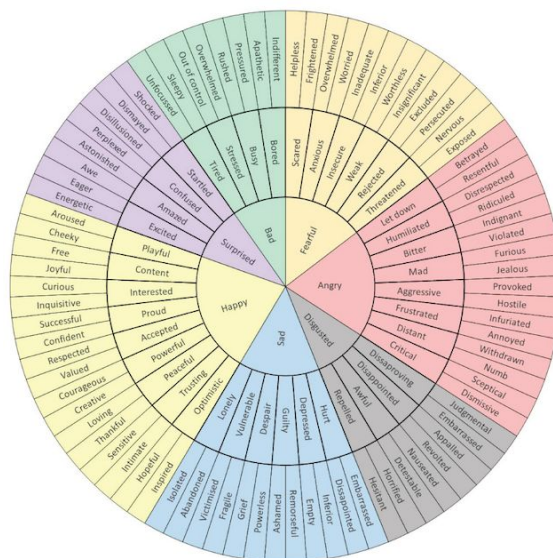


Restorative Practices Check-in Tools

1. Feeling Wheel

General Use Instructions

1. Email the participants the feeling wheel, print and send it to them, or screen share it with them within a video conference platform so that everyone can look at it together.
2. Next, ask participants to silently look at the wheel and identify how they are generally feeling by picking a feeling in the center of the circle.
 - a. Ex. I chose **Happy**
 - b. *Note that they may choose Happy and Bad or Happy and Fearful. This is teaching them that it is natural to experience multiple feelings at the same time.*
3. After that, ask participants to look at the emotions within the middle ring of the same color and choose a word or multiple words that more specifically describes how they are feeling. This will help them produce more clarity around what they are feeling and what they are not feeling.
 - a. Ex. I chose **Happy**, however, more specifically, I am feeling **Optimistic** and **Peaceful**
4. Notice that there are two options in the outermost ring that represent 2 variants of the emotion in the middle ring. Ask the participants to choose a word in the outermost ring that best describes how they are feeling. Please note that both words may encompass how they are feeling.
 - a. Ex. More specifically the **Optimistic** is more so associated with **Hopeful** and the **Peaceful** with **Thankful**.
5. Encourage participants to explore feelings in different areas as well. Let them know that their feelings are complex, and sometimes we can feel emotions that contradict one another.



Uses: Students or Staff Check-in During Classroom, Video, Or Phone Meetings

Use this tool to teach middle-high school students or staff how to expand their ability to identify, express, and process their feelings when checking in about difficult situations that are occurring in their classroom or school community.

Instructions For Small Group and Breakout Sessions

1. Send students the feeling wheel or screen share it with them so you can look at it together.
2. Think about a specific theme or topic that is important to the students that you want them to think about. Remind them that they may have multiple feelings.
 - a. (e.g. how are you feeling today, how are you feelings about the end of the school year, how are you feeling about Covid-19?)
3. Follow **steps 2-4 in the General Instructions** on the first page. They can also circle or place a star by the emotions that they are feeling.
4. Once they are done reflecting, place them into a video conference breakout group with 2-3 people per group or a live small group and ask them to reflect on their feelings and what it was like for them deepening their awareness of their feelings.
5. Give students permission to explore feelings in different areas or colors as well. Let them know that our feelings are complex, and sometimes we can feel emotions that contradict one another.

Other Uses

1. **As a morning or meeting check-in tool** - Ask staff or students to reflect on how they are feeling about a specific topic, subject, or just in general that day. Explain how to use the tool using the instructions below. Call on one person at a time to share outloud to help build empathy and community as staff realize they may not be the only ones feeling stressed, overwhelmed, or happy in the moment. Make sure they are given the option to pass if they are not comfortable or feeling ready to share.
2. **As a personal check-in tool** - Ask staff or students to use the tool to reflect on how they are feeling about their day or about a particular topic or situation. This can be helpful for cultivating self-awareness and self-compassion in especially difficult times when people may be feeling overwhelmed or under increased pressure.
3. **When preparing people to have conversations about conflict** - When asking people how a situation made them feel when you are assessing an incident, this chart can help people more accurately identify their feelings. This makes it easier to understand what they need to move forward from the incident.

2. Emoji Chart

General Use Instructions

Use this tool to help elementary and middle school students talk about how they are feeling. This tool is ideal for younger students who may not have the vocabulary to express their feelings or feel shy about expressing themselves.

1. Email the students the feeling wheel, print and send it to them, or screen share it with them within a video conference platform so that everyone can look at it together.
2. Give students a prompt to think about how they are feeling today, or how they feel about a specific topic, subject or situation that is relevant to that day.
3. Ask students to silently look at all of the different faces and feelings and choose one that best matches how they are feeling about the prompt.
4. Ask students to share out one or more emoji faces that describe how they are feeling and why. You can ask all of the students to share or break them into small groups of 3-4. You can use the Breakout Rooms function in your video conference software.
5. If students are not able to read the feeling words, ask them to describe the face that best represents them instead
 - a. (e.g. "I feel like the one that is crying with a runny nose because...")

