

WEEK FOUR

BACK to SCHOOL

Week 4: Feeling confident and being proactive

Guidance:

The scenario section should last 15 minutes. Start by asking pupils to close their eyes and think back to their first day at school. Ask pupils to think about: how they felt, what they were nervous about, what they were hoping other children/teachers would be like. Then use these ideas to inform their suggestions for what they could do to help a child adapt to a new school. In terms of their answers, it'd be good to see an empathy with the specific fears that child has, to see a proactive and assertive approach to integrating that child into friendship groups, and an understanding of why this sort of behaviour would benefit that child and the school as a whole.

The activity section should last 20 minutes. Using the example 'help the nursery children get safely across the road to the playpark'. Explain that this activity is all about being proactive and coming up with lots of suggestions, regardless of how zany and strange they might sound. Create a list with the children with a focus on no answer being too out of bounds eg. building a tunnel under the road, creating a bridge from papier-mâché, getting a clown to transport them over in a human pyramid balancing on a bike! Then choose the best option from the list. After this, groups are given paper and a list of other school-specific situations, then given 2 minutes to write as many suggestions as they can for each one. In feedback, each group reads out their best solution. Children should be able to see from this activity that when motivated they can come up with a huge number of approaches to manage a tricky situation, which they can apply to being a good friend and supporting others at school.

The further thoughts section should last 15 minutes. You may want to begin with children talking to their partner, before encouraging pairs to summarise their discussion to the class. In their answers, you'd be hoping to see evidence of children understanding why confidence and proactivity are important in their own learning and in the way they help others. They should be able to relate to prior experiences where they (or someone they've observed) has acted with confidence and seen a positive outcome, and be able to identify times in the near future where they can take a similar approach.



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After this activity I will be able to:

- 1. Explain how feeling confident can impact positive thoughts and positive behaviours.**
- 2. Know how to make a positive difference to others at school.**
- 3. Explain the positives of a proactive approach to school life.**





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Scenario:

On your return to school, you notice that a new child that has just started at the school, in the year below. They are sitting on their own and you can see that they are a little nervous about speaking to others.

Questions:

1. How could you show kindness to this child on their first day?
2. What three things could you do to help the child feel more confident about starting their new school?
3. How could you support them to make friends with the other children in the year group?



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Activity:

Divide the class into groups. Provide the groups with a task for each round eg to thoroughly clean the classroom, to help nursery children get to the playpark, to raise money for a school trip. Groups are given 2 minutes for each task to write down as many proactive ideas for succeeding in the activity as they can. The ideas can be as creative and fun as possible, encouraging students to use their imagination and show how varied their approach to proactivity can be. Then they choose the one most effective idea from their list.



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Further thoughts:

1. **How does a confident child act, and what impact does this have on their behaviour?**
2. **How can you be proactive each day at school eg with learning, with other children, with planning in advance?**
3. **When have you taken the initiative to make a positive change happen, and what was the outcome?**

