



Lesson Plan 2.1 – Developing Awareness & Responsibility

LEARNING OUTCOMES

- ✓ To understand and apply the coaching principles of awareness and responsibility
- ✓ To make connections between having self-awareness and taking responsibility

AIMS

The students will have the opportunity to understand and develop the knowledge, skills and values of successful coaches

SKILLS

- ▶ Awareness and Responsibility

VALUES

- ▶ Respect
- ▶ Challenge
- ▶ Support

RESOURCES

Student worksheets

PREPARATION

You will need to familiarise yourself with the coaching principles of awareness and responsibility and the exercises you will carry out.

TIME NEEDED

50 Minutes. This is a guide and will depend on the range of abilities within the class.

MY NOTES

EXERCISE 1 – UNDERSTANDING COACHING (15 Minutes)

Coaching is the most important element that underpins high performance and success; Awareness and Responsibility are the two most important aspects of coaching.

Ask your students, in pairs, to discuss what they think Awareness and Responsibility mean.

Awareness Knowledge or understanding of a subject, issue or situation

Responsibility Being trusted or reliable in a situation, or being the person that is accountable for something

Now explain to your students the aims and purpose of this exercise.

The purpose of coaching is to improve performance through helping to increase the awareness of the person being coached and therefore giving them the choice to take responsibility. You can only consciously change something you are aware of, so all change starts with self-awareness.

Please ask the young people to “freeze”. Tell them. “Do not move and think about the following questions.”

How comfortable is your sitting position now? (Body)
Give a score 1 – 10 where 1 is very uncomfortable and 10 very comfortable.

Exploratory Questions: Ask them, “Were you aware that you were comfortable / uncomfortable? When did you become aware that you felt like this? Did you do anything about it?”

How are you feeling now? (Emotion) Give a score 1 – 10 where 1 is very unhappy and 10 very happy.

Exploratory Questions: Ask them, “Were you conscious of how you felt? If yes, how can this help you?”

What are you thinking about at the moment? (Mind)
Give a score 1 – 10 where 1 is thinking about something unrelated to this lesson and 10 when you are focusing on the lesson.

Exploratory Questions: Ask them, “Why were you thinking about that? Was it important / relevant to you?”

MY NOTES

How motivated are you feeling? (Spirit) Give a score 1 – 10 where 1 is very unmotivated and 10 very motivated.

Exploratory Questions: Ask them, “What are you actually motivated about? Is it of high importance to you?”

Discussion Ask you students to discuss in pairs or small group their thoughts and experiences of these questions and answers. What did it make them think about?

The questions above may elicit choice/responsibility in the young people to take action.

Physical (Sitting Position)	
Mind (Thoughts)	
Emotional (Feelings)	
Spirit (Motivation)	

KEY POINTS

Once you are more aware of your situation, you can then make a choice of how you respond. For example, to change position, think about why you are feeling as you are and then do something about it or if you are thinking about something that isn't relevant you can change your focus.

Successful people are highly aware, particularly of what they want to achieve, and choose to take personal responsibility for their life choices.

MY NOTES

EXERCISE 2 – SELF-RESPONSIBILITY (20 Minutes)

Ask students to discuss how they might change their position, feeling, what they are thinking about and their motivation once they become aware of it.

Ask them to feedback what this might mean for them in lessons, for example if they are going to a lesson and they know they aren't motivated for it or interested in the subject, what might they do?

Ask your students to take an example from 3 areas of their life; school, home and friends.

To reflect on a current situation from each area that they are currently aware of and how they could make changes.

Once completed students can share their views in pairs. They can complete this in the table on their worksheet and some possible examples are given below.

	Give a current situation in each of the areas below	Give some choices that you could take to address the situation
School	e.g. Underachieving in a certain subject Behaviour is poor in a particular lesson	Ask for help Do some additional research about what you could do Move away from friends in lessons
Home	Not keeping bedroom tidy	Set a clear time of the week to tidy up or change habits to be tidy all the time
Friends	You know that one of your group is being left out	Talk to members of the group to try to make sure they are included

EXERCISE 3 – EMOTIONAL INTELLIGENCE (15 Minutes)

Ask your students if they have heard of emotional intelligence and if any have ask them to share what they know. Most students are unlikely to know much about this, yet it is one of the most important areas for people who want to succeed.

MY NOTES

Made popular by Daniel Goleman, it demonstrates the importance of awareness of self and others in building relationships.

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to communicate effectively, empathise with others, overcome challenges, and defuse conflict. It impacts many different aspects of daily life, such as the way we behave and the way we interact with others.

Ask “How important do you think it is to be aware of how your behaviour affects how you interact with others?”

Answers may range from being important to not being important.

This doesn't mean we shouldn't be confident, do things that we think are important for us or to challenge others. Without these many people wouldn't be successful.

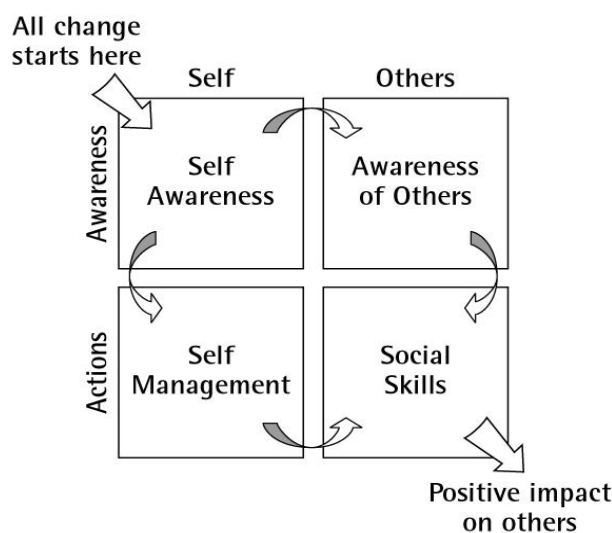
Ask “Why might it be important for you?”

Answers might include.

If you have high emotional intelligence you are able to recognise your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

As we need other people to support us and help us achieve our goals this is something that successful people usually have.

Goleman’s Model



MY NOTES

Goleman showed how everything starts with self-awareness. Without this nothing can change. Through this we can become aware of how our behaviour and actions impact on ourselves and on others and choose to improve how we engage with others, which he called social skills.

Ask “Why might we want to better engage with others?”

The main reasons would be to achieve the things we want, have greater enjoyment, be more fulfilled, happier and have greater health and well-being.

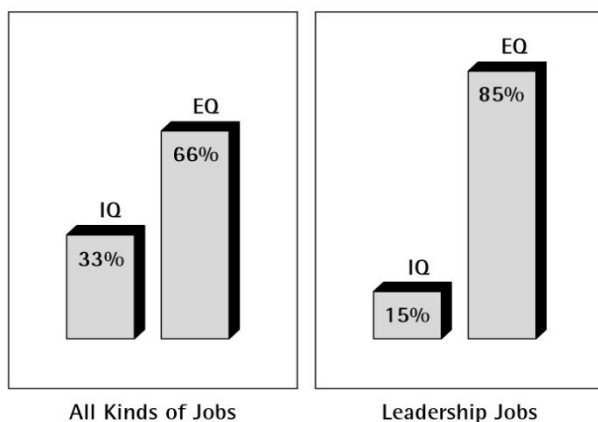
At the start of the lesson we asked students to freeze and be aware of their body. For most of us we are often doing things unconsciously, from breathing to many every day behaviours.

Show Goleman’s model and ask “How can we help ourselves to become more aware of how we impact on ourselves and others?”

Answers are to stop and think more, reflect, ask questions, listen to others, think about what others might want or want to achieve as well as what we want and think about win/win. The most important part is to be aware of these options as you then have a chance to put them into practice.

Without this awareness there is nothing you can do to change.

If you are in any doubts about this as a skill needed then Goleman did further research with leaders and employees in business. What he found was that it wasn’t the most intelligent or the cleverest that usually got on, it was those with the highest emotional intelligence. The diagram below shows the percentage of leaders and employees who agreed this was true.



One of Daniel Goleman’s research findings.

The other lessons in this section will help develop some of the skills needed.

MY NOTES