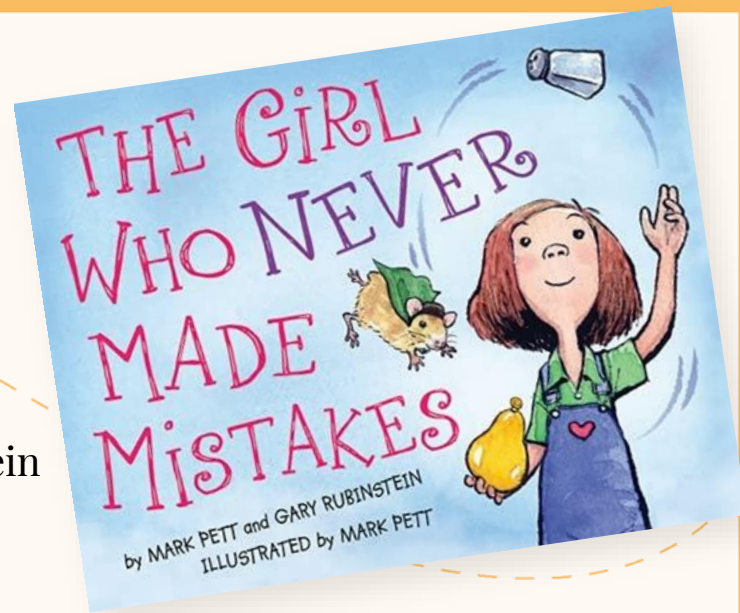


The Girl Who Never Made Mistakes

Written by Mark Pett and Gary Rubinstein
Illustrated by Mark Pett

Beatrice has never made mistake, but living this way is very stressful. This book helps explain how making mistakes can be a good thing!



5 Objectives

Lesson 1:

I can explain why mistakes help my learning.

Lesson 2:

I can tell you how I have learnt from my mistakes.

Lesson 3:

I can tell you how respecting myself and being kind to myself can help me to be happy.

Lesson 4:

I can tell you what the word perseverance means.

Lesson 5:

I can tell you what helps me to persevere.

Tags:

Perfectionist, Persevere, Self-belief, Pressure

Sensitive Content in This Story

This girl in this story is a perfectionist, and all the other children and adults expect her to never make mistakes (even if they mean it as a compliment). Teachers should be mindful of children who have very high expectations of themselves, as this book might be challenging for them to face.

Similarly, teachers should be aware of any bullying in the class, or if there is a culture of laughing at people (unkindly) when they make mistakes and take steps to mitigate against this.

Finally, some children might have parents or guardians who hold them to very high standards of behaviour and performance, which might place a lot of stress on the child. Teachers should be careful navigating this and ensure that they display an openness to children disclosing information about what happens at home or how it makes them feel.

Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

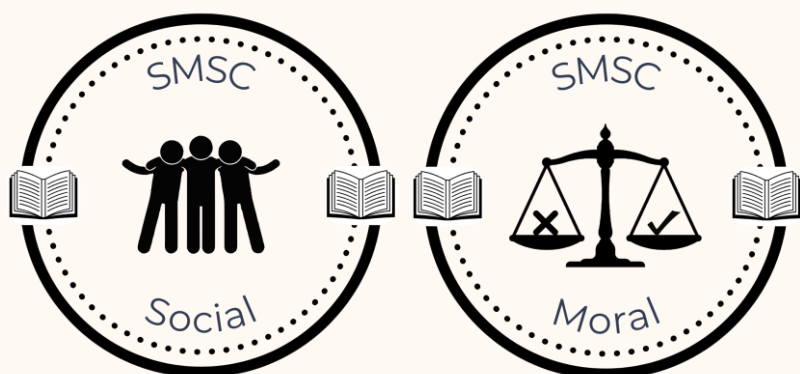
Being Safe (s):		Health and Wellbeing (s):	
What sort of boundaries are appropriate in friendships with peers and others.		How to manage when finding things difficult	
Respectful Relationships (s) :	Resilience (n):		
The importance of self-respect and how this links to their own happiness	That mistakes are an important part of learning The importance of perseverance in times of difficulty and strategies to help me persevere.		
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.






Vocabulary:	Retrieval:	Inference:
Talk about what words mean and learn new vocabulary in order to understand what has been read Discuss and clarify the meaning of words, linking new meanings to known vocabulary	Retell familiar stories in the correct sequence Check the text makes sense Correct inaccurate reading Answer basic retrieval questions Explain what has happened so far in what they have read	Make (some) inferences Make a plausible prediction about what might happen on the basis of what has been read so far Make links between the book they are reading and other books they have read

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:

Almost Anything by Sophie Henn
Tilda Tries Again by Tom Percival
The Most Magnificent Thing by Ashley Spires

This guide for parents could be helpful if you have any children in your class who need more support with staying positive and self-belief:

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/self-esteem/>

