

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.

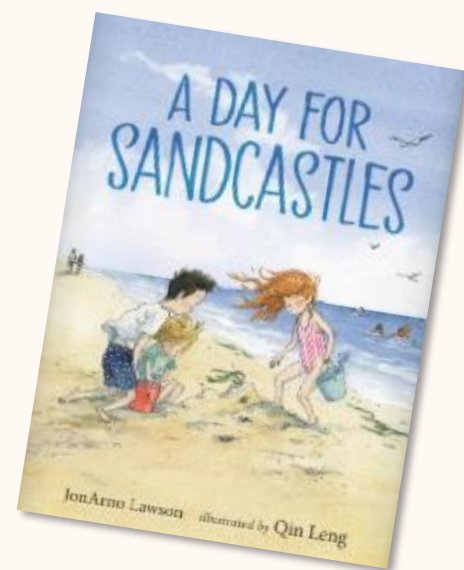
A Day for Sandcastles

Written by JonArno Lawson

Illustrated by Qin Leng

A beautiful wordless picture book that celebrates the simple art of building a sandcastle. Watch as the three children try their best to keep their creation standing, as they battle flying hats, curious infants and the rising tide. Can they use their teamwork and ingenuity to finally create a sandcastle that stays up?

Suggested Age Range
KS1



2 Objectives

Lesson 1:

I can explain how teamwork helps me to achieve a goal.

Lesson 2:

I can explain how trying new things helps me to achieve my goals.

Tags:

Resilience, teamwork, problem solving, support our friends

Sensitive Content in This Story

This story should be accessible for all children. We do not believe it contains any sensitive content.

Some children may not have visited the seaside before. You could watch some videos of the seaside before beginning this lesson. Teachers are welcome to adapt wording and questions to suit the needs of their class.

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)

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Lesson 1)

The importance of respecting others (Lesson 1)

Resilience (n)

That mistakes are an important part of learning (Lesson 1, 2)

The importance of perseverance in times of difficulty and strategies to help me persevere (Lesson 1, 2)

About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (Lesson 1, 2)

To recognise their individuality and personal qualities (Lesson 1)

Keeping Safe (n)

Ways to keep safe in familiar and unfamiliar environments (e.g.beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely (Lesson 1)

Mental Wellbeing (s)

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 (Lesson 2, and 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. (both 'Training' activities)

Literacy Links

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

Vocabulary:	Retrieval:	Inference:
Talk about what words mean and learn new vocabulary in order to understand what has been read Discussing and clarifying the meaning of words	Answer basic retrieval questions Discuss understanding of a text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict what might happen from details stated

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

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](#)

[Tilda Tries Again: A Big Bright Feelings Book a book by Tom Percival.](#)

[Jabari Tries a book by Gaia Cornwall.](#)

[Up the Creek a book by Nicholas Oldland.](#)

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

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

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