

Barnardo’s SENDIASS

Confidence and Self-esteem

Workshop

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| **Group Session Plan**Wegenerally recommend this for use with children and young people in Year 6 upwards, but feel free to adapt them for use with younger children if you feel that this is appropriate for your school.  |
| **Topic: Confidence and self-esteem** **(1 hour)** |
| **Section** | **Details** | **Resources** |
| **Introduction**(5 mins) | * If children/young people do not know each other already, encourage them to introduce themselves.
* Explain that we all deserve to feel good about ourselves. Children/young people might hear people calling this “self-esteem”.
* Linked to self-esteem is confidence. If we feel good about ourselves, we are likely to have more confidence.
 | For **in person** or **online** delivery:* PowerPoint slide 2 (to display on smartboard or screenshare)

[Click here to download the Power Point.](https://barnardossendiass.org.uk/media/eeapl2f1/_resource-6-confidence-and-self-esteem-powerpoint-for-in-person-group-sessions.pptx)  |
| **What is confidence?**(5 mins) | * Play the “Missing letter” game – show children/young people the sentence that explains what confidence is.
* Explain that some of the letters in the words are missing. Ask them to have a go at guessing what the words should say. Click the slide to reveal each word, one by one.
* The definition is: *“Believing in yourself and your abilities”.*
 | For **in person** or **online** delivery:* PowerPoint slide 3 (to display on smartboard or screenshare).
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| **Ourselves and our abilities**(10 mins) | * Tell children/young people that in order to believe in ourselves and our abilities, we need to know what they are first.
* **If using printed accompanying resources:** Give children/young people a “this is me” sheet. Ask them to write down or draw all the things about themselves that they think are great (e.g. relating to personality, things they are good at, etc).
* **If not using printed accompanying resources:** Ask children/young people to write down or draw on a sheet of paper all of the things about themselves that they think are great (e.g. relating to personality, things they are good at, etc).
* After giving children/young people some time to work on the task, ask them to share some of what they have written (if they would like to).
* As everyone will have put something different, highlight this. Stress that part of what makes us all brilliant is that we are all different to each other and we should be proud to be unique.

  | For **in person** or **online** delivery:**If using printed accompanying resources:** * [“This is me”](https://barnardossendiass.org.uk/media/z24jc2bx/_resource-7-confidence-and-self-esteem-this-is-me.doc) printed sheets.
* Pens/pencils.

**If not using printed accompanying resources:** * Blank paper.
* Pens/pencils.
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| **Building confidence – setting goals**(15 mins) | * Tell children/young people that they have made a great start to building confidence by celebrating what makes them who they are.
* Explain that another good way to build confidence is to set ourselves goals. It feels great when we then achieve them and makes us confident that we *can* do things.
* Tell children/young people that the goals should only be small and we should try to give ourselves small rewards when we achieve them.
* Show the “my goals” sheet on screen and click the slide to reveal an example of a goal (baking a cake). Work through this with children/young people and ask them for their ideas for what you could put in the other boxes. Click to reveal ideas.
* **If using printed accompanying resources:** Give children/young people a “my goals” sheet and ask them to have a go at thinking of some goals for themselves.
* **If not using printed accompanying resources:** Ask children/young people to have a go at setting themselves a couple of goals using the same format as on the sheet (that you can leave on screen for them to work from).
* After giving children/young people some time to work on the task, ask them to share some of what they have written (if they want to).
 | For **in person** or **online** delivery:* PowerPoint slide 4 to display on smartboard or screen share.

**If using printed accompanying resources:** * [“My goals”](https://barnardossendiass.org.uk/media/nfmbgat4/_resource-8-confidence-and-self-esteem-my-goals.doc) printed sheets.
* Pens/pencils.

**If not using printed accompanying resources:*** Blank paper.
* Pens/pencils.
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| **Building confidence – other top tips**(10 mins) | * Show the “tops tips for building confidence” sheet on screen.
* Reflect that we have just done the first 2 top tips to build confidence in our activities:
	+ Celebrate your strengths and abilities.
	+ Set goals.
* Explain that there are 2 other top tips:
	+ **Be positive** – encourage children/young people to try to think positively and turn negative thoughts into positives as it really does make you feel better! Give children/young people an example e.g. “I’m dreading my maths lesson because I’m no good at it” can be made positive by adding “but I’ll give it my best shot and that’s all I can do”. Ask children/young people to think of examples.
	+ **Look confident** – explain that children/young people can try this, even if they don’t feel it at first. “Fake it ‘til you make it!” can really work so that eventually you do feel confident. Ask children/young people what they think a confident person might look like. How might they show someone else that they are confident? e.g. walking tall, holding their head up, smiling at people.
 | For **in person** or **online** delivery:* PowerPoint slide 5 (to display on smartboard or screenshare).
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| **Dealing with things that knock our confidence**(10 mins) | * Explain that there are some things that will knock our confidence/make it wobble.
* Tell children/young people that we will look together at some examples of this and talk about how we could sort them out and feel better again.
* Show the “things that knock our confidence” slides on screen. Explain that they show a person named Tom who has experienced some things that have knocked his confidence. Work through each scenario and ask children/young people to advise Tom on what he could do to feel better again.
* Ensure that the following ideas are covered:
	+ Talking to someone that you trust can help in **all** of the situations.
	+ When people put you down, it’s often about how they are feeling and not about you.
	+ Thinking back to what makes us brilliant and believing in those things can boost our confidence.
	+ Setting goals can help e.g. Tom could set a goal to do better in his next maths test by studying hard, asking for extra help, etc.
 | For **in person** or **online** delivery:* PowerPoint slides 6-9 (to display on smartboard or screenshare).
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| **End of the session**(5 mins) | * Ask children/young people the evaluation questions. Children/young people to vote with their thumbs up (yes) in the middle (not sure) or down (no) for each question. Note the number for each response on the evaluation sheet.
* **If using printed accompanying resources:** give children/young people a copy of the “Confidence and self-esteem information” sheet to remind them what they have learnt in the session.
* **If not using printed accompanying resources:** tell children/young people where they can get a copy of the “Confidence and self esteem information” sheet from e.g. you could email it to them or their parents/carers.
* Remind children/young people that they can contact SENDIASS for information and support. Contact details are on the last page of the “Confidence and self-esteem information” sheet. Or direct them to our phone number/email address/online information as detailed below.
 | For **in person** or **online** delivery:* [Evaluation sheet to note group responses on.](https://barnardossendiass.org.uk/media/khulma4f/_resource-9-confidence-and-self-esteem-evaluation.docx)

**If using printed accompanying resources:** * [“Confidence and self-esteem information” printed sheets.](https://barnardossendiass.org.uk/media/xxsmc1oa/resource-10-confidence-and-self-esteem-information-sheet-for-after-the-session.pdf)
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**For further information and advice, contact Barnardo’s SENDIASS:**

**Telephone:** 01274 513300

**Email:** bradfordsendiass@barnardos.org.uk

**Write to:**  Bradford SENDIASS

 40–42 Listerhills Science Park

 Campus Road

 Bradford

 BD7 1HR

**Or visit our website for more useful information:**

<https://barnardossendiass.org.uk/bradford-sendiass/>