

Focusing Project 25

[Social-Emotional Skills Projects Module](#)

Grade Level Range: Middle School – Adult

To the Teacher:

The purpose of this project is to facilitate the development of the skill of Focusing. It is a follow-up learning experience to the Focusing Learning Experience ([Self-Awareness Module](#)). Social and emotional skills, like most skills (e.g., playing a musical instrument, shooting a basketball, etc.), are complex and not easily learned and mastered. To develop proficiency, students need to be given multiple opportunities to practice the skills in class and in real life. The more opportunities students have to use real-life skills, the better their chances of becoming proficient. Focusing is an advanced skill and more complex than most SES.

Procedures/Directions:

1. This is a follow-up learning experience to the Focusing Learning Experience.
2. Determine how often you want them to use the Focusing process by the end of the project.
3. If you are having them keep track of their goals throughout the year (highly recommended), have them complete the information on the My Goals Log ([SES Projects Module](#)). The My Goals Log allows them to look back and see what they have accomplished throughout the year and what they need to do to be more successful.
4. Remind them that they are not expected to be proficient at the end of the project. Mastering the Focusing process may be difficult to master and must be done repeatedly and in multiple situations to feel comfortable and to become proficient. The key is making progress and understanding why they were successful and what they need to do to become more successful/proficient.
5. Review the *Stages in Learning a New Skill* outlined below.
6. Distribute copies of the Focusing Chart below, and copies of either the Focusing Long Form or the Focusing Short Form, both of which are found in the ([SES Projects Module](#)). Explain the process for keeping the chart and how it will be graded at the end of the project.
7. Every week or two, ask volunteers to share their feelings and reactions after completing the Focusing Chart.
8. At the end of the project, have students complete The End of the Focusing Project Summary Questions and the Focusing Project Grade Summary below.
9. Have students bring all required work to class. Have them complete all assessments, place the documents in an identified order, and turn them in.

10. At the end of the project and before they turn in their work, have a class discussion using the questions on the End of the Focusing Project Summary Questions below. You may want to use the “Are You Someone Who” or the “Thumb O Meter” techniques for their answers on the Focusing Likert scale. See “Processing Learning Experiences” in How To Teach SES in the [How To Teach Social-Emotional Skills Module](#).
11. See How To Teach SES in the [How To Teach Social-Emotional Skills Module](#) for additional information on the process and steps in teaching SES.

Possible Assessment & Grading Procedures:

1. Teacher grade (and/or student self-assessment) of the completeness and depth of student answers on their Focusing Chart and The End of the Focusing Project Summary Questions below using 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 Focusing Project 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

- Focusing Chart
- The End of the Focusing Project Summary Questions
- Focusing Project Grade Summary

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 because they don’t.
3. Their use becomes more skilled but it is still mechanical.
4. They master the skill, and its use becomes natural, automatic, and fully integrated into their behavioral repertoire. They are able to use the skill without thinking about it.

My Focusing Chart

Use the Focusing Long Form or the Focusing Short Form ([Self-Awareness Module](#)) when you aren't entirely sure what you are feeling, when you have a vague sense that something is not right, that you don't feel good, or when you use general terms like feeling depressed, bad, or unhappy, feelings that don't fully describe the extent of your emotions and why you feel that way. It can also be used when you are angry to understand the feelings that may have triggered your anger. Find a time and a place to sit quietly for a while without any distractions. Writing out the answers on the Focusing Long or Short forms is best while learning the process, or writing your responses in a journal. After you have completed the process, answer the following questions. Use the Generic Effort Likert Scale below to give yourself a grade after each Focusing session.

Focusing Session #	Date Completed	My Effort Grade	My Feelings & Reactions After Completing Focusing
1			
2			
3			
4			
5			
6			
7			

Focusing Likert Scale: How Much Effort Did I Put Into Each Focusing Session? Circle your Response.

1-----2-----3-----4-----5
 Poor Effort Good Effort Best Effort
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The End of Focusing Project Summary Question

Following the completion of the project, answer the following questions:

1. What are your feelings and reactions as a result of using this process?

2. Overall, did you feel better, worse, or have no change in how you felt due to using this process?
Why or why not?

3. Did you discover things that bothered you that you were unaware of? Please explain your answer.

4. For the most part, did you come to a better understanding of your feelings, problems, or concerns?
Please explain.

5. Did you make or plan to make any changes in your life in some way after completing this process?
If so, what did you change or do you plan to change?

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

Focusing 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 Focusing Chart.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on The End of the Focusing Project 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 My Focusing Chart.

_____ Teachers Grade For The Completeness & Depth of Students Answers on The End of the Focusing Project Summary Questions.

(Student's signature indicates that all the self-evaluation information is a complete, accurate, and honest assessment!