

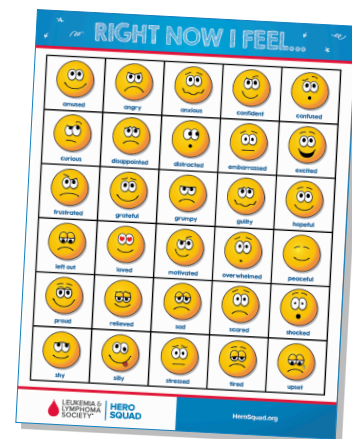
CHECKING IN

Foster a classroom environment where everyone's feelings matter with this daily check-in activity.



HOW TO USE THE ACTIVITY AT SCHOOL:

1. Print the emotions mini poster and project it onto the board. Discuss with students the emotions shown on it, guiding students to explain what each one might look like, sound like, or feel like. Also encourage students to describe a situation that might lead to each feeling.
2. After students are familiar with the emotions on the mini poster, make student copies of it and the prompts page. Also give each student a 12" x 18" sheet of construction paper.
3. Have each student fold the construction paper in half to make a folder. Direct the student to write his or her name on the cover; then have the student open the folder and glue a copy of the mini poster onto the left side and a copy of the prompts page onto the right side. Review the information on the prompts page, explaining to students that they can use the emotions mini poster to help them identify how they are feeling.
4. To start each day that follows, instruct each student to use the mini poster and prompts page to help identify the emotion(s) he or she is experiencing. (Encourage students to use other words if those on the mini poster don't match their current states.) Then have the student write on a sheet of paper a journal entry that includes the date, how he or she is feeling, and why. If time allows, have each student share his or her journal response with a partner.
5. Direct students to store their journal entries in their folders and keep the folder in a safe place until the next day. Periodically guide students to review their journal entries and look for common emotions and potential triggers.



HOW TO USE THE ACTIVITY FOR REMOTE LEARNING:

If you are using the mini poster and prompts via video chat (or parents are using it at home one-on-one), complete the activity as described above but have the student print the mini poster and prompts page. If a printer is not available, direct the student to look at the mini poster and prompts page on screen before starting his or her journal entry. Have the student store the papers in a folder or organize them in a neat stack.

Teachers, identifying your feelings is important too! Participate in the activity with students. You can also connect with your peers by regularly completing the activity with your grade level colleagues or making it part of a school staff activity.

SOCIAL-EMOTIONAL LEARNING SKILLS COVERED

- Self-awareness: identifying emotions • Relationship skills: communication































STANDARDS COVERED

CCSS.ELA-LITERACY.W.3.2; W.4.2; W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.10; W.4.10; W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.SL.3.1; SL.4.1; SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade-level topics and texts*, building on others' ideas and expressing their own clearly.

RIGHT NOW I FEEL...

 amused	 angry	 anxious	 confident	 confused
 curious	 disappointed	 distracted	 embarrassed	 excited
 frustrated	 grateful	 grumpy	 guilty	 hopeful
 left out	 loved	 motivated	 overwhelmed	 peaceful
 proud	 relieved	 sad	 scared	 shocked
 shy	 silly	 stressed	 tired	 upset

IDENTIFYING MY EMOTIONS



HOW ARE YOU FEELING TODAY? USE THE MINI POSTER TO HELP YOU.

Today I feel _____ because _____.

word(s) reason(s)

IF YOU STILL NEED HELP IDENTIFYING YOUR EMOTIONS, THINK ABOUT WHAT YOUR BODY IS DOING.

Are you **smiling**? You might be *amused, confident, excited, grateful, hopeful, motivated, peaceful, proud, relieved, or silly*.

Are you **fidgiting**? You might be *anxious, embarrassed, excited, silly, or stressed*.

Are you **frowning**? You might be *angry, anxious, confused, curious, disappointed, distracted, frustrated, guilty, left out, overwhelmed, sad, scared, stressed, or upset*.

Does your **skin feel hot**? You might be *angry or embarrassed*.

Are you **quieter than normal**? Does your **stomach hurt**? You might be *angry, anxious, confused, disappointed, distracted, embarrassed, frustrated, grumpy, left out, overwhelmed, sad, scared, shy, stressed, or tired*.

Are your **teeth clenched**? Does your **jaw hurt**? You might be *angry, anxious, or stressed*.

Is your **heart beating fast**? You might be *angry, anxious, scared, or stressed*.

WAY TO ADJUST NEGATIVE FEELINGS

- Talk to a friend or family member.
- Ask a family member for a hug.
- Think about something that makes you happy.
- Breathe deeply.
- Write about your feelings.
- Dance, sing, do yoga, or play a game.
- Other: _____

