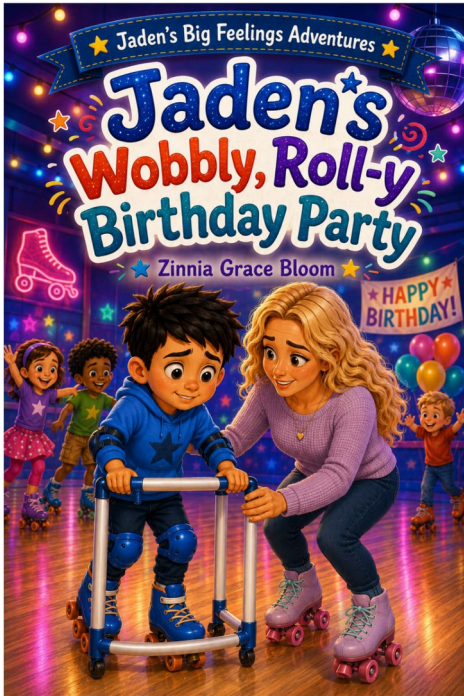


Educator & Caregiver Guide

Jaden's Wobbly, Roll-y Birthday Party

A practical companion for helping children try new things, notice worry, use Steady Spot, and take one small brave step.



★ Use this guide to support:

- read-aloud conversations about worry and courage
- small-group lessons on trying something new
- home and classroom language for co-regulation
- simple practice with the Steady Spot calming strategy
- reflection after a brave try, not just after a perfect outcome

♥ Best fit

Early elementary classrooms, counseling groups, library story time, occupational therapy support, home routines, and transition preparation.

Core message: Brave does not mean never feeling nervous. Brave can mean pausing, noticing, and rolling forward one small step at a time.

1 1. Quick Start

Use this page when you only have a few minutes before a read-aloud or group lesson.

This guide helps children:

- **Notice** body clues such as tight tummy, shaky knees, fast thoughts, and wanting to avoid.
- **Name** worry and self-doubt in child-friendly language.
- **Try** the Steady Spot routine before a new or overwhelming task.
- **Practice** one small roll/step rather than needing to master everything right away.
- **Reflect** on effort, helpers, and what worked.

Adult role:

- **Co-regulate first.** Calm adult tone comes before instruction.
- **Normalize feelings.** New things can be exciting and scary at the same time.
- **Offer choices.** Practice, pause, hold a hand, use a support tool, or try one tiny part.
- **Celebrate process.** Praise noticing, asking for help, and returning to try again.

♦ Three-minute Steady Spot preview

- Pick one thing in the room that is not moving.
- Let your eyes rest there softly. You do not have to stare.
- Feel your feet or seat touching something steady.
- Breathe in: "I am here." Breathe out: "I can try."
- Choose one tiny step you can do next.

Use before...	Use during...	Use after...
a new activity, first day, performance, appointment, or group event	a moment of worry, freeze, tears, embarrassment, or avoidance	a brave try to reflect on what helped and what to do next time

! Safety note

When applying the story to physical activities such as skating, biking, playgrounds, sports, or climbing, follow the child's safety needs, equipment requirements, supervision plans, and school or site rules.

2. Story Snapshot & Learning Goals

A concise story arc to help adults anchor instruction.

★ What happens in the story

Jaden receives an invitation to Jason's skating birthday party. He wants to join the fun, but worry grows when he imagines wobbling, falling, and being the worst skater. Mom names that new things can feel hard, takes him to practice before the party, and helps him use a supportive walker and a calming routine called Steady Spot. Jaden practices one small roll at a time, returns to the party feeling wobbly again, uses Steady Spot, accepts peer support, and discovers that brave can wobble and still move forward.

Learning goal	Child-friendly outcome
Worry literacy	I can notice worry thoughts and body clues.
Co-regulation	I can ask for help and let a safe grown-up stay near me.
Self-talk	I can say words that help me try.
Gradual practice	I can begin with one tiny part instead of doing everything at once.
Flexible courage	I can be scared and still try something new.
Peer support	I can encourage a friend without rushing them.

” Key language from the book to echo

- Hard can still be done.
- Wobbly is a way to grow.
- One small roll.
- Brave can wobble and still endure.

3. Read-Aloud Map

Pause points, questions, and adult language.

Story moment	Ask children	Adult language to model
Invitation arrives	What tells us Jaden feels excited? What changes?	Sometimes the same event can bring happy and worried feelings.
Worry thoughts grow	What "what if" thoughts does Jaden have?	A worry thought tries to protect us, but it is not always the boss.
Mom listens	What does Mom do before giving advice?	First we help the body feel safe. Then we make a plan.
Practice rink	Why does Jaden practice before the party?	Practice can make a new place feel less new.
Walker and helper	What tools help Jaden begin?	Supports are not cheating. Supports help us learn.
Steady Spot	What are the steps? Which step feels easiest?	Look, breathe, feel your feet, try one small part.
Party day worry returns	Why can worry come back even after practice?	Courage sometimes needs reminders.
Friend rolls beside him	How does Jason help without rushing Jaden?	A helpful friend stays near, waits, and encourages.
After the party	What did Jaden learn about brave?	Brave can be wobbly, messy, slow, and real.

? After-reading closing question

What is one new thing that could feel wobbly for you, and what is one tiny step that could help you begin?

4 4. Teach the Steady Spot Strategy

A simple grounding routine children can use before or during a new activity.

Step	What the child does	Adult script
1. Pick a steady spot	Choose one thing that is not moving: a star, sign, wall dot, sticker, picture, or shoe.	Find one thing that stays still while your feelings move.
2. Rest eyes	Look softly. No hard staring needed.	Let your eyes land there like a butterfly.
3. Feel body support	Notice feet, seat, hands, or a helper nearby.	Your body has places that are holding you up.
4. Breathe slowly	Use short phrases for in/out breaths.	Breathe in: I am here. Breathe out: I can try.
5. Try one tiny step	Do one small, safe part of the task.	One roll, one word, one try, one brave beginning.

Use it as a prevention tool:

- before entering a busy room
- before joining a group game
- before a performance, presentation, or birthday party
- before trying a new skill

Use it as a repair tool:

- after a mistake or wobble
- when a child freezes or avoids
- when peers move faster
- after tears, anger, or embarrassment

! Important

Steady Spot is not meant to force a child to continue when something is unsafe or overwhelming. It gives the child a way to pause, reconnect, and choose the next supported step.

5 5. Educator Lesson Plan: New Things Can Feel Wobbly

Whole group or small group | 25-35 minutes

Component	Plan
Objective	Children identify worry clues and practice supportive language for trying something new.
Materials	Book, chart paper, markers, sticky notes, optional star sticker or classroom steady spot.
Opening	Ask: What is something you learned that felt hard at first? List examples without judgment.
Read aloud	Pause when Jaden worries about wobbling and falling. Invite children to notice face, body, and thoughts.
Mini lesson	Draw a Worry Bubble. Add body clues inside and helper words around the outside.
Practice	Students complete: "When I feel wobbly, I can..." with one calm tool and one tiny step.
Closure	Students share one brave word with a partner: "I can try," "I can go slow," or "I can ask for help."

♦ Teacher language

Trying something new can make our bodies feel busy. We do not have to make the feeling disappear before we begin. We can make room for the feeling and choose one safe step.

6 6. Educator Lesson Plan: One Small Roll

A practice ladder for building confidence without pressure.

★ Teach the idea

In the story, Jaden does not become confident all at once. He looks, touches the walker, stands, wobbles, breathes, pushes once, slides, rests, tries again, and later uses the same strategy at the party. That sequence is a practice ladder.

Practice ladder step	Examples for school or home
Look	Watch the activity, visit the space, see the materials, preview the schedule.
Touch or hold	Hold a pencil, instrument, costume, lunch tray, ball, or book.
Stand near	Stay beside a helper, table, line, stage, or group without joining yet.
Try one part	Say one word, take one roll, write one sentence, enter for one minute.
Pause and notice	Use Steady Spot, drink water, stretch fingers, feel feet.
Try again or choose next step	Repeat the same step or move one step up the ladder.

Avoid saying:

- Just do it.
- There is nothing to be scared of.
- Everyone else can do it.
- You are fine. Hurry up.

Try saying:

- We can start small.
- Your worry is loud; I am here.
- You can try one part.
- Supports help learning happen.

7. Caregiver Scripts for Home

Short phrases for before, during, and after a new experience.

Moment	Script to try
Before the event	This is new, so your body may feel wobbly. We can make a plan before we go.
When worry talks	That sounds like a worry thought. Let us listen, then choose what helps.
When the child says "I can't"	You do not have to know it all to begin. We can try one tiny part.
When the child freezes	Find your spot. Feel your feet. I will stay close while you breathe.
When a child uses a support tool	The support is helping your body learn. That is brave work.
After a wobble	A wobble is information, not failure. What helped even a little?
After success	You felt scared and you tried. That is the brave part I noticed.

Caregiver reflection

- What new situations tend to trigger worry for this child?
- Which support does the child accept most readily: words, touch, visuals, space, movement, or a concrete tool?
- What is one phrase the child can practice during calm moments?

8. Activity Extensions

Low-prep activities connected to the story.

Activity	How to do it	Skill supported
Steady Star Search	Place star stickers around the room. Children choose one to rest their eyes on while breathing.	grounding, attention, breath
Wobble-to-Brave Ladder	Draw a ladder with six rungs. Write one small step on each rung for a real upcoming task.	planning, gradual exposure
Support Tools Museum	Display examples of supports: visual schedule, helper card, pencil grip, headphones, handhold, practice space.	normalizing help
Birthday Encouragement Cards	Children write one kind phrase they could give to a friend trying something new.	peer empathy
One Small Roll Rehearsal	Act out a new task in slow motion: pause, spot, breathe, try one part, celebrate.	self-regulation rehearsal
Worry Bubble Drawing	Draw a bubble with worry thoughts inside and helpful truths outside.	cognitive labeling

! Group norm

The goal is not to make every child share a private fear. Offer opt-in choices: draw, write, whisper to an adult, use a fictional character, or keep it private.

9

9. Sensory, Accessibility & Inclusion Notes

Adapt the strategy without changing the message.

Child need or context	Supportive adaptation
Sensory sensitivity	Preview lights, music, sound, crowd size, smells, and transitions. Offer headphones, a quiet space, or a short visit.
Movement-seeking child	Include safe push/pull, wall presses, jumping, chair push-ups, or heavy work before seated reflection.
Motor differences or disability	Frame mobility tools, walkers, braces, handholds, adapted equipment, and extra time as ordinary supports.
Language development	Use visual cards: excited, worried, wobbly, calm, proud. Let children point instead of answer verbally.
Trauma-informed care	Do not force eye contact, touch, public sharing, or participation. Emphasize choice, consent, and predictable steps.
Neurodivergent learners	Offer concrete scripts, sensory previews, clear expectations, and permission to regulate without losing belonging.

★ Inclusive message

Everyone uses supports. Some supports are visible, like a walker or helmet. Some are invisible, like brave words, extra time, or a quiet place to breathe.

10 10. Helping Friends Roll Beside Us

Use Jaden and Jason to teach encouragement without pressure.

A helpful friend can:

- stay nearby
- ask before helping
- wait while someone breathes
- cheer effort instead of speed
- say, "I can roll beside you"

A helpful friend does not:

- laugh at wobbles
- grab equipment or bodies
- race ahead to prove skill
- say "It is easy" when it feels hard
- turn a brave try into a performance

Role-play prompt	Practice line
A friend is nervous to join recess.	Do you want me to walk with you or wait here?
A friend makes a mistake in front of others.	That was a brave try. Want to try again or take a breath?
A friend says they are the worst.	Learning starts wobbly. I can stay nearby.
A friend wants to quit.	You can choose one small part, or we can ask a grown-up for a plan.

? Discussion question

How can we cheer someone in a way that helps them feel safe, not rushed?



11. Educator Observation Checklist

Use during read-aloud, small group, counseling, or class practice.

Skill observed	Not yet	With support	Independently	Notes
Names a worry or mixed feeling	☐	☐	☐	
Identifies body clues	☐	☐	☐	
Chooses a steady spot or visual anchor	☐	☐	☐	
Uses a slow breath or calming phrase	☐	☐	☐	
Asks for help or accepts support	☐	☐	☐	
Takes one small step toward a task	☐	☐	☐	
Encourages a peer respectfully	☐	☐	☐	
Reflects on what helped	☐	☐	☐	

! Use the data kindly

This checklist is for noticing growth and planning support. It is not a behavior scorecard. Children should not be shamed for needing extra time, tools, or practice.



12. Home-School Connection

Copy, paste, or adapt this note for families.

Family note template

Today we read a story about Jaden, who felt excited and worried about trying roller skating at a birthday party. We practiced a calming tool called Steady Spot: choose something that is not moving, rest your eyes, feel your feet, breathe slowly, and try one small step. At home, you can use this before a new activity, appointment, party, practice, performance, or transition. Try saying, "Find your spot. Feel your feet. One small step is enough to begin."

At home, try...	What to notice
Pick a steady spot in the car, bedroom, kitchen, or waiting room.	Does the child prefer a star, door handle, picture, light switch, or object?
Practice the in/out breath when calm.	Which words feel natural: I am here / I can try / I am safe / I can go slow?
Choose one tiny step before a new event.	What is the smallest step that still counts?
Reflect afterward.	What helped? What was still hard? What should we try next time?



13. Printable: My Wobbly-to-Brave Plan

Student page - can be used before a new activity.

A new thing that feels big is:

My body might feel:

A steady spot I can look at is:

A helper I can ask is:

One tiny step I can try is:

My brave words are: I can _____.

 **Remember**

One small roll counts.



14. Printable: After My One Small Roll

Student reflection page - use after practice or after the event.

I felt worried when:

I used Steady Spot by:

A helper who stayed near was:

One brave thing I did was:

After my brave try, I felt:

Next time, I want to remember:

○ Circle or color: happy calm proud nervous excited tired brave

15 15. Implementation Tips & Closing Notes

Keep the story supportive, choice-based, and connected to real life.

Do	Why it helps
Practice tools during calm times.	Children can access familiar strategies more easily when stress rises.
Use the child's real words.	A child may say wobbly, fizzy, shaky, tight, scared, or not ready.
Pair body awareness with choice.	Noticing should lead to support, not pressure.
Celebrate returning to try.	Resilience often looks like pausing, adjusting, and beginning again.
Let supports be visible and normal.	This reduces shame and invites inclusion.

! When extra support may be needed

- A child avoids many daily activities due to fear.
- Worry causes frequent stomachaches, headaches, sleep issues, or distress.
- A child panics, freezes, or has repeated meltdowns around new activities.
- Caregivers or educators are unsure how to keep the child safe and supported.

♥ Closing message for children

You do not have to be perfect. You do not have to go fast. You can find your steady spot, take one breath, and try one small roll.

Prepared as a companion guide for educators, caregivers, counselors, and support professionals using the uploaded book.