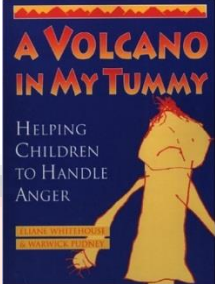
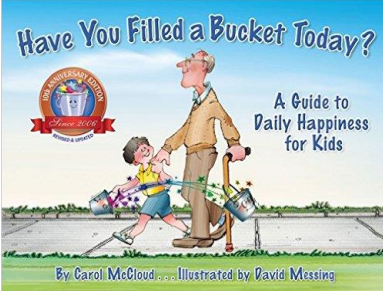
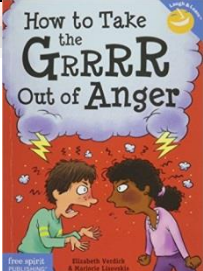
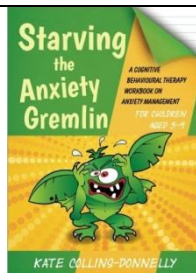
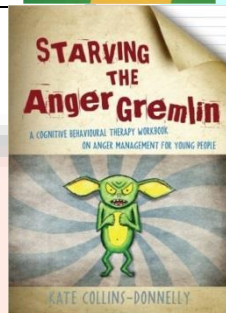


Great resources to support emotional needs both in the classroom and with parents / carers

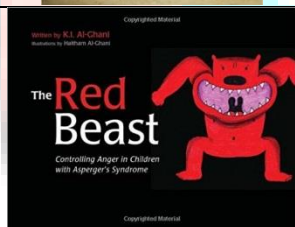
Resource	Description
	<p>A Volcano in My Tummy: Age 6-13. Has practical activities that can be used in school and with carers to address anger issues.</p>
	<p>A book to share either at home or in school which encourages positive behaviour by using the concrete concept of an 'invisible bucket' that holds your good thoughts and feelings. When you do something kind, you fill someone's bucket; when you do something mean, you dip into someone's bucket and remove some good thoughts and feelings.</p>
	<p>Anger management tips for children, helps them identify the feeling within themselves and how to work their way through it.</p>



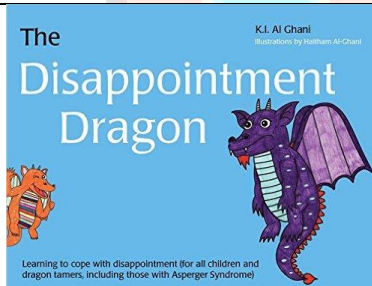
Practical activities that help children manage their feelings of anxiety. Ages 5-9



Follows on from the above but for use with older children.



Deep inside everyone, a red beast lies sleeping. When it is asleep, the red beast is quite small, but when it wakes up, it begins to grow and grow. This is the story of a red beast that was awakened. Rufus is in the school playground when his friend John kicks a ball that hit him in the stomach, and wakes up the sleeping red beast. Age 5+, storybook that can be used to link to other home or school activities.



The Disappointment Dragon sometimes comes to see us all and, if we let him, he can make us feel sad or angry. He visits Bobby when he is not picked for the school football team, he also finds Lucinda when she has to miss an exciting school trip because she has the Chicken Pox. He even tries to take the whole of Class Three down to the Valley of Despair when

their favourite teacher moves away. Will the Dragon of Hope be able to chase away the Disappointment Dragon and help them see things more positively? Story book that can be used to link to home / school activities.

5

4

3

2

1

NEW! Picture award cards for younger children and those with more severe communication needs

A "5" Could Make Me Lose Control!

An activity-based method for evaluating and supporting highly anxious students

Karl Dunn Baron

5 **I can't stand this and ready to explode.**
I want to hit someone, something, or throw something. I need an adult to help me go to a safe place as I can calm down.

4 **I am getting too angry.**
My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.

3 **I am getting really irritated.**
I need to walk away from a bad situation. I will tell my teacher that I need a break.

2 **I am doing OK.**
I'm not pleased, but I'm not upset. I catch my breath. I am and keep working. I can control my anger by myself.

1 **I am doing great.**
I feel good about myself and about what is going on around me.

Feelings Chart

How I feel	What I can do
5 I need some help!	<ul style="list-style-type: none"> Ask to go with the "Held" Ask to take a breather Shout out to Luke Skywalker if he is here Take a 1-2 deep breaths Ask to go with the "Held" Ask to take a breather Shout out to Luke Skywalker if he is here Take 1 or 2 deep breaths
4 I'm really upset.	<ul style="list-style-type: none"> Let a teacher know that you have a problem and need some help Shout out your favourite thing Shout out to Luke Skywalker if he is here Play with my squishy thing Think of my favourite things Say "I'm going to be OK" to myself Take 1 or 2 deep breaths
3 I've got a problem.	<ul style="list-style-type: none"> Let a teacher know that you have a problem and need some help Shout out your favourite thing Shout out to Luke Skywalker if he is here Play with my squishy thing Think of my favourite things Say "I'm going to be OK" to myself Take 1 or 2 deep breaths
2 Things are pretty good.	<ul style="list-style-type: none"> Enjoy the feeling! Have fun
1 Feeling Great!	

Hands on activity book designed to help children self-regulate both at home and at school. Teaches the child what they can choose to do at each stage of the scale and how they can avoid getting to 5. It also very simply allows children to show teachers / carers when they need to be left alone or need time out of the classroom. For most effective use it should be used at home and school so the same language is used across all settings.



Worry Eaters - all children should have one! The child tells you the worry. You then write it down and put it into the worry eater. The mouth is zipped shut and then over night the worry disappears. Encourages children to talk about and identify their problems. Also fits into school bag, so the child can take it to school and if they have a worry during the day put it in and either share with someone at school or take it home and talk about it.