

# TOM PERCIVAL

PERFECTLY NORMAN  
RUBY'S WORRY  
RAVI'S ROAR  
MEESHA MAKES FRIENDS



## 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.

### MAKES FRIENDS

Meesha loves making things . . .  
but she finds it difficult to make friends.

A warm and affectionate look at the joys and difficulties of making and keeping friends. The perfect picture book for helping children to navigate social situations and understand how to be accepting and inclusive of others.

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## 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.

### **Meesha Makes Friends: Making Friends**

*Objectives:*

- To understand the challenges of making friends
- To identify qualities of a good friend and to appreciate good friends

*Outcomes:* A list of qualities in a good friend; a celebratory collage for a 'special friend'.

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RUBY'S WORRY

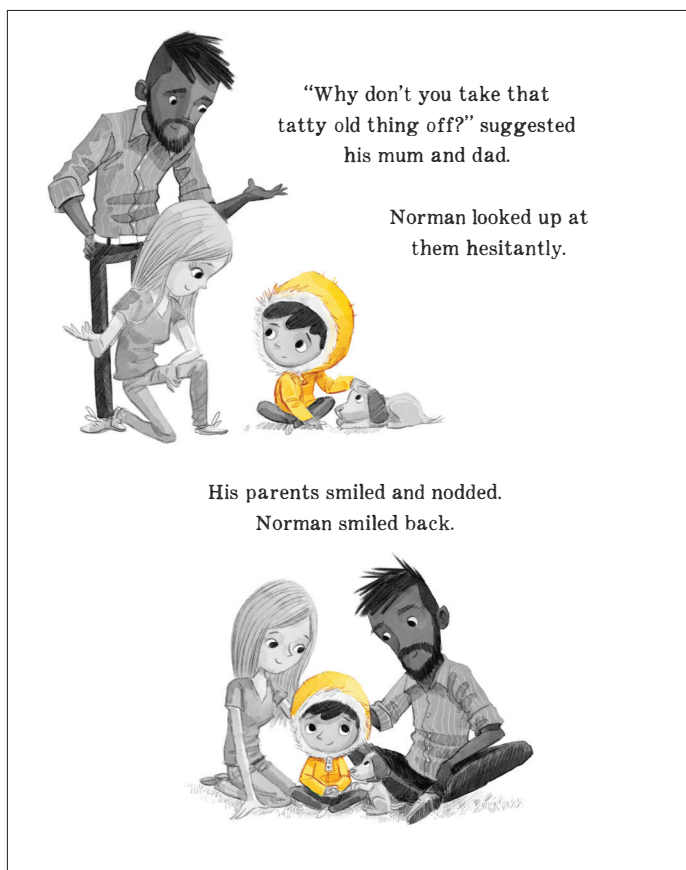
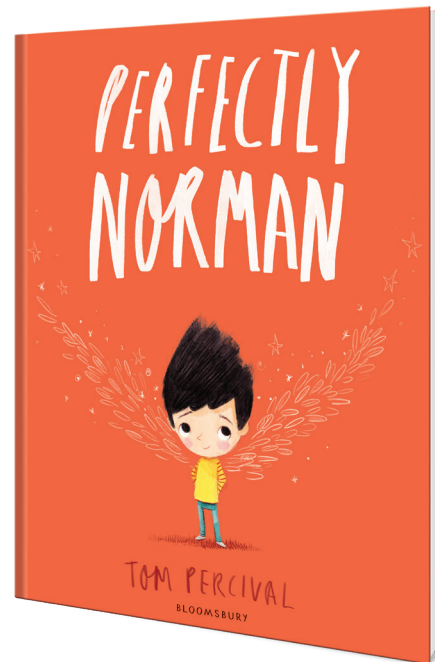
RAVI'S ROAR

MEESHA MAKES FRIENDS



## 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?



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**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

SAD

CONFUSED

EXCITED

FREE

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.



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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?



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RUBY'S WORRY

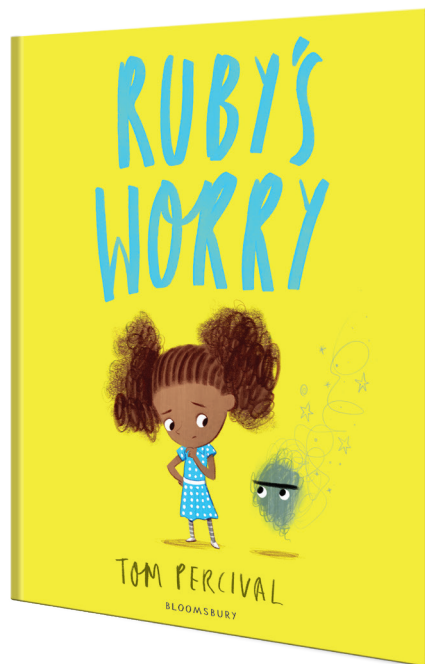
RAVI'S ROAR

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## 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.





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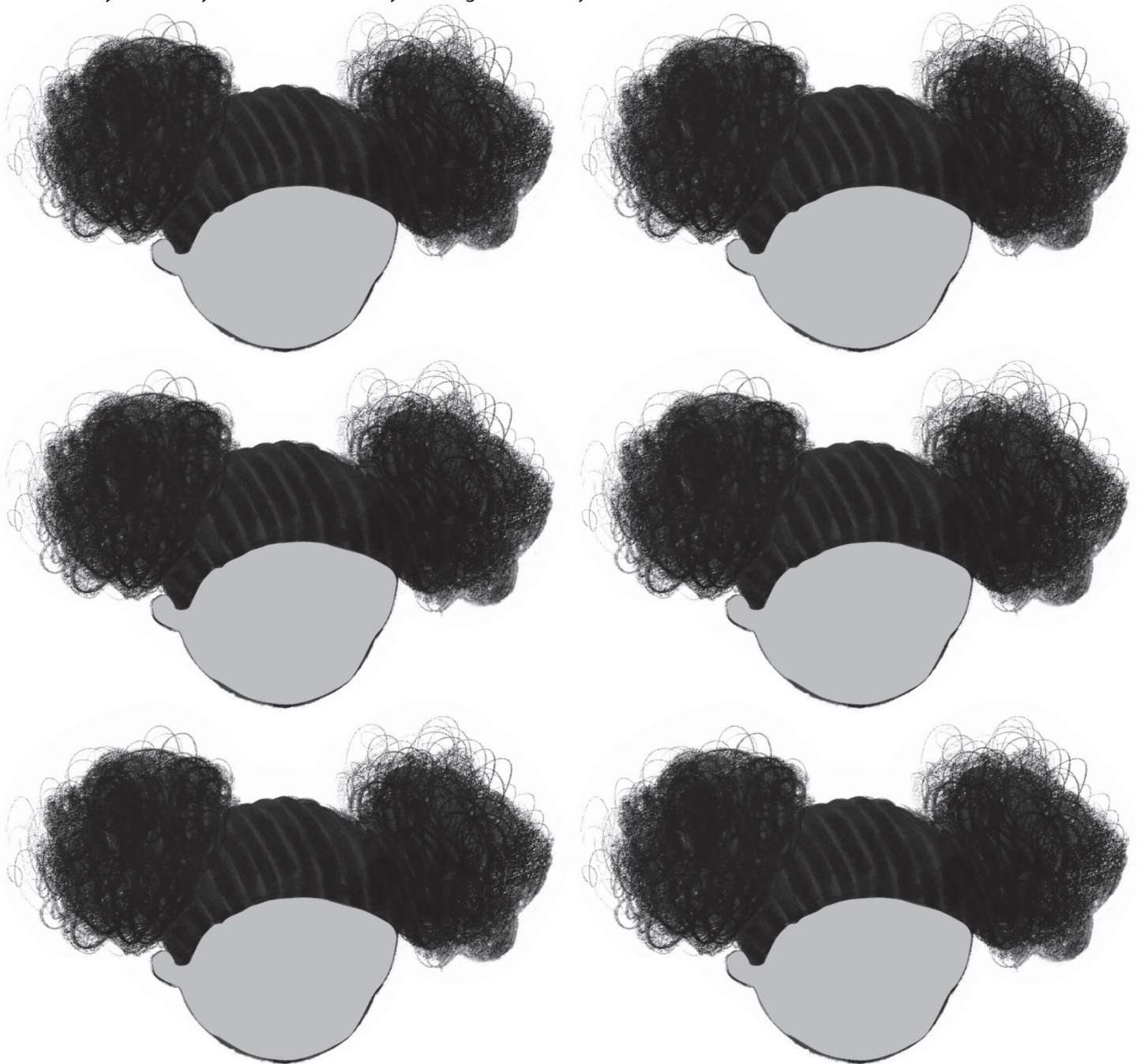
RUBY'S WORRY

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**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?



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RUBY'S WORRY

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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		



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**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?

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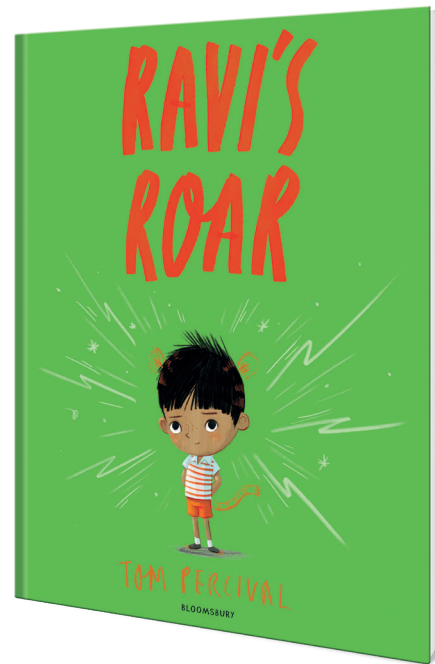
RAVI'S ROAR

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### 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 ...



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**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!

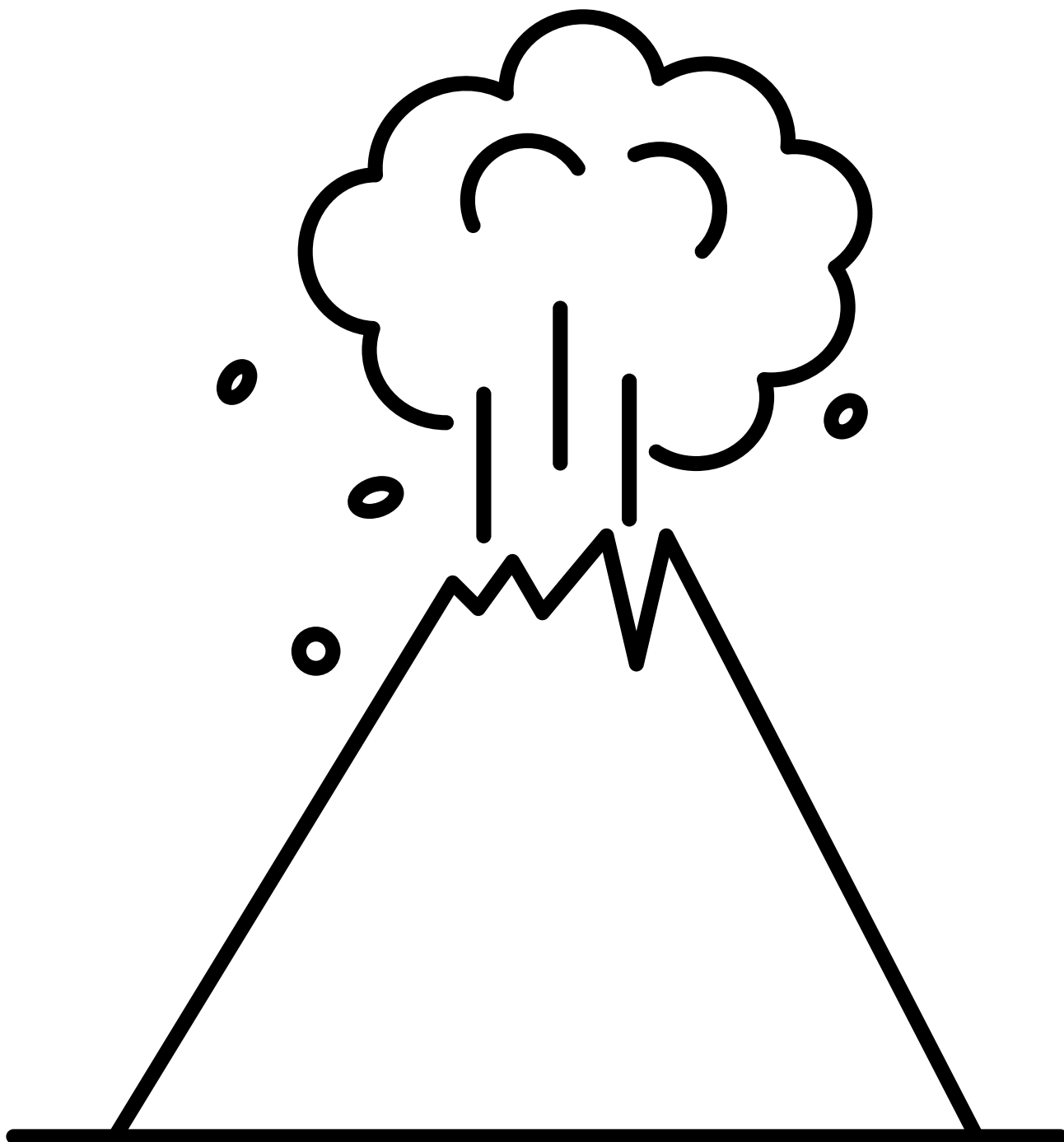
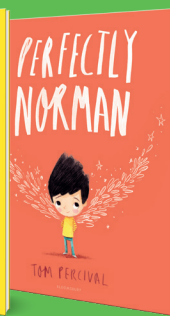
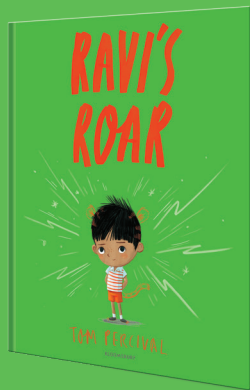
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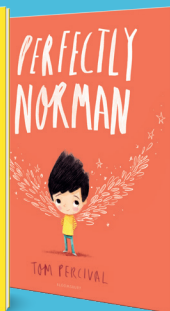
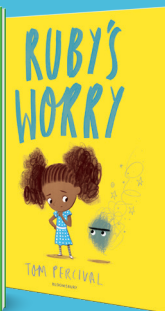
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## 4. MEESHA MAKES FRIENDS

- What can you see Meesha doing on the front cover of the book? What does this tell you about her?
- Do you think Meesha feels different to other children? Why?
- Do you ever feel different or as though you don't fit in with everyone? When? How does it make you feel?



The party was noisy, chaotic and unpredictable.  
Everyone else was playing together ...

and Meesha just couldn't  
find a way to join in.



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**ACTIVITY 1:** What makes someone a good friend? Fill in the empty stars below with words that you think describe a good friend. Use the word-bank below to help you. Fill in the balloons with words that you think describe a bad friend.



**KIND | GENEROUS | THOUGHTFUL | DEVIUS**

**SELFISH | FUNNY | KIND | GENEROUS**

**DECEITFUL | CRUEL | INTERESTED | BOSSY | NASTY**

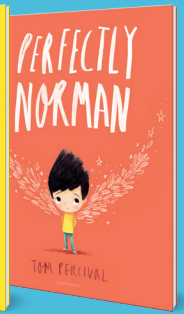
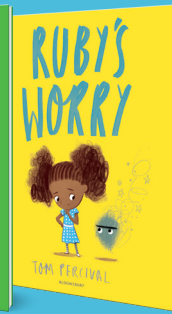
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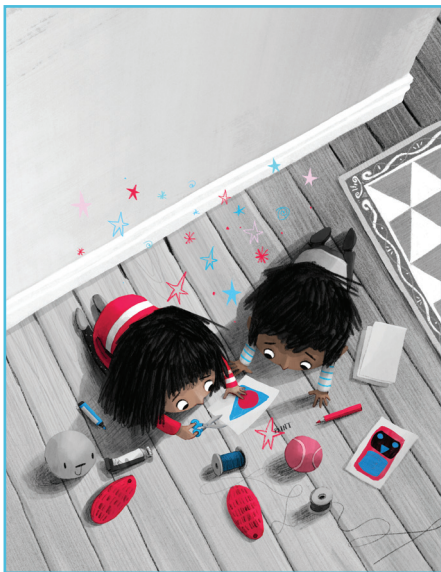
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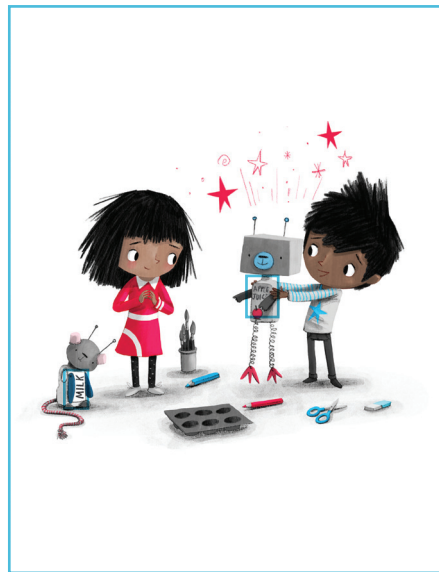
MEESHA MAKES FRIENDS



**ACTIVITY 2:** Look at the illustrations below, taken from the story. Under each of them, describe what the illustration tells you about the special relationship between Meesha and the Josh. Use your words from Activity 1 to help you.



WHAT THIS TELLS ME



WHAT THIS TELLS ME



WHAT THIS TELLS ME

Now, it's time to get creative just like Meesha. Think of one of your best friends. Using everything that you've learned from the story, MAKE a collage to give to your friend to show them how special they are to you.

You might include your friend's special qualities. You might include the things you do together. Or you might include the different things and memories that remind you of your special friendship.

Use words, images and different sketches or photographs to create your Special Friend Collage.



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## Special Friend Collage

