

About The Story Project and Living Well Schools

The Story Project is a social enterprise dedicated to using the magic of stories to bring wellbeing education to life. Using our research-backed, teacher-led approach we create engaging wellbeing lessons that promote discussion, critical thinking and empathy. The Story Project teaches wellbeing as a set of tools and skills that develop as children grow, covering every aspect of the PSHE and RSE curriculum.

Living Well Schools is the Healthy Schools programme for Bradford, making it easier for schools to become health-promoting environments by removing health-related barriers to education. It provides the foundation for pupils to grow, learn and become healthy, educated and engaged citizens.

This **Aspirations Programme** was designed in collaboration by the two organisations. Through a series of 12 objectives, children explore that it means to be aspirational, the challenges children face and ways to overcome them.

The Bad Seed

Written by Jory John

Illustrated by Pete Oswald

Suggested Age Range
KS1

The bad seed is baaaaaad. He doesn't listen, he is rude and he lies about pointless stuff. Even the other seeds think he is bad. But the bad seed has had lots of challenges to overcome, and he feeling sad and lost. Until one day, he decides to doesn't want to be 'bad' anymore. He wants to try.

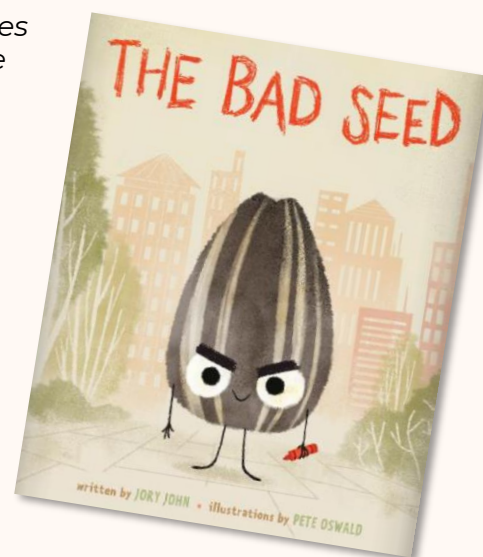
2 Objectives

Lesson 1:

I can explain how I am successful

Lesson 2:

I can explain why challenges don't stop me from being successful



Tags:

Resilience, success, self-perception, overcoming adversity, challenging stereotypes

Sensitive Content in This Story

This story follows the bad seed as we discover that he has faced a lot of adversity. These challenges have caused the seed to feel angry, which has resulted in some negative choices.

Some children may resonate with the seed's experiences, particularly if they have faced adversity in their own lives. Children who struggle to make the right choices after a turbulent time in their lives may find the book particularly poignant.

Time and space should be given to children to talk about any issues related to this story. Staff should follow their school's usual safeguarding procedures for supporting children and acting on any disclosures.

Wellbeing skill links

In the two lessons children will explore the following RSHE statutory (s) and PSHE non-statutory (n) wellbeing objectives.

Respectful Relationships (s)	Resilience (n)
<i>The importance of self-respect and how this links to their own happiness. (Lesson 1)</i> <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive. (Lesson 2)</i>	<i>That mistakes are an important part of learning</i> <i>The importance of perseverance in times of difficulty and strategies to help me persevere (Lesson 2)</i> <i>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (Lesson 2)</i> <i>How to manage when finding things difficult (Lesson 2)</i> <i>To recognise their individuality and personal qualities (Lesson 1)</i>
Mental Wellbeing (s)	
<i>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (both 'Settle' activities)</i> <i>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations (Lesson 2, and both 'Training' activities)</i> <i>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. (both 'Training' activities)</i>	
Families and People Who Care for Me (s)	
<i>That families are important for children growing up because they can give love, security and stability. (Lesson 1)</i>	

Literacy Links

Through the following 2 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 Discussing and clarifying the meaning of words	Answer basic retrieval questions Discuss understanding of a text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict what might happen from details stated

Lesson Content

All of our lessons follow our unique 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

Book recommendations

For books about mistakes and perseverance, read our blog: [The Importance of Mistakes; 5 books to help children get back up when they've fallen down](#)

Growth mindset

KS1 [Bears Don't Read! a book by Emma Chichester Clark.](#)

EYFS/KS1 [Yes You Can, Cow! a book by Rashmi Sirdeshpande and Rikin Parekh.](#)

KS1 [Tilda Tries Again: A Big Bright Feelings Book a book by Tom Percival.](#)

Stereotypes and/or overcoming adversity:

KS1 [Wilma Unlimited: Krull, Kathleen, Diaz, David:](#)

KS2 [Fight Back by A. M. Dassu.](#)

KS2 [Maya Angelou by Lisbeth Kaiser and Leire Salaberria.](#)

KS2 [Running On Empty by S. E. Durrant and Rob Biddulph.](#)

The Story Project

More information about The Story Project can be found on [The Story Project website](#)

You can also find us on social media

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Living Well Schools

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