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| Experience Book 1 | A Day for Sandcastles<br>By JonArno Lawson | <b>Lesson 1</b> |
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| <b>Resources needed</b> | <b>Activity A: Building blocks or similar (optional)</b> | <b>Activity B: Worksheet (optional)</b> |
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| Aspect   | Timing  | Activity   |
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| <b>Theme Overview</b>  | 5 mins  | <ul style="list-style-type: none"> <li>Explore the word 'experience' (in reference to life experience). What do pupils think this word means? What experiences are important for children when they are young? (prompts in slide notes)</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><br>     | 5 mins  | <p><b>'Seaside Meditation'</b></p> <ul style="list-style-type: none"> <li>Find a clip from YouTube or a similar website of the sounds of the seaside.</li> <li>Turn the lights off and tell children to get comfortable.</li> <li>Invite them to close their eyes and take long deep breaths as they listen to the sounds of the waves crashing on the beach.</li> </ul>   |
| <b>Training</b><br>   | 3 mins  | <ul style="list-style-type: none"> <li>Look at the picture on the front cover.</li> <li>How do they think the children in the picture are feeling? How do they know?</li> </ul>  |
| <b>Objective</b><br> | 2 mins  | <ul style="list-style-type: none"> <li>I can explain how teamwork helps me to achieve a goal.</li> </ul> <p>(Note: Check children's understanding of the word 'goal'. Brief prompts in slide notes)</p>  |
| <b>Read</b><br>     | 10 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><br>      | 20 mins | <p><b>1. Class discussion:</b> 'Why is it important to be a team player?' See slide notes for prompts</p> <p><b>2. Choose either activity A or B (or you can do both!).</b></p> <p><b>Activity A: Building Castles</b></p> <ul style="list-style-type: none"> <li><i>Note: If you don't have building blocks, the groups could design a castle instead.</i></li> <li>Just like the children in the story, the class are now going to work as team to build a castle! They will have to collect the materials they need, plan their castle, build it and then tell the class about their creation.</li> <li>Before they begin, talk together about: <ul style="list-style-type: none"> <li>What it means to be a good team player</li> <li>The different roles within a team. For this task, you could use 'Planner', 'Doer', 'Checker', 'Presenter' (definitions in slide prompts) but feel free to adapt these to suit the size of the groups and age of the children.</li> </ul> </li> <li>Split the class into small groups and let them get on with building. When they've finished, ask one person in the team to explain what they have made and if there were any challenges.</li> <li>Finally, as a class, talk about their experiences as a team. What was good, what was tricky. How would they improve their team work next time.</li> </ul> <p><b>Activity B: Tricky Teams</b></p> <ul style="list-style-type: none"> <li>Using the scenarios on the slides, work together to problem solve each of the tricky team issues. You can also do this in small groups, if you prefer (worksheet below).</li> <li>For each one, children will need to identify the challenges and possible solutions.</li> <li>At the end, ask the class for examples of when they have worked well as a team. Have they found working in a team difficult? If so, how could they overcome it? Prompt with your own examples if needed.</li> </ul> |








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| Experience Book 1 | A Day for Sandcastles<br>By JonArno Lawson | <b>Lesson 2</b> |
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| <b>Resources needed</b> | <b>Activity A: Stationary and colouring pens</b> | <b>Activity B:</b> |
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| Aspect  | Timing  | Activity  |
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| <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><br>      | 5 mins  | <ul style="list-style-type: none"> <li><b>'The Wave'</b> <ul style="list-style-type: none"> <li>Start by telling the children to get comfortable. They can close their eyes if they wish.</li> <li>The children should pretend they are a big wave in the ocean. Powerful and strong. Guide them as follows: <ul style="list-style-type: none"> <li>'Take a long, deep breath in through your nose. As you do, imagine the wave rising and rising as your lungs fill with air'</li> <li>'Hold your breath for a second as the wave begins to crash'</li> <li>'Let all the air out through your mouth in one powerful blow, as though the wave is crashing down'</li> <li>'Stretch your arms wide and do a calm breath like a calm, flat sea'</li> </ul> </li> </ul> </li> <li>Repeat a few times.</li> </ul>  |
| <b>Training</b><br>    | 5 mins  | <ul style="list-style-type: none"> <li>Look at a picture of the children after the sandcastle has been knocked down.</li> <li>How do they think the children in the picture are feeling? How do they know?</li> </ul>   |
| <b>Objective</b><br> | 3 mins  | <ul style="list-style-type: none"> <li>I can explain how trying new things helps me to achieve my goals.</li> </ul> <p>(Note: Check children's understanding of the word 'goal'. Brief prompts in slide notes)</p>  |
| <b>Read</b><br>      | 10 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><br>       | 20 mins | <ol style="list-style-type: none"> <li><b>Class discussion:</b> 'Do you enjoy trying new things? Why?' (prompts in slide)</li> <li><b>Choose either activity A or B (or you can do both!).</b></li> </ol> <p><b>Activity A: Why try?</b></p> <ul style="list-style-type: none"> <li>Discuss with the children the reasons why it is important to try new things (you can use ideas from the class discussion in Step 1).</li> <li>Ask children to create a poster that can be displayed around school encouraging children to try new things. You could give children different themes to focus on, for example: <ul style="list-style-type: none"> <li>A dinner hall poster about trying new foods</li> <li>A library poster about trying a new genre</li> <li>A poster for the playground about playing with different people or trying a new game</li> <li>A classroom poster encouraging children to think of new ways to solve a problem</li> </ul> </li> <li>Afterwards, ask the children to feedback to each other.</li> </ul> <p><b>Activity B: Brick by brick, step by step</b></p> <ul style="list-style-type: none"> <li>Trying something new, or even tackling a tricky problem, can be difficult. Using the image from the slide or the worksheet below discuss with the class the steps you might need to take to help you try something new. You can contextualise this with an example; trying a new food, playing with a different group of children, trying a tricky maths problem without teacher help (choose something that feels relevant to any current issues within your class).</li> <li>For each brick of the sandcastle, add a helpful idea, strategy or tip. Prompts are in the slide notes.</li> <li>Children will have lots of great ideas too! Ask them if there is anything they would like to try but are too nervous to give it a go – do these strategies help them?</li> </ul> |

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| Experience Book 1 | A Day for Sandcastles<br>By JonArno Lawson | <b>Lesson 3 - Reflection</b> |
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| <b>Resources needed</b> | QR codes (on PowerPoint slides)<br>Pupil access to the internet (optional) |
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| Aspect   | Timing  | Activity   |
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| <br><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>   |
| <br><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>  |
| <br><b>Objective</b>  | 5 mins  | Assessment opportunity of objectives from lesson 1 and 2 <ul style="list-style-type: none"> <li>I can explain how teamwork helps me to achieve my goals</li> <li>I can explain why trying new things helps me to achieve my goals.</li> </ul>  |
| <br><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>   |
| <br><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><br><a href="https://forms.office.com/e/gv0UsCJeTy">https://forms.office.com/e/gv0UsCJeTy</a><br> |         | <b>Teachers' questions:</b><br><a href="https://forms.office.com/e/ePQtyxyzY8">https://forms.office.com/e/ePQtyxyzY8</a><br>   |



Sariyah plays for her school football team. She loves to score goals and really wants her team to win the next match!

During the game, she doesn't pass to anyone else and tries to score all the goals herself.

Joseph is on the School Council. Another child in his class tells him that they want to raise money for 'Children in Need' and they have a great idea!

At the next School Council meeting, Joseph tells the group about the idea but he pretends that it was his all along.

Isla's class are learning about the Vikings. Their teacher has split them up into groups to write a fact file. Isla has been put in group without her friends. She feels upset and doesn't want to join in.

Bobby is a really confident child. He is happy to talk in front of the class and share his ideas.

In maths, he has been put in a pair with another child who also has great ideas but is too nervous to share them with the class.

Prisha is working in a team. They are stuck on a tricky question. The team are getting more and more frustrated and now everyone is talking over each other.

Oscar is on the playground. He sees another child being mean to his friend. He doesn't want to get involved so he walks away and leaves his friend.

# A Day for Sandcastles

Lesson 2, Activity B: Brick by Brick, Step by Step

