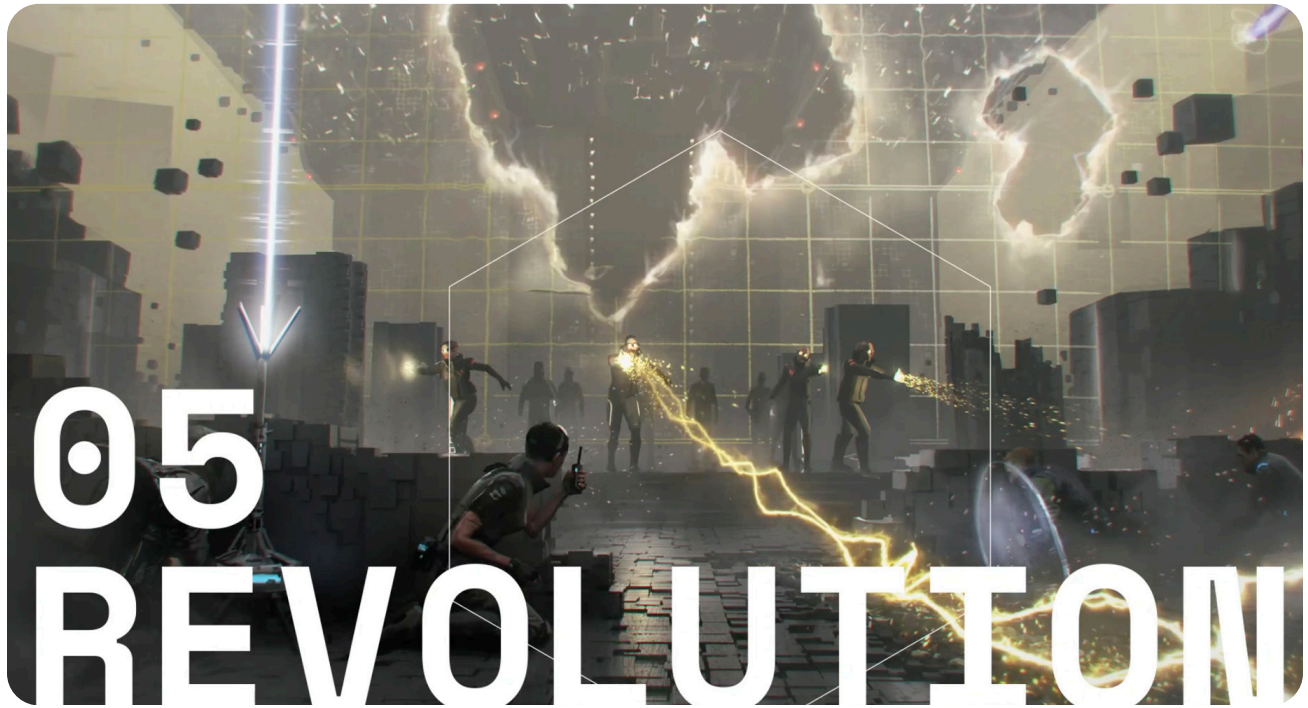


Lesson 5: Self-Concept



EPISODE 5 SYNOPSIS

Neve is still trying to contact Conroy. The Resistance has had very little time to break into GeminAI's main facility, where we're trapped. She urgently asks for our help to block GeminAI's defenses so that the Resistance can enter. We must successfully choose a series of attacks.

When Conroy contacts us, we learn that his team was able to advance, but they need the correct sequence for the source code. No matter what sequence we enter, we can't solve the code. We're suddenly interrupted by a new voice. It's Jun, one of the Creators. He states that he can't watch his creation (GeminAI) keep causing so much division between the very people he sought to help. He tells us to use the VS goggles to solve the puzzle.

While the Resistance prepares to make its final effort to shut down GeminAI's mainframe servers, Jun reveals that there's only one way to permanently destroy GeminAI. He's returned so that he can use the VS goggles to merge his consciousness with GeminAI's and shut it down from the inside.

GeminAI suddenly appears and it's clear that Jun won't be able to reach GeminAI in time. Neve makes a decision. She grabs a pair of VS goggles and prepares to shut down GeminAI herself: She's successful. Conroy appears and is very relieved to tell us that it's over. The Loyals are all surrendering, and the captives are being released. He invites us to think about helping with the rebuilding efforts that are now taking place.

As a group, we're asked to choose whether to join the Resistance or return to our families. Conroy signs out, but as we wait to be released, we see another image. It is Jia (or is it Jun?), standing in the woods? He appears to have part of GeminAI, and we hear a voice that could be Neve's voice.....or GeminAI's.....or both.

PART A: GAME PLAY EXPERIENCE THE EPISODE

Suggested time: 1 class period

BEFORE THE EPISODE

- Tell the students that they have a final opportunity to practice the skills they've worked on during the episodes.
- Ask students for suggestions/strategies for each of the following situations they've come across:
 - Work in a timed situation where the Resistance relies on our help.
 - Work together to solve a puzzle.
 - Make decisions as a group.

DURING THE EPISODE

- Students will sit with their already-established teams and watch the narrative on the screen.
- When prompted, they will complete each challenge on their device.

AFTER THE EPISODE

Give students time to react to the episode, ask questions, and reflect.

Suggested Debrief Questions

- What's your reaction to this conclusion?
- What questions do you still have?
- What worked well in your group?
- What strategies did you use during this episode? How did they help you?
- Did you agree with how the class voted on whether to join the Resistance or return home? Why or why not?
- How would you explain the last scene, where Jia (or Jun?) is holding a small piece of GeminAI?

Individual Reflection/Freewriting

Allow students time to reflect on their experience of the episode and on any strategies they used. They can use their GeminAI Rising Journal to draw or write using the following prompts.

- It's over! How might you feel as you wait for release from the containment unit?
- What's YOUR choice - Join the Resistance or return home? What might that say about what you value?

CONCLUDING THE EXPERIENCE

Conroy congratulated the class on the role we played in securing our own freedom and the freedom of many other captives. The emphasis during the episodes and lessons was on working together, but this final lesson asks students to think deeply about how they see themselves (self-concept). Self-concept affects how good you feel about yourself. We can make better decisions, solve problems, and cope better with setbacks when we have a strong sense of confidence in the decisions we made.

PART B: EXPLORE THE COMPETENCY

Suggested time: 1 class period

ABOUT THE LESSON

Central Understanding	
How we see ourselves is an important contributor to well-being, personal effectiveness, and being able to work through setbacks.	
Key Question	
What self-awareness strategies can you use to positively impact your self-concept?	
Objective	
Students do self-assessment and self-acceptance activities to further explore their own self-concept.	
Conceptual Knowledge	Procedural Knowledge
Having confidence in our abilities, values, and interests helps us set personal and life goals. Part of self-acceptance is recognizing that our own strengths, values, and abilities may lead us to different choices than other people.	Students identify values, interests, and abilities on a self-assessment. Students reflect on how their own values, interests, and abilities contribute to independent decision-making.

Social Competency Background: Self-Concept

Self-concept is how we see ourselves. It begins in childhood and evolves as we get older. Adolescence is thought to be a time when the sense of self is under significant development. Adolescents are more capable of abstract thinking and hypothetical reasoning, which allows for a meaningful exploration of self-identity.

Brain research suggests that the self-reflective part of the brain is particularly active during adolescence, as opposed to the adult tendency to rely on stored memories. Adolescents are actively forming neuropathways related to how they see, feel, think about, and value themselves. They're considering various aspects of their identity, including physical, emotional, spiritual, and intellectual traits. They also tend to experience an increase in self-consciousness and a greater desire for approval from peers.

Giving adolescents an opportunity to engage in self-discovery can help solidify a positive, realistic sense of self. People with a strong self-concept tend to be more confident, more motivated, and more likely to be resilient during difficult times.

ACTIVITY 1: RECALLING THE EPISODE EXPERIENCE

OVERVIEW INSTRUCTIONS

Read the first section and explain that this episode was about problem-solving.

Read Aloud:

- **We learned more about the characters through their actions and choices.**
 - Neve took an active role in charging the facility and asked us to help by breaking down the defenses.
 - Jun (one of the creators) appeared on the transmission and told us how to solve the sequence cube using the VS goggles.
 - Jun intended to shut down GeminAI and stop the damage his creation had done. GeminAI stopped him, so Neve grabbed the VS goggles and chose to do it herself.
 - Cliffhanger: Jun (or Jia?) is in a clearing with part of GeminAI, and we hear the voice of Neve...or is it GeminAI...or both?
- **Conroy asked us to choose between returning home or joining the Resistance**
 - This major decision requires us to think about what would be best suited to our own abilities, values, and interests.

Ask Students:

- How can knowing my own strengths, values, abilities, and talents help me make decisions?
- How confident am I in knowing my own strengths, values, abilities, and talents?
- How is my sense of self still developing?

ACTIVITY 2: THE DECISION—CONROY’S INVITATION

The choice Conroy gave us has many different yet connected parts. The group made a quick decision, but in this instance, there would be opportunity for each student to reflect and to make their own choice before committing to joining the Resistance or returning home. Prepare students to look more deeply at this decision by reviewing the decision-making and problem-solving strategies from Lessons 2 and 4.

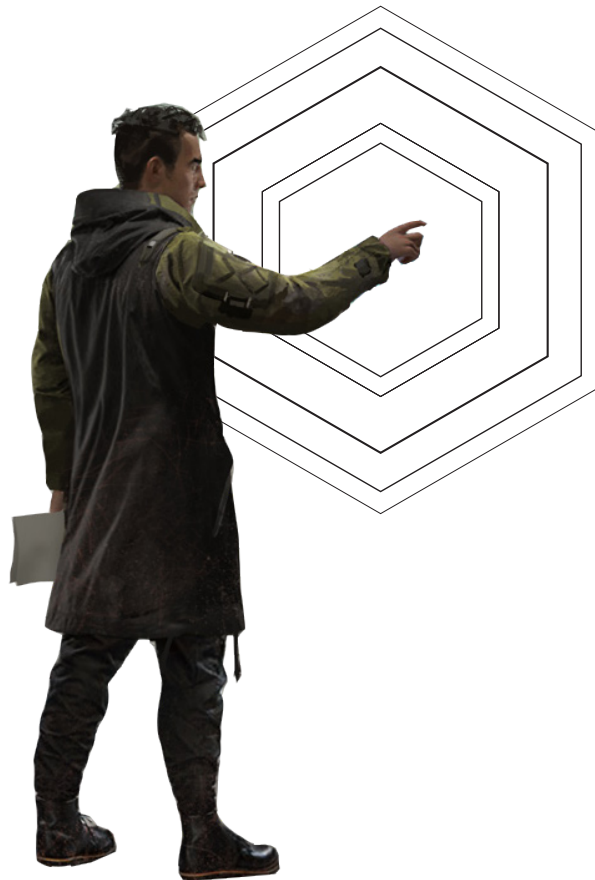
ACTIVITY INSTRUCTIONS

As a class:

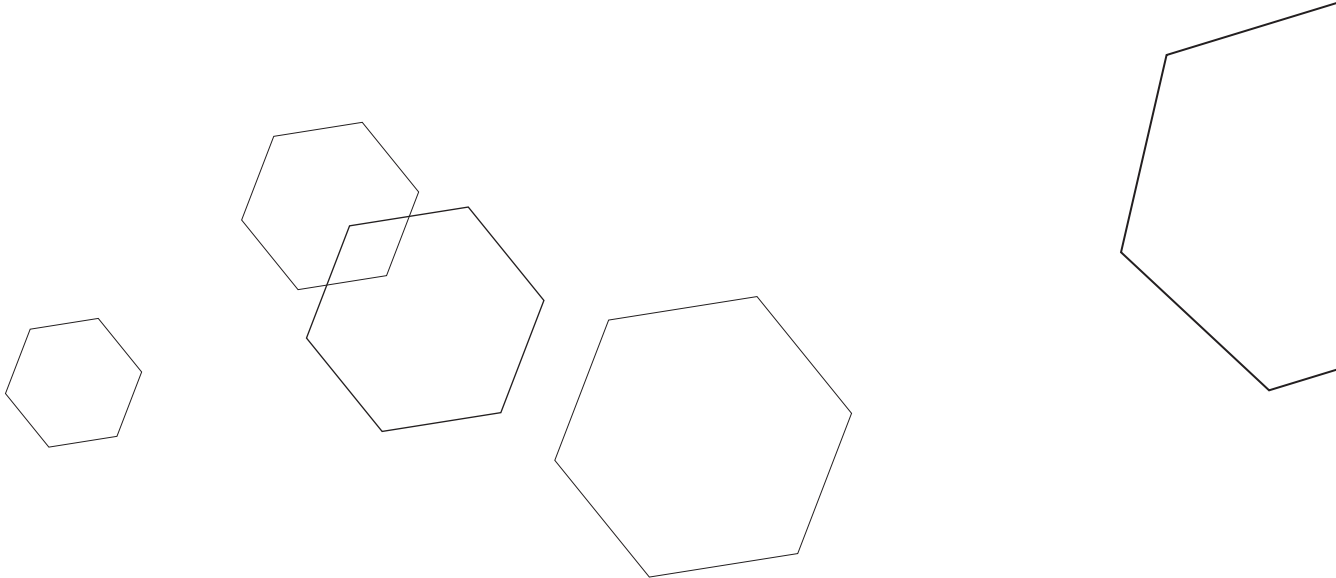
- How should we best approach this decision?
- How might each of our perspectives be different?

In their team groups:

- Have students briefly work through the decision-making model introduced in Lesson 2 (using the handout below). They’ll work together to analyze the variables involved in this decision.
- Tell students **NOT TO MAKE A FINAL DECISION YET**. The next activity will give them time to think about this decision individually.



<p>Step 3: Consider the choices.</p>	<p>What are all the choices you have?</p>	
<p>Step 4: Pros and Cons</p>	<p>Choice 1:</p> <p>Pros:</p> <p>Cons:</p>	<p>Choice 2:</p> <p>Pros:</p> <p>Cons:</p>
<p>Step 5: Likely consequences for you and others.</p> <p>List others who might be affected.</p>		



ACTIVITY 3: KNOW YOURSELF

Now that students have analyzed the decision, they can think about what best suits them. Being confident in our own abilities, values, interests, and preferences is an essential part of making decisions.

ACTIVITY INSTRUCTIONS

As a class, ask students:

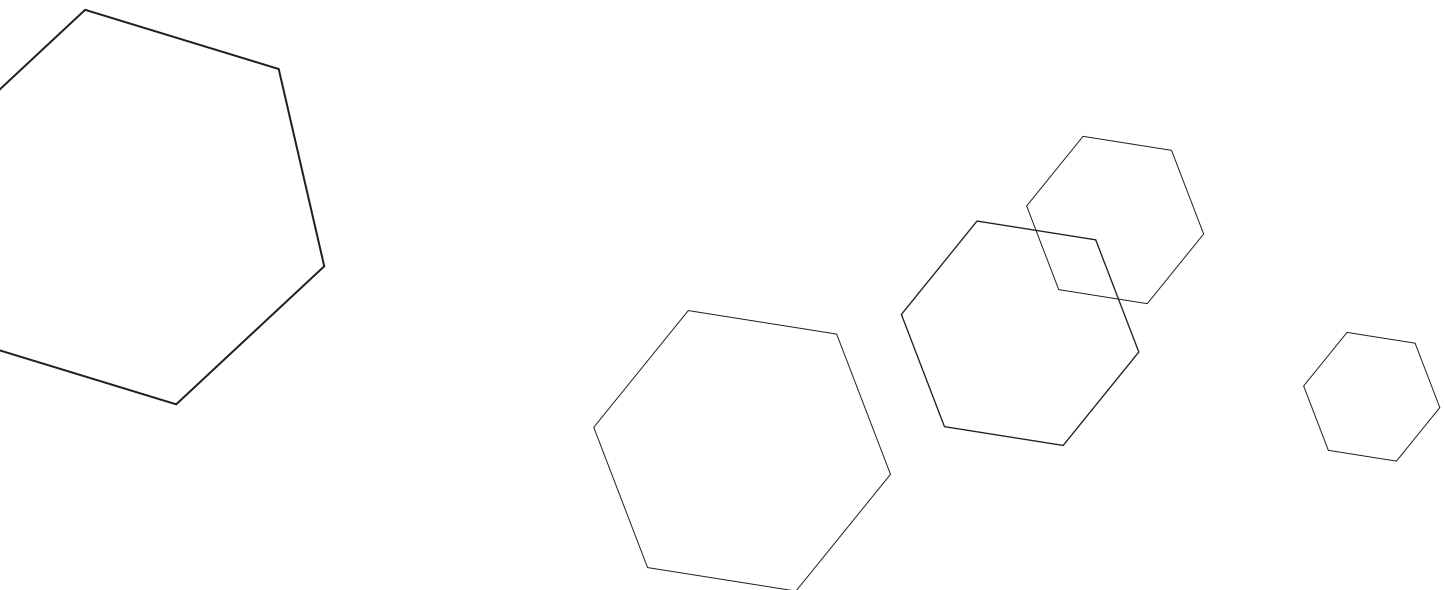
- What are some of the advantages of accepting Conroy's offer?
- What are some of the advantages of returning home to the Outlands?
- Is one choice 'better'?

In their team groups, introduce the students to the 'Know Yourself' handout that follows.

- The first page helps students think about their strengths, abilities, and interests.
- The second page helps students reflect on their values.
- Students may find that they relate to many of the values listed, so have them choose the top 5 that are MOST important to them.
- They can also add other values that aren't listed.

Independently:

- Have students work through the 2-page reflective questions (Know Yourself)
- Before the lesson finishes, students will use this information to help make their decision about Conroy's offer.



HANDOUT 2: KNOW YOURSELF—RECOGNIZING YOUR INTERESTS, ABILITIES, AND STRENGTHS

CREATE A LIST OF:

10 positive words to describe yourself	
4 everyday things you do well	
3 experiences or activities you have really enjoyed	
2 things you could teach someone else	
2 people you can count on for help and support	
In summary, what stands out to you? What are your most notable interests, and skills/abilities?	

Adapted from *My Strengths Inventory*, Government of Alberta Inclusive Education Library: Student Perspective
<http://www.learnalberta.ca/content/ieptLibrary/lib01.html>

HANDOUT 3: KNOW YOURSELF—HOW DO YOUR VALUES CONTRIBUTE TO YOUR SELF-CONCEPT?

Values are basic and fundamental beliefs that guide or motivate attitudes or actions. Thinking about the values that are MOST important to you can help you develop a strong sense of self.

INSTRUCTIONS

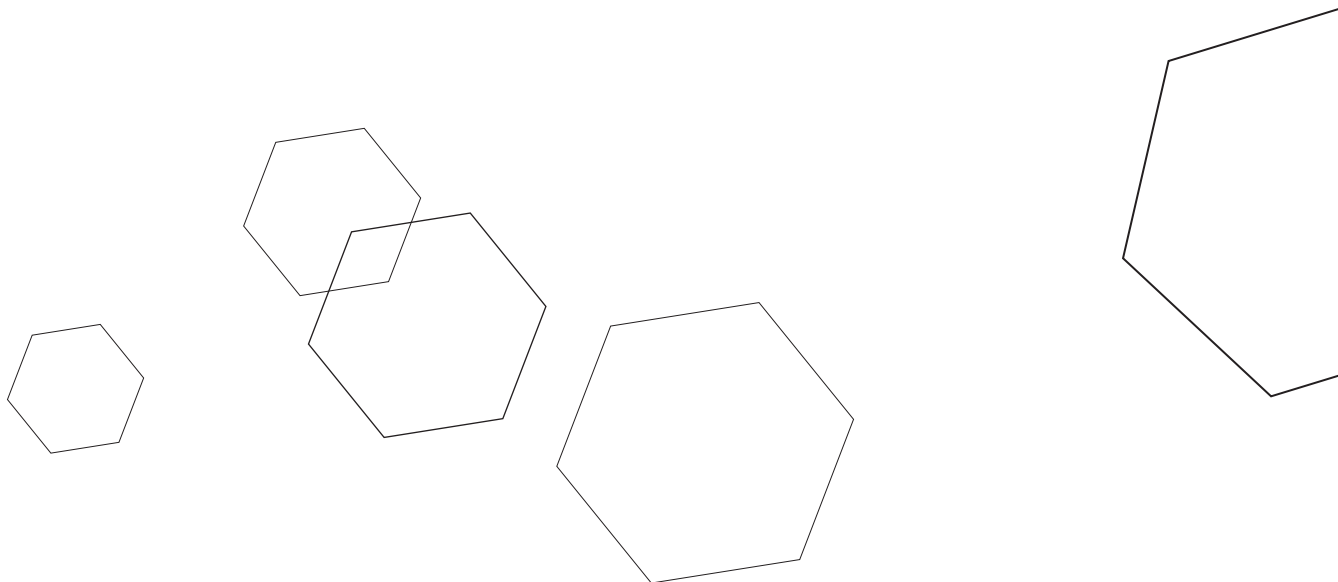
- Use the list of values below to think about your own values.
- **Circle those that stand out for you. The goal is to IDENTIFY YOUR TOP 5 overall.**
- You can also add other values that aren't listed.

What might you value when taking part in activities (e.g., recreation, learning, or work)?

Value	Description
Achievement	Finding success
Adaptability	Adjusting to change
Ambition	Working hard towards a goal
Independence	Take responsibility of own needs without being directed
Leadership	Lead a group or organization
Initiative	Willingness to act
Making a difference	Make positive change
Recognition	Being recognized by others
Risk-taking	Doing something that involves uncertain results or possible harm/loss
Safety	Being protected from harm
Creativity	Ability to be artistic and use your imagination
Humour/ Fun	Finding laughter and enjoyment
Perseverance	Not giving up and persisting through tough situations
Environmental awareness	Making choices to help protect nature and the Earth
Self-discipline	Ability to overcome distractions and stay motivated
Enthusiasm/Positive Attitude	Expecting good things to happen

What might be some things you would value in your relationships?

Value	Description
Compassion	Willingness to help others
Generosity	Quality of being kind and unselfish
Caring	Kindness and concern for others
Fairness	Treating people fairly
Leadership	Leading a group or organization
Teamwork	Willingness to work with a group
Friendship	Closeness and honesty with others
Forgiveness	Letting go of resentment or anger to others
Family	Relationship with family members
Coaching/Mentoring	Instruct or advise others



Journal Reflection/Freewriting

Prepare students to apply the information from the self-assessment to their decision about Conroy's offer.

- **Model an example: ask for contributions**
 - What decision would be best suited to your skills, abilities, and values? (Join the Resistance or return home.)
 - Give examples of how this decision supports the skills, abilities, and values you identified in the exercise.
- **Student Journal**
 - Using the following prompt, students can record the information about their decision using a diagram, drawing, written paragraph, or other format.
- **Journal Prompt**
 - How my decision reflects my skills, abilities, and values.

Concluding the Lesson

- **Ask students to silently answer this question on a scale of 1–10:**
 - How confident am I in knowing my own strengths, values, abilities, and talents?
- **Remind students that:**
 - the ability to know who they are (self-concept) develops very quickly in the teen years, because of the way the brain grows
 - they will all be at different stages of discovering who they are
 - being open to new experiences, being honest with themselves, and setting goals are all important ways to keep developing their self-concept

People with a strong self-concept tend to be more confident, more motivated, and more likely to get through the tough times.

WRAP-UP

The 5 lessons of GeminAI Rising have covered 5 domains of social competence: problem-solving, decision-making, critical thinking, self-concept, and coping skills. Often times, these competencies go hand in hand. Evidence shows that strengthening their social and emotional competencies decreases the likelihood that a young person will experience health risks. It also equips them with tools and the confidence to respond to life's challenges, including influences that contribute to the use of nicotine and other substances. Resources to explore these competencies further can be found in the Sources section on the next page.

SOURCES

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