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I can move when I feel
sad

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 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 get really **sad**, like when I lose my favourite toy.
Or when I miss my family, or my friends don't play with me.



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

My tummy **sinks** and my smile is turned upside down.
I think I won't be happy again and all I do is **frown**.
I must remember that we all feel **sad** sometimes.



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

When I feel **sad**, I can cuddle my favourite toy.
I can find my friends, do a favourite activity, or play my favourite game.



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 **sad**? What activity or game would you choose to do when feeling **sad**?₅

I can find a **safe** and quiet place so that I can sit quietly, **relax** and be gentle with myself.
I can tell a friend or adult how I **feel**.



Teaching prompt: Where are some **safe** and quiet places you could go to? What things can you do that you enjoy or that help you **relax**? How can you tell a friend or adult how you **feel**?
(include non-verbal options where appropriate).

I can **move**!
I can skip. I can jump.
I can bounce and dance and spin.



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 **sadness** shift?



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

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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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allplaylearn.org.au



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