The main themes of this unit are building a sense of identity and an acceptance of self. The activities in this unit:
- promote active listening;
- help children extend their social skills;
- help children develop their confidence; and
- encourage children to become more self-reliant and independent.
Teaching approaches

**Pair Up**

Use Fair Pair cards to organise the children into pairs. You can make your own Fair Pair cards using pictures from magazines. A pair might be a picture of a footballer and a football or a chef and a restaurant. Use photos of landmarks and buildings in the local community to promote the children’s sense of identity.

Give each child a Fair Pair card. Ask them to find the classmate with the matching card. Explain that this person will be their partner for the activity.

This strategy encourages the children to mix and work with children of different abilities. It also shows them that the grouping is fair.

Encourage the children to bring in pairs of pictures and objects from home that can be used as Fair Pair cards. See Unit 4: Families!

**One Word**

At the end of the day go around the class and ask everyone for a single word to sum up their response to that day’s activities. Allow children to pass if they wish.

**Learn From Each Other**

Avoid the ‘feedback bottleneck’ by involving children in the assessment and evaluation of their own work. Don’t forget about peer evaluation and peer assessment which can also support:
- creating independent learners;
- increasing children’s self-esteem;
- improving their understanding; and
- strengthening the ‘pupil voice’ in the classroom.

Children’s comments are usually complimentary and insightful and can be a great motivator.

**Make a ‘Wrong’ Right**

Deal productively with ‘wrong’ answers. Turn them into a springboard for improved understanding and steer the child towards a better response. Use prompt statements, for example:
- Why do you think that?
- Could you explain?
- What about...?

Listen and respond positively to children who are genuinely contributing to the discussion. See Unit 4: Families!
Building on Foundation Stage

**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.

Working at Key Stage 1

**Their self-esteem and self-confidence:**
- feeling positive about themselves;
- developing an understanding of their self-esteem and confidence;
- becoming aware of their own strengths, abilities, qualities, achievements, personal preferences and goals;
- acknowledging that everyone makes mistakes; and
- acknowledging that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning.

Moving towards Key Stage 2

**Their self-esteem, self-confidence and how they develop as individuals:**
- developing self-awareness, self-respect and self-esteem;
- identifying their current strengths and weaknesses;
- developing an insight into their potential and capabilities; and
- identifying and practicing effective learning strategies.

Progress in learning

- I can tell you something that makes me feel proud.
- I can tell you the things that I am good at and the things that I find difficult.
- I feel good about myself in this class.
- I can talk about what my strengths are.
- I can make my class a good place to learn.
- I can ask for what I need.
- I can explain what feels good or difficult for me.
- I like myself, and my friends like me.
- I am confident that I can do well.
- I am willing to join in by sharing with others.
- I can show respect by listening and speaking appropriately.
- I can tell you what the signs are that someone is listening.
- I will try and ‘stick’ at things to see them through.
- I know when it is appropriate to ask for help.
Learning intention:

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

**Learning together**

Use a planning board to allow the children to share their ideas and have an input into their own learning. Use a variety of resources to stimulate the children’s thinking, for example PowerPoint presentations, websites, moving images, pictures from magazines and recent newspaper articles.

Use key questions to start the planning process (as illustrated opposite for example).

At this stage it is important to guide the children’s ideas. Make links between what you feel the children need to know, be and do and where they want the learning to go.

The results of the planning session will give you a good insight into what the children already know about the topic and what attracts their attention. This will help you decide together which aspects to explore in more detail. Remember that the children sometimes have the best ideas!
Thinking Skills and Personal Capabilities by the end of Key Stage 1

Managing information

Ask more focused questions about the task, clarify purpose and what needs to be done;
Recognise where similar tasks have been done in the past;
Use their own and others’ ideas to identify, locate and select various sources of information;
Set goals for their work, break tasks into smaller parts and plan their next steps;
Record information in a variety of formats; and
Begin to identify audience and purpose when communicating.

Thinking, problem solving and decision-making

Show their ability to organise and summarise to show understanding;
Sequence, order and rank information along different dimensions;
Identify similarities and differences by making simple comparisons and connections;
Begin to test predictions and to look for evidence;
Make decisions and generate options;
Suggest possible solutions to problems;
Be systematic and work through the stages in a task;
Explain their methods and opinions, and the reasons for choices and actions; and
Recognise the differences between why, what, where, when and how questions.

Being creative

Show curiosity when approaching new tasks and challenges;
Have experiences with all the senses;
Listen to and share ideas and experiences;
Generate as many ideas as possible, building and combining ideas;
Take time to use the imagination. Enjoy the unexpected, unusual and surprising; and
Experiment and investigate real life issues.

Working with others

Develop further habits of collaborative learning;
Become more adept at turn-taking, sharing and co-operating when working in a group or team;
Decide what needs to be done in a group and take responsibility for aspects of the work;
Show the ability to learn from shared and modelled activities;
Adapt behaviour and language to suit different situations;
Show fairness to others; and
Recognise and respect other people’s feelings and ideas.

Self-management

Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved;
Check work routinely for accuracy and precision;
Persist with tasks until an appropriate end point, with teacher prompting;
Seek help from other people;
Work towards personal targets identified by teacher; and
Develop an awareness of what they enjoy, what they find difficult, their personal strengths and limitations.
Across the Curriculum: Connecting the learning

Thinking Skills and Personal Capabilities

- Creating a dedicated creative learning space.
- Reflecting the traditions of the local community.
- Celebrating the children’s current interests.

Using simple strategies to enable the children to be independent learners and accept responsibility for themselves.

Using simple imaging software to record evidence of: ‘It’s Great being Me.’ Children add a sentence (using ‘I’ statements) to their image to describe what they are good at.

Words and phrases I will hear and use:
- Positive
- Succeed
- Support
- Mistakes
- Take risks

Using I.C.T

- Reflecting the traditions of the local community.
- Celebrating the children’s current interests.

- Creating a dedicated creative learning space.
**Learning activities**

**Activity 1**  
**It’s in the name**  
Celebrating the importance of names through art and circle work.

**Activity 2**  
**Favourite things**  
Focusing on active listening skills while finding out about our favourite things.

**Activity 3**  
**I am and I can**  
Recognising and appreciating the talents and skills that make each of us unique.

**Activity 4**  
**Sticks and stones**  
Recognising the powerful effects of hurtful words and practising positive affirmations.

**Activity 5**  
**It’s ok to make mistakes**  
Appreciating that making mistakes is part of the learning process.
Learning activity 1: It’s in the name

CORE CONCEPT
An important aspect of identity is understanding the stories or traditions behind names. Children feel more secure when they belong to a group (the class and school community) where everyone knows and calls people by their names.

SUGGESTED SUCCESS CRITERIA
We will reflect on how we were named. We will realise that people’s names are very special to them.

POINTS TO NOTE
Prepare for this activity by sending Resource A: Letter to Parent(s)/Carer(s) to parents several days before the activity takes place. This will give the children an opportunity to talk about the activity at home and find out some information about their name.

If parents do not provide information about their children’s name, carry out some research on each child’s name.

WHAT YOU NEED
- Bean bag or soft ball
- Paper and cardboard shapes
- A variety of classroom resources, for example paint, crayons, pastels, glitter, glue sticks, magazines and scissors
- Speaking object

WHAT TO DO
- Call Your Name
- Introduce Your Neighbours
- Circle Work
- Name Frames

Call Your Name
Ask the children to form a circle with their chairs and to sit down. Ensure the children are facing inwards. Have them pass a soft ball or bean bag around the circle. Invite each child to say their name aloud when the ball/bean bag is passed to them. After a few minutes, change the rules. Explain to the children that they must now call out the name of the child they are passing the ball/bean bag to. If a child guesses the wrong name, return the ball/bean bag to them, inform them of the correct name and invite them to have another turn. Encourage the children to include everyone in the class without singling anyone out by name.

Alternatively, this activity could also be used as a PE warm-up exercise. Have the children form groups of six individuals. Give a bean bag to each group. The child with the bean bag calls out their own name before throwing the bean bag to another member of the group.
Introduce Your Neighbours

Play this game when the children are more familiar with their classmates’ names. Invite the children to form a circle, with everyone facing inwards. Have one child throw a ball to another child in the circle (in this example, Alex) and say, ‘Alex, introduce your neighbours!’ Alex introduces the child on his right and the child on his left. He then passes the ball to someone else in the circle, and invites them to introduce their neighbours.

Circle Work

Organise the children so that they are sitting in a circle and facing inwards. Introduce the speaking object and explain the rules of the activity. The child holding the speaking object has the power to speak. The children not holding the speaking object have the power to listen. The children must pass the speaking object around the circle. When a child receives the speaking object, they can tell the class something about their name. You could introduce this activity by saying: ‘Now each one of us will have a chance to say something about our name. Some of you might have talked to your family and know who picked your name, or why your name was chosen. Your name was especially chosen for you. Some of you may be named after a grandmother or grandfather, or a relative, or some other important person. Some of you may have a nickname. Some of you may have changed your name and you might like to tell that story. If you really don’t want to tell a story that is ok. You can just say your name and say, “pass” and give the speaking object to another classmate.’

It is a good idea to start this activity with an outgoing child who is likely to tell a story and make others feel more comfortable. If there is ambiguity about a child’s name, ask them which name they would like to use in class. It’s important that teachers tell a story about their name too.

Name Frames

Have the children take a digital photograph of each individual in the class. Next, invite them to word process their name in a large font of their choice. Print each child’s photo and name and distribute as appropriate. Have the children create a personal poster by sticking their photo and name onto a rectangular piece of card. Have the children create a personal poster by sticking their photo and name onto a rectangular piece of card.

Display the posters in the classroom and invite the children to look at them. Encourage the children to reflect on how unique they are and the diversity that exists within the class.

Extension Work

Listen to songs that include the names of children in the class. Ask the children to pay close attention to the lyrics. Invite them to talk about how it feels to listen to their names being spoken or sung.

Have a box of coloured paper shapes at the front of the classroom. Invite the children to choose four shapes and to glue these at each corner of their personal poster. Next, ask the children to include some information about their name on each of the four shapes, for example an image of the person they may have taken their name after or images of famous people or places that share their name. Allow the children to use Google Image to search for people, buildings, ships or famous places that share their name.
Learning activity 2: Favourite things

CORE CONCEPT
Children develop a sense of belonging and security in a classroom in which they have a voice and in which they feel comfortable talking about themselves and their interests. You can promote a feeling of belonging by focusing on active listening skills.

POINTS TO NOTE
The day before the activity, remind the children to bring their special object to school.

Choose a secure place where the special objects can be stored.

If you don’t want the children to bring special objects into school, simply invite them to talk about their favourite place, programme or pastime.

You need an even number of Fair Pair cards so that everyone has a partner. If there is an uneven number of children in the class, have one group of three or include yourself in the activities.

WHAT YOU NEED
- Space for movement
- Special objects (each child brings one item to school)
- A tambourine or some other instrument
- Fair Pair cards

WHAT TO DO
- Getting Ready
- Warm-up
- Pair Up
- Review
- Sharing
- Listening Skills

SUGGESTED SUCCESS CRITERIA
We will talk about ourselves, and a significant item that we possess. We will listen, hear and respond to what is being said by others.

Getting Ready
At least a week before the activity, ask the children to think about any special objects that they have at home. Explain that special objects can be anything, for example a shell, an armband, a photograph of a special time or a toy given by someone special. Tell the children about your special object(s) at home.
Explain why the item(s) is/are important to you. Invite the children to tell their classmates about their special objects. Accept and value all the children’s suggestions equally and encourage them to describe a diverse range of items.

Next, ask the children to choose just one of their favourite things. Invite them to bring their special object to school on an allocated day. Reassure the children that their favourite objects will be kept in a safe place. Get the children to agree on how they can work together to safeguard and respect the items. Make sure the children know which day they need to bring the special items to class.

**Warm-up**

Ask the children to collect their special objects from the safe place. Next, ask them to choose a Fair Pair card and find their partner. Have each pair find a comfortable place to sit together.

**Pair Up**

Explain to the children that they each have two minutes to talk to their partner and tell them something about their special object. Write the following questions on the board and have the children use them to prompt their thinking:

- Why is this object special?
- How long have you had it?
- Where did it come from?
- Where do you keep it?
- What do you like best about it?

Explain to the children that at the end of this activity they will have to describe their partner’s object to the rest of the class. Emphasise that they must listen carefully and try to remember as much as possible. Ask each pair to decide fairly who will speak first. Tell the children not to start until instructed to do so. Inform them that they should stop communicating when they hear the sound of the tambourine. Invite the first person in each pair to begin sharing. After two minutes shake the tambourine. Observe the children closely and help those with reduced communications skills.
Learning activity 2: Favourite things (continued)

Review

Affirm any instances of good listening skills that you observed during this time. For example, ‘I like the way Claudia is turned towards Sharon. It shows she is really interested and listening. I noticed how Barbara kept good eye contact with Karl as that shows she was listening attentively. I heard Paul making ‘interested noises’ like ‘uh-uh’ and didn’t interrupt Lisa. That shows he was really listening.’ Ask the children how they know if their partner is really listening. Ask them to consider their partner’s posture, level of eye contact and the distance they are from each other.

Sharing

Repeat the activity, but this time invite the other partner to talk about their special object. After two minutes, shake the tambourine again and affirm any good communication skills that you observed during this time. For example, ‘I could hear how Adam was speaking clearly and at a comfortable pace to Joan.’ Take digital photographs of active listening skills in action. These can be used in a later activity.

Ask the children to sit in a circle, with each child sitting beside his/her partner. Invite each child in turn to introduce his/her partner and say one thing about the treasured object. Thank the children for all their sharing and listening.
Invite the children to thought shower all the skills that are involved in listening. Prompt the children’s thinking by writing the following statement on the board: *When I am really listening to someone I...* This will encourage the children to suggest both positive actions such as look and concentrate and also negative actions such as don’t mess about or don’t look around. Accept all suggestions and record them on the board. Discuss these with the children and identify a ‘Top ten tips for good listening’. Collectively create a poster listing these tips. Include photographs taken during the Pair Up activity and some of children’s comments from the Review activity. Display the poster prominently in the classroom. Refer to it regularly, and add to or amend it as the need arises. Finally, invite the children to review the activity. The following review stems are useful:

*One thing I liked about this activity.....*  
*The most important thing I have learned is.....*  
*One thing that surprised me is.....*  
*One thing that puzzles me is.....*  
*One thing I found difficult is.....*  
*One thing that I found out is.....*

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**Extension Work**

As part of Art and Design, ask the children to bring in a suitable container to ‘house’ their favourite thing. Containers might include a shoebox for a toy or a paper bag for a shell. Invite the children to use a variety of classroom art materials to decorate the container. Next, ask them to write their name and draw a thought bubble on their container. Invite them to write something about their special object in the thought bubble. Display the containers in the classroom, with a suitable heading. Don’t forget to make a container for your favourite thing.

The children could listen to the song *My Favourite Things* from *The Sound of Music* while completing this activity. Consider writing a new verse for the song.
Learning activity 3: I am and I can

CORE CONCEPT
One way to help a child develop a sense of competence is to have them consider and identify their personal strengths. Personal strengths can appear in many forms such as special talents or abilities. If children know and recognise their own strengths, it gives them something positive to focus on and use when faced with adversity.

SUGGESTED SUCCESS CRITERION
We will recognize our own and others’ strengths, abilities and characteristics.

POINTS TO NOTE
You may wish to use Task 1: A Picture of David from Interactive Sarah and the Whammi as an alternative activity. In this task, the children are asked to create a true picture of David.

WHAT YOU NEED
- Speaking object
- Art materials and magazines
- Large sheets/roll of paper

WHAT TO DO
- Special Talents
- A Talented Bunch

Special Talents
Inform the children that everyone has special talents and qualities. These talents or qualities are part of what makes them unique. Share one thing you have a talent for and one thing for which you have very little talent.
Ask the children to think of something that they can do well and that they feel good about. Inform them that this doesn’t have to be a school-based activity. They might think about a home or street-based activity, for example they may be able to identify butterflies or do somersaults on a trampoline.

Tell the children that you want to know about these talents. Begin a round of ‘I am good at…’ Invite each child in turn to talk about one thing they are good at. Accept all the responses that are given. If a child wants to pass, consider inviting another child to say what talent that child has. If a child claims to be good at nothing, you need to acknowledge that is how s/he feels but also say something affirming about him/her.

Explain to the children that people are always developing new skills and that learning is for life. As a class, list all the skills that the children have now but did not have when they were three. Tell the children about a new skill that you have been learning, for example how to drive or how to upload music to an iPod. Talk about the challenges you faced and the satisfaction of gaining the new skill. Ask the children to find out about new skills or learning that their parents/carers may be involved in. Finish with a round of ‘I can…’ and affirm the children in the many marvellous things that they can do.

A Talented Bunch

Divide the children into four groups. Invite each group to draw a life size body outline by asking a volunteer to lie on a piece of paper while the others draw around them. Distribute art materials and magazines to each group. Invite the children to decorate the body shape, illustrating all of the skills, talents and abilities that they have discussed. Next, ask them to add images/text around the outline to show things that they would like to learn in the future. Finally, invite each child to write a positive and encouraging statement on a slip of paper. Ask them to place these around the body outline. Display the body outlines in the classroom, with the children’s names. Invite parents to write a positive statement for the body outline that their son/daughter created.
Learning activity 4: Sticks and stones

CORE CONCEPT
Many factors contribute to a child’s ability to develop a positive and realistic sense of self. One very powerful influence is the spoken word. Spoken words and phrases can carry an underlying message which once internalized become a belief. Affirmations can help children develop an ability to filter negative remarks and criticism. They also encourage self-esteem and self-acceptance.

‘Words can hit a child as hard as a fist. Stop using words that hurt’. National Committee for Prevention of Child Abuse, Chicago.

POINTS TO NOTE
An affirmation is a positive thought or idea that consciously focuses on a desired outcome. It is a simple tool for empowering and reinforcing a child’s ‘yes’ voice.

You may wish to use Task 2.8 Beat the Monsters from Interactive Sarah and the Whammi as an introduction to this activity.

WHAT YOU NEED
- Board and duster
- Invisible Sam and Positive Sam (Resource B)

WHAT TO DO
- Sam
- Self Talk

SUGGESTED SUCCESS CRITERION
We will recognize our own and others’ strengths, abilities and characteristics.

Sam

Draw an outline of a human body on the board. Include six distinct sections, for example four limbs, a torso and a head. Explain to the children that the outline represents Sam in the story Invisible Sam.

Read Resource B: Invisible Sam to the children. Erase a section of Sam’s body every time someone says something hurtful or negative to Sam.
Allow time for the children to think about what they have just seen and heard. Ask them the following questions:
- **What has happened to Sam?**
- **Why do you think this has happened?**
- **Is he really invisible or does he just feel as if he is?**
- **Have you ever felt like this?**

Next, ask the children to think of occasions when they heard hurtful comments or words. Then, ask them to think about times when they said hurtful words to another person. Encourage the children to talk about how this made them feel. Talk about how Sam was so wrapped up in believing what he heard others say that he lost sight of all his positive qualities and talents. Remind the children of all their talents (identified in Activity 1).

Tell the children that there are many ways to help Sam. Invite them to suggest how they could help him. Explain to the children that adults have a responsibility to ensure they don’t just communicate negative comments. Sam also has a responsibility to filter comments and not let negative remarks damage his self-esteem.

Also talk about how we should look at the situation or behaviour and not Sam.

Read Resource B: Positive Sam to the children. Invite them to suggest what the other people in the story could say to help Sam. As Sam hears each positive comment, draw part of his body on the board. Talk about how the other people in the story can help Sam become more independent and responsible. Highlight that Sam’s positive affirmations will help him become a stronger and more positive person. (This activity links with learning in Unit 4, Activity 5: Finding friends.)

### Self Talk

As a class, list all the negative comments that the children have heard in the classroom. Ask the children how they could turn these into positive comments. Display the list in the classroom.

As a class, agree to encourage each other to use positive self talk.

<table>
<thead>
<tr>
<th>Negative Self Talk</th>
<th>Positive Self Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m no good at this</td>
<td>I’m ok at this, I’m still learning</td>
</tr>
<tr>
<td>I can’t do this</td>
<td>I can do this, I can get help</td>
</tr>
<tr>
<td>I’m stupid</td>
<td>I’m smart, I can name my talents</td>
</tr>
<tr>
<td>I’ll never get this finished</td>
<td>I will get this finished</td>
</tr>
<tr>
<td>I really messed that up</td>
<td>I can do better next time</td>
</tr>
<tr>
<td>I give up</td>
<td>I can try again</td>
</tr>
<tr>
<td>I’m stuck</td>
<td>I know where I can get help</td>
</tr>
</tbody>
</table>

Remember that the teacher and other adults in the classroom contribute to a child’s self-image. Carefully consider the words you use with the children, your tone of voice, facial expressions and the critical thoughts in your head.
Learning activity 5: It’s ok to make mistakes

CORE CONCEPT
Children (and many adults) need to realise that they won’t always succeed first time when learning something new. For too many children, school is a place where it is not ok to make a mistake. We need to teach children that mistakes are not a sign of stupidity. Learning and progress involve lots of trial and error. When children learn from their mistakes, they improve in areas that they need to work on. They also develop greater self-responsibility as they accept that they are responsible for their own learning.

SUGGESTED SUCCESS CRITERIA
We will realise that it is ok to make mistakes. We will become more independent and self-reliant.

POINTS TO NOTE
Choose the story that is most appropriate for your class: either Aimee’s Story (Resource C) or Adam’s Story (Resource D). You can adapt the stories as appropriate or change the gender of the child.

WHAT YOU NEED
- Either Aimee’s Story (Resource C) or Adam’s Story (Resource D)
- It’s OK to Make a Mistake (Resource E)
- Speaking object, crayons

WHAT TO DO
- Story
- Stuck Board

Story
Choose either Aimee’s Story (Resource C) or Adam’s Story (Resource D) and read it aloud to the children. Ask the children to consider and answer the following questions:
- Is it ok to make a mistake? Why do you say that?
- Do you think smart people make mistakes?
Tell the children that Thomas Edison invented the first light bulb but it took him a long time and he made many mistakes before he got it right. Explain that we all make mistakes and that it is important to make mistakes. If people weren’t allowed to make mistakes it would be very difficult to learn.
Ask the children to imagine what would happen if they did a maths test and the teacher marked all their answers correct without checking them. At first they might feel happy but how would they know if they made any mistakes, for example 10 add 8 is 18, not 30. It’s important to know if you make a mistake so you can learn from the experience. Mistakes actually help people to learn. Ask the children the following questions:

- What do you think is the best thing to do when you make a mistake?
- What can you say to yourself if you make a mistake?

Remind the children of the positive affirmations used with Sam in Activity 4.

<table>
<thead>
<tr>
<th>Do you say?</th>
<th>Or use positive talk?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a stupid person.</td>
<td>I need to work on this.</td>
</tr>
<tr>
<td>I will never get this right.</td>
<td>I will do better next time.</td>
</tr>
<tr>
<td>I can’t get this multiplying.</td>
<td>I can learn this.</td>
</tr>
</tbody>
</table>

Inform the class that they are going to have a class motto for making mistakes. It will be a very powerful motto because it will help them learn even when things are really difficult. Display the following statements in the classroom and position them so the children can see them when they are working:

- It’s ok to make mistakes
- I learn from my mistakes
- Mistakes help me improve
- I am doing better and better each and every day.

Ask the children to think of a time when they made a mistake and someone or something helped them. Give each child a copy of Resource E: It’s Ok to Make a Mistake and ask them to complete it by:

- drawing themselves;
- drawing images to describe the mistake; and
- writing about what or who helped them.

Gather the children’s work. Talk about the variety of strategies that are there to help them with their learning.

(Some of the images may be useful for the Stuck Board in the following activity.)

**Stuck Board**

Ask the children to consider what is the best thing to do if they are trying to learn something new and are having difficulties. Invite individuals to tell the rest of class what they do if they are stuck or having problems. Tell the children that it is very important to seek help when they are having difficulties.

Remind them that there are many ways to get help and that asking the teacher or Learning Support Assistant is just one way of seeking assistance.

Have the children thought shower a number of ways that they can get help with learning in the classroom. As a class, create a ‘Stuck Board’ to display the children’s suggestions on how they can get help when they are stuck. Suggestions might include:

- Take some time to think about the problem;
- Ask your study buddy;
- Read the textbook to see if the answer is there;
- Look for clues in the classroom; and/or
- Ask the teacher or Learning Support Assistant.

You may wish to include photographs on the Stuck Board as visual reminders. Review and evaluate the Stuck Board at regular intervals and add to or amend the strategies as necessary.
Letter to Parent(s) / Carer(s)

Learning activity 1: It’s in the name

my school
Dear Parent(s)/Carer(s)

We are beginning our ‘Living.Learning.Together.’ programme in school. This programme is part of the Personal Development and Mutual Understanding area of learning in the curriculum. The focus in this unit is on helping your child develop self-esteem, self-awareness and confidence.

The learning begins with the children talking about themselves, their names and their favourite things. We will then progress to the children using positive language and realising that mistakes are a natural part of learning.

This week we will be learning and talking about our names. Your child’s name is an important part of his/her identity. You may have already told your child who chose his/her name or after whom s/he was named. If not, please take time to discuss this with your child.

Next week I will ask each child to bring a special object to school. This could be a toy, a photo, a shell or anything they feel is special to them.

I will keep in touch with you about other aspects of this learning throughout the school year. A copy of the materials being used is available in school. Please feel free to contact me to discuss these materials or to talk to me about any concerns that you may have.

Thank you for your co-operation.

Class Teacher
Learning activity 4: Sticks and stones
Sam is a boy. He is in Year 3. It is morning time in Sam’s house and Sam is still fast asleep in bed. He didn’t hear his mum call him first time around. ‘You lazy thing, you never get up in time. Why can’t you be more like your brother?’ said his mum as she walked into his room for the second time.

Sam thought to himself, ‘I am lazy.’

At breakfast, Sam’s mum told him to be careful where he put his elbows. Sam accidentally knocked over a cup of tea. ‘You awkward fool!’ said his mum. Sam thought to himself, ‘I am clumsy. I always knock stuff over.’

Sam went to look for his school bag but couldn’t find it. He asked his dad if he knew where it was. ‘Shush! Can’t you see I’m busy? Go look for it yourself!’ said his dad. Sam tiptoed away from his Dad and thought to himself, ‘I’m bad for bothering Dad.’

Just as he was walking out the door, Sam realised that he had forgotten his lunch box. ‘You never get it right.’ said Sam’s sister. ‘You’re going to make us all late.’ Sam felt awful. He thought to himself, ‘I’m not good enough. I forget things.’

While waiting in the playground for school to begin, Sam ran over to talk to a group of boys and girls from his class. He bumped into a Primary 2 child and accidentally knocked him over. ‘You bad boy! Don’t you ever look where you are going?’ said the other child’s parent. Sam was lying on the ground. He thought, ‘I am no good.’

Sam felt really bad about himself. He wished he hadn’t even bothered to get up that morning.
Positive Sam

Sam is a boy. He is in Year 3. It is morning time in Sam’s house. Sam is still fast asleep in bed. Sam didn’t hear his mum call him first time around. Sam’s mum walked into his room for the second time and said: invite the children to suggest what Sam’s mum could say that would be encouraging and positive. ‘Sam now its up to you to get up, get dressed and be on time for school.’ Sam thought to himself, ‘I can get up and I can be ready in time for school.’

At breakfast, Sam’s mum told him to be careful where he put his elbows. Sam accidentally knocked over a cup of tea. Sam’s mum said: invite the children to suggest what Sam’s mum could say that would be encouraging and positive. ‘I get so mad when I see something spilt all over the table. Will you please clean it up?’ Sam thought to himself, ‘I can be more careful at the table. I can be helpful for mum.’

Draw the torso.

Draw one limb to the body outline.
Sam went to look for his school bag but couldn’t find it. He asked his dad if he knew where it was. Sam’s dad said: ‘Try and think where you left it. That usually helps me find things that I have lost.’ Sam thought to himself, ‘I will find my bag and I’ll remember to leave it at the front door at night time.’

Just as he was walking out the door, Sam realised that he had forgotten his lunch box. Sam’s sister said: ‘It’s sitting on the bench. Go quickly and get it.’ Sam felt bad for forgetting it. He thought to himself, ‘I will remember to put my lunch box in tomorrow morning.’

While waiting in the playground for school to begin, Sam ran over to talk to a group of boys and girls from his class. He bumped into a Primary 2 child and accidentally knocked him over. The boy’s mother said: ‘You bad boy! Don’t you ever look where you are going?’ Sam was lying on the ground. He thought about what he has just heard. ‘It was an accident. We were both running at the same time. I will check if the boy is ok.’

Sam walked into school thinking. ‘I like myself. I have my own strengths. I feel good about what I can do. I am me and I am enough.’
Aimee had always wanted to learn to dance but she didn’t really know if she would be good at it or not. She was very good at her schoolwork, but she wasn’t very fast at running and she never won anything at sport’s day.

(If a certain type of dancing is popular in the class, for example line dancing, Irish dancing, Scottish dancing, ballroom, disco or jazz, please add this to the story.)
Some of Aimee’s friends went to a dance class after school on Thursday. Aimee often wished she could go. Pamela and Sophie sometimes practised their dancing in the playground while Aimee looked on. Sometimes when she got home she would practise in her room when nobody was looking.

One day, Aimee’s mum noticed Aimee dancing in her bedroom. She was surprised at how good Aimee was and asked her how she had learned. Aimee told her about Sophie and Pamela and the dance class they went to. Aimee’s mum suggested she should go along too. Aimee wasn’t sure. She really wanted to go but she was afraid she would feel stupid. ‘You’ll never know if you don’t try,’ said her Mum. Aimee decided to give it a go. Sophie and Pamela were delighted. They promised Aimee they would call for her on Thursday.

On Thursday the three girls walked together to the dance class. The dance teacher was very friendly and showed Aimee where to stand. ‘Do your best to join in,’ he said, ‘and you’ll get the hang of it in a while.’ Aimee started out well. She knew some of the dances from watching her friends in the playground. ‘I think I will come every week,’ she thought to herself.

As the class went on the dances got harder. Sometimes Aimee wished they would slow down. They were going too fast for her and she couldn’t think fast enough or remember what to do. The teacher helped her by explaining the steps slowly. ‘It takes about six lessons to really learn the steps,’ he explained. Aimee was trying her hardest. Everything was going well until the teacher asked the children to get into groups of three. Aimee formed a group with her friends. Each group had to dance on their own all the way down the hall. Aimee and her friends were the last group. Everyone else seemed to be so good. When Aimee saw the other children looking at her she lost her nerve. She turned right instead of left. She tripped. Her mind went blank. She stood there frozen in the middle of the hall and said, ‘I can’t do it.’ Everyone looked at her and no one said anything.

Stop here and ask the children how they think Aimee felt at this point. Then return to the story.

‘I’m no good,’ thought Aimee. ‘I never should have come here.’ She thought everyone was laughing at her. Those few seconds standing in the middle of the hall seemed like an hour. The teacher came over to her and said, ‘I’m sorry. I shouldn’t have asked you to do that on your first day. Nobody gets it right the first time round and certainly not on the first day! But you are doing fine. You just started on the left instead of the right foot. Let’s do it once more starting on the right. That’s it. Good girl.’

The following Thursday Aimee sat on the stairs at home and thought, ‘Will I go or will I stay at home?’ She was really worried that she wouldn’t know the dance moves. But when Pamela called and smiled at her she went. Aimee made lots of mistakes over the next few weeks, but each time the teacher slowed down and showed her what to do. Other children made mistakes too and the teacher had to slow down for them.

Aimee still gets mixed up sometimes. But now she knows a number of things that she can do to help her get back on track. Aimee loves dancing now. I don’t think she will ever give it up.

The following questions could be used:
- What happened to Aimee when she began to learn to dance?
- In what other places do children make mistakes?
- Is it ok to make a mistake?
- What is the best thing to do when you make a mistake?
- What is the best thing to do if you are trying to learn something new and you are stuck?
- What do people in this class do if they are stuck with their work?
John and Adam were good friends. John’s big brother, Andrew, had a PlayStation and he allowed John to play some of the games. John had reached level four on his favourite game. Adam wished he had a big brother with a PlayStation.
On the morning of his eighth birthday, Adam came downstairs. There was a huge box on the table with his name on it. He tore open the wrapping paper. He was so excited. His dad had bought him his very own PlayStation. ‘Cool, thanks Dad,’ said Adam. Adam’s Dad helped him to set up the PlayStation in his bedroom. Adam began to play but he kept crashing on level one. He began to get really annoyed with himself.

There was a knock on the door. It was John with a present for Adam. Adam opened the present. It was a new football. ‘What else did you get?’ asked John. ‘I got a card with ten pounds in it from my granny and a PlayStation from Dad,’ replied Adam. ‘A PlayStation, wow!’ said John.

‘Can we go and play with it?’ ‘Well, it’s not working properly,’ said Adam, ‘Dad is going to take it back to the shop and get it checked out. Let’s play football instead.’

Later Adam’s dad asked him why he had said that the PlayStation wasn’t working. ‘I’m useless on it,’ said Adam. ‘John would have laughed when he saw how bad I am.’ Adam’s dad explained that PlayStation games are just like football or rollerblading. When people first try them they make lots of mistakes and it takes a lot of practice before they get used to it. Adam and his dad played the PlayStation together. His dad wasn’t very good either. They both crashed a lot. Eventually, Adam got through to level two.

A few weeks later, John came to visit. Adam asked him if he wanted to play with the PlayStation. Adam turned the PlayStation on and loaded the game. ‘You go first,’ he said to John. John was really good at the game and he knew all the cheats. He got through to level seven before he crashed. ‘Your turn now,’ he said to Adam. Adam sat down with the controller. He couldn’t press the buttons fast enough. He crashed. ‘I’m useless,’ he thought. ‘I wish Dad hadn’t bought me this PlayStation. John will tell everybody at school that I’m useless.’ ‘Start again,’ said John. ‘That used to happen to me all the time. Then Paul showed me some tricks.’ Adam tried again. This time with John’s help he got to the end of level two. Over the next few weeks the boys played on the PlayStation. Soon Adam was as good as John.

Adam now knows that it’s ok to make mistakes. It doesn’t mean you’re stupid or useless.

Ask the following questions:
- What happened to Adam when he began to play the PlayStation?
- In what other places do children make mistakes?
- Is it ok to make a mistake?
- What is the best thing to do when you make a mistake?
- What is the best thing to do if you are trying to learn something new and you are stuck?
- What do people in this class do if they are having difficulty with their learning?
Learning activity 5: It’s ok to make mistakes

It’s OK to Make a Mistake
It's ok to make a mistake

I made a mistake and ____________________________

__________________________

helped me

__________________________

Signed
Suggested stories

Bartran, S. 
**Man on the Moon**  
(2005 Templar Publishing) 1840113693

Butterworth, N. 
**The Whisperer**  
(2005 HarperCollins) 0007120184

Carlson, N. 
**I Like Me**  
(1991 Puffin Books) 0140508198

Cave, K. 
**Something Else**  
(1995 Viking) 0 14054907 2

Cairault, C. 
**The Little Book of Good Manners**  
(2007 Frogillo Books) 0954854802

Donaldson, J & Scheffer, A. 
**The Smartest Giant in Town**  
(2005 Macmillan) 9780333961445

Gainer, C. 
**I'm Like You, You're Like ME**  
(1999 Free Spirit Publishing) 1575420392

Fine, A. 
**Only a Show**  
(1998 Puffin) 0140388435

Gray, K & Parsons, G. 
**Billy's Bucket**  
(2004 Red Fox) 0099438747

Grey, M. 
**Biscuit Bear**  
(2005 Red Fox) 0099451085

Hutchins, P. 
**Tidy Titch**  
(2005 Harper Trophy) 0688136486

King Smith, D. 
**Dumpling**  
(2002 Puffin) 0141312971

King Smith, D. 
**The Guard Dog**  
(2006 Young Corgi) 0552554332

Ross, T. 
**Lazy Jack**  
(2002 Anderson Press) 1842701665

Rosselson, L. 
**Swim Sam Swim**  
(1994 Puffin) 0140365524

Sakamoto, M. 
**What I Like about Me**  
(2005 Reader's Digest Association) 0794407633

Suggested further reading

Lawrence, D. 
**Enhancing Self-Esteem in the Classroom**  
(1996 Paul Chapman Publishing)

Dowling, M. 
**Young Children’s Personal, Social and Emotional Development**  
(2000 Sage Publications)

McClean, L. 
**The Motivated School**  
(2003 Paul Chapman Educational Publishing) 0761943854

Suggested resources

Montgomery, A and Birthistle, U. 
**Primary Values**  
(2001 CCEA) 1 85885337 0

Spilsbury R and L. 
**Start-up Art and Design, Self Portrait**  
(2007 Evans Books)

Fabian, M. 
**Drawing is a Class Act**  
(2005 Brilliant Publications)

Useful websites

Motivational Products from 
[www.thepedagogs.co.uk](http://www.thepedagogs.co.uk)

Children’s Poetry Archive 
[www.poetryarchive.org](http://www.poetryarchive.org)

Interactive Sarah and the Whammi  
2008 CCEA  
[www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)  
(follow links from Personal Development and Mutual Understanding section)