The main theme of this unit is identity. Its activities encourage pupils to think about the type of person they are; their likes and dislikes, hobbies and interests; and their hopes for the future. Focusing on personal attributes and skills enhances self-esteem and encourages self-improvement. It also allows them to reflect on their limitations, giving them a greater understanding of the person they are, promoting self-acceptance and enabling them to cope with disappointments.
Teaching approaches

Using Photographs
Give your pupils opportunities to use a digital camera to take photos of things that are relevant to them and their lives. Then use the photographs to stimulate discussion, to develop role plays or to make a comic strip. ICT can be used to manipulate and change the photographs, for example in Learning activity 5, the children use photographs and ICT to create a picture of their ‘older selves’.

SWOT
(‘Strengths, Weaknesses, Opportunities and Threats’) Help your pupils to:
- appreciate the strengths of a situation or their own strengths;
- define their weaknesses, and what could be improved;
- look to what they want to achieve in the future and make the most of the opportunities that present themselves; and
- recognise the barriers to their development and the changes that are coming.

Zone of Relevance
This technique allows children to consider what points may be relevant or irrelevant when considering a key question. Pupils prioritise ideas and information on the question and discuss justifications for their choices. It enables them to organise and plan their thoughts and ideas. For further information, see CCEA’s Active Learning and Teaching Methods for Key Stages 1&2.

Interviews
Have your pupils create a list of questions that they feel will result in useful answers on a particular subject. Encourage them to use a video camera to film their interview, with one child acting as camera operator and one as interviewer and one as interviewee. They may act in-role or as themselves. You might also like to use the Hot Seating method to encourage your pupils to answer questions whilst in role.
Key Experiences in developing their self-esteem and self-confidence and exploring how they develop as individuals.

Building on Key Stage 1

Their self-esteem and self-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.

Working at Key Stage 2

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

Moving towards Key Stage 3

Personal Development Key Concept: Self-awareness

Progress in learning

- I can ask more in-depth and broader questions to clarify a task.
- I am more independent and have better social and interpersonal skills.
- I can tell you about some of my hopes for the future.
- I recognise my talents and accept that sometimes I have limitations.
- I can show how I am responsible for evaluating my learning.
- I understand that I am unique.
- I accept that sometimes I must be willing to compromise to reach agreement.
- I can stand up for my opinion even when others disagree.
- I can disagree with someone without hurting them or falling out.
- I can set realistic targets that I want to achieve.
- I know that at times I will need to take risks to achieve success.
- I have a sense of self-acceptance and am happy with who I truly am.
**Learning intention:**
**Recognise uniqueness and value personal qualities and abilities**

**Learning together**
By Year 7, pupils should be more involved in their learning. Realising that they possess the personal capabilities to plan their own learning will boost their confidence and enhance their self-esteem.

You can facilitate this leap by providing resources and guidance while allowing them to acknowledge and accept personal responsibility for the learning that will take place.

Actively engaging pupils in their learning from the planning stage through to review makes it a more relevant, enjoyable and motivational experience and gives children increasing responsibility for their learning. At this stage pupils should be familiar with the planning process and taking increasing responsibility for their learning.

**Remember,** there is no one way to plan with your class. It could take the form of a planning board, a notice board, a flip chart or a large KWL grid.

The planning should be a working document owned by both the teacher and the children, regularly referred to and kept under review.
Thinking Skills and Personal Capabilities by the end of Key Stage 2

Managing information
Be able to ask deeper and wider questions to clarify a task and to plan and set goals;
Begin to challenge conventions and assumptions;
Be able to classify, compare and evaluate information, and to select the most appropriate methods for a task;
Develop methods for collating and recording information and monitoring progress on a task; and
Have a sense of audience and purpose.

Thinking, problem solving and decision-making
Show the ability to use memory strategies to deepen understanding;
Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, and comparing and contrasting;
Make and test predictions, examine evidence and make links between possible causes and effects;
Discriminate between fact and opinion and question the reliability of evidence;
Understand more than one point of view;
Examine options and weigh up pros and cons;
Try alternative problem-solving solutions and approaches; and
Use different types of questions systematically and with purpose.

Being creative
Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;
Use all the senses to stimulate and contribute to ideas;
Experiment with different modes of thinking;
See opportunities in mistakes and failures;
Learn from and build on their own and others' ideas and experiences;
Value other people’s ideas;
Experiment with objects and ideas in a playful way;
Make ideas real by experimenting with different ideas, actions and outcomes; and
Begin to develop their own value judgments about the merits of their work.

Working with others
Become more independent in their social and interpersonal skills;
Show that they can work in different roles in a group and take responsibility for appropriate tasks;
Be willing to help others with their learning;
Understand and learn to respond to feedback; and
Work with peers to reach agreements and begin to manage disagreements.

Self-management
Evaluate what they have learned and compare their approaches with others;
Make links between their learning in different contexts;
Become more self-directed by working on their own or with a group;
Learn ways to manage their own time;
Seek help from a variety of sources;
Work towards personal targets identified by themselves or jointly with the teachers; and
Be more confident in their knowledge of their personal strengths and weaknesses.
Across the Curriculum: Connecting the learning

Thinking Skills and Personal Capabilities

Generating as many ideas as possible. Encouraging pupils to see opportunities in mistakes and failures.

Using ICT

Allowing opportunities to use a variety of media to record learning.

The World Around Us

Researching information from the past.

Words and phrases I will hear and use

Positive

Self-esteem

Target

Limitations

Decision-making

Feedback
Learning activities

Activity 1
This is my life
Our sense of identity is explored.

Activity 2
Knowing me, knowing you
Differences are explored through celebrating uniqueness.

Activity 3
You can’t win all the time
Our strengths and our limitations are identified and examined.

Activity 4
Being an effective learner
Individual learning styles are discussed and applied.

Activity 5
I’m celebrating all I’ve learned
The link between hard work and achievement is considered.
Learning activity 1: This is my life

CORE CONCEPT
A strong sense of personal identity and sense of belonging creates security and helps build self-esteem. It is important for pupils to develop confidence in themselves and within their social interactions.

SUGGESTED SUCCESS CRITERIA
We will be able to talk about significant events in our lives.
We will develop an appreciation for our family background and realise how it shapes our identity.

POINTS TO NOTE
To ensure success of the activities, it is important for the classroom adults to have an awareness of the differing family structures that the pupils have. This knowledge will allow issues to be approached in a sensitive and appropriate way. Also, emphasise that they do not have to share their thoughts or stories with others if they do not wish to do so.

This activity may present opportunities for discussion around intergenerational issues (see Unit 4) or differing lifestyles, for example if there are pupils in your class from an ethnic minority such as the Irish Traveller community.

WHAT YOU NEED
- Large sheets of paper
- Collage and colouring materials
- Wide range of different media
- Digital camera
- Letter to Parent(s)/Carer(s) (Resource A)

WHAT TO DO
- My Roots
- My Personal Timeline
- Heritage Day

My Roots

Prepare the pupils to interview the oldest member of their family about their childhood. They could also interview the oldest person they meet regularly if that is more appropriate.

To gain support from parents/carer(s), send home the letter in Resource A to explain the lessons their children may be taking part in during this activity.
As a whole class, create a questionnaire that they feel will result in the most effective answers and enable them to find out the most relevant information about their person’s childhood. Using a multiple-choice question format may help you and your pupils more easily analyse the results of the questionnaire and use ICT to present the data. Alternatively, they could display their findings in book form or on a poster.

Possible topics to discuss during the interview are:
- when and where they were born;
- where they lived when they were young;
- what life was like when they were growing up (for example their friends, clothes, food, music, school, out of school activities);
- what stories and songs they remember; and
- photographs from the person’s childhood (if available).

Have each pupil talk with the older person about the issues and problems that they face being age 10/11. They should ask whether the older person faced the same problems when they were that age and how they coped with them.
My Personal Timeline

Display a list of the years in which your pupils have been alive, but don’t explain the significance of the list. Then, put your pupils into groups and ask them to make suggestions as to why these years are important. When they discover that these are the years that they have all been alive, ask them to individually thought shower the significant events that have occurred during their lifetime and put them into the following categories: personal events, local events and events in the wider world.

Next, with the class sitting in a circle, ask each pupil to share one of the significant events from their thought shower. Write the common events and their date on pieces of paper and place them on the floor to make a shared class timeline. Discuss how the events that happen throughout our lives shape our identity.

Explain that they are each going to create their own, personal timeline of significant events. Allow them to share with the class, if they wish, how their identified events affected them. Also discuss with the class the various difficult events they have experienced in their lives (for example the illness or death of a close relative or friend, a personal illness or moving house). Encourage them to also represent these events on their personal timelines and to somehow visually distinguish them from other events (perhaps with a symbol to show it was a challenging event, etc.).

Over the next week, allow them time to work independently or in small groups to create (on a large sheet of paper) their individual timeline. It can be as creative as they can make it, for example in the form of a ski slope, a mountain, a river or a race track. Allow them to record their significant events on their timeline in the form of drawings, stories or photographs. Photographs could be old photographs of an event or a photograph taken by the pupil to illustrate an event that has passed.
Heritage Day

Display all of the work done on Personal Timelines and Interviews around the classroom or in the assembly hall if more appropriate. Invite parents, grandparents and other people that have been involved in the work to a Heritage Day in the classroom. The pupils could create invitations for the Heritage Day, perhaps using ICT.

Then, have your pupils present what they have learned through the topic. Encourage the visitors to comment and participate by having pre-prepared evaluation sheets available.

As an alternative, you could hold this event until the end of Unit 1 and use it to present the rest of the work relating to the pupils’ sense of identity and what makes them unique.
Learning activity 2: Knowing me, knowing you

CORE CONCEPT
Sharing in a small group, being listened to and, most importantly, being accepted helps foster an awareness of identity and self-esteem. Accepting that we all come from different backgrounds and have different personalities reinforces that we are all unique.

SUGGESTED SUCCESS CRITERIA
We will expand on our sense of identity.
We will learn more about our friends and what makes up their identity.
We will continue to develop our listening skills and skills in oral communication.
We will continue to develop trust within the group.

POINTS TO NOTE
During the Interview activity, manage time and organise use of the video camera carefully so all pupils have the opportunity to be interviewed and filmed.

For the Guess Who? activity, prepare a means of recording the pupils' five points, either in a computer generated grid or on a large sheet of paper or whiteboard. Encourage your pupils to focus on each other's positive aspects. Ensure that classroom adults react quickly to any insensitive or derogatory remarks, actions or facial expressions. Classroom adults should be prepared to remind any pupils with low self-esteem of a range of their individual achievements.

WHAT YOU NEED
- Video camera or digital movie maker
- Microphone and prop/costume for interviewer to wear
- Fair Pairing Ideas (Resource B)
- Guess Who? Grid (Resource C)
- Large 6 x 5 grid for use by teacher

WHAT TO DO
- The Memory Game
- Interview
- Guess Who?

The Memory Game

Sitting in a circle, tell your pupils that they are going to find out a little bit more about each other. Next, have a vote on something that they would like to learn about each other (for example their favourite food). One pupil begins and says his/her favourite food. The next pupil says: "Sarah likes apples and I like X", adding his/her favourite food. The third pupil says: "Sarah likes apples. Ben likes X and I like Y" and so on. This continues until all have said their name and favourite food. Repeat, on different occasions, with new pieces of information about each other.
Interview

Discuss The Memory Game that they played. Together, discuss the difficulties they experienced (for example trying to remember all of the information). Have a class discussion about other ways they could find out detailed information about each other. Talk to the pupils about interviewing. Create a list of topics that the pupils would like to find out more about from each other. These might include:
- likes and dislikes;
- hobbies and interests;
- important people in their lives;
- the type of person they are;
- their hopes for the future; and
- people they admire.

Once the topics have been agreed, ask your pupils to write questions that they could ask each other onto sticky note pages. Consider using a technique such as Zone of Relevance with the class to prioritise what questions they would need to ask to find out the required information. (See CCEA’s Active Learning and Teaching Methods for Key Stages 1&2 and ‘Teaching Approaches’ section for more information on this technique.) Together, agree a final list of questions that everyone will use in their interview.

Next, create groups of three and ask the pupils to assign themselves the roles of camera operator, interviewer and interviewee. Each will have a turn at playing each role. You may wish to use a fair pairing technique (see Resource B) to group the pupils. Over the next few days or week, provide them with time to interview each other and record their interview using a video camera.

When all the pupils have been interviewed, watch all or a selection of the interviews. What things have they learned about each other that they didn’t already know? What similarities do they have with each other and what things are unique to some?

Guess Who?

Write each pupil’s name on a separate piece of paper and put the pieces into a tub or pot. Pass the tub around the room and allow each pupil to pick out a name that they must keep secret. They must then go and write five things on that page about that pupil. They should use what they already know of this classmate plus what they might have discovered during the previous activities. Instruct them to focus on the positive things about that pupil, such as likes and dislikes, talents, hobbies and interests, strengths, personality and/or the things they like to do outside school. When they have finished, type each pupil’s five things on to that page about that pupil. They should use what they already know of this classmate plus what they might have discovered during the previous activities. Instruct them to focus on the positive things about that pupil, such as likes and dislikes, talents, hobbies and interests, strengths, personality and/or the things they like to do outside school. When they have finished, type each pupil’s five things on to that page about that pupil.

Give each pupil a Guess Who? Grid which is numbered from 1 to 30 (Resource C). One square at a time, read aloud the descriptors of the pupil. Allow the class to discuss who they think the five points in each box describes. When they have made their decision, they should write the pupil’s name in the corresponding square on their blank grid.

Next, ask the pupil who wrote the descriptors for square 1 to stand at the board. Allow the rest of the class to state who they think the points are describing and why. The pupil at the front of the room can then tell them the correct answer and they can all check if they got it right. Ask the identified person if they feel that the five points are a true reflection of them as a person.
Learning activity 3: You can’t win all the time

CORE CONCEPT
Recognising our strengths, limitations and disappointments, and learning ways to deal with and accept them, gives us a greater understanding of ourselves.

SUGGESTED SUCCESS CRITERION
We will understand our strengths as well as our limitations.
We will identify some strategies we can use to deal with disappointment.
We will help others to recognise their strengths.

POINTS TO NOTE
Remind your pupils that while it is good for them to recognise their own limitations, they need to be sensitive to feelings when discussing others’ limitations.
When writing on each other’s scales during the Balance It Out activity, remind them to be sensitive and kind. Other classroom adults can help you reinforce this message.

WHAT YOU NEED
- Bronagh’s Story (Resource D)
- ‘The Real Me’ poem (Resource E)
- I Will, I Can Scales (Resource F)

WHAT TO DO
- Bronagh’s Story
- Dramatise!
- The Real Me
- Balance It Out

Bronagh’s Story
As a class, discuss why being good at something is important to us and record a list of responses.
Use the following questions to prompt discussion:
- Why is being good at something important to us?
- What does being good at something say about us?
- What do you think or feel about others you see or know who are good at something?
- How does it make us feel about ourselves?

In Talking Partners, allow your pupils to discuss how they feel when they are not successful. Create a class display of adjectives or descriptive phrases that demonstrate these feelings. (Examples might include: disappointed, feeling bad, failed, no good, disastrous, etc.)
Read Bronagh’s Story (Resource D). When you have read and discussed the story, add words and phrases around the outer edge of your display that describe ways to deal with disappointment and how to cope with limitations. These could be made into ‘Can Do’ statements such as:

If I find something difficult I can ...
I can try again even when I have been unsuccessful.
I know that it is up to me to get things done by ...
I can recognise when I am using an excuse instead of ...

At the end of the activity, reflect on the story and consider and discuss Bronagh’s feelings and reactions. Why did she want to be on the school team? Did she feel some pressure to succeed? If so, where did this pressure come from? What might Bronagh’s reaction to her disappointment be? Who could help her cope with her disappointment?

Then, in groups, brainstorm ways for the story to end by having your pupils discuss and list possible reactions that Bronagh could have to losing the race. Possible reactions might include:
- getting angry with her teacher or mother;
- feeling jealous of the girls who won;
- deciding that she is never going to run again;
- feeling disappointed and upset; or
- thinking about what happened and realising that she wasn’t as good as the others, but continuing to enjoy running even if she doesn’t win.

Dramatise!

Break your class into small groups and ask them to choose an ending to the story from the list of possible endings that they have created. Then have them dramatise Bronagh’s Story, adding on their ending with Bronagh’s reaction to her disappointment. You may need to use the assembly hall or another space if space in the classroom is limited. If some pupils feel they do not want to join in the dramatisation, allow them to help their group to practise and create their act but to sit out during the performance. Alternatively, allow the pupils to write and/or dramatise a new story with new characters facing a different disappointment.

To conclude this activity, discuss which of Bronagh’s reactions were negative and how she could have tried to remain positive. Relate this to situations that the pupils have been in themselves where they faced disappointment. Ask them to think about how they reacted and how they could have tried to cope with their feelings, referring to the I Can display as necessary.
The Real Me

Pair your pupils and ask them to think about things other people expect them to be able to do, either at school or at home. Give them time to talk together about any experience they have had of this. Read the poem ‘The Real Me’ (Resource E) to the pupils. Can they relate to some of the expectations placed on the speaker of the poem? If so, discuss as a class how they feel when people expect them to do things that they can’t do or find difficult. Working in groups or as a whole class, ask them to share some of these examples. Then together recreate the poem by using some of their experiences of trying to live up to others’ expectations. You may wish to hold a community of enquiry or circle time to further discuss the feelings surrounding this issue.
Balance It Out

Stress to the pupils how we are all different and that we all have strengths as well as limitations. There are some things we can do well, and there are some things we would like to get better at. How can we get better at things? By practising, trying again, asking others for advice, etc.

Next, ask the class to name some things they would like to learn how to do. Emphasise that many of the things we struggle to do at the moment may only be things we haven’t learned yet. However, be sure to let them know that there are also some things that we may never be really good at, because we are all unique and have our own special talents. You may want to give some examples, yourself, of things you can do, things you will need to practise to get better at, and things that you will never really be very good at (for example singing, playing football, etc.). Emphasise that they do not have to be good at an activity in order to enjoy it.

Give the pupils a copy of I Will, I Can Scales (Resource F). Explain that because there are lots and lots of things that we can do, one side of the scales is heavier and will keep getting heavier as we learn new things. Ask each pupil to record on the left hand side of the scales those things that they feel are their limitations at the moment. When they have completed this side of their scales, tell them that they will have a set time to move around the class and write strengths on the right hand side of their classmates’ scales.

When they return to their own place, allow them some time to read the ‘strengths’ that others have written about them and to reflect on this positive experience.
Learning activity 4: Being an effective learner

CORE CONCEPT
We all learn in different ways. We can help pupils to become successful learners by teaching them to recognise how they learn and the things they can do to become an effective learner. If they know how to take control of their learning, they will feel empowered to take risks and try to learn new things so that they can fulfil their potential.

SUGGESTED SUCCESS CRITERIA
We will be able to name ways in which we can become effective learners. We will name our different talents and different ways of learning. We will teach others a new skill.

WHAT YOU NEED
- The Fourth Son (Resource G)
- Card, paper and colouring materials
- My Teaching Plan (Resource H) for each pupil

WHAT TO DO
- The Fourth Son
- Teaching And Learning A New Skill
- Review And Reflection

You’ll never know how much you can achieve until you give it a try.

The Fourth Son

Read the story The Fourth Son (Resource G). When you have finished, fair pair the class and ask the partners to discuss the story and its meaning. Then, ask the pairs to share their thoughts in a whole-class discussion. Use the following questions to prompt discussion:
- What happened in the story?
- What do you think the meaning of the story is?
- Which son would you like to be? Why?
- Which son had been given the most useful present from the spirit? Why do you think this? Explain your reasons.
- What did the fourth son do? What skills did he use as a good learner?
Next, ask the pupils to consider what might have been written on the six pebbles that belonged to the fourth son. What gifts might the spirit have given to him to make him ‘A good learner’? As a class, decide on the six most important skills involved in learning. There are no ‘right’ answers. The important thing is what you and the pupils think makes a good learner. You might create a display to remind pupils of these ‘Learning-to-learn’ skills and emphasise how anyone can develop and improve them.

Refer to the display during learning across the curriculum to reinforce them. You could write your learning-to-learn skills on pebble-shaped cards and laminate them. Then, at the start of a learning activity, you could discuss together which of the skills they will need, choose one or two that are most important and stick them on the board as a constant reminder. At the end of the activity the pupils could review how well they used them (self-assessment).

**Teaching And Learning A New Skill**

Ask your pupils to reflect on the things that they can do well. Explain that they are going to have an opportunity to teach one of their skills to someone else in the class who either finds that skill difficult or who does not yet have that skill. The skill needs to be something that can be done in school time, using resources from school or things that can be easily brought in from the pupil’s home. Examples include: plaiting hair, doing a magic trick, juggling, playing a musical instrument, saying something in a different language and making a paper aeroplane.

When they have had some thinking time and selected the skill they’d like to teach, they need to partner up. To do this, write each pupil-teacher’s name and their skill on the board.

Then, ask everyone to write their name next to a skill they would like to learn. Only one person should be assigned to each skill. Emphasise that they should choose partners based on the new skill they could learn, not based on friendship groups. Then organise the list into Teaching Session 1 and Teaching Session 2, ensuring that nobody scheduled to teach in a particular session is also scheduled to learn in that same session. In some instances, the classmate a pupil is teaching a skill to and learning a skill from might be the same person. This is okay.

Sitting with their partner, they should discuss with each other the ways in which they learn best, because each pupil will need to plan their teaching based on the other person’s preferred way of learning. They should discuss:
- Do they like to talk about how to carry out the skill?
- Would they like to have it explained first and then try it?
- Would they like to watch the skill first and then try? Or,
- Would they just like to try it straight away and have it explained as they go along?

When they have discussed preferred ways of learning with their partner, provide them with a copy of Resource H to plan their teaching. Finally, have the pupils teach their skill to their partner and vice versa. Those learning the skill will need enough time to try doing the skill, so you may need one long session for this portion of the activity or to spread it across a few days.

**Review And Reflection**

You may wish to use a method such as PMI (Positive, Minus, Interesting)* with your class to evaluate together what they have learned from the teaching and learning process they have just been involved in. Consider the following questions to help prompt discussion:
- Did you find it difficult to teach in a way that you wouldn’t normally use yourself?
- Is it better to teach someone something or to do it for them? Why?
- Did you all succeed in learning/teaching the new skill? What might be the reasons for this? What helped?
- Did you find breaking the task into small steps helpful?
- In the class, was one approach to learning/teaching more successful than others? Which?
- Is it ever alright to say ‘I can’t do it’? When should you give up?

*For more information, see CCEA’s Active Learning and Teaching Methods for Key Stages 1 and 2’, page 57.
Learning activity 5: I’m celebrating all I’ve learned

CORE CONCEPT
Pupils need to be able to see the direct link between hard work and achievement. Setting time aside to acknowledge and reflect on the learning that has already taken place in their lives will help them to see the benefits of working hard and trying again even when they don’t succeed at first. Celebrating all that they have achieved will also give them a sense of purpose in their learning and help strengthen their will to succeed.

SUGGESTED SUCCESS CRITERIA
We will be able to talk about some of the achievements in our lives. We will talk about non-academic and academic achievements. We will know what we have to do in order to achieve. We will realise that the type of person we are is as important as the things we achieve.

POINTS TO NOTE
Encourage your pupils to see all types of achievements as important, not just academic. For those with low self-esteem, classroom adults should be prepared to remind them of a range of their individual achievements.

Also, be sensitive to pupils’ responses. Pupils from ethnic minorities in Northern Ireland, such as the Polish, Lithuanian, Portuguese, Chinese, Indian, Pakistani and Travelling communities, may come from cultures where the value placed on job types, gender roles, etc., differs from your own culture.

WHAT YOU NEED
- A3 paper and colouring materials
- Card
- Digital camera
- Suitable software for manipulating photographs
- Speaking object
- Dictionaries (optional)
- Paper art straws and sticky tape

WHAT TO DO
- Circle Work
- Challenge Time
- Into The Future!
- Balancing Act

Success is 1% Inspiration, 99% Perspiration
Circle Work

Seat the pupils in a circle. Remind them of the skills needed during circle time (for example listening, giving eye contact to the person who is talking, only speaking when it is your turn, making constructive and thoughtful contributions, etc.). Explain that today they are going to discuss non-academic achievements. During the course of the session, you may wish to concentrate on one or more of their achievements from this year, the past or achievements they hope for in the future. Consider using one of the following statements for them to complete as they pass the speaking object around the circle:

- One thing I’ve learned in the past year is ...
- One achievable thing I’d like to learn in the next year is ...
- A way I have achieved something is by ...
- When I don’t succeed straight away, I ...
  … to make sure that I achieve my goal.
- One thing I need to work at is ...

To conclude the session, each pupil could turn to the classmate on either side and congratulate them on their non-academic achievement.

Challenge Time

Display the following phrase for the pupils: **Success is 1% Inspiration, 99% Perspiration.** Working in pairs, allow them time to talk to a partner about what they think the phrase means. (You may first need to explain the meaning of the words inspiration and perspiration, or alternatively, provide access to dictionaries so that they can look the meanings up for themselves.)

Next, ask them for suggestions about the meaning of the phrase and record their ideas. Ask them for examples of times when they had to work really hard to achieve something but succeeded in the end. Explain that the phrase means that achievement and success don’t always come easily; you have to work hard at it. Even at times when you may have a really good idea or flair for something, you will still need to put in the hard work if you truly want to be successful.

After the discussion, explain that they are going to put the phrase into practice by completing a challenge. If they put in the hard work and achieve their goal, they will have a celebration. (You may wish to agree a set ‘Celebration of Achievement’ with them before the challenge, for example twenty minutes free time, a chosen activity, etc.)

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- A way I have achieved something is by ...
- When I don’t succeed straight away, I ...
  … to make sure that I achieve my goal.
- One thing I need to work at is ...

To conclude the session, each pupil could turn to the classmate on either side and congratulate them on their non-academic achievement.

The challenge you set should be something that they will have to work hard at, overcoming any problems or obstacles. The aim is to learn that success needs to be achieved through hard work.

Here’s one suggestion: Using only paper art straws and sticky tape, ask your pupils to create a structure that is **tall, wide, strong** and **attractive**. Group them using a fair grouping technique, and give them a specific time limit for creating their structure. Instruct them to work together to design (inspiration) and make (perspiration) their structure. At the end of the task, their structure must be able to hold a book, for example, and the classroom adults will decide if it is sufficiently wide, tall or attractive.

Adapt this or your own challenge for any pupils who would find it particularly difficult and, therefore, would not have a fair chance of achieving success. Once you feel that they have all worked hard, overcome problems and succeeded at the challenge, the pupils will celebrate as agreed previously.
Into The Future!

Tell your pupils to imagine that they have stepped into a time machine. They type in a year, for example, twenty years in the future. The lights start to flash and the machine starts to rattle and shake. They feel as though they’re flying at a very high speed. They open the door of the time machine, and they are standing in front of a wall with a picture frame hanging on it. Inside the frame they are looking at a photograph of themselves, only twenty years older! Underneath the photograph is a list of achievements.

Ask your pupils to think about what they’d like the list beneath their photograph to say. What would they like to achieve in their life? Ask them to think about a job they would like to do, talents they would like to have developed and skills they would like to have learned. When the pupils have identified these, encourage them to think about the reasons WHY they would like to do that particular job. Ask them to consider the attributes that would be important in that job, for example, working as part of a team, supporting others, being fair, etc. If they know someone who does this job, encourage them to think about the capabilities, skills and knowledge that person demonstrates when doing that job.

Using a digital camera, take a photograph of each pupil from the shoulders up. Upload these to the computer and allow each pupil to manipulate their face to make it look older using suitable software. They may wish to change their hair to another style or colour, give themselves glasses or add a few wrinkles. When they have printed out their ‘older’ photograph, have them stick it onto an A3 sheet of paper and create a frame for it. Underneath the ‘framed’ photograph, they should then write the achievements that they would like to see under their picture when they stepped out of the time machine.

Encourage everyone to reflect by asking them to think about what qualities and skills they will need to develop in order to achieve these goals. Ask them to record these (for example commitment, perseverance and patience). Ask them to identify strategies that would enable them to achieve these qualities (for example keep trying, hard work and not giving up). You might want to display these qualities and strategies somewhere in the classroom. Have the classroom adults model this activity by completing it themselves and sharing their strategies with the pupils. Finally, ask them to identify long, medium and short-term goals. The pupils will be familiar with goal setting if they used Year 6 Red Unit: Who Am I?

Learning activity 5: I’m celebrating all I’ve learned (continued)
Remind your pupils about the Into the Future! activity they completed. Have them think about the achievements they chose to list beneath their photograph and how many of these were related to possessions, wealth, success or status. Then explain to them that these things can all contribute to our happiness, but that in life our identity and our happiness isn’t determined solely by what we have and the job we do. Rather, much of the identity and satisfaction in our life comes from the kind of person we are.

Continue the discussion and include the concept of financial security. Help your pupils realise that financial security is important in life but that it, alone, will not make them happy. Ask them to think about the kind of person they would like to become and how they might achieve that. You may want to consider and discuss the following:
- the need to have a good work-life balance and what this means;
- the need to have pride in yourself no matter what job you have;
- how to be able to have pride in yourself;
- how we treat other people; and
- always trying your best.

Next, ask your pupils to think of a person in their life that they really admire. Then, have each pupil prepare a two minute presentation about this real-life role model and why they chose them. (You may need to allow a few days for pupils to compile their presentations.) Allow them to share their presentation with the class when finished.

Finally explain that part of maintaining a good balance in life is being organised and aware of how they are spending their time. Consider having your pupils use an ICT package to generate a monthly diary and insert regular commitments into a daily, weekly and monthly schedule. Remind them to include activities outside of school (social, sporting and family items) in their plan. They should highlight days that may require them to plan carefully or remember equipment. Suggest that they indicate this with a symbol, word or colour. Encourage them to make a copy of the plan and to keep one in school and one at home.
Letter to Parent(s) / Carer(s)
Date ........................................

Dear Parent(s)/Carer(s),

Our class is beginning work with a resource titled Living.Learning.Together., which supports the Personal Development and Mutual Understanding Area of Learning within the curriculum. Activities within this resource are designed to develop the skills, knowledge, attitudes and dispositions required for life through accurate, age-appropriate information. It is our intention that by the end of the resource, your children will be better-equipped and more able to deal with any difficult situations they may face in the future.

The unit we’ll be working on next is called What Makes Me, Me? Its aim is to build self-esteem and a sense of self by exploring our backgrounds, our identities, our strengths and limitations, and how we learn best. It also addresses ways we can deal productively with life’s disappointments.

As we work through the unit, there will be numerous opportunities for you to participate in your child’s learning. Your child may be asked to interview an older family member or an older person they know as part of learning about their heritage. They may also be asked to investigate and record their own ‘Personal Timeline’, and they may want to talk to you about the significant events that have occurred in their life, both positive and challenging ones. From time to time, you may also wish to discuss the activities with your child. Your positive participation will help make your child’s learning experience a successful one.

If you would like to see a copy of the materials being used, or if you have any questions, please feel free to contact me.

Thank you for your co-operation,

Class Teacher
Fair Pairing Ideas

Below is a selection of ways to fair pair or fair group your pupils.
**Colour Crew**
Put three crayons of each colour into a tub. Ask each pupil, without looking, to choose a crayon from the tub. The three pupils with the same coloured crayon will then form a group. Alternatively, you can use sets of three matching objects. (The number of different colours will depend on how many groups you need. Increase/decrease the number of crayons of that colour if you want more/fewer pupils per group.)

**Birthdate**
Ask your pupils to line up in order according to their birthdate (month and date, not year). Then count off down the line according to how many groups/pairs you want to create. All the ones pair off, all the twos pair off and so on.

**Famous Pairs**
Gather a selection of images of famous pairs. Examples include Tom and Jerry, Scooby Doo and Shaggy, Dr. Who and his assistant, Sylvester and Tweety, Drake and Josh, Homer and Marge, Bart and Milhouse, Spongebob and Patrick, Troy and Gabriella from High School Musical, a famous footballer and his manager, etc. You could also use flags of the world paired with their country names, foreign vocabulary they are learning and the English translation, etc. Place these in a box or bag and allow your pupils to draw out an item without looking. Then, have them find their match/partner.

**Shaping Up!**
Photocopy the puzzle pieces in this resource sheet. Cut out the shape halves and laminate. Put all the cards into a tub and ask each pupil to choose a card from the tub. Then, have your pupils find the other half of their compound word/2-D shape to find their partner.
Guess Who? Grid

Read and think about the descriptions that your teacher has displayed. Write the name of the person you think is being described into each box below.
Bronagh wanted to be on the school sports team. When she was smaller, she had seen the older children practising and training to go to the Community Games.
Each year the school ran trials
to see who would be the fastest,
and only the first two in each
race were allowed to go to the
Community Games. She thought it
would be wonderful to be on the
team and run for the school. She
remembered when her neighbour,
Kathryn, had won a medal at the
Community Games. Everybody in
the school cheered for her when
she came home from the event.
The people on the road had put
out a sign saying: WELL DONE,
KATHRYN. Bronagh remembered
how her own mother had been
talking to Kathryn’s mother who
said, “Isn’t she a great girl? She
really worked hard.”

Bronagh longed to have her
mother say that about her. She
remembered seeing Kathryn’s
picture in the newspaper that
week. So Bronagh decided she
had to train hard. Whenever she
was asked to go to the shop or
whenever she was going down
to a friend’s house, she ran as
fast as she could. She really
loved running.

One Monday morning, the teacher
told the children that at the end
of the week there would be
trials for the Community Games.
Bronagh was excited. She had
been thinking about the trials and
hoping she’d be picked. Now, she
felt nervous. After school she told
her mother that the trials were
on Friday. “Well, just try your best
and see how you get on,” said
her mother.

On Friday, Bronagh brought her
trainers and shorts to school. That
afternoon, the children went out
to the trials. The first race was the
80-metres race. Bronagh lined
up in her heat. When the teacher
blew the whistle, Bronagh ran as
fast as she could. But even though
she tried her hardest, she could
see three other girls running faster
than she was. She reached the
finishing line in fourth place. She
looked at the two girls who came
first and second and saw how
happy they were to be going to
the Community Games.
Learning activity 3: You can’t win all the time

The Real Me

I wish you could be more organised and less messy

I wish you would get good marks in school
My mother wishes that I could be more organised and less messy - without so much ‘dustable’ clutter in my life - so that she would be thought to be a good housekeeper and our house an ‘ideal home’.

My father wishes that I would get good marks at school, so that he could talk about me to his friends at work, and be thought a successful father.

My grandparents wish that I was younger so that I could be babied, or older, with more achievements, so that they could be proud grandparents.

My teacher wishes that I would be quiet and not ask awkward questions, so that she could be a good teacher without too much effort.

My coach wishes that I would be a good player so that his would be the winning team.

I wish that they would encourage me to do well at what I can do. I wish that they would stop blaming me for failing to do what I have no ability to do, and allow me to branch out, experiment and explore.

I wish that they could be there when I need them, and yet set me free to discover for myself who I am, why I am here and where I am going.

I wish that I was sure that they loved me, the real me, just as I am, here and now.

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Learning activity 3: You can’t win all the time

I Will,
I Can Scales
I will try

My Limitations

My Strengths

I can do it
One stormy night, far, far away, a woman gave birth to four healthy sons. She wrapped them up and laid them in a row next to her. What would happen to them? She prayed to the magic spirit of her family. There was a flash and a beautiful spirit appeared.

The spirit looked at the first baby. Out of her golden bag she drew a shiny purple stone and sang, “You will be a talented musician.” To the second baby she gave a green stone and sang, “You will be a fantastic farmer.” To the third baby she gave a red stone and sang, “You will be a talented artist.” When she came to the fourth baby, she drew out of her bag six ugly brown pebbles.
“And you will be a good learner”, she sang. There was a fearful bang and a flash of light and the spirit disappeared.

“What did she mean?” the woman asked herself. She looked at the pebbles. “It can’t be very important”, she thought. Even so she carefully put the pebbles in a small bag and hung them round the baby’s neck.

As soon as the first three sons could walk they showed their talents. People always asked to hear the first son sing. If one of their animals was sick, they brought it to the second son and he immediately knew what was wrong. The third son drew pictures so beautiful that when he was still young people asked him to decorate their houses and clothes. When the woman looked at the fourth son she kissed him on the forehead and smiled, and thought that it was a good job he had such talented brothers.

The fourth son looked at the six pebbles and wondered what they meant. He was very proud of his three brothers. He wanted to be like them, so he looked carefully at what they did. He asked them questions and listened carefully to what they said. He thought about what he saw and heard. He imitated what they did and when it didn’t work he didn’t give up, but learned from it. The brothers loved him dearly and, because he was so helpful and good to be with, they spent lots of time with him.

When the four sons were nearly grown up, the woman said to the first three sons, “Go off and make your fortunes. You have all the talents you need.” They left the farm. The fourth son asked if he could go too but the woman said, “You haven’t any special talents so perhaps you had better stay here. What have you got to offer the world?”

That evening she was feeling sad. “I wish someone was here to cheer me up,” she said. The fourth son opened his mouth and sang a song. It was beautiful - as beautiful as the songs of the first son. The next day one of the animals was sick. The fourth son looked at the animal and knew what to do. The next day it was better, just like the animals that the second son had looked after. When the woman woke up the next day she saw a lovely new picture on the wall, as beautiful as the pictures painted by the third son. She took the small bag from round the fourth son’s neck and looked at them. She remembered what the spirit had said: “And you will be a good learner.”

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Learning activity 4: Being an effective learner

You’ll never know how much you can achieve until you give it a try.
Skill being taught:

Name of my pupil:

My pupil’s preferred way of learning:

What I need to do, step by step, to ensure my pupil learns using his/her preferred way of learning:

Evaluation of the lesson:
**Suggested stories**

Alexander, J.  
The 7 Day Self Esteem Super Booster  
(Hodder Children’s Books: 2007)  
978-0340930670

Berry, J.  
Only One of Me  
0 33041831 9

Browne, A.  
Willy the Dreamer  
(Walker Books: 1998)  0 74456964 8

Child, L.  
Utterly Me, Clarice Bean  
(Orchard Books: 2003)  1 84362304 8

Cobb, N.  
True Identity  
(iUniverse.com: 2003)  978-0595658121

Crew, G.  
Memorial  
(Lothian: 2000)  0 73440545 6

Dyer, W.  
Incredible You: 10 Ways to Let Your  
Greatness Shine Through  
(May House Inc.: 2006)  978-1401907822

Espeland, P.  
Proud to be You: The Positive Identity Assets  
(Free Spirit Publishing Inc.: 2007)  
978-1575422022

Hann-Syme, M.  
Not Like Me  
(Walker Books: 2007)  978-1406303834

Kleyla, M. P.  
Identity Unknown  
(iUniverse.com: 2003)  978-0595658121

Laird, E.  
Me and My Electric  
(Mammoth: 1998)  0 74972922 8

McCombie, K.  
How to Be Goodish  
(Walker Books: 2008)  978-1406318043

Naik, A.  
The Little Book of Self Esteem  
(Hodder Children’s Books: 2007)  
978-0340930458

Sachar, L.  
Someday Angeline  
(Blacksbury Children’s Books: 1998)  
978-0747587231

**Suggested further reading**

Campbell, R. J. et al.  
Engagement with  
School, Identity and Self-Esteem  
(National Academy for Gifted and Talented Youth: 2006) 978-1905877188

Collins, M.  
Because We’re Worth It: Enhancing Self-Esteem in Young Children  
(Lucky Duck Publishing: 2001) 978-1873942093

Dalgleish, T.  
Self Esteem: Ages 8-10  

Thematic Unit Year 5: Me Inc.  
(ICCEA: 2008)

Primary National Strategy: SEAL: Going for Goals Years 5 and 6  
(IDIES: 2005) 1349-2005 G

Primary Values  
(CCEA: 2005) 1 85885337 0

**Additional websites**

[www.teachingideas.co.uk/more/pshe/contents.htm](http://www.teachingideas.co.uk/more/pshe/contents.htm)  
Ideas and resources for developing confidence and responsibility

[www.teachers.tv/video/397](http://www.teachers.tv/video/397)  
Teachers TV, KS1 and KS2 self-esteem video clips