

WHY WE ALL NEED A FEELINGS CHECK-IN.



Rae Blick



THE PROBLEM:

NO TIME TO CREATE QUALITY RESOURCES

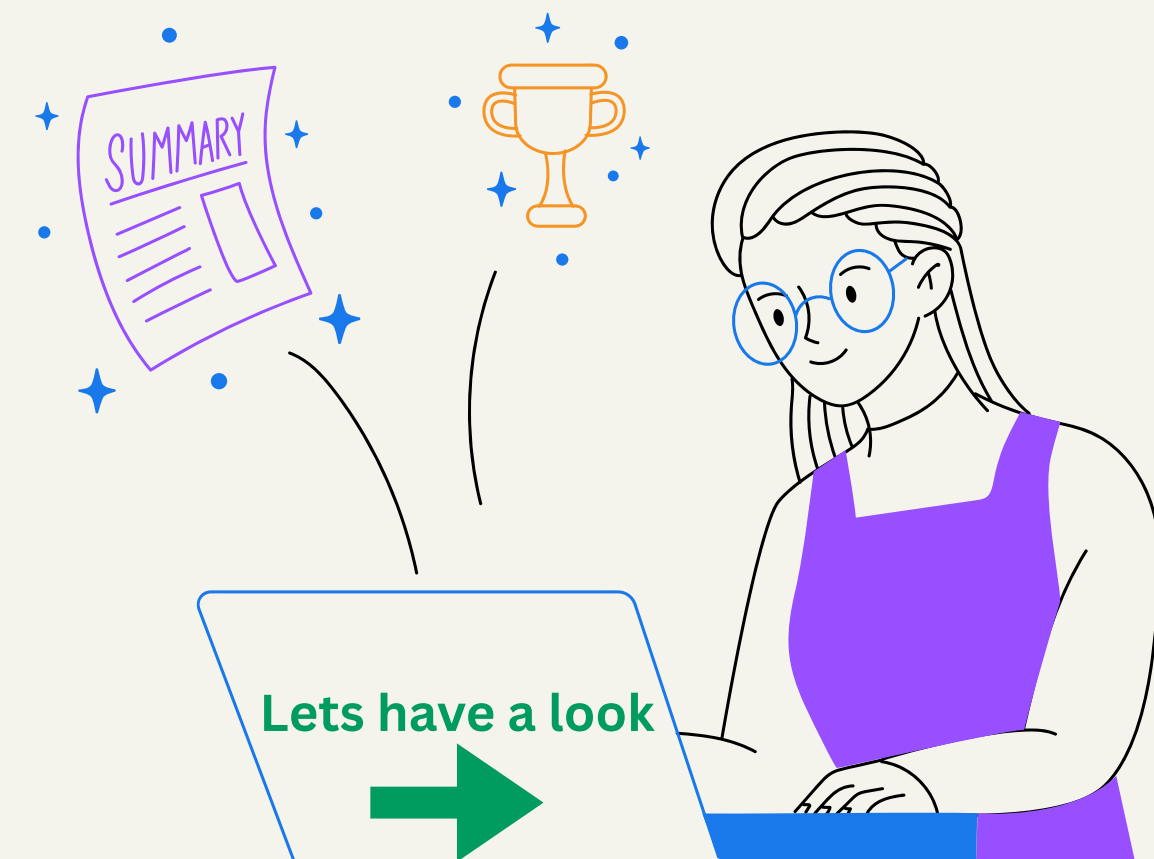
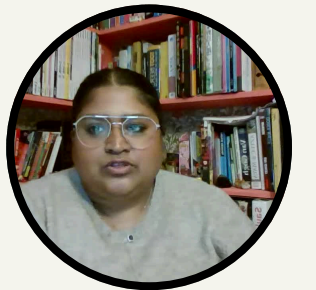
Educators know that emotional check-in's matter, but designing clear, age appropriate materials takes time.

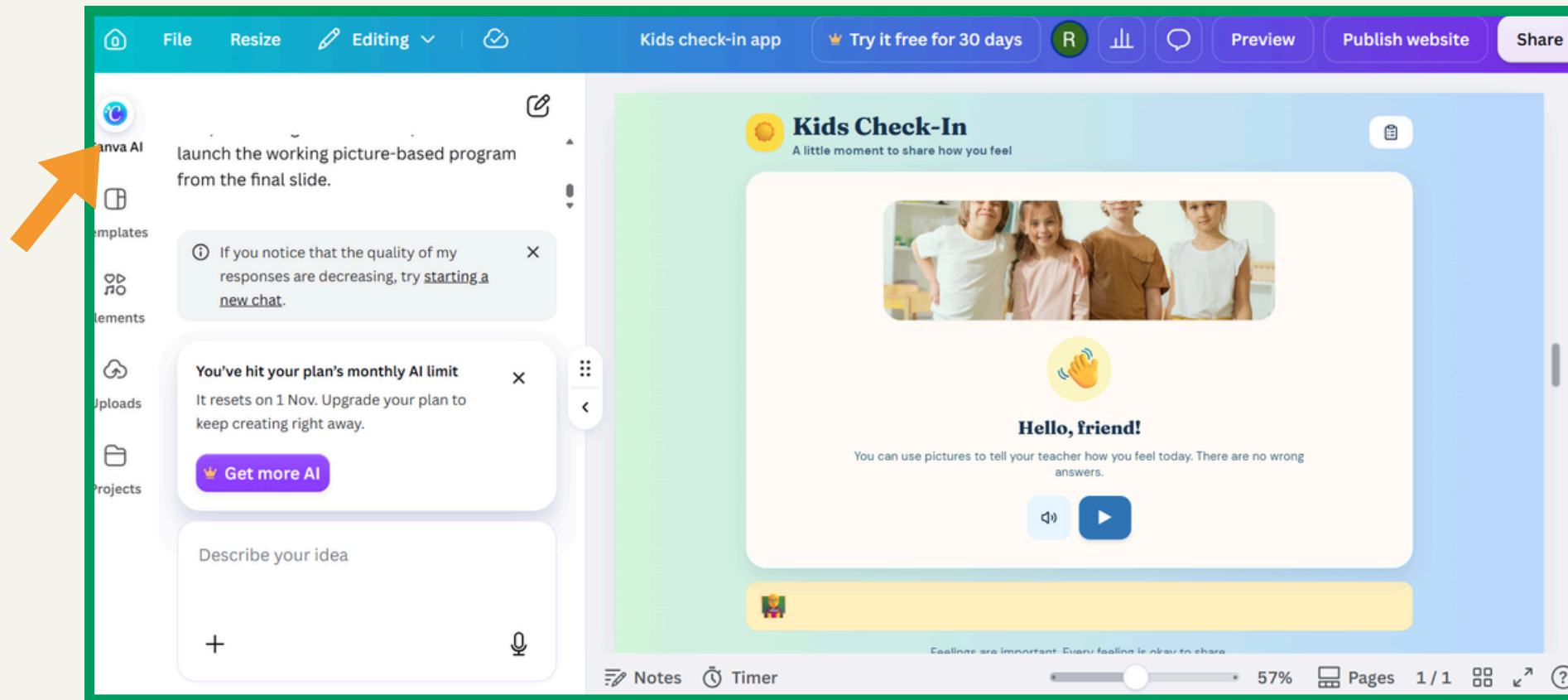
Existing resources are often:

- too childish for older learners
- too complicated to use
- not aligned to your settings or audience.

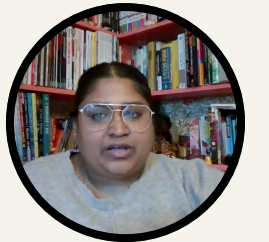
Result: good intentions, but no usable tools in time.

The promise: A streamlined , ready to use, emotional check-in resource. (EEF, 2019)



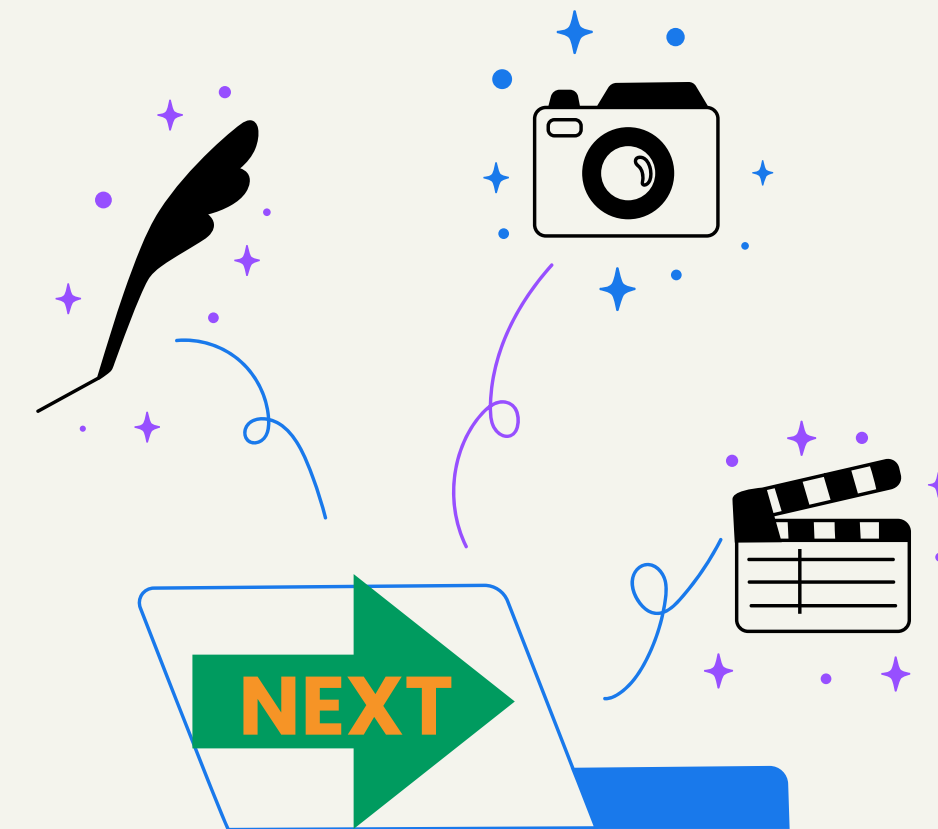


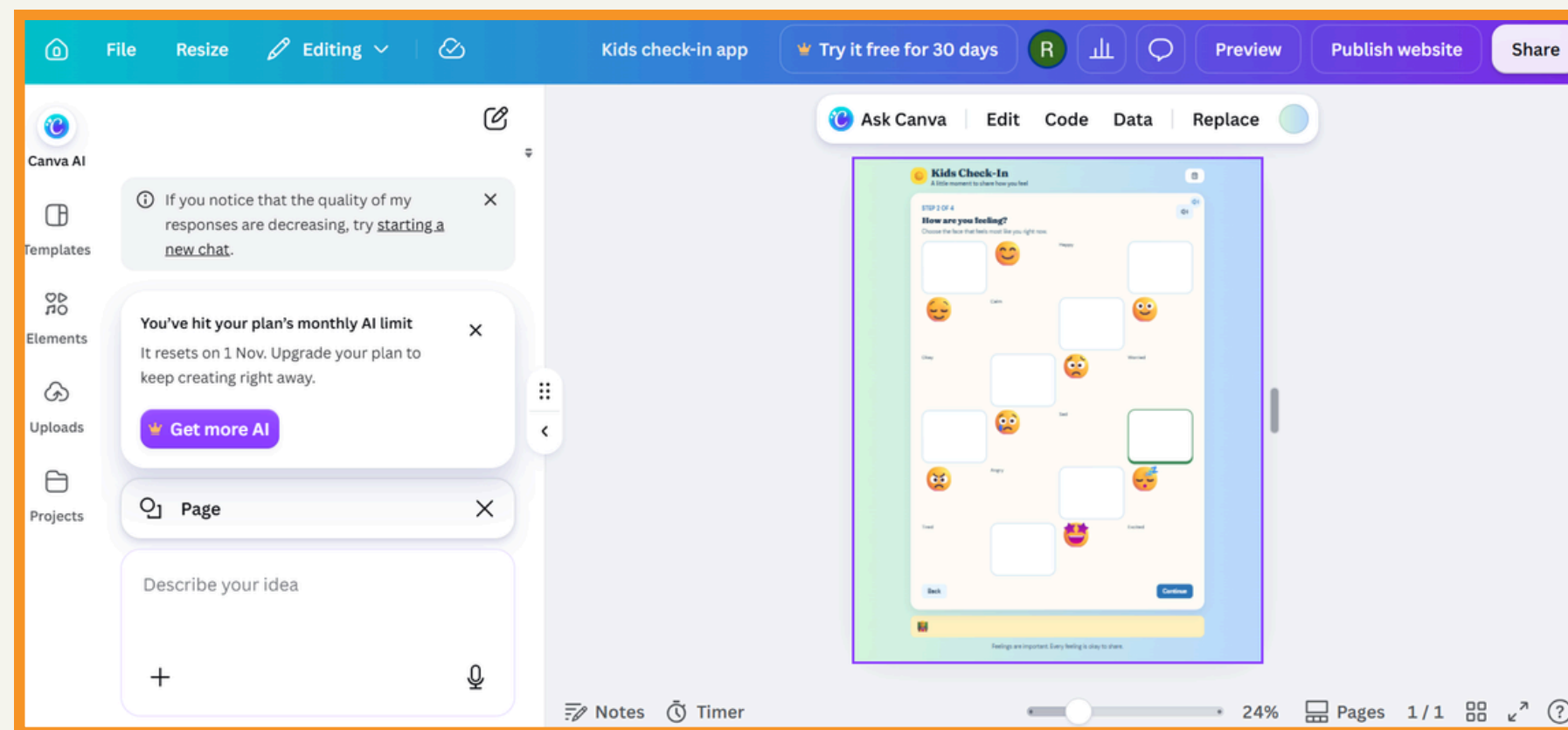
CANVA + AI: CREATE AN EMOTIONAL CHECK-IN



Step 1- Open Canva AI

- Log into Canva and open a presentation or worksheet design.
- Use Canva's AI tools to generate an age-appropriate emotional check-in.
- Try this point: 'Create a colourful, child-friendly emotional check-in for primary school pupils, using simple words, expressive faces and accessible colours'. (Weslh Government, 2021)



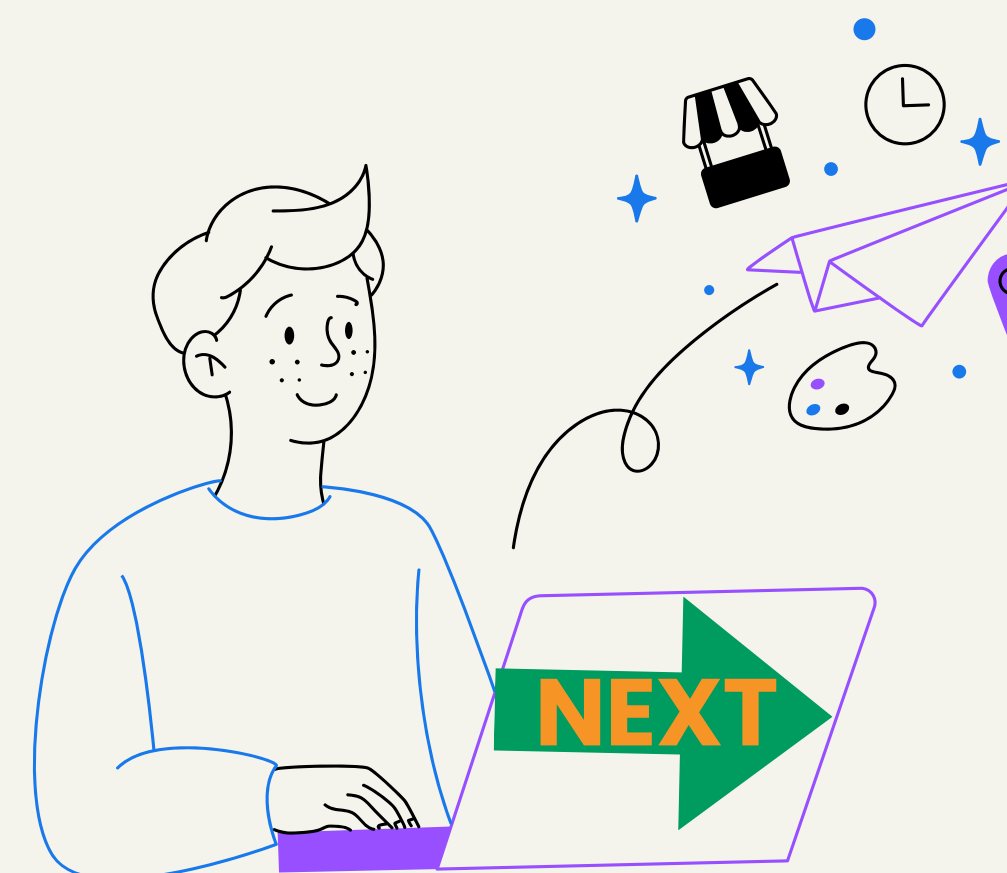


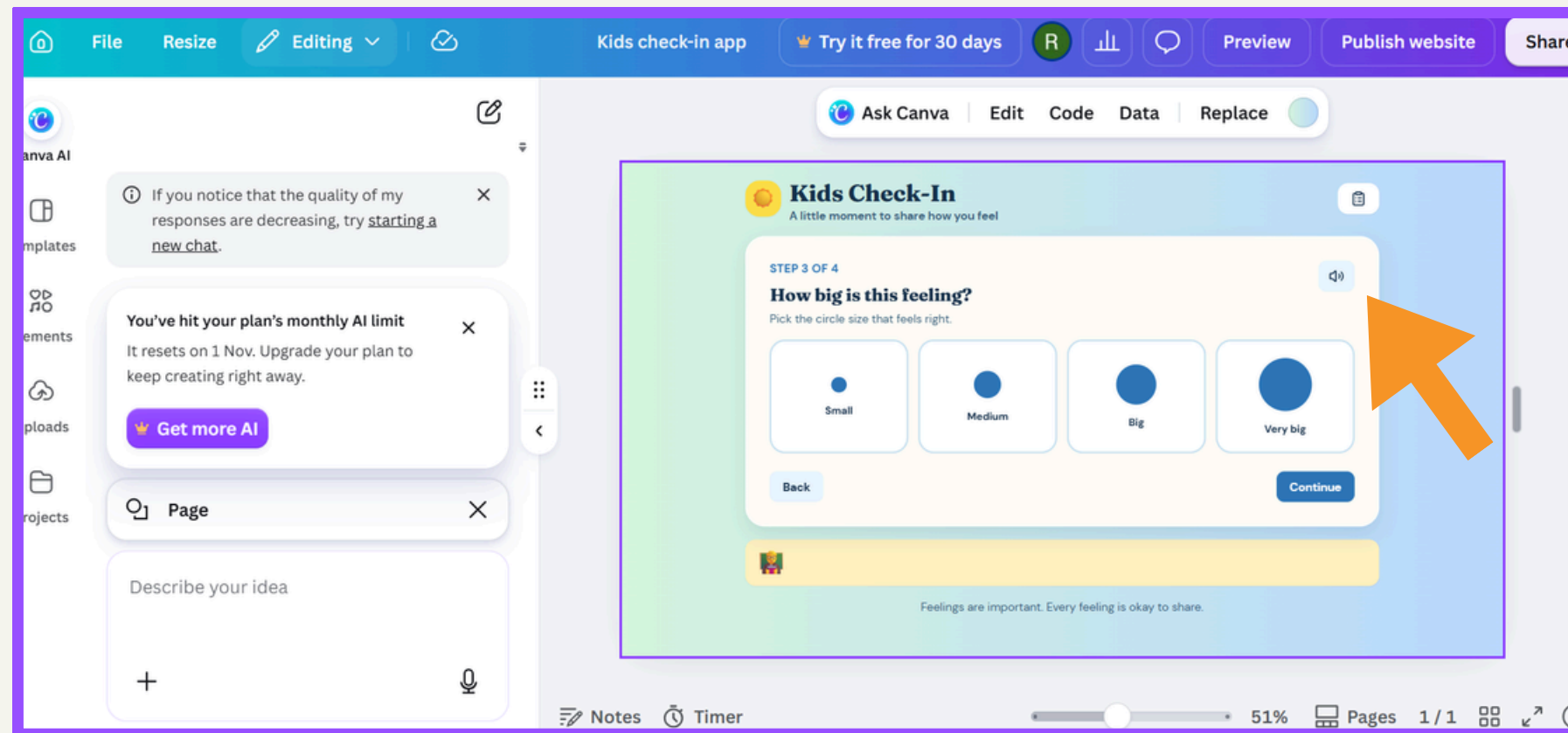
CANVA + AI: CREATE AN EMOTIONAL CHECK-IN



Step 2- Add Friendly Images

- Open Apps- Magic Media to generate suitable images, or search Canva Elements library for emotional icons.
- Add expressive faces, simple illustrations and clear symbols to represent different feelings.
- Use consistent images, readable text and contrasting colours to make the check-in accessible.
- Check that all images are appropriate, inclusive and easy for children to interpret. (Welsh Government ,2021)



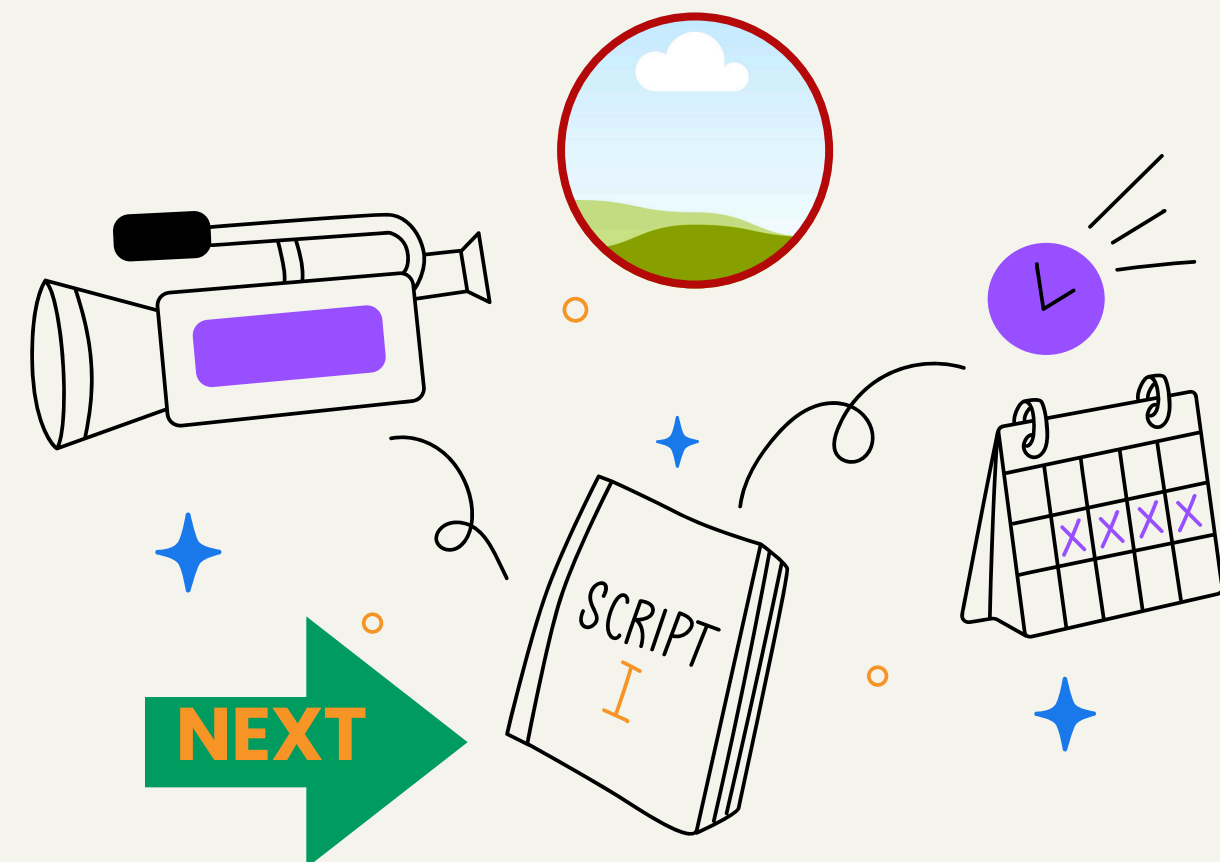


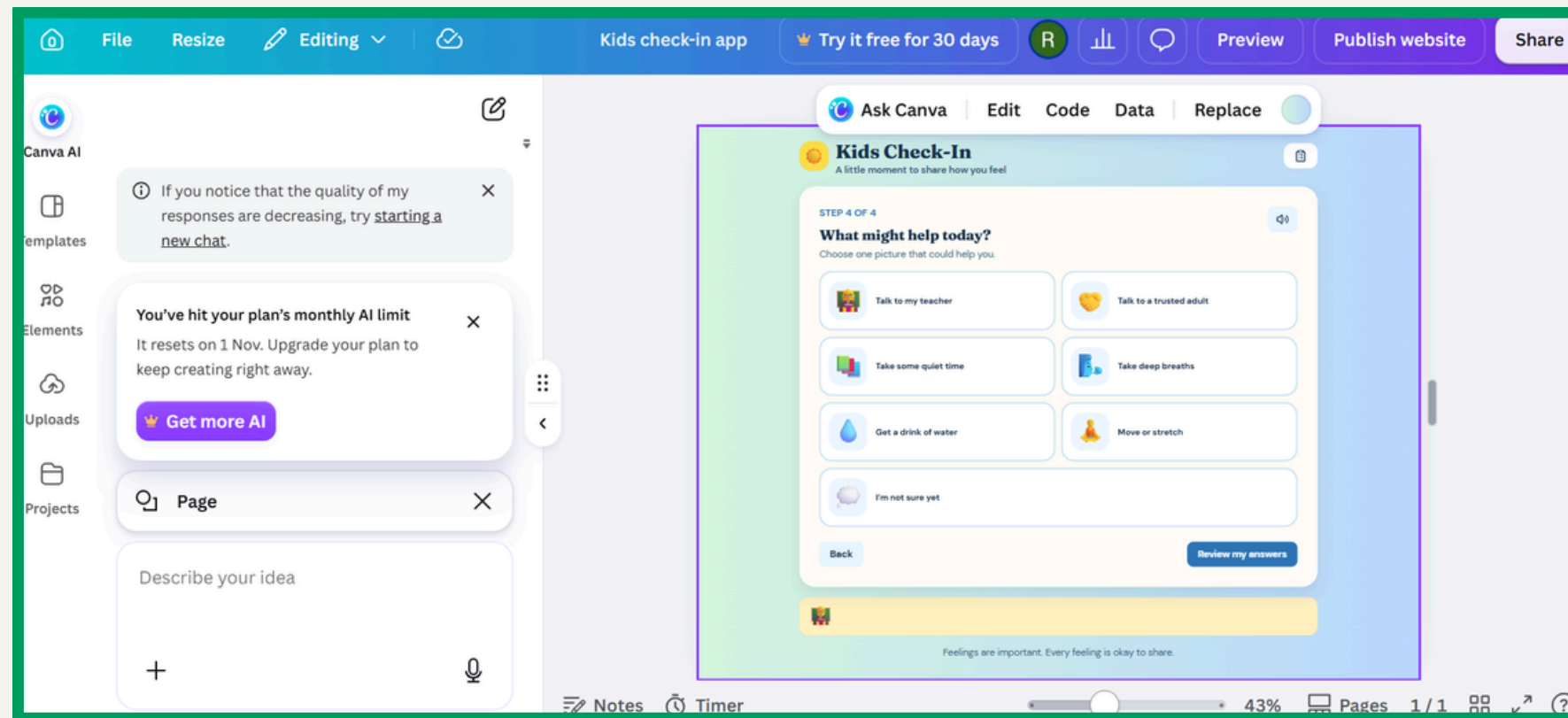
CANVA + AI: CREATE AN EMOTIONAL CHECK-IN



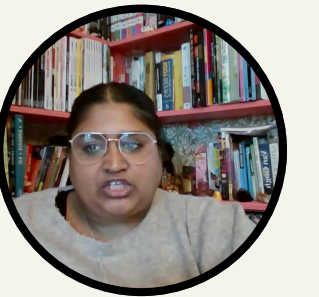
Step 3- Add Voice Instructions

- Open Apps - AI Voice in Canva, where available.
- Type a short, child-friendly script for each page and select a suitable voice.
- Generate the audio, check it's timing and preview the presentation, to ensure children can follow the instructions.
- Create separate, simple instructions for choosing a feeling, and identifying support. Include written instructions and clear audio controls where possible. (Welsh Government, 2021)





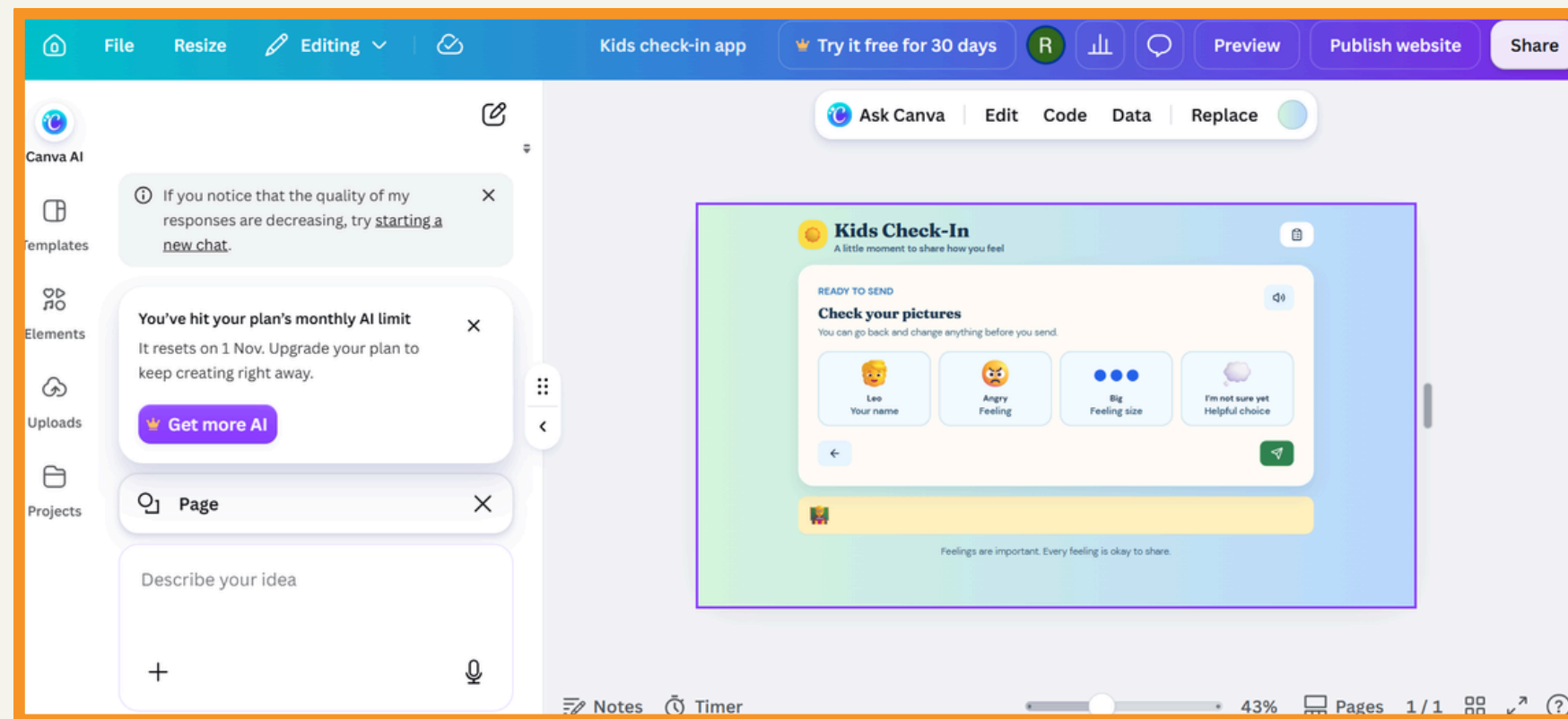
CANVA + AI: CREATE AN EMOTIONAL CHECK-IN



Step 4- Adapt to Each Year Group

- Ask Canva AI to simplify, or extend the wording to match the children's development stage.
 - Adapt the choices to the needs of the class, and the support available in school.
 - Include options such as talking to trusted adults, taking a quiet moment, or asking for help.
- Reception – Year 2: Pictures choices and simple words.
 -Years 3-4: A wider range of feelings and support options.
 -Years 5-6: More detailed reflection and opportunities to explain what might help. (Welsh Government, 2021)(Welsh Government, 2022)





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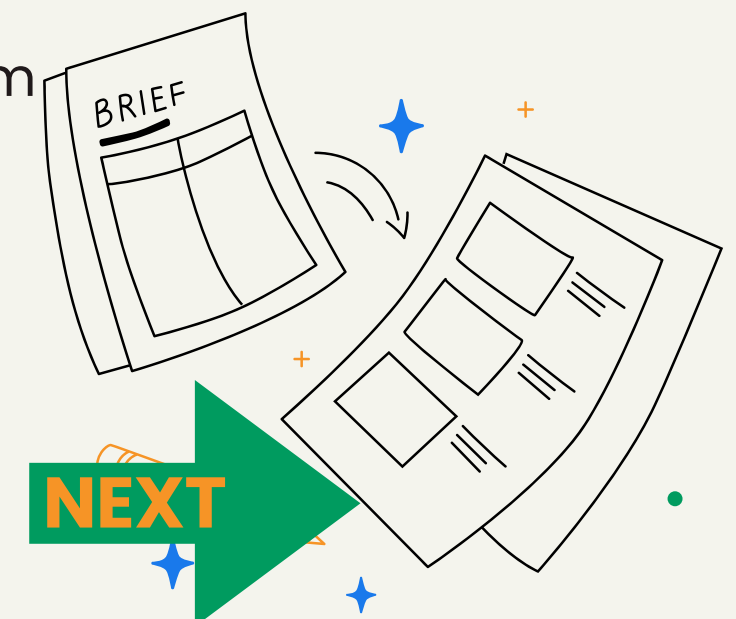


Step 5 – Send Responses Securely to the Teacher

- Create a response form, using a school-approved tool, such as Microsoft Forms, and include the child's name, selected feelings and support requested.
- Add the form's link to a clearly labelled 'send to the teacher' button in Canva.
- Test the link, and submission process to ensure responses reach the intended teacher securely.

Important: A Canva hyperlink opens a form; it does not automatically transfer answers selected on other Canva Slides. To transfer answers automatically, use a connected form or an appropriately configured interactive application.

- **As the resource contains children's emotional information, use school-approved accounts, restrict access to authorised staff, and follow school data-protection procedures.** (ICO/DPA, 2018)

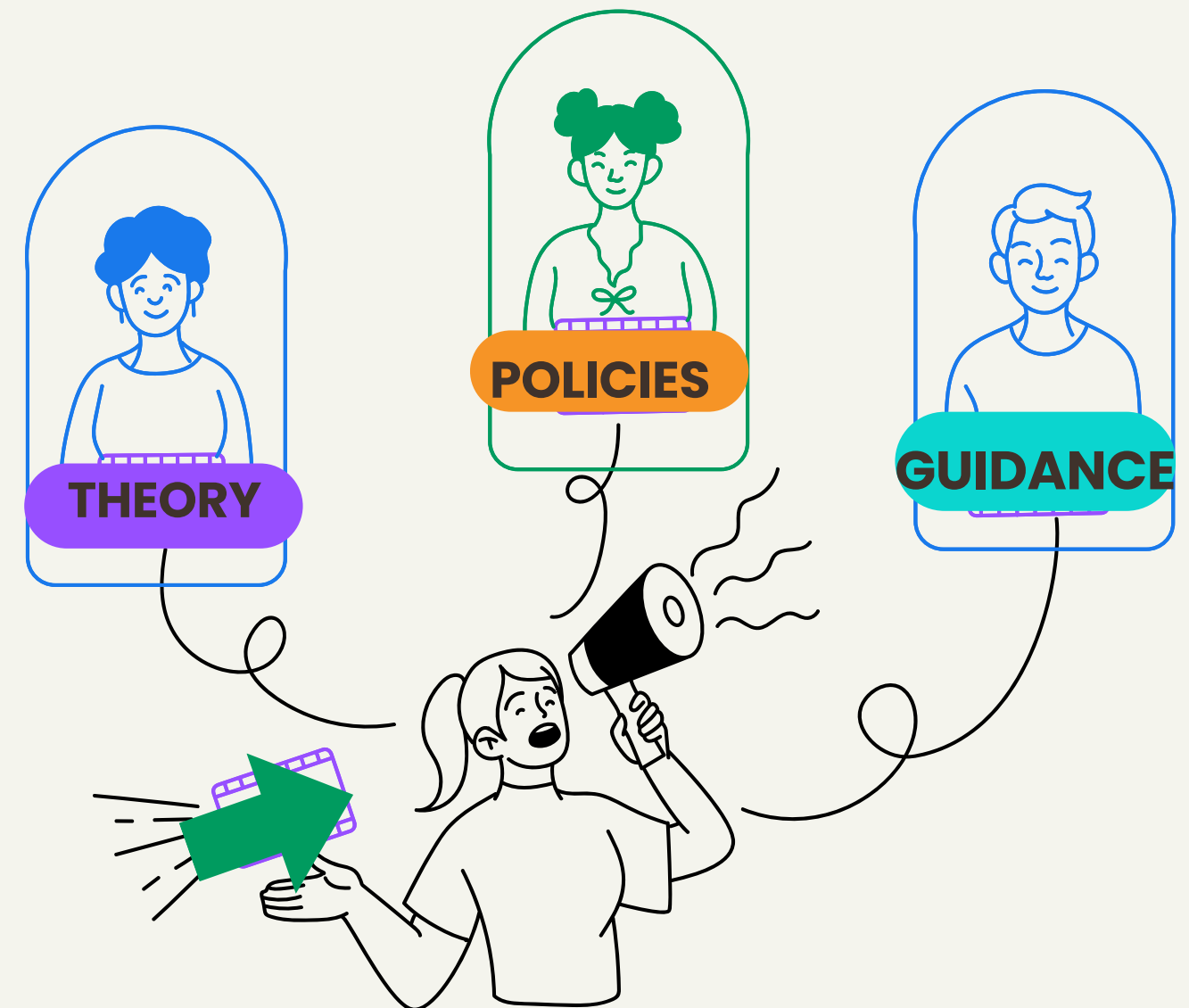


SO, WHY MIGHT
THE EMOTIONAL
CHECK-IN
WORK?

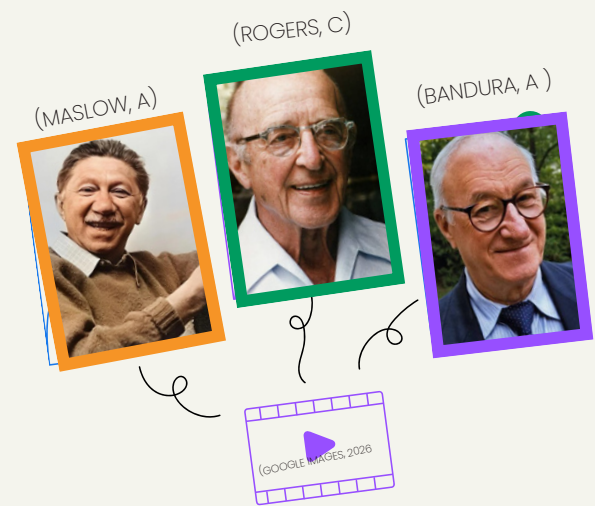


LINK TO ONE I MADE EARLIER:

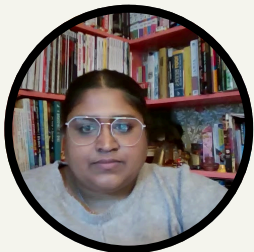
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MASLOW,
ROGERS AND
BANDURA:
THEORIES
BEHIND
DIGITAL
CHECK-INS



Theory	Key Idea	Link to Digital Check-in	Link to Classroom Behaviour	Critical Issue	Implication for Practice
Maslow: Hierarchy of Needs (1943)	Learners need safety, belonging, and esteem to engage fully.	A quick digital check-in, can identify learners who feel anxious, unsafe, tired, isolated or unsupported.	The teacher can adjust seating, workload, support or pastoral follow-up, helping to prevent disengagement or disruption.	The hierarchy is useful for prompting reflection, but evidence does not strongly support a fixed, universal order of needs (Bridgman <i>et al</i> 2019).	Use check-in's to identify individual needs, but avoid assuming all learners progress through needs in the same sequence.
Rogers: Person-Centered Approach (1957)	Learners respond well to empathy, genuineness and unconditional positive regard.	The check-in gives every learner a low-pressure way to communicate how they are feeling.	The teacher can acknowledge the learner while still maintaining clear expectations: ' I can see today is difficult, let's agree a way to keep you on task.'	A check-in alone, does not create a positive relationship; empathy must be shown through consistent, respectful action.	Follow up sensitively and maintain clear boundaries; avoid using the tool as a token gesture.
Bandura: Social Cognitive Theory (1986)	Behaviour, confidence and self-efficacy are shaped through modelling, encouragement, observation and successful experiences.	Check-in responses can identify low confidence and allow the teacher to provide reassurance, appropriate challenges and feedback.	Positive digital feedback and visible modelling, help learners develop confidence, self-regulation and positive classroom behaviour.	Self-efficacy develops through meaningful experiences and feedback, not simply through self - report (Egele, <i>et al</i> 2025).	Use check-in information to provide appropriate challenges, encouragement and opportunities for success.



WHAT CONTRIBUTES TO EFFECTIVE CLASSROOM MANAGEMENT?



ELEMENTS	PURPOSE	WHAT IT INVOLVES	CLASSROOM EXAMPLE	EVIDENCE
Positive relationships	Build trust, belonging and cooperation.	Know learners well, show respect, communication care and maintain high expectations.	Greet learners by name, and repair relationships after a difficult incident.	Teacher-learner relationships are associated with engagement, behavior, achievements and well-being. (Emslander <i>et al.</i> , 2025)
Clear expectations and routines	Make behaviour predictable and reduce uncertainty.	Use clear, positively framed expectations; teach, model, practice and revisit routines.	Teach and rehearse how to enter, transition, work collaboratively and end a lesson.	Rules and routines are preventative foundations of effective classroom management (Welsh Government, 2012).
Positive reinforcement and feedback	Increase the likelihood that appropriate behaviour will be repeated.	Identify desired behaviour specifically; acknowledge effort, cooperation, self - regulation and learning behaviours.	“Thank you for starting straight away and having your equipment ready”.	Feedback and reinforcement are more effective when linked clearly to the expected behavior (Welsh Government, 2025).
Engaging teaching and active supervision	Promote participation and reduce disengagement.	Use clear explanations, appropriate challenges, active learning, smooth transitions and regular monitoring.	Circulate during independent work, check understanding and adapt support when learners lose focus.	Effective management includes maximising engagement and actively supervising learning. Welsh Government guidance on enabling learning (Welsh Government, 2021)
Calm, consistent and targeted responses	Address difficulties fairly, while supporting individual needs.	Use reminders, pre-correction, proportionate consequences, restorative follow-ups and additional support where required.	Respond privately, identify the need, reteach the expectation and follow the agreed school process.	Research recommends proactive, relational, trauma-informed and whole-school approaches.
Purposeful use of digital resources	Support engagement, stucture, communication and digital responsibility.	Use technology to make routines visible, provide accessible instruction, give feedback and teach safe, respectful online behaviour.	Display a visual lesson sequence, use an online timer or task checklist, provide digital retrieval practice and explicitly teach expectations for device use.	Welsh Government’s Digital Competence Framework includes online behaviour, cyberbullying, digital citizenship and responsible technology use.

THE IMPACT OF EMOTIONAL CHECK-INS



Understanding emotions is an important part of understanding behaviour.



Emotional Awareness

Encourages children to recognise and communicate their feelings.



Positive Learning Environment

Contributes to an inclusive classroom where emotional well-being is valued.



Responsive Teaching

Helps teachers identify individual needs and consider appropriate support.

THANK YOU
VERY MUCH



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