

How many positives

Instructions:

1. **Introduce** the idea of looking for positives, e.g. ask children to think of one good thing that happened the day before. Explain that thinking positively or negatively (being optimistic/pessimistic), can become a habit and can affect your mood and levels of happiness.
2. **Describe** how sometimes we can all get in the habit of noticing the negative stuff more than the positive, and this activity helps to rebalance this.
3. **Give out** the template and explain that they need to write some words in each shape, e.g. I have people around me I trust and who love me, I am a good friend, I can ask for help when I need it. They can write 2 or 3 per shape and think about how each one makes them feel.
4. **Share** some of your own features with the group, explaining how each one makes you feel. If anyone volunteers to share one of theirs, allow them to. Ask the children to keep their sheets safe and to remind themselves of their assets regularly.
5. **Revisit** this activity after some time so that children can add to their list of assets.



How many positives can you think of?

Fill in the shapes with as many positives you can think of.
E.g. "I am brave, kind, caring..."

I AM

I HAVE

I CAN

Things to consider before starting

Age group/group size:

This activity can be done with any age group and is best done in small groups or 1-to-1 sessions. It could be done in tutor/coaching time at secondary with careful consideration of the following points. It can also be used with staff groups.

Learning outcome:

Pupils/staff are more able to identify features in themselves and others that help build resilience.

Planning:

Consider how any child in the group may be affected and how these individuals might be best supported. Some children may struggle to come up with positive features about themselves, so it's important that the staff are able to help them with examples and encourage them to think about assets from all areas of their lives. It's good to revisit this activity after some time to add to the list of assets. Children may not feel comfortable sharing their ideas, so only invite comments from students who want to contribute in any plenary

Support:

Ensure that there is an adult that the child can talk to if they are finding the session too difficult. This might be you or it might be a different adult in the room. Identify a space away from the group where the child can talk and ensure that some time is spent exploring how the child is feeling.

Safeguarding:

It is really important to adhere to the normal safeguarding procedures of the school you are working in. Your school will have a Designated Safeguarding Lead and clear procedures to follow if you are worried about the safety of a child in your care. If you are in any doubt as to whether a child is safe, you should seek advice from appropriate members of staff.