



Self and Social Awareness

RULER Unit



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UNIT SUMMARY

In this unit, students will focus on further developing their abilities to recognize emotions in themselves and others. The unit starts with an emotion guessing game that calls on students' prior knowledge of emotional experiences. Next, students will check in on the Mood Meter, which is a core routine of RULER that students will practice and continue to use regularly at school. In lesson 2, students will focus inward and practice noticing their physiological and mental changes when prompted to embody emotional experiences. Students will reflect on the signals their bodies provided that an emotional shift was occurring. In lesson 3, students will focus outward to build social awareness by recognizing and recording the ways other people signal their emotions have shifted other than using verbal communication. In lesson 4, students will create original musical compositions that illustrate the different signals and cues of emotions.

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STANDARDS AND OBJECTIVES

Common Core State Standards	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Illinois State SEL Standards	
1C.1b	Identify goals for academic success and classroom behavior.
2C.1a	Identify ways to work and play well with others.
2C.1b	Demonstrate appropriate social and classroom behavior.
3A.1b	Identify social norms and safety considerations that guide behavior.
Teaching Tolerance Social Justice Standards	
DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.
DI.3-5.9	I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.
AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
National Association for Music Education Standards	
MU:Cr1.1.C.1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
MU:Cr2.1.C.1a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
Enduring Understandings: Students will understand...	
Our facial expressions, body language, and vocal tones can help us recognize emotions in others and ourselves.	Changes in how I think and how I feel in my body can signal when my emotions shift.
Essential Questions: Students will consider...	
What happens when my emotions shift?	What is the relationship between my emotions, body, and mind?
Knowledge: Students will know...	
The Mood Meter is a tool that can be used to learn about our own and other's emotions.	My body and mind signal to me when my emotions change.
The Mood Meter has four sections that each represent different emotion experiences.	I can suspect emotional shifts in others due to their bodies, voices, and faces.
Music has emotional components and can influence how listeners feel.	
Skills: Students will be able to...(SWBAT)	
Use the anchor tool, the Mood Meter, to check-in on how they are feeling.	Describe changes in their bodies and minds that signal emotion shifts.
Practice the RULER skills through using the Mood Meter.	Numerate the cues their bodies give that signal emotional shifts.
Recognize a change in the emotional state of a peer.	

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LEARNING PLAN

Lesson 1	<p>Objective: SWBAT recognize their emotional states and plot themselves on the Mood Meter.</p> <p>Key Learning Events: During this lesson, students will receive a formal introduction to the Mood Meter and begin practicing plotting themselves. They will learn that the RED quadrant is home to emotions that feel unpleasant and have lots of energy like angry and scared. The BLUE quadrant is home to emotions that feel unpleasant and have low energy like sad and lonely. The GREEN quadrant is home to emotions that feel pleasant and have low energy like relaxed and calm. The YELLOW quadrant is home to emotions that feel pleasant and have lots of energy like excited and brave. Students will learn to ask themselves how pleasant they feel and what their energy level is in order to identify their emotions.</p>
Lesson 2	<p>Objective: SWBAT notice changes in how they think and feel when their emotions shift.</p> <p>Key Learning Events: During this lesson, students will learn to focus inward and listen to changes in their bodies and minds to help them develop greater self awareness of their emotions. Teachers will ask students to sit up straight, close their eyes, and place one hand on their chest above their heart and the other on their stomach. Teachers will ask students to take a few deep, focused breaths as they reflect on a time when they felt scared, worried, or nervous. Teachers will encourage students to scan their bodies and consider what they notice about their hearts, stomachs, faces, shoulders, thoughts, etc. While students are reflecting, teachers may aid them in activity those anxious or scared feelings by playing applicable music, such as the Jaws theme song. After 2 minutes of reflecting, teachers will ask students to turn and talk to a partner or record in a journal what changes they noticed in their bodies and thoughts.</p> <p>Students will repeat the activity, this time recalling a time they felt calm, content, or serene. Teachers may play calming music such as classical or jazz.</p> <p>Again, students will discuss with a partner or journal about the changes they noticed in their bodies and minds. Teachers will conclude the lesson by leading a discussion asking students to share their takeaways from the activity.</p>
Lesson 3	<p>Objective: SWBAT recognize others' emotion shifts by noticing facial expressions, body language, and vocal tone.</p> <p>Key Learning Events: During this lesson, students will develop their social awareness of others' emotions by learning how people communicate their emotions and needs. Students will pair up and choose an emotion to demonstrate to their partner. They can manipulate their bodies, voices, and facial expressions as much as they want while trying to communicate the emotion, but they can only speak one phrase "I'll have a sandwich, please." They can repeat the phrase as many times as they like until their partner correctly guesses the emotion. When the emotion has been guessed, the student will transition to acting out a new emotion, again only using the one phrase. They will not announce they are switching. The student will complete this as many times as possible in 2 minutes. Then, students will switch and the other partner will</p>

act out as many emotions as they can get through in 2 minutes, again only using the single phrase.

After each student has had a turn, teachers should lead the whole class in discussing the following questions:

- What did your partner do that alerted you that they had switched emotions?
- How did you try to understand what emotion they were acting out?
- What surprised you about this activity?

To conclude the lesson, have students complete an exit ticket answering the following question: *How can you know someone's emotions have shifted other than the words they say to you?*

Lesson 4

Objective: SWBAT recognize and recreate the emotional aspects of musical compositions.

Key Learning Events: During this lesson, students will listen to various pieces of music that inspire different emotions in their listeners. Then, students will act as composers and create original songs with the goal of inspiring a specific emotion. Please see performance task description for more information. See "Assessing Student Learning" -> "Performance Task" below for details.

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.

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ASSESSING STUDENT LEARNING

Performance Task

The **goal** of this task is to create an original musical composition that depicts an emotion.

The students will play the **role** of composers.

The **audience** will be their peers as listeners.

The **product** will be an original song that intends to influence the listeners' emotions.

To begin this lesson, teachers play a selection of music that has different emotional themes. For example:

- A jazz song that inspires calm
- A slow, sad ballad (search online for instrumental or karaoke version of any ballad for wordless version)
- A happy pump-up song that inspires excitement (again, search online for instrumental or karaoke version of a pop anthem)

Teachers will ask students to describe the differences between the songs and how they inspired the emotions they did. Teachers will ask students to relate each song to cues they noticed in themselves or others, did their facial expressions, body language or physiology shift? Teachers may introduce musical vocabulary to students such as rhythm, beat, and pitch and encourage students to use these words to describe the different songs. For example, 'the happy song had a faster rhythm and higher pitch.'

Students will decide on an emotion or emotion theme that they hope to inspire in their listeners. Then, they will consider what beat, rhythm, and pitch their 30-second compositions should have. As an extension, students may consider what lyrics they would pair with their compositions to further portray the intended emotions.

Teachers should consider partnering with the music teacher in the building if possible. If teachers do not have access to musical instruments, they may encourage students to make their own percussion instruments out of recycled materials or use music composition software available online.

Other Evidence

- Plot on the Mood Meter (Lesson 1)
- Description of changes in own body and mind that signal emotions (Lesson 2)
- List of cues that others' emotions have shifted (Lesson 3)