

The Storm Inside Classroom Guide

Body signals, frustration, repair and asking for help without required disclosure.

AGE AND READINESS

Suggested for ages 3–8. Adapt language, timing and participation to the children and setting.

The boundary

This guide supports conversation. It is not therapy, assessment or a replacement for the DSL, SENCO, pastoral team, healthcare services or an individual support plan.

Four principles

- Participation and answering stay optional.
- Use story characters before personal examples.
- Allow passing, drawing, moving or listening quietly.
- Follow safeguarding procedures if a concern is shared.
-

Before you read

Preparation protects choice and makes follow-up possible.

1

Read the story first and identify a calm-space choice that is not punitive.

2

Plan how children may pass, draw, move or listen without answering.

3

Avoid using the story immediately after a known incident involving a child in the group.

4

Know who will provide individual follow-up if the story opens a concern.

What the session may support

Cautious intentions, not guaranteed outcomes or formal curriculum claims.

- Notice that behaviour can communicate a need before words arrive.
- Explore body signals connected to frustration or overwhelm.
- Identify several forms of help rather than one prescribed calming strategy.
- Model repair and reconnection after something goes wrong.

Optional read-aloud prompts

Ask one or none. Do not turn the story into an interrogation.

1

What small things collected in Fuzz's cloud?

2

How did his tummy, head and heart try to communicate?

3

What did the friends do after the tower fell?

4

Which kinds of help did Olive and Bertie make room for?

5

What could a classroom signal for 'I need a little help' look like?

Optional activities

Use fictional examples and make participation genuinely optional.

1. Weather without disclosure

Choose weather for a story character or imaginary day. Nobody has to describe their own experience.

2. Body-signal silhouettes

Mark where a fictional character might feel tight, hot, fast, shaky or still.

3. Rebuild together

Use blocks or loose parts to practise beginning again after a shared structure falls, with no blame.

4. Calm-space choices

Co-design a small menu: quiet, movement, water, sensory object, drawing, trusted adult or returning later.

Follow-up and safeguarding

Keep the route around the child after the book closes.

- Keep participation optional after the session.
- Offer My Little Cloud and One Slow Breath as choices, not prescriptions.
- Notice whether a child needs private pastoral support rather than more group questions.

Safeguarding note

If a child shares a concern, listen calmly, do not promise secrecy and follow the setting's safeguarding procedure.