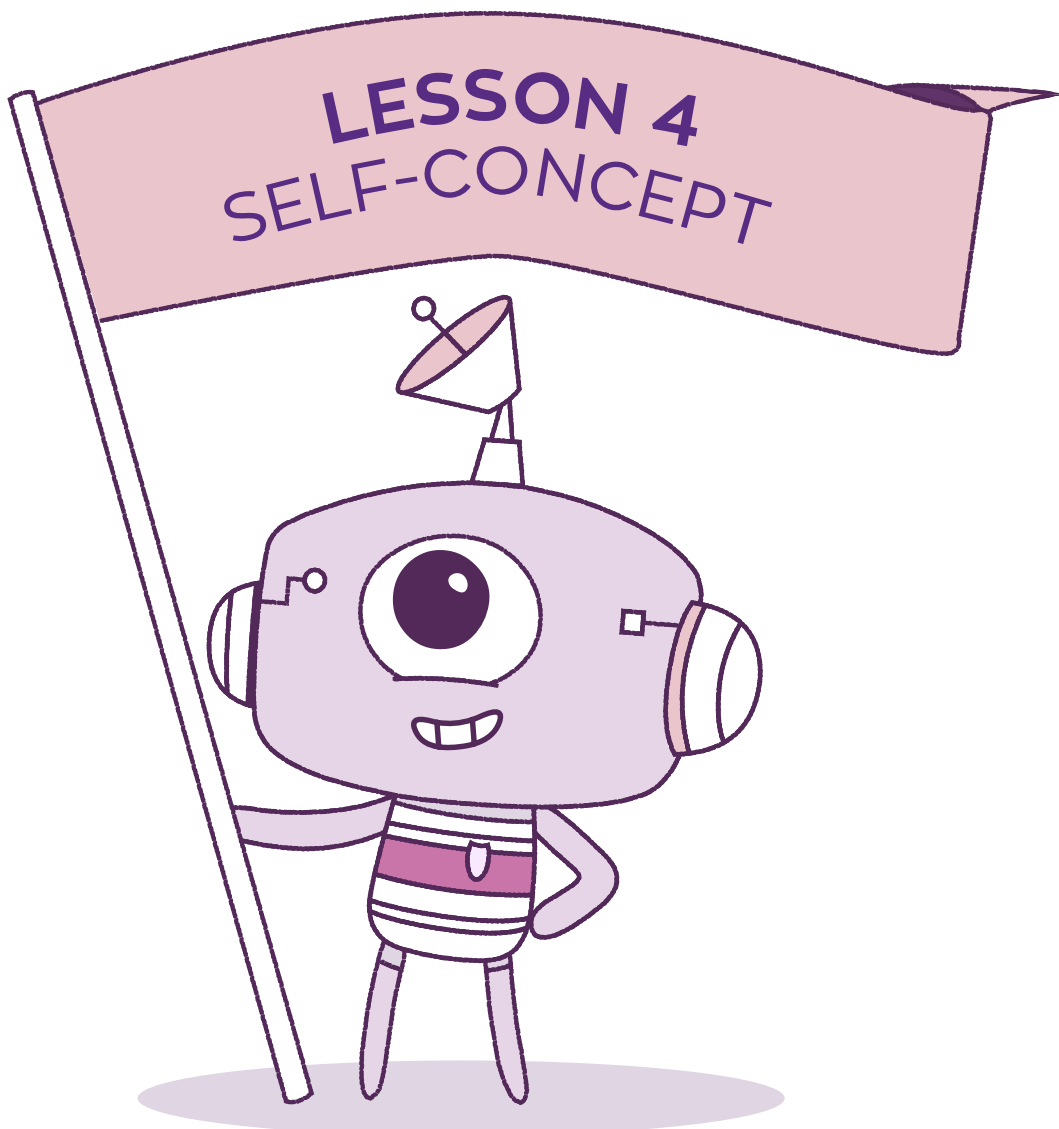




BIG TALKS for Little people



LESSON 4 - SELF-CONCEPT

LESSON AIMS

In Lesson 4 we will learn about self-concept.

EQUIPMENT REQUIRED

Digital animation : “Diving Board”.

General Stationery: For drawing and writing.

Printout: Cloud Work Sheet.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Discuss fear.

PART 3: Watch the animation “Diving Board”.

PART 4: Cloud printout activity.

PART 5: Ideas board activity.

TEACHER NOTES

Having begun developing awareness of emotions and feelings in previous lesson, this lesson aims to further students’ self-awareness of identity and experience incorporating the notion of self-concept. In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will:

Explore personal and social factors and refine skills that support and contribute to their identities and emotional responses in various situations.

Identities and change:

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01).

In addition, this promotes learning of AC HPE General capabilities, specifically ‘Personal and social capability’, ensuring that students can: Explain influences on personal qualities and how these contribute to personal growth. (AC9HP4P01 GC/CCP)

Underpinning these developing skills requires learning and skill development in self-awareness (requiring personal awareness) and self-management (entailing goal setting, perseverance, and adaptability) (AC9HP4P01 GC/CCP).

Using the ‘Diving Board’ animation, lesson 4 reiterates prior learning of self-awareness into a more globally comprehensive self-concept. Both lessons require students to draw upon their empathy, and recognition of personal challenges to prepare strategies and goals and develop interpersonal resilience.

Please read the recommended Teacher Sheet: ‘Interoception’, located on the ‘Big Talks’... website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about exclusion and relationships.

PART 2: DISCUSS THE CONCEPT OF ‘FEAR’

Begin the lesson by gathering students together to facilitate a discussion on the experience of ‘fear’. Prompt: It may be useful for the teacher to volunteer a mild personal fear, e.g. a fear of heights, providing context for discussing fear, while also demonstrating courage in sharing, which may present as a vulnerable experience for some students.

Invite students to consider their own experiences of fear and associated emotions: apprehension, nervousness, anxiety, avoidance etc. Where appropriate, invite students to discuss some shared and common fears.

PART 2: CURRICULUM LINKS

Personal, social and community health - Identities and change.

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01).

Elaboration (Literacy: reading and viewing)

Students explain how characters in stories overcome challenge and adversity and achieve success in different ways.

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PART 3: WATCH THE ANIMATION: DIVING BOARD

Following this, show students the short animation 'Diving Board'. Check for comprehension, students may want to replay the animation a second time. Ask students what they see happening in the animation, considering all characters in the frame (the Peeps and Feels).

Discuss how the Peeps and their Feels corresponded in this encounter, demonstrating how feelings, even when experienced with intensity, do not necessarily dictate the decision made by the Peep in their actions.

Ask students how the actions of the Peep might make them feel about themselves (e.g. proud, brave, confident, resilient, relief, satisfaction).

Prompt: Ask students to consider the other Peeps in the video: is there something they could have done in this encounter to assist their friend?

Bring students attention back to the animation, pausing the clip when the Peep's Feels try to stop them from diving, thus producing an alternative outcome.

Prompt: Ask students what would have happened if the Peep's Feels had stopped them from diving? How would they have felt after? How would they have felt about themselves? Would the Peep try again, or think they were too afraid to be able to dive?

PART 3: CURRICULUM LINKS

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts. (AC9HP4P01).

Elaboration (Literacy: speaking and listening: interacting)

Students discuss how overcoming challenge or adversity together can unite a group of diverse people.

Learning progression extract

- Students interact to extend and elaborate ideas in a discussion (e.g. provides an additional example).
- Students presents simple ideas clearly in group situations.
- Students actively encourage or support other speakers.
- Students show awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- Students use language to initiate interactions in a small group situation (e.g. "I have an idea").

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PART 4: CLOUD PRINTOUT ACTIVITY

Give each student a cloud task work sheet.

In one of the clouds, students write a time that they felt afraid or nervous but experienced a positive or neutral outcome. In the second, have them describe a challenge or fear they have not yet faced or conquered.

When students have completed the clouds, have them draw and add their own Feels to both scenarios described. This will be elaborated on in the next lesson. Collect student worksheets for use in lesson 5.

PART 4: CURRICULUM LINKS

Personal, social and community health - Identities and change.

Students investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts. (AC9HP4P01).

PART 5: IDEAS BOARD ACTIVITY

Ask students to create an ideas board with the strategies they use to manage emotions.

Discuss with students how and why emotions can vary.

PART 5: CURRICULUM LINKS

Students explain how and why emotional responses can vary and practise strategies to manage their emotions. (AC9HP4P06).

TEACHER CHECKLIST

- ☐ Have you completed the relevant activities and shown the digital animation?