

Lesson one: My feelings



Lesson aim:

Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.



Learning outcomes:

- I understand the term self-esteem and know why it is important to have high self esteem
- I can recognise some of my strengths
- I have set an aspirational personal goal for myself



Resources required:

- Resource sheet: Character
- Resource sheet: Certificate
- Balloons
- Small slips of paper
- Pens
- Paper strips

Key words: aspiration, compliment, self-esteem

Teacher notes:

High self-esteem lies at the heart of pupil health and wellbeing, contributing towards a reduction in risk taking behaviours. Encouraging pupils to identify and celebrate their strengths and confidently accept compliments without embarrassment is a clear demonstration of fostering healthy self-esteem. Any negative self-talk by pupils needs to be addressed sensitively throughout the lesson. It is important to be mindful that some pupils may have low self-esteem and will find the lesson a greater challenge than pupils with healthy self-esteem.

Begin the lesson by...

Explaining that in this lesson we will be learning about why it is important to be proud of ourselves. Our views about ourselves can change over time but it is important to be kind to ourselves. We will think about the things we are good at as well as the parts of our personality we are proud of. Reassure pupils that it is good to feel good about yourself! Remind pupils of the working agreement.



Activity one: Compliment choices

Ask pupils to share ideas about something that has made them feel good about themselves within the last week. It is important if a pupil attempts to downplay their achievement that you encourage them to discuss it with pride.

Suggested answers: *a good piece of school work; sporting achievement; an act of kindness; celebrating something at home; receiving a certificate etc.*

Explain how we all have different strengths, and that this is beneficial. If we were all good at the same things it would not be possible to function as a society. For example, if we were all talented artists, who would be the doctors etc?

Tell pupils that you are going to read out several things that some of them might be good at. Include relevant pupil examples from the previous activity, as well as the examples. If pupils feel it is a strength for them, they stand up:

- Reading
- Drawing
- Being a good friend
- Sport: football, swimming, running, gymnastics etc
- Singing
- Playing an instrument
- Helping others
- Being kind
- Include some pupil suggestions from the beginning of the activity, if relevant

Continue this activity until all pupils are stood up, or if you prefer for pupils to stand at each suggestion then ensure everyone has stood at least once.

Tell pupils that they are going to be asked to take it in turns to give a compliment to the person they are sat next to. Explain that a compliment is when someone says something nice about you and it is appropriate to say 'thank you' in response. It is important not to dismiss the compliment. Your class may benefit from you demonstrating this with another member of staff.



Activity two: Self-talk for self esteem

Explain to pupils that self-esteem is the way we feel about ourselves. Some people have high self-esteem and some people have low self-esteem. Self-esteem can vary throughout a person's life depending on their experiences.

Display the characters at the front of the class. One to represent a person of the pupils' age with high self-esteem (mark this with an upward arrow), the other to represent a person of the pupils' age with low self-esteem (mark this with a downward arrow). Tell pupils that our self-esteem affects the way we think, feel and behave. Draw a brain inside the head of the characters, a heart inside the chest of the characters and arrows coming from each character to help pupils visualise this.

Tell pupils to focus on the low self-esteem character. Ask pupils to identify how this character may think. Draw/write these inside the character's head.

Suggested answers: *'I can't do it'; 'what is the point in trying' etc.*

Ask pupils to identify the way the character may feel about themselves. Draw/write these inside the character's chest.

Suggested answers: *'I don't like myself', 'no-one would want to be my friend' etc.*

Finally, ask pupils how the character might behave. Draw/write these at the end of the arrows.

Suggested answers: *pushing people away/bullying; being quiet and withdrawn; not wanting to put hands up in class; being less confident to put themselves forward for school plays and competitive sport etc.*

Repeat the process with the high self-esteem character.

Discuss as a class what the differences between the characters are.



Which character would be the happiest? Why is this?

How does positive self-talk influence feelings, behaviour and happiness?

Tell pupils to write on slips of paper how they feel about themselves. They need to fold these up and insert into a balloon before blowing their balloons up and tying a knot in them. Ask pupils to write down the behaviour that they feel they exhibit to others on the outside of the balloon with permanent marker pens. Ask pupils to reflect on these behaviours, considering if they want to feel and behave this way. Reassure pupils that this is a private activity and that they will not be asked to share this with anyone else in the classroom.

Summarise this activity by explaining to pupils that if they experience low self-esteem, telling themselves positive thoughts and focusing on what they are good at can help to raise their self-esteem.



What positive self-talk could you say to yourself if you were experiencing low self-esteem?



Activity three: Aspirational paper chains

Give each pupil three strips of paper. Tell them to write/illustrate on each strip of paper an aspiration for their future. Tell pupils to join their paper strips to make a paper chain. These can be hung on the back of their chair or joined together to make a class paper chain of aspirations for the future. This can be hung up in the class as a visual reminder for pupils.



Extension:

Give each pupil a certificate template. Tell pupils to complete the certificate before writing a compliment on it. These can be laminated and used as a desk mat or displayed in class with the paper chain of aspirations.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some examples of positive self-talk that can be used to build self-esteem. Reassure pupils that it is natural to experience a range of feelings about ourselves, sometimes these can change over time. Remind pupils that it is important to be positive to ourselves and others to keep self-esteem high. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



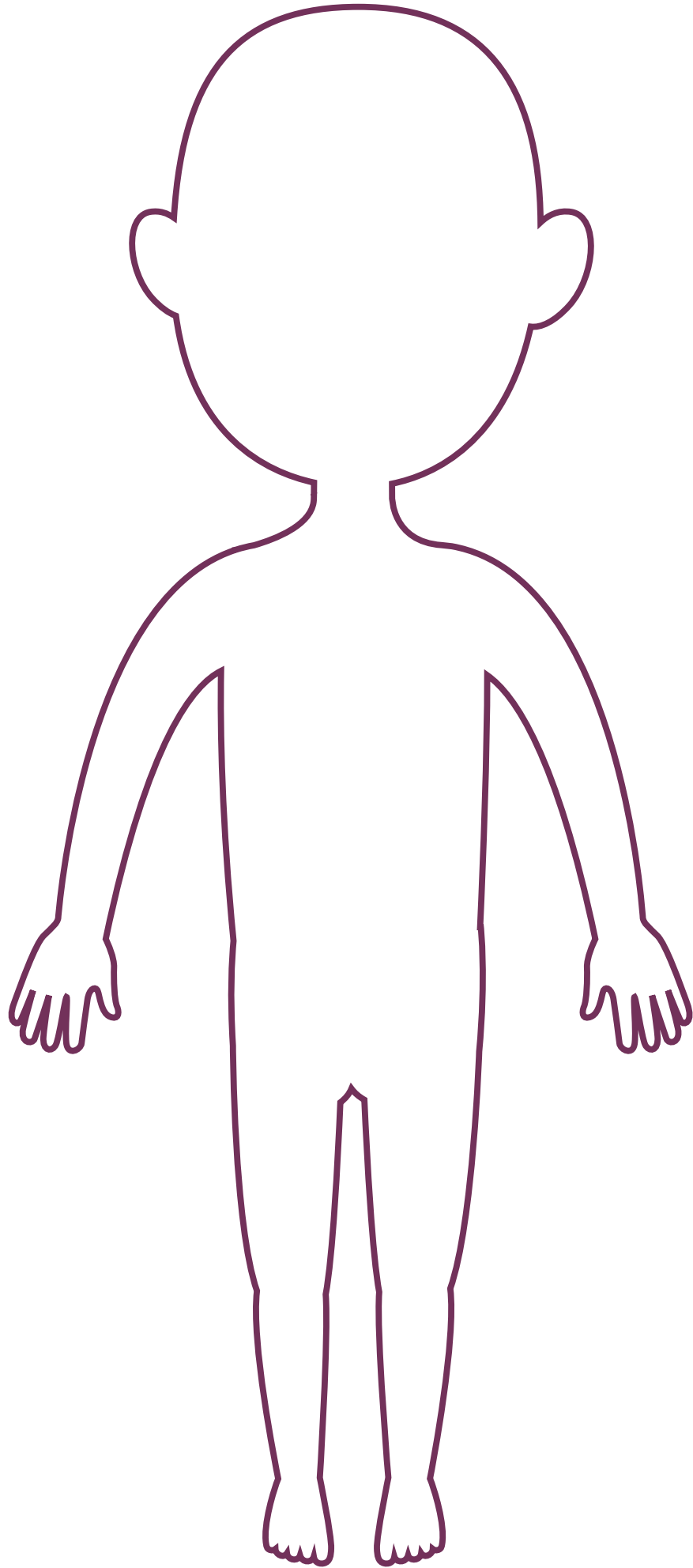
Assessment:

Activity one: Pupils could stand up, demonstrating recognition of at least one personal strength.

Activity two: Pupils considered a range of internal thoughts, feelings and outward behaviours related to low and high self-esteem through fictional characters. Additionally, pupils considered their own self-esteem through the balloon activity.

Activity three: Pupils made a paper chain of future aspirations.

Evidence of assessment: Low and high self-esteem characters; paper chain of aspirations, compliment certificates, if extension activity completed.



Self Esteem Certificate

Name.....

I am good at.....

I like the way I.....

I am special because.....

My compliment.....

