

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.

Pele: Little People Big Dreams

Written by Maria Isabel Sanchez Vegara

Illustrated by Camila Rosa

Suggested Age Range
KS2

Follow the inspiring story of Pele, the famous footballer who started with nothing more than a ball made from paper. Learn about his incredible journey and how he used his success to help children in need.

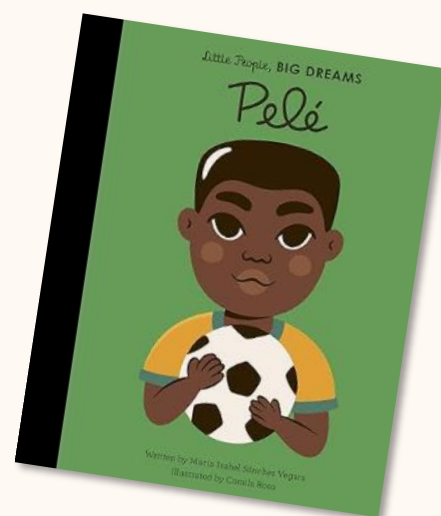
2 Objectives

Lesson 1:

I can tell you how and why everyone should have the same chance at success

Lesson 2:

I can explain how those around me support my success



Tags:

Resilience, success, equality, overcoming adversity, determination, support

Sensitive Content in This Story

The book follows the true story of Pele, a famous footballer who overcame poverty to become one of the greatest sportsmen in history.

Some children may resonate with Pele's difficult start in life. His family experienced poverty and did not have enough money to buy a football. The activities talk about how his family provided support in other ways, beyond financial. This may not be something that all children in your class have experienced.

Time and space should be given to children to talk about any issues related to this story. Staff should follow their school's usual safeguarding procedures for supporting children and acting on 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)
<i>Practical steps they can take in a range of different contexts to improve or support respectful relationships. (Lesson 2)</i>	<i>The importance of perseverance in times of difficulty and strategies to help me persevere (Lesson 1)</i>
Shared Responsibility (n)	
<i>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (Lesson 1)</i>	
Families and People Who Care for Me (s)	
<i>That families are important for children growing up because they can give love, security and stability. (Lesson 2) 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 2)</i>	
Mental Wellbeing (s)	
<i>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (both 'Settle' activities) That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations (both 'Training' activities) 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. ('Training' activities)</i>	






Literacy Links

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

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

Book recommendations

[The Night Bus Hero by Onjali Q. Rauf.](#)

[Heroes: How to Turn Inspiration Into Action by Marcus Rashford.](#)

[The Extraordinary Life of Serena Williams by Shelina Janmohamed and Ashley Evans.](#)

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](#)

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Living Well Schools

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