

## Checking In and Letting Go Daily Ritual

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**Intention:** To create and maintain a daily, short, check-in ritual for starting every class

**Population:** Any group of students (Adapt as needed for language level)

### Materials needed:

- Large bowl of water
- Water soluble markers
- Strips of paper towels
- Samples of scales (pain and emotional). Select from the one that best matches language/literacy level or use different ones to practice reading a scale.

### Preparation (May spread the prep part over time before starting the daily ritual):

- For ESOL learners, vocabulary of emotions should be covered and reviewed before this activity, with a review of comparatives.
- Explain the concept of a scale or range to describe feelings or symptoms. See samples below.
- Discuss how doctors use a scale to ask about pain; refer to handout scale. Explain that you are going to use one to share how you are feeling emotionally.
- If you have not introduced the “letting go bowl” before, do so. Refer to [“Letting Go Bowl”](#) lesson plan.
- Explain how you would like to have a brief check-in each class to see how people are feeling. It will take about fifteen minutes and it will be a way to allow people to share, on a scale of 1-10, how they are feeling, then use the letting go bowl to let go of anything that is keeping them from focusing in class.
- Explain that it is also a way to be more aware of people’s feelings and behaviors during the class—someone may be sad, another happy—but that way you do not have to take behavior personally if someone is very quiet, etc.

### Implementation:

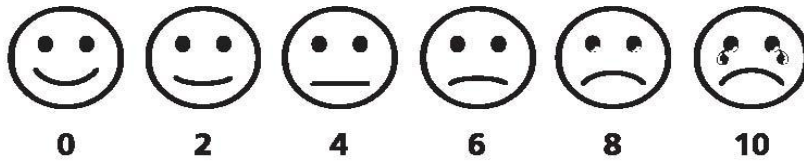
1. Hand out “How Are We Feeling” scale.
2. Discuss any new vocabulary with examples.
3. Ask students to write down one thing that is worrying them on a piece of paper towel, then think about how they are feeling on a range of 1-10, with 1 being not at all good—worried, distracted, anxious, etc., and 10 being extremely happy, great, positive, etc.
4. Teacher models the activity—to identify where you are on the emotion scale and to identify one burden that is worrying you.
5. For example: Teacher can say: “Today I am about a 6. I feel pretty good, but I am worried about my daughter, who has a cold.” Teacher then places the “worry” into the bowl of water.

6. Go around to each student to identify where they are on a scale of 1 to 10. They DO NOT have to share their reasons for picking a number, but they can. They can share their worry before placing it in the bowl, but that can be private if they choose to.
7. If any students are uncomfortable with the activity they can say they'd like to pass. They can always have a chance to participate the next day and thereafter.

### **Classroom Snapshot:**

This activity has been used daily in an ESOL class throughout the cycle. It is an expected part of the class and seems to help people arrive right on time because the first fifteen minutes are used for the check-in, and it has become important. We go through it fairly quickly, and it helps just to get a sense of the energy in the room. Sometimes people share why they pick a certain number, sometimes not. Sometimes people share their written worries for the letting go bowl, sometimes not. Students like it because it is a consistent part of the class; it provides a transition from whatever they were doing before, and it doesn't take too much time from the planned lesson of the day.

## Pain Scale



# UNIVERSAL PAIN ASSESSMENT TOOL

This pain assessment tool is intended to help patient care providers assess pain according to individual patient needs. Explain and use 0-10 Scale for patient self-assessment. Use the faces or behavioral observations to interpret expressed pain when patient cannot communicate his/her pain intensity.

