

## Curriculum links

### WA Curriculum

#### Being healthy, safe and active

- Personal strengths and achievements and how they contribute to personal identities

### International technical guidance of sexuality education

#### Key concept

## Materials

- Internet access
- Student Activity Sheet: *First ribbon* [one per student]

## Before you get started

- The self-esteem and confidence of some students may be an issue during this activity. Be reassuring and have a list of potential firsts prepared to support students struggling to identify something that they have achieved and are happy to share with other students. Don't force all children to share to the class/wider group.

## Learning activities

### Whole class

#### 20 min

Students identify feelings associated with achieving an activity by themselves for the first time.

1. Show students the YouTube clips:
  - fishing ([https://www.youtube.com/watch?v=R\\_-0Mhkv2tA](https://www.youtube.com/watch?v=R_-0Mhkv2tA)) [2:41min]
  - riding bike (<https://www.youtube.com/watch?v=CUElXdiSY6w>) [5:12min]
2. Students then use the [think-pair-share](#) teaching strategy to discuss how the children in the clips might be feeling before, during and after they successfully completed the activity for the first time.
3. Use the [brainstorm](#) strategy to identify things students have achieved on their own for the first time.
4. Provide instructions for the independent activity and model an example.

### Independent or Small Group

Students extend their understanding from the whole class activity by identifying their own personal firsts and the feelings associated with the achievements.

1. Ask the students:
  - *Can you run faster now than when you were 3 or 4?*
  - *Can you read better now than when you were 3 or 4?*
  - *Can you ride a bike better now than when you were 3 or 4?*

- *Are you braver now than when you were 3 or 4?*
  - *What things have helped you get better at these skills?* (e.g. persistence, patience, help from other people, better coordination, maturity)
  - *How might you feel before you try to ride a bike for the first time?*
  - *How might you feel when you don't 'get it' first try?*
  - *How might you feel when you finally manage to ride a bike by yourself for the first time?*
2. Provide each student with a copy of the Student Activity Sheet: *First ribbon*.
  3. Students are to draw a picture of themselves doing something on their own for the first time (i.e. riding a bike, catching a fish) inside the ribbon.
  4. Encourage students to focus on their facial expression in the drawing (e.g. I looked excited when I rode my bike for the first time).
  5. Students can also write a short description of their drawing.

### **Independent or small group**

**20 min**

Students extend their understanding from the whole class activity by identifying their own personal firsts and the feelings associated with the achievements.

1. Ask the students:
  - *Can you run faster now than when you were 3 or 4?*
  - *Can you read better now than when you were 3 or 4?*
  - *Can you ride a bike better now than when you were 3 or 4?*
  - *Are you braver now than when you were 3 or 4?*
  - *What things have helped you get better at these skills?* (e.g. persistence, patience, help from other people, better coordination, maturity)
  - *How might you feel before you try to ride a bike for the first time?*
  - *How might you feel when you don't 'get it' first try?*
  - *How might you feel when you finally manage to ride a bike by yourself for the first time?*
2. Provide each student with a copy of the Student Activity Sheet: *First ribbon*.
3. Students are to draw a picture of themselves doing something on their own for the first time (i.e. riding a bike, catching a fish) inside the ribbon.
4. Encourage students to focus on their facial expression in the drawing (e.g. I looked excited when I rode my bike for the first time).
5. Students can also write a short description of their drawing.

### **3-2-1 Reflection**

**10 min**

1. Invite students to share their personal achievements. Encourage them to explain how they felt before, during and after they successfully achieved their goal.
2. Give the students a few minutes to reflect on their own achievements and to think how their lives might be different now because of their achievements.
3. Invite some students to share their reflections or comments to the whole class.
  - Highlight that our personal identities (how we see ourselves and how others see us) change and strengthen through personal achievements and successes.
4. Display ribbons around the classroom to acknowledge the achievements of all the students.