



Healthy Heads Lesson Plan

Self-esteem - Year 3/4

- Our Aim:**
- I can understand what self-esteem means
 - I can identify how to improve my self-esteem
 - I can demonstrate self-esteem during physical activity

Lesson Topic: Self-esteem	
Age: Year 3/4	Duration: 30 min classroom + 30 min practical
Links to PSHE curriculum: <ul style="list-style-type: none"> - Self-management of feelings - Choices that promote health & wellbeing 	Notes on the class: Gain overview of class - discussion with teacher. SEND Medical Behaviour Other
Resources Theory: self-esteem presentation, paper, self-esteem task 2 handout Practical: cones, bibs, dodgeballs	
Organisation/Diagrams	Teaching Points/Questions
<p>Theory Introduction</p> 	<p>Introduce topic Set classroom expectations Share learning objectives</p>
<p>What is self-esteem?</p> 	<p>Ask: Has anyone heard of self-esteem before?</p> <p>Ask: Would anyone like to have a go at saying what it means?</p> <p>Read description from slide</p>

Having good self-esteem means that you...



Like who you are

Believe in yourself



Are proud of what you do

Explain: Just the same as how we can like other people, we can like ourselves too.

A part of having good self-esteem is believing in yourself and knowing that you can achieve anything you set your mind to.

It's also being confident, proud of yourself and proud of the things you do.

Ask: Have you done something that you're proud of? What about in school, at home? Children can discuss.

Task 1

Handout: paper

Can you draw around your hand on a piece of paper?



Inside your hand, write down a few things that you like about yourself

Share task 1 as shown on the slide.

Explain: This does not mean what you like doing, it means what you like about yourself.

Give example - 'I like how I can make friends easily' .. 'I am a good listener' .. I am good at catching'.

The self-esteem bucket

The self-esteem bucket



You are the only person in control

Ask: What do you fill an empty bucket with?

Answer: Water

Ask: What would happen if you put a hole in a bucket?


Answer: It would empty.

Explain: Your self-esteem works the same. The more good deeds you do that make you feel good, the more you fill your bucket. It can also work the opposite way; the more bad things you do, the more it will empty.


Task 2

Handout: self-esteem task 2 resource

Write down as many things you can think of that would fill your bucket by making you feel good about yourself



What did you get?



Share task 2 as shown on the slide.

Examples of correct answers:

- Regular exercise
- Eating healthy foods
- Helping others
- Spending time with friends and family
- Spending time outdoors
- Getting enough sleep
- Staying hydrated
- Read a book
- Spending time doing hobbies

Why should you fill your self-esteem bucket?

You will keep feeling happy



It will help us deal with life challenges



Ask: Why should we fill our self-esteem bucket?

Answer: 1. It will keep us feeling happy

2. It will help us deal with life challenges

Explain: Sometimes people experience things that are difficult. If we keep filling our bucket, then we can make sure that it will never be empty.

Conclusion

What's important?

We should always try to do things that will fill our self-esteem bucket.

So..

Like yourself, believe in yourself and be proud of who you are.



Share conclusions as shown on the slide.

Prepare children for practical. Emphasise that children will practise and discuss self-esteem during the practical.

Practical

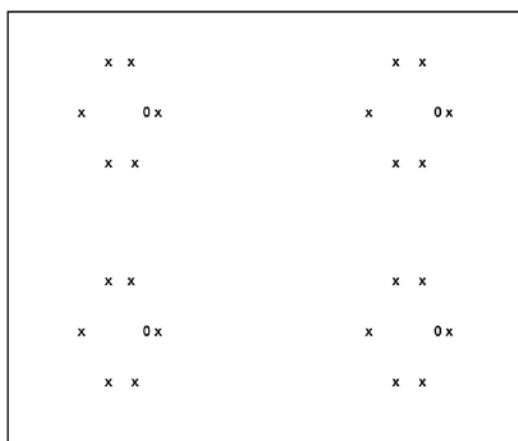
Activity 1 - Self-esteem tag



Key: Runners - x Tiggers - 0

All children must run around inside the designated area, trying to not get caught by the 'tigger'. The 'tiggers' must run around and tag the other children with a dodgeball. Once tagged, children will enter the HH jail. Note: This is a good opportunity to involve the teacher by asking them to be the 'Healthy Heads Guard'. Children will follow the progressions in order to be released from the jail.

Activity 2 - Team challenges



Key: Children - x Ball - 0

Children must be split into 4 groups, with one ball per group. The aim is for each team to complete the instructions as fast as possible. The instructions will increase in difficulty as per each progression.

Conclusion

Remind children of learning and share rewards i.e Dojos.

Progression 1 - Children must tell the 'Healthy Heads Guard' something that they like about themselves.

Progression 2 - Children must tell the 'Healthy Heads Guard' something that they realistically believe that they can achieve.

Progression 3 - Children must tell the 'Healthy Heads Guard' something they've done that they are proud of.

Progression 1 - Everyone in the team must touch the ball.

Progression 2 - Everyone in the team must touch the ball, one at a time.

Progression 3 - Everyone in the team must touch the ball, one at a time, but the ball must be thrown.

Progression 4 - Everyone in the team must touch the ball, one at a time, by completing either: a chest pass, a bounce pass or an overhead throw.

Teaching point: Every team member will play an equally important part in completing each task. Everyone is valuable.