

Helping ALL Children to Understand and Regulate their Own Feelings of Anger, Anxiety, Jealousy and Disappointment

FOUR wonderful picture books to teach EVERYONE about the emotions anger, jealousy, anxiety and disappointment.

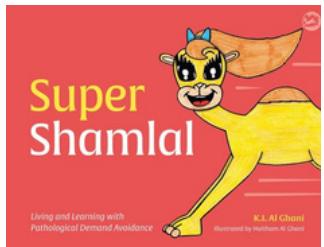
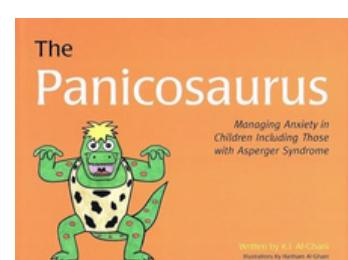
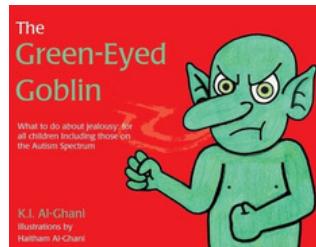
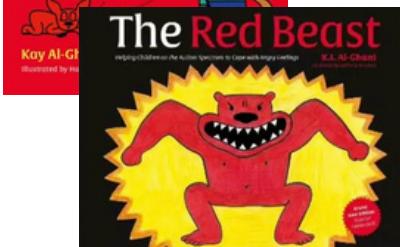
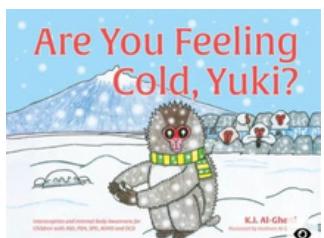
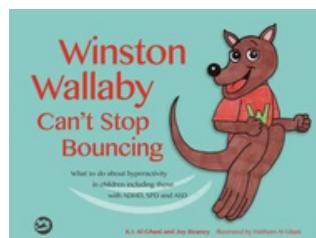
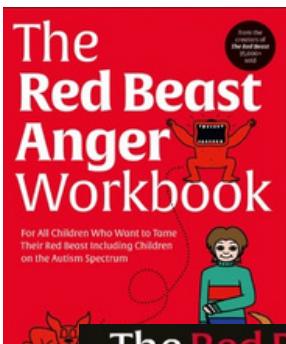
K.I.Al-Ghani's has a wonderful series of children's picture books which help teach children about the emotions of anger, jealousy, anxiety and disappointment. They are all divine books and can be read to an individual child or whole class. It can give children a chance to talk about their own feelings and express a desire to help themselves in a more positive and soothing way.

The stories make it clear that anger, jealousy, anxiety and disappointment are emotions shared by everyone. However, it is the way in which we deal with these emotions that really matters to our personal well-being. The techniques suggested in this book can be taught to a whole class. At the back of each book are a range of fantastic activities and strategies for children.

One of the wonderful aspects of these books is it helps other children understand why children with autism spectrum act and react the way they do. It is very important to talk to children about how to be sympathetic towards other children when they notice them becoming angry, anxious, jealous or disappointed. I often get asked HOW to discuss this with other children – and I think reading a book like these is a great starting point for the conversation.

Books By Kay Al-Ghani

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Excerpt from Sue Larkey Emotional Regulation Course

Module 2 Lesson 8

More info <https://elearning.suelarkey.com.au/>

Seven great activities to do when reading *The Red Beast, The Panicosaurus The Disappointment Dragon & Green Eyed Goblin*

1. Make a list of things that make children feel angry, jealous, anxious and disappointed. Discuss what happens to the body when children become angry, jealous, anxious and disappointed.
2. Make a list of times when the children have experienced their own “Red Beast”, “Panicosaurus”, or “Disappointment Dragon” “Green Eyed Goblin” Make a list of what children have done to calm themselves. Discuss how to be supportive
3. when you see other children experiencing these emotions.
4. I highly recommend making a poster and displaying for children to refer back to, that has each emotion (see below). Make an individual book which the child with ASD can refer back to that has photos of them using the strategies to manage emotions. You may also like to include success stories where they used the strategies.
5. 7.

Have you ever felt? What made you feel this way (angry, jealous, anxious, disappointed)	How did you react? Did you feel it in your body anywhere?	What helped to change the emotion/feeling?

Take photos of people's faces they know being angry, jealous, anxious and disappointed (great if allowed to use classmates). Add the photos to the posters to also help recognise other people's emotions.

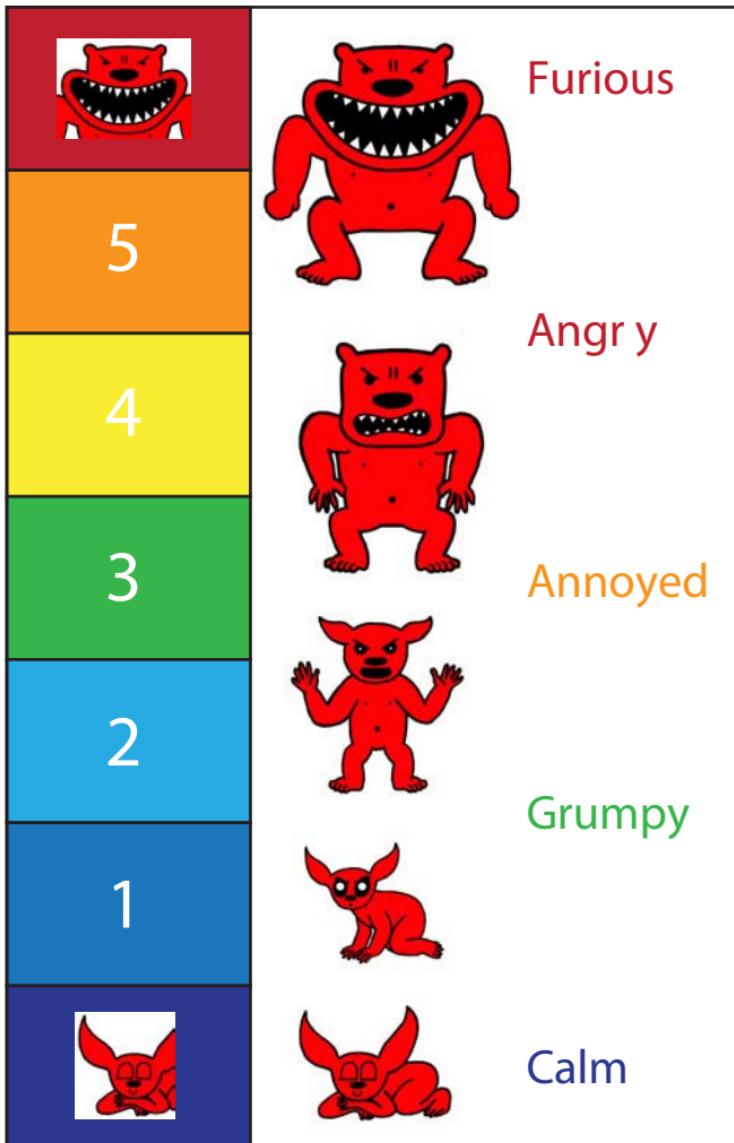
In the Bonuses I have included '5 Steps to Teach Feelings' which includes a template of a body that you can label with how your emotions. I think this would tie really well with this activity and encourage you to use it!



More Info: elearning.suelarkey.com.au

The Red Beast Emotion Thermometer

elearning.suelarkey.com.au



Recommended Books to Discuss Emotions

Most books include emotions and as part of teaching 'emotional regulation' I highly recommend you point out emotions and discuss the characters and then the own child's emotions. Many children with ASD or ADHD prefer non-fiction books. So you might want to use their interests as a starting point for discussions. For example: If they love space "How would the first astronauts have felt when.....(disasters happened, first landed on moon)"

When you read books ask questions like:

- "How did they feel?"
- "How would you feel?"
- "Have you ever felt that way?"
- "What did they do?"
- "What could/would you do?"

Picture Books Recommend

- We're going on a Bear Hunt by Michael Rosen
- The Bad-Tempered Lady Bug by Eric Carle
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- Franklin's Bad Day by Paulette Bourgeois and Brenda Clark
- When I Feel Angry by Cornelia Maude Spelman and Nancy Cote
- When Sophie Gets Angry by Molly Bang
- Glad Monster, Sad Monster by Anne Miranda and Ed Emberley
- How Are You Peeling? By Saxton Freymann and Joost Evers
- It's a Shame About the Rain: The Bright Side of Disappointment by Barbara Shook Hazen and Bernadette Simmons
- My Many Coloured Days by Dr Seuss
- Sometimes I Feel Like A Mouse by Jeanne Modessitt
- The Blue Ribbon Day by Katie Couric and Marjorie Priceman
- The Way I Feel by Janaan Cain
- Today I Feel Silly: And Other Moods That Make My Day by Jamie Lee Curtis and Laura Cornell



The Mindful Magician and the Trip to Feelings Town Tips and Tricks to Help the Youngest Readers Regulate their Emotions
by Lauren Brukner and Jennifer Jamieson



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There are 100s of books specifically written to discuss "feelings" Just google "Books about feelings /emotions" and you will find a huge range.

Recap of Prior Learning & Course Handout

Overview of Course

Module 1 - Introduction to Emotional Regulation

Module 2 - Watch all Lessons, then Select Activities for Programming

Introduction & Complete Documents to Download

- **Lesson 1:** Provide Specific Location for Student to go to Self-Regulate (*Take a Break Table*)
- **Lesson 2:** Linking Emotions & Self-Regulating Strategies (*Wheel of Calm*)
- **Lesson 3:** Create List of Positive Strategies to Repair Negative Emotional Experiences (*How to Feel Happy & Calm Again*)
- **Lesson 4:** Create an Immediate Action for the Student when Faced with a Situation that might Trigger an Emotional Reaction (*Stop Think Do*)
- **Lesson 5:** Pre-empt and Prepare for Situations that might Trigger an Emotional Reaction (*Social Scripts*)
- **Lesson 6:** Use Games/Activities to Recognise/Label Emotions & Strategies to Regulate (*Emotional Regulation Dominoes*)
- **Lesson 7:** Use Technology to Visually Show Situations & Reactions (*Video Modeling/Role Play*)
- **Lesson 8:** Using Books to Talk about Emotions
- **Lesson 9:** Empowering the Student to Self-Regulate (*Take a Break Cards*)
- **Lesson 10:** Prepare Sensory and Calming Tools for Student to Access to Promote Self-Regulation (*Create a Calm/Sensory Box*)
- **Lesson 11:** Promote Flexibility and Alternative Plans for the Student to Use (*Change Your Mindset*)
- **Lesson 12:** All Students Benefit from Learning Emotional Regulation and How each other React & Regulate (*Posters of Emotions*)
- **Lesson 13:** Use Games/Activities to Recognise/Label Emotions in Themselves and Others (*Emotion Game*)
- **Lesson 14:** Identify the Role of Physical Activity/Movement to Self-Regulate (*Physical Breaks*)
- **Lesson 15:** Teach How to Identify the Intensity of a Range of Emotions (Create a Scale)

Excerpt in this pdf

Final: Reflection and Role of Executive Functioning

Module 3 - Create Your Plan

Module 4 - Creating Consistency

Your Bonuses, Evaluation & Certificate

- How to Teach your Students to Use their Journal (*My Feelings Journal*)
- Process of Teaching a Feeling (5 Step Plan).
- Recommended Resources

Course Documentation

- Course Handout
- Activities, Templates, Time-Savers, Tip Sheets (over 74 pages)
- Bonus Activities, Templates

MODULE 2: DOWNLOAD & PRINT: ACTIVITIES, TEMPLATES, TIME SAVERS, TIP SHEETS

OPTION #1 - PRINT NOW

DOWNLOAD/PRINT ALL ACTIVITIES IN ONE DOCUMENT (74 PAGES)

[DOWNLOAD NOW](#)

OPTION #2 - PRINT LATER

PRINT EACH INDIVIDUAL DOCUMENT (ATTACHED IN EACH LESSON)

**BONUS 6 MONTHS
TO COMPLETE THE
COURSE**
IF YOU PURCHASE
BEFORE NOVEMBER 18th,
2025



More information about the Resources Included in Course: suelarkey.com.au