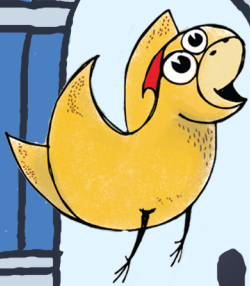




# LEVEL 2 HOME KITS

WEEK #4

TED THE TIGER TAMER





## TED THE TIGER TAMER

## ACTIVITY 1

### LEARNING GOALS

By the end of the WEEK, your child / children should be able to:

- Name different emotions
- Use tools to calm their bodies and brains and make positive choices

### RESOURCES

- A picture of a tiger (if possible)

### VOCABULARY

- Tiger
- Emotions
- Calm
- Peaceful

### ACTIVITY

- Ask your child to think about what they know about emotions and the way emotions feel inside their bodies.
- Now tell your child that sometimes emotions can also 'feel like' or be compared to an animal.
- Ask them to close their eyes (if they are comfortable to do so) and imagine a tiger. If they are not familiar with a tiger, show them an image if you can.
- Ask them to think about how a tiger might act if it's feeling angry. Discuss how a tiger might roar, growl or show its teeth. Together with your child, roar like a tiger, pretending to be angry!
- Invite your child to share their thoughts on what might make them feel angry. Help them with ideas, if they need help (eg: what if you were playing with a toy you really love and a boy you didn't know came up to you and snatched your toy from your hands. How would you feel?)
- Roar again together like a tiger. Ask your child if that roar feels like they would feel in the situations described where they feel angry.
- Role play and act out the scenario/s described and end each with your child roaring in anger.
- Sing the song below.

**SONG** (to the tune of “Twinkle, Twinkle Little Star”)

**My tiger is inside of me, and my tiger’s feeling hot.**

**My tiger is inside of me, so I think I need to stop!**

**I stop and I name my feeling, I’m feeling angry - in the red.**

**Now I stop to calm my body, take three breaths to clear my head.**

**Now I need to make a plan, what should I now do next?**

**Now I need to make a plan, how can I be my very best?**

# TED THE TIGER TAMER

## ACTIVITY 2

### LEARNING GOALS

By the end of the WEEK, your child / children should be able to:

- Name different emotions
- Use tools to calm their bodies and brains and make positive choices

### RESOURCES

- Poster size paper or card
- Crayons and decorative material (glitter, stickers etc)

### VOCABULARY

- Control
- Tame

### ACTIVITY

- Remind your child/ren of the song you learned together about tigers and repeat the first 2 lines

**My tiger is inside of me, and my tiger's feeling hot.**

**My tiger is inside of me, so I think I need to stop!**

- Ask your child what they think "my tiger is inside of me" means. Does it mean you really have a tiger inside you? (No - it means you feel as if an angry tiger is growling inside your body).
- Ask your child if they know what the word 'tame' means.
- Tell your child that to 'tame' means to control something – and to be tame is to be able to be calm, to listen and make kind choices. Explain that when we feel angry like a tiger we need to control our feelings.
- Ask your child to growl like a fierce tiger.
- Now tell your child that you're going to sing (or chant if you prefer!) a tiger song to understand how tigers might feel in their body.
- Ask your child how they feel when they growl like a tiger. Talk together about how feelings feel inside – is the feeling pleasant or unpleasant, does it feel hot or cold, and does it feel tense or relaxed?
- Then, ask your child to think about how a tiger might act if it's feeling calm.
- Tell them you will now learn to tame the angry tiger.
- Tell them that when you sing/chant they will pretend to be a tiger doing different things. Ask them to listen to your words and act out what they hear.
- Sing the following song to any tune you like (or create a chant):  
*Sleeping, sleeping, all the tigers are sleeping* (pretend to be asleep)  
*Then they wake up and they are angry tigers!* (act like an angry tiger)  
*Sleeping, sleeping, all the tigers are sleeping* (they pretend to sleep again)

*Then they wake up and they are calm tigers!* (they act like a calm tiger)

*Sleeping, sleeping, all the tigers are sleeping* (they pretend to sleep again)

- To finish, tell your child that they will learn new ways to control big emotions in the next activity.

# TED THE TIGER TAMER

## ACTIVITY 3

### LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Name different emotions
- Use tools to calm their bodies and brains and make positive choices

### RESOURCES

- Take a Break poster

### VOCABULARY

- |            |              |           |
|------------|--------------|-----------|
| • Emotions | • Plan       | • Excited |
| • Feelings | • Frustrated | • Calm    |
| • Break    | • Sad        |           |

### ACTIVITY

- Ask your child to think about their emotions: “Do you ever feel different things in your body with different feelings?”
- “What does your body feel like when you’re happy? And when you’re sad? And when you’re angry?”
- Explain to them that all emotions can feel different inside our bodies – sometimes the feelings inside are pleasant and sometimes they are not very pleasant – and that’s okay!
- Then explain, “But, sometimes we would like the unpleasant feelings to go away – this isn’t easy but I have a trick that can help us do this!”
- Print the Take a Break poster. Discuss the steps of the poster with your child.
  - 1. Notice your body changing: how do you feel inside?**

How does their body feel when they have a big emotion? Does their tummy feel funny, are their fists tight, do their cheeks feel hot?
  - 2. Name your emotion.**

It will be helpful to keep a list of different emotions as your child names and experiences them (this can be used long-term)
  - 3. Take a break.**

Practice simple breathing together – three breaths in through the nose and out through the mouth.
- When you have finished, ask your child how they feel after they took three deep breaths. Tell your child that this can be the plan for the next time they feel a big emotion and feel they need to calm down.
- Display the poster somewhere in the home – if you have a ‘Calm Corner’, this is a great option!
- End by singing the song from Activity 1 together again.

# TED THE TIGER TAMER

## ACTIVITY 4

### LEARNING GOALS

By the end of the WEEK, children should be able to:

- Name different emotions
- Use tools to calm their bodies and brains and make positive choices

### RESOURCES

- No resources needed

### VOCABULARY

- Notice
- Emotions
- Break
- Plan
- Choices

### ACTIVITY

- Encourage your child to act as a tiger that roars and snarls. Invite them to grow 'ten times bigger' and then to sit down again.
- Invite your child to curl their fingers like the claws of a tiger. Encourage your child to tense their hands and to act out these actions: show cheeks burning by rubbing your cheeks, heart thumping by patting your chest, high energy by stamping feet.
- Invite your child to move around the room, like an angry tiger.
- Next ask your child to take breaths and count backwards from 10 (or 5 if 10 is too difficult).
- Invite your child to act like a tiger calming down (i.e. lying down, sitting calmly, closing their eyes etc).
- Now invite your child to crawl around the room, roaring and snarling.
- Discuss the Take a Break poster and the stages of calming down.
- To end the activity, invite your child to sit and take three long, slow breaths.

# TED THE TIGER TAMER

## ACTIVITY 5

### LEARNING GOALS

By the end of the WEEK, children should be able to:

- Name different emotions
- Use tools to calm their bodies and brains and make positive choices

### RESOURCES

- Take a Break Poster

### VOCABULARY

- |            |         |          |
|------------|---------|----------|
| • Notice   | • Break | • Choice |
| • Emotions | • Plan  |          |

### ACTIVITY

- Ask your child if they can remember what they can do if they are feeling big feelings.
- Go through the 'Take a Break Poster' together again.
- Say, "We all have big feelings sometimes and it's important to know how to calm down when this happens. Especially when these feelings are high in energy and unpleasant. Noticing what is happening in our bodies, naming our emotions and taking a break can help!"
- Please try to practice this strategy with your child whenever they have big feelings – this can include you modelling this to show your child how you manage big feelings.
- Invite your child to make a presentation to share with other family members (or friends/neighbours) what they've been practising in these activities.
- Help your child plan the presentation by printing or redrawing the poster so it's large enough for all to see. Next work together to practice explaining each of the steps on the poster, pausing to provide role-playing opportunities for each step (1-3).
- Invite 2-3 people for your child to give a presentation on the Take a Break Poster. Support your child in their presentation and suggest inviting questions at the end!
- End the presentation by teaching the song from Activity 1 and singing it together!



1. Notice your body changing: how do you feel inside?  
Are you hot/cold? Is it hard to breathe? Does your tummy feel funny? Is your heart beating quickly?  
Are your eyebrows close together or raised up?



2. Name your emotion.  
Are you angry? Frustrated? Sad? Excited? Frightened?



3. Take a break.

Take 3 deep breaths, take a walk, get a drink of water.



4. Make a plan.

Enjoy being uniquely you!





