



SOCIAL AWARENESS

Core Messages



TEACHER NOTES

Helping students feel more confident about the skills they can develop to become more socially aware supports them in understanding other people better, and reminds them to be a respectful, collaborative, and contributing member of their school community. When students need to relax, refocus, or recoup a steady emotional state, listening to the Core Messages recording can provide that opportunity.

Once students are confident about using the Core Messages recording independently, they can be encouraged to help visitors and new classmates become familiar with it.



DURATION: 5 minutes

GOALS: [Teacher/Student Goals](#)

MATERIALS:

- Core Messages: Social Awareness recordings - Recording 1 (Female) or Recording 2 (Male)
- [Social Awareness Reflection Script](#)
- Listening equipment for individual student use
- Optional: Printed scripts with highlighters and/or paper with crayons

PRE-TEACHING

- This is a beneficial exercise for the class as a whole, so experiencing it first all together or in small groups can make the experience even more accessible when individual students go to a peace corner or quiet area, put on headphones, and listen to the recording.
- Some students enjoy drawing while listening to the recording. Consider offering them blank paper to draw on or a printout of the script to highlight or decorate while they listen.



MAIN POINT: Introducing the Core Messages: Social Awareness recording (3 minutes)

- Introduce the purpose of this activity. Include both the process (highlighting the benefits of a short, relaxing focusing activity) and the content (pointing out that the text of the recording is based on the DESSA Social Awareness skills).



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GUIDING LANGUAGE

When we are upset or extra excited and want to calm ourselves, or when we are tired and want to rejuvenate, it can be helpful to take a few minutes to sit quietly and listen to a relaxing recording. It's also helpful to have a peaceful way to remind ourselves about the Social Awareness skills that we're all working to strengthen.

We're going to listen this first time together as a group. Then we'll add this recording to (explain location and procedure for student use in your setting).

Sit in a way that's comfortable and also that helps you feel grounded. You may want to be in your chair with your feet on the ground or sitting with your back against a wall. You may wish to close your eyes to help you listen more fully, or you might want to rest your eyes on a spot on the floor or a wall, to help you focus. There's no particular way you need to sit, as long as you are comfortable and can relax and concentrate on the words we'll be hearing.



MAIN POINT: Experiencing Core Messages: Social Awareness: (5 min)

- Play the Social Awareness Core Message recording and listen to it with your students.



GUIDING LANGUAGE

[Social Awareness Reflection Script](#)

REFLECTION AND CLOSURE

Use the reflection and closure only if you are teaching a group.



MAIN POINTS: Reflection and closure (for group experience) (3 minutes)

- After a few moments of silence once the recording ends, invite a short, private reflection.
- If appropriate to your group, facilitate a brief sharing period.



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GUIDING LANGUAGE

Take a moment now to notice how you are feeling physically. Do you feel more relaxed? Do you feel more focused? Notice the thoughts that are coming to your mind about what it was like to try to relax and to listen to these ideas. Which of the messages about Social Awareness stood out for you, was important for you? (Invite students to share aloud.)



TEACHER NOTE

When used by individual students, if beneficial, debrief privately.

This activity works well as a stand-alone experience. If you are debriefing, consider having a printed copy of the script as a basis for the conversation. Invite the student to point out skills mentioned in the text that they would like to cultivate. Make an action plan for how you can support their interest.



EXTENSION

Consider letting students listen to the recording while stretching or doing other relaxing movements.



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Teacher: Core messages Social Awareness goals

Social Awareness: A child's capacity to interact with others in ways that show respect for their ideas and behaviors, recognize her/his impact on them, and use cooperation and welcoming behaviors in social situations.

My students are able to:

- Reflect on their own abilities to understand and get along well with others
- Reflect on positively stated goals related to social awareness

I am aware of my individual students' abilities to:

- Receive encouraging first-person statements related to social awareness
- Connect the Core Messages language to their own actions and intentions

The environment I create supports my students' growth related to:

- Developing their abilities to notice and act on times when they feel the need for a settling or refocusing activity
- Developing increased confidence in demonstrating pro-social behaviors

Student: Social Awareness goals and demonstrated behaviors

Students will:

- Become increasingly aware of specific factors that impact social interactions
- Become increasingly independent in creating positive interactions with others
- Become increasingly effective in being able to relax and rejuvenate in order to be better prepared to learn (self-management)

DESSA Social Awareness indicators

Note: Highlighted indicators are directly addressed in this lesson.

I can:

Cope well with insults and mean comments
Get along with different types of people
Act respectfully in a game or competition
Respect another person's opinion
Contribute to group efforts
Resolve a disagreement
Share with others
Cooperate with peers or siblings
Forgive somebody who hurt or upset me
Respond to another person's feelings



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Core Messages Script

I respect other people's ideas and perspectives.

Each of us has our own unique experience of life.
It's like we have our own window onto the world.
We all see the world in our own way, through our own perspectives.

When I am with others, I am curious about how they see the world,
what their interests are, and what matters to them.

I know that their experience of our world is as important to them
as mine is to me.

Knowing this helps me understand why it's important
that we learn to cooperate with each other,
share, and take turns.
That we consider others' needs and wants, along with our own.

I try to listen well when others are talking,
to be curious and respectful about ways we are the same,
and ways we are different.

I try to consider other people's feelings before I say something.

I am respectful of other people's ideas and opinions.
And I appreciate it when others are respectful of mine.
I understand that we do not have to agree with each other to get along.
When we truly consider each other's ideas, we learn from one another.
So I am open and respectful as I seek to understand other people's points of view.

I am part of other people's lives, just as they are a part of mine.
I make a difference in their lives by the way I treat them.
I can be kind and understanding.
I honor that we each have our own unique path in life.

And that what each of us contributes is what makes up the world.

We all make mistakes in our lives.
There are times when we say or do something that we wish we hadn't.
We all need a fresh start sometimes.
There are times when we need to forgive ourselves
and to forgive others.

I say I'm sorry when I do or say something that I wish I hadn't.

I can ask for help when it is difficult to get along with someone.



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We all want to belong.
We all want to be seen for who we are.
We all have times that are hard, when we feel alone.
We all have times when we feel happy and connected.
We all have times when we need help,
and times when we can reach out and help each other.
We all have times when we don't see each other's perspectives very well.
We all need times when we feel listened to
and accepted for being exactly who we are.

We all want to be treated with care and respect.

We all deserve to be treated with care and respect.

I respect other people's ideas and perspectives.