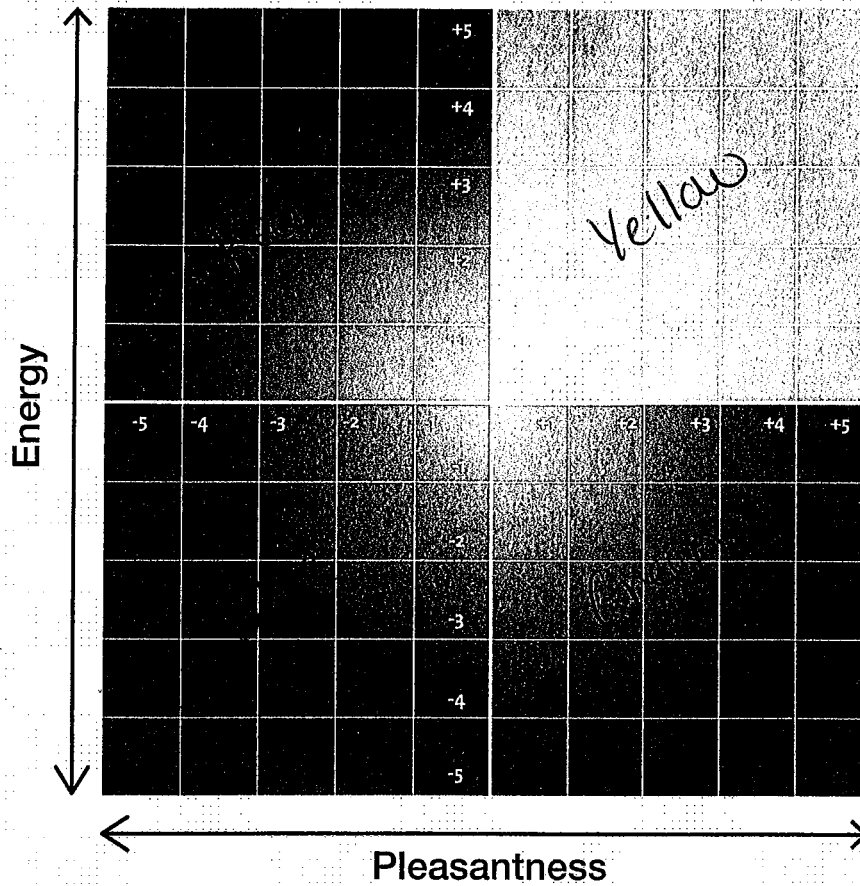


Mood Meter



1. Where are you on the Mood Meter? _____ , _____
 2. What caused you to feel this way? _____
 3. What word best describes your current feeling? _____
 4. How are you expressing this feeling? _____
-
5. Given where you plotted yourself, what strategy or strategies will you use to get the most out of the day? _____

RULER MOOD METER

Emotions in the RED quadrant are characterized as unpleasant and higher in energy. They include emotions such as anger, frustration, anxiety....

Emotions in the BLUE quadrant are ordinarily unpleasant and lower in energy. They include emotions such as boredom, sadness, despair....

Emotions in the GREEN quadrant can be classified as pleasant and lower in energy. They include emotions such as tranquility, serenity, satisfaction...

Emotions in the YELLOW quadrant are pleasant and higher energy. They include emotions such as excitement, joy, elation...

Reflections/Check-in Questions:

- Recognizing Emotions: Where are you at on the mood meter (What color are you?)
- Understanding Emotions: Why do you feel this way
- Labeling Emotion: What word best describes how you are feeling (If you can name it you can tame it)
- Expressing Emotion: How are you showing this feeling?
 What about your face, body and/or behavior tells others how you feel?
- Regulating Emotions: Is this feeling helpful?
 – If yes - how are you going to keep it?
 – If no – what strategy will you use to shift your feelings?

Mood Meter Emotion Words

RED

BLUE

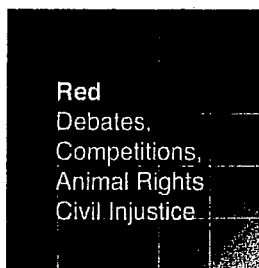
GREEN

YELLOW

Mood Meter



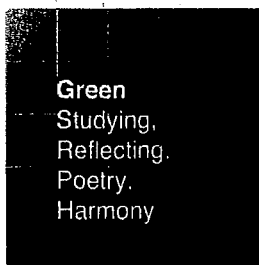
- **YELLOW:** Pleasant and energetic moods (YELLOW) are best for activities that include generating ideas and thinking about creative solutions. The YELLOW quadrant also may be helpful when working cooperatively in groups or writing creatively. Lessons on scientific discovery, victories, and festivals in various cultures may be better digested if students are in the YELLOW and feeling similarly to the characters or historical figures celebrating.



- **RED:** Although some people would argue that feeling unpleasant is never helpful in school, feeling slightly unpleasant is actually quite conducive to certain types of classroom activities. Unpleasant and energetic moods (RED) are useful for debating a topic or writing a persuasive essay in which students are defending a cause. Bringing students to the RED also may grab their attention when discussing historical injustices, reviewing emergency procedures (for example, for fire and tornado drills), or highlighting safety protocols (such as for scientific laboratories).



- **BLUE:** Unpleasant and less energetic moods (BLUE) are ideal for evaluating one's own or another's work with a critical eye. Lessons and discussions centered on natural disasters, loss, famine, poverty, or other devastating events may best take place when students are in the BLUE quadrant where they can better empathize with a character or peer facing adversity.



- **GREEN:** Pleasant but less energetic moods (GREEN) are better for activities such as studying, reading, or reflective journaling. The GREEN quadrant may also be a good place for students if you are teaching a lesson on Buddhism, reading poetry by Robert Frost, or discussing how to feel calm before a big test.

Mood Meter

So, how can you use this information and the RULER questions to optimize learning? If you have a particular lesson in mind and want to ensure students are in the right emotional state or mood, consider the following questions:

- What type of activity or content do I have planned?
- How would I like my students to feel during this lesson?
- How can I generate these feelings in my students?
- What else can I try if this does not work (music, a poem, a visualization or breathing exercise)?

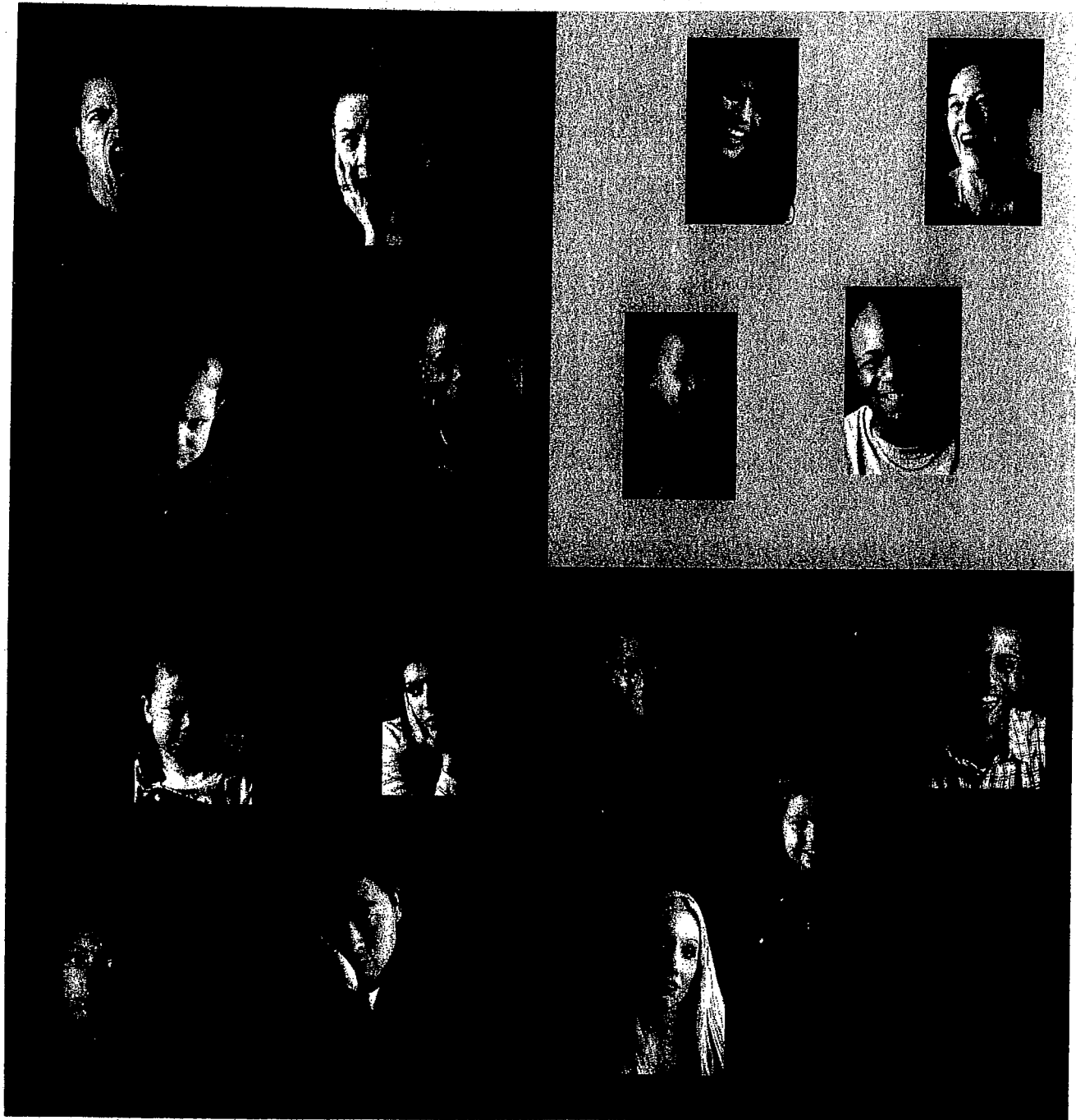
If you anticipate students will be in a particular emotional state or mood (excited right before a holiday break, anxious the day before a big exam, etc.) and would like to tailor a lesson to their emotions and moods, take these questions into account:

- How are my students likely to be feeling?
- What types of lessons (activities and subject areas) would fit well with these feelings?
- How can I introduce these lessons best when students are feeling this way?
- What else can I try if this does not work?

Some teachers find it helpful to print copies of or draw miniature Mood Meters for their lesson plans. When preparing for a particular lesson, they plot or color in where they would ideally want their students during various activities of the lesson. Using the Mood Meter in this way models for students how adults can employ various different strategies for using emotions to optimize learning.

Mood Meter

Lesson 1 | Lower Elementary



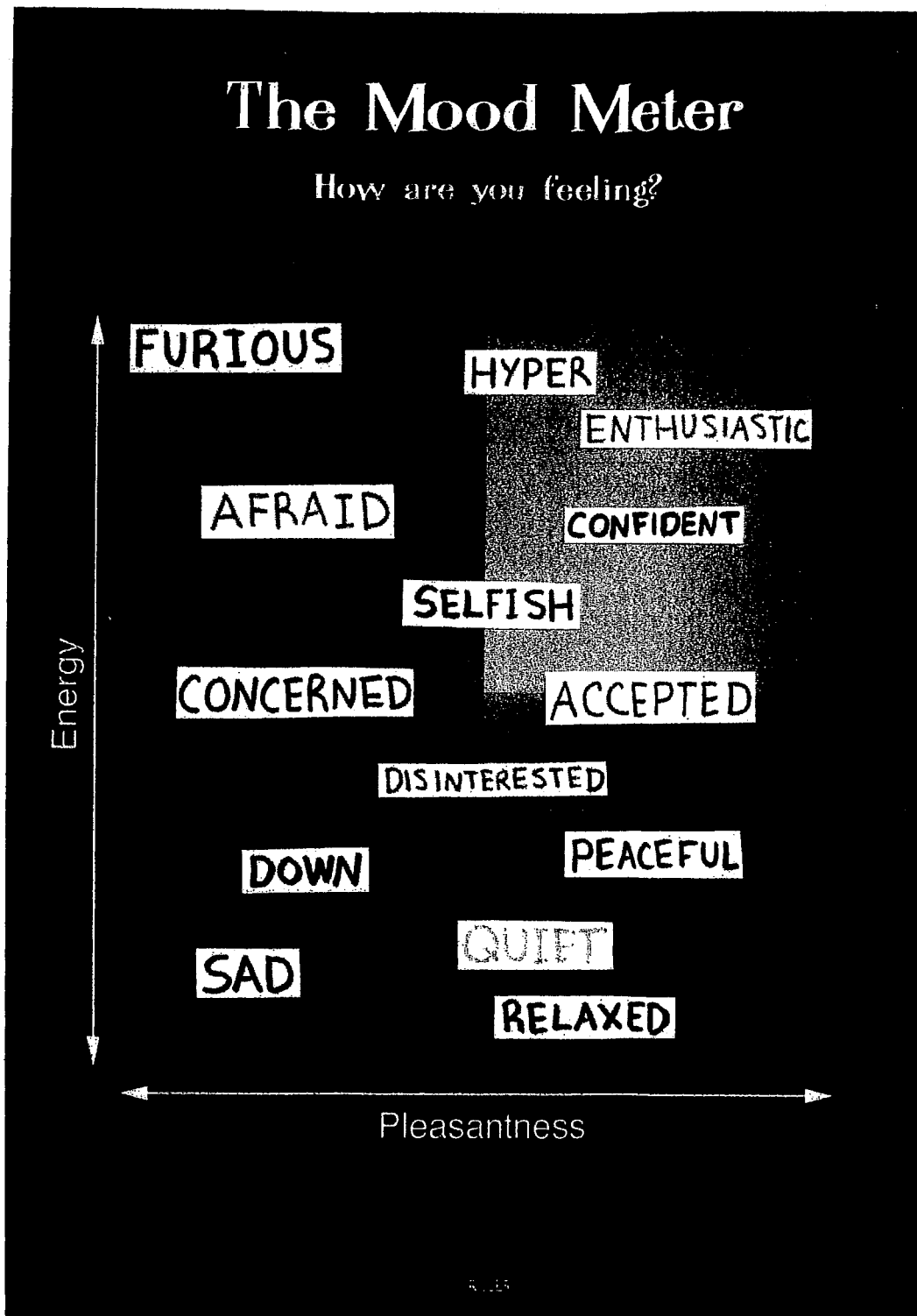
It may be helpful to show students examples of facial expressions in each of the four areas of the Mood Meter.



It may be helpful to create a class Mood Meter that illustrates and describes facial expressions and body language in each of the four quadrants of the Mood Meter.

Labeling Emotions with the Mood Meter

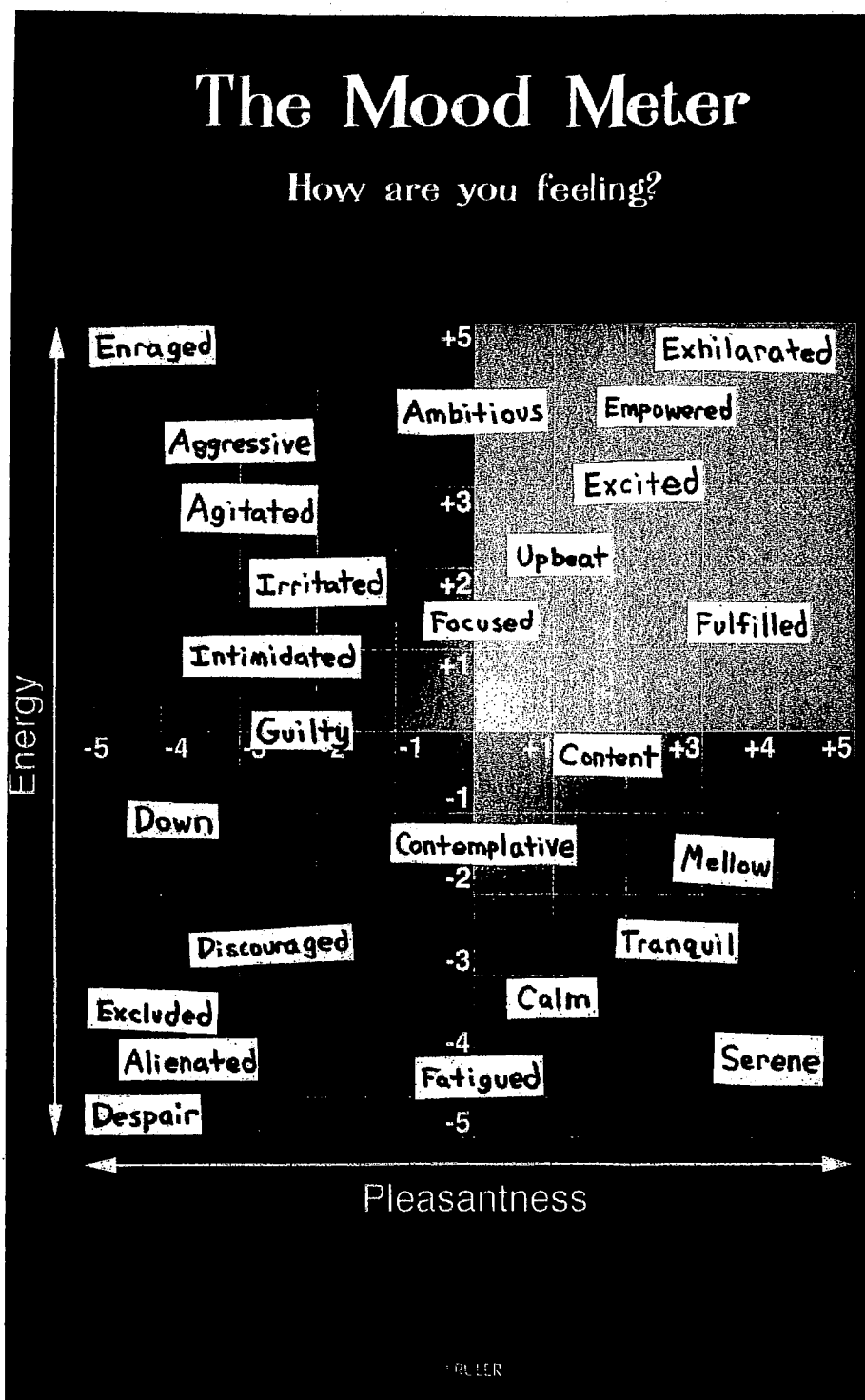
Lesson 2 | Lower Elementary



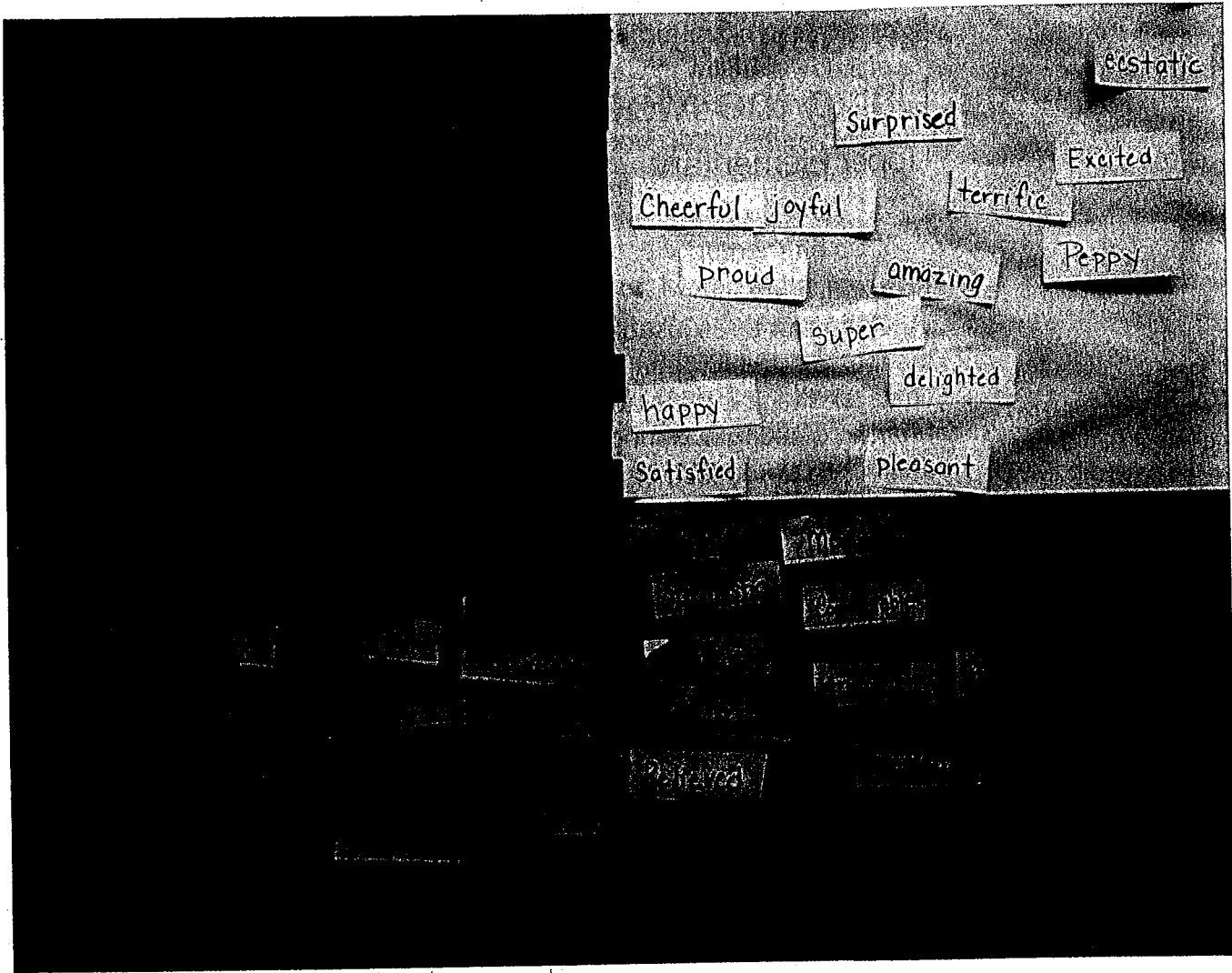
An example of feeling words plotted in a lower elementary school classroom

Labeling Emotions with the Mood Meter

Lesson 2 | Middle School



An 8th grade classroom plots feeling words on the Mood Meter

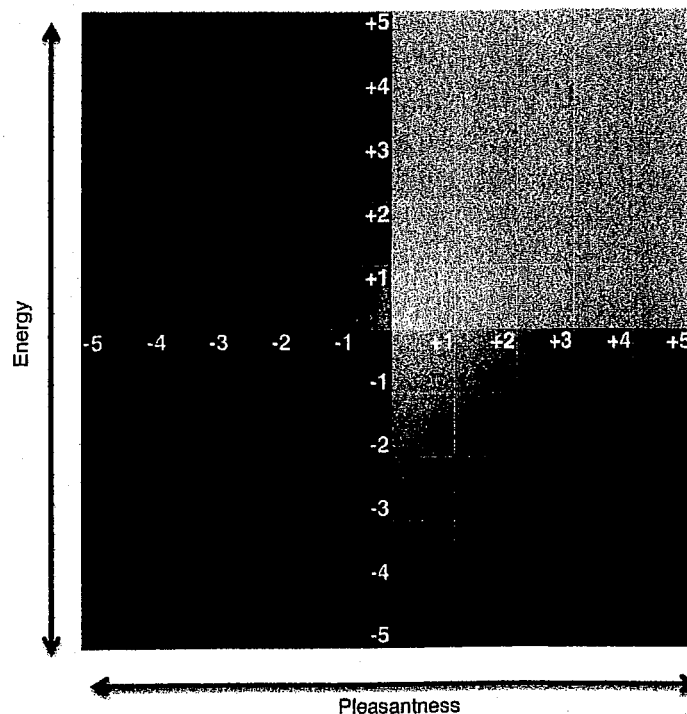


A fourth grade classroom in Oceanside plots feelings throughout the year on a large Mood Meter

Tips and Suggestions for using the Mood Meter

My Mood Meter Journal

For Daily Check-ins



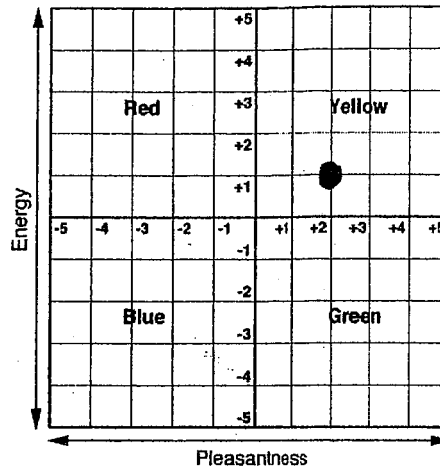
Name: *Hannah*

An example of a journal created to record daily Mood Meter check-ins and reflections.

Tips and Suggestions for using the Mood Meter

Date: 3/15

Plot: +2 +1



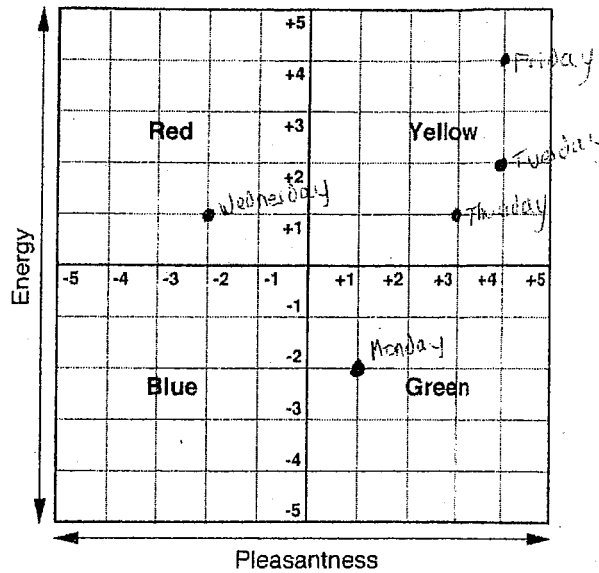
Today I feel: confident

I feel this way because: I studied very hard for a math test today. I feel confident that I will do well.

To get the most out of school today, I will: Think positively and optimistically about my test. Take a deep breath or get a drink of water if I begin to feel nervous or distracted.

Mood Meter Enrichment Activities

My Weekly Mood Meter Graph



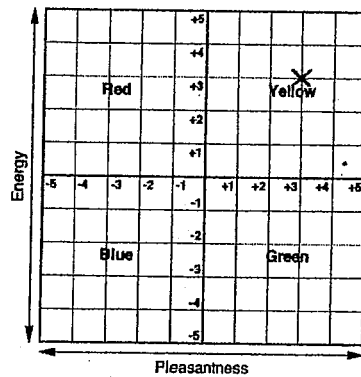
	Monday	Tuesday	Wednesday	Thursday	Friday
How am I feeling?	Relaxed	Excited	Nervous	Upbeat	Elated
Why am I feeling this way?	Focused on upcoming week	Big game after school	Math test today	Curious about lessons today	Got an A on my test!

An example of how one student tracked daily moods throughout the week.

Learning Extensions: Once the Mood Meter is mastered, turn students' attention to a main character in a book. Ask them to plot the character on the Mood Meter at the beginning, middle, and end of the story. Instruct them to write a paragraph about what strategies the character used during the story to manage his or her emotions that were either helpful and unhelpful, including why or why not they were helpful.

An example of an upper elementary Mood Meter Check-in.

Mood Meter Check in



My plot: +3/+3 Feeling Word: energized

I feel this way because:

I have a big dance performance after school
today. I am excited about the performance and
feel energized.


What I can do or think about to get the most out
of school today:

I may need to take a few breaths to calm
down before english class so I can focus on
our reading and writing lesson.

Learning Extensions: For a quick check-in in the lower grades, students can make oak tag self-portraits for each quadrant of the Mood Meter. They can use yarn for hair, beans for facial expressions, etc. When completed, the faces can be attached to a Popsicle stick or dowel. Teachers can do a quick Mood Meter check-in by asking students to hole up one of their four faces to show where they are on the Mood Meter.

Following are examples of two lower elementary Mood Meter check in worksheets.

Mood Meter Check-In



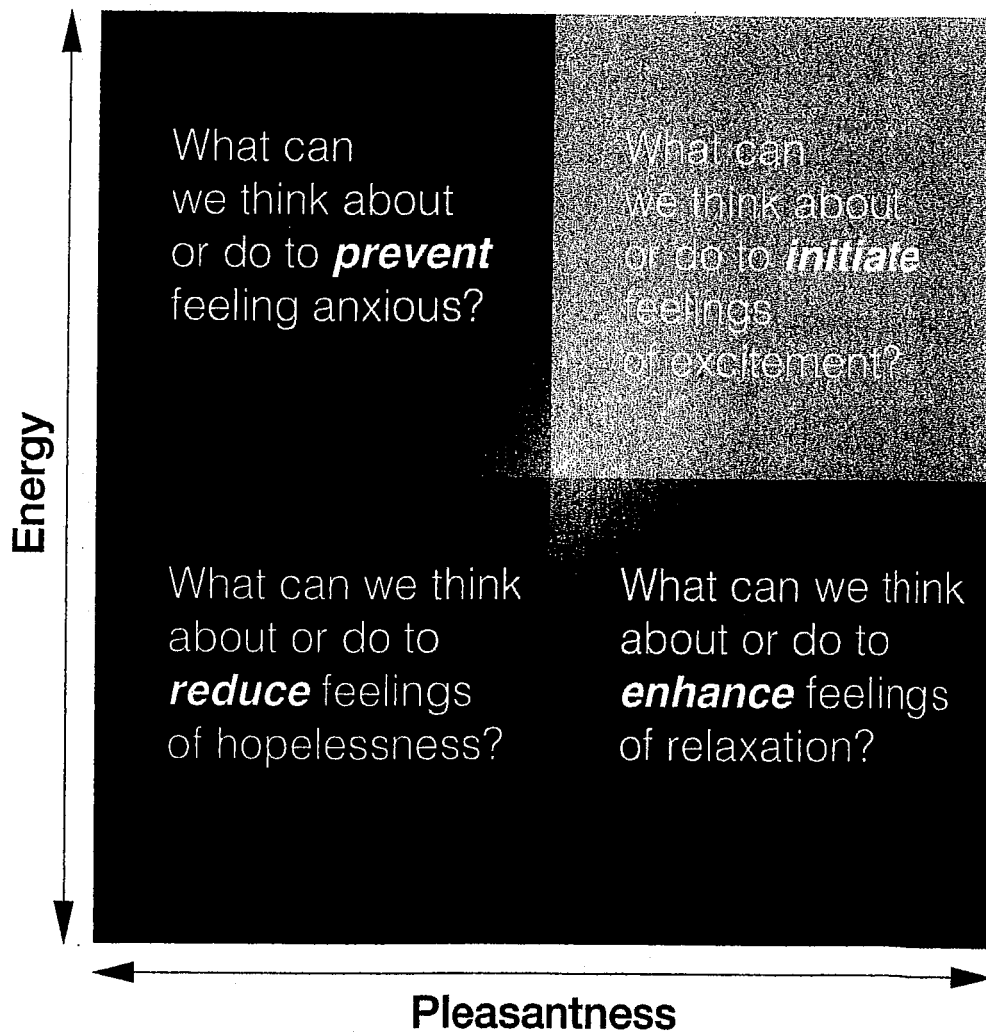
I feel HAPPY
today is my DADDY'S
BIRTHDAY

Regulating Emotions with the Mood Meter

Lesson 3 | Middle School

Learning Extensions: This activity can be extended to the curriculum by having students add strategies that different characters and people, both fictional and real, use to regulate emotions. Consider having students create their own Strategy Walls (in written journals or online) that document their favorite emotion regulation strategies for each quadrant. Throughout the year, encourage them to add to their personalized Strategy Wall as they learn about new emotion regulation strategies from each other and from characters or historical figures.

Examples of questions to ask for the Strategy Brainstorm activity



Our Class Strategy Wall

Strategies to Prevent or Reduce Red Feelings

Take a Meta-Moment!

Talk to Myself, Say:
"I Can Do This!"

Walk Away

Drink a glass of cold water; cool off

I put my head down

Strategies to Prevent or Reduce Blue Feelings

Talk to a teacher or a friend

Listen to music that makes you smile

Do something active like take a walk

Practice or study extra hard to build your confidence

Strategies to Initiate, Maintain, or Enhance Yellow Feelings

Smile

Think about a happy time or place

Listen to happy or upbeat music

Surround myself with happy or optimistic friends

Do an activity I enjoy

Strategies to Initiate, Maintain, or Enhance Green Feelings

Take several deep breaths

Read a book

Listen to calm, relaxing, grounding music

Stretch

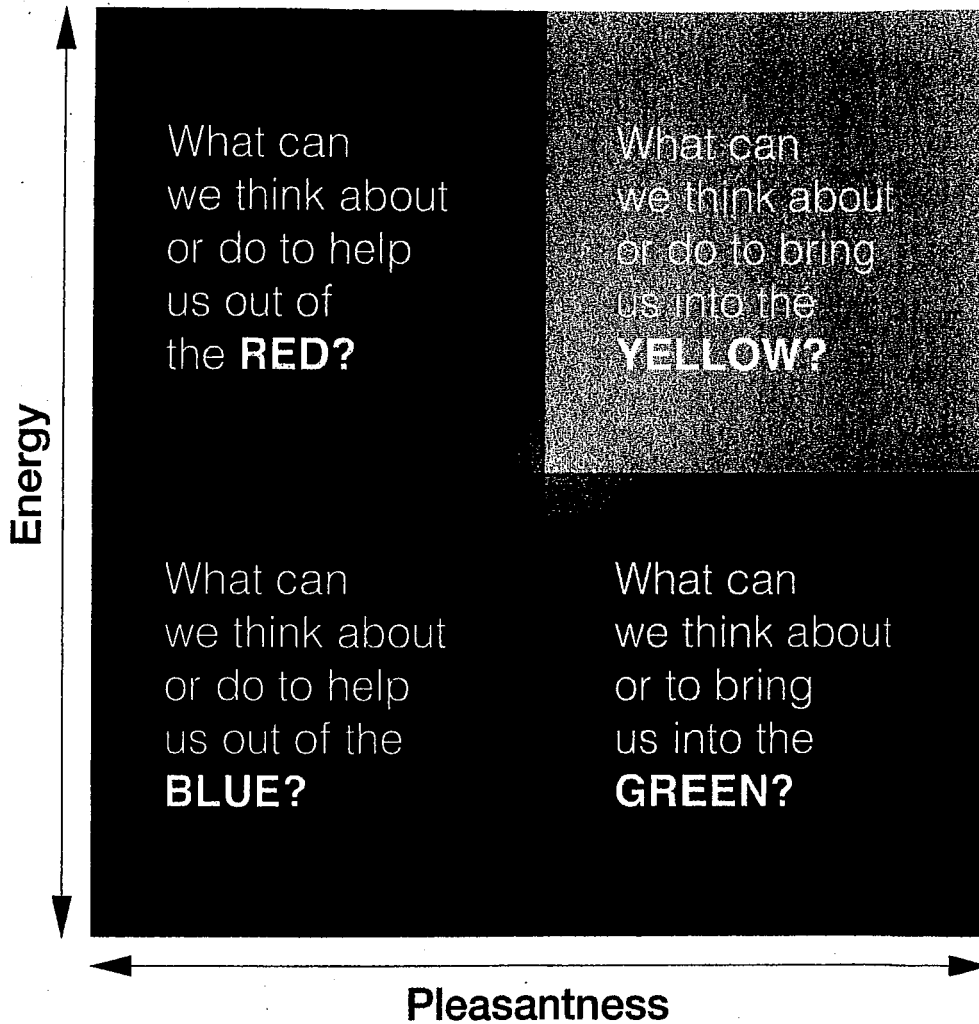
Write or reflect in my journal

An example of Strategy Wall in one Middle School.

Regulating Emotions with the Mood Meter

Lesson 3 | Upper Elementary

Examples of questions to ask for the Strategy Brainstorm activity



Regulating Emotions with the Mood Meter

Lesson 3 | Upper Elementary

TAKE A DEEP
BREATH

LOOK TO OUR CLASS
CHARTER FOR HELP

LISTEN TO CALM
MUSIC

BLUEPRINT THE
PROBLEM OR CONFLICT

READ A BOOK



FOCUS ON THE
POSITIVE

TALK TO A FRIEND

THINK ABOUT THE
SITUATION IN A
NEW WAY

VISUALIZE A
CALM AND
HAPPY PLACE

DRAW OR PAINT

Third grade students record strategies for ways they can handle RED emotions.

Meta-Moment Strategies

1. Mostly ineffective strategies that should be dropped from your toolbox

Strategy	Definition	Example
Avoidance	Intentionally not getting involved; keeping others from knowing about your concerns	Not dealing with a bullying situation in your classroom
Rumination	Persistent and recurrent over-thinking and worrying; mulling over problems repeatedly	Obsessively thinking about what's going wrong in your classroom to the point that you cannot sleep
Acting out	Behaving inappropriately or aggressively toward another person or object	Saying something hurtful to a student
Rationalization	Attempting to justify uncomfortable or controversial feelings or actions with logic instead of giving an honest explanation; making excuses	Thinking that your twenty years of experience justifies the way you handled a situation in a negative way.
Projection	Denying (often subconsciously) your own thoughts and feelings and instead ascribing them to others	Asking, "Why is everyone in this school so bitter?" when you are the one who's bitter
Regression	Handling emotions by reverting to an earlier stage of development rather than handling them in an adult fashion	Pouting in a meeting when you feel frustrated or disappointed
Self-denigration	Belittling or criticizing yourself	Telling yourself that you are the worst teacher after an unsuccessful lesson
Self-blame	Feeling responsible for causing unpleasant feelings, often leading to helpless feelings and negative thinking	Holding yourself responsible for a student who failed your class even when it's not your fault
Other-blame	Making others feel responsible for something they may or may not have been responsible for	Using a colleague as a scapegoat for something you did wrong
Wishful thinking	Forming unrealistic or overly optimistic beliefs and/or making decisions according to what might be pleasing to imagine rather than reality	Believing that a student will eventually "figure it out" even when that's unlikely
Denial	Rejecting a fact that is too uncomfortable to accept even in spite of overwhelming evidence	Not listening to negative feedback from colleagues
Procrastination	Putting off important tasks to a later time by either replacing them with tasks of lower priority or with activities that bring enjoyment	Waiting until the last minute to plan a lesson or grade student papers
Withdrawal	Separating yourself from people to avoid unpleasant or difficult emotions	Not going to a meeting because you do not get along with one of your colleagues
Suppression	Deliberately trying not to think about an emotion, situation, or uncomfortable thoughts	Pushing negative thoughts about a colleague out of your mind
Poor health habits	Making poor choices that affect your physical health, such as not eating regular meals, overeating, or not getting enough sleep or physical activity	Eating junk food and staying up late playing video games to deal with anxiety about work
Using substances	Using drugs, alcohol, or tobacco to manage emotions	Binge drinking to manage a difficult relationship with an administrator in your school

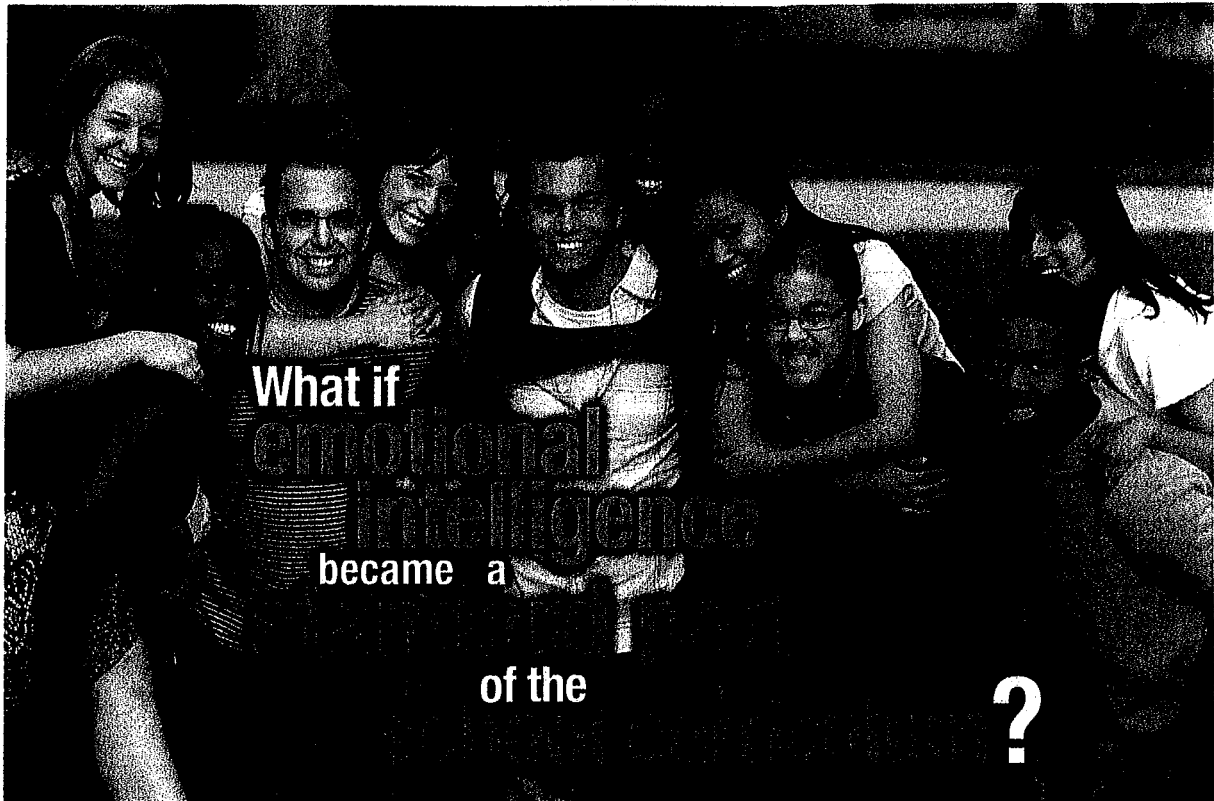
Meta-Moment Strategies

2. Mostly effective strategies that should be added to your toolbox

Strategy	Definition	Example
Breathing	Inhaling and exhaling air, expanding the chest and belly	Taking a few, slow deep breaths to relax before entering a stressful meeting
Positive reap-praisal	Putting a positive spin on the way you see a situation, such as reminding yourself of another person's life or situation	Thinking to yourself, "His parents are in the middle of a divorce, and things are tough at home. That could be why he's so frustrated with his school work recently."
Positive self-talk	Telling yourself or repeating in your head something that will help you through a situation	Saying to yourself, "I really know this material. I've practiced this lesson over and over. I can do it!"
Distraction	Focusing on the important aspect(s) of a situation by disregarding what's unimportant	Not paying attention to a colleague in a meeting who is making strange facial expressions
Mindfulness	Bringing your complete attention to the present moment	Concentrating carefully on your words, facial expressions, and body language when communicating with someone difficult with whom you would rather not be speaking
Acceptance	Allow yourself to experience the emotion, knowing that is normal and okay to feel	Allowing yourself to feel disappointed after a negative evaluation knowing that those feelings are normal and temporary and that the review will motivate you to work harder
Mental space	Take a short "time out" or mental break to collect yourself (usually coincides with breathing)	Deliberately pausing before entering a meeting to take a breath and clear your mind
Visualization	Thinking of something, someone, or some place that brings you feelings of joy or relaxation	Visualizing yourself sitting on your back porch in the summer when feeling burnt out
Physical space	Putting physical distance between you and the trigger of uncomfortable feelings	Stepping back from a heated argument with a colleague to calm down

Youth Development

OCM BOCES INSTRUCTIONAL SUPPORT



What would be different?

We know this is possible. Together, we can help all children better recognize, understand, label, express, and regulate (RULER) their emotions. Developed by the Yale Center for Emotional Intelligence.

Teachers, Counselors and Administrators from the ADA-PEP and Dignity CoSer schools are invited to a two day training on RULER on October 21st and 22nd, 8:30-2:30 in Rodax 8 small conference room. Receive a curriculum manual and learn how to fully implement RULER with fidelity.

Facilitated by Penny S. Williams, Youth Development Coordinator

Youth Development News

Instructional Support • Onondaga-Cortland-Madison BOCES

Standards Related to Social & Emotional Learning

NYS Teaching Standards

Standard 1: Knowledge of Students & Student Learning

Element 1.1: Knowledge of child & adolescent development, including students' cognitive, language, social, emotional, & physical developmental levels

Element 1.2: Knowledge of current, research-based knowledge of learning & language acquisition theories & processes

Element 1.3: Knowledge of and responsive to diverse learning needs, interests, & experiences of all students

Element 1.4: Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning

Element 1.5: Knowledge of & responsive to the economic, social, cultural, linguistic, family, & community factors that influence their students learning

Standard 4: Learning Environment

Element 4.1: Creates a mutually respectful, safe, & supportive learning environment that is inclusive of every student

Element 4.2: Creates an intellectually challenging & stimulating learning environment

Element 4.3: Manages the learning environment for the effective operation of the classroom

Element 4.4: Organize & utilize available resources (e.g. physical space, time, people, technology) to create a safe & productive learning environment

Common Core

ELA

Students will be required to read, analyze passages, and answer questions with evidence gathered from the text.

Know more vocabulary words

Math

Students will demonstrate a conceptual understanding of real-world math.

Develop speed and accuracy in solving problems

Youth Development News

Instructional Support • Onondaga-Cortland-Madison BOCES

Transforming Students' Lives with Social and Emotional Learning

by Marc A. Brackett & Susan E. Rivers, Yale University

"Heckman (Nobel Laureate, economist) argues that investing in emotion skills is a cost-effective approach to increasing the quality and productivity of the workforce through fostering workers' motivation, perseverance, and self-control." -Article Review

Collaborative for Academic, Social, and Emotional Learning (CASEL)

5 core competencies associated with SEL:

1. **Self-Awareness** – Accurately assessing one's feelings, interests, values, and strengths; Maintaining a well-grounded sense of self-confidence
2. **Self-Management** – Regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately
3. **Responsible Decision-Making** – Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and probable consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community
4. **Relationship Skills** – Establishing and maintaining healthy and rewarding cooperative relationships; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
5. **Social Awareness** – Taking the perspective of and empathizing with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

The RULER Approach – "anchored in the achievement model of emotional literacy, which states that acquiring and valuing the knowledge and skills of RULER is critical to youth development, academic engagement and achievement, and life success."

- **R** – Recognizing emotions in self and others
 - **U** – Understanding the causes and consequences of emotions
 - **L** – Labeling emotional experiences with an accurate and diverse vocabulary
 - **E** – Expressing emotions in ways that promote both intra- and interpersonal growth
 - **R** – Regulating emotions in ways that promote both intra- and interpersonal growth
- Action Steps for practicing ruler:
1. Introduce RULER to Key Stakeholders (Superintendent, school board, building-level administrators, teachers, and support staff). These stakeholders need to:
 - a. Understand the program's evidence base
 - b. Make explicit the links between the program's principles and the philosophy, policies, and current practices of the school
 - c. Understand how the program can help the school enhance the social, emotional, and academic growth of students and staff
 2. Training for both district and building level administrators
 - a. Hone their RULER skills
 - b. Learn how to use program tools
 - c. Work toward developing a long-term sustainability plan
 3. Creation of a district-wide steering committee and school-based implementation teams
 4. Development of turn-key trainers
 5. Train educators and staff
 6. Educate students and families
 7. Embed RULER into mission, curriculum, and behavior support policies

RULER Anchor Tools

for Developing Emotional Literacy Skills & Fostering Supportive Learning Environments

Charter

Mission statements created collaboratively by members of the learning community

Leaders & teachers create a faculty charter

Teachers & students create individual classroom charters

Critical components:

- Feelings each stakeholder wants to have in the community, such as feeling valued, empowered, respected
- Identification of behaviors that foster those feelings
- Guidelines for handling uncomfortable feelings and conflict

Mood Meter

Helps student & adult stakeholders to:

- Identify their feelings accurately
- Build self- and social awareness
- Develop a sophisticated emotion vocabulary
- Set daily goals for how they want to feel in school
- Strategize effectively in order to achieve their goals

Teachers use the tool to help:

- Differentiate instruction
- Enhance student memory & learning by considering the best mood states for different learning activities

Meta-Moment

A process to improve reflective practices & self-regulation

Helps student & adult stakeholders to:

- Recognize & respond to challenging emotional experiences
- Cultivate one's "best self" to react more positively when triggered
- Be more preventative than reactive when regulating emotions

Blueprint

A problem-solving tool for complex interpersonal situations

Helps students and adult stakeholders to:

- Problem solve effectively about challenging situations
- Build more empathy and understanding of others' perspectives
- Reduce conflict and bullying

The Feelings Word Curriculum

"Includes units that each focus on exploring one feeling word in myriad ways. The lessons that comprise each unit are calibrated for each grade level and are designed to integrate seamlessly into and across the core curriculum."

"The activities represented by the steps are highly interactive & engage students in a creative, multifaceted approach that incorporates personalized & integrated learning, divergent thinking, parent-student interactions, creative writing, & collaborative problem-solving to develop strategies for regulating emotions. RULER is a spiraled curriculum; the complexity & number of steps in each program vary as a function of students' cognitive, emotional, & social development."