

UNIT
3

Self- and Social Awareness



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UNIT SUMMARY

In this unit, students will use the Mood Meter to build their self- and social awareness as they explore how they, and others, engage in emotional expression across settings. Particularly, students will unpack how understanding context (setting, personal preference, relationships, and social norms) ultimately helps build and strengthen their relationships if, and especially when, individuals differ in how they express what they are feeling. Students will explore various emotional expression display rules across domains (school, home, extracurriculars) and their own personal expressions of emotions, reflecting on how these differences affect both their capacity to build new and strengthen old relationships.

Duration	2 - 4 Weeks
Driving Question(s)	How does understanding others help us build relationships?
Unit Mini-Lessons	<ol style="list-style-type: none"> 1. Introduction to the Mood Meter (Lesson 1) 2. Introduction to the Mood Meter (Lesson 2) 3. Expressing Emotion Across Settings with the Mood Meter 4. Emotion Expression and Relationships 5. Social Display Rules in Each Quadrant 6. Being Emotion Scientists
RULER Tool Focus	Mood Meter

STANDARDS AND OBJECTIVES

Common Core State Standards	
CCSS.ELA-LITERACY.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
CCSS.ELA-LITERACY.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
CCSS.ELA-LITERACY.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-LITERACY.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Illinois State SEL Standards	
1B.3a.	Analyze how personal qualities influence choices and successes
2C.3a.	Analyze ways to establish positive relationships with others.
3A.3b	Analyze the reasons for school and societal rules.
Teaching Tolerance Social Justice Standards	
ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people.
JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
AC.6-8.20	I will work with friends, family, and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.
Enduring Understandings: Students will understand...	
There are individual, contextual, and cultural differences in emotion expression	
Knowledge: Students will know...	
How people express their emotions may depend on the society in which they live, the culture from which they come, and the family in which they were raised.	
Not all people express their emotions in the same way.	
Behavior is not the same as emotion.	
We can build clarity around what others are feeling by asking, "How are you feeling?"	
Understanding different influences on emotional expression can lead to greater interpersonal understanding and better relationships.	
Skills: Students will be able to... (SWBAT)	
Identify and describe the similarities and differences between their emotion expression at home, school, and other settings	
Compare and contrast how variations in their emotion expression may hinder or enhance their relationships	
Reflect on whether there are social norms that dictate their emotional expression in different contexts	
Explain the benefits of understanding context around emotion expression when building new and strengthening old relationships	

FINAL PROJECT SUGGESTIONS

<p>English Language Arts</p>	<p>Standards: <i>CCSS.ELA-LITERACY.RL.6.3</i></p> <p>Project Idea: Invite students to draft a play that includes the actors’ facial expression, body language, and stage direction to help communicate the plot and the character’s feelings. Encourage students to find ways to demonstrate how characters build their relationships through emotion expression. Students can then perform their plays for their peers.</p>
<p>History/Social Studies</p>	<p>Standards: <i>CCSS.ELA-LITERACY.RH.6-8.6</i></p> <p>Project Idea: Engage students in an analysis of how politicians have historically used emotion expression in their campaigns or during their time in office to both unite groups of people and/or build relationships. Students can use the Mood Meter to analyze which quadrants the politician/group of people were in, and how those emotions were expressed. They may choose to focus on a politician whose aim was to unite citizens after a disaster or during election; conversely, they may choose to analyze how emotion expression has been exploited and used to divide groups of people in history.</p>
<p>Math</p>	<p>Standards: <i>CCSS.MATH.CONTENT.6.SP.B.5, CCSS.MATH.CONTENT.6.SP.B.5.A, CCSS.MATH.CONTENT.6.SP.B.5.B, CCSS.MATH.CONTENT.6.SP.B.5.C</i></p> <p>Project Idea: Invite students to conduct an observational study and calculate how often and what kind of emotions they see expressed in relationships between people in their school. Students can focus on friendships, student-to-teacher relationships, teacher-to-teacher relationships, and so on. Encourage students to identify independent variables such as class/setting, time of day, and type of relationship. To demonstrate/display their data, encourage students to graph their findings in a bar graph, pie chart, scatter plot, or other visual data that best fits their situation.</p>
<p>Science</p>	<p>Standards: <i>CCSS.ELA-LITERACY.RST.6-8.9</i></p> <p>Project Idea: In this project, students can analyze how various species of animals express their emotions, both pleasant and unpleasant, in order to establish and maintain group cohesion. Students may focus on mating rituals, group bonding behaviors, or conflict/disagreement within groups or between groups and use the Mood Meter to differentiate the kind and types of emotions expressed. Teachers can have pre-selected video clips for students to watch, students can use their own animals or school animals, or students can observe animals in nature.</p>
<p>Visual/Digital Arts</p>	<p>Standards: <i>VA:Cr3.1.6a</i></p> <p>Project Idea: Show students a silent film or clips from various silent films and ask them to plot the characters (in specific scenes) on the Mood Meter. Then, ask students to describe the relationships between characters and analyze how those relationships are communicated through nonverbal cues such as facial expressions and body language. Provide the background or plot of the movie to help inform student analysis.</p>

**Physical
Education**

Standards: *CCSS.ELA-LITERACY.SL.6.2, Teachers may also insert relevant Teaching Tolerance or state PE standards.*

Project Idea: Invite students to select a team sport that they are interested in either watching or playing and ask them to research how team members express their emotions towards one another in various situations (after a productive play, error, a team win, a team loss, etc.), using the Mood Meter to identify which quadrant in which those emotions belong. Students may conduct their research by finding video clips of games or competitions, or you can pre-select a number of examples for all students to discuss. If this technology is not available, consider having students reflect on personal experiences in P.E. class or in other sports/activities.

Sample Do Not Distribute

LESSON 1: EXPRESSING EMOTIONS ACROSS SETTINGS WITH THE MOOD METER

Objective(s)	<ul style="list-style-type: none"> SWBAT identify and describe the similarities and differences between their emotion expression at home, school, and other settings
Enduring Understanding(s)	There are individual, contextual, and cultural differences in emotion expression.
Essential Question(s)	How does my setting/context influence how I express my emotions?
Agenda & Timing	<ol style="list-style-type: none"> Opening Activity - 10 minutes Expressing Emotion Across Settings - 25 minutes Closing Reflection - 10 minutes
Materials	Writing utensils Paper or sticky notes
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> 1B.3a. Analyze how personal qualities influence choices and successes <p>Teaching Tolerance Social Justice Standards</p> <ul style="list-style-type: none"> ID.6-8.3 I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
Opening Instructional Plans	
<p>Opening Reflection</p> <p>Ask students if they have ever noticed differences in how they act, interact, and speak with others depending on where they are and who they are with. Encourage students to write down a brief reflection (bullet points or full sentences) and then invite them to share their thoughts with a partner. Afterwards, engage the whole class in a discussion around what they noticed, reflected on, and discussed with their partner.</p>	
Developing Skills and Knowledge: Instructional Plans	
<p>Expressing Emotion Across Settings</p> <p>Explain to students that noticing and understanding the differences in how we interact with others across settings is one way to build our self-awareness. Further explain that we can use the Mood Meter to build a better understanding of how our emotion expression may also differ across settings. Explain that there are three primary factors that influence when, where, and how we express our emotions, and that throughout this unit, we will be learning about and reflecting on each point.</p> <ol style="list-style-type: none"> Social setting: Home, school, and extracurriculars <ol style="list-style-type: none"> Explain that we can also use the word “context” to refer to where we are and who we are with Individual differences Cultural/social rules and norms 	

Tell students that in this lesson, they will be using the Mood Meter to focus on the first point: social setting. Ask students the following question to discuss in partners: How is your emotion expression different at home, school, and after school/with friends/during an extracurricular? For example, some people may be very expressive with their bodies, face, and vocal tone when they are playing a sport or performing in a musical or drama group, but are more reserved when at school. Next, have students write down four different scenarios that put them in each quadrant of the Mood Meter. The scenarios do not have to be long or in-depth.

● *Potential responses:*

- *Red: When someone bumps into me*
- *Blue: When I wanted something to happen, and it did not happen*
- *Yellow: When I make plans for the weekend*
- *Green: When I have completed all of my tasks and can relax*

Once students have written their scenarios down, explain that their job, with a partner, is to demonstrate how they would express their emotions in this scenario similarly or differently at home, at school, and after school/during an extracurricular. Students should go beyond explaining how they would express their emotions, and actually practice it with their facial expressions, vocal tones, and body language. Depending on time availability or constraints, students should have the opportunity to work through at least three of the four quadrants with their partners. Once they have done so, invite students to reflect on and write down what they noticed about the similarities and differences in emotion expression across settings, then share with the class.

● *Potential responses:*

- *My emotional reaction is more/less intense*
- *In certain places, I pretended to feel something different*
- *Some emotions weren't "okay" or "allowed" in certain settings*
- *I'm more/less comfortable expressing certain feelings in certain settings*

Closing and Assessment: Instructional Plans

Closing Reflection

At the end of the lesson, invite students to journal in response to the following prompt: What is the value of being able to express our emotions differently across settings? Ask students to share their responses.

LESSON 2: EMOTION EXPRESSION IN RELATIONSHIPS

Objective(s)	<ul style="list-style-type: none"> • SWBAT analyze their own emotion expressions • SWBAT analyze how emotion expression may hinder or enhance their relationships
Enduring Understanding(s)	There are individual, contextual, and cultural differences in emotion expression
Essential Question(s)	What role does emotion expression play in building relationships?
Agenda & Timing	<ol style="list-style-type: none"> 1. Opening Reflection - 10 minutes 2. Emotion Expression and Relationships - 25 minutes 3. Closing Activity - 10 minutes
Materials	<p>Writing utensils Paper</p>
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> • 1B.3a. Analyze how personal qualities influence choices and successes. <p>Teaching Tolerance Social Justice Standards</p> <ul style="list-style-type: none"> • DJ.6-8.6 I interact with people who are similar to and different from me, and I show respect to all people.

Opening: Instructional Plans

Opening Reflection
Remind students that in the last lesson, they explored how emotion expression may look different for the same person across different settings, and that where we are/who we are with (our “context”) helps determine the way that we choose to express our feelings. To begin this lesson, pose the following prompt to students: What role does emotion expression play in our relationships? How does emotion expression influence our relationships and the quality of our relationships?

Give students the opportunity to share out with a partner, the class, and/or journal about the prompt.

Developing Skills and Knowledge: Instructional Plans

Emotion Expression and Relationships
Explain to students that in this lesson, they will be examining the relationship between individual comfort in expressing emotions and relationships. To begin, remind students that there are three major influences on our emotion expression: social setting, individual differences, and social/cultural norms. In this lesson, we will be focusing on developing our self-awareness and understanding our individual differences in expressing emotion. When we discuss “individual differences,” we are talking about the extent to which we feel comfortable expressing our emotions through our body language, vocal tones, and facial expressions.

Ask students to draw a two Mood Meters. One Mood Meter represents time alone and one represents time with others. In each quadrant, have students assign a rating based on how natural or comfortable it feels to them to express in each quadrant, using cues such as body language, vocal tone, and facial expressions. Students should use a 1-10 scale, with 1 feeling very unnatural and 10 feeling very natural. One

way to anchor this question is to ask them how they felt in the previous lesson when they had to practice expressing their emotions.

Give students the opportunity to share their scores (if they feel comfortable doing so), as well as reasons that contributed to their scores. Facilitate a discussion around the following questions:

1. Did you notice any similarities or differences between the two Mood Meters?
2. What are some reasons that certain quadrants might feel more natural alone or with others?
 - a. Potential responses:
 - i. *It's easier to go along with the energy of the group*
 - ii. *I'm embarrassed to show a certain feeling in front of other people*
 - iii. *You're supposed to keep certain feelings to yourself*
 - iv. *Some feelings make more sense in groups*
 - v. *It depends on the group that I'm with, like at school or with my family*
3. Why might some quadrants come more naturally to some people than others?
 - a. Potential responses:
 - i. *Depending on someone's personality, they might be more or less energetic or optimistic*
 - ii. *Depending on someone's gender, race, ethnicity, culture, ability, or age, they might be more or less comfortable because of expectations and stereotypes*
 - iii. *Some people have more experience with certain feelings*

Students may need support with recognizing certain differences, like how peers who are visually impaired or with Asperger's, may have difficulty expressing and recognizing emotions.

After students have completed these questions, ask them to answer the following questions for each quadrant:

1. When is it helpful to express emotions in this quadrant in a relationship?
 - a. Potential responses:
 - i. *Red - the person treats you unfairly; you're afraid and want support*
 - ii. *Blue - you're disappointed in the other; they're sad and you want to be there for them*
 - iii. *Green - you're doing homework together; the other person is tired*
 - iv. *Yellow - you're doing a fun activity; you're both in a good mood*
2. When is it not helpful to express emotions in this quadrant in a relationship?
 - a. Potential responses:
 - i. *Red - the other person is really struggling with something; after you or they have apologized*
 - ii. *Blue - the other person got good news; you need to focus on something else like a concert or game*
 - iii. *Green - someone is upset; something upsetting is happening*
 - iv. *Yellow - doing homework together; listening to the other person tell something sad*

Invite students to share their responses.

Closing and Assessment: Instructional Plans

Closing Reflection

To close the lesson, ask students to answer the following question: "How might better understanding each others' comfort levels in expressing emotion either enhance (make better) or hinder (make worse) our relationships with our friends, family, peers, and others?"

Depending on the time, students may also differentiate how the answers to this question may be different for different relationships, such as friends versus trusted adults like teachers.

LESSON 3: SOCIAL DISPLAY RULES IN EACH QUADRANT

Objective(s)	<ul style="list-style-type: none"> SWBAT reflect on whether there are social norms that dictate their emotional expression in different contexts
Enduring Understanding(s)	There are individual, contextual, and cultural differences in emotion expression
Essential Question(s)	How do social norms/rules influence my emotion expression?
Agenda & Timing	<ol style="list-style-type: none"> Opening Activity - 10 minutes Social Norms and Emotion Expression - 25 minutes Closing Reflection - 10 minutes
Materials	A/V Hookup (if possible) Internet/computers/iPads for research (if possible) Writing utensils Paper/sticky notes Lyrics to “Big Girls Don’t Cry” by Fergie Lyrics to “Boys Don’t Cry” by The Cure
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> 3A.3b. Analyze the reasons for school and societal rules. <p>Teaching Tolerance Social Justice Standards</p> <ul style="list-style-type: none"> JU.6-8.11 I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
Opening: Instructional Plans	
<p>Opening Reflection</p> <p>To start the lesson, distribute the lyrics to “Big Girls Don’t Cry” by Fergie and “Boys Don’t Cry” by The Cure and play each song. Consider reading the lyrics aloud as a class either during or after playing the respective songs or showing the lyrics through a lyric video. Once the songs have been played and the class has either read the lyrics themselves or together, ask them to discuss the following question in pairs: What do these songs imply about being in the blue and what do they say about who is or is not allowed to express blue emotions?</p> <p>After students discuss among themselves, ask them to share with the class. Additionally, students may journal about experiences they have had or seen where these lyrics and emotion expression “rules” played out in a real-life setting.</p>	
Developing Skills and Knowledge: Instructional Plans	
<p>Social Norms/Rules and Emotion Expression</p> <p>Remind students that in the units so far, they have explored and talked about different facets of their identities such as race, gender, age, religion, and so forth. Explain that the song lyrics from the first part of the lesson exemplify two different perceived rules about expressing emotions in the blue:</p>	

1. When girls are mature, they should not “show” those emotions so they can be perceived as strong
2. Boys should not show blue emotions at all

Make sure to explain to students that even though we call these patterns “rules,” we do not need to follow them; they simply describe norms, or expectations, in our society and that we may choose to follow or not follow the rules for a number of different reasons.

Explain to students that pop culture is one way that messages around emotion expression are spread, and that, during this lesson, students will explore this concept. Using computers/the Internet, invite students to choose one quadrant of the Mood Meter and come up with their own “playlist” of songs that communicates different rules about emotion expression in that quadrant. Have students consider emotions such as anger (red), sadness (blue), jealousy (red), pride (yellow), and relaxed (green). If students are stuck when attempting to identify the “rules,” ask them the following question: What are these songs either encouraging or discouraging us to do with the emotions that we feel?

Once students generate their playlists, invite them to share with others and reflect on how various social rules have influenced their personal lives. Students can spend time journaling about these at first and then split off into small groups to discuss. After enough time to collaborate, the teacher can bring the students back and generate a class-wide list of emotion expression rules, and give students the space to discuss these rules or norms. The rules themselves may be related to the aforementioned parts of identity such as gender, but they can also be region-specific (such as city or neighborhood), location-specific (such as school culture), or culturally-specific. Students should then be given the opportunity to share out how these rules have influenced their own emotion expression.

Closing and Assessment Instructional Plans

Closing Reflection

To close, have students journal in response to the prompt: “How have social display rules affected the way you express your emotions, and how does it feel to follow or not follow the rules?” Students should be encouraged to be honest in their responses, even if their answer is that these rules have not affected them at all.

LESSON 4: BEING EMOTION SCIENTISTS

Objective(s)	<ul style="list-style-type: none"> SWBAT explain the benefits of understanding context around emotion expression when building new and strengthening old relationships
Enduring Understanding(s)	There are individual, contextual, and cultural differences in emotion expression.
Essential Question(s)	Why does context matter for emotion expression?
Agenda & Timing	<ol style="list-style-type: none"> Opening Activity - 15 minutes Emotion Judge and Emotion Scientist - 20 minutes Closing Activity - 10 minutes
Materials	Writing utensils Butcher/Chart paper (if available) Copy or loose-leaf paper (if above not available)
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> 2C.3a. Analyze ways to establish positive relationships with others. <p>Teaching Tolerance Social Justice Standards</p> <ul style="list-style-type: none"> AC.6-8.20 I will work with friends, family, and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

Opening Instructional Plans

Opening Activity
 Begin the lesson by asking your class: “Have you ever been misunderstood by another person when you were trying to express what you were feeling?” Students may begin nodding their heads or answering the question; validate their responses by explaining further, “We will all have experiences where either we ourselves are misunderstood or we will misunderstand someone else when it comes to expressing feelings and emotions.” Next, invite students to share that experience with a partner or table-mate. Ask students to write down the following before they tell their story:

What I was actually feeling/Quadrant	Why I was misunderstood
Disappointed/Blue	I didn't want to talk to my friend because I wanted to be alone, but she thought that I was angry.

After students share their experience with a partner, as a class, tally how many stories/experiences were from each quadrant. For example, in the above sample chart, the story that was told was about being misunderstood in the blue. Other students may have stories about red, yellow, or green feelings. Once the class has tallied the emotions, ask them: Are there certain emotions that you think are more often misunderstood than others? Why is that?

Explain that today the class will be discussing how we can better understand context when building new relationships and strengthening old ones.

Developing Skills and Knowledge: Instructional Plans

Explain to students that one way to decrease misunderstandings between ourselves and others is to approach situations like an “emotion scientist” instead of an “emotion judge.” Tell students that in this lesson, they will be discussing the difference between the two. Next, assign students to small groups (whether that is existing table groups, “counting off” by numbers, or through other grouping methods) and provide them a large sheet of chart or butcher paper (if available). Instruct students to create a T-Chart. The left-hand column should be titled “Emotion Scientist” and the right-hand column should be titled “Emotion Judge.”

Ask students: how do scientists typically approach problems that they are trying to solve? What about someone who judges? Explain that the class is not talking about a judge in a court of law, but rather a person who judges experiences, things, and people. Tell students that in this activity, they will be working with their group to brainstorm the different characteristics of emotion judges and scientists.

- What would an emotion scientist/judge think?
- What would an emotion scientist/judge do? What are their behaviors like?
- What would an emotion scientist/judge say, either to themselves or others?

Once students have been given adequate time to create their charts, debrief and discuss the findings with the class. Consider asking the following questions:

1. Why is it sometimes easier to be an emotion judge than an emotion scientist?
2. How can being an emotion scientist help improve our relationships with others?
3. Which emotions are easier to interpret than others? Why do you think?
4. In what types of situations where you are more likely to act as an emotion judge than an emotion scientist?

Closing and Assessment: Instructional Plans**Closing Reflection**

To close the unit, invite students to journal about a time where they acted as an emotion judge and another time where they acted as an emotion scientist. Students should be sure to address the outcomes of each situation, and how they think their approach contributed to that outcome. Once students have generated and written about these experiences, ask them to share how acting as an emotion scientist can build their self-awareness, social awareness, and sustain their relationships.