



Self and Social Awareness

RULER Unit



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UNIT SUMMARY

In this four-lesson unit, students explore how emotions vary from one another. Students start this exploration with an emotion guessing game that calls on their prior knowledge of emotional experiences. Next, students will learn to use the second RULER tool, the Mood Meter. Checking in on the Mood Meter is a core routine of RULER that students will practice using in this unit and will continue to use regularly throughout their time in school. In lesson 2, students further develop their emotional vocabularies, building off of the four core emotions they learned in Unit 1.

In lesson 3, students will revisit the list of words they compiled in lesson 2 and sort them into the 4 quadrants. Students will discover that dance is one way to express emotion because emotions can be displayed with our bodies. They will demonstrate their learning by designing and performing a short dance or movement.

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STANDARDS AND OBJECTIVES

Common Core State Standards	
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Illinois State SEL Standards	
1A.1a	Recognize and accurately label emotions and how they are linked to behavior.
2A.1a.	Recognize that others may experience situations differently from oneself.
2A.1b	Use listening skills to identify the feelings and perspectives of others.
2C.1b	Demonstrate appropriate social and classroom behavior.
2D.1a	Identify problems and conflicts commonly experienced by peers.
3B.1b	Make positive choices when interacting with classmates.
Teaching Tolerance Social Justice Standards	
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.
Enduring Understandings: <i>Students will understand...</i>	
I experience pleasant and unpleasant emotions.	Emotions are different from one another and can be separated into four basic categories.
Essential Questions: <i>Students will consider...</i>	
What makes emotions different from one another?	
Knowledge: <i>Students will know...</i>	
The Mood Meter is a tool that can be used to learn about our own and other's emotions.	
The Mood Meter has four sections that each represent different types of emotions.	
Skills: <i>Students will be able to...(SWBAT)</i>	
Use the second RULER Tool, the Mood Meter, to check-in on how they are feeling.	
Identify in which of the four basic emotion categories their current emotion fits.	

SAMPLE DOCUMENT

LEARNING PLAN

<p>Lesson 1</p>	<p>Objective: <i>SWBAT use the Mood Meter to plot how they feel.</i></p> <p>Key Learning Events: During this lesson, students will receive a formal introduction to the Mood Meter and begin practicing plotting themselves.</p>
<p>Lesson 2</p>	<p>Objective: <i>SWBAT list many different emotion words.</i></p> <p>Key Learning Events: During this lesson, students will begin to deepen their emotional vocabularies beyond the four basics they have previously learned: happy, sad, angry, calm. Students will think of all the different emotion words they know and build a word wall in their classrooms to help them use them more regularly, in writing and speech.</p>
<p>Lesson 3</p>	<p>Objective: <i>SWBAT categorize many emotion words into pleasant and unpleasant categories.</i></p> <p>Key Learning Events: During this lesson, students will revisit the list of words they compiled in lesson 2 and sort them into the 4 areas of the Mood Meter. Each small group of students will get a handful of some of the words from the wall. They will work together to decide which area each word lives in, then they will rewrite each word on the correct color sentence strips, paper, or in the correct color marker. At the end of the lesson, the classroom will have an emotion word wall that is color-coded to help students identify their feelings and locate them on the Mood Meter.</p>
<p>Lesson 4</p>	<p>Objective: <i>SWBAT categorize many emotion words into high and low energy.</i></p> <p>Key Learning Events: During this lesson, students will look at clips of dancing and describe the dances in each of the clips. The teachers will ask: how does this dance make you feel? How do you think the dancers feel? Students will discover that dance is one way to express emotion, because emotions can be displayed with our bodies. Then, students will apply this understanding to an original dance. They will demonstrate what they have learned about the Mood Meter by designing and performing a short dance or movement that depicts the emotion from one of the four areas. See “Assessing Student Learning” -> “Performance Task” below for details.</p> <p>At the conclusion of this lesson, teachers should introduce, practice, and send home the Mood Meter families activity. Please see the Families Resources on RULER Online for specific instructions on how and why to complete this activity.</p>

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ASSESSING STUDENT LEARNING

<p>Performance Task</p>	<p>The goal of this task is to design a dance that represents an emotion that is either high or low energy and high or low pleasantness.</p> <p>The students will play the role of choreographers.</p> <p>The audience will be the other students in the class acting as dance students.</p> <p>The product will be a string of short movements that come together to create a dance that represents high or low energy and high or low pleasantness.</p> <p>Each student will pick a card that displays one of each of the four areas of the Mood Meter so that students are equally distributed among the four colors. They will each design one (or a very short sequence of) bodily movement(s) that express the characteristics of the quadrant they have chosen, such as a foot stomp, a twirl, or a sigh. Start with the red area, and ask each student who picked that color to stand in a line and demonstrate their movement one at a time. The rest of the class will learn each movement and practice. Go down the line of students with red movements, learning a new move from each student until you have a string of several movements in a row. The goal is for the class to learn this string of movements and be able to perform this “red dance” made up of each student’s red move.</p> <p>Next, ask the students with yellow moves to line up, and repeat the process with all 4 areas so that all students get the opportunity to be both students and teachers. All students will be able to participate in learning all dances from all 4 areas. After students have danced around the Mood Meter, consider having a discussion with your students to reflect on what they learned about emotions and emotion expression based on the activity.</p> <p>Consider other expressions of emotion that your students may adopt if they are uncomfortable or unable to move their bodies. This activity can also be adapted to create music (e.g., songs, lyrics, or beats) instead of dance. Consider allowing students to play instruments in a fashion that expresses each of the four quadrants to accompany their peers’ movements.</p>
<p>Other Evidence</p>	<ul style="list-style-type: none"> • Plot on the Mood Meter (Lesson 1) • List many different emotion words, develop emotion word wall (Lesson 2) • Organize and color code emotion word wall based on pleasantness and energy levels (Lesson 3)