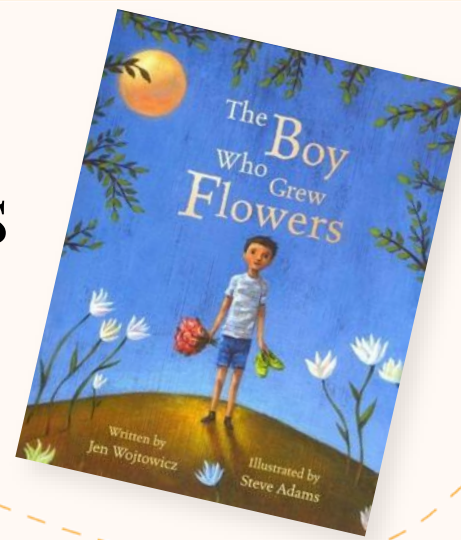


The Boy Who Grew Flowers

Written by Jen Wojtowicz
illustrated by Steve Adams

*A boy who grows flowers meets a girl with unequal legs.
This story helps children understand how difference can be beautiful.*



5 Objectives

Lesson 1:

I can describe why it is important to respect my body and the amazing things it can do. I can explain the term 'body image' and how my opinion of my body can affect my confidence.

Lesson 2:

I can explain how images in the media do not always reflect reality and can affect my body image

Lesson 3:

I can explain the term self-esteem and know strategies to help boost my self-esteem.

Lesson 4:

I can describe the effect that bullying can have on mental wellbeing.

Lesson 5:

I can think of ways to make our classroom more inclusive.

Lesson 6:

Reflection and Evaluation.

Tags:

body image, self-esteem, bullying, physical disabilities

Sensitive Content in This Story

This story is about a boy, Rink, who comes from a unique family that is shunned by the local community due to their differences. Every full moon, Rink grows flowers from his head but his mother clips them so the rest of the community cannot see. Although Rink's class does not know that he is different, he is still ignored by his teacher and classmates due to his family's differences and rumours. This could be triggering for some children as could be related to discrimination and being judged. Additionally this could relate to a hidden disability or something on their body that makes them unique that they do not appreciate.

A new girl Angelina, joins the school. She has a smaller leg compared to the other but she is not bullied for this. She is however internally upset when the school has a dance in which she does not think she can participate in. This could be triggering for children that have disability or also feel that they have been left out from an event due to their circumstances (abilities, finances, etc).

Rink develops feelings for Angelina and helps her by making her shoes that aren't the same height so she can dance. He then reveals his ability to grow flowers to her and she reveals she can do the same. The story finishes on a happy ending but some children could still be triggered by the bully/neglect that Rink faced. Additionally the conflicting idea as to whether Angelina was fixed by the shoes rather than embracing her differences or whether the shoes opened the doors to more opportunities.

Wellbeing skill links

Mental Wellbeing	Respectful Relationships (s):
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (Lesson 4)	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Lesson 2, 4, 5)</p> <p>The importance of self-respect and how this links to their own happiness (Lesson 1, 3)</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (Lesson 4)</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (Lesson 2, 4, 5)</p>
<p>Further Skill Coverage:</p> <p>All Settle activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>All Training activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>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.</p>	

Literacy Links

Retrieval	Inference:	Vocabulary
<p>Check the book makes sense by discussing and re-reading the text</p> <p>Ask questions to improve understanding of a text</p> <p>Answer retrieval questions using evidence in the text</p> <p>Explain and discuss what has been read</p> <p>Distinguish between fact and opinion</p> <p>Discuss understanding of a text</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Identify how text structure/presentation contributes to meaning and understanding</p> <p>Discuss how narrative content is related and contributes to meaning and understanding</p> <p>Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text)</p>	<p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge</p> <p>Summarise the main ideas drawn from more than one paragraph</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p>	<p>Check the meanings of words using teacher prepared definitions.</p> <p>Explain the meanings of words and know how to use in the correct context.</p> <p>Ask questions to improve understanding of vocabulary.</p> <p>Explore the meaning of words in context (asking questions, checking word meanings)</p> <p>Write own definitions for words.</p> <p>Use dictionaries to check the meaning of words read.</p> <p>Discuss how words and phrases have been used to build a picture for the reader.</p>

SMSC and British Values



Lesson Content

All five of the lesson plans related to this book follow our 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

Some other stories we would recommend that are related to this story are:

- All Bodies Are Wonderful by Beth Cox
- A Kid's Book About Body Image by Rebecca Alexander
- I am Enough by Grace Byers
- Sulwe by Lupita Nyong

These guides for parents could be helpful if you have any children in your class who need more support with body image and self-esteem:

<https://healthpoweredkids.org/wp-content/uploads/2015/08/19628-HPK-self-esteem-lesson.pdf>

<https://healthpoweredkids.org/family-resources/>

<https://www.bodyhappyorg.com/teaching-resources>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/self-esteem/>

<https://www.familylives.org.uk/advice/primary/health-and-development/helping-your-child-build-self-esteem/>

<https://www.camhsnorthderbyshire.nhs.uk/low-self-esteem>

<https://hampshirecamhs.nhs.uk/issue/body-image-self-esteem/>

<https://www.nhs.uk/mental-health/self-help/tips-and-support/raise-low-self-esteem/>

<https://www.oxfordhealth.nhs.uk/camhs/carers/ed/body-image/>