Year 6	**Marcus Rashford** *Maria Isabel Sánchez Vegara, Guilherme Karsten*	Lesson 1

Resources needed	Activity A: Scenarios	Activity B: Hot Seat questions

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	**Box Breathing** • Guide the children through a breathing exercise • Ask children to sit comfortably and close their eyes if they'd like to. • Lead them in box breathing – imagine the perimeter of a football pitch: inhale for 4 seconds, hold for 4 seconds, exhale for 4 seconds, and hold again for 4 seconds. Explain that this steady, calming breath pattern can help ground us when we need to feel calm and quiet. • A suggested script is in the presentation notes.
Training 	10 mins	• Look at the front cover. • Show the Emotional Vocabulary images. • What do children already know about Marcus Rashford? • How could Marcus be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you what racism is and how I can stand up to it. *Racism is when someone is treated unfairly or unkindly because of their race, skin colour, or where they come from. It can be shown through actions, words, or attitudes. Racism is hurtful, wrong, and against the law.*
Read 	15 mins	• Read the text and focus on the penalty shoot-out (pages 21-24). • 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: What Would You Do?** • Split the children into small groups. • Give each group one of the scenarios where someone experiences racism. • Ask the group to discuss positive ways to stand up to racism (e.g. speaking up, telling an adult, supporting the person, saying it's not OK, making all people feel welcome). • Ask children to share their responses and talk through why their chosen responses would help. • Finish by reminding the children that standing up to racism can take courage, but it makes a big difference. **Activity B: Hot Seating - Standing in Marcus's Shoes** • Remind the children that Marcus Rashford has stood up for fairness and equality. • Invite a volunteer to take the Hot Seat as Marcus or someone who has experienced racism (e.g. Rosa Parks). You could take the hot seat instead of a child if this would work better for your class. • The children ask respectful questions about how the person might feel (e.g. "How did it feel when that happened?" "What would have helped you?"). Some ideas are in the slides if needed. • After a few questions, swap roles so different children take turns. • Then, invite the class to suggest ways they could stand up against racism in school or the community. • Finish by explaining that listening to people's experiences helps us to be more understanding and encourages us to act with kindness and fairness.

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Year 6	**Marcus Rashford** *Maria Isabel Sánchez Vegara, Guilherme Karsten*	Lesson 2

Resources needed	**Activity A:** Charade ideas	**Activity B:** Challenge ideas

Aspect	Timing	Activity
Settle 	3 mins	**Goalkeeper Breathing** • Ask children to imagine they are a goalkeeper waiting for a penalty. • Stand tall with knees slightly bent and hands ready. • Inhale deeply through the nose as if filling up with courage. • Exhale slowly through the mouth, imagining nerves floating away. • Repeat 3-4 times, then sit calmly and feel steady like a goalkeeper in control.
Training 	10 mins	• Look at Marcus's Mum on page 3. • Show the Emotional Vocabulary images. • How could she be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed.
Read 	15 mins	• Read pages 1-4. • 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: Strategy Charades – inspired by Marcus** • Remind the children that Marcus Rashford faced many challenges growing up, but he found strategies to help him - like practising football, working hard, and asking for support when he needed it. • Split the children into pairs or small groups. • One person acts out a strategy (it could be from Marcus' story, from the earlier discussion, or one of their own). • The other person guesses the strategy. If they guess correctly, they must explain why it would be helpful in a difficult situation. • If they guess incorrectly, the performer explains what it was and why they chose it (e.g. "this helps me stay calm" or "this keeps me focused"). • Bring a few volunteers to act out their strategies for the whole class. • Finish by reminding children that, like Marcus, everyone has different strategies that work for them, and sometimes we need a mix of them to keep going when life feels tough. **Activity B: Facing Challenges Together – hot seating with Marcus in mind** • Explain that Marcus' story shows how he used resilience, kindness, and determination to overcome difficulties, and that everyone can find strategies that work for them. • Invite a child to take the hot seat, pretending they are facing a common KS2 difficulty. • The rest of the class suggest possible strategies to help them, linking to Marcus' example. • Alternatively, give different groups a challenge scenario and ask them to come up with strategies together, then share back. • Highlight that, just like Marcus didn't give up and found help when he needed it, we can also support each other when challenges feel big.

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Year 6	**Marcus Rashford** *Maria Isabel Sánchez Vegara, Guilherme Karsten*	Lesson 3

Resources needed	**Activity A:** Mini whiteboards and pens	**Activity B:** Discussion prompts

Aspect	Timing	Activity
Settle 	3 mins	**Finger Tracing** • Hold one hand out with fingers spread. • Use the index finger of the other hand to trace slowly up and down each finger. • Inhale as they trace up, exhale as they trace down. • Continue until all fingers are traced. • Rest both hands on knees and take one more slow breath.
Training 	10 mins	• Look at pages 21 and 22 where the footballers are kneeling. • Show the Emotional Vocabulary images. • How could the players be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you how I could prevent difficult situations online.
Read 	15 mins	• Look again at page 21 where racist things had been written online. • 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: The Pause Button Game** • Explain that online, we can sometimes react too quickly and that pausing can prevent tricky situations. • Give children example messages or posts (in the slides) • Children write PAUSE (stop and think first) and SAFE (it's okay) on either side of a mini whiteboard to show. • After each, discuss: ○ *Why did you choose pause?* ○ *What could you do to prevent this situation from getting difficult?* • End with children verbally completing this sentence: *"One way I can prevent a difficult situation online is..."* **Activity B: Spot the Tricky Situation** • Show the children the scenarios in the slides. • In pairs, ask children to decide: *What could go wrong if I reacted quickly?* *What could I do to prevent this becoming difficult?* • Collect answers and build a class list of "prevention strategies" (e.g. don't reply, tell an adult, block/report, keep personal info private). • Or, you give pairs of children the suggested responses (in resources) to look at and discuss. Were these the strategies they thought of? Could they add any more?

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Year 6	**Marcus Rashford** *Maria Isabel Sánchez Vegara, Guilherme Karsten*	Lesson 4

Resources needed	**Activity A:** Speech bubbles template	**Activity B**: Scenarios

Aspect	Timing	Activity
Settle 	3 mins	**Football Kick Count** • Children sit with feet flat on the floor. • Imagine gently kicking a football forward with the right foot while breathing in. • Bring the foot back as they breathe out. • Repeat with the left foot. • Do 4 kicks on each side, then sit still and calm.
Training 	10 mins	• Look at pages 25 and 26 (Rashford 1, Injustice 0) • Show the Emotional Vocabulary images. • How could Marcus be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you about people who have stood up for what they believe in.
Read 	15 mins	• Revisit page 24, where people supported Marcus and stood up to bullies. • 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: Voices of Change** • Give children outlines of speech bubbles. • In pairs, ask them to imagine Marcus is giving a speech about what he believed in (e.g. free school meals, fairness, hard work). • Children write one or two short statements Marcus might say to inspire others. • Next, ask them to think of another person they know of (from history, community, or personal life) who stood up for their beliefs - and write a speech bubble for them too. • Share examples as a class and build a "Voices of Change" wall display. **Activity B: Stand Up, Sit Down** • Read out different belief-based scenarios from the slides. • Children stand up if they think the person is standing up for what they believe in, and sit down if not. Answers are in the slide notes. • After each scenario, ask: "Why is this an example of standing up for what you believe in (or not)?" • Link back to Marcus' actions, showing how beliefs are turned into action. Children could also make up their own examples and challenge each other at the end if you have time.

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Year 6	**Marcus Rashford** *Maria Isabel Sánchez Vegara, Guilherme Karsten*	Lesson 5

Resources needed	**Activity A:** Action plan template	**Activity B:** Scenarios

Aspect	Timing	Activity
Settle 	3 mins	**Half-Time Stretch** • Ask children to imagine it's half-time in a football match. • Reach arms up high as if stretching out tired muscles. • Take a deep breath in, then slowly fold forward towards toes as they exhale. • Repeat 2–3 times. • Finish by standing tall, ready for the "second half" of learning.
Training 	10 mins	• Look at page 15 where Marcus sees the closed school. • Show the Emotional Vocabulary images. • How could Marcus be feeling? How could the school children be feeling? • What makes pupils think this?
Objective 	5 mins	• I can tell you how I can stand up for what I believe in.
Read 	15 mins	• Share pages 15-20. • 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 Beliefs, My Actions** • Give each child the simple template with three sections: *Something I care about* (e.g., environment, friendship, fairness) *Why it matters to me* *One action I could take to stand up for it* • Ask children to think quietly first, then share ideas with a partner. You could model one of your own. • Invite volunteers to share their action plan with the class. • Encourage children to include small, practical actions (e.g., "I can speak kindly to someone being left out," "I can remind friends to recycle"). **Activity B: Standing Up in Action** • Read the short scenarios (on the slides) where someone might need to stand up for what they believe (e.g., seeing a classmate being treated unfairly, noticing litter in the playground, wanting healthier food options). You could add ones that are relevant to your class. • In small groups, give each group a numbered scenario. For each scenario, children discuss what a bystander could do in the situation. • Children could discuss: *What did the bystander do to stand up for their belief?* *Why is it important to act on what you believe?* • Link back to Marcus' story: highlight how small actions or speaking up can make a difference. • Use the reflection prompts in the slides - ask children to Think, Pair, Share their responses.

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Year 6	**Marcus Rashford** *Maria Isabel Sánchez Vegara, Guilherme Karsten*	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 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 racism is and how I can stand up to it. • I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed. • I can tell you how I could prevent difficult situations online. • I can tell you about people who have stood up for what they believe in. • I can tell you how I can stand up for what I believe in.
 **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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Little People, Big Dreams: Marcus Rashford

Lesson 1, Activity A: What Would You Do?

Scenarios:

1. A new pupil joins the class and is teased about the colour of their skin.
2. Someone makes a joke about a classmate's cultural background during breaktime.
3. A football teammate refuses to pass the ball to a player because of where they come from.
4. A group of children laugh at a pupil who is wearing traditional clothing or a cultural item.
5. A pupil is left out of a game because of the way they speak or their accent.
6. Someone posts a mean comment online about another child's ethnicity or religion.
7. A child is unfairly blamed for something because of stereotypes about their culture.
8. During a school project, a pupil's ideas are ignored because of their background.
9. A popular YouTuber makes a racist comment online.

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Some ideas for questions to ask:

- How did it feel when that happened to you?
- What went through your mind at that moment?
- Did it make you feel sad, angry, or worried?
- How did you react when it happened?
- Who did you wish helped you at the time?
- What would have made the situation better for you?
- Did anyone stand up for you? How did that feel?
- What could someone do if they saw this happening to you or someone else?
- How did this experience affect the way you felt about school or friends?
- What advice would you give to someone else who might experience the same thing?

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Little People, Big Dreams: Marcus Rashford

Lesson 2, Activity A: Strategy Charades

Ideas you could use:

- Taking deep breaths
- Talking to an adult you trust
- Writing or drawing your feelings
- Going for a walk or run
- Playing football (like Marcus)
- Listening to music
- Reading a book
- Counting slowly to 10
- Asking a friend for help
- Stretching or yoga
- Turning off the device for a break
- Blocking or muting someone who is unkind online
- Not replying straight away to upsetting messages
- Telling a trusted adult about what happened online
- Using kind words to stand up for yourself or a friend
- Having a drink of water
- Smiling or laughing with a friend

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1. “You’re rubbish at this game, I’m not playing with you anymore.”
2. “Click this link to get free coins for your favourite game!”
3. “Can you tell me your password so I can help you level up?”
4. “Let’s keep this chat a secret from your parents.”
5. “You’re my best friend online even though we’ve never met!”
6. “If you don’t send me a photo, I won’t play with you.”
7. “Come on, just tell me where you live - it’s not a big deal.”
8. “I saw this video, but don’t tell the teacher - it’s only for us!”
9. “You’re not invited to our group chat anymore.”
10. “Share this to everyone or you’ll have bad luck.”.

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1. You get a message from someone you don't know asking for your photo.
2. A classmate posts a mean comment about another child in your group chat.
3. You're playing an online game and another player keeps asking for your real name.
4. You get sent a link to a game by someone you don't recognise.
5. You see a funny video online and feel like sharing it, but it has some rude words in it.
6. Someone you know keeps sending you messages very late at night, and you feel tired.
7. You're scrolling on a website and an advert pops up saying "Click here to win a prize!"
8. A friend dares you to share your password so they can "have a go" on your account.
9. You feel left out because friends are talking in a group chat you're not part of.
10. You're not sure if the news story you saw online is real or fake.

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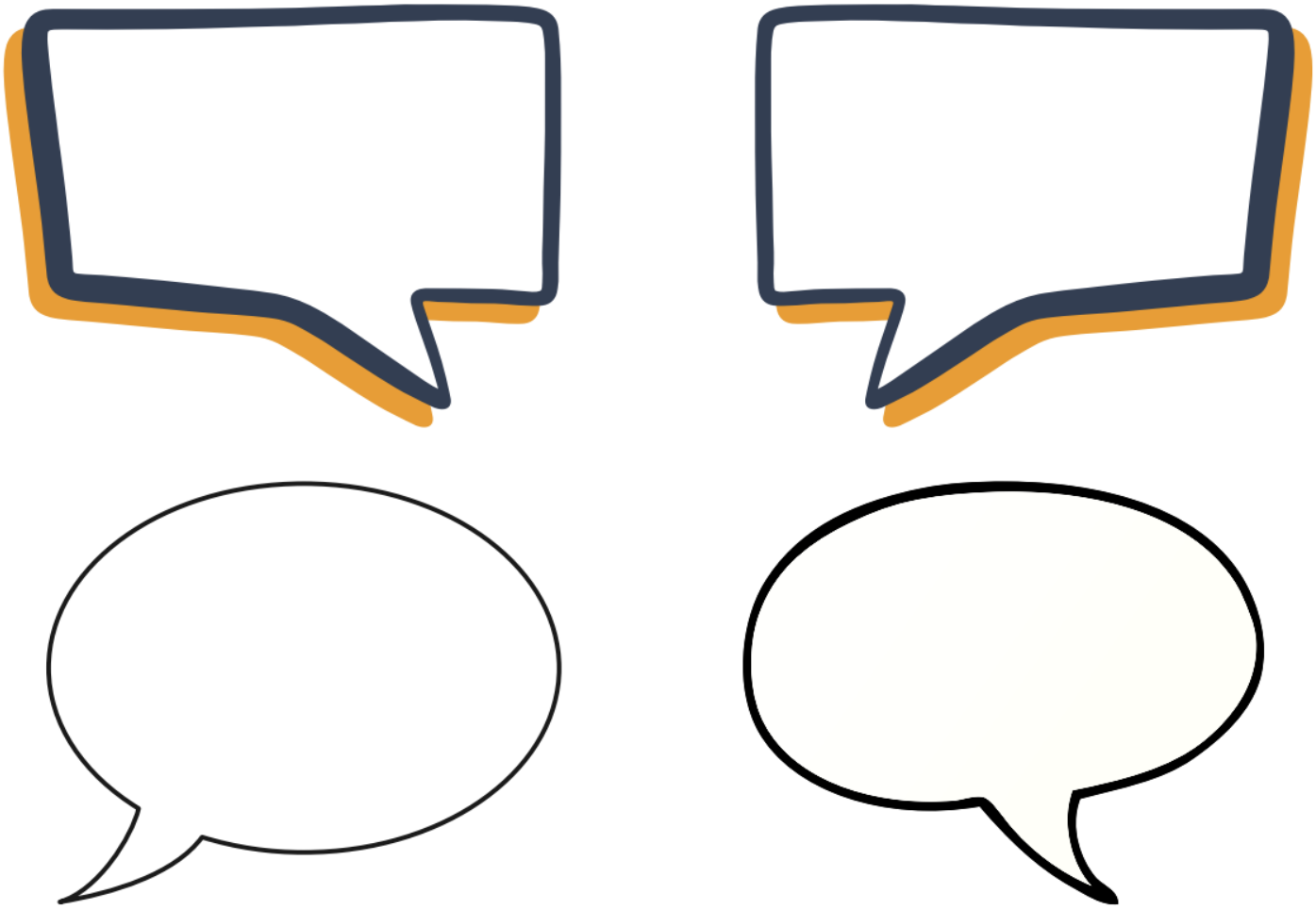

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Marcus Rashford scenarios:

1. A young footballer uses his fame to ask the government to give free meals to children who need them.
2. Marcus trains hard every day to get into the Manchester United first team.
3. Marcus speaks on TV about his own childhood struggles so others feel less alone.
4. A footballer ignores unfair comments online because it's easier not to say anything.

Other famous figures:

1. Greta Thunberg skips school to sit outside parliament with a sign about climate change.
2. Malala Yousafzai speaks out for girls' right to go to school, even when it's dangerous.
3. Rosa Parks refuses to give up her bus seat because she believes in equal rights.
4. A famous singer stays quiet about an important issue because they don't want to lose fans.

Everyday examples:

1. A child notices their friend being left out and invites them to join in.
2. A group sees litter in the playground but walk past without picking it up.
3. A pupil tells the school council they want more recycling bins because they care about the environment.
4. Someone laughs along when another child is being teased, even though they know it's wrong.

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Little People, Big Dreams: Marcus Rashford

Lesson 5, Activity A: My Beliefs, My Actions

Something I care about	Why it matters to me	One action I could take to stand up for it

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