

About The Story Project and Living Well Schools

The Story Project is a social enterprise dedicated to using the magic of stories to bring wellbeing education to life. Using our research-backed, teacher-led approach we create engaging wellbeing lessons that promote discussion, critical thinking and empathy. The Story Project teaches wellbeing as a set of tools and skills that develop as children grow, covering every aspect of the PSHE and RSE curriculum.

Living Well Schools is the Healthy Schools programme for Bradford, making it easier for schools to become health-promoting environments by removing health-related barriers to education. It provides the foundation for pupils to grow, learn and become healthy, educated and engaged citizens.

This **Aspirations Programme** was designed in collaboration by the two organisations. Through a series of 12 objectives, children explore that it means to be aspirational, the challenges children face and ways to overcome them.

Almost Anything

Written by Sophy Henn

Illustrated by Sophy Henn

Suggested Age Range
KS1

Everyone is getting on with something. Everyone, except George. George doesn't feel like he can do anything! That is until a wise old bear and magic hat help him find his confidence. Will George learn the importance of giving things a go? A sweet story that young children will relate to.

2 Objectives

Lesson 1:

I can tell you what progress looks like

Lesson 2:

I can tell you why it is important to try my best

Tags:

Resilience, learning, mistakes, confidence, effort

Sensitive Content in This Story

This story is easy to access for most pupils and shouldn't present any issues with sensitive topics.

Some contextual information may be needed for activities such as rollerblading and skittles for children who are not familiar with these past-times.

Teachers should use their own judgement when talking to children and follow their school's safeguarding procedures following any disclosures.



Wellbeing skill links

In the two lessons children will explore the following RSHE statutory (s) and PSHE non-statutory (n) wellbeing objectives.

Respectful Relationships (s)	Resilience (n)
<p>The importance of self-respect and how this links to their own happiness. (Lesson 1, 2)</p>	<p>That mistakes are an important part of learning (Lesson 1, 2)</p> <p>The importance of perseverance in times of difficulty and strategies to help me persevere (Lesson 1, 2)</p> <p>How to manage when finding things difficult (Lesson 1, 2)</p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (Lesson 2)</p>
Mental Wellbeing (s)	
<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (Lesson 1, 2 Settle activities)</p> <p>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations (Lesson 1, 2 Training activities)</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Lesson 1, 2 Training activities)</p>	

Literacy Links

Through the following 2 lesson plans children will explore the following literacy objectives.

Vocabulary:	Retrieval:	Inference:
<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>Answer basic retrieval questions</p> <p>Discuss understanding of a text</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Predict what might happen from details stated</p>

Lesson Content

All of our lessons follow our unique 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

For books about mistakes and perseverance, read our blog: [The Importance of Mistakes; 5 books to help children get back up when they've fallen down](#)

Other suggestions include:

[The Koala Who Could by Rachel Bright and Jim Field](#)

[I Try by Susie Brooks and Cally Johnson-Isaacs](#)

The Story Project

More information about The Story Project can be found on [The Story Project website](#)

You can also find us on social media

[Instagram](#)

[Twitter](#)

[LinkedIn](#)

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Living Well Schools

Find out more information about Living Well Schools here [Living Well Schools Bradford](#)

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