RULER FOR GRADE 6

UNIT 3

Self- and Social Awareness

TABLE OF CONTENTS

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 express emotions across settings and relationships. Students will explore the differences between being an emotion judge and an emotion scientist in different settings. Particularly, students will learn how to create a positive community, and become an emotion scientist that is curious about emotions in school and online.

Duration	2 – 4 Weeks
Driving Question(s)	How does understanding how others express emotions help us build relationships?
Prerequisites	This unit requires a basic understanding of the Mood Meter. If students have not been introduced to the Mood Meter in a prior grade or lesson, then please begin with the Middle School Introductory Lessons on the Mood Meter before proceeding with this Unit.
Unit Lessons	1. Expressing Emotion Across Settings with the Mood Meter 2. Emotion Expression in Relationships 3. Emotion Scientist vs Emotion Judge 4. Being Emotion Scientists Online
RULER Tool Focus	Mood Meter

LEARNING OBJECTIVES

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. The same behavior can express a multitude of emotions, and many different behaviors can express the same 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 in how they express emotions at home, school, and other settings.
Compare and contrast how variations in their emotion expression may help or hinder 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.

LESSON 1: EXPRESSING EMOTIONS ACROSS SETTINGS WITH THE MOOD METER

Objective(s)	*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	1. Opening Activity - 10 minutes 2. Expressing Emotion Across Settings - 25 minutes 3. Closing Reflection - 10 minutes
Materials	Writing utensils Paper or sticky notes

Opening: Instructional Plans

Opening Reflection
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.

Developing Skills and Knowledge: Instructional Plans

Expressing Emotion Across Settings
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.

1. Social setting: Home, school, and extracurriculars
   a. *Explain that we can also use the word "context" to refer to where we are and who we are with*
2. Individual differences
3. 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, 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)	• *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	1. Opening Reflection - 10 minutes 2. Emotion Expression and Relationships - 25 minutes 3. Closing Activity - 10 minutes
Materials	Writing utensils Paper

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?
   - *Potential responses: It's easier to go along with the energy of the group; I'm embarrassed to show a certain feeling in front of other people; You're supposed to keep certain feelings to yourself; Some feelings make more sense in groups; 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?
- *Potential responses: Depending on someone's personality, they might be more or less energetic or optimistic; Depending on someone's gender, race, ethnicity, culture, ability, or age, they might be more or less comfortable because of expectations and stereotypes; Some people have more experience with certain feelings*

Students may need support with recognizing certain differences, like how peers who are visually impaired or those with autism 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?
- *Potential responses: Red - the person treats you unfairly; you're afraid and want support; Blue - you're disappointed in the other; they're sad and you want to be there for them; Green - you're doing homework together; the other person is tired; 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?
- *Potential responses: Red - the other person is really struggling with something; after you or they have apologized; Blue - the other person got good news; you need to focus on something else like a concert or game; Green - someone is upset; something upsetting is happening; 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 other's' 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: EMOTION SCIENTIST VS EMOTION JUDGE

Objective(s)	*SWBAT understand and apply the concept of emotion scientist and emotion judge*
Enduring Understanding(s)	Emotion scientists help create a safe community.
Essential Question(s)	How does an emotion scientist behave, sound, and look? How does an emotion judge behave, sound, and look?
Agenda & Timing	1. Opening Activity - 10 minutes 2. Developing Skills and Knowledge - 20 minutes 3. Closing Reflection - 10 minutes
Materials	Whiteboard Sticky notes Writing utensils
*Opening*: Instructional Plans

Opening Reflection

Divide students into groups of 4 to 6 and give each group a small stack of sticky notes. On the whiteboard write both emotion scientist and emotion judge. Capture student ideas on the whiteboard with the goal of accurately defining terms (below):

- **Emotion scientists** ask good questions to ensure they understand their own feelings, as well as other people's feelings. They are empathic, curious, active listeners, and focus on the facts.
- **Emotion judges** make quick snap judgments about their own feelings, as well as other people's feelings. They are critical, react strongly without thinking, and make assumptions.

Below the definitions list the following words leaving space underneath for post its:

think, say, and behave.

Ask students to work with their group in listing examples of what an emotion scientist and an emotion judge might think, say, and how they would behave. Students will use the sticky notes to place their examples on the board (one example per sticky note).

Once all students have added their sticky notes, read some examples aloud.

Potential answers for emotion judge:

Think: She is doing this because she's jealous. He will never understand. She is so sensitive about everything.

Say: Whatever, I don't care! You always want to get your way! Insults or says hurtful things.

Behave: Careless with others. Reactive - Fleeing, Fighting or Freezing. Interrupting others.

Potential answers for emotion scientist:

Think: I'm curious about … How do I feel about what is happening right now? What are the facts?

Say: Tell me more about … How do you feel about …Breathing helps me calm down, do you want to try it with me?

Behave: Open to listening to others. Inclusive. Compassionate.

Developing Skills and Knowledge: Instructional Plans

In their groups, give students 10 minutes to create a short skit portraying an emotion judge or emotion scientist in a normal day at their school.

The teacher can walk around the room and observe the skits in each group or ask students to perform their skit in front of the class.

Closing and Assessment: Instructional Plans

Closing Reflection
Explain to students that most of us behave as both emotion scientists and judges, depending on the situation. Both can be useful. For instance, judging and acting quickly when seeing fear on someone's face in a dangerous situation can keep you and others safe. However, it is helpful to be an emotion scientist in most cases when we are analyzing our own feelings or interacting with others, and being aware of how both emotion scientists and judges think, talk, and behave enables us to choose how to respond in a given situation.) Ask students to reflect on today's activity: what is one thing you can begin doing today to become an emotion scientist?

LESSON 4: BEING EMOTION SCIENTISTS ONLINE

Objective(s)	*SWBAT understand and apply being an emotion scientist online.*
Enduring Understanding(s)	When we are emotion scientists as we interact with people online, we create better relationships and communities.
Essential Question(s)	Why is it important to be an emotion scientist online?
Agenda & Timing	1. Opening Activity - 15 minutes 2. Developing Skills and Knowledge - 20 minutes 3. Closing Activity - 10 minutes
Materials	Writing utensils Paper

Opening: Instructional Plans

Opening Activity

Begin the lesson by reviewing the emotion scientist/judge table students completed in lesson 3. Review the final reflections from lesson 3, and ask students if they were able to accomplish being an emotion scientist more often since that lesson. What are some things they have done since to become emotion scientists?

Explain that today they are going to think about how the concept of emotion scientist may apply to online interactions.

Ask students to create a list of all the ways they interact with others through technology or screens (things like texting, email, various social media platforms, video chats, etc.).

Developing Skills and Knowledge: Instructional Plans

Have students form groups of 3-4, and ask them to go through the lists and ask the groups to discuss for 5 minutes, "what does it look like to be an emotion judge online?" Then, have them discuss "what does it look like to be an emotion scientist when interacting with others online?" You may provide examples, such as if someone texts a sad emoji, asking them if they are okay or what that emoji was in response to; or if someone sends an email in all caps, asking if they intended to be shouting or if they just accidentally had the caps lock key down while typing. Then, ask students to write down three ways they could behave more like an emotion scientists in their own online interactions.

Closing and Assessment: Instructional Plans

Closing Reflection

After completing today's activity, ask your students to imagine an online world where everyone behaved as emotion scientists. What would be different than how things are today online?

FINAL PROJECT SUGGESTIONS

	Standards: *CCSS.ELA-LITERACY.RL.6.3* **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 characters' 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.
History/Social Studies	**Standards**: *CCSS.ELA-LITERACY.RH.6-8.6* **Project Idea:** Engage students in an analysis of how historical figures or events were impacted by how different people expressed their emotions. Students can use the Mood Meter to analyze which quadrants the individuals were in given specific points in their lives and how those emotions were expressed. They may choose to focus on an individual or event whose impact united citizens or divided groups of people in history.
Math	**Standards**: *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* **Project Idea:** Over the course of a week, 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 favorite television shows or a book. Encourage students to identify independent variables such as 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.
	Standards: *CCSS.ELA-LITERACY.RST.6-8.9* **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 select video clips for students to watch, students can use their own animals or school animals, or students can observe animals in nature.
Visual/Digital Arts	**Standards:** *VA:Cr3.1.6a* **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.

Physical Education	**Standards**: *CCSS.ELA-LITERACY.SL.6.2,* **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