





# Self-Awareness Handout 4a: Educator Vignettes

## Directions

Read the vignettes and use what you have learned so far to brainstorm answers to the questions that follow. If completing this activity in a group, discuss your answers.

## Vignette: Mr. Rodriguez

Mr. Rodriguez teaches first grade students in all content areas. He has been focusing on SEL throughout the year and is currently helping his students develop awareness of their emotions in difficult situations and knowledge of actions that might help them feel better. Mr. Rodriguez uses his morning circle time to facilitate an activity in which students take turns acting out basic emotions — sad, angry, frustrated, and so on. He then has students identify instances in which they felt a particular emotion and why they felt the emotion. To practice, he has periodic checks throughout the school day in which students jot down the emotion they are feeling and why they are feeling it. During reflection time each day, he has students share one of the emotions they wrote down over the course of the day and a strategy they could use to manage that emotion (either repeat it more often if it is positive, or overcome it if it is negative).

How might this teacher build readiness and effectively introduce this activity and, following the activity, help students process what they learned?

How might this teacher encourage active participation by all students?

How might this teacher ensure that this activity is responsive to the cultures of his students?

How might this teacher build students’ understanding of why they are engaging in this activity?

## Vignette: Mrs. Wright

Mrs. Wright teaches high school mathematics. She wants to help her students identify their personal strengths and areas for growth related to their recent learning in math. To do this, she has her students examine a list of math skills they have learned in their current unit. She asks them to first mark the skill they feel they are most successful at and reflect in writing on why they are relatively successful at that skill. She then asks students to mark a skill they want to improve on or have not mastered *yet,* and she asks students to reflect in writing about what they could do to improve in that skill. She then asks them to pledge, in writing, one action they will take to improve their chosen skill during a given amount of free time in the class period. After that time period, Mrs. Wright leads a discussion, asking students why it is important to pause and identify strengths and areas for growth and how doing so might be helpful in other aspects of their lives.

How might this teacher build readiness and effectively introduce this activity and, following the activity, help students process what they learned?

How might this teacher encourage active participation by all students?

How might this teacher ensure that this activity is responsive to the cultures of her students?

How might this teacher build students’ understanding of why they are engaging in this activity?

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