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| Unit: | Developing Self-Esteem and Resilience | Suggested Order: 2 of 7 |
| Topic: | Self-Esteem | |
| Key Objectives: | To know what is meant by self-esteem and to trial two strategies for improving our self-esteem | |
| Resources: | Teacher PPT  Positive Self-Talk Sheet | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Students reflect on how easy / difficult they found the About Me task last lesson identifying what was easy and what was difficult. | Students given an insight into their own self-esteem |  |
| 5 Mins | Paired discussion:   * What is self-esteem? * Why is it important?   Teacher Input – on the above two questions | Assess prior knowledge  Engage students in the importance of the next two activities | *Depending on student response, this may or may not require more time.* |
| 5 Mins | Students identify negative self-talk from a range of examples and explain what the impact of this might be. |  |  |
| 5 Mins | Teacher input on what makes positive self-talk impactful |  |  |
| 10-15 Mins | Students use the task sheet to convert a range of negative self-talk into positive self-talk. At the bottom of the sheet, they think of some relevant examples for themselves. | Most students will find some relevant examples for them on this sheet. | *Students with low self-esteem will find this much harder…* |
| 5 Mins | Teacher explanation of visualisation – if time, give students the opportunity to practise this. |  |
| 5 Mins | Discussion of what else students will need to do to improve self-esteem. |  |  |

Opportunities to differentiate / personalise:

If this is being delivered as part of a self-esteem intervention, we would recommend teaching over 2 lessons so that each strategy gets its own lesson. We would recommend doing the introduction and visualisation in lesson 1 and a full lesson on positive self-talk.