

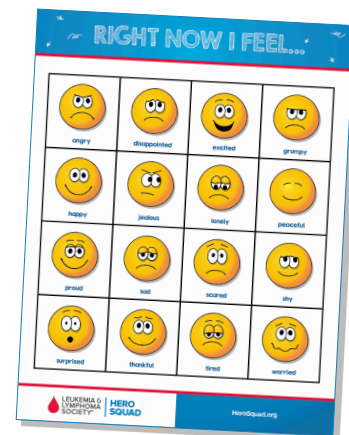
CHECKING IN

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 and what each one might look like, sound like, or feel like. Point out that emotions change, and people can do things to improve the way they feel, such as listening to upbeat music or talking with someone.
2. After students are familiar with the emotions on the mini poster, give each student a copy of the poster and 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 on the left side.
4. To start each day that follows, give each student a copy of a journal page. Help students identify their emotions by encouraging them to refer to the mini poster. Also guide them to think about physical signs of their feelings, such as whether they are smiling or frowning and whether they are more or less active than usual.
5. Instruct each student to write and draw to complete the top part of the journal page. If students are experiencing negative emotions, also have them complete the bottom part of the page. Then ask students to store their folders in a safe place until the next day.



HOW TO USE THE ACTIVITY FOR REMOTE LEARNING:

If you are using the mini poster and journal page via video chat (or parents are using them at home one-on-one), complete the activity as described above but have a family member print the mini poster and journal page.

If a printer is not available, direct the student to look at the mini poster on screen and then write and draw on a sheet of paper to record his or her feelings and the reasons for them. Have the student store the papers in a folder.

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.K.2; W.1.2; W.2.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.SL.K.1; SL.1.1; SL.2.1: Participate in collaborative conversations with diverse partners on *grade-level topics and texts*, with peers and adults.

RIGHT NOW I FEEL...



angry



disappointed



excited



grumpy



happy



jealous



lonely



peaceful



proud



sad



scared



shy



surprised



thankful



tired



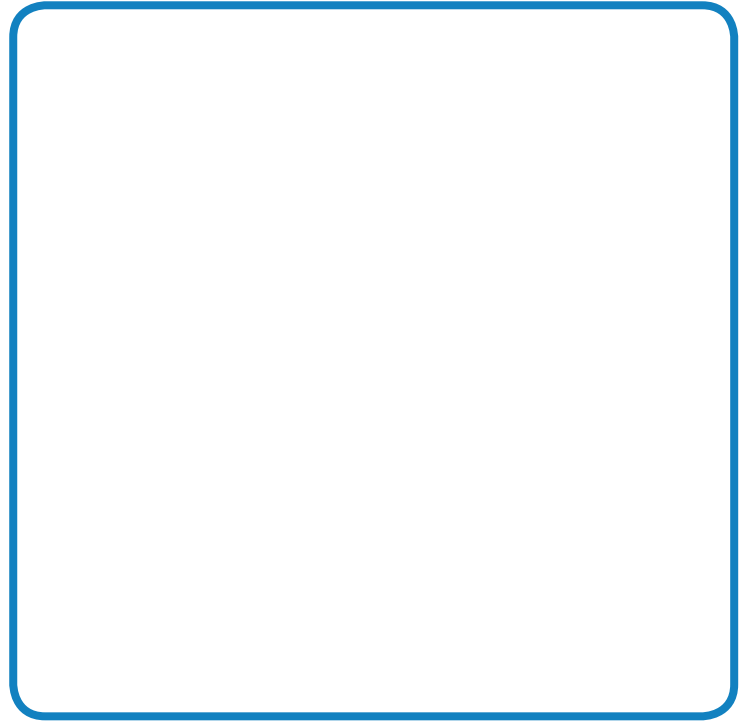
worried

HOW DO I FEEL?

Today is _____

I feel _____

I feel this way because _____



IF I AM NOT HAPPY, HERE IS WHAT I CAN DO TO MAKE MYSELF FEEL BETTER:

- Draw a picture.
- Ask a family member for a hug.
- Sing, listen to music, or play a game.
- Talk to a friend or family member.
- Think about something that makes me happy.
- _____