

# Logo: Mid-Atlantic Comprehensive Center, WestEd.

# Self-Awareness Handout 2: Student Vignettes

## Directions

Read the vignettes and use what you have learned so far to brainstorm answers to the questions that follow. If completing this activity in a group, discuss your answers.

## Vignette: Ada

Ada is a happy and confident third grader who enjoys school, especially socializing on the playground and at lunch. She has many friends and tends to lead playtime activities by choosing the game and directing how her friends participate. She works hard in class and earns good grades. Fairly often, though, she is corrected by her teacher for chatting too much with her tablemates or speaking out in group discussions in a way that interrupts others. When this happens, Ada puts her head down on her desk, covering her face with her arms. She once told a classmate that she was angry at her teacher because, as she said, “I don’t know why I am in trouble.” Lately, Ada has been missing items on reading quizzes, saying she doesn’t remember these questions being discussed in class.

## Reflection Questions

Which of the following sub-competencies are strengths for Ada? (Mark with an “S”)

* Recognizing one’s feelings and thoughts
* Recognizing the impact of one’s feelings and thoughts on one’s own behavior
* Recognizing one’s personal traits, strengths, and limitations
* Recognizing the importance of self-confidence in handling daily tasks and challenges

Which sub-competencies are areas of improvement for Ada? (Mark with an “I”)

How could a teacher support this student in developing the self-awareness sub-competencies that are currently areas of improvement?

## Vignette: Devon

Devon is a sophomore in high school and it is his first year in a new school district. He is very polite to his teachers, helpful to classmates, and has made a couple close friends while playing on the soccer team. Devon’s favorite subject is math. At his old school, he excelled in math class and considered it a strength. Yet, this year Devon notices some of the math content that is review to his classmates is brand new to him. Devon was shocked to see that he failed his first math quiz of the year. Since then, Devon has tended not to participate in group work in class. He told his teacher that “there is no point” because he’s “not good at math anymore.” Devon has also been showing less effort in soccer and, as a result, playing less in games.

## Reflection Questions

Which of the following sub-competencies are strengths for Devon? (Mark with an “S”)

* Recognizing one’s feelings and thoughts
* Recognizing the impact of one’s feelings and thoughts on one’s own behavior
* Recognizing one’s personal traits, strengths, and limitations
* Recognizing the importance of self-confidence in handling daily tasks and challenges

Which sub-competencies are areas for improvement for Devon? (Mark with an “I”)

How could a teacher support this student in developing the self-awareness sub-competencies that are currently areas of improvement?

## Vignette: Ethan

Ethan is a sixth grader and finds himself in the principal’s office often, especially during PE class. His PE teacher is known to be stern and often raises her voice when directing the students during class activities. When this happens, Ethan is noticeably agitated and becomes more aggressive with his classmates. One day, Ethan pushed a classmate during a game, and his mother was called to discuss the incident. The principal noticed that Ethan’s mom tends to raise her voice as well, and when she does, Ethan becomes visibly upset. Ethan’s teachers report that academically his performance varies. He does well in some classes, not as well in others. According to Ethan, his effort in class tends to correspond with whether he “likes” his teacher.

## Reflection Questions

Which of the following sub-competencies are strengths for Ethan? (Mark with an “S”)

* Recognizing one’s feelings and thoughts
* Recognizing the impact of one’s feelings and thoughts on one’s own behavior
* Recognizing one’s personal traits, strengths, and limitations
* Recognizing the importance of self-confidence in handling daily tasks and challenges

Which sub-competencies are areas of improvement for Ethan? (Mark with an “I”)

How could a teacher support this student in developing the self-awareness sub-competencies that are currently areas of improvement?

This work was originally produced at least in part by the Center on Great Teachers and Leaders and the Mid-Atlantic Comprehensive Center at WestEd, with funds from the U.S. Department of Education under cooperative agreement numbers S283B120021 and S283B1200. The content does not necessarily reflect the views or policies of the U.S. Department of Education nor does its mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. Copyright © 2019. Permission to reproduce and adapt for non-commercial use, with attribution to New Jersey Department of Education, American Institutes for Research, and WestEd, is hereby granted.