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Good To Be Me –Lesson One

Proud and Boastful

I can tell the difference between showing I am proud and boasting.

I know that boasting can make other people feel inadequate or useless.

Sometimes people talk about things they have got or have done (even when they haven't) in a boastful way.

Sometimes people do this to try to make other people feel jealous, to make other people admire them or to make themselves feel better.

What do you think the difference is between boasting and being proud of something you have done? Can you come up with a definition of both 'boasting' and 'being proud' with your partner? You have two minutes.

Here are some situations where someone may be boasting or expressing pride. Which do you think they are doing?

A boy has worked really hard at writing and his teacher gives him a certificate in assembly. He takes it home and shows it to his mum and her friend, telling them how pleased he is.

Boasting or Pride?

How might we respond?

A boy comes to school and tells everyone that his family has won the lottery. He spends all playtime and lunchtime telling everyone what sort of car, house, swimming pool, holidays and toys he is going to have from now on.

How might we respond?

Boasting or Pride?

A girl comes in wearing all the medals she has won for swimming at the weekend and walks around the playground telling everyone how well she has done, and how she is probably going to be in the Junior Olympics.

How might we respond?

Another girl brings a medal she has won at the weekend for gymnastics – she shows her best friend and answers all of her questions. She feels really happy inside that she won, and enjoys sharing her good feeling with her friend.

Boasting or Pride?

How might we respond?

Let's explore the issues

- Why do people boast?
- Would boasting give you a comfortable feeling?
- How does hearing someone boast make other people feel? How might they behave?
- Does feeling proud give you a comfortable feeling?
- What can we do if someone boasts a lot?

Let's take another look at the Assembly Story.

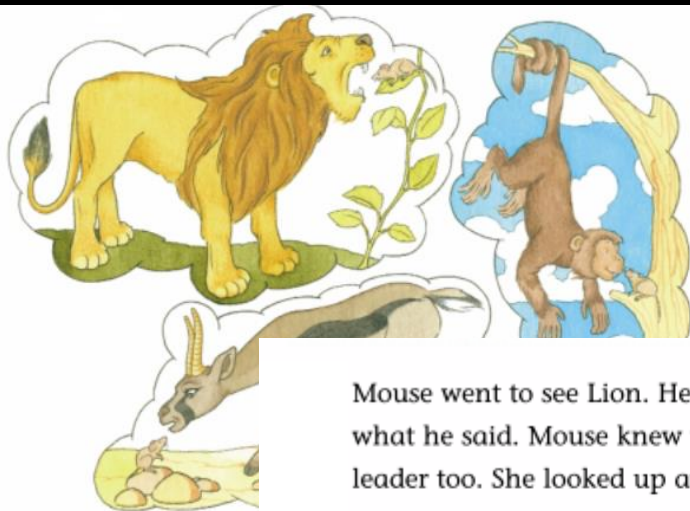
Story

Skip Story

Mouse was feeling sad. She was the smallest and weakest animal in the forest.

'I don't want to be a mouse,' she said. 'I wish I didn't have this little body and short legs and thin tail.'





Mouse went to see Lion. He was king of the forest. When he roared everyone did just what he said. Mouse knew that Lion was a great leader and wished that she was a great leader too. She looked up at him and said,

'I would like to be a leader like you, Lion.' But Lion just laughed.

'I am strong,' he said in his great voice, 'but you are too small and weak.'

Mouse hung her head and walked sadly away.

After a while she met Gazelle. Gazelle could run faster than the wind. Mouse gazed up at her and said: 'I would like to be able to run like you.'

Gazelle laughed a soft and gentle laugh.

'Poor little Mouse,' she said, 'I can run fast because of my long legs. Look at your little legs.'

Mouse felt sadder than ever. Her shoulders sagged and her eyes turned down.

'I'm no good,' she said, **'I'm only a mouse.'**

But Mouse was sad. She walked on through the forest until she met Monkey. Monkey was swinging through the trees. He used his tail to dangle down in front of Mouse.

'I would like to be able to climb like you, Monkey,' said Mouse. Monkey cackled.

'I can climb because of my elegant tail,' he said. 'Look at your skinny little tail. Why, it doesn't even curl.' And Monkey swung back into the tree and away through the forest.

Mouse's heart sank even more. A tear formed in the corner of her eye.

'I'm no good,' she said, 'I'm only a mouse.'

But Mouse was too unhappy to hear anything. To her it seemed that all the other animals in the forest were special in their own way and she was just a silly, unimportant little mouse. She wandered on through the forest until she found a small hole and hid inside it. She felt so bad that the tears fell from her eyes.

All of a sudden, Mouse heard a terrible noise. It was such a loud, scary noise that it made her heart beat loud in her little chest. It sounded to Mouse as though all the animals in the forest were calling out at once, as though they were all calling for help. She could hear Lion roaring and Gazelle crying and Monkey shrieking.



'What can I do?' she thought.
'I'm only a little Mouse, how can
I help all these great animals?'
She put her nose out of the hole.
She was very frightened but she
knew she had to find out what was
wrong. As she scurried through the forest
the terrible noise got louder and louder.
Suddenly, she came to a clearing. All the animals
were there trapped inside cruel cages. Hunters had come to
the forest and caught them.





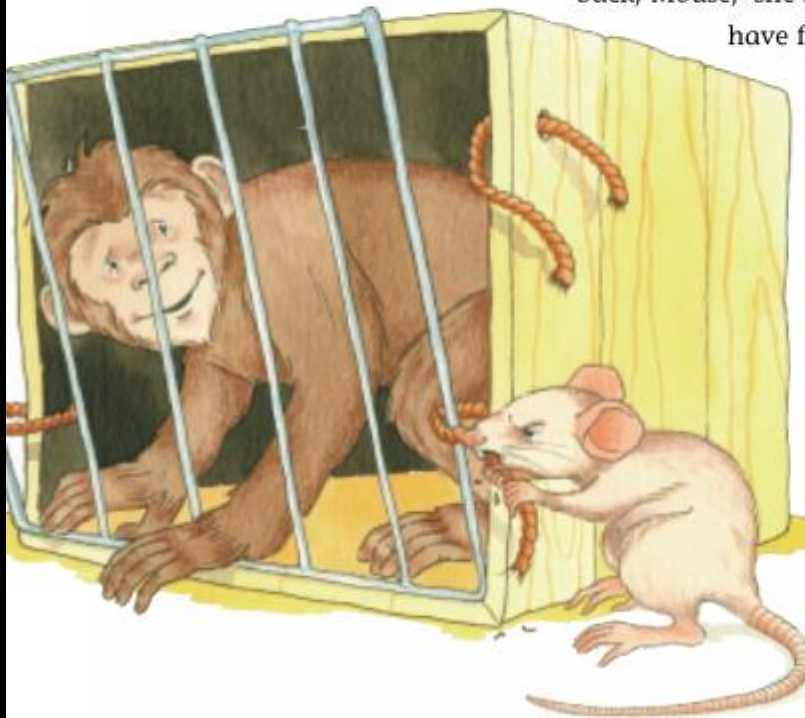
'Help us, help us!' cried the animals desperately. 'Please help us, Mouse.' But Mouse said sadly, 'I'm only a little mouse. I can't lead like you, Lion, or run like you, Gazelle, or climb like you, Monkey. I'm sorry but I'm not good enough to help you.' Mouse turned and walked away. The animals called after her. 'Help us, Mouse, help us.' Mouse felt so miserable. She wished there was something she could do to help them but all she could say to herself was, '**I'm no good. I'm only a mouse.**'

Mouse stopped. What was that? In her heart she thought she heard faint voices helping her to remember that she had her own special gift. As she stood there listening, a wonderful thought struck her. She remembered that the cages were tied with string. 'Go

back, Mouse,' she said to herself, 'go back. You have fantastically sharp teeth that are good for chewing.'

Mouse turned around and ran back to the cages. In her little mouth she took the string that tied each cage and chewed and chewed until, at last, the doors fell open. The animals were free. Lion picked up Mouse gently in his strong jaws and lifted her onto Gazelle's back.

The animals ran and ran until they were far away from the cages.



When they felt they were safe, they stopped. Gazelle lay down and Lion carefully lifted Mouse from her back and placed her on the ground.



First Gazelle, then Monkey came to Mouse and thanked her for rescuing them. Lion was last. 'You are a hero, Mouse,' he said, 'you saved us from the hunters. What can we do to thank you?' Mouse thought for a moment then she said:

'You have already given me everything that I could ever want. You have shown me that it is **Good to be me!**'



You should work in pairs to discuss the assembly story from Mouse's point of view. Using Resource Sheet 1, you should consider Mouse's responses –and give a 'boastful' response and one of 'pride'.
Record reasons why Mouse may feel like this.

Good To Be Me –Lesson Two

Mixed Feelings

I can explain how I am feeling even if I have mixed feelings.

Dan's story came first in the competition. He was to get a computer as a prize and had been invited to read his story at the National Finals. His teacher asked him how he was feeling. He said, 'I don't know, part of me feels proud and happy and part of me feels scared and worried.'

Discuss with your partner why Dan might have these mixed feelings.

How might these situations make you feel?

Going on an adventure holiday when you are going to abseil from a tall cliff.

Starting a new club.

Meeting new friends.

Your best friend being chosen to do a special job when you really wanted it.

You being chosen for the football team when your friend is not, even though you think she deserves it.

Being invited to a family wedding on the day of your best friend's special birthday trip.

On your sheets are a number of images. The main character in each may well be feeling different emotions for different reasons. Your task is to figure out what these feelings might be and why.



Good To Be Me –Lesson Three

Making Choices

I can make a judgement about whether to take a risk

Taking Risks

All people take risks some of the time. For some people it might be the risk of putting your hand up when you think you know the answer, while for others it might be to climb to the top of a climbing frame. Let's look at some examples of risks being taken on next Slide.

Think about how great a risk these things involve. Then let's put them in order of most risky down to least risky.

- I climbed on to the roof of the old shed as a dare.
- I climbed the drainpipe to rescue my cat.
- We wrote our own play for the class assembly.
- I walked across a wire fence between two trees.
- I went into my test without revising.
- I wrote a poem instead of a story for my homework.
- I told my teacher that I disagreed with her about what should go in my painting.
- I chose a very complicated piece to play in assembly.

Would these remain in the same order if we asked which is
`most worthwhile', `least worthwhile'?

- I climbed on to the roof of the old shed as a dare.
- I climbed the drainpipe to rescue my cat.
- We wrote our own play for the class assembly.
- I walked across a wire fence between two trees.
- I went into my test without revising.
- I wrote a poem instead of a story for my homework.
- I told my teacher that I disagreed with her about what should go in my painting.
- I chose a very complicated piece to play in assembly.

Your Task...

Talk to a partner about something they might try that involves taking a bit of a risk to extend their skills or to improve their work.

Record your ideas on Resource sheet 3 –Taking Risks

You need to think about...

- What am I going to do?
- What is the worst that can happen?
- What are the benefits if I am successful?

Good To Be Me –Lesson Four

Agreeing and Disagreeing

I can disagree with someone without falling out.
I can cope when someone disagrees with me

Today you will be working in a pair with the person sitting next to you. Each pair of children will be either 'agree' pair or a 'disagree' pair.

We will look at some statements from the Powerpoint, one at a time, and you must work in pairs to come up with reasons why you disagree or agree.

Make it clear that children should work in pairs and that if they are in an 'agree pair' they say, 'We agree because ...'. If they are in a 'disagree pair' they say, 'We disagree because ...'.

Agree?

Rabbits make better pets than dogs.

Girls work harder than boys.

Television is bad for children.

Children should wear school uniform.

Disagree?

Next, we will play some music. You should wander around the room while the music plays. When the music stops we will look at a statement from the list used above. You should find one person who disagrees with their view about the statement.

They should talk about their respective views and try to convince the other person they are right.

After a few examples we will come together to consider:

- How does it feel to disagree?
- How can you disagree with someone without hurting their feelings?

Agree?

Rabbits make better pets than dogs.

Girls work harder than boys.

Television is bad for children.

Children should wear school uniform.

Disagree?

Now, let's consider...

- How does it feel to disagree?
- How can you disagree with someone without hurting their feelings?

Your task...

On your sheet is a series of statements. Choose ONE, to write an 'Agree' argument and a 'Disagree' argument about. Think carefully about which one you will choose as you will need to write both for and against.

Good To Be Me –Lesson Five

Understanding my Feelings

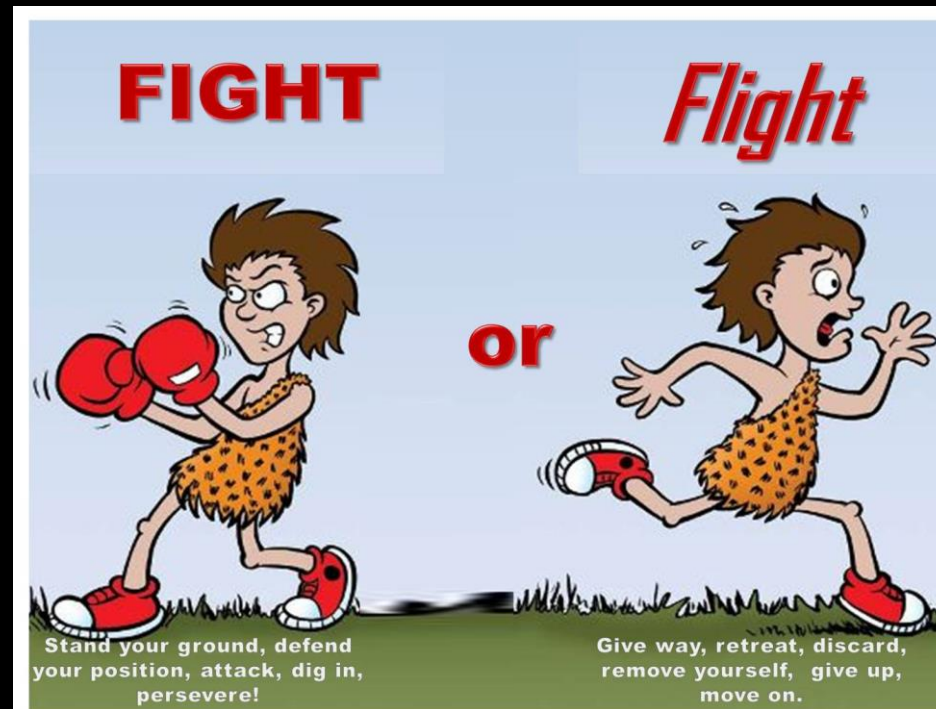
I understand that sometimes the feeling part of my brain takes over and I might make mistakes.

I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings.

I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.

Sometimes when we feel threatened, we might want to run away or want to fight. If we feel scared or threatened, the feeling bit of our brain helps us to get ready for action – we can run away or fight back. This helps when we are facing danger and we need to respond very quickly.

Unfortunately, life isn't always that simple.



We are now going to look at two stories...

Paul was playing out.





He saw a large shadow coming towards him from round a corner.

He felt really scared.



How might he be feeling?

He was ready.

A person came round the corner. Paul ran.

The person grabbed his arm. Paul hit the person very hard.

At that moment he realised who it was. It was his big brother coming to get him for tea.

Talk together in pairs to agree an answer to this question:

- Why did Paul hit his brother even though he loved him very much and didn't want to hurt him?



Paul's feeling part of his brain reacted quickly to save his life. It got him ready to run away or fight, but at the same time stopped his thinking brain from taking a good look and checking out who was coming round the corner. The feeling part of the brain is too quick to be careful and thoughtful. Therefore, it sometimes gets things wrong.

Let's reflect on times when we have made a mistake and maybe become angry or scared and done something they might have regretted.

This is one way that the feeling bit of the brain can take over and not let the thinking bit of the brain think things through. We need to learn to stop and think before you act.

But how might we do this?

There is another way that the feeling bit of our brain can take over and stop us thinking.

Here is another story to consider...

Maggie was asleep in bed. She was warm and cosy. Her mum shouted up to her. 'Time to get up! I am off to work.' But Maggie turned over and went back to sleep. She was dreaming a lovely dream. She dreamt she was with her friend on holiday. Just then her older sister pulled off the bed covers and shouted, 'You're late and stupid!'

Maggie's brain started to feel a bit stressed and angry. She didn't even notice.

Maggie got out of bed and went downstairs. Her sister was waiting for her. She had Maggie's homework in her hand.

'This is rubbish. Why are you sooooo stupid?'

Maggie felt like crying but she didn't. She just swallowed and went to get her breakfast. Maggie's brain was a little bit more stressed and angry. But she still didn't notice.

Maggie took down the cereal packet and a bowl, but when she tried to pour some out she found it had all gone. Her sister had eaten it all.

Maggie's brain was a little bit more stressed and angry. But still she didn't notice.

She went to the shed. She was late and she wanted to ride to school but her bicycle wasn't in the shed. Her sister had taken it. Now she had to walk to school.

Maggie's brain was a little bit more stressed and angry. But still she didn't notice.

When Maggie got to school she saw her friends over the other side of the playground. They were laughing and playing together. Maggie felt very alone and just at that minute a small boy came past and accidentally trod on her toe.

Maggie burst into tears, screamed and hit the boy. She couldn't understand why!

When she thought about it later, she knew it was an accident. Her toe didn't even hurt very much.

Why do you think Maggie reacted the way she did?

The feeling part of Maggie's brain took over and stopped her thinking brain from thinking straight just like Paul. But this time something different was happening. Each time a little bad thing happened to her she got a little more stressed and angry, but she didn't even know that it was happening.

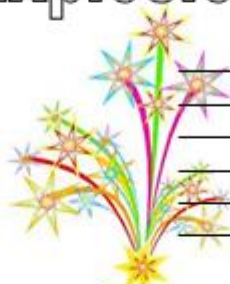
Her body was getting ready to fight or run away. When the little boy trod on her toe, the feeling part of her brain responded like an explosion. It stopped her thinking brain from thinking straight. She took all her frustrations out on the small boy who hadn't even done anything wrong. Maggie was overwhelmed by her feelings because all those little things built up into a big feeling.

Your Task

What happens?

Explosion

What are the consequences?



What do you do?

Signs of Anger

What can you do?



What causes your anger?

Trigger

What can you do?