



Micro-Unit and Structure Tasks

Social awareness builds on foundational skills of social emotional learning. In order to truly possess and demonstrate social awareness, students should have a command of the skills outlined below.

Foundation Skills

Skill	Description	Suggestions for Instruction
<u>Self-Awareness</u>	<p>Self-awareness is, “the ability to accurately recognize one’s own emotions, thoughts, and values, and how they influence behavior (CASEL).” Self-awareness skills include:</p> <ul style="list-style-type: none">○ Identifying emotions○ Having an accurate self-perception○ Recognizing strengths○ Possessing self-confidence○ Demonstrating self-efficacy <p>A developed sense of self-awareness will improve students’ ability to reflect on their social interactions, which will in turn allow them to more effectively develop social relationship skills.</p>	<p>In order to improve self-awareness, educators can focus on helping students to identify their emotions through activities that make them more aware of their feelings and the resulting behaviors. For specific suggestions, check out these skill instructions.</p>
<u>Active Listening</u>	<p>Active listening depends on the ability to consciously make the effort to hear and comprehend what the other person is saying and respond appropriately.</p>	<p>Explicit instruction in and practice with the following skills can help students to hone their ability to actively listen:</p> <ul style="list-style-type: none">● Using appropriate eye contact● Regulating thoughts to limit distractions● Utilizing facial expressions to guide understanding of the message● Providing appropriate oral responses

Landmark Teaching Strategies



Landmark Teaching Principle™ #3

Reflection	An honest attempt to improve social awareness skills needs to include ample time for reflection. Reflecting on skills and situations allows students to determine what worked well, what did not work, and what could be done better.	Some potential questions to consider when reflecting on social awareness skills could include: <ul style="list-style-type: none">● Did I listen actively to the person who was talking?<ul style="list-style-type: none">○ Was I distracted by something else?○ Did I ask the other person appropriate and relevant questions?○ Did I understand the message of that conversation?● Did my tone of voice and body language appropriately convey how I was feeling?<ul style="list-style-type: none">○ Did I respond appropriately to someone else's feelings?● Was there something about that interaction that bothered me?<ul style="list-style-type: none">○ If there was, what was it? Why am I bothered by it?
Accepting Feedback	The ability to accept and apply feedback is an important component of developing social emotional learning. Benefits of direct instruction are enhanced when students seek and apply feedback on their own use of skills developed.	Students should ask others for honest feedback. When they do this, it is important for them to then accept that feedback appropriately and make changes accordingly.

HOW DOES THIS CONNECT TO MICRO-UNIT AND STRUCTURE TASKS?

Social emotional learning, including social awareness, is best developed through direct instruction with ample time for practice with feedback. In order for skills to be effectively developed, it is important that educators introduce skills in isolation and in a logical continuum. This opportunity to practice individual skills in isolation increases students' development of those skills. Isolated instruction should then progress to contextual practice. This concept fits the Landmark Teaching Principle of "Micro-Unit and Structure Tasks" because educators should break each separate skill down into manageable, individual lessons that provide the necessary structure for students to find success before being asked to demonstrate these skills independently.