



Wellbeing

Identify personal strengths and areas of weakness

This topic develops students' awareness of their strengths and weaknesses and self-improvement strategies

This topic is made up of six parts. You can present them one at a time or follow on depending on the needs of your students and the time you have available.

Learning Intentions

When students have finished this topic, they will be able to:

- Demonstrate an awareness of their strengths and weaknesses
- Be able to create a simple plan for addressing one weakness

They will learn these skills by:

- Participating in group discussions
- Completing a worksheet
- Creating a collage
- Watching a video

	What the students will do	What you will need before you start
Part 1 'What are my favourite things?'	Worksheet	<ul style="list-style-type: none"> • A copy of the Favourite Things worksheet for each student • Butchers paper, whiteboard or a Smartboard. • Art supplies or magazines to cut up • Glue and scissors and paper/card
Part 2 'Who and what am I connected to?'	Worksheet	<ul style="list-style-type: none"> • A copy of the Connections Circle worksheet for each student • Butcher's paper, whiteboard or a Smartboard. • Paper and pens for student's to use
Part 3 'How do I look for more detail?'	Class discussion	<ul style="list-style-type: none"> • Butcher's paper, whiteboard or a Smartboard.
Part 4 'What are my strengths?'	Worksheet	<ul style="list-style-type: none"> • Paper and pens
Part 5 'How have other people improved themselves?'	Video and class discussion	<ul style="list-style-type: none"> • A copy of the Behaviours and Consequences worksheet for each student • Butchers paper, whiteboard or a Smartboard.
Part 6 'How will I improve myself'	Worksheet	<ul style="list-style-type: none"> • A copy of the Planning Circle worksheet for each student

Much of the content of this lesson plan comes from Gray Poehnell's Guiding Circles program, which is outlined in the book *Hope-Filled Engagement* (2011). Purchasing a copy and reviewing content is excellent preparation for using this plan, though it is designed to be used as is.

Word List

goal = something you want, that you want to do, or want to work towards.

reasons = ‘why’ you do – or want to do – something.

resources = the things that can help you to achieve your goals. Resources can be ‘physical’ (like bricks, paint, tools and other materials). Or they can be ‘human’ (like asking people to share their time or knowledge or skills).

challenges = things that can stop you or get in the way. Everyone faces challenges. They are a part of life. It is an important skill to learn how to deal with them.

actions = the things you ‘do’. Actions can include thinking, talking to people and planning as well as building, making, fixing and completing.

Part 1: What are my favourite things?

Objective – What do we want the students to know?

Students will complete a basic self-awareness activity, to be used later to identify personal strengths

Overview – How will they learn this?

Students will complete the Favourite Things worksheet

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Pens or markers
- Copy of Favourite Things worksheets for each student

For the collage:

- Magazines, printouts or other images to be cut up used in collage
- (optional) camera to take photos of students doing their favourite things
- (optional) paint, pencils and other art materials
- paper or card
- scissors and glue
- textas and pens

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: identify up to 12 of their favourite things.
How: Complete a worksheet with a series of questions to help, then create a visual representation (drawing, painting, collage etc) of their favourite things
Why: knowing what we like doing helps to understand what we enjoy and are good at
2. Show students the Favourite Things worksheet. Explain that they are going to fill out up to 12 of the segments with their favourite activities.

3. Explain the different rings. (See example) This doesn't need to be in great detail. You can explain the rings in greater depth as you move through the worksheet.
4. Give students their worksheets and instruct them to fill out up to 12 different activities on the outer rim of the circle, one activity per segment.
5. Once they have done this, ask them to write in the next ring when they did this activity last. Doesn't need to be exact, approximate guess only
6. Continue this until you get to the centre ring. The terms mind, body, emotion and spirit are as interpreted by the student. There is no official definition that needs to be followed.
7. Once students have completed their Favourite Things worksheet, ask them to look at their circle and look for patterns. Do they do a lot of things alone or with other people? Do most of their favourite things cost money?
8. Now students should break into pairs and share one pattern they have observed with their partner.
9. Students in this session, or in a later session can then create a collage of images of their favourite things. This can be photographs, drawings, painting or mixed media. It can be in a circle shape, the same as the worksheet.
10. Collect student's worksheets as they will be used later in the course.

Part 2: Who and what am my connected to?

Objective – What do we want the students to know?

Students will articulate and be more aware of all of the connections they have to the community

Overview – How will they learn this?

Students will complete a My Connections worksheet. This exercise can be done just in class, but it would be great to utilise members of the student's family and those important to him, to incorporate this feedback as well. This could be done by sending the student home with the worksheet to fill out, or by bringing members of the community into the classroom.

Resources – What will I need?

- Connections Circle worksheet
- Butcher's paper, whiteboard or Smartboard
- Paper and pens for student's to use

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: identify the ways they are connected to the community
How: fill out a worksheet. Can be done on own or with support from family
Why: our connections are often what's most important about us, which also helps identify our strengths
2. Show students the Connections Circle template. Explain that the different rings are all the different parts of the community people can connect to. Explain that as a class, they are going to try to come up with a list of all the different connections a person could have
3. Show students the list of questions they need to think about for each ring. Give examples or ask students for examples they can

- think for each question. Link the answers and show the rings they would fit in. They often fit more than one ring, which is fine.
4. Separate students into small groups and assign them a ring each. As a group, they need to answer the questions and think of as many different possibilities as they can and record these on a sheet of butchers paper.
 5. Once students have finished, stick each of the sheets on the wall and ask students to look at each other's input.
 6. After students have had a look, ask how many have noticed that the different groups have often come up with similar answers. Explain that this is often the case because the different rings don't exist apart from each other, they're all interlinked.
 7. Hand out the Connection Circle worksheet to students. Explain that they are now going to identify their own connections. They can look around at the different groups suggestions and take ideas from there, they can come up with their own and they can also talk to people they are close to and ask them the same questions.
 8. Asking other people can be a great strategy to use with students who have low self awareness or self esteem. By collecting the input of people who they trust, they can become more aware of all the positive connections to people and places they have.
 9. At the end of the lesson, collect up students worksheets to be used later. Summarise: we're all connected to many different people and places and this forms an important part of who we are.

Part 3: How do I look for more detail?

Objective – What do we want the students to know?

The purpose of this lesson is to develop students interviewing skills

Overview – How will they learn this?

As a class, or in small groups, students will discuss all the different details that can be found in an everyday object.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Computer and data projector OR printouts of photo

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: learn to look for detail in people's stories
How: look at a photo of an everyday object and try to find as many different details as possible
Why: learning to see the detail helps us to see all the strengths we have
2. Use a photo of a common place object, like a coin and show students either on a data projector, or show them printouts
3. Ask students to tell you ten things they notice about the object. This can be done in small groups, as a competition (who can find ten things first), if that suits your students.
4. Write down all the things students have noticed on the board or on paper
5. Now go back over the list and pick one of them to go into further detail. For example, the image of the queen on the back of a coin. Ask students to find as many different elements of that thing, such as the queen. For example, her hair, the strands of her hair, the curls, the way it sweeps back from her forehead, her crown, her nose, it's shape, the earrings she's wearing etc.
6. Record the groups input on the board as well. Usually there will be a huge list of things the students have found.

7. **Summarise:** Point out to students that there is all of this detail in one little coin and stories are much the same. We might say, “I went and played basketball yesterday. It was good.” But we’ve just glossed over all of the detail. How did you get to basketball? Who did you play with? Were you playing a game? Practising? Mucking around? When did you learn to play basketball? Who taught you? Etc. Stories also have lots of detail if you dig deep enough

Part 4: What are my strengths?

Objective – What do we want the students to know?

Students will work in groups to identify personal strengths from a story of doing a favourite thing.

Overview – How will they learn this?

Students will work in pairs, taking turns to either tell a story, or to be the interviewer, drawing out the details of the story. From this, each student will end up with a list of skills and personal qualities, developing their self awareness

Resources – What will I need?

- Previously completed Favourite Things worksheet and collage
- Paper and pens
- Whiteboard, Smartboard or paper

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: identify their strengths through telling the story of the last time they did one of their favourite things and enjoyed it
How: in pairs, students will tell each other stories about the last time they did their favourite thing. The listener will use open questions to get all the details and skills from
Why: it can be hard to talk about what you are good at, it's much easier to talk about what you enjoy. When you know what you are good at, you can use those strengths to help your community.
2. Introduce what storytelling is in this instance: an actual event, happened recently, not generalised discussion about their favourite thing. Model this for students by telling the story of one of your own favourite things experiences. Emphasise the what, when, where, who with, how and why nature of the story.
3. Explain that from listening to a person's story, you can tell a lot about their strengths. Preferably, ask a student to be a volunteer, or another staff member and get them to tell their story. Take

notes on the board as they do so, for all of the key points of the story. Refer back to the coin exercise and prompt the student for more detail by asking questions about the key points. Stories tend to answer the what and when questions, it's important to tease out the hows and whys as well.

4. Once the student has told the story and the notes are on the board, go over them with the student and ask them further questions about the kinds of skills, values, learning etc. that they needed to do the different parts of the story. List these as well.
5. Show students that just one little story results in this big list of positive things about the person.
6. Students collect their worksheets and collages and then move into pairs where one is the storyteller and the other is the interviewer and scribe. They work through the same process, then swap roles. Each should come out with a list of strengths from their stories.
7. Summarise: that each of us utilises many strengths, skills and learning each time we do something.

Part 5: How have other people improved themselves?

Objective – What do we want the students to know?

Students will learn about the different ways indigenous leaders have set themselves goals and achieved them.

Overview – How will they learn this?

Students will watch a video, profiling different Indigenous leaders and the methods they have used to set goals and achieve them. They will fill out a worksheet and then discuss the strategies the leaders have used as a class.

Resources – What will I need?

- Computer with internet connection or DVD of Behaviours and Consequences video from website
- Copy of Behaviours and consequences worksheet for each student
- Whiteboard, Smartboard or paper

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What and How: students are going to watch a video where different indigenous leaders talk about how they set goals for themselves and improve their skills.
Why: finding out how other people have overcome problems and achieved their goals helps us work out how to do the same
2. Hand out the Behaviours and consequences work sheet. Go over the questions with students, so they know what to look for in the video and instruct them to take notes to answer each of the questions as this will be discussed next in class. Filling out the worksheets can be done as small groups or individually.
3. Watch the video. You may need to watch the video more than once. See Teacher notes on watching videos

4. Once students have completed the worksheet, review the questions as a whole class. Compile student input on the board.
5. Introduce the planning circle template. Explain what each segment represents. Relate the leader's advice back to the planning circle. Josh's story fits particularly well. You can play back his segment and then apply his story to the planning circle.
6. For example: *Reasons*: didn't want to rely on his parents for money. *Challenges*: going to university, not having money, studying when he didn't enjoy it. *Resources*: family? Self-determination. Enjoyment of working on land. *Actions*: got a Certificate IV in Land Management and a job as a ranger.
7. Ask students, what could Josh have done if he faced challenges like failing a unit of his Certificate IV? Discuss some of his options, like re-doing the unit, getting help with his studies etc. Which resources could he call upon? Friends, family, staff at uni, tutors, libraries. Remind students that people often face many challenges when trying to achieve goals. Challenges are to be expected and planned around if you want to achieve your goals. Resources are the things we can draw upon to overcome those challenges.
8. Summarise: people achieve goals by working out what they want to do, creating short term goals so they can slowly work towards larger goals. They know what goals to pursue by being aware of themselves, they tackle challenges and get help when they need it.

Behaviours and Consequences video **answer sheet**

What does Charlie advise you to do to improve your skills?

- *Strive to get better*
- *Learn from successes and failures*

Josh didn't enjoy school when he was young. How did he overcome this problem and become a ranger?

- *Went to uni and got a Certificate IV in Land Management*
- *Got a job as a ranger*
- *Found another pathway to what he wanted*

Andrew feels a sense of responsibility as a ranger. How does this affect his actions?

- *He always does his best as he is representing himself and his people as well as doing his job*
- *Does the best he can possibly do*

Aaron focuses on short term goals rather than long term. Why?

- *Takes small steps*
- *He loses focus if he focuses too far in the future*
- *He achieves his long term goals by focussing on what he can do right now*

What goals has Luke set for himself?

- *Get somewhere to live, a car, good job, family*
- *Short term: come to work, earn money*

What's Charlie's advice for setting goals?

- *Understand what it is you want to do and where you want to go*
- *Be aware of yourself/look at yourself*
- *Write down the good and not good things about yourself*
- *Develop self confidence*

Part 6: How will I improve myself?

Objective – What do we want the students to know?

Students will identify areas for self-improvement

Overview – How will they learn this?

Students will use their worksheets and collage to help identify things they want to improve and develop a plan to do this.

Resources – What will I need?

- Previously completed Connections Circle worksheet
- Planning Circle worksheet

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: create a plan to achieve a goal you set for yourself
How: fill out a worksheet and get some advice
Why: goal setting helps us to improve as people
2. Hand out the Planning Circle worksheet to all the students.
Explain that they are going to write a simple goal in the centre.
The goal should be about an area they need to improve. Give them some ideas such as physical fitness, diet, commitment, attendance, academic performance etc. In the reason segment, they can write the reasons why they want to achieve this goal.
3. The rest of the plan should be filled out once they have got some feedback on their goal. They need to talk to someone they trust and/or someone with some knowledge or skills regarding the goal they want to achieve. They need to discuss their goal and why they want to achieve it. The person they talk to needs to give them some advice about the appropriateness of the goal, some of the challenges they might face when trying to achieve their goal, as well as where the student might get support (resources).
Feedback from other people goes in the outer ring of the planning circle.

4. Once they have gotten feedback, they can then then add their own thoughts on the challenges they might face to their plan. In the resources segment, they will write down the people, places and things they can draw upon when they face challenges. They can look back at their Connections Circle worksheet if they are having difficulties thinking of any.
5. Once completed, students can then document their process achieving their goal through notes, diaries, photos, drawings etc
6. Summary: students have identified an area to improve and developed a plan to deal with this. They will work on this goal for the next few weeks and then review their progress