|  |  |  |  |
| --- | --- | --- | --- |
| **Speakers:** | Michelle Obama | **Topic:** | Self-belief |
| **Key Stages:** | 3 – 5 | **Subject:** | PSHE |

|  |
| --- |
| [**PSHE Education Programme of Study**](https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020_0.pdf) **(January, 2020) links** |
| **Key Stage Three** |
| Students learn…  H4: simple strategies to help build resilience to negative opinions, judgements, and comments  R39: the impact of stereotyping, prejudice and discrimination on individuals and relationships  R41: the need to promote inclusion and challenge discrimination, and how to do so safely, including online  R43: the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support  L2: to review their strengths, interests, skills, qualities and values and how to develop them  L3: to set realistic yet ambitious targets and goals  L9: the benefits of setting ambitious goals and being open to opportunities in all aspects of life  L10: to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations  L12: about different work roles and career pathways, including clarifying their own early aspirations |
| **Key Stage Four** |
| Students learn…  H4: strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing  R34: strategies to challenge all forms of prejudice and discrimination  L2: to evaluate their own personal strengths and areas for development and to use this to inform goal setting  L3: how their strengths, interests, skills and qualities are changing and how these relate to future employability |
| **Key Stage Five** |
| Students learn…  R2: to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion  R25: ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination  L1: to be enterprising in life and work  L2: to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills |

|  |  |
| --- | --- |
| **Learning Objective** | To explore and identify how to grow in self-belief. |
| **Starter (10 minutes)** | |
| * Ask students to define “self-belief”. * Then, ask students to draw and label the characteristics of a person who has “self-belief” or someone who does not. | |
| **Introducing the talk (5 minutes)** | |
| * Explain that former first lady and author of bestseller *Becoming*, Michelle Obama, paid a special visit to Elizabeth Garrett Anderson School in Islington, London, to talk to pupils about empowerment through education and the importance of self-belief in achieving your goals.   + In her memoir *Becoming*, Michelle Obama chronicles the experiences that have shaped her - from her childhood on the South Side of Chicago to her years as an executive balancing the demands of motherhood and work, to her time spent at the world's most famous address as wife of the leader of the free world. | |
| **Activity One: How do we overcome barriers? (20 minutes)** | |
| * Explain to the students that they will be watching a clip of Obama describing the barriers she has faced when she was young and how she overcame them. * Hand out “Activity One Worksheet – Obama” and ask students to take notes in each column as they watch Clip One (5mins 29secs). * Give students some additional reflection and writing time to complete the columns and then take feedback as a class. * Ask students to then complete the challenge questions either verbally or in writing and take feedback as a class.   *Answers:*   |  |  |  | | --- | --- | --- | | *What barriers did Obama face as a student?* | *What goals did Obama reach? What has she achieved?* | *How did she overcome the barriers and reach her goals?* | | * *Working class* * *Lack of wealth and resources* * *Public school (USA state school equivalent)* * *Not being liked because she was smart and wanted to do well* * *Criticised for how she talked* * *Criticised for thinking she was better than others* * *Teachers underestimated her* * *Told her dreams were “too high”* * *Imposter syndrome – feeling like she didn’t belong* | * *Went to Princeton – an elite university* * *Lawyer* * *First Lady* * *Charity work* * *Role model* | * *Realising that her doubts were her own and not from others* * *Hard work* * *Letting her work speak for itself* * *Time* * *Maturity* * *Getting out of her own way!* | | |
| **Activity Two: How can we support ourselves and others? (25 minutes)** | |
| * Explain to the students that in the next clip Obama discusses how to support yourself and others. * Give out “Activity Two Worksheet – Obama” and discuss the two brainstorms. * Watch Clip Two (11mins 59 secs) while students make notes on their brainstorms. * Give the students time to complete the brainstorms with their partner and then take feedback as a class, creating a class brainstorm of strategies. * Ask them to complete the challenge question and take feedback as a class.   *Possible answers:*   |  |  | | --- | --- | | *Strategies to support ourselves:* | *Strategies to support others:* | | * *Look after yourself* * *Protect your heart* * *Care about your education* * *Care about your health* * *Find a mentor* | * *Look at who you could support around you* * *Talk to others* * *Take others with you to interesting places or events* * *Talk about the power of education* * *Talk about your passion* * *Be an example* * *Find the truth* * *Be a mentor* * *Don’t compete with others* * *Say positive things to others* | | |
| **Activity Three: How can we become ourselves? (20 minutes)** | |
| * Explain that in this clip Obama poses some big questions to help us work out what we want to do with our lives. * Give out “Activity Three Worksheet – Obama” and ask the students to think about the questions while watching Watch Clip Three (3mins 5 secs) * Give students some time to share their initial thoughts with their partner, and then answer two/three of them in writing. * Take feedback, then discuss the challenge questions and allow students time to answer them.   *Challenge:*   * *Students may find these questions easy to answer because they have already spent time thinking about these questions and have a strong sense of self. Other students might find them more difficult because, as Obama says, these are not questions we are usually asked or how we usually think as we normally focus on what career we want to choose.* | |
| **Plenary (10 minutes)** | |
| * Re-visit starter number 1 – ask students to review their original definition of self-belief (either their own definition or the class definition). Discuss if and how they would change their definition based on what Obama said. * Ask students to identify one, two, or three actions that they are going to take as a result of the activities they have completed. | |