

# Reflecting on my own wellbeing and identifying my learning needs

## Purpose

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

The personal goal setting aspect of this activity may be developed further into a more detailed and formally structured goal setting process for year 11 (NCEA AS 90971).

## 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 culturally specific language for parts of the template.*

## Time

30 minutes.

## Activity sequence

### Teacher activity

- Explain to students that in order to identify learning needs related to wellbeing requires a form of self-reflection to identify what those needs are. Explain to students that this is personal to them, and only you will be the only other person reading it (and anyone else the student chooses to share it with).
- Distribute a copy of the copy 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 as a comparison for later reflections on their learning, and as a source evidence to show progress has been made.

## Teacher knowledge and pedagogy

- This activity re-purposes an early intervention tool, shifting the focus from it being a reflection tool for students experiencing distress, to a learning tool that requires 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

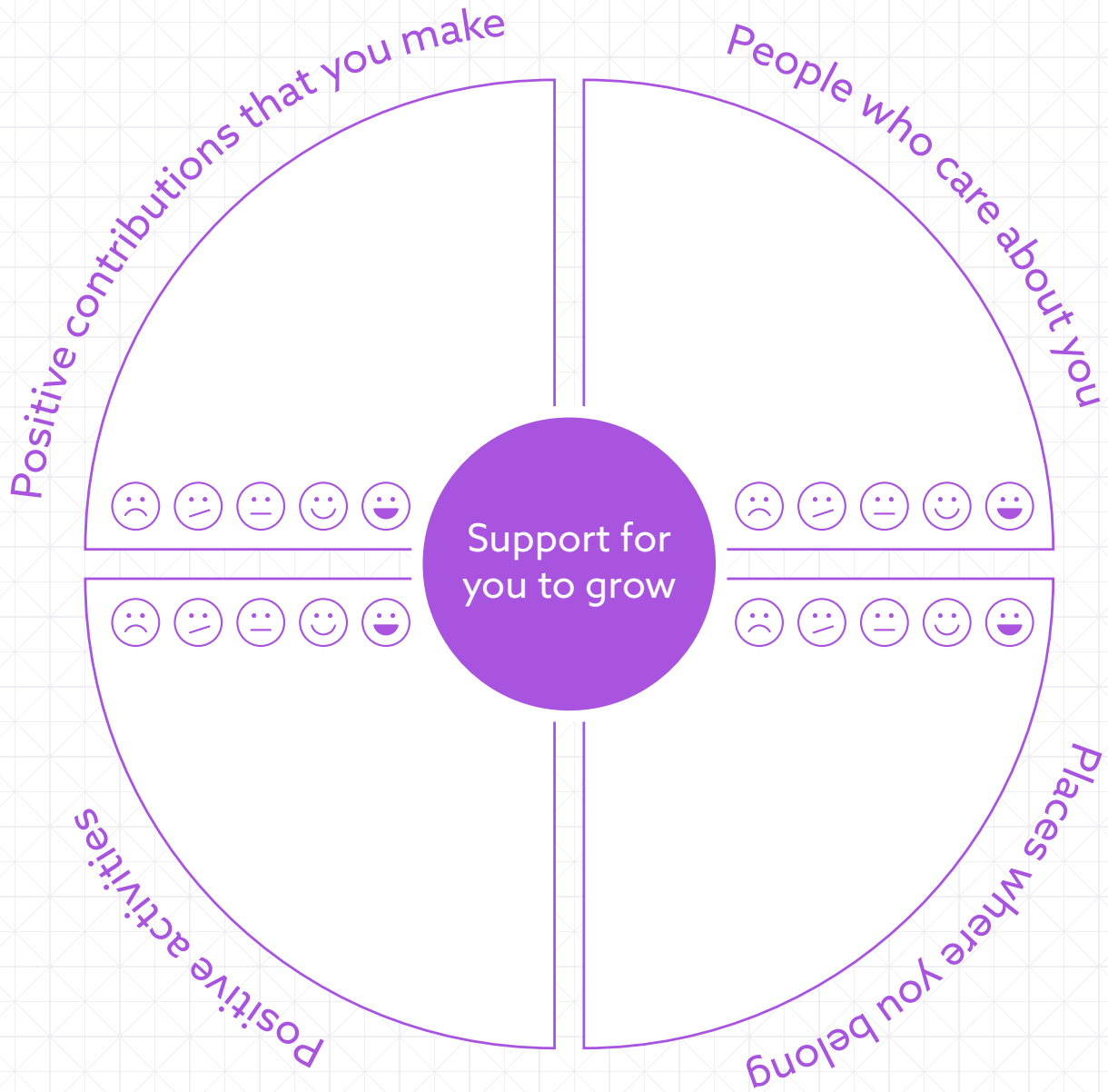
## Step 1: The Seven C's

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
<p><b>Competence</b> Do you feel like you have the skills you need?</p>	    		Having the power to influence my behaviour or the situation I am in.
<p><b>Confidence</b> Do you feel confident?</p>	    		The qualities that are unique and distinctive to me, my personality, my nature, my temperament
<p><b>Connection</b> Do you feel connected to positive people, school, your family, and your community?</p>	    		Being able to have role in bringing about a result or helping something to happen.
<p><b>Character</b> How well do you demonstrate our school values?</p>	    		Being able to face and deal with problems or difficulties or manage responsibilities.
<p><b>Contribution</b> How well do you contribute to the wellbeing of others?</p>	    		Having a relationship with other people, or places, or things.
<p><b>Coping</b> How well do you use positive coping strategies?</p>	    		A feeling of certainty, or that you are sure about something.
<p><b>Control</b> How well do you think you can make healthy choices?</p>	    		Having the necessary knowledge, skills or capability to do something well or successfully.

## Step 2. Support for you to grow

Identify one or two examples of things specific to you, for each of these items and choose the face that reflects how you currently feel about each statement.



**Support for you to grow**

*Positive contributions that you make*

*People who care about you*

*Positive activities*

*Places where you belong*

Each quadrant contains a row of five smiley faces for rating: a sad face, a neutral face, and three happy faces of increasing size.

# Step 3. Thinking about your overall wellbeing

**Choose One** **Write an action you could do to maintain your wellbeing**

<p><b>Taha tinana   Physical wellbeing</b></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>▪ Eating well</li> <li>▪ Doing regular physical activity</li> <li>▪ Getting enough sleep</li> <li>▪ Keeping healthy and well</li> </ul>	
<p><b>Taha hinengaro   Mental and emotional wellbeing</b></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>▪ Feeling confident</li> <li>▪ Knowing how to communicate thoughts and feelings</li> <li>▪ Managing stressful situations</li> <li>▪ Feeling good about myself and others</li> </ul>	
<p><b>Taha whānau   Social wellbeing</b></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>▪ Ability to care and share with others</li> <li>▪ Feeling connected to whānau</li> <li>▪ Having positive friends</li> <li>▪ Being involved in positive activities</li> </ul>	
<p><b>Taha wairua   Spiritual wellbeing</b></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>▪ Feeling like I belong and am connected to things and people that matter to me</li> <li>▪ Having goals and hope for the future</li> <li>▪ Knowing who I am and what is important to me</li> <li>▪ Values and beliefs that support wellbeing</li> </ul>	

## Step 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.*

<b>Describe the aspect of your wellbeing you would like to improve on.</b>	
<b>Rewrite this as a goal.</b> 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?