Year 2	**The Girl Who Never Made Mistakes** *Mark Pett and Gary Rubenstein*	Lesson 1

Resources needed	**Activity A:** Marvellous Mistakes template	**Activity B**: Mistakes Help Us Grow template

Aspect	Timing	Activity
Ground rules	2 mins	• Revisit the Ground Rules that your class wrote together following their introduction to The Story Project.
Settle 	3 mins	**Juggling** • In the book, Beatrice does some juggling. Juggling can be a very relaxing activity as you have to clear your mind and focus on the objects you are juggling. • Make sure children have an object. It could be a rubber or something in the classroom. • Ask children to gently pass it from hand to hand and encourage them to think just about the object and where it is and how it feels.
Training 	10 mins	• Look at the front cover of the book. The main character is juggling a hamster, salt and a balloon. Who might the girl be? • Show the Emotional Vocabulary images. • How is the character feeling? What makes pupils think this?
Objective 	5 mins	• I can explain why mistakes help my learning.
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: My Marvellous Mistakes Awards** • Ask the children to design an award certificate for their best mistake – freehand or using one of the templates. • Give examples of a time you made a mistake to get their inspiration flowing. E.g. The award for my best mistake goes to the time I fell off my bike and rolled down a hill. • When children have designed their awards or written about their mistakes, you could have a fake awards ceremony where children read out what they've written and everyone claps. They could even do acceptance speeches! **Activity B: Mistakes Help Us to Grow:** • Give each child a flower or leaf template. • Ask them to write their best mistake in the middle and decorate the template accordingly. • Turn these into a display: Mistakes help us to grow". Some children could also design a watering can and raindrops, plant pots and grass or any other items to bring the garden scene to life. • Refer back to the display in subsequent lessons and remind children that they're growing by making mistakes.

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Year 2	**The Girl Who Never Made Mistakes** *Mark Pett and Gary Rubenstein*	Lesson 2

Resources needed	**Activity A:** Post It notes	**Activity B**: Conversation template

Aspect	Timing	Activity
Settle 	3 mins	**Mistake Free Drawing** • Explain that in this activity, there's no such thing as a perfect drawing, and that's okay. • Ask the children draw a picture of their choice with their eyes closed or use their non-dominant hand. Emphasise that the goal is not to create a perfect picture but to enjoy the process. • Let a few children share their drawings with the group and discuss how the process of drawing felt. • Remind them that creativity often comes from trying new things and embracing imperfections.
Training 	10 mins	• Look at the picture of Beatrice as she slipped and the eggs went flying. • How is the character feeling? What makes pupils think this? • What could she be thinking as she slips?
Objective 	10 mins	• I can tell you how I have learned from my mistakes.
Read 	10 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: Mistakes record** • Children could keep track of the mistakes they've made and the learning they've taken from it over the week by having a record in their workbooks and referring back to it periodically throughout the week. • Or, if they make a mistake, they could write it on a Post-It note and add it to a class Marvellous Mistakes board. **Activity B: Look How Far I've Come!** • Encourage the children to start a conversation with their parent or guardian by getting them to think about the things the children used to find difficult or make mistakes with (for example: learning to walk, ride a bike, write their name, pronounce 'spaghetti' incorrectly) and speak about how they learned to do it eventually. • Children can feed back the mistakes they used to make when they were younger, how they learned to do it eventually and what they can do now. • You could plan out the conversation in class and send it home for children to discuss.

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Year 2	**The Girl Who Never Made Mistakes** *Mark Pett and Gary Rubenstein*	Lesson 3

Resources needed	**Activity A:** Adult shoes

Aspect	Timing	Activity
Settle 	3 mins	**Beatrice's breathing** • Explain that Beatrice needed to calm down when she made her first mistake, and we will use breathing to help us feel calm and ready to learn. • Ask the children how the balloon breathing made them feel and if they feel more settled and ready to focus on their learning.
Training 	10 mins	• Look at the page where Beatrice is sleeping in her bed. • Show the Emotional Vocabulary images. • How was Beatrice feeling as she fell asleep? Why do you think this?
Objective 	5 mins	• I can tell you how respecting myself and being kind to myself can help me to be happy.
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: In Her Shoes:** • Bring in a pair of (adult-sized, slip-on) shoes to the class. • Explain that, if the children want, they can have the chance to be 'in Beatrice's shoes.' • Say that 'Beatrice' (the child wearing the shoes) will read a tongue-twister off the board – you can model this and ensure you make a few mistakes so that you can say some statements to be kind to yourself (e.g. "oh, that was really difficult but next time I can try again and maybe it will be a bit easier"). • Tell the rest of the class to encourage Beatrice with statements like "You never make mistakes Beatrice, you can do it" and "You won't mess up, you do everything perfectly." • Get 'Beatrice' to read the tongue twister. At the end, ask 'Beatrice' how they felt. Did the pressure help them to do well, or did it make them worried akiness, bout making a mistake? • Explain that even though we want everyone to do well, it's important to let them know they are allowed to make mistakes – no one can be perfect at everything. Get 'Beatrice' to try it again but, this time, encourage them to say some of the suggested kindness statements from earlier. Did it help? **Activity B: Kindness Notes** Give the children a chance to write their own kindness note to themselves. It could include: • Things they like about themselves • Reassurance that it's ok to make mistakes or do things wrong • Ideas for ways they can be kind to themselves. • Encourage the children to keep this in their bag/ classroom and choose moments in the week when they should read it. • Model writing a kindness note to yourself first.

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Year 2	**The Girl Who Never Made Mistakes** *Mark Pett and Gary Rubenstein*	Lesson 4

Resources needed	**Activity B**: Goal template

Aspect	Timing	Activity
Settle 	3 mins	**Stretch and settle** • Explain that Beatrice had to overcome her challenges, and we'll use some stretches to help us feel ready to face our own learning challenges. • Descriptions of each pose are in the slide notes. • Step 1 The Tree Pose • Step 2: The Bridge Pose • Step 3: The Forward Fold • Discuss how the stretches made them feel and if they feel more relaxed and ready to focus on their learning.
Training 	10 mins	• Look at the page where Beatrice is skating with Millie and Sarah in the park. • Show the Emotional Vocabulary images. • How is Beatrice feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you what the word perseverance means.
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: Perseverance Poem** • As a class, share write an acrostic poem of the word 'persevere' and place it on your learning wall to refer back to. • Examples are on the hidden slides P – Power through E – Effort R – Resist giving up S – Succeed soon E – Everyone tries V – Very focussed E – Engage your brain/body R – Resilient E – Every day you can try again **Activity B: Going for Goal!** • Ask the children to set themselves a challenge for something they can't do yet. Examples could be riding a bike, doing a handstand or learning how to spell a tricky word. • Talk about how they're going to persevere and what challenges they might face. You could write the goals/aims on targets, stars or a goal template and make a display. • Encourage the children to tell you when they've achieved their goal and discuss how they persevered. • **(This can be followed by 'Perseverance Plan' next lesson)**

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Year 2	**The Girl Who Never Made Mistakes** *Mark Pett and Gary Rubenstein*	Lesson 5

Resources needed	**Activity B**: Perseverance Path – A3 copies, one per group

Aspect	Timing	Activity
Settle 	3 mins	**Rainbow breathing** • Explain that we will do a special breathing exercise to help them feel calm and ready for the story. • Have the children sit comfortably and close their eyes. • Ask them to imagine a beautiful rainbow in the sky, like the one in the story. • Guide them through the breathing exercise – details are in the slide notes. • Repetition: Repeat the breathing cycle three times, with a gentle reminder to focus on the colours and their calming effect. • Reflection: Ask the children to open their eyes and share how they feel after the exercise.
Training 	10 mins	• Show the Emotional Vocabulary images. • Look at the cover of the book. • How is the character feeling? What makes pupils think this? • Ask pupils to mimic that emotion in their own facial expressions, body language or tone of voice.
Objective 	5 mins	• I can tell you what helps me to persevere.
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: Power of Positive:** • As a class, decide on a team mantra that you will use when things are difficult. • Practise saying it together and include actions if you wish. • Refer to the mantra throughout the coming weeks, making it part of the class's daily vocabulary, and celebrate the children's perseverance efforts or times when they refer to the mantra. • You could also make a display of the mantra for the children to refer back to. • An example mantra could be something like: "We try our best, we don't give in, we persevere, and soon we'll win." • Children could work in pairs or by themselves to write their own mantras. **Activity B: Perseverance Path** • Show a winding path on the whiteboard. It represents the journey of overcoming challenges. • Along the path, there are several "obstacles". • Ask the children to think about times they faced similar obstacles and what helped them keep going. • As a class, discuss these strategies. Write down the children's ideas at different points along the path. For example, near the "Feeling Frustrated" obstacle, you might write "Take a deep breath" or "Ask for help." • Optionally, put children into groups and give them our group A3 template of the winding path. • Children discuss strategies for each challenge and annotate their poster. • Ask the children how these strategies can help them in their daily lives, especially when they encounter something difficult.

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Year 2	**The Girl Who Never Made Mistakes** *Mark Pett and Gary Rubenstein*	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 explain why mistakes help my learning. • I can tell you how I have learnt from my mistakes. • I can tell you how respecting myself and being kind to myself can help me to be happy. • I can tell you what the word perseverance means. • I can tell you what helps me to persevere.
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

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Lesson 1, Activity A: My Marvellous Mistakes

- Think of all the Marvellous Mistakes you have made! Which was your most marvellous?
- Give it an award!



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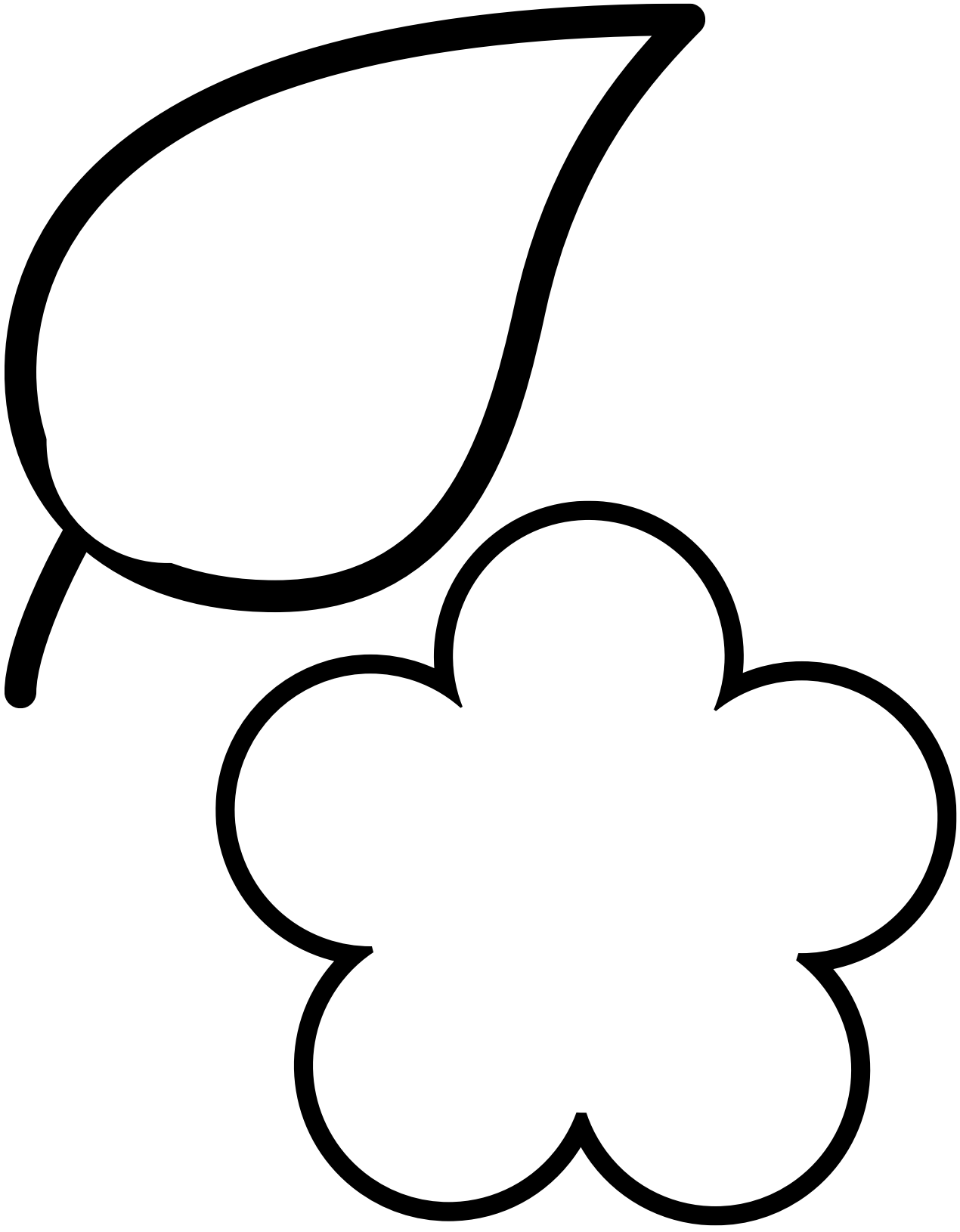
- Write your best mistake in the design and decorate it.



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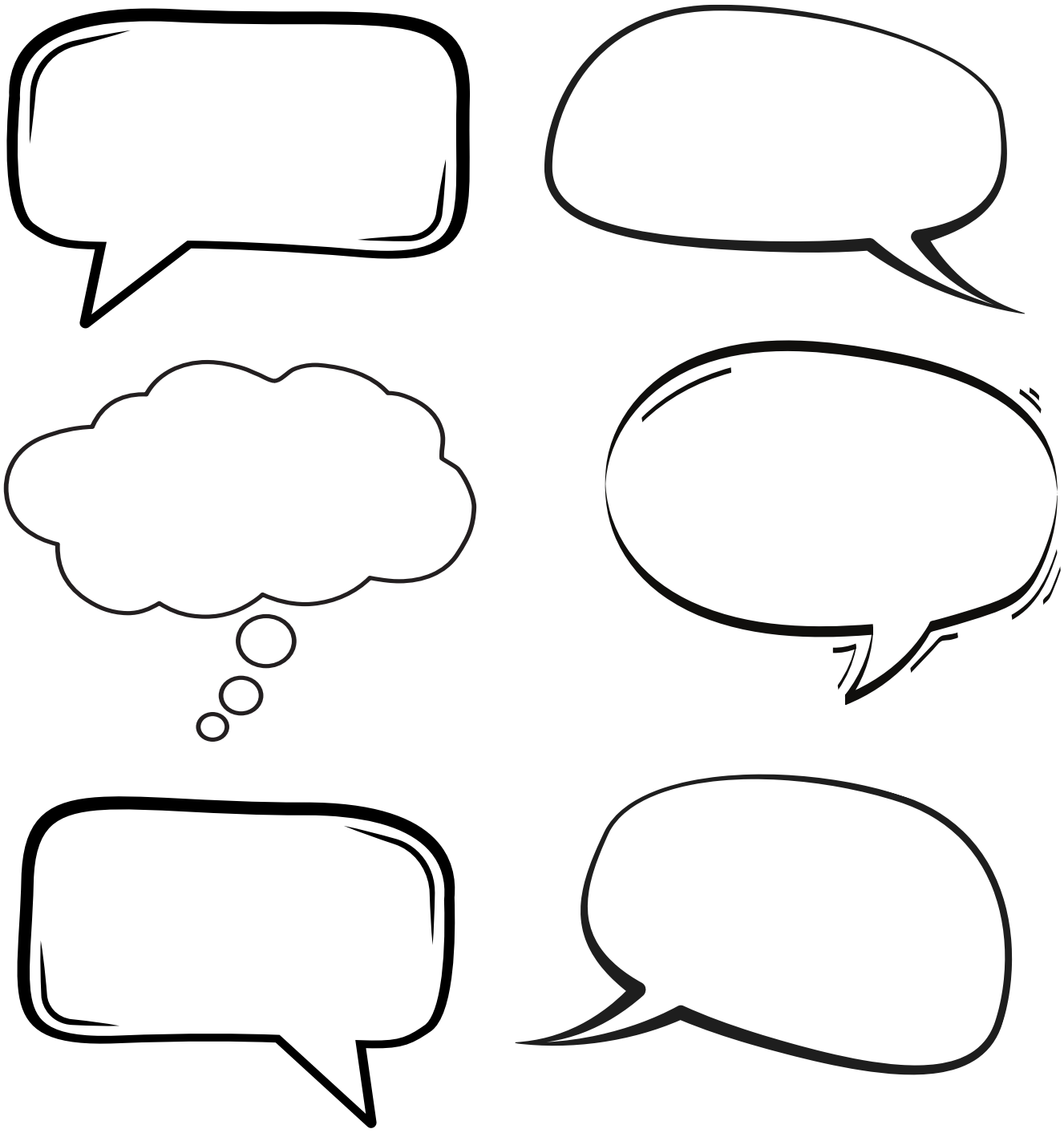
Lesson 2, Activity B: Look How Far I've Come!

- Talk with someone at home about the things you used to find difficult or make mistakes with e.g. learning to walk, ride a bike, write your name, pronounce 'spaghetti' incorrectly)

- Talk about how long it took you to learn how to do it eventually.
- Talk about how you overcame the challenge in the end? Did it just take a bit of time, did you need to practise a lot, or did you need help from a family member/friend?



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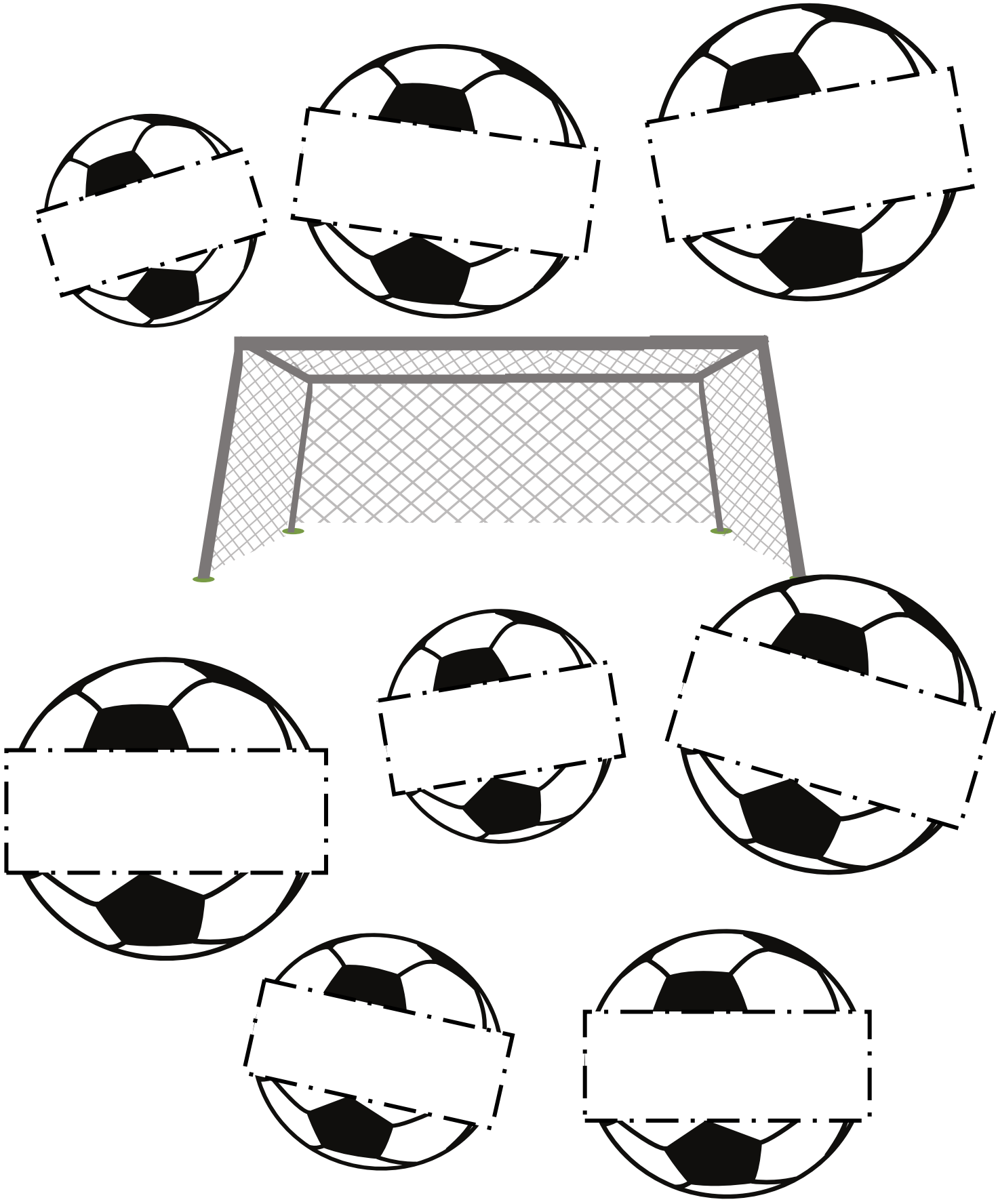
Lesson 4, Activity B: Going for Goal!

- Set yourself a challenge – what can't you do yet? Write it in the goal.
- Think about what will be tricky about achieving your goal. Write them in the footballs.
- What can you do to get your goal?



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Lesson 4, Activity B: Perseverance Path

