

A journey into our inner self!

Brainstorming activity (asynchronous, before the beginning of the 1st teaching period): students are provided with an anonymous [questionnaire](#) which includes questions about their background and questions which assess their self-esteem. The aim of this initial questionnaire is to see students' confidence level and compare it to the one after the lessons.



1st teaching period

1st Activity:

Time: 10'

Type of activity: visualization of mind map and discussion

Class organisation: discussion in class

Actions/Tasks: the teacher presents the results of the questionnaire on the interactive whiteboard. There is a discussion on the reasons why some students feel less confident and if this self-image can be improved. If the students feel comfortable enough, they could open up and explain where their low self-esteem comes from. They are provided with some [negative adjectives](#) describing feelings and are encouraged to say if they ever feel that way and if they think they can improve that.



2nd Activity:

Time: 15'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) and explains issues involved related to self-knowledge and self-esteem (background to the concept of self-knowledge, examples, characteristics of people with low/high self-esteem, ways to boost self-confidence). Some videos are also presented throughout the presentation. There is a glossary [available](#) which students can refer to.



3rd Activity:

Time: 25'

Type of activity:

Class organisation: group work

Actions/Tasks: students are divided in groups and invites them to a digital [book](#) in order to collaborate and provide their answers to two parts. The first part includes the case of a teenager who is taking exams and students are asked to provide answers to three questions. The second part includes five different cases of human behaviour and they are asked to record the emotions and explain how each emotional state affects their self-esteem. The teacher can comment on their answers by constantly providing positive feedback. Alternatively to the e-book, they could work on a google [jamboard](#). In this phase, the teacher introduces Conditionals (zero, first and second) through questions such as 'What would you do if someone bullied you?' e.t.c. as well as 'When you feel sad, what do you do?' e.t.c. to help them with the homework. In this way, the teacher, by using the inductive method, presents the rules through situations and students get guided practice and then elicits the rules from the learners.



Homework: students are asked to collaborate on an interactive [worksheet](#) and record how they would react or feel in certain cases. They can use negative adjectives from the previous session but also [positive adjectives](#) describing feelings. They are encouraged to find a positive adjective for every negative adjective they might feel in these situations aiming at getting a more positive attitude.

A worksheet titled 'WHAT WOULD I DO?' in large, colorful letters. Below the title, it says 'For each case, write down how you would react or feel if you were in this position.' There are three sections with dashed lines for writing: 'WHEN I FEEL DISAPPOINTED...', 'WHEN I GET INSULTED...', and 'WHEN THINGS GO WRONG...'. A cartoon girl with black hair and a yellow polka-dot shirt is in the bottom left corner.

2nd Teaching period

1st Activity:

Time: 10'

Type of activity: group discussion and worksheet completion

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers after having commented on them in advance.

2nd Activity:

Time: 20'

Type of activity: creative listening

Class organisation: individually in a comfortable place (if possible) in a relaxing atmosphere (students can sit wherever and as they like).

Actions/Tasks: the teacher plays a custom made [recording](#) and asks them to feel relaxed and imagine they could communicate with their inner self (alternatively, the teacher can narrate the text. The students follow the instructions in the recording and they travel and talk to their inner self. The goal of this activity is to use students'

imagination and creativity aiming at discovering their talents and abilities in order to feel more confident about themselves.

This activity is an adaptation of one of the creative activities suggested by Ashoka (Greece), which promotes creativity in the classroom.

3rd Activity:

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: After the imaginary journey, students are asked to complete a [questionnaire](#) individually. They are asked to answer some question about their special talents, knowledge etc, as well as the things they fear most. The questionnaire is made in such a way as to encourage them to be honest and it includes the competitive element of an imaginary reward (a cake).



Project: Design a poster which will include tips for self-esteem enhancement.



3rd Teaching period

1st Activity:

Time: 40'

Type of activity: virtual escape room

Class organisation: individually

Actions/Tasks: Each student follows the link to the [escape room](#) and make their choices after watching videos or considering advice from experts in a non-threatening environment.

2nd Activity:

Time: 10'

Type of activity: discussion

Class organisation: whole class

Actions/Tasks: the teacher initiates a discussion on how they felt as they took this online journey: if they had any doubts, if the tips helped them, if they feel more confident after the journey etc. If students feel comfortable, they can talk about the obstacles they found, the choices they had to make, how difficult they were, etc.

Content and language practice/assessment:

1. Vocabulary practice (information input)
https://quizlet.com/_9wa387?x=1jqt&i=6m3w6 and game
<https://wordwall.net/play/16977/164/991>
2. Vocabulary practice https://quizlet.com/_9wcm8m?x=1jqt&i=6m3w6 (negative adjectives), https://quizlet.com/_9vp1sk?x=1jqt&i=6m3w6 (positive adjectives) and games <https://wordwall.net/play/17013/643/608>
<https://wordwall.net/play/16929/487/277> (higher level),
<https://wordwall.net/play/17006/805/925> (lower level)
3. https://h5p.org/node/1173499?feed_me=nps
4. https://h5p.org/node/1173632?feed_me=nps