



## **BAFTA Kids Roadshow with Place2Be TV Presenting Masterclass: Activities**

BAFTA Kids and Place2Be launched a partnership during Children's Mental Health Week in 2017. Through a mixture of competitions, assemblies, masterclasses and interviews, the partnership aims to:

- Inspire discovery, strengthen critical skills and deepen engagement in film, television and games
- Champion children's creativity
- Showcase soft skills that are important for emotional wellbeing and career progression and teach important life skills through film, television and games
- Provide access to talent to raise awareness and provide positive and diverse role models
- Broaden the ambitions of young people and equip them with tools and information to pursue a career in film, television and games industries

A TV Presenting Masterclass is a key element of the BAFTA Kids Roadshow with Place2Be and incorporates important themes such as confidence, self-esteem and resilience. Whether your pupils have been part of the masterclass or not, you may wish to continue these concepts into the classroom and we've gathered together some ideas that you may like to try with your pupils.

To kick start any of the activity ideas below, you can play the short video clip from BAFTA Kids hosts, and stars of CBBC, Ben and Katie, in class. The video can be viewed on our 'BAFTA Kids Roadshow with Place2Be' hits the road webpage.

The video shows the presenters talking about the importance of having confidence and knowing your best qualities. It also highlights that it's a great skill to know your own strengths and all the things that make you unique and special.

## Activities for the classroom or group work



### 1. Pat on the back notes

Materials needed: post-it notes or paper and sellotape, pencils

- Explain that this activity is about sharing the things we like and admire about each other, focusing only on positive qualities.
- Spend a few minutes talking about what a positive quality is, and give examples of the positive qualities you like and admire in other people and why.
- Each child has pieces of paper (or post-it notes) fixed on their back.
- Encourage the group to move around the room writing positive short comments or words on each other's notes, about what they like and admire about them e.g. kind to others, bright smile, brilliant footballer, never gives up, a good friend etc.
- The children can read and keep their 'pat on the back' notes as a reminder of their qualities and strengths.

### 2. Personal strengths and qualities grids

Materials needed: paper/pens

This activity can be helpful for children who find it difficult to identify their own strengths or qualities.

- Using a five column grid, think with a child firstly about things that they enjoy or spend a lot of their time doing
- Next, discuss what strengths and qualities are linked to that activity, who knows about them, and how they could use them.

Example:

1. What do you enjoy? Playing football
  2. What skills and strengths do you use when you are doing this activity? Being part of a team, concentration, supporting and encouraging others.
  3. Who knows that about you?
  4. Who else should know?
  5. When might you be able to use these strengths and qualities in other situations?
- Children can make their own strengths and qualities grids, which they can add to over time.

### 3. Confidence and self-esteem collage

Materials needed: collage materials e.g. old magazines

- Explain that this activity is about thinking about our own strengths and what makes us unique.
- Talk to the children about things they might be good at *doing* – for example

### 4. Strengths and qualities dice

Materials needed: oversized dice

- Write different statements on each side of an oversized dice (see examples below).
- Children sit in small groups and take turns to roll the dice and answer the comments.

- sports, art, writing etc.
- Then talk to them about their ways of *being* – for example funny, friendly, kind, quirky etc.
- Ask the children to make a collage of their own strengths – with the 'doing' on the outside and the 'being' on the inside of an outline of themselves.
- Encourage them to contribute to each other's collages.
- Display or keep in a book/box and add to this over time.

- E.g. I am happiest when...
- Three things I like about myself are...
- Someone I admire is...
- One thing I'd like to do even better is...
- My favourite time of the day is...
- Something I like about the person sitting next to me is...

### 5. Create your own super hero

Materials needed: Art/craft materials

- Discuss the idea that we can often have difficult feelings and yet still manage to do incredible things.
- Good role modelling is important here. You can start by giving examples from your own life e.g. how nervous you were when you took your driving test – and yet you still turned up, or how worried you were about leading an assembly – and yet you still gave it a go.
- It is important to explain that this is NOT about denying difficult feelings. This is about acknowledging difficult feelings AND YET still giving things a go.
- Use the example of super-heroes/super-heroines and how they have ordinary lives and then are able to do extraordinary things when they turn into a super hero/heroine.
- Get the children to create their own super-hero/heroine – either as a model or drawing that they can carry with them. They can access their super-powers at any time and ask themselves "What would my super hero do?"
- If they are having difficulty, encourage them to talk to a trusted adult.

### 6. Encouraging a growth mindset

Materials needed: A story to illustrate a growth mindset (examples below).

- Explain the difference between a 'fixed' mindset and a 'growth mindset'
- In a fixed mindset, people believe their basic qualities like intelligence or talent are simply fixed traits, whereas in a growth mindset people believe that their most basic abilities can be developed through dedication and hard work:  
**[tinyurl.com/Mindsetonline](http://tinyurl.com/Mindsetonline)**
- Use a story to start discussions about growth mindset, or alternatively, choose one of your own:
  1. Rosie Revere, Engineer by Andre Beatty: **[tinyurl.com/RosieRevere](http://tinyurl.com/RosieRevere)**
  2. How to catch a star by Oliver Jeffers: **[tinyurl.com/CatchaStar](http://tinyurl.com/CatchaStar)**
  3. Everyone Can Learn To Ride A Bicycle by Chris Raschka
- Notice opportunities and examples of growth mindset in class throughout week. You could also write them down on a large speech bubble on the wall.

### 7. Exploring positive feelings

Materials needed: FINK Cards (optional), art/craft materials

- Talk as a group about the things that help you to feel brave, safe, calm, content, happy, hopeful etc.

### 8. Self-esteem journals

Materials needed: exercise books / worksheets

- Encourage the class to keep journals to record their personal efforts and achievements each day.

- Optional: you can use Place2Be's FINK Cards to facilitate this discussion
  - You could also explore these themes in creative ways e.g. through drawing; puppets; circle time.
  - Encourage the children to interview each other and ask adults in the school these questions too. You could record the answers and share the results!
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- For younger children or children who find it difficult to identify their achievements, it might be helpful to provide statements for them to complete, e.g.
  - **Monday**  
Something I did well...  
Something I tried really hard at...  
I felt proud when...