



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 7 is a sample from the Behavior Unit and let's students act out different behaviors to help them learn the connection between their behavior and emotions. This concept is taught and reinforced many times in this unit.

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.

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.

LOOK AHEAD

In lesson 2, students will be introduced to 16 common emotions – each emotion will have a definition. We suggest that you break up lesson 2 and introduce 4 emotions per day to your students so that they are not overwhelmed with the information. You should plan to set aside 15 – 20 minutes to review 4 emotions each day.



Lesson 7 – Emotions Drive Behavior – Emotion Charades

LESSON OBJECTIVE

Students will be introduced to the concept that our emotions drive our behaviors.

LESSON DESCRIPTION

This lesson teaches and builds an important connection between emotions and behaviors. Students will learn that emotions produce behaviors. Using a fun charades game in groups, students will see how behavior connects to different emotions using simple scenarios where different emotions might occur and which drive different behaviors.

TIME / MATERIALS

Session will take 20 – 30 minutes

“What Happened Scenarios”

Hat or bowl for “What Happened Scenarios” strips
(place strips into the hat or bowl)

Students divided into small groups

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 7 – Teacher Directions

PREPARATION BEFORE LESSON

Copy the “What Happened?” Scenarios Strips and cut into individual strips for students.
Use a hat or bowl and place the Scenario Strips inside so it’s easy for groups to choose.

LESSON DIRECTIONS

What Happened Game? (Emotion Charades)

- Say to your students, “Raise your hand if you’ve heard of charades? Great. Charades is a role-playing game where one person acts out a person, place, or thing without using words, and the other people have to guess what that person, place, or thing is. So, if I am the charades actor, I must not speak words but instead use my actions, my behaviors, to get you to figure out what I am doing and, in this case, feeling. Today we are going to play a What Happened? game which is very similar to charades, doesn’t that sound fun?”
- Move students into small groups. Then say, “A student from each group draws 1 strip of paper.” As each student draws a strip of paper from the hat or bowl say, “Don’t show anyone what is listed on the strip of paper. You are going to be the actor and the other students will guess what you are acting out. Does that make sense?”
- Say, “Let me show you how this works.” Select the **What Happened?** scenario, **A cupcake falls to the ground, frosting side down!** as an example. Read this scenario out loud to the class.
- Say, “As the actor it is my first job to figure out what emotion I would be feeling.” Direct kids to where the Emotion Characters (large) are on the wall. Point to Sad and say, “I would feel Sad because I really like cupcakes. So now my job is to act out Sad and you guess what emotion I am feeling.”
- **Model Emotion Charades:** Say, “First I see the imaginary cupcake on the ground, I feel Sad. I might frown, like this. I might even attempt to pick up the cupcake, examine it, and realize it’s ruined and feel really Sad and start crying. So I will act out the event, and then my emotion Sad by crying. When it’s your turn to be the actor, you must try to get the other students to correctly guess the emotion before the timer goes off.”

★ Teacher Tip #1

Behaviors can be both positive and negative.

Emotions can cause positive and negative behaviors.

We never want to give the message that emotions are wrong or associate them negatively.

(continued)



Lesson 7 – Teacher Directions

➤ LESSON DIRECTIONS (continued)

- “Or maybe the cupcake falling makes me feel Angry because someone pushed me, and that’s why I dropped the cupcake. Then I might even throw the cupcake at the person who pushed me. So that emotion, Angry, would be different from Sad, right?” Discuss with the group.
- Explain, “Each group please look at the strip of paper that your group selected. First decide which emotion you are going to act out by looking at the Emotion Characters. Then decide which behavior you will act out for the other students. The other students will guess which emotion you are acting out.”
- Lastly say, “Our one rule for Emotion Charades is that the actor may not speak. The actor can gesture and make sounds. Think about what you would do if the event on the strip of paper your group selected happened to you. I will set the timer for 3 minutes. Your goal is for the other students to guess the emotion you are feeling correctly before time is up. Does anyone have any questions?”
- Then say, “I will set the timer for 3 minutes. Ready, set, start acting!” You can repeat this step so that several students in each group have a turn to be the actor.

★ Teacher Tip #2

Help your students solidify the concept that emotions drive different behaviors. Find and share examples from books when you see them and connect these ideas throughout your day. This will really help students solidify the concepts we are teaching.

WRAP UP

- Say, “It was interesting to be an actor today, wasn’t it? Actors need to pretend to feel different emotions as their job – that’s what they do. Actors often have to find an emotion from deep inside them and then figure out how to act out that emotion so that everyone watching understands what’s happening to the actor’s character. They also have to be able to turn off those emotions when they’re not working and just be themselves. That must be pretty hard, don’t you think? Having that kind of control over your emotions is really powerful. Thanks so much for playing Emotion Charades with me today.”

LOOK AHEAD

The next lesson continues teaching the emotions-behavior connection this time using literature and the emotions of characters as the guide. Be sure to check out the list of recommended books ahead of time so you can have them on hand.

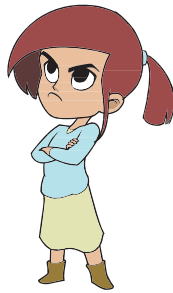
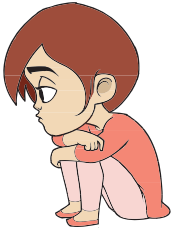
They can be found here:

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

Name: _____ Date: _____

I Can Name My Emotions Worksheet

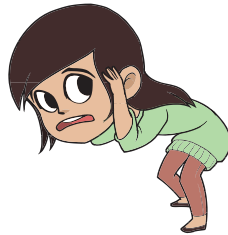
Look at the emotion characters and circle an emotion you have felt.

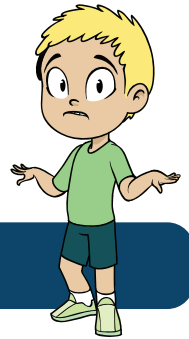
**Angry****Annoyed****Anxious****Bored****Confident****Depressed****Embarrassed****Excited****Frustrated**

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**



What Happened? Scenario Strips

Print and cut these What Happened? Scenarios and put them in a hat or container

**Your cupcake falls
to the ground,
frosting side down**

**You get an A+
on your English paper**

**A trip to the amusement
park is canceled due to a
power outage**

**Your socks have holes in
them on the one day
there is a sock hop in PE**

**Someone calls your
best friend stupid**

**The tire on the school bus
blows out, making a
loud noise, and causing
the bus to swerve**

**Your favorite teacher,
who is always early,
is late to class**

**In math class,
you fall asleep
at your desk**

**You put on your favorite
Alvin and the Chipmunks
and dance around your
living room**

**Your grandmother picks
you up early from school
and takes you to get an
ice cream sundae**