

Eight Basic Emotions

Self-Awareness | Identifying Emotions

Name: _____

Teacher: _____

Date: _____

In each of the boxes below, write 1-2 sentences about a time you experienced each of the basic emotions. What happened? What did it feel like in your mind and body?

Joy

Trust

Fear

Surprise

Sadness

Disgust

Anger

Excitement

Once your chart is filled out, share your answers with a partner. What do you notice about their chart? What are some similarities and differences?

Emotional Intensity

Self-Awareness | Identifying Emotions

Name: _____

Teacher: _____

Date: _____

According to Robert Plutchik's Wheel of Emotions, each of the eight basic emotions can vary in intensity. For example, a more intense version of anger is rage, while a less intense version is annoyance. Look at some additional examples below and fill in the chart accordingly.

Less Intense	Basic Emotion	More Intense
Serenity	Joy	Ecstasy
Describe a time that you felt serene:		Describe a time that you felt ecstatic:
Boredom	Disgust	Loathing
Describe a time that you felt bored:		Describe something that you loathe:
Distraction	Surprise	Amazement
Describe something that distracts you:		Describe something that amazes you:

Self-Portrait

Self-Awareness | Accurate Self-Perception

Name: _____

Teacher: _____

Date: _____

Draw a self-portrait in the box below. In addition to drawing your external traits, include some of your internal traits by drawing your interests, hobbies, and values.



When finished, trade self-portraits with a partner and ask them to answer the questions below.

How does this self-portrait align with how you see the artist?

What are some additional strengths or positive traits you think the artist could include?

Strengths and Challenges

Self-Awareness | Accurate Self-Perception

Name: _____

Teacher: _____

Date: _____

Think about some of your strengths. These may include skills you have, subjects where you excel, or internal qualities such as courage, kindness, or resilience. Then, consider some of the challenges you're facing, like a difficult academic subject, a tricky extracurricular activity, or a personal struggle. When you've finished reflecting, list some of your strengths and challenges below.

Strengths

1. _____

2. _____

3. _____

4. _____

5. _____

Challenges

1. _____

2. _____

3. _____

4. _____

5. _____

When finished, review your lists and then consider the questions below.

How do your lists intersect? Which strengths might you be able to use to better face your challenges?

How does reflecting on your strengths affect how you feel about the more challenging aspects of your life?

Flow Center Proposal

Self-Awareness | Recognizing Strengths

Name: _____

Teacher: _____

Date: _____

A “Flow Center” is a space in your classroom where you can engage in activities that bring you joy, challenge, and a sense of accomplishment. Imagine you have the opportunity to contribute to the creation of a “Flow Center” in your classroom. Think about the various types of puzzles, games, art supplies, tools, and other activities that would make you and your classmates feel inspired and engaged. Then, when you’re ready, fill out the form below.

What’s an activity you think should be included in the Flow Center?

Why do you think this activity should be included? Who will enjoy it most?

What supplies are needed for this activity? Where can your teacher find them?

To make sure the Flow Center stays safe and clean, what are some rules that your classmates should follow when participating in your activity?

Modified Pomodoro Technique

Self-Awareness | Recognizing Strengths

Name: _____

Teacher: _____

Date: _____

Think of something you'd like to achieve over the next 35 minutes. First, strategize by filling out the form below. Then, grab a timer and get started on your task. Check off each section as you go!

What goal do you want to achieve over the next 35 minutes?

Focus Time

10 minutes (0:00-10:00)

What do you want to achieve during this section?

Break Time

2 minutes (10:00-12:00)

What will you do during your break?

Focus Time

10 minutes (12:00-22:00)

What do you want to achieve during this section?

Break Time

3 minutes (22:00-25:00)

What will you do during your break?

Focus Time

10 minutes (25:00-35:00)

What do you want to achieve during this section?

Confidence Boosters

Self-Awareness | Self-Confidence

Name: _____

Teacher: _____

Date: _____

What helps you feel more confident? Write and/or draw your favorite techniques below. When finished, share with a friend or with the class.

Tip #1

Tip #2

Tip #3

Tip #4

Encouragement Roster

Self-Awareness | Self-Confidence

Name: _____

Teacher: _____

Date: _____

In the chart below, list the people you feel safe socializing with, and what topics you feel safe discussing with them. For example, you may feel safe practicing a presentation with multiple friends, but only discussing more personal issues with 1-2 friends.

Names	Topics

Performance Experience: List

Self-Awareness | Self-Efficacy

Name: _____

Teacher: _____

Date: _____

Take a moment to list some of your accomplishments, whether at home, in the classroom, or in your extracurricular activities. Your list can include major milestones, like winning awards, and smaller achievements, such as taking on new responsibilities.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Performance Experience: Collage

Self-Awareness | Self-Efficacy

Name: _____

Teacher: _____

Date: _____

Once you've spent some time reflecting and listing your accomplishments on the previous handout, make a collage representing your achievements in life so far. You can include photos, words, cut-outs, and/or drawings in the space below.

