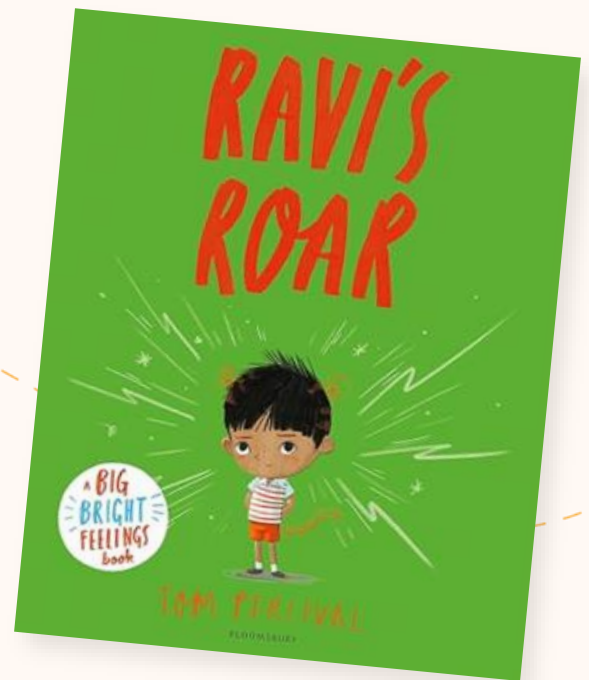


Ravi's Roar

Written and Illustrated by Tom Percival

Ravi is in a rage, and he learns how to manage this better!



5 Objectives

Lesson 1:

I can explain that it is ok to feel all emotions.

Lesson 2:

I can explain why it is important to reflect on how I manage my emotions.

Lesson 3:

I can tell you what strategies help me to calm down.

Lesson 4:

I can tell you what is fair/unfair, right/wrong and kind/unkind.

Lesson 5:

I can tell you why it is good that people are different.

Lesson 6:

Reflection and Evaluation

Tags:

Emotion, anger, reflection, calm, fair, difference, respect

Sensitive Content in This Story

In the story, Ravi is the youngest of three siblings and constantly loses competitions or is deemed to small to go on something. There will be 'youngest' children in the class who this resonates with, and some children might disclose how their older siblings behave towards them. Teachers should be mindful about what constitutes 'normal' sibling rivalry, and what could be a safeguarding concern.

Some children might live in houses where there is domestic abuse or violence, or high levels of anger. It would be worth reflecting on the familial relationships in your class and decide whether some children might need pre-warning that you're going to be speaking about anger in PSHE lessons, and that it is OK if they feel like they need some time away from the class.

Teachers should also be very careful when using role play to discuss these situations. It would be better to use small word figures or costumes to demarcate when the role play begins and ends.

Finally, some children in the class might struggle to manage their anger more than others. Ensure that there is a culture whereby the children do not refer to specific individuals in for examples of different emotions or actions.

Wellbeing skill links

Relationships, Sex and Health Education statutory skills (S) and non-statutory PSHE skills (N)

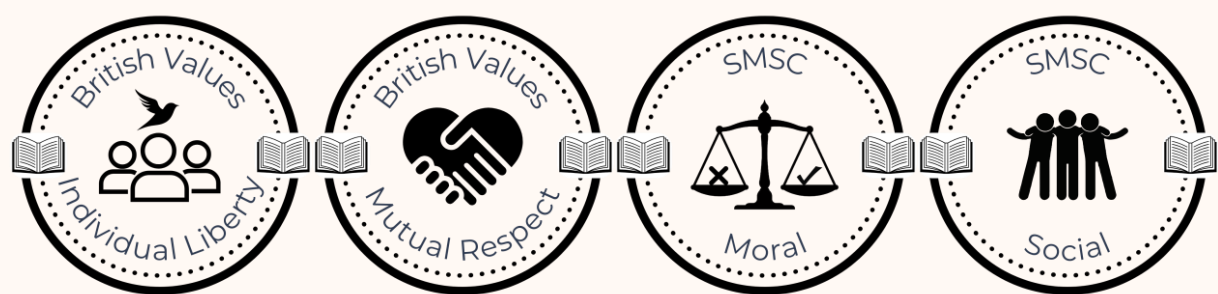
Mental Wellbeing (S)	Respectful Relationships (S)
<p>That mental wellbeing is a normal part of daily life, in the same way as physical health. (Lesson 1)</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Lesson 1)</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Lesson 3, 4)</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (Lesson 2, 4)</p> <p>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good (Lesson 2, 3)</p> <p>Where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.(Lesson 3)</p>	<p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (Lesson 5)</p>
	Respecting Self and Others (N)
	<p>About what is kind and unkind behaviour, and how this can affect others (Lesson 4)</p>
<p>Further Skill Coverage:</p> <p>All Settle activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>All Training activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	

Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.

Vocabulary	Retrieval	Inference
<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary</p>	<p>Retell familiar stories in the correct sequence</p> <p>Check the text makes sense</p> <p>Correct inaccurate reading</p> <p>Answer basic retrieval questions</p> <p>Explain what has happened so far in what they have read</p>	<p>Make (some) inferences</p> <p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>Make links between the book they are reading and other books they have read</p>

British Values and SMSC



Lesson Content

All five of the lesson plans related to this book follow our STORY structure



S **Settle:** Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T **Training:** Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O **Objective:** Introduce a wellbeing objective for children to focus on when they are listening to the story



R **Read:** Read the story and discuss the following guided reading questions as a class.



Y **You:** To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

Some other stories we would recommend that are related to this story are:

- The Cloud by Hannah Cummings
- Red by Britta Teckentrup
- The Emotional Menagerie: Feelings from A to Z by The School of Life

This guide for parents could be helpful if you have any children in your class who need more support with managing their emotions:

<https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-with-anger-issues/>

