

# The Rating Scale and Check-Ins

5+ Minutes

## OVERVIEW

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This experience provides every individual in your class the opportunity to take an “emotional inventory” and share it with the group. The use of a metaphor gives both a visual richness as well as a safety device for communicating moods and feelings.

Beyond numbers from 0-10, there’s a wide range of metaphorical prompts that your students can use to inspire their daily “inventory.” Consider using colors, shells, rocks, sculpting wire and clay, watercolor paintings, transportation vehicles, animals, flowers, ice cream flavors: whatever works for you!

Consistent practice with this tool provides individual students with a sense of calm and control while assisting the entire group in centering, focusing, and understanding each other.

## GOALS

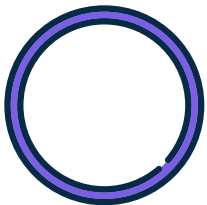
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Students will understand and develop an awareness of their intellectual, emotional, and physical state of being.

Introduce students to the concept of self-regulation through the use of a Rating Scale.

## CLASSROOM SET UP / MATERIALS

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### Classroom Circle

This allows students to watch others body language and response to check for congruity and promote empathy!



### Data Collection Sheets

Use as needed for students appearing to be consistently struggling with emotions



### Recording Sheets

Consider having students record their responses to help teach self-monitoring skills

# DIRECTIONS

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1

**Take a few minutes to take an “emotional inventory”**

Think back over your day so far, or your week so far. How are you feeling? Where would you place yourself on a scale of 0 to 10? (0 is low, but not “bad”, 10 is high but not necessarily “good”)

2

**Give each member of the group an opportunity to share their number or feelings.**

We use this process to help the group focus attention. Begin with one person, and once that individual has shared their number or feeling, any person may share. Make sure not to interrupt anyone else!

3

**Encourage students to ask each other “why?”**

Once everybody’s shared you might consider inviting other students to ask each other why they placed themselves at a particular number. Some individuals may volunteer their reasons without being asked, while others may choose to not provide a reason for their selection.

# NOTES ON CHECK-INS

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Students also get a lot of joy and have fun by using themed check-ins. The process becomes their own and starts to reveal a lot about their life and community even by hearing the themes they choose.

Themed check-ins are scales from 1-10 that have a corresponding topic under the number scale that matches a number when chosen from a theme. For example, 1=rotten cherries, 2 = mushy bananas, 7 = white peaches and 10 = watermelon. These themes can become creative as the kids wish: types of music, phone apps, sea creatures, trends, baseball stars, movie villains, book characters, math problems, historical figures, periodic table elements, art mediums, and more!

With a themed check-in you can also introduce the topic of point of view and kids can practice accepting other’s point of view and appreciating different options. For example, if Jack’s check-in says that cheeseburgers are a 10 and a classmate is a vegetarian, the classmate can try to appreciate this point of view through the check-in. It’s not necessary for students to say how they disagree with Jack or blame him for his meat eating tendencies, because the vegetarian student can have their own day at check-in, putting what they want into the group.

Students are often interested in how others are feeling and whenever someone shares a low number, they’ll often let the person know they care about them. Making a check-in a routine in SEL helps the kids see the importance of being aware of one’s feelings as well as the feelings of others while reaching for resiliency.