

OVERVIEW

This resource is designed to support students to make the most of their museum visit through suggested pre and post-visit lesson plans and a learning trail completed at the museum. Lesson plans are suitable for years 3-8, with suggested adaptations included in the descriptions. The curriculum links outlined can be met through a combination of these activities.

PRE-VISIT LESSON PLAN

SUGGESTED TIME
30 minutes

TUNING IN

Conduct a classroom discussion about personal strengths or character strengths. Some prompting questions:

- What are personal strengths?
- Why are they important?
- How do people use these strengths in everyday life?

As a class, or in small groups, create a list of personal strengths, record these on a poster to keep for the post excursion lesson. Explain to students that personal or character strengths are different to talents and skills. Some examples of these strengths include: resilience, curiosity, teamwork, fairness, honesty, love of learning, independence and open mindedness. Continue the discussion by encouraging students to consider which strengths they use/need most in different situations, such as in the English classroom, in PE class, when facing conflict in a friendship group or when playing team sports on the weekend.

STRENGTH SPOTTING CIRCLE TIME

Strength Spotting Circle Time: place all students names in a hat, each student pulls out one name. With students sitting in a circle one student begins by 'strength spotting' their chosen student. Strength spotting involves identifying a strength that person uses and providing an example of how they use it. For example they might say, 'Jordan shows the personal strength of teamwork as he always makes sure others are included when we play basketball at lunch time'. Continue in a web, so the person who is spoken about shares next until all students have had a turn.

REFLECTION

As a class or individually, students explore the Geelong Sports Museum website and look at the different collections that are on display: Origins, Game Changers and Community. Ask students: which one are you looking forward to seeing and why? Do you have any questions you'd like to find out more information about at the museum?

Personal Strengths/Character Strengths information taken from the Resilience, Rights and Respectful Relationships Levels 5-6 Learning Materials Handbook.

POST-VISIT LESSON PLAN

SUGGESTED TIME
60 minutes

TUNING IN

Conduct a class discussion reflecting on the visit to the Geelong Sports Museum. Ask students:

- What personal strengths do you think are most important for elite athletes to use and why?
- What personal strengths do you think Jessica Gallagher uses in her sporting life and personal life?
- How do you think she uses these strengths?

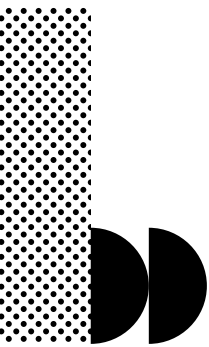
STUDENT LED ACTIVITY

Using the list of personal strengths you made in the previous lesson, ask students to choose their top three strengths and describe how they use these strengths. Students create a poster or digital poster to showcase their ideas.

After creating their poster, ask students to choose a strength they would like to use more in their lives. Encourage students to think about why they'd like to use this more and how they could practise using this strength. Students can add this to their poster.

REFLECTION

Students share which strength they want to use more and how they will try to do that.



LEVELS 3 & 4

PERSONAL AND SOCIAL CAPABILITY

- Identify personal strengths and select personal qualities that could be further developed ([VCPSCSE017](#))
- Identify how persistence and adaptability can be used when faced with challenging situations and change ([VCPSCSE018](#))
- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion ([VCPSCSO020](#))

LEVELS 5 & 6

PERSONAL AND SOCIAL CAPABILITY

- Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations ([VCPSCSE027](#))
- Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences ([VCPSCSO029](#))
- Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual ([VCPSCSO030](#))

LEVELS 7 & 8

PERSONAL AND SOCIAL CAPABILITY

- Discuss the range of strategies that could be used to cope with difficult tasks or changing situations ([VCPSCSE036](#))
- Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others ([VCPSCSO038](#))

