

Unit 6 – Talk Things Over



Staff information

Difficult life events and circumstances can understandably cause us worry and anxiety, but research has also found that the way we think, respond and process what happens to us can help to buffer the negative effects and support our wellbeing¹. Often we find ourselves worrying and repeatedly thinking about events in our past ('if only') or events that may happen in the future ('what if'). This is called rumination and has been found to be the biggest predictor of depression and anxiety², even though studies indicate that 85% of what we worry about never happens and the rest we manage better than we thought we would³. The good news is that while we cannot change our past or predict the future, the way we think and deal with things can be changed⁴. This section looks at how we can learn to deal with our worries. Strategies include writing things down, talking things over, keeping your thoughts rooted in the present and what is under your control (mindfulness), exercising self-compassion and asking for help⁵.

Key messages to communicate

1. At times we all feel worried

This section explores how at times we all feel worried and encourages children to share and talk about what they might be worried about. It highlights that worries are actually thoughts that go over and over in our heads, and to remember that thoughts are not facts and can be changed. It can be difficult in bad times to believe that things will get better, but, just like the weather, things will change at some point and better times will come.

2. If worries are not dealt with, they can sometimes get out of control

This section aims to explain how worries and repetitive negative thinking will impact on our wellbeing and bring us down. It is important for children to learn ways of dealing with their worries, and strategies they will learn include noticing their thoughts, staying in the present moment (exploring what is under their control only) and writing things down.

3. If you are struggling, it is important to ask for help

Sometimes our worries are too big to manage on our own and in these situations we need to learn how to ask for help. Resilient people do not think they have to manage things all by themselves but reach out to others for help. Talking things over with someone else can be reassuring, but it takes courage to admit vulnerability and ask for help. This section gives an opportunity to explore what might get in the way of children asking for help.

Role Model It



Share a story with your class about a time you worried about something which in the end went better than expected. Also discuss who you talk your worries over with and things that help you deal with repetitive unhelpful thinking.

Assembly notes

Launch Assembly

Suggested music for children entering: 'Don't You Worry About a Thing' by Stevie Wonder.

The book is *The Huge Bag of Worries* by Virginia Ironside. You can watch it on www.youtube.com/watch?v=G4obF25b6Fc

Reflection Assembly

Ensure the assembly hall is dark and only lit by a table of candles at the front of the room. Instil a model of quiet as the children enter the hall.

Suggested music for children entering and at end: 'Cavatina' from the film *The Deer Hunter*.

The book is *Ruby's Worry* by Tom Percival.

Additional Information

TED Talk: Dawn Huebner – Rethinking Anxiety (Learning to face fear)
<https://www.youtube.com/watch?v=jryCoo0BrRk>

Dawn Huebner (2005) *What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety*

References

¹ Conversano, C, Rotondo, A, Lensi, E, Della Vista, O, Arpone, F and Reda, M A (2010). Optimism and its impact on mental and physical well-being. *Clinical Practice and Epidemiology in Mental Health*, 6, pp 25–29

² Kinderman, P, Schwannauer, M, Pontin, E and Tai, S (2013). Psychological processes mediate the impact of familial risk, social circumstances and life events on mental health. *PLoS ONE*, 8(10)

³ Leahy, R (2012). *The Worry Cure: Stop worrying and start living*. London: Piatkus

⁴ Reivich, K and Shatté, A (2003). *The Resilience Factor: 7 keys to finding your inner strength and overcoming life's hurdles*. New York: Broadway Books

⁵ Johnstone, M (2015). *The Little Book of Resilience: How to bounce back from adversity and lead a fulfilling life*.



UNIT 6

Talk Things Over

**Classroom activities
for Early, First and
Second Level**

Unit 6	Talk Things Over			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
At times we all feel worried	<i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 0-01a <i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a	I can describe a time when I felt worried I able to say what I am worrying about I can describe what it feels like to be worried	<u>The Huge Bag of Worries</u> Reread the story from assembly – <i>The Huge Bag of Worries</i> by Virginia Ironside. Discuss the different worries the girl felt. She saw her worries as 'Worry Monsters'. Use art materials to create your own Bag of Worries for the classroom wall. (Worry Monsters from the Home Activity can be added). <u>Talking and Thinking Books</u> Use a stimulus for discussion. The children can draw a picture or have a story scribed in their Thinking Book. For example 'I feel worried when ...' <u>Class Task – Feelings Check-in System</u> Each class should make a feelings check-in system where each child and staff members can check in and identify how they are feeling throughout the day. Children each have a name tag and move their name to the appropriate emotion picture to show emotions. This activity will allow individuals' emotional vocabulary to develop and encourage children to understand their emotions. Each class should make different characters (similar to emoji characters) that best show each emotion. Once this check-in system is created, please continue to use it throughout the academic session. Remember to display it in a central place that all class members can access. Encourage the children to look at it throughout the day and see if they can help their peers.	<u>'Worried' Chart</u> Discuss what it looks like, sounds like and feels like to be worried using a chart with three columns. <u>Stories</u> * <i>The Huge Bag of Worries</i> by Virginia Ironside * <i>What to Do With a Problem</i> by Kobi Yamada * <i>Morris and the Bundle of Worries</i> by Jill Seeny * <i>Worries Go Away</i> by Kes Gray * <i>What to Do When You Worry Too Much: A kid's guide to overcoming anxieties</i> by Dawn Huebner

Unit 6	Talk Things Over			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
If worries are not dealt with, they can sometimes get out of control	<i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 0-01a <i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a	I can use things to help me when I am worried I can tell someone when I feel worried	<u>Feel Better</u> Use a puppet or cuddly toy as a stimulus for the children. Use the puppet/toy to show different emotions (emotions should be appropriate for the level). Discuss how we can tell how the puppet is feeling. Then discuss what the puppet/toy can do to make themselves feel better. Discuss how individuals can help themselves feel better. <u>Worry Bubbles</u> This activity is designed to help children to let go of a worry. It is a visual activity that combines thought and action to assist the child in letting go. The activity not only helps the child to visualise worries drifting away, but it also promotes deep breathing as they are blowing the bubbles. Deep breathing automatically sends a message to the body to relax and calm down. See the web link below for further info: http://kidsrelaxation.com/all-relaxation-activities/worry-bubbles/ <u>Throw Worries Away</u> Draw a picture of your worry and throw it away. Teach the children that they can draw pictures of things they worry about. Encourage them to look at it for a moment then screw it up, stamp on it or pop it in their Worry Monster.	<u>Stories</u> <i>Morris and the Bundle of Worries</i> by Jill Seeny <u>Art Activities</u> Make Blob Monsters. See instructions on http://kidsrelaxation.com/all-relaxation-activities/worry-bubbles/

Unit 6	Talk Things Over			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
If you are struggling, it is important to ask for help	<i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> HWB 0-03a <i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> HWB 0-07a <i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> HWB 0-44a	I know what can help me to feel better when I feel worried I know who I can talk to when I feel worried I know who can help me to manage my worries	<u>Back Up Team</u> Revisit who is in your Back Up Team identified in Unit 2. Help the children to remember who they are. Next, thought-shower other people that children could ask for help. As a class, or individually, make a poster that shows the variety of people the children can ask for help. <u>Big Lips and Big Ears</u> Make big lips and ears to highlight the importance of talking things over and having someone to listen. The big lips and ears should be displayed in the classroom to remind the children to ask for help. <u>Role Model</u> Help children to understand the importance of sharing their worries by providing real examples from the classroom or from your life. Describe the feelings involved.	<u>Class/School Bubble Time</u> www.circle-time.co.uk/resources <u>Songs and Rhymes</u>

Unit 6		Talk Things Over		Early Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* What do you worry about? * What is the one thing that helps you deal with worries? * How do you feel about asking for help?	'Ups and downs', emotions and feelings, strategies	* Learners are able to seek help and/or advice when necessary in the context of changing friendships and relationships and life circumstances	* Books: <i>The Huge Bag of Worries</i> by Virginia Ironside; <i>What to Do With a Problem</i> by Kobi Yamada; <i>Morris and the Bundle of Worries</i> by Jill Seeny; <i>Worries Go Away</i> by Kes Gray; <i>What to Do When You Worry Too Much: A kid's guide to overcoming anxieties</i> by Dawn Huebner * Worry Bubbles http://kidsrelaxation.com/all-relaxation-activities/worry-bubbles/ * Rock Monsters http://www.freekidscrafts.com/rock-monsters/ * Monster Worry Template, Monster Worry Writing Frame, Monster Worry Game, Monster Feeling Fans and Monster Emotions Posters on: www.elsa-support.co.uk	SAFE Protected from abuse, neglect or harm at home, at school and in the community.
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can ask for help when relationships change * I can ask for help when friendships change	Literacy and Language * Listening and talking Expressive Arts * Drama – role play * Art and design Health and Wellbeing * Keeping Myself Safe	* Article 19 – You have the right to be kept safe and away from harm. * Article 37 – No one is allowed to punish you in a cruel or harmful way. * Article 34 – You have the right to be free from sexual abuse.

Unit 6		Talk Things Over		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
At times we all feel worried	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a	I know how it feels to feel worried I can describe a time when I felt worried I know that bad times won't last	<u>What Are Worries?</u> Use the lesson plan available on the website below. Children discuss different kinds of worries: http://www.southglos.gov.uk/documents/Classroom-Resources.pdf <u>The Huge Bag of Worries</u> Use the book from the launch assembly, <i>The Huge Bag of Worries</i> by Virginia Ironside, as a stimulus. As a class, thought-shower what would be included in a class bag of worries. Then, ask children to make their own bag of worries. Children can draw and label what would be included in their bag of worries. <u>Class Task – Feelings Check-in System</u> Each class should make a feelings check-in system where each child and staff members can check in and identify how they are feeling throughout the day. Children each have a name tag and move their name to the appropriate emotion picture to show emotions. This activity will allow individuals' emotional vocabulary to develop and encourage children to understand their emotions. Each class should make different characters (similar to emoji characters) that best show each emotion. Once this check-in system is created, please continue to use it throughout the academic session. Remember to display it in a central place that all class members can access. Encourage the children to look at it throughout the day and see if they can help their peers.	<u>Stories</u> * <i>The Huge Bag of Worries</i> by Virginia Ironside * <i>What to Do With a Problem</i> by Kobi Yamada * <i>Morris and the Bundle of Worries</i> by Jill Seeny * <i>Worries Go Away</i> by Kes Gray * <i>What to Do When You Worry Too Much: A kid's guide to overcoming anxieties</i> by Dawn Huebner

Unit 6		Talk Things Over		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
If worries are not dealt with, they can sometimes get out of control	<i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 1-01a	I can learn ways to help me when I am worried	<u>Worry Rock Monsters</u> Make a rock monster (see link below). These would be lovely for a child to put in their pocket to feel when they felt a bit worried. They can leave their rock monster in a bowl to show they want some help with their worry. http://www.freekidscrafts.com/rock-monsters/	<u>Circle Time Activities</u> <u>Art Activities</u> Make Blob Monsters. See instructions on http://kidsrelaxation.com/all-relaxation-activities/worry-bubbles/
	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 1-02a	I can focus on the present to control my worries	<u>Blowing Feathers</u> We can't control the past or the future. Focus on the present moment and think about what might help you right now. This activity is designed to help children to let go of a worry.	
	<i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 1-04a	I can write my worries down	Each child should sit holding a feather. Blow it up into the air. This is a visual activity that combines thought and action to assist the child in letting go. The activity not only helps the child to visualise worries drifting away, but it also promotes deep breathing as they are blowing the feather away. Deep breathing automatically sends a message to the body to relax and calm down. <u>Skipper's Box</u> Find a large box to make into your Skipper's Box. Decorate it and locate it in an accessible part of the classroom. To help manage their worries, children should write down things that worry them and add them to Skipper's Box. Skipper can help them (with the class's help) to think of possible next steps.	

Unit 6		Talk Things Over		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
If you are struggling, it is important you ask for help	<i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> HWB 1-03a <i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> HWB 1-07a <i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> HWB 1-44a	I know who I can talk to when I feel worried I know what can help me to feel better when I feel worried I know who can help me to manage my feelings/behaviour	<u>Back Up Team to the Rescue</u> Revisit the Back Up Teams identified in Unit 2 and ensure the children remember who they are. Next, thought-shower other people that children could ask for help. As a class, or individually, make a poster that shows the variety of people children can ask for help. <u>Ask For Help</u> Read out situations where someone might need help. Pupils must decide if 'Yes' they would ask for help, or 'No' they would not ask for help. Pupils can indicate their responses in a variety of ways, eg using thumbs up/down or holding up a red or blue card. Read out the following statements: 1. You're stuck with your homework. 2. You've run out of toilet paper. 3. You can't find the remote control. 4. You're being bullied. 5. Your parents are always arguing. 6. You've got chewing gum on your clothes at school. 7. You can't find something in the classroom. 8. You don't understand what the teacher said. 9. You think your friend might have an eating problem. 10. You want a drink but your favourite programme is on. When pupils have made their decisions, ask them why. Ask them who they might ask for help. <u>How to Ask For Help</u> Many children do not ask for help when stuck. This may be because they feel lost, anxious, embarrassed, or overwhelmed, or they simply do not know how to ask. It is important to explicitly teach and encourage children how to ask for help. There is a very useful social story which incorporates the use of Lego to teach this explicitly. The web link for the resource is www.etsy.com/listing/249030268/i-can-ask-for-help-social-narrative	<u>Class/School Bubble Time</u> <u>Songs and Rhymes</u> <u>Class Worry Box</u> <u>Art/Craft</u> Make a worry warrior www.crayola.com/lesson-plans/worry-warriors--courage-connections-lesson-plan/

Unit 6		Talk Things Over		First Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* What do you worry about? * What is the one thing that helps you deal with worries? * How do you feel about asking for help?	'Ups and downs', emotions and feelings, strategies	* Learners are able to seek help and/or advice when necessary in the context of changing friendships and relationships and life circumstances	* Books: <i>The Huge Bag of Worries</i> by Virginia Ironside; <i>What to Do With a Problem</i> by Kobi Yamada; <i>Morris and the Bundle of Worries</i> by Jill Seeny; <i>Worries Go Away</i> by Kes Gray; <i>What to Do When You Worry Too Much: A kid's guide to overcoming anxieties</i> by Dawn Huebner * Worry Bubbles http://kidsrelaxation.com/all-relaxation-activities/worry-bubbles/ * Rock Monsters http://www.freekidscrafts.com/rock-monsters/ * Monster Worry Template, Monster Worry Writing Frame, Monster Worry Game, Monster Feeling Fans and Monster Emotions Posters on: www.elsa-support.co.uk	SAFE Protected from abuse, neglect or harm at home, at school and in the community
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can ask for help when I am having difficulties with a relationship * I can ask for help when I am having difficulties with a friendship	Literacy and Language * Listening and talking Expressive Arts * Drama – role play * Art and design Health and Wellbeing * Keeping Myself Safe	* Article 19 – You have the right to be kept safe and away from harm. * Article 37 – No one is allowed to punish you in a cruel or harmful way. * Article 34 – You have the right to be free from sexual abuse.

Unit 6		Talk Things Over		Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
At times we all feel worried	<i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 2-01a <i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 2-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 2-04a	I know we all feel worried sometimes I understand that worries are just thoughts I understand that it is important to believe it won't always be this way	<u>'Worries' Mime</u> Divide the class into small groups of two or three and provide each group with different scenarios to mime which deal with worries, eg cheating in a test, witnessing an accident, causing an accident, failing a challenge. After the mimes discuss: Have they ever felt like that? What did you do when you felt like that? How did you know you were feeling like that? <u>Circle Time</u> I feel worried ... when ... When I feel worried ... I talk to ... When I feel worried ... I can make myself feel better by ... I know someone feels worried ... when they ... <u>Class Task – Feelings Check-in System</u> Each class should make a feelings check-in system where each child and staff members can check in and identify how they are feeling throughout the day. Children each have a name tag and move their name to the appropriate emotion picture to show emotions. This activity will allow individuals' emotional vocabulary to develop and encourage children to understand their emotions. Each class should make different characters (similar to emoji characters) that best show each emotion. Once this check-in system is created, please continue to use it throughout the academic session. Remember to display it in a central place that all class members can access. Encourage the children to look at it throughout the day and see if they can help their peers.	<u>Stories</u> * <i>The Huge Bag of Worries</i> by Virginia Ironside * <i>What to Do With a Problem</i> by Kobi Yamada * <i>What to Do When You Worry Too Much: A kid's guide to overcoming anxieties</i> by Dawn Huebner

Unit 6	Talk Things Over			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
If worries are not dealt with, they can sometimes get out of control	<i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 2-01a <i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 2-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 2-04a	I am learning strategies to manage my worries I am learning that not all thoughts are worries I am learning to stay in the here and now I can write my worries down	<u>The Worry Bus</u> Explain that if we step back and become more aware, we can catch the thoughts that are running through our head. Once we notice them, it can be helpful to view thoughts as buses. Just as Skipper found out in the assembly, we may find that some buses (worries) pass us, but we do not have to get on them. Hold a circle time to discuss different types of worries the children have. <u>Mindfulness Activity</u> Use mindfulness to help manage worries. We can't control the past or the future. Focus on the present moment and think about what might help you right now. These activities are designed to help children to let go of a worry. <u>Worry Jar</u> To help children to manage their worries, ask them to write down everything that is worrying them. When the list is complete, take a moment and read it back. Then with great pleasure screw it up, stamp on it and put it in the worry jar.	<u>Circle Time Activities</u> <u>Make a Worry Box</u> http://schoolcounselorscrapbook.blogspot.co.uk/2012/03/worry-box.html <u>Worry Bubbles</u> This activity is designed to help children let go of worries. It is a visual activity that combines thought and action to assist the child in letting go. The activity not only helps the child to visualise worries drifting away, but it also promotes deep breathing as they are blowing the bubbles. Deep breathing automatically sends a message to the body to relax and calm down. See instructions on: http://kidsrelaxation.com/all-relaxation-activities/worry-bubbles/

Unit 6	Talk Things Over			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
If you are struggling, it is important to ask for help	<i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> HWB 2-03a <i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> HWB 2-07a <i>I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.</i> HWB 2-49a	I know who I can talk to when I feel worried I know that talking things over helps me to feel better when I am worried I am learning to put my worries into perspective	<u>Remember Your Back Up Team</u> Revisit the Back Up Teams identified in Unit 2 and ensure the children remember who they are. Next thought – shower other people that children could ask for help from. As a class, or individually, make a poster that shows the variety of people that children can ask for help from. <u>Help Detector</u> Introduce the importance of recognising when someone is worried. Focus on body language and recognising the signs. As a class, discuss the importance of body language. Emphasise that it is a way of communicating. Take turns to show different emotions using only body language. In small groups, make or draw a character whose body language shows an emotion. Each group can focus on a different emotion. These can be displayed in class or around the school, to remind the children the importance of recognising when someone needs help and to be on the lookout when they are in the playground. <u>How to Ask For Help</u> Many children do not ask for help when stuck. This may be because they feel lost, anxious, embarrassed, or overwhelmed, or they simply do not know how to ask. It is important to explicitly teach and encourage children how to ask for help. There is a very useful social story which incorporates the use of Lego to teach this explicitly. The web link for the resource is www.etsy.com/listing/249030268/i-can-ask-for-help-social-narrative	<u>Class/School Bubble Time</u>

Unit 6	Talk Things Over			Second Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Can you think of a moment when you felt lots of different emotions at the same time? * Can you think of a time when you felt stressed before something and then proud/happy when you completed it? * What things help you cope?	Emotional vocabulary – happy, sad, worried, angry, afraid; resilient, resilience, 'ups and downs'; coping; power poses; mindfulness	* Learners can demonstrate understanding of physical changes, including puberty, and how these can affect emotional responses in themselves and others * Learners understand different forms of abuse and have the resilience and confidence to seek help when they feel it is necessary	* Books: <i>The Huge Bag of Worries</i> by Virginia Ironside; <i>What to Do With a Problem</i> by Kobi Yamada; <i>What to Do When You Worry Too Much: A kid's guide to overcoming anxieties</i> by Dawn Huebner * <i>Quality Circle Times in the Primary Classroom</i> by Jenny Mosely (section 7) * Mindfulness Activities www.uk.pinterest.com/mhkeiger/mindfulness-and-social-thinking/ www.uk.pinterest.com/pin/191614159122856721/ * Pooky Knightsmith has useful resources on her website https://www.pookyknightsmith.com/	SAFE Protected from abuse, neglect or harm at home, at school and in the community
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child (UNCRC)
		* I can show empathy and appreciate the personal circumstances of others	Literacy and Language * Listening and talking Expressive Arts * Drama – role play * Art and design Health and Wellbeing * Keeping Myself Safe	* Article 19 – You have the right to be kept safe and away from harm. * Article 37 – No one is allowed to punish you in a cruel or harmful way. * Article 34 – You have the right to be free from sexual abuse.

UNIT 6 Talk Things Over



Home Activity

At times we all feel worried. It is important to encourage children to share and talk about what they might be worried about. It can be difficult in bad times to believe that things will get better, but just like the weather, things will change at some point and better times will come.

We have learned that:

- At times we all feel worried
- If worries are not dealt with, they can sometimes get out of control
- If you are struggling, it is important to ask for help

Activity

We would like you to make a Worry Monster together. A Worry Monster is a 3D junk model monster with a large mouth. The Worry Monster can help children to manage their worries. When they write down their worry, they can post it in the Worry Monster's mouth. A Worry Monster can also make it easier for some children to express their worries if they don't want to share them.

Use art materials to create your own Worry Monster (remember it needs a big mouth for all your worries!)

- How many heads does the monster have?
- Does it fly?
- Does it have scales, lumps, bumps, or is the skin smooth?
- How big is it?
- Can it swim?
- How fast can it run?
- Does it have a name?
- What powers does it have?

You may want to give it a funny name and an unusual personality. Now, write down one of your worries and post it in your Worry Monster. Bring your Worry Monster into school to show your class.

Please return your home activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.

Name:.....

Class:.....

TIME FOR REFLECTION



I have learned that this
is important because ...

MY ACTION PLAN

To help me, I am going to ...

Parent and Carer Leaflet



'Never be afraid to ask for help; it's one of the bravest things that you can ever do. You are never alone.'

Nicole Lyons

Promoting Emotional Health & Well-being

Parent and Carer Leaflet



'Never be afraid to ask for help; it's one of the bravest things that you can ever do. You are never alone.'

Nicole Lyons

Promoting Emotional Health & Well-being

Talk Things Over

Challenges or setbacks can cause us to worry. Feeling worried about things that have happened or will happen is a normal part of life. When we worry, things go round and round in our head. If these feelings are not dealt with, they can sometimes get out of control. However the good news is that eventually these feelings will pass.

Through this unit, children will learn how worries affect our wellbeing and what we can do to deal with them to stop them escalating. This includes strategies like writing them down, talking them over, realising things will pass and asking for help.



In this unit, Skipper is worried there is a monster in the river. Skipper helps the children to learn that there are ways to manage worries. Sometimes we can't deal with worries by ourselves, so we need to ask for help.

In this unit, we will be learning that:

- At times we all feel worried
- If worries are not dealt with, they can sometimes get out of control
- If you are struggling, it is important to ask for help

Talk It Over:

Share a story with your child about a time you needed help because you didn't know how to do something. Who did you talk over your worries with? What difference did talking about it make?

Home Activity:

Together create a 'Worry Monster'. You may want to give it a funny name and an unusual personality. Encourage your child to bring their monster into school to share with their class.

Key Book: *The Huge Bag of Worries* by Virginia Ironside

Talk Things Over

Challenges or setbacks can cause us to worry. Feeling worried about things that have happened or will happen is a normal part of life. When we worry, things go round and round in our head. If these feelings are not dealt with, they can sometimes get out of control. However the good news is that eventually these feelings will pass.

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