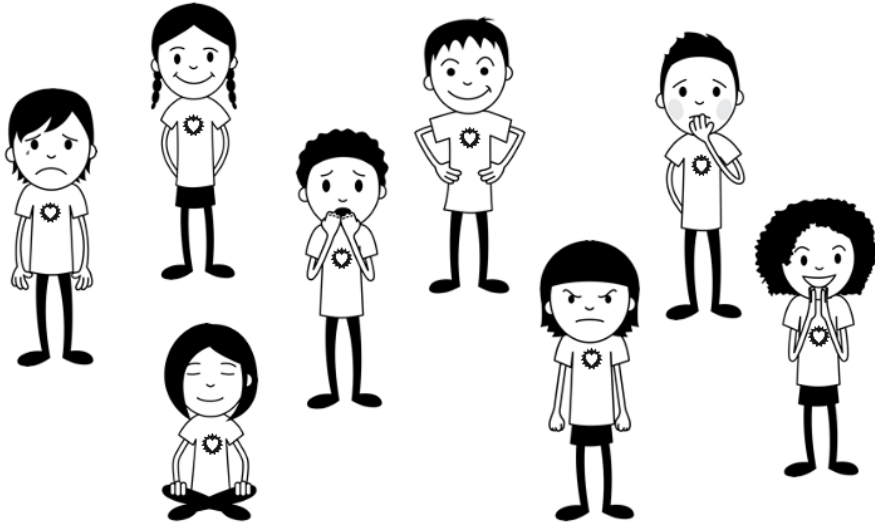


Quick Emotion Word assessment task

How many words can you think of for different emotions?



Emotion Characters across 8 categories ©2019 Emotion Works CIC

emotion works

How many words can you think of for different emotions?

Name / Group: _____

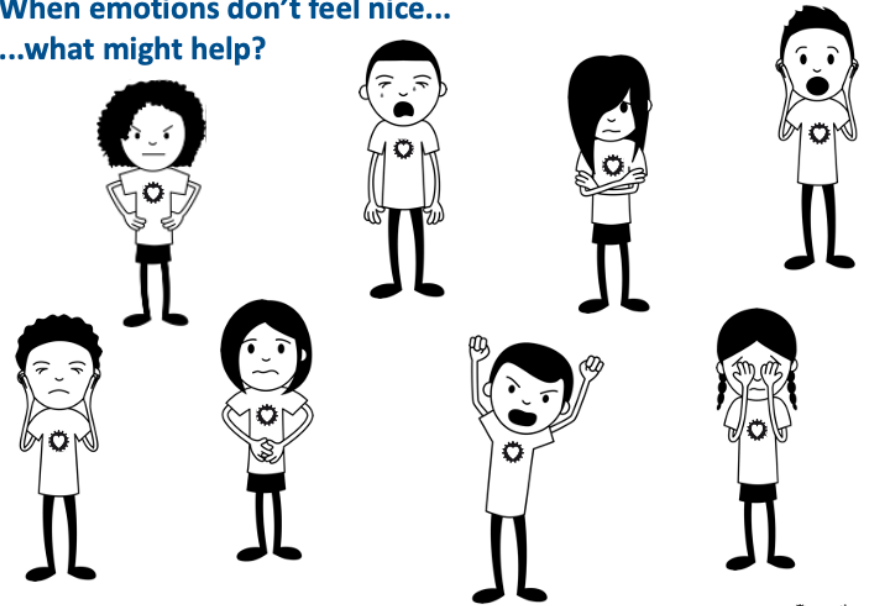
Date: _____

Total:

©2019 emotion works

Quick Regulation Strategy assessment task

When emotions don't feel nice...
...what might help?



Emotion Characters showing uncomfortable emotions ©2020 Emotion Works CIC

emotion works

How many 'feel better' ideas can you think of?

Name / Group: _____

Date: _____

Total:

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Quick Emotion Word assessment task

The slide of the 8 emotion characters showing different kinds of emotions could be printed out or displayed on-screen.

The aim is to invite your learners to generate as many emotion words as they can with *minimal prompting*. You could record their responses on to a large piece of paper, or onto a print out of page 2. Older children could work independently and write their own words.

Whether you're assessing the word knowledge of a group or an individual child, keep a record of the words generated or the words they seem to know well to expand on in your teaching.

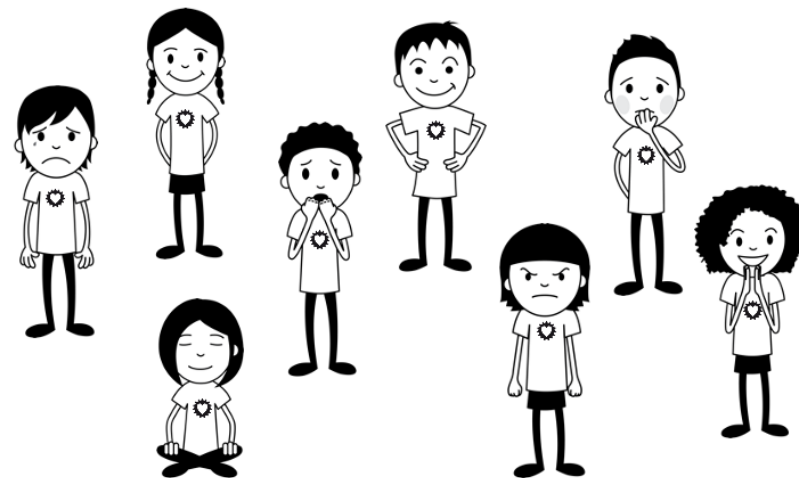
Summarise the results on the recording sheet or record the information elsewhere. Make a note of the date and child's name or group/class assessed for comparison purposes at a later date.

Whole school assessment - to get an idea of emotional vocabulary known by pupils across her school, one DHT asked children to sit in house groups during assembly and gave them all a large sheet of paper. A P7 in each group was given the job as scribe who wrote down all of the emotion words the group knew between them. All of the sheets were collated to give a total number of words known across the school.

Class groups – a similar approach could be used with table groups in a classroom context for older children, or with the help of an adult scribe with younger ones. Or a whole class brain storm led by the teacher is a very quick and easy way to get a baseline class assessment done.

The advantage of assessing a class group or year group separately means you can compare starting points and progress across different ages.

How many words can you think of for different emotions?



Emotion Characters across 8 categories ©2019 Emotion Works CIC

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How many words can you think of for different emotions?

Large empty box for writing words.

Name / Group: _____

Date: _____

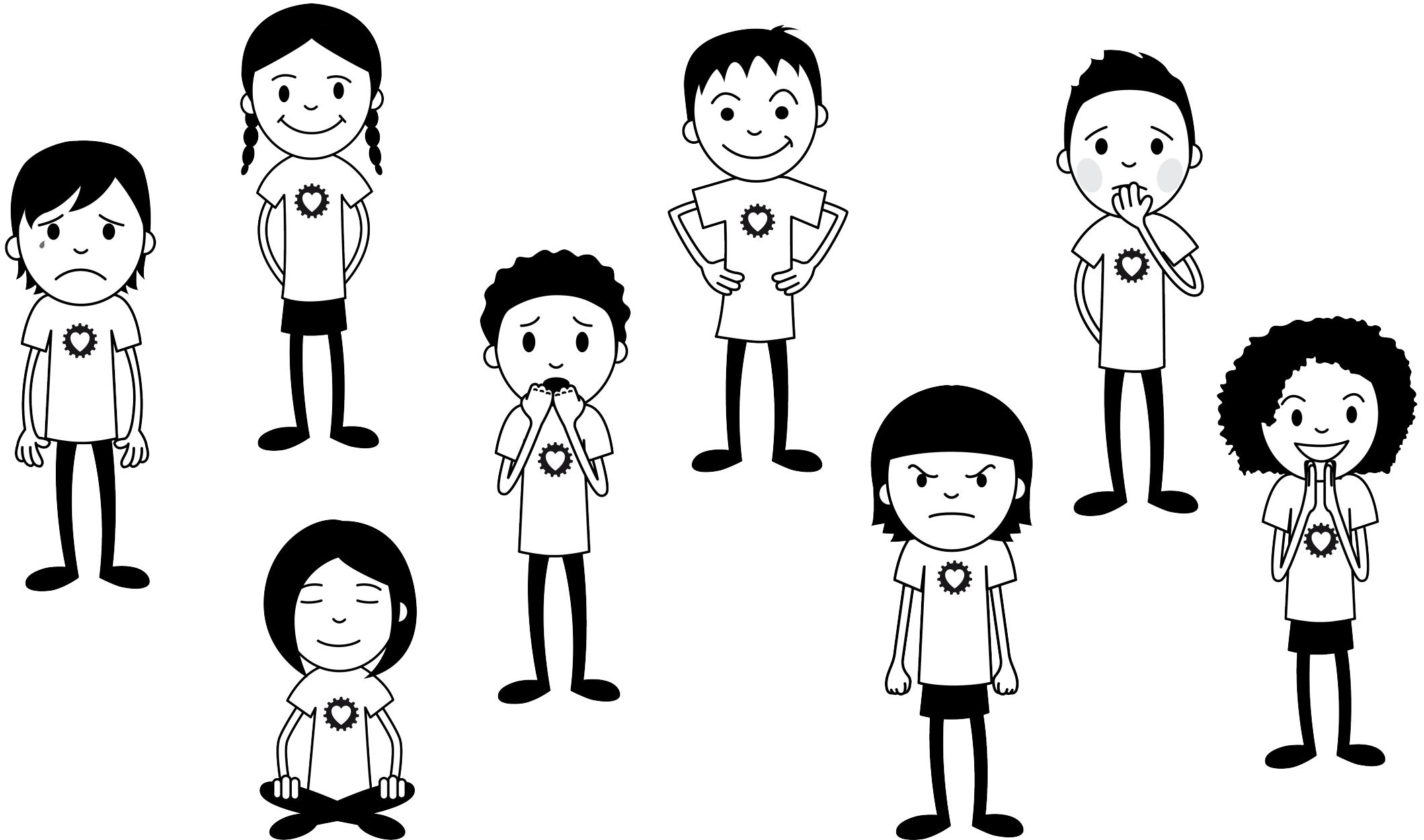
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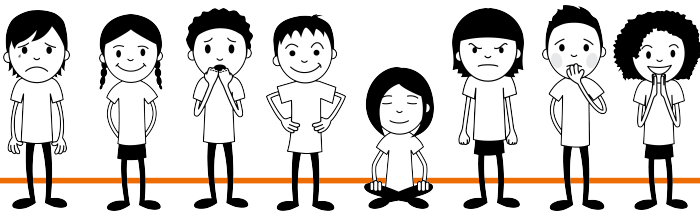
©2019 emotionworks

Individual assessments with case study children – try to avoid the temptation to help the child with word generation, although keeping the activity friendly and conversational is encouraged.

How many words can you think of for different emotions?



How many words can you think of for different emotions?



Name / Group: _____

Date: _____

Total:

Quick Regulation Strategy assessment task

The slide of the 8 emotion characters showing uncomfortable emotions could be printed out or displayed on-screen.

The aim is to invite your learners to think up as many strategies for feeling better from uncomfortable emotions as they can with *minimal prompting*. You could record their responses on to a large piece of paper, or onto a print out of page 2. Older children could work independently and write their own ideas.

Whether you're assessing regulation strategy knowledge of a group or an individual child, keep a record of the ideas and suggestions made to draw on in your regulation planning and build on in your teaching in the future.

Summarise the results in terms of total number of regulation ideas suggested on the recording sheet or record the information elsewhere. Make a note of the date and child's name or group/class assessed for comparison purposes at a later date.

Whole school assessment – you may find it useful to set an assembly activity similar to the emotion vocabulary assessment task to get a general impression of regulation strategies known among your school population.

Class Groups / Year Groups – a class assessment task could double up as a brain storming activity for agreeing on a 'feel better ideas' zone or wall display in your classroom at the beginning of a school year or new term. You may want to divide the results into 'calming down', 'cheering up' and 'feeling safer' strategies.

The advantage of assessing a class group or year group separately means you can compare starting points and progress across different ages.

When emotions don't feel nice...
...what might help?



Emotion Characters showing uncomfortable emotions ©2020 Emotion Works CIC

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How many 'feel better' ideas can you think of?



Name / Group: _____

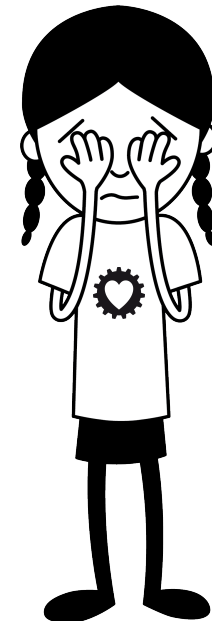
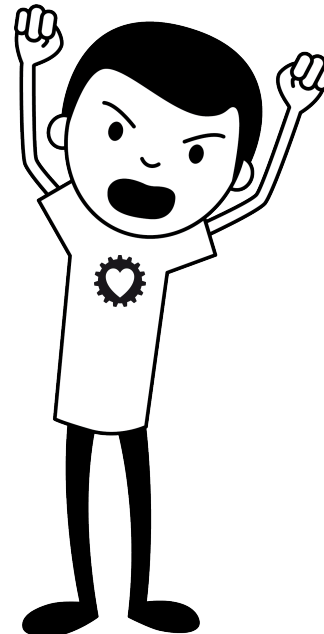
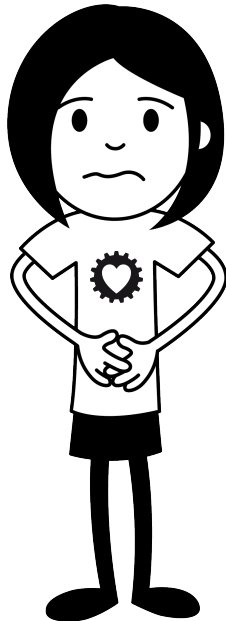
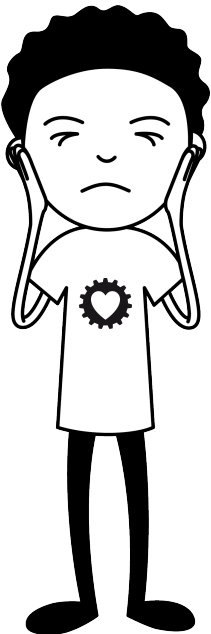
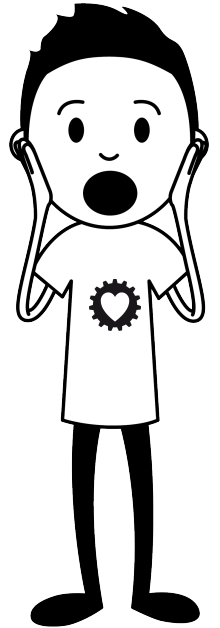
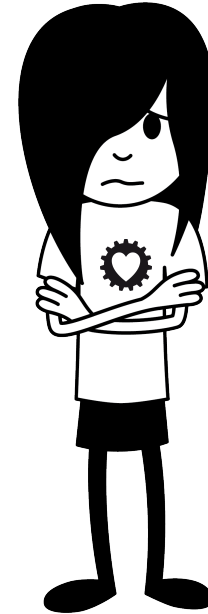
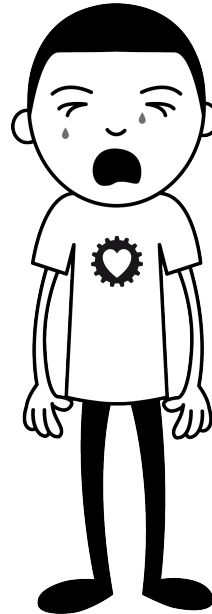
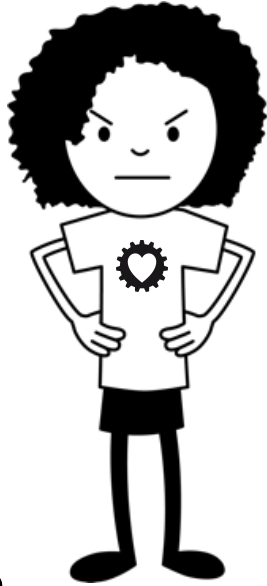
Date: _____

Total:

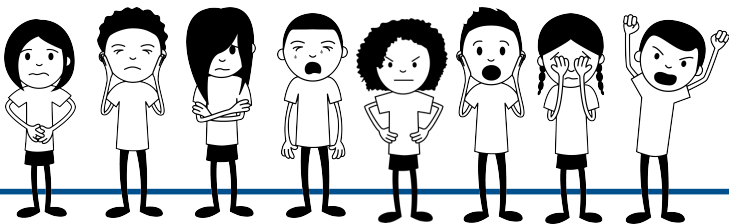
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Individual assessments with case study children –, it may help to ask 'what does he/she need to help her calm down/cheer up/ feel better?' / 'what might help if you were feeling like him/her?' or similar.

When emotions don't feel nice... ...what might help?



How many 'feel better' ideas can you think of?



Name / Group: _____

Date: _____

Total: