

WICKED ACTIVE LEARNING



PSHE Primary: Self-Confidence

**“Being Brave,
Being Me”**

Lesson Plan

PSHE Primary: Self-Confidence Lesson Plan

Subjects

PSHE, Citizenship, Oracy.

Objective

To understand and identify self-confidence and how to become inspired to bring out the best of yourself.

Wider Links

Safeguarding.

Key Vocabulary

Self-confidence, self-esteem, inspire, inspiration, bravery, mindset, overcome.



Introduction

In **Wicked**, Elphaba defies those around her who are spreading malicious gossip and wrongful information to find her voice, through courage and self-belief.

Starter Activity

Give children a picture of Elphaba – see page 12.

Think about positive adjectives and phrases.

On her picture, write how you perceive her personality.

Around the picture, write how you perceive her appearance.

What evidence from **Wicked** do you have to support these ideas?

Main Teaching

What does the phrase ‘self-confidence’ or ‘self-esteem’ mean?

Self-confidence is something you are born with, and it cannot be developed over time.

To what extent do you agree with this statement? Discuss.

Glinda sees herself as Elphaba’s answer to being self-confident by giving her a makeover in the song ‘Popular’.

Let’s explore the lyrics together:

'Popular'

Dialogue and lyrics

Glinda: Elphie, now that we're friends,
I've decided to make you my new project!

Elphaba: You really don't have to do that.

Glinda: I know. That's what makes me so nice!

*Whenever I see someone less fortunate than I
And let's face it, who isn't less fortunate than I?
My tender heart tends to start to bleed
And when someone needs a makeover
I simply have to take over!
I know, I know exactly what they need!
And even in your case
Though it's the toughest case I've yet to face
Don't worry, I'm determined to succeed!
Follow my lead
And yes indeed, you will be popular!*

*You're gonna be popular!
I'll teach you the proper poise
When you talk to boys
Little ways to flirt and flounce
I'll show you what shoes to wear!
How to fix your hair!
Everything that really counts to be popular!*

*I'll help you be popular!
You'll hang with the right cohorts
You'll be good at sports
Know the slang you've got to know
So let's start
'Cause you've got an awfully long way to go!*

*Don't be offended by my frank analysis
Think of it as personality dialysis
Now that I've chosen to become a
Pal, a sister and advisor
There's nobody wiser!
Not when it comes to
Popular!*



*I know about popular
 And with an assist from me
 To be who you'll be
 Instead of dreary who you were
 Well, are
 There's nothing that can stop you
 From becoming popu-ler... lar
 La la, la la!
 We're gonna make you popular!*

*When I see depressing creatures
 With unprepossessing features
 I remind them on their own behalf
 To think of
 Celebrated heads of state
 Or specially great communicators!
 Did they have brains or knowledge?
 Don't make me laugh!*

*They were popular! Please!
 It's all about popular
 It's not about aptitude
 It's the way you're viewed
 So it's very shrewd to be
 Very, very popular
 Like me!*

Why, Miss Elphaba, look at you. You're beautiful!

Elphaba: I, I have to go

Glinda: You're welcome

*And though you protest
 Your disinterest
 I know clandestinely
 You're gonna grin and bear it!
 Your new found popularity!*

*La la, la la!
 You'll be popular!
 Just not quite as popular as me!*



- ❓ Was this fair on Elphaba? Find evidence in the song to show that Elphaba was not comfortable with Glinda's actions.
- ❓ Should our appearance determine how self-confident we are?
- ❓ What does the word 'inspire' mean? How are self-confidence/self-esteem and inspiration linked?

Inspiration should only come from physical, material things, e.g. money.

- ❓ To what extent do you agree with this statement? Discuss.
- ❓ Do you think Glinda is an inspiration to Elphaba?
- ❓ What inspired Elphaba to become her own person? Let's explore the journey she took by looking at the lyrics from 'The Wizard and I' and 'Defying Gravity' displayed over the next two pages.
- ❓ How did she become braver on this journey? Can you always see bravery?



'The Wizard and I'

Extract of lyrics

*Did that really just happen?
Have I actually understood?
This weird quirk I've tried
To suppress or hide
Is a talent that could
Help me meet The Wizard
If I make good
So I'll make good.*



'Defying Gravity'

Extract of lyrics

*So, if you care to find me
Look to the western sky!
As someone told me lately
"Everyone deserves the chance to fly!"
And if I'm flying solo
At least I'm flying free
To those who ground me
Take a message back from me
Tell them how I am defying gravity!
I'm flying high, defying gravity!
And soon, I'll match them in renown
And nobody in all of Oz
No wizard that there is or was
Is ever gonna bring me down!*



Inspirational role models

**Think about people in the world around us, for example in the news,
or in sport or entertainment.**

Ask children to suggest some names of well-known people that they find inspirational.
You could suggest some public figures from different backgrounds and walks of life to
help them create their own list, for example:

Ellie Simmonds OBE (Paralympic Swimmer)

*"I don't see it as a disability. I'm just a normal person, but a bit smaller than
everyone else."*

Marcus Rashford MBE (Footballer and Campaigner)

*"For me, sometimes it's more important to perform well in training and know that I am
improving rather than scoring in a game. It's doing the hard work, day in, day out."*

Billie Eilish (Singer)

*"I'm gonna make what I want to make, and other people are gonna like what they're gonna like.
It doesn't really matter."*

Greta Thunberg (Climate Activist and Campaigner)

*"Those who will be affected the hardest are already suffering the consequences.
But their voices are not heard."*

Carlos Acosta CBE (Ballet Dancer)

"Yes, I've made mistakes. Life didn't come with instructions."

Choose a short selection from the suggestions.

Children could discuss their thoughts on some or all examples as a group.

- ? How are they inspirational?**
- ? How are they brave?**
- ? Do they inspire you?**

Discuss

- ? What does self-confidence and bravery look like in a person?
- ? If you are not feeling confident or brave, how could you try to change your mindset?

Children could share ideas and collate together on a flipchart/whiteboard.

Tasks

- ? What positive things do your family say about you?
- ? What about your friends?
- ? What positive things do you say about you?

Children to draw a self-portrait and to write their own positive affirmations based on their own experiences.

Teacher to model.

Think of a time when you haven't felt confident or brave.

- ? What was it?
- ? How did you overcome it?
- ? How did you feel afterwards?

Give each child the name of another child in the class.
Ideally, a child that they do not have a strong friendship with.

Draw a portrait of this person.

Around this portrait, list all the inspirational qualities that this person has.

- ? What do you like about them?
- ? What inspires you about them?

External Links

- **Childnet Resources Crossing the Line:** PSHE toolkit - Self-esteem – talking heads
<https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/self-esteem/>
- **PSHE Association** - Dove Self-Esteem Project: Confident Me
<https://pshe-association.org.uk/resource/dove-self-esteem-confident-me>
- **Premier League Primary Stars** - Self-esteem
<https://plprimarystars.com/resources/self-esteem>
- **Barclays Life Skills** – Self-confidence lesson
<https://barclayslifeskills.com/educators/lessons/self-confidence/>

Credits

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Starter Activity

