



# Self and Social Awareness

RULER Unit



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## UNIT SUMMARY

In this unit, students will learn about people’s tendencies to spend the majority of their time in one area of the Mood Meter, and they will consider how these tendencies may influence aspects of their lives. The unit starts with an emotion guessing game that calls upon 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 analyze fictional characters, and list the cues that signify in which quadrants the characters live. In lesson 3, students will identify in which quadrant they tend to live and what potential impacts their emotional patterns may have, both advantageously and not. In lesson 4, students will complete a performance task in which they collect and analyze data about their emotions and in which quadrants of the Mood Meter they most often are feeling.

SAMPLED NOT DISTRIBUT

**STANDARDS AND OBJECTIVES**

Common Core State Standards	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
MD.5.2	Make a line plot to display a data set of measurements in fractions of a unit.
GA.5.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.
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: <i>Students will understand...</i>	
I tend to feel some emotions more than others.	
I notice patterns about how I feel in different contexts.	
Essential Questions: <i>Students will consider...</i>	
How can building self awareness about my emotions help me reach my goals?	How does learning more about my emotions enhance my relationships with others?
Knowledge: <i>Students will know...</i>	
The Mood Meter is a tool that can be used to learn about our own and other's emotions.	There is a pattern to my emotional responses.
The Mood Meter has four sections that each represent a different emotion experiences.	I feel more comfortable expressing some emotions more than others.
My emotions can have an impact on others around me.	
Skills: <i>Students will be able to...(SWBAT)</i>	
Use the RULER tool, the Mood Meter, to check-in on how they are feeling.	Build self-awareness by identifying patterns in their emotions.
Practice the RULER skills through using the Mood Meter.	Articulate advantages and disadvantages to different patterns in emotional expression.

**LEARNING PLAN**

<p><b>Lesson 1</b></p>	<p><b>Objective:</b> <i>SWBAT recognize their emotional states and plot themselves on the Mood Meter.</i></p> <p><b>Key Learning Events:</b> 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 <b>angry</b> and <b>scared</b>. The BLUE quadrant is home to emotions that feel unpleasant and have low energy like <b>sad</b> and <b>lonely</b>. The GREEN quadrant is home to emotions that feel pleasant and have low energy like <b>relaxed</b> and <b>calm</b>. The YELLOW quadrant is home to emotions that feel pleasant and have lots of energy like <b>excited</b> and <b>brave</b>. Students will learn to ask themselves how pleasant they feel and what their energy level is in order to identify their emotions.</p>
<p><b>Lesson 2</b></p>	<p><b>Objectives:</b> <i>SWBAT recognize that people tend to default to emotions in a specific quadrant. SWBAT identify the cues that suggest which quadrant a person lives in.</i></p> <p><b>Key Learning Events:</b> During this lesson, students will learn that, while everyone feels emotions in every quadrant of the Mood Meter every day, people tend to have one area where they spend more time. We call this the quadrant where they “live.”</p> <p>To illustrate this point, students should consider characters from a book in which they are familiar that display traits of particular quadrants of the Mood Meter. Teachers may use any book they are currently studying or have previously studied. One book teachers may use is <i>Matilda</i> by Roald Dahl. Teachers can ask students to consider the actions and behaviors of:</p> <ul style="list-style-type: none"> <li>• Ms. Honey (green)</li> <li>• Mr. Wormwood (red)</li> <li>• Matilda (yellow)</li> <li>• Amanda Thripp (blue)</li> </ul> <p>Teachers may support students by choosing excerpted paragraphs from the text for students to analyze and annotate, underlying textual evidence of the characters’ respective quadrants.</p> <p>Teachers should ask students to consider what quadrant Ms. Honey lives in, what emotions she is expressing and how, what quadrant Mr. Wormwood lives in, what emotions he is expressing, and how, etc., considering all four characters. Students should record their responses in small groups.</p> <p>Next, the teacher should bring the class back together and create a large empty Mood Meter (four squares) on the board or chart paper. First the teacher will ask students to describe Ms. Honey’s behavior and how they knew she lives in the green. The teacher will record these cues in the green quadrant. The teacher will repeat the process for all other characters, recording their behavioral cues in their respective quadrants on the board or chart paper. Next the teacher will ask students to list any other cues they would expect to see from someone who lives in any of the quadrants and record them on the chart.</p>

**Lesson 3**

**Objectives:** *SWBAT identify the patterns in their own emotions.  
SWBAT articulate how these patterns may impact others.*

**Key Learning Events:** During this lesson, students will build self-awareness by identifying patterns in their own emotions and how these patterns change based on context.

Teachers will remind students that in the previous lesson they identified cues that signify which quadrant a person tends to live in. Using these cues, students should answer, “In which quadrant do they mostly live at school? How do they know?” Teachers may want to model a response to this question with an answer such as, “At school, I often live in the red because I am always alert and concerned about the safety of everyone in the class. I know I live here because I have a lot of energy when I am teaching, and I can feel my heart beating quickly and my eyes darting around the room. Living in the red lets me stay alert and focused as your caregiver during the day.”

Students will share and discuss their responses to this question with a partner. Next, the teacher will pose the same question but about being at home. A teacher’s response may sound like, “At home, I often live in the blue. After coming back from work, I feel very tired and I miss you all. I know I live in the blue at home because I often find myself moving slowly and have little energy to do much else.”

After students share and discuss their responses to this question in partners again, the teacher will bring the class back together as a whole to consider both advantages and disadvantages to living in any of the four quadrants. For example, the teacher may start out by saying, “can anyone help me think of an advantage that I have for living in the red at school?” Students may offer responses such as “you are alert and always have energy to watch us and keep us safe.” or “your energy is motivating and enthusiastic.” The teacher should list these responses in the red quadrant on the chart from the previous lesson under the cues. Next the teacher will ask students for some potential disadvantages of living in the red, such as it could be intimidating or scary to some students. The class will repeat this process, listing advantageous and disadvantageous effects of living in each quadrant to the appropriate areas on the Mood Meter chart.

**Lesson 4**

**Objective:** *SWBAT collect and analyze data on their emotional patterns.*

**Key Learning Events:** During this lesson, students will collect data by checking in on the Mood Meter and recording in which quadrant they fall at regular intervals for a set amount of time. Then students will take on the role of data analysts to analyze the data they have collected. Students will present to their peers a line plot that shows the data they have collected as well as the patterns they have identified.

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.

**ASSESSING STUDENT LEARNING**

<p><b>Performance Task</b></p>	<p>The <b>goal</b> of this task is to collect and analyze data that tracks students’ emotions over time.</p> <p>The students will play the <b>role</b> of data analysts.</p> <p>The <b>audience</b> will be their peers who observe their charts and analysis.</p> <p>The <b>product</b> will be a line plot (per fifth grade standards) that illustrates students’ emotions over time and an analysis of this data that includes a discussion of the effects of these emotions on their relationships, attention and learning, decision making and wellbeing.</p> <p>To complete this performance task, students will collect a data set by checking in on the Mood Meter and recording their findings at regular intervals determined by the teacher. For example, students may record their current quadrant once every hour at school for a week. They will plot these points on a line graph that will illustrate the trend of their emotions to their peers.</p> <p>In addition, students will analyze the data they have collected by writing a response that answers the following questions:</p> <ul style="list-style-type: none"> <li>• In which quadrant are you mostly?</li> <li>• What are some of the events in the past week that might have led you to this quadrant? How did you express and regulate the emotions in this quadrant?</li> <li>• What were the cues that signaled you were in that quadrant?</li> <li>• What impact might your emotions have on others around you both advantageously and not? What might the impact be on attention and learning? Decision making? Wellbeing? How do you know?</li> <li>• What patterns do you notice? Are there certain times of the day you are more likely to feel a certain way? Are there other circumstances you can identify that are impacting your emotions?</li> </ul> <p>Students may compile their data and analysis onto a poster, and the class can have a poster session in which everyone walks around and observes each other’s work, leaving post-it notes on similarities with their peers as a way to build community.</p>
<p><b>Other Evidence</b></p>	<ul style="list-style-type: none"> <li>• Plot on the Mood Meter (Lesson 1)</li> <li>• Identify cues that would be exhibited by someone who lives in each of the four quadrants. (Lesson 2)</li> <li>• Identify patterns of emotions (Lesson 3)</li> <li>• Articulate impacts of emotions on others (Lesson 3)</li> </ul>