

My Feelings Thermometer

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

Learning goal: Notice feeling intensity and match support to what you need.

Feelings can be small, big or somewhere between. Your thermometer describes intensity, not whether a feeling is good or bad. Use a fictional example if you prefer; when feelings feel too hard to manage alone, talk to a trusted adult.

Your steps

1. Read the 1–5 scale and choose words or symbols for your clues.
2. Connect each level with a helpful choice.
3. Plan a support request before intensity rises.
4. Try one small choice and reflect.

1. My intensity scale

Write or draw a body clue and a possible support. Different people have different clues.

Level	Body / attention clue	Helpful choice
1 · gentle		
2 · noticeable		
3 · growing		
4 · very strong		
5 · too much alone		

2. Earlier is easier

Plan a small action you can choose before intensity gets too high.

An early clue I might notice	A proactive choice
Where I can use it safely	A trusted adult role I can approach

My Feelings Thermometer · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. My support sentence

Use roles, not private names or contact details. You can rehearse with a pretend situation.

"I notice... and I need..."	If my first choice does not help...
When I will ask an adult	After trying a choice I noticed...

My next step

The early clue I will pay attention to is...

Optional stretch · Grades 6–8

Compare two situations with the same intensity but different needs. Explain why one strategy may not fit both.

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Optional teacher / parent follow-up: Do not require personal disclosure or assign an intensity to a child. Offer support choices; seek trusted adult help for overwhelming distress.