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# Self-Awareness Handout 1b: Developmental Indicators Activity — Answer Key

## **Directions**

After you complete the activity on Handout 1a, use the following answer key to check your answers. Remember, although social and emotional competencies can be related to developmental indicators, individuals are constantly learning and relearning competencies based on their context.

Reflect individually or as a group on the following questions:

* Did your answers differ from the ones on the Handout 1b answer key? Discuss your thought processes.
* As students develop, how might they be expected to display each responsible decision-making sub-competency in their classrooms at each grade band?
* Identify how the developmental indicators might change based on environmental context — at school versus at home versus with peers. Do you see your students differ in the use of these skills across contexts? How?
* Reflect on how students may develop, apply, or demonstrate developmental indicators differently based on their cultural context. How might these differences appear in your classroom?

**Key:** **EE** = Early Elementary, **LE** = Late Elementary, **MS** = Middle School, **HS** = High School

## **Self-Awareness Sub-Competency 1:**

Student will be able to recognize one’s feelings and thoughts. (Completed Sample)

| **Grade Band: MS** | **Grade Band: HS** | **Grade Band: EE** | **Grade Band: LE** |
| --- | --- | --- | --- |
| * Identify personal, social cultural, and environmental triggers that produce a negative emotional response (e.g., anger, stress, etc.) and those that produce a positive emotional response. * Continue to effectively identify one’s own emotions with increasing vocabulary, along with increasing awareness of situations and sensations associated with emotions. | * Analyze how one’s own thoughts and emotions affect decision-making and responsible behavior. * Continue to effectively identify one’s own emotions, including in a variety of situations, with increasing vocabulary, along with increasing awareness of situations, sensations, and triggers associated with emotion | Recognize and name different types of positive and negative emotions. | * Identify situations that produce positive and negative emotions. * Identify body sensations (e.g., tight muscles, racing heart, etc.) associated with positive and negative emotions. * Continue to effectively identify one’s own emotions with increasing vocabulary. |

## **Self-Awareness Sub-Competency 2:**

Student will be able to recognize the impact of one’s feelings and thoughts on one’s own behavior.

| **Grade Band: LE** | **Grade Band: MS** | **Grade Band: EE** | **Grade Band: HS** |
| --- | --- | --- | --- |
| Match the appropriate consequences (both positive and negative) with the actions associated with positive and negative feelings (i.e., “If I hit someone when I am angry, I may hurt them. They may not be my friend anymore and I won’t be able to play during recess. If I use my words when I am angry, I won’t feel bad and I will not hurt my friend”). | * Explain the possible outcomes (for self and others) associated with various face-to-face and online communication scenarios. * Predict one’s behavior given a specific scenario. * Identify how one’s feelings impact how one responds in a situation. | * Match emotions with examples of positive and negative actions (e.g., happy = smiling, laughing) * Match situations with the appropriate emotional reactions. * Identify possible causes for emotions (i.e., losing your dog may make you “sad,” your birthday may make you “happy”). | * Evaluate emotional responses in relation to the impact on self at home, school, and in the community. * Evaluate how expressing one’s emotions in different situations affects oneself and others. * Evaluate if emotional intensity and reactions are proportionate to the event that triggered the reaction. |

## **Self-Awareness Sub-Competency 3:**

Student will be able to recognize one’s personal traits, strengths, and limitations.

| **Grade Band: HS** | **Grade Band: LE** | **Grade Band: EE** | **Grade Band: MS** |
| --- | --- | --- | --- |
| * Recognize and analyze how one’s personal traits and qualities contribute to the work and outcomes of a group. * Identify a post–high school option to pursue based on interests, personal traits, qualities, and academic strengths. | * Identify one’s skills and interests. * Distinguish areas where one needs support. | * Identify one’s likes and dislikes. * Identify challenges or situations where one may need help. * Identify tasks one is more drawn to. * Recognize things that make one feel good about who they are. | * Understand that personal skills and qualities influence one’s strengths and limitations. * Identify career interests that may align with personal qualities, interests, and academic strengths. * Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). |

## **Self-Awareness Sub-Competency 4:**

Student will be able to recognize the importance of self-confidence in handling daily tasks and challenges.

| **Grade Band: EE** | **Grade Band: MS** | **Grade Band: LE** | **Grade Band: HS** |
| --- | --- | --- | --- |
| * Describe the difference between a positive and a negative attitude. * Describe why having an ‘I can’ attitude is important to being successful. | * Name examples of personal traits or characteristics that reflect a confident, insecure, or negative attitude. * Describe the impact of positive and negative attitudes on choices and consequences. * Identify a strategy to improve confidence in handling new or challenging situations. | * Define a confident attitude, an insecure attitude, and a negative attitude. * Describe the impact of one’s attitude on the ability to complete tasks, handle challenges, and pursue goals. | * Identify and utilize strategies to prevent or overcome possible obstacles and hurdles. * Evaluate progress and adjust plan when there is little to no progress. * Identify one’s strengths and next steps for reinforcing areas of need. |

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