

DISCOVERING SELF-AWARENESS

TEACHER'S GUIDE



UNIT

1



Identifying Emotions

Throughout this course, we will be focusing on the emotions of **optimism** and **pessimism**. It's important to explain to students that there are no "right" or "wrong" feelings. What *is* important is that students know how to recognize their feelings and how they influence their behaviors so they can ensure that their responses are appropriate.

FOCUS ON FEELINGS:

OPTIMISM AND PESSIMISM

ESSENTIAL QUESTIONS:

HOW AM I FEELING?
HOW DO I KNOW?



Lesson 1: What is Social-Emotional Learning?

CCSS

SL.9-10.1, SL.9.10.2, RI.9-10.4, RI.9-10.7, W.9-10.10

TEKS

110.31.(b)(1)(A), 110.31.(b)(9), 110.31.(b)(24)-(26), 110.31.(b)(12), 110.31.(b)(13)

Approximate Time: One hour

Objective

Students will be able to identify what social-emotional learning is and why it is important to learn about.

Goals

- Understand what social-emotional learning is and why it is important.

Key Ideas

- Social-emotional learning is sometimes referred to as “emotional intelligence.”
- Social-emotional learning refers to the knowledge, attitudes, and skills necessary to understand and manage emotions.
- There are five domains in social-emotional learning: self-awareness, social awareness, decision-making, relationship skills, and self-management.

Vocabulary

Social-emotional learning, emotional intelligence, self-awareness, self-management, decision making, relationship skills, social awareness

Lesson 1 Steps:

1. **Give** students five minutes to complete the *Do Now* in their Student Workbook. At the end of the five minutes, explain to students that they’ll learn the answer to this question by the end of the lesson!
2. **Read** the *Essential Questions* aloud and explain to students that throughout the course they will serve as guiding questions and that they will be working on answering them.
3. **Build** SEL language by having students complete the *SEL Word Power!* activity in the Student Workbook (see next page).
4. **Introduce** SEL course content to students by showing the background building video and then have students go through the lesson in ONEder Academy.
5. **Check for Understanding** by having students complete the formative assessment activity.
6. **Optional:** Show the *Ted Talk* video about why social-emotional learning matters in school.
7. **In pairs**, have students complete the *Partner Power!* activity after reading the comic strip aloud.
8. **Reflect** on learning using the *End of Unit Journal* activity in the Student Workbook.
9. **Wrap Up** the lesson by having students review what they learned and get an introduction to the next lesson.



Course Introduction Tips

- Don’t forget to make sure students take the Pre-Course Assessment independently before starting the course.
- You can introduce the course content to students using the activities in ONEder Academy by displaying them on a SMART Board during whole group instruction **or** by encouraging students to complete them independently.



Differentiation Strategies

For struggling readers, encourage use of the **highlighted text** or **read-aloud** function.

Pre-teach lesson vocabulary to students who may need additional exposure to key vocabulary words.

Encourage students to view the second **background building** video as needed for comprehension on the subject of SEL. The student perspective is interesting and insightful!



Educator Reflection

Can you think of other ways, besides this course, to integrate social-emotional learning into your classroom?

Lesson 1: What is Social-Emotional Learning?

UNIT 1: IDENTIFYING EMOTIONS

LESSON 1: WHAT IS SOCIAL-EMOTIONAL LEARNING?



DO NOW:

What is social emotional learning? Why do we need to learn about it?

SEL WORD POWER!

SOCIAL EMOTIONAL LEARNING...

EMOTIONAL INTELLIGENCE...



SEL Word Power!

Some SEL content can get pretty heavy, so we've used a different approach to introduce the vocabulary that students will need to know to master SEL language. There are several different ways you can approach this activity and you should feel free to mix it up with your students!

- Read each word and definition aloud and have students write down a paraphrased definition of the word.
- Read each word and definition aloud and have students use the speech bubbles to write a sentence that uses the word.
- Read a sentence using the word aloud and have students write a definition of what they think the word means.
- Have students work independently or in pairs to complete the activity using the glossary in the back of their Student Workbooks.
- Allow student to create their own comic strips using the words for the lesson.

Student Glossary

See Student Glossary in the Additional Resources section for the definitions.

Lesson 2: What is Self-Awareness?

CCSS

SL.9-10.1, SL.9.10.2, RI.9-10.4, RI.9-10.7, W.9-10.10

TEKS

110.31.(b)(1)(A), 110.31.(b)(9), 110.31.(b)(24)-(26), 110.31.(b)(12), 110.31.(b)(13)

Approximate Time: One hour

Objective

Students will learn what self-awareness is and why it’s important and begin exploring emotions.

Goals

- Understand what self-awareness is and why it’s important to learn.
- Identify a variety of emotions.

Key Ideas


- Self-awareness is the ability to identify your characteristics, qualities, and feelings.
- Emotions are strong feelings accompanied by a physical response.
- Scientists can’t agree on just how many emotions people have.
- Scientists have identified as few as six and as many as 27 different emotions.

Vocabulary

Emotions, innate

Lesson 2 Steps:


1. **Give** students five minutes to complete the *Do Now* in their Student Workbook. At the end of the five minutes, explain to students that they’ll learn the answer to this question by the end of the lesson!
2. **Build** SEL language by having students complete the *SEL Word Power!* activity in the *Student Workbook*.
3. **Introduce** self-awareness to students by showing the background building video and following ONEder Academy activity.
4. **Check for Understanding** by having students complete the formative assessment activity.
5. **Continue** exploring emotions with the lesson in ONEder Academy.
6. **In pairs**, have students complete the *Partner Power!* activity.
7. **Reflect** on learning using the *Journal* activity in the Student Workbook.
8. **Wrap Up** the lesson by having students review what they learned and get an introduction to the next lesson.

 **Differentiation Strategies**

For struggling readers, encourage use of the **highlighted text** or **read-aloud** function.

To help students **identify emotions**, cut out a variety of images from magazines and have students identify the emotion and tell how they know the person is feeling that emotion.

For the *Partner Power!* activity, you may wish to provide students with a sample to use as an example. Emphasize to students that their artistic ability isn’t what is important; it’s what emotions they show and how they show them that is essential.

 **Educator Reflection**

Scientists have identified as few as six and as many as 27 emotions. Why do you think it is important as an educator to identify your own emotions and those of your students?

Lesson 3: Emotions: Optimism and Pessimism

CCSS

SL.9-10.1, SL.9.10.2, RI.9-10.4, RI.9-10.7, W.9-10.10

TEKS

110.31.(b)(1)(A), 110.31.(b)(9), 110.31.(b)(24)-(26), 110.31.(b)(12), 110.31.(b)(13)

Approximate Time: One hour

Objective

Students will be able to identify the difference between optimism and pessimism.

Goals

- Explain the feelings of optimism and pessimism.
- Identify appropriate reactions to these emotions.

Key Ideas


- Optimism and pessimism are two very different emotions.
- Optimism means that you are hopeful about the future; pessimism means you are not hopeful about the future.
- There are no right or wrong feelings, but the way we react to our feelings can be positive or negative.

Vocabulary

Optimism, pessimism, mindset, adapting

Lesson 3 Steps:


1. **Build** background knowledge on optimism and pessimism by showing students the *Is This Glass Half Empty?* video.
2. **Give** students five minutes to complete the *Do Now* in their Student Workbook.
3. **Build** SEL language by having students complete the *SEL Word Power!* activity in the Student Workbook.
4. **Introduce** students to the lesson content by using the story activity to explain the concepts of optimism and pessimism.
5. **Check for Understanding** by having students complete the formative assessment.
6. **Complete** the *Partner Power!* activity. When students are finished, have them share their response and then ask them how they can change their pessimistic thoughts to optimistic ones.
7. **Reflect** on learning using the *Journal* activity in the Student Workbook.
8. **Wrap Up** the lesson by having students review what they learned and get an introduction to the next lesson.

**Differentiation Strategies**

For struggling readers, encourage use of the **highlighted text** or **read-aloud** function.

Ask students to **draw** examples of optimism and pessimism.

When opportunities arise, use the **think-aloud** strategy to detail why a situation might make you feel optimistic or pessimistic and your response to the feeling. Remind students once again that there is no such thing as bad feelings or emotions.

**Educator Reflection**

How do you show optimism and pessimism in your classroom? How does this influence your students?

Lesson 4: Identifying and Reacting to Emotions

CCSS

SL.9-10.1, SL.9.10.2, RI.9-10.4, RI.9-10.7, W.9-10.10

TEKS

110.31.(b)(1)(A), 110.31.(b)(9), 110.31.(b)(24)-(26), 110.31.(b)(12), 110.31.(b)(13)

Approximate Time

One hour

Objective

Students will be able to use clarifying techniques to identify specific emotions and the appropriate responses for each emotion.

Goals

- Understand each emotion and assign clarifying terms for identifying specific feelings.
- Understand societal norms for emotional reactions.
- Identify appropriate reactions for specific emotions.

Key Ideas


- Most people misidentify emotions.
- Identifying the specific emotions that we feel ensures an appropriate response.
- In every society, there are identified norms for behaviors.
- There is no right or wrong emotion but there is a right and wrong way to react to emotions.
- Being able to identify emotions and appropriate responses will help students have positive relationships.

Vocabulary

Anger, fear, joy, anticipation, surprise, sadness, trust, disgust, values, norms, empathy

Lesson 4 Steps:

1. **Give** students five minutes to complete the *Do Now* in their Student Workbook. At the end of the five minutes, explain to students that they'll learn the answer to this question by the end of the lesson!
2. **Build** SEL language by having students complete the *SEL Word Power!* activity in the Student Workbook.
3. **Introduce** the idea of identifying and reacting to emotions to students by showing them the background building video and the following story activity.
4. **Check for Understanding** by having students complete the formative assessment activity.
5. **Continue** exploring ways to identify and react to emotions.
6. **Direct** students to complete the *Emotions Log* activity. At the end of a week, ask student volunteers to share their Emotions Log. What patterns did students notice about how they reacted to emotions?
7. **In pairs**, have students complete the role-play activity in the Student Workbook.
8. **Reflect** on learning using the *Journal* activity in the Student Workbook.
9. **Wrap Up** the lesson by having students review what they learned and get an introduction to the next lesson.




Differentiation Strategies

Encourage English learners to **use the text translation** feature.

Group students and assign each group one of the emotions. Ask students to **draw or act out** examples of each of the eight emotions.

When opportunities arise, use the **think aloud** strategy to detail why a situation might make you feel a specific emotion and your response to the feeling.

Extend and Enrich: For students who want to learn more about self-awareness, offer them the opportunity to review one of the *TED Talks* or read an article about self-awareness and “teach” the class. Check the Additional Readings section for resources.



Educator Reflection

As students keep their own emotion journals, consider keeping your own. What emotions did you identify most? Was this surprising to you?



Spotlight On: Embedded Professional Learning

Gradual Release of Responsibility

In Unit 2, students will be identifying their assets and areas of need. They'll start by learning about character strengths in Lessons 1 and 2. This is a great opportunity to try the gradual release of responsibility (GRR) method of instruction using these four steps:

1. Deliver a Focused Lesson

Delivering a focused lesson can be achieved using several steps. Content can be introduced to the entire class during whole group instruction using a SMART Board, or students can access lesson content using the activities in ONEder Academy. The flexibility of the SEL Curriculum means teachers can do either or both using the lessons in this unit.

2. Guided Instruction

One way to participate in guided instruction is by modeling the task for students and having them work on the skill or task as a whole group or in small groups. For example, in Lessons 1 and 2, students are asked to complete *"What Are My Assets?"* and *"What Are My Needs?"* activities in their Student Workbook. You can use one lesson as guided instruction and work through completing the activity together as a class.

3. Collaborative Learning

Collaborative learning takes place by grouping students in small groups — either heterogeneously or homogeneously. This kind of face-to-face group work has an added benefit: it improves social and communication skills, increases accountability, and encourages teamwork. In this unit, after you do one part of the graphic organizer together as a class, try putting students in small groups to complete it.

4. Independence

Now that students have had the opportunity to work on the graphic organizer as a class and in small groups, they're ready for independence!

Once you've had the chance to try GRR, reflect on the instructional method. What went well?
What could have been better?
