7th Grade N.E.S.T. Plans

Self- Esteem

Coming up this week: Self-Esteem

This week 7th grade scholars will be discussing Self-Esteem. Self-esteem is one of the most important traits in an individual. Feeling good about yourself and your capabilities enhances your ability and willingness to interact with others. It can make it easier to try new things or stand up for yourself as well. Lack of self-esteem can be extremely detrimental. Individuals with poor or no self-esteem may withdraw from new people or new experiences. They most likely will also have a lack of self-respect that can lead to self-loathing and self-destructive behavior. This week we will take a look at how we can improve our self-esteem.

Routine Reminder

Students should walk into the meeting area and answer the DAILY NEWS on the board(s), get into their CIRCLE, and listen to the morning announcements. After morning announcements, students GREET each other and then begin to check-in. Mondays are all about the CHECK-IN. It is important to really scaffold students to get them sharing as much as possible. Once each student has had the opportunity to check-in the group may begin the ACTIVITY. 5 minutes before transition, the group may REVIEW the answers on the daily news board and/or REFLECT on the activity.

Day One

OBJECTIVE: Students will share details about their weekend.

OBJECTIVE: Students will briefly discuss self-esteem.

Materials Needed: none

Daily News: List one thing you like about yourself.

Greeting: Everyone Greets and is greeted (students sit in a circle)

Formal Sharing/ Check-in: Ball Toss Sharing (students sit in a circle)

A student is selected to begin and is given a ball. She begins sharing, once finished she picks who she wants to toss the ball to and that person begins sharing. Students should track only the person who is holding the ball. Many advisors are already using this method to share and check in. It is a good way to structure this part of N.E.S.T..

Sharing Questions:

What did you do this weekend?

What is one thing you accomplished last week that you are proud of (ie. Completing 100% of your homework, passing a test/quiz, doing well on classwork/group work.)

Look at the Daily News responses and reassure students of what they wrote.

Review Daily News and Discuss:

Ask the following questions to guide students in reflection:

Is it hard to talk about yourself in a positive way?

Day Two

Objective: Students will discuss Healthy Self-Esteem and Low Self- Esteem

Materials Needed: Healthy Self-Esteem and Low Self-Esteem chart

Daily News: Name one celebrity who you think has high self-esteem.

Greeting: Everyone Greets and is greeted (students sit in a circle)

Whip check in: 1-5 – How are you feeling?

Activity: Healthy Self-Esteem vs Low Self-Esteem : Looking at Affects and Causes

Description

- Ask Students: "What is self-esteem? (answer: It is the way individuals perceive themselves and their

self-value)

- Now tell students there are two different types of self-esteem: **Low Self-Esteem and Healthy Self-Esteem.**
  We all want to work towards having **healthy** self-esteem.

- Show students the this chart- Ask students:
  - "What **affects** does low self-esteem have on us? (write students responses below the "Effects of Having Low Self-Esteem" column)
  - "What **affects** does healthy self- esteem have on us?" (write students responses below the "Effects of Having Healthy Self-Esteem" column)
- Use the two lists that students created to discuss the effects of healthy self-esteem and low self-esteem. (see below for an example and to add things to your lists.)

This is just an example of what students might say. Have them share what they think first. If they are having a hard time, share affects stated below:

Effects of having low self-esteem	Effects of having healthy self-esteem
o Feel incapable of change or success o Isolation from others o Go along with decisions made by others o Use drugs and/or alcohol. Self-Mutilation o Being arrogant (as a defense mechanism) o Exhibiting unhealthy self- love and vanity o Being over bearing o Being over assertive o Lack in humility o Having bad relationships with others	o Gives us a desire to have positive relationships with others. (best friends, close family members, boyfriend/girlfriend) o Allows us to set goals o Allows us to confront challenges and failures in healthier ways. For example, people with healthy self -esteem do not blame themselves for bad outcomes. o Allows us to overcome odds, stand up for ourselves, institute change o Give us the ability to question things and stand up for what's right.

Ask students:

o So why do we, as human beings, have low self-esteem?

- It comes from a mixture of experiences and emotions. But here's a few:
  - o Being Bullied
  - o Comparing your appearance to others on TV, magazines and/or in school. Pick ONE of the following videos to show your scholars-
    - ▪ https://youtu.be/dhGOLYMkdYc
    - ▪ Social Media and Teenage Self-Esteem - YouTube
    - ▪ http://www.youtube.com/watch?v=24Xa1Nw8eJY&feature=related) - This one is for more mature students as it displays images that students are exposed to in society.
  - o Being overly criticized by others
  - o Being overly critical of ourselves and paying attention to negativity.
  - o Focusing on what we do wrong versus what we do well.

Now that you have discussed the affects and causes, discuss tips on how we can improve our self-esteem

and work towards having a healthier self-esteem (see below)

Give one tip sheet to each student and have each student take turns reading the tips- click on image to access link.

Review Daily Quote and Discuss:

Guide students in reflection:

o Why do you think that celebrity has high self-esteem? Is this a celebrity you admire? Do you think

he/she follows some of the tips we read together?

Day Three

Objective: Students will work together to boost their peers self- esteem.

Materials Needed: none

1. **Daily News:** Do not write this on the board (it is a long one.) Read it to students after Check-In:

Psychological Fact

People with low self–esteem are 80% more likely to criticize others or put them down in order to make themselves feel better, tougher, and smarter.
But people who are confident with themselves are more likely to take things as they are and enjoy them.

psychologicalfacts.tumblr.com

2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)

3. **Whip check in**

4. **Activity:** Kind Words Cloud Activity

Description:

- Read Daily News to students.
  - Ask students:
    - Why do you think people with low self-esteem are more likely to put others down?
    - Why do you think people have low self- esteem to begin with?
    - <u>What can we do</u> to help EACH OTHER have higher self-esteem in turn help end bullying and other instances of people being mean to one another?
- Hopefully students come to the conclusion that we must be kind to one another.
  - Say to students: "Kindness goes a LONG way. We must treat each other the way we would like to be treated. No one starts their day saying: "I hope someone is really mean to me today." Therefore, we should not project any unkindness to our peers. On the contrary, to make the world a better place, we should practice being kind."
  - Tell students that sometimes we admire things about others, but we do not come right out and tell them. We don't make the effort to "shout them out." Saying one kind thing to someone can automatically boost their self-esteem. We all have the power to be kind...so use it! Kindness is Powerful.
    - For example, we may think that someone is smart but we seldomly say: "I think you are really smart." We also may think that someone has a great outlook on life, but we seldomly say: "I love the way you are always positive." Due to our busy schedules or because of other reasons we do not take the time to BE KIND.
  - Today we are going to do an activity that allows us the time and space to start being kind. The activity is called: "Kind Words Cloud." This activity is going to give us the opportunity to say the great things we think about one another. Everyone is unique and brings something great to the table. Choose your words carefully and make sure they are meaningful.

This is how it's played:

o Place a chair in front of a white board.

o Draw a cloud above the chair.

o Decide how you want to call students up: (randomly, alphabetically by first name, by date of birth, pick a name out of a hat, etc.)

o When a student is chosen, he/she will sit in the chair.

o While student is sitting in the chair, the other advisees will write in the cloud positive traits that the person sitting in the chair has. (positive, funny, smart, creative, great smile, nice eyes, kind, sweet, etc.)

o The person on the chair can NOT turn around to look until everyone has had a turn writing something. Advisors should write something positive as well.

o **Take a picture of the student before he/she turns around.** I can develop these pictures and you can hang them up on your N.E.S.T. Walls.

o **Once you take the picture have the student turn around and read what was written.** Tell students that it is important to thank others when they are kind...so say "thank you!"

o **REPEAT**

- After everyone has sat on the chair, debrief the activity:
    o How did it feel sitting in the chair?
    o How did it feel reading all the positive traits?
    o Do you agree with what others wrote? If not, why are we so hard on ourselves?

Day Four

OBJECTIVE: Students will participate in an activity titled: Ranking Traits

OBJECTIVE: Students will watch a TED talk about self-esteem and discuss the message delivered by the speaker.

Materials Needed: computer, projector

1.**Daily News:** "You have to be able to love yourself because that's when things fall into place." –Vanessa

Hudgens. Do you AGREE or DISAGREE with this statement?

2.**Greeting:** Everyone Greets and is greeted (students sit in a circle)

3. **Formal Sharing/ Check-in:** (5 minutes)

4. **Activity:** Ranking Traits and Ted Talk

Procedure: Ranking Traits

- Ask students to rip a piece of paper into ten strips. On each they write a word or phrase that describes themselves. Assure students that no one will see what they have written, so they can be extremely honest.

- Have each student arrange the traits in order from what he/she most likes about himself/herself to what he least likes.

- When done, say, "Do you like what you see? Do you want to keep it? Now give up one trait. How does the lack of that trait affect you? (have students answer)

- Ask students: "Now give up another. Give up three. Now what kind of person are you?"
- After giving up six of the qualities, have students regain the traits one by one by explaining to you why they need each trait. You will notice great tension as students decide which traits they will give up. You will hear comments about how incomplete he/she feels without those traits, and see great relief, and a new understanding of the importance of those traits, as they are regained.

- After the session, have students write in their journals what they kept and what they learned about themselves from the experience.

- If time allows, watch this TedTalk about self-esteem: https://www.youtube.com/watch?v=uOrzmFUJtrs

Follow up with the following questions:

o How did the speaker (Niko) feel about herself before her experience as a mentor?

o What made the speaker (Niko) change and improve her self-esteem?

o What are some the strategies that Niko shared that could help all of us improve our self-esteem?

o What did you learn from this video?

Review Daily Quote and Discuss:

Guide students in reflection:

 Explain why you agree or disagree with this statement

Day Five

OBJECTIVE: January NEST DAY

Materials Needed:

1.**Daily News:** Let's celebrate our NEST relationships!

2.**Greeting:** Everyone Greets and is greeted (students sit in a circle)

3. **Formal Sharing/ Check-in:** (5 minutes)

4. **Activity:**

NEST CHOICE DAY