

Lesson 2 in Class

Teacher prompt:

☒ "What does **self-esteem** mean?"

Write the term 'self-esteem' and it's definition on the board.

Self- Esteem:

- *a person's overall sense of self-worth or personal value*
- *a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions, and behaviours*
- *respect for, or favourable impression of, oneself*

Teacher prompts:

☒ "What strengthens self-esteem?" (refer to Additional Information below)

☐ "What weakens self-esteem?" (refer to Additional Information below)

Have the students discuss with their elbow partner one characteristic/quality/activity that they are proud of or have been told that they are good at doing (e.g. strong listener, good at sports, able to make people laugh, artistic).

Teacher prompts:

☒ "How did this activity make you feel about yourself?"

☐ "Why is it important to recognize our own strengths and the strengths of others?" (e.g., we can build upon our own strengths and help others build upon their own strengths)

• Some factors that influence or weaken self-esteem: criticism, rejection, bullying, struggling with achievement.

☐ Discrimination (e.g., racism, **homophobia**, **ableism**, **classism**) can have a significant impact on our **self-esteem**.

☐ Showing kindness, respect, and empathy for others can improve self-esteem for others and for ourselves.

☐ Some factors that influence or strengthen self-esteem: supportive and loving family/caregivers, peer support and respect, recognizing our strengths.

- Friendships change throughout a lifetime, particularly at adolescence, when people have more freedom to choose their friends.

- Having friends from differing communities, diverse cultures, and experiences can increase awareness and acceptance of others.

- Having good friendships contributes to mental health and well-being.

Teacher prompts:

- "Do friends have to do everything together?"

- "Do friends have to like the same things?"

- "Can friends come from different cultures, communities, and **genders**, as well as have different religious backgrounds?"

- "Do friends have to be the same age?"

Identifying Thoughts, Feelings, and Needs



Feelings List

disturbed	uninterested	restless	frustrated
shocked	surprised	troubled	aggravated
uncomfortable	uneasy	unsettled	annoyed
impatient	irritated	angry	worried
heartbroken	hurt	lonely	terrified
miserable	sad	depressed	unhappy
moody	panicked	gloomy	joyless
frightened	crushed	disappointed	afraid
embarrassed	ashamed	distracted	guilty
bored	resentful	disgusted	tired
horrified	upset	lost	tense
anxious	nervous	hesitant	stressed out
helpless	confused	pain	jealous
affectionate	compassionate	friendly	loving
sympathetic	tender	warm	alert
curious	thrilled	fascinated	interested
intrigued	confident	merry	good-humoured
content	joyful	glad	cheerful
delighted	empowered	open	proud
safe	secure	excited	amazed
eager	energetic	lively	enthusiastic
passionate	peaceful	calm	comfortable
fulfilled	mellow	quiet	relaxed
relieved	satisfied	trusting	renewed
rested	revived	involved	stimulated
hopeful	encouraged	optimistic	surprised



- "PASSIVE: Jadin says nothing but feels upset for getting in trouble."
- "AGGRESSIVE: Jadin may push Jess as they go out for recess or say: 'You're so stupid!'"
- "ASSERTIVE communication is a more effective way to communicate. Let's look at the assertive communication formula (below) and see how we can apply it to discuss what Jadin might be feeling."

Jess and Jadin are in Grade 6 and they hang out together. Lately, Jess has been getting into trouble from the teacher and has had to stay late after class for passing jokes and laughing at inappropriate times during class. Jadin is usually nearby and gets in trouble as well. Some of the other students decided they aren't going to hang out with Jess and Jadin and they say: "You two are so immature!"

Teacher prompts:

- "How do you think Jadin is feeling?"
- "How do you think Jess is feeling?"
- "What are some of the ways that Jadin and Jess might deal with this situation?"

Assertive Communication Formula

***I feel _____ (say how you are feeling)
 when you _____ (describe the action).
 What I want you to do is _____ (say what action you want from the other).***

Attractions or 'Crushes'

Teacher prompt:

☑ "A **crush**, slang for 'attraction,' is when you have a deep desire or liking for a person. It may be someone your age or a different age; it may be a famous person; it could be someone the same gender as you or different; and you may or may not ever tell anyone how you feel. Many people experience the feeling of having a crush, but not all of us do – don't worry if you have not had this feeling!"

☐ "Let's say someone has a crush on someone in their school. They say to a good friend: *'Don't tell anyone, but I like...'* The next day at recess, several other students come up to the person saying: *'I know who you like!'* How do you think the person with the crush would feel?"

Use the assertiveness formula (as a whole group, individually, or in small groups), to outline what the person who had the crush may do in this situation.

☑ Crushes or attractions may begin around puberty or not for many years, or not at all.

☐ Attractions may be transient or go on for a long time.

☐ Attractions can be experienced on a continuum. Some people may only feel attractions to someone of a different sex or gender, and some people may only feel attractions to someone of the same sex or gender. Some people just feel many attractions.

Changing Relationships

Micolah and Sharon are both in grade 7 and have been close friends for a long time. They spend lots of time learning about each other and having fun together. Neesha is new to the school and is in grade 6. Micolah has been asked to be a peer leader to Neesha and they have decided to spend time together after school as well. Micolah and Neesha notice their relationship has been growing stronger while the relationship between Micolah and Sharon has grown apart. Sharon is noticing the change too and does not like this new feeling. Sharon is used to having more of Micolah's attention and is now being forced to learn to share the time they usually spend together. During the week, Sharon invites Micolah over after school and says, "I miss hanging out with you and I don't want to invite Neesha to my home, just you". Neesha is in the hallway by the locker and overhears the conversation.

Teacher prompts:

"What is happening in this story?"

"Who do you think is hurt and why?"

"What do you think could happen to make things a little better?"

"Think about if you have ever excluded someone or felt left out yourself."

"Who could someone talk to if they were feeling sad or left out?"

• Rejection hurts everyone; speaking to a friend or trusted adult about how it feels may help.

Sometimes journaling feelings, exercising, or simply being kind to yourself can improve feelings.

Relationships change throughout your life. Sometimes people grow closer together and sometimes they grow apart.

Name _____ **Lesson 2 Exit Card**

Name a new feeling that you have learned from this lesson.

What are two things you can do to help your classmates feel better about themselves?