



Feelings Check-In

Building Emotional Awareness in
Children

Leader Name : Kajal Pundir

Leader Designation: Community Teaching
Fellow

Community Teaching Fellows are teachers from the community who lead exemplary classrooms and support educators in the schools.

School Name: Government Primary
School, Kundiya

Location : Kundiya Village, Tehri
Garhwal, Uttarakhand, India

Testimonials

“Feelings check-in has helped me understand emotions of the children in my classroom. Earlier I was not able to understand the needs of my students, but after I started doing the feelings check-in I am more aware of their emotions. As a teacher sometimes we carry the burden of managing everything in our lives, but this space gives me time to share with my students the different emotions that I too am experiencing. This helps us to understand each other better.”



- Kajal Pundir
Community Teaching Fellow

“Me and my friends get a chance to share our feelings. When asked how we feel, we share how we feel on the inside. What we feel on the outside is clear but not on the inside.”

- Avni, Grade 1
sharing the purpose (for her)
of ‘feelings check-in’

(transcribed from a video
testimonial)



The Challenge

Children enter the classroom with different emotions. However, while they expressed their emotions in actions they were unable to find space to articulate their feelings. As a result, teachers, peers and they themselves were unaware of the emotions in the classroom.

This would often lead to unexpected rage, fights and insensitive behaviors between peers. This inspired Kajal to deliver meaningful lessons where every child is feeling safe and prepared to learn.



What Changed?

- Children have started identifying their own emotions and the emotions of those around them.
- Children have started becoming sensitive to the emotions of others. They accommodate their actions based on how their other classmates are feeling.
- Teachers and children feel more connected as they are able to understand each other's needs.
- Given the space to express their emotions children display indicators of high-levels of safety in the classroom.



Project Steps

- The facilitator familiarizes children with different feelings like, Happy, sad, excited, hungry and sleepy, by enacting these feelings in the classroom or by sharing examples of each.
- Having visual examples such as emojis or icons for this purpose is helpful for children to visualise the emotion. We, at SEF, have created a 'Feelings Chart' complete with diverse emotions. This gives the children autonomy to express their emotions.
- The facilitator asks the children to share their emotions and the reason behind it. This is to help them articulate their feelings and to also become aware of the feelings of others in their classroom.
- The facilitator asks the children to be mindful of each other's emotions throughout the day. If someone is sad in the class, then the children are encouraged to support them through it.

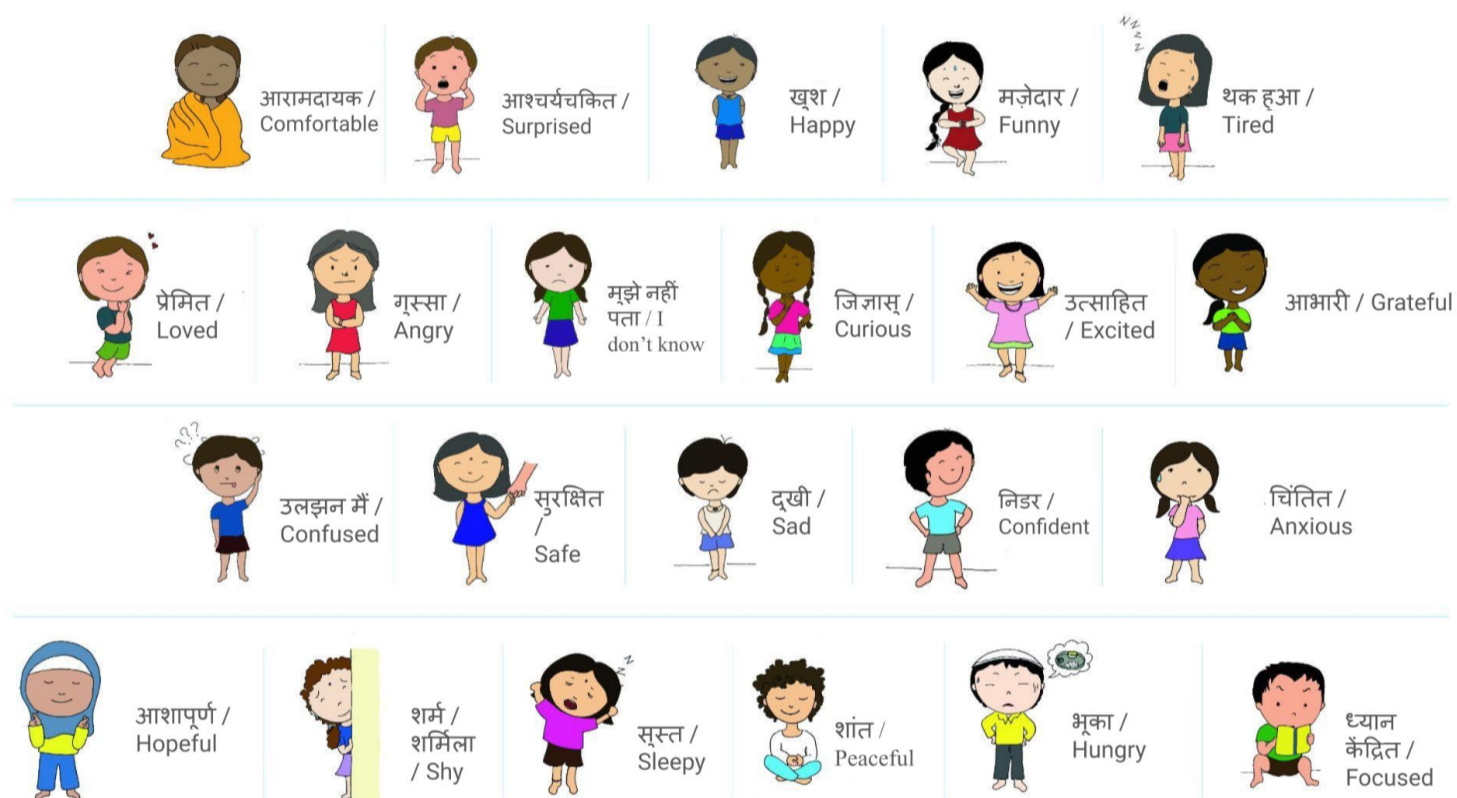
Project Steps (Contd.)

The 'Feelings Chart'

(with visual representation of diverse emotions)



आज मुझे कैसा महसूस हो रहा है?



This gives the children autonomy to express their emotions.





Simple Education Foundation



SEF

For Empowering All The Children