

Social and Emotional Learning (SEL)

Coping Skills: Awareness of Self and Others

Building My Self-Esteem

Overview: Psychologist, Abraham Maslow studied what motivated people to achieve. From his research he theorized that to reach one's potential, certain needs must be met and that some needs take precedence over others. Maslow's theory has been illustrated using a pyramid model with the basic needs for survival and safety. The next two levels include psychological needs such as the need for love and self-esteem. Finally, Maslow theorizes that once the physical and psychological needs are met, people can grow cognitively, aesthetically, and spiritually, allowing them to reach their full potential.

Objectives: The learner will evaluate strategies for building their self-esteem.

Child Goals: I can build my self-esteem.

Vocabulary: self-esteem

Materials: Building Self-Esteem Scenario Cards Strategies for Building Self-Esteem Student Resource Building My Self Esteem Journal

Learn- 5 minutes

In the Know Your Worth Video, learners are introduced to the concept of self-esteem, the fourth level of Maslow's Pyramid of Needs. Self-esteem includes our feelings of confidence, achievement, and respect.

The strategies to build self-esteem include:

- Strategy 1: Know Yourself
- Strategy 2: Avoid Compare and Despair
- Strategy 3: Take Care of Yourself
- Strategy 4: Be Kind to Yourself

Discussion Questions

- What is self-esteem?
- Describe some qualities of a person with high self-esteem.
- What are some ways to improve your self-esteem?

Practice-10 minutes

In this activity, learners create a skit showing how to apply the strategies for building self-esteem to different scenarios.

Organize learners into groups of two if possible.

Provide each group with one of the Building Self-Esteem Scenario Cards and the Strategies for Building Self-Esteem Student Resource.

Ask the learners to create a skit acting out the scenario on the card, showing how to use one of the strategies to build self-esteem.

Allow time for them to present their skits and discuss the strategies used.

Ask learners to return to their seats and complete the Building Self-Esteem Scenario Cards and the Strategies for Building Self-Esteem Student Resource.

Have the learners put their cards on a binder ring if possible. Encourage learners to keep the cards in a place where they can refer to them when they need a reminder of ways to build their self-esteem.

Resource

Dear Families/Caregivers,

Psychologist Abraham Maslow studied what motivates people to achieve and determined that certain needs must be met in order to reach one's potential. Without our basic physical needs met, it is impossible to reach our full cognitive potential.

Once our basic human needs for survival and safety are met, the next level of needs that can be met is our need for self-esteem. Self-esteem is defined as the belief in one's own worth and abilities. Self-esteem includes our feelings of confidence, achievement, and respect. The strategies to build self-esteem include:

Strategies

- 1: Know Yourself Strategy
- 2: Avoid Compare and Despair Strategy
- 3: Take Care of Yourself Strategy
- 4: Be Kind to Yourself

Some things that you can do with your teen to build his or her self-esteem include:

- Ask your teen to describe himself or herself to you, including his or her strengths, interests, and fears.
- Encourage your teen to take the time to take care of himself or herself. Make sure that he or she is getting exercise, eating well, engaging in calming activities, limiting electronics, and doing things that he or she enjoys.

Teens with high self-esteem are more likely to take on new challenges, are more motivated, are more focused, have better relationships with others, and are happier.

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Deeper Dive – 15 to 20 minutes

The My Self Esteem Journal allows learners to evaluate the four strategies and how they can apply them to their own life to build their self-esteem

Provide each learner with the My Self Esteem Journal. (If you don't have a printer use paper)

Have them complete the journal, reflecting on how they can build their self-esteem.

Allow time for them to share their journals with a partner if they want. Allow them to keep the contents of their journals private if they prefer.

Tier 2 Strategies Accommodations and Modifications

Learn

Prior to the lesson, talk with the learner about what it means to have self-esteem. Use your own knowledge of them to guide him or her in recognizing strategies for building his or her self-esteem.

Practice

Place the learner in a group with others if possible, who can be supportive during the activity.

Help the group identify the learner's strengths and allow them to participate in the activity, adding to the group from his or her strengths.

Dive Deeper

Pair the learner with a partner who can provide a model for the activity.

Check in with the learner individually throughout the activity.

The Rethink Ed Self-Care Series aligns with CASEL Core Competencies: Self-Awareness, Self-Management, and Responsible Decision-Making.

Allow the learner time to practice their sketches in Mirror or with a partner.

Resource

BUILDING STRATEGIES FOR SELF-ESTEEM

Strategy 1: Know Yourself Think about what you are good at. Ask close friends and family what they think your strengths are. Accept yourself as you are.

Strategy 2: Avoid Compare and Despair Don't compare yourself to others. Remind yourself what you are good at. Avoid people who are critical of you or drag you down.

Strategy 3: Take Care of Yourself Take care of your body by eating healthy food, staying hydrated, getting enough sleep, and exercising. Take care of your emotions by making time for meaningful relationships and joining groups and activities.

Strategy 4: Be Kind to Yourself Use positive self-talk and positive affirmations. Show yourself the same compassion you would show a close friend.

Resource

Scenario 1 You love to play basketball and decided to try out for the school's team. After tryouts, the coach pulls you aside and tells you that you are too short to play. How will you build your self-esteem after the rejection?

Scenario 2 You spent all weekend working on your research project. On Monday, you have to present your paper to the class, but you are feeling uncomfortable about speaking in front of a group. How will you build your self-esteem to overcome your fear?

Scenario 3 Auditions for the spring play are next week. You've always wanted to try out, but you've never acted before and you're not sure you'd be any good. How will you build your self-esteem to try something new?

Scenario 4 You enjoy playing soccer at the park with your friends, but you never seem to be able to keep up with them. They all dribble better, pass better, and score more goals. How will you build your self-esteem to stop feeling less than?

Scenario 5 Student council elections are next week and you're considering running for president. A kid in your English class overhears you talking with your friends about it and says you shouldn't run. How will you build your self-esteem to overcome a negative comment?

Scenario 6 In art class, one of your classmates says your drawing is not very good. How will you build your self-esteem to deal with a negative comment?

Scenario 7 After graduating from high school, your family expects you to start working in the family business, but you've always wanted to do something with your musical talent. How will you build your self-esteem to help your family respect your decision to follow your dreams?

Scenario 8 You'd like to earn some extra spending money. You know you're great with dogs and think you could start a dog walking business, but you don't know how to start advertising your new business. How will you build your self-esteem to help you start your business?

Strategy 4: Be Kind to Yourself

How will you treat yourself as you would a good friend?

Be kind to yourself. Be gentle with your soul. Learn to accept yourself and love yourself for all that you already are. —Joe Dunca

List some of your favorite self-affirmations or quotes.

Example. I can do anything.

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