

Learn From Tony Armstrong: Be Yourself, Be Authentic

Learning Intention:

Identify the importance and benefits of being authentic.

Success Criteria:

- I can define what authenticity is
- I can create an example of authenticity around me
- I can create an example when it is challenging to show authenticity

Extra Materials Needed:

None

Vic Curriculum Standards:

Person and Social Capability

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPCSE026)

Reporting Statements:

*Student understands what being authentic means
Student can create a story and include examples of authenticity*

Part 1: Introduce the Lesson

1. Distribute student reflection sheet (printed out version or digitally shared eg: Google Classroom link)
2. Open Up **Learn From Tony Armstrong - Be Yourself, Be Authentic**
3. Introduce lesson with Learning Intention and Success Criteria

Part 2: “I Do” – Watch Howie Games Episode

1. Play the Howie Games video of Tony Armstrong modelling how he chose to be himself on camera and the benefits that came from that.
2. During the episode, Howie will prompt you to pause the video and for the students to reflect on the student activity questions. Students to take this time to answer these questions, brainstorm or add their own wonderings from the video they just watched.

Part 3: “We Do” – Share and Facilitate Discussion through Student Reflections

1. Consider beginning the discussion by reading out the optional discussion questions.
2. Students are to share their reflection and wonderings to generate discussion within the class. Facilitate students answers to bounce off one another with “What did you think, what about you, what were you wondering, how does their answer now make you think? etc.
3. During these discussions teachers may find opportunities to dive deeper into explicitly teaching / clarify / answer some wonderings students have. Conversely teachers may wish to learn with the students or assign students to find out more about a particular wondering.

Part 4: “You Do” – Student Activity: “Authentic Storytelling”

1. Someone in class to read out: *“Being authentic is being yourself without being afraid or caring what others think or will say. It’s showing courage to be yourself. Sacrificing who we are and what we think to impress or please others isn’t worth it. Tony chose to be himself and that is why he is loved by so many, because he is authentic and real”*
2. In groups, pairs or individual you are to create a story of yourself showing yourself being authentic.
3. Use any of the themes below as inspiration for your story. Your story could be a cartoon strip, short written story, an acted out play, a poem or something even more creative. An extra challenge is for the story to include a section where your character’s authenticity is being challenged, and your character finds it hard to be authentic. What will your character do, how will they fight against the challenge to stay true to themselves?

THEMES: See following page

4. Share stories, cartoons, poems or acts with the class.

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Part 4: “You Do” – Student Activity: “Authentic Storytelling”

AUTHENTIC THEMES:

- *Trying to fit in,*
- *Doing the right thing, even when it’s not cool,*
- *Doing it your way and not copying a person who seems better than you,*
- *Peer pressure on something that isn’t you,*
- *Knowing your true feelings and having the courage to share them,*
- *Questioning stereotypes,*
- *Being your true self, whether that means you are different or the same as others,*
- *Standing up for what is right,*
- *Self-confidence or lack of self-confidence,*
- *Worrying what others may think of you,*
- *Feeling embarrassed about something,*
- *Speaking Up for something you believe in*