

# Social Awareness Handout 4b:

# Educator Vignettes — Example Responses

## **Directions**

After completing Handout 4a, consider the examples here as well as your responses. Examples are provided to help spark thought, but there is more than one “correct” answer.

## **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?**

**Example:** The teacher can lead activities in which students watch short video clips of people feeling emotions and practice interpreting their body language and expressions.

**Example:** Before the sharing activity, the class can read a story together in which a literary character feels emotions. Students can engage in a discussion about what they think the character is feeling and why.

**How might this teacher encourage active participation by all students?**

**Example:** Students can prepare their stories in writing or drawing in advance of the sharing time so that all students feel ready and able to participate.

**Example:** On different days, the sharing activity can be acting out a story, with students showing the body language and facial expressions they noticed, instead of a verbal story.

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

**Example:** All students should be allowed to come to their own conclusions about what emotion they think the person was feeling based on the observed body language and facial expressions. The teacher can emphasize that we all express our emotions in different ways, and sometimes what looks like one emotion on one person is actually a different emotion on another person.

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

**Example:** The teacher can explicitly state that they are working on being more aware of the feelings and thoughts of others so that they can build friendships, work together in positive ways, and be aware of how their behavior and feelings affect other people around them.

## **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 build readiness and effectively introduce this activity and, following the activity, help students process what they learned?**

**Example**: The teacher can stress the importance of direct social interaction with native speakers to develop language skills and cultural understanding.

**Example:** The teacher can record the conversation and use short clips in subsequent lessons to teach vocabulary, call out a specific pronunciation, or show a particular cultural practice.

**How might this teacher encourage active participation by all students?**

**Example:** The teacher can assign a few people to be the rotating questioners each month, so thatevery student gets a chance to directly interact with the other class and every student gets a chance to actively listen to the conversation.

**Example:** The teacher can extend the engagement by having students write letters or engage in some type of virtual interactive space monitored by teachers.

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

**Example:** The teacher can encourage students to share personal experiences of their own home cultures, hobbies, family life, and traditions with their sister classmates.

**Example:** The teacher can help students compare and contrast their lived experience with their sister classmates.

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

**Example:** The teacher can relate the skill-building activity to future career or college opportunities.

**Example:** The teacher can note the importance of interacting with others from different parts of the world to understand that there are multiple cultures.

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