

# Use these worksheets to help students learn about and practice social awareness.

Name: \_\_\_\_\_

### THE IMPACT OF MY ACTIONS

Before you do something, take time to think about how others may feel and what they may think about it. To practice, look at each action below and then fill in the prompts.

If I...	Others might feel:	Others might think:
Blurt out in class		
Ask someone if I can help them		
Leave the classroom without asking or letting anyone know		
Make fun of someone for not knowing the answer in class		
Ask before I borrow something		
Yell at my teacher		
Keep my hands to myself in the hallway		
Tell someone that I like their shirt		

Name: \_\_\_\_\_

### WHAT'S EXPECTED, WITH WHOM

Different behaviors are expected with different people. Something that may be normal with one group of people might not be as acceptable with someone else. For example, you call your teacher by his/her last name, but you wouldn't be expected to call your mom by her last name. For this activity, look at the actions on the left side of each box below and decide with whom they are expected. Then, circle your answers. Please note that there may be more than one answer for each scenario.

Giving out your \_\_\_\_\_

Family

Family

Family

Family

Family

Family

Family

Name: \_\_\_\_\_

### THINKING ABOUT THE NEEDS OF OTHERS

It can be easy to stay focused on the things going on in our own lives, but when we take time to pay attention to others, we'll be able to better understand what they need and how we can help. Look at the scenarios below and think about what each person needs. Then, think about how you could help them.

You and your sister share a room. She has to wake up.

Your friend forgot his lunch at home.

What does your friend need?

How can you help him?

Your neighbor has been sick in bed for 3 days.

What does your neighbor need?

How can you help her?

Name: \_\_\_\_\_

### NOTICING HOW OTHERS ARE FEELING

Paying attention to how others look might help you understand how they are feeling. Look for cues like their posture, how they are moving, what their faces look like, how their voices sound, etc., which will help you know what they are feeling. To practice, look at the photos below. Then, decide how you think each person is feeling. Write the feeling from the feelings list below on the line at the top of each box.

#### FEELINGS LIST

Angry	Confused	Excited	Happy	Sad
Bored	Disappointed	Embarrassed	Nervous	Surprised

<ul style="list-style-type: none"> <li>Eyes and mouth wide open</li> </ul>	<ul style="list-style-type: none"> <li>Red face</li> <li>Quiet</li> <li>Looking away</li> </ul>	<ul style="list-style-type: none"> <li>Red face</li> <li>Loud voice</li> <li>Tight fists</li> </ul>	<ul style="list-style-type: none"> <li>Eyes looking away</li> <li>Touching head or face</li> <li>Not smiling</li> </ul>	<ul style="list-style-type: none"> <li>Big smile</li> <li>Eyes open wide</li> <li>Loud</li> </ul>
<ul style="list-style-type: none"> <li>Quiet</li> <li>Looking down</li> <li>Frowning</li> </ul>	<ul style="list-style-type: none"> <li>Looking away</li> <li>Not smiling</li> <li>Slouching</li> </ul>	<ul style="list-style-type: none"> <li>Looking down</li> <li>Crying</li> <li>Frowning</li> </ul>	<ul style="list-style-type: none"> <li>Looking away</li> <li>Quiet</li> <li>Fidgeting</li> </ul>	<ul style="list-style-type: none"> <li>Smiling</li> <li>Talking</li> <li>Participating</li> </ul>

Name: \_\_\_\_\_

### ALL ABOUT EXPECTED & UNEXPECTED BEHAVIORS

Throughout the day, we make many choices about how to behave. We may not be aware of it, but the things we do are either expected or unexpected. When we do something that's expected, it's something that is normal for that situation. It's something that someone would think would happen. When we do something that's unexpected, it's something that is not typical for that situation. It's something that seems out of place. To help you better understand this concept, look at the behaviors below. Underline the expected behaviors, and circle the unexpected behaviors.

Running through the grocery store	Sleeping in class	Singing in music class
Whispering in the library	Raising your hands to talk in class	Cussing at the teacher
Sitting in your seat during a lesson	Jumping on the bus	Being quiet when your friend is talking
Sitting down on the soccer field during your game	Walking in the hallway	Taking something without asking

#### HOW BEHAVIORS MAKE OTHERS FEEL

The things we do impact the feelings of the people around us. Look at the feelings in the box below and think about whether these feelings may be caused by someone having expected behavior or unexpected behavior. Record each number in the corresponding box on the right.

#### FEELINGS

1. Confused	7. Annoyed
2. Safe	8. Content
3. Happy	9. Uneasy
4. Scared	10. Frustrated
5. Nervous	11. Relaxed
6. Calm	12. Respected

Expected behavior's might make people feel:

Unexpected behavior's might make people feel:

# They are aligned to the CASEL concepts for social awareness.

Name: \_\_\_\_\_

## ALL ABOUT EMPATHY

**WHAT EMPATHY IS:**

Empathy is noticing and caring about how someone else is feeling, what they are thinking and/or what they need.

Directions: Respond to the prompts in the boxes to learn more about what empathy is, why it's important and how you can practice it.

Directions: Look at the scenarios below and circle the examples of empathy.

Making fun of someone for crying	Helping someone who is lost
Staying quiet when someone is being laughed at	Bragging to your friends about getting the lead role in the play
Sending a card to someone in the hospital	Doing extra chores for your brother when he has a lot to do
Singing while you are doing your work, even though it makes it hard for others to focus.	Taking good care of the things you borrow from others

**WHY EMPATHY MATTERS:**

The things we do and say have an impact on the people around us. Think about how you feel when others care about your thoughts, emotions and needs.

Directions: Look at the words below and circle the feelings you may experience when someone shows you empathy.

Appreciated	Nervous
Sad	Happy
Loved	Confused
Cared for	Understood
Hurt	Ignored
Important	Lonely

**HOW I CAN SHOW EMPATHY:**

One way I can show empathy at school:	One way I can show empathy at home:	One way I can show empathy in the community:

©Curator's Choice

Including:

- 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
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior

# The worksheets are easy to use in individual, small group and classroom lessons!

Name: \_\_\_\_\_

### WHAT'S EXPECTED IN THE CLASSROOM

Different behaviors are expected in different places. For example, what is expected at home may be different than what's expected in school. For this exercise, take time to think about what is expected in the classroom.

**DURING A LESSON OR INSTRUCTION TIME**

**CIRCLE THE BEHAVIORS THAT ARE EXPECTED**

Sleeping	Taking quietly to the person next to you	Playing on tablet or phone
Raising your hand to talk	Walking around the classroom	Looking at teacher
Staying at your desk		

Other things that are expected during a lesson or instruction time: \_\_\_\_\_

**DURING INDEPENDENT WORK TIME**

**CIRCLE THE BEHAVIORS THAT ARE EXPECTED**

Sleeping	Taking quietly to the person next to you	Playing on tablet or phone
Raising your hand to talk	Walking around the classroom	Looking at teacher
Staying at your desk		

Other things that are expected during independent work time: \_\_\_\_\_

It's important to have expected behavior in the classroom. \_\_\_\_\_

When other people have expected behavior in the classroom, \_\_\_\_\_ When they have unexpected behavior, \_\_\_\_\_

Name: \_\_\_\_\_

### ENCOURAGING OTHERS

Our words and actions have the power to encourage others and help them to feel happy, confident and supported. Look at each of the scenarios below and think about what you could say or do to be kind to that person.

Your friend's mom just had a new baby.

Your friend's brother just left for college and she is sad.

One thing I could say:	One thing I could do:
One thing I could say:	One thing I could do:

Name: \_\_\_\_\_

### WHAT SHOULD YOU SAY?

Our words affect the people around us. Before we say something, it's important to think about how the other person is feeling and whether or not our words will encourage them. Look at the scenarios below and decide which of the two responses is best. Circle your answer.

Your friend told you that she is excited about going on vacation. What should you say?

You are watching a movie with a friend and they tell you it's too scary. What should you say?

A classmate is embarrassed because she slipped and fell and now everyone is laughing at her. What should you say?

Your friend is angry because you took his favorite pen without asking. What should you say?

Your friend is happy that she made the dance team. What should you say?

Your friend is nervous because his grandma is having surgery. What should you say?

Name: \_\_\_\_\_

### LOOKING AT ANOTHER PERSPECTIVE

When something happens, it's easy to only focus on our side of the story. Instead, try thinking about the problem from the other person's point of view too. When you are able to understand someone else's perspective, it'll be easier to solve the problem peacefully! Look at each scenario below and then write about how the other person may view the situation.

**YOU GET IN TROUBLE FOR TALKING IN CLASS.**

Talk to the teacher's perspective: \_\_\_\_\_

**YOU GET TALKED TO BY A FRIEND BECAUSE YOU TOOK HER PEN.**

Your friend's perspective: \_\_\_\_\_

**YOU GET TALKED TO BY A FRIEND BECAUSE YOU HAVE A COLD.**

Your parent's perspective: \_\_\_\_\_

**YOU GET TALKED TO BY A FRIEND BECAUSE YOU WERE LATE DURING TIME IN THE BASKETBALL GAME.**

Your coach's perspective: \_\_\_\_\_

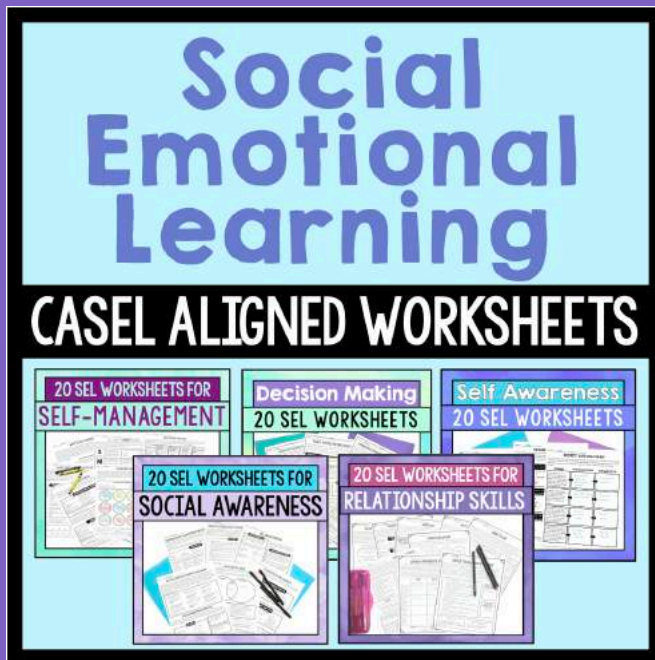
Name: \_\_\_\_\_

### WHAT'S EXPECTED OF ME AT SCHOOL

Part of following the rules and being a good member of our school community is knowing what we are supposed to do. The thing that can make this difficult, however, is that what is expected of us might be different in different situations. For example, what we are expected to do at recess is different than what we should be doing during a class lesson. Look at the different situations below and write down the behaviors that are expected in each situation. Then, write down one thing that you shouldn't do in that situation.

<b>DURING CLASS LESSONS</b>	<b>IN THE HALLWAY</b>	<b>AT LUNCH</b>
What's expected of me: _____	What's expected of me: _____	What's expected of me: _____
One thing I shouldn't do is: _____	One thing I shouldn't do is: _____	One thing I shouldn't do is: _____
<b>ON THE BUS</b>	<b>DURING WORK TIME</b>	<b>AT RECESS</b>
What's expected of me: _____	What's expected of me: _____	What's expected of me: _____
One thing I shouldn't do is: _____	One thing I shouldn't do is: _____	One thing I shouldn't do is: _____

# Looking for the rest of the CASEL competencies? Bundle & Save!



This resource is a part of a bundle that includes worksheets for all 5 CASEL competencies. There are 100 worksheets that will help your students learn about and practice self-management, self-awareness, social awareness, relationship skills and responsible decision making.

**SEE THE BUNDLE HERE!**