



BOYS & GIRLS CLUBS

## Resource Guide

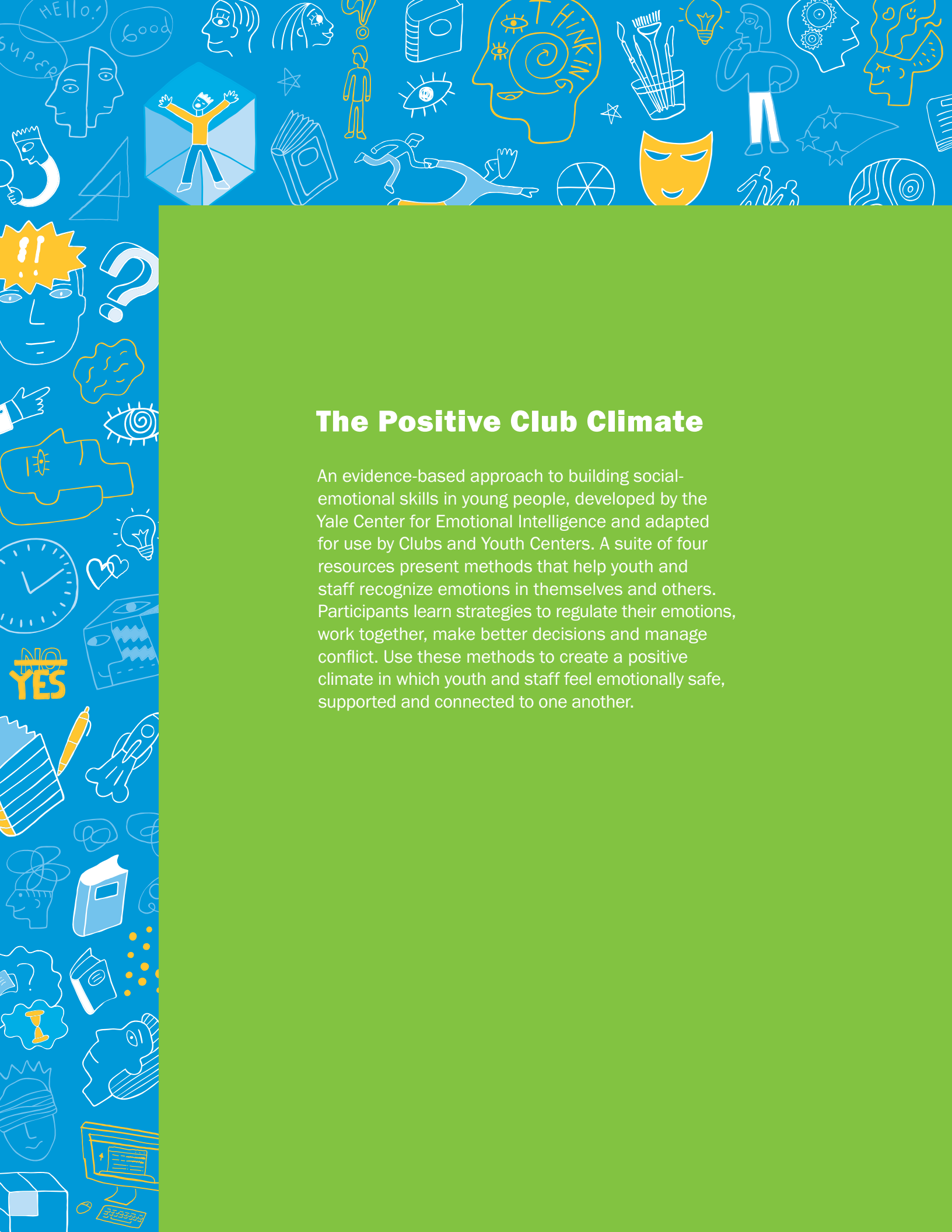
A Positive Club Climate guide to recognizing feelings, this resource contains staff training materials and a session for teaching young people to use Emotional Check-Ins.

Positive  
Club  
Climate

# Emotional Check-Ins







## The Positive Club Climate



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# Introduction

1



## Introduction

As youth development professionals, an essential part of our work is supporting young people's social-emotional development. The benefits of providing youth with opportunities to learn and practice social-emotional skills include improved academic performance, decreased emotional distress, decreased behavior problems, and increases in positive attitudes about both school and pro-social behavior.

That's why BGCA has partnered with the Yale Center for Emotional Intelligence. The center's RULER method is an evidence-based approach focused on five skills for building emotional intelligence in young people:

- **Recognizing** emotions in oneself and others
- **Understanding** the cause and consequences of emotions
- **Labeling** emotions with a nuanced vocabulary
- **Expressing** emotions in accordance with cultural norms and social context
- **Regulating** emotions with helpful strategies

### What Is the Positive Club Climate?

Using this approach in the Club or Youth Center can help you create a positive climate in which staff and youth feel connected and supported, respected and valued, inspired and excited, and emotionally safe and comfortable. When youth feel supported, respected and safe, they are more likely to engage in impactful Club activities and positive peer interactions.

Working with the Yale Center for Emotional Intelligence, BGCA adapted four tools for building a positive Club climate:

- **Emotional Check-Ins** are designed to help participants recognize emotions in themselves and others and develop strategies for regulating or managing emotions.
- **Group Agreements** are a shared vision created by participants in order to build an emotionally supportive environment.
- **The Meta-Moment** helps participants handle strong emotions to make better decisions for themselves and their community.
- **The Restorative Roadmap** helps participants manage conflicts and their aftermath.



### Why the Positive Club Climate?

Clubs strive to provide **Five Key Elements for Positive Youth Development**.

When these elements are in place, they enable youth to participate meaningfully in their Club experience and help their boost positive outcomes:

1. A safe, positive environment
2. Fun
3. Supportive relationships
4. Opportunities and expectations
5. Recognition

The Five Key Elements lay the foundation for effective programming. When used, these elements help young people build core physical, cognitive and social-emotional skills.

The Positive Club Climate methods support important aspects of the Five Key Elements. They help youth development professionals and youth work to maintain a sense of emotional safety in the Club; using them creates opportunities for young people to learn and practice important social-emotional skills.

Group Agreements, for example, are based on input from youth, engaging them in the creation of behavioral **expectations** that promote positive peer relationships. **Supportive relationships** of all types – staff-to-staff, staff-to-youth and youth-to-youth – are facilitated through Emotional Check-Ins, Group Agreements, the Meta-Moment and the Restorative Roadmap.

This approach creates ongoing and consistent **opportunities** for participants to share what they are feeling. By using these methods, youth development professionals and youth work to build a culture of understanding, appreciation and support in all interactions.



### Social-Emotional Skill Development

In addition to facilitating youth and adult connections, as well as inclusion, the Positive Club Climate tools were designed to promote the following social-emotional skills:

Self-Awareness	Recognizing one's feelings, needs, thoughts and influence on behavior
Empathy	Ability to understand and share the feelings of others
Perspective Taking	Ability to see things from others' point of view
Identifying Emotions	Recognizing and expressing feelings
Conflict Management	Responding to conflict
Conflict Resolution	Developing solutions to conflict
Communication	Communicating clearly verbally and non-verbally, listening well to others
Impulse Control	Controlling the desire to react immediately



### **Youth Development Professionals' Role in the Positive Club Climate**

Club professionals are critical to developing a positive Club climate. Depending on their role in the Club, staff may:

- Train other staff members to use the Positive Club Climate tools
- Practice using the tools with each other
- Model the use of the tools in front of youth
- Teach young people to use the tools
- Incorporate the tools into daily routines with youth

### ***Practice Positive Youth Development to Create Inclusive Clubs***

Inclusion is another core component for building a safe, positive environment in your Club or Youth Center. Youth will feel physically and emotionally secure when everyone is focused on making sure ALL youth feel included. By creating inclusive environments at the Club, we improve the overall experience for all young people. When staff use positive youth development practices, they help ensure all youth:

- Feel represented
- Have a sense of belonging
- Can meaningfully participate in programming

Consider strategies that help youth feel affirmed, safe and engaged with Club experiences. For more information on building and sustaining an inclusive environment, download the Program Basics BLUEprint at [BGCA.net/ProgramBasics](https://www.bgca.net/ProgramBasics).

### **How to Use Positive Club Climate Resources**

The Positive Club Climate tools are intended to create a cultural shift in your organization by building emotionally safe, inclusive and supportive environments for both youth and staff. The four guides to these tools are intended to be used sequentially, providing progressive learning and skill-development opportunities for participants.

Club professionals should learn and practice each Positive Club Climate tool as a team before using it with youth. The Emotional Check-Ins and Group Agreements guides include staff training resources. Consider holding learning sessions during weekly staff meetings or at a routine training event. Training content for the Meta-Moment and Restorative Roadmap can be accessed separately. For more information, see [BGCA.net/ClubClimate](https://www.bgca.net/ClubClimate).



Positive Club Climate Resources At-a-Glance		
	What is it?	How to use it:
<b>Emotional Check-Ins</b>	Emotional Check-Ins are designed to help participants learn to recognize emotions in ourselves and others, and to develop strategies for regulating or managing those emotions.	<ol style="list-style-type: none"> <li>1. Use Emotional Check-Ins at staff meetings.</li> <li>2. Use Emotional Check-Ins at the beginning and end of every program.</li> <li>3. Use Emotional Check-Ins at various points throughout the Club day.</li> <li>4. Use Emotional Check-Ins when working with youth who are feeling strong emotions.</li> </ol>
<b>Group Agreements</b>	Group Agreements are a shared vision created by participants in order to build an emotionally supportive environment.	<ol style="list-style-type: none"> <li>1. Create Group Agreements with youth development professionals at a staff meeting; revisit them routinely to update them as needed.</li> <li>2. Create Club-wide Group Agreements to showcase your Club vision.</li> <li>3. Create Group Agreements with youth for specific program areas or when you begin a new program; revisit them daily and change them as needed.</li> </ol>
<b>Meta-Moment</b>	The Meta-Moment helps participants handle strong emotions so they can make better decisions for themselves and their community.	<ol style="list-style-type: none"> <li>1. Youth development professionals can take a Meta-Moment before approaching a tense situation with youth to prepare themselves to react calmly.</li> <li>2. Youth can use the Meta-Moment to guide their interactions with staff and peers when they are feeling big emotions.</li> <li>3. Staff can encourage youth to use the Meta-Moment as a way to positively guide behavior choices.</li> </ol>
<b>Restorative Roadmap</b>	The Restorative Roadmap helps participants manage conflict effectively.	<ol style="list-style-type: none"> <li>1. Youth development professionals can use the Restorative Roadmap for reflection with youth after a conflict occurs.</li> <li>2. Club leaders can use the Restorative Roadmap for reflection with youth development professionals after a conflict occurs.</li> </ol>



## How to Use Emotional Check-Ins

### Important Note About Safety:

Be an active listener during this process. Pay attention to red flags that could indicate safety issues. Be sure to follow your Club's policy for mandated reporting if a youth discloses anything related to abuse, neglect or threats to their personal safety while sharing.

Everyone feels a wide range of emotions every day. Emotions influence the way we interact with our environment and the people around us. Understanding our emotions plays a critical part in building a culture of emotional safety, creating supportive relationships and navigating challenges. Emotional Check-Ins are a simple tool that youth development professionals and youth can use to pause, reflect and identify their emotions.

Emotional Check-Ins have the potential to benefit both youth development professionals and youth in the following ways:

- Improve self-awareness skills
- Increase understanding of emotions in self and others
- Encourage a cultural of emotional safety and sharing
- Build supportive relationships

Emotional Check-Ins help youth development professionals and youth understand how they are feeling and get support when they need it. When using Emotional Check-Ins, it is important to respond appropriately to what is shared. If most youth share that they are feeling tired and sad after having a test at school, a high-energy activity may not be the best way to keep them engaged. You may need to adjust your activity to better meet their emotional needs.

Emotional Check-Ins may not come naturally for everyone. They require an emotionally safe environment, and a willingness to be vulnerable. Just like anything, Emotional Check-Ins get easier with practice. The more often youth development professionals and youth are asked to do this, the easier Emotional Check-Ins will become.

### How are you feeling?





## Emotional Check-Ins Across the Club Day

Emotional Check-Ins can be incorporated into regular staff meetings and daily programs or activities at Clubs. They can be formal and structured, or informal and used when needed.

Here are several examples of ways that Emotional Check-Ins can be incorporated into your Club or Youth Center's culture:

- **Emotional Check-Ins: Transitioning into the Club or Youth Center**  
 As youth transition into the building for the day, complete an Emotional Check-In using the Feeling 1-10 technique. This technique asks youth to quickly rank how they are feeling on a scale of 1-10. It can provide program staff with valuable information on how members feel overall as they enter the Club for the day. For example, if many of the members had a hard day at school because of statewide testing, it may be helpful for staff to know that the kids are not feeling great.
- **Emotional Check-Ins: During Snack and Meals**  
 During snack and meals, ask youth development professionals to sit with youth at their tables and complete an Emotional Check-In using the Rose, Bud, Thorn technique. During this technique, youth development professionals will ask youth to share the best part of their day, something they are looking forward to, and something they wish would have gone better. Encourage staff to model the Emotional Check-In by going first. This type of check-in can be extremely valuable as it has the potential to provide youth development professionals and youth insight into the details of each other's lives.
- **Emotional Check-Ins: Before Structured Programming**  
 Complete a quick Emotional Check-In with youth before the program begins. Ask them to get with a partner and share how they are feeling using the Pop Culture technique. The Pop Culture technique asks participants to choose a song or movie that represents how they are feeling. Give large groups one to two minutes to share. Use the information from the Emotional Check-Ins to adjust your program and provide support to members in need.
- **Emotional Check-Ins: During Structured Programming**  
 Complete an informal Emotional Check-In during the program when you sense a change in the energy of the group, or if you notice youth straying from the activity. Pause for a moment and ask the group to complete an Emotional Check-In by holding up a thumbs-up, thumbs-down or thumbs in the middle to show how they are currently feeling. You can use this information to adjust your program and provide support to members in need.



- **Emotional Check-ins After Structured Programming**

After youth have completed the program activities, complete a quick emotional check-in with them before they leave. Ask members to check-in as a large group using the Internal Weather Report technique by choosing a weather word that represents how they are feeling. Follow up with any youth who may need it before they begin their next program, and/or alert the staff in their next program that certain youth may need additional support.

- **Emotional Check-Ins with Youth Development Professionals**

At every staff meeting, complete an Emotional Check-In before jumping into the agenda. Ask youth development professionals to pair up and use the Highs and Lows technique by sharing the best part of their day, and something they would like support with. Allow them to share what they discussed with their partners with the larger group. Use this information as a quick pulse check on how youth development professionals are feeling, and what they may need support with moving forward.



## Sample Emotional Check-Ins



### Internal Weather Report:

Ask, “If your mood were the weather, what would it be? For example, if you’re angry it could be a thunderstorm, or if you’re happy it could be sunny.” Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not.



### Feelings 1-10:

Say, “Rank your mood today on a scale of 1 to 10, with 1 being the worst mood and 10 being the best.” Have them share with the group by showing their ranking on their hands. They can choose to explain and elaborate on their ranking, or not.



### Pop Culture:

Ask, “If your current mood were a song or movie, what would it be? For example, if you’re having a great day your song could be ‘Happy’ by Pharrell, or if you’re grumpy, your movie could be ‘The Grinch.’ Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not.



### Highs and Lows:

Ask participants to think of their “high and low” of the day— this is the best thing that happened to them during the day, and the worst thing that happened to them. Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not.



### Rose, Bud and Thorn:

Ask participants to think of their “rose, bud and thorn” of the day – this is the best thing that happened to them during the day (rose), something they’re looking forward to (bud), and the worst thing that happened to them today (thorn). Give everyone a chance to think, then go around the circle and have everyone share with the group. They can choose to explain and elaborate on their day and feelings, or not.





### Emotional Animals:

Ask, “If your mood were an animal, what animal would it be? For example, if you’re calm, your mood could be a sloth. If you’re excited, your mood could be a monkey.” Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not. For younger members, have them demonstrate the animal they choose (e.g., excited monkey, or calm sloth).



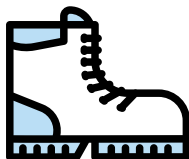
### The Mood Meter:

Show participants the Mood Meter and ask them to consider how much energy they have, and how pleasant they are feeling to select a quadrant of the Mood Meter. The blue quadrant is for both low pleasantness and low energy feelings such as feeling sad, lonely or depressed. The green quadrant is for feelings that are still low energy, but higher in pleasantness such as feeling calm, secure and carefree. The yellow quadrant is for feelings that are high in pleasantness, but now also high energy such as feeling happy, excited or inspired. The red quadrant is for feelings that are low in pleasantness, but still high energy such as feeling angry, anxious or worried.



### Food Moods:

Ask, “If your mood were food, what food would it be? For example, if you’re angry, your mood could be a hot Cheetos. If you’re happy, your mood could be birthday cake.” Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not.



### Moods and Movement:

Ask participants to think of a movement that demonstrates how they are feeling. Say, “For example, if you’re angry, you could stomp your feet. If you’re happy, you could hop up and down.” Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not. Members can complete this while traveling from the door to their seat, or as a large group activity.





## Teaching Emotional Check-Ins to Staff

Use the following staff meeting agenda to introduce youth development professionals to the benefits of Emotional Check-ins. Youth development professionals should learn about and practice Emotional Check-Ins with other staff so they have a chance to get comfortable with them before using them with youth.

The Mood Meter is a great tool to use with youth development professionals. Use it as an Emotional Check-in at the start of a meeting or as staff arrive at work. This section includes materials for teaching professionals to use the Mood Meter with each other and with young people.



# Meeting Agenda: Emotional Check-Ins

**Total time: 1 hour**

**1**

## Welcome (5 minutes)

- **Take** this time to introduce any new members to your team.
- **Provide** space for employee recognition through shout-outs for a job well done.

**2**

## Introduction (5 minutes)

### **Topic/Meeting Purpose:**

Youth development professionals will learn about Emotional Check-Ins, how to use them and practice using the Mood Meter as an Emotional Check-In strategy.

### **Why:**

- To create a culture of emotional safety at your Club or Youth Center.
- To better understand personal emotions and the emotions of others.
- To learn how to use Emotional Check-Ins with youth.

**3**

## Icebreaker/Teambuilding (10 minutes)

- **Prepare** for the icebreaker activity by bringing a large bag of multicolored candy to the meeting.
- **Allow** youth development professionals to choose how many pieces of candy they would like.
- **Assign** each color candy with an emotion. Use the following as an example:
  - › Red = Happy
  - › Purple = Angry
  - › Yellow = Worried
  - › Blue = Sad
  - › Green = Calm
- **Ask** them to share about a time they experienced the specific emotion associated with the color candies they received and explain why they felt that way.
- **Summarize** by explaining that emotions are normal, and everyone feels a wide range of emotions every day.



## 4

**Meeting Content (25 minutes)**

- **Main Points:** What are Emotional Check-Ins?
  - › Emotional Check-Ins are a simple tool that youth development professionals and youth can use to pause, reflect and identify their emotions.
  - › Emotional Check-Ins have the potential to benefit both youth development professionals and youth in the following ways:
    - Improve self-awareness skills
    - Increase understanding of emotions in self and others
    - Encourage a culture of emotional safety and sharing
    - Build supportive relationships
  - › Emotions influence the way we interact with our environment and the people around us.
  - › Emotional Check-Ins allow you to pause, reflect and process how you are feeling.
  - › Understanding how you feel helps you recognize when you need to pause to regulate your emotions, get support and adjust your interactions with others and the environment.
  - › Emotional Check-Ins may not come naturally to everyone, and will require an emotionally safe environment, mutual respect and a lot of practice.
- **Practice Activities:** Practice Using Emotional Check-Ins
  - › **Divide** youth development professionals into five small groups. Provide each group with two Emotional Check-In examples to master and then teach to the rest of the group.
    - Allow each small group to teach the large group how to do the two Emotional Check-Ins they were assigned.
  - › **Provide** each youth development professional with the Mood Meter handout to guide the following discussion. The Mood Meter is another example of an Emotional Check-In you can use with staff or youth.
    - The blue quadrant is for both low pleasantness and low energy feelings such as sadness, loneliness or depression.
    - The green quadrant is for feelings that are still low energy, but higher in pleasantness such as calmness, security and feeling carefree.
    - The yellow quadrant is for feelings that are high in pleasantness, but now also high energy such as happiness, excitement or inspiration.
    - The red quadrant is for feelings that are low in pleasantness, but still high energy such as anger, anxiousness or feeling worried.
  - › Complete an Emotional Check-In with youth development professionals using the Mood Meter.



**5**

**Planning for Action** (10 minutes)

- Creating a Culture of Emotional Check-Ins
  - › How can we regularly use Emotional Check-Ins on our team?
  - › Who should do what and when?
  - › What support is needed?
- Using Emotional Check-Ins with Youth
  - › What are some structured and unstructured ways we can use Emotional Check-Ins with youth throughout the day?
  - › Who should do what and when?
  - › What support is needed?

**6**

**Reflection** (5 minutes)

- Use a reflection exercise of your own or one from the YDToolbox. (Download the free app from the Apple Store or Google Play, or access online at [ydttoolbox.goodbarber.com](https://ydttoolbox.goodbarber.com).)
- Ask staff to evaluate the effectiveness of the meeting and their ability to apply the information learned.



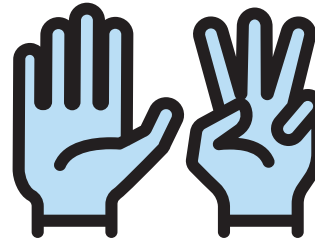
## Meeting Handout 1: Group Assignments

### Group 1



#### Internal Weather Report:

Ask, “If your mood were the weather, what would it be? For example, if you’re angry it could be a thunderstorm, or if you’re happy it could be sunny.” Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not.



#### Feelings 1-10:

Say, “Rank your mood today on a scale of 1 to 10, with 1 being the worst mood and 10 being the best.” Have them share with the group by showing their ranking on their hands. They can choose to explain and elaborate on their ranking, or not.

### Group 2



#### Pop Culture:

Ask, “If your current mood were a song or movie, what would it be? For example, if you’re having a great day, your song could be ‘Happy’ by Pharrell, or if you’re grumpy your movie could be ‘The Grinch.’” Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not.



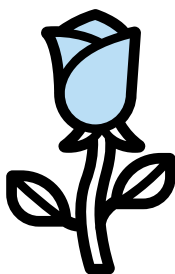
#### Highs and Lows:

Ask participants to think of their “high and low” of the day – this is the best thing that happened during the day, and the worst thing that happened during the day. Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not.



## Meeting Handout 1: Group Assignments

## Group 3

**Rose, Bud and Thorn:**

Ask participants to think of their “rose, bud and thorn” of the day – this is the best thing that happened to them during the day (rose), something they’re looking forward to (bud), and the worst thing that happened to them today (thorn). Give everyone a chance to think, then go around the circle and have everyone share with the group. They can choose to explain and elaborate on their day and feelings, or not.

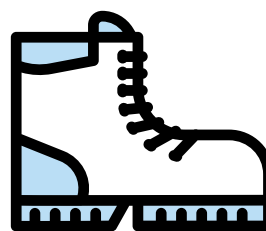
**Food Moods:**

Ask, “If your mood was food, what food would it be? For example, if you’re angry, your mood could be a hot Cheetos. If you’re happy, your mood could be birthday cake.” Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not.

## Group 4

**Emotional Animals:**

Ask, “If your mood was an animal, what animal would it be? For example, if you’re calm, your animal could be a sloth. If you’re excited, your animal could be a monkey.” Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not. For younger members, have them demonstrate the animal they choose (e.g., excited monkey, or calm sloth).

**Moods & Movement:**

Ask participants to think of a movement that demonstrates how they are feeling. Say, “For example, if you’re angry, you could stomp your feet, or if you’re happy you could hop up and down.” Give everyone a chance to think, then have everyone share with the group. They can choose to explain and elaborate on their feelings, or not. Members can complete this while traveling from the door to their seat, or as a large group activity.



## Meeting Handout 2: Mood Meter

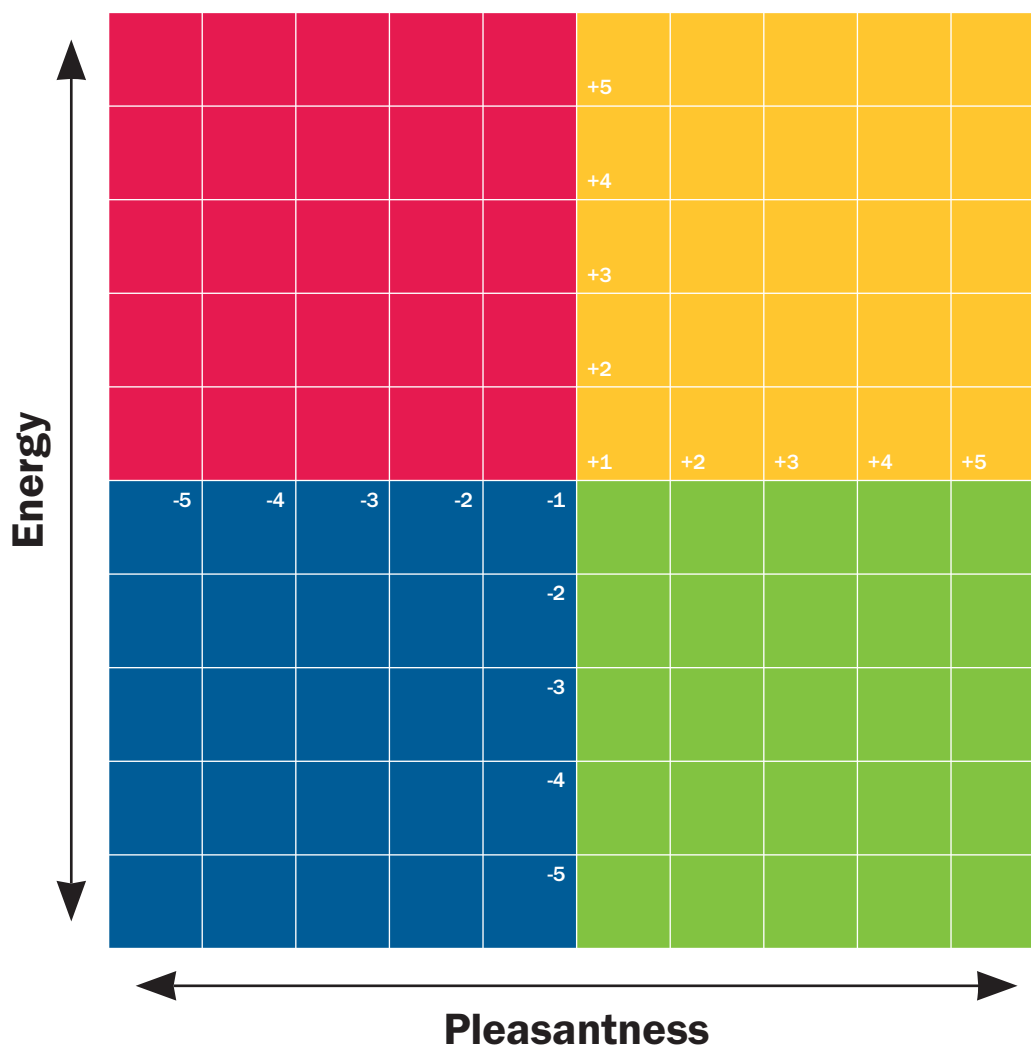
The Mood Meter is a tool that allows you to identify your current emotions. Consider how much energy you have, and how pleasant you're feeling, and select a quadrant of the Mood Meter.

The **red** quadrant is for feelings that are low in pleasantness, but still high energy such as anger, anxiousness or feeling worried.

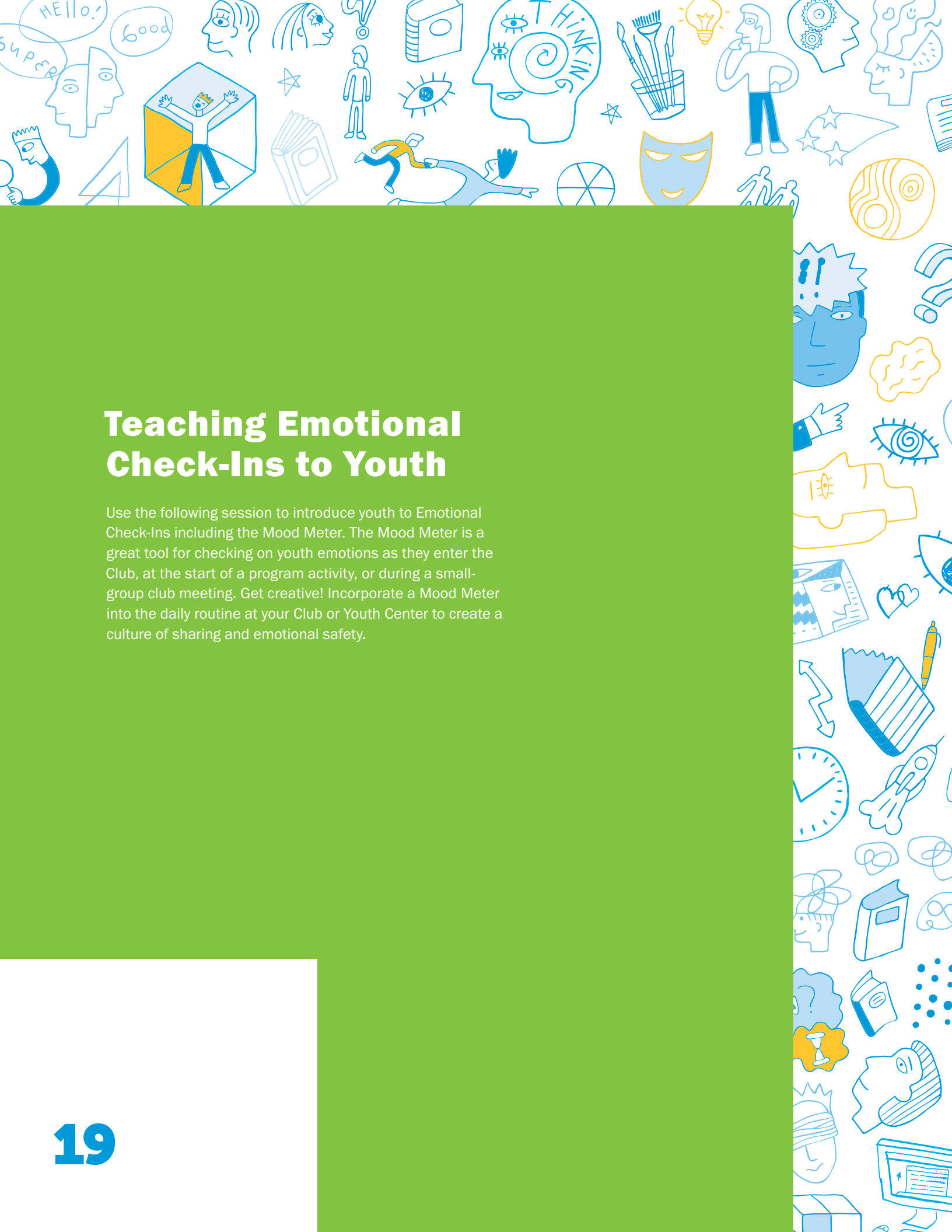
The **blue** quadrant is for both low pleasantness and low energy feelings such as sadness, loneliness or depression.

The **yellow** quadrant is for feelings that are high in pleasantness, but now also high energy such as happiness, excitement or inspiration.

The **green** quadrant is for feelings that are still low energy, but higher in pleasantness such as calmness, security and feeling carefree.



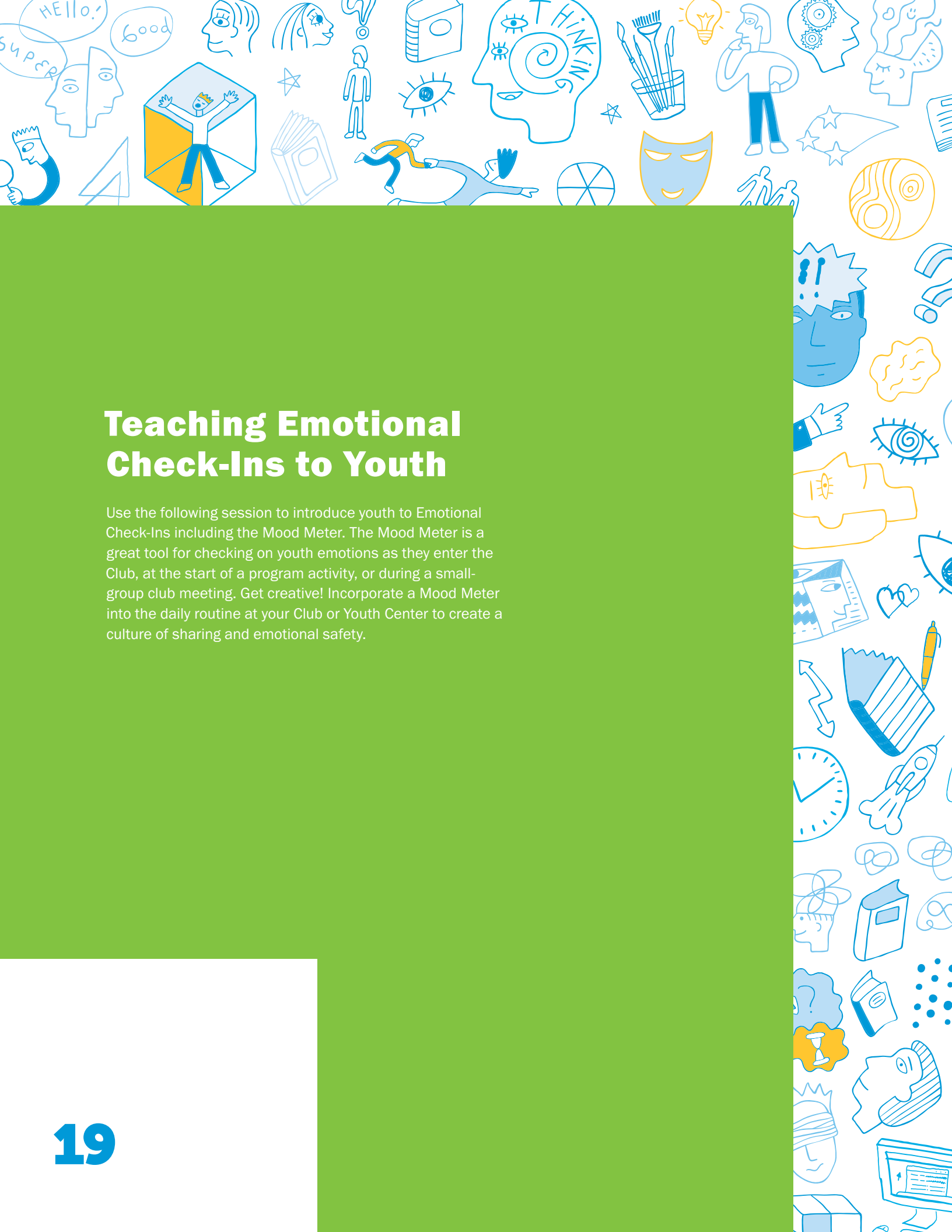




# Teaching Emotional Check-Ins to Youth

Use the following session to introduce youth to Emotional Check-Ins including the Mood Meter. The Mood Meter is a great tool for checking on youth emotions as they enter the Club, at the start of a program activity, or during a small-group club meeting. Get creative! Incorporate a Mood Meter into the daily routine at your Club or Youth Center to create a culture of sharing and emotional safety.

# 19



# Teaching Emotional Check-Ins to Youth

Use the following session to introduce youth to Emotional Check-Ins including the Mood Meter. The Mood Meter is a great tool for checking on youth emotions as they enter the Club, at the start of a program activity, or during a small-group club meeting. Get creative! Incorporate a Mood Meter into the daily routine at your Club or Youth Center to create a culture of sharing and emotional safety.

19



# Youth Session: Checking in With Our Feelings



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
Page 23

**Session Objective:** Youth will learn about Emotional Check-ins, including how to use the Mood Meter.

## Preparation

- **Review** the Emotional Check-Ins Positive Club Climate Guide.
- **Practice** Emotional Check-Ins, including the Mood Meter, with other staff.
- **Discuss** ways to incorporate Emotional Check-Ins, including the Mood Meter, into your Club culture and daily routines.
- **Print** one copy of the Mood Meter to show youth during the discussion.
- **Purchase** multi-colored candy for the Community Builder.

**1**

## Warm Welcome (2 minutes)

**Greet** youth by name as they enter your program area. Engage in meaningful conversation.

**2**

## Community Builder (10 minutes)

- **Ask** youth how many pieces of candy they would like as they arrive to the program.
- **Instruct** youth to sit in a circle.
- **Say**, "Emotions are like colors, there are many different kinds. For today, each candy color will represent a different emotion."
- **Use** the following example to assign each color candy an emotion:
  - › Red = Happy
  - › Purple = Angry
  - › Yellow = Worried
  - › Blue = Sad
  - › Green = Calm
- **Ask** each youth to choose two of their pieces of candy and recall a time they experienced the emotion based on the candy color they selected. Ask them why they felt that way.
- **Instruct** each youth to share a time they experienced the specific emotion associated with the color candies they received.

## Supplies Needed

- Multi-colored candy (Skittles, M&Ms, Jolly Ranchers, Starbursts)
- Blank paper (one for each youth)
- Markers, crayons, colored pencils
- Optional:
  - › Pipe cleaners
  - › Popsicle sticks
  - › Stickers
  - › Glue
  - › Glitter

## Links to Resources

None

## Social-Emotional Skills

- Self-Awareness
- Identifying Emotions
- Communication
- Empathy

## Key Term

**Identifying Emotions:** Recognizing how you and others feel in various situations

# Youth Session

Ages 6-18

# 20



**Important Note About Safety:**

Be an active listener during this process. Pay attention to red flags that could indicate safety issues. Be sure to follow your Club's policy for mandated reporting if a youth discloses anything related to abuse, neglect or threats to their personal safety while sharing.

**3****Main Activity: The Mood Meter (35 minutes)**

- **Say**, "In our Candy Share activity we just learned that everyone feels emotions. Can anyone give me an example of emotions that we all feel?"
  - › Examples: mad, sad, happy, excited, worried, scared, embarrassed, guilty, tired, calm, surprised or proud.
- **Allow** youth to answer and thank them for sharing.
- **Say**, "It's important and healthy to feel your emotions. It can also be helpful to share your emotions with others so they know how to support you."
- **Show** youth the Mood Meter Handout.
  - › **Say**, "This is a Mood Meter. It is a tool that allows you to identify your emotions. To use the Mood Meter, think about how much energy you have, and how pleasant you're feeling. For example, if I am feeling excited, I have a lot of energy and a lot of pleasantness."
- **Point** to the blue quadrant.
  - › **Say**, "The blue quadrant is for both low pleasantness and low energy feelings such as sadness, loneliness or depression."
- **Point** to the green quadrant.
  - › **Say**, "The green quadrant is for feelings that are still low energy, but higher in pleasantness such as calmness, security and feeling carefree."
- **Point** to the yellow quadrant.
  - › **Say**, "The yellow quadrant is for feelings that are high in pleasantness, but now also high energy such as happiness, excitement or inspiration."
- **Point** to the red quadrant.
  - › **Say**, "The red quadrant is for feelings that are low in pleasantness, but still high energy such as anger, anxiousness or feeling worried."
- **Check** for understanding and answer any questions.

**Step-by-Step Directions (25 minutes)****Step 1: Practice Using the Mood Meter**

- **Demonstrate** how to use the Mood Meter to the group.
- **Ask** each youth to share how they are feeling using the Mood Meter.
- **Thank** them for participating.

**Youth Session**

Ages 6-18



**Step 2: Create Your Own Mood Meter!**

- **Provide** each youth with the supplies to create their own Mood Meter (paper and supplies to write and decorate).
- **Instruct** youth to use 10 minutes to create their own version of the Mood Meter.
- **Ask** youth to stop working after 10 minutes.
- **Provide** time for youth who feel comfortable to share their Mood Meter creation with the group.

**4****Reflection (10 minutes)**

**Ask** youth to reflect on the following questions in a large group discussion:

- **What?** – What did you learn about emotions?
- **So What?** – How can we use the Mood Meter in our Club every day?
  - › **Example Activity 1:**  
**Put** four boxes representing the different emotional quadrants near the entrance of the Club. Every day when youth enter the Club, ask them to toss a beanbag or other object into the box to represent how they are feeling that day.
  - › **Example Activity 2:**  
**Draw** a Mood Meter on a whiteboard in each program space. Ask youth to write their name in the quadrant that represents how they feel as they enter the room.
  - › **Example Activity 3:**  
**Create** a Mood Meter to display in your program space and use this as an activity with youth. Ask youth to stick a pin, magnet or sticker in the quadrant that reflects how they are feeling as they arrive to program.
- **Now What?** – How will you use the Mood Meter today?

**5****Recognition (2 minutes)**

**Ask** members to go around the room and shout out one person who made them feel a positive emotion.

**6****Closing (2 minutes)**

- **Ask** youth to clean up the space and put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.



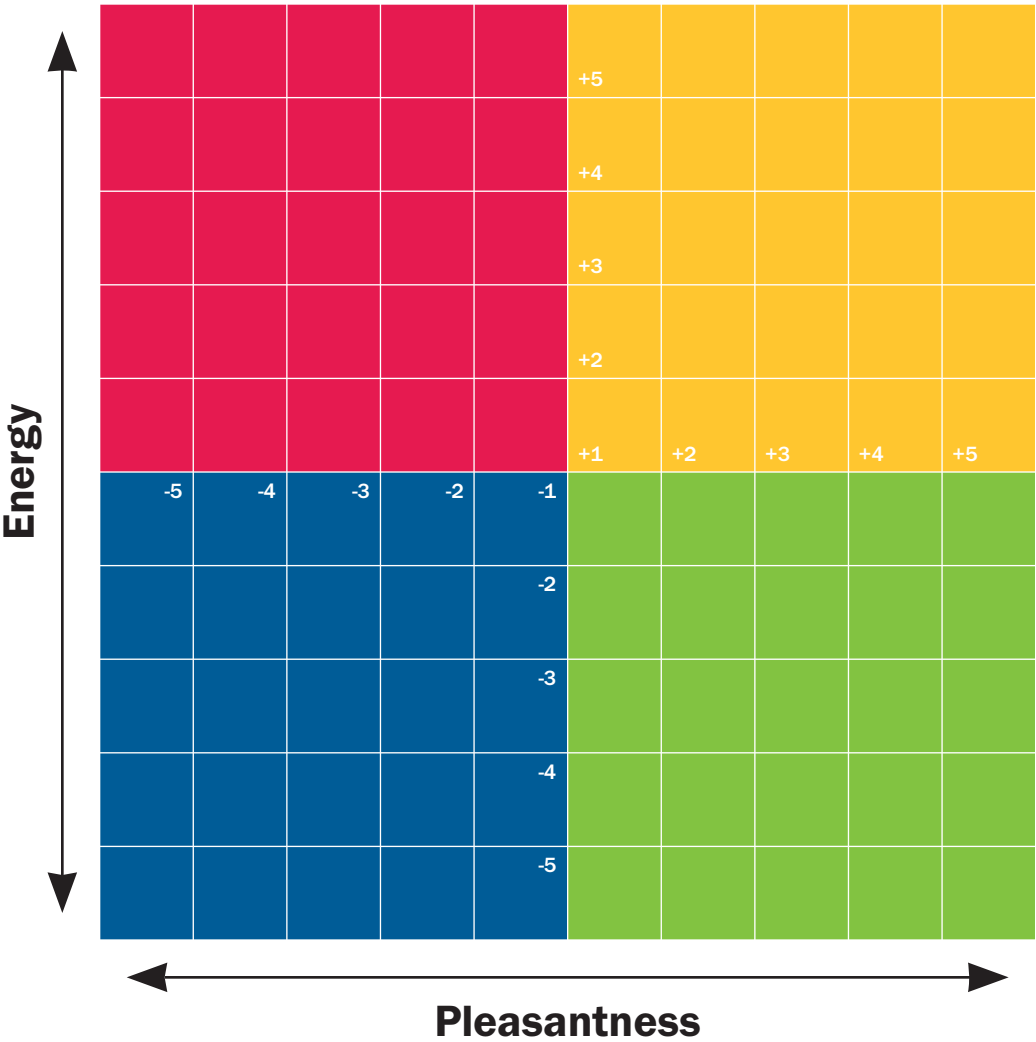
How are you feeling today?

Red Quadrant

(High energy, unpleasant) includes emotions like anger, anxiousness, frustration and feeling worried.

Yellow Quadrant

(High pleasantness, high energy) includes emotions like happiness and being enthusiastic, inspired and exuberant.



Blue Quadrant

(Low energy, unpleasant) includes emotions like disappointment, sadness, loneliness and depression. The blue quadrant is also where empathy resides.

Green Quadrant

(Low energy, pleasantness) includes emotions like calmness, security, feeling carefree and serenity.







