

# Knowing myself

## Lesson 1: About me

### Resources required

An enlarged copy of the worksheet 'About me' (see the following page) for each child

### What to do

- The choice to take part is important; at the beginning some children may be reluctant to speak but as the format becomes established they will probably join in. Remind the children of the rules frequently until they become a well established part of the lesson.
- Play 'Categories'. Give one physical characteristic, such as brown eyes, and ask everyone who fits that description to stand up. When everyone has sat down again give another category. Comment on how many of us are similar in some ways and different in others.
- Ask the children to complete the worksheet with two facts about themselves in each of the four categories. Ask each child to share one fact from each category in turn. After each round ask the children if it was easy or difficult to share one fact about themselves.
- Ask whether more people passed on one round than another. If more children pass on the last round, ask why this might be. They will probably say that telling others what we're good at is boasting or that others might not agree with them.
- Ask if there is a difference between boasting and acknowledging something you believe to be true.
- Ask a volunteer to show the class what boasting looks and sounds like. Is it different from the way people behaved when they said what they were good at?
- How might acknowledging our strengths help us? Who might we say these things to and who would we not say them to?
- Have a final turn round the circle and see if everyone can say something they're good at. If some children are unable to write something that they're good at and would certainly be unable to say anything aloud in the group, ask the rest of the class to tell these children what they're good at; if the other children find this task difficult, be ready to make some suggestions yourself.

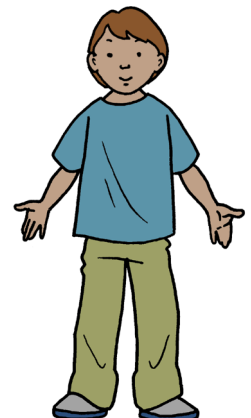
## Lesson 2: Who do I trust?

### Resources required

An enlarged copy of the worksheet 'Trust' (see the following page) for each child

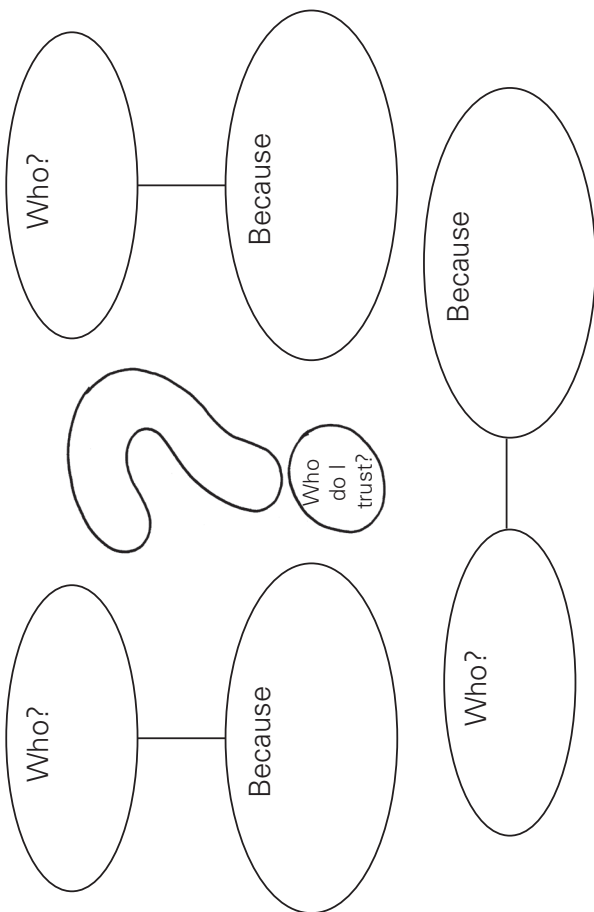
### What to do

- Ask the children to think of three people they trust and to write their names in the spaces provided in the top half of the worksheet. They then write why they trust these people.
- Ask the children the following questions:
  - Was it easy for you to find the reasons you trust your trusted people? If not, why not?
  - What sort of things enable us to trust someone?
  - How do we feel when we trust someone?
- Tell the children a story of a time when you trusted someone and they lived up to your expectations. Ask them to think of a time when they really trusted someone and the person was trustworthy. A volunteer might share their story.
- Ask what happens when someone breaks their trust. For example, suppose they tell someone a secret and that person tells someone else, even though they know it was supposed to be a secret. Ask them to complete the bottom left section of the worksheet.
- Share these feelings. Do we all feel the same way when someone breaks our trust? A volunteer might be willing to share their story. Ask the children why it might be difficult to talk about a time when our trust was broken. (Perhaps we feel foolish that we trusted someone and were let down or perhaps the feelings we experienced were tough to deal with and we would prefer to forget them.)
- Ask the children if together they can produce a description or definition of trust. Each child then writes the agreed words on the worksheet.

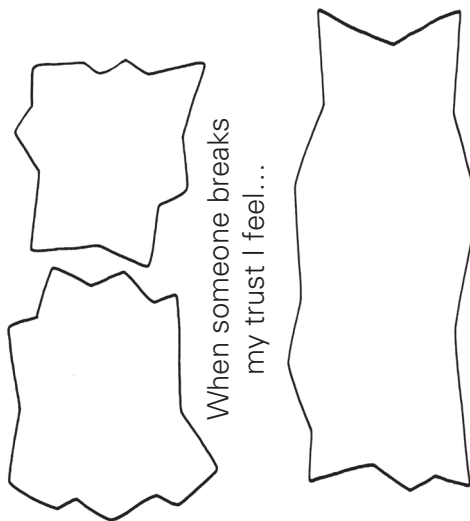


Name: \_\_\_\_\_

## Trust



For me trust means...

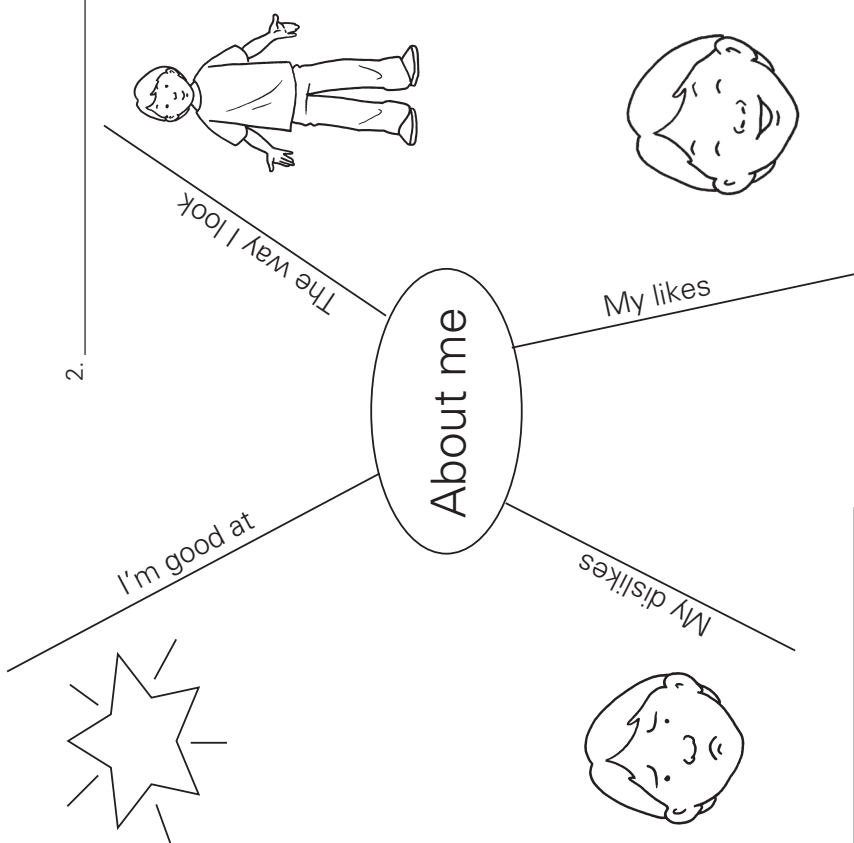


When someone breaks  
my trust I feel...

Name: \_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_



1. \_\_\_\_\_  
2. \_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_

# Knowing myself

## Lesson 3: Trusting each other

### Resources required

- Blindfolds for half the class
- An enlarged copy of the worksheet 'Trust agreement' (see the following page) for each child
- A large sheet of paper to record the children's responses after the trust walk
- Plenty of space for the activity

### What to do

- Ask what 'trust' means, thinking back to Lesson 2.
- Working in pairs, one partner is blindfolded and the other is a guide. The guide is to give simple instructions in a quiet voice to guide their partner around the room back to their starting point without bumping into anything. (Two steps forward – stop – turn to your left...) There should be no physical contact; the only guidance is verbal. Repeat the procedure with the roles reversed.
- Divide your large sheet of paper into two columns, one headed 'Blindfolded I felt...' and the other 'As a guide I felt...' Ask the children for their thoughts on each and record them. Discuss which role felt better. Why?
- Explain that in this class we need to be able to trust each other so that we can all share our thoughts and learn from each other. What do we need from each other to establish and maintain this level of trust?
- Look at the worksheet. Ask the children what they need from their classmates to feel comfortable about sharing their ideas. Then ask each child to fill in the worksheet for themselves.
- Ask the class if they can think of a word to complete the sentence at the bottom of the worksheet.

### Notes

As trust is such an important part in the success of these sessions, you will need to remind the group regularly about what they have decided today such as with a poster displaying three or four agreed expectations.

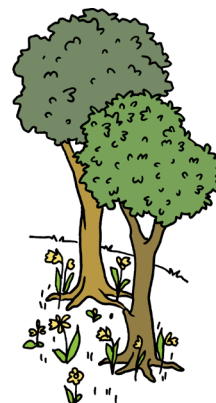
## Lesson 4: Showing respect

### Resources required

- A dictionary for reference
- A soft ball or some other soft object
- Some blank cards and a box to put them in
- An enlarged copy of the worksheet 'I can show respect in many ways' (see the following page) for each child

### What to do

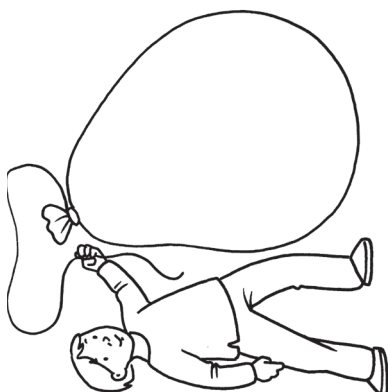
- Ask the children what they understand by the word 'respect'. Looking it up in a dictionary may help.
- The children toss a soft ball to each other. The recipient each time names one person they respect (known personally or famous) and says why.
- Ask how you would show that person you respected them if you could be with them (e.g. by listening to them, sharing). When we behave in this way, how do we feel? And do (or would) others respond in a similar way to us?
- If we respected no one at all, how would we behave and how would we feel about ourselves?
- Think about our immediate environment, our school. Should we show respect for it? How can we do that? And what about the wider environment, the Earth?
- Should we respect ourselves? How? (For example, we might try our best, eat sensibly and choose our friends carefully.) Can anyone think of a time when they did or didn't respect themselves? What happened?
- Ask the children why it is important to respect ourselves. Can we show respect for anyone and anything else if we don't respect ourselves first?
- The children complete the worksheet.
- Ask each child to write one of the ideas from their worksheet on a blank card. Put all the cards into a hat. Each child takes one card. Play a sorting game, with the aim of producing three groups: Self, Others and Environment. Shuffle the cards and play again.



Name: \_\_\_\_\_

## I can show respect in many ways

For myself by...



For others by...



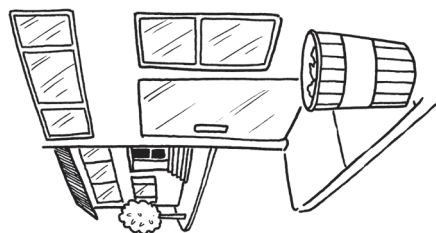
For my environment by...



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



Name: \_\_\_\_\_

## Trust agreement

*When we talk together in this group, I need to know that*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

*In this group we \_\_\_\_\_ each other.*