

WE GROW TOGETHER CRECEMOS JUNTOS

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CRECEMOS JUNTOS

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**EXPRESAMOS NUESTRA MÁS PROFUNDA
GRATITUD A LILY BENDEL-STENZEL Y A
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EN LA CREACIÓN DEL TEXTO DE
"CRECEMOS JUNTOS."**

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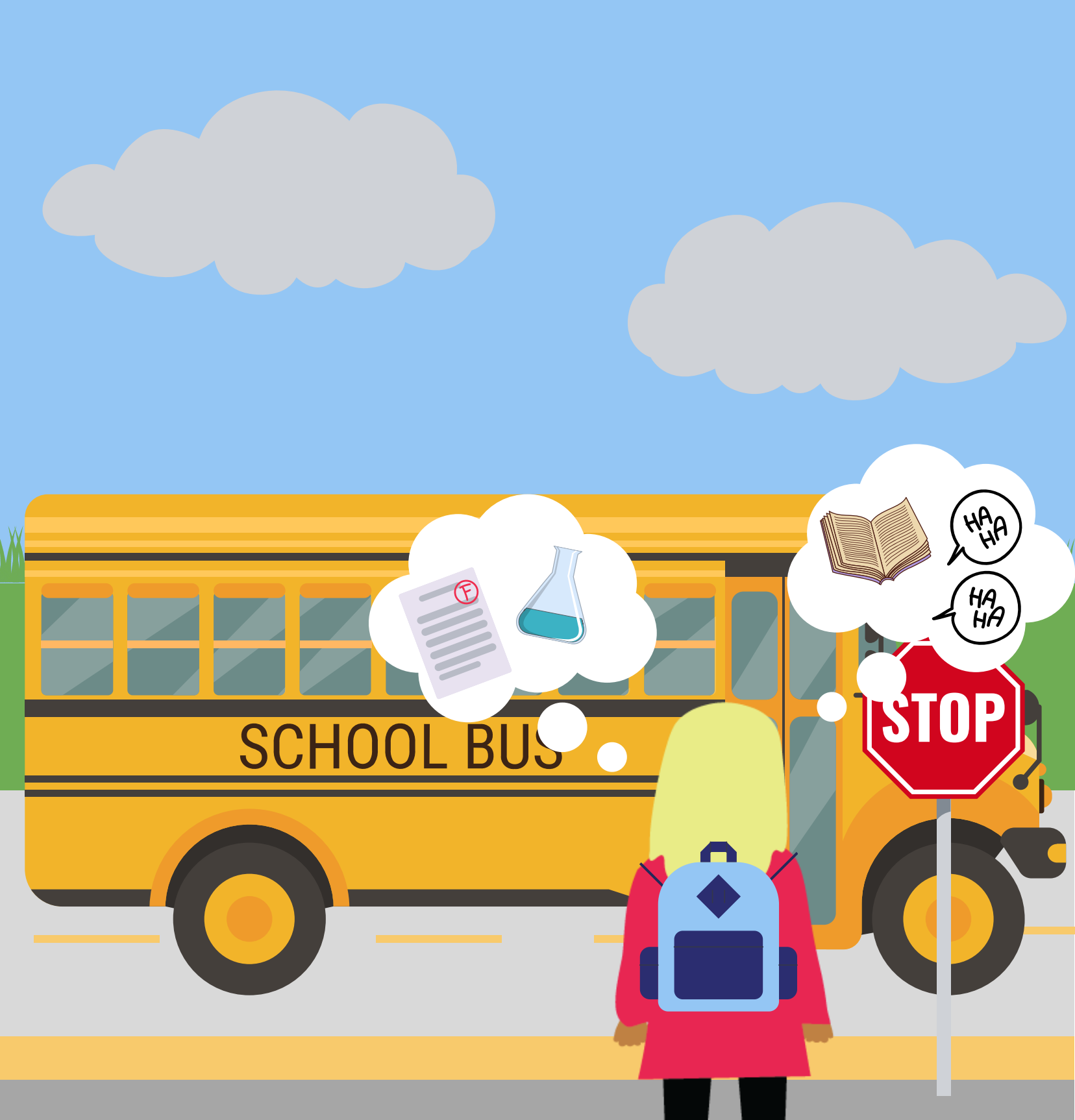
LA ANSIEDAD DE AMIRA



AMIRA'S ANXIETY



Amira estaba nerviosa. Era casi la hora de ir a la escuela, pero Amira no quería ir. ¿Y si algo malo sucediera en la escuela? Tal vez sacaría una mala nota en su examen de matemáticas. Tal vez se olvidaría de entregar su tarea de ciencias. Tal vez su maestro le pediría que leyera frente al resto la clase y ella se equivocaría. ¿Y si todo el mundo entonces se riera de ella?



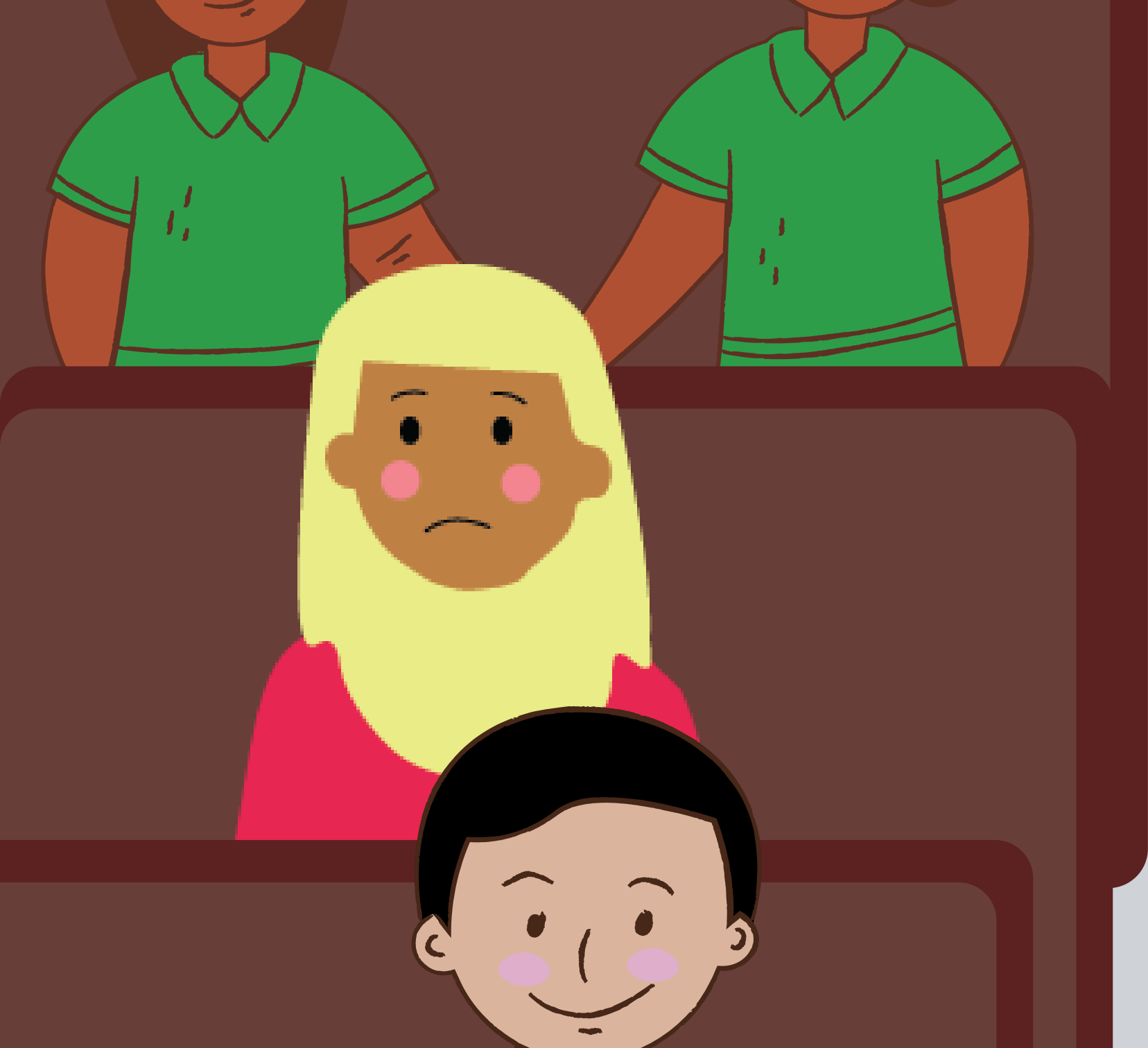
Amira was nervous. It was almost time to go to school, but Amira didn't want to go. What if something bad happened at school? Maybe she would get a bad grade on her math test. Maybe she would forget to turn in her science homework. Maybe the teacher would call on her to read in front of the class, and she would mess up. What if everyone laughed at her?



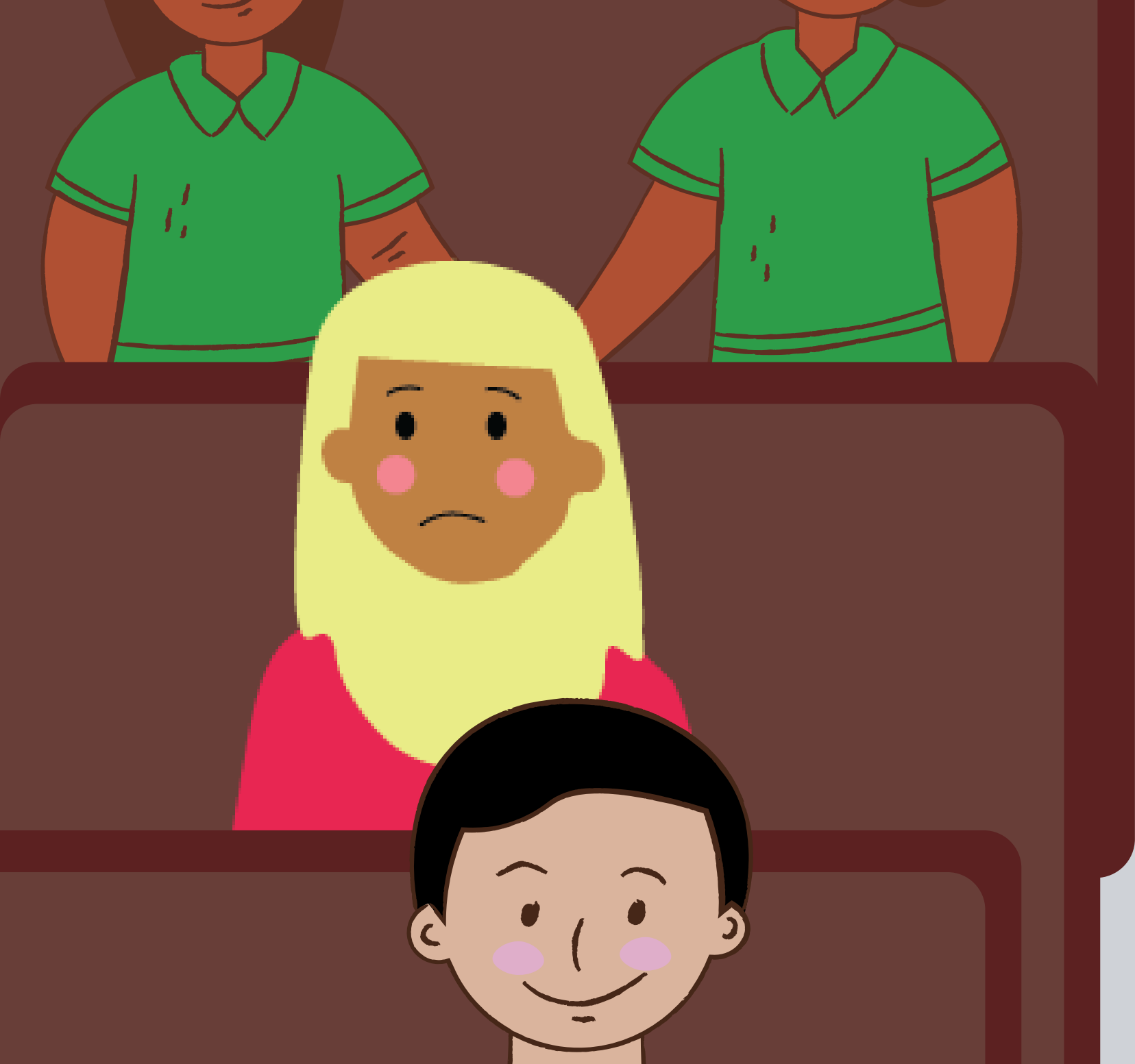
Parecía que Amira tenía los pensamientos tan acelerados que apenas podía seguir el ritmo. No podía concentrarse en nada, el corazón le latía muy rápido y le dolía el estómago. Se sentía que no podía respirar. ¿Qué estaba pasando?



It felt like Amira's thoughts were going so fast, she could barely keep up. She couldn't concentrate on anything. Her heart was beating really fast, and her stomach hurt. She felt like she couldn't catch her breath. What was going on?



Amira sabía que tenía algo llamado “ansiedad”, lo que significaba que se preocupaba mucho. Amira sabía que, a veces, la preocupación podía ser algo bueno, ya que la ayudó a evitar hacer cosas peligrosas, como no mirar a ambos lados antes de cruzar la calle. Pero demasiada preocupación y ansiedad no eran buenas, porque la hacían tener miedo incluso de situaciones que no eran peligrosas, como ahora en el autobús.



Amira knew that she had something called “anxiety,” which meant that she worried a lot. Amira knew that sometimes, worry could be a good thing—it helped stop her from doing dangerous things, like not looking both ways before she crossed the street. But too much worry and anxiety were not good, because they made Amira feel scared even in situations that were not dangerous, like right now on the bus.



Por suerte, Amira tenía formas de sentirse mejor, con menos temores y ansiedad. Para ello, respiró hondo y contó hasta cinco para, luego, soltar el aire lentamente. Se puso los auriculares y escuchó su canción favorita. Ahora, no tenía que oír los ruidos de los otros niños en el autobús. Poco a poco, Amira empezó a relajarse. El corazón comenzó a latirle más lentamente y ya no le dolía tanto el estómago.





Luckily, Amira had ways to help her feel less scared and anxious. She took a deep breath in and counted to five. Then, she took a deep breath out. She put in her headphones and listened to her favorite song. Now, she didn't have to hear the loud noises of the other kids on the bus. Slowly, Amira started to relax. Her heart started to beat more slowly. Her stomach didn't hurt so much.



Cuando Amira se bajó del autobús, se sentía mucho mejor. Estaba lista para un nuevo día de clases. Aunque la ansiedad de Amira a veces la asustaba, estaba feliz de saber que había cosas que podía hacer para ayudarla a sentirse mejor.

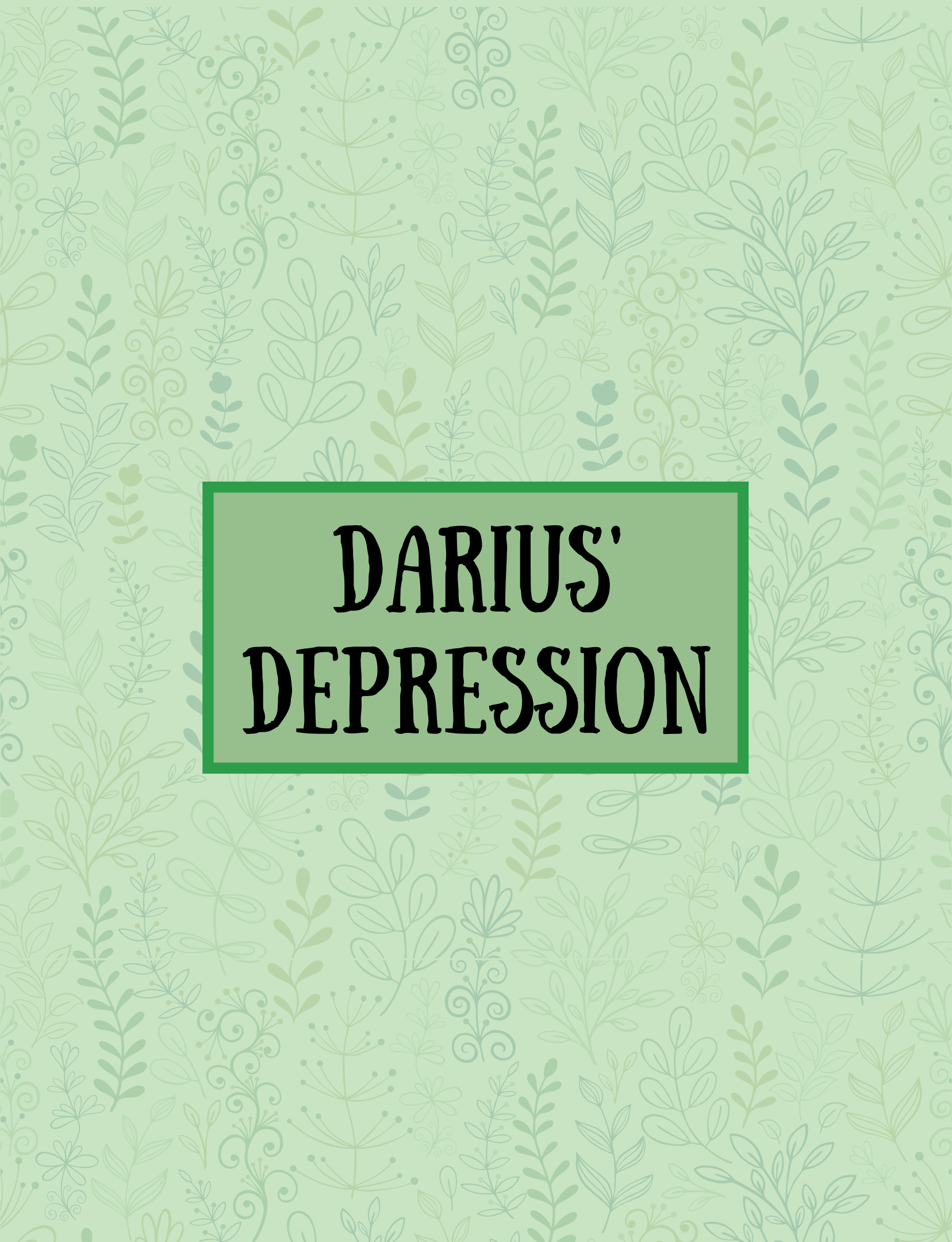


When Amira got off the bus, she felt a lot better. She was ready for the new school day. Even though Amira's anxiety made her feel afraid sometimes, she was glad to know there were things she could do that made her feel better.





LA DEPRESIÓN DE DARIUS




**DARIUS'
DEPRESSION**

Aunque estaba en el recreo, Darius se sentía triste. Últimamente no había querido ir a la escuela. Siempre estaba muy cansado, aunque dormía muchas horas. Sus amigos estaban entusiasmados por jugar, pero Darius no tenía la suficiente energía para participar.



Even though it was recess, Darius felt sad. He had not wanted to go to school at all lately. He often felt really tired, even though he was getting plenty of sleep. His friends were excited to play games, but he didn't have the energy to join in.




An illustration of two children. On the left, a girl with light green hair, wearing a pink long-sleeved dress and light green leggings, stands with her arms raised in a happy gesture. On the right, a boy with dark skin and curly black hair sits on the floor, looking sad. He is wearing a blue short-sleeved shirt and black shorts. A white speech bubble points to him from the text below. The background is a simple grey floor with a large brown circular shape behind the girl, and a grey circular shape above the boy. In the top center, there is a pink circular object resembling a dodgeball.

¿Quieres jugar a
dodgeball, Darius?

No, gracias, no me
siento muy bien.

Normalmente, a Darius le encantaba el dodgeball, pero últimamente no había tenido ganas de jugar. De hecho, no había tenido ganas de hacer nada; solo deseaba quedarse en su casa estirado en la cama.

An illustration of two children in a gymnasium. On the left, a girl with brown skin, wearing a light green hijab and a pink dress, stands with her arms raised in a friendly gesture. On the right, a boy with dark skin and curly black hair sits on the floor, looking sad. He is wearing a blue t-shirt and black shorts. A white bandage is on his right knee. In the background, a grey circular area represents a gymnasium floor with a pink ball on a stand. Two speech bubbles are present: one from the girl asking to play and one from the boy declining.

Do you want to play
dodgeball, Darius?

No thanks, I'm not
feeling too good.

Darius normally loved to play dodgeball, but he hadn't felt like playing recently. In fact, he hadn't been feeling like doing much of anything. He wished he was at home lying in bed.

Amira casi se fue a jugar a dodgeball con los otros chicos, pero entonces recordó que Darius no había sido el mismo de siempre desde hacía un tiempo.

¿Qué te pasa?
¿Estás enfermo?

No, no es eso. Es que me
siento triste y cansado y
quiero irme a casa.
Deberías dejarme en paz.



Amira almost left to go play dodgeball with the other kids, but then she remembered that Darius hadn't seemed like himself for a while.

What's wrong? Are you sick?

Not really. I just feel sad and tired, and I want to go home. You should just leave me alone.



Últimamente ha estado actuando de manera diferente. Creo que deberíamos hablar con la maestra. Tal vez ella te pueda ayudar.



Darius pensó en la propuesta de su amiga. No había hablado con sus padres sobre cómo se sentía, porque siempre parecían estar muy ocupados y no quería molestarles. Además, le inquietaba que sus padres le dijeran que le pasaba algo malo. Pero tampoco quería seguir sintiéndose triste y cansado y ya no se sentía tan inquieto, porque Amira estaba allí con él.

You've been acting differently lately. I think we should go talk to the teacher. She might know how to help.



Darius thought about it. He hadn't wanted to bother his parents or teachers about how he was feeling because they seemed busy. He also felt nervous that they might tell him there was something wrong with him. But he didn't want to keep feeling sad and tired, and he felt less nervous because Amira was with him.



Mientras los dos amigos caminaban hacia el aula, Darius se sintió un poco mejor. Todavía estaba un poco deprimido, pero tenía esperanza de que la maestra pudiera ayudarlo.



As Amira and Darius walked back to the classroom, Darius felt a little bit better. He was still feeling down, but he also felt hopeful that the teacher would be able to help him.



EL ESTRÉS DE LETICIA



LETICIA'S STRESS



Había llegado el día del gran examen de matemáticas. Leticia estaba sentada en la parte trasera del aula. El maestro regresaría en unos minutos para repartir los exámenes. Leticia había estudiado toda esa semana, pero todavía estaba nerviosa. ¿Y si el examen era súper difícil? Si lo reprobaba, eso arruinaría su calificación de todo el curso. ¡Y tenía otras tantas cosas que hacer! Tenía que hacer la tarea para el día siguiente y estudiar para otro examen de la semana siguiente. Parecía que no se acababa nunca. Leticia tenía la sensación de que no podía calmarse.



It was the day of the big math test. Leticia sat in the back of the classroom. The teacher would be back in just a few minutes to hand out the test. Leticia had studied all this week. But she was still scared. What if the test was super hard? If she failed, it would mess up her whole grade. And she had so many other things to do too! She had homework for tomorrow and another test next week. Would it ever end? Leticia felt like she couldn't relax.

De repente, sintió un toque en el hombro. Era su amigo Darius, que le sonrió.

Supongo que estoy estresada. ¡Tengo tanto que hacer y no puedo dejar de pensar en ello!

¿Estás bien, Leticia? Te tiembla la pierna.

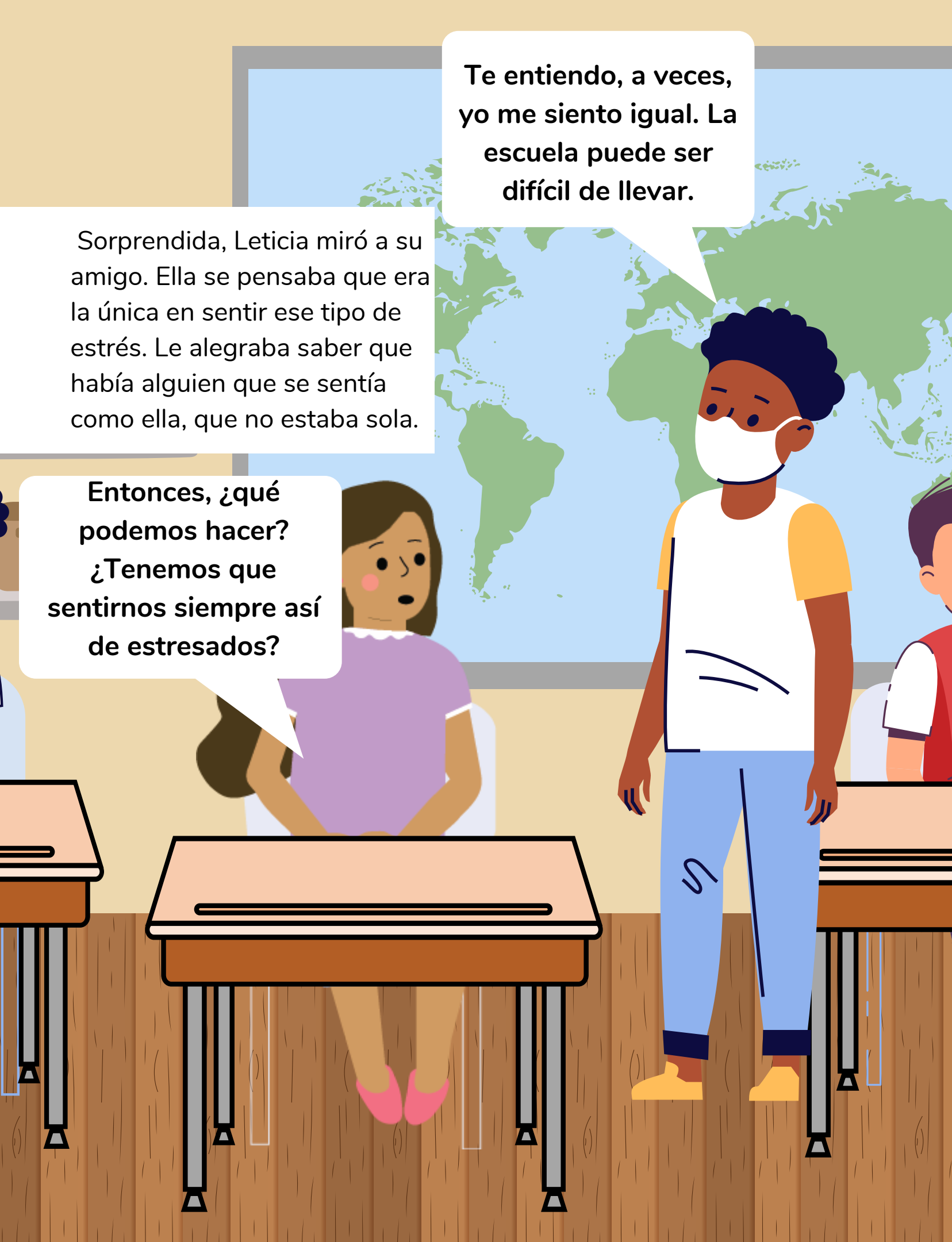


Suddenly, Leticia felt a tap on her shoulder. It was her friend Darius. He smiled at her.

I guess I'm just stressed. I have so much to do, and I can't stop thinking about it.

Are you okay, Leticia? Your leg is shaking.




An illustration of a classroom. In the background, a large world map is mounted on the wall. In the foreground, several wooden desks with metal legs are arranged. A young girl with brown hair, wearing a purple shirt and pink shoes, is sitting at a desk. She has a surprised expression. To her right, a young boy with dark skin and curly hair, wearing a white t-shirt with yellow sleeves, blue pants, and a white face mask, is standing. He has a thoughtful or slightly sad expression. Another boy in a red vest is partially visible on the far right. The floor is made of wood.

Te entiendo, a veces,
yo me siento igual. La
escuela puede ser
difícil de llevar.

Sorprendida, Leticia miró a su
amigo. Ella se pensaba que era
la única en sentir ese tipo de
estrés. Le alegraba saber que
había alguien que se sentía
como ella, que no estaba sola.


Entonces, ¿qué
podemos hacer?
¿Tenemos que
sentirnos siempre así
de estresados?



I get it. Sometimes, I feel the same way. School can be a lot to handle.

Surprised, Leticia looked over at Darius. She thought she was the only one who had felt this kind of stress before. It was nice to know someone else felt like she did. She wasn't alone.

So, what can we do about it?

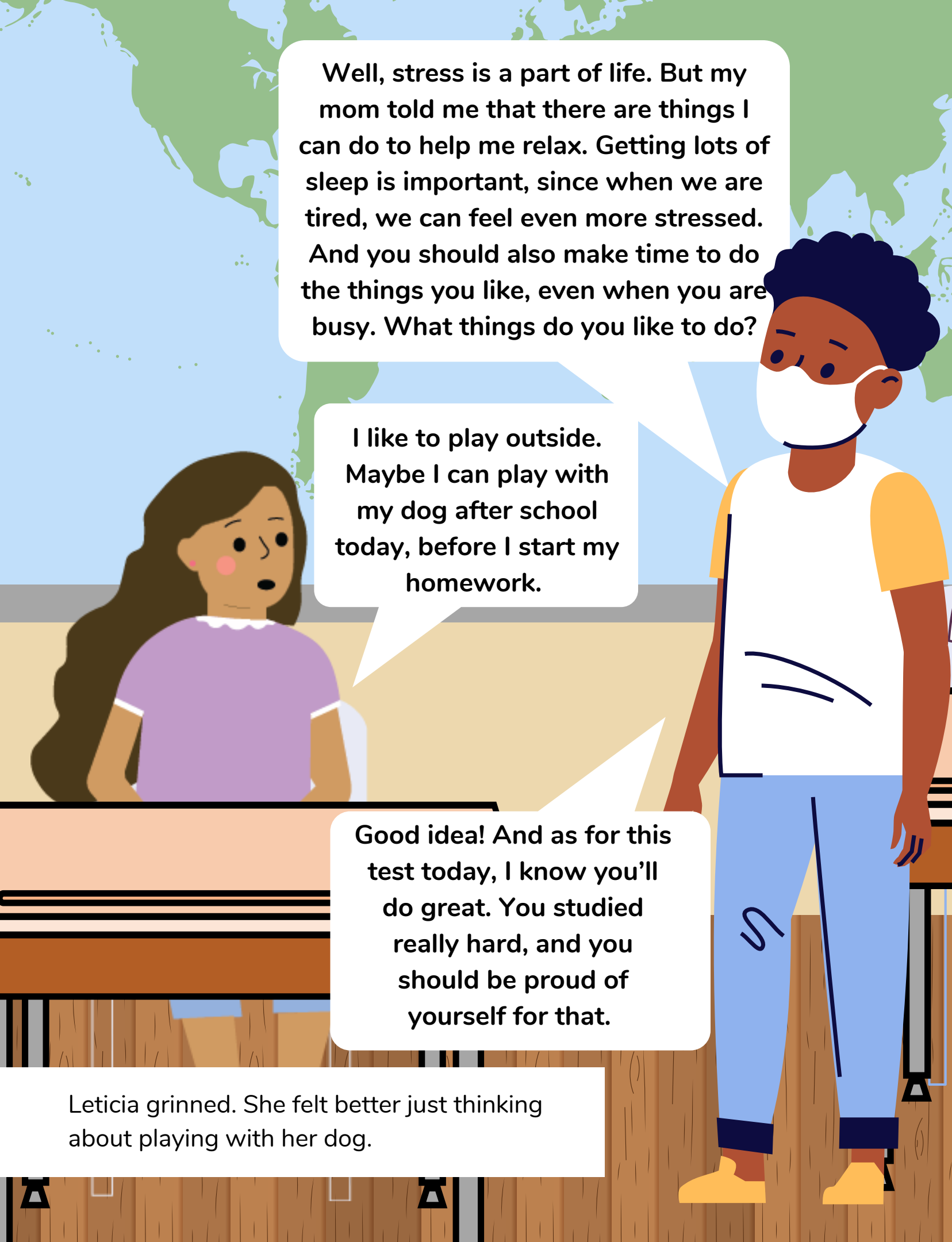


Pues, el estrés es parte de la vida. Pero mi mamá me explicó que hay cosas que puedo hacer para calmarme. Por ejemplo, dormir muy bien es importante, porque cuando estamos cansados, podemos sentirnos aún más estresados. Además, deberías reservar tiempo para hacer lo que te gusta, incluso cuando tienes un día muy atareado. ¿Qué te gusta hacer?

Me gusta jugar afuera. Quizás hoy pueda jugar con mi perro después de la escuela, antes de ponerme a hacer la tarea.

¡Qué buena idea! Y sé que sacarás una buena nota en el examen de hoy. Estudiaste mucho y deberías sentirte orgullosa de ti misma por eso.

Leticia sonrió. Se sintió mejor con solo pensar en ello.

An illustration of a woman with long dark hair and a purple shirt sitting on a wooden bench. To her right, a man with dark skin, curly hair, and a white face mask stands on the same bench. He is wearing a white t-shirt with orange sleeves and blue pants. In the background, a stylized world map is visible. Three speech bubbles contain text.

Well, stress is a part of life. But my mom told me that there are things I can do to help me relax. Getting lots of sleep is important, since when we are tired, we can feel even more stressed. And you should also make time to do the things you like, even when you are busy. What things do you like to do?

I like to play outside. Maybe I can play with my dog after school today, before I start my homework.

Good idea! And as for this test today, I know you'll do great. You studied really hard, and you should be proud of yourself for that.

Leticia grinned. She felt better just thinking about playing with her dog.

Justo en ese momento, la maestra entró en el salón de clase y empezó a repartir los exámenes. Cuando Leticia agarró su examen, lo miró y sonrió. Se sentía lista para hacerlo, porque sabía que todo iba a ir bien.



Just then, the teacher walked into the classroom. She started to pass out the tests. As Leticia grabbed her test and looked at it, she smiled. She felt ready to take the test. She knew she was going to be okay.



RECURSOS

EN EL ÁREA DE IOWA

COMMUNITY CRISIS SERVICES AND FOOD BANK: [HTTPS://BUILTBYCOMMUNITY.ORG/](https://builtbycommunity.org/)

COMMUNITY ES UNA ORGANIZACIÓN QUE APOYA GENTE DE IOWA CITY QUE LIDIA CON CRISIS DE SALUD, CRISIS FINANCIERAS, O CRISIS ALIMENTARIAS. SU LÍNEA DE CRISIS PROVEE OPORTUNIDADES PARA HABLAR DE PROBLEMAS DE SALUD MENTAL O COMPARTIR PREOCUPACIONES SOBRE AMIGOS O FAMILIARES DE UNA MANERA CONFIDENCIAL. COMMUNITY TAMBIÉN TIENE UN SERVICIO DE CRISIS MÓVIL QUE ACUDA A USTED PARA AYUDARLO REDUCIR POSIBLES CRISIS.

NAMI IOWA: [HTTPS://NAMIOWA.ORG/](https://namiiowa.org/)

LA SECCIÓN DE LA ALIANZA NACIONAL DE SALUD MENTAL (NAMI, POR SUS SIGLOS EN INGLÉS) DE IOWA ES UN GRUPO DE FAMILIAS ALREDEDOR DEL ESTADO QUE SE VEN AFECTADOS POR O QUE TIENEN SERES QUERIDOS QUE SE VEN AFECTADOS POR UNA AFECCIÓN DE SALUD MENTAL. NAMI PROPORCIONA RECURSOS COMO GRUPOS DE APOYO, CURSOS PARA PADRES Y TUTORES DE NIÑOS CON PROBLEMAS DE SALUD MENTAL É INFORMACIÓN SOBRE AFECCIONES COMO TEPT, TDAH ANSIEDAD Y DEPRESSION.

IOWA CITY CHILDREN'S THERAPEUTIC SERVICES AND SUPPORTS: [HTTPS://WWW.NYSTROMCOUNSELING.COM/IOWA-CITY-CHILDRENS-THERAPEUTIC-SERVICES-AND-SUPPORTS/](https://www.nystromcounseling.com/iowa-city-childrens-therapeutic-services-and-supports/)

IOWA CITY CHILDREN'S THERAPEUTIC SERVICES AND SUPPORTS ES UN RECURSO PARA NIÑOS CON VARIAS PROBLEMAS EMOCIONALES O CONDUCTALES. ESTA ORGANIZACIÓN OFRECE CAPACITACIÓN, PSICOTERAPIA, Y AYUDA DE CRISIS PARA REDUCIR LOS SÍNTOMAS DE PROBLEMAS DE SALUD MENTAL COMO DEPRESSION, ANSIEDAD Y PROBLEMAS DE MANEJO DE LA IRA. ADEMÁS, TIENE UN EQUIPO QUE ESPECÍFICAMENTE TRABAJA CON NIÑOS DE 2 A 6 AÑOS PARA QUE DESARROLLEN CONDUCTAS PROSOCIALES.

CHILDSERVE: [HTTPS://WWW.CHILDSERVE.ORG/](https://www.childserve.org/)

CHILDSERVE OFRECE UNA VARIEDAD DE PROGRAMAS QUE AYUDAN A LOS NIÑOS CON DISCAPACIDADES DEL DESARROLLO, LESIONES U OTRAS NECESIDADES ESPECIALES DE ATENCIÓN MÉDICA. LOS CONSEJEROS Y PSICÓLOGOS DE SALUD MENTAL AUTORIZADOS BRINDAN APOYO A LOS NIÑOS CON AFECCIONES DE SALUD MENTAL, INCLUYENDO DEPRESSION Y ANSIEDAD, TRASTORNO DE PÁNICO, TRASTORNOS DE CONDUCTO, MUTISMO SELECTIVE, TEPT Y MUCHO MÁS.

IOWA SAFE SCHOOLS: [HTTPS://WWW.IOWASAFESCHOOLS.ORG/](https://www.iowasafeschools.org/)

IOWA SAFE SCHOOLS ES UNA ORGANIZACIÓN QUE BRINDA APOYO Y RECURSOS A LOS ALUMNOS EN IOWA, ESPECIALMENTE AQUELLOS QUE SON PARTE DE LA COMUNIDAD LGBTQ, QUE HAN SIDO INTIMIDADOS. ADEMÁS, IOWA SAFE SCHOOLS TIENE UNA LISTA DE LÍNEAS DIRECTAS U OTROS RECURSOS PARA ESTUDIANTES Y SUS PADRES O TUTORES.

RESOURCES

IN THE IOWA AREA

COMMUNITY CRISIS SERVICES AND FOOD BANK: [HTTPS://BUILTBYCOMMUNITY.ORG/](https://builtbycommunity.org/)

COMMUNITY IS AN ORGANIZATION THAT SUPPORTS LOCAL IOWA CITY PEOPLE FACING MENTAL HEALTH, FINANCIAL, AND FOOD CRISES. THEIR CRISIS HELP LINE OFFERS A CONFIDENTIAL, NONJUDGMENTAL PLACE TO DISCUSS MENTAL HEALTH ISSUES OR TO SHARE YOUR CONCERNS ABOUT A FRIEND OR FAMILY MEMBER AS A THIRD-PARTY CALLER.

COMMUNITY ALSO HAS A MOBILE CRISIS OUTREACH PROGRAM THAT WILL COME TO YOU IN ORDER TO HELP DE-ESCALATE A POSSIBLE CRISIS.

NAMI IOWA: [HTTPS://NAMIOWA.ORG/](https://namiowa.org/)

THE NATIONAL ALLIANCE ON MENTAL HEALTH (NAMI) CHAPTER IN IOWA IS A GROUP OF FAMILIES ACROSS THE STATE WHO ARE THEMSELVES AFFECTED BY OR WHO HAVE LOVED ONES AFFECTED BY A MENTAL HEALTH CONDITION. NAMI PROVIDES RESOURCES SUCH AS SUPPORT GROUPS, CLASSES FOR PARENTS AND GUARDIANS OF CHILDREN WITH MENTAL ILLNESS, AND INFORMATIONAL MATERIALS FOR CONDITIONS SUCH AS PTSD, ADHD, ANXIETY, AND DEPRESSION.

IOWA CITY CHILDREN'S THERAPEUTIC SERVICES AND SUPPORTS: [HTTPS://WWW.NYSTROMCOUNSELING.COM/IOWA-CITY-CHILDRENS-THERAPEUTIC-SERVICES-AND-SUPPORTS/](https://www.nystromcounseling.com/iowa-city-childrens-therapeutic-services-and-supports/)

IOWA CITY CHILDREN'S THERAPEUTIC SERVICES AND SUPPORTS IS A RESOURCE FOR CHILDREN WITH A RANGE OF EMOTIONAL AND BEHAVIORAL ISSUES. THEY OFFER SKILLS TRAINING, PSYCHOTHERAPY, AND CRISIS ASSISTANCE TO MODERATE THE SYMPTOMS OF MENTAL HEALTH DISORDERS SUCH AS DEPRESSION, ANXIETY, OR ANGER MANAGEMENT DISTURBANCES. ADDITIONALLY, IOWA CITY CHILDREN'S THERAPEUTIC SERVICES AND SUPPORTS HAS AN EARLY CHILDHOOD TEAM THAT WORKS SPECIFICALLY WITH CHILDREN AGES 2-6 ON DEVELOPING PROSOCIAL BEHAVIOR.

CHILDSERVE: [HTTPS://WWW.CHILDSERVE.ORG/](https://www.childserve.org/)

CHILDSERVE HAS A VARIETY OF PROGRAMS DESIGNED TO HELP CHILDREN WITH DEVELOPMENTAL DISABILITIES, INJURIES, OR OTHER HEALTHCARE NEEDS. LICENSED MENTAL HEALTH COUNSELORS AND PSYCHOLOGISTS PROVIDE CARE AND SUPPORT FOR CHILDREN WITH A WIDE RANGE OF MENTAL HEALTH CONDITIONS, INCLUDING DEPRESSION AND ANXIETY, PANIC DISORDERS, DISRUPTIVE BEHAVIOR DISORDERS, SELECTIVE MUTISM, TRAUMA-RELATED CONCERNS, AND MANY MORE.

IOWA SAFE SCHOOLS: [HTTPS://WWW.IOWASAFESCHOOLS.ORG/](https://www.iowasafeschools.org/)

IOWA SAFE SCHOOLS IS AN ORGANIZATION THAT PROVIDES SUPPORT AND RESOURCES FOR IOWA STUDENTS, ESPECIALLY THOSE WHO BELONG TO THE LGBTQ COMMUNITY, WHO HAVE BEEN BULLIED. IN ADDITION TO THEIR ADVOCACY WORK, IOWA SAFE SCHOOLS ALSO HAS A LIST OF HOTLINES AND OTHER RESOURCES AVAILABLE FOR BOTH STUDENTS AND THEIR PARENTS OR GUARDIANS.

