



# OUR BEST SELVES

## Lessons on Social-Emotional Learning With ELA

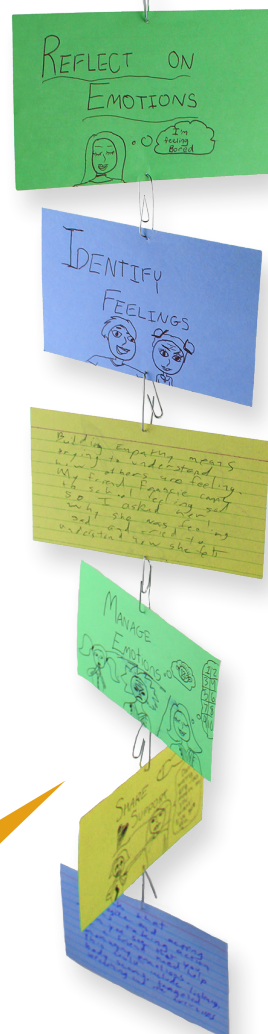
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### WELCOME TEACHERS,

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: <b>Reflect on Emotions</b>	■ Lesson 4: <b>Manage Emotions</b>
■ Lesson 2: <b>Identify Feelings</b>	■ Lesson 5: <b>Share Support</b>
■ Lesson 3: <b>Build Empathy</b>	■ Lesson 6: <b>Strategize and Act</b>
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)



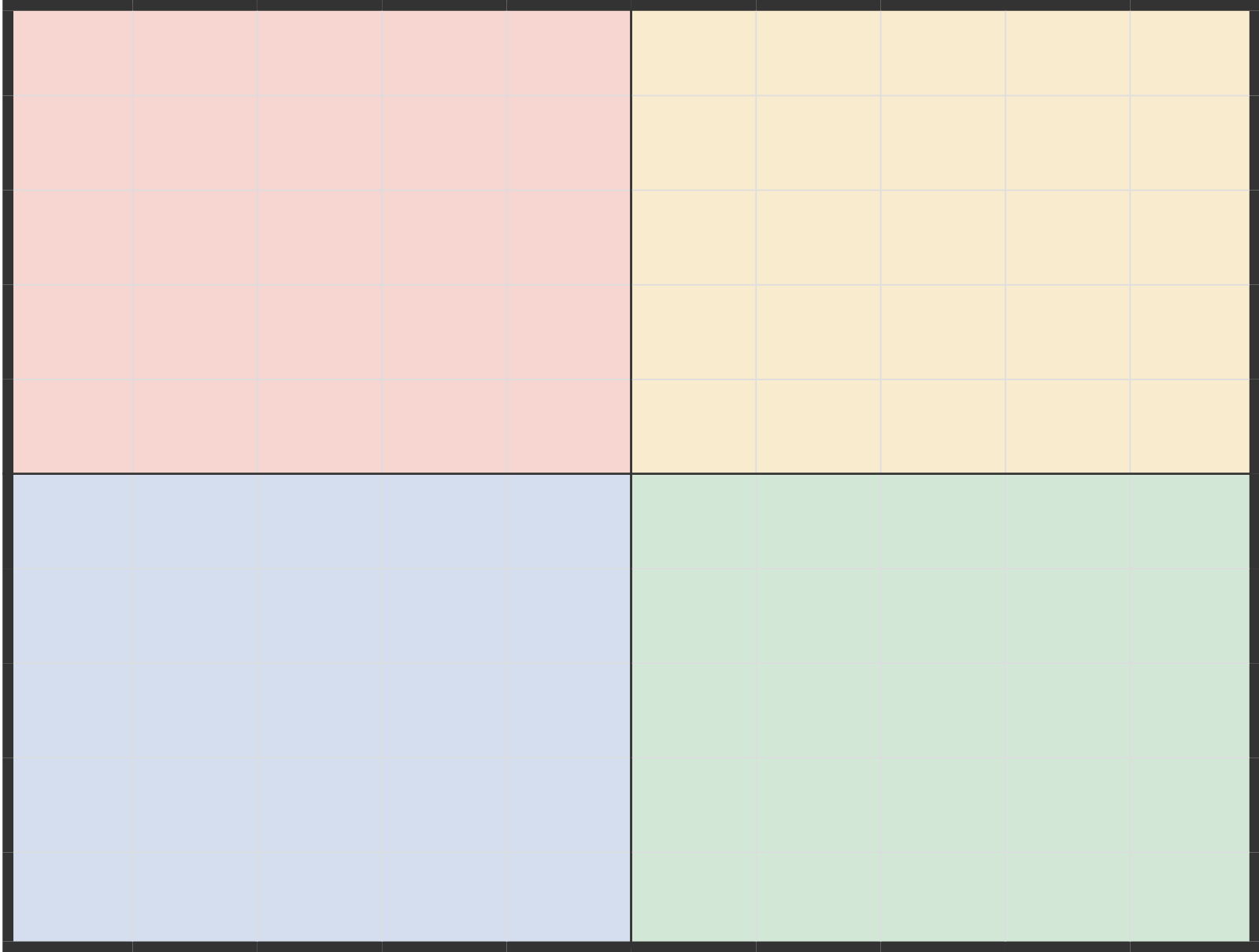
Photo: © ROB AND JULIA CAMPBELL/Stocksy.

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**

**HIGH ENERGY**  
**↑**  
**LOW ENERGY**



**UNPLEASANT**

**PLEASANT**

MY NAME

MY MOOD TODAY (CIRCLE)

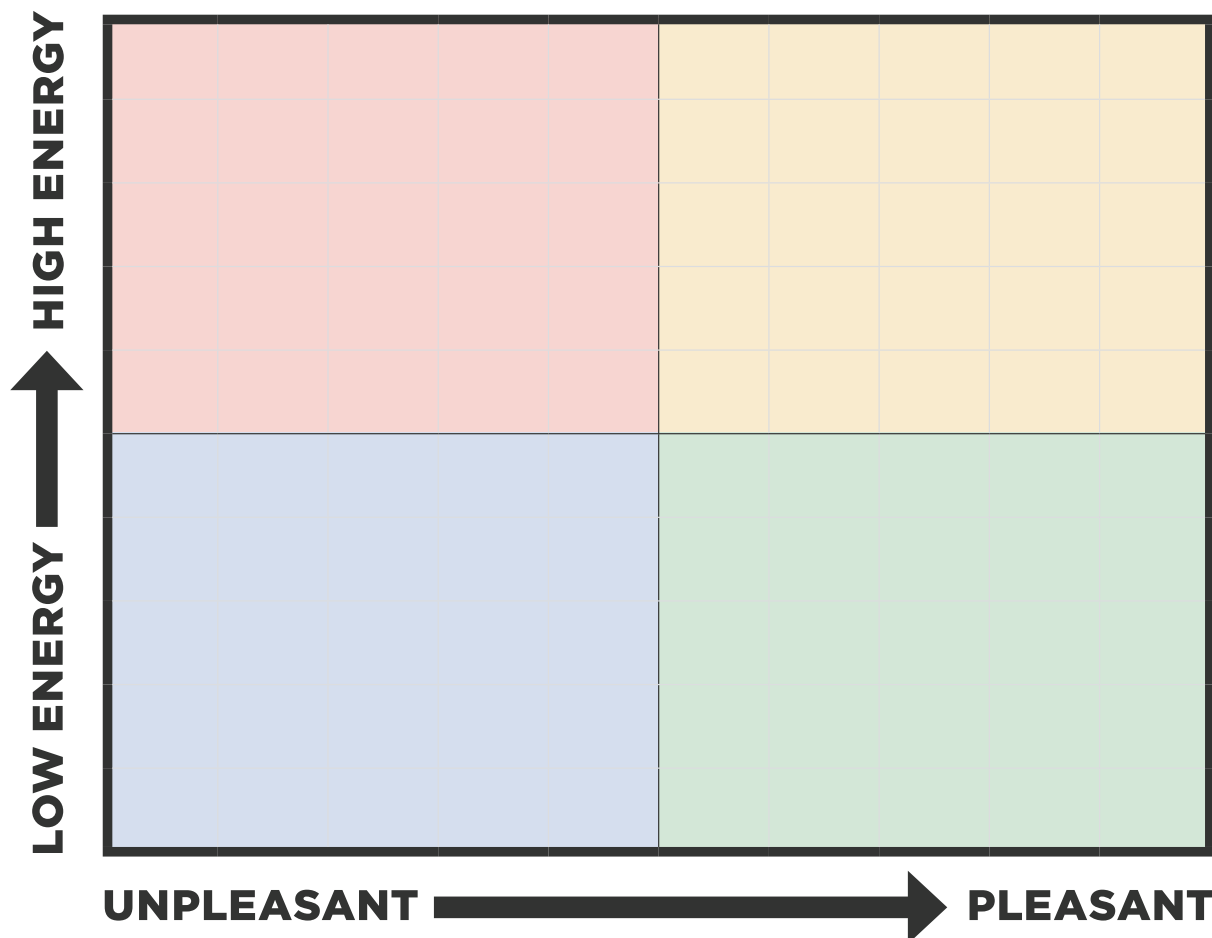


## HOW ARE YOU FEELING TODAY?

**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.







# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## BUILDING EMOTIONAL VOCABULARY WITH FEELINGS WORDS

**GOAL:** Students will use nuanced vocabulary to describe emotions.

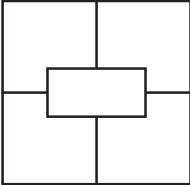
**TIME:** One 40-minute class period

**MATERIALS:** Whiteboard, Mood Meter anchor chart, pictures to introduce vocabulary words (at the end of this PDF), Mood Meter Activity Sheet, Feelings Activity Sheet

### LESSON STEPS:

- As a class, review the four quadrants on the **Mood Meter anchor chart**: “sad,” “angry,” “happy,” and “calm.” Have students brainstorm as many “feelings words” as they can that belong in each quadrant.
- Explain that today the class will learn some more specific “feelings words” to describe certain emotions they may experience.
- Use the pictures of the vocabulary photos at the end of this PDF to introduce each of the following vocabulary words. Make sure to show how the words are connected. For example, *content* and *ecstatic* are both types of happy, but they have different degrees of happiness.
 

■ anxious	■ content	■ discouraged
■ ecstatic	■ irritated	■ terrified
- Create a model organizer on the board with four boxes: definition, drawing, examples, and nonexamples. Write the vocabulary word in large letters in the middle. Complete the organizer for one word as a whole class. Depending on students’ needs, complete the organizer for the remaining words as a class, or have small groups complete the organizer for a given word.
 



Write the vocabulary word in large letters in the middle. Complete the organizer for one word as a whole class. Depending on students’ needs, complete the organizer for the remaining words as a class, or have small groups complete the organizer for a given word.
- Divide students into small groups for charades. Students will take turns acting out the vocabulary words while their group tries to guess which word it is. Encourage students to use their whole bodies to convey the emotion, including their eyes, eyebrows, mouths, shoulders, and limbs.



Photo: © iStockPhoto.

- As a class, decide where each of the new vocabulary words belongs on the Mood Meter. Show how an emotion could be very unpleasant and very high energy (terrified), while another emotion could be similar but only slightly unpleasant or have less energy (discouraged). In the same way, an emotion could be very pleasant with high energy (ecstatic) or pleasant with lower energy (content).
- Have students chart the remaining feelings words on their own Mood Meter on the **Mood Meter Activity Sheet** from Lesson 1. Invite students to sketch a picture or emoji next to each word to reinforce the meaning.
- Have students reinforce their understanding of their new emotional vocabulary using the **Feelings Activity Sheet**.

**POSSIBLE WORKSHEET ANSWERS:** 1. anxious; 2. irritated; 3. ecstatic; 4. terrified (or anxious); 5. content; 6. discouraged

# WHAT'S THE FEELING?

## ANSWER KEY:



*anxious*



*irritated*



*terrified*



*ecstatic*



*discouraged*



*content*



**WHAT'S THE FEELING?**





**WHAT'S THE FEELING?**





**WHAT'S THE FEELING?**





**WHAT'S THE FEELING?**





**WHAT'S THE FEELING?**





**WHAT'S THE FEELING?**





MY NAME

MY MOOD TODAY (CIRCLE)



FEELINGS  
ACTIVITY  
SHEET

## WHAT'S THE FEELING?

**DIRECTIONS:** Choose a word from the word bank that describes the feeling the character is experiencing. There may be more than one possible answer, so explain your thinking!

*anxious*

*content*

*discouraged*

*ecstatic*

*irritated*

*terrified*

1. Maria just moved to a new town. It is her first day at a new school. She feels “butterflies” in her stomach.

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2. Nathan is playing video games with his friends but his little brother keeps interrupting.



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3. Kayla's soccer team just won the championship game. She has a huge smile on her face and is running around the field with her arms in the air.

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4. Ricky's friends convinced him to ride a roller coaster with them at the carnival. Ricky is afraid of heights and feels his heart beating faster as he gets onto the ride.

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5. Zoe is having a relaxing Saturday at home. She gets to do some of her favorite activities, like painting a picture and helping her dad cook dinner.

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6. Noah is trying to do his math homework, but he cannot figure out the solution to the last problem. He puts his head down on his desk.

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# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## BUILDING EMPATHY THROUGH PERSPECTIVE-TAKING

**GOAL:** Students will practice taking another person's perspective with empathy.

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

**MATERIALS:** Character Activity Sheet, students' independent reading books or a book that the class is reading together

### LESSON STEPS:

1. Tell the class that today's lesson will be focused on *empathy*—understanding someone else's feelings and experiences. As an opening activity, guide students to sit with a partner. Ask students to interview a partner about a time when they experienced a certain emotion (e.g., frustration, worry, pride, excitement).
  - Make sure to discuss guidelines for a respectful conversation, such as active listening, asking open-ended questions, and using kind words.
  - Provide specific questions to help guide the conversation:
    - When did you feel this emotion?
    - What was the situation?
    - Who was involved?
    - How did you deal with this feeling?
  - Explain that when someone shares something personal, we want them to feel safe and supported. Remind students to thank their partners for sharing their stories.
  - After the interviews are complete, give students the option of sharing something new they learned about their partners. Explain that listening carefully to others can help us build empathy. Tell students when we read, we get a close look at characters' experiences and feelings about those experiences, which can also help us build empathy.
2. Have students choose a character from a book that the class is reading, or ask students to choose a character from their independent reading books.
3. Distribute the **Character Activity Sheet**. Have students respond to the prompts. You may wish to model responding to the questions with a character that is familiar to all students. (For example, the *Ugly Duckling* is teased for looking different from the rest of the ducks. He feels hurt and lonely, which would be on the blue part of the Mood Meter. He shows this when he cries by himself and even runs away from home. It seems like his mother understands somewhat because she tries to comfort him. The rest of the characters don't understand because they continue to tease him even though it hurts his feelings.)
4. After students have finished writing their responses, invite them to share what they learned with a partner. How can empathy help us be better readers? How can empathy help us in our own lives?
5. Wrap up by inviting students to "take your learning with you!" Encourage students to practice perspective-taking in their conversations at home or with friends outside of school and see if it changes the way they see a situation or person.



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MY NAME \_\_\_\_\_

MY MOOD TODAY (CIRCLE)



  
CHARACTER  
ACTIVITY  
SHEET

## READ WITH EMPATHY



**EMPATHY** is understanding and sharing other people's feelings. Understanding other people's feelings starts with looking at situations from their perspective. When you read, you can grow your empathy skills by paying close attention to what a character is feeling.

**DIRECTIONS:** Choose a character in a book you are reading. Write your answers to the following questions as you empathize with the character. Use evidence from the text in your responses.

**Title of Book:** \_\_\_\_\_ **Name of Character:** \_\_\_\_\_

1. What is an event in the book that causes the character to have a strong emotion?  
\_\_\_\_\_
2. How does the character feel? Use specific emotion words to describe the feeling.  
\_\_\_\_\_
3. How do you know that the character is feeling that way? Identify clues in his or her expressions, thoughts, words, actions, or appearance.  
\_\_\_\_\_
4. Do other characters understand how the character is feeling? How do you know?  
\_\_\_\_\_
5. How do you think you would feel in that situation? Would your response be the same as the character's response?  
\_\_\_\_\_
6. What could the character do to be more comfortable with this feeling? What would you do to support the character?  
\_\_\_\_\_

**REFLECT:** Write your responses on a separate sheet of paper.

1. How did empathy help you understand the story better?
2. How can empathy help you understand yourself and others better?







# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## IDENTIFYING AND MANAGING EMOTIONS

**GOAL:** Students will identify and apply appropriate strategies to manage emotions.

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

**MATERIALS:** Strategy Activity Sheet, whiteboard or chart paper

### LESSON STEPS:

1. Review as a class: What makes us feel angry? How do we know we are feeling this way? (What thoughts do we have? How do our bodies react?) Repeat for feeling sad, happy, and calm.
2. Explain that everyone experiences these emotions, and these emotions can sometimes be very strong and affect how we act. We may think of sadness or anger as bad, but these are normal emotions that are part of life. Ask students to raise their hands if they have ever had trouble handling one of these emotions.
3. Write the term *emotion management* on the board or chart paper. Ask students to predict what this term means. Define this term as: the thoughts and actions we use to feel more, less, or the same amount of an emotion. Explain that it is helpful to have strategies for dealing with strong emotions, and that the class is going to work together to learn some of these strategies.
4. Introduce one of the following strategies to the class:
  - **Mindful Breathing:** Ask students to sit comfortably with their left hand on their heart and their right hand on their stomach. Invite them to close their eyes if they wish to do so. Have students breathe normally and pay attention to their breath, for example, by saying “in, out...” as they breathe. Ask students to focus on their breaths and notice any changes in their body as they breathe. (Learn more about mindful breathing at [inspired.fb.com/activities/mindful-breathing](https://inspired.fb.com/activities/mindful-breathing).)
  - **Body Scan:** Ask students to sit comfortably, and invite them to close their eyes if they wish to do so. Have them notice how each body part feels, starting with their toes and moving upward to their head. Cue them to notice how heavy each body part feels and how it moves. Ask them to notice each sensation without judging or labeling it. (Learn more about the body scan at [inspired.fb.com/activities/body-scan](https://inspired.fb.com/activities/body-scan).)
5. Have students break into pairs and discuss strategies to manage emotions:
  - Feeling scared    ■ Feeling angry
  - Feeling sad        ■ Feeling happy/energetic (hyper)
6. Invite pairs to share some of their strategies with the group. Create an anchor chart of students' suggestions. If they haven't already been suggested, add research-informed strategies, such as: take a walk, talk to a friend, use positive self-talk, and write in your journal.
7. Open a conversation about self-talk by sharing a personal example of negative self-talk, e.g., *I felt upset when I made a mistake during a presentation. I thought that other people wouldn't want to work with me in the future.* Ask students to think about a time when they felt sad or angry within the past month. What did they think about? What type of negative self-talk did they engage in? Then ask students to come up with a positive phrase they can say to themselves when they are feeling this way in the future. Model with your own phrase, e.g., *I can say to myself, “Just do your best. You can learn from this.”*
8. Distribute the **Strategy Activity Sheet** and have students complete it. Discuss students' responses as a class.



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MY NAME

MY MOOD TODAY (CIRCLE)



STRATEGY  
ACTIVITY  
SHEET

# MANAGING EMOTIONS



We all feel many different emotions each day. Some of these feelings can be very strong. It helps to have **strategies**—things we can think about or do—so we can use our emotions wisely. This will help us to stay healthy and be kind to ourselves and others.

**DIRECTIONS:** Read the situation below. Then, answer the questions in the boxes about the strategies that Makayla can use.



Makayla decides to try out for the basketball team at her school. She loves to play basketball, but she has never played on a team before. She doesn't sleep well the night before tryouts because she is so nervous. At tryouts, she has trouble keeping up with the instructions that the coach is giving to the players. At one point, when she misses a pass, two of the other players roll their eyes at her. After the tryouts are over, Makayla finds out that she did not make the team. She feels like she is going to cry, and she sits alone to wait for her dad to pick her up from the school.

<p>What feelings do you think Makayla is having?</p> <hr/> <hr/> <hr/> <hr/>	<p>What could Makayla say to herself to manage these feelings?</p> <hr/> <hr/> <hr/> <hr/>
<p>What could Makayla do to help her with her feelings?</p> <hr/> <hr/> <hr/> <hr/>	<p>If you knew Makayla was feeling this way, what could you do to support her?</p> <hr/> <hr/> <hr/> <hr/>



# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## CREATING A COMMUNITY OF SUPPORT

**GOAL:** Students will identify ways to support others and to reflect on how others have supported them.

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

**MATERIALS:** Community Activity Sheet, whiteboard or chart paper, family take-home sheet

### LESSON STEPS:

1. Start with a story about a time when you faced a difficult situation and someone showed you support.
2. Have students tell a partner about a time when someone supported them when they were having some strong emotions.
3. As a class, brainstorm a list of strategies for supporting others (including reinforcing those from Lesson 4):
  - Make sure to discuss guidelines for a respectful conversation.
  - Provide specific questions to help guide the conversation.
4. Zero in on the strategy of reaching out to someone you trust to talk to when you experience a challenging emotion. Invite students to take a moment to brainstorm a list of trusted people in their lives. Explain that these people help form their *support system*.
5. Distribute the **Community Activity Sheet**. Give students time to read the two scenes and respond to the questions.
6. Invite students to share their responses and discuss as a class. Are there any patterns they notice? Would some strategies work better than others?
7. Give students an opportunity to think about the specific support they have received in their own lives by writing a letter of gratitude to someone who has supported them, following the instructions on the **Community Activity Sheet**. Before writing, it may be helpful for students to brainstorm in pairs using the prompts on the worksheet.
  - **Thanksgiving Tie-In:** If you teach this lesson near Thanksgiving, connect this activity to the holiday.
8. Encourage students to mail their letters or present them in person.
9. Extend the learning by sending home the family take-home sheet with each student.



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SEL SKILLS ARE THE  
**FOUNDATION  
TO SUCCESS IN  
SCHOOL, CAREER  
AND LIFE.\***

\*Collaborative for Academic, Social, and Emotional Learning (CASEL), casel.org



MY NAME

MY MOOD TODAY (CIRCLE)



## CREATING A COMMUNITY OF SUPPORT



**We all need support.** You can help build a community of support wherever you are by recognizing the feelings of others and practicing empathy.

**DIRECTIONS:** Read the following scenes, and try to see the situation through each character's eyes. Answer the questions that follow on a separate sheet of paper.

### Support Scene 1:

Gavin is a student in your class. You invite him to play basketball with you at recess, but he says no. At lunch, you see him sitting on his own, just picking at his food. You know that his younger sister has been in the hospital recently and wonder if that is the reason he is so quiet today.



1. What might Gavin be feeling?
2. How could you help Gavin deal with his feelings?
3. What could you do or say to show support?

**Support Scene 2:** Bettina is a student in your class. When she got to school today, she seemed quieter than usual. She forgot her homework and had to miss morning recess to make it up. Later, during science time, she accidentally knocked over the tray of sand her group was using. Her group members complained loudly, and she had to clean up the mess. When you asked her a question on your way to lunch, she responded angrily and stomped away.

4. What might Bettina be feeling?
5. How could you help Bettina deal with her feelings?
6. What could you do or say to show support?

### Thanks for the Support!

Now, think about a person in your life who has helped and supported you. On a separate sheet of paper, write a letter to express your gratitude (thankfulness) to this person. Make sure to include the following:

- What did this person do?
- How did they make you feel?
- How have they changed your life for the better?



After you write your letter, you can deliver it to the person who supported you.


**FAMILY  
TAKE-HOME**

# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## SOCIAL-EMOTIONAL LEARNING AT HOME

In school, we've been learning about social-emotional skills and how to be our best selves. Use the activities on this sheet as an opportunity to sit down as a family and speak openly about how we can support ourselves and others.



### Mix-and-Match Emotions

Do your family members “read” situations the same way? As a family, take a look at the following situations on the following cards. Discuss which emotion each family member thinks would best match. Does everyone agree? Why do you think people might see the same situation differently?

**BONUS:**  
Draw an  
emoji for each  
emotion

#### SITUATIONS

Your family is running late for a doctor's appointment. Once you arrive at the doctor's office, you spend 45 minutes sitting in the waiting room.

Your family has decided to go on a vacation to another state for two whole weeks. You will get to do lots of outdoor activities like camping and hiking while you are there.

You usually spend a lot of time with your close friend, but recently he or she has not been returning your calls. Your birthday is coming up, but you're not sure if he or she remembers.

#### EMOTIONS

**disappointed**
**bored**
**content**
**worried**
**irritated**
**thrilled**

### Keep the Conversation Going!

Conversations at home can be a great way to help children build their social-emotional understanding. Try these conversation starters with your child and other family members:

#### Managing Emotions

- It looks like you are feeling \_\_\_\_\_ right now.
- I understand why that would be \_\_\_\_\_  
(frustrating, exciting, disappointing)
- Have you tried...
  - Taking some deep breaths?
  - Writing down how you feel?
  - Exercising?

#### Providing Support and Empathy

- How do you think he or she is feeling right now?
- Can you remember a time when you felt that way?
- What helps you when you are feeling that way?
- What do you think we should do to help?





# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## STRATEGIZING AND ACTING WITH EMPATHY

**GOAL:** Students will demonstrate their understanding of empathy and of emotional management strategies.

**TIME:** One to two 40-minute class periods

**MATERIALS:** Skit Activity Sheet

### LESSON STEPS:

1. Remind students that they have learned different strategies for understanding themselves and others. Brainstorm these strategies as a class to review.
2. Explain that students will use the strategies they have learned to work in teams to write a skit about empathy and perform it for the class.
3. Divide students into groups of four and distribute the **Skit Activity Sheet**. Explain that students should complete the “Planning Your Skit” questions before writing their scripts.
4. Invite each group to brainstorm possible topics for their skits. Check in with each group to ensure they have a solid idea before they write their scripts.
  - If your students need more support, provide each group with a scenario, such as the following:
    - a classmate is sitting alone in the cafeteria and looks lonely
    - a friend found out that his or her pet is sick
    - a teammate is upset after losing a sports game
5. Before students present, have them check in about how they are feeling about presenting in front of the class. Acknowledge that we all get nervous when presenting (even adults). This is an opportunity to practice strategies we learned about. We are all here to support each other in a safe space where we can have fun and be ourselves! Review the “Presenting Your Skit” tips section on the **Skit Activity Sheet**.
6. Invite each group to present their skit to the class.
7. After the presentations are complete, have students complete the “Reflecting on Your Skit” question on the **Skit Activity Sheet**. Then, lead a discussion with the class about the process.
  - How did students feel while planning their skits? While presenting?
  - What went well when students were working in teams? What could be improved?
  - How did students support themselves or their teammates during frustrating moments?



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STUDENTS WITH SEL  
SKILLS GET BETTER  
**GRADES**  
AND MAKE HEALTHIER  
**DECISIONS.\***

\*Yale Center for Emotional Intelligence, [ruleryale.edu](http://ruleryale.edu)

MY NAME

MY MOOD TODAY (CIRCLE)



SKIT  
ACTIVITY  
SHEET

# STRATEGIZING AND ACTING

## Planning Your Skit



Goal (what will the audience learn?):	
Who are the characters?	What is the situation or problem?
How is the problem resolved?	What role will each team member perform?

## Presenting Your Skit

It's time to perform! Keep these tips in mind:

- Take deep breaths or use mindful breathing to calm yourself before presenting.
- Remember to speak loudly and clearly so your classmates can understand you.
- Support your group members while your team is presenting.
- Have fun!

## Reflecting on Your Skit

What character showed empathy in your skit? How?

How did you feel when you were planning your skit with your group? Why?

How did you feel when you were performing with your group? Why?

How did you and your group members manage frustrating moments?





# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## TRACKING EMOTIONS

**GOAL:** Students will collect data to track how their emotions change and look for patterns.

**TIME:** 40 minutes initial lesson (plus brief check-ins on multiple days)

**MATERIALS:** Mood Meter chart, Data Collection Sheet

**BEFORE THE LESSON:** It is helpful if students have been responding to a daily writing prompt about their emotions and strategies (see Lesson 1 for an example).

### LESSON STEPS:

1. Discuss as a class: *Why is it important for us to look for patterns in math? What types of patterns can we notice in daily life?*
2. Refer to the Mood Meter chart (you may also refer to Lesson 1 for a thorough introduction). Remind students that feelings along the x-axis can range from the most unpleasant feeling you have had (far left) to the most pleasant one you have had (far right). Ask students to check in with themselves about how they feel at that moment.
3. Along the y-axis, feelings can range from the lowest energy you have had (bottom) to the highest energy you have ever had (top). Explain that when you have a lot of energy, your heart may beat faster, you may breathe more quickly, and you may feel warmer. With lower energy, you might feel sluggish and tired. Ask students to check in with themselves about how much energy they have at that moment.
4. Remind students how the two axes come together. For example, the green quadrant at the bottom right represents low-energy and high-pleasantness feelings, such as being calm or relaxed. Then ask students to identify where they fall on the Mood Meter at that moment.
5. Distribute the Data Collection Sheet. Model tracking your own data about your emotions. For example:

Time	Mood (COLOR)	What Was Happening?
Early Morning	yellow	exercised
Late Morning	green	reading book with class
Noon	blue	hungry



Photo: © Highwaystarz-Photography/Stock

6. At five points throughout the day, ask students to stop to record their data. At the end of Day 1, reflect on your data table. Briefly note any mood changes and possible explanations (someone did something nice for me; I was hungry and then I ate; I worked on something challenging...). What do students notice about their own data tables? Invite them to share what they notice with a partner.
7. Repeat steps 5 and 6 on two other days.
8. Have students complete the questions on the Data Collection Sheet. What patterns do they observe? Discuss takeaways as a class.



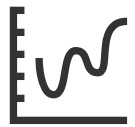
**Note:** If students are having negative emotions and low energy throughout the day on a regular basis, talk with them about how they are doing outside of the lesson. Remember, a stressed-out brain isn't available for learning.

### Extensions:

- Guide students to represent their data visually as a graph. Customize to support the math skills students are currently building. For example:
  - **Grades 3-4:** Students can create a bar graph or line plot to show the number of times their mood was in each area of the Mood Meter.
  - **Grade 5:** Students can create a line graph to show how their mood changed over time.
- The activity sheet asks students to list strategies they can use to shift their mood. Ask students to choose one of these strategies and to test it out the next day. Did the strategy have the effect they predicted? Hold a class discussion or give time for students to journal about the experience.

MY NAME

MY MOOD TODAY (CIRCLE)



DATA  
COLLECTION  
SHEET

# KEEPING TRACK OF YOUR EMOTIONS

**DIRECTIONS:** Use the following data table to track your emotions at different times in the day.

<b>RED:</b> angry, nervous	<b>YELLOW:</b> happy, excited
<b>BLUE:</b> sad, lonely	<b>GREEN:</b> calm, relaxed



	DAY 1		DAY 2		DAY 3	
Time	Mood (COLOR)	What Was Happening?	Mood (COLOR)	What Was Happening?	Mood (COLOR)	What Was Happening?
Early Morning						
Late Morning						
Noon						
Afternoon						
After School						

1. When did you **most** enjoy your mood, and what was happening at that time?

\_\_\_\_\_

2. When did you **least** enjoy your mood, and what was happening at that time?

\_\_\_\_\_

3. Look at the data you collected. What **patterns** do you notice? (To start, look at the data for the same time slot on Day 1, 2, and 3, and see if there are similarities.)

\_\_\_\_\_

\_\_\_\_\_

4. If you want to change your mood or keep it the same, what **strategies** could you use?

\_\_\_\_\_

\_\_\_\_\_







# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## POSITIVE SELF-TALK AND PERSONAL AFFIRMATIONS

**GOAL:** Students understand the power of the way we talk to ourselves and write personal affirmations that they can use on a daily basis.

**TIME:** 40 minutes

**MATERIALS:** Affirmation Activity Sheet, dictionaries or thesauruses for students to share

### LESSON STEPS:

1. Set up the lesson by explaining that people often “talk” with themselves in their minds throughout the day—and how we do that can greatly influence how we feel. Give students clear examples of positive and negative self-talk. For example, if you have papers to grade and you tell yourself, “I’m never going to get this done! Ugh, this is the worst!” then you will feel different than if you say, “I can do this! I’ll find time and work through it. It will all be okay.”
2. Introduce the word *affirmation*. Have students investigate its meaning using its Latin root and affixes (including using a dictionary/thesaurus). What clues do the roots give about the word’s modern meaning? For example, you can say: “Many words contain hints about their meaning. Affirmation is a long word, but we can break it into parts to help figure it out. I see the suffix *-tion*. I’ve seen that before. What other words end in the same way? (Possible responses: *addition—the action of adding, subtraction—the action of subtracting*.) This suffix shows that the word is an action. That leaves us with the word *affirm*. I see the word *firm* there. What does that word mean? (Possible response: *strong, solid*.) Based on these parts of the word, what do we think the word *affirmation* could mean? (Possible response: *the action of making something stronger*.)”
3. Have students investigate the meaning of *affirmation* using a dictionary. Did the roots give accurate clues about the word’s modern meaning?
4. Discuss how daily affirmations can help people feel more empowered to handle situations. Through a daily affirmation or positive motto, we can actually change the way we think. Explain that this is a tool they can use to help manage their emotions.
5. Develop a list of possible affirmations as a class. Provide several examples, and ask students to provide examples as well.
  - I am strong and brave.
  - I can do it!
  - Even when things get hard, I can keep trying and get through it.
6. Have students use the Affirmation Activity Sheet to develop their own statement.
7. Ask students to get creative and design a bookmark featuring their affirmation statement.
8. Students can use the bookmark during their daily reading for a visual reminder to use positive self-talk.

### Extensions:

- As a class, develop a positive affirmation wall that students used in this lesson.
- Investigate the roots of other positive words, such as:
  - **Empowerment:** What other words do students know that end in *-ment* (meaning “state of”)? (e.g., judgment) What other words do students know that include *power*? (e.g., powerful)
- Inspiration can come from many sources! Encourage students to be on the lookout for affirmations in books. Do any characters have their own statements of affirmations?



**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!**



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MY NAME

MY MOOD TODAY (CIRCLE)



AFFIRMATION  
ACTIVITY  
SHEET

# MY PERSONAL AFFIRMATION



Self-talk is a powerful way to help manage your emotions. An ***affirmation*** is a **positive personal statement that you can say to yourself** each day, whenever you need it.

**DIRECTIONS:** Use the prompts below to create your own affirmation.

1. What is a message that you can repeat each day to feel more confident or calm? Brainstorm a few ideas below. Say each one to yourself and see how it makes you feel. Circle your favorite. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Is there a more powerful word you could swap into your affirmation? Check a resource like a thesaurus. Example: Replace “do” with “achieve.” \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is this message important to you? When (or in what situations) might this affirmation be helpful for you to use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Use the space below to create a bookmark with your affirmation statement. Then, cut it out. You can use it every day when you read!



**BONUS:** If you'd like, decorate your bookmark with stickers or color. Or punch a hole on top of your bookmark and knot a ribbon through it.