**Teaching Self-awareness:** EXERCISE ONE

Please circle the letter that corresponds to the best answer.

1. What is Self-awareness?
   1. Self-awareness is the capacity for extrospection and the ability to recognize others as individuals separate from the environment and yourself.
   2. Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals.
   3. Self-awareness is the capacity for introspection and the ability to recognize others as individuals separate from the environment and yourself.
   4. none of the above
2. Self-awareness is often confused with:
   1. time-management
   2. consciousness
   3. self-esteem
   4. all of the above
   5. none of the above
3. Self-awareness is how an individual consciously knows and understands their own:
   1. character
   2. feelings
   3. motives
   4. desires
   5. all of the above
   6. none of the above
4. How many broad categories of self-awareness are there?
   1. 1
   2. 2
   3. 3
   4. a and c only
   5. all of the above
   6. none of the above
5. The “Painter and the Buyer” was painted by \_\_\_\_\_ in \_\_\_\_\_\_.
   1. Pieter Bruegel the Elder, 1565
   2. Pieter Brueghel the Younger, 1565
   3. Pieter Brueghel the Elder, 1565
   4. Pieter Bruegel the Elder, 1564
   5. Pieter Brueghel the Younger, 1564
   6. Pieter Brueghel the Elder, 1564
   7. Pieter Bruegel the Elder, 1567
   8. Pieter Brueghel the Younger, 1567
   9. Pieter Brueghel the Elder, 1567
   10. Peter Bruegel the Elder, 1565
   11. Peter Brueghel the Younger, 1565
   12. Peter Brueghel the Elder, 1565
   13. Peter Bruegel the Elder, 1564
   14. Peter Brueghel the Younger, 1564
   15. Peter Brueghel the Elder, 1564
   16. Peter Bruegel the Elder, 1567
   17. Peter Brueghel the Younger, 1567
   18. Peter Brueghel the Elder, 1567
   19. a and c only
   20. all of the above
   21. none of the above

**Teaching Self-awareness:** exercise two

Think about and try to answer the questions below. Continue on another sheet of paper if you run out of space.

=-=-=-=-=-=-=

Describe the last time you remember a student getting excited about learning something in your class.

What do you do to contribute to that excitement?

After ice breakers and before final stress, how do your students behave differently during the last third of class compared to the first third?

Have you noticed patterns in how a student’s identity effects their performance in your class?

How do you balance covering the student learning objectives while allowing students control over the work they do for your class?

Do students change their minds after talking to you about their academic and professional goals?

When students who major in your discipline join the workforce how do their jobs involve self-awareness?

What’s one part of your subject matter that involves self-awareness?

How does the way you teach encourage self-awareness?