











Resilience Book 1	<b>Almost Anything</b> By Sophy Henn	<b>Lesson 1</b>
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<b>Resources needed</b>	<b>Activity A: Worksheet (optional)</b>	<b>Activity B: Worksheet (optional)</b>
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Aspect	Timing	Activity
<b>Theme Overview</b>	2 mins	<ul style="list-style-type: none"> <li>Explore the word 'resilience'. What do pupils think this word means? Can they think of an example when they have had to be resilient?</li> </ul>
<b>Ground rules</b>	2 mins	<ul style="list-style-type: none"> <li>The Story Project lessons are safe spaces for pupils to discuss ideas and share feelings. Talk about some ground rules for how you will achieve this together. Examples are included in the PowerPoint.</li> </ul>
<b>Settle</b> 	3 mins	<p><b>'Imaginary hats'</b></p> <ul style="list-style-type: none"> <li>In the story, George uses a special hat to help him feel more confident.</li> <li>Ask pupils to close their eyes and take a big deep breath.</li> <li>Ask children to slowly trace the outline of a hat in front of them using their finger. Ask them to imagine what the hat might look like – tall, soft, colourful, woolly etc.</li> <li>Ask the children to place their imaginary hat on their head, allowing the hat to fill them with positivity, kindness and warmth. They can give themselves a hug to emphasise these feelings.</li> </ul>
<b>Training</b> 	5 mins	<ul style="list-style-type: none"> <li>Look at the picture of George on p10 (where the bear first gives him the hat).</li> <li>How do the pupils think George is feeling here? How do they know?</li> </ul>
<b>Objective</b> 	5 mins	<ul style="list-style-type: none"> <li>I can explain what progress looks like</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 in the PowerPoint to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.</li> <li>Prompts are provided in the notes of the PowerPoint.</li> </ul>
<b>You</b> 	12 mins	<ol style="list-style-type: none"> <li><b>Class discussion:</b> 'Can you still make progress even when things go wrong?' See slide notes for prompts</li> <li><b>Choose either activity A or B (or you can do both!).</b></li> </ol> <p><b>Activity A: The Journey of Progress</b></p> <ul style="list-style-type: none"> <li>Think about how George found new things tricky at the start of the book. He realised that it takes a few goes and a little bit of confidence, then he was ready to give <i>almost anything</i> a go!</li> <li><i>This activity can be completed verbally or on paper (see template worksheet below):</i></li> <li>Ask pupils to think of something they used to find difficult, e.g. a handstand, riding a bike, making friends. Give an example for yourself, to get the discussion going.</li> <li>How did they used to feel doing this activity? Nervous, confused, determined? Share some ideas together, use talk partners or complete the section on the worksheet.</li> <li>Now think about how they overcame the challenge? Did it take a few goes, did they make any mistakes? Why was it so difficult?</li> <li>Finally, talk about how the pupils felt once they had achieved it.</li> <li>Celebrate the brilliant progress pupils made with these activities!</li> </ul> <p><b>Activity B: Stepping Stones</b></p> <ul style="list-style-type: none"> <li>Ask the class to imagine they are going to learn to rollerblade, just like George.</li> <li>Using the worksheet provided, or on the board together, can they put the steps in order so that they make progress towards their goal.</li> <li>Ensure pupils note and understand when things go wrong and how they will try again or improve. <b>Even the steps that the children perceive as mistakes are steps towards the goal.</b></li> <li>Note: There is no real right or wrong order with this activity. What is important is the children's discussion and ideas. Encourage them think critically about how to improve, and how progress doesn't always mean getting things right quickly.</li> </ul>








Resilience Book 1	<b>Almost Anything</b> By Sophy Henn	<b>Lesson 2</b>
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<b>Resources needed</b>	<b>Activity A: A hall or playground with sports activities e.g. hurdles, throwing, high jump etc.</b>	<b>Activity B:</b>
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Aspect	Timing	Activity
<b>Ground rules</b>	2 mins	<ul style="list-style-type: none"> <li>The Story Project lessons are safe spaces for pupils to discuss ideas and share feelings. Remind children about the Ground Rules you established in lesson 1.</li> </ul>
<b>Settle</b> 	3 mins	<p><b>‘Hare Hug’</b></p> <ul style="list-style-type: none"> <li>Part of trying our best is knowing our strengths and celebrating ourselves! We can do this by being kind to ourselves...</li> <li>Ask pupils to close their eyes and take a big deep breath.</li> <li>Next, ask them to reach up as high as they can, stretching their fingers to the ceiling.</li> <li>Next, pupils should wrap their arms around themselves to give a big ‘hare hug’ Then, pupils can rock side to side or twist gently.</li> <li>Repeat a few times.</li> </ul>
<b>Training</b> 	5 mins	<ul style="list-style-type: none"> <li>Look at the image of George on page 19 (the page where George realises he can paint)</li> <li>How is he feeling in this picture? Can children explain his facial expression and body language?</li> </ul>
<b>Objective</b> 	5 mins	<ul style="list-style-type: none"> <li>I can tell you why it is important to try my best</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 in the PowerPoint to develop pupils’ understanding of vocabulary, retrieve information, and infer meaning.</li> <li>Prompts are provided in the notes of the PowerPoint.</li> </ul>
<b>You</b> 	12 mins	<p><b>1. Class discussion:</b> Is it ever ok to quit something? (prompts in slide)</p> <p><b>2. Choose either activity A or B (or you can do both!).</b></p> <p><b>Activity A: George’s ‘Try-athlon’</b></p> <ul style="list-style-type: none"> <li>In the hall or playground, set up some sports activities. For example, hurdles, high jump, throwing practise. These should be set at a level that is relatively challenging to the children’s abilities.</li> <li>Talk together about how positive affirmations can help us to feel more confident. In fact, believing we can achieve something is part of success! E.g. ‘I can do it!’ ‘I will try my best!’, ‘I am strong’, ‘I will give everything a go’. Practise saying them together.</li> <li>Let the children have a few goes at each activity.</li> <li>Afterwards, talk about how the children felt doing the activities. What did they do to try their best? If they felt they could have tried harder, what could they do next time? <ul style="list-style-type: none"> <li>Some ideas might include: saying their favourite positive affirmation, taking a deep breath before beginning, watching their friends first, asking an adult for help.</li> </ul> </li> <li>End the session praising the children for working so hard and for trying their best. Emphasise that giving things a go, being positive and trying their best are all important parts of how we make progress!</li> </ul> <p><b>Activity B: ‘Today I tried my best at...’</b></p> <ul style="list-style-type: none"> <li>Use the diary template below.</li> <li>Over the next week, at the end of the day ask children to write down one thing that they tried their best at. This could be in a lesson, on the playground or at home. It can be things that they succeeded at or things that didn’t work out, as long as they tried their best.</li> <li>At the end of the week, reflect on how the children have done. Did anything stop them trying their best? What did they find easy? Did they find anything difficult?</li> <li><i>Note: If you are doing this in an assembly; talk about examples from the day before.</i></li> </ul>

Resilience Book 1	<b>Almost Anything</b> By Sophy Henn	<b>Lesson 3 - Reflection</b>
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<b>Resources needed</b>	QR codes (on PowerPoint slides) Pupil access to the internet (optional)
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Aspect	Timing	Activity
 <b>Settle</b>	5 mins	<ul style="list-style-type: none"> <li>Choose one of the Settle activities from either lesson 1 or 2</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>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	Assessment opportunity of objectives from lesson 1 and 2 <ul style="list-style-type: none"> <li>I can tell you what progress looks like</li> <li>I can tell you why it is important to try my best</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>Class discussion:</b> Use the review questions on the slides</p> <ul style="list-style-type: none"> <li>There is a review form for children to answer and a different one for adults.</li> <li>Read the children's questions to the class and/or display on a screen</li> <li>Give the children some thinking time, or time to discuss their responses with a Talk Partner.</li> <li>Teachers, please complete your review form separately.</li> </ul> <p><b>Activity A:</b></p> <ul style="list-style-type: none"> <li>The teacher asks the questions to the class and facilitates a discussion.</li> <li>The teacher summarises the children's responses on the online form.</li> </ul> <p>Or:</p> <p><b>Activity B:</b></p> <ul style="list-style-type: none"> <li>If children have access to a device each, they can use the QR code to complete their own responses.</li> </ul>
<b>Children's questions:</b> <a href="https://forms.office.com/e/gv0UsCJeTy">https://forms.office.com/e/gv0UsCJeTy</a>		<b>Teachers' questions:</b> <a href="https://forms.office.com/e/ePQtyxzyY8">https://forms.office.com/e/ePQtyxzyY8</a>
		

## Almost Anything

Lesson 1, Activity A, 'The Journey of Progress'

### Instructions:

- Think about something you used to find tricky, e.g. a hand-stand, spellings, making friends.
- Think about your journey from first trying this activity to accomplishing it. Complete each section.



The activity I  
found tricky  
was...

At the beginning, I felt...

Why was it tricky?

How did you overcome the  
challenge?

After I had done it, I felt...

## Almost Anything

### Lesson 1, Activity B, 'Stepping Stones'

#### Instructions:

- Imagine you are learning to rollerblade, just like George.
- Can you put these steps of progress into an order so that you reach your goal?

I have some new rollerblades. I am nervous and I don't know how to get started.

I feel a little more confident. I can glide up and down the path.

My older sister is really good at rollerblading. I ask her to give me some advice.

I fall over and hurt my knee.

I find a book in the library with rollerblading tips! I am excited to try them.

I keep practising and practising. I make a few mistakes, but I keep going.

I feel really confident! I can glide and do a few tricks. I feel proud of myself!

I fall over and hurt my knee.

I feel nervous about falling over. I feel like quitting.

I decide to stop and try again tomorrow. I know it is ok to rest.

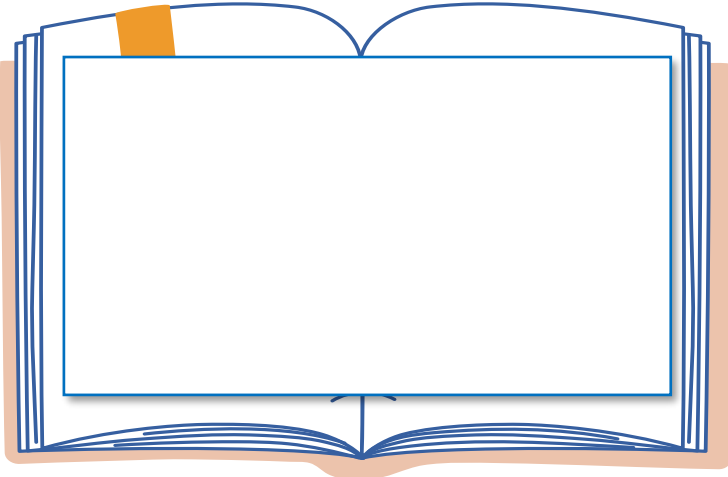
## Almost Anything

Lesson 2, Activity B, 'Today I tried my best at...'

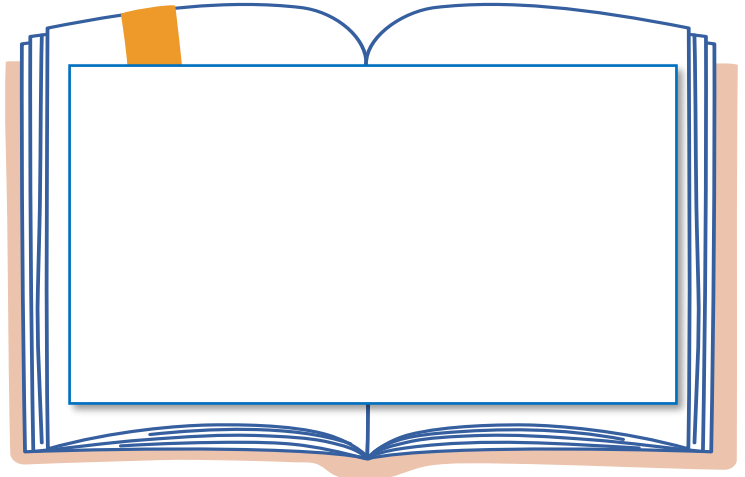
### Instructions:

- Each day, write down one thing you tried your best at.
- At the end of 5 days, look at all the wonderful things you have done. What was tricky about them? What did you enjoy?

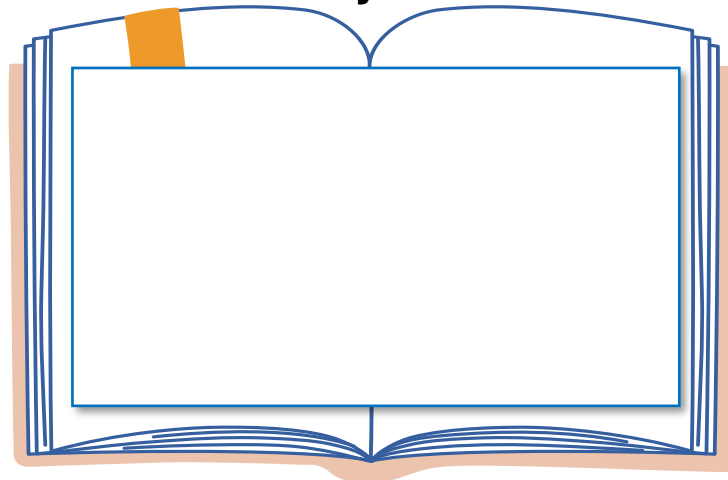
**Day 1**



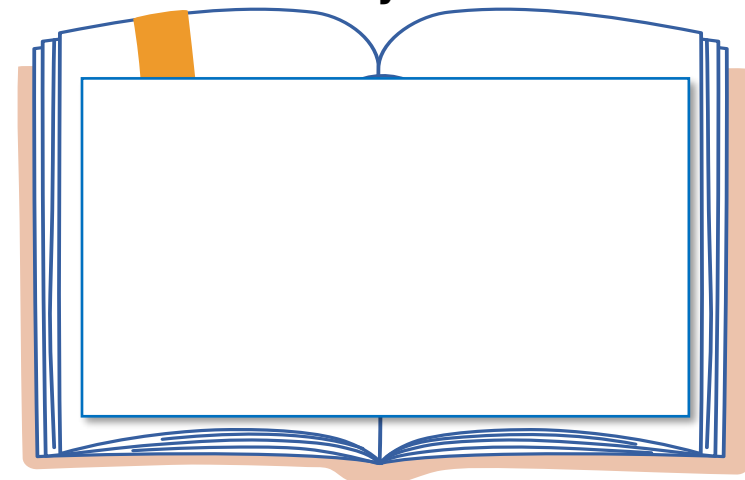
**Day 2**



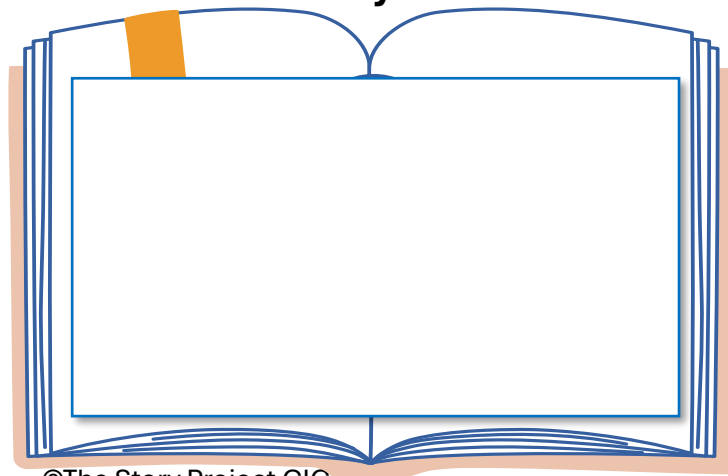
**Day 3**



**Day 4**



**Day 5**



**Which activity was the hardest?**

**Which did you enjoy the most?**

**Which did you learn the most from?**