Name: _____

Circle the nervous picture.

Look at the pictures. Circle nervous.

1





2





3





4





Trace the word.

Trace the word nervous.



nervous

nervous

nervous

Name: _____

Things that help nervous: cut and glue.

Cut out the pictures. Glue them in the help box.

Glue here.

✂ Cut on the dashed lines.









How does nervous look for you?

How does nervous look for you? Circle your ways.









my way

Name: _____

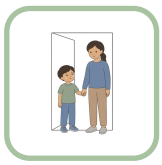
Match the picture to the word.

Draw a line to the matching word.











- chew
- pictures
- new
- tummy
- hold on

Fill in the word.

Pick a word from the box. Write it in the space.

new · chews · pictures · test



1. Sam starts a _____ class.



2. Sam _____ on a chewy.



3. Sam looks at _____ first.



4. Sam has a spelling _____.

Name: _____

First, next, last.

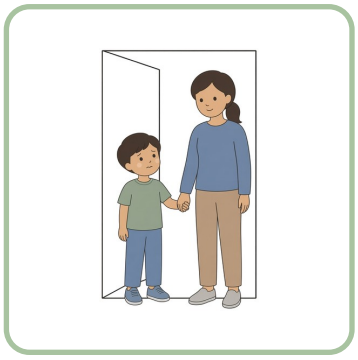
Put the pictures in order. Write 1, 2, 3.



Sam meets the class



Sam looks at pictures



Sam goes to the new class

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Nervous can make my tummy feel fluttery.

2. Only little kids feel nervous.

3. Pictures can show what will happen.

4. Nervous means I cannot do it.

Name: _____

My nervous helpers.

Draw or write three things that help nervous.

When I feel nervous, this helps me.

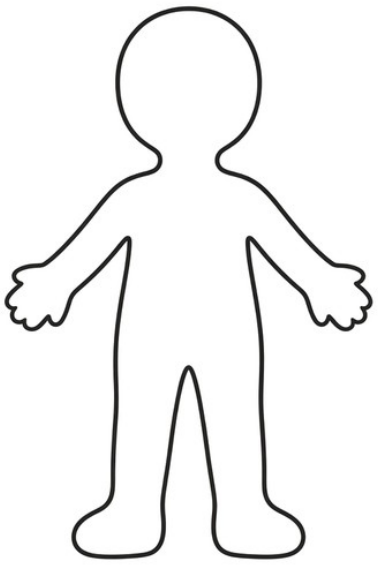
1

2

3

My body and nervous.

Where do you feel nervous in your body? Color it.



- ☐ fluttery tummy
- ☐ shaky hands
- ☐ need the toilet
- ☐ want to chew
- ☐ fast heart
- ☐ hard to talk
- ☐ sweaty hands
- ☐ my own way:

Name: _____

What could I do?

Read the story. Draw or write what you could do.

1. “I start a new class tomorrow.”

2. “I am in the school show.”

3. “Lee is nervous.”

Today.

Today I felt nervous when...

What helped?

Nervous · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam nervous; row 2: tummy-hold; row 3: hold-grownup; row 4: spelling-test
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: tummy-hold = tummy; sam chewy = chew; hold-grownup = hold on; new-class-door = new; preview-pictures = pictures
D2: 1. new; 2. chews; 3. pictures; 4. test
D3: 1. Sam looks at pictures; 2. Sam goes to the new class; 3. Sam meets the class
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Preview new places and events with photos, videos or a short visit.
- Give a clear plan for the event, including how to take a break or leave.
- Chewing, fidgeting and holding a comfort item help many children with nerves. Allow them.
- Avoid "there's nothing to be nervous about". Try "New things can feel nervous. I am here."
- Nervous and excited can feel alike. Help the child notice which it is.
- Lots of worry most days may need more support; talk with your care team.