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| Listening/Speaking \*Reading Grammar Writing | | | |
| **Topic: SELF ESTEEM** | | | |
| Instructor:  **WES LEE** | Level:  **Intermediate** | Students:  **4** | Length:  **55 Minutes** |
| Materials:  - White board and markers  - Post indicating Self Esteem  - Paper strips for activity  -Reading passages | | | |
| Aims:  - This is a lesson plan to bolster student self-esteem and to build class pride.  - Students will be able to reflect upon and list 5 unique talents. The class as a whole will see that they are a talented group.  - The way we feel about ourselves has a huge affect on the way we treat ourselves and others, and on the kinds of choices we make. Discuss what could be some things you could do to protect, raise, or reinforce your self-esteem.  - Improve communication skills by having discussion and sharing ideas with partners. | | | |
| Language Skills:  - Speaking: small group discussion, presentation, responding to teacher’s question.  - Listening: listening to teacher’s instructions, listening to other students’ opinions during discussion.  - Reading: reading off the board and worksheets.  - Writing: writing sentences in worksheet and taking notes. | | | |
| Language Systems:  - Phonology: discussion, presentation, teacher talk.  - Function: Reflecting upon self, good and bad, imagination.  - Lexis: vocabulary.  - Grammar: past, past perfect, etc.  - Discourse: group discussion, responding the teacher. | | | |
| Assumptions:  - All students have opinion about the topic.  - All students probably are excited to know how to raise and protect self-esteem.  - All students will enjoy discussion and sharing their opinions in group.  - All students are cooperative with one another during the group activity.  - All students know how to do brainstorming.  - All students know how to have presentation in front of the other students. | | | |
| Anticipated Errors and Solutions:  - If students don’t understand instructions. ☞ Solution: teacher rewords or demonstrates.  - If students may not have many ideas. ☞ Solution: teacher approaches with examples.  - If some students are too shy to participate during the group discussion. ☞ Solution: teacher encourages students to participate and give positive feedback.  - If some students don’t give their opinion during the group discussion. ☞ Solution: teacher gives her opinion and leads them to participate in communication.  - If activity takes too long. ☞ Solution: teacher gives them time warning.  - If activity finishes too soon. ☞ Solution: teach makes suggestions and shares ideas. | | | |
| References:  Finding cartoons and lists of improving self esteem from the website – http// www.google.com | | | |

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| **Lead-In** | | | |
| Materials:  - White board and markers.  - Post for Self Esteem | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  4min  6min | Whole  Whole  Students | Ss greet the teacher.  Ss listen to teacher and look at the cartoon in the paper.  Ss talk their experiences and look at the board. | Greeting.  Share T’s moment of losing self esteem and gaining self esteem.  Elicit the stories from Ss and briefly discuss and let them share their moment of losing and gaining self esteem. |

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| **Pre-Activity** | | | |
| Materials:  - Grammar structure for passive form  - Paper strips discussion Qs  - White board and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  3min  10min  5min  5min | Whole  Group  Group  Whole  Ts | Ss look back the past and think for a moment.  Ss move into group. Ss discuss each other  Let Ss write out at least 5 things they are good at.  Let students make the 5 lists of strips in chain | Begin by asking students, "Who has something that they really do well?" After a brief discussion about some of those talents, pass out paper and ask the students to write down 5 things that they do well.  Divide Ss into groups of two. Let them help each other discussing their past experiences.  Begin by asking students, "Who has something that they really do well?" After a brief discussion about some of those talents, pass out paper and ask the students to write down 5 things that they do well.  Monitor Ss how they are doing.  Write down key words of what Ss have in mind on the board.  Join in the activity |

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| **Main Activity** | | | |
| Materials:  - **HOW TO ENHANCE YOUR SELF-ESTEEM LIST** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min  1min  9 min | Whole  Ss  Group | Whole  Ss respond.  Ss share their ideas one another and make lists  Ask questions to T if they have any. | Discussing about self esteem based on the list  What could be the way we can enhance our self esteem.  Tell Ss what teacher has in mind.  Monitor group activity and help Ss if someone has difficulty in communication. Give Ss positive feedback. |

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| **Post Activity** | | | |
| Materials:  - White board and markers.  - Reading materials | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  3min | Ss  Whole | Read passage  Ss make comment for each other’s opinion. | Discuss about the passage  Let Ss talk about why it is important to have item.  Close by giving Ss feedback about their activities both good and bad. |

**HOW TO ENHANCE  
YOUR SELF-ESTEEM**

The way we feel about ourselves has a huge affect on the way we treat ourselves and others, and on the kinds of choices we make. Here are some things you can do to protect, raise, or reinforce your self-esteem.  
**• Spend time with people who like you and care about you.  
  
• Ignore (and stay away from) people who put you down or treat you badly.  
  
• Do things that you enjoy or that make you feel good.  
  
• Do things you are good at.  
  
• Reward yourself for your successes.  
  
• Develop your talents.  
  
• Be your own best friend - treat yourself well and do things that are good for you.  
  
• Make good choices for yourself, and don't let others make your choices for you.  
  
• Take responsibility for yourself, your choices, and your actions.  
  
• Always do what you believe is right.  
  
• Be true to yourself and your values.  
  
• Respect other people and treat them right.  
  
• Set goals and work to achieve them.**