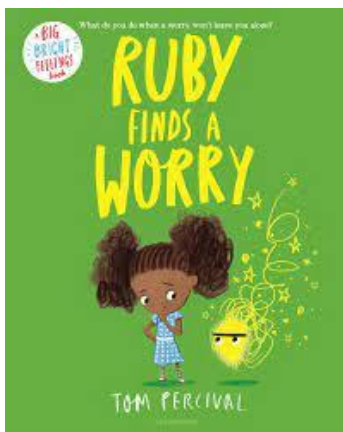


***Ruby Finds a Worry* By: Tom Percival- Literacy to Teach Diversity**
Lesson plan: We All Worry Sometimes



-Lesson plans for “We All Worry Sometimes” are intended for middle school students

- Percival, T. (2018). *Ruby finds a worry*. Bloomsbury Children’s Books.

-Link to free read aloud: <https://www.youtube.com/watch?v=VCyiiHI2SJU>

Rational: *Ruby Finds a Worry* is a story about a young child with crippling anxiety that stops her from not only doing the things that she loves but also from partaking in daily activities. Ruby’s worry becomes personified by a blob like figure that grows larger by the day; even to the point where it takes up an entire room. However, her parents, teachers, and classmates cannot see her giant worry. Until one day Ruby spots another young boy alone at recess and she recognizes he has a worry blob as well. Together they talk about their worries and their blobs begin to shrink and become more bearable. Anxiety disorders, as classified under emotional disorders, are much more severe than stress or fleeting worry. They truly stop children from being able to partake in everyday activities. As show by Ruby, her worry is there from the time she wakes up, follows her around school, and even sits at her shoulders as she is brushing her teeth for the night. While every child experiences anxiety in different variations the lesson taught by this story highlights that communication and relating to others can make our anxiety feel more bearable. At first, Ruby feels as if no one can see her worry, as if others do not understand her. This debilitates her from partaking in class, speaking to her classmates, or even telling her parents what is wrong. But by relating to only one other student Ruby finds that she is not alone in her experience with extreme anxiety and suddenly that doesn’t make her “worry” feel so big anymore. The power of teaching this book to students, especially in today’s age, lies within the fact that students are experiencing anxiety, stress, and worry at alarming new heights. While communicating with others will not magically make anxiety disorders disappear it can help make children feel more understood by their peers and strengthen bonds within out classroom so that students have a better chance at learning both academic and social skills. The purpose of this book is to show that by relating to each other on a universal feeling, such as

worry, then children will begin to understand and accept each other more in the hopes of allowing those who experience anxiety at both extreme and less extreme levels to feel seen by the world and not feel alone in their experience.

Goal of lessons: To spread acceptance of anxiety disorders through education and communication of students' own worries.

Lesson 1: Page 1-4

-Objective: To begin generating structured communication in order to facilitate a safe space in which students can learn about one another and hopefully begin to build bonds among students.

- These pages describe all of the things that Ruby loves to do and what makes her "Ruby".

-Lesson outline:

- Step 1) Students will be placed into pairs with a "get to know you" bingo board game. They will roll a dice and answer the question that corresponds with that number until they receive a bingo. For example, questions will include:
 - What is your favorite song of all time?
 - Would you rather live by the beach or in the mountains?
 - What book are you reading?
 - If you were stranded on an island and all basic living necessities were met what 3 additional items would you bring with you?
 - What is your favorite hobby to do?
 - If you could only eat one meal for the rest of your life, what would it be?
 - What is your favorite subject?
- Step 2) We will come together as a class and each member of a pair will share with the class something interesting that they learned about their partner.

Lesson 2: Page 5-10

-Objective: Intended for students to reflect on their own worries and highlight the fact that everyone worries.

-These pages introduce the reader to Ruby's worry blob.

-Lesson outline:

- Step 1) As a class we will watch the following video that describes both types and examples of anxiety as well as defines it. As students are watching the video, they will receive a structured handout that includes fill in the blank notes about different types of anxiety and the symptoms that they include to be referenced for later assignments.
- <https://www.youtube.com/watch?v=BVJkf8luRjE>
- Step 2) As a class we will discuss things that the video has taught us and describe the different variations of anxiety and feeling anxious.
 - Guiding questions will include:

- Was there anything from the video that you can personally relate to?
- Can you think of someone in your life, without naming them, that may have symptoms of anxiety?
- What do you think is the difference between anxiety and stress?
- Step 3) Students will be asked to draw their own worry blog and symbolize on the paper a few of their own worries or things that give them anxiety. They will also use terms and symptoms from the video to verbalize how anxiety relates to them personally. While the students are drawing, I will play soothing music to increase a calm environment for the students when discussing a serious subject such as anxiety. They will also be encouraged to listen to their own music if desired for farther engagement with the assignment. These can be turned in anonymously or not at all depending on what makes the student most comfortable.

Lesson 3: Pages 10-16

-Objective: For students to learn and reflect on coping skills that they could use for their own anxiety/worries.

-These pages describe the way that Ruby feels about her worry and what it is like to live with it.

-Lesson Outline:

- Step 1) The class will watch this TedTalk on how to cope with anxiety that also highlights examples and how common anxiety disorders are (1 in 14 people have one). While watching the video students will be handed a piece of construction paper that is indented to be turned into a foldable. Column one will include common symptoms of anxiety, column 2 different types of anxiety disorders such as OCD and Paranoia, and column 3 will include suggested coping strategies. Students will also be asked to include the information from their note handout from the previous YouTube video so they can have a formal copy of the collective information regarding anxiety to keep for personal reflection and educational purposes.
- https://www.ted.com/talks/olivia_remes_how_to_cope_with_anxiety/up-next?language=en
- Step 2) Students will then be placed into groups of 4 and be tasked with discussing their favorite coping strategies from the previous YouTube and TedTalk as well as compare foldables and record any information that a partner had put down that they were missing on their own foldable.
- Step 3) Each group will then apply these coping strategies to our book by discussing possible coping mechanisms Ruby could have used to help manage her anxiety. Each group will be asked to share at least one coping skill that Ruby could have used with the class in discussion.

Lesson 4: Pages 17-25

-Objective: For students to come up with personalized coping skills for their own worry/anxiety.

-These pages describe how communicating about our worries makes them feel more manageable and highlights how Ruby carried this lesson into the future as a coping skill for when she felt worried again.

-Lesson Outline:

- Step 1) As a class we will discuss how communicating helps cope with worry/anxiety as shown by Ruby in the book, as well as other coping skills that we have learned previously. Guiding questions will follow as such:
 - Why do you think talking about their worries made Ruby and her new friend's worry blobs grow smaller?
 - Is there anything else Ruby could do to help cope with her worry?
 - What are some coping skills that we have learned that could easily be applied into everyone's lives?
- Step 2) Students will be given a piece of card stock and asked to come up with an acronym that includes at least 3-5 steps and/or coping skills they could use to manage their own worry/anxiety. These coping skills will be pulled from the TedTalk and YouTube video watched earlier as well as the communication skills that Ruby utilized in the book. For example, if the acronym word was "stressed" the T could stand for "talk to someone about how you are feeling" as Ruby had done.
- Step 3) Once coping skills have been described on the cardstock students will be also tasked with writing in the border of their paper at least 3 things or quotes that embody what they love about themselves in order to serve as a reminder to be self-forgiving when feeling anxious. This paper is intended for students to keep taped on the inside cover of their notebook and to be referenced to whenever needed.

Lesson 5: Based on the collective book

Objective: To educate students on the resources available to help those who are struggling or know someone struggling with anxiety/worry/stress.

Lesson Outline:

- Step 1) Students will look through the websites below to educate themselves on free resources and tools available to students who are struggling with anxiety/worry/stress both in and outside of the classroom.
 - <https://childmind.org/topics/concerns/anxiety/>
 - <https://www.hope-wellness.com/blog/24-resources-for-children-and-teens-with-anxiety-and-their-families>
 - <https://anxietyintheclassroom.org/>
- Step 2) We will then come together as a class to discuss what we have learned and other resources available in the school such as teachers, counselors, and other administrators.

- Step 3) We will collectively create a poster to hang on the wall with a list of resources and tips to help that include:
 - Room number, name, and contact information for the school counselor
 - Websites/hotlines for students to contact for private help and education on anxiety
 - Tips that include speaking to your peers and teachers for guidance on how to proceed
 - A self-love themed quote or saying we decide on together in order to highlight an environment of acceptance and self-forgiveness during trying times