

Being the Best Me I Can Be

Module 5

Encouraging pupils to be effective learners using their personal strengths.



	Page
What is covered in 'Being the Best Me I Can Be?'	4
Why these lessons?	4
Whole School Assembly Plan.....	4
 KS1 Lesson Plans	5
Spike from Smethwick.....	6
 Reception	
Lesson 1: Personal Strengths	7
Lesson 2: Role Models	8
Lesson 3: Trying Our Best	9
Lesson 4: Me in the Classroom	10
Lesson 5: Me at Home.....	11
Lesson 6: Reflective Lesson.....	12
 Year 2	
Lesson 1: Personal Strengths	13
Lesson 2: Role Models	14
Lesson 3: Trying Our Best	15
Lesson 4: Me in the Classroom	16
Lesson 5: Me at Home.....	17
Lesson 6: Reflective Lesson.....	18



KS2 Lesson Plans	19
Spike from Smethwick.....	20

Year 4

Lesson 1: Personal Strengths	21
Lesson 2: Role Models	22
Lesson 3: Trying Our Best	23
Lesson 4: Me in the Classroom	24
Lesson 5: Me at Home.....	25
Lesson 6: Reflective Lesson.....	26

Year 6

Lesson 1: Personal Strengths	27
Lesson 2: Role Models	28
Lesson 3: Trying Our Best	29
Lesson 4: Me in the Classroom	30
Lesson 5: Me at Home.....	31
Lesson 6: Reflective Lesson.....	32
Passport Outcomes	33
Resources	34

What Is Covered In 'Being The Best I Can Be'?

The lessons covered in 'Being the Best I Can Be' provide pupils with practical interpersonal skills, alongside the emotional intelligence needed to recognise both their strengths and difficulties in their learning journey. The following describes different starter lesson ideas that will allow pupils to explore and understand the differences between themselves and others, and how these unique characteristics make us special. Each week aims to introduce the pupils to the concept of the characteristics, and uses creative activities to demonstrate the ways the pupils can highlight and learn said characteristics.

Whole School

- Lesson One: Self-belief
- Lesson Two: Creativity
- Lesson Three: Determination/Perseverance
- Lesson Four: Perseverance/Responsibility
- Lesson Five: Responsibility
- Lesson Six: Reflection

Why These Lessons?

This module aims to encourage pupils to become effective learners through understanding their individual strengths. The activities aim to concentrate on pupil's positive strengths, but to realise there will be limitations and that these should be accepted and valued as a learning experience. Through the activities, the pupils will learn the characteristics related to effective learning, planning and reaching their goals. This module also aims to encourage older pupils to adopt a future-orientated thinking style by encouraging them to think about changes and transitions that will happen in their lives.

Whole School Assembly

The following assembly ideas could be used as an additional aid to the normal school assemblies or expanded to be a complete assembly. These assemblies should begin by introducing the module concept i.e. 'Being the Best Me I Can Be', and the related characteristics for the module (self-belief, creativity, determination, perseverance, and responsibility). The character for the module should also be introduced in the assembly. The biography for this character can be found in this booklet.

Ideas for assembly activities:

Idea 1: The assembly can begin with the assembly lead sharing their own 'job map' journey to the pupils and explaining how it is they got to be in their position.

Idea 2: The assembly can introduce the concept of skills and the idea that different jobs need different skills i.e. footballers must be good at kicking the ball. The assembly lead can then ask the pupils to name different skills that they are good at.

LESSON PLANS

KS1



● Spike from Smethwick

● Age: 7 years old

● Hair: Brown spikey

● Eye Colour: Blue

● Hobbies: Climbing trees and Lego

● Favourite food: Macaroni and Cheese

● Favourite Colour: Blue

● Spike wants to be an inventor when he grows up; he is always trying to create new things and never goes anywhere without his pens for drawing up new inventions

● Spike lives at home with his mum, step-dad, new baby brother and his dog! He visits his dad when he is on holiday from school



Reception: Lesson 1: Personal Strengths



L.O: Pupils will be introduced to the concept of 'personal strengths'.

Starter Activity: Spikes Trip to the Zoo Story

In this lesson, 'Spike's Story', found in the resources section, can be used to introduce the concept of 'personal strengths' to the pupils in KS1. The class teacher may want to describe this concept as 'something that people are really good at' and use one of the character traits for the module as an example. This story details Spike's trip to the zoo and highlights the different characteristics embodied by each of the animals he encounters, which will introduce these concepts to the pupils.

NB: This lesson can be cross referenced with 'All About Me' Lesson 4 & 5. The story can be found in the resource section.

Main Activity: What Animal Are You?

The main activity for this lesson should have the pupils choose which animal from the story, and its related characteristics, that they would like to be. The pupils should be asked to draw these animals and to think about why they would be these animals. The class teacher should emphasise that everyone can be a different animal because we all have different strengths. At the end of the activity the teacher should ask the pupils to make their animal noises and pretend as if the classroom is the zoo.

Plenary: Reflection

The plenary for this lesson is a reflective activity where pupils should ask one another what animal they choose to be. This activity can be completed in a circle time, with all pupils being given the opportunity to say something if they so wish.

Reception: Lesson 2: Role Models



L.O: Pupils will be introduced to the idea of a 'role model'.

Starter Activity: What is a Role Model?

This activity is used to introduce the idea of role models to the pupils. This can be done by using the examples below of Spike's own role models; a family member and a member of the local community. This also outlines why these people are important to Spike. This section can encourage pupils to think about figures in their own lives that they may see as role models.

Mom: One of Spike's role models is his mom. He often remembers how it was his mom who taught Spike how to ride a bike, and takes care of Spike.

Local community figure: Another of Spike's role models is the local lollipop person, always very kind to Spike and the other children, always helping them cross the road.

It may also be useful to provide the pupils with further concrete examples of role models, such as police officer, nurse, doctor, vet and to explain why they are seen as role models in the community i.e. they try and help people.

Main Activity: Role Model Recipe

The main activity for this lesson can be completed in small groups or as a whole class. The class teacher should provide the pupils with visual representations of different character traits. For example, they could give pupils a picture of a lion to be brave, a heart to be kind, a brain to be smart etc. They should then ask the pupils to think of the different things that a role model can be to create a 'recipe' for a role model. The pupils should then be asked to draw or cut and stick these ingredients to create their 'Role Model Recipe'. The class teacher should provide examples of what this may look like throughout the activity. Again, the character traits outlined in the guidance booklet may be useful for this activity.

NB: These character traits can be found in the guidance booklet.

Plenary: Reflection

The reflective activity is designed to further the pupils thinking around role models and cement the concept in their minds. The pupils can be asked who they think is a good role model in the classroom or in the school. Again, the class teacher can provide an example for pupils, and emphasise the importance of 'trying hard' as a reason for a person to be a role model.

Reception: Lesson 3: Trying Our Best



L.O: Pupils will be introduced to the idea of 'trying their best'.

Starter Activity: Stand on One Leg

Pupils should be asked to try standing on one leg. The aim of this activity is to allow pupils to try their best at an activity, even if they don't succeed. Pupils should be prompted to highlight their own mistakes and learn to understand why it is important to accept these. The conversation should be framed in a way that allows pupils to understand that they should persevere if they want to succeed but that this may take time.

Main Activity: Mindfulness Colouring

The pupils should all be given different pictures and asked to colour them in between the lines as best as they can. The teacher should emphasise the importance of trying your best and that 'good enough is good enough'.

Plenary: Class Motto

The pupils should be encouraged to reflect on the previous activity and the teacher should ask each pupil "what did you do to try your best?". This may be a good opportunity for the class to create a shared class motto to emphasise the importance of 'trying your best'.



Reception: Lesson 4: Me in My Classroom



L.O: Pupils will begin to think of the different character traits related to helping in the classroom.

Starter Activity: Snap

The lesson should begin by having the pupils play a game of 'snap' for different types of jobs. The pupils should be asked to match up the different types of jobs found in the classroom/school with one another i.e. match a teacher with a teacher. This is designed so that the pupils will begin to think about the range of different types of jobs that can be found in the school/classroom.

Main Activity: 'How I Help' Role Play

The main activity for this lesson is for the pupils to role play the different ways in which they help in the classroom or wider school. The pupils should be encouraged to think of the different roles that there are in the school and the related types of activities that would be associated with these roles, for example a pupil may help keep the library tidy by being a book monitor.

Plenary: What Job Would You Like?

The lesson can be summarised by asking the pupils what character traits are needed to help others in school. If the pupils are able, they should also be asked to think about the different types of character traits specifically related to the role in the school that they role played in the main activity.

Reception: Lesson 5: Me at Home



L.O: *Pupils to begin to think of the different character traits related to helping at home.*

Starter Activity: How Does Spike Help at Home?

The pupils are asked to listen to the story found in the resources section which details all of the different ways that Spike helps at home. Once they have listened to the story, the pupils should be asked if they can remember any of the ways Spike helped at home in the story.

NB: The story for this lesson can be found in the resource section.

Main Activity: Circle Time Discussion

The main activity for this lesson is to expand on the theme of the starter activity by getting the pupils to think of the different ways in which they help at home. This can be simply done by asking the pupils all of the different ways they help, or by asking them to role play the different ways in which they help at home.

Plenary: Reflection

The pupils should be asked at this stage to think about why it is important that we help at home. The aim of this reflection activity is to get pupils to start thinking about the key character traits needed to help others.

Reception: Lesson 6: Expert Week



L.O: *Pupils to reflect on their learning throughout the module and the related character traits.*

Starter Activity: Passport

The pupils should be provided with time to update their passport logs and reflect on their pupil outcomes.

Main Activity: Job Play

The main activity for this lesson should encourage pupils to reflect on what they have learned throughout the module and to create a short role play on the different ways they have learned to help in school and at home. This activity can be completed as a whole class or in small groups. The class teacher should try and emphasise the module vocabulary throughout this activity.



Year 2: Lesson 1: Personal Strengths



L.O: Pupils will be introduced to the character trait of 'determination'.

Starter Activity: Spike's Trip to the Zoo Story

In this lesson, 'Spike's Story', found in the resources section, can be used to introduce the concept of 'personal strengths' to the pupils in KS1. This story highlights a time in which Spike was 'determined' to achieve his goal. The class teacher should emphasise to the pupils how Spike was 'trying hard' and 'not giving up' throughout the story. The teacher should also use this time to introduce the pupils to the term 'determination' and ensure that the pupils have a basic understanding of what this term means.

Main Activity: Circle Time Discussion

The class teacher should create signs for the pupils with the word 'determination', or a more appropriate word if the teacher feels this is too difficult for the class. The pupils should be asked to listen to a story and asked to hold up their 'determination' sign (or equivalent) at times in which the characters in the story are showing this character trait.

NB: The main activity will require some preparation before the lesson as the class teacher should identify a story that shows a character showing the character trait of 'determination'.

Plenary Activity: Class Definition

The lesson can be summarised to the pupils by asking them to create a definition of the word 'determination' as a class by asking them what they believe 'determination' means. This also allows the class teacher to see if any pupils are still unsure of what it means or if they have a different interpretation of what it means.

Year 2: Lesson 2: Role Models



L.O: Pupils will begin to reflect on the achievements they have made and how this relates to being a role model.

Starter Activity: What is a Role Model?

This activity is used to introduce the idea of role models to the pupils. This can be done by using the examples below of Spike's own role models; a family member, a member of the local community and a scientist. These role models can be described by the teacher as people that Spike looks up to, admires or would like to be like. The teacher should also describe why these people are important to Spike and what traits, connected to the passport outcomes, they encompass. This section begins to encourage pupils to think about figures in their own lives that they may consider as role models.

Mum: One of Spike's role models is his mum. He often remembers how it was his mum who taught Spike how to ride a bike, and takes care of Spike. Spike thinks that his mum is very caring.

Local community figure: Another of Spike's role models is the local lollipop woman. She is always very kind to Spike and the other children from the school. She always helps them cross the road and to stay safe every day.

Scientist: Steve Jobs, the founder of Apple computers, is another of Spike's role models. Spike thinks he was a very hard worker, who achieved lots in his life.

Main Activity: Achievement Book

The main activity for this lesson should start with a discussion around the achievements that the pupils have made either in school or outside of school. This may include different tests they have done well on, awards they have won, ways they have helped others or different clubs they are a part of in/out of school. Once pupils have all contributed something, they should each make an individual 'achievement page' for a classroom book of achievements. This book should be displayed and updated regularly so that pupils can see how they too are role models to others in the school and community through their hard work and determination.

Plenary: Others Achievements

The lesson should be summarised by asking pupils to discuss the achievement of a classmate that they did not know before.

Year 2: Lesson 3: Trying our Best



L.O: Pupils will be introduced to the character trait of 'perseverance' and what this means.

Starter Activity: Inspirational Clips

The class teacher can introduce the lesson topic by showing the class video clips of inspirational true stories of people who have been determined to do something e.g. athlete Derek Redmond who experienced an injury during an Olympic race but was determined to finish it. This can be used as a starting point to discuss how trying your best and dealing with failure is the most important path to succeeding.

Main Activity: Helen Keller

The lessons should begin by having the class teacher explain the story of Helen Keller and her determination to be able to learn and go to school. Again, this story emphasises the character value of determination as a way to succeed. The class teacher should also ask the following questions to the class. The class teacher should change the language used depending on the ability of the group.

- How do you think she felt?
- Why did she keep trying?
- How do you think she felt when she achieved something?
- How do you feel when you have achieved something?
- Can you think of a time where you have tried really hard/not given up on something?

Plenary: What Can I Do Now?

The pupils should be encouraged to reflect on the lesson and think of an example of something that they could not do before (perhaps when they were younger), but that they can do now. The class teacher can provide practical examples for the class e.g. learnt to walk, learnt to talk.



Year 2: Lesson 4: Me in My Classroom



L.O: Pupils will reflect on their own character traits and how these are shown in the classroom.

Starter Activity: Reflection

The lesson should begin with a class discussion about all of the different character traits that the pupils can remember. The class teacher should write these traits on the board for the pupils to be able to see. The class teacher should also make sure that the pupils are aware of what the various character traits mean. The pupils should then be asked to think of the character traits that they are good at, as these would be their 'personal strengths'.

Main Activity: Classroom CV

Following on from the starter activity, pupils should write their own 'classroom CV' about their own personal strengths in school. This activity can be guided by pupils answering the following questions;

- what am I good at?
- where do I go to school?
- what do I enjoy in school?
- what do I bring to the class?

If pupils are finding this task difficult individually, it can be completed in small groups.

Plenary: Share CV

The pupils should be asked to share their 'classroom CVs' in small groups and be encouraged to add anything they might have forgotten once they have heard the others.



Year 2: Lesson 5: Me at Home



L.O: Pupils will reflect on their own character traits and how these are shown at home.

Starter Activity: Roles at Home

The teacher should introduce the lesson by explaining to the class the variety of different roles that they have, or can have, at home. For example, the teacher may talk about how they help around the house by cleaning, cooking etc. If they have a pet, they may talk about the different ways they help their pet at home. The aim of this activity is to get the pupils to start thinking about the variety of ways they help at home.

Main Activity: Helping at Home

Following on from the starter activity, the pupils should be asked to draw a picture of the various different rooms in their houses. They should then be asked to draw the different ways that they help at home in each of the individual rooms. Again, the aim of this activity is to get pupils to reflect on the variety of ways they can help at home.

Plenary: Reflection

The plenary for this lesson should ask the pupils to share their drawings with one another and see if they can identify any differences in the ways they help at home.

Year 2: Lesson 6: Expert Week



L.O: Pupils to reflect on their learning throughout the module and the related character traits.

Starter Activity: Passport

The pupils should be provided with time to update their passport logs and reflect on their pupil outcomes.

Main Activity: Jobs in School

The main activity for this lesson expands on learning from the previous lessons in the module by giving the pupils an opportunity to be appointed to a job in the school for a week/day, e.g. a book monitor or tidying up.



LESSON PLANS

KS2



● Spike from Smethwick

● Age: 10 years old

● Hair: Brown spikey

● Eye Colour: Blue

● Hobbies: Climbing trees and Lego

● Favourite food: Macaroni and Cheese

● Favourite Colour: Blue

● Spike wants to be an inventor when he grows up; he is always trying to create new things and never goes anywhere without his pens for drawing up new inventions

● Spike lives at home with his mum, step-dad, new baby brother and his dog! He visits his dad when he is on holiday from school



Year 4: Lesson 1: Personal Virtues



L.O: Pupils will begin to reflect on the various 'personal strengths' that they have.

Starter Activity: Spike's Trip to the Zoo Story

The lesson should be introduced by reading the story of Spike's trip to the Zoo.

Main Activity: My Personal Strengths

The pupils should be asked to draw representations of their own personal strengths. The pupils should be told to try and think of the various things they are good at in and out of school as a way to prompt their thinking. Pupils should then share their drawings with others in the classroom.

Plenary: Reflection

The pupils should be asked to reflect on the strengths that they did not use in the main activity and be encouraged to think of ways that they can try and demonstrate these in their lives in the next week. For example, a pupil who did not think they were determined can try and be determined during that week. Pupils should be asked regularly to provide examples of where they have used these character traits in the following week.

Year 4: Lesson 2: Role Models



L.O: Pupils will reflect on role models in the wider community and what character traits they may possess.

Starter Activity: What is a Role Model?

This activity is used to introduce the idea of role models to the pupils. This can be done by using the examples below of Spike's own role models; a family member, a member of the local community and a scientist that Spike looks up to. This also outlines why these people are important to Spike and what traits, connected to the passport outcomes, they encompass. This section can encourage pupils to think about figures in their own lives that they may see as role models.

- Mum: One of Spike's role models is his mum. Spike often remembers how it was his mum who taught him how to ride a bike, and takes care of him.
- Another of Spike's role models is the local community figure: lollipop woman, always very kind to Spike and the other children, always helping them cross the road.
- Scientist: Steve Jobs, the founder of Apple Computers, is another of Spike's role models. Spike thinks he was a very hard worker who achieved lots in his life.

Main Activity: Role Models in the News

The main activity for this lesson will require some preparation before the lesson. Pupils should be provided with appropriate news stories and asked to identify different role models throughout the stories and why they are role models. This activity can be completed in small groups. If able, pupils should try and match the different character traits to the role models.

NB: This can be used as evidence in the pupils' passports

Plenary: Role Model Clips

The class teacher can summarise the lesson by showing the class video clips of role models and asking the pupils what they believe made them a role model for others.

Year 4: Lesson 3: Trying Our Best



L.O: *Pupils will be able to reflect on and discuss times in which they have 'persevered'.*

Starter Activity: Tongue Twister

The aim of this activity is to celebrate both those that can say the tongue twister and those that are struggling. The teacher should present their chosen tongue twister to the class and get them to begin to try saying it. Through the activity, the teacher should encourage the pupils to think that trying as opposed to succeeding is often what is important. The teacher should also reassure pupils that if they keep trying, they will eventually be able to succeed with the tongue twister.

Main Activity: Learning Point Cards

This exercise involves the pupils creating their own learning point cards that they can use to record examples of times when they have learned how to do something better or have learned from a mistake. Pupils should create their own individual learning cards, helping them to take ownership over their own behaviours and personal development.

NB: This can be used as evidence in the pupils' passports

Plenary: Reflection

The lesson should be summarised by asking the pupils to think of a time in their lives where 'good enough was good enough'. This activity can be done in small groups or as a whole class. The class teacher could provide an example of a time where this occurred in their lives to show the pupils that being 'good enough is good enough' is the same for everyone.



Year 4: Lesson 4: Me in My Classroom



L.O: Pupils will be encouraged to reflect on their 'personal strengths' and the various jobs these may relate to in the future.

Starter Activity: Dumbbell of Strength

The pupils can create a 'dumbbell' full of strengths i.e. the character traits found in this curriculum that they have at either home or school, or both. This is to be used as a visual representation of how strong we are when we have these characteristics. The pupils can pick two of these virtues that they feel they possess and add them to their 'dumbbell'. These 'dumbbells' should then be easily accessible for the pupils. The pupils should also be encouraged to share these 'dumbbells' with one another if a pupil needs help i.e. "you can borrow my strength if you need to".

Main Activity: Bag of Jobs

Pupils are asked to consider what they are good at, e.g. maths, being a good friend, gymnastics, and to make a list of these. They should also add anything that they are interested in to the list, such as 'baking', 'listening to music'. Pupils should then fold this list and place it in a bag/box, before taking out someone else's list (they do not need to know who it belongs to). Each pupil can make a suggestion of a job that might suit that list of strengths and pin it up on a board so everyone can see what suggestions there are.

Plenary: Explore a Job

All pupils are encouraged to have a look at the board and discuss the job ideas and how well they match the list of strengths and interests.



Year 4: Lesson 5: Me at Home



L.O: Pupils will be able to identify the various character traits related to helping at home.

Starter Activity: How am I Helped at Home?

The aim of this activity is to start getting the pupils to reflect on the various ways that they are helped at home. This can be done through a circle time activity where the class teacher should ask them to think of an example of a way they are helped at home and by whom. The class teacher should provide an example for the pupils to demonstrate what this might look like.

Main Activity: Spike's Invention Competition Story

The main activity aims to try and get the pupils to think of the various ways in which people can help one another. This activity should be introduced by reading the story of Spike entering the inventor competition that can be found in the resource section. Pupils should first read the story and then be asked to think of all of the different people in the story who helped Spike and what they did to help. This activity can be completed in small groups. Pupils should be encouraged to reflect on the various character traits that the characters in the story are demonstrating.

Plenary: Reflection

The lesson should be summarised by asking the pupils how they would help Spike if they were characters in the story. They should be encouraged to think of the 'personal strengths' they have which may help them in thinking about what they could do.

Year 4: Lesson 6: Experts and Reflection



L.O: Pupils will reflect on their learning throughout the module and the relate this learning to practical jobs in the community.

Starter Activity: Passport

The pupils should be provided with time to update their passport logs and reflect on their pupil outcomes.

Main Activity: News Report

The main activity for this lesson is designed to allow pupils to think of the different jobs that are not only in their community, but in the wider world. Pupils should be asked to research a job that they have never heard of before, with examples being provided by the class teacher. They should then be asked to create a news report of what this job is like and what the role may include. This activity should be done in small groups.



Year 6: Lesson 1: Personal Strengths



L.O: *Pupils will reflect on situations in which they would use particular 'personal strengths' over others.*

Starter Activity: Sorting Activity

This lesson should be introduced by asking the pupils to think of different strengths that are needed to help in their classroom. This can be completed as a group activity with the aim of getting the pupils to reflect on the strengths that are needed in different settings. The pupils should also be encouraged to think of different ways these strengths can be demonstrated in school.

Main Activity: Write a Story

The main activity for this lesson follows on from the starter activity by encouraging pupils to reflect on the different strengths they and others can possess. The pupils should be asked to write a short story about one of the 'Healthy Mind, Happy Me' characters showcasing the different strengths they discussed in the starter activity. This should then be fed back in small groups.

NB: This can be used as evidence in the pupils' passports

Plenary: Strengths in Different Situations

This activity should summarise the lesson by asking pupils to think about different situations in which they will need particular strengths and how they can encourage others to also use these strengths.

Year 6: Lesson 2: Role Models



L.O: Pupils will reflect on situations in which they have been a role model and what character traits they possessed.

Starter Activity: What is a Role Model?

The lesson begins with the pupils reflecting on what they have previously learned about being a role model and their understanding of what a role model is. The pupils should be asked to think of a time where they have been a role model to another person and to either draw or act this example in small groups. They should be encouraged to reflect on the character traits they possessed in these situations.

Main Activity: Interview Feedback

The aim of this activity is for the pupils to recognise those around them, and to be able to translate the character traits they may feel a good role model would possess to others.

Pupils can choose a member of the school or local community to interview and write biographies about these people. The pupils can then feed this back to the class, to show them why they feel this person is a suitable role model. Alternatively, the pupils can create 'role model' fact files about a well-known figure and/or a fictional character.

Supplementary Main Activity: Awards Assembly

This activity can be built upon from the previous activity listed. Once the pupils have interviewed their chosen role model, they can invite them to an awards ceremony to show their appreciation. Each class can decide on one role model and design the certificate to award them. They can also design the invitations for the award ceremony and organise the ceremony i.e. what it would look like, what they would say. This activity gives the pupils an opportunity to creatively express their gratitude for others and take on responsibility within the school community.

Plenary: Ideal Role Model

The pupils can use this activity to compile a list of 'role model characteristics' that a role model should have. The pupils can each create a character that encompasses what they would like to see in a role model and then share with the class. The class teacher should encourage them to reflect and celebrate the similarities and differences between their drawings, showing that everyone needs different characteristics from a role model.

Year 6: Lesson 3: Trying Our Best



L.O: Pupils will be able to reflect on situations in which they have tried their best.

Starter Activity: Reflection

This lesson should begin with encouraging the pupils to reflect on their experience with SATs (if they have already occurred) or to acknowledge their thoughts and feelings towards their upcoming SATs. The class teacher should introduce this positively and discuss how SATs, alongside other exams, are a 'chance to shine' for pupils and that all they need to do is 'try their best'. The pupils can also reflect on what they learned during SATs and how they felt throughout the process.

Main Activity: Positive Affirmations

The pupils should be asked to collaboratively create positive affirmations that they can use as a class. The teacher should begin by explaining what an affirmation is (i.e. a positive statement) and then ask the pupils "what would you want to hear if things don't go to plan?" The pupils should then spend time making positive affirmations cards that contain a list of positive affirmations that they can carry with them when and use on themselves or their friends when they can. They should then be encouraged to use these affirmations in the week ahead. The pupils can feedback during the week when they have used the affirmations in conversations. The pupils can be reminded daily about what positive affirmations are and how they can use them. Examples of positive affirmations;

- I am loved
- I am kind
- I can reach my goals
- I am important

Plenary: Classroom Poster

The pupils should be asked to reflect on the lesson and think of phrases that they should display around the classroom to encourage one another. They can create these posters and have them displayed where they can all see them to remind them of the positive affirmations that they created.

Year 6: Lesson 4: Me in My Classroom



L.O: Pupils will be able to think of positive strategies to help them with school transitions.

Starter Activity: Transition

The lesson should begin with the class teacher acknowledging the transition from primary to secondary school that the pupils will be going through. The aim of this starter activity is to try and alleviate and demystify some of the worries and concerns the pupils may have about moving schools. The pupils should be asked to all write down how they feel about the transition, and any particular worries that they have. The class teacher should then collect these worries and share them with the class.

Main Activity: Freeze Frame

Following on from the starter activity, the pupils should be asked to create 'freeze frames' of some of the concerns that they discussed. The pupils should be asked to first act out what their worry is. They should then be asked to create a freeze frame of what they would like secondary school to look like. Finally, they should be asked to create a 'middle freeze frame' of how they can get from their worry to what they would like secondary school to look like.

1. Worry freeze frame
2. What I would like school to look like freeze frame
3. How to achieve the second freeze frame

Plenary Activity: Targets

The aim of this activity is to demonstrate to pupils that if they are determined and set themselves goals that this can help them to succeed. Pupils should be encouraged to reflect on the lesson and think of ways that they can help themselves with the transition to a new school. The pupils should all be encouraged to create two targets for themselves to help them with this transition; one short term i.e. for the week and one long term i.e. for a month or year. The short-term aims should be small and contained to allow pupils to achieve them easily. This will give them the positive reassurance they may need to try and achieve their long-term goal.

Year 6: Lesson 5: Me at Home



L.O: Pupils will be able to think of positive strategies to help them with school transitions whilst at home.

Starter Activity: What Might Change When I Move School

This activity should begin by asking pupils to reflect on the worries and concerns that they discussed during the previous lesson. They should then be asked to think of how they would feel at home with the new change. The pupils can write down any changes they think would happen at home e.g. getting up earlier to get a bus to school, coming home later.

Main Activity: Job Maps

Following on from the starter activity, the pupils should be asked in small groups to come up with ways that they can help themselves if they are feeling worried or concerned at home. The pupils should also be asked to think of ways that people at home can help them too. The pupils should then share all of their ideas as a whole class of the various ways they can help themselves/be helped by others.

Plenary: One Thing I Will Do Differently

This lesson can be summarised by asking the pupils to think of one thing they will do to try and help themselves when they move school.

Year 6: Lesson 6: University/Experts/Reflection



L.O: Pupils will be able to reflect on their prior learning in the module.

Main Activity: High School/University/College visit

The main activity for this week should be to arrange a visit for the year six pupils to high school, college or university. This will allow the pupils to understand the different places they can go to continue learn. This also aims to encourage pupils to think of the different opportunities that are available to them. After the visit, they should be encouraged to write down or draw a memory of the day, or something that interested them.

Reflection: Passport

Pupils should be given an opportunity to reflect on the pupil outcomes and update their pupil passports.



Passport Outcomes

Reception

1. I've begun to understand that we have different strengths
2. I've been introduced to the idea of a role model
3. I have tried my best at something
4. I know how I help in my classroom
5. I know how I help at home
6. I can tell you about a job

Year 2

1. I've started to think about what 'determination' means
2. I've started to think about what it takes to be a role model
3. I've been introduced to what it means to 'persevere'
4. I've started to think about my role in the classroom
5. I've started to think about my role at home
6. I've learned about jobs

Year 4

1. I've started to think about my strengths
2. I can identify role models in the community
3. I can talk about times I've persevered
4. I understand the different strengths I use at home and at school
5. I understand that everybody can help in different ways
6. I can talk about a job

Year 6

1. I know when to use my strengths
2. I can identify the ideal characteristics and strengths of a role model
3. I know I try my best and that's enough
4. I know how to use my strengths to be the best me at school
(when I go to secondary school)
5. I know how to use my strengths to be the best me at home
(when I go to secondary school)
6. I understand that different jobs/lessons need different strengths

Character Stories

Winning Story

It was Monday, the beginning of the school holidays, when Spike entered a 'young inventors' competition, with a cash prize of £1000 and the invention to be produced. He loved inventing new things; he always had his pens and books in case he had ideas for creating new inventions. He had already produced a board game, and a sound alarm for his bike. But all these were for his use; now he started to think bigger. However, in his school, many of his classmates laughed at his ideas (and this made Spike mad), so he never entered. But this time it was the holidays so no one was around to laugh or joke about his project.

Spike had been thinking about it for ages. It was a skateboard but no ordinary one; this would be able to be used on land/sea and air, the wheels would retract for water, so the board would be light and bendable. It would hover 10 inches off the ground for air, with a water proof engine box and a pull up handle like a scooter so it is easy to hold on to. Spike was so excited.

Later, over his favourite meal of macaroni and cheese, Spike told his family about his idea. Mum was really happy, she always was when he told her he was working on something. Jason, his step-dad, offered him help with anything; wood, paint etc. However, Spike knew that with Jason losing his job (and the new-born baby), they were all struggling. He really wanted to enter the competition, and win the cash prize. They deserved it.

Spikes dad lived not far away and usually, in the holidays, Spike stayed with his dad, so this way his dad would help. He had a good job so could afford some bits and pieces. If Spike won, he would pay him back, but he knew his dad wouldn't have it, his dad was as keen as him. This time, Spike felt fully hopeful. Perhaps it was because he was doing it with a motive.

His dad's van was filled with odds and sods; tins of this and that (in fact he was loaded down), not to mention Jess, Spike's Jack Russel, who loves the countryside. Over the next few weeks, Spike and his father were hammering, gluing and testing.

Finally, he was ready. Dad inspected what Spike had produced. He stood back, his dad pressed a button, bent it gently, and straightened up.

"Spikey boy, you have a winner here, a real Einstein you are!" his dad said, ruffling his brown spikey hair.

Spike was delighted. It even had a blue footboard (Spikes favourite colour!) with splashes of green and red for all tastes. Now, he had to deliver it to the competition address and wait.

Two more weeks passed, nothing yet. He tried to keep busy whilst they waited. Father and son built giant ships out of Lego and had tree climbing races. Sadly, it was the end of the holidays. Still no news. When they arrived home, mom and Jason were at the front door and dad didn't drive off. Mum was holding a bit fat cheque; they all shouted congratulations and had a party for Spike which lasted all evening. Spike felt great.

Character Stories

Spike Helps at Home

It was a Saturday morning and Spike was at home getting ready to go out and play with his friends. Just when he was putting on his coat, he heard his baby brother start crying. His mum was rushing around the house trying to tidy up but dropped all the clothes in her arms to run to the baby.

Spike's step-dad was away for the day so couldn't help Spike's mum with all of the house work. Spike saw that his mom was getting stressed with all of the work she had to do and looking after the baby alone. Spike had an idea. Instead of going out to play with his friends, he decided to clean the house and walk the dog so his mom didn't have to!

"Mom, it's okay. Why don't you sit down and I'll make you a cup of tea? You can have a break and I'll tidy the house" Spike told his mom.

"Oh Spike, you don't have to do that. It's not your responsibility to clean the house" said Spike's mom.

"I want to help" said Spike.

Spike's mom smiled and went to sit down with the baby.

"Thank you Spike, you're a good son!".

So, Spike spent the day cleaning the house and walking the dog whilst his mom got some rest with the new baby. Later that evening, Spike's step dad returned home.

"Wow, this place looks great" said Spike's step dad, "you must have worked so hard today" he said to Spike's mom.

"It wasn't me" said Spike's mom, "it was all Spike. He has been so helpful today"

"Well done Spike. I think you deserve a treat for that" said Spike's step dad.

"I don't need a treat" said Spike, "I just wanted to help".



Personal Strengths

I work hard all the time!

I care about others

I believe in myself!

I respect others

I try to help others

I can forgive others

I listen really well!

I am brave

I can wait my turn

I say thank you

I am kind to everyone

I think everyone should
be treated the same

I tell the truth

I like working with others

I am friendly

I am happy being me

Reflection on Character

Self-belief

What does 'self-belief' mean?

Thinking and feeling that you can achieve what you want to achieve.

Can you think of a time where you thought something was really hard but you knew you could do it because you believed in yourself?

Creativity

What does 'creativity' mean?

Thinking of new ideas and using your imagination.

Can you think of a time where you used your imagination to help you with a problem?

Determination

What does 'determination' mean?

Working really hard and not giving up until you have finished

Can you think of a time where you worked really hard and didn't stop until you had finished it?

Responsibility

What does 'responsibility' mean?

When you are in charge of something or something is your job to do.

Can you think of a time where you were responsible for something e.g. a school job or at job to do at home?



Connor Education Centre, Connor Road, West Bromwich, B71 3DJ

Telephone: 0121 569 2777

Email: inclusion_support@sandwell.gov.uk

