



SEL Competency: Social Awareness

Professional Learning
Series Module 3



Photo is for illustrative purposes only. Any person depicted in the photo is a model.

Welcome & Please Sign In





Activating Activity

Help Wanted Ad

Introduction to the Playbook

Professional Learning Playbook: Adult Social Emotional Learning

Prepared by the Michigan Department of Education with support from the Region 8 Comprehensive Center – June 2023



Module 3: Social Awareness

Agenda

Topic	Time
Activating Activity: Help Wanted Ad	10 minutes
Session Overview	10 minutes
Explore and Discover Activity 1: Save the Last Word for Me	30 minutes
Explore and Discover Activity 2: Case Scenario	40 minutes
Organize and Integrate Activity: Most Important Point	30 minutes

Activating Activity: Help Wanted Ad

Purpose: To spark conversation about the topic, establish readiness for further exploration, and create a vehicle for recalling or summarizing important information (*adapted from Lipton & Wellman, 2011*).

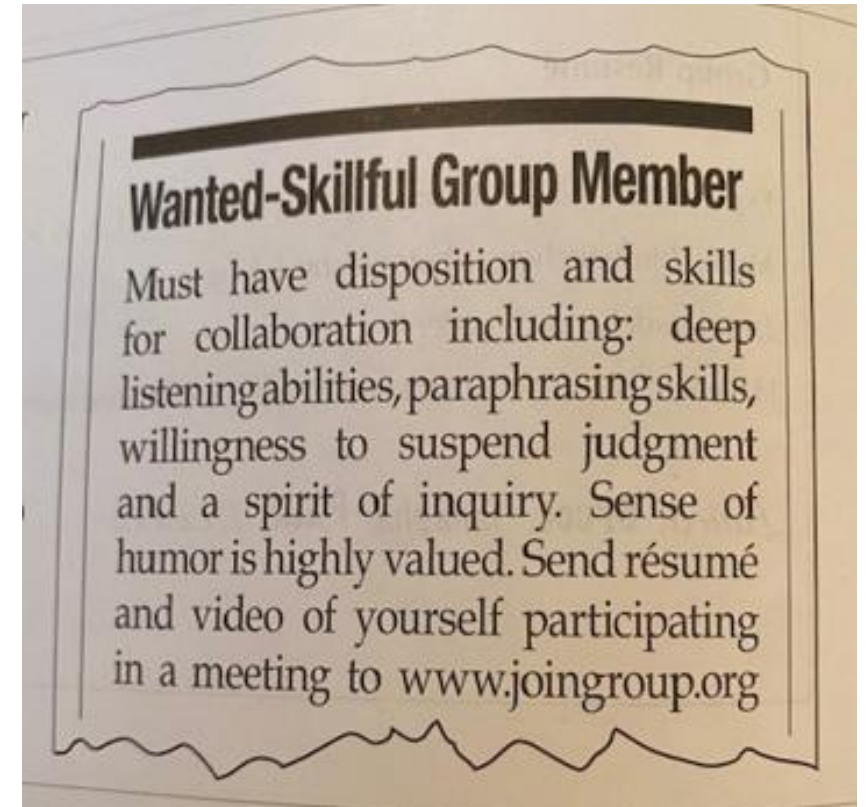
Directions:

- Jot down 2–3 skills for both self-awareness and self-management here:

- In pairs, create a “Help Wanted” ad based on the skills of self-awareness and self-management. Be ready to share your ad with the full group.

Activating Activity: Help Wanted Ad

- **Purpose:** To spark conversation about the topic, establish readiness for further exploration, and create a vehicle for recalling or summarizing important information.
- **Directions:**
 - > Individually, take 3 minutes to jot down 2–3 skills for self-awareness and self-management in your playbook (p. 22).
 - > In pairs, create a Help Wanted Ad based on the skills of self-awareness and self-management.
 - > Be ready to share the ad with the full group.
 - > Reflect on how your emotion impacts your motivation to learn throughout the session.



Adapted from Lipton & Wellman (2011).



Session Overview

Group Norms

- Collaborate with ideas
- Listen fully and reflectively
- Speak your truth
- Accept the challenge
- Be responsible for your impact on the room
- Be ok with non-closure
- Have fun

Professional Learning Series Goal

To increase your capacity around the five CASEL competencies.



Session Outcomes

Participants will increase:

- Understanding of what adult social awareness is and why it is important
- Skills in perspective-taking and empathic listening
- Ability to design a short professional learning segment about social awareness

CASEL SOCIAL AND EMOTIONAL LEARNING COMPETENCIES



Session Agenda

- **Activating Activity**
 - *Help Wanted Ad*
- **Session Overview**
- **Explore and Discover Activity 1**
 - *Save the Last Word for Me*
- **Explore and Discover Activity 2**
 - *Case Scenario*
- **Organize and Integrate Activity**
 - *Design a Short Professional Learning Segment*



Explore & Discover Activity 1

Save the Last Word for Me

Reflection Activity

Take a minute to write down:

- >> Your definition of social awareness
- >> Why you think adult social awareness is important



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

The Definition of Social Awareness

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Save the Last Word For Me

- **Purpose:** To clarify and expand your thinking around a text or document, and to build one another's thinking without entering a dialogue.
- Read the article: "Social Awareness: What is it? Why is it Important?"
 - Identify what you consider to be the 2–3 most significant ideas and highlight those passages.
- In small groups, follow the Save the Last Word for Me protocol in your playbook (p. 23).



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)



Whole-Group Discussion

Read, Listen & Share



Reflection

- Review your definition and your listed benefits of social awareness in your playbook (**p. 23**).
- Reflect on the changes you made and why you made them.
- Be ready to share your reflections.



Explore & Discover Activity 2

Case Scenario

Personal SEL Reflection: Social Awareness

Social Awareness		Very difficult	Difficult	Easy	Very easy
EMPATHY AND COMPASSION	I can seek to understand a person's perspective and feelings.				
	I can pay attention to the feelings of others and recognize how my words and behavior impact them.				
	I show care for others when I see that they have been harmed in some way.				
PERSPECTIVE TAKING	I can work to learn about the experiences of people of different identities, including different ethnicities, religions, sexual identities.				
	I can learn from those who have different opinions than me.				
	I can ask others about their experience & perspective before offering my version of events.				
UNDERSTANDING SOCIAL CONTEXT	I can understand and explain the systemic, historical, and organizational forces that create barriers for particular groups of people.				
	I honor and celebrate the cultural differences within my school community/workplace.				
	I can recognize and articulate the strengths of young people and their families and view them as partners.				

Case Scenario

>> Directions

- > Please review the case scenario about River Run Middle School, paying attention to adult social awareness skills on **pages 42–46** in your playbook.
- > Reflect on the following questions as you read:
 - > How did adults display empathy and compassion?
 - > How did adults learn from and/or appreciate the different experiences of others?
- > As you read, use the table in your playbook on **pages 26–27** to list examples and non-examples of the social awareness skills demonstrated in the case scenario.



Small Group Breakout

» As a small group discuss:

- > How did adults display empathy and compassion?
- > How did adults learn from and/or appreciate the different experiences of others?
- > What were examples and non-examples of social awareness in the case?
- > If time permits, identify examples of self-awareness and self-management.

Take Some Time To Self-Assess Your Social Awareness

>> Directions

- > Take 10 minutes to complete the Social Awareness portion of the Personal SEL Reflection Tool in your playbook (p. 49).
- > Reflect on the results of your assessment.
- > Select one behavior you would like to work on this month and:
 - > Set a goal for yourself
 - > Describe what steps you will take to accomplish your goal in the playbook (p. 22).



Personal SEL Reflection: Social Awareness

Social Awareness		Very difficult	Difficult	Easy	Very easy
EMPATHY AND COMPASSION	I can seek to understand a person's perspective and feelings.				
	I can pay attention to the feelings of others and recognize how my words and behavior impact them.				
	I show care for others when I see that they have been harmed in some way.				
PERSPECTIVE TAKING	I can work to learn about the experiences of people of different identities, including different ethnicities, religions, sexual identities.				
	I can learn from those who have different opinions than me.				
	I can ask others about their experience & perspective before offering my version of events.				
UNDERSTANDING SOCIAL CONTEXT	I can understand and explain the systemic, historical, and organizational forces that create barriers for particular groups of people.				
	I honor and celebrate the cultural differences within my school community/workplace.				
	I can recognize and articulate the strengths of young people and their families and view them as partners.				



Organize & Integrate Activity

Most Important Point

Most Important Point

- Purpose: To distinguish and reflect on important information learned during today's session and identify opportunities for your development of social awareness skills.
- Individually, identify 1–2 key points to remember from today's session in your playbook (p. 28).
- In small groups:
 - Share your most important point from today's learning
 - Talk about how you might use what you learned today to support your growth of social awareness skills



Optimistic Close

- » DJ Summary
- » Share a favorite song title that makes you think of the need for social awareness
 - > Example: We are the World





Provide Feedback on Today's Session!



Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

The contents of this document were developed under a grant from the U.S. Department of Education through the Office of Program and Grantee Support Services within the Office of Elementary and Secondary Education, by the Region 8 Comprehensive Center at ICF under Award #S283B190013. This contains resources that are provided for the reader’s convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.