

UNIT
3

Self- and Social Awareness



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UNIT SUMMARY

In this unit, using the Charter as a lens, students will explore the importance of community, safety, and climate. Particularly, students will analyze the role stories can play in creating and sustaining (as well as potentially diminishing and threatening) emotional safety within a community. Students will reflect on and discuss how stories about communities and individuals can influence the way(s) that we perceive and treat each other as well as how we view our personal responsibility towards others. Throughout the unit, students will focus on one word from their school, grade, or class-level Charter and their personal relationship to that word, analyzing the way that stories and identity contribute to their emotional needs.

Duration	2 - 4 Weeks
Driving Question(s)	Why are stories important for creating and sustaining community?
Unit Mini-Lessons	<ol style="list-style-type: none"> 1. Introduction to the Charter 2. Tracking Our Emotional Needs Over Time 3. Desired Feelings, Community, and Action 4. Our Histories and Our Charter Words 5. Building Community Using the Charter
RULER Tool Focus	Charter

STANDARDS AND OBJECTIVES

Common Core State Standards	
CCSS.ELA-LITERACY.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CCSS.ELA-LITERACY.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
Illinois State SEL Standards	
1B.3a.	Analyze how personal qualities influence choices and successes.
2A.3a.	Predict others' feelings and perspectives in a variety of situations.
2A.3b.	Analyze how one's behavior may affect others.
Learning for Justice (formerly Teaching Tolerance) Social Justice Standards	
DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.
Enduring Understandings: <i>Students will understand...</i>	
<ol style="list-style-type: none"> 1. My brain grows and changes as I get older 2. How I feel about certain topics, people and ideas can change over time 3. My emotions are part of my identity 	
Knowledge: <i>Students will know...</i>	
The causes of our emotions can change over time.	
Different parts of our identities may influence the causes of some of our emotions.	
Our brains are still in the process of developing, and this development influences our emotional experiences.	
Skills: <i>Students will be able to... (SWBAT)</i>	
Describe some ways that brains change during adolescent development	
Identify personal emotional patterns (what puts them in the red, green, etc.)	
Explain how the Mood Meter can be used to build self awareness	
Analyze how their emotional patterns have changed over time	
Examine how the groups and communities they belong to influence their emotions	

FINAL PROJECT SUGGESTIONS

<p>English Language Arts</p>	<p>Standards: CCSS.ELA-LITERACY.RL.7.6</p> <p>Project Idea: Using the unit lessons on emotional patterns and the Mood Meter to ground the project, invite students to write journal entries from different perspectives: their younger self, present-day self, and future self. To ground the journal collection, students can choose 2-4 different feeling words and identify the various causes of those feelings in their lives over time.</p>
<p>History/Social Studies</p>	<p>Standards: CCSS.ELA-LITERACY.RH.6-8.1</p> <p>Project Idea: Historical figures are often described in terms of how they acted and interacted among other people: John F. Kennedy was widely considered charismatic (yellow) and Malcolm X was widely considered antagonistic and passionate (red). Ask students to identify the quadrants in which various historical figures were perceived by others and answer the question of how this perception affected the way they interacted with others and achieved their goals. Additionally, students should answer the question of why various figures may have been perceived differently.</p>
<p>Math</p>	<p>Standards: CCSS.MATH.CONTENT.7.NS.A.3</p> <p>Project Idea: People tend to “live” in certain quadrants of the Mood Meter; in this project, students should track their emotions throughout a week, identifying how often they felt certain emotions versus others. Ultimately, students should generate a profile of themselves that indicates where they spend the majority of their emotional lives and what their strategies are to shift to other, less frequent emotional states if desired. Students should include and analyze such data as percentages spent in each quadrant and frequency of various emotions (in terms of discrete experiences).</p>
<p>Science</p>	<p>Standards: CCSS.ELA-LITERACY.RST.6-8.9</p> <p>Project Idea: In science, students can consider the role that emotion and perceived emotion play in shaping the characteristics of certain animal groups. Students should analyze the evolutionary benefits of expressing various emotions consistently to other animals; for example, lions may appear angry or aggressive in order to maintain their position at the top of the food chain, whereas dogs may appear warm and loving to their people in order to continue to receive love and care.</p>
<p>Visual/Digital Art</p>	<p>Standards: VA:VA:Cr2.3.7a</p> <p>Project Idea: Vision boards can be used to inspire current and future action; in this project, students should consider what feelings that they would like to feel most consistently, identify what various causes of those feelings are, and create a vision board that inspires those specific feelings.</p>

**Physical Education/
Performing Arts**

Standards: *Illinois State SEL Standard 2C.3a., Teachers may insert relevant state P.E., ELA, or Learning for Justice (formerly Teaching Tolerance) standards.*

Project Idea: Inspiration and motivation are two emotional factors that play roles in athletic/artistic/musical performance. Ask students to design short activities or exercises the use in the beginning of class or a competition/game/performance to help motivate themselves to perform to the best of their ability. Students should first identify causes of what makes themselves, individually, feel inspired and motivated, and then incorporate that “cause” into the design of their activity. Invite students to discuss the ways that the same emotion can have various causes depending on the people and context.

SAMPLE DO NOT DISTRIBUTE

LESSON 1: DEVELOPMENT OF SELF AND SOCIAL AWARENESS

Objective(s)	<ul style="list-style-type: none"> SWBAT describe some ways that brains change during adolescent development SWBAT identify personal emotional patterns (what puts them in the red, green, etc.)
Enduring Understanding(s)	<ol style="list-style-type: none"> My brain grows and changes as I get older How I feel about certain topics, people, and ideas can change over time My emotions are a part of my identity
Essential Question(s)	How do I change during adolescence?
Agenda & Timing	<ol style="list-style-type: none"> Opening Activity - 10 minutes Adolescent Development - 30 minutes Closing Reflection question - 5 minutes
Materials	Writing utensils Paper A/V Hookup (If possible) “Insight into the Teenage Brain: Adriana Galván at TEDxYouth @ CalTech” video and/or transcript Mood Meter
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> 1B.3a. Analyze how personal qualities influence choices and successes. <p>Learning for Justice (formerly Teaching Tolerance) Social Justice Standards</p> <ul style="list-style-type: none"> DL.6-8.8 I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.

Opening: Instructional Plans

Opening Activity

To begin, tell students that many of the changes that they undergo in middle and high school both affect and are affected by their emotions. In order to better recognize and understand the development and changes that they undergo as they get older, they must understand what their current emotional patterns are. Ask students to draw the four quadrants of the Mood Meter (or provide a print-out Mood Meter) and identify what causes them to shift into each quadrant.

Potential responses:

<p>Red</p> <ul style="list-style-type: none"> Tripping in front of others Not understanding algebra homework 	<p>Yellow</p> <ul style="list-style-type: none"> Acing a test I studied diligently for Making plans for the weekend
<p>Blue</p> <ul style="list-style-type: none"> Not being invited to a party Waking up early for practice and being exhausted 	<p>Green</p> <ul style="list-style-type: none"> Waking up late on a Saturday morning Playing video games with friends

Ask students to keep this chart visible and/or at hand, as it will be used as a touchstone for future lessons in the unit.

Developing Skills and Knowledge: Instructional Plans

To continue, explain to students that middle school, and adolescence in particular, are times where students undergo many changes socially, emotionally, cognitively (their thoughts, beliefs, likes, dislikes, etc.), and physically. Make sure to define adolescence for your students as the time that begins when students experience puberty and ends when students are independent from their parents (roughly between ages 18 - 22). Next, ask students to list the ways that they have changed since early elementary school (1st - 3rd grade) across the domains: physically, emotionally, cognitively, social, other. When they finish creating their lists, they can share their responses with the whole class.

*As an alternative, the teacher may create stations that each have a domain (physical, cognitive, emotional, social, other) where students can think about changes more specifically and focus their lists on one domain.

How Are Teens Different?

Explain to students that many of the changes that they listed can be explained by research on adolescent development, which is how people around ages 12 - 25 change in their bodies, brains, thoughts, feelings, and interests. Play the TED talk video, “Insight into the Teenage Brain,” and/or read the transcript with students. Afterwards, facilitate a discussion around the following questions:

1. Dr. Galván says that teens are interested in thrill-seeking and sensitive to emotions. What quadrant or quadrants of the Mood Meter do risky or thrilling situations put you in? Do you think you value these feelings more than when you were younger, or more than people who are older than you?
2. Which emotional experiences do you think you will still enjoy in 30 years? Which do you think you may grow out of?
3. What do you think about research that shows that teenagers are more likely to do risky things with friends than when alone? How does this connect to what we know about emotional contagion, where one person’s emotions can trigger another’s? Which quadrant of the Mood Meter do you find to be most contagious with your friends and/or peers? Which do you think, when contagious, may be dangerous or risky?

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

To close the lesson, ask students to reflect on how learning about the “adolescent brain” information either changed or affirmed what they believed before. Did the information shed any new light on their own behaviors or make them think about their experiences in a different or new way? What might they do differently with the new knowledge?

LESSON 2: DESIRED FEELINGS, COMMUNITY, AND ACTION

Objective(s)	<ul style="list-style-type: none"> • SWBAT explain how the Mood Meter can be used to build self-awareness
Enduring Understanding(s)	<ol style="list-style-type: none"> 1. My brain grows and changes as I get older 2. How I feel about certain topics, people, and ideas can change over time 3. My emotions are a part of my identity
Essential Question(s)	How have my opinions, beliefs, and feelings changed as I have gotten older?
Agenda & Timing	<ol style="list-style-type: none"> 1. Opening Activity - 15 minutes 2. Using the Mood Meter to Analyze Our Beliefs - 20 minutes 3. Closing Reflection - 10 minutes
Materials	Mood Meter Writing utensils Paper
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> • 2A.3a. Predict others' feelings and perspectives in a variety of situations.
<i>Opening: Instructional Plans</i>	
<p>Opening Activity</p> <p>To begin, refresh students' memories by reminding them that in the last lesson, they discussed how emotions change over time, how the adolescent brain develops, and how that may influence their emotional experiences. Explain that in this lesson, students will be discussing how their beliefs may have changed as they developed, and how that may, in turn, influence their emotional experiences. In the following warm-up activity, students will determine whether they agree or disagree with three different types of beliefs: a belief about home, a belief about school, and a belief about life. After each belief, students will journal for 2 minutes about whether they agree or disagree with the belief and why. When they are finished, the class will hold a discussion around students' responses. Once you are finished, keep the statements on the board and ask students to keep their responses out; this warm-up will serve as the anchor for the remainder of the lesson.</p> <ol style="list-style-type: none"> 1. Belief about home: When you turn a certain age, you should be given a greater amount of responsibility and be able to make "adult" decisions. 2. Belief about school: There is such a thing as being a "math" person or an "English" person-- people are usually only good at one subject. 3. Belief about life: If you work hard, you will always achieve your goals. 	
<i>Developing Skills and Knowledge: Instructional Plans</i>	
<p>Analyzing Our Beliefs Using the Mood Meter</p> <p>Explain to students that in psychology, "appraisal theory" explains that our emotions come from our appraisals, or views of, beliefs about, and interpretations of situations. As an example, ask students to imagine two people, one who loves dogs and one who saw a dog snap at a younger sibling and is afraid of dogs (or, choose another example that students may find more relevant, like disliking a certain subject</p>	

area). Ask students to consider the views, beliefs, and interpretations of each person if they encounter someone walking their dog on a leash on a sidewalk. Elicit student responses.

Potential responses:

- The person who loves dogs might think the dog is lovable and friendly, or want to pet or play with it.
- The person who is afraid of dogs might think about teeth and that the dog is very big.

Tell students that sometimes, our appraisals and what actually happens don't line up and sometimes they do. Ask students to think back to the two people who see a dog. If the dog lover puts the dog while the other person observes. Ask students to consider what the person who fears dogs might think. Elicit student responses.

Potential responses:

- The dog must already know that person.
- The person is really good with dogs
- They got lucky that the dog isn't biting them

Ask students to consider how likely it is that the person who feared dogs has changed their mind, and how many times they might need to see a positive interaction before they stop being afraid of dogs.

Potential responses:

- They will think it's a special/random occurrence many times
- They may never change their minds and be afraid of dogs forever
- They may see dogs be friendly enough times to balance out their bad experience and then they will be less afraid
- They may see positive interactions and start to change their mind but then see an unfriendly dog and go back to being afraid

Tell students that in the example, the situation didn't change - there was a dog on a leash. The difference in the two emotions came from inside the people, and the different appraisals that they had. This is why when using positive reappraisal as a strategy, we purposefully change how we think about the situation in order to change how we feel about it. As we go through life, our beliefs may change or evolve, and this can lead to a change in how we feel about certain situations. Explain to students that they will be analyzing three different scenarios based on their own beliefs and their perceptions of how someone else might feel.

*Note: For each scenario, the student should fill out a chart similar to the one below, using the Mood Meter to analyze how a person with that specific belief may feel in the scenario.

- Scenario 1 belief: When you turn a certain age, you should be given a greater amount of responsibility and be able to make adult decisions.
- Scenario 1: You have recently turned 14, and your friends have made plans to go to another school's dance. Because the school is in another town, your parents say that you cannot go even though they trust you.
- Scenario 2 belief: There is such a thing as being a "math" person or an "English" person-- people are usually only good at one subject.
- Scenario 2: You get your end-of-semester grades back and you have scored high grades in three of your major subjects: Algebra, English, and Biology. For years, you thought that you were only a "math person!"
- Scenario 3 belief: If you work hard, you will always achieve your goals.

- Scenario 3: You have had your sights set on winning the science fair since your teacher first mentioned it in September, and you set a goal to win 1st place. You spent six months and countless hours working on your project, and when they announce the winner, you have come in 3rd place.

Scenario	1, 2, or 3
R	Where would you plot this person on the Mood Meter? How similar or different is this to how you think you would feel? Why?
U	What made this person feel this way? Would you think about the situation differently? Why or why not?
L	Which feeling word best describes what this person is feeling? What word would describe how you might feel?
E	How might this person express their feelings? How might you express your feelings?
R	What would this person’s regulation goal be? Do you think they would want to stay in the same quadrant or shift to a different one, and how could they get there? Would you want to stay or shift, and what strategy would you use?

Closing and Assessment: Instructional Plans

Closing Reflection

To close the lesson, explain to students that the Mood Meter is a useful way to analyze their reactions to events and build their self-awareness. Ask students to reflect on and discuss the following questions with a partner: how do you think your own self-awareness has grown over time? Are you more or less aware of your own emotional experiences and beliefs now than when you were a child?

SAMPLE DO NOT DISTRIBUTE

LESSON 3: USING THE MOOD METER TO UNDERSTAND CHANGES IN EMOTIONAL PATTERNS

Objective(s)	<ul style="list-style-type: none"> SWBAT analyze how their emotional patterns have changed and may continue to change over time
Enduring Understanding(s)	<ol style="list-style-type: none"> How I feel about certain topics, people, and ideas can change over time My emotions are a part of my identity
Essential Question(s)	Why have my emotional patterns changed over time?
Agenda & Timing	<ol style="list-style-type: none"> Opening Reflection - 10 minutes Changing Emotional Patterns - 20 minutes Closing Activity - 15 minutes
Materials	Writing utensils Paper
Standards	Common Core State Standards <ul style="list-style-type: none"> CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

Opening: Instructional Plans

Opening Reflection

Remind students that throughout this unit, they have analyzed the ways that their emotional experiences have changed over time. They have examined how emotions are related to thoughts and beliefs as well as identified their own emotional patterns. Ask students to reflect on the following prompt in writing and discuss with a partner: “How do you think your emotional patterns have changed since you were younger? For example, do the same things that put you in the red quadrant when you were younger put you in the red quadrant now?” Specifically, students should focus on how *causes* or *influences* of each quadrant are different for them now than they may have been when they were younger.

After partners discuss their responses with each other, students may share their responses with the class as a whole group.

Developing Skills and Knowledge: Instructional Plans

In the next part of the lesson, encourage students to identify what puts them into each of the four quadrants just like they did in the previous lesson. Instead of identifying their *current* emotional trends, however, they should think about younger versions of themselves such as their 2nd grade self and their 4th grade self.

2nd Grade

<p>Red When a classmate stole from me</p>	<p>Yellow When I got to bring my parent or family member to school</p>
<p>Blue When the teacher did not select me to be student of the week</p>	<p>Green When my sister reads aloud to me</p>

4 th Grade	
Red When my friend played with someone else during recess	Yellow When I got to go to my friend’s house for the first time
Blue When I was supposed to go to an event but instead it got cancelled	Green Engaging in a hobby

After students identify the different patterns, ask them to share these examples with the partner or with the class during a Community Circle. Further, ask students to discuss why they think these changes occurred and the same events did not evoke the same responses over time. Lastly, students should answer the following question: How do emotions help make me who I am?

Closing and Assessment: Instructional Plans

Closing Activity

To close the lesson, encourage students to close their eyes or lower their gaze, and follow along with the teacher as they read the following visualization exercise.

“Imagine it is four or five years from now and you are in your last years of high school. You have completed middle school, begun high school, and understand the way that high school works. You have settled into a routine, are doing well in your classes, and are beginning to think about the future after high school. You have had many experiences over these last four or five years and experienced many different emotions. I would like you to stop and think: how might the causes/influences of your emotions change from now until then? What different experiences do you anticipate will put you into each quadrant, and how will your regulation strategies change to manage those emotions?”

As a closing activity, encourage students to fill out the same Mood Meter chart as they did for their current and past grades, but this time for 11th or 12th grade. Invite students to share their predictions.

SAMPLE DO NOT DISTRIBUTE

LESSON 4: BUILDING SOCIAL AWARENESS AND UNDERSTANDING COMMUNITY

Objective(s)	<ul style="list-style-type: none"> SWBAT examine how the groups and communities they belong to influence their emotions
Enduring Understanding(s)	My emotions are a part of my identity.
Essential Question(s)	How do the groups and communities I belong to influence my feelings?
Agenda & Timing	<ol style="list-style-type: none"> Opening Reflection - 10 minutes Community, Beliefs, and Emotions - 20 minutes Closing Activity - 15 minutes
Materials	Writing utensils Paper
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> 2A.3b. Analyze how one’s behavior may affect others. <p>Learning for Justice (formerly Teaching Tolerance) Social Justice Standards</p> <ul style="list-style-type: none"> ID.6-8.1 I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.
Opening: Instructional Plans	
<p>Opening Activity</p> <p>To open the lesson, invite students to journal in response to the following quote by author Chuck Palahniuk: “Nothing of me is original. I am the combined effort of everyone I’ve ever known.” Specifically, ask students to think of the quote through the lens of their emotions: have certain people in their lives influenced their own emotional trends, habits, and experiences? What have they learned about emotions and emotion regulation from their friends and family and at school? Students may also discuss the extent to which they agree or disagree with the quote.</p> <p>Once students journal their responses, encourage them to either share with a partner or with the whole class. To promote sharing while also protecting students’ private thoughts and responses, consider leveraging different ways for students to anonymously share their answers. This can be done via technology or manually/without technology through submitting anonymous notecards or slips of paper that the teacher or other students can then read aloud.</p> <p>After students are given the opportunity to share, explain that this lesson will focus on the role that our communities play in shaping our individual emotional experiences.</p>	
Developing Skills and Knowledge: Instructional Plans	
<p>Remind students that in the first unit, they defined community and identified the different communities that they are a part of. Explain that the groups and communities that we are a part of influence our emotions, and that we can use the Mood Meter to identify what we feel most commonly when we are with different groups of people and compare that to how we would like to feel.</p>	

Next, ask students to identify three of the communities that they belong to. They should then complete the following RULER analysis for each of those communities using the Mood Meter:

Community	Name of class, group, team, or community
R	Where do most people in this community typically live on the Mood Meter? What quadrant are you typically in when you are with this group of people?
U	What causes those feelings?
L	Which feeling word best describes the “feel” or climate of the community? Which feeling word best describes how you typically feel when you are with this group of people?
E	How do people in this group express their emotions? Do you feel comfortable/welcome in expressing your emotions?
R	What strategies are available to you to regulate when you are with this group?

Explain to students that they will sometimes see differences across groups in terms of how they feel, how they express those feelings, and how they may choose to regulate those feelings. Ask them to examine these differences. If students struggle to find differences, ask students to examine which groups have more/less energy and more/less pleasantness, as well as how emotion regulation looks different in settings (for example, regulation on a soccer team during a game may look different than regulation in a classroom).

Explain that sometimes, in certain groups, students may feel as they though have to express feelings that they are not necessarily feeling inside. This is called “emotional labor,” and is something that many people experience and engage in. This emotional labor is not always a bad thing, but students should make sure there are spaces and people with whom they can express their authentic selves and feelings regularly.

After students have finished the RULER analyses, invite them to share with a partner what differences or similarities they noticed across different groups.

Closing and Assessment: Instructional Plans

Closing Reflection

At the close of the unit, students should be given the opportunity to answer the following questions in writing: “What is the relationship between emotions, emotional experiences, and your identity? How do your emotions help shape who you are and who you will become?” You may consider leading students through three, guided deep breaths to ground them before the final exercise.