

TOM PERCIVAL

PERFECTLY NORMAN

RUBY'S WORRY

RAVI'S ROAR



RESOURCE PACK FOR KS1

Suitable for: Ages 5+

Includes: Visual extracts from the books + corresponding reading questions and activities

Themes: Self-Confidence; Self-Expression; Celebrating Difference; Worries and Anxiety; Coping with Emotions

ABOUT THE BOOKS

PERFECTLY NORMAN

Norman had always been normal, *perfectly* normal . . . until the day he grew a pair of wings!

A bold and uplifting book about daring to be different and having the courage to dance to your own tune.

Perfect for soothing even the biggest worries.

RUBY'S WORRY

Ruby had always been happy, *perfectly* happy . . . until one day . . . she discovered a Worry.

A reassuring and sensitive book – the perfect springboard for talking to children about sharing their hidden worries no matter how big or small they may be.

RAVI'S ROAR

Most of the time Ravi can control his temper but . . . one day, he lets out the tiger within.

A clever and encouraging book about dealing with emotions and learning to express your feelings.

TOM PERCIVAL

PERFECTLY NORMAN

RUBY'S WORRY

RAVI'S ROAR



RESOURCE PACK OBJECTIVES & OUTCOMES

Perfectly Norman: Being Yourself

Objectives:

- To retrieve information about characters from text and make inferences
- To identify and understand Norman's feelings in the book

Outcomes: A list of Norman's feelings; a piece of drama in-role as Norman; a set of decorated wings!

Ruby's Worry: Understanding Emotions

Objectives:

- To identify how different emotions make us react
- To understand how talking about feelings can help manage them

Outcomes: Facial expressions for different emotions; an 'Emotions Diary'; a newly imagined scene in the story.

Ravi's Roar: Big Feelings

Objectives:

- To open up a dialogue about emotions and increase emotional vocabulary
- To interpret physical and mental signs of feeling different emotions

Outcomes: A role-play exercise in which emotions get bigger and bigger; an 'Emotions Volcano' created in groups.

TOM PERCIVAL

PERFECTLY NORMAN

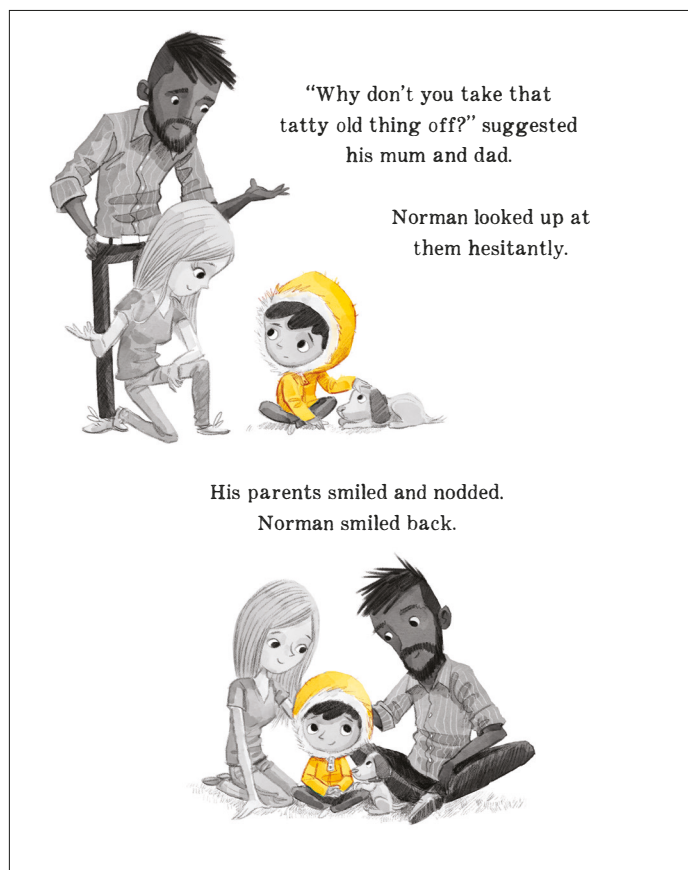
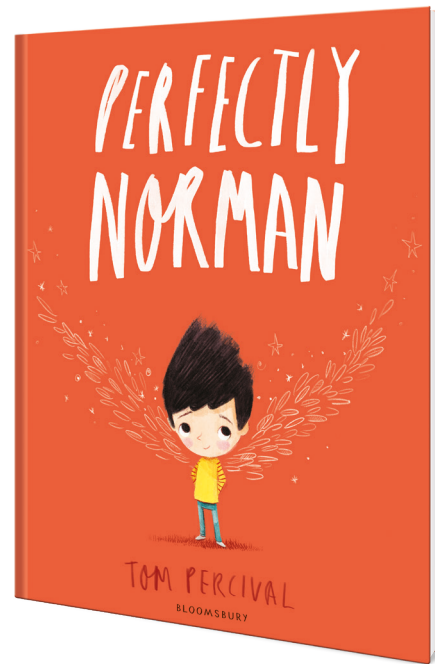
RUBY'S WORRY

RAVI'S ROAR



1: PERFECTLY NORMAN: BEING YOURSELF

- What is different about Norman?
What does he have that other children don't have?
- Why do you think Norman has been wearing a coat?
What has he been trying to cover up?
- How does Norman feel when he takes his coat off?
Why does he feel this way?



TOM PERCIVAL

PERFECTLY NORMAN

RUBY'S WORRY

RAVI'S ROAR



ACTIVITY 1: Ask the class: what is happening in the double-page spread taken from Perfectly Norman? How is Norman *feeling*? Encourage pupils to choose words from the word bank below to describe how Norman feels when he wears the coat versus when he takes it off.

Note: some words might not go in either column. Pupils should be able to explain why they have chosen their words.

SCARED

ANXIOUS

HAPPY

LONELY

WORRIED

SAFE

SUPPORTED

CONFUSED

EXCITED

FREE

SAD

HESITANT

NERVOUS

CALM

WHEN NORMAN
WEARS THE COAT

WHEN NORMAN
TAKES THE COAT OFF

Group pupils into pairs, where one pupil is Norman wearing the coat and one is Norman when he has taken the coat off. Each pupil should take it in turns to pretend to be Norman by doing facial expressions that represent the different words they selected.

TOM PERCIVAL

PERFECTLY NORMAN

RUBY'S WORRY

RAVI'S ROAR



Group pupils into pairs, where one pupil is Norman wearing the coat and one is Norman when he has taken the coat off. Each pupil should take it in turns to pretend to be Norman by doing facial expressions that represent the different words they selected.

ACTIVITY 2: Ask pupils to use the Wings Template below to create a set of wings that is unique to them. They should decorate their wings with their favourite colours, hobbies, friends, family members and favourite objects. Children can cut and paste using various different materials, or draw their own imagery. Decorate the classroom using all of the different sets of wings – can children explain why the wings are all different, and why this is something to celebrate?



TOM PERCIVAL

PERFECTLY NORMAN

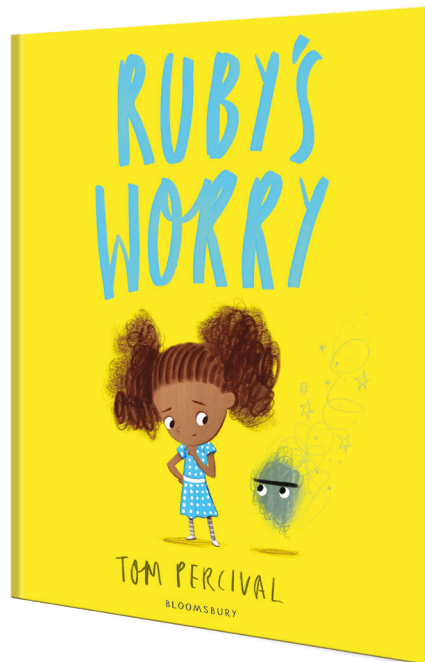
RUBY'S WORRY

RAVI'S ROAR



2: RUBY'S WORRY: UNDERSTANDING EMOTIONS

- What do you think Ruby is looking at on the front cover of the book?
- How does Ruby feel?
Why do you think everything is in black and white apart from Ruby and her worry?
- Have you ever worried about something and not been able to tell anyone, just like Ruby?



The funny thing was that no one else could see
Ruby's Worry – not even her teacher.

So Ruby pretended that *she* couldn't see it either.



TOM PERCIVAL

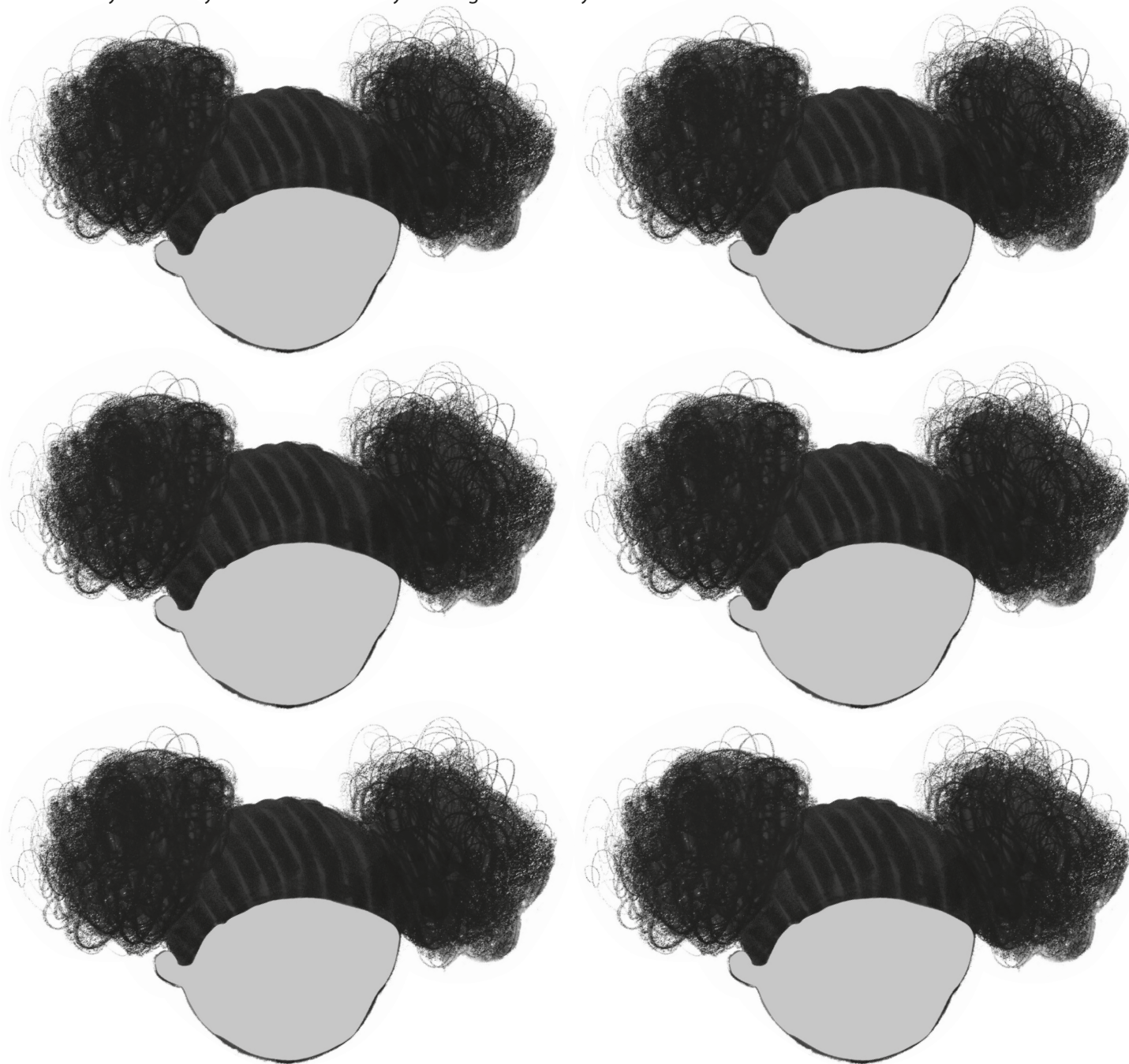
PERFECTLY NORMAN

RUBY'S WORRY

RAVI'S ROAR



ACTIVITY 1: In pairs, get pupils to act out facial expressions for each of the following feelings: happiness, sadness, worry, stress, anger, loneliness and frustration. Can pupils guess which feelings their partners are acting out? Ask pupils to draw the different facial expressions that they act out on the template included here. Can they match any of their faces to Ruby's feelings in the story?



TOM PERCIVAL






PERFECTLY NORMAN

RUBY'S WORRY

RAVI'S ROAR



Ask pupils to create a feelings diary for the past week. Use the template below to structure ideas.

DAY: FEELING	I FELT THIS WAY BECAUSE...	I STOPPED FEELING THIS WAY BECAUSE...
 MONDAY		
 TUESDAY		
 WEDNESDAY		
 THURSDAY		
 FRIDAY		

TOM PERCIVAL

PERFECTLY NORMAN

RUBY'S WORRY

RAVI'S ROAR



ACTIVITY 2: In groups of three, ask children to look at the double-page extract from the story. They should spend five to ten minutes creating a drama, imagining that Ruby *tells* the other children and her teacher about her Worry. Children should imagine that one of them is Ruby, one of them is Ruby's friend, and one of them is the teacher.

Questions to consider:

1. How do you think Ruby feels when she tells people about her Worry? Does she feel better or worse?
2. How do you think the other characters might react? What advice would they give?
3. Do you think it is a good idea for Ruby to speak to people about her Worry? Why?

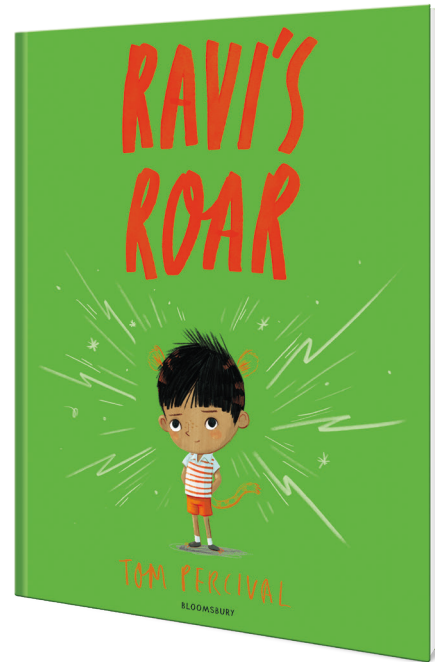
TOM PERCIVAL

PERFECTLY NORMAN
RUBY'S WORRY
RAVI'S ROAR



3: RAVI'S ROAR: BIG FEELINGS

- What can you see happening to Ravi on the front cover of the book?
Why do you think this is happening?
- What feelings does Ravi have that make him turn onto a tiger?
- Have you ever felt so angry that you could turn into a tiger?
When? Why?



Ravi was **FURIOUS!**

He growled ...

and a **stripy tail** popped out
from the back of his shorts.



Then ...

he sprouted two **furry ears**,
sharp, pointy teeth
and **stripy orange fur!**



Ravi had turned into a **TIGER!**

The tiger took a **huge, deep breath** and then ...



TOM PERCIVAL

PERFECTLY NORMAN

RUBY'S WORRY

RAVI'S ROAR



ACTIVITY 1: In the book, Ravi senses that his feelings start to make him change, and he begins to feel out of control. Tell children they will need space to move around the classroom in this game where you act out how their feelings can get bigger and bigger. Choose a pupil to be the first leader. They will say an emotion out loud. Then, all the other students should move safely around the classroom, acting as if they are feeling just a little bit of that emotion. Then, when the leader says 'bigger!' – pupils need to show more of the emotion (i.e. angrier, and angrier).

The leader should repeat 'bigger!' until the emotion is built all the way up. Then, the leader will say "change!" and everyone freezes into the shape of an animal they "changed" into, just like Ravi.

Choose another leader and another emotion and play again.

ACTIVITY 2: Instruct pupils to get into groups. Together, they should draw a volcano, or triangle on another blank piece of paper. They can even get creative and add lava! Then, they should come up with as many different emotions that they can think of.

Using their group's emotion list, they should discuss which emotions they think are 'biggest'. These are the emotions that affect us the most. Children should write the emotions on their volcano, with the 'biggest' ones at the top and the 'smallest' near the base.

Once they have assembled their volcanoes, ask children to reflect on the following questions:

- What are some of the 'biggest' feelings you can have?
- Why do you think the big emotions have been placed at the top of the volcano?
- Did you all agree where to place emotions on your chart? Why or why not?
- Where would you put Ravi's feelings on this volcano?
- If you could choose a colour for each emotion, what would you choose? Colour-code your volcanoes!

TOM PERCIVAL

PERFECTLY NORMAN

RUBY'S WORRY

RAVI'S ROAR

