

AM Emotional Check-In Procedure - 1st period

Objective: SWBAT label emotions accurately in order to recognize emotions in themselves and others as well as broaden their emotional vocabulary.

Step 1: Greet your students to the classroom. Go over Emotional Check In Objective (above).

Step 2: Allow the students to study the mood meter for 1-2 minutes. Remind them that the mood meter measures emotions from pleasantness (x axis) and energy (y axis).

Panicked	Stressed	Tense	Stunned	M O O D	Surprised	Upbeat	Motivated	Ecstatic
Furious	Frustrated	Nervous	Restless		Hyper	Cheerful	Enthusiastic	Inspired
Apprehensive	Angry	Irritated	Annoyed		Energized	Lively	Focused	Excited
Troubled	Worried	Uneasy	Peeved		Pleasant	Joyful	Hopeful	Blissful
M O O D				M E T E R				
Pessimistic	Concerned	Down	Apathetic	E T E R	Easygoing	Chill	Content	Fulfilled
Glum	Lonely	Sad	Bored		Secure	Thoughtful	Satisfied	Grateful
Miserable	Sullen	Exhausted	Tired		Calm	Complacent	Restful	Balanced
Hopeless	Desolate	Spent	Drained		Sleepy	Relaxed	Tranquil	Serene

Step 3: You may want to ask follow up questions such as, “Is there another way to show how you are feeling?”, “Do you want to keep feeling this way?” “How do you WANT to feel?” “How can I help you feel this way?” Time permitting, you may ask if they want to elaborate on their feelings or, if necessary, encourage them to speak privately with you later.

Step 4: Thank your students for their honest reflection. Remind them that emotions are temporary. We will be checking in again later (6th period).

PM Emotional Check-In Procedure- 6th period

Objective: SWBAT label emotions accurately in order to recognize emotions in themselves and others as well as broaden their emotional vocabulary.

Step 1: Greet your students to the classroom. Go over Emotional Check In Objective (above).

Step 2: Allow the students to study the mood meter for 1-2 minutes. Remind them that the mood meter measures emotions from pleasantness (x axis) and energy (y axis).

Panicked	Stressed	Tense	Stunned	M O O D	Surprised	Upbeat	Motivated	Ecstatic
Furious	Frustrated	Nervous	Restless		Hyper	Cheerful	Enthusiastic	Inspired
Apprehensive	Angry	Irritated	Annoyed		Energized	Lively	Focused	Excited
Troubled	Worried	Uneasy	Peevish		Pleasant	Joyful	Hopeful	Blissful
				M O O D M E T E R				
Pessimistic	Concerned	Down	Apathetic	E T E R	Easygoing	Chill	Content	Fulfilled
Glum	Lonely	Sad	Bored		Secure	Thoughtful	Satisfied	Grateful
Miserable	Sullen	Exhausted	Tired		Calm	Complacent	Restful	Balanced
Hopeless	Desolate	Spent	Drained		Sleepy	Relaxed	Tranquil	Serene

Step 3: You may want to ask follow up questions such as, “How have your feelings changed since this morning?” “Do you want to keep feeling this way?” “How do you WANT to feel?” “How can I help you feel this way?” Time permitting, you may ask if they want to elaborate on their feelings or, if necessary, encourage them to speak privately with you later.

Step 4: Validate student’s feelings, remind them that feelings change, and that you, as their teacher, are always there to support them. Congratulate them on their ability to label their emotions. This is the first step in being able to control them. “If you can name it, you can tame it!”