



Ruby's Worry

Written and Illustrated by Tom Percival

Ruby has a worry following her around, that gets bigger and bigger while she ignores it. By the end of the book she learns that the best way to deal with worries is to speak about them with someone.

5 Objectives

Lesson 1:

I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice.

Lesson 2:

I can explain what to do if I can't ask my family or friends for help. I can explain what I could do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy.

Lesson 3:

I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems.

Lesson 4:

I can describe some simple self-care techniques I can use when I am feeling worried.

Lesson 5:

I can explain how children sometimes feel lonely and what children can do if they feel that way.

Lesson 6:

Reflection and Evaluation

Tags:

Families, Being Safe, Health and Prevention, Mental Wellbeing

Sensitive Content in This Story

This book considers the benefits of sharing 'worries', so children may feel brave enough to share their own worries. Some of these worries could be safeguarding concerns, therefore teachers should be prepared for children to make disclosures.

There is also content in this scheme of work that relates to physical problems, so teachers should be aware of any children in the class with physical problems themselves or in their family who may be sensitive to this content.

Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

Families and people who care for me:	
How to recognise if family relationships are making them feel happy or unsafe and how to seek help or advice from others if needed. (Lesson 2)	
Being Safe	Health and Prevention
<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard. (Lesson 1, 2, 5)</p> <p>Where to get advice e.g. family, school and or other sources. (Lesson 1, 2, 5)</p>	<p>How to recognize early signs of physical illness, such as weight loss or unexplained changes to the body. (Lesson 3)</p>
Mental Wellbeing	
<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, 2, 4, 5)</p> <p>Simple self care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (Lesson 4, 5)</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult or to seek help. (Lesson 5)</p>	
Further Skill Coverage:	
<p>All Settle activities cover:</p> <p>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:</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.</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.</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>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.</p> <p>Check meanings of words using teacher prepared definitions.</p> <p>Explain the meanings of words used in a familiar context.</p> <p>Discuss how adjectives, nouns and verbs have been used to build a picture for the reader.</p>	<p>Check the text makes sense.</p> <p>Answer basic retrieval questions using evidence in the text.</p> <p>Discuss understanding of a text.</p> <p>Ask questions to improve understanding of a text.</p> <p>Know and discuss setting, character and event changes across a text.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Identify main ideas from a paragraph and summarise.</p> <p>Predict what might happen from details stated.</p>



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 Huge Bag of Worries by Virginia Ironside (include picture and blurb)

The Worry Jar by Lou John (include picture and blurb)

Silly Billy by Anthony Browne (include picture and blurb)

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

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/anxiety/>

