



## YOURSELF RATIONALE

Each child and young person develops a sense of who they are as a person. In essence their own identity, who they believe themselves to be. Identity formation is based on the child's experiences, interpretation of those experiences, other's reactions to the child and the significant role models the child identifies with. Each child and young person in school, will have a different life experience and journey, affecting the nature of their own sense of self and their resilience during this pandemic. Therefore identifying those potentially vulnerable students, who may lack resilience and be more vulnerable to questioning their own identity and self-efficacy as this time will be essential.

The Anna Freud website has a section on Early Years with information and resources linked to transition and how to support this age range.

<https://www.annafreud.org/early-years/early-years-in-mind/>

## TIPS

- From a humanistic perspective, according to Maslow's Hierarchy of needs, a person's basic needs of physiological health and safety need to be met, prior to higher level needs of belonging, esteem and Self-Actualisation can be achieved. At the current time, following clear safety guidelines, risk assessments and protocols and providing clear, reliable and factual information about health and safety issues to children in a developmental appropriate way can help pave the way for them to focus on their own development as a persona and individual continuing to achieve and progress
- A positive self-image and self-perception can also act as a protective factor or 'buffer' against negative feedback and experiences. Promoting positive self-perceptions, including self-belief, self-esteem and self-worth, can have a positive effect on behaviour and development (Cameron & Maginn 2009).
- Undertake work with children around themselves and their sense of self to include activities such as: self- portraits; playdough modelling; things I like; my favourite things; when I feel sad; when I feel happy etc

## FURTHER WORK

Observe and monitor children who find it challenging to identify emotions especially if this has changed. Provide alternative methods to enable children to talk about themselves e.g through story or favourite characters





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