

# *Ravi’s Roar* by Tom Percival

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| These session plans use *Ravi’s Roar* to support children’s return to school and nursery.Aims  * To support children to feel more comfortable in their return to school or nursery. * To recognise the different emotions that children may be feeling and help them to articulate these emotions. * To use a story to provide strategies for children to cope with the transition of returning to school or nursery.  Rationale  * Feeling like part of the class or a group will help children to settle back into school or nursery more quickly and support them to feel safe and secure. Playing games like the ones listed below will help to cement this identity and their relationship with you. * The sessions cover aspects of the Early Years Foundation Stage for Personal, Social and Emotional Development, Communication and Language, and Literacy. * Some activities in these sessions are designed to be run in a large circle. Children can sit on chairs to help ensure they are spaced appropriately. * The main message of these sessions is that it is okay to feel angry (or a range of other emotions) and not be able to articulate why. Sharing these feelings and working things out together will help. Younger children will benefit from hearing these messages, even if they cannot articulate these emotions themselves. |

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| **Session 1: Reading the story**  **Share the book *Ravi’s Roar* by Tom Percival** | |
| **Activity** | **Resources** |
| Starter Making relationships: Sing a hello song, making sure everyone is welcomed and included. You could sing ‘hello everyone, how are you, how are you today?’ and ask them to put thumbs up, down or in the middle to indicate how they are feeling. |  |
| Main activity Read or watch the story [*Ravi’s Roar*](https://www.youtube.com/watch?v=u2vCgAlSO84)by Tom Percival (watch online by clicking the link). Look at the front cover and ask children if they can see what is happening to Ravi. Ask key questions as you read the story such as, “what made Ravi angry? What happened when he started to feel angry?” | Copy of the book or online version |
| Closing activity Play different types of music and encourage the children to dance (on the spot) in the way it makes them feel. Talk about how music can help to make us feel happy and calm us down if we feel angry. | Different types of music |

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| **Session 2: Exploring the ideas in the book** | |
| **Activity** | **Resources** |
| Starter Self-confidence and self-awareness: Remind children that Ravi is the youngest in his family. Ask children to share information about their family and think about what each person in the family is good at (for example, mum is good at reading stories, dad makes great cakes, older brother is good at building models). Ask each child to say something they have shown they have been good at during lockdown. It could be something like helping with household jobs or getting dressed by themselves. |  |
| Main activity Work with children in small groups or a socially distanced circle. Recap the story and ask children to share any times they have been angry with the group. Ask them if they have ever felt anything that might make them turn into a tiger. This could reference events in lockdown or new feelings of things being different on their return to the setting. Be aware of any safeguarding issues that may arise and ensure any concerns are reported to your designated safeguarding person.  Explain that today we are going to act out different feelings. Start with anger. Ask children to show how this feelings looks with their face and bodies. Start of by reminding them of when Ravi first started to feel a little bit angry and then how the emotion grew and grew until he turned into a tiger. Ask the children to show getting angrier and angrier. Continue with different emotions, ensuring that you finish with a positive feeling. |  |
| Closing activity Teach the children [*The Feelings Song*](https://www.youtube.com/watch?v=3x_P5j1eSTA), sung to Twinkle, Twinkle, Little Star.  I have feelings (point to self). So do you (point to children). Let's all sing about a few. I am happy (smile). I am sad (frown). I get scared (wrap arms around self and make scared face). I get mad (make a fist and shake it or stomp feet). I am proud of being me (hands on hips, shoulders straight, smile). That's a feeling too, you see. I have feelings (point to self). You do, too (point to children). We just sang about a few. | Song linked on IWB if required |

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| **Session 3: Addressing emotions** | |
| **Activity** | **Resources** |
| Starter Managing feelings and behaviour: Sing the rhyme If You’re Happy and You Know It**.** Make up additional verses with other feelings such as:   * If you’re sad and you know it cry a tear. * If you’re angry and you know it, stomp your feet. * If you’re excited and you know it jump up and down. * If you’re scared and you know it, hide your eyes. | - |
| Main activity Provide children with an outline of a face or a paper plate and ask them to draw how they are feeling today. When they have finished, ask them to explain their drawing. If the drawing is of a negative emotions, talk it through and address any concerns, anxiety or anger. | Paper plates, colouring/ drawing supplies |
| Closing activity Talk about what we can do to make ourselves feel better if we have an unwanted emotion, such as anger. Explain that is it okay to feel these things and it is important to find ways that make us calm down or feel happy again. Come up with a list of strategies for anger management, such as calming down in a quiet area of the setting, asking an adult for help to solve a problem, counting up or back from ten, taking some deep breaths, blowing on a feather or a leaf, scrunching up or tearing some paper (from an agreed pile), listening to music. |  |