

# SEL Competencies for School, Work, and Life: Social Awareness Module Facilitation Guide

## Introduction

Administrators, instructional coaches, and teacher leaders can use this facilitation guide to provide school staff with professional development on social and emotional learning (SEL), specifically on the social awareness competency. The guide is part of a larger online professional learning system, “SEL Competencies for School, Work, and Life,” which includes an “Introduction to Social and Emotional Learning” module as well as five other online modules, each focused on one of the five core SEL competencies: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

This guide provides facilitators with a script, facilitation notes, activities, and a PowerPoint deck that will help the educators with whom they work to understand what SEL is, why it is important, and how it supports student success in school, work, and life. The information, knowledge, and tools included here can be used by professional learning communities focused on SEL and by administrators or other leaders or coaches to support the social and emotional competencies of their educators and students. Facilitators can also use this guide in a group context. If individuals want to engage in this learning on their own, it is recommended they watch the online video version of the training, which can be found on the New Jersey Department of Education (NJDOE)’s [Keeping Our Kids Safe, Health & In School: Social and Emotional Learning](https://www.state.nj.us/education/students/safety/sandp/sel/) webpage, (<http://www.state.nj.us/education/students/safety/sandp/sel/>).

## Module Objectives

This module is the fourth of six in the series and focuses on a specific social and emotional competency: social awareness. If you have not already engaged in the “Introduction to Social and Emotional Learning” module, you are encouraged to do so. The series is intended to be a source of professional learning about SEL so that participating educators, in turn, can support SEL for their students. The objectives for participants in this social awareness module are the following:

1. Define social awareness and how social awareness develops over time.
2. Highlight research on the importance of social awareness.
3. Learn educator strategies to explicitly support student development of social awareness.
4. Identify ways to embed support for social awareness into general teaching practices.
5. Develop action steps to begin to implement practices that support student social awareness.

### How to Use This Facilitation Guide

Given that SEL is intrinsically a social endeavor, this module is best used in a group context. Such group settings may include schoolwide professional learning sessions, grade-level or content-based team meetings, or professional learning communities. A facilitator may use this guide, including the embedded script and activity notes, along with the accompanying PowerPoint slide deck, to guide participants through the content, activities, and opportunities for reflection.

The online module can take between 30 minutes and three hours, depending on how you use the module: individually or in a group, completing all activities or not, and completing the entire module in one session or across multiple sessions. The module can be customized to fit the learners’ needs and school’s schedule. A facilitator can split the module into segments, completing them with the group as time allows. The facilitator can also modify the module to fit the schedule of the educators engaged in the learning experience. In addition, if there is an activity, slide, or discussion that does not seem relevant for a given context, or that is redundant or similar to the group’s prior learning, the facilitator can skip that section of the module. To help determine if and how to modify the module to meet the needs of participants, facilitators should complete the module first on their own, using the online version.

Furthermore, notes throughout this guide provide the facilitator with background information and guidance on how to facilitate the module’s activities. The guide also includes links to videos, describes activities, and provides discussion prompts to make the training in a group setting more interactive, which is especially important when facilitating professional learning opportunities related to SEL.

### Materials

Depending on whether participants will have access to computers during the session and be able to read handouts online, a facilitator may want to print copies of the handouts beforehand and share them with participants for the purpose of each activity.

* PowerPoint Slides: SEL Competencies for School, Work, and Life: Social Awareness
* Social Awareness Handout 1a: Developmental Indicators Activity
* Social Awareness Handout 1b: Developmental Indicators Activity – Answer Key
* Social Awareness Handout 2: Student Vignettes
* Social Awareness Handout 3: Educator Self-Reflection
* Social Awareness Handout 4a: Educator Vignettes
* Social Awareness Handout 4b: Educator Vignettes – Example Responses (optional, for use by the facilitator)
* Social Awareness Handout 5a: SEL Lesson Planning Tool
* Social Awareness Handout 5b: SEL Lesson Planning Tool – Sample Indicators and Teaching Strategies
* Social Awareness Handout 6: Academic Integration Lesson Planning Tool
* Social Awareness Handout 7: Observing Teaching Practices
* Social Awareness Handout 8: Action Planning
* Social Awareness Handout 9: Resources and References
* Pen and paper for notes
* Internet, projector, audio speakers

As this module also includes links to online videos, facilitators will want to have the videos prepared prior to engaging in the facilitated session.

### About Terminology in This Module

The importance of students and adults being socially and emotionally competent — and, therefore, the importance of SEL — is widely accepted. However, even as the field matures, the terminology used in speaking and writing about this important concept continues to vary among and between educators, researchers, and policymakers. The two most commonly used terms for social and emotional strengths in the broadest sense are *skills* and *competencies.* Each is used as an umbrella term for a particular set of related knowledge, skills, and attitudes that contribute to someone being socially and emotionally competent in particular dimensions. In this context, New Jersey uses *competency* as the broadest term. In the context of these modules, the term *skill* is reserved for use only in its most granular sense — as something that contributes, along with knowledge and attitudes, to an individual’s social and emotional competency. These contributing factors of skills, knowledge, and attitudes are referred to here as *sub-competencies*,also in line with terminology in New Jersey.

**A Note About Pronunciation:** SEL, the acronym for social and emotional learning, is pronounced in the field by its three individual letters — *S-E-L*, not “cell.”

**Assessment and Evaluation:** Throughout the module, participants will be expected to engage in self-assessment and self-reflection exercises to evaluate the effectiveness of their own practices and their impact on student engagement and outcomes. In addition, the module provides a link at the end to obtain participants’ feedback on the module.

**Picture of a SpeakerAudio Option:** The PowerPoint deck is available in two versions. The first version (available on the NJDOE website) has a voice-over narration that a facilitator may opt to use. The audio option does not include optional activities; however, the facilitator can still use them if desired. The second version has no voice-over and is intended for facilitators who wish to provide their own narration by following or adapting the script provided in the “Suggested Language for Facilitator” column in the following table.

## Social Awareness Facilitation Guide

| **Slide Number/ Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
| --- | --- | --- |
| **Slide 1** | **SEL Competencies for School, Work, and Life: Social Awareness**  Have you ever had a social interaction when someone close to you said something important, but you missed it because your attention was diverted someplace else? Has anyone ever done that to you? Every day we experience different levels of social awareness in our interactions with peers, educators, family members, and those with whom we have closer relationships and those who are more acquaintances. These interactions can occur at home, school, online, or in public spaces, and we might use different sets of social norms and behaviors in each of these contexts. For students, understanding how to navigate these interactions with respect requires them to develop a deeper understanding of others and how to understand others’ perspectives.  Learning to recognize and identify the thoughts, feelings, and perspectives of others, interact respectfully with others, demonstrate an awareness of cultural differences and the need for mutual respect, and develop an awareness of social norms and expectations in different settings is a complicated and ongoing process for us all. Students need support as they develop the knowledge, skills, and attitudes necessary to cultivate their awareness and understanding of social interactions. Fortunately, educators can provide support with an intentional approach to instruction.  This module is designed to help educators as they help students develop social awareness, an important social and emotional competency. | **1 minute** |
| **Slide 2** | **Introduction to the Module Series**  This professional learning module is the fourth in a series of six online professional learning modules supporting educators as they integrate academic, social, and emotional learning to support development of student competencies that are essential for school, work, and life. All modules in this series were created by NJDOE in collaboration with the Center on Great Teachers and Leaders and the Mid-Atlantic Comprehensive Center.  The NJDOE has adopted a framework of five core social and emotional competencies, including social awareness, as well as self-awareness, self-management, relationship skills, and responsible decision-making, modeled after the five core competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Each competency is comprised of a set of sub-competencies — skills, knowledge, and attitudes — that guide student behavior.  Research and practice demonstrate that when schools and educators intentionally promote the development of social and emotional competencies, students gain academically, become more engaged in classrooms, and form more meaningful relationships, thereby enhancing their learning experience and outcomes.  The research base behind social and emotional learning or “SEL,” the key components of SEL, and strategies to support SEL in the classroom, including adult social and emotional competencies, are described in more detail in Module 1, “Competencies for School, Work, and Life: Introduction to Social and Emotional Learning.” | **1 minute** |
| **Slide 3** | **Objectives of This Module**  In completing this module, you will define social awareness with special attention to how students develop this competency over time. You will also learn about research supporting the importance of social awareness for students and adults.  You will explore teaching strategies to promote students’ development of social awareness, both through explicit instruction and by embedding social awareness strategies into academic instruction.  Lastly, you will develop action steps to implement teaching practices that support student social awareness. | **1 minute** |
| **Slide 4**  **Activity** | **Activity: Thought Starter**  Prior to digging into the material, we want you to do a quick reflection about how you think social awareness is used in the classroom, both by educators and by students. Individually or in pairs, reflect on the following two questions:   1. In what ways do you need social awareness to be an effective educator?   Describe a time when you had to consciously recognize and respect the perspectives of others or demonstrate an awareness of social expectations at school.   1. In what ways do your students need social awareness to be effective learners?   Describe a time when your students had to recognize and respect the perspectives of others or demonstrate an awareness of social expectations to accomplish a learning task at school. | **3 minutes**  **Facilitation note:**  This activity is a warm-up, for participants to start thinking about social awareness and recognizing that it is needed not only for students but also for educators. The warm-up helps them begin thinking about what they and their students need to be aware of in a classroom context. Educators do not have to use the language of the competencies, as the warm-up is more to tap into their background knowledge. |

## Understanding Social Awareness

| **Slide Number/ Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
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| **Slide 5** | **Understanding Social Awareness**  Social awareness is our ability to respectfully take the perspectives and experiences of others into account, even when they are different from our own. Social awareness is also our ability to understand and respond to the social norms that guide our behavior in different contexts. Developing social awareness in and outside of the classroom can take a lot of work, and there are multiple ways we can support students throughout their school experience as they develop empathy and understanding toward others.  Before we explore how educators can support student development of social awareness in the classroom, let’s develop a common understanding about what social awareness is and the importance of developing social awareness. | **2 minutes** |
| **Slide 6** | **Defining Social Awareness**  The NJDOE defines social awareness as the ability to take the perspective of and empathize with others who have similar and different backgrounds and cultures, to understand the social and ethical norms for behavior, and to recognize family, school, and community resources and supports.  As an individual, whether a student or an adult, develops social awareness, they develop a combination of underlying attitudes, knowledge, and skills, or what New Jersey calls “sub-competencies.” Based on the available research, the NJDOE identified four social awareness sub-competencies that individuals develop over time. These sub-competencies may be used differently depending on an individual’s context and on the person’s cultural group. The four sub-competencies are:   * **Recognizing and identifying the emotions, thoughts, and perspectives of others**, which includes cultivating understanding for how others might think and feel, as well as the possible underlying causes for other’s emotions or thoughts. * **Demonstrating an awareness of and respect for differences among individual and group histories, identities, and cultures**, which includes a recognition of one’s own biases and perspectives, the ability to express understanding for those with differing opinions and experiences, and recognizing examples and impact of stereotyping, prejudice, and discrimination. * **Demonstrating respect for multiple perspectives,** which includes being able to articulate one’s own perspective and compare it to others, develop skills to have constructive interactions with others despite differing or opposing views, and recognize and respond to conflict with respect and appropriate boundaries. * **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 and contexts. | **2 minutes** |
| **Slide 7** | **The Importance of Social Awareness**  As discussed in the introductory module, research demonstrates that when educators implement high-quality SEL programming with fidelity, students are more likely to succeed in and outside of school (Durlak et al., 2011).  The relationship between social awareness and outcomes of school and life is critical. In a meta-analysis of a variety of SEL programs targeting the development of social skills, January and colleagues found relationships between the development of social awareness skills and key student outcomes, including academic success, positive classroom behavior, and mental health (January, Casey, & Paulson, 2011). A study completed by Diazgranados and colleagues focused on students’ ability to take the perspective of others — a key social awareness sub-competency. This study found that students who are better able to take the perspective of others are more likely to use constructive problem-solving strategies when challenges arise in social situations (Diazgranados, Selman, & Dionne, 2015).  Greenberg and colleagues found that students with strong social awareness engage in constructive communication and conflict resolution behaviors, helping them build positive relationships with peers and adults. The same study also found that a sense of social awareness was associated with lower rates of risk-taking behaviors, such as drug use and aggression (Greenberg et al., 2003). | **2 minutes** |
| **Slide 8** | **The Importance of Social Awareness in the Learning Process**  Research has also demonstrated the importance of social awareness for students specifically in school environments.  Social awareness in both students and educators is critical for establishing a respectful school climate. In an analysis of data from the National Afterschool Survey of Youth, researchers found that teacher support and teacher regard for students’ perspectives were each predictive of a respectful climate in the classroom. The analysis also found that students with a strong sense of social awareness know how to seek support from peers and adults when they are struggling. These students create better working relationships in the classroom and have more success with cooperative learning and social problem solving (LaRusso, Romer, & Selman, 2008).  After being trained in a curriculum focused on social perspective taking, participants were able to hypothesize the reasons behind others’ behavior and adapt those hypotheses as they received new evidence, according to Harvard University researchers (Gehlbach, Young, & Roan, 2012). This type of flexibility is essential for students as they are asked to cooperate with peers, have constructive conversations about a range of topics in class, and resolve conflicts. These social awareness skills are equally important for educators as they work to understand and support their students.  In the study by Diazgranados and colleagues, researchers found positive associations in 4th through 8th graders with social perspective taking, a social awareness sub-competency, and writing skills (Diazgranados, Selman, & Dionne, 2015). | **3 minutes** |
| **Optional Activity** | **Optional Activity: Social Awareness and Respect for Differences**  Remember that one sub-competency of social awareness is the ability to demonstrate an awareness of and respect for differences. This ability supports students as they work with others in school, interact with people around them in their out-of-school lives, and develop a deeper understanding of and perspectives on the world.  Watch the first 2 ½ minutes of this [video](https://youtu.be/nralkrM43uQ) from Edutopia [Teaching Wellbeing: Helping Students Tackle Social Issues](https://youtu.be/nralkrM43uQ) (https://youtu.be/nralkrM43uQ) of elementary school children engaging in a wellness curriculum focused on cultural understanding and social awareness.  - What do you hear students say that relates to social awareness?  - What are the various ways these students engage with and develop social awareness through the wellness curriculum? | **3 minutes**  **Facilitation note:**  View video and have participants discuss the two accompanying questions as a group. |
| **Slide 9** | **The Importance of Social Awareness in Learning Content**  When students are engaged in the learning process, social awareness provides the foundation for interpersonal interactions and influences how students engage with academic content in the classroom. For example, history and how we understand and interpret past and current events are intrinsically connected to our ability to respect and empathize with the perspectives and experiences of others. Think about how we talk about economics and economic downturns in the United States. Understanding the external and human factors that triggered the Great Depression, and the dramatic and traumatic effects on thousands of people for decades to come, helps us to analyze, understand, and empathize today with current economic crises in our country and around the world. An article discussing the middle and high school curriculum, “Facing History and Ourselves,” talks about the need to “balance self-interest with a genuine concern for the perspectives, rights, and welfare of others” (Barr, 2005). Social, ethical, and civic development in school requires that students be able to use social awareness sub-competencies, like perspective taking.  Within any classroom, the ability to understand one’s own perspective, actively and openly listen to differing opinions, and either respectfully disagree or change one’s mind are necessary skills for teamwork, group discussions, and peer feedback. Within a math class, these skills form part of the essential mathematics practices that all students are expected to know and develop. Students need to be able to communicate their own thought processes and rationale for an answer, listen and critique the reasoning of others, and adapt their understanding based on new information or mathematical processes. Social awareness supports students to think mathematically, communicate their perspectives, and adjust their thinking when necessary.  We will learn more about social awareness related to academic content later in this module. | **3 minutes** |
| **Slide 10** | **Developmental Nature of SEL Competencies**  As discussed in previous modules, individuals continually develop and refine social and emotional competencies, in context, over time.    Let’s consider the developmental nature of social awareness by discussing one of its sub-competencies: demonstrating respect for multiple perspectives. Small children are still learning the basics of social interactions — they are learning to identify their own feelings or perspectives and to compare them with how others may feel. That other children feel the same or different than they do may still be surprising to them, and they are still learning how their own behaviors affect others’ emotions. As children grow older, they begin to understand that people can have different perspectives from their own, and that perspectives can vary among groups who are similar to and different from them. By the teen years, young people usually develop a greater awareness of how social and cultural norms and values have an effect on personal interactions. They should begin to be able to recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on, and respectfully agree or disagree with others’ perspectives — a skill set that we continually develop well into adulthood! | **1 minute** |
| **Slide 11**  **Activity**  Handouts 1a and 1b | **Activity: Developmental Progressions Related to Social Awareness**  Let’s consider in more depth how students’ skills, knowledge, and attitudes that comprise social awareness might develop over time.  Listed on Handout 1a are developmental indicators related to sub-competencies within the social awareness competency. For each sub-competency, each column represents a different grade band, but the grade bands are not necessarily given in order from youngest to oldest. Your task is to read each row and, at the bottom of each column for that row, mark which grade band you believe the indicators in that column represent. The first sub-competency is already completed as an example.  When finished filling in Handout 1a, use Handout 1b to check your answers. Your thoughts may differ from the answer key in some ways. That is okay! Note and/or discuss your thought processes. Also using Handout 1b, engage in the following reflections and, if in a group, discuss your responses:   * Did your answers differ from the Handout 1b answer key? Discuss your thought processes. * As students develop, how might they be expected to display each social awareness sub-competency in their classrooms at each grade level? * Identify how the developmental indicators might change with environmental context — at school versus at home versus with peers. Do you see your students differing in the use of these skills across contexts? How? * Reflect on how students may develop, apply, or demonstrate developmental indicators differently based on their cultural context. How might these differences appear in your classroom? | **20 minutes**  **Facilitation Note:**  The purposes of this activity are to:   1. Pause to reflect thoughtfully on the developmental progression of indicators of each social awareness sub-competency; 2. Illustrate how the development of attitudes, knowledge, and skills related to social awareness may progress as students grow; and 3. Introduce Developmental Indicators: SEL in the K-12 Classroom compiled by the NJDOE.   Remember, although social and emotional competencies have developmental indicators, individuals are constantly learning and relearning competencies based on the context. |
| **Slide 12** | **Context Matters**  While students develop social awareness over time, it is also important to recognize that individuals may exhibit social awareness knowledge, skills, and attitudes differently depending on the environmental context in which they interact and the cultures to which they belong.  An individual may or may not exhibit a particular social and emotional competency in one set of conditions, but that may not be a full representation of the individual’s competence in another context. You can probably think of ways in which your students exhibit social awareness differently in the classroom versus when relaxing with their friends, when participating in extracurricular activities, or at home with their families.  For example, an early elementary student may show a high ability to articulate the importance of respecting personal space and interacting positively with others in the classroom but will seem to forget everything they know about social norms when their younger sibling takes one of their toys away at home. A middle school student may be able to recognize negative online situations when prompted by an adult, but still struggle to exit those situations or react appropriately if they feel pressured to take part by friends or classmates when interacting in person.  It is important for schools to consider how the development of any social and emotional competency depends, in part, on the extent to which one’s environment is safe and supportive, and the degree to which students demonstrate their social awareness in different locations and in different content areas. | **3 minutes** |
| **Slide 13** | **Culture Matters**  Culture, including the intersection of various cultures to which individuals belong, influences how students develop and apply social awareness. For instance, cultural expectations may differ regarding how we interact socially. Think of your standard greeting for a friend or acquaintance. Different cultures have very different definitions of appropriate or expected social greetings — individuals may choose a kiss on the cheek, a handshake, a nod or bow, a high five, and so on. In addition, the type of greeting you choose may change depending on your environmental context. What is seen as appropriate in one context, such as sharing a hug with a family member, may be seen as overly familiar in your classroom or workplace.  Schools and other institutions typically (although often unintentionally) reflect the dominant culture and the accompanying cultural and social expectations. Students from racial, ethnic, or socioeconomic backgrounds that are different from the dominant culture of a school can feel disconnected and disengaged from the school environment. A lack of connection to school and educators may lead to lower academic performance and raises students’ stress levels, especially when students feel that the school environment emphasizes their or others’ differences without recognizing how diversity adds in a positive way to the school culture. Educators can create intentional opportunities to recognize the importance of different types of diversity in their schools and speak about how diversity creates opportunities for connection and collaboration. Educators can support students to have open and respectful conversations that explore diversity and areas of connection between different cultures and groups (Jager et al., 2018). This intentional and direct approach may help students cultivate a positive self and social awareness, and to construct a safe and supportive learning environment for themselves and their peers.  To promote equity, it is critical that educators recognize the impact of culture on students’ social awareness, as well as educators’ own sense of social awareness, and teach in a way that draws upon students’ unique strengths while orienting learning in relation to their cultural contexts. | **3 minutes** |
| **Slide 14**  **Activity**  Handout 2 | **Activity: Student Vignettes**  Let’s consider some examples illustrating the ways in which students use their social awareness knowledge, skills, and attitudes in different contexts. It is important to remember that many social and emotional competencies relate to each other, and that we use multiple competencies in any single interaction. As you read the student vignettes on Handout 2, please pay specific attention to social awareness and its sub-competencies in these examples but note that you will also probably see other social and emotional competencies at work. Answer the questions to reflect on your insights. | **10 minutes**  **Facilitation Note:**  In groups, ask participants to read each vignette individually and record their thoughts, then discuss as a group. Repeat for each vignette***.*** |
| **Slide 15** | **Educators’ Social Awareness**  Given the complexity of teaching and meeting the needs of students from all backgrounds, educator social awareness is essential to ensure that schools are equitable and effective learning environments for all students.  Educators exercise their social awareness skills so they can more deeply understand their students, their perspectives, and their viewpoints to more effectively meet students’ needs. By understanding their students’ perspectives, educators are more likely to understand students’ misconceptions, their interests, and what excites them about the learning process.  Educators are also in a unique position to model social awareness for students by acknowledging, in age-appropriate ways, how they are open to multiple perspectives and respectful of differences. In other words, educators can model ways in which they relate to people who have similar and differing perspectives and life experiences. Educators can also identify and use resources from families, school colleagues, and the community to create a classroom culture that is representative of their students and ensures that all students feel included and welcome (Yoder, 2014). | **2 minutes** |
| **Slide 16**  **Activity**  Handout 3 | **Activity: Educator Reflection**  Let’s pause to reflect on your own sub-competencies related to social awareness.  Complete Handout 3. Revisit this tool periodically, updating your reflections and noting progress.  There is a heavy amount of reflection represented in this activity. Do not feel compelled to fill in every box now. You can record your initial reflections now, and then revisit the worksheet repeatedly when you have more time or new insights.  After you complete Handout 3, consider the following questions: Which sub-competency was the easiest to reflect upon? The most difficult? What surprised you? Describe any new awareness or change in thinking you had about the impact of social awareness on your teaching.  This self-reflection may uproot deep-held feelings about your work. Remember the importance of self-care as you balance the goal to continuously improve professionally, while also staying attuned to your needs, personal well-being, and realistic expectations. | **20 minutes**  **Facilitation note:**  If working in a group, give participants time to complete the reflection on their own before discussing as a group. They can use the handout to record their initial reactions now, and then revisit the handout later. When all participants have finished, ask them to discuss their reflective process in small groups*.* |

## Strategies to Support Student Social Awareness

| **Slide Number/ Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
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| **Slide 17** | **Strategies to Support Student Social Awareness**  Educators can intentionally and effectively support student social awareness by implementing practices that help students recognize and understand the emotions and perspectives of others, demonstrate an awareness of and respect for differences among groups and differences in perspective, and demonstrate an awareness of the expectations for social interactions in different settings.  By incorporating instructional strategies that explicitly teach and afford students the opportunity to apply social awareness sub-competencies, educators support students as they build understanding and empathy for others, laying the groundwork for productive interpersonal interactions.  Educators can also support student social awareness through practices and strategies that relate to, but are distinct from, SEL — for example, through character education, restorative practices, trauma-informed or healing-informed care, positive behavioral intervention supports (PBIS), and the multi-tiered system of support. | **2-3 minutes** |
| **Slide 18** | **Three Integrated Classroom Approaches**  As noted previously, SEL is a process, and there are multiple ways to implement this learning process. As noted in the introductory module, there are three classroom-based approaches to SEL which can be implemented either through SEL programs or through teaching practices.    First, you can provide instruction that explicitly targets specific social and emotional competencies, focusing on the underlying knowledge, attitudes, and skills that constitute each competency.    Next, SEL instruction can and should also be integrated with core academic content.    And finally, you can help students develop social and emotional competencies through teacher pedagogy — in particular, regular teaching practices that encourage social and emotional learning within a safe and supportive learning environment.    These approaches are not mutually exclusive; they can be integrated to reinforce each other, as each supports the development of knowledge, attitudes, and skills.    For our learning purposes in this module, let’s engage in learning about each approach one at a time. | **2-3 minutes** |
| **Slide 19** | **Teaching Strategies to Support Social Awareness**  First, let’s consider teaching strategies that explicitly target the development of student social awareness and the corresponding sub-competencies. Multiple strategies exist that educators can use to teach and support student social awareness. This module will not include all strategies but rather provide examples, and we encourage you to find the evidence-based practices that will meet the needs of your students.  Research indicates that educators have to be purposeful and planful for effectively carrying out SEL instruction. The introductory module discussed the “SAFE” approach to being systematic in SEL implementation. The SAFE approach to instruction is:   * **Sequenced:** following a specific scope and sequence of when social and emotional competencies will be taught and reinforced; * **Active:** with students engaging in activities that allow them to practice and apply the targeted social and emotional competencies; * **Focused:** with instruction concentrating on only one or two social and emotional competencies, sub-competencies, or skills at a time; and * **Explicit:** with students made aware of, and able to identify, the specific social and emotional competencies, sub-competencies, or skills they are learning and using.   All students should engage in social and emotional learning and application; however, some students may need more individualized support. | **2 minutes** |
| **Slide 20** | **An Example Teaching Strategy**  Let’s consider an example of an explicit teaching strategy to support students’ development of social awareness.  As you listen to the example of Mr. Wright’s class, consider the following questions:   * What does Mr. Wright do to support student’s development of social awareness? * What do the students do to apply social awareness?   Mr. Wright teaches an 8th grade current events class, and this week he is covering how different media outlets in the United States and other countries report on natural disasters. First, the class decides to focus on a recent, strong hurricane that hit the Caribbean and Florida. Mr. Wright provides students with different newspaper articles, video clips, and social media posts from media outlets around the world. Students take notes on the different coverage choices, including the use of certain types of language, how much coverage the hurricane is given during and after the storm, who does the reporting, and whether people who have been affected by the hurricane are interviewed or included. The class has a large group discussion on the different perspectives of the event and students offer explanations for how each viewpoint or editorial choice could be understood or explained. At the end of the unit, Mr. Wright has students work in pairs to come up with improved natural disaster media coverage guidelines that fully take into account the perspectives and experiences of the people affected by the event.  Now, reflect on the following questions:   * What did Mr. Wright do to support student’s development of social awareness? * What did the students do to apply social awareness? | **2 minutes** |
| **Slide 21**  **Activity**  Handouts 4a and 4b | **Activity: Educator Vignettes**  You can find additional examples of teaching strategies at the elementary and high school levels in Handout 4a. Use the handout to consider the vignettes and answer the reflection questions individually, then discuss as a group. | **10 minutes**  **Facilitation note:**  Ask participants to read each vignette individually and record their thoughts on Handout 4a. After they finish, discuss as a group. You may choose to use Handout 4b as a resource document to help participants consider potential responses to the reflection questions. Note *that there is certainly more than one correct response for each question.* |
| **Slide 22**  **Activity**  Handouts 5a and 5b | **Activity: Design a Lesson to Support Student Social Awareness**  Now that you have considered examples of direct instruction supporting student social awareness, brainstorm one way in which you might target support for student development of social awareness in your classroom.  Use Handout 5a for planning a lesson and Handout 5b to reference sample, grade-banded learning objectives and sample teaching strategies for each social awareness sub-competency.    For this activity, choose one sub-competency on Handout 5b and read through the column for your students’ age group. Choose a learning objective for a lesson. Then choose one of the strategies listed or another strategy you are aware of that will support the development of that skill. As you decide which objective and strategy to choose, keep in mind your students and the content that you teach, and think about how you would adapt the activity to meet the needs of your students and your class context.  Using the chosen strategy as a starting point, design a lesson to explicitly teach the learning objective using the lesson planning template in Handout 5a. You can modify this template as you see fit to meet your context; its purpose is to prompt thinking on how to support student social awareness. | **10 minutes**  **Facilitation note:**  If working in a group,have participants discuss their answers and share the lesson they designed. |

## Embedding Social Awareness in Instruction

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| **Slide Number/ Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
| **Slide 23** | **Embedding Social Awareness in Instruction**  In the previous section, we learned that educators can support students’ development of social awareness through explicit teaching of social awareness skills, attitudes, and knowledge. It is beneficial to use an SEL evidence-based program that is sequenced, active, focused, and explicit.  In this section, we will discuss two additional approaches to SEL instruction: integrating social awareness into academic content and implementing general teaching practices that support social awareness. | **1 minute** |
| **Slide 24** | **Integrating Social Awareness in Academic Learning**  For all academic content, to some degree, learning the content requires students to demonstrate a variety of social awareness skills and abilities, making it necessary to integrate social awareness into academic content. For example, every class will develop its own set of norms and expectations for how students are expected to interact with the teacher and with their peers. Remember that New Jersey further defines social awareness in terms of the following four sub-competencies:   * Recognizing and identifying the emotions, thoughts, and perspectives of others * Demonstrating an awareness of and respect for differences among individual and group histories, identities, and cultures * Demonstrating respect for multiple perspectives * Demonstrating an awareness of the expectations for social interactions in a variety of settings   Let’s consider specific examples of ways in which these social awareness sub-competencies support deeper engagement with academic content. | **1 minute** |
| **Slide 25** | **Sample Strategies: English/Language Arts**  The [New Jersey Student Learning Standards for English and Language Arts](https://www.nj.gov/education/cccs/2016/ela/) (ELA) <https://www.nj.gov/education/cccs/2016/ela/>] across grade bands call for students to be able to recall details from texts, analyze what the text says, and hold discussions about the text. To effectively engage with the ELA standards, students use their social awareness competencies in multiple ways. For example, during collaborative work, students need to understand and respect the perspectives of their classmates. Furthermore, when reading texts, students empathize with, relate to, and analyze the perspective of fictional or historic characters. As students develop as writers, they are also required to understand how different audiences influence the writing style they choose — for example, professional writing or a casual tone in an email.  Given the importance of social awareness in academic learning, educators can use multiple strategies to integrate social awareness into ELA instruction. For example, ELA teachers can:   * Use literature that tells the same story from two different perspectives and engage students in a discussion. * Study characters in literature who showed respect for and served others. * Distribute magazines that reflect different cultural interests; have students work in small groups to look for commonalities. * Provide students with different (translated) articles from around the world on the same topic; have students examine how the experiences are portrayed from different countries. * Have students complete an online etiquette brochure to present to the class that details appropriate online interactions. | **2 minutes** |
| **Slide 26** | **Sample Strategies: Mathematics**  Similar to the ELA standards, the [New Jersey Student Learning Standards for Mathematics](https://www.nj.gov/education/cccs/2016/math/standards.pdf) (https://www.nj.gov/education/cccs/2016/math/standards.pdf) across grade bands call for students to be able to engage in multiple mathematics practices that require social awareness, including constructing viable arguments, critiquing the reasoning of others, and attending to precision in mathematical communication. To be able to engage in these practices, students need to be able to understand the thoughts of their classmates in order to provide them critical feedback. In mathematics, students need to understand that there may be multiple ways for others to arrive at the same solution or an equally valid solution that is different from the one they selected. Students also need to be able to listen respectfully to others’ ideas even if not everyone in the class agrees with their reasoning.  Given the importance of social awareness in mathematics classrooms, educators can use multiple strategies to support social awareness in math instruction. For example, mathematics teachers can use the following strategies:   * Have students offer multiple approaches to math problems and comment on the efficiency of each approach. * Have students collect data relating to a social awareness topic and graph or visually represent that data to come to a deeper understanding of the issue. * Engage students in pair-shares in which they must try out their partner’s idea for how to solve a problem or complete a mathematical task. * Have students share their answers and then receive questions from their peers about their thought process or rationale. * Engage with mathematicians to determine the types of social interactions that mathematicians have with their colleagues. | **2 minutes** |
| **Slide 27** | **Social Awareness**  Early in the module, we learned that social awareness can be an important building block for other relationship-building skills, including communication and active listening. Consider this example.    Social awareness can be an important precursor to group discussions and effective communication in any subject area, including history and current events. Let’s pause to watch the first three minutes of this [video](https://www.edutopia.org/video/talking-politics-valuing-different-perspectives) from Edutopia [Talking Politics: Valuing Different Perspectives: Students learn how to share and listen to opposing beliefs with empathy.](https://www.edutopia.org/video/talking-politics-valuing-different-perspectives) (https://www.edutopia.org/video/talking-politics-valuing-different-perspectives), featuring a teacher who has students select controversial topics and then engage in a researched debate, as a way to build empathy and understanding for different perspectives in class and outside of class in the “real world.”  After viewing the video, reflect on the following questions:   * How did the teacher integrate social awareness skill building into academic lessons? * What did the teacher do during the lesson to develop social awareness in her students? What did the students do? | **2 minutes** |
| **Slide 28**  **Activity**  Handout 6 | **Activity: Design a Lesson Integrating Social Awareness**  Use Handout 6 to think strategically about how you can integrate social awareness within an academic lesson. You will use a lesson planning tool that is nearly the same as the last activity but with a different purpose. In the last activity, you designed a lesson that directly targeted a sub-competency of social awareness as a learning objective. In this activity, you will design a lesson that integrates social awareness skill building within an academic lesson.  Note: The goal is not necessarily to use the exact lesson planning template provided, as you may have a lesson planning template that you already use. Focus on the aspects of SEL integration encouraged by the template, rather than the exact template itself.  You may want to refer again to Handout 5b to refamiliarize yourself with sample learning objectives related to social awareness competencies.  To ensure alignment of learning objectives, refer to the New Jersey SEL competencies and sub-competencies and the New Jersey academic standards as you complete the handout. Discuss your ideas with your grade-level or department team to identify ways in which you can create consistent structures to integrate social awareness into your lessons. | **20 minutes**  **Facilitation note:**  If in a group, participants can complete the lesson planning templateindividually and then discuss or complete the activity together to collectively model the process. |
| **Slide 29** | **Implementing General Teaching Practices That Support Social Awareness**  A third way for educators to promote the development of social and emotional competencies in the classroom is to implement general instructional practices that create a safe and supportive learning environment.  As discussed in the introductory module, content experts from the American Institutes for Research and a panel of expert reviewers compiled 10 research-based teaching practices that promote SEL. Implementing these evidence-based teaching practices in your classroom can help all students master academic standards while simultaneously helping them develop social and emotional competencies.  An overview of the 10 practices is offered on this slide. The next two slides offer examples of how specific social teaching practices and instructional teaching practices support, and are enhanced by, students’ development and application of social awareness skills, attitudes, and knowledge. | **1 minute** |
| **Slide 30** | **Social Teaching Practices That Promote Social Awareness**  Educators can provide a model for students by engaging in social teaching practices such as providing warmth and support, which involves understanding the ways in which their students need support for successfully navigating the learning environment. Through experiencing educators’ warmth and support practices, students can learn to also support their peers, engaging in similar levels of perspective-taking and understanding their peers as their educators demonstrate. Structures that create a warm and supportive environment, like morning meetings and large-group sharing discussions, also encourage students to productively participate in social awareness practices. As they engage in these kinds of practices, it is critical that students have the time and space to apply and refine their social awareness skills so that they are able to use these skills in their lives outside of school as well.  Students can also develop social awareness competency through responsibility and choice. When educators provide opportunities for students to experience responsibility and choice, students can learn the assets their peers bring based on how their peers engage in responsible behaviors and the choices they make, helping students identify who has similar interests to them and who has different interests. | **2 minutes** |
| **Slide 31** | **Instructional Teaching Practices That Promote Social Awareness**  Instructional teaching practices that promote SEL provide students with opportunities to engage deeply in academic content with their peers and their teacher. To effectively engage in these practices, students apply their social and emotional competencies, including their social awareness skills, attitudes, and knowledge.  For example, cooperative learning provides students with opportunities to learn and apply a variety of social awareness skills. According to Johnson and Johnson and Hawkins and colleagues, cooperative learning allows students to use a variety of social awareness skills. For example, cooperative learning allows students to do the following:   * Promote each other’s successes as part of a classroom community * Provide each other feedback on the work at hand * Appreciate how others accomplish their tasks * Communicate and process how they are working together effectively and their shared progress toward project or academic goals   Similarly, classroom discussions require students to use their social awareness competency, such as identifying their own and their peers’ perspectives, listening respectfully and openly to others, and responding with empathy and understanding. Specifically, educators can create discussion structures or protocols to encourage students to use the following social awareness skills:   * Elaborate on student thinking and the reasons and feelings behind their thoughts or perspectives * Expand and reflect on their classmates’ ideas * Listen actively and respectfully to the opinions of others, even when those opinions differ from their own * Learn from those with differing viewpoints * Provide feedback or analysis on what they are hearing their classmates share | **3-4 minutes** |
| **Slide 32**  **Activity**  Handout 7 | **Activity: Reflect on Teaching Practices**  As you can see, the social awareness competency is reflected not only in academic instruction but also in the interactions that educators have with their students within schools and classrooms. We encourage you to review one to two classroom videos on the [Appalachia Regional Comprehensive Center YouTube channel](https://www.youtube.com/playlist?list=PLjoWr_wxMaSdShazWcer9Endr4MXDcews) (https://www.youtube.com/playlist?list=PLjoWr\_wxMaSdShazWcer9Endr4MXDcews) that focus on the 10 teaching practices that promote SEL. For this activity, individually or in a group:   1. Watch one or two videos focusing on different teaching practices that promote SEL. 2. Identify the social awareness skills, attitudes, or knowledge that students use. 3. Identify how educators help students develop or apply those skills in the video.   Use Handout 7 to record your thoughts. | **20 minutes**  **Facilitation note:**  If in a group, participants may complete the handout individually and then discuss as a group or complete the handout with a partner or small group. |

## Action Planning

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| **Slide Number/ Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
| **Slide 33** | **Action Planning**  In this module we have:   * Defined social awareness and how social awareness develops over time * Highlighted research on the importance of social awareness * Learned teaching strategies to explicitly support student development of social awareness * Identified ways to embed support for social awareness into general teaching practices * Developed action steps to begin to implement practices that support student social awareness   You can now plan for the incorporation of new insights that you gained in this module into your teaching practice. | **1 minute** |
| **Slide 34** | **Considerations for Action Planning**  As you begin to take action to more strategically incorporate social awareness into your teaching, consider the following:   * Define the learning objectives. Determine which social awareness sub-competency(s) you want to target in your instruction, and why? * Determine which educator competencies — social and emotional skills, knowledge, and attitudes — are necessary to teach those competencies well. * Integrate the three approaches to supporting social awareness: explicit teaching strategies, integration with academic content, and embedding through general teaching practices. * Monitor progress of your SEL efforts by collecting data that indicate progress. * Determine ways to sustain this work so that it is effective over time. |  |
| **Slide 35**  **Activity**  Handouts  8 and 9 | **Activity: Action Planning**  For today’s purposes, we’ve allowed time to plan for individual shifts in teaching practice. If you are completing this module as a group, you will use this time to plan together for a collective instructional approach to supporting students’ development of social awareness. You will want to think broadly about how this focus complements and enhances existing initiatives within your district and school, such as trauma-informed care, restorative practices, and positive behavioral intervention supports (PBIS). In addition, it is critical to think about how social awareness and SEL broadly fit within your school improvement plans — how you are identifying the strategies and supports to purposefully support SEL schoolwide.  To finish off the module, we provide an additional handout for action planning. Please refer to Handout 8 for a template to assist in the action planning process and Handout 9 for additional resources to review as you develop your action plan. You can engage in action planning on your own or in a team. As this planning exercise focuses on the classroom level, consider student and educator needs, as well as consistency and sustainability, when planning for moving forward. | **15 minutes**  **Facilitation note:**  This activity can be done individually or in a group. If in a group, allow adequate time for discussion. |
| **Slide 36** | **Evaluation**  Thank you for participating in this social and emotional learning module focused on social awareness. We hope you find the learning modules useful and the suggestions they provide help you to enhance your practice and support the development of students’ social, emotional, and academic competencies.    The NJDOE developed this online module in collaboration with the Center on Great Teachers and Leaders and the Mid-Atlantic Regional Comprehensive Center, which are funded through a cooperative agreement with the U.S. Department of Education.    To learn more about SEL and the online modules, visit the New Jersey Department of Education (NJDOE) website [Keeping Our Kids Safe, Healthy & In School: Social and Emotional Learning](https://www.state.nj.us/education/students/safety/sandp/sel/) (https://www.state.nj.us/education/students/safety/sandp/sel/) or contact the NJDOE Office of Student Support Services at [SchoolClimate@doe.nj.gov](mailto:SchoolClimate@doe.nj.gov)  We ask that you now complete the online evaluation of this learning module. We also encourage you to review the other online modules that provide knowledge, tools, resources, and strategies to embed social and emotional learning in your classroom. | **1 minute** |
| **Slide 37** | **General Resources to Support SEL** | **1 minute** |
| **Slides**  **38–40** | **References** | **1 minute** |
| **Slide 41** | **Thank You** | **1 minute** |

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