

# Social Awareness Handout 2: Student 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: Patrick**

Patrick and Tomas are in first grade; they often sit together at lunch and choose each other as partners during group work in class. Although the two boys typically get along during free play time, they have frequent conflicts during class. Tomas is happy to let Patrick direct their games, but he gets upset during class when Patrick takes over the project and leaves Tomas without a task or materials. Instead of asking Patrick directly to share responsibilities, Tomas gets upset and cries or calls for a teacher’s attention to resolve the situation. Patrick doesn’t like making his friend upset — he always tries to fix the situation by asking Tomas what happened and giving him a hug.

## **Reflection Questions**

Which of the following sub-competencies are strengths for Patrick? (Mark with an “S”)

* Recognize and identify the emotions, thoughts, and perspectives of others
* Demonstrate an awareness of and respect for differences among individual and group histories, identities, and cultures
* Demonstrate respect for multiple perspectives
* Demonstrate an awareness of the expectations for social interactions in a variety of settings

Which sub-competencies are areas of improvement for Patrick? (Mark with an “I”)

How could a teacher support this student in developing the social awareness sub-competencies that are currently areas of improvement?

## **Vignette: Cassie**

Cassie is a friendly and outgoing first-year student in high school. Cassie identifies as Indian American — her father is originally from India, and her mother is a White American. The freshman American History classes are currently focused on civics. Cassie’s father took his citizenship test a few years ago, so she is aware of the processes around immigration in the United States. During a discussion about Ellis Island in class yesterday, Cassie mentioned that she thinks every person should have to wait their turn to become a legal citizen, the way her father did, because that is the fair thing to do. She also stated that she understood how the immigration system worked because she had personal family experience. Another student in the class has shared in the past that she has undocumented family members living in the United States, and she raised her hand to disagree with Cassie’s statement, saying that the current system in this country is discriminatory toward immigrants from certain countries or economic backgrounds. Cassie listened respectfully to her classmate but had a puzzled look on her face and did not respond or continue the conversation.

## **Reflection Questions**

Which of the following sub-competencies are strengths for Cassie? (Mark with an “S”)

* Recognize and identify the emotions, thoughts, and perspectives of others
* Demonstrate an awareness of and respect for differences among individual and group histories, identities, and cultures
* Demonstrate respect for multiple perspectives
* Demonstrate an awareness of the expectations for social interactions in a variety of settings

Which sub-competencies are areas of improvement for Cassie? (Mark with an “I”)

How could a teacher support this student in developing the social awareness sub-competencies that are currently areas of improvement?

## **Vignette: Ellen**

Ellen just started seventh grade, and her parents recently gave her a cell phone for her 12th birthday. She is very excited and has started to use the phone regularly both to interact with friends and to work on school assignments. Ellen is a loyal friend and is quick to stand up for her peers when she feels they are being bullied at school. Recently, another student’s mother complained to the principal that Ellen had been threatening her son on a social media platform. When asked about her behavior, Ellen said she had been sending the other student messages because he was picking on one of her friends during gym class and she was trying to get him to stop.

## **Reflection Questions**

Which of the following sub-competencies are strengths for Ellen? (Mark with an “S”)

* Recognize and identify the emotions, thoughts, and perspectives of others
* Demonstrate an awareness of and respect for differences among individual and group histories, identities, and cultures
* Demonstrate respect for multiple perspectives
* Demonstrate an awareness of the expectations for social interactions in a variety of settings

Which sub-competencies are areas of improvement for Ellen? (Mark with an “I”)

How could a teacher support this student in developing the social awareness sub-competencies that are currently areas of improvement?

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