



Hello,

We've heard you tell us it's getting harder and harder to teach academics because you are always managing your students' emotions. You've told us it feels like you are classroom counselors instead of teachers. We know how frustrating it is because the programs you have don't seem to be making a difference in your students.

We get it, and we hear you!

We developed the Ready2Learn curriculum for all kids to learn the connection between their emotions and their behaviors. We want kids to know they have the power to manage their learning, by managing their emotions.

What we've seen is that when kids are explicitly taught to identify, understand, and manage their emotions, amazing changes happen. Students learn to be their own emotional managers. They learn how to interact more successfully with peers and they take control of their own learning.

Lesson 1 is the first step in this process. It introduces our amazing emotions characters and gives you the chance to see where your students are on their journey. Lesson 9 is a sample from the Behavior Unit and uses literature to help students identify behavior that is driven by emotions.

Give them a try and let us know how they go!

We know your students are ready!

Are you ready? Let's get started!

Lori & Steve





Lesson 1 – Identify My Emotions

LESSON OBJECTIVE:

Identifying different emotions you have experienced (felt).

LESSON DESCRIPTION:

In this lesson, students will take a self-assessment which will offer a baseline of their ability to identify the emotions they have experienced (felt). Students will read (or have assistance reading) each emotion and identify by circling the emotions they have experienced (felt).

⌚ TIME / MATERIALS

Session will take 5 – 10 minutes

Worksheet – “I Can Name My Emotions”

Make a copy for each student

Students need pencils/pens

Timer or stopwatch or online timer or stopwatch
(for example: <https://www.online-stopwatch.com/>)
to be used with classroom computer and projector

SEL SKILLS DEVELOPED →



Lesson 1 – Teacher Directions

LESSON DIRECTIONS

- Write the objective for the lesson on the board.
- Gather the class to start a session on identifying emotions.
- Say to your students: **“Today we are going to identify different emotions you may have experienced or felt. To start, raise your hand if you have ever been happy.”**
- Then say, **“Now raise your hand if you have ever been sad.”**
- Next say, **“These are two common emotions that all students have experienced. Did you know there are many other emotions that you may have experienced besides these two?”**
- Say while holding up the worksheet, **“On this worksheet, you will see pictures of different emotions. I want you to circle all of the emotions that you have experienced. There are no right or wrong answers. I want you to think about what you have felt. If you need help reading any of the words, raise your hand and I will come over to help you.”**
- Give the students time to complete the worksheet.
- When everyone is finished, say to the students, **“This is just the first activity we are going to do as a class where we talk about our emotions and how they can affect us.”**
- Say, **“In our next lesson, we will be talking more about emotions, how you feel, and when you experience those emotions.”**

★ Teacher Tip #1

Students may think they know what emotions are, but, can they identify them by name? It's amazing how easy it is to group different emotions into one.

Students often group “scared,” “nervous,” and “anxious” together and label it as being “unhappy.” They are actually experiencing 3 different emotions which will be managed differently.

★ Teacher Tip #2

When reviewing the worksheets, it's interesting to see what emotions your students experience.

Take note whether or not they only circle similar and common emotions. This baseline helps you to see how knowledgeable your students are about their emotions.



Lesson 1 – Teacher Directions

REMOTE LEARNING

If you are teaching this lesson remotely, please use the following modifications.

Ask students to access their remote learning packet to have the worksheet available to them at the beginning of the lesson.

Continue with the directions as written.

Ideally it would be helpful to “virtually” collect the worksheets as the information they shared will be used in future lessons. If possible, ask students to take a photo of their worksheet and share with you via email, but use whatever method is best for your situation.

TEACHER FOLLOW UP

When students are finished, collect the worksheets and review each student’s response. This will be the baseline data for each student and a way for you to see progress going forward. You will use this information again in Lesson 8. When you review the student worksheets, make note of the top 3 Emotions that students’ identified and the top 2 they did not know.

LOOK AHEAD

In lesson 2, students will be introduced to 8 common emotions – each emotion has a definition.

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Lesson 9 – Linking Emotion to Behaviors Using Literature

LESSON OBJECTIVE

Students will identify behavior driven by an emotion, showing an understanding of the connection between the two.

LESSON DESCRIPTION

In this lesson, students will develop their understanding of the connection between emotions and behaviors. Using different situations in various books, students will identify the events that drive different emotions and behaviors in characters. This activity will take place in a small group so that students can collaborate.

⌚ TIME / MATERIALS

Session will take 20 – 30 minutes

Book(s) with SEL theme

Dry erase board and markers or blackboard and chalk

Timer or stopwatch or online timer or stopwatch
(for example: <https://www.online-stopwatch.com/>)
to be used with classroom computer and projector

Student Reflection Journals – if using

SEL SKILLS DEVELOPED →



Lesson 9 – Teacher Directions



PREPARATION BEFORE LESSON

Prior to the activity, select a book with a character whose behavior gets him or her into trouble. Linking an event to an emotion and behavior in reading helps students practice this essential skill when events occur in their own lives. What happened to me? What did I feel and do as a result? Did that behavior help or hurt me?

Ideally, the class reading aligns with this lesson. Most dramatic works of fiction will.

Here is a list of books with SEL themes:

<https://www.weareteachers.com/15-must-have-picture-books-for-teaching-social-emotional-skills>

Short picture books are great for this, but novels also work. Choose a book that is appropriate for your class.

Divide the students into literature groups or other small groups ahead of the lesson.

LESSON DIRECTIONS

- Divide students into their small groups:
- Say, “Today we are going to look for What Happened? patterns to characters in the books we’ve chosen. For example, in *Ramona The Pest*, Ramona gets into all kinds of emotion driven behavioral trouble at school.”
- Continue: “In your groups, I want you to identify”
 1. What happened to the character?
 2. What emotion did the character feel?
 3. What did the character do as a result of the emotion?
 4. Did what the character do help or hurt the character?
 5. What could the character have done differently?
- Then say, “When you are reading the book, I want you to look for the What Happened? steps.”

★ Teacher Tip #1

Using simple children's books allows students to recognize the event-emotion-behavior connection easily.

(continued)

Lesson 9 – Teacher Directions

➤ LESSON DIRECTIONS (continued)

Write the **What Happened?** steps on the board so students have it to refer to. Make sure students can see the Emotion Characters on the wall so they have them to refer to as needed.

- Allow this activity to take place collaboratively in small groups. Circle the room making sure the peer-to-peer discussion analyzes whether or not this behavior helped the character or hurt the character. Ideally, students will propose alternative behaviors and self-regulation strategies to help troubled characters manage their emotions. It is also fine if this does not happen – we have yet to introduce those steps in a formal lesson.

★ Teacher Tip #2

Collaboration with peers is an important skill in understanding the emotions and behaviors of others.

WRAP UP

Have a representative from each group report about the What Happened? steps.

Say, “Great work in teams today. Keep looking for the What Happened? steps when you are reading. See if you can guess the characters emotions and behaviors!”

Are you using Reflection Journals? This is a great follow up activity.

REFLECTION JOURNAL

Say, “In your Journals today please write about an event in your life that caused you to feel an emotion. Did you behave in a certain way because of the emotion? What did you do? Did that behavior work for you? Could you have done something differently that would have had a better outcome?”

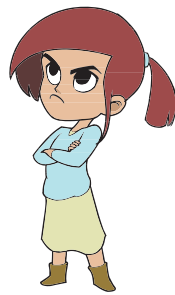
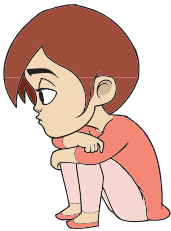
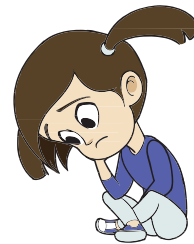
LOOK AHEAD

Students will continue to work in teams in upcoming lessons. Students will transition from looking at the character’s emotions and behaviors to looking at their own behavior when role-playing different emotions. The event-emotion-behavior connection is a critical one, and students benefit from practice looking at the connection in themselves and in others.

Name: _____ Date: _____

I Can Name My Emotions Worksheet

Look at the emotion characters and circle an emotion you have felt.

**Angry****Annoyed****Anxious****Bored****Confident****Depressed****Embarrassed****Excited****Frustrated**

Name: _____

I Can Name My Emotions Worksheet

Look at the emotion characters and circle an emotion you have felt.

**Happy****Nervous****Overwhelmed****Sad****Scared****Silly****Tired**