

**Chapter 7** of *Hatchet* marks an important turning point for Brian. He begins to adapt to his situation and takes on the mental and emotional challenges of surviving in the wilderness. It's a rich chapter for exploring emotional intelligence because Brian confronts frustration, fear, and determination. Using the **RULER** framework, students can analyze Brian's emotional journey in this chapter while practicing emotional awareness and regulation in a safe, indirect way.

Here are some **RULER-based questions** designed for Chapter 7 of *Hatchet* that can guide your students through analyzing Brian's emotions while also helping them connect these skills to their own lives:

## 1. Recognizing Emotions in Oneself and Others

**Objective:** Identify Brian's emotions in Chapter 7 and understand how they are expressed through his thoughts, actions, and the situation.

- **What emotions does Brian experience when he starts to realize that he might be able to survive in the wilderness?**
- **How does Brian feel when he finally manages to catch food? What emotional shift happens for him when he feels the satisfaction of success?**
- **What clues in the text show how Brian is dealing with frustration as he struggles to start a fire? Can you recognize any specific emotions in him during this challenge?**
- **How do Brian's feelings change when he's able to eat something he caught? How do these emotions impact his thinking and actions?**

## 2. Understanding the Causes and Consequences of Emotions

**Objective:** Help students explore what causes Brian's emotions in this chapter and how these emotions influence his behavior and decision-making.

- **What causes Brian's frustration when he tries to start a fire? Why do you think he gets so upset about it?**
- **What are the consequences of Brian's emotions when he feels defeated or angry during the fire-making process? How does this affect his focus or his behavior?**
- **How does Brian's emotion of satisfaction (after catching food) affect the way he approaches his next steps in survival?**
- **What happens when Brian finally starts to feel some success? How does this change his emotional state and influence his outlook on survival?**

## 3. Labeling Emotions with a Nuanced Vocabulary

**Objective:** Encourage students to move beyond basic labels for emotions and use more specific, nuanced language to describe Brian's feelings.

- **Instead of just saying "Brian is frustrated," what are some more specific emotions Brian is experiencing when he struggles with making fire? (e.g., anger, despair, impatience, helplessness)**

- When Brian catches his first fish, how would you label his emotions? (e.g., pride, accomplishment, hopefulness)
- When Brian feels like he's failing, do you think he's also feeling something else, like isolation or loneliness? How would you describe these emotions in more detail?
- How would you label Brian's emotional state when he faces the reality of his situation and acknowledges that survival might take longer than he expected?

#### 4. Expressing Emotions in Accordance with Cultural Norms and Social Context

**Objective:** Analyze how Brian expresses his emotions and discuss how the context of his situation impacts how he shows or hides his feelings.

- How does Brian express his frustration and hopelessness when he struggles to make fire? Does he show it to anyone, or is it more internalized?
- In the wilderness, Brian has no one to talk to. How might this impact the way he expresses or processes his emotions compared to if there were other people around?
- How do you think Brian might have expressed his emotions differently if he were with someone who could help him with the fire?
- Brian starts to talk to himself out loud at one point. Why do you think he does this? How does this expression of emotion differ from how he might express himself in a social setting or a less extreme situation?

#### 5. Regulating Emotions with Helpful Strategies

**Objective:** Discuss strategies Brian could use (or is using) to regulate his emotions and manage stress, frustration, and fear in his survival situation.

- How does Brian try to manage his frustration with the fire-starting process? What does he do to calm down or refocus himself after a failure?
- When Brian catches his first fish, how does this accomplishment help him regulate his emotions? Does it give him a sense of control or hope?
- How could Brian use his emotions more productively after a frustrating moment (like with the fire)? What strategies might he use to refocus and not give up?
- What could Brian do next time he feels overwhelmed or defeated in the wilderness? What emotional regulation strategies might help him avoid feeling stuck or hopeless?
- If you were in Brian's situation, what emotional regulation strategies could help you cope with the difficult tasks of survival (e.g., taking breaks, changing perspectives, focusing on small wins)?

#### Group/Discussion Activity (Optional)

**Objective:** Encourage collaborative thinking and emotional insight through group discussion.

- Break the class into small groups and assign each group a specific emotion that Brian experiences in Chapter 7 (e.g., frustration, hope, accomplishment, fear, confusion).

- **Each group should discuss and answer the following questions:**
  - **What are the causes of this emotion for Brian?**
  - **What impact does this emotion have on his actions or decision-making?**
  - **What strategies could Brian use to regulate this emotion and improve his chances of survival?**
- **After the discussion, have each group share their findings with the class.**

## **Wrap-Up Reflection**

- **How did Brian's emotional journey in Chapter 7 help him make progress in surviving?**
- **What emotional challenges do you think Brian will face in future chapters, and how might he use emotional regulation to face those challenges?**
- **Can you think of any times in your own life when you've had to regulate your emotions in order to make progress or achieve a goal?**

By applying the RULER skills to Brian's emotional experience in Chapter 7, students will practice identifying, labeling, and regulating emotions, which helps them become more emotionally intelligent both in literature and in their own lives. This indirect approach to SEL makes the learning process safer and more engaging while giving students valuable tools to manage their emotions.