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I can move when I feel  
scared

## 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.



The sound of thunder makes me really **scared**.  
I want to run and **hide** inside my bed.



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

My heart is beating **very fast** and my hands begin to sweat.  
I just want to curl up and **cry**, my eyes are getting wet.





I think that I am all **alone**, with no one close to help.  
I must remember that we all feel **scared** sometimes.



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

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



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

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



Teaching prompt: Where is our **safe** space?  
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 **scared** or **unsafe**?



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 **scared**? Sometimes we might not use words to say how we feel - what other ways can we let others know we are feeling **scared**?



I can **move**!

I can race around the playground. I can go for a **walk**.

I can **play** with a friend and have a fun **talk**.



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 me feel less **scared**?



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

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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**.

For more stories and information on making education accessible  
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AllPlay Learn was supported by the Victorian Government.



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