



## Social Emotional Learning Lesson 8

### *I'm Becoming!*

4<sup>th</sup> - 6<sup>th</sup> Grade

<b>SEL Competency: Self-Awareness</b>		<b>SEL Sub-Competency: Self-Confidence</b>	
<b>Lesson Concepts:</b> <ul style="list-style-type: none"> <li>I know my personal strengths and talents.</li> <li>I am building my confidence to accomplish tasks and tackle different life situations.</li> </ul>		<b>Lesson Objectives:</b> <ul style="list-style-type: none"> <li>Students will identify their own strengths.</li> <li>Students will identify ways to help build their self-confidence.</li> </ul>	
<p><b>Why this Lesson Matters:</b>          Kids who feel good about themselves have the confidence to try new things. They are more likely to try their best. They feel proud of what they can do. Self-esteem helps kids cope with mistakes. It helps kids try again, even if they fail at first. As a result, self-esteem helps kids do better at school, at home, and with friends.          (From <a href="https://kidshealth.org/en/parents/self-esteem.html">https://kidshealth.org/en/parents/self-esteem.html</a>)</p>			
<b>Materials:</b> <ul style="list-style-type: none"> <li>Community circle centerpiece and talking piece</li> <li>White or Smart Board</li> <li>Computer to play videos</li> <li>Review activity section for needed materials</li> </ul>		<p><b>Session Length and Pacing:</b></p> <ul style="list-style-type: none"> <li>Community Circle – 15 minutes</li> <li>Part 1- 20 minutes</li> <li>Part 2- 20 minutes</li> <li>Group Practice – 15 minutes</li> <li>Activity – 30 minutes</li> </ul> <p><b>Total:</b> 110 minutes Total</p>	
<p><b>Community Circle Questions:</b></p> <ul style="list-style-type: none"> <li>What is self-esteem? What is self-confidence? Can we change self-esteem and self-confidence?</li> </ul>			
<p><b>Community Circle COVID-19 Question Consideration:</b></p> <ul style="list-style-type: none"> <li>How have your feeling changed about yourself since we had to leave school early and stay at home?</li> <li>Have you learned a new skill?</li> <li>Have you become more self-confident with skills or activities?</li> </ul>			
<b>LESSON</b>			
<b>Need for Skill</b>		Self-Confidence – “You can’t touch it, but it affects how you feel. You cannot see it, but it’s there when you look in the mirror. You cannot hear it, but it’s there every time you talk about yourself. Feeling good about yourself affects how you act and live.” <a href="http://www.Kidshealth.org/classroom">www.Kidshealth.org/classroom</a>	

**Teach Learning Objectives**

**Model Examples & Non-Examples**

*Teacher Preparation:* To start the lesson, review the videos below and determine which would be most appropriate for your students or show a video that you prefer.

**Part 1: Students will identify personal strengths or talents**

- Say, “People often mix-up terms *self-esteem* and *self-confidence*. The terms are similar, but they are different.”
- Say, “Self-esteem is how you feel about yourself. Your feelings can change from day to day and can be affected by many different situations or events. The key is that self-esteem is not fixed and can change depending on your environment, situation, or event. Self-esteem is about loving and valuing yourself and confidence is believing in yourself and trusting your abilities. These are the absolute most important traits needed to live a whole and healthy life.”
- Say, “Self-Confidence is something you can’t touch it, but it affects how you feel. You cannot see it, but it is there when you look in the mirror. You cannot hear it, but it is there every time you talk about yourself. Feeling good about yourself affects how you act and live.”
  - Say, “for example, you might be talented in the way you take good care of your pet. Knowing that you have a talent or are good at doing something makes you feel good. That good feeling is part of your self-esteem, or the way you feel about yourself. A talent can make you have such good self-esteem that it can give you courage to try new things and to make good choices. Self-Confidence is knowing what we can and cannot do and trusting in our abilities. When you are self-confident, you are more willing to take on challenges.”
  - Say, “What are you good at doing? Playing a certain game, instrument, or dancing? Making your bed or cooking? Making your mom smile? Things that you are good at doing are called your talents. Have you ever felt confident in one thing, but not another?”
- Videos:
  - <https://www.youtube.com/watch?v=M6H0w03GJrQ> “Self-Esteem: How To Feel Awesome About Being You”- RocketKids
    - Does anyone remember some of the thing the girl said about improving your self-esteem? Answer: “Do your best, Pitch In, “I Can” Attitude, Practice, Make a list of the stuff you are good at.”
  - The Art of Self-Esteem by Kid President: <https://www.youtube.com/watch?v=l-gQLqv9f4o&list=PLDWUYS8TtaHeRDrSGq3FzZ2h2cFy179A8>
    - What is your space jam?
  - We Are All Different – and THAT’S AWESOME!, Cole Blakeway <https://www.youtube.com/watch?v=sQuM5e0QGLg>
    - What is it that makes you different? What makes you jump out of bed? Cole Blakeway, a messy ten-year-old teaches us the value of celebrating differences as he describes his beautiful friendship with Steven, a 44-year-old man with Autism. In a world that gravitates to be the same, Cole Blakeway reminds us that we are all different and that is AWESOME!

	<p><b>Part 2: Building self-confidence</b></p> <p>Reflect on self-confidence and, then discuss with students that you may believe in your abilities, but sometimes we lack the confidence to excel with our abilities. There are ways to help build your confidence.</p> <ul style="list-style-type: none"> <li>• One way to build self-confidence is not be afraid of failure. Failing does not mean you are incapable or unintelligent; it simply means that you need to re-evaluate and try again. Every time you fail and try again, your confidence will grow.</li> <li>• Let’s watch this quick video from Will Smith called “Benefits of Failure” <a href="https://www.youtube.com/playlist?list=PLAgD4rj7BEzQ3CeLfPKLntiYOomRt6jHx">https://www.youtube.com/playlist?list=PLAgD4rj7BEzQ3CeLfPKLntiYOomRt6jHx</a></li> <li>• Ask students to “Name some famous people that have failed and overcome their failures?” Discuss their failures and successes <ul style="list-style-type: none"> <li>○ Michael Jordan</li> <li>○ J.K. Rowling</li> <li>○ Oprah Winfrey</li> <li>○ Dwayne “The Rock” Johnson</li> </ul> </li> <li>• Say, “Another way to build your confidence is to set realistic goals based on your strengths and talents. For examples students often say, <ul style="list-style-type: none"> <li>○ “I’m going to be a famous YouTuber when I grow up.”</li> <li>○ “I want to be a professional athlete.”</li> <li>○ “My dream is to go to Yale.”</li> </ul> </li> <li>• Say, “Turning your dreams into actionable goals is more challenging. Wanting to achieve something and understanding the steps it takes to achieve the dream are two different concepts that we will cover in another lesson. What I want you to focus on is understanding your strengths and how your strengths will help you set realistic goals about yourself. “</li> </ul>
<p><b>Group Activity</b></p>	<p><b>Choose an activity based on your grade level.</b></p> <p><b>Activity 1:</b></p> <p>Write these questions on the white or smart board. Have students answer all or some these questions on a piece of paper. The instructor should also participate.</p> <ul style="list-style-type: none"> <li>• What are my strengths?</li> <li>• What do you like to do for fun?</li> <li>• What do you wish your teacher knew about you?</li> <li>• What do you wish your parents or caretakes knew about you?</li> <li>• What do you like about school?</li> <li>• What do you like about yourself?</li> <li>• What activities can make me a better and stronger person?</li> <li>• What are my areas of growth (weaknesses)?</li> <li>• How can I use my strengths to improve my weaknesses?</li> <li>• Students Share their Answers: <ul style="list-style-type: none"> <li>○ Choose a group of students who are similar in some way (e.g., all boys in the room wearing black shoes, all girls with blue eyes, all students with birthdays in September, all students in the back row). Invite this group of students to read their answers to the first question. Encourage them to explain their choices. Express interest in and appreciation for all responses. If a student is reluctant to explain, accept this and move on.</li> </ul> </li> </ul>

	<p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out a piece of paper or interactive electronic device. Ask students to write answers to the following questions. Point out that these questions require students to think about themselves—something this course will help them learn to do. Pause after each question, allowing students time to jot down answers: <ul style="list-style-type: none"> <li>○ If you were a book, what book or type of book would you be?</li> <li>○ If you were a character in a story or a movie, who would you be?</li> <li>○ If you were a piece of clothing, what would you be?</li> <li>○ If you were an animal, what would you be?</li> <li>○ If you were food, what would you be?</li> <li>○ If you were one of the four elements—earth, wind, water, or fire—which one would you be?</li> </ul> </li> <li>• Students Share their Answers: <ul style="list-style-type: none"> <li>○ Choose a group of students who are similar in some way (e.g., all boys in the room wearing black shoes, all girls with blue eyes, all students with birthdays in September, all students in the back row). Invite this group of students to read their answers to the first question. Encourage them to explain their choices. Express interest in and appreciation for all responses. If a student is reluctant to explain, accept this and move on.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Independent Activity to Practice Skill</b></p>	<p><b>Activity 1: (4<sup>th</sup> and 5<sup>th</sup> Grades)</b> Using magazine pictures, images printed from the Internet, or your own drawings, create a collage that shows your interests, skills, and accomplishments. Think of it like a mirror: When you see your reflection, who is the person you see in the mirror and what's great about that kid?</p> <p><b>Activity 2: Poem (5<sup>th</sup> and 6<sup>th</sup> Grades)</b> Have students read the poem “Where I’m From” by George Ella Lyon, available at <a href="http://www.georgeellalyon.com/where.html">www.georgeellalyon.com/where.html</a> .</p> <ul style="list-style-type: none"> <li>• The students will go line by line discussing what they can infer from each line and what the seemingly random objects. The students will focus on the last line of the poem where Lyon states “I am from those moments/ snapped before I budded/ leaf-fall from the family tree”. They will discuss the nature of entering adulthood earlier than planned, connection and isolation play a role in creating developing an identity. Particularly they will begin to reflect on how their family’s culture and environment have helped to shape who they are.</li> <li>• Have each student write a poem reflecting his or her heritage and family. They should begin each stanza with “I am from...”</li> <li>• The students will be asked to think of significant items in their lives, things that have helped shape their memories, family beliefs that have molded the way they believe, and a description of their place within their family. The end goal of this brainstorming session and rough draft is for students to have a better idea of where they came from and how it shaped them.</li> <li>• Students will use Animoto or another tool to animate their poetry and add images and music to help share where they are from and who they are. <ul style="list-style-type: none"> <li>○ Animoto is free</li> </ul> </li> </ul>

- This is an example <https://animoto.com/play/gkxKXDtpOHePgtDlc1PB7Q>

### Activity 3: “Garden of Greatness” (4<sup>th</sup> and 5<sup>th</sup> Grades)

Make your own personal flower to add to a classroom display called the Garden of Greatness. This display will showcase everyone’s talents! Using art and drawing supplies, make a flower that has pictures of you and all your talents. Trace a large circle on a sheet of construction paper for the head of a flower. Draw and color a picture of you inside the flower and cut it out. Then, draw or trace leaves and petals for the flower. On each leaf and petal, draw and color a talent you have. Cut out those pieces, make a green construction paper stem, and glue all the flower parts together. Finally, attach your flower on a bulletin board to stand with your friends’ flowers and talents.

Have students brainstorm a list of things that he or she is good at, things that make them feel important, or things that made them feel unique and specials.

Pass out bright strips of colored paper (6-8) and circles pre-labeled with their names. Have students write the things they are good at on each colored strip of paper. Then, students glue the strips onto the back of the circle to make a flower. Collect flowers and staple them onto the bulletin board.



### Activity 4: Multiple Learning Styles (4<sup>th</sup>- 6<sup>th</sup> Grades)

- Have students design cereal boxes with themselves as the hero on the front. Have them include “nourishing facts” about themselves, such as their proudest moments, hobbies, etc. Have them add a coupon redeemable for help with something at which they’re skilled. Have them share their boxes in small groups.

### Closing Circle Question:

- Students can share or pass:
- What is one small thing you can do this week that will help you feel more confident?

### Digital Lesson Adaptions:

Based on the lesson, the following can be used on a virtual platform:

- “Self-Esteem: How To Feel Awesome About Being You”- RocketKids  
<https://www.youtube.com/watch?v=M6H0w03GJrQ>
  - Does anyone remember some of the concepts the girl said about improving your self-esteem? Answer: “Do your best, Pitch In, “I Can” Attitude, Practice, Make a list of the stuff you are good at.”
- The Art of Self-Esteem by Kid President: <https://www.youtube.com/watch?v=l-gQLqv9f4o&list=PLDWUYS8TtaHeRDrSGq3FZz2h2cFy179A8>
  - What is your space jam?
- We Are All Different – and THAT’S AWESOME!, Cole Blakeway  
<https://www.youtube.com/watch?v=sQuM5e0QGLg>
  - What is it that makes you different? What makes you jump out of bed? Cole Blakeway, a messy ten-year-old teaches us the value of celebrating differences as he describes his beautiful friendship with Steven, a 44-year-old man with Autism. In a world that gravitates to be the same, Cole Blakeway reminds us that we are all different and that is AWESOME!

- Have students answer the following on FligGrid or another tool:
  - What are my strengths?
  - What do you like to do for fun?
  - What do you wish your teacher knew about you?
  - What do you wish your parents or caretakers knew about you?
  - What do you like about school?
  - What do you like about yourself?
  - What activities can make me a better and stronger person?
  - What are my areas of growth (weaknesses)?
  - How can I use my strengths to improve my weaknesses?

**Activity 1: (4th and 5th Grades)**

- Using magazine pictures, images printed from the Internet, or your own drawings, create a collage that shows your interests, skills, and accomplishments. Think of it like a mirror: When you see your reflection, who is the person you see in the mirror and what is great about that kid?
  - Have student’s post their work on a platform such as FlipGrid or they can take a picture and send it to you.

**Activity 2: Multiple Learning Styles (4<sup>th</sup>- 6<sup>th</sup> Grades)**

- Have students design cereal boxes with themselves as the hero on the front. Have them include “nourishing facts” about themselves, such as their proudest moments, hobbies, etc. Have them add a coupon redeemable for help with something at which they are skilled. Have them share their boxes in small groups.

**References/Resources:**

Roberts, E. (2012, May 1). *The Difference Between Self-Esteem and Self-Confidence*, HealthyPlace. Retrieved on 2020, May 12 from <https://www.healthyplace.com/blogs/buildingselfesteem/2012/05/the-difference-between-self-esteem-and-self-confidence>

*18 Self-Esteem Worksheets and Activities for Teens*  
<https://positivepsychology.com/self-esteem-worksheets/>

*Where I’m From*  
<https://www.common sense.org/education/lesson-plans/where-im-from>

*OverComing Obstacles Curriculum Middle School*  
[https://www.overcomingobstacles.org/?gclid=CjwKCAjwqpP2BRBTEiwAfpID-8qha3GF1eC\\_pmhYCXO6F7B7\\_03nlhgbbBM4iX37oobOM8-MHZJ58hoCWqwQAvD\\_BwE](https://www.overcomingobstacles.org/?gclid=CjwKCAjwqpP2BRBTEiwAfpID-8qha3GF1eC_pmhYCXO6F7B7_03nlhgbbBM4iX37oobOM8-MHZJ58hoCWqwQAvD_BwE)

*Self-Esteem and Confidence, the Ultimate Health Skills*  
<https://www.projectschoolorwellness.com/how-to-boost-students-self-confidence/>

*Teaching Middle Schoolers How to Write SMART Goals*  
<https://www.projectschoolorwellness.com/teaching-middle-schoolers-how-to-write-smart-goals/>