

GRADE 2 LEARNING PACK

Feelings, Regulation & Choice

Notice emotional/body signals and choose safe regulation/help-seeking strategies without treating feelings as problems to erase.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Notice emotional/body signals and choose safe regulation/help-seeking strategies without treating feelings as problems to erase.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 feelings can signal needs or situations

2 different people show feelings differently

3 regulation can include pause, movement, breathing, space or trusted-adult support

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Match fictional situations with several possible feelings.

List body clues without assuming everyone experiences the same ones.

Choose a safe strategy for a mildly frustrating task.

Identify when a trusted adult is needed.

Rewrite “I should never feel angry” into a healthier statement.

Try it beyond the page

Real-world / hands-on connection

Try one low-stakes activity with a trusted adult/teacher and discuss what felt useful or needs adapting.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a private “pause-plan” card with three safe strategies and trusted-adult help as an option.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. What evidence shows progress or a thoughtful choice?

2. Who can support this skill when needed?

3. What is one small next step?

Quick review

1. In one sentence, explain the big idea of “Feelings, Regulation & Choice”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Use a specific example rather than a ranking.

2. Suggested response

A trusted adult/teacher/caregiver or appropriate professional may support the learner.

3. Suggested response

The next step should be specific and achievable.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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