



On a Magical Do-Nothing Day

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The protagonist in this story is bored and just wants to stay indoors and play on their electronic game, but when they drop their game in a puddle, they are forced to explore the outdoors and find it is a lot more fun than they thought!

5 Objectives

Lesson 1:

I can explain what nature is and give examples

I can tell you how nature benefits my mental wellbeing

Lesson 2:

I can give examples of the rights of living things

I can explain why respecting the rights of all living things is important.

Lesson 3:

I can explain the importance of having a balance between online games and other hobbies

Lesson 4:

I can tell you how I can keep safe when I am outside

Lesson 5:

I can tell you some strategies I have for managing disappointment

Lesson 6:

Reflection and Evaluation

Tags:

balanced living, nature, addiction, video games, disappointment, mental wellbeing, environment, family, split parenting

Sensitive Content in This Story

This story focuses on a child that is reluctant to be in a cabin with their mum instead of back in the city with their dad. The child takes an adventure outside but drops their game in a river so instead finds new games to play with and in nature.

Some children might be triggered by the child's withdrawal from their father. It is not explained in the book as to why the child is not with the father but does state that they miss them. Additionally, some might relate the strained relationship the child has with their mother.

Some children may refer to the child as a boy which could open up a good conversation about gender stereotyping (*only boys playing (alien) video games*) etc.

Some children may disclose adventures they went on by themselves like the child did without permission.

Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

General Wellbeing (S)	Respectful, Kind Relationships (S)	
<p>The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (Lesson 1, 3, 5)</p> <p>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good (Lesson 5)</p> <p>The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (Lesson 5)</p>	<p>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. . (Lesson 2)</p> <p>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (Lesson 5)</p>	
	Healthy Lifestyles (N)	
<th>Wellbeing Online (S)</th>	Wellbeing Online (S)	<p>About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV (Lesson 3)</p>
	Families and People who Care for Me (S)	
<p>The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (Lesson 3, 4)</p> <p>Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. (Lesson 3)</p> <p>The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. (Lesson 3)</p>	<p>the importance of spending time together and sharing each other's lives. (Lesson 3)</p>	
	Being Safe (S)	
	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (Lesson 4)</p>	
	Shared Responsibility (N)	
	<p>how people and other living things have different needs; about the responsibilities of caring for them (Lesson 2)</p>	
	Personal Safety (S)	
	<p>How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Lesson 4)</p>	

Further Skill Coverage:

All **Settle** activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

All **Training** activities cover: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations.

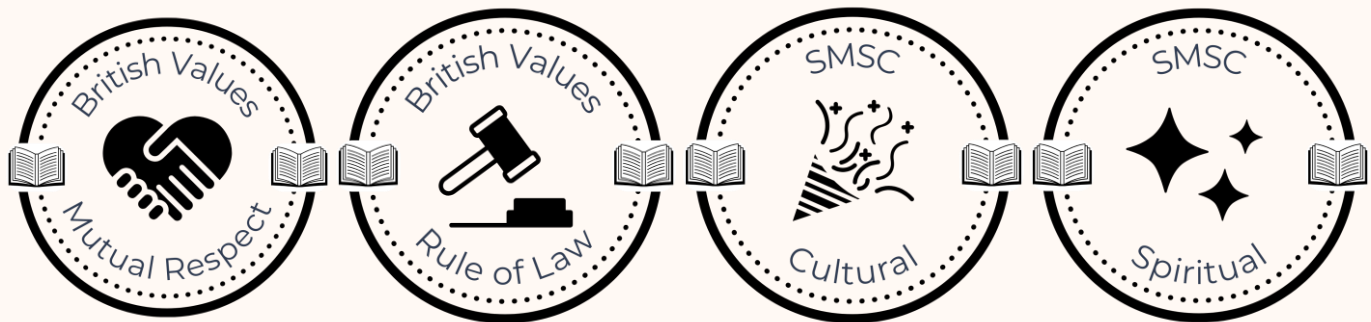
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.

Retrieval	Vocabulary	Inference:
<p>Check the text makes sense</p> <p>Answer basic retrieval questions using evidence in the text</p> <p>Discuss understanding of a text</p> <p>Ask question to improve understanding of a text</p> <p>Know and discuss setting, character and event changes across a text</p>	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Discussing and clarifying the meaning of words</p> <p>Check meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words used in a familiar context.</p> <p>Discuss how adjectives, nouns and verbs have been used to build a picture for the reader</p>	<p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions</p> <p>Identify main ideas from a paragraph and summarise</p> <p>Predict what might happen from details stated</p>

British Values and SMSC



Lesson Content

All five of the lesson plans related to this book follow our STORY structure



S

Settle: Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T

Training: Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O

Objective: Introduce a wellbeing objective for children to focus on when they are listening to the story



R

Read: Read the story and discuss the following guided reading questions as a class.



Y

You: To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

Some other stories we would recommend that are related to this story are:

Omar, the Bees and Me by Helen Mortimer
The Garden of Hope by Isabel Otter
Nature's Toybox by Wenda Shurety
Grandpa's gift by Fiona Lumbers
A Lion in Paris by Beatrice Alemagna
The Big Little Thing by Beatrice Alemagna
What is a Child? by Beatrice Alemagna
Little Evie in the Wild Wood by Jackie Morris and Catherine Hyde
Imelda and the Goblin King by Briony May Smith
The Little Gardener by Emily Hughes
Wild by Emily Hughes
Outside Over There by Maurice Sendak
You Belong Here by M.H. Clark and Isabelle Arsenault

These organisations provide further support, guidance and resources on themes in this book:

Benefits of nature

- Woodland Trust
- Nature.org

Handling disappointment

- Child Mind Institute
- Young Minds

Spending less time on devices

- Smartphone Free Childhood
- Childnet
- NSPCC (keeping safe online)