



### Summary

#### What is a Feelings Check-in, anyway?

- A feelings check-in is a strategy to acknowledge children's emotions; it encourages discussion and dialogue about how they are feeling and why.

#### What's the Point?

- Supports the development of an emotional vocabulary.
- Helps children recognize feelings in themselves and others.
- Helps develop empathy towards the feelings and experiences of others.
- Builds relationship through emotional connection.
- Helps children learn to communicate their feelings in a healthy way.
- Supports children to understand feelings can change throughout the day.

#### How Do I Do This?

- Label children's and your own feelings throughout the day.
- Use visuals to help children identify feelings (e.g., feeling wheel, check-in poster).
- Listen when children share their emotional state and empathize with their feelings.
- Ask children why they feel the emotions they identify.
- Check in with children's feelings during group times as well as with individual children.

#### How Will the Children Participate in This Practice?

- Children state how they are feeling when asked, verbally or using a visual.
- Children start asking others how they are feeling.
- Children will engage with the feelings check-in visuals with one or more peers.
- Children attend to the feelings check-in visuals when shown by an educator.
- Children start to communicate feelings in a healthy way.
- Children independently use the feelings check-in visual to identify their emotions.

## Checklist

| Task                                                                                                                                                         | Complete? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Educators label children's feelings throughout the day.                                                                                                      |           |
| Educator creates a feelings check-in visual.                                                                                                                 |           |
| Educator posts the feelings check-in visual in an accessible location at children's eye level.                                                               |           |
| Educators introduce the feelings check-in to the children.                                                                                                   |           |
| All team members and children are engaged in the use of feelings check-in visuals.                                                                           |           |
| Educators share information with families on the importance of acknowledging children's feelings (e.g. Backpack Connection Series).                          |           |
| Educators document child(ren)'s positive engagement with the feelings check-in, including healthy ways they are communicating their feelings, with families. |           |

As an educator, you provide many opportunities for children to observe, debate, collaborate, negotiate, and express and share their ideas, thoughts, feelings, and questions with one another in many ways—both non-verbal and verbal.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 128

*Flight: Alberta's early learning and care framework.*

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