

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- **PERSPECTIVE-TAKING**
- **EMPATHY**
- **APPRECIATING DIVERSITY**
- **RESPECT FOR OTHERS**



Kudos Board:

Our kids are very observant and creating an atmosphere of support through recognition and appreciation keeps them motivated and happy in class. Place a board in your class where learners can post positive feedback for peers on something they did, something they heard them say, or something they appreciate about another person.



See The World Through Another's Eyes:

For this mini-lesson, you will bring in a few pairs of real eyeglasses/sunglasses or make fake glasses using paper and string so students can put them on and “see the world through another person’s eyes.” You will explain that each pair of glasses belongs to a different person, which could be anyone your students are familiar with (e.g., a character in a book or film, someone from your partner classroom, etc.). Write the name of each “glasses’ owner” on a piece of paper and place it next to the corresponding glasses. Arrange them around the room before beginning the activity.

Decide in advance the specific questions you want students to answer once they put on the glasses. Ask questions that will uncover the internal feelings, thoughts, and motivations of the glasses’ owners.

For example:

- How did you feel when...
- Why did you decide to...
- What will you do if...
- How do you know that....

These questions can be adapted to fit several different learning goals, including socioemotional learning, language arts, literature, and writing goals. You may wish to create a handout to guide student responses.

This mini-lesson can be done class, in student pairs or groups, or independently.

1. Give instructions: Explain to students that each pair of glasses belongs to a different person who has their own set of feelings, beliefs, knowledge, and preferences. They will soon put on the glasses and try to see the world from that person's perspective. Remind students to consider what they know about the glasses' owner's preferences, immediate circumstances, personal experiences, and/or culture to understand how this person thinks and feels.

2. Model: Put on a pair of glasses to model the exercise. Think aloud, demonstrating how you will first look at the name to see who you are, and then close your eyes to truly imagine what life is like for this person and how she/he perceives the world. Use detailed imagery to help you get in the person's mindset. Then answer questions based on what you know about this person's perspective.

3. Facilitate the activity: Using the activity structure of your choice, have students take turns putting on the glasses and seeing the world from that person's perspective. Guide students through the steps of perspective taking.

4. Reflect as a class: Use some of these suggested questions to guide student reflection:

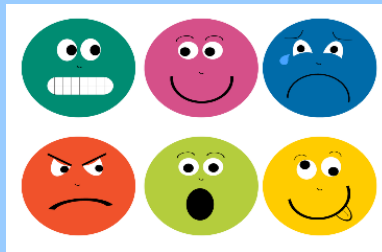
- How did it feel to see the world through another person's eyes?
- Were there things you felt or did that were different from how you would have responded? Why would you have responded differently compared to the glasses' owner?
- How can we practice perspective taking skills during an interaction with our partner?
- Think of an example where you did not agree with the way someone reacted or behaved in a certain situation. How can 'seeing the world through their eyes' help you better understand their behavior

Feelings Collage:

This is a fun activity to try in any classroom, especially if some of your students are especially shy and might have difficulty acting out emotions in front of the class.

Bring a big stack of magazines to class and give each of your students' art supplies: poster board or construction paper, scissors, glue sticks. Invite your students to cut pictures from the magazines of people expressing any kind of feeling and instruct them to use these images to build a "feelings collage." Hand out markers and ask students to label each picture in their collage with a feeling word; then, have them take turns explaining their collages and feeling labels to the group. Encourage your students to elaborate on the details of what they noted regarding the person's facial expression, their body language, or the context of the photo or illustration.

When the activity is over, let your students take the collages home. Recommend that they keep their collages and post them in a prominent place at home for use in practicing identifying and labeling their own feelings.



Alike and Different (Thumbprints):

Set out white 3" x 5" cards, a black ink pad, a pen, and a magnifying glass.

Ask the children to make prints of their thumbs by pressing them on the ink pad and then on the cards.

Label each print with the child's name.

Let children use the magnifying glass to see how the prints are alike and different. Point out that everyone has patterns on the skin of their fingers and each person's fingerprints are different from anyone else's.



Write a Letter:

Everyone loves getting mail -- especially soldiers far from home or senior citizens without families of their own. You can help cheer up these sometimes forgotten citizens by writing short, encouraging notes all your own.

Write a letter to someone who could use a bit of encouragement and increase your social awareness at the same time. Writing to soldiers or to senior citizens can be a good way to start.

Remind the folks you write to that people care about them.

