

“Self-Esteem KS2”

Self-Esteem KS2

Target Audience: KS2

Aim:

- ▶ For students to understand the meaning of self-esteem
- ▶ How your self-esteem can be affected
- ▶ Ways of boosting your own self confidence

Objectives:

- ▶ Students can reflect how life online can be idealised and may not reflect reality
- ▶ Students can learn steps they can take to feel confident and good about themselves
- ▶ Students can empathise with others and offer advice to those who may be struggling online
- ▶ Students can devise strategies to boost their self-esteem and consider 'how to be happy'

Duration: 20 minutes

Name of Session:		Author:	
Training: Self-Esteem Session:		Nichola Bone 6511 Sean Routledge—Cole 5657	
Min/Max Number of Students:		Duration of Session:	
Class size		30 minutes plus extra extended activities	
Version / Date:	Course Code:	Pre-course Qualifications	
V1 01/02/21			
Target Audience:			

Aim:
<ul style="list-style-type: none"> ▶ For students to understand the meaning of self-esteem ▶ How your self-esteem can be affected ▶ Ways of boosting your own self confidence
Objectives:
<ul style="list-style-type: none"> ▶ Students can reflect how life online can be idealised and may not reflect reality ▶ Students can learn steps they can take to feel confident and good about themselves ▶ Students can empathise with others and offer advice to those who may be struggling online ▶ Students can devise strategies to boost their self-esteem and consider how to be happy
List of resources and stored location:
Online lesson PowerPoint PDF, lesson plan & RISE mental health team self-care PDF YouTube video
Additional Comments
This lesson can be extended with extra self-care slides

Time (mins):	Content:	Activity / Resources:
1 min	<p>This lesson has been designed to be a home learning package supported by a teacher. The lesson can also be delivered in a school setting.</p> <p><i>It is recommended teacher works through lesson and video initially to gauge suitability.</i></p> <p><i>Students will need a pen and paper</i></p>	Trainer Activity
1 min	<p>Introduction: Welcome the group, present screen and introduce what is self-esteem?</p> <p>DISCUSS: With the group what 'self-esteem' means to them</p>	Student Activity
1 min	<p>ASK: How are we different from each other?</p> <p>TASK: Students have 1 minute to list both physical and non-physical differences (this can be done on a piece of paper or students can write</p>	Trainer Activity Student Activity

	<p>one difference each in the chat box facility).</p> <p>ANSWERS: Physical differences can include hair colour, eye colour, skin colour, height, weight etc. Non-Physical can include favourite music, food, hobbies, likes & dislikes etc.</p>	
1 min	<p>EXPLAIN: <i>All the differences we have listed are what forms part of our unique self; these are what make us who we are. We will have some similar attributes such as likes and dislikes however it does not make us all the same.</i></p>	Trainer Activity
2 mins	<p>ASK: Students to look at the picture and comment one thing they like and dislike about the picture to share with the class.</p>	Student Activity
1 min	<p>EXPLAIN: <i>We all see things differently. Not everyone will like what you like or look like you like but everyone should be respected for who they are.</i></p>	Trainer Activity

Time (mins):	Content:	Activity / Resources:
3 mins	<p>ACTIVITY: As a class discussion we are going to have a look at how the internet could affect our feelings</p> <p>READ: <i>“When young people go online, they feel better about themselves”</i> and the two supporting questions.</p> <p>ASK: Do the students agree or disagree and why?</p> <p>DISCUSS: How some people may use the internet as a form of support such as sports clubs, homework help or keeping in touch with friends. So long as it is used safely the internet can make some people feel positive. However it can also have a negative effect if we compare ourselves to others online, or read negative comments on something</p>	<p>Trainer Activity</p> <p>Student Activity</p>

3 mins	<p>we have shared. <i>Is it ever ok to post upsetting comments?</i> Let's think how we would feel if it was us.</p> <p>VIDEO: Watch and think about how our actions affect others https://www.youtube.com/watch?v=yFknG5heyPA</p> <p>CHECK IN: with students after the video as it may have an impact on some students after seeing how people are affected by bullying.</p>	<p>Teacher Activity Student Activity</p>
2 mins	<p>ASK: How did it feel watching from the outside, the impact on Holly because of her bullies? Could she escape her bullies' comments in relation to not only being at school but at home on the internet / phone etc?</p> <p>EXPLAIN: <i>This is called <u>cyberbullying</u>, comments, pictures or anything you post on the internet can be traced back to the person who wrote them. It is important to treat people with respect and always speak to a trusted adult if we are upset by anything we see / hear online.</i></p>	<p>Teacher Activity Student Activity</p> <p>Teacher Activity</p>
4 mins	<p>DISCUSS: Students may wonder why people do things to upset others. There are lots of different reasons but one is peer pressure. Here we look at where peer pressure comes and what it can involve. The main point is students are able to recognise when they are being pressured to do something wrong and how to get help.</p>	<p>Teacher Activity</p>
5 mins	<p>ACTIVITY: Read through the scenario and discuss with the students what the consequences for each would be. This can be done as a verbal discussion or using the following slide, allow students time to complete the table.</p> <p>Possible answers may include: DID – Effect on the victim, stealing is a crime which if progressed could lead to a criminal record:-affects job prospects, travel, future entry into college / university and certain jobs such as armed forces, police, doctor etc May get reputation as trouble at school, lose friends and not trusted. DID NOT – may be called names for doing it, may be scared of group, may be proud of yourself, would be respected from friends / teachers This is shown as an example list – students should be encouraged to come up with their own thoughts on consequences.</p>	<p>Student Activity</p>
3 mins	<p>DISCUSS: <i>Elect a few of the students' consequences to discuss how these may affect their self-esteem, thinking about social behaviour – will this change if they did what the other students were pressuring them to do? Would they start to act differently, could they develop</i></p>	<p>Teacher / Student Activity</p>

self-doubt, anxiety from worrying?

It is important to point out that everybody's self-esteem dips between high and low from time to time but we need to recognise how to help pull us back up when we do feel low.

2 mins

Activity:

Encourage the students to complete the positivity exercise this helps us retain a positive mind-set when our self-esteem does dip and helps us focus on what we can do / are good at rather than any negatives. These can be kept in a safe place by students for future reference.

Student Activity

1 min

READ:

Talk the students through some helpful tips and signpost to further support pages.

Teacher Activity



Summary / Points to Cover:

- ▶ How life online can affect self-esteem
- ▶ Steps students can take to feel confident and good about themselves
- ▶ Students can empathise with others and offer advice to those who may be struggling online
- ▶ Students can devise strategies to boost their self-esteem and consider how to be happy

Extra Activities

Please see extra attachment *Primary Coping Strategies RISE* for extra wellbeing activities.

END

VERSION	DATE	DESCRIPTION OF CHANGES	APPROVED BY
1.0	03/02/2021	Initial Version	

