**SESSION PLAN**

**SESSION FOUR: SELF ESTEEM**

Key Stages 3 and 4

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| Aim of session: | Young people to consider how different levels of self esteem can affect how people feel, how they behave and how they are perceived. |
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| You will need:  Time: 50 minutes | * Paper * Pens * Worksheets 1 * Worksheet 2 (size A3) * Powerpoint – The Self-Esteem Cycle * Can Full of Nothing film clips 7 & 8 |
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| Introductory activity:  filmreel2 | Introduce self-esteem cycle (PowerPoint slide 2)  Ask the young people to have a go at filling in worksheet 1 (high self esteem, low self esteem) in groups or individually for assessment purposes.  Ask them to identify how people feel, behave are treated/perceived when they have low and high self esteem.  Take feedback. |
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| Main activity: | Watch clip 7 & 8 of the film. Divide into 5 groups and give each group a cycle of self esteem (Worksheet 2, printed on A3) for a different character.  Ask each group to complete the cycle for their character.  Then ask each group to pass their character sheet to the next group to add their ideas. Repeat till all 5 groups have commented on all the characters.  Each group gets their original character sheet back.  Ask them to decide if their character has low or high self esteem.  Take feedback. *(The character of Harry should raise points for discussion whether the group thinks he has high or low self esteem)*  What do you think Nick, Tom and Harry think of the girls and how do they act towards them?  What do you think Elisha and Beth think of the boys and how do they act towards them? |
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| Plenary: (5 minutes) | Ask groups/individuals to go back to sheet 1.  In a different colour add any more words to each box and delete any you want to change. |
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| Extension – this can be done with a targeted group or an extension activity depending on the dynamics of the group | Divide young people into small groups, everyone should have a piece of paper and a pen. Each person should write their name at the top of the piece of paper then pass it to the person on their left.  Each person then writes one or two positive characteristics about the person whose name is at the top of the paper then folds the paper over.  Continue to pass the paper around to the left until everyone has written something on everyone’s paper.  Allow a few minutes for the individuals to read the comments and discuss with the group if they want to. |