

Teaching Guide

Introduction

RULER for High School is a flexible, interactive curriculum that can be implemented in a way that makes the most sense for your school's structure, schedule, and curriculum. Schools may choose to implement RULER in advisory, health class, or even a flex or college counseling period.

The high school curriculum is divided into four years. Each year offers **20 lessons** that cover topics related to grade-appropriate student development in the skills of emotional intelligence. These lessons are grouped into units. Each unit offers students the opportunity to focus on developing a specific skill set, which will contribute to their emotional intelligence as they progress through each year.

The components of the lessons are described in detail in the "Lesson Format" area below. Each lesson spans between 45 and 60 minutes. However, lessons do not have to be completed in one sitting. For example, you may choose to cover the "Opening," and "Video" in one class period, then return to complete the remaining sections during the next class period.

Preparing to Teach the Lessons

Materials

Each lesson contains a list of required materials. Any digital materials will be accessible directly through the lesson.

Throughout the lessons, students will complete handouts. We encourage schools to develop a portfolio system for students to save their handouts and journal entries for the future. In Years 2, 3, and 4, several lessons also draw on students' work from prior years. A portfolio system using paper or electronic files allows for passing student work from year to year.

Many of the lessons center around discussions. We encourage teachers to involve students in setting expectations, or "norms," for respectful conversations in the classroom. These norms may specify whether to raise hands, use of a talking piece, and ways to promote equal participation. This will look different in every classroom, which reflects each class's unique culture.

Teachers may want to develop a method to have students check in on the Mood Meter before beginning each lesson. This may be accomplished through placing pins (anonymously or not) on a Mood Meter poster or dropping color-coded objects into containers. Teachers can also use

the [RULER Online Group Mood Meter](#) with students, as long as students can use computers or mobile devices to contribute.

Teachers may choose to formalize this with a daily check-in discussion or journal reflection, although students will likely appreciate a variance in this routine.

Lesson Format

Methods

While all lessons begin with a brief opening exercise, several lessons in each year begin with the “Opener of Choice.” This is meant to incorporate students’ prior knowledge to build connections between lessons. Teachers are encouraged to teach this process to students so that it becomes a comfortable routine.

Opener of Choice

Students volunteer to choose one of the following openers:

- Three words that sum up last lesson and why you chose them
- One thing you can’t stop thinking about from the last lesson
- Last lesson in a Tweet/Snapchat/Instagram/Pictionary/Charades

Content

Each lesson will have some of the following areas. Note that the order of these may change depending on the lesson.

- Opening: Opener of Choice or another activity
- Discussion: In pairs, small groups, or whole group
- Mini Lesson: Lesson delivered by the teacher
- Group Activity: Students working together in a learning experience
- Independent Learning: Students working individually in a learning experience
- Video: Internet access required to view
- Creative Activity: Students creating and constructing
- Wrap Up: Bringing closure to the lesson

Previous Student Exposure to RULER

There may be students in your high school who have previously been exposed to RULER during their preschool, elementary or middle school years. The RULER for High School lessons have been written for students of high school age and will be developmentally different from previous RULER activities. The basics of the RULER Anchor Tools are explained in “introductory” lessons in Year 1 (Lessons 3, 13, and 18), however, there may be activities in these lessons that will still be appropriate for students who are already familiar with RULER.

Students who have been instructed in RULER prior to high school may be familiar with RULER Core Routines. Core Routines are implemented in K-8 RULER schools and classrooms. The Core Routines assist schools in embedding RULER into the infrastructure of the school climate. While aspects of the Core Routines are included in RULER for High School lessons, it may be helpful for teachers and staff to be familiar with the concepts of Core Routines since some students may use them and practice them as a part of their day.

The K-8 Core Routines are as follows:

Charter Check-In is an opportunity for the school and classroom community to sustain the agreements they made on the Charter and to revisit and revise as necessary. During a check-in, students and teachers typically consider how consistently they feel the words and/or exhibit the behaviors presented on the Charter.

Mood Meter Check-In will help students build self and social awareness as well as recognize emotional patterns in themselves and others to predict and respond to emotions more effectively. The check-in involves a person identifying, on the Mood Meter, (either privately or publicly) what they are feeling based on the criteria of energy and pleasantness. After the person determines what they are feeling, they then consider whether they want to shift or maintain that feeling.

Best Self Reflection can help students in making decisions aligned to their goals and values. Reflecting on the *best self* may involve deciding which characteristics compose a person's *best self*, considering how that *best self* changes across contexts, or considering which actions will allow that person to "live out" their *best self*. It is an opportunity to refine and conceptualize the characteristics of who we aspire to be.

Community Circles can be used with RULER's Blueprint to resolve conflict, but it is a versatile routine that can be used for both a Charter and Mood Meter check-in and for Socratic seminars related to academic content.

Focused Breathing routines can be used to support students to manage their emotions and grow compassion for themselves and others. Creating a focused breathing routine during quiet times can prepare students and adults to more effectively practice this strategy in moments of activation as well as handle unpleasant everyday emotions with greater resilience.

Looking Ahead

Finally, we'd like to share the advice from students at the New York City Lab School for Collaborative Studies. To successfully implement RULER lessons with high school students, they advise: "*Be brave and keep going. If students make fun of the lessons, it shows that they learned something. They secretly love it, so don't give up.*"

Lesson 3: Introduction to the Mood Meter

Overview	Students are introduced to the Mood Meter and work in teams to plot as many feeling words as they can for each of the Mood Meter quadrants. Students reflect on ways that the Mood Meter could be helpful in their daily lives.
Learning Objectives	Describe the Mood Meter as a tool for building self and social awareness Identify emotion words for each Mood Meter quadrant
Duration	45-60 minutes
Materials	Mood Meter poster or digital version to display to class Paper and colored markers
Illinois SEL Standards	1. Develop self awareness and self management skills to achieve school and life success 1A. Identify and manage one’s emotions and behaviors <ul style="list-style-type: none"> 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior 1A.4b. Generate ways to develop more positive attitudes
Key Terms	Mood Meter Mood Meter Check-In

OPENING

Opener of Choice (3 minutes)

Say, “Today, we will be talking about the Mood Meter which is one of the RULER Tools. Before we get started, who would like to refresh us on last class?” Invite a student to share their opener of choice.

MINI LESSON

Introduction to the Mood Meter (10 minutes)

Say, “The Mood Meter as a tool to help us with self and social awareness—to help us better understand how we, ourselves, and others, are feeling so that we can better handle our emotions. There is a lot of research on identifying emotions and putting words to them. From that research, the phrase “name it to tame it” was introduced. If we can identify and label how we are feeling, we are in a better place to manage our feelings, feel better, and be more effective in our lives.”

Use the following notes to describe the Mood Meter:

- Explain the X-axis (horizontal) as your internal, mental feeling state, ranging from extremely unpleasant (-5) to neutral (0) to extremely pleasant (+5).
- Explain the Y-axis (vertical) as the energy coursing through your body, ranging from very low energy (-5) to neutral (0) to very high energy (+5).
- Show how the X- and Y- axes cross to form four quadrants. Explain the quadrants starting in the red and ending in the green or yellow by any or all of the following:
 - Asking for a few feeling words to exemplify each.
 - Demonstrating or discussing the facial expressions, body language, and vocal intonation in each.

- Sharing a story about your experiences in different quadrants. If possible, try to find a connection to your students (a story from when you were their age, for example).

DISCUSSION

Mood Meter Check-In (5 minutes)

Share where you are on the Mood Meter and why (e.g., I'm at +3/+2 in the Yellow because...).

Ask students to plot themselves silently, by saying, "How are you feeling right now? Are your thoughts more pleasant or unpleasant? How much energy do you feel in your body? Think about what may have caused you to feel that way? Are you in a good place to be in order to get the most out of this class? If so, what can you think about or do to stay where you are? If not, what can you think about or do to move yourself to a more helpful place on the Mood Meter?"

You may want to explain to students that you would like to establish a routine that students will be greeted by name as they enter your classroom, and that they will be asked to check-in on the Mood Meter before taking a seat. You could hang a poster-sized Mood Meter near the entrance to the classroom where they can plot themselves (via sticky notes, pins, magnets, etc.) or use the Group Plot Mood Meter tool in RULER Online for students to anonymously plot how they are feeling. These activities will provide you with a sense of the students' emotions, and the opportunity to offer support.

GROUP ACTIVITY

Labeling and Plotting Emotions (25 minutes)

Divide students into four teams. Give each group a piece of paper and ensure that each group is writing in a different color of ink. Assign each team one color of the Mood Meter and have them write the color on top of the page. Give teams two minutes to come up with as many words as they can that belong in that quadrant. After the first two minutes, have groups swap papers so that each group has a paper with a different color of the Mood Meter than they just did. Again, give teams two minutes to come up with as many words as they can that belong in that quadrant that are not already on the list from group(s) who previously wrote on the page. Repeat this until all four groups have had time to come up with words for all four quadrants.

Hand papers back to the original team. Have one student from each group read the words on the page out loud to the class, and give students an opportunity to challenge any words that are read. You also can challenge any words you think do not belong in that quadrant. Have students cross off any words that the class agrees do not belong in that quadrant. Tally the number of unique words each group came up with on all four papers. The team that comes up with the most words wins. The resulting word lists from this activity can be posted around the classroom to remind students to use a large "feelings words vocabulary".

In the same groups, each assigned to the same quadrant, have students spend 10 minutes plotting each word on their list into that quadrant. Walk around the room as they do this and prompt students to discuss and decide for instance, where "happy" fits in relation to "proud" and "excited." Is it more or less pleasant? More or less energized? [Note: Disagreement is likely and helpful; the primary benefit of this activity is in the process of thinking critically about different emotions.]

Optional: Introduce students to the Mood Meter App (available for iPhone and Android) at <http://moodmeterapp.com/>. Students may wish to download this app and use it to track their emotions over time. The app helps students to practice labeling their feelings, to understand the causes of their feelings, and

to choose effective regulation strategies.

WRAP UP

Reflect and Share (5 minutes)

Say, "What is one way, or one situation, that the Mood Meter could be helpful in your life?"

Possible responses:

- *Getting better at recognizing how they feel*
- *Learning new feeling words*
- *Tracking how they feel throughout a day or week*
- *Communicating to teachers or friends when they need support*

Sample
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Lesson 31: Emotions and Learning

Overview	Students will identify helpful and unhelpful emotions associated with their class schedule, and build out strategies to optimize learning
Learning Objectives	Define “mood-congruent learning” Apply knowledge of mood-congruent learning to emotion regulation
Duration	45-60 minutes
Materials	Copies of <i>PRIME for Success</i>
Illinois SEL Standards	<p>1. Develop self awareness and self management skills to achieve school and life success</p> <p>1A. Identify and manage one’s emotions and behaviors</p> <ul style="list-style-type: none"> ● 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior ● 1A.4b. Generate ways to develop more positive attitudes <p>1B. Recognize personal qualities and external supports</p> <ul style="list-style-type: none"> ● 1B.4a. Set priorities in building on strengths and identifying areas for improvement <p>1C. Demonstrate skills related to achieving personal and academic goals</p> <ul style="list-style-type: none"> ● 1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals ● 1C.4b. Apply strategies to overcome obstacles to goal achievement <p>2. Use social awareness and interpersonal skills to establish and maintain positive relationships</p> <p>2A. Recognize the feelings and perspectives of others</p> <ul style="list-style-type: none"> ● 2A.4b. Use conversation skills to understand others’ feelings and perspectives <p>3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>3B. Apply decision making skills to deal responsibly with daily academic and social situations</p> <ul style="list-style-type: none"> ● 3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions. ● 3B.4b. Apply decision-making skills to establish responsible social and work relationships.
Key Terms	Growth mindset Motivational style Personality Mood-congruent learning Mood Meter

OPENING

Discussion (5 minutes)

Ask, “How can you use what you know about your mindset, motivation and personality strengths to understand your experience in classes that you do and don’t prefer?”

As students generate ideas, record them on the board. Encourage students to consider the following domains:

- Time of day
 - *Potential responses:*
 - *It’s harder for me to be conscientious in the morning when I’m still tired*
 - *My motivation decreases over the course of the day/week*
- Relationship with the teacher
 - *Potential responses:*
 - *I tend to perform best in classes where I know the teacher because I am low on extraversion and have difficulty speaking up*
 - *Teachers who encourage me help me maintain a growth mindset about challenging subjects*
- Style of class (discussion-heavy, group vs. individual work, use of computers/pen & paper, art materials)
 - *Potential responses:*
 - *Open-ended, creative assignments are when I tend to best because I am high on openness*
 - *I most enjoy classes where healthy debate is encouraged because i am low on agreeableness*
- Previous experience with the subject
 - *Potential responses:*
 - *Too much new material at once makes me anxious*
 - *Advanced courses in topics I love keep my motivation up*

Say, “Today we are going to look at how you can use emotion regulation to help yourself succeed.”

DISCUSSION

What is PRIME? (5 minutes)

Ask students if they can remember from Year One lessons what each letter in PRIME stands for, and a strategy or two for each aspect.

Potential responses:

- **Prevent:** *distraction (TV, video games, phone), avoid a situation*
- **Reduce:** *take a walk, positive self-talk*
- **Initiate:** *visualizing success, watch a funny video*
- **Maintain:** *be present with the emotion, acceptance, match body language to the emotion*
- **Enhance:** *share with a friend, listen to music*

INDEPENDENT LEARNING

My Day and Personality (7 minutes)

Say, “Last year, you used your class schedule as a template for building emotional self-awareness with the Mood Meter. This year, you have new classes, and hopefully you’ve gained some new insights into yourself from your mindset, motivation and personality surveys. Here’s a handout that builds in these new layers of self-awareness, and later, we’ll add emotion regulation strategies to build on it.”

Pass out copies of *PRIME for Success* handout. Allow students to work in pairs if they like.

Say, “Please fill in columns B and C for now, leaving the rest blank. If it helps you, you can write the name of your classes in the blank space in column A.” Give students 5 minutes to complete.

MINI LESSON

Mood-Congruent Learning (10 minutes)

Say, “Research shows that different emotions are ideal for different kinds of tasks. For example, yellow emotions, those that are both high energy and pleasant, such as excited, inspired, or happy tend to help with creative writing and brainstorming.

“Emotions in the green quadrant, such as satisfied, content, or relaxed, are usually helpful for group work, building consensus, and journal writing.

“It is important to remember that unpleasant emotions in the blue and red can also be helpful sometimes. Emotions in the blue, such as *sympathetic* or *sad* can be good for empathizing with someone else who is struggling, and emotions like skepticism or dissatisfaction help with tasks like editing and proofreading.

“Finally, emotions in the red, such as feeling *passionate* towards a cause, or *outraged* by a current event are good for debating or persuading. Small amounts of *anxiety* are also helpful for motivation during competition or for focusing during tasks that have some danger such as working with chemicals or fire in chemistry class.”

Leave the slide showing Mood Congruent learning up for students to reference.

Say, “On your handout, you described how you typically feel and whether or not those emotions are helpful to your goals and success. Now that you know a little more about what kinds of emotions are most helpful for different kinds of academic tasks, fill in column “D” of your handout, ‘How do I want to feel?’ Keep in mind PRIME and what you know about mood-congruent learning. For those emotions that you labeled as unhelpful, do you want to Prevent that feeling, Reduce that feeling, or Initiate a different emotion entirely. For those emotions you labeled as helpful, do you want to Maintain or Enhance that emotion?”

INDEPENDENT LEARNING

Strategies (10 minutes)

Ask students to return to the *PRIME for Success* handouts and complete the final column, E. Allow students to work with their same pairs if they like. Give students up to 10 minutes to complete.

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WRAP UP

Mingle, Share, and Shout-Out (8 minutes)

Have students find a partner and have a one-minute discussion about both partner's strategies for regulating emotions for daily academic success. Have students switch and find a second partner and do the same.

When everyone is back to their seats, invite students to "shout-out" peers who had strategies that impressed them.

Sample
Do Not Distribute

Name _____

Lesson 31 Handout: PRIME for Success

A	B	C	D	E
	How do I typically feel?	Helpful or unhelpful?	How do I want to feel?	Strategies to Try:
1st Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
2nd Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
3rd Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
4th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
5th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
6th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
7th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
8th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:

Lesson 42: Post-Secondary Options

Overview	Students will revisit goals from the previous year, modify to reflect on current values and emotions, and begin construction of their personal elevator speech about their post-secondary plans.
Learning Objectives	Modify existing goals and evaluate Organize information into a short speech
Duration	45 - 60 minutes
Materials	Students' completed <i>My SMART Goals and Strategies</i> from Year 2 Students' completed Exit Ticket from Lesson 41 Copies of the <i>Elevator Speech</i>
Illinois SEL Requirements	<p>1. Develop self awareness and self management skills to achieve school and life success</p> <p>1A. Identify and manage one's emotions and behaviors</p> <ul style="list-style-type: none"> 1A.5a. Evaluate how expressing one's emotions in different situations affects others <p>1C. Demonstrate skills related to achieving personal and academic goals</p> <ul style="list-style-type: none"> 1C.5a. Set a post secondary goal with action steps, timeframes, and criteria for evaluating achievement 1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria <p>3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>3A. Consider ethical, safety, and societal factors in making decisions.</p> <ul style="list-style-type: none"> 3A.5a. Apply ethical reasoning to evaluate societal practices. 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors. <p>3B. Apply decision making skills to deal responsibly with daily academic and social situations</p> <ul style="list-style-type: none"> 3B.5a. Analyze how present decision making affects college and career choices
Key Terms	Visioning SMART Goals (specific, measurable, achievable, relevant, time-bound) Elevator Speech The Mood Meter

OPENING

Opener of Choice (3 minutes)

Say, "Today, we will be revisiting and revising the goals you set for yourself last year, in light of the visions for after high school that you worked on last class. Before we get started, who would like to refresh us on last class?" Invite a student to share their opener of choice.

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DISCUSSION

Goals Review (10 minutes)

Pass out copies of students' completed *My SMART Goals and Strategies* sheets from Year 2. Give students a moment to review their goals.

Say, "What are the questions you can ask yourself to check-in about goal progress?" Record responses on the board.

Potential responses:

- *Did I achieve the goal by the time-bound aspect I stated?*
- *Is the goal still relevant to what I want?*
- *How motivated am I to keep working towards the goal?*
- *Is this goal still realistic?*

Next, ask them to turn to a partner and check-in on the Mood Meter.

Say, "Our emotions can tell us a lot about what we want. If you have achieved some of the goals you set last year, you may find yourself feeling accomplished, proud, or surprised! Others of you may be feeling more discouraged, or frustrated, or perhaps you have a new perspective this year and your goals from last year seem humorous or irrelevant.

With their partners, have students answer the following question: What does your Mood Meter check-in tell you about your goals from last year?

MINI LESSON

Reworking Goals (15 minutes)

Hand back students' Exit Tickets from Lesson 41 with the five things they want to get out of high school to help them achieve their after-graduation vision. Ask them to add to their previous *My SMART Goals and Strategies* sheet: What changes, adjustments, removals, or modifications should you make to your goals this year to extend them beyond high school?

Say, "If you find yourself making big changes or removing a lot of your old goals, that's okay. It's normal to narrow down your priorities through exploration and lose interest in things that used to really excite you. It's a sign that you've shifted to new exciting interests!"

Give students 15 minutes to revise their goals.

As students work, say, "Remember, if goals make you feel very overwhelmed, anxious, or stressed, you're less likely to be able to achieve them because these emotions can make it harder to put in the work. These emotions could be a sign that those goals shouldn't have a place in your life, or that you need to add strategies to manage those emotions."

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DISCUSSION

Considering College (5 minutes)

Say “For students everywhere, deciding whether or not to attend college is a big decision. Ask students to generate as many reasons as they can for going to college and not going to college and record them on the board.

Possible Responses:

- *Costs associated with attending college, possibility to increase your earning potential*
- *Whether college is necessary for career goals*
- *Family pressures or responsibilities (to go or not to go)*
- *Whether you like school and are interested in more years*
- *To continue advancing in a sports career by attending university*

Validate students’ responses and say, “There are so many factors that go into the decision to attend college and they all carry a different amount of weight for different people. No matter what decisions you end up making about your goals for yourself, knowing that you’ve thought this decision through from a cognitive and logical place as well as an emotional one can help you feel more sure about your choice. These two elements form a responsible decision, which we’ve thought a lot about in the RULER classes.

“Let’s check in - how many of you feel that you have the cognitive and logical piece?” Elicit student responses. Say, “How about the emotional piece - who is confident that they’ve thoughtfully incorporated emotional information?” Elicit student responses and offer strategies to improve gaps.

CREATIVE ACTIVITY

Elevator Speeches (10 minutes)

Say, “As you begin to think about your future after high school, people in your life are going to start asking you about what your plans are, and likely many people will have advice for you. Sometimes this might make you feel supported or encouraged, but other times it can be quite draining or annoying to keep explaining and defending your plans. Has anyone already had any experiences like this?”

Allow students to share their experiences and how it made them feel.

Say, “A helpful strategy to prepare for these situations is to develop an elevator speech, which is the name for quick talking points that you could explain before an elevator ride is over.” Pass out copies of *Class 2 Handout: Elevator Speech* and say, “Use the rest of class time to work on developing your elevator speech. Next class, we’ll spend some time asking for feedback and practicing.” Collect

the Elevator Speech Handout as students leave.

WRAP UP

Share Out (2 minutes)

Encourage students to share thoughts about the process of creating an elevator speech.

Name _____

Lesson 42 Handout: Elevator Speech

In the time it takes to ride an elevator, what would you tell someone about your plans for after high school? Your completed speech should be no longer than 45-60 seconds, or 6-8 sentences.

Include the following:

- Start with a statement that will grab people’s attention
- Try to answer the question; “How do you see yourself living out your personal vision and goals?” rather than “What job do you want to have?”
- Discuss both the logical and emotional benefits of the choice you’ve made
- Show that you have a plan for achieving your goal by outlining the steps you will take

First Draft: For the first draft, write down everything that comes to mind for the prompts above.

Sample
Do Not Distribute

Second Draft: Rewrite your thoughts from above, cutting any extra details or jargon. Create short sentences with active verbs. Connect the sentences together so that the speech flows as you would naturally speak.

Do Not
Distribute

Lesson 66: Exploring the Corners of the Mood Meter

Overview	Students will examine the experience of emotions in the corners of the Mood Meter, consider the relative use of intense emotions and resulting thought patterns, and apply this knowledge to creating their own Mood Meter image.
Learning Objectives	Label emotion words for the four corners of the Mood Meter Identify the emotional experiences and thought patterns of the corners of the Mood Meter
Duration	45 - 60 minutes
Materials	Four large pieces of paper and tape (one for each corner of the Mood Meter) Sticky notes Materials for students to creatively redesign the Mood Meter
Illinois SEL Requirements	<p>1. Develop self awareness and self management skills to achieve school and life success</p> <p>1A. Identify and manage one’s emotions and behaviors</p> <ul style="list-style-type: none"> • 1A.5a. Evaluate how expressing one’s emotions in different situations affects others • 1A.5b. Evaluate how expressing more positive attitudes influences others <p>2. Use social awareness and interpersonal skills to establish and maintain positive relationships</p> <p>2A. Recognize the feelings and perspectives of others</p> <ul style="list-style-type: none"> • 2A.5a. Demonstrate how to express understanding of those who hold different opinions • 2A.5b. Demonstrate ways to express empathy for others <p>3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>3A. Consider ethical, safety, and societal factors in making decisions.</p> <ul style="list-style-type: none"> • 3A.5b. Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.
Key Terms	The Mood Meter Self-talk Acceptance

OPENING

Journal (7 minutes)

Show students the journal prompt and ask them to respond: We often say that all emotions matter for academics, decision making, relationships, mental and physical health, and everyday effectiveness. We also say that emotions are information. In your opinion, how do these two statements apply to emotions near the four corners of the Mood Meter where intense emotions live?

DISCUSSION

Mood Meter Labeling (5 minutes)

Say, "Let's start by identifying some of the feeling words that live at the corners of our Mood Meter."

For each of the four corners, invite students to suggest relevant feeling words. As students generate words, record them on four large pieces of paper, one piece for each corner of the Mood Meter, which will later be posted around the room for later use.

Potential responses:

- +5, +5 (Yellow corner) - *Ecstatic, Euphoric, Exhilarated, Elated*
- -5, +5 (Red corner) - *Enraged, Livid, Panicked, Terrified*
- -5, -5 (Blue corner) - *Despair, Despondent, Depressed, Hopeless*
- +5, -5 (Green corner) - *Carefree, Serene, Comfortable, Untroubled*

GROUP ACTIVITY

Brainstorming: Emotions Matter For... (15 minutes)

Say, "Now, let's think about how these emotions specifically impact our thoughts."

Post the four large pieces of paper around the classroom, one for each corner of the Mood Meter, with the feeling words at the top. Provide students with sticky notes on which to write.

Say, "Think about the kind of self-talk that a person might say to themselves if they were experiencing these intense emotions. Write one thought on each sticky note and then put them on the large pieces of paper around the room. Let's do one example together. What would be something that a person who is feeling hopeless might say to themselves?"

Potential responses:

- *"I will never be able to do this."*
- *"Things will never get better."*

Give students time to write thoughts on each post-it note and post them on the large paper around the room. Say, "Let's look at some of these statements." Read the notes from each poster. Say, "What do you notice about the kind of information that they provide?"

Potential responses:

- *Thoughts tend to be extreme, exaggerated*
- *Information is not always accurate because it is clouded by intense feeling*
- *Signal that something is wrong; signal that the person needs help*
- *Thoughts are not useful for reaching goals, behaving as one's best self*
- *It's okay to temporarily spend small amounts of time in these corners, but when it's a pattern, you might need more help*

Say, "Sometimes unhelpful and inaccurate thoughts can lead to very intense emotions; for example when negative self-talk leads us to feel depressed. Other times, the intense emotions are completely justified given the extremes of the situation. Either way, a pattern of feeling intense emotions at the corners of the Mood

INDEPENDENT LEARNING

Emotion Language and Culture (20 minutes)

Say, “Looking at this board, and looking around this classroom, I see so many ways that you have grown, but this is not the end! Self-improvement is a lifelong process. Today, we are going to begin the journey of expanding our emotional intelligence into other cultures that we do not know much about.

“By now, we all know that accurately labeling our emotions is really important. Accurately knowing what we are feeling helps us with regulation, and with understanding where the emotion is coming from. However, up to this point, we have been doing this exclusively in English (or languages we are very familiar with). Today, I want you to find and research an emotion word in another language or culture that does not have a direct English translation.

Give students 10-15 minutes to find an emotion word from another language with no direct English translation, to write down the word and its closest translation in English, and then describe what Recognizing, Understanding, Expressing, and Regulating might be for that word. Encourage any students who are multilingual to share words that they are familiar with from other languages.

If needed, you can provide students with words to search rather than leaving the task open-ended. Words that can be assigned are listed below:

Kilig (Tagalog) – the jittery fluttering feeling caused by an exciting or romantic experience

Tarab (Arabic) – a musically induced state of ecstasy or enchantment

Yuan bei (Chinese) – a sense of complete and perfect accomplishment

Gjensyns glede (Norwegian): the joy of meeting someone you haven't seen in a long time.

Kvell (Yiddish): to feel pride and joy in someone else's accomplishment.

Koi no yokan (Japanese): the feeling on meeting someone that falling in love will be inevitable.

Once students have found their word, ask for volunteers to share their words out with the class.

JOURNAL

Letter Writing (15 minutes)

Wrap up the final activity of this last lesson by encouraging students to stay curious about their own and others emotions, and to continue to hold a growth mindset about emotional intelligence and it's related skills as they move through life.

Option 1: Have students write letters to their future selves reminding themselves how much they have grown in four years of high school, and how much more they could grow in the next four years. Students can list for themselves skills that they have developed and reassure their future self that in times of struggle, they will be able to make it through.

Option 2: Have students write letters to underclassmen, making the case for investing in their own emotional intelligence skills, and offering both advice and hope about successfully completing high school and continuing to grow as people.

WRAP UP

Share Out (5 minutes)

Encourage students to share out examples of emotional intelligence skills that they have learned, and how they might use them in the future.

Sample
Do Not Distribute