**ACTIVITY #1: FEELINGS CHECK IN**

**Summary of Activity**
Families can check in with each other to see how they are feeling at this moment—not the whole day. For younger students, we use five emojis or pictures to show different feelings. Then, we talk about why we are feeling that way at this point in the day and how our mood can change over the day. This helps people to feel okay that their moods go up and down, and it is normal.

**Objectives**
Students and families will be able to…
- Name how they are feeling at the current moment and share why, if they want.

**Resources and Materials**
- Emoji hand out or drawn out on cards. (See below or attached handout)

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![Emoji Emoticons](images)

**Instructions**
**Step 1:** Have everyone look at the six pictures and numbers.
- Zero means you are feeling AWFUL
- Five means you are feeling SUPER

**Step 2:** One at a time, each person points to the emoji for how they are feeling RIGHT NOW.
- If they want to, each person can explain why they are feeling that way.
- Families should remind each other that moods change and that it can go up and down throughout the day.
- Families can also ask: What could you do to feel better today? Or what can you do to stay in a good mood?

FOLLOW UP ACTIVITY: Students can draw a picture of how they are feeling at this moment. Or, they could also draw a picture of when they felt their best!
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Feelings Barometer

Worst: 0  1  2  3  4  5

Best: 0  1  2  3  4  5
**Date:** Spring 2020  **Grades:** 3K-PK  **Focus:** Safety & Restorative Approaches to Behavior  

# ACTIVITY #2: COMMUNITY AGREEMENTS

## Summary of Activity
This activity is called community agreements. Forming community agreements is a strategy that allows all people involved the opportunity to identify and express what they need from each other in order to feel safe, supported, open, and trusted.

## Objectives
Students and families will be able to...

- Successfully create community agreements that allow everyone to feel safe, supported, open and trusted.

## Resources and Materials
- Paper
- Pencils or markers

## Instructions

**Step 1:** Ask the question “Why is it important to feel good at home?” (1-2 minutes)

a. Have everyone answer independently, then share out whole group.
b. **ANSWER:** In order for us to feel good at home, we need to agree about how we treat each other.

**Step 2:** Ask the question “How do you want to feel at home?” (5-7 minutes)

c. Give students 6-7 different emotions showing how they may want to feel every day.
d. Examples: happy, excited, ready, joyful, energized etc.
e. Have students raise their hands, when they hear a word they would like to feel.
   i. Write down all the answers that are shared. If there are duplicate answers, put a check next to it.

**Step 3:** Ask the question “How do you NOT want to feel at home?” (5-7 minutes)

f. Give students 6-7 different emotions showing how they may not want to feel every day.
g. Examples: Sad, tired, upset, angry, bored, etc.
Step 4: Ask the question “How can we make sure everyone feels good at home? (5-7 Minutes)
   i. Examples: Say nice things to each other, draw a picture, wave to them, smile etc.
   j. Have students raise their hands, when they hear something they would like to do
      i. Write down all the answers that are shared. If there are duplicate answers, put a check next to it.

Step 5: On your final community agreement paper write the following with space in between them.
   k. At home we want to feel...
   l. In order to feel that way we will...
   m. If someone doesn’t feel this way we can...

Step 6: As a group, identify the most frequently shared answers to the questions and write them on the final community agreements paper. You should try to have 2-3 answers for each question.

Step 7: Once all the answers have been filled in, turn on some music and celebrate! As the music is playing, invite everyone involved to write their name on a piece of paper. When they are done, have everyone hold up their piece of paper at the same time and celebrate.