

Mindful Daily Check-ins

Place your post-it note on the scale below indicating “where you are/how you are feeling” right now.



Objective:

Today:

- Demonstrate self-awareness
- Identify your emotions/state of being in this moment using a visual continuum

Daily:

- Evaluate your results and determine what can be learned from the data and how that data may be utilized in your life.
- Use continuums for self checks and/or with friends/family/teachers/etc.

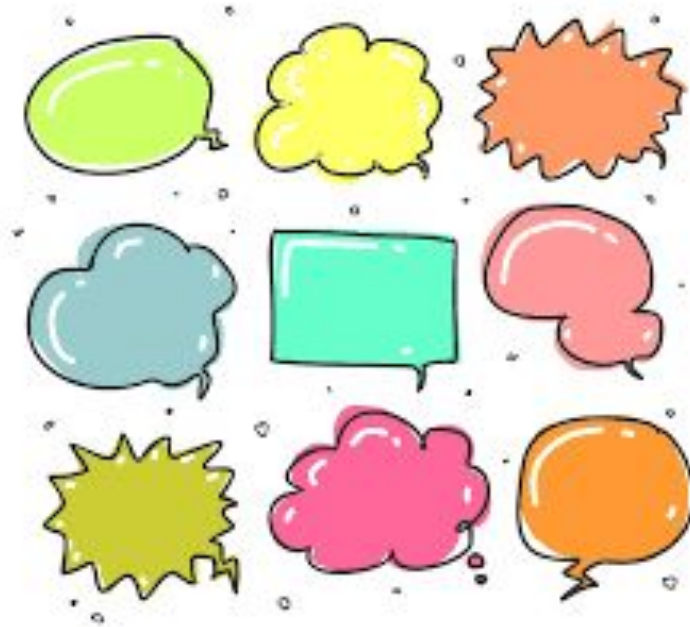


Discussion questions:

- How did you decide where to place your post-it?
- What factors went into your decisions?
- Was this a difficult task?
- What “takeaway,” do you have from going through that thought process.
- Would this process have been different if your name was on the post-it note? Why? Would you have placed it differently?
- What might we learn about our class when considering the placement of all the blank post-it notes.
- How might this affect your behavior/thinking during class today? Other classes? Interacting with others?



Class Discussion



Closure

Discussion:

- Is it okay to be where you are today? Why/why not?
- Is it okay for others to be where they are?
- How might you proceed with your day after considering “where you are” in this moment?



PTT:

Metacognition: awareness and understanding of one's own thought processes.

- Why is it important to practice metacognition in our daily lives?
- How might the use of the continuum introduced yesterday be beneficial in your metacognition?

Time to choose your own continuum using the continuums on the “Choose your scale” document.



Personalize your document:

Go to your class folder to find “Daily Check-in Tracking Chart.” Follow the directions on this sheet.



PTT:

Fill out your table for Day ____.



Follow up:

Plan a use for the continuums.

Create a plan on how to use the continuums.

Use them in any way you think of.

Consider who you are using with the scales with and the reason why you chose this person.

Tailor your use for those specific needs.

You may use any of those on the “Day 2: Choose your scale” document or create your own continuum.

After two weeks you will report back as to how you used them and results.



SEL CASEL Standards

See the CASEL Standards: Daily Check ins: Grades 9 - 12





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Slide Notes

Slide 1:

Day 1: Give each student a post-it note when they enter the room. Have this slide projected on the board.

Slide 2:

Day 1: (cont.) Explain the purpose of the scale/continuum: It is a way to check-in with one's self using self-awareness as well as showing empathy while checking in with others. We will explore how this might be helpful for you on a daily basis and long term.

You may want to only use the word "scale" or "continuum" or explain to the students that you will use them interchangeable. You may want to introduce the word "metacognition" today or wait until Day 2's lesson.

Slide 3:

Day 1: (cont.) Leave this slide up for a few minutes as students read the questions and reflect on how they would respond to them. You might want them to jot down a few responses to better prepare them for discussion. After students have had time to reflect, go to the next slide so you can choose the order of the questions or come up with your own questions as the discussion progresses. You may want to add a question pertaining specifically to your subject area/unit. For example: We have been discussing how our emotions affect our creativity and what/how we produce; how might using this scale affect how you approach your next work?

Slide Notes (cont.)

Slide 4:

None

Slide 5:

Day 1: (cont.) Optional: Ask students to have a discussion with a friend, family member, or staff member where they explain the idea of a continuum to check in at any given moment and the conversations which took place in class regarding the use of the scales.

Slide 6:

Day 2: Before class, share the “Choose your scale document” and the “Daily Check-in Tracking Chart” with your students. PTT: Discuss the meaning of Metacognition and have a class discussion using the questions provided. Using the “Choose your scale” document, have students choose a continuum they will use for the next 2 weeks. They should follow the directions on their document to personalize their chart. Students should complete Day 1 on their tracking chart. You may proceed by discussing their reflections or moving into another lesson planned for your class today. Each day you can either discuss the questions or just move on with your own lesson and wait until after the 8 days to have a class discussion.

Slide 7:

Day 2. Depending on how you share documents with your students, adjust the directions above. Have students fill out the chart.

Slide Notes (cont.)

Slide 8:

Days 3 - 8:

Have students complete the PTT. As stated on day two: You may proceed by discussing their reflections or moving into another lesson planned for your class today. Each day you can either discuss the questions or just move on with your own lesson and wait until Day 8 to have a class discussion. You may want to add to the PTT: Students are given a post-it note upon entry, they are to place it on the blank continuum line you add to the projected PTT slide. As the week goes on, you might have them add their names and discuss this change and how it made them feel, how it might help in proceeding with the class, etc. Day 8 have a lengthy discussion (or assign the reflection questions to be written at home) and have the discussion on Day 9.

Optional: Have students complete this follow up activity or one of your choosing. Check in with them every couple days to make sure they are following through. They could be recording (privately) on a chart or as a PTT who/how/and results as they move forward. Discuss confidentiality of their interaction with others. Unless they get explicit permission to share who they shared it with and any details of the interactions and results, they will need to be general when discussing their experience.

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Daily Check in Student Tracker (share this document with students)

[Google Doc Access: http://bit.ly/2G13AqX](http://bit.ly/2G13AqX)

Day 2: Choose Your Scale

Document to be shared with students can be found here:

[Google Doc Access: http://bit.ly/2MGgqvX](http://bit.ly/2MGgqvX)

Modifications/URL

- Adjust to grade level as needed.
- Limit or simplify questions for lower grades.
- To incorporate into regular curriculum:
 - Use only as a class starter choosing one or two questions.
 - Revisit frequently so students get into habit of being self-aware
 - Use content-related scales (see other hand out: Content-Related Scales.)
- <http://bit.ly/2CUUJn1>

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