



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



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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.



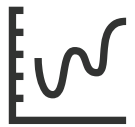
Note: If students are having negative emotions and low energy throughout the day on a regular basis, talk with them about how they are doing outside of the lesson. Remember, a stressed-out brain isn't available for learning.

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.

RED: angry, nervous	YELLOW: happy, excited
BLUE: sad, lonely	GREEN: 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?

