

LESSON 21

POSITIVE EMOTION THROUGH SUCCESS

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Reflection

What drove you to succeed?

What held you back?

What emotions did you experience today?

Circle the emotions you felt strongly, and underline those that only you felt a little.

Success Stories

After hearing the success stories of your peers, think about taking responsibility to develop ownership over your success and positive emotions in your future.

Imagine a big dream you have, a goal you'd love to achieve in your life—how would you feel if you were successful at that?

Australian Curriculum

PERSONAL AND SOCIAL CAPABILITY

Self Awareness:

Recognise Emotions

- Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.

Develop Reflective Practice

- Reflect on feedback from peers, teachers and other adults to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability.

Self-Management:

Express Emotions Appropriately

- Consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.

HEALTH AND PHYSICAL EDUCATION

Communicating and Interacting for Health and Wellbeing:

- Investigate how empathy and ethical decision making contribute to respectful relationships.
- Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses.

Learning Intentions:

- To experience positive emotions through success.
- To persevere at something and to be self-reflective about success, escapes and excuses.

Resources:

- A 'prize'—chocolate frog will do!
- Student workbooks.
- Whiteboard and markers.

Outline:

Activity 1: The Imaginary Chair (15 mins)

- Have students 'sit' against the wall with their legs at a 90-degree angle or do a 'plank' challenge. As students stop, or quit the game, ask them why and write the excuse on the board. If they call out, write that on the board too. The reasons for stopping will be along the lines of, 'It's too hard', 'It hurts', 'I've got tired legs from footy training', etc.

- When it gets down to the last few, ask them why they don't quit. Encourage them to give up. Then encourage them to persist. Now introduce a 'prize' (usually a chocolate frog). Observe the dynamics and responses of the class and note them on the board.
- At the end, cheer and praise the 'winner'. Ask them how it feels to succeed.
- Ask students to look at the board, what do they see? They will see the excuses they have provided in order to 'give up'.

Activity 2: Reflection (15 mins)

- Direct students to the reflective questions in their workbooks.
- Discuss their answers with them:
 - › What helped them achieve success? It may be the feedback, the 'prize', encouragement, natural competitive drive, etc. They need to be aware of the things that drove them to succeed.
- Discuss:
 - › Why did they drop out?
 - › Who/what were their supporters?
 - › Who/what were their enemies?
 - › What emotions did they experience during the activity and describe the sensations in their body when they felt these.

Activity 3: Success Stories (15 mins)

- Have students seated in a circle to reflect on a success story. Each student will share a time of success, the emotions they felt before/during and after the event and how it may have changed them.

Journal Entry:

- Taking responsibility to develop ownership over success and positive emotion.
- Imagine a big dream you have—a goal you'd love to achieve in your life. How would you feel if you were successful at that?
- What emotions did you experience today?
- Circle the emotions you felt strongly, and underline those that you felt only a little.
- What drives you to succeed?
- What holds you back?