

UNIT 3



RESPECT YOURSELF

Unit 3 – Respect Yourself



Overview

The main focus of this unit is on the importance of recognising and valuing ourselves as individuals. People who respect themselves, like themselves. They have a core set of moral values that are not based on what they can or can't do, or in comparing themselves to others^{1,2}. Nobody's perfect – but learning to accept ourselves warts-and-all, identifying our strengths and looking after ourselves and our bodies increases our enjoyment of life and wellbeing³. Research is clear that looking after our body is also of paramount importance for our health. Good sleep, nutrition and exercise have all been correlated with better mental and physical health outcomes^{4,5}.

Key messages to communicate

1. There is no-one quite like me

This section hopes to encourage pupils to reflect on the uniqueness of being. We may be different to other people in some ways and similar in other ways, but we also have our own special characteristics. Nobody is perfect and if we were all the same it would be a very dull world. Nobody should feel pressure from others to be someone they are not, but it is important to treat ourselves with respect and compassion.

2. Everyone has different strengths

This section hopes to encourage pupils to discover their strengths and identify how they can use them more. We can all dwell too much on our flaws or what we are not so good at but, if instead we focus on what we are good at, we can use these attributes to help us in other areas.

3. I treat myself with respect

In this section pupils are learning that self-care is important for mental wellbeing. This includes monitoring the way we talk to and treat ourselves (watching for excessive negative self-talk). It also is an opportunity to explore the importance of looking after our physical bodies too. This could include making sure pupils keep themselves hydrated, recognising the signs that they are running low on energy and may need a snack, the importance of a good night's sleep, and switching off technology to give our eyes and bodies a chance to rest and relax.



Role Model It

Share with your class the last time you had some positive feedback or a compliment, and how it is important to accept this feedback. And/or let them know what your top five strengths are. (See link to website below if you would like to identify these).

Assembly notes

Launch assembly

Suggested music for children entering: 'Respect Yourself' by Aretha Franklin.

The story of Invisible Sam (Part 1) is provided at the end of this unit.

The first book used is *Zero* by Kathryn Otoshi (the story is also available on YouTube at <https://www.youtube.com/watch?v=LrTkFtg0Pbw>).

The book used in the class activity is *Only One You* by Linda Kranz.

Reflection assembly

Ensure the assembly hall is dark and only lit by a table of candles at the front of the room. Instil a model of absolute quiet as the children enter the hall. Suggested music to play for children entering: 'Beautiful' by Christina Aguilera.

The story of Invisible Sam (Part 2) is provided at the end of this unit.

The book used is *The Lion Inside* by Rachel Bright (the story is also available on YouTube at www.youtube.com/watch?v=GlDD3gYZ_0).

Sharing assembly

Suggested music for children entering: 'Respect Yourself' by Aretha Franklin.

Additional information

Video Link: The odds of you being born

<https://www.youtube.com/watch?v=U44wbBbHkDk>

TED TALK: Mel Robbins – How to stop screwing yourself over.

<http://tedxtalks.ted.com/video/How-To-Stop-Screwing-Yourself-O>

Identify your own top five strengths by completing the VIA Survey of Signature Strengths assessment at <http://www.viacharacter.org/www/Character-Strengths-Survey> Ask yourself how and when you are using each one or could be using them more. This website also has lots of links to research studies in this area.

Sleep Matters: The Impact of Sleep on Health and Wellbeing
<https://www.mentalhealth.org.uk/publications/sleep-report/>

References

- ¹ Langer, E J (1999). *Self-Esteem vs Self-Respect*
<https://www.psychologytoday.com/articles/199911/self-esteem-vs-self-respect> at
[psychologytoday.com/articles/199911/self-esteem-vs-selfrespect](https://www.psychologytoday.com/articles/199911/self-esteem-vs-selfrespect)
- ² Neff, K D (2011). Self-compassion, self-esteem and wellbeing. *Social and Personality Psychology Compass* 5/1, 1–12
- ³ Peterson, C and Seligman, M E P (2004). *Character Strengths and Virtues: A handbook and classification*. New York: Oxford University Press/Washington DC: American Psychological Association
- ⁴ Glozier, N, Martiniuk, A, Patton, G, Ivers R, Li Q, Hickie, I, Senserrick, T, Woodward, M, Norton, R and Stevenson, M (2010). Short sleep duration in prevalent and persistent psychological distress in young adults: the DRIVE study. *Sleep* 33, 1139–45
- ⁵ Nauert PhD, R (2015). Healthy food can improve mental health. *Psych Central*. Retrieved on September 24, 2016, from <http://psychcentral.com/news/2008/07/10/healthy-food-can-improve-mental-health/2587.html>

Building Resilience



RESPECT YOURSELF

Launch Assembly

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Respect Yourself

'When you are content to be simply yourself and don't compare or compete, everyone will respect you.'

(Lao Tzu, Tao Te Ching)



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Skipper has found that these 5 things help us to cope with things of life



RESPECT YOURSELF



KEEP CONNECTED



GET ACTIVE



THINGS OVER



BE KIND TO OTHERS



HAVE A GOAL

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Respect Yourself

In this unit we will cover:

- There is no-one quite like me
- Everyone has different strengths
- I treat myself with respect

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Skipper is feeling down

Skipper has been playing hide and seek with his friends but he keeps being the first to be caught. He has decided there is no point playing.

He is fed up. Being orange means he is easily spotted. Most of all, he wishes he was tall like Buddy so he could reach the high hiding places.

Ask yourself ...
Can you think of a time you wished you were like someone else?



Wish I was tall and blue like Buddy

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There is no-one quite like me



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Did you know?



In order for you to exist, your ancestors would have had to live long enough to have had children. Then their children would have had to live long enough to have had children ... over and over for 200,000 years.

Now why not try our quiz?

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Did you know that you are a miracle?



Quiz question:
What are the odds of you being born?

1 in 400 trillion

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Did you know that everybody is unique?



Quiz question:
There are 7.2 billion people on this planet, but what do you have that is different to everybody else's?

Your fingerprints, heart beat, tongue and the irises in your eyes are all completely unique!

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Everyone has different strengths



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Everyone has special talents and qualities

Instead of thinking about what he is not good at, Skipper needs to learn to be proud of his strengths and who he is.



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We all have different character strengths

Which of these do you think make up you?



curiosity creativity
bravery teamwork
kindness honesty
fairness forgiveness
hope humour

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Our strengths make us who we are



Skipper is very caring.
He looks after his friends and
the world around him.

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Play to your strengths

Remember to
play to your
strengths



When he takes time to think about
things, Skipper realises that the
good thing about being small is that
he is able to move around the boat
much more easily than his friends.

He also realises that the good thing
about being orange is that he will
stand out against the blue river if he
is ever in need of rescuing!

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I treat
myself with
respect



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Skipper remembers a story
about his friend Sam



Sam feels really bad
about himself.

He thinks he is no good
at things and everything
he does goes wrong.

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What 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?



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We need to look after ourselves

If you respect yourself, your
mind and your body, this
will help you to feel better.

Tell your shoulder partner ...
What do you do to look
after your mind and body
that could help Sam?



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Skipper has a book to share with us all about valuing and respecting who we are.



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Class Task

Read the book *Only One You* by Linda Kranz. Create a new page for the book and add it to your H&WB Toolkit classroom display.

Home Activity

Create a picture of yourself and fill your picture with all the great things about you, your strengths and your achievements.



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Be Yourself

by Stephen Fischbacher

I'm looking in the mirror, and checking out my hair
I'm looking in my wardrobe,
for something good to wear
I'm looking at my friends, and people in my school
I'm looking in my magazines,
and how she looks so cool

Sometimes I'd rather be somebody else ...

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(you were made to)

Be yourself
You don't have to be
like anybody else

(come on and)

Be yourself
You don't have to be
like anybody else

Just be yourself!

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I'm wishing I was this way,
I'm wishing I was that
I'm wishing I was on TV,
I wish I had a cat

I'm wishing I was famous,
I'm wishing I could fly
I'm wishing I was more than just an ordinary guy
(or a girl!)

Sometimes I'd rather be somebody else ...

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I sometimes feel so lonely,
like I'm the only one
I sometimes feel if I was him/her
then life would be more fun

I sometimes feel like I'm not sure
of who I want to be
I sometimes feel like I'm not sure
if this is really me

Sometimes I'd rather be somebody else ...

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(you were made to)
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Respect Yourself

*'Be who you are
and say what you feel,
because those who mind
don't matter,
and those who matter
don't mind.'*

(Dr Seuss)


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Time for reflection

Respect Yourself



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Respect Yourself

'Friendship with one's self is all important, because without it one cannot be friends with anyone else in the world.'

(Eleanor Roosevelt)

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Respect Yourself

In this unit we have covered:

- There is no-one quite like me
- Everyone has different strengths
- I treat myself with respect

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Time to think ...



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Can you take a compliment?



Think about how you feel when someone says something nice about you

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What are your strengths and personal qualities?



Try asking someone else what they think your strengths are

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How do you look after yourself?



When did you last say something positive about yourself, have something healthy to eat or drink and have a good night's sleep?

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The story of Invisible Sam (Part 2)



Sam was so wrapped up in believing the negative comments he forgot all about his own positive qualities and strengths.

What would happen if he replaced a negative thought or comment with a positive one?

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Skipper has a story to share with us about how we all have different strengths. It is called *The Lion Inside* by Rachel Bright.



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?

What is the real you like – would you want to be friends with you?

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Reflection Time



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Respect Yourself

In this unit we have been learning:

- There is no-one quite like me
- Everyone has different strengths
- I treat myself with respect

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At the start of this unit, you were asked to ...



Create a picture of yourself and fill your picture with all the great things about you, your strengths and your achievements.

What did other people say about you?

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Be Yourself

by Stephen Fischbacher

I'm looking in the mirror, and checking out my hair
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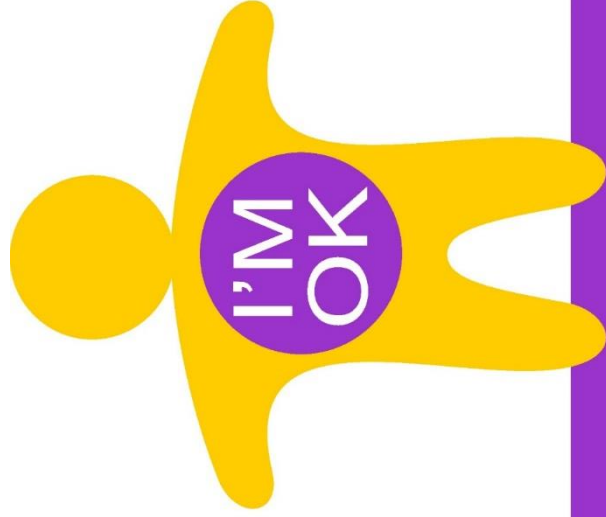
Respect Yourself

*'When you are content
to be simply yourself
and don't compare or compete,
everyone will respect you.'*

(Lao Tzu, Tao Te Ching)



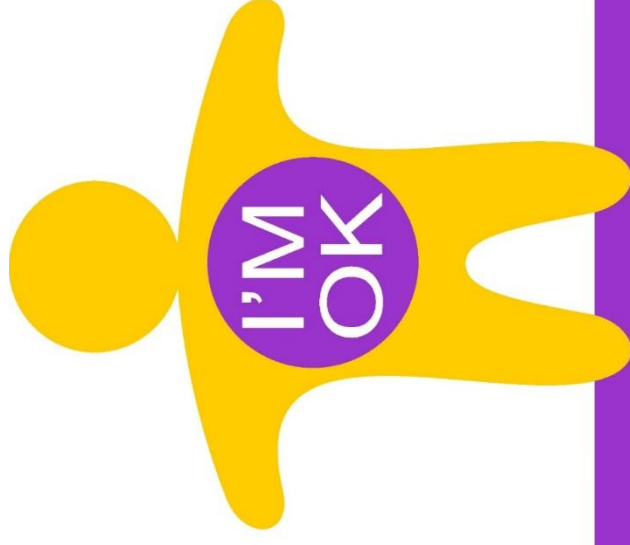
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RESPECT YOURSELF

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RESPECT YOURSELF

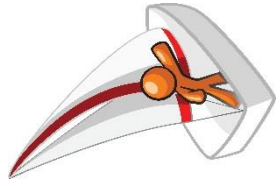
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Respect Yourself

People who respect themselves, like themselves. Nobody's perfect – but learning to accept ourselves warts-and-all, identifying our strengths and looking after ourselves and our bodies increases our enjoyment of life and wellbeing.

Through this unit, we will encourage children to reflect on the uniqueness of being. We may be different to other people in some ways and similar in other ways, but we also have our own special characteristics. Nobody is perfect and if we were all the same it would be a very dull world. Nobody should feel pressure from others to be someone they are not, but it is important to treat ourselves with respect and compassion.



In this unit, Skipper compares himself to others and decides he is not as good as them. Skipper learns that we all have different strengths. He encourages the children to discover their strengths and identify how they can use them more. We can all dwell too much on our flaws or what we are not so good at, but if instead we focus on what we are good at, we can use these attributes to help us in other areas.

In this unit, we will be learning that:

- There is no-one quite like me.
- Everyone has different strengths.
- I treat myself with respect.

Talk It Over:

Tell your child what you like about yourself. Discuss with your child things that they like about themselves and what makes them a unique and special person.

Home Activity:

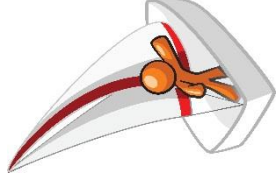
Encourage your child to create a picture of themselves and fill their picture with all the great things about them, their strengths and their achievements. What makes your child special to you?

Key Book: Zero by Kathryn Otoshi

Respect Yourself

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RESPECT YOURSELF

Respect Yourself

Home Activity

We are learning about the importance of recognising our own uniqueness. When you respect yourself, you realise that, although we all have things in common, we also have special characteristics that make us unique. If we were all the same it would be a very dull world. We have been learning that identifying our own strengths helps us to understand, like and accept ourselves better.

We have learned that:

- There is no-one quite like me
- Everyone has different strengths
- I treat myself with respect

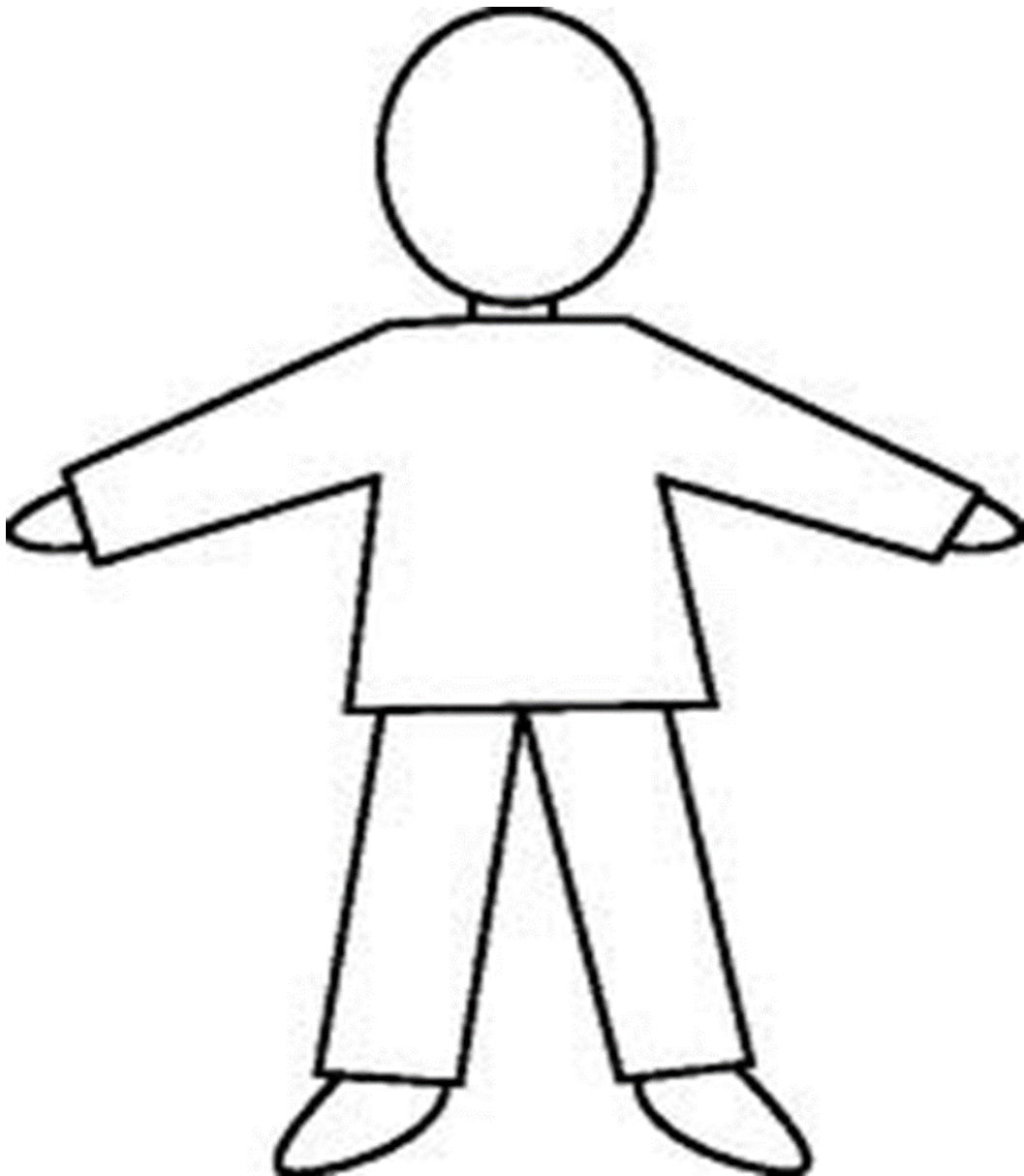
Activity

1. Think about the talents and skills that are special about you. These talents and qualities are part of what makes you unique.
2. On the back of this sheet is an outline of you. Decorate the body shape by illustrating all of the skills, talents and abilities you have.
3. Next, add words around the outline to show things that you would like to learn in the future.
4. Finally, ask your parent/carer to write a positive and encouraging statement about you at the bottom of the sheet.

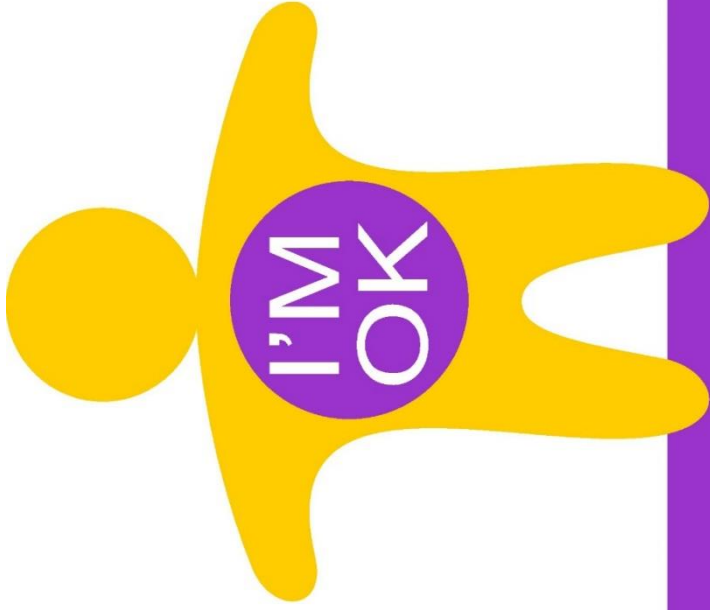
Please return your home activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.

Name: Class:

I am and I can



My parent/carer thinks I am ...



RESPECT YOURSELF

UNIT 3

Respect Yourself

**Classroom activities
for Early, First and
Second Level**

Respect Yourself				Early Level
Unit 3	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Key Learning There is no-one quite like me	<i>I recognise that we have similarities and differences but are all unique.</i> HWB 0-47a <i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 0-10a	I know what makes me, me I know that I am unique I can recognise my own name and know why it is important	<u>A Very Special Person</u> Place a mirror inside a box or handmade book. Pass it around and ask each child to look carefully inside to see a very special person but to say nothing! When everyone has seen inside the box, begin a discussion on 'there is no-one else the same as me'. Use an inkpad to have each pupil make a thumbprint in the centre of a piece of paper. Then, use a magnifying glass to examine the thumbprints. How are they alike? How are they different? Discuss the word unique. <u>Class Task – Only One You</u> Read the book <i>Only One You</i> by Linda Kranz. Discuss the significance of some of the key messages. Look at the further messages on the inside front and back covers. Get the children to pick one and create a new page for the book. You could even make your own class book. <u>Name Art</u> Help the children to write their name in large letters and decorate them with glitter, rainbow colour or textures. Explore what each name means.	<u>Who Am I?</u> Show and Tell Instruct each child to gather a shoe box filled with their favourite things. Objects might include their favourite book, toy or photograph of a meal they shared with someone special. During show and tell encourage the children to talk confidently about their favourite things: I like this because it makes me feel ... I enjoy visiting this place because I feel ... <u>Stories and Rhymes</u> <i>Read On the Night You Were Born</i> by Nancy Tillman. <u>Portraits</u> Create a self-portrait to show others in the class who you think you are. The activity could be repeated by a partner. Compare the portraits for similarities and differences.

Unit 3					Respect Yourself		Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities			
Everyone has different strengths	<i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 0-10a <i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 0-01a <i>I recognise that we have similarities and differences but are all unique.</i> HWB 0-47a	I can say a number of special things about myself I know what I am good at I know we are all different	<u>What Makes Me Special</u> Glue a photo of each child in the centre of a flower template. On the petals help the children to write things about themselves. Encourage them to include both their physical characteristics and attributes. <u>Crocodile Swamp</u> In a large area, arrange chalk circles or mats randomly so to resemble rocks or stepping stones in a swamp. Invite the children to use their imagination to pretend that they must cross the swamp to find happiness and success. The only way to stop the crocodiles from nibbling their toes is to say something good about themselves (eg I am a good friend, I can sing, I share my toys ...) each time they step on a rock. If a child is stuck and the crocodiles threaten get the other children to say something positive. Once the children are familiar you could create teams to race against the clock across the swamp. <u>Circle Time</u> In a circle, tell each child one thing you have noticed they are good at, for example, 'John is a good footballer', 'Emma is good at drawing' or 'Pavel is a kind friend'. Invite each children to say one thing they think the person on their right enjoys doing. Have each child compete the phrase: 'I think you are good at ...' Then have a discussion about what things we are not so good at. Not everyone can be good at everything. We all have things we can improve on – but it's OK to be just as you are.	<u>Say Hello</u> Use rhymes and chants that include use of names, eg Hello ..., Hello ... How do you do? How do you do? I'm very pleased to meet you I'm very pleased to meet you How do you do? How do you do? (sang to Frere Jacques) <u>Play the 'Guess Who' Game</u> <u>What is Different?</u> Watch Sesame Street 'Same and Different'. Look at some pictures of different people and note down what's different about them. Look at all the differences in the class. Look at a class photo – discuss the positives of being different. <u>Kindness Garden</u> Create a class garden made out of flowers with positive affirmations written on.			

Respect Yourself				Early Level
Unit 3	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Key Learning I treat myself with respect	<i>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.</i> HWB 0-49a <i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</i> HWB 0-09a <i>I know that being active is a healthy way to be.</i> HWB 0-027a	I can speak positively about myself I know some of the things I can do to relax, have fun, get active and be creative I know I need to exercise to look after my body	<u>Invisible Sam</u> Remind the class of the story of Invisible Sam. Explain 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 at Sam. <u>Self-portraits</u> Draw and colour a self-portrait of yourself looking happy. Draw or write the things that make you happy/calm/up around the self-portrait. <u>Class Olympics</u> Hold a competition with a variety of fun exercises – using a broom, dancing, balancing, carrying things. Discuss how being healthy can be achieved in different ways.	<u>Calm Yoga</u> Do these poses to make you feel strong, brave, kind etc: www.cosmickids.com <u>Make a Graph</u> Create a chart of all the things the class do to relax, have fun, get active and be creative.

Respect Yourself					Early Level
Unit 3	Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
	* Can you take a compliment?	Special, my name, nicknames, I am ..., I can ..., I know ..., I enjoy ..., I share ..., kind, similar, different, respect, healthy, unique, my facial features, choices, compliment, responsibility, taking turns	* Learners explore and make choices as they develop their learning and interests and can identify their achievements * Learners are aware of their growing bodies and know that there are similarities and differences with others	* Books: Zero by Kathryn Otoshi; <i>The Lion Inside</i> by Rachel Bright; <i>On the Night You Were Born</i> by Nancy Tillman; <i>It's OK to Be Different</i> by Todd Parr * <i>Sesame Street</i> 'What I Am' * Calm Yoga * Scope – resources looking at different ability	RESPECTED Having the opportunities, along with carers, to be heard and involved in decisions which affect them
	* How do you look after yourself? When did you last have a drink of water, something to eat and a good night's sleep?				
			Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
			* I can identify my achievements * I can show an understanding of day to day personal hygiene routines	Literacy and Language * Listening and talking activities Expressive Arts * Art – mixed media * Drama – role play Health and Wellbeing * Anti-bullying topics	* Article 8 – You have the right to an identity – an official record of who you are. No-one should take this away from you. * Article 12 – You have the right to give your opinion, and for adults to listen and take it seriously.

Respect Yourself				First Level
Unit 3				Additional Activities
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	
There is no-one quite like me	I recognise that we have similarities and differences but are all unique. HWB 1-47a	I can say what is special about me I know that I am unique	<u>'I Am and I Can' Rainbow</u> Children cut out a cloud shape and write something positive about themselves on strips of coloured paper. Fix to cloud to make a rainbow. <u>Potato Head</u> Ask the children to sit in circle. Give each child a potato. They should examine it closely, remembering the size, shape and any distinctive characteristics. Collect all the potatoes and place them in a bag. Shake the bag and roll the potatoes out into the centre of the circle. Allow time for the children to pick out their potato. How did they recognise their potato? Share with a partner three reasons why they think they found their potato. Explain that this is what we mean by unique. Make a poster to show what is unique about you.	<u>Unique Friend</u> In groups, draw someone unique by each drawing a different part of the body and sticking the parts together to make a unique person. What are you going to call your new friend? <u>Car Wash</u> Everyone stands making a tunnel with their arms. Children walk through the tunnel one by one, others shout out positive comments that make that person unique.
			<u>Class Task – Only One You</u> Read the book <i>Only One You</i> by Linda Kranz. Discuss the significance of some of the key messages. Look at the other messages on the inside front and back covers. Get the children to pick one and create a new page for the book. You could even make your own class book.	<u>Love Notes</u> Write a love note to yourself. Remind yourself what's great about you and why you should be proud of who you are.

Unit 3				
Respect Yourself				
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Everyone has different strengths	<i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 1-10a <i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 1-01a <i>I recognise that we have similarities and differences but are all unique.</i> HWB 1-47a	I can say the things I am good at and the things I find difficult I recognise how we are all different I am learning to play to my strengths	<u>The Real Me</u> Inform the children that everyone has strengths and qualities. These strengths are part of what makes them unique. Share three things you are good at and one you are not. Discuss similarities and differences. Why can't everyone be good at everything? Identify one thing that each person can plan to improve. Display ideas. <u>Character Strengths</u> Look again at the character strengths from the launch assembly. We all have these strengths to a greater or lesser degree and all of them can be developed. It's best to focus first on your top strengths – the ones that come most easily and naturally to you. These can help you build the other strengths into your life. Ask each child to write down three words they would like other people to think of them, eg honest, trustworthy, kind. Write these on the board. Compare the words with the words they wrote down. More info on http://www.viacharacter.org <u>The Incredibles</u> Some television science fiction and fantasy series have several superheroes with different skills. In order to solve a problem, or to save the world, they need to use all their different skills and work together as a team. Think about each of the people in your class. What are their special skills? What kind of superhero are they? How do they use their hero-skills to help your class sort out its everyday challenges and reach its goals? For example, who is the super-comforter, super-fixer, super-tidier, super-cheerer-upper, super-brave-person, super-nurse, super-peace-maker? When you've decided which super-skill each person has, work in twos or threes to make superhero badges for each other.	<u>Find Someone Who</u> Move around the class and ask questions of others to find out more about them. Find someone who: plays basketball, has a younger sister, lives with their granny, has green eyes etc. Discuss similarities and differences.
				First Level

Unit 3	Respect Yourself			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
I treat myself with respect	I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 1-49a As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a I know that being active is a healthy way to be. HWB 1-027a	I can talk about what I do to make me feel better when I feel down I know that sleeping well and eating healthily helps me to feel better I am able to say no when I am being persuaded to do something I don't want to	<u>Invisible Sam</u> Remind the class of the story of Invisible Sam. Explain 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 at Sam. <u>Feel Good About Myself</u> Explore the different kinds of activities that can make people feel good, for example learning a new skill, doing something better than before, making new friends, helping someone else, being more confident or conquering fear. Talk about this feeling. Is feeling good about ourselves a nice feeling? Ask the children to recall some words for feeling good. Collect them into a 'circle of feelings'. Read the 'circle' and talk about and mime the facial expressions and body language that go with the words. If possible, take photographs of the children showing the expressions and display these. <u>Respect Yourself Mobiles</u> Provide each child with four different shapes of paper. On one piece, children should write and decorate their name. On the other three shapes, the children should draw or write things that they do to look after themselves. Construct the shapes together to make a mobile and use to share information with each other.	<u>Positive Affirmations Books</u> Make a mini-booklet filled with calming images cut from magazines and positive affirmations. <u>Class Olympics</u> Hold a competition with a variety of fun exercises – using a broom, dancing, balancing, carrying things. Discuss how being healthy can be achieved in different ways. <u>Create a Healthy Meal</u> On a paper plate, draw or cut out pictures of healthy foods to create a healthy meal for yourself.

Respect Yourself					First Level
Unit 3	Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Can you take a compliment? * What do you think are your strengths and personal qualities? * How do you look after yourself? When did you last have a drink of water, something to eat and a good night's sleep?	Special, my name, nicknames, I am ..., I can ..., I know ..., I enjoy ..., I share ..., kind, similar, different, respect, healthy, unique, my facial features, choices, compliment, responsibility, taking turns	* Learners recognise their own skills and abilities as well as those of others, and find out about the wider world of work * Learners are aware of their growing bodies and know that there are similarities and differences with others	* Books: Zero by Kathryn Otoshi; <i>The Lion Inside</i> by Rachel Bright; <i>On the Night You Were Born</i> by Nancy Tillman; <i>It's OK to Be Different</i> by Todd Parr * Character Strengths – www.viacharacter.org * Sesame Street 'What I Am' * Calm Yoga * Scope – resources looking at different ability * www.twinkl.co.uk/resource/t-t-7225-we-are-all-unique-powerpoint * It's great to be me worksheets pages 31–34 from South Lakes Federation: Emotional Resilience – Useful Resources for Schools	RESPECTED Having the opportunities, along with carers, to be heard and involved in decisions which affect them	United Nations Convention on the Rights of the Child * Article 8 – You have the right to an identity – an official record of who you are. No-one should take this away from you. * Article 12 – You have the right to give your opinion, and for adults to listen and take it seriously.
			Learning Statements	Cross Curricular Learning and Teaching Links	
			* I can recognise my own skills and abilities as well as those of others * I can explain that to be healthy I need sleep, rest and physical activity every day	Literacy and Language * Listening and talking activities Expressive Arts * Art – mixed media * Drama – role play Health and Wellbeing * Anti-bullying topics	

Respect Yourself				Second Level	
Unit 3	Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
	There is no-one quite like me	I recognise that we have similarities and differences but are all unique. HWB 2-47a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a	I know I am unique I can recognise the different attitudes and dispositions that makes us unique I can accept myself for who and what I am	<u>The Chances of Me Being Me</u> Explore some of the statistics from the launch assembly. What other facts can you discover? Choose how you are going to share your learning with others. <u>Recruiting Me</u> Ask each child to create an advertisement. The advert's purpose is to recruit a person to take over their identity for a day. Agree and set shared criteria for the advert. Ask them to include all the different identities that the applicants will have for the day and the attitudes and dispositions that he or she will need to show when assuming this identity. <u>Class Task – Only One You</u> Read the book <i>Only One You</i> by Linda Kranz. Discuss the significance of some of the key messages. Look at the other messages on the inside front and back covers. Get the children to pick one and create a new page for the book. You could even make your own class book.	<u>Circle Time Activities</u> Feelings change Sentences starts Oranges and lemons Pass a funny face Friends and acquaintances Rounds <u>I'm Okay</u> Children take a picture of a part of their body they think is their 'best' part. 'Best' is something that makes them unique (freckles, scars, eyes, fingerprints etc). Children write about why that part is important or special. Display photos and writing together. <u>Love Tree</u> Create the 'trunk' of the tree by tracing your hand and forearm. Make leaves by cutting out small paper hearts. On each heart write something you love about yourself or your life.

Respect Yourself				Second Level
Unit 3	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Key Learning Everyone has different strengths	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a	I can recognise my own strengths, abilities and characteristics I know why thinking positively about myself is good for my mental wellbeing I recognise how our strengths and weaknesses can be used to develop our potential	<u>Create a Wordle</u> Use the results of the Character Strengths Survey to make a Wordle with all the words that describe your strengths, abilities and characteristics. <u>Character Strengths</u> Look again at the character strengths from the launch assembly. We all have these strengths to a greater or lesser degree and all of them can be developed. It's best to focus first on your top strengths – the ones that come most easily and naturally to you. These can help you build the other strengths into your life. Children can complete the character strength learning profile to find out which character traits are their strengths. The quiz is available on www.viacharacter.org/survey/account/register Each child will receive a learning profile. Discuss the outcome in terms of strengths and weaknesses.	<u>Celebrate Successes</u> Reflect on goals that have been achieved and enjoy them as a class. Celebrate in different ways.
	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a		<u>Auction</u> Provide each child with a copy of a money resource or plastic money and a list of personal qualities. Give children time to look over the list and identify five they believe to be the most important or valuable to them. Begin the auction by asking 'How much will you bid for ...?' Whoever bids the most gets the item.	
	I recognise that we have similarities and differences but are all unique. HWB 2-47a			

Respect Yourself				Second Level
Unit 3	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Key Learning				
I treat myself with respect	<i>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.</i> HWB 2-49a <i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</i> HWB 2-09a <i>I know that being active is a healthy way to be.</i> HWB 2-027a	I can recognise the powerful effects of hurtful words and can practise positive affirmations I know what to do to make me feel better when I feel down or when things don't go to plan I respect my body by exercising, sleeping well and eating healthily I am able to say no when I am being persuaded to do something I don't want to	<u>Take Control</u> Let the children listen to 'Everybody Hurts' by REM. Talk about the times when things don't go well. Invite the children to think about different ways to promote good feelings and be proactive about their attitudes when things are difficult, eg relaxing by doing something they enjoy, listening to favourite music, being active or being creative. <u>Positive Matchboxes</u> Decorate and cover matchboxes. Inside write a positive affirmation about yourself. Keep in your pocket to look at when you are feeling down to remind you about how great you are. <u>Sticks and Stones</u> Follow up to Sam's story from the reflection assembly. 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.	<u>Sleep Diary</u> Complete a sleep diary for a week. Plot a line graph or bar graph to show the class's sleep habits. <u>Try Something New</u> Invite a local speaker in to talk about activities available for their age group. <u>Chill Out</u> Have a chill-out afternoon – play relaxing music and have a short guided relaxation exercise. <u>Raise Awareness</u> Ask the class to look out for support agency leaflets and collect leaflets for the class. Display the leaflets in a significant place in the classroom. Reassure the children there is no need to look embarrassed about asking for help. It really is a sign of strength.

Unit 3			Respect Yourself		Second Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources		Wellbeing Indicators (SHANARRI)
* Can you take a compliment? * What do you think are your strengths and personal qualities? * How do you look after yourself? When did you last have a drink of water, something to eat and a good night's sleep?	Special, my name, nicknames, I am ..., I can ..., I know ..., I enjoy ..., I share ..., kind, similar, different, respect, healthy, unique, my facial features, choices, compliment, responsibility, taking turns	* Learners identify their skills and areas for development and prepare themselves for the next stage of their life and learning	* Books: Zero by Kathryn Otoshi; <i>The Lion Inside</i> by Rachel Bright; <i>On the Night You Were Born</i> by Nancy Tillman; <i>It's OK to Be Different</i> by Todd Parr		RESPECTED Having the opportunities, along with carers, to be heard and involved in decisions which affect them
		* Learners identify their strengths and achievements through exploring different types of physical activity	* Character Strengths – www.viacharacter.org		
		* Learners show empathy and appreciate the personal circumstances of others	* <i>Sesame Street</i> 'What I Am'		
			* Calm Yoga		
			* Scope – resources looking at different ability		
			* www.twinkl.co.uk/resource/t-t-7225-we-are-all-unique-powerpoint		
			* It's great to be me worksheets pages 31–34 from South Lakes Federation: Emotional Resilience – Useful Resources for Schools		
			Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can explain why sleep and rest benefit my mental wellbeing and learning, and take responsibility for this	Literacy and Language * Listening and talking activities		* Article 8 – You have the right to an identity – an official record of who you are. No-one should take this away from you. * Article 12 – You have the right to give your opinion, and for adults to listen and take it seriously.
		* I can recognise my own skills and abilities as well as those of others	Expressive Arts * Art – mixed media * Drama – role play Health and Wellbeing * Anti-bullying topics		



Invisible Sam (Part 1)

You will need a whiteboard, a whiteboard pen and an eraser. Draw the outline of a Skipper-shaped figure on the whiteboard before you start.

Sam is Skipper's friend. 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.'

(Erase one limb from the body outline)

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.'

(Erase one limb from 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. 'Shush! Can't you see I'm busy? Go and look for it yourself!' said his dad. Sam tiptoed away from his Dad and thought to himself, 'I'm bad for bothering Dad.'

(Erase one limb from the body outline)

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.'

(Erase one limb from the body outline)

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.'

(Erase the torso from the body outline)

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

(Erase last part of the body outline)



Invisible Sam (Part 2)

You will need a whiteboard, a whiteboard pen and an eraser. Draw the outline of a Skipper-shaped figure on the whiteboard before you start.

Sam is Skipper's friend. 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.) DRAW A TORSO ON TO THE WHITE BOARD

'Sam, now it's 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.) DRAW A LIMB ON TO THE BODY OUTLINE

'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.'

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:

(Invite the children to suggest what Sam's dad could say that would be encouraging and positive.) DRAW A LIMB ON TO THE BODY OUTLINE

'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:

(Invite the children to suggest what Sam's sister could say that would be encouraging and positive.) DRAW A LIMB ON TO THE BODY OUTLINE

'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:

(Invite the children to suggest what the boy's mother could say that would be encouraging and positive.) DRAW A LIMB ON TO THE BODY OUTLINE

'Are you okay? It was an accident. You were both running at the same time.' Sam thought to himself, '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.'

DRAW THE HEAD AND ADD FACIAL FEATURES. FINISH WITH A SMILE.