



Live Online course

2 December  
2021

# SEL – Part III

## Social Awareness and Relationships

Susan Gagliano, teacher trainer, counselor



# Social Awareness

A group of approximately 12 diverse young adults are standing in a circle on a lush green lawn, holding hands. They are dressed in casual attire, including t-shirts, jeans, and jackets. The scene is bright and sunny, suggesting an outdoor setting like a park or schoolyard. The group is arranged in a loose circle, with some individuals looking towards the camera and others looking at their neighbors.

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

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports." (CASEL)





# How do you show Social Awareness?

---

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- [PBS video on Social Awareness](#)

# Make sure they feel comfortable with each other

Observe. Have you students been in a class together for a while? Do they get along well? Do you think the class is divided into rigid sub-groups? They might need some activities where they start getting re-connected.







# PBL and collaborative learning

- Project-based Learning or any collaborative work is going to have an enormous impact on their social awareness.
- I know you are already doing a lot of collaborative work – the key is to become even more *intentional* about what you want to achieve.

# Debriefing – where the learning deepens

•Debriefing is when we ask students to reflect on what they just did or learned. Allow for a few minutes of discussion, even with simple activities. Ask open questions like:

- So how was it?
- What happened?
- What worked?
- What would you do differently next time?
- What surprised you?



# More good signs of EQ in a group



Conversations focus on solution, less on complaining.



When someone has an emotional reaction, others may say «I see that this is difficult for you. Would you like to talk about it?»



Members offer feedback during the decision making process – not when you get home and text your colleague-friend to complain!



Members offer feedback at the end of the meeting, as a roundup, a summary, as something to talk about next time.



Humor is used to appropriately to lighten situations.

# Encouraging SEL among staff

- Start meetings with Mingles or Teacher Speed Dating to create an appetite for topics and encourage connection
- Create a Gratitude Board, where you can leave a little note thanking your colleague for something
- Establish a Breakfast Club, every 2 weeks, where teachers can have breakfast together before school starts in the teachers' lounge
- Offer Mindfulness or Yoga after school
- Start meetings with a brief reflection or Mindfulness moment
- Create a private Facebook group where you can share ideas, activities, humor, and even ask for encouragement



# Families

A woman with her hair in a bun, wearing a grey blazer, is seated at a table and talking to a man in a blue shirt. A young boy in a striped shirt is sitting at the table to the left. The background is a bright, modern interior.

Ask parents to write a letter about their child before the school year begins, so they can tell you about them in their own words.

Get to know your students' backgrounds, what are important holidays, what is important to them. Your open curiosity can open many doors – and hearts.



# Family collaboration

- **Send a positive note home:** especially important with “difficult kids”, their parents rarely hear something positive. Find something – ANYTHING – to make a positive comment on. The parents need to hear it.
- **Write a positive note** with the behaviour that you WOULD LIKE to see but the student IS NOT YET DOING. Show the student the note. Then say “Let me know when I can send it.”



# With Families

1

Provide a translator  
for school meetings

2

Provide a translation  
of important  
documents

3

Invite them to come  
and share their  
professional and/or  
cultural experiences

4

Ask them to write  
you an email or letter  
at the beginning of  
the year to tell you  
about their child

# Is your staff Emotionally Intelligent?

There are some indicators of low EI in a group:

Team members don't look at each other when they're talking, or only look at one person.

People are often distracted by technology or each other.

They interrupt each other in discussions.

When someone shares an idea, the first response is skeptical or negative.



## Good signs of EQ in a team

Team member who is talking makes eye contact with all.

Members paraphrase others' ideas, to convey that they have been listening.

When a new idea is shared, it generates curiosity.

People take turns talking, they don't «hijack».

Members express empathy for each other and for others.

Members find things to be optimistic about.