

# Emotions & Learning

This lesson was adapted from the Yale RULER curriculum



# What Triggers an Emotional Response?

A Trigger is an external event or circumstance that causes an emotional reaction. This can be a positive or negative reaction.

*Individually, review each of the following emotional needs and rank what is most important to you.*

**How important is it for you to feel the following? (1 being least important, 10 being most important)**

1. To feel **ACCEPTED** and **INCLUDED**:

2. To feel **RESPECTED**:

3. To be **POPULAR**:

4. To feel **UNDERSTOOD** by others:

5. To be **NEEDED** by others:

6. To be **IN CONTROL** of situations:

7. To be **CORRECT**:

8. To get **ATTENTION**:

9. To be **FREE** / have **FREEDOM**:

10. To have **PREDICTABILITY** in life:

11. To feel **LOVED**:

12. To feel **SAFE**:

13. To feel **COMFORTABLE**:

# Share Out!

(in partners or whole group)

A Trigger is an external event or circumstance that causes an emotional reaction. This can be a positive or negative reaction.

**How important is it for you to feel the following? (1 being least important, 10 being most important)**

1. To feel **ACCEPTED** and **INCLUDED**: \_\_\_\_\_

2. To feel **RESPECTED**: \_\_\_\_\_

3. To be **POPULAR**: \_\_\_\_\_

4. To feel **UNDERSTOOD** by others: \_\_\_\_\_

5. To be **NEEDED** by others: \_\_\_\_\_

6. To be **IN CONTROL** of situations: \_\_\_\_\_

7. To be **CORRECT**: \_\_\_\_\_

8. To get **ATTENTION**: \_\_\_\_\_

9. To be **FREE** / have **FREEDOM**: \_\_\_\_\_

10. To have **PREDICTABILITY** in life: \_\_\_\_\_

11. To feel **LOVED**: \_\_\_\_\_

12. To feel **SAFE**: \_\_\_\_\_

13. To feel **COMFORTABLE**: \_\_\_\_\_



# Remember

When we're triggered, it's usually because an emotional need was not met or was taken away suddenly.

We all have different needs, so we each may find different events more or less triggering than others.

# Essential Question

How can we use emotion regulation to help us succeed?

What is “mood-congruent learning”?

# Emotion Regulation

Involves both creating goals and strategies for how we want to feel

**Goals:** What or how we want to feel

**Strategies:** How we help ourselves to achieve these goals, or what we will do to feel the way we want to feel

# PRIME

**Prevent:** distraction (TV, video games, phone), avoid a situation

**Reduce:** take a walk, positive self-talk

**Initiate:** visualizing success, watch a funny video

**Maintain:** be present with the emotion, acceptance, match body language to the emotion

**Enhance:** share with a friend, listen to music

Name:

A	B	C	D	E
	How do I typically feel?	Helpful or unhelpful?	How do I want to feel?	Strategies to Try
1st Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
2nd Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
3rd Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
4th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
5th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
6th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
7th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:
8th Class	Entering:		Entering:	During class:
	Leaving:		Leaving:	After class:

Take 5 minutes to fill in **columns B and C for now**, leaving the rest blank.

If it helps you, you can write the name of your classes in the blank space in column A.





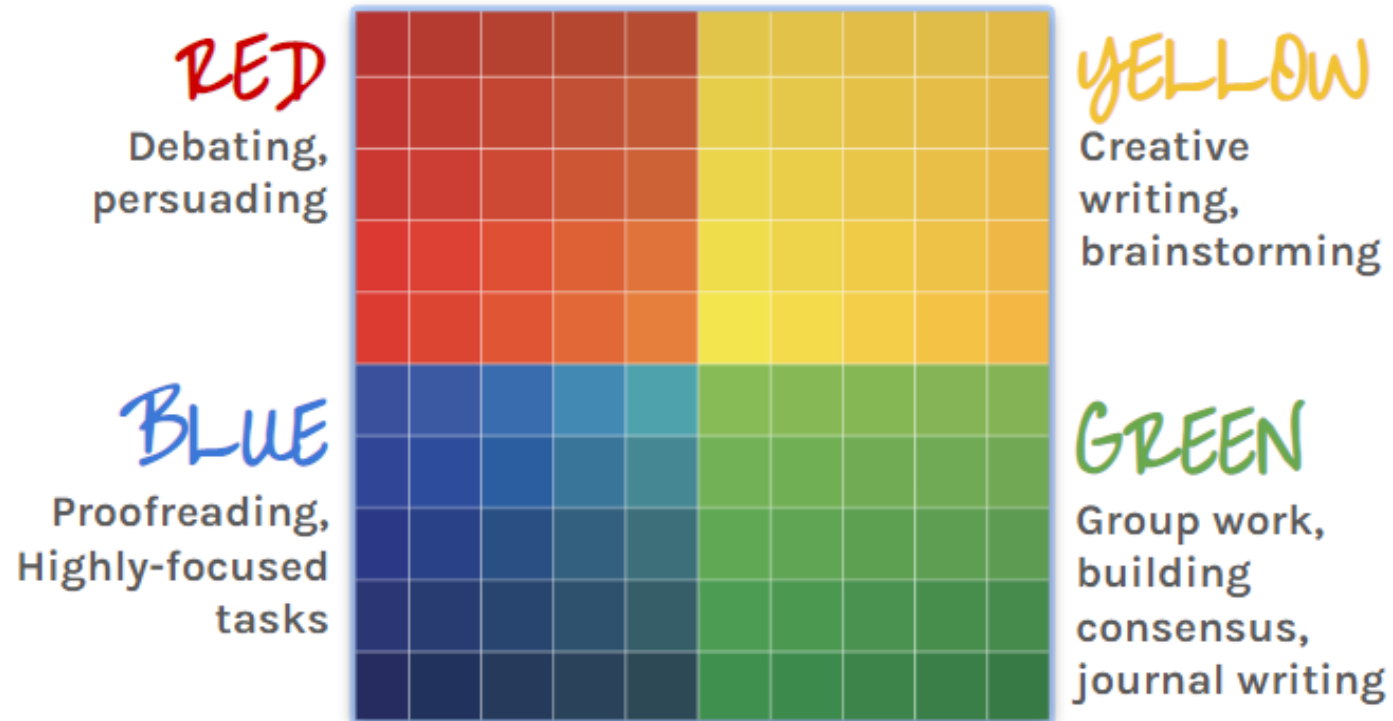
**Research shows that different emotions are ideal for different kinds of tasks.**

Let's explore this concept of mood-congruent learning!

After reviewing the presentation, we will fill in column "D" of the **PRIME for Success** handout.



# Which quadrants are ideal for certain tasks?



## Yellow Emotions

like **excited, inspired, or happy** tend to help with creative writing and brainstorming.

## Green Emotions

like **satisfied, content, or relaxed** are usually helpful for group work, building consensus, and journal writing.



**UNPLEASANT EMOTIONS  
(IN THE RED OR BLUE QUADRANTS)  
CAN ALSO BE HELPFUL FOR  
COMPLETING CERTAIN TASKS.**

**Can you think of examples?**

## Blue Emotions

like **sympathetic** or **sad** can be good for empathizing with someone who is struggling, while **skepticism** or **dissatisfaction** can help with tasks like editing and proofreading.



## Red Emotions

like feeling **passionate about a cause** or **outraged** by a current event are good for debating or persuading.

Small amounts of **anxiety** are also helpful for motivation during competition, or focusing during tasks that might be dangerous (*ex. working with chemicals in chemistry class*).







# Remember

Keep PRIME and what you've learned about mood-congruent learning in mind as you fill in column "D" of your handout.

For those emotions that you labeled as unhelpful, do you want to Prevent that feeling, Reduce that feeling, or Initiate a different emotion entirely. For those emotions you labeled as helpful, do you want to Maintain or Enhance that emotion?

## Let's fill in columns D & E!

# Sum It Up!

In groups of 2-3, share:

- One thing you learned today
- Share 2-3 strategies you might use during the school day