

world one · free forever · ages 3–10



The Nature of Me

a complete kit for teachers & home educators

One story-poem, nine outdoor missions and five classroom activities that teach the first social-emotional skill of all: *knowing who you are, and that you belong in the living world*. Every mission and activity in this kit is built from one of the poem's own lines — heard in the story, lived outside, practised on paper, and kept as a keepsake.

1

STORY-POEM

9

OUTDOOR MISSIONS

5

ACTIVITIES

3

AGE TIERS THROUGHOUT

CASEL

SELF-AWARENESS

World one is free for every family, forever — and the classroom side is free for schools, always. No child accounts, no ads, no scores, no streaks — and everything a family keeps stays on their own device.



a place of wonder

Wundoria replaces screen time with wonder. Every story opens a door to the real world — and outside it, children find their natural inner self: the one that belongs to the grass, the rain, the moon, and the people who love them.

The screen is only a doorway.

the Wundoria mission · wundoria.org

before you begin

How this kit works

Every world in Wundoria runs on the same loop: the poem gives the child a line they can hold; the story gives the line a place; the missions send it outside; the activities practise it; the keepsake proves it happened. This kit is that loop, on paper, for world one.

In the classroom

The five **activities** are your core — each is a 15–45 minute session with materials, steps, three age tiers, SEN & sensory adaptations, conversation prompts and "signs it landed". The nine **missions** work beautifully as home-links: send one home a week, and families do the outdoor part together. The classroom side of the app is free for schools, always — teachers see a pupil number and a tick, never a child's data.

At home & homeschool

Run both halves yourself: story first, then a mission outside (they need nothing but the outdoors and a grown-up), then an activity at the table to let it settle. Each mission carries **tips for grown-ups** and **talk about together** prompts — those are your teacher's notes. One mission and one activity a week makes the world last a half-term.

A gentle rhythm that works

1 · Meet the poem — read or listen together, twice. Let the child say the lines back. **2 · One mission outside** — pick any that fits the day; there is no order and no falling behind. **3 · One activity** — same week, so the outdoor moment has somewhere to land. **4 · Keep something** — a photo, drawing or sentence. In the app it becomes a memento in the family's keepsake journal; on paper, a folder works just as well. **5 · Say the line again** — the week's verse, at bedtime or home-time. Repetition is the method.

Outside, safely

Every mission is designed for a child and a grown-up together. Watch, don't touch, is the rule for creatures and unfamiliar plants; taste nothing unless a grown-up says it is safe; dress for the weather and mind water, roads and steep ground. The missions ask for nothing more adventurous than a garden, street or park — the wonder is in the noticing, not the distance.

where every mission begins

The poem

*I look in the mirror,
what do I see?*

*A happy face
smiling back at me.*

*I am the trees, I am the sun,
I am the stars, the universe
and everything that has ever been.*

How to use the verses

- **Line of the week** — pick one line and let it follow the child around: on the wall, at home-time, at bedtime.
- **Call and answer** — you say "I look in the mirror...", they finish it. Three-year-olds learn it in a day.
- **Say it like it's yours** — the poem is written in the child's own voice on purpose. Never recite it *at* them; hand it over.

What it is teaching

You are part of everything — discovering yourself in the living world. The first verse is self-recognition — meeting yourself kindly in the mirror. The second is the expansion: *"I am the trees, I am the sun"* — the child's identity joined to the living world. All nine missions live inside those two moves.

The full story is in the app — watch, listen or read — and the world is called by **Bunny Bright**, Heart-spark of The Nature of Me. Bold, dancing. World one is free forever.

Nine missions, five activities

The missions OUTSIDE · WITH A GROWN-UP

#	MISSION	INVITED BY	THE LINE THE CHILD KEEPS
1	Beings Just Like Us Creature care	Bunny Bright	<i>"I have needs – and so does every living thing."</i>
2	My Five Doorways Senses & noticing	Toto	<i>"My body is how I meet the world – slowing down lets me notice more."</i>
3	I'm Growing Too Growth & change	The Ancient Tree	<i>"Growing takes time and patience – and I'm growing every day."</i>
4	No Two The Same Uniqueness	Toto	<i>"Being different is what makes each of us special."</i>
5	Sky Feelings Naming emotions	Sun Sparkle	<i>"Feelings are like weather – all okay, and always changing."</i>
6	Breathing with the Trees Calm & settling	The Ancient Tree	<i>"I can use my breath and the world around me to settle when feelings get big."</i>
7	A Place That's Mine Belonging in nature	Toto	<i>"I belong in the world, and I have a place that's mine."</i>
8	I Am a Natural Thing I am nature	Bunny Bright	<i>"I'm not separate from nature – I'm a colourful, growing, moving part of it."</i>
9	An Orange World Walk Nature walk	Bunny Bright	<i>"I don't have to go anywhere special – the world is wonderful right where I am."</i>

The activities CLASSROOM & TABLE · FULL GUIDES INSIDE

#	ACTIVITY	TIME	FOCUS
1	Purple River Mirror journal	15–20 min	Self-awareness · Interoception
2	Beloved hand tracing	20 min + all-week display	Self-awareness · Positive self-concept
3	Breathing blossom	5 min · twice a day	Self-awareness · Finding calm · Interoception
4	Orange World nature walk	30–45 min	Self-awareness · Connection to nature
5	'I Am' poem template	20 min	Self-awareness · Self-expression

There is no required order. Choose what fits the day, the weather and the child — the loop closes whichever door you go through.



Beings Just Like Us

"Ducks, bees and snails get hungry, rest and care — just like you. Meet a wild creature kindly, then earn a keepsake."

THE MISSION

Meet one wild creature kindly today — watch it quietly, notice what it needs, and offer one small kindness.

Why it matters: Spotting that a creature has needs just like theirs builds both self-awareness and empathy — the foundation of this whole world.

Step by step

1. Choose a wild creature near home — ducks, bees, snails, garden birds or ants.
2. Watch quietly from a kind distance. Be as still and gentle as a tree.
3. Notice what it's doing — eating, resting, building or hiding?
4. Ask 'What might it need?' and offer one kind act — fresh water on a hot day, or stepping slowly so you don't startle it.
5. Say a kind goodbye and leave it just as you found it.

Tips for grown-ups

- Please don't feed bread to ducks — it makes them ill. Fresh water or simply watching is the kinder gift.
- Watching is the kindness — no touching or chasing.
- No animal about? Clues count: a feather, a chewed leaf, a snail trail.

TUNE IT TO THE CHILD

AGES 3–5

Parent leads. Pick one easy-to-spot creature together and do one kind act — a dish of fresh water, or standing as still as a tree. Parent names what it's doing in simple words: eating, resting, hiding.

AGES 6–8

Child chooses the creature and watches quietly on their own for a whole minute. Ask 'how can you tell what it needs?' and let them plan the kind act themselves.

AGES 9–10

Watch two different creatures and compare what each needs. Then flip it: 'what would a kind giant do for you?' Say or write one sentence from the creature's point of view.

Talk about together

- When you're hungry, how does your tummy feel? Do you think the duck feels that too?
- What kind thing did you do for a creature today?

SEN & sensory

- Watching from a distance counts fully — no mission needs touching.
- Non-verbal: the child points at what the creature is doing; you name it.
- Big feelings around animals: start with a snail, or a bird through the window.

Worth keeping

Your own photo of the moment — the creature, the water dish, or you quietly watching.

"I have needs — and so does every living thing."

the stamp says:
You cared for a wild friend today.

My Five Doorways

“Eyes, ears, nose, skin and tongue are five doorways into the world — just like you have. Open each one outside.”

THE MISSION

Open all five sense-doorways, one at a time — look, listen, smell, touch, and taste the fresh air.

Why it matters: Slowing down to notice through each sense builds body awareness and a calm, grounded attention.

Step by step

1. EYES — find three things you've never noticed before.
2. EARS — close your eyes and count three sounds. The quietest is often the best.
3. NOSE — find a smell: grass, soil after rain, a flower.
4. SKIN — touch three textures and name them: bumpy, smooth, tickly.
5. TASTE — the safe doorway: taste the fresh air. Only ever taste a plant if a grown-up says it's safe.

Tips for grown-ups

- Go slowly — one doorway at a time, with a pause between each.
- Whisper, to keep it calm and hear the tiny sounds.
- Big safety note: the taste doorway is the air, not the plants.
- Rainy day? Open a window and do all five from the sill.

TUNE IT TO THE CHILD

AGES 3–5

Parent calls each doorway; child finds one thing per sense. Two or three doorways open is a win — and taste stays just the fresh air.

AGES 6–8

Child leads all five doorways in order, counting them off on their fingers. Add proper describing words for each texture, sound and smell: velvety, crunchy, whispery.

AGES 9–10

Open all five, then rank them: which doorway noticed the most today? Add a photo or caption per doorway and ask 'which doorway felt most like me?'

Talk about together

- Which doorway was your favourite today?
- Which doorway notices the most for you?

SEN & sensory

- One doorway is a complete mission — the set is whatever you open.
- Sound-sensitive: one gentle sound instead of three; hands over ears are allowed.
- Skip the smell or taste doorways entirely if they distress — nothing is lost.

Worth keeping

A photo or drawing of your favourite doorway — the leaf you smelled, the cloud you spotted.

“My body is how I meet the world — slowing down lets me notice more.”

the stamp says:
You opened all five doorways.



I'm Growing Too

"A seed becomes a sprout becomes a tree, in its own time — just like you. Find something growing."

THE MISSION

Find something growing, compare big and small, and notice how you've grown too.

Why it matters: Borrowing nature's slow timeline makes a child's own growth visible and plants the seed of a growth mindset.

Step by step

1. Hunt for something growing — a seedling, a bud, a tall tree, or your own height mark.
2. Find the biggest growing thing and the smallest. (A giant oak was once a tiny acorn.)
3. Ask what you couldn't do as a baby that you can do now — walk, talk, climb.
4. If you can, plant or water something. It won't change today — and that's the lesson.
5. Take a photo so you can compare it again in a few weeks.

Tips for grown-ups

- Growing is slow — nothing will sprout today. You're planting patience.
- No garden? Cress or a bean on damp cotton wool grows visibly in days.
- Celebrate the effort and the waiting, not just the result.
- Children love 'when you were tiny' stories — share a real one.

TUNE IT TO THE CHILD

AGES 3–5

Parent finds the growing thing; child shows big and small with wide arms and tiny fingers. One real 'when you were tiny' story to finish.

AGES 6–8

Child hunts the biggest and smallest growing things themselves, and plants or waters something. Ask 'what can you do this year that you couldn't last year?'

AGES 9–10

Photograph the find and plan to re-photograph it in a few weeks. Talk about what they're growing into next — and one thing they're practising that's still hard, because growing is slow.

Talk about together

- What's something you couldn't do before that you can now?
- What do you think you're growing into next?

SEN & sensory

- Time is abstract — anchor it with the child's own baby photo.
- Non-verbal: point to the biggest and smallest; you do the narrating.
- Height marks work at any level on the wall — growing is never only taller.

Worth keeping

A dated photo of the growing thing (or the pot you planted) to re-photograph later.

"Growing takes time and patience — and I'm growing every day."

the stamp says:
You found something growing — including you.



No Two The Same

"Every leaf, stone and petal is one of a kind — just like you. Gather a tiny 'all different' collection."

THE MISSION

Collect five of one thing, find all the differences, and notice you're one of a kind too.

Why it matters: Nature's endless variety mirrors and affirms the child's unique identity — early self-worth, without comparison.

Step by step

1. Collect five of one kind of thing — leaves, stones or petals. Take only what has fallen.
2. Lay them in a row and hunt for the differences — size, shape, colour, marks.
3. Look at your own hands — fingerprints, freckles, the lines on your palm. No one is exactly like you.
4. Choose a favourite and say why it's special (not 'best' — just special).
5. Make an 'all different' arrangement: a circle, a face, a pattern.

Tips for grown-ups

- Aim for 'different, not better' — it gently sidesteps ranking.
- Keep collections small — five is plenty, only what's fallen.
- A magnifying glass turns this into a 20-minute adventure.
- Name their unique things warmly: 'you notice tiny things others miss.'

TUNE IT TO THE CHILD

AGES 3–5

Collect three fallen things instead of five. Parent lays them in a row; child points to what's different — big or small, light or dark.

AGES 6–8

The full five-item hunt, child spots the differences on their own, then studies their own fingerprints. Ask 'what's something only you do?'

AGES 9–10

Five finds plus a magnifying-glass study. Make the 'all different' arrangement, then reach for a metaphor: 'I'm like this leaf because...'

Talk about together

- What makes you you?
- What's something only you do in our family?

SEN & sensory

- Literal thinkers: start with fingerprints — concrete, and always to hand.
- If 'different' is a sore word from school, let 'special' do all the work.
- A magnifying glass helps small eyes — and adds a little ceremony.

Worth keeping

A photo of your 'all different' arrangement, or your hand beside your finds.

"Being different is what makes each of us special."

the stamp says:
One of a kind — just like you.



Sky Feelings

"The sky can be sunny, stormy, calm or grey — just like your feelings. Name today's sky and today's feeling."

THE MISSION

Look up, describe today's sky, and match a feeling to it — all weather is allowed.

Why it matters: Weather gives feelings a safe, concrete language — and teaches the steadying truth that feelings, like weather, always change.

Step by step

1. Look up and describe today's sky — sunny, cloudy, stormy, calm, grey, bright.
2. Match a feeling to it: 'Sunny like happy.' 'Grey like a bit sad.' 'Windy like fizzy-excited.'
3. Body check: where do you feel today's feeling — tummy, chest, shoulders?
4. Say the key truth: 'Weather changes. Even storms pass.' Feelings move and change too.
5. Draw today's sky in the air with a finger, or find a cloud shape.

Tips for grown-ups

- 'Bad' weather is perfect for this — a grey sky makes the lesson land.
- Never rush a child past a 'grey' feeling to make it sunny — naming it is the point.
- Be honest about your own sky: 'Mine's a bit cloudy today, and that's okay.'
- It builds a family shorthand — 'what's your sky?' — for hard moments later.

TUNE IT TO THE CHILD

AGES 3–5

Parent offers two or three sky words — sunny, grey, windy — child picks one and points to where that feeling lives in their body.

AGES 6–8

Child describes the sky in their own words and matches the feeling themselves. Say the truth together, out loud: 'weather changes — feelings do too.'

AGES 9–10

Describe the sky and the feeling, then track it: has your sky changed since this morning? Invent a brand-new weather word for a feeling that doesn't have one yet.

Talk about together

- What's your sky right now?
- What helps your stormy skies feel calmer?

SEN & sensory

- Offer the weather words on cards to point at, not to say.
- Two weathers (sunny and stormy) are plenty for a first go.
- If naming feelings distresses, name only the real sky today — the bridge can wait.

Worth keeping

A photo of today's actual sky — your own — captioned with the feeling you matched to it.

"Feelings are like weather — all okay, and always changing."

the stamp says:
You named your sky today.



Breathing with the Trees

"Trees sway slow and steady in the wind — just like a calm breath in your body. Breathe together outside."

THE MISSION

Watch a tree sway and breathe slowly with it — in as the branches lift, out as they settle.

Why it matters: A simple, portable calming tool — learned together when calm, so it's ready when feelings get big.

Step by step

1. Find a tree or plant you can watch sway — or sit near any greenery.
2. Watch it move: slow, gentle, in and out with the breeze.
3. Breathe in slowly as the branches lift, out slowly as they settle. Do it 3–5 times.
4. Notice the after-feeling: 'How does your body feel now — slower, softer?'
5. Name it a tool: 'Whenever you feel too big inside, you can breathe with the trees.'

Tips for grown-ups

- Keep it short — three slow breaths is success for a 3-year-old.
- Do it WITH them — your calm becomes their calm.
- Teach it when calm, not mid-storm, so it's ready when needed.
- No tree? Watch swaying grass, a flag, drifting clouds, or each other's breath.

TUNE IT TO THE CHILD

AGES 3–5

Three slow breaths with the tree is complete success. Parent breathes alongside, making the slow in... and out... big and easy to copy.

AGES 6–8

Five breaths matching the branches. Ask where the calm lands — tummy, chest or shoulders? — and name it as their own tool for big feelings.

AGES 9–10

Five to ten breaths, then teach it back: the child leads YOU through tree-breathing. Ask when this tool would help most — before something scary, or after an argument?

Talk about together

- What does your body feel like when it's calm?
- Where's a tree near home you could breathe with again?

SEN & sensory

- Counting breaths can worry some children — copy the tree's sway instead, no numbers.
- A hand on the tummy replaces closed eyes.
- Movement-seekers: sway big first, then smaller and smaller.

Worth keeping

A photo of your breathing tree or spot, so you can return to the same calm place.

"I can use my breath and the world around me to settle when feelings get big."

the stamp says:
You found your calm with the trees.



A Place That's Mine

"Every creature has a cosy spot to rest — just like you need yours. Find your own special outdoor place."

THE MISSION

Find a spot outside that feels like yours, settle in, and make it your special place to return to.

Why it matters: A felt sense of 'there's a place that's mine' is quietly foundational to a child's security, identity and belonging.

Step by step

1. Explore until you find a spot that feels good — under a tree, a corner, a bench, a patch of grass. You choose.
2. Settle in. Notice what you can see, hear and smell from your place.
3. Make it yours — give it a name, or mark it gently with a ring of stones.
4. Say it out loud: 'This is a place where I belong. It's here whenever I need it.'
5. Plan to visit again when you need calm or quiet.

Tips for grown-ups

- Honour their choice — 'special' doesn't mean pretty. Don't steer them to a nicer spot.
- Return to it and call it by their name for it — that's what makes it belong.
- Leave no trace: we borrow nature's spots, we don't damage them.
- No outdoor space? A cosy corner by a window with a plant works too.

TUNE IT TO THE CHILD

AGES 3–5

Parent narrates the hunt; child points when a spot feels good. Sit together and name one thing you can see, one you can hear, one you can smell.

AGES 6–8

Child finds the place, names it and gently marks it themselves — and says the belonging words out loud without help.

AGES 9–10

Find the place, then say or write why it's theirs and plan when to return. Ask: 'if this spot could keep one secret safe for you, what would you leave here?'

Talk about together

- What makes your place feel like yours?
- When might you want to go there?

SEN & sensory

- The place can be indoors by a window if outside is too much today.
- Let the child set the place's rules — the predictability is the point.
- Ear defenders are welcome in the place; quiet is part of what makes it theirs.

Worth keeping

A photo of you in or at your special place — anchoring a real spot you can revisit.

"I belong in the world, and I have a place that's mine."

the stamp says:
You found a place that's yours.

✨ I Am a Natural Thing

"You are colourful, you grow and you move — just like the world around you. Find three natural things that are like you."

THE MISSION

Find three things in nature you share something with — something colourful like you, something that grows like you, something that moves like you.

Why it matters: This is the heart of The Nature of Me — discovering you're not separate from nature but part of it. Naming what you share with the living world builds a deep, rooted sense of self and belonging.

Step by step

1. Go outside and look slowly all around — at the trees, the sky, the ground, the little creatures.
2. Find something COLOURFUL like you — a flower, a leaf, a stone with your favourite colour in it.
3. Find something that GROWS like you — a plant, a sprout, a tall tree reaching up.
4. Find something that MOVES like you — a bird, the wind in the grass, water, a scurrying ant.
5. Say it out loud together: 'I am colourful, I grow, I move — I am a natural thing too.'

Tips for grown-ups

- There are no wrong answers — whatever the child connects with is right. The naming is the learning.
- Let them lead the choosing. Your job is to be curious, not to correct.
- If you've read the story, link it to Mia's poem — 'I am the trees, I am the sun...' — your child is finishing that line about themselves.
- Rainy day? Do it from a window — a houseplant, a pet, and the moving clouds.

TUNE IT TO THE CHILD

AGES 3–5

One find for each of the three is plenty. Parent carries the words — 'colourful like you!' — while the child points and touches.

AGES 6–8

Child finds all three on their own and answers 'how are you like it?' for each find.

AGES 9–10

Three finds, then finish Mia's poem line about yourself: 'I am the...' — a spoken or written metaphor linking the child to what they found.

Talk about together

- Which of your three things felt most like you?
- What else in the whole world do you think you're a part of?

SEN & sensory

- Mirror-averse children can use their hands only — hands move, grow, and are colourful too.
- The three finds can happen over three days, not one.
- Non-verbal: the child points to each match; you say the line for both of you.

Worth keeping

A photo of you with your three natural things — or a drawing of the colourful, growing, moving things you found.

"I'm not separate from nature — I'm a colourful, growing, moving part of it."

the stamp says:
You are a natural thing.



An Orange World Walk

"Bunny Bright wants to show you the Orange World — not to get anywhere, just to wander and notice. Step outside together and let the walk be the whole adventure."

THE MISSION

Take a slow wander outside together — no destination, just noticing the Orange World as you go.

Why it matters: A slow, aimless walk teaches a child that being outside is enough on its own — building the calm, grounded attention that runs through this whole world. There's nothing to finish, only to notice.

Step by step

1. Step outside together with no place to be — the walk is the whole point.
2. Walk slower than usual. Let your feet feel the ground — soft, hard, crunchy, smooth.
3. Every little while, stop and notice ONE thing: a colour, a sound, a smell, a tiny creature.
4. Let your child lead the way for part of it — follow where their curiosity points.
5. Find one thing to say hello to, and one thing to say thank you to.
6. Turn for home whenever you're ready — there's no finish line.

Tips for grown-ups

- There's no route and no goal — if you only reach the end of the street, that's a perfect walk.
- Let the pauses be long. The noticing happens in the stopping, not the walking.
- Leave nature where it lives — notice and photograph rather than pick or collect.
- Rainy or indoor day? A slow wander round the garden, balcony, or even room to room still counts.

TUNE IT TO THE CHILD

AGES 3–5

A short, slow wander — reaching the end of the street is a perfect walk. Name colours and sounds out loud together as you go.

AGES 6–8

Child leads the route and names the noticing at every stop. Ask 'what did you notice that I missed?'

AGES 9–10

Child sets the pace and the pauses, collects five 'I noticed...' lines along the way, then turns the best one into a written sentence or photo caption.

Talk about together

- What was the smallest thing you noticed today?
- If the Orange World could say one thing to us on our walk, what might it say?

SEN & sensory

- A familiar route beats a new one for children who need to know what's next.
- 'I noticed' can be pointed at, not said.
- Wheels count as walking — pace and distance are the family's own.

Worth keeping

A photo or drawing of your favourite moment from the walk — the path, a puddle, or the thing you said thank you to.

"I don't have to go anywhere special — the world is wonderful right where I am."

the stamp says:
You walked the Orange World and noticed it.

Purple River Mirror journal

Top half what you see, bottom half what you feel

THE POEM LINE THIS PRACTISES

"I look in the mirror, what do I see? A happy face smiling back at me." The journal is the child's own Purple River — a place to look, and to like what looks back.

Step by step

1. Sit somewhere quiet. Look in the mirror for a slow count of ten.
2. On the TOP half of your paper, draw what you SEE.
3. Close your eyes. Hand on tummy, hand on heart. Wait ten seconds.
4. On the BOTTOM half, draw what you FEEL INSIDE — colours, shapes, weather.
5. Look at both halves. Same, or different?
6. Fold it. Keep it. Add to it all week.

You will need: A4 paper folded in half, a hand mirror, crayons (orange/purple/blue), a quiet space.

Why it works

Children often describe what they see in a mirror long before they can describe what they feel inside. This activity puts the two side by side so the child notices the gap. That noticing is interoception — the foundation of understanding your own feelings.

Guide prompts

1. Look at your face for a long, slow moment. What do you see?
2. Now feel inside. What's the weather in there today?
3. Beautiful. Is the outside the same as the inside?

TUNE IT TO THE CHILD

AGES 3–5

Parent draws while child describes. Weather words: sunny, stormy, fluffy, fizzy.

AGES 6–8

Child draws independently. Add three feeling words from the vocabulary.

AGES 9–10

Sentence under each half: 'On the outside I look...' / 'On the inside I feel...'. Encourage a metaphor.

Talk together

- What do you SEE in the mirror right now?
- What weather is it inside your body?
- Is the outside the same as the inside today?
- If The Purple River could show you one thing the mirror can't, what would it be?

SEN & sensory

- Non-verbal: feelings-card pack — child points, you draw.
- Autistic: same template every time. Predictability lets the work happen.
- Anxious: skip the eyes-closed step. Keep eyes on hands instead.
- Worth flagging: if a child shows distress at their own image, skip this entirely and use activity 3 or 4 instead — and mention it to your SENCO, or at home to someone you trust with your child's wellbeing.

Signs it landed

- Names ONE word from the emotional vocabulary unprompted.
- Returns to the journal later in the week without being asked.
- Bottom half looks different from top.
- Asks to do it again.

Take it further: A new bottom-half drawing every day for a week. Lay all seven side by side. A visible record of an inner life.

Beloved hand tracing

Write what you love about yourself on each finger

THE POEM LINE THIS PRACTISES

"A happy face smiling back at me." The traced hand is another kind of mirror — the child's name and story, made visible on the page.

Step by step

1. Hand flat on paper, fingers spread.
2. Trace around it.
3. In the PALM: draw a heart. Write 'I am beloved.'
4. On each FINGER: one thing that is true about you.
5. Colour in orange and purple — the world colours.
6. Pin it where you'll see it every day for a week.

You will need: A3 or A4 paper, pencil, coloured pens, optional stickers, a place to display.

Why it works

Mia's name means beloved. Being beloved — accepted as you are — is the foundation of every other self-awareness skill. This activity doesn't teach children to praise themselves. It teaches them to receive being loved and to name what is true.

Guide prompts

1. Spread your fingers wide. They are five wonderful things.
2. What's something you do that makes you smile inside?
3. Mia's name means beloved. What word fits YOU?

TUNE IT TO THE CHILD

AGES 3–5

Parent writes what the child says. Simple, physical: 'my smile', 'I run fast'.

AGES 6–8

Child writes or draws. Mix physical and small-action: 'I share', 'I am kind to my brother'.

AGES 9–10

Physical AND character: 'my brave heart', 'I keep trying'.

Talk together

- What's one thing about you that makes you happy?
- What did you do this week you're a bit proud of?
- Mia's name means beloved. What would your name mean?
- If your friend made a hand for you, what would they put on a finger?

SEN & sensory

- Children who flinch from self-praise: let them say what someone ELSE loves about them.
- Non-verbal: sticker bank (star=brave, heart=kind, sun=warm).
- Autistic: avoid 'special'. Stay concrete and specific.
- Dyslexic: voice-record each finger instead of writing.

Signs it landed

- Adds a new quality during the week without being asked.
- Touches the hand on the wall when walking past.
- Says one quality aloud, holding eye contact.
- A sibling or parent receives one too — by the child's request.

Take it further: After a week, ask: which quality has grown most? Roll into a 'me-jar' to revisit at year's end.

Breathing blossom

In for 3 (petals open), hold 2, out 4 (petals fall)

THE POEM LINE THIS PRACTISES

"I am the trees, I am the sun." Breath is where the outside world becomes you — the blossom lets the child feel it moving in and out.

Step by step

1. Lie flat, somewhere comfortable.
2. Soft toy on tummy, below the ribs.
3. Breathe IN for 3 — petals open as the toy rises.
4. HOLD for 2 — petals still.
5. Breathe OUT for 4 — petals fall.
6. Repeat five times.

You will need: One small soft toy or beanbag (the 'blossom'), a flat space, optional calm music.

Why it works

When children feel overwhelmed, the breath shortens and the body locks. A visible object on the tummy gives them a target — they SEE the breath working. Many children soon begin reaching for the blossom on their own when feelings get big — and finding calm without being prompted is exactly what this activity is for.

Guide prompts

1. Lie down. Put a soft toy on your tummy.
2. Breathe IN — petals open.
3. Breathe OUT — petals fall. So peaceful.

TUNE IT TO THE CHILD

AGES 3–5

Skip the hold. In for 3, out for 3.
Three cycles is plenty.

AGES 6–8

Full 3-2-4. Eyes closed once steady. Five cycles.

AGES 9–10

4-4-6. Ten cycles. Notice which body part softens.

Talk together

- Can you feel the blossom rising and falling?
- What does the inside of your body feel like now?
- Where in your body is the most still right now?
- When could you use the breathing blossom this week?

SEN & sensory

- Anxious: 1–2 cycles to start. Build day by day. Stop the moment they say stop.
- Sensory-seeking: weighted toy or blanket.
- Autistic: same music every time. Predictable.
- ADHD: count aloud together, tap a finger to each count.

Signs it landed

- Reaches for the blossom unprompted later in the week — the gold standard.
- Names where 'calm' lives in their body.
- Tantrum recovery gets faster.
- Teaches the blossom to a sibling or teddy.

Take it further: Morning blossom + bedtime blossom routine. After a month, swap for a 'blossom card' the child takes to school.

Orange World nature walk

Find something orange, fragrant, warm, alive

THE POEM LINE THIS PRACTISES

"I am the trees, I am the sun, I am the stars." The walk turns the line into a list — four small proofs, found outdoors.

Step by step

1. We're going on an Orange World hunt — four things, one for each sense.
2. Find something ORANGE.
3. Find something FRAGRANT.
4. Find something WARM.
5. Find something ALIVE.
6. Mark each on the map. Bring one home for the windowsill.

You will need: Small bag, optional camera, the Orange World map, pencils.

Why it works

The poem's biggest move is cosmic expansion: 'I am the trees, sun, earth, wind, sea and stars.' For a young child, that line is abstract — until they hold a warm pebble or smell a fragrant herb. This walk turns the abstraction into evidence.

Guide prompts

1. Outside! Find one ORANGE thing.
2. Now something FRAGRANT — sniff sniff.
3. Now WARM. Now ALIVE. Look closely!

TUNE IT TO THE CHILD

AGES 3–5

Parent calls the sense, child finds. Praise the finding, not the speed.

AGES 6–8

Child reads the four senses off the map. Independent.

AGES 9–10

Photo + caption per find. 'Which felt MOST like me today?'

Talk together

- Why do you think THAT one is orange?
- How is the warm thing different from the alive thing?
- Did you notice something you've walked past a hundred times?
- Of the four, which feels most like YOU right now?

SEN & sensory

- Sensory-overwhelmed: ONE sense per walk. Four walks instead.
- Sensory-avoidant: gloves. Found object stays in the bag.
- Autistic: write the four senses on cards in advance.
- Wheelchair users: garden or paved route. Bring the world to the child.

Signs it landed

- 'I'm warm like the wall.' Receive it.
- Wants to do the walk again the next day.
- Found item stays on the windowsill all week.
- Notices a fifth orange thing later, unprompted.

Take it further: Swap one sense each week: COLD, MOVING, SOFT, LOUD. After 8 weeks: a sensory map of the neighbourhood.

'I Am' poem template

Fill in nature elements like Mia's realisation

THE POEM LINE THIS PRACTISES

"I am the stars, the universe and everything that has ever been." The template hands the child the poem's last line — and lets them finish it their own way.

Step by step

1. Read Mia's poem aloud.
2. Show the template.
3. Fill in: 'I am ____ like the ____.'
4. Read it aloud.
5. Decorate in orange and purple. End with 'I am beloved. I am free.'
6. Keep it under your pillow or on the wall.

You will need: Printable I Am template, pencil, crayons, optional voice recorder.

Why it works

This is the week's culmination. The child takes Mia's cosmic-expansion line and makes it their own. They become a small author. Self-awareness moves from concept to lived sense.

Guide prompts

1. I am ____ like the _____. Try it!
2. What in nature do you feel like today?
3. End with: I am beloved. I am free.

TUNE IT TO THE CHILD

AGES 3–5

Parent writes from single-word prompts. 'Strong.' 'Trees.' → 'I am strong like the trees.'

AGES 6–8

Child fills in. Word bank: brave, calm, bright, soft, wild, kind.

AGES 9–10

Free form. Metaphors. 'I am quiet like the river before a swim.'

Talk together

- What in nature do you feel like today?
- Mia said she was the trees and the sky — what are you?
- What's the weather inside you right now?
- If you were a place in the Orange World, where would you be?

SEN & sensory

- Dyslexic: voice-record each line. Doesn't need to be written.
- Autistic: word bank of nature elements (river, blossom, sun, stone).
- Non-verbal: four nature symbol cards — child arranges them.
- Anxious: do it together first as a model.

Signs it landed

- Reads the poem aloud — even to a teddy.
- Returns during the week to add or change a line.
- Poem appears at the Sunday family share.
- A line shows up in everyday speech: 'I'm being a wind today.'

Take it further: Back of template: a tiny picture for each line. The poem becomes a comic strip.

and when world one is done

Seven more worlds are waiting

The Nature of Me is the first step of an eight-world journey — Self-Awareness first, then self-management under The Ancient Tree, social awareness with Mother Earth, and on to a child who walks through the world noticing, steady and kind. Each world has its own poem, missions and activities, built on the same loop as this kit.

Our promises, in writing

- the classroom side is free for schools — always; world one is free for every family, forever
- no ads, no scores, no streaks, no notifications — ever
- first name and age band only; no child accounts
- photos, drawings and voice notes stay on the family's device — they are never ours
- teachers see a pupil number and a tick — never a child's data

Get started

The app — stories, missions and the keepsake journal — is at **app.wundoria.org**; world one is free forever, no card details. Schools can join the teacher pilot at **wundoria.org/teachers**, and the poems and songs are free to use at **wundoria.org**.

“I am the trees, I am the sun.”