

# Social 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: Ms. Kirby**

Ms. Kirby teaches third grade. She runs a circle activity to open and close every school day with her students, and she often uses this time to address social and emotional development. In one of the regular reflection activities, Ms. Kirby has students share stories about noticing someone else experiencing an emotion. The student sharing is encouraged to describe what they noticed about the way the person behaved (facial expressions, body language), what the person said, what emotion they think the person was experiencing, and why they think the person was experiencing that emotion. After the student shares their emotion story, the rest of the class is encouraged to ask questions about the experience or discuss when in their lives they have behaved or felt similarly to the person in the story.

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?

## **Vignette: Mr. Silveira**

Mr. Silveira teaches high school Spanish and Portuguese. Mr. Silveira has set up “sister school” relationships with English language classrooms in a school in Brazil and another school in Ecuador. Once a month, Mr. Silveira has students participate in a video chat with the sister classroom in which students discuss monthly topics relating to daily life as a high schooler in their countries. Students prepare questions and practice vocabulary related to the month’s topic in advance of the chat. After the chat, Mr. Silveira has his students journal about the things they noticed or heard from the students in the paired classroom. Afterward, students have a full group discussion about their observations, what they understand or don’t understand about the interactions, and what they would still like to learn from their paired classroom in the future. Mr. Silveira uses these reflections to help frame the topic for next month’s video chat.

How might this teacher 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?

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