RULER FOR GRADE 4

UNIT 3: Self and Social Awareness

RULER Unit

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UNIT SUMMARY

In this unit, students will use the RULER tool, the Mood Meter, to practice the five RULER skills with a particular focus on regulating 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 review the five discrete skills of emotional intelligence, the RULER skills, and learn about how to use the Mood Meter when practicing the fifth skill, regulation. In lesson 3, students will brainstorm appropriate emotion regulation goals for various scenarios within the four quadrants of the Mood Meter. In lesson 4, students will complete a performance task in which they exhibit their ability to design emotion regulation goals for the four quadrants of the Mood Meter. They will act as advice columnists and write responses to advice-seeking letters in which they suggest an emotion regulation goal and possible strategy for reaching it.

STANDARDS AND OBJECTIVES

Common Core State Standards	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
SL.4.2	Paraphrase portions of a text read-aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1b	Provide reasons that are supported by facts and details.

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.K-2.20	I will join with classmates to make our classroom fair for everyone.

Enduring Understandings: *Students will understand…*
I can make emotion regulation goals for many different emotions.

Essential Questions: *Students will consider…*	
What role does emotion regulation play in my life?	How do I know which emotion regulation strategies work for me?

Knowledge: *Students will know…*	
The Mood Meter is a tool that can be used to learn about our own and other's emotions.	The Mood Meter can be used to practice the RULER skills.
The Mood Meter has four sections that each represent different emotion experiences.	An emotion regulation goal aims to increase, reduce, or maintain an emotion.

Skills: *Students will be able to…(SWBAT)*	
Use the RULER tool, the Mood Meter, to check-in on how they are feeling.	Design emotion regulation goals to increase, reduce, or maintain an emotion within various scenarios.
Practice the RULER skills through using the Mood Meter.	Offer potential emotion regulation strategies for reaching goals.

LEARNING PLAN

Lesson 1	**Objective**: *SWBAT recognize their emotional states and plot themselves on the Mood Meter.* **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.
Lesson 2	**Objective**: *SWBAT distinguish and explain the five potential ways to regulate emotions (PRIME).* **Key Learning Events**: During this lesson, students will review the five discrete skills of emotional intelligence, the RULER skills, and how to use the Mood Meter to develop and practice each skill. 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 "RULER Skills" video *(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? Next, teachers will explain that all the other RULER skills work together help us regulate our emotions. Students will learn that regulation requires us to use a strategy to have more, less, or the same amount of a certain emotion.

Lesson 3	**Objective**: *SWBAT identify and articulate emotion regulation goals for different, general situations.* **Key Learning Events**: During this lesson, students will be presented with scenarios from each of the quadrants of the Mood Meter and create an appropriate regulation goal for each. Teachers will craft scenarios for each quadrant that will seem realistic and familiar to their students. For example, one scenario may ask students to problem solve for an individual who is in the red because they were teased by another student at recess. Now, they have to go in and pay attention in math class. In small groups, students will consider these scenarios and decide on an appropriate goal. For example, students may say that the student in the red wants to have more green emotions in order to feel calm and absorb the lesson. Another possible answer might say the student wants to feel less red, angry feelings but not completely move out of the red, so that they can explain how upset they are when they ask an adult for help. After all small groups have completed the assignment, teachers should lead a full class discussion comparing the various answers. The teacher should make it clear that no answer is more correct than another. *See "Assessing Student Learning" -> "Performance Task" below for details.*
Lesson 4	**Objective**: *SWBAT design and apply emotion regulation strategies for various regularly occurring situations.* **Key Learning Events**: During this lesson, students will act as advice columnists as they offer emotion regulation advice to advice-seekers. Students will read some real-life published advice columns and note what makes them successful. Next, they will respond to a letter by trying to name the quadrant of the Mood Meter they believe the letter's writer is in, suggest an emotion regulation goal that identifies which quadrant they want to move to, and a possible strategy to achieve that goal. Teachers should consider creative ways to publish these columns for other readers, such as families or other students. The letters should be assessed based on fourth grade writing standards. 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 offer emotion regulation advice in the style of an advice column. The students will play the **role** of advice columnists.

The **audience** will be their peers as readers of their advice columns.

The **product** will be a written response (column) to someone seeking advice for their advice column.

Teachers should begin the lesson by asking students if they are familiar with advice columns and show age-appropriate real-life advice columns to students. Teachers may use "Dear Abby" columns, search the internet for student-specific advice columns, or look in their local newspaper for examples.

Students should read the exemplar columns in small groups and take note of what they notice. Teachers will then bring the class back together and ask each small group to share their observations. As a class, they will compile everything each group named in order to create class-sourced list of requirements for a good advice column that students can use to assess their own work during the revision process. This list may include: addressing the writer of the question, reiterating their problem, naming their feelings, suggesting next steps, anticipating effects of these steps and what might happen if the reader does not follow their advice.

Next, students should be presented with their own letter(s) seeking advice. These letters may be written by the teacher in the style of classic advice column letters, or found online by searching 'advice column for kids.' Teachers may also consider sourcing these questions from other students or community members.

Students will work individually to write a response of 2-3 paragraphs. In their responses, students should try to identify the quadrant of the Mood Meter they believe the letter's writer is in, suggest an emotion regulation goal that identifies which quadrant they want to move to, and a possible strategy to achieve that.

If there is time for revising and rewriting, students should pair with a partner and offer each other feedback on their letters. Students should use the list of characteristics of a good advice column as a guideline for the feedback they deliver. Students should identify one thing their partner succeeded at and one area in which they could improve. Then, students should revise their columns.

After students have completed their columns, teachers should consider how they may wish to share them. They could publish them in a newsletter that goes home to families, or create a resource of advice columns for the other students in the school.

Teachers should assess advice columns using fourth grade standards that require students to support a point of view with reasons and information and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Other Evidence	• Plot on the Mood Meter (Lesson 1) • Ability to demonstrate how to use the Mood Meter to practice each RULER skill (Lesson 2) • Describe emotion regulation goals explaining intention to have more, less, or the same amount of an emotion (Lesson 2) • List of emotion regulation goals for various scenarios (Lesson 3)