

YEAR 3: INTRODUCTION WATCHING ADVENTURES ON THE INSIDE



WHAT HAVE WE BEEN LEARNING?

This week we watched a therapeutic animation called 'Adventures on the Inside'. This animation will frame the programme of work that we will be exploring over the next term. This is all about Emotional Regulation - watch out for weekly activities to do at home with your child to understand what they have been learning about.



WATCH

Watch the full 'Adventures on the Inside' video (20 mins).
Your child may have already watched the full film at school:
[Adventures on the Inside](#)



SCAN ME



TALK

What happened in the film?
What do the characters learn?
How did you feel about each of the characters?

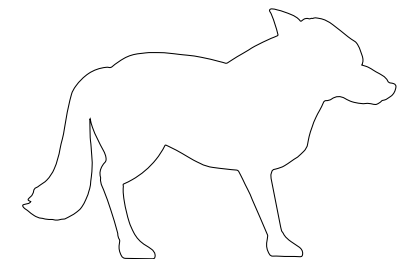
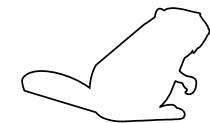
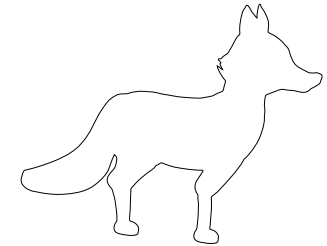
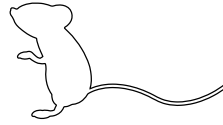
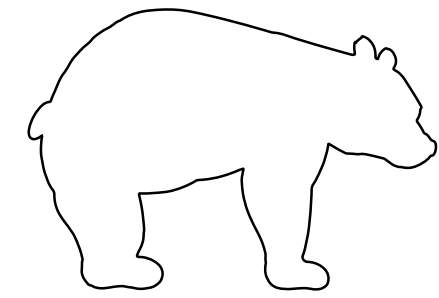
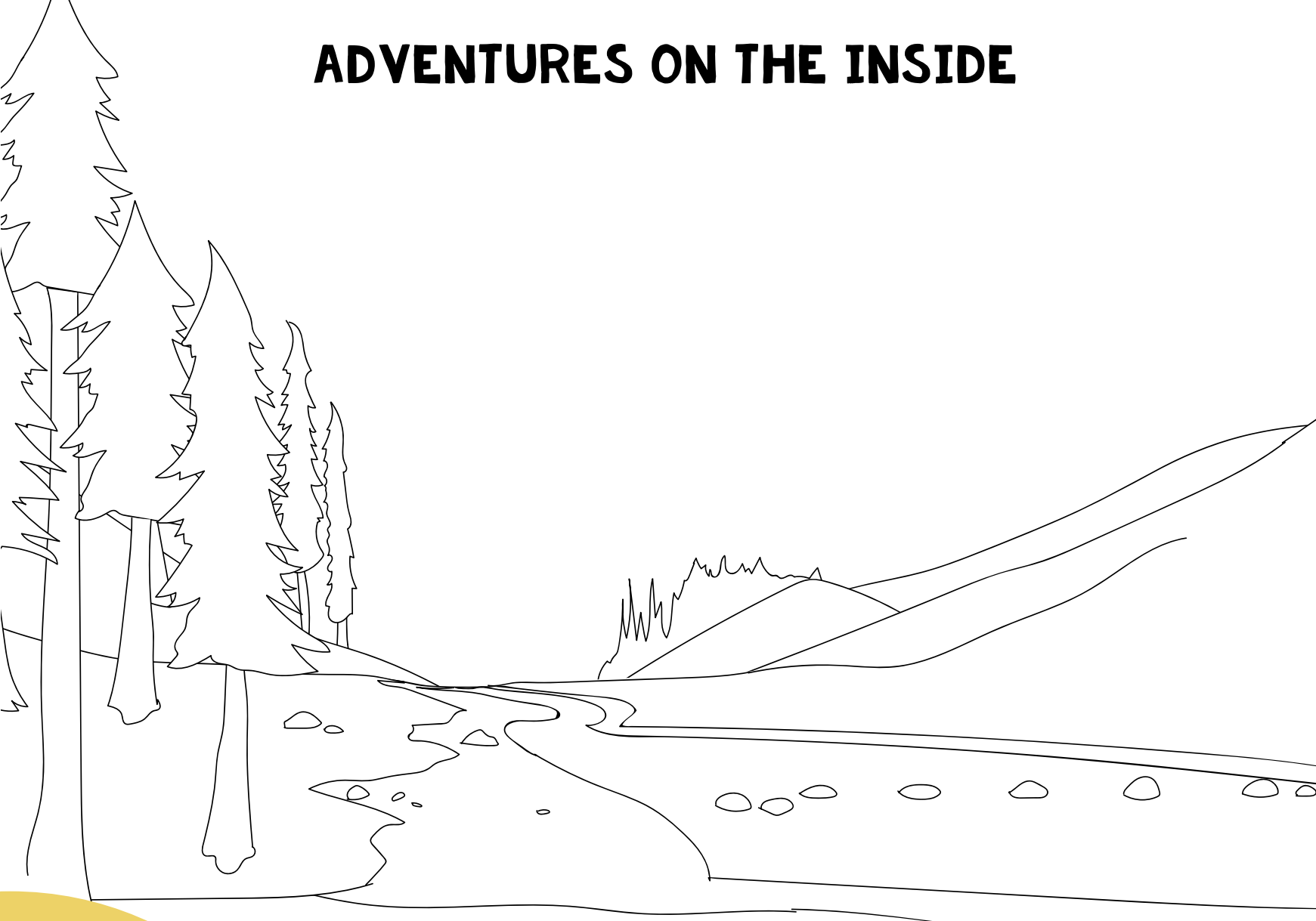


DO (ADULT SUPERVISION: SCISSORS REQUIRED)

Help your child to colour in the animal characters and the map. Carefully cut out the animals for your child to then stick on the map or leave loose and use them as puppets to re-enact moments from the story.

This is a great opportunity for you or your child to re-enact some key memorable moments from the performance.

ADVENTURES ON THE INSIDE



WHAT TO DO:

1. Colour in the scene and the animals
2. Cut out the animals and then stick them on your scene, or leave them loose and use them to stage your own puppet show and re-enact moments from the film
3. Admire your 'Adventures on the Inside' artwork!



YEAR 3: WEEK 1 TRUSTED ADULTS



WHAT HAVE WE BEEN LEARNING?

The focus of this week has been 'Trusted Adults', and your child has been encouraged to think about what qualities a trusted adult might have and the role they play in children's lives. This session is a great opportunity for you to remind your child that you are a trusted adult in their life.



WATCH

Watch the film clip and encourage your child to think about what trusted adult qualities bear has:

[Week 1 Film Clip: Trusted Adults](#)



SCAN ME



TALK

Discuss the following with your child:

What is a Trusted Adult?

What makes Bear a good Trusted Adult?

Here is a list of qualities to help your discussion.

A Trusted Adult is someone who... :

- is a grown-up (or an older teenager)
- we get to know and learn to trust
- looks out for us
- keeps us safe
- we can talk to about our problems
- listens to us
- helps us
- is kind



DO

Complete the worksheet with your child, working together to identify qualities of a trusted adult. Maybe Bear has different qualities to the trusted adult they draw, this is a great opportunity to discuss how we are all different. Be as creative as you like with the colouring and decorating.

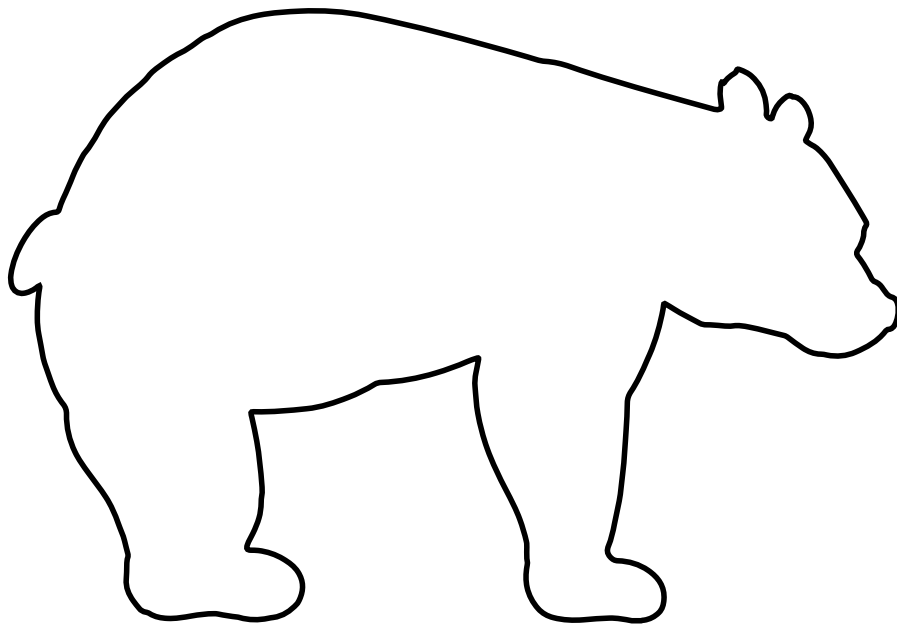
Maybe you could display your finished picture somewhere in your house? Perhaps in your child's bedroom? That way it will act as a reminder that you are always there for them.

THE QUALITIES OF MY BEAR

KIND

CARING

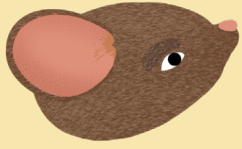
HELPFUL




WHAT TO DO:

1. Firstly, get creative colouring in the picture of Bear
2. Next, draw a picture of one of your trusted adults on the other side of the line
3. See if you can think of some more 'qualities' to fill in the empty boxes
4. Finally, have a look at the 'qualities' words at the top of the page, can you draw lines to connect the words to Bear and your trusted adult?

YEAR 3: WEEK 2 BODY SENSATIONS



WHAT HAVE WE BEEN LEARNING?

This week, your child has learnt about the different sensations they might feel in their body and has explored some descriptive language which represents these sensations. They may use words such as 'Heavy', 'Bubbly', 'Wavy', 'Wiggly' and 'Fizzy'. We link body sensations to emotions next week. You can watch the animation film your child watched at school [HERE](#) 



WATCH

Watch the film clip and encourage your child to think about what 'Body Sensations' might be happening to the characters:

[Week 2 Film Clip: Body Sensations](#)



SCAN ME



TALK

What body sensations might Mouse have when trying to cross the bridge? Heart beating fast? Fizzy arms?

What do you think the animals' body sensations were when they were safely across the other side?

Do you think the all animals had the same body sensations or different ones?

What body sensations might you have if you were doing something a bit scary?



DO

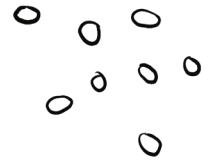
Do the Body Sensations worksheet together. As you go through, try to think of examples of what situation you might be in to feel that body sensation e.g. going to a party, late for school etc.

Learning about body sensations might be new for you too. Enjoy learning new things together.

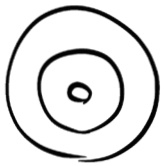
BODY SENSATIONS



WAVY



PRICKLY



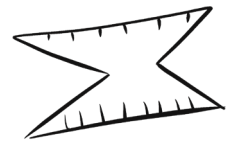
TIGHT



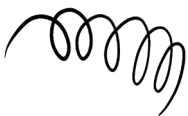
SWIRLY



SOFT



SHARP



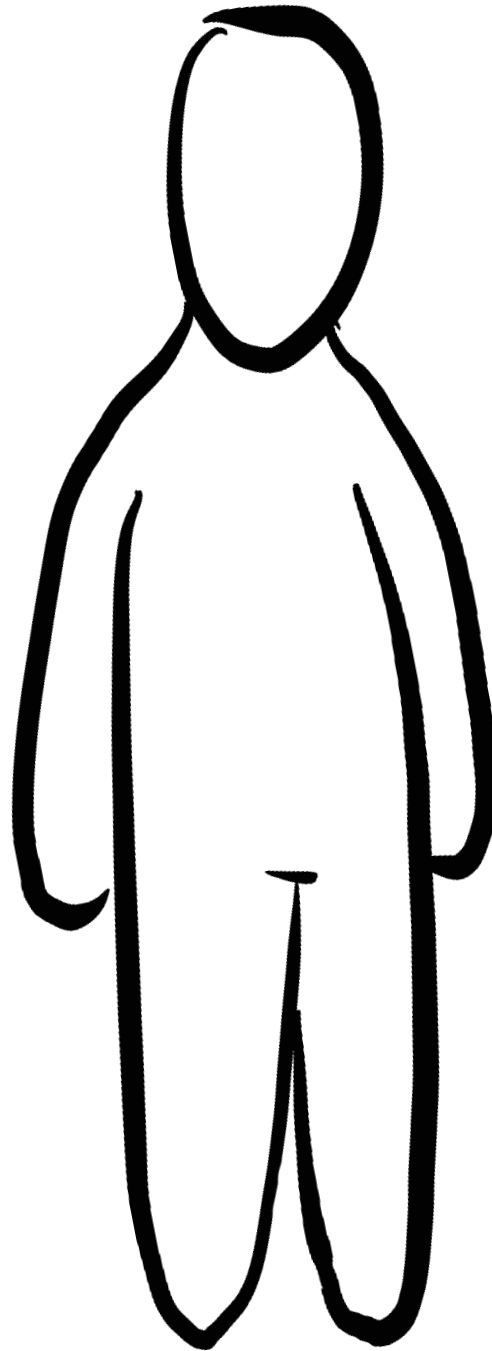
WIGGLY

FIZZY

WOBBLY

TINGLING

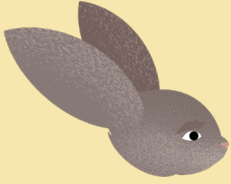
HEAVY



WHAT TO DO:

1. Firstly, get creative colouring in the body sensations pictures, try to think of what colour those sensations make you think of
2. Next, see if you can fill in the blanks; there are some words without pictures, can you draw a picture for the sensation? There is also a blank box for you to think of a body sensation word, and do the drawing
3. Finally, try to draw the body sensations in the outline of the body, Where might you have those body sensations?

YEAR 3: WEEK 3 CORE EMOTIONS



WHAT HAVE WE BEEN LEARNING?

This week your child has learnt about the four Core Emotions: happiness, sadness, anger and fear. They thought about the body sensation clues their body might give them when they are experiencing different emotions.



WATCH

Watch the film clip and encourage your child to think about which emotions the characters might be feeling at different points

[Week 3 Film Clip: Core Emotions](#)



SCAN ME



TALK

Which emotions did you notice in the video clip?
How did you know how the animals were feeling?
What are the four core emotions?



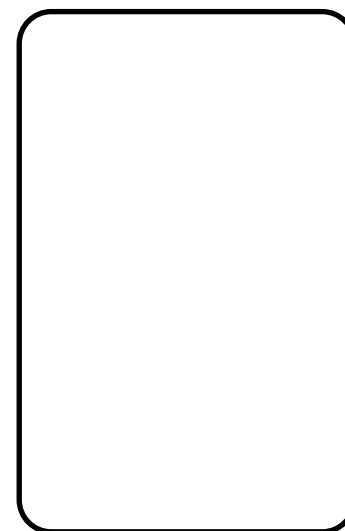
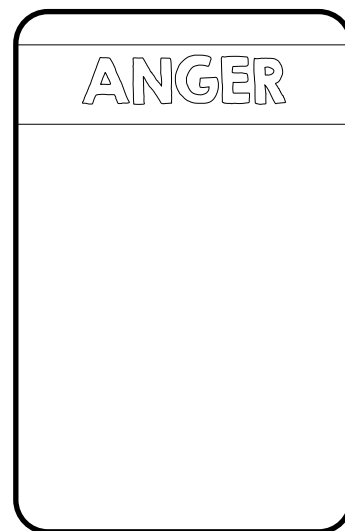
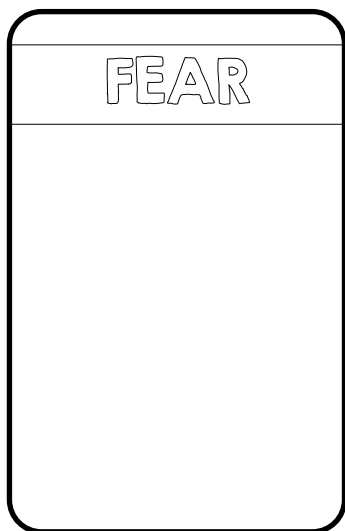
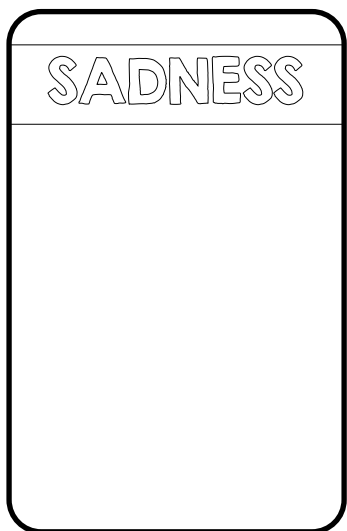
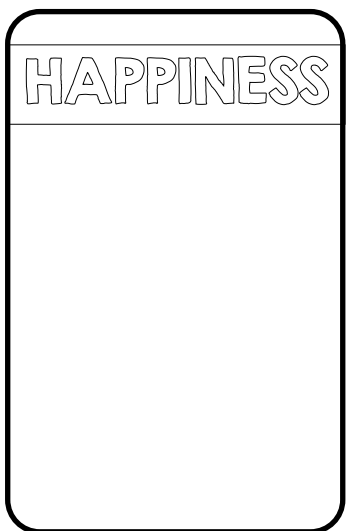
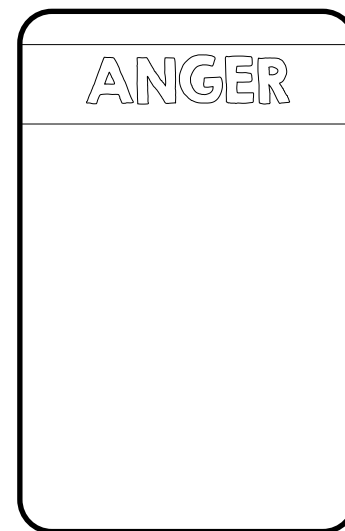
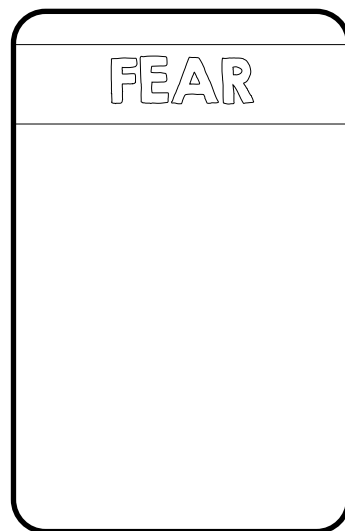
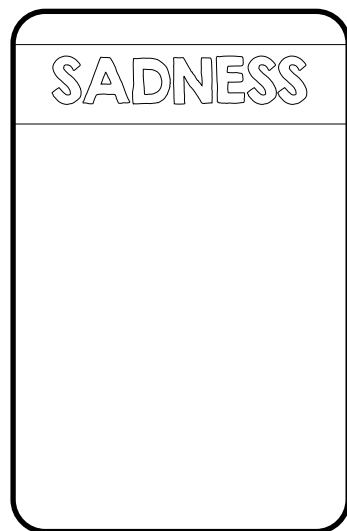
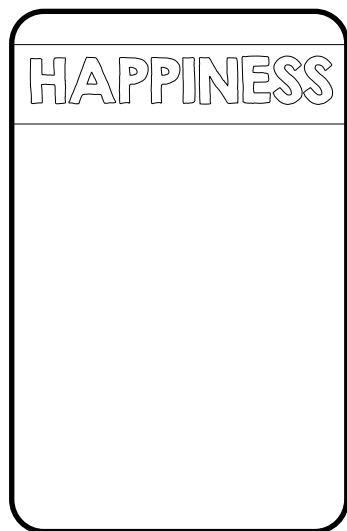
DO (ADULT SUPERVISION: SCISSORS REQUIRED)

Use the worksheet to create this fun memory game. You can use the 'body sensations' words from last week to help you think of what to draw on the cards. To extend the game further, try to think up additional emotions associated with the 'core emotions' and make more matching pairs.

For example:
Heart beating fast + hot face = angry

This activity is a great opportunity to remind your child that emotions look different for different people.

MATCHING PAIRS



WHAT TO DO:

1. You are going to create a fun memory game
2. Firstly, draw body sensation pictures (as many as you like) on each different emotion card. Decorate the cards to be as colourful as you like, but remember to keep the other card that has the same emotion on it the same, so that they match
3. There is a blank pair for an additional emotion of your choice (you can carry on and make even more if you like!)
4. With help from an adult, cut out the cards. Now you can play the memory game where you shuffle the cards, turn them all face down and take it in turns to try and match the pairs. Or you could play snap!

YEAR 3: WEEK 4 REACTIONS



WHAT HAVE WE BEEN LEARNING?

This week, your child has learnt about reactions and how everyone reacts to situations differently. We use the 'tumbling tower' analogy; you can watch the short film your child watched at school [HERE](#).



WATCH

Watch the film clip and encourage your child to think about how the characters are behaving at different points:

[Week 4 Film Clip: Reactions](#)



TALK

How is Wolf feeling in this scene?

How might the others feel about Wolf's actions?

Do you think all the characters would react in the same way?



DO

Work through the towers worksheet together. Include what you've learnt about body sensations and core emotions when thinking of what to write. Remember that when our tower tumbles down we are unable to think clearly so our trusted adults need to be able to help us.

This is a good opportunity to discuss reactions with your child, how do they react at certain things? How do you react at certain things? It's important to know that everyone reacts differently to things, on different days, in different ways!

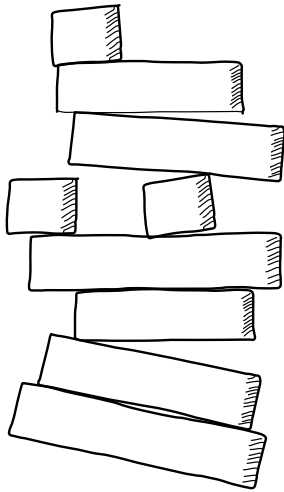
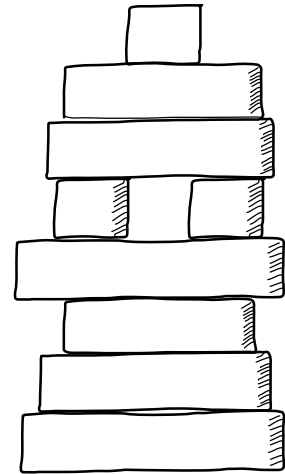


WHEN MY TOWER IS...

When my tower is steady I might feel...

I know this because...

When I have a steady tower I think I might...



When my tower is wobbly I might feel...

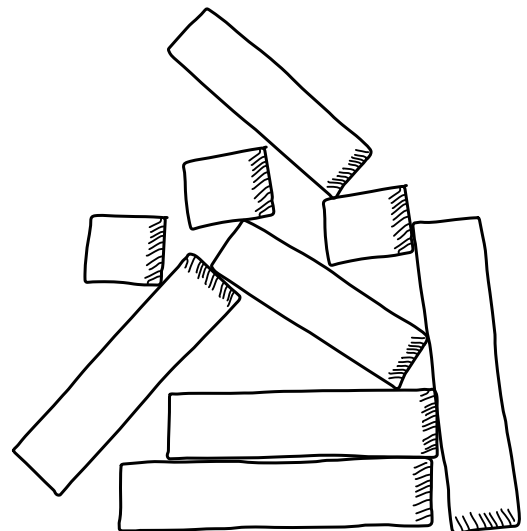
I know this because...

When I have a wobbly tower I think I might...

When my tower has tumbled down I might feel...

I know this because...

When my tower has tumbled down I think I might...



WHAT TO DO:

1. Complete the sentences next to each tower stage
2. Think about what you know already from previous sessions, trusted adults, body sensations and core emotions
3. Decorate your blocks by colouring them in

E.G. When my tower is wobbly, I might feel angry
I know this because of my tingly arms and tight chest
When I have a wobbly tower I think I might ask my trusted adult for help

YEAR 3: WEEK 5 EMOTIONAL REGULATION TOOLKIT



WHAT HAVE WE BEEN LEARNING?

This week your child has been learning about different tools they can use to help themselves feel better (emotional regulation) if they are feeling wobbly. They have been encouraged to ask for help from their Trusted Adults.



WATCH

Watch the film clip and encourage your child to think about the importance of asking for help.

[Week 5 Film Clip: Emotional Regulation Toolkit](#)



TALK

Why happened in the film clip?
Why is it important to ask for help?

Here is a list of 'tools' we can use when our tower feels wobbly. Your child will have learnt about these at school:

- Talking to a trusted adult
- Taking deep breaths
- Playing with friends
- Taking 'time out'
- Having a snack or drink
- Running around outside
- Having a rest
- Having some quiet drawing time
- Reading a story



DO (ADULT SUPERVISION: SCISSORS REQUIRED)

Using the worksheet and a clear pot or tub from home, help your child make their own 'emotional regulation toolkit'. Decorate each strip, come up with your own ideas on the blank ones. Once you have lots of ideas, fold up the pieces of paper, put them into your pot or tub, and choose a place in your home for them to live.

Make a plan with your child that whenever they are feeling wobbly, you can look at their tools together and try out the ideas.



MY EMOTIONAL REGULATION TOOLKIT

TAKE A DEEP BREATH

HAVE A DRINK OF WATER

TALK TO A TRUSTED ADULT

TELL YOURSELF: IT'S OK TO FEEL THE WAY YOU ARE FEELING

DANCE LIKE NOBODY IS WATCHING

WHAT TO DO:

1. You will notice 5 strips with tools that you could use if your tower felt wobbly
2. On each of the blank strips of paper draw and write one of your own emotional regulation tools
3. Colour in each strip as creatively as you can
4. Now you can fold each strip up and pop it in to a clean pot (e.g. a spare tub/ small box).
5. And there you have it! Your very own emotional regulation toolkit, which you can dip into whenever you need it



YEAR 3: WEEK 6 MY ADVENTURE ON THE INSIDE



WHAT HAVE WE BEEN LEARNING?

This week your child has celebrated the learning they have accomplished during the past five sessions.



WATCH

Watch the film clip and encourage your child to think about the adventure the animals went on in the film.

[Week 6 Film Clip: My Adventure on the Inside](#)



SCAN ME



TALK

What have the animals learnt on their journey?
What has your child learnt while doing this work?

You can remind them of all the learning themes:

Trusted Adults, Body Sensations, Core Emotions, Reactions and Emotional Regulation Toolkit.

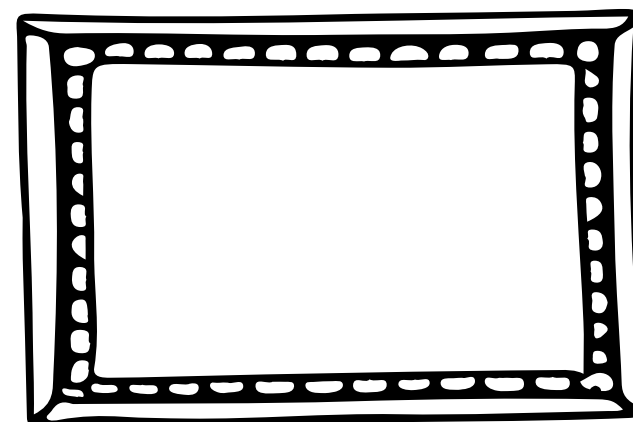
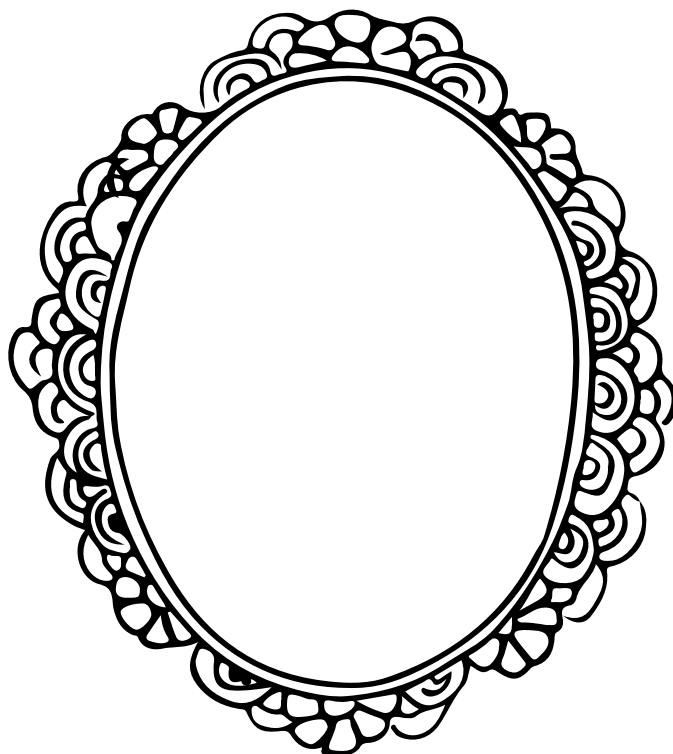
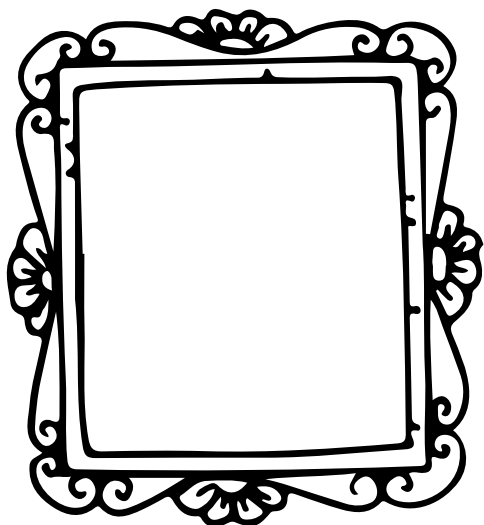
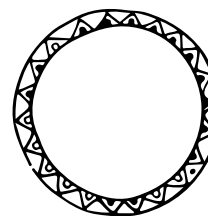
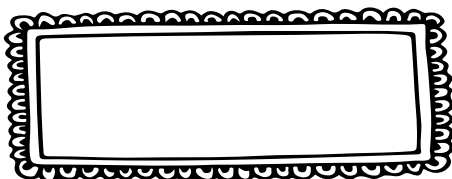
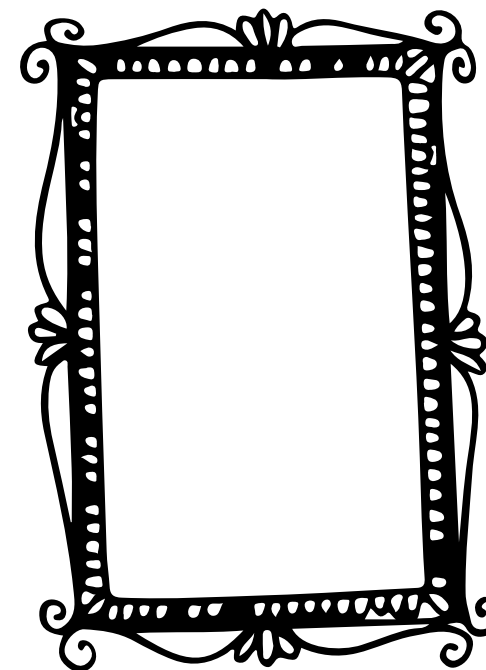
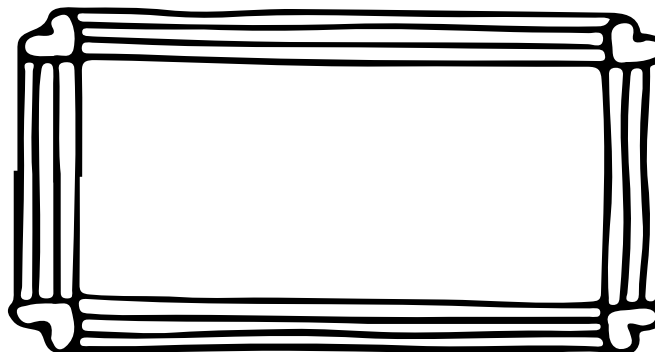
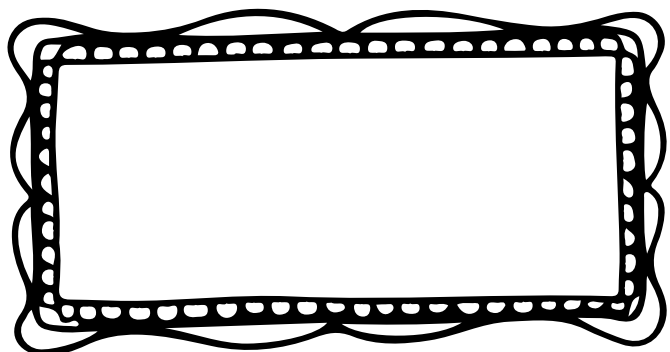


DO

Using the worksheet, help your child revisit the past sessions by drawing something in each frame to represent their learning.

This is a great opportunity to celebrate your child's learning, and to talk together about how you can help them regulate their emotions in the future.

MY ADVENTURE ON THE INSIDE



WHAT TO DO:

For this final activity, you can create a wall of pictures too remind you of your learning journey. In each of the photo frames, draw something to represent what you have learnt each session, remember to be as creative as you can!

1. Trusted Adults
2. Body Sensations
3. Core Emotions
4. Reactions
5. Emotional regulation toolkit
6. My adventure - in this frame draw something to show how you feel about you journey.