

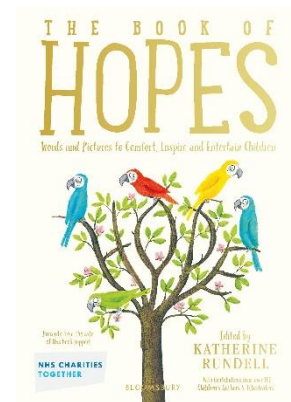
# Self-efficacy: wellbeing and literacy activities

## Key Stage 1

### Introduction

Self-efficacy is the belief that our actions have an effect on the world around us, that we can make a difference and have strengths we can draw on in times of challenge. It is also closely related to a growth mindset and resilience. By exploring the theme of self-efficacy through these literacy activities you can help children to build coping mechanisms for when times are tough. You can use these teacher notes in partnership with the PowerPoint presentation, or as inspiration to plan your own lessons.

The activities are linked to poems and stories from *The Book of Hopes* (published by Bloomsbury), which you can access at the National Literacy Trust Website: [literacytrust.org.uk/bookofhopes](http://literacytrust.org.uk/bookofhopes).



### Recovery Curriculum links

The activities in this resource link to the following Recovery Curriculum 'Levers' (Barry Carpenter, 2020) [evidenceforlearning.net/recoverycurriculum/#mentalhealth](http://evidenceforlearning.net/recoverycurriculum/#mentalhealth)

**Lever 1 Relationship:** Help pupils reconnect with their peers by encouraging them to share thoughts and feelings. Encourage discussion and interaction using the matching game to explore rhyme, introducing gentle competitiveness to break the ice.

**Lever 2 Community:** Redevelop your classroom community by reading the children a story or poem and discussing it together.

**Lever 5 Space:** Provide children with space and time to work on their own self-belief motto. This will help them develop self-efficacy that they can draw on when times are tough.



## Self-belief – discussion

Self-efficacy can be a tricky concept for very young children to grasp, so you may prefer to use the term 'self-belief' instead. Talk to your pupils about what this means and why it's important. You can use the questions below and in the PowerPoint as a starting point.

### Starter questions

What does "self-belief" mean?

Why is it important to believe in ourselves?

Has there been a time during lockdown when you felt helpless or like you couldn't change anything? What did you do?

How do you help yourself feel better when you are sad? For example, talking to yourself, listening to music, doing a fun activity, cuddling with a favourite toy.

Has there ever been a time when you have found something very difficult and given up?

Have you ever found something very difficult but tried it anyway? How did that feel?

### Key points

Self-belief means that we know we have the tools we need to get through a difficult time. When something feels out of our control, it's helpful to remember the things we can affect and are good at. This makes us feel better.

It is natural to have feelings of helplessness, especially during a difficult time or transition. But what we say and do matters, and our actions can make a difference. Self-belief will help us to remember that.

It's a good idea to remember the things that make us feel better when we are sad. We can use these as tools during difficult times.

Sometimes we might feel like we can't do something, but it's important to believe in ourselves and try anyway. We might have to try something lots of times before we can do it successfully. This can feel frustrating, but we are all learning and getting better every day, and we should feel proud of ourselves for trying.



## First Flight by Katie & Kevin Tsang

Read the story to the children, on page 276 of *The Book of Hopes*.

### Discussion about the Story

Talk to the children about their reaction to the story. You can use the questions below and in the PowerPoint as a starting point.

What was the story about?

Are there any parts you liked?

Were there any pictures in your mind as you heard the story?

Did the baby dragon give up flying when she fell down the first time?

How do you think the baby dragon felt when she couldn't fly at first?

What did the baby dragon think to herself when she was trying to fly?

What helped baby dragon to fly in the end?

The baby dragon didn't give up when she couldn't fly the first time she tried. She believed in herself and told herself, "I can do this". This can be a helpful mantra for us to repeat to ourselves when we feel helpless.

Self-belief got the baby dragon most of the way there, but she also had help. It's okay to ask for help when we need it.



## Self-belief motto dragons

It can be helpful to have a motto, affirmation or mantra to remind us to believe in ourselves, just like the baby dragon in the story. Her motto was “I can do this”. By repeating this motto, she found the self-belief she needed to be brave. Help the children to come up with their own motto (or use one from the list below) and display it proudly on a beautifully decorated dragon.

### You will need

- Printouts of the template on the next page
- Colouring pens or pencils
- Optional: glitter, sequins and feathers help to make the dragons extraordinary

### Step one – your motto

Help the children to come up with a self-belief motto. This should be something they can say to themselves to help them overcome challenges and remind themselves that they are strong and brave. We have suggested a few below and in the PowerPoint, but it’s even better if they can make up their own.

Ask the children to write their motto on their dragon.

### Step two – decorate

The children can now decorate their dragon in colours that make them feel brave and strong.

When they have finished, take a moment to share the finished dragons with each other. You could end with a moment of quiet during which each child whispers or says their motto to themselves in their heads. Ask them how this felt. Remind the children that they can repeat this motto to themselves when they feel stressed or helpless.

Decide how to display your class’s mottos, or whether the children will keep them inside their exercise books as a more personal motto they can flip to when they need it.

I can do this

I believe in myself

I can make a difference

I am an original

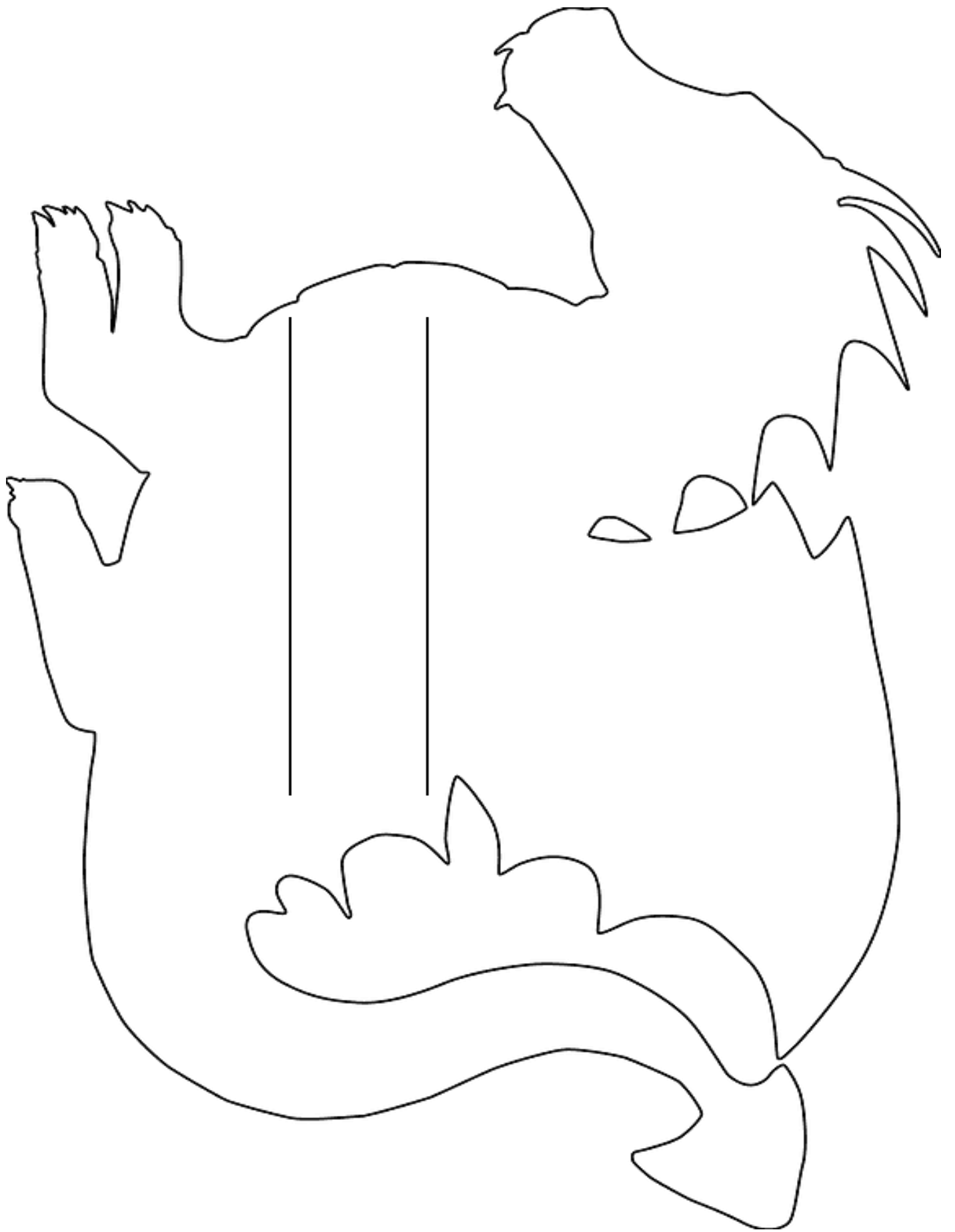
I’ve got this

Anything is possible

I am proud of myself for trying

I matter





## The Demon Goal Keeper by Alex Wheatle

Read the poem on page 257 of *The Book of Hopes* to the children.

### Discussion about the poem

Talk to the children about their reaction to the poem. You can use the questions below and in the PowerPoint as a starting point.

What was the poem about?

Were there any parts you liked?

Are there any words you don't understand? Maybe football fans in the class can translate!

How did the person in the poem feel at the beginning of the poem? Why?

What did they want to do when they went to see the manager?

What happened next? What did they do every night after school?

How did they feel during the semi-final game? Did they think they would win?

How did they feel at the end of the poem?

Is the semi-final game the last one? What do you think happens next?

Even though the person in the poem felt like they had failed and wanted to give up, they kept going. They practised really hard and made an improvement to their skills. You can link this poem to a growth mindset.

The person in the poem felt helpless and sad at the beginning, but they used their own actions and behaviour to change the situation. They took control by deciding to practice and practice, and their actions made a big difference, and meant the team won the semi-finals.

When we feel helpless and like we can't control a difficult situation, it can help to think again and to look for what we *can* control in our own reactions. What we say and do matters.

The big game in the poem was the semi-finals, but the finals are yet to come! Talk to the children about what might happen after the end of the poem, whether they think the team will win the finals too, and why.



## Rhyming game

Some of the words in the poem rhyme and some are in half rhyme. Explore rhyme, spelling and some phonics using this matching game.

Read the poem again and ask children to identify when they hear a rhyme. You can circle these on an interactive whiteboard or write them on a flipchart.

Cut out the cards below and ask the children to pair them up. The half-rhymes might be trickier! They can do this in pairs. You could ask children to think of one more word that rhymes with each set. They could write this on a blank card, draw a picture, shuffle the cards and challenge a friend to a rematch!



Clown



Town



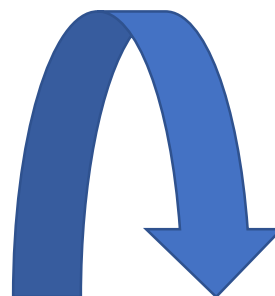
Heat



Feet



Shame



Again



Park



Dark

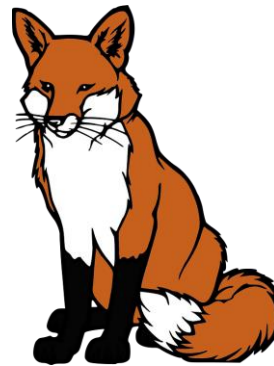
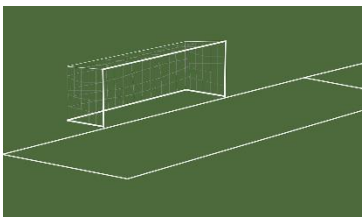


Home



Drone

Box



Fox



Blew



New