

# All the parts of me - Humility

## EXPLANATION:

Humility is not necessarily about pretending to be less or even having a low opinion of yourself. In reality, people who are humble often have a healthy sense of self-worth; but they recognise their own strengths and limitations. In this activity students reflect honestly on all the parts of their being that make them unique individuals acknowledging the good and not so good!

**YEAR LEVELS:** Years 4–6

**STUDENT GROUPING:** Group discussion and individual worksheets

**ACTIVITY LENGTH:** 40–60 mins approx.

## LINK TO CURRICULUM:

**Personal and Social Capability learning continuum**

**Self-awareness element:**

**Recognise personal qualities and achievements**

- Describe personal strengths and challenges and identify skills they wish to develop
- Describe the influence that personal qualities and strengths have on their learning outcomes

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**Develop reflective practice**

- Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
- Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential

## SCOPE OF TASK:

There are different aspects to humility. Humility in one instance is the quality of being humble and requires one to look inward and assess themselves authentically. Humble people think well and

positively of themselves, but they also are aware of their limitations, gaps in their knowledge, and challenges.

1. Show students a YouTube video that defines humility. There are a range of videos unpacking the nature of humility and you can search the internet to find one suitable for your particular group of students. One example is:



2. Question students to determine their understanding of humility and being humble. Connecting humility to the following concepts might assist:

- Not drawing attention to yourself all the time
- Acknowledging your strengths
- Acknowledging that you have challenges
- Considering the needs of a team instead of the individual player

Remind students that being humble means recognising and acknowledging all the aspects of their personality, knowledge, and talents. Humble people are also willing to conduct accurate self-assessments and identify areas for improvement.

3. Ask students to become comfortable – sitting at their desks, in a quiet place in the classroom where they can reflect. For 5 minutes approximately play some calming music and ask students to think about their strengths and their personal challenges.

4. Share the task with the students:

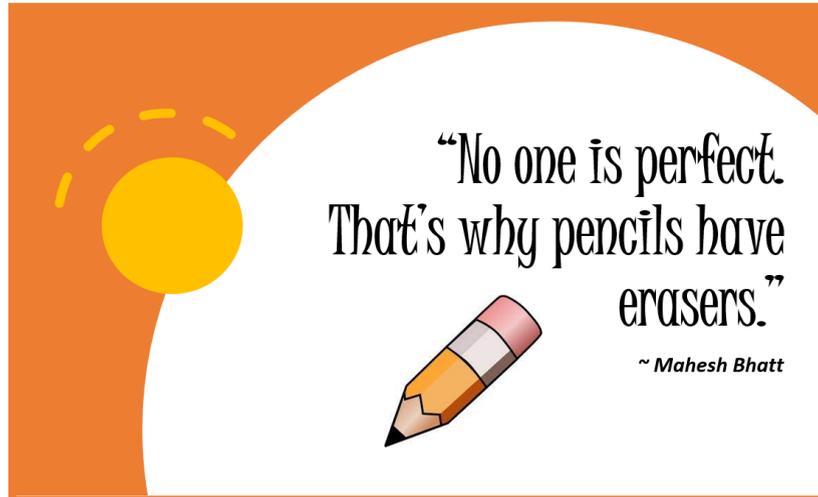
- Students are to complete the worksheet (see below) listing their strengths and challenges.
- Organise students to complete the worksheet in groups so that they can discuss with their peers their traits that make them humble.

5. Once students have completed the worksheet bring them back to sit in a large circle. To conclude the activity, ask each student in the circle to share one strength and one challenge with the group. Questions to illicit the discussion and reflection include:

- How did it feel to share your strengths and challenges?
- Did anyone else have similar strengths or challenges?
- What can you do about your challenges?
- Do we have to be perfect?

- Is it OK to have challenges or weaknesses?
- What can you do about your challenges?

6. Complete the activity time with telling students:



#### RESOURCES:

- Worksheet attached, or students can make their own
- Music

# All the parts of me

Stop and reflect...what are your strengths and things you are proud of and what are the parts of you that challenge you and you want to work on? Jot them down below!

**My strengths**

**My challenges**

