



LESSON

3

Self-Esteem Unit Grade 8 • Ages 14-16

TIME FRAME

Preparation: 5 minutes

Instruction: 30 minutes (longer if you do the art or writing extensions)

MATERIALS

Chart paper

Photos of fruit –One copy, provided below

Optional Art Extension: Old magazines

RAK Journals

[Kindness Concept Posters:](#)

Assertiveness, Gratitude, Self-Care, Respect, Compassion

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.8.1; CCSS.ELA-Literacy.W.8.2

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; S.3, GLE.2, EO.b

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

[Learning standards key](#)

Self-Image and Self-Esteem

Students will explore the term self-image and how it is connected to self-esteem.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit. Information in this lesson is adapted from kidshealth.org

Self-image is referred to in psychology as self-concept. The definition of self-concept, as stated by psychologist Roy Baumeister is, "The individual's belief about himself or herself, including the person's attributes and who and what the self is."

For more information on the differences and connections between self-esteem, self-concept and self worth, visit: <http://www.simplypsychology.org/self-concept.html>.

Key Terms for Students

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

ASSERTIVENESS	Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.
GRATITUDE	Being thankful for and appreciating what you have and those around you.
SELF-CARE	Caring for yourself mentally, physically, emotionally and socially through your words, actions and thoughts.
RESPECT	Treating people, places, and things with kindness.
SELF-ESTEEM	verall sense of self-worth or self value.
SELF-COMPASSION	Offering compassion, understanding and kindness to yourself.
SELF-IMAGE	What you think you look like to yourself and others.

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.



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



TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Making a list or drawing a picture that reflects what they see as positive attributes. Discuss with a partner.
- Referencing the pictures or charted responses as they complete the worksheet.
- Explaining that qualities they wrote under the “with friends” and “at home” sections are strengths.

Resources

www.more-selfesteem.com

Share (3 mins)

Tell the person next to you about a new food you tried that you weren't sure you'd like and how it went. Did you like it?

Inspire

Inside and Outside (10 mins)

Show students photos of fruit. (attached below)

Pretend you've an alien coming to earth and you've never seen any of these fruits before. Which ones would you think would taste good? Why?

During the Messages We Send lesson, we discussed how negative statements can impact how we feel about ourselves. We all have a mental picture of who we are, how we look, what we're good at, and what our weaknesses might be. We develop this picture over time, starting when we're very young. Another word for this is self-image. What do you think can form our self-image?

Our self-image can be based on interactions we have with other people; how we react to our life experiences can contribute to our self-esteem. Self-esteem is about how much we value, love and accept ourselves. People with healthy self-esteem feel good about themselves, appreciate their worth, and take pride in their abilities, skills and accomplishments. They have high amounts of self-compassion and don't beat themselves up for things they aren't good at or when things go wrong. People with low self-esteem may feel as if no one will like them or accept them or that they aren't good at things. We all experience problems with self-esteem at times in our lives. The good news is that, because everyone's self-image changes over time, self-esteem is not fixed for life. So if you feel that your self-esteem isn't all it could be, you can work on it!

In essence, Self-image is how you think people see you on the outside and how you feel you look on the outside. Self-esteem is how you FEEL about yourself on the inside.

Self-Image:

- How you think you look
- How you see your personality
- How you think others think of you
- How you other people see you

Self-Esteem:

- How you feel about yourself on the inside
- How much value you think you have
- How much confidence you have in yourself.



Empower

Self-Image and Self-Esteem Discussion (10 mins)

Discuss the following with the class:

- Who or what do you think has influenced how you feel about yourself?
- What do you think are some things that can hurt people's self-image or self-esteem? (Possible answers: Criticism from others or self, unrealistic expectations, trying to do things perfectly, beating yourself up over mistakes, etc.)
- What do you think are some ways to improve self-esteem? (Possible answers: Think positive thoughts, try to do something well rather than be perfect, view mistakes as learning opportunities, try new things, recognize what you can change and what you can't, set goals, take pride in your opinions and ideas, exercise, have fun)
- Do you think that being grateful can help increase self-esteem? In what ways?

As students respond to question 3 above, write their responses on poster paper, which will be used in the Spreading a Positive Word in the Community Activity.

Optional Art Extension: Self-Portrait (30 minutes)

We are going to make a self-portrait collage using these magazines and art supplies. Think about the strengths that you wrote about in the last activity and some words that you used to describe yourself on the inside. How do you see yourself or how would you like to be? You can create anything that you want using these materials or drawing your portrait.

Provide magazines or art materials. You also may want to introduce the project on one day and encourage students to bring in materials from home to include in their self-portrait. Allow time for students to create their collage. When they finish, have students share their self-portrait with one other person, in small groups or with the class.

Write a short story about a pineapple or other unattractive fruit and how he grew to love himself once he realized how sweet he was on the inside.

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

- What is self-image?
- How does your self-image connect to your self-esteem?
- What influences our self-image and self-esteem?

Reflection Questions

- How do you think gratitude influences our self-esteem?
- Write about a time when your self-image was influenced by a positive comment or realization.
- Look at the Kindness in Action for this lesson. Choose one strength and something you would like to do better. Why do you think this is a strength for you and what you can you do to improve in one area you identified on the survey?





Summary

Self-image and self-esteem are linked. As one goes, up, often the other does too. We can be a positive influence on other's self-image through kind words and actions. Being encouraging of others to feel good about themselves is a way we can spread kindness.

Act (2 mins)

Kindness Minute

Be a positive influence on other's self-image. When you leave class today, give someone a genuine compliment. Think of the person you want to tell and what you will say.

Kindness in Action

Complete the **How Do You See Yourself** Activity Sheet.



How Do You See Yourself?

Directions: Complete the survey below about yourself. Remember that there are no wrong answers!

USE THREE WORDS TO DESCRIBE YOURSELF NOW:

WITH FRIENDS

1. _____
2. _____
3. _____

AT SCHOOL

1. _____
2. _____
3. _____

AT HOME

1. _____
2. _____
3. _____

OVERALL

1. _____
2. _____
3. _____

MY STRENGTHS ARE

1. _____
2. _____
3. _____

USE THREE WORDS OR PHRASES TO DESCRIBE HOW YOU WOULD LIKE TO BE:

WITH FRIENDS

1. _____
2. _____
3. _____

AT SCHOOL

1. _____
2. _____
3. _____

AT HOME

1. _____
2. _____
3. _____

OVERALL

1. _____
2. _____
3. _____

MY STRENGTHS ARE

1. _____
2. _____
3. _____



