

Warm-up

First, tell students to stand in a circle. Then, play music as students throw a ball around. Next, stop the music and tell the student holding the ball to say something nice about the person who threw it to them. For example: *You always help me when I don't understand what to do in class.* Finally, continue playing until many of the students have received a compliment.

Teaching Tip

For Exercise 3
First, tell students to work with a classmate and to look through a blog post or an online magazine. While reading, ask them to identify examples of messages that could affect the reader's self-esteem. Then, tell students to categorize them as harmful/helpful/extrinsic/intrinsic or any combination. Afterward, tell students to discuss whether reading this blog or magazine will improve or harm one's self-esteem. Finally, ask volunteers to share with the rest of the class.

Differentiation Strategy

For Exercise 2
Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2e.

Flexi Exercises

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

Exercise 4



Skills for Life

Where does self-esteem come from?

01 Write a list of your positive and negative qualities.
Answers will vary.

Positive

Negative

02 Read "Worth Your While." Answer the questions below.
Possible answers

- What are examples of intrinsic factors affecting your self-esteem?
your personal beliefs, your opinion of your strengths and weaknesses, your future expectations
- What are examples of extrinsic factors affecting your self-worth?
messages from family, friends, and society
- What are helpful factors?
praise, positive encouragement, approval
- What may cause us internalize self-loathing?
criticism and verbal attacks



Worth Your While

Self-esteem is how you feel about yourself and your confidence. If you have high self-esteem, you generally feel positive about yourself and what you do, and tend toward self-love. Even if something doesn't proceed as planned, you won't **internalize** pessimism. Alternatively, you generally feel negative about yourself if you have low self-esteem. If you do something unsatisfactorily, you tend to see it as an overall reflection of your inabilities.

Both internal and external factors can influence your self-esteem. **Intrinsic** factors include beliefs about what kind of person you are, an awareness of your strengths and weaknesses, and your expectations for the future. **Extrinsic** factors include messages from people you respect and care about, such as family and friends. They also encompass messages from the world around you. Some societies reinforce negative stereotypes of people of certain genders and races, which can be harmful to an individual's feelings of **self-worth**.

These same factors can be divided into helpful or hurtful categories. **Praise** and positive encouragement can go a long way toward promoting self-worth. These messages of approval can influence our inner thoughts, reinforcing self-respect. Nevertheless, criticism and verbal attacks on our character can begin to chip away at our self-worth over time, and it is natural to start to internalize hurtful words. If left unchecked, this can lead to **self-loathing** and self-disgust.

03 Read the text again. Circle the option that best describes the message.

- "You are terrible at math! You will never be a scientist." a. harmful / helpful
- "I know that it takes me longer to understand certain topics, but I eventually get there." b. harmful / helpful
- "Women don't know how to use computers. They should never become programmers." c. extrinsic / intrinsic
- "One of my best qualities is that I am patient with myself." d. extrinsic / intrinsic

04 With a classmate, discuss the questions below.

- Who has a bigger impact on your self-esteem: friends or family? Why?
- When do you find it easiest to have high self-esteem?
- When is it more difficult to have high self-worth?

Teaching Tip

For Exercise 5

First, in plenary, tell students to identify the suffixes of the underlined words. Then, working with a classmate, give students one minute to think of other words with similar suffixes. Finally, the pair with the most correct words wins. Sample words: *-tion: jubilation, -ed: thanked, -sis: synthesis, -y: funny, -ness: silliness*

Language Structures and Functions Tip

For Exercise 7

First, tell students to read through their texts and underline four words whose formation they are unsure about. Then, tell students to check the word formation online. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Differentiation Strategy

For Exercise 8

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

Wrap-up

First, in small groups, tell students to reflect on the factors that promote positive and negative self-esteem. Then, tell students to create a poster with dos and don'ts to encourage positive self-esteem in themselves and others. For example: Do - *Be patient with yourself. No one learns everything immediately.* Don't - *Get overwhelmed. Making changes slowly can help in the long term.* Finally, ask volunteers to share their posters with the rest of the class.

Flexi Exercises

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

Exercise 6

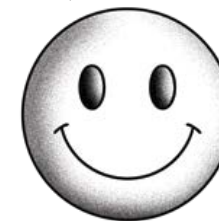
05 Write "N" if the underlined word is a noun, "A" if it is an adjective, and "V" if it is a verb.

- One explanation for Mickey's high self-esteem is that he receives a lot of praise. (N)
- My mom always praised me when I was honest. (V)
- My school places a lot of emphasis on good grades. (N)
- Harriet started to cry when her coach told her she didn't achieve a sufficiently high score to go to the finals. (V)
- Ben was really angry with his parents for grounding him for failing a test. (A)
- Happiness isn't something you are born with; you have to cultivate it. (N)

06 Circle the word that best completes the sentence.

- If you are feeling down, identification / identifying / identified the causes can help you get back on your feet.
- If you vary / variation / varied the people you get advice from, you will get different responses.
- Improving your personal grow / growth / growing doesn't happen overnight.
- Praise / Praising / Praised young people when they do well can have a significant impact on their self-esteem.
- The current trend / trendy / trends in reading self-help books is being praised by psychologists at the conference.
- Verbal abuse is illegalize / illegal / illegally in most countries.

WHO MAKES YOU FEEL GOOD ABOUT YOURSELF?



07 Write a letter to a friend explaining a situation that improved your self-esteem. Include the contributing factors.

08 Complete the organizer below with personal experiences. Write which experiences have been the best and worst and why. Answers will vary.

