



Key Stage 2

**Year 6**

# Who Am I ?

The main themes of this unit are self-awareness and awareness of others. An acceptance of self is important for maintaining a realistic sense of self-esteem, whilst being aware of and accepting differences in people reinforces our own uniqueness. Through recognising the value of reflecting on their current situation and setting targets for the future, children are encouraged to develop an insight into their potential.

Personal Development and Mutual Understanding: Key Stage 2, Year 6

**Strand 1: Personal Understanding and Health**

**Unit 1: Who Am I ?**

Complementary Units: Working at Harmony  Dealing with Feelings 

**living  
learning  
together**



# Teaching approaches

## Debate It

Children can learn lots more about themselves and their relationships with others when they have debates about moral concepts. Use real examples from the class and the community to debate. Ask the children to work out ways to deal with the problems. Examples may include competition (losing a game), fear (bullies in the playground) or trust (taking things that don't belong to you).

## I Need a Hero!

Display images of role models for the children in class. Use images of individuals past and present who showed that they were able to rise above difficulties and live life successfully in the face of adversity. Having images and quotes from these people can inspire and encourage the children to model themselves on these people. Also, talk about your own accomplishments and achievements with the class.

## All Ideas are Valued Board

Start a notice board in class on which children, staff and parents can contribute to the sharing of ideas, their talents and thoughts. This can open up possibilities for both the children and staff. Also use the board to communicate what is happening in class, the successes experienced and any information you need to share.

## Try Your Best

Persistence is an important disposition for children to value. Use the phrase **I'm glad you decided to try** as a way of converting a potential failure into a success. Record specific occasions and send a copy home to parents as a way to signify that you value the children's persistence.

## Key Experiences in developing their self-esteem and self-confidence

Building on Key Stage 1

### **Their self-esteem and self-confidence:**

- feeling positive about themselves and developing an understanding of their self-esteem and confidence; and
- becoming aware of their own strengths, abilities, qualities, their achievements, personal preferences and goals.

Working at Key Stage 2

### **Their self-esteem, self-confidence and how they develop as individuals:**

- developing self-awareness, self-respect and self-esteem;
- identifying their current strengths and weaknesses;
- developing an insight into their potential and capabilities; and
- identifying and practicing effective learning strategies.

Moving towards Key Stage 3

### **Personal Development Key Concept: Self-awareness**

## Progress in learning

- I can ask for what I need.
- I am cooperative when working with a group.
- I am listened to and taken seriously in class and in a group.
- I can tell you about some of my strengths and weaknesses.
- I am beginning to recognise what I need to improve on.
- I can show how I am responsible for my own learning.
- I understand that the majority view is not always right.
- I accept myself for who and what I am.
- I can stand up for what I think after listening to others' viewpoints.
- I can disagree with someone without falling out with them.
- I can tell the difference between showing I am proud or boastful.
- I know how to face challenges so that they do not overwhelm me.
- I have the confidence to cope with challenges I face.

## Learning intention:

**Recognise uniqueness  
and value personal  
qualities and abilities**

### Our Class Goals

I learn  
best  
when...

I need to...

I felt  
proud  
when I  
mastered...

I am  
learning  
to...

My target  
is to...

I want to  
improve my...

I need  
help to...

I felt  
good  
when I...

I enjoyed  
learning  
how to...

## Learning together

Ensuring that children have an understanding of their responsibility towards their own learning encourages them to set long, medium and short term goals.

### Encourage the use of:

- study buddies;
- goals/targets, breaking them into manageable/achievable steps; and
- effective ways to manage time - calendars, daily schedules, weekly target viewers, etc.

Work towards group targets in the first instance. Identify these jointly with the children. Then progress to allowing the children to identify their targets themselves.

# Thinking Skills and Personal Capabilities by the end of Key Stage 2

## Managing information

Be able to ask deeper and wider questions to clarify a task and to plan and set goals;

Begin to challenge conventions and assumptions;

Be able to classify, compare and evaluate information, and to select the most appropriate methods for a task;

Develop methods for collating and recording information and monitoring progress on a task; and

Have a sense of audience and purpose.

## Thinking, problem solving and decision-making

Show the ability to use memory strategies to deepen understanding;

Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, and comparing and contrasting;

Make and test predictions, examine evidence and make links between possible causes and effects;

Discriminate between fact and opinion and question the reliability of evidence;

Understand more than one point of view;

Examine options and weigh up pros and cons;

Try alternative problem solving solutions and approaches; and

Use different types of questions systematically and with purpose.

## Being creative

Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;

Use all the senses to stimulate and contribute to ideas;

Experiment with different modes of thinking (for example visualisation);

See opportunities in mistakes and failures;

Learn from and build on own and others' ideas and experiences;

Value other people's ideas;

Experiment with objects and ideas in a playful way;

Make ideas real by experimenting with different ideas, actions and outcomes; and

Begin to develop value judgments about the merits of their work.

## Working with others

Become more independent in social and interpersonal skills;

Show that they can work in different roles in a group and take responsibility for appropriate tasks;

Be willing to help others with their learning;

Understand and learn to respond to feedback; and

Work with peers to reach agreements and begin to manage disagreements.

## Self-management

Evaluate what has been learnt and compare approaches with others;

Make links between learning in different contexts;

Become more self-directed by working independently or with a group;

Learn ways to manage own time;

Seek help from a variety of sources;

Work towards personal targets identified individually or jointly with the teachers; and

Be more confident in the knowledge of personal strengths and weaknesses.

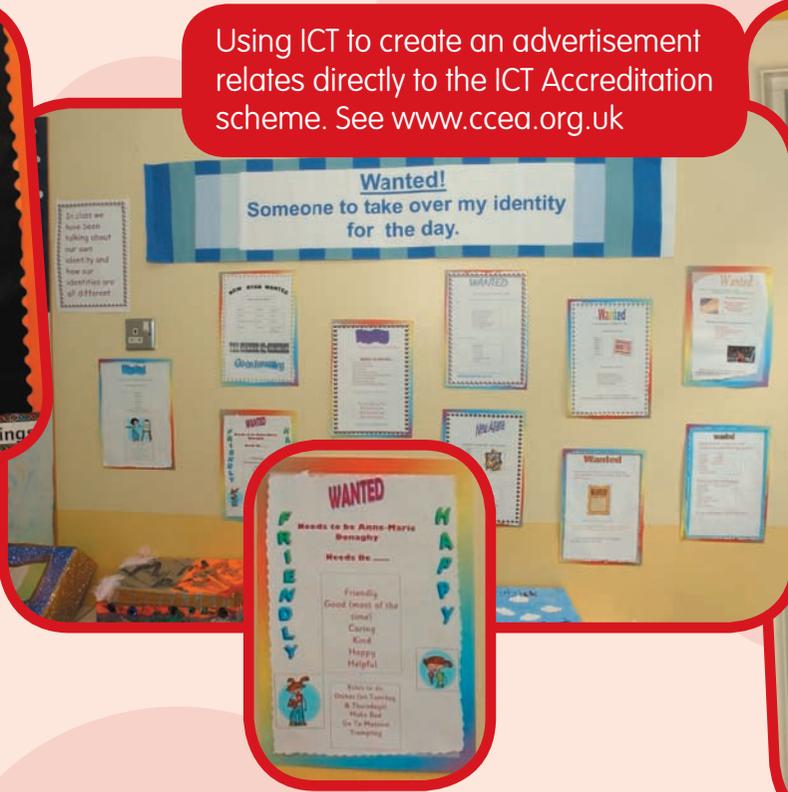
# Across the Curriculum: Connecting the learning

## The Arts and P.E.



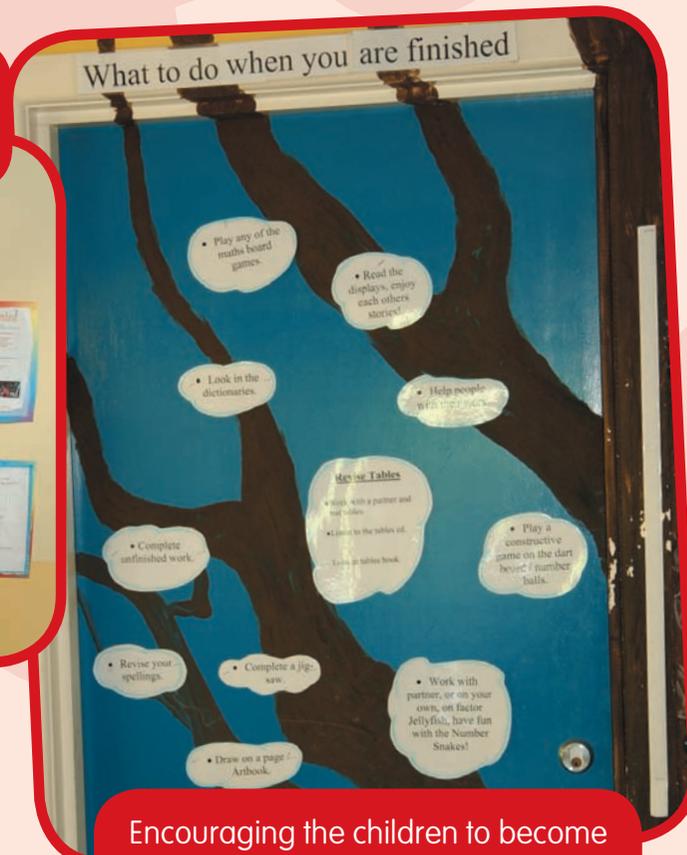
Learning from others. Helping children to make good choices about who they accept as learning role models.

## I.C.T



Using ICT to create an advertisement relates directly to the ICT Accreditation scheme. See [www.ccea.org.uk](http://www.ccea.org.uk)

## Personal Capabilities



Encouraging the children to become more self directed and learning ways to manage their own time.

Words and phrases I will hear and use

Proud

Valued

Positive adjectives

Boastful

Opportunities

Cooperative

Uniqueness

Evaluate

# Challenge Choices

On target

Self-aware

Fact, opinion

Goals

Acceptance

Focused

Aspirations

Viewpoints

## Learning activities

### Activity 1 Self-acceptance

Similarities and differences between individuals are discussed to highlight uniqueness and equality.

### Activity 2 Self-portrait

Identifying who they are and who they want to become are explored through self-portraiture.

### Activity 3 Identity

Children explore their perceptions of what shapes them and who supports them.

### Activity 4 What's it worth?

The children's personal aspirations are explored through an auction activity.

### Activity 5 Take a closer look

Children use art to help them understand the importance of taking time to reflect on and take stock of life.

### Activity 6 Proud or boastful

Children recognise the variety of achievements that they can accomplish in a positive manner.

# Learning activity 1: Self-acceptance

## CORE CONCEPT

We are all unique. There are no two people exactly alike, and it is important to avoid comparisons with others. Acknowledging and accepting our differences reinforces our uniqueness and helps build self-esteem.

## SUGGESTED SUCCESS CRITERION

We will be able to recognise and name our own and each other's positive qualities.

## POINTS TO NOTE

Send home a copy of Resource A to parent(s)/carer(s) to keep them informed about the activities their children will be completing as part of this unit.

## WHAT YOU NEED

- Large box to represent a treasure chest
- Speaking object
- Letter to Parent(s)/Carer(s) (Resource A)

## WHAT TO DO

- Treasures
- Circle Work
- Let's Talk

## Treasures

Seat the children in a circle and place a large box in the centre. Explain to them that this is a treasure chest that will be filled with all of the things that they can do. To begin, ask each child to write on a small piece of paper one thing that they can do well (suggestions include:



I can run, sing, jump, swim, bake, listen, walk, write, ride a bike, paint or help others). Next, ask the children to fold the piece of paper and place it in the treasure chest. Then invite each child to select a piece of paper and read aloud what is on it. Affirm their abilities by talking about all of the skills and talents that they collectively share as a class. Complete the activity by asking each child to finish the sentence: **One thing I like to do is** \_\_\_\_\_. At a later stage, consider having the children decorate the box to resemble a treasure chest and add to it as they develop new talents or skills.

### Circle Work

Pass the speaking object around the circle and as each child receives it, invite him/her to complete one of the statements below. Remember, each child is also free to pass. Come back to those who have passed at the end of each round to see if they wish to contribute. Take a few minutes to discuss the similarities and differences in the responses, but emphasise that all are of equal value.

**I can run, sing, jump, swim,  
bake, listen, walk, write,  
ride a bike...**

### Rounds

One thing I really like doing is ...	If we had no school today I could be ...	One thing I would like to change about myself is ...
One thing I really don't like doing is ...	The film/T.V. programme I would most like to star in is ...	One thing I would like to change in my school is ...
If I could be from another country I'd be from ...	The place I would most like to visit in the world is ...	One thing I would like to change in the world is ...

### Let's Talk

Have the children compare some of the following: two countries, two hobbies, two places, two T.V. programmes, two pieces of fruit or two objects of different colour. Help the children to recognise that each hobby has different attractions. Each is unique and has its own advantages and disadvantages.

Using a show of hands, ask the children to vote for the hobby they prefer. You could explore the other examples in the same way. Explore the idea that we should not compare ourselves to anyone else. There are no two people who are exactly alike. We each have strengths and weaknesses, and that is what makes each of us unique.

# Learning activity 2: Self-portrait

## CORE CONCEPT

Looking to the future can help us identify priorities and give us a greater sense of purpose.

## SUGGESTED SUCCESS CRITERION

We will recognise and name the different qualities that make us unique.

## POINTS TO NOTE

This activity may require two sessions.

## WHAT YOU NEED

- Hand held mirrors
- General art materials
- Magazines
- Special Things Poem (Resource B)

## WHAT TO DO

- Art
- Collage
- Let's Talk

## Art

Distribute a hand-held mirror to each child (ask children to bring these in from home if you do not have access to them). Ask the children to view themselves in the mirror. Talk with them about what they see, encouraging them to look closely at the shape of their face and their distinguishable features.



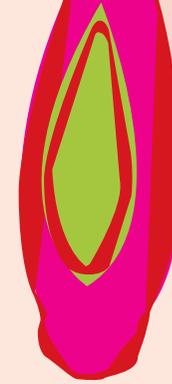
Distribute a variety of art materials - paint, charcoal, pencils, etc. and ask the children to draw their self-portrait. Once they've finished, ask them to draw some of their interests (or allow them to cut out pictures from magazines). Ask them to put five positive words about themselves around the portrait. If they have difficulty doing this, suggest to them that they include five positive things that others might say about them. You may need to assist those who have difficulty. Consider having them finish their portrait with a decorative border. See Collage activity for idea.

To conclude the activity, discuss with the children how they felt about drawing themselves and how they feel about the finished product. Have a gallery session (place all of the portraits in a large open space and gather the children around the perimeter). Encourage them to talk about what they see and to share with each other the positive things they wrote about themselves on their self-portrait.

**Are there any similarities?**

**How might these changes come about?**

**Are there many changes/differences?**



## Collage

Distribute magazines, paper, scissors, paint, glue, etc. Ask each child to create a border collage that shows how they want to be when they grow up, perhaps in 10-15 years' time. They might include looks, hair, clothes, food, house, work, car, and hobbies.

## Extension

Read and discuss the poem **Special Things** (Resource B). Ask the children to bring in an item from home that is important and means a lot to them. During circle work, invite them to talk about its significance with the class.

## Let's Talk

Together in small groups, ask the children to talk about their collages. Next, invite the children who want to talk about their collages in the larger group to do so.

- **Are there any similarities? What are they?**
- **Are there many changes/differences? What?**
- **How might these changes come about?**
- **What/who influences you to change?**
- **Are you happy in your collage of the future? In what way?**

To finish, display each child's self-portrait and collage around the classroom. You could display them all at once or a few at a time over the following weeks or months.

# Learning activity 3: Identity

## CORE CONCEPT

Having a strong sense of their own identity helps children to understand, like and accept themselves better. Today children have to cope with a high degree of change and uncertainty due to the changing context of family and social structures. Such changes mean that children may need some help in developing a positive sense of self and sustaining a realistic sense of self-esteem.

## SUGGESTED SUCCESS CRITERION

We will recognise and talk about different aspects of our identity.

## POINTS TO NOTE

Exemplify for the children what 'identity' means before beginning this activity.

## WHAT YOU NEED

- Paper
- Markers
- Identity Example (Resource C)

## WHAT TO DO

- Identity Web
- Recruiting Me
- My Support Network

Wife Teacher Co-ordinator  
Mother Carer

## Identity Web

Talk about the word **identity**, what it means to them and the different instances where they have heard the word used - identity documents, identity theft, identity parade, etc. (Identity is whatever makes us definable and recognisable; it is our set of characteristics that distinguishes us from others). Talk about how we have what is known as 'multiple identities', which means that we remain essentially the same person but assume different roles and responsibilities and display different qualities and dispositions in a

variety of different situations. Exemplify this for the children by talking to the children about your own identity, for example:

- your name and why you were given it;
- where you come from;
- who you are at home, for example a wife, a mother, a carer;
- who you are at school, for example a teacher, a co-ordinator, a member of the SMT; and
- who you are in your community, for example, a member of the art club, a member of the

church, a trainer at the swimming club. You can represent identity either through words, pictures, photographs, or by using PowerPoint (see Resource C as an example). Ask the children to **think** for a few moments about their own multiple identities. Next, ask them to **pair** with a partner and talk with each other about their different identities. Record these in a suitable format. Then, invite each pair to **share** with the class their identity webs.

## Recruiting Me

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 the different identities that the applicant will have for the day and the attitudes and dispositions that he or she will need to show when assuming this identity. For example, at home as an older brother the applicant would need to show tolerance of a younger sister. Provide the children with access to ICT to complete this activity.

## My Support Network

On a large piece of paper (A3 size or bigger), ask each child to depict their support network by drawing a series of five differently coloured concentric circles. Ask the children to write their name and draw a small self-portrait in the centre circle. Using a different coloured marker for each concentric circle, ask the children to write the names of significant family members in the concentric circle next to their name (these should be members of their close and extended family who care and provide for them). In the next circle, write the names of the people who are their friends at home, at school

and in the community. In the next circle, ask them to write the names of the people who support them: teachers, youth leaders, coaches or assistants at school. In the final circle, ask the children to write the names of the people they know: their neighbours, parents' friends or the shopkeeper. Ask the children to attach their identity web to the back of the support network and suspend these around the classroom. Talk about the many different aspects of their identity and the different people who help and support them and inform their decision-making.



# Learning activity 4: What's it worth?

## CORE CONCEPT

Identifying what is important can help to motivate children and give them a clearer sense of purpose.

## SUGGESTED SUCCESS CRITERION

We will identify and discuss the things that are important to us.

## POINTS TO NOTE

Make sufficient copies of the currency notes (Resource E). The auction activity is adapted from an idea in **An Experience Centered Curriculum**, 1974.

## WHAT YOU NEED

- What's Important? (Resource D)
- Currency (Resource E)

## WHAT TO DO

- Auction
- Let's Talk

## Auction

Distribute a copy of Resource D to each child. Talk about the items named on the sheet. Explain that from the 24 items, they should each prioritise and select not more than five items that they believe to be the most important or valuable to them. Give the children time to look over the list. Explain that you are going to hold an auction of the items on their list. If there is

something not on the list that is important to them, they can ask you to include it as part of the auction. Then, distribute a copied and cut out set of currency for each child (Resource E).

Act as the auctioneer, and begin the auction by asking: **How much will you bid for \_\_\_\_\_?** (the first item on the list). Whoever bids the

most gets the item. If two or more children bid the same amount, toss a coin, draw straws or have the children involved state their reasons for wanting the item. When you accept a bid, record the child's name in the relevant box and take the money. Continue until all the items are sold or until interest wanes. Have the children record what they bought

by colouring it in or putting their names in the boxes. Give the children a minute or two to talk with the child beside them about what has taken place.

## Let's Talk

Use the following questions to debrief the exercise:

- Did you like the auction? Why? Why not?
- What did you buy? Why?
- Were you outbid for something you wanted? How did you feel?
- Were there one or two items that a lot of children wanted? Why were these items popular? Does this happen in real life?
- What influenced you to make the choices you did?
- Are these dispositions/skills that you already have? If you don't have them, what do you need to develop to get them?
- Did you learn anything about yourself? What?
- Did you learn anything about others in the class? What?

### Extension

Repeat the auction later in the year and ask the children to reflect on any changes in what they wanted to buy.

**What influenced you?**

**Did you learn anything about yourself?**



# Learning activity 5: Take a closer look

## CORE CONCEPT

It is important to take stock of our lives and to look closely at what we are doing and where we are going. This reflection can often lead to clearer goal setting for the future.

## SUGGESTED SUCCESS CRITERION

We will reflect on our busy lives and set personal targets (identified by ourselves or jointly with the teacher).

## WHAT YOU NEED

- A full sized bicycle
- Pencils
- Paper

## WHAT TO DO

- Observation
- Think You Can ... Think You Can't
- Going for Goals

## Observation

Ask the children to draw a bicycle from memory. They may draw it from whatever angle they wish. When completed, collect the children's sketches and keep these until the children have completed the second drawing.

Next, set a full sized bicycle in the centre of the room and place the desks around it. Ask the children to initially talk about the line and the shape of the bicycle. Encourage them to sketch out the basics. Point out the triangle shape that sits between the two wheels - are the circles the same size? Encourage them to look closely - looking up and down as often as possible. When completed, ask the children to set their

drawing on their table and to walk around the classroom to view each other's work. As they do this, distribute their previous drawings of the bicycles and ask the children to return to their seats. Ask the children to compare both sketches. Use the following questions to generate discussion:

- **What do you notice about the sketches?**
- **Do they differ? In what way and why?**
- **Which sketch do they think is the best? Why?**
- **What can we learn from this activity about our own lives or about the lives of others?**

Explain that when drawing from memory, we sometimes omit details that we take for granted and that sometimes the picture we have of something in our heads can be quite different to the way it looks in real life. Talk about how we might all think that we know what a bicycle looks like, but unless we actually look at one closely, our sketches will be missing certain elements and may also include some false ones.

Then, talk about how important it is to sit back from time to time and take a close look at what is going on in our own life - now and in the future. This allows us all to reflect on what we are doing, what we are involved in and with whom. Remind the children that they can change aspects about their lives - to strive for a new goal, to set targets for themselves and to believe in their own abilities.

## Think You Can... Think You Can't

Explain to the children that we are all the same when it comes to having friends, doing well at school or being generally happy. It is everyone's right to have love, respect and experience achievement. However, if we have low self-esteem or lack an awareness of self, it may be harder for us to achieve and believe. Write the following on the board:

**Think you can. Think you can't. Whichever you think you'll be right** (Henry Ford Founder of Ford Motor Company). Discuss the power of positive thinking and how we can do whatever we set our minds on if we are determined and persistent enough. Refer to role models that could inspire them to aim for goals that they may think are beyond their reach. Such role models could be people they know, celebrities, historical figures and fictional characters, sportspeople, entrepreneurs, discoverers, etc. Role models can often inspire people to go for it! They can show how they believed in themselves, had real direction and purpose and set themselves targets to achieve their ultimate goal.

## Going for Goals

Ask children to draw or find a picture that represents a future goal or achievement for them. (This could, in the first instance, be in the form of a shared class goal or target and then later as an individual goal). Talk about the ways that this goal or target could be realised. This will help the children determine what their expectations are. For example, ask them to consider:

- What do I want to happen?
- What are the chances it will happen?
- What can I do to help make this happen?
- What can others do to help me make it happen?

Having realistic expectations helps them develop personal power. Then, follow through with strategies that will enable them to achieve the goal, for example:

- making a simple to-do list;
- checking the to-do-list with a teacher, parent or study-buddy in order to help set simple goals, for example: **Things I need to do this week ...;**

- setting one goal to work towards;
- breaking the goal down into smaller steps (targets); and
- discussing progress with a partner on a regular basis.

Ask the children to research a past or present role model who has achieved their own dream. Talk about the skills and personal dispositions that these individuals used to achieve their goals. Display these in a prominent position around the children's individual or class goals.

**You can do whatever you want!**

# Learning activity 6: Proud or boastful

## CORE CONCEPT

We need to recognise the variety of achievements we accomplish. Sharing times when we have felt proud allows us to grow in confidence and believe in our own abilities. Recalling positive upbeat times can be encouraging whenever we face struggles in achieving goals.

## SUGGESTED SUCCESS CRITERIA

We will differentiate between being proud and being boastful.  
We will discuss the ways in which boasting can make others feel inadequate.  
We will suggest two strategies for dealing with individuals who boast.

## POINTS TO NOTE

The Awards for All activity will require an award, for example a certificate. Consider allowing the children to create a certificate using Microsoft Publisher.

## WHAT YOU NEED

- An award or certificates
- Scenarios (Resource F)

## WHAT TO DO

- Awards for All
- Proud or Boastful
- Exploring the Issues

## Awards for All

Ask the children to bring in something that represents a particular time when they felt proud of something that they did or achieved. This might be a certificate, medal or a photograph from a newspaper. During 'Show and Tell', allow each child time to talk about their personal achievement. Talk about the skills and personal attributes that came to the fore during the time of the achievement. Make a list of these and display them around the items the children have brought in.

Once a week or fortnight, ask the class to nominate a person in the class who is worthy of a class award. Use the list of skills and attributes discussed as a way of qualifying why that person should receive the award. Keep a record of the recipients of the award. Discuss the importance of taking time to recognise and congratulate people on their achievements (whether big or small).

## Proud or Boastful

Discuss the difference between boasting and being proud of something you have done. Make copies of Resource F, and ask the children to say whether they think the scenario describes someone who is boasting or someone who is feeling proud. Use a number of the scenarios to explore the characters' feelings, thoughts and behaviours using the Freeze Frame\* technique (physically pose as a still image representing the moment). Focus on the nature of the children's body language and why they chose to depict the scene in that way. You could also use the Hot Seating\* technique (the character in question is put in the hot seat and questioned in role). Debrief afterwards by asking the children what they learned, what they found interesting and if they would challenge anything that they heard or saw.

\* For information see Active Learning and Teaching Methods for Key Stage 1 and 2. Refer to Resources section for further details.

## Exploring the Issues

Use the following questions as a framework for discussion:

- **Why do people boast?**  
(Sometimes this is done to make the other person feel jealous, to make the other person admire them or to make themselves feel better).
- **How does hearing someone boast make other people feel? How might they behave around this person?**
- **What options are available to us if someone boasts a lot?**  
(Use the problem-solving process to decide on a range of options).



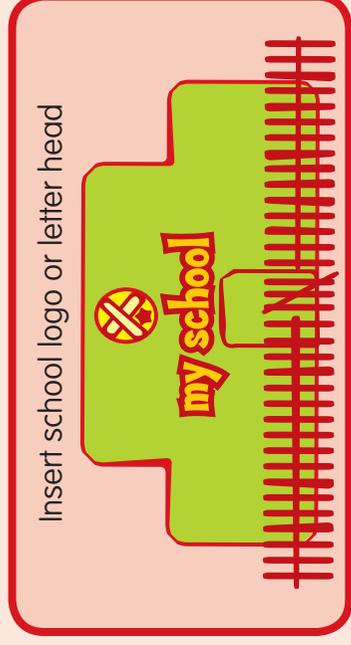
# Resource A

Personal Development and Mutual Understanding **Red Unit**

Learning activity 1 : Self-acceptance

# Letter to Parent(s) / Carer(s)





Date .....

**Dear Parent(s)/Carer(s),**

We are beginning a programme called 'Living.Learning.Together.' which is part of the Personal Development and Mutual Understanding Area of Learning within the Curriculum. There are many themes within this programme. The main themes to be explored are:

**Strand 1**

Self-awareness, Feelings, Health, Growth & Change, and Safety

**Strand 2**

Relationships, Rights & Responsibilities, Managing Conflict, Similarities & Differences, and Learning to Live as Members of the Community

The emphasis within the programme is on providing children with experiences to develop the skills, knowledge, attitudes and dispositions required for life using accurate, age-appropriate information.

Parents and teachers cannot be with children all the time, particularly as they grow older. Consequently, they need to be able to face all the challenges of modern society. It is our intention that by the end of the programme, your child will be better-equipped and more able to deal with any difficult situations he/she may face in the future.

The programme begins by building the children's self-esteem. You may be asked to participate in your child's learning as we work through the various activities in the programme, for example helping your child to complete a home assignment or providing magazines for artwork. You may also wish to discuss the activities with your child from time to time. Your positive participation will help this program be successful.

A copy of the materials being used is available for viewing if you wish. If you have any questions, please feel free to discuss these with me.

Thank you for your co-operation,

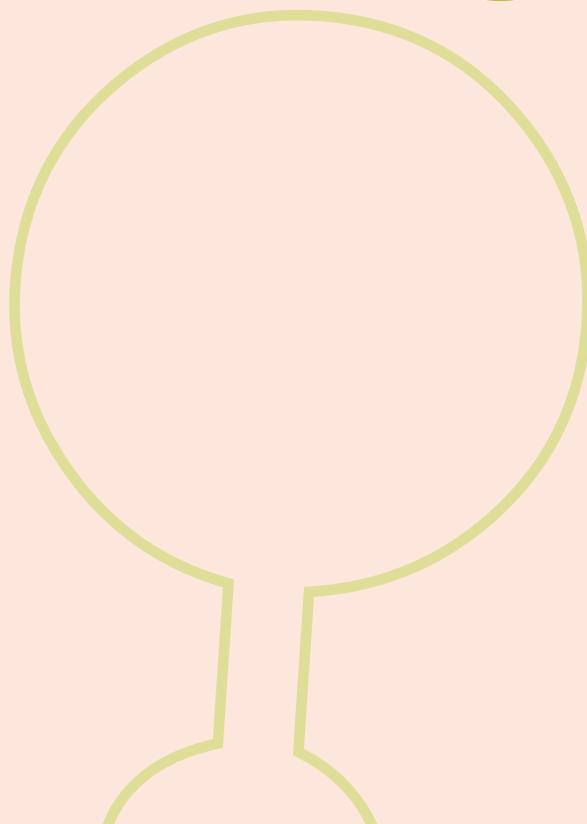
.....  
**Class Teacher**

# Resource B

Personal Development and Mutual Understanding **Red Unit**

Learning activity 2 : Self-portrait

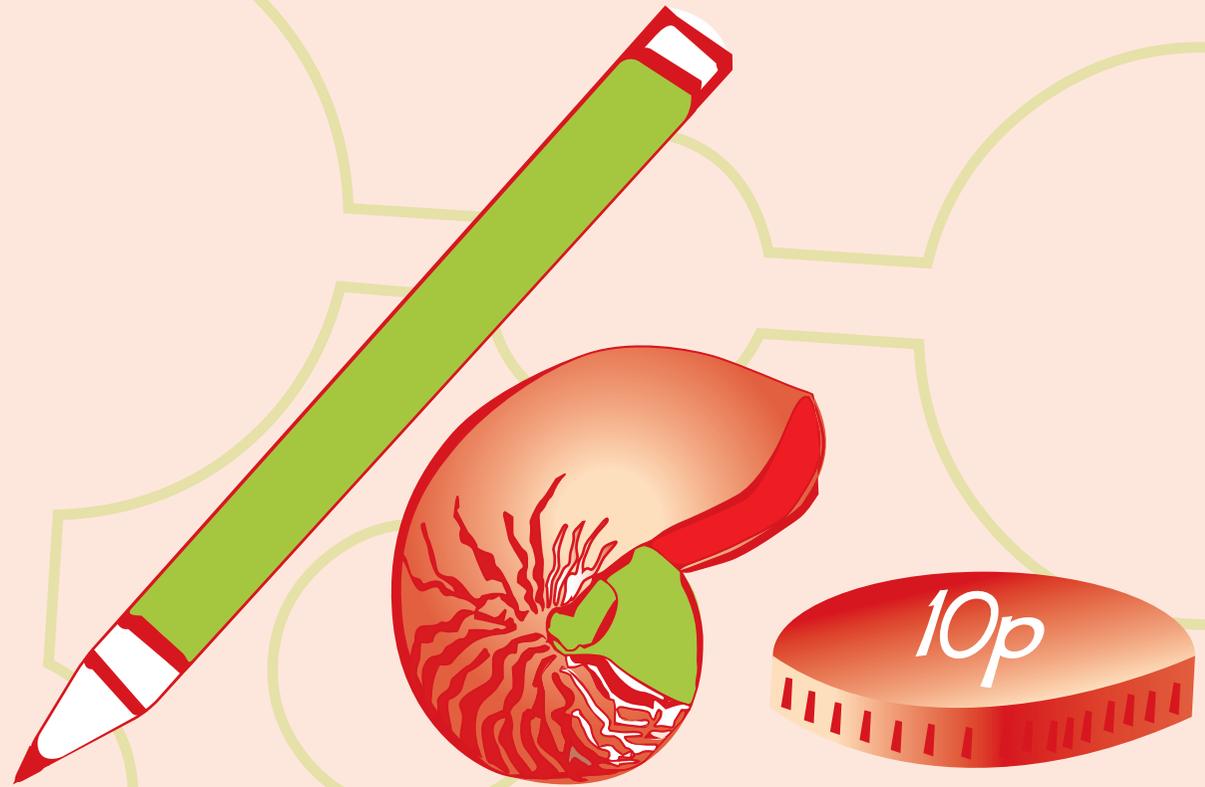
# Special Things Poem



These are my special things,  
I keep them just here.  
There's a badge, and a shell,  
And a doll with one ear;  
There's a necklace that's broken,  
A ring with no stone,  
A pen that won't write  
And an old bit of bone.  
There's a dried, withered flower  
My dad gave me,  
A note from my granny,  
And a shiny 10p.  
And each of my special things,  
Makes me want to smile;  
Each one is a memory  
I can hold for a while.  
These are my special things,  
They'll always be near;  
I'll keep them forever ...  
I'll keep them just here.

Tony Bradman

... special things.  
Make me want to smile



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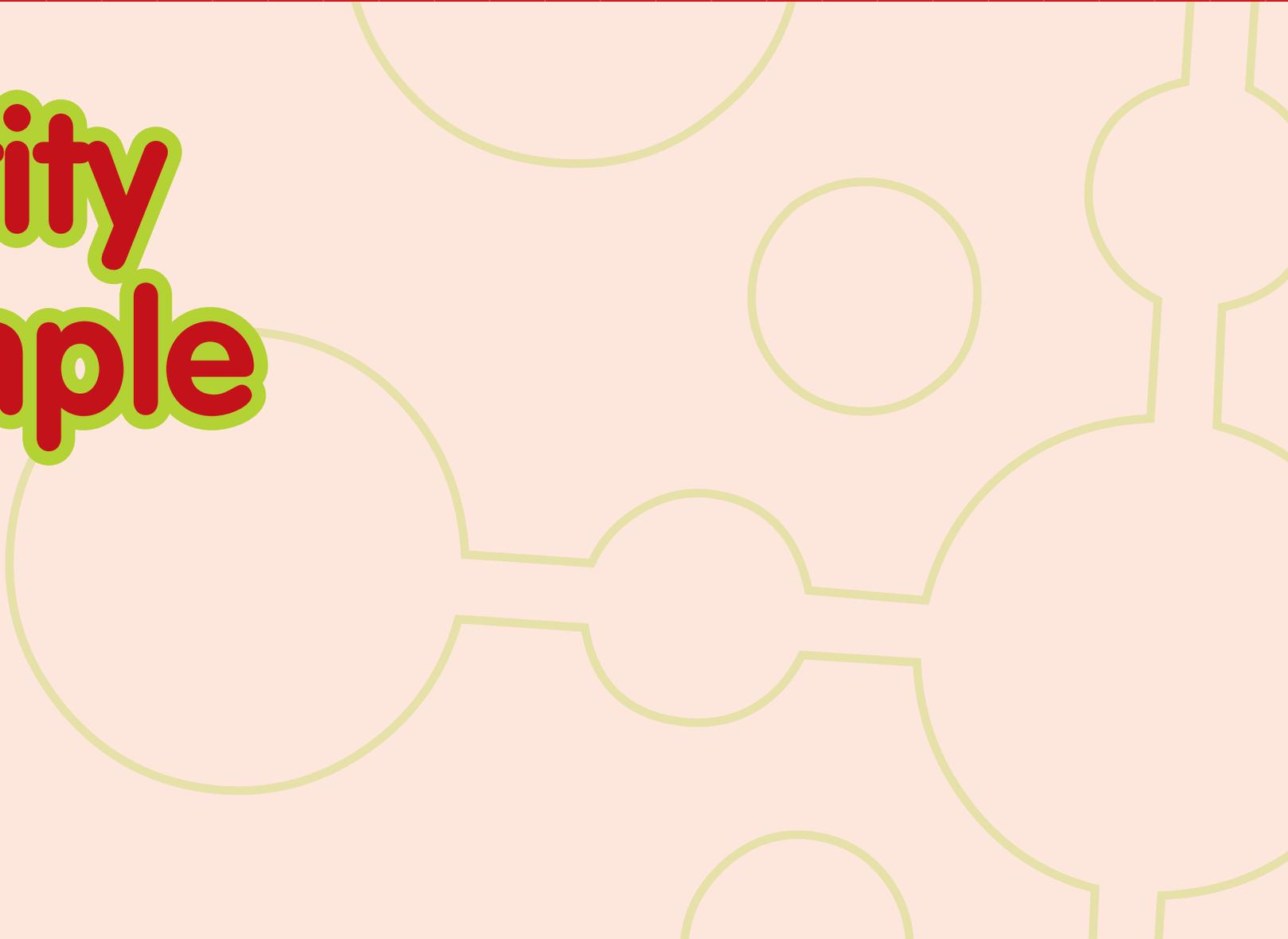
24 Pottery Lane, London, W11 4LZ Fax: 0207 727 9037

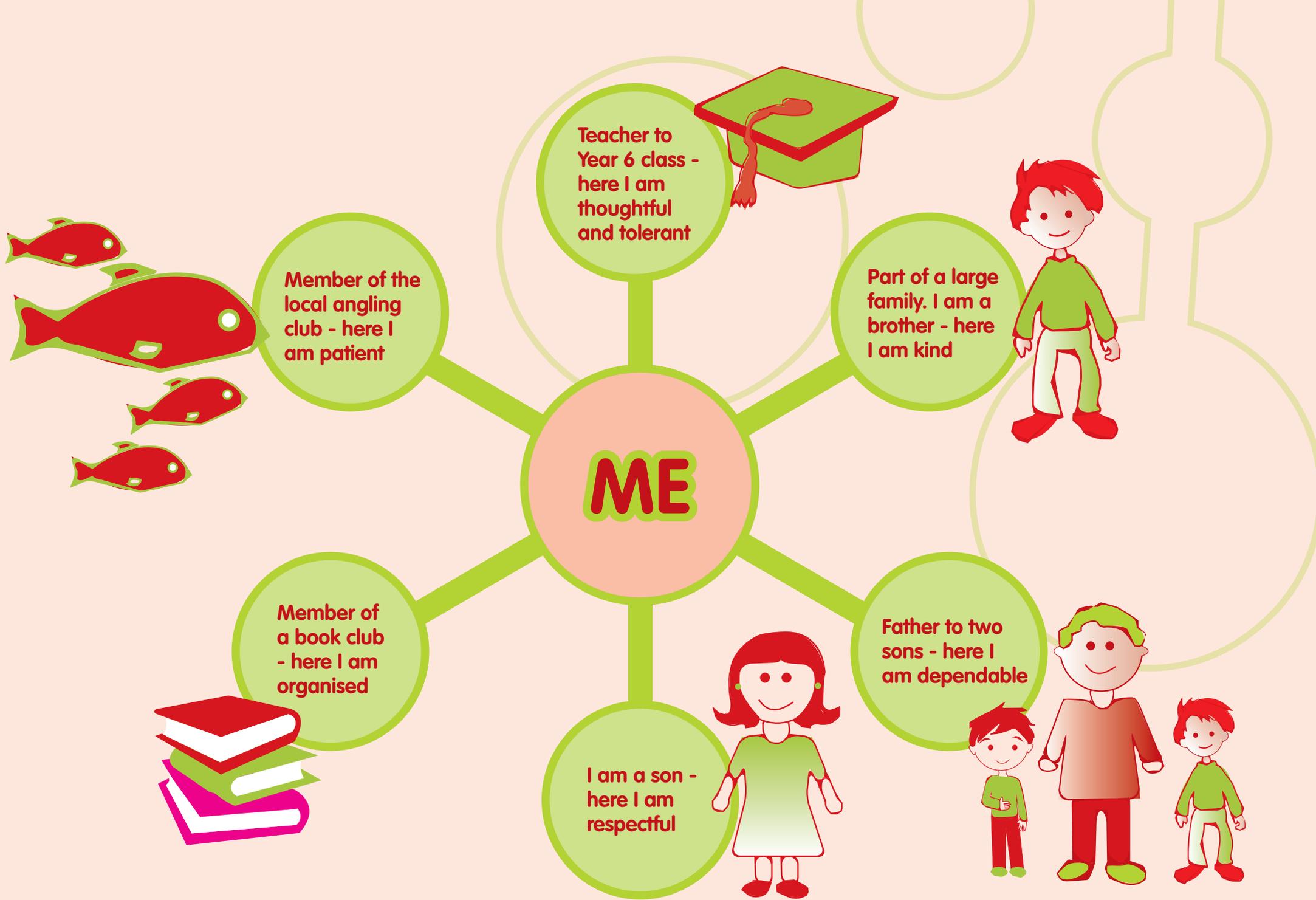
# Resource C

Personal Development and Mutual Understanding **Red Unit**

Learning activity 3 : Identity

# Identity Example

The background of the slide features several stylized human figures in a light green color. These figures are composed of simple outlines for the head, torso, and limbs, with some circular shapes representing heads or shoulders. They are arranged in a way that suggests a group or community, with some figures appearing to be connected or interacting.



# Resource D

Personal Development and Mutual Understanding **Red Unit**

Learning activity 4 : What's it worth?

# What's Important?





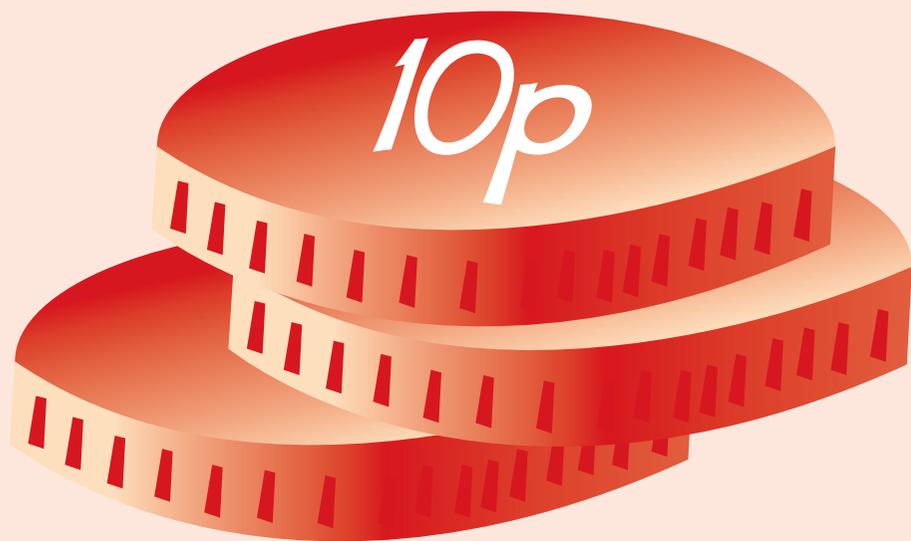
<b>Happy</b>	<b>Good at my job</b>	<b>Travel a lot</b>	<b>Good with animals</b>	<b>Confident at speaking in front of people</b>	<b>At peace</b>
<b>Wealthy</b>	<b>Skillful footballer</b>	<b>Strong and fit</b>	<b>Healthy</b>	<b>Good at making friends</b>	<b>Feel positive about myself</b>
<b>Good looking</b>	<b>Great at art</b>	<b>Able to stand up for myself</b>	<b>Good with people</b>	<b>Pretty</b>	<b>Popular with people</b>
<b>Strong leader</b>	<b>Good at making the world better</b>	<b>Have a successful future</b>	<b>Happy family life</b>	<b>Safe</b>	<b>Good singer</b>

# Resource E

Personal Development and Mutual Understanding **Red Unit**

Learning activity 4 : What's it worth?

## Currency





# Resource F

Personal Development and Mutual Understanding **Red Unit**

Learning activity 4: Proud or boastful

## Scenarios



Simon has worked really hard at improving his handwriting. His teacher presents him with a certificate at the end of the week for reaching his target. He takes it home and shows it to his mum and gran. He tells them how pleased he is.

Sarah comes to school wearing the medals she has won for swimming at the weekend. She walks around the assembly hall telling everyone how well she has done and all of the people she defeated in the finals. She tells them she will probably be picked to race in the next Olympic Games.

Frank comes to school and tells everyone that his family has won a trip to Florida. He spends the whole playtime telling everyone he meets what sort of hotel they are staying in, how he will meet all of the Disney characters, the different theme parks and rides he will go to and the presents he will get when he is there.

Ben brings in the medals he has won at the weekend for soccer. He shows his best friend and answers all of the questions he asks him. He feels really happy inside that his team has won the league. He enjoys sharing his good feeling with his friend.

notes



## Suggested stories

Beaumont, K. **I Like Myself**  
(Free Spirit Publishing: 2004) 0 15202013 6

Dyer, W.  
**Incredible You: 10 Ways to Let Your  
Greatness Shine Through**  
(Hay House Inc.: 2006) 1 40190782 2

Espeland, P. and Verdick, E.  
**Making Every Day Count**  
(Free Spirit Publishing: 1998) 1 57542047 3

Fine, A. **How to Write Really Badly**  
(Egmont Books Ltd.: 2002) 1 40520061 8

Foreman, M. **Wonder Goal** (Red Fox: 2004)  
0 09945625 7

Kaufman, G. **Stick Up for Yourself: Every Kid's  
Guide to Personal Power and Self-Esteem**  
(Free Spirit Publishing: 1999) 1 57542068 6

McKee, D. **Not Now Bernard**  
(Red Fox: 1984) 0 09924050 5

Seuss, Dr. **Oh, The Places You'll Go!**  
(Picture Lions: 2003) 0 00715852 1

Thompson, C. **Falling Angels**  
(Hutchinson Children's Books: 2001)  
0 09176817 9

Velthuijs, M. **Frog is Frog**  
(Andersen Press: 1998) 0 86264812 2

Velthuijs, M. **Frog is a Hero**  
(Andersen Press: 1997) 0 86264761 4

## Suggested further reading

Apter, T. **The Confident Child: Raising  
Children to Believe in Themselves**  
(W.W. Norton & Co Ltd: 2007)  
0 39332896 1

Matthews, A. **Being Happy**  
(Media Masters: 1989)  
9 81000664 0

White, M.  
**Self-Esteem its Meaning  
and Value in Schools**  
(Daniels Publishing: 1992)  
1 85467142 1

Williams, M.  
**Cool Cats, Calm Kids: Relaxation and  
Stress Management for Young People**  
(Impact Publishers: 1996)  
0 91516694 1

## Suggested resources

Active Learning and Teaching Methods for  
Key Stage 1 and 2 (2007) CCEA. Available  
at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

Ideas for Connecting the Learning (ICL)  
**Mighty Me** CCEA

Thematic Unit: **Me Inc.**  
CCEA (2008)

### Useful websites

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
The PSHE Subject Association is committed  
to helping teachers and other PSHE  
professionals to better plan, manage,  
deliver, evaluate and monitor PSHE  
provision, raising its status and quality  
and increasing its impact on, and  
relevance to, learners in the 21st century.

[www.ncb.org.uk](http://www.ncb.org.uk)  
Complete a search for 'PSHE'.  
The PSHE and Citizenship Information  
Service is a specialist information resource  
providing information on many aspects  
of children's personal, social, health and  
citizenship education.

