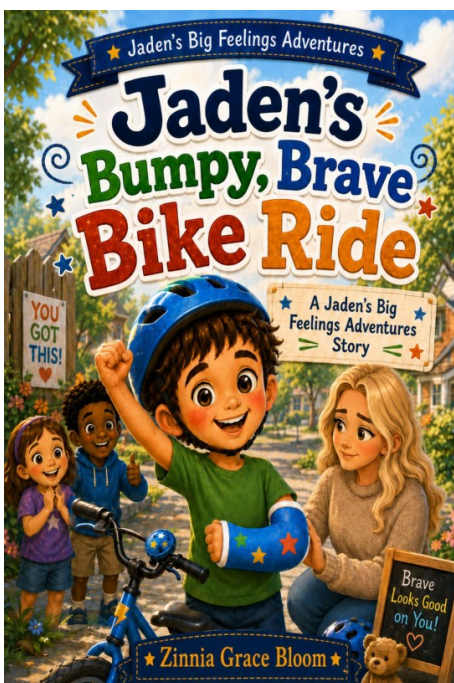


Educator Guide

Jaden's Bumpy, Brave Bike Ride

A social-emotional read-aloud guide for safety, worry, medical fears, and brave recovery



Guide focus

- Recognizing body clues after a fall
- Using safe helpers and clear words
- Preparing for doctor visits, x-rays, and casts
- Practicing the Top 5 Brave Focus strategy
- Returning to school with confidence and kindness

Designed for classroom read-alouds, school counseling groups, SEL lessons, and home-school connection after a child experiences a fall, injury, or medical worry.

Educator safety note

This guide supports emotional learning and help-seeking. It does not replace medical advice. For an actual injury, follow school health protocols, contact caregivers, and use the guidance of the school nurse or medical professional.

Quick Start

What children can learn

SEL skill	What it looks like in the story	Try saying
Name body clues	Jaden notices tummy flips, tight knees, fear, tears, and a sore wrist.	Bodies give us clues. What is your body telling you?
Ask for safe help	Friends stop, a grown-up stays nearby, and Mom makes a plan.	You are safe. We will take this slow and get help.
Use a focus tool	Jaden practices Top 5: colors, sounds, safe things, and brave words.	Let's look around and find five safe things.
Tell the short, true story	At school, Jaden chooses how much to share about his cast.	You can tell a short, true sentence and stop there.
Build brave pride	Friends sign the cast and Jaden feels proud and calm inside.	Brave can mean healing, asking, and trying again.

Best-fit settings

- Whole-class read-aloud: 20-30 minutes, with 2-3 pause points.
- Small-group counseling: 30-45 minutes with a Top 5 Brave Focus practice.
- Individual support: use pages about the doctor, x-ray, cast, and school return as bibliotherapy.
- Nurse/counselor collaboration: pair with school policy for injury response and medical accommodations.

Core message for children

Sometimes we fall. Sometimes we cry. Safe helpers, calm tools, and small brave words can help us move through hard moments.

Story Map and Teaching Targets

Book walk by story moment

Book pages	Story moment	Educator focus
1-5	A bright bike day begins. Jaden is excited, friends ring bells, and the group sees a tiny hill.	Preview bike safety, excitement, and peer energy.
6-9	Jaden wobbles, hits a sidewalk bump, falls, and names what happened to his friends.	Normalize surprise, pain, fear, and clear reporting.
10-15	A caring adult validates, checks helmet/knees/hand, uses wrapped ice, and Mom decides the wrist should be checked.	Highlight safe adult help and step-by-step care.
16-18	Jaden worries about the doctor, pokes, crying, and the x-ray. Mom explains that x-rays are picture light and that words can calm.	Prepare students for new medical experiences without overpromising.
19-31	In the clinic, Jaden uses Top 5 Focus: five colors, five safe things, five helpful people/things, and one brave word.	Practice grounding through noticing and naming.
32-36	The doctor explains the x-ray and cast. Jaden learns the cast helps his wrist heal carefully.	Teach courage as learning what helps the body heal.
37-46	At home and school, Jaden wonders what others will say. He tells the short, true story and receives kind support.	Practice sharing boundaries and peer empathy.
47-49	Printable pages invite Top 5 Focus, reflection, and calm planning.	Extend the read-aloud into journaling or counseling follow-up.

Anchor phrase

Top 5 calms. Top 5 sounds. Top 5 safe things all around.

Read-Aloud Lesson Plan

20-30 minute SEL read-aloud

Time	Educator move	Prompts and actions
Before reading 3-5 min	Set purpose and safety.	Say: Today we are reading about a bike fall, a sore wrist, and brave help. We will practice how to notice, ask, and calm.
Pages 1-5 Excitement	Notice energy and choices.	Ask: What tells us Jaden is excited? What safety gear do you notice? What should riders do before they start?
Pages 6-9 The bump	Pause for body clues.	Ask: What changed quickly? What might Jaden's body feel? What words can he use to tell what happened?
Pages 10-15 Safe helpers	Identify helper actions.	Ask: What did the grown-up do first? How did her words help Jaden feel safe?
Pages 16-31 Worries and clinic	Practice Top 5 Focus.	Stop and do one round: Name five colors, three sounds, and one safe helper in our room.
Pages 32-46 Cast and school	Model respectful curiosity.	Ask: What can friends say when someone has a cast? What questions might feel okay? What questions might be too much?
After reading 5-8 min	Reflect and apply.	Students complete one sentence: When I feel worried, I can _____. A safe helper I can ask is _____.

Discussion Questions and Student Language

Questions that build emotional literacy

Skill	Ask students	Listen for
Feelings	How did Jaden's feelings change from the sunny bike ride to the clinic?	Excited, surprised, scared, sad, worried, proud.
Body clues	What body clues did Jaden notice? What body clues do you notice when worried?	Tummy flips, tight knees, tears, tense muscles, fast thoughts.
Safe help	Who helped Jaden? What made those helpers safe?	They stayed calm, checked, listened, explained, and did not rush.
Choice and control	What choices did Jaden still have, even when his wrist needed care?	What to say, where to look, how to breathe, who to ask, what to notice.
Kind friendship	How did Jaden's friends help without making it worse?	They asked, listened, signed the cast, and treated him as part of the team.

Sentence stems to practice

When I am hurt or scared...	When a friend is hurt or scared...
I can say: I need help, please.	I can say: Are you okay? I can get a grown-up.
I can say: My body feels ____.	I can say: I am here with you.
I can say: I want to tell the short story.	I can say: You do not have to answer.
I can say: I can try Top 5.	I can say: We can take it slow.

Strategy Spotlight: Top 5 Brave Focus

Use this when worries get loud

In the clinic and at bedtime, Jaden uses a noticing strategy that brings attention back to the present moment. The goal is not to erase feelings; it is to help the child feel grounded enough to take the next safe step.

Step	Student-friendly wording	Educator note
1. See	Find 5 colors or 5 things you can see.	Use concrete objects: wall, shoe, window, backpack, poster.
2. Hear	Name 5 sounds, or as many as you can hear.	For quiet rooms, count tiny sounds: breath, chair, clock, hallway.
3. Safe things	Name 5 safe things around you.	Include safe people, safe places, comfort objects, routines, and plans.
4. Brave words	Say one brave sentence.	Try: I am safe. I can ask for help. My brave is with me.
5. Next step	Take one small next step.	Examples: hold still, ask a question, walk with a helper, tell a short story.

Mini-practice script

Let's look around. Find five blue or green things. Now listen for three sounds. Now name one safe person. Put a hand on your heart and say: I can do hard things with help.

Classroom Extension Activities

Activity	How to use it
Top 5 Focus Walk	Walk the room or playground. Students draw or list 5 colors, 5 sounds, and 5 safe things. End with one brave word.
Safe Helper Map	Students make a simple map of helpers at school: teacher, nurse, counselor, office, caregiver, trusted friend.
Worry Question to Brave Answer	Write a worry question from the story, such as What if I cry? Students pair it with a brave answer: I can cry and still get help.
Kind Cast Messages	On paper strips or a paper cast outline, students write respectful messages: You are brave. We are glad you are here. Take your time.
Short, True Story Practice	Students role-play answering curious questions with one boundary sentence: I fell, I got help, and I am healing. I don't want to tell more right now.
Bike-Safety Promise	Students draw a bike helmet, shoes, slow-down sign, and helper. They complete: Before I ride, I can ____.

Materials

Chart paper, markers, crayons, sticky notes, paper strips, optional bike-safety visuals, and copies of the student reproducibles at the end of this guide.

Small-Group Counseling Lesson

45-minute lesson: From bump to brave

Part	Plan
1. Welcome 5 min	Group agreement: We can share, pass, listen, and ask for help. Introduce the idea that bodies give clues.
2. Story focus 10 min	Read selected pages: joyful ride, fall, safe helper, doctor worry, Top 5, and school return.
3. Body clues sort 8 min	Sort cards or brainstorm: tummy flip, tight knees, tears, hot cheeks, quiet voice, fast thoughts, needing a helper.
4. Top 5 practice 8 min	Guide children through seeing, hearing, safe things, brave words, and one next step.
5. Brave language role-play 8 min	Practice: I need help. I feel scared. Can you stay with me? I only want to tell the short story.
6. Close 6 min	Students complete a reflection or calm plan page. End with: My brave can be small and still count.

Group leader reminder

Some children have medical trauma, injury history, or family experiences that make this story feel very close. Offer choice, allow passing, and avoid asking children to describe injuries in detail.

Supporting Medical Worries at School

Use calm truth + choice + safe support

The book models a helpful pattern: a trusted adult validates the feeling, explains what will happen in simple terms, and gives the child one small job. Educators can use the same pattern for school nurse visits, injury follow-up, or classroom conversations about casts and bandages.

Instead of...	Try...	Why it helps
You're fine.	That looked hard. I am here with you.	Validates without increasing fear.
Don't cry.	It is okay to cry. We can still take one step.	Allows feelings and supports action.
Nothing will hurt.	I do not know exactly how it will feel, but a safe adult will explain and help you.	Avoids overpromising.
Tell everyone what happened.	You can tell a short, true story, or you can pass.	Protects privacy and autonomy.
Be brave!	Brave can mean asking, waiting, breathing, or telling a helper.	Defines bravery as flexible and attainable.

School protocol note

For any real fall, injury, suspected fracture, concussion concern, or significant pain, follow your school's health and emergency procedures. This guide is for emotional support and learning, not medical decision-making.

Differentiation, Inclusion, and Accessibility

Ways to adapt the lesson

Need	Adaptation
Emerging writers	Use drawing, pointing, stickers, or oral responses instead of written sentences.
Students with anxiety	Preview the pages about the fall or clinic privately. Allow a quiet break or pass option.
Students with physical disabilities or injuries	Avoid making the story about one child's body. Use inclusive language: every body needs care and respect.
English learners	Pre-teach key words: helmet, wrist, x-ray, cast, worry, safe helper, brave words, focus.
Neurodivergent learners	Offer visual steps for Top 5. Keep prompts concrete and predictable.
Students with medical trauma	Let them choose whether to participate in medical-themed discussion. Emphasize safety, choice, and support.

Respectful cast and injury etiquette

- Ask before touching a cast, sling, brace, wheelchair, walker, or medical device.
- Do not ask for details if the person does not want to share.
- Offer help without taking over: Would you like me to carry that? Do you want space?
- Include the child in regular classroom life while following their accommodations.

Vocabulary and Anchor Charts

Words to teach

Word or phrase	Student-friendly meaning
body clue	A signal from my body that tells me how I might be feeling.
safe helper	A trusted grown-up or person who can help me when something feels hard or unsafe.
Top 5 Focus	A way to look, listen, and notice safe things so my body can calm.
short, true story	A small answer about what happened that I choose to share.
brave words	Words I say to help myself take the next safe step.
healing	The way my body gets care and grows better over time.

Class anchor chart: When something gets bumpy

1	Stop and check: Am I safe?
2	Find a safe helper.
3	Use calm truth: I fell. My wrist hurts. I need help.
4	Try Top 5 Focus.
5	Take one small next step.

Brave words for the board

I can ask for help. / I can tell what happened. / I can feel scared and still try. / My body can heal with care. / I am safe. My brave is with me.

Family Connection

Send-home note or newsletter blurb

Copy-ready note

Today we read Jaden's Bumpy, Brave Bike Ride. We talked about how feelings can get big after a fall, injury, doctor visit, or new experience. Students practiced a calming strategy from the story called Top 5 Brave Focus: noticing colors, sounds, safe things, and brave words. At home, you can practice by asking: What are five things you see? What is one safe helper? What brave words can you say?

Questions families can ask

- What helped Jaden after his bike fall?
- Who are safe helpers at school and at home?
- What is one brave word you can use when you feel worried?
- How can we show kindness when someone has a cast, bandage, or injury?

At-home Top 5 practice

1. Name five colors in the room.
2. Name three sounds you hear.
3. Name two safe people or places.
4. Say one brave sentence: I can take this slow.
5. Choose one tiny next step.

Educator Observation Checklist

Use during discussion, role-play, or student work

Skill	1	2	3
Recognizes at least one body clue	☐ Not yet	☐ With support	☐ Independently
Names a safe helper	☐ Not yet	☐ With support	☐ Independently
Uses a brave word or sentence stem	☐ Not yet	☐ With support	☐ Independently
Practices one part of Top 5 Focus	☐ Not yet	☐ With support	☐ Independently
Shows empathy for a hurt or worried peer	☐ Not yet	☐ With support	☐ Independently
Chooses a respectful way to ask about an injury	☐ Not yet	☐ With support	☐ Independently

Educator reflection

Which part of the story brought the most conversation?

Which students may need follow-up support around injury, medical worry, or peer questions?

What calm tool should we practice again this week?

Student Reproducible 1

My Top 5 Brave Focus

When worries zoom, I can slow down and notice.

1. Five things I can see:

2. Five sounds I can hear:

3. Five safe things around me:

4. My brave thought is:

5. One small step I can take / My brave words:

Student Reproducible 2

My Bumpy, Brave Reflection

After a hard moment, I can remember what helped.

1. A bumpy thing I got through was:

2. One feeling I had was:

3. A safe person who helped me was:

4. My brave words were:

5. I felt proud when:

6. My next brave step is:

Remember

A brave step can be small and still count.

Student Reproducible 3

My Bumpy Bike Calm Plan

When something feels bumpy, I can try my plan.

☐ 1. Find five blue things

What I found:

☐ 2. Name five sounds I hear

Sounds I noticed:

☐ 3. Think of five safe things

Safe things around me:

☐ 4. Take one slow breath

My breath word:

☐ 5. Say my brave words

I can say:

A person who helps me is:
