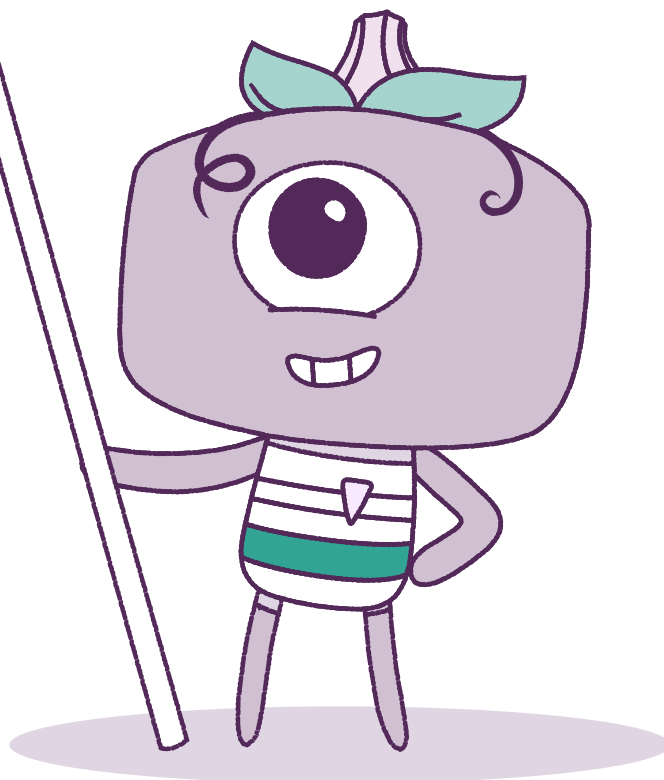




BIG TALKS for Little people

LESSON 5 SELF-CONCEPT



LESSON 5 - SELF-CONCEPT

LESSON AIMS

Understand more about self-concept.

EQUIPMENT REQUIRED

General Stationery: For drawing and writing.

Digital animation: “Diving Board” animation.

Printout: Cloud printout (from last week)

Printout: Monsters on the Boat

Printout: Self-concept

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Cloud printout review.

PART 3: Monsters on the Boat printout.

PART 4: Self-concept printout.

PART 5: Class Discussion.

TEACHER NOTES

Having begun developing awareness of emotions and feelings in previous lessons, this lesson aims to further students’ self-awareness and self-concept through understanding their feelings, why they experience them, and what they can do to manage strategies for challenging feelings.

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).

Additionally, this learning connects to the content description, whereby students:

Explain how and why emotional responses can vary

and practise strategies to manage their emotions (AC9HP4P06).

And also:

Investigate and apply behaviours that contribute to their own and others’ health, safety, relationships, and wellbeing (AC9HP4P10).

These learnings correlate also to AC HPE General capabilities, skill development in self-awareness (requiring personal awareness) and self-management (entailing goal setting, perseverance, and adaptability). (AC9HP4P01 GC/CCP).

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

Developing not only self-concept but also confidence, bravery, and esteem are core focuses of lessons 4 and 5. The short story ‘Monsters on the Boat’ is adapted from the works of Dr. Russ Harris*.

The animation ‘Diving Board’ proposes to students a seemingly difficult action: perseverance in that face of extreme fear. Recognition of the feeling using metacognitive processes holds great power for students to experience a strong emotion or feeling and decide to choose a behaviour or action that opposes that feeling. Dissonance between behaviour and feeling requires great courage and strength in resilience, which is the intention for this lesson in alignment with the developing self-concept.

*Harris, R., & Hayes, S. C. (2019). ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy (2nd ed.). New Harbinger Publications.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about self-concept and rewatch the ‘Diving Board’ animation.

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PART 2: CLOUD PRINTOUT REVIEW

Begin lesson by asking students to collect their work from the last lesson (LP 4 printout). Having assessed both the work and also considering the goals students made, have students take some time to make changes to their work, focusing on the 'future challenge to overcome' in the second cloud.

Give students back their cloud worksheet from the previous lesson, referring specifically to the 'challenge' they depicted in their second cloud. (delete this statement as mentioned)

Prompt: Have students compare the Feels in the 'Diving Board' animation to the monsters described in the story. Ask students what qualities they think the Peep needed to be able to jump off the board.

PART 2: CURRICULUM LINKS

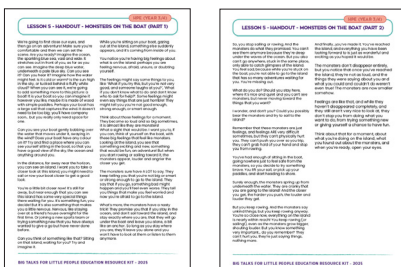
Personal, social and community health – Identities and change (AC9HP4P01).

Continuum extract:

Demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure.

PART 3: MONSTERS ON THE BOAT PRINTOUT

Regroup students together where they can sit comfortably, access LP 5 printout 'Monsters on the boat'.



Read the short story to students, ensuring it is slowly paced so that students can envisage the visualisations prompted within the story. Invite students to share what they imagined in the story. This can be done as a whole class or in small groups.

Prompt: to gauge comprehension, rewatch 'Diving Board'. Have students compare the Feels in the animation to the monsters described in the story.

Ask students what qualities they think the Peep needed to have to dive.

Questions to ask: How would you describe the Peep?

PART 3: CURRICULUM LINKS

Personal, social and community health – Interacting with others.

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

General capability:

Personal and social capability: Self-management: Emotional regulation.

Elaboration:

Students analyse scenarios and identifying possible triggers and warning signs to predict emotional responses.

Continuum Extract:

Manage and moderate emotions in familiar contexts, using provided strategies.

Personal, social and community health: Making healthy and safe choices.

Students learn to: investigate and apply behaviours that contribute to their own and others' health, safety, relationships, and wellbeing. (AC9HP4P10).

Elaboration:

Students practise strategies for enhancing mental wellbeing such as positive self-talk, mindfulness, and meditation.

General capability:

Critical and Creative Thinking: Analysing: Interpret concepts and problems.

Continuum Extract:

Identify and prioritise significant elements and relationships within a concept or problem.

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PART 4: SELF-CONCEPT PRINTOUT

Give each student a Peep 'self-concept' task sheet.

This task sheet allows students to add physical attribute details to the Peep that represents them, but the remaining space on the page is left for internal qualities and attributes for students to write and depict.

Lesson summary: On the back of their self-concept sheet, have students write a commitment statement to themselves about facing their challenge, drawing confidence from their personal attributes.

PART 4: CURRICULUM LINKS

Personal, social and community health: Making healthy and safe choices.

Students learn to: investigate and apply behaviours that contribute to their own and others' health, safety, relationships, and wellbeing. (AC9HP4P10).

Elaboration:

Students practise strategies for enhancing mental wellbeing such as positive self-talk, mindfulness, and meditation.

PART 5: CLASS DISCUSSION

Discuss with students how strategies to manage our emotions support the health and safety of yourself, others, and community.

Ask students, what impacts these strategies to prevent you sometimes from using these strategies?

How can you overcome these challenges?

PART 5: CURRICULUM LINKS

Students learn to:

Investigate and apply behaviours that contribute to their own and others' health, safety, relationships, and wellbeing. (AC9HP4P10).

TEACHER CHECKLIST

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