



PRACTICAL RESOURCE

Emotional Check-In: Colour-Coded Mood Tracking

A simple visual check-in for everyday student reflection and personalised support

Project	Supporting Learning Environments in Digital Education (LED Education)
Project No.	101195727
Based on / derived from	D3.1 Research Report on Educational Methodologies; D3.2 LED Digital Education Framework; D3.3 Project Website / digital platform implementation
Version	Public practical resource 2026

ABOUT THIS RESOURCE

This resource explains how the LED Education emotional colour check-in developed from the project research and framework into a simple digital tool used during the learning day. It is intended for tutors, teachers and organisations that want a low-threshold way for learners to express how they feel and for adults to notice changes that may require conversation or support.



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Emotional Check-In: Colour-Coded Mood Tracking

The LED Education pilot integrated a four-colour emotional check-in into the project digital platform. The tool gives learners a quick visual way to communicate how they are feeling during the learning day and gives tutors an additional signal that can be considered together with observation, conversation and knowledge of the learner.

KEY PRINCIPLE

The colour is a signal, not a conclusion. The check-in is not a psychological test, a diagnostic tool or a fixed four-level intervention protocol. Its purpose is to make feelings easier to express and to open the door to appropriate human support when needed.

From research to everyday practice

The result developed in three connected stages. The research established why socio-emotional wellbeing and emotion recognition matter for learning; the LED framework translated this into regular, age-appropriate check-ins; and the digital platform operationalised the idea as a repeated four-colour system with time-stamped entries and tutor comments.

Project stage	Contribution	Practical result
D3.1 - Research	Explored the relationship between socio-emotional wellbeing, emotional awareness and learning.	Established the rationale for regular emotional awareness and support in everyday educational practice.
D3.2 - Framework	Proposed simple visual mood tracking using formats such as colours, emoticons, mood meters and check-in boards.	Defined a low-threshold way for learners to communicate their current state without lengthy questionnaires.
D3.3 - Digital implementation	Integrated the concept into the LED platform through a four-colour check-in, repeated entries, time tracking and tutor comments.	Made the check-in usable during the learning day and visible to the tutor as part of personalised support.

Why use a simple visual check-in?

A learner may recognise that something feels different before they are ready or able to explain it in words. A short visual check-in lowers the communication threshold: the learner can indicate a current state quickly, while the tutor can decide whether any further conversation is useful. Repeated check-ins also make change visible across the day rather than reducing wellbeing to a single isolated observation.

Easy expression	Repeated observation	Conversation & context	Support	Follow-up
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How the LED check-in works

The LED platform uses four colours - green, yellow, orange and red - as a simple self-report scale. In practice, learners often used the colours as an intuitive emotional continuum rather than as rigid categories with predetermined meanings. This is important: the system supports communication and reflection, while interpretation remains contextual and human.

GREEN	YELLOW	ORANGE	RED
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The check-in can be recorded at different points in the learning day. The platform design shown in the pilot supports morning, noon and evening entries, which makes it possible to notice changes over time. Tutors can also add short contextual comments where useful.

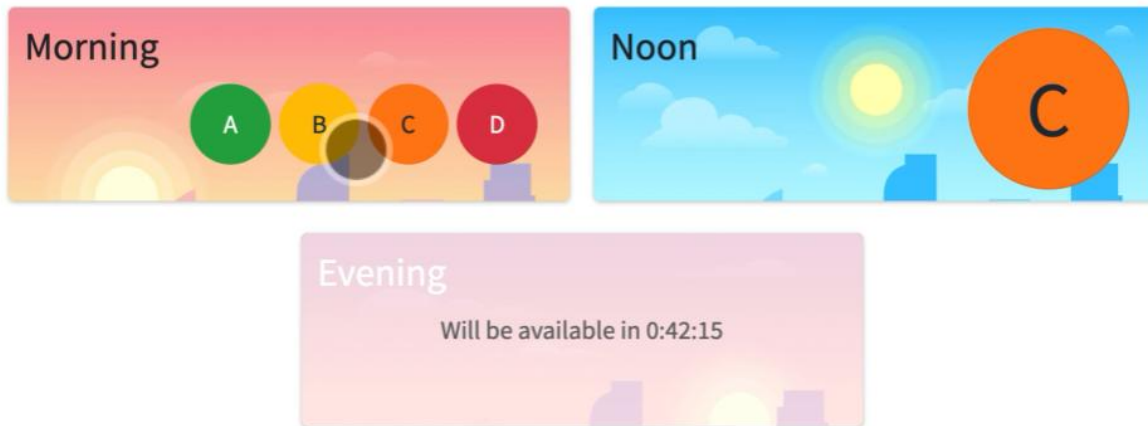


Figure 1. Example of the four-colour check-in across different points of the day in the LED platform.

What happens after a colour is selected?

A colour entry does not automatically determine what a tutor must do. The tutor reads it in context. Depending on the learner, the situation and any change from earlier entries, the appropriate response may be no more than attentive observation, a short check-in conversation, a contextual note, or additional support.

Stage	Operational purpose
1. Notice	The tutor sees the learner's current entry or a change from an earlier check-in.
2. Check in	Where useful, the tutor asks a simple, non-leading question or creates space for the learner to explain.
3. Understand	The colour is considered together with behaviour, learning demands, recent events and any contextual comment.
4. Support	The tutor provides proportionate educational or emotional support within their role and the project setting.
5. Follow up	Later entries, observation and conversation help show whether the situation changed or needs further attention.

PRACTICAL CYCLE

NOTICE -> CHECK IN -> UNDERSTAND -> SUPPORT -> FOLLOW UP

Reading changes and patterns responsibly

The value of repeated check-ins is not that every colour has a fixed meaning. It is that changes can become visible. A sharp shift between two entries, or a recurring pattern over several days, may invite closer attention. The signal becomes most useful when it is combined with tutor observation and brief contextual information.

The check-in can support...	The check-in should not be used to...
Noticing changes across the learning day.	Diagnose a mental-health condition.
Starting a conversation when a learner finds verbal explanation difficult.	Assume that one colour has the same meaning for every learner.
Adding context to tutor observation and personalised support.	Treat a single entry as proof of a problem.
Identifying recurring patterns that may merit follow-up.	Replace safeguarding procedures, professional judgement or direct communication with the learner.

Tutor view and contextual feedback

The tutor dashboard brings the emotional check-in into the wider support process. The tutor can see the learner's check-in status at different points of the day and add a short comment. This allows the colour signal to be linked with context rather than interpreted in isolation.

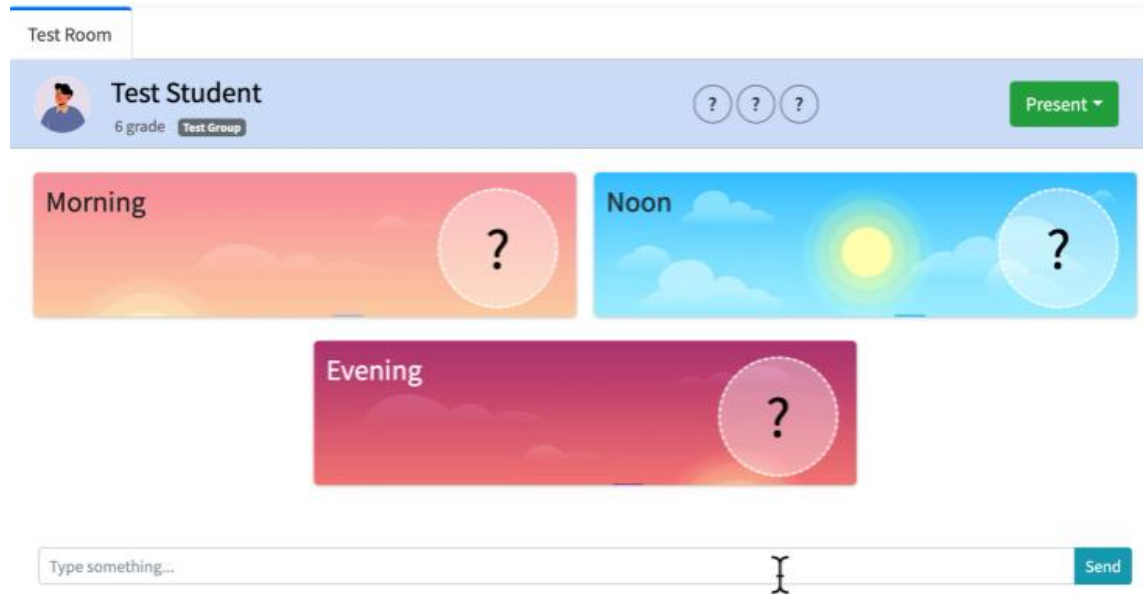


Figure 2. Tutor dashboard example showing morning, noon and evening check-in fields and a comment box.

What the pilot added

Pilot use showed that the strength of the approach lies in its simplicity. Learners could use the colours as a quick scale without needing to provide a detailed explanation each time. At the same time, repeated entries made it possible for tutors to notice dynamics across the day. The most useful interpretation came from combining the visual signal with tutor observation and short contextual comments.

This turns a small digital interaction into part of a wider personalised-support process. The check-in does not replace conversation; it creates an additional opportunity for conversation. It does not replace tutor judgement; it gives the tutor another piece of information that can help direct attention.

Privacy and responsible use

Emotional check-in information is handled within the project's protected, role-based digital environment. The project documentation describes GDPR-compliant access, pseudonymised reporting outputs and the use of aggregated information where appropriate. The colour check-in is used for educational support and monitoring, not for diagnosing mental-health conditions.

- Explain the purpose of the check-in to learners: it is a simple reflection and communication tool.
- Use the colour together with context, observation and conversation rather than as a stand-alone judgement.
- Keep access limited to the roles that need the information for educational support.
- Where a learner or other observations indicate a safeguarding concern, follow the relevant organisational safeguarding procedure rather than relying on the colour scale alone.

Implementation checklist

Check	Practical application
Purpose is clear	Learners and staff understand that the check-in supports reflection and communication, not diagnosis.
Check-in moments are defined	Decide when the tool will be available or used during the day and keep the rhythm understandable for learners.
Colours remain learner-led	Avoid imposing rigid interpretations; let the learner's own use of the scale guide conversation.
Observation and context are connected	Read the signal together with learning behaviour, interaction and relevant context; add a short note where it genuinely helps.
Patterns are reviewed	Pay attention to meaningful changes or repeated trends rather than overreacting to one isolated entry.
Privacy and human support are protected	Use role-based access and data-protection procedures, and keep the check-in connected to communication and personalised support.

WEBSITE TAKEAWAY

A simple colour can make it easier for a learner to communicate, “I am okay”, “something has changed”, or “I may need support”. In LED Education, this small signal became part of a wider system of personalised, human-centred educational support.

Project sources

D3.1 Research Report on Educational Methodologies: Recommendations for designing biophilic learning environment (TLU, 2025).

D3.2 LED Digital Education Framework (TLU, 2025), especially the sections on emotional intelligence and mood tracking.

D3.3 Project Website (ElizaBuild, 2025), especially the reporting and monitoring section and the emotional-status platform implementation.