



# 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 8 is a sample from the Behavior Unit and let's students act out different behaviors to help students learn that behavior 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.

## Lesson 8 – Linking Emotion to Behaviors with Behavior Skits for Groups

### LESSON OBJECTIVE

Students will show their understanding of the connections between emotions and behaviors by creating a short skit in small groups and through class discussion.

### LESSON DESCRIPTION

In this lesson, students will work in small groups to develop a short skit which displays a behavior driven by an emotion. Students will be given the emotion and a choice of a few behaviors. Working collaboratively, the groups will act out behaviors for their classmates. Classmates will then try to identify the emotion behind the behavior.

### TIME / MATERIALS

Session will take 15 – 20 minutes

Worksheet – “Linking Emotion to Behaviors with Behavior Skits for Groups”

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

**SEL SKILLS DEVELOPED** →



## Lesson 8 – Teacher Directions



### PREPARATION BEFORE LESSON

Arrange groups prior to beginning the lesson and set aside an area for each group to prepare their skit without other groups being able to overhear. Use a timer during the activity to keep things moving. Cut the “Linking Emotion to Behaviors with Behavior Skits for Groups” worksheet along the lines to separate the characters. Each group will receive 1 of the emotion characters with the behaviors associated.



### LESSON DIRECTIONS

- Put students together in their groups spread around the classroom so they have workspace to plan and practice.
- Say, “I’ve just given each group an emotion with several behaviors associated. You can choose any of the behaviors on the sheet to use in your skit, but the behavior must come from the emotion shown. You can use something that has happened to you, or you can make something up in your group. When everyone is finished, you will come up to the front and show us your skit – and WE will try to guess the emotion behind the behavior. Does anyone have questions?”
- Say, “I will set a timer for 5 minutes to give you time to plan how you want your skit to go.” Then say, “When the timer finishes I want you to return to your seats and wait for your group to be called up.”
- Let the students have the set amount of time to work – check in and see how they are doing, and use the time to observe how they are managing the task. Give students a 1-minute (or 5-minute) warning so they know when to finish.
- Say, “Is there a group that wants to go first?” If no one volunteers then choose a group to go first.
- Say, “Who can tell me which emotion you think the group was showing in their skit?” Choose a volunteer that raises their hand to offer a response.

#### ★ Teacher Tip #1

Make sure to help your students by modeling your own connections! “I felt really **Anxious** this morning, so I yelled at the driver in front of me while I was driving to work.”

**(continued)**



## Lesson 8 – Teacher Directions

### ➤ LESSON DIRECTIONS (continued)

- Once the correct emotion is chosen say, “In this case, this group showed us [x] behavior to demonstrate [x] emotion. We see that emotions can drive different behaviors depending on how a student manages the emotion. We also see that not all emotions lead to the same behaviors.”
- Say, “Does anyone want to offer a different behavior that might come from this emotion?” Choose students who want to offer their responses. Allow all groups the chance to act out their skits.
- Say, “Today we had a chance to have some fun working together in small groups to act out behaviors that are driven by emotions. As we can see there are many ways that emotions can drive behaviors and not all emotions are displayed by the same behavior. Great job everyone!”

#### ★ Teacher Tip #2

Try keeping track of the emotions you feel during the day and see if you can connect them to your own behaviors.

This knowledge will help you to teach your students how their emotions really do drive their behaviors.

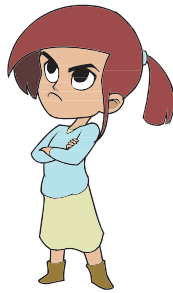
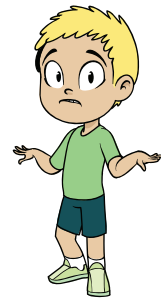
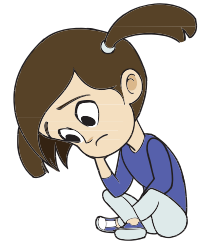
### LOOK AHEAD

We've been building the emotion-behavior connection slowly. Next, we add behavior to the Classroom Emotions Planner.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I Can Name My Emotions Worksheet

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

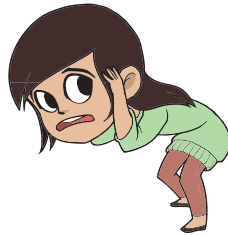
**Angry****Annoyed****Anxious****Bored****Confident****Depressed****Embarrassed****Excited****Frustrated**



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**

## Linking Emotion to Behaviors with Behavior Skits for Groups



### Happy

1. Smiling
2. Crying or yelling
3. Hiding from others



### Sad

1. Running around singing
2. Crying
3. Singing and dancing



### Embarrassed

1. Hiding or looking away
2. Jumping around
3. Playing a game



### Angry

1. Helping a friend
2. Looking mean
3. Smiling and laughing



### Silly

1. Jumping around
2. Yelling at others
3. Crying



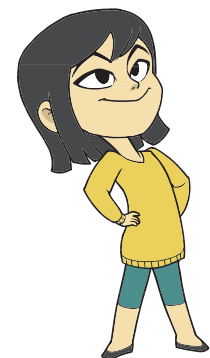
### Nervous

1. Biting nails and looking around room
2. Sitting quietly
3. Head down, relaxing



### Scared

1. Helping others
2. Hiding under a table
3. Yelling



### Confident

1. Laughing at jokes
2. Answering Questions
3. Running around