

# Social Awareness Handout 8: Action Planning

## Directions:

Individually or in a team, plan steps to support students’ development of one or more social awareness sub-competencies.

## Sub-Competency 1

**Recognizing and identifying the thoughts, feelings, and perspectives of others**, which includes understanding how one’s own behavior and emotions affect others, as well as the factors that influence others’ perceptions.

### Action Planning

How does this sub-competency currently look and sound in your classroom(s)? What are student strengths and areas for improvement?

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Considering what you’ve learned, what is one method of supporting the development of this sub-competency that could be successful in your classroom, and that you would like to actively implement?

Your chosen method reflects which of the following strategies? (We encourage using all of them but starting off with just one.)

* Direct instruction regarding the sub-competency.
* Integration of the sub-competency with academic content.
* General teaching practice that supports the sub-competency.

What resources and support will you need to do this well?

What will the method look and sound like if successful? What data can you collect to monitor its effectiveness?

## Sub-Competency 2

**Demonstrating an awareness of the differences among individuals, groups, and others’ cultural backgrounds,** which includes recognizing one’s own biases and perspectives, being able to express understanding for those with differing opinions and experiences, and recognizing examples and impact of stereotyping, prejudice, and discrimination.

**Action Planning**

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## Sub-Competency 3

**Demonstrating respect for multiple perspectives,** which includes the ability to articulate one’s own perspective and compare it to others’ perspectives, develop skills to have constructive interactions with others despite differing or opposing views, and recognize and respond to conflict with respect and appropriate boundaries.

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## Sub-Competency 4

**Demonstrating an awareness of the expectations for social interactions in a variety of settings,** which includes the ability to analyze and understand different social situations and contexts (including online) and determine appropriate responses to those situations.

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