Self-Awareness (Self-Understanding)

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Academic Learning Goals:
Traits that represent what learners should know or be able to do as a result of the lesson. These correlate to the 21st Century Skill Competencies/Attributes/Traits document hosted online at www.newworldofwork.org

Trait 1: Is realistic about personal strengths, skills, and areas for growth.
Trait 2: Sees own responsibility in actions and words. Understands and responds to the needs of others. Seeks to control own emotions and behavior even under stress. Tries to do the right thing.
Trait 3: Strives to improve work appropriate manner. Learns and applies guidelines or rules of the work setting.
Trait 4: Looks for work that is a good match for personal strengths and skills.

Skills Crosswalk:
State/National standards that correlate to this 21st Century Skill

Advance CTE: careertech.org/career-ready-practices
3. Attend to personal health and financial well-being.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career paths aligned to personal goals.

Advancement Via Individual Determination’s (AVID) Alignment with Collaborative for Academic, Social, and Emotional Learning’s (CASEL) Five Key Competencies: www.avid.org/social-emotional-learning
1. Self-Awareness
3. Social Awareness
4. Relationship Skills

Linked Learning Alliance Silver and Gold Certification Requirement: certification.linkedlearning.org/certification-requirements
• Culminating Experience • Collaborative Cohorts • Interdisciplinary Projects • Collecting Data
New World of Work Lesson Videos:

Entire NWoW High School Video Series: [www.youtube.com/playlist?list=PLWCjcrQpOiFZ8gUs1B0mXnHzFLFxBzmp2](www.youtube.com/playlist?list=PLWCjcrQpOiFZ8gUs1B0mXnHzFLFxBzmp2)

Self-Awareness Video Lessons (broken down by trait)

1. Self-Awareness Intro: [www.youtube.com/watch?v=TWzHceRPrjk&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=1](www.youtube.com/watch?v=TWzHceRPrjk&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=1)

2. Self-Awareness Part 1: Evaluating Strengths and Areas of Growth [www.youtube.com/watch?v=mDwj-0aj4EA&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=2](www.youtube.com/watch?v=mDwj-0aj4EA&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=2)

3. Self-Awareness Part 2: Understanding the Effects of Actions [www.youtube.com/watch?v=442SY9E6Gdl&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=3](www.youtube.com/watch?v=442SY9E6Gdl&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=3)

4. Self-Awareness Part 3: Workplace Manners [www.youtube.com/watch?v=aI3N2Pb8gtQ&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=4](www.youtube.com/watch?v=aI3N2Pb8gtQ&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=4)

5. Self-Awareness Part 4: Finding a Good Fit [www.youtube.com/watch?v=21btn2dl3s&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=5](www.youtube.com/watch?v=21btn2dl3s&list=PLWCjcrQpOiFbzruD_JMHX4yAXsW01J6Jm&index=5)
Note for Instructors:

In the pages that follow, you will find lesson plans for each of the four traits that comprise this skill. Time estimates are indicated in the lesson plans along with a list of reproducible steps for the lesson, which are correlated to the PowerPoint (PPT) slides you have been provided with. Notes from the lesson plan are included in the notes section of the PPT slides.

PPT slides have been kept basic to follow open source copyright guidelines. As an instructor, you can add images or content when delivering the presentations to students. However, you need to follow the 80:20 rule, which means no more than 20 percent of the instruction prescribed for each trait (through the lesson plans) can be changed. This ensures the fidelity of the NWoW content while allowing you to contextualize the lesson for your particular students/learners.

Other Important Notes:

1. Every skill has four traits: these traits can be taught individually or as a series, based on the time you have available with your students/learners.

2. Each trait can be taught in a 30–60 minute session depending on the lesson content you include.

3. Lesson plans include the relevant New World of Work High School & Opportunity Youth Videos. These videos have activity prompts that correspond with the trait. You can use these prompts or develop your own activity prompts.

4. There are additional activities listed in the lesson plan to facilitate further exploration of each trait. You may extend your lesson for a trait by adding in the additional activity.

5. After completing the four lessons for a skill, students can visit www.newworldofwork.org/badges to earn their Learner Digital Badge in that skill.
Table of Contents

LESSON PLAN: TRAIT 1
Is realistic about personal strengths, skills, and areas for growth. 5

LESSON PLAN: TRAIT 2
Sees own responsibility in actions and words. Understands and responds to the needs of others. Seeks to control own emotions and behavior even under stress. Tries to do the right thing. 8

LESSON PLAN: TRAIT 3
Strives to improve work appropriate manner.
Learns and applies guidelines or rules of the work setting. 10

LESSON PLAN: TRAIT 4
Looks for work that is a good match for personal strengths and skills. 12

ONGOING PROJECT:
Spotlight on Service. 14

CLASS CLOSURE: BADGING ACTIVITY
Digital badges to showcase student skills online. 15
Lesson Plan: Trait 1

Is realistic about personal strengths, skills, and areas for growth.

Total Lesson Time: 30–60 minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity [with PPT Slides]</th>
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<tbody>
<tr>
<td>5 mins</td>
<td>Intro Exercise [Slides 2–3]</td>
<td>Ask students to work independently or chat with a partner and write down in pictures, symbols, or words what they think Self-Awareness means. Then, go over the 4 traits.</td>
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<td>3 mins</td>
<td>Intro Video [Slide 4]</td>
<td>Watch: <a href="#">NWoW Self-Awareness Intro Video</a></td>
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<td>3–5 mins</td>
<td>What's in a name? [Slide 5]</td>
<td>Ask students to make their names into acronyms that express who they are. For instance, if the first letter of the person's name is C, perhaps they would write Curious. Provide an example from your own name to get students started. Time permitting, have students make an image out of their name acronym.</td>
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*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity.*
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| 10–15 mins   | **List of Strengths and Development [Slide 8]**                                             | **Note:** This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 8 for one of your own.  
Provide students with this prompt:  
You can get a head start on developing your self-awareness right now. Think of five strengths. Strengths can be things that come easily to you that don’t necessarily come as easily to others, like working with computers, for example. Strengths can also be skills that others have complimented you on, whether it was a teacher, peer, supervisor or parent. They can be topics you have a strong interest in and are very knowledgeable about. Write down each of these five strengths, and think about what information you have used to identify them. List this information next to each strength.  
Now write down five areas that you’d like to improve in. What could you do to start to develop that skill? Write down those ideas as well! Afterwards, share your lists with people who know you well to see if others agree with your self-appraisal of strengths and areas of growth.  
Share the Results [Slide 8] | Encourage students to show their list to a close friend, teacher, or other person who knows them well. See if others agree with their self-appraisal of strengths and areas of growth. As a follow-up, students can share this feedback with you or the group. |
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<tr>
<td>20–30 mins</td>
<td><strong>What is Your Personality</strong> [Slides 9–10]</td>
<td><strong>Note:</strong> This is an additional activity included for this trait to allow students further practice/exploration. Some students may be familiar with the Meyers-Briggs personality inventory or other personality assessments. For our postsecondary level curriculum, the New World of Work uses an assessment called the Keirsey Temperament Sorter. For our secondary level, we recommend the 16Personalities assessment: <a href="http://www.16personalities.com/free-personality-test">www.16personalities.com/free-personality-test</a> We encourage instructors to take the assessment prior to using it with students. To learn more about the research and theory behind this assessment, read about it here: <a href="http://www.16personalities.com/articles/our-theory">www.16personalities.com/articles/our-theory</a></td>
</tr>
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</table>
|            | **Discuss Results** [Slide 10]                                                            | Group students together by the personality type they receive so they can talk with others about their results. Discussion questions:  
  • What do you agree with?  
  • Do you think any aspects of the “personality” are not quite the right fit for you?  
Remind students that although we may share patterns, everyone is unique! |
Lesson Plan: Trait 2

Sees own responsibility in actions and words. Understands and responds to the needs of others. Seeks to control own emotions and behavior even under stress. Tries to do the right thing.

Total Lesson Time: 30–60 minutes

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| 5 mins| **Overview and Warm-Up: Moral of the Story**  [Slides 11–12]                             | Review the components of Trait 2. Then discuss fables, which are short tales that contain moral lessons about how to act wisely. Aesop was a famous Greek storyteller who is linked to many fables we know today.  
   Ask students to write a summary of a fable they know from their own cultural backgrounds, or look up one of Aesop's fables on the Library of Congress' website: [read.gov/aesop/001.html](http://read.gov/aesop/001.html)  
   Students should make note of the moral lesson the fable teaches.  
   They will share this with the class or in small groups, and address the overall question:  
   Why do societies share stories that are guides for how to behave? |
| 5 mins| **Video: Second Trait**  [Slide 13]                                                      | Watch: [NWoW Self-Awareness Part 2: Understanding the Effects of Actions Video](https://www.newworldofwork.org)  
   *You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity.* |
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<tr>
<td>20–30 mins</td>
<td>Share a Time When</td>
<td><strong>Note:</strong> This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 14 for one of your own. Provide students the prompt: Have you ever been in a situation where you knew that your actions would have an effect on others, and understanding that influenced the decisions you made? Ask students to find a partner and exchange stories about times when their self-awareness helped them act in a positive way.</td>
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<td>[Slide 14]</td>
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<td></td>
<td>Share Out</td>
<td>As a class, have students discuss similarities and differences from their partner discussion on how self-awareness helped them act in a positive way. Have the class identify strategies (themes) that might be useful for future decision-making that is informed by impact on others. These themes can be recorded to display in class.</td>
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<td>[Slide 15]</td>
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| 20–30 mins | Emotional Intelligence        | **Note:** This is an additional activity included for this trait to allow students further practice/exploration. Explain that Emotional Intelligence, or EI, helps you understand the needs of others and better assess your personal responsibility in actions and words. Have students take 5 minutes to test their EI from this Mind Tools quiz: [www.mindtools.com/pages/article/el-quiz.htm](http://www.mindtools.com/pages/article/el-quiz.htm)  
**Note:** Students do not need to create an account; they can close the prompt box when it appears at the end of the quiz. |
|          | [Slide 16]                    |                                                                                                                                                                                                                                                                                                                                                       |
|          | Personal Reflection           | Read about what your score means, and journal about the suggested “mind tools” you might use to improve your EI. Are there any that sound interesting? What might you commit to practicing? Why do you think it is important to raise your EI? Journals can be done online or offline and submitted for instructor review or discussed in class. |
|          | [Slide 17]                    |                                                                                                                                                                                                                                                                                                                                                       |
# Lesson Plan: Trait 3

**Strives to improve work appropriate manner. Learns and applies guidelines or rules of the work setting.**

*Total Lesson Time: 30–60 minutes*

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<td>5 mins</td>
<td>Overview and Warm-Up: Local Jobs [Slide 19]</td>
<td>Review the components of Trait 3. Then have students identify and research two jobs that are currently available in your area using a job search tool like Indeed.com, Craigslist, or your local newspaper. Encourage students to look for postings that align with their potential professional interests. Students should make a list of what expectations someone should meet in order to perform that job well. Have them share these lists as a group to see if there are cross over skills.</td>
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*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity. |
| 20–30 mins | Individual Reflection [Slide 21] | **Note:** This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 21 for one of your own.  
Provide this prompt to students:  
Think of two jobs you are familiar with. They can be jobs that you’ve held, that family members have held, or ones you’ve read a lot of information about (including the two examples you researched in the warm-up exercise).  
Compare and contrast what’s appropriate for each job. Consider:  
What kind of clothing is each worker required to wear, what kind of hours is each expected to work, who does each type of worker communicate with most, and how does this affect the style of communication of each? |
|         | Large Group Synthesis [Slide 22] | Students should share their lists with the larger group. Ask them to think about the trends they see in the similarities and differences across different types of work, and comment on the ways expectations can vary across workplaces. This should help them see how many job options are out there! |
## Time | Activity [with PPT Slides] | Description/Notes
--- | --- | ---
20–30 mins | **Roadtrip Nation** [Slide 23] | **Note:** This is an additional activity included for this trait to allow students further practice/exploration.

Have students navigate to the Roadtrip Nation site and do the Roadmap activity: [roadtripnation.com/roadmap](http://roadtripnation.com/roadmap)

Ask them to watch two videos highlighting professionals from their roadmap. They should take notes on what they believe are the types of expectations these people have related to their appearance, behavior, and communication.

Have students create a Venn diagram of these expectations:
- What is the same and what is different?
- Why do they think that is?

| Reflection [Slide 24] | Ask students to recall the results of their [16Personalities](#) assessment. How do the career profiles from Roadtrip Nation align with their temperament type? They should journal about whether or not they believe they would be a good fit for these jobs—what would be their strengths and what would be their areas for growth? Journals can be done online or offline. |
## Lesson Plan: Trait 4

**Looks for work that is a good match for personal strengths and skills.**

*Total Lesson Time: 30–60 minutes*

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| 5 mins | **Overview and Warm-Up: Knowing the Right Fit** [Slide 26] | Review the components of Trait 4 and then prompt the students:  
Think about the [16Personalities](#) assessment you took. How many people thought it was fairly accurate in describing your personality?  
The truth is, our personalities can change depending on who we are with and where we are. We might be very outgoing with our friends, but we might prefer quiet independent tasks when completing work. Being aware of your personality, as well as the kinds of environments you work best in, helps you to evaluate “fit.”  
When you go in for an interview, not only are organizations deciding if you are the right person for the job, but you are deciding if you will be happy in the position.  
Have you ever had a job that you knew wasn’t the right fit for you? If so, tell a partner. If not, can you imagine a type of job you wouldn’t enjoy? Share with a partner. |
| 5 mins | **Video: Fourth Trait** [Slide 27] | **Watch:** [NWoW Self-Awareness Part 4: Finding a Good Fit Video](#)  
*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity.* |
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<tr>
<td>20–30 mins</td>
<td>Mock Interviews [with PPT Slides]</td>
<td><strong>Note:</strong> This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 28 for one of your own. Prompt for students: Find a partner, and take turns interviewing one another for a job! Pick the job you’re hiring for and that your partner is interviewing for. Be sure to ask your partner questions about their interest in and knowledge of the skills that the job requires. And when it’s your turn to be interviewed, answer honestly!</td>
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<td></td>
<td>Partner Discussion [Slide 28]</td>
<td>Students can discuss whether each would be a good fit for the job they interviewed for.</td>
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<tr>
<td>20–30 mins</td>
<td>Write a Job Posting [Slide 29]</td>
<td><strong>Note:</strong> This is an additional activity included for this trait to allow students further practice/exploration. Prompt for students: Write a job posting about your “dream” job. It could be a fictional position, or it could be something that people rarely get paid to do. The key goal is to choose five aspects of the job that you could do better than anyone else, given your unique skill sets.</td>
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</table>
|            | Create a Job Board [Slide 29]           | Students can share their job postings with the group, and create a “job board” collection of all the students in the class. Using post-its, ask students to put their name by all the jobs they feel they would be a good fit for and discuss as a class what students learned through this exercise: • Does it seem like a lot of people think they are a good fit for the same jobs? • Any common themes? • Are there dream jobs for you that you hadn’t thought of? **Note:** If you have supplies, encourage students to make the job board colorful/image based.
ONGOING PROJECT: Spotlight on Service

The purpose of the Spotlight on Service is to provide students with an experiential learning opportunity to relate the skill of Self-Awareness to the larger concept of service with a focus on school, community, and/or larger social engagement. The Spotlight on Service could also be used to meet a community service graduation requirement.

The Start a Healthy Brag Program provides students with the opportunity to embrace their own value and worth through self-affirmations or “bragging” while simultaneously creating a space to recognize and celebrate others in the community.

Start a Healthy Brag Program

1. Review the main tips from this article on “Healthy Bragging” [kriscarr.com/blog/how-to-build-self-confidence](http://kriscarr.com/blog/how-to-build-self-confidence) and discuss with the class how this idea fits with what they have learned about self-awareness. Ask: How might healthy bragging help you/add value to different aspects of your life?

2. With the class or group, determine how to implement a daily or weekly kudos program in which each individual in your class has an opportunity to “Healthy Brag.”

3. Decide as a class how you might highlight individuals throughout the term/year: how can this exercise help everyone discover more about a particular person, what recognition should everyone receive, and what is the best way to celebrate publically—perhaps on morning announcements, the school newspaper, or in a YouTube video segment (be sure you get permission from the candidate).

4. Begin the program as a group and take note of its effects. What is working well? What can be improved?

5. Ask students to reflect on how they felt about “Healthy Bragging” at the beginning versus the end of the term/year. Did they observe any shifts in their attitude, quality of life, etc.? How can they take the concept of “Healthy Bragging” into their other projects and potentially their workplaces?
CLASS CLOSURE: Badging Activity

Digital badges to showcase student skills online.

Once students have gone through all four traits of SELF-AWARENESS, have them navigate to the “Learner Badge” section of the New World of Work website: www.newworldofwork.org/badges. Students will click on the “Self-Awareness” badge icon to launch a webpage that contains an overview of the trait and instructions for the badging assessment. Or, students can go directly to the badging assessment here: badges.newworldofwork.org/quiz/self-awareness.

As they take the assessment, students have the option to watch the videos again as review or go directly to the multiple-choice questions. A passing score on the multiple-choice questions will allow students to earn the badge.

If students pass, they will receive an email from Badgr that details how they can claim their badge to share and post online for all the world (and potential employers) to see! If a student does not pass, they will be prompted to retry.

If you haven’t already discussed digital badging as a class, share with students what a digital badge is and how it can be useful to them:

1. A digital badge is an online representation of accomplishment such as the completion of a project or training, mastery of a skill, or accumulation of experience.

2. They are issued by schools, universities, and community and professional organizations.

3. The earner can openly display their digital badges across social media sites, on their LinkedIn profile or as part of an online portfolio, blog, and/or résumé.

4. The badge acts as a bridge from education and life experiences into the world of work where employers can view the badge as a verification, or e-credential, indicating desired qualities and skills.

For more information on digital badges, students can read this article on Medium!