The main themes in this unit are identity, security and acceptance of self. The children develop and practise self-acceptance throughout the learning activities, and their self-esteem is enhanced through developing a greater sense of awareness and self-discovery.
In Your Shoes
Incorporate a range of pairs of shoes in the imaginative play area. At a later stage, ask the children to suggest who might have owned the shoes. Allow them time to take turns standing in the shoes and imagine what it might be like to be ‘in that person’s shoes’. Encourage them to reflect on what that person might do and feel. When they return to their own shoes, encourage them to say one thing that makes it good to be them.

Fair Grouping
Ask the children to place their hands in the air and put up any number of fingers between one and five. Then ask them to look around and find two other people with the same number of fingers showing. When they see someone showing the same number as they are, have them go and find a space and sit together.

Powerful Praise
Every day for two or three weeks, give a genuine, thoughtful compliment to a child who concerns you. It doesn’t matter how brief the compliment is. Also, try not to be put off by any adverse reaction. Finally, give a compliment to any colleague who appears to need some extra support.

Giving Compliments
Use a common self-esteem vocabulary in your class and ensure that you, the staff and the children in your class know what each word means and that they are well used. Try out some of these:
- I like the way you …
- That was great when you …
- I really enjoyed doing that with you.
- I appreciated your help with …
- That sounds like a great idea.
- I delight in who you are because …
- I am proud of you when …
Key Experiences in developing themselves and their personal attributes

Building on Pre-school
Where children:
- feel secure and have a sense of well-being;
- are given encouragement and positive reinforcement; and
- receive consistent positive encouragement.

Where staff respect the children's views and ideas.

Working at Foundation Stage
**Explore and discuss themselves and their personal attributes:**
- exploring who they are;
- recognising what they can do;
- identifying their favourite things;
- recognising what makes them special; and
- being encouraged to develop a positive attitude to learning.

Moving towards Key Stage 1
**Their self-esteem and confidence:**
- feeling positive about themselves, and developing an understanding of their self esteem and confidence, and
- becoming aware of their own strengths, abilities, qualities, their achievements, personal preferences and goals.

Progress in Learning
- I can recognise and talk about others’ names.
- I can tell you a number of special things about myself.
- I am able to say what makes me feel good about myself.
- I can tell you the things I enjoy doing and the things I don’t enjoy doing.
- I can ask different types of questions to find out about myself and my friends.
- I can tell you how I know I am special.
- I can accept praise.
- I enjoy trying out new things.
- I am beginning to learn from setbacks.
- I am comfortable talking in a class/group situation.
- I feel secure asking questions in a class/group situation.
- I can say what I need.
- I feel accepted in this class.
- I am happy at school.
Learning intention

**Recognise uniqueness and value personal qualities and abilities**

**Learning together**

Actively involving children in the learning process ensures that there are opportunities for them to take responsibility for and become more involved in their learning. This process engages the children, develops their responsibility, boosts their confidence and enhances their self-esteem. The following are tips on how you can include children in their learning:

- **Agree and Share the Learning with the Children**
  This includes the what they are learning, the why they are learning this and the how they will be learning. Make use of a planning board and share the learning intentions with the children. Refer to the planning and review it regularly.

- **Involve the Children in Establishing the Classroom Routine**
  Each term, work together to develop a classroom contract and, as necessary, establish individual learning pledges.

- **Establish Consistent Organisational Systems**
  Use task boards to illustrate who distributes and collects equipment and books, and use a visual timetable to give cues for the daily schedule.

- **Have ‘Free Choice’ Time**
  Allow the children to choose from a balance of activities. Invite them to talk about what activity they chose and give reasons for their choice.

- **Have Routine ‘Show and Tell’ Sessions**
  This enables the children to make sense of their learning by allowing them to talk about and review their learning with others.

- **Involve Parents in their Children’s Learning**
  Provide information about the learning that is taking place, and offer ideas to develop this learning at home.
Managing information

Start with a focus, ask and respond to questions to clarify a task;
Select (with help) information from materials and resources provided and suggest ways to obtain information;
Follow directions in relation to a task. Begin to plan; and
Identify and use simple methods to record information.

Thinking, problem solving and decision-making

Show their ability to memorise by recalling and structuring experiences and stories;
Make close observations and provide descriptions of what they notice;
Show the ability to sequence and order events and information and to see whole/parts. Identify and name objects and events as same/different, put objects into groups; and
Make simple predictions and see possibilities.

Being creative

Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli;
Talk about their memories and experiences;
Play for pleasure and as a form of creative expression. Be willing to take on challenges; and
Experiment with ideas through a performance.

Working with others

Be willing to join in. Learn to work and play co-operatively;
Develop the routines of listening, turn-taking, sharing, co-operating;
Be able to learn from demonstration and modelling;
Be aware of how their actions can affect others;
Use words to suit different people and situations; and
Develop confidence with being with adults and other children in a variety of contexts.

Self-management

Talk about what they are doing and what they have learned;
Develop the ability to focus, sustain attention and persist with tasks;
Develop awareness of their emotions about learning, their likes and dislikes;
Be able to make choices and decisions; and
Ask an adult or friend for help.
Across the Curriculum: Connecting the Learning

Words and phrases I will hear and use

Hello, my name is ...

Nicknames

I know

I can

I share

Encouraging children to articulate how they feel when trying to master a new skill

Working together with other members of the school community develops respect for their roles and responsibilities

Including the children’s comments in class displays signifies to them that you value what they say
**Learning activities**

**Activity 1**
**Names I have**
The children explore how names form an important part of identity.

**Activity 2**
**Juniper**
A story and a game are used to reinforce the children’s uniqueness and individuality.

**Activity 3**
**The face in the mirror**
Self-portraits and photographs are used to ensure that children feel special and are a part of the class community.

**Activity 4**
**Getting to know me**
Physical characteristics and attributes are explored.

**Activity 5**
**The crocodile swamp**
Talents and abilities are recognised and affirmed in a fun way.

**Activity 6**
**The magic box**
This helps illustrate to the children how self-acceptance is critical to self-esteem.

**Activity 7**
**Stars**
This celebrates learning and provides practical ways of enhancing self-esteem.
Learning activity 1: Names I have

CORE CONCEPT
Names are an important aspect of identity. Being called by our names and having our name spoken and recognised by others helps build self-esteem.

SUGGESTED SUCCESS CRITERION
We will discuss and appreciate how using our name makes us feel special and unique.

POINTS TO NOTE
In this activity the children are encouraged to value each others’ names and not to alter them without permission, this can be a useful activity for addressing the issue of nicknames.

WHAT YOU NEED
- Art materials: glitter, sequins, collage materials or coloured pencils

WHAT TO DO
- Say Hello
- Circle Work
- Name Art
- Using Our Names

Say Hello

Use rhymes and chants that include formal use of names, for example: (set to the tune of Frère Jacques)
Hello *****
Hello *****
How do you do?
How do you do?
I’m very pleased to meet you
I’m very pleased to meet you
How do you do?
How do you do?

Stand the children in a circle. Then ask them to join hands with each other and swing their hands gently up and down to the rhythm of the tune. For the first verse, use the class name as the introduction where you can welcome the class. Next, ask the children to walk freely around the circle and find a partner. Then ask them to stop each other by shaking hands to the steady beat and repeating the chant opposite. Encourage them to repeat this a number of times.
**Name Art**

Help the children to write their names in large letters. Alternatively, use the Word Art feature in Microsoft Word, print their names at point size 96 or larger. Then, encourage them to decorate their name in creative ways, for example:

- **Glitter Name** - by adding glue to the letters and sprinkling them with glitter or adding small sequins;
- **Rainbow Name** - by adding different coloured lines to the letters of their name to create a rainbow; or
- **Texture Name** - by adding glue to the letters and adding collage materials such as beans, wool, dried pasta, or sand paper.

If possible, laminate the names so that they may be re-used throughout the school year. Uses include to play games, promote recognition of each other’s names or to denote ownership of work. Finally, encourage the children to use their decorated names as much as possible around the classroom. Make your own name card and use it too.

**Using Our Names**

As part of the daily register routine, try the following suggestions:

- Place a large piece of paper outside of the classroom, either on the door or close to their coat peg. You could also use an A3 sized white board. Ask the children to ‘sign in’ as they arrive for school each day.
- Create laminated name cards. Then, each day ask the children to move their name from their individual space to a collective space. This will help emphasise the importance of their inclusion and contribution to the classroom community.

**Circle Work**

Seat the children in a circle. Begin by saying the name by which you are best known, and then tell them some of the other names that people call you. For example, explain: My name is Mr. Wright. Some people call me John. Others call me Dad. Ask the children to guess who might use these different names.

Next, invite each child to take turns saying their name and sharing some of the other names that people might call them (including pet names/nicknames). Conduct a round using the sentence stem: I like to be called …………………… in school.

Finally, talk with the children about nicknames. Sometimes people like them - explain that they are often called ‘pet’ names. If possible, give them an example of your own. Talk with the children about why people don’t like nicknames when they are hurtful. (You can link this to work on feelings in the orange unit) How does it feel when someone calls you a hurtful name?

Help the children to write their names in large letters. Alternatively, use the Word Art feature in Microsoft Word, print their names at point size 96 or larger. Then, encourage them to decorate their name in creative ways, for example:

- **Glitter Name** - by adding glue to the letters and sprinkling them with glitter or adding small sequins;
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If possible, laminate the names so that they may be re-used throughout the school year. Uses include to play games, promote recognition of each other’s names or to denote ownership of work. Finally, encourage the children to use their decorated names as much as possible around the classroom. Make your own name card and use it too.
Learning activity 2: Juniper

CORE CONCEPT
Names are important as a means of emphasising uniqueness and individuality. Hearing your own name said in an approving manner can be a special way to build self-esteem.

SUGGESTED SUCCESS CRITERIA
We will realise that people’s names are important and special to them.

We will know each other’s names and encourage each other to use them.

POI NTS TO NOTE
You can replace Juniper with any name of your choosing. You can also change the notion of a fairy to a friendly pixie, gnome or goblin. The Train Game is a suitable P.E. activity, as it requires space and can be quite noisy.

WHAT YOU NEED
- The Little Fairy Who Lost His Name (Resource A)
- Puppet (if available)
- Five different coloured boxes: Five name cards, one with the name ‘Juniper’ printed on it and different names on the others (one name card for each box)
- A blindfold

WHAT TO DO
- Story
- Guess Who
- Train Game

Story

Explain to the children that the school has its own friendly fairy and that it likes to visit the children now and again. Read The Little Fairy Who Lost His Name (Resource A) with the children. As it unfolds, invite some of the children to open each box in turn. When the little fairy finds his name, ask each child to take it in turn to say hello to Juniper and to formally introduce themselves. They could do this by saying their name and clapping their hands in rhythm to the syllables. After each introduction, the rest of the class responds by repeating the name and clap. (A percussion instrument can be used instead of hands).
**Guess Who**

Ask for a volunteer to be blindfolded. Quietly select a child from the class to say ‘Apple Pie’. The blindfolded volunteer has to guess correctly who has spoken. They say, *Is that ………………?* using their full name. If identified, the ‘Apple Pie’ child should politely reply to the blindfolded child by saying, for example *Greetings, your majesty.* If they guess correctly, the blindfolded volunteer has a further go until they guess incorrectly. Repeat, allowing other children to wear the blindfold.

**Train Game**

Position equal groups of children at six different stations around the room. Next, act as the train’s engine car and perform a few ‘train shunts’ and make train warm-up noises. Next, approach one of the groups waiting to board the train. Finally, select the first passenger to board the train and say: *Hello. What’s your name?* Encourage the child to respond by saying: *Hello. My name is ………………….*

Next, repeat the child’s name in a loud voice three times while clapping hands in rhythm. Then, follow this with: *Why step aboard (child’s name)! Then, chime the rhyme: I like your name; we’re not the same! Come and ride our friendly train!*

Have the passenger hold your waist, and then move the train off to the next station to pick up another passenger. Repeat the process, but when the next passenger says his/her name, turn to the person behind you and repeat it before the whole train claps in unison while chanting the new name three times. Move the train back and forth between the various stations until all the passengers are on board. (After a few stops, you may want to change places and allow a new child to be the train driver).

Debrief the activity by asking the children how they felt when hearing their name being called out.

**Extension Work**

When the children are familiar with the game, introduce variations for subsequent games. For example:

- after each passenger boards the train, have the line turn around so that each child has a chance to be the driver; or
- after a train has three people in the line, create number of mini-trains by having the driver detach him/herself and starting a new train. This is particularly useful with large classes to ensure that the last passengers do not have a long wait. As the last children are collected, you could keep the trains going and gradually join them all into a continuous circle.
Learning activity 3: The face in the mirror

CORE CONCEPT
While there are many ways that we are like other people, there are also many ways in which each of us is different. Displaying children’s portraits and photographs makes them feel special and part of a class community. Displaying and using their photographs in a variety of ways helps them to understand and value difference.

SUGGESTED SUCCESS CRITERION
We will acknowledge our uniqueness.

POINTS TO NOTE
As the children may wish to return to the mirror more than once, consider having a number of small safety mirrors available for this purpose.

WHAT YOU NEED
- Images of faces from magazines
- Children's photographs
- Paper, charcoal and fine black markers
- Hand-held safety mirrors

WHAT TO DO
- Let’s Talk
- The Real You
- Meet and Greet the Parents

Let’s Talk
Invite a small number of children to describe themselves. Ask questions like: ‘How do you know what you look like?’ The children will probably give ‘mirrors’ or ‘photographs’ as their answer. Ask them if they can think of any other ways - reflections in shop windows, water or what other people sometimes tell us.

Distribute mirrors and ask the children to look carefully at their reflection. Allow them time to study their reflection carefully. Then ask them: Is there anything that you have never noticed before about yourself?
The Real You

Tell the children that a self-portrait is a way to express and explore their identity. This portrait will tell others in the class and school who they think they are. Look at and discuss images of faces from photographs and magazines. Discuss line, shapes and characteristics that are evident.

Next, tell the children that they are going to make a self-portrait. Using large pieces of paper, ask the children to use charcoal or fine black marker to draw what they see in the mirror. Remind them to only draw their faces (not their full body) and to pay close attention to the lines and shapes on their face. Encourage the children to use the whole page by having them use their finger to sweep around the page to show the size of their face. You could also instruct the children to use white chalk to draw the outline of their face to ensure the full page is being used. As they work, record interesting conversations or observations they make. Later, place these on labels and attach these to their drawing. Bring together all the children’s work to celebrate and share in a gallery session. Invite the children to find something they like or find interesting in another child’s work and speak about it.

Extend this activity by drawing ‘Paired Portraits’. Here, the children choose a partner to draw their portrait on a similar sized piece of paper. Children could then place the two portraits side by side and discuss similarities and differences. Encourage the children to use complimentary language when describing their work. The portraits can either be attached back-to-back and suspended from the ceiling or displayed alongside each other. Either way the children have engaged in seeing themselves and also having the benefit of listening to and viewing how others see them.

Meet and Greet the Parents

Display the children’s self-portraits alongside their comments and those made by the other children. As a class, decide on a convenient day and time to invite parents and or carers to view their work. Ask the children to make personal invitations for their parents/carers. This could be an ideal opportunity to inform the parents about the teaching and learning that will take place in Personal Development and Mutual Understanding.

Extension Work

Take individual digital photographs of the children. Consider enlisting the help of Year 7 children to help take, edit and print individual photographs. Use the photographs in a variety of ways, including the following:

- Use them to identify their belongings and work, book, storage tray or coat peg. For work, attach each child’s photograph to the top of a file folder. Place all the folders in a box. As children complete pictures or work, have them file them in their folder.
- Print their photographs in the middle of a page. Then, over the school year, use a fair method of choosing a ‘Star Class Citizen’. Invite the children to write a special message on the page. Then, add the pages together to make an ‘Award Winning Class’ book.
- Add Velcro to the back of laminated photographs and use with a schedule/task board.
- Place small laminated photographs (3cm²) with Velcro at the back at a writing station. Encourage the children to write postcards or letters to their class friends. Use envelopes with Velcro on the top RH corner and let children use the ‘stamp photograph’ to post. Have them use a sticky label to ‘address’ it.
- Use photographs to group, make sets, count or play games - use two copies of the photographs to play a memory game by turning the photographs over and trying to match pairs.
- Place children’s photographs on their corresponding month to create a class birthday chart. This is a useful way to remind the class that a birthday is approaching.

Use the photographs to indicate activities they are to complete, ownership of classroom tasks or leaders of the line.
**Learning activity 4: Getting to know me**

**CORE CONCEPT**
Sharing information about yourself is an ideal way to get to know one another whilst also recognising your own positive qualities, attributes and what you enjoy doing.

**SUGGESTED SUCCESS CRITERION**
We will name our positive qualities and attributes.

**POINTS TO NOTE**
Prepare the card pieces in advance and cut a ‘doorway’ out of the upper card. Secure the two pieces of card together.

**WHAT YOU NEED**
- Doorway (Resource B)
- Card pieces: two per child
- A photograph of each child
- A baby photograph from each child
- Card-shape templates: square, rectangle, circle, triangle for each child, with a pre-punched hole in each
- Magazine pictures

**WHAT TO DO**
- Who Am I?
- What Do I Enjoy?

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**Who am I?**

- Sharing a bed time story
- Baking with granny
- Wearing my bright red wellie boots
Who Am I?

Instruct the children to use a shoe box to collect things that tell others a little bit more about themselves. Tell them how much time they have to gather their collections. Objects might include their favourite book, toy or a photograph of a meal they shared with someone special. Selections could be in the form of a picture, a photograph or an item taken from home, their club or their favourite place, etc.

Then, during ‘Show and Tell’, encourage the children to talk confidently about their favourite things. Listen to and encourage the other children to question each other about what they have collected and to use the language of feelings: I like this because it makes me feel... I enjoy visiting this place because I feel... Talk about the importance of having places, people and things that make us feel good about ourselves. Then, share your own box of items with the children.

Over the space of a week, and as part of their literacy, ask the children to complete a description of themselves by answering the question: Who Am I? They may have talked about/shared this information during the shoe box activity. Encourage the children to include both their physical characteristics and their attributes. Have each child, or an adult, write this information on the inside of the A4 piece of card with the doorway cut out.

Next, glue each child’s baby photograph to the outside of the ‘door’. On the inside of the door, have ‘the child’ write his/her name. See Resource B for an example.

What Do I Enjoy?

As a class, discuss the different things the children enjoy doing. Have them name different locations, events, seasons that they have experienced to ensure a breadth of discussion. Encourage them also to think about the simple things in life that bring joy, for example cuddling up with a warm blanket or sharing a story with someone they love. Record their suggestions.

Next, read through their responses and instruct each child to:
- choose three things from the list that represent what they enjoy doing;
- pair up with a partner;
- share their three choices; and
- talk to their partner about why they enjoy their choices and how they make them feel.

Next, distribute four shapes to each child. Ask them to record one of their choices on each shape by either writing about it, drawing it or cutting photos from magazines that best illustrate their choice and sticking these to their shapes. On the fourth shape, ask each child to write and decorate their name.

Finally, as part of a home learning exercise, ask the parents to help their child complete the back of their three choices. They should help their child write how they feel when they are doing something they enjoy. Ask parents to use string to attach their child’s shapes to a hanger to create a mobile.

When complete, choose different children over the space of a week to show their completed mobile and to talk about the things they enjoy. Hang the mobiles in a prominent position. Refer often to the good feelings associated with doing things they enjoy.
Learning activity 5: The crocodile swamp

**Core Concept**
Acknowledging positive qualities helps build self-esteem.

**Suggested Success Criterion**
We will recognise and affirm our own talents and abilities and those of others.

**Points to Note**
This activity is suitable for P.E. and can be quite noisy. You may find it helpful to complete Activity 4: Getting to Know Me before beginning this activity. This will allow the children to use some of the information to help them get across the ‘swamp’. Be sensitive towards those children who may find this activity more difficult.

**What You Need**
- Space for movement
- Sufficient quantity of small mats or chalk circles to act as rocks
- A large clock or hour-glass sand timer

**What To Do**
- Crocodile Swamp
- Plenary
- Display

**Crocodile Swamp**
In a large area, arrange chalk circles or mats randomly so they resemble rocks or stepping stones in a swamp. Then, invite the children to use their imagination to pretend that they must cross the ‘swamp’ to find happiness and success.

Tell them to imagine that there are crocodiles in the swamp and the only way to stop the crocodiles from nibbling at their toes is for them to think positively and say something good about themselves.
Ask the children to think about all of the discussion previously completed in Activity 4 and to name some of the really positive things they can say about themselves and others. You may need to help the children at first by suggesting positive attributes they could say about themselves, for example:

**I am a good friend.**
**I can sing.**
**I can read my books.**
**I share my toys.**
**I enjoy cuddling up with grandma.**

Next, have the children take turns crossing the swamp. Remind them to say something positive about themselves each time they step on a rock. If a child gets stuck (and the negative thinking, toe-nibbling crocodiles threaten), have the other children say something positive about the child to help them cross. If possible, record some of the words and phrases that the children use and include these in a class display.

Once the children are familiar with the rules of the game, you can vary the activity by creating small teams. Arrange a different coloured line of rocks across the pool for each team you’ve created. Then, allocate one of the colours to each team and have each team attempt to cross the Crocodile Swamp before the time runs out (a sand-timer provides a good visual cue for the passing of time). Encourage the teams to cheer and clap as loudly as they can as each child crosses safely.

### Plenary

Gather the children in a circle and ask them:
- How did you feel crossing the swamp?
- What helped you cross? What hindered you?
- How did your team work together to complete the task?
- If you were to try again, could you complete it in a quicker time?
- What might your team do that is the same?
- What might it do differently?

### Display

Gather some of the words and phrases used during the ‘Crocodile Swamp’ activity. Read a number of them aloud to the class. Ask the children if they understand the meaning of the words. If not, ask for volunteers to place the words into context. Together with the children, create a large crocodile display for the classroom. Use large and medium sized circles to create the body. Then, insert some of the positive words and phrases that the children used. Change the words on a regular basis.
Learning activity 6: The magic box

**CORE CONCEPT**
Self-acceptance is critical to self-esteem.

**SUGGESTED SUCCESS CRITERION**
We will recognise that each of us is special in his/her own way.

**POINTS TO NOTE**
For the Magic Box to be effective, it is essential that each child keeps the name of the special person secret until all children have had the opportunity to look inside.

**WHAT YOU NEED**
- A decorated box with a mirror inside
- A4 card
- Collage /scrap materials
- Tin foil

**WHAT TO DO**
- Magic Box
- Let’s Talk
- Sending the Message Home

**Magic Box**

First, prepare a decorated box with a mirror inside it. Then, ask the children to name the special people in their lives as well as other people in the world who they think are special. Who do they think the most special person in the whole world is? Allow the children to partner up with the person next to them shoulder-to-shoulder and share who they think it is. Listen to their suggestions.
Next, introduce the magic box and explain that inside it is a picture of the most special person in the whole world. Explain that each of them will be allowed to look inside and discover who it is, but they must be careful to not spoil it for others and not to tell until everyone has had a turn. As each child comes to the front of the class to look in the box, ask them who they think they will see. Remind them not to tell anyone the name of the person they see in the box.

**Let’s Talk**

When they have completed the exercise, ask the children who the special person is. When they have responded Me, explain that the box is precious because it shows that each of them is a special person. Discuss the exercise with the children:

- **Were you surprised when you saw who was inside the box?**
- **What did you do?** (Smiled/looked again to check/clapped hands.)
- **How did you feel when you saw yourself?**

Talk to the children about how it is possible for each of them to be special. Seat the children in a circle and have a round of:

I am special because …………………… This will involve the children in recognising their own uniqueness.

**Sending the Message Home**

Ask children to bring in a small box from home (washing powder box or tea-bag box). Then, instruct them to use a variety of scrap or collage materials to decorate their own Magic Box. Use metallic foil or safety mirrors as the insert, and ask the children to introduce the magic box to the people who they care about at home. The Magic Box could be used later as a Memory Box to house all of the achievements and significant moments throughout the school year.

**Extension Work**

Using a sheet of A4 card, place a desired shape of tinfoil in the centre. On the top of the card, ask the children to write or copy the phrase ‘A very special person’. Ask each child to decorate around the tinfoil using collage materials to create a frame for the ‘mirror’. Then, on a rolling basis throughout the week, ask each child to write and complete the following sentence on their card: **My name is ………………… and I am special.** (Alternatively, print this sentence out on the computer and ask the children to insert their name). Any remaining space around the mirror can be used by some of the child’s safe adults (e.g. parents, teacher, child-minder, grandparent or principal) to write words that they would use to describe the child, for example happy, kind and thoughtful.
**Learning activity 7: Stars**

**CORE CONCEPT**
Celebrating learning and development together enhances self-esteem. When you provide regular opportunities to foster children’s feelings of self-worth, you let them know that they are valued as unique individuals.

**SUGGESTED SUCCESS CRITERION**
We will promote self-discovery and develop a greater awareness of self.

**POINTS TO NOTE**
Remember, this activity is about uniqueness and identity. Although suggestions have been provided with Resource C, be as creative as possible by asking the children for suggestions about which shape to use. Encourage the children to help each other by talking about what they do well.

Let children know when you have learned something new about them. Also allow children time to talk about what has happened in class and how it could be different next time. This activity links with the Orange Unit’s Activity 1: Happy Hannah.

**WHAT YOU NEED**
- A3 sized Card
- Shapes (Resource C)
- Metallic Foil
- Small shapes made from heavy card with a pre-punched hole at the top
- Ribbon

**WHAT TO DO**
- What a Star You Are
- And the Award Goes To...
- At the End of the Day

**What a Star You Are**
Ask the children to think of shapes that they would like to feature in. Ask each child to glue a photograph (perhaps using photographs captured in Activity 3) or draw a picture of themselves in the centre of their chosen shape (see Resource C for some suggestions). Then, have the children draw, write or stick pictures in answer to the following suggested questions:
- What do you do that makes you feel happy?
- What is a special place that you sometimes choose to go?
- What’s one thing you do well?
- Who thinks you are special? (While they may think of a number of people, ask them to choose just one for this activity.)
- What is one way that you choose to be healthy? For example, choosing a safe place to cross the road is a healthy choice that you can make.

Help the children by participating in the activity yourself and completing your own shape. When completed, arrange their pieces in a visible place and refer to their choices throughout the school year.
And the Award Goes To…

Talk with the children about times when they felt very proud of themselves. This might include times when they accomplished something for the first time or occasions when someone thanked them for doing a good turn. Then, have the children pair up with the person who is next to them and share their proud moment with them.

Next, explain that often when someone has achieved something wonderful, they are given an award. Talk about ceremonies that they have been part of, witnessed or watched on television. Then, tell the children that they are going to make a special award to give to their partner in celebration of this proud moment that they have just shared.

Distribute card shapes (circles, stars, squares, etc.) ask the children to select one, and have them decorate the card by covering it with shiny paper/metallic foil and other suitable decorations to enhance the award. Finally, thread a ribbon through the pre-punched hole so that the award can be placed around the neck. Stage a class award ceremony to celebrate and reinforce that the small things in life have a great significance too! Make sure that you and other adults in the classroom also create awards.

At the End of the Day

Gather the children in a circle and ask these questions at the end of the day to offer the children an opportunity to foster their feelings of self-worth and let them know that they are valued as unique individuals:

- What has happened in class today?
- What was your favourite thing today? Why was that?
- How did that make you feel?
- I wonder why .................. did that? What do you think? If you did .................., what do you think would happen?
- What happened when .................. did that yesterday?
- What do you think will happen next? How do you know?

You can also:

- Pass the smile around the circle at the end of the day;
- Pass the squeeze, which means everyone holds hands and passes a gentle squeeze round the circle; and
- Pass the hug - a good game for helping children to feel part of the class. Explain that it must be gentle. Also, be sensitive to cultural differences in how comfortable children are with this kind of contact.
Did you know that our school has a friendly little fairy who sometimes visits the classrooms and watches the children while they are working? (Show the puppet to the children.) What do you think the little fairy might be called? (Invite the children to suggest names for the fairy.) This story is about what happened when the little fairy woke one morning and could not remember his name.
One morning a little fairy sat on the bookshelf in ................. class in ......................... school. He listened as the teacher told the children that she had something very exciting to tell them. There was a girl standing beside the teacher. The little fairy didn’t recognise her. “This must be someone new,” he thought to himself. And sure enough he was right! “This is Alexandra Ann Harris,” said the teacher. “What do you like to be called?” she asked the little girl. “Only my Gran calls me Alexandra Ann,” she replied. “I like to be called Alex.”

“That’s a really pretty name,” said the teacher. Then she introduced the little girl to the class again. “This is Alexandra Ann Harris and she likes to be called Alex. Please say hello to her and welcome her to our class.”

“Hi Alex,” said the children. Alex smiled shyly and said hello quietly.

The little fairy watched as Alex sat at the round table. The other children told her their names and soon they were talking together and building a huge space ship with the bricks. The little fairy was thinking and thinking. He was trying really hard to remember what his name was. But it was so long since he had been visible and someone had called him by his name that he had forgotten what he was called. He felt really sad. The more he tried to remember, the sadder he felt. Then a big tear trickled down his face, followed by another and another. The little fairy was crying! Do you know what happens when fairies cry? They become visible and children can see them.

Alex was the first to notice. She pointed him out to James. Soon a small group of children were standing and looking up at the little fairy on the bookshelf. “What’s the matter?” asked James. “Why are you crying?” The little fairy explained that he had forgotten his name. “I know I had it written on a piece of card a long time ago but I can’t remember where I put it,” he said. “We could give you a new name - like Willow,” said Shelley. “Or Tinkerbell,” said Pamela. “I listened to a story about a little fairy called Tinkerbell. She was a little like you.” The little fairy shook his head sadly. “That’s not my name,” he said.

The children tried guessing lots of other names, but it was no good. Even though he couldn’t remember his name, he knew that the names the children suggested weren’t right. He was so sad that he started to cry again. “Did you have your name in this classroom?” asked Alex. “Yes, I think so,” said the little fairy. “Well, we’ll help you find it,” said Alex.

The children searched the room. They peeped under the bookshelf and cupboards. They looked in the drawer in the teacher’s desk. They searched the toy box. They checked the windowsills and the home corner, but the card with the little fairy’s name wasn’t in any of those places. Then Alex spotted five coloured boxes on a high shelf. She asked the teacher to lift them down. Inside each box was a card with a name printed on it. (Invite different children to open the boxes, leaving the box with Juniper until last. Each time ask the fairy - “Is your name …?”) But each time the little fairy shook his head. Then Beth opened the last box and took out the name card. “Is your name Juniper?” she asked. The little fairy started to smile and nodded his head. “Hi Juniper,” said the children. Juniper was so happy to have found his name again that he smiled and smiled, and soon he was invisible again. But even though the children couldn’t see him, they still said hello to him every morning when they came into the classroom!
Resource B
Personal Development and Mutual Understanding Red Unit
Learning activity 4: Getting to know me

Who Am I?
I am in Year 2.
I love the sound of the sea.
I enjoy visiting the park.
I am kind to others.
I’m Chloe Watson.
Resource C
Personal Development and Mutual Understanding Red Unit
Learning activity 7: Stars
My teacher says I am special
I am good at building things
I am happy when I am dancing
I like to go to Granny’s house
I wear a safety helmet when on my bike
Suggested stories


Ashley, B. *Cleversticks* (2002) Picture Lions 0 00663855 4

Waddell, M. *Can’t You Sleep Little Bear?* (2001) Walker Books Ltd 0 74458166 4


Jeffers, O. *How to Catch a Star* (2005) HarperCollins 0 00715034 2


Ross, T. *I Want To Be* (2001) Picture Lions 0 00664357 4


Suggested songs and rhymes

Nicholls, S

**The Handy Band**
(2004) A&C Black 0 7136 6897 0
“Choosing Something Different”
“Safe and Sound”
“Please Join In”

Nicholls, S

**Bobby Shaftoe Clap your Hands**
(1992) A&C Black 0 7136 3556 8
“Tap your Name”
“Choose an Instrument”
“Welcome Song”

Suggested additional resources

Jenny Mosley’s Circle Time website
www.circle-time.co.uk

A catalogue of resources
www.incentiveplus.co.uk