

Title: Introduction to Heart Smart

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- being calmed and comforted by their key person - Express preferences and decisions - Play with increasing confidence on their own and with other children - Select and use activities and resources with help when needed - Play with one or more children - Play with one or more other children, extending and elaborating play ideas. - Select and use activities and resources with help when needed	Friend Taking turns Feelings Love	Session 1 I am special Watch film Show the children a toolbox. Ask them what they think is inside. Show them the tools one by one and ask the children what the tools are called and what they are used for. Explain that in Boris’ shed is a very special set of tools he uses to remind him to be HeartSmart. Show them the slides with Boris’ special tools on... Hammer - I am special Screw driver - I love others Spanner - I am a good friend Pliers - I tell the truth Saw -I can do it Ask the children to cut out and decorate the tools on the card. Ask the children. I am special because... Boris says, ‘We are all learning to be HeartSmart!’
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - how to be HeartSmart - how to work and play together - how to take turns - how to read facial expressions and how people feel - What and why we love things and how they make us feel.		Session 2 working and playing together (respect, friendship) In the outdoor area, place a selection of large cardboard boxes, tubes and junk materials. Show the children the cardboard boxes and ask them to work together to transform their friend into Boris the Robot using the junk materials. Encourage the children to listen to one another’s ideas and work co-operatively. Once the robot has been completed, allow time for role-play. The other children in the group could pretend to be a character from the Boris story such as the Scrapman, Dad, Amber, or Josh. Encourage the children to swap roles and dress someone else up as Boris. Boris says, ‘It’s fun to pretend to be someone else but being yourself is the best you can be!’ Session 3 Taking turns and playing together (Respect)

Resources	• Intro to HS video (lesson 1) • Tool box with a selection of tools; slides of Boris' tools; worksheet printed onto thin card; (lesson 1) • Large cardboard boxes for role playing • Toolbox; Fill Boris' Toolbox game cards; dice numbered 1-3; selection of screws, nuts and washers. • Boris book Slides (lesson 4) • Heart shape paper/card; glitter; colourful shapes; stickers; pictures from magazines; coloured tissue paper; small pom poms; other collage materials, • Cut out hearts		Show children the toolbox and tell them it belongs to Boris. Ask the children what they might find in a toolbox. Explain that Boris has run out of screws and nuts. Ask the children if they will play a game to help Boris refill his toolbox. In small groups, give each child a game card. Encourage the children to take it in turns to roll the dice and whatever number they roll, they can add that many screws, nuts or washers to Boris' toolbox on their game board. Encourage the children to support and help one another throughout the game. Continue until a child has completed the board. Boris says, 'It is great when friends help each other.' Session 4 How do you feel? (Compassion) Read Boris the Robot story. Ask the children to suggest ways we can tell how a person is feeling e.g. what they say, their facial expression, their actions, their body language. Explain that they are going to look through the Boris story and work out how the different characters are feeling. Use the slides to show the children the characters from the story experiencing different emotions. For each picture ask the children... How do you think the character feels? Can you demonstrate the character's feelings? Why do you think the character might be feeling that way? How could you cheer up/help this character? Boris says, 'When we notice our friends are feeling sad, we can help to cheer them up.' Session 5 What do I love and why? (individual liberty) Show the children the page in the Boris book where Boris' heart is filling up. Ask them what is making his heart fill up. Explain that knowing the children love him is filling Boris' heart.
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			When our hearts are full of things and people we love, our hearts are happy. Talk about how we can love many different things that make our hearts feel full and happy - people, pets, smells, toys, places, songs, colours, etc. Ask the children to think about what they love that makes their heart feel full and happy. Give the children a heart shaped piece of paper or card. Ask them to decorate the inside of the heart so it is full of things they love. Boris says, 'When I am with my family and friends my heart feels full.'
			Session 6 working together (friendship, perseverance) Before the session, prepare a heart card for every child by cutting out a heart shape and sticking an individual photo or child's name onto each one. Ask the children to find a heart and look after it carefully. Remind the children that every heart is very precious. Encourage the children to keep looking and help their classmates until all the hearts have been found and everyone has one. When all the hearts have been found, ask the children to carefully return the heart to the person it belongs to. Boris says, 'Our hearts are special and need to be looked after.'

Medium Term Plan – Heart Smart – Reception Autumn 2:

Title: Don't forget to let love in

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- being calmed and comforted by their key person - Express preferences and decisions - Become more outgoing with unfamiliar people in the setting - Play with one or more children	Love Special Unique Talents Interests	Session 1 I am loved Before the session print out the Boris heart messages and place them in a bag.

Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • That we are all loved, special and important • That we like different things and this makes us unique • How to show different emotions • We are all special • How to tell other people what we like • We all have different talents and skills		Show the children the page in the Boris book where his heart is filling with love. Ask them why Boris' heart was filling up. Explain that it was because he had heard the things the children said about him and he chose to believe them. He let their love into his heart. Tell the children that you have a bag full of special messages to help fill their hearts with love. Pass the bag around the circle Pass the bag around the circle Pass the bag around the circle Where will it stop When the bag has stopped, ask the child holding it to choose one of the Boris heart cards. Read the message to them and affirm the child. Ask the child to repeat the phrase and put the Boris heart back. Pass the bag around again. Repeat until all children have had a turn. Boris says, 'We are all loved, special and important.'
			Session 2 My favourite things (individual liberty) Explain to the children that you are going to play them a song about the singer Maria's favourite things. Ask them to listen carefully to the words as the song plays. https://www.youtube.com/watch?v=0lagRZBvLtw Ask the children if they can remember any of Maria's favourite things. Play the song again and ask the children to move around the room pretending to be something from the song. When the song has finished ask the children to sit down and explain that in the song Maria says when she is feeling scared or sad, she thinks of her favourite things. Ask the children what their favourite things are. Explain that next time they feel sad, maybe they could try thinking about their favourite things. Note how the children all have different favourite things. This is one of the ways they are all special and unique, they have different favourite things. Boris says 'Having different favourite things makes us all special and unique
			Session 3 My emotions Show the children the slide of Boris. Ask them what makes Boris different and more special than other robots. Explain it is that Boris has a heart. Robots don't usually have a heart!

		Ask the children if they know where their heart is. Encourage them to feel for their heartbeat. If the children are struggling to find their heartbeat have them run or jump on the spot for one minute and try again. Explain that we are all special and so are our hearts. Our hearts have an important job to do. The heart pumps blood around our bodies to keep us alive. It is also the place where we often experience our feelings. When our heart feels happy the rest of our body feels happy. Show the children the heart emojis on the slides and ask them to show you how their face might look if their heart was happy. How would the rest of their body act? Repeat for sad, excited and angry. Ask them which emotion they most like to feel. Boris says, 'When our hearts are happy, we are happy.' Session 4 We are special Stand the children in a circle holding hands and select one child to go in the middle. Walk the circle around the child/children and sing this version of 'Twinkle Twinkle'... Twinkle twinkle little star You are special as you are. Shining brightly every day We love having you to play. Twinkle twinkle little star You are special as you are. Ask the children in the outer circle to think of something special about the child/children in the middle Encourage the children in the middle to listen to what their friends say about them. Repeat until all the children have been in the middle. Boris says 'We are all special.' Session 5 Who am I? (Respect) Fill a bag with some objects from around the classroom that would tell the children all about you e.g. a red brick because my favourite colour is red; a crayon because I am good at drawing; my favourite book from the reading corner, etc. Share your bag with the children. Explain to the children that you have special bags for them to fill. Ask them to find three things from around the classroom that would tell someone else about them.
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		Once they have found three things, encourage the children to show an adult what they have chosen and explain why they have chosen those things. Emphasise that no two bags are the same because no two people are the same. We are all different and have different likes, talents and interests. Boris says, 'We all like different things.' Session 6 We all have a talent (Creativity) Tell the children you are going to hold a talent show so the children can demonstrate their special talents and skills. Explain that everyone has a talent or special skill. It may be a performing skill such as reciting a nursery rhyme, singing a song or telling a joke or it may be something as simple as giving great hugs or sharing something kind they did to help someone else and so on. . Hold the talent show allowing everyone who wants to, to take part. Encourage the other children to watch and applaud wildly to support their friends. If any children haven't participated be sure to highlight a special talent or skill they have and applaud them too. Boris says, 'We all have different talents and skills.'
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Medium Term Plan – Heart Smart – Reception Spring 1:

Title: Too much Selfie isn't healthy

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Play with increasing confidence on their own and with other children - Develop friendships with other children - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Begin to understand how others might be feeling.	Family Expressions Emotions Grumpy Excited Proud	Session 1 What do I love? (individual liberty) Place a set of figures to represent different family members in front of the children. Model choosing a figure and pretending the figure is a member of your family. Ask the children to take it in turns to choose one of the figures and tell the rest of the group who it is.

Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • That we like to do things with special people. • That all families are important and special • When people are upset and need help • Appropriate ways to show our affection • How to help others • Of people who help us and how to be thankful for them		Ask them what they love to do with that person. When everyone has had a go, ask the children to choose a different figure and ask them the same questions. Boris says, 'It is fun doing things with the people we love.' Session 2 Families are important (Respect, tolerance) Ask the children to make a large circle and give them a piece of the parachute to hold. Ensure the children hold the parachute taut so it is spread out. Have the children lift the parachute up above their heads and down to the ground a few times to warm up. Ask the children to listen carefully and run under the parachute and swap places with someone when you describe their family. Run under the parachute if... You have a brother/sister/step-brother/step-sister You are the eldest child/youngest child You have a pet dog/cat/goldfish... You live with Mummy, Daddy, Grandad...(include all of the different family types in your class) Your family likes to go swimming/to the park/on bike rides... Your family is loving/happy/funny/noisy... (be aware of any children who don't respond to any positive descriptions of family) Boris says, 'Families are important to help us feel safe and loved.'
Resources	• Figures or words associated with family members. Dad, mum, brother, sister etc • Parachute • Smiley face and sad face picture (Lesson 3), other pictures of people and two hoops • Heart shaped paper		Session 3 feelings Place two hoops on the floor and add a smiley face to one hoop and a sad face to the other. Show the children the pictures of the different facial expressions (use the pictures included or choose a selection from magazines/catalogues). Ask the children to sort the pictures into the two hoops. Look at the pictures and ask the children: How is the person feeling? Encourage a wide range of vocabulary such as angry, grumpy, excited, proud, etc Why might they be feeling that way? How could you show that person you care about them? Ask them if they are ok, tell an adult, invite them to play, encourage them, etc. Explain that it is ok to feel sad or mad sometimes but the important thing is to not stay that way. Boris says, 'Noticing how others feel is a great way to show you care.'

		Session 4 How to greet others (Respect) Ask the children how we can greet someone who comes into the classroom. Use a child or another adult to act as someone coming in and select children to demonstrate different ways to greet them - say hello, high five, handshake or hug. Be sure to explain that hugs are for people we know well and only if both people are comfortable to do so. Play the 'Hello song' www.youtube.com/watch?v=gdeB9kDT6uI and encourage the children to move around the space greeting as many different children as possible by saying 'Hello'. When the music stops ask the children to sit down. Repeat for high 5, handshake and hug (be sensitive if there are children who would find hugging uncomfortable and offer an alternative). Finish by asking the children to choose how they would like to greet the people they meet. Explain that greeting people who come to visit our classroom or homes is one way to show them we know they are there and we care for them. Challenge the children to look out for visitors during the week and to greet them when they arrive. Boris says, 'Greetings are a great way to say we're glad you are here!' Session 5 How can we show love? When we love other people we can show them we care by helping them. Ask the children to think about who helps them and what they do to help them. Explain that they are helped by someone who loves them. As a circle time or small group activity, ask the children to think about who they help . Explain how sometimes we might be asked for our help but we can also be looking out for opportunities to offer help. On heart shaped pieces of paper ask the children to draw a picture of them helping someone they love. Boris says, 'We can show others we love them by helping them when they need help.' Session 6 Being thankful (Respect) Ask the children to list the people in the school community that help them. As well as Teachers and Teaching Assistants, encourage the children to think about other people in the community e.g. Crossing patrol, Mid-day Assistants; School Office; Cleaners, etc. Ask the children to suggest ways they can show those people that they appreciate all they do. Use the children's suggestions or encourage them to make a card, draw a picture or simply visit the staff member to say thank you.
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			Boris says, 'Thank you for helping me!'
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Medium Term Plan – Heart Smart – Reception Spring 2:

Title: Don't hold on to what is wrong

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Talk with others to solve conflict	Compromise Scratchy Fluffy Unkind Mean grumpy	Session 1 being a super friend (Friendship, tolerance, forgiveness and reconciliation) Show the children the image of the superheroes. Ask the children: What do superheroes do? Who is your favourite superhero? What do you like about them? Tell the children that they all have HeartSmart super powers because they are Super Friends. Ask them to think about what makes a super friend Have the children take it in turns to do a superhero pose and tell everyone their Super-friend power e.g. I am super Explain kind, I am that super being helpful. HeartSmart Boris says, 'We are all Super-Friends!'
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - That we can all be super friends - That it is important to include others in things - How to listen to one another - That we can use kind words when speaking to our friends - How to choose to be kind to others when they are not. - That it is important to say sorry.		Session 2 Making sure all are included (Respect, friendship) Explain to the children that good friends always make sure no one is left out and everyone is included. Play a game to demonstrate. In a large space, ask the children to dance and move around. When the music stops they must find a friend to hold hands with forming a pair (if there (He is was an odd number ask some of the children to form groups of 3 When the music starts again the children must dance holding hands. This time when the music stops the children must find another pair to join up with and the 4 children hold hands to continue dancing. Repeat with group of 4 becoming 8. Ask group of 8 becoming 16 and so on until the whole class are holding hands.

		When the game has finished, remind the children that throughout the game no one was to out or on their own. Ask the children what they can do in the classroom to ensure that everyone is always included (e.g. invite children to play with them, make room in their game for others, compromise when necessary, look out for children on their own, etc.) Boris says, 'Good friends always make sure everyone is included.'
Resources	• Super hero slide (Lesson 1) • Selection of different objects, coloured beads and string • Cotton wool and sandpaper • Boris book, laminated Boris • Grumpy frog video	Session 3 Listening carefully (Respect) In pairs tell the children they are going to play a listening game. Ask the children to sit with their backs to one another. Give each child the same set of simple objects. Child one chooses an object without turning round and tells the other child which object they have chosen. Child two picks up the same object. Ask the children to turn around and check if they are holding the same object. Ask them if they have listened carefully. Repeat with child two choosing the object. Boris says, 'Listening carefully to what our friends say is very important.'
		Session 4 Kind and unkind words (Peace, respect, tolerance) Ask the children to sit in a circle. Pass the cotton wool balls around the circle and invite the children to take one. Ask the children to describe how the cotton wool feels (e.g. soft, fluffy, warm, etc.) Ask the children how it feels on their skin. Pass the sandpaper around the circle and invite the children to take one. Ask the children to describe how the sandpaper feels on their skin. Explain to the children that when we are talking to our friends we can use 'soft, fluffy' words or we can use 'rough, scratchy' words. 'Soft, Fluffy' words are kind and help the other person feel good; like the soft feeling of cotton wool on our skin. 'Rough, scratchy' words are unkind and can make the other person feel sad; like the rough feeling of sandpaper on our skin. Think of some words or phrases (e.g. I like your smile, you are great at..., you can play with me, your drawing is rubbish, I am not your friend, etc.) and ask the children to hold up the cotton wool if they think it is a phrase that would make their friend feel good or hold up the sandpaper if they think it is phrase that would make their friend feel sad. Ask the children if they can think of their own kind words and phrases.

			Boris says, 'We can all use kind words when talking to our friends!'
			Session 5 Choosing to be kind (Respect) Ask the children to look at the picture of the Scrapman. Ask them why they think the Scrapman is so grumpy (e.g. He hasn't got any friends, people are unkind to him, he is jealous of Boris being loved by a family, and so on.) Explain that often when a person is grumpy or mean, there is a reason why they feel that way. Ask the children to think about what they would do if the Scrapman was in their class. How would they treat him? Explain that we should always treat people in a kind way just like we would want to be treated. Even if they are mean and grumpy, we should not be mean and grumpy back. Talk about ways we can be kind to others and even when they are grumpy. e.g. we can smile, we can invite them to play, we can listen to them, etc. Be sure to emphasise that if someone is being unkind to them, they should always tell an adult. Pass the laminated Boris around the circle and ask the children to complete the sentence 'If I met the Scrapman I would...'
			Session 6 The importance of saying sorry. (Forgiveness and reconciliation) Read the story, 'Grumpy rog' by Ed Vere to the children. https://www.youtube.com/watch?v=rzRUE6_E7yc What happens when Grumpy Frog doesn't win? Look at the page where Rabbit offers to be Frog's friend. How does Frog upset Rabbit? What happens when Frog says sorry at the end of the story? What might have happened if Frog hadn't said sorry? Talk about why it is important to say sorry. Ask the children to share a time when they have needed to say sorry. Ask them what happened after they said sorry. Explain that saying sorry (and meaning it) is a way of mending a friendship when someone has been upset. Boris says, 'Saying sorry means we can carry on having fun with our friends.'

Medium Term Plan – Heart Smart – Reception Summer 1:

Title: Fake is a mistake

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive		Session 1 Read ‘Boris the Robot’: What does the Scrapman say to Boris? How does Boris feel when he listens to the Scrapman? (Look at Boris’ expression, body language, etc.) Is what the Scrapman says about Boris true? Who says kind and true things to Boris in the story? How does Boris feel when he listens to Amber and Josh? Show the children the slides and read the sentences one by one. Tell the children if they think the sentence is true, to put their thumbs up or if they think it is a lie to put their thumbs down. Who would they listen to - the Scrapman or the children? Which words would they want to use with their friends - unkind words like the Scrapman or kind words like the children? Boris says, ‘Kind and true words fill our hearts.’
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - What is true and untrue - How to be kind and encouraging to others - That we need to be honest and tell the truth - That being me is being the best I can be - Things we are thankful for - Be thankful for things in my home and family		Session 2 Saying kind things to others (Respect) Remind the children about the way the Scrapman talks to Boris and how Boris feels when he listens to him Ask the children what they would like to say to cheer Boris up. Ask them what kind words they would use to let Boris know he is special and loved On blank postcards, ask the children to draw a picture and write an encouraging message for Boris. Boris says, ‘It’s great to tell others how special they are.’
			Session 3 Why being honest and telling the truth is important. (Honesty and Trust) Great Father watched puzzled as animal after animal ran past him too busy to stop. ‘Bear, you must tell me what is going on,’ Great Father said worriedly. ‘Don’t you know?’ asked Bear in-between mouthfuls of berries, ‘The sun is going to stop shining

		after today. We need to prepare for the dark.’ ‘Who told you that?’ asked Great Father, ‘that simply isn’t true. It’s a lie.’ Bear pointed to Skunk, ‘He told me,’ Bear said. Skunk pointed to Squirrel ‘She told me.’ Squirrel pointed to Beaver, ‘He told me.’ ‘Beaver, who told you? Be brave and tell me the truth.’ Beaver quietly whispered in Great Father’s ear, ‘Rabbit told me.’ At that moment the animals heard giggling coming from the long grass. Great Father walked towards the sound and reached into the grass. ‘No more lying in the forest! From now on Rabbit you won’t be able to hide, your long ears will give you away’ and with that Great Father picked Rabbit up by his ears and they grew two, three, four times their size. From that day on Rabbit never told a lie again. Ask the children: What lie did Rabbit tell? (The sun will stop shining) Why did Beaver believe Rabbit? (Rabbit was his friend. He trusted him.) How did all the animals hear about the lie? (Each animal passed it on to the next animal.) How did the lie make the other animals feel? (Worried and upset.) What did they do because of the lie? (Gathered food and supplies. D o you think Rabbit was sorry that he lied? (Not at first because he was laughing.) How do you think the animals felt when they realised Rabbit had lied to them? (Upset. The animals trusted Rabbit because he was their friend.) What should Rabbit do now he has been caught? (Say sorry to the animals; Promise to never lie again.) Why do you think it is important to tell your friends the truth? Do you think this is a true story? Why? Session 4 Being yourself is always the best you can be. (individual liberty) Show the children the children the different hats. Put on one of the hats and create a character to go with it. Talk to the children as if you were that character. Ask the children to take it in turns to choose a hat, put it on and to create a persona to go with it. You could do this as a small group activity or as a whole class circle time. When the children have all had a turn, put the hats to one side and explain that pretending to be someone else is a lot of fun but being yourself is the most fun because that is who you are meant to be. There has never been and never will be another one of you!
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		Boris says, 'Being you is the best you can be!' Session 5 Being thankful (Thankfulness) Circle time 1. You may only speak when you are holding Boris. 2. Look at the person who is speaking. 3. Listen carefully to what they are saying. Take the postcard from Boris out of the envelope and read it to the children. Dear Children, Thank you for being my friends and for my lovely postcards. I am thankful for every one of you. You all make me very happy. I wonder what you are thankful for? Love Boris Ask the children to think about something that they are thankful for. Explain that it could be a person, place, event, object or anything else. Give them a moment to think and then pass the laminated Boris around the circle so the children can tell Boris what they are thankful for. Explain that when we are thankful, we are focussing on things that make us feel good and that makes our hearts happy and strong. Boris says, 'A thankful heart is a strong heart.' Session 6 Me and my family are special (Respect, tolerance) Select a child to come to the front and show their item from home to the rest of the class. Ask the child to tell everyone what the item is and explain why it is special to their family. Encourage the other children to listen when the child at the front is speaking and to think of a question they can ask about the child's item or family. After the children have all shared their items (you may want to do this over a few days if you have a large class) talk about how wonderful it is that everyone has brought in different items to share and to have the opportunity to tell others what our lives and families are like. Explain that if all the children had brought the same item in it would have been very boring. Tell the children that their items are all different because they are all different. The things that make us different make the class a more interesting and special place to be.
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		Be sure to emphasise that just as everyone is different, everyone is also important. Boris says, 'Being HeartSmart means being able to share and celebrate our differences.'
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Medium Term Plan – Heart Smart – Reception Summer 2:

Title: Now way through isn't true

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	• Become more outgoing with unfamiliar people in the setting • Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips • Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • Make healthy choices about food, drink, activity and tooth brushing • Start eating independently and learning how to use a knife and fork • Use large and small motor skills to do things independently e.g. manage zips		Session 1 Remind the children of the part in Boris' story where he tried to make Amber a birthday cake. Ask the children... Can you remember what went wrong when Boris was making the cake? (Boris made a huge mess, burnt the cake and soaked the kitchen) What did Boris do when he realised he had made a mess? (He listened to the Scrapman and went back to the Scrapyard) Were Amber and Josh so cross with Boris that they wanted him to leave? (No. They loved Boris and wanted him to stay) Explain that Boris made a mistake but that's ok, we all make mistakes! Making mistakes is how we learn and grow.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • That making mistakes is normal and helps us to learn • How to have a go and complete some challenges • How to keep going • That if we work hard and don't give up, we can do anything • Persevere at new tasks • How we feel about change		In pairs, ask the children to discuss what Boris could have done instead of listening to the Scrapman (e.g. say sorry; clean up the mess and try again; ask Dad for help; do something else for Amber). Ask the pairs to feedback their ideas to the rest of the class. In pairs again, ask the children to think of something they have done that went wrong and what they did to put it right. Ask for volunteers to share their discussion with the class. Draw out what the children learnt from their experience. Boris says, 'Making mistakes helps us to grow.'

			Session 2 Having a go. (Perseverance) Set up a series of challenges for the children to complete. How many times can you jump in 30 seconds? How far can you throw the ball? How many goals can you score? Encourage the children to ‘have a go’ at as many challenges as possible and to keep trying even when the challenge seems difficult at first. Celebrate every challenge completed and especially the children who have demonstrated perseverance. Boris says, ‘If at first you don’t succeed, try again.’
Resources	• Boris the Robot book • Hops, skipping ropes, mats, bats, balls • Laminated Boris (Lesson 3) • Picture cards (lesson 4) • Printed mazes (Lesson 5) • Slides (Lesson 6) The very hungry caterpillar video/book		Session 3 When I am stuck (Perseverance) Circle time You may only speak when you are holding Boris. Look at the person who is speaking. Listen carefully to what they are saying. Remind the children that everyone finds things difficult sometimes. Ask the children what Boris found difficult in the story ‘Boris the Robot’. Tell the children something you find difficult. Ask the children to think of something they find tricky. Pass Boris around the circle so that the children can share what they find difficult. Ask the children to think of different strategies they could use when they are stuck. Ask them to think of something they have done before, or something they could try in the future. Pass Boris around so that everyone can share their ideas e.g. keep trying, ask a friend for help, ask a teacher for help, etc. Boris says, ‘Everyone needs help sometimes.’
			Session 4 When I grow up.... Tell the children they are going to play a game to try and guess what job a person is thinking of. Select a child to come to the front and show them one of the job cards. Ask the child to act out doing the job while the other children try to guess what it is. If the child is struggling to think of actions you could give them simple props to use or let the other children ask questions the child can answer.

			Select one of the jobs and ask the children what they think you have to do to get the job (e.g. work hard, go to university, practise, learn new skills, keep trying when things go wrong, etc.) Go around the group and ask the children what job they would like when they are older. Encourage the children that they can do anything if, like the people in the photos, they are prepared to work hard and don't give up. Boris says, 'You can do anything if you work hard and don't give up.'
			Session 5 Keeping going (Perseverance) Show the children the maze on the whiteboard. Tell the children that Boris wants to go through the maze but isn't sure of the way. Ask them to help you show Boris the way through the maze. When you come to a dead-end talk about what you can do next - give up, start again, go a different way, etc. When you have reached the other end congratulate the children on helping Boris. Show the children the printed mazes. Encourage the children as they complete the mazes to keep going and to look for different ways around the maze if they get stuck. Boris says, 'There is always a way if you look for it.'
			Session 6 How do I cope with change? Watch the video https://www.youtube.com/watch?v=021xLvsAlm4 Point out how the caterpillar changes at different stages. Ask the children... How do they think the caterpillar feels when it is in the cocoon? (e.g. Is it scared of the dark? Does it know what is happening? Is it worried?) How do they think the caterpillar feels when it flies out as a butterfly for the first time? (e.g. Excited? Free? Happy?) Explain that to become a butterfly the caterpillar has to go through a big change but inside he is still the same. Relate this to the transition from Reception to Year 1 Ask the children... How do you feel about moving to Year 1? What will change when you move to Year 1? What will stay the same? Boris says, 'Change is necessary to grow.'