











Resilience Book 2	Ada Twist Scientist Andrea Beaty and David Roberts	Lesson 1
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Resources needed	Activity A: N/A	Activity B: Scenario cards (provided)
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Aspect	Timing	Activity
Theme Overview	2 mins	<ul style="list-style-type: none"> Explore the word 'resilience'. What do pupils think this word means? What challenges are there to feeling resilient?
Ground rules	2 mins	<ul style="list-style-type: none"> 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.
Settle 	3 mins	<p>'Bubbling emotions'</p> <ul style="list-style-type: none"> Ask the pupils to imagine they are performing an experiment. They should close their eyes and imagine a glass jar filled with bubbling liquid. Big emotions can sometimes make us feel as though we are bubbling inside. Ask the pupils to take a big deep breath and to blow the bubbles. Repeat a few times, emphasising how this calms the bubbling liquid. Ask the pupils how they feel after they have taken deep breaths. Has it made them feel calm too?
Training 	5 mins	<ul style="list-style-type: none"> Look at the image of Ada on page 4 of the book (the page that begins 'Her parents were frazzled...') How could Ada be feeling? What makes pupils think this?
Objective 	5 mins	<ul style="list-style-type: none"> I can explain why it is important to keep going when things get tough
Read 	15 mins	<ul style="list-style-type: none"> Share the story with pupils. Use the suggested comprehension questions in the PowerPoint to develop pupils' understanding of vocabulary, retrieve information, and infer meaning. Prompts are provided in the notes of the PowerPoint.
You 	12 mins	<p>Class discussion: 'Why is it important to make mistakes?' Prompts for the discussion can be found in the notes of the PowerPoint.</p> <p>Choose either activity A or B (or you can do both!).</p> <p>Activity A: Climbing a Mountain</p> <ul style="list-style-type: none"> Ada keeps going even when things are difficult. She realises that this is part of learning. Ask the children to pretend they are climbing a mountain! It will be tough. How will they persevere to get to the top? Share some ideas together as a class Look at the list provided and decide whether each idea will help or hinder their progress Emphasize that these ideas can be applied to any challenge or tricky task. Extend the learning: Create a poster to display in class <p>Activity B: What should I do next?</p> <ul style="list-style-type: none"> Talk to the children about how keeping going when things get tough is important, but that it is also ok to ask for help. Part of being resilient is knowing when to stop. Look at the scenarios on the slides (or print out and give to pairs). Discuss each one and decide if the person should try again, ask for help or stop. Ask the children to explain their answer Emphasize that their decisions may differ from their peers and that is ok.






Resilience Book 2	Ada Twist Scientist Andrea Beaty and David Roberts	Lesson 2
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Resources needed	Activity A: Two small house plants or a bunch of flowers and two vases. Sticky notes or labels.	Activity B:
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Aspect	Timing	Activity
Ground rules	2 mins	<ul style="list-style-type: none"> 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.
Settle 	3 mins	<p>‘The lightbulb’</p> <ul style="list-style-type: none"> In the story, Ada has lots of big ideas! Her ideas light up like a lightbulb in her mind Check the children’s understanding of the phrase ‘lightbulb moment’ Ask the children to scrunch themselves into a ball; imagining a light bulb, turned off, in the dark. Tell them to close their eyes and take calm, deep breaths. Now, ask the children to imagine the lightbulb turning on. Guide them to stretch out wide, raise their heads and reaching up in to the air. Repeat a few times.
Training 	5 mins	<ul style="list-style-type: none"> Look at the image of Ada on page 12 (The page that starts ‘Even Miss Greer found her hands were quite full...’) How could Ada be feeling here? What is the difference between her friends’ reactions and her teachers?
Objective 	5 mins	<ul style="list-style-type: none"> I can tell you some ways I show belief in myself
Read 	15 mins	<ul style="list-style-type: none"> Share the story with pupils. Use the suggested comprehension questions in the PowerPoint to develop pupils’ understanding of vocabulary, retrieve information, and infer meaning. Prompts are provided in the notes of the PowerPoint.
You 	12 mins	<p>Class discussion: ‘What can you do when you don’t feel confident?’ (prompts in the slide)</p> <p>Choose either activity A or B (or you can do both!).</p> <p>Activity A: The Things You Water, Grow</p> <ul style="list-style-type: none"> Explain that the things you put your time and energy in to are the things that develop the quickest and strongest. To contextualise this, give children an example of a plant – if we water the plant, it will grow stronger. If we do not water it, it will not grow. Explain that the same idea can be applied to self-belief. If we think negative things about ourselves every day, then our self-belief will not grow. If we think positive thoughts about ourselves, we grow in confidence each day. Put two small house plants on display in the classroom. On one sticky note, write some negative self-talk ideas (e.g. I am rubbish at everything). On another sticky note, write some positive self-talk (e.g. I try my best). Stick one to each of that plant pots. Over the next week or so, water the ‘positive talk’ plant every day. Watch as it grows and stays strong – tell the children this represents what positive self-talk does to our confidence. Conversely, do not water the ‘negative self-talk’ plant. Notice what happens to it. Explain that this represents what negative self-talk does to our confidence. <p>Activity B: ‘I am....’</p> <ul style="list-style-type: none"> Part of believing in ourselves is knowing what we’re great at. Using the sheet provided, ask children to come up with a list of things they are great at, filling in each section. You may wish to give examples. Make sure children know strengths come in all forms – academic achievements, kindness, sporting success, trying hard, bouncing back after a mistake. If you are doing this as an assembly, talk about the ideas together.

Resilience Book 2	Ada Twist Scientist Andrea Beaty and David Roberts	Lesson 3 - Reflection
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Resources needed	QR codes (on PowerPoint slides) Pupil access to the internet (optional)
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Aspect	Timing	Activity
 Settle	5 mins	<ul style="list-style-type: none"> Choose one of the Settle activities from either lesson 1 or 2 Discuss how the Settle activities made the children feel.
 Training	10 mins	<ul style="list-style-type: none"> Which feelings and emotions have you covered over the Unit? Can the children explain what each feeling and emotion means? Can they give an example of when they have felt like that themselves?
 Objective	5 mins	<p>Assessment opportunity of objectives from lesson 1 and 2</p> <ul style="list-style-type: none"> I can explain why it is important to keep going when things get tough I can tell you some ways I show belief in myself
 Read	5 mins	<ul style="list-style-type: none"> Ask children to summarise main wellbeing themes of the story to their Talk Partner
 You	15 mins	<p>Class discussion: Use the review questions on the slides</p> <ul style="list-style-type: none"> There is a review form for children to answer and a different one for adults. Read the children's questions to the class and/or display on a screen Give the children some thinking time, or time to discuss their responses with a Talk Partner. Teachers, please complete your review form separately. <p>Activity A:</p> <ul style="list-style-type: none"> The teacher asks the questions to the class and facilitates a discussion. The teacher summarises the children's responses on the online form. <p>Or:</p> <p>Activity B:</p> <ul style="list-style-type: none"> If children have access to a device each, they can use the QR code to complete their own responses.

<p>Children's questions:</p> <p>https://forms.office.com/e/gv0UsCJeTy</p> 	<p>Teachers' questions:</p> <p>https://forms.office.com/e/ePQtxzyY8</p> 
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Instructions/heading:

- Keeping going when things get touch is important, but it is also ok to ask for help or stop. Part of being resilient is knowing what to do next for the best.
- Discuss each scenario below and decide if the person should:
 - A. try again
 - B. ask for help
 - C. stop
- Can you explain the reason for your choice?

In a maths lesson, Shabana is working on an equation.

She has tried once and got the answer wrong.

Sara has seen a video of somebody doing a back flip.

She wants to try it in the playground. She has never tried it before and is unsure what to do.

Daniel really wants to learn to skateboard. He has learnt to do the basics but is finding bigger tricks more difficult.

He visits the skate park where other children are practising too.

George wants to talk to the new boy who has joined his class. He tried yesterday but the boy was shy and didn't respond.

Miroslav is trying to solve a puzzle. He has tried lots of times. He has made mistakes and used different methods, but still cannot figure it out.

Joel is trying to draw a picture of giraffe. It keeps going wrong and he feels more and more frustrated. His frustration is turning to anger.

Isla is practising for a sports day race. It is cold and floor is icy. She has already slipped a few times but she really wants to improve her running.

Lola is taking part in a science experiment at school. Her team has made a big mess, spilling water on the floor. She really wants to finish the experiment and find the answer.

Solomon is doing an English test. He is working really hard. He comes to a question that he doesn't understand.

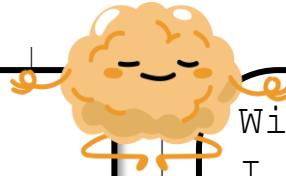
Aishah gets an answer wrong in class and feels embarrassed. In the next lesson, she knows the answer but is too nervous to put her hand up.

Instructions/heading:

- Part of believing in ourselves is knowing what our strengths are!
- What are you great at? Complete each section

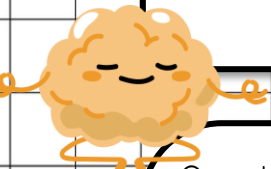


Name:



With my friends,
I am great at...

At school, I am great at...



On the
playground, I am
great at...

I am proud of myself
because...



I am trying to
get better at...



At home, I am great at...

