



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. You get students who are Ready2Learn.

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 10 is fun lesson where your students can practice the idea that different events and activities drive different 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.



Lesson 10 – Emotions Mad Libs

LESSON OBJECTIVE

Students will be working together as a whole class to participate in a group session of Mad Libs. They will offer different emotions and other items to create a story.

LESSON DESCRIPTION

In this lesson, students will be creating short stories together as a class. The short stories are partially written for you and have spots for making choices dependent upon the subject being asked. The focus is around choosing different emotions that the character(s) experience but there are also other items that students will choose to complete the story.

TIME / MATERIALS

Session will take 15 – 30 minutes

Projector or Overhead Mimeo

(If you decide to project the Mad Libs onto a surface that you can write on to fill in the blanks)

Dry erase board and markers or blackboard and chalk
(if you choose to copy the Mad Libs onto the board and fill-in as you go along)

Emotion characters (large) displayed throughout the room

SEL SKILLS DEVELOPED





Lesson 10 – Teacher Directions



PREPARATION BEFORE LESSON

Decide how you will project the Mad Libs to the entire class when finished – either through a computer and projector or by writing it out on the board or large presentation paper.

Don't let the students see the Mad Lib story until it has been completed.

Make sure the Emotion characters (large) are displayed throughout the room.



LESSON DIRECTIONS

- Students should sit at their individual desks/areas for this lesson.
- Say, “We are continuing to focus on emotions because they are extremely important in our lives. Today we are going to do a class activity and play Mad Libs.”
- Ask students to raise their hands if they’ve ever played Mad Libs before. This will allow you to gauge how specific you need to be in your introduction and instruction.
- Say, “For this lesson it will be extremely important for you to raise your hand so I can call on you. Please don’t shout out answers.”
- Say, “We are going to write a class story by filling in the blanks to a story. I will ask for your answers based on the subject that I need. For example, when I need an emotion I will ask for someone to volunteer an emotion. When I need a person or name I will ask for that. When all the blanks have been filled I will reveal the story and ask for someone to try to read it out-loud, otherwise I will read it to you.”
- Say, “Mad Libs are supposed to be funny so often times our answers may not make sense.”
- Say, “You can use the emotion characters hanging up around the room to choose the emotion when I ask for one. There will be a few times I ask for one during the activity.”
- Say, “OK are we ready to try?”

★ Teacher Tip #1

Mad Libs should be fun and not only focus on emotions but other things for students to offer.

★ Teacher Tip #2

Students are beginning to be introduced to the event emotion connection without even knowing it.

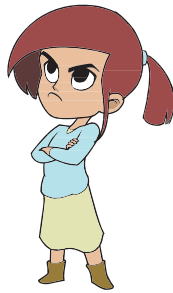
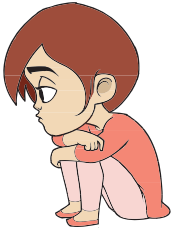
LOOK AHEAD

In the next lesson you will do a follow up activity using the Mad Libs that you created so please keep them available. Students will attempt to correct the emotions that the character may have actually been feeling (if it needs to be) during the given situation.

Name: _____ Date: _____

I Can Name My Emotions Worksheet

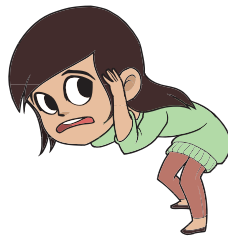
Look at the emotion characters and circle an emotion you have felt.

**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**

Emotions Mad Libs

A trip to the grocery store

It was a _____ day in September. I see that the
(choose a weather)

refrigerator doesn't have any _____ in it. This
(choose a food item)

makes me feel _____. I run to my _____
(choose emotion) (choose a person)

and ask to go to the store. When we arrive at the store

I am _____. I _____ to the aisle and
(choose emotion) (choose a verb)

see that the store doesn't have any left. Now I feel really

_____. I begin to _____. Now I
(choose an emotion) (choose a verb)

decide to make _____ and begin to search the
(choose a dessert)

aisles for the ingredients. I want to make this dessert

really _____ so I look for food coloring and frosting.
(choose a color)

After I find all the ingredients I feel _____. When
(choose an emotion)

we get home I am _____ to make my _____.
(choose an emotion) (choose your dessert)

Emotions Mad Libs

A trip to the zoo

I am so _____ to be going to the zoo today. I am
(choose an emotion)

going with _____ and _____. In the car
(boy name) (girl name)

ride to the zoo we sang _____. Today's
(name a song)

weather is very _____ and that makes me feel _____.
(choose weather) (choose an emotion)

We all agree that our favorite animal to see today is the _____.
(name an animal)

However, when we get to their cages they are _____.
(choose a verb)

This makes us all feel very _____ and I start
(choose an emotion)

to _____. My friends say we should move to see
(choose a verb)

the _____ next and then the _____.
(choose an animal) (choose an animal)

After a few hours we had lunch and I ate _____.
(choose a food)

Lunch made me feel _____ and I wanted to go back
(choose an emotion)

and see our favorite animal again. This time they were _____.
(choose a verb)

and I felt _____. It was a _____ day!
(choose an emotion) (choose a adjective)

Emotions Mad Libs

My birthday party

Today is my birthday and I am so _____. I am
(choose an emotion)

having a party at _____. My friends are
(name of place)

all coming to the party and wearing _____ for
(costume theme)

a costume. I am very _____ because I get to
(choose an emotion)

wear my favorite _____ costume. Everyone
(choose a costume)

will be so _____ when they see that my cake
(choose an emotion)

has a _____ on it. Unfortunately, my mom told me
(choose a noun)

that _____ is _____ and can no longer come
(name a person) (verb)

to the party. I am very _____ they can no longer come.
(choose an emotion)

I know the party will be great and everyone will have fun!