Unit 5: Developing Self-Esteem and Resilience

| Lesson Title | Objectives | Main Tasks |
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| 1 – Self-Esteem and Confidence | LO decided by individual students at the end of the lesson but likely to be:  To analyse our strengths and areas for development  To develop our confidence in speaking about our strengths  To assess whether we were supportive of each other | * Memory Game: I went to the shop and I bought… * About Myself Task – reflecting on strengths, progress, areas for development and also capturing positive moments from Y7 * I went to the shop and met someone who was (repeat of the game but focusing on positive qualities of each person) |
| 2 – Strategies to improve self-esteem | To know what is meant by self-esteem and to trial some strategies for improving our self-esteem | * Discuss what is meant by self-esteem and why it is important (link to previous lesson) * Positive self-talk task in which students convert negative statements into positive statements * Teacher explanation and modelling of visualisation |
| 3 – What is resilience and why is it important? | To know what resilience is and why it is so important | * Look at clips from The Pursuit of Happyness and Nick Vujicic and discuss:   + Difficulties   + Why they are resilient   + Why resilience is important * Students reflect on difficulties that they might face * Students write a paragraph on why resilience is important |
| 4 – Being resilient: Accepting feedback | To know how to accept both positive and negative feedback | * Students give each other positive feedback and reflect on how this feels * Students roleplay a range of strategies for accepting positive feedback analysing for analysing for advantages / disadvantages * Students are taught ways to accept negative feedback (deep breath, ask questions, step outside etc.) * Students reflect on how they typically react to negative feedback and explain why they need to learn to accept feedback |
| 5 – Resilience (coping with failure or disappointment) | To know why it can be important to fail and how to cope with it | * Students brainstorm words for failure * Students watch video of famous failures who lost their job, suffered refection etc. and identify who they were * Students given advice on how to react positively to failure * Students write a motivational speech to a student who has failed building in both the advice and an example from the video |
| 6 – Should you ever give up? | To evaluate whether we should ever give up on our dreams | * Students give their ‘gut’ response to this question * Students look at case studies of people and decide whether they should consider giving up / changing the plan * Students map out the possible consequences of continuing / giving up their dreams for one of the case studies * Students reconsider their response to the question |
| 7 – Looking out for others | To understand how our words and behaviour can impact on the self-esteem of others   * How to praise * How to feedback | * Students recap how to say sorry (to remember that words, tone of voice and body language all impact the message) * Students roleplay how positive words can be used to praise, insult or confuse people * Students learn about the feedback sandwich and analyse why it might / might not work * Students give each other verbal feedback on their work this year using strategies from the lesson |