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I can move when I feel

**angry**

## Reader Notes:

Emotion regulation involves recognising, managing and expressing emotions in adaptive ways, and allows children to learn, socialise and engage in daily activities. Students with disabilities or developmental challenges often need extra support and time to learn emotion regulation skills. These stories teach children that fun moving activities can be used as a strategy to help express or regulate their emotions in a healthy way. It is important to remember that moving is just one strategy that can be used to cope with emotions, and that this may not work for everyone.

This story can be customised with personal images or photos that are relevant to the child or children you will read it with. Visit [allplaylearn.org.au](http://allplaylearn.org.au) to view our collection of illustrated stories for ideas. We suggest taking photos of the child/children that are relevant to each page and adding to your desktop. You can then click on the icon on the following pages to add your images. We also recommend printing in colour.

Sometimes I feel **angry** when I do not get my way.  
Or when it's time to pack up but I still want to play.



Teaching prompt: What makes you feel **angry**?

It's like a hot volcano boiling deep inside my chest.  
My heart beats **faster** and my face feels **hot**.





I feel like **screaming** and **frowning** and saying **grrr...**  
I must remember that we all feel **angry** sometimes.



Teaching prompt: Everyone show me an **angry** face. What else does your body feel or do when you feel **angry**? Do you think we all feel **angry** sometimes? How do you know if someone is **angry**?

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There are things I can do that help when I feel **angry**.  
I can take deep **calming breaths**. 1, 2, 3...



Teaching prompt: Let's all take deep **calming breaths** together.

I can squeeze my favourite toy or say out loud how I **feel**.



**Teaching prompt:** What is your favourite toy (or sensory tool if there are children who use these in your setting) that you can use when feeling **angry**? Sometimes we might not use words to say how we feel - what other ways can we let others know we are feeling **angry**?



I can find somewhere **safe**. Somewhere quiet and cool.  
I can find a friend or an adult I **trust**.



**Teaching prompt:** Where is our **safe** space? What about our **playground** - where could you go?  
Who is someone (a friend or adult) you **trust** to talk about your feelings with?  
What words could you use to let them know you are feeling **angry**?



I can **move**!  
I can **bounce**. I can **run**.  
I can **skate** and have **fun**.



Teaching prompt: Encourage children to do these actions while reading the next few pages.

I can **move** a little. I can **move** a lot.  
I can give it everything I've got.



What is it about **movement** that makes my **anger** shift?



Teaching prompt: Have you tried **moving** when you feel **angry**? What happened when you started **moving**?  
Are there **movements** you think help best when you are **angry**?

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When **moving** my brain makes special messengers  
that help my mood to lift.  
What **move** do **YOU** like to do?



**Teaching prompt:** Those special messengers in your brain are called neurotransmitters.  
Finish off with all children performing their favourite **move/movement**.

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