

‘Who I am’ collage - Self-acceptance

EXPLANATION:

Self-acceptance requires self-discovery and a willingness to look objectively at ourselves celebrating strengths that outweigh weaknesses. Reflecting on who we are and all the unique facets that make us individuals and creating a collage assists students to build their self-image and esteem.

YEAR LEVELS: Years 7–10

STUDENT GROUPING: Whole group and individual creations

ACTIVITY LENGTH: 40–60 mins

LINK TO CURRICULUM:

English: Sequence of content 7–10

Strand: Language

- Visual language - How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.

Information and communication technology capability learning continuum — Investigating with ICT element

Define and plan information searches

- use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation
- select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation.

Generate ideas, plans and processes

- use appropriate ICT to collaboratively generate ideas and develop plans
- select and use ICT to articulate ideas and concepts, and plan the development of complex solutions.

See also Personal and Social Capability learning continuum sub elements

- Recognise personal qualities and achievements
- Become confident, resilient and adaptable
- Make decisions
- Communicate effectively.

SCOPE OF TASK:

Self-acceptance requires self-discovery, a willingness to look objectively at ourselves and the ability to celebrate the strengths that outweigh our weaknesses. Reflecting on who we are and the unique facets that make us individuals, and then representing that in a collage, assists students to clarify and build their self-image and esteem. It is not always easy for young adults to feel comfortable in their own skins.

1. With the whole group of students have a conversation posing the question, what is self-acceptance? Reminder: self-acceptance is defined as ‘an individual’s acceptance of all of his/her attributes, positive or negative.’ It includes body acceptance, self-protection from negative criticism, and believing in one’s capacities. Write down points on the whiteboard that the students make.
2. Discuss the ways that we can build self-confidence. Some ways include:
 - Embrace what makes you unique — what makes you special and how these differences benefit you
 - Identify your strengths — things that you are good at, enjoy and make you feel confident
 - Acknowledge your weaknesses — how you can address these or turn them into positives for personal growth
 - Let go of the things you cannot change — focus on things that can be changed
 - Celebrate your accomplishments — be proud of what you achieve and acknowledge them
 - Develop positive thinking — speak positively to self, be less critical of self and resist making comparisons with others.
3. Ask the children to brainstorm all the traits, characteristics and things that make them unique. Give them time to think about these and to write them down.
4. Tell students that they have the task of creating their own ‘Who I am’ collage. The collage will be a representation of all the different attributes that combine to make them a unique individual. Cut out words, letters and pictures, paint, pens etc. combined with their own creative ideas can represent their unique attributes.
5. Although the collages are very personal creations, during the creation stage, encourage the students to discuss their progress and what various facets of their collage represent. These conversations can be with their teachers or their peers.
6. At the completion of the activity, bring the students together. Ask for volunteers to share their collages. Finish by emphasising the importance and the benefits of self-acceptance — e.g. increase in positive emotions, sense of self-worth, self-esteem, autonomy and freedom.

