



LESSON

2

Self-Esteem Unit Grade 8 • Ages 14-16

TIME FRAME

Preparation: 10 minutes
Instruction: 30-60 minutes

MATERIALS

One sheet of blank paper for each student

Pen or pencil

Masking tape

Stopwatch

Space for an activity – inside the classroom with desks pulled away, outside or in the gym

RAK Journals

Kindness Concept Posters:

Assertiveness, Self-Care, Respect, Compassion

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.8.1

Colorado: Comprehensive Health S.3, GLE.2, EO.d; Reading, Writing and Communicating S.1, GLE.1, EO.a; S.1, GLE.2, EO.d,e

SEL: Self-awareness, Self-management, Responsible decision making

[Learning standards key](#)

Messages We Send

Students will play a game and have a discussion around how negative thoughts and comments, from others and ourselves, can affect our self-esteem.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

It has been shown that rumination on difficult life situations exacerbates and can sometimes lead to depression. It also has the power to impair problem solving abilities and is unproductive. It has also been shown that processing stress through writing or talking to others has benefits to dissipate stress. Ruminating on happy events and situations can lift the spirit.

Research Article: Rethinking rumination.

Nolen-Hoeksema, Susan; Wisco, Blair E.; Lyubomirsky, Sonja

Perspectives on Psychological Science, Vol 3(5), Sep 2008, 400-424.: <http://sonjalyubomirsky.com/wp-content/themes/sonjalyubomirsky/papers/NWL2008.pdf>

Research Article: The costs and benefits of writing, talking, and thinking about life's triumphs and defeats.

Lyubomirsky, Sonja; Sousa, Lorie; Dickerhoof, Rene

Journal of Personality and Social Psychology, Vol 90(4), Apr 2006, 692-708.: <http://sonjalyubomirsky.com/wp-content/themes/sonjalyubomirsky/papers/LSD2006.pdf>



The RAK paradigm is the framework for teaching and building kindness skills.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

SELF-CARE Caring for yourself mentally, physically, emotionally and socially through your words, actions and thoughts.

RESPECT Treating people, places, and things with kindness.

COMPASSION Being aware when others are sick, sad, or hurt and wanting to help.

SELF-ESTEEM verall sense of self-worth or self value.

SELF-COMPASSION Offering compassion, understanding and kindness to yourself.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Seeing a sketch on the board of how they are supposed to move during this activity or having the activity demonstrated. 2. Seeing a green light (green construction paper) and stop light for red light (red construction paper) to know when to stop and go in the activity.
- Doing the same activity with positive comments and seeing how differently they feel after experiencing the negative comments.
- Having the activity modified if they have a physical disability.

Resources

Adapted from More Activities that Teach by Tom Jackson (Red Rock Publishing: Cedar City, UT, 1995, p. 272)

KidsHealth: Self-Esteem: <http://kidshealth.org/en/teens/self-esteem.html>

Share (3 mins)

Share your poster from the Kindness in Action in Self-Esteem Quotes lesson or share a quote or line from a song that makes you feel good or inspires you.

Inspire

Negative Comments Activity (15-20 mins)

Today we are going to talk about what can happen when we don't take care of ourselves and believe in who we are. I want you to think of four things that people say that make other people feel bad and write one statement on each piece of paper. These do not have to be things that people have said to you or about you, although they can be if you want.

Hand each student a blank piece of paper and tell the students to rip the paper into four squares of roughly equal size.

Collect the pieces of paper and read them out loud to the group.

Divide the class into teams of four or five. Use masking tape to make a line about 12 feet away from a wall. Or you can put two pieces of masking tape on the floor 12 feet away from each other if that is easier. You could also do this activity outside, if you want more space.

Have teams line up single file behind the masking tape facing the wall.

Round 1: one person on each team walks at normal speed (not running) to the wall, touches it and goes back, tags the next person on their team, until each team member has gone. Keep track of each team's finishing time.

Round 2: pass out one piece of paper with the negative statements to each person. Explain that for this round, they will once again walk up to the wall and back, but they will have to put the piece of paper under one foot and drag it along with them as they walk. When they reach the wall, they can pick up the paper and carry it back, tag the next person. The next person goes and does the same thing until each team member has had a turn. Keep track of each team's finishing time.

Round 3: pass out another piece of paper so that they now have two pieces of paper. This time they will have to walk to the wall with two pieces of paper, carry the papers back to the starting line in their hands. Each team member will have a turn. Record their times and compare with the previous round.

Rounds 4 and 5: give them another piece of paper. They will have to slide these pieces of paper along the floor with their hands in addition to sliding their other papers under their feet. Once they touch the wall, they can stand up and carry their papers back and tag their team member. Record the team's time for these rounds as well.



Empower

Negative Comments Activity Discussion (10-20 mins)

After the activity, discuss the following questions:

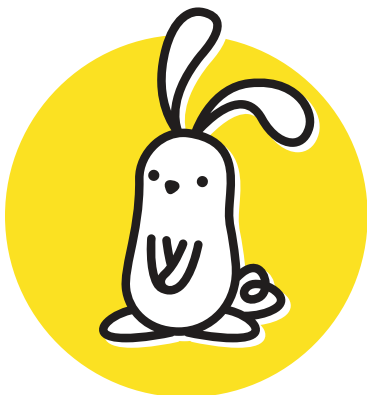
- How hard was each round?
- What happened to the times for each team as we kept adding papers?
- How can this activity be compared to what happens to people when they allow negative, untrue comments to impact how they feel about themselves?
- How can it be compared to you not believing you deserve respect or compassion?
- Do you think you can control what others say or do? Why or why not?
- Do you think you can control how you feel about what they say? Why or why not?
- Do you think you can control how you feel about yourself?
- What are some ways that you can believe positive things about yourself?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- *How do people feel when others say negative things about them?*
- *How do people feel when they say negative things about themselves?*
- *How can we respond with self respect and compassion when someone says something negative about us?*



Reflection Questions

- How does getting to know someone change the way you think about them?
- Where were there things that were difficult for you to talk about today? Why do you think that is?
- Do you think your responsibilities shape your identity? Why?

Summary

Not letting negative comments affect us is a very difficult thing to do! In order to show ourselves kindness and respect, it's important to practice not letting others' opinions about us become our own beliefs.



Act (2 mins)

Kindness Minute

Turn to the person next to you and pledge to them not to say anything negative to them or about them. Stick to your promise.

Kindness in Action

Think of the 4 negative things people have said to you. Write a compassionate response that you can say to yourself. For example: If someone said, "You don't know anything." You could say to yourself, "I might not know about that, but I know a lot about many things."

