

Level
B

Module Six | Self Awareness

Activity One



Getting rid of yucky body feelings

For students to be self-aware, they need to be aware of their own feelings. This activity aims to have students focus on the physicality of their feelings as well as providing them with a self-control strategy to deal with feelings. The activity makes use of relaxation practice.

Materials Required

- ✓ Relaxation music

Step One

Talk to students about feelings. Sometimes it can be confusing to work out our feelings. Being able to talk about them takes a lot of courage and we need to find the right person to talk to. We may not want to share our deepest personal feelings with someone who never keeps a secret and who goes around blabbing everyone's business. What does your body tell you about your feelings? You need to listen to your body to see what it is telling you. Your stomach might be feeling tight, your chest hurting...? Are your fists clenched? Or you might have a headache. You need to acknowledge the feeling and learn to let go of the feeling.

**Level
B**

Module Six | Self Awareness

Step Two

Relaxation music can be played in the background for this part of the activity. Have a large clear area with a comfortable air temperature where students can lie down. Ask the students to find an area on the floor to lie down. They will need to lie on their backs. In a calm relaxing voice, vocalise the next five steps, one at a time with the students. Give time between each of the steps so students can visualise themselves doing what you ask, feel the sensations and listen to the relaxation music.

1. Close your eyes and while staying on your back, place your arms and legs in a comfortable position.
2. Breathe in through your nose and out through your mouth. Count to five as you do this. Breathe in; breathe out, 1, 2, 3, 4, 5.
3. Keeping your eyes closed imagine you are at the beach or on nice soft grass or somewhere else where you feel completely relaxed and safe to lie down on your back and relax. Picture each part of your body leaving its shape in the sand or on the grass – your head, your arms, your legs, your back.
4. Still with your eyes closed, relax your head, your neck, your arms your legs, your whole body. Let the tightness of the muscles run down your body, run away from your body. Let it run out down your arm and out your fingers. Feel the tightness run away down your chest, down your stomach, down your legs and out your toes.
5. Take two more deep breaths. Breathe in, breathe out and count to five. 1, 2, 3, 4, 5.
6. When you are ready sit up slowly and open your eyes.

**Level
B**

Module Six | Self Awareness

Step Three

Have a discussion on how students feel after doing the exercise. How does it compare to how they felt before they started the exercise? When they feel all bottled up with feelings, perhaps they should try this at home. It will help them to identify what they are feeling, make them feel better which will then provide them with an opportunity to do something about the situation that made their feelings get all jumbled up.

If students prefer to picture themselves in another location for this activity, other suggestions can be used for example a nice place in the forest. The location needs to be where students feel safe, well and happy.

Level
B

Module Six | Self Awareness

Activity Two



Good messages

The aim of this activity is to highlight to students the importance of giving clear messages to each other when communicating. Students need to think about what they say before they say it. The activity is also designed to highlight the importance of listening to each other. Students play the roles of instructor and robot and must get the robot to draw an object without the robot knowing what the object is.

Materials Required

- ✓ Writing paper and pens

Step One

Talk to the students about feelings and behaviour. When we feel good about ourselves it's much easier to give good messages to other people and to say nice things to them. An important part of talking to a person is listening carefully to them. To understand what that person is saying, that person needs to give clear messages. If we don't listen really well and if we don't say what we think and feel, we can get into a muddle. We can accidentally start having a disagreement with a friend.

**Level
B**

Module Six | Self Awareness

Step Two

Ask students to form groups of two. They will need a piece of paper and a pen. One student is to be the robot. The robot is given a piece of paper and a pen. The robot understands what a pen is and what a line is; but that is all. Robots must obey instructions at all times. Robots can only do one thing at a time. The other student is the instructor and must tell the robot what to do, step by step. Have all the robots turn around and face the back of the classroom. Hold up a picture of a square for the instructors to see. The robots are not to see or know what they are to draw. As the instructor, the student is to give instructions on what to draw but not tell the robot what they are drawing. For example, put your pen on the paper and draw a straight line for 5 centimetres or until I say stop. Give the students ten minutes or less to do the exercise before swapping roles. This time, secretly inform the instructors of the shape to be drawn by showing a picture of a triangle.

Step Three

Talk to the students about the following:

- A. Did they find it hard to give clear messages?
- B. Did they feel they always understood what the other student was saying?
- C. How did they feel when they thought they were doing the right thing?
- D. How did they feel when they thought they were not completing the task correctly or couldn't understand the directions properly?
- E. Can any student think of a time when they thought another student didn't like them? Looking at it now, do they think it may have been a misunderstanding, a communication problem?
- F. Ask the students to give each other a handshake and say something positive to the other student about the activity, like: I enjoyed playing that game with you, you are good at giving good directions, you really listened well, etc.