

Year 8	Lesson 5 Self-Awareness
Ground Rules	Slide of ground rules
Warm-up	<p>Introduction slide outlining what self-awareness is, its benefits and the impact on our self-esteem and mental health</p> <p>What am I like?</p> <ul style="list-style-type: none"> From this list, choose the top 6 that you feel best describe you. If there are other areas not on the list that you would like to include in your list, please do so <p>Personal exercise to review the list of strengths and identify the top 6 that best describe them</p> <p>Feedback and Class Discussion</p> <ul style="list-style-type: none"> Teacher can record as appropriate
Lesson Aims	<p>Today we are going to - taken from the PSHE Association Curriculum Framework 2014 (updated 2017)</p> <ul style="list-style-type: none"> Learn to recognise personal strengths and how this affects self-confidence and self-esteem Learn to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
Strengths and Improvements	<p>Start point, looking at ourselves and being honest, strengths, areas to improve and ability to make changes</p> <p>In Groups of 5: Strengths and Improvements Perception –</p> <ul style="list-style-type: none"> Write down your name and the 4 others in your group on the sheet Using the strengths list, choose 2 that best describe each one of your group and write down the reasons why Choose 2 other items for each one of your group that you think are strengths but they could improve on If there are strengths and improvements not on the lists but you feel apply to the individual, put these in Each group member will take it in turns to tell the others the words and reasons for their choices. You have 30 seconds to feedback to each group member You are not allowed to react to or interrupt any group member who is feeding back. What is discussed in the group stays in the group! <p>Feedback and Class Discussion</p> <p>Use Group Discussion questions and Perceptions, the sources from which people form</p>

	<p>perceptions of us as part of the discussion to gauge their thoughts and feedback</p> <ul style="list-style-type: none"> • Teacher can record as appropriate
<p>Self-Awareness And Self-Image</p>	<p>Group Discussion:</p> <ul style="list-style-type: none"> • What key factors affect our self-awareness and self-image? • Give some examples against each factor <p>Feedback and Class Discussion – use next slide Factors Affecting Self-awareness/image, and examples of them as part of the discussion</p> <ul style="list-style-type: none"> • Teacher can record as appropriate
<p>Self-Awareness And Self-Esteem</p>	<p>Self-awareness, how being aware and in control can help you manage your behaviour and reactions</p> <p>Self-Esteem, how we see and think about ourselves influences of behaviour and mental health</p>
<p>High And Low Self-Esteem</p>	<p>In Groups of 4:</p> <ul style="list-style-type: none"> • List some of the attitudes and behaviour of people with high and low self-esteem • Share with the class <p>Feedback and Class Discussion – use Table of High and Low Self-esteem traits and impacts as part of the discussion</p> <ul style="list-style-type: none"> • Teacher can record as appropriate
<p>Self-Esteem</p>	<p>Self-esteem</p> <p>A short video identifying some of the effects and impacts of self-esteem on both female and male teenagers</p> <p>Feedback and Class Discussion</p> <ul style="list-style-type: none"> • What messages do you take from this video? • Teacher can record as appropriate
<p>Self Esteem Isn't A Fixed Thing</p>	<p>Class Discussion:</p> <ul style="list-style-type: none"> • Our self esteem isn't a fixed thing. We can have good/poor self esteem in different areas of our lives which means we can use these feelings to help us build self esteem in areas where it is poor • What steps can we all take to improve our self-esteem? • How can this impact positively on our mental health? <p>Use Steps to Improving Self-esteem, examples of activity and practical changes and improvements you can make as part of the discussion</p> <ul style="list-style-type: none"> • Teacher can record as appropriate

<p>Support Your Self-Esteem</p>	<p>Personal Exercise:</p> <p style="text-align: center;">You are a unique individual No one else is like you in the whole world This makes you special already</p> <ul style="list-style-type: none"> • We have received feedback from classmates and looked at areas we can change such as our attitude, behaviour and skills which will improve our self-esteem and contribute to positive mental health • Make a list of 4 specific activities you are going to undertake to support your self-esteem and be prepared to share one of these with the class <p>Feedback and Class discussion</p> <ul style="list-style-type: none"> • Teacher can record as appropriate
<p>Help and Support</p>	<p>Where to go for any help and support and a handout listing organisations they can approach confidentially</p> <p>As School Nurses visit schools at different times and days, teachers need to ensure they cover their schools dates and accessibility rules in this section</p> <p>Teachers need to cover the ‘Your guide to children and young people’s emotional health services</p>
<p>Evaluation</p>	<p>Your reflection and feedback is important!</p> <ul style="list-style-type: none"> • Use ‘What I Learned Today’ evaluation form – students to complete these anonymously and hand them in for teacher to review and assess.