**Social Emotional Health- Lesson 1: Self-Esteem**

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| **Teacher Name** | Amy Oates |
| **Subject** | Health |
| **Unit (Core Idea)** | Social Emotional Health |
| **Grade Level** | Middle school |
| **Length of Lesson** | 45 minutes |

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| **Learning Outcome(s)** | Outcome(s)  H7.So.1.8  Students will be able to demonstrate the ability to make choices that positively impact self-esteem. |

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| **Lesson Connections-** *Must* ***include 1+ research/theory*** |
| * This is lesson #1 of 8 lessons for the unit on social-emotional health. Following this lesson about self-esteem, the class would have a lesson (or two) on body image and how it can influence eating disorders. The next lesson would be on eustress and distress and how students can manage stress. As a teacher, I would like to spend more time on the topic of emotional, mental, and behavioral health. The next few lessons would include emotional, mental, and behavioral health disorders, how someone can get support, recognizing signs that someone may be at risk of suicide, and the stigma around emotional, mental, and behavioral health. * This lesson aligns well with the National Standards and WA state standards * Self-esteem is a huge part of life and can affect individuals socially, emotionally, mentally, and academically. There is a connection between higher self-esteem and positive outcomes, additionally, low self-esteem can be associated with anxiety, depression and academic hardship (Nguyen et al., 2019). Teaching students the importance of self-esteem and the effects it can have on someone is an essential part of health education. Another important component is helping guide students in figuring out ways they can boost their self-esteem so that they can be successful in all aspects of their lives.   **References**  Nguyen, T., Wright, P., Dedding, C., Pham, T., & Bunders, J. (2019). Low self-esteem and its association with anxiety, depression, and suicidal ideation in Vietnamese secondary school students: a cross-sectional study. *Frontiers in psychiatry.* 698 (10), 1-7. <https://doi.org/10.3389/fpsyt.2019.00698> |
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| **Assessment-** Explain assessment used + **attach** all assessment tools for this lesson |
| **Self-Esteem Make-Over Worksheet**  Directions:  Think about a character that seems like they have low self-esteem, it could be someone from a book, a television show or movie, or someone you know in real life. There are *three* steps to this assignment. 1=Before, 2= Make-over plan, 3=After  First you will explain the character’s self-esteem *before* the make-over, secondly you will create a plan to improve your character’s self-esteem (choices that positively impact self-esteem), and lastly, you will describe your character’s self-esteem *after* the make-over.  *(Rubric below)*  **Self-Esteem Makeover Rubric**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Self-Esteem** | **3** | **2** | **1** | **Pts** | | **Self-Esteem Before** | Content is clear, accurate and has a thorough description of low self-esteem characteristics. | Some content is clear, accurate and lists some low self-esteem characteristics. | Content lack’s purpose, and does not list characteristics of low self-esteem |  | | **Make-Over Self-Esteem/Plan to improve** | Content is clear, accurate and has mapped out a plan to improve self-esteem. | Some content is clear, accurate, and includes some planning to improve self-esteem. | Content lack’s purpose, and does not include a plan for self-esteem improvement. |  | | **Self-Esteem After** | Content is clear, accurate and has a thorough description of the character’s self-esteem after the make-over. | Some content is clear, accurate, and describes some of the character’s self-esteem after the make-over. | Content lack’s purpose, and does not describe the character’s self-esteem after the make-over. |  | |

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| **Instructional Strategies/Learning Tasks to Support Learning** | | |
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| **Activity Name**  **&**  **Time** | **Teacher’s Role** | **Students’ Role** |
| What is Self-Esteem?  3-5 minutes | Introduction/Discussion on “what is self-esteem” | Talk w/partner then whole class |
| Self-Esteem Reflection Worksheet  10 minutes | Go over Individual Self-Esteem Reflection Worksheet (Part A & B) after passing it out | Write answers to the questions individually on handout |
| Self-Esteem Website Worksheet  10 minutes | Go over partner assignment using website after passing out worksheet | Answer questions using info. on website |
| Choices Worksheet  5 minutes | Go over “choices” assignment after handing out worksheet | Answer questions with partner |
| Self-Esteem Makeover  10 minutes | Go over “self-esteem makeover” assignment and explain rubric | Individually fill out self-esteem makeover worksheet |
| Self-Esteem Closing  5 minutes | Closing discussion/review (whole class) self-esteem & ways we can boost self-esteem | Students raise hands & answer |

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| **Resources and Materials** |
| *Materials*   * Agenda & Notes written on board (done before lesson) * Self-Esteem Reflection Worksheet Part A & B Handout (1 per student) * Part A: Think of a situation in which you felt confident and/or had high self-esteem OR someone else you know who was confident/high self-esteem. Answer the following questions: How would you describe the situation? What is happening? What are you saying to yourself during this time (self-talk)? What tone does your self-talk have? What kind of language are you using? What physical sensations and feelings are you aware of? What do you do as a result of this? * Part B: Same questions as above, but a situation in which you felt your self-confidence and/or self-esteem was **low** OR someone else you know. * Self-Esteem Question Worksheet Handout -TeensHealth.org (1 per pair) * <https://kidshealth.org/en/teens/self-esteem.html?ref=search> * What is self-esteem (people with self-esteem, people with low self-esteem)? * Where does self-esteem come from? Provide specific examples. * What can someone do if their self-esteem is low? * Choices Worksheet Handout (1 per pair) * What are some choices someone can make that positively impact self-esteem? Provide detailed examples. * What are some choices, things, activities you and your partner do (personally) to boost your self-esteem? * If a friend came to you for advice on how they can boost their self-esteem, what would you say? * Self-Esteem Makeover Worksheet (1 per student) * <https://classroom.kidshealth.org/classroom/6to8/personal/growing/selfesteem.pdf> (pg. 4)   *Resources*  Lyness, D. A. (Ed.). (2018, August). *How can I improve my self-esteem?* KidsHealth. <https://kidshealth.org/en/teens/self-esteem.html>  Nguyen, T., Wright, P., Dedding, C., Pham, T., & Bunders, J. (2019). Low self-esteem and its association with anxiety, depression, and suicidal ideation in Vietnamese secondary school students: a cross-sectional study. *Frontiers in psychiatry.* 698 (10), 1-7. <https://doi.org/10.3389/fpsyt.2019.00698>  Teacher’s Guide: Self-Esteem. (2016). *Self-Esteem.* KidsHealth. <https://classroom.kidshealth.org/classroom/6to8/personal/growing/selfesteem.pdf> |
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| **Differentiation** |
| Differentiate instruction/material for students with low cognitive level:   1. Writing the class agenda on the board, as well as directions 2. Website notes printed out highlighting key points 3. Access to classroom laptop for website – TeensHealth.org provides the option for the material to be read aloud |