

Self-Awareness of & Managing Feelings Learning Experience 25

[Self-Management Skills Module](#)

Grade Level Range: Middle School - Adult

To Teachers:

If you have not already done so, please review the Introduction to Teaching Self-Management ([Self-Management Skills Module](#)) for suggestions on teaching SES Skills, processing learning experiences, applying skills in real-life situations, and assessing, evaluating, and grading SES Skills.

The purpose of this learning experience is to facilitate students' awareness of the variety of feelings they experience, what activities, relationships, environments, and other situations cause these feelings, how they express and manage their feelings, and the impact their behavior has on them and their relationships. This is a follow-up learning experience to the Self-Awareness of Feelings Learning Experience ([Self-Awareness Module](#)), although, depending on how aware your students are of what they feel and why they feel this way, it may not be necessary for them to have completed it beforehand. This learning experience adds two additional questions about how they managed their unpleasant feelings and what, if anything, they could have done to manage their feelings more effectively to make the situation better for them and/or their relationships.

Procedures/Directions:

1. Students keep a Feelings & Managing My Feelings Log ([Self-Management Skills Module](#)) for a period of time. Determine how many days you want students to keep their log (it is recommended they keep it for a minimum of 10 days and preferably longer). You may decide that they need to record an equal number of pleasant and unpleasant feelings.
2. If you have not already done so or done so recently, discuss the importance of being self-aware. See the Self-Awareness Reading ([Self-Awareness Module](#)). Depending on their developmental level, edit and distribute the reading to students.
3. Distribute the Feelings & Managing My Feelings Log ([Self-Management Skills Module](#)).
4. Remind them that it is not expected that they be proficient at the beginning of this project or even at the end of the project. The willingness and ability to identify both pleasant and unpleasant feelings and why they feel this way (and be able to identify the activity, relationship, environment, or situation that led to these feelings), as well as be aware of how they managed unpleasant feelings and what they would have done to manage them more effectively may be difficult to master and must be done repeatedly and in multiple situations to feel comfortable and to become proficient. The key is to make progress and to understand why we are effective and what we need to do to become more effective in the future.
5. Explain the grading procedures. Outlined below are different ways to assess and grade this learning experience.
6. Review the *stages of learning a new skill* outlined below.

7. Using the “Processing Questions below, ask for volunteers to share a strong feeling they experienced recently and why they felt this way. You may decide to start each class by asking volunteers to share. It may be easier have them share pleasant feelings initially and why they felt this way.
8. Using the “Processing Questions” outline below, ask volunteers to share every week.
9. After they have completed their Feelings & Managing My Feelings Log for the required number of days, have them complete the “Self-Awareness Summary Questions.”
10. At the end of the assigned period of time, have students bring their Feelings & Managing My Feelings Log and their “Self-Awareness Summary Questions” to class. See the Procedures for Grading outlined below.
11. At the end of the learning experience, and before they turn in their work, have a whole class discussion using the questions on the “Self-Awareness Summary Questions.”

Stages in Learning a New Skill

It is helpful if students understand that learning social-emotional skills is not easy and that they will go through different stages when learning these skills. The stages in learning a new skill include:

1. Feeling self-conscious and awkward when using the skill.
2. Feeling phony while engaging in the skill. When teaching these skills, my students would constantly say: “No one talks like this,” or no one does these things. My response was that, unfortunately, not enough people talk like this, and that is a major reason why so many people are unable to successfully work through misunderstandings, impasses, and conflicts in relationships, or maybe the reason so many people are unsuccessful at reaching their goals is that they don’t.
3. Their use becomes more skilled but it is still mechanical.
4. They master the skill, and its use becomes natural and automatic, fully integrated into their behavioral repertoire. They are able to use the skill without thinking about it.

Possible Assessment & Grading Procedures:

1. Teacher grade (and/or student self-evaluation) of the completeness of student answers on their Feelings & Managing My Feelings Log and on their answers on the “Self-Awareness of Feelings Summary Questions.” See the Generic Rubric For Assessing Self-Awareness below.
2. At the end of the project, have students bring all required work to class. It may be easier to go through the assessment process in class to avoid confusion.
3. Using the Generic Rubric For Assessing Self-Awareness, have students evaluate their work and place the grade in the appropriate space on the “Self-Awareness of Feelings Grade Summary” below.
4. Collect all of the documents in an order that will make it most manageable for you to review and grade.

See How To Assess & Grade SES Skills in the [Assessment & Grading Module](#) for additional information on evaluation and grading.

Possible Documents That Students Submit at the End of the Learning Experience

1. Feelings & Managing My Feelings Log
2. “Self-Awareness of Feelings & Managing My Feelings Summary Questions”
3. “Self-Awareness of Feelings & Managing My Feelings Grade Summary”

Processing Questions

What To Ask Students About Present Feelings

1. What are you feeling?
2. Why do you feel this way?
3. What lead to these feelings?
4. Were these feelings caused by your behavior, an event, a situation, a relationship, or what you were thinking?

What To Ask Students Regarding Past Feelings

1. What did you feel?
2. Why did you feel this way?
3. What lead to these feelings?
4. Were the feelings caused by your behavior, an event, a situation, a relationship, or because of what you were thinking?

If The Feeling Was Unpleasant:

1. How did you manage this unpleasant feeling?
2. Did how you manage this feeling make the situation better, worse, or have no impact?
3. If you had it to do over again, what, if anything, could you have done to manage this feeling more effectively so that it would have made the situation better for you and/or your relationships?

If several students share the same pleasant feelings, ask if other students have felt the same way recently. Point out the number of students who have felt the same way recently and the similarities and differences in why they felt this way.

If several students share the same unpleasant feelings, ask other students if they have felt the same way recently. Point out the number of students who have felt the same way recently and the similarities and differences in why they felt this way. Point out the similarities in how students managed unpleasant feelings and the impact (both positive and negative) their behavior had on them and their relationships and what, if anything, they would have done differently.

Follow-Up Learning Experiences:

1. Have students keep a Feelings & Managing My Feelings Log [Self-Management Skills Module](#) for an additional period of time and/or throughout the year.
2. Have students keep a feelings journal using the same Feelings & Managing My Feelings Log questions.
3. Use teachable moments to discuss their feelings and why they feel that way.
4. Reconnect with students after a long weekend or vacation. At the beginning of the first class after the break, ask them to share a strong pleasant feeling they experienced during the break and why they felt this way. After everyone has the opportunity to share, ask everyone to share a strong unpleasant feeling they experienced during the break and why they felt that way. This process can be used when you have a few minutes at the end of classes. You may also ask them how they managed their unpleasant feelings, the impact (both positive and negative) their behavior had on them and their relationships, and what, if anything, they would have done differently.

Additional Self-Awareness of and Managing Feelings Learning Experiences

1. Managing My Feelings by Changing My Behavior Learning Experience ([Self-Management Skills Module](#)). This learning experience builds on the Self-Awareness & Management of Feelings Learning Experience to help students focus on specific activities, environments, relationships and other situations that cause pleasant and unpleasant feelings. It also provides them the opportunity to identify what they need to do to change, the barriers that keep them from changing, and what they need to do to overcome these barriers.
2. Self-Awareness & Management of Feeling Project ([SES Projects Module](#)). This project used the information students learned about themselves in the Managing My Feelings by Changing My Behavior Learning Experience ([Self-Management Skills Module](#)) to develop a project to either eliminate unpleasant feelings/and or experience more pleasant feelings by changing their behavior.

More Advanced Self-Awareness and Management of Feelings & Thinking

1. For more advanced self-awareness learning experiences, see the Focusing Learning Experience ([Self-Awareness Module](#))
2. For more advanced learning experiences on managing thinking, see the Reality Checking Learning Experience ([SES Projects Module](#)).
3. For more advanced learning experiences on managing unrealistic thinking, see the Managing Unrealistic Thinking Learning Experience ([SES Projects Module](#)).

Attribution/Source: This Feelings Log is an adaptation of Know How Feelings Affection My Actions in Self-Discovery: Developing Skills by Gilda Gussin and Ann Buxbaum

Self-Awareness & Managing Feelings Summary Questions

Review your Feelings & Managing My Feelings Log ([Self-Management Skills Module](#)) and answer the following questions:

1. What pleasant feelings did I experience most often?
2. What activities, relationships, environments, or other situations led to the most pleasant feelings? Are there patterns in activities, relationships (or specific relationships), environments, and other situations that generate pleasant emotions? If so, what are they?
3. What unpleasant feelings did I experience most often?
4. What activities, relationships, environments, or other situations led to the most unpleasant feelings? Are there patterns in activities, relationships (or specific relationships), environments, and other situations that generate unpleasant emotions? If so, what are they?
5. Are there common ways I manage my unpleasant feelings? If so, what were they?

6. Overall, did the ways I managed my unpleasant feelings make the situations better, worse, or have no impact?
7. What, if anything, do I need to do to be more effective in managing my unpleasant feelings so that it makes the situation better for me and/or my relationships?
8. What, if anything, do I need to plan to do (eliminate, avoid, do less of, do more of, or start doing) about an activity, a relationship, an environment, or another situation so that I won't continue to have unpleasant feelings? Be specific about what, if anything, I need to do.
9. What, if anything, do I need to plan to do so that I have more pleasant feelings? Be specific about what, if anything, I need to do.

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade, but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show **Deep & Complex** Insight: I Thought Very Deeply About The Answers to **Each** Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show **Significant Insight**: I Thought Deeply About The Answers to **Most** of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show **Incomplete** Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a **Lack** of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

Self Awareness & Management of Feelings Grade Summary

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric For Assessing Self-Awareness.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Feelings & Managing My Feelings Log

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Self-Awareness & Management of Feelings Summary Questions.

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness.

_____ Teachers Grade For The Completeness & Depth of Students Answers on the Feelings & Managing My Feelings Log

_____ Teachers Grade For The Completeness & Depth of Students Answers on the Self-Awareness & Management of Feelings Summary Questions.

(Student signature indicates all the self-evaluation information is
a complete, accurate, and an honest assessment!)