

GRADE 4 LEARNING PACK

Emotions, Signals & Regulation Choices

Recognise emotional signals and practise safe regulation choices without treating normal feelings as problems to eliminate.

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 emotional signals and practise safe regulation choices without treating normal feelings as problems to eliminate.

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 give information but do not have to control every action.

2 Body signals can help us notice rising stress or excitement.

3 Different safe strategies work for different people and situations.

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 body signals to possible feelings while noting more than one answer can fit.

Compare pause-breathe, movement break, quiet space, talking and task chunking.

Identify when a strong feeling needs trusted-adult support.

Rewrite “I must stop feeling angry” as a regulation goal.

Plan a calm-down menu with three safe options.

Try it beyond the page

Real-world / hands-on connection

Discuss with a trusted adult which regulation strategies are useful at home/school and when to ask for help.

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 “notice - pause - choose - ask” regulation card.

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

CHALLENGE

Think deeper

1. Do body signals identify one feeling with certainty?

2. What is regulation?

3. When should a child seek adult help?

Quick review

1. In one sentence, explain the big idea of “Emotions, 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

No.

2. Suggested response

Managing actions and responses while experiencing feelings.

3. Suggested response

When feelings, safety or a situation feel too difficult to manage alone.

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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