



## IDENTITY

### 1. KNOWING YOURSELF

**Objective:** Students will be able to reflect about themselves so they can increase their self-esteem and make better choices based on their self-knowledge.

#### WARM UP

Greet your students and introduce yourself by saying your name and your favorite food. Encourage students to do the same using the prompt you used to introduce yourself. Finally, ask students to tell you more characteristics that could describe them. (e.g., *hobbies, movies, etc.*)

#### STEP BY STEP

- A** Invite students to read the instructions and explain that this is a social emotional experience that helps them train their self-awareness and self-knowledge. Make sure all students have a printed copy of the handout included in the activity. Ask them to draw themselves on the space provided in the printed handout for the activity. Then ask them to answer the questions: *Who are you? What do you like? and What don't you like?* in the spaces provided in the printed handout. Walk around the classroom and acknowledge their work to build an appropriate socio-emotional learning environment. Support students with vocabulary they may need.
- B** Suggest that they get in pairs to ask and answer the questions to each other. Emphasize that they should be respectful and empathetic.
- C** When they finish, invite them to introduce their partners to the rest of the class so they can know each other better. Remember, your role as a teacher is to be a model and to help students apply what they just learned, so you should try to make comments that show empathy, positive surprise, encouragement after each introduction.

#### WRAP IT UP

- D** Ask students to discuss the questions: *What personal characteristics can help you choose a career? What strengths do you have?* Give them some time and then ask them to discuss with another pair. Ask some volunteers what they learned from each other. Ask them if they are surprised about what they learned from their classmates. Ask them if they learned something new about themselves. Remind them that self-awareness is the ability to think about ourselves and our relationship with the world around us. You could finish by brainstorming ideas about why it is important to know ourselves (*to make good decisions, to control our own reactions, to set realistic goals, etc.*).

#### TEACHING TIP

The social emotional teaching process consists of four stages: Acquisition (new skill), fluency (the ability to immediately use the skill), maintenance (when students keep using the skill over time), and generalization (when students apply the skill to new situations in their lives). Provide students with opportunities so they can practice their new skills in order to develop maintenance and generalization.

- IT** You can draw students' attention to the IT box if you need more help.



## IDENTITY

### 2. SHARE YOUR SKILLS

**Objective:** Students will be able to recognize and appreciate their own and their classmates' talents and skills so they can make the most out of them in life.

#### WARM UP

Students will hear you say 10 things you can do. Tell them that six are true and four are false and that they have to guess which are which. Tell them that to participate, they have to clap instead of raising their hands. Ask them if they were surprised by any of your abilities.

#### STEP BY STEP

- A** First of all, make sure students have their complete material. Make sure everyone has the printed handout included in this worksheet. Ask students to read the skills in the handouts and to identify their own. Help them with any new vocabulary they may need.
- B** Explain that this activity helps them train their self-awareness. Tell them to cut the skills they identified as their own and to paste them on a piece of paper to create a poster. Tell them to be proud of what they can already do and ask them if they would like to be good at something else.
- C** Give them time to display their posters and to walk around the classroom reading about each other's skills so they can guess who has those skills.
- D** When the time is over, ask some volunteers to stand up and talk about their posters. See if they guessed which classmate had which skills. In the meantime, encourage them to identify who has a skill they would like to develop for themselves so that they can ask them for tips to accomplish it. Allow some time to do so.

**E** Ask volunteers to answer the questions: *Which of your classmates' skills are familiar to you? Which of your classmates' skills are surprises?* Share as a class and remember to show empathy and positive reactions towards their comments. At the end of the activity, you could encourage the class to give a round of applause for everyone and their skills.

#### WRAP IT UP

**F** In small groups, ask students to discuss the questions: *When do you need to talk about your skills? When is it good to recognize your classmates' skills?* Give them some time and then ask them to discuss with another group. Guide them to recognize how knowing our skills can help us make good choices and work on our areas of opportunity. Knowing the skills of others is a good way to work with other people better, as well. For this, you could ask them to think of examples of situations when recognizing skills has been effective when dividing teamwork. Recognizing their own talents is not only important for their self-esteem, but also for standing out in what they are best and to develop what they need to improve.

#### TEACHING TIP

When you teach social emotional skills, you must demonstrate these skills yourself so you can act as a model. It is important that before performing these activities, you take your time to do them on your own so that you are able to share your experiences and understand your students in case they turn out difficult for them.

**IT** You can draw students' attention to the IT box if you need more help.



## IDENTITY

### 3. BODY RELAXATION

**Objective:** Students will be able to relax by identifying different parts of their body using a mindful technique so they can use it in the future during the situations they will identify as stress triggers in their lives.

#### WARM UP

Start the activity by playing *Simon Says*. Remind students of the rule that they have to follow the instructions only if they listen to the phrase *Simon Says*. Give instructions for students to stand up, sit down, raise one or both hands, clap, shout, etc. Try to use body parts to activate their previous knowledge of this vocabulary for the activity.

#### STEP BY STEP

**A** It is a good idea for students to print the worksheet for this activity. Ask students to sit straight on their chairs, or to sit on the floor next to their chairs, however they are more comfortable. If possible, have them lay down. Explain that this experience helps them train their self-awareness in a mindful way. If possible, bring a music player with relaxing music for the class to listen to as they do the activity. Make sure everyone feels comfortable before giving instructions. It is important that you establish a respectful environment and that you remind students that they can repeat this experience whenever they are stressed.

**B** Ask them to close their eyes and to concentrate on their breathing. You can guide them by instructing them to inhale deeply through their nose, and exhale softly through their mouth. They should do this three times and then breathe normally.

**C** Give them the instructions using a slow-pace and a relaxed voice. Tell them to breathe in and to concentrate on their feet, ankles, legs, and then to exhale. Make a short pause and instruct them to breathe in again and concentrate on their knees,

thighs, stomach, and then slowly exhale. After a small pause, ask them to breathe in and concentrate on their lower back, waist, abdomen, and then slowly exhale. Continue telling them to breathe in and concentrate on their back, chest, shoulders, and then slowly exhale. When they finish, ask them to breathe in and concentrate on their arms, elbows, hands, fingers, and then slowly exhale. Next, tell them to breathe in and concentrate on their neck, throat, chin, and exhale. Finally, ask them to breathe in and concentrate on their mouth, nose, eyes, forehead, and head.

**D** Tell them to take another deep breath and to exhale softly. Pause the music and ask them to open their eyes slowly. Tell them to stretch out and then stand up. Give them some time to assimilate the experience and then ask them to write how they feel in the space provided on their worksheets.

#### WRAP IT UP

**E** In pairs, ask students to discuss the questions: *When do you need to relax? How do you feel after the exercise?* Ask some volunteers to share their answers with the rest of the group. Elicit from them the importance of relaxation to handle stressful situations like exams. Tell them that they can take advantage of relaxing to overcome hard times. Tell them it's really important to identify the situations that cause them stress so that they are always aware of when they need to do something about it.

#### TEACHING TIP

Practice meditation and relaxation at home so that you can convey and explain to your students its importance. Remember that the key to meditation is the assurance that we all have the power to guide our thoughts consciously to focus on specific things in our environment and inside our minds. Relaxation comes when we are paying attention to the present surroundings without judgments or reactions.

**IT** You can draw students' attention to the IT box if you need more help.