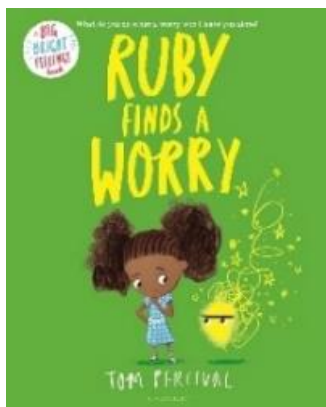




EN / FR

Ruby Finds Aa Worry by Tom Percival

Book synopsis: Ruby was enjoying lots of things in her life when a worry came along. Gradually it grows and grows and grows.

Themes covered:

- Worry, fear, being brave

Time of the year:

- October

Secondary books linked:

- *Puppy in My Head*
- *When I Feel Scared*
- *I've Lost My Cat* (EHDA collection)

Tier 1 universal practices – for the whole group


- **Reading the story** with the **whole group** (teacher is reading a physical copy of the book with the group, rather than having them listen to the story on video).
- Asking the children questions about the book to keep them engaged and to take the message of the story one-step further (having a **bookmark** with pre-planned questions can be useful).
- Using **props** (e.g. **balls of yarn in different colors that you can add to, and pass from one to another as worry increases, a balloon that you can blow bigger with a hand pump as worry grows**) can help increase the children's interest in the story.


Tier 2 targeted practices – for some children in a small-group setting


- **Re-reading** the same story with a **small-group** of selected children at Tier 2.
- Owning a second copy of the book, which could be lent to each child at Tier 2 to read with their **parents at home** (book to be lent on rotation).
- Video link to read aloud version for parents:
<https://youtu.be/VCyiiHl2SJU?si=zuwGRnu7yh0fBkds>

Tier 3 individualized practices – for few children on a one-to-one basis

- **Re-reading** the same story with a child at Tier 3 on a **one-to-one basis**.
- Owning a second copy of the book, which could be lent to the child at Tier 3 to read with his/her **parents at home**.
- Video link to read aloud version for parents:
<https://youtu.be/VCyiiHl2SJU?si=zuwGRnu7yh0fBkds>

 = social development

 = emotional development

 = special needs





Ruby Finds a Worry By Tom Percival

1. When you look at the cover, what do you see? What do you think this story is about?
2. What kind of things does Ruby like to do?
3. What does Ruby find?
4. What is happening with the worry?
5. Where does it go?
6. Do others notice it? How do you know?
7. What is stopping Ruby from doing what she would like?
8. What does Ruby notice when she sees the boy sitting on the bench at the park?
9. What happens when she asks the boy, 'what are you worried about?'
10. What's the best way to deal with worries? Who can you talk to about YOUR worries?

BALLOON BLOW-UP & BLOW-OUT



INDOOR ACTIVITY



Materials needed

- Balloons
- Handheld air pump

Tier 1 universal practices – for the whole group

- Using a hand pump with a balloon, gradually increasing the amount of air as the worry increases. Then, releasing the air as each child shares what is worrying and bothering them.
- **NOTE:** Taking care not to blow the balloons up too much, as they may explode and startle the children.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small group (2 or 3) of selected children at Tier 2, when they are worried about different issues.
- Encouraging them to express how they are feeling, in addition to asking for adult help.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3, along with the support of an adult, when they express regarding different aspects of their life.
- Encouraging them to express how they are feeling, while also asking for help for help from an adult.

BALLOON BLOW-UP & BLOW-OUT



INDOOR ACTIVITY



Special attentions for K4:

- Priming a discussion by naming things that children sometimes worry about (ex. will my parent pick me up at the end of the day, what happens if I forget my lunch on the bus, I peed in my pants what will happen?)
- Helping children feel safe at school by reassuring them that when they have a worry, they can and should always come to an adult. They will be happy to help them and take care of them.

Special attentions for Tier 3

- Children at Tier 3 can sometimes quickly become worried, particularly in new situations or when new people come into proximity. It is very important to prepare them and inform them when changes or something new will take place.
- Ensuring to introduce new adults as this will help them feel less worried and will enable them to manage the situation as best as they can.
- If a substitute teacher will be present, it can be helpful to have another known adult to be with the child at Tier 3. Inform the parents when it is known in advance that a substitute teacher will be present, they can also help to prepare and secure their child.
- Sometimes it may even be recommended that the child have a day off from school if their struggle with change is intense.

Adaptations for special needs:

EHDAA

- The concept of worry may be difficult for some children with special needs.
- They may not be able to make the link between the activity at hand and working through worry.

S = social development

E = emotional development

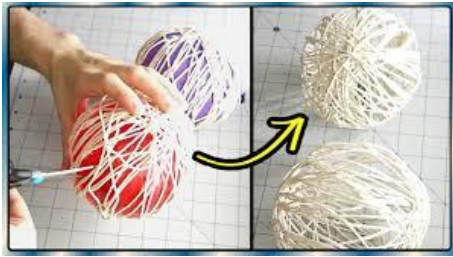
EHDAA = special needs



This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

PARENT COMPONENT

BALLOON STRING ART



INDOOR ACTIVITY

Materials needed

- Thick balloons
- Handheld pump or can be blown with mouth
- Liquid white glue or Mod Podge, sponge brush
- Yarn of different colours
- Scissors, needle

Tier 1 universal practices – for the whole group

- Inviting parents to come, and take part in this activity, additional hands will be needed!
- Blowing up a balloon, tying the knot and attaching a string so that that it can be hung up to dry.
- Then, using 'Mod Podge', a sponge brush and yarn, covering the balloon with 'Mod Podge' (or white LePage liquid glue).
- Taking long pieces of yarn and wrapping it around the balloon.
- Hanging the balloon to dry overnight once it has been fully covered.
- Once it is dry, taking a needle to pop the balloon! You'll be left with beautiful balloon string art that mimics the worry that Ruby was experiencing.

Tier 2 targeted practices – for some children in a small-group setting

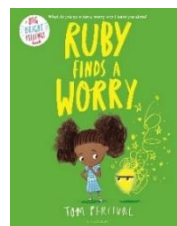
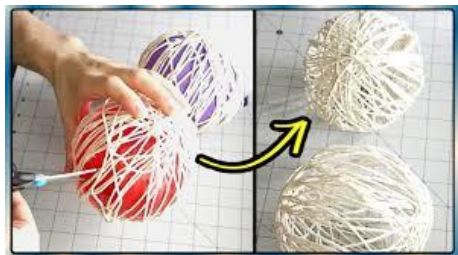
- This activity may be overly challenging for the children at Tier 2 when done with the whole class group. It would be better for them to work in a small group (2 or 3) in a different area of the room, or in another location, to reduce the number of distractions and stimuli.

Tier 3 individualized practices – for few children on a one-to-one basis

- This activity will be too challenging for the child at Tier 3 to undertake with the whole class group. It would be preferable for them to work in a different area of the room, or in another location, with the support of an adult, to limit sources of distraction and stimulation.

PARENT COMPONENT

BALLOON STRING ART



INDOOR ACTIVITY

Special attentions for K4:

- This activity may be challenging for some K4 children, they may struggle with **how** to use the sponge brush, covering the **entire** balloon with the glue, the texture (getting their hands dirty, feeling the wet sticky texture, etc.). Particularly if they have never used these tools and materials.
- Providing 1:1 or 1:2 support will be most helpful. Inviting cycle 3 students to be helpers may be a good option to consider.




Special attentions for Tier 3

- Children at Tier 3 may get frustrated with the balloon being slippery when applying the yarn, it falling off, etc. Providing 1:1 support is recommended, particularly if they have never used these tools and materials. Quick and close intervention can make the difference with this type of activity going well or the child becoming dysregulated and completely overwhelmed.
- Some children may be aversive to the textures involved in this activity. Offering to use surgical gloves may help them manage this well. Expect that they may not want to touch, nor wear gloves. Offer for them to lead in explaining, point out how and where they want the yarn applied and the adult or helper can be their '*hands on assistant*' to do the task. This adaptation can help them see that they can do 'part of the task' and they may be open to trying similar activities at a later date because they felt safe, heard and understood.

Adaptations for special needs:

EHDAA

- This activity may not be suitable for some children with special needs given their fine motor abilities.

 = social development  = emotional development  = special needs



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PARENT COMPONENT

ADULT RESOURCES



Editorials:

1. *What Kids Worry and Fear at Different Ages*, by Deborah MacNamara
<https://macnamara.ca/portfolio/what-kids-worry-and-fear-at-different-ages/>
2. *When the Worry Bugs Are in Your Tummy*, by Deborah MacNamara
<https://macnamara.ca/portfolio/when-the-worry-bugs-are-in-your-tummy-helping-a-child-with-anxiety/>
3. *Helping Kids Bounce Back: The Keys to Resiliency*, by Deborah MacNamara
<https://macnamara.ca/portfolio/helping-kids-bounce-back-the-keys-to-resiliency/>
4. *Six common childhood fears and how to deal with them*
<https://naitreetgrandir.com/en/feature/common-childhood-fears-and-how-to-deal-with-them/>

