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# Social Awareness Handout 1a: Developmental Indicators Activity

# Directions:

The table in this handout describes the developmental progressions of each social awareness sub-competency, with each column representing a different grade band: Early Elementary (**EE**), Late Elementary (**LE**), Middle School (**MS**), or High School (**HS**). The grade bands are not necessarily given in order from youngest to oldest, so your task is to determine which grade band is represented by each column. Read each row and, at the bottom of each column for that row, mark which grade band is represented by the column. The first sub-competency is already completed as an example.

After you complete the activity, use Handout 1b to check your answers.

**Key:** **EE** = Early Elementary, **LE** = Late Elementary, **MS** = Middle School, **HS** = High School

## Social Awareness Sub-Competency 1:

Student will be able to recognize and identify the thoughts, feelings, and perspectives of others (Completed Sample):

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Band: LE** | **Grade Band: EE** | **Grade Band: MS** | **Grade Band: HS** |
| * 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. | * 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). | * 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, peer interactions). * Analyze the thoughts and beliefs of others that are contrary to one’s own. |

## Social Awareness Sub-Competency 2:

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

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Band: | Grade Band: | Grade Band: | Grade Band: |
| * 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. | * 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. | * 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. |

## Social Awareness Sub-Competency 3:

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

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Band: | Grade Band: | Grade Band: | Grade Band: |
| * 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. | * 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. |

## Social Awareness Sub-Competency 4:

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

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Band: | Grade Band: | Grade Band: | Grade Band: |
| * 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). | * 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. | * 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. | * 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. |

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