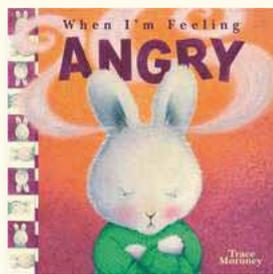


Resource reviews

by Angela Owens

When I'm Feeling Angry



Learning to recognise and manage feelings appropriately can be a complex and challenging learning experience for a young child, particularly for those in the toddler age group.

The language used in *When I'm Feeling Angry* is simple and descriptive. It is aimed at helping young children to identify how they feel when they are angry ('I feel like there is a boiling hot volcano in my tummy that is about to explode') and what things can make them feel angry ('like when someone makes fun of me').

The story's narrative explains that it is okay to feel angry sometimes, but that it is not okay to hurt others when you feel angry. Ways to manage angry feelings appropriately are explored.

The little rabbit depicted in the story's engaging illustrations clearly shows many of the faces and behaviours that young children will recognise from when they, or someone they know, feels angry. The illustrations, including the front cover, are also lightly textured, which many young readers will enjoy touching and exploring.

Child care professionals working with young children will find this book useful for opening up discussions with the children about what makes them angry and how to manage their emotions positively.

When I'm Feeling Angry is one of eight books in the *Feeling Series*. These have been developed to assist parents and carers of young children to help children understand that feelings such as sadness, anger, loneliness, jealousy and fear are normal. The *Series* also explores positive emotions such as feeling kind, loved and happy ■

Moroney, T. (2005). *When I'm Feeling Angry*. Victoria: Five Mile Press Pty Ltd

Programming and Planning in Early Childhood Settings

The fourth edition of *Programming and Planning in Early Childhood Settings* provides comprehensive information for those who are developing a children's program for the first time, and for those who want to review and improve their current program practices.

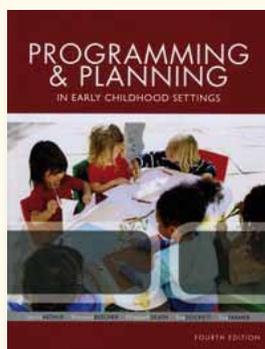
Although aimed specifically at early childhood professionals, the information in this resource is also very relevant and adaptable for use in outside school hours care settings.

This resource focuses strongly on the importance of child care professionals getting to know each child within the context of their family and community to ensure that the program is relevant and of inherent interest to them.

Each chapter is divided into clearly defined sub-sections, and the end of each chapter features 'Questions for reflection' and a 'Recommended resources' list.

Although written using concise, professional language, the sheer volume of information provided in this book may not make it one that lends itself to a 'cover to cover' read. Rather, child care professionals may like to choose one or two areas to focus on at a time. Considering the 'Questions for reflection' may offer a particularly useful starting point.

Practical examples are provided throughout the book to clarify the written information.



Samples of programs and documentation from real child care services also add to the accessibility of the information in *Programming and Planning in Early Childhood Settings* ■

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2008) *Programming and Planning in Early Childhood Settings* (4th ed.). Victoria: Thomson Learning Australia