



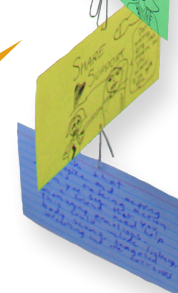
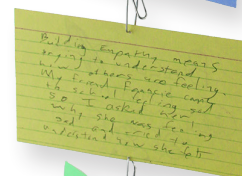
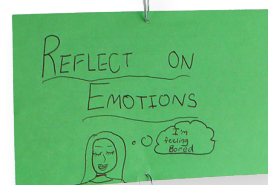
# OUR BEST SELVES

## Lessons on Social-Emotional Learning With ELA

### WELCOME TEACHERS,

In the six lessons in this series, students will learn about emotions and practice showing empathy. Help them chart their progress through the lessons with this **overarching project**. Students will construct a mobile to serve as an artifact of their learning:

1. After every lesson, provide each student with an index card with holes punched at the top and bottom.
2. On the front of each card, students will write the lesson topic and create an illustration that represents it. On the back of each card, students will write their key takeaways and tips.
  - Lesson 1: **Reflect on Emotions**
  - Lesson 2: **Identify Feelings**
  - Lesson 3: **Build Empathy**
  - Lesson 4: **Manage Emotions**
  - Lesson 5: **Share Support**
  - Lesson 6: **Strategize and Act**
3. Once all six cards have been completed, the cards can be attached vertically using paper clips. The mobiles can be displayed in the classroom as a resource and/or taken home to serve as a resource for families.



### SHARE YOUR STUDENTS' SEL

**PROGRESS!** Email photos of completed student activity sheets (no student surnames), mobiles, or bookmarks to [scholastic submissions@scholastic.com](mailto:scholastic submissions@scholastic.com) by 4/15/18, and Scholastic will send you **THREE (3) CLASSROOM BOOKS!**

NO PURCHASE NECESSARY. Void where prohibited. The giveaway is open to teachers 18+, 50 US and DC. Full rules: [scholastic.com/OBSrules](http://scholastic.com/OBSrules).



# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## REFLECTING ON EMOTIONS

**GOAL:** Students will categorize and reflect on emotions using the Mood Meter framework.

**TIME:** One 40-minute class period

**MATERIALS:** Whiteboard, Mood Meter anchor chart, Mood Meter Activity Sheet

### LESSON STEPS:

1. Tell the class that you're beginning a unit on ways to understand and manage our feelings.
2. Explain that there is a tool they can use to help them think about different types of feelings. It's called the Mood Meter. Using the Mood Meter anchor chart image, show that the chart has two axes: level of pleasantness (horizontal) and level of energy (vertical).
3. Point out that each quadrant of the Mood Meter is represented with a different color.
4. Invite students to make predictions about what types of feelings may be represented by each color.



**MATH CONNECTION:** If your class has studied the coordinate plane, invite your students to use their understanding of **positive and negative directions** to make their predictions about the Mood Meter.

5. Explain that while students experience many different feelings and emotions, they can put feelings into groups. They can think about whether an emotion feels pleasant or unpleasant, and whether they have a lot of energy or a little energy. Clarify that even if an emotion feels unpleasant (like sadness), that doesn't mean the emotion itself is bad. All emotions are needed and okay, and it's important to learn to recognize them and manage them. Explain each quadrant of the Mood Meter chart:

- **Red (upper left):** unpleasant, high energy (angry or afraid)
- **Blue (lower left):** unpleasant, low energy (sad)
- **Yellow (upper right):** pleasant, high energy (happy)
- **Green (lower right):** pleasant, low energy (calm)

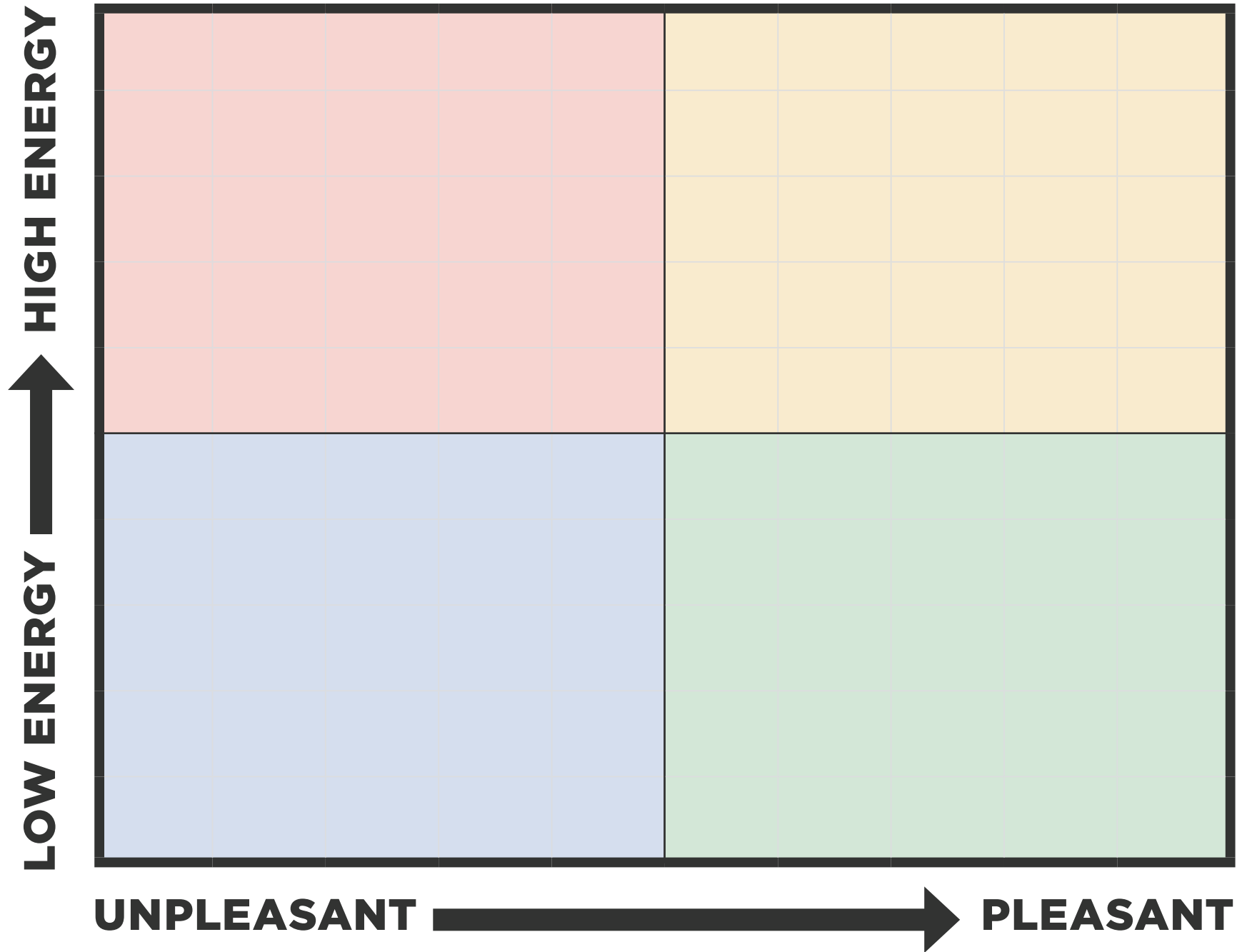


Photo: © ROB AND JULIA CAMPBELL/Stocksy.

6. For each quadrant, discuss as a class:
  - What do our bodies feel like when we have this feeling?
  - What do our faces look like when we have this feeling?
  - What kinds of thoughts do we have when we have this feeling?
7. Explain that students are now going to apply the Mood Meter to their own days. Invite students to close their eyes and take a deep breath. Ask them to mentally walk through their day. Where did their feelings fall on the Mood Meter when they woke up? When they arrived at school? When they went to recess? Right now? Do they notice any patterns? When did they feel most energized? Most tired?
8. Using the bottom of the student activity sheet, kick off a classroom practice of a daily writing check-in. Explain that students will have an opportunity to write a paragraph each day to identify and express their feelings. They will also identify a strategy or next step to manage those feelings. Tell them not to worry if they aren't sure about how to manage their feelings. They will be learning strategies in upcoming lessons. Explain that students can learn strategies for identifying and managing their own feelings and others' feelings, just like they learn strategies for solving math problems or becoming stronger readers.
9. Explain that students who learn how to identify and manage their feelings:
  - Feel better and deal with stressful situations better
  - Create stronger relationships with others using empathy
  - Perform better in school
10. Allow students to share their writing if they wish to do so.



# MOOD METER



MY NAME

MY MOOD TODAY (CIRCLE)



MOOD METER  
ACTIVITY  
SHEET

## HOW ARE YOU FEELING TODAY?

**DAILY WRITING PROMPT:** Writing about your feelings is a great way to check in with yourself and to help manage your emotions. Write a paragraph about how you are feeling today on a separate sheet of paper. Use the following prompts to get started:

- How are you feeling today? Where does that fall on the Mood Meter?
- What is causing you to feel that way?
- What is your emotion goal for the day? (Do you want to shift your feelings to a different part of the Mood Meter, or do you want to stay in the same part?)
- What strategy can you use today to achieve that goal?

**DIRECTIONS:** The Mood Meter is a helpful way to think about different types of feelings and emotions. Add feelings words that you know to the correct part of the Mood Meter. Use a picture or emoji to show what the feelings word means.

