Name: _____

Circle the scared picture.

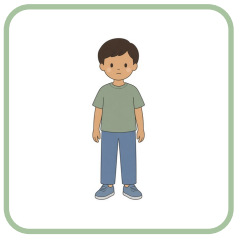
Look at the pictures. Circle scared.

1





2

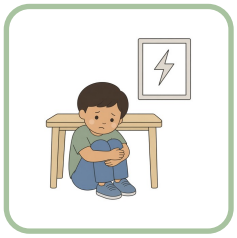




3





4


Trace the word.

Trace the word scared.



scared

scared

scared

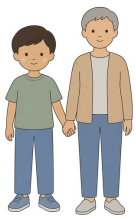
Name: _____

Things that help scared: cut and glue.

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

Glue here.

✂ Cut on the dashed lines.









How does scared look for you?

How does scared look for you? Circle your ways.









my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











- hold hands
- freeze
- headphones
- shake
- hide

Fill in the word.

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

barks · shakes · hand · quieter



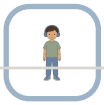
1. A big dog _____.



2. Sam's body _____.



3. Sam holds their teacher's _____.



4. Headphones make thunder _____.

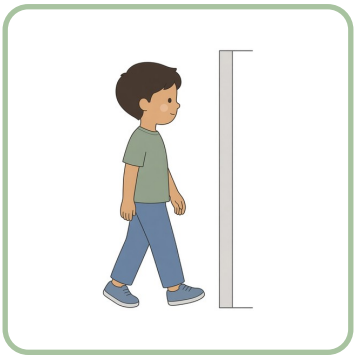
Name: _____

First, next, last.

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



A dog barks



Sam moves away



Sam feels scared

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Scared can make my heart beat fast.

2. Being scared means I am a baby.

3. A helper can help when I am scared.

4. Everyone is scared of the same things.

Name: _____

My safe list.

Draw or write three things that help.

When I feel scared, this helps me.

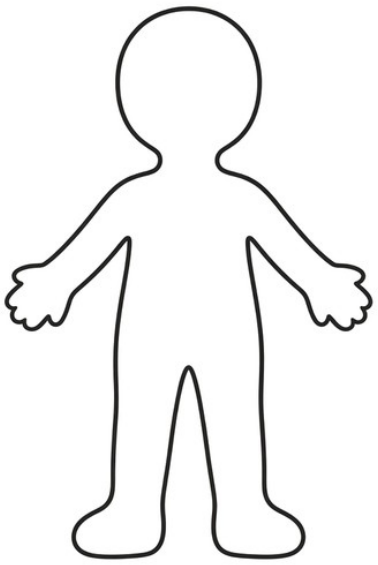
1

2

3

My body and scared.

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



- ☐ fast heart
- ☐ shaky legs
- ☐ tight tummy
- ☐ want to hide
- ☐ want to run
- ☐ cannot talk
- ☐ want a hand to hold
- ☐ my own way:

Name: _____

What could I do?

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

1. “There is a loud storm.”

2. “I see a big dog.”

3. “Lee is scared of the dark.”

Today.

Today I felt scared when...

Who or what helped me?

Scared · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam scared; row 2: freeze; row 3: shake; row 4: storm-under-table
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: freeze = freeze; hide-behind-teacher = hide; shake = shake; hold-teacher-hand = hold hands; sam headphones = headphones
D2: 1. barks; 2. shakes; 3. hand; 4. quieter
D3: 1. A dog barks; 2. Sam feels scared; 3. Sam moves away
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

- Never laugh at or dismiss a fear ("that's silly", "it's just a dog"). The feeling is real to the child.
- Safety first, words later. A frightened child may freeze or be unable to speak.
- Many autistic children are scared by sounds others barely notice. Ear protection is a reasonable tool.
- Preview scary events (storms, doctors, fire drills) with pictures and a plan.
- Do not force exposure. Small, chosen steps with an exit work better.
- Model it: "I feel scared of the thunder. I am going to sit on the couch with a blanket."