

# THE UNWORRY LESSON PACK



## Aims and overview

The aim of the Unworry series and activities is to make children aware that it is completely normal to have worries. Some people worry more, and some worry less, but there are things we can do to feel calmer and more positive.

Included is a lesson plan to give learners an overview of things they can do to manage worries and become more resilient. While in lesson format, these activities can also be used on their own. Crucially, they are aimed to be practical, adaptable, and enjoyable.

## Success criteria

Successful completion of this session would be if each child:

-  Recognises that it is perfectly normal to have worries
-  Understands that some people worry more than others
-  Knows that talking to grown-ups can help
-  Comes away with an activity to help them feel more positive



## Preparation

Ahead of the session, there are resources that you may wish to prepare.

-  Basic craft supplies (e.g., glue, scissors, one or more cardboard boxes and colouring pencils.) **Optional**, additional supplies for decorating the worry box (e.g., coloured paper, pipe cleaners, tissue paper, cotton wool.)
-  Scrap paper for children to write worries on
-  Printed copies of the Slow and Steady and Fast and Loose colouring sheets

You may want to consider clearing an area in the classroom big enough for children to do yoga and practise the poses yourself ahead of time.



# THE UNWORRY LESSON PACK



## Introduction / Starter activity

Whole class discussion (5-10 minutes)

As a class, read and discuss the **Time to Unworry** introduction. This text outlines the key messages of *The Unworry Book*. That everyone worries, and that sometimes worries can be useful.

The purpose of the discussion is to highlight the key messages to learners, giving them a safe space in which to express their worries and concerns, to signpost the safe adults they can talk to and to introduce the idea that there are actions they can take to cope with worries, or 'unworry'.

### Suggestion:

You might find it useful to break down the questions in the following order:

-  After paragraph one: Who sometimes worries? Who can we tell about our worries?
-  After paragraph two: Can worries be a good thing? Why?
-  After paragraph three: Who already has an activity that helps them feel calmer or more positive?

## Create a Worry Box

(20-30 minutes)

Explain to learners that you are going to create a Worry Box. Explain that a Worry Box is somewhere they can throw their worries away once they've written them down. This helps to get their worries out of their heads and get rid of them.

The Worry Box can be completed as a whole class, in small groups, or as individuals. There are no rules about what your box must look like, although a monster that gobbles up worries can feel reassuring.

To make the box you will need a cardboard box, craft supplies to decorate, and the instructions on the activity sheet. Once the learners have finished and decorated their box, they can write their worries on a piece of paper and throw them into the box.

### Suggestion:

You might find it useful to have learners note down their worries during the starter activity. Asking them how they feel after throwing their worries away can be a useful way of prompting learners to engage mindfully with the activity.

# THE UNWORRY LESSON PACK



Making a whole class Worry Box can be a useful classroom tool through the year, giving learners a chance to express their worries.

## Slow and Steady and Fast and Loose colouring

(10-15 minutes)

This activity can be completed after or alongside the Worry Box, or as a separate exercise.

Introduce learners to the two different mindful colouring tasks, explaining that colouring can be another way to unworry. Explain that the Slow and Steady sheet is a slower paced activity where they must stay within the lines and that the Fast and Loose sheet is a free form doodling exercise. You can ask learners to pick the activity they would like to start with.

While some learners may gravitate to one, others may prefer the other. They might also find that they choose different activities depending on their mood. It can be interesting to prompt them to think about their choices and the reason for it.

### Suggestion:

The teacher may wish to prompt learners to think about why they chose a particular task.

-  Which colouring task do you prefer? Why?
-  When might you use the Fast and Loose colouring?
-  When might you use the Slow and Steady colouring?

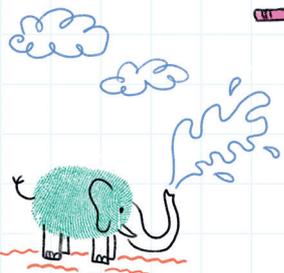
## Wind down: Be like a Tree – calming yoga poses

(5-10 minutes)

These yoga poses are the most versatile of all the activities and a fantastic way to wind down after a busy lesson.

Make sure there is enough space for the learners to replicate the poses and that there are no obstacles that they might hurt themselves on. Demonstrate the activities and prompt learners to follow along. You don't have to be an expert. A wobble or two of your own might well put learners at ease with the task.

The poses are explained on the activity sheet.



# THE UNWORRY LESSON PACK

## Suggestion:

Displaying the task instructions on the board can be a helpful visual prompt. Encouraging learners to think about how each pose makes them feel can also promote mindful engagement with the exercise.

## Circle time summary

(5 minutes)

As a plenary activity to reflect on learning, assemble the children in a circle and prompt them to think about the activities they have tried.

The purpose of this is to recap the learning and to encourage learners to share which activities they considered the most beneficial. Hopefully, each learner will have come away with a practical way to unworry and have enjoyed the lesson.

## Suggestion:

You might like to use the following questions.

-  What have we learnt about worries today?
-  Which activities might we do to calm down or feel more positive?
-  Which of the activities did you find the most useful for you?
-  Who will use one of the activities from today's lesson when they feel worried?

## Extension:

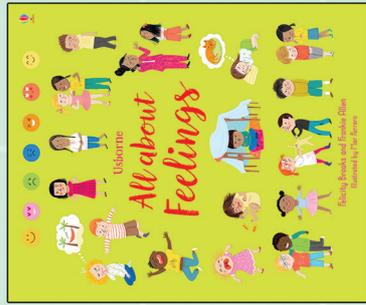
For links to websites with tips, advice, and more unworry activities for different ages, scan the QR code:



For a regularly updated range of fun-filled activities go to:  
[usborne.com/activities-for-kids](https://www.usborne.com/activities-for-kids)

Please follow the internet safety guidelines at Usborne Quicklinks. Children should be supervised online. Usborne Publishing is not responsible for the availability or content of any website other than its own.

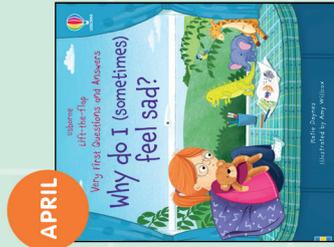
# USBORNE BOOKS ON MENTAL HEALTH



9781474937115  
£9.99 | HB | 3+

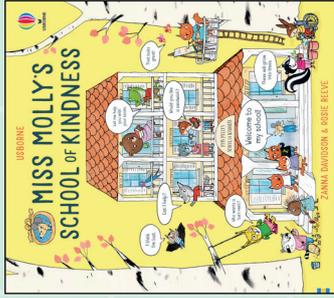


9781474999182  
£9.99 | HB | 3+

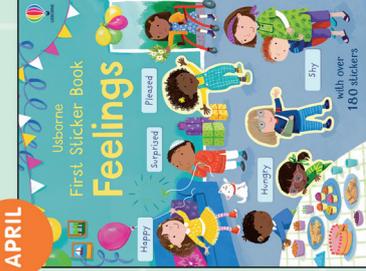


APRIL

9781803703213  
£7.99 | BD | 3+



9781474983211  
£9.99 | HB | 3+



APRIL

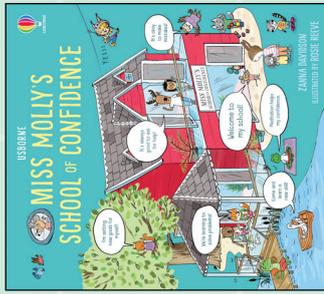
9781803702742  
£5.99 | PB | 3+



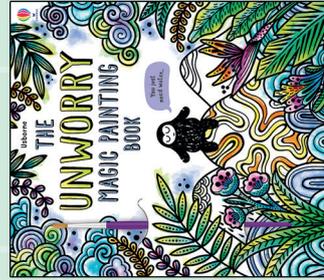
9781474948180  
£9.99 | BD | 4+



9781474989008  
£9.99 | BD | 4+



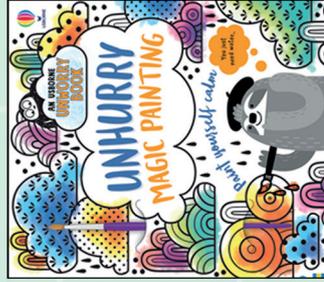
9781474999854  
£9.99 | HB | 4+



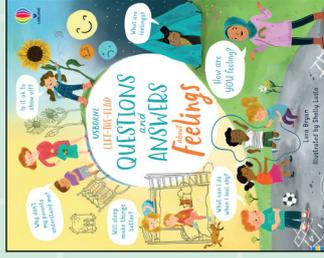
9781474973335  
£6.99 | PB | 5+



9781474995559  
£6.99 | PB | 5+



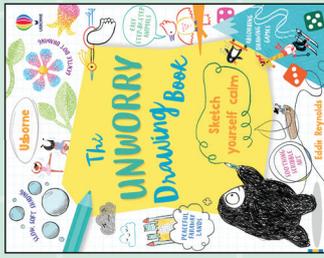
9781474986113  
£6.99 | PB | 5+



9781474986472  
£10.99 | BD | 6+



9781474988242  
£6.99 | BD | 7+

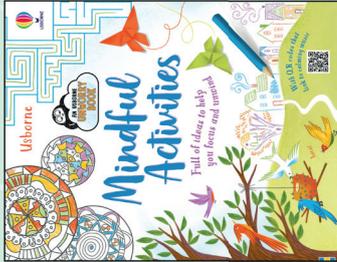


9781474986120  
£6.99 | PB | 7+

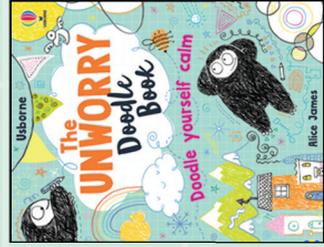


APRIL

9781803706368  
£6.99 | PB | 7+



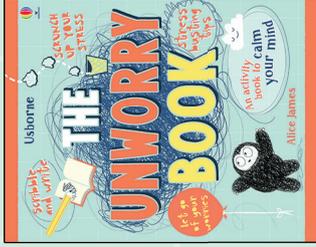
9781801312172  
£6.99 | PB | 7+



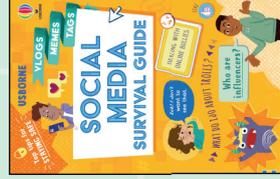
9781474983228  
£6.99 | PB | 8+



9781474970495  
£8.99 | HB | 8+



9781474950770  
£8.99 | HB | 9+



9781474999267  
£6.99 | PB | 11+



9781474937290  
£6.99 | PB | 11+



APRIL

9781803704616  
£6.99 | PB | 11+