

Me Myself and I



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and act on guidance as appropriate.
- Be aware of pupils who may struggle to say positive things about themselves and think about how to support them; perhaps by suggesting to them things they are good at or asking supportive pupils to do the same.



Resources required

- Interactive whiteboard resource: Me, myself and I.
- Worksheet I: Me, myself and I.
- Grace Nichols poem 'Give myself a hug'*



Aim of lesson

- To develop a positive sense of self.



Learning outcome

- Pupils can show respect to others who are different to themselves.
- Pupils can tell you at least one thing they are good at.
- Pupils can tell you one thing they can do to make themselves feel better if they are feeling down.



Key questions

- How can we feel good about ourselves?
- Should we all look the same?
- What do I want to do in the future?
- What skills do I want to learn?
- How do I pick myself up if I feel down?



Differentiation

- Differentiate the Me, myself and I sheet by adding in prompts or sentence starters for pupils who may struggle to complete it.

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Introduction to lesson

- Remind pupils of *ground rules*, particularly rules related to respecting each other and our differences, and outline the learning for this lesson.
- As a warm up do the: *step up to the line* activity and ask pupils or groups of pupils to step up to an imaginary or masking tape line:
 - a. if you have freckles
 - b. if you like to run and jump...
 - c. if you wear glasses...
 - d. if you are tall...
 - e. if you can swim...
 - f. if you have brown or black skin
 - g. if you can ride a bike...

Make bespoke to the needs of your class.

- Ask pupils to reflect on how this activity makes them feel about themselves. Ask pupils to tell you the things they can't change about themselves, such as skin, eye or hair colour and those that they can perhaps change like being able to swim.



Activities

- In pairs ask pupils in turns to say something that is the same about their hair and something that is different. Children then share with their partner something they like about their hair. Feedback. How did it feel to say something positive about their hair? How does it feel when someone says something unkind about us, particularly when it is something we cannot change? Use this as an opportunity to revisit the school antibullying policy and remind pupils about respect for difference.
- 'I am, I can'. Organise pupils into three's with a body outline on a piece of A3 paper. Inside the body outline ask children to record the skills you have already grown or learned. Give some prompts and examples from the introductory activity and remind pupils that we will all have different skills. Although remind pupils of skills they are learning together, such as friendship skills we are learning in PSHE. On the outside of the body outline ask pupils to record skills they would like to grow or learn.
- Brief feedback. Ask: how does this activity help us to feel good about ourselves? Ask: how does it help to say the phrase: 'I can't do it yet'.
- Show the group the animation with Yasmine and Tom daydreaming. Yasmine is thinking she would like to be a doctor and help people. Tom is thinking about being an astronaut and flying into space.
- Ask pupils to think back to the previous lesson about what they would like to do for a job in the future. If they don't know yet what sort of person they would like to be.
- Give out the 'Me, myself and I' worksheets and ask the pupils to fill them in using their thinking and learning from the lesson.

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Activities continued

- When they have completed this bring the group back together and tell them you are not going to ask them to share their answers.

Ask them:

- a. how did it feel to focus on yourself?
 - b. did anything surprise you in your answers?
- Ask the group to keep their answer sheets so they can look at them in the future, perhaps pass them on to their next class teacher or keep them until they are in Year 6.
 - Finally, read the poem: 'Give yourself a hug' by Grace Nichols, displaying a photo of Grace Nichols as you do so. Ask: 'when is the poet suggesting you might need to give yourself a hug'? Ask pupils to give themselves a hug by wrapping their arms around themselves. What else can we do to make ourselves feel good?
 - Remind pupils to talk to someone if they have difficult feelings that they are finding hard to manage.



Plenary and endpoint assessment

- Ask pupils to write at least one thing they are good at onto a piece of paper. The paper is then screwed up into a ball and thrown around the classroom (snowballs). Pupils then pick up a piece of paper and read out the good thing. This celebrates all the different things the class is good at. The teacher can be aware of who may find this difficult and can prompt and support those.
- The Me, myself and I sheets could also be teacher assessed to see if there were any pupils who struggled to identify things they were good at, or who were unsure of skills they need to develop next. This could be used to inform individual, small group or whole class support for pupils.



Embedding learning

- A Home task could be to list all the things they can do to make themselves feel good



Additional resources to support learning

- The Social and Emotional Aspects of Learning materials* contain a range of resources which are still useful to support pupils to develop a positive sense of self and coping strategies for managing difficult feelings.
- <https://webarchive.nationalarchives.gov.uk/ukgwa/20110809101133/http://nsonline.org.uk/> *

* FPA referral does not mean external resources and links are approved by the PSHE Association.