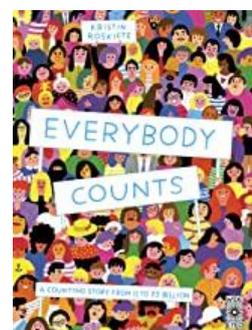
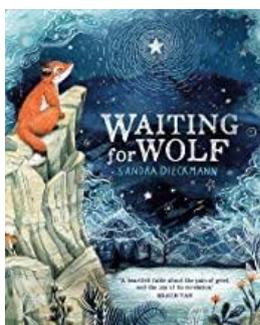
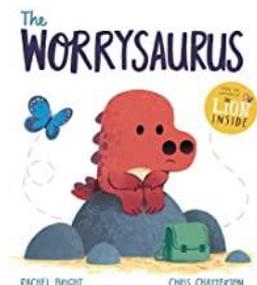
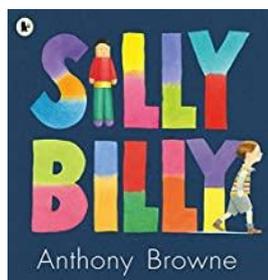
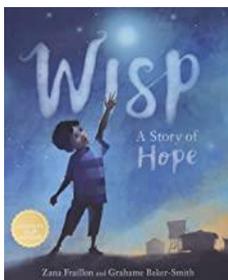
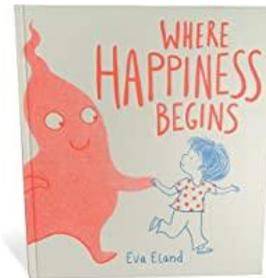
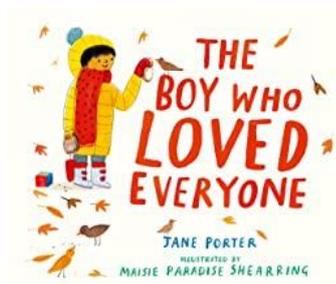
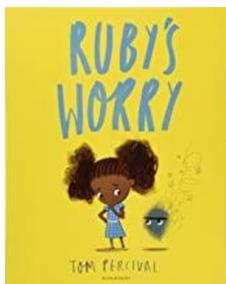


Agents of hope: Teaching mental health and well-being after lockdown

By Andrew Moffat



“If it’s not a happy ending, then it hasn’t ended yet.” (Rachel Bright, The Worrysaurus)

“Let everything happen to you. Beauty and terror. Just keep going. No feeling is final.”
(Rainer Maria Rilke)



Agents of hope: Teaching mental health and well-being after lockdown

The aim in this resource is to provide a collection of picture books and lesson plans for teachers to use in classrooms as we welcome back children after lockdown. We need to be able to discuss what has happened within a safe and secure environment, providing hope and security again. We must be agents of hope in the eyes of the children we teach.

Letterbox Library was instrumental in bringing this pack together, sourcing books and contacting publishers in order to make it available quickly. The pack of 14 books can be ordered from <https://www.letterboxlibrary.com/acatalog/Agents-of-Hope-Book-Pack-.html#aOH01>

Book list

1. Egg – Sue Hendra
2. Tiny and Teeny – Chris Judge
3. The boy who loved everyone - Jane Porter
4. The worrysaurus – Rachel bright
5. The rabbit listened – Cori Doerrfeld
6. Ruby's worry – Tom Percival
7. Aalfred and Aalbert – Morag Hood
8. When sadness comes to call – Eva Eland
9. Where happiness begins - Eva Eland
10. Silly billy – Anthony Browne
11. The perfect shelter – Clare Helen Walsh
12. Wisp – Zana Fraillon and Grahame Baker-Smith
13. Waiting for wolf – Sandra Dieckmann
14. Everybody counts: a counting story from 0 to 7.5 billion – Kristin Roskifte

These lesson plans were written to support the guidance, *"Agents of hope: managing fear and rebuilding our school culture"* by Andrew Moffat, PD Lead at Excelsior Trust, in May 2020. All plans also reference RSE links. Andrew produces a weekly newsletter with assembly plans and lesson ideas for the post-coronavirus school: email a.moffat@excelsiormat.org for the guidance and to be added to the mailing list.

Some of the plans in this resource reference "No Outsiders". No Outsiders is a whole school ethos to support understanding of diversity and difference; children are taught to recognise and accept difference, in preparation for life as global citizens. This message is crucial in a world coming out of lockdown; there has never been a greater need for community cohesion in schools. "No Outsiders: Everyone different, everyone equal" by Andrew Moffat (Speechmark, 2020) is a scheme of 42 lesson plans based on picture books. Letterboxlibrary also do a No Outsiders book pack with all the books in the scheme <https://www.letterboxlibrary.com/acatalog/NEW-No-Outsiders-Book-Pack.html#aNO03>

Agents of hope: EYFS/ Y1 lesson plan

Text: Egg by Sue Hendra and Paul Linnet
Lesson plan by Andrew Moffat a.moffat@excelsiormat.org
Learning Intention: to accept change
<p>Success Criteria: I know some things change, I know it's ok to be different, I know changes happen all the time, I am ok with changes</p> <p>RSE links: 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.</p>
<p>Starter: Look at the cover; what do you see? What do you notice about the shape of the book? How is it different from other books? Why do you think this book is a different shape to other books? Is it ok to read a book that looks different to the other books?</p> <p>RSE links: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>
<p>Main: Read "Egg", What is different about the new egg in the story? Look at the picture where the eggs have the flip chart – what are they saying to the new egg? What do the other eggs think about change at the start of the story? What is their solution? Why doesn't it work? What does new egg do to teach the other eggs about change and being different? Look at the picture where the eggs hold hands, what have they learned? A new egg comes along at the end, what do you think will be the response from the eggs now? Why?</p>
<p>Role play: Show the children two eggs. Place the eggs in egg cups the same way up. Ask children what was different about the eggs in the story and then turn one of the eggs upside down in the cup. Draw eyes and a mouth on the eggs and say one of the eggs has just whispered something to you; "this egg says the other egg is looks wrong!" hold a conversation with the first egg about the other egg looking wrong, not fitting in, not being a 'proper egg'. Ask the children what to do; what can we suggest to solve this situation (we want children to support the other egg in being different and tell the first this is ok). Then bring a third egg into the conversation who sits on their side; ask the children to welcome the third egg.</p>
<p>Activity: Look at the picture at the end of the story where all the eggs are holding hands. When you first look at the eggs, they do look the same, but look closely; are there differences? Look at the way they are standing, feet, arms up and down, eyes level and eyes not level, mouths open, mouths closed; the eggs are all different, but they are all smiling and all together just like us in our class. No one is an outsider! Children draw/ decorate three eggs showing differences. Write a sentence saying it's ok to change or it's ok to be different.</p>
<p>Plenary: At the start of the story, how did the eggs feel about change? They wanted all eggs to stay the same. What did they learn from the different egg? They learned that changes are good and it's ok to be different. What changes have happened in our classroom? How do we keep safe today in school? How do we feel about our changes? What can we learn from the eggs in the story?</p>

Agents of hope: EYFS/Year 1 lesson plan

Text: Tiny and Teeny by Chris Judge
Learning Intention: To think of ways to help
Lesson plan by Andrew Moffat a.moffat@excelsiormat.org
RSE links: how important friendships are in making us feel happy and secure, and how people choose and make friends. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
Success Criteria: I know sometimes people need help / I know I can choose to help or not to help / I know the right thing to do
Starter: Think about the word “helping” what does it mean? Do we help each other in our class? Think of a time someone helped you in this class. Why do we help each other?
Main: Read “Tiny and Teeny”, stop throughout the book to study and discuss the illustration and predict the text. At the end discuss: Why do you think Tiny loves to help people? How does it feel inside when you help someone? Look at the ways Tiny helps people; are they difficult things to do? Why did all of Tiny’s friends keep her busy throughout the week, what were they doing? Why do you think Tiny’s friends built her a new house?
Role play: We are going to practice helping each other like Tiny. Let’s go through the week and do all the helpful things Tiny did with her friends Ask children to role play all the actions as you read the weeks’ activities: gardening; reading a book; strolling through town; shopping (don’t forget the green beans!); looking at the stars and falling asleep.
Activity: give the children five boxes labelled Monday -Friday. Children record ways they can help Tiny each day. Think about the things she likes and five ways you can show kindness.
Plenary: Look at the page where Tiny’s friends show her the new house; how does tiny feel? How do Tiny’s friends feel? Are all the people in Glengadget the same? How are they different? When Tiny’s house was squashed, why didn’t the people in Glengadget say “oh dear! Well there is nothing we can do!” What can we learn from the people of Glengadget?

Agents of hope: Year 1-Year 2 plan

Text: The boy who loved everyone by Jane Porter and Maisie Paradise Shearing
Learning Intention: To play safe games
Lesson plan by Andrew Moffat a.moffat@excelsiormat.org
Success Criteria: I know how to be a good friend / I know why we can't play in the way we used to / I can think of safe games to play with my friends RSE link: how important friendships are in making us feel happy and secure, and how people choose and make friends.
Starter: Why is our playground and classroom different today? What has changed about the way we work together? How does it feel? What do you miss?
Main: Read "The boy who loved everyone" discuss: When Dimitri leaned on Liam and said, "I love you, Liam," how do you think Liam felt? When Dimitri said, "I love you" to Sophie, Stella and Sue, they giggled and ran away, why? When Dimitri stands by himself in class, how is he feeling? Why do you think he is alone? Dimitri's Mum is not embarrassed when he says, "I love you Mum," why not? When Berthe smiles and gives Dimitri a big wave, how does it make them feel?
Role play: In the story, Dimitri learns to show friendship in different ways. In our class we also need to learn to show we are friends in different ways. We must think of games that are safe that we can all join in. Play " <u>The cookie jar</u> " rhyme: choose someone's name in the room to start the rhyme (e.g. Mary) all children chant: Who stole the cookie from the cookie jar? Mary stole the cookie from the cookie jar! (Mary) who me? (Everyone) yes you! (Mary) Couldn't be! (Everyone) Then who? (Mary chooses a name e.g. Ahmed and says; "Ahmed stole the cookie from the cookie jar" (Ahmed) who me? Continue with different children chosen each round. Are there any other rhymes we know? Watch 'a sailor went to sea sea sea' and practice together. What makes this a safe game for us? https://www.youtube.com/watch?v=28uNg8XQPK8
Activity: We need to show Dimitri how to be a safe friend. Dimitri wants to hug, there are other ways we show we are friends. In four boxes draw a picture and write a sentence showing how we can be safe friends in our class (e.g. smiling and waving, talking while standing apart, cookie jar game and counting rhymes)
Plenary: Look at the pictures of Liam hugging Dimitri and of the class sitting together on the carpet at the end of the story. What is different today? How can we help each other to feel happy in our class and keep safe? If working in upper KS2, the sevens clapping game is an activity children can do while sitting opposite each other socially distanced https://www.youtube.com/watch?v=3knQAUN1kcY

Agents of hope: Y1 /Y2 lesson plan

Text: The worrysaurus by Rachel Bright and Chris Chatterton
Lesson plan by Andrew Moffat a.moffat@excelsiormat.org
Learning Intention: To recognise when I am worrying
<p>Success Criteria: I know what worries are, I know everyone worries sometimes, I know what to do if I am worried</p> <p>RSE link: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>
Starter: look at the cover; describe how the character is feeling. What is a worry? How do worries make you feel? What sort of things might the creature on the book cover worry about?
<p>Main: Read “The Worrysaurus”,</p> <ul style="list-style-type: none"> - Why is Worrysaurus happy at the start of the story? - What are the first things Worrysaurus worries about? - “The news became a butterfly that flittered in is tummy” sometimes people say they have butterflies in their tummy when they are worried; what do they mean? - What does Worrysaurus do to try to stop worrying? - What does Worrysaurus do at the end that stops his worrying? He stays with Lizard to the end of the story, why do you think that helps?
<p>Role play: Worrysaurus worries about all kinds of things; some of them might come true, some of them won’t come true. He can control some of the worries; can he control all the things he worries about?</p> <p>Show the children cards you have made for each worry. Go through each worry together and think about those we can control and those we can’t control, before deciding what to do next. Hold up each card and put them in to two piles – can control (discuss how) /can’t control. The worries are: Might run out of food / might run out of drink / might get lost / might trip over / might fall / a storm is coming.</p> <p>The only one we cannot control is the storm, but we can still do something about it to prepare just in case – what can we do?</p> <p>Ask children one at a time to come up with ideas to help Worrysaurus about the other worries; make notes on the board.</p>
<p>Activity: In six boxes children record five of the worries in the book and then give ideas to help Worrysaurus stop worrying.</p> <p>In a sixth box, children write a new worry for Worrysaurus. We want to help each other with our worries so ask children to share the sixth worry with a partner so that together they can find and record a way forward for Worrysaurus.</p>
<p>Plenary: Worrysuarus has a tin that helps him feel more confident. What is in his tin, what did he do with the objects and why do you think it helped?</p> <p>“I’ll chase my fears away” what does that mean? Can we chase away fears?</p> <p>“If it’s not a happy ending, then it hasn’t ended yet.” What does that mean?</p> <p>We all worry sometimes, what can we learn from Worrysaurus about our fears? If you are worried, who can you talk to at school?</p>

Agents of hope: Y2 – Y3 lesson plan

Text: Ruby's worry by Tom Percival
Lesson plan by Andrew Moffat a.moffat@excelsiormat.org
Learning Intention: To know what to do with a worry
Success Criteria: I know what a worry is / I know everyone has worries / I know what to do if I have a worry RSE: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
Starter: Look at the front cover; what do you see? What do you think the blue blob is? How do you think the girl is feeling? What is a worry? Where does it come from?
Main: Read "Ruby's worry" and discuss <ul style="list-style-type: none"> - What was the worry like when Ruby first noticed it? - Where did the worry come from? - Why did the worry gradually get bigger and bigger? - 'It wouldn't leave her alone; it was there at breakfast and at night' -why? - Why could no one else see the worry? - Why did Ruby pretend it wasn't there? Why didn't this work? - How did the worry's start to shrink? - Do you think Ruby will ever have a worry again? What will she do differently/
Role play: Ask for a volunteer. Show the children a balloon on a string and say this is going to represent the worry, following our volunteer around, bobbing around and never leaving because they are not talking about it, so it never leaves. Decide as a class what the worry is about and write it on the balloon (good opportunity to recognise some of the worries children might have) Ask the volunteer to walk around the class looking worried; children can ask, "Are you ok?" and the volunteer has to reply, "I'm fine". This means the balloon / worry never leaves them. Ask the children what happened to the worry in the story? It got bigger; show the children a second and third balloon, write worries on them and tie them to the volunteer; the volunteer is not talking about their worry so what's happening to it? Volunteer goes around again, denying there is a problem. Ask the children, how do we get rid of these worries? We have to talk about them! Ask the volunteer to talk about the worries on the balloon and as children listen, pop / let down / throw out of the window the balloons.
Activity: Draw an imaginary person and show worry bubbles around them; write the worries on each bubble. At the bottom, write a message to your person giving them advice on what to do about their worries; offer to be the person they can talk to.
Plenary: In our role play the child was saying, "I'm fine" when people asked if they were ok, but they were not fine. Why do people often say they are fine when they are not? Do we always have to come up with solutions for people who are worried? What is more important than having answers? (listening) "The worst thing you can ever do with a worry – worry about it" what does this mean? What is Tom Percival encouraging us to do in this book? What does Tom say is the best thing you can do with a worry – why?

Agents of hope: Y3- Y4 lesson plan

Text: Aalfred and Aalbert by Morag Hood
Learning Intention: To find common ground
Lesson plan by Andrew Moffat a.moffat@excelsiormmat.org
Success Criteria: I know there are more things that we have in common than divide us RSE link: 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.
Starter: A MP Jo Cox once said, “We are far more united and have far more in common with each other than things that divide us.” What does this mean? Can anyone think of an example?
Main: Read Aalfred and Aalbert and discuss: Why don’t Aalfred and Aalbert meeting up at the start of the story? How do you think they feel being alone all the time? “I might quite like to be part of a pair” why does Aalfred say that? Why does the little bird decide they must meet? What is the plan? Why does Aalfred want to cheer the bird up? How do Aalfred and Aalbert feel at the end of the story compared to the start? Are they happier at the end or the start? Why are they happier?
Role play: The bird recognises Aalfred and Aalbert are lonely and tries to think of things they have in common so they can make friends. Does the bird ever talk to either Aalbert or Aalbert? Do you think talking might have helped? Do you know what things we have in common in our class. Look around, are there people in the room who have things in common with you? Who likes pizza? There you go! Things in common all ready. Give each child a copy of worksheet 4:4A. The target for each child is to find a name in the room to write in each box, thereby finding common ground between two different people.
Activity: Under the heading “More things in common than things that divide us” make a poster to demonstrate community cohesion. In what ways are we different? In what ways can we work or play together? Why is community cohesion important at this time? Are there examples of community cohesion during lockdown?
Plenary: Aalfred and Aalbert might have stayed on their own for the rest of the story; do you think they would have been happy? How to friendships affect the way we feel about ourselves? How did lockdown affect people? How would you feel if you spent the whole day at school and no one spoke to you? What does isolated mean? Today because of coronavirus school is different; what can we do every day to make sure no one feels isolated at school?

Adapted from the No Outsiders scheme of work; “No Outsiders: Everyone different, everyone welcome” by Andrew Moffat (Speechmark, 2020)

worksheet 4:4A More things in common

Has a brother	Knows what 9x8 is	Can play an instrument	Favourite colour is red
Has been on a plane	Likes bananas more than apples	Walks to school every day	Can whistle
Member of a club	Can count to ten in another language	Has a sister	Has been to a different country
Likes strawberry ice cream	Has moved house	Has a pet	Can swim

Agents of hope: Y3 – Y4 lesson plan

Text: When sadness comes to call by Eva Eland
Learning Intention: To look after my mental health
Success Criteria: I know what mental health is / I know what situations can affect my mental health / I have strategies to look after my mental health
Starter: What is mental health? (ask what dental health is as a way in if children are unsure) Look at the inside cover of the book; what do you see? How are people feeling? (explore wider vocabulary than just “sad”) RSE link: practical steps they can take in a range of different contexts to improve or support respectful relationships.
Main: Read “When sadness comes to call” discuss <ul style="list-style-type: none"> - why has the author chosen to represent sadness in this way? - Why does sadness arrive “unexpectedly”? - “You try to hide it but it feels like you’ve become sadness yourself” what does this mean? - What advice does the author give on how to deal with sadness? (Give it a name, listen to it, ask where it comes from and what it needs) why does the author say this? - The author suggests taking sadness for a walk, listening to music, drinking hot chocolate – why? - “Today is a new day” why has the author chosen to end with this line?
Role play: The author suggests recognising sadness and talking; “Maybe all it wants to know is that it is welcome”. We are going to practice speaking up, using our pupil voice and sharing our feelings when we need to. In the book the character tries to hide sadness away but it doesn’t work – why not? Ask the children to think, when was the last time someone said to them, “Are you ok?” When was the last time they asked someone else. “Are you ok?” If someone says, “I feel sad,” or, “I feel lonely,” what is a good response? Discuss (a good response is, “Can I help” or, “Do you want to talk about it?”) Put the children in to pairs and ask them to label themselves A and B. A is the character in the book; think about a reason for their sadness. B is a friend who wants to help. Ask B to offer help by starting a conversation with, “Are you ok?” and then encourage the children to talk. Encourage B children to offer help by developing the conversation. The aim is to encourage children to think about how to have conversations rather than to have to find solutions.
Activity: Say we want to develop a culture in our class where talking about and recognising our feelings is ok. Children to design a poster to encourage others to speak up. A good title would be, “Are you ok?” but children may think of others.
Plenary: sometimes people pretend to be happy when inside they feel sad; why do they do that? Look at the inside cover at the back of the book and compare it to the front; what has changed? How have the characters dealt with their feelings of sadness? What is mental health? Why is good mental health important to us? Why is this about No Outsiders? (Feeling like an outsider is not good mental health; we need to make sure no one feels like an outsider in our class)

This plan is taken from the No Outsiders scheme of work; “No Outsiders: Everyone different, everyone welcome” by Andrew Moffat (Speechmark, 2020)

Agents of hope: Y4- Y5 lesson plan

<p>Text: Where happiness begins by Eva Eland</p>
<p>Learning Intention: To find happiness</p>
<p>Success Criteria: I know what happiness is / I know different situations can affect how I feel / I know what helps me to feel happy</p>
<p>RSE link: the importance of self-respect and how this links to their own happiness.</p>
<p>Starter: What is happiness? Ask children to describe what happiness feels like. Look at the inside cover of the book; what do you see? How are people feeling? How do you know? Explore wider vocabulary around “happy”</p>
<p>Main: Read “where happiness begins” After reading the book, go back and choose some pages to discuss, for example: “It often disguises and goes by different names” what does the Eva (the author) mean? “Most of the time happiness appears to have a will of its own” what does this mean? Can you control happiness? Why is happiness waiting when the child finds their way through a difficult time? Look at the page where the child finds their way back home towards a lifeboat; what is happening here? Why is a lighthouse used? “It was always there.” What does that mean? Is happiness always inside us? How do we find it?</p>
<p>Role play: Go back to the page where the child feels overwhelmed. Eva recognises that sometimes it’s hard to control our feelings. In school right now lots of things seem very different and it’s scary sometimes. What does Eva say we should do if we feel scared? (Just breathe). Eva says, “You don’t have to keep looking for happiness, it was always there. Recognise it and treasure it.” Eva’s advice is to recognise the things that make us happy and hold on to those things. Go round the class and ask children to name one thing that makes them happy. Share the ideas and their diversity; does anyone have the same happy thoughts? School is different and challenging at the moment, but are there some things in school that make you feel happy?</p>
<p>Activity: Under the title “Just breathe”, in the middle of the page, children record the thing they find most challenging about our current situation in school. Around that picture children record happy feelings that school brings, for example: seeing friends, seeing your teacher, learning again, playtimes, new ways of playing together etc</p>
<p>KS1 Plenary: We all feel sad sometimes; Eva says, “happiness begins with you.” What does she mean? How can happy thoughts help when you feel scared and lost? How can we help each other to remember our happy thoughts? How about telling some in the class your happy thought and if in the future they see you are sad, they can remind you of your happy thought to help you get through.</p>
<p>KS2 plenary: use KS1 plenary and add: Rainer Maria Rilke has a famous quote: “Let everything happen to you. Beauty and terror. Just keep going. No feeling is final.” What does this mean? How is it relevant to our situation now? What can we learn from this quote?</p>

Agents of hope: Y1- Y6 lesson plan

Text: Silly Billy by Anthony Browne
Learning Intention: To talk about my worries
Lesson plan by Andrew Moffat a.moffat@excelsiormat.org
<p>Success Criteria: I can think about my worries and decide what I might do about them / I can tell when I should share a worry / I know that most people have worries</p> <p>RSE link: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>
<p>Starter: Put up the word <u>worries</u> on the board; in pairs children up with a definition and identify other words that mean the same. What sort of things do you think people are worried about in 2020?</p>
<p>Main: Read “Silly Billy” and discuss the worries Billy has. Does everyone have worries? Share some worries that you once had with the children to demonstrate everyone goes through worries at different times in their life. What does Billy do about his worries? Why do the dolls work for him? (do they actually fix the problem?) Why do you think talking out loud about worries can help a situation?</p>
<p>Activity: Make some worry dolls (dolly pegs are best to use but you can use card). As children are making the dolls use the time to sit with children for whom you think talking about worries might be a good idea. Children could make and decorate a box to put their worry dolls in. Encourage the children to take the dolls home and use them.</p> <p>Rehearse talking to your worry dolls about a worry you have. Model to the children taking a doll and talking to it explaining what your worry it; show that even though the doll cannot answer back, sometimes just saying out loud what the problem is can help. Ask children to practice in a quiet space.</p>
<p>Plenary: Worry dolls are useful for helping us to talk about our worries out loud, but what is an even better way to help with a worry? Talk to a real person!</p> <p>Whom can you talk to if you have a worry? Why is it very important to talk to someone of you are worried about something? If you don't speak up, what happens to the worry?</p> <p>The story is called Silly Billy, but is Billy really 'silly' for having worries?</p>

Agents of hope: Y4 – Y5 lesson plan

<p>Text: The perfect shelter by Clare Helen Welsh and Asa Gilland</p>
<p>Lesson plan by Andrew Moffat a.moffat@excelsiormat.org</p>
<p>Learning Intention: To find ways to be strong</p>
<p>Success Criteria: I know sometimes people get sick / I know I'm not the only one who worries about people getting sick/ I know I can be strong and I will get through this</p> <p>RSE link: That families are important for children growing up because they can give love, security and stability</p> <p>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.</p>
<p>Starter: What is corona-virus? Who does the virus affect? How are things different for us all today? How does it feel if someone you love gets ill?</p>
<p>Main: Read "A perfect shelter" and discuss:</p> <ul style="list-style-type: none"> - When is the first time the child knows their sister is sick? How do they know? - The children are able to mend and fix the shelter; how is the author using the shelter to tell the story? - How is the child affected by their sister's illness? Why? - Why do you think the sister decides to make a shelter in the hospital? - "neither of us noticed we were smiling," why not? - "Today is the perfect day to be together" – why?
<p>Activity: The child in the story makes plans with their sister to "go back to the woods to ride out the toughest storms"; why do you think making these plans helps the children to feel better?</p> <p>Right now in school and at home we are going through "the toughest storms"; these are very difficult times for all of us, but this time will not last for ever. Think about plans you can make with your family and friends once coronavirus has passed. Write down the plans for your perfect day; who will you spend it with, where will you go, what will you do, what will you eat, how will the day end?</p>
<p>Plenary: Are we told about the sister recovering at the end of the story? Why do you think the author chose not to tell us? Look at the last picture; even though the sister is sick and in hospital, what are the family doing? Why? Today if a person is sick in hospital, families are not allowed to visit – why not? What can they do instead to show the patient they are loved? How do you think the author feels about her family during this difficult time? Why do you think the author wrote this book?</p>

Agents of hope: Y5-Y6 lesson plan

Text: Waiting for wolf by Sandra Diekmann
Lesson plan by Andrew Moffat a.moffat@excelsiormat.org
Learning Intention: To explore feelings about loss
Success Criteria: I know loss affects everybody /I know it can be difficult to accept loss / I know it's ok to feel sad / I know I can talk to someone if I am affected by loss RSE link: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
Starter: Display the picture of Nigel watering the plant; tell the story discuss using the plan (see next page)
Main: Read "Waiting for wolf" and discuss: <ul style="list-style-type: none"> - What has happened to wolf? - Do you think Wolf knew he was about to die? Explain your answer. - How does wolf try to prepare Fox for the change that is about to happen? Why doesn't Wolf tell Fox the truth? Do you think this is the right decision? - At what point do you think Fox understands what has happened? How do we know she knows? - Why do you think Fox pulls the shining star blanket down from the sky? - Why do you think Fox seeing her bright red paw stops her tears?
Activity 1: <i>"Life is beautiful," whispered Fox. Suddenly, all the things they had done together came flooding back in bright colours"</i> <i>"He was gone, but all the wonderful things they had shared together would be with her always."</i> What memories of her time with Wolf do you think Fox will treasure? Record a memory to help Fox celebrate her special time with Wolf. Choose and illustrate four memories.
Activity 2: The language used by the author has been carefully chosen to evoke emotion in the reader. Use the text below to as a stimulus for your own writing, extending Sandra Diekmann's ideas and words and developing her description. <i>She called in to the starry sky, "Wooolf!" There was no answer. So she yelled louder in to the crushing silence...</i> <i>She reached up in to the sky and pulled the shining star blanket down from the sky. Everything went dark.... She sat there for a long time, wrapped in the velvety star blanket....</i> <i>Fox put the star blanket gently back where it belonged. The moon shone down peacefully over the lake and the stars danced in the sky.....</i>
Activity 3: The art work in this story is beautiful; look at the opening page where Fox and Wolf are running by the big blue lake. Study the different shapes that the artist has used to create the scene; the mountains, trees, the water, flowers, clouds and rocks.

Create a piece of art using this scene as a starting point. Show how some things are near and some are far away; study the shapes and forms and colours. You could choose another page from the book to recreate; for example, the page where Wolf says he will be 'starlight tomorrow' uses different patterns to show a mountain range.

Plenary: *"Fox knew she wasn't going to stay in the darkness any longer. She wanted to swim in the blue lake and run along the yellow sand."* why have Fox's feelings changed? What has fox learned? How will this new thinking affect Fox in the future? Why do you think Sandra Diekmann chose to write this story? Is there a message?



Nigel and Phedre met when they were both 16 years old and later got married and had children. When Phedre was 69 she died and she left her husband instructions to keep watering the plants in the bathroom when she was gone. Nigel faithfully watered the plants for five years until his children helped him move in to a retirement home, and the truth about the plants was discovered; they were made of plastic.

Nigel and Phedre's daughter Nicol said, "It was only when we flew over to help him move we realised the plants were plastic. He said, 'I wondered why they still looked so good!'."

"We really laughed about it and it was lovely to think that my mum was still there with us.... it would have tickled her to know he'd actually done it."

Nicol said watering the plants gave her father something to do, but he did wonder why there were often puddles on the bathroom floor. He thought the toilet was leaking.

Nicol shared the story on twitter and it quickly went viral. People shared their own stories about lost loved ones and remarked on the wonderful sense of humour Nicol's mum must have had.



Nigel and Phedre: Discussion questions

- Each time Nigel watered the plants, what do you think he thought about?
- Why do you think Phedre asked Nigel to water the plants even though she knew they were plastic?

- Why does Nicol say they laughed and 'it was 'lovely to think my mum was still there with us'' what does she mean?

- What does this show about the relationship between Nigel and Phedre?

- What does this show about relationships and love and age?

- Why do you think the story went viral? What does this show about people around the world regardless of race, faith, sexuality, gender?

- What things might you have in common with Nigel? (the aim here is for children to relate to a person despite differences in age; we don't know much about Nigel from this story but we know he cares about plants, he might like football or ballet or eating chocolate or reading or watching cartoons: there are things we will have in common with Nigel)

- what can we learn from this picture?

Agents of hope: Y6 plan

<p>Text: Wisp A story of hope by Zana Fraillon and Grahame Baker-Smith</p>
<p>Lesson plan by Andrew Moffat a.moffat@excelsiormat.org</p>
<p>Learning Intention: To find hope</p>
<p>Success Criteria: I know the world can be a scary place / I know what hope is / I can find hope in the future</p> <p>RSE link: the importance of self-respect and how this links to their own happiness.</p>
<p>Starter: We are in Y6 so we are old enough and mature enough to talk about challenges and difficulties in the world today. What challenges have you seen on the news that people facing in the world today? How do you think people keep going in difficult, frightening or dangerous times?</p>
<p>Main: Read “Wisp- a story of hope” discuss:</p> <ul style="list-style-type: none"> - Where is Idris living, why is he living there? - “A world full of people but everyone was alone” how can that be? - How does the wisp affect people it touches? What are they seeing? - Look at the page where the woman remembers the forest; “there was just a splash of happy in her words, and the sad on her face was not as deep as before” what is the effect of the wisp on this woman? - Why did the wisp not work so well for Idris? - “It wasn’t a memory... it was a promise” what is the difference for Idris? - “The promise grew stronger with each person it touched” what does this mean? What is happening - What happens at the end of the story? Why has the author chosen those words?
<p>Main: We know nothing of the Idris’s back story; we do not know where he came from or how he got to be in the camp. What is a refugee? Watch this video of children meeting a refugee for the first time “Kids meet a refugee” (HiHo Kids) Before you watch, think what questions you would ask a refugee and write them down</p> <p>https://www.youtube.com/watch?v=7GdDnbNpRNE</p> <p>Discuss what we can learn from the child in the video and their experience; here are some starting points (different children could be asked to listen out for and make notes on specific questions as they watch)</p> <p>How does the child define what a refugee is?</p> <p>How does the child describe the war?</p> <p>What happened to the child’s family?</p> <p>What do the children have in common?</p> <p>How long was the child traveling for? How were they travelling?</p> <p>Where did the child get food and water?</p> <p>What was the refugee camp like?</p>
<p>Activity: How did the child in the video keep going? Why do you think they did not give up? How are they now?</p>

Write a letter to the child showing empathy, understanding and support. Would the child be welcome in your school? How do you know? What could you do to make sure the child felt welcome if they came?

Activity 2: Look at the language used by the author to evoke emotion and empathy: 'The soft scent of knowings'; 'onces were whispered and rememberings released'; 'the tremble of stories from a thousand kingdoms'; 'The promise grew stronger with each person it touched' 'the promise of a dream'; why is the author using this language, how do the words make you feel, what images do the words conjure up? Use as stimulus for art or poetry writing.

Plenary: Our situation is nothing like the situation that Idris is in, but we can relate to some of his feelings about hopes for the future. Why are people today worried about the future? Can we control what happens in the future? Our actions today have impact on our future; we can influence it, but we do not know what lies ahead. Why is hope a life-skill? Without hope, what is there? What message can you give to someone who is worried about the future?

Agents of hope: Y6 plan

<p>Text: Kristin Roskifte</p>
<p>Lesson plan by Andrew Moffat a.moffat@excelsiormat.org</p>
<p>Learning Intention: To consider people and their stories</p>
<p>Success Criteria: I know what diversity means / I know everyone has a story / I know my story is different to yours</p> <p>RSE link: 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.</p>
<p>Starter: watch this video: Do one thing for diversity: one minute film. What is the film about, why do you think it was made? Why did they use balloons? What else could they have used to illustrate their point?</p> <p>https://www.youtube.com/watch?v=5U7uNU7HIHl</p>
<p>Main/ activity: Everybody counts is not a book for one sitting. There is huge potential to discuss and explore feelings and experiences all through the book. I recommend teaching over at least two lessons, or maybe even over a week. There are notes ('secrets and answers') at the back of the book for every page which should be used as you read each one; they give more details about the people and prepare children for the activity.</p> <p>My suggestion is that you photocopy and cut up the 'secrets and answers' on the back page but cover up the numbers. Give them out to children (one or two each) so that children have to read each one and consider which secrets match each page.</p> <p>Read O and 1 then ask the class who has the description for 1- children will have to consider whether their secret/ answer matches the page. The child that has the answer reads it out so that we learn a bit more about the situation.</p> <p>Read No2 and ask children to consider if they have the corresponding secret/ answer. What does Dad say that Thomas will always remember? Ask for suggestions and discuss as a class before the child reads the actual answer, then ask, why will Thomas always remember that? Ask children to think about a memory they have of a special person in their lives; this could be an opportunity to pause and record; use the illustration on the page as stimulus for children to record their own version.</p> <p>As you go through the book, each page provides an opportunity for children to discuss situations, relate to their own lives, record their own stories, and consider stories of others'. This book deserves to be taken slowly and explored in detail. For example, the secret for No3, "The boy in second place is less satisfied than Thomas" makes for a great discussion – why?</p> <p>As you read through the book and learn more about the characters, the aim is for children to realise that we all have stories and histories that make us unique. We don't know about where people have come from and what makes them who they are; there are things we will never know about people, and that is ok, but we must be careful not to judge on appearance and assume that we do know.</p>

You could read ten of the pages and then ask children to make their own versions with histories and stories for different characters. Through the week children could add to their pictures, interweaving stories and adding new characters.

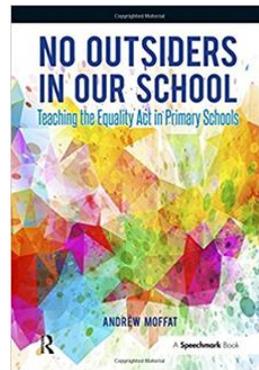
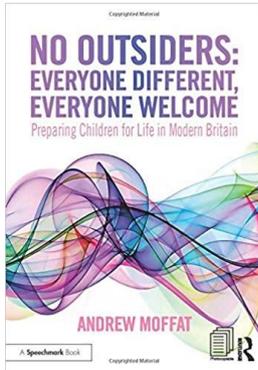
Plenary: Why do you think this book is called “Everybody counts”? On the back page after all the “secrets and answers” the author has written, “There are many more stories, see how many you can find!” how can there be many more stories? What does the author mean?

There are some great questions to consider on the back page after 7,500,000,000; put the questions on cards and ask children to pick one, read it out and say what they think, before discussing as a class. Are there right or wrong answers to these questions?

What can we learn from this book? Why do you think Kristin wrote it?

Thank you to all the authors of the books in this resource for writing such inspiring stories.

Also by Andrew Moffat



“No Outsiders: Everyone different, Everyone welcome” (Speechmark, 2020) 42 lesson plans based on picture books teaching children that difference is a positive not a negative; assembly plans; Head Teachers describing the No Outsiders ethos in their own schools.

“No Outsiders: Teaching the equality act in primary schools” (Speechmark, 2015) Setting up the No Outsiders ethos.

Thank you to Letterbox for sourcing all the books in this resource



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Andrew Moffat is PD Lead at Excelsior Trust.

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