

Activity 5

| | |
|--------------------------------|--|
| Title: | Understanding Assumptions |
| Focus: | Managing Emotions |
| Time: | 50 minutes |
| Guiding Question: | How can assumptions affect our feelings and behaviour? |
| Connections: | Competencies: Interpersonal Development – developing awareness of self, understanding our thoughts and attitudes. |
| Rationale/ Background: | The choices made in life are based on unquestioned assumptions. These assumptions are beliefs but not provable facts. These assumptions inform thoughts, lead to feelings and motivate actions. In this lesson, students will be introduced to awareness of assumptions and the importance of evaluating them for exaggerations and other errors in logic. |
| The Learning Experience | |
| Setting The Stage | As an introduction, have students create a space in the room so they can move freely. Their task will be, when you call out a letter, they will try to make a physical picture of that letter by joining together. The only rule that applies is that they are not permitted to speak whilst forming the letter. Start with simply shaped letters like “T” and “O”, then try harder ones |
| The Activity | <ol style="list-style-type: none"> 1. Ask students to return to their seats and pose the question, “How might the activity have been affected if they were feeling angry or shy?” 2. Explain that emotions/feelings affect the body. As an example, ask the students to stand or sit in the particular way you instruct them to – remembering to remain silent whilst doing it – just allowing how they are feeling to be expressed by their bodies. Have students : <ul style="list-style-type: none"> • Sit as if they really wanted to be out of their seat and running. • Sit as if they were on a throne • Sit as if you did not want anyone to see you • Stand as if your name was called in class and you did not know the answer. • Stand as if you were threatening someone • Stand as if you had just won a competition. <p>Discuss what sorts of differences were observed – the tension, energy levels etc.</p> 3. Explain to the class that feelings not only affect a person’s body, but they affect one’s voice as well. Ask the students to repeat a series of phrases that you give them, after being told the meanings of them. <ul style="list-style-type: none"> • Say – “I’m sorry” as if you are being coerced to say it by a parent. • Say – “I’m sorry” as if you have just stepped on your best friend’s |

foot

- Say – “Who me?” as if you have just won a million dollars.
- Say – “Who me?” as if you have been asked to answer a question on a subject you know nothing about.

Ask the students how the rate of speech, pitch and volume changed meanings.

4. Continue into the next section of the lesson by explaining to students that choices made about feelings, thoughts and actions are based on beliefs.

- “**Beliefs**” are things that a person thinks are true but which may or may not be true in fact.
- Things that may not be true are also called **assumptions**. It’s important to know that one’s beliefs are true and are based on facts so one can make the best possible choices. People search for facts to do this.

Ask students to raise their hands in response to choosing between two “beliefs” that you are suggesting to them. They can only choose one to raise their hand to.

- McDonalds’s burgers are the best OR Hungry Jacks Burgers are the best.
- Australia is the best place to live OR England is the best place to live.
- The moon is made of green cheese OR the moon is made of rock.
- The Earth is flat or the earth is round.

Then discuss how the students chose which burger they believe is best.

- Are our choices influenced by anyone else? Who and what might influence our choices?
- How do we know the makeup of the moon? Did we always know that?
- What influence does personal experience have on our choice?

5. Finally, have the students break into 3 groups – each group is to discuss one of these 3 assumptions:

- “**AM I CRYSTAL BALLING?**” – this is when a person claims to know exactly what will happen in the future.
- “**AM I GENERALISING?**” – this means that a person is exaggerating or stretching the truth.
- “**AM I AWFULISING?**” – this means that a person is stretching the truth by claiming that something is awful, terrible or horrible and that the belief is not based on facts.

Pose the question: What do you think about this assumption – is it valid?

| | |
|--|---|
| | <p>FOR ASSUMPTION 1 : Explain that it is impossible to predict exactly what will happen in the future and that doing this is not based on facts.</p> <p>FOR ASSUMPTION 2 : Explain that it really is stretching the truth or exaggerating when someone makes a statement like ...” everyone in the class thinks this is stupid” It is not based on fact - just possibility.</p> <p>FOR ASSUMPTION 3 : Explain that awfulising is stretching the truth by claiming that something is awful, terrible or horrible. Explain that it is usually exaggerating to believe that something is awful, terrible or horrible and that the belief is not based on facts.</p> |
|--|---|

| | |
|----------------|--|
| Wrap Up | Have the students finish by suggesting scientific assumptions that, based on new evidence, have changed over time. |
|----------------|--|

| | |
|------------------|---|
| Extension | <p>8.1.1 Students exposed to some thinking skills that assist with decision making (e.g De Bono’s PMI strategy).</p> <p>8.1.7 Life Styles unit in Year 7 – Making choices based on values and beliefs.</p> <p>8.1.7 Write the word ‘Friendship’ vertically down one edge of a sheet of art paper. Suggest a word or phrase beginning with each letter that says something about friendship.</p> <p>8.1.7 Discuss peer influences and how these affect personal decisions. Discuss the positive way in which peers can influence the behaviour of their friends.</p> <p>11.1.1 Year 4 and 6 students have the High 5 posters up while they are playing the Real Games and refer frequently to these concepts.</p> <p>11.1.9 Students are actively encouraged to participate in many co-curricula activities both at school and within the community. Their successes are publicly acknowledged at school assemblies.</p> |
|------------------|---|

Teacher Program Review – Reflective Question

Which students are beginning to show understanding of assumptions and are altering their behaviour ?

| | |
|-------------------------------|--|
| Resources / Materials: | |
|-------------------------------|--|

Blueprint Career Management Competencies & Indicators

| | |
|--------|--|
| 8.1.1 | Understand how choices are made. |
| 8.1.7 | Understand how decisions affect the decision maker and others |
| 11.1.1 | Explore the concept of ‘change is constant’ and its relationship to career building. |
| 11.1.9 | Try new experiences according to your dreams, personal values and interests. |
| 1.1.3 | Understand how self concept influences your behaviours |
| 1.1.7 | Evaluate which of your behaviours and attitudes contribute either positively or |

negatively to your self concept.

3.1.9 Acknowledge the positive effects of expressing your feelings.

7.1.5 Understand the meaning of taking responsibility for your own actions.

7.1.9 Demonstrate the ability to take responsibility for your own actions

**Teacher's
Notes:**

- Try to respond to comments in a way that validates and affirms the feelings expressed.
- If time is short, do only selected questions.
- Move the continuum part of the activity along quickly, and don't dwell on one question too long.
- Expect that there may be more than one way to "pass" on any item
- Some students viewpoints may be "stereotypical".
- Do not "label" students – set some ground rules for general demeanor in the class.