

Learning objective and success criteria	Before the lesson
<ul style="list-style-type: none"> • To begin to understand self-respect • I can identify positive attributes in my peers • I can identify positive attributes that make me who I am • I understand that having respect for myself will help me make good choices. 	Print <ul style="list-style-type: none"> • <i>Activity: Shield template</i> (see Classroom resources) – one per pupil

Attention grabber

Explain to the children that during this lesson they are going to be focusing on themselves and thinking about their positive attributes. This can be tricky, so they are going to start by celebrating what is good about each other.

Each child needs a piece of paper stuck to their backs and then they will circulate around the room and write good things about each other on their backs. Make it clear that this is a positive activity and you will be watching what they write.

As an alternative, give each child a piece of paper, ask them to write their name at the top, and then get them to pass the paper around the circle for the other children to write down positive things about the person whose name is on the top.

At the end of the activity don't let children see yet what their peers have written.

Key question

- What are the positive attributes of the children in our class?

Main event

Explain that the children are now going to think about themselves and they are going to design a shield to show more information about themselves. To start the children off, you could complete a shield for yourself.

Give each pupil a copy of the *Activity: Shield template* and explain the four section headings and that they need to write at least three things in each section. They can then decorate the shield to show more about them.

Tell the children that if they need help they could look at what their peers wrote to help them. Explain that we sometimes find it difficult to see the good in ourselves but other people can see it in us.

Once the activity is complete, the children can share some of their attributes. Celebrate these with the children, including the range of attributes displayed in the class.

Move on to talk about the fact that knowing ourselves and having respect for ourselves is really important as it can help us to make good decisions. If we understand ourselves, we have a better understanding of what will make us happy.

Key question

- What am I like?

Wrapping up

Ask the children to look at their shields and also at the piece of paper their peers wrote on. Ask them to reflect on how they feel about themselves.

Ask the children to put their heads down on the table and/or close their eyes as you are going to do a secretvote.

Ask them to show with their fingers, firstly, how much they like themselves (i.e. 10 would be really like themselves), then:

- How proud of themselves they are
- How much respect they have for themselves
- How happy they feel?

NB. Keep an eye during each question for children giving a low score as they may need further support around their self-esteem.

Make it clear that valuing ourselves is really important and if we don't like ourselves we might find it more difficult to feel happy. Discuss who children can talk to if they are worried or unhappy.

Key question

- How do I feel about myself?

Glossary

- Attributes
- Proud
- Skill
- Self-respect

Assessing pupils' understanding and progress

Next steps

Pupils with secure understanding indicated

by: Understanding that we all have a range of attributes that make us who we are and we should be proud of these.

Pupils working at greater depth indicated

by: Understanding how knowing ourselves can help us have respect for ourselves and lead us to make decisions and choices that will help to make us happy.

Pupils needing extra support: With writing, could illustrate their shield rather than writing.

Pupils working at greater depth:

Should include a greater number of attributes under each heading on their shield and be challenged to discuss and explain why they think respecting and knowing themselves can help them to make better decisions.