

Self-reflection

Reflecting on my own wellbeing and identifying my learning needs

The purpose

To help students understand the language used in the support tool and provide teachers and students with data about student's learning needs. It can also determine learning progress, by providing an initial reflection of their learning to which future reflections can be compared.

The personal goal setting aspect of this activity may be developed further as a strategy for supporting wellbeing which may contribute to completion of the Level 1 Health Studies Achievement Standards in year 11.

Learning intention

Students will identify aspects of learning (knowledge or skills) required to support their own wellbeing.

Key competencies

Managing self.

Resources

Copy template for each student - printed or digital.

Teachers may like to modify the template to add in school-specific examples of values or other terminology.

Teachers, with their students, may also like to adapt the template to use cultural-specific language for parts of the template.

For further guidance around activities that support learning about mental health and wellbeing, see *Mental Health Education: A guide for teachers, leaders and school boards* (Ministry of Education, 2002). <https://hpe.tki.org.nz/guidelines-and-policies/mental-health-education/>

Time

30 minutes.

Activity sequence

Teacher activity

- ▶ Explain to students that self-reflection can help each of them to identify if they have learning needs related to wellbeing. Also explain that this is personal to them, and you will be the only other person reading it (and anyone else the student chooses to share it with).
- ▶ Distribute a copy of the template to each student.
- ▶ Optional: add words and phrases from the cultures and languages of students in the class, especially for the 7Cs section of the reflection.
- ▶ Provide time for the students to complete Parts A-C of the activity. Provide as much support with the language as is required. Suggest to the students they can discuss aspects of the reflection with their peers but stress that what they write down will be personal to them.
- ▶ Depending on the approach to goal setting, guide students through the brief version in the template and/or extend this to include a detailed account of goal setting.

Student activity

- ▶ Students complete the template, asking for clarification of meaning from the teacher or peers as required.
- ▶ Students develop a simple goal and identify the actions required to meet this goal.

Learning journal entry

- ▶ Students file their completed reflection in their learning journal so they can use it as a comparison for later reflection on their learning, and to see that progress has been made.

Teacher knowledge and pedagogy

- ▶ This activity re-purposes an early intervention tool, shifting the use of it from a reflection tool for students experiencing distress, to a learning tool that supports students to reflect on their wellbeing, and therefore their learning needs.
- ▶ Teachers can share information about the support available at their school and how to access it.

Teacher's evaluation of the activity

- ▶ How well did the students understand the language of this reflection tool? What are the implications of this for future reflective tasks and how well students understand what they are being asked to reflect on and respond to?
- ▶ What language/literacy strategies may need to be included as part of future learning activities?

Self-reflection:






My wellbeing and my learning needs

NAME:

DATE COMPLETED:

1. The Seven C's

Using the item bank of meanings, and/or your own words, explain the meaning of each of the Seven C's terms. Choose the face that reflects how you currently feel about each statement.

	CHOOSE ONE					WRITE OR MATCH THE DEFINITION	SEVEN C'S DEFINITIONS
							
COMPETENCE Do you feel like you have the skills you need?							Having the power to influence my behaviour or the situation I am in.
CONFIDENCE Do you feel confident?							The qualities that are unique and distinctive to me, my personality, my nature, my temperament
CONNECTION Do you feel connected to positive people, school, your family, and your community?							Being able to have role in bringing about a result or helping something to happen.
CHARACTER How well do you demonstrate our school values?							Being able to face and deal with problems or difficulties or manage responsibilities.
CONTRIBUTION How well do you contribute to the wellbeing of others?							Having a relationship with other people, or places, or things.
COPING How well do you use positive coping strategies?							A feeling of certainty, or that you are sure about something.
CONTROL How well do you think you can make healthy choices?							Having the necessary knowledge, skills or capability to do something well or successfully.






2. Support for you to grow

Reflect on the statements on this sheet. Choose the face that reflects how you currently feel about each statement and write down what this looks like in your life in the space provided.

The form is a circular diagram divided into four quadrants by a vertical and a horizontal line. In the center is a dark blue circle containing the text "Support for you to grow".

- Top-Left Quadrant:** Labeled "Positive contributions that you make". It features a scale of five faces (sad, neutral, neutral, happy, very happy) and a row of five empty boxes below them.
- Top-Right Quadrant:** Labeled "People who care about you". It features a scale of five faces (sad, neutral, neutral, happy, very happy) and a row of five empty boxes below them.
- Bottom-Left Quadrant:** Labeled "Positive activities". It features a scale of five faces (sad, neutral, neutral, happy, very happy) and a row of five empty boxes below them.
- Bottom-Right Quadrant:** Labeled "Places where you belong". It features a scale of five faces (sad, neutral, neutral, happy, very happy) and a row of five empty boxes below them.

3. Thinking about your overall wellbeing

	CHOOSE ONE					COMMENTS
						
<p>TAHA TINANA PHYSICAL WELLBEING</p> <p>This includes:</p> <ul style="list-style-type: none"> ▶ Eating well ▶ Doing regular physical activity ▶ Getting enough sleep ▶ Keeping healthy and well 						
<p>TAHA HINENGARO MENTAL AND EMOTIONAL WELLBEING</p> <p>This includes:</p> <ul style="list-style-type: none"> ▶ Feeling confident ▶ Knowing how to communicate thoughts and feelings ▶ Managing stressful situations ▶ Feeling good about myself and others 						
<p>TAHA WHĀNAU SOCIAL WELLBEING</p> <p>This includes:</p> <ul style="list-style-type: none"> ▶ Ability to care and share with others ▶ Feeling connected to whānau ▶ Having positive friends ▶ Being involved in positive activities 						
<p>TAHA WAIRUA SPIRITUAL WELLBEING</p> <p>This includes:</p> <ul style="list-style-type: none"> ▶ Feeling like I belong and am connected to things and people that matter to me ▶ Having goals and hope for the future ▶ Knowing who I am and what is important to me ▶ Values and beliefs that support wellbeing 						

4. Making a plan

Think about how you responded to these questions and identify one aspect of your wellbeing you could work on improving over the next two weeks. This could be learning a new skill, finding information, or making changes.

DESCRIBE THE ASPECT OF YOUR WELLBEING YOU WOULD LIKE TO.	
REWRITE THIS AS A GOAL. Think about what will be different once you have achieved your goal and word your goal in a way that shows what will be different and better once you have achieved it.	

WHAT ACTIONS DO I NEED TO CARRY OUT TO HELP ME ACHIEVE MY GOAL?	WHO OR WHAT WILL HELP ME?	WHEN WILL I DO THIS?