



Year 3-4

Worries

This lesson was written in January 2021 and reflects information available, and guidance issued at the time.



Objectives:

- To understand that everyday things affect our feelings.
- To understand that everyone has worries.
- To understand the importance of expressing our feelings & supporting others who express their feelings.
- To identify strategies that can help themselves feel better.

Curriculum Links:

KS2 - PSHE (from PSHE Association): Children learn

- *H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing*
- *H17. To recognise that feelings can change over time and range in intensity,*
- *H18. About everyday things that affect feelings and the importance of expressing feelings*

Key Vocabulary:

- anxious
- worry
- self-isolate
- virus
- infectious
- restrictions

Resources:

- PowerPoint
- Book - Ruby's Worry
- card cut into postcard (A6) size - 1 per child

FAQs:

Why do the rules keep changing? The rules keep changing as the spread of the virus changes. When the virus is being spread rapidly we may need to have more restrictions. When the virus is not being spread so fast it may be possible to relax the rules.



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Introduction:

10 mins



Watch video introduction - Puppet Q is worried about all the rules and changes.

Invite children to share any Coronavirus related worries that they might have. Write them down on a big piece of paper/whiteboard.

Main Activity:

20 mins



If time - Read Ruby's Worry. Talk about how worry can manifest physically - feeling tired, feeling sad, not hungry or over eating, not sleeping well, feeling tearful, etc. Like in the story, talk about spotting other people who might be feeling worried/lonely. What can we do to help them?

Make another mind map of what they can do about their worries - talk to a friend, talk to a trusted adult (parent, grandparent, teacher), play with friends at school, do something they enjoy, do some dancing, do some physical activity, etc. Like in the story, talk about spotting other people who might be feeling worried/lonely.

Children make their own little card of things they can do to help them when they're worried - based on whole class suggestions.

Stress the importance of talking to someone when they are worried, and also looking out for friends who might be worried and encouraging them to talk about it.

Plenary:

5 mins



- Recap signs we might be feeling anxious (emotional and physical).
- How to spot if other people might be worried/anxious.
- Things we can do to help ourselves and others - refer to the mindmap with children's ideas/pictures



Possible Extension Activities:

- Set up a worry box in the classroom (from a tissue paper box). Children can write their worry and can place it in the box.
- Make a Self soothe box (see YouTube link below for ideas). At school the children could draw and label what would go into their box, and they could make it at home if they wanted to. The self soothe box/bag can contain items that remind the children of the positive/happy moments (souvenirs, photos from holidays), favourite little toys (small car, or cuddly toy), and things that they like to do (small colouring or puzzle book, fluffy pen, puzzle/maze toy).