

Unit eight: Self-Esteem

Lesson Plan: How to Build Self-Esteem

Objectives:

(SMART)

- to enable teachers to refine their observations gaining a deeper understanding of students' difficulties

Learning outcomes:

Based on this lesson the participants will be able to:

(use action verbs
from Bloom's
Taxonomy)

Knowledge:

- identify a starting point and measuring progress of Ss' self-esteem

Skills:

- recognize ,explore and accept the gifts and qualities they have

Attitudes:

- value the results according to the self-esteem survey and observation

Target group

Secondary School Teachers
School students 16+

**Activity Title &
number**

Short description of activity

**Resources
needed**

Time
1h 55'
in
total

1.Self-esteem scale

You will use a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from 'strongly agree' to 'strongly disagree'.

Instructions: Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement by underlining your option. This Q can be sent via e-mail or on-line. The results will be centralized by the trainer to be compared with the ones given at a later time. (Worksheet A1)

(All resources for the whole lesson)
Gift box net
Scissors
Glue
Felt tips
Craft items to decorate with (sequins/stickers)
Small pieces of paper with different gifts written on them/post its
Worksheets 1,2,3,4

Lead In

20'

2. Make a sentence game

The Ss use the word: 'Self-esteem' to start a sentence. The following sentence making game is carried out with mobile phones. It is fast paced and can be a lot of fun. As such, it is an ideal energiser:

- Get the participants to form a circle.
- Ask participants to use What's App or any universal text messaging app so they can send free text messages to each other.
- Ask each person to exchange contact with the person to their left.
- Ask each person to send "Hi" to the person on their left to make sure everyone is setup and good to go.
- Nominate two people in the circle that are opposite each other who will start the exercise.
- Explain that throughout the exercise they will be adding words to a sentence they receive from the person next to them and that the most important rule is that the sentence must make sense and be grammatically correct.
- Ask each of the two people to send a text message to the person on their left. The text message:
 - Must be a single word. 'Self-esteem'
 - Should be the start of a sentence.
- The two people who receive the text messages, must now add other words to the single word they just received and send each to the person on their left while aiming to form a sentence.
- This should then continue until it becomes increasingly difficult to add more words to the sentence.
- You can stop the exercise after one or two full circles and ask the last person to read the sentence out loud.

The teacher tells the trainees that they are going to watch a video with what self-esteem is:

Key Vocabulary: *Procrastination* - the action of delaying or postponing something e.g. "your first tip is to avoid procrastination"

T. asks ss to give examples from their own experience to agree/disagree if the examples in the video are useful.

Part One (T:10')

T. explains that this session will focus on who 'they are' on the inside. In today's world, we focus a lot on what people look like on the outside, but the challenge in this session is to look

Video projector 20'
Laptop/Smart phone
Internet connection

Self-Esteem video 3'50"
<https://www.youtube.com/watch?v=zq-fSpFhNYw>

3. My gifts and qualities

Worksheet 4 30'

within.

T. asks the students to look at all the different gifts and qualities that are written on the small pieces of paper/post its.

T. asks them to take their time and to choose the gifts and qualities that they think

they have. They can choose as many as they like. (Some students will find this very difficult, so they might need encouragement to choose perhaps 2 or 3.)

Part Two (T: 5')

Ask the young people to share the gifts and qualities they have chosen one at a time. Ask them to share why they chose that gift/quality and to perhaps give examples of how they show this gift/quality where they can.

Part Three (T:10')

Give the young people a copy of the gift box net. Ask them to decorate the box with their name and their favourite colours.

Part Four (T:5')

Ask the young people to place their gifts and qualities in their own gift box. Explain to the young people that this gift box can always be a reminder to them of their own special gifts and the gifts they share with other people.

4. What we might be nervous of

In groups, ask students to talk about one worry they have, or something that makes them nervous

- Ask them whether it really matters if they feel worried.

E.g. Can students think of a time when they once overcame nerves? Examples might include starting a work experience placement, or representing the school at a sporting event

- Move between groups and help students share their ideas and examples with the class.

- Ask students to complete **Worksheet 1** and note how they could use these ideas to overcome the worries connected to their own challenge. Summary discussion

- Remind students that to grow, we need to take on and overcome new challenges

Emphasise that it's normal to get worried because this shows you've taken on something worth doing. But these worries are never as big as we make them out to be. When students take

on their challenge and overcome their worries they'll build their confidence to take on even bigger challenges in the future

- Give out **Worksheet 2** as a summary of what you have covered in this lesson.

Reflection Grid: It is a process of systematic review. Time is allowed at the end of every session for participants to think over the activities they have just experienced and make notes under various headings: For us as a group/For us as

20'

Worksheet 2

**5. Assessment/
Evaluation**

Worksheet 4

15'

<https://www.hea>

teachers/For our work with students.

Free Feedback: Teachers will like to know how information on the content, process and atmosphere as well as how and what students feel they are learning. Five minutes before the end of the lesson students are given a small 10x10cm piece of paper on which they (teachers and later students) are asked to give their feedback on the lesson. This kind of feedback will be used with the participants as well. At the end of each session they will receive such pieces of paper on which to write their feedback. The slips will be redistributed at the beginning of the next session, asking participants to ensure that they do not receive their own and then in a seated circle they are invited to read out the slip they have. Others with slips containing a similar theme or comment will read theirs. It serves as a link, reminding the group what happened during the last session.

lthyplace.com/self-help/confidence/what-is-self-confidence

10'

6. Bibliography

Jennifer Shannon: The Shyness and Social Anxiety Workbook for Teens (CBT and ACT skills to Help You Build Social Confidence)

Dr C Williams: I'm not good enough

See Workbook for filling in the worksheets 1, 2:

Worksheet 1	Self-Esteem Survey
Worksheet 2	Gift Box
Worksheet 3	Gifts and Qualities
Worksheet 4	Reflection Grid

Unit Eight: Worksheet 1

1. On the whole, I am satisfied with myself.

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

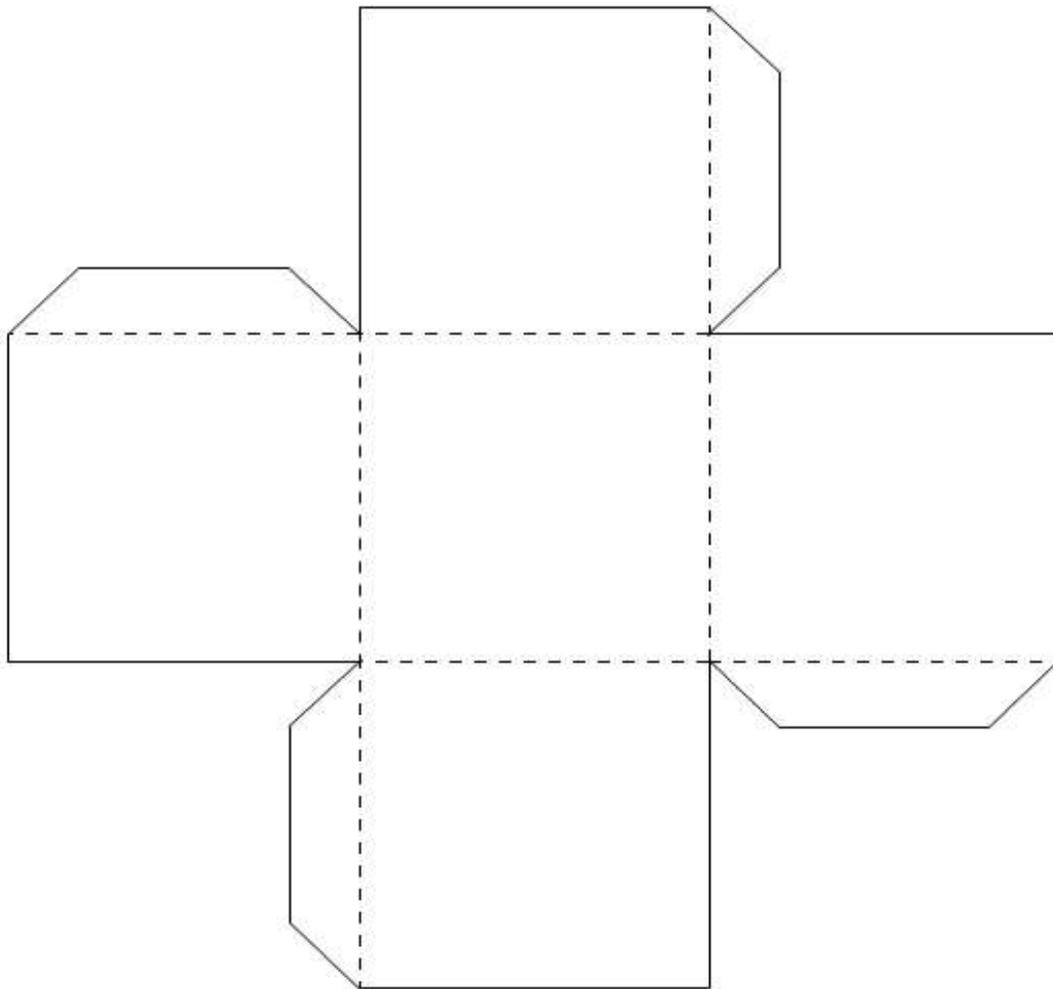
Strongly Agree Agree Disagree Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

Scoring: Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Items 2, 5, 6, 8, 9 are reverse scored. For example, you can assign values 1-4; then scores will range from 10-40. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Unit Eight: Worksheet 2



Unit Eight: Worksheet 3

Patient	Good Listener
Good sense of humour	Loyal
Hardworking	Kind to People
Honest	Reliable
Good Friend	Glad
Enthusiastic	Calm
Joyful	Thoughtful
Musical	Good at Sport
Fun	Helpful
Artistic	Caring
Generous	Brave

Worksheet 4: Reflection Grid

Reflection Grid: After each session a round-up discussion will be “unpacked” under three major headings:

For us as a group	
For us as a teacher/person	
For our work with students/pupils	