



Curious and Calm

A school starter kit for feelings, routines and playful learning

Eight printable pages to help a child know what comes next, notice what their body needs, and take one supported step into the new school year.

THIS KIT BELONGS TO

MY GROWN-UP TEAMMATE

For the grown-up

This is not a test and there is nothing to score. Choose the pages that help, fill them in together, and skip anything that adds pressure. A child may point, draw, write or tell you what to add.

Full parent guide: stemlittleexplorers.com/en/curious-and-calm-back-to-school

Readiness grows in six directions

Every child has an uneven profile. Notice strengths and useful supports; do not count checks or compare children.

1

Body and practical skills

Movement, sleep, eating, toileting, clothing, tools and sensory needs

A STRENGTH I ALREADY SEE

ONE SUPPORT THAT HELPS

2

Language and communication

Understanding, expressing needs, conversation, stories and asking for help

A STRENGTH I ALREADY SEE

ONE SUPPORT THAT HELPS

3

Thinking and early knowledge

Noticing, counting, comparing, predicting, solving and connecting ideas

A STRENGTH I ALREADY SEE

ONE SUPPORT THAT HELPS

4

Executive functions

Remembering, starting, pausing, focusing, switching and trying another way

A STRENGTH I ALREADY SEE

ONE SUPPORT THAT HELPS

5

Emotional regulation

Noticing feelings, accepting support, recovering and trying again

A STRENGTH I ALREADY SEE

ONE SUPPORT THAT HELPS

6

Social participation

Joining, taking turns, keeping boundaries, repairing and finding trusted adults

A STRENGTH I ALREADY SEE

ONE SUPPORT THAT HELPS

Our readiness portrait

THE SKILL WE MOST WANT TO SUPPORT AT THE START IS

THE PERSON, PICTURE, ROUTINE OR ADJUSTMENT THAT COULD HELP IS

Make the unknown more knowable

Fill in what you truly know. It is safe to write “we will ask” when a detail is still unknown.

We are going to

school / preschool / a new class

We travel there by

walking / car / bus / other

We enter through

door, gate or meeting place

The adult who receives me is

name or role

My things will go

with me, locker, or some other place

If I need help, I can

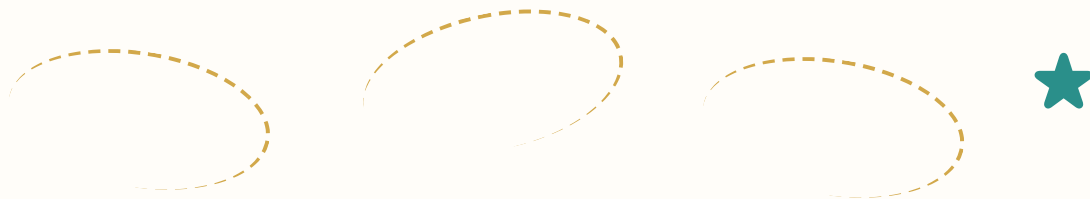
words, gesture, picture or person

My grown-up comes back

after lunch / at the bell / another clear marker

Draw the route from goodbye to the first safe place

START



My trusted goodbye

OUR SHORT RITUAL IS

THE TRUE WORDS MY GROWN-UP WILL SAY ARE

SOMETHING I MAY CARRY OR REMEMBER

My morning runway

Keep four to six visible steps. Tick, color or turn over one step at a time. The order can change; the routine belongs to your family.



1

Toilet and get dressed

Our words: _____

draw a picture



2

Eat and drink

Our words: _____

draw a picture



3

Brush teeth and hair

Our words: _____

draw a picture



4

Lunch and water bottle

Our words: _____

draw a picture



5

Shoes and backpack

Our words: _____

draw a picture



6

Goodbye check

Our words: _____

draw a picture

Make tomorrow lighter tonight

☐ Clothes ready

☐ Papers in bag

☐ Lunch items together

☐ Shoes at the door

When I am stuck, the tiniest first step is

Helpful adult words: “One thing: ____.” · “First ____, then ____.” · “Help starting, or company?”

My after-school landing strip

Recovery comes before the full report. Try the same broad order each day and let the child choose the kind of reset.

1 Land Backpack and shoes go home	2 Refuel Water and a predictable snack	3 Reset Choose what the body needs	4 Reconnect No school report required	5 Continue Homework or family tasks later
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Today my body chooses

☐ MOVE run · swing · dance · push	☐ QUIET hideaway · book · headphones
☐ CONNECT hug · talk · play together	☐ CREATE draw · build · sensory play

My other reset idea

The easiest way to be near me after school is

A hard release at home may mean the child used a great deal of regulation during the day. Stay curious about overload and about any problem at school.

My three-minute check-in

Point, circle, draw or talk. No explanation is required. Print this page again for another day.

Date: _____

1. My inside weather



sunny



cloudy



rainy



stormy



mixed

2. My body feels

☐ calm

☐ tight

☐ wiggly

☐ heavy

☐ hot

☐ tired

☐ something else

3. One moment from today

☐ easy

☐ hard

☐ funny

☐ surprising

Draw it, write it or tell someone

4. What I need next

☐ food

☐ water

☐ quiet

☐ movement

☐ connection

☐ help

☐ space

Do you want me to

☐ listen

☐ help make a plan

☐ stay close

☐ give you time

From worry to one small plan

We do not need to prove that the worry is wrong. We can separate what we know from what we are guessing and find one supported step.

My worry says

What we know is true

What we do not know yet

The part I can control

A person who can help

My smallest brave step

Small enough to do while I still feel worried

A coping tool I want to practise when calm

☐ slow breathing☐ push a wall☐ count five things☐ draw it☐ help words☐ comfort object

If the first plan does not work, our next plan is

Five days of curiosity

Ten playful minutes are enough. Stop while it is still fun; this is an invitation, not homework.



Day 1 · Notice a rule

Build a repeating pattern with colors, shapes or objects.

stemlittlexplorers.com/en/tools/pattern-maker



Day 2 · Move time

Set three important moments on an analog clock.

stemlittlexplorers.com/en/tools/learn-to-tell-time



Day 3 · Ask a strong question

Play Guess My Number and halve the possibilities.

stemlittlexplorers.com/en/tools/guess-my-number



Day 4 · Send a secret

Encode an encouraging message for somebody.

stemlittlexplorers.com/en/tools/caesar-cipher



Day 5 · Mix colors

Explore which colors appear when two colors mix.

stemlittlexplorers.com/en/tools/color-mixer



Something I discovered

Something I am curious about now

The grown-up compass

REGULATE

slow down · safety · body first

RELATE

notice · name · stay connected

REASON

one plan · one step · review later

Seek support from the school and a health professional when distress is severe, worsening or persistent, or interferes with sleep, eating, health, friendships, family life or school attendance.