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# Self Awareness in Elementary Students

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## Research Question

- How can I help students learn to be self-aware and promote prosocial behavior within the classroom?

## Literature Review

- The practices that teachers put in place can help improve positive behaviors and social awareness within students (Gage, Scott, Hurn, & MacSuga-Gage, 2018).
- Gage, Scott, Hurn, and MacSuga-Gage (2018) found that elementary students taught in classrooms with high teacher engagement and management had higher rates of success in school.
- Teachers reported that offering choices was a good way to increase self-determination, increase personal interest and give students opportunities to practice decision making skills (Beymer and Thompson, 2015).
- There was a significant positive correlation between emotional awareness and students' motivation and engagement in learning (Arguedas, Daradoumis, & Xhafa, 2016).
- *Self-awareness* is defined as conscious knowledge of one's own character, feelings, motives, and desires (Zimmerman (1990)).

## Methodology

- Participants included 27 first grade students from a suburban classroom (10 boys, 17 girls).
- Taught lessons that aimed at developing students self-awareness.
- Incorporated opportunities for students to show self-awareness.
- Analyzed data for common trends that occurred in the classroom.
- Data Sources: student work samples, reflections, lesson plans, weekly field notes, and anecdotal records

	Yes, I do this all the time	I could be doing better at this	I am not doing this and I need to work on this
I follow school and classroom rules	23	4	0
I show respect for myself and others	20	7	0
I have control over my actions	22	5	0
I work well with other students	21	6	0
I stay on task and do my work	17	10	0
I follow directions the first time they are given	16	8	3
I always complete my homework	15	8	4
I am organized	23	2	2
I listen when the teacher and other students are talking	22	5	0
I am neat and do not rush through my work	17	7	3
I raise my hand and participate every day in class discussions	22	4	1

Figure 1: Shows the results from a self-reflection that students completed. The far left column shows the question students answered. The following columns show the number of student who chose each response.

## Results and Data Analysis

- Students were capable of being self-aware, but they needed multiple reminders throughout the day.
- Group work provided students with opportunities to collaborate with each other and adjust their behaviors to work in a group.
- Students' self-awareness, excitement, and engagement increased when there were rewards or an unknown at the end of the activity.
- Students were aware of their classmates' behaviors and choices more than they were aware of their own actions.
- Personal reflections showed that many students knew what areas they needed to improve in as well as areas where their behavior did not align with what was expected of them.

## Conclusion

- Findings indicated that when teachers actively taught and interacted with the class, students were more likely to be self-aware.
- When teachers set clear expectations of the students, they are more likely to be self-aware.
- Further practice is needed so that students can continue being self-aware without reminders.