




## Micro-Unit and Structure Tasks

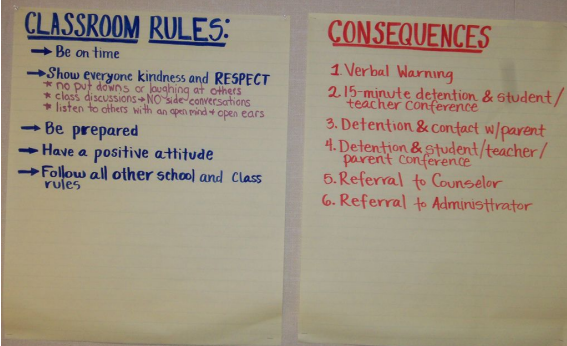
Social awareness requires direct instruction in a variety of component skills. The term “social awareness” includes a multitude of facets that combine to create this larger skill. In addition to the [foundational skills](#), the table below outlines ideas for incorporating instruction in empathy, perspective taking, and social autopsies.

### Teaching Empathy and Perspective Taking

<u>Description</u>	<u>Suggestions for Instruction</u>
<p>Empathy is defined as the ability to understand and share the feelings of another. It is an essential component of social emotional learning because it is the cornerstone of students’ ability to relate to and interact with one another.</p>	<p>To build empathy, educators could consider the following approaches:</p> <ul style="list-style-type: none"><li>● <b>Define it:</b> Discussions around empathy, which could also include the difference between sympathy, empathy, and apathy, should lead to a group-created definition of empathy that students can reference throughout the school year (maybe it even takes the school year to develop). Part of this discussion could include the idea that empathy is a truly human element and it is what sets humans apart from other living beings.</li><li>● <b>Read materials that support it:</b> Strategically utilizing materials that support the development of empathy and different perspectives can help students to grow their understanding and display of these skills.<ul style="list-style-type: none"><li>○ <a href="#">Potential book options</a></li></ul></li><li>● <b>Model situations:</b> Providing models of appropriate responses and interactions can help students to improve their understanding and their practice of using empathy.</li><li>● <b>Empower older students to work with younger ones:</b> Designating time for older students to showcase what they have learned with younger students both empowers the older students and continues the development of skills for both groups of students.</li><li>● <b>Increase opportunities for exposure to different viewpoints and cultural experiences:</b> Providing students with opportunities to explore various viewpoints and cultural ideologies increases students’ awareness of and appreciation for these differences. Structured practice discussing alternate viewpoints assists in building the skills necessary to engage in those conversations in an appropriate manner.</li></ul>
<p>Perspective taking, similar to empathy, involves the ability to consider a situation from a different point of view.</p> 	



## Behavior Mapping/Social Autopsy

<u>Description</u>	<u>Suggestions for Instruction</u>
<p>“Expected versus Unexpected” behaviors is a concept used by Michelle Garcia Winner and <a href="#">Social Thinking</a>. It helps set a framework for students to understand expected behaviors in a given situation versus the unexpected behaviors and the consequences often associated with those.</p>  <p>The image shows a whiteboard with two columns. The left column is titled 'CLASSROOM RULES:' and lists: 'Be on time', 'Show everyone kindness and RESPECT' (with sub-points: 'no put downs or laughing at others', 'class discussions - NO side conversations', 'listen to others with an open mind &amp; open ears'), 'Be prepared', 'Have a positive attitude', and 'Follow all other school and Class rules'. The right column is titled 'CONSEQUENCES' and lists: '1. Verbal Warning', '2. 15-minute detention &amp; student/teacher conference', '3. Detention &amp; contact w/parent', '4. Detention &amp; student/teacher/parent conference', '5. Referral to Counselor', and '6. Referral to Administrator'.</p>	<p>In order to dissect social situations and expectations for students in a way that will allow them to understand the expected behaviors, it can be helpful to do the following:</p> <ul style="list-style-type: none"> <li>● <b>Model with pictures:</b> Visual representations of skills that support social awareness (such as respecting personal space, saying hello, and taking turns) helps to model expected behaviors for learners. Students can practice these skills alongside the modeled pictures.</li> <li>● <b>Sample Behavior Map:</b> Individual students may benefit from specific discussions and tracking systems to help support the development of expected behaviors.</li> </ul>

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

Social awareness is a complex skill that includes several additional elements. In order for students to have the opportunity to truly develop this skill, educators should work to micro-unit and structure their instruction and practice. Providing structured introductions to one element at a time can allow students to fine tune each skill before layering on another one. As the skills continue to build upon one another, students can hone their abilities and increase opportunities for application through structured exercises with feedback and practice. Without this structured approach, students may become overwhelmed with the complexity of the larger skill of overall social awareness.