

GRADE 3 LEARNING PACK

Emotions, Body Signals & Regulation Choices

Recognise that emotions and body signals vary and practise safe regulation/help-seeking strategies without diagnosis or shame.

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

Recognise that emotions and body signals vary and practise safe regulation/help-seeking strategies without diagnosis or shame.

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 Emotions can provide information but do not force one action.

2 People may experience body signals differently.

3 Regulation strategies can include pause, movement, breathing, sensory breaks 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 plausible feelings.

Identify why the same situation can affect people differently.

Choose a safe strategy for mild frustration.

Recognise a situation that needs adult support.

Rewrite “I must stop feeling worried” into a more helpful statement.

Try it beyond the page

Real-world / hands-on connection

Build a private “what helps me reset” menu with a trusted adult; avoid public sharing of sensitive experiences.

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

Design a calm-choice card with three safe strategies and a clear “ask for help” option.

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

Think deeper

1. What evidence shows progress or a thoughtful decision?

2. Who can support this skill when needed?

3. What is one specific next step?

Quick review

1. In one sentence, explain the big idea of “Emotions, Body Signals & Regulation Choices”.

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 concrete example rather than a ranking.

2. Suggested response

A trusted adult/teacher/caregiver or appropriate professional.

3. Suggested response

The next step should be observable 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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