



Self and Social Awareness

RULER Unit



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UNIT SUMMARY

In this unit, students will begin to explore emotion families. The unit starts with an emotion guessing game that engages students and calls on their prior knowledge of emotional experiences. Next, students use the second RULER tool, the Mood Meter. Checking in on the Mood Meter is a core routine of RULER that students will practice using in this unit and will continue to use regularly throughout their time in school. Next, students will explore the physical and mental cues associated with varied emotions and apply this information to classify emotions into families. Students will then compare emotions within the same emotion families. They will conclude the unit by participating in a performance task in which they will display their ability to classify emotions while acting as toy designers.

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STANDARDS AND OBJECTIVES

Common Core State Standards	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1A	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
Illinois State SEL Standards	
1A.1a	Recognize and accurately label emotions and how they are linked to behavior.
2A.1a.	Recognize that others may experience situations differently from oneself.
2A.1b	Use listening skills to identify the feelings and perspectives of others.
2C.1b	Demonstrate appropriate social and classroom behavior.
2D.1a	Identify problems and conflicts commonly experienced by peers.
3B.1b	Make positive choices when interacting with classmates.
Teaching Tolerance Social Justice Standards	
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.
Enduring Understandings: Students will understand...	
I know emotions have families.	Within these families, emotions can be different.
There are many different ways to feel within the same emotion family.	
Essential Questions: Students will consider...	
How can emotions be similar or different?	
Knowledge: Students will know...	
Emotions can be grouped into families.	The Mood Meter is a tool that can be used to learn about our own and other's emotions.
Emotions within the same families have different intensities, causes, and expressions.	The Mood Meter has four sections that each represent a different basic category of emotion.
Emotions can be named using information from our bodies, minds, and thoughts.	
Skills: Students will be able to... (SWBAT)	
Use the second RULER tool, the Mood Meter, to check in on how they are feeling.	Organize emotions into emotion families based on their physical, physiological, and mental cues.
Identify and discuss cues that signify various emotions.	Identify the physical, physiological and mental changes they experience with emotions.
Apply emotion family knowledge to their own emotions.	

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LEARNING PLAN

Lesson 1	<p>Objective: SWBAT use the Mood Meter to plot how they feel.</p> <p>Key Learning Events: During this lesson, students will receive a formal introduction to the Mood Meter and begin practicing plotting themselves.</p>
Lesson 2	<p>Objective: SWBAT describe different emotion families.</p> <p>Key Learning Events: During this lesson, students will participate in a group activity in which they are tasked with constructing their understanding of emotion families. Students will be provided with various emotions and consider how they feel, what they look like, and what thoughts they make them have (building off the activity they completed in Unit 1: Emotions Matter.) Then, students will try to find commonalities in the way the emotions look, feel, and sound in order to sort them into groupings. Students will name these families.</p>
Lesson 3	<p>Objective: SWBAT articulate how feelings (i.e. happy and excited) can be similar but differ in intensity.</p> <p>Key Learning Events: During this lesson, students will revisit the emotion families they constructed in the previous lesson and deepen their understanding by sorting the words within the families. Students will consider how the emotions within families vary. To begin preparing for the performance task, students will select one of the groupings (emotion families) they have created and choose a real or fictional character. Students will draw or describe that real person, fictional character, animal, or toy experiencing each of the emotions in that family.</p>
Lesson 4	<p>Objective: SWBAT recognize and classify feelings that are in the same family but have slightly different meanings.</p> <p>Key Learning Events: During this lesson, students will complete a performance task in which they demonstrate their granular understanding of emotion variation by applying their understanding of emotion classification to their own emotional experiences. Students will design toys that can express a range of emotions within an emotion family. Students will try to entice their peers into buying their toys by explaining how they can change facial expressions, body language, and sounds based on different emotions within its family. See “Assessing Student Learning” -> “Performance Task” below for details.</p> <p>At the conclusion of this lesson, teachers should introduce, practice, and send home the Mood Meter families activity. Please see the Families Resources on RULER Online for specific instructions on how and why to complete this activity.</p>

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ASSESSING STUDENT LEARNING**Performance Task**

The **goal** of this task is for students to demonstrate the ability to classify emotions both into and within emotion families and apply this knowledge to their own emotional experiences. They will reach this goal by presenting a design for a toy that can express different emotions within an emotion family.

The students will play the **role** of toy designers. The **audience** will be their peers acting as toy buyers. The **product** will be a presentation in which students share the toys they have designed.

Students' toys can be dolls, action figures, stuffed animals, robots, or any other type of toy. Students will select one emotion family that their toy lives in, for example a student could design a 'Happiness Doll.'

Students will decorate or dress their toys in the color of the quadrant in which the doll's emotion falls and they will explain to their peers the different emotions within the family that the toy can experience. For example, a Happiness Doll, dressed in a yellow dress, may be able to express joy or contentment.

Students will explain their designs to their peers as if their classmates were buyers at a toy shop looking for a toy that can express emotion. Students will describe the toy's facial expressions and body language and perhaps even sounds the toy can make. Students will also explain how the toys facial expressions, body language, and sounds would change based on the different emotions within the toy's emotion family.

Students will also consider what their toy cannot do. For example, a Happiness Doll cannot clench its teeth, while a Sadness Stuffed animal would not ever stand up straight.

Students may present drawings of their designs and explain them orally. Consider other medium by which a student may share this information with their peers. Students may prefer to create an advertisement or brochure for their toy, write a story featuring their toy, or even create a 3-dimensional prototype of their design with the support of an adult.

Other Evidence

- Plot on the Mood Meter (Lesson 1)
- Classify feeling words into emotion families based on physical, physiological, and mental cues. Students will consider how these emotions feel, what they look like, and what thoughts they make them have (building off of the activity they completed in Unit 1: Emotions Matter.) Then, students will try to find commonalities in the way the emotions look, feel, and sound in order to sort them into groupings (Lesson 2).
- Sort feeling words within families. To do this, students will revisit the groupings they decided upon in the previous lesson and consider how the words vary (Lesson 3)

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