

BDHS Year 4

Date: 30th of April, 2020

Day: Thursday

Morning Fitness

8 minute workout. See your pack from Monday.

Morning Greeting

Check your email for a message from me.

Literacy

Reading Activity 1: Continue main idea worksheets. Follow the instructions on the worksheet. There are some parts to read aloud. Repeat this to get the concepts into your long-term memory. Answer the questions using full sentence answers in your activity book.

Brain Break: Make your bed if you haven't already.

Reading Activity 2: Read and discuss the new vocabulary list in your pack. Ask an adult to read chapter two and three of 'The BFG' to you or listen to an audiobook. Make sure that you are following along with your copy of the chapters. Discuss what is happening in the story. Answer the comprehension questions using full sentence answers.

Crunch and Sip

Literacy continued

Spelling: Write your spelling words in alphabetical order, then write your words in your activity book in cursive (running) writing.

Writing: Follow the instructions for the writing activity. There are some parts that are a daily review to help you to learn concepts about persuasive writing. Make sure that you read these out loud many times. Complete the writing activities in your activity book.

Lunch or Snack Break

Post break activity

Silent reading – The BFG

Numeracy

Mental Maths: Revise the 0, 1, 2, 3, 5, 10 times tables worksheet. Complete the 4 times tables worksheet. Make sure that you work through each question from the start, all the way through. Don't skip all over the page filling in the answers that you know. Check your answers using a calculator.

Maths Activity: Complete the worksheet all about surveys and tallies.

Yay, I'm nearly finished break!

Health: Complete the 'We all need support' worksheets. Parents, there is an information page that gives you information about discussions and the activities.

Main Idea Activity (Day 3)

Finding the Main Idea of a Text

(Read this out loud)

The main idea is the most important idea of a text. It tells what the other sentences are about.

The main idea of a paragraph is usually found in one sentence at the beginning of the paragraph which is called the topic sentence.

The topic sentence tells us the main idea of a paragraph.

Key details are sentences that explain the main idea.

We will determine the main idea and key details in text.

- 1 Read the passage, looking for the main idea and key details.
- 2 Determine₅ the main idea. (circle)
- 3 Identify₆ the key details that explain the main idea. (underline)
- 4 Apply main idea and key details to answer questions about the text.

The Plains Indians

1. There are many reasons why the Plains Indian tribes used teepees as their shelter. 2. These shelters were made of long wooden poles. 3. The poles were then wrapped in buffalo hides. 4. A teepee could be broken down and carried along with the rest of their belongings. 5. A teepee provided shelter for three to four families. 6. They also provided protection from the heat and from the very cold winters.

1. Which sentence is another key detail that supports the main idea?

- A** Some teepees were decorated with paintings.
- B** A small fire could be set in the center of the floor for heat and cooking.
- C** Teepee poles are made from thin tree trunks.

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SKILL DEVELOPMENT / GUIDED PRACTICE

In your activity book, write full sentence answers.

1. What is the main idea of this paragraph?
2. One of the key details in this paragraph that explain the main
3. Which sentence (listed above) is another key detail that supports the main idea?
4. How did you identify the main idea?

We will determine the main idea and key details in text.

Determining the main idea and key details in the text will help you support your ideas in writing.

1. **Most people eat three meals a day.**
2. Breakfast is in the morning.
3. Lunch is in the afternoon.
4. Dinner is at night.



RELEVANCE

Determining the main idea and key details in the text will help you do well on tests.

Sample Item

Explain two ways the US government protected the Grand Canyon. Use key details from the passage to explain your answer.

- made it a national park
- allowed tourist events
- banned pollution
- allowed logging

Check for Understanding

Does anyone else have another reason why it is relevant to determine the main idea and key details?

Which reason is most relevant to you? Why?

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Being able to identify the main idea and key details of each paragraph helps you with your learning as you get older. It is important to be able to read texts, find information and make notes to help you study and learn.

When you understand how paragraphs have a main idea and key details, you will be able to write better paragraphs. Remember, we have been writing paragraphs with a topic sentence, an explain sentence and an example sentence (or two explain sentences). This means that your paragraph has a main idea and key details.

Remember to keep reading this out loud, even if you think you know it. It is important to keep doing our encoding and retrieving to make the pathway to our long-term memory stronger.

(Read this out loud)

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The main idea of a paragraph is usually found in one sentence at the beginning of the paragraph which is called the topic sentence.

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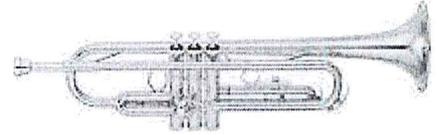
The Different Forms of Water

1. Water can come in three forms. 2. It can be a liquid. 3. As a liquid, water can be used to drink, cook with, or take a bath. 4. In freezing temperatures, water can become solid ice. 5. For example, water can turn into snow, hail, or the ice cubes that are used in drinks. 6. Water can also become a gas, if it is heated. 7. The steam that comes from heated water is actually a gas. 8. Steam was used to power some of the first locomotives and other earlier engines.

SKILL CLOSURE

5. After reading the paragraph about water, someone said that the main idea was: 'Water can become a liquid'. Do you think that is the main idea? Explain your reasons why you think it is, or it isn't the main idea.
6. Find and write two of the key details from the paragraph.

The BFG



Chapter Two and Three Vocabulary

Read and discuss these words with an adult before you read Chapter 2 and 3

Practise these words like our daily reviews – eg trembling means shaking

spurts – short bursts (going fast, then slower, then fast, then slower)

peer – to look carefully or to look when it's difficult to see

trumpet – a musical instrument (see picture above)

suitcase – a rectangular bag

greengrocer – someone or a shop that sells fruit and vegetables

trembling - shaking

glance – a quick look at something

glimpse – a short view or a short look at something

devilish – evil and full of mischief, quite scary

yelp – a cry of pain, fear or excitement

peeped – looked through a narrow opening

snaking – to move like a snake

clamped – to have grabbed hold of something

whisked – to take something away quickly

plucked – to pick something or pull away

imprisoned – to be taken prisoner

streaming - flowing

stride – to walk with long, firm (strong) steps

strode – the past tense of stride. He started to stride across the oval. He strode across the oval.

hedges – a kind of fence made out of plants

Practise these words every day.

The BFG Comprehension Questions

Chapters Two and Three

Write full sentence answers to these questions in your activity book.

Chapter Two

1. What does 'frozen with fright' mean?
2. What happened after the giant stopped at Michael and Jane Goochey's window?
3. Why did the giant peer into so many windows?
4. Write the **words that were used to describe the giant's face that tell us that Sophie was scared?**
5. Why is Sophie so important in this chapter?

Chapter Three

6. Look through the chapter and find as many words for fast movement as you can and write them down.
7. What happened as soon as the giant had rearranged the blanket and picked up his suitcase?
8. Imagine you are Sophie. Write down three questions that you might have in your head?
9. What words and phrases are used to describe how scared Sophie is?
10. Why did the giant rearrange the blanket?

Who?

It wasn't a human. It couldn't be. It was four times as tall as the tallest human. It was so tall its head was higher than the upstairs windows of the houses. Sophie opened her mouth to scream, but no sound came out. Her throat, like her whole body, was frozen with fright.

This was the witching hour all right.

The tall black figure was coming her way. It was keeping very close to the houses across the street, hiding in the shadowy places where there was no moonlight.

On and on it came, nearer and nearer. But it was moving in spurts. It would stop, then it would move on, then it would stop again.

But what on earth was it doing?

Ah-ha! Sophie could see now what it was up to. It was stopping in front of each house. It would stop and peer into the upstairs window of each house in the street. It actually had to bend down to peer into the upstairs windows. That's how tall it was.

It would stop and peer in. Then it would slide on to the next house and stop again, and peer in, and so on all along the street.

It was much closer now and Sophie could see it more clearly.

Looking at it carefully, she decided it *had* to be some kind of PERSON. Obviously it was not a human. But it was definitely a PERSON.

A GIANT PERSON, perhaps.

Sophie stared hard across the misty moonlit street. The Giant (if that was what he was) was wearing a long BLACK CLOAK.

In one hand he was holding what looked like a VERY LONG, THIN TRUMPET.

In the other hand, he held a LARGE SUITCASE.

The Giant had stopped now right in front of Mr and Mrs Goochey's house. The Goocheys had a greengrocer's shop in the middle of the High Street, and the family lived above the shop. The two Goochey children slept in the upstairs front room, Sophie knew that.

The Giant was peering through the window into the room where Michael and Jane Goochey were sleeping. From across the street, Sophie watched and held her breath.

She saw the Giant step back a pace and put the suitcase down on the pavement. He bent over and opened the suitcase. He took something out of it. It looked like a glass jar, one of those square ones with a screw top. He unscrewed the top of the jar and poured what was in it into the end of the long trumpet thing.

Sophie watched, trembling.

She saw the Giant straighten up again and she saw him poke the trumpet in through the open upstairs window of the room where the Goochey children were sleeping. She saw the Giant take a deep breath and *whoof*, he blew through the trumpet.

No noise came out, but it was obvious to Sophie that whatever had been in the jar had now been blown through the trumpet into the Goochey children's bedroom.

What could it be?

As the Giant withdrew the trumpet from the window and bent down to pick up the suitcase he happened to turn his head and glance across the street.

In the moonlight, Sophie caught a glimpse of an enormous long pale wrinkly face with the most enormous ears. The nose was as sharp as a knife, and above the nose there were two bright flashing eyes, and the eyes were staring straight at Sophie. There was a fierce and devilish look about them.

Sophie gave a yelp and pulled back from the window. She flew across the dormitory and jumped into her bed and hid under the blanket.

And there she crouched, still as a mouse, and tingling all over.

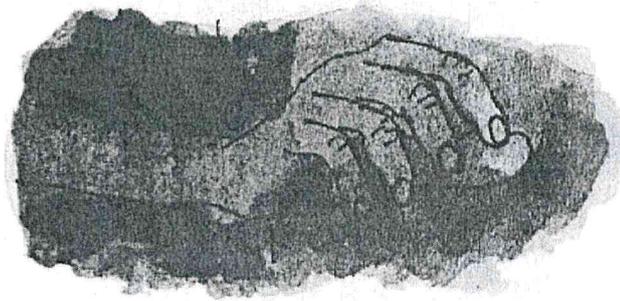
The Snatch

Under the blanket, Sophie waited.

After a minute or so, she lifted a corner of the blanket and peeped out.

For the second time that night her blood froze to ice and she wanted to scream, but no sound came out. There at the window, with the curtains pushed aside, was the enormous long pale wrinkly face of the Giant Person, staring in. The flashing black eyes were fixed on Sophie's bed.

The next moment, a huge hand with pale fingers came snaking in through the window. This was followed by an arm, an arm as thick as a tree-trunk, and the arm, the hand, the fingers were reaching out across the room towards Sophie's bed.



This time Sophie really did scream, but only for a second because very quickly the huge hand clamped down over her blanket and the scream was smothered by the bedclothes.

Sophie, crouching underneath the blanket, felt strong fingers grasping hold of her, and then she was lifted up from her bed, blanket and all, and whisked out of the window.

If you can think of anything more terrifying than that happening to you in the middle of the night, then let's hear about it.

The awful thing was that Sophie knew exactly what was going on although she couldn't see it happening. She knew that a Monster (or Giant) with an enormous long pale wrinkly face and dangerous eyes had plucked her from her bed in the middle of the witching hour and was now carrying her out through the window smothered in a blanket.

What actually happened next was this. When the Giant had got Sophie outside, he arranged the blanket so that he could grasp all the four corners of it at once in one of his huge hands, with Sophie imprisoned inside. In the other hand he seized the suitcase and the long trumpet thing and off he ran.

Sophie, by squirming around inside the blanket, managed to push the top of her head out through a little gap just below the Giant's hand. She stared around her.

She saw the village houses rushing by on both sides. The Giant was sprinting down the High Street. He was running so fast his black cloak was streaming out behind him like the wings of a bird. Each stride he took was as long as a tennis court. Out of the village he ran, and soon they were racing across the moonlit fields. The hedges dividing the fields were no problem to the Giant. He simply strode over them. A wide river appeared in his path. He crossed it in one flying stride.

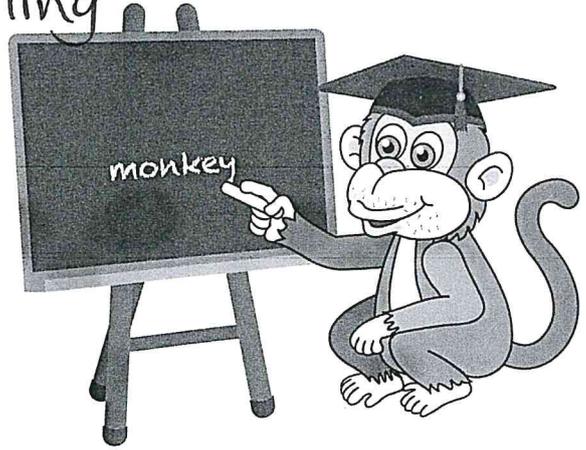


Sophie crouched in the blanket, peering out. She was being bumped against the Giant's leg like a sack of potatoes. Over the fields and hedges and rivers they went, and after a while a frightening thought came into Sophie's head. *The Giant is running fast, she told herself, because he is hungry and he wants to get home as quickly as possible, and then he'll have me for breakfast.*

Alphabetic Order Challenge Template 2

Write your spelling words in alphabetical order.
Remember to write your words in alternating colours

Spelling



Mad **m**onkey's **m**ake **m**ischief.

Choose 3 of your spelling words and write 3 alliteration tongue twisters using your spelling words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

a
b
c
d
e
f
g
h
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m
n
o
p
q
r
t
u
v
w
x
y
z

Rating completed by:

- Teacher
- Peer
- The student

The student:

- Wrote words in correct **alphabetical** order?
- Wrote words in alternating colours, using the appropriate spelling strategy?
- Demonstrated correct spelling of words?
- Wrote alliteration tongue twisters using spelling words?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> no |
| <input type="checkbox"/> yes | <input type="checkbox"/> no |
| <input type="checkbox"/> yes | <input type="checkbox"/> no |
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Writing

Daily Review – Persuasive Writing

(Read aloud and repeat.....)

The **purpose** of persuasive writing is to **change the reader's mind**.

Persuasive Vocabulary

strongly means forcefully

passionately means strong emotions

absolutely means completely

furthermore means to add more information

moreover means 'in addition to what you've already said' (you're adding more information)

therefore means 'for this reason' or 'because of this'

We use the smartest words we can, which we call **academic vocabulary**. When we use academic vocabulary, we sound more convincing. This means that we are more likely to change the reader's mind and it makes us sound smarter.

A **topic sentence** is a sentence that tells the reader what the paragraph is about.

In persuasive writing, your topic sentence for your argument paragraphs is always a sentence about one of your arguments.

Persuasive Writing Structure

Introduction

I strongly/passionately/absolutely believe that (*write your opinion or belief*). There are three main points to support my argument. *Write a sentence listing your three arguments.*

Miss a line (new paragraph)

Keep practising this daily review to make it really strong in your long-term memory.

Writing

Day Three

Practise your Persuasive Daily Review (Read it out loud 3 times)

Add this:

First argument

Firstly, *(write a sentence about your first argument)*. Write a sentence that explains your first argument. Write another explain sentence or give an example.

(argument)

(explain)

Firstly, Superman is much stronger than Spiderman. Spiderman needs spider webs as his super powers and everyone knows that spider webs are much weaker than muscles. Superman would be able to break straight through Spiderman's webs which means that he's much stronger.

(example)

Write arguments for these topics (I've given you the arguments, too)

Remember to include an explain sentence and an example sentence, or two example sentences.

1. People should not litter because everything will be smelly and dirty.

Here's a hint:

Firstly, people should not litter because....

2. The best town in Western Australia is Boddington because it is getting a new skate park.

Re-write this argument paragraph, fixing my run-on sentences (I've forgotten full-stops).

firstly, superman is much stronger than spiderman spiderman needs spider webs as his super powers and everyone knows that spider webs are much weaker than muscles superman would be able to break straight through spiderman's webs which means that he's much stronger

* Work through from start to finish. Don't skip to the ones you know.

Times Tables worksheet

Name: _____

3 x 0 = _____	8 x 1 = _____	12 x 1 = _____	9 x 1 = _____
8 x 0 = _____	7 x 0 = _____	12 x 5 = _____	5 x 5 = _____
10 x 1 = _____	10 x 1 = _____	11 x 5 = _____	8 x 0 = _____
8 x 5 = _____	1 x 5 = _____	4 x 1 = _____	9 x 0 = _____
1 x 0 = _____	4 x 0 = _____	6 x 1 = _____	5 x 1 = _____

10 x 0 = _____	7 x 5 = _____	2 x 1 = _____	8 x 1 = _____
5 x 0 = _____	2 x 5 = _____	2 x 0 = _____	10 x 0 = _____
1 x 0 = _____	3 x 1 = _____	11 x 5 = _____	1 x 5 = _____
10 x 5 = _____	9 x 0 = _____	1 x 1 = _____	5 x 0 = _____
5 x 1 = _____	11 x 0 = _____	1 x 5 = _____	2 x 5 = _____

11 x 1 = _____	3 x 5 = _____	7 x 5 = _____	10 x 0 = _____
9 x 5 = _____	10 x 5 = _____	3 x 5 = _____	4 x 5 = _____
6 x 0 = _____	12 x 0 = _____	11 x 1 = _____	12 x 1 = _____
8 x 5 = _____	7 x 1 = _____	9 x 1 = _____	2 x 0 = _____
5 x 1 = _____	4 x 0 = _____	7 x 1 = _____	1 x 0 = _____

9 x 5 = _____	7 x 0 = _____	8 x 0 = _____	7 x 5 = _____
6 x 0 = _____	3 x 5 = _____	11 x 0 = _____	8 x 1 = _____
7 x 0 = _____	2 x 5 = _____	3 x 0 = _____	4 x 1 = _____
4 x 5 = _____	12 x 5 = _____	3 x 1 = _____	9 x 0 = _____
4 x 1 = _____	6 x 1 = _____	5 x 5 = _____	6 x 1 = _____

4 x 0 = _____	4 x 5 = _____	5 x 0 = _____	9 x 1 = _____
6 x 5 = _____	10 x 5 = _____	2 x 0 = _____	6 x 0 = _____
12 x 0 = _____	1 x 1 = _____	12 x 1 = _____	12 x 0 = _____
11 x 5 = _____	8 x 5 = _____	9 x 5 = _____	5 x 5 = _____
6 x 5 = _____	2 x 1 = _____	11 x 1 = _____	1 x 1 = _____

* Work through from start to finish. Don't skip to the ones you know.

Times Tables worksheet

Name: _____

3 x 4 = _____	9 x 4 = _____	4 x 4 = _____	8 x 4 = _____
5 x 4 = _____	12 x 4 = _____	7 x 4 = _____	3 x 4 = _____
4 x 4 = _____	9 x 4 = _____	4 x 4 = _____	11 x 4 = _____
2 x 4 = _____	2 x 4 = _____	5 x 4 = _____	5 x 4 = _____
1 x 4 = _____	7 x 4 = _____	12 x 4 = _____	4 x 4 = _____
7 x 4 = _____	5 x 4 = _____	8 x 4 = _____	6 x 4 = _____
8 x 4 = _____	10 x 4 = _____	7 x 4 = _____	10 x 4 = _____
11 x 4 = _____	6 x 4 = _____	9 x 4 = _____	3 x 4 = _____
11 x 4 = _____	7 x 4 = _____	2 x 4 = _____	6 x 4 = _____
5 x 4 = _____	12 x 4 = _____	2 x 4 = _____	8 x 4 = _____
9 x 4 = _____	9 x 4 = _____	3 x 4 = _____	9 x 4 = _____
11 x 4 = _____	1 x 4 = _____	12 x 4 = _____	2 x 4 = _____
12 x 4 = _____	11 x 4 = _____	10 x 4 = _____	3 x 4 = _____
10 x 4 = _____	2 x 4 = _____	9 x 4 = _____	8 x 4 = _____
6 x 4 = _____	4 x 4 = _____	6 x 4 = _____	4 x 4 = _____
10 x 4 = _____	1 x 4 = _____	1 x 4 = _____	6 x 4 = _____
12 x 4 = _____	3 x 4 = _____	4 x 4 = _____	5 x 4 = _____
8 x 4 = _____	11 x 4 = _____	5 x 4 = _____	1 x 4 = _____
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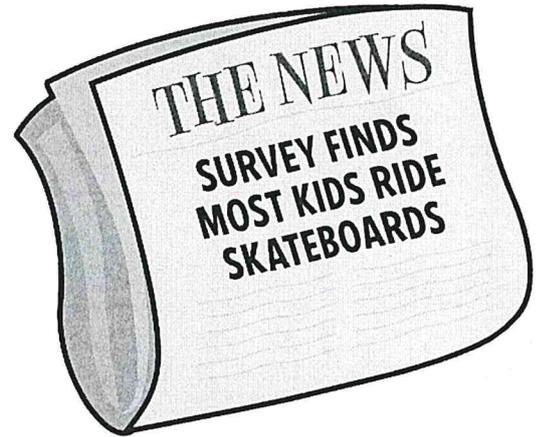
Name _____

Step In → Creating and Conducting a Survey to Collect Data

Look at this news headline.

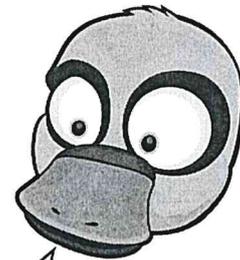
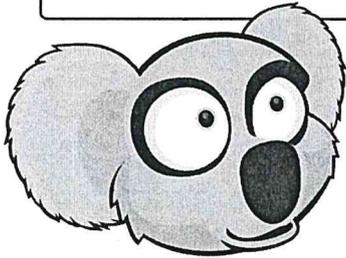
Surveys are used to collect information about something.

What information do you think this newspaper writer was trying to collect?



How do you think the writer gathered this information?

I don't skate and none of my friends do either. Maybe they went to a skatepark and counted the people who have skateboards.



Maybe they asked a shopkeeper what toys were bought most often.

Step Up →

1. Write your favourite lunch.

2. Your teacher will help you find out what other students wrote for Question 1. Write the foods in the tally charts below and tally the results.

Type of lunch	Tally	Total	Type of lunch	Tally	Total
* ham sandwich		5	salad and ham		0
salad roll		3	tuna and cheese roll		2
* vegemite sandwich		7	BLT roll		4
jam sandwich		2	cheese toastie		1 *
potato gems		1	sausage roll		3

Name _____

3. Use the results from Question 2 to answer these questions.

a. How many students were surveyed? _____

b. How many different types of lunches were listed? _____

4. a. Your teacher will choose three lunches from Question 2. Write them below. *see **

b. Which of the three lunches above do you like best? _____

5. Your teacher will help you find out what other students wrote for Question 4b. Write the three lunches in the tally chart below and tally the results. *Ask your family*

Type of lunch	Tally	Total

Step Ahead →

Look at the information you collected in Question 2 and Question 5.

a. When might you use the information in Question 2?

b. When might you use the information in Question 5?

The lesson

Introduction

- In a class discussion, explore the meaning of personal achievement; how it helps us to grow in confidence, maturity and skill; and the people who help us along the way.

Development

- Read through the short play on page 3.
- Discuss how Max and Mrs Thorpe helped Carla in different ways and how everyone would have felt at the end compared with at the beginning.
- Discuss the different challenges students have experienced in their lifetime: the fun, the ordinary, and the distressing.
- *How many times did you fail before achieving success? How did these failures make you feel—more determined or despondent? Who provided you with support and encouragement? How do you think you grew with each challenge?*
- Students complete page 4, considering the different types of personal challenges and the impact they have had on their lives.
- Discuss the idea of a 'support crew'; the people who guide students on their challenge journey. These are likely to be different people for different areas of their lives.

Differentiation

The activities are all outcome based. When completing them, students could be grouped in mixed abilities and the activities discussed before being completed.

Conclusion

- As a class, students share their responses to the activities and discuss what they have learned.

Content description

Explore how success, challenge and failure strengthen identities (ACPPS033) 

Resources

- Sufficient copies of pages 3 and 4
- For page 5, student may want photographs of key people in their lives

Assessment

- Does the student know failure is just a point on a journey towards success?
- Does the student know that no-one has to face a challenge alone?
- Does the student know completing the journey to overcome a challenge helps a person grow in spirit and character?

Going further

- Create a comic strip of a personal journey to overcoming a challenge.
- Research a number of famous quotes about failure; e.g. 'It is hard to fail, but it is worse never to have tried to succeed.'—Theodore Roosevelt, 26th President of the USA.
- Complete page 5, recording challenges in different areas of your life—how they were overcome, who supported you and how your strength of character developed. The fourth section is blank for you to add challenges from another area of your life. In the portrait spaces, draw or glue an image of key people who supported you through each challenge.

Carla sits on the edge of the pool watching the rest of the class as they practise diving off the blocks.

Carla: (to herself) They're having such fun. I wish I could join them but I know I'll just make a fool of myself, belly flopping into the water.

Max: (climbing out of the pool) Come on, Carla. Just give it a go. You'll soon get the hang of it and I bet you'll be better than all of us.

Carla: But I don't know how, Max. My brain doesn't know how to tell my body what to do.

Mrs Thorpe, another swimming teacher at the pool, overhears their conversation.

Mrs Thorpe: If you'll let me, Carla, I can teach you to dive. We can take it slowly and you only have to move on to the next step when you're ready.

Carla: No thanks, Mrs Thorpe, maybe next time.

Mrs Thorpe: I won't force you, Carla, but the longer you put it off, the more you'll believe you can't. Come on, why not just give it a try?

Carla reluctantly walks with the teacher to a quieter area of the pool.

Mrs Thorpe: Okay, Carla, just sit right on the edge. Hands together with arms straight up above your head and behind your ears. Chin on chest. Now when you're ready, push your feet against the wall and push yourself like a torpedo into the water, hands first.

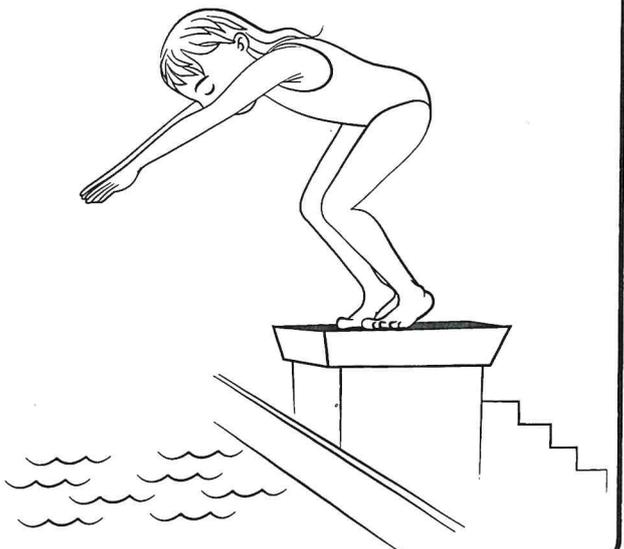
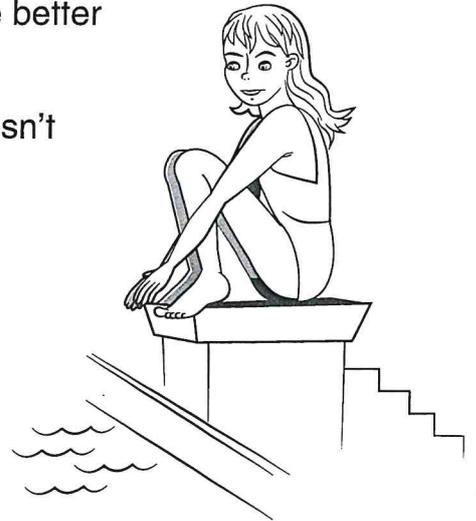
After a little hesitation, Carla performs her first ever sitting dive.

Mrs Thorpe: Wonderful, Carla! That was close to perfect! Ready to try again?

Carla: What a great feeling! Can we keep going until I can dive from the blocks?

The next lesson, Mrs Thorpe watches the students diving from the blocks.

Carla: Mrs Thorpe! Watch me! Look at how good my dives are now!





We all need support – 2

Being healthy, safe and active

No-one said, 'Life is going to be easy'. Every day we face challenges; many small ones, a few medium-sized ones and maybe one or two big ones.

Challenges can be fun to work through, like mastering a new skill in sport, or ordinary, like learning to tie your own shoelaces. They can also be distressing, like working out how to stand up to a bully.

In each box, write examples of the different types of challenges you have had to face at some point in your life.

fun	ordinary	distressing

Whatever the challenge, there are three things to remember ...

*Before you achieve success, you will experience failure ... **This is OK!***

*There will always be someone to help you ... **Just ask for help!***

You will grow in strength of character with each step of every challenge!

Describe how you feel when you achieve success and overcome a challenge. How does it make you feel about the next challenge?



We all need support – 3

Being healthy, safe and active

ive
ill
or
e

