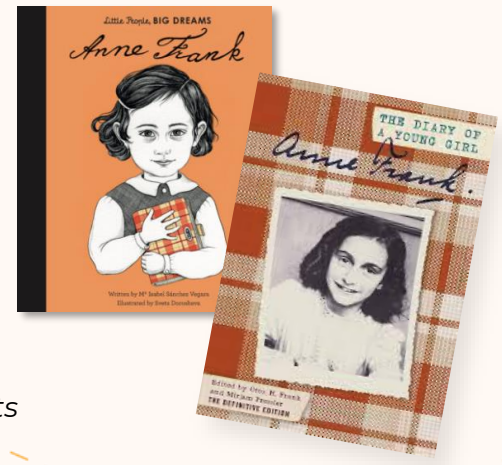


The Diary of a Young Girl

Written by Anne Frank

Better known as the Diary of Anne Frank, these extracts not only teach important lessons about life and history but all about wellbeing.

Note: This book uses Anne Frank Little People Big Dreams. Extracts from Anne's diary are provided in the resources.



5 Objectives

Lesson 1:

I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed.

Lesson 2:

I can tell you about a wide range of family arrangements and how these can benefit people

Lesson 3:

I can tell you what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Lesson 4:

I can tell you some things that make me feel hopeful.

Lesson 5:

I can tell you the benefits of showing vulnerability.

Lesson 6:

Reflection and Evaluation

Tags:

mental health, depression, mental illness, medication, therapy

Sensitive Content in This Story

These extracts are from *The Diary of a Young Girl* which is commonly referred to as *The Diary of Anne Frank*. Many sensitive topics may arise such as discrimination against Jewish people which children may connect to discrimination against other types of people and whether they have been, or known people who have been, discriminated against. Additionally, the extracts were written during World War Two which might be sensitive to children especially if they are refugees from war-torn countries. Anne and her family hid during the war, living in close quarters as a family but also with another family. This might remind children of their experience during lockdown and how that impacted wellbeing. Furthermore, a lesson covers family dynamics which might be a sensitive topic for some children. A range of powerful emotions can be felt from these extracts including sadness, hopelessness, fear and anger. Finally, though not mentioned in the extracts, Anne Frank and her family end up being betrayed, sent to concentration camps and all die from sickness except the father. Death is a sensitive topic for this age and might be upsetting for some.

Wellbeing skill links

Families and People who care for me

- That other families, either in school or the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. **(Lesson 2)**

Mental Wellbeing

- That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult or to seek help. **(Lesson 1, 4, 5)**
- Simple self care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. **(Lesson 1, 4, 5)**
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. **(Lesson 4, 5)**
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. **(Lesson 1, 2, 3, 4, 5)**

Respectful Relationships

- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. **(Lesson 2, 3)**
- What a stereotype is, and how stereotypes can be unfair, negative or destructive. **(Lesson 3)**

Further Skill Coverage:

All **Settle** activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

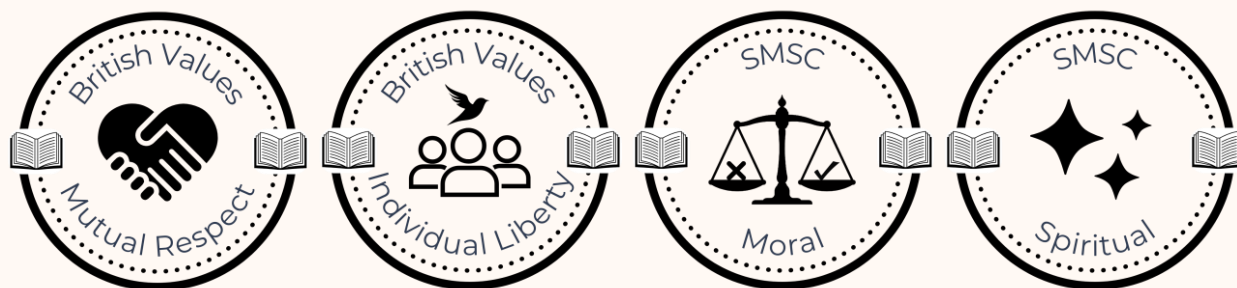
All **Training** activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.

Retrieval	Vocabulary	Inference:
<p>Answer basic retrieval questions using evidence in the text</p> <p>Explain and discuss what has been read</p> <p>Ask questions to improve understanding of a text</p> <p>Distinguish between fact and opinion</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Identify how text structure/presentation contributes to meaning and understanding</p> <p>Discuss and explain how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>	<p>Check the book makes sense, discussing and exploring the meaning of words in context</p> <p>Use dictionaries to check the meaning of words read.</p> <p>Ask questions to improve understanding of vocabulary.</p> <p>Discuss how words and phrases have been used to build a picture for the reader.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge and wider reading</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p> <p>Provide reasoned justifications for views expressed</p>

British Values and SMSC



Lesson Content

All five of the lesson plans related to this book follow our STORY structure



S

Settle: Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T

Training: Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O

Objective: Introduce a wellbeing objective for children to focus on when they are listening to the story



R

Read: Read the story and discuss the following guided reading questions as a class.



Y

You: To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

Some other stories we would recommend that are related to this story are:

Fight Back by A M Dassu

Just Like Everyone Else by Sarah Hagger-Holt

Malala's Magic Pencil by Malala Yousafzai

Letters from the Lighthouse by Emma Carroll

The Buried Crown by Ally Sherrick

The Emergency Zoo by Miriam Halahmy

An Elephant in the Garden by Michael Morpurgo

When Hitler Stole Pink Rabbit by Judith Kerr

The Arrival by Shaun Tan

These guides for parents could be helpful if you have any children in your class who need more support with wellbeing:

<https://www.camhs-resources.co.uk/websites>

<https://www.youngminds.org.uk>

<https://www.childline.org.uk>

<https://www.chconline.org/resourcelibrary/differently-wired-a-parents-guide-to-raising-an-atypical-child-with-confidence-and-hope/>