

ALL the **PIECES** of **ME**

From the bestselling authors of *Can You See Me?*
LIBBY SCOTT & REBECCA WESTCOTT

ALL the **PIECES**



Learning to love every piece of yourself
can be the best thing of all.

TEACHING RESOURCES



ALL THE PIECES OF ME BY LIBBY SCOTT AND REBECCA WESTCOTT LESSON PLANS

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ALL THE PIECES OF ME BY LIBBY SCOTT AND REBECCA WESTCOTT LOWER KEY STAGE 2 LESSON PLAN

OBJECTIVES

To recognise the thoughts and feelings associated with friendship and relationship building

To identify how words and body language can be used to understand situations

OUTCOMES

Children will produce a summary of their own thoughts and feelings about how they perceive relationships

Children will understand how body language and words can often conflict with each other

RESOURCES

All the pieces of me by Libby Scott and Rebecca Westcott

Resource Sheet 1 - 'Tell me about yourself'

Resource Sheet 2 - 'Saying and (not quite) doing'

LEAD IN

Read chapter 1 where Tally is describing the friendship and relationship dynamics in the playground at lunchtime. Do the children recognise some of the things she describes from their own experiences? Allow the children to discuss this in a way that facilitates some of their feelings to be expressed in a safe environment. At one point, Tally pretends to use a David Attenborough voice - get the children to discuss why this is (she is likening the playground to a wildlife habitat) and to try this for a situation - playing on a climbing frame, playing tag or another situation on the playground.

The chapter is based on people behaving in different ways because of what other people might think. The main two ways this is expressed in the chapter is; wearing make-up and actively behaving differently. Discuss with the children why they think these two things happen. Draw out the ideas that make-up 'covers up blemishes you don't want people to see' and behaving differently means you don't stand out and 'fit in' with those around you. Can the children give any examples of when they have done this or something like it?

TASK

At the end of Chapter 1 Tally does an imaginary interview with a magazine as if she is a 'soon to be famous pop-star'. Read through this and discuss with the children some of the issues it raises - link it to the lead in discussions about how Tally feels about needing to 'fit in.' Using resource sheet 1 'Tell me about yourself' get the children to answer the same questions about their own situations.

EXTENSION

Read chapter 5 where Tally gets really angry at her Dad about what seemed to be just about making a sandwich. Why wasn't it just about that? Discuss how body language can often tell you something about how a person is feeling. Provide some examples; open hands meaning honesty, folded arms meaning being wary and defensive, frowning when annoyed and smiling when happy. In the chapter, Tally's parents do the opposite with their bodies to what their faces or words are saying. Using resource sheet 2, get the children in pairs or groups to do the opposite of what the word or phrase they have is - just like Tally's parents did. Can the children in the pair/group watching work out what the opposite emotion being acted out is?

ALL THE PIECES OF ME BY LIBBY SCOTT AND REBECCA WESTCOTT
LOWER KEY STAGE 2 LESSON PLAN RESOURCE SHEET 1

‘TELL ME ABOUT YOURSELF’

At the end of chapter 1 Tally gives a pretend interview to her new magazine. Now it is your turn. Answer the questions below that Tally was asked. You can even decide what you want your magazine to be called AND what you want to be famous for too!

In this first issue of _____ Magazine we meet the legend themselves _____,
soon to be famous _____, _____

TELL US ABOUT YOURSELF? (BASIC INFORMATION; AGE, LIKES ETC)

WHAT ARE THE TRICKIEST THINGS YOU ARE HANDLING RIGHT NOW?

TELL US MORE ABOUT FRIENDSHIPS (GOOD THINGS AND CHALLENGING THINGS)

HOW ABOUT SCHOOL? (GOOD THINGS AND CHALLENGING THINGS)

WHAT WOULD YOU CHANGE AT SCHOOL?

UPDATE US ON YOUR FAMILY?

'SAYING AND (NOT QUITE) DOING'

Tally gets confused that sometimes people might say or behave in a way that their words and expressions don't match. Her parents make a game of this. Using the cards below your challenge is to behave in the opposite way to those words and for your group to guess what you 'aren't' trying to portray. You can use words – just not the one that is on the card! Your actions should speak louder than your words!

CALM	BORED
HAPPY	MISERABLE
EXCITED	GRUMPY
EMBARRASSED	NERVOUS
ANGRY	AFRAID
ENERGETIC	WORRIED

ALL THE PIECES OF ME BY LIBBY SCOTT AND REBECCA WESTCOTT UPPER KEY STAGE 2 LESSON PLAN

OBJECTIVES

To understand how to use social media responsibly for both their own and others safety

OUTCOMES

Children will be able to identify the positives of using social media

Children will be able to identify the negatives of using social media

Children will identify the things that make them feel safe and secure for their own wellbeing

RESOURCES

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Resource Sheet 1 - 'The good and bad of social media'

Resource Sheet 2 - 'Me shaped'

LEAD IN

Read chapter 21 which centres on an Instagram post of Tally when she reacted in the dining hall. Lucy, someone she felt was a friend, posted it and others in her school began commenting. Tally finds this incredibly hurtful and despite repeated requests from her Lucy does not delete the post. Discuss with the children why Tally was so upset by this. Why would Lucy have behaved like that? How would they feel if something like that happened to them? What does this tell us about using social media and how we personally act? (It is important to deal with this matter carefully - situations may have happened to them in the class and therefore it is essential children are able to speak freely and without judgement in the classroom).

TASK

Read Tally's comments about using social media on page 212. What does this tell you about the good and bad of using social media? It is important to remind children that the age restriction for many social media sites is 13, so they should not be using it. However, this also applies to gaming sites and others that allow for discussions and other things to be posted that are not age restricted.

Using resource sheet 1 'The good and bad of social media', get the children, in pairs, to cut up each statement into individual cards and group them into good and bad categories. Then once they have done this get them into groups of 4 to discuss each point answering 2 questions.

Why did they place it in the category they did?

Can they give an example for each one of the statements?

Once this has been completed, they can be shared with the whole class again.

EXTENSION

Read P192 - where Tally lists the 4 things that make her feel 'Tally shaped' the most. Discuss what she means by this - draw out the idea that it is about feeling secure and safe in who you are and what your personality is like. The challenge for using social media is that it can distort this view of ourselves, so it is vital we keep reminding ourselves about what makes us feel safe and secure. Using resource sheet 2 'Me shaped' the children should write a list, like Tally did, of at least 4 things that make them feel who they really are. Tally's list is on the sheet too as a guide.

This could be a particularly challenging activity for some children and therefore confidentiality is crucial in this. The resource sheet emphasises that it can remain private between them and the teacher and this should be respected if any child wishes.

RESOURCE SHEETS

Resource sheets sent as a separate document

'THE GOOD AND BAD OF SOCIAL MEDIA'

In pairs cut up each statement below into individual cards and place them into 2 groups; good and bad things about social media. Once you have agreed with your partner, get into groups of 4 to discuss each point answering the 2 questions below.

Why did you place it in the category you did?
(Reasons for you putting them where you did)

Can you give an example for each one of the statements?
(Any real life examples of when these things have happened?)

QUICK COMMUNICATION	PEOPLE CAN SAY UNKIND THINGS
PERSONAL INFORMATION CAN BE SHARED MORE WIDELY	STOP FEELING LONELY
SHARING EVENTS WITH OTHERS	PEOPLE CAN PRETEND TO BE SOMEONE THEY AREN'T
CAN BECOME 'OBSESSED' WITH IT	LEARN NEW THINGS
CONNECT WITH FAMILY AND FRIENDS	MIGHT USE IT SO MUCH THAT IT IS VALUED MORE THAN 'REAL' LIFE

ALL THE PIECES OF ME BY LIBBY SCOTT AND REBECCA WESTCOTT
UPPER KEY STAGE 2 LESSON PLAN RESOURCE SHEET 2

‘ME SHAPED’

Tally shared some ideas when she felt most ‘Tally-shaped’. This means when she feels most herself and is safe and secure, not worrying about what others might think. It is important that when we use social media we understand it might make us feel differently about ourselves. So it is EVEN more important we know what things will make us feel ‘Me shaped’ to keep us feeling positive about ourselves. Tally’s list is below. Underneath those create your own list for yourself. If you do not wish to share it with others that is fine. Only your teacher will see it if you want to keep it that way.

I FEEL MOST TALLY-SHAPED WHEN

- Other people aren’t judging me
- I’m riding a horse, feeling all my problems disintegrate with each stride
- I’m in a safe spot, like tucked under my covers in bed with Peppa Pig
- It’s a Saturday morning and I suddenly remember I don’t have school and that heavy feeling in my soul turns into joy

I feel most _____ shaped when...

CURRICULUM LINKS FOR ALL THE PIECES OF ME BY LIBBY SCOTT AND REBECCA WESTCOTT

LKS2 ENGLISH - PUPILS SHOULD BE TAUGHT TO:

READING COMPREHENSION:

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

UKS2 ENGLISH - PUPILS SHOULD BE TAUGHT TO:

READING COMPREHENSION:

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

PSHE KS2 PUPILS SHOULD BE TAUGHT TO:

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

- R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21.** about discrimination: what it means and how to challenge it
- R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26.** about seeking and giving permission (consent) in different situations
- R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and law
- L2.** to recognise there are human rights, that are there to protect everyone
- L3.** about the relationship between rights and responsibilities
- L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L6.** about the different groups that make up their community; what living in a community means

- L7.** to value the different contributions that people and groups make to the community
- L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- L11.** recognise ways in which the internet and social media can be used both positively and negatively
- L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13.** about some of the different ways information and data is shared and used online, including for commercial purposes
- L14.** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16.** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation