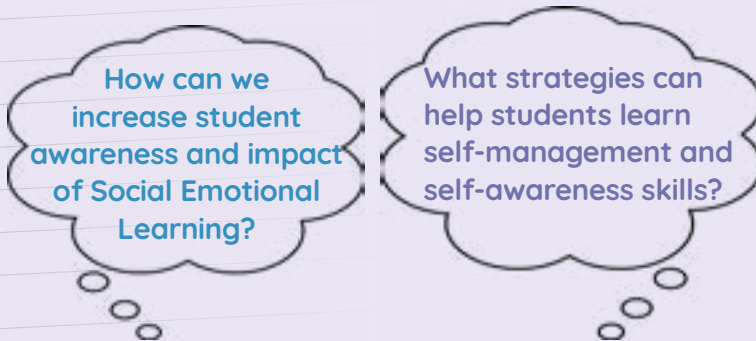


PURPOSE

SELF-AWARENESS AND SELF-MANAGEMENT



What are the goals of this Toolkit?

This Toolkit will help you learn strategies for students' **Social-Emotional Learning** to prepare students with the self-awareness, and self management tools to succeed both in school and in life.

Instructions: Follow the instructions on the card.

OUTCOME

SEL DOMAINS

Post a sticky note on the SEL Competencies that resonate with you most.



SEL IN ACTION THINK OF A STUDENT



1. Can you identify some challenge areas?
2. Check the boxes that you identified.



SELF-AWARENESS

Self-awareness: The ability to **understand and analyze** one's emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.



- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT

Self-management: The ability to **manage one's emotions, thoughts, and behaviors effectively** in different situations and to achieve goals and aspirations. This includes delaying gratification, managing stress, feeling motivated, and having agency to accomplish personal and collective goals.

- Managing one's emotions
- Identifying and using stress management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take the initiative
- Demonstrating personal and collective agency

CHOOSE A STRATEGY

1. Explore the strategies
2. Which strategy looks most appealing? Scan it and share a takeaway with a colleague.

SELF-AWARENESS



Self-Awareness-Moments



Mindfulness-Techniques



Developing-A-Growth-Mindset

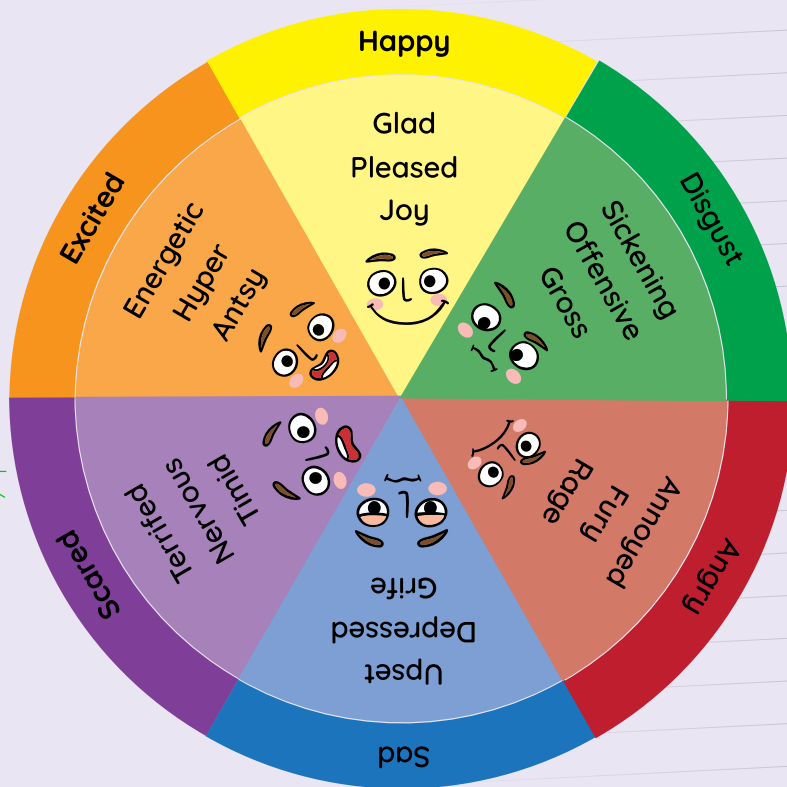
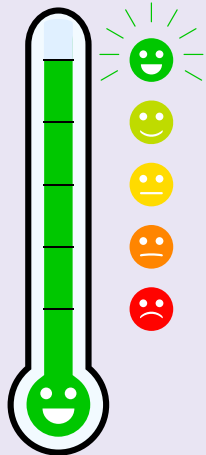
SELF-MANAGEMENT



Self-Regulation



Emotional-Thermometer



EXPRESSING EMOTIONS

1. Use these questions to check in with students.
2. Ask the students the following questions and show the feeling chart.

- » How am I feeling in my body?
- » How am I feeling in my mind?
- » Which emotion do I feel most often?
- » Which emotion do I feel right now?
- » Which emotion do I want to feel more of?
- » What happens to my classmates' feelings when I feel angry or happy or silly?



Happy



Angry



Excited



Surprised



Anxious



Disgust



Silly



Sad



Scared

1

What is happening in your classroom? Describe an incident that you want to redo.

2

Which student needs self-regulation strategies? Or self-monitoring.

3

What specific strategies do you think students need? Select from the strategies on Card 3.

DESIGN A PLAN

Use this template to complete your next steps.

**6**

How will you reflect on the effectiveness of strategies?

4

How will you implement these strategies?
Write out your steps.
on the back of this card.

5

When will you begin to implement these strategies?

Use this template to
complete your next
steps.

1

2

3

“

Discipline isn't
something you
do to children, it's
something you
develop within
them.”

Dr. Becky Balley

”

4

6

5

JEWISH VALUES FROM פרקי אבות

הוֹי דָּן אֶת כָּל הָאָדָם לְכַף זְכוּת

*Judge every person
meritoriously.*

הִרְחַק מִשְׁכּוֹן רָע

*Distance yourself from an
evil neighbor.*

הוֹי מִתְלַמְּדֵיךָ שֶׁל אַהֲרֹן, אוֹהֵב שְׁלוֹם
וְרוֹדֵף שְׁלוֹם, אוֹהֵב אֶת הַבְּרִיּוֹת

*Be among the disciples of
Aaron, loving peace and
pursuing peace.*

אַל תִּפְרָשׁ מִן הַצִּבּוֹר

*Do not separate yourself
from the community.*

הוֹי מְקַבֵּל אֶת כָּל הָאָדָם בְּסִפּוֹר פָּנִים
יְפוֹת?

*Receive every person with a
pleasant countenance.*

אַל תִּהְיֶי נוֹחַ לְכַעֵם

*Be not easily provoked to
anger.*



הֲיֵי כְבוֹד חֲבֵרְךָ חֵבִיב עֲלֶיךָ כְּשֵׁלְךָ?

*Let the honor of your friend be
as dear to you as your own.*



אִם אֵין אֲנִי לִי, מִי לִי. וּכְשֶׁאֲנִי לְעַצְמִי,
מָה אֲנִי. וְאִם לֹא עַבְשִׁי, אֵימָתִי

*If I am not for myself, who
is for me? But if I am for my
own self [only], what am I?
And if not now, when?*

אַל תִּדְרִין אֶת חֲבֵרְךָ עַד שֶׁתִּגִּיעַ לְמַקוֹמוֹ

*Do not judge your friend until
you have stood in his place.*

לֹא עֲלֶיךָ תְּמַלְאָכָה לְגִמּוֹר,
וְלֹא אַתָּה בְּן חוֹרִין לְבַטֵּל מִמְּנָה

*It is not your duty to finish
the work, but neither are you
at liberty to neglect it.*

JEWISH VALUES FROM פרקי אבות



איזהו עשיר, השֵׁמֶח בְּחֵלְקוֹ

Who is rich? He who is satisfied with his portion.

הַמְלַבֵּין פְּנֵי חֲבֵרוֹ בְּרַבִּים ...
אֵין לוֹ חֵלֶק לְעוֹלָם הַבָּא

One who embarrasses his friend in public ... has no portion in the world to come.



כָּל מַחְלָקַת שֶׁהִיא לְשֵׁם שָׁמַיִם, סוֹפָה לְהִתְקַיֵּם.
וְשֶׁאִינָהּ לְשֵׁם שָׁמַיִם, אֵין סוֹפָה לְהִתְקַיֵּם

Every dispute that is for the sake of Heaven, will in the end have an enduring outcome; But one that is not for the sake of Heaven, will not have an enduring outcome.

אֵיזְהוּ חָכָם, הַלּוֹמֵד מִכָּל אָדָם

Who is wise? He who learns from all people.



אֵיזְהוּ חָכָם - הַרוֹאֶה אֶת הַנּוֹלֵד

Who is wise? He who perceives consequences [of one's actions].

הַקִּנְיָאָה וְהַתַּאֲוָה וְהַכְּבוֹד, מוֹצִיאִין אֶת הָאָדָם מִן
הָעוֹלָם

Envy, desire, and craving honor put a man out of the world.

חָבִיב אָדָם שֶׁנִּכְבָּרָא בְּעָלָם.

הַבָּה יִתְרָה נוֹדַעַת לוֹ שֶׁנִּכְבָּרָא בְּעָלָם

Beloved is man for he was created in the image [of God]. Especially beloved is he for it was made known to him that he had been created in the image [of God].

אֵיזְהוּ גִבּוֹר, הַכּוֹבֵשׁ אֶת יָצְרוֹ

Who is mighty? He who controls his urges.

אֵיזְהוּ מְכַבֵּד, הַמְּכַבֵּד אֶת הַבְּרִיּוֹת

Who is respected? One who respects others?



כָּל אֲהֶבָה שֶׁהִיא תְלוּיָהּ בְּדָבָר, בְּטֵל הַדָּבָר,
בְּטֵלָה אֲהֶבָה. וְשֶׁאִינָהּ תְלוּיָהּ בְּדָבָר,
אֵינָהּ בְּטֵלָה לְעוֹלָם

All love that depends on a thing, when the thing goes away, the love ceases; and all love that does not depend on a thing, will never cease.