

## 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.

# Ada Twist, Scientist

Written by Andrea Beaty

Illustrated by David Roberts

*Ada is a budding scientist, who's head is filled with questions. What happens when her experiment goes wrong, and it makes a big mess? With the help of her family, can Ada get back on her feet? A wonderful rhyming story packed with resilience, kindness and self-belief.*

Suggested Age Range  
KS2

## 2 Objectives

### Lesson 1:

I can explain why it is important to keep going when things get tough

### Lesson 2:

I can tell you some ways I show belief in myself

## Tags:

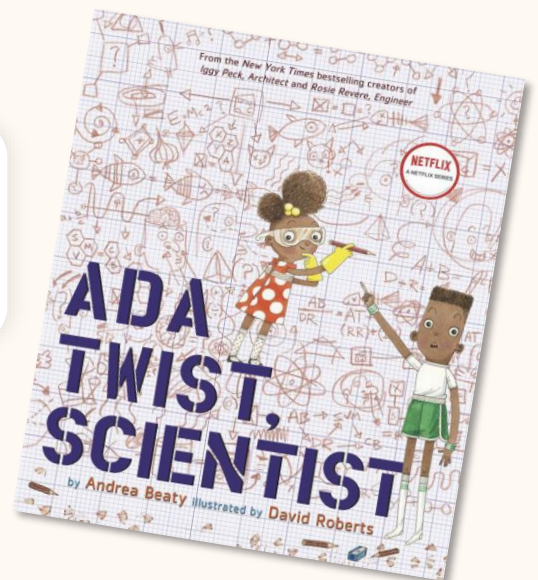
Resilience, family, learning, mistakes

## Sensitive Content in This Story

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

In part of the story, the main character's parents get cross at her for making a mess. Children may have experienced this at home, wishing to share what happened. Some children may have felt very upset about the situation.

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)	Families and People Who Care for Me (s)
<i>The importance of self-respect and how this links to their own happiness. (Lesson 2)</i>	<i>That families are important for children growing up because they can give love, security and stability. (Lesson 1, 2)</i> <i>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (Lesson 1, 2)</i>
Mental Wellbeing (s)	Resilience (n)
<i>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)</i> <i>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)</i> <i>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</i>	<i>That mistakes are an important part of learning (Lesson 1, 2)</i> <i>The importance of perseverance in times of difficulty and strategies to help me persevere (Lesson 1, 2)</i> <i>How to manage when finding things difficult (Lesson 1, 2)</i>

## Literacy Links

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

Vocabulary:	Retrieval:	Inference:
Explore the meaning of words in context (asking questions, checking word meanings) Discuss how words and phrases have been used to build a picture for the reader Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Answer basic retrieval questions using evidence in the text Explain and discuss what has been read Know and discuss setting, character and event changes across a text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge

## Lesson Content

All of our lesson 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

Mistakes and perseverance [The Importance of Mistakes; 5 books to help children get back up when they've fallen down](#)

Resilience and sport [Developing resilience and determination through sport; books to start the conversation](#)

### **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](#)

Email: [info@story-project.co.uk](mailto:info@story-project.co.uk)

### **Living Well Schools**

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

Email: [schools@mylivingwell.co.uk](mailto:schools@mylivingwell.co.uk)

