



Exploring  
**SELF-ESTEEM  
AND  
ATTENTION**



**Activities about live streaming  
for 8 - 11 year olds to build  
resilience, online and offline.**





## Session plan- Self esteem

### Notes for those delivering the session

The aim of this session is to explore building self-esteem and confidence. We look to focus on these behaviours as we have seen that lacking in self-esteem and confidence can make children more vulnerable to being exploited online. With a rise in visual and live streaming technology the appeal of performing live and being seen is really appealing for children. These simple activities aim to help children to think about their value in terms other than their physical appearance and to build resilience as a skill that can be used 'online and offline'.

### Objectives

These activities will help children to:

- Learn about self-esteem and confidence in terms other than appearance
- Understand what flattery might look like
- Recognise characteristics they like about themselves
- Share a compliment based on personality to someone else

### Safeguarding

- It can be helpful to explain to children at the beginning of the session, or prior if you feel it is necessary, that the activity they will do might bring up some feelings or make them think of times they have done something negative for attention. This allows the children the opportunity to mentally prepare for the session and know that it is ok if they have some questions or feelings about what they hear. If a child is engaged with support staff for additional needs especially relating to attention needing behaviours, prior notice allows them to have the opportunity to discuss the session beforehand if they choose to do this and see if it is suitable – as well as be available following to discuss any questions they may have.
- Let young people know that they might hear things that they have done in some of the things that are spoken about (examples of unhealthy attention seeking behaviours) and that is ok, and no one has done anything wrong.
- Ensure that you have an awareness of safeguarding policy in your place of work. Take the opportunity to refresh your memory on what your role is following a disclosure.
- It is helpful to establish an agreement or 'ground rules' at the beginning of the session to help create a safe environment in which they can discuss the issue.



## Activity 1: This activity is to build confidence in personal attributes and Self-esteem (15 mins)

### Preparation for session

Print out the headings and 10 (5 appearance and 5 personality) cards on separate pages in **colour**, enough for 10 per small group or per pair from (pages 9-19). Print out 'confidence cards' (page 8) and cut enough for one each.

**Introduction:** Explain that today's activity will be about building confidence and thinking about who we are on the inside as people. Ask can anyone explain what your personality and appearance is? Use definitions below if needed.

### Definitions

- **Personality** can be described as a special thing that you do that makes you unique or that you are known for, for example; being brave, being kind, being funny, being thoughtful, being creative, being calm, being quiet, being active, being cheerful, being messy, being caring or being tidy. Your personality can make others happy and is part of why you might like someone and why they are your friend.
- **Appearance** is how you look, so it is about things on your body which can look a certain way. Sometimes people might say things about which might be nice and give you confidence but they might also be unkind, which can really make us feel low and upset.

Looking nice can be something that people spend a lot of time doing, but it is just as important to spend time on your personality too.

1. Hand out the batch of 10 cards to each group.
2. Explain that there are 5 cards that are compliments about someone's looks/appearance and 5 cards are compliments about someone's personality. Instruct children to look at the statements for 5 mins and separate them into two piles, one with compliments about looks/appearance and one with compliments about personality.
3. Go through answers by using power point presentation or holding up each card and asking the class to vote on whether it was a compliment about Looks or personality..

[Some children may point out that the way you look/your style can be part of your personality if they are starting to explore the concept of identity which demonstrates development of their sense of self.]



## Answers

Appearance	Personality
Wow you are beautiful	You are an amazing person
You look so strong	You are really kind
Your body looks good	You make me really happy
Your hair is really cool	You are very thoughtful
You look like a model	You have really good ideas

## Plenary

- After going through the answers ask the following questions to the class:
- Ask what does it feel like when someone gives a compliment about how you look? [Could ask children to draw an emoji on paper or in their books to express this and hold it up or do a thumbs up and down]
- Ask what does it feel like when someone gives a compliment about your personality? [Emoji or thumbs up or down]
- Ask what do they think is better or more important? [Option of standing up and striking a pose to show what they think is better, e.g. Model pose, flicking hair, or for personality a superhero arm in the air or a big smile or voting on it.]
- Explore some of the answers and why some may feel appearance is better or personality is more important.
- Hand out '**confidence cards**' (page 7) and ask each child to write down something about themselves on the 'confidence cards' that is about their personality not about how they look.
- If they are happy to they can share that with the person next to them and explain what they like about themselves, and if anyone feels confident can share with the class too.

## Summary

- Explain to children that it is important that we don't just always think about how we look. Even though it can feel nice when people give us compliments about how we look, it is really important to think about how we can be good people too. When we try to have a nice



personality and be kind and thoughtful to other people this can make people really happy, and it doesn't matter what you look like as anyone can be an amazing person.

### Classroom display idea

- Prepare paper leaves cut out from coloured sugar paper
- Children write their names on piece of paper and fold it up tightly and put in a box/envelope.
- Children pick a name at random of someone in their class until everyone is picked.
- On the cut out leaves each child writes a compliment about the person who's name they have picked, that is about that their personality\*

\*If they are struggling to think of things it may help to have a list that is displayed in the classroom.

- Compliments are checked and any help is given to explain personality, compliments can stay anonymous, (as it might make it easier for children to say what they want without embarrassment) but it is important that everyone gets one, and then if possible they are displayed in the classroom proudly for everyone to enjoy!

### Optional extension activity: This activity is to help children think about different attributes and who knows them as a person. (15 mins)

- Organise class into small groups. Give each group a large sheet of display paper and a pen.
- Ask for a volunteer and artist for each group.
- Instruct volunteer to lie on the backing paper while the artist draws around their outline OR print out an online template of a body if more suitable.
- Ask each group to think of things that represent your appearance on the outside of the outline of the body and things that are about someone's personality on the inside of the body.

### Plenary

Discuss as a class

- Who knows what you are like on the inside? [Parent's, friends, family, teachers, people know from clubs groups]
- Which part of you do your friends know- inside or outside/both?
- How much would you trust someone who only knows the outside of you?



**Activity 2: This activity has been designed to help children think about compliments, flattery, and identifying people they can trust in the online world. (30 mins)**

*Please note: Those with less developed reading abilities will need support with this activity.*

**Preparation:** Print out 'Ava's live stream' and worksheet in colour from pages (20-21) enough for one per person. Look at answers for worksheet to become familiar with the concerns that might be about the comments on Ava's live stream video and what advice should be given.

**Materials:** Something to write with and blank page. Power point presentation if chosen.

**Introduction :** Explain that in this activity everyone is going to think about how to advise Ava and who she should trust when she is making live videos. Ask who knows what 'Live Streaming\*' is? Important to explain that parents should always know about the live videos or channels you are making and they should always be in the room or be able to hear you when you are doing it.

\*The accompanying professional factsheet helps give some background information about Live Streaming.

1. In small groups ask class to produce a mind-map which explores the question: 'why do people give compliments'

Discuss that giving compliments can be a nice or kind thing to do and can make other's feel happy or good about themselves e.g. "Wow, your reading has really improved this year." However some people might also use compliments or **flattery** (definition below) to try and get people to do things that might not be good for them (e.g. to pressurise)

**Flattery – when someone says really, really nice things about you, which might sometimes seem over the top.** Stress that flattery is sometimes hard to spot, because it involves someone being really nice to you. E.g. 'Wow you are the fastest runner I've seen, or you should be a model!'

2. Ask the class to consider if it matters who has given a compliment? E.g. Friend / family member /teacher / someone you have only met online

Draw out that it is important to always consider if you **know** and **trust** the person

Reinforce that if the compliments seem over the top, and/or they are from someone you don't know well enough to say such nice things – e.g. someone you've only met online then you should tell an adult you trust.

3. Hand out 'Ava's live stream' one per person, or show it on a screen via power point presentation.

Explain that Ava has come home from school and is doing a 'Live' video stream about her day. Some of her friends from school are watching and writing comments. Some followers Ava doesn't know are also watching her live video stream.



- Read aloud the text on 'Ava's live stream'.
- Ask the children to complete the worksheet and answer how the comments on Ava's stream would make her feel, and if Ava should trust the people that left them. (10 mins)
- Discuss as a class some of the answers

Answers	How do the comments make Ava feel?	Should Ava trust them?	What advice would you give?
<b>TAYTAY</b>	<ul style="list-style-type: none"> <li>• Flattered to receive compliments</li> <li>• Uncomfortable as she might not know the person in 'real life'</li> </ul>	<ul style="list-style-type: none"> <li>• (No) It seems that Ava doesn't know this person as they are asking what school she goes to.</li> </ul>	<ul style="list-style-type: none"> <li>• Ava should speak to an adult that she trusts (e.g. Family member, teacher) and tell them someone she don't know is sending her really nice messages.</li> </ul>
<b>UnicornTears7</b>	<ul style="list-style-type: none"> <li>• Flattered to receive compliments</li> <li>• Uncomfortable as doesn't know the person in 'real life'</li> </ul>	<ul style="list-style-type: none"> <li>• (No) It doesn't seem that Ava knows this person as they say they are a new follower and have just found Ava's channel.</li> </ul>	<ul style="list-style-type: none"> <li>• Ava should speak to an adult that she trusts (e.g. Family member, teacher) and tell them someone she don't know is sending her really nice messages.</li> </ul>
<b>Rosie_Red</b>	<ul style="list-style-type: none"> <li>• Flattered / happy</li> <li>• A little disappointed as she would have liked her best friend to have commented on her achievements rather than her appearance.</li> </ul>	<ul style="list-style-type: none"> <li>• (Yes) Rosie is her best friend from school</li> </ul>	<ul style="list-style-type: none"> <li>• Advice for <b>Rosie</b>: Rosie should try and give Ava compliments that are based on her talents, achievements or personality rather than just her appearance.</li> </ul>

To evaluate the resource go to: <https://www.surveymonkey.co.uk/r/liveskillselfesteem>



Something I like about my personality is.....

Confidence card



Something I like about my personality is.....

Confidence card



# Looks/Appearance

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# Personality



You are an amazing person



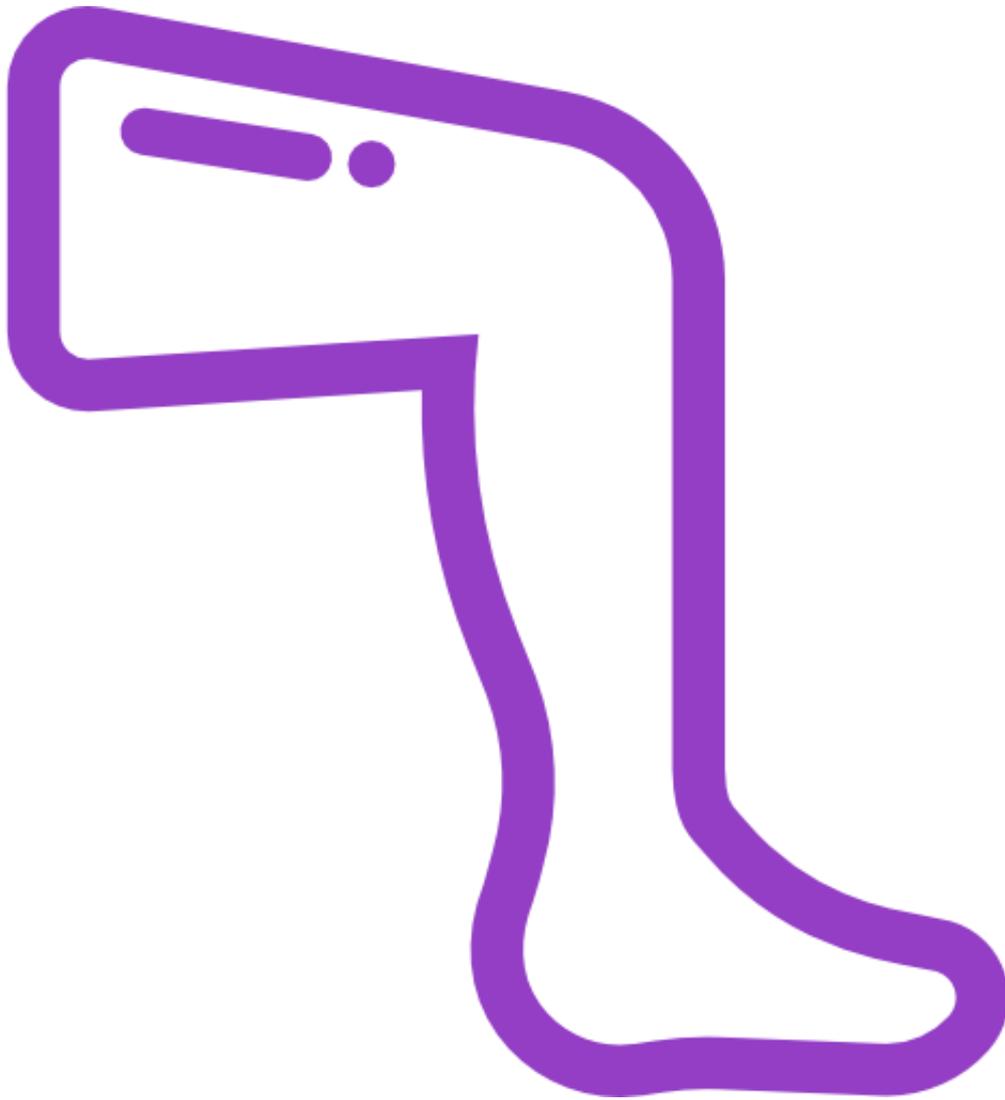


Wow you are beautiful





Your body looks good



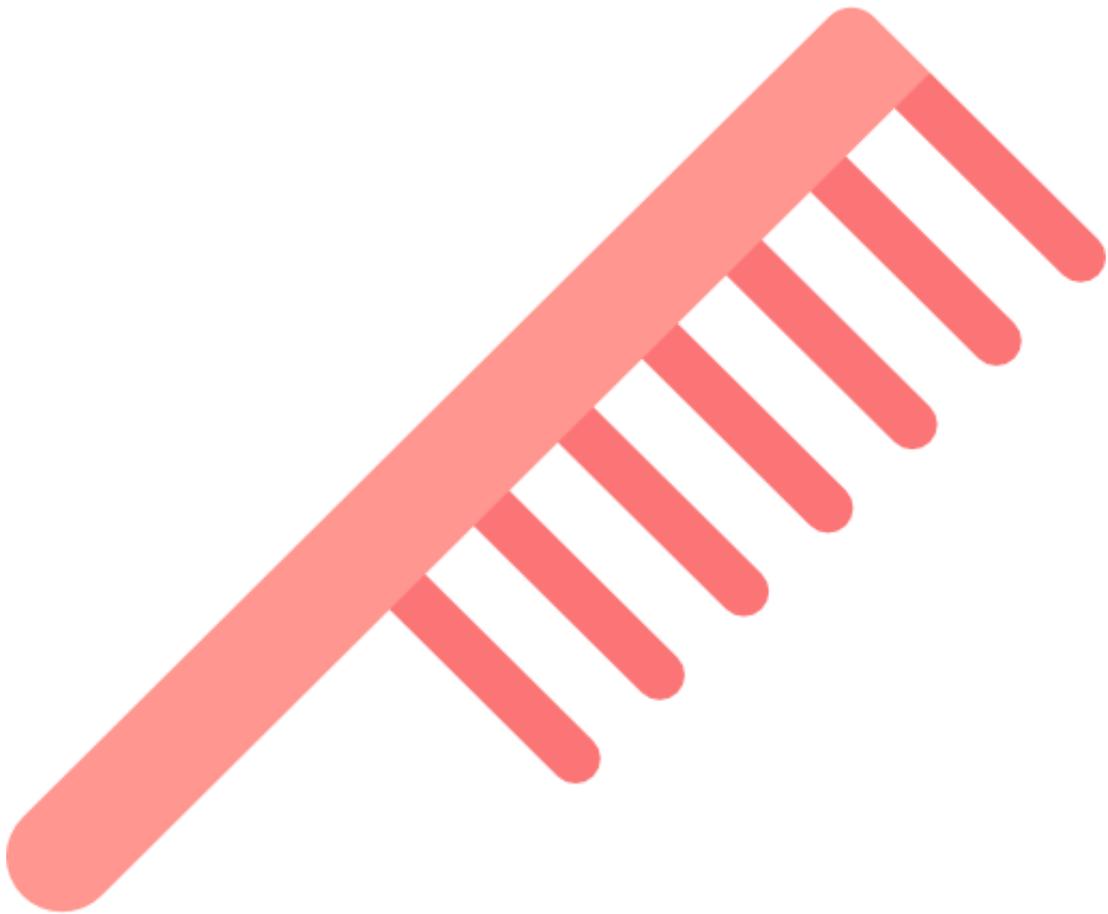


You are really kind





Your hair is really cool





You have really good ideas





You look so strong





You look like a model





You make me really happy



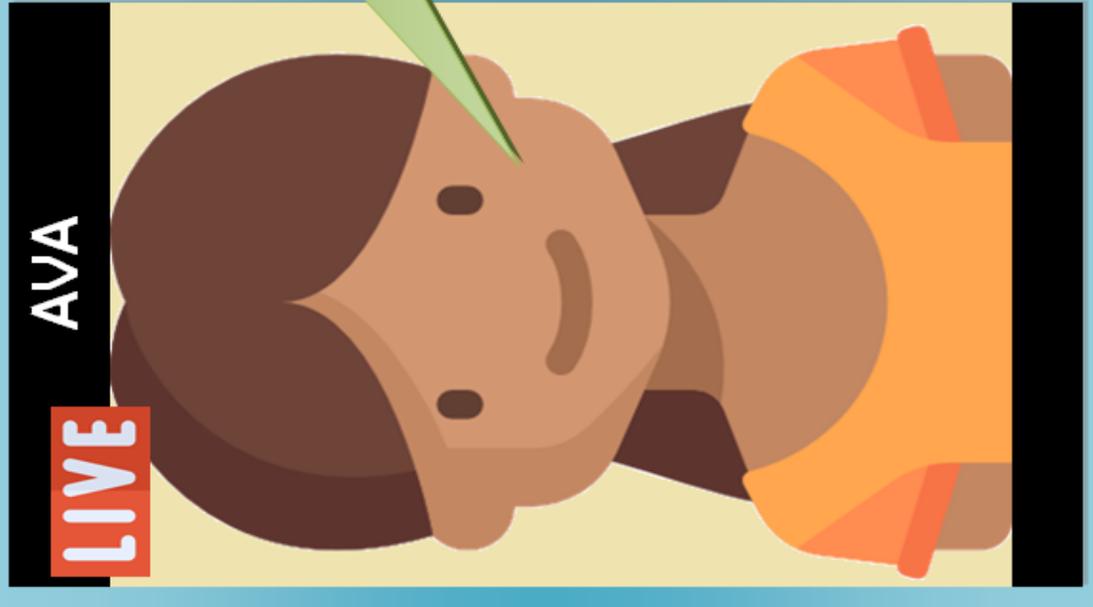


You are very thoughtful



Hi everyone, I got the best news today..... I got the main part in our school play! It's going to be so cool, I get to sing a solo and wear this super crazy costume!

When I told my dad, he was sooooo happy, he said he'd even take me to Petz world on Saturday to pick out some new stuff for our dog Angus. What should I buy? Give me some ideas please?



- **TAYTAY** Maybe a new lead? One that lights up?
- **TAYTAY** By the way... u have really nice eyes
- **TAYTAY** Where u from?
- **TAYTAY** What school u at?
- **UnicornTears7** Just found your channel. You have a new follower!
- **UnicornTears7** . Cute top! 
- **UnicornTears7** You look very pretty 
- **Rosie\_red** Ava, your hair looked amazing at school today!
- **Rosie\_red** Love the outfit, bestie. pretty, pretty, pretty!



Ava has come home from school and is doing a live-stream about her day. Some of her friends from school are watching and writing comments. Some followers Ava doesn't know are also watching her stream.

### TAYTAY

How would TAYTAY's comments make Ava feel?

Should Ava trust TAYTAY? Give reasons for your answer

What advice would you give Ava?

### UnicornTears7

How would UnicornTears7's comments make Ava feel?

Should Ava trust UnicornTears7? Give reasons for your answer

What advice would you give Ava?

### Rosie\_Red

How would Rosie\_Red's comments make Ava feel?

Should Ava trust Rosie\_Red? Give reasons for your answer

What advice would you give Rosie\_Red?