RATIONALE

The theme throughout the following lesson plans is the ability to accept one’s self, the three lessons work on promoting a child’s self-confidence, self-worth and self-respect. Accepting one’s self is an important topic to discuss with children of all ages, as children nowadays are growing up in a world that puts emphasis on everything confidence based ("Self Esteem - Children 1-8 Years", 2020).

Self-esteem refers to how much value you have for yourself, it is about realising you are important, you are talented, and you are valued ("What is Self-Worth and How Do We Increase it?", 2017). Children with low self-esteem can find it hard to cope with the pressure from school, peers and society, they are at more risk of developing depression, anxiety, self-harming tendencies and other mental health problems, and will often find the ups and downs of life in general harder to get through ("Low Self Esteem", 2017). Having healthy self-esteem helps children in many areas of their life, they have the courage to try new things, make new friends, believe in themselves and know that good things happen when you put in the effort. ("The Importance of Positive Self-Esteem for Kids", 2017)

The following lessons are designed to get children thinking about who they are, they have been chosen as each one highlights a different area a child needs to think about when it comes to accepting themselves.

The first lesson will assist the development of the child’s self-acceptance through the use of peer feedback and encouragement. This positive reinforcement will leave an impact on the child, as the views of their peers is a crucial aspect of school life, the handwritten letter will provide them with something they will be able to refer back to when thinking about who they are and how they fit in in the classroom. By hearing this feedback from their teacher and peers on the positive way they present themselves, children’s eyes can be opened to kind of person they really are and move them away from putting themselves down.

The following lesson will see children provided with the opportunity to reflect on who they are, building their self-esteem and confidence through their own description of themselves. They will then be given the opportunity to reflect on who is there for them in their life, who they would like to be there for them and the further support they feel they need in life to prosper, this will be an eye opening area of the lesson for the teacher as they will gain a deeper insight into the children’s lives, and provide them with the opportunity to put support strategies in place for the child if this is deemed acceptable and necessary.

There are a range of different ways that we can work to encourage a child to think more positive and be more positive. Turning negative thoughts into positive is one of them, by stopping children when they say something that would be viewed as negative and making the point of altering this to be something positive, we can begin to adapt the thought process of the child. Positive thinking leads to positive outcomes. This is shown through the final lesson that has been planned, children are given the opportunity to work together to change this negative thought process and make it into something positive.

Helping children to identify and take pride in their strengths is a vital lesson to be learned, as just like adult, children are also programmed to focus on their shortcomings rather than their strengths. Thus, promoting the child to accept themselves.

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| **LESSON TITLE – WHAT MY PEERS THINK**  **Lesson number 1** | | | |
| **Wellbeing Area/ concept** | **Activity** | **Outcome** | **Materials/Equipment needed** |
| Ability to accept self  A mentally healthy individual feels comfortable about himself. He feels reasonably secure and adequately accepts his surroundings. In other words, he has self-respect. | Children complement each other  Children write an anonymous positive note to each other | Increased acceptance of self-confidence, respect and worth and respect towards others | Pieces of Card  Box/Bowl  Pencil and Rubber  Colouring in Pens  Glue  Glitter and objects to stick on paper |
| KEY VOCABULARY |  | | |

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| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| Communication skills  Confidence speaking in a group | Gather children in a circle.  Take one child and ask all of the children to say something positive about them one by one. Then take the time to repeat this with all children in the circle.  Ask the children how this made them feel?  Next**,** all children’s names will be written down on the pieces of card and put inside of the teacher’s box. The teacher will pick a child to come up and mix the box up whilst the other children form a line waiting to choose a card from the box. | Each child’s self-confidence will be boosted through the use of peer encouragement | Pieces of Card  Box/Bowl  Pencil and Rubber |

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| **Skill Area** | **Activity** | **Outcome** | | **Materials** |
| Writing and creativity  Increased empathy  Social Skills  Independent writing  Self confidence | The children will then return to their table and take the time to write 2 positive qualities about the child whose name is on the card and 1 thing they are good at doing (teacher on hand to assist with writing and spelling if required)  The children can customise the letter by drawing, colouring in, sticking things onto it, to make it as special as possible for the receiver.  Once completed, the children place their letter back in the box and the teacher will return the letter to child it belongs to allowing them to read the positive message from their peers | Children will take the time to think about their peers, thinking how to be kind and how to make everyone feel included  Positive reinforcement - it makes children happy reading the things their fellow classmates have said about them | | Piece of Card  Pencil and Rubber  Colouring in Pens  Glue  Glitter and objects to stick on paper |
| **LESSON TITLE – GROWING MY SELF WORTH AND THE PROBLEMS WHICH MAY ARISE**  **Lesson number 2** | | | | |
| **Wellbeing Area/ concept** | **Activity** | **Outcome** | **Materials/Equipment needed** | |
| Ability to accept self  A mentally healthy individual feels comfortable about himself. He feels reasonably secure and adequately accepts his surroundings. In other words, he has self-respect. | Children take time to think about who they really are, what they want to achieve, how they can do this and who can help them | Increased acceptance of self-confidence, respect and worth | How You See Me Worksheet  How Can I Grow Worksheet  Help Me Grow Worksheet  Pencil and Rubber  Colouring in Pens | |
| KEY VOCABULARY |  | | | |

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| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| Part 1 – Who Am I? | Children will be given the how you see me worksheet and be given time to walk around the classroom with their sheet asking others the positive things they see and think about them, children write this down in the first face  Next children are then given time to return to their desk and complete the other face by writing down what they think about themselves.  If children finish early, ask them to customise their worksheet, making it look more like them by adding facial features, colouring in the pictures making it personal to them. | Children will see what their peers think about them and be given time to reflect on who they are.  Self-esteem and confidence will be built through the feedback of their peers and description of themselves. | How You See Me Worksheet  Pencil and Rubber  Colouring in Pens |

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| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| Part 2 – How Can I Grow? | Children are then given the flower worksheet.  In the centre of the flower children should think about and write down one goal that they would like to achieve, whether that be in school, at home, at a club or in the future.  On the different petals they will write down all they different ways that they can achieve this for example if their goal was to improve their spelling, their petals may be filled with ideas such as reading books, practicing writing, asking the teacher for help.  If children finish early and have some spare time they can colour in their pictures and make them stand out. | Children will take responsibility in finding something they would like to achieve; they will then think about and take the time to lay out a plan for how they are going to achieve this goal. | How Can I Grow Worksheet  Pencil and Rubber  Colouring in Pens |

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| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| Part 3 – How Can I Be Supported? | Children are then given the sun and raincloud worksheet.  Underneath the sun they will write how they have been supported and by who.  Underneath the rain they will write down the support that they think they need.  Again, if children finish early and have some spare time they can colour in their pictures and make them stand out | Children will really reflect on who is there for them in their life, who they would like to be there for them, and the support that they think they need in their life.  This will be an eye-opening area of the lesson for the teacher as they will gain a deeper insight into the children’s lives. | Help Me Grow Worksheet  Pencil and Rubber  Colouring in Pens |

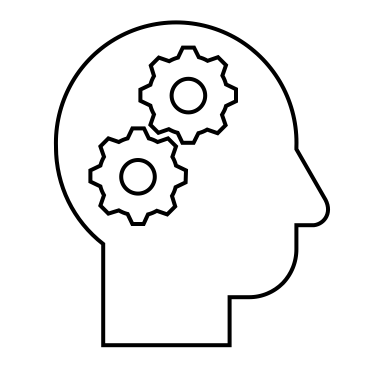
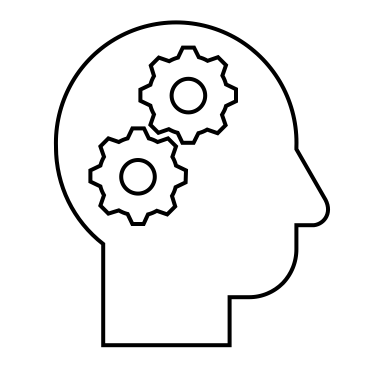
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| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| Part 4 – Class Discussion  Confidence  Listening skills  Ability to think about the task at hand  Positive reinforcement | Once time is up, gather children on the floor – ask them to bring their worksheets with them. Give children the opportunity to share their work - only if they would like to  Ask some follow up questions to those who present ie;   * The people who support you, how can you say thank you? * Would you like to help someone else achieve their goal? * Why do you want to achieve this? * How long do you think it will take you to achieve this? | Children will have used this lesson to reflect on who they are, how they are viewed by their peers, and develop and plan to get better at something.  Giving children the opportunity to present this will allow them to take pride in their work and thoughts.  Follow up questions will provide reflection and promote class discussion, getting everyone involved. | Completed Worksheets |

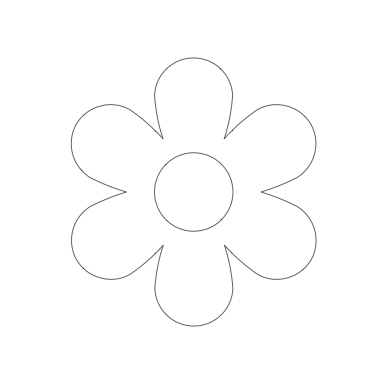
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| **LESSON TITLE – SELF ESTEEM GAMES**  **Lesson number 3** | | | |
| **Wellbeing Area/ concept** | **Activity** | **Outcome** | **Materials/Equipment needed** |
| Ability to accept self  A mentally healthy individual feels comfortable about himself. He feels reasonably secure and adequately accepts his surroundings. In other words, he has self-respect. | 3 short games which promote positivity, looking to the future and getting rid of negative language  Game 1 - Compliment Catch  Game 2 – Goal Toss  Game 3 – Positivity  Each game will be roughly 15 minutes long, allowing time for adjustments, discussion and questions to be taken regarding the wellbeing area. | Increased acceptance of self-confidence, respect and worth | Ball  Indoor or Outdoor Space  Balloons  Paper  Pens  Music  Positive and Negative Sign  Positive and Negative Prompts |
| KEY VOCABULARY |  | | |

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| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| Game 1 – Compliment Catch  Fine Motor Skills  Confidence  Interpersonal Skills | Gather all children in a circle, children take turns tossing a ball to different children, when they toss the ball the child who tosses must give the child receiving the ball a compliment.  The child who catches the ball does the same thing whilst passing to another child. After a couple of throws, another ball can be added, increasing the pace and the challenge of trying to come up with a compliment.  Some adaptions - children giving themselves a compliment, giving the teacher a compliment, say goal that they have - have children give ideas of adaptions!  Once finished ask follow up questions;   * Hardest part of the game? * Easiest part of the game? * Funniest part of the game? | Children will be given the opportunity to compliment others, themselves, think about goals, what they want to achieve  Children will be given the opportunity to come up with their own ideas for the game, making it child centred | Ball  Indoor or Outdoor Space |

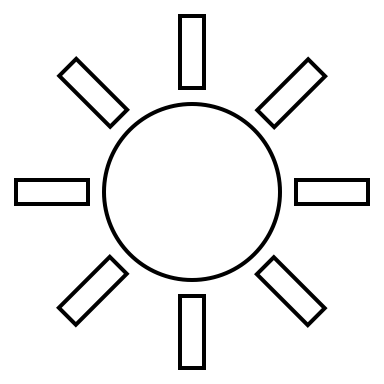
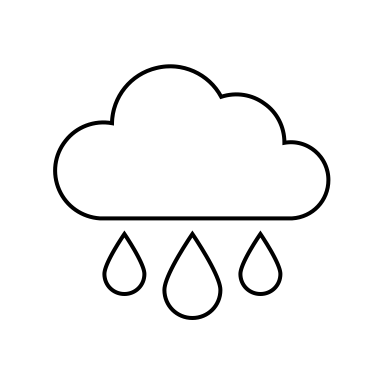
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| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| Game 2 – Goal Toss  Fine Motor Skills  Confidence  Interpersonal Skills  Writing Skills | Each child takes a few minutes to write down 2 fortunes for the future, they will then inflate 2 balloons and tie them up (teacher on hand to assist with balloons)  Next, all students will stand in a circle the teacher will play a song and children will throw their balloons into the air, taking a minute or two to throw them around and dance around with them and have fun!  Once the music stops, every child should be holding at least one balloon. Children take time to ensure each child has 2 balloons each. Children will return to the circle with their balloons, doing whatever they can to pop the balloon and reading aloud what their fortunes is going to be. | Children will have fun thinking of fortunes for one another and when it comes to reading aloud this will no doubt cause some giggles and discussion between children and teacher | Balloons  Paper  Pens  Music |

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| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| Game 3 – Positivity!  Physical Health  Literacy Skills  Working Under Pressure  Teamwork | Children will be sitting on the floor in a group, the teacher will read out a statement and the children have to decide whether this is positive or negative  The positive sign will be placed at one end of the room and the negative sign will be placed at the other. Children will have 30 seconds to think about the statement and run to either the positive or negative sign. The teacher will ask why they think this.  If the statement is positive children will be asked to adjust the statement to sound better, if the statement that has been read out is negative children will be asked to make this a positive statement – example; I am not good at this could be changed to I might need to put more work into this and try a little but harder. | Children will learn the difference between positive and negative sentences. They will learn how saying a sentence a certain way will lead them to a certain outcome. | Hall Space,  Positive and Negative Sign  Positive and Negative Prompts |

 HOW YOU SEE ME? HOW I SEE MYSELF?

HOW CAN I GROW?

HELP ME GROW?



**Positive and Negative Prompts**

The following prompts are provided to use during the activity…

The “positive” statements will be adjusted by children to really sound positive,

The negative statements will be altered to be positive – “I am not good at this” would become “I might need to work a little bit harder to complete this”

Positive

* I am the best at this
* I am smarter than everyone
* This work is better than the rest

Negative

* This is too hard, I can’t do this
* I am going to give up
* I am not any good at this
* I always make mistakes
* I never win, what’s the point
* I will never be smart
* I tried, but only a bit

These are just some ideas, use some of your own

Then, ask the children if they would like a turn making some statements – it is always interesting to hear what children perceive as positive and negative!

**REFERENCES:**

Low Self Esteem. (2017). Retrieved 20 May 2020, from https://www.simplypsychology.org/self-esteem.html

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