

**BE
YOUR
OWN
MAN**

LESSON PLANS



FIVE MILE

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Be Your Own Man: Lesson Plans

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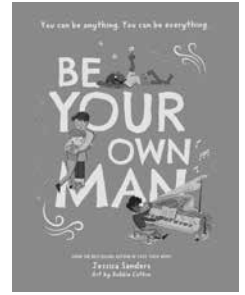
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Teaching lessons

Seven teaching lessons have been designed to accompany the children's book *Be Your Own Man* by Jessica Sanders.

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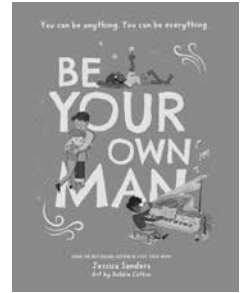
Lesson 6: Feelings & asking for help

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Focus text: **Be Your Own Man** by Jessica Sanders



Seven lessons in learning to be yourself!

Depending on the age of the children, the following lessons will take place over seven sessions. The lessons are pitched at children aged 8–11, or around their fifth year of schooling. While the focus text depicts male characters, the messages within the text are equally relevant for females. The lesson plans are not gendered, and will equally suit both boys and girls. Lessons are written to accommodate a full class, however, if the opportunity to run these sessions with a smaller group arises, the optimal group size to promote meaningful discussion is around 12 students.

KEY OBJECTIVES

Children will understand that:

- Society places gender expectations on both boys and girls, in how we should act, what we should like and what we should do. These expectations can limit our experiences.
- If we can break down these gender expectations, we can be the person we really want to be.
- True friends support each other, and respect you for who you really are.
- Our bodies are strong—we can do so many things using one body part or a combination of body parts.
- Our bodies are smart—they send signals to let us know we are feeling unsafe or in danger.
- Self-care is important for our mental and physical health.
- Everyone needs help from others sometimes; when we are worried, scared or sad, it is important to tell someone in our safety network.
- We all have strengths—we need to recognise our own strengths and the strengths of those around us.
- There is nothing more important than being true to yourself and becoming the person you are meant to be!

For the lessons you will need:

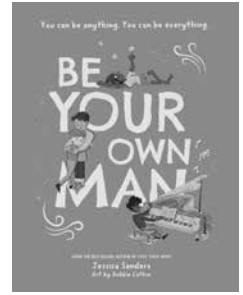
- Music (dance track and a relaxing instrumental track)
- Speakers (portable if possible)
- Whiteboard and markers
- Coloured pencils/markers
- A selection of items that may be sourced from school or home (see Lesson 2 for item ideas)

Digital Resource Masters to accompany this sequence:

- ‘Strength cards’ are on page 20.
- **Be Your Own Man: Student Workbook** This digital resource is designed to be printed double sided, or photocopied into a booklet. Following the lesson sequence, encourage students to take their booklet home and discuss lessons and concepts with their parents.

Lesson 1:

Gendered expectations



Tuning in: Musical mime

You will need: dance track and speakers

Play the dance track and have students dance or walk around the room. When the music ends, call out a number from 3–6, and ask students to form groups of this number as quickly as they can (allocate any leftover students to groups). Next, call out one of the mime topics below, and have each group silently act out the scenario. Select a group to show their mime to the rest of the class. Repeat this activity a number of times, using a good mix of ‘girl’ and ‘boy’ mimes to demonstrate the ingrained stereotypes.

Mime topics:

- *Group of 6:* A game of football.
- *Group of 5:* A boy showing a group of other boys some tricks on his skateboard.
- *Group of 4:* Girls arguing with each other.
- *Group of 4:* Boys arguing with each other.
- *Group of 3:* Girls shopping for clothes.
- *Group of 3:* Girls talking about something important to each other.
- *Group of 3:* Boys talking about something important to each other.

Discuss the ways in which students acted the ‘boy’ and ‘girl’ roles differently. Ask students to provide reasons for why they think these differences exist. Use the remainder of the lesson to unpack this further. The intent of this game is to encourage students’ realisation that stereotypical ‘male’ and ‘female’ behaviours are prevalent in our society.

If students have trouble acting out the final scenario, ask: ‘Why was this difficult?’

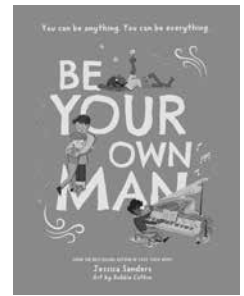
Group discussion (part 1): What makes a man?

You will need: whiteboard and marker

Write the word ‘man’ in the middle of the whiteboard in large letters. Have students think about a grown man they know who is popular or respected within their community. It may be their football or soccer coach, a teacher at school or just someone they look up to. (Note: it doesn’t need to be the same person for each student.) Have students think of words or phrases to describe what this man is like. How does he act? How do you know he is respected? What does he look like?

Record students’ responses on the board. Responses may include ideas such as funny, strong, relaxed, independent, tall, confident, good at sport, etc.

The discussion will vary depending on what has been added by the class.



Go through some (or all, if they are extending the discussion) of the words on the board, and ask: ‘Why did we add this?’, ‘Why do we think a man should be strong / funny / confident?’ Keep the conversation positive—the idea of this task is that a man can be all the things on the board, and more. Next, add ‘sensitive’ to the list, and ask: ‘Do you think this is something that a man can be? Why?’ Repeat for other words, such as intelligent, quiet, thoughtful, dramatic, kind, etc. Create a broad and more inclusive picture of what it means to be a man who is respected within our society.

Optional extension activity:

Special note: this activity extends the discussion to break down pre-conceived societal assumptions of what it means to be a ‘man’, however, it may or may not be needed or appropriate for your class. Based on the age and the responses from the above activity, decide whether this extension is appropriate.

If there are words on the board such as ‘strong’, ‘tall’, ‘handsome’ or ‘sporty’, challenge them. Ask the class: ‘So, one trait that we mentioned in being respected is to be tall. Does that mean he is less of a man if he is short?’ Discuss, and decide as a class whether tall should be removed, or if short should be added? What about people who are average in height?

Group discussion (part 2): What makes a woman?

You will need: whiteboard and marker (different colour)

Have students think about a grown woman they know who is respected within their community. It may be their coach, a teacher at school, etc. Have students think of words or phrases to describe what this woman is like. How does she act? How do you know she is respected? What does she look like?

Draw students’ attention back to the ‘man’ list on the board, and ask: ‘Which of these traits could we also use to describe a woman?’ Using a different coloured marker, annotate the ‘man’ brainstorm to show which apply to being a woman—you may tick or circle the words students believe could also be used to describe a woman. If students think of different words to describe a woman, add them with the new colour, and ask: ‘Could that word also be used to describe a man?’ An example of this may be ‘pretty’ or ‘beautiful’. Ask prompting questions such as: ‘Why didn’t we have this word on our list for a man?’ to challenge their thinking of gendered words and stereotypes.

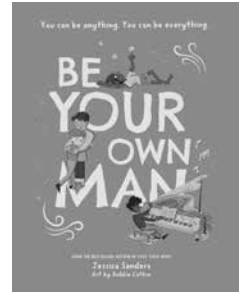
Independent task: Linking to themselves

You will need: Student Workbook page 3: ‘What makes me?’

Have students look at the list of traits on the board, and think about the kind of person they are now, and who they want to be. On page 3 of their workbook ‘What makes me?’, ask students to make a list of traits that they could use to describe themselves now, and then using a different coloured pencil, have them write three traits which they will strive to achieve in the future.

Lesson 2:

Unpacking gender further



Tuning in: Boy stuff, girl stuff—it's all just stuff!

You will need: a selection of items sourced from home or school, such as coloured pencils, a novel, a football, a paint set, a music book, a soft toy, a pack of playing cards, a toy car, a necklace, swimming goggles, ballet slippers, a dvd, a skateboard or helmet

Set up the classroom with the chairs in a circle, and space on the floor in the middle of the circle. Lay the items on the floor in the middle of the circle. Then ask students to sit on the chairs. Ask students to select two items that represent them. Ask each student to explain the reasons for their choices. Move around the circle, providing each student with the opportunity to discuss their selection.

Group brainstorm: Boy, man, girl, woman—what do they mean?

You will need: whiteboard and markers

On one side of the whiteboard, write the words 'boy' and 'man' in large print, and on the other side, write 'girl' and 'woman'. Draw a line down the middle of the board to separate the gendered words, then ask: 'What are some general names you might hear people call boys or men?' Write the responses on the board in a different coloured marker. Examples for boys and men may include: buddy, mate, sir, gentlemen, etc. Repeat for girls and women on the other side of the board. Examples may include: sweetie, gorgeous, love, darling, ladies, etc.

Group discussion: Unpacking gender expectations

Discuss the following prompts with students, allowing time for multiple students to respond to each question. Ensure that all students have a chance to respond by the end of the discussion. They may state whether they agree or disagree with what others have said, then give their own opinion. Emphasise that it's ok to have different opinions; you may not think or feel the same way about something as others in the room, even your close friends.

Unpack the idea of being a 'boy' or 'man' with the following prompts:

- What does it mean to be a boy?
- Is this different to or the same as what it means to be a man?
- Are there any advantages to being a boy or man?
- Are there any disadvantages to being a boy or man?
- How could we reduce the impact of these disadvantages?

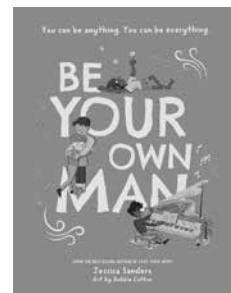
Unpack the idea of being a 'girl' or 'woman' with the following prompts:

- What does it mean to be a girl?
- Is this different to or the same as what it means to be a woman?
- Are there any advantages to being a girl or woman?
- Are there any disadvantages to being a girl or woman?
- How could we reduce the impact of these disadvantages?

On completion of this discussion, ask: ‘Do you think it’s ok that we have different expectations on boys and girls within our society? Do you think these expectations are ok?’ Discuss.

Whole class focus: Text link: *Be Your Own Man* (pages 4–11)

You will need: Be Your Own Man by Jessica Sanders



Read pages 4–5 of the text. Have students look at each of the characters, and ask: ‘What kind of boy do you think he is? What is he interested in? What two items would he have brought along to our ‘Tuning in’ activity? Can you see any similarities to yourself in this character?’

Read pages 6–7 of the text and look at each of the characters. Discuss how the boys are feeling on page 7 in comparison to page 6. Ask students: ‘Have you ever felt like that?’ Allow students to respond and share stories if they feel comfortable.

Read pages 8–11 of the text. Discuss the concepts and illustrations as required, to link back to discussions from lessons 1 and 2.

Independent task: What kind of person are you?

You will need: Student Workbook page 5: ‘This is me!’

On page 5 of their workbook ‘This is me!’, ask students to draw a vision of the kind of person they are. Perhaps they are doing something they love, wearing their favourite clothes or playing their favourite sport. This activity is a simple reminder of the kind of person they are now.

Closing activity: Just be you!

Have students close their eyes. Ask:

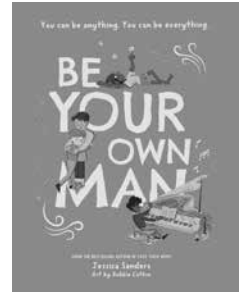
- ‘Raise your hand if you feel like you can’t be yourself at school.’
- ‘Raise your hand if you have ever felt like you should act or dress a certain way because of your gender.’
- ‘Raise your hand if you have ever accidentally made someone feel like they couldn’t do something because of their gender. You might have said “that’s what girls do” or “girls don’t play footy”.’
- ‘Raise your hand if you want to live in a world where you can be free to be yourself no matter what your gender.’
- Have students lower their hands and open their eyes. Offer a rough percentage of how many students raised their hands for each question and discuss. Students may wish to share reasons for their responses—these could be very insightful.

Link back to the discussion on gender expectations and reiterate that the most important thing is to be true to who you really are. Encourage students to be confident in who they are, and to encourage those around them to do the same. Encourage students to value diversity and not conform to outdated ideas of what it means to be a ‘boy’, a ‘girl’, a ‘man’ or a ‘woman’.



Lesson 3:

True friends support each other



Tuning in: Three fact mystery

You will need: small squares of scrap paper and pens

Ask students to write down three little-known facts about themselves on their square of paper. Their facts don't need to be big things—it's the little things that make each of us unique! Explain that the facts may relate to something the student is able to do, an extracurricular activity they are involved with, the number of pets they have at home, their favourite food, an injury they've had, etc.

Examples of three facts may include:

*I am learning archery
My favourite dessert is Pavlova
I broke my arm when I was three*

*I have two pet rats
I hate strawberries
I do hip-hop dancing*

First, have students scrunch up their piece of paper and throw it into the middle of the circle. Teachers may like to join in as well. Next, have everyone grab a different piece of paper from the middle. Ask students to read them quickly to make sure they haven't picked up their own. Then, ask the students to read out the three facts from their piece of paper one by one, and try to guess who the facts are about. If they don't guess correctly, the actual owner of the facts should reveal themselves. As you move through the activity, ask each student to briefly give further information on one of the facts shown, like: 'How did you break your arm?' or 'How long have you been learning hip-hop dancing?' When the activity is complete, ask students: 'Is there anything you learnt about someone else during this activity that you didn't already know?' Discuss.

Group discussion: What makes a good friend?

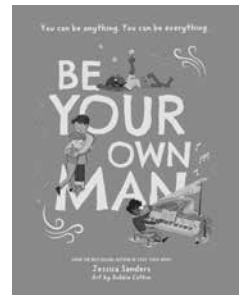
You will need: whiteboard and markers

Write, 'A good friend' in the middle of the whiteboard and ask students: 'What makes a good friend?' Record the responses on the board, and ask clarifying and building questions. For instance, if a student says: 'A good friend is someone who knows you well', you might ask: 'Do they have to know *everything* about you?' This may lead to other comments such as 'a good friend is someone who values who you are' or 'respects you' and so on.

Whole class focus: Text link: *Be Your Own Man* (pages 12–13)

You will need: *Be Your Own Man* by Jessica Sanders

Read pages 12–13 of the text, and ask students to look at the interactions between the characters in the illustrations. Ask: 'How are the characters being good friends to each other? Is there anything we can add to our list of what it means to be a good friend?' Discuss.



Group activity: My friendship groups

You will need: a collection of small, uniform shapes that can be safely thrown—i.e. small stones, plastic counters, small blocks, etc. (These will be referred to as ‘counters’ for the remainder of the lesson)

Have students sit in a circle, and give each student a counter. On the count of three, have all the students throw their counter into the middle of the circle. Ideally, the counters will land in various positions in the circle—some off on their own, some in small groups (can be touching), some in bigger groups, some in groups with another counter a little further away, and so on. If they do not show diversity in their positions, feel free to move a few around at this point!

Next, say: ‘I want you to imagine that every counter here is a student, and you’re looking down on the playground at lunchtime’. Point out various counters and what they may represent. For instance, ‘Here is a group of two kids playing together; it’s just them, no-one else is nearby’, ‘Over here is someone on their own’, ‘Here is a group of three, but not far away is a kid who looks like they’re trying to play with them’, and so on. Ask students to think about which counter best represents them and their friends.

Select a few students to discuss where they think they fit. If they need to move counters to make it work for them as they explain it, allow them to do so.

Independent task: My friendships

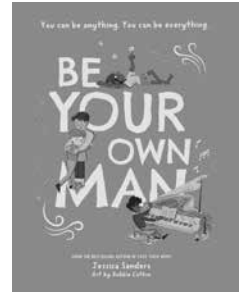
You will need: Student Workbook page 7: ‘Me and my friends’

Ask students to turn to page 7 of their workbook and draw a sketch of how they fit within their friendship groups. Remind students that their work is for their eyes only; they do not need to share their work with any other students as it can be very personal. Ask them to use circles to represent each friend and vary the distance between the circles to show how ‘close’ they feel to their friends, just as you did with the counters on the floor.



Lesson 4:

Every body is a good body



Tuning in: Touch the ball challenge

You will need: a small ball and a stopwatch

Ask students: ‘How can we get everyone in the room to touch this ball in the shortest possible time?’ Allow a few suggestions and have students try them out. Time each attempt and keep a record of which is the fastest.

Note: The quickest way should be for all students to stand in a circle with one hand reaching towards the middle of the circle, and have one person in the middle hold the ball out and quickly turn around, making sure every student’s hand touches the ball. It involves teamwork and cooperation to get this to work perfectly and quickly!

Following the activity, ask students: ‘In the ball challenge, which of our body parts did we have to use to complete the challenge?’ Students should recognise that they used their brains, hands, fingers, eyes, arms, etc. Have them acknowledge that their bodies allowed them to complete the challenge—and give themselves a pat on the back!

Whole class focus: Text link: *Be Your Own Man* (pages 14–17)

You will need: *Be Your Own Man* by Jessica Sanders

Read pages 14–15 of the text. After reading out the box of suggestions for how to practise self-love on page 15, ask: ‘Does anyone have another idea that they would like to add to this list?’ It can be something simple like playing your favourite song to cheer yourself up, painting or going for a jog.

Read pages 16–17 of the text. Ask: ‘What is an adventure that you have already been on, or that you would like to go on?’ Provide an example of something from your own life, perhaps accomplishing a hike, learning to ride a bike or snowboarding, going camping, etc. Discuss how your body will allow you to achieve this.

For example:

One day, I would like to climb to the top of a mountain. My legs and feet will help me by taking steps to get there, my heart and lungs will give me the stamina I need, my brain will help me think and find the right path, my hands will hold the map, my eyes will see where I am going, my back will hold my backpack, and so on.



Individual task: My body

You will need: Student Workbook page 8: 'My body is ready for adventures!' and page 9: 'My body will help me achieve my goal!'

Have students complete page 8 'My body is ready for adventures!' of their workbook by thinking about an adventure that they would like to have. Ask them to write, then draw a picture of themselves on their adventure. On page 9 'My body will help me achieve my goal!', ask students to fill in the table to show how their different body parts will help them achieve their goal.

Group game: Would you rather?

Ask students to stand in a line in the middle of the room. Ask questions about what they would rather do, using the prompts below. Students will then move to either side of the room depending on the choice that they make. They have to choose one or the other, there is no middle ground in this game!

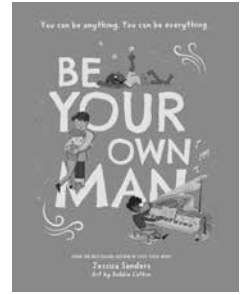
Would you rather:

- Climb a mountain or ride a horse?
- Draw a picture or play football?
- Play on the computer or play a musical instrument?
- Do maths or dance?
- Go to the beach or go to the snow?
- Go to the movies or go to an indoor-climbing centre?
- Go shopping or go surfing?



Lesson 5:

My body signals & dealing with bullying



Tuning in: Show me the feeling

You will need: music and speakers

Play a dance track and have students move around the room. When the music stops, read out a 'scenario' and ask students to use body language to show how they would feel in the given situation.

Here are some possible scenarios. Feel free to make up your own, but ensure they evoke a good mix of emotions:

- Two older kids at school walk up to you and start teasing you, pointing at you and laughing, and making other kids laugh at you too.
- It's your birthday and your mum tells you that you are allowed to take your best friends to your all-time favourite place, and you know that everyone is going to have the best time ever!
- You do something that you know will disappoint your parents, and you know that you have to tell them the truth.
- You are walking home from a friend's house alone. You are not far from home, but it's starting to get dark and you feel as though someone is walking behind you.
- Your parents tell you that you are going to pick up a brand new puppy today!

With each scenario, briefly discuss the students' body language, how they feel and which parts of their body react to those feelings. Discussion will be furthered in the next part of the lesson.

Whole class focus: Text link: *Be Your Own Man* (pages 18–19)

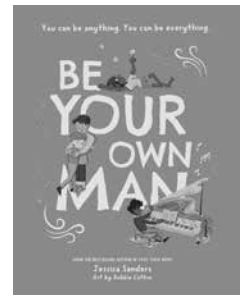
You will need: *Be Your Own Man* by Jessica Sanders, whiteboard and markers

Read pages 18–19 of the text. Ask students: 'In the scenarios we acted out, were you acting scared or unsafe? What made you feel this way? When you feel this way, what happens to your body?' Have students discuss their bodies' responses to fear, collecting as many responses as possible. Create a list of these on the whiteboard. The list should include those in the text, as well as anything else students think of. For example, a racing heart, sweating palms, shaking, a lump in your throat, a funny feeling in your stomach, tense muscles, breathing fast, etc.

Individual task: My body is smart!

You will need: Student Workbook page 10: 'My body is smart!'

Have students complete page 10 'My body is smart!' of their workbook by filling in the way their body responds to certain emotions. If students are having trouble thinking of body responses for happy, sad and worried, complete a class brainstorm similar to the one for feeling scared above.



Whole class activity: Role play: It's okay to walk away

When we are feeling unsafe, our body creates hormones to prepare our body to react (fight or flight response). It is common for boys to believe that if they walk away from a challenge they will be seen as weak, and that the only way to stand up to someone who is picking on them is to engage the fight response. Ask students: 'Why do bullies pick on others? What kinds of kids do bullies choose to be their victims?' Discuss, emphasizing the idea that bullies generally only pick on kids that are weaker than themselves. They bully to make themselves feel powerful, and they want others to feel weak and powerless. Their strength is gained through others' weaknesses.

Select a student to take part in a role play. The teacher will assume the role of the bully and the victim will be played by a student.

The victim and the bully are both in grade 6. The victim (use their actual name) has just been given the latest and most popular pair of runners for their birthday. Everybody wants these runners! (Ask for student input on what the runners are, this will vary between schools.) The victim wears the runners to school for the first time today and is really excited! The bully sees the victim walking towards their classroom and notices the new shoes. They are exactly the shoes they want! The bully thinks that they should have got them first—if they don't have them, no-one should!

Perform the roleplay twice. The teacher, playing the bully, does the same thing both times. As they see the victim walking to school, they yell out insults about their shoes, like: 'Where did you get those shoes from—1989?', 'Why would you choose that colour—they're disgusting!', 'Did you go shopping with your great-grandma or something?' and so on.

Instruct the student to respond differently as the 'victim' each time:

Scenario 1: The victim should engage in the conversation and answer back—even if it's just things like: 'Whatever', 'I don't care what you think', or 'Yeah, well I bet you had them!' This banter is a win for the bully. Even if the victim is defending themselves, or yelling back insults, it is adding fuel to the bully's power.



Scenario 2: The victim should not engage with the bully at all. Just walk past, head up, confident and ignore everything the bully says. The bully will keep on yelling insults, and trying to think of more to say, but without the victim adding their part, the bully will be left looking quite silly.

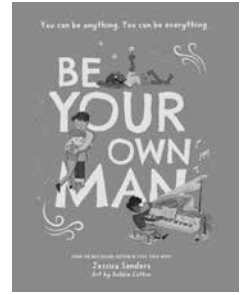
Discuss the outcomes of the two scenarios, ask: 'Who held the most power in Scenario 1 compared to Scenario 2? What happened to the bully when the victim didn't respond?'

Emphasise that this isn't a lesson in not standing up for yourself, but rather is intended to show that you don't always have to respond to someone else's challenge. To a bully, any reaction shows them they've got under your skin. Being the stronger person is often having the strength to walk away from danger.



Lesson 6:

Feelings & asking for help



Tuning in: Feelings meditation

You will need: calming, instrumental music and speakers

Play calming, instrumental music and have students sit or lie comfortably on the floor, with their eyes closed. To settle them, have students focus on their breathing. Use box breathing—breathe in for four seconds, hold for four, out for four and hold for four seconds again. Say: ‘I want you to think about a time in your life when you were really happy and excited. Now imagine that moment inside your mind, try to relive it. Who was there with you? What was happening? How did your body feel?’ Give them time to relive their memory. Then repeat the activity for a time when they felt angry, sad and worried, then finish with calm. Ensure that each feeling is given time to just ‘be’ without anyone talking. Practise box breathing between each feeling to refocus.

Group discussion: What are feelings?

You will need: whiteboard and markers

Ask students: ‘What are feelings?’ and discuss the idea that feelings are the way our body shows emotions. We can have big feelings, small feelings and everything in between. Sometimes we’ll have a mixture of feelings, like scared and happy at the same time. Make a list of ‘feelings’ words on the whiteboard. Have students volunteer examples of times when they’ve felt certain feelings—these may be from the ‘Tuning in’ activity or new examples. Emphasise that we have our feelings for a reason; it’s important that we acknowledge them and work with them, not hide them away.

Note: Do not force students to share examples; some students will find this very difficult and confronting.

Whole class focus: Text link: *Be Your Own Man* (pages 20–25)

You will need: Be Your Own Man by Jessica Sanders, whiteboard and markers

Read pages 20–23 of the text. Discuss as required.

Read pages 24–25 of the text. After reading each feeling section, ask students: ‘Which of these do you think would work best for you?’, or ‘Is there something else you could try?’ Discuss.

Individual task: Exploring feelings ... My self-care plan

You will need: Workbook page 13: ‘Exploring feelings ... My self-care plan’

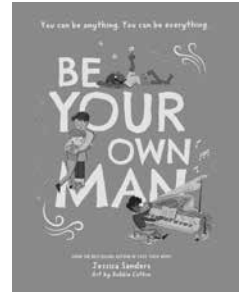
Have students complete page 13 ‘Exploring feelings ... My self-care plan’ of their workbook, by thinking about and writing down some things they can try the next time they’re feeling angry, sad or worried. These may be suggestions from the text or their own ideas.

Whole class focus: Text link: *Be Your Own Man* (pages 26–29)

You will need: Be Your Own Man by Jessica Sanders, whiteboard and markers

Read pages 26–29 of the text. Discuss the idea that sometimes our feelings are too big for us to fix on our own—if you’ve tried to use your self-care ideas, but you’re still not feeling better, it’s time to reach out to the people and organisations around you. Ask students: ‘Why do you think people find it difficult to ask for help when they’re feeling low? Why is this any different to asking for help when you’ve hurt yourself physically?’ Discuss the idea that people may see asking for mental health help as a weakness, but it is actually one of the bravest and strongest things that anyone can do!

Ask students to think about the adults in their lives that they can go to when they need help—these may be family members, teachers, sports coaches, friends’ parents and so on. They are people who they know will be there for them, will listen to what they have to say and believe them. Emphasise the importance that at least one support person should not be a family member. Suggest yourself, and other teachers within the school that your students have frequent contact with, as possible support people. Discuss organisations, such as the ‘Kids Helpline’, who are there 24/7 to talk if a child needs help.



Individual task: My safety network

You will need: Student Workbook page 14: ‘My safety network’

Have students complete page 14 of their workbook ‘My safety network’. This task may be more difficult for some students to complete than others. If some students cannot think of five adults, allow them to have fewer.



Lesson 7:

Be your own man



Tuning in: Recognising other's strengths

*You will need: student names written on scrap paper, folded and put in a jar;
Digital Resource Master: 'Strength cards' teacher resource master, enlarged to A3 and cut out (make two copies if required for number of students)*

Prior to class, lay strength cards face up on a table. Have each student select a name from the jar, checking that it's not their own name. For the name they have selected, ask students to think about what that person is good at, then look at the cards and select the card that best suits them. If any student cannot find a card to suit or their selection has been taken, ask them to write their customised strength on a sticky note or similar. Have students sit in a circle and take turns to reveal the name they drew from the jar, the strength they selected for that person and why.

Whole class focus: Text link: *Be Your Own Man* (pages 30–33)

You will need: Be Your Own Man by Jessica Sanders

Read pages 30–31 of the text. Ask: 'What strengths are the boys on this page showing?' Discuss each in turn, linking to the strengths discussed in the 'Tuning in' activity. Then ask: 'Do you think it was easy for the boys to do these things? How do you think they feel now?' Discuss.

Read pages 32–33 of the text. Look at each boy and the adult they become. Have students close their eyes and imagine the adult they wish to be—what kind of job will they have, where will they live, will they have a family, what sport or hobbies will they do?

Individual task: A symbol of me

You will need: Student Workbook page 15: 'A symbol of me'

Ask students to complete page 15 of their workbook 'A symbol of me', by drawing a personal symbol which represents them. The symbol should represent at least four elements that make up who they are. They may be combined into a single image—like a picture of themselves dressed in their favourite clothes holding things that are important to them, or separate images creating a whole—such as a shield divided into four sections, or a mandala. This page is intentionally left blank to allow for the diversity of students, and the teachers who will run the class. Let your imagination run wild. You may decide to use larger sheets of paper to complete this activity, and you may like to display these pieces within your classroom.

Ask students to present and explain their symbol to the group.



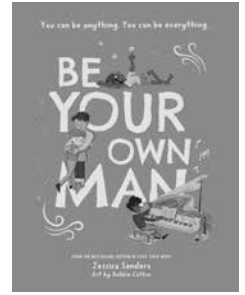
Whole class focus: Text link: *Be Your Own Man*

You will need: Be Your Own Man by Jessica Sanders

Read the complete text 'Be Your Own Man' to the class and discuss as needed. The text is now familiar to the students, but there may be new questions or comments following the learnings from the last six lessons. Take the time needed to instil the messages within the text.

Upon completion, ask: 'After reading this book and completing all of the activities, what does it mean to be your own man (or woman)?' Discuss. Ask: 'Who feels they are ready to be who they really are? What is one thing you can do today or this week or this year that will set you up to be your own man (or woman)?' Allow students to volunteer ideas. Thank students for being strong enough and brave enough to be the person that they really are.





Strength cards

They are comfortable telling others how they feel	They help others when they need it	They do things that are different to others
They are confident to be themselves	They are good at listening to others	They are great at being part of a team
They wear clothes that they like	They are really good at playing an instrument	They are really good at sport
They are a really good friend	They celebrate other people's achievements	They are kind
They always try their best	They admit when they make a mistake	They are fun to be around



These Lesson Plans are designed to be used alongside the book **BE YOUR OWN MAN by Jessica Sanders and the Student Workbook.**

