your characteristic

# I'M A SUPERHERO



# I'M A SUPERHERO



# I'M A SUPERHERO



# I'M A SUPERHERO





# BUILDING CONFIDENCE

Ways to boost your self-confidence.

**SPEAK KINDLY** to yourself

Question your **INNER CRITIC**

Be around **SUPPORTIVE PEOPLE**

**DON'T COMPARE YOURSELF** to others

**BE YOU**, not someone else

**CELEBRATE** your wins, **ACCEPT** your failures

Take risks and **WORK HARD**

**ADMIT YOUR MISTAKES** and learn from them

# BUILDING CONFIDENCE

Build up how you view yourself.

Gets along  
with  
others

Creative

Has  
Integrity

Good  
sense  
of humor

Social

Resilient

Empath-  
etic

Strong

Problem-  
solver

Helpful

Cooper-  
ative

Leader

Beauti-  
ful

Thought-  
ful

Good  
listener

Stands  
up for  
others

# BUILDING CONFIDENCE

Build up how you view yourself.

Kind

Honest

Respon-  
sible

Funny

Friendly

Hard  
Worker

Smart

Brave

Giving

Fun

Caring

Nice

Good  
Friend

Depend-  
able

Trust-  
worthy

Consid-  
erate

# BUILDING CONFIDENCE

Build up how you view yourself.

Assert-  
ive

Good  
Self-  
control

Loving

Grateful

Optimi-  
stic

Patient

Forgiv-  
ing

Courag-  
eous

Respect-  
ful

Compas-  
sionate

Fair

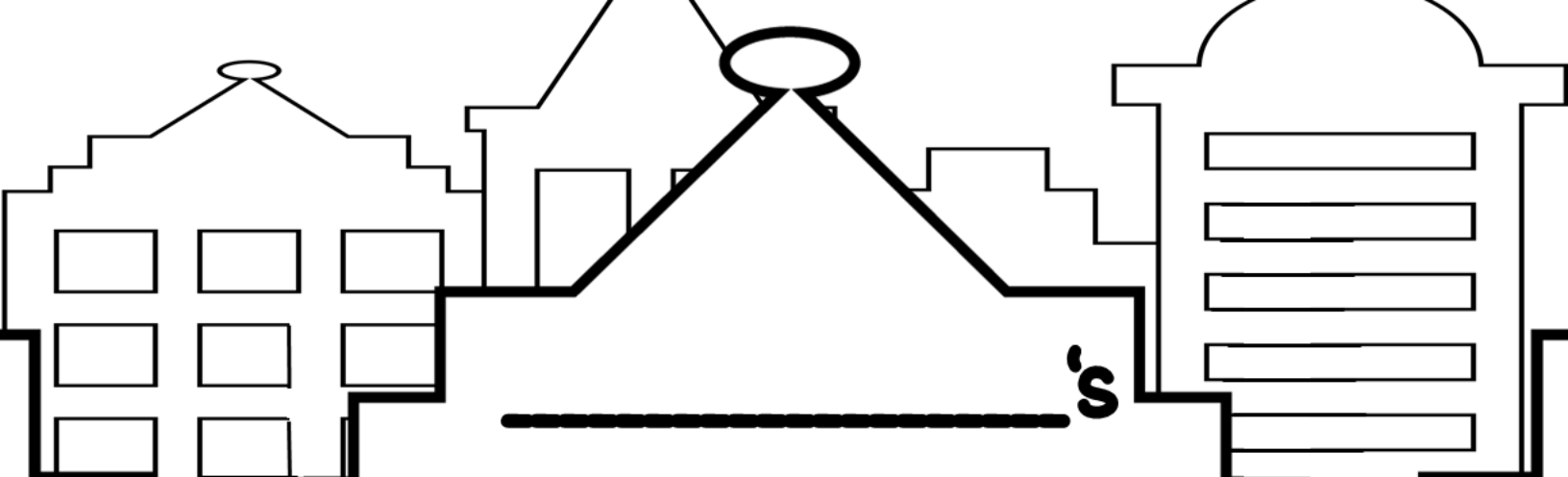
Shows  
initiative

Good  
role  
model

Determ-  
ined

Hopeful

Makes  
good  
choices



's

# BUILDING OF CONFIDENCE




# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Self-Efficacy

#### Session Objective:

- \*Students will identify personal capabilities.
- \*Students will recognize ways to overcome challenges.

#### Materials:

- \*Pencils
- \*Handouts

#### Guiding Questions:

- \*Why is it important to know what we are capable of?
- \*How does learning to overcome adversity help us achieve our goals?

#### Session Details

\*Say "The last aspect of self-awareness is self-efficacy. This means a person believes in his/her ability to succeed in particular situations. Self-efficacy is how we determine what goals we choose to pursue, and how we go about achieving them. It also includes how we reflect on our performance. Let's review what self-efficacy is/is not (Review the accompanying handout). We have talked about our strengths, weaknesses, and having self-confidence in ourselves. Now let's discuss our capabilities. These are things that we are capable of doing. For example, you are capable of improving your math grade, but you have to study hard and believe in yourself to accomplish this. (Complete "cape of capability" handouts). Now that we know what we are capable of, let's talk about what happens when we are capable of doing something but there are obstacles in our way. This is called dealing with adversity, or challenges that try to prevent us from accomplishing something. Learning to overcome adversity makes us stronger and resilient. We all face adversity from time to time, but how we deal with it is what determines if we will be successful or not. Here are some ways to overcome adversity. (Review the "Overcoming adversity" handout). Put those tips to use, go through these handouts and think of how you will overcome adversity that might try to get in your way. (Complete adversity handouts).

#### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed (M 2)
- \*Behavior: Self-management: Demonstrate ability to overcome barriers to learning (B-SMS 6)

#### SEL Competencies:

- \*Self-awareness: Self-efficacy.

# SELF-EFFICACY

A person's belief in his or her ability to succeed in a particular situation.

Self-efficacy is...



How we determine what goals we choose to pursue, how we go about achieving them, and how we reflect on our own performance.



Forming a stronger interest and sense of commitment to interests and activities.



Viewing challenging tasks as opportunities.  
Recovering quickly from setbacks and failures.



Self-efficacy is not...



Believing that difficult tasks are beyond your capabilities.

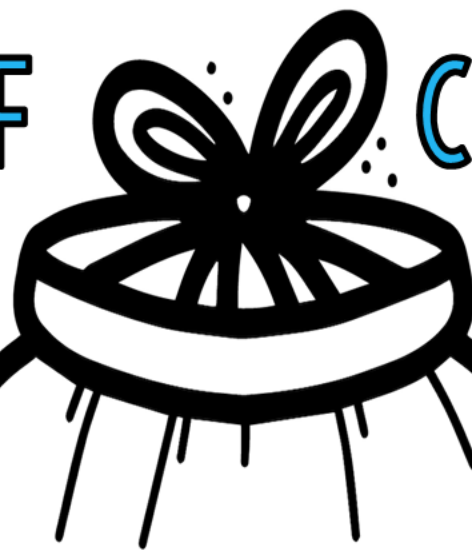


Focusing on personal failures and negative outcomes.



Avoiding challenging tasks.

# CAPE OF CAPABILITY



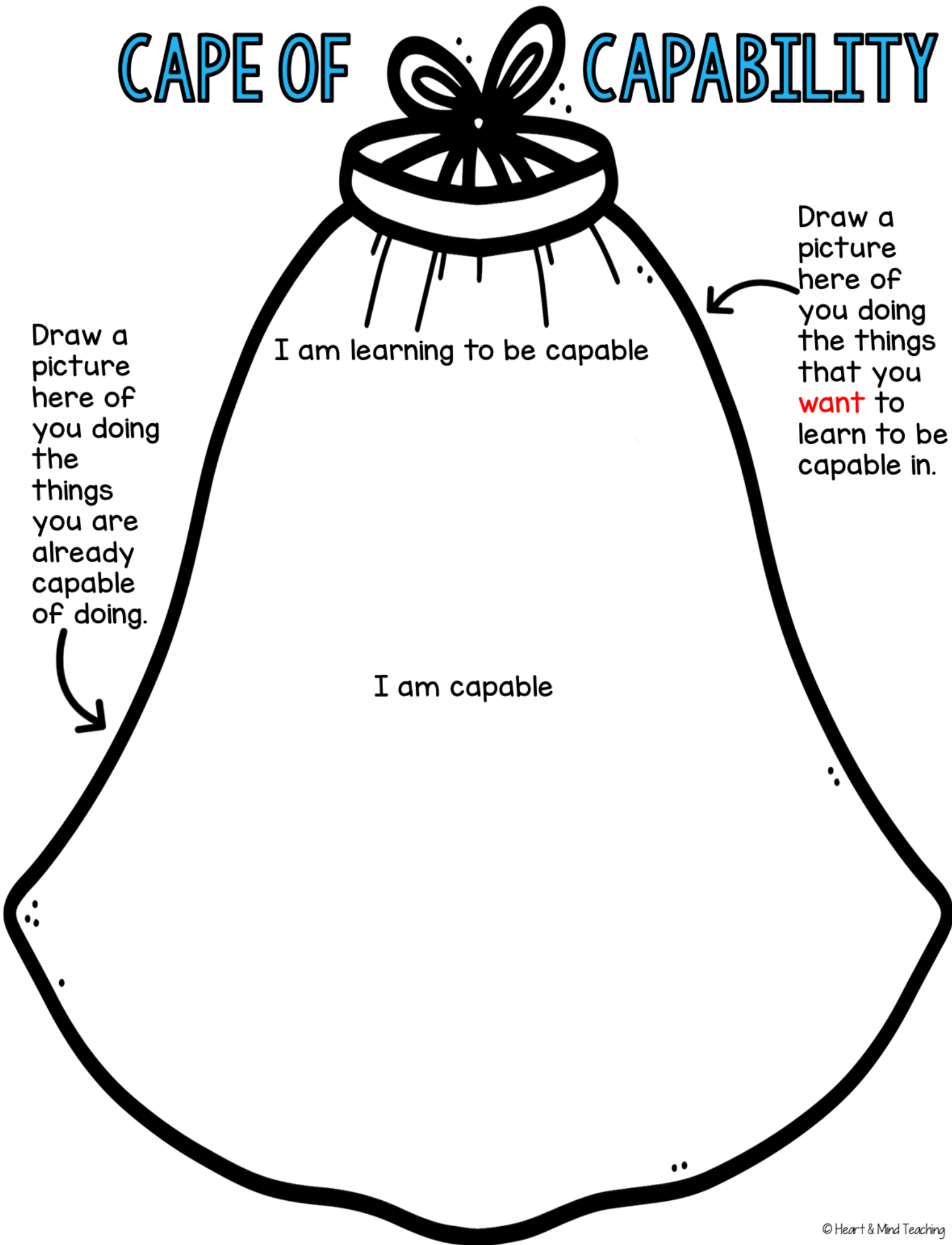
I am capable of teaching others this:

I am capable in this area at home:

I am capable in this area at school:

I am capable of improving this about myself:

# CAPE OF CAPABILITY



Draw a picture here of you doing the things you are already capable of doing.

I am learning to be capable

I am capable

Draw a picture here of you doing the things that you **want** to learn to be capable in.

# OVERCOMING ADVERSITY

Adversity is roadblocks or challenges that get in our way of achieving something. Learning to overcome adversity makes us stronger and resilient. We all face adversity from time to time, but how we deal with it is what determines if we will be successful or not.

Here are some tips on how to overcome adversity:



**KEEP A POSITIVE MINDSET**



**BELIEVE IN YOUR CAPABILITIES**



**REFUSE TO GIVE UP**



**REMEMBER YOUR PURPOSE**



**ACCEPT IT, AND MOVE ON**



**FIND HUMOR IN THE SITUATION**



**VIEW IT AS A LESSON LEARNED**



**PREPARE YOUR MIND FOR**

**POSSIBLE SETBACKS**

# OVERCOMING ADVERSITY

Think of one thing that was very difficult for you to go through

How did you overcome it?



The more you overcome, the stronger you are! Next time you come across a challenge, think back to this time that you persevered. Remember that you are capable of overcoming difficulties.



# OVERCOMING ADVERSITY

One challenge I have to overcome at school:

How I can overcome it

One challenge I have to overcome at home:

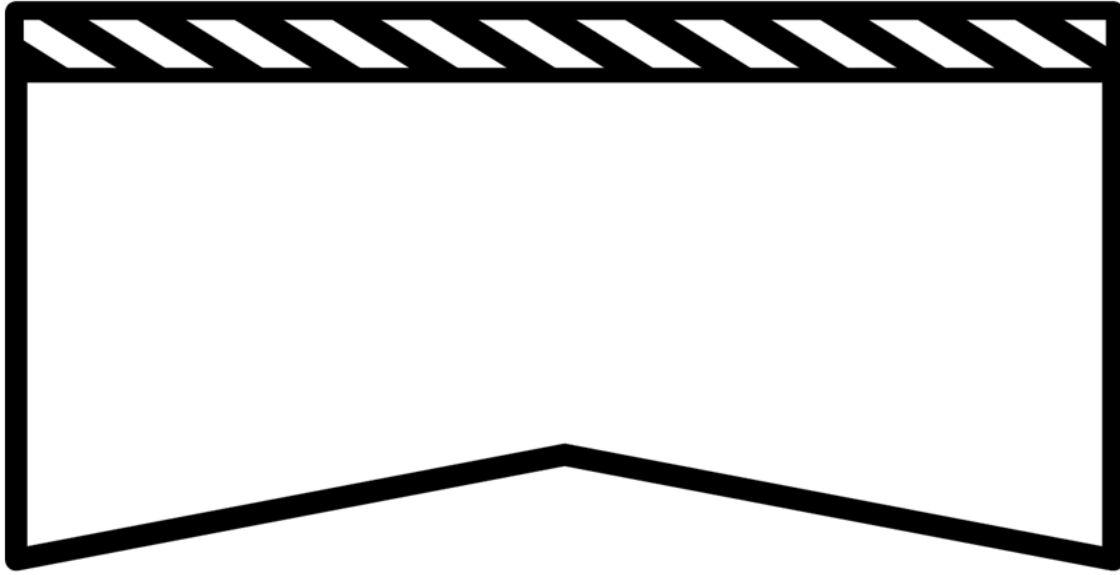
How I can overcome it

One challenge I have to overcome in my social life:

How I can overcome it

# OVERCOMING ADVERSITY

The main challenge that I need to overcome is:



These are specific ways I am going to overcome it:



# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Table of Contents

Meet Superhero Rachel.....4

Identifying Emotions.....5-25

Lesson Plan .....5

Identifying Emotions is/is not .....6

Super Emotions.....7-18

Control your emotions.....19-25

Accurate Self-perception...26-32

Lesson Plan .....26

Accurate self-perception is/is not .....27

Who I am behind the mask.....28-30

Hidden Superpowers.....31-32

Recognizing Strengths...33-44

Lesson Plan .....33

Recognizing strengths is/is not .....34

Superpower strength.....35-42

Super improvements.....43-44

Self-confidence.....45-57

Lesson Plan .....45

Self-confidence is/is not .....46

I'm a Superhero.....47-52

Building Confidence.....53-57

# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Table of Contents

Self-efficacy.....58-65

Lesson Plan .....58

Self-efficacy is/is not .....59

Cape of Capability.....60-61

Overcoming Adversity.....62-65

Google Classroom Link.....66



Hi, I'm Rachel.  
My superpower is  
Self-Awareness.

That means I have the ability to correctly recognize my own emotions, thoughts, and values. I know my strengths and weaknesses and I believe in myself.

Self-  
awareness  
includes:

- ☆ Identifying Emotions
- ☆ Accurate Self-perception
- ☆ Recognizing Strengths
- ☆ Self-confidence
- ☆ Self-efficacy

# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Identifying Emotions

#### Session Objective:

- \*Students will identify emotions and what causes them.
- \*Students will recognize coping skills.

#### Materials:

- \*Pencils
- \*Handouts

#### Guiding Questions:

- \*How does understanding our emotions help us have more self-control?
- \*Why is it important to learn calming strategies?

#### Session Details

\*Say "I would like to introduce you to Rachel, she is a social-emotional learning superhero. Her superpower is self-awareness. That means she can correctly recognize her own emotions, thoughts, and values. She also understands her strengths/weaknesses and believes in herself. We are going to explore with Rachel the five parts of self-awareness which are identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy.

\*Say "We are going to be talking about one of Rachel's superpowers today, her ability to identify emotions. Identifying emotions means determining what you or someone else is feeling by looking for clues in behavior. It is important to properly identify emotions to make sure we use appropriate responses and to better understand how we are feeling. Once we understand how we are feeling, we can learn to control our emotional responses and even change how we feel. We will start by discussing what identifying emotions is and is not. (Review the accompanying handout). Now let's learn about our different emotions and how we express them. (Review super emotions handouts). There are some common expressions of emotions, like when people are sad, they may cry, but that does not mean everyone expresses sadness by crying. We all have different ways we show our emotions. Let's complete the super emotions handout to identify how we express each emotion, then we will go through a couple of scenarios to see which situation would cause certain emotions. You will notice our responses will vary in this as well. Now that we can identify emotions and what causes emotions, let's learn how to control them. (Review control your emotions handouts). Out of the different ways to control emotions we just discussed, think of some that you would use to control and cope with certain emotions. (Give students the when I am feeling/I can do this page).

#### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-management: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

#### SEL Competencies:

- \*Self-awareness: Identifying emotions.

# IDENTIFYING EMOTIONS

Determining what you or someone else is feeling by looking for clues in behavior.

Identifying emotions is...



Learning how we express different emotions, both verbally and non-verbally.



Understanding what causes us to feel those emotions.



Learning to control our expression of those emotions.



Identifying emotions is not...



Ignoring non-verbal clues like facial expressions and body posture.



Assuming we all express emotions in the same way.



Assuming we all have the same emotional reactions to different situations.

# **SUPER** **EMOTIONS**

**HAPPINESS**

**SADNESS**

**ANGER**

**FEAR**

**WORRY**

# **SUPER** **EMOTIONS**

**HAPPINESS**

**SADNESS**

**ANGER**

**FEAR**

**WORRY**

**SURPRISE**

**DISGUST**

**FRUSTRATION**

**EMBARRASSED**

**EXCITED**

# SUPER EMOTIONS

## HAPPINESS

Looks like: Smiling, open arms, relaxed stance.

Sounds like: laughing, calm or cheerful tones, clapping.

Feels like: Relaxed, comfortable, calm

## SADNESS

Looks like: Frowning, looking down, slumped over, trembling lip.

Sounds like: crying, sighing, whining, whimpering.

Feels like: tired, weak, weepy, down.

## ANGER

Looks like: red face, clenched fists, eyes bulging, crossed arms.

Sounds like: stomping feet, loud voice, yelling.

Feels like: stiff rigid body, hot or boiling, pounding heart.

## FEAR

Looks like: trembling, wide eyes, sweating, open mouth.

Sounds like: shaky voice, whimpering, fast speech or unable to speak.

Feels like: tight chest, jumpy, skin crawling, heart pounding,

## WORRY

Looks like: Tense body, fidgeting, tapping hands/feet, shifty eyes.

Sounds like: breathing fast, wobbly voice, stuttering speech.

Feels like: tense, nervous, mind racing, uneasy.

# SUPER EMOTIONS

## **SURPRISE**

Looks like: wide eyes, jaw dropped, palms up, arched eyebrows.

Sounds like: scream, quick intake of breath (gasp)

Feels like: heart pounding, jumpy, alert

## **DISGUST**

Looks like: wrinkled mouth, crinkled nose, furrowed brow, squinting.

Sounds like: gagging, choking, saying “ew” or “yuck”

Feels like: sick, shaky, shocked, revolted, wanting to turn away.

## **FRUSTRATION**

Looks like: stiff body, tight lips and eyes, furrowed eyebrow.

Sounds like: stomping feet, grunting, yelling, growling.

Feels like: tight/tense, stuck, anger.

## **EMBARRASSED**

Looks like: looking downward, blushing, hands covering face, shaking.

Sounds like: silence/unable to talk, shaking quivering voice.

Feels like: hot all over, heart pounding, mind racing.

## **EXCITED**

Looks like: Jumping, big smile, crinkled eyes, arms up, sweaty palms.

Sounds like: clapping, high pitched squeal, shouting with joy

Feels like: heart racing, cannot sit still, butterflies in the stomach.

# SUPER EMOTIONS

This is how I express my emotions.

## HAPPINESS

Looks like:

Sounds like:

Feels like:

## SADNESS

Looks like:

Sounds like:

Feels like:

## ANGER

Looks like:

Sounds like:

Feels like:

## FEAR

Looks like:

Sounds like:

Feels like:

## WORRY

Looks like:

Sounds like:

Feels like:

# SUPER EMOTIONS

This is how I express my emotions.

## SURPRISE

Looks like:

Sounds like:

Feels like:

## DISGUST

Looks like:

Sounds like:

Feels like:

## FRUSTRATION

Looks like:

Sounds like:

Feels like:

## EMBARRASSED

Looks like:

Sounds like:

Feels like:

## EXCITED

Looks like:

Sounds like:

Feels like:

# SUPER EMOTIONS

Someone said something mean to you.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

Someone asked you to play.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

Someone gave you a compliment.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

Someone pushes you in the hallway.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

Your friend breaks a promise to you.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

# SUPER EMOTIONS

You accidentally knock down someone's castle of blocks.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

You smell something really stinky in the trash can.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

Your birthday party is this weekend.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

Someone jumps out from behind the tree.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

You can't seem to remember your spelling words and you have been studying all night.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

# SUPER EMOTIONS

You hear a noise in the dark and you don't know what it is.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

You can't go to the park today and you really want to go.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

You have a big test coming up.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

You get a bad grade on your report card.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

Your mom is upset because you did not clean your room.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

# SUPER EMOTIONS

You spill your lunch all over your shirt.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

You are trying to zip up your supply bag and you can't do it.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

Your classmate has been using the table scissors for a long time and you need to use them.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

You forget your speech and are standing up in front of the class.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

Tomorrow you leave for a family vacation.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

# SUPER EMOTIONS

You hear someone say something mean to a friend.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

Your friend borrows your book and then loses it.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

Someone tells you they overheard a rumor about you.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

You don't understand the directions for the class project.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

Tomorrow you have to get on an airplane, and you have never flown before.

Put a checkmark on the emotion this would this make you feel.

**HAPPINESS SADNESS ANGER FEAR WORRY**

# SUPER EMOTIONS

You are explaining something to a group, and no one is listening.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

You burp and your classmates hear you.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

Your dad shows up to school to have lunch with you.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

Your mom packed your favorite meal for lunch today.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**

You see a slimy creepy critter crawl out from under your desk.

Put a checkmark on the emotion this would this make you feel.

**SURPRISE DISGUST EXCITED FRUSTRATED EMBARRASSED**



# CONTROL YOUR EMOTIONS

## INCREASES EMOTIONAL CONTROL

- Squeeze a stress ball.
- Listen to music.
- Talk to someone you trust.
- Breathe in and out slowly.
- Count to ten.
- Visualize something calming.
- Write in a journal.
- Draw a picture.
- Say a positive affirmation.
- Focus on your senses.
- Hug a stuffed animal.
- Go for a walk.
- Exercise.
- Do Yoga or meditate.
- Identify what your feeling.
- Watch a funny video.
- Make time to do things that you enjoy.

## DECREASES EMOTIONAL CONTROL

- Not getting enough sleep.
- Not making healthy choices for your body (food and exercise).
- Not making time for your hobbies or relaxation.
- Not talking to friends, family, or a trusted person about your feelings.
- Keeping your emotions bottled up inside of you.

## BREATHING TECHNIQUE



# LIGHTNING BREATHING

- ⚡ While standing or sitting, draw your elbows back slightly to allow your chest to expand.
- ⚡ Hold your hands in front of you and imagine you are holding lightning between them. (See the picture above, Darren is imagining he has lightning powers between his hands).
- ⚡ Take a deep breath in through your nose and expand your hands outward, stretching that lightning.
- ⚡ Hold your breath and hands for a count of 5.
- ⚡ Slowly release your breath by exhaling through your nose, bringing your hands back inward and shrinking the lightning back down.

# YOGA POSE



# SUPERMAN POSE

- ★★ Lay face down, flat on your belly with your toes flat on the floor.
- ★★ Reach your arms out to the sides, with your palms flat on the floor facing down.
- ★★ Scoop your tailbone under slightly and bring your legs together.
- ★★ Inhale, and lift as much of your body off of the floor as you can.



- ★★ Hold for 5 breaths, then exhale and lower your body down.

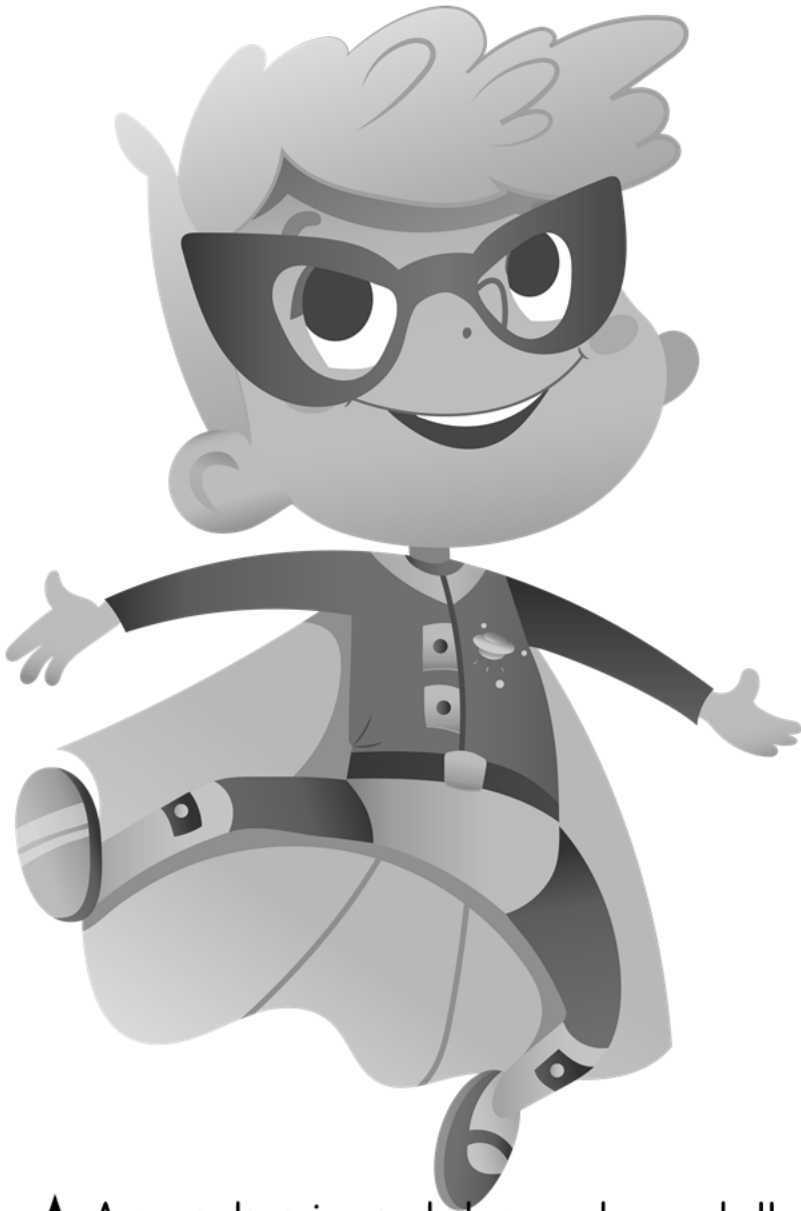
# VISUALIZATION MEDITATION



## STAR LOVE VISUAL IMAGERY

- ★ Get in a comfortable position and close your eyes.
- ★ Think of someone you love.
- ★ Imagine them sending love your way and take a moment to enjoy it. You can picture the love as a bright glowing star on your heart.
- ★ Now, imagine yourself sending love to that person. You can visualize this as the star shooting from your body and into the other person's heart.
- ★ Visualize the love reaching this person and their smiling face and relaxed posture.

## POSITIVE AFFIRMATIONS



# PERSONAL MANTRA

★ A mantra is a statement you tell yourself that motivates and inspires you to be your best self.

★ Examples:

Inhale the future, exhale the past.

Every day in every way, I am getting stronger.

Everything I need is within me.

I am a work in progress.

It is okay to make mistakes.

I am beautiful inside and out.

I accept myself as I am.

I am not perfect and that is okay.

I am not perfect, but I am still awesome.

## GROUNDING TECHNIQUE



# FIVE SENSES

- 5** Find FIVE things you see around you.
- 4** Find FOUR things you can touch around you.
- 3** Find THREE things you hear.
- 2** Find TWO things you can smell.
- 1** Find ONE thing you can taste.



# CONTROL YOUR EMOTIONS

WHEN I AM FEELING:

I CAN DO THIS:

SADNESS



ANGER



WORRY



FEAR



FRUSTRATED



EMBARRASSED



# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Accurate Self-Perception

#### Session Objective:

\*Students will recognize ways to adjust how they view their own skills.

#### Materials:

- \*Pencils.
- \*Handouts.

#### Guiding Questions:

- \*Why is it important to know your likes, dislikes, and skills?
- \*How can weaknesses become strengths?

#### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed (M 2)
- \*Behavior: Social Skills: Demonstrate social maturity and behavior appropriate to the situation and environment (B-SS 9)

#### SEL Competencies:

- \*Self-awareness-Accurate self-perception.

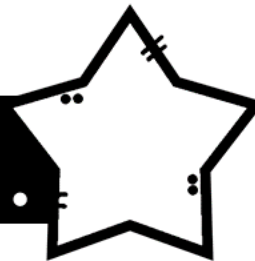
#### Session Details

\*Say "We are going to be talking about another one of Rachel's superpowers today, her accurate self-perception. This means she is aware of who she is, what she likes/does not like, and what she is capable of. This is a very helpful skill because knowing yourself better can help you make better choices. Let's start by discussing what self-perception is and is not. (Review the accompanying handout). Now that we know what self-perception is, let's find out more about ourselves and grow our self-perception. (Have student's complete the "Who I am behind the mask" handouts). Now we are going to list our top ten strengths that we think are the most important and our top ten struggles that we want to improve. This list is a great reminder of the positive qualities and skills we have, and also a reminder of what our goals should be focused on. (Complete the "top ten" handout). We have identified our strengths and areas that need improvement. Let's see if there are some things that we view as struggles that are actually a strength., these are our hidden superpowers. For example, maybe you need to work on talking too much during class lessons, once you learn appropriate times to talk, that is now a strength because being social is a good thing. (Complete the "hidden superpowers" handouts).

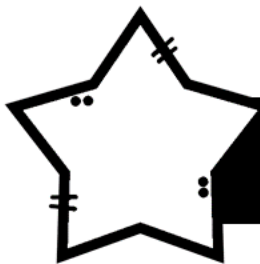
# ACCURATE SELF-PERCEPTION

Being aware of who you are,  
what you're like, and what  
you're capable of.

Self-Perception is...



- ✓ Being honest with yourself on your strengths and weaknesses.
- ✓ Adjusting how you see your skills.
- ✓ Recognizing the areas that you need to improve.



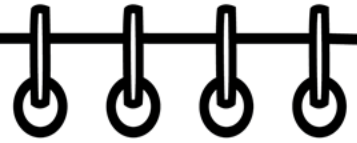
Self-Perception is not...

- ✗ How others see you.
- ✗ Only about positive self-esteem.
- ✗ Seeing only our weaknesses and not recognizing or downplaying our strengths.

# WHO I AM BEHIND THE MASK



Things I like to do:



Things I do NOT like to do:



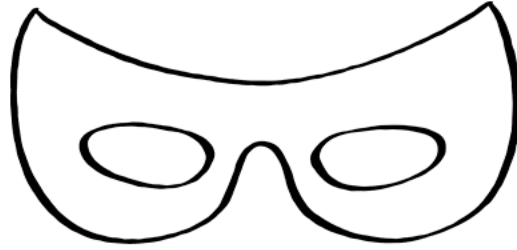
How I would describe myself:



One thing I am good at:

One thing I am working on improving:

# WHO I AM BEHIND THE MASK



Things I do well:

Things I need to work on:

School Academics		
School Behavior		
Home		
Community		
Extracurricular activity, sport, or hobby		
Online		

# MY TOP TEN



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# HIDDEN SUPERPOWERS

Change your struggles to strengths.

Known Struggle

How to change it

Strength found

I talk too much during class.

I can learn appropriate times to be social and times to be quiet.

I am very social.

Known Struggle

How to change it

Strength found

Known Struggle

How to change it

Strength found



# HIDDEN SUPERPOWERS

Change your struggles to strengths.

Known Struggle

How to change it

Strength found

.....

.....

.....

Known Struggle

How to change it

Strength found

.....

.....

.....

Known Struggle

How to change it

Strength found

.....

.....

.....

# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Recognizing Strengths

#### Session Objective:

- \*Students will identify personal strengths and weaknesses.
- \*Students will recognize how to overcome weaknesses.

#### Materials:

- \*Pencils.
- \*Handouts.

#### Guiding Questions:

Why is it important to know your strengths and weaknesses?

#### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed (M 2)
- \*Behavior: Self-management: Demonstrate ability to overcome barriers to learning (B-SMS 6)

#### SEL Competencies:

- \*Self-awareness: Recognizing strengths.

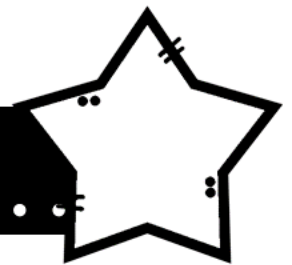
#### Session Details

\*Say "Let's continue to discover more about Rachel's superpowers, today we will learn about her ability to recognize her strengths. This involves recognizing positive personal characteristics we have and the skills that we excel at. Knowing our strengths, helps us to utilize them better to our advantage. Let's start by discussing what recognizing strengths is and is not. (Review the accompanying handout). Now let's discover what our strengths are and how they help us and help others, which is what being a superhero is all about. (Complete the superpower strengths handouts, there are different gender and physical feature options provided, let the students pick the superhero they like best). We have learned to recognize our strengths, but even superheroes have weaknesses or areas they need to improve. Even superman has a weakness, it's green kryptonite. It weakens Superman and prevents him from performing at his best. It is important to know what your weaknesses are, and to view them as things you are working on improving or even one day view them as a strength. For example, one person may view the fact that they are not good at sports as a weakness. However, perhaps not focusing on sports allowed you to focus on being a top spelling bee champ. Let's think of things we want to improve in different areas of our life so that we can continue to grow stronger. (Complete "Super improvements" pages).

# RECOGNIZING STRENGTHS

Recognizing positive personal characteristics we have and the skills that we do excel at.

Recognizing Strengths is...



Understanding the knowledge, proficiencies, skills, and talents you have.

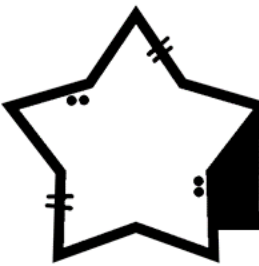


Utilizing our strengths to our advantage.



Knowing the areas that we need to improve.

Recognizing Strengths is not...



Being overly arrogant.



Ignoring our weaknesses and areas for improvement.



Thinking you are better than anyone else.

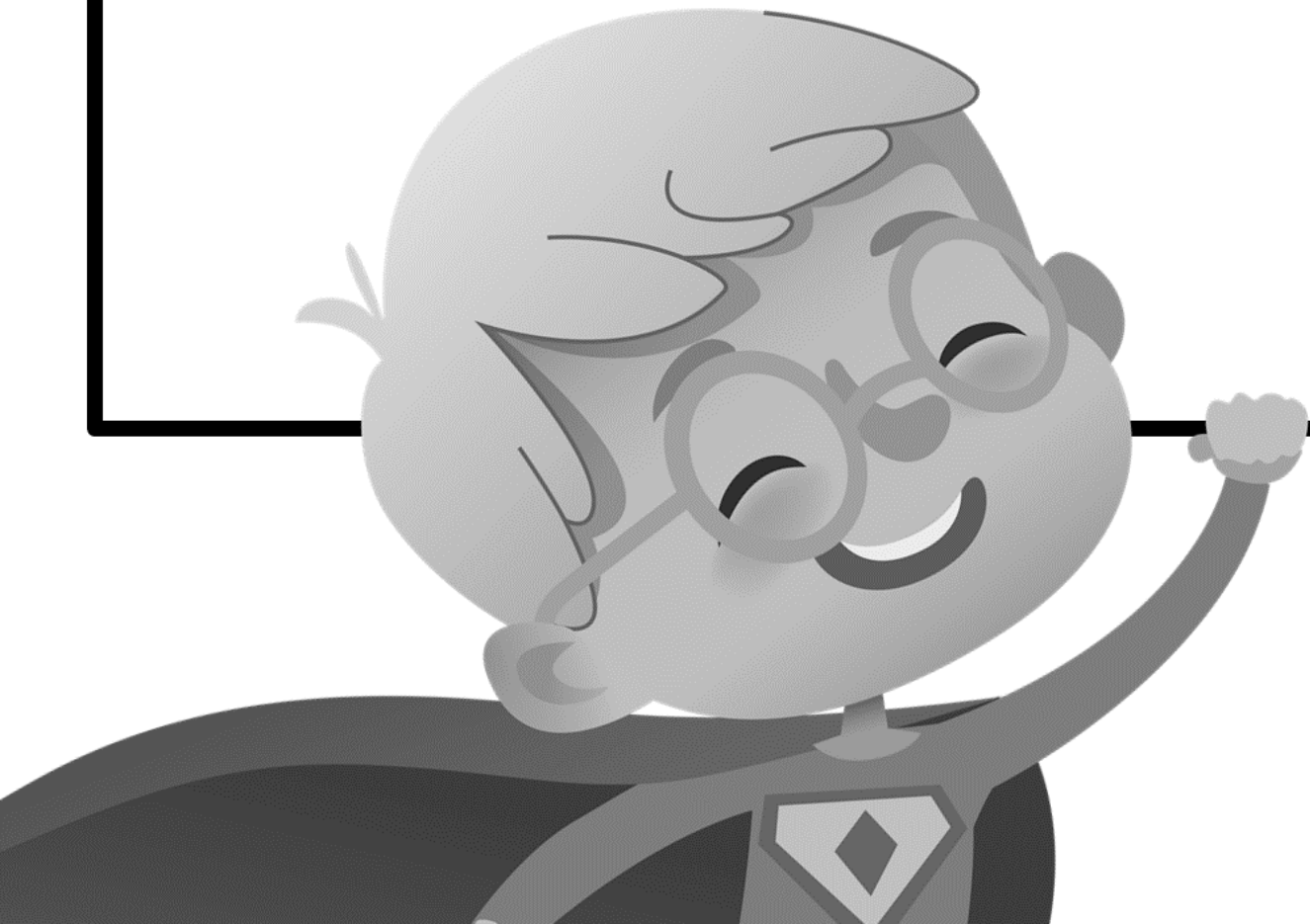
# SUPERPOWER STRENGTHS

My Superpower strength is:

This strength helps me by:

This strength helps others by:

I chose this strength because:



# SUPERPOWER STRENGTHS

My Superpower strength is:

This strength helps me by:

This strength helps others by:

I chose this strength because:



# SUPERPOWER STRENGTHS

My Superpower strength is:

This strength helps me by:

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# SUPERPOWER STRENGTHS

My Superpower strength is:

This strength helps me by:

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I chose this strength because:



# MY SUPERPOWER STRENGTHS

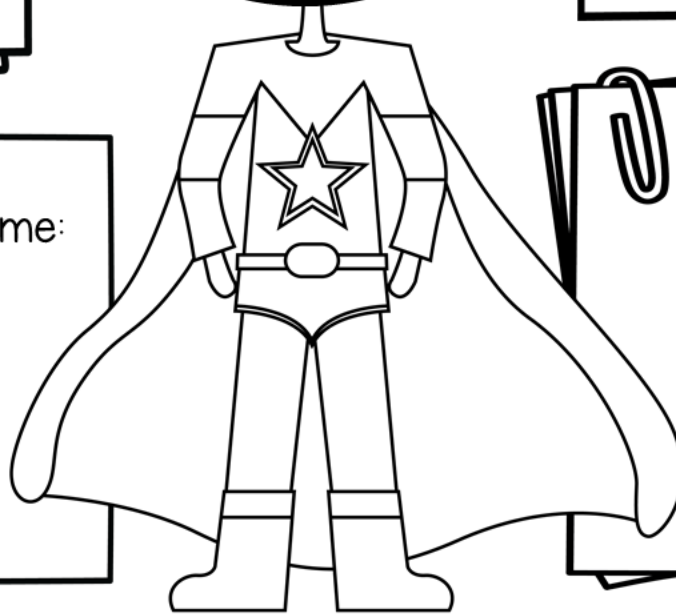
Things I can do well at  
school:

Draw your face

Things I can do well at  
home:

One word to describe me:

Hobbies, sports, or  
skills that I am  
good at:



How a loved  
one would  
describe me:

I feel my best strength is:  
(and why)

Something I  
know a lot  
about:

# MY SUPERPOWER STRENGTHS

Things I can do well at  
school:

Draw your face

Things I can do well at  
home:

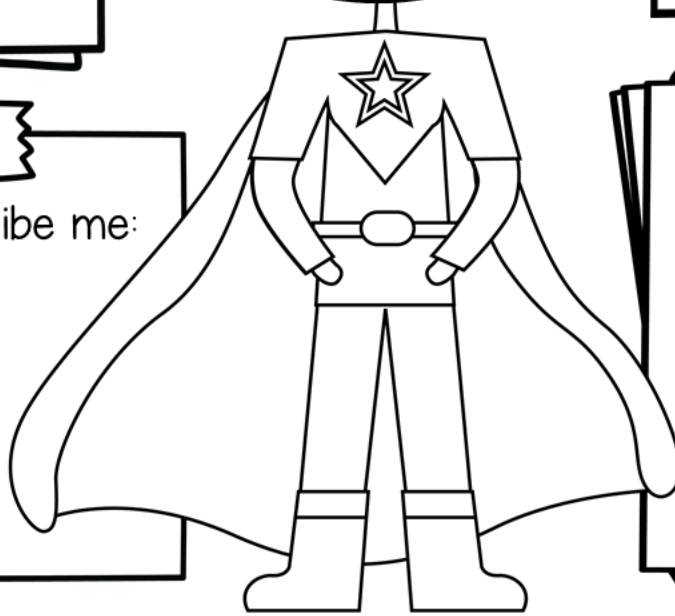
One word to describe me:

Hobbies, sports, or  
skills that I am  
good at:

How a loved  
one would  
describe me:

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(and why)

Something I  
know a lot  
about:



# MY SUPERPOWER STRENGTHS

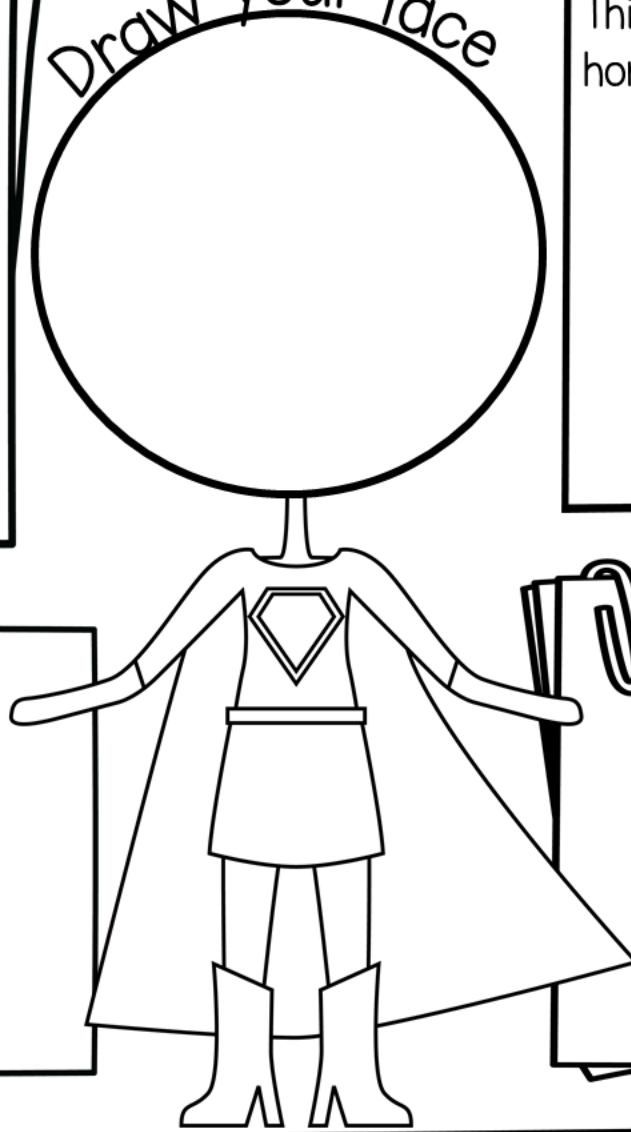
Things I can do well at school:

Draw your face

Things I can do well at home:

One word to describe me:

Hobbies, sports, or skills that I am good at:



How a loved one would describe me:

I feel my best strength is:  
(and why)

Something I know a lot about:

# MY SUPERPOWER STRENGTHS

Things I can do well at school:

Draw your face

Things I can do well at home:

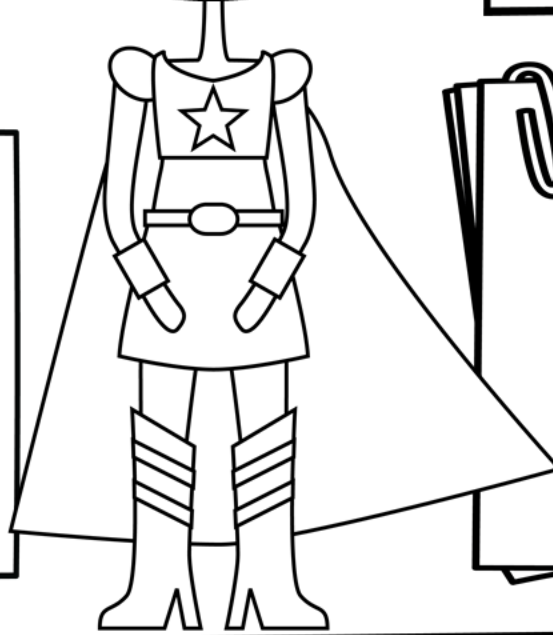
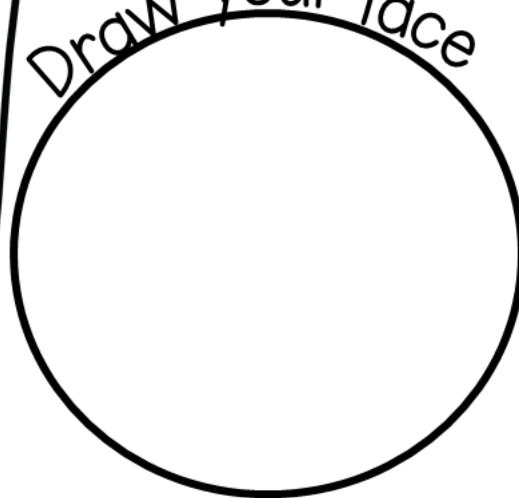
One word to describe me:

Hobbies, sports, or skills that I am good at:

How a loved one would describe me:

I feel my best strength is:  
(and why)

Something I know a lot about:





# SUPER IMPROVEMENTS

I am working on improving or need to work on improving...

## SCHOOL IMPROVEMENTS

ACADEMICS:

BEHAVIOR:

SOCIAL:

## HOME IMPROVEMENTS

HOMEWORK:

CHORES:

SOCIAL:

HOBBIES:

EXTRACURRICULAR  
ACTIVITIES:



# SUPER IMPROVEMENTS

Pick two areas that you need to improve and create a plan to improve them.

An empty rectangular box with a thick black border, intended for writing an improvement plan. A large, stylized arrow points from the top left corner into the box.

An empty rectangular box with a thick black border, intended for writing an improvement plan. A large, stylized arrow points from the top right corner into the box.

We all have strengths and weaknesses. Even Superman had a weakness. It was Green kryptonite. It weakens Superman and prevents him from performing at his best. It is important to know what your weaknesses are, and to view them as things you are working on improving or even one day view them as a strength.

For example, one person may view the fact that they are not good at sports as a weakness. However, perhaps not focusing on sports allowed you to focus on being a top spelling bee champ.

Think of one thing you considered a weakness that could actually be considered a strength, or it caused you to be strong in other areas.

A large empty rectangular box with a thick black border, intended for reflection. A large, stylized arrow points from the top left corner into the box.

# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

## Self-Confidence

### Session Objective:

\*Students will identify qualities about themselves that they view in a positive way.

### Materials:

- \*Pencils, scissors, glue/tape.
- \*Handouts

### Guiding Questions:

- \*Why is it important to have self-confidence?
- \*How can we build self-confidence?

### Session Details

\*Say "We are learning about Self-confidence today which is another of Rachel's superpowers. Self-confidence is a feeling of trust in one's abilities, qualities, and judgement. It's about believing in your skills and capabilities. People who have self-confidence are not perfect, they just understand what they are good at and accept what they are not good at. Self-confidence can take time to build. Let's review what self-confidence is/is not (Review the accompanying handout). Now let's create our superhero names, we will do this by identifying our favorite positive characteristic about ourselves. (Complete the "I'm a superhero" pages, there are different gender/physical characteristics to choose from, allow students to choose which one they want to use. Once complete, have them cut out the head and body and glue the head to the neck of the superhero body). We are going to continue to build up our self-confidence by building an actual building up with our positive traits. First let's review ways we can increase our self-confidence (review accompanying handout, then give each student a copy of "building of confidence"). You will see your building has nothing in the windows, look at the colored tiles that have positive traits on them and find the ones that you think you have and cut them out. Glue/tape them onto your window so your whole building is full of self-confidence.

### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed (M 2)
- \*Behavior: Self-management: Demonstrate ability to overcome barriers to learning (B-SMS 6)

### SEL Competencies:

- \*Self-awareness: Self-confidence.

# SELF- CONFIDENCE

A feeling of trust in one's abilities, qualities, and judgment.

Self-Confidence is...



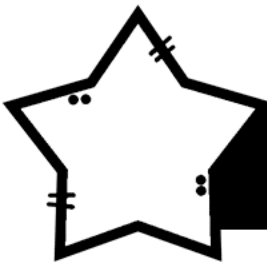
Believing in your skills, knowledge, strengths, and capabilities.



Accepting your strengths and weaknesses.



Admitting mistakes or failures and learning from them.



Self-Confidence is not...



Knowing everything and being perfect.



Arrogance or feeling superior.



Staying in your comfort zone, never taking risks, and fearing failure.

# I'M A SUPERHERO

My favorite characteristic about myself is: (circle one)

- |             |             |                |
|-------------|-------------|----------------|
| Smart       | Brave       | Ethical        |
| Patient     | Friendly    | Confident      |
| Kind        | Social      | Polite         |
| Caring      | Creative    | Respectful     |
| Cooperative | Helping     | Responsible    |
| Forgiving   | Generous    | Giving         |
| Strong      | Assertive   | Fair           |
| Resilient   | Honest      | Problem solver |
| Curious     | Trustworthy | Peaceful       |

I chose this characteristic because:

My Superhero name is:

\_\_\_\_\_ the \_\_\_\_\_  
Your first name      Your characteristic

# I'M A SUPERHERO

My favorite characteristic about myself is:  
(circle one)

Smart

Brave

Ethical

Patient

Friendly

Confident

Kind

Social

Polite

Caring

Creative

Respectful

Cooperative

Helping

Responsible

Forgiving

Generous

Giving

Strong

Assertive

Fair

Resilient

Honest

Problem solver

Curious

Trustworthy

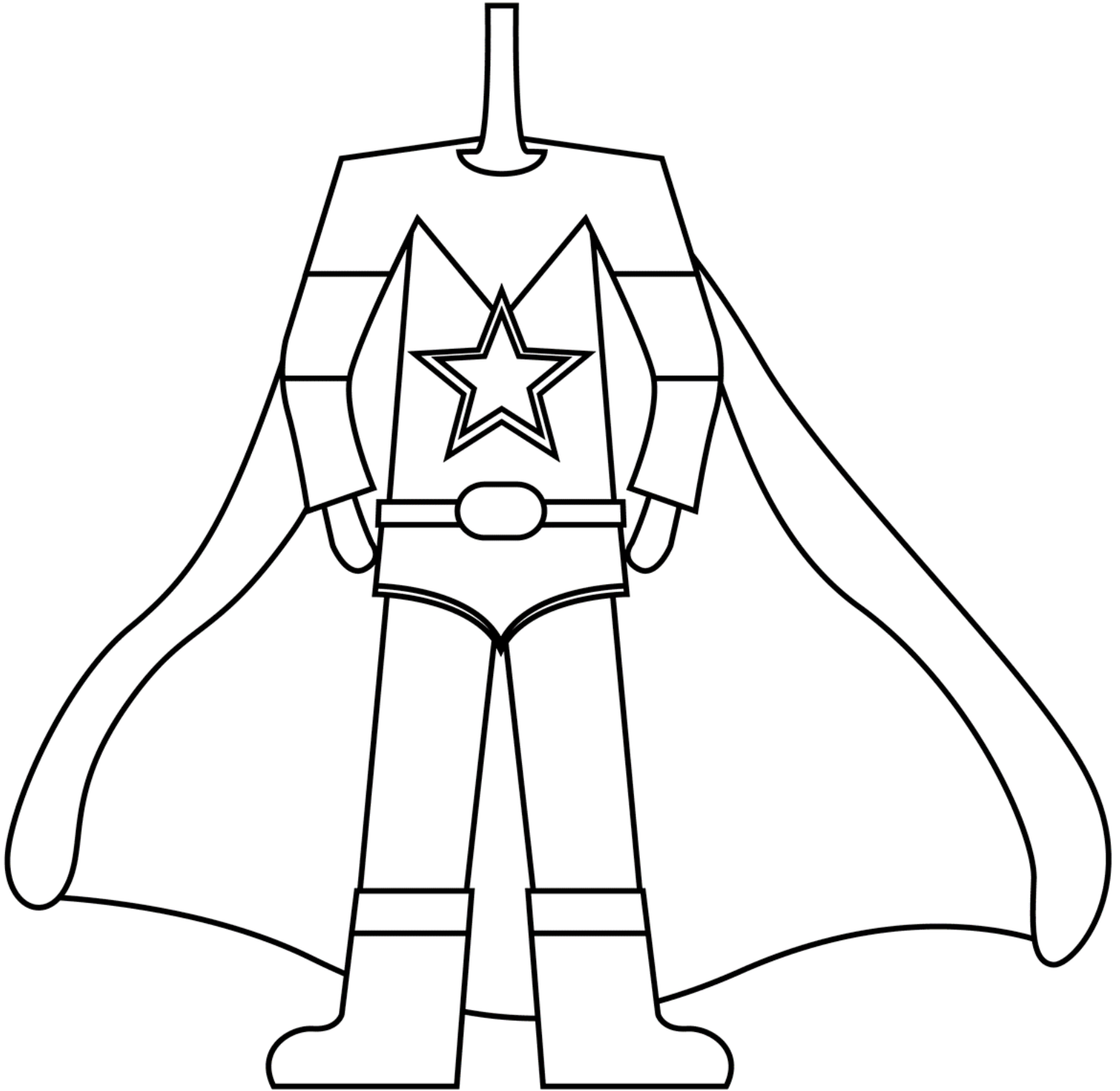
Peaceful

I chose this characteristic because:

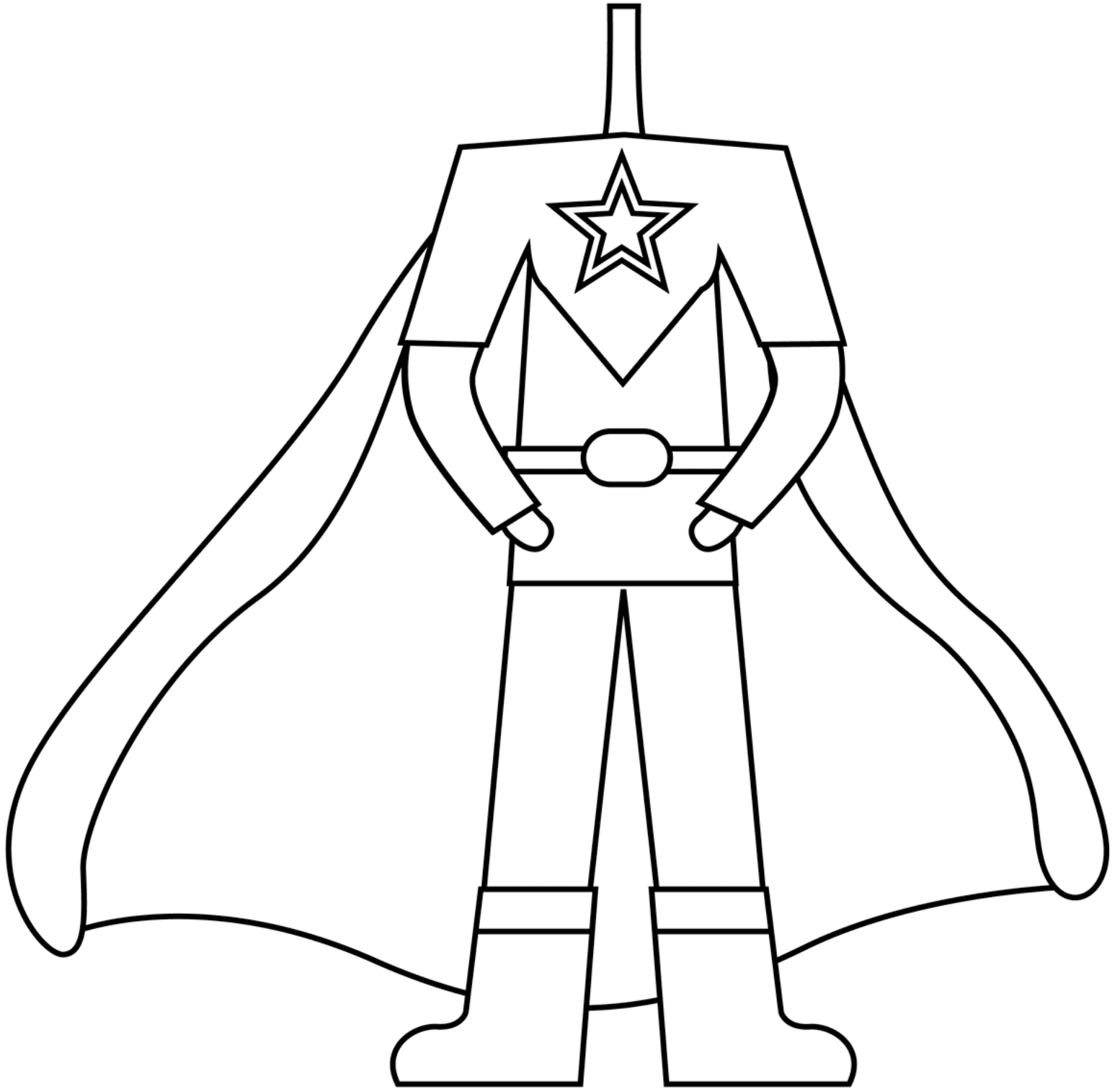
My Superhero name is:

\_\_\_\_\_ the \_\_\_\_\_  
Your first name                  Your characteristic

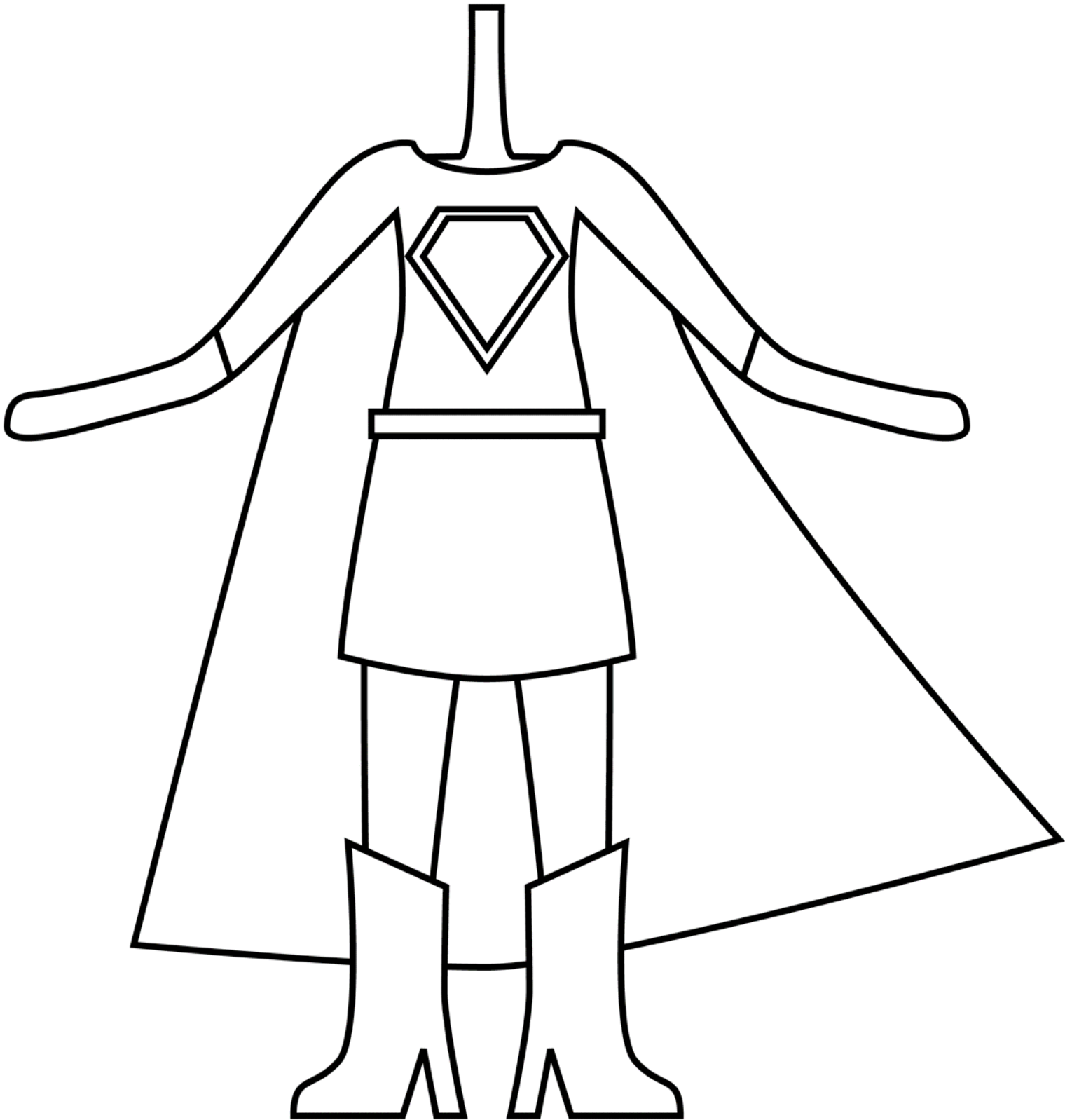
# I'M A SUPERHERO



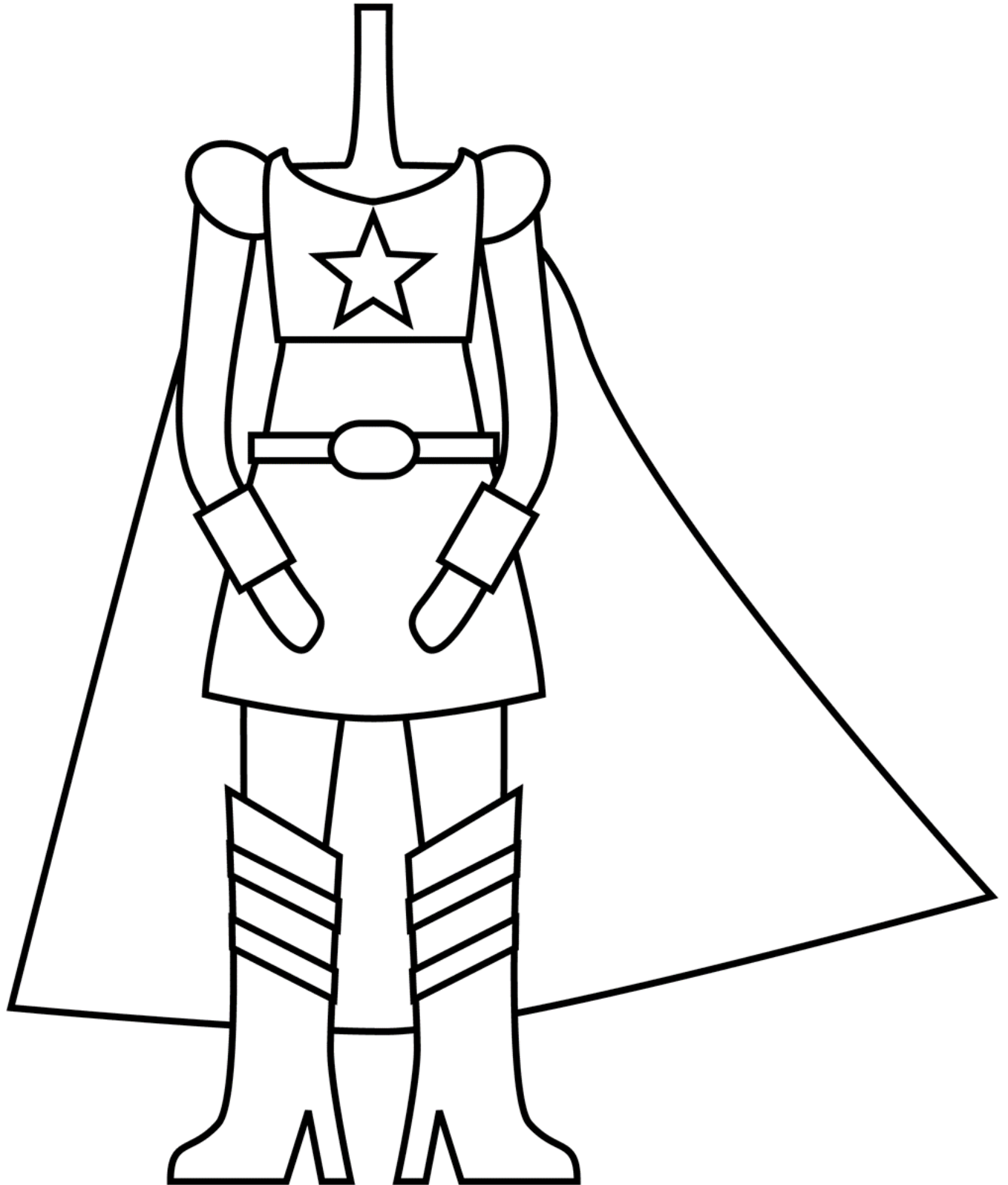
# I'M A SUPERHERO



# I'M A SUPERHERO



# I'M A SUPERHERO





# BUILDING CONFIDENCE

Ways to boost your self-confidence.

**SPEAK KINDLY** to yourself

Question your **INNER CRITIC**

Be around **SUPPORTIVE PEOPLE**

**DON'T COMPARE YOURSELF** to others

**BE YOU**, not someone else

**CELEBRATE** your wins, **ACCEPT** your failures

Take risks and **WORK HARD**

**ADMIT YOUR MISTAKES** and learn from them

# BUILDING CONFIDENCE

Build up how you view yourself.

Gets along  
with  
others

Creative

Has  
Integrity

Good  
sense  
of humor

Social

Resilient

Empath-  
etic

Strong

Problem-  
solver

Helpful

Cooper-  
ative

Leader

Beauti-  
ful

Thought-  
ful

Good  
listener

Stands  
up for  
others



# BUILDING CONFIDENCE

Build up how you view yourself.

Kind

Honest

Respon-  
sible

Funny

Friendly

Hard  
Worker

Smart

Brave

Giving

Fun

Caring

Nice

Good  
Friend

Depend-  
able

Trust-  
worthy

Consid-  
erate

# BUILDING CONFIDENCE

Build up how you view yourself.

Assert-  
ive

Good  
Self-  
control

Loving

Grateful

Optimi-  
stic

Patient

Forgiv-  
ing

Courag-  
eous

Respect-  
ful

Compas-  
sionate

Fair

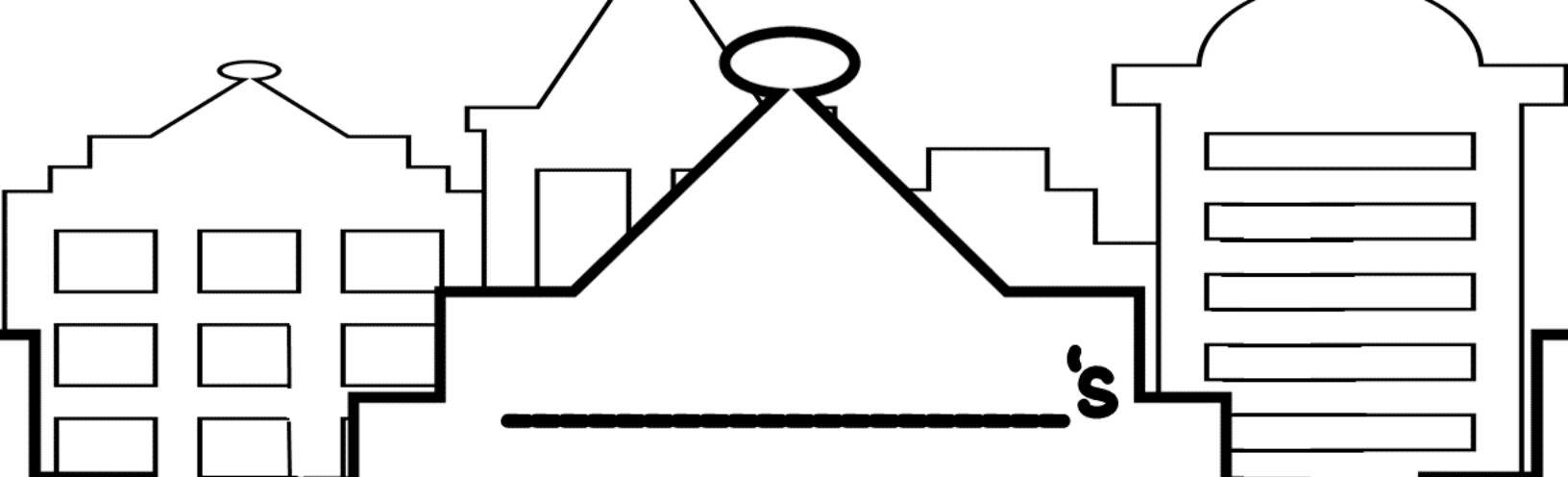
Shows  
initiative

Good  
role  
model

Determ-  
ined

Hopeful

Makes  
good  
choices



's

# BUILDING OF CONFIDENCE




# SOCIAL EMOTIONAL LEARNING

## Self-Awareness

### Self-Efficacy

#### Session Objective:

- \*Students will identify personal capabilities.
- \*Students will recognize ways to overcome challenges.

#### Materials:

- \*Pencils
- \*Handouts

#### Guiding Questions:

- \*Why is it important to know what we are capable of?
- \*How does learning to overcome adversity help us achieve our goals?

#### Session Details

\*Say "The last aspect of self-awareness is self-efficacy. This means a person believes in his/her ability to succeed in particular situations. Self-efficacy is how we determine what goals we choose to pursue, and how we go about achieving them. It also includes how we reflect on our performance. Let's review what self-efficacy is/is not (Review the accompanying handout). We have talked about our strengths, weaknesses, and having self-confidence in ourselves. Now let's discuss our capabilities. These are things that we are capable of doing. For example, you are capable of improving your math grade, but you have to study hard and believe in yourself to accomplish this. (Complete "cape of capability" handouts). Now that we know what we are capable of, let's talk about what happens when we are capable of doing something but there are obstacles in our way. This is called dealing with adversity, or challenges that try to prevent us from accomplishing something. Learning to overcome adversity makes us stronger and resilient. We all face adversity from time to time, but how we deal with it is what determines if we will be successful or not. Here are some ways to overcome adversity. (Review the "Overcoming adversity" handout). Put those tips to use, go through these handouts and think of how you will overcome adversity that might try to get in your way. (Complete adversity handouts).

#### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed (M 2)
- \*Behavior: Self-management: Demonstrate ability to overcome barriers to learning (B-SMS 6)

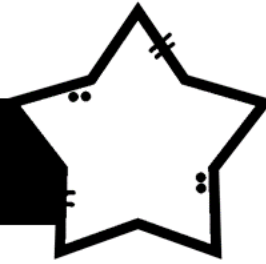
#### SEL Competencies:

- \*Self-awareness: Self-efficacy.

# SELF-EFFICACY

A person's belief in his or her ability to succeed in a particular situation.

Self-efficacy is...



How we determine what goals we choose to pursue, how we go about achieving them, and how we reflect on our own performance.



Forming a stronger interest and sense of commitment to interests and activities.



Viewing challenging tasks as opportunities.  
Recovering quickly from setbacks and failures.



Self-efficacy is not...



Believing that difficult tasks are beyond your capabilities.

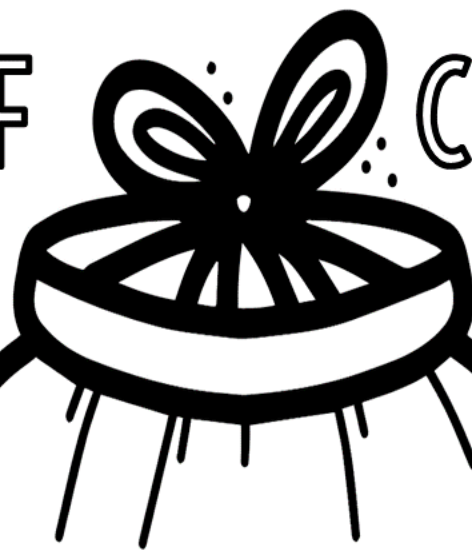


Focusing on personal failures and negative outcomes.



Avoiding challenging tasks.

# CAPE OF CAPABILITY



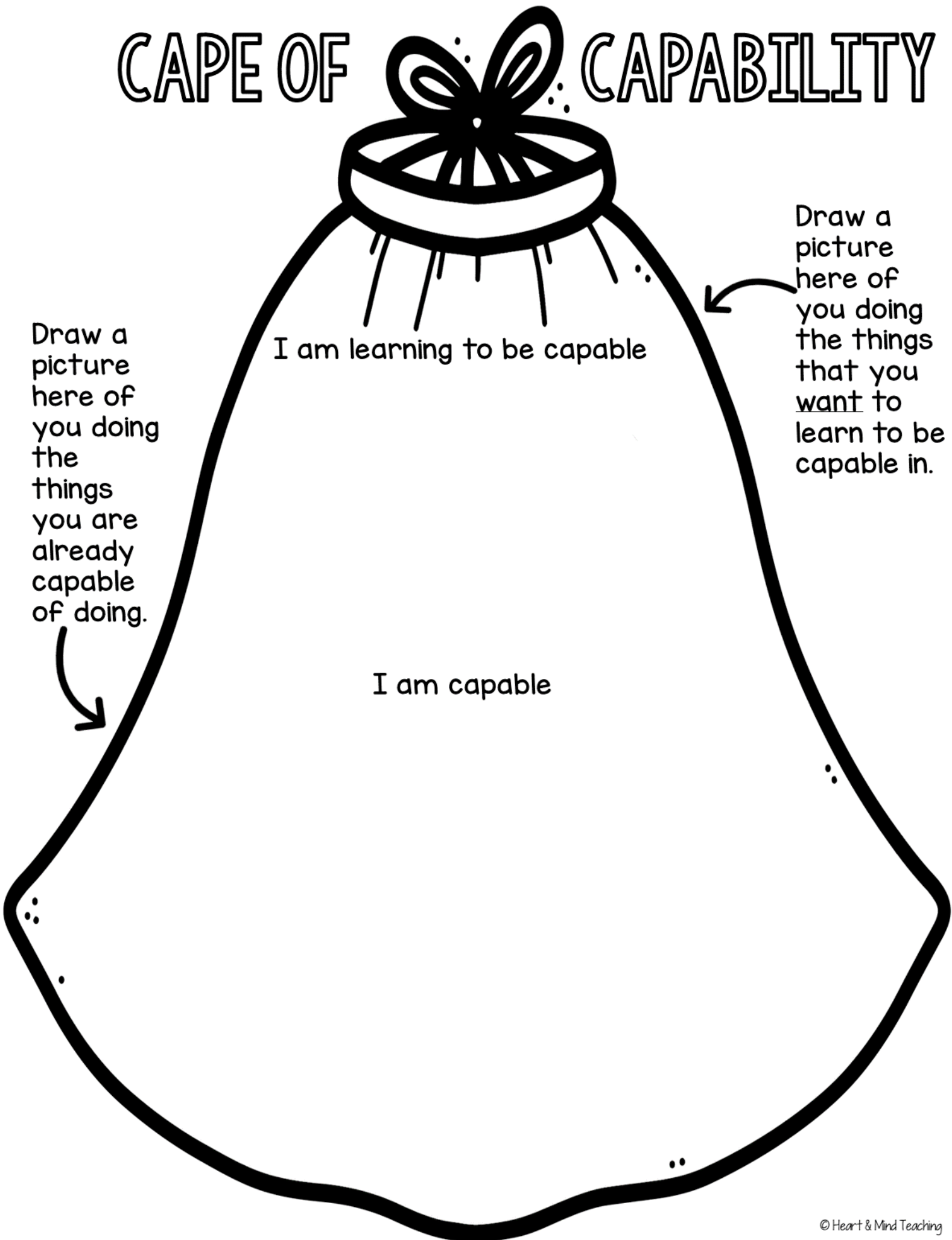
I am capable of teaching others this:

I am capable in this area at home:

I am capable in this area at school:

I am capable of improving this about myself:

# CAPE OF CAPABILITY



Draw a picture here of you doing the things you are already capable of doing.

I am learning to be capable

Draw a picture here of you doing the things that you want to learn to be capable in.

I am capable

# OVERCOMING ADVERSITY

Adversity is roadblocks or challenges that get in our way of achieving something. Learning to overcome adversity makes us stronger and resilient. We all face adversity from time to time, but how we deal with it is what determines if we will be successful or not.



KEEP A POSITIVE MINDSET



BELIEVE IN YOUR CAPABILITIES



REFUSE TO GIVE UP



REMEMBER YOUR PURPOSE



ACCEPT IT, AND MOVE ON



FIND HUMOR IN THE SITUATION



VIEW IT AS A LESSON LEARNED



PREPARE YOUR MIND FOR

POSSIBLE SETBACKS

# OVERCOMING ADVERSITY

Think of one thing that was very difficult for you to go through

How did you overcome it?



The more you overcome, the stronger you are! Next time you come across a challenge, think back to this time that you persevered. Remember that you are capable of overcoming difficulties.



# OVERCOMING ADVERSITY

One challenge I have to overcome at school:

How I can overcome it

One challenge I have to overcome at home:

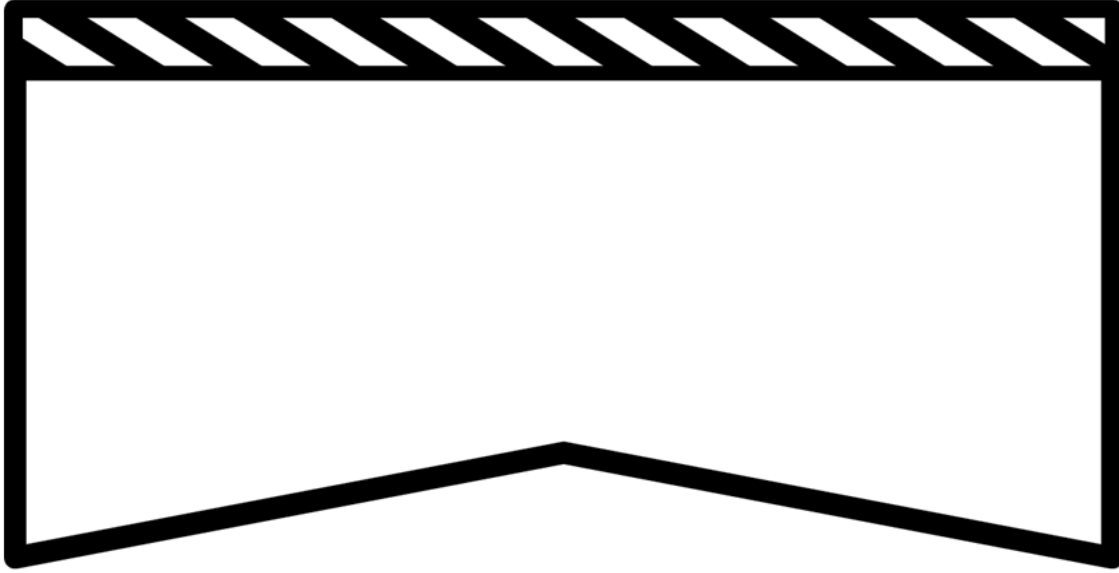
How I can overcome it

One challenge I have to overcome in my social life:

How I can overcome it

# OVERCOMING ADVERSITY

The main challenge that I need to overcome is:



These are specific ways I am going to overcome it:



# GOOGLE CLASSROOM

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource into your Google Drive.

1 Click here  [SEL Self-Awareness](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says "Make a copy" and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

**YOU HAVE TO MAKE A COPY FOR EACH STUDENT!**

Otherwise they will all be editing the same file.

Click "Assign" in the top right corner if you're ready to post!

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

# ABOUT THE AUTHOR



## I'M ASHLEY

an Elementary School Counselor.

I have a B.A. in Psychology and an M.A. in School Counseling. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning. I am a wife, and mother to 2 young boys. Thank you for supporting my little shop.

*Click the icons to connect with me*



All of my Tpt resources are 50% off for the first 24 hrs posted.  
Make sure to follow me so you do not miss a deal.

# RECOMMENDED RESOURCES

## SOCIAL EMOTIONAL LEARNING

Social Awareness Curriculum



Includes  
**GOOGLE SLIDES**

Check out more  
SEL Curriculums

Click the pictures to  
get a closer look.

## SOCIAL EMOTIONAL LEARNING

Relationship Skills Curriculum



Includes  
**GOOGLE SLIDES**

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