











Resources needed	Activity A: Scenario sheet	Activity B: NA
-------------------------	-----------------------------------	-----------------------








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	'Head in the game' <ul style="list-style-type: none"> Before playing an important match, footballers have to make sure they are ready to take on the challenge. Get children ready for the lesson with this guided meditation: <ul style="list-style-type: none"> Step 1: Close your eyes and take a deep breath Step 2: Imagine the grass on the football pitch, it is soft and green Step 3: Take another deep breath, image the sound of the breeze blowing across the field making the grass gently sway Step 4: Imagine the crowd are cheering for you making you feel happy and confident. Step 5: Take a deep breath and open your eyes
Training 	5 mins	<ul style="list-style-type: none"> Look at the picture of Pele where he is making a football from paper (page 4) How is Pele feeling? How do children know this?
Objective 	5 mins	<ul style="list-style-type: none"> I can tell you how and why everyone should have the same chance at success
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: 'Should everyone have the same opportunities to be successful?' See slide notes for prompts Choose either activity A or B (or you can do both!). <p>Activity A: An equal footing...</p> <ul style="list-style-type: none"> After the class discussion, look at the scenarios (completed examples are in the PPT and further scenarios are found below) and discuss each one For each scenario, decide: <ol style="list-style-type: none"> What the person's goal is/what success they want for themselves What challenges they have faced What opportunities they have already had to help them on their way to success What opportunities they need Remember to encourage the children to think about how opportunities and success are different for different people. What is important is that everyone has the opportunity to achieve successes that are right for them. <p>Activity B: Football Manager</p> <ul style="list-style-type: none"> In the book, Pele uses his fame and fortune to help create football training camps for children. He is passionate about bringing people together and giving them the opportunities he had when he was young. Tell the class that they are going to pretend to be the bosses of Pele's new football training camp. It is their job to make sure as many children from different backgrounds can attend. First, they will need to think about what might stop children from attending, what challenges do they face? (prompts in the slide notes) Second, they must try to think of solutions for these challenges to that everyone has the same chance of attending (prompts in the slide notes) Why do they think it is important to make sure everyone can attend? This can be done as a class, or in small groups/pairs.

Equality Book 2	Pele: Little People Big Dreams By Maria Isabel Sanchez Vegara	Lesson 2
-----------------	--	-----------------

Resources needed	Activity A: Football pitch template	Activity B: Colouring pencils, paper, space for a display
-------------------------	--	--

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	‘Supportive Breathing’ <ul style="list-style-type: none"> In the book, Pele is supported by his family and those around him. Ask children to think about one person in their life who supports them (friend, family member, teacher etc). Standing or sat down, ask children to scrunch up or hunch over so they are as small as possible. Next, ask children to take big deep breaths and with each one they are going to imagine that the person is filling them with love and support. As they breath, they should start to open up their bodies and make themselves taller with each breath. With the last big breath, they should raise their head to the sky, feeling proud and full of support. Repeat as needed
Training 	5 mins	<ul style="list-style-type: none"> Look at the image of Pele when he hands the house keys to his mum and dad. What do children think Pele is feeling? How do they think his parents are feeling?
Objective 	5 mins	<ul style="list-style-type: none"> I can explain how those around me support my success
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: ‘Why is it important to support and celebrate other people’s successes?’ (prompts in slide) Choose either activity A or B (or you can do both!). Activity A: My support team <ul style="list-style-type: none"> Having people who support us is like having a team! As a class, talk about all the ways somebody might support us (e.g. a family member driving them to swimming lessons, an older sibling helping with homework, a friend encouraging them to ‘have a go’, a teacher supporting them with classwork, a supportive hug from a trusted adult when they feel sad etc) Using the football pitch template below, ask children to think about something they feel successful in at the moment (or something they would like to feel successful in) In each box, ask children to write or draw the people who support them. Ask them to think about how they support them, what do they do that is supportive? Ask a few children to share their ideas with the class Activity B: Skill, knowledge and practise... <ul style="list-style-type: none"> To be successful in football, you need: 1. skill 2. knowledge 3. practise To support a friend to be successful, the same ideas apply. Ask the class to imagine that a friend is feeling down about something and it is making them feel unsuccessful, like they can’t do anything right. For example, they got an answer wrong or they didn’t make the team. Step 1 - Skill: On the board, make a list together of ideas to support the friend (prompts in slide notes) Step 2 – Knowledge: Ask children to take one of the ideas each and turn it in to a poster to make class display. This is a way of sharing the knowledge. Step 3 – Practise: Ask the class to use these skills/knowledge next time a friend is feeling down. Talk about how those around us can support us too, by using these ideas.

Resources needed	QR codes (on PowerPoint slides) Pupil access to the internet (optional)
-------------------------	--

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 why and how everyone should have the same chance at success I can explain how those around me support my success
 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.
Children's questions: https://forms.office.com/e/gv0UsCJeTy		Teachers' questions: https://forms.office.com/e/ePQtxzyY8
		

Name:

I feel successful in:

PEOPLE IN MY SUPPORT TEAM	HOW MY TEAM SUPPORTS ME
