

# Social Awareness Handout 5b: SEL Lesson Planning Tool — Sample Indicators and Teaching Strategies

**Social Awareness** is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

## **Sub-Competency 1:**

Student will be able to recognize andidentify the thoughts, feelings, and perspectives of others.

**Sample Indicators/Learning Objectives:**

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| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * With support from adults, identify a range of emotions in others when demonstrated through physical and auditory cues, using simple terms (i.e., “sad” by facial expression, “mad” by tone of voice). * Identify emotional expressions following certain behaviors (i.e., sharing candy may make your classmate smile; taking a pencil may make your classmate upset). | * With increasing independence and vocabulary, describe a spectrum of emotions in others (i.e., sadness could be frustration, loneliness, or disappointment). * Describe potential causes for emotions. * Use listening skills to identify the feelings and perspectives of others. | * Recognize and describe how one’s personal actions or behavior affect the positive and negative feelings of others. * Recognize factors that impact how others perceive them. * Recognize how facial expressions, body language, and tone impact interactions. | * Differentiate between the factual and emotional content of what a person presents. * Analyze the factors and behaviors that affect how others perceive them in various settings (e.g., job interviews, family gatherings, school activities, and peer interactions). * Analyze the thoughts and beliefs of others that are contrary to one’s own. |

## **Sample Teaching Strategies:**

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| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Have students role-play a variety of scenarios that enact different emotions. Have the audience examine the role of the antagonist and reactions of the participants. Afterward, have the students identify the different emotions they witnessed. * As a class, brainstorm a list of behaviors that would make students feel happy or included, and another list of behaviors that students feel would hurt others. * Participate in random acts of kindness and have students share out their acts of kindness and the reactions of their peers. * Use children’s literature to explain empathy to students. | * Have students respond to a list of age-appropriate problems by writing “advice letters” that show empathy and give advice on how to solve the problem. * Read a story and have students predict how the actions of one character make the other characters feel. * Use literature that tells the same story from two different perspectives and engage students in a discussion. * Have students work in teams to design skits to show different emotions and guess the emotions of other teams. | * Show students brief videos without sound and have them identify positive and negative interactions by pointing out facial expressions and body language. Then do the reverse by providing students with the sound but without images. Have students recognize the impact of both on the interactions. * Have students make a collage depicting how they think others feel about an issue and how they themselves feel about the issue. * Utilize debates to have students learn to take on both sides of a discussion or argument. * Use journal writing to have students reflect on quotes they believe demonstrate respect or disrespect. | * Use current events in the news to review differences in opinions. Have students examine how individuals conveyed their opinions and how they responded to opinions that differed from their own. * Engage students in pair shares where they must share their partner’s perspective on an issue. * Have students view three different news reports and identify the perspectives/slants each report brings to the same story. * Lead a discussion about a time in history when a misinterpretation triggered a negative response (e.g., explore how different cultural norms and expectations may be cause for misinterpretation). |

## **Sub-Competency 2:**

Student will be able to demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.

**Sample Indicators/Learning Objectives:**

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| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Develop a definition and an understanding of culture. With adult support, students will understand that there are many cultures in the world and in our communities. * Recognize that people are both alike and different. | * Demonstrate knowledge of contributions of various social and cultural groups. * Recognize similarities and differences between cultures. * Recognize examples of stereotyping, discrimination, and prejudice, and how these hurt people. | * Recognize the impact of stereotyping, discrimination, and prejudice. * Demonstrate respect for individuals and their social and/or cultural groups. * Demonstrate an understanding of cultural differences. | * Explain how individual, social, and cultural differences may increase stereotyping. * Demonstrate an increased understanding of cultural differences. * Recognize how one’s own perspective and biases impact interactions with others. |

## **Sample Teaching Strategies:**

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| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Use children’s literature to present facts and pictures about different cultures. * Have students share information about a family tradition. * Invite families to come to class to share about their culture. * Create holiday celebrations and invite families to share different traditions. * Have students think about traits they have and then go around the room to compare the traits with their classmates. * Have students brainstorm examples of how people are alike (e.g., we all like to play, we all like to have friends, etc.) and how they have some differences (e.g., some of us like to sing, some of us like to draw, etc.). | * Distribute magazines that reflect different cultural interests. Have students work in small groups to look for commonalities. * Invite families to help prepare a food that has cultural significance and share it with the class. * Have students research the achievements of various cultures and showcase them to the community. * Have students identify the harm of pre-judging people and situations. | * Have students analyze media for who is being featured in commercials, television, and film. Ask them to determine the impact of stereotyping. * Use journal writing and discussion to reflect on civil rights issues. * Celebrate historical figures who resisted stereotypes or worked to promote justice and equality for all individuals. * Study periods in history where discrimination was confronted. Compare and evaluate the strategies used to overcome discrimination or to examine policies that helped to support or dismantle discriminatory practices. * Have students reflect on the negative effects of stereotyping. Give them opportunities to discuss in pair shares. | * Study periods in history (e.g., the Holocaust, Selma), and discuss the experiences of historical figures and average citizens. * Have students examine a current case study of racial or cultural bias from different perspectives and role-play a trial or debate the issues. * Discuss and analyze the origins and negative effects of stereotyping and prejudice, as reflected in history. * Lead a class project connected to literature to promote awareness of the rights of others. * Study characters in literature who showed respect for others or served others, and lead class in a discussion. |

## **Sub-Competency 3:**

Student will be able to demonstrate an understanding of the need for mutual respect when viewpoints differ.

**Sample Indicators/Learning Objectives:**

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| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Begin to recognize that others have different points of view. * With adult support, be able to articulate one’s perspective and compare it to another’s. * With adult support, be able to identify a variety of social rules used in different situations. | * Develop skills to participate in conversations where individuals have different views. * Expand vocabulary to communicate needs to feel respected and/or to demonstrate respect for others when presented with a conflict. | * Demonstrate respect when others share opposing viewpoints in a situation. * Recognize the needs of others and how those needs may differ from one’s own. * Recognize personal boundaries. | * Understand different group dynamics and respond in accordance with social rules. * Evaluate how social and cultural norms and values have an effect on personal interactions. * Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on, and respectfully disagree with other’s perspectives. |

## **Sample Teaching Strategies:**

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| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Have students act out a variety of social situations; reverse roles to get the perspective of both sides. * Utilize morning circles to facilitate a discussion about social rules when playing and interacting with others. * During recess, model active turn-taking during games. | * Have students develop their own skits to demonstrate both adherence to and violation of social rules. * Have students watch a clip and comment on what they notice about the interactions in the clip. * Have students practice conflict resolution in playground situations. * Have students identify what makes them feel respected or disrespected. | * Engage students in a discussion to define empathy. Consider expanding beyond the individual to include empathy in relation to various political issues that impact particular cultural groups. * Have students journal about specific needs they have and how they can support other students with greater needs. * Have students participate in a debate where they must persuade others to a viewpoint that is different from their personal one. | * Have students work in cooperative groups to address a challenging issue. Support each team to establish their own norms. * Provide students with different (translated) articles from around the world on the same topic. Have students examine how the experiences are portrayed from different countries. * Have students offer multiple approaches to math problems and comment on the efficiency of each approach. * Have students read texts that offer a different perspective of significant events and explain how each viewpoint can be understood. |

## **Sub-Competency 4:**

Student will be able to demonstrate an awareness of the expectations for social interactions in a variety of settings.

**Sample Indicators/Learning Objectives:**

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| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * With adult support, be able to articulate the importance of respecting personal space (i.e., hands to oneself). * With adult support, be able to identify manners used in social situations (e.g., taking turns, listening to the speaker, sharing). * Be able to play and interact appropriately with others (e.g., introduce self, ask permission, join in, and invite others to join in). | * With increasing independence, identify manners that are appropriate in different social situations (i.e., face-to-face interactions, social/electronic communication, in school, on the sidewalk). * Understand that social cues may be different among various groups and contexts. | * Analyze different social situations and determine appropriate responses to those situations. * Recognize online situations that may be negative to oneself and/or peers and react appropriately. * Explain how rules may change depending on different contexts. | * Analyze social situations and determine appropriate responses to those situations, including face-to-face interactions, professional dialogue, and electronic interactions. * Understand group dynamics and respond appropriately. * Evaluate how social and cultural norms and values influence personal interactions. * Interpret social cues and plan reactions in response to those cues. |

## **Sample Teaching Strategies:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Have students act out a variety of social situations; reverse roles to get perspective of both sides. * Use puppets to go over rules (i.e., personal space, respecting others’ property, etc.). * Have students share what activities they did on the playground and rate their behavior during those activities. | * Have students develop their own skits to demonstrate social rules. * Have students watch a clip and comment on what they notice about the interactions in the clip. * Have tstudents list behaviors appropriate for certain individuals (family or friend) but not appropriate for others. * Have students establish classroom rules that will govern the way they engage in conversations. | * Have students define and discuss personal boundaries and appropriate behaviors in social situations. * Have students participate in an activity where they explore the statement “Fair is not always equal.” * Have students participate in a luncheon where different cultural etiquettes are observed and practiced. | * Have students research various negative social situations (e.g., in the news, the school community, online) and develop ways to avoid or help a friend in these situations. * Have students complete an online etiquette brochure they can present to the class that will detail appropriate interactions online. * Have students participate in a career day activity, where they will examine professional expectations across different jobs. |

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