

# Lesson one: My feelings



## Lesson aim:

Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.



## Learning outcomes:

- I have considered my self-esteem
- I can recognise and celebrate my strengths
- I have set a goal for myself



## Resources required:

- Strips of paper
- Resource sheet: My goals

## Key words: self-esteem

### Teacher notes:

Throughout this lesson it is important to establish an etiquette of giving and receiving compliments graciously, preventing any culture of brushing off a compliment or not accepting it. Some pupils may have learned this from observing the adults around them. This will provide an opportunity to learn and embed a healthy culture of receiving and internalising a compliment to boost self-esteem.

### Begin the lesson by...

Explaining that we will be thinking about the things we are good at and the things we like about ourselves and others. Self-esteem is how you feel about yourself. How you feel about yourself can impact on how well you feel you have done at something, how likely you are to try new things, how much you think people will want to be your friend etc. Having low self-esteem can make you feel that bad things are likely to happen and that no matter how hard you try things are unlikely to work out well. Having high self-esteem is the opposite. You are more likely to feel that good things will happen, are happy to work hard and make sure they do as you feel it will be worth it. Remind pupils of the working agreement.



## Activity one: I feel good about...

Read out the following statements and ask pupils to put their thumbs up if they feel that they can do this well, thumbs down if they find this hard to do or cross their arms if they don't know:

- I feel good about the way I look
- I make new friends easily
- I enjoy trying new things
- I like changing who I sit next to in class
- I don't mind if I get a question wrong
- I can play in groups
- I can play on my own
- I can ask for help if I need it
- I feel proud when I get a certificate
- I am happy to put my hand up in class
- I am happy to make suggestions/share my ideas in front of my class

Explain to pupils that the more times they put their thumbs up the higher their self-esteem is likely to be. Reassure pupils that if they did not put their thumbs up this is not 'wrong' or mean that they have a 'problem'. Reassure all pupils that there are lots of things people can do to raise their self-esteem.



## Activity two: Compliment carousel

Tell pupils to stand in a circle. Ask pupils to take it in turns to step into the middle of the circle and say something that is good about themselves. After each pupil has spoken, encourage everyone to clap that pupil.

Depending on the dynamics of your class, invite other pupils to pay a compliment to the pupil who has stepped into the circle following their celebration of strength. Encourage pupils to say 'thank you' for the compliments they have received and for the compliment provider to say 'you're welcome'.

Give each pupil three slips of paper. Ask pupils to write/draw three things they are good at (one per strip).

Tell pupils to join their strips of paper together, making a mini paper chain. Their paper chains can be hung on the back of their chairs or the individual chains can be joined together to make a class paper chain of strengths.



## Activity three: Going for goals

Ask pupils to put up their hands if they like to play football. Ask them to leave their hands up if they have ever scored a goal. Now ask some of these pupils to describe how scoring a goal made them feel.



**Can anyone else describe a time when they have won or succeeded at something?  
How did this make you feel? Is that feeling stronger if you have worked hard for it?**

Explain to pupils that a personal goal is something that you would like to achieve and are prepared to work hard towards. Goals can be something that can happen quite soon, a long way in the future or anywhere in between.

Provide each pupil with a copy of the 'My goals' worksheet. Ask pupils to think of something they would like to achieve within the next few weeks, something they would like to achieve by the end of this year and something that they would like to achieve when they are older. Invite pupils to share their ideas with the class if they are comfortable to. Tell pupils to write/draw each of their goals onto the footballs before sticking them in the goal. If time allows, tell pupils to draw a picture of them kicking the ball into the net and scoring their own goals!



## Extension:

Explain the concept of positive talk to pupils as being a way of saying something positive when a negative comment comes into their heads. For example:

- My friend is not in school today, I will not have anyone to play with at lunch time – (*I can make new friends to play with*).
- I cannot do my work – (*I will keep trying so I can learn and get better*).
- I got four spellings wrong in my spelling test – (*I got six spellings correct in my spelling test!*)

Ask pupils to suggest negative things that people may say to themselves or others. Write these on the board. Ask the pupils to suggest a positive way of saying them, using the positive talk approach.

## Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to share a compliment that they could give to themselves. Reassure pupils that everyone can feel unhappy with themselves sometimes. It is important not to allow these feelings to win and be in our head a lot of the time as this can lower self-esteem. Remind pupils that if they are feeling unhappy in themselves it is very important they talk to an adult in the school about their feelings. Every child in school is very special and has lots of strengths. We want to help you all realise your goals! Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils reflected on a variety of statements linked to self-esteem, helping them to think about how healthy their self-esteem was.

**Activity two:** Pupils confidently shared personal strengths with their class, celebrated by clapping and compliments. Pupils made a paperchain of identified personal strengths.

**Activity three:** Pupils identified three personal goals; short, medium and long term on the 'My goals' worksheet.

**Evidence of assessment:** Paper chain of strengths, 'My goals' worksheet.

