



Activity: 7-8.1.3

Key Message

- I can feel good about myself just because of who I am.

Activity Details

Victorian Curriculum

Health & PE Investigate the impact of transition and change on identities VCHPEP123
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity VCHPEP132

Capabilities VCPSCSO038

Time 40 minutes

Levels 7 & 8

Equipment • paper and pen for each student

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

Big I, little i

Purpose

To explore the concepts of self-esteem and self-identity to develop resilience.

Teaching notes

This activity is based on the theory that our identity is made up of many roles and qualities. Some are more public or more easily recognised, but we also have many other important aspects to our identity that are not so easily recognised by others. It is important for students to realise that their self-esteem and identity depends on hundreds of characteristics. If one or two things go wrong it does not mean they are not worthy or have less worth. If one or two things go wrong, it does not mean everything about us is wrong!

Procedure

1. Explain the concept of this activity to the students.
2. Ask students to write a big 2-D shaped 'I' in the middle of a page. Inside it, they should write about three roles which represent how most people see them. For example, sister, daughter, friend, student or neighbour.
3. Around the 'BIG I' on the rest of the page, they should write all the other roles and qualities that also apply to them. (What is it that makes them who they are?) For example, footballer, stamp collector, good listener, loyal friend or joke teller.

Discussion

Class discussion could focus on some of the following questions:

- How did you feel about this activity?
- How can we assist others to feel good about themselves?
- Were you surprised at how many parts make up who you are?
- How should we treat others in our class?
- Why do some people feel embarrassed to talk about their good qualities?
- If one part of our lives is not going well, (e.g. we fail an exam or break up with a boyfriend/girlfriend), what does it mean about the other parts of our lives? Are they still important?
- What can we do if we are feeling down? Who can we talk to? Where can we go?

