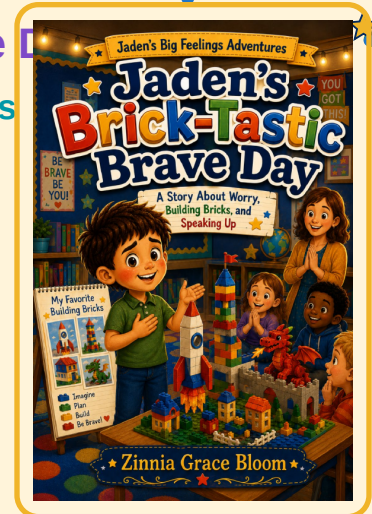




Educator & Caregiver Guide

for Jaden's Brick-Tastic Brave Day

Jaden's Big Feelings Adventures



Purpose of this guide

A practical supplement for adults who want to help children talk about worry, speaking up, brave practice, and the Build-a-Breath calming tool.



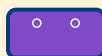
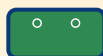
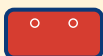
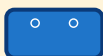
Best for

Families, classroom teachers, counselors, social workers, librarians, small groups, and read-aloud circles. Adapt the language for age, culture, communication style, and support needs.

Key message	Core tool
Brave does not mean never feeling nervous. Brave can mean noticing, breathing, asking for help, and trying one small step.	Build-a-Breath: pause, hand on heart, breathe in blue, breathe out red, and speak one brave word.

Created as a companion resource for educators and caregivers.

Author: Zinnia Grace Bloom



How to Use This Guide

A gentle, skill-building approach

This guide turns the story into conversations, mini-lessons, and printable activities. Use one page at a time, choose only what fits your child or group, or build a short lesson series around worry, speaking up, and brave practice.

For caregivers

- Read slowly and pause when Jaden notices body feelings, worry thoughts, or a need for support.
- Use the scripts to validate feelings without making the worry story bigger.
- Practice Build-a-Breath during calm moments so it feels familiar when big feelings arrive.

For educators and counselors

- Use read-aloud prompts for whole class, small group, or individual support.
- Choose a follow-up activity: body clues, worry vs. truth, brave voice practice, or presentation planning.
- Invite children to share only what feels comfortable. Private feelings can stay private.

Safety and support note

This guide is educational and supportive, not medical or mental-health treatment. When a child reports distress, fear, or repeated difficulty speaking, listen carefully and involve appropriate support. For ongoing anxiety, panic, school refusal, frequent somatic complaints, or distress that interferes with daily life, consider support from a pediatrician, school counselor, or licensed mental-health professional.

Adult stance

Warm. Curious. Slow. Children regulate best when adults sound steady and kind.

Book at a Glance

Story focus	Adult role
Jaden is excited for Presentation Day, then worry grows around choosing a topic, preparing, and speaking in front of the class.	Grown-ups help Jaden name the worry, check what is true, practice breathing, and try one brave step at a time.

Social-emotional learning goals

- 1 Notice body clues. Children learn that worry can show up in the tummy, hands, knees, voice, or thoughts.
- 2 Name worry thoughts. Children practice hearing what worry says without treating it as the whole truth.
- 3 Use a calming tool. Build-a-Breath gives children a concrete, playful strategy to settle the body.
- 4 Speak up with support. The story frames asking for help and using a brave voice as learnable skills.
- 5 Celebrate effort. Jaden learns that practice, mistakes, and small bricks all help courage grow.

Helpful vocabulary

Word	Child-friendly meaning
Body clue	A sensation that gives information about feelings: tight hands, warm cheeks, wiggly knees, or a fluttery stomach.
Worry thought	A thought that warns about a possible problem, even when we do not know it is true.
Build-a-Breath	A calming tool that uses pretend bricks and slow breathing to help the body settle.
Brave voice	A voice that can be quiet, shaky, or slow and still share something important.

The Adult Message Under the Story

Excitement and worry can live together

Children may look excited and still feel nervous. Name the mix: "Part of you is excited to share, and part of you wants help."



Worry is not the boss

Jaden hears scary what-if thoughts. Adults can help children sort worry from what is known right now.



Practice builds brave

Jaden practices, breathes, and tries again. The story honors effort, not perfect performance.



Speaking up can be learned

A brave voice can be quiet, shaky, slow, or small. Children can rehearse words before they use them in public.



Support is a strength

Mom and Teacher give calm, practical support. Children need repeated experiences of being helped without shame.



Small bricks matter

The story uses building bricks as a metaphor: small pieces, stacked over time, can become something strong.



Read-Aloud Plan

Before reading: 5 minutes

- Show the cover and ask: "What do you notice? What might feel exciting? What might feel tricky?"
- Preview the skill: "Today we will notice how Jaden builds brave with breath, practice, and support."
- Set a sharing boundary: "You can answer out loud, think quietly, or draw your answer."

During reading: pause at big-feeling moments

- When Jaden chooses a topic: "What ideas are bouncing in his mind?"
- When nighttime worry grows: "What is his worry saying? What is happening in his body?"
- When Mom helps him sort truth: "How does she listen without making the worry bigger?"
- When Jaden uses Build-a-Breath: "What changes in his body?"
- When he presents: "Was his voice perfect, or was it brave because he tried?"

After reading: 8-12 minutes

- Invite children to choose one brave word: try, breathe, build, ask, practice, speak, stack, start.
- Complete one printable page from this guide.
- Practice one Build-a-Breath together: breathe in "I can try," breathe out "I can start."

Quick group closing

Hold up one invisible brick. Ask: "What is one small brick of brave you can use this week?" Children may say it, draw it, or keep it private.

During-Reading Prompts: Part 1

Story moment	Adult question	Skill to highlight
Presentation Day begins	"What does the class get to share today? What might feel fun? What might feel big?"	Preview mixed feelings.
Choosing a topic	"Which idea would you choose: dinosaurs, planets, robots, dogs, rockets, or bricks?"	Choice can help children feel ownership.
Bright display at home	"How does practice help Jaden feel ready?"	Practice builds confidence over time.
Nighttime worry grows	"What is worry telling Jaden? Is it a fact or a maybe?"	Separate worry thoughts from truth.
Body clues appear	"Where do you see worry in Jaden's body?"	Feelings show up in the body.

During-Reading Prompts: Part 2

Story moment	Adult question	Skill to highlight
Mom sorts truth	"How does Mom make room for Jaden's worry without letting it drive?"	Validate and reality-check.
Build-a-Breath	"What do the blue and red bricks help Jaden remember?"	Use concrete cues for breathing.
Hand on heart	"Why might touching his heart help?"	Body awareness can anchor attention.
Teacher calls his name	"What can Jaden do before he starts speaking?"	Pause before action.
Class claps	"What did Jaden learn about brave?"	Effort and connection matter more than perfect.

★ The Big Tool: Build-a-Breath

★ Concrete breathing for worried bodies

Build-a-Breath turns an invisible skill into a visible, playful action. Children imagine or hold bricks while breathing slowly. This gives the body something simple to do while worry is loud.

Steps to teach

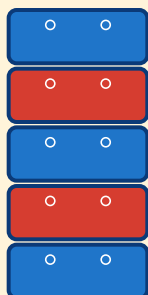
- Put one hand on your heart or belly.
- Breathe in slowly and imagine picking up one blue brick.
- Breathe out softly and imagine clicking in one red brick.
- Repeat: one brick in, one brick out.
- Then choose one small brave action: one word, one sentence, one try.

Adult modeling language

"I will breathe with you. In: I can try. Out: I can start. We do not need perfect. We only need one small brick of brave."

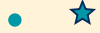
Keep it playful

Let children use real blocks, draw bricks, tap fingers together, or imagine colors. The tool should feel gentle, not like a test.



One brick in. One brick out. Build your brave.

Mini-Lesson 1: Worry Says / Truth Says



Goal: help children notice that worry thoughts are messages, not commands. They can listen, check, and choose a helpful next step.

Worry says	Truth might say	Helpful action
"My words will be all wrong."	"I practiced some words. I can use notes."	Point to the first idea and begin.
"Everyone will laugh."	"My class is learning how to listen kindly."	Look at one friendly face.
"My tower might fall."	"Builders can rebuild and explain what happened."	Take a breath and say what I tried.
"I do not feel brave."	"Brave can feel shaky and still try."	Put one hand on heart. Breathe.

Try it

- Give children a sticky note. Ask them to write or draw one worry thought.
- On a second note, write or draw a truth or helper thought.
- Stack the notes like two bricks: worry noticed, truth added.

★ Mini-Lesson 2: Brave Voice Practice

Goal

Children practice speaking in small, low-pressure ways before sharing in front of a group. The focus is effort, pacing, and support - not perfect delivery.

Step 1: Build the topic

- Choose an object, drawing, photo, or model.
- Name three parts: what it is, what you like, and one detail.
- Practice with a partner before sharing with the group.

Step 2: Stack the words

- Sentence 1: "I chose..."
- Sentence 2: "One thing I like is..."
- Sentence 3: "One thing I tried was..."
- Optional: "Any questions?"

Low-pressure practice ideas

- Whisper the words to a stuffed animal, then to a grown-up, then to one friend.
- Record a voice note and listen together.
- Stand beside the display while an adult reads the first sentence.
- Use a pointer, note card, or picture cue to keep the first words easy to find.

Group reminder

A brave voice can be quiet, shaky, or slow. A class can help by listening, waiting, and asking kind questions.

Classroom Presentation Support Plan

Use this page to prepare for presentations, show-and-tell, recitations, or any activity where a child may feel watched.

Before the presentation

- Offer choices: share first, middle, last, with a partner, or from a seat.
- Preview the routine and the listening rules.
- Practice the first line and the ending line.

During the presentation

- Use a calm cue: hand on heart, breath, note card, or eye contact with teacher.
- Allow pauses. Silence can be thinking time.
- Praise effort, not speed.

If a child freezes

- Whisper the first word.
- Offer a choice: "Would you like me to read the first line?"
- Let the child point, nod, or show one part instead.

After the presentation

- Notice one brave action: "You started." "You looked up." "You tried again."
- Ask what helped and what to change next time.
- Protect privacy if the child struggled.

Class listening pledge

We listen with kind eyes. We wait with quiet bodies. We ask helpful questions. We cheer brave tries.

Caregiver Scripts

Words for worry at home

When a child says, "I can't do it"

"You do not have to do the whole thing right now. Let us find the first small brick. What is one tiny try?"

When worry gets loud at night

"Your worry is trying to protect you. We can listen, then check what is true. What does your body feel? What do you know right now?"

When a child fears mistakes

"Builders try, fix, and try again. A mistake is information, not a stop sign."

When a child asks for help

"I am glad you told me. Asking for help is brave. We can make a plan together."

Before a brave try

"Hand on heart. One breath in. One breath out. I will stay close while you begin."

Educator Scripts

Words for school moments

Before sharing

"Your first job is not to be perfect. Your first job is to start. I can stand nearby."

When the child hesitates

"Take your Build-a-Breath. I will wait. Your class can wait too."

When peers are watching

"Our class knows how to be a brave audience: eyes kind, bodies quiet, questions helpful."

When something goes wrong

"That was a builder moment. What is one part we can rebuild or explain?"

Afterward

"I noticed you kept going even when it felt big. That is a strong brave brick."

★ Inclusion & Accessibility Notes

Make brave practice flexible

- Some children speak with words, devices, signs, gestures, drawings, or pointing.
- Some children need more time to process questions or begin speaking.
- Some children benefit from a predictable routine, a visual schedule, or a trusted peer.

Offer options

- Share from a seat, beside a teacher, with a partner, or through a recorded message.
- Hold a comfort item or use a note card.
- Answer one question instead of many.
- Show the project first and speak second.

Protect dignity

- Avoid public pressure: "Come on, it is easy" can increase worry.
- Do not force a child to share private feelings.
- Praise specific effort privately if the child prefers less attention.

For children with ongoing or intense anxiety

Coordinate with caregivers and school support staff. Consider gradual exposure, predictable plans, and professional support when anxiety interferes with learning, sleep, attendance, or daily activities.

Printable: My Brick-Tastic Body Clues Map

Big feelings can show up in the body. Draw or write what you notice when something feels new, big, or scary.

My tummy feels:

My hands feel:

My knees feel:

My face feels:

My voice feels:

One body clue I can tell a grown-up is:

Printable: Worry Says / Truth Says

Write or draw a worry thought. Then add a truth, helper thought, or next small step.

Worry says...

Truth says...

My small brave step is:

Printable: Build-a-Breath Practice Card

Cut this page out or copy it onto a card. Practice when calm so the tool is easier to use when worry arrives.

Build-a-Breath

- 1 Put one hand on my heart or belly.
- 2 Breathe in: "I can try."
- 3 Breathe out: "I can start."
- 4 Imagine one blue brick in and one red brick out.
- 5 Choose one tiny brave step.

Color a brick for each slow breath:



1



2



3



4

My brave words:

I can _____.

Printable: Brave Presentation Planner

Use this before a presentation, show-and-tell, class share, family share, or any brave voice moment.

1. My topic is:

.....

.....

2. Three things I want to share:

.....

.....

3. A helper or audience friend is:

.....

4. My Build-a-Breath words are:

.....

.....

5. One tiny first step is:

.....

.....

Practice ladder

Whisper to self -> share with grown-up -> share with one friend -> share with group.



Printable: Brave Reflection



After a brave try, children can notice what happened and what helped. Reflection builds confidence for the next small step.

Today I practiced:

.....

Before I tried, I felt:

.....

One thing that helped me was:

.....

After I tried, I felt:

.....

Next time, I want to remember:

.....

Color a star for each brave try:



Small brick, big brave!



Home-School Connection

Dear caregiver,

Today we read or practiced ideas from Jaden's Brick-Tastic Brave Day. We talked about how worry can show up before speaking or trying something new. We practiced a calming tool called Build-a-Breath: breathe in blue, breathe out red, and choose one small brave step. You can try this at home before homework, sports, performances, appointments, bedtime, or any new activity.

Try this at home

- Ask: "What is one small brave brick you used today?"
- Practice: hand on heart, breathe in "I can try," breathe out "I can start."
- Celebrate effort: "You tried. That counts."

Notes between home and school

Closing reminder

A child does not need to feel fearless to be brave. One steady breath, one small brick, and one supported try can be enough to begin.

