

UNIT
3

Self- and Social Awareness



TABLE OF CONTENTS

Unit Summary 1

Standards and Objectives 2

Final Project Suggestions 3

Lesson 1: Technology, Communication, and Self-Awareness Using the Mood Meter 4

Lesson 2: How are Emotions and Digital Citizenship Related? 6

Lesson 3: Using the Mood Meter to Build Social Awareness 8

Lesson 4: Leveraging Self- and Social Awareness to Build Community 10

UNIT SUMMARY

This unit will require students to use the Mood Meter to analyze how technology has influenced our decision making, with specific emphasis on how technology facilitates, hinders, and/or changes how we communicate with our friends, family, and people we have not met in person. Students will consider individual-level interactions and digital citizenship as well as the role that technology has played in building or breaking community. Students will consider emotional self- and social awareness through the lens of technology and how technology has changed the way we relate and communicate with others.

Duration	2 - 4 Weeks
Driving Question(s)	How does technology influence our emotions and decision making?
Unit Mini-Lessons	<ol style="list-style-type: none"> 1. Introduction to the Mood Meter (Lesson 1) 2. Introduction to the Mood Meter (Lesson 2) 3. Technology, Communication, and Self-Awareness using the Mood Meter 4. How are Emotions and Digital Citizenship Related? 5. Using the Mood Meter to Build Social Awareness 6. Leveraging Self- and Social Awareness to Build Community
RULER Tool Focus	Mood Meter

STANDARDS AND OBJECTIVES

Common Core State Standards	
CCSS.ELA-LITERACY.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-LITERACY.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-LITERACY.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Illinois State SEL Standards	
2A.3b.	Analyze how one’s behavior may affect others
2B.3a.	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
2C.3b	Demonstrate cooperation and teamwork to promote group effectiveness.
3A.3a.	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
AC.6-8.20	I will work with friends, family, and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.
Learning for Justice (formerly Teaching Tolerance) Social Justice Standards	
ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
Enduring Understandings: <i>Students will understand...</i>	
1. I have choices in how I decide to communicate with others.	
2. Honest and kind communication is necessary to maintain the health of my relationships.	
Knowledge: <i>Students will know...</i>	
Communication is essential in all relationships.	
How we choose to communicate influences the quality of our relationships.	
Changing our communication patterns and habits takes time.	
Sometimes, we need to ask more explicit and clear questions during virtual/online conversations to avoid miscommunication.	
Not everyone interprets written communication in the same way.	
Community can be built and sustained both online	
Conflict can be more difficult to resolve	
Skills: <i>Students will be able to...</i> (SWBAT)	
Compare and contrast personal and observed differences between communicating in person and through technology.	
Explain the way these differences affect our personal relationships.	
Explain how being more self- and socially aware while using technology can help us engage with people online and in person more honestly and kindly.	
Explain how technology influences our choices	
Identify ways that technology has created or resolved conflict in our lives.	
Describe how technology has enhanced or detracted from self- and social awareness.	
Identify, describe, and explain how technology can enhance our social awareness to improve our communities.	

FINAL PROJECT SUGGESTIONS

<p>English Language Arts</p>	<p>Standards: CCSS.ELA-LITERACY.RL.8.4</p> <p>Project Idea: Ask students to choose a particularly emotional or expressive scene in a literature unit, and rewrite the scene so that the characters are interacting with each other using technology. Students should analyze how emotion expression and recognition might differ as well as how decisions based on those emotions may have altered the plot or the relationships within the plot if they were communicated differently. (In drama class, instead of rewriting the scene, students can act out the scene with the changes.)</p>
<p>History/Social Studies</p>	<p>Standards: CCSS.ELA-LITERACY.RH.6-8.7</p> <p>Project Idea: Ask students to analyze how political or social uprisings have leveraged technology (or not) to communicate red quadrant feelings both to their government as well as amongst each other. Then, students should choose a political uprising in history and compose a series of tweets that capture the emotions and relationships between the revolutionaries.</p>
<p>Math</p>	<p>Standards: CCSS.MATH.CONTENT.8.SP.A.1</p> <p>Project Idea: Invite students to analyze the posts that their friends and peers put on social media. Students should create a scatter plot or other type of graph to track the number and kind of post (text, image, text + image) and the Mood Meter quadrant that the post is communicating. Ask students: what patterns do you notice in posting? How do you think this is influenced by middle schoolers' relationships to their peers?</p>
<p>Science</p>	<p>Standards: CCSS.ELA-LITERACY.RST.6-8.1</p> <p>Project Idea: Invite students to research what the scientific field knows about how virtual communication and social media affect the adolescent brain. Using what they find, students can create guidelines for safe and productive social media use.</p>
<p>Visual/Digital Arts</p>	<p>Standards: VA-CR.2.8a</p> <p>Project Idea: Ask students to choose one artist that creates work manually (through medium, such as sculpture, painting, or drawing) and one artist that creates work digitally. Ask students to choose two works of art (one from each artist) and compare/contrast the emotional effect that digital work has versus work completed by hand.</p>
<p>Physical Education</p>	<p>Standards: CCSS.ELA-LITERACY.SL.6.1.C</p> <p>Project Idea: Technology has significantly changed the emotional component of various sports. From instant replay, to play challenges, to training and scouting data in sports, technological advancements have, in many ways, altered the emotional experience of professional sports for both players and spectators. Ask students to research and choose one technological development in sports or sports training and analyze the way it has impacted emotional expression. (To adapt this project to music or drama, students can research one technological development in music or drama and analyze how it has impacted emotional expression in these performing arts, for the artists or the audience.)</p>

LESSON 1: TECHNOLOGY, COMMUNICATION, AND SELF-AWARENESS USING THE MOOD METER

Objective(s)	<ul style="list-style-type: none"> • SWBAT compare and contrast personal and observed differences between communicating in person and through technology • SWBAT explain the way these differences affect our personal relationships
Enduring Understanding(s)	<ol style="list-style-type: none"> 1. I have choices in how I decide to communicate with others 2. Honest and kind communication is necessary to maintain the health of my relationships
Essential Question(s)	How does technology influence how we express our emotions?
Agenda & Timing	<ol style="list-style-type: none"> 1. Opening Activity - 10 minutes 2. Technology, Communication, and Self-Awareness - 25 minutes 3. Closing Reflection - 10 minutes
Materials	<p>Writing utensils Paper</p>
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> • 2A.3b. Analyze how one’s behavior may affect others <p>Learning for Justice (formerly Teaching Tolerance) Social Justice Standards</p> <ul style="list-style-type: none"> • ID.6-8.5 I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.

Opening: Instructional Plans

Opening Activity

Explain to students that in this unit, they will examine the way(s) that technology influences emotion expression within relationships. The Mood Meter is a way that we can identify and label how we feel while communicating with other people, how we express those feelings, and how we regulate our feelings within our relationships. To begin, have students create a T-Chart or a Venn Diagram comparing and contrasting communicating with others virtually (over text or social media that requires written, not image or video, responses) versus communicating in person. Students should focus on the emotional components of communication, and the teacher may consider providing the following questions to guide their thinking:

1. What is the most common feeling you experience while you communicate this way?
2. Is it easier or more difficult to express your emotions virtually (text, online, etc.) than in person?
3. How are you able to tell what the other person is feeling?
4. In your experience, is conflict more common virtually or in person? Why do you think that is?
5. How does conflict resolution look different online versus in person? How does it look the same?
6. Do you prefer virtual or in-person communication? Why?

Developing Skills and Knowledge: Instructional Plans

Technology, Communication, and Self-Awareness

For the main part of the lesson, explain to students that what we say and how we say it often communicate very different messages. Ask students: has someone ever said something to you in a tone that did not match their wording? For example, they said something nice but it did not sound kind or sincere? Give students a few minutes to discuss their responses with a partner.

Next, tell students that in this lesson, they will be comparing and contrasting both the ease and difficulty of trying to communicate a feeling to another person virtually, in person, and in each quadrant of the Mood Meter. The message students will be trying to communicate is: “How are you?”

Ask a class, have students determine how the message would “sound” when communicated in each quadrant online, over text, or other virtual medium. You may choose a different message or use the chart below as an example.

Virtual Message: How are you?

Potential responses:

Red: HOW ARE YOU??????	Yellow: How are youuu?! :D
Blue: How are you :/	Green: How r u ;)

- Facilitate a class discussion using the following questions:
 - How did capitalization, spelling, and/or punctuation change the way the message “sounded?”
 - How did the way that the message “sounded” influence your emotional reaction to the message?
- Did you find that some emotions were easier to communicate than others? Why do you think?
- Did you need to add any emojis or emoticons to communicate in the quadrant better? Why do you think that is the case?

Repeat the process, using the same phrase, for in-person communication. Students can practice by saying “how are you?” while trying to embody each quadrant of the Mood Meter.

In person: How are you?

Potential responses:

Red: loud voice, wide eyes	Yellow: big smile, open shoulders
Blue: downward turned mouth, slumped body language	Green: soft smile, gentle, relaxed posture

Questions for discussion:

- How would you respond differently to each of these messages if someone communicated them to you?
- Which messages seemed to be signals to approach, and which messages seemed to be signals to avoid?

Questions for discussion:

- How would you respond differently to each of these messages if someone communicated them to you?
- Which messages seemed to be signals to approach, and which messages seemed to be signals to avoid?

Closing and Assessment: Instructional Plans

Closing Reflection

Once students have completed both the virtual and in-person Mood Meter activities, close the lesson with the following journal reflection: Was it easier to communicate your emotional experiences virtually or in person? Which do you prefer and why? Which do you believe is healthier for a relationship: one, the other, or a combination of both? Please explain. Based on what you learned in this lesson, what changes might you make?

LESSON 2: HOW ARE EMOTIONS AND DIGITAL CITIZENSHIP RELATED?

Objective(s)	<ul style="list-style-type: none"> • SWBAT explain how being more self- and socially aware while using technology can help us engage with people online and in person more honestly and kindly • SWBAT explain how technology influences our choices
Enduring Understanding(s)	<ol style="list-style-type: none"> 1. I have choices in how I decide to communicate with others 2. Honest and kind communication is necessary to maintain the health of my relationships
Essential Question(s)	How can we leverage self- and social awareness to communicate honestly and kindly?
Agenda & Timing	<ol style="list-style-type: none"> 1. Opening Activity - 10 minutes 2. Self-Awareness, Social Awareness, and Communication - 30 minutes 3. Closing Reflection - 5 minutes
Materials	Writing utensils Paper
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> • 2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness <p>Learning for Justice (formerly Teaching Tolerance) Social Justice Standards</p> <ul style="list-style-type: none"> • DJ.6-8.9 I know I am connected to other people and can relate to them even when we are different or when we disagree.

Opening Instructional Plans

Opening Activity

To begin the lesson, present the following questions for students to answer. Depending on the timing and structure of the class, students may answer these verbally with a partner or as a part of a class circle or independently through a journaling exercise.

1. When was a situation where you or another person were more honest and kind while communicating with technology?
2. Are there situations where technology makes it easier to be honest and kind? In what ways is it easier?
3. When was a situation where you or another person was not honest or kind while communicating with technology?
4. Are there situations where technology makes it easier to be cruel or harsh in our communication? In what ways is it easier?

Developing Skills and Knowledge: Instructional Plans

Self-Awareness, Social-Awareness, and Communication

Continue the lesson by explaining to students that the Mood Meter is a tool that is used to enhance our self- and social awareness, two characteristics that can enable us to communicate more openly, honestly, and kindly. First, however, we must define self-awareness and social awareness. Ask students to generate their own definitions of the terms in groups of at least 3.

Self-Awareness

- What does it mean to be self-aware when it comes to your emotions?
- How would you describe someone who has high self-awareness?

Social Awareness

- What does it mean to be socially aware when it comes to your emotions?
- How would you describe someone who has high social awareness?

Once students have generated their definitions/descriptions, encourage them to share with the class. Afterwards, tell the class that self-awareness is when we are aware of our own emotional trends and patterns, triggers, what regulation strategies typically work for us, the extent to which we are comfortable expressing our emotions, and where we live on the Mood Meter. Social awareness, on the other hand, involves being aware of how others may perceive us, being able to “read” a situation, express/regulate our emotions within that situation in a responsible way, and communicate effectively.

In the next part of the lesson, students will practice building their self- and social awareness by engaging in RULER analyses of two different scenarios.

Scenario 1: Virtual Communication

You and your friend were supposed to have plans to hang out on Saturday, but your friend texts you on Friday night saying that they were invited to a party and will no longer be able to hang out. They do not provide any further explanation.

R	How does this text make you feel?
U	Why do you think this text makes you feel this way?
L	Which feeling word best captures your emotional experience?
E	How do you express what you are feeling? Do you? How do you respond?
R	What is your regulation goal at the moment? How do you decide to regulate?

Scenario 2: In-Person Communication

You and your friend were supposed to have plans to hang out on Saturday, but your friend walks home with you on Friday afternoon and says that they were invited to a party and will no longer be able to hang out--it is their cousin’s birthday party and they have not seen their cousin in three months. They look disappointed.

R	How do you feel when your friend tells you this?
U	Why do you feel this way?
L	Which word or words best label what you are feeling?
E	How do you express what you are feeling? What do you say?
R	What is your regulation goal at the moment? How do you decide to regulate?

After students complete the RULER analyses, present the following question to them to answer in groups or personally in a journal: How does being more aware of your own emotional experiences, reactions, and how others perceive them allow you to communicate more honestly and kindly?

To close the lesson, ask students to agree or disagree with one side of the following statement: *Technology enables us to communicate more honestly and kindly.* Students should be given the remainder of the lesson to discuss their position with others as well as hear what students on the opposing “side” have to say.

Closing and Assessment: Instructional Plans

Closing Reflection

To end, ask students to reflect through journaling or discussion on whether or not technology enables them, personally, to communicate more honestly and kindly.

LESSON 3: USING THE MOOD METER TO BUILD SOCIAL AWARENESS

Objective(s)	<ul style="list-style-type: none"> • SWBAT identify ways that technology has created or resolved conflict in our lives • SWBAT describe how technology has enhanced or detracted from self- and social awareness
Enduring Understanding(s)	<ol style="list-style-type: none"> 1. I have choices in how I decide to communicate with others. 2. Honest and kind communication is necessary to maintain the health of my relationships.
Essential Question(s)	What is the relationship between technology and our self- and social awareness?
Agenda & Timing	<ol style="list-style-type: none"> 1. Opening Activity - 10 minutes 2. Using the Mood Meter to Build Social Awareness - 30 minutes 3. Closing Reflection - 5 minutes
Materials	Writing utensils Paper Colored pencils/crayons/markers in four Mood Meter colors Index cards or sticky notes (optional)
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> • 2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. <p>Learning for Justice (formerly Teaching Tolerance) Social Justice Standards</p> <ul style="list-style-type: none"> • DJ.6-8.9 I know I am connected to other people and can relate to them even when we are different or when we disagree.
Opening: Instructional Plans	
<p>Opening Activity</p> <p>Remind students that in the last lesson, they defined both self- and social awareness and analyzed the role that technology plays/can play in facilitating kind and honest communication. Additionally, remind them that at some point or another, all people will be misunderstood. To begin this lesson and build off of the last unit, invite students to discuss and/or journal about the following prompt:</p> <ol style="list-style-type: none"> 1. How can technology help build our self-awareness? 2. In what ways can technology give us opportunities to express and/or regulate our emotions in ways that would not otherwise be available? 3. How can technology help build our social awareness? 4. In what ways can technology give us opportunities to see our emotional impact on other people? <p>You may then consider engaging students in a class-wide discussion based on their responses to the above questions.</p>	
Developing Skills and Knowledge: Instructional Plans	
<p>Using the Mood Meter to Build Social Awareness</p> <p>Explain to students that in this lesson, they will be focusing on social awareness, technology, and interpersonal conflict. To begin the main part of the lesson, ask students the following: have you ever gotten into a conflict online or over text because you or someone else posted or texted something that</p>	

GRADE 8: UNIT 3 – SELF- AND SOCIAL AWARENESS

was misinterpreted? Give students the opportunity to share with a partner or with the class, but make sure that the conversation/discussion is kept brief so that there is enough time to complete the lesson.

Afterwards, tell students that part of building social awareness is understanding how the things we say and write affect other people, whether we intend them to or not. Ask students to complete the following: choose a social media platform (Snapchat, Instagram, etc.) or virtual form of communication (text, iMessage, Messenger) and compose one message that is intended to communicate each quadrant of the Mood Meter. For example, a student may write a text that says, “I can’t wait to see you!!” for their “yellow” message. Give students enough time to identify their form of communication and create a post/compose a message for each quadrant. Students should write their names on the back of the message so that it is not visible on the front.

Once students have composed their messages, ask them to submit their messages to the teacher. Alternatively, table groups or groups of students can exchange their messages with each other. Students should take turns reading through the messages and attempting to determine which quadrant each message was in. Ask students to answer the following questions:

1. What emotion was expressed in the message?
2. What cues (punctuation, emoji, capitalization, etc.) helped you determine which quadrant the message was in?
3. Was there any disagreement when interpreting the messages?

After each group is given the opportunity to examine the messages, debrief the activity with the following question: What did this activity teach us about communicating our emotions online?

Potential responses:

- Context is important when reading messages
- We all express our emotions differently when communicating virtually

Closing and Assessment: Instructional Plans

Closing Reflection

To close the lesson, engage students in a reflection on the practical implications of the Mood Meter. Ask students to journal about the following: In your personal life, how could you use the Mood Meter to address conflict, resolve conflict, and/or regulate personal emotions, whether in person or when communicating with others using technology?

This last reflection should be written on sticky notes, index cards, or on a piece of paper that the teacher can collect and transcribe. This way, the suggestions can be displayed class-wide so students can incorporate the Mood Meter when experiencing difficult emotions and/or in conflict.

LESSON 4: LEVERAGING SELF- AND SOCIAL AWARENESS TO BUILD COMMUNITY

Objective(s)	<ul style="list-style-type: none"> • SWBAT identify, describe, and explain how technology can enhance our social awareness to improve our communities • SWBAT explain how greater self-awareness can help us build community
Enduring Understanding(s)	<ol style="list-style-type: none"> 1. I have choices in how I decide to communicate with others 2. Honest and kind communication is necessary to maintain the health of my relationships
Essential Question(s)	How can building self-awareness help us build community?
Agenda & Timing	<ol style="list-style-type: none"> 1. Opening Reflection - 10 minutes 2. Leveraging Self- and Social Awareness to Build Community - 25 minutes 3. Closing Activity - 10 minutes
Materials	Board space Paper Writing utensils
Standards	<p>Common Core State Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Illinois State SEL Standards</p> <ul style="list-style-type: none"> • 3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. <p>Learning for Justice (formerly Teaching Tolerance) Social Justice Standards</p> <ul style="list-style-type: none"> • AC.6-8.20 I will work with friends, family, and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.
Opening: Instructional Plans	
<p>Opening Reflection</p> <p>To open the last lesson, ask students to journal about the following questions: What would a society or community where people were not emotionally self-aware or socially-aware be like? Do you think a society or community could exist without emotional self- or social awareness? Why or why not? Consider presenting the following questions to students to help guide their thinking:</p> <ul style="list-style-type: none"> • How would people make decisions and/or interact with one another? What information would they use? • Would you like to live in this society? Why or why not? <p>Once students journal their responses, engage them in a class-wide discussion on the topic.</p>	
Developing Skills and Knowledge: Instructional Plans	
<p>Leveraging Self- and Social Awareness to Build Community</p> <p>Remind students that throughout this unit, they have focused on analyzing how technology impacts the emotional dimension of their relationships as well as how self- and social awareness can be built to foster those relationships. In this final lesson, students will be exploring how technology has impacted the way(s) that we define community and exploring how using the Mood Meter to build self- and social awareness can contribute to greater awareness and stronger communities.</p>	

GRADE 8: UNIT 3 – SELF- AND SOCIAL AWARENESS

Ask students to work as a class to brainstorm ways that communication was different 10, 50, and 200 years ago. Record students’ responses on the board.

Potential responses:

10 years ago	50 years ago	200 years ago
<ul style="list-style-type: none"> • Still had smartphones but not so many apps • Not as much time on social media • More phone calls than social media messages • Different social media platforms were popular • Data was more expensive, WiFi wasn’t as available 	<ul style="list-style-type: none"> • No smartphones • One shared phone per household • People sometimes wrote letters • Didn’t keep in touch with as many people • Could talk on the phone • Public figures communicated through TV/the news 	<ul style="list-style-type: none"> • No phones • People wrote letters • It took a long time for letters to be delivered and returned (no cars/trucks to deliver) • Only communicated with a few people • More common meeting spaces like markets and places of worship to communicate • Newspapers

Split students into groups to discuss the following questions and give examples from their own lives:

1. More people have devices today than ever before. In what ways does being more involved and connected with others through devices enhance emotional self-awareness? In what ways does it take away from emotional self-awareness?
2. How do digital communities (like online groups) help people be more connected? How would you plot online communities on the Mood Meter?
3. How do you think different generations would plot their feelings about technology?

Once students have answered the questions and discussed either with their groups or with the wider class, ask them the following RULER questions:

R	How do you feel when your friend tells you this?
U	Why do you feel this way?
L	Which word or words best label what you are feeling?
E	How do you express what you are feeling? What do you say?
R	What is your regulation goal at the moment? How do you decide to regulate?

Closing and Assessment: Instructional Plans

Closing Reflection

To close the lesson, ask students to journal about the following questions: how can using the Mood Meter to build self- and social awareness improve our communities? How might practicing the RULER skills when we use technology make our communities safer and more aware?