

Self-Awareness of Feelings Learning Experience 25

[Self-Awareness Module](#)

Grade Level Range: Middle School - Adult

To Teachers:

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

The purpose of this learning experience is to facilitate students' awareness of the variety of feelings they experience and why they feel this way.

Procedures/Directions:

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](#)).

Students keep a Feelings Log (see the Feelings Log in this module) ([Self-Awareness 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 they must record an equal number of pleasant and unpleasant feelings.

1. Distribute the Feelings Log.
2. Remind them they are not expected to be proficient at the beginning or end of this learning experience. 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) may be challenging 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.
3. Explain the grading procedures. Outlined below are different ways to assess and grade this project.
4. Review the stages of learning a new skill outlined below.
5. Using the "Processing Questions " below, ask 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 to have them share pleasant feelings initially and why they felt this way.
6. Every week, using the "Processing Questions," ask for volunteers to share.
7. After they have completed their Feelings Logs for the required number of days, have them complete the "Self-Awareness Summary Questions."

8. At the end of the assigned period of time, have students bring their **Feelings Log** and their “Self-Awareness Summary Questions” to class. See the Procedures for Grading outlined below.
9. At the end of the project 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-assessment) of the completeness of student answers on their Feelings Log and on their answers on the Self-Awareness of Feelings Summary Questions. See the Generic Rubric For Assessing Self-Awareness.
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 below, have students evaluate their work and place the grade in the appropriate space on the Self-Awareness of Feelings Grade Summary below. If you are also assessing them on the completeness and depth of their work, include your grade on the Self-Awareness of Feelings Grade Summary before returning it.
4. Collect all the documents in an order that will make it most manageable for you to review and grade.
5. See How To Assess & Grade SES in the **Assessment & Grading** module for additional information on assessment and grading.

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

- Feelings Log
- Self-Awareness of Feelings Summary Questions
- Self-Awareness of Feelings Grade Summary

Processing Questions

What To Ask Students About Present Feelings

- What are you feeling?
- Why do you feel this way?
- What leads to these feelings?
- Were these feelings caused by your behavior, an event, a situation, a relationship, or by what you were thinking?

What To Ask Students Regarding Past Feelings

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

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.

Follow-Up Learning Experiences:

1. Have students keep a Feelings Log for additional periods of time throughout the year.
2. Have students keep a feelings journal using the same 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 pleasant feeling they experienced during the break and why they felt this way. After everyone has the opportunity to share, ask everyone to share an 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.
5. **My Goals Learning Experience** ([SES Projects Module](#)). Students can keep a My Goals Log to develop and track a goal of becoming more aware of their feelings. Students can keep a Feeling Log, or a feelings journal.
 - **My Goals Log** ([SES Projects Module](#)). Students use this log to write their goals, to assess how they are doing at a midpoint and what, if anything, they need to do to be more successful, and then to evaluate their success at the end of the project. The log keeps track of all goals they develop throughout the year,

6. For more advanced self-awareness of feelings learning experiences, see the Focusing Learning Experience ([Self-Awareness Module](#)).
7. See the **Self-Management** module ([Self-Management Skills Module](#)) for advanced learning experiences focusing on managing feelings and thinking.

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 of Feelings Summary Questions

Review your Feelings Log 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?

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 of Feelings Grade Summary

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

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

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

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on Mu Answer on the Self-Awareness of Feeling 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 Log.

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

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