

Activity 11

Title:	Developing Self Acceptance / Examining Self-Measurement
Focus:	Self Concept and Relationships
Time:	50 minutes
Guiding Question:	How can self-talk and self worth impact upon how a person feels about themselves? Is it always necessary to “measure up” to other people ?
Connections:	Concept: Self-understanding / Understanding and Managing Emotions Competencies: Student Development / Addressing Student Needs – Self-Concept & Relationships
Rationale/ Background:	Students often choose whether to accept themselves for who they are or to constantly compare themselves to others. More often than not it is the latter ! In this lesson, students will be exploring assumptions they make about themselves and the “self-talk” that they engage in. Examples of positive self talk will be highlighted and encouraging more self-acceptance will be the focus. Also introducing the concept of self –measurement will reinforce ways that students can become more aware of choosing to be more positive and less comparative to others.
The Learning Experience	
Setting The Stage	To introduce the lesson, have the students find a space in the room away from others and have them do some stretching (standing up, legs slightly apart and stretching arms to the ceiling then gradually bringing them down by their sides and bending forward to finally release and shake the hands) Do this 3 or 4 times, encouraging them to breathe fully and deeply whilst stretching. Students then return to seats. Explain that stretching is an excellent way to re-energise the body and to facilitate the release of endorphins (“the feel good” chemicals released from the brain during exercise) – which will always help in generally “feeling good” about yourself.
The Activity	PART A <ol style="list-style-type: none"> 1. Ask students to cut or tear a piece of paper into 2 sections and on the top of one piece, write ‘NEGATIVE’ and on the other “POSITIVE”. Next, ask them to spend a few minutes thinking about all the negative statements they tell themselves, then write these statements on the “NEGATIVE” paper (eg I’m hopeless at maths, I can’t make friends easily). 2. Explain that things people tell themselves can make them feel bad or good and it’s important for people to examine these things to see if they are true and to work toward telling themselves positive things so they can feel good more often. 3. Ask students to spend another few minutes thinking about all the positive sentences they tell themselves or that they could tell

	<p>themselves and to write them on the page headed “POSITIVE” . (eg I’m nice, I’m a good friend)</p> <ol style="list-style-type: none"> 4. Go around the group and have each student read at least one positive statement he or she wrote about him or herself. If a student has difficulty thinking of a positive statement, have another class member suggest one. 5. Now ask the students to examine the assumptions in the statements they wrote for both the NEGATIVE and POSITIVE papers. Is there a difference in the assumptions, for example, are their more “provable beliefs” in the positive or negative statements? Does the negative thought seem as real when it is written out as when they heard it in their head ? 6. To finish, ask students to crumple up the NEGATIVE paper and place it in the rubbish bin and have them place the POSITIVE statements in the front of a much used file/diary to remind them of these statements. <p>PART B</p> <ol style="list-style-type: none"> 1. Now explain that there are some personal characteristics that a person can change and others that he or she can’t. Ask them to raise their hand if they believe that they can change the following : <ol style="list-style-type: none"> a. height b. weight c. colour of skin d. how we express our feelings e. the year we were born f. how we handle anxiety g. the size of our families h. the colour of our eyes 2. Create a suitable scene related to school life (eg student hates sport because he believes that he is “no good” at it) Have students discuss the scene and have them break into groups to come up with different assumptions this student can act upon – as opposed to the negative assumptions initially suggested. 3. Explain to the students that the assumption that the student was making to start with was, “ It is awful and I must not accept myself until I measure up to everyone else in the sport class” . In reality, it is impossible to predict whether or not one will ever measure up to everyone else, also that using words like “must” and “everyone” are examples of generalising and that it is stretching the truth to believe that it is awful if you don’t measure up. 4. Finally, a more “provable belief” should be suggested ... eg “I can accept myself without having to measure up to anyone else.
Wrap Up	Ask students to practice during the week, self acceptance and to not focus on “measuring up” to others.

Extension	<p>1.1.1 Year 4 students further expand their persona within the Play Real game, building on the information given in the game. They will draw the person and surround them with words that describe their interests, likes and dislikes, personal qualities, strengths and weaknesses. This is added to their folder of Play Real activities</p> <p>1.1.5 Year 6 students write a one page autobiography which, in addition to the biographical details of their lives, explains their interests, likes and dislikes, personal qualities, strengths and weaknesses. They reflect on the impact of these personal qualities on their lives so far.</p> <p>9.1.1 Year 2 – Rights, roles and responsibilities. Individuals interviewed demonstrate their multiple roles eg Principal is also a father, husband, son, brother, football coach, parishioner, school board member, runner, president of an association, gardener.</p>
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Teacher Program Review – Reflective Question

What types of activities can cause students to be more critical and negative of themselves?

Resources / Materials:	Piece of paper per student
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Blueprint Career Management Competencies & Indicators

Teacher's Notes:	<p>1.1.1 Explore the nature of personal characteristics such as interests, likes and dislikes, personal qualities, strengths and weaknesses.</p> <p>1.1.2 Discover how positive characteristics are the basis of a positive self concept</p> <p>1.1.5 Identify your positive personal characteristics (skills, interests, personal qualities and strengths) as seen by you and others.</p> <p>3.1.4 Explore effective ways to express feelings.</p> <p>7.1.3 Explore creative ways of performing work activities</p> <p>8.1.7 Understand how decisions affect the decision maker and others.</p> <p>9.1.1 Explore the many life roles an individual may have (e.g., friend, student, family member, and community member).</p>
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