

Year 6

Healthy bodies, healthy minds

Lesson 1: Being the best me

**Lesson context and overview**

This is the first of three lessons exploring how best to take care of our bodies and minds to feel good about ourselves. This lesson focuses on the importance of self-respect, and the impact it can have on our mental health and wellbeing.

Curriculum links**Relationship education: Respectful relationships**

Pupils will learn:

- the importance of self-respect and how this links to their own happiness.

Resources

Presentation slides

Self-respect bingo cards (one per pupil)

Collection of old jars (ask pupils to bring in, or collect from staff)

Sticky labels to name the jars

Art materials to decorate the jars (e.g. paper to create a decorative sleeves and glass paints if available)

Pupil worksheet: *Self-respect statements*

Key vocabulary

self-respect, confidence, strengths, weaknesses, pride

Learning objectives

We will be learning:

- about self-respect and how it can affect our mental health and wellbeing.

Learning outcomes

We will be able to:

- describe self-respect
- explain how self-respect can affect our mental health and wellbeing.

Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons.

To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. Be aware that some children may struggle with self-respect and may need more help to see themselves in a positive way. In these situations it may help to ask them to imagine what a best friend might say about them, and to be that best friend themselves.

Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Show presentation slide 4 and ask pupils to call out (or ask for a response from each in turn) all the things that they associate with the phrase 'Healthy body, healthy mind!' Use slide 5 to recap ways to stay healthy, which were covered in Year 5.

Write 'Self-respect' on the board (or use slide 6) and ask if anyone can tell you what it means, or words that they would associate with it. (It might help to start with the word 'respect', then ask how you might apply that to yourself.) Take feedback and create a word cloud on the board of suggestions. Ensure that pupils understand that self-respect is about having confidence and pride in oneself.

Core activities

1. Show slide 7, which highlights the importance of self-respect. Organise pupils into pairs and ask them to discuss the following question: *How does having self-respect affect our health?* Take some responses and then discuss any points that have not been covered.

Give each pupil a Self-respect bingo card. They must find a classmate for each square on the card – the person they find needs to demonstrate they can fulfil the task. Ask pupils to stand up, move around the classroom and find people to write in the boxes. Keep the activity going until most pupils have completed their card.

Follow up the activity by asking for some feedback on the different people everyone found to write in their squares. Ask:

- *What did you learn in the activity?*
- *How easy was it to do?*
- *How did it make you feel when someone added your name to the card?*

2. Give each pupil a jar and tell them it will be their self-respect jar. Give each pupil a sticky label on which they should write their name and add decoration. Pupils can also create a decorative sleeve to put on the jar (or even decorate using glass paints if available).

Hand out some slips of paper. Ask pupils to write things they like about themselves, and/or positive statements about themselves, such as something they are good at, something they have done that they are proud of, a positive quality, or a good memory of a time they helped someone and put each statement into the jar. If anyone finds this difficult, ask a friend to give them some help (e.g. 'you are friendly'; 'you are kind to me') and create statements using the comments.

In turn, ask pupils to take a slip out of their jar at random and read it (they could do this out loud, to themselves or even in small groups, whichever is most appropriate for your pupils). When they have read the statement, ask them how reading it made them feel. Ask the rest of the class if they observed anything about the person reading the statement (e.g. did they smile, look proud, etc?).

Organise pupils into pairs and ask them to discuss when and how they can use their jars to support their self-respect. Take some suggestions. If it doesn't come up, suggest that they look through the statements in their jar if they are ever feeling down or not feeling confident as a way to boost their sense of self. Explain that they can add things to their jar regularly as and when they feel like it. The jars can either be kept at home or school.

3. Organise pupils into pairs and give them the *Self-respect statements* worksheet. Ask them to identify whether the statements would have a positive or negative impact on wellbeing and then answer the questions at the bottom of the worksheet.

Discuss pupil responses to the worksheet as a class. Ask: *If someone says negative things to themselves, how can this affect their wellbeing?* Explain that we all have some control over what we think and can challenge ourselves if we are thinking negative things.

Ask pupils to work in their pairs to look at the statements that would have a negative impact on wellbeing and turn these into more positive statements (e.g. 'If I ask for help, people will think I am stupid' to 'If I ask for help, I am showing that I want to improve my skills.'). Ask pairs to share some of their ideas.

Explain to pupils that if they have negative thoughts about themselves, it's a good idea to ask themselves, 'Would I say this to my friend?'. Talk to pupils about the importance of being a friend to themselves and treating themselves with kindness.

Extension activity

1. Remind pupils about and refer to the self-respect jars regularly. Discuss ways in which they are being used and their impact.
2. As a class, find some positive affirmations that support self-respect. Create posters of these to display in the classroom and refer to them at different times during the day.
3. Create a regular slot when you ask pupils to say something they respect about themselves, or highlight something which they could add to their self-respect jar (this could also relate to class or whole school values.)

Plenary

Return to the word cloud created in the starter activity and ask pupils if there is anything they would like to add.

Lead a round using the sentence starter: 'Self-respect is important for our health because...'

Assessment

Returning to the starter activity can show developments in understanding and knowledge during the session. Pupils' responses to reframing the negative statements can show their understanding of the impact of positive self-talk on their mental wellbeing.