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STUDENT WORKSHEET / EMOTIONAL REGULATION

Middle School Emotional Check-In

Take a moment to notice how you feel and what might help. There are no wrong answers. You can skip any question or ask to talk privately.

Name (optional): _____ Date: _____

1. What am I feeling right now?

Check any that fit.

- ☐ Calm
- ☐ Happy
- ☐ Worried
- ☐ Sad
- ☐ Frustrated
- ☐ Tired
- ☐ Excited
- ☐ Overwhelmed
- ☐ Not sure

Something else: _____

2. How strong is my strongest feeling?

Circle one number. 1 = very mild, 5 = very strong.

1 2 3 4 5

3. What might be affecting how I feel?

You can write a few words, draw, or leave this blank.

_____

_____

4. What might help me right now?

- ☐ A quiet moment
- ☐ Help with a task
- ☐ A movement break
- ☐ Talk to an adult
- ☐ Time to think
- ☐ Not sure yet

5. One small step I can take today is ...

_____

_____

For adults: Offer a private, voluntary check-in. Listen without judgment and agree on a next step together. Follow school safety procedures if a concern arises. This worksheet is not a diagnostic or screening tool.

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Guidance for Supporting Adults

Helping Middle School Students Recognize and Manage Emotions

For educators, school counselors, parents and caregivers | Ages 10–14

Educational Purpose

Emotional awareness involves recognizing feelings, understanding what may influence them and identifying appropriate ways to respond. This worksheet provides students with a structured opportunity to reflect on their emotions, communicate their support needs and identify a manageable next step.

Before the Emotional Check-In

- Choose a calm, appropriate and reasonably private setting.
- Explain that participation is voluntary and that there are no wrong answers.
- Allow students to write, draw or communicate verbally when appropriate.
- Respect a student's decision to skip a question or request additional time.
- Ensure that you are calm and prepared to listen without judgment.

Supporting Emotional Awareness

Encourage students to develop a vocabulary for describing their emotions. Recognize that students may experience several feelings simultaneously or may have difficulty identifying what they are feeling. Listen attentively and acknowledge their experiences without minimizing their concerns. Avoid interpreting a student's emotional intensity rating as a clinical measurement or comparing ratings between students.

Responding With Understanding

- "Would you like to tell me more about how you are feeling?"
- "Is there something that might be contributing to that feeling?"
- "What would help you feel more supported right now?"
- "Would you like me to listen, or would you like help finding a solution?"
- Help the student identify a realistic next step without imposing an immediate solution.

Follow-Up and Additional Support

Check in with the student when appropriate. Seek assistance from qualified professionals when emotional concerns persist, intensify or interfere with daily functioning. Respect student privacy and follow applicable safeguarding, confidentiality and recordkeeping procedures.

Research Foundation

This resource draws upon the CASEL social and emotional learning framework and CDC guidance on supporting adolescent emotional awareness and regulation. Academic research provides broader support for the educational relevance of school-based social and emotional learning. This original Emolift worksheet is an educational reflection activity, not a validated screening instrument, psychological assessment or substitute for individualized professional support.

Research References

Centers for Disease Control and Prevention. (n.d.). *Tips for coaching your teen's emotions.* https://www.cdc.gov/parenting-teens/tips-coaching-emotions/index.html

Collaborative for Academic, Social, and Emotional Learning. (2020). *CASEL's SEL framework: What are the core competence areas and where are they promoted?* https://casel.org/CASEL-sel-framework-11-%202020/

Zhao, Y., & Sang, B. (2025). The effect of social–emotional learning programs on elementary and middle school students' academic achievement: A meta-analytic review. *Behavioral Sciences, 15*(11), Article 1527. https://doi.org/10.3390/bs15111527

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