

# The BRAVE LEARNER

{ COMPANION GUIDE }



# Welcome to the world of The Brave Learner!



I'm Julie Bogart, creator and owner of Brave Writer, the online writing and language arts program for families, and The Homeschool Alliance, a one-stop Internet community sandbox for home education.

I love learning. I love kids. I love parents!

I consider it the most serendipitously wonderful collision of loves that I get to be involved with all three every day. That's why I created Brave Writer ([bravewriter.com](http://bravewriter.com)). Brave Writer is designed to enhance the parent-child relationship through teaching writing. Parents feel best when they have strategies they can trust to advance their twin goals: **peace and progress in the writing process.**

The Brave Writer blog, my YouTube channel, my podcast, and my various books promote joy in learning, and a close, connected relationship between parent and child.

My experience homeschooling my five children for seventeen years (now all adults and thriving) taught me three important ideas:

- Bringing surprise, mystery, risk and adventure into education fosters a love of learning
- Tying a child's passions to school subjects is a game-changer
- Educating kids at home is more than academics; it's a lifestyle where connection and collaboration create the best context for learning

**The Brave Learner** is the book version of all the lessons I've learned over the years of homeschooling my kids and working with thousands of other families. It's packed with paradigm-shifting ideas and new strategies for bringing joy into your children's education. It is also a book for parents whose children are in traditional school environments. The ideas and strategies will help you grow your children into passionate learners.

Which brings us to **The Brave Learner Companion Guide.**

It is my gift to you—a beautifully crafted tool kit to empower you as you read **The Brave Learner**, helping you attain a joyful lifestyle of loving and learning in your family!

Enjoy!

1



PART

The Enchanted  
LANDSCAPE OF  
LeaRNING

.....

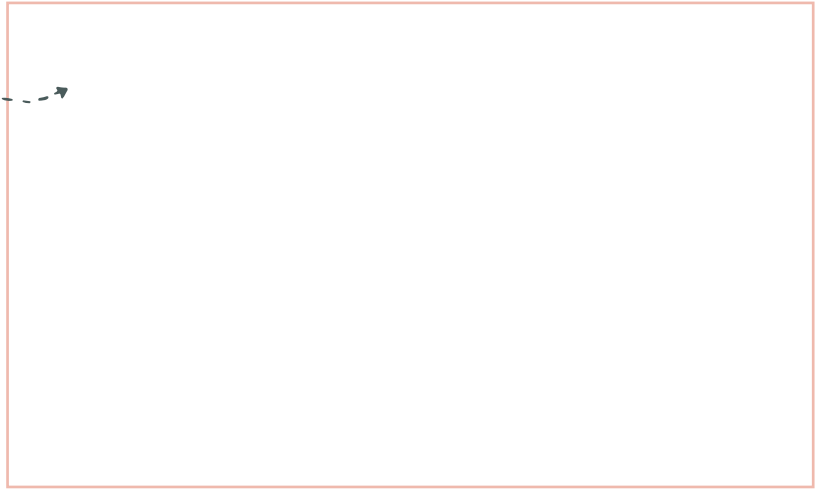
After ALL we aRe AN aRT  
foRM ... We PRoDUCE An  
enviRonmENT oThER PEoPLE  
hAVE to LIve IN. We should bE  
conSCious of the fact ThAt  
thiS enviRonmENT whIch WE  
PRoDUce BY ouR veRY "bEING"  
cAn AffEcT thE PEoPLE whO  
live WITH uS.

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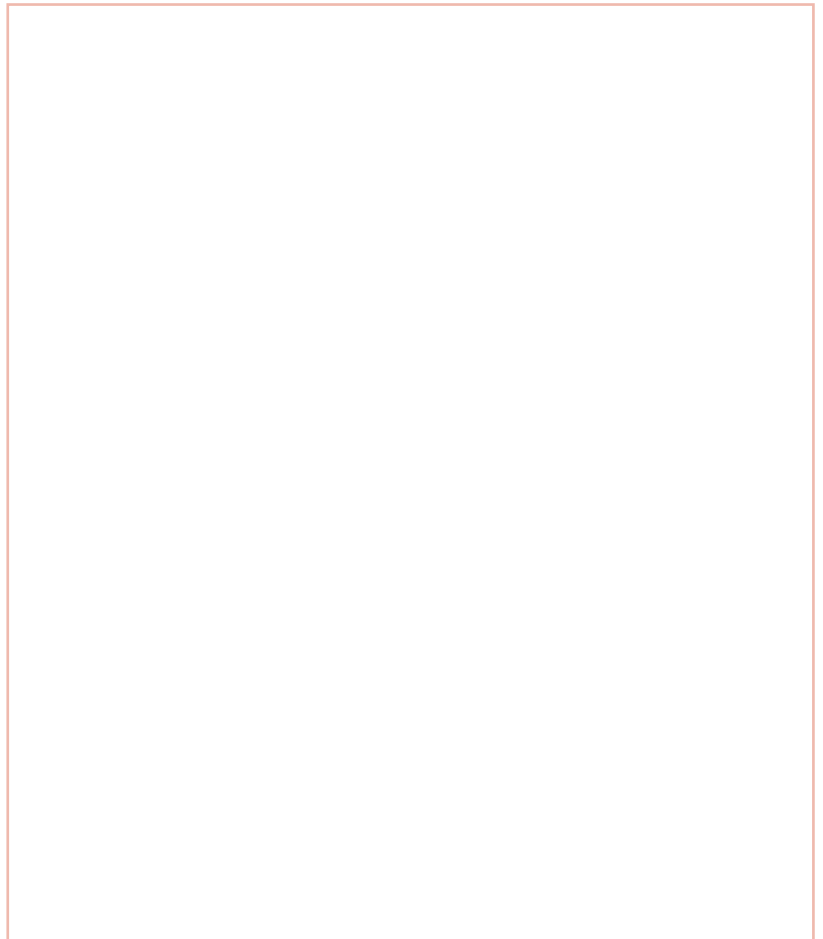
— EDITH SCHAEFFER, HIDDEN ART OF HOMEMAKING

# THOUGHT STARTERS

1. WHAT IS YOUR DREAM HOMESCHOOL?

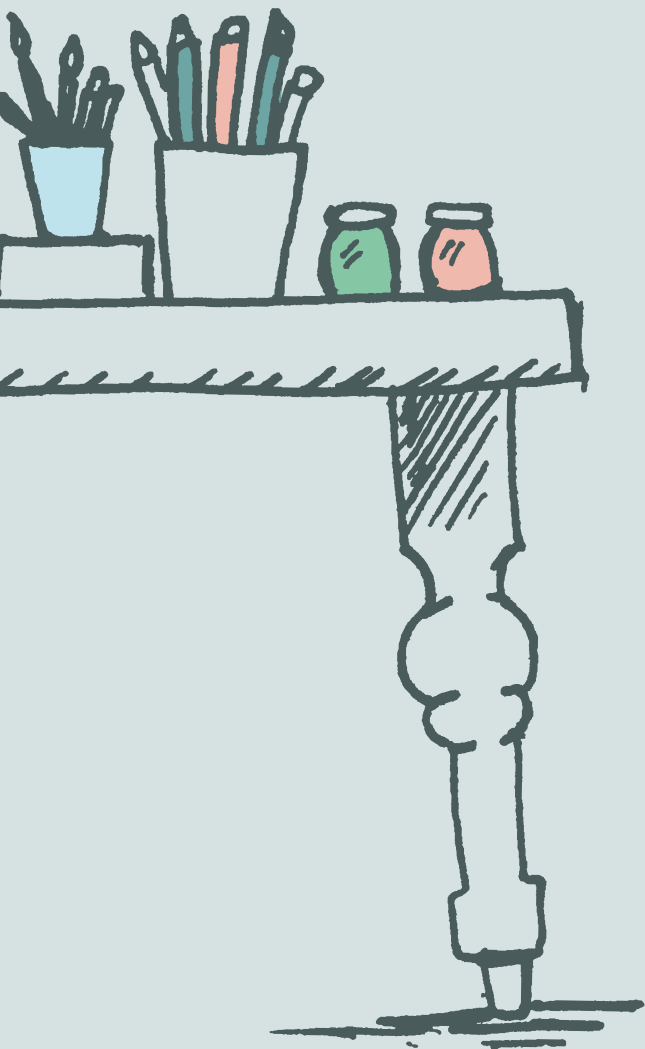


.....→ 2. WHAT IDEAS POPPED TO MIND TO HELP YOU  
CREATE AN ENCHANTED ENVIRONMENT FOR  
LEARNING IN YOUR HOME?



# DOTTY'S ART TABLE

(pg. 5)



Make a list of items in your house you can use to make your art table!

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Use the space below to sketch out how your creative space works in your home.

 A large rectangular grid of small squares, intended for sketching a creative space. A dashed arrow on the right side points towards the grid.

# BELLOWS OR BUCKET OF WATER?

(pg. 13)



Jot down times when your enthusiasm and support have helped your child's passion grow. Then note the times you doused the flame. Compare. Understand. Grow!

Bellows  
≈

Bucket of Water  
≈

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
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_____	_____
_____	_____
_____	_____



# THE CONTINENT OF LEARNING (pg. 24)

Use the space to the right to make a list of traditional subjects and your child's current passions.

TRADITIONAL  
SCHOOL SUBJECTS

CHILD'S CURRENT  
PASSIONS

Then, in the space below, map your lists into a Continent of Learning.

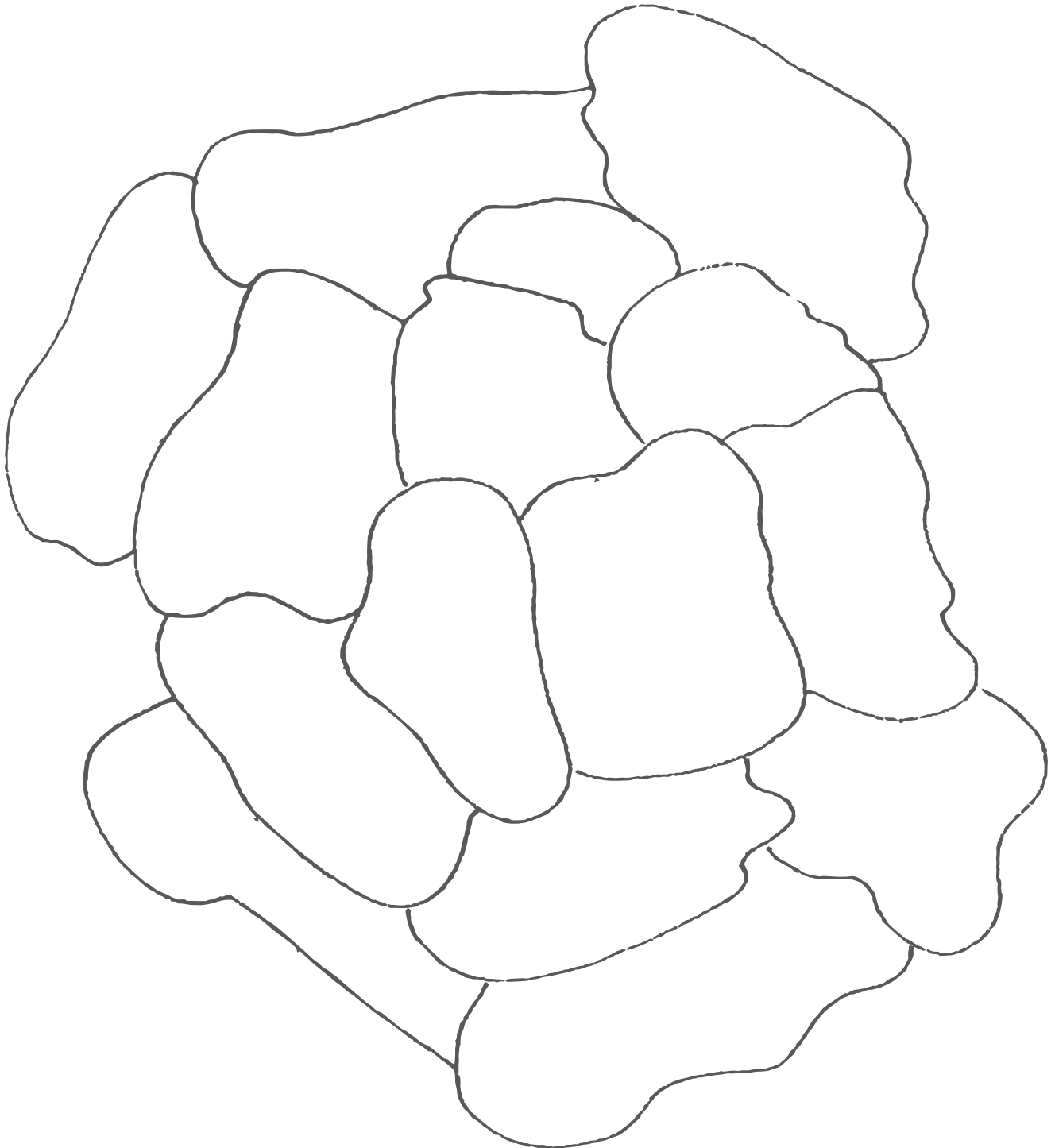
On the next page, we've provided a blank continent template, if you prefer. You might print several copies and build the continent of learning for each child.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____





# THE CONTINENT OF LEARNING (pg. 24)



# ASK YOURSELF

(pg. 28)

When you feel anxious about a child's obsession, ask yourself the following questions:

1. WHAT OTHER LANDS OF LEARNING ARE ADJACENT TO THIS SUBJECT?
2. HOW DOES WAY LEAD ON TO WAY?
3. WHAT KINDLING CAN I CONTRIBUTE?

TAKE A MOMENT TO ANSWER THE QUESTIONS.



1.

2.

3.

ANYTHING CAN TEACH EVERYTHING AND EVERYTHING CAN TEACH ANYTHING, IF WE CHOOSE TO SEE THE CONNECTIONS AND TRUST THE CHILD'S LOVE OF LEARNING ALREADY AT WORK.

2

.....

PART

CaSTing tHe  
SPELL



.....

What is MOST IMPoRtAnt aNd  
vALUABLe About the Home AS A  
bASE foR ChildRen'S gROWTh INTO  
the World is NOT ThAt it is a  
beTTER sCHool ThAn The sCHoolS,  
buT ThAT It iSN't a sCHool At aLL.

.....

— JOHN HOLT

# The SUPERPOWERS of BRAVE LEARNING

## THE FOUR FORCES OF ENCHANTMENT:



## THE FOUR CAPACITIES FOR LEARNING:



## THE FOUR PORTS OF ENTRY:



# The SUPERPOWERS of BRAVE LEARNING

Flip through these chapters when you sink in the quicksand of tedium or resistance. Sample the Superpowers one at a time, one per month, over the course of a whole year to get started.

Use this chart to designate a Superpower for each month.

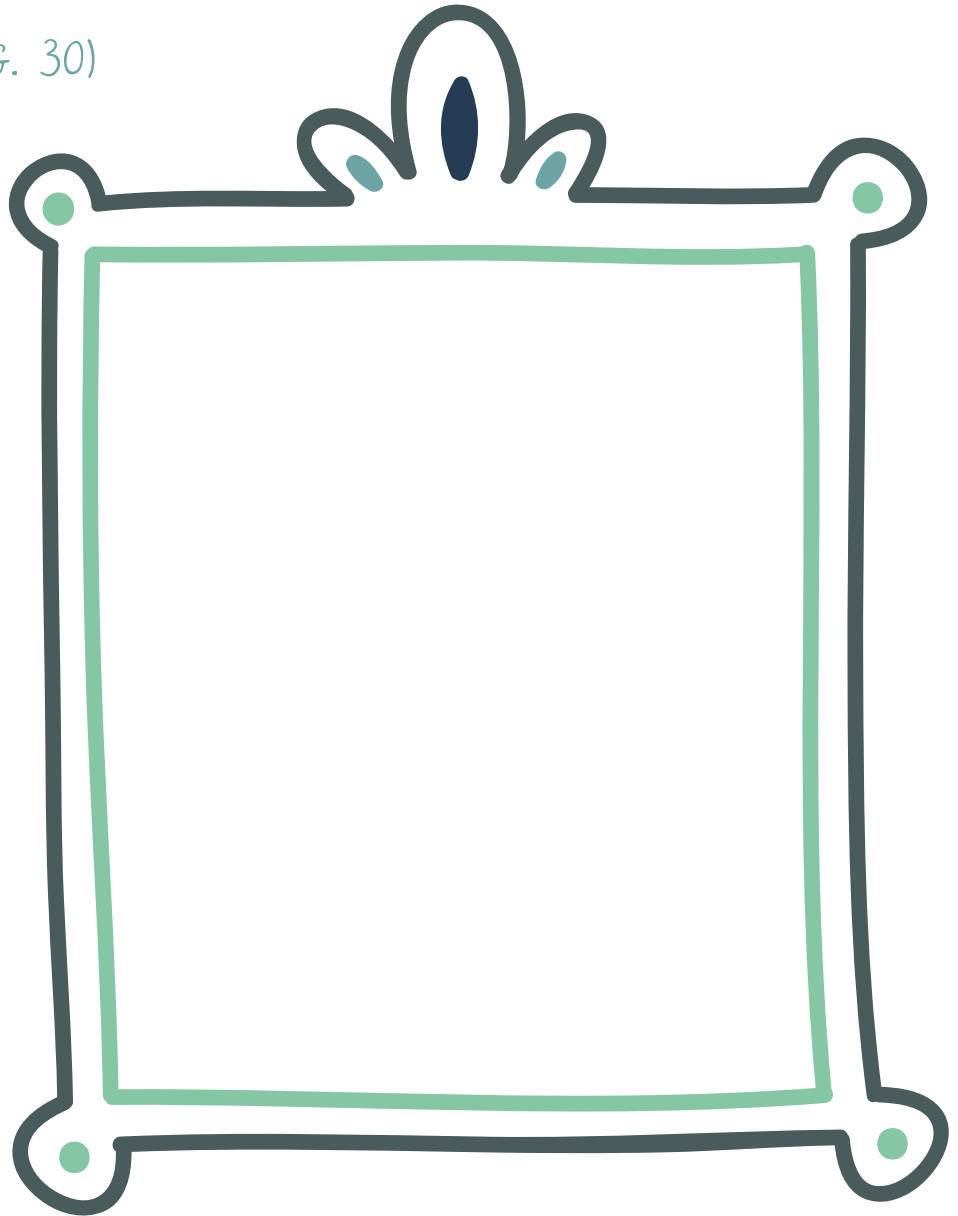
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	
JUNE	
JULY	
AUGUST	
SEPTEMBER	
OCTOBER	
NOVEMBER	
DECEMBER	

# The One Thing

## PRinCIPLE (pg. 30)

Go slow to go fast.  
As you implement any new  
“thing” in your homeschool,  
take it one at a time.

1.  
Prepare
2.  
Execute
3.  
Enjoy
4.  
Reminisce



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Write your “one thing” in this picture frame. Print and post it in a place you will see it often to keep you focused on just that one thing!

FORCE 1



MY BOOK, BY ME:

Jot your child's spontaneous self-expression (words) below.

(pg. 40)

Handwriting practice lines consisting of ten horizontal blue lines.

SEE DIFFERENTLY (pg. 40)

Use the space below to brainstorm "surprises of happy" to inject into your routine.

A large grid of small squares for brainstorming ideas.

STAGE (pg. 41)  
THE HOME

WHAT WILL YOU PLACE ON THE COFFEE TABLE?





# ASK YOURSELF

(pg. 44)

When faced with resistance to learning or when drudgery has set in, ask yourself the following questions:

1. HOW CAN I SHOW UP IN A SURPRISING WAY TO DELIVER THE MESSAGE?
2. WHAT CAN I PAIR WITH THIS SUBJECT OR ACTIVITY THAT WILL STARTLE MY CHILD INTO DELIGHT?

TAKE A MOMENT TO ANSWER THE QUESTIONS.

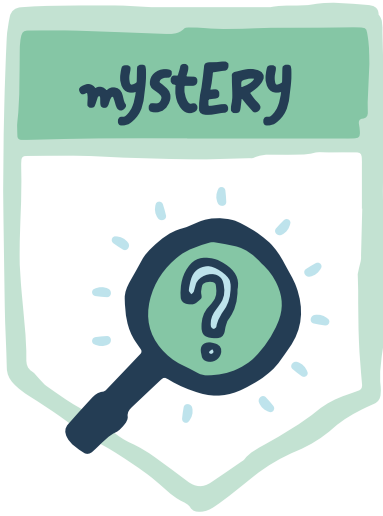


1. \_\_\_\_\_

2. \_\_\_\_\_

SURPRISE YOUR CHILDREN BY TREATING THEIR EDUCATION AS A CELEBRATION—MAKE DAY ONE AS SPECIAL AS A BIRTHDAY PARTY, AND THE REST OF THE YEAR AS GENTLE AND NOURISHING AS YOUR LOVE.

FORCE 2



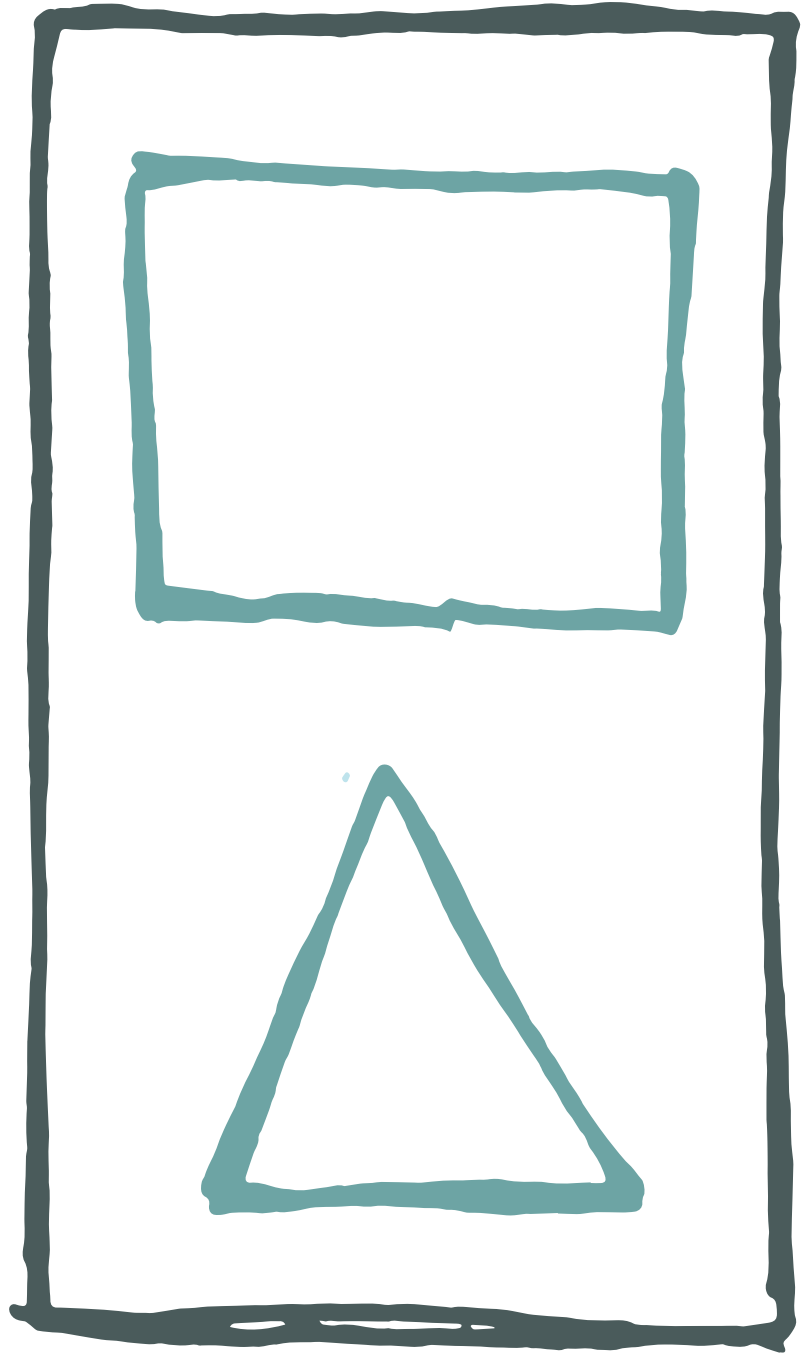
List everyday places like the outdoors where mystery is present but often overlooked.

(pg. 45)

A series of ten horizontal light blue lines for writing notes.

### SEE DIFFERENTLY (pg. 46)

Print this page and cut out the "view finder" below. Have your child close one eye and look through the different shapes to see a different perspective.



# STAGE THE HOME (pg. 48)

## AGE RANGE: 5-12

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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6. \_\_\_\_\_  
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7. \_\_\_\_\_  
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8. \_\_\_\_\_  
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## AGE RANGE: 13-18

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

11. \_\_\_\_\_  
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- \_\_\_\_\_


PLACES TO EXPLORE &  
PEOPLE TO ENCOUNTER

# TRY It!

(pg. 47 & 52)

1. HOW WAS IT? WHAT DID YOU LEARN?  
SHARE THE DETAILS OF YOUR EXPERIENCE BELOW.

USE the RIGHT  
MaRGin To list  
your favoRite  
PARTS!



2. HOW WAS IT? WHAT DID YOU LEARN?  
SHARE THE DETAILS OF YOUR EXPERIENCE BELOW.

# ASK YOURSELF

(pg. 53)

When learning goes from provocative to dull, ask yourself the following questions:

1. WHAT ELSE IS THERE TO KNOW?
2. WHAT CAN WE READ, EXPERIENCE, AND ENCOUNTER TO DEEPEN OUR RELATIONSHIP TO THIS SUBJECT?

TAKE A MOMENT TO ANSWER  
THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_



PUSH OUT OF YOUR NATURAL HABITS AND  
INTO THE EXCITEMENT OF NEW.





STAGE THE HOME (pg. 58)

# SUPPORTING RISK

RISKS my CHILDREN  
want to take

Ways I CAN TOLERATE OR  
SUPPORT those RISKS



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# ASK YOURSELF

(pg. 59)

When life becomes mundane,  
ask yourself the following questions:

1. WHAT BIG HAIRY AUDACIOUS GOAL MIGHT MY CHILD WANT TO PURSUE?
2. HOW CAN I SHOW TRUST AND SUPPORT TO MY CHILD, TO MYSELF, AND TO THE PROCESS?

TAKE A MOMENT TO ANSWER  
THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_

RISK IMPLIES BOTH THRILL AND DANGER. STAY  
CLOSE TO A CHILD WHO IS RISKING—CLOSE  
ENOUGH TO PROVIDE KIND SUPPORT, FAR ENOUGH  
AWAY THAT IT STILL FEELS LIKE A RISK.





# TRY It!

## AWAY FROM HOME (pg. 61)

Use the space below to brainstorm adventures.



Print And Cut Out these  
Calendar Markers  
To Plan Your  
AdventuRES!



# ASK YOURSELF

(pg. 63)

When your children hit the wall and nothing entices them, ask yourself the following questions:

1. DO THEY NEED TO LEAVE THE HOUSE?  
WHERE CAN THEY GO FOR NEW STIMULATION?
2. WHAT ADVENTURES CAN THEY TAKE WITHOUT YOU?

TAKE A MOMENT TO ANSWER  
THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_



ADVENTURE IS ABOUT LOCATION—  
TO INFINITY AND BEYOND!



## CAPACITY 1



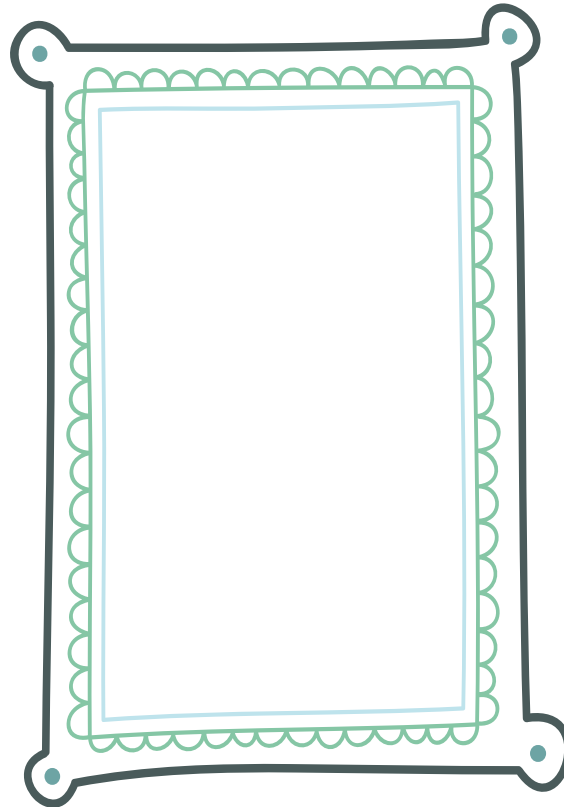
Why is the  
sky blue?

When will it stop  
raining?

Are french fries  
really french?

## SEE DIFFERENTLY (pg. 72)

Create a "Great Wall of Questions." Good questions lead us on a scavenger hunt for explanations and more information. They also lead to, you guessed it, more questions.



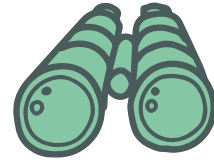
WRITE A FEW  
SAMPLE QUESTIONS  
OF YOUR OWN RIGHT  
HERE. PRINT AND  
SHARE WITH YOUR  
CHILDREN.  
USE STICKY NOTES  
FOR THE GREAT  
WALL.



Designate either a wall or window to be your "Great Wall of Questions." Put sticky notes in a box with a variety of writing implements. Start with your own questions and invite the children to write any and all questions they have all week.

STAGE THE HOME (pg. 74)

# PROVOKING OUTRAGEOUS CURIOSITY



Refer to page 74 for ideas to provoke curiosity. Record notes on how your child responded and revisit these notes with new provoking ideas or insights.

NAME

SUBJECT

METHOD

RESULT

# ASK YOURSELF

(pg. 75)

When you find yourself relying on insistence, ask yourself the following questions:

1. WHAT INTRIGUES ME ABOUT THIS TOPIC?
2. HOW CAN WE EXPLORE IT IN UNEXPECTED WAYS?

TAKE A MOMENT TO ANSWER  
THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_



WHEN YOU SATISFY A CURIOSITY CRAVING,  
GENEROSITY OF SPIRIT ERUPTS.



## CAPACITY 2



## BIG-SISTER IT

Big-sister a dream into being by joining in and exploring together what your child wants to learn.

WHAT IS SOMETHING YOUR CHILD HAS EXPRESSED AN INTEREST IN LEARNING?

HOW CAN YOU EXPLORE THE SUBJECT TOGETHER?

(pg. 79)

## SEE DIFFERENTLY (pg. 80)

Keep track of your child's independent activities and the ones that benefit from your supportive participation. Notice how sometimes they move back and forth between the two.

Print a chart for each child. You can find a full-size chart on the next page. You might pin it to a bulletin board and ask your child to help you fill in activities. Notice when an activity leaps from one side to the other.

Name: _____		Date: _____	
INDEPENDENCE		COLLABORATION	

Name:

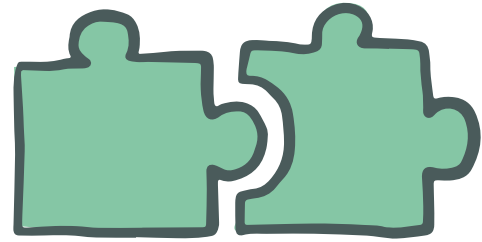
Date:

INDEPENDENCE	COLLABORATION
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STAGE THE HOME (pg. 82)

# COLLABORATING STRATEGIES



Check the strategies on pages 82 and 83.  
Record a successful implementation below.

# ASK YOURSELF

(pg. 83)

When your child struggles to do a thing alone, ask yourself the following questions:

1. HOW CAN I BIG-SISTER THE "THING" INTO BEING?
2. WHAT ELSE DOES MY CHILD NEED FROM ME?

TAKE A MOMENT TO ANSWER THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_

THE ABILITY TO WORK WELL WITH OTHERS; TO RECEIVE IDEAS AND INPUT FROM FAMILY, FRIENDS, AND COLLEAGUES; TO ACCESS INFORMATION FROM EXPERTS AND PUT IT TO USE—HONING THESE COLLABORATIVE SKILLS MAY BE THE MOST IMPORTANT WORK WE DO.

CAPACITY 3



THE FRUITS OF CONTEMPLATIVE LEARNING:

Use the space below to fill in a curiosity that resulted in contemplative learning.

(pg. 84)

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\_\_\_\_\_

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\_\_\_\_\_

SEE DIFFERENTLY (pg. 88)

Consult your Continent of Learning and the adjacent school subjects. Now consider how you might make use of resources to teach those subjects through the lens of your child's passions.

HOW HAVE YOU MADE TIME AND SPACE FOR A CHILD TO DEEP DIVE INTO A SUBJECT AND/OR PASSION?

STAGE THE HOME (pg. 88)

# SUPPORTING PASSION

Passion(s)



Ways I can support  
their Passion(s)

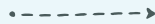
Three horizontal lines for writing in the 'Passion(s)' column.

Three horizontal lines for writing in the 'Ways I can support their Passion(s)' column.



Three horizontal lines for writing in the 'Passion(s)' column.

Three horizontal lines for writing in the 'Ways I can support their Passion(s)' column.



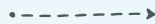
Three horizontal lines for writing in the 'Passion(s)' column.

Three horizontal lines for writing in the 'Ways I can support their Passion(s)' column.



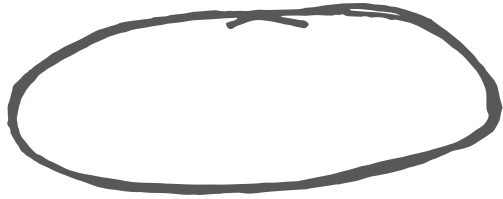
Three horizontal lines for writing in the 'Passion(s)' column.

Three horizontal lines for writing in the 'Ways I can support their Passion(s)' column.



# TRY It!

TOPIC PULLED  
FROM CONTINENT (pg. 88)



Use the space below to jot down the interconnections between the central interest and adjacent topics.

# ASK YOURSELF

(pg. 89)

When your child shows interest in any topic, ask yourself the following questions:

1. WHAT CAN I CONTRIBUTE?
2. HOW CAN I CREATE SPACE FOR TIRELESS LEARNING?

TAKE A MOMENT TO ANSWER THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_



VALUE WHAT YOUR CHILDREN VALUE.



CAPACITY 4



### PRACTICE!

Jot down a few “celebration phrases” and try implementing them in your lessons.

(pG. 96)

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### SEE DIFFERENTLY (pG. 94)

Use this space to copy your translated passage.

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### STAGE THE HOME (pG. 95)

Use this space to write down your child’s goals and how you will celebrate the accomplishment!

GOAL: \_\_\_\_\_

CELEBRATION: \_\_\_\_\_

GOAL: \_\_\_\_\_

CELEBRATION: \_\_\_\_\_

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# ASK YOURSELF

(pg. 96)

When your children seem bored by their studies, ask yourself the following questions:

1. HAVE I OFFERED CHOICES FOR PERSONALLY MEANINGFUL GOALS?
2. HAVE I CELEBRATED WITH MY CHILD?

TAKE A MOMENT TO ANSWER  
THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_



IF YOUR CHILDREN LEARN TO SET GOALS  
THAT LEAD TO SATISFYING CELEBRATIONS,  
THEY'RE MORE LIKELY TO SET THEM AGAIN.





PORT 1



# Looking FOR a MiND at WORK

## HOWARD GARDNER'S 8 INTELLIGENCES

Consult Howard Gardner's  
8 Intelligences and make  
a list of the ones you see  
in your child.

(pg. 101)

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## SEE DIFFERENTLY (pg. 105)

Use this space to journal using the three Ns!

NOTICE:

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NARRATE:

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NOTE:

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## STAGE THE HOME (pg. 105)

Consult page 105 and add a few activities  
to your weekly plan this week. Expand the  
intelligences you value and teach.

# ASK YOURSELF

(pg. 106)

When you worry that your child is not “smart,” ask yourself the following questions:

1. HOW CAN I VALUE THE “MIND-AT-WORK” IN MY CHILD TODAY?
2. WHAT EVIDENCE OF INTELLIGENCE HAVE I DEVALUED AND FORGOTTEN TO NOTICE?

TAKE A MOMENT TO ANSWER THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_



“THE INTUITIVE MIND IS A SACRED GIFT, AND THE RATIONAL MIND IS A FAITHFUL SERVANT.”

- ALBERT EINSTEIN



PORT 2



# Looking for a Body on the Move

## BRAIN BREAKS

Make a list of ways to give your child's mind a break!

(pg. 106)

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## SEE DIFFERENTLY (pg. 111)

Use this space below to sketch or describe your child's body in motion while learning.

## STAGE THE HOME (pg. 111)

## "Do, Be, Do"

**Do:****Warm up the body**

- back rubs
- cuddles
- eye contact
- hand massage
- high fives
- hugs

**Be:****Focus attention**

Apply self to the material for chronological age plus one minute.

**Do:****Take a break**

- chase the dog
- run up and down the stairs
- get a snack
- change locations
- jump on the trampoline
- color a page
- play a video game
- use a brain break

RePeAt. FoRever aNd AMEn.

# ASK YOURSELF



(pg. 112)

When studies become tired,  
ask yourself the following questions:

1. HOW CAN I ENHANCE THE ATMOSPHERE FOR LEARNING?
2. HAVE I PROVIDED BREAKS, COMFORT, OR ACTIVITY TO MY CHILDREN'S BODIES TODAY?

TAKE A MOMENT TO ANSWER  
THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_



REJECT TRADITIONAL IDEAS OF WHAT BODIES  
DOING SCHOOLWORK SHOULD LOOK LIKE.



PORT 3



# Looking fOR a HeaRt Connected

List subjects, people, and experiences your child loves. Prioritize these in your child's weekly routine.

(pG. 112)

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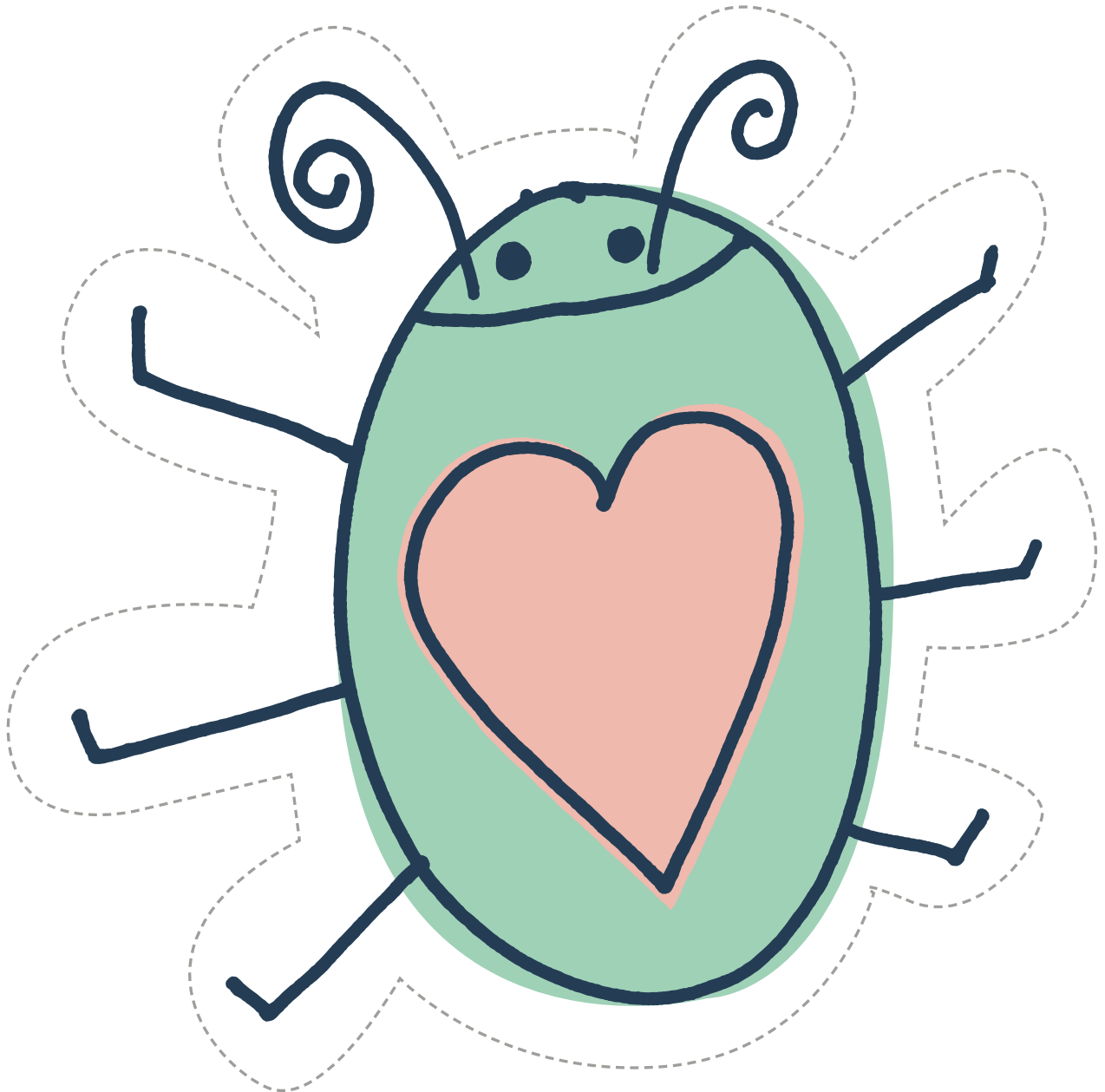
## SEE DIFFERENTLY (pG. 115)

Use the space below to journal about supporting a love of learning through a loving home atmosphere.

STAGE THE HOME (pg. 115)

# FeED the Lovebug!

Print and cut out this lovebug to write a praise or word of encouragement in the heart shape for a job well done! Cut out multiple ahead of time, and keep them handy so you can give them out the second you notice a need for a bite from the lovebug!



# ASK YOURSELF



(pg. 116)

If the learning environment is characterized by struggle, ask yourself the following questions:

1. HAS MY CHILD HAD ENOUGH TIME AND REPETITION TO FEEL THE PLEASURE OF MASTERY?
2. HOW CAN I PROVIDE THE RIGHT BALANCE OF CHALLENGE, COMPETENCE, AND MEANING?

TAKE A MOMENT TO ANSWER THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_

 EDUCATION THRIVES WHEN OUR KIDS FALL IN LOVE.



PORT 4



Looking for  
a SPIRit  
InSPIRED

READING ALOUD

Make a list of the books to read aloud that grow your child's moral imagination.

(pG. 119)

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SEE DIFFERENTLY, THEN ACT (pG. 121)

Use the space below to journal about ways to Give Love, Give Attention, and Give Help.

STAGE THE HOME (pg. 122)

# SUPPORT YOUR CHILD'S CAUSE

Draw a new Continent of Learning below with this cause at the center.



## WHAT'S YOUR HYGGE?

HOW DO YOU CREATE HOMINESS AND CONNECTION?

(pg. 122)

Horizontal lines for writing answers.

# TRY It!

## POETRY TEATIME (pG. 130)

### CHECKLIST OF ITEMS FOR a PROPER TeATime:

- Teapot
- Pretty tablecloth
- Place mats
- Centerpiece
- Teacups or mugs
- Dishes for treats
- Tea or other beverage
- Treats
- Poetry books

- \_\_\_\_\_
- \_\_\_\_\_
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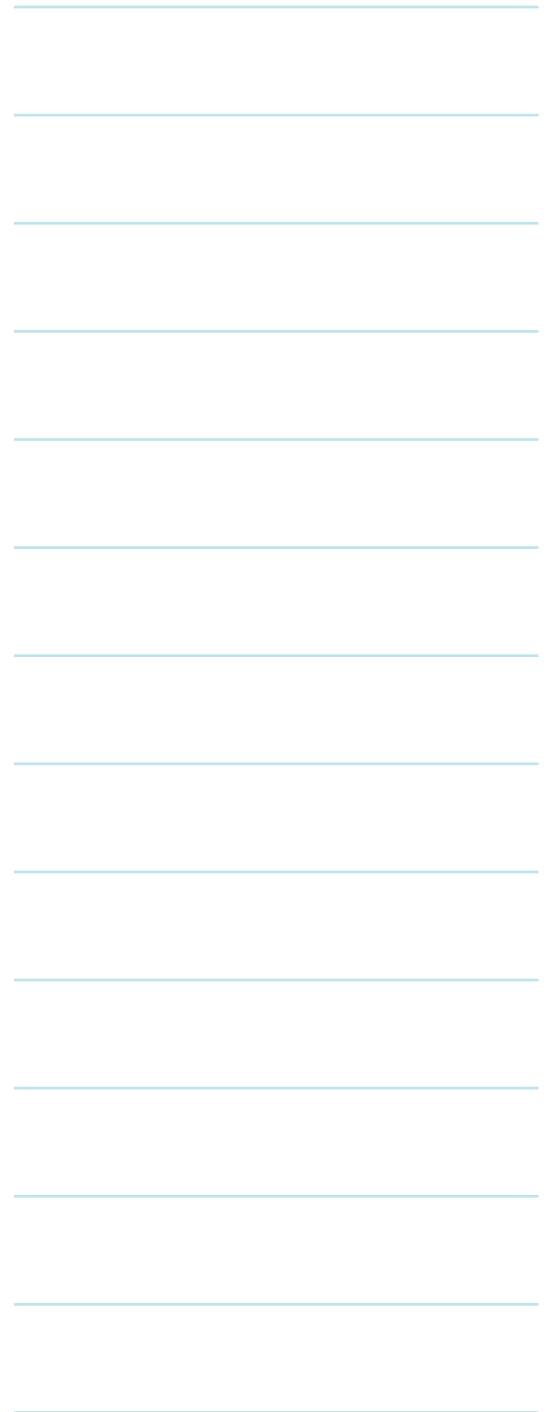
PICK a DATE To HAVE  
a PoETRY TeATime  
AND WRITe it hERE:



# Read-Aloud Time... (pg. 132)

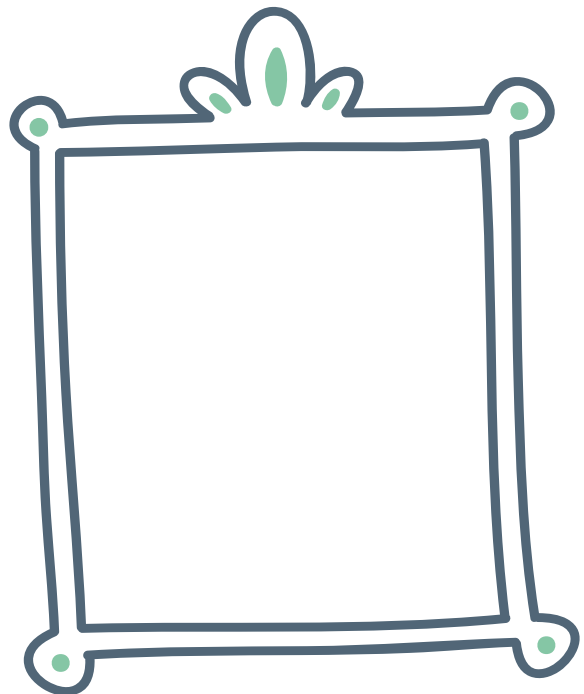
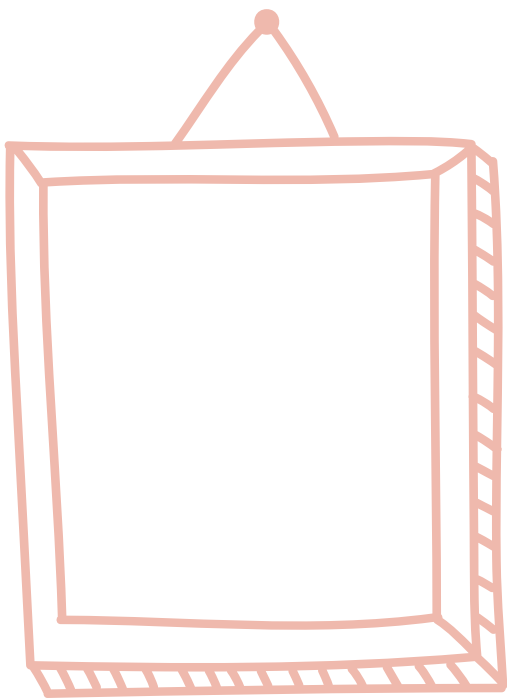
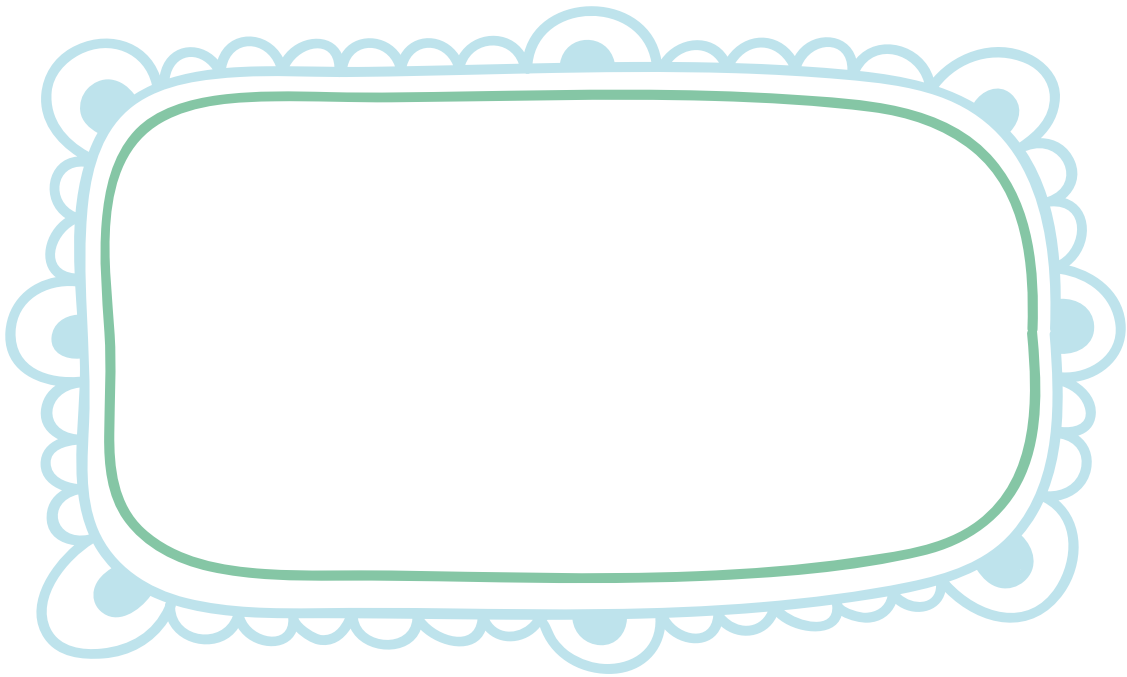
Use the blank space below to reflect on read-aloud time.

Make a list of read-aloud material below!



# Jot it Down (pg. 135)

If you need space to jot down something your child is saying, try one of these frames! Jot down their words and then glue them into a little book. Reread often.



# FREE WRITing (pg. 137)

Use the space below for each child to list everything and anything they may want to write about.

NAME: \_\_\_\_\_

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# Math and Science (pg. 141)

Use this space to brainstorm practical tools or math manipulatives you can use to help make math meaningful to your child.

Jot down your child's math questions here. Notice how they relate to your child's natural interests. Discuss!

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Make a list of games you own that use math.

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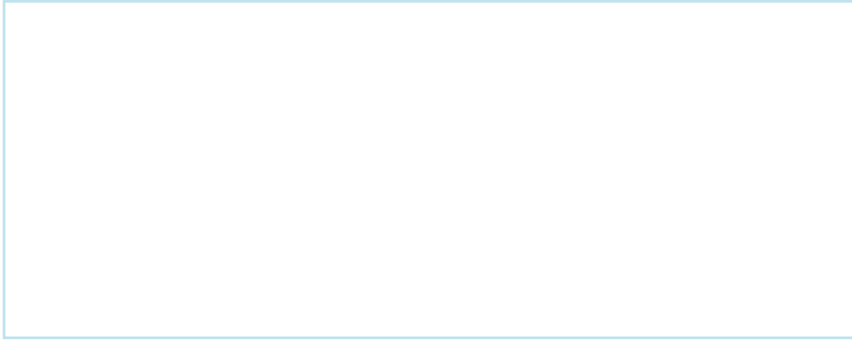
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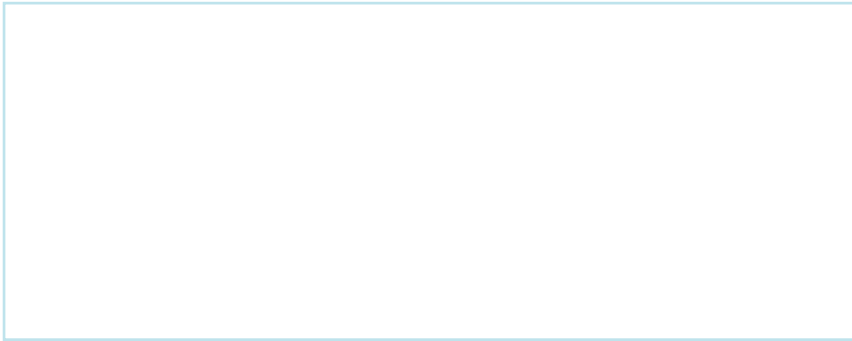
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# Art And Nature (pg. 145)

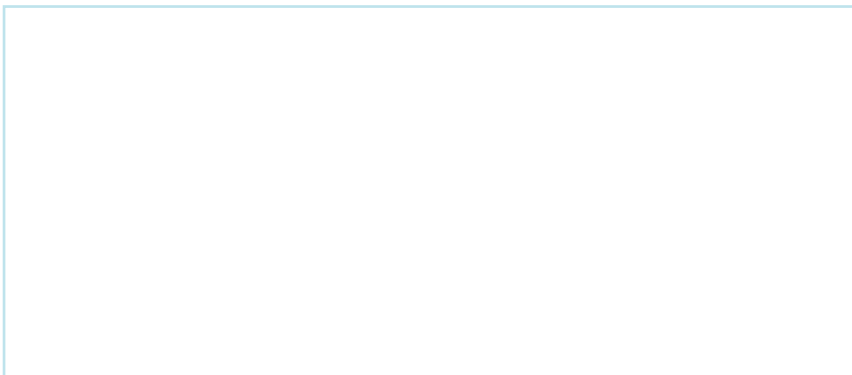
COLLECT A LIST OF ART RESOURCES HERE.  
COLLABORATE WITH YOUR FRIENDS FOR IDEAS.



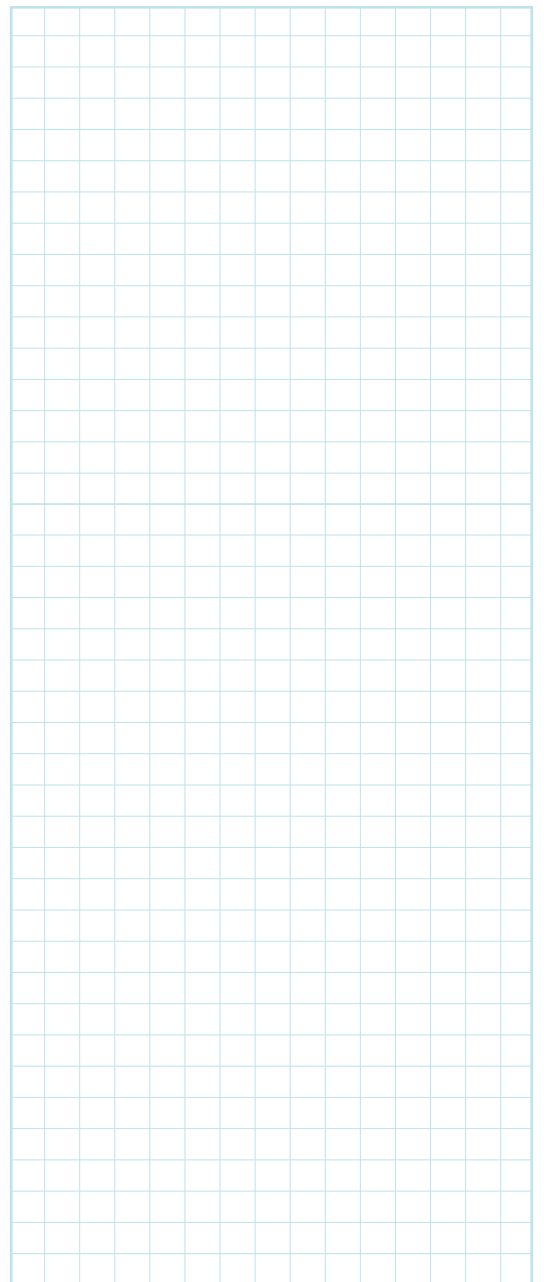
WHERE CAN I TAKE MY CHILD TO BE IMMERSSED  
IN ART?



HOW CAN I CREATE AN ART IMMERSION  
EXPERIENCE AT HOME?



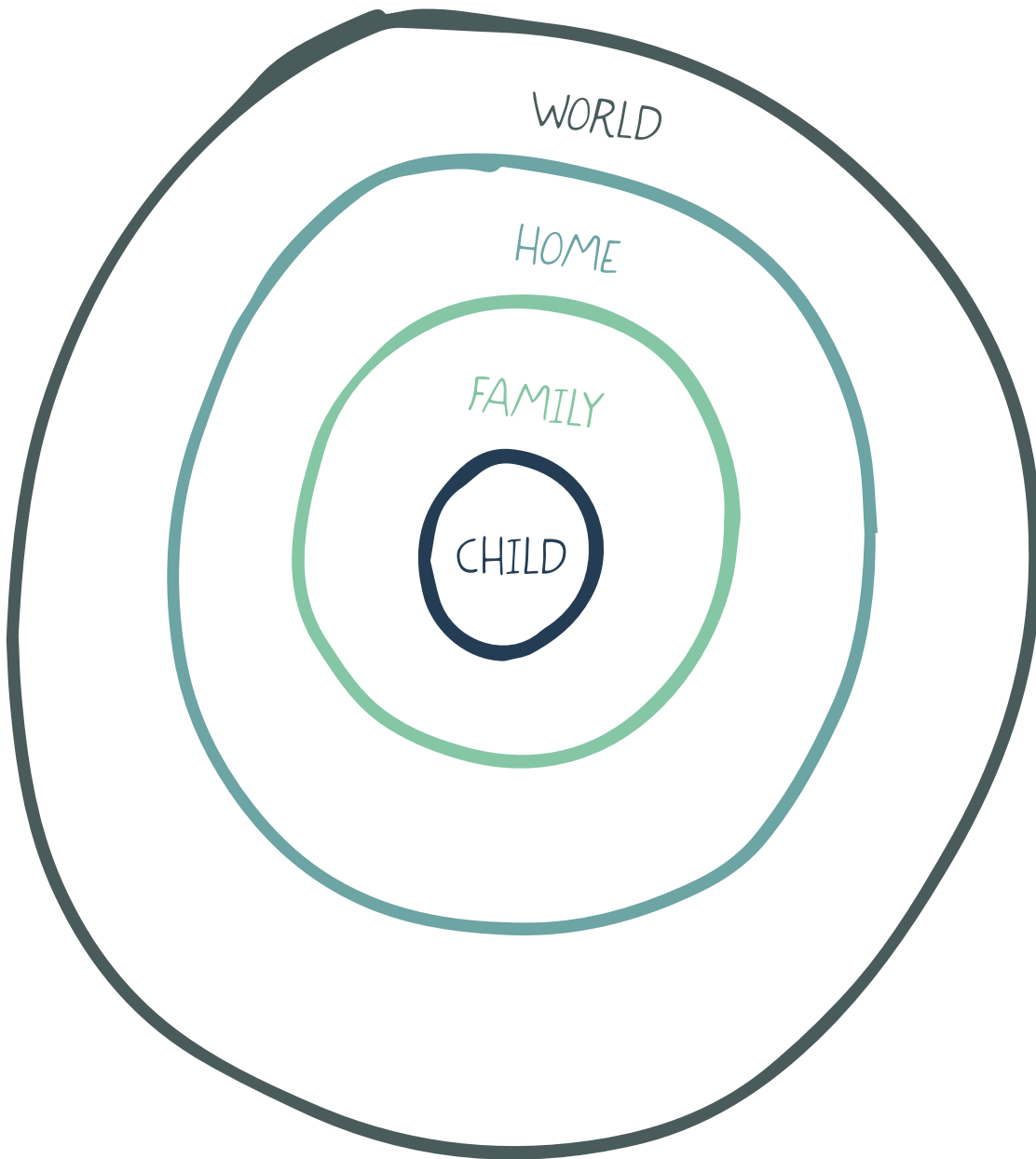
Consider how you and your child will explore nature together (bird watching, gardening, hiking, observing the phases of the moon...).





# Global Citizen (pg. 148)

Use this illustration to remind you of how your child is nested in the exploration of history. Begin with your child and then work your way outward to establish that child in time.



# HiSTORY

(pg. 150 & 151)

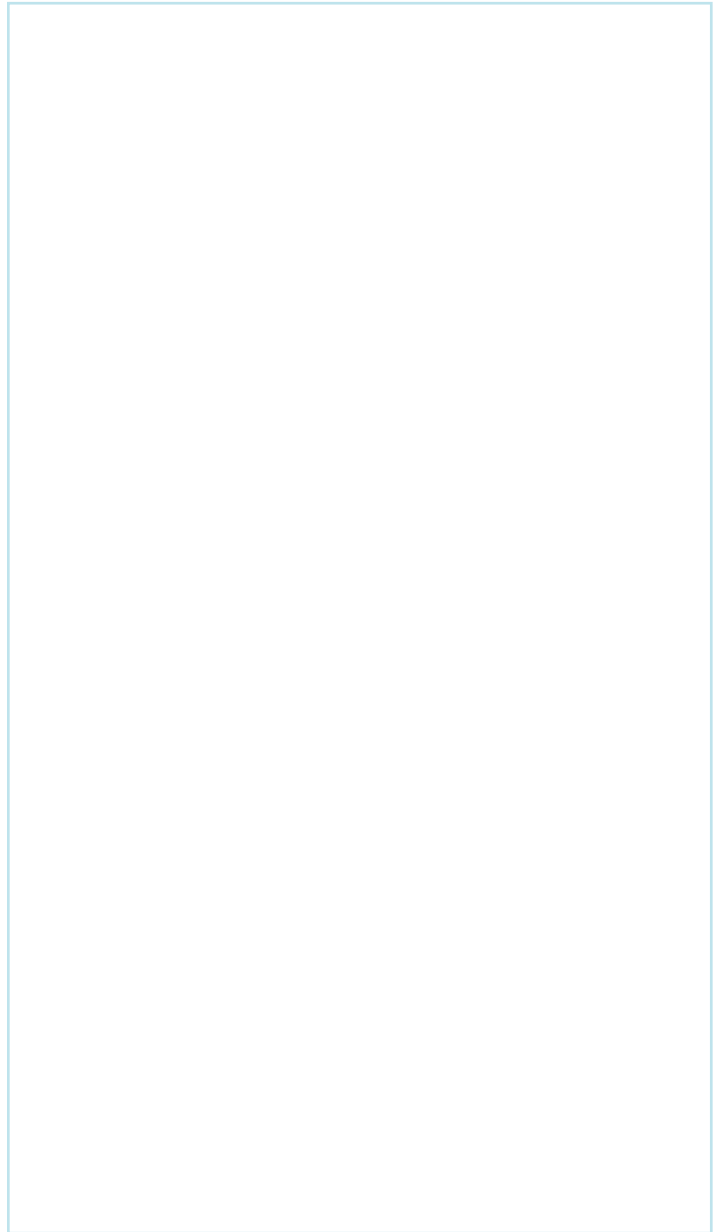
## All About Me

Use the space below to capture thoughts for developing personal timelines and reflection.



## All About Family

Use the space below to reflect and capture notes, stories, and memories about family members.



# HiSTORY

(pg. 152)

Use these spaces to plan how you will introduce your child to cultural variety and the histories of other times and places.

All About My CULTURE  
AND COMMUNITY

All About the WORLD

# CROSS-CULTURAL STUDY (pg. 153)

Plan a trip to a make-believe place:

Now do this again for a real place you are unfamiliar with but curious about.

How will You GET THERE?

How will You GET THERE?

WHERE will you STAY?

WHERE will you STAY?

How will You cOMMUNICATE with the LOCAL People?

How will You cOMMUNICATE with the LOCAL People?

What will you WEAR?

What will you WEAR?

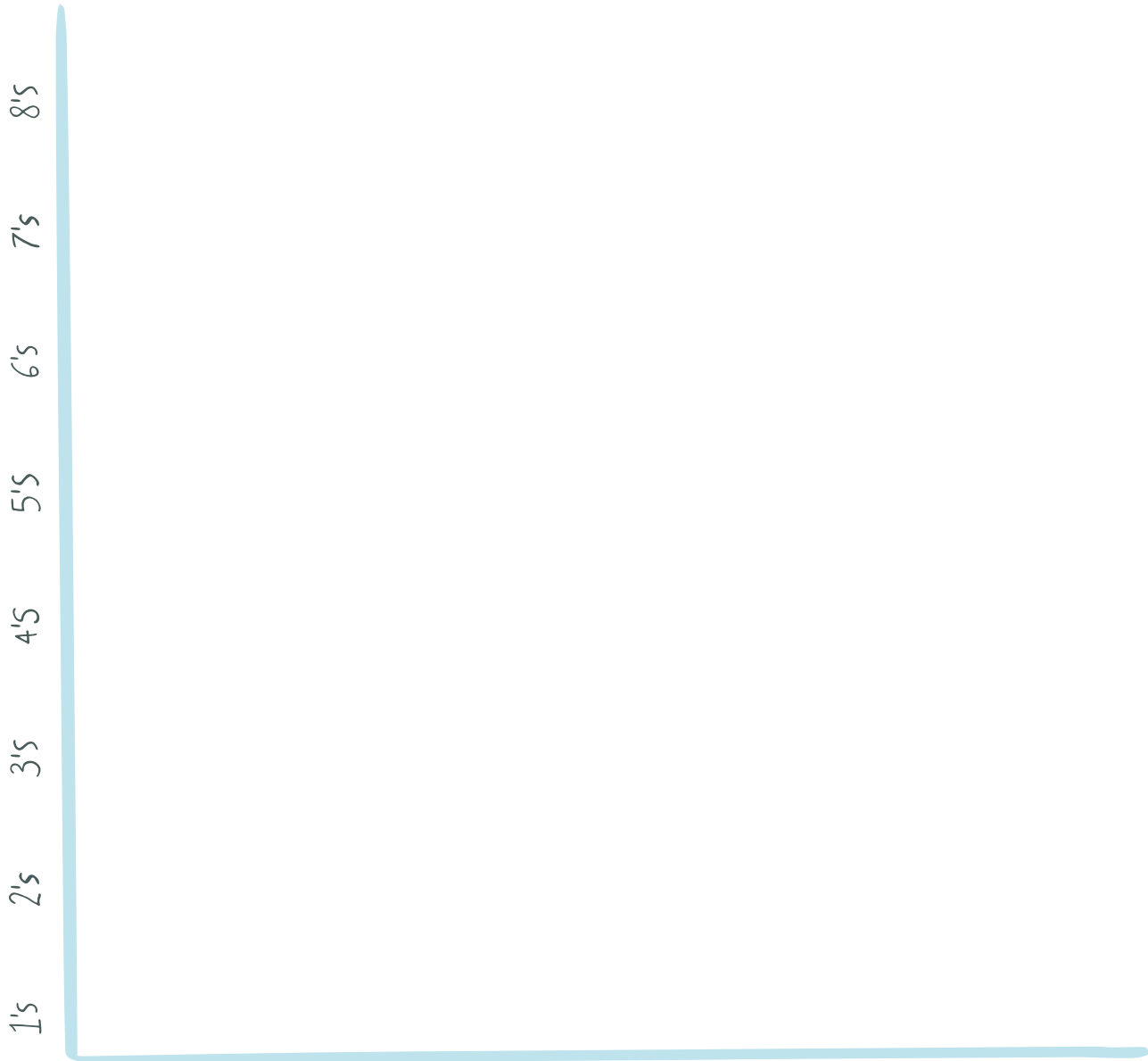
What will you Eat?

What will you Eat?



# Games (pG. 158)

## MULTIPLICATION MASTERY CHART



DATES

3

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PART

SUSTAINING  
the Magic

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It's imPoRtAnt  
to REmEmBER ThAt  
we aLL haVe maGic  
inside uS.

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— J.K. ROWLING





# RoUTine, Not Schedule (pg. 167)

Use this space to plan your daily routine.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

# Interval Training (pG. 170)

Set a learning goal with your child, then map the interval training plan below. Don't forget rest days!

GOAL: \_\_\_\_\_

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

# Seasonal Schooling (pg. 172)

Use the space below to plan each season of schooling.

FALL

WINTER

SPRING

# ASK YOURSELF

(pg. 174)

Do an inventory of curriculum. Reference the checklist on pg. 174 and use the space on the right to make a list of meaning-rich materials. To help you decide, think about the questions below for each material.

1. DOES THIS PROGRAM IGNITE CURIOSITY?
2. AM I ENGAGED OR DRAWN IN?

## Meaning-Rich Materials




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MAKE SURE YOU AREN'T ASKING A CHILD TO DO WHAT YOU FIND DULL AND LIFELESS.



# Planning From Behind (pg. 177)

Use the space below to note your observations and record how all of that reflection and study led to a positive homeschooling experience.

# TRY It!

## SKETCH A NARRATIVE (pg. 184)

A large rectangular area filled with a fine grid of light red lines, intended for sketching a narrative. The grid is approximately 30 units wide and 40 units high.



# SKETCH A NARRATIVE (pg. 184)

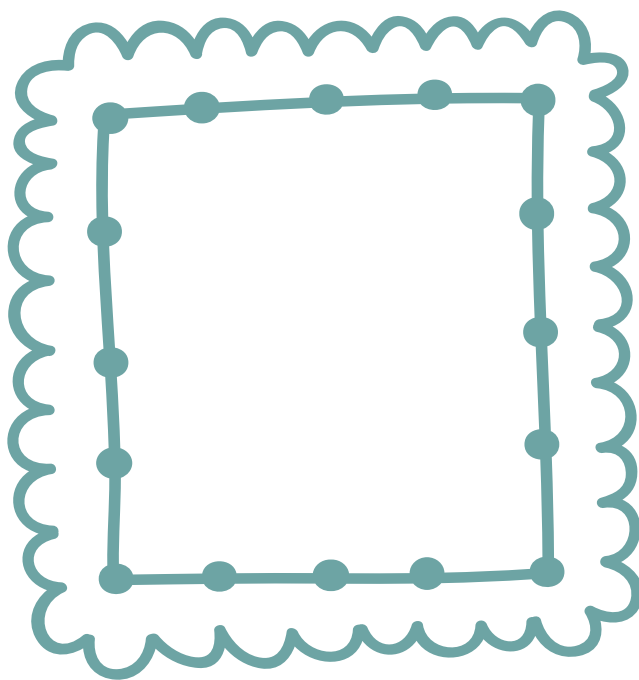
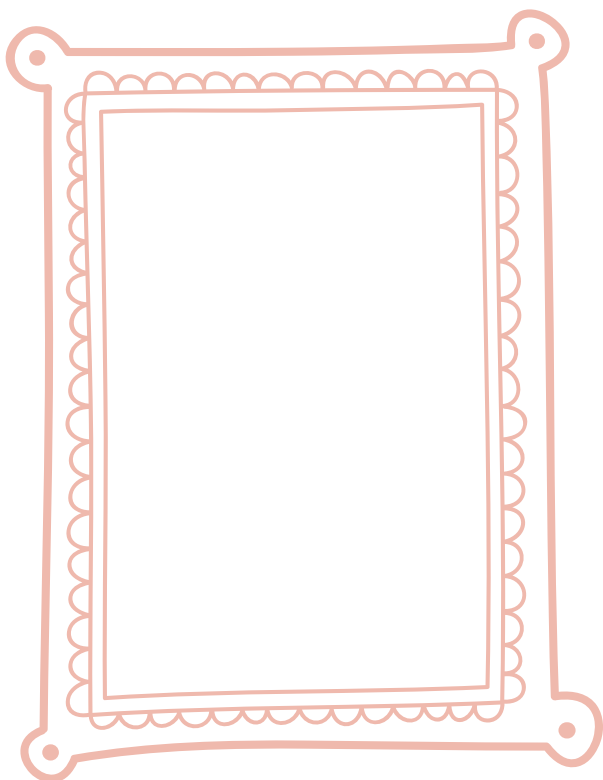
# SKETCH A NARRATIVE (pg. 184)





# How to Keep a ScatterBook (pg. 184)

Choose a notebook or print and bind the following pages to create your scatterbook. In the next few pages, you will find a printable for freewriting, collecting memorabilia, and subject-focused reflection. You will also find a page of fun doodles you can print and scatter through the pages!



Print, clip, and record your memories or quotes.  
Add them to your ScatterBook!



# My ScatterBook

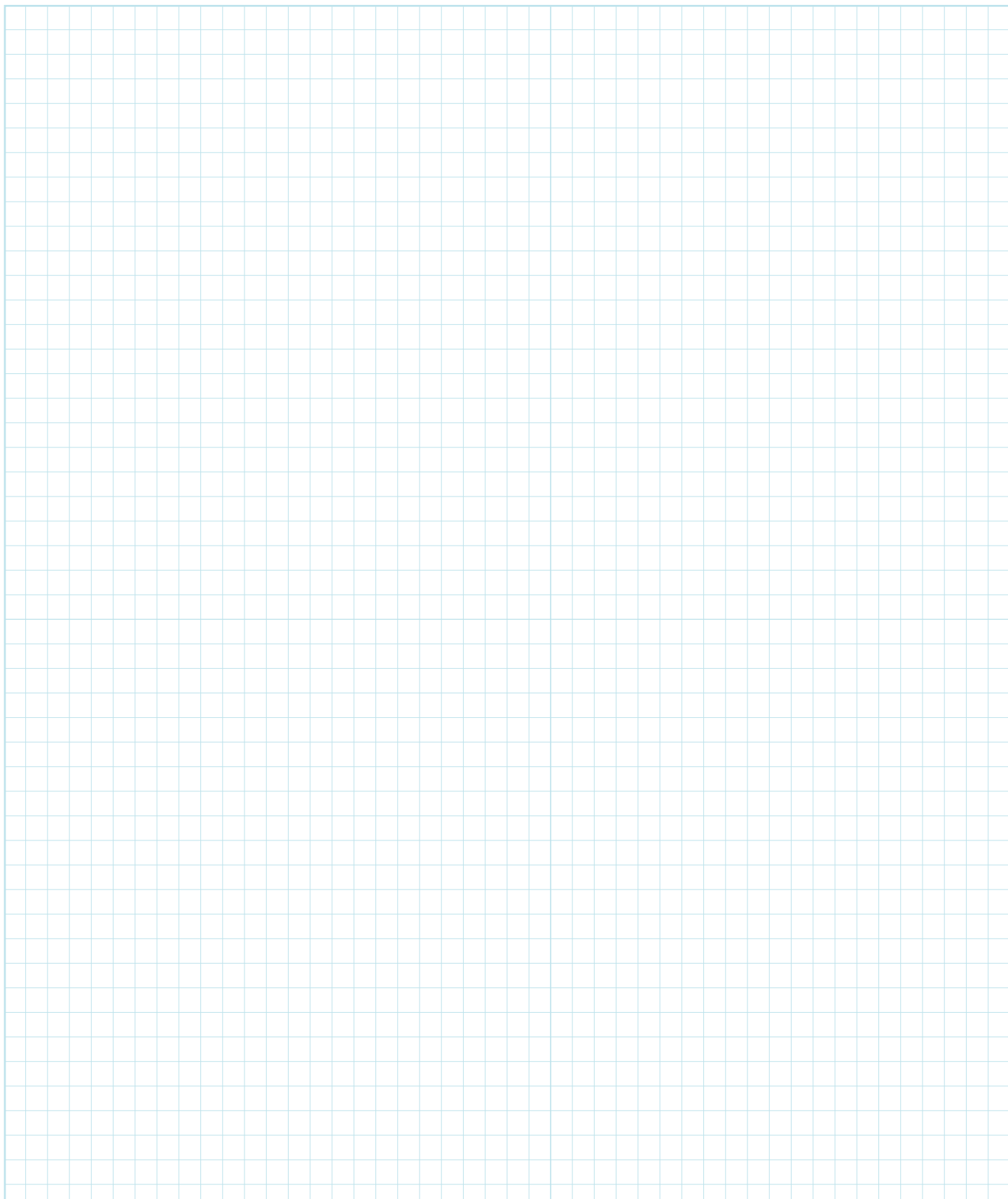
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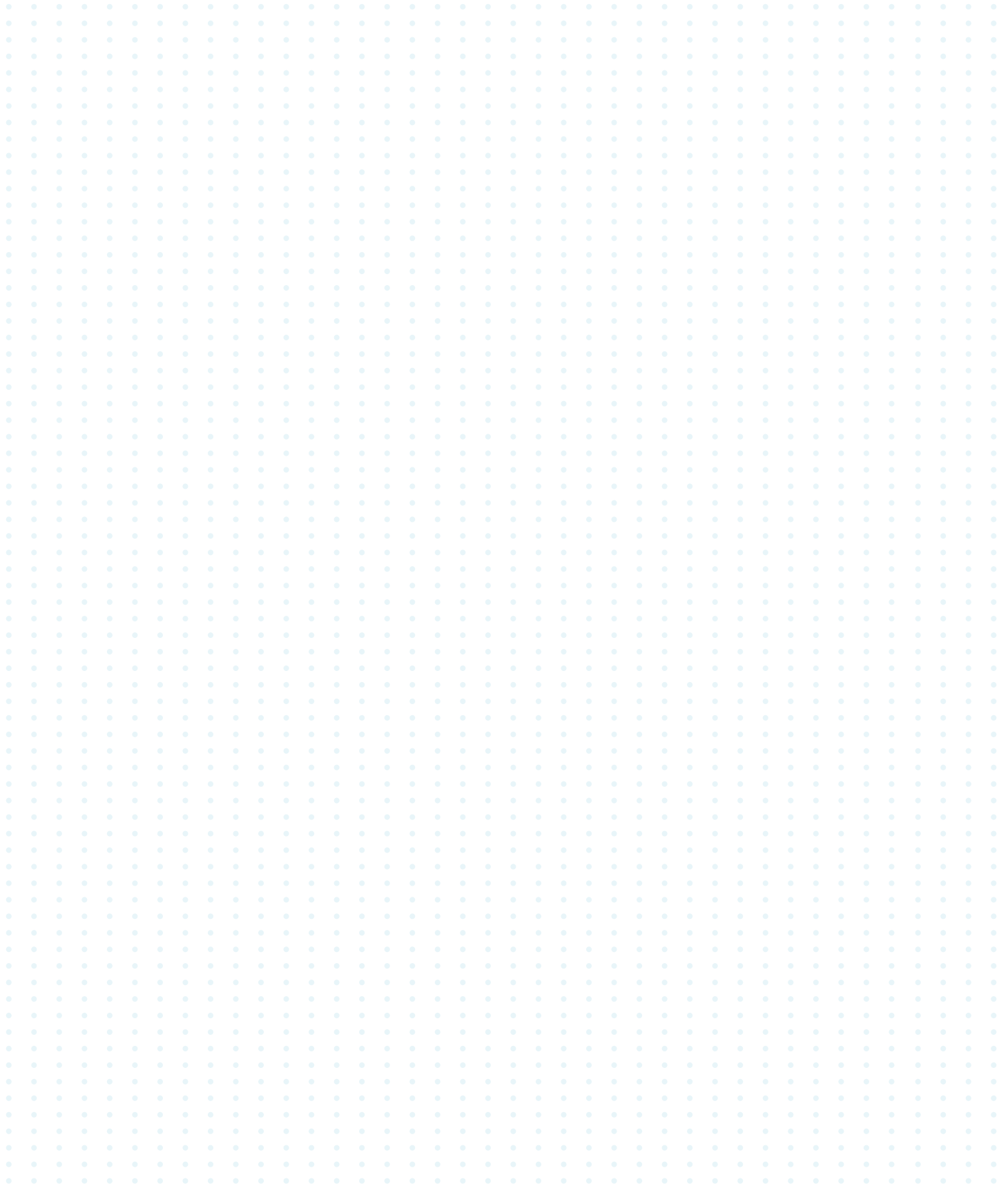
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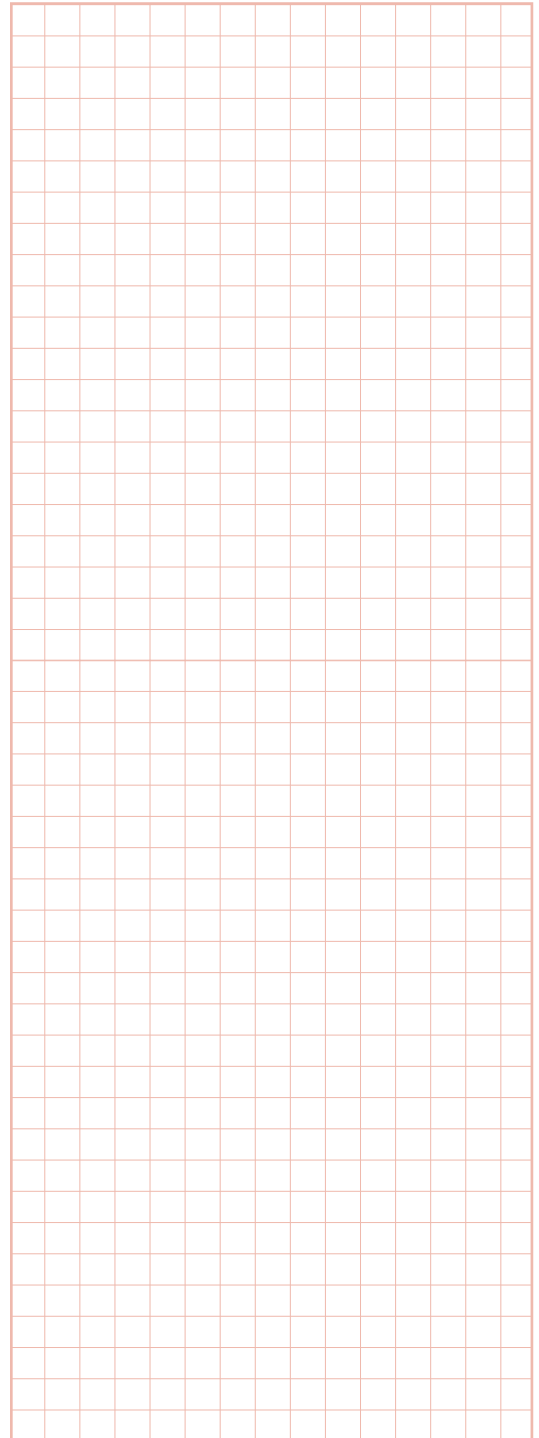
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# HoUse-Schooling Plan (pg. 187)

WHAT WILL YOUR HOUSE SCHOOL BE LIKE? HOW CAN YOU INCORPORATE YOUR HOME'S NATURAL STATE OF BEING INTO PLANS TO LEARN, EXPLORE, GROW, AND LOVE?



# ASK YOURSELF

(pg. 191)

When you idealize another family's strengths and think you need to adopt those behaviors to be "good homeschoolers":

1. WHAT ARE WE GOOD AT?
2. WHAT ARE WE INTO?
3. WHAT DO WE WANT TO FEATURE IN OUR HOMESCHOOL?

TAKE A MOMENT TO ANSWER  
THE QUESTIONS.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

{ EDUCATION THRIVES WHEN OUR KIDS FALL IN LOVE. }



# TRY It!

## Practice Getting Help (pg. 200)

List ways to ask for help.

List ways to lower expectations.

List ways to make helping enticing.

# Pixie DuST (pg. 202)

Set reasonable expectations for homeschooling.

Set reasonable expectations for yourself.

Set reasonable expectations for your children.

# AWESOME ADULTING (pG. 218)

Use the space below to make a list of hobbies and subjects you want to explore. Then think and write about how you can fit them into your life.

HOBBIES/SUBJECTS



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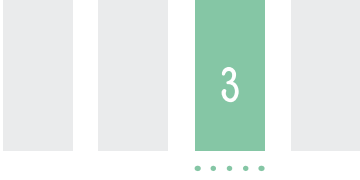
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How do THEY fit  
with YOUR life?





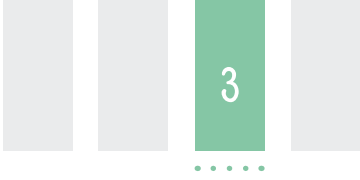
Use the stationery below to write a letter to yourself or a friend that urges that awesomeness to come forth. Don't forget to cut it out!

(pg. 230)

Dear \_\_\_\_\_,

,

A large rectangular area enclosed by a dashed orange border, containing ten horizontal red lines for writing a letter.



A large rectangular area enclosed by a dashed orange border, containing ten horizontal solid orange lines for writing.

4

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PART

BREAKING The  
SPELL

.....

To TRULY Be coMMITtEd  
to a life OF hOnesty, Love,  
and DisciPline, we Must Be  
wILLIng to CoMMit  
ouRSElves to REaLity.

.....

— JOHN BRADSHAW, HEALING THE SHAME THAT BINDS YOU

# THE Invisible Education (pg. 235)

## Reflection Activity

See page 241 and answer each of the questions in the space below.  
Allow yourself to include other thoughts as they come to you.  
Give yourself time and space alone as you reflect and write.

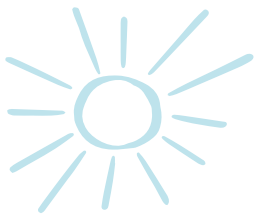


# TELL THE FREAKING TRUTH (pg. 246)

Use this space to explore the underlying thoughts and feelings you have that are present when you feel most vulnerable or hurt.

# What's The Weather? (pg. 247)

Print and clip the icons for a calendar of your choosing, or print the blank calendar, populate the dates and sketch the icons (examples provided here).



BLUe SKiES And  
SunSHine



PaRTLY Sunny



Cloudy









Rain



Lightning BoLT



WINDY

					
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MONTH:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Type B Checklist (pg. 267)

## To-Do

- Make eye contact with each child.
- Listen—without distraction.
- Give a hug after an achievement.
- Jot down a little narrative that one of the children spontaneously shared.
- Sit with a struggling child.
- Add a treat to a challenging activity.
- Spend a whole afternoon playing.
- Notice improvement and comment out loud.
- Chat about the book being read.
- Find a real-world application for today's math problems.
- Hold back angry words.
- Be curious about the interest that makes you uncomfortable.
- Use a brain break during the lesson.
- Skip the hard part for today.
- Smile.
- Share your child's success with the other parent in front of the child.

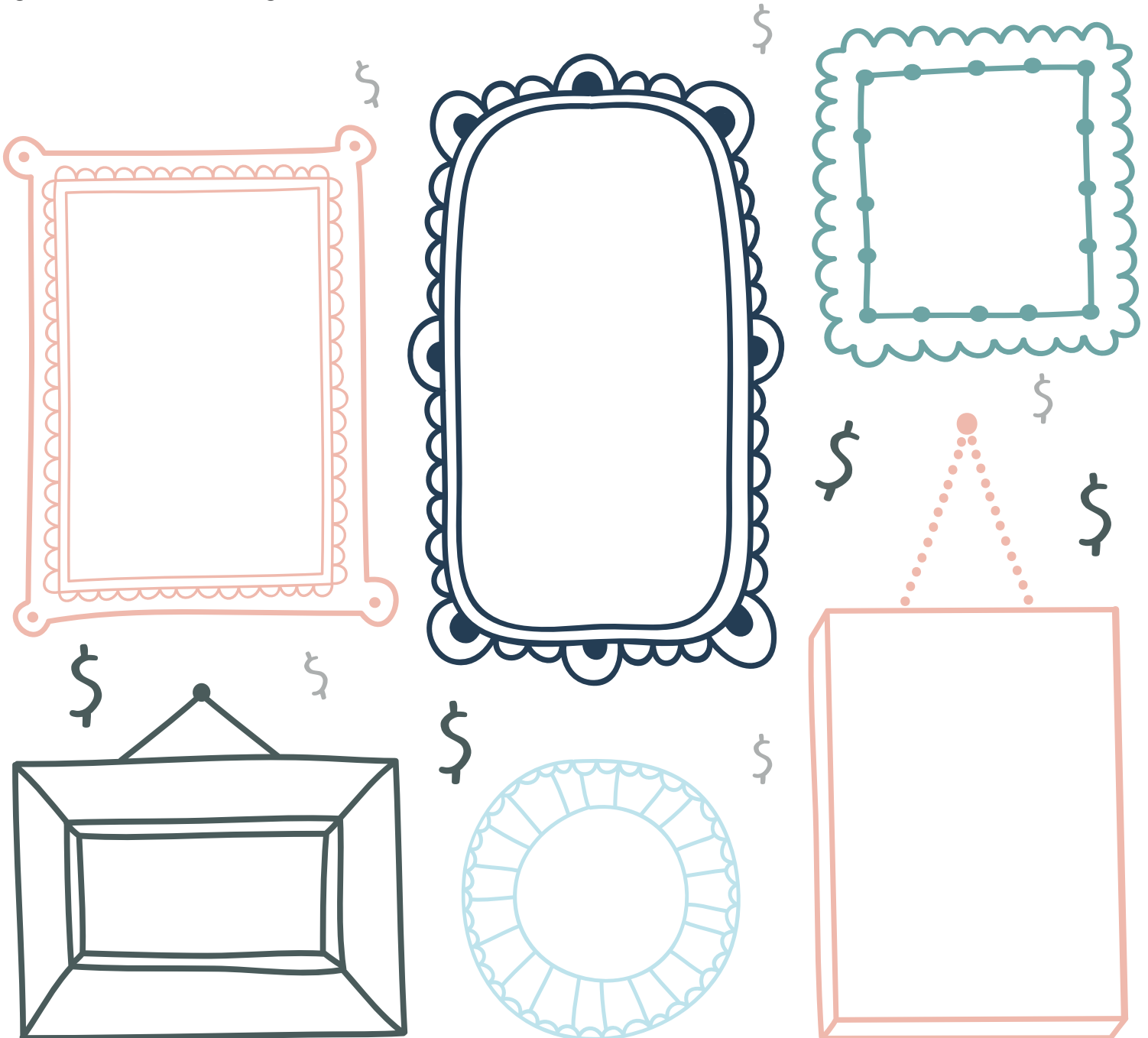
## What Other Items Can You Add From The Lessons of This Book?

- Do one new thing today: prepare, execute, enjoy, reminisce.
- Use surprise, mystery, risk, or adventure to enhance how you present a subject.
- Apply one of the four doses of vitamin C (curiosity, collaboration, contemplation, celebration).
- Activate the mind, body, heart, or spirit in the lesson.
- Make a mess and let it stand.
- Connect to the child rather than shouting.
- Participate in the child's hobby to know and understand it.
- Reflect on the weather of the home today.
- Do one activity that helps you be an awesome adult.
- Go to talk therapy for a little self-care.

BE A TYPE A PERSON  
WITH A TYPE B CHECKLIST!

# #PayDAY<sup>\$</sup> \$<sup>\$</sup> (pg. 269)

A homeschool mom's paydays are much more precious than money. Take a moment to capture a few of yours, then post them to remind yourself how rich you are.



YOU have BeCOME  
WISER, exPLoREd  
UNCHARTED TERRITORY,  
and ARE EQUIPPED with  
SUPERPOWERS.

Describe for yourself how you've grown and changed as you've worked through the ideas in this book. Take stock, affirm yourself. Then ask: What's next?

DATE: / /



Would you like to be in a  
community of friends to continue  
your homeschooling journey?

**A PLACE TO:**

SEEK ANSWERS

---

BE COACHED THROUGH STRUGGLE

---

CELEBRATE YOUR SUCCESSES

Julie Bogart hosts a community called The Homeschool Alliance. Join hundreds of parents who want to grow as parents, educators, and awesome adults.



*"The Homeschool Alliance could create a sea change (and is) in the the homeschool community. The volume of wisdom, non-judgmental support and the joy of learning for homeschooling parents that is encouraged is a game changer for any new or old homeschooler. The Alliance is truly a gift and I know it's a labor of love for all of you. Thank you."*

-Stephanie

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**<https://bravewriter.com/homeschool-alliance>**