



RESOURCE PACK:

Working with children and promoting their self-belief and wellbeing.

ABSTRACT

A set of lesson plans and resources to help support children with building self-worth, self-belief and positivity.

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Resource Pack Rationale.

This resource pack has been created with the concept of emotional well being, specifically looking at a child's self-belief. This pack is created specifically for ages 5-7, but can be easily adjusted for older children. The activities will be all be relevant for all those in the primary years, though some activities may have to be adjusted depending on the comfort level, age and ability of the children- These have been listed within the lesson plans, with extension activities if necessary. It was important to focus on that building of self-worth as that lays the foundation for future well-being and growth (Glazzard & Bostwick, 2018).

The book suggestions for older children have been listed below:

- Matilda – Roald Dahl
- The Children of Castle Rock – Natasha Farrant
- The Voyage of the Sparrowhawk -Natasha Farrant

The Key Vocabulary has been listed within the session plans and the sessions have been curated in a way that builds on the idea of self-belief to promote positive wellbeing for children, and increase their meaning so they are better able to articulate their feelings (Howard et al 2019).

Session 1 Overview

An introduction for children to the idea of one's own self-belief and key concepts to explore

.

What does it mean to be kind?

What do I do well?

What do my friends think of me?

Exploring affirmations, what is self-love?

Session 2 Overview

Building on the idea of promoting self-belief in children, they will reinforce their own self-belief by creating a safe space to put their work in from the previous session, and how they may create a safe space to explore their own feelings. Using a crafting medium, this is one way to link to individuality and explore the concept of how to support their own selves if

they are feeling sad (Glazzard and Bostwick, 2018). As well as exploring the idea of speaking to friends and family, they can look at ways of self-help.

Session 3 Overview

The final session has been tailored to include ways of reaching out to their peers so they can see how helping others can help their own self feel positive and rewarded.

This is a practical session involving peer massage. The medium will be delivered using their hands on the back, over the top of clothes to keep everyone as comfortable as possible. Children will also feel rewarded having learnt a new skill (Glazzard et al, 2019) .

All printable resources can be found in the appendices.

LESSON TITLE: Self positivity and belief.

LESSON 1

Time : 20 minutes

Wellbeing Area/ concept	Activity	Outcome	Materials/Equipment needed
Ability to accept self	<p>Prior to session starting stick up prompt sheets with different words which children can refer to in second activity</p> <p>Introduce book – Daisy the Hedgehog –and how it promotes self-belief and confidence. When it has been read, ask children to recap some of the positives about Daisy the Hedgehog</p> <p>What does it mean to be different ?</p> <p>Does it matter?</p> <p>What are the good things about being different?</p> <p>How would you treat someone who was different ?</p> <p>Approx time: 7 mins to read</p>	<p>By taking part in the story time, children will have a better idea of what it means to be different, and how that is positive and how to celebrate their own unique selves.</p>	<p>Book – Daisy the Hedgehog</p> <p>Or different book from list if older children- in this case introduce the synopsis if this book and this can be included in general class reading.</p> <p>Cushions for comfort if possible</p>
KEY VOCABULARY	Self- worth, Kind, brave, good friend, positivity, unique self		

Skill Area	Activity	Outcome	Materials
<p>Extending vocabulary</p> <p>Adding colour and texture</p> <p>Reading</p>	<p>Create a self love card/ affirmation card using materials provided, if children want to they can decorate with pens and materials, these can then be stuck to card –</p> <p>Teacher can support by using prompt sheets to remind children about different words they can use. Children may need to be supported depending on age or ability, they can write whatever they wish and feel comfortable with.</p> <p>Approx time: 10 mins</p>	<p>Every one will end up with at least one affirmation they can repeat to themselves, or read when they need to top up self-worth, and have a reminder of what makes them worth celebrating.</p>	<p>Card</p> <p>Sparkle sequins</p> <p>Coloured Pens / pencils</p> <p>Glue</p> <p>Print out blank affirmation from template provided</p> <p>Prompt sheets</p>

Skill Area	Activity	Outcome	Materials
<p>Public speaking</p> <p>Reading</p>	<p>Circle/Carpet time if appropriate to class structure – or children can bring shares to form</p> <p>Everyone to go around and say what they have written on their cards</p> <p>Teacher to thank children for sharing their affirmations and store them until follow on lesson.</p> <p>Teacher to send home letter to ask families to bring in any spare clean empty boxes in time for next planned lesson.</p> <p>Approx. time : 3 mins</p>	<p>For children to share their self-belief(s) with their peers and increase their confidence.</p>	<p>Completed affirmation cards</p> <p>Storage folder for affirmation.</p> <p>Letter to send home with children to bring into school clean empty boxes, cereal boxes etc.</p>

LESSON TITLE – Positivity box

Lesson number 2

Time : 40 minutes

Wellbeing Area/ concept	Activity	Outcome	Materials/Equipment needed
Ability to accept self Increase self confidence	Teacher to put up prompt sheets again if they've been taken down. Teacher to introduce session and recap on last session, and ask any of the class if they can remember the good points about themselves/ or anything they'd like to share- Questions to promote learning and discussion of topic: Why do you think a positivity box would be helpful? What do you think may be helpful to put in the boxes? Create Positivity boxes. These boxes will be for the storage of their affirmation cards which were completed in the previous well being session- stored in folder with teacher. Boxes can be designed in any way that is best for the children- Approx. time :25 mins	Children will have created a box in which to store their affirmations, and can revisit at any time they wish, knowing that those written reminders are stored in a safe place they have created, so if they need a reminder of what they are good at, they can go back and have a physical space to visit.	Empty boxes- Paint (optional) Stickers- (rainbows, suns or any others that children positively identify with) Tissue paper Glue Foam shapes
KEY VOCABULARY	Self- worth, Kind, brave, good friend, positivity,		

Skill Area	Activity	Outcome	Materials
Extending vocabulary Adding colour and texture Reading Supporting/building positive relationships	Create an affirmation card for a friend (children to work with a learning partner). Teacher to talk about using positive words only, and why a negative word can be hurtful. Approx. time: 10 mins	Once children have created an affirmation card for their learning partner, this can help build on a child's self-efficacy as already receiving a card from someone else can help build on the foundation children started to build in lesson 1.	Card Sparkle sequins Coloured Pens / pencils Glue Print out blank affirmation from template provided Prompt sheets

Skill Area	Activity	Outcome	Materials
<p>Public speaking</p> <p>Reading</p> <p>Supporting/building positive relationships.</p>	<p>Carpet/circle time if appropriate to classroom space- children to share the affirmation they chose for their learning partner – Children can then put those and completed affirmations in their positivity boxes.</p> <p>Teacher to thank children for sharing and explain why that is a positive activity to do with another person, I.e can make them feel good about themselves.</p> <p>Extension activity : If there's time to spare- the teacher can hand out sheets with pupils name and children can write on a post it note a positive aspect of that child, that way the children can add more positivity to their boxes.</p> <p>Approx 10 mins</p>	<p>Children to help build others own self worth as well as their own-</p> <p>Helping support others can increase ones own confidence and positivity, and children begin to create an idea of the effect words can have on people.</p> <p>Positive words can promote a feeling of happiness, negative can make people feel sad or angry.</p>	<p>Completed affirmation cards</p> <p>Pens, paper, post it notes</p>

LESSON TITLE – Peer Massage

Lesson number 3

Time : 40 minutes

Wellbeing Area/ concept	Activity	Outcome	Materials/Equipment needed
Ability to accept self Increase self confidence	Children to practice the different massage strokes, can use sheets as a medium practice, i.e tracing hands over the strokes on the sheet. to practice or can use a doll or teddy if available. This session to be facilitated by children’s usual teacher. Massage will delivered to the back. Approx. time: 15 mins.	Children will be able to perform a set of massage strokes. Allowing children the choice of how they practice, increases body positivity and bodily autonomy enhances this as well.	Massage instruction sheets stuck to walls or put on desks where appropriate Heart Massage Cat Massage Rainbow Massage Pizza Massage Dolls/teddies if needed
KEY VOCABULARY	Self- worth, Kind, brave, good friend, positivity, confidence,		

Skill Area	Activity	Outcome	Materials
<p>Extending vocabulary</p> <p>Supporting/building positive relationships</p>	<p>Children to practice massage with their learning partner, or can work in threes depending on numbers of participants. This massage will take place over clothes.</p> <p>If a child does not feel comfortable with this they can continue to practice on a doll or teddy.</p> <p>Alternatively, those who wish to not take part can design their own massage.</p> <p>Teacher to summarise by asking how that felt to give the massage and how it felt to receive one from friend.</p> <p>Approx. time 15 mins</p>	<p>Children will be able to perform a set of massage strokes for a friend- this will increase general confidence in learning a new skill and adding to self-efficacy.</p>	<p>Massage sheets</p> <p>Pens</p> <p>Paper</p>

Skill Area	Activity	Outcome	Materials
<p>Public speaking</p> <p>Supporting/building positive relationships.</p>	<p>Children to form a circle and to perform a peer massage, massaging the person in front of them and receiving a back massage from the person behind them.</p> <p>After they finish, teacher to ask participants how that felt taking part, reinforcing the idea of how looking after others may help increase ones own confidence in their skills.</p> <p>Teacher to thank children for taking part in session and ask what were the key things they learnt from exploring positivity for their own selves and their peers</p> <p>Approx. 10 mins</p>	<p>Children to help build others own self worth as well as their own-</p> <p>In older peer groups it may be wiser to keep to smaller groups than a whole class.</p> <p>Children are able to articulate ways to make themselves feel good and positive as well as others, increasing their own self worth.</p>	<p>Dolls</p> <p>Teddies</p> <p>Pens</p> <p>Paper</p> <p>Pizza massage instructions</p>

References

Glazzard, J., & Bostwick, R. (2018). *Positive Mental Health: A Whole School Approach*. London: Critical Publishing Ltd.

Glazzard, J., Potter, M., & Stones, S. (2019). *Meeting the Mental Health Needs of Young Children 0-5 Years (Positive Mental Health)*. London: Critical Publishing Ltd.

Howard, C., Burton, M., & Levermore, D. (2019). *Children's Mental Health and Emotional Well-being in Primary Schools* (2nd ed.). London: Learning Matters.

My name is

I am

My name is

I am

My name is

I am

My name is

I am

Appendix B – Prompt sheets

I AM A GOOD FRIEND

I AM KIND

I AM BRAVE

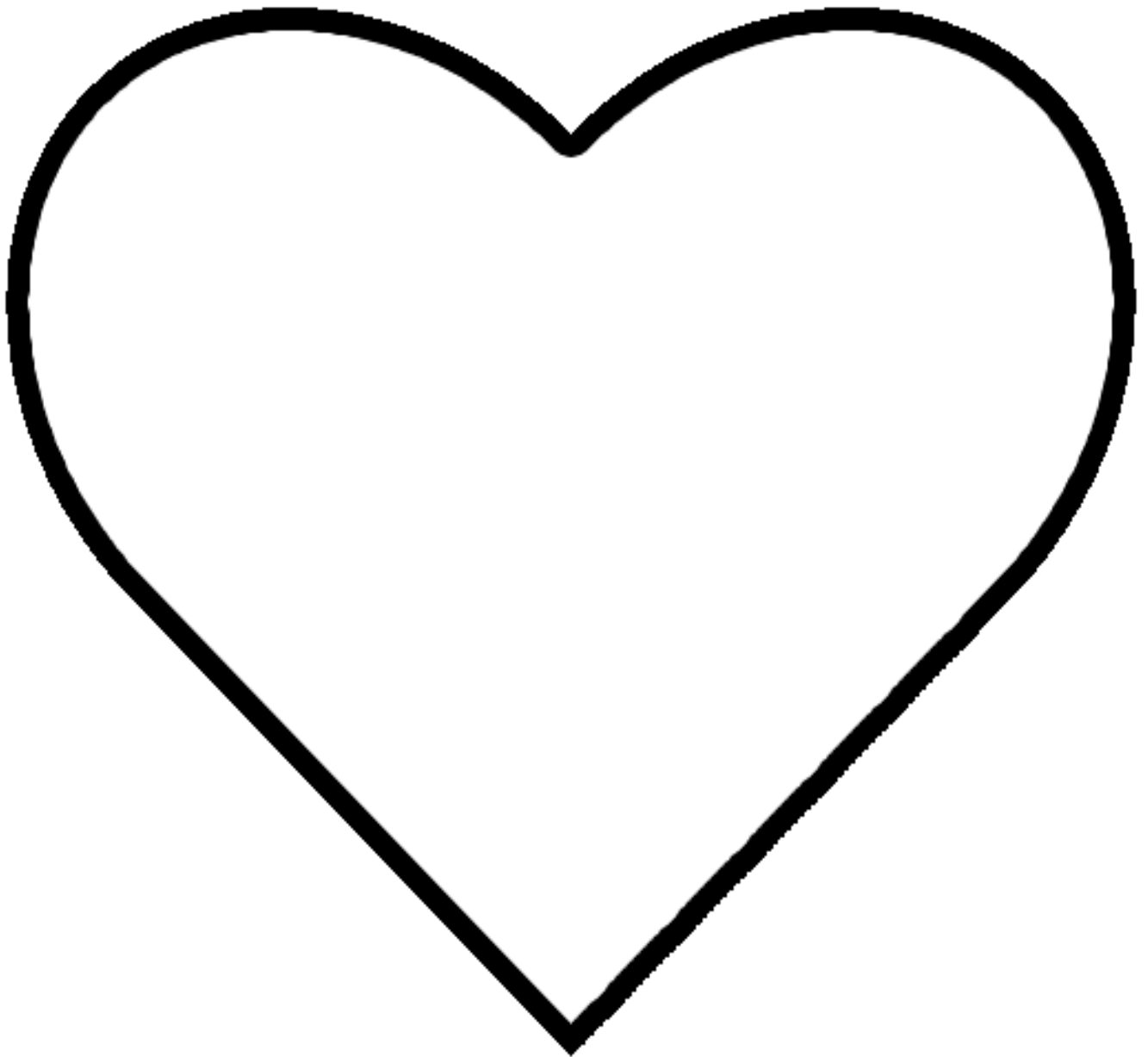
I THINK OF OTHERS

**I AM GOOD WITH
ANIMALS**

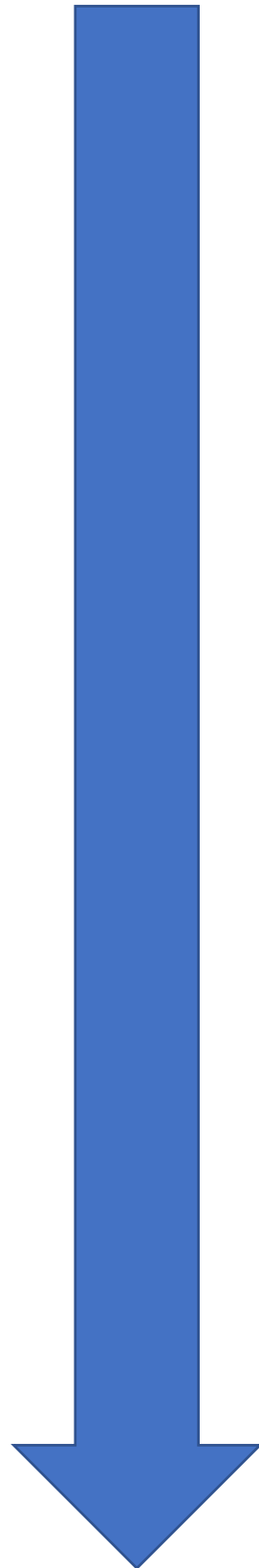
I AM GOOD AT TIDYING

Appendix C- The massage sheets

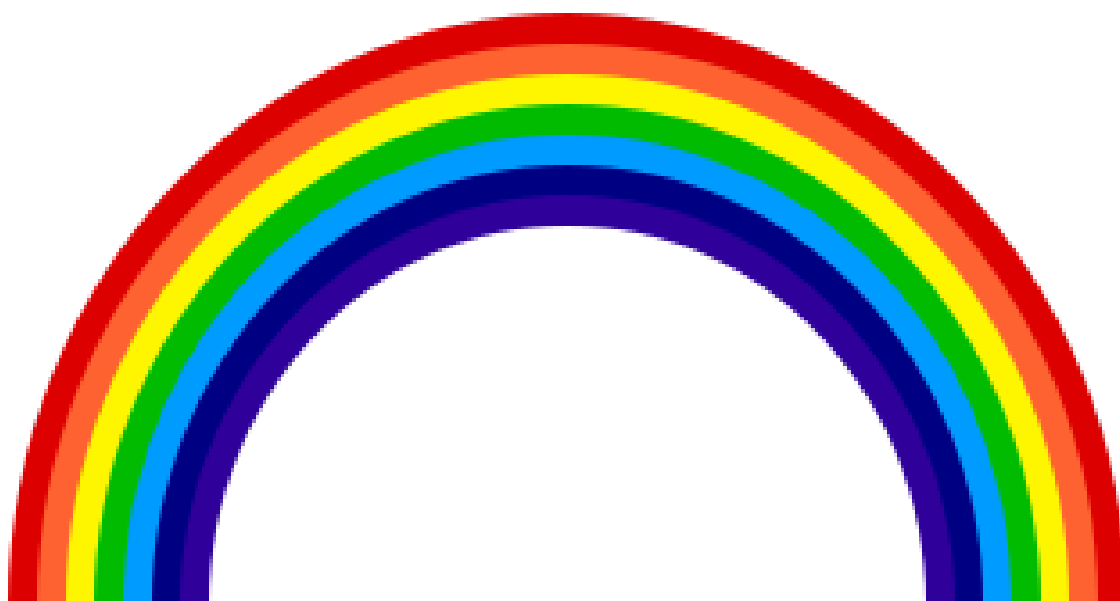
Trace this image with your hands flat and move your hands in a heart shape



THE CAT- STROKE YOUR HANDS DOWN ONE SIDE OF THE BACK AND THEN THE OTHER LIKE YOU A STROKING A CAT



THE RAINBOW – USE THE FLAT OF YOUR HANDS TO DRAW A RAINBOW FROM ONE SIDE OF THE BACK TO THE OTHER – PRACTICE ON THIS RAINBOW USING THE FLAT OF YOUR HAND.



PIZZA MESSAGE

Let's make our pizza base

(with one hand on the shoulder, take the other hand and make a circle)

Now we spread the tomato sauce

(make zig zags across back with fingertips)

Then we sprinkle on the cheese

(use finger tips and tap)

Pepperoni(use thumb prints)

Sweetcorn

(use little finger prints)

Ham or slices of cheese

(use palm of the hand)

Pepper

(draw strips with the finger)

Lets cook our pizza

(rub hands together until they get really warm and place on the back)

And cut it into slices(draw segments across the back)

And then eat your pizza

(squeeze skin gently with thumbs and fingers)

