



Level 1 TALKABOUT Me

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Introduction

Aim of this level	To increase self awareness and to improve self esteem.
Topics covered	<ol style="list-style-type: none"> 1. This is me 2. My qualities and strengths 3. The way I look 4. Things that make me feel good 5. Things that bring me down 6. The way I feel 7. Moving forward
Length of level	This level will take 15 - 22 lessons depending on the ability of the students and the length of the lessons
Students	Groups work best if students get on and are well matched for both personality and need. Aim for a group of between 5 and 8 people. Remember that a larger group will mean the level may take longer to complete.
Group gelling	Factors that can help group cohesion are: group cohesion activities (see pages 225-229); get the group to decide on a name for the group; devise some group rules; make sure everyone takes part; and good leadership.
Format of the session	<ol style="list-style-type: none"> 1. Group cohesion activity 2. Recap 3. Main activity(s) 4. Set homework (if appropriate) 5. Group cohesion activity
Confidentiality	Remind everyone that the content of the sessions is not to be discussed with other students outside of the session



Topic 1: This is me

Objectives:

To introduce awareness of self and others
To introduce the activity 'Today I am...'
To introduce the 'It's good to me diary'

Materials:

Photocopy Activity & Worksheet
Purchase small books that can be used as a diary

Timing:

This topic will take up to 2 sessions to complete

Activity

Who am I?

(Activity 1 & Worksheet 1)

Notes

Photocopied cards (page 24-25) are placed face down in the centre of the circle. Each person takes a turn to pick up a card and complete the sentence. Continue around the group until each student has had at least 2 turns.

Choose a few to talk about as a group and for everyone to share their ideas. Worksheet 1 could be completed now or for homework.

Today I am...

(Activity 2)

Group leader introduces the emotions and facial expressions / symbols on page 27. Students are asked to consider how they are feeling today and then to rate the feeling on a scale of 1 – 10. They are then asked to tell the group why they are feeling happy/ sad etc.

This activity could be repeated at the beginning of every session within this level.

It's good to be me diary or My Talkabout Diary

Students are given a special book which is their 'It's good to be me diary'. The book should be divided into days and then each day could be divided into 'teacher comments' and 'my own comments'. Students should carry it around and throughout the day, teachers are encouraged to write something positive in their book. At the end of the day, the student adds their own positive thoughts about the day. It is important to alert all staff to this activity so that they can actively participate. Students are encouraged to decorate their book and then to share 1 comment from their book each week.

Activity 1:

Who am I?

 **Instructions**

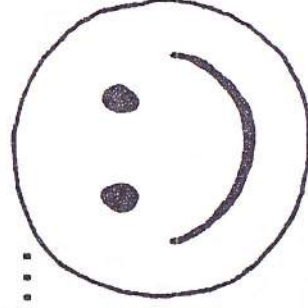
Photocopy and cut out the cards. Cards are placed face down in the centre of the group. Each member takes it in turns to pick up a card and complete the sentence. The card is then replaced at the bottom of the pile. The game continues until everyone has completed all of the sentences.



I get angry when...



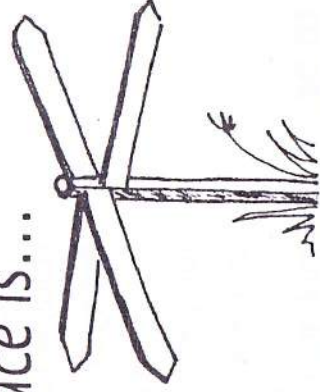
I am happiest when...



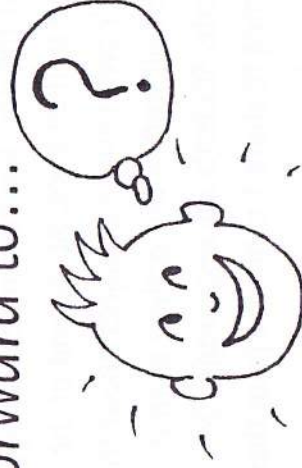
I would most like to be...



My favourite place is...



I am looking forward to...



If I was an animal, I'd like to be a...





My favourite meal is...



If I was to star in a TV programme or film, I'd most like to play...



My most treasured possession is...



My favourite TV programme is...



I am most relaxed when...



I worry about...



Who am I? Page 2

Activity 1:



Worksheet 1: Who am I?

Name

Date

I am happiest when...



.....

My most treasured possession is...



.....

My favourite meal is...



.....

I am looking forward to...



.....

My favourite TV programme is...



.....

If I was an animal,
I'd like to be a...



.....

My favourite place is...



.....

I am most relaxed when...



.....

I worry about...



.....

I get angry when...



.....

I would most like to be...



.....

If I was to star in a TV
programme or film,
I'd most like to play...



.....

me





Activity 2: Today I am...

10	<p>Feeling happy</p>	<p>Feeling tired</p>	<p>Feeling angry</p>
9			
8	<p>Feeling out of sorts</p>	<p>Feeling bored</p>	<p>Feeling fed up</p>
7			
6	<p>Feeling excited</p>	<p>Feeling low</p>	<p>Feeling sad</p>
5			
4	<p>Feeling worried</p>	<p>Feeling hurt</p>	<p>Feeling unwell</p>
3			
2	<p>Feeling loved</p>	<p>Feeling embarrassed</p>	<p>Something else... </p>
1			



Topic 2:

My qualities and strengths

Objectives:

To increase awareness into individual qualities and strengths and to consider other people's qualities

Materials:

Photocopy Activity & Worksheets
Flip chart paper or large wipe board
Talkabout DVD (optional)

Timing:

This topic will take up to 4 sessions to complete

Activity

Notes

Good and bad qualities

(Activity 3)

Students discuss different personalities and qualities, and words are put on two sides of a board or on two pieces of paper – one for positive qualities and one for negative qualities. Some words might end up on both if there is disagreement. These words can be elicited by discussing famous people, watching the personality section of Talkabout DVD, using a clip from a TV programme or cutting out and using the words on page 29-30.

My qualities

(Worksheet 2)

When they have elicited enough words, students write all the words onto Worksheet 2 and then consider which qualities best describe them. The group might then discuss 3 good qualities that they would choose for each other. Students may like to show their worksheet to someone they trust. Do they agree with the words they circled?

Qualities I like

(Worksheet 3)

Following group discussion, choose your best 6 qualities from Worksheet 2 and complete Worksheet 3.

Qualities of a friend

(Worksheet 4)

Students discuss what qualities they look for in a friend and what they do not want in a friend. Each student agrees their top 5 and bottom 3 and complete Worksheet. Do they all agree? How do your qualities compare to this?



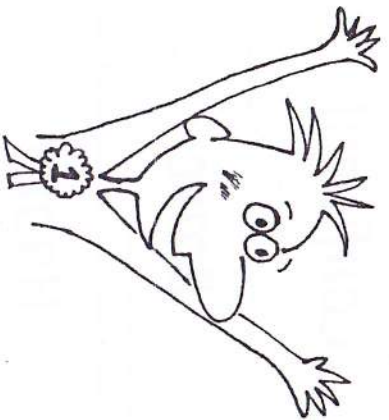
Activity 3: Good & Bad Qualities

Instructions

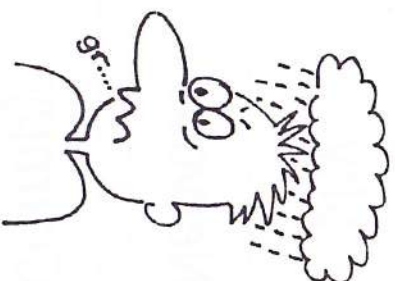
Photocopy and cut out the following words. Place them face down in the circle or in an envelope and ask the group to take it in turns to pick up a card and decide whether it is 'good to be...' or 'bad to be...'. Place the cards in 2 separate circles or in 2 piles. Do we all agree?



It's good to be...



It's bad to be...



Kind

Selfish

Talkative

Quiet

Funny

Serious

Mean

Generous

Thoughtful

Loner

Popular

Sensible



Activity 3:

Good & Bad Qualities

Page 2



Sensitive

Silly

Bossy

Good listener

Shy

Confident

Nervous

Brave

Grumpy

Happy

Hard working

Lazy

Caring

Worries a lot

Joker

Easy going

Friendly

Interesting

Boring

Unfriendly

Well Behaved

Naughty



Worksheet 2: My Qualities

Name Date

Instructions

Add all the words that have been talked about in the group to the box. Which ones describe you? You may like to circle them or highlight them in some way.

Winning & Losing Qualities



A large, faint watermark of a speech bubble is visible in the background of the main content area. The bubble contains the text 'I WIN!' at the top and 'I LOSE!' at the bottom.



Worksheet 3: Qualities I like

Name

Date



Instructions

Consider the previous worksheet and add your top 6 qualities.

The diagram consists of a central circle containing a simple line drawing of a smiling face with short hair. Six teardrop-shaped petals radiate from the center, each containing the text "I Am...". A dotted line forms a circular path around the face, connecting the inner edges of the petals. The petals are arranged in a clockwise direction starting from the top.

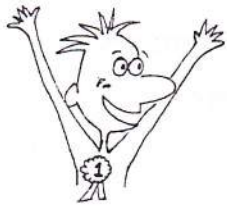


Worksheet 4: Qualities of a friend

Name Date

 **Instructions**

Consider what qualities you look for in a friend and what you don't look for.



I LIKE MY FRIENDS TO BE...

1.

2.

3.

4.

5.

I DON'T LIKE PEOPLE WHO ARE...



1.

2.

3.



Topic 3: The Way I Look

Objectives:

To increase awareness into individual appearance and what it communicates to others

To increase awareness of when it's important to alter appearance

Materials:

Photocopy Worksheets

Pictures of different music fashions and trends

Photographs of different people with different images

Timing:

This topic will take up to 3 sessions to complete

Activity

What are they saying?

(Worksheet 5)

Notes

Students discuss different trends and fashions in music e.g. punk, hippy, rocker, new romantic, and rapper.

What does each image say about that person?

Consider current trends and fashions – what are they saying? Choose two: 1 you like and 1 you don't like and complete the worksheet.

Why is image important?

(Worksheet 6)

Group discussion. Consider aspects such as a sense of belonging, self confidence, a sense of identity etc.

When is it OK to express ourselves and when is it not OK?

Dressed to impress

(Worksheet 7)

Students consider what they like to wear and how they like to look. Why? How does it make you feel?

Are there clothes that make you feel more confident?

The way I look

(Worksheet 8)

Consider if there is something that they would like to change about the way they look and that could be changed easily? Group should discuss realistic and unrealistic ideas and aspects such as pressure from media and peers. If students identify one changeable aspect that is affecting their self esteem, then the group brainstorm possible solutions and the student then chooses the 4 most suitable to them. Worksheet 8 is then completed and referred back to in following weeks as appropriate.

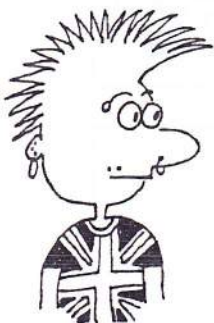
Worksheet 5: What are they saying?

Name Date

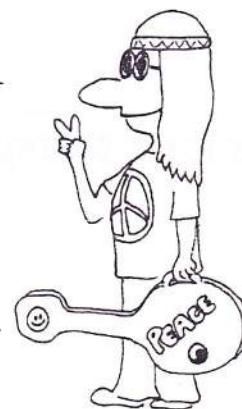
Instructions

Consider different trends and fashions. What do we think they say about the person? Consider one you like and one you don't like and write down what you notice about that fashion and what you think it says about a person.

A fashion or trend I like...



Fashions and Trends...



A fashion or trend I don't like...



Worksheet 6: Importance of image

Name Date

Instructions

Consider why image and the way we look is important?
Is it always OK to express ourselves through our image?
Is it sometimes not OK or not appropriate?

Why is image important?

Our ideas...



When is it OK to express ourselves?

Our ideas...

When is it not OK?

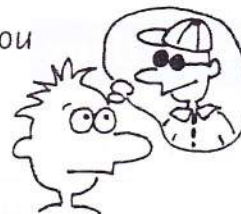


Worksheet 7: Dressed to impress

Name Date

 **Instructions**

Think about what you like about what you wear and how you look. Remember to think about clothes, hair, accessories. What makes you feel good? Why?



These make me feel good...	because...

Consider... Is there one thing you'd like to change about the way you look that is possible to change?

.....

.....

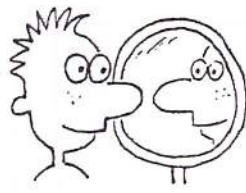


Worksheet 8: The Way I Look

Name Date

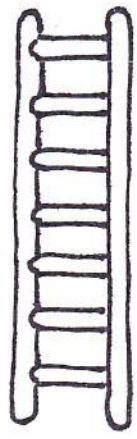
Instructions

Consider if there is one thing you would like to change about the way you look. How would you do it?
Try to think of up to 4 things you could try.



THE WAY I LOOK

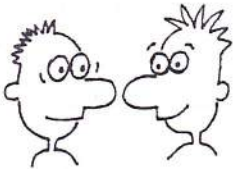
I'd like to...



MY STEPS TO SUCCESS

I could try...

- 1.
- 2.
- 3.
- 4.



How will this make me appear?

People will notice that...

I will feel...



How did I do?



Topic 4:

Things that Make Me Feel Good

Objectives:

To understand that how we feel about ourselves changes the way we behave in certain situations

To raise the students awareness of the things that make them feel good

Materials:

Photocopy Worksheets

Timing:

This topic will take up to 3 sessions to complete

Activity

Gary and Brad

(Activity 4)

Notes

Introduce the students to Gary and Brad by reading them the short story. Group discuss what kind of day Gary and Brad are going to have. Discuss that we are all a bit of Gary and a bit of Brad. Some days we are more like Gary and some days like Brad.

Gary feels good, Brad feels bad

(Activity 5)

Students are asked to look at the situation cards and consider how Gary and Brad might act in each situation. Prompt students to consider how Gary and Brad might be feeling about each situation, and how their feelings might affect their behaviour.

My Favourite things

(Activity 6 and
Worksheet 9)

Photocopied cards (page 43-44) are placed face down in the (Activity 6 & Worksheet 9) centre of the circle. Each person takes a turn to pick up a card and complete the sentence. Continue around the group until each student has had at least 2 turns. Choose a few to talk about as a group and for everyone to share their ideas. Worksheet 9 could be completed now or for homework.

Things that make you feel good

(Worksheet 10)

Students are asked to think of some of the good things that have happened in the last week and how it made them feel. Students could refer back to their 'it's good to be me diary'.

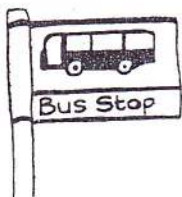


Activity 4: Gary and Brad

Instructions

Read the story about Gary and Brad.

Consider what kind of day they are both going to have

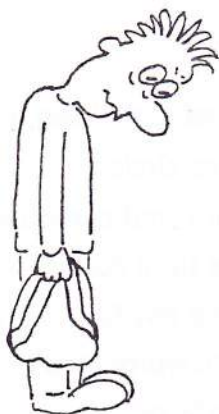


Gary and Brad at the Bus Stop

Gary and Brad were waiting at the bus stop for the school bus



Gary was smiling. He knew it was going to be a good day. He really liked Tuesdays as they had double Art and he loved drawing. He also couldn't wait to see his best friend and tell him about their plans for the school holidays. It was going to be great!



Brad was not smiling. He didn't want to go to school today. He'd had another argument with his mum and now he wasn't allowed to go out with his friends this week end. He was very unhappy and also cross because his mum didn't listen to his side of the story and he now had a headache. He also hated Tuesdays as he had PE and he was not very good at sport.

What kind of day do you think Gary and Brad are going to have?



Activity 5:

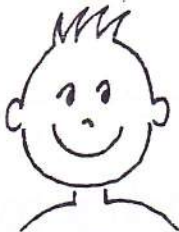
Gary Feels Good, Brad Feels Bad


Instructions

Cut out the cards below. Each one describes a situation. Ask the group to consider each situation from the perspective of Gary (who is feeling good about himself) and Brad (who is feeling bad about himself). Discuss how Gary and Brad might feel about each situation, and how they might behave.



Gary



Brad



Wearing a new coat
to school

Introducing themselves
to someone new in
the class

The teacher is asking
for volunteers to help
her with an activity

They have seen
someone they like the
look of and would like
to talk to them



Activity 5:

Gary Feels Good, Brad Feels Bad

Page 2

They have had their hair cut in a new style

Going to see the Head of Year about options for going to college

Talking in front of the whole class

Going to the school disco

Going on a school trip

Being asked to audition for the new school play

Looking in the mirror

Being asked a question in front of the whole class

Being asked to show some parents round the school

Being asked to work with a group of students they don't know well



Activity 6: My Favourite Things

Instructions

Photocopy and cut out the cards. Cards are placed face down in the centre of the group. Each member takes it in turns to pick up a card and complete the sentence. The card is then replaced at the bottom of the pile. The game continues until everyone has completed all of the sentences.



A film I really love is...



My favourite kind of food is...



My favourite kind of weather is...



My favourite place is...



My favourite person is...



My favourite time of year is...





Activity 6:

My Favourite Things

Page 2



My favourite item
of clothing is...



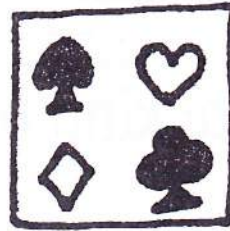
My favourite
smell is...



My favourite kind
of music is...



My favourite
activity is...



My favourite book
is...



I really like to...







Worksheet 9: My Favourite Things

Name Date

Film  Food or drink 



.....

.....

Place  Weather 

.....

.....

People  Time of year 



.....

.....

item of clothing  me 

.....

.....

Music  Activity 

.....

.....

Book  Something else 

.....

.....



Worksheet 10:

Things that make me feel good

Name Date

 **Instructions**

Consider some of the things that have made you feel good this week. What was the situation and how did it make you feel - happy? excited? proud? safe?.

I felt good when...

.....

.....

And it made me feel...

.....

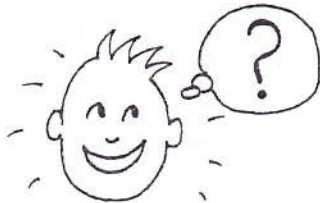
I felt good when...

.....

.....

And it made me feel...

.....



Things that made me feel good this week...

I felt good when...

.....

.....

And it made me feel...

.....

I felt good when...

.....

.....

And it made me feel...

.....



Topic 5: Things that Bring Me Down

Objectives:

To understand that how we feel about ourselves changes the way we behave in certain situations

To raise the students' awareness of the things that bring them down

To understand that some of these things are in our control and some are not.

Materials:

Photocopy Worksheets

Timing:

This topic will take up to 3 sessions to complete

Activity

Notes

A bad, bad day

(Activity 7)

Students read the story 'A bad, bad day' and are asked to consider what was bad about Brad's day.

What was in Brad's control and what wasn't?

Better days for Brad

(Worksheet 11)

Students are then asked to think about what he could have done to make his day better and complete Worksheet 11. They could then re-write the story as a group to make a day go better for Brad.

Things that make me feel bad

(Worksheet 12)

Students are asked to think of some of the bad things that have happened in the last week and how it made them feel. Students can then complete worksheet 12.



Activity 7: A bad, bad day...

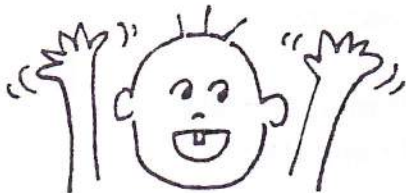
Instructions

Read the following story. Brad is having a bad day for lots of reasons. What are they and what could he have done differently? Consider what is in his control and what is not in his control. Can you re-write the story so that he has a better day?

A bad, bad day for Brad



Brad looked around his untidy bedroom and sighed as he turned off his alarm clock. Why was his mum shouting? He looked at the time and jumped out of bed. 'Seven thirty?!' He had been up late playing games last night and had now overslept badly.



He grabbed his deodorant and ran to the bathroom. 'You don't have time for a shower' shouted his mum. 'Get dressed quickly and hurry up!' But it took him ages to get dressed because his little brother kept on annoying him and hiding his clothes.



By the time Brad got downstairs it was 8 o'clock and he'd missed his bus. 'I'll have to take you in the car' said his mum who was very angry. He grabbed a piece of bread and slipped on a pair of trainers because he couldn't find his school shoes and his mum was already outside.

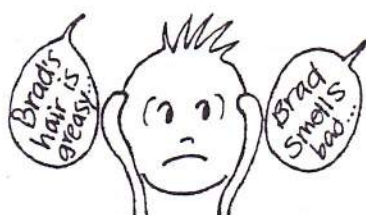


'Come on!' shouted his mum. This time, she was shouting at the car though. The car wouldn't start and she had to phone someone at a local garage who promised to come out immediately and get the car started.

Activity 7: A bad, bad day... Page 2



At last Brad got to school and by the time he had signed in, he had missed his favourite lesson, drama. At break time he went to look for John, his best friend but John was off sick today. Brad felt sad and lonely and went outside on his own and found somewhere quiet to sit.



PE was next and it was his least favourite lesson. He hated getting changed in front of his classmates as he always thought they might tease him. And today they did. 'Your hair is greasy, Brad', 'Brad smells bad', 'Brad's family is poor - look at the state of his trousers' and so it went on. He didn't even get picked for a team until second to last.



By lunch time he was tired and had a headache. It was raining now so he couldn't even go outside to find somewhere quiet. He sat in the corner of the cafeteria and tried not to be noticed. Then some other students sat down near by and ended up throwing food over him.



After he'd cleaned himself off, he went to English. It all started well and at last he thought something would go right. But Peter was messing about and the teacher thought Brad was encouraging him so he gave them both warnings. Brad slumped onto his desk and felt really bad. His mum was going to be furious.



At last the bell went for the end of school. He got on his bus and put on his earphones to listen to his music. He'd made it through his worst day ever and he was on his way home. Maybe tomorrow would be better.

The end.



Worksheet 11: Better Days for Brad


Name Date


Instructions


Consider some of the things that went wrong for Brad in the story. What could he have done to make his day go better?


1. What went wrong for Brad?



















2. What could he have done to make his day better?











Things that make me feel bad

Name

Date

 **Instructions**

Consider some of the things that have made you feel bad recently. What was the situation and how did it make you feel – angry? sad? worried?

I felt bad when...

.....
.....

And it made me feel...

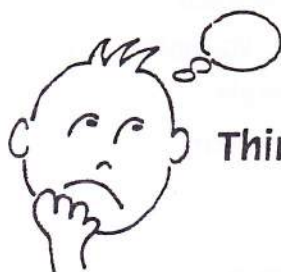
.....

I felt bad when...

.....
.....

And it made me feel...

.....



Things that have made me feel bad recently...

I felt bad when...

.....
.....

And it made me feel...

.....

I felt bad when...

.....
.....

And it made me feel...

.....



Topic 6: **The Way I Feel**

Objectives:

To increase awareness of our feelings
To understand that feelings have consequences in our bodies
To develop some strategies for coping with difficult feelings

Materials:

Photocopy Worksheets
Talkabout DVD (optional) Assertiveness section – expressing feelings

Timing:

This topic will take up to 4 sessions to complete

Activity

Notes

Group Survey
(Worksheet 13)

Ask the students to consider how they have been feeling in the previous week and complete the survey.

Understanding Emotions
(Worksheet 14)

The group discuss positive and negative feelings. Worksheet 13 or Handout 1 can be used as a prompt if necessary. Consider a recent example of when they have felt good or bad using Worksheet 14. The worked examples could be used to get discussion going. Students are then encouraged to discuss a personal example in detail and to come up with some ideas for different choices they could have made.

Coping with my feelings
(Handout 1)

Use this handout to introduce the students to STOP – a four point plan to help them cope with situations that make them feel bad.

Coping with my feelings
(Worksheet 15)

The group discuss individual situations that they would like help with. Students are then given Worksheet 15 to work through the STOP plan.



Worksheet 13: Group Survey

Name Date

Last week I felt.....

	Not at all	A little	Some of the time	Most of the time	All of the time
Happy	1	2	3	4	5
Sad	1	2	3	4	5
Worried	1	2	3	4	5
Excited	1	2	3	4	5
Lonely	1	2	3	4	5
Angry	1	2	3	4	5
Shy	1	2	3	4	5
Annoyed	1	2	3	4	5
Embarrassed	1	2	3	4	5
Left out	1	2	3	4	5
Different	1	2	3	4	5
Loved	1	2	3	4	5
Hopeful	1	2	3	4	5
Disappointed	1	2	3	4	5
Other.....	1	2	3	4	5

My thoughts...



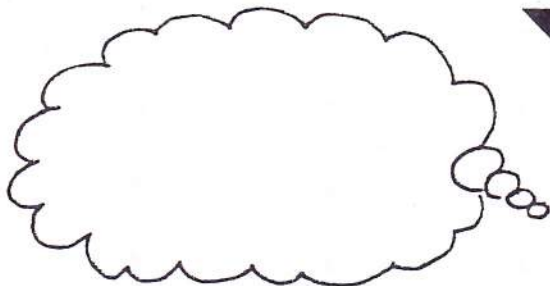
Understanding emotions

Name

Date

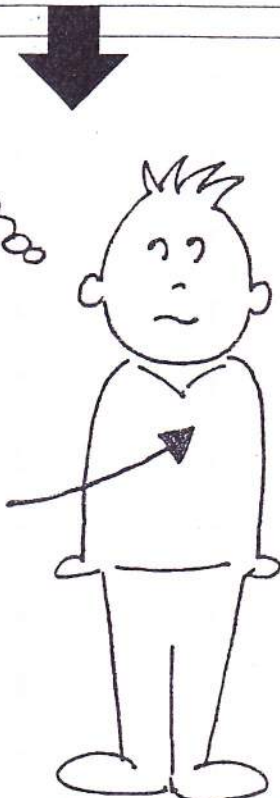
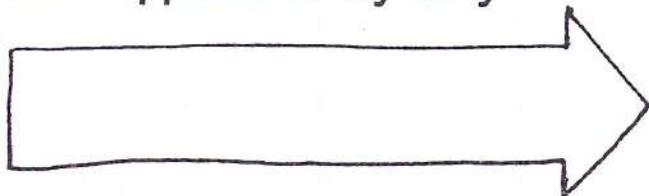
The situation...

What did I think?



What did I feel?

What happened to my body?



What did I **choose** to do?

choice

What were the consequences?



Is there anything I could have done differently?





Worksheet 14:

Understanding emotions

Name A WORKED EXAMPLE

Date

The situation...

My mum made me tidy my bedroom when I'd arranged to meet my friends in town.

What did I think?

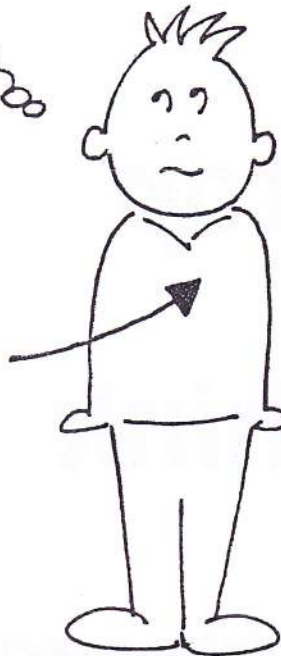
She is mean.
This is unfair.
She hates my friends

What did I feel?

angry

What happened to my body?

I went red. I clenched my fists. My breathing was fast



ME

What did I choose to do?

I shouted at my mum and slammed the door

choice

What were the consequences?

I got grounded and didn't see my friends

Is there anything I could of done differently?

I could have stayed calm and promised I would do it as soon as I'd got back.





Handout 1: Coping with my feelings

STEPS TO SUCCESS



Stop

- What is happening?
- How do I feel?
- What is happening to my body?

Think

- Am I in control?
- Do I have a choice?
- Do I need help?

Others

- Who can I talk to?
- What should I say?
- What do I want them to do?

Plan

- What am I going to do?
- Who is going to help me?
- What do I want to happen?

Worksheet 15: Coping with my feelings

Name Date

Instructions

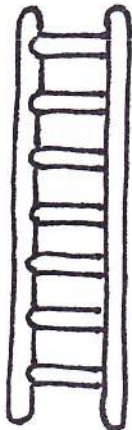
Consider Worksheet 14 and Handout 1. Think of a realistic goal to help you cope with a difficult situation.



COPING WITH MY FEELINGS

I'd like to...

MY STEPS TO SUCCESS



Stop.

Think.

Others.

Plan.



How did I do?





Topic 7:

Moving Forward

Objectives:

To reflect on what has been covered in this module and to summarise those aspects that are most important for each student

To decide on one key action for each student to take away with them (optional)

To support the students in making the changes identified in their action plan (optional)

Materials:

Photocopy Worksheets

Timing:

This topic will take up to 3 sessions to complete

Activity

It's all about me

(Worksheet 16)

Notes

Students are asked to consider what they have worked on over the past few weeks. The group reviews and discusses each topic and the students are asked to write down a couple of key points on the Worksheet. From this they are asked to consider if there is one thing with which they would like further support. Worksheet 17 is then completed if appropriate.

Moving Forward

(Worksheet 17)

Students complete this if they have identified something with which they would like further support. Worksheet 17 can be used to create a plan of action.

Worksheet 16: It's all about me

Name Date

Instructions

Consider some of the things we have talked about in this section and summarise the key things you remember about...



Who I am...



My qualities and my strengths...



The way I look...



Things that make me feel good...



Things that bring me down...



The way I feel...



Worksheet 17: Moving Forward

Name Date

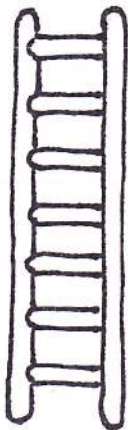
Instructions

Consider Worksheet 16 and Handout 1. Think of a realistic goal to help you cope with a difficult situation.



MY GOAL

I'd like to change...



MY STEPS TO SUCCESS

I could try...

- 1.
- 2.
- 3.
- 4.



How will I know I've succeeded?

People will notice that...

I will feel...

