











<b>Year 3</b>	<b>On a Magical Do-Nothing Day</b> <i>Beatrice Alemagna</i>	<b>Lesson 1</b>
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<b>Resources needed</b>	<b>Activity A:</b> Watery mixed media e.g. watercolours, water-soluble pencil crayons, watered-down inks	<b>Activity B:</b> Nature True or False sheet
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Aspect	Timing	Activity
<b>Ground rules</b>	2 mins	<ul style="list-style-type: none"> <li>Revisit the Ground Rules that your class wrote together following their introduction to The Story Project.</li> </ul>
<b>Settle</b> 	3 mins	<b>Forest bathing</b> The story is set in a forest where it does not seem to stop raining. <ul style="list-style-type: none"> <li>Have pupils sit comfortably.</li> <li>Watch <a href="#">Walking in the Rain</a> to accompany the settling exercise and help children visualise the story setting.</li> <li>'Nature' is all the things that are normally not made by humans.</li> <li>What aspects of nature can they see and hear? What colours can they see?</li> </ul>
<b>Training</b> 	10 mins	<ul style="list-style-type: none"> <li>Look at the cover of the book. The main character is swinging from a branch.</li> <li>Show the Emotional Vocabulary images.</li> <li>How is the character feeling? What makes pupils think this?</li> <li>Ask pupils to mimic that emotion in their own facial expressions, body language, or tone of voice.</li> </ul>
<b>Objective</b> 	5 mins	<ul style="list-style-type: none"> <li>I can explain what nature is and give examples.</li> <li>I can tell you how nature benefits my mental wellbeing.</li> </ul>
<b>Read</b> 	15 mins	<ul style="list-style-type: none"> <li>Share the story with pupils.</li> <li>Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.</li> </ul>
<b>You</b> 	12 mins	<p><b>Class discussion:</b> Use the prompts on the slides.</p> <p><b>Activity A: Rain art</b></p> <ul style="list-style-type: none"> <li>Look at the illustrations of nature as a class.</li> <li>Focus on one aspect e.g. rain. Does it look the same on every page? What is different?</li> <li>Alemagna's rain makes patterns on the page. Ask children to think about the rain types they have experienced. What patterns might it make?</li> <li>Use watery mixed media (watercolours, water-soluble pencil crayons, watered-down inks) together with coloured pencils and graphite to explore the idea of <i>rain</i> or another aspect of nature that children choose.</li> <li>Model an example of your own.</li> <li>Children try out their ideas and then work on a final piece.</li> <li>Children present their artwork and explain how they created it and why.</li> <li>Display your artwork on the wall to represent surrounding ourselves in nature as a way to help us feel good.</li> </ul> <p><b>Activity B: Nature True or False</b></p> <ul style="list-style-type: none"> <li>Children work in Talk Partners (Think, Pair, Share) to discuss each numbered image on their grid.               <ol style="list-style-type: none"> <li>Is the image of something in nature – true or false?</li> <li>How do you know?</li> <li>If it is nature, where might it be found?</li> </ol> </li> </ul>






<b>Year 3</b>	<b>On a Magical Do-Nothing Day</b> <i>Beatrice Alegmagna</i>	<b>Lesson 2</b>
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<b>Resources needed</b>	<b>Activity A:</b> Paper, pencils, coloured pencils	<b>Activity B:</b> Large paper or poster board, card (green and brown), scissors, glue sticks, felt tips or crayons
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Aspect	Timing	Activity
<b>Settle</b> 	3 mins	<b>Guided breathing exercise</b> <ul style="list-style-type: none"> <li>Have pupils sit comfortably.</li> <li>Ask the children to imagine a gentle rain shower or play <a href="#">Walking in the Rain</a></li> <li>As they take a deep breath in, encourage them to imagine the raindrops falling, and as they exhale, ask them to visualise the sound of the rain hitting the ground.</li> </ul>
<b>Training</b> 	10 mins	<ul style="list-style-type: none"> <li>Look at the picture of the main character with the snails.</li> <li>How is the character feeling? What makes pupils think this?</li> <li>Could the snails have feelings? What could they be?</li> </ul>
<b>Objective</b> 	10 mins	<ul style="list-style-type: none"> <li>I can give examples of the rights of living things</li> <li>I can explain why respecting the rights of all living things is important.</li> </ul>
<b>Read</b> 	10 mins	<ul style="list-style-type: none"> <li>Share and recap the story with pupils.</li> <li>Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.</li> </ul>
<b>You</b> 	12 mins	<p><b>Class discussion:</b> Use the prompts on the slides</p> <p><b>Activity A: Living Thing Drawing</b></p> <ul style="list-style-type: none"> <li>Ask children to pick one of the living things in the story e.g. a bird, mushroom, tree, plant, person.</li> <li>Children could choose a living thing that is important to them (e.g. a pet) to focus on if they wish.</li> <li>Children should then draw that thing and around it, make notes about all the good things about it.</li> <li>Give children a chance to share what they have focussed on.</li> </ul> <p><b>Activity B: Rights of Living Things Tree</b></p> <ul style="list-style-type: none"> <li>Explain to the children that they will create a "Rights of Living Things Tree"</li> <li>Each leaf represents a right of a living thing.</li> <li>Cut out a large tree trunk and branches from brown card and glue it onto the poster board.</li> <li>Cut out leaf shapes from green card.</li> <li>Distribute the leaves to the children.</li> <li>Ask each child to write or draw one right of a living thing on their leaf. For example, "All animals have the right to be treated kindly" or "Trees have the right to grow without being cut down."</li> <li>Have the children come up one by one to glue their leaves onto the branches of the tree.</li> <li>Discussion: Once the tree is complete, gather the children around and discuss:             <ol style="list-style-type: none"> <li>How each right helps living things.</li> <li>Why it's important to respect these rights.</li> <li>How they can help protect these rights in their own lives.</li> </ol> </li> </ul>






<b>Year 3</b>	<b>On a Magical Do-Nothing Day</b> <i>Beatrice Alegmagna</i>	<b>Lesson 3</b>
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<b>Resources needed</b>	<b>Activity A:</b> Schedule scaffold
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Aspect	Timing	Activity
<b>Settle</b> 	3 mins	<b>Rain movements</b> <ul style="list-style-type: none"> <li>Tell the children they will be doing some gentle movements to mimic the rain.</li> <li>Model the movements for children to copy:           <p><b>"Drip Drop"</b>: Children lightly tap their fingers on the floor or their desks, mimicking raindrops.</p> <p><b>"Pitter Patter"</b>: They gently pat their knees with their hands.</p> <p><b>"Rain Shower"</b>: With arms extended, they slowly move their hands from above their heads down to their sides, like rain falling.</p> </li> <li>Finish with everyone taking a deep breath in and a slow breath out.</li> </ul>
<b>Training</b> 	10 mins	<ul style="list-style-type: none"> <li>Look at the second page. The main character is sitting in a chair playing an electronic game.</li> <li>Show the Emotional Vocabulary images.</li> <li>How is the character feeling? What makes pupils think this?</li> </ul>
<b>Objective</b> 	5 mins	<ul style="list-style-type: none"> <li>I can explain the importance of having a balance between online games and other hobbies.</li> </ul>
<b>Read</b> 	15 mins	<ul style="list-style-type: none"> <li>Share or recap the story with pupils.</li> <li>Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.</li> </ul>
<b>You</b> 	12 mins	<p><b>Class discussion:</b> Use the prompts on the slides</p> <p><b>Activity A: Perfect Day</b></p> <ul style="list-style-type: none"> <li>Ask the children to imagine their perfect day. What would they do?</li> <li>Model creating a schedule of your perfect day by first writing down what activities you would do, then calculating how long you would do each activity for. Remember to schedule eating and sleeping!</li> <li>Give children a schedule sheet to complete for their perfect day.</li> <li>They should aim to have at least one activity outside and indoors with a good balance between their hobbies and online games.</li> </ul> <p><b>Activity B: Class connection</b></p> <ul style="list-style-type: none"> <li>This activity works best in a large space such as outside or in a hall.</li> <li>Organise the children in a circle and the teacher in the middle of the circle.</li> <li>Explain that you will call out something you like to do</li> <li>If anyone else also likes doing this, they should come into the circle and then find a new place in the circle to stand/sit – you cannot return to your original place.</li> <li>Whoever is left standing then repeats something they like, and the game continues.</li> </ul>






<b>Year 3</b>	<b>On a Magical Do-Nothing Day</b> <i>Beatrice Alegmagna</i>	<b>Lesson 4</b>
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<b>Resources needed</b>	<b>Activity B:</b> Blindfolds (cardigans or jumpers will also work!)
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Aspect	Timing	Activity
<b>Settle</b> 	3 mins	<b>Rainy day storm circle:</b> We will make a rainstorm together using only their hands. <ol style="list-style-type: none"> <li>1. <i>Create the storm:</i> Start by rubbing hands together to make the sound of wind.</li> <li>2. Progress to lightly snapping fingers for the first raindrops.</li> <li>3. Then, gently pat thighs for a heavier rain.</li> <li>4. Stomp feet softly for thunder.</li> <li>5. <i>Calm the Storm:</i> Reverse the steps to bring the storm to a gentle stop, ending with rubbing hands together again.</li> </ol>
<b>Training</b> 	10 mins	<ul style="list-style-type: none"> <li>• Look at the page where the main character falls down the hill.</li> <li>• Show the Emotional Vocabulary images.</li> <li>• How is the character feeling? What makes pupils think this?</li> </ul>
<b>Objective</b> 	5 mins	<ul style="list-style-type: none"> <li>• I can tell you how I can keep safe when I am outside.</li> </ul>
<b>Read</b> 	15 mins	<ul style="list-style-type: none"> <li>• Share or recap the story with pupils.</li> <li>• Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.</li> </ul>
<b>You</b> 	12 mins	<p><b>Class discussion:</b> Use the prompts on the slides</p> <p><b>Activity A: Adventure guide</b></p> <ul style="list-style-type: none"> <li>• Tell the class we are going to create an adventurer's guide to keeping safe to share with Year 2 children. This could be a poster or acted out as an advert.</li> <li>• Ask the class to share ideas for safety. These might include:           <ul style="list-style-type: none"> <li>-Going out with someone.</li> <li>-Telling someone where you are going.</li> <li>- Wearing bright clothes.</li> <li>-Not going near or into water without an adult.</li> <li>-Looking out for train lines and avoiding them.</li> <li>-Only speaking to trusted adults.</li> <li>-Getting help if we need it.</li> <li>-Bring water.</li> <li>-Making sure we know where we are.</li> <li>-Wear the right clothing.</li> </ul> </li> </ul> <p><b>Activity B: Trust walks</b></p> <ul style="list-style-type: none"> <li>• In partners, Pupil A is blindfolded and Pupil B is sighted.</li> <li>• Pupil B takes A for a walk by holding their hand or arm and talking to them as they go.</li> <li>• This activity with blindfolds can progress by:           <ol style="list-style-type: none"> <li>1. Making the route they take more complex with regards to turns and twists.</li> <li>2. Incorporating low level obstacles to step over such as paper markers</li> <li>3. Reducing physical or verbal contact between the partners.</li> </ol> </li> <li>• The Pupil B is there to provide safety and support for the Pupil A.</li> <li>• Pupil B can then remove their blindfold and explain how they felt.</li> <li>• They then switch roles.</li> <li>• Connect this activity to the importance of not going out by yourself and being able to be each other's guides.</li> </ul>







<b>Year 3</b>	<b>On a Magical Do-Nothing Day</b> <i>Beatrice Alegmagna</i>	<b>Lesson 5</b>
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<b>Resources needed</b>	<b>Activity A:</b> Agony Aunt letter	<b>Activity B:</b> Scenario cards
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Aspect	Timing	Activity
<b>Settle</b> 	3 mins	<b>Rainbow breathing</b> <ul style="list-style-type: none"> <li>Explain that we will do a special breathing exercise to help them feel calm and ready for the story.</li> <li>Have the children sit comfortably and close their eyes.</li> <li>Ask them to imagine a beautiful rainbow in the sky, like the one in the story.</li> <li>Guide them through the breathing exercise:               <ol style="list-style-type: none"> <li>"Take a deep breath in as you imagine the colours of the rainbow filling your body with calm and happiness."</li> <li>"Hold your breath for a moment, feeling the warmth of the colours."</li> <li>"Slowly breathe out, imagining any worries or distractions floating away with the rain."</li> </ol> </li> <li>Repetition: Repeat the breathing cycle three times, with a gentle reminder to focus on the colours and their calming effect.</li> <li>Reflection: Ask the children to open their eyes and share how they feel after the exercise.</li> </ul>
<b>Training</b> 	10 mins	<ul style="list-style-type: none"> <li>Show the Emotional Vocabulary images.</li> <li>Look at the cover of the book.</li> <li>How is the character feeling? What makes pupils think this?</li> <li>Ask pupils to mimic that emotion in their own facial expressions, body language or tone of voice.</li> </ul>
<b>Objective</b> 	5 mins	<ul style="list-style-type: none"> <li>I can tell you some strategies I have for managing disappointment.</li> </ul>
<b>Read</b> 	15 mins	<ul style="list-style-type: none"> <li>Share or recap the story with pupils.</li> <li>Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.</li> </ul>
<b>You</b> 	12 mins	<p><b>Class discussion:</b> Use the prompts on the slides</p> <p><b>Activity A: Words of wisdom</b></p> <ul style="list-style-type: none"> <li>Discuss what an 'Agony Aunt' is.</li> <li>The slides have some examples of letters from disappointed authors to an Agony Aunt – choose one that you think your class will engage with best.</li> <li>Ask children what advice they could give to the writer.</li> <li>What would the children's top tips for managing disappointment be?</li> <li>Model writing a short letter in response to the prompt.</li> </ul> <p><b>Activity B: Role-play scenarios</b></p> <ul style="list-style-type: none"> <li>Explain that the children will act out different situations to practice managing disappointment.</li> <li>Divide the children into small groups and give each group a scenario card.</li> <li>Allow the groups a few minutes to prepare their role-play.</li> <li>Have each group perform their scenario for the class.</li> <li>After each role-play, discuss how the characters in the scenario felt and what they did.</li> <li>Ask the class to suggest other ways the characters could handle their disappointment.</li> </ul>

<b>Year 3</b>	<b>On a Magical Do-Nothing Day</b> <i>Beatrice Alegmagna</i>	<b>Lesson 6</b>
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<b>Resources needed</b>	QR codes (on PowerPoint slides)
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Aspect	Timing	Activity
<b>Settle</b> 	5 mins	<ul style="list-style-type: none"> <li>Think about the children's Settle Toolbox and all the ideas they have added during this unit. Remind children they can use these ideas whenever they need to calm big emotions.</li> <li>Choose one of the Settle activities from Lessons 1-5</li> <li>Discuss how the Settle activities made the children feel.</li> </ul>
<b>Training</b> 	10 mins	<ul style="list-style-type: none"> <li>Show the Emotional Vocabulary images from Lessons 1-5.</li> <li>Which feelings and emotions have you covered over the Unit?</li> <li>Can the children explain what each feeling and emotion means?</li> <li>Can they give an example of when they have felt like that themselves?</li> </ul>
<b>Objective</b> 	5 mins	<p>Assessment opportunity of objectives from Lessons 1-5:</p> <ul style="list-style-type: none"> <li>I can explain what nature is and give examples.</li> <li>I can tell you how nature benefits my mental wellbeing.</li> <li>I can give examples of the rights of living things.</li> <li>I can explain why respecting the rights of all living things is important.</li> <li>I can explain the importance of having a balance between online games and other hobbies.</li> <li>I can tell you how I can keep safe when I am outside.</li> <li>I can tell you some strategies I have for managing disappointment.</li> </ul>
<b>Read</b> 	5 mins	<ul style="list-style-type: none"> <li>Ask children to summarise main wellbeing themes of the story to their Talk Partner.</li> </ul>
<b>You</b> 	15 mins	<p><b>Review of Learning: Class Discussion</b></p> <ul style="list-style-type: none"> <li>As a class or in small groups, read the questions to the class and/or display on a screen to facilitate the discussion.</li> <li>Give the children some thinking time, or time to Think-Pair-Share their responses with a Talk Partner.</li> <li>Please summarise the children's responses in the online form.</li> <li>There are some additional questions in the same form for teachers to complete.</li> </ul> <p>Form link: <a href="#">Lesson 6 Review of Learning</a></p> 

## On A Magical Do-Nothing Day

### Lesson 1, Activity B: Nature True or False

#### Think, Pair, Share with your partner:

- Is the image of something we would find in nature? True or false?
- How do you know?
- If it is natural, where would it be found?

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.

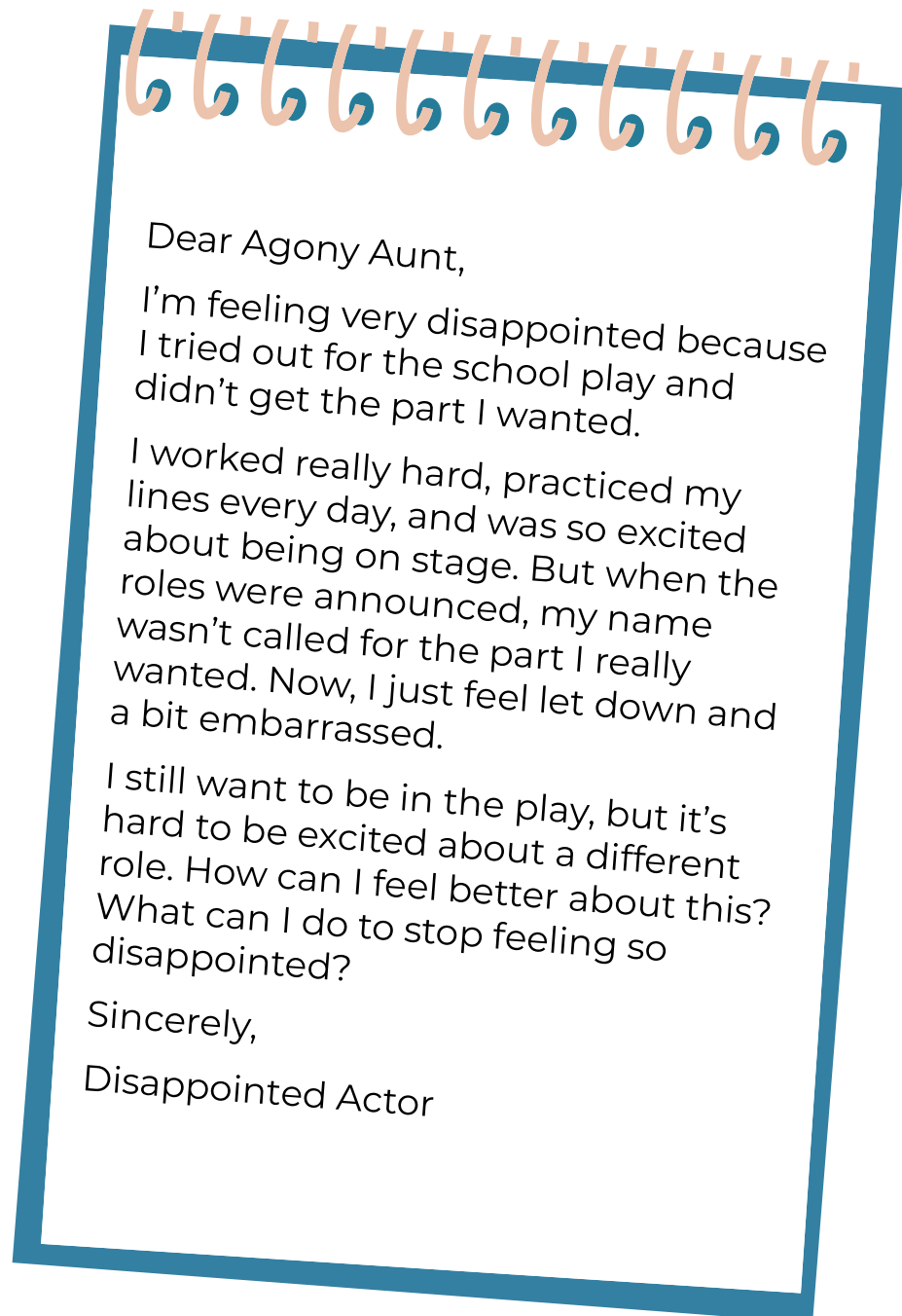






- What would you do on your perfect day?
- Remember to include a good balance between indoor and outdoor activities, hobbies and online games.
- Remember to schedule eating and sleeping!

[illegible]





 **New Message** 

To

Subject

Dear Agony Aunt,

I'm feeling very disappointed because I entered a competition but didn't win a prize.

I tried really hard, spent a lot of time preparing, and was really hopeful. I thought I had a good chance of winning, and it hurts to see others win while I didn't get anything.

Now, I feel like all my effort was for nothing, and I'm not sure if I should even try again. How can I feel better about this? What can I do to stop feeling so disappointed?

Sincerely,

Unlucky Contestant



Dear Agony Aunt,

I'm feeling very disappointed because I didn't get the gift I really wanted for my birthday.

I was hoping for it so much, and I even told my parents how much I wanted it. When I opened my presents and didn't see it, I felt really let down.

I know my parents tried their best, but I can't help feeling sad about it. How can I feel better about this? What can I do to stop feeling so disappointed?

Sincerely,

Disappointed Gift Receiver



Dear Agony Aunt,

I'm feeling very upset and disappointed. I'm the captain of my sports team, and we practiced really hard for a big game, but we lost.

I feel like I let my team down, and all our hard work was for nothing. I wanted to make everyone proud and win the trophy, but now I feel like a failure.

My teammates are also feeling down, and as their captain, I don't know how to cheer them up or myself.

How can I feel better about this? What can I do to stop feeling so disappointed?

Sincerely,

Defeated Captain

Dear Agony Aunt,

I'm feeling really sad and disappointed right now. My family and I were supposed to go on a fun day trip this weekend, but we had to cancel it because the weather is really bad.

We were all looking forward to spending time together and doing something special, and now it feels like all our plans have been ruined.

I was so excited to go, and now I don't know what to do. How can I feel better about this? What can I do to stop feeling so disappointed?

Sincerely,

Disappointed and Downhearted

**Scenarios:**

- Teacher to cut up this document into strips
- Choose the scenarios that will resonate most with your class. Give a scenario to each pair of pupils.
- Allocate roles.
- Children role-play the scenario and swap roles.

**Scenario 1: Birthday party disappointment**

**Scenario:** You invited your best friend to your birthday party, but they can't come.

**Person A:** You are the friend who can't come.

**Person B:** You are the birthday child.

**Scenario 2: Lost game**

**Scenario:** Your team practiced really hard for a big sports game, but you lost.

**Person A:** You are the team captain who lost the game.

**Person B:** You are a supportive teammate.

**Scenario 3: Broken toy**

**Scenario:** You accidentally broke your favourite toy.

**Person A:** You are the child who broke the toy.

**Person B:** You are the parent trying to help.

**Scenario 4: Not chosen for a role**

**Scenario:** You tried out for the school play, but you didn't get the part you wanted.

**Person A:** You are the child who didn't get the role.

**Person B:** You are a friend who did get a role.

**Scenario 5: Cancelled playdate**

**Scenario:** Your playdate got cancelled at the last minute.

**Person A:** You are the child whose playdate got cancelled.

**Person B:** You are the parent explaining why.

### **Scenario 6: Losing a race**

**Scenario:** You came in last in a race you really wanted to win. You had done a lot of training for it.

**Person A:** You are the child who lost the race.

**Person B:** You are a friend who won the race.

### **Scenario 7: No ice cream left**

**Scenario:** You went to get ice cream, but your favourite flavour is sold out.

**Person A:** You are the child who didn't get their favourite ice cream.

**Person B:** You are the ice cream shop worker.

### **Scenario 8: Unable to visit grandparents**

**Scenario:** Your mum tells you that your visit to see your grandparents has been cancelled. You enjoy seeing your grandparents. You have been looking forward to this visit for a long time.

**Person A:** You are the mum.

**Person B:** You are the child.

### **Scenario 9: Forgotten lunch**

**Scenario:** You forgot your lunch at home and have to eat the school lunch. You were looking forward to your packed lunch.

**Person A:** You are the child who forgot their lunch.

**Person B:** You are the school lunch helper.

### **Scenario 10: Not enough time to play**

**Scenario:** You have to stop playing to do chores or homework. You were having a lot of fun.

**Person A:** You are the child who has to stop playing.

**Person B:** You are the parent telling them to do chores or homework.

### **Scenario 11: A friend moves away**

**Scenario:** Your close friend is moving to a different city. You spend a lot of time with them and will miss them.

**Person A:** You are the friend who is moving away.

**Person B:** You are the friend who is staying.

### **Scenario 12: Not winning a prize**

**Scenario:** You entered a competition but didn't win a prize. You tried really hard.

**Person A:** You are the child who didn't win the prize.



**Person B:** You are the judge of the contest.

### **Scenario 13: Favourite T-shirt is dirty**

**Scenario:** You want to wear your favourite T-shirt, but it's dirty. You really wanted to wear it.

**Person A:** You are the child who wants to wear the shirt.

**Person B:** You are the parent explaining why it's dirty.

### **Scenario 14: Not getting the gift you wanted**

**Scenario:** You didn't get the gift you really wanted for your birthday or a holiday.

**Person A:** You are the child who didn't get the gift they wanted.

**Person B:** You are the parent who gave the gifts.

### **Scenario 15: Bad weather ruins plans**

**Scenario:** Your family trip to the park gets cancelled because of bad weather. You had been really looking forward to going.

**Person A:** You are the parent explaining why the trip is cancelled.

**Person B:** You are the child who is disappointed.

### **Scenario 16: Getting sick before a fun event**

**Scenario:** You get sick and can't go to a fun event you were excited about.

**Person A:** You are the child who is sick.

**Person B:** You are the parent taking care of the child.

### **Scenario 17: Not being called on in class**

**Scenario:** You raised your hand but weren't chosen to answer the question. You really wanted to share your answer.

**Person A:** You are the child who wasn't called on.

**Person B:** You are the teacher explaining why.