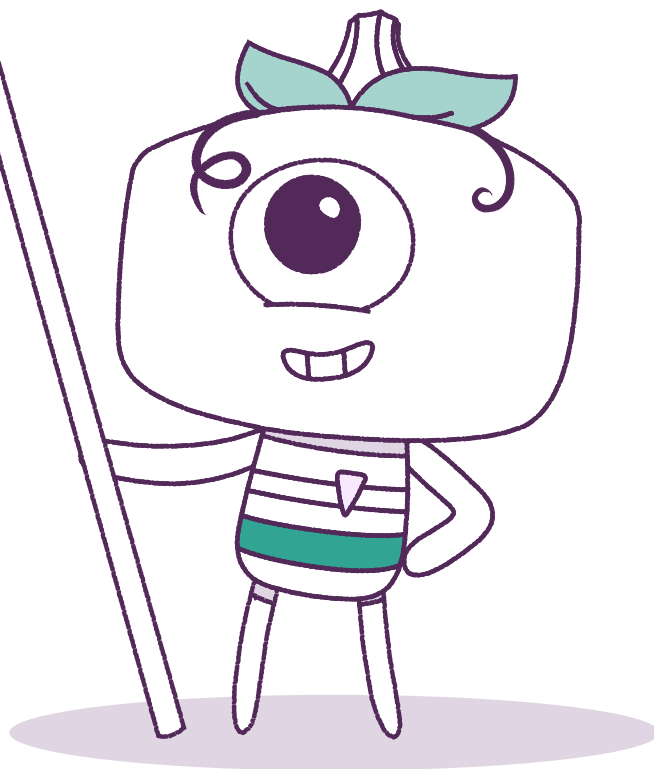




BIG TALKS

for Little people



LESSON 5 - SELF CONCEPT

LESSON AIMS

Understand what self-concept is. Learn about being proud and responsible.

EQUIPMENT REQUIRED

Digital animation: *"Diving Board Animation"*.

Digital animation: *"Under a Cloud Animation"*.

Work books for group work and tools to write with.

A number of different magazines, scissors, and glue and/or tape.

Handout: *"Awesome"* adjective list.

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Watch the digital animation *"Diving Board Animation."*

PART 3: Watch the digital animation *"Under a Cloud Animation."*

PART 4: Self-concept activities.

COPING STRATEGY

Be proud and responsible.

(Write up on whiteboard).

EDUCATOR NOTES

The *"Student Wellbeing Hub"* (link below) has a considerable array of resources including youtube clips, games, discussion starters focused on self concept.

<https://studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms#/>

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about resilience.

PART 2: WATCH ANIMATION: DIVING BOARD ANIMATION

Play the *"Diving Board Animation"*.

Teacher could discuss student feelings and ideas about the animation. Help students identify the emotions shown by the "peep". What feelings are being shown by the "feel"? How do the emotions and feelings help shape a person's self-concept?

Ask the students about a time when they felt too scared to do something. What emotions did they experience? Did the experience change them?

PART 3: WATCH ANIMATION: UNDER A CLOUD ANIMATION

Play the *"Under a Cloud"* animation. Discuss:

- What do you think is happening here?
- How might the peep be feeling?
- What do you think happens next? What would you say to Pan?

LESSON 5 - SELF CONCEPT

PART4: SELF CONCEPT ACTIVITIES

Group activity – choose any of the following.

- **Create a “Me” commercial**

Working in groups, have students help each other write a one minute television commercial about themselves. The topic is why someone should hire her/him. The commercial depicts the student’s special qualities. Optional: after they work on these, the students present their commercials in small groups.

- **Design a self-brand**

You may introduce the idea of “self-brand” asking students to identify a “brand” such as Nike and the intention behind companies having a “brand name” (e.g. excellence, quality, reliability, competitiveness). Students could then be asked to quickly identify a “brand” that best represents them. Self brand collage (If time permits). Working in their groups, students will use pictures, words, or symbols clipped from magazines to represent their traits or things they enjoy doing, places they’ve been, people they admire, or careers they desire. With all these things students create a collage . If time permits they then present and explain their “brand” to their group.

Time required: 20 minutes.

Sentence stem:

Have students complete and illustrate: “*I am unique because...*” List 5 things that make the student who they are.

Ranking traits (see “Awesome Adjective” list):

- Ask students to rip a piece of paper into ten strips.
- On each they write a word or phrase that describes themselves (use the “awesome adjective” list). Assure students that no one will see what they have written, so a student can be extremely honest.
- Then the student arranges the traits in order from what she/he most likes about her/himself to what is least liked.
- When done the teacher asks, “Now look at each trait. Do you want to keep it? Now give up one trait. How does the lack of that affect you? Now give up another. Give up three. Now what kind of person are you?”.
- After giving up six of the qualities, have students regain the traits one by one. There may be some tension as students decide which traits they will give up.
- After the lesson, have students write in their workbook what they kept and what they learned about themselves from the experience.

CONCLUDING ACTIVITY

Student work notes: Ask the students to record the major points from the lesson – e.g. self concept, self brand.

TEACHER CHECKLIST

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

LESSON 5 - RESOURCES

AWESOME ADJECTIVES

Adaptable	Determined	Humorous	Quick-witted
Adventurous	Diligent	Imaginative	Quiet
Affable	Diplomatic	Impartial	Rational
Affectionate	Discreet	Independent	Reliable
Agreeable	Dynamic	Intellectual	Reserved
Ambitious	Easy going	Intelligent	Resourceful
Amiable	Emotional	Intuitive	Romantic
Amicable	Energetic	Inventive	Self-confident
Amusing	Enthusiastic	Kind	Sensible
Brave	Exuberant	Loving	Sensitive
Bright	Fair-minded	Loyal	Shy
Broad-Minded	Faithful	Neat	Sincere
Calm	Fearless	Nice	Sociable
Careful	Forceful	Optimistic	Straightforward
Charming	Frank	Passionate	Sympathetic
Communicative	Friendly	Patient	Terrific
Compassionate	Funny	Persistent	Thoughtful
Conscientious	Generous	Pioneering	Tidy
Considerate	Gentle	Philosophical	Tough
Convivial	Good	Placid	Understanding
Courageous	Gregarious	Polite	Versatile
Courteous	Hard-working	Powerful	Warm-hearted
Creative	Helpful	Practical	Wiling
Decisive	Honest	Pro-active	Witty