

# If You're Scared, Then Do It Scared!

LITTLE GUIDING LIGHT BOOKS

## About the Book

Synopsis, themes &amp; key message

### What is this book about?

If You're Scared, Then Do It Scared! follows a young child who faces a moment of real fear and discovers that bravery isn't the absence of fear -- it's choosing to move forward anyway. Through warm, relatable storytelling, readers learn that courage lives inside every one of us, and that our thoughts, actions, and choices have the power to shape who we become.

#### CORE THEME

**Courage &  
Facing Fear**

#### SEL FOCUS

**Self-Awareness  
& Self-Management**

#### GRADE BAND

**PreK - Grade 6**

## CASEL SEL Framework Alignment

Standards-based connections for school adoption

#### CASEL COMPETENCY

### Self-Awareness

Identifying emotions (fear, courage), recognizing personal strengths, and developing self-confidence.

#### CASEL COMPETENCY

### Self-Management

Regulating emotions, managing stress, and setting personal goals to take action despite fear.

#### CASEL COMPETENCY

### Social Awareness

Developing empathy by recognizing that others also experience fear and brave choices.

#### CASEL COMPETENCY

### Responsible Decision-Making

Evaluating situations, considering consequences, and choosing courageous, constructive actions.

# Before Reading

Activating prior knowledge and building curiosity

## DISCUSSION QUESTIONS

- 1 Has there ever been something you were scared to try? What did you do?
- 2 What does being brave mean to you?
- 3 Can a person be scared AND brave at the same time?
- 4 Look at the cover -- what do you think this book will be about?

## PRE-READING ACTIVITY

### Fear Thermometer

Give each student a blank thermometer outline (or draw one together).

Ask students to write or draw one thing that makes them feel a little scared near the bottom, and one thing that feels very scary near the top.

Share with a partner or the class.

Revisit the Fear Thermometer AFTER reading -- did anything change?

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# Learning Objectives

What students will know, feel, and be able to do

## KNOW

- Fear is a natural emotion
- Bravery and fear can coexist
- Our thoughts influence our actions

## FEEL

- Validated in their own fears
- Inspired to take courageous steps
- Connected to the story's character

## DO

- Identify personal fears
- Name one brave action to take
- Practice positive self-talk

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# Vocabulary & Key Concepts

Pre-reading and during-reading word work

## INTRODUCE BEFORE READING

### Fear

An unpleasant feeling caused by something unknown, dangerous, or frightening.

### Courage

The ability to do something that frightens you; choosing to act in spite of fear.

### Brave

Ready to face and endure danger or pain; showing courage.

### Feelings

Emotional states or reactions we experience inside our bodies and minds.

### Choice

An act of picking one option from a set of possibilities; a decision.

### Power

The ability or capacity to direct or influence your own thoughts and actions.

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# During Reading

Think-alouds, stop and notice moments

## PAUSE & ASK

### *When the character first feels scared:*

How do we know the character is scared? What clues does the author give us?

### *At the turning point:*

What choices does the character have right now? What might happen with each choice?

### *When the character decides to act:*

Why do you think the character chose to be brave? What gave them courage?

### *Near the end:*

How has the character changed from the beginning? How do you feel right now?

## TEACHER THINK-ALOUD PROMPTS

### Model for Students

*I notice the character's heart is beating fast. That happens to me too when I feel scared.*

*I'm thinking... if I were in this situation, I might want to run away. Let's see what our character does.*

*Even though the character was scared, they kept going. That's what we mean by doing it scared!*

*I'm going to remember this feeling. Have you ever felt something like this?*

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# After Reading

Deepening comprehension and personal connection

## RECALL

What happened in the story?  
What was the character scared of?  
What did the character decide to do?

## INTERPRET

Why do you think the author wrote this book?  
What is the most important message?  
How is the character different at the end?

## CONNECT

When have YOU done something scared?  
Who in your life is brave?  
What would you tell a friend who is scared to try something?

## CREATE

Draw a picture of yourself being brave.  
Write: 'I can do it scared when...'  
Create a class Courage Wall with brave moments.

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# Writing Extension Activities

Cross-curricular literacy connections

PreK-K

## Draw Your Brave

Students draw something they are scared of on one side, and draw themselves doing it anyway on the other. Teacher scribes their words below.

Grades 1-2

## Sentence Starters

Complete the prompts: 'I felt scared when...' and 'I was brave when...' and 'Next time I am scared, I will...' Students illustrate their sentences.

Grades 3-4

## Letter to the Character

Write a friendly letter to the main character. Include: what you admire, a time you felt the same way, and one piece of advice for facing fear.

Grades 5-6

## Reflective Journal

Describe a fear you have. What is one small brave step you could take? How would taking that step change things for you?

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# SEL Classroom Activities

Hands-on experiences to build courage and self-awareness

1

## Feelings Check-In

Use an emotion chart or wheel daily. Ask students to name their feeling and rate its intensity 1-5. Connect to the book: how scared was our character?

2

## Brave Talk Stems

Post sentence stems: 'I can do this because...' and 'Even though I am scared, I will...'. Practice in pairs before independent challenges.

3

## Courage Wall

Create a class display where students post brave moments on star cutouts. Celebrate weekly. Show that courage comes in all sizes!

4

## Belly Breathing

Teach a calm-down technique: breathe in for 4 counts, hold for 2, out for 6. Practice together as a class tool for managing scary feelings.

5

## Role Play Scenarios

Give pairs a scenario (first day at a new school, trying a new sport). Practice saying: 'I am scared, but I am doing it anyway!' Then act it out.

6

## Brave Mentor Text

Compare with another read-aloud featuring a courageous character. Use a T-chart: How is the fear the same or different? What did each character do?

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# Family Connection

Extending the conversation beyond the classroom

Research shows that SEL skills are strengthened when families and schools work together. Use these prompts and activities to bridge the conversation at home.

### CONVERSATION STARTERS FOR HOME

- Ask your child: What was the character scared of? What did they do?
- Tell me about a time YOU did something scared.
- What is one thing you would like to be brave enough to try?
- How can our family cheer each other on when we are scared?

### TAKE-HOME ACTIVITY

## The Brave Jar

Decorate a jar together as a family.

Each time a family member does something scary -- big or small -- write it on a slip of paper and add it to the jar.

At dinner once a week, take turns reading slips and celebrating each other's bravery.

Watch the jar fill up over the school year!

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# Assessment & Reflection Ideas

Documenting growth in SEL competencies

## Informal Assessment

- 1 Thumbs Up/Down/Sideways: Did the character make a brave choice?
- 2 Exit ticket: Name one feeling from the book and one brave action.
- 3 Partner share: Tell your neighbor one thing you will do differently.
- 4 Class discussion observation checklist (teacher-facing).

## Formal Assessment

- 1 Written response: The character in this story taught me... (2-3 sentences minimum).
- 2 Illustrated brave-moment booklet with captions.
- 3 Rubric-based journal entry scored on depth, personal connection, and vocabulary.
- 4 Pre/post self-assessment: Rate your own courage 1-5 and explain why.

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# About the Author & Little Guiding Light Books

Little Guiding Light Books is an independent children's book imprint dedicated to Social-Emotional Learning for PreK through Grade 6. All books are CASEL-aligned with accompanying Teacher's Guides.

"All of the books share a common thread -- empowering kids to understand that they hold the power to shape their own thoughts, control their own actions, and make their own choices. Each story is a step toward building stronger mental health."

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