RULER FOR GRADE 2

UNIT 3

Self and Social Awareness

RULER Unit

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UNIT SUMMARY

In this unit, students will use the second RULER tool, the Mood Meter, to practice the five RULER skills with a particular focus on deepening their abilities to label and express emotions. 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 on using the Mood Meter to develop their RULER skills. In lesson 3, students will take on the role of artists to deepen their skill of expressing and labeling emotions. As part of their task as "artists," they will create self-portraits of themselves within one of the four quadrants of the Mood Meter. Students will also explain the body language, facial expressions, situations, thoughts, and internal bodily sensations they typically experience in each quadrant of the Mood Meter. In lesson 4, students will analyze each other's portraits and explanations to learn more about how others express and label their emotions.

STANDARDS AND OBJECTIVES

Common Core State Standards	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1A	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.

National Core Arts Standards	
VA:Cr1.2.2a	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
VA:Cr3.1.2a	Discuss and reflect with peers about choices made in creating artwork.
VA:Pr6.1.2a	Analyze how art exhibited inside and outside of schools contributes to communities.

Enduring Understandings: *Students will understand…*	
Our and others' emotions have an effect on nearly all aspects of our lives.	I can develop skills of emotional intelligence (RULER).

Essential Questions: *Students will consider…*	
How do emotions influence my life?	What control do I have over my emotions?

Knowledge: *Students will know…*	
The Mood Meter is a tool that can be used to learn about our own and other's emotions.	Emotions can be expressed physically with our bodies, including inside and on our faces.
The Mood Meter has four sections that each represent different emotion experiences.	Emotions can be expressed through art.
Looking at art can evoke emotions in the viewer.	

Skills: *Students will be able to…(SWBAT)*	
Use the RULER tool, the Mood Meter, to check-in on how they are feeling.	Correctly use many emotion words and develop a deeper emotional vocabulary.
Identify and discuss cues that signify various emotions, including one's present emotional state.	Use art as a way to express emotion.

RULER

LEARNING PLAN

Lesson 1	**Objective**: *SWBAT use the Mood Meter to plot how they feel and build self awareness.* **Key Learning Events**: During this lesson, students will receive a formal introduction to the Mood Meter and begin practicing plotting themselves on the Mood Meter.
Lesson 2	**Objective**: *SWBAT name and describe the discrete skills of emotional intelligence and how to use the Mood Meter to develop and practice them.* **Key Learning Events**: During this lesson, students will learn the five discrete skills of emotional intelligence, the RULER skills. Teachers should create a poster for students that explains the meaning of each letter in the RULER acronym: • Recognize emotions in self and others • Understand the causes and effects of emotions • Label emotions with the just right word • Express emotions with our bodies and words • Regulate our emotions to reach our goals Teachers should briefly explain what is meant by each of these skills. *Note: As a refresher on the skills, teachers may revisit the <u>"RULER Skills" video</u> (located in the RULER Online resource library under "Building RULER Skills").* Next, teachers will lead students in a Mood Meter check-in with the focus of using the tool to practice each skill. Teachers should model using the Mood Meter to respond to the following questions, then ask students to practice doing the same with a partner. • **R**: Where are you on the Mood Meter? • **U:** What is causing you to feel this way? • **L:** What word would you use for your feeling? • **E:** How are you showing this feeling? • **R:** Is how you're feeling how want to feel? What can you do to help you stay there or shift to another feeling?
Lesson 3	**Objectives**: *SWBAT recognize and label their emotions to build self awareness. SWBAT use the Mood Meter to practice recognizing and labeling emotions.* **Key Learning Events**: During this lesson, students will practice recognizing and labeling their emotions. Students will participate in a performance task in which they create self-portraits. To develop background knowledge on emotionality in artwork, teachers may display mentor pieces and discuss the ways art can depict and elicit emotions in its viewer.

Examples of mentor works for each area of the Mood Meter:

- Red: *The Scream* by Edvard Munch
- Blue: *The Old Guitarist* by Pablo Picasso
- Green: *A Moment's Pleasure Number 2* by Mickalene Thomas
- Yellow: *Ryan Johnson, Soccer Star* by Gordon James

The class will then be separated into four groups corresponding to the four areas of the Mood Meter. Each student will choose an emotion from their color to depict in the portrait. Their work will be accompanied by an explanation of the cues that signify they are experiencing an emotion in that color. This will include body language, facial expressions, situations, thoughts, and internal bodily sensations. *See "Assessing Student Learning" -> "Performance Task" below for details.*

Lesson 4	**Objectives**: *SWBAT recognize and label the emotions of others and build social awareness. SWBAT use the Mood Meter to practice recognizing and labeling emotions.* **Key Learning Events**: During this lesson, students will analyze each other's description of cues that they are experiencing emotions within each color. The class will consider the responses in aggregate and attempt to find patterns. These patterns will help them when trying to recognize and label emotions among their peers. Teachers, however, should explicitly teach that we do not assign emotions to others and should always ask how others are feeling. For example, if nearly all students in the class list slumped shoulders as a cue that helps them recognize they are experience emotions in the blue, that information can help students identify when their peers may be in the blue in the future. 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.

ASSESSING STUDENT LEARNING

Performance Task	The **goal** of this task is to create a self-portrait that depicts the student's experience in one of the colors in the Mood Meter.
	The students will play the **role** of artists.
	The **audience** will be other students in class, who will play the role of art patrons. In the following lesson (lesson 4), students will analyze the paintings and their accompanying descriptions to learn about how others express and label their emotions.
	The **product** will be a self-portrait created by students that depicts their experience of an emotion within one of the four areas of the Mood Meter. Students will complement their portraits by explaining to their peers (or writing out) the cues that typically signify their emotion. This will include body language, facial expressions, situations, thoughts, and internal bodily sensations typically experienced by them in that color.
	The teacher will separate the class four groups. Each group will correspond to one of the four quadrants/areas of the Mood Meter. Each student will choose an emotion from their assigned color to depict in the portrait.
	Student work will be assessed based on how well the portraits and descriptions align to the cues, specifically facial expression and body language associated with each quadrant, for example, openness and smiles in the yellow, tension in the red, slumped in the blue, or relaxation in the green.
	Note: One way for students to think deeply about how this emotion looks is to consider a time they felt the emotion they have chosen, reflect on those feelings, and study their reflection in the mirror while reliving those emotions. However, for some students with emotions in the blue and red, this could potentially by triggering and revive unpleasant emotions. For students who may have experienced trauma, it is advisable that students are given the choice to paint a portrait of someone else such as a character from a book.
Other Evidence	• Plot on the Mood Meter (Lesson 1) • Understanding of what each RULER skill is (Lesson 2) • Ability to demonstrate how to use the Mood Meter to practice each RULER skill (Lesson 2) • List of cues that others are experiencing emotions in each color (Lesson 4)