Year 5	**Ada's Violin** *Susan Hood, Sally Wern Comport*	Lesson 1

Resources needed	**Activity A:** Large paper, marker pens	**Activity B:** List of organisations, world map

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	**Landfill Serenade** • Play the video of an orchestra performing Pachelbel's Canon. The Landfill Harmonic play this piece; children will be able to see what a traditional orchestra looks and sounds like in comparison. Ask children to close their eyes and focus on the music. • Encourage them to take slow, deep breaths in time with the rhythm. • Ask: "What do you imagine when you hear this music? How does it make you feel?"
Training 	10 mins	• Look at the front cover of the book. Who could the girl be? • Show the Emotional Vocabulary images. • How could the girl be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing.
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 : Mapping our Community** • Explain to the children that they will work in groups to explore their local community and the resources available to support wellbeing. • Provide each group with a large sheet of paper to create a map of their local area, focusing on key buildings such as schools, GP surgeries, libraries, parks, and leisure centres. • Allow the use of ICT tools to research locations if needed and emphasise that they do not need to include houses or streets-the focus is on resources. • Ask each group to use colours or symbols to label: Places that support mental health (e.g. GP, school). Places that boost wellbeing (e.g. parks, leisure centres). • Display the completed maps around the room. • Discuss how these resources contribute to their sense of belonging and overall wellbeing. **Activity B: Connecting Communities:** Whole world wellbeing 'quilt' • Begin with a discussion about what makes them feel connected to their community and the wider world (e.g. acts of kindness, shared goals like helping the environment, cultural celebrations). • Explain what a patchwork quilt is: it shows how everyone's different contributions come together to make something special. Just like each square in the quilt is important on its own, when all the squares are joined, they create a strong and connected community. • Provide each child with a square piece of paper or fabric and ask them to draw or decorate it with symbols, patterns, or images that represent how they contribute to their community and how they benefit from being part of a global community. • Encourage creativity, such as using colours to represent emotions, or including words or phrases that reflect connection and wellbeing. • Once completed, arrange and attach the squares together on a display board or fabric backing to create a 'wellbeing quilt.' • As a class, discuss how the quilt represents their individual contributions and how, when brought together, it symbolises a strong, interconnected world community. • Reflect on how recognising these connections can positively impact their wellbeing and sense of belonging.

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Year 5	**Ada's Violin** *Susan Hood, Sally Wern Comport*	Lesson 2

Resources needed	**Activity A**: Large sheets of paper	**Activity B:** A full classroom bin! Protective gloves

Aspect	Timing	Activity
Settle 	3 mins	**Instrument Poses** • Introduce three simple yoga poses named after orchestra instruments: Violin Pose (standing tall with one arm out like a bow). Cello Pose (kneeling with arms mimicking playing a cello). Drum Pose (sitting cross-legged, gently tapping knees like drums). • Guide children through the poses slowly, pairing with deep breathing. • Imagine the sound of each instrument as they hold the pose.
Training 	10 mins	• Look at page 2. Ada and her friends are watching the garbage trucks being unloaded. • Show the Emotional Vocabulary images. • How could the friends be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you some ways I help to protect my world.
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: Global Citizen Goals** • Set up two flip charts or large sheets of paper titled "What We're Doing Well" and "What We Could Improve." • Introduce the activity by asking the class to think beyond recycling, exploring ideas like conserving water, reducing energy use, or promoting sustainable transport. • Give each child sticky notes to write their ideas for both categories and stick them on the relevant paper. • Review the notes together as a class, discussing the strengths and identifying key areas for improvement. • Use the "What We Could Improve" suggestions to brainstorm realistic goals at different levels: Personal, Family, Class, Whole school • Agree on one goal per category (e.g., creating a refill station or setting up a carpool) and plan how to take the first steps towards achieving them. **Activity B: Classroom Bin Audit** • Begin by asking the children to predict what types of waste are in the classroom bin and whether they think any items are being disposed of incorrectly. • Safely empty the bin onto a table using gloves or other hygienic measures and sort through the contents together. • Identify items that could have been recycled or composted and discuss whether the classroom has adequate facilities (e.g., recycling or food waste bins). • Create a tally chart of waste categories (e.g., paper, food waste, plastic) and use it to track the most common items. • Discuss whether this activity has made them more aware of what they throw away and brainstorm ways to improve waste management in the classroom. • Encourage the children to expand the audit across the school, suggesting ways to present their findings and advocate for better waste practices (e.g., introducing recycling stations or food waste bins in every class and the canteen).

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Year 5	**Ada's Violin** *Susan Hood, Sally Wern Comport*	Lesson 3

Resources needed	**Activity A:** Ingredient cards	**Activity B:** Hula hoops, tower building materials

Aspect	Timing	Activity
Settle 	3 mins	**Recycled Calm** • Show a picture of a recycled instrument from the orchestra. • Ask children to focus on its details: colours, textures, and shapes. • Guide them to inhale slowly while "imagining" creating an instrument or something amazing. • Exhale, thinking about how it would sound. • Repeat for 5 breaths, visualising the transformation of rubbish into music.
Training 	10 mins	• Look at page 7. Ada is listening to her dad tell stories and sing. • Show the Emotional Vocabulary images. • How could Ada be feeling? How might her dad be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you what makes a good team.
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: Recipe for a Strong Team** • Prepare the ingredient cards. Explain that the class will create a "recipe" for a strong team. Each child (or pair) will receive an "ingredient" to explore. • Distribute the ingredient cards and give time for children to brainstorm why their ingredient is vital for building a good team. • Ask each child (or pair) to share their ideas with the class, explaining their ingredient and giving examples of how it contributes to teamwork. • Work together to compile a "Recipe for a Strong Team" poster, with ingredients written or drawn on a large sheet, accompanied by illustrations from the children. • Reflect as a class on how these ingredients can be applied in their everyday teamwork (e.g., group projects, sports, or school events). • Display the poster in the classroom as a visual reminder of the teamwork principles. **Activity B: Building Better Teams** • Begin by asking the class whether they think they work well as a team and discussing common obstacles teams face. • Explain that they will play teambuilding games to explore teamwork challenges and successes, with the goal of ensuring everyone participates and collaborates. **Silent Line-Up:** Without speaking, children line up by birthday, height, or alphabetical order. **Build the Tallest Tower**: Teams use classroom materials (e.g., paper, tape, straws) to build a stable tower. **Pass the Hoop**: A hula hoop must travel around a circle without anyone letting go of their neighbours' hands. • Repeat one or more games to see if they've improved by addressing previous setbacks or challenges. • After the games, lead a class discussion on what helped the team succeed, what obstacles they encountered, and what makes a strong team. • Encourage children to reflect on how they can use these teamwork skills in future activities.

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Year 5	**Ada's Violin** *Susan Hood, Sally Wern Comport*	Lesson 4

Resources needed	**Activity A:** Junk modelling materials -ask children to bring to school in advance	**Activity B:** Role-play scenarios, sentence stems

Aspect	Timing	Activity
Settle 	3 mins	**Paraguay Picture Pause** • Display a vibrant image of the Cateura landscape. • Ask children to silently observe for 30 seconds, noting details like colours or textures. • Pair the observation with soft breathing: inhale for 4 counts, exhale for 6 counts. • Close the activity by asking: "What did you notice that stood out to you?"
Training 	10 mins	• Look at page 13. Ada and her friends all want an instrument, but there are not enough to go around. • Show the Emotional Vocabulary images. • How could they be feeling? What makes pupils think this?
Objective 	5 mins	• I can show you some skills that might be useful in a future career (such as teamwork, enterprise or negotiation).
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: Recycled Orchestra Project** • Begin by reviewing the four sections of an orchestra: wind, percussion, brass, and strings. Ask the class if they can name instruments from each section. • Explain that they will create a "Recycled Orchestra" using junk materials to represent each orchestra section. • Show the materials that the children have collected for junk modelling and encourage the children to brainstorm ideas. • Divide the class into groups, assigning each group to create instruments for one section of the orchestra. Emphasise the importance of teamwork and collaboration. • As they work, remind the children to consider the soft skills they are using, such as problem-solving, creativity, and communication. • At the end, have each group present their instruments, explaining which section they belong to and how they work together as part of the orchestra. **Activity B: Negotiation Role-Play** • Use one of the suggested scenarios where soft skills are required. • Divide the class into small teams, assigning each child a specific role. • Explain the scenario and set the rules: teams must negotiate with each other to create a final plan that everyone agrees on. • Allow 20 minutes for negotiation, encouraging children to listen actively, compromise, and justify their suggestions. Give them sentence stems to support their contributions. • Once the activity ends, discuss the outcomes: What worked? What was challenging? How did they reach agreements? • Highlight how the soft skills they have used are valuable skills for a variety of careers.

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Year 5	**Ada's Violin** *Susan Hood, Sally Wern Comport*	Lesson 5

Resources needed	**Activity A:** Examples on hidden slides	**Activity B:** IT or art materials

Aspect	Timing	Activity
Settle 	3 mins	**Melody Doodles** • Play a piece of music from the Recycled Orchestra. • Provide each child with a piece of paper and crayons or pencils. • Ask them to "draw the music" as they hear it-this could be swirls, lines, or shapes inspired by the sounds. • Encourage slow, flowing movements as they draw, in time with the music. • Reflect by asking: "What shapes or feelings appeared in your doodles?"
Training 	10 mins	• Look at page 21. Ada is practicing her instrument in tough conditions. Some children gave up, but not Ada. Show the Emotional Vocabulary images. • How could Ada be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you what self-esteem means and some things that boost my self-esteem.
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: Conscience Alley: Building Self-Esteem** • Discuss with the class the concept of self-esteem and how positive thinking can help boost it. • Arrange the children in two lines, shoulder to shoulder, facing each other, to form a "conscience alley." • Explain that one child will walk through the alley as a character, such as Ada, while the rest of the class plays the "conscience" by speaking aloud thoughts that represent different mindsets. If children need this scaffolding, show them the example statements on the slides. • Round 1: Role-play Ada as the character. Ask the "conscience" to share only fixed mindset thoughts (e.g., "What if you make a mistake? Everyone will laugh at you."). After the walk, ask Ada how this made her feel. • Round 2: Have one side of the "conscience" say fixed mindset thoughts and the other side share growth mindset thoughts (e.g., "You've practised hard, and you'll improve even if it's not perfect."). Again, ask Ada how this felt. • Round 3: Instruct the whole "conscience" to share growth mindset thoughts only. After the walk, ask Ada how her feelings changed with the positive encouragement. • Repeat with other scenarios, such as a character debating whether to sign up for a talent show, try a new skill, or share an idea in class. • Conclude with a discussion on how focusing on positive thoughts and encouragement can improve self-esteem and confidence. **Activity B: My Amazing Mirror** • Introduce the famous quote, "Mirror, mirror on the wall, who is the fairest one of all?" from Snow White, and ask if anyone recognises it. • Tell the class that today they will create a "Mirror" that reflects what makes them special and unique. • Using ICT or art materials (such as magazines for collage), each child will make a mirror of their own, focusing on their achievements, interests, skills, and qualities that make them feel proud. • Encourage children to reflect on things that boost their self-esteem, such as activities they excel in, qualities they appreciate about themselves, or compliments they've received. Children should decorate their mirrors with images, words, and symbols that represent who they are and why they are amazing. • After creating their mirrors, ask them to share with the class what they included and why. (Note: Children who struggle with self-esteem may need extra support from the teacher to identify achievements and positive qualities.) • Extension: For a group discussion, encourage children to compliment one another based on their mirrors, helping to reinforce positive self-image and mutual support.

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Year 5	**Ada's Violin** *Susan Hood, Sally Wern Comport*	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 how I am part of a 'whole world' community and how this can impact my wellbeing. • I can tell you some ways I help to protect my world. • I can tell you what makes a good team. • I can show you some skills that might be useful in a future career • I can tell you what self-esteem means and some things that boost my self-esteem.
 **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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- [ ] Common goals
- [ ] Accountability
- [ ] Diversity
- [ ] Collaboration
- [ ] Delegation
- [ ] Communication
- [ ] Conflict resolution
- [ ] Common goals
- [ ] Honesty
- [ ] Purpose
- [ ] Patience
- [ ] Leadership
- [ ] Adaptability
- [ ] Creativity
- [ ] Organisation
- [ ] Celebration of success
- [ ] Active listening
- [ ] Respect
- [ ] Positivity
- [ ] Trust

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Scenarios

Scenario 1: Planning a Class Party

Roles:

Entertainment Committee: Decides on activities or games for the party.

Decorations Team: Responsible for choosing the theme and decorating ideas.

Refreshments Group: Selects snacks and drinks within a budget.

Budget Team: Ensures costs stay within a fixed budget.

Goal: Create a fun party plan that satisfies everyone while staying within the constraints.

Scenario 2: Designing a Playground Upgrade

Roles:

Sports Enthusiasts: Want more sports facilities like a football pitch or basketball hoop.

Nature Lovers: Prefer additions like a garden area or trees for shade.

Creative Play Advocates: Suggest equipment like climbing frames or sensory play zones.

Safety Monitors: Focus on ensuring all suggestions meet safety requirements.

Goal: Agree on improvements to the playground that balance fun, safety, and variety.

Scenario 3: School Fundraiser Event

Roles:

Event Planners: Decide on the type of fundraiser (e.g., bake sale, talent show).

Advertising Team: Create ideas for posters, announcements, and spreading the word.

Logistics Team: Handle the event's timing, venue, and setup.

Finance Team: Keep track of costs and ensure the event raises enough money.

Goal: Organise a fundraiser that everyone agrees will be effective and enjoyable.

Scenario 4: Holiday Destination Debate

Roles:

Beach Enthusiasts: Want to visit a seaside location with swimming and sandcastles.

Adventure Seekers: Prefer a trip with hiking, climbing, or other outdoor activities.

Culture Buffs: Suggest visiting museums or historical landmarks.

Budget Keepers: Advocate for a cost-effective option that everyone can afford.

Goal: Decide on a holiday destination that meets the needs of all groups.

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Scenario 5: School Canteen Menu Redesign

Roles:

Health Advocates: Want to ensure nutritious, balanced options are prioritised.

Treat Lovers: Propose fun or indulgent items like desserts and pizza.

Allergy Aware Group: Focus on ensuring the menu is inclusive of dietary needs.

Budget Group: Keep costs realistic for the school and students.

Goal: Agree on a new menu that balances health, enjoyment, and cost.

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Ada's Violin

Lesson 4, Activity B: Negotiation Role Play

Sentence Stems

Sharing Ideas

"I think we should _____ because _____."

"One idea we could try is _____. What do you think?"

"I'd like to suggest _____ because it will help us _____."

Agreeing

"I agree with _____ because _____."

"That's a good idea because _____."

"I think we can all agree that _____ is important."

Disagreeing Respectfully

"I see your point, but I think _____ because _____."

"I understand your idea, but what if we try _____ instead?"

"I don't think that will work because _____. How about _____?"

Clarifying

"Can you explain what you mean by _____?"

"Can you tell us more about why you think _____?"

"So, are you saying that _____?"

Compromising

"How about we combine your idea of _____ with my idea of _____?"

"What if we do _____ first and then _____ later?"

"We could try _____ as a way to include both ideas."

Encouraging Participation

"What do you think about _____?"

"Does anyone else have an idea to add?"

"How do you think we could make this work better?"

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Reflecting on Decisions

“I think this plan works well because _____.”

“This is a good compromise because it includes _____ and _____.”

“What can we do to make sure this works for everyone?”

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Ada's Violin

Lesson 5, Activity A: Conscience Alley

Scaffolds for pupils

Fixed Mindset Group (Negative Statements)

"What if you mess up and everyone laughs at you?"

"You've never done this before-you'll probably fail."

"People are going to think you're not good enough."

"You might forget the words or notes."

"Why even try? It's too hard."

"You'll just embarrass yourself."

"Other people are better at this than you."

"You'll never be as good as everyone else."

"You don't have enough talent to pull this off."

"They're going to compare you to others and judge you."

"Why bother? No one will notice if you don't try."

"If you fail, everyone will think you're not smart."

"You've already made mistakes before-what's the point?"

"You should stick to what you're good at instead."

"If it's not perfect, you shouldn't do it at all."

"People will think you're not good enough."

"If you mess up, everyone will remember it forever."

"You shouldn't try unless you know you'll win."

"Everyone will be better than you."

"You're not ready for this."

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Growth Mindset Group (Positive Statements)

“Even if you make a mistake, you’re still learning.”

“You’ve practised, so you’re ready for this!”

“Trying something new is brave and exciting.”

“Everyone makes mistakes-that’s how we improve.”

“You’re going to feel so proud for giving it a go.”

“People will admire your effort and courage.”

“You’re capable of so much more than you think.”

“Your voice is unique and worth sharing!”

“It’s okay to be nervous-that means you care.”

“You’re improving every day-keep going!”

“People are rooting for you and want to see you succeed.”

“Mistakes are part of learning-it’s okay to make them.”

“You’re stronger than your fear.”

“This is your chance to shine and show what you’ve practised.”

“Every expert started as a beginner-this is your first step.”

“Courage is more important than being perfect.”

“You’re inspiring others just by trying.”

“You have something special to offer-believe in yourself!”

“You’ve worked so hard to get here!”

“Making mistakes shows you’re trying something challenging.”

“Trying is what makes you grow.”

“You don’t need to be the best-you just need to do your best.”

“You’ve prepared well-trust yourself!”

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