

## 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.

# Hana's Hundreds of Hijabs

Written by Razeena Omar Gutta

Illustrated by Manal Mirza

Hana loves styling her hijab. She has a fantastic collection and takes time to plan her styles. But sometimes her hobby takes over the house and make her late for school. After watching her Aunty style hair at the salon, Hana has a brilliant idea that utilises her talents and skills without causing havoc!

Suggested Age Range  
KS2

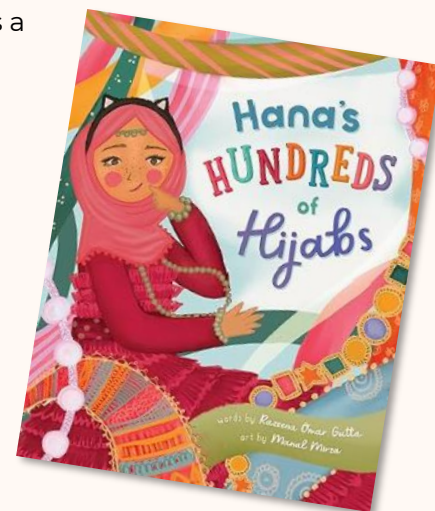
## 2 Objectives

### Lesson 1:

I can tell you some of the skills and qualities I need to be successful as an adult at work

### Lesson 2:

I can tell you about some of the different routes into jobs and careers



## Tags:

Creativity, work experience, family, work skills, careers

## Sensitive Content in This Story

This story should be accessible to most children. It does not contain any content which we believe is sensitive.

Children may wish to discuss the religious and/or cultural significance of hijabs and other head coverings. Further guidance for this is provided in the slides.

Some children may have different experiences of work, including differences in how their families earn money. This should be discussed without judgement and in an open way. Teachers should dispel harmful stereotypes wherever possible, particularly in relation to jobs and careers.

Time and space should be given to children to talk about any issues arising from the lessons. 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.

### Economic Wellbeing (s and n)

About some of the strengths and interests someone might need to do different jobs **(Lesson 1, 2)**  
 About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation **(Lesson 1)**  
 That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life **(Lesson 1, 2)**  
 About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) **(Lesson 1)**  
 To recognise a variety of routes into careers (e.g. college, apprenticeship, university) **(Lesson 2)**

### Growing and Changing (s)

To recognise their individuality and personal qualities **(Lesson 1)**

### Respectful Relationships (s)

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. **(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:
<p>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</p>	<p>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</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 about careers

[Felix Unlimited a book by Andrew Norriss.](#)

[Vivienne Westwood a book by Maria Isabel Sanchez Vegara and Laura Callaghan.](#)

[Engineers Making a Difference: Inventors, Technicians, Scientists and Tech Entrepreneurs Changing the World, and How You Can Join a book by Dr. Shini Somara, Manual Sumberac, and Adam Allsuch Boardman.](#)

[How to Launch a Tech Start-Up: Robotics, Gaming and Other Tech Jobs a book by Michelle You and Sol Linero.](#)

[Look Inside Jobs a book by Lara Bryan and Wesley Robins.](#)

### Books about hijabs and head coverings

[The Proudest Blue by Ibtihaj Muhammad, S. K. Ali, and Hatem Aly.](#)

[Hats of Faith a book by Medeia Cohan-Petrolino and Sarah Walsh.](#)

### Further information

<https://www.myworldofwork.co.uk/all-about-your-skills/>

<https://www.inspiringthefuture.org/primary-futures/resources-and-guides/>

[How to introduce careers to primary students | A New Direction Careers - BBC Bitesize](#)

### 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)

