Year 1	**Look Up!** *Nathan Bryon, Dapa Adeola*	Lesson 1

Resources needed	**Activity A:** Drawing materials	**Activity B:** Children's names on strips of paper

Aspect	Timing	Activity
Ground rules	2 mins	• Revisit the Ground Rules your class wrote together following their introduction to The Story Project.
Settle 	3 mins	**Rocket Breaths** • Show the picture of a rocket launching. • Ask children to sit up tall like rockets preparing for launch. • Practice "rocket breaths": breathe in deeply to fill the "fuel tank" and exhale slowly to "lift off." • Count down together (5-4-3-2-1) as they breathe out. • Encourage them to imagine floating in space, feeling calm and weightless.
Training 	10 mins	• Look at the front cover of the book. • Who could the child be? • Show the Emotional Vocabulary images. • How could the child be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you what makes me individual.
Read 	15 mins	• Share the story with pupils. • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	**Class discussion:** Use the prompts on the slides **Activity A: I'm Great!** • Explain to the children that they will draw a picture of themselves. • Around the edge of their picture, they should write things that make them unique and special. • Create or provide a bank of positive words (e.g., kind, funny, clever) for the children to choose from. • Encourage children to think about qualities, skills, or things they like about themselves. • Allow time for children to share their words with a partner or with the class. • Celebrate everyone's uniqueness and contributions. **Activity B: Confidence Boost** • Put all the children's names in a hat (or similar) and have each child pick one name. • Ask the children to think of two or three kind things to say about the person they've drawn. • Encourage them to focus on skills, how the person treats their friends, and their effort in school. • If needed, let children work in small groups to help each other come up with compliments. • Children could use the suggested sentence starters to guide their compliments. • Give children the opportunity to share their compliments with the class.

©The Story Project CIC

Year 1	**Look Up!** *Nathan Bryon, Dapa Adeola*	Lesson 2

Resources needed	**Activity B:** Prepared leaf shapes, and a large tree outline.

Aspect	Timing	Activity
Settle 	3 mins	**Star Stretch** • Ask children to stand and stretch their arms and legs out wide like a star. • Guide them through slow movements: "Reach up to touch the moon," "bend down to pick up stardust," and "sway side to side like a comet." • Encourage slow, steady breathing during each movement. • End with a big star pose and a deep breath.
Training 	10 mins	• Look at the picture of Mum braiding Rocket's hair. • Show the Emotional Vocabulary images. • How could Rocket be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you what my strengths are.
Read 	15 mins	• Share the story with pupils. • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	**Class discussion:** Use the prompts on the slides **Activity A: Super Strengths Drama** • Explain to the children that everyone has special strengths, like superheroes! • Ask each child to think of one strength they have (e.g., kindness, being a good friend, being good at drawing). • Have the children act out their strength as if they were a superhero using simple gestures or movements (e.g., showing how they help a friend or how they share). • After each child performs their strength, ask them to share the strength they acted out with the class. • Encourage the class to cheer for each superhero and celebrate each other's strengths. • Finish by discussing how everyone's strengths make them special. **Activity B: Strengths Tree** • Provide each child with a cut-out leaf shape and crayons or markers. • Ask the children to think of 3-5 things they are good at (e.g., being kind, drawing, helping, sharing) and write or draw their strengths on the leaf. • As the children finish, they can bring their leaves to the front and attach them to a large paper tree on the wall or board. • Discuss the strengths as they are added to the tree, celebrating the unique abilities of each child. • Once all the leaves are on the tree, step back and look at the beautiful "Strengths Tree" created by the class. • End with a reflection on how everyone's strengths make the class stronger and more special.

©The Story Project CIC

Year 1	**Look Up!** *Nathan Bryon, Dapa Adeola*	Lesson 3

Resources needed	**Activity A: T**his will depend on what skills the children would like to teach each other!	**Activity B:** Skill Station set up

Aspect	Timing	Activity
Settle 	3 mins	**Galaxy Glow** • Dim the lights slightly and display the galaxy image. • Lead children in a calming "glow visualisation": "Close your eyes and imagine your body glowing like the stars." • Ask them to breathe deeply, imagining their glow becoming brighter with each breath. • Encourage quiet reflection on how calm their "star glow" feels.
Training 	10 mins	• Look at the page where Rocket is in her torch's beam of light. • Show the Emotional Vocabulary images. • How could Rocket and Jamal be feeling? What makes pupils think this?
Objective 	5 mins	• I can teach someone else something I am good at.
Read 	15 mins	• Share or recap the story with pupils. • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	**Class discussion:** Use the prompts on the slides **Activity A: Teach a Skill** • Tell the children they are going to teach a friend or small group something they are good at (e.g., singing, drawing, running, jumping, or any other skill they feel confident in). • Allow children time to practice their skill and then take turns teaching each other. • Encourage children to use the phrases on the board as they teach (e.g., "Well done!", "You can do it!", "Keep trying!"). • After the activity, gather the class together and discuss how they felt about teaching others. • Ask questions such as: "What did you enjoy about teaching?" and "What did you find difficult?". You could share why you love teaching your class! • Encourage children to reflect on what helped them persevere when learning or teaching something new. **Activity B: Skill Stations** • Set up different "Skill Stations" around the classroom, each focused on a different activity (e.g., drawing a star, hopping on one foot, tying shoelaces, or clapping a rhythm). • Each child will choose one skill they are good at and become the "teacher" at their chosen station. • The children will rotate through the stations in small groups, where the "teacher" will demonstrate and help the others learn the skill. • Encourage children to give clear instructions, use positive language, and be patient with their peers. • After all the groups have visited each station, gather the class together and discuss what skills they learned. • Reflect on how teaching others helps them get better at their own skills and how working together makes learning fun.

©The Story Project CIC

Year 1	**Look Up!** *Nathan Bryon, Dapa Adeola*	Lesson 4

Resources needed	**Activity A:** Drawing materials, a pretend phone	**Activity B:** Clipboards, paper and pencils

Aspect	Timing	Activity
Settle 	3 mins	**Planet Poses** • Introduce simple yoga-inspired poses named after planets (e.g., "Mercury curl" - curl into a ball, "Saturn stretch" - circle arms overhead). Details are in the presentation notes. • Guide them to hold each pose while taking three slow breaths. • Remind them to imagine traveling between planets like Rocket. • Praise their focus and calm "space journeys."
Training 	10 mins	• Look at the double-page spread that says 'Look up!!!' • Show the Emotional Vocabulary images. • How could Rocket and Jamal be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you some of the effects of spending too much time on devices.
Read 	15 mins	• Share or recap the story with pupils. • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	**Class discussion:** Use the prompts on the slides **Activity A: Missing Out Parade** • Give each child time to draw something the brother is missing out on (e.g., playing outside, spending time with friends, family meals). • Ask for a volunteer to play the role of the brother. The class will form two lines for the 'brother' to walk between or the volunteer can walk past the children at their tables. • The volunteer (the "brother") will look down at his phone as he walks past the children. • As they walk past each child, the child should say, "Look up, you're missing the..." and name one of the things they have drawn. • The brother should react by looking up and acknowledging each activity they mention. • After the parade, discuss how spending too much time on devices can cause us to miss out on other important and enjoyable things. **Activity B: Look Up, Look Out!** • Discuss with the children how we can see and enjoy interesting things outside, even on very hot or cold days. • Take the children into the playground or, if possible, to the local high street or park. • Encourage them to look up at the sky, trees, or buildings, and notice what's around them. • Ask the children to sit quietly for five minutes, using their eyes and ears to observe carefully. They could write things they see and hear on a clipboard. • Afterward, discuss as a group: What did they notice? What might they have missed if they were looking down? • Explain that paying attention to the world around us can help our brains feel calm and is helpful when we feel angry or worried.

©The Story Project CIC

Year 1	**Look Up!** *Nathan Bryon, Dapa Adeola*	Lesson 5

Resources needed	**Activity A:** Drawing materials, pretend phone	**Activity B:** Pretend street for role-play

Aspect	Timing	Activity
Settle 	3 mins	**Meteorite Mindfulness** • Ask children to close their eyes and imagine sitting quietly in a field, watching meteors streak across the night sky. • Guide them through three slow, deep breaths, encouraging them to "watch" the meteors in their mind as they exhale. • Optional: softly tap a drum or triangle to mimic the sound of meteors, helping them focus on the imagery. • Finish with a moment of stillness, inviting children to "catch" a meteor wish in their imagination.
Training 	10 mins	• Look at the last double-page spread where Rocket and Jamal are watching the meteor shower. • Show the Emotional Vocabulary images. • How could Rocket and Jamal be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you how to keep safe on the roads.
Read 	15 mins	• Share or recap the story with pupils. • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning. •
You 	12 mins	**Class discussion:** Use the prompts on the slides **Activity A: Danger Parade** • Ask the children to draw a picture of something dangerous the brother might walk into if he keeps looking down at his phone (e.g., a lamppost, a puddle, a busy road). • Select a volunteer to play the role of the brother, who will walk past the other children while pretending to look at his phone. • Form two lines or have the children remain at their tables as the brother walks past. • As the brother passes, each child should call out, "Look up, you're about to walk into the..." and name the danger they've drawn. • Pause after the parade to discuss how looking down at a device can distract us and lead to accidents. • Encourage the class to think of ways to stay safe while using devices, such as stopping and sitting down before looking at a screen. **Activity B: Stop, Think and Go!** • Show the children the Stop, Look, Listen Hedgehogs advert and focus on the "stop, think, and go" message. • Practise singing the key parts of the song together, emphasising the "stop, think, and go" phrase. • Add simple actions to match the words (e.g., stopping with hands up, pointing to their heads for thinking, and stepping forward for go). • Set up a pretend street in the classroom or playground with objects as "hazards" (e.g., toy cars, cones, or ropes). • Role play walking down the street, and have children call out "Stop, think, and go!" whenever they encounter a hazard. • Discuss why it's important to stay aware of our surroundings and not be distracted by devices when walking.

©The Story Project CIC

Year 1	**Look Up!** *Nathan Bryon, Dapa Adeola*	Lesson 6

Resources needed	QR codes (on PowerPoint slides)

Aspect	Timing	Activity
 **Settle**	5 mins	• Think about the children's Settle Toolbox and all the ideas they have added during this unit. Remind children they can use these ideas whenever they need to calm big emotions. • Choose one of the Settle activities from Lessons 1-5 • Discuss how the Settle activities made the children feel.
 **Training**	10 mins	• Show the Emotional Vocabulary images from Lessons 1-5. • Which feelings and emotions have you covered over the Unit? • Can the children explain what each feeling and emotion means? • Can they give an example of when they have felt like that themselves?
 **Objective**	5 mins	Assessment opportunity of objectives from Lessons 1-5: • I can tell you what makes me individual. • I can tell you what my strengths are. • I can teach someone else something I am good at. • I can tell you some of the effects of spending too much time on devices. • I can tell you how to keep safe on the roads.
 **Read**	5 mins	• Ask children to summarise main wellbeing themes of the story to their Talk Partner
You 	15 mins	**Review of Learning: Class Discussion** • As a class or in small groups, read the questions to the class and/or display on a screen to facilitate the discussion. • Give the children some thinking time, or time to Think-Pair-Share their responses with a Talk Partner. • Please summarise the children's responses in the online form. • There are some additional questions in the same form for teachers to complete. Form link: Lesson 6 Review of Learning

©The Story Project CIC