



**Leading Ourselves: Deepening Self-Awareness**

*Part of the CalSAC Workshop Strand  
Unite, Empower, Transform.*

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CalSAC is building a future where every child in California — regardless of income, race, or zip code — has access to high quality, affordable out-of-school time programs.

**Training**

**Leadership**

**Advocacy**

**GETTING STARTED**

- Training Agenda
- Bike Rack
- Group Agreements

**GROUP AGREEMENTS**

- Try on new ideas and perspectives
- Move up/Move back
- Assume positive intent
- "I" Statements
- Confidentiality
- Both/And Thinking
- It's okay to disagree

**TODAY'S OBJECTIVES**

**By the end of this module, participants will:**

- Understand how young people's responses affect personal emotion and behavior;
- Explore how group agreements and reflection can support young people and adults in practicing self-awareness and self-management;
- Share current strategies and resources to support We Are skill building with youth.

**KEY CONCEPTS**

EXPANDED LEARNING 360°/365  
FOUNDATIONAL AREAS:

|   |  |
|---|--|
|  WE ARE    | Self-awareness<br>Self-management        |
|  WE BELONG | Social awareness<br>Interpersonal skills |
|  WE CAN    | Self-efficacy<br>Growth mindset          |

**WE ARE (INTRAPERSONAL SKILLS)**

**Self-awareness:**  
Young people are able to recognize and understand their own personal identity and feelings.

**Self-management:**  
Young people regulate and monitor their own behaviors, feelings, and impulses in order to make responsible decisions, maintain focus, and achieve goals.

"I know how I am feeling."  
"I know who I am."

"I choose how I react to things."  
"I can control my own behavior."  
"I can stay focused."

**ESTABLISHING AGREEMENTS**

**Our Agreements**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**EXPLORING PERSONAL COMPETENCE**


**Scenario Activity**

1. What stands out as an action or behavior that could cause a negative reaction for the staff running homework time?
2. What does this scenario remind you of?

**PERSONAL COMPETENCE**

**In pairs, share emotions or behaviors that cause a negative reaction in you:**

- What actually happens to you? What physical reactions occur?
- What is the chain of thoughts, emotion and behaviors that follow?



**PERSONAL COMPETENCE**


- What strategies support the message we want to send to young people?
- What strategies are helpful to you, as staff, to be able to respond instead of react to particular behaviors or actions?

Take 10 deep breaths

Place hand on chest, feel self breathing

**SELF-AWARENESS AND SELF-MANAGEMENT TOOLS**

1. Personal Reflection – i.e. ORID method
2. Group agreements



**PRACTICING ORID**

**Objective: These ask about what we can take in with our senses.**



- External
- Directly observable
- Facts and data
- Ask “What?”




**PRACTICING ORID**

**Reflective: These are feelings, memories, associations, etc.**



- Internal
- Immediate response or reaction
- Feelings and intuition
- Memory or associations
- Ask, “What is my gut telling me?”

**PRACTICING ORID**

**Interpretive: This level looks at the objective data and our reflections to make meaning.**


- Implications
- Meaning
- Significance
- Value
- Story
- Ask, “Why?”

**PRACTICING ORID**

**Decisional: This level looks to future resolve:**

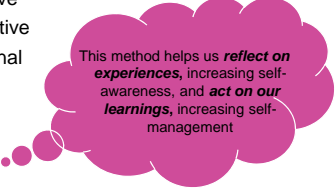

- Next steps
- Who will do it
- What product will be produced
- Aims to accomplish
- Application
- Closure
- Ask, “Now what?”





**PRACTICING ORID**

- Objective
- Reflective
- Interpretive
- Decisional


This method helps us **reflect on experiences**, increasing self-awareness, and **act on our learnings**, increasing self-management




## GROUP AGREEMENTS

- When implemented consistently, group agreements create the container to help young people self-manage.
- Create them together, review them, and allow space for youth to remind one another and themselves.



## PROGRAM PRACTICES AND RESOURCE SHARING

- What are your strategies for managing your negative emotions when they arise in program?
- How are you currently implementing agreements? How are they working well? How are they not working?
- What are your current practices for supporting self-management and self-awareness?
- What curricular resources are you using to support self-management and self-awareness?



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## ADVOCACY OPPORTUNITIES

- **Gain tools and resources** to protect and advance policies that support out-of-school time programs
- Join us at the **CA Afterschool Challenge** in May at the State Capitol



## LEADERSHIP OPPORTUNITIES

- **3-Day Leadership Intensive Retreats:** regional, fee-based management and leadership trainings.
- **Leadership Development Institute (LDI) Fellowships:** year-long, cohort based fellowships aimed at increasing the leadership capacity of the OST field.
  - LDI for Emerging Leaders of Color
  - LDI 360°/365




## TRAINING OPPORTUNITIES



- **Specialized Training Projects:** Dig more deeply into STEM, SEL and other important topics through our specialized professional development programs.
- **eLearning:** FREE online, self-paced, modules available for our most popular topics
- **Apply to be a CalsAC Trainer!** Do you enjoy leading trainings? Join our Trainer Network!

# THANK YOU

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.



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[www.calsac.org](http://www.calsac.org)