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
#1**

Activity #1: Teach the Concept

Approximate Time: 30 mins.
Key Vocabulary: self-confidence, self-esteem
Materials:
    • Student Guide (Lesson 2-Understanding and Building Self-Confidence and Self-Esteem)
        • 2-colum 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

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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 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.
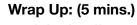
Model:

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 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 Learner 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 offering 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 2 Complete! Next lesson topic: Understanding and Appreciating Character Strengths