

SELF-ESTEEM & SELF-IMAGE

Sample Lesson

Look At Me Change

Name: Faiza

Date: Sept. 16, 2000

People go through lots of changes in their lives. In each of the frames, draw what you looked like or what you think you will look like.



Baby



Grade 4-6

Self-Esteem & Self-Image

Grade Levels: 3-6

Unit: Wellness

Subject: Health

Topic: Self-Esteem & Self-Image

Big Idea: Students will explore their self-image and learn about self-esteem.

Preparation Time: <5 minutes to prepare student pages

Teaching Time: 30-90 minutes

Before you Start:

Description of Task: Students will explore things they like about themselves. They will learn about self-esteem and how being positive about oneself can play a role in the choices they make for healthy living.

Prior Knowledge: Students should have done the lesson on Stress and Addictions before doing this lesson.

Materials: class set of *Look at Me Change*, writing tools, colouring gear, Internet access (optional), photos of yourself (optional), white board and markers, class set of the *Self Image* page, class set of the *You're Wonderful Because...* page, class set of the *10 Things That Make Me Wonderful* page

Hook: Ask students to think about how they have changed since being a baby. They might say things like they've grown taller. They have more hair or they learned to speak. Ask students to think about how they might be different when they are an adult. They might be taller or wear glasses. Give students the *Look at Me Change* page and have them draw pictures of themselves at the different ages on the page. We have had students who think forty is very old and they often draw themselves with grey hair, glasses and canes. Don't be offended. 😊

Ninja Note: To add a personal touch, you could bring in a photo of yourself as a baby and child to share with students. This would depend on your comfort level. If not, there are several celebrities that have grown up on screen too, so you could use their images from the Internet. Use Google Search to find celebrities when they were kids and lots of pictures come up. Potential celebrities could be Mary Kate & Ashley Olsen, Jason Bateman, Raven Simone or Katy Perry. Look these up in advance so you have them ready.

Teaching: Ask students if they can explain self-image. Take all answers but if students respond with HOW you SEE yourself, write it on the board. Ask students to explain self-esteem. Write down any responses that involve HOW you FEEL about yourself. Self image is how you see yourself including: what you look like, your personality, the type of person you are, how you think others look at you, how much you like yourself or think others like you or the status you think you have (like friends or power). Self-esteem is how you feel about yourself. It is very closely connected to your self-image. If you think you are pretty or handsome you have high self-esteem. If you think you are mean or ugly, you will have low self-esteem. People with low self-esteem tend to be people willing to make poor decisions about being healthy. It is important to have a healthy and realistic self-image. Everybody has something they don't like about themselves, in fact, if asked you could probably come up with a list of 10 things you don't like about yourself in a few minutes. The rest of the lesson will work on being positive about self-image.

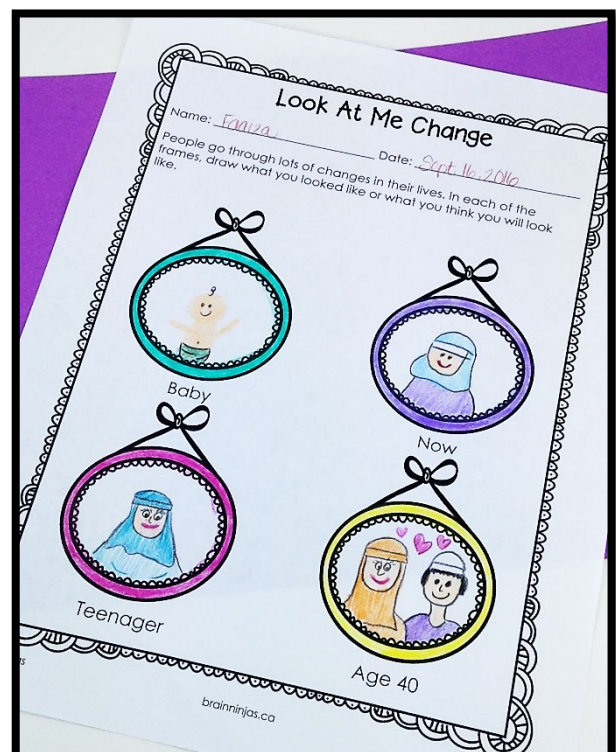
Alternative Activity: Choose some pictures of some celebrities and use them to have a discussion with students about self-image. What does their choice of clothing or hair say about their self-image? Do they seem proud of themselves? Do they take pride in themselves? What signals do you see? How do you know?

Guided Practice: Give students the *Self Image* page. On the top box students will draw a picture of what they think they look like. This isn't meant to be a work of art, but they should try to emphasize characteristics about themselves that make them distinct from others. They need to write something they like about themselves.

This is meant to be a self-image statement. It can be something they like about their appearance. The bottom picture will be what they think others see when they look at them. The pictures may or may not look different depending on the student's individual self-image. While this isn't meant to be a self-deprecating activity, there may be students who are very hard on themselves or have a poor self-image. This isn't the time to "correct" them but it is a perfect opportunity to make a note and talk to the student about it in a more private setting. The reasons for a negative self-image can be very deep emotionally or they could be having a bad hair day, so treat the situation based on how well you know and understand the student. When students have finished the page, they can share them with the class if they are comfortable doing so. If they are not comfortable sharing with the class, consider having students talk with you individually.

Ninja Note: Before starting the next activity, you may want to take some time and write something wonderful about each student or the students who you feel will have a more difficult time coming up with good things about themselves.

Independent Practice: Students will create a list of ten things they like about themselves. Before starting their own list, students have the option of writing things about other students in the class. If you plan to have students write compliments about each other, give each student a page of *You're Wonderful Because...* slips. They can write compliments to students in the class. We wrote the students' names on the back so they could be handed out to classmates. We put all the compliments in a jar, mixed them up and then handed them out. This way people could compliment each other anonymously. We worked very hard to talk to students about being sensitive and to not call out how many compliments each got. Another way to even out the compliments is to "assign" students for each compliment. This can be done by writing the names on the back of the page first or assigning groups to compliment other groups. It can be challenging for some students to think of nice things to say to each other, so you might consider brainstorming a list about nice things in general to say about people. For example: they have a nice smile, always have their hair done nicely, is really good at soccer or is kind or helpful. Once students have a few compliments about themselves, they can start to work on their *10 Things That Make Me Wonderful* page. There are two versions of this page because our older students didn't want the little kids on their page.



Closure: Explain to students that part of having a positive self-image means having positive self-talk. Students should try to think of things they like about themselves on a regular basis. It can be challenging, but it is important to be positive about oneself. If a student is feeling down or has a low self-image it is important they find someone to talk to about it. Remind students that having a negative self-image can lead to negative self-esteem. People with negative or low self-esteem can sometimes have difficulty making healthy choices.

Assessment: Use the various activities to decide if students have an understanding of self-image and how it connects to self-esteem.

Modifications:

Reinforcing:

- If you have several students who have negative self-images, try reinforcing it by asking students to “treat” each other when coming in first thing in the morning or before they go home at the end of the day. They have to say something they are proud of doing or something they like about themselves. Hopefully, it will get easier with time for them to come up with things to say which in turn can help boost their self-esteem.

Reading/Writing Difficulty:

- If students are creating compliments for each other, students with writing difficulty could be paired up with a writing buddy.
- Students who have difficulty writing can make their *10 Wonderful Things About Me* list in a video or voice recording.

Extension:

- If you have students who want a challenge, they can find some inspiring quotes online and write them on mini-posters to share with the class. There are hundreds of positive thinking quotes out there. Remind students to attribute the quote to whomever is credited with saying it.

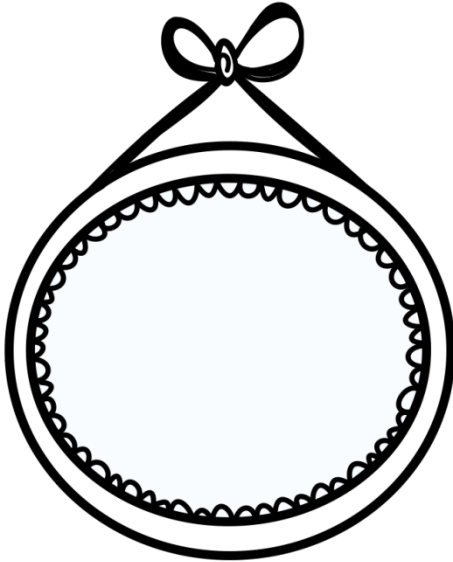
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The unit is part of an entire year of resources in our [Health Lessons Bundle](#).

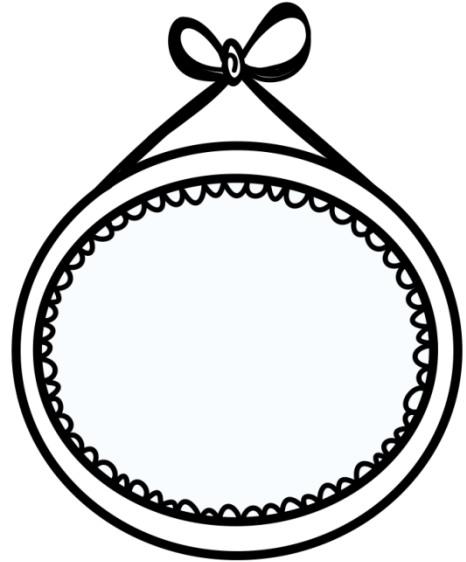
Look At Me Change

Name: _____ Date: _____

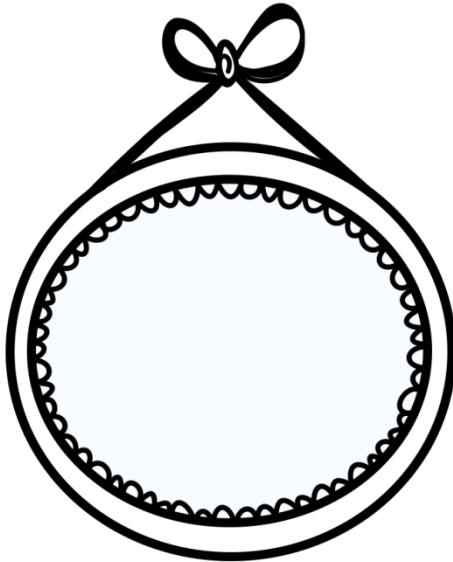
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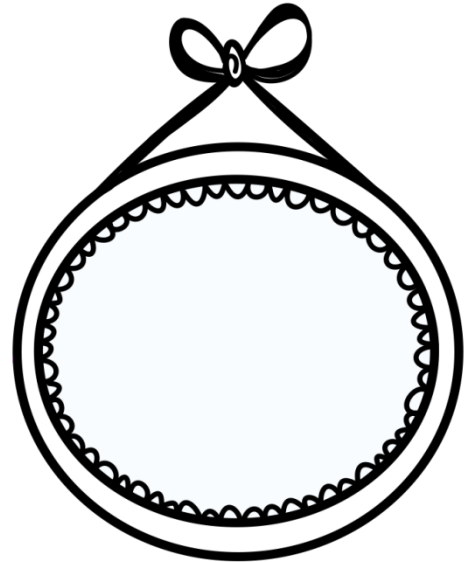
Baby



Now



Teenager

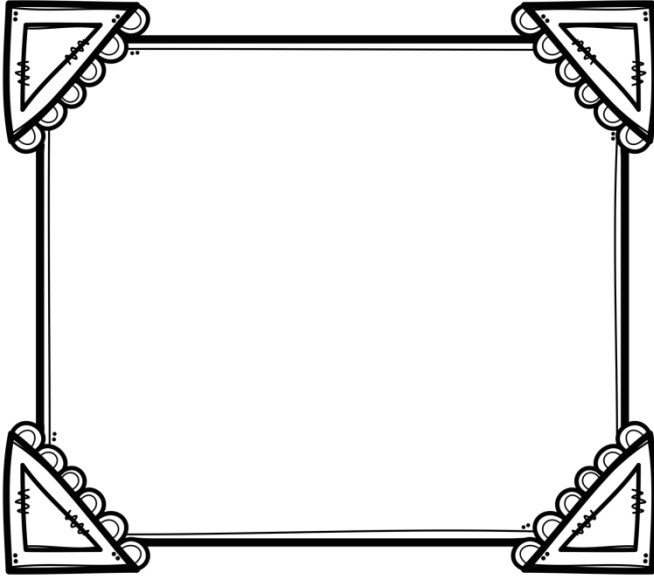


Age 40

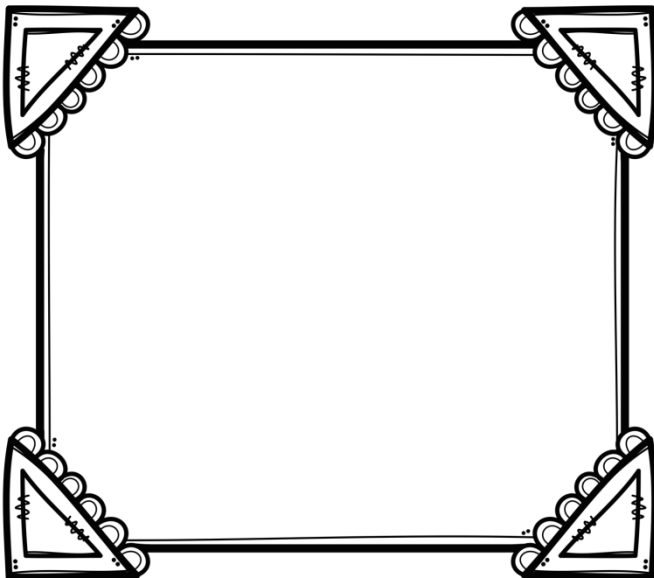
Self Image

Name: _____ Date: _____

How do I see myself? Draw a picture of what you see when you look in the mirror. Write something you like about yourself on the lines next to the picture.



How do I think others see me? Draw a picture of what you think others see when they see you. What is one thing you think others think about you? Write this on the lines next to the picture.



You're wonderful because...

You're wonderful because...

You're wonderful because...

You're wonderful because...

You're wonderful because...

You're wonderful because...

You're wonderful because...

You're wonderful because...

Self Esteem

Name: _____ Date: _____

10 Things that Make Me Wonderful

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Self Esteem

Name: _____ Date: _____

10 Things that Make Me Wonderful

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



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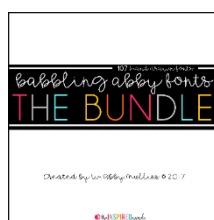
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