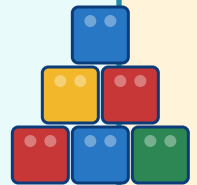
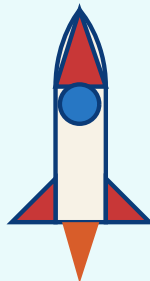
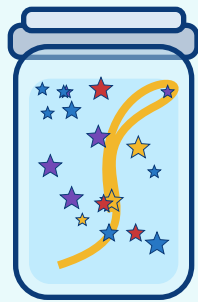


Educator & Caregiver Guide

A companion for reading, discussion, and big-feeling practice

Jaden's Swirly, Sparkly, Stompy Day
A Glitter Jar Story About Big Feelings and Friendship

Guide focus: anger and frustration, body clues, safe pauses, the Mind Jar calming tool, flexible play, apology, repair, and friendship after conflict.



Core message:
Anger is a real feeling. With support, children can feel it, name it, calm it, and share it safely.

Created for Zinnia Grace Bloom



How to Use This Guide

Choose the pages that fit your child, classroom, counseling group, or family.

Story snapshot

Jaden wants a spaceship game, but his friend wants to play cfe. Jaden's feelings get hot, loud, and stompy. With Mom's help and a Mind Jar, he watches the glitter settle, notices the hurt under his anger, and repairs the friendship by listening and trying a shared plan.

Use it in 3 ways

- ★ Before reading: preview anger, friendship, and flexible play.
- ★ During reading: pause to notice body clues and choices.
- ★ After reading: practice the Mind Jar tool and repair words.

Helpful tone for grown-ups

Children do not need to be shamed out of anger. They need support to slow down, keep bodies safe, and find words for what matters. Try saying, "You can be mad and safe. We will solve the problem after your body settles."

Important note

This guide supports reading and social-emotional learning. It is not a diagnostic tool or a substitute for medical, mental-health, behavioral, or individualized professional support.



Learning Goals

Children can practice noticing, naming, calming, repairing, and trying again.



1. Name anger without shame

I can say, "I feel mad," without thinking I am bad.



2. Notice body clues

I can listen for hot cheeks, tight hands, a loud voice, stompy feet, and a thumpy heart.



3. Pause before solving

I can give my body time before I talk about the problem.



4. Use the Mind Jar

I can watch glitter settle and remember that feelings can settle too.



5. Repair friendship

I can say what happened, apologize, listen, and try a new plan.



6. Practice flexible play

I can make room for my idea and someone else's idea.

Vocabulary to introduce

Anger alarms - body clues that mad is getting big. Mind Jar - a glitter jar that shows thoughts and feelings settling. Repair - what we do after hurt words or actions. Flexible play - making room for more than one idea.

Story-to-Skill Map

Use these moments as teachable pauses.

Story moment	Skill	Try this prompt
Jaden plans a spaceship game	Planning & excitement	What idea matters to Jaden?
Friend asks for cafe play	Flexible thinking	How can two ideas both matter?
Jaden's smile grows small	Early body clues	What changed in his face or body?
Stormy feeling rises	Anger alarms	What tells us mad is getting big?
Jaden shouts and stomps	Safe limits	What could keep bodies and words safe?
Mom names what she sees	Co-regulation	What did Mom do before teaching?
Glitter settles in the jar	Mindful pause	What happens when he watches and waits?
Jaden notices hurt underneath	Emotion layers	What feeling was under the anger?
Jaden apologizes and listens	Repair	What words helped the friendship?

Guide phrase: Feel it. Name it. Calm it. Share it. Then friendship can grow again.

Read-Aloud Plan

A flexible 25-35 minute lesson or family read.

1. Before reading - 5 minutes

- ★ Show the cover. Ask: What clues tell us this story may include big feelings?
- ★ Invite children to share a time a game did not go the way they hoped.
- ★ Preview the phrase: Feel it. Name it. Calm it. Share it.

2. During reading - 15 minutes

- ★ Pause when Jaden wants space and his friend wants cafe. Ask: What could Jaden say before mad gets big?
- ★ Pause when his cheeks get hot and fists squeeze tight. Ask: What are his anger alarms?
- ★ Pause when Mom brings the Mind Jar. Ask: How does the jar show feelings inside?

3. After reading - 10 minutes

- ★ Practice watching an imaginary glitter jar settle for three slow breaths.
- ★ Role-play repair words: I felt ___. I am sorry for ___. Can we try ___?
- ★ Choose one reproducible page for reflection or practice.

Quick check-in: Ask, "What helped Jaden most - Mom's calm voice, the Mind Jar, saying sorry, or mixing ideas? Why?"

Discussion Questions

Use one set or mix and match.

Feelings

- ★ What did Jaden feel when his friend chose a different game?
- ★ Can anger and disappointment happen together?
- ★ What did Jaden want his friend to understand?

Body clues

- ★ What anger alarms did Jaden's body show?
- ★ What does your body do when mad gets big?
- ★ How can noticing early help?

Mind Jar

- ★ What did the glitter look like when feelings were loud?
- ★ What changed when the jar was still?
- ★ How can watching, breathing, or waiting help your brain?

Friendship repair

- ★ What hurt the friendship?
- ★ What did Jaden say to repair it?
- ★ How did the friends make a new plan together?

Mini-Lesson 1: Anger Is Information

Anger is allowed. Unsafe words and actions need support and repair.

Teach

Anger often shows up when something feels unfair, blocked, disappointing, or too much. The feeling is not bad. It is a signal. Children can learn to notice the signal before it drives the whole body.

Practice language

- ★ "I feel mad because ____."
- ★ "My idea mattered to me."
- ★ "I can be mad and keep my body safe."
- ★ "I can talk after my body settles."

Try it together

Make two columns: Anger is telling me... and I can do next.... Keep examples simple: "I wanted a turn" -> "Ask for a turn" or "I need space" -> "Step back and breathe."



Anchor phrase: Mad is not bad. Mad needs help.





Mini-Lesson 2: Anger Alarms

Children can learn the body clues that say, "pause now."



1. Hot cheeks

My face feels warm or tight.



2. Tight hands

My fists squeeze or grab.



3. Loud voice

My words come out bigger than I planned.



4. Stompy feet

My body wants to stomp, run, or push.



5. Thumpy heart

My chest feels fast, hard, or buzzy.

Body clue check-in

Ask: "Where do you feel mad in your body? Is it a little, medium, or huge? What would help your body be safe while we wait for the feeling to settle?"





Mini-Lesson 3: The Mind Jar

A visual tool for watching big feelings settle.

What it teaches

When the jar is shaken, glitter swirls like busy thoughts and big feelings. When the jar is set down, the glitter settles. The child can see that feelings can move, slow, and clear without being forced away.

How to practice

- ★ Set the jar down or imagine one in your mind.
- ★ Rest your eyes on one sparkle.
- ★ Breathe in: "I feel it." Breathe out: "I can wait."
- ★ Watch until one small part of your body feels softer.
- ★ Then talk about what happened.



No jar available?

Use bubbles, a snow globe, a calm bottle, falling leaves, sand in a timer, a pinwheel, or a drawn swirl. The tool matters less than the pause.



Mini-Lesson 4: Repair After Hurt

Repair teaches responsibility without shame.

1. Say what happened

"I yelled when I felt mad."

2. Name the feeling

"I wanted my game to start."

3. Own the hurt

"My loud words hurt your heart."

4. Say sorry

"I am sorry I yelled."

5. Listen

"What did you want too?"

6. Make a next plan

"Can we try a way that fits both ideas?"

Helpful reminder: A child may need time before repair words are ready. Regulation comes before reflection.



Practice Ladder: Flexible Play

Build the skill in tiny, low-pressure steps.



Step 1

Choose two toys and name two different play ideas.



Step 2

Say: "My idea is _____. Your idea is _____."



Step 3

Practice a blend: space cafe, dragon tea, rocket restaurant, castle bakery.



Step 4

Use a timer: my idea for 5 minutes, your idea for 5 minutes.



Step 5

Practice repair words after a pretend conflict.



Step 6

Try the skill during real play, with an adult nearby if needed.

Celebrate: Praise the flexible try, not the outcome. "You made room for both ideas. That is friendship practice."





Caregiver Scripts

Words to borrow during big-feeling moments.

When the child insists on one plan

"Your idea matters. Their idea matters too. Let's help your body settle so both ideas can be heard."

When anger gets loud

"I will not let you hurt someone with words or hands. I am here. We can pause, breathe, and try again."

When the child feels ashamed

"Getting mad does not make you bad. We can repair what happened after your body calms."

When it is time to repair

"You can say: I felt mad. I yelled. I am sorry. Can we try again?"

When the child refuses to apologize

"Your body may not be ready yet. We can wait. Repair can begin with a picture, a note, or one kind word."



Educator & Group Scripts

Short scripts for classrooms, libraries, and counseling groups.

Before a shared-play activity

"Today we will practice making room for more than one idea. If your plan changes, you can pause and say, My idea is important, and your idea is important too."

When conflict starts

"I see big feelings. We are going to pause the game, make sure everyone is safe, and help each person share one true sentence."

When a child is ready to speak

"Try this frame: I wanted _____. I felt _____. Next time I can _____. What did you want?"

Group reminder

- ★ Feelings are allowed.
- ★ Bodies must stay safe.
- ★ Words can hurt or help.
- ★ Repair is part of friendship.
- ★ Small tries count.





Supporting Different Needs

Adapt the guide so more children can participate safely.

Sensory needs

Offer movement, a quiet corner, headphones, a visual timer, or a real calm bottle. Some children need less talk and more body support first.

Language support

Use sentence starters, pictures, role-play cards, or choices: mad/sad/disappointed/left out.

Neurodivergent learners

Make expectations explicit. Practice scripts when calm. Respect that eye contact, quick apologies, or verbal sharing may not be accessible in the moment.

Trauma-informed support

Avoid public shaming. Use calm proximity, predictable choices, and a repair process that protects dignity.

Group settings

Teach the tool to everyone so one child is not singled out. Normalize that every person has big feelings sometimes.



Grown-Up Response Map

A quick guide for big-feeling moments.

1. Connect

Get low, soften your voice, and name what you see.

2. Protect

Set a clear safety boundary for bodies, voices, and space.

3. Calm

Use the Mind Jar, a quiet breath, water, movement, or a comfort item.

4. Understand

Ask what the child wanted and what feeling was underneath anger.

5. Repair

Help the child make amends without shame.

6. Practice

Try a smaller way to share, wait, or blend ideas next time.

Helpful adult sentence: "I will help you with the feeling first. Then we can fix the problem together."



Reproducible: My Mind Jar Check-In

When my feelings swirl, I can watch, breathe, and notice.

My feeling right now is:

.....

.....

.....

My body feels:

.....

.....

.....

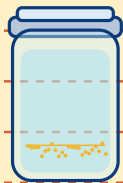
My glitter thought says:

.....

.....

.....

After I pause, one true thing is:



Circle one: My jar feels swirly | settling | calm enough to talk

Reproducible: Feel It, Name It, Calm It, Share It

A four-step page for big feelings.

1. Feel it - My body clues are:

.....

.....

.....

2. Name it - My feeling word is:

.....

.....

3. Calm it - I can try:

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.....

.....

4. Share it - I can say:

.....

.....

.....

My safe body plan: I can step back, use gentle hands, lower my voice, or ask for help.

Reproducible: Friendship Repair Words

Repair can start small.

What happened?

I felt:

I am sorry for:

Next time I can:

Can we try:



Repair can be spoken, drawn, written, or shown with a kind action.



Reproducible: Our Flexible Play Plan

Two ideas can become one new idea.

My idea is:

Your idea is:

A way we can mix them is:

If I feel mad, I can:

A kind word I can use:

Blend idea examples: space cafe, dinosaur bakery, rocket tea party, castle restaurant, dragon soup mission.





Additional Support & Resources

Use this guide alongside caring adult judgment and professional support when needed.

When to seek more support

- ★ Anger, fear, sadness, or conflict is persistent, extreme, or interferes with home, school, sleep, play, or friendships.
- ★ The child often becomes unsafe with self, others, animals, or property.
- ★ The child seems unable to recover after big feelings, even with support.
- ★ If safety is a concern, seek immediate help from local emergency or crisis supports.

Trusted professional supports

- ★ Child's pediatrician or primary care provider
- ★ School counselor, school psychologist, social worker, or nurse
- ★ Licensed child or family mental-health professional
- ★ Occupational therapist or speech-language professional when sensory or communication support is needed

Helpful public resources

CDC Children's Mental Health resources
NIMH Children and Mental Health information
HealthyChildren.org from the American Academy of Pediatrics
Your local school, library, counseling center, or family resource center

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