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I can move when I feel  
bored

## 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.

When I feel **bored**, the world seems dull and grey.  
I see my toys, but there is nothing new to play.  
When I feel **bored** I can also feel **irritated**.



Teaching prompt: Everyone show me a **bored** face.  
What else does your body feel or do when you feel **bored**?

I wander around and think there's nothing fun to do.  
I tell my school friend, "I am **bored**", and my school friend replies, "Me too".  
I must remember that we all feel **bored** sometimes.



Teaching prompt: When do you feel **bored**? How do you know if someone is **bored**?

There are things that I can do to help when I feel **bored**.  
I can use my **imagination**. I can use a count down timer.  
I can set myself short challenges and celebrate straight after.



**Teaching prompts:** What are some ways we can use our **creativity** and **imagination** when we are **bored**?  
A countdown timer helps us know when we get to take a break, which can help if we are feeling **bored** when doing some school work or a chore at home - when could you use a countdown timer?

What might you do to celebrate finishing a task?

I can **move**!  
I can dance. I can twirl.  
I can find a ribbon I can whirl.



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

In class I can **wriggle** my toes.  
I can **wriggle** my nose. I can take a short **stretching break**.



Teaching prompt: What **movement** activities can we do in our classroom?  
Are there **movement** activities we don't do so that we can all stay **focused** on our work?

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 **boredom** shift?



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

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**.

For more stories and information on making education accessible  
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