

Unit 1: Lesson #2

Understanding and Building Self-Confidence and Self-Esteem

CCSS:	ELA-RL.6.1, SL.6.1, SL.6.2, W.6.2.D, W.6.10
Essential Questions:	What are self-confidence and self-esteem? Why are they important? How can we improve them in ourselves and others?
CASEL Competency:	Self-awareness, self-management
Objective:	By the end of this lesson, students will be able to identify the difference between self-confidence and self-esteem and articulate at least 1 personal strength.

ACTIVITY



Activity #1: Teach the Concept

Approximate Time: 30 mins.

Key Vocabulary: self-confidence, self-esteem

Materials:

- Student Guide, page 6
- 2-column anchor chart

Warm Up: (5 mins.) *In your Student Guide, 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.*

Display the *Warm Up* and have students draw or write their responses in their *Student Guide* or on a piece of paper. Ask student volunteers to share their responses.



Discuss: (20 mins.)

Explain: *In this lesson we are going to learn about self-esteem and self-confidence. 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. Building your self-confidence can help you build your overall self-esteem as well.*

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? Accept student responses and record them in the first column of the 2-column anchor chart. 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? Accept student responses and record them in the second column of the 2-column chart.*

Detail: *Each day, every single one of us is faced with situations that are unfamiliar to us or situations that present us with a challenge. 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. So, if you've had a number of experiences where you've found yourself in unfamiliar situations or challenges and those experiences have gone awry, there may be more of a chance that your brain will use an anxiety concept. But let's say that you've found yourself in unfamiliar or challenging situations that have gone very well. Your brain might predict an instance of confidence or anticipation for that kind of a circumstance. It all depends on the information that has been grouped together to create the concept in the first place AND what information has been added to the concept over time. Also, remember that your brain's predictions can be wrong. When that happens, there are 2 options. First, your brain can refuse to accept the new information and stick*

**Discuss:** (cont.)

with the original prediction. Or second, the brain can accept this new information and then predict from that new information. Let's discuss how we can help the information that the brain is using to create or add to its concepts.

Model: *For example, I am going to share with you a situation in which I don't feel that I have very much self-confidence.* Describe for students an example of a situation in which you would not feel confident. It can be real or made up but keep your description as authentic as possible, such as having to speak in front of a large group of people. *When I have to speak in front of a large group of people, it's like there is a voice in my head telling me that I won't be able to succeed. Sometimes the voice says "You aren't good enough" or "Everyone will laugh at you" or "You are going to say or do the wrong thing."* Add or subtract phrases as they are applicable to the situation you are describing. *That voice is like the Boogey Monster that hid under the bed or in the closet when I was a kid. It wasn't really there. It was something I made up, but I was afraid it was going to come out and gobble me up in the night. The voice in my head that starts whispering negative thoughts is just like the Boogey Monster. It's not real, it's something I have created, and it doesn't make me feel very good, but I have the power to silence it. I can silence the Boogey Monster by replacing the negative thoughts with positive ones, such as "I've got this!" or "I know this subject very well." I can also make sure that I am prepared before I have to speak in front of a large audience. Raise your hand if you have ever had a similar experience where you start having negative thoughts when you are faced with a hard situation or task. Would anyone like to share what the voice says to them?* Accept student responses.

Try It: *Now we are going to practice together to work on banishing the Boogey Monster or silencing those negative thoughts with a fictional situation from your Student Guide. Turn to page 6 in your Student Guide. Here is the situation: In math class, Derek has been asked to model how he solved a problem in front of the other students. He feels very nervous. 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. In the third column, list some things he can do to improve his chances of success.* Give students time to work on the assignment together, then bring students back together. *Would anyone like to share some of the things that the Boogey Monster said or something Derek could say or do to banish the negative self-talk?*

Wrap Up: (5 mins.) *Explain the difference between self-confidence and self-esteem.*

Display the *Wrap Up* and have students write their responses in their *Student Guide* or on a piece of paper.

English Language Learners (ELL) Tip

The Boogey Monster (or Boogeyman) exists in many cultures, with different names and different accompanying stories. Help ELL students make the connection between the Boogey Monster and a similar representation from their culture by discussing the similarities and differences with them.

Embedded 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."

**Activity #2: Self-Regulation Strategy**

Approximate Time: 30 mins.

Key Vocabulary: self-talk

Materials:

- *Student Guide*, pages 7–8



Warm Up: (5 mins.) *Use the mirror on page 7 in your Student Guide to draw a picture of what the Boogey Monster looks like to you. You can also describe the Boogey Monster with words if you prefer.*

Display the Warm Up and have students draw or write their responses in their *Student Guide* or on a piece of paper. Invite students to share their words or images with another student seated near them if time allows.

Discuss: (20 mins.)

Explain: *Today we are going to talk about a strategy that can be used when your self-esteem or self-confidence is low. In other words, a strategy you can use when the Boogey Monster is filling your mind with negative ideas that make you feel you can't accomplish the task or handle the situation that is before you. The strategy is called positive **self-talk**. Let's review what we learned in the last lesson about self-regulation and think about how self-regulation relates to self-confidence and self-esteem. What is self-regulation and why is it important?* Accept student responses and be sure to remind students that self-regulation is the ability to stop and calm down. *Once you're able to calm yourself down, you need to consider what is happening. This is a great time to use positive self-talk. Using positive self-talk can help you consider and think things through in a situation where your self-confidence feels shaky.*

Ask: *In the last activity, we talked about the negative thoughts we have when we are in a situation where we don't feel confident. Those thoughts are like the Boogey Monster whispering in your ear. Think about a time when you were faced with a situation in which you didn't feel confident. What were some of the things that the Boogey Monster was telling you in that situation?* Accept student responses.

Detail: *In the last activity, I described for you a situation in which I didn't feel self-confident. Briefly review the personal experience you described to students in the previous activity. The Boogey Monster was filling my head with negative ideas. One option we have when using the SCOPE self-regulation strategy to banish or silence the Boogey Monster is positive self-talk. When you use positive self-talk, you first need to stop and acknowledge that you are hearing the Boogey Monster whispering in your ear and that you are having thoughts that don't help your self-esteem. Visualize the Boogey Monster and replace the negative message you are hearing by verbalizing positive self-talk. When you do this, you purposefully shut those negative thoughts down, or banish them, and replace them with something positive. Make the negative thoughts vanish by turning them into positive messages. You can remember this positive talk strategy by thinking Visualize, Verbalize, Vanish.*

Model: *I'll demonstrate for you how I could use positive self-talk to banish the Boogey Monster in a situation where my self-confidence could be low. I'll continue to use the situation that I described yesterday. The first thing I need to do is stop and acknowledge that the things I am hearing in my head are the work of the Boogey Monster. To do this, I will visualize the Boogey Monster in my mind. Then I will replace what the Boogey Monster is saying by verbalizing positive self-talk. Share with students some of the phrases that the Boogey Monster might say in relation to the personal situation you described. I'm going to remind myself that these thoughts do not reflect what other people are actually thinking and feeling or what is actually going to happen. Next, I am going to actively change my thinking to positive self-talk to vanish the Boogey Monster. So, instead of the negative thoughts fueled by the Boogey Monster, I am going to remind myself of these things. Share some positive self-talk that applies to the personal situation you are describing. It isn't always easy to banish the Boogey Monster, and it takes a lot of practice. But just like with anything else, the more you practice, the better you will become at efficiently banishing the Boogey Monster with positive self-talk. Remembering to visualize, verbalize, and vanish can also help you remember how to do that. It may take a few attempts, and you may have to write some positive self-talk reminders to yourself, but you will get the hang of it!*

Try It: *Now let's practice using positive self-talk to change the negative thinking that is controlled by the Boogey Monster. Turn to page 8 in your Student Guide. Think of a situation in which you didn't feel confident. You could use the same situation you thought about earlier in this activity or another one. Use the lines to briefly describe the situation. In the first column of the chart that follows, record things the Boogey Monster might say to you in that situation. In the second column, think of positive self-talk statements you could say instead to banish the Boogey Monster. In the third column, think of a call to action, or what you can do to ensure your success. As students work on this activity, walk around the room, providing suggestions as appropriate.*



Discuss: (cont.)

Wrap Up: (5 mins.) *In the Warm Up activity, you were asked to draw or write about the Boogey Monster in an image of a mirror. Why do you think we recorded these ideas in a mirror?*

Ask students the *Wrap Up* question verbally and call on student volunteers to share their responses. Look for students to express that the mirror was chosen because these negative thoughts come from within, and they do not reflect what others are actually thinking and saying.



Extend the Lesson

If time permits, check out the online Support Materials for additional resources on building self-esteem and confidence.



Activity #3: Gratitude Challenge

Approximate Time: 30 mins.

Key Vocabulary: none

Materials:

- *Student Guide*, page 9



Discuss: (20 mins.)

Explain: *In this lesson we have been working on improving self-confidence and self-esteem. We learned about using positive self-talk to help us do that in situations where we feel our self-confidence is being shaken or feels weak. An important part of building your overall esteem is recognizing the positive qualities that make you who you are. It can be easy to focus on the things that you can't do rather than the things that you can do. Today, for our gratitude challenge, we are going to write down 3 things we are grateful for about ourselves.*

Ask: *What are you grateful for about yourself?* Accept student suggestions.

Detail: *As we do this gratitude challenge, let's try to focus on the qualities and characteristics of ourselves rather than possessions or experiences. It is OK to feel gratitude for something you own or an experience you had. But this week we are focusing our gratitude on unseen qualities within ourselves.*

Model: *I will give you some examples from my life. I'll share 3 things about myself for which I am grateful, and I will explain why I am grateful for each.* Share with students 3 examples of qualities, interests, or skills about yourself for which you are grateful. Try to use varying examples that could apply to students with diverse skills and interests in your class. Examples could include: I am grateful for my patience because it allows me to help my students learn. I am grateful for my ability to play basketball because it allows me to be part of a team. I am grateful for my love of reading because it gives me hours of enjoyment.

Try It: *Now you will spend some time thinking about the things about yourself for which you are grateful. Begin on page 9 in your Student Guide by brainstorming a list of positive qualities, skills, or interests related to you. Then, choose 3 entries from the list and explain on the lines why you are grateful for those things.*



Home Connection

Refer students to the Home Connection activity in the *Student Guide*.

Today in class we practiced identifying qualities, skills, and interests about ourselves for which we are grateful. Share something from your list with a member of your family. Then, ask that person to share something about them for which they feel gratitude and ask them to explain why they made that choice. If the person struggles to find something that relates to them that they are grateful for, offer suggestions of things about them for which YOU are grateful.



Activity #4: Socratic Seminar

Approximate Time: 30 mins.

Key Vocabulary: none

Materials:

- Copies of *A Wrinkle in Time*
- *Student Guide*, page 10
- Reading Log, Character Sketch, Sequence of Events, and What Is a Tesseract? graphic organizers (optional, from online Support Materials)

***A Wrinkle in Time*, Lesson 2 Discussion Questions (Chapter 2)**

Why are the twins worried about Charles Wallace when he goes to school?

Why does the principal say to Meg that her attitude makes everything harder for her?

What special skill does Charles Wallace have? Would this be a good special skill to have? Why or why not? How might it be a difficult skill to have? Would there be times when you might not want to have a skill like this?

Why does Charles Wallace pretend to be dumb? Have you ever pretended you were different than you are? Why?

What does Calvin say led him to the forest? Have you ever gotten a feeling about something? What did you do? Are premonitions like other feelings we have? What does it feel like? Pleasant or unpleasant? Why?

What do we know about Mrs. Who? How does Mrs. Who make you feel? Do you know someone who makes you feel like that?

What does Calvin mean when he says, "I've never even seen your house, and I have the funniest feeling that for the first time I'm going home"? Have you ever felt that way at a friend's house?



Extend the Lesson

If time permits, check out the online Support Materials for additional resources on this novel.



Activity #5: Reflection

Approximate Time: 30 mins.

Key Vocabulary: none

Materials:

- Student Guide, pages 10–11
- Chart paper (1 for each student, with their names at the top)
- Markers



Discuss: (20 mins.)

Explain: *Throughout this lesson, we've been learning about self-esteem and self-confidence. 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. While your self-esteem is very personal to you and comes from within, as outsiders we have the power to help build the self-esteem and self-confidence for one another. Every interaction you have with another person can be an opportunity to help build their self-esteem.*

Ask: *Has anyone ever said anything to you that has helped to increase your self-esteem or made you feel good about yourself?* Accept student responses.

Detail: *I would like to share with you something that someone recently said to me that made me feel good about myself and increased my self-esteem.* Share with students a personal experience where someone said something to you that had a positive impact on you or increased your self-confidence. *As part of our reflection in our journals today, we are going to help build one another's self-esteem. For today's activity, we are going to take some time to write about one another. During this activity, you will first brainstorm a positive message about each classmate in your journal with the purpose of helping you to build their self-esteem. While you are brainstorming, I will be placing this chart paper around the room. Each piece has the name of one of your classmates on it. Once you have a positive message for each student, you'll add your comment and name to the chart paper. At the end of the class, each student will take their positive messages with them.*

Model: *Let me show you an example.* Select one student's name and add it to the top of a piece of chart paper. Add a specific positive message. *Notice that the comment that I left was not about a physical characteristic or possession that this person has. I didn't write about how I like their hair or their sneakers or their cell phone cover. I wrote something complimentary about the kind of person they are. I really appreciate the way that Giovanni helps everyone else when he finishes his work early.*

Try It: *Now we will take the next 5 minutes to brainstorm before we start to circulate around the room to leave positive comments for one another. The goal is to make sure that each one of us has at least 5 positive comments. If you arrive at a chart that has more than 5 comments, consider moving on to look for one that may have less than 5.* Adjust the time limit and target number of comments based on your time frame and the number and abilities of your students. *After we have finished writing our comments, you will read the messages that others have left for you and answer 1 of the reflection questions on page 11 in the Student Guide.*

Differentiation Strategy

Writing a compliment for someone that is meaningful and not just “I like your hair, shirt, shoes...” can be challenging. If students have difficulty generating ideas, try discussing character traits and adding the word “because” for an example of when the person exhibited this trait. Provide a character trait word bank and sentence starters, such as the ones below:

- Yulian shows persistence because he never gives up.
- Anna is friendly because she always welcomes new people to the class.
- Joshue is smart because he helped me with my English homework.
- Chris is talented because she can play the trumpet well.

Interdisciplinary

Students can use the comments from their peers as well as their own thoughts to write or create a cover for a magazine that celebrates their own achievements and positive qualities in the headlines. The headlines should advertise things they are proud of about themselves or qualities that demonstrate why they would make a great friend. Collect samples of magazine covers to share with students. (Try to avoid fashion magazines, which often don't highlight intrinsic qualities.) Make note of the specific and engaging but concise language that is used on the magazine covers.

Embedded Professional Development

Take a few moments to reflect on your own self-confidence. What goal would you give yourself to improve in this area? How will you support your students' growth in the areas of self-esteem and self-confidence?