**Title: Developing Personal Power – Our ‘I CAN’ Part 1**

**Introduction to the Lesson**

This is the second in a series of 6 one-hour lessons written by consultant, Lucy Holbrook, which explore the concept of ‘power’ – power over, power to, power with and power within. The aim is to give learners a comprehensive Power Toolkit that includes an understanding of how to use their internal body resources to support that external process of non-violent social change. In this lesson learners explore personal power.

Please see the supporting document written by Lucy explaining the rationale for the lessons (Resource Sheet 72).

**Curriculum links:** RSHE, Citizenship, English, Drama, Expressive arts

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities’; ‘2f to resolve differences by looking at alternatives, making decisions and explaining choices’.

**Learning Outcomes:**

* To understand what Personal Power is and what it feels like on the inside.
* To understand how Feeling Safe helps us connect to our **I CAN.**
* Start to develop an understanding of how non-violent action starts with Personal Power.

**Concepts:**

Powerful

Power

Surrender/yielding

These concepts come from the work of Paul Linden- a specialist in body and movement awareness education, whose work focuses on the interplay between self-exploration and effective action (www.being-in-movement.com).

**Links to violence**:

When we don’t have power – the strength to execute something – we don’t really have a choice.

Power and surrender **–** we are taken over by the power of the other.

**Links to non-violence:**

Powerful – how we feel when we move; working from the inside or inner body realm; our ability to control our environment – both within us and around us (internal and external) – while we maintain safety to achieve our goals, wishes, dreams and needs

Power and yielding – we can go with… be sensitive to, curious about, empathic for the other so not taken over by them, but can engage with them.

**Key Vocabulary**:

Personal Power – I CAN

Awareness – self and others

Feeling Safe

Safe Place

Safety Continuum

Choice

Control

Time Limit

**Resources:**

Resource Sheet 73: Reference sheet: Some feelings facts & the safety continuum

Resource Sheet 74: Photos: Feelings photos

Resource Sheet 75: Blank pretend person

Resource Sheet 76: Example pretend person

Resource Sheet 77: Script: safe place visualisation

Resource Sheet 78: Personal power I CAN toolkit images

Resource Sheet 79: Physical and emotional feelings sheet

Resource Sheet 80: Feelings wheel (optional)

As background to the theme of Personal Power for teachers: Kiran Bir Sethi TED talk: <https://www.ted.com/talks/kiran_sethi_kids_take_charge?language=en>

1. **Starter activity**

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| **Activity** | **Time** |
| 1. Introduce this lesson as one of two lessons exploring Personal Power and   Creating Personal Power Toolkits.  Hand out or project Personal Power quote: ‘Personal power is the ability to take action’ by Tony Robbins, for the learners to discuss in pairs/table groups/as a class (depending on their age and capability) asking them to consider what they think ‘personal’ and ‘power,’ mean. | 5 mins. |
| 1. Discuss their feedback as a whole class and then ask them if they agree that   another way of saying what personal power means is ‘Our own ability to act or I CAN’? | 10 mins. |

1. **Main activity**

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| **Activity** | **Time** |
| 1. Explain that the rest of this lesson and the next lesson will be spent exploring what I CAN means in terms of our feeling, thinking as well as behaviour; and they are going to be building their Personal Power Toolkit.   Feelings: show class selection of RS74 Feelings Photos (and on PowerPoint) and ask what the person in the photo is feeling? How do they know? (body language; imagining volume and tone of voice; similar personal experience).  Then ask what they felt when they woke up today? Arriving at school? At break? Before lunch? And again how do they know what they feel? (feel it inside; body sensations).  Ask ‘Can we feel more than one feeling at a time?’ Ask for examples…  (yes… masking one feeling with another? E.g. laughter to hide embarrassment; anger to hide fear or sadness; etc.)  Move on to create a Feelings Continuum labelled with ‘Comfortable’ at one end and ‘Uncomfortable’ at the other. This continuum represents how comfortable/uncomfortable different feelings are to experience. Choose a range of feelings from either the Physical and Emotional Feelings or Feelings Wheel Documents (RS79 and RS80) and ask learners how comfortable or uncomfortable each one is for them to experience - i.e. where would they place it on the Feelings Continuum? With older children you may like to ask them to name their own feelings.  Stress that there is no ‘right’ or ‘wrong’ in this as we are all individual, so can experience the same feeling differently. It may also differ in us depending on the context and who we are with.  Summarise feelings input:   * That we experience feelings on the inside and they show on the outside. * We can feel several feelings at once. * We can mask one feeling with another; this can be OK in short term to get us through, but typically not good long term … may lead to mental health issues. * Some feelings are more comfortable to experience than others. * We don’t all experience the same feeling in the same way. | 5 mins. |
| 1. **Pretend (Fictional) Person Activity:** Have learners draw (not write the words) on the image of blank person RS75 all thedifferent ways they can think of that their bodies give them messages about what they are feeling.   NB this can be done as individual, paired, small group or whole class activity.  Sum up by explaining that all these sensations that we get in our body are called our EARLY WARNING SIGNS (EWS). Explain that feelings are just feelings - they are what make us human and ALL feelings are normal although we find some comfortable and some uncomfortable to feel.  Feelings are simply helpful messages from our body about what’s going on inside us, so it’s a useful thing to pay attention and notice what we are feeling and learn the names for all the different feelings we have. (May be helpful to show image of RS80 Feelings Wheel here to illustrate how many different feelings we can have).  Also stress that we feel what we feel – no one makes us feel anything as our feelings belong to us – and we can choose how to respond to our feelings. | 10 mins. |
| 1. **The Safety Continuum:** Introduce the idea of the safety continuum by   explaining that everything we do, we feel more or less safe about it and we can think about this by using the image of a continuum of safety with **Feeling Safe** at one end and **Feeing Unsafe** at the other end. Also share that when we feel safe we can be at our best – we can think clearly, we can learn and we can use our personal power in positive ways.  **NB ensure that you make it clear that you are talking about FEELING safe, not being safe. Feeling safe is our internal reality that we can control or learn to control; being safe is about our environment which we may not always be able to control.**  Ask the learners what feeling safe feels like on the inside for them? You may like to show them images of activities or places or things that typically we feel safe with – e.g. baby with a mother, a teddy, our bedroom – remembering this will be different for everyone.  **Safe Place Activity:** Visualisation (RS77) that invites learners to imagine their own special safe place – to give them a personal reference point for what they feel like inside when they feel safe.  **NB** Be aware if any children have experienced Adverse Childhood Experiences (ACEs) - they may never have felt safe and this activity may feel difficult or impossible for them. You can deal with this by explaining not everyone likes visualisation, so they don’t have to do the activity; reassure them they are not ‘wrong’, rather it is the ‘wrong’ activity for them.  Summarise learning to this point: (can use RS73 Feelings Fact sheet for reference here).   * We know what feeling safe feels like and feeling unsafe is when we have lots of EWS going on in our body. | 7 mins. |
| 1. **Learning is at the edge of our Comfort Zone:**   Ask the learners if they think it is good to feel totally safe all of the time. Does it help us learn or try new things?  What do we do when we want to learn something new? i.e. we’ve not done it before so it’s unfamiliar, we’re unsure how to do it, we need some way of dealing with all the feelings we might be feeling.  Return to your image of Safety Continuum and introduce idea of Fun to Feel Scared activities (FTFS). Ask learners for some examples, e.g. rollercoaster, scary movie, holding a snake, etc. Anything where feeling a little bit scared is fun, exciting and makes us giggle or laugh (‘butterflies’ type excitement), rather than overwhelms us.  Then introduce idea of Risking on Purpose (ROP) activities. Ask learners for some examples? E.g. going to dentist, entering a competition, going to Outdoor Ed centre.  Ask what might be the difference between FTFS and ROP activities?  Can link to case studies here.  *(It links to the amount of and intensity of our EWS; ROP is as the words suggest – there is a purpose to our risking, we want the outcome, even if we have to stretch our comfort zone to achieve it.)*  Ask the learners if they can think of what might help them stay away from Feeling Unsafe? There are three things that typically help us feel safe or safe enough to risk on purpose – Choice, Control and Time Limit (knowing how long something will last – think rollercoaster ride).  Create a Safety Continuum on the wall or floor of the classroom with enough space for the learners to get up and physically move along it. Give them some examples of different activities and ask them where they would be on the Safety Continuum if they were doing those activities.   1. Going to the dentist. 2. Playing in the playground/ break time in school. 3. Doing an exam. 4. Learning something new for the first time. 5. Playing football. 6. Going to the beach. 7. Seeing a large snake. 8. Holding a large snake. 9. Having an injection. 10. Eating ice cream.   (See example on Slide 27 in PowerPoint for this lesson)  Draw attention to the fact that everyone feels differently about the same activities – what is fun for someone is a risk on purpose for someone else etc.  Also reinforce the fact that the safety continuum is dynamic: how safe we feel is not fixed - we are moving along the continuum in both directions all the time. Factors such as our mood, who we are with, our confidence etc. might change where we would place ourselves. And of course, the more we practice something, the better and more confident we get and therefore feel safer. | 15 mins. |

1. **Reflection**

Share those elements for Personal Power toolkit covered in this lesson (RS78) and ask learners for their reflections on them. Remind them that personal power starts on the inside and feeling safe increases ourpersonal power. Finish the lesson by asking the learners to stand up and find a bit of space, then to think of a time they did something that they are proud of – where they used their personal power. Can they use their body to show what that personal power felt like from the inside? E.g. they may stand up tall and straight; they may put their arms in the air; they may smile or laugh; they may clap etc.

1. **Suggested follow-up activities**

**1. Differentiating Physical and Emotional Feelings** (10-15 mins) (RS79)

We have two different types of feelings – does anybody know what they are? If not, say they are physical and emotional feelings; ask if anyone knows what might be the difference between them?

Physical ones relate to one of our five senses e.g. – hot, cold, hungry, wet, sweaty, and achy.

Other feelings are called emotional feelings e.g. – happy, sad, angry, hurt and safe. Sometimes they go together – if we feel angry we get body sensations like clenched fists or tight jaw.

Handout RS79 Physical and Emotional Feelings sheet and ask learners to have a look and the different feelings and decide which they are. Tell them that some can be both e.g. irritated/nauseous.

This can be done alone if it would be helpful to get a sense of how well learners are tuned into their feelings and bodily sensations. If this is less relevant, they can do the activity in pairs or small groups.

**2. Shaking off our Feelings Activity** (30 mins)

This illustrates that we use our body to change how we feel – we don’t need to be stuck or overwhelmed by one feeling. They come and they go.

Explain that emotional feelings are our energy-in-motion and this activity is about being curious about their experience and increasing their self-awareness of what different feelings feel like for them on the inside. It is also a way to show them that our emotions move through us … they have a natural cycle a bit like waves…. our sensations start small, grow bigger and then get smaller again until they’ve gone and we experience the next emotion wave. And if we feel an emotion is getting stuck in us, if we move that can shift the emotion.

You will need a large space for this activity like a hall or outdoors if it is fine weather.

If you can, find four cushions and find a way to colour label them in four colours

Red = Joy

White = Sad

Green = Anger

Blue = Fear

NB including cushions for Disgust and Surprise can extend this activity.

Divide the class into four groups; the aim is to circulate around all four emotion cushions and for each one to find as many different ways as they can to show that emotion with their whole body (and not talking). Give them approximately between 30-60 seconds at each emotion cushion.

In moving between emotion cushions get each group of children to STOP halfway between cushions. This is the ‘SHAKE OFF STATION’. Each time they stop at the Shake Off Station they take three big breaths in and out and shake their body as if they are shaking off what they have just been showing.

FEEDBACK:

When each group has had the chance to show all four emotions invite them to discuss in their groups/threes/pairs the following:

* *Which emotion felt most comfortable?*
* *Which emotion felt most uncomfortable?*
* *Who found it easy to change from one emotional feeling to the next?*
* *Were any emotions harder to Shake-Off?*

Stress that there is no right or wrong answer in this activity.

If you found it easy to change from one to another that’s a good thing because what you have learnt from that exercise is that you don’t need to be stuck or overwhelmed by one emotional feeling – you can ‘shake it off’ just like you did in the exercise. By shaking you are moving the energy inside you and shifting it.

How might this be helpful for you….?