

# Our Feelings Matter

## Activity: Check – In



Building in time each day to 'check in' on how everyone is feeling helps to normalise open and honest conversation about how we feel. By validating the diverse range of feelings and emotions we can experience, it can also help children to develop empathy, kindness, trust and respect for others.

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### Links to Curriculum for Excellence Experiences and Outcomes

- I am aware of and able to express my feelings and am developing the ability to talk about them. *HWB 1-01a / HWB 2-01a / HWB 3-01a*
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. *HWB 2-02a / HWB 3-02a*
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. *HWB 2-04a / HWB 3-04a*
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. *HWB 2-08a / HWB 3-08a*

### Learning Intentions

- Learners recognise the diversity, and validity, of their emotions.
- Learners understand the importance of listening to other people when they talk about their feelings.

### Duration

10 - 20 minutes

Check-ins work best when done routinely i.e. first thing in the morning, after lunch and before the end of the school day.

### What You Need

This activity can be delivered in multiple ways with a range of prompts and resources. Here are a few suggestions:

- Pictures of animals displaying different expressions or emotions
- A series of abstract pictures or cartoons which can be widely interpreted (this works well with older children)
- Emojis printed or created with the children ahead of time

## Activity

This activity can take place inside or outside but it's important to choose a calm and quiet environment so children won't be disrupted and can hear each other.

If using pictures, invite all children and adults to form a circle together before asking everyone to choose a picture that best represents how they are feeling at that moment. One at a time, encourage each person to share what they have chosen and why.

It is also possible to do a verbal check-in by asking each person to complete a sentence such as:

- "When I arrived here today, I felt...because..."
- "As I sit here in the circle, I feel...because..."
- "I'm feeling...about today because..."

Regardless of the method used, it is important to emphasise that 'check-in' is about providing a space for and validating the children's and adults' emotions. This means that there are no 'right' or 'wrong' emotions and that they are not placed in a hierarchy.

**Top tip:** You might like to create a permanent wall display with the check-in images. You can ask the children to create a name label using a clothes peg, and encourage them to attach their peg to the emotion that resonates with how they are feeling at the beginning of the day. They can then move them at points throughout of the day.

