

4 Self Concept

Aim: To explore accurate self-awareness and effective self-development.

Sub-theme 1

What Kind of Person Am I?

Teaching Activity 1

Who Am I?

Sub-theme 2

What has Brought Me to this Point?

Teaching Activity 2

Life's Journey

Sub-theme 3

Where am I Going?
Hopes and Aspirations for the Future

Teaching Activity 3

Life is What Happens When We're Making Other Plans

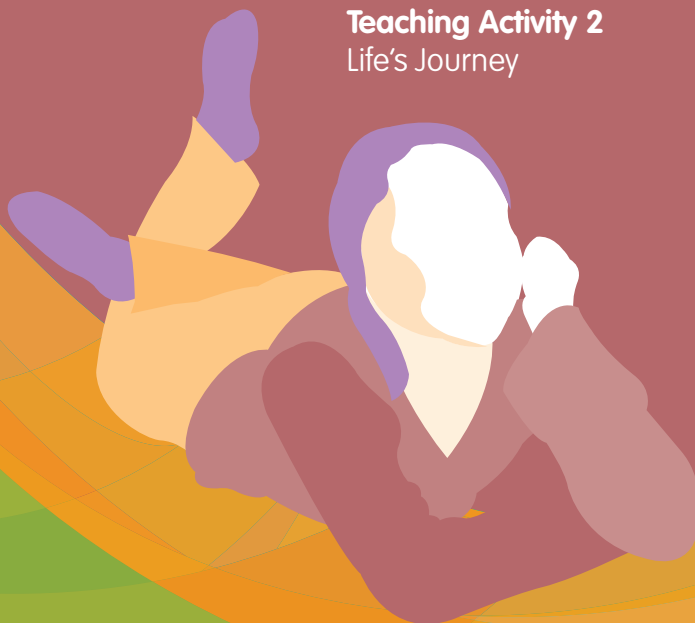
Sub-theme 4

What Develops and Influences Self-esteem, Security, Significance and Self-worth?

Teaching Activity 4

A Day in My Life

Resources



4 Self Concept

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To explore accurate self-awareness and effective self-development.

Sub-theme 1

What Kind of a Person Am I?

Teaching Activity 1

Who Am I?



Learning Intentions

Pupils are learning:

- to develop a fuller picture of their whole selves;
- to recognise and value that they are unique;
- to be aware of personal strengths, limitations and interests by completing the resource on self-reflection.



Opportunity for AFL Sharing learning intentions and success criteria



Skills and Capabilities

- **Self Management:** be aware of personal strengths, limitations and interests by completing the resource related to self-reflection;
- **Communication.**



Learning Experiences

- Ongoing reflection
- Challenging and engaging
- Offering choice



Attitudes and Dispositions

- Self-belief - Optimism
- Pragmatism
- Self-respect



Resources

- 'Who Am I?' (Resource 1a-b)
- Large sheets of paper and pens
- Blank statement cards and blue-tack

Methodologies

- Individual reflection
- Debate and discussion
- Collaborative thinking

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Sub-theme 1

What Kind of a Person Am I?

Teaching Activity 1

Who Am I?

Teaching Notes

This activity aims to lead the pupils through the reflective process to enable them to come to an overall picture of their own uniqueness and that of others.

Activity 1.1

- a** Start with pupils in a circle and do a 'change seats' activity. For example:
- swap seats if you have curly hair
 - swap seats if you have more than two siblings
 - swap seats if you live in...
 - swap seats if you're feeling tired today
 - swap seats if your favourite subject is...
 - swap seats if you think that ties should be banned
 - swap seats if you think boys are louder than girls
 - swap seats if you go to church etc

Try to include questions about the physical, relational, community, feelings, learning, thinking, values and beliefs. This will set the scene for pupils to reflect on what makes them similar and different to others.

- b** Individual reflection using 'Who Am I?' (Resource 1a-b). Encourage students to add their own language if they wish to. Give the class a chance to comment and reflect on this exercise as a group.

Activity 1.2

This activity is to highlight something that makes them a unique individual.

- Pupils create a body map silhouette by drawing round a pupil on a large sheet of paper.
- Pupils are each given a card. On one side they write their name and on the other a unique fact about them selves.
- The teacher sticks each card onto the body map with the names hidden.
- Pupils take turns to remove a card (not their own) read it aloud and the rest of the class try to guess who the fact is about.
- Emphasise how this activity reveals the varied and interesting nature of the class and people in general.

Pupils record some of the unique information they have identified about themselves during the activities in their personal journal. How does this make them feel about themselves?



Opportunity for AfL

Pupil reflection and self evaluation

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To explore accurate self-awareness and effective self-development.

Sub-theme 2

What has Brought Me to this Point?

Teaching Activity 2

Life's Journey



Learning Intentions

Pupils are learning:

- to explore how their personalities, families, school and community have shaped them in becoming who they are;
- to use a range of methods for collating, recording and representing information when doing independent 'Life Journey' work;
- to value other people's ideas, to stimulate own thinking by listening to and reflecting on the impact of life events on famous people.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Managing Information: use a range of methods for collating, recording and representing information when doing independent 'Life Journey' work;
- Being Creative; value other people's ideas to stimulate own thinking by listening to and reflecting on the impact of life events on famous people;
- Communication;
- Using ICT.



Learning Experiences

- On going reflection
- Challenging and engaging
- Media rich



Attitudes and Dispositions

- Personal responsibility
- Self-reflection
- Integrity - moral courage



Resources

- Teacher models researched example
- Range of art materials
- Access to a variety of IT/media resources
- 'If' (Resource 2)
- 'My Life Journey' (Resource 3)

Methodologies

- Demonstration/ modelling
- Hands on practical work
- Reflective thinking

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Sub-theme 2

What has Brought Me to this Point?

Teaching Activity 2

Life's Journey

Teaching Notes

This activity helps to explore the internal and external influences that shapes the development of individuals. It is a celebration of the individual uniqueness of us all. However, it is important to acknowledge the difficult and sad events that influence the person, as well as the positive ones, as all experiences leave their imprint on our attitudes and dispositions. Sometimes, sad or difficult times actually lead to the greatest learning and personal development.

Activity 2.1

This activity gives pupils an opportunity to see what influenced the life of someone famous. Remember that all experiences, both wonderful and difficult, shape who we are and the teacher could highlight this within the life story of the person they are considering. The poem, 'If' (Resource 2) by Rudyard Kipling could also be referred to here:

'If you can meet with Triumph and Disaster
And treat those two impostors just the same'.

It is often a person's attitude, more than what actually happens to them, that determines success in life.

Key influences could come from:

- the place where someone was born
- the behaviour of their parents
- the status/wealth of the family
- any form of prejudice
- incidences of exclusion from a group
- a mentor or caring person
- 'lucky breaks'
- the person's attitude to life at different stages
- their personal relationships

Excellent websites for biographical information are:

www.biographies.com

www.libraryspot.com/biographies

There are various ways to approach this activity:

- The teacher talks through the life story of a famous person, highlighting where various influences came from, eg: personality, family, school/job, community.

- Distribute a copy of the life story of someone famous amongst the class. The pupils then read through the piece, noting where an event or person had a significant influence on the person, and why.
- Explain different ways of recording a life story, using the information on the sheet 'My Life Journey' (Resource 3). Pupils choose one of these methods to map the influences on the life of the famous person being considered.

Activity 2.2

Explain that the pupils are going to do some independent work about their life journey so far and the influences on them. Decide on the best approach to this for your class. The sheet 'My Life Journey' (Resource 3) can be used to help pupils plan their piece of work. Pupils choose the most appropriate presentation method to represent their own life story.



Opportunity for AfL Formative feedback

Final representations may be presented to the rest of the class and displayed in class or corridors



Opportunity for AfL Pupil reflection and assessment

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Sub-theme 3

Where am I Going? Hopes and Aspirations for the Future

Teaching Activity 3

Life is What Happens When We're Making Other Plans



Learning Intentions

Pupils are learning:

- to identify some hopes and aspirations for the future and how they might be achieved;
- to understand that sometimes, plans and ambitions need to be re-evaluated;
- to set personal targets and review them through evaluation of previous personal goals.



Opportunity for AFL Sharing learning intentions and success criteria



Skills and Capabilities

- Self Management: set personal targets and review them through evaluation of previous personal goals
- Communication.



Learning Experiences

- Relevant and enjoyable
- Ongoing reflection
- Challenging and engaging
- Investigating and problem solving
- Skills integrated



Attitudes and Dispositions

- Self belief - optimism
- Pragmatism
- Openness to new ideas
- Flexibility
- Commitment
- Determination
- Resourcefulness
- Moral courage

Resources

- 'Stepping Stones' (Resource 4) - (to be enlarged up to A3)
- Brick wall to represent hope wall created on display board.
- 'Scenario Cards' (Resource 5)
- Blank cards

Methodologies

- Individual reflection
- Visualisation
- Collaborative thinking
- Small group work
- Role-play
- Class discussion



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Sub-theme 3

Where am I Going? Hopes and Aspirations for the Future

Teaching Activity 3

Life is What Happens When We're Making Other Plans

Teaching Notes

We want pupils to think creatively but realistically about their short and long term goals and aspirations and explore the processes involved in realising these. This links with work covered in 'Managing Influences and Making Decisions'.

Activity 3.1

- a With the help of the pupils, create a wall display using coloured paper and black marker pens or strips of black paper. Pupils think of a single hope or aspiration for the future, write it on a piece of card and pin it to the 'group hope wall'.
- b Select five or six of the pupils' hopes/aspirations and attribute them to a fictitious pupil, 'George'.
- c Talk the class through a visualisation process involving George. 'Imagine George is on an island in the middle of a lake. To get to the other side i.e. to realise his ambitions, he must navigate his way across a series of 'Stepping Stones' (Resource 4), which represent the steps and actions to achieve his goal.'
- d In groups, distribute one of the chosen hopes or aspirations and ask the pupils to discuss the steps and actions they feel are necessary to achieve that goal. The 'Stepping Stones' (Resource 4) can be used to support this process. One member from each group feeds back to the class their suggestions. These sheets will be used again in the next activity.



Opportunity for AfL Formative feedback

- e In their personal journal pupils self-reflect on their personal hopes and aspirations and consider some of the steps they may need to take in the future.



Opportunity for AfL Pupil reflection



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Sub-theme 3

Where am I Going? Hopes and Aspirations for the Future

Activity 3.2

- a Revisit George's lake scenario. Pupils brainstorm in small groups the possible obstacles and barriers that may present themselves to George in realising his plans. For each one, pupils suggest how best George could deal with or overcome these obstacles. The thinking framework for problem solving may be useful here;
- 1 Why is there a problem?
 - 2 What is the problem?
 - 3 What are possible solutions to the problem?
 - 4 What are the likely consequences of each of these (not just immediate, but longer term)?
 - 5 How important are these likely consequences?
 - 6 What is the best solution to the problem based on this information?
- c Hold a plenary discussion suggesting adjustments and solutions that may need to be put in place in order to achieve or rethink goals. This activity also highlights the importance of attitude in influencing how we feel about a situation.
- d Personal reflection using their stepping stones resource sheet from the last class. What adjustments may pupils need to make to their plan in light of these activities? When have they experienced painful disappointment in their lives?



Opportunity for AfL Effective questioning

If it doesn't come out in the discussion, ask pupils if they think that all obstacles can be overcome? What if they can't be overcome? Sometimes the goal or aspiration has to be changed because of the obstacle.

- b Groups of pupils discuss/role-play scenarios of situations where circumstances interrupt plans e.g. a pupil misses getting a class prize as they didn't have time to revise because they were moving house, a footballer gets injured and is unable to play for the school team. 'Scenario Cards' (Resource 5) can be used for this activity.



Opportunity for AfL

Pupil reflection and self evaluation



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Sub-theme 4

What Develops and Influences Self-esteem, Security and Significance and Self-worth?

Teaching Activity 4

A Day in My Life

Learning Intentions

Pupils are learning:

- to recognise how external influences affect self-worth;
- to manage emotions and behaviour by exploring what impacts on their feelings of self-worth;
- to make links between cause and effect when reflecting on influences on behaviour.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Self Management: manage emotions and behaviour by exploring what impacts on their feelings of self-worth;
- Thinking, Problem Solving, Decision Making: make links between cause and effect when reflecting on influences on behaviour;
- Communication.



Learning Experiences

- Supportive environment
- On-going reflection



Attitudes and Dispositions

- Self-belief - optimism
- Pragmatism
- Personal responsibility
- Commitment, determination
- Resourcefulness



Resources

- 'Statements of Self-Worth' (Resource 6)
- 'Self-Esteem Cards' (Resource 7a-c)
- A rope
- 'A Day in the Life of Jo' (Resource 8)
- 'Self-Esteem Thermometer' (Resource 9)

Methodologies

- Reflective thinking
- Group work
- Debate and discussion
- Prioritising exercise

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Sub-theme 4

What Develops and Influences Self-esteem, Security and Significance and Self-worth?

Teaching Activity 4

A Day in My Life

Teaching Notes

In this activity, pupils explore a range of choices and reflect on how events and choices can affect their self-worth. Some people may be more sensitive to certain things such as parents, friends or even the weather or state of health. Others will generally be harder on themselves. Emphasise that most influences are external but how we perceive them will be different, partly depending on our own self-worth. Our perception of events is an internal influence. The message here is to stress the idea of being nice to ourselves and not putting ourselves down.

Activity 4.1

- Tug-o-War.** One pupil stands and holds the rope in the middle and designates one end of the rope positive and the other negative. In turn, other pupils will be given a card with either a positive or negative statement of self-worth. Keep an even balance in the class. 'Statements of self-worth' (Resource 6) can be used for this activity.
- Pupils will take up position at one end of the rope depending on whether they feel the statement is positive or negative. Is there a balance? Discuss outcomes from the activity.
- Higher or Lower.** In pairs, students read through the 'Self-Esteem Cards' (Resource 7) and decide which would make them feel good about themselves, bad about themselves, or irrelevant. Each student then decides on their own top three 'good' cards and the top three 'bad' cards. Pairs then join up into fours to share their responses and discuss.

Possible prompt questions:

- How do the 'good' cards make you feel? Why?
- How do the 'bad' cards make you feel? Why?
- Do the same things make people feel good or bad? Explain your thinking.



Opportunity for AfL Effective questioning

- Whole class discussion (circle time would be appropriate) to reflect on the responses during the two activities and the reasons for their choices.



Opportunity for AfL Pupil reflection

Activity 4.2

- Class read through 'A Day in the Life of Jo' (Resource 8) together and use a thermometer chart to represent the fluctuating levels of self-esteem experienced during the course of a typical day. 'Self-Esteem Thermometer' (Resource 9) can be used for this activity.
- Pupils reflect on their day and the kind of experiences that impact on their self-esteem and mark the thermometer accordingly.
- They could also write in their personal journal about what makes them feel good or bad about themselves. Are they external or internal influences?



Opportunity for AfL

Pupil reflection and self evaluation

These activities closely link with the themes 'Feelings and Emotions' and 'Managing Influences and Making Decisions'.

