

Thanks for Previewing!

Self-Esteem Unit For High School



**NOW ON
GOOGLE
DRIVE!**

Self-esteem Survey, Improving Self-Esteem, Positive Self-Talk, iPad Project, Inspiring Videos, Career Survey, Videos, Art Projects "Rise Above the Dream Breakers, + ...

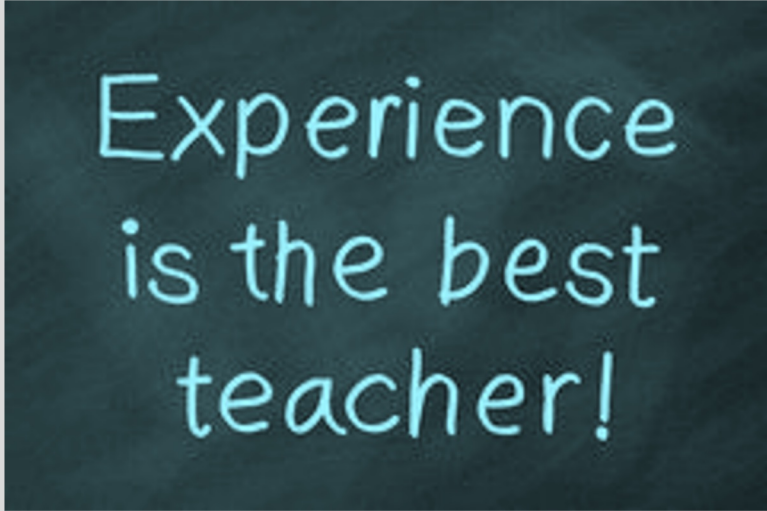
Health Education Today

**Self-Esteem Unit
for High School**



This Program's Creator is a Qualified Teacher

- ◆ I am a National Board Certified Teacher with a Master of Education Degree and I have 19 years of experience teaching Health.



Experience
is the best
teacher!

- ◆ Lessons were created, taught, revised, updated, and perfected according to trial and error, students' responses, and collected data!

REAL TEACHERS' REVIEWS ENDORSE THIS PROGRAM:



“My students absolutely loved this unit.”

“This is brilliant and well thought out! very easy to use.”

“Fabulous” “Worth every penny!”

*“Hands down, one of the best
health resources I've ever purchased.”*



THE PROGRAM MEETS EDUCATIONAL HEALTH STANDARDS:

It meets 5 of the 20 COMMON CORE STANDARDS
FOR High School Health:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ELA College and Career Anchor Standards http://www.corestandards.org/ELA-Literacy/		
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate task, purpose, and audience.	



ELA College and Career Readiness Speaking and Listening Standards	
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



It meets 6 of the 8 C.D.C.'s National Health Standards

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

The Centers for Disease Control and Prevention (the C.D.C.) National High School Health Education Standards http://www.cdc.gov/healthyschools/sher/standards/index.htm	
Standard 1	Students will comprehend concepts related to health promotion and disease prevention health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community health.
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.12.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention.



It meets 5 of my Washington State Standards
(So it's very likely to meet YOUR state's Health Ed. standards too!)



HERE'S A FEW EXAMPLES OF THIS UNIT:

Self-Esteem Unit -3 Weeks-

Name
▶ 1. High School Self Esteem

Google Docs
Included!

Name
1. Self Esteem Teacher Directions.docx
1. Self Esteem Teacher Directions.pdf
▶ 2. PowerPoints
▶ 3. Docs Worksheets and Tests
▶ 4. Docs for Students to Read
▶ 5. Docs for Teachers and Printing
▶ 6. Learning Targets
▶ 7. Self Esteem Google Docs Links

Name
Accept the Best Survey.docx
Accept the Best Survey.pdf
Art Project Rubric or see Before School
Assertiveness Survey.docx
Assertiveness Survey.pdf
Food Personality Docs.docx
Food Personality Docs.pdf
iPad Screen Saver.docx
iPad Screen Saver.pdf
Positive Nightly.pdf
Positive SelfTalk Worksheet.docx
Positive SelfTalk Worksheet.pdf
Positive Thoughts at Night.docx
Positive Thoughts at Night.pdf
Self Esteem Homework.docx
Self Esteem Homework.pdf
Self Esteem Project Homework.docx
Self Esteem Project Homework.pdf
Self Esteem Quiz.docx
Self Esteem Quiz.pdf
Self Esteem Worksheet.docx
Self Esteem Worksheet.pdf
Self-Esteem Survey.docx
Self-Esteem Survey.pdf
Thumbprint Art.docx
Thumbprint Art.pdf
Traits of Positive Self Esteem.docx
Traits of Positive Self Esteem.pdf
What Makes Me Me.docx
What Makes Me Me.pdf



*Editable in
Word!!

Engaging Worksheets!

Thumbprint Self-Portrait

<http://www.teachkidsart.net/thumbprint-self-portrait/>

Choose any from these ideas:

*Your name

*Do you have any nick names

*How old are you

*When were you born

*What city were you born in

*What are your favorite foods

*What do you like to do for fun

*Who is in your family

*Do you have any pets

*Do you like sports

*Are you artistic

*Do you like music

*Names of our friends

*What's your favorite color

*What helps you fall asleep

*What keeps you strong

*Where is your favorite place

*What's your favorite subject?

*What are you good at?



I radiate love and respect for myself and others

I am all that I can be

I love and accept myself unconditionally

I am a good person

I feel good about my life

I am glad to be me

I approve of myself

I am pleased with my appearance

I know how to have fun

I care about myself

I am likable, lovable and capable

If God be for me, who can be against me?



Name: _____ Date: _____ Per: _____

Traits of Positive Self-Esteem Worksheet

Directions:

1. Underline any trait you especially want to try to have in your life.

2. Circle any trait you feel is true for YOU.

3. Write down any traits you may/ or may not have, but are BETTER at.



Name: _____ Date: _____ Per: _____

WHAT MAKES ME ME

1. List one thing you like about your family.

2. What was one of your favorite toys as a child?

3. If you could only choose to take two objects with you from your house, what would they be?

1.

2.

4. Name something that annoys you.

5. What is one thing that was hard for you, but you finally got it?



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HELEN REDDY LYRICS² "Best Friend"

Would you take better care of yourself
Would you be kinder to yourself
Would you be more forgiving of your human imperfections
If you realized your best friend was yourself

Who is always with you everywhere
Who is on your side when others are unfair
And tell me, who will never let you down in any situation
Who will always see you get your share

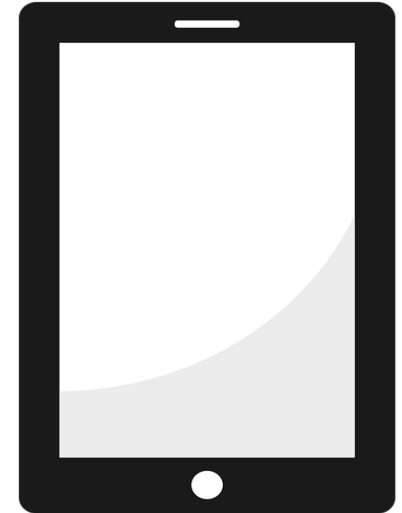
And that's why I am a best friend to myself
And I take me out whenever I feel low
And I make my life as happy as a best friend would
I'm as nice to me as anyone I know

And that's why I am a best friend to myself
And I take me out whenever I feel low
And I make my life as happy as a best friend would
I'm as nice to me as anyone I know



Self-Esteem iPad Screen Saver

Imagine you have a friend who wants to make a screen saver for his iPad to help teens feel good about themselves and improve their self-esteem. He has asked you to design the screen saver for him. You must fill this iPad with at least 6 positive improving self-esteem tips and messages, your name, and at least 1 graphic.



6. Name one thing you are good at.

7. Name one thing you wish you could do better.

8. What is the most embarrassing thing you've ever done?

9. What do you like about school?

10. Where would you like to travel someday?

11. Where do you feel the happiest?



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All student worksheets, tests, surveys, and handouts are NOW ON GOOGLE SLIDES AND FORMS!

48 Google Slides!

9 Editable, Google Forms with Keys!

Content Learning Target

Each day you at the end of class you will answer the content question and check how well you feel you learned the content. You will not be graded on your answers, only on the fact that you completed the task!

Image title



On-Going Resource Sheet

Form description

Name:

Short answer text

Art Rubric

Give yourself an HONEST score for each of the following parts to your art project:

Image title



Name: *

Short answer text

1. Choose your favorite in the following group: *

- ☐ Pretzels
- ☐ Cheetos
- ☐ Tortilla Chips
- ☐ Cheez-Its
- ☐ Beef Jerky

Image title

Personalities Survey #1

1. Circle your favorite in the following group:

Snack Foods:

- Potato chips
- Pretzels
- Cheetos
- Tortilla Chips
- Cheez-Its
- Beef Jerky



Name: X Date: X Per: X

How well do you like yourself survey?

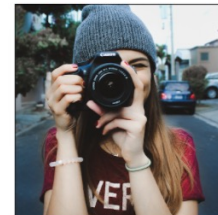
- | | |
|---|-----------------|
| 4 | totally true |
| 3 | mostly true |
| 2 | partly true |
| 1 | hardly true |
| 0 | not at all true |

- | | |
|---|---|
| <u>X</u> I enjoy waking up in the morning | <u>X</u> I'm usually in a good mood |
| <u>X</u> Most people like me | <u>X</u> When I look in the mirror, I like what I see |
| <u>X</u> I feel I am an attractive person | <u>X</u> There aren't many things about myself that I'm ashamed of. |
| <u>X</u> I feel strengthened by my religious beliefs. | <u>X</u> I don't have many regrets about my life. |
| <u>X</u> I feel comfortable about the number of friendships I have. | <u>X</u> I'm basically an optimistic (positive) person. |
| <u>X</u> If I could live my life over, there isn't much I'd change. | <u>X</u> I can laugh at my mistakes. |
| <u>X</u> I can make my life whatever I want. | <u>X</u> I'm still growing and changing. |
| <u>X</u> Other people care about me. | <u>X</u> There's nobody quite like me. |
| <u>X</u> There's not much I'd change about myself. | <u>X</u> I love where I live. |

Name: X Per: X

Accepting the Best / Changing the Rest

- 1=Strongly Agree
- 2=Agree
- 3=Undecided
- 4=Disagree
- 5=Strongly Disagree



Drag circle over your answer.

- | | |
|--|---------------------------------|
| 1. I am interesting to other people. | 1 2 3 4 5 ☐ |
| 2. It doesn't take me very long to get used to anything new. | 1 2 3 4 5 ☐ |
| 3. I like the way I look. | 1 2 3 4 5 ☐ |
| 4. I can control my feelings. | 1 2 3 4 5 ☐ |
| 5. I have ambition to achieve to the very best of my ability. | 1 2 3 4 5 ☐ |
| 6. I act on my reasoning and judgment, rather than acting on emotions. | 1 2 3 4 5 ☐ |
| 7. I am good at making things with my hands. | 1 2 3 4 5 ☐ |



Self-Esteem Unit Assessment

Form description

Name: *

Short answer text



Self-Esteem Survey

Name: _____

Age: _____

Gender: _____

Instructions: Score each item according to the scale below. There are no right or wrong answers! (Moderate level)

Enjoy waking up in the morning. *

☐ 4 - Totally True

☐ 3 - Mostly True

☐ 2 - Fairly True

☐ 1 - Hardly True

☐ 0 - Never True

Image 1:



Most people like me. *

☐ 4 - Totally True

☐ 3 - Mostly True

☐ 2 - Fairly True

☐ 1 - Hardly True

☐ 0 - Never True

That I am an attractive person. *

☐ 4 - Totally True

☐ 3 - Mostly True

☐ 2 - Fairly True

☐ 1 - Hardly True

☐ 0 - Never True

Image 2:

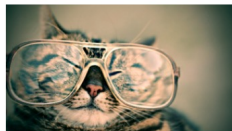
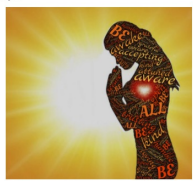


Image 1:



That I am comfortable about the number of friendships I have. *

☐ 4 - Totally True

☐ 3 - Mostly True

☐ 2 - Fairly True

☐ 1 - Hardly True

☐ 0 - Never True

Image 2:



If I could live my life over, there isn't much I'd change. *

☐ 4 - Totally True

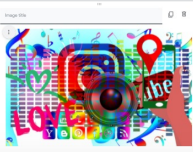
☐ 3 - Mostly True

☐ 2 - Fairly True

☐ 1 - Hardly True

☐ 0 - Never True

Image 3:



Art Project Grading Rubric:

Student Name: _____ Date: _____

Give your art project the grade you believe it deserves according to this rubric.

Grade	1	2	3	4	5
Content	Content is relevant and accurate.	Content is relevant and accurate.	Content is relevant and accurate.	Content is relevant and accurate.	Content is relevant and accurate.
Technical	Technical skills are basic.	Technical skills are basic.	Technical skills are basic.	Technical skills are basic.	Technical skills are basic.
Creativity	Creativity is limited.	Creativity is limited.	Creativity is limited.	Creativity is limited.	Creativity is limited.
Effort	Effort is minimal.	Effort is minimal.	Effort is minimal.	Effort is minimal.	Effort is minimal.

REMEMBER TO CITE YOUR SOURCE

Day 1

Next Page(s) Read Only



Name: _____ Date: _____

Instructions:

- Read the story and answer the questions.
- Write a paragraph about the story.

Copy the words and use them in your own sentences.

Copy the words and use them in your own sentences.

Name: _____ Date: _____

Instructions:

- Read the story and answer the questions.
- Write a paragraph about the story.

Copy the words and use them in your own sentences.

Copy the words and use them in your own sentences.

Name: _____ Date: _____

Instructions:

- Read the story and answer the questions.
- Write a paragraph about the story.

Copy the words and use them in your own sentences.

Copy the words and use them in your own sentences.



Name: _____ Date: _____

Protective Factors Positive Thinking at Night

Every night for the next 4 nights, just before you go to bed, fill out this sheet. The goal of this assignment is to get in the habit of ending each day thinking positive thoughts about yourself your day and to practice some protective factors in your life!

	Day 1	Day 2	Day 3	Day 4
1. Name one situation where you showed empathy today. (If you didn't show empathy, be sure to do it tomorrow...)	Date: _____	Date: _____	Date: _____	Date: _____
2. List one thing you did for a relaxing time out today to relieve stress (If you didn't do one, do it now!)				
3. Did you manage your anger today? Yes or No? If no, what could you do better next time?				
4. Write one thing that happened today to make you laugh.				
5. Write one example of how you respected authority today.				
6. Write one thing that you did today that shows you care about your education.				
7. List one positive thought you had about yourself today. (If you didn't think one, do it now!) Write it down here:				

Name: _____ Date: _____

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5. Write one example of how you respected authority today.				
6. Write one thing that you did today that shows you care about your education.				
7. List one positive thought you had about yourself today. (If you didn't think one, do it now!) Write it down here:				

Standards are at the Beginning of Each Lesson:

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Optional:
Exit Task

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Assess self-esteem and determine its impact on personal dimensions of health. H1.So1.HSa Understand changes in self-esteem can occur as people mature. H1.So1.HSb Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS		My State Standards Met:
National Standards Met: 1.12.1, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 8.12.1, 8.12.2, 8.12.3		
Common Core Standards Met: Reading 3, 4/ Writing 4		
Materials Needed:		
PowerPoint	-Self-Esteem PowerPoint	-In PowerPoint folder
Printed Materials	-"Art Rubric ½ Sheet" -"Career Survey" -"Sixteen Clusters" -Print the "Rise Above the Dream Breakers" PowerPoint slides and use as 8.5 x 11, or print slides and enlarge	-Print ½ sheet for each student -Print 1 for each student -Print 1 for each student, or save paper by printing a class set -Print several of each slide so students can choose which one they want (they can also draw their own)
Other Materials	-Markers, colored pencils, crayons, magazines, scissors, glue -Poster paper (11 x 17 works great) for those who want to create their own	-See below for more info
Optional:		
Video	-Various motivating videos	
Learning Target	Content: I will learn how to overcome hardships	Behavioral: I will try to overcome hardships in my life.
Exit Task	-Success Criteria Sheet -Ask each student what career their survey said they might be interested in.	
Assessment	-"Career Survey" can be graded, or career research project can be graded. -"Rise Above the Dream Breakers" poster will be turned in and graded.	

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

Optional:
Lesson
Assessment

Easy to Navigate “Table of Contents”

Links to each lesson document!	Daily Lesson Topics	Weekly Homework	Common Core Standards	National Standards	WA State Standards	Fill in Your State Standards
SELF-ESTEEM UNIT	Lesson Titles: <i>Click on the lesson title to be linked to the page</i>	HOMEWORK Click on “Day” it’s listed in to see directions	Common Core Standards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
Self-Esteem–Day 1	-What is positive self-esteem? -“Self-Esteem iPad” Project or -“Thumbprint” Project		R 3	1.12.1, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 8.12.1, 8.12.2, 8.12.3	H1.W1.HS H1.So1.HSa H1.So1.HSb	
Self-Esteem–Day 2	“What Makes Me Me Worksheet” -Continue “Self-Esteem iPad” or “Thumbprint” -<> Inspiring video (Napoleon Dynamite Dance Scene!)		R 3 W 4	1.12.1, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 8.12.1, 8.12.2, 8.12.3	H1.W1.HS H1.So1.HSa H1.So1.HSb H8.So4.HS H1.So4.HS	
Self-Esteem–Day 3	-“Career Interest Survey” -“Rise Above the Dream Breakers Project” -<>Inspiring video		R 1 R 3 R 4 W 4	1.12.1, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 8.12.1, 8.12.2, 8.12.3	H1.W1.HS H1.So1.HSa H1.So1.HSb H8.So4.HS H1.So4.HS	

POWERPOINTS LEAD YOU THROUGH THE LESSONS...

	-“Art Rubric ½ Sheet”	<i>Print ½ sheet for each student</i>
Other Materials	-Markers, colored pencils, crayons, magazines, scissors, glue	
Optional:		
Video	-Helen Redy “Best Friend” -Various motivating videos	-See below for more information
Learning Target	Content: I will learn how to improve self-esteem.	Behavioral: I will work on having positive self-esteem (and self-talk).
Exit Task	-Success Criteria Sheet -Ask each student, “What is one way you can boost your own self-esteem?”	
Assessment	-“Traits of Positive Self -Esteem Worksheet” can be graded, but I would hand back so they can file in file folders. -Students are self-assessing with the “Self-Esteem Survey.” -“Thumbprint Art can be turned in and graded.	

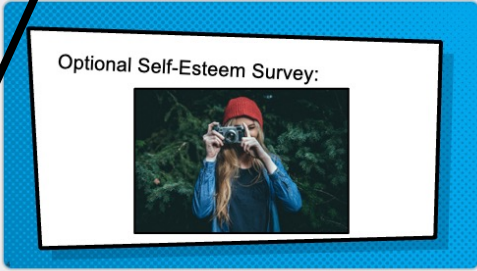
These teacher directions follow the “Self-Esteem PowerPoint.” Slides are recognized by the all capital letter topics/headers below:

1. **TITLE SLIDE and DAY 1:** Have the day’s “Success” positive message up as students come in.
2. **LOVE YOURSELF:** If you didn’t do the “Self-Esteem Survey” in the Empathy Unit (or if it’s been awhile and you want to have students re-take it), I included it below and in the “3. Student Worksheets and Tests” folder.
3. **REMINDER and TALK POSITIVELY TO YOURSELF:** Positive self-talk, which is what the next assignment, is what this unit is all about!!
4. **QUOTE:** WE are in control of our own attitudes. If we don’t like ourselves, how can we expect others to like us!! So much in life that happens is beyond (especially a child or teen’s) control, that we have to just focus on how WE can respond, and how WE can handle things. We can’t change anyone else.
5. **BEST FRIEND and LYRICS SLIDE:** There is an awesome (older) song by Helen Redy, so if you want you can play it for your students. I put the lyrics on the back of the iPad assignment /or Thumbprint Self Portrait if they want to read them again later and I also put the lyrics on a slide if you want to use it later in some way.

THIS MEETS COMMON CORE STANDARD R 3.



1.
Day 1: Self-Esteem Intro



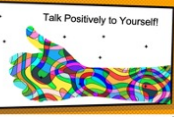
Optional Self-Esteem Survey:

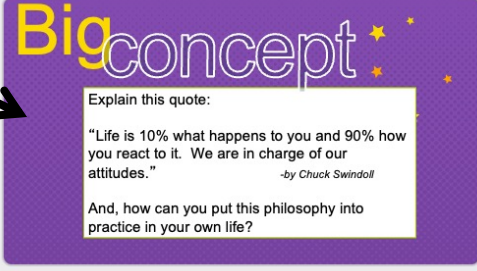




Reminder:
The #1 best way to improve self-esteem is through positive self-talk.

Talk Positively to Yourself!





Big concept

Explain this quote:

“Life is 10% what happens to you and 90% how you react to it. We are in charge of our attitudes.”
-by Chuck Swindoll

And, how can you put this philosophy into practice in your own life?

The Unit Follows a Step-By-Step PowerPoint:

1.
Day 1: Self-Esteem Intro

1



Optional Self-Esteem Survey:

2



Big concept

Explain this quote:

"Life is 10% what happens to you and 90% how you react to it. We are in charge of our attitudes."
-by Chuck Swindoll

And, how can you put this philosophy into practice in your own life?

3



x VIDEO:

<https://www.youtube.com/watch?v=uz2d8Tabo>

4



HELEN REDDY LYRICS!
"Best Friend"

Would you take better care of yourself
Would you be kinder to yourself
Would you be more forgiving of your human imperfections
If you realized your best friend was yourself

Who is always with you everywhere
Who is on your side when others are not
And let me, who will never let you down in any situation
Who will always see you get your share

And that's why I am a best friend to myself
And I take me out whenever I feel low
And I make my life as happy as a best friend would
I'm as nice to me as anyone I know

And that's why I am a best friend to myself
And I take me out whenever I feel low
And I make my life as happy as a best friend would
I'm as nice to me as anyone I know

Talk Positively to Yourself!

5



I am lovable because I exist!

I make my own choices and decisions

I am in control of my life

I feel good about myself

I am flexible and open to change in every aspect of my life

I care about myself

I have the power to change myself

I have wonderful loving relationships

I deserve to be happy and successful

6



iPad Assignment:

Imagine you have a friend who wants to make a screen saver for his iPad to help teens feel good about themselves and improve their self-esteem. He has asked you to design the screen saver for him. You must fill this pad with at least 6 positive, improving self-esteem tips and messages, your name, and at least 1 graphic.

7



Choose From Any of these Ideas:

Your name

- Do you have any nick names
- How old are you
- When were you born
- What city were you born in
- What are your favorite foods
- What do you like to do for fun
- Who is in your family
- Do you have any pets
- Are you athletic
- Do you like music
- Names of our friends

What's your favorite color

- What helps you feel asleep
- What keeps you strong
- Where is your favorite place
- What's your favorite subject
- What are you good at
- What do you want to do in your future
- If you could travel anywhere - where would you go?

8



Thumbprint Self-Portrait

<http://www.thumbprintselfportrait.com>

9



VIDEO:

<https://www.youtube.com/watch?v=3CQuesu8D8>

10



Being Myself and Proud of It!

Here's to Kids Who Are Different

Here's to kids who are different.
The kids who don't always get A's.
The kids who have ears twice the size of their peers.
And noses that go on for days...
Here's to kids who are different.
The kids they call crazy or dumb.
The kids who don't fit with the guts and the grit,
Who dance to a different drum...
Here's to kids who are different.
The kids with the mischievous streak.
For when they have grown, as history's shown,
It's their difference that makes them unique.

11



Art Project Grading Rubric:

Score	4 points	3 points	2 points	1 point	0 points
4	Complete - Excellent	Complete - Very Good	Complete - Good	Complete - Fair	Complete - Poor
3	Complete - Excellent	Complete - Very Good	Complete - Good	Complete - Fair	Complete - Poor
2	Complete - Excellent	Complete - Very Good	Complete - Good	Complete - Fair	Complete - Poor
1	Complete - Excellent	Complete - Very Good	Complete - Good	Complete - Fair	Complete - Poor
0	Complete - Excellent	Complete - Very Good	Complete - Good	Complete - Fair	Complete - Poor

12



Pair share

Have you ever felt less than someone because you were different than them?

If yes, tell about the situation.

Work on your project

(And maybe watch a few videos while you work!)

Self-Esteem Class Book

Idea:

- 1) Motivating quote or saying
- 2) True story (no real names please!)
- 3) Poem,
- 4) Parable
- 5) Tips for improving self-esteem

Self-Esteem Class Book

Idea:

- 1) Motivating quote or saying
- 2) True story (no real names please!)
- 3) Poem,
- 4) Parable
- 5) Tips for improving self-esteem

Pre-Lesson “Self-Esteem Survey and “Positive Self-Talk” Lesson :

Positive Self-Talk

1. WHEN IT COMES TO THOUGHTS, YOU HAVE A LOT OF MIND CONTROL!!
YOUR BODY LISTENS AND RESPONDS TO YOUR THOUGHTS!!!!

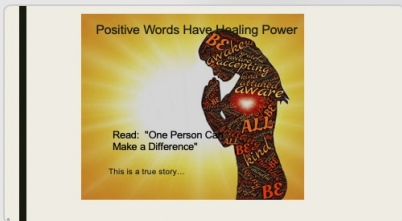
Your mental self-talk can be: **POSITIVE** or **NEGATIVE**

1. Sports Psychology is a great example of the power of mind control. An athlete is taught to stay positive, to stay calm, be focused, be confident, to “see yourself as a winner,” and to “picture the ball going in the hole.” Many athletes find success with this positive thinking and imagery.

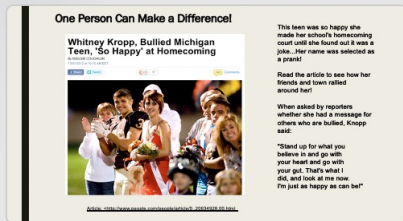
1. I'm stupid. _____
2. I hate school. _____
3. Bad things always happen to me. _____
4. No matter how hard I try something always goes wrong. _____



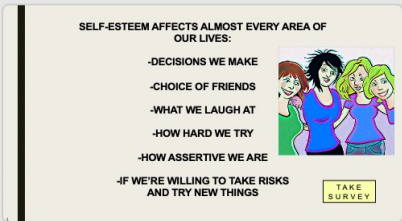
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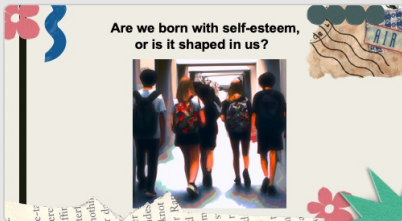
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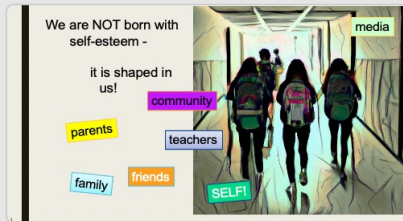
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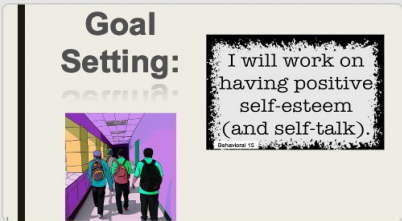
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6



7







HERE ARE EXAMPLES FROM EACH DAY'S LESSONS:



HELEN REDDY LYRICS² "Best Friend"

Would you take better care of yourself
Would you be kinder to yourself
Would you be more forgiving of your human imperfections
If you realized your best friend was yourself

Who is always with you
Who is on your side
And tell me, who will always stay

Name: _____ Per: _____ Date: _____
Self-Esteem iPad Screen Saver

Imagine you have a friend who wants to make a screen saver for his iPad to help teens feel themselves and improve their self-esteem. He has asked you to design the screen saver for him. You must fill this iPad with at least 6 positive improving self-esteem tips and messages, your friend must fill this iPad with at least 1 graphic.



Name: _____ Date: _____ Per: _____
Traits of Positive Self-Esteem Worksheet

Directions:

1. Underline any trait you especially want to try to have in your life.
2. Circle any trait you feel is true for YOU.
3. Put a ★ star by any traits you may/or may not have, but you WANT to work at getting better at.

I am lovable because I exist

I make my own choices and decisions

I am in control

I feel good about myself

I am flexible and adaptable

I care about my feelings

I have the power to change

I have wonderful things to offer

I deserve to be treated with respect

I feel good about my life

I am free to be myself



Steps to Improving Self-Esteem

- Get up everyday and say "It's a beautiful day"
- Choose to enjoy life
- Like yourself, just the way you are
- Put yourself up ***** (positive affirmations)
- Put those around you up
- Laugh and enjoy life
- Think positive every night just before sleeping
- Choose to have a positive attitude
- Take risks
- Baby step out of your shyness!

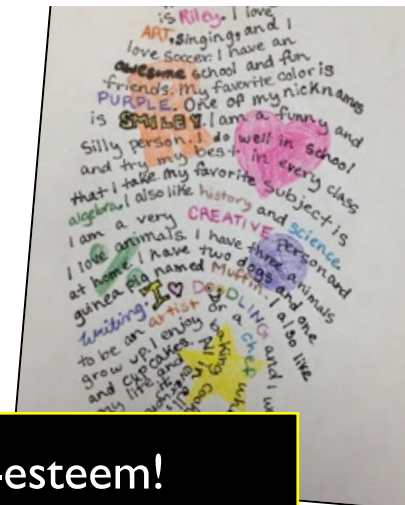
to warm up to new people and situations. But shyness blocks some people from being as comfortable or sociable as they want to be.

Name: _____ Date: _____ Per: _____
WHAT MAKES ME ME

1. List one thing you like about your family.
2. What was one of your favorite toys as a child?
3. If you could only choose to take two objects with you from your house, what would they be?
4. Name something that annoys you.
5. What is one thing that was hard for you, but you finally got it?

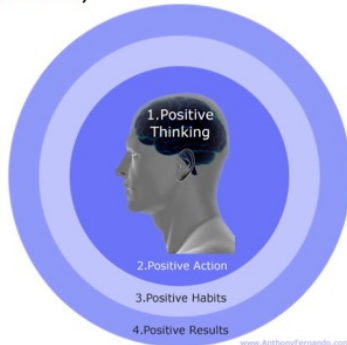
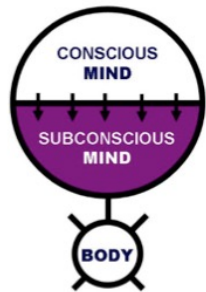


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iPad or Thumbprint Art: Empowering positive self-esteem!

Just as making positive statements to yourself helps you to build confidence, improve performance, and improve your mental skills,



negative thinking damages them.

Whitney Kropp, Bullied Michigan Teen, 'So Happy' at Homecoming

4.4k
SHARES

Share on Facebook

Tweet

Pin

+

+

SUB



Name: _____

Per: _____

Date: _____

Practicing Positive Self-Talk

Imagine you are a person who is really thinking the negative thoughts written below and write a positive statement instead:

Rules:

1. You cannot just say "I am not..." Instead you should make your message a positive one so your sub-conscious doesn't still hear the word "Not".

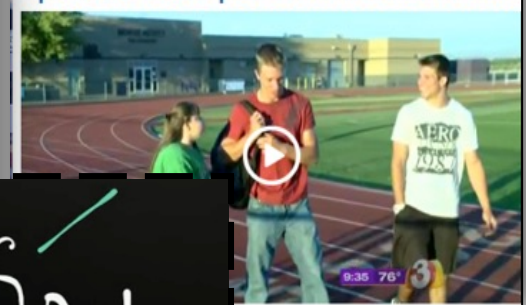
2. You cannot just say the opposite like "I'm Stupid" - "I'm smart". Try to be realistic and creative, like "I can try harder and do better."

1. I'm stupid. _____

2. I hate school. _____

3. I _____

Queen Creek football players stand up for bullied special-needs student



To AIS Day

The #1 way to improve self-esteem is positive self-talk!

HERE ARE EXAMPLES FROM EACH DAY'S LESSONS:

Name: _____ Date: _____ Per: _____

How well do you like yourself survey?

4	totally true
3	mostly true
2	partly true
1	hardly true
0	not at all true

_____ I enjoy waking up in the morning _____ I'm usually in a good mood

_____ Most people like me _____ When I look in the mirror, I like what I see

_____ I feel I am an attractive person _____ There aren't many things about myself that I'm ashamed of.

_____ I feel strengthened by my religious beliefs. _____ I don't have many regrets about my life.

_____ I feel comfortable about the number of friendships I have. _____ I'm basically an optimistic (positive) person.

_____ If I could live my life over, there isn't much I'd change. _____ I can laugh at my mistakes.

_____ I can make my life whatever I want. _____ I'm _____

_____ Other people care about me. _____ They _____

_____ There's not much I'd change about myself. _____ I love _____

_____ The people I care about value my opinions. _____ I have _____

_____ I'm intelligent. _____ I enjoy _____

_____ I'm not afraid to express my feelings. _____ I feel _____

_____ I've led an interesting life so far. _____ The _____

_____ Nothing is too good for me, I deserve the best. _____ I'm _____

Add up your score and circle your range below: TOTAL: _____

105 +	Were you really being honest?! You have exceptional self-esteem!
96 - 104	You have really high self-esteem
72 - 95	You like yourself
48 - 71	You have mixed feelings about yourself
00 - 47	You are not very confident

11. VIDEO OPTIONS:
in life and smiling!
<https://www.youtube.com/watch?v=ZsNlcr4frs4>
<http://www.youtube.com/watch?v=GPSi2XYgVKU>

[Opera Duo Charlotte and Jonathan](https://www.youtube.com/watch?v=ZsNlcr4frs4) (Audition on Brittan's Got Talent) (8 min.)
<https://www.youtube.com/watch?v=ZsNlcr4frs4>

[Nothing is Impossible](http://www.youtube.com/watch?v=GPSi2XYgVKU) (Sports related) (7 min.)
<http://www.youtube.com/watch?v=GPSi2XYgVKU>

Name: _____ Protective Factors Positive Thinking at Night

Every night for the next 4 nights, just before you go to bed, the habit of ending each day thinking positive thoughts factors in your life!

	Day 1:	
	Date:	Date:
1. Name one situation where you showed empathy today. (If you didn't show empathy, be sure to do it tomorrow...)		
2. List one thing you did for a relaxing time out today to relieve stress (If you didn't do one, do it now!)		

Career Clusters and Sample Careers

What do you want to do? One way to answer that question is to select a **Career Cluster**. Career clusters are groups of jobs that are based on similar interests, skills, and abilities.

http://breitlinks.com/careers/career_pdfs/InterestSurvey.pdf

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

Activities that describe what I like to do:

1. Learn how things grow and stay alive.
2. Make the best use of the earth's natural resources.
3. Hunt and/or fish.
4. Protect the environment.
5. Be outdoors in all kinds of weather.
6. Plan, budget, and keep records.
7. Operate machines and keep them in good repair.

Personal qualities that describe me:

1. Self-reliant
2. Nature lover
3. Physically active
4. Planner
5. Creative problem solver

School subjects that I like:

1. Math
2. Life Sciences
3. Earth Sciences
4. Chemistry
5. Agriculture

Total number circled in Box 1

--

Activities that describe what I like to do:

1. Read and follow blueprint instructions.
2. Picture in my mind what a project looks like.
3. Work with my hands.
4. Perform work that requires technical skills.
5. Solve technical problems.
6. Visit and learn from beautiful buildings.
7. Follow logical, step-by-step instructions.



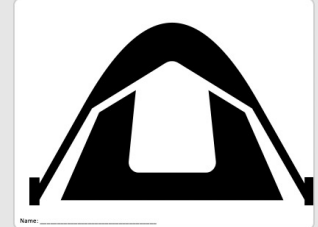
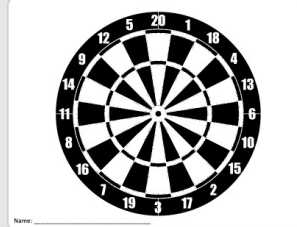
Dream Breakers Project: Don't let people hold you back from your dreams!

DREAM BREAKERS ART TEMPLATES FOR STUDENTS:

Be a **SELF-ADVOCATE** and an advocate for others in this "Dream Breaker" Art Project

Here are the Shape National Health Standards that this project is based on:

- 8.12.1 Use accurate peer and media stories to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.



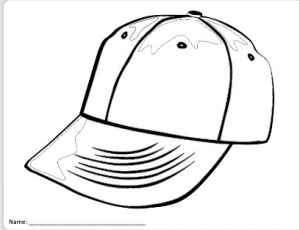
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2

3

4

5



6

7

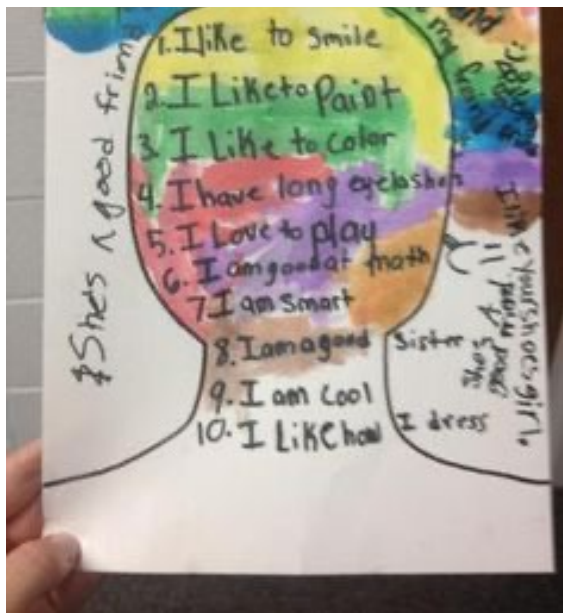
8

9

10



Dream Breakers Project: Don't let people hold you back from your dreams!



2. CLASS SELF-ESTEEM BOOK IDEAS: Here are some ideas

1) Motivating quote or saying

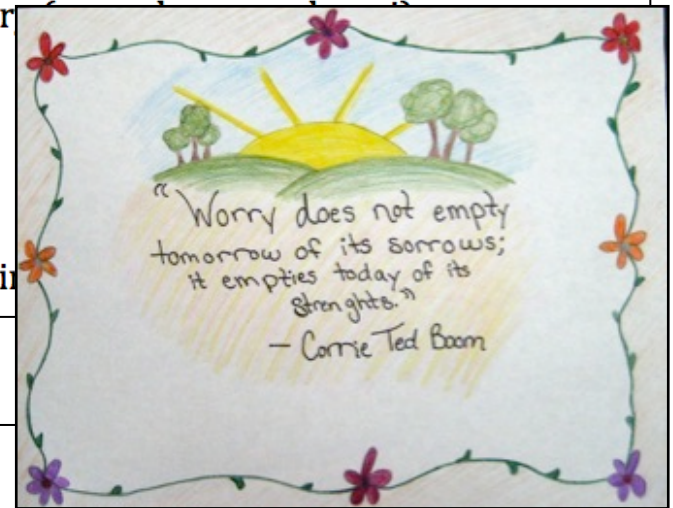
2) True story

3) Poem

4) Parable

5) Tips for improving self-esteem

Survey and Quotes



Self-Esteem Class Book!

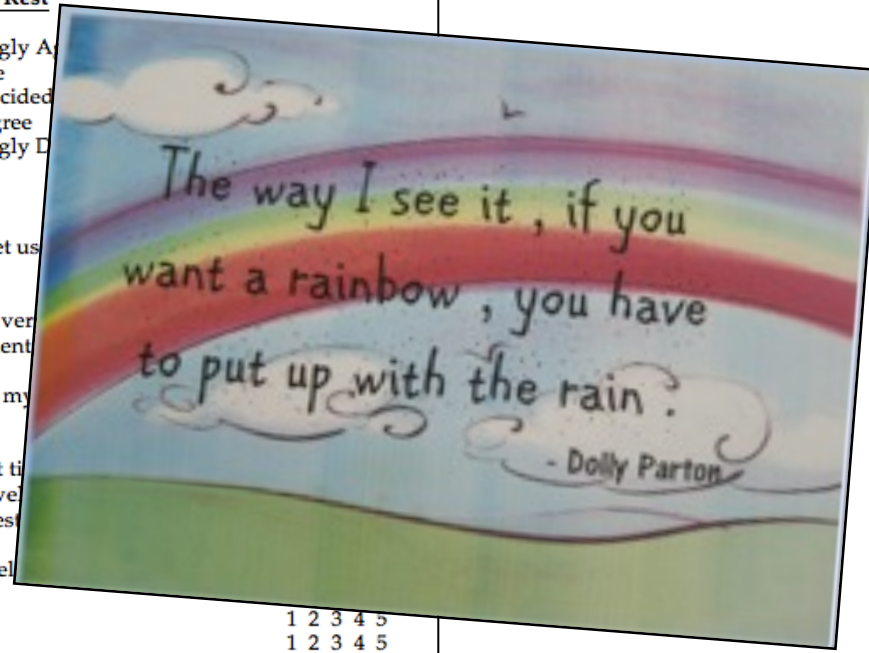


Name: _____

Accepting the Best / Changing the Rest

- 1=Strongly Agree
- 2=Agree
- 3=Undecided
- 4=Disagree
- 5=Strongly Disagree

1. I am interesting to other people.
2. It doesn't take me very long to get used to new people.
3. I like the way I look.
4. I can control my feelings.
5. I have ambition to achieve to the very best.
6. I act on my reasoning and judgment, not on emotions.
7. I am good at making things with my hands.
8. I don't get mad very often.
9. I can control my anger.
10. I am usually well rested and not tired.
11. I handle most of my problems well.
12. I think it is important to be honest.
13. I don't give in very easily.
14. I have lots of confidence in myself.
15. I am happy most of the time.
16. I finish most things I start.
17. I always try to be fair.



1 2 3 4 5
1 2 3 4 5

Self-Esteem Review and Assessment!

Name: KEY Per: _____
Self-Esteem Worksheet:

1. What is "self-esteem"?

Self-Esteem is how we see ourselves.

2. Are you born with it? yes / no

3. Who/what in life helps form our self-esteem?

- Parents
- Siblings
- Friends
- Self
- Media, Extended Family, Social groups...

If I'm not born with it, that means **I can change it!!!**.

4. Why is self-esteem important for a teenager?

- It affects how I see myself.
- It affects the choices we make.
- It affects what we say and do.



Name: _____
Outside Influences on Self-Esteem Test (+5 points each, 20 pts. total)

Grading Scale:

- 5 clearly explained **how**, and gave a specific and realistic example.
- 4 vaguely explained **how**, and/or gave a pretty realistic example.
- 3 didn't fully explain how, and/or gave a lacking example
- 2 didn't explain how, or left out an example
- 1 made an incomplete guess

1. Explain how **low** self-esteem could cause a teen to give into social pressure and make a bad decision regarding drugs or alcohol. (**social** pressure). Give a true-life example of someone you know or make up a realistic example (don't use real names) **Use the backside if you need more room on any questions.**

2. Explain how **low** self-esteem could cause a teen to hurt his or her own body **physically** (or allow someone else to cause them physical harm) Give a true-life example of someone you know or make up a realistic example (don't use real names)



Self Esteem Project:

Choose **1** of the following:

1. Create a poster that shows how self-esteem can be improved. It can be drawn or you can print from online (don't forget to sit down and think about it first)

2. Create a poster about helping a friend who is struggling with self-esteem (and how it could lead to drug and alcohol use, and how to improve it)

3. Create a Power Point presentation about self-esteem (and how it gets damaged, and how to improve it)

4. Research and then write a 3-page report about self-esteem.

Self-Esteem Quilt!



Per: _____





DAILY LEARNING TARGETS ARE PROVIDED FOR EACH LESSON!

UNIT GOAL:

To be



**above the
Influence**

**by:
staying away
from: tobacco,
alcohol + drugs**

1

2

3

**Learning
Target of
the Day:**

I will learn
risk factors
for addiction.

Content 27

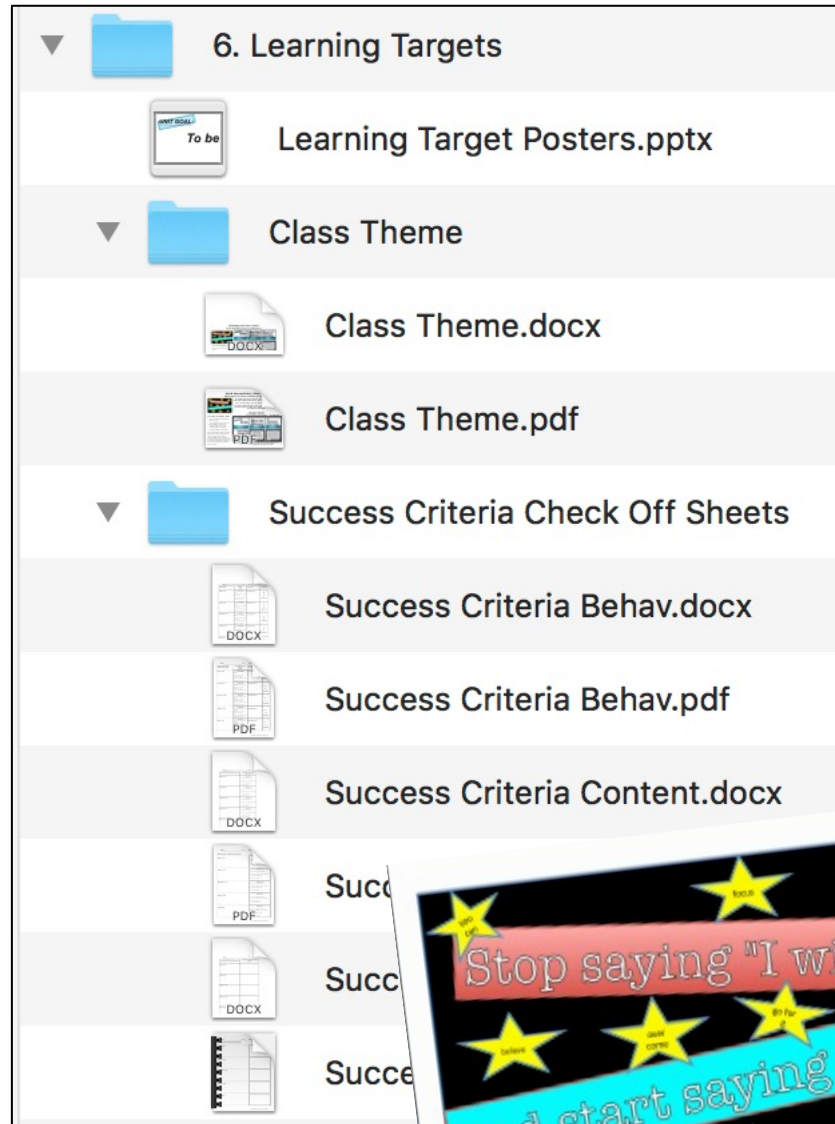
I will recognize
risk factors in my
life and work to
overcome them.

Behavioral 27

A "Content" learning target is posted at the beginning of each class.

Students personalize learning with a "Behavioral" target at the end of class.

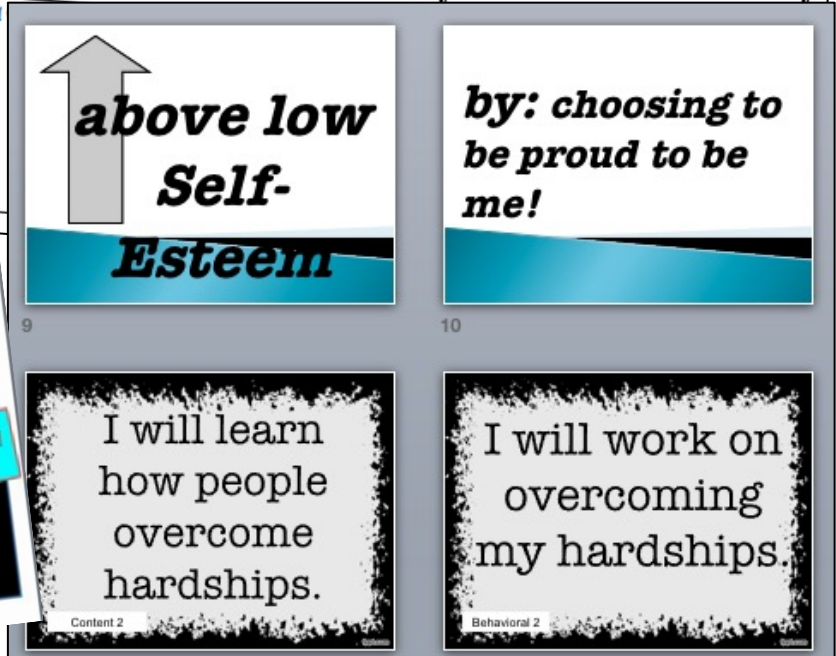
Learning Target Posters + Exit Student Sheet



Name: _____ Per.: _____ Week Of: ____/____/____

Content: Write the daily content learning target:

Monday: I will Tuesday: I will Wednesday: I will	Content End of Class Rating- Circle One: I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now
--	---



THERE ARE 3 CHOICES FOR YOUR DAILY STUDENT “SUCCESS CRITERIA WORKSHEETS”

Name: _____ Per.: _____ Week Of: ____/____/____

<u>Content:</u> Write the daily <u>content</u> learning target:	<u>Content End of Class Rating-</u> Circle One:	<u>Behavioral:</u> Write the daily <u>exit success criteria:</u>	<u>Behavioral End of Class Rating-</u> Circle One:
Monday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes No Undecided
Tuesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes No Undecided
Wednesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes

This one has a
“Content” beginning
and “Behavioral” end of
class task

Name: _____ Per.: _____ Week Of: ____/____/____

<u>Content:</u> Write the daily <u>content</u> learning target:	<u>Content End of Class Rating-</u> Circle One:
Monday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now
Tuesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now
Wednesday: I will	I learned this:

This one has a
“Content” beginning
only task

Name: _____ Per.: _____ Week Of: ____/____/____

<u>Content:</u> Write the daily <u>content</u> learning target:	<u>At the End of Class Answer the Exit Question-</u>
Monday: I will	
Tuesday: I will	
Wednesday: I will	

This one has a quiz question that
you post on the board at the end
of each class

THIS PROGRAM IS ALL ABOUT THE STUDENTS...

◆ The program is classroom and “kid-tested,” teacher-approved, and full of real student examples and responses.

◆ It promotes high student engagement and interaction!

◆ This curriculum challenges and touches the lives of teens!

See for yourself on the next slide the personal impact of this curriculum on the mental, emotional, social, and spiritual life of teens.



YOUR STUDENTS WILL ENJOY HEALTH CLASS!

◆ Lessons are fun and all about them, topics are relevant, and touch their issues on a personal level.

◆ It's easy to teach!

◆ The topics meet your teens right where they are and address what dealing with!

Accept the Best

SELF-ESTEEM

Personality Survey

Anti-Bullying

Fun Art Projects

Positive Self-Talk

VALUES

GOALS

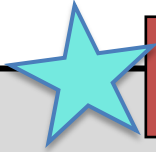
Assertiveness

Dreams

Proud to be me!

CAREERS

BUY IT TODAY, TEACH IT TOMORROW!



Here is what makes this program unique!!

- ◆ This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!
- ◆ Documents and PowerPoints are editable and docs are included in both Word and PDF formats.
- ◆ PowerPoints are full of what's trending, with photos, and video links teens will appreciate.



Thanks for previewing!





About the Author:

- ◆ I am a certified K-12 Physical Education and Language Arts teacher (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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NYC Standards From:

<http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheeducation/healthPEFACSLearningStandards.pdf>

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