

Checking in on students' emotional states at the beginning of the day can set you up to support their emotional wellbeing throughout the day. It's helpful to conduct activities that check in with students about their feelings during morning meeting. Be sure to follow up with students on their feelings after conducting the check-in activity. The first step to managing emotions is the ability to identify them. Use the emotion chart below to integrate a discussion about emotions into your daily morning meeting.

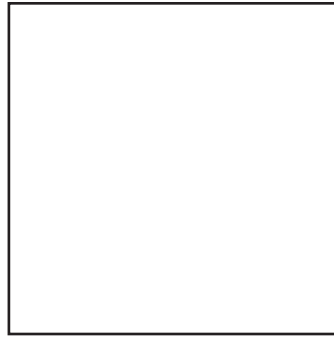
Emotion Check-In Chart:

- **Chart:** Use the attached template to create an emotion check-in chart. Laminate the chart and emotion pictures. Place hook and loop fastener on the back of each emotion picture and on the boxes provided on the chart. Place the emotion pictures on the chart. Point to each emotion picture as you name them. Provide each student an opportunity to select their emotion and place it on the "I feel" sentence starter. Students may communicate their feelings by selecting the picture and placing it in the sentence starter, verbally with one word or phrase response, or with augmentative and alternative communication.
 - Based on the student, reduce the amount of emotion pictures shown. A general guide is below:
 - Students working at the essential level: 2 pictures
 - Students working at the intermediate level: 5-6 pictures
 - Students working at the advanced/traditional levels: all pictures
 - **Jars:** Use mason jars, vases, or other transparent containers. Affix the attached emotion visuals to the containers to label each one with a different emotion on the front (based on each student's levels, expand on the number of emotions to choose between). Give each student a marble, ping pong ball, or pom-pom. Have students take turns putting their ball in the container that represents their current emotional state.
 - **Mailboxes:** Use small mailboxes like those you would find at a craft store. Place one of the attached emotion visuals on each mailbox. Have students put their photo or name in the mailbox that represents their current emotional state. This activity is a good choice if you have students who are uncomfortable discussing their feelings in front of the class. Follow up with students after the activity to help them cope with or acknowledge the feeling that they are experiencing in a more private setting.
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Materials:

- Emotion check-in chart (provided)
- Emotion images (provided)

I feel...



A large grid consisting of three rows and four columns of empty rectangular boxes. This grid is designed for students to record their emotions throughout the day, likely corresponding to different times or activities.



<p>Good</p> 	<p>Bad</p> 	<p>Happy</p> 	<p>Sad</p> 
<p>Angry</p> 	<p>Sick</p> 	<p>Excited</p> 	<p>Surprised</p> 
<p>Nervous</p> 	<p>Worried</p> 	<p>Tired</p> 	<p>Hungry</p> 