











Equality Book 1	The Bad Seed By Jory John	Lesson 1
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Resources needed	Activity A: NA	Activity B: Certificate template (below)
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Aspect	Timing	Activity
Theme Overview	2 mins	<ul style="list-style-type: none"> Explore the word 'equality'. What do pupils think this word means? Do they think everyone is equal? (prompts in slide notes)
Ground rules	2 mins	<ul style="list-style-type: none"> The Story Project lessons are safe spaces for pupils to discuss ideas and share feelings. Talk about some ground rules for how you will achieve this together. Examples are included in the PowerPoint.
Settle 	3 mins	<p>'Sunflower salutations'</p> <ul style="list-style-type: none"> The seed in the story comes from a sunflower. Let's spend a few minutes getting ready for our lesson by doing some 'Sunflower Salutations' Step 1: From a standing position, bend over like a sunflower before it blooms Step 2: Slowly stand up tall, take a big deep breath, relax your shoulders Step 3: Reach up high, tip your head back slightly Step 4: Spread your fingers like the petals on a sunflower. Reach as high as you can. Step 5: Lower your arms to your side <p>Repeat a few times.</p>
Training 	5 mins	<ul style="list-style-type: none"> Look at the picture of the seed on the front cover. How do children think he is feeling? How do they know? Do they children think he looks successful in this picture?
Objective 	5 mins	<ul style="list-style-type: none"> I can explain how I am successful
Read 	15 mins	<ul style="list-style-type: none"> Share the story with pupils. Use the suggested comprehension questions in the PowerPoint to develop pupils' understanding of vocabulary, retrieve information, and infer meaning. Prompts are provided in the notes of the PowerPoint.
You 	12 mins	<p>1. Class discussion: 'What does it mean to be successful?' See slide notes for prompts</p> <p>2. Choose either activity A or B (or you can do both!).</p> <p>Activity A: The seeds of success</p> <ul style="list-style-type: none"> Discuss the phrase "Whether you think you can or you think you can't, you're right" (prompts on the slide notes). Explain that part of feeling successful is our mindset. <ul style="list-style-type: none"> We can be successful even in the things we find tricky, if we learn to look at all the different ways to be successful. Ask children to think of something they find tricky (e.g. maths, riding a bike, tying their shoelaces etc). This can be done as a whole class or written down in pairs. Now ask the children to think of a way that they are successful in this tricky task (examples on slide notes), steering focus towards attitude or qualities rather than achievement. Hopefully, the children will have given you a range of different types of success (e.g. academic, social, attitude, confidence, outlook etc). If not, add a few examples yourself. Encourage the class to think about how they can be successful next time they tackle their tricky task! You could even get children to write their ideas down and keep them on their desks as reminders. <p>Activity B: Star Seeds</p> <ul style="list-style-type: none"> Ask children to think about something that they feel successful at. Encourage them to think of different types of success beyond the academic e.g. making friends, trying hard, being thoughtful, kind etc. Using the certificate template below, ask children to create a certificate for themselves. Invite a few children to the front to share their successes. You could make a display in your classroom to celebrate everyone's achievements.






Equality Book 1	The Bad Seed By Jory John	Lesson 2
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Resources needed	Activity A: A balloon	Activity B: NA
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Aspect	Timing	Activity
Ground rules	2 mins	<ul style="list-style-type: none"> The Story Project lessons are safe spaces for pupils to discuss ideas and share feelings. Remind children about the Ground Rules you established in lesson 1.
Settle 	3 mins	<p>'Success affirmations'</p> <ul style="list-style-type: none"> Explain that affirmations are phrases we can say to ourselves that remind us of all the good things about ourselves. Share some affirmations with the class (examples are in the PPT or you can make up your own). Ask the children to pick their favourite. Give the class a minute or so to sit and think about their chosen affirmation. They should repeat it to themselves – in their heads, as a whisper or they can write it down. Encourage them to think about what the affirmation means in relation to themselves (e.g. if they picked 'I am good' ask the children to consider what is good about themselves).
Training 	5 mins	<ul style="list-style-type: none"> Look at the image of the seed when he makes his big decision (the image of him looking in the mirror). What do children think he is feeling? How do they know? How has the illustrator drawn the seed to show his is both tired and happy.
Objective 	5 mins	<ul style="list-style-type: none"> I can explain why challenges don't stop me from being successful.
Read 	15 mins	<ul style="list-style-type: none"> Share the story with pupils. Use the suggested comprehension questions in the PowerPoint to develop pupils' understanding of vocabulary, retrieve information, and infer meaning. Prompts are provided in the notes of the PowerPoint.
You 	12 mins	<ol style="list-style-type: none"> Class discussion: 'Do you think it is fair that the other characters thought the seed was bad?' (prompts in slide) Choose either activity A or B (or you can do both!). <p>Activity A: 'A bad balloon'</p> <ul style="list-style-type: none"> Remind the children of all the challenges that the seed faced when he was growing up. Now, take a balloon and fill it with air. Do not tie it, instead hold it shut with your fingers. <ul style="list-style-type: none"> Explain to the children that when we face challenges, like the seed did, it can make us feel upset. We might feel embarrassed or hurt if things didn't go well. This effects our confidence. Give the children a moment to think about something that has gone wrong for them recently, and how it made them feel. If they can, ask children to share some of these ideas (have a few examples you can share first). Each time somebody shares something, let a little bit of the air out of the balloon until there is no air left. <ul style="list-style-type: none"> This is how the seed felt after all those difficult challenges – sad, deflated, not successful. He felt bad. Talk about how you might recover from this feeling so that you can feel successful again (prompts in the slide notes) Each time the class come up with an idea, put a bit more air into the balloon until it is full. <ul style="list-style-type: none"> Explain that this is how it feels to be successful – happy, full of life, ready for anything! Note that difficult times can make us feel sad, but we can still be successful! <p>Activity B: 'Reframing the narrative'</p> <ul style="list-style-type: none"> The bad seed made lots of mistakes and had some challenges to overcome. But he didn't let this stop him from feeling successful by the end of the book. Talk to the children about how, as humans, we tend to focus on what went wrong instead of what went right and this can make us feel worse about a situation. On the PPT, look at the 'negative' situations. Now look at how those situations can be 'reframed' and thought of in a positive way. Use the suggested ideas on the next slide or create your own (either together as a class or in pairs).

Equality Book 1	The Bad Seed By Jory John	Lesson 3 - Reflection
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Resources needed	QR codes (on PowerPoint slides) Pupil access to the internet (optional)
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Aspect	Timing	Activity
 Settle	5 mins	<ul style="list-style-type: none"> Choose one of the Settle activities from either lesson 1 or 2 Discuss how the Settle activities made the children feel.
 Training	10 mins	<ul style="list-style-type: none"> 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 lesson 1 and 2 <ul style="list-style-type: none"> I can explain how I am successful I can explain why challenges don't stop me from being successful
 Read	5 mins	<ul style="list-style-type: none"> Ask children to summarise main wellbeing themes of the story to their Talk Partner
You 	15 mins	<p>Class discussion: Use the review questions on the slides</p> <ul style="list-style-type: none"> There is a review form for children to answer and a different one for adults. Read the children's questions to the class and/or display on a screen Give the children some thinking time, or time to discuss their responses with a Talk Partner. Teachers, please complete your review form separately. <p>Activity A:</p> <ul style="list-style-type: none"> The teacher asks the questions to the class and facilitates a discussion. The teacher summarises the children's responses on the online form. <p>Or:</p> <p>Activity B:</p> <ul style="list-style-type: none"> If children have access to a device each, they can use the QR code to complete their own responses.

<p>Children's questions: https://forms.office.com/e/gv0UsCJeTy</p> <div style="text-align: center;">  </div>	<p>Teachers' questions: https://forms.office.com/e/ePQtxzyY8</p> <div style="text-align: center;">  </div>
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Star Seeds

I am successful because.....

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Name:

Congratulations!



Star Seeds

I am successful because.....

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Name:

Congratulations!