



Confidence and wellbeing

Age range: 7-11

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
10-50 mins	By the end of the activity pupils will be able to: <ul style="list-style-type: none"> Define wellbeing Understand how practising the skills of self-confidence and staying positive (resilience) can link to better wellbeing Identify actions they can take to look after their own wellbeing 	<ul style="list-style-type: none"> Confidence and wellbeing presentation slides Confidence and wellbeing pupil worksheet

This lesson has been developed for pupils aged 7-11, to help them understand why focusing on their wellbeing is important and give them top tips and strategies for facing stressful situations with confidence. Through case studies, class discussions, role plays and written tasks, pupils will start to understand how they can prioritise their mental wellbeing at home and at school.

Contents

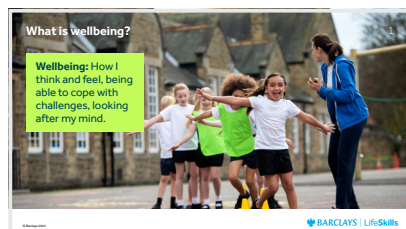
Activities	Time	Page
Activity one: What is wellbeing?	10 mins	3
Activity two: Self-confidence role play	20 mins	4
Activity three: The stress bucket challenge	20 mins	5

Word bank

- Self-confidence:** Trusting your skills and abilities in order to succeed in something
- Resilience:** Learning from mistakes and achieving goals even when things go wrong
- Stress:** Feeling overwhelmed
- Goals and ambitions:** Things you want to do or achieve
- Solution:** A way to solve a problem or deal with a difficult situation

Activity one

What is wellbeing?



Ask pupils whether they have heard of the term wellbeing before and discuss the below information with them using **slide 1**. This may be a tricky concept for them so use the comparison of physical health as outlined below to help their understanding.

The term 'wellbeing' is used to talk about how we feel, or how well we are coping in everyday life. Good wellbeing doesn't mean you're always happy, but poor wellbeing can make daily life more difficult.

Just like our physical health, mental wellbeing is something everyone must look after. To take care of our physical wellbeing we can eat fruit and vegetables, drink water, exercise and to look after our mental wellbeing we can do things such as going on a walk, talking to a friend or family member, getting enough rest and doing the activities we love.

When we feel confident we tend to make decisions that are good for us and our wellbeing. We are more likely to take care of ourselves, get out and about, be active, and choose healthier foods. Confidence can also give you a positive outlook on life, increasing your mental and emotional wellbeing.

Can pupils think of ways they can look after their own personal wellbeing?



Some ideas have been added to the cloud on **slide 2**, reveal them one by one to see if your class get them all.

Read through the following case study from Natalia and her first day of school. This is also provided on the Confidence and wellbeing pupil worksheet.

"In the summer before I started secondary school, we moved to a new house in a different part of the country.

On the first day of school I was nervous and felt sick as I didn't know anyone. All I could think about was what ifs: what if no-one spoke to me, what if they said horrible things to me, what if I didn't meet anyone I could be friends with, what if I couldn't find any of my classrooms?

With all this going on in my head I found it hard to concentrate on anything. I was also worried about getting the bus by myself for the first time, as my dad used to drive me to school. What if I missed the bus, or got on the wrong one, and was late for my first day?"

Activity one

What is wellbeing? (cont'd)



Work through the discussion prompts with your class on **slide 3**. You can either complete them as a class or get pupils to discuss in pairs or small groups.

How does Natalia feel about starting school?

Answers may include feeling sick, nervous about not knowing anyone, scared no one would speak to her or say nasty things, or she would not make any friends. She also feels worried about missing the bus, or getting on the wrong one and being late.

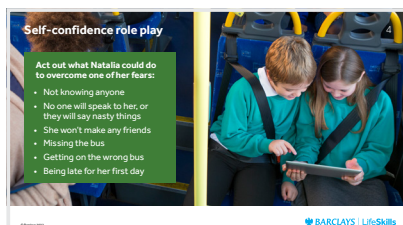
Why might she be feeling this way?

Answers may include it being a big life event for Natalia, or that it is something new that she hasn't done before so doesn't know what to expect. It may also be because there are lots of things going on at the same time – moving house and starting a new school.

Do you think she is the only person in a similar situation who feels this way?

Activity two

Self-confidence role play



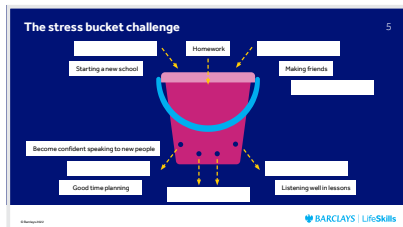
Split pupils into small groups and ask them to choose one of Natalia's fears. Get them to act out what she could do to overcome her fears so she feels less nervous and anxious about them, using **slide 4** as a prompt.

For example, if they have chosen feeling nervous about missing the bus and being late for school, they could role play Natalia packing her bag the night before, setting an alarm and waking up on time to ensure she is not late.

Or, if they have chosen being worried that no one would speak to her on her first day, they could show her making an effort to introduce herself and chatting to her new classmates.

Activity three

The stress bucket challenge



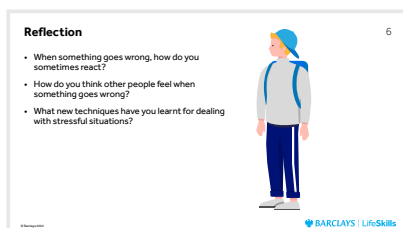
The stress bucket challenge is a method that can help pupils recognise and put actions in place to prevent sources of stress they may face. If your class is younger or needs more support, we recommend completing the challenge as a class using the pre-filled example on **slide 5**. Older pupils or those who can work more independently can fill it in individually using the Confidence and wellbeing pupil worksheet.

Give pupils five minutes to think of three to five things that cause them stress or worry and write these as items going into their stress bucket.

Now ask pupils to think about what they could do to help reduce these sources of stress.

Get them to think about how staying positive when things go wrong can also be chances to learn something new, or improve on something.

For example, if they are worried about staying on top of their homework, they could build a timetable to help them with organising their time to ensure they get the work done. If they want to make new friends, they could make sure they are making the effort to go up and speak to new people to develop their confidence. If they are worried about starting a new school, they could speak to friends or siblings that already go to this school to make sure they are prepared and know what to expect. Get them to write down these ideas and solutions going in and out of the bucket.



Show slide 6 and finish the lesson by reflecting on the below either as a class, in pairs/groups, or individually:

When something goes wrong, how do you sometimes react?

How do you think other people feel when something goes wrong?

What new techniques have you learnt for dealing with stressful situations?