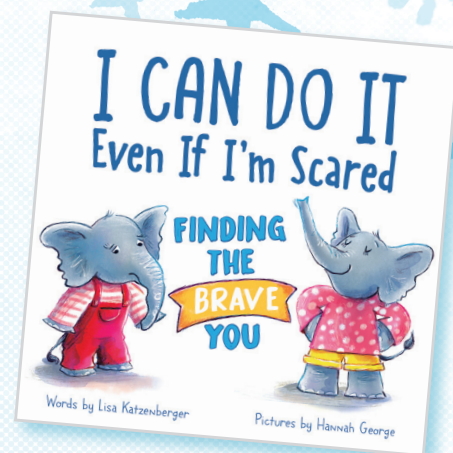


An Educator's Guide for *I CAN DO IT Even If I'm Scared:* *Finding the Brave You*

Written by Lisa Katzenberger, Pictures by Hannah George

Discussion & Activity Guide for Ages 4 and up



About *I Can Do It Even If I'm Scared*

A sweet story about how to face one's fears no matter how silly they may seem.

From Lisa Katzenberger, author of the beloved book *It Will Be OK*, comes a positive take on new experiences, fear, and worry based on the real cognitive behavioral therapy technique Act As If.

One day, The Brave You won't be a different version of yourself—it will become your whole self.

Have students ever been so scared that their tummies tumbled and their hearts hiccuped and their fingers fiddled? They are not alone! Elephant, Cheetah, and Gator feel the same way. Join these three friends as they find their brave self by first imagining themselves as brave and growing into being brave!

I Can Do It Even If I'm Scared is perfect for:

- Preschool classrooms and teachers looking for books on feelings, social emotional learning, mindfulness and social skills.
- School counselors and children's therapists looking for cognitive behavioral therapy technique books for children.
- Parents looking for books on bravery, courage, and facing fears.

About Lisa Katzenberger

Lisa Katzenberger lives near Chicago, Illinois with her husband and two children. She is the author of *It Will Be OK: A Story of Empathy, Kindness, and Friendship* and *A Love Letter to My Library*. Even if she's scared, she always makes an effort to try new things. Visit her at <https://lisakatzenberger.com/>



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About Hannah George

Hannah George is a freelance illustrator living and working on the south coast of England. With a fluid and versatile approach, she creates her illustrations using a combination of watercolor, pencil, ink, and digital process. Visit her at <https://www.hannahgeorge.co.uk/>

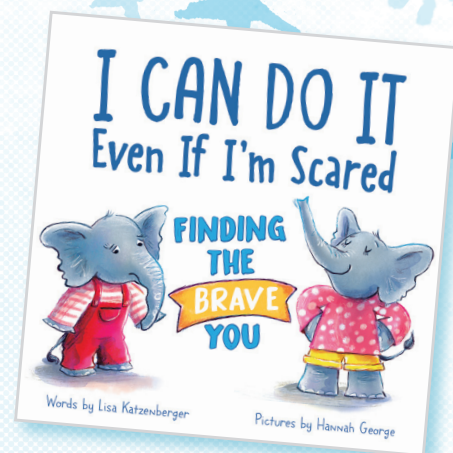


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Pre-Reading Questions & Activities

The subtitle of this book is, *Finding the Brave You*. What does it mean to be brave? What brave things have students done in their lives? What brave people do they know in their lives?

Before reading the book, do a picture walk. As a class, examine the illustrations. What sorts of things are the characters doing that might be scary for them? Have students ever been scared of similar things in their own lives?

Vocabulary

I Can Do It Even If I'm Scared talks about how to overcome one's fears. As a class, review the following words that appear in the book. What do these words mean in the context of the story? Does knowing the meaning of these words help students to understand the story better?

These words might be new to students:

brave	adventure	impossible	imagine	amazing
scared	bold	possible	pretend	different

Post-Reading Discussion Questions and Activities

Questions To Think About

- Who are the main characters in this book?
- What is the "Big Idea" this book is talking about?
- Why are there two Elephants on the cover of the book?
- What fears are Cheetah, Gator, and Elephant trying to conquer?
- Is this book mainly trying to tell a story, or teach the reader something?
- Is this book fiction or nonfiction? Or a combination of both?
- Is this one long story, or several shorter ones that work together?

What Scares Them

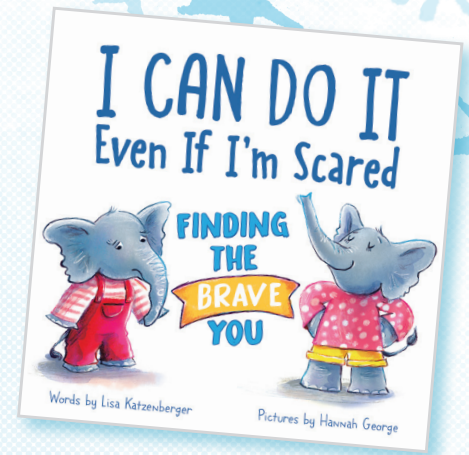
Cheetah, Elephant, and Gator each have different things that scare them. Break the class into groups and assign each group a character for close study. Come together as a class and have each group make a presentation explaining their character's story. What is their character scared of? How can the reader tell? What does the character do to overcome their fear? How do the characters help each other?



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Telling the Story: Words vs. Pictures

This picture book is different than many other picture books. The words give the reader practical advice on how to find “The Brave You.” Meanwhile, the illustrations show the stories of each character, the fears they have, and how they find “The Brave You” to overcome their fears. As a class, review the illustrations of the different characters. What is each character scared of? How do they use the advice from the text to overcome their fears? How can seeing the characters overcoming their fears help students to understand the “Big Idea” of the book and use it in their own lives?

Details of the Tales

Break students into groups and assign each one a spread for closer study. What is happening in their picture? Is the character scared, acting brave, or have they overcome their fears? What clues in the picture tell the reader what the character is feeling? What details in the illustration tell us more about the character and what is going on? What does the text tell the reader? Have students come up before the class and explain what is going on in their part of the story and why it is important.

Imagery

Examine the pages where the book describes how Cheetah feels when scared. What are the illustrations showing? How do they communicate what is going on to the reader? How does using these images help convey what it is like to be scared? Have students ever felt like this?

Finding “The Brave You”

Lead the class in a visualization exercise using the steps in this book. Ask students to imagine a situation where they might be scared. Then have students close their eyes and take a deep breath. Have students ask themselves the following questions:

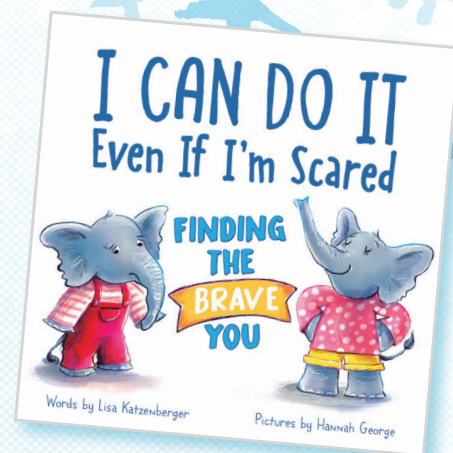
- What does “The Brave You” look like?
- What does “The Brave You” feel like?
- What does “The Brave You” sound like?
- How does “The Brave You” act?
- What does “The Brave You” say?
- What does “The Brave You” see?

Once they have a good idea of who “The Brave You” is, encourage students to practice being that person in real life.

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Picture the Brave You

One of the steps to help bring out “The Brave You” is to picture it in your mind. Have students take it a step further and draw a picture of their “Brave Self” doing something that scares them. Working with an adult as needed, have them write a caption explaining their illustration. Have volunteers share their work with the rest of the class and then create a gallery of everyone’s “Brave You.”

Following the Steps

After students have practiced visualizing “The Brave You” as a class, break students into pairs. Have them review the steps suggested in the book to help students be brave. What is the first thing? What is next? What parts of this approach are the most difficult for students to do? Which are the easiest? Come together as a class and make a master list of the steps suggested and post it in the classroom.

Growth and Change

The book says that the last step is “Act like you are The Brave You in real life. Do something that scares you. Don’t forget, The Brave You is doing the hard work.” What do students think this idea means? How does “The Brave You” really do “the hard work?”

Lessons in the Story

This picture book is informational. It describes how to find “The Brave You” inside each of us. How does a picture book like this compare to one that is more focused on telling a story? What did students learn from this book that might be harder to learn from one that is more focused on telling a story? Do students know any other books about overcoming their fears?

Continuing the Story

Working with an adult as needed, have students create a new story illustrating the themes of this book. Using a character from the book, or making up a brand new one, have students write or illustrate a story that shows their character encountering something that scares them, the character visualizing “The Brave You,” and how it makes them feel. Have volunteers share their new story with the class and display their illustrations.