

The Story Project x The Marfleet Foundation	How to Mend a Friend <i>By Karl Newson and Clara Anganuzzi</i>	Lesson 1
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Resources needed	Activity A: Bingo template (optional, below), pencils, a box or jar.	Activity B: Bear print template (below)
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Aspect	Timing	Activity
Settle 	3 mins	‘A Friend Who Mends’ Help children get ready for the lesson by completing this settle activity. <i>You are all wonderful friends with lots of love and support to give to each other.</i> <i>Imagine all that love is in your hands. Take a deep breath and squeeze your hands together, hugging them into your chest, as though you are holding something important.</i> <i>As you breath out release your hands and do a big wide stretch above your head, opening your palms and fingers wide. As you do, think about all the support and love you have for your friends and family being released into the world.</i> <i>Bring your hands down to your side. Take a big, deep breath.</i> Repeat as needed
Training 	10 mins	- Look at the front cover of the book. Explain that the author, Karl Newson, wrote this book to reflect the love and support he received from family and friends during a difficult time in his life. - Share the blurb on the back cover and reassure children that this is a hopeful story, full of ideas of how we can support our friends. - Look at the back cover again, what emotion do children think the bear is feeling? What makes pupils think this? What do they think the girl might do to cheer up the bear?
Objective 	5 mins	<i>I can explain how I like to be supported during difficult times.</i>
Read 	15 mins	- Share the story with pupils. As they listen to the book, ask children to think about how they like to be supporting during difficult times. - Use the suggested comprehension questions in the PPT to develop pupils’ understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	Class discussion: “How do you know when you need support from a friend/family member?” Use the prompts on the slides Choose either A or B Activity A: My Support Bingo - Using the bingo template below, ask children to write/draw 6 ways they like to be helped or supported by a friend when they are experiencing a tough time. - Discuss the children’s answers as they complete their bingo cards to encourage reflection on why each one works for them. As they are working, note each idea on a small piece of paper and put it in a jar or box. - Play Bingo! Shuffle the paper in your box, select one and read it out. If a child has idea, they can put a tick through it on their grid. The winner shouts ‘bingo’ when all 6 ideas have been ticked. - Think about which answers have been the most popular and discuss why. Reinforce the idea that everyone likes to be supported in different ways. Activity B: My Bear Footprint - Using the bear footprint template below, ask children to draw a picture of themselves in the bear’s palm. - Above each of the 5 fingerprints, they should write a person who helps them when they are sad. It could be a teacher, friend, family member etc. Then in the middle of the fingerprint, write how they like to be supported by that person. - If there is time, children can colour in the bear footprint too. - Ask children to explain why they like to be supported in this way, if they can. E.g. <i>My Grandad gives me a hug when I feel sad, it cheers me up and I like it.</i> - Share some examples, especially ones that differ from each other to highlight how everyone has different people in their lives that help them in different ways.

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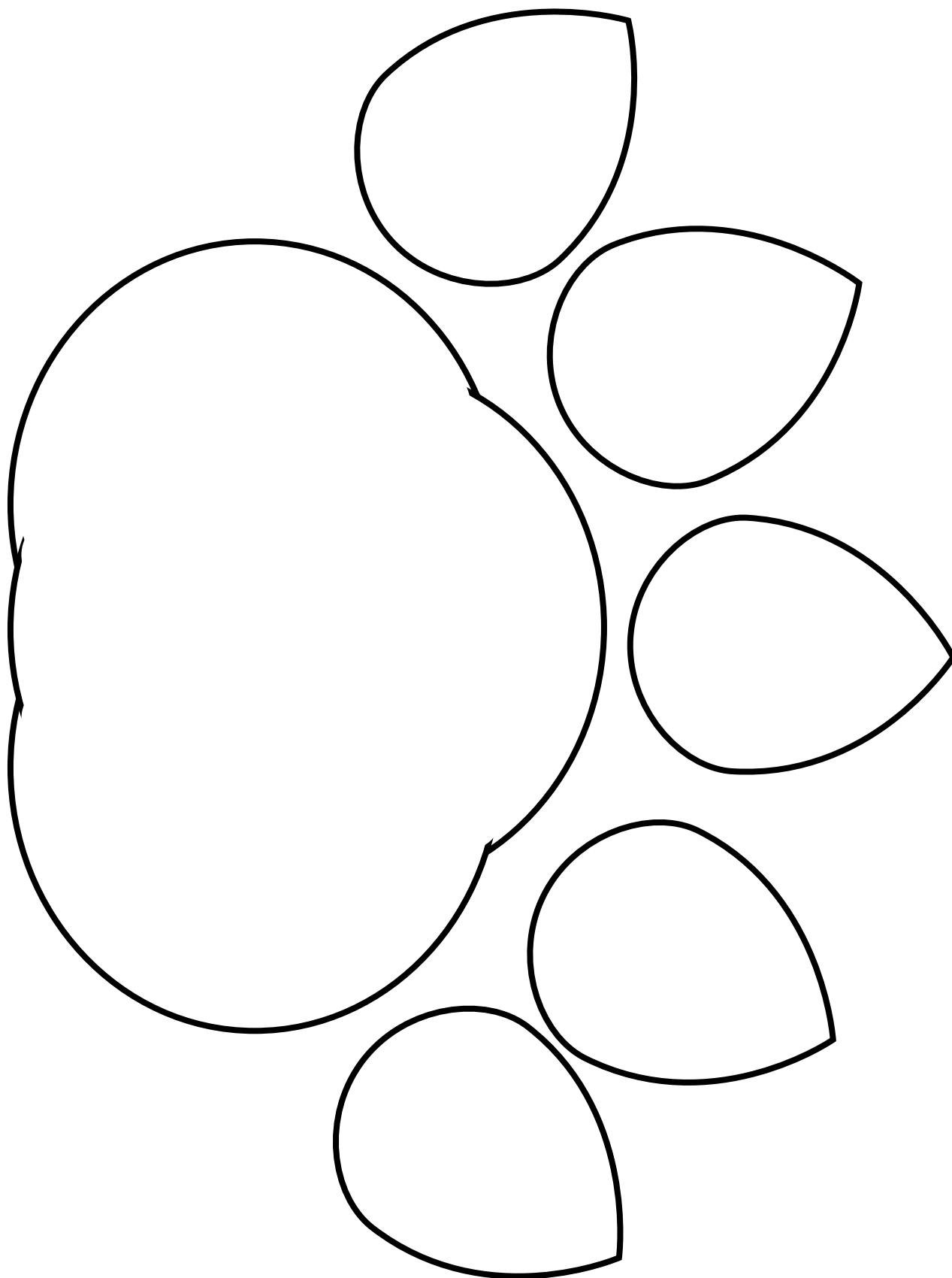
Resources needed	Activity A: A visualiser or similar, thought bubble template (below)	Activity B: Friend scenarios (below)
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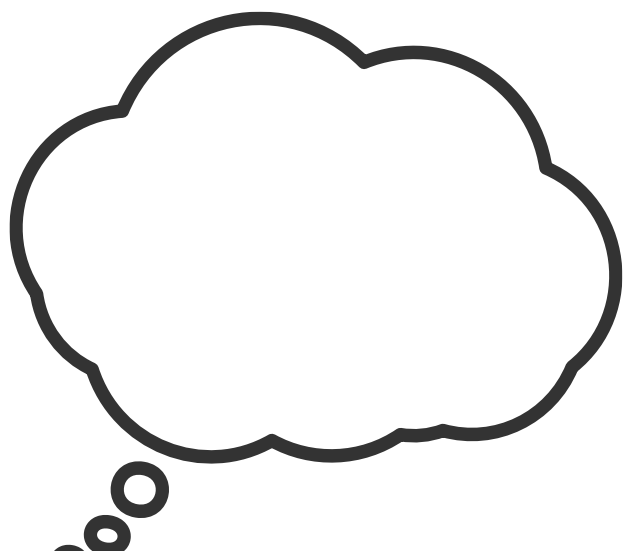
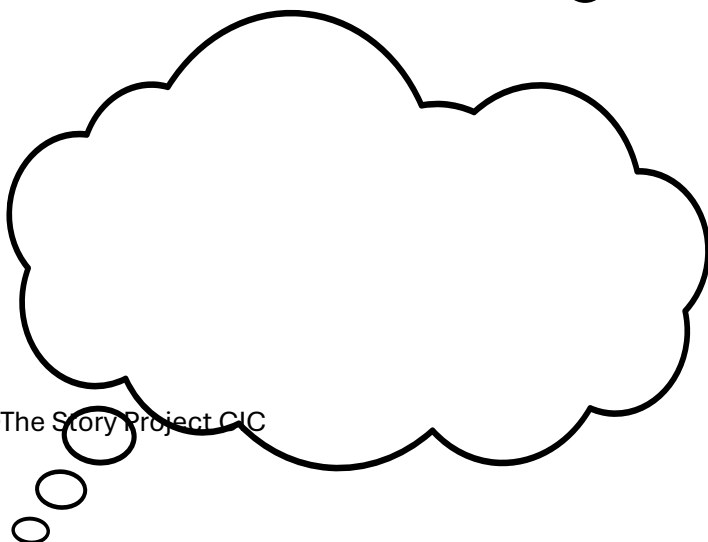
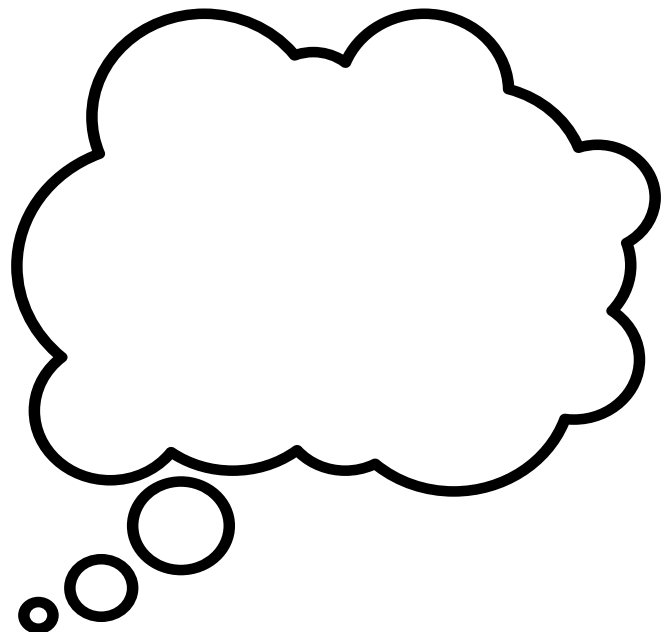
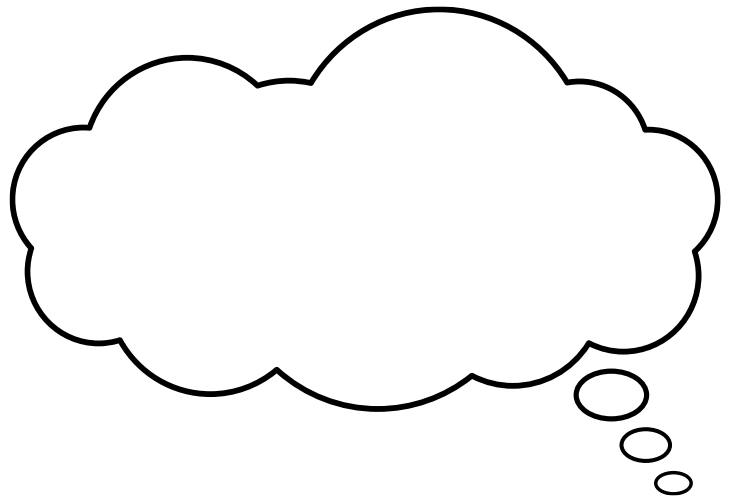
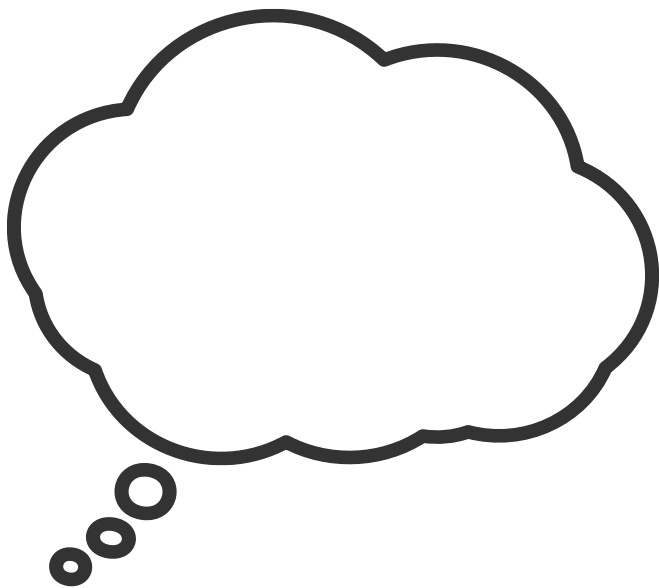
Aspect	Timing	Activity
Settle 	3 mins	‘Bear Hugs’ Help children get ready for the lesson by completing this settle activity. 1. <i>Imagine you are the child on the front cover, ready to help your friend the bear.</i> 2. <i>Take your arms out wide, breathing in deeply and slowly.</i> 3. <i>As you breath out, wrap your arms around your body and give yourself a hug. Squeeze tight and sway a little, if you like. You can close your eyes if you would like.</i> 4. <i>Take another big deep breath and release your arms, placing them back by your sides.</i>
Training 	10 mins	• Look at page where the wolves are gathered around the campfire. • The howling wolf appears to be sharing a memory or feeling, most of the other wolves are happy listening. However, one is walking away. Why might that be? How do the children think the wolf is feeling?
Objective 	5 mins	• <i>I can tell you how I would support a friend during difficult times</i>
Read 	15 mins	• Share the story with pupils. You can re-read the whole book or just dip into pages that resonate with your class. • Use the suggested comprehension questions to develop pupils’ understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	Class discussion: “How can you tell when a friend needs help? How can you tell what help they might need?” Use the prompts on the slides Choose either A or B Activity A: Thought Bubbles • Select a scene from the book and ask children to think about what a character may be thinking. Ask them to look at the character’s body language, facial expression and the space they occupy within their surroundings. • When they have an idea, ask them to write the thought onto a thought bubble (template below). Repeat for other characters in that scene. • Read the thoughts aloud as you point to each character and then ask which character is showing that they are feeling sad and who may need some support to feel better. What do the children think they or another character could do to help? • Repeat for as many scenes in the book as you would like to. • If you have extra time, recreate one of the scenes as a ‘still frame’ with a child taking on the role of each character. As the children ‘freeze’, walk around the scene describing the setting. Indicate to each child when it is their turn to say their thought bubble. Refer to the discussion question and ask children their thoughts related to this scene. Activity B: Supporting a Friend • Print out the scenarios below or use the slides in the PPT. • In groups or as a whole class, talk about what the children would do in each scenario. How would they help their friend? • Encourage them to think carefully about the ‘About’ section and try to think of ideas that they think that person would like. • Discuss how everybody needs different things and different types of support at different times in their lives. • Remind children that if they are very worried about a friend, they should tell a trusted adult.

The Story Project x The Marfleet Foundation	How to Mend a Friend <i>By Karl Newson and Clara Anganuzzi</i>	Lesson 3
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Resources needed	Activity A: Colour pencils, paper, elephant template (optional)	Activity B: A toy elephant if you have it, if not any small object will do.
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Aspect	Timing	Activity
Settle 	3 mins	Friend Affirmations Help children get ready for the lesson by completing this settle activity. You may wish to explain what an affirmation is (notes on slide). - Look at our friend affirmations on the board (examples given in the PP) - Which one best describes you? Pick your favourite one. - You can either say it in your head to yourself or write it down. Practise saying this affirmation to yourself regularly through the day.
Training 	10 mins	- Look at the page where the lion is in the tree and the meercats are looking up at her. - How do children think the lion is feeling? How do they know? - How do children think the meercats are feeling?
Objective 	5 mins	I can explain what my strengths are and how they make me a good friend.
Read 	15 mins	- Recap the story, reminded children of the important learning from the previous sessions (how they like to be supported and how they can support a friend). - Summarise Karl Newson's note at the end of the book (notes are in the PPT). - Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	Class discussion: "What makes a good friend? Is it really possible to 'mend' a friend?" Use the prompts on the slides Choose either A or B Activity A: Trunks of Support - Ask children to create a picture of an elephant – in any style, in any way. You can also use the elephant template provided below if you're short on time. - Ask children to add a label or thought bubble to express their individual strength as a helper/friend, e.g. a good listener, baker, hugger etc. - If a child has lots of ideas, they can fill the elephant with them! - Share a few examples. Ask children why they think this strength would help a friend in need? - Finally, drawing children's thoughts back to the title of the book, gently reinforce the idea that when someone is going through a difficult time, our role isn't to 'fix' or 'mend' them. Our role is to simply be there – offering kindness, understanding and support in whatever way they need. Activity B: Elephant Talk - Have the children sit in a circle. Explain that we are each going to be sharing one thing that makes us a good friend. Give children a minute to think about what this might be, giving a few examples if needed. - Pass the toy elephant (or small object) to the first child in the circle. It is their turn to say what makes them a good friend. Then they should pass the elephant to the next person, until everyone in the circle has had a turn. - Discuss a few common examples and talk about why that makes them a good friend. - Finally, drawing children's thoughts back to the title of the book, gently reinforce the idea that when someone is going through a difficult time, our role isn't to 'fix' or 'mend' them. Our role is to simply be there – offering kindness, understanding and support in whatever way they need.





Myles has arrived at school looking very sad this morning. At break time he tells you that he broke a special toy at the weekend and it can't be fixed.

About Myles: Myles loves listening to music and sport. He has a small group of friends and feels shy quite easily.

Josef's best friend has moved to another school far away. He really misses him and is finding it hard to make a new friend.

About Josef: Josef loves writing. He is very creative and his favourite lesson in school is art.

Kate has been feeling upset recently because her Grandma is poorly. She didn't want to play out at lunch time today.

About Kate: Kate is happiest when she is with her friends. She loves to chat to her friends and especially enjoys sitting together in the library and reading.

Sammie's pet cat died last week and although he is trying hard to join in with his friends he just doesn't seem like his usual happy self.

About Sammie: Sammie is a happy and confident young boy. He loves telling jokes and making up funny dances.

Lola's uncle died recently. She was away from school for a little while and she has just returned. She would like to talk about her Uncle and tell you some of her special memories about him.

About Lola: Lola loves drawing and playing board games. She also loves chocolate!

Aisha broke her leg in the summer holidays and had to stay overnight in hospital. Her leg is much better now but she must be careful when playing in the playground. She is sad that she can't run as fast as normal.

About Aisha: Aisha's favourite sports are running, football and basketball. She also loves painting.

