

Warm-up

First, start the session by having students complete a Find Someone Who... Exercise. Ask students to write five people their classmates may go to for advice. Then, have them mingle around the classroom, asking and answering questions. For example, *do you go to your sister when you need advice?* When the answer is yes, they write the classmate's name and ask a follow-up question, such as *What type of advice do you ask her for? Does she give you good advice?* Next, have students continue until they have filled out their form. Finally, ask them to tell a classmate about their heard answers, and then switch.

Teaching Tip

For Exercise 1

First, elicit or explain the concept of advice columns, eliciting the pros and cons of using one when needing help. Then, have them read the letter, or project it alone for everyone to see. Give students time to think and formulate their response. Next, ask them to discuss their reactions with a classmate or a small group. Finally, volunteers will be invited to read their responses to the class. Create a digital peer advice column for the term if appropriate for your class. Each day, students write asking for advice, and a different small group of students from the class is responsible for choosing the message to respond to and what advice they will give. At the end of the term, as a class, reflect on the value of access to this type of advice.

Differentiation Strategy

For Exercise 3

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 6.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 4



Skills for Life

How can you feel comfortable with yourself?

01 Read the letter from "Confused in California" and write possible responses.

Answers will vary.

Dear Alexis,

Please help. I'm in grade eight and don't know what's wrong with me. Everyone else is so sure of themselves, and I don't feel good enough or that my opinion or contribution brings **value** to any situation.

Signed,
Confused in California

Dear Confused,

What you're experiencing may seem **insurmountable** and challenging to manage, but it's also very common, especially for teens your age. There's nothing wrong with you; what you're going through has to do with your **self-esteem**—how you see yourself, your perception of your value and capabilities, and your right to be respected.

Self-esteem grows as we find our voices and true nature, but please note that it's not about perfection; it's about accepting yourself as you are, with your **strengths** and limitations.

Self-esteem is also influenced by our experiences, which include how we process what we interpret as successes and failures, our relationships, including how people respond to us and make us feel, and the ever-present self-talk—that voice inside your head. Does that voice respect your abilities and value? Furthermore, it's **paramount** to note the importance of self-esteem because it colors, if not shapes, our decisions—including those strategic, life-changing decisions. What's more, self-esteem impacts whether or not you're able to rise to a challenge. If you don't feel sure of yourself, you're less likely to take on a challenge, which can further lower your self-esteem, thus creating a vicious circle of **self-doubt**. The take-away message for today is that learning to recognize your self-worth is part of maturing, and you're not alone; everyone feels this way at one time or another.

Sincerely,
Alexis

02 Read Alexis's response. Circle the correct summary. Do you agree with the response? Why or why not?

1. Lack of self-esteem is unusual.
2. We are born with self-esteem.

We develop self-esteem throughout our lives.

03 In your own words, write a one-sentence summary of self-esteem as described in the text.
Answers will vary.

04 Work with a classmate. Take turns describing a situation that requires high self-esteem. Why is high self-esteem necessary in this situation in particular?



Language Structures and Functions Tip

For Exercise 5

Before students start the exercise, provide or elicit a brief review of adverbial linkers (they help readers because they link or connect ideas), categories (contrast/concession, cause and effect, time/sequence, addition, examples), and examples of each. Then, have students work in pairs to identify the adverbial connector and its use. Next, ask pairs to get together in four groups to compare answers and discuss the uses. Finally, ask groups to list other adverbial connectors with the same uses as those in the sentences. Close the exercise with a whole-class report-back session.

Teaching Tip

For Exercise 6

First, have students work individually or with a classmate, whichever is best for your group. Refer students to the lists they created in Exercise 5 and have them identify the use of the adverbial connector in each sentence. Then, invite them to write their sentences. Have students review each other's sentences. Finally, elicit responses from volunteers or having students post their sentences on Padlet or another digital sharing tool.

Differentiation Strategy

For Exercise 8

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2c.

Wrap-up

To end the session, have two groups get together to present their talks or videos. Before the class, create a rubric to provide feedback to the presenters; for example, *Was the material presented in a way that third-grade students could understand? Did the presentation use engaging graphics?* Then, each group takes turns presenting to the other group, which takes the role of the elementary school students. Encourage the audience group to ask questions. When both groups have presented, have students give and receive feedback on their presentations using the rubric you provided.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 7

05 Underline the adverbial connector in each sentence and identify its use: reason "RA," result "RS," contrast "CT," concession "CS," time "TM," or addition "AD."

1. Self-esteem begins in childhood and evolves; subsequently, it becomes a key factor in teenage identity development. TM

2. Low self-esteem can affect every aspect of someone's life; nevertheless, many people learn to recognize their value over time. CS

3. A strong sense of self-worth allows teens to take healthy risks; consequently, they're more likely to reach their personal goals. RS

4. Self-esteem shapes how we perceive ourselves; therefore, it influences the way we engage with challenges and relationships. RA

5. Some people appear confident; yet they may still struggle with deep feelings of inadequacy due to low self-esteem. CT

06 Use the prompts to create sentences about self-esteem.

Answers will vary.

1. I used to compare myself to others a lot; **as a result of this**,

2. I started focusing on what I was good at; **thus**,

3. Sometimes I feel proud of myself; **on the other hand**,

4. I try to stay confident when speaking in public; **nonetheless**,

5. I didn't think about self-esteem when I was a child; **meanwhile**,

HEALTHY SELF-ESTEEM HELPS US FACE CHALLENGES AND MEET GOALS.



07 Email a friend about self-esteem and how to boost it. Use the linking adverbials from Exercises 5 and 6.

08 Imagine your group has been asked to speak to a third-grade elementary school class about self-esteem. Prepare an engaging talk or video.

Answers will vary.