

Lower Elementary

INTRODUCTION TO THE MOOD METER



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| Connection to Units | This lesson corresponds to Lesson 1 of Unit 3 (Self- and Social Awareness) for grades K, 1, and 2. |
| Objectives | SWBAT use the Mood Meter to show how they feel. |
| Enduring Understanding(s): | 1. I know emotions have families. 2. Within these families, emotions can vary. |
| Essential Question(s): | How can emotions be similar or different? |
| Agenda and Timing | <ul style="list-style-type: none"> • Opening: 15 minutes • Developing skills and knowledge: 15 minutes • Closing: 15 minutes |
| Materials | <ul style="list-style-type: none"> • Classroom Mood Meter poster • Individual Mood Meters for each student • Post-it notes and pencils/crayons |
| Vocabulary | <ul style="list-style-type: none"> • Implicit: <i>body language, facial expression, emotion</i> • Explicit: <i>Mood Meter, pleasantness, energy, self-awareness</i> |
| Opening | <p>Instructional Plans: You may start this lesson by playing a couple rounds of a game in which your students have to “Guess the Emotion.” This is an engaging hook that will get your students thinking about the different components of their emotional experiences. You can refer back to what students say during this game throughout the lesson.</p> <p>To play this game, ask for one student volunteer. Whisper an emotion (such as excited, frustrated, hopeful, or angry) into their ear, or provide them with the emotion written on a slip of paper that only the student can see. (Note: Choose simple emotions with which your students will have had experience and save more complex or subtle emotions for later when their emotion knowledge has increased.)</p> <p>That student will complete the following sentence stems about the emotion they received without ever saying that word itself. The rest of the class should raise their hands to guess the emotion. The student who guesses correctly becomes the next volunteer with a new feeling word. Repeat as many times as time allows.</p> <ul style="list-style-type: none"> • One time I felt this way was... • When I feel this way, my face looks like... |

- When I feel this way, my body feels like...
- When I feel this way, I like to...
- When my friend feels this way, I say to them...
- You might feel this way if....

After playing the game, you may want to ask students to participate in a Breathing Break to help them bring their focus and excitement back to the lesson.

Next, explain to your students that in the game, their job was to talk about their experience with different emotions, including what that felt like and why. Understanding why and when we have emotions is called self-awareness. We have a tool that will help us get better at building our self-awareness.

Introduce the Mood Meter to students. Display the tool and share that the Mood Meter is something everyone will use regularly to help identify, express, and manage emotions.

Explain the concepts of pleasantness and energy:

- Pleasantness means how good or bad we are feeling, from the best we have felt, high pleasantness, to the worst we have felt, low pleasantness.
- Energy means how much energy is running through our body, from lots of energy when we are hyper to very low energy when we are sleepy.

Explain the four areas as follows, pointing to each as you explain:

- The RED area is home for emotions that feel unpleasant and have lots of energy, like angry and scared.
- The BLUE area is home for emotions that feel unpleasant and have low energy, like sad and lonely.
- The GREEN area is home for emotions that feel pleasant and have low energy, like relaxed and calm.
- The YELLOW area is home for emotions that feel pleasant and have lots of energy, like excited and brave.

Each time you introduce an area, ask your students to demonstrate a facial expression that could match the emotions of that area. You may reference the emotions your students acted out during the opening game when you discuss the corresponding color.

Meeting Students' Needs: Consider how you may support students with visuals to accompany the explanations of each color. It might help to prepare or bring pictures that demonstrate the various emotions that you will discuss. For example, when you discuss *sad* or *angry*, it might help students to see images of what these feelings look like in a picture of someone. For some students who have difficulty identifying emotions in people, you might consider talking about an animal, such as how a dog wags his tail when excited or barks when scared.

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| <p>Developing Skills and Knowledge</p> | <p>Instructional Plans: Explain to your students that we all have emotions all the time. So, at any given time, we can use the Mood Meter to name those emotions and share that information with others. To figure out where we are on the Mood Meter, we should first ask ourselves how pleasant we are feeling. Ask students to provide examples of a time they might feel pleasant and a time they felt unpleasant. You may need to provide examples of each.</p> <p>Ask students to discuss why certain situations make them feel pleasant or unpleasant and to show that on their faces. Point to the corresponding areas of the Mood Meter.</p> <p>Consider saying: <i>The next step to figure out where we are on the Mood Meter is to ask ourselves how much energy we have. When we are very energetic, we might be shaking, talking fast or loudly, running around, tapping our feet, clenching our muscles, or holding our shoulders up tight to our ears. When we have less energy, we might slump our shoulders, lower our eyelids, and move and talk slowly and quietly.</i></p> <p>Now, ask students to demonstrate what their bodies may look like when they are energized and when they have low energy. Point to the corresponding areas of the Mood Meter.</p> <p>Meeting Students' Needs: Consider modeling the degrees of pleasantness and energy with personal stories, body language and facial expressions. You may extend this activity by asking students to draw or write their responses to examples of times they experienced pleasantness, unpleasantness, high energy, and low energy.</p> |
| <p>Closing and Assessment</p> | <p>Instructional Plans: Next, model plotting your own feeling on the Mood Meter to demonstrate for students. Narrate the process of moving along the x- and y-axis to find your plot based on the levels of pleasantness and energy you are experiencing. Then, ask students to practice showing where they are on the Mood Meter using the individual Mood Meters you have provided, their two fingers, and the levels of pleasantness and energy they feel. Guide students with the suggested directions below:</p> <p><i>First, put your right pointer finger (or a manipulative, such as a small block, a penny, etc.) in the center of your Mood Meter where the two lines cross and ask yourself 'How pleasant do I feel?' If you feel pleasant, move your finger to the right to show how pleasant. If you feel unpleasant, move your finger to the left to show how unpleasant. Now keep your finger where it is! Take your left pointer finger and put it in the center of the Mood Meter. [Repeat above process for energy, moving up/down Mood Meter]</i></p> <p>When both fingers are in place, instruct students to make the two fingers meet in their shared color. Teachers will likely need to both model and circulate to assist students the first time. When all students have found an area where their two fingers meet, challenge students to come up with the word they think best describes that point and how they feel. This task can be challenging, and you may need to provide some suggestions for the feeling words as students begin this practice. Ask students to write that word on a post-it note and stick it to the classroom Mood Meter poster in the correct color. By the end of the lesson, you should have a collection of feeling words on your classroom Mood Meter that students can refer to as they get into the practice of identifying where they are.</p> |

Meeting Students' Needs: Students may need varying levels of support, such as with writing their feeling words on post-it notes. You may help them sound it out or allow them to draw a picture for that feeling, and then dictate the word to you to record. To extend this task, ask students why they are feeling the way that they are and if they want to be feeling differently. If students respond that they do want to feel differently, help them identify strategies for shifting into another emotion.

SAMPLE