

Kai & Zoe

LEARN TO CALM DOWN WORKBOOK

Full-Color Activities to Help Kids Manage Big Feelings,
Practice Coping Skills, and Regulate Their Bodies

Dr. Nakeyau Patterson

Rising Press • Ages 5–10





Kai & Zoe



Copyright & Caregiver Note

LEARN TO CALM DOWN WORKBOOK

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A NOTE FOR GROWN-UPS

This workbook supports children in noticing body signals and practicing calming and coping strategies. Feelings are never wrong. If a child is unsafe, deeply distressed, or struggling often, pause the activity, offer support, and seek guidance from a qualified professional.

This workbook is intended for educational and informational purposes and is not a substitute for professional medical or mental health advice, diagnosis, or treatment.

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How to Use This Workbook

Explore these activities together as conversation and practice. Follow the child's pace; no one needs to finish every blank.

- **Make room to participate**

Read aloud. Invite pointing, talking, signing, drawing, writing, or a communication device. Record ideas if asked. The child may watch, pass, or use a pretend example. Try one brief activity; add more only when it fits.

- **Offer support and choices**

Welcome feelings without rushing to change them. Model tools during manageable moments. Breathing and sensory activities are optional; stop anything uncomfortable. Help does not wait for calmness. Explain what you can do, act, and check back.

- **Find a page to return to**

- 1 Helpful thoughts: 12; breaks: 17; senses: 19
- 2 Sound support: 23-24; schoolwork: 27-28
- 3 Respectful words: 33-34
- 4 Asking for help: 18 and 41-42
- 5 Personal plan: 46; cooperative game: 48-49
- 6 Reminder cards and pocket: 67-69

The goal is support and useful choices, not making every feeling disappear.



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What Does Calm Feel Like?

Calm can feel different for everyone.
Think about a time when your body and mind felt settled.

IN MY BODY

Calm might feel like...

IN MY THOUGHTS

My mind might...

IN WHAT I DO

When I feel calm, I might...

DRAW WHAT CALM FEELS LIKE FOR YOU



You may draw a place, a person, colors, sounds, or something you like to do.



There is no one right way to feel calm.

Choose a Helpful Thought

A hard thought is not a bad thought. A helpful thought can be kind and true without making a feeling disappear.

- **Notice, check, and choose**

- 1 Notice: Zoe thinks, "I can't do this."
- 2 Check: The directions are confusing. A grown-up can explain one part.
- 3 Choose: "This is hard. I can ask for help."

- **Try a thought that fits**

Use Zoe's story or a pretend example. Draw, tell, or write a kind, true thought and the support that could help.

A helpful thought does not replace the help I need.

I Can Take a Helpful Break

A break is not a punishment. You can ask for one before you notice a body clue or know exactly what you need.

- **A grown-up helps plan**

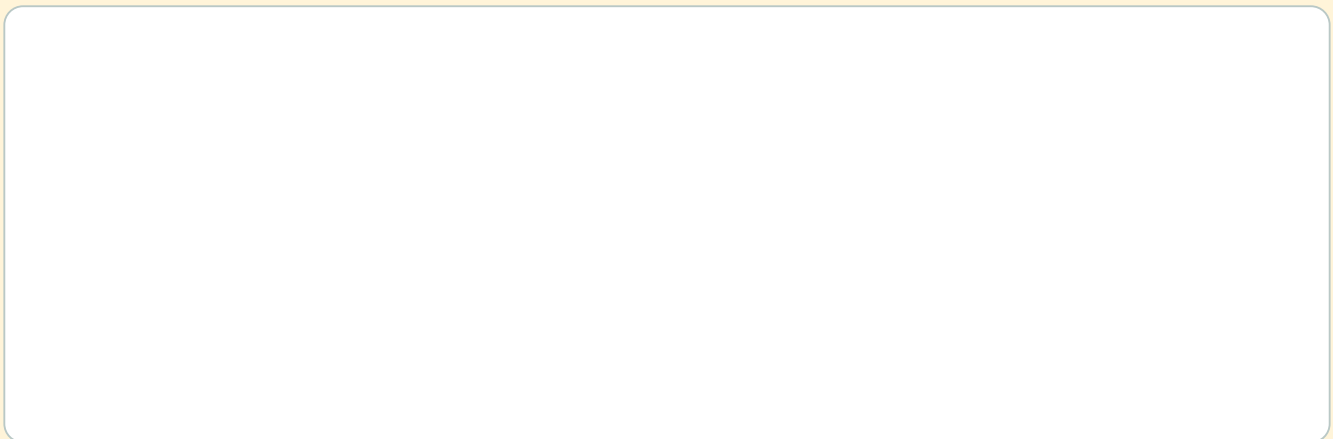
Show “I need a break.” A grown-up responds, “Let's choose a place and the support you want. We can check together afterward.”

- **I might choose**

- ☐ Somewhere quieter.
- ☐ Comfortable movement.
- ☐ A familiar object.
- ☐ A grown-up nearby.

- **My break plan**

Point to a choice, or draw your own. Show who can help arrange your break.



After a break, I can ask for more time, help, or a next step.

Continue reading

Kai & Zoe Learn to Calm Down Workbook

Dr. Nakeyau Patterson

Full-Color Edition. Includes guidance and activities about calm, helpful thoughts, and supported breaks.

This is a reading sample, not the full book. Original book page numbers have been preserved.

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