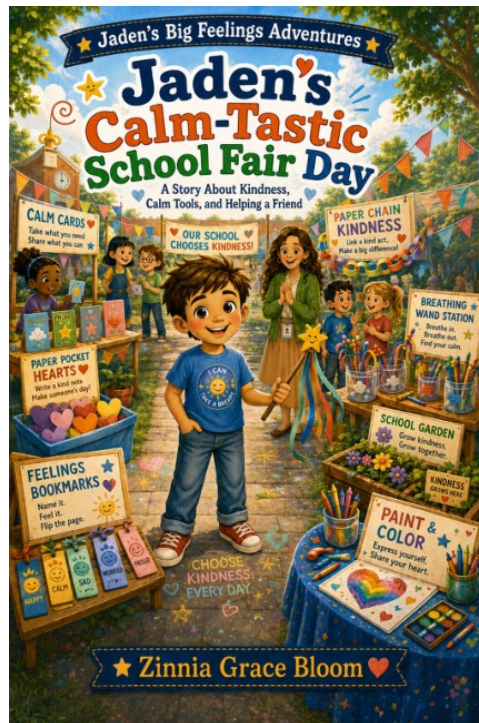


Educator & Caregiver Guide

Jaden's Calm-Tastic School Fair Day

A story about kindness, calm tools, and helping a friend



Use this guide to:

Support read-alouds, classroom SEL lessons, small groups, counseling conversations, and home practice. Help children notice feelings, choose calm tools, share kind words, and support a friend without trying to fix everything. Extend the book into hands-on stations inspired by the Calm Tools Fair.

Suggested audience: PreK-Grade 3, with adaptations for older or younger children.

Quick Start

The heart of the story

Jaden enters a busy, joyful School Fair filled with hands-on calm tools: calm cards, pocket hearts, feelings bookmarks, paper chains, breathing wands, garden activities, painting and color walks.

When Milo feels sad, Jaden practices noticing, breathing, asking, sharing, and sitting with his friend. The story shows that kindness can help, but children do not have to fix another person's feelings.

Three big messages children can carry away

- **I can notice:** My body, my feelings, and what is around me can give me clues.
- **I can breathe:** A slow breath, a calm card, or a quiet moment can help my busy heart.
- **I can be kind:** Small kind words and actions can help hearts feel less alone.

Simple adult script

Try this language

Name it: "I notice your feelings are getting big."

Normalize it: "Big feelings are allowed. You are not in trouble for having a feeling."

Offer choice: "Would you like a calm card, a slow breath, a pocket heart, or quiet space?"

Connect: "I can sit with you. We do not have to solve everything right now."

Story at a Glance

Element	Guide notes
Book focus	Kindness, calm tools, noticing, slow breaths, body clues, helping a friend, classroom community.
Setting	A cheerful school fair with stations where children make and practice tools for calm and kindness.
Main emotional arc	Excitement and busy feelings -> noticing and practicing tools -> seeing a friend feel sad -> supportive kindness -> reflection at home.
Core tool language	Calm tools, noticing, kindness clues, slow breaths, color walking, feelings bookmarks, pocket hearts.
Primary SEL skills	Emotional literacy, self-regulation, empathy, prosocial behavior, perspective-taking, problem-solving, reflective thinking.
Adult role	Model calm; validate feelings; offer choices; guide, not lecture; help children practice during calm times.

Vocabulary to preview

- **Calm tool:** Something safe that helps your body and mind slow down.
- **Busy feelings:** Feelings that feel wiggly, full, loud, or hard to sort.
- **Kindness clue:** A sign that someone may need care, space, words, or help.
- **Pocket heart:** A small note or object that carries a kind message.
- **Color walk:** A noticing activity where children search for one color around them.

Learning Goals

Goal	Children practice...	Evidence to notice
Notice feelings	Naming body clues, face clues, and situation clues.	Child says "my body feels..." or points to a feeling bookmark.
Choose a calm tool	Selecting one tool instead of being told what to do.	Child tries a card, breath, walk, color activity, or quiet space.
Use kind words	Offering words that are specific, gentle, and believable.	Child writes or says "I am here," "You matter," or "Take your time."
Help without fixing	Sitting near, asking, sharing, and respecting a friend's pace.	Child can explain that a friend can still feel sad while being supported.
Reflect and transfer	Connecting book tools to school, home, recess, car rides, and bedtime.	Child names one tool they can use later.

Educator/caregiver reminder

The book intentionally uses child-friendly language such as "calm tools," "noticing," "kindness clues," "slow breaths," and "color walking." These words make regulation feel concrete and doable for young children.

This guide is educational. It does not replace professional medical, therapeutic, or crisis support when a child needs more help.

Read-Aloud Plan

Before reading

- Show the cover and invite children to notice the fair stations: calm cards, pocket hearts, feelings bookmarks, paper chains, breathing wands, school garden, and paint/color table.
- Ask: "What do you think a calm tool might be?"
- Set a listening purpose: "Watch for what Jaden does when someone has a big feeling."

During reading

- Pause when the fair feels bright and busy. Ask children to name what might feel exciting and what might feel overwhelming.
- Pause at each station and ask: "What does this tool help a child practice?"
- Pause when Milo feels sad. Ask: "What kindness clues do you see?" and "What does Jaden do before trying to help?"

After reading

- Invite children to choose one calm tool they want to try today.
- Make a class or family phrase: "I can notice. I can breathe. I can be kind."
- Close with one kind word each child can say to themselves or to a friend.

Optional group agreement

We can talk about feelings without teasing.

We can pass if we do not want to share.

We can practice tools when we are calm so they are easier to use when feelings get big.

Discussion Prompts by Story Moment

Story moment	Ask children	Teaching point
Opening fair	What do you see that feels exciting? What could feel busy or too much?	Notice that one place can hold many feelings at once.
Calm Cards	Which card would help your heart today? What kind words do you need?	Kind words can be a calm tool.
Pocket Hearts	How can a small note help on a cloudy day?	A caring message can stay with us.
Feelings Bookmarks	What might mad, sad, scared, or joy be asking for?	Feelings are messages, not problems to hide.
Paper Chain	How can one small kind act connect to another?	Kindness grows when everyone adds a link.
Breathing Wand	What changes when Jaden breathes slowly?	Breathing is easier when it is playful and visual.
Garden, paint, walks	How can nature, color, and art help a busy body slow down?	Noticing can shift attention and create space.
Milo feels sad	What does Jaden do that helps? What does he not try to do?	Support can mean sitting with someone, not fixing them.
Home reflection	What tools did Jaden remember? What tool could you use tomorrow?	Reflection helps tools become habits.

Educator Lesson Plan: 45-60 Minutes

Time	Activity	Facilitator moves
5 min	Welcome and feeling check	Use faces, colors, thumbs, or a quiet pointing choice. Normalize all feelings.
12-18 min	Read aloud	Pause at 3-5 key moments. Keep prompts short and concrete.
8 min	Practice one tool together	Choose breathing wand, calm card, or color walk. Model first; children copy or adapt.
12-20 min	Station activity	Rotate groups or choose one station. Emphasize process over product.
5 min	Reflection circle	Each child completes: "Today I can try ____." Children may pass.

Materials

- Book, calm cards or index cards, crayons/markers, paper hearts, strips of paper for chains, ribbon or paper wand strips, glue/tape, chart paper, optional natural objects.
- A quiet corner or "take a break" spot for children who need less stimulation.
- A way to send one tool home: a card, bookmark, pocket heart, or family note.

Calm Tools Fair Stations: Core Set

Station	Purpose	Try this prompt
Calm Cards	Build self-talk and coping language.	"Write or choose one sentence your heart can borrow."
Paper Pocket Hearts	Practice caring notes and empathy.	"What kind message could someone keep for a hard moment?"
Feelings Bookmark	Connect feelings to needs.	"When I feel ____, I might need ____."
Paper Chain Kindness	Make kindness visible as a community habit.	"One link equals one helpful act or kind word."
Breathing Wand	Use movement and visual focus for slow breathing.	"Lift the wand on the in-breath; lower it on the out-breath."

Facilitation tip

Use stations as invitations, not tests. Children do not have to share private feelings. A child can make a tool for a pretend character, a stuffed animal, or "someone who might need it."

Suggested station flow

1. Model the tool in 30 seconds or less.
2. Let children create or choose.
3. Practice using it once while calm.
4. Ask: "Where could this help later?"

Calm Tools Fair Stations: Nature, Art, and Noticing

Station	Purpose	Try this prompt
Kindness Rocks	Create small reminders that kindness can stay.	"Paint a word, symbol, or color that helps a heart."
School Garden	Connect growing plants with growing calm and kindness.	"What helps you grow calm? What kind thing can you plant today?"
Painting and Coloring	Use art to express and organize feelings.	"Pick colors for your feeling. Your picture does not need to explain everything."
Nature Walk	Practice sensory noticing outdoors or near a window.	"What do you see, hear, feel, and smell?"
Color Walk	Slow attention by choosing one color to find.	"Look for one color. Each time you spot it, take one calm breath."

Adaptation for limited space

A color walk can happen in a classroom, hallway, car, waiting room, or bedroom. A nature walk can become a "window walk," a picture walk, or a basket of natural objects to notice.

Teaching “Helping Without Fixing”

Key idea

When Milo feels sad, Jaden does not erase the sadness. He notices, asks, sits nearby, shares a tool, and lets Milo choose. This is a powerful lesson for children: care and control are different.

Teach the four steps

Step	Child-friendly language	Adult modeling
1. Notice	“I see your face looks sad.”	Name what you see without blaming or demanding an explanation.
2. Ask	“Do you want company, space, or a tool?”	Offer 2-3 choices. Avoid too many questions.
3. Share	“I can sit with you.”	Offer a card, breath, quiet, or kind note. Let the child decline.
4. Respect	“You can still feel sad. I will not rush you.”	Do not require cheering up, talking, hugging, or immediate problem-solving.

Practice role-play

- One child acts as the helper; one uses a puppet, doll, or drawing as the friend.
- The helper practices asking one gentle question and offering one tool.
- Switch roles only if both children want to. Puppets keep the practice safe and playful.

Caregiver Guide: Home Practice

Use the book in short moments

- Read the whole story once for enjoyment. Later, return to one station at a time.
- Make one small tool per week: a calm card, pocket heart, bookmark, paper chain, breathing wand, kindness rock, or color walk.
- Practice during calm times: breakfast, bedtime, car rides, before school, or after a busy outing.

Home scripts

Moment	Caregiver words
Before a busy place	"Let's choose one calm tool before we go. Would you like a card, breath, or color hunt?"
When feelings rise	"Your feeling is allowed. Let's pause and notice one thing around us."
When siblings/friends struggle	"You do not have to fix it. You can offer kindness, space, or help from a grown-up."
At bedtime	"What helped your heart today? What kind thing did you notice?"

Family phrase

"I can notice. I can breathe. I can be kind."

Repeat the phrase in a calm voice. Children learn best when adults model the same tools they are teaching.

Differentiation and Accessibility

Child need	Helpful adaptations
Emerging language	Use pictures, pointing, color choices, puppets, or sentence stems: "I feel ____." "I need ____."
Sensory sensitivity	Offer a quiet version of each station, fewer materials, headphones, movement breaks, or a smaller group.
Motor needs	Use stickers, pre-cut shapes, larger markers, partner writing, verbal answers, or digital drawing.
Anxiety or shyness	Allow private responses, pass options, puppet responses, or "write for a character" instead of personal sharing.
High energy	Build in helper jobs: pass supplies, collect chain links, lead a color walk, hold the breathing wand.
Older children	Add reflection prompts: "What tool works for me and why?" "How can kindness avoid becoming control?"

Trauma-sensitive facilitation

Do not require children to tell personal stories. Use opt-in sharing. Keep tools concrete and choice-based. If a child becomes distressed, pause the group activity and connect them with a trusted adult.

Educator Observation Checklist

Use this during or after a read-aloud, small group, or station rotation. Check what you see, then add notes for follow-up.

Skill	Observation			Notes
Notices body or feeling clues	☐ Not yet	☐ Sometimes	☐ Often	
Can name at least one feeling	☐ Not yet	☐ Sometimes	☐ Often	
Chooses a calm tool with support	☐ Not yet	☐ Sometimes	☐ Often	
Uses or repeats kind words	☐ Not yet	☐ Sometimes	☐ Often	
Offers help without taking over	☐ Not yet	☐ Sometimes	☐ Often	
Can reflect on what helped	☐ Not yet	☐ Sometimes	☐ Often	

Follow-up notes

Printable: My Calm Tool Plan

When my feelings get big, I can try:

- ☐ Calm card ☐ Pocket heart ☐ Feelings bookmark
- ☐ Paper chain kindness ☐ Breathing wand ☐ Kindness rock
- ☐ Garden time ☐ Paint/color ☐ Nature walk ☐ Color walk

The tool I want to try first is:

A grown-up or friend who can help me is:

My kind words to myself are:

Draw or write where I can use this tool:

Drawing space

Printable: Mini Calm Cards

Directions

Cut out or copy these cards. Children can decorate them, keep one in a pocket, put one on a desk, or send one home.

I can pause.	One slow breath.	I can try.	Feelings pass.
I am not alone.	Take your time.	Kind words help.	I can ask for help.
I can notice.	I can be kind.	It is okay to feel.	My heart can settle.

My own calm card says:

Printable: Family Connection Sheet

Today we read:

Jaden's Calm-Tastic School Fair Day. We practiced noticing feelings, using calm tools, and offering kind support to a friend.

Ask your child:

- Which calm tool did you like best?
- What is one kind word you can say to yourself?
- How can you help a friend without trying to fix everything?
- What color can you notice on a walk, in the car, or at bedtime?

Try at home this week:

- Make one calm card together.
- Place a pocket heart in a backpack, lunchbox, or beside the bed.
- Take a 3-minute color walk: choose one color and find it together.
- At bedtime, ask: "What helped your heart today?"

Caregiver note

Calm tools work best when they are practiced before feelings are huge. Keep practice playful, brief, and choice-based.

Implementation Options

Setting	How to use the guide
Whole class	Read the story across 2-3 days. Introduce one station each day and add tools to a classroom calm corner.
Small group	Use 3-4 children, one tool per session, and more role-play with puppets or scenarios.
Counseling	Pair the story with individualized coping plans and private reflection. Let students choose which tools feel safe.
Library/story time	Use a short read-aloud, one group breathing wand, and a take-home calm card.
Home	Read one section at a time. Make one tool and keep it in a predictable place.

Three-session sequence

Session	Focus	Outcome
1	Notice and name feelings	Children make or choose a feelings bookmark.
2	Choose calm tools	Children practice a calm card, breathing wand, or color walk.
3	Kindness and helping friends	Children make pocket hearts or a kindness chain and role-play helping without fixing.

Reflection and Next Steps

For educators and caregivers

The goal is not to make every child calm on command. The goal is to help children notice what is happening, feel less alone, and build a menu of safe choices.

When adults use the same calm language consistently, children begin to internalize it: "I can notice. I can breathe. I can be kind."

Adult reflection

One tool I will model this week:

One child or group I want to support with extra gentleness:

Calm can grow one kind choice at a time.