



# Understanding & Building Confidence & Self-Esteem

Unit 1, Lesson 2



# AGENDA



Warm up: Students draw or write something they do well in their Student Guide, then share responses.



Explain self-esteem and self-confidence, comparing feelings in familiar vs. unfamiliar situations, and discuss strategies to overcome negative self-talk.



Wrap up by clarifying the difference between self-confidence and self-esteem, with students writing their reflections.



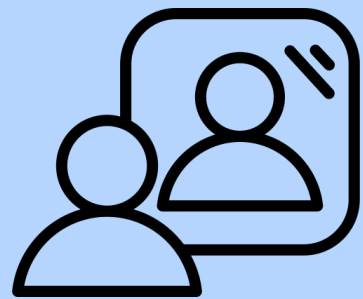


# ***Warm Up***



Individually, describe in words or pictures something you do well.





# ***DISCUSS - Explain***

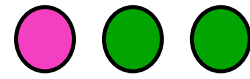
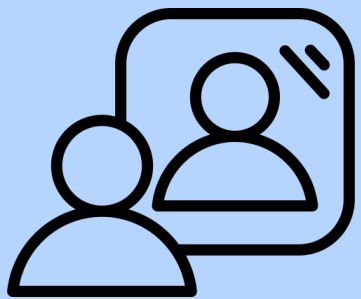


Your **self-esteem** is the overall feeling you have about yourself.

Your **self-confidence** is how you feel about yourself in a specific situation or task.

It is possible to have high self-esteem but low self-confidence when faced with a situation that is unfamiliar or challenging for you. On the flip side, you can feel self-confident about your ability to complete a specific task but not have strong self-esteem.





# ***DISCUSS- Ask***

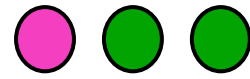
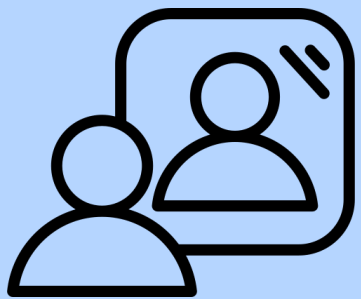


Look back at your response to the Warm Up. How do you feel when you are in a situation where you are doing the thing that you do well?

Now, think about a situation in which you are asked to do something new or something that might make you feel uncomfortable. How do you feel when you are in that situation?





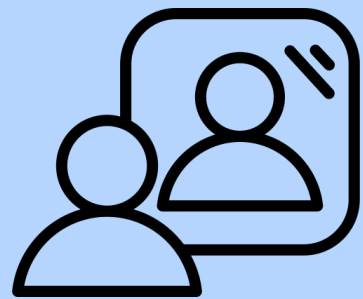
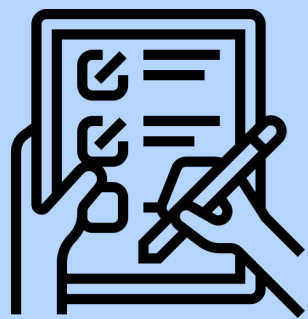


## ***DISCUSS- Detail***



Our self-confidence is based on our concepts, which as you might remember are formed from the information from the body and our experiences. From there, the brain predicts. It might predict an emotion concept of confidence, or it might predict an emotion concept of anxiety or some other concept altogether. It all depends on the information that it used to create the concept in the first place.



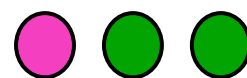
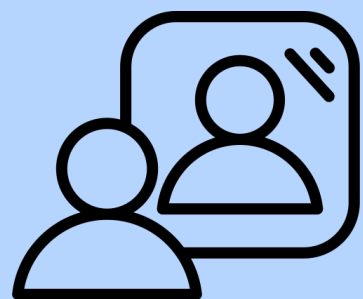


# ***Model***



An example were I did not feel that I had a lot of self-confidence.





# Try It



Use the first column of the chart to record some negative thoughts Derek might be having in this moment that affect his feelings of self-confidence. Use the second column to record some things that Derek could say to himself to banish the Boogey Monster and build his self-confidence.

Unit 1: Lesson #2  
Understanding and Building Self-Confidence and Self-Esteem

**Activity #1: Learn the Concept**

Warm Up: Use the space in the box to describe in words or pictures something you do well. It could be a sport, hobby, subject area in school, chore, or job.

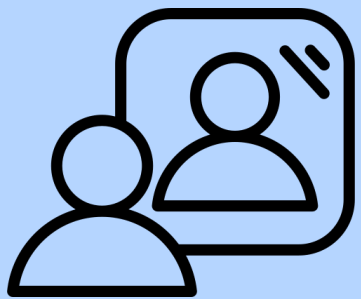
Try It: In math class, Derek has been asked to model how he solved a problem in front of the other students. He feels very nervous.

What does the Boogey Monster say?	How can Derek respond?	What can Derek do?

Wrap Up: Explain the difference between self-confidence and self-esteem.

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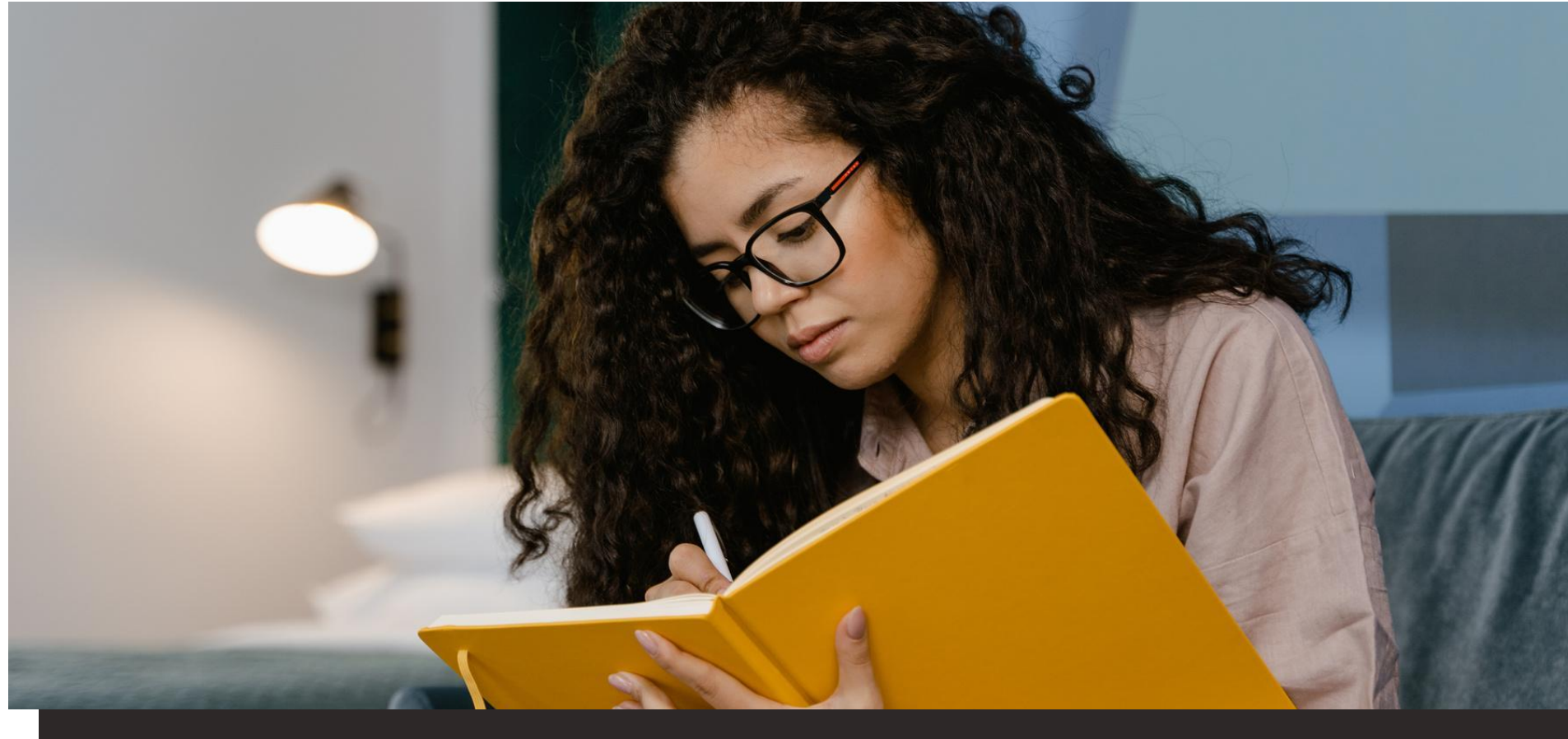
# ***Wrap Up***



Explain the difference between self-confidence and self-esteem.



## ***Professional Development***



If you recognize students who need a self-confidence boost, try offer specific praise that recognizes a strength. For example, instead of saying “Good work,” you could say something like “I really love the way you made the anime character look so realistic!” Or “I appreciate that you didn’t give up on solving that math problem.”







**Lesson Complete!**

