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Cards for stage 5 in the workshop plan –experiencing the development tool

**Self-awareness in higher education:** What is the relevance of self-awareness to higher education?

What is the relevance of self-awareness to the courses you teach?

What is the relevance of self-awareness to your life in general?

**Emotional Self-Awareness:**

Discuss: What is Self-awareness?

How would you define and describe it?

Is self-awareness important? Why do you think so?

**(for students: read an article)**

How self-aware do you think you are?

When and how do you use it?

What would others say about your self-awareness?

What would you like to improve regarding your self-awareness?

**How would its improvement benefit you?**

Assignment #4

Assignment #3

**Self-awareness and individuals:**

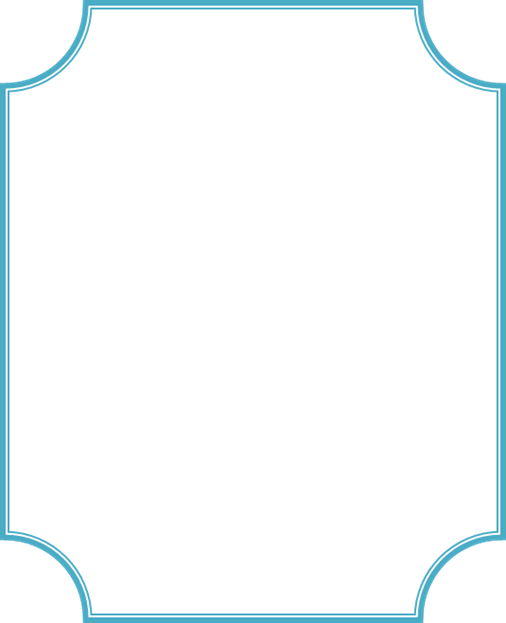
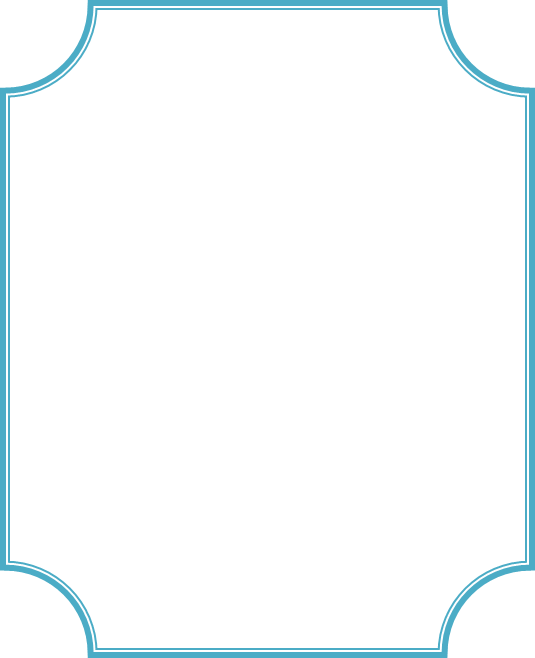
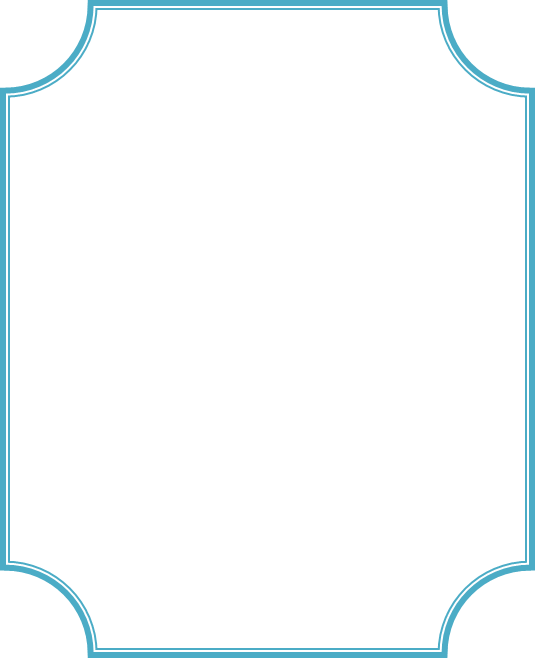
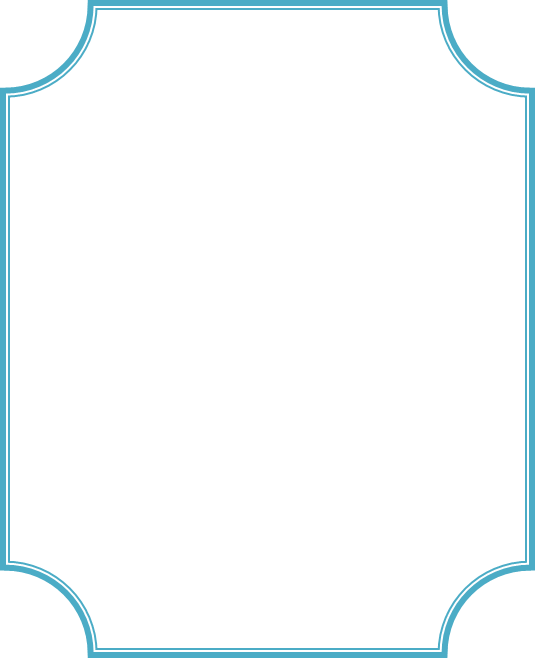
Describe someone you know who is very self-aware. How does s/he act? What does s/he do?

Describe someone how is not highly self-aware. How does s/he act? What does s/he do?

**(For students: watch a TED talk)**

Assignment #2

Assignment #1



**Understanding emotions:**

Tell the group about an incident you experienced in class this week. What did you feel? How strongly (on a scale of 1 to 10)?

What caused the emotion? What did you think that stimulated the emotion? What did you do? How often do you have this emotion?

**Expressing emotions:**

Think about the last week: how often did you share your feelings and discussed them with others?

If you shared your feelings, what made you do so? How does it help you to share your feelings?

If you don’t share, what stops you?

Assignment #8

Assignment #7

**Emotional timeclock:**

Think about yesterday: what emotions did you feel?

What had caused them?

What did you learn about yourself?

**Emotional literacy:**

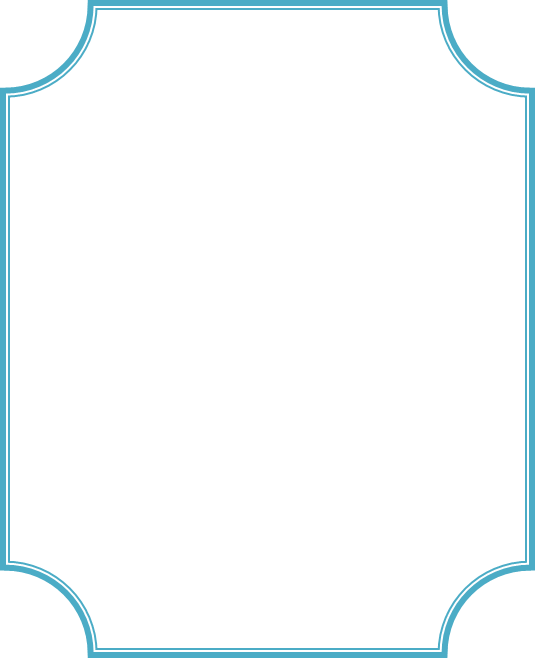
Make a List of as many emotions as you can.

Sort them into groups by any criterion you choose.

Choose 5 emotions from you list and explain their meaning.

Assignment #6

Assignment #5



**Throughout the semester, you worked on developing one of your personal skills. Create a portfolio of all your assignments throughout the course. Complete the last assignment and attach it to the portfolio**

FINAL ASSIGNMENT 2

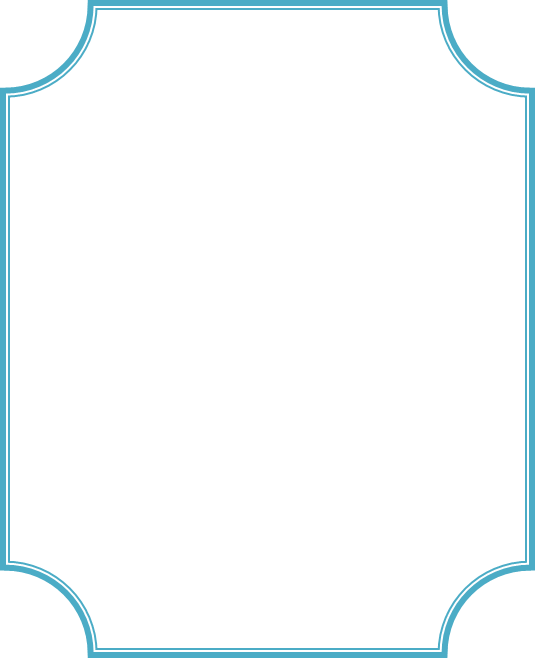
1. **On a scale of 1 to 5, how would you summarize your experience with the tool?**

* I feel the process was meaningful for me. 1….2….3….4…5
* I feel it needs more time. . 1….2….3….4…
* I began an important process . 1….2….3….4…
* I want to continue this process. . 1….2….3….4…5
* I had insights that have never had before. . 1….2….3….4…
* I learned to look at myself in a more reflective way. . 1….2….3….4…5
* I felt a need to share the process with others. . 1….2….3….4…5
* I made changes in my everyday life. . 1….2….3….4…5

1. **Freely and reflectively, discuss the following questions**

* How would you summarize the process you experienced?
* What did you learn about yourself?
* How was the process expressed you would like it to be expressed in your everyday life? (Give at least 3 examples.)
* Connect the exercises you performed to you development – What did you do? How did they work? What was their effect?
* How useful was this process to you? In what ways?
* In your opinion, did you achieve your goal? In what ways?
* Which difficulties did you encounter? How did you deal with them?
* What would you like to continue to develop regarding this skill? In what way? How would you do it?

Final assignment- Self



Cards for stage 6 in the workshop plan- experiencing the assessment tool

**Mid-term assessment- Teacher**

**(Assessment of others’ progress)**

**In pairs: How much do you feel your partner:**

1. **Demonstrated understanding of the concept**
2. **Demonstrated an ability to link the concept with introspection.**
3. **Was able to provide examples for the concepts.**
4. **Related to the comparison between personal perceptions and perception of others.**
5. **Demonstrated understanding of the contribution of the improved skill to everyday life.**
6. **Formulated the goal of improving the skill coherently, including the ability to identify obstacles and helps.**
7. **Looked into his/her emotions and their causes**
8. **Was willing to share emotions and insights**