

FROM THE CREATORS OF *THE INVISIBLE BOY*

TRUDY LUDWIG

# BRAVE EVERY DAY



Only when we are afraid  
can we learn to be brave.

illustrated by PATRICE BARTON



**D**ear Reader,

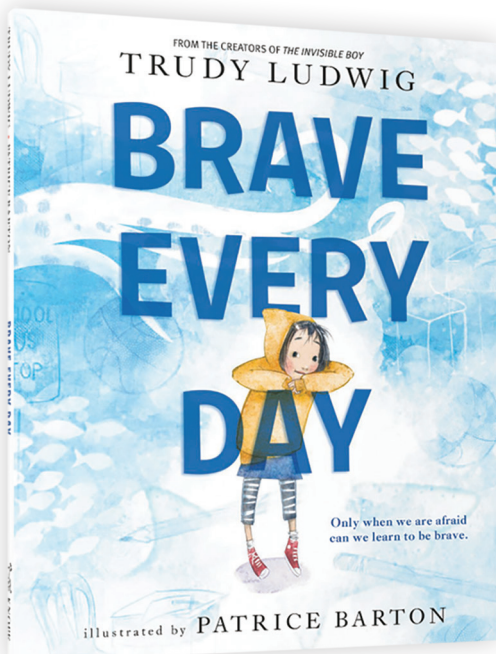
Everyone has fears and worries. These are normal and natural emotions. But there are times when our anxieties can overwhelm us, as is the case with Camila in *Brave Every Day*.

If we don't talk about what worries us with people we trust, the fears we keep bottled up inside can become even bigger. (I know this because I'm an anxious person myself!) And if left unchecked, they can negatively affect our relationships and the wonderful, yet-to-be-revealed opportunities and experiences heading our way.

While we cannot go through life without experiencing fear and worry to some degree, we can learn to better understand and manage these feelings. For example, before writing my story, it helped me to think about my own worries. I discovered that they fall into three categories: What if?, I can't, and I'm scared. I thought about each worry and asked myself: Which are most likely to happen and which are least likely to happen? I then brainstormed to figure out what I could say to myself to help push away negative thoughts and be more self-confident. (You'll have to read my story to find out what those words are!)

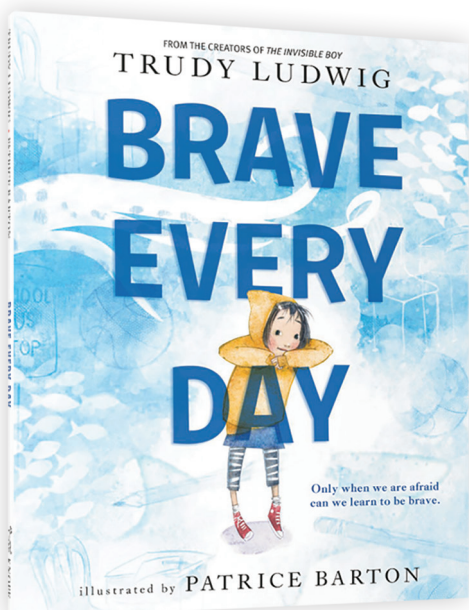
I hope *Brave Every Day* shows readers of all ages that we worriers are true warriors because we push ourselves beyond our comfort zones every single day to do what needs to be done—despite our fears. When it comes right down to it, only when we are afraid can we truly learn to be brave.

Trudy Ludwig





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## ABOUT THE BOOK

Most kids love hide-and-seek, but Camila just wants to hide. Hiding is what she does best when she worries, and she worries a LOT—endless What if . . . I can't . . . I'm scared . . . thoughts follow her everywhere.

A class trip to the aquarium causes her worries to pile up like never before. But when an anxious classmate asks for help, Camila discovers that her heart is bigger than her fears.

With soft, calming illustrations, Camila's tale of courage and compassion will embolden readers to face their own fears.

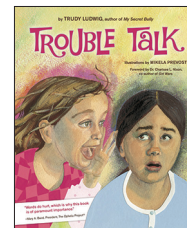
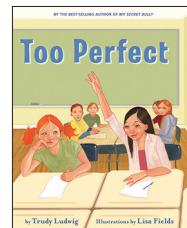
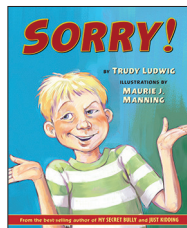
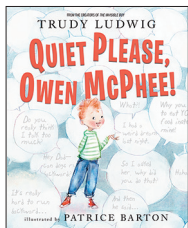
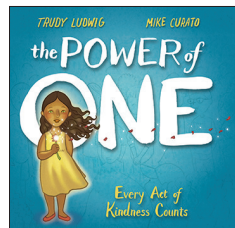
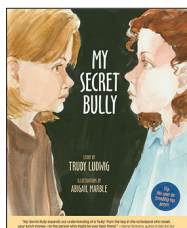
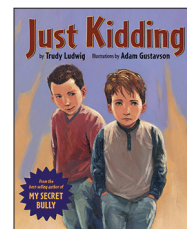
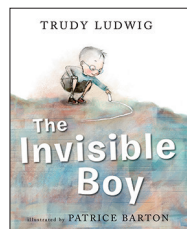
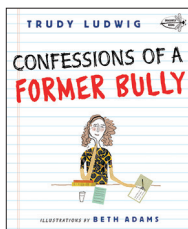
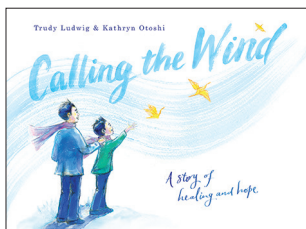


## ABOUT THE AUTHOR AND ILLUSTRATOR

**TRUDY LUDWIG** is a nationally acclaimed speaker and an award-winning author who specializes in writing children's books that help kids cope with and thrive in their social world, including *The Invisible Boy*, *My Secret Bully*, and *The Power of One*. She has received rave reviews from educators, experts, organizations, and parents at schools and conferences for her passion and compassion in addressing peer aggression and friendship issues. An active member of the International Bullying Prevention Association, Trudy also collaborates with organizations like the Committee for Children and ConnectSafely.org, and has served as a content adviser for Sesame Workshop. Trudy's books have won the Mom's Choice Gold Award, the IBPA Benjamin Franklin Gold Award, and the NAPPA Gold Award, and have also been recognized as NCSS-CBC Notable Social Studies Trade Books for Young People. Visit her at [trudyludwig.com](http://trudyludwig.com). Follow her on Twitter at @TrudyLudwig.

**PATRICE BARTON** earned a BFA in studio art from the University of Texas in Austin, where she lives with her husband and son. Her books include *The Invisible Boy* and *Quiet Please, Owen McPhee* by Trudy Ludwig, as well as *I Pledge Allegiance* by Pat Mora and Libby Martinez and *Remarkably You* by Pat Zietlow Miller. Her work has been honored by the Society of Illustrators and the International Literacy Association (ILA) among others.

## OTHER BOOKS BY TRUDY LUDWIG



# Brave Every Day at School

Children need to know that worries are normal and natural. Everyone has worries and nobody likes to feel afraid! Yet not everyone likes to talk about their fears.

You can use *Brave Every Day* and the resources in this guide to lead safe, productive discussions with students about what worries them and the commonalities among their fears.

- **Communicate that no worry is invalid.** Help students recognize that how they feel is important.
- **Share some of your own worries** with students to help them understand that adults also get nervous, scared, anxious, and worried. You can talk about how you deal with those feelings while letting students know that it's okay if they deal with similar feelings differently.
- **Encourage everyone to share if they want to**, but don't pressure anyone. If talking about worries is making students anxious or fearful, don't put them on the spot.
- **Remind students that they can ask for help** from family members, teachers, or other caring adults in their lives if they are feeling overwhelmed.

## Conversations and Classroom Activities

Take advantage of the questions included in the back of the book to check comprehension and prompt discussion about *Brave Every Day*. These additional questions can help extend the conversation, generate productive dialogue about kids' worries, and help you launch into the classroom activities.

## Talk About Worries

- What does it mean to be worried? How does it feel?
- What are Camila's worries? Why do you think these things make her worry?
- What are some things people are afraid of? What kinds of worries do you have?
- When Kai tells Camila his worry, Camila realizes they have something in common. How does talking about your worries help?
- How is Kai brave? What kind of courage does it take to share your worries with someone?
- How can we be brave? How can we encourage people around us to be brave? How does listening to others help them take chances?
- Do you think all of Camila's worries have disappeared at the end of the story? What changed for Camila? How does that affect her worrying?

## Sort Out Worries

Get students thinking and talking about what it means to be worried. Start with a look at some of the things that worry Camila. Make a list together. It might include:

Missing the school bus	Creeping shadows on a dark night
Not knowing the answer when called on in class	Trying new things
Not having someone to play with at recess	Going to new places
Talking in front of the whole class	Getting eaten by a shark
Going first	Getting inked by an octopus
Taking a test	

As a group, look at the list you've made and think about the things Camila worries about. Is Camila right to be worried? Ask students to identify which of these things they think could actually happen. Go through the list together and check off the worries that students believe are realistic concerns.

First, talk about the worry. Ask students:

- What do you think Camila is predicting will happen if her worry comes true? How likely do you think it is that her worry will happen?
- What are all the possibilities—good and bad—that could happen if Camila's worry comes true?

Next, brainstorm solutions that could help Camila deal with her worry. For example:

### Worry

Not knowing the answer when called on in class

### Solutions

- Pay attention in class.
- Raise your hand to ask a question about something you don't understand.
- Remind yourself that it is okay to make mistakes. Everybody does.
- Remember that if you do give a wrong answer, you've simply discovered that you have more to learn.
- Keep in mind that your classroom is a safe place. Your teacher and your classmates can help you.

Assign students to pairs or small groups. Each pair or group will choose another worry from the list and come up with solutions to address that worry. Finally, have students identify which strategies are most appropriate and predict how they might work for Camila. When everyone has their ideas, pairs or groups will present them to the class.

**Variation:** Ask students if they'd like to share some of their own worries for the list. Be sure to give students the option of sharing their worries anonymously if it helps them to feel safer, more comfortable, and less anxious.





## Take Another Look

When Camila considers Kai's situation at the aquarium without her fears clouding her judgment, what seemed scary at first becomes something wonderful. Help students learn to look at things from a different perspective by giving new purpose to found objects.

Gather a box of items that you might find in a junk drawer: scissors, binder clips, magnets, clothespins, keys, keychains, dice, can opener, rubber bands, ribbon, tape, buttons, old charging cords, small toys, game pieces, take-out utensils, etc., along with scrap paper, scrap cardboard, markers, and glue.

Have students choose an object from the box and ask them to identify it. Is it an object they are familiar with? Talk as a class about how we often don't take the time to wonder about common objects we see every day: Who made this? How is it used? Pair students and ask them to share with each other what their object is and one thing they think their objects could be used for. (This could be realistic—a pen cap keeps ink from drying out—or whimsical—this pen cap is the snout of an anteater.) Then have each student identify something else the other's object could be used for.



Next, have students sharpen their focus by looking at the physical attributes of the object and brainstorming some ideas for turning their object into a found art sculpture. Provide students with any needed art supplies, allow them to combine additional found objects, and give them time to create! Plan to display student work and encourage students to discuss the different objects they find included in each other's sculptures.

**Variation:** Students could also pick an object from the junk box and invent a new purpose for it. After choosing an object, ask students to imagine their object transformed into something with a different purpose that is useful. Students can draw it or write about it. Have students share with the class.

## Blow Worries Away

Worries can distract and hinder students. But when the mind is quiet and focused, students can be more effective at handling day-to-day challenges and fears. Introduce mindful breathing practices to help students deal with anxiety and stress and regulate their emotions.

### OCEAN BREATHING

Sit or stand up straight.

Be still and silent.

Cover each ear firmly with a hand (right hand on right ear, left hand on left ear).

Close your eyes.

Breathe deeply (inhale for four counts, hold for four, and exhale for four counts).

Repeat five times.

### SHARK FIN BREATHING\*

Sit or stand up straight.

Be still and silent.

Breathe softly.

Place the side of your hand (thumb) on your forehead, palm facing sideways with fingers raised and together, like a shark fin.

Close your eyes.

Slide your hand down your face starting at your forehead, then over your nose, lips, chin, neck stopping at your heart.

As you slide your hand, say shhhhh.

Now do this with your other hand.

Repeat five times.



\*Created by Laurie Gossman, author of *Master of Mindfulness: How to Be Your Own Superhero in Times of Stress*



# Words of Self-Encouragement

Positive self-talk is a strategy students can use to help get through situations that make them anxious. Discuss how Camila starts thinking and talking differently by the end of the book: “Instead of What If, I Can’t, and I’m Scared, Camila says . . . I’ll Try.” Ask students to think about the things they say to themselves when they are nervous, anxious, or worried: Are they positive or negative statements?



Positive statements or affirmations can help students push out negative thoughts, cope in stressful situations, and build confidence. Have students think about words of self-encouragement focused on something that’s in their control—the effort they can make toward reaching a goal.

Ask students to reflect on some of their own worries and come up with several affirmations. They can share these with the class if they feel comfortable. Otherwise, have students write them down and put them in places they will see frequently to help them remember to regularly use positive self-talk.

## Resources for Helping Children Deal with Anxiety

**Healing Library:** Coping with Childhood Anxiety

**Taking Care:** An Educator Guide to Healthy Habits for Student Emotional Wellness

**Child Mind Institute:** Anxiety

**American Academy of Child and Adolescent Psychiatry:** Anxiety Disorders Resource Center



Rachael Walker (belleofthebook.com) created this guide. She consults on a wide variety of educational programs and multimedia projects and develops educational materials and reading resources for children, parents, and teachers.



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# FINDING COURAGE

Camila is able to push her worries aside and find out how brave she can be when helping a friend. Can you find these other character traits that can help everyone deal with their worries and fears?

Courageous

Caring

Hopeful

Confident

Friendly

Persistent

Calm

Motivated

C	O	U	R	A	G	E	O	U	S
Z	Q	V	D	O	C	K	Y	X	M
L	Y	T	V	Y	S	P	O	X	O
P	E	R	S	I	S	T	E	N	T
C	V	I	P	N	L	C	E	P	I
A	B	C	C	A	R	I	N	G	V
L	P	H	O	P	E	F	U	L	A
M	N	M	F	M	R	W	I	F	T
C	O	N	F	I	D	E	N	T	E
G	F	R	I	E	N	D	L	Y	D

ANSWER KEY:

C	O	U	R	A	G	E	O	U	S
Z	Q	V	D	O	C	K	Y	X	M
L	Y	T	V	Y	S	P	O	X	O
P	E	R	S	I	S	T	E	N	T
C	V	I	P	N	L	C	E	P	I
A	B	C	C	A	R	I	N	G	V
L	P	H	O	P	E	F	U	L	A
M	N	M	F	M	R	W	I	F	T
C	O	N	F	I	D	E	N	T	E
G	F	R	I	E	N	D	L	Y	D





# WHAT BRAVERY LOOKS LIKE

There are many ways to be brave! How are you brave every day?  
Draw a picture that shows your everyday bravery in action!

## My Way to Be Brave Today

