



SM 4-6 L1 MY EMOTIONAL "EQ" METER

Grade: 4-6

Competency Area: Self-Management

Lesson Title: My Emotional "EQ" Meter (Lesson #1)

T-SEL Standard: 2.A.2. Students practice self-monitoring and harness and express their emotions in authentic and constructive ways by identifying, articulating, and using emotional regulation strategies that work for them.

Duration: 20 minutes

Materials Needed: ChalkWild erasable backpack + ChalkWild chalk markers + terry cloth

Lesson Directions:

- 1. Introduction:** Gather students in a circle. Ask them "**What does a meter or a gauge in a car tell us?**" Call on several students to share their thoughts aloud. Explain that just like a car's dashboard gives us information, we have an internal meter that can tell us how we're feeling and how strong that feeling is. This is part of our Emotional Quotient, or EQ. Today, we're going to create a drawing of our own Emotional EQ Meter to help us think about the intensity of our feelings and how to respond to them.
- 2. Drawing Activity: "My Emotional EQ Meter"**
 - Provide each student with a copy of the Meter Worksheet.
 - Have students place the worksheet in their backpacks.
 - Have students label the lower end of the scale (1-6) with calm feelings such as happy, content, calm, relaxed etc.
 - In the middle of the scale (4-7), have students label this area with medium feelings such as annoyed, frustrated, sad, confused etc.
 - At the top of the scale (8-10), have students label this area with big feelings such as furious, angry, outraged etc.
 - Encourage students to work with a partner to help them come up with feeling words and color and label each section clearly.
- 3. Sharing:** Make sure all students are done with their Meter drawings. Then divide the students into groups of 4-5 students each. Instruct each group to plan a short skit. Their skit should show a situation where someone might feel one of the emotions they wrote on their Meter. Example: "A time when you feel frustrated, excited, or calm."

Provide time for each group to take turns acting out their skit. After each skit, ask the students in the audience to show their reaction by holding up fingers to match where they think that feeling belongs on the Meter scale. **Example: 1 finger = calm, 5 fingers = very upset.**





METER WORKSHEET

