

Aiming High: Star Qualities

<p>Aim: H21. to recognise what makes them special</p> <p>H24. how to manage when finding things difficult</p> <p>L14. that everyone has different strengths</p> <p>I can think of star qualities I already have and those I would like to develop.</p>	<p>The Big Questions: What are our star qualities?</p> <p>What star qualities would we like to develop?</p>	<p>Resources: Lesson Pack</p> <p>Coloured pens and pencils</p> <p>Sugar paper</p> <p>Sticky notes</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria: I can talk about my star qualities.</p> <p>I can talk about star qualities in others.</p> <p>I can think about how I could develop certain qualities.</p>	<p>Key/New Words: star qualities, strength, skill, happy, value</p>	<p>Preparation: My Star Qualities Activity Sheet – one per child</p> <p>Editable Photo Name Card</p>

Prior Learning

It will be helpful if children have previously discussed what they are like as a person.

Special Considerations

Prior to teaching this lesson, consider any children who may be struggling with issues related to self-esteem and identify how they will be supported.

Learning Sequence

	<p>Reconnecting – What Is a Star Quality? Display the Big Questions on the Lesson Presentation and allow the children some time to discuss these in small groups. Read the given information to explain what a star quality is. Read the illustrated qualities together. Do the children know what they all mean? Can they describe each one? Use these responses to form a baseline assessment of children’s understanding of qualities.</p>	
	<p>Exploring – What Are Our Star Qualities? Working in small groups, invite the children to discuss and record what star qualities they think they have. They can do this by drawing or writing. They should record as many qualities as they can, using sugar paper and colourful pens. Ask the children to share their thoughts and emphasise that recognising our strengths can encourage feelings of happiness and self-confidence, particularly in troubling times.</p>	
	<p>Exploring – Shining Stars: Share the information given in the Lesson Presentation. Invite the children to sit in a circle and provide them with a sticky note each. Hand a box around the circle with each child’s name written on a piece of paper, and invite each child to pick a name, keeping it a secret. On their sticky note, ask the children to write or draw a star quality about the child whose name they have picked from the box. When everyone has finished writing, invite one child at a time to go and stick their note next to the child who it is about. When everyone is ready, children take it in turns to share their star quality that has been identified. If the writer of each note wants to, they can explain why they chose that quality. Invite the children to think about how they feel when someone identifies an attribute of theirs. Emphasise the importance of highlighting the strengths and qualities of others.</p>	
	<p>Reflecting – Take Time to Shine: Display the questions on the Lesson Presentation. Ask for contributions about qualities that children would like to develop. Working in pairs, children can share a quality which they would like to develop and their partner can offer practical advice on how to do this. Reinforce the idea that by focussing on our star qualities and those of others, it can help us all to feel happy. Display the Big Questions on the Lesson Presentation and in their pairs, children can identify the most interesting thing they have discussed or learnt today.</p>	

	<p>Consolidating – My Star Qualities: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Provide children with a My Star Qualities Activity Sheet. Using what has been discussed in the lesson, the children identify one star quality about themselves and draw a picture of them showing or doing it. They also explain how it affects the people around them.</p>
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This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<p>Supporting: Ensure children who find it more difficult to articulate their feelings are working with a child who is understanding of this and a confident speaker.</p>
	<p>Extending: When completing their My Star Qualities Activity Sheet, encourage children to consider why we should celebrate our star qualities.</p>
	<p>Developing: Ask the children to think about star qualities they see around the school. Encourage them to look for occasions when achievements are celebrated, such as a sharing assembly or roles of responsibility. What star qualities has someone shown to achieve this goal?</p>

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<p>Policies:</p>	<p>If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p>
<p>Rules:</p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p>Expect:</p>	<p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p>
<p>Procedures:</p>	<p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p>
<p>Ask:</p>	<p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.</p>
<p>Respond:</p>	<p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
<p>Enable:</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>

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