



easyAwareness

Teacher/Parent Guide

Lesson Objectives

Give your child the opportunity to learn about their own personal characteristics and begin building their self-awareness.

Lesson Duration

45 - 50 minutes, depending on the number of children. Room set-up time: approximately 5 minutes (not including printing time). You will achieve the best outcome by delivering this lesson on a one-to-one basis or with a small group of children. **Please be aware** that lesson duration will be extended when you encourage children to engage on a deeper level and express their individual thoughts, feelings, and experiences.

Lesson Resources

- | | |
|---|--|
| <input checked="" type="checkbox"/> One easyAwareness learner diary for each child | <input checked="" type="checkbox"/> Each child's personal Mindscreen experience® profile |
| <input checked="" type="checkbox"/> Sufficient extra pens/pencils for all children | <input checked="" type="checkbox"/> Elastic band (a thick, colourful one is best) |
| <input checked="" type="checkbox"/> Music player and positive music (optional) | <input checked="" type="checkbox"/> Mobile phone/video recorder and tripod |

Lesson Preparation

For the lesson: Print learner diaries and each child's profile. Set up the tripod and phone/video recorder near the door. Start playing the music. [Read the important note on page 7 and check the Success Insights® Wheel page of each child's profile.](#)

Lesson Order

- Help each child become more aware of their own natural behaviour.
- Help each child learn how others see them.

Which One Am I? (3-5 minute activity)

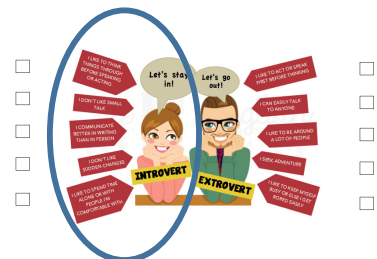
Set the scene: Tell your child about Carl Gustav Jung, a well-respected psychologist from years ago, who was the first person to describe human behaviour in a simple way. He created an easy-to-understand behavioural model to help people to become more aware of their own behaviour.

Tell your child you're going to use this model today to help them better understand themselves. Tell them that we are all **different and unique, there is no good or bad, right or wrong style**.

Which One Am I? - activity instructions

Step 1 of 4

Tell your child that this exercise is designed to help them learn how **introverted** and **extroverted** people differ, and to help them begin to figure-out which one they are more like.



Step 2 of 4

Ask your child to open their diary to the “Which One Am I?” exercise. Tell them to read all 10 statements then choose and tick the 5 that best describe them. (Make sure they only tick 5 boxes).

Step 3 of 4

Remind them that they could have ticks on both sides or all of their ticks on one side, both are right!

Step 4 of 4

Ask them to check where they have more ticks, on the “Introvert” side or on the “Extrovert” side. Then tell them to draw a circle around that side. See example above.

My Natural Behaviour (15 – 20 minute activity)

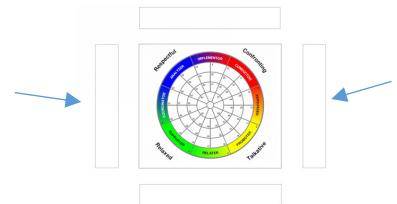
Set the scene: Tell your child that this exercise will help them to learn more about what it means to be an introvert or an extrovert.

My Natural Behaviour - activity instructions

Step 1 of 5

Ask your child to open their diary to the “My Natural Behaviour” exercise. Tell them that you want to help them learn more about themselves and their preferred way of being.

Ask them to write “introvert/reserved” in the left box and “extrovert/outgoing” in the right box. Discuss with them the differences between introverted/reserved (e.g. quiet, relaxed, thoughtful) and extroverted/outgoing (e.g. talkative, always on the go, doing things).



Step 2 of 5

Now ask them to place their finger in the centre of the wheel.

Tell them to move their finger to the left if they think/feel they are more reserved/introverted or to the right if they think/feel they are more outgoing/extroverted.

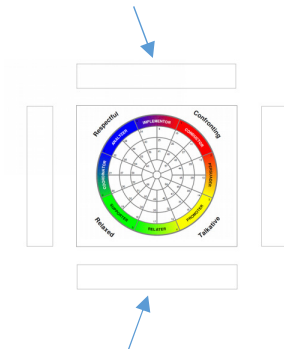
Now tell them to move their finger to the “degree” that they think/feel they are introverted or extroverted. **For example**, move it a lot if they think/feel they are very introverted or very extroverted or only a little if they think/feel they are only a little introverted or a little extroverted.

Once they have settled on a position, ask them to put a little x where their finger is.

My Natural Behaviour - Continued

Step 3 of 5

Now ask them to write “task/thinking” in the top box and “people/feeling” in the bottom box. Discuss the difference between - task/thinking (e.g. thinks things through, likes to have lists and tick things off when done - task focused) and - people/feeling (e.g. likes being around other people, talking with and helping others - people focused).



Tell your child to put their finger back to their mark (x) and to move it up if they're more task/thinking focused, or down if they're more focused toward people/feelings.

Again, tell them to move their finger to the “degree” that suits them; it can be a lot, a little, or somewhere in between. **Get them to notice where their finger is now and circle that place.**

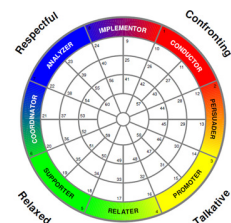
To help them discover if they are more like the **Red**, **Yellow**, **Green**, or **Blue** statement below, see which colour each child's finger/circle is closest to, and read out the corresponding statement:

Extroverted/Outgoing & Task/Thinking focused – Confronting

Extroverted/Outgoing & People/Feeling focused – Talkative

Introverted/Reserved & People/Feeling focused – Relaxed

Introverted/Reserved & Task/Thinking focused – Respectful



My Natural Behaviour - Continued

Step 4 of 5

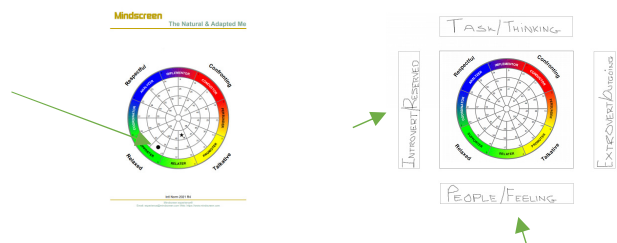
Ask them to open their Mindscreen experience® profile to their “Success Insights® Wheel” page and see if their **dot** is in the same/similar place to where their finger was, e.g. the place they marked with a circle during the “My Natural Behaviour” exercise. If it is, it’s an indication that they know themselves.

Step 5 of 5

To complete the exercise, ask your child to look at the “Success Insights® Wheel” page of their Mindscreen experience® profile again to see if their **dot** is in the **Red**, **Yellow**, **Green**, or **Blue** quarter. Then look at the descriptions they wrote around the “Wheel” during the “My Natural Behaviour” exercise. Their job is to see which two statements are the closest to the **dot** shown in their profile and write them into their diary to answer the below question.

“Carrying out the above exercise has helped me learn that my natural behaviour is:”

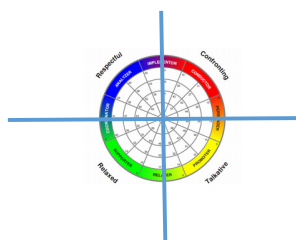
Example: If the **dot** in their profile is in the **Green** quarter, they should record the following statement: “**More Introverted/Reserved and People/Feeling focused**”.



Work with each child to make sure they write the statements closest to their “Natural Behaviour” (**dot**) when answering the question above.

Introverted/Reserved & Task/Thinking
focused – Respectful

Introverted/Reserved & People/Feeling
focused – Relaxed



Extroverted/Outgoing & Task/Thinking
focused – Confronting

Extroverted/Outgoing & People/Feeling
focused – Talkative

Natural & Adapted Me (5-7 minute explanation)

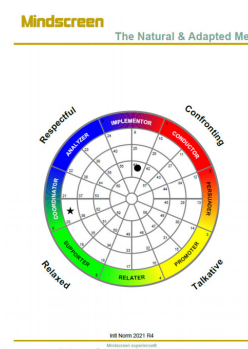
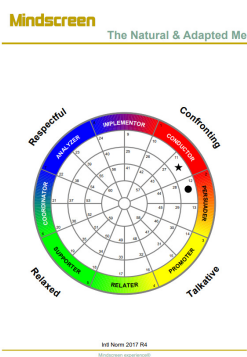
Set the scene: Tell your child that you want to give them an easy way to understand the difference between their Natural Behaviour (**dot**) and their Adapted Behaviour (**star**).

Natural & Adapted Me - explanation instructions

Show them the elastic band (it's good to hold it up in the palm of your hand). Then describe the difference between natural and adapted behaviours:

- **Natural (dot):** “the natural you”. Your natural, instinctive behaviour is how you will behave if you’re feeling happy and comfortable and just being yourself. Tell them it’s like the elastic band at rest in its natural shape lying on the palm of your hand.
- **Adapted (star):** “the adapted you”. Your adapted behaviour is the behaviour you adopt in a specific situation. For example, you can “stretch and adapt” your natural behaviour to “fit” the needs of a particular situation, like when you’re sitting an exam or out with your friends. Pick up the elastic band and stretch it out to demonstrate how we adapt our characteristics to fit different situations.

Tell your child that the closer their **dot** and **star** are to each other on their Success Insights® Wheel, the less they are adapting their behaviour and the more they’re being themselves. The further away they are from each other, the more they’re adapting their behaviour.



Tell them that it's very important to remember that **we all can and do** adapt our behaviour throughout our lives, often with little or no discomfort. However, like an elastic band, people are more comfortable when they are not “stretched out” for long periods of time.

Important note: There can be instances when either the **dot** or the **star**, or both, are not plotted on the Success Insights® Wheel. Please refer to “Identifying Signs of Tension and Stress” in the “Teaching & Learning Resources” area. This document will help you to learn: why this can occur, what could cause it, and what action to take.

Set the scene: Tell your child that this activity will help them understand more about how they see themselves and how they appear to others.

Step 1 of 4

Ask them to turn to the “How I see Myself” page of their Mindscreen experience® profile.

[illegible]

How I See Myself - Continued

Step 2 of 4

Tell them that all the words that are highlighted in each column (the **red**, **yellow**, **green**, and **blue**) describe how they see themselves.

Ask them to **circle** the words from the highlighted areas in each column that they think/feel are the **most accurate and positive descriptions of themselves**.

When they have circled all their words, tell them you're going to work together with them. You'll be person **A** and they'll be person **B**. (If you have more than one child you can make one of your children person **A** and the other person **B**).

Person **A**'s job is to review the circled words in person **B**'s profile and underline those words that best describe how person **A** sees person **B**.

Step 3 of 4

Encourage discussion as you do this.

This exercise helps your child learn about themselves and learn how other people see them.

(If you have two or more children and have paired them up, make sure they swap roles and repeat the process).

Step 4 of 4

To complete the exercise, ask your child to open their diary to the "How I See Myself" exercise and answer the following questions:

The words that best describe me are:

Carrying out the "How I See Myself" exercise has helped me learn the following about myself:

Note: Their goal is to describe themselves using their chosen words.

How I See Myself - Continued

Provide as much support as you can/they need to complete the task.

When they have answered the questions, ask them to remember their words and begin to think of themselves in this way, reminding themselves of their positive characteristics and strengths.

Lesson Review (2 - 4 minute activity)

The most important points you want your child to gain from this learning experience are:

- There is no good/bad, right/wrong behavioural style - simply different styles.
- Knowing your own characteristics will help you build your self-awareness and your self-confidence.

Diary Room (2-4 minutes) – may take longer initially, then speed up as they gain confidence

Set the scene: Tell your children that this activity is designed to help them gain confidence when speaking in public.

Diary Room - activity instructions

Step 1 of 2

Tell them that just before they go you would like them to come to the camera one at a time and answer a question (see below).

Explain that, because everyone experiences the same thing in different ways, you expect a different answer from each person.

“What is your name and what is the most important idea you have gained during this lesson?”

Step 2 of 2

Ask who wants to go first and encourage each child to come to the camera when they are ready.

Diary Room - Continued

Start the camera and, when you are ready, ask them the question above.

Notes:

- Be prepared to encourage those who are uncomfortable, shy, or afraid.
- This activity stimulates strong emotions in many people who, with practice, can overcome their fear. You might mention how some famous actors felt just like them to begin with.

Learning Improvement Feedback

It's too early to invite your child to start the feedback process now. You can request feedback twice, once halfway through and once again at the end of your child's learning experience. We'll let you know when the perfect moment is. So, remember to check this section in future Teacher/Parent Guides.