What happened? What did they feel and do?

Look at the pictures on story pages 9–13. Draw, write, point or tell an adult what to record.

What happened to the stone?

Draw or tell the event.

What did Leon feel?

Choose a feeling word or draw his face.

What did Leon do?

Draw or tell what someone could see or hear.

How did Nia feel, and what did she do next?

Use the story picture if it helps.

Spot a body clue

Compare story pages 10 and 25. Pick a clue for Leon. You can also imagine a clue for another character.

Leon’s face

What does the story say about his face?

Leon’s paws or tail

Draw or describe one thing you notice.

A different character

Where might their anger show? You can write “I’m not sure yet.”

A next step

What could the character do or ask for?

Choose words that help

Cut out the cards you want to use. You can point to one, hold it up, say the words or use your usual communication system.

I need a minute.

Please stay with me.

I need some space.

Can you help me?

I’d like to watch first.

I’m ready to try again.

Make a repair plan

Use a made-up example or choose Leon and Nia. You can say, draw or write the plan.

Check in

How could you ask if the other person is OK?

Listen

What might the other person want to tell you?

Acknowledge it

What happened that affected them?

Offer a next step

What could you offer? What if they want space?

Change the crossing

With an adult or a partner, use four light paper stones. Make a plan, pause if you need to and choose one change.

What is our first plan?

Draw the stream and where the four paper stones will go.

What could we say if something moves?

Try asking for time or help.

What change will we try together?

Move one stone, choose a wider one, or add your own idea.

What helped us work together?

Pick something you could use again in class.

My pause plan

> Keep this where you can find it. A trusted adult can help you write, draw or choose your answers.

I might notice…

A body clue, something in the room, or a change in what I’m doing.

My signal for a pause is…

Words, a card, a sign, pointing or AAC.

I can pause here or ask this adult…

Choose a person or place you can use during the school day.

When I’m ready, I might…

Watch first, take one step with help, or ask for more time.

What could help next?

Pick a situation. Say, point to, or draw what a character could do. You can use your classroom pause cards.

The pencil tip snaps during a drawing.

How could the character notice and ask for help?

Someone else has the ball at playtime.

Where could the character pause? Who could help?

A friend looks upset after someone shouted.

How might the character check in or offer to put things right?

Another situation

Invent a short example and choose a safe next step.