



## Lesson Plan: Emotional thermometer

**Age group:** Young learners

**Life Competency:** Emotional Development

**Language focus:** Any – this task can be added to any activity

**Aim:** *This task aims to help young learners access their emotions and express them in relation to their online learning. The task uses video conferencing software to allow synchronous interaction with learners. Overall, this task helps learners understand their emotional response to digital classroom activities and manage them effectively to minimise a negative emotional response to digital learning.*

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### Step 1:

Complete a learning activity with your learners.

### Step 2:

Once the activity is completed, ask learners how they felt about the task. Try to get them to mark how they feel on a continuum of four colours: green – yellow – orange – red or emojis: 😊 😐 😕 😊. This could be done with an online polling feature.

### Step 3:

Once learners have expressed how they felt using emojis or colours, ask them to think about why they felt this way. This can be done in their first language. If learners have an online portfolio space, they could record their explanation there in writing or audio recording if possible.

### Step 4:

Once learners have ideas as to why the task made them feel a certain way, ask them to share their reasons. Go colour-by-colour/emoji-by-emoji and note their contributions on a virtual whiteboard.

### Step 5:

Offer learners some advice on how they can better deal with these situations going forward. This can be quite simple advice like:

- If you cannot remember a word, don't get upset. Ask your friend or teacher for help, and continue with the task.
- If you get something wrong, try not to worry about it. We all get things wrong sometimes.

Advice like this can be given in the first language.

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For support whilst teaching this lesson, refer to either the [Young Learners](#) or [Emotional Development](#) booklet, from the [Cambridge Life Competencies Framework](#).